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INVESTITURE ACHIEVEMENT

Director's Guide

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FRIEND



COMPANION



EXPLORER



INITIATE



VOYAGER



GUIDE

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Director's Guide

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Investiture Achievement Overview

Welcome to the exciting world of Investiture Achievement! This curriculum is the core of the Pathfinder ministry and will lead the Pathfinders in your club through an exciting journey as they learn and grow in their Christian experience.

The Investiture Achievement Curriculum is for Pathfinders in grades 5-10 or their equivalent. As you review the requirements, you will see that they are aligned with the goals that are listed for each segment. Throughout the curriculum special focus is given to creating a series of age-appropriate requirements that are sequenced to build from year to year, allowing Pathfinders to build on the skills previously learned. You are encouraged to use the best practices in education to meet the Pathfinder ministry goals.

The Basic level of the Investiture Achievement requirements are divided into seven tracks:

- Personal Growth
- Spiritual Discovery
- Serving Others
- Making Friends
- Health and Fitness
- Nature Study
- Outdoor Living

Pathfinders who want to be invested in the Advanced level must complete all basic requirements plus additional requirements as listed in each track. They will also earn many additional honors as they complete the requirements in the Honor Enrichment track.

Visit www.InvestitureAchievement.com for many more teaching ideas on wiki. You will also find free downloads that will help you keep track of what each of your Pathfinders has completed.

Requirements can be met in a variety of ways based on how each individual Pathfinder learns best. Each year that a Pathfinder is invested and advances to the next level the tracks remain the same as the previous year. However, the activities to fulfill the requirements change in order to allow each Pathfinder the opportunities to participate in new experiences and challenges and to practice skills and use information previously learned.

This curriculum is designed to create an ongoing learning environment. To maximize the success for each Pathfinder, club directors, instructors, and all Pathfinder staff must intentionally:

- Inspire and motivate Pathfinders.
- Emphasize quality, not quantity, of learning.
- Build on knowledge that has been gained in earlier levels.
- Allocate time to practice new concepts and skills.
- Aim for understanding rather than memorization.
- Consider developmental and individual abilities of each Pathfinder.
- Employ effective and flexible strategies to aid learning.
- Use concrete and meaningful activities.

As you read through this list, it should be obvious that the goal of the Investiture Achievement Curriculum is to engage the Pathfinders in your club in active, hands-on learning. Yes, there will be times to read, listen, and memorize, but as a leader you should always be looking for ways to

incorporate active learning. The goal is for Pathfinders to understand what they are memorizing, so plan time in your program for understanding the concepts. There should be more doing and less sitting; more practice and less reading about concepts; more touching and less listening.

Planning Inclusive Activities

One of the challenges that some Pathfinder leaders encounter is how to create appropriate modifications to the requirements. What happens when you have a child in your club with a disability? First of all, don't worry. Remember that the point is for the activity to be fun and meaningful for the Pathfinder with a disability, even if it means changing the requirement. Often simple and creative changes to an activity or requirement are all that is needed. Children of this age with disabilities can generally tell you when they require assistance and if they can't, their parents or guardians can.

Parents or guardians are not looking to you to discredit a diagnosis or to offer a "cure" for a condition; rather, they are looking to you to welcome and include their Pathfinder. Additionally, the other Pathfinders and adults look to you to see how to act, so make sure you treat the Pathfinder with a disability with the same openness and ease that you show all of the Pathfinders.

On the following pages you will see an overview of the entire curriculum, followed by the requirements to complete each level and specific ideas you can use to complete each requirement.

May God bless as you work with Pathfinders to lead them to Jesus and help them grow as followers of Him.

Resources

Disability Resources is the foremost gateway to disability resources on the Internet, featuring thousands of the best websites arranged by subject or state. www.disabilityresources.org

The CanChild Centre for Childhood Disability Research is a global leader in the fields of childhood disability research and knowledge translation, helping make a difference in the lives of children and their families. www.canchild.ca

You may also want to invite a special education teacher to talk to the Pathfinder staff so they are prepared to work with all Pathfinders in your club.

Investiture Achievement Tracks



Personal Growth

1. Achievement levels are grade assigned
2. Develop a relationship with God through a daily study of His word and prayer
3. Embrace the Pathfinder/AY lifestyle.



Spiritual Discovery

1. Encourage spiritual growth through a discovery of the Bible and Christian history.



Serving Others

1. Engage participants in active service
2. Connect participants to the community
3. Engage participants in friendship evangelism
4. Connect participants to their church.



Making Friends

1. Develop a relationship with God that fosters positive friendships, strong moral values, and civic responsibility.



Health and Fitness

1. Apply health and fitness principles that will benefit the participant for a lifetime.
2. Learn and practice safety procedures, first aid, and rescue skills.



Nature Study

1. Develop an understanding of God, the Creator of all things, through the study and observation of His creation.



Outdoor Living

1. Develop the skills needed for maximum enjoyment of the outdoors.
2. Build self-confidence through outdoor experiences.
3. Develop team building skills.



Honor Enrichment (Advanced Level Only)

1. Learn new skills.
2. Participate in or study content areas new to them.

Investiture Achievement Levels

GRADE	BASIC LEVEL	ADVANCED LEVEL
Grade 5	 Friend	 Trail Friend
Grade 6	 Companion	 Trail Companion
Grade 7	 Explorer	 Wilderness Explorer
Grade 8	 Ranger	 Wilderness Ranger
Grade 9	 Voyager	 Frontier Voyager
Grade 10	 Guide	 Frontier Guide



Friend & Trail Friend

LEVEL REQUIREMENTS



Personal Growth

1. Be in Grade 5 or its equivalent.
2. a. Develop your devotional life by studying the Weekly Devotional Guide (weeks 1 – 13) and the book of Matthew utilizing printed or electronic resources.
b. Journal your thoughts by asking these questions:
 - “What did I learn about God?”
 - “What did I learn about myself?”
 - “How can I apply this to my life today?”You may journal through writing, drawing or electronic process.
3. Memorize the Pathfinder Pledge & Law.
4. Learn the Pathfinder Song.



Spiritual Discovery

1. a. Memorize in order the names of the New Testament books of the Bible and know the four areas into which the books are grouped.
b. Demonstrate your ability to find any New Testament book.
2. Memorize a Bible text for the following subjects:
 - Prayer
 - Doctrine
 - Behavior
 - Salvation
 - Relationships
 - Promises/Praise
 - Great Passages
3. Participate in a skit on a story about the life of Jesus such as:
 - Jesus in the temple at 12
 - Jesus being tempted in the wilderness
 - Jesus feeding the 5,000
 - or another favorite story about Jesus
4. Learn about the worldwide Advent Awakening (late 1700s to 1844 time period) by identifying seven people and three events explaining why they are important.

Advanced for Spiritual Discovery

1. Complete Friend requirements.
2. Create a time line showing the main events of the life of Jesus.



Serving Others

1. In consultation with your leader, plan ways and find opportunities to spend time being a friend with someone in need.
2. Spend at least four hours participating in projects that benefit the church or school.

Advanced for Serving Others

1. Complete Friend requirements.
2. Bring someone who does not regularly attend church to a church program or activity.



Making Friends

1. Discover 10 qualities of being a good friend and share two that are most important to you.
2. Fulfill requirements #1, #2 and #3 of the Christian Citizenship Honor.

Advanced for Making Friends

1. Complete Friend requirements.
2. Complete the Christian Citizenship Honor, if not previously earned.



Health and Fitness

1. Learn the value of good nutrition & water by discussing:
 - The Choose My Plate guidelines
 - The daily servings for each food group
 - The importance of a balanced diet
 - The importance of drinking a healthy amount of water (these are requirements #1 and #6 of the Nutrition Honor)
2. Earn the Red Alert Honor.
3. Complete the Basic Water Safety **OR** Beginner Swimming Honor, if not previously earned.

Advanced for Health and Fitness

1. Complete the Friend requirements.
2. Participate in a lifestyle fitness program for your age such as:
 - President's Challenge Active Lifestyle Program
 - Live Healthy Bermuda Kids
 - Or similar program



Nature Study

1. a. Read Rom. 1:19, 20 and tell how nature reveals God's character.
b. Find two other chapters in the Bible that demonstrate how nature reveals God's character.
2. **Bird/Mammals** Set up a feeding station for the birds or mammals. Report on the types of visitors you observe for one week.

Advanced for Nature Study

1. Complete the Friend requirements.
2. **Seeds or Amphibians/Reptiles** Collect and identify 15 different kinds of seeds. **OR** Help set up and observe a terrarium for amphibians/reptiles.
3. Complete a nature honor at your skill level, not previously earned. (Skill level 1)



Outdoor Living

1. Tie and know the practical use of 10 knots.
2. Earn the Camping Skills I Honor.



Honor Enrichment

1. Complete one honor at your skill level, not previously earned, in the area of Arts & Crafts or Household Arts. (Skill level 1)
2. Complete one honor at your skill level, not previously earned, in the area of Recreational, Vocational, or Outdoor Industries. (Skill level 1)

Personal Growth



Goals for this Track:

- Achievement levels are grade assigned
- Develop a relationship with God through a daily study of His word and prayer
- Embrace the Pathfinder/AY lifestyle

1. Be in Grade 5 or its equivalent.

Friend is written on a fifth grade level and follows the voted actions of the North American Division Pathfinder Committee that Friend begin for those going into the fifth grade.

2. a. Develop your devotional life by studying the Weekly Devotional Guide (Weeks 1 - 13) and the book of Matthew utilizing printed or electronic resources. (See appendix)

Teaching Tip

The purpose of this requirement is to have the Pathfinders connect with God each day and to help them establish a lifelong habit of personal devotions. Encourage the Pathfinders to reflect on the Bible passages and not simply rush through this requirement. By reading the thirteen week devotional guide for Friend, the Pathfinders should gain a broader view of the Bible. The purpose for reading the book of Matthew is to introduce the Pathfinders to Jesus' teachings, actions, parables, miracles and to the Kingdom of Heaven.

- a. Journal your thoughts by asking these questions:

"What did I learn about God?"

"What did I learn about myself?"

"How can I apply this to my life today?"

You may journal through writing, drawing or electronic process.

Teaching Tip

Encourage the Pathfinders to journal in a way that reflects their creative style. By responding to the study questions, they will need to think about the meaning of the verses and how they may apply what they have learned to their lives.

3. Memorize the Pathfinder Pledge & Law.

The Pathfinder Pledge

By the Grace of God,	Only as I rely on God to help me can I do His will
I will be pure	I will fill my mind with that which is right and true and spend my time in activities that build a strong, clean character.
I will be kind	I will be considerate and kind, not only to my fellow men, but also to all of God's creation.
I will be true	I will be honest and upright in study, work, and play and can always be counted upon to do my very best.
I will keep the Pathfinder Law	I will seek to understand the meaning of the law and will strive to live up to its spirit, realizing that obedience to the law is essential in any organization.
I will be a servant of God	I will pledge myself to God first, last, and best in everything I am called to do.
I will be a friend to man	I will bless others and do to them what I would have them do to me.

The Pathfinder Law

The Pathfinder Law is for me to	
Keep the Morning Watch	I will have prayer and personal Bible study each day.
Do my honest part	By the power of God, I will help others and do my duty and my honest share, wherever I may be.
Care for my body	I will be temperate in all things and strive to reach a high standard of physical fitness
Keep a level eye	I will not lie, cheat or deceive and will despise dirty talk and evil thinking
Be courteous and obedient	I will be kind and thoughtful of others, reflecting the love of Jesus in all my associations with others.
Walk softly in the sanctuary	In any devotional exercise, I will be quiet, careful, and reverent.
Keep a song in my heart	I will be cheerful and happy and let the influence of my life be sunshine to others
Go on God's errands	I will always be ready to share my faith and go about doing good as did Jesus

Teaching Tip

Every young person should have codes by which to shape his/her life. For the Adventist youth, the Pathfinder Pledge and Law are these codes. They must be learned and their principles put into practice.

4. Learn the Pathfinder Song. (See appendix)

Oh, we are the Pathfinder strong,
The servants of God are we
Faithful as we march along,
In kindness, truth, and purity
A message to tell to the world
A truth that will set us free,
King Jesus the Savior's coming back
For you, and me!

Teaching Tip

Encourage the Pathfinders to complete this requirement using a memorization technique that fits their learning style.

Examples of memorization techniques:

- Acronyms
- Acrostics
- Flash cards
- Grouping
- Keywords
- Repetition
- Visualization
- Word association

Spiritual Discovery



Goals for this Track:

- Encourage spiritual growth through a discovery of the Bible and Christian History

1. a. Memorize in order the names of the New Testament books of the Bible and know the four areas into which the books are grouped. (See appendix).

Gospels	History	Letters			Prophecy
Mathew	Acts	Romans	I Thessalonians	James	Revelation
Mark		I Corinthians	II Thessalonians	I Peter	
Luke		II Corinthians	I Timothy	II Peter	
John		Galations	II Timothy	I John	
		Ephesians	Titus	II John	
		Philippians	Philemon	III John	
		Colossians	Hebrews	Jude	

Teaching Tip

Repetition and association are among the best methods to improve memorization.

A fun way of learning the books of the New Testament is with a song. However, encourage the Pathfinders to complete this requirement using a memorization technique that best fits their learning style.

Books of the Bible song:

- Vocals only
<http://www.youtube.com/watch?v=LRnYaf-RDeI#t=57>
- Contemporary with percussions
<http://www.youtube.com/watch?v=qycXFCildL8>

Examples of memorization techniques:

- Acronyms
- Songs
- Flash cards
- Grouping
- Keywords
- Repetition
- Visualization
- Word association

b. Demonstrate your ability to find any New Testament Book.

Teaching Tip

This requirement can be incorporated as an outdoor activity for a Pathfinder Sabbath or campout. For example, have the names of the books of the New Testament written on cards, mix then up, place the cards on a table, and then have the Pathfinders place the cards in order.

Another way of making this requirement interesting is to have a Bible Sword Drill. (See appendix)

2. a. Memorize a Bible text for the following subjects.

PRAYER

- Matthew 6:9-13
- Mark 1:35
- 1 Samuel 12:23
- 1 Thessalonians 3:10
- Option:

PROMISES/PRAISE

- Psalm 107:1
- Psalm 103:13
- Philippians 4:19
- Isaiah 58: 9, 10
- Psalm 84:1, 2
- Option:

5. BEHAVIOR

- Proverbs 17:22
- Proverbs 12:22
- Philippians 4:4
- Proverbs 6:6
- Proverbs 28:14
- Option:

GREAT PASSAGES

- Psalm 23
- Exodus 20:3-17
- Matthew 5:3-12
- Psalm 8:5-9
- Option:

DOCTRINE

- John 10:10
- 2 Timothy 3:15
- Exodus 20: 3-17
- Option:

SALVATION

- Ecclesiastes 12:1
- John 3:16
- Ezekiel 33:11
- John 17:15
- 1 John 1:9
- Option:

RELATIONSHIP

- Luke 2:52
- Luke 4:16
- Ephesians 6:1
- Psalm 51:10
- Psalm 16:8
- Option:

3. Participate in a skit on a story about the life of Jesus such as:

Teaching Tip

- Jesus in the temple at 12 – Luke 2:39-52
- Jesus being tempted in the wilderness – Matthew 4:1-11
- Jesus feeding the 5,000 – John 6:1-15
- Or another favorite story about Jesus

4. Learn about the worldwide Advent Awakening (late 1700s to 1844 time period) by identifying seven people and three events explaining why they are important:

Teaching Tip

Names of people who were important in the worldwide Advent Awakening:

- | | | |
|------------------|-----------------------|-------------------------|
| • William Miller | • Johann L. Bengel | • H. Heintzpeter |
| • Joshua V Himes | • Edward Irving | • Louise Gaussen |
| • Josiah Litch | • Henry Drummond | • Francisco Ramos Mejia |
| • Charles Fitch | • Robert Winter | |
| • Joseph Wolff | • Manuel de Lacacunza | |

Three important events:

- The Lisbon Earthquake, 1755
- The Dark Day of May 19, 1780
- Meteorite Showers on November 13 & 25, 1833

Resource

- *Church Heritage Manual* by General Conference Youth Ministry (AdventSource #001136)

Advanced for Spiritual Discovery

1. Complete Friend Requirements

The Trail Friend requirements may be done simultaneously with the Friend requirements. However, both the Trail Friend requirements and the Friend requirements must be completed in order to be invested as a Trail Friend.

2. Create a time line showing the main events of the life of Jesus.

Year	Event	Scriptures
c. 6 B.C.	• An angel of the Lord visits Joseph in a dream	• Matthew 1:18-25
c. 6-4 B.C.	• Birth of Jesus	• Matthew 1:18-25 • Luke 2:1-20
c. 5-4 B.C.	• Magi/Wise men from the East visit King Herod	• Matthew 2:19-23
c. 5-4 B.C.	• Joseph moves family to Egypt	• Matthew 2:13-18
c. 5-4 B.C.	• Herod the Great dies	• Matthew 2:13-23 • Luke 2: 39-40
A.D. 10	• Jesus returns to Nazareth	• Matthew 2:19-23
A.D. 27	• Jesus baptized by John the Baptist • Jesus tempted by Satan in the dessert • Jesus' first miracle – turns water into wine	• Matthew 3:13-17 • Mark 1:12-13 • John 2:1-11
A.D. 27	• Jesus begins His ministry	• Matthew 3:13-4:11 • Luke 3:21-4:13 • Mark 1:9-13 • John 1:19-2:12
A.D. 28	• Jesus visits Capernaum	• John 2:12
A.D. 28	• Jesus cleanses the temple	• John 2:13-25
A.D. 28	• Jesus ordains the 12 disciples	• Mark 3:13-19 • Luke 6:12-15
A.D. 30	• John the Baptist is executed	• Matthew 14:1-12 • Luke 4:38,39 • Mark 1:29-31
A.D. 30	• Jesus feeds over 5,000 men, women and children	• Matthew 14:13-21 • Luke 9:10-17 • Mark 6:30-44 • John 6:1-14
A.D. 30	• The Transfiguration	• Matthew 17:1-9 • Mark 9:2-10
A.D. 31	• Jesus in the Upper Room – The Last Supper	• Matthew 26:20-29 • Luke 14:17-25 • Mark 14:17-25 • John 13:1-17
A.D. 31	• Jesus' arrest, trial, crucifixion and death	• Matthew 26 & 27 • Luke 22 & 23 • Mark 14 & 15 • John 18 & 19
A.D. 31	• Jesus buried in the tomb of Joseph of Arimathea	• Matthew 27:57-61 • Luke 23:50-55 • Mark 15:42-47 • John 19:38-42
A.D. 31	• Jesus rises from the dead – The Resurrection	• Matthew 28:1-8 • Luke 24:1-12 • Mark 16:1-8 • John 20:1-10

Goals for this Track:

- Engage participants in active service

Teaching Tip

Resource

- SDA Bible Commentary
- Websites such as
twopaths.com/jappen.htm
http://www.oaksbible.org/Contents/IX_Chronology.pdf

Serving Others



- Connect participants to the community
 - Engage participants in friendship evangelism
 - Connect participants to their church
1. In consultation with your leader, plan ways and find opportunities to spend time being a friend with someone in need.

Teaching Tip

Here are a few ideas for meeting the needs of those in need:

- Donate time or non-perishable food items to your local food bank.
- Participate in an activity organized for individuals with special needs.
- Organize a coat, glove, or scarf drive for your local center for people in need.
- Volunteer at your local community garden.
- Start a charity hat project for cancer patients.
- Volunteer to read and record books for the blind.
- Visit a friend or church member.
- Walk an elderly neighbor's dog or help them take care of their pet for some time.
- Volunteer at your local soup kitchen.
- Visit someone you know who is sick or in the hospital.

2. Spend at least four hours participating in projects that benefit the church or school.

Teaching Tip

Possible school projects:

- Plant and care for flower beds
- Clean and fix up restroom facilities
- Help arrange and care for the library
- Start a "collections" library of nature items, historic items, etc.

Possible church projects:

- Improve church grounds
- Participate in a remodeling project
- Help with custodial duties
- Plant a "giveaway" community garden

Resource

- The Bible
- Internet: Search for community service ideas and resources

Advanced for Serving Others

1. Complete Friend requirements.

The Trail Friend requirements may be done simultaneously with the Friend requirements. However, both the Trail Friend requirements and the Friend requirements must be completed in order to be invested as a Trail Friend.

2. Bring someone who does not regularly attend church to a church program or activity.

Teaching Tip

Encourage the Pathfinders to invite a non-Adventist friend to attend a church or club activity. These activities may include, but are not limited to: church social, picnic, fellowship dinner, or VBS program.

Making Friends



Goals for this Track:

- Develop a relationship with God that fosters positive friendships, strong moral values, and civic responsibility.

1. Discover 10 qualities of being a good friend and share two that are most important to you.

Teaching Tip

a. Qualities of a good friend:

- | | | | |
|-----------------|-------------|----------------|---|
| • Genuine | • Giving | • Considerate | • Approachable |
| • Friendly | • Accepting | • Respectful | • Dependable |
| • Loyal | • Flexible | • Supportive | • Truthful |
| • Encouraging | • Positive | • Appreciative | • An active listener |
| • Understanding | • Enriching | • Honest | • Understanding of one's personal space |

b. Activities or games to teach these qualities

c. Comments by Ellen White on the qualities of true friendship:

1. "Speak often words that will be...an inspiration. When one is in trouble, ...speak comforting words to him. This is true friendship." *Bible Commentary*, Vol. 7, pg. 928.
2. "While the Christian will be ever kind, compassionate, and forgiving, he can feel no harmony with sin." 5T, pg. 171
3. "Men and women are not fulfilling the design of God when they simply express affection for their own family circle, for their rich relatives and friends, while they exclude those from their love whom they could comfort and bless..." *Welfare Ministry*, pg 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, pg 481.
5. "The spirit of gossip and talebearing is one of Satan's special agencies to sow discord and strife, to separate friends..." 4T, pg 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." *Mount of Blessings*, pg 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, pg 207.
8. "The Lord did not leave you to perish. He frequently raised up friends to aid you when you least expected it." 2T, pg 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..." *Desire of Ages*, pgs 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." *Fundamentals of Christian Education*, pg 67.

2. Fulfill requirements #1, #2, and #3 of the Christian Citizenship Honor. (See appendix)

Advanced for Making Friends

- 1. Complete Friend requirements.**

The Trail Friend requirements may be done simultaneously with the Friend requirements. However, both the Trail Friend requirements and the Friend requirements must be completed in order to be invested as a Trail Friend.

- 2. Complete the Christian Citizenship Honor, if not previously earned. (See appendix)**

Health and Fitness



Goals for this Track:

- Apply health and fitness principles that will benefit the participant for a lifetime.
 - Learn and practice safety procedures, first aid and rescue skills.
1. Learn the value of good nutrition and water by discussing and/or participating in the activities listed below:
 - The Choose My Plate Dietary guidelines
 - The daily servings for each food group
 - The importance of a balanced diet
 - The importance of drinking a healthy amount of water (these are requirements #1 and #6 of the Nutrition honor).

Teaching Tip

Good health depends largely on good nutrition and consuming the necessary amount of water for proper organ function. The goal for healthy eating is to make sure the participants understand how to make good food choices and understand what constitutes a serving size. Explain the Choose My Plate Dietary guidelines in terms that they will understand and have the Pathfinders build a balanced plate using the current guidelines.

For an entire week, have the Pathfinders put the daily recommended amount of water in a large container and drink from it for the day.

Resource

- www.choosemyplate.gov
- www.fruitsandveggiesmatter.gov

2. Earn the Red Alert Honor. (See appendix)
3. Complete the Basic Water Safety OR Beginner Swimming Honor, if not previously earned. (See appendix)

Advanced for Health and Fitness

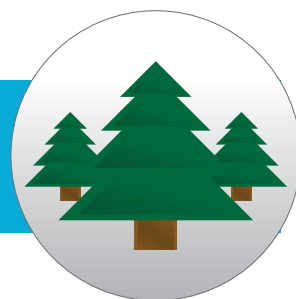
1. Complete Friend Requirements.

The Trail Friend requirements may be done simultaneously with the Friend requirements. However, both the Trail Friend requirements and the Friend requirements must be completed in order to be invested as a Trail Friend.

2. Participate in a lifestyle fitness program for your age such as:

- President's Challenge Active Lifestyle Program - www.presidentschallenge.org
- Live Healthy Bermuda Kids - <http://www.livehealthybermuda.org>
- Or a similar program

Nature Study



Goals for this Track:

- Develop an understanding of God, the Creator of all things, through the study and observation of His Creation.
1.
 - a. Read Rom. 1:19, 20 and tell how nature reveals God's character.
 - b. Find two other chapters in the Bible that demonstrate how nature reveals God's character.

Teaching Tip

Resource

- Psalm 8
- Psalm 138
- Psalm 19
- Job 38

2. Bird/Mammals: Set up a feeding station for the birds or mammals. Report on the types of visitors you observe for one week. ([See appendix](#))

Teaching Tip

Feeding stations may be bird feeders, salt licks, or other foods to attract wildlife. The Animal Tracking Honor suggests a large carefully smoothed semi-soft mud area with food placed in the center. The tracks of approaching animals will serve to make good plaster cast.

Visitor identification should be as accurate as possible, using proper field guides.

You will discover that animals don't often arrive within hours of setup time. You may need to wait for days or a week or more before results start to come in. (If a group member already has the Bird, Mammal, or Animal Tracking Honor, he/she will make an excellent instructor for this requirement.)

Advanced for Nature Study

1. Complete Friend requirements.

The Trail Friend requirements may be done simultaneously with the Friend requirements. However, both the Trail Friend requirements and the Friend requirements must be completed in order to be invested as a Trail Friend.

2. Seeds or Amphibians/Reptiles: Collect and identify 15 different kinds of seeds **OR** help set up and observe a terrarium for amphibians/reptiles. (See appendix)

Teaching Tip

Seed collecting can start in the kitchen or at the dinner table. Often new foods are bought and eaten (tasted) just to get the seeds for a collection. And don't forget, the fun started in this requirement can continue right into the Seed honor. Seeds obtained from fresh foods need to be laid out to dry before being included in the collection. Seeds are best mounted for display in small vials, glued to heavy cardboard or plywood.

Terrariums may range from 2 ½ gallons and up (aquariums without the water). Pet shops have a wide assortment of supplies, "critters", and pamphlets giving you all the necessary information. Pet shop "critters" are recommended over wild ones because generally they have already been acclimated or are captive bred and therefore are already used to food being offered. Wild animals don't always make the transition successfully.

3. Complete a nature honor at your skill level, not previously earned. (Skill level 1)

- | | | |
|-------------------|---------------|-----------|
| • Amphibians | • Flowers | • Seeds |
| • Animal Tracking | • Geology | • Shrubs |
| • Bats | • Insects | • Soils |
| • Bird Pets | • Mammals | • Trees |
| • Birds | • Maple Sugar | • Weather |
| • Cacti | • Orchids | • Worms |
| • Cats | • Reptiles | |
| • Dogs | • Sand | |

Teaching Tip

Resource

- *Honors Handbook*, by NAD Pathfinder Ministries (AdventSource #001167)
- www.pathfindersonline.org

Outdoor Living



Goals for this Track:

- Develop the skills needed for maximum enjoyment of the outdoors.
- Build self-confidence through outdoor experiences.
- Develop team building skills.

1. Tie and know the practical use of 10 knots.

Square	This knot is a binding knot used to tie parcels, bandages, or almost any type of object.
Double bow	This common knot is most often used to tie shoe laces.
Figure eight	This is a stopper knot used to prevent the end of a rope from sliding through a pulley, hole, or block.
Slip knot	This knot is an overhand knot, and is used to prevent the end of a rope from unraveling or slipping through
Sheepbend	This knot is used to join two ropes of different diameters.
Clover Hitch	This hitch knot holds a line to a post when being pulled in two directions.
Bowline	This knot is used to form a secure loop.
Fisherman's loop	This knot, also known as a middleman's knot, is used to form a loop along the rope.
Double half hitch	This knot consists of two basic overhand knots, and is used to tie a rope to a post or dock eye.
Timber hitch	This knot, or hitch, is used to secure a rope around a post.

Teaching Tip

Resource

- *Why Knot?* DVD by Easthaven Productions (AdventSource #000711)
- *Knots and How To Tie Them* by Boy Scouts of America
- Animated knot tying website www.animatedknots.com/indexscouting.php
- BibleGateway.com - Job 38

2. Earn the Camping Skills I Honor. (See appendix)

Honor Enrichment — Advanced Level Only



Goals for this Track:

- Learn new skills.
- Participate in or study content areas new to them.

1. Complete one honor at your skill level, not previously earned, in the area of Arts & Crafts, or

Arts & Crafts

- | | | |
|---------------------|------------------------|------------------|
| • Airplane Modeling | • Glass Painting | • Pinewood Derby |
| • Braiding | • Leather Craft | • Plaster Craft |
| • Bread Dough | • Lighthouses | • Plastic Canvas |
| • Candlemaking | • Macrame | • Scrapbooking |
| • Copper Enameling | • Model Cars | • Soap Craft |
| • Decoupage | • Model Rocketry | • String Art |
| • Felt Craft | • Native American Lore | • Tie-Dye |
| • Glass Craft | • Origami | • Weaving |
| • Glass Etching | • Paper Quilling | • Whistle |

Household Arts

- | | |
|----------------|---------------|
| • Baking | • Dressmaking |
| • Basic Sewing | • Laundering |
| • Cooking | • Nutrition |

Household Arts. (Skill level 1)

2. Complete one honor at your skill level, not previously earned, in the area of Recreational, Vocational,

Recreation

- | | | |
|--------------|-----------------|-----------------------|
| • Archery | • Horsemanship | • Swimming Beginner's |
| • Basketball | • Kites | • Swimming Beginner's |
| • Camp Craft | • Letter Boxing | Advanced |
| • Cycling | • Lighthouse | • Track and Field |
| • Geocaching | • Softball | • Unicycle |
| • Hiking | • Soccer | • Wakeboarding |

Vocational

- Computer
- Electricity

Outdoor Industries

- | | | |
|------------------|-------------------|-------------------|
| • Flower Culture | • Horse Husbandry | • Sheep Husbandry |
| • Gardening | • Poultry Raising | |

Teaching Tip

Resource

- *Honors Handbook*, by NAD Pathfinder Ministries (AdventSource #001167)
- www.pathfindersonline.org



Companion & Trail Companion

LEVEL REQUIREMENTS



Personal Growth

1. Be in Grade 6 or its equivalent.
2. a. Develop your devotional life by studying the Weekly Devotional Guide (weeks 14 – 26) and the book of Genesis utilizing printed or electronic resources.
b. Journal your thoughts by asking these questions:
 - “What did I learn about God?”
 - “What did I learn about myself?”
 - “How can I apply this to my life today?”You may journal through writing, drawing or electronic process.
3. a. Memorize the Pathfinder Pledge & Law.
b. Learn the meaning of the Pathfinder Pledge & Law.
4. a. Learn or review the Pathfinder Song.
b. Illustrate its meaning.



Spiritual Discovery

1. a. Memorize in order the names of the Old Testament books of the Bible and the five groups into which they are grouped.
b. Demonstrate your ability to find any Old Testament book.
2. Memorize a Bible text (not previously learned) for the following subjects:
 - Prayer • Doctrine
 - Behavior • Salvation
 - Relationships • Promises/Praise
 - Great Passages
3. Participate in a skit on one of the following Old Testament characters:
 - Joseph • Jonah
 - Esther • Ruth
4. Research two early Adventist Pioneers (1844 to 1900) and present what you have learned.

Advanced for Spiritual Discovery

1. Complete Companion requirements.
2. Learn about Ellen White's first vision and discuss how God uses prophets to present His message to the church.



Serving Others

1. In consultation with your leader, plan ways and find opportunities to spend at least two hours helping an elderly person.
2. Spend at least four hours participating in projects that benefit the church or school.

Advanced for Serving Others

1. Complete Companion requirements.
2. Participate in an outreach activity, and bring a non-club member to participate with you.



Making Friends

1. Discuss how the media strengthens or weakens our relationship with others.
2. Fulfill requirements #1, #2 and #3 of the Cultural Diversity Appreciation Honor.

Advanced for Making Friends

1. Complete Companion requirements.
2. Complete the Cultural Diversity Appreciation Honor, if not previously earned.



Health and Fitness

1. Learn the value of temperance, by:
 - a. Memorize and sign the Temperance Pledge.
 - b. Memorize two of the following Bible texts: Romans 12:1, 2; 1 Cor. 10:31; Prov. 20:1; 3 John 1:2.
 - c. Discuss all the following situations and role-play one: Your best friend asks you to try a cigarette; An older relative offers you a drink of beer; The smoke from a stranger's cigarette is bothering you. (a fulfills requirement #1, b & c fulfill parts of requirements #2 & #7 of the Temperance Honor)
2. Earn the First Aid Basic Honor.
3. Complete the Basic Water Safety **OR** Beginner Swimming Honor, if not previously earned.

Advanced for Health and Fitness

1. Complete Companion requirements.
2. Participate in a lifestyle fitness program for your age such as:
 - President's Challenge Active Lifestyle Program
 - Live Healthy Bermuda Kids
 - Or similar program



Nature Study

1. a. Read pages 1-13 from the booklet *A 6 Day Creation Week?*
b. Keep a 7-day outdoor log of your personal observations from nature in which each day focuses on those things that were created on that day.

2. **Animal Tracking** Make plaster casts of three different animal tracks.

Advanced for Nature Study

1. Complete Companion requirements.
2. **Trees, Shrubs & Cacti** Collect and identify the leaves of 15 different trees and seven shrubs. **OR** Photograph and observe at least five different types of cacti.
3. Complete a nature honor not previously earned. (Skill level 1)



Outdoor Living

1. Tie and know the practical use of 20 knots.
2. Earn the Camping Skills II Honor, if not previously earned.



Honor Enrichment

1. Complete one honor at your skill level, not previously earned, in the area of Arts & Crafts or Household Arts. (Skill level 1)
2. Complete one honor at your skill level, not previously earned, in the area of Recreational, Vocational, or Outdoor Industries. (Skill level 1)

Personal Growth



Goals for this Track:

- **Develop a relationship with Jesus through a daily study of His word and prayer**
- **Embrace the Pathfinder lifestyle**

1. Be in Grade 6 or its equivalent.

Companion is written on a sixth grade level and follows the voted action of the North American Division Pathfinder Committee that Companion begin for those going into the sixth grade.

2. a. Develop your devotional life by studying the Weekly Devotional Guide (weeks 14 - 26) and the book of Genesis utilizing printed or electronic resources. [\(See appendix\)](#)

Teaching Tip

The purpose of this requirement is to have the Pathfinders connect with God each day and to help them establish a lifelong habit of personal devotions. Encourage the Pathfinders to reflect on the Bible passages and not simply rush through this requirement. By reading the thirteen week devotional guide for Companions, the Pathfinders should gain a broader view of the Bible. The purpose for reading the book of Genesis is to deepen their understanding of God's love, forgiveness, and plan of salvation. They may use their Bibles, computers, other electronic or audio device to complete this requirement.

b. Journal your thoughts by asking these questions:

“What did I learn about God?”

“What did I learn about myself?”

“How can I apply this to my life today?”

You may journal through writing, drawing or electronic process.

Teaching Tip

Encourage the Pathfinders to journal in a way that reflects their creative style. By responding to the study questions, they will need to think about the meaning of the verses and how they may apply what they have learned to their lives.

3. a. Memorize the Pathfinder Pledge & Law.

The Pathfinder Pledge

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

The Pathfinder Law

The Pathfinder Law is for me to
Keep the Morning Watch
Do my honest part
Care for my body
Keep a level eye
Be courteous and obedient
Walk softly in the sanctuary
Keep a song in my heart
Go on God's errands

b. Learn the meaning of the Pathfinder Pledge & Law.

Teaching Tip

Encourage the Pathfinders to lead out in the induction service. Have the Pathfinders explain what each aspect of the pledge and law means.

The 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.
- **“Kind”** means that I will be considerate and kind not only to my fellowmen but to all of God's creation as well.
- **“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.
- **“a friend to man”** means that I will live to bless others and do unto them as I would have them do unto me.

Teaching Tip, Con't

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 as much need men of great intellect as of noble character.” Education, pg 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*, pgs 100, 101.

Recognizing the 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*, pg 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

Keep 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*, pg 420.

Teaching Tip, Con't

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 little ones.

I realize that obedience to God must come first, obedience to parents next, and obedience to teachers 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 worshipped." *Messages to Young People*, pg 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*, pg 291.

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*, pg 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 the 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*, pg 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 men, 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 man 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 in a distant land.

4. a. Learn the Pathfinder Song (See appendix)

Teaching Tip

Create opportunities for the Pathfinders to learn the Pathfinder song by incorporating it into the club's opening exercise or by setting aside time for memorization.

b. Illustrate its meaning.

Teaching Tip

Foster a non-competitive atmosphere by reminding the Pathfinder that their work will not be judged or compared with that of others.

Here are a few suggestions for completing this requirement:

- Art projects
- Written composition
- Panel discussions
- Role playing
- Musical interpretation
- Slide show
- Video
- Skit/drama
- Poster
- Games
- Other

Resource

www.pathfindersonline.org

Spiritual Discovery



Goals for this Track:

- Encourage spiritual growth through a discovery of the Bible and Christian History

1. a. Memorize in order the names of the Old Testament books of the Bible and know the five areas into which the books are grouped.

Books of Moses	History	Poets	Major Prophets	Minor Prophets
Genesis	Joshua	Job	Isaiah	Hosea
Exodus	Judges	Psalms	Jeremiah	Joel
Leviticus	Ruth	Proverbs	Lamentations	Amos
Numbers	1 Samuel	Ecclesiastes	Ezekiel	Obadiah
Deuteronomy	2 Samuel	Song of Solomon	Daniel	Jonah
	1 Kings			Micah
	2 Kings			Nahum
	1 Chronicles			Habakkuk
	2 Chronicles			Zephaniah
	Ezra			Haggai
	Nehemiah			Zechariah
	Esther			Malachi

Teaching Tip

A fun way of learning the books of the Old Testament is with a song. However, encourage the Pathfinders to complete is requirement using a memorization technique that best fits their learning style.

Books of the Old Testament Songs:

- a. Vocals only
<http://www.youtube.com/watch?v=1Lp3bnNlsjA>
- b. Contemporary with percussions
http://www.youtube.com/watch?v=_KTyRsGbWko

Examples of memorization techniques:

- Acronyms
- Songs
- Flash cards
- Grouping
- Keywords
- Repetition
- Visualization
- Word association

Resource

- *How to Memorize the Books of the Bible in 30 Minutes!* by Mark Saint

b. Demonstrate your ability to find any Old Testament Book.

Teaching Tip

This requirement is designed to give the Pathfinder practice in locating the books of the Old Testament.

Here are some ways to practice finding texts:

- a. Bible drill games (See appendix)
- b. Bible bingo
- c. Bible memory cards
- d. Flash cards

2. Memorize a Bible text (not previously learned) for each of the following subjects:

PRAYER

- Psalm 34:3-4
- Matthew 6:6
- 1 Peter 1:3
- 1 John 4:7
- Option

BEHAVIOR

- 1 Samuel 15:22
- Romans 12:1, 2
- 1 Thessalonians 5:15
- Ecclesiastes 9:5-10
- Luke 2:51, 52
- Option

RELATIONSHIPS

- Isaiah 1:18
- John 1:12, 13
- 1 Timothy 6:6-8
- 1 John 3:17
- Acts 17:26, 27
- Option

GREAT PASSAGES

- Psalm 119:11
- Isaiah 43:12
- Matthew 28:19, 20
- Luke 5:15
- Option

DOCTRINE

- Ephesians 1:8-10
- Deuteronomy 6:5
- Acts 2:38
- Option

SALVATION

- John 1:1-3, 14
- Luke 19:10
- Psalm 103:10-12
- Isaiah 53:5
- Ephesians 3:20, 21
- Option

PROMISES/PRAISE

- Psalm 37:3
- Isaiah 35:10
- James 4:7, 8
- 1 John 2:17
- Option

Teaching Tip

Encourage the Pathfinders to complete this requirement using a memorization technique that fits their learning style.

Examples of Memorization Techniques:

- Acronyms
- Acrostics
- Flash cards
- Grouping
- Keywords
- Repetition
- Visualization

Sing the Word CD has song written and sung by Pathfinders. The songs were written to help memorize scripture in these seven areas. (AdventSource #551056) You can also download for free at www.InvestitureAchievement.com

3. Participate in a skit on one of the following Old Testament characters:

Teaching Tip

Have the Pathfinders write their skits and rehearse them several times before their final presentation.

- Joseph – Genesis 37-50
- Jonah – Jonah 1-4
- Esther – Esther 1-10
- Ruth – Ruth 1-4

Resource

- PowerPoint presentation
- Pictures
- Puppets or other props

4. Research two early Adventist Pioneers (1844 to 1900) and present what you have learned.

Teaching Tip

Ellen G. White	John Nevins Andrews	Stephan Haskell
James White	John Norton Loughborough	Anna Knight
Joseph Bates	Uriah Smith	Hiram Edson
John H. Kellogg	Annie Smith	John Byington
J. H. Waggoner	Frederick Wheeler	

Resource

- *Church Heritage Manual by General Conference Youth Ministries* (AdventSource #001136)
- *Pathways of the Pioneers Scripts* CD-ROM (AdventSource #001265)
- *Pathways of the Pioneers* CD Set (AdventSource #001138)
- *Life Sketches* by Ellen G. White, pp. 105-111
- *Footprints of the Pioneers* by Arthur W. Spalding

Advanced for Spiritual Discovery

1. Complete Companion requirements

The Trail Companion requirements may be done simultaneously with the Companion requirements. However, both the Trail Companion requirements and the Companion requirements must be completed in order to be invested as a Trail Companion.

2. Learn about Ellen White's first vision and discuss how God uses prophets to present His message to the church.

- What happened in Ellen White's first vision?

Teaching Tip

The accounts of Ellen White's first vision are found in *Early Writings*, pages 13-32 and in the section below. This material provides excellent food for discussion, especially for a Friday night vesper.

As God has shown me the travels of the Advent people to the Holy City and the rich reward to be given those who wait the return of their Lord from the wedding, it may be my duty to give you a short sketch of what God has revealed to me. The dear saints have many trials to pass through. But our light afflictions, which are but for a moment, will work for us a far more exceeding and eternal weight of glory—while we look not at the things which are seen, for the things which are seen are temporal, but the things which are not seen are eternal. I have tried to bring back a good report and a few grapes from the heavenly Canaan, for which many would stone me, as the congregation bade stone Caleb and Joshua for their report. (Numbers 14:10.) But I declare to you, my brethren and sisters in the Lord, it is a goodly land, and we are well able to go up and possess it.

While I was praying at the family altar, the Holy Ghost fell upon me, and I seemed to be rising higher and higher, far above the dark world. I turned to look for the Advent people in the world, but could not find them, when a voice said to me, "Look again, and look a little higher." At this I raised my eyes, and saw a straight and narrow path, cast up high above the world. On this path the Advent people were traveling to the city, which was at the farther end of the path. They had a bright light set up behind them at the beginning of the path, which an angel told me was the midnight cry. This light shone all along the path and gave light for their feet so that they might not stumble. If they kept their eyes fixed on Jesus, who was just before them, leading them to the city, they were safe. But soon some grew weary, and said the city was a great way off, and they expected to have entered it before. Then Jesus would encourage them by raising His glorious right arm, and from His arm came a light which waved over the Advent band, and they shouted, "Alleluia!" Others rashly denied the light behind them and said that it was not God that had led them out so far. The light behind them went out, leaving their feet in perfect darkness, and they stumbled and lost sight of the mark and of Jesus, and fell off the path down into the dark and wicked world below. Soon we heard the voice of God like many waters, which gave us the day and hour of Jesus' coming. The living saints, 144,000 in number, knew and understood the voice, while the wicked thought it was thunder and an earthquake. When God spoke the time, He poured upon us the Holy Ghost, and our faces began to light up and shine with the glory of God, as Moses' did when he came down from Mount Sinai.

The 144,000 were all sealed and perfectly united. On their foreheads was written, God, New Jerusalem, and a glorious star containing Jesus' new name. At our happy, holy state the wicked were enraged, and would rush violently up to lay hands on us to thrust us into prison, when we would stretch forth the hand in the name of the Lord, and they would fall helpless to the ground. Then it was that the synagogue of Satan knew that God had loved us who could wash one another's feet and salute the brethren with a holy kiss, and they worshiped at our feet.

Teaching Tip

Soon our eyes were drawn to the east, for a small black cloud had appeared, about half as large as a man's hand, which we all knew was the sign of the Son of man. We all in solemn silence gazed on the cloud as it drew nearer and became lighter, glorious, and still more glorious, till it was a great white cloud. The bottom appeared like fire; a rainbow was over the cloud, while around it were ten thousand angels, singing a most lovely song; and upon it sat the Son of man. His hair was white and curly and lay on His shoulders; and upon His head were many crowns. His feet had the appearance of fire; in His right hand was a sharp sickle; in His left, a silver trumpet. His eyes were as a flame of fire, which searched His children through and through. Then all faces gathered paleness, and those that God had rejected gathered blackness. Then we all cried out, "Who shall be able to stand? Is my robe spotless?" Then the angels ceased to sing, and there was some time of awful silence, when Jesus spoke: "Those who have clean hands and pure hearts shall be able to stand; My grace is sufficient for you." At this our faces lighted up, and joy filled every heart. And the angels struck a note higher and sang again, while the cloud drew still nearer the earth.

Then Jesus' silver trumpet sounded, as He descended on the cloud, wrapped in flames of fire. He gazed on the graves of the sleeping saints, then raised His eyes and hands to heaven, and cried, "Awake! awake! awake! ye that sleep in the dust, and arise." Then there was a mighty earthquake. The graves opened, and the dead came up clothed with immortality. The 144,000 shouted, "Alleluia!" as they recognized their friends who had been torn from them by death, and in the same moment we were changed and caught up together with them to meet the Lord in the air.

We all entered the cloud together, and were seven days ascending to the sea of glass, when Jesus brought the crowns, and with His own right hand placed them on our heads. He gave us harps of gold and palms of victory. Here on the sea of glass the 144,000 stood in a perfect square. Some of them had very bright crowns, others not so bright. Some crowns appeared heavy with stars, while others had but few. All were perfectly satisfied with their crowns. And they were all clothed with a glorious white mantle from their shoulders to their feet. Angels were all about us as we marched over the sea of glass to the gate of the city. Jesus raised His mighty, glorious arm, laid hold of the pearly gate, swung it back on its glittering hinges, and said to us, "You have washed your robes in My blood, stood stiffly for My truth, enter in." We all marched in and felt that we had a perfect right in the city.

Here we saw the tree of life and the throne of God. Out of the throne came a pure river of water, and on either side of the river was the tree of life. On one side of the river was a trunk of a tree, and a trunk on the other side of the river, both of pure, transparent gold. At first I thought I saw two trees. I looked again, and saw that they were united at the top in one tree. So it was the tree of life on either side of the river of life. Its branches bowed to the place where we stood, and the fruit was glorious; it looked like gold mixed with silver.

We all went under the tree and sat down to look at the glory of the place, when Brethren Fitch and Stockman, who had preached the gospel of the kingdom, and whom God had laid in the grave to save them, came up to us and asked us what we had passed through while they were sleeping. We tried to call up our greatest trials, but they looked so small compared with the far more exceeding and eternal weight of glory that surrounded us that we could not speak them out, and we all cried out, "Alleluia, heaven is cheap enough!" and we touched our glorious harps and made heaven's arches ring.

With Jesus at our head we all descended from the city down to this earth, on a great and mighty mountain, which could not bear Jesus up, and it parted asunder, and there was a mighty plain. Then we looked up and saw the great city, with twelve foundations, and twelve gates, three on each side, and an angel at each gate. We all cried out, "The city, the great city, it's coming, it's coming down from God out of heaven," and it came and settled on the place where we stood. Then we began to look at the glorious things outside of the city. There I saw most glorious houses, that had the appearance of silver, supported by four pillars set with pearls most glorious to behold. These were to be inhabited by the saints. In each was a golden shelf.

Teaching Tip

I saw many of the saints go into the houses, take off their glittering crowns and lay them on the shelf, then go out into the field by the houses to do something with the earth; not as we have to do with the earth here; no, no. A glorious light shone all about their heads, and they were continually shouting and offering praises to God.

I saw another field full of all kinds of flowers, and as I plucked them, I cried out, “They will never fade.” Next I saw a field of tall grass, most glorious to behold; it was living green and had a reflection of silver and gold, as it waved proudly to the glory of King Jesus. Then we entered a field full of all kinds of beasts—the lion, the lamb, the leopard, and the wolf, all together in perfect union. We passed through the midst of them, and they followed on peaceably after. Then we entered a wood, not like the dark woods we have here; no, no; but light, and all over glorious; the branches of the trees moved to and fro, and we all cried out, “We will dwell safely in the wilderness and sleep in the woods.” We passed through the woods, for we were on our way to Mount Zion.

As we were traveling along, we met a company who also were gazing at the glories of the place. I noticed red as a border on their garments; their crowns were brilliant; their robes were pure white. As we greeted them, I asked Jesus who they were. He said they were martyrs that had been slain for Him. With them was an innumerable company of little ones; they also had a hem of red on their garments. Mount Zion was just before us, and on the mount was a glorious temple, and about it were seven other mountains, on which grew roses and lilies. And I saw the little ones climb, or, if they chose, use their little wings and fly, to the top of the mountains and pluck the never-fading flowers. There were all kinds of trees around the temple to beautify the place: the box, the pine, the fir, the oil, the myrtle, the pomegranate, and the fig tree bowed down with the weight of its timely figs—these made the place all over glorious. And as we were about to enter the holy temple, Jesus raised His lovely voice and said, “Only the 144,000 enter this place,” and we shouted, “Alleluia.”

This temple was supported by seven pillars, all of transparent gold, set with pearls most glorious. The wonderful things I there saw I cannot describe. Oh, that I could talk in the language of Canaan, then could I tell a little of the glory of the better world. I saw there tables of stone in which the names of the 144,000 were engraved in letters of gold. After we beheld the glory of the temple, we went out, and Jesus left us and went to the city. Soon we heard His lovely voice again, saying, “Come, My people, you have come out of great tribulation, and done My will; suffered for Me; come in to supper, for I will gird Myself, and serve you.” We shouted, “Alleluia! glory!” and entered into the city. And I saw a table of pure silver; it was many miles in length, yet our eyes could extend over it. I saw the fruit of the tree of life, the manna, almonds, figs, pomegranates, grapes, and many other kinds of fruit. I asked Jesus to let me eat of the fruit. He said, “Not now. Those who eat of the fruit of this land go back to earth no more. But in a little while, if faithful, you shall both eat of the fruit of the tree of life and drink of the water of the fountain.” And He said, “You must go back to the earth again and relate to others what I have revealed to you.” Then an angel bore me gently down to this dark world. Sometimes I think I can stay here no longer; all things of earth look so dreary. I feel very lonely here, for I have seen a better land. Oh, that I had wings like a dove, then would I fly away and be at rest!

Early Christian Labors

After I came out of vision, everything looked changed; a gloom was spread over all that I beheld. Oh, how dark this world looked to me. I wept when I found myself here, and felt homesick. I had seen a better world, and it had spoiled this for me. I told the view to our little band in Portland, who then fully believed it to be of God. That was a powerful time. The solemnity of eternity rested upon us.

Serving Others



Goals for this Track:

- Encourage spiritual growth through a discovery of the Bible and Christian history.
1. In consultation with your leader, plan ways and find opportunities to spend at least two hours helping an elderly person.
 - Who needs my help?
 - How could I help this person in a meaningful way?

Teaching Tip

Volunteering with the elderly creates wonderful opportunities for the Pathfinders to develop their servant-leadership skills. It may be necessary to have an orientation session with the Pathfinders before their initial visit; especially if they are not used to being around senior citizens. Here is a basic overview of things to keep in mind:

- Be polite and pleasant.
- Remember that the elderly may require more time to navigate through a conversation or a task. Be sensitive to their needs.
- Speak clearly and face the person when speaking to them as many elderly suffer from loss of hearing and/or impaired vision.
- Avoid moving or rearranging items without their consent.

2. Spend at least four hours participating in projects that benefit the church or school.
 - How may I help?

Teaching Tip

Make this event fun by doing the project in groups of two, and having pizza at the end of the activity.

Possible school projects:

- Plant and care for flower beds
- Clean and fix up restroom facilities
- Help arrange and care for the library
- Start a “collections” library of nature items, historic items, etc.

Possible church projects:

- Ground improvement
- Work bee
- Help with custodial duties
- Plant a “giveaway” community garden

Advanced for Serving Others

1. Complete Friend requirements.

The Trail Companion requirements may be done simultaneously with the Companion requirements. However, both the Trail Companion requirements and the Companion requirements must be completed in order to be invested as a Trail Companion

2. Participate in an outreach activity, and bring a non-club member to participate with you.

- **Who could I invite?**
- **What activity could we participate in together?**

Teaching Tip

- a. Present a Sabbath afternoon program for shut-ins.
- b. Present a program at a nursing home.
- c. Present a special holiday program at an orphanage or children's ward at a hospital.
- d. Arrange for a special visit to a school for the deaf or blind.

Making Friends



Goals for this Track:

- **Develop a relationship with God that fosters positive friendships, strong moral values, and civic responsibility.**
1. **Discuss how the media strengthens or weakens our relationships with others.**
 - **How does media strengthen or weaken relationships with others?**

Teaching Tip

Facilitate an open discussion where the Pathfinders may express their views and experiences. Shed light on how social media can both positively and negatively impact relationships. Also caution against sharing personal information on the Internet.

Topics:

Current news articles
YouTube
Adventistyouthspace
Flicker

Facebook
Blogging sites
Twitter

2. Fulfill requirements #1, #2, and #3 of the Christian Citizenship Honor. (See appendix)

- a. **Requirement #1: Define culture and cultural diversity.**
- b. **Requirement #2: Define stereotype and identify how you may have stereotyped people in the past.**
- c. **Requirement #3: Study the following Bible texts and answer the questions.**
 1. **Text:** 1 Corinthians 9:20 - “and to the Jews I became as a Jew, that I might win Jews; to those who are under the law, as under the law, that I might win those are under the law;”

Question: How does this text explain the importance for a Christian to have a cultural diversity awareness?

2. **Text:** Galatians 3:27 - “For as many of you as were baptized into Christ have put on Christ.”

Question: What does this text say about all who are in the family of Christ?

3. **Text:** Ephesians 2:14 - “For He Himself is our peace, who has made both one, and has broken down the middle wall of separation,”

Questions: What should be the result of accepting Christ Jesus into our lives? How do you plan to apply this message to your everyday life?

Advanced for Making Friends

1. Complete Friend requirements.

The Trail Companion requirements may be done simultaneously with the Companion requirements. However, both the Trail Companion requirements and the Companion requirements must be completed in order to be invested as a Trail Companion.

2. Complete the Christian Citizenship Honor, if not previously earned. ([See appendix](#))

Teaching Tip

Resource

- Pathfinder Bible (AdventSource #001140)
- Honors Handbook, by NAD Pathfinder Ministries (AdventSource #001167)

Health and Fitness



Goals for this Track:

- Apply health and fitness principles that will benefit the participant for a lifetime.
- Learn and practice safety procedures, first aid and rescue skills.

1. Learn the value of temperance:

a. Memorize and sign the Temperance Pledge.

Temperance Pledge

"Realizing the importance of healthy body and mind, I promise, with the help of God, to live a Christian life of true temperance in all things and to abstain from the use of tobacco, alcohol, or any other narcotic."

Teaching Tip

Discuss what the Bible and Ellen G. White say about temperance and encourage the Pathfinders to sign and carry their Temperance Pledge card. You can create a card or purchase one from AdventSource (#500300)

Some meaning 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 and 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 and came under the influence of Satan. People have been making wrong choices ever since.
- This is evidence of lack of self-control.

(Source, *AY Instructor's Manual*, pg 133)

Ellen G. White's statements on temperance:

- "True temperance teaches us to abstain entirely from that which is injurious, and to use judiciously only healthful and nutritious articles of food." *Temperance*, p. 3.
- "The only safe course is to touch not, taste not, handle not, tea, coffee, wines, tobacco, opium, and alcoholic drinks." *Counsels on Diet and Foods*, p. 428.
- "...temperance alone is the foundation of all the graces that come from God, the foundation of all victories to be gained." *Temperance*, p. 201.
- "A pure and noble life, a life of victory over appetite and lust, is possible to everyone who will unite his weak, wavering, human will to the omnipotent, unwavering will of God." *Temperance*, p. 113.
- "Tobacco is a slow, insidious, but most malignant poison, in whatever form it is used, it tells upon the constitution; it is all the more dangerous because its effects are slow and at first hardly perceptible." *Ministry of Healing*, p. 237-328.

b. Memorize two of the following Bible texts.

- Romans 12:1, 2
- 1 Corinthians 10:31
- Proverbs 20:1
- 3 John 1:2
- Galatians 5:22, 23
- 1 Corinthians 6:19, 20

c. Discuss all the following situations and role-play one:

- Your best friend asks you to try a cigarette
- An older relative offers you a drink of beer
- The smoke from a stranger's cigarette is bothering you.

Note: These activities fulfill requirements #1, b & c fulfill parts of requirements #2, and #7 of the Temperance Honor.

2. Earn the First Aid Basic Honor (See appendix)

3. Complete the Basic Water Safety OR Beginners Swimming Honor, if not previously earned. (See appendix)

Advanced for Health and Fitness

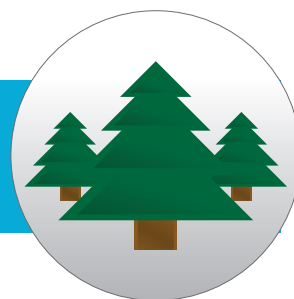
1. Complete Friend Requirements.

The Trail Companion requirements may be done simultaneously with the Companion requirements. However, both the Trail Companion requirements and the Companion requirements must be completed in order to be invested as a Trail Companion.

2. Participate in a lifestyle fitness program for your age such as:

- President's Challenge Active Lifestyle Program - www.presidentschallenge.org
- Live Healthy Bermuda Kids - <http://www.livehealthybermuda.org>
- Other

Nature Study



Goals for this Track:

- Develop an understanding of God, the Creator of all things, through the study and observation of His creation.
1. a. Read pages 1-13 from the booklet “a 6 Day” Creation Week?

Teaching Tip

Resource

- “a 6 Day” *Creation Week?* by Noble Vining (AdventSource #416608)

- b. Keep a 7-day outdoor log of your personal observations from nature in which each day focuses on those things that were created on that day.

Teaching Tip

“By the word of the Lord were the heavens made; and all the host of them by the breath of his mouth.”
Ps 33:6

The purpose of this requirement is to instill in the Pathfinders the solid conviction that God was and is the Creator of all things and that the Genesis story of creation is central to understanding the plan of salvation. Inextricably tied to the creation story is the seventh-day Sabbath. The Pathfinders who fulfill this requirement should have an understanding of the relationship between creation and the Sabbath in terms of the plan of salvation.

The story of how things began in Eden is probably the most magnificent and wondrous story ever told, except the story of Jesus who came to save that which He had created. Pathfinders should be led to see the adventure and the wonder of the creation story. Help them to hear and to see what might have happened. Then make sure that they understand that we cannot even imagine the perfection and wonder of it all.

Talk to them about what it might have been like each day. What was it like before day one? Talk about darkness—complete darkness without any source of light that we know about; it was like being in a cave when all of the lights are turned off—that’s dark! Where did the light come from on the first day of creation?

Tell them about the arrival of light, on the first day. Where God is, there cannot be darkness. Some of the Companions may still be afraid of the dark. Tell them about Jesus and how He takes care of us when we are in the dark.

Why did God create the world? Was there a logical order to the way God made the world? What were the animals like then, the birds, the insects, the flowers, the trees, the clouds—everything?

How did God make the world and all that is in it? How does that creative power relate to you and me? Are we beyond the power of the Creator of the whole universe? Of course we’re not, but some young people believe that God is too busy to be concerned about them or that they aren’t good enough to merit which Jesus created everything on earth. With full realization that sin was going to come in and mess things up, He still took care to make everything on earth perfect in every detail. Think of it!

To make the creation week a bit more meaningful, have each Pathfinder keep a daily log for one week, recording for each day those natural phenomena that he/she sees, hears, or otherwise experiences which illustrate each of the days of creation. Try to have the youth begin the log on Sunday, the first day of the week, so the culmination of the experience can be on Sabbath, the seventh day. You could supplement the requirement with experiences planned through the week which would help the Pathfinder learn about the significance of that day in the creation week. For example:

First Day: Make a note of all of the sources of light that you can find. How many of them are natural, occurring without the help of man? How many of them were present on the first day of creation week? If possible, take a field trip to a cave and have all of the lights turned off so the youth can experience the intensity of the darkness in the total absence of light. **Second Day:** Keep a weather chart for the day, noting the temperature, wind direction and wind speed (if available), and any precipitation. If possible, visit the local weather station, or water treatment plant. Make a note of the and/or air that day.

Third Day: Make a note of the time of year and of what state the various plants are in (e.g., spring buds, summer fruit, fall colors, winter dormancy). The youth might want to collect some leaves from several trees, identify them, and press them for their notebooks; or they might want to do the same with some flowers found that day. If possible, visit a nurseryman, or farmer to get some idea of the various requirements that must exist in order for plants to grow healthy. If you live where there is water, notice that there are also water plants that grow where there is no dry land.

Fourth Day: Note the presence of the star that gives us light by day, and note the status of the moon on that day (i.e., new moon, first quarter, and so on). Have the youth take a look at the stars, if visible, and see if they can count them. It would be wonderful if you could take the future Companions to a planetarium to get a more adequate perspective of just what the sun, moon, and stars are all about. During the date note the effects of the sun and/or the moon (e.g., the tides, suntan, evaporation of water, plant growth, and others).

Fifth Day: Make a list of the birds seen, and see how many the youth can identify; also, see how many they can identify by sound. You might want to set up a bird feeder, visit someone else's feeder, or visit an aviary. Record what is seen there. Beyond just identifying the birds, have the youth make some notes about what the birds are doing and give some possible reasons for the birds' behavior. Also, on this day see if you can observe any fish, such as in a public or private aquarium, or even a local pet shop. Record the observations.

Sixth Day: This is a special day for observing and recording the creation week. Not only were all of the animals and creeping things created on this day, but also Adam and Eve were as well. You might want to have the youth divide their observations for this day into two parts: (1) animals and creeping things, and (2) interesting things that you see people doing. Try to determine whether or not the things that you see these groups doing are things that they (both animals and people) would have done on the sixth day of creation week.

Seventh Day: Since this was the day set aside, after Jesus was finished creating the world, for His people to remember Him and how much He loves them, try to observe natural wonders that you see that illustrate the care and keeping of Jesus for His creatures. It may be a mother cat washing her kittens, a bird building a nest, a rainbow, the shade of a tree; it can be an endless number of things. Be sure that the observations made on this day are special; try to draw from the natural observations some personal message of love from Jesus to all of us.

If possible, get one of your Companions relate the story of creation as a testimony of the creative power of Jesus, not only in the world, but also in his/her own life. Make the telling of this experience something special; it could be given as a testimony in church or in a school assemble. But perhaps the most meaningful way to tell the story would be to share in around a campfire under the starry heavens or on the seashore as the waves pound the beach with the power given to them by the Creator.

2. Animal Tracking: Make plaster casts of three different animal tracks. (See appendix)

Advanced for Nature Study

1. Complete Friend requirements.

The Trail Companion requirements may be done simultaneously with the Companion requirements. However, both the Trail Companion requirements and the Companion requirements must be completed in order to be invested as a Trail Companion.

2. Trees, Shrubs & Cacti (See appendix)

Collect and identify the leaves of 15 different trees and seven shrubs, **OR** photograph and observe at least five different types of cacti.

Teaching Tip

15 different leaves – Requirement #2 of the Trees Honor

- a. Collect and identify typical leaves from 15 different species of trees. Spread neatly, press dry, mount, and label in a suitable notebook or on uniform-size sheets of paper.

7 shrubs – Part of requirement #10 of the Shrubs Honor

- a. Collect, preserve, and correctly identify the flowers, leaves, seeds, seed pods, or twigs with buds of ten wild shrubs.

OR

5 types of cacti –Part of requirement # 5 of the Cacti Honor

- a. Photograph, observe or sketch at least 5 species of cacti and classify them, or grow at least three different species of cacti.

Resource

- www.pathfindersonline.org/honors/index
- Leaf Pressing Kit
- Trees and shrubs identification manual such as:
- Conservation Trees and Shrubs Pocket ID Guide (www.nrcs.usda.gov/Internet/FSE_PLANTMATERIALS/publications/woodypocketguide.pdf)
- Forestry.about.com/od/thecompleteetree
- Cacti Guide - www.cactiguide.com
- Online Field Guide - www.enature.com (select “Trees” from the Field Guides menu)

3. Complete a nature honor not previously earned. (Skill level 1)

Nature Honors, Skill level 1

- | | | | |
|-------------------|------------|-------------|-----------|
| • Amphibians | • Orchids | • Bird Pets | • Seeds |
| • Cats | • Soils | • Geology | • Worms |
| • Maple Sugar | • Bats | • Sand | • Cacti |
| • Shrubs | • Flowers | • Weather | • Mammals |
| • Animal Tracking | • Reptiles | • Birds | |
| • Dogs | • Trees | • Insects | |

Teaching Tip

Resource

- Pathfinder Bible (AdventSource #001140)
- Honors Handbook, by NAD Pathfinder Ministries (AdventSource #001167)

Outdoor Living



Goals for this Track:

- Develop the skills needed for maximum enjoyment of the outdoors. Build self-confidence through outdoor experiences.
- Develop team building skills.

1. Tie and know the practical use of 20 knots. (See appendix)

Square	This knot is a binding knot used to tie parcels, bandages, or almost any type of object.
Double bow	This common knot is most often used to tie shoe laces.
Figure eight	This is a stopper knot used to prevent the end of a rope from sliding through a pulley, hole, or block.
Slip knot	This knot is an overhand knot, and is used to prevent the end of a rope from unraveling or slipping through
Sheepbend	This knot is used to join two ropes of different diameters.
Clover Hitch	This hitch knot holds a line to a post when being pulled in two directions.
Bowline	This knot is used to form a secure loop.
Fisherman's loop	This knot, also known as a middleman's knot, is used to form a loop along the rope.
Double half hitch	This knot consists of two basic overhand knots, and is used to tie a rope to a post or dock eye.
Timber hitch	This knot, or hitch, is used to secure a rope around a post.
Anchor Bend	This knot is a modification of two half hitches and is used to secure a rope onto a anchor.
Overhand knot	This stopper knot is used to prevent the end of a rope from unraveling.
Carrick bend	This knot is used for joining heave ropes such as, hawsers and cables.
Cat's paw	This knot is used to secure a rope onto a ring or a hook.
Crown knot	This knot is used to keep the end of a three-stranded rope from fraying.
Hunter's bend	This knot is used to join two ropes.
Packer's Knot	This binder knot is often used for tying parcels and packages.
Stevedore's knot	This bulky stopper knot, similar to the figure-eight knot, is used to prevent the end of the knot from sliding through or coming undone.
Taut-line Hitch	This is an adjustable knot used on a tight line such as a tent rope.
Sheepshank	This knot is used to shorten a rop.

Teaching Tip

Resource

- *Why Knots?* DVD by Stephanie East (AdventSource #000711)
- www.netknots.com/rope_knots/
- www.animatedknots.com

2. Earn the Camping Skills II Honor. (See appendix)

Honor Enrichment — Advanced Level Only



Goals for this Track:

- Learn new skills.
- Participate in or study content areas new to them.

1. Complete one honor at your skill level, not previously earned, in the area of Arts & Crafts or Household Arts. (Skill level 1)

Arts & Crafts Honors

- | | | | |
|------------------------|------------------|--------------------|------------------|
| • Airplane Modeling | • Soap Craft | • Paper Quilling | • Macramé |
| • Glass Craft | • Bread Dough | • Tie-Dye | • Plastic Craft |
| • Model Rocketry | • Glass Painting | • Copper Enameling | • Whistle |
| • Scrapbooking | • Origami | • Lighthouses | • Felt Craft |
| • Braiding | • String Art | • Pinewood Derby | • Model Cars |
| • Glass Etching | • Candlemaking | • Weaving | • Plastic Canvas |
| • Native American Lore | • Leather Craft | • Decoupage | |

Household Arts Honors

- | | |
|----------------|---------------|
| • Baking | • Dressmaking |
| • Basic Sewing | • Laundering |
| • Cooking | • Nutrition |

2. Complete one honor at your skill level, not previously earned, in the area of Recreational, Vocational, or Outdoor Industries. (Skill level 1)

Recreation Honors

- | | | | |
|------------------------|-------------------|-----------------------|--------------------|
| • Kites | • Letter Boxing | • Unicycle | • Camping Skills I |
| • Swimming, Beginner's | • Track and Field | • Camp Craft | • Horsemanship |
| • Basic Water Safety | • Basketball | • Hiking | • Soccer |
| • Cycling | • Geocaching | • Slow-pitch Softball | |
| | • Lighthouse | • Wakeboarding | |

Vocational Honors

- Computer
- Electricity

Outdoor Industries

- | | |
|-------------------|-------------------|
| • Flower Culture | • Poultry Raising |
| • Gardening | • Sheep Husbandry |
| • Horse Husbandry | |

Teaching Tip

Resource

- Pathfinder Bible (AdventSource #001140)
- Honors Handbook, by NAD Pathfinder Ministries (AdventSource #001167)



Explorer & Wilderness Explorer

LEVEL REQUIREMENTS



Personal Growth

1. Be in Grade 7 or its equivalent.
2. a. Develop your devotional life by studying the Weekly Devotional Guide (weeks 27 – 39) and the book of Acts utilizing printed or electronic resources.
b. Journal your thoughts by asking these questions:
 - “What did I learn about God?”
 - “What did I learn about myself?”
 - “How can I apply this to my life today?”You may journal through writing, drawing or electronic process.
3. a. Memorize the Pathfinder Pledge.
b. Illustrate your understanding of the Pathfinder Pledge in an interesting way.
4. Learn the meaning of the Pathfinder Emblem.



Spiritual Discovery

1. Learn how to use a Bible concordance by selecting two topics and/or words to discover how it is used in the Bible.
2. Memorize a Bible text (not previously learned) for the following subjects:
 - Prayer
 - Doctrine
 - Behavior
 - Salvation
 - Relationships
 - Promises/Praise
 - Great Passages
3. Role-play the experience of a person of the New Testament Church in the book of Acts.
4. a. Learn about eight missionaries (to at least four continents) who served during the Seventh-day Adventist mission expansion (1900 to 1950).
b. On a world map, plot their country of service.
c. Make a presentation about your favorite missionary.

Advanced for Spiritual Discovery

1. Complete Explorer requirements.
2. Compare the expansion of the early Christian church in the book of Acts to the mission expansion of the Seventh-day Adventist Church up to 1950.
3. Study and discuss one of the following life issues with your Explorer group and an adult: Abuse, TV & Movie Theaters, Reading.



Serving Others

1. Be familiar with the community services in your area and give assistance for at least four hours.
2. Participate in at least two church programs for a total of four hours.

Advanced for Serving Others

1. Complete Explorer requirements.
2. Make a personal visit to a sick person or shut-in and follow up with a phone call, letter, card, email, or text message.



Making Friends

1. Participate in a panel discussion or skit on peer pressure and its role in your decision making.
2. Fulfill requirements #1, #11, #12 and #14 of the Christian Grooming and Manners Honor.

Advanced for Making Friends

1. Complete Explorer requirements.
2. Complete Christian Grooming and Manners Honor, if not previously earned.



Health and Fitness

1. Learn the value of exercise, fresh air & sunshine, by:
 - a. Giving two reasons why physical fitness is important.
 - b. Explaining the relationship between proper diet, exercise, and weight control.
 - c. Explaining the benefits of fresh air and sunshine.
(a & b fulfill requirement #7 of the Christian Grooming and Manners Honor)
2. Earn the Basic Rescue Honor.
3. Complete the Basic Water Safety **OR** Beginner Swimming Honor, if not previously earned.

Advanced for Health and Fitness

1. Complete Explorer requirements.

2. Participate in a lifestyle fitness program for your age such as:

- President's Challenge Active Lifestyle Program
- Live Healthy Bermuda Kids
- Or similar program



Nature Study

1. a. Review the Genesis account of the flood.
b. Read a book about fossils and the biblical flood.
c. Study at least three different fossils, explain their origin and relate them to breaking God's laws.
2. **Stars**
 - a. Be able to identify in the sky: the North Star, Big Dipper, Little Dipper and Orion.
 - b. Explain the spiritual significance of Orion as told in *Early Writings*, p. 41.

Advanced for Nature Study

1. Complete Explorer requirements.
2. **Weather/Ferns** Record and graph the weather for two weeks at 12-hour intervals. Include temperature, moisture, cloud formation and wind direction. **OR** Draw or photograph 10 kinds of ferns, and identify correctly.
3. Complete a nature honor, not previously earned. (Skill level 2 or 3)



Outdoor Living

1. Earn the Knot Tying Honor.
2. Earn the Camping Skills III Honor.



Honor Enrichment

1. Complete one honor at your skill level, not previously earned, in the area of Arts & Crafts or Household Arts. (Skill level 2 or 3)
2. Complete one honor at your skill level, not previously earned, in the area of Recreational, Vocational, or Outdoor Industries. (Skill level 2 or 3)

Personal Growth



Goals for this Track:

- Achievement levels are grade assigned
- Develop a relationship with God through a daily study of His word and prayer
- Embrace the Pathfinder/AY lifestyle

1. Be in Grade 7 or its equivalent.

The Explorer Level is written on a seventh grade level and follows the voted actions of the North American Division Pathfinder Committee that Explorers begin for those going into the seventh grade.

2. Develop your devotional life by studying the Weekly Devotional Guide (weeks 27 – 39) and the book of Acts utilizing printed or electronic resources. (See appendix)

Teaching Tip

The purpose of this requirement is to have the Pathfinders connect with God each day and to help them establish a lifelong habit of personal devotions. Encourage the Pathfinders to reflect on the Bible passages and not simply rush through this requirement. By reading the thirteen week devotional guide for Explorers, the Pathfinders should gain a broader view of the Bible. The purpose for reading the book of Acts is to deepen their understanding of the birth and expansion of the early Christian church. They may use their Bibles, computers, other electronic or audio device to complete this requirement.

b. Journal your thoughts by asking these questions:

“What did I learn about God?”

“What did I learn about myself?”

“How can I apply this to my life today?”

You may journal through writing, drawing or electronic process.

Teaching Tip

Encourage the Pathfinders to journal in a way that reflects their creative style. By responding to the study questions, they will need to think about the meaning of the verses and how they may apply what they have learned to their lives.

Resource

- Pathfinder Bible, published by Thomas Nelson (AdventSource #001140)
- www.Biblegateway.com

3. a. Memorize the Pathfinder Pledge

The Pathfinder Pledge

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

Teaching Tip

Create opportunities for the Pathfinders to learn the Pathfinder Pledge by incorporating it into the club's opening exercises or by setting aside time for memorization.

- b. Illustrate your understanding of the Pathfinder Pledge in an interesting way.
 - i. What does the Pathfinder Pledge mean?

Meaning of the Pledge

By the Grace of God,	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	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	I will be considerate and kind not only to my fellowmen but to all of God's creation as well.
I will be true	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	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 to any organization.
I will be a servant of God	I will pledge to serve God first, last and best in everything I am called upon to be or do
I will be a friend to man	I will bless others and do to them what I would have them do to me.

Teaching Tip

Foster a non-competitive atmosphere by reminding the Pathfinders that their work will not be judged or compared with that of others.

Here are a few suggestions for completing this requirement:

- Art projects
- Written composition
- Panel discussions
- Role playing
- Musical interpretation
- Slide show
- Video
- Skit/Drama
- Poster
- Games

Resource

- *The Happy Path* by Lawrence Maxwell (AdventSource #001003)
- *Finding The Right Path* by Jan S. Doward (AdventSource #001008)
- *Devotionals for the Pathfinder Pledge and Law*, by Bob Holbrook (AdventSource #009018)

4. Learn the meaning of the Pathfinder Emblem.
- a. What is the meaning of the Pathfinder Emblem?



Teaching Tip

Red (Sacrifice)

- Reminds us of Christ. "For God so loved the world, that He gave His only begotten Son, that whosoever believeth in Him should not perish, but have everlasting life." (John 3:16)
- "Present your bodies a living sacrifice, holy, acceptable unto God" (Rom. 12: 1).

Three sides

- Completeness of the Trinity -- Father, Son, Holy Spirit.
- Tripod of education: Mental (crafts and honors) Physical (campouts, work bee, health focus) Spiritual (outreach and personal spiritual development).

Gold (Excellence)

- "I counsel thee to buy of me gold tried in the fire, that thou mayest be rich" (Rev. 3:18).
- Standard of measurement. The Pathfinder Club has high standards to help build strong character for the kingdom of heaven.

Shield (Protection)

- In the Scripture God is often called the shield of His people.(Protection) "Fear not ... I am thy shield" (Gen. 15:1)
- "Above all, taking the shield of faith, wherewith ye shall be able to quench all the fiery darts of the wicked." (Eph. 6:16)

Teaching Tip, Con't

White (Purity)

- “He that overcometh, the same shall be clothed in white raiment” (Rev. 3:5).
- We desire to have the purity and righteousness of Christ’s life in our lives.

Blue (Loyalty)

- It is the purpose of the Pathfinder Club to help teach us to be loyal to: Our God in heaven. Our parents. Our church.
- Loyalty is defined as a reflection of the character of our True Master Guide.

Sword (Bible)

- The sword is used in warfare. A battle is always won by offense. We are in a battle against sin, and our weapon is the Word of God.
- The sword of the Spirit is the Word of God. (see Eph. 6:17)

Inverted Triangle

- The inverted order of importance Jesus taught which is contrary to that taught by the world.
- Sacrificing of one’s self by placing the needs of others ahead of our own.

(Source: *Pathfinder Staff Manual*, pg 9)

Resource

- *Pathfinder Staff Manual*, by NAD Pathfinder Ministries (AdventSource #001054)
- *Pathfinder Bible*, by NAD Pathfinder Ministries (AdventSource #001140)

Spiritual Discovery



Goals for this Track:

- Encourage spiritual growth through a discovery of the Bible and Christian history
1. Learn how to use a Bible Concordance by selecting two topics and/or words to discover how it is used in the Bible.
 - a. Topic or word #1
How is it used?
 - b. Topic or word #2
How is it used?

Teaching Tip

A concordance is a study aid, much like a dictionary, that lists words found in the Bible and indicates where they are found. The main reasons individuals use concordances are to research the original meaning or usage of a word or phrase, or to help clarify Bible passages that are difficult to understand. Concordances can be compact, listing only a selected number of words, or comprehensive, listing every word found in the Bible.

In both types of concordances, all of the words are listed alphabetically, followed by a sampling of the sentence in which the words are found, along with their references (book, chapter, and verse). In addition, some concordances have an accompanying dictionary which provides an in-depth definition of the original source word (Hebrew, Aramaic, or Greek). Usually, these concordances have a numbering system which links the English word in the alphabetical listing to the correct dictionary entry.

It is important to note that concordances correspond with Bible translations. If you are studying from a New King James Version Bible, you will need to use a concordance designed for that specific translation.

Resource

- Strong's Bible Concordance (printed manual)
- Strong's Exhaustive Bible Concordance Online
- www.biblestudytools.com/concordances/strongs-exhaustive-concordance/
- Young's Analytical Concordance to the Bible, by Robert Young (Hendrickson Publishers, Peabody, MA)
- Bible Hub online concordance – biblehub.com/concordance

2. Memorize a Bible text (not previously learned) for the following subjects

PRAYER

- Psalm 5:3
- Psalm 51:3
- Option

BEHAVIOR

- Colossians 3:23
- Proverbs 22:29
- Philippians 4:8
- John 3:19
- 1 Corinthians 2:14
- Option

RELATIONSHIPS

- John 13:34,35
- Proverbs 19:19
- John 15:13
- Romans 14:11
- Option

GREAT PASSAGES

- 1 Peter 1:24,25
- 1 Kings 18:21
- Matthew 24:37-39
- Option

DOCTRINE

- Acts 1:9-11
- Ecclesiastes 12:13-14
- 1 Corinthians 6:19, 20
- Option

SALVATION

- Matthew 16:24-27
- Luke 14:23,33
- Proverbs 28:13
- 1 Timothy 1:15
- John 3:16-18
- Option

PROMISES/PRAISE

- Proverbs 3:5,6
- Psalm 91
- 1 Corinthians 10:13
- 2 Timothy 4:7,8
- James 4:7
- Option

Teaching Tip

Encourage the Pathfinders to complete this requirement using a memorization technique that fits their learning style.

Examples of Memorization Techniques:

- Acronyms
- Acrostics
- Flash cards
- Grouping
- Keywords
- Repetition
- Visualization

Sing the Word CD has song written and sung by Pathfinders. The songs were written to help memorize scripture in these seven areas. (AdventSource #551056) You can also download for free at www.InvestitureAchievement.com

3. **Role-play the experience of a person of the New Testament Church in the book of Acts.**
 - a. **Who should I role-play?**
 - b. **What did I learn?**

Teaching Tip

Before starting this activity, make sure the Pathfinders have read the Book of Acts and have a general understanding of the circumstances surrounding the New Testament church and the new believers.

In summary, the Book of Acts starts by recounting the work that Jesus started before His ascension, and outlines the coming of the Holy Spirit, the birth and expansion of the early Christian church, the deeds of church leaders and apostles, and the persecution of the new believers. Later in the book, the focus shifts to Paul's conversion, his work with the Gentiles, his mission trips, his arrest, imprisonment, and arrival to Rome.

Here is a list of the key events of the book of Acts:

- | | |
|---|--|
| a. Peter heals a crippled beggar – Acts 3:1-11 | l. The death of Herod Agrippa – Acts 12:20-23 |
| b. Ananias and Sapphira – Acts 5:1-11 | m. Paul and Silas in prison – Acts 16:16-40 |
| c. Stephen arrested – Acts 6:8-15 | n. Paul's 2nd mission trip – Acts 16 |
| d. Stephen's death – Acts 7:54-60 | o. Paul's 3rd mission trip – Acts 18-21 |
| e. Saul persecutes the new believers – Acts 8:1-3 | p. Paul is opposed and insulted by the Jewish community – Acts 18:4-16 |
| f. Saul's conversion – Acts 9:1-22 | q. Paul arrested in Jerusalem – Acts 21:26-22:19 |
| g. Baptism of the Ethiopian – Acts 8:26-39 | r. Plot to kill Paul – Acts 23:12-35 |
| h. Peter heals Aeneas – Acts 9:32-35 | s. Paul arrives in Rome – Acts 27-28 |
| i. Dorcas (Tabitha) raised from the dead – Acts 9:36-42 | t. Paul preaches under house arrest – Acts 28:11-31 |
| j. Cornelius and his household are saved – Acts 10 | |
| k. Peter's imprisonment and escape – Acts 12: 1-19 | |

4. **a. Learn about eight missionaries (to at least four continents) who served during the Seventh-day Adventist mission expansion (1900 to 1950).**

Teaching Tip

Adventist missionaries who served during the Seventh-day Adventist mission expansion:

- | | | |
|---|--|--|
| -Anna Knight – India, 1901–1907 | -Josephine Cunningham Edwards – Africa, 1904 | -Christopher Robinson – Democratic Republic of Congo, 1920 |
| -Robert A. Caldwell – Philippines, 1905 | -Orly & Lillian Ford – Central America, 1931 | -Frank J. Hutchins – Costa Rica, 1900 |
| -W E. Howell – Greece, 1907 | -Eric B. Hare – Burma, 1915 | -Charles Moulton – Dominican Republic, 1907 |
| -C. H. Parker – Fiji, 1912 | -Raleigh P. Robinson – South Africa, 1912 | -Robert Schillinger – Croatia, 1908 |
| -G. F. Jones – Solomon Islands, 1914 | | -Ralph W. Munson – Indonesia, 1900 |
| -Fernando and Ana Stahl – Bolivia, 1909 | | |

Resource

- *Church Heritage Manual*, by General Conference Youth Ministries (AdventSource #001136)
- *Pathways of the Pioneers* CD Set, by Your Story Hour (AdventSource #001138)
- *Tell It to the World*, by C. Mervyn Maxwell (AdventSource #001077)
- *Historical Dictionary of the Seventh-day Adventists*, by Gary Land

- b. On a world map, plot their country of service:



- c. Make a presentation about your favorite missionary.
a. My favorite missionary is _____ because...

Teaching Tip

The Pathfinders are not limited to the list of missionaries mentioned in this section. However; their presentation must be on a missionary who served from 1900-1950. They may complete this requirement in way that reflects their creative style.

Suggestions:

- Video presentation
- Extemporaneous speech
- Skit
- Slide show
- Drawings

Resource

- *Church Heritage Manual*, by General Conference Youth Ministries (AdventSource #001136)
- *Pathways of the Pioneers* CD Set, by Your Story Hour (AdventSource #001138)
- *Tell It to the World*, by C. Mervyn Maxwell (AdventSource #001077)

Advanced for Spiritual Discovery

1. Complete Explorer requirements

The Wilderness Explorer requirements may be done simultaneously with the Explorer requirements. However, both the Wilderness Explorer and the Explorer requirements must be completed in order to be invested as a Wilderness Explorer.

2. Compare the expansion of the early Christian church in the book of Acts to the mission expansion of the Seventh-day Adventist Church up to 1950.

Teaching Tip

The Book of Acts chronicles how the early Christian church expanded and how the new believers and leaders experience persecution, and even death, because of their faith. Have the Pathfinders compare the expansion, hardships, personal sacrifices, losses, and victories experienced by both the New Testament church and the Adventist movement.

Points for discussion:

- a. How did the church leaders/missionaries in both periods prepare for ministry?
- b. List specific events that show the out pouring of the Holy Spirit in both periods?
- c. List ways in which church members in both periods witnessed to those around them?
- d. List specific events in both periods in which large groups of people accepted the gospel and where baptized.
- e. Compare the hardships, personal sacrifices, and losses experienced by the New Testament church leaders and Adventist missionaries.
- f. Compare the political response and the reaction of the established religious order of the region to the expansion of the church in both periods.

Resource

- The Bible
- *Church Heritage Manual*, by General Conference Youth Ministry (AdventSource #001136)
- *Pathways of the Pioneers* CD Set, by Your Story Hour (AdventSource #001138)
- *Tell It to the World*, by C. Mervyn Maxwell (AdventSource #001077)

3. Discuss and study one of the following life issues with your Explorer group and an adult: (See appendix)

- Abuse
- TV & Movie Theaters
- Reading

Teaching Tip

Abuse:

- | | |
|--------------------|--------------------|
| a. Physical abuse | f. Religious abuse |
| b. Mental abuse | e. Verbal abuse |
| c. Substance abuse | g. Sexual abuse |
| d. Economic abuse | |

Teaching Tip, Con't

Warning signs of abuse:

- a. Changes in a person's eating habits, mood, or appearance.
- b. Lack of interest in school, church, or other activities.
- c. Overly afraid, worried, or "jumpy".
- d. Unexplained bruises or cuts.
- e. Always apologizing for their behavior or making excuses for their abuser's behavior.
- f. Constantly "checking in" with the person inflicting the abuse.
- g. Easily manipulated or afraid to make certain discussion.
- h. Unreasonable feelings of guilt and shame.

Child Protection Mandate:

The sad reality of the times we live in is that abuse, in all of its forms, is very prevalent in our society. Because many cases of child abuse and neglect have gone unreported, laws have been enacted in Bermuda, Canada, the United States, and U.S. Territories, to protect this vulnerable population. You must connect with your church leadership and / or authorities immediately if you suspect or know of a Pathfinder that is being abused. Many states, territories, and countries impose fines and penalties on individuals and organizations that do not report abuse in a timely manner.

TV & Movie Theaters:

Questions for discussion

- a. What are the pros and cons of watching television (TV) or going to movie theaters?
- b. What effect does watching TV have on brain development?
- c. What is the correlation between TV watching and obesity?
- d. Can watching certain TV shows or movies make a person prone to violence?
- e. Can watching TV and movies erode one's spiritual life? If so, how?

Ellen White's statement on movie theaters:

"Among the most dangerous resorts for pleasure is the theater. Instead of being a school for morality and virtue, as is so often claimed, it is the very hotbed of immorality. Vicious habits and sinful propensities are strengthened and confirmed by these entertainments. Low songs, lewd gestures, expressions, and attitudes deprave the imagination and debase the morals. Every youth who habitually attends such exhibitions will be corrupted in principle. There is no influence in our land more powerful to poison the imagination, to destroy religious impressions, and to blunt the relish for the tranquil pleasures and sober realities of life than theatrical amusements. The love for these scenes increases with every indulgence as the desire for intoxicating drink strengthens with its use. The only safe course is to shun the theater, the circus, and every other questionable place of amusement." (*The Adventist Home*, pg 516)

Reading:

Reason for reading

- a. Reading for inspiration – e.g. Bibles, religious/ inspirational books, poetry books, literary arts
- b. Reading for information – e.g. News papers, online news websites,
- c. Reading for education – Text books, How-to/Do-it-Yourself books, dictionaries
- d. Reading for ideas – e.g. Cookbooks,
- e. Reading for leisure – e.g. Magazines, travel brochures and books
- f. Reading for self-help – e.g. books on diet, lifestyle changes, fitness
- g. Reading for escaping reality – fictions, novels, comic books

Teaching Tip, Con't

Ellen White's statement on reading material

"Many youth are eager for books. They read anything that they can obtain. I appeal to the parents of such children to control their desire for reading. Do not permit upon your tables the magazines and newspapers in which are found love stories. Supply their place with books that will help the youth to put into their character-building the very best material-the love and fear of God, the knowledge of Christ. Encourage your children to store the mind with valuable knowledge, to let that which is good occupy the soul and control its powers, leaving no place for low, debasing thoughts. Restrict the desire for reading matter that does not furnish good food for the mind." (*The Adventist Home*, pg 411)

Resource

- Current articles on all forms of abuse (e.g. substance abuse, domestic violence, sexual abuse, elder abuse, animal neglect, and abuse, etc.)
- *The Adventist Home*, by Ellen. G. White
- Bermuda Police Services - <http://www.bermudapolice.bm/content/protecting-your-child> Canadian Child Welfare Research Portal – cwrp.ca/faqs
- U.S. Department of Health and Human Services: Administration for Children & Families – https://www.childwelfare.gov/systemwide/laws_policies/state/can/

Serving Others



Goals for this Track:

- Engage participants in active service
- Connect participants to the community
- Engage participants in friendship evangelism
- Connect participants to their church.

1. a. Be familiar with the community service in your area and give assistance for at least four hours.

Teaching Tip

Before starting this requirement have the Pathfinders determine the following things about themselves:

- a. Their interests
- b. Their skills
- c. What they would like to share with others
- d. How can their skills be of benefit to their community

Types of community service centers/programs

Food banks/pantries

Animal shelters

Senior centers

After school programs

Neighbor improvement programs

Resource

- *The Season of Hope: A Risk Management Guide for Youth-Serving Nonprofits*. 2004. Nonprofit Risk management Center: Washington D.C. 20036 (AdventSource #625740)
- Torkelsen, Linnea. *Who Cares?: A Zillion Ways You Can Meet the Needs of People Around You*. (AdventSource, Lincoln, NE 68506) (AdventSource #602130)
- *Tips for Involving Youth in Community Service* (AdventSource #602549)

- b. What are some community services in my area?

Teaching Tip

Have the Pathfinders identify community services centers or programs by looking:

- a. Online
- b. Local phone book
- c. Local colleges or universities
- d. Local library
- e. Local senior center

2. Participate in at least two church programs for a total of four hours.

Advanced for Serving Others

1. Complete Explorer requirements.

The Wilderness Explorer requirements may be done simultaneously with the Explorer requirements. However, both the Wilderness Explorer and the Explorer requirements must be completed in order to be invested as a Wilderness Explorer.

2. Make a personal visit to a sick person or shut-in and follow up with a phone call, letter, card, email, or text message.

Teaching Tip

For many people, visiting a sick person at home or in the hospital is one of their least favorite things to do. Visitors often wonder what to say or how to act as patients deal with illness, pain, financial strain, and uncertainty about their future. Here are a few tips for being a good visitor:

Guidelines for home and/or hospital visits:

1. Phone before visiting.
2. Always check with the nursing station for special instructions before going into a patient's room.
3. Allow the patient his/her privacy by not probing for medical information.
4. Don't belittle the patient's pain or struggles.
5. Leave the diagnosis to the educated judgment of the experts.
6. Follow the patient's agenda by taking your cues for him/her. Let the patient choose the topic of conversation. He/she may want to talk about events outside of the hospital instead of his/her illness.
7. Be conscious of your body language.
8. Make eye contact with the patient. Sit down so you are on the same level. Leaning forward in your chair while talking or listening show your interest.
9. Be sensitive to the patient's energy level. Don't overstay. Frequent, brief visits are usually better than one long visit. Watch for signs that the patient may be weary.
10. Also don't overtax the patient with too many visitors at once. Be aware of noise levels, especially when children are accompanying you.
11. Patients are often very sensitive to outside stimuli. Speak softly and touch gently. Don't sit on the bed or jar them. Don't wear strong perfume or cologne.
12. If you are visiting someone who has strong religious beliefs ask the patient what he/she would like you to pray for so that your prayer is relevant to his/her specific needs.
13. Be yourself. Don't worry what you are going to say or rehearse beforehand.

(Source: *AY Instructor's Manual*, pg 315, 316)

Resource

- Daniel, J. Beverly. *Finding the Right Words: Perfect Phrases to Personalize Your Greeting Cards* (Simon and Schuster (Pocket Books
- Lamb, Sandra. E. *Personal Notes: How to Write from the Heart for Any Occasion*. (St. Martin's Griffin: England)

Making Friends



Goals for this Track:

- Develop a relationship with God that fosters positive friendships, strong moral values, and civic responsibility.

1. Participate in a panel discussion or skit on peer pressure and its role in your decision making.

Questions:

- a. Did you participate in a panel or a skit?
- b. What happened?

Teaching Tip

1. Identify problems that Explorers may meet at school.
2. Discuss conduct and relationships that promote a positive witness and ease the factors of peer pressure on campus.
3. Discuss ideas for sharing ones faith.

Resource

- Ask.com, type in peer pressure

2. Fulfill requirements #1, #11, #12 and #14 of the Christian Grooming and Manners Honor. (See [appendix](#))

Requirement #1:

What well-balanced combination of strengths did Jesus develop as a growing youth? (Luke 2:52)

Requirement #11:

Know the importance of daily “soul-grooming” and of building a Christian character and why “belonging to Christ” makes a difference in the way you dress and act.

Requirement #12:

Discuss scriptural guidelines that will help you cope with your sexuality and keep your thoughts-life clean. Discuss intelligently the “dos and don’ts” of dating.

Requirement #14:

Know the rules of table etiquette which make it easier for you and those around you, such as what to do with your knife and fork after using them. Know how to be a welcome dinner guest and a joy to your hostess. Bible text: And Jesus increased in wisdom and stature, and in favor with God and men. Luke 2:52 (NKJV, Pathfinder Edition)

Questions:

- a. What well-balanced combination of strengths did Jesus develop as a youth?
- b. Why is daily grooming my Christian character important?
- c. How does belonging to Christ change the way I should dress and act?
- d. What are scriptural guidelines that will help me cope with my sexuality?
- e. What are the “dos and don’ts” of dating?
- f. How do good manners make me a welcome dinner guest and a joy to my hosts?

What are the rules of table etiquette and how do they make it easier for you and those around you.

Advanced for Making Friends

1. Complete Explorer requirements.

The Wilderness Explorer requirements may be done simultaneously with the Explorer requirements. However, both the Wilderness Explorer and the Explorer requirements must be completed in order to be invested as a Wilderness Explorer.

2. Complete Christian Grooming & Manners Honor, if not previously earned. ([See appendix](#))

Health and Fitness



Goals for this Track:

- Apply health and fitness principles that will benefit the participant for a lifetime.
 - Learn and practice safety procedures, first aid, and rescue skills.
1. Learn the value of exercise, fresh air, and sunshine. Discuss the following questions.
 - a. What are two reasons physical fitness is important?
 - b. What is the relationship between proper diet, exercise, and weight control?
 - c. What are the benefits of fresh air and sunshine? (a & b fulfill requirement #7 of the Christian Grooming and Manners Honor).

Teaching Tip

As Adventists, we believe that the keys to health “lie in a life of balance and temperance.” As early as 1863, Ellen G. White wrote on the benefits of nutrition, exercise, rest, pure air, pure water, sunlight, and trust in God, as they relate to health. Have the Pathfinders list the benefits of physical fitness, proper diet, weight control, fresh air, and sunshine.

Benefits of physical fitness:

- Reduces the risk of heart disease
- Reduces the risk of type 2 diabetes
- Improves mood and mental health
- Helps maintain a healthy weight

Relationship between proper diet, exercise, and weight control:

- A healthy diet and regular physical activity helps regulate blood pressure
- A healthy diet and regular physical activity reduces the risk for arthritis and osteoporosis
- A healthy diet and regular physical activity helps eliminate toxins from the body
- A healthy diet and regular physical activity helps balance hormones

Benefits of fresh air:

- Strengthens the immune system
- Improves metabolic rate and blood pressure
- Improves lung function and circulation
- Oxygenates the blood

Benefits of sunshine:

- Also strengthens the immune system
- Improves liver function and toxin elimination
- Strengthens the bones by stimulating vitamin D production and calcium absorptions
- Improves quality of sleep

2. Earn the Basic Rescue Honor. (See appendix)
3. Complete the Basic Water Safety OR Beginner Swimming Honor, if not previously earned. (See appendix)

Advanced for Health and Fitness

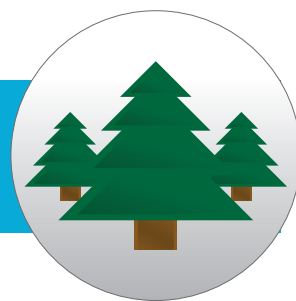
1. Complete Explorer requirements.

The Wilderness Explorer requirements may be done simultaneously with the Explorer requirements. However, both the Wilderness Explorer and the Explorer requirements must be completed in order to be invested as a Wilderness Explorer.

2. Participate in a lifestyle fitness program for your age such as.

- a. President's Challenge Active Lifestyle Program – www.presidentschallenge.org
- b. Live Healthy Bermuda Kids – <http://www.livehealthybermuda.org>
- c. Or similar program

Nature Study



Goals for this Track:

- Develop an understanding of God, the Creator of all things, through the study and observation of His Creation.
1. a. Review the Genesis account of the flood

Teaching Tip

Genesis chapters 6-9

Patriarchs and Prophets, chapter 7, “The Flood” (<http://www.whiteestate.org/books/pp/pp7.html>)

- b. Read a book about fossils and the biblical flood.

Teaching Tip

1. *Dinosaurs: Where did they come from? And where did they go?* by Elaine Graham-Kennedy, Ph.D. (Pacific Press Publishing Association)
2. Patriarchs and Prophets, chapter 7 “The Flood” (<http://www.whiteestate.org/books/pp/pp7.html>), and chapter 8 “After the Flood” (<http://www.whiteestate.org/books/pp/pp8.html>).
3. *Dinosaurs: An Adventist Review*, by David C Read (Clarion Call Books)

- c. Study at least three different fossils, explain their origin and relate them to breaking God’s laws. (Part of requirement #2).

Teaching Tip

Points for discussion: Breaking God’s Law

From Friend through Companion the requirements for knowing Jesus through nature have led them to understand that Jesus is our best friend; He is the Creator, and He is the King; His laws are perfect, and it is in our best interest to keep these laws.

Now we come to the point in His progressive picture that asks and answers the question, “What happens when I disobey the law?” Since “all have sinned (Romans 3:23), and since the natural consequences of perfect laws are always perfectly predictable, what will happen to us for sinning?

The law says that we will die, and the Judge of the universe is honor bound to put the sinner to death. But the Judge of the universe also happens to be our best Friend and the King who made the laws, so what is He to do? This is the most serious dilemma ever faced in the history of the universe. But this conflict was never a dilemma, as it would be for us, because from the beginning God has the answer prepared.

Since sin demands death, God Himself, in the person of Jesus, died instead of the sinner. In order for the sacrifice to be acceptable, Jesus needed to become a man and live a sinless life under all of the degradation that has come to characterize the planet Earth at its darkest hour.

As an example of the seriousness of the judgment and the wonder of God’s grace in providing a way of escape, He gave us the story of the Flood. The world was so wicked that all the people thought about was evil. The laws of God had been broken so severely that judgment was necessary.

Teaching Tip, Con't

Yet the King of the universe, our best Friend, had a way of escape. “Noah found grace in the eyes of the Lord” (Gen. 6:8), and Jesus told Noah how to be saved with his family. While the whole world received the full blast of the judgment, Noah and his family were safe in the ark.

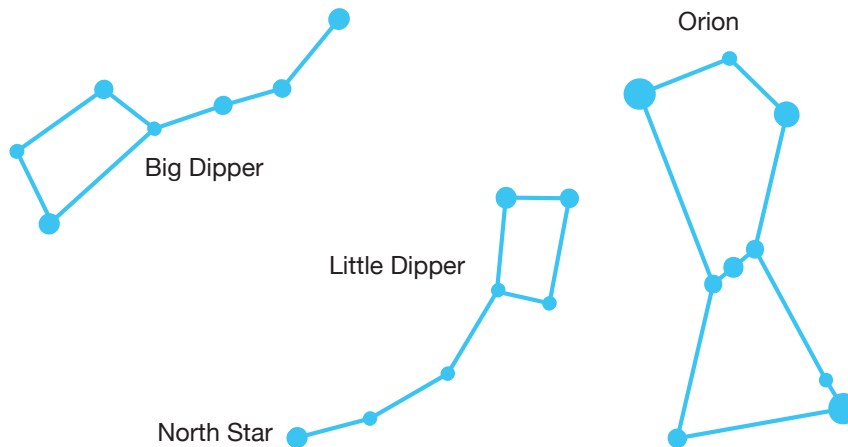
The fossils that cover the earth represent one of the most impressive illustrations of judgment to be found. Vast oil and coal deposits give evidence to the amount of life that was lost as a direct reaction to the amount of life that was lost as a direct reaction to the actions of sinful mankind. A study of fossils should be undertaken to gain more than a simple appreciation of the creatures that lived before the Flood. While the account is very interesting and certainly is one of the reasons for studying fossils, the more important truth is that the Flood is one proof of a devastating reaction to rampant sin in the world. Every fossil provides mute testimony to the fact that the judgments of the Lord are true and righteous altogether” (Ps. 19:9).

The point, of course, is that the laws are perfect and the judgments are sure, but our best Friend has made it possible for us to be saved. He is the way. The judgment for our sins had to be met, and it has been met by Jesus. Do you understand the wonder of that? The Judge served the sentence Himself for anyone who would accept it. For the others He is forced to let them serve the sentence themselves. It is up to us. The judgment for sin is death! But the gift of the Judge is not just life, but life forever!

(Source: *AY Instructor's Manual*, pg, 349-351)

2. Stars

- a. **Be able to identify in the sky; the North Star, Big Dipper, Little Dipper and Orion** (Part of requirement #7). (See appendix)



- b. **Explain the spiritual significance of Orion as told in Early Writings, p. 41.** Requirement #12

Teaching Tip

Ellen White states: “Dark, heavy clouds came up and clashed against each other. The atmosphere parted and rolled back; then we could look up through the open space in Orion, whence came the voice of God. The Holy City will come down through that open space. I saw that the powers of earth are now being shaken and that events come in order...: Early Writings, p. 41.

Resource

- *Early Writings*, by E. G. White

Advanced for Nature Study

1. Complete Explorer requirements.

The Wilderness Explorer requirements may be done simultaneously with the Explorer requirements. However, both the Wilderness Explorer and the Explorer requirements must be completed in order to be invested as a Wilderness Explorer.

2. Weather/Ferns: Record and graph the weather for two weeks at 12-hour intervals. Include temperature, moisture, cloud formation and wind direction, OR Draw or photograph 10 kinds of ferns, and identify correctly. (See appendix)

Teaching Tip

Resource

- www.weatherspark.com
- <http://www.epa.gov/climatestudents/documents/weather-climate.pdf>

Website on ferns

- www.hardyferens.org
- http://www.crownsvillennursery.com/information_links/ferninformation.html

3. Complete a nature honor, not previously earned. (Skill level 2 or 3)

- | | | |
|------------------------------|-------------------------|-----------------------------------|
| • Animal Tracking, Advanced | • Marine Mammals | • Cacti, Advanced |
| • Cats, Advanced | • Microscopic Life | • Ecology, Advanced |
| • Dog Care and Training | • Moths and Butterflies | • Flowers, Advanced |
| • Ecology | • Poultry | • Grasses |
| • Edible Wild Plants | • Rocks and Minerals | • Lichens, Liverworts, and Mosses |
| • Environmental Conservation | • Seeds, Advanced | • Maple Sugar, Advanced |
| • Ferns | • Shells | • Marine Algae |
| • Fishes | • Small Mammal Pets | • Reptiles, Advanced |
| • Fossils | • Spiders | • Rocks and Minerals, Advanced |
| • Fungi | • Stars | • Shells, Advanced |
| • Geology, Advanced | • Weather, Advanced | • Stars, Advanced |
| • House Plants | • Bats, Advanced | • Trees, Advanced |
| • Insects, Advanced | • Endangered Species | |
| • Livestock | • Worms, Advanced | |
| • Mammals, Advanced | • Amphibians, Advanced | |
| • Marine Invertebrates | • Birds, Advanced | |

Teaching Tip

Resource

- Pathfinder Bible (AdventSource #001140)
- Honors Handbook, by NAD Pathfinder Ministries (AdventSource #001167)

Outdoor Living



Goals for this Track:

- Develop the skills needed for maximum enjoyment of the outdoors.
- Build self-confidence through outdoor experiences.
- Develop team building skills.

1. Earn the Knot Tying Honor. ([See appendix](#))

Teaching Tip

Resource

- *Why Knot DVD*, by Easthaven Productions (AdventSource #000711)
- *Knots and How To Tie Them*, by Boy Scouts Of America (Hardcover or paperback)
- Animated knot tying websites such as: www.animatedknots.com/indexscouting.php
- Online videos on how to make a knot tying board

2. Earn the Camping Skills III Honor ([See appendix](#))

Honor Enrichment — Advanced Level Only



Goals for this Track:

- Learn new skills.
 - Participate in or study content areas new to them.
1. Complete one honor at your skill level, not previously earned, in the area of Arts & Crafts or Household Arts, (Skill level 2 or 3).

Arts & Crafts (Skill level 2):

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Basketry • Block Printing • Braiding, Advanced • Cake Decorating • Ceramics • Counted Cross-Stitch • Crocheting • Currency (Coins) • Digital Photography • Drawing • Flower Arrangement • Genealogy • Knitting | <ul style="list-style-type: none"> • Lapidary • Leather Craft, Advanced • Lettering and Poster Making • Metal Craft • Model Boat • Model Railroad • Model Rocketry, Advanced • Music • Needle Craft • Painting • Paper Quilling, Advanced • Photography • Pinewood Derby, Advanced | <ul style="list-style-type: none"> • Plastic Canvas, Advanced • Plastics • Pottery • Scrapbooking, Advanced • Sculpting • Soap Craft, Advanced • Stamps • Textile Painting • Wood Carving • Wood Handicraft • Whistle, Advanced |
|--|---|--|

Arts & Crafts (Skill level 3):

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Copper Enameling, Advanced • Crocheting, Advanced • Currency (Coins), Advanced | <ul style="list-style-type: none"> • Genealogy, Advanced • Knitting, Advanced • Lighthouses, advanced | <ul style="list-style-type: none"> • Silk Screen Printing, Advanced • Stamps, Advanced |
|--|--|--|

Household Arts (Skill level 2):

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Cooking, Advanced • Dressmaking, Advanced • Food – Canning | <ul style="list-style-type: none"> • Food – Drying • Food Freezing • Housekeeping | <ul style="list-style-type: none"> • Quilting |
|--|--|--|

Household Arts (Skill level 3):

- Nutrition, Advanced
- Tailoring

Teaching Tip

Resource

- Honors Handbook, by NAD Pathfinder Ministries (AdventSource #001167)
- www.pathfindersonline.org

2. Complete one honor at your skill level, not previously earned, in the area of Recreational, Vocational, or Outdoor Industries. (Skill level 2 or 3)

Recreation (Skill level 2):

- | | | |
|---------------------------------|---------------------------|----------------------------------|
| • Archery, Advanced | • Horsemanship, Advanced | • Skiing, Downhill |
| • Backpacking | • Kayaking | • Skin Diving |
| • Camp Safety | • Knot Tying | • Springboard |
| • Canoeing | • Letter Boxing, Advanced | • Swimming, Adv |
| • Caving | • Lifesaving | • Swimming, Intermediate |
| • Cycling, Advanced | • Mountain Biking | • Track & Field |
| • Drilling & Marching, Advanced | • Navigation | • Travel, Advanced |
| • Drumming and Percussion | • Orienteering | • Triathlon, Advanced |
| • Fire Building and Camp | • Physical Fitness | • Tumbling & Balancing |
| • Cookery/Geocaching, Advanced | • Pioneering | • Tumbling & Balancing, Advanced |
| • Gold Prospecting, Advanced | • Rock Climbing | • Unicycling |
| | • Rowing | • Wilderness Living |
| | • Sailing | • Wind Surfing |
| | • Skiing, Cross-Country | • Winter Camping |

Recreation (Skill level 3):

- | | | |
|-----------------------------------|--------------------------------|-----------------------------------|
| • Abseiling, Advanced | • Geocaching, Advanced | • Rock Climbing, Advanced |
| • Camp Safety, Advanced | • Hiking, Advanced | • Scuba Diving |
| • Caving, Advanced | • Lifesaving, Advanced | • Scuba Diving, Advanced |
| • Drumming & Percussion, Advanced | • Outdoor Leadership | • Wilderness Leadership, Advanced |
| | • Outdoor Leadership, Advanced | • |

Vocational (Skill level 2):

- | | | |
|------------------------------|----------------------|---------------------|
| • Automobile Mechanics | • Computer, Advanced | • Radio Electronics |
| • Bible Evangelism | • Forestry | • Small Engines |
| • Bookkeeping | • Internet | • Teaching |
| • Carpentry | • Journalism | • Typewriting |
| • Christian Sales Principles | • Printing | • Woodworking |
| • Communications | • Radio | • Word Processing |
| | • Radio, Advanced | |

Outdoor Industries (Skill level 2):

- | | | |
|--------------------|------------------|-----------------------|
| • Agriculture | • Dairying | • Pigeon Raising |
| • Beekeeping | • Fruit Growing | • Small Fruit Growing |
| • Cattle Husbandry | • Goat Husbandry | |

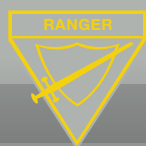
Outdoor Industries (Skill level 3):

- Junior Youth Leadership

Teaching Tip

Resource

- Honors Handbook, by NAD Pathfinder Ministries (AdventSource #001167)
- www.pathfindersonline.org



Ranger & Wilderness Ranger

LEVEL REQUIREMENTS



Personal Growth

1. Be in Grade 8 or its equivalent.
2. a. Develop your devotional life by studying the Weekly Devotional Guide (weeks 40 – 52) and the book of John utilizing printed or electronic resources.
b. Journal your thoughts by asking questions like:
 - “What did I learn about God?”
 - “What did I learn about myself?”
 - “How can I apply this to my life today?”
 - “What in this text is meaningful to me?”
 - “What is the theme in the verses I read?”You may journal through writing, drawing or electronic process.
3. a. Memorize the Pathfinder Law.
b. Illustrate your understanding of the Pathfinder Law in an interesting way.
4. Learn the meaning of the AY Emblem.



Spiritual Discovery

1. Participate in a Bible marking program on the inspiration of the Bible.
2. Memorize the 10 Commandments in Exodus 20:3-17.
3. Read the 13 Baptismal Vows of the Seventh-day Adventist Church and share why each of them is important.
4. Read *The Pathfinder Story* (current edition)

Advanced for Spiritual Discovery

1. Complete Ranger requirements.
2. Read/Listen to *Steps To Jesus*.
3. Study and discuss two of the following life issues with your Ranger group and an adult: Gossip, Lying, Profanity, The Worldwide Web, STD's.



Serving Others

1. Fulfill requirements #7 and #8 of the Serving Communities Honor.
2. Fulfill requirement #9 of the Serving Communities Honor.

Advanced for Serving Others

1. Complete Ranger requirements.
2. Fulfill requirement #1 of the Serving Communities Honor.



Making Friends

1. Role-play the story of the Good Samaritan and think of ways you can serve your neighbors and carry out three of your ideas.
2. Fulfill requirements #1, #5, and #10 of the Family Life Honor.

Advanced for Making Friends

1. Complete Ranger requirements.
2. Complete the Family Life Honor, if not previously earned.



Health and Fitness

1. Learn the value of divine power & rest by:
 - a. For 5 consecutive days, spend eight minutes each day in a quiet spot (no electronics, books or distractions) and reflect on ways God has touched your life during the last 24 hours.
 - b. Share what you liked and didn't like about your quiet time with a friend or your group.
 - c. Keep a sleep log for seven days.
 - d. Find an article on how a lack of sleep affects the body and make a presentation about what you have learned (are you getting enough sleep?).
 - e. Read these texts: Ex. 31:17; Ez. 20:20; Isa. 58:13 & 14; Matt. 12:11 & 12.
 - f. Discuss with your group, How will I keep the Sabbath so it will be a meaningful experience in my relationship with God and positively impact my physical health?
2. Earn the First Aid Honor.
3. Complete the Basic Water Safety **OR** Beginner Swimming Honor, if not previously earned.

Advanced for Health and Fitness

1. Complete Ranger requirements.
2. Participate in a lifestyle fitness program for your age such as:
 - President's Challenge Active Lifestyle Program
 - Live Healthy Bermuda Kids
 - Or similar program



Nature Study

1. a. Read two articles from science that relate to the laws of nature.
b. Review the story of the Ten Commandments.
c. Perform three experiments, which demonstrate the natural laws of God (e.g. law of gravity, law of magnetism)
2. **Lichens/Shells** Make an “eternal garden.” **OR** Collect and identify 15 different shells and tell where they may be found.

Advanced for Nature Study

1. Complete Ranger requirements.
2. **Insects/Wild Flowers** Collect and mount 15 species of insects representing at least six different orders. **OR** Draw, photograph or collect pictures of 20 kinds of wild flowers and identify correctly.
3. Complete a nature honor not previously earned. (Skill level 2 or 3)



Outdoor Living

1. Complete requirements #1-11b of the Hiking Honor.
2. Earn the Camping Skills IV Honor.



Honor Enrichment

1. Complete one honor at your skill level, not previously earned, in the area of Arts & Crafts or Household Arts. (Skill level 2 or 3)
2. Complete one honor at your skill level, not previously earned, in the area of Recreational, Vocational, or Outdoor Industries. (Skill level 2 or 3)

Personal Growth



Goals for this Track:

- Achievement levels are grade assigned
- Develop a relationship with God through a daily study of His word and prayer
- Embrace the Pathfinder/AY lifestyle

1. Be in Grade 8 or its equivalent.

Ranger is written on a eighth grade level and follows the voted action of the North American Division Pathfinder Committee that Rangers begin for those going into the eighth grade.

2. Develop your devotional life by studying the Weekly Devotional Guide (Weeks 40 – 52) and the book of John utilizing printed or electronic resource. (See appendix)

Teaching Tip

The purpose of this requirement is to have the Pathfinders connect with God each day and to help them establish a lifelong habit of personal devotions. Encourage the Pathfinders to reflect on the Bible passages and not simply rush through this requirement. By reading the thirteen week devotional guide for Rangers, the Pathfinders should gain a broader view of the Bible. The purpose of reading the book of John is to deepen the Pathfinder's understanding of who Jesus really is and why He is the "Great I AM". They may use their Bibles, computers, other electronic devices or even listen using some method.

c. Journal your thoughts by asking these questions:

"What did I learn about God?"

"What did I learn about myself?"

"How can I apply this to my life today?"

"What in this text is meaningful to me?"

"What is the theme in the verses I read?"

You may journal through writing, drawing or electronic process.

Teaching Tip

Encourage the Pathfinders to journal in a way that reflects their creative style. By responding to the study questions, they will need to think about the meaning of the verses and how they may apply what they have learned to their lives.

Resource

- *Pathfinder Bible*, published by Thomas Nelson (AdventSource #001140)
- www.Biblegateway.com

3. a. Memorize the Pathfinder Pledge and Law

The Pathfinder Pledge

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

The Pathfinder Pledge

The Pathfinder Law is for me to;
Keep the Morning Watch
Do my honest part
Care for my body
Keep a level eye
Be courteous and obedient
Walk softly in the sanctuary
Keep a song in my heart
Go on God's errands.

Teaching Tip

Every young person should have codes by which to shape his/her life. For the Adventist youth, the Pathfinder Pledge and Law are these codes. They must be learned and their principles put into practice. If the Pathfinders have not learned them yet, create opportunities for this to happen by incorporating them into the club's opening exercises or by setting aside time for memorization

- b. Illustrate your understanding of the Pathfinder Law in an interesting way.
i. What does the Pathfinder Law mean?

Meaning of the Law

Keep the Morning Watch	I will have prayer and personal Bible study each day.
Do my honest part	By the power of God, I will help others and do my duty and my honest share, wherever I may be.
Care for my body	I will be temperate in all things and strive to reach a high standard of physical fitness.
Keep a level eye	I will not lie, cheat or deceive and will despise dirty talk and evil thinking.
Be courteous and obedient	I will be kind and thoughtful of others, reflecting the love of Jesus in all my associations with others.
Walk softly in the sanctuary	In any devotional exercise, I will be quiet, careful, and reverent.
Keep a song in my heart	I will be cheerful and happy and let the influence of my life be sunshine to others.
Go on God's errands	I will always be ready to share my faith and go about doing good as did Jesus.

Teaching Tip

Encourage the Pathfinders to complete this requirement in a way that reflects their creative style. Foster a non-competitive atmosphere by reminding the Pathfinders that their work will not be judged or compared with that of others.

Here are a few suggestions for completing this requirement:

- Art projects
- Written composition
- Panel discussions
- Role playing
- Musical interpretation
- Slide show
- Video
- Skit/Drama
- Poster
- Games

Resource

- *The Happy Path* by Lawrence Maxwell (AdventSource #001003)
- *Finding The Right Path* by Jan S. Doward (AdventSource #001008)
- *Devotionals for the Pathfinder Pledge and Law*, by Bob Holbrook (AdventSource #009018)
- *Pathfinder Staff Manual* by NAD Pathfinder Ministries

4. Learn the meaning of the AY Emblem
- a. What is the meaning of the AY Emblem?



Teaching Tip

The AY emblem has four components:

- Cross:** The cross appears at the center of the emblem, and represents our salvation.
- Three Angels:** The three angels appear on the right side of the emblem and represent our duty to proclaim the three angel's message. (Revelation 14:6-12)
- AY:** The letters "AY" stand for Adventist Youth, the name of the organization the emblem represents.
- World:** The world on the left side of the emblem represents our mission field. (Matthew 28:19-20)
- Yellow:** Refined by fire
- Blue:** Loyalty

Resource

- *Pathfinder Staff Manual*, by NAD Pathfinder Ministry (AdventSource #001054)
- The Pathfinder Bible, published by Thomas Nelson (AdventSource #001140)

Spiritual Discovery



Goals for this Track:

- Encourage spiritual growth through a discovery of the Bible and Christian History

1. Participate in a Bible marking program on the inspiration of the Bible.

Teaching Tip

In the *Personal Growth* section of all of the Pathfinder levels, the participants are taught how to develop a habit of personal devotions by reading Bible passages, extracting a meaning from the passage, and applying the meaning to their lives.

The purpose of this requirement is to introduce the Pathfinders to a systematic inductive Bible study method, such as Bible marking, which will allow them to find verses related to a specific topic with ease. Bible marking methods also facilitate in-depth study and equip the Pathfinders to share their faith with others. These methods include, chain-referencing, cross referencing, color coding, highlighting/underlining, number referencing, and subject listing.

Provide a Bible Study on the Inspiration of the Bible (or use the texts listed below) and have the Pathfinders select a Bible Marking method that suites their learning style. Here is a brief overview of how each method works:

Chain Reference Method

- Make a list of the topics you wish to study. Place the list on a spare page of your Bible.
- Develop a reference code for each topic. For example, a code for the topic *Inspiration of the Bible* can be the first two letters of the title, IB, or BI (for Bible Inspiration, if this is more intuitive).
- Look up the first reference and write the next reference with its code either in the margin near the text or after the text.
- Look up the next text and write the following reference with its code until the study is finished.
- Code the last reference with the letter "F" to indicate the end of the study.

Color Code Method

- Make a list of the topics you wish to study.
- Place the list on a spare page of your Bible.
- Assign a specific color to each topic.
- As you come across text(s) that correspond with the topic of study, mark it with the subject color. You may underline using a thin marker or highlight using crayons or colored pencils. If there is a sub-heading, place a line of your subject color under that sub-heading or chapter heading to indicate that whole section has to do with that topic.

Note: Use markers and highlighter that will not bleed through the thin pages of the Bible.

Teaching Tip, Con't

Cross Reference (or Marginal Reference) Method

- Where you have found two or more texts speaking about the same subject you can, alongside one of these texts, in the margin, write the reference to those other texts.
- Then go to those other texts and write the reference of the first text.
- If it is to do with only a word or a phrase from the text that you wish to support from other texts, then place an “R” alongside that word or phrase.

Number Reference Method

- When you have information about a word or passage that you cannot fit in the margin, highlight / underline or mark in an appropriate way to suit your system of marking.
- Then in the margin, place a number - that number will be the same as a number on a page in the back of your Bible.
- To know what that number should be, look at the last lot of information you put on that page and the number you put with it, the number is the next number. So, if your last entry was 5, then this one would be 6.
- Put the reference for your text at the end of your information entry for cross reference.

Highlighting and Underlining Method

- Emphasize just one word or phrase in the section. Just enough to make the thought that you want to stand out.
- This can be done in a number of ways:
- A neat line under the word - preferably in a color to suit your total marking system.
- Keep a pencil or fine marker - only one color just for underlining.
- If you are very neat and careful, a very effective way is to just write over the letters to thicken them a little BUT test the steadiness of your hand and the suitability of the pen on something first.

Subject Lists Method

- On a page at the back of your Bible, make lists of texts under a subject heading.
- Leave plenty of room so you can keep adding extra texts you find as you read the Bible or listen to sermons.
- Add an extra page if you need to.
- A mark can be placed alongside the more suitable texts for the topic.

(Source: Modified South Pacific Division of SDA, Bible Marking Honour Trainer's Notes)

Texts relating to The Inspiration of the Bible:

- | | |
|---------------------|--------------------|
| • Genesis 1:3 | • Hebrews 1:1 |
| • Exodus 20:1 | • Hebrews 4:12 |
| • Psalm 12:6, 7 | • 2 Peter 1:20, 21 |
| • Psalm 119:160 | • John 10:35 |
| • Isaiah 40:8 | • John 16:13 |
| • 1 Cor 14:37 | • John 17:17 |
| • 2 Timothy 3:15-17 | |

Resource

- BibleGateway.com
- *Bible Marking Guide*, by John Earnhardt (AdventSource #416698)
- http://www.investitureachievement.org/wiki/index.php/Adventist_Youth_Honors_Answer_Book/Outreach/Bible_Marking
- www.bibleinfo.com

2. Memorize the 10 Commandments in Exodus 20:3-17

Teaching Tip

The 10 Commandments

- ³ “You shall have no other gods before Me.
- ⁴ “You shall not make for yourself any carved image, or any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth;
- ⁵ you shall not bow down to them nor serve them. For I, the LORD your God, am a jealous God, visiting the iniquity of the fathers on the children to the third and fourth generations of those who hate Me,
- ⁶ but showing mercy to thousands, to those who love Me and keep My commandments.
- ⁷ “You shall not take the name of the LORD your God in vain, for the LORD will not hold him guiltless who takes His name in vain.
- ⁸ “remember the Sabbath day, to keep it holy
- ⁹ Six days you shall labor and do all your work,
- ¹⁰ but the seventh day is the Sabbath of the LORD your God. In it you shall do no work: you, nor your son, nor your daughter, nor your manservant, nor your maidservant, nor your cattle, nor your stranger who is within your gates.
- ¹¹ For in six days the LORD made the heavens and the earth, the sea, and all that is in them, and rested the seventh day. Therefore the LORD blessed the Sabbath day and hallowed it.
- ¹² “Honor your father and your mother, that your days may be long upon the land which the LORD your God is giving you.
- ¹³ “You shall not murder.
- ¹⁴ “You shall not commit adultery.
- ¹⁵ “You shall not steal.
- ¹⁶ “You shall not bear false witness against your neighbor.
- ¹⁷ “You shall not covet your neighbor’s house; you shall not covet your neighbor’s wife, nor his manservant, nor his maidservant, nor his ox, nor his donkey, nor anything that is your neighbor’s.

Encourage the Pathfinders to complete this requirement using a memorization technique that fits their learning style.

Examples of Memorization Techniques:

- Acronyms
- Acrostics
- Flash cards
- Grouping
- Keywords
- Repetition
- Visualization
- Word association

Sing the Word CD has a great song to help memorize the 10 Commandments (AdventSource #551056). You can also download for free at www.InvenstitureAchievement.com

3. Read the 13 Baptismal Vows of the Seventh-day Adventist Church and share why each of them is important.

Teaching Tip

This requirement is best completed as a group discussion, followed by a question and answer period. This would be a good time to invite your Pastor, Elder, or Interest Coordinator to participate in teaching this requirement. Before starting this activity, read an article or a chapter on the significance of baptism. Review each of the baptismal vows and provide clarification as needed. Have the Pathfinders share why each vow is important in a way that reflects their creative style.

Official Baptismal Vows:

1. I believe there is one God: Father, Son, and Holy Spirit, a unity of three coeternal Persons.
2. I accept the death of Jesus Christ on Calvary as the atoning sacrifice for my sins and believe that by God's grace through faith in His shed blood I am saved from sin and its penalty.
3. I accept Jesus Christ as my Lord and personal Savior and believe that God, in Christ, has forgiven my sins and given me a new heart, and I renounce the sinful ways of the world.
4. I accept by faith the righteousness of Christ, my Intercessor in the heavenly sanctuary, and accept His promise of transforming grace and power to live a loving, Christ-centered life in my home and before the world.
5. I believe that the Bible is God's inspired Word, the only rule of faith and practice for the Christian. I covenant to spend time regularly in prayer and Bible study.
6. I accept the Ten Commandments as a transcript of the character of God and a revelation of His will. It is my purpose by the power of the indwelling Christ to keep this law, including the fourth commandment, which requires the observance of the seventh day of the week as the Sabbath of the Lord and the memorial of Creation.
7. I look forward to the soon coming of Jesus and the blessed hope, when "this mortal shall... put on immortality" [1 Cor. 15:54, KJV]. As I prepare to meet the Lord, I will witness to His loving salvation by using my talents in personal soul-winning endeavor to help others to be ready for His glorious appearing.
8. I accept the biblical teaching of spiritual gifts and believe that the gift of prophecy is one of the identifying marks of the remnant church.
9. I believe in Church organization. It is my purpose to worship God and to support the Church through my tithes and offerings and by my personal effort and influence.
10. I believe that my body is the temple of the Holy Spirit; and I will honor God by caring for it, avoiding the use of that which is harmful, and abstaining from all unclean foods; from the use, manufacture, or sale of alcoholic beverages; from the use, manufacture, or sale of tobacco in any of its forms for human consumption; and from the misuse of or trafficking in narcotics or other drugs.
11. I know and understand the fundamental Bible principles as taught by the Seventh-day Adventist Church. I purpose, by the grace of God, to fulfill His will by ordering my life in harmony with these principles.
12. I accept the New Testament teaching of baptism by immersion and desire to be so baptized as a public expression of faith in Christ and His forgiveness of my sins.
13. I accept and believe that the Seventh-day Adventist Church is the remnant church of Bible prophecy and that people of every nation, race, and language are invited and accepted into its fellowship. I desire to be a member of this local congregation of the world Church.

(Source: *Seventh-day Adventist Church Manual*, pg 48, 49)

Teaching Tip

Simplified Baptismal Vows:

1. I believe in God the Father; in His Son, Jesus Christ; and in the Holy Spirit.
2. I accept the death of Jesus to pay for my sins.
3. I accept the new heart Jesus gives me in place of my sinful heart.
4. I believe that Jesus is in heaven as my best friend and that He gives me the Holy Spirit so I can obey Him.
5. I believe God gave me the Bible as my most important guidebook.
6. By God living in me, I want to obey the Ten Commandments, which include the observance of the seventh day of the week as the Sabbath.
7. I want to help as many people as possible to be ready for the soon coming of Jesus.
8. I believe God gives special abilities to His people, and that the Spirit of Prophecy is given to His chosen people.
9. I want to help God's church with my influence, effort, and money.
10. I want to take good care of my body because the Holy Spirit lives there now.
11. With God's power, I want to obey the basic principles of the Seventh-day Adventist Church.
12. I want to be baptized to show people I am a Christian.
13. I want to be a member of the Seventh-day Adventist Church, and I believe this church has a special message to give to the world.

(Source: *It's My Choice*, by Steve Case. Hagerstown, MD.:Review and Herald Publishing Association, 1996)

Resource

- *It's My Choice -Teacher's Manual*, by Steve Case
- *It's My Choice - Student Workbook* by Steve Case

4. Read The Pathfinder Story (current edition)

Teaching Tip

There are two editions of *The Pathfinder Story*:

- a. The North American Division Edition, copyright date 2004 (AdventSource #000900)
- b. The World Edition (General Conference Youth Ministries), copyright date 2006 (AdventSource #009016)

Advanced for Spiritual Discovery

1. Complete Ranger requirements

The Wilderness Ranger requirements may be done simultaneously with the Ranger requirements. However, both the Wilderness Ranger and the Ranger requirements must be completed in order to be invested as a Wilderness Ranger.

Teaching Tip

You may also use the book *Steps to Christ* by Ellen G. White. (AdventSource #001070)

Resource

- www.whiteestate.org
- <http://stepstojesus.org> (for download of free ebook version)
- http://steps_to_christ.org/ (for audio book)

2. Read/Listen to *Steps to Jesus*.

3. Study and discuss two of the following life issues with your Ranger group and an adult:

Teaching Tip

Have the Pathfinders select two topics for discussion: gossip, lying, profanity, the Internet, STD. (See appendix)

• Gossip

- a. Proverbs 11:13
- b. Jeremiah 6:28
- c. Psalm 41:7
- d. Proverbs 25:23
- e. Titus 2:2-3

Ellen White's comment on gossip: "There are men who are ever talking and gossiping and bearing false witness, who sow the seeds of discord and engender strife. Heaven looks upon this class as Satan's most efficient servants." (*The Voice in Speech and Song*, pg. 153)

• Lying

- a. Exodus
- b. Leviticus 16:1
- c. Psalm 119:163
- d. Colossians 3:9

Ellen White wrote the following: "...God would have us learn also how deep is His hatred and contempt for all hypocrisy and deception. In pretending that they had given all, Ananias and Sapphira lied to the Holy Spirit, and, as a result, they lost this life and the life that is to come. The same God who punished them, today condemns all falsehood. Lying lips are an abomination to Him. He declares that into the Holy City 'there shall in no wise enter ...anything that defileth, neither whatsoever worketh abomination, or maketh a lie'. Let truth telling be held with no loose hand or uncertain grasp. Let it become a part of the life. Playing fast and loose with truth, and dissembling to suit one's selfish plans, means shipwreck of faith." (*The Acts of the Apostles*, pg 76)

Teaching Tip, Con't

- **Profanity**

- a. Psalm 19:14
- b. James 3:6-8
- c. James 3:10
- d. Ephesians 5:4

Ellen White's comment on "profane speech": "The talent of speech is a very precious talent, and should in no case be perverted. The tongue is an unruly member, but it should not be so. That member which is improperly used in profane speech should be converted to utter praise to God. If all the students would make decided efforts to change their mode of thinking, of speaking, and of acting, in the family circle, restraining all words that are not kind and courteous, and speaking with respect to all; if they would bear in mind that they are here preparing to become members of the family in heaven, what a reformatory influence would go forth from every home!..." (*The Voice in Speech and Song*, pg 47)

- **the World Wide Web (the Internet)**

Questions for discussion:

- a. What are the pros and cons of surfing the web?
- b. Discuss at least five dangers that can be encountered on the Internet?
 1. Identity thief
 2. Sexual predators
 3. Inappropriate reading or viewing material
 4. Cyberbullying
 5. Disinformation
- c. How has the Internet changed our society?
- d. How can the Internet effect our relationship with God?

- **STD**

While the conversation of sexually transmitted diseases might be very uncomfortable to have, it is important to note that children and teenagers are engaging in sexual activity at an early age. This would be a good time to invite a clinician, nurse, or a doctor to facilitate this discussion.

Questions for discussion:

1. How common are STDs?
2. How does a person get an STD?
3. Are all STDs curable?
4. What behaviors increase the likelihood of getting an STD?
5. What are some of the myths about STDs?

Resource

- *I Want to Talk With My Teen About: Love, Sex & Dating*, by Megan Hutchinson
- "Killing Gossip With Kindness" by Jeffrey Zaslow, <http://online.wsj.com/news/articles/SB10001424052748704160504574640111681307026>
- "How Lying Affects Your Health" by Angela Haupt, <http://health.usnews.com/health-news/articles/2012/08/20/how-lying-affects-your-health>
- Centers for Disease Control and Prevention: Sexually Transmitted Disease (STDs) Fact Sheets <http://www.cdc.gov/std/default.htm>

Serving Others



Goals for this Track:

- Engage participants in active service
- Connect participants to the community
- Engage participants in friendship evangelism
- Connect participants to their church

1. Fulfill requirements #7 and #8 of the Serving Communities Honors. (See appendix)

Requirement #7:

Meet with the Adventist Community Services (in the United States and Bermuda) or ADRA Canada (in Canada) leader in your area and ask about projects that your Pathfinder unit or class might be able to accomplish that would help meet needs in your community.

Alternate Requirement: Ask an Adventist Community Service or ADRA Canada leader in your area to make a presentation to your Pathfinder Club or Unit which would include giving suggestions of how youth could help meet needs in your community.

Requirement #8:

Plan a community service project with your Pathfinder unit or class and complete it.

2. Fulfill requirements #9 of the Serving Communities Honor.

Requirement #9:

Complete at least 4 hours of volunteer service, including both time invested in the project mentioned in requirement number eight and time donated to other community services activities.

Advanced for Serving Others

1. Complete Ranger requirements.

The Wilderness Ranger requirements may be done simultaneously with the Ranger requirements. However, both the Wilderness Ranger and the Ranger requirements must be completed in order to be invested as a Wilderness Ranger.

2. Fulfill requirement #1 of the Serving Communities Honor. (See appendix)

1. Read the following Bible texts and explain what they teach about the role God expects each Christian to play in meeting the needs of the poor and suffering in the community:
 - a. Luke 10:25-37
 - b. Matthew 25:31-46

Making Friends



Goals for this Track:

- Develop a relationship with God that fosters positive friendships, strong moral values, and civic responsibility.
1. Role-play the story of the Good Samaritan and think of ways you can serve your neighbors and carry out three of your ideas.

Teaching Tip

Role-play steps:

1. Select participants
2. Develop story sequence with participants
3. Assign character parts
4. Practice with a written script
5. Demonstrate or perform the story before the rest of the group

Here are a few suggestions for ways in which the Pathfinders may help their neighbors:

- a. Baby sitting for free
- b. Lawn or garden care
- c. Interior or exterior car detailing
- d. Buy groceries for someone who is housebound
- e. Shred paper
- f. Pet care and grooming
- g. Help an individual or family move

2. Fulfill requirements #1, #5, and #10 of the Family Life Honor ([See appendix](#))

Requirement #1:

Explain the roles of the father, mother, sister, and brother as given in the Bible and Spirit of Prophecy.

Requirement #5:

Make a list of some of the things your family spends money on. Explain your responsibility to the finances of your family.

Requirement #10:

List five ways you can show concern for or interest in your neighbors.

Advanced for Making Friends

- 1. Complete Ranger requirements.**

The Wilderness Ranger requirements may be done simultaneously with the Ranger requirements. However, both the Wilderness Ranger and the Ranger requirements must be completed in order to be invested as a Wilderness Ranger.

- 2. Complete the Family Life Honor, if not previously earned. ([See appendix](#))**

Health and Fitness



Goals for this Track:

- Apply health and fitness principles that will benefit the participant for a lifetime.
- Learn and practice safety procedures, first aid and rescue skills.

1. Learn the value of divine power & rest by:

- a. For 5 consecutive days, spend eight minutes each day in a quiet spot (no electronics, books or distractions) and reflect on ways God has touched your life during the last 24 hours.
- b. Share what you liked and didn't like about your quiet time with a friend or your group.
- c. Keep a sleep log for seven days.
- d. Find an article on how a lack of sleep affects the body and make a presentation about what you have learned (are you getting enough sleep?)
- e. Read these texts: Ex. 31:17; Ez. 20:20; Isa. 58:13 &14; Matt. 12:11 &12.
- f. Discuss with your group: How will I keep the Sabbath so it will be a meaningful experience in my relationship with God and positively impact my physical health?

2. Earn the First Aid Honor. (See appendix)

3. Complete the Basic Water Safely OR Beginner Swimming Honor, if not previously earned. (See appendix)

Advanced for Health and Fitness

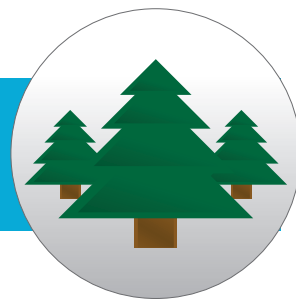
1. Complete Ranger requirements.

The Wilderness Ranger requirements may be done simultaneously with the Ranger requirements. However, both the Wilderness Ranger and the Ranger requirements must be completed in order to be invested as a Wilderness Ranger.

2. Participate in a lifestyle fitness program for your age such as:

- President's Challenge Active Lifestyle Program - www.presidentschallenge.org
- Live Healthy Bermuda Kids - <http://www.livehealthybermuda.org>
- Other

Nature Study



Goals for this Track:

- Develop an understanding of God, the Creator of all things, through the study and observation of His Creation.
1. a. Read two articles from science that relate to the laws of nature.

Teaching Tip

Laws of Nature is the general term used to describe the laws and principles that make our world function in a precise, orderly, and predictable manner. These laws describe the functions and properties of nature, such as space, time, thermodynamics, matter, and energy, to name a few. Over the years, scientist have demonstrated that these laws work by universal principles that typically cannot be altered. These laws are so constant and precise that we measure time and set our clocks by them. Within these laws, we find attributes that relate to God's character. The purpose of this requirement is to help the Pathfinders understand that the Laws of Nature are governed by God and to help them better understand God's character through them.

Psalm 8:

¹ O Lord, our Lord,
How excellent is Your name in all the earth,
Who have set Your glory above the heavens!
² Out of the mouth of babes and nursing infants
You have ordained strength,
Because of Your enemies,
That You may silence the enemy and the avenger.
³ When I consider Your heavens, the work of Your fingers,
The moon and the stars, which You have ordained,
⁴ What is man that You are mindful of him,
And the son of man that You visit him?
⁵ For You have made him a little lower than the angels,[b]
And You have crowned him with glory and honor.
⁶ You have made him to have dominion over the works of Your hands;
You have put all things under his feet,
⁷ All sheep and oxen—
Even the beasts of the field,
⁸ The birds of the air,
And the fish of the sea
That pass through the paths of the seas.
⁹ O Lord, our Lord,
How excellent is Your name in all the earth!

Below you will find links for four articles from science that relate to the Laws of Nature:

- i. Law of Nature – Britannica Academic Edition <http://www.britannica.com/EBchecked/topic/406522/law-of-nature>
- ii. Law of Nature – Stanford Encyclopedia of Philosophy <http://plato.stanford.edu/entries/laws-of-nature/>
- iii. How the Universe Works – Scientists Baffled by the Laws of Nature <http://www.everystudent.com/wires/organized.html>
- iv. Can the laws of physics change? <http://www.bbc.com/future/story/20120329-can-the-laws-of-physics-change>

- b. Perform three experiments, which demonstrate the laws of nature (e.g. law of gravity, law of magnetism).

Teaching Tip

The purpose of this requirement is to demonstrate that the Laws of Nature reflect attributes of God's character.

The Law of Gravity

Materials:

- A plastic cup
- Water
- A piece of cardboard

Instructions:

- Over a sink or basin, fill the plastic cup with water.
- Place the piece of cardboard over the mouth of the plastic cup
- Over a sink or basin, turn the cup of water upside down and remove your hand from underneath the piece of cardboard.
- The cardboard should stay in place.

Questions for discussion:

1. **What is the function of gravity?** Gravity keeps us on earth, it keeps us from floating off into space. It keeps things together.
2. **How can we relate this to God's character?** The Bible tells us that God keeps all things together. "He is before all things, and in him all things hold together" (Colossians 1:17, NIV).

The Law of Magnetism

Materials:

- A magnet
- Paper clips
- Hair pins
- Carpentry nails
- Wooden tooth picks
- Wooden spoon

Instructions:

Run the magnet over the objects listed above. Observe the magnet attract the metal objects.

Questions for discussion:

1. **Why does a magnet attract objects containing iron particles?** Magnets are made of a material that is capable of creating an invisible atmosphere called a magnetic field. When an iron-containing metal (ferrous metal) approaches a magnetic field, the magnetic domains in the metal rearrange in such a way causing the metal to become attracted to the magnet.
2. **How can we relate this to God's character?** The Bible tells us that God, through Jesus Christ, will draw all men unto Him. "And I, if I be lifted up from the earth, will draw all men unto me" (John 12:32, KJV)

Teaching Tip, Con't

Boiling Point of Water (at sea level)

Materials:

- 3 sauce pans
- 3 candy thermometers
- 1 gallon of distilled water
- Oven mitts
- Heat source (to boil water)
- Goggles

Instructions:

Fill sauce pans about half full with distilled water. Bring water to a rapid boil. Carefully remove pans from heat source and place thermometers in the water for about one minute. Record the temperature of the water in each pan. Temperature should read 100°C or 212°F.

Questions for discussion:

1. **Does the boiling point of pure water at 1 atmosphere of pressure ever change?** Under standard atmospheric conditions water will always boil at 100°C. This property does not change whether water is boiling slowly or rapidly.
2. **How can this be related to God's character?** The Bible tells us that Jesus Christ is constant. "Jesus Christ is the same yesterday and today and forever" (Hebrews 13:8)

Resource

Genesis for Kids: Science Experiments that Show God's Power in Creation! by Doug Lambier
SpanglerScience TV: <https://www.youtube.com/user/SpanglerScienceTV/videos?view=0>

- c. What are the common factors between the Ten Commandments and the laws of nature?

Teaching Tip

The central theme of this requirement is that both the Ten Commandments and the Laws of Nature express the many attributes of God's character. The Ten Commandments "express God's love, will, and purpose concerning human conduct and relationships and are binding upon all people in every age" (SDA Fundamental Belief #19). Similarly, the Laws of Nature shed light on God's character in that they are constant, universal, and binding.

2. Lichens/Shells: Make an “eternal garden.” OR Collect and identify 15 different shells and tell where they may be found. (See appendix)

Teaching Tip

Lichens, Liverworts, and Mosses Honor, requirement #6:

Make a moss garden (small terrarium) or “eternal garden” using at least three different kinds of mosses and lichens.

The purpose of this requirement is to have the Pathfinders establish a complete ecosystem that never needs atmospheric oxygen or water. In actual practice the “garden” may need pairing and watering every few months. To make the “garden” use a large or small aquarium, or goldfish bowl. Be sure to have a good lid or cover in order to create an airtight seal.

Put several thin layers of alternate sand and activated charcoal about 2 inches deep. Moisten this base (not soaking wet) and carefully cover with a layer of mosses, some lichens, and a liverwort or two, selecting those you know well and that would make an aesthetically attractive arrangement. A small rock, shell, or plastic animal will add to the realism of a miniature forest. Cover tightly and watch it maintain itself. Don’t put in direct sunlight or algae will grow in the collection, which will greatly detract from the beauty.

Shells, part of requirement #10:

Collect and identify 15 different shells and tell where they may be found. Shells may be collected for any number of locations or sources. Once 15 different shells have been collected, identified, and labeled. They may be saved and used to complete the Shells Honor.

Resource

- *Lichens* by William Purvis
- *Gathering Moss: A Natural and Cultural History of Mosses* by Robin Wall Kimmerer
- Seashell identification guide: <http://www.seashells.org/alltheseashells.html>
- *Seashells of North America: A Guide to Field Identification* by R. Tucker Abbott
- National Audubon Society Field Guide to North American Seashells by National Audubon Society

Advanced for Nature Study

1. Complete Ranger requirements.

The Wilderness Ranger requirements may be done simultaneously with the Ranger requirements. However, both the Wilderness Ranger and the Ranger requirements must be completed in order to be invested as a Wilderness Ranger.

2. Insects/Wild Flowers (See appendix)

Collect and mount 15 species of insects representing at least six different orders. **OR** Draw, photograph, or collect pictures of 20 kinds of wild flowers and identify correctly

Teaching Tip

Insects part of requirement #1:

- a. Mount a collection of 20 species of insects representing at least six different orders excluding moths or butterflies. (Carelessly mounted specimens will not be acceptable.)
 - (1). Place under each specimen a label showing the locality where caught, the date caught, and the collector's name. Labels should not be larger than 1/4 x 3/4 inches (6 mm x 20 mm).
 - (2). Identify insects with common names and genus or species level on second labels to be mounted below the first.
 - (3). Arrange all specimens neatly in an insect box according to orders and families. Orders should be pinned to the box rather than attached to the individual insect pins.

Wild Flowers part of requirement #1:

1. Draw or photograph 35 kinds of flowers and identify them correctly.

3. Complete a Nature Honor not previously earned. (Skill level 2 or 3)

Arts & Crafts (Skill levels 2 & 3):

- | | | |
|------------------------------|-------------------------|-----------------------------------|
| • Animal Tracking, Advanced | • Insects, Advanced | • Amphibians, Advanced |
| • Bats, Advanced | • Livestock | • Birds, Advanced |
| • Cats, Advanced | • Mammals, Advanced | • Cacti, Advanced |
| • Cetaceans | • Marine Invertebrates | • Ecology, Advanced |
| • Dog Care and Training | • Marine Mammals | • Flowers, Advanced |
| • Ecology | • Microscopic Life | • Grasses |
| • Edible Wild Plants | • Moths and Butterflies | • Lichens, Liverworts, and Mosses |
| • Environmental Conservation | • Poultry | • Maple Sugar, Advanced |
| • Ferns | • Rocks and Minerals | • Marine Algae |
| • Fishes | • Seeds, Advanced | • Reptiles, Advanced |
| • Flowers | • Shells | • Rocks and Minerals, Advanced |
| • Fossils | • Small Mammal Pets | • Shells, Advanced |
| • Fungi | • Spiders | • Stars, Advanced |
| • Geology, Advanced | • Stars | • Trees, Advanced |
| • House Plants | • Weather, Advanced | |
| | • Bats, Advanced | |
| | • Endangered Species | |
| | • Worms, Advanced | |

Outdoor Living



Goals for this Track:

- Develop the skills needed for maximum enjoyment of the outdoors.
- Build self-confidence through outdoor experiences.
- Develop team building skills.

1. Complete requirements #1-11b of the Hiking Honor. [\(See appendix\)](#)

Note: Please be aware that completing requirements #1-11b will not earn one the honor.

2. Earn the Camping Skills IV Honor. [\(See appendix\)](#)

Honor Enrichment — Advanced Level Only



Goals for this Track:

- Learn new skills.
- Participate in or study content areas new to them.

1. Complete one honor at your skill level, not previously earned, in the area of Arts & Crafts or Household Arts. (Skill level 2 or 3)

Arts & Crafts (Skill level 2):

- | | | |
|------------------------|-------------------------------|----------------------------|
| • Basketry | • Lapidary | • Plastic Canvas, Advanced |
| • Block Printing | • Leather Craft, Advanced | • Plastics |
| • Braiding, Advanced | • Lettering and Poster Making | • Pottery |
| • Cake Decorating | • Metal Craft | • Scrapbooking, Advanced |
| • Ceramics | • Model Boat | • Sculpturing |
| • Counted Cross-Stitch | • Model Railroad | • Soap Craft, Advanced |
| • Crocheting | • Model Rocketry, Advanced | • Stamps |
| • Currency (Coins) | • Music | • Textile Painting |
| • Digital Photography | • Needle Craft | • Wood Carving |
| • Drawing | • Painting | • Wood Handicraft |
| • Flower Arrangement | • Paper Quilling, Advanced | • Whistle, Advanced |
| • Genealogy | • Photography | |
| • Knitting | • Pinewood Derby, Advanced | |

Arts & Crafts (Skill level 3):

- Crocheting, Advanced
- Currency (Coins), Advanced
- Knitting, Advanced
- Copper Enameling, Advanced

Household Arts (Skill levels 2 & 3):

- | | |
|-------------------------|-----------------------|
| • Cooking, Advanced | • Housekeeping |
| • Dressmaking, Advanced | • Quilting |
| • Food - Canning | • Nutrition, Advanced |
| • Food - Drying | • Tailoring |
| • Food - Freezing | |

2. Complete one honor at your skill level, not previously earned, in the area of Recreational, Vocational, or Outdoor Industries. (Skill level 2 or 3).

Recreation (Skill levels 2 & 3):

- | | | |
|----------------------------------|------------------------------------|-------------------------------------|
| • Archery, Advanced | • Skin Diving | • Mountain Biking |
| • Backpacking | • Springboard Diving | • Power Boating |
| • Canoeing | • Swimming | • Geochaching, Advanced |
| • Caving | • Swimming, Intermediate | • Caving, Advanced |
| • Cycling, Advanced | • Tumbling and Balancing | • Outdoor Leadership |
| • Fire Building and Camp Cookery | • Tumbling and Balancing, Advanced | • Outdoor Leadership, Advanced |
| • Horsemanship, Advanced | • Water Skiing | • Rock Climbing, Advanced |
| • Knot Tying | • Water Skiing, Advanced | • Scuba Diving |
| • Navigation | • Wilderness Leadership | • Scuba Diving, Advanced |
| • Orienteering | • Wilderness Living | • Wilderness Leadership, Advanced |
| • Physical Fitness | • Windsurfing | • Drumming and Percussion, Advanced |
| • Pioneering | • Winter Camping | |
| • Rock Climbing | • Swimming, Advanced | |
| • Rowing | • Skiing, Cross-Country | |
| • Sailing | • Letter Boxing, Advanced | |
| • Skiing, Downhill | • Drumming and Percussion | |

Vocational (Skill level 2 & 3):

- | | | |
|------------------------------|----------------------------------|-----------------------------|
| • Automobile Mechanics | • Radio Electronics | • Communications, Advanced |
| • Bible Evangelism | • Small Engines | • House Painting - Exterior |
| • Bookkeeping | • Teaching | • House Painting - Interior |
| • Carpentry | • Typewriting | • Internet, Advanced |
| • Christian Sales Principles | • Woodworking | • Masonry |
| • Communications | • Internet | • Paperhanging |
| • Computer, Advanced | • Accounting | • Plumbing |
| • Journalism | • Automobile Mechanics, Advanced | • Shoe Repair |
| • Printing | • Barbering/Hairstyling | • Shorthand |
| • Radio | • Bookbinding | • Welding |
| • Radio, Advanced | | |

Outdoor Industries (Skill level 2 & 3):

- | | |
|--------------------|-----------------------|
| • Agriculture | • Fruit Growing |
| • Beekeeping | • Goat Husbandry |
| • Cattle Husbandry | • Pigeon Raising |
| • Dairying | • Small Fruit Growing |

Teaching Tip

Resource

- Honors Handbook, by NAD Pathfinder Ministries (AdventSource #001167)
- www.pathfindersonline.org



Voyager & Frontier Voyager

LEVEL REQUIREMENTS



Personal Growth

1. Be in Grade 9 or its equivalent.
2. a. Develop your devotional life by studying the Senior Weekly Devotional Guide (weeks 1 – 26) and the book of Romans utilizing printed or electronic resources.
b. Journal your thoughts by asking questions like:
 - “What did I learn about God?”
 - “What did I learn about myself?”
 - “How can I apply this to my life today?”
 - “What in this text is meaningful to me?”
 - “What is the theme in the verses I read?”
 You may journal through writing, drawing or electronic process.
3. Memorize the AY Aim.
4. Illustrate the meaning of the AY Aim in an interesting way.



Spiritual Discovery

1. Review the Biblical reasons for the 28 Fundamental Christian Beliefs of the Seventh-day Adventist Church.
2. Memorize five Bible texts that support one of the 28 Fundamental Beliefs.
3. Prepare and present a Bible study on one of the 28 Fundamental Beliefs.
4. Read *The AY Story* (current edition).

Advanced for Spiritual Discovery

1. Complete Voyager requirements.
2. Read/listen to *Thoughts from the Mount of Blessings* or *Christ's Object Lessons*.
3. Study and discuss two of the following life issues with your Voyager group and an adult: Teen Pregnancy, Abortion, Aids, Homosexuality, Pornography.



Serving Others

1. Fulfill requirements #1, #2 and #3 of the Identifying Community Needs Honor.
2. Fulfill requirement #4 of the Identifying Community Needs Honor.

Advanced for Serving Others

1. Complete Voyager requirements.
2. Complete the Identifying Community Needs Honor, if not previously earned.



Making Friends

1. Discuss the needs, plan and participate in an activity for physically challenged individuals.
2. Fulfill requirements #3, #5 and #6 of the Stewardship Honor.

Advanced for Making Friends

1. Complete Voyager requirements.
2. Complete the Stewardship Honor, if not previously earned.



Health and Fitness

1. Earn the Physical Fitness Honor, if not previously earned.
2. Earn the CPR Honor.
3. Complete the Basic Water Safety **OR** Beginner Swimming Honor, if not previously earned.

Advanced for Health and Fitness

1. Complete Voyager requirements.
2. Participate in a lifestyle fitness program for your age such as:
 - President's Challenge Active Lifestyle Program
 - Live Healthy Bermuda Kids
 - Or similar program



Nature Study

1. a. Read a book or at least four articles on Intelligent Design in nature.
b. do one of the following:
 - Review the story of Nicodemus and relate it to the lifecycle of the butterfly.
 - Draw a lifecycle chart of the caterpillar giving the spiritual significance.
 - Watch a video relating to Intelligent Design and discuss its spiritual significance.

2. **House Plants/Moth & Butterflies**
Raise a plant using hydroponic principles. **OR** Draw, collect or photograph 10 species of butterflies, and identify correctly.

Advanced for Nature Study

1. Complete Voyager requirements.
2. **Edible Wild Plants/Environmental Conservation**
Identify, prepare and eat 10 varieties of edible wild plants.
OR Investigate and write a report on a small stream.
3. Complete a nature honor, not previously earned. (Skill level 2 or 3)



Outdoor Living

1. Earn the Fire Building & Camp Cookery Honor.

Advanced for Outdoor Living

1. Complete Voyager requirements.
2. Complete one of the following honors not previously earned:
 - Orienteering
 - Camp Craft
 - Backpacking
 - Winter Camping
 - Hiking



Honor Enrichment

1. Complete one honor at your skill level, not previously earned, in the area of Arts & Crafts or Household Arts. (Skill level 2 or 3)
2. Complete one honor at your skill level, not previously earned, in the area of Recreational, Vocational, or Outdoor Industries. (Skill level 2 or 3)

Personal Growth



Goals for this Track:

- Achievement levels are grade assigned
- Develop a relationship with God through a daily study of His word and prayer
- Embrace the Pathfinder/AY lifestyle

1. Be in grade 9 or its equivalent.

Voyager is written on a ninth grade level and follows the voted action of the North American Division Pathfinder Committee that Voyager begin for those going into the ninth grade.

2. Develop your devotional life by studying the Senior Weekly Devotional Guide (weeks 1-26) and the book of Romans utilizing printed or electronic resources. (See appendix)

Teaching Tip

The purpose of this requirement is to have the Pathfinders connect with God each day and to help them establish a lifelong habit of personal devotions. Encourage the Pathfinders to reflect on the Bible passages and not simply rush through this requirement. By reading the thirteen week devotional guide for Voyager, the Pathfinders should gain a broader view of the Bible. The purpose of reading the book of Romans is to deepen the Pathfinder's understanding of faith and what Jesus Christ means for the life of the ordinary Christian.

d. Journal your thoughts by asking these questions:

- “What did I learn about God?”
- “What did I learn about myself?”
- “How can I apply this to my life today?”
- “What in this text is meaningful to me?”
- “What is the theme in the verses I read?”

You may journal through writing, drawing or electronic process.

Teaching Tip

Encourage the Pathfinders to journal in a way that reflects their creative style. By responding to the study questions, they will need to think about the meaning of the verses and how they may apply what they have learned to their lives.

Resource

- *Pathfinder Bible*, published by Thomas Nelson (AdventSource #001140)
- www.Biblegateway.com

3. Memorize the AY Aim

AY AIM:

The Advent message to all the world in my generation.

Teaching Tip

Encourage the Pathfinders to complete this requirement using a memorization technique that fits their learning style.

Examples of Memorization Techniques:

- Acronyms
- Acrostics
- Flash cards
- Grouping
- Keywords
- Repetition
- Visualization
- Word association

4. Illustrate the meaning of the AY Aim in an interesting way.

Teaching Tip

Meaning of the AY Aim

My relationship to Jesus Christ is of such a nature that it compels me to share with any who will receive it, the gospel—the good news of His soon return.”

(Source: General Conference Youth Ministries Department website,

<http://gcyouthministries.org/Ministries/Ambassadors/AimMotto/tabid/149/Default.aspx>)

Encourage the Pathfinders to complete this requirement in a way that reflects their creative style. Foster a non-competitive atmosphere by reminding the Pathfinders that their work will not be judged or compared with that of others.

Here are a few suggestions for completing this requirement:

- | | |
|--------------------------|--------------|
| • Art projects | • Video |
| • Written composition | • Skit/Drama |
| • Panel discussions | • Poster |
| • Role playing | • Games |
| • Musical interpretation | |
| • Slide show | |

Resource

- *The AY Story*, by Robert Holbrook

Spiritual Discovery



Goals for this Track:

- Encourage spiritual growth through a discovery of the Bible and Christian History
1. Review the Biblical reasons for the 28 Fundamental Christian Beliefs of the Seventh-day Adventist church.

Teaching Tip

28 Fundamental Beliefs

1. Holy Scriptures

The Holy Scriptures, Old and New Testaments, are the written Word of God, given by divine inspiration through holy men of God who spoke and wrote as they were moved by the Holy Spirit. In this Word, God has committed to man the knowledge necessary for salvation. The Holy Scriptures are the infallible revelation of His will. They are the standard of character, the test of experience, the authoritative revealer of doctrines, and the trustworthy record of God's acts in history. (2 Peter 1:20, 21; 2 Tim. 3:16, 17; Ps. 119:105; Prov. 30:5, 6; Isa. 8:20; John 17:17; 1 Thess. 2:13; Heb. 4:12.)

2. Trinity

There is one God: Father, Son, and Holy Spirit, a unity of three co-eternal Persons. God is immortal, all-powerful, all-knowing, above all, and ever present. He is infinite and beyond human comprehension, yet known through His self-revelation. He is forever worthy of worship, adoration, and service by the whole creation. (Deut. 6:4; Matt. 28:19; 2 Cor. 13:14; Eph. 4:4-6; 1 Peter 1:2; 1 Tim. 1:17; Rev. 14:7.)

3. Father

God the eternal Father is the Creator, Source, Sustainer, and Sovereign of all creation. He is just and holy, merciful and gracious, slow to anger, and abounding in steadfast love and faithfulness. The qualities and powers exhibited in the Son and the Holy Spirit are also revelations of the Father. (Gen. 1:1; Rev. 4:11; 1 Cor. 15:28; John 3:16; 1 John 4:8; 1 Tim. 1:17; Ex. 34:6, 7; John 14:9.)

4. Son

God the eternal Son became incarnate in Jesus Christ. Through Him all things were created, the character of God is revealed, the salvation of humanity is accomplished, and the world is judged. Forever truly God, He became also truly man, Jesus the Christ. He was conceived of the Holy Spirit and born of the virgin Mary. He lived and experienced temptation as a human being, but perfectly exemplified the righteousness and love of God. By His miracles He manifested God's power and was attested as God's promised Messiah. He suffered and died voluntarily on the cross for our sins and in our place, was raised from the dead, and ascended to minister in the heavenly sanctuary in our behalf. He will come again in glory for the final deliverance of His people and the restoration of all things. (John 1:1-3, 14; Col. 1:15-19; John 10:30; 14:9; Rom. 6:23; 2 Cor. 5:17-19; John 5:22; Luke 1:35; Phil. 2:5-11; Heb. 2:9-18; 1 Cor. 15:3, 4; Heb. 8:1, 2; John 14:1-3.)

5. Holy Spirit

God the eternal Spirit was active with the Father and the Son in Creation, incarnation, and redemption. He inspired the writers of Scripture. He filled Christ's life with power. He draws and convicts human beings; and those who respond He renews and transforms into the image of God. Sent by the Father and the Son to be always with His children, He extends spiritual gifts to the church, empowers it to bear witness to Christ, and in harmony with the Scriptures leads it into all truth. (Gen. 1:1, 2; Luke 1:35; 4:18; Acts 10:38; 2 Peter 1:21; 2 Cor. 3:18; Eph. 4:11, 12; Acts 1:8; John 14:16-18, 26; 15:26, 27; 16:7-13.)

Teaching Tip, Con't

6. Creation

God is Creator of all things, and has revealed in Scripture the authentic account of His creative activity. In six days the Lord made “the heaven and the earth” and all living things upon the earth, and rested on the seventh day of that first week. Thus He established the Sabbath as a perpetual memorial of His completed creative work. The first man and woman were made in the image of God as the crowning work of Creation, given dominion over the world, and charged with responsibility to care for it. When the world was finished it was “very good,” declaring the glory of God. (Gen. 1; 2; Ex. 20:8-11; Ps. 19:1-6; 33:6, 9; 104; Heb. 11:3.)

7. Nature of Man

Man and woman were made in the image of God with individuality, the power and freedom to think and to do. Though created free beings, each is an indivisible unity of body, mind, and spirit, dependent upon God for life and breath and all else. When our first parents disobeyed God, they denied their dependence upon Him and fell from their high position under God. The image of God in them was marred and they became subject to death. Their descendants share this fallen nature and its consequences. They are born with weaknesses and tendencies to evil. But God in Christ reconciled the world to Himself and by His Spirit restores in penitent mortals the image of their Maker. Created for the glory of God, they are called to love Him and one another, and to care for their environment. (Gen. 1:26-28; 2:7; Ps. 8:4-8; Acts 17:24-28; Gen. 3; Ps. 51:5; Rom. 5:12-17; 2 Cor. 5:19, 20; Ps. 51:10; 1 John 4:7, 8, 11, 20; Gen. 2:15.)

8. Great Controversy

All humanity is now involved in a great controversy between Christ and Satan regarding the character of God, His law, and His sovereignty over the universe. This conflict originated in heaven when a created being, endowed with freedom of choice, in self-exaltation became Satan, God's adversary, and led into rebellion a portion of the angels. He introduced the spirit of rebellion into this world when he led Adam and Eve into sin. This human sin resulted in the distortion of the image of God in humanity, the disordering of the created world, and its eventual devastation at the time of the worldwide flood. Observed by the whole creation, this world became the arena of the universal conflict, out of which the God of love will ultimately be vindicated. To assist His people in this controversy, Christ sends the Holy Spirit and the loyal angels to guide, protect, and sustain them in the way of salvation. (Rev. 12:4-9; Isa. 14:12-14; Eze. 28:12-18; Gen. 3; Rom. 1:19-32; 5:12-21; 8:19-22; Gen. 6-8; 2 Peter 3:6; 1 Cor. 4:9; Heb. 1:14.)

9. Life, Death, and Resurrection of Christ

In Christ's life of perfect obedience to God's will, His suffering, death, and resurrection, God provided the only means of atonement for human sin, so that those who by faith accept this atonement may have eternal life, and the whole creation may better understand the infinite and holy love of the Creator. This perfect atonement vindicates the righteousness of God's law and the graciousness of His character; for it both condemns our sin and provides for our forgiveness. The death of Christ is substitutionary and expiatory, reconciling and transforming. The resurrection of Christ proclaims God's triumph over the forces of evil, and for those who accept the atonement assures their final victory over sin and death. It declares the Lordship of Jesus Christ, before whom every knee in heaven and on earth will bow. (John 3:16; Isa. 53; 1 Peter 2:21, 22; 1 Cor. 15:3, 4, 20-22; 2 Cor. 5:14, 15, 19-21; Rom. 1:4; 3:25; 4:25; 8:3, 4; 1 John 2:2; 4:10; Col. 2:15; Phil. 2:6-11.)

10. Experience of Salvation

In infinite love and mercy God made Christ, who knew no sin, to be sin for us, so that in Him we might be made the righteousness of God. Led by the Holy Spirit we sense our need, acknowledge our sinfulness, repent of our transgressions, and exercise faith in Jesus as Lord and Christ, as Substitute and Example. This faith which receives salvation comes through the divine power of the Word and is the gift of God's grace. Through Christ we are justified, adopted as God's sons and daughters, and delivered from the lordship of sin. Through the Spirit we are born again and sanctified; the Spirit

the Spirit renews our minds, writes God's law of love in our hearts, and we are given the power to live a holy life. Abiding in Him we become partakers of the divine nature and have the assurance of salvation now and in the judgment. (2 Cor. 5:17-21; John 3:16; Gal. 1:4; 4:4-7; Titus 3:3-7; John 16:8; Gal. 3:13, 14; 1 Peter 2:21, 22; Rom. 10:17; Luke 17:5; Mark 9:23, 24; Eph. 2:5-10; Rom. 3:21-26; Col. 1:13, 14; Rom. 8:14-17; Gal. 3:26; John 3:3-8; 1 Peter 1:23; Rom. 12:2; Heb. 8:7-12; Eze. 36:25-27; 2 Peter 1:3, 4; Rom. 8:1-4; 5:6-10.)

11. Growing in Christ

By His death on the cross Jesus triumphed over the forces of evil. He who subjugated the demonic spirits during His earthly ministry has broken their power and made certain their ultimate doom. Jesus' victory gives us victory over the evil forces that still seek to control us, as we walk with Him in peace, joy, and assurance of His love. Now the Holy Spirit dwells within us and empowers us. Continually committed to Jesus as our Saviour and Lord, we are set free from the burden of our past deeds. No longer do we live in the darkness, fear of evil powers, ignorance, and meaninglessness of our former way of life. In this new freedom in Jesus, we are called to grow into the likeness of His character, communing with Him daily in prayer, feeding on His Word, meditating on it and on His providence, singing His praises, gathering together for worship, and participating in the mission of the Church. As we give ourselves in loving service to those around us and in witnessing to His salvation, His constant presence with us through the Spirit transforms every moment and every task into a spiritual experience. (Ps 1:1, 2; 23:4; 77:11, 12; Col 1:13, 14; 2:6, 14, 15; Luke 10:17-20; Eph 5:19, 20; 6:12-18; 1 Thess 5:23; 2 Peter 2:9; 3:18; 2 Cor. 3:17, 18; Phil 3:7-14; 1 Thess 5:16-18; Matt 20:25-28; John 20:21; Gal 5:22-25; Rom 8:38, 39; 1 John 4:4; Heb 10:25.)

12. Church

The church is the community of believers who confess Jesus Christ as Lord and Saviour. In continuity with the people of God in Old Testament times, we are called out from the world; and we join together for worship, for fellowship, for instruction in the Word, for the celebration of the Lord's Supper, for service to all mankind, and for the worldwide proclamation of the gospel. The church derives its authority from Christ, who is the incarnate Word, and from the Scriptures, which are the written Word. The church is God's family; adopted by Him as children, its members live on the basis of the new covenant. The church is the body of Christ, a community of faith of which Christ Himself is the Head. The church is the bride for whom Christ died that He might sanctify and cleanse her. At His return in triumph, He will present her to Himself a glorious church, the faithful of all the ages, the purchase of His blood, not having spot or wrinkle, but holy and without blemish. (Gen. 12:3; Acts 7:38; Eph. 4:11-15; 3:8-11; Matt. 28:19, 20; 16:13-20; 18:18; Eph. 2:19-22; 1:22, 23; 5:23-27; Col. 1:17, 18.)

13. Remnant and Its Mission

The universal church is composed of all who truly believe in Christ, but in the last days, a time of widespread apostasy, a remnant has been called out to keep the commandments of God and the faith of Jesus. This remnant announces the arrival of the judgment hour, proclaims salvation through Christ, and heralds the approach of His second advent. This proclamation is symbolized by the three angels of Revelation 14; it coincides with the work of judgment in heaven and results in a work of repentance and reform on earth. Every believer is called to have a personal part in this worldwide witness. (Rev. 12:17; 14:6-12; 18:1-4; 2 Cor. 5:10; Jude 3, 14; 1 Peter 1:16-19; 2 Peter 3:10-14; Rev. 21:1-14.)

14. Unity in the Body of Christ

The church is one body with many members, called from every nation, kindred, tongue, and people. In Christ we are a new creation; distinctions of race, culture, learning, and nationality, and differences between high and low, rich and poor, male and female, must not be divisive among us. We are all equal in Christ, who by one Spirit has bonded us into one fellowship with Him and with one another; we are to serve and be served without partiality or reservation. Through the revelation of Jesus Christ in the Scriptures we share the same faith and hope, and reach out in one witness to all. This unity has its source in the oneness of the triune God, who has adopted us as His children. (Rom. 12:4, 5; 1 Cor. 12:12-14; Matt. 28:19, 20; Ps. 133:1; 2 Cor. 5:16, 17; Acts 17:26, 27; Gal. 3:27, 29; Col. 3:10-15; Eph. 4:14-16; 4:1-6; John 17:20-23.)

15. Baptism

By baptism we confess our faith in the death and resurrection of Jesus Christ, and testify of our death to sin and of our purpose to walk in newness of life. Thus we acknowledge Christ as Lord and Saviour, become His people, and are received as members by His church. Baptism is a symbol of our union with Christ, the forgiveness of our sins, and our reception of the Holy Spirit. It is by immersion in water and is contingent on an affirmation of faith in Jesus and evidence of repentance of sin. It follows instruction in the Holy Scriptures and acceptance of their teachings. (Rom. 6:1-6; Col. 2:12, 13; Acts 16:30-33; 22:16; 2:38; Matt. 28:19, 20.)

16. Lord's Supper

The Lord's Supper is a participation in the emblems of the body and blood of Jesus as an expression of faith in Him, our Lord and Saviour. In this experience of communion Christ is present to meet and strengthen His people. As we partake, we joyfully proclaim the Lord's death until He comes again. Preparation for the Supper includes self-examination, repentance, and confession. The Master ordained the service of foot washing to signify renewed cleansing, to express a willingness to serve one another in Christlike humility, and to unite our hearts in love. The communion service is open to all believing Christians. (1 Cor. 10:16, 17; 11:23-30; Matt. 26:17-30; Rev. 3:20; John 6:48-63; 13:1-17.)

17. Spiritual Gifts and Ministries

God bestows upon all members of His church in every age spiritual gifts which each member is to employ in loving ministry for the common good of the church and of humanity. Given by the agency of the Holy Spirit, who apportions to each member as He wills, the gifts provide all abilities and ministries needed by the church to fulfill its divinely ordained functions. According to the Scriptures, these gifts include such ministries as faith, healing, prophecy, proclamation, teaching, administration, reconciliation, compassion, and self-sacrificing service and charity for the help and encouragement of people. Some members are called of God and endowed by the Spirit for functions recognized by the church in pastoral, evangelistic, apostolic, and teaching ministries particularly needed to equip the members for service, to build up the church to spiritual maturity, and to foster unity of the faith and knowledge of God. When members employ these spiritual gifts as faithful stewards of God's varied grace, the church is protected from the destructive influence of false doctrine, grows with a growth that is from God, and is built up in faith and love. (Rom. 12:4-8; 1 Cor. 12:9-11, 27, 28; Eph. 4:8, 11-16; Acts 6:1-7; 1 Tim. 3:1-13; 1 Peter 4:10, 11.)

18. The Gift of Prophecy

One of the gifts of the Holy Spirit is prophecy. This gift is an identifying mark of the remnant church and was manifested in the ministry of Ellen. G. White. As the Lord's messenger, her writings are a continuing and authoritative source of truth which provide for the church comfort, guidance, instruction, and correction. They also make clear that the Bible is the standard by which all teaching and experience must be tested. (Joel 2:28, 29; Acts 2:14-21; Heb. 1:1-3; Rev. 12:17; 19:10.)

19. Law of God

The great principles of God's law are embodied in the Ten Commandments and exemplified in the life of Christ. They express God's love, will, and purposes concerning human conduct and relationships and are binding upon all people in every age. These precepts are the basis of God's covenant with His people and the standard in God's judgment. Through the agency of the Holy Spirit they point out sin and awaken a sense of need for a Saviour. Salvation is all of grace and not of works, but its fruitage is obedience to the Commandments. This obedience develops Christian character and results in a sense of well-being. It is an evidence of our love for the Lord and our concern for our fellow men. The obedience of faith demonstrates the power of Christ to transform lives, and therefore strengthens Christian witness. (Ex. 20:1-17; Ps. 40:7, 8; Matt. 22:36-40; Deut. 28:1-14; Matt. 5:17-20; Heb. 8:8-10; John 15:7-10; Eph. 2:8-10; 1 John 5:3; Rom. 8:3, 4; Ps. 19:7-14.)

20. Sabbath

The beneficent Creator, after the six days of Creation, rested on the seventh day and instituted the Sabbath for all people as a memorial of Creation. The fourth commandment of God's unchangeable law requires the observance of this seventh-day Sabbath as the day of rest, worship, and ministry in harmony with the teaching and practice of Jesus, the Lord of the Sabbath. The Sabbath is a day of delightful communion with God and one another. It is a symbol of our redemption in Christ, a sign of our sanctification, a token of our allegiance, and a foretaste of our eternal future in God's kingdom. The Sabbath is God's perpetual sign of His eternal covenant between Him and His people. Joyful observance of this holy time from evening to evening, sunset to sunset, is a celebration of God's creative and redemptive acts. (Gen. 2:1-3; Ex. 20:8-11; Luke 4:16; Isa. 56:5, 6; 58:13, 14; Matt. 12:1-12; Ex. 31:13-17; Eze. 20:12, 20; Deut. 5:12-15; Heb. 4:1-11; Lev. 23:32; Mark 1:32.)

21. Stewardship

We are God's stewards, entrusted by Him with time and opportunities, abilities and possessions, and the blessings of the earth and its resources. We are responsible to Him for their proper use. We acknowledge God's ownership by faithful service to Him and our fellow men, and by returning tithes and giving offerings for the proclamation of His gospel and the support and growth of His church. Stewardship is a privilege given to us by God for nurture in love and the victory over selfishness and covetousness. The steward rejoices in the blessings that come to others as a result of his faithfulness. (Gen. 1:26-28; 2:15; 1 Chron. 29:14; Haggai 1:3-11; Mal. 3:8-12; 1 Cor. 9:9-14; Matt. 23:23; 2 Cor. 8:1-15; Rom. 15:26, 27.)

22. Christian Behavior

We are called to be a godly people who think, feel, and act in harmony with the principles of heaven. For the Spirit to recreate in us the character of our Lord we involve ourselves only in those things which will produce Christlike purity, health, and joy in our lives. This means that our amusement and entertainment should meet the highest standards of Christian taste and beauty. While recognizing cultural differences, our dress is to be simple, modest, and neat, befitting those whose true beauty does not consist of outward adornment but in the imperishable ornament of a gentle and quiet spirit. It also means that because our bodies are the temples of the Holy Spirit, we are to care for them intelligently. Along with adequate exercise and rest, we are to adopt the most healthful diet possible and abstain from the unclean foods identified in the Scriptures. Since alcoholic beverages, tobacco, and the irresponsible use of drugs and narcotics are harmful to our bodies, we are to abstain from them as well. Instead, we are to engage in whatever brings our thoughts and bodies into the discipline of Christ, who desires our wholesomeness, joy, and goodness. (Rom. 12:1, 2; 1 John 2:6; Eph. 5:1-21; Phil. 4:8; 2 Cor. 10:5; 6:14-7:1; 1 Peter 3:1-4; 1 Cor. 6:19, 20; 10:31; Lev. 11:1-47; 3 John 2.)

23. Marriage and the Family

Marriage was divinely established in Eden and affirmed by Jesus to be a lifelong union between a man and a woman in loving companionship. For the Christian a marriage commitment is to God as well as to the spouse, and should be entered into only between partners who share a common faith. Mutual love, honor, respect, and responsibility are the fabric of this relationship, which is to reflect the love, sanctity, closeness, and permanence of the relationship between Christ and His church. Regarding divorce, Jesus taught that the person who divorces a spouse, except for fornication, and marries another, commits adultery. Although some family relationships may fall short of the ideal, marriage partners who fully commit themselves to each other in Christ may achieve loving unity through the guidance of the Spirit and the nurture of the church. God blesses the family and intends that its members shall assist each other toward complete maturity. Parents are to bring up their children to love and obey the Lord. By their example and their words they are to teach them that Christ is a loving disciplinarian, ever tender and caring, who wants them to become members of His body, the family of God. Increasing family closeness is one of the earmarks of the final gospel message. (Gen. 2:18-25; Matt. 19:3-9; John 2:1-11; 2 Cor. 6:14; Eph. 5:21-33; Matt. 5:31, 32; Mark 10:11, 12; Luke 16:18; 1 Cor. 7:10, 11; Ex. 20:12; Eph. 6:1-4; Deut. 6:5-9; Prov. 22:6; Mal. 4:5, 6.)

24. Christ's Ministry in the Heavenly Sanctuary

There is a sanctuary in heaven, the true tabernacle which the Lord set up and not man. In it Christ ministers on our behalf, making available to believers the benefits of His atoning sacrifice offered once for all on the cross. He was inaugurated as our great High Priest and began His intercessory ministry at the time of His ascension. In 1844, at the end of the prophetic period of 2300 days, He entered the second and last phase of His atoning ministry. It is a work of investigative judgment which is part of the ultimate disposition of all sin, typified by the cleansing of the ancient Hebrew sanctuary on the Day of Atonement. In that typical service the sanctuary was cleansed with the blood of animal sacrifices, but the heavenly things are purified with the perfect sacrifice of the blood of Jesus. The investigative judgment reveals to heavenly intelligences who among the dead are asleep in Christ and therefore, in Him, are deemed worthy to have part in the first resurrection. It also makes manifest who among the living are abiding in Christ, keeping the commandments of God and the faith of Jesus, and in Him, therefore, are ready for translation into His everlasting kingdom. This judgment vindicates the justice of God in saving those who believe in Jesus. It declares that those who have remained loyal to God shall receive the kingdom. The completion of this ministry of Christ will mark the close of human probation before the Second Advent. (Heb. 8:1-5; 4:14-16; 9:11-28; 10:19-22; 1:3; 2:16, 17; Dan. 7:9-27; 8:13, 14; 9:24-27; Num. 14:34; Eze. 4:6; Lev. 16; Rev. 14:6, 7; 20:12; 14:12; 22:12.)

25. Second Coming of Christ

The second coming of Christ is the blessed hope of the church, the grand climax of the gospel. The Saviour's coming will be literal, personal, visible, and worldwide. When He returns, the righteous dead will be resurrected, and together with the righteous living will be glorified and taken to heaven, but the unrighteous will die. The almost complete fulfillment of most lines of prophecy, together with the present condition of the world, indicates that Christ's coming is imminent. The time of that event has not been revealed, and we are therefore exhorted to be ready at all times. (Titus 2:13; Heb. 9:28; John 14:1-3; Acts 1:9-11; Matt. 24:14; Rev. 1:7; Matt. 24:43, 44; 1 Thess. 4:13-18; 1 Cor. 15:51-54; 2 Thess. 1:7-10; 2:8; Rev. 14:14-20; 19:11-21; Matt. 24; Mark 13; Luke 21; 2 Tim. 3:1-5; 1 Thess. 5:1-6.)

26. Death and Resurrection

The wages of sin is death. But God, who alone is immortal, will grant eternal life to His redeemed. Until that day death is an unconscious state for all people. When Christ, who is our life, appears, the resurrected righteous and the living righteous will be glorified and caught up to meet their Lord. The second resurrection, the resurrection of the unrighteous, will take place a thousand years later. (Rom. 6:23; 1 Tim. 6:15, 16; Eccl. 9:5, 6; Ps. 146:3, 4; John 11:11-14; Col. 3:4; 1 Cor. 15:51-54; 1 Thess. 4:13-17; John 5:28, 29; Rev. 20:1-10.)

27. Millennium and the End of Sin

The millennium is the thousand-year reign of Christ with His saints in heaven between the first and second resurrections. During this time the wicked dead will be judged; the earth will be utterly desolate, without living human inhabitants, but occupied by Satan and his angels. At its close Christ with His saints and the Holy City will descend from heaven to earth. The unrighteous dead will then be resurrected, and with Satan and his angels will surround the city; but fire from God will consume them and cleanse the earth. The universe will thus be freed of sin and sinners forever. (Rev. 20; 1 Cor. 6:2, 3; Jer. 4:23-26; Rev. 21:1-5; Mal. 4:1; Eze. 28:18, 19.)

28. New Earth

On the new earth, in which righteousness dwells, God will provide an eternal home for the redeemed and a perfect environment for everlasting life, love, joy, and learning in His presence. For here God Himself will dwell with His people, and suffering and death will have passed away. The great controversy will be ended, and sin will be no more. All things, animate and inanimate, will declare that God is love; and He shall reign forever. Amen. (2 Peter 3:13; Isa. 35; 65:17-25; Matt. 5:5; Rev. 21:1-7; 22:1-5; 11:15.)

Teaching Tip, Con't

Resource

- *What We Believe for Teens* by Seth J. Pierce (AdventSource #602665)
- *Seventh-day Adventist Church Manual* (2010 Edition) (AdventSource #520380)

2. Memorize five Bible texts that support one of the 28 Fundamental Beliefs.

Teaching Tip

Encourage the Pathfinders to complete this requirement using a memorization technique that fits their learning style.

Examples of Memorization Techniques:

- Acronyms
- Acrostics
- Flash cards
- Grouping
- Keywords
- Repetition
- Visualization

Bible texts that support the 28 Fundamental Beliefs

1. HOLY SCRIPTURES

- 2 Peter 1:20, 21
- 2 Tim. 3:16, 17
- Ps. 119:105
- Prov. 30:5, 6
- Isa. 8:20

2. TRINITY

- Deut. 6:4
- Matt. 28:19
- 2 Cor. 13:14
- Eph. 4:4-6
- 1 Peter 1:2

3. FATHER

- Gen. 1:1
- Rev. 4:11
- 1 Cor. 15:28
- John 3:16
- 1 John 4:8

4. SON

- John 1:1-3, 14
- Col. 1:15-19
- John 10:30
- John 14:9
- Rom. 6:23

5. HOLY SPIRIT

- Gen. 1:1, 2
- Luke 1:35
- Luke 4:18
- Acts 10:38
- 2 Peter 1:21

6. CREATION

- Gen. 1; 2
- Ex. 20:8-11
- Ps. 19:1-6
- Ps. 33:6, 9; 104
- Heb. 11:3

7. NATURE OF MAN

- Gen. 1:26-28
- Ps. 2:7
- Ps. 8:4-8
- Acts 17:24-28
- Gen. 3

8. GREAT CONTROVERSY

- Rev. 12:4-9
- Isa. 14:12-14
- Eze. 28:12-18
- Gen. 3
- Rom. 1:19-32

Teaching Tip, Con't

9. LIFE, DEATH, AND RESURRECTION OF CHRIST

- John 3:16
- Isa. 53
- 1 Peter 2:21, 22
- 1 Cor. 15:3, 4,
- Rom. 1:4

10. EXPERIENCE OF SALVATION

- 2 Cor. 5:17-21
- John 3:16
- Gal. 1:4
- Titus 3:3-7
- John 16:8

11. GROWING IN CHRIST

- Ps 1:1, 2
- Col 1:13, 14
- Luke 10:17-20
- Eph 5:19, 20
- 1 Thess 5:23

12. CHURCH

- Gen. 12:3
- Acts 7:38
- Eph. 4:11-15
- Matt. 28:19, 20
- Eph. 2:19-22

13. REMNANT AND ITS MISSION

- Rev. 12:17
- 2 Cor. 5:10
- Jude 3, 14
- 1 Peter 1:16-19
- 2 Peter 3:10-14 ;
- Rev. 21:1-14

14. UNITY IN THE BODY OF CHRIST

- Rom. 12:4, 5
- 1 Cor. 12:12-14
- Matt. 28:19, 20
- Ps. 133:1; 2
- Cor. 5:16, 17

15. BAPTISM

- Rom. 6:1-6
- Col. 2:12, 13

- Acts 16:30-33
- Acts 22:16
- Matt. 28:19, 20

16. LORD'S SUPPER

- 1 Cor. 10:16, 17
- Matt. 26:17-30
- Rev. 3:20
- John 6:48-63
- John 13:1-17

17. SPIRITUAL GIFTS AND MINISTRIES

- Rom. 12:4-8
- 1 Cor. 12:9-11
- Eph. 4:8
- Acts 6:1-7
- 1 Tim. 3:1-13

18. THE GIFT OF PROPHECY

- Joel 2:28, 29
- Acts 2:14-21
- Heb. 1:1-3
- Rev. 12:17
- Rev. 19:10

19. LAW OF GOD

- Ex. 20:1-17
- Ps. 40:7, 8
- Matt. 22:36-40
- Deut. 28:1-14
- Matt. 5:17-20

20. SABBATH

- Gen. 2:1-3
- Ex. 20:8-11
- Luke 4:16
- Isa. 56:5, 6
- Matt. 12:1-12
- Ex. 31:13-17

21. STEWARDSHIP

- Gen. 1:26-28
- 1 Chron. 29:14
- Haggai 1:3-11
- Mal. 3:8-12
- 1 Cor. 9:9-14

22. CHRISTIAN BEHAVIOR

- Rom. 12:1, 2
- 1 John 2:6

- Eph. 5:1-21
- Phil. 4:8; 2
- Cor. 10:5

23. MARRIAGE AND THE FAMILY

- Gen. 2:18-25
- Matt. 19:3-9
- John 2:1-11
- 2 Cor. 6:14
- Eph. 5:21-33

24. CHRIST'S MINISTRY IN THE HEAVENLY SANCTUARY

- Heb. 8:1-5
- Dan. 7:9-27
- Num. 14:34
- Eze. 4:6
- Rev. 14:6, 7

25. SECOND COMING OF CHRIST

- Titus 2:13
- Heb. 9:28
- John 14:1-3
- Acts 1:9-11
- Matt. 24:14

26. DEATH AND RESURRECTION

- Rom. 6:23
- 1 Tim. 6:15, 16
- Eccl. 9:5, 6
- Ps. 146:3, 4
- John 11:11-14

27. MILLENNIUM AND THE END OF SIN

- Rev. 20
- 1 Cor. 6:2, 3
- Jer. 4:23-26
- Rev. 21:1-5
- Mal. 4:1

28. NEW EARTH

- 2 Peter 3:13
- Isa. 65:17-25
- Matt. 5:5
- Rev. 21:1-7
- Rev. 22:1-5

3. Prepare and present a Bible study on one of the 28 Fundamental Beliefs.

Teaching Tip

Invite your Pastor, Elder, or Interest Coordinator to help the Pathfinders with this activity. Have the Pathfinders prepare their Bible study by following the steps listed below:

- a. Choose one of the 28 fundamental beliefs to present as a Bible study.
- b. Define the objective for the Bible study.
- c. Understand the central truth of that fundamental belief.
- d. Find 5 -8 Bible verses that support the fundamental belief.
- e. Find 3 – 4 other references that explain the biblical principle of the fundamental belief.
- f. Formulate 10 questions for the study.
- g. Formulate answers for each question.

Resource

- *Hey Youth! Preach the Word*, by James Black (AdventSource #625780)
- *Let's Study Together*, by Mark Finley
- *Bible Study Basics*, by Dan Day (AdventSource #417771)

4. Read The AY Story (current edition).

Teaching Tip

Resource

- *The AY Story*, by Robert Holbrook (AdventSource #602040)

Advanced for Spiritual Discovery

1. Complete Voyager requirements.

The Frontier Voyager requirements may be done simultaneously with the Voyager requirements. However, both the Frontier Voyager and the Voyager requirements must be completed in order to be invested as a Frontier Voyager.

2. Read/listen to *Thoughts from the Mount of Blessings* or *Christ's Object Lessons*.

Teaching Tip

Resource

- *Thoughts from the Mount of Blessings* - <http://www.whiteestate.org/books/mb/mb.asp>
- *Christ's Object Lessons* - <http://www.whiteestate.org/books/col/col.asp>

3. Study and discuss two of the following life issues with your Voyager group and an adult: (See appendix)

- **Teen Pregnancy**
- **Abortion**
- **AIDS**
- **Homosexuality**
- **Pornography**

Teaching Tip

Resource

Teen Pregnancy

- Centers for Disease Control and Prevention: Teen Pregnancy Fact Sheets (<http://www.cdc.gov/teenpregnancy/>)
- *Love, Sex, and God* (Chapter 9) by Bill Ameiss and Jane Graver

Abortion

- Seventh-Day Adventist Church Official Statements: Abortion (<http://www.adventist.org/information/official-statements/guidelines/article/go/0/abortion/en/>)

AIDS

- *Love, Sex, and God* (Chapter 3) by Bill Ameiss and Jane Graver
- Center for Disease Control and Prevention: Sexually Transmitted Diseases (STDs) Fact Sheets

Homosexuality

- *Love, Sex, and God* (Chapter 9) by Bill Ameiss and Jane Graver
- Seventh-Day Adventist Church Official Statements: Homosexuality (<http://www.adventist.org/information/official-statements/statements/article/go/0/homosexuality/>)

Pornography

- *I Want to Talk With my Teen About Addictions* (Chapter 4) by Megan Hutchinson
- Seventh-Day Adventist Church Official Statements: Pornography (<http://www.adventist.org/information/official-statements/statements/article/go/0/pornography/48/>)

Serving Others



Goals for this Track:

- Engage participants in active service
- Connect participants to the community
- Engage participants in friendship evangelism
- Connect participants to their church

1. Fulfill requirements #1, #2 and #3 of the Identifying Community Needs Honor [\(See appendix\)](#)

Requirement #1:

Jesus understood the needs of his community because he went out and saw their needs. Read Matthew 9:35-38.

Requirement #2:

Select an urban or suburban neighborhood, a small town or a rural region on which to focus in the completion of the requirements for this honor.

Requirement #3:

Compile a file folder of information on the selected community, which could include:

- a. A map of the area
- b. A demographic profile
- c. Public health statistics
- d. Economic indicators
- e. Housing information
- f. Environment and transportation

2. Fulfill requirements #4 of the Identifying Community Needs Honor.

Requirement #4:

With an adult sponsor, take an awareness walk of or drive around a specific part of the selected community with the goal in mind of seeing human needs. List all of the needs you see such as yards and public areas that could be cleaned up, litter that could be picked up, lonely or aged people that could be helped, low-income families with children that could be assisted, etc.

Advanced for Serving Others

1. Complete Voyager requirements.

The Frontier Voyager requirements may be done simultaneously with the Voyager requirements. However, both the Frontier Voyager and the Voyager requirements must be completed in order to be invested as a Frontier Voyager.

2. Complete the Identifying Community Needs Honor, if not previously earned. ([See appendix](#))

Making Friends



Goals for this Track:

- Develop a relationship with God that fosters positive friendships, strong moral values, and civic responsibility.

1. Discuss the needs, plan and participate in an activity for physically challenged individuals.

Teaching Tip

Please note that it is expected that the caregiver for the physically challenged individuals be involved in this activity

Resource

- *Disabilities Ministries Handbook*, by NAD Department of Human Relations (AdventSource #416495)
- *52 Things to Do On Sabbath*, by Glen Robinson (Review and Herald)

2. Fulfill requirements #3, #5 and #6 of the Stewardship Honor. (See appendix)

Requirements #3:

Learn what is done with the tithe in your local church, your local conference, your union, and the General Conference.

Requirements #5:

Keep a chart on how you spend your time for one weekend and one week day. In this chart make a list of how much time you spend in the following areas:

- | | | |
|-----------------------|-------------------|-------------------|
| a. Work for pay | g. Reading | m. School study |
| b. Family time | h. Television | n. Travel |
| c. Personal devotions | i. Meals | o. Music lesson |
| d. Public worship | j. Sleep | p. Music practice |
| e. Family worship | k. Personal needs | q. Home chores |
| f. Fun things | l. Class time | r. Shopping |

For each of the three days be sure your time adds up to 24 hours. After completing the chart, discuss with your pastor or counselor your responsibility in the stewardship of your time.

Requirements #6:

Do one of the following:

- a. If you have an income-producing job or an allowance, make a list of how you spend your money for one month.
- b. If you are not in the category above, make a list of how you would spend an income of \$50 a month in the following categories:

- | | | |
|-------------------|---------------------------------|-------------------------|
| (1) Clothes | (4) Gifts | (7) Tithe and offerings |
| (2) Entertainment | (5) Personal items (toiletries) | (8) Transportation |
| (3) Eating out | (6) School supplies | |

From your list determine what percentage of your total income is spent on each item. After completing the chart and percentages, discuss with your pastor or counselor the advantages of a budget and how to stay within a budget.

Advanced for Making Friends

- 1. Complete Voyager requirements**

The Frontier Voyager requirements may be done simultaneously with the Voyager requirements. However, both the Frontier Voyager and the Voyager requirements must be completed in order to be invested as a Frontier Voyager.

- 2. Complete the Stewardship Honor, if not previously earned. [\(See appendix\)](#)**

Health and Fitness



Goals for this Track:

- Apply health and fitness principles that will benefit the participant for a lifetime.
 - Learn and practice safety procedures, first aid and rescue skills.
1. Earn the Physical Fitness honor, if not previously earned. [\(See appendix\)](#)
 2. Earn the CPR Honor. [\(See appendix\)](#)
 3. Complete the Basic Water Safety OR Beginner Swimming Honor, if not previously earned. [\(See appendix\)](#)

Advanced for Health and Fitness

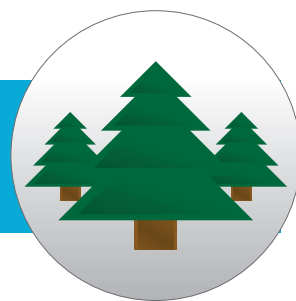
1. Complete Voyager requirements.

The Frontier Voyager requirements may be done simultaneously with the Voyager requirements. However, both the Frontier Voyager and the Voyager requirements must be completed in order to be invested as a Frontier Voyager.

2. Participate in a lifestyle fitness program for your age such as.

- a. President's Challenge Active Lifestyle Program – www.presidentschallenge.org
- b. Live Healthy Bermuda Kids – <http://www.livehealthybermuda.org>
- c. Or similar program

Nature Study



Goals for this Track:

- Develop an understanding of God, the Creator of all things, through the study and observation of His Creation.

1. a. Read a book or at least four articles on Intelligent Design in nature.

Teaching Tip

Books on Intelligent Design:

- i. *Built to Last: Creation and Evolution: A thoughtful look at the evidence that a Master Designer created our planet* by Dwight Nelson (Pacific Press Publishing Assn)
- ii. *Intelligent Design vs. Evolution* by Ray Comfort (Bridge-Logos Publishing)
- iii. *Darwin's Black Box: The Biochemical Challenge to Evolution* by Michael J. Behe (Free Press; 2nd edition)

Articles on Intelligent Design:

- i. "Expert Witness Sees Evidence in Nature for Intelligent Design" http://www.nytimes.com/2005/10/18/national/18evolution.html?_r=0
- ii. "Intelligent Design and /or Scientific Creationism" by Henry Morris, Ph.D. <http://www.icr.org/article/intelligent-design-or-scientific-creationism/>
- iii. "Defending Intelligent Design" by NOVA <http://www.pbs.org/wgbh/nova/evolution/defense-intelligent-design.html>
- iv. "The Intelligent Design Movement: Does the identity of the Creator really matter?" by Dr. Georgia Purdom <https://answersingenesis.org/intelligent-design/the-intelligent-design-movement/>

b. Do one of the following:

- Review the story of Nicodemus and relate it to the lifecycle of the butterfly.

Teaching Tip

The Story of Nicodemus as found in John 3:1-21

When Jesus met with Nicodemus...He presented for our consideration a truth that has been very difficult to imagine—the fact that accepting Jesus as our personal Saviour is like being reborn. Nicodemus asked the right question for one who hasn't yet accepted Jesus: "How can a person be born a second time when they have already been born?" Of course, Jesus was not talking about physical birth. He wanted Nicodemus, and mankind, to understand that becoming a Christian begins a life-long process; actually it is a process that will last forever—that of becoming more and more like Jesus in every way. There are several illustrations in the natural world that make this difficult concept easier to understand.

The transformation of a caterpillar into a butterfly might be the very best illustration in all of nature about the transformation of the sinner into a Christian. Other illustrations are the development of a seed into a full-grown plant, and the growth of an animal from conception and embryo to full adult. No matter which illustration you choose to use to make the point, it is important to relate to the concept of inheritance. Much of what each of us has been determined by the genes that we receive from our parents. Since we are born into a sinful world and have inherited all of the inclinations and weaknesses that sin has brought upon the world, we have little hope in and of ourselves of ever attaining the qualities that will make us ready for heaven.

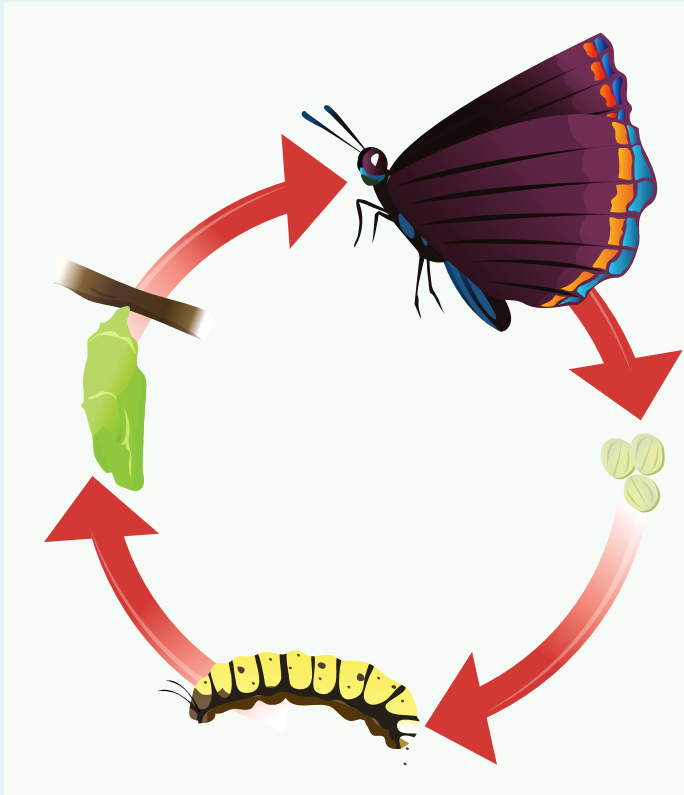
Jesus has promised to actually re-create us—to create us anew; to renew our minds. Jesus will work all manners of miracles within our being if we simply ask Him to and then cooperate with Him as He brings it about. Changes automatically occur in the caterpillar, but the caterpillar does have to eat in order to grow, and it has to grow in order to fulfill the cycle that eventually brings it to the butterfly state. The caterpillar has inherited all of the characteristics and instructions to become a butterfly; it simply follows the programmed directions and becomes a butterfly. We are born without the natural directions to become citizens of heaven. We must be born again so that we can inherit a new set of genes—a new set of directions for development into mature Christians. And when we have been born again in this manner—and Jesus is living within us—it is as natural for us to develop Christ-like characters as it is for the caterpillar to develop wings and fly away as a butterfly. (Source: *AY Instructor's Manual*, pgs 539, 540)

Resource

- Biblegateway.com

- Draw a lifecycle chart of the caterpillar giving the spiritual significance

Teaching Tip



Jesus has promised to actually re-create us—to create us anew; to renew our minds. Jesus will work all manners of miracles within our being if we simply ask Him to and then cooperate with Him as He brings it about. Changes automatically occur in the caterpillar, but the caterpillar does have to eat in order to grow, and it has to grow in order to fulfill the cycle that eventually brings it to the butterfly state. The caterpillar has inherited all of the characteristics and instructions to become a butterfly; it simply follows the programmed directions and becomes a butterfly. We are born without the natural directions to become citizens of heaven. We must be born again so that we can inherit a new set of genes—a new set of directions for development into mature Christians. And when we have been born again in this manner—and Jesus is living within us—it is as natural for us to develop Christ-like characters as it is for the caterpillar to develop wings and fly away as a butterfly. (Source: *AY Instructor's Manual*, pgs 539, 540)

- Watch a video relating to Intelligent Design and discuss its spiritual significance

Teaching Tip

- How Great is God directed by Six Step Records
- Unlocking the Mystery of Life directed by Lad Allen
- The Case for a Creator directed by Lad Allen

2. House Plants/Moths & Butterflies (See appendix)

Raise a plant using hydroponic principles. OR draw, collect, or photograph 10 species of butterflies, and identify correctly.

Teaching Tip

The purpose of this requirement is to illustrate from nature the transformation from sinner to Christian

Teaching Tip

Raise a plant using hydroponic principles

Home Hydroponics

Hydroponics is a method of growing plants in any form of substrate or aggregate that does not include soil. This method allows for closer planting than conventional gardens permit because the roots of hydroponically fed plants do not need to spread and compete for nourishment and moisture.

Growth Requirements

Whether a plant is grown in soil or a soilless medium, there are many factors affecting plant growth and productivity. All plants require nutrients, water, light, and air to grow. A plant grown in soil obtains nutrients and water from the soil, when available. With hydroponics, because water and nutrients are always available, the plant is never stressed. Sunlight and air are readily available in an outdoor hydroponic system. However, for an indoor system, one must provide an adequate light source and good air circulation. Metal halide lamps, sodium vapor lamps, gro-lights, or fluorescent lights used in conjunction with incandescent light bulbs provide adequate light. Plant roots must have oxygen available to keep them alive. Healthy roots (which are white in color) are responsible for the uptake of all nutrients for the plant. If the roots die, it is impossible for the plant to survive, even if the plant growth requirements are met. Air circulation around leaves is important since it mixes the air and allows the plant to draw out the carbon dioxide necessary to carry on photosynthesis. Air circulation also helps prevent fungal diseases caused by moist, stagnant conditions. Indoor units often have a small fan to circulate the surrounding air.

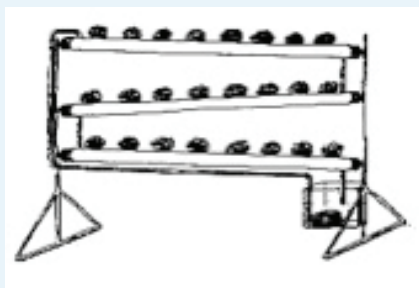
Nutrient Solution

The nutrient solution is the most important factor in the success or failure of a hydroponic system. Most fertilizers commonly available in garden centers do not contain all of the 13 elements necessary for plant growth because the growing media usually provides many of them. Hydroponic plants receive nutrients from a different source; so it is necessary to use a fertilizer formulated for hydroponic systems. Hydroponic fertilizers are available from many mail order companies and a few specialty garden centers. It is important to follow the dilution rate recommended on the label and to test the solution to be sure that the pH is between 5 and 6. Simple pH test kits and pH modifiers are available wherever fish supplies are sold.

Depending on the stage of plant development, some elements in the nutrient solution will be depleted more quickly than others. Because of this, it is important to change the nutrient solution every two weeks. The old solution can be used to water other houseplants or outdoor plants. Also, make sure that the nutrient solution is kept at the original volume. As water evaporates from the nutrient solution, the fertilizer becomes more concentrated and can burn plant roots. Add water only and not more fertilizer to raise the nutrient solution back to its original volume.

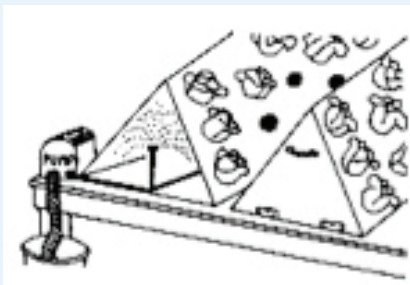
Types of Systems

Water Culture Systems



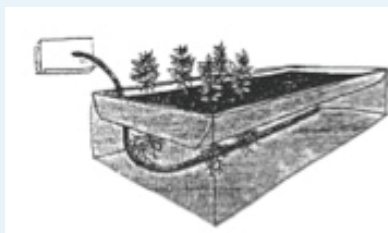
Water culture systems include the nutrient film technique, aeroponics, and the aeration method. The nutrient film technique (Figure 1) uses a plastic trough or tube as the container through which a constant, thin film of nutrient solution flows. Plants are suspended through holes in the top of the trough. The trough is gently sloped so gravity pulls the solution back to the nutrient reservoir. There are many variations of this system, making it the most popular for the home gardener.

Fig. 1: Nutrient Film Technique



Aeroponics (Figure 2) is the growing of plants in a container in which the roots are suspended in a nutrient mist rather than in a solution. The most popular container for aeroponics is an enclosed A-frame constructed of styrofoam boards. The plants are placed in holes along the sloped sides of the frame. The nutrient mist is delivered to the roots by a vaporizer or by special attachments available with drip irrigation kits. The mist clings to the roots. Any excess runs down the inside of the frame, is collected at the bottom, and is recycled back to the nutrient reservoir.

Fig. 2: Aeroponics



The aeration method (Figure 3), one of the first systems to be developed, uses an aquarium air pump to bubble oxygen to the roots of plants immersed in the nutrient solution. Plants are suspended 1 inch above the solution by a 2-inch-deep mesh tray that is set into the container by placing the lip of the tray over the container's edge. A layer of inert material, such as gravel, clay pebbles, or vermiculite, is placed in the tray to provide stability for the plants while allowing the roots to grow down into the nutrient solution.

Fig. 3: Aeration Method

Aggregate Systems

Aggregate systems use some form of inert material to support and surround plant roots. The most common materials used are rockwool, clay pebbles, gravel, perlite, vermiculite, sand, or foam chips. The media provides plant support, allows good oxygen penetration to the roots, yet retains a thin layer of nutrients and water around the roots. One of the most common systems using an aggregate media is the flood and drain method (Figure 4). A water-holding container, such as a plastic dish pan, is filled with the aggregate and plants. The container is flooded periodically with the nutrient solution. The solution is drained back into the nutrient reservoir by opening a valve at the bottom of the container. During each cycle, the roots should be submerged in the solution for no more than 20 to 30 minutes.

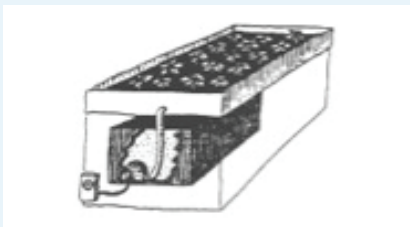
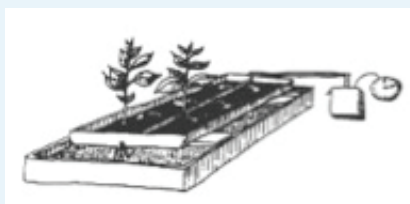
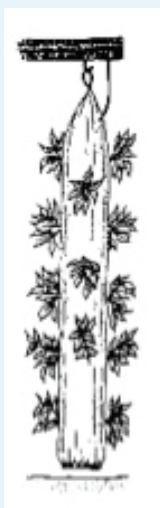


Fig. 4: Flood and Drain Method



Another common aggregate system is the trickle feed method (Figure 5). The nutrient solution is continuously pumped from the reservoir through a 1/2-inch irrigation tube that branches into a number of 1/8-inch tubes. These smaller tubes deliver the solution to the containers. Any excess solution is collected at the base of each container and returned to the nutrient reservoir.

Fig. 5: Trickle Feed Method



A modification of the trickle feed method is called tube culture (Figure 6). A 4- to 6-inch plastic tube or bag is filled with a lightweight aggregate. Holes are made on all sides of the container for the plants. The tube is hung vertically, and an irrigation tube is positioned at the top of the container. The nutrient solution seeps through the container and may or may not be recycled when it reaches the bottom.

Fig. 6: Tube Culture

Summary

Several developments in the past few years have made hydroponic gardening easier for the home gardener. Newer systems are simpler to set up and operate. An increase in suppliers of hydroponic products means equipment and special fertilizers are more easily obtained by the home gardener. The use of lightweight plastics in the newer system makes hydroponics less expensive and a better investment than older systems that used heavy, concrete benches.

Note: Hydroponic systems have operating expenses greater than ordinary gardens, so the demands on your time and the considerable expense may argue against this method.

(Sources: AY Instructor's Manual, pg 542, 543 and Home Hydroponics by Ruth Sorenson, Extension Technician, and Diane Relf, Extension Specialist, Horticulture, Virginia Tech/Virginia Cooperative Extension: Materials for public use, re-print or citation without further permission)

Draw, collect, or photograph 10 species of butterflies, and identify correctly.

Teaching Tip

This would be an ideal field trip activity. Visit a butterfly garden and have the Pathfinders photograph or draw pictures of the butterflies they learned about.

Resource

- www.gardenswithwings.com/identify-butterflies.html
- <http://www.enature.com/fieldguides/intermediate.asp?curGroupID=2>

Advanced for Nature Study

1. Complete Voyager requirements.

The Frontier Voyager requirements may be done simultaneously with the Voyager requirements. However, both the Frontier Voyager and the Voyager requirements must be completed in order to be invested as a Frontier Voyager.

2. Edible Wild Plants/Environmental Conservation: Identify, prepare and eat 10 varieties of edible wild plants. **OR** investigate and write a report on a small stream. (See appendix)

Teaching Tip

The purpose of this requirement is to sharpen the Pathfinders awareness of their surroundings while in the wild and to develop a healthy perspective and understanding of our relationship to our environment

3. Complete a nature honor, not previously earn. (Skill level 2 or 3)

- | | | |
|------------------------------|-------------------------|-----------------------------------|
| • Animal Tracking, Advanced | • Marine Mammals | • Cacti, Advanced |
| • Cats, Advanced | • Microscopic Life | • Ecology, Advanced |
| • Dog Care and Training | • Moths and Butterflies | • Flowers, Advanced |
| • Ecology | • Poultry | • Grasses |
| • Edible Wild Plants | • Rocks and Minerals | • Lichens, Liverworts, and Mosses |
| • Environmental Conservation | • Seeds, Advanced | • Maple Sugar, Advanced |
| • Ferns | • Shells | • Marine Algae |
| • Fishes | • Small Mammal Pets | • Reptiles, Advanced |
| • Fossils | • Spiders | • Rocks and Minerals, Advanced |
| • Fungi | • Stars | • Shells, Advanced |
| • Geology, Advanced | • Weather, Advanced | • Stars, Advanced |
| • House Plants | • Bats, Advanced | • Trees, Advanced |
| • Insects, Advanced | • Endangered Species | |
| • Livestock | • Worms, Advanced | |
| • Mammals, Advanced | • Amphibians, Advanced | |
| • Marine Invertebrates | • Birds, Advanced | |

Teaching Tip

Resource

- *Honors Handbook*, by NAD Pathfinder Ministries (AdventSource #001167)
- www.pathfindersonline.org

Outdoor Living



Goals for this Track:

- Develop the skills needed for maximum enjoyment of the outdoors.
- Build self-confidence through outdoor experiences.
- Develop team building skills.

1. Earn the Fire Building & Camp Cookery Honor. ([See appendix](#))

Advanced for Outdoor Living

1. Complete Voyager requirements.

The Frontier Voyager requirements may be done simultaneously with the Voyager requirements. However, both the Frontier Voyager and the Voyager requirements must be completed in order to be invested as a Frontier Voyager.

2. Complete one of the following honors.

- Orienteering
- Backpacking
- Hiking
- Camp Craft
- Winter Camping

Teaching Tip

Resource

- *Honors Handbook*, by NAD Pathfinder Ministries (AdventSource #001167)
- www.pathfindersonline.org

Honor Enrichment — Advanced Level Only



Goals for this Track:

- Learn new skills.
- Participate in or study content areas new to them.

1. Complete one honor at your skill level, not previously earned, in the area of Arts & Crafts or Household Arts. (Skill level 2 or 3).

Arts & Crafts (Skill level 2):

- | | | |
|------------------------|-------------------------------|----------------------------|
| • Basketry | • Knitting | • Pinewood Derby, Advanced |
| • Block Printing | • Lapidary | • Plastic Canvas, Advanced |
| • Braiding, Advanced | • Leather Craft, Advanced | • Plastics |
| • Cake Decorating | • Lettering and Poster Making | • Pottery |
| • Ceramics | • Metal Craft | • Scrapbooking, Advanced |
| • Counted Cross-Stitch | • Model Boat | • Sculpturing |
| • Crocheting | • Model Railroading | • Soap Craft, Advanced |
| • Currency (Coins) | • Model Rocketry, Advanced | • Stamps |
| • Digital Photography | • Music | • Textile Painting |
| • Drawing | • Needle Craft | • Wood Carving |
| • Flower Arrangement | • Painting | • Wood Handicraft |
| • Genealogy | • Paper Quilling, Advanced | • Whistle, Advanced |
| | • Photography | |

Arts & Crafts (Skill level 3):

- | | |
|------------------------------|------------------------------|
| • Crocheting, Advanced | • Copper Enameling, Advanced |
| • Currency (Coins), Advanced | |
| • Knitting, Advanced | |

Household Arts (Skill level 2 & 3):

- | | | |
|-------------------------|-------------------|-----------------------|
| • Cooking, Advanced | • Food - Drying | • Quilting |
| • Dressmaking, Advanced | • Food - Freezing | • Nutrition, Advanced |
| • Food - Canning | • Housekeeping | • Tailoring |

2. Complete one honor at your skill level, not previously earned, in the area of Recreational, Vocational, or Outdoor Industries. (Skill level 2 or 3)

Recreation (Skill levels 2 & 3):

- Archery, Advanced
- Backpacking
- Camping Skills III
- Camping Skill IV
- Canoeing
- Caving
- Cycling, Advanced
- Horsemanship, Advanced
- Knot Tying
- Lifesaving
- Navigation
- Orienteering
- Physical Fitness
- Pioneering
- Rock Climbing
- Rowing
- Sailing
- Skiing, Downhill
- Skin Diving
- Springboard Diving
- Swimming
- Swimming, Intermediate
- Tumbling & Balancing
- Tumbling & Balancing, Advanced
- Water Skiing
- Water Skiing, Advanced
- Wilderness Living
- Wind Surfing
- Winter Camping
- Swimming, Advanced
- Skiing, Cross-Country
- Letter Boxing, Advanced
- Drumming and Percussion
- Mountain Biking
- Power Boating
- Geochaching, Advanced
- Caving, Advanced
- Lifesaving, Advanced
- Outdoor Leadership
- Outdoor Leadership, Advanced
- Rock Climbing, Advanced
- Scuba Diving
- Scuba Diving, Advanced
- Wilderness Leadership, Advanced
- Drumming and Percussion, Advanced

Vocational (Skill levels 2 & 3):

- Automobile Mechanics
- Bible Evangelism
- Bookkeeping
- Carpentry
- Christian Sales Principles
- Communications
- Computer, Advanced
- Journalism
- Printing
- Radio
- Radio, Advanced
- Radio Electronics
- Small Engines
- Teaching
- Typewriting
- Woodworking
- Internet
- Accounting
- Automobile Mechanics, Advanced
- Barbering/Hairstyling
- Bookbinding
- Communications, Advanced
- House Painting - Exterior
- House Painting - Interior
- Internet, Advanced
- Masonry
- Paperhanging
- Plumbing
- Shoe Repair
- Shorthand
- Welding

Outdoor Industries (Skill level 2):

- Agriculture
- Beekeeping
- Cattle Husbandry
- Dairying
- Fruit Growing
- Goat Husbandry
- Pigeon Raising
- Small Fruit Growing

Teaching Tip

Resource

- *Honors Handbook*, by NAD Pathfinder Ministries (AdventSource #001167)
- www.pathfindersonline.org



Guide & Frontier Guide

LEVEL REQUIREMENTS



Personal Growth

1. Be in Grade 10 or its equivalent.
2. a. Develop your daily devotional life by studying the Senior Weekly Devotional Guide (weeks 27 – 52) and the book of Revelation utilizing printed or electronic resources.
b. Journal your thoughts by asking questions such as:
 - “What did I learn about God?”
 - “What did I learn about myself?”
 - “How can I apply this to my life today?”
 You may journal through writing, drawing, or electronic process.
3. Memorize the AY Motto.
4. Illustrate the meaning of the AY Motto in an interesting way.



Spiritual Discovery

1. Write and share your personal testimony.
2. Memorize one key text for each of the following Bible teachings:
 - Second Coming of Christ
 - Seventh-day Sabbath
 - State of the dead
 - Law & Grace
 - Conversion
 - Judgment
 - Inspiration of the Bible
 - Spirit of Prophecy
 - The Saint's Reward
3. Learn the principles of leading a person to Jesus.
4. Tell a story of a church pioneer to a group.

Advanced for Spiritual Discovery

1. Complete Guide requirements.
2. Complete one of the following honors:
 - Personal Evangelism
 - Bible Evangelism
 - Literature Evangelism
3. Study and discuss two of the following life issues (not previously studied) with your Guide group and an adult: Teen Pregnancy, Abortion, Aids, Homosexuality, Pornography.



Serving Others

1. Fulfill one of the following honor requirements: #3 of Crisis Intervention, #4 of Community Improvement, #3 of Teaching, #3 of Rural Development.
2. Fulfill one of the following honor requirements: #4 of Crisis Intervention, #6 of Community Improvement, #5 of Teaching, #5 of Rural Development.

Advanced for Serving Others

1. Complete Guide requirements.
2. Complete one of the following honors not previously earned: Crisis Intervention, Community Improvement Teaching or Rural Development.



Making Friends

1. Through discussion and personal research examine your attitudes on two of the following topics:
 - Attitudes toward moral issues in sex and dating.
 - Self-concept as it affects choices of a husband/wife.
 - How peer pressure affects relationships with parents, family, other relatives and friends.
2. Fulfill requirements #5 and #6 of the Language Study Honor.

Advanced for Making Friends

1. Complete Guide requirements.
2. Complete the Language Study Honor, if not previously earned.



Health and Fitness

1. Under the guidance of an adult staff member, choose one of the following:
 - Teach the Red Alert Honor.
 - Teach requirement #1 of Health & Fitness for Friend.
 - Teach requirement #1 of Health & Fitness for Companion.
2. Complete a Health & Science honor not previously earned.
3. Complete the Basic Water Safety **OR** Beginner Swimming Honor, if not previously earned.

Advanced for Health and Fitness

1. Complete Guide requirements.

2. Participate in a lifestyle fitness program for your age such as:
 - President's Challenge Active Lifestyle Program
 - Live Healthy Bermuda Kids
 - Or similar program



Nature Study

1. Read the story of Jesus' childhood in *The Desire of Ages*, ch. 7, and relate it to the place of nature study in His education and ministry by giving orally before an audience an original nature lesson (parable) drawn from your observations.
2. **Spiders/Rocks and Minerals**
Complete a spider web study project. **OR** Collect and identify 15 different kinds of rocks and minerals.

Advanced for Nature Study

1. Complete Guide requirements.
2. **Ecology/Fungi** List 10 ways in which you might actively work to improve the environment in which you live. Put four into practice. **OR** Photograph or draw 15 different fungi and correctly identify them.
3. Complete a nature honor, not previously earned. (Skill level 2 or 3)



Outdoor Living

1. Under the guidance of an adult staff member, teach the Knot Tying Honor.

Advanced for Outdoor Living

1. Complete Guide requirements.
2. Complete one of the following honors not previously earned:
 - Pioneering
 - Winter Camping
 - Backpacking
 - Wilderness Living
 - Outdoor Leadership



Honor Enrichment

1. Complete one honor at your skill level, not previously earned, in the area of Arts & Crafts or Household Arts. (Skill level 2 or 3)
2. Complete one honor at your skill level, not previously earned, in the area of Recreational, Vocational, or Outdoor Industries. (Skill level 2 or 3)

Personal Growth



Goals for this Track:

- Achievement levels are grade assigned
- Develop a relationship with God through a daily study of His word and prayer
- Embrace the Pathfinder/AY lifestyle

1. Be in grade 10 or its equivalent.

Guide is written on a tenth grade level and follows the voted action of the North American Division Pathfinder Committee that Guide begin for those going into the tenth grade.

2. a. Develop your devotional life by studying the Senior Weekly Devotional Guide (weeks 27-52) and the book of Revelation utilizing printed or electronic resources. (See appendix)

Teaching Tip

The purpose of this requirement is to have the Pathfinders connect with God each day and to help them establish a lifelong habit of personal devotions. Encourage the Pathfinders to reflect on the Bible passages and not simply rush through this requirement. By reading the thirteen week devotional guide for Voyager, the Pathfinders should gain a broader view of the Bible. The purpose of reading the book of Revelation is to introduce the Pathfinder to prophecies pointing to the fulfillment of God's plan of Salvation.

e. Journal your thoughts by asking these questions:

- “What did I learn about God?”
- “What did I learn about myself?”
- “How can I apply this to my life today?”
- “What in this text is meaningful to me?”
- “What is the theme in the verses I read?”

You may journal through writing, drawing or electronic process

Teaching Tip

Encourage the Pathfinders to journal in a way that reflects their creative style. By responding to the study questions, they will need to think about the meaning of the verses and how they may apply what they have learned to their lives.

Resource

- *Pathfinder Bible*, published by Thomas Nelson (AdventSource #001140)
- www.Biblegateway.com

3. a. Memorize the AY Motto

AY MOTTO:

The love of Christ constrains me.

Teaching Tip

Meaning of the AY Motto

“I am drawn to Him by His exemplary life, the symbolic act of His crucifixion, His conquering resurrection, and His promise of an earth made new in the pattern of the original creation. The closer I find myself to Him, the closer I find myself identifying with the needs of my fellow human beings.”

(Source: General Conference Youth Ministries Department website)

<http://gcyouthministries.org/Ministries/Ambassadors/AimMotto/tabid/149/Default.aspx>

Create opportunities for the Pathfinders to learn the AY Motto by incorporating it into the club’s opening exercises or by setting aside time for memorization.

Resource

- General Conference Youth Ministries Department website:
<http://gcyouthministries.org/Ministries/Ambassadors/AimMotto/tabid/149/Default.aspx>
- *The AY Story*, by Robert Holbrook (AdventSource #602040)

4. Illustrate the meaning of the AY Motto in an interesting way.

Teaching Tip

Encourage the Pathfinders to complete this requirement in a way that reflects their creative style. Foster a non-competitive atmosphere by reminding the Pathfinders that their work will not be judged or compared with that of others.

Here are a few suggestions for completing this requirement:

- Art projects
- Written composition
- Panel discussions
- Role playing
- Musical interpretation
- Slide show
- Video
- Skit/Drama
- Poster
- Games

Spiritual Discovery



Goals for this Track:

- Encourage spiritual growth through a discovery of the Bible

1. Write and share your personal testimony.

Teaching Tip

A personal testimony should be 3-5 minutes in length. It will contain 3 parts. My life before I met Christ, how I met Christ, and the joy I have had since I have met Christ. Since many of the Pathfinders have been raised in a Christian home, they may feel that they do not have a testimony. Help them see that they do have a very important testimony. They were raised by loving Christian parents who introduced them to Jesus Christ from birth, taking them to church, having worship in the home, praying with them, teaching them about the Bible and that Jesus died for them. Then at some point, they decided for themselves to follow Jesus, not because their parents made them, but because they wanted Jesus to be their friend and Savior. Then have them describe their life since that decision.

Resource

- *What We Believe for Kids*, by Jerry D. Thomas (AdventSource #043035)
- *What We Believe for Teens*, by Seth Pierce (AdventSource 602665)
- *You are my Witness*, by Don & Marjore Gray (AdventSource \$420530)

2. Memorize one key text for each of the following Bible teachings:

- | | | |
|---------------------------|---------------|----------------------------|
| • Second Coming of Christ | • Law & Grace | • Inspiration of the Bible |
| • Seventh-day Sabbath | • Conversion | • Spirit of Prophecy |
| • State of the Dead | • Judgment | • The Saint's Reward |

3. Learn the principles of leading a person to Jesus.

Teaching Tip

Resource

- *Hey Youth! Preach the Word*, by James Black (AdventSource #625780)
- *Let's Study Together*, by Mark Finley
- *One-Minute Witness*, by Monti Sahlin (AdventSource #420085)

4. Tell a story of a church pioneer to a group.

Teaching Tip

Any of the church pioneer they've worked on before
If they have not done this before, they may want to work with one of the other classes that's working on it in order to complete this requirement

Resource

- Church Heritage
- *Hey Youth! Preach the Word*, by James Black (AdventSource #625780)
- *Let's Study Together*, by Mark Finley
- *One-Minute Witness*, by Monti Sahlin (AdventSource #420085)

Advanced for Spiritual Discovery

1. Complete Guide requirements

The Frontier Guide requirements may be done simultaneously with the Guide requirements. However, both the Frontier Guide and the Guide requirements must be completed in order to be invested as a Frontier Guide.

2. Complete one of the following honors.

- Personal Evangelism
- Bible Evangelism
- Literature Evangelism

3. Study and discuss two of the following life issues (not previously studied) with your Guide group and an adult: (See appendix)

- Teen Pregnancy
- Abortion
- AIDS
- Homosexuality
- Pornography

Teaching Tip

Resource

Teen Pregnancy

- Centers for Disease Control and Prevention: Teen Pregnancy Fact Sheets (<http://www.cdc.gov/teenpregnancy/>)
- *Love, Sex, and God* (Chapter 9) by Bill Ameiss and Jane Graver

Abortion

- Seventh-Day Adventist Church Official Statements: Abortion (<http://www.adventist.org/information/official-statements/guidelines/article/go/0/abortion/en/>)

AIDS

- *Love, Sex, and God* (Chapter 3) by Bill Ameiss and Jane Graver
- Center for Disease Control and Prevention: Sexually Transmitted Diseases (STDs) Fact Sheets

Homosexuality

- *Love, Sex, and God* (Chapter 9) by Bill Ameiss and Jane Graver
- Seventh-Day Adventist Church Official Statements: Homosexuality (<http://www.adventist.org/information/official-statements/statements/article/go/0/homosexuality/>)

Pornography

- *I Want to Talk With my Teen About Addictions* (Chapter 4) by Megan Hutchinson
- Seventh-Day Adventist Church Official Statements: Pornography (<http://www.adventist.org/information/official-statements/statements/article/go/0/pornography/48/>)

Serving Others



Goals for this Track

- Engage participants in active service
- Connect participants to the community
- Engage participants in friendship evangelism
- Connect participants to their church

1. Fulfill one of the following honor requirements: #3 of Crisis Intervention, #4 of Community Improvement, #3 of Teaching, or #3 of Rural Development. (See appendix)

Crisis Intervention, requirement #3:

Describe for your instructor some of the human needs and crisis situations that teenagers in your community face today. Describe some of the crisis situations that families face. This may be done in a group discussion setting.

Community Improvement, requirement #4:

Interview the pastor or Adventist Community Services leader or Inner City Program coordinator in an inner-city Seventh-day Adventist Church and (change to and ask how the church is meeting the needs of the poor in the community. Take notes during the interview.

Teaching, Requirement #3:

Interview at least two teachers with the following questions:

- a. Why did you choose to become a teacher?
- b. What part of teaching do you like the best?
- c. What part of teaching do you like the least?
- d. What do you do to get ready for a school year?
- e. What do you do to get ready for a school day?
- f. What teacher-related activities do you do after school is out each day?
- g. What are some qualities of a good teacher?
- h. What are the responsibilities and duties of a teacher?

Rural Development, Requirement #3:

Read what Ellen White has written about why we have the poor with us in *Desire of Ages*, Chapter 70, entitled "The Least of These My Brethren". Summarize what you have learned from this chapter in 50 words or less

2. Fulfill one of the following honor requirements: #4 of Crisis Intervention, #6 of Community Improvement, #s 5 or 6 of Teaching, #5 of Rural Development. (See appendix)

Crisis Intervention, requirement #4:

Discuss your own motives for wanting to help your friends when they face personal or family crisis. What about strangers? This may be done in a group discussion setting.

Community Improvement, requirement #6:

Spend at least four hours in one of the following field trips as a participant observer.

- a. Go out with a street ministry team that provides food, blankets or clothing to the homeless.
- b. Go out with a health screening van.
- c. Go out with a Christian work team that is repairing or building housing for the poor.
- d. Work in a soup kitchen or homeless shelter.
- e. Volunteer with an Adventist Community Services or ADRA Canada community development program

Teaching, requirement #5:

If you are 16 years old or younger, do the following for a minimum of 40 minutes per week for three weeks:

- a. Assist a teacher in designing and preparing a bulletin board.
- b. Assist a teacher in preparing learning aids.
- c. With the supervision of a teacher, teach a child or class at least one concept

Teaching, requirement #6:

If you are older than 16 years, do three of the following:

- a. Teach an adult's or children's Sabbath School class for a minimum of six weeks.
- b. Teach in one day in each department of Vacation Bible School.
- c. Teach two Honors from the Honors Handbook.
- d. Assist in teaching requirements for one of the AY classes, culminating in investiture.
- e. Teach at least one year in an elementary or secondary school or in a college

Rural Development, requirement #5:

Participate in one of the following field trips or group projects:

- a. Go on a mission trip to a disadvantaged rural area in another country or within your own nation.
- b. Raise funds and contribute to the contents of an ADRA-kids-box of your choice (<http://kids.adra.org>).
- c. A 24-hour group fast and educational "lock-in" session with your youth group focused on understanding the needs of the poor in developing nations, and designed to raise funds for rural development.

Advanced for Serving Others

1. Complete Guide requirements

The Frontier Guide requirements may be done simultaneously with the Guide requirements. However, both the Frontier Guide and the Guide requirements must be completed in order to be invested as a Frontier Guide.

2. Complete one of the following honors not previously earned. (See appendix)

- **Crisis Intervention**
- **Community Improvement**
- **Teaching**
- **Rural Development**

Making Friends



Goals for this Track:

- Develop a relationship with God that fosters positive friendships, strong moral values, and civic responsibility.
1. Through discussion and personal research examine your attitudes on two of the following topics. (See appendix for articles on these issues.)
 - Attitudes toward moral issues in sex and dating.
 - Self-concept as it affects choices of a husband/wife.
 - How peer pressure affects relationships with parents, family, other relatives and friends.
 2. Fulfill requirements #5 and #6 of the Language Study Honor. (See appendix)

Requirement #5:

Know and repeat from memory the Pathfinder Pledge and Law in this foreign language.

Requirement #6:

Write or tell orally about the foreign population in your vicinity and what opportunity you have to converse with those who speak the language you have studied.

Advanced for Making Friends

- 1. Complete Guide requirements.**

The Frontier Guide requirements may be done simultaneously with the Guide requirements. However, both the Frontier Guide and the Guide requirements must be completed in order to be invested as a Frontier Guide.

- 2. Complete the Language Study Honor, if not previously earned. ([See appendix](#))**

Health and Fitness



Goals for this Track:

- Apply health and fitness principles that will benefit the participant for a lifetime.
- Learn and practice safety procedures, first aid and rescue skills.

1. Under the guidance of an adult staff member, choose one of the following.

- Teach the Red Alert Honor ([See appendix](#))
- Teach Requirement #1 of Health & Fitness Track for Friend
Learn the value of good nutrition and water by discussing and/or participating in the activities listed below:
 - The Choose My Plate Dietary guidelines
 - The daily servings for each food group
 - The importance of a balanced diet
 - The importance of drinking a healthy amount of water (these are requirements #1 and #6 of the Nutrition honor).

Requirement #1:

What is another name for Vitamin B1 and B2.

Requirement #6:

Why is it important to drink plenty of water every day? How much water should you drink every day?

- Teach requirement #1 of Health & Fitness Track for Companion

Teaching Tip

Requirement #1 of Health & Fitness Track for Friend.

Good health depends largely on good nutrition and consuming the necessary amount of water for proper organ function. The goal for healthy eating is to make sure the participants understand how to make good food choices and understand what constitutes a serving size. Explain the Choose My Plate Dietary guidelines in terms that they will understand and have the Pathfinders build a balanced plate using the current guidelines.

Similarly, have the Pathfinders put the daily amount of water in a large container and drink from it for the day. Have them do this for an entire week.

Resource

- www.choosemyplate.gov
- www.fruitsandveggiesmatter.gov

Learn the value of temperance:

a. Memorize and sign the Temperance Pledge.

Temperance Pledge:

“Realizing the importance of healthy body and mind, I promise, with the help of God, to live a Christian life of true temperance in all things and to abstain from the use of tobacco, alcohol, or any other narcotic.”

Teaching Tip

Discuss what the Bible says about temperance and encourage the Pathfinders to sign and carry their Temperance Pledge card.

Some meaning 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 and 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 and came under the influence of Satan. People have been making wrong choices ever since.
- This is evidence of lack of self-control.

(Source, *AY Instructor's Manual*, pg 133)

Writings of Ellen G. White on temperance:

- “True temperance teaches us to abstain entirely from that which is injurious, and to use judiciously only healthful and nutritious articles of food.” *Temperance*, p. 3.
- “The only safe course is to touch not, taste not, handle not, tea, coffee, wines, tobacco, opium, and alcoholic drinks.” *Counsels on Diet and Foods*, p. 428.
- “...temperance alone is the foundation of all the graces that come from God, the foundation of all victories to be gained.” *Temperance*, p. 201.
- “A pure and noble life, a life of victory over appetite and lust, is possible to everyone who will unite his weak, wavering, human will to the omnipotent, unwavering will of God.” *Temperance*, p. 113.
- “Tobacco is a slow, insidious, but most malignant poison, in whatever form it is used, it tells upon the constitution; it is all the more dangerous because its effects are slow and at first hardly

b. Memorize two of the following Bible texts:

- Romans 12:1, 2
- 1 Corinthians 10:31
- Proverbs 20:1
- 3 John 1:2
- Galatians 5:22, 23
- 1 Corinthians 6:19, 20

c. Discuss all the following situations and role-play one:

- Your best friend asks you to try a cigarette
- An older relative offers you a drink of beer
- The smoke from a stranger's cigarette is bothering you.

Additional situations not listed page 30 of the Companion Record Journal:

- A classmate offers you money to sell marijuana.
- A friend asks you to smoke marijuana.
- You are at a party with a friend; he gets drunk and insists on driving you home.

Note: These activities fulfill requirements #1, #2, and #7 of the Temperance Honor.

2. Complete a Health & Science honor not previously earned.

- | | | |
|---------------------------------|--------------------------|----------------|
| • Basic Rescue | • Chemistry | • Heredity |
| • Blood and the Body's Defenses | • Digestion | • Home Nursing |
| • Bones, Muscles and Movement | • First Aid, Basic | • Optics |
| • Brain and Behavior | • First Aid, Standard | • Physics |
| • CPR | • First Aid, Advanced | • Red Alert |
| | • Health & Healing | |
| | • Hearts and Circulation | |

Teaching Tip

Resource

- *Honors Handbook*, by NAD Pathfinder Ministries (AdventSource #001167)
- www.pathfindersonline.org

3. Complete the Basic Water Safety OR Beginner Swimming Honor, if not previously earned. (See appendix)

Advanced for Making Friends

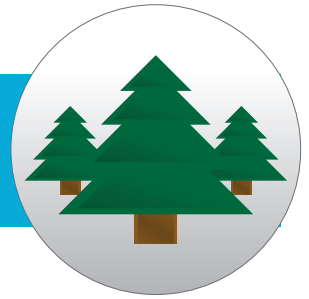
1. Complete Guide requirements.

The Frontier Guide requirements may be done simultaneously with the Guide requirements. However, both the Frontier Guide and the Guide requirements must be completed in order to be invested as a Frontier Guide.

2. Participate in a lifestyle fitness program for your age such as:

- a. President's Challenge Active Lifestyle Program – www.presidentschallenge.org
- b. Live Healthy Bermuda Kids – <http://www.livehealthybermuda.org>
- c. Or similar program

Nature Study



Goals for this Track:

- Develop an understanding of God, the Creator of all things, through the study and observation of His Creation.
1. Read the story of Jesus' childhood in *The Desire of Ages*, ch. 7, and relate it to the place of nature study in His education and ministry by giving orally before an audience an original nature lesson (parable) drawn from your observations.
 2. **Spiders/Rocks and Minerals:** Complete a spider web study project, OR Collect and identify 15 different kinds of rocks and minerals. ([See appendix](#))

Advanced for Nature Study

1. Complete Guide requirements.

The Frontier Guide requirements may be done simultaneously with the Guide requirements. However, both the Frontier Guide and the Guide requirements must be completed in order to be invested as a Frontier Guide.

2. Ecology/Fungi: List 10 ways in which you might actively work to improve the environment in which you live. Put four into practice. **OR** Photograph or draw 15 different fungi and correctly identify them. (See appendix)

3. Complete a nature honor, not previously earned. (Skill levels 2 or 3)

- | | | |
|------------------------------|-------------------------|-----------------------------------|
| • Animal Tracking, Advanced | • Marine Mammals | • Cacti, Advanced |
| • Cats, Advanced | • Microscopic Life | • Ecology, Advanced |
| • Dog Care and Training | • Moths and Butterflies | • Flowers, Advanced |
| • Ecology | • Poultry | • Grasses |
| • Edible Wild Plants | • Rocks and Minerals | • Lichens, Liverworts, and Mosses |
| • Environmental Conservation | • Seeds, Advanced | • Maple Sugar, Advanced |
| • Ferns | • Shells | • Marine Algae |
| • Fishes | • Small Mammal Pets | • Reptiles, Advanced |
| • Fossils | • Spiders | • Rocks and Minerals, Advanced |
| • Fungi | • Stars | • Shells, Advanced |
| • Geology, Advanced | • Weather, Advanced | • Stars, Advanced |
| • House Plants | • Bats, Advanced | • Trees, Advanced |
| • Insects, Advanced | • Endangered Species | |
| • Livestock | • Worms, Advanced | |
| • Mammals, Advanced | • Amphibians, Advanced | |
| • Marine Invertebrates | • Birds, Advanced | |

Teaching Tip

Resource

- *Honors Handbook*, by NAD Pathfinder Ministries (AdventSource #001167)
- www.pathfindersonline.org

Outdoor Living



Goals for this Track:

- Develop the skills needed for maximum enjoyment of the outdoors.
 - Build self-confidence through outdoor experiences.
 - Develop team building skills.
1. Under the guidance of an adult staff member, teach the Knot Tying Honor. [\(See appendix\)](#)

Advanced for Outdoor Living

1. Complete Guide requirements.

The Frontier Guide requirements may be done simultaneously with the Guide requirements. However, both the Frontier Guide and the Guide requirements must be completed in order to be invested as a Frontier Guide.

2. Complete one of the following honors not previously earned.

- **Pioneering**
- **Backpacking**
- **Outdoor Leadership**
- **Winter Camping**
- **Wilderness Living**

Honor Enrichment — Advanced Level Only



Goals for this Track:

- Learn new skills.
 - Participate in or study content areas new to them.
1. Complete one honor at your skill level, not previously earned, in the area of Arts & Crafts or Household Arts. (Skill level 2 or 3).

Arts & Crafts (Skill level 2):

- | | | |
|------------------------|-------------------------------|----------------------------|
| • Basketry | • Lapidary | • Pinewood Derby, Advanced |
| • Block Printing | • Leather Craft, Advanced | • Plastic Canvas, Advanced |
| • Braiding, Advanced | • Lettering and Poster Making | • Plastics |
| • Cake Decorating | • Metal Craft | • Pottery |
| • Ceramics | • Model Boat | • Scrapbooking, Advanced |
| • Counted Cross-Stitch | • Model Railroading | • Sculpturing |
| • Crocheting | • Model Rocketry, Advanced | • Soap Craft, Advanced |
| • Currency (Coins) | • Music | • Stamps |
| • Digital Photography | • Needle Craft | • Textile Painting |
| • Drawing | • Painting | • Wood Carving |
| • Flower Arrangement | • Paper Quilling, Advanced | • Wood Handicraft |
| • Genealogy | • Photography | • Whistle, Advanced |
| • Knitting | | |

Arts & Crafts (Skill level 3):

- | | |
|------------------------------|------------------------------|
| • Crocheting, Advanced | • Knitting, Advanced |
| • Currency (Coins), Advanced | • Copper Enameling, Advanced |

Household Arts (Skill levels 2 & 3):

- | | | |
|-------------------------|-------------------|-----------------------|
| • Cooking, Advanced | • Food - Drying | • Quilting |
| • Dressmaking, Advanced | • Food - Freezing | • Nutrition, Advanced |
| • Food - Canning | • Housekeeping | • Tailoring |

Teaching Tip

Resource

- *Honors Handbook*, by NAD Pathfinder Ministries (AdventSource #001167)
- www.pathfindersonline.org

2. Complete one honor at your skill level, not previously earned, in the area of Recreational, Vocational, or Outdoor Industries. (Skill level 2 or 3)

Recreation (Skill levels 2 & 3):

- | | | |
|--------------------------|------------------------------------|-------------------------------------|
| • Archery, Advanced | • Sailing | • Skiing, Cross-Country |
| • Backpacking | • Skiing, Downhill | • Letter Boxing, Advanced |
| • Canoeing | • Skin Diving | • Drumming and Percussion |
| • Caving | • Springboard Diving | • Mountain Biking |
| • Cycling, Advanced | • Swimming | • Power Boating |
| • Fire Building and Camp | • Swimming, Intermediate | • Geochaching, Advanced |
| • Fire Building and Camp | • Tumbling and Balancing | • Caving, Advanced |
| • Horsemanship, Advanced | • Tumbling and Balancing, Advanced | • Outdoor Leadership |
| • Knot Tying | • Water Skiing | • Outdoor Leadership, Advanced |
| • Lifesaving | • Water Skiing, Advanced | • Rock Climbing, Advanced |
| • Lifesaving, Advanced | • Wilderness Leadership | • Scuba Diving |
| • Navigation | • Wilderness Living | • Scuba Diving, Advanced |
| • Orienteering | • Windsurfing | • Wilderness Leadership, Advanced |
| • Physical Fitness | • Winter Camping | • Drumming and Percussion, Advanced |
| • Pioneering | • Swimming, Advanced | |
| • Rock Climbing | | |
| • Rowing | | |

Vocational (Skill level 2 & 3):

- | | | |
|------------------------------|----------------------------------|-----------------------------|
| • Automobile Mechanics | • Radio Electronics | • Communications, Advanced |
| • Bible Evangelism | • Small Engines | • House Painting - Exterior |
| • Bookkeeping | • Teaching | • House Painting - Interior |
| • Carpentry | • Typewriting | • Internet, Advanced |
| • Christian Sales Principles | • Woodworking | • Masonry |
| • Communications | • Internet | • Paperhanging |
| • Computer, Advanced | • Accounting | • Plumbing |
| • Journalism | • Automobile Mechanics, Advanced | • Shoe Repair |
| • Printing | • Barbering/Hairstyling | • Shorthand |
| • Radio | • Bookbinding | • Welding |
| • Radio, Advanced | | |

Outdoor Industries (Skill level 2):

- | | | |
|--------------------|------------------|-----------------------|
| • Agriculture | • Dairying | • Pigeon Raising |
| • Beekeeping | • Fruit Growing | • Small Fruit Growing |
| • Cattle Husbandry | • Goat Husbandry | |

Teaching Tip

Resource

- *Honors Handbook*, by NAD Pathfinder Ministries (AdventSource #001167)
- www.pathfindersonline.org

Oh, We Are the Pathfinders Strong

Soy Conquistador Fuerte y Fiel

Nous Sommes les Explorateurs

H. T. B.

Henry T. Bergh

capo on 1st fret

G F#m/G G G B7 C E7/B Am

Oh, we are the Path - find - ers strong, The ser - vants of God are we;
 Soy Con - quis - ta - dor fuer - te y fiel, Un sier - vo de Dios yo soy;
 Nous som - mes les Ex - plo - ra - teurs, Les ser - vi - teurs du Sei - gneur;

C A7 D7 G

Faith - ful as we march a - long, In kind - ness, truth and pur - i - ty.
 Fiel - es mar - cha - re - mos ya Por la sen - da del de - ber.
 Bons, loy - aux et purs, mar - chant Fi - dè - les à la vé - ri - té.

G F#m/G G G B7 C

A mes - sage to tell to the world, A truth that will set us free,
 Men - sa - je ten - e - mos que dar, Ver - dad que li - ber - tá - ra,
 Nous vou - lons an - non - cer à tous Un mes - sage li - bé - ra - teur

C/E Cm/Eb G C G/D D7 G

King Je - sus the Sav - iour's com - ing back for you and me.
 Je - sús muy pron - to re - gre - sa - rá por ti, por mí.
 Bien - tôt des cieux re - vient le Sau - veur, Pour moi, pour vous.

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Memory Chart

By Paul

- Matthew
- Mark
- Luke
- John

4 Gospels

- Acts

1 History

- Romans
- I Corinthians
- II Corinthians
- Galatians
- Ephesians
- Philippians
- Colossians
- I Thessalonians
- II Thessalonians
- I Timothy
- II Timothy
- Titus
- Philemon
- Hebrews

21 Letters

- James
- I Peter
- II Peter
- I John
- II John
- III John
- Jude

- Revelation

1 Prophecy

Friend Weekly Devotional Guide (Weeks 1 - 13)

Week 1

IDENTITY

- Psalm 139
- John 14:12-31
- John 15:1-17
- Song of Solomon 7
- Deuteronomy 32
- Jeremiah 2

Week 2

SELF-ESTEEM

- Colossians 2:8-23
- 1 Corinthians 1:20-31
- Jeremiah 9:23, 24
- Philippians 3:1-16
- Ephesians 2

Week 3

SELF-CONTROL

- Proverbs 16
- Galatians 5
- Revelation 1-3
- Song of Solomon 8
- Romans 12

Week 4

TRY AGAIN

- Zechariah 4
- Isaiah 40:12-31
- Haggai 1-2
- 1 Samuel 17

Week 5

DEPRESSION

- Psalm 42
- Isaiah 26
- Psalm 55
- Psalm 46
- Matthew 6:25-34
- Psalm 22

Week 6

COURAGE

- 2 Corinthians 12:1-10
- Romans 8
- Acts 28
- 1 Peter 2
- Colossians 3

Week 7

LONELINESS

- Joshua 11:9
- Joshua 21
- Zephaniah 3:14-20
- Psalm 111

Week 8

FEAR

- Matthew 14:13-33
- Isaiah 26:1-15
- Isaiah 30:1-18
- Isaiah 32
- Psalm 81

Week 9

REBELLION

- Psalm 141
- Psalm 130
- Proverbs 12
- Proverbs 15
- Matthew 18

Week 10

STANDARDS

- Romans 13
- 1 Timothy 6
- Matthew 5:13-20
- Philippians 4
- Jeremiah 1

Week 11

SIN

- Romans 3
- Romans 6
- Psalm 25
- Isaiah 1
- Isaiah 43,44
- Micah 7

Week 12

CHARACTER

- Matthew 5:1-12
- Proverbs 16:18
- Luke 12
- 1 Corinthians 10

Week 13

TEMPTATION

- Luke 10
- 1 Peter 5
- Ephesians 6:10-20
- Micah 7

Companion Weekly Devotional Guide

(Weeks 14 - 26)

Week 14 HOPE

- Psalm 94:12-19
- Psalm 95
- 1 Kings 3
- Psalm 63
- Psalm 59

Week 15 LOVE

- Philippians 2
- Psalm 136
- Psalm 100
- Ephesians 5

Week 16 JOY

- Isaiah 9:2-10:19
- Isaiah 49
- Psalm 28
- Habakkuk 3:17-19

Week 17 ADVENTURER

- Psalm 37
- 1 John 1
- 1 Thessalonians 1-3
- Psalm 51
- James 1:22, 23
- Revelation 3:15, 16
- Matthew 14:25-33

Week 18 CELEBRATION

- Philippians 1
- Psalm 1
- Ezekiel 15
- Malachi 1

Week 19 PROMISES

- Psalm 118
- Deuteronomy 31
- Psalm 23
- Daniel 7:9
- Romans 8:38, 39

Week 20 FAITHFULNESS

- Esther 1-2
- Esther 3-4
- Esther 5
- Esther 6
- Esther 7
- Esther 8
- Esther 9

Week 21 CHRISTIANITY

- Ephesians 4
- Matthew 10
- Proverbs 25
- Micah 6
- Proverbs 14

Week 22 DEVOTION

- Psalm 103
- Lamentations 3
- Job 40-42

Week 23 DECISIONS

- Matthew 4
- Matthew 16
- Mark 8
- Luke 14

Week 24 EXAMPLE

- Mark 10:32-45
- Acts 10
- Galatians 6:1-8
- Luke 23
- 1 John 2
- 2 Peter 1-3

Week 25 LIFE WITH GOD

- Hebrews 13
- John 3
- Revelation 21
- Leviticus 19
- 1 Peter 1

Week 26 OBEDIENCE

- Romans 12
- Matthew 6:1-25
- Isaiah 14:14-32
- Jonah 1
- Jonah 2
- Jonah 3
- Jonah 4

Explorer Weekly Devotional Guide

(Weeks 27- 39)

Week 27

ATTITUDES

- Mark 9:33-35
- 1 Thessalonians 5:18
- Psalm 34
- Ephesians 3
- James 2

Week 28

COMMITMENT

- Isaiah 40
- Genesis 17
- Proverbs 4
- Luke 9

Week 29

GROWTH

- 1 Corinthians 6
- 1 Corinthians 13
- Psalm 53
- Psalm 90
- Ruth 1-2
- Ruth 3-4

Week 30

FAITH

- Jude 1
- Romans 14
- Matthew 9
- Luke 17

Week 31

PRAISE

- Psalm 108
- Psalm 27:1-4
- Psalm 56
- 1 Peter 5
- Isaiah 63

Week 32

PRAYER

- Psalm 116
- Matthew 6-7
- 1 Thessalonians 5
- Luke 18
- Psalm 20

Week 33

TRUST

- Exodus 33
- Proverbs 3:4, 5
- Psalm 62
- Isaiah 30:19-26
- Jeremiah 10

Week 34

SALVATION

- John 1
- Acts 2
- Psalm 60
- Haggai 1-2
- Romans 3

Week 35

FORGIVENESS

- Isaiah 1
- Isaiah 38
- Psalm 30
- Psalm 40
- John 2

Week 36

ABUNDANT LIFE

- Romans 5
- John 15
- Luke 19:1-27
- Jeremiah 4:1-8
- Ephesians 1-2
- Ephesians 3

Week 37

DEATH

- Hebrews 9
- John 16
- Revelations 7:14-17
- Ecclesiastes 12

Week 38

BAPTISM

- Romans 6
- Matthew 3
- Matthew 28
- Luke 3
- 1 Peter 3

Week 39

SECOND COMING

- 1 Corinthians 15
- Isaiah 64
- Titus 1:13
- Isaiah 25
- James 5
- Mark 13

Ranger Weekly Devotional Guide

(Weeks 40-52)

Week 40

JUDGEMENT

- Revelation 6-8
- 1 Peter 4:12-19
- 1 Peter 5:1-11
- Romans 13
- Job 14:1-7
- Zephaniah 1-3

Week 41

HEAVEN

- Revelation 21
- Matthew 12
- 1 Peter 3
- Hebrews 4
- Isaiah 21

Week 42

BIBLE STUDY

- Psalm 5
- Psalm 32
- 2 Timothy 3
- Isaiah 35
- Acts 17

Week 43

CHALLENGES

- Matthew 22
- Luke 14:26
- 2 Corinthians 7:1
- Exodus 4
- Matthew 24
- Luke 24

Week 44

CALLING

- Isaiah 6
- Matthew 4:12-25
- Acts 15
- 1 Corinthians 3
- Acts 1

Week 45

REDEMPTION

- Genesis 3
- Exodus 15:1-18
- Isaiah 59
- Psalm 98
- Hebrews 1
- Galatians 3

Week 46

BEGINNINGS

- John 3
- John 11
- Isaiah 40
- Philemon 1
- 1 Kings 10
- Psalm 137

Week 47

SABBATH

- Exodus 12-20
- Mark 1-2
- Hebrews 3
- Genesis 1-2
- Isaiah 56

Week 48

COMFORT

- Psalm 27
- Psalm 25
- Psalm 32
- Hosea 6:1-3
- Psalm 117
- Deuteronomy 10

Week 49

FUTURE

- Revelation 20
- Psalm 46
- Psalm 84
- Psalm 90
- Revelation 18

Week 50

PEERS

- 1 John 4
- Isaiah 55
- Joel 2
- Luke 15
- Genesis 37-39
- Genesis 40-44
- Genesis 45-48

Week 51

SERVICE

- 2 Corinthians 4
- Mark 9
- Matthew 25
- 1 Corinthians 12
- Matthew 9

Week 52

DISCIPLESHIP

- Mark 8
- John 21
- Isaiah 53
- James 2
- Revelation 22

Voyager Weekly Devotional Guide

(Weeks 1- 26)

Week 1

WHO AM I?

- Psalm 139:13-16
- John 14:12-31
- John 15:1-17
- Song of Solomon 7
- Deuteronomy 32:9
- Jeremiah 2:21
- Psalm 18:33-36
- Psalm 62:1, 2

Week 2

I FEEL LOUSY

- Psalm 42:6
- Isaiah 26:3
- v 55:22
- Psalm 46
- Matthew 6:25-34
- Psalm 22:24
- John 14:27

Week 3

REBELLION

- Psalm 141
- Psalm 130
- Proverbs 12
- Proverbs 15
- Matthew 18
- Ephesians 5:15, 16
- Galatians 5:13-14

Week 4

TEMPTATION

- Luke 10
- 1 Peter 5
- Ephesians 6:10-20
- Micah 7
- 2 Corinthians 4:18
- Ephesians 6:11, 12
- Romans 12:2

Week 5

WHAT ABOUT ME?

- Colossians 2:8-23
- 1 Corinthians 1:20-31
- Jeremiah 9:23, 24
- Philippians 3:1-6
- Romans 7:21-25
- Luke 2:52
- 1 Thess. 5:16-18

Week 6

COURAGE

- 2 Corinthians 12:1-10
- Romans 8:38, 39
- Acts 28:15
- 1 Peter 2:21
- Colossians 3:1-3
- Galatians 5:17
- Matthew 13:21, 22

Week 7

STANDARDS

- Romans 13
- 1 Timothy 6
- Matthew 5:13-20
- Philippians 4
- Jeremiah 1
- Jeremiah 29:11
- Luke 12:15

Week 8

HOPE

- Psalm 94:12-19
- Psalm 95
- 1 Kings 3
- Psalm 63
- Psalm 59
- James 1:2-4
- 1 Samuel 17:31-47

Week 9

BEING IN CHARGE

- Proverbs 16:7
- Galatians 5:23
- Revelation 1-5
- Song of Solomon 8:7
- Romans 12:1
- 2 Peter 1:5-8
- Psalm 28:7

Week 10

BEING ALONE

- Joshua 1:1-9
- Joshua 21
- Zephaniah 3:14-20
- Psalm 111
- Luke 12:22, 23
- Psalm 46:10
- Psalm 131:2

Week 11

SIN

- Romans 3
- Romans 6
- Psalm 25
- Isaiah 43-44
- Isaiah 1
- Isaiah 43
- Micah 7
- Romans 3:10-18
- Isaiah 42-44

Week 12

LOVE

- Philippians 2
- Psalm 136
- Psalm 100
- Ephesians 5
- 1 Corinthians 13
- John 21:15-19
- Galatians 5:22-25

Week 13

TRY AGAIN

- Zechariah 4:6
- Isaiah 40:12-13
- Haggai 2:5
- 1 Samuel 17:47
- James 1:13-15
- 1 Samuel 16:7
- 1 Peter 1:5-8

Week 14

BEING AFRAID

- Matthew 14:3-33
- Psalm 81
- Isaiah 26:1-15
- Isaiah 30:1-18
- Isaiah 32
- Matthew 11:28
- Joshua 1:9

Week 15

CHARACTER

- Matthew 5:1-12
- Proverbs 16:18
- Luke 12
- 1 Corinthians 10
- Romans 6:12-19
- Colossians 3:12-15
- 2 Chronicles 7:14

Week 16

JOY

- Isaiah 9:2-10:19
- Isaiah 49
- Psalm 28
- Hebrews 3:17-19
- Nehemiah 8:10
- Job 6:10
- John 15:11

Week 17

ADVENTURE

- Psalm 37
- 1 John 1
- 1 Thessalonians 1-3
- Psalm 51
- James 1:22, 23
- Revelation 3:15, 16
- Matthew 14:25-33

Week 18

BEING HAPPY

- Philippians 1
- Malachi 1
- Psalm 1
- Ezekiel 15
- Matthew 5:10
- Luke 12:22-31
- Romans 15:1-6
- 2 Timothy 4:9-18

Week 19

PROMISES

- Psalm 118
- Daniel 7-9
- Deuteronomy 31
- Psalm 23
- Romans 8:38, 39
- 2 Corinthians 12:9, 10
- Psalm 37:1-9

Week 20

FAITHFULNESS

- Esther 1-9

Week 21

BEING A CHRISTIAN

- Ephesians 4
- Matthew 10
- Proverbs 25
- Micah 6
- Proverbs 14
- Galatians 6:1-8
- Matthew 25:31-46

Week 22

THINKING ABOUT GOD

- Psalm 103
- Lamentations 3
- Job 40-42
- Matthew 10:29-31
- Psalm 111:4
- Psalm 103:13
- 1 Timothy 4:7

Week 23

MAKING DECISIONS

- Luke 14
- Matthew 4
- Mark 8
- Matthew 16
- 2 Corinthians 7:1
- 1 Peter 1:13-16
- 1 Thessalonians 4:3-8

Week 24

BEING AN EXAMPLE

- Mark 10:32-45
- Acts 10
- Galatians 6:1-8
- Luke 23
- 1 John 2
- 2 Peter 1-3
- Galatians 6:1-8
- Hebrews 12:14

Week 25

LIFE WITH GOD

- Hebrews 12
- John 3
- Revelation 21
- Leviticus 19
- 1 Peter 1
- Proverbs 16:17
- Titus 2:11-14
- Hebrews 5:12-14

Week 26

OBEDIENCE

- Romans 12
- Matthew 6:1-25
- Isaiah 14:14-32
- Jonah 1-4

Guide Weekly Devotional Guide

(Weeks 27- 52)

Week 27

MY ATTITUDES

- Mark 9:33-35
- 1 Thess. 5:12-18
- Psalm 34
- Ephesians 3:14-19
- James 2:8-17

Week 28

GO FOR IT

- Isaiah 40:31
- Genesis 17:1
- Proverbs 4:18
- Luke 9:23
- Philemon 3:12-14
- 2 Kings 22:1-13
- Exodus 32:1-26

Week 29

GROWING UP

- 1 Corinthians 13
- 1 Corinthians 6:18, 19
- Psalm 53
- Psalm 90
- Ruth 1-4
- Hebrews 5:12-14

Week 30

FAITH

- Jude 1
- Romans 14:13
- Matthew 9:1-8
- Luke 17:5-19
- Lamentations 3:22, 23
- Psalm 31:21-24
- Hebrews 3:17-19

Week 31

PRAISE

- Psalm 108:1-6
- Psalm 27:1-4
- Psalm 56:1-13
- 1 Peter 5:6-11
- Isaiah 63
- Isaiah 26:3-7

Week 32

PRAYER

- Psalm 116:1, 2
- Matthew 6-7
- Luke 18:1-8
- Psalm 20
- Psalm 100:4, 5
- Proverbs 15:8
- Colossians 4:2-6

Week 33

TRUST

- Proverbs 3:4, 5
- Psalm 62:8
- Isaiah 30:19-26
- Jeremiah 10:23
- Exodus 33:15
- Isaiah 38:14
- Colossians 3:12-17

Week 34

SALVATION

- John 1:14
- Acts 2:36
- Psalm 60:4
- Haggai 2:4, 5
- Romans 3
- Mark 1:9-15
- 1 Timothy 6:11-12

Week 35

FORGIVENESS

- Isaiah 38:16-19
- Psalm 30:1-12
- Psalm 40:1-5
- Isaiah 1:18-20
- Deuteronomy 31:8
- 1 Corinthians 6:7-11
- Titus 3:1-8

Week 36

ABUNDANT LIFE

- Romans 5:6-11
- John 15:4-11
- Luke 19:1-27
- Jeremiah 4:1-8
- Ephesians 1-3

Week 37

DEATH

- Hebrews 9:27, 28
- John 16:29-33
- Revelation 7:14-17
- Ecclesiastes 12
- Isaiah 60:19-22
- 2 Corinthians 1:8-11
- Psalm 121:3

Week 38

BAPTISM

- Romans 6:1-11
- Matthew 3:1-17
- Luke 3:1-21
- Matthew 28:1-20
- 1 Peter 3:13-22
- Acts 22:16
- Matthew 21

Week 39

SECOND COMING

- 1 Corinthians 15:17
- Isaiah 64:1
- Titus 2:13
- Isaiah 25:9
- James 5:7-11
- Mark 13

Week 40

JUDGMENT

- Revelation 6-8
- 1 Peter 4:12-19
- 1 Peter 5:1-11
- Romans 13:11-14
- Job 14:1-7
- Zephaniah 1-3

Week 41

HEAVEN

- Revelation 21:1-4
- Matthew 12
- 1 Peter 3:3-7
- Hebrews 4:15-16
- Isaiah 21:11, 12
- Philemon 1:19-26
- Revelation 22:20, 21

Week 42

BIBLE STUDY

- Psalm 5:1-3
- Psalm 32:3
- 2 Timothy 3:16
- Isaiah 35:8
- Acts 17:10-15
- John 16:1-5

Week 43

CHALLENGES

- Matthew 22:37-40
- Luke 14:26
- 2 Corinthians 7:1
- Exodus 4
- Matthew 24
- Luke 24

Week 47

SABBATH

- Exodus 12-20
- Matthew 12:1-8
- Hebrews 3:7-11
- Genesis 1, 2
- Isaiah 56
- Deuteronomy 5:12-15
- Mark 1:21-28
- Mark 2:23-27

Week 51

WORKING FOR GOD

- 2 Corinthians 4:7-12
- Mark 9
- Matthew 25:31-36
- 1 Corinthians 14:26
- Matthew 9:35-38
- Ephesians 5:1-14
- Hebrews 13:1-6

Week 44

WHAT AM I GOING TO DO?

- Isaiah 61:8
- Matthew 4:12-25
- Acts 15:1-29
- 1 Corinthians 3
- Acts 1
- Acts 15:1-29

Week 48

FEELING GOOD

- Psalm 27:1-6
- Psalm 32:1-5
- Psalm 25:1-10
- Hosea 6:1-3
- Psalm 117
- Deuteronomy 5:12-15
- Matthew 11:1-15

Week 52

DISCIPLESHIP

- John 21:1-17
- Isaiah 53:4-12
- James 2:8-17
- Revelation 22:12-17
- Mark 3:34, 35
- John 21:1-17

Week 45

AM I SAVED?

- Genesis 3:15-19
- Exodus 15:1-18
- Isaiah 59:1-4
- Psalm 98
- Hebrews 1
- Galatians 3:1-11
- Romans 4

Week 49

MY FUTURE

- Revelation 20:11
- Psalm 46:1-3
- Psalm 84:1-4
- Psalm 90:1-4
- Revelation 18:1-15

Week 46

NEW STARTS

- John 11:25
- John 3:1-16
- Isaiah 40:27-31
- Philemon 1
- 1 Kings 10, 11
- Psalm 137

Week 50

PEER PRESSURE

- 1 John 4:7-21
- Isaiah 56:4-11
- Luke 15:11-32
- Genesis 37-39
- Genesis 40-44
- Genesis 45-48

Bible Sword Drill

Instructions:

1. Select participants:
 - Two Pathfinders to hold the rope.
 - As many Pathfinders as desired.
2. Participants will form one straight line behind a rope held immediately in front of them approximately 30 inches from the floor. Their Bible is to be held (sheathed) under their left arm.
3. Leaders will give the commands: "ATTENTION: "DRAW SWORDS". Participants 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, eg: "The Book of mark" (begin with the well-know books), or ask for a book from one of the sections, eg: gospels, letters. The exercise becomes more difficult as you call the smaller books, or ask for specific chapter and verse.
5. No participant moves until the order is given: "CHARGE". The rope is dropped to their feet while the participants quickly find the reference. Immediately the reference is found, they 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 timekeeper will call "TIME" as the time limit expires. The rope will immediately be raised, perhaps catching some participants 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". Ropekeepers shall lower the rope and raise it again after the participants have crossed it.
12. Leader shall call "SHEATH SWORDS". Participants quickly tuck their Bibles under their left arm and return right hand to their side.
13. Ready now to repeat activity from "DRAW SWORDS".

Abortion

Real Life, Part One

Joel is a college senior. He likes sports and music, and he enjoys spending time with his friends. He's a business major, planning to go on to grad school for an MBA, though he knows he'll have to work hard to make the money. Joel's mom is a single parent, and money has always been scarce. Joel's mom is just thirty-seven. She can't believe she has a son ready to graduate from college. When she was fifteen, she got pregnant. She was going to get an abortion, but a friend talked her out of it at the last minute. Raising Joel alone has been difficult sometimes, but she's proud of her son. A few years ago, she told him the story of how he was born. Joel's grateful to his mom for giving him a chance to live. Joel calls himself an "abortion survivor."

Sara is twenty-one. Friends think of her as a pleasant, successful college student, but she's a little quiet and reserved. She doesn't have a boyfriend and doesn't seem interested in dating. None of her friends knows that when Sara was sixteen, she got pregnant and had an abortion. She was desperate, and it seemed like the only way out. Five years later, she still thinks about the baby she might have had. She can't imagine being a single mother at her age, and she's relieved she's been able to get on with her life. But she still wonders about that child and still feels guilty about ending its life. She's not ready to be close or intimate with anyone else again—not only because she's afraid of getting pregnant, but because she doesn't want to let anyone into her private, painful world. In a different way, Sara, too, is a survivor of abortion.

What's the Problem?

Few issues are more emotionally intense than the issue of abortion. For a woman who chooses to have an abortion, the decision is almost always a difficult one. The woman who makes this choice is facing an unwanted pregnancy; she may have little family support; she is often troubled about whether her choice is morally right or not. An abortion is a traumatic event.

The question of abortion raises hot debates and high emotions whenever it's brought up—maybe even in your church, school, or community.

- Worldwide, about 46 million are performed annually, with about 78% of these being in developing countries.¹ (www.abortiontv.com)
- In the United States, about 1.3 million abortions are performed each year.²
- About 2.3 million abortions are performed each year in Indonesia.³
- About 1.5 million abortions are performed each year in Brazil.⁴
- About 5 million abortions occur each year in Africa.⁵
- About 7.7 million abortions occur each year in Europe.⁶
- Romania, Cuba, and Vietnam have the highest reported rates of abortion in the world.⁷

What You Need to Know

Abortion has always been part of human society. Before modern times and modern medicine, women who were faced with an unwanted pregnancy often used drugs or other means to try to bring on a miscarriage--a self-induced abortion. In the United States, the rate of abortions has risen since abortion became legal in 1973, but worldwide, women continue to seek abortions whether they're legal or not. Of those 46 million abortions performed each year, about 26 million are legal; the other 20 million occur in places where abortion is against the law.

The vast majority of abortions are performed because a woman is faced with a pregnancy she does not want. She may feel she is too young or too poor to raise a child. Her parents, husband or boyfriend may have pressured her into having an abortion. Or she may already have more children than she can cope with and feels unable to raise another. In some cases, abortion is performed because the mother is the victim of a rape or incest, or the unborn baby is known to be severely deformed. These cases, however, represent a very small proportion of all abortions.

What the Bible Says

The Bible does not directly address the issue of abortion at all. However, Christians who are pro-life point to many Bible texts which show that God places great value on all human life, even the life of the unborn.

For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. My frame was not hidden from you when I was made in the secret place. When I was woven together in the depths of the earth, your eyes saw my unformed body. All the days ordained for me were written in your book before one of them came to be (Psalm 139:13-16 NIV).

God showed that He had plans for some of His people, such as Samson, John the Baptist, and Jesus Himself, before they were ever born. Knowing this, it's hard to believe that the unborn child is a "non-person," an insignificant piece of human tissue. God's Word supports the idea that human beings are precious and valuable to God even before they are born.

What the Church Says

Seventh-day Adventists have traditionally not been as outspoken as other conservative Christians in supporting the pro-life position. Our church does, however, teach that "prenatal life must not be thoughtlessly destroyed. Abortion should be performed only for the most serious reasons." These reasons include:

- a threat to the pregnant woman's life
- serious danger to the woman's health
- severe defects diagnosed in the unborn child
- a pregnancy resulting from rape or incest

Our church does not condone abortions for reasons of

- birth control (getting rid of an unwanted accidental pregnancy)
- gender selection (aborting a baby because you wanted a boy instead of a girl)
- convenience (it's simply the easiest way out of the situation)⁸

However, Seventh-day Adventists have a great respect for the personal freedom of individuals. We recognize that it's wrong to either force a woman to have a child or to force a woman to have an abortion. Either one would be a threat to her personal freedom. This is why Seventh-day Adventists, as a denomination, have traditionally not been involved in calls to make abortion illegal. Individual Seventh-day Adventists can, of course, study the pro-life/pro-choice arguments for themselves and become involved in the issue according to their own conscience. But both the Bible and our church make it clear that human life, including prenatal human life, is something that God places great value on. That is why we do not advise women to have abortions for any but the most serious reasons.

What the World Says

Abortion is a "hot" issue for people around the world, including Christians. Many conservative Christians believe that abortion is murder--the murder of an unborn baby. Many churches and Christian groups work very hard to discourage women from having abortions and encourage governments to make (or keep) abortion illegal. People who hold these views are usually called "pro-life" and can often be seen on the news, protesting and picketing abortion clinics.

On the other hand, many people, including some Christians, believe that a woman has the right to choose an abortion if she believes that is the best option for her. These people, who believe abortion should be legal, are usually called "pro-choice."

As we've just seen, our church does not tell its members whether they should be "pro-life" or "pro-choice" in the debate on abortion. This debate generally centers around whether or not abortion should be legal in your country. If you want to make an informed decision on this issue, think about some of the questions below.

- When do I believe life begins: at conception, at birth, or at the point where a fetus could live outside the womb if it were born?
- Which is more important—a woman's right to make decisions about her own body, or the right of the fetus to live? What can we do when these rights conflict with each other?
- If the government outlaws abortion, is it interfering in people's right to make moral decisions?

What Can I Do?

As you consider the issues around abortion and decide what your view is, be aware that both pro-life and pro-choice forces agree that the best solution to the abortion problem is prevention. If there were no unwanted pregnancies, there would be no abortions. Some people will tell you that birth control is the best way to prevent unwanted pregnancies. In fact, every birth-control method has some rate of failure—except abstinence. God's plan is for both men and women to wait until they're married before having sex—and part of the reason for that is so babies will be born into committed families that are ready to care for them. Yes, having sex with protection is safer than having sex with no protection. But the best plan is God's plan—a lifelong commitment to a family you can love and care for.

It's My Problem!

So far, we've been talking about abortion as an abstract, political and moral issue--something you might debate in a high-school or college classroom. But what if the issue is real and personal for you? What if you are faced with an unplanned pregnancy? Or what if a good friend is pregnant and comes to you for advice? How do you know what to choose?

We've seen the biblical evidence: the unborn human life is valuable to God. Unless you're in one of those rare situations where your life or your child's life would be seriously endangered by continuing the pregnancy, abortion is not the biblical choice for you. Let's look at some better choices. (These three options are outlined in greater detail in the *Teen Pregnancy* brochure, which is part of this series).

1. *Single Parenting*

In many cultures, raising a child alone is becoming a more-and-more acceptable option. However, there is still a price to pay for choosing to raise your child alone--statistically, your family is more likely to live in poverty, and your children may face social and emotional difficulties. Also, the task of raising a child alone is tremendously difficult and exhausting for the parent who chooses to do so.

Still, this may be a good choice for you, if you have a strong network of family and community support to back you up. Be sure to seek counselling from your pastor, your doctor, or a professional counsellor if you choose the challenging task of being a single parent.

2. *Marriage*

It's usually not a good idea to rush into marriage just because a baby has been conceived. A stable, two-parent home is the best place to raise a child, but a hasty, poorly planned marriage will not create a stable home. However, if you are in a serious, committed relationship and have made the mistake of becoming sexually involved before you were ready to get married, you may want to think about marriage, now that a baby is on the way.

If marriage seems like it may be an option in your case, counsel carefully with your pastor and perhaps with a professional counsellor. An unplanned pregnancy is not the ideal start to a marriage, but with God's guidance and blessing, you can grow a strong Christian home.

3. *Adoption*

Adoption, once a common choice for a mother whose baby was born out of wedlock, has now become much less frequent. As single parenting is more accepted in society, fewer mothers want to lose all contact with their children. But there are still thousands of loving, caring Christian couples wanting to adopt children--often because they are unable to have their own children. If you choose to have your child adopted, he or she has a better chance of being raised in a stable environment with parents who can support him or her financially, emotionally and spiritually.

If adoption seems like an attractive prospect to you, discuss the option carefully with your partner, your own family, your pastor and your doctor. If you are interested in finding a Seventh-day Adventist home for your child, contact:

ADVENTIST ADOPTION AND FAMILY SERVICES
6040 SE Belmont Street Portland, Oregon
97215 USA
Phone (503) 232-1211 Fax (503) 232-4756 E-mail: adventistadoption@msn.com
Website: www.adventistadoption.com

Even if you're facing an unwanted pregnancy and struggling with whether or not to have an abortion, remember that God hasn't abandoned you. He still loves and cares about you deeply. He will not leave you to make this important decision alone, nor will He abandon you to deal with the consequences. Look for support from loving, nonjudgmental Christian family and friends also. God brings caring people into our lives to help us through our difficulties.

What if you've already had an abortion? While some young women are able to continue on as if nothing had happened after an abortion, many are tormented by guilt and regret and feel that they have committed an unpardonable sin, and God can never forgive them. This is completely untrue.

Real Life, Part Two

Joel and Sara met in the spring semester before Joel's graduation. When a group of mutual friends at a cafeteria table got started discussing the subject of abortion, Joel was pretty opinionated. He didn't explain why he thought abortion was so wrong, but he made his views clear. Sara didn't say much—but near the end of the discussion she turned to Joel. "You can't say that," she said. "Your mother made one choice, and you're glad for that, but you don't know what it's like for a woman who makes a different choice. You have no idea what she might be going through."

After dinner, Joel and Sara ended up walking across campus together. They barely knew each other, but Joel was intrigued by this quiet girl and the emotion she'd showed in their brief conversation. He asked her out, and somewhat to her own surprise, Sara accepted.

Joel and Sara dated awhile before he finally asked her what lay behind that statement she'd made about abortion. Eventually, they both shared their stories and talked through their different viewpoints. By that time, they were serious about each other. But when the subject of sex came up, they knew that even though they were adults, the answer was No—for now. Sara never wanted to be hurt again like she'd been before. And Joel could never risk leaving the woman he loved alone with a baby, as his father had done to his mom.

A year later, Joel and Sara were married. They struggled at first, with both of them in university, but the struggle was worth it once they were both out of school, earning money and ready to start a family. On the day Joel and Sara first held Baby Elizabeth in their arms, they were overwhelmed with gratitude to God. "This is what having a baby was meant to be like," Sara whispered. "All of us together—depending on God. I know we'll make it."

¹Online: www.abortiontv.com

²Online: www.galwayforlife.ie

³Ibid.

⁴Ibid.

⁵Ibid.

⁶Ibid.

⁷Alan Guttmacher Institute. Online: www.agi-usa.org

⁸"Guidelines on Abortion," *Statements, Guidelines and Other Documents: A Compilation*, General Conference, 2000.

AIDS

Real Life, Part One

Joseph walks slowly down the road from school, his books slung over his back. It's a long walk, and his friends have already gone ahead of him—he tells them not to wait. He hasn't been feeling well lately. For a long time he's been doing great, but just these last few days he finds he gets tired easily. He's been trying to hide it from his mother, who will say he needs to see a doctor. Joseph doesn't want to end up in hospital again. High-school graduation is just three weeks away, and he wants to be there.

It's been a long journey for Joseph, getting through high school. He was just fifteen when a routine bloodtest uncovered the fact that he was HIV-positive; now, he's nineteen. HIV is no stranger in Joseph's world. He knows several other people in school who are positive, too. His uncle has been living with AIDS for years. And his father died of it just the summer before Joseph was diagnosed.

Some days, Joseph still can't believe it's happened to him. He's been very sick a few times, in hospital, yet somehow always managed to pull through. He knows his mom and all her church friends are praying for him. And sometimes it seems like God is listening to their prayers, because for months at a time Joseph feels so well it's hard to even remember he's sick. He goes to school, hangs out with his friends, has a normal life.

A few of his friends have a bad attitude. AIDS is becoming more common in their town, even in their school, but there are still a few kids who won't have anything to do with you if you're HIV-positive. It used to bother Joseph. Now he just shrugs it off—they're the ignorant ones.

But when he hears his healthy friends talking about the jobs they'll do when they get out of school, even talking about getting married and having families someday—that's when Joseph feels bad. He can't plan for those things. He doesn't even know how much more time he'll have. A normal life just isn't in the cards for him anymore.

He wishes he could believe in God like his mother does. She's lost a husband and now she's losing a son to this disease; yet, she still believes God loves her and cares for her. It's hard to understand. Joseph goes to church with his mom sometimes, sits beside her in the pew, hears the songs, listens to the preacher talking about God's love. But he can't feel it. God—if there is a God—seems a thousand miles away.

What's the Problem?

The AIDS epidemic is the biggest health crisis on the planet. It's easy for young people in developed countries, where AIDS is a serious but relatively small-scale problem, to ignore how frightening the problem is in other parts of the world—particularly in Africa. Maybe these numbers will help put it in perspective:

- AIDS has killed more than 3.8 million children and orphaned another 13 million. In the last five years HIV/AIDS has become the greatest threat to children, especially in countries ravaged by war. In the worst-affected countries, it is estimated that as many as half of today's 15-year-olds will die from the disease.
- In the U.S., AIDS is the sixth-leading cause of death for 15-to-24-year-olds. Half of all new HIV infections occur among people under 25, and since the year 2000 about 20,000 more young people have become HIV-positive every year.
- In sub-Saharan Africa, about 5,500 people die of AIDS every day. Researchers predict that by 2010, about 13,000 will die daily. About half the HIV-positive people in Africa are young people.
- In Botswana, researchers predict that two-thirds of fifteen-year-olds will die of AIDS.

In the U.S., as in Africa, about half of all new HIV infections are among young people. But while this makes up a small (though very significant) portion of the population in the U.S., in Africa it means that in some areas over half of all young people are HIV-positive. Most will die of AIDS.

What You Need to Know

AIDS is Acquired Immune Deficiency Syndrome, and is caused by a virus called HIV--Human Immunodeficiency Virus. AIDS destroys your body's immune system, leaving you vulnerable to life-threatening illnesses. People don't actually die "from AIDS," they die from diseases like pneumonia and some forms of cancer which their bodies can't fight—because they have AIDS.

The HIV virus is spread by contact with body fluids—blood, semen, and vaginal fluid. The most common ways of getting it are:

- sexual intercourse
- sharing needles or syringes for steroid or drug use
- blood transfusions—though, after this became widely known, the blood supply in many countries was carefully screened to reduce the chance of this
- Infected mothers passing the virus to their children during pregnancy, birth or breast-feeding.

There are some misconceptions and myths about AIDS.

- The HIV virus cannot be spread through casual contact—touching a person, holding hands, using the same dishes or bedding an infected person has used—nor by sneezing and coughing, or insect bites.
- Some people, especially in North America, view AIDS as a “homosexual disease” because the incidence is high among the homosexual population. But it's not just a “gay disease” or just a “drug user's disease.” Anyone can get it—if they've taken part in any of the “risky” behaviors.
- Many young people believe that using a condom during sex means that you're practicing “safe sex” and you won't get AIDS. In fact, condoms have a significant failure rate and won't completely protect you from HIV infection. Yes, sex with a condom is “safer” than sex without one, but only complete abstinence is completely “safe.” Don't take chances.

What the Bible Says

AIDS was unknown in Bible times—in fact, it was only discovered just over 20 years ago. But following the Bible's principles for healthy Christian living will go a long way toward preventing the spread of AIDS. Staying faithful to one sexual partner through a lifelong commitment, and treating your body as God's temple by refusing to inject intravenous drugs, will be a big help in keeping you safe from AIDS.

The Bible also gives us guidelines that can help us rethink how we treat people with AIDS. The closest parallel in Bible times was probably the disease they called “leprosy.” People believed that lepers were being punished by God for their sins. And because everyone feared catching this dreaded disease, lepers were forced to live outside the community and label themselves as “unclean.” Jesus didn't avoid lepers, just as He didn't avoid any other sick, sinful, or needy people.

“A man with leprosy came and knelt before him and said, ‘Lord, if you are willing, you can make me clean.’ Jesus reached out his hand and touched the man. ‘I am willing,’ he said. ‘Be clean!’ Immediately he was cured of his leprosy” (Matt. 8:2, 3, NIV).

Jesus wasn't afraid to touch the “untouchable” leper. He not only had the power to heal; He had the compassion that could reach out and touch another human being with love and acceptance. If He were on earth today, that's the way He'd treat people with AIDS. But since He said, “Whatever you did for one of the least of these brothers of mine, you did for me” (Chap. 25:40, NIV), we know what He expects us to do.

What the Church Says

The Seventh-day Adventist Church recognizes the AIDS epidemic as a huge problem that has a major impact on our mission to reach the world with the gospel. Since AIDS can be largely prevented by following the Bible's principles for sex within marriage (one partner for life) and by avoiding IV drug use, Seventh-day Adventists recognize that teaching young people how to prevent HIV infection can be an important part of our outreach.

According to the SDA Church's official guidelines on AIDS/HIV, the church should be "intentionally transmitting Christian values to the next generation, recognizing that individual sexual values are established in youth. Priority should be given to providing accurate information, a forum for open discussion, and emphasis on the moral dimension of decision-making regarding sexuality."

In other words, the church recognizes that it has a responsibility to educate young people about how to follow God's plan for sexuality and prevent the spread of AIDS through sex outside marriage. But more than that, we also have a responsibility toward those who have this disease:

Seventh-day Adventist church members and employees have a Christian obligation to respond to and treat people suffering with AIDS as Jesus our Savior treated the sick and outcast. Tragically, the world responds to AIDS sufferers as it once did to lepers--as sinful carriers of death to be shunned and isolated. But God in Jesus gave us His response. He went out of His way, often walking for several days, just to touch and heal a person afflicted with leprosy. He always offered love, acceptance and forgiveness to those afflicted by religious pride and other sins of the day. Through His redemptive love He offered life and freedom from the burden of sin. The Seventh-day Adventist Church seeks to engage in the ministry of Christ. It must respond with love and acceptance when dealing with all people, including those with AIDS.

What the World Says

AIDS is recognized as a huge problem worldwide. Government and nongovernmental agencies around the world are committed to educating people about AIDS, treating those who have AIDS, and searching for ways to effectively prevent or cure the disease. Some "hot topics" often discussed in this area are:

- Which is more effective for young people: to teach them about "safer sex" as a means of preventing AIDS, or to teach them to practice abstinence?
- How can the millions of AIDS patients in developing countries get enough of the very expensive medications used to treat AIDS?
- Do countries have the right to restrict people with AIDS from entering their borders, to prevent them spreading the virus? Is it fair to test would-be immigrants for HIV infection, or would that be denying their human rights?

Think about these issues from a Christian perspective. According to biblical principles, what do you think is the best way to deal with this epidemic?

What Can I Do?

First, if you have any reason to suspect you might be HIV-positive, get tested. Don't run the risk of infecting someone else before you know the truth. Finding out you're HIV-positive is scary, but so is carrying the virus around for years without knowing the truth and without getting proper medical care.

If you're not HIV-positive, think prevention! You can avoid getting AIDS if you follow God's plan for human sexuality. Don't sleep around, don't have multiple partners, don't sleep with anyone who has multiple partners. God has a plan: two people, one lifelong commitment. Let sex wait until you're married to someone—someone who's also committed to waiting for the right person at the right time.

Also, be sure to avoid getting AIDS from using needles and syringes. You may think, "Oh, I know using IV drugs like heroin is wrong; I'd never do anything so stupid, so how could I get AIDS that way?" But many young people who would never think of using "hard drugs" use performance-enhancing steroids, which are often injected. Along with the other health risks involved in steroid use, this practice can also expose you to AIDS.

Stay clean, and stay safe.

When you come into contact with someone who is HIV-positive, remember the myths and facts discussed above. You can't get AIDS from casual contact with such a person. If you're not having sex with that person or sharing blood with them, it's virtually impossible to be infected. So it's OK to hang out with, touch, shake hands with and hug an HIV-positive person, even someone with full-blown AIDS. It's not only OK, it's an act of love and sharing. Show that person that you care for and accept them—no matter what disease they have,

no matter how they contracted it. Judging people is God's job, not ours. Our job is loving people, so that they can see God's love in us.

It's My Problem!

If you have already been diagnosed HIV positive, or you already have AIDS, you may feel as though your world has come to an end. Most young people are able to ignore the reality that they will die someday. For you, it's no longer something that will happen in some far-off future—it's a reality you have to deal with today. That can be frightening and depressing.

Remember that God still loves you. If you contracted the HIV virus through premarital sex or through drug use, some people may try to tell you that God is "judging" you for your sins. The fact is that in, a sinful world, we all have to face the consequences of the choices we've made. Sometimes, unfairly, we even have to face the consequences of choices or mistakes that aren't our fault—for example, if you got AIDS through a blood transfusion because of someone else's carelessness. No matter how you got this virus, it doesn't change the fact that God values you and cares about you.

It's natural to be angry at God when something like this hits you, and it's OK to express that anger. The writers of the Psalms didn't mind telling God when they felt angry, confused and forsaken—and God didn't mind saving their prayers in the Bible. But don't let those feelings drive you away from God. Too many young people put off getting close to God because they believe they have "lots of time." The reality is that you know you have less time than you expected. Take time to get to know God and make a commitment to Him.

Remember that medical science is always studying new treatments for AIDS. People with AIDS are living far longer, healthier lives than they were when the virus was first discovered in the 1980s. Get the best medical care available to you and follow your doctor's advice. Take good care of yourself. We don't know how close we may be to a cure for AIDS, and your future may look much brighter than you think it does right now.

No matter how your disease progresses, your ultimate future does look bright if you've accepted Jesus as your Savior. He has all eternity planned to spend with you. While your day-to-day future may be uncertain, your eternity is secure if you know Him.

Real Life, Part Two

Joseph sat on his hospital bed, watching the sun slip behind the hills. Tonight his friends would be out celebrating graduation. He'd missed the ceremony and all the excitement. But he didn't mind as much as he'd thought he would. He was grateful to be alive, grateful to be getting over an infection that could have killed him.

He wondered why he felt so much better. "Nothing's different," he thought. "I still have AIDS. I've just been given a little more time, that's all."

But Joseph knew the answer to his own question. Something was different. Everything was different. His hand rested for a minute on the Bible the pastor had left behind for him. He needed to start reading it.

When Joseph's mother had said her pastor was coming to visit, Joseph had groaned. He didn't need to be preached to. But when the pastor actually got there, Joseph felt different. He was tired. He was relieved to be getting better. He was ready to listen. And for the first time, he really believed God loved him.

He'd asked tough questions. "If God cares, how could he let this happen?" The pastor didn't have any easy answers, but he talked to Joseph about sin, about Satan, about how there's a great war going on between God and the devil, that every human being is a casualty of that war, and every human being has to decide whose side they're on.

Tonight, Joseph knew, he was on God's side. For however long he had, and into heaven beyond, he was going to fight on the winning side in this great battle. Compared to that, missing graduation didn't seem like such a big deal.

Child Abuse

Real Life, Part One

The downstairs door slammed hard enough to shake the house. Jeff lay on his bed, wide awake, counting the heavy steps as his father climbed up to the second level. In the next room, Jeff's little sister Suzie lay asleep—at least, Jeff hoped she was asleep.

Dad was drunk again—that was nothing new. Most nights he came home drunk, long after midnight. The good nights were when he just stumbled to his bedroom and fell asleep.

Jeff could hear him cursing and swearing as he entered the hallway. Tonight was not going to be a good night.

When the door to Jeff's room banged open, Jeff sat up. He didn't look forward to what was coming, but it was better to make himself the target of his dad's anger than to allow Suzie to be hurt. For years he had tried to protect his mom and his little sister from his dad's drunken anger. Now Mom was gone—she had just disappeared a few months ago. Maybe the strain of living like this had finally been too much for her. Jeff, at thirteen, was left alone to try to protect his sister and confront his dad.

Dad was already taking off his wide leather belt, slurring his words as he accused Jeff of something—it didn't really matter what. Tonight it was forgetting to take the garbage out. Last week it had been leaving the kitchen in a mess. Whatever Jeff did was just an excuse for his father's rage.

He cringed as his father dragged him from the bed, and he cried out as the belt lashed into his back, still sore from the last beating. Someday, he thought, I'll be big enough that I won't have to take this anymore. I'll take Suzie with me and we'll get away from here.

Only a few weeks ago he'd found out that he wasn't protecting Suzie as well as he'd hoped. Dad didn't beat her like he did Jeff, but Suzie had finally confessed that late at night, while Jeff slept, Dad came to her room and sexually abused her. The discovery made Jeff hate his father even more.

He stood in his dark room, struggling to break free from his father's grip, but he knew he was trapped. Their whole house was a trap, and Jeff didn't see any way out for any of them.

What's the Problem?

- In the United States in 1999, more than 800,000 children were reported as being victims of maltreatment. This included over 500,000 cases of neglect, more than 160,000 cases of physical abuse, and nearly 100,000 cases of sexual abuse. Many children, of course, suffer from more than one type of abuse.¹
- An estimated 600,000 children are abused each year in Europe.²
- Child abuse issues around the world include not only family violence, but child prostitution, child labor, and the abuse of street children.
- Official statistics on child abuse in any country are misleading, because most cases of abuse are never reported to the police.

What You Need to Know

Child abuse is any behavior that endangers the development, security or survival of a child. It is the betrayal of an adult's position of trust and authority over a child. Child abuse occurs when an adult mistreats or neglects a child, resulting in injury, significant emotional or psychological harm, or serious risk of harm to a child.³

Child abuse is a broad, general term that can include

- neglect: failure to provide for a child's needs, such as food, clothing, shelter, medical care, and emotional support
- physical abuse: beating, hitting, shaking, choking, or any other harmful or dangerous use of force
- emotional abuse: insulting, humiliating or rejecting a child; socially isolating the child; making unreasonable demands on a child
- sexual abuse: sexual touching of a child by an adult, sexual intercourse, child prostitution, involving children in pornography, exposing a child to any sexual behavior or activity.

Nobody knows what causes an adult to abuse a child. We do know, however, that people who grow up in abusive homes are more likely to become abusers themselves, unless they get help to break the cycle of violence. Parents sometimes have such poor parenting skills and coping abilities that they lash out at their children in anger and frustration. Drug and alcohol abuse also contribute to family violence.

Young people are often afraid to report violence in the home. They may fear that the abuser will treat them even worse once he/she finds out that they have spoken out. They may be afraid that their family will be broken up and they will be sent to a foster home, as is the case in many places when abuse is reported. They may be afraid of having to face their abuser in court. For many reasons, most crimes of abuse are not reported to the police or authorities. Children and young people suffer in silence.

Not all abuse occurs at home. In many countries, cases have been brought to light where children have been physically and sexually abused by teachers, pastors, and sports coaches. Any adult who is in position of power and authority, and uses that authority to hurt a child or teenager, is an abuser.

What the Bible Says

Jesus cherished and valued children. He said,

“Whoever welcomes a little child like this in my name welcomes me. But if anyone causes one of these little ones who believe in me to sin, it would be better for him to have a large millstone hung around his neck and to be drowned in the depths of the sea....See that you do not look down on one of these little ones. For I tell you that their angels in heaven always see the face of my Father in heaven” (Matthew 18:5, 6, 10, NIV).

The apostle Paul had good advice for parents:

“Parents, don’t be hard on your children. Raise them properly. Teach them and instruct them about the Lord” (Ephesians 6:4, CEV).

Some people use Bible verses about discipline to support their belief that it’s OK to abuse their children. They look at verses like

“Folly is bound up in the heart of a child, but the rod of discipline will drive it far from him” (Proverbs 22:15, NIV)

and suggest that this means it’s OK to beat your children with a rod. Some Bible scholars think this refers not to beating with a rod, but to using a rod like a shepherd’s rod—to train and guide. While many Christians believe that occasional spanking is an appropriate form of discipline, nothing in the Bible supports beating, harming, or otherwise abusing children. The family is a place for love and gentle guidance, and children are to be cherished.

“Children are a blessing and a gift from the Lord” (Psalm 127:3, CEV).

Children and young people are valuable in God’s sight. He does not intend them to be hurt or harmed.

What the Church Says

Seventh-day Adventists care about families. Our faith has always emphasized the importance of a strong family unit. When that family unit is damaged by violence and abuse, the church states:

We believe that Christians must respond to abuse and family violence both within the Church and in the community....We accept our responsibility to cooperate with other professional services to listen and care for those suffering from abuse and family violence, to highlight the injustices, and to speak out in defense of victims. We will help persons in need to identify and access the range of available professional services.⁴

What the World Says

In most societies, child abuse is recognized as a crime, though the definition may be different in different countries. Around the world, most people recognize that adults do not have the right to hurt children.

In some countries, there is debate over what “child abuse” actually is. Most countries allow parents to punish a child by spanking, but in some places this may be viewed as “abuse.” Some Christian parents feel the government has no right to interfere in how they discipline their children, while people in government agencies who work with children believe laws need to be stricter to protect children from abuse.

What Can I Do?

What if you suspect that someone you know is a victim of abuse at home? Should you say something? Should you keep quiet, or talk to someone about the problem?

An accusation of abuse is a very serious accusation. In most places, teachers, doctors, and other professionals are required to report to government authorities if they have any reason to suspect there is abuse going on in a home. You should never make statements about abuse casually or jokingly, because they may be taken very seriously.

But if you have a real reason to suspect there is a problem—or if you know for sure that there is, because your friend has told you—you should do something. You can provide help and support for your friend by giving him or her someone to talk to. And if you have reason to believe your friend is in danger, you need to speak to a trusted adult about the situation. In the United States in 1995, more than 1200 children died as a result of abuse or neglect. This could be a life-or-death situation.

It's My Problem!

What if you are the one suffering from physical abuse, sexual abuse, neglect, or some other form of abuse? Abuse grows in an atmosphere of secrecy. Has your abuser ever told you, “Don’t tell anyone,” or threatened to hurt you if you let anyone know? Sexual abusers will often tell young people, “This is our special secret. It’s just between you and me.”

You may worry about the consequences if you tell someone. You may worry that the abuser will hurt you even more. You may feel guilty—especially in the case of sexual abuse—that you didn’t do more to stop it, as if it was your fault. You may be afraid of having to go through investigation with a social worker or police, or having to face your abuser in court. You may be afraid of having your family broken up, or of bringing shame on your church, school, or community. You may even have conflicted feelings because you love or care about the person who is abusing you, and even though you want the abuse to stop, you may not want to see that person punished.

All these fears are real; it’s OK to have these feelings. **But none of them is a good- enough reason for allowing abuse to continue.** Yes, reporting the abuse will bring change, and not all that change will be pleasant or easy to go through. But the most important change is that, almost certainly, the abuse will stop if you are serious about getting help.

Right now, the person abusing you is manipulating you and keeping you from being able to grow up and develop as you should. He or she may even be using your Christianity to hold you captive—telling you that as a Christian, it's your duty to forgive him or her and not report the abuse. Remember that Christian forgiveness does not mean allowing someone to go on abusing you! It means putting the past behind you and not holding a grudge. Someday, with the help of God and of a trained counselor, you will be able to do just that—move on from the past. But that won't happen until you've gotten help to stop the abusive situation.

If you're being abused by someone outside your family, talk to your parents. You may fear that they won't believe you or will be angry with you. This does happen in some rare cases, in which case you need to tell another trustworthy adult. But in most cases, your parents will believe you and will do everything they can to support and protect you.

If the abuse is happening at home, talk to someone outside your family—a teacher, a doctor, a pastor. Remember that these people have a legal obligation to inform the police when they know about a case of abuse. This may seem scary to you—you may want them to keep it secret—but in reality, this means that by telling your story to this trusted adult, you are taking an important first step toward ending the abuse.

If there is no one you can talk to, or you don't feel ready to talk to an adult in your life just yet, phone a helpline or hot line. Most communities have these resources available for children and young people who are being abused. They are free of charge and provide trained people who can listen and give you advice. Look in your local phone book, or search under "child abuse help" on the Internet for resources you can contact in your area.

What if you have suffered abuse in the past? Maybe the abuse has ended now, but the scars remain. You may have difficulty liking yourself, trusting other people, even trusting God. Turn to the Bible for assurance of God's continuing love for you. As you do this, look for human help, too. A professional counselor is a vital help in recovering from abuse. Find someone you can talk to regularly who is trained in helping abuse victims.

God loves you and values you. The abuse you have experienced, or are experiencing, is not in God's plan for you. He wants you to reach out and find help, and He promises: "Never will I leave you; never will I forsake you" (Hebrews 13:5, NIV).

Real Life, Part Two

The sun was setting. Jeff sat on Mrs. Malone's back porch and watched as the sky grew dark. Suzie came up quietly and sat beside him. "I like it here," she said.

"So do I," Jeff said.

They had been at Mrs. Malone's for three months now. Jeff had been terrified the day he called the social worker to report what his dad was doing to him and to Suzie. He didn't want Dad to get angry at him. He didn't want to be taken away from their home and placed in a foster home. He and Suzie might be split up and sent to different homes, and he'd heard that some foster parents were mean and abusive, too. But it had just gotten to the point where he couldn't take it anymore. He knew he had to do something.

Leaving home had been scary. Talking to the social workers and police had been scary. And in the first foster home, where they'd stayed for two weeks, Jeff had felt out of place and uncomfortable. But now there were here at Mrs. Malone's. She was nice to them, and their social worker, Kevin, was kind and helpful, too. Dad was facing charges and possibly a jail sentence, and Mom was still nowhere to be found.

Life wasn't easy or painless, but it was getting better. Jeff put an arm around his little sister's shoulders. He had prayed for help, and God had helped them. They were in a safe place.

¹Hopper, Jim, PhD. "Child Abuse: Statistics, Research and Resources." Online: <http://www.jimhopper.com/abstats/#official-us>

²Svevo, Kimberly: UNESCO: Global Report on Child Abuse and Neglect. http://www.unesco.org/webworld/child_screen/documents/kimberly.rtf

³National Child Abuse FAQs. Department of Justice Canada. Online: <http://www.extension.ualberta.ca/legalFAQs/nat/chi-01.htm>

⁴"A Statement on Abuse and Family Violence," *Statements, Guidelines and other Documents*, p. 3. General Conference, 2000.

Drug Abuse

Real Life, Part One

Mike got off the bus and headed into the school building. As usual, a tight knot was building in his stomach. Things were pretty rough at home, but coming to school was no escape. Teachers always seemed to be on his case, and there were a few guys in his homeroom that always gave him a rough time, pushing and shoving him, calling him names. He never seemed to be able to keep up with his classwork; this quarter's grades were going to be pretty bad.

Homeroom and first-period class were pretty stressful. But Mike hung onto the knowledge that he had study hall in second period. Instead of studying, he was going to meet Jim and Gary out behind the school for a smoke. They'd been doing that all year, but in the last couple of months Gary had started bringing marijuana instead of regular cigarettes to smoke, and Mike couldn't believe the difference—how great it made him feel.

Once he was out behind the school with his friends, Mike took the joint from Gary's hand eagerly and drew in a deep breath. He could feel the knot in his stomach start to loosen already. Everything was going to be OK.

Within a few minutes Mike felt completely relaxed. The stress and nervousness were all gone. The things that had bothered him didn't seem so important anymore. He knew he was supposed to be up in the library studying for that chemistry quiz next period, but he was having so much fun here with the guys. They were getting kind of giggly and silly now, laughing about every little thing. This was the only place Mike really felt comfortable and accepted.

As they finished the joint and got their stuff together to go to next class, Gary gave them each the little bags of weed he'd promised to buy for them, and Mike and Jim handed over their money. A faint twinge of guilt hit Mike as he handed over the money. His allowance didn't stretch far enough to cover buying weed—he'd "borrowed" the money from his dad's wallet.

Sitting in chemistry class half an hour later, Mike stared at a page of quiz questions that meant nothing to him. Oh well, gonna fail this one, he thought, still stoned enough that it didn't matter much. Distantly, he could hear an inner voice asking: What's happening to you, Mike? You're failing your classes, you're stealing money to buy drugs, you can't get through the day without a joint—where's it going to end?

Mike shook his head to clear the annoying thoughts. Maybe he'd have time to roll and smoke another joint at lunch. Things would seem better then.

What's the Problem?

Mike is only one of thousands of young people worldwide who have turned to the use of illicit drugs. Some teens, like Mike, feel that drug use helps them cope with day-to-day problems. Others use drugs to make them more popular and accepted by their peers.

- In the United States in 2000, 32% of tenth-graders and 36% of twelfth-graders reported having used marijuana in the past year.¹
- While marijuana was the most widely-used drug apart from alcohol and tobacco, studies show high-school students are using other narcotics as well. 5% of tenth-graders and 8% of twelfth-graders reported using the "party" drug "Ecstasy" (MDMA) in the past year—and those rates are on the rise. Similar numbers reported using LSD or hallucinogenic drugs, while 4% of tenth-graders and 5% of twelfth-graders had used cocaine.²
- A study released in 2001 showed that European teenagers were less likely to use marijuana and other narcotics than were American teens (16% of the European youth said they had

used marijuana; 6% had used another illicit drug) but that rates of tobacco and alcohol use were higher among teenagers in Europe. (For more on these problems, see the brochures “Alcohol” and “Tobacco” in this series.)³

- While affluent teenagers in developed countries are lighting up marijuana joints or taking “Ecstasy” at dances, the poorest of the world’s young people are using illicit drugs to dull the pain of life on the street. Nine out of ten street children in South Africa are addicted to glue sniffing, while in Colombia and Bolivia, 8-year-old children are smoking and selling “basuco” cigarettes, a by-product of cocaine laced with kerosene and sulphuric acid.⁴

What You Need to Know

Drug abuse by young people is a serious, worldwide problem. While drug use may make users feel temporarily relaxed, energized, excited, or confident, the long-term results are far less attractive.

Let’s look at just a few of the side effects of some of the drugs most commonly used by young people:

- **Marijuana (“weed,” “grass”):** The most common drug of choice among teenagers and young adults, marijuana is often described as “harmless” by those who smoke it. In fact, marijuana (and hashish, a stronger form of the same drug) has many negative side effects. These include: distorted perception; problems with memory, learning, thinking and problem-solving; anxiety and paranoia. Long-term effects may include damage to lungs, increased risk of cancer, a weaker immune system, and permanent effects on the brain, including loss of memory and attention span. Contrary to what you may hear, you can become addicted to marijuana, and young people who use marijuana are at a greater risk for using “hard” drugs such as heroin and cocaine.
- **MDMA (“Ecstasy”):** This “party drug” is growing in popularity among young people. It acts as both a stimulant and an hallucinogen. Its side effects can include confusion, depression, anxiety and paranoia; muscle tension, nausea, and faintness; increased heart rate and blood pressure, and the risk of muscle breakdown, kidney failure, cardiovascular failure, or liver damage.
- **Methamphetamine (“speed,” “meth,” “ice,” “crystal”):** Another “party drug,” methamphetamine is an addictive stimulant that stimulates the brain and body. It can also cause long-term damage to the brain and nervous system, cardiovascular failure, stroke, and even death.
- **LSD (“acid”):** LSD is a hallucinogenic drug. Like “Ecstasy” and methamphetamine, it is considered a “party drug” or “club drug.” It produces mood changes, delusions, and hallucinations. Long-term users often have “flashbacks” even if they have not taken the drug for a long time.
- **Cocaine (“coke”):** Cocaine is an extremely addictive and powerful drug. Many people have become addicted after trying it just once. Cocaine is usually taken by sniffing or snorting the drug; however, a form of it called “crack cocaine,” which can be smoked, is even more addictive and dangerous than the powdered form. Users experience a “high” to which they quickly become addicted. Cocaine damages the central nervous system and can cause cardiac arrest and death. Cocaine users can experience restlessness, anxiety, and paranoia as a result of using the drug, and may experience depression if they stop.
- **Heroin (“smack,” “H,” “junk”)** One of the most highly addictive and deadly of all street drugs, heroin is usually injected with a needle. However, snorting or smoking heroin is now becoming more popular. Some people believe that heroin taken in these forms is less addictive, but this is incorrect. Heroin use can lead to collapsed veins, liver disease, pneumonia, fatal overdose, HIV/AIDS and hepatitis. It is very addictive, and users suffer withdrawal symptoms when they quit using the drug.⁵

What the Bible Says

Since most of these drugs were not in use at the time the Bible was written, the Bible does not specifically refer to drug abuse. The Bible does, however, warn us against intoxication from alcohol:

“Let us behave decently, as in the daytime, not in orgies and drunkenness” (Romans 13:13, NIV).

“Do not get drunk on wine, which leads to debauchery. Instead, be filled with the Spirit” (Ephesians 5:18, NIV).

We can safely assume that the same warnings against drunkenness also apply to getting high or stoned on drugs, which impair the judgment in many of the same ways alcohol does. In addition, the Bible places a high value on our physical health. Our bodies, we are told, belong not to us but to God, and are to be treated with respect because of this:

“Don’t you know that you yourselves are God’s temple and that God’s Spirit lives in you? If anyone destroys God’s temple, God will destroy him; for God’s temple is sacred, and you are that temple” (1 Corinthians 3:16, NIV).

“Do you not know that your body is a temple of the Holy Spirit, who is in you...? You are not your own; you were bought at a price. Therefore honor God with your body” (1 Corinthians 6:19, NIV).

Dear friend, I pray you may enjoy good health...even as your soul is getting along well (3 John 2, NIV).

Some people would have us believe that God is only concerned with our spiritual health, not with our physical bodies, but this is not true. Our bodies are created by God and are given to us in trust, to care for as His creation. Drug abuse damages the body God has created.

In addition, drug abuse has a spiritual effect. A mind which is not clear and in control cannot respond freely to the leading of God’s Holy Spirit and cannot make good moral decisions. Drug abuse impairs judgment, and clear judgment is essential if we are to live according to Jesus’ example.

What the Church Says

The Seventh-day Adventist Church has always had a strong “temperance” message—a message that encourages us to avoid everything that’s harmful for our bodies and minds. This includes illegal drugs.

The Seventh-day Adventist Church urges every individual and every nation to cooperate in stamping out the worldwide drug epidemic that undermines the social structure of nations and on the individual level often kills its victims or leads them into lives of crime.

Seventh-day Adventists believe the Bible teaches that each human body is a “temple of the living God,” which should be cared for intelligently (2 Cor. 6:15-17).

The church’s Bible-based Fundamental Belief No. 21 states, “Along with adequate exercise and rest, we are to adopt the most healthful diet possible. ... Since alcoholic beverages, tobacco, and the irresponsible use of drugs and narcotics are harmful to our bodies, we are to abstain from them. ... Instead, we are to engage in whatever brings our thoughts and bodies into the discipline of Christ, who desires our wholesomeness, joy, and goodness.”⁶

What the World Says

Society sends conflicting messages about drugs. In many countries antidrug campaigns urge young people to “Stay Drug Free” and “Just Say No.” Yet, at the same time, the media glorifies entertainment and sports heroes who abuse drugs and alcohol and portrays the drug-using lifestyle as “cool” or attractive.

In many countries, legalization of certain drugs, especially marijuana, is a controversial topic. If you want to get involved in this debate, you need to research the question thoroughly and ask yourself some questions:

- What have been the effects of legalizing or criminalizing this drug in countries where it is legal or illegal?

- Will legalization lead to greater use of this drug? Will criminalization prevent its use?
- If we make possession and sale of this drug illegal in our society, are we imposing our religious values on the society, or are we just looking out for public health and safety?

What Can I Do?

The best treatment for drug abuse is prevention. If you never try illicit drugs, you can never become addicted. Many young people are convinced they can use “soft” drugs occasionally, for recreational purposes, without become addicted or going on to use “harder” drugs. While this may be true for some, it is a terrible gamble to take with your life and your health.

Peer pressure is one of the most powerful reasons why young people choose to use drugs. A friend or someone they admire may be using drugs and telling them that “everyone’s doing it,” or “You have to try this to be in with the crowd.” A quick glance at the statistics at the beginning of this brochure should show the error of this reasoning. Although drug use among young people is a serious problem, those young people who have tried illicit drugs and who use them regularly represent a small percentage of all teens and young adults. Everybody is not doing it.

What if many or most of your friends are in that minority—they are using drugs and expecting you to do the same? Though the answer may sound harsh, the best solution is to find new friends. Certainly, some of your drug-using friends may respect your drug-free stand, and you can continue to be friendly with them. But if your main social group is made up of people who use drugs, and you continue to socialize with them on the assumption that “their values won’t affect me,” or “I can be a good influence on them,” you are likely to find that the opposite will be true. You need a strong social network of friends who, like you, have chosen to remain drug-free.

Many teens, like Mike in our story, turn to drug use as a way to escape problems at home or school, or feelings of low self-esteem. Sadly, research suggests that these young people are also the ones most likely to become addicted to drugs. They have nothing positive in their lives to stop the downward spiral into heavier drug use and addiction.

If you feel depressed or under stress and have wondered whether trying drugs might make your problems go away, you need to know that there are better solutions. Find a trusted adult and, if possible, a couple of trustworthy Christian friends who can support you as you seek help. You may want to take advantage of counseling help to deal with depression, family breakdown, loneliness, or suicidal thoughts. Or you may need special help to deal with school problems such as a learning disability. Whatever your problem, you don’t need to be ashamed of seeking help. A teacher, pastor, youth leader or family doctor may be able to guide you toward the resources you need to begin solving your problems. Most important, give your life to God and rely on His strength. You will be finding real solutions rather than the temporary escape offered by drugs.

It’s My Problem!

What if you’ve already used drugs—or if you’re already an addict? The best way out is to stop—now. If you have been using drugs occasionally and casually, you need to know that there is a real danger of addiction, harder drug use, and permanent damage to your mind and body. Quit while you still can. Leave the circle of friends with whom you did drugs, and find new, more supportive friends who can help you stay clean.

If the idea of quitting is not so easy for you—if you suspect you are already addicted—you need someone else’s help. The first and most powerful source of help is God. Ask for His power to set you free from the power of drug addiction.

Remember, though, that God works through human agents to heal and help us. Don't be afraid to turn to a counselor, a support group such as Narcotics Anonymous, or even a live-in treatment or rehabilitation program for help. The process will be difficult, but not nearly as difficult as living out your life as a drug addict would be. Help is available. Again, talk to a trusted pastor, doctor or teacher to find out what resources are available in your area to help people who want to break free from addictions.

Real Life, Part Two

All night as he lay in bed, Mike thought back to that moment in chemistry class when he'd suddenly caught a vision of where his life was heading. He couldn't believe he'd actually stolen money to buy drugs. Now, with his high gone and his mind clear, he realized what a dangerous road he was walking.

"Is there another way out, God?" he wondered. Mike had been raised a Christian, but he'd never really talked to God for himself before. Now he wondered if God might have the answers. Smoking up with Gary and Jim made him feel better for a while, but none of his problems were really getting solved. In fact, they were getting worse.

"I don't want to be some burned-out druggie on the street, God," he went on. "Please help me find another way of dealing with things." Mike looked at the flyer for his church youth program that had been lying, ignored, on his desk for weeks. Maybe this Friday night he'd go to the youth activity instead of hanging out with Gary and Jim. The youth pastor seemed like a nice guy—someone he could talk to, maybe even confide in. Mike felt like a huge weight had rolled off his shoulders. He was sure God was going to help him find another way out.

¹Online: <http://www.nida.nih.gov/DrugPages/stats.html>

²Ibid.

³Online: <http://www.usatoday.com/news/health/2001-02-21-teens-drugs-europe.htm>

⁴World Health Organization. Online: <http://www.who.int/inf-fs/en/fact151.html>

⁵All information in this section from: www.nida.nih.gov

⁶"A Statement on Drugs." *Statements, Guidelines and Other Documents: A Compilation*. General Conference 2000.

Gossiping, Lying, Profanity

“Did you hear about Becky? She’s dating that new kid Ron. I heard he’s got an arrest record. Burglary, I think.”

“No! He seemed so nice. Sure shows you can’t always go by appearances. Well, Becky has always been a little messed up, anyway, you know, with her parents splitting and all. I heard that her father. . .”

And so, the web of gossip is spun, more innocent people are caught in it, and their reputations are ruined, often by stories with little or no base in the truth. It only seems like innocent fun, a way to kill time. But its consequences can be far-reaching, affecting untold lives for years to come.

Words—what power they have! Power to build up. Power to destroy. Yet how carelessly we use them. “Little white lies,” we call them, but those “little white lies” can have very dark consequences. Mark Twain said, “One of the striking differences between a cat and a lie is that a cat has only nine lives”.

We laugh when a comedian swears on television, yet are surprised when those same words slip right out of our lips when we slam our thumb in our locker door. “Where did that come from?” we hesitantly joke. The Bible tells us where it comes from. “...out of the overflow of the heart the mouth speaks” (Matt. 12:34, NIV). Controlling our language, taming our tongues, is one of the most important challenges Christians face. Words are a tool, and depending on how you use them you can get good results or evil results.

We live in a world that is in love with words and bombarded with information. Television, radio, newspapers, books, and the Internet blast us daily with more information than we can possibly process. With a stroke of a key we can send an e-mail message across the globe to some distant land. This was a great thing when my parents went as missionaries to Kyrgystan in Central Asia a few years ago. In the early days, a missionary would be out of touch with his family for months, even years, at a time. But today, through the incredible Internet system, we are able to contact them within minutes, for the price of a local phone call. At no time does communication become more important than when loved ones are far apart. Ask any young couple, separated by hundreds of miles, how important letters and long-distance phone calls are to keeping their relationship strong.

Yet with the abundance of words and information around us, is there any real communication going on? Sydney J. Harris said, “The two words information and communication are often used interchangeably, but they signify quite different things. Information is giving out; communication is getting through” (Reader’s Digest, April 1995, p. 34). All the words in the world will mean little if there is no understanding. Without good communication we have nothing but, according to Shakespeare, “Words, words, mere words, no matter from the heart.”

Paul counsels us, “Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone” (Col. 4:6, NIV). Good communication is essential to our relationships. That’s why lying, gossiping, and profanity are so harmful. They block good communication and build walls in relationships.

So, what are the secrets to good communication? How can we improve our communication with the people we meet every day, whether at school or work or home? How can we overcome bad habits such as lying, gossiping, and the use of profanity? It’s not easy. After all, James 3:8 says, “. . . no man can tame the tongue.” But there is a way and that way is the Word made flesh. It’s only through faith in the overcoming power Jesus provides, through the Holy Spirit, that we can “tame the tongue.” The Bible promises, “I can do all things through Christ who strengtheneth me” (Phil. 4:13, KJV). Jesus can give

us victory over lying, gossip, and swearing and give us good communication skills. But we must ask, because He promises, “Ask and it will be given to you; seek and you will find; knock and the door will be opened to you” (Matt. 7:7, NIV).

The next most important secret to being a good communicator has nothing to do with talking. As a matter of fact, the best communicators talk very little. Instead, they listen. But they don’t just hear what’s being said.. They practice “active listening.”

Active listening involves two key elements. The first is eye contact. A good listener looks directly into the speaker’s eyes whenever possible and maintains that eye contact. Our natural tendency is to look off into the distance over the speaker’s shoulder or watch his lips, but many times the eyes can tell us more than the words. Maintaining eye contact not only keeps you focused on what is being said, but it can also give you many non-verbal clues about the person and what he is trying to say.

Do his eyes dart around the room? Maybe he’s nervous or afraid. Does she refuse to keep eye contact with you? This might be a clue that she’s not being totally truthful with you. It might also mean she’s just shy, so don’t jump to any hasty conclusions until you have all the facts. By watching the eyes of the person who is talking, you can see sadness, joy, anger, fear, and fatigue. All these things help put the conversation in context so you can better understand what’s really being said. The other benefit of eye contact is that it shows the other person that you’re paying attention and that you’re interested, which makes it easier for him or her to open up to you.

The second key to good communication is concentration. Don’t let your mind wander while someone’s talking to you. You can’t watch television and carry on a meaningful conversation at the same time. The TV will always win and you’ll miss out on much of what’s being said. Also, don’t be thinking of what you want to say next. When you do this you end up just tuning the other person out. Instead, concentrate on what the other person is saying and how he says it. Watch how he uses his hands to express himself. Listen to the tone of her voice and how fast she talks. The Golden Rule, “Do to others as you would have them do to you.” (Luke 6:31, NIV) applies to good conversation skills as much as it does to other areas of life. Listen to others as you would want them to listen to you.

Don’t worry, eventually you’ll get a chance to “get a word in edgewise.” When that time comes, here are a few things to remember. First, know when to speak. “There is a time for everything, and a season for every activity under heaven:...a time to tear and a time to mend, a time to be silent and a time to speak,” (Eccl. 3:1, 7, NIV). Remember the old proverb, “It is better to be silent and be thought a fool, than to open your mouth and prove it.”

Second, remember the Golden Rule when speaking as well as listening. Speak with respect and courtesy to the other person, no matter who they are. Speak with clarity and loud enough to be easily understood. There is nothing more frustrating for the listener than to have to keep repeating, “What did you say?”

Finally, mean what you say and say what you mean. In other words, be truthful and accurate. Think through carefully what you’re going to say before you open your mouth. Avoid exaggerations or half-truths, which is just a fancy term for plain old lying. And stay away from expressions such as, “I’ll tell you the truth.” Whenever I hear that I feel like saying, “No, please lie to me!” In the words of Jesus, “Simply let your ‘Yes’ be ‘Yes,’ and your ‘No,’ ‘No’; anything beyond this comes from the evil one” (Matt. 5:37, NIV).

During World War II, a young ensign was learning to run the radar at Pearl Harbor. On November 7, 1942, while practicing, he noted a series of blips on the screen, indicating a large number of planes rapidly approaching Hawaii. Excitedly he reported this to his supervising officers. Laughing at his

excitability and inexperience, they ignored his warning and told him to go back to his practicing. Returning to the radar scope, the ensign watched with growing apprehension as the blip grew larger and larger, but he kept silent as he'd been told. There had been a breakdown in communication and because of it thousands of sailors went to watery graves that day when hordes of Japanese aircraft roared out of the tropical blue skies over Pearl Harbor.

"The tongue has the power of life and death, and those who love it will eat its fruit" (Prov. 18:21, (NIV). Determine today to develop good communication skills and to avoid harmful speech such as lies, gossip, or profanity. And most of all, "in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect" (1 Pet. 3:15, NIV). The tongue is a double-edged sword. Use it wisely.

Discussion Questions

1. How would you respond if someone came to you with "juicy" gossip about someone you didn't like? How would your response differ if the gossip was about your best friend? What does this say about gossip?
2. What is gossip? How does gossip affect
 - a. the person being gossiped about, and
 - b. the gossipier.
3. If someone shares information about another person that is true, does that mean it isn't gossip? Where do you draw the line between what's gossip and what isn't?
4. How can a person learn to control his or her tongue?
5. How would you deal with a person who insists on using profanity around you?
6. What are the secrets of good communication? List them.
7. What does the Bible have to say about lying?

Pornography

Real Life, Part One

Closing the bedroom door behind him, Brad sat down at his computer and checked his e-mail. As he read his messages, his fingers moved lightly over the mouse, as if wondering what to do next. Of course, he knew what he was going to do next.

He switched from his e-mail program to his Web browser. Maybe tonight he wouldn't. Maybe he'd just download some music to listen to or something. But the temptation was too strong to resist. He surfed over to his favorite site. A large warning screen told him he had to be 18 years or older to enter. Brad was only 16, but the computer had no way of knowing that.

Soon he was lost in a world of graphic images of nude women and couples in sexual positions. His heart raced faster as he bent closer to the screen. A link on one of the pages offered to take him to a live chatroom where he could chat with models like the girls in the pictures. He hesitated over the link for a moment. Pictures were one thing, but live chat was taking it to a whole new level. It was scary—but almost irresistible.

Brad heard someone in the hall outside his room; his mother's voice called, "Brad! What are you doing?"

Quickly, Brad clicked the button on top of the screen that linked him to an online encyclopedia. "Just doing some research for my socials paper, Mom," he replied as she tapped on the door and stuck her head into the room.

"Susan's on the phone for you. Didn't you hear it ring?"

He hadn't even heard the phone. "Thanks, Mom," he said, giving her a quick smile. He felt guilty at the sweet smile she gave him in return as she left the room. No doubt Mom still thought he was her sweet, innocent little boy. Not any more.

His girlfriend Susan's chirpy voice on the other end of the phone almost irritated him as she chattered on about what had happened at school that day and their weekend plans. Just a few months ago he had been so eager to go out with Susan. She had seemed like the perfect girl for him. Now he'd almost rather be left alone with those exciting images on the screen. Susan was a nice Christian girl who'd never let him get farther than a few kisses. It was hard for her to compete with porn models who left nothing to the imagination.

But there was one way he could enjoy her phone call. As Susan's happy conversation washed over him, he went back to the screen. He felt guilty, but it was so easy to picture Susan's pretty face on the body of one of those models, to imagine her looking like that.

That night, after talking to Susan, after finally shutting down the computer, Brad lay in bed. He no longer knelt beside his bed to pray, but he usually tried to say a few words to God before he fell asleep. This time he couldn't even get a couple of words out. What could he say to God? He felt guilty and dirty about everything. And the worst part was, he felt like a hypocrite asking God to forgive him—when he knew he'd be doing the exact same thing tomorrow night.

What's the Problem?

Most Internet service providers and search engines will agree that the most common word people enter into an online search engine is "Sex." Pornography has always been a problem, but the invention of the Internet has made pornography accessible to many more people (and much younger people) than ever

before. Even young teenagers, who might never walk into a drugstore and buy a *Playboy* magazine, can go to an explicit website and find graphic sexual images displayed there.

- One recent survey in the U.S. showed that 32% of men and 10% of women had visited sexually explicit web sites. The same study showed that almost 18% of those who described themselves as “born-again Christians” had visited porn sites.¹
- In the same survey, 37% of those 18-24 years old had visited pornographic websites—the highest percentage for any age group (this study did not include teens under 18).²
- Another study found that teenage boys aged 12-17 were among the largest consumers of hard-core pornography.³
- In the late 1990s researchers estimated there were about 300,000 pornography sites on the Internet. That number has almost certainly risen by now.⁴
- In the United States, there are three times as many “adult bookstores” (stores selling pornographic material) as there are McDonald’s restaurants.⁵
- Americans spend more than \$10 billion a year on pornographic materials—that includes movies, videos/DVDs, magazines, and Internet sex sites.⁶

What You Need to Know

The word “pornography” originally meant “writing about prostitutes.” Today, it’s defined as “any form of media or entertainment with the intent to arouse sexually.”

You’ll sometimes hear people talk about “soft-core” and “hard-core” porn. “Soft” porn is what you might see in a magazine such as *Playboy* or *Penthouse*—photos of attractive nude women in suggestive poses. (Similar magazines exist for women, with similar pictures of nude men, but they are far less popular, because women are less likely to be aroused by visual images than men are). “Hard-core” porn refers to pictures or movies that depict graphic sexual poses and activity, sometimes involving violence.

Viewing pornographic material actually creates a biochemical response in your brain—a powerful chemical thrill that is addictive in almost the same way a drug is. Exposure to porn, especially at an early age, can lead to sexual addiction.

Pornography affects the way you view other people. It especially affects the way young men view young women. Guys who are “hooked” on porn begin to devalue women, seeing them only as objects or playthings, not as real people with feelings. Teenage guys often don’t realize that the bodies of models they see in pornographic magazines, movies, or web sites have been surgically enhanced and photographically retouched. Real human bodies don’t look like that. Pornography sets us unrealistic expectations for what sexuality should be.

What the Bible Says

Did pornography exist in Bible times? Not in the form of X-rated movies, porn web sites, or *Playboy* magazines. But the pornography industry is driven by lust—the human sex drive gone out of control, focused only on selfish pleasure outside a committed relationship. The only difference today is that movies, TV, books, magazines and the Internet have created even more opportunities to experience and explore those lustful feelings.

What does the Bible say about lust?

“You have heard that it was said, “Do not commit adultery.” But I tell you that anyone who looks at a woman lustfully has already committed adultery with her in his heart. If your right eye causes you to sin, gouge it out and throw it away. It is better for you to lose one part of your body than for your whole body to be thrown into hell” (Matthew 5:27-29, NIV).

Jesus took the commandment “Do not commit adultery” and gave it a broader application. In Jesus’

teaching, not only is it a sin to cheat on your wife or husband; it's a sin even to entertain lustful thoughts. When we think that way, we view other people only as sex objects, not as human beings with thoughts, feelings and rights of their own.

Did Jesus really recommend gouging out your eye? No—He was exaggerating for effect. The point of His message was: Get rid of anything in your life that's tempting you to sin. If that's a stack of porn magazines, throw them out. If it's your Internet connection, cut it off. Don't play with sin.

The apostle Paul wrote:

“Each of you should learn to control his own body in a way that is holy and honorable, not in passionate lust like the heathen, who do not know God” (1 Thessalonians 4:4, NIV).

Paul also gave us an excellent set of guidelines for evaluating everything we see and hear:

“Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things” (Philippians 4:8, NIV).

Can any pornographic material—even so-called “soft porn”—meet those standards? It certainly can't, and neither can lots of mainstream popular entertainment. If we want to grow in a strong relationship with God, we'll be very careful what we fill our minds with.

What the Church Says

The Seventh-day Adventist Church's official statement on pornography says:

Diverse courts and cultures may debate the definitions and consequences of pornography... but...Seventh-day Adventists of whatever culture deem pornography to be destructive, demeaning, desensitizing, and exploitative....A society plagued by plunging standards of decency, increasing child prostitution, teenage pregnancies, sexual assaults on women and children, drug-damaged mentalities, and organized crime can ill afford pornography's contribution to these evils.⁷

What the World Says

In almost every country around the world, the standards for popular entertainment are slipping lower and lower. More nudity, more references to sex, more explicit language and situations are portrayed on television, in movies, and in print. It's even getting harder to define what constitutes pornography, since many things that would have been considered pornographic forty years ago are mainstream entertainment today. (Cultural differences are also a factor. What's acceptable in one society may be considered pornographic in another).

Most countries have some laws against selling and distributing pornography, but they're seldom effective in keeping it out of the hands of young people. The Internet is an area of particular concern, because, at this point, few laws apply to it, and laws regarding the Internet are almost impossible to enforce. That's why it's so easy for young people to access pornography on the Internet.

One issue that is a big concern in many places is child pornography—pornographic pictures or movies that show children in sexual situations. Many Christians (as well as many non-Christians) feel there should be strict laws to prevent this kind of pornography. But pornography in general is not as tightly controlled as most Christians would like, because governments feel that laws against pornography would restrict freedom of the press.

When you think about this issue, consider:

- Is it dangerous to restrict the kind of materials people can legally buy or watch?
- Are the dangers of pornography so great that it's worth restricting people's rights?

What Can I Do?

The best way to avoid getting drawn into the world of pornography is to fill your mind with positive things instead. A healthy, well-rounded life that involves lots of activity and interaction with other people will leave little time to explore the dark side of the Internet. Choose reading and viewing material that will draw you closer to God, not farther away from Him.

It's My Problem!

If you've looked at pornographic magazines, videos, or websites, and you think you may have a problem in this area, the time to stop is now. Pornography is like drug use—it tends to increase and become more addictive over time. If you're still at the stage of experimenting with it, ask for God's help to stop now.

Research suggests that men who view pornography regularly actually experience less sexual satisfaction when they are involved in a sexual relationship. Even if you're young and single now, by feeding the porn habit you're damaging your future marriage and selling your future partner short. Even worse, you're damaging your relationship with God.

Pornography use often follows this typical pattern in a young man's life (it can also be a problem for women, but this is far less common):

- **Early exposure:** You're exposed to pornography when you are very young and it gets its foot in the door.
- **Addiction:** You keep coming back. Pornography becomes a regular part of your life. You're hooked and can't quit.
- **Escalation:** You start to look for more graphic pornography. You start using porn that disgusted you earlier. Now, it excites you.
- **Desensitization:** You become numb to the images you see. Even the most graphic porn doesn't excite you any more.
- **Acting out sexually:** This is the point where men make a crucial jump and start acting out the images they have seen. Some move from the paper and plastic images of porn into the real world: violence, prostitutes and maybe even rape.⁸

Break this cycle before it breaks you. If you are regularly using pornography, feel as though you're living a "double life," hiding your secret from others, and letting pornography interfere with other important relationships in your life, you may already be in the "addiction" stage. Quitting may not be so easy anymore. But God will give you His Holy Spirit's power if you reach out to Him.

- **Confess your sin to God.** Admit that what you've done is wrong.
- **Be accountable to Christian friends.** Surround yourself with people who are committed to staying sexually pure. Share your struggles with a Christian friend or an adult mentor (of the same gender as you) and ask that person to hold you accountable to stick to your decision.
- **Block off the avenues.** Stay away from places, things, even friends that tempt you back into pornography use. If Internet pornography is a big problem for you, look into Internet services that filter out pornography before it ever comes to your computer. Check out such sites as www.integrityonline.com or www.familyconnect.com.
- **Seek counselling.** If your struggle continues, you may need professional help. Don't ever be embarrassed to ask for the help you need.⁹

Real Life, Part Two

Closing the bedroom door behind him, Brad sat down at the computer and checked his e-mail. As he read his messages, his fingers moved lightly over the mouse, as if wondering what to do next.

Last weekend's youth retreat had changed everything for Brad. As he listened to Pastor Kent, Brad had felt an overwhelming desire to commit his life to God—one hundred percent. Kneeling in prayer with the other kids from his youth group, he'd made that commitment. And at the end of the last meeting, when Pastor Kent had invited them to write on a piece of paper something that was coming between themselves and God, Brad had written one word: "Porn." Folding it over so no-one could read it, he'd walked to the front along with the others and nailed that scrap of paper to a big wooden cross. With every thud of the hammer, he thought of how Jesus had loved him enough to die just so Brad's sins could be taken away.

During the retreat weekend, he'd felt so happy and excited, so full of the Holy Spirit, that all the stuff he'd been looking at online just seemed disgusting even to think about. He was so sure God had given him the victory and he'd never want that again.

But as he sat in front of the computer, he could feel the old excitement building again. Maybe it wouldn't hurt to look just once?

No, he told himself. He clicked onto a Christian youth website instead and started reading through it. Maybe he'd hang out in their chatroom or something. But then Brad realized the whole attraction of the Internet and his computer was too much for him to handle right now. He needed to be somewhere else, far from temptation. He took a deep breath, praying, "God, help me through this," and pushed away from the computer.

Picking up the phone, he called his friend Dave. "What are you doing this evening?"

"Lori and I were just heading to the library to work on that research paper," Dave said. "Do you want to come, too? Maybe Susan would come with us, too."

"Sounds great. I'll call Susan, and meet you guys at the library in half an hour. Maybe we can go out for a soda or something after we're finished studying. I'll just check with my folks, but I'm sure it'll be no problem."

Brad put down the phone at the same time as he clicked off his computer screen. Closing the door of his room behind him, he stepped outside.

¹"Zogby Survey Looks at Sexual Web Visits," Pure Intimacy. <http://www.pureintimacy.org/news/a0000031.html>

²Ibid.

³Watters, Steve, "In Your Face, In Your Mind: Single Guys and Pornography," Online: <http://www.pureintimacy.org/online1/essays/a0000042.html>. Statistic quoted from Elise Ackerman, U.S. News and World Report, May 10, 1999.

⁴"Internet Pornography," National Coalition for the Protection of Children and Families. <http://www.nationalcoalition.org/safety.phtml?ID=18>

⁵Haney, John. "Dancing in the Dark: The Addictive Lure of Pornography," *Youthworker*, November/December 2001, p. 46.

⁶Watters, Steve, op. cit.. Quoted from Marilyn Elias, "To psych out the Net, study humans," USA Today, February 20, 2000.

⁷"A Statement on Pornography," *Statements, Guidelines and Other Documents: A Compilation*. General Conference, 2000.

⁸Watters, Steve, op.cit.. Taken from Gene McConnell, *Toxic Porn*.

⁹Ibid.

Reading

Bestseller Or Death Seller?

Karen was a junior in academy. She went to class and worked just like everybody else. She registered for every math and science course because she wanted to attend medical school. She worked hard to make good grades.

Soon after the start of the school year, Karen discovered romance novels. At first she just read a little here and there, at lunch, before going to bed. It didn't take long before that wasn't enough. Soon she began reading the romances every spare minute she could find.

Living in a fantasy world, Karen believed her life was boring. She wasn't interested in her spot on the gymnastic or basketball teams, her friends all appeared too childish, and school didn't seem important and her grades began to drop.

Karen continued to read the books, although her friends told her that the books were causing her to change. Eventually, she dropped out of school and married. Her new husband didn't fit Karen's unrealistic expectations. She was looking for a man who had never existed. As time passed, the friction between them led to a divorce.

Karen has remarried and divorced twice. She never became a doctor. Today, she scrimps by on whatever jobs come along. She hasn't found her perfect man and never will. Making her list of desirable qualities from fictitious characters, Karen created in her mind a composite of all the perfect men she had read about in stories. No one can ever live up to those ideals. Her reading habits have made it almost impossible for her to have a successful marriage.

Unfortunately, this isn't a fiction story. It repeats itself over and over in the lives of many people every day. Karen learned that real life has its ups and downs. It has broken dreams and people who aren't perfect. But she has never learned to deal with reality.

G. M. Trevelyan wrote, "Education . . . has produced a vast population able to read but unable to distinguish what is worth reading." In what part of the population do you fit? Do you read everything or are you choosy about the books and magazines you pick up? Is it important to think about what we read?

As Christians, we are preparing to spend eternity with God. We also have to live today. Education provides us physical, mental, and spiritual abilities. We learn whether the material we study is good or evil. Gaining knowledge gives us opportunities. As God's children, choosing good reading material strengthens our minds and our friendship with Jesus.

The publishing industry wants us to believe that every bestseller is something we can't live without. They spend millions on advertising to get us to buy the latest novel. But how often does a bestseller become a death seller?

Reading makes pathways in our brain. The neurons transmit what they are programmed with. When we read, we are letting the thoughts and ideas of another person enter our mind. The words and mental pictures are forever stored in our subconscious. Suddenly, an event or word triggers our memories. We remember the bits and pieces gathered during weeks and years of reading. Should we store information that isn't of the highest quality? Do we always want to be affected by horror stories, unrealistic love stories, or fantasies?

How do you decide what is worth reading? First, think about why you read. Make a list and include some of these reasons: to learn facts, to get information, and for entertainment. What else can you add?

Once you have decided why you read, compile another list with categories. What kinds of things do you read? As a student, you have required reading material for school. This probably includes biographies, literature, science, etc.

What is your choice of recreational reading? Biographies, travel, computer info, how-to, or art? Do things like science-fiction, horror, fantasy, romance, and comics, comprise your steady reading diet?

When you have your list finished, look at the categories. Are you reading a variety of materials? Have you become mired down in one area and neglected others? Reading all about computers and never learning about Mount Kilimanjaro is like eating bread and water and never venturing into pizza or nachos. Choose a variety of topics to widen your interests. It might help to list topics in which you don't have much exposure. Make a plan to read on many different subjects.

Another thing you need to consider in your reading material is knowing what the author's agenda is. Why did he write the story? What ideas or life-changing decisions does he want you to accept when you read his words?

Proverbs 14:7 (NIV) says, "Stay away from a foolish man, for you will not find knowledge on his lips." If the author doesn't profess to believe in God, can he have any knowledge we need? Can we trust his views when he doesn't base his opinions on God's Word?

Be sure to ask yourself, "If I read this, am I a better friend to Jesus? Or will I avoid talking with Him? Does it take away from our friendship?"

What about the Bible? Is it on your reading schedule? As God's child it should be at the top. Many people claim they don't have time to read the Bible. But they find time to read many other things, including newspapers and magazines on a daily basis. Neglecting Bible reading shortchanges us. It has every answer we need in life. It doesn't always list specific dos and don'ts. God wrote principles for us. He wants us to study those principles and learn to apply them in our lives. If we never read them, we can't apply them.

Thinking that the Bible is boring shows that your other reading habits are probably catching up with you. The Bible has some of the best action-adventure and mystery stories ever written. Try something new when you read the Bible. Pick a story and use your five senses as you read it. Hear the sounds that are going on around the characters. Smell the animals or food that could be a part of the story. See the agonizing look of despair in Adam and Eve's eyes as they bury Abel or the joy of the father when his prodigal son comes home. Using this technique promises to make Bible stories live and breathe.

Ellen White wrote many things about reading materials. She makes it very clear that we must carefully think about what we are reading. On October 9, 1902, in a magazine called *The Youth's Instructor*, she wrote, "Satan knows that to a great degree the mind is affected by that upon which it feeds. He is seeking to lead both the youth and those of mature age to read storybooks, tales, and other literature. The readers of such literature become unfit for the duties lying before them. They live an unreal life, and have no desire to search the Scriptures, to feed upon the heavenly manna."

If Satan was using this battle plan in 1902, do you believe he's given it up today? He knows that if he can control our mind, he will win the war for our life. By reading the current bestseller, you might be making yourself vulnerable to the death seller. Satan wants nothing less than your life. He will use every means possible to snatch away the gift Jesus has given you—eternal life.

God promises us that we can have all the wisdom we need. In James 1:5 (NIV) He says, “If any of you lacks wisdom, he should ask God, who gives generously to all without finding fault, and it will be given to him.”

We can ask for wisdom at any time. If we are busy stuffing our minds and thoughts full of the world’s message, we will have a difficult time hearing God’s voice. The next time you pick up a book, read for your life—your eternal life.

Reference:

The Oxford Dictionary of Quotations, 3rd Edition (New York: Oxford University Press, 1979) 552.

Discussion Questions

1. In the story mentioned, how did reading novels affect Karen’s life and her view of reality? Why did novel-reading have this effect on her? Is this a special case or could this happen to anyone? Use examples to support your answer.
2. Some people think it doesn’t matter what you read. They believe that your mind will expand as long as you’re reading something. Do you agree or disagree?
3. What are some guidelines for choosing food-reading material? List and discuss them as a group.
4. What are some dangers of reading material written by non-Christian authors? Is it OK to read their material as long as it seems to be good information? Why or why not? If the answer is yes, how do you determine what’s OK and what isn’t?
5. In this busy age, many people find little time to read. If you had to make a choice about what to read and what to leave off your reading list, what would you discard and what would be on your must-read list?

Sexually Transmitted Disease

ASo, what'd the labs show? she asked, with a nervous giggle, her hands fidgeting in her lap, as she sat across from me in the examining room. A pretty girl, with red, wavy hair, a ready smile, and laughing brown eyes, she'd come two weeks ago to see about getting a prescription for birth control pills. She admitted to having had more than one sexual partner in the past, but didn't seem concerned when I mentioned that this put her at risk for a sexually transmitted disease.

"I only slept with that other guy once, anyway," she said with a dismissive toss of her head. "It's not like I'm 'loose' or something, you know." She finally agreed to get an HIV test and a pregnancy test just to be sure.

She was back now to discuss the results and my voice shook a little as I quietly said, "They were positive."

"Whadda ya mean 'positive'? Do you mean I'm pregnant?" she gasped in disbelief.

"Yes, you are pregnant," I answered, then after a pause, "but you're also HIV positive."

With those tragic words, this young girl's world, so full of promise and hope, came crashing apart. Those beautiful eyes, a moment ago sparkling with the joy of being young and alive, filled with tears, and a low, almost inhuman moan came from her lips, "Noooo!"

I wish this were an isolated experience, but every day in hundreds of doctors' offices and clinics across America and around the world, similar scenarios are being tragically played out.

Thousands of teenagers, of both sexes are being told that, because of a few moments of forbidden pleasure, they are facing a possible lifetime battle with sexually transmitted diseases and their consequences. Hundreds of teenage girls are having to make decisions about unwanted and unexpected pregnancies, while at the same time having to deal with the physical and emotional effects of sexually transmitted diseases. The sexual revolution of the 60s, has spawned, at the end of the century, an epidemic of sexually transmitted diseases, including AIDS. What was heralded as Afree love has brought only heartache and broken lives, not freedom.

Sexually transmitted diseases (STDs) are infections transmitted from one individual to another through sexual contact. The more commonly encountered diseases are AIDS, chlamydia, gonorrhea, herpes simplex, human papillomavirus (HPV or Genital Warts), pelvic inflammatory disease (PID), chancroid, and hepatitis B. There are at least 50 diseases that have been identified as STDs. Anyone who is sexually active can get (or give) an STD.

Approximately 12 million Americans, 86 percent of whom are 15 to 25 years old, have an STD. By their twenty-first birthday, one-fifth of youth have had to be treated for a STD. Human immune deficiency virus (HIV) alone has infected at least 24 million people worldwide. In Africa it has reached epidemic proportions. More than 1 million people in the United States are HIV positive, of which an estimated half were infected as teenagers. In 1994, there were an estimated 1.1 million cases of gonorrhea, 3 million cases of trichomonias, and 4 million cases of chlamydia. AIDS research costs \$1.3 billion dollars per year in the United States. The annual cost of STDs to American society is estimated to be at least \$5 billion.

The human suffering resulting from STD infection is far worse than the monetary cost. Sexually transmitted diseases have caused innumerable broken homes, shattered relationships, and untold embarrassment to their victims. They have left children orphans, wives widowed, and couples childless.

The physical suffering they cause is only outweighed by the emotional trauma and social stigma sometimes associated with having an STD. Sexually transmitted diseases, in particular AIDS, have become the modern day equivalent of leprosy.

Although there are many different sexually transmitted diseases, the 11 most common can be divided into two categories by primary mode of transmission. The first eight, chlamydia, pelvic inflammatory disease (PID), HIV/AIDS, gonorrhea, nongonococcal urethritis (NGU), hepatitis B (HBV), and syphilis, are transmitted primarily through contact of an infected person's body fluids, such as semen, mucus, or blood, with mucous membranes, such as the cervix or urethra, or with open skin. Such casual contact as holding hands is considered safe. The other four human papillomavirus (genital warts), herpes simplex (HSV), molluscum contagiosum, and chancroid, are transmitted through touching lesions on an infected person. Some, such as syphilis and HIV, can be transmitted from the mother to the infant in the uterus. It is impossible to tell if a person might be infected with a STD by just looking at them, as there are rarely any outward signs, even in the most intimate places. Often, by the time a genital lesion, pelvic pain, or discharge from the penis is noted it is too late. The disease has already been transmitted, and possibly re-transmitted several times.

So how can a person know if he or she might have contracted an STD? What are the signs and symptoms? Unfortunately, in most cases, as mentioned before, there may be no immediate physical indications. Here, however, are a few signs and symptoms associated with the most common STDs:

Chlamydia and Gonorrhea. The symptoms of these two illnesses are quite similar in their presentation. In women, pain with intercourse or urination, unusually heavy menstrual period or irregular periods, unusual vaginal discharge, or pelvic pain are common symptoms. Men may notice pain with urination, testicular pain, or discharge from the penis.

Herpes Simplex. Look for fluid-filled blisters on genital tissues that soon rupture, leaving shallow ulcers. This can be a quite painful condition. The lesions usually resolve spontaneously in 12 days, but tend to recur.

Genital Warts (HPV). Indicated by flat or raised lesions on the skin that itch.

Molluscum Contagiosum. Symptoms include small, shiny, round, raised lesions, with whitish material inside, and elsewhere on the body. The main concern with this condition is that the lesions can sometimes become infected with bacteria.

Chancroid. Broad, painful ulcers on genital skin may be a sign of this disease.

Hepatitis B. Fatigue, jaundice, body aches, liver enlargement are some warning signs of hepatitis B.

Pelvic Inflammatory Disease. Fever and chills, abdominal pain, nausea are indicators of PID.

Syphilis. Chancre (painless ulcer), enlarged lymph nodes, rash, patchy baldness are indications of the early stages. In later stages there may be neurological and vascular damage.

HIV/AIDS. In the initial stages you might notice flu-like symptoms, such as fever, chills, and body aches. The infected individual may develop yeast infections or shingles. Once AIDS develops, the person becomes susceptible to aggressive infections such as pneumonia, and may develop cancers, dementia, and other neurological disorders. A person can go months or years before finding out they are infected. Blood tests can be negative for some time, even though the virus is present and transmittable to sexual partners.

If you suspect that you may be experiencing symptoms of a sexually transmitted disease, seek immediate medical attention. It may seem terribly embarrassing at the time, but better to be a little embarrassed now than to have to deal with the consequences of not seeking treatment. The majority of sexually transmitted diseases can be effectively treated with antibiotics or other medications if found early in the disease process. Even treatment measures for HIV and AIDS are showing incredible promise. But we in the medical profession can't help you if you don't ask.

In spite of all the alarming statistics we've talked about and the dangerous complications of STDs, the good news is that nobody has to get a sexually transmitted disease. For the most part, except in cases where transmission occurs through rape, accidental needle sticks, or contaminated transfusions, STDs are totally preventable. And we are not talking about condoms here. Condoms do lessen the risk of infection, but they are not foolproof. Even microscopic imperfections in condoms can allow transmission of an STD to or from a partner. No, the only foolproof way to avoid a sexually transmitted disease is abstinence from sexual activity. This includes not just intercourse, but also hand-to-genital and genital-to-genital contact and oral sex. Anything less than complete abstinence before marriage puts a person at risk of contracting an STD, and tragically changing his or her life forever. Remember, when you sleep with a person, no matter how well you may think you know them, you are also sleeping with everyone else they've slept with before. Is it really worth the risk?

But what if you already are sexually active and you're scared by these things we've been talking about? What if you realize you've made a mistake and you're overwhelmed with guilt about it? Where can you go for help?

The first person to go to is Jesus. He promises that "whoever comes to me I will never drive away" (John 6:37, NIV). He loves you very much, and He wants to comfort you, soothe your fears, and take away your guilt. He will make you a new person. "If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness" (1 John 1:9, NIV). Don't wait a moment longer to let Him into your life.

I've already mentioned the importance of seeing your doctor if you think you might have contracted an STD. Other people who can help are your pastor, a school counselor, or another trusted adult. Most importantly, talk to your parents. You might be amazed at how understanding they can be. You might even find that once they faced the same questions and dilemmas too.

Sex in a trusting, giving marriage relationship is one of the most beautiful gifts God has given us. It is something joyous, something to be celebrated, to be guarded. It cements the bond between a husband and a wife and becomes better and better as the years go by. God knew what He was doing when He commanded, "Thou shalt not commit adultery," (Ex. 20:14, KJV). He knew that sex outside of marriage would only bring broken hearts, broken homes, and broken bodies. Unfortunately, every day in our society we see the results of humankind's rejection of that command.

We face choices every day, choices that may very well affect our future health and happiness. The choice of whether to become sexually active or not is one of the most important decisions we must make. It is also one of the most difficult, especially when we're being pressured by a boyfriend or girlfriend for whom we care deeply. But remember, no matter what, the choice is yours. Make the smart choice today. Choose to wait. In the long run, you'll never regret it.

References:

Here are some other sources of information and help:
National STD Hotline: 1-800-227-8922 or WWW.ASHASTD.Org

National AIDS Hotline: 1-800-342-AIDS or WWW.CDCNPIN.Org

American Social Health-Association
P.O. Box 13827
Research Triangle Park, NC 27709

Department of Health and Temperance
General Conference of Seventh-day Adventists
12501 Old Columbia Pike
Silver Springs, MD 20904
(301)680-6702

Health Connections:
Review and Herald Publishing Association
55 West Oak Ridge Drive
Hagerstown, MD 21740

Other Options: SDA Youth and Health Departments of overseas offices should be able to direct you to government organizations within their territory.

References:

Sexually Transmitted Diseases in Adolescence, <http://www.andrews.edu/IPA/education/adolescent-health/STDs/tsld001.htm>

Frequently Asked Questions: Sexually Transmitted Diseases, The National Women's Health Information Center, <http://www.4woman.gov/x/faq/stdsgen.htm>

Discussion Questions

1. With so much information available today about preventing STDs, why do you think the incidence among youth is so high?
2. What advice would you give to someone who thinks they might be infected with an STD? What kinds of help are available in your community?
3. What can Christian young people do to help educate their peers about the dangers and consequences of premarital sex?
4. What's the best prevention for STDs?

Teen Pregnancy

Real Life, Part One

Kara sat locked in the bathroom, staring in disbelief at the home pregnancy test. She couldn't believe it--the result was positive. She was pregnant.

Kara was in her last year of high school, looking forward to a summer job, college, and lots of fun with her friends. She and her boyfriend, Jack, were pretty serious--they had had sex a few times, even though both were Christians and knew they shouldn't be doing it--but they'd never talked about getting married or anything. Now, in one moment, Kara's life had changed forever. What would she do? What would happen to her?

What's The Problem?

- Every year in the United States, almost a million teenage girls become pregnant. That's 10% of all girls between 15 and 19; 19% of all those who are sexually active.¹
- In other developed countries, teen pregnancy rates are lower: England and Canada have only half the rate of teen pregnancies the U.S. has, while the U.S. rate is nine times higher than that of the Netherlands or Japan.²
- In developing countries, the circumstances are often different, but the problem still exists. In Nicaragua, for example, as many as 45% of registered pregnancies each year happen to girls between 15 and 19³ (article on Nicaragua).
- In Africa, three out of four women become pregnant in their teens; 40% of all births occur in women under 17⁴ (Teen Pregnancy: World Pop. page).
- While some teen pregnancies in the developing world can be accounted for by earlier marriages, many are unplanned, unwanted pregnancies which result in poorer health and higher death rates for both mothers and babies. Worldwide, girls age 15 to 19 give birth to 15 million babies a year, and more girls in this age group die from pregnancy-related causes than from any other cause.⁵

What You Need to Know

The vast majority of pregnancies outside marriage are unplanned--whether they occur in teenagers or young adult women. Most young people know they're not ready to become parents, but because they believe they're ready to be sexually active, pregnancy often catches them by surprise.

There was a time when becoming pregnant outside of marriage was considered a tremendous social shame in most cultures. That's not the case in many societies today. Pregnancy outside of wedlock is becoming more common and more acceptable. But it still creates difficulties, pain and challenge.

That's because it was never part of God's original plan. The Bible clearly lays out God's design for the family: one man and one woman, faithful to each other in a lifelong relationship, staying together to raise children. Casual sexual relationships and unplanned babies weren't in the picture.

But as human beings, we fail. We don't follow the pattern exactly. And although that creates problems, God works with our failures. If we honestly want to follow God's will in the future, He can help us deal with the mistakes of the past--even something as huge and life-changing as an unplanned pregnancy.

What the Bible Says

When we look at the Creation story in Genesis, we see God's plan for the human family.

"So God created man in his own image, in the image of God he created him; male and female he created them. God blessed them and said to them, 'Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish of the sea and the birds of the air and

over every living creature that moves on the ground” (Genesis 1:27, 28, NIV).

In Genesis 2, when the story of the creation of woman is told in more detail, Adam sees Eve and says, “This is now bone of my bones and flesh of my flesh.” The Bible goes on to say: “For this reason a man will leave his father and mother and be united to his wife, and they will become one flesh” (Genesis 2:23, 24, NIV).

God planned for marriage to be a permanent, lifelong joining of two people. Out of that union would come children. When we change the plan, everyone suffers—the children most of all.

What the Church Says

The Seventh-day Adventist Church places a high value on marriage and family. The church teaches that the ideal home is one where

...father, mother and children can express themselves fully, meeting each other's needs for belonging, love, and intimacy. Here identity is established and feelings of personal worth are developed. The home is also the place where, by God's grace, the principles of real Christianity are put into practice, and its values transmitted from one generation to the next.⁶

As we've seen, when we move away from the biblical ideal for marriage and sex, we make it much more difficult to create the kind of family where this atmosphere of love can exist.

What the World Says

Sex between unmarried teenagers is more widely accepted today than it ever was, yet society is struggling with the problems it creates. Teenage parents are usually not well-prepared financially or emotionally to raise children. Everyone recognizes that this is a huge problem, yet our society continues to “sell” sex to teenagers through the popular media—movies, TV, and music which glorify sex outside marriage, even among teenagers. In the United States in recent years, several popular television shows have featured episodes where a teenage character loses his or her virginity—almost always with positive results. The true challenge and difficulty of pregnancy outside marriage is rarely shown in the media.

What Can I Do?

The good news about teen pregnancy is that it's one of the few social problems that's 100% preventable. If you follow God's plan for human relationships--save sexual intimacy until marriage--there is no chance you'll have a baby before you're ready. You owe it to yourself, your future partner, and your future children to follow God's plan. Abstinence--just saying “No” to premarital sex--is a 100% effective method of birth control.

What about “safe sex”? Many societies today encourage young people to use condoms or other methods of birth control to prevent unwanted pregnancies, as well as guarding against sexually transmitted diseases. But the fact is that none of these methods is 100% guaranteed to prevent pregnancy. Some methods are more effective than others; most have to be used under exactly the right conditions in order to work. If a couple has definitely decided to become sexually active, any method of birth control will work better than using no protection at all. But every birth control method currently known to human beings has a failure rate—every method, that is, except abstinence.

Abstinence isn't an easy choice. It takes a lot of strength and determination, support from friends and family, and most of all, God's divine power in your life. Abstinence isn't popular in twenty-first-century society—but it is possible. And it does work.

It's My Problem

If you are pregnant and not married, what can you do?

God forgives us for our past sins, but He doesn't erase the consequences of our sins. In the case of an out-of-wedlock pregnancy, the consequence is a new human life. As responsible Christians, we need to be prepared to deal with that new life. A young woman who becomes pregnant also needs to deal with the changes this experience will bring to her own life. (The young man who fathers the child also has challenges to deal with, but part of life's unfairness is that it's much easier for the man to avoid responsibility than for the woman). If you become pregnant before marriage, no matter what you choose to do, your life will never be the same. But if you have put yourself and your child in God's hands, you can be confident that He will bring something good out of this experience.

As you make your decision about what to do next, remember that you are not alone. You may be afraid to talk to your parents, thinking that they will disapprove and be angry. Almost certainly, your parents will be disappointed, but almost all parents will react with love and support rather than with anger and rejection. Remember that the focus of your conversation with them should not be on what has happened in the past, but on what is going to happen in the future. Your pregnancy is a fact; enlist your family's help to decide how best to deal with it.

Other good sources of help are your doctor, who can provide you with informed counsel about your choices. The options you'll want to consider carefully and prayerfully are:

1. Single Parenting

In some cultures, raising a child alone is becoming a more-and-more acceptable option. In the United States in 1998, 28% of all children--about 20 million--lived with just one parent. In Canada, about one in seven families are single-parent families. In North America, there is usually no social shame or disapproval attached to raising a child alone (although the reality may be different within your church community).

However, there is still a price to pay for choosing to raise your child alone. In the U.S., children of single mothers are five times as likely to live in poverty than children in two-parent families. Research suggests there may be emotional and social problems for children raised in single-parent families. And the task of raising a child alone is tremendously difficult and exhausting for the parent who chooses to do so.

Still, this is the choice more and more pregnant singles make--to keep their own babies and raise them. It may be a good choice for you, if you have a strong network of family and community support to back you up. Some questions to consider are: Are your own parents willing to help you raise your child? Is the baby's other parent willing to stay involved and help? Do you have other family and friends who can assist you? Have you completed your education? Do you have a way to support you and your child financially? Do you have the emotional and spiritual strength necessary for this task?

Be sure to seek counseling from your pastor, your doctor, or a professional counsellor if you choose the challenging task of being a single parent.

2. Marriage

It's usually not a good idea to rush into marriage just because a baby has been conceived. Marriage is a serious, lifetime decision. If you have had a casual sexual relationship with a partner who does not have the qualities you are looking for in a marriage partner, marriage would almost certainly be a mistake. A stable, two-parent home is the best place to raise a child, but a hasty, poorly planned marriage will not create a stable home. If you are still very young, or if neither partner has completed their education or has a steady job, marriage may not be the best option.

However, if you are in a serious, committed relationship and have made the mistake of becoming sexually involved before you were ready to get married, you may want to think about marriage

now that a baby is on the way. If you are sure your partner is someone you would choose to marry, planning to marry now rather than later may provide your baby with the gift of two loving, committed parents who can raise their child together.

If marriage seems like it may be an option in your case, counsel carefully with your pastor, and perhaps, with a professional counselor. Any young couple planning to marry should have premarital counseling; this is especially true when marriage plans are hurried because a baby is on the way.

An unplanned pregnancy is not the ideal start to a marriage, but with God's guidance and blessing, you can grow a strong Christian home.

3. **Adoption**

Adoption, once a common choice for a mother whose baby was born out of wedlock, has now become much less frequent, especially in the United States. In 1965, about 19% of single mothers in the U.S. gave their babies for adoption; in 1995 the number was less than 2%. As single parenting is more accepted in society, fewer mothers want to lose all contact with their children.

Adoption does have some painful realities. You will lose control of your child's future, and in most cases you will not have any contact with your child until he/she is grown up--although in some places, "open adoptions" are becoming more common, allowing for continued contact between the birth parents and the adoptive family. You may not agree with all the choices an adoptive family will make for your child.

On the positive side, there are still thousands of loving, caring Christian couples wanting to adopt children--often because they are unable to have their own children. If you choose to have your child adopted, he or she has a better chance of being raised in a stable environment with parents who can support him or her financially, emotionally and spiritually.

If adoption seems like an attractive prospect to you, discuss it carefully with your partner, your own family, your pastor and your doctor. There are many ways to proceed with adoption--you may choose to go through a private adoption agency, or with a government adoption. If you are interested in finding a Seventh-day Adventist home for your child, contact:

ADVENTIST ADOPTION AND FAMILY SERVICES
6040 SE Belmont Street Portland, Oregon
97215 USA
Phone (503) 232-1211 Fax (503) 232-4756 E-mail: adventistadoption@msn.com
Website: www.adventistadoption.com

4. **Abortion**

In secular society, abortion is often considered a solution to an unplanned pregnancy. The Seventh-day Adventist Church, like most other Christian denominations, does not recommend abortion as a solution in this situation. (To find out more about why this is, read the Abortion brochure in this series). As a parent-to-be, your focus should be on providing your child with the best possible life, rather than getting rid of an unwanted problem. Abortion should only be an option in cases where your own health or the health of your unborn child is so seriously threatened that there is no other acceptable option. Please seek the advice of a Christian doctor and a good professional Christian counselor before choosing this option.

If you are unmarried and pregnant right now, you may feel as though you have no future and no options. But you do have choices, and you do have hope. God has not abandoned you. No matter what your past holds, if you commit the future to Him, He walks beside you all the way.

Real Life, Part Two

Kara sat alone in her room, holding the photo of Baby Evan. It was hard to believe a month had passed since she'd held him in her arms. Her body was recovering from the trauma of giving birth; she wasn't sure her heart would ever recover.

Yet, she knew she'd done the right thing. When she first met Ted and Judy Williams and saw what kind, caring Christian people they were, she knew they'd be far better parents for her baby than she and Jack could ever be. The whole pregnancy thing had driven a wedge between her and Jack: they weren't even dating now. If she tried to keep and raise the baby, she'd be truly on her own. And the Williamses wanted a baby so badly—and had so much to offer.

The part she liked best, after talking with the social worker and the adoption agency, was that Ted and Judy were interested in an “open adoption.” It didn't mean she'd be in and out of their house all the time—that would have been too painful, and anyway, they lived across the country. But they wanted to keep in touch with her, send letters and photos, tell her what was happening in her baby's life, and plan for a visit someday. Kara felt she was giving away her baby to a better home, but not losing him completely.

Still, it had been so difficult, holding Evan's tiny, perfect warm body close to her in the hospital and knowing she was giving him up. Seeing the joy in Judy's eyes when she held him the first time helped, but Kara knew there'd always be an empty spot in her own heart.

Her life wasn't going to go on as if nothing had happened. Carrying Evan inside her for nine months had changed a lot of things. People in the community—even her friends at school and church—looked at her differently now. She'd never be so casual again about the choices she made, about sex outside of marriage. She knew what she wanted now. She wanted to hold a baby like Evan again and know she and her husband would raise him and love him.

Someday, Kara figured, that would happen—if it was God's plan. In the meantime, there was still college and a career ahead. She still had plans and choices to make. And while she did, her son would be growing up in a home surrounded by love.

It was the best gift she could have given him—but it still hurt.

¹“Teen Sex and Pregnancy,” The Alan Guttmacher Institute. Online: http://www.agi-usa.org/pubs/fb_teen_sex.html

²Ibid.

³Fonesco, Roberto, “Highest Teen Pregnancy Rate in Central America.” Online: <http://www.hartford-hwp.com/archives/47/308.html>

⁴“Teenage Pregnancy: World Population Awareness.” Online: <http://www.overpopulation.org/teenpreg.html>

⁵“Claiming the Future.” The Progress of Nations 1998, UNICEF. Online: <http://www.unicef.org/pon98/>

⁶“Marriage and the Family,” *Seventh-day Adventists Believe: A Biblical Exposition of 17 Fundamental Doctrines*. General Conference, 1988.

Television and Movie Theaters

Life is More Than a Spectator Sport

Petrine has heard about the movie for months, even before it came out at the theaters last week. All her friends talk about it during lunch break. Her non-Adventist sister has seen it twice since it came out. On television she's seen previews and she just knows it's the kind of show she'd love to see. She doesn't want to wait for it to come out on video. Besides, she's heard the special effects are fantastic and she wants to see them on the big screen. Should she, just this once—not that she does it much, you understand—go see it at the theater?

What's wrong with this picture? It isn't that Petrine, a Seventh-day Adventist young person, is thinking about going to the theater. Although Adventists have traditionally avoided movie theaters, some Adventist young people wouldn't think twice before going to one today. No, the real problem with this scenario is that Petrine isn't even considering the values of the movie she's thinking about watching. Instead, she's worrying about where she's going to watch it.

Satan is very clever. He figures if he can make our dilemma about where to watch something rather than what to watch he can sneak in all sorts of questionable and even downright wrong subject matter. *And we won't realize it until it's too late.*

For years the Seventh-day Adventist Church has said that the movie theater is off limits. The arguments have ranged from “unsavory” friends to a physically unhealthy environment. Some even claimed that if a Christian went into a theater, their guardian angel would leave them at the door. Technology and health issues diluted these arguments. Television and videos are commonplace in our homes. Theaters are zoned smoke-free and are air-conditioned. With these changes, how do we as God's children respond? Carefully read Psalm 1:1 and *Messages to Young People*, page 398.

And what about television? And videos? Most of us have those in our homes, too. And the content isn't that different from what we could see at the theaters. In fact, with the availability of cable television and satellites, we can see everything that's at the theaters and much, much more.

As Christians, it's important to know what God's principles are for us. The Bible doesn't talk about videos, television, or movies. It does give instructions for what we make a part of our lives. Paul gave us a guideline in Philippians 4:8 (NIV). He wrote, “Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.”

The location where you watch something is infinitely less important than what you are watching. Paul's instruction is to focus on what is admirable, true, and pure. If we don't go to the theater but bring a morally degenerate movie into our home, we're missing the point of Paul's words. Using Paul's criteria, examine the show or movie you want to watch. What values are being portrayed? If we are watching shows that are full of lying, cheating, violence, and premarital sex, how do we keep our eyes on what is right and admirable?

Paul says that we are to think about things that are praiseworthy and true. It's necessary to ask what the message of the movie is. There is very little material produced for our entertainment that does not have a message of some kind. It may be a very loose message, but it is still a message. Every scene is sending a message. The dialogue sends a message. The actions of the characters and even what they wear and how their lifestyle is portrayed sends a message. Even what they don't say, in some cases, sends a message.

So what's the message of the movie or show you are watching? The characters may not be overtly Christian because Christians are very rarely portrayed in the media. When they are cast, they are often laughingly stereotypical. But do the characters act in a Christlike way? Do they have Christian values? Is the plot moving toward a thoughtful, honest conclusion? Or are situations treated unrealistically?

Movies condense issues into 1 ½ to 2-hour segments. The outcome must be finished when the closing credits roll. Life and relationships don't operate in 2-hour segments. When was the last time you faced a crisis and resolved it in a mere span of 120 minutes? As we review the actions of the characters it is also necessary to ask if we want to pattern our lives after them. The message should teach how you can contribute to the society around you. And ultimately, it should make you feel closer to God.

Even the "good" movies demand watchfulness. Recently, Disney, a company long known for its family entertainment, was forced to recall 3.4 million videos of *Rescuers Down Under*. The reason for the recall? An explicit sexual image was hidden in the video. It's important to remember that you don't always know what messages your mind is picking up. This is called subliminal programming. Do you want someone else deciding what goes into your mind?

Referring to Paul's admonition, we are to look at what is pure and admirable. Many plots in TV shows and movies feature sexual activity between unmarried couples. By watching these episodes, we participate in an act that, by biblical standards, is fornication or adultery. Our own relationships become cheapened because of our silent endorsement of the scene.

A Christian is responsible for his actions and how they will affect others. If you are trying to witness to a friend about Christ, your choice of what you watch strengthens your witness or weakens it. There are tools we can use to wisely choose the shows we watch. First, make sure you aren't tuning out God's prompting. He may be trying to tell you that your viewing habits need to be re-evaluated. First Thessalonians 5:19 (NIV) reminds us, "Do not put out the Spirit's fire." We need to be aware of the Holy Spirit. He is pleading for change in our lives. Don't ignore Him.

Second, find out what the critics are saying about a show. Take some time to examine what different reviewers say. Again, it's necessary to ask yourself what their perspective is. Be careful that you don't choose a critic who says what you want to hear. If possible, find a Christian critic. They're out there.

Third, there are websites that post reviews of movies. Several of these are based on Christian values and rate the movies according to violent content, language, and overall suitability for viewing. Two good sites are: <http://www.startext.net/homes/chldcare/capereports/> <http://members.aol.com/MovieOnLn/MoviesOnline.html>.

Take a few minutes right now to decide what your personal position will be when watching TV and movies. Base it on what God wants for your life. Those standards should include watching things that glorify God, and that will help you become a better person.

Be prepared to face peer pressure from friends. If they haven't put thought, study, and prayer into their viewing habits, they probably won't understand your decision. Be patient and explain, as often as it takes, why you've made your decision.

Find something else to fill the hours you have used watching TV. Read a book on your own, or with other family members. Play a game or take a walk. Discover a new hobby. Volunteer somewhere. Life is not just a spectator sport. Remember, God promised that He will never leave you or forsake you (Joshua 1:5, NIV). Your guardian angel won't stop at the theater door, but he'd probably rather be somewhere else. Wouldn't you?

Discussion Questions

1. Some Adventists think it's OK to watch a movie in a theater as long as the content is acceptable. What are the real issues/problems involved in theater-going? Do you think there are some reasons why we shouldn't go to movies even if the content is fine? On the other hand, is it OK to watch anything you want as long as you don't watch it in a public theater? Can the "seat of mockers" be in our own homes?
2. Some people say that there's nothing wrong with watching a movie that has just one bad scene or has only a few curse words in it, as long as it teaches important lessons. What do you think?
3. What are some guidelines you could use to determine whether or not a movie is OK for Christians to view? Work with the group to develop a list.
4. Discuss and vote on what your group feels are their favorite television programs. How do these shows measure up according to the guidelines you established in response to question 3?
5. What are some ways in which we are influenced by the shows and movies we watch?
6. If we watch and get pleasure from a scene in which people are doing sinful acts, will God hold us accountable as though we had done the acts ourselves? How does God view our vicarious participation in sin?

The Worldwide Web

Don't Be Roadkill on the Information Superhighway

Today, millions of people are spending hours every day hanging out in a place that didn't even exist a few short years ago. Call it cyberspace, call it the Web, call it your virtual life—what-ever you call it, it's an incredible marvel of technology. And like most marvels of technology, it has incredible potential for good, and for evil.

As a Christian young person, how do you relate to the web? If your biggest concern is finding the 'ON' button when you sit down in computer class, you may not have given the web much thought. But the popularity of web-surfing is growing to the point where even people who are completely non-technical, non-computer types know about it and are getting interested.

The WORLD WIDE WEB is not really about computers. You don't have to have much technical knowledge to get online. What the web is about is people, media, and choices. And those are all important issues for any Christian.

We've all heard the horror stories about the web. Pornography is so readily available that even elementary-school kids can click onto X-rated sites. And what about the safety factor? Almost everyone has a story about someone who gave out their name and address to a 'friend' they met in a chatroom and ended up being the victim of a psychotic stalker. If these are the images you have of the web, your reaction may be, "Why would any Christian want to get involved in that? I should just stay away from it!"

On the other hand, if you've used e-mail to keep in touch with a friend who's moved away, done research for a school project over the Internet, checked out the website of your favorite Christian music artist for pictures and sound clips from the new album, or discussed your hobby with fellow enthusiasts around the world in a chatroom, you're probably pretty excited about the web and its potential for good.

The fact is that the WORLD WIDE WEB is not some scary, evil plot to destroy your mind and soul. Nor is it the heaven-sent answer to all of earth's problems. It's just a tool, kind of like a screwdriver, only incredibly more complex and huge. You can use a screwdriver to fix your bike, or to hit someone over the head. One is the correct, positive use; the other is a twisted, violent use. Whether it's the WORLD WIDE WEB, your TV, a book, or a screwdriver, any piece of technology can be used for good or evil. It's up to you to decide how you'll use it.

You can do lots of wonderful things online. One of the greatest things about the web is that it puts a wealth of information right at your fingertips. Whether you're researching a paper for class or trying to find out about the disease your mom was just diagnosed with, you can look up in minutes what once would have taken hours at the library. With a little patience and perseverance you can find useful information on almost any topic, usually from a variety of perspectives. You may even find e-mail links or a message board forum that allow you to ask direct questions of the 'experts' in whatever field you're researching.

One word of caution about using the web as a source of information: remember, nobody is in charge of the web. Nobody is policing what's allowed on there and whether it's accurate or correct. Virtually anybody who can get at a computer can put up a website, so it's your responsibility to make sure that the information you're getting is coming from a reliable source. Do some checking around rather than believing everything you see. Make sure the different sources you're checking agree about what's accurate. Find out whether what you're reading is fact or someone's opinion.

Some people love the web because it provides so much information, others because it provides so much entertainment. You can have a lot of fun surfing the web, following one link after another to discover people, places, and ideas. There's nothing wrong with that. Using the Web for entertainment is just as legitimate as picking up a book, turning on the TV, or putting a CD in the stereo. But as with

books, TV, or music, there are some guidelines you should follow.

On the web just as anywhere else, the Christian's guideline should be "Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things" (Phil. 4:8, NIV.) There are a lot of websites out there that simply aren't pure, noble, true, or appropriate for a Christian at all.

Maybe it's because the web is such a new technology, maybe because it's so private, but whatever the reason, some people feel that the usual rules don't apply. They'll click onto pornographic websites even though they would never buy a Playboy magazine or rent an X-rated video. Let's face it, pornography is pornography, wherever you find it. And it's never appropriate for a Christian. Neither is violence, hatred, or racism. Yes, there are websites that advocate all those things. Yes, you can find them if you look for them. Yes, you can occasionally stumble across them when you're looking for something else (although the chances of that are fewer if you use some of the software available to screen out such sites). Your response should be exactly the same as it would be if you came across the same thing on TV, in a book, or in real life. Get out of there. Don't waste your time there.

Speaking of wasting time, there's another danger with using the web for entertainment. It's possible that you may only be visiting wholesome, positive sites, maybe even Christian ones, yet your use of the web may still be hurting your spiritual life. Web-surfing can be really addictive. Some people spend hours and hours each day at it, neglecting family and friends, exercise, sleep, work, school, and time with God. Get your priorities straight. Sitting in front of your computer twelve hours a day is no more healthy than lying in front of the TV for the same length of time.

If you think you may be overusing the web, be honest with yourself. Examine how much time you're spending online and whether it's getting in the way of other activities. You may need to give yourself a 'web vacation' until you feel you can get your priorities straightened out.

We've seen that the web is a potentially great source of information, and that if used correctly, it can be a great form of entertainment, too. But the most powerful aspect of the web is its ability to bring people together.

First of all, people use the web to stay in contact with friends and family who are miles away. Whether you send letters by e-mail, arrange to meet in a chatroom, or post family pictures on a website for your grandma to view, you can use the web to strengthen the relationships you already have.

But what's much more intriguing and controversial, is using the web to make new friendships. There are lots of ways to do this. One of the most common is through chatrooms where people meet to 'talk' about common interests. Chatrooms range from places where Christians meet for online Bible studies, to places where people gather to discuss downright perverted topics. It's up to you to exercise choice and discretion in deciding where to chat and with whom. People also 'meet' online through message boards and usenet newsgroups, where you can post a message on a topic that interests you and check back later to see if anyone's answered your post.

Chatrooms, message boards, and newsgroups can all begin to take on a sense of community as the same people use them over and over, and get to know each other. With the current technology, most people 'talk' by typing their words onscreen, so they may never see each other's faces or hear each other's voices. In spite of this, online friendships do form. You can go from discussing a hobby you're interested in, to sharing concerns and problems from your everyday life, and even (on many Christian sites) asking for prayer and encouragement from fellow believers.

Online friendships can be wonderful. But they come with a major warning attached. You don't see these people. You don't know anything about them, except what they choose to type into their computers. Most people are probably telling you the truth about their age, gender, interests, and other characteristics, but there's nothing to stop someone from lying. Always be cautious with people you chat with online. Remember, somebody in your chatroom may not be who they say they are. It's sad, but

true, that there are sick people out there who lurk in teen chatrooms looking for teenagers of whom they can take advantage.

Does this mean you should never chat, post messages, or otherwise get acquainted with people online? No, it simply means you should be aware of safety rules. Never give out your real name (most chatrooms and other websites allow you to use a nickname). Never give your address or phone number. Keep your online friendships online, don't plan to meet in real life. Be careful about giving any information, your hometown, the name of your school, the name of a team you play on that might allow a stalker to identify you. You can share what's going on in your life with online friends without having to give a lot of details.

You can use the WORLD WIDE WEB to gather information, have fun, and 'meet' new people. Be smart about protecting your privacy, and use the same guidelines you would with any media to make sure what you view is positive, not damaging to your Christian faith. Your fellow Christians are out there online, start surfing and get ready to meet them!

To get started, here are just a few of the many great sites to check out for Christian young people:

Adventist sites:

Wild World Web (Lots of good links here for youth as well as for youth leaders):
<http://www.tagnet.org/dvm/wildweb.html>

Youthnet Extreme (A fantastic site for links to youth-related sites):
<http://www.powernet.net/~sma/hri/extreme.htm>

Youth-Online (chat, message boards, links for youth, young adults and youth leaders):
<http://www.youthpages.org>

YouthPAGES (links and info as well as ways to meet Christian friends online):
<http://www.youthpages.org>

General Christian sites:

Christianteens (information, chat, message boards and links for Christian youth): www.christianteens.net

Firepower (part of one church's website with lots of great youth links):
www.intellex.com/~first/firepower.html

Live the Life Online (forums, chat, all sorts of resources and links for Christian youth):
www.gospelcom.net/yfc/livethelife/livethelife.shtml

Peggie's Place: (a big Christian site which includes lots of great links for teenagers): www.gospelcom.net/peggiesplace

Discussion Questions

1. Because of the dangers, some parents are hesitant to grant internet privileges to their teens. Others allow their teens total freedom to 'surf the net' as they please. How much freedom or restraint do you think teens should be allowed on the internet?
2. What are some of the potential dangers of the internet? What are some good things about it? Do the dangers outweigh the benefits or vice versa?
3. How should you relate to total strangers that you 'meet' on the internet?
4. What are some safety rules to follow when using the internet?
5. What are some ways a Christian youth could use the internet to help spread the gospel?

Amphibians



1. What are the characteristics of amphibians?
2. Name the two main orders of amphibia and tell how to distinguish between them.
3. Distinguish between toads and frogs.
4. How do amphibians protect themselves?
5. Make a list of amphibians that should be found in your locality. Identify five and tell where you found them. OR Collect pictures or sketch five different amphibians which you can identify and tell where they are found.
6. Describe the life history of some amphibian.
7. Explain the economic value of amphibians.
8. Where do toads spend the winter or dry season?
9. Identify two species of frogs by their sound or imitate the sounds of two different species of frogs.
10. How do frogs and toads sing? What makes the noise so loud?
11. Do one of the following:
 - a. Observe a toad in your yard or neighborhood to find out.
 - (1) Where and when it sleeps,
 - (2) When it leaves its home for food,
 - (3) How fast it can travel,
 - (4) How far it can jump, and as many other interesting things as you can find out about it, and write an essay covering the details requested in the first section of this question.
 - b. Hatch some amphibian eggs and watch them through their growth cycle and write an essay covering the details.

Skill Level 1

Original Honor 1945

Nature
General Conference
2001 Edition

Amphibians, Advanced

1. Have the Amphibians Honor

Note: Must have completed all requirements for the Amphibians Honor prior to working on this next level.

2. Design and carry out a study project based on natural or captive observation of a selected amphibian(s) and write a paper on the conclusions arrived at during the study. The parameters of the study should involve a minimum of 25 hours of actual observation time and no more than a maximum total duration of one season. Intentional harm/death of the study target is not permitted.

Note: Most amphibian species have had very little research carried out on them. It is a field wide open for study of even some of the simplest elements. For example, very little data exists on the seasonal activities of frogs and the climatic factors that influence them. When does chorusing begin and stop, when does it reach its highest volume, what are the atmospheric conditions and variations associated with these? What are the dates for egg laying, hatching, transformation? What are the growth rates, age of sexual maturity, average and maximum longevity, duration of breeding behavior, courtship behavior, rate of dispersal, location of brumation or estivation sites? Little is known about homing ability, territorial maintenance, interaction during breeding and non-breeding times, and many other issues. It is indeed a field wide open to the curious and fascinated.

Skill Level 3

Original Honor 2001

Animal Tracking



1. Know ten kinds of tracks, including two kinds of bird tracks. Make plaster casts of five.
2. Name at least three things that tracks tell us.
3. Trail some animal tracks, identify the animal if possible, and tell whether it was running or walking. Measure between the tracks of one animal when running and walking.
4. Maintain a tracking station for at least three days by doing the following:
 - a. Select a flat open space in some quiet place near your camp or home.
 - b. Smooth out ground, mud, sand, etc.
 - c. Place food out for wildlife.
 - d. Check each day for tracks and replenish food when necessary.
5. Name two animals for each tracking group.
 - a. Flatfoots
 - b. Toe walkers
 - c. Toenail walkers
 - d. Bounders or long hindleggers
6. Name four signs of the presence of mammals.
7. Distinguish between rabbit and squirrel tracks, and between dog and cat family tracks.
8. Name two groups of animals (mammals, birds, insects, etc.) that leave tracks or scent trails that another of their kind can follow.
9. Name two birds for each of the following type of tracks:
 - a. Hopping
 - b. Walking
10. Besides tracks, give two other signs of the presence of birds.
11. Name two birds identified by their flying patterns.
12. In your area, observe tracks or trail of one or more of the following:

a. Toad or frog	d. Mollusk
b. Snake	e. Earthworm
c. Turtle	f. Mole

Skill Level 1

Original Honor 1976

Nature
General Conference
2001 Edition

Basic Rescue



1. What is the definition of an emergency rescue?
2. Show how to safely rescue a person from the following situations:
 - a. Being in contact with a live electric wire
 - b. A room filled with fumes or smoke
 - c. Clothes on fire
 - d. Drowning using a non-swimming rescue
 - e. An ice accident
3. Show three ways of attracting and communicating with rescue aircraft.
4. Know six indications for the need of an immediate rescue.
5. Know six procedures to follow before moving a victim from a life-threatening situation.
6. Know five principles involved in moving a victim from a life-threatening situation
7. Know the proper ways to help a victim, without assistance, in the following:
 - a. Pulling the victim
 - b. Lifting the victim
 - c. Assisting a victim in walking
8. Know the proper way to help a victim, with assistance, in the following:
 - a. Chair carry
 - b. Fore-and -aft carry
 - c. Two-handed and four-handed seats
 - d. Blanket carry
 - e. Three-man hammock carry with victim in supine and prone position
 - f. Three- or four-man lift
 - g. Six-man lift and carry
9. Know how to properly use a stretcher and carry a victim on a stretcher. Know how to make an improvised litter.
10. Know how to properly use ropes and knots as follows:
 - a. Tie knots for joining ropes together
 - b. Tie knots for shortening a rope
 - c. Tie knots for use around a person for a rescue
 - d. Coil and accurately throw a light and a heavy 50-foot (15.2 m) rope.
11. What steps should be taken before reporting a lost person? What information will be needed when reporting a lost person? How is a search for a lost person conducted in a wilderness area?

Skill Level 1

Original Honor 1986

Health & Science
General Conference
2001 Edition

Basic Water Safety



Reason for the new honor - Beginner's Swimming Honor is based on the Red Cross level 3 requirements. With recent changes to the level 3, it is now impossible for a club to do the Beginner's Swimming Honor in a backyard pool. Level 3 requires a pool to be 9 foot deep. The desire of the Investiture Achievement Committee was to require a swimming level to be taught in order to protect our Youth from drowning.

Therefore the proposed Basic Water Safety Honor is based on elements from the Red Cross Levels 1 & 2 but adapting those requirements that can be done in a backyard pool (being 2-3 feet deep) under adult supervision, not necessarily using a lifeguard or water safety instructor. For safety and in case of an emergency, always have an adult observing all participants who is not part of the teaching process. Resources: YouTube videos show how to teach many of these requirements

1. Enter and exit the water un-assisted.

The point is to teach how to get in and out of a pool without assistance and safely.

2. While holding your breath, fully submerge your face under water for five seconds.

This can be done by sitting on the bottom or by bending over and putting just the face in the water, as long as the full face stays covered for the full time.

3. Alternately inhale through the mouth above the surface and blow bubbles through the mouth/nose, with face completely submerged, seven time rhythmically and continuously.

This is called Rhythmic Breathing. It can be accomplished by bobbing up and down if the pool is deep enough or by leaning over and putting the face in the water to blow the bubbles, then lifting the head or turning the head for the breath, then placing the face back in the water to blow the bubbles again. This is not to be done quickly but over at least two seconds blow the air out then take a full breath of air to blow again. This teaches breath control.

4. Open your eyes under water and retrieve submerged objects two times.

This is to practice breath control while giving them a purpose and helping them to feel more comfortable under water.

5. Front float for five seconds.

Lean forward with both arms stretched out above head with fingers straight and hands open. Take a deep breath and continue leaning forward until body is parallel with the bottom of pool and face is in the water. To prevent water getting in the nose, blow bubbles out the nose slowly. If you start to sink, kick your legs a few times and move arms back and forth. When through, feel bottom of pool and stand up.

6. Front glide for two body lengths.

Follow the instructions for the front float but push off to get momentum to glide. If the pool is not big enough for two body lengths, go from one side of the pool to the other.

7. Back float for fifteen seconds.

While supporting the head/back, have them lay back in the water with arms out and legs out. Have them lay head back. Do not let them go until they are ready and say it is ok. Have them keep lungs as full as possible.

8. Holding on to the side of the pool, kick with your feet for twenty seconds.

The purpose is to build endurance and practice technique in a pool that may not be large enough to swim in. The recommended kick is the flutter kick. Keep knees as straight as possible, bending at the waist. If the pool is too shallow the frog kick that is part of the breaststroke may be used.

9. Using arm and leg motion, swim five body lengths.

No particular stroke is required. If the pool is shallow, do the best they can. They may have to go back and forth in the pool to get five body lengths.

10. Learn to put on a Life Jacket and float for thirty seconds.

Not only is it important to learn how to put on a Life Jacket but also learn to trust that it will hold the one wearing it up.

11. Demonstrate water safety by:

- a. How to call for help in case of an emergency.
- b. Learn how to release a cramp.
- c. Demonstrate reaching assist.
Can use a towel, rope, shirt, umbrella, arm or leg to reach out to someone who is in need of help without getting in the water to help them
- d. Learn at least ten safety rules when around water.
 - 1) May include: Never swim alone.
 - 2) Do not swim without an adult or lifeguard present.
 - 3) Always ask permission.
 - 4) Do not run near water.
 - 5) No pushing.
 - 6) No diving except where it is safe.
 - 7) Do not jump in close to others.
 - 8) Wear sunscreen and limit exposure to sun.
 - 9) Do not swim if lightning is possible.
 - 10) Do not enter water over your head until you can swim well.
 - 11) Do not dunk another person.

Skill Level 1

New in 2011

Recreation
North American Division
2011 Update

Birds



1. Give two characteristics which set birds apart from all other creatures.
2. Name three flightless birds, tell what their diet consists of, and name the country or continent in which each one lives.
3. Give the day of the week when birds were created. Find in the Bible the names of five birds and be able to name them from memory.
4. Write or give orally three ways in which God's love and purpose is shown in the creation of birds.
5. Make a list of thirty species of wild birds, including birds from at least five different orders, that you personally have observed and positively identified by sight out of doors.
6. Make a list of five species of wild birds that you personally have positively identified by sound out of doors.
7. Do one of the following:
 - a. Set up a feeding station and report on the bird visitors observed for a period of seven days.
 - b. Find a bird's nest, during the nesting season, identify the species of bird that built it, describe the nest in detail, observe the nest for five days, and report what happened at the nest on each of the days.
 - c. In the Western Hemisphere: Maintain a hummingbird feeder for 2 months.
 - (1) What does man-made nectar consist of?
 - (2) Why shouldn't you use food coloring or honey?
 - (3) When should the feeder fluid be changed?
 - (4) How should the feeder be cared for?
 - d. In other areas of the world: Select at least three different habitats in your area and make comparative bird lists of them indicating the differences in birds expected and found.

Skill Level 1

Original Honor 1928

Nature
General Conference
2001 Edition

Birds, Advanced

1. Have the Birds Honor.
2. Know the laws protecting birds in your state, province, or country.
3. Describe a bird accurately by using standard names for each part of its body.
4. Find answers to either a. OR b.
 - a. In what ways are the feet, legs, and beak of birds variously modified to adapt them to their environment?
 - b. On hummingbirds:
 - (1) What do hummingbirds eat in the wild and how often?
 - (2) Why aren't hummingbirds afraid of large mammals or birds?
 - (3) How do their wings move differently from other birds?
 - (4) How fast do they fly?
 - (5) How fast do the wings and heart beat?
 - (6) How is the tongue shaped?
5. Identify on a bird's wing the primaries, secondaries, coverts, axillars, and alulae.
6. Describe the functions and purposes of bird banding, telling in particular how banding contributes to our knowledge about bird movements.
7. Name the main migratory bird flyways used by birds on your continent.
8. Give the migration routes and terminal destinations for ten different migratory bird species.
9. Describe at least three different ways that birds are able to orient themselves in their movements across the globe.
10. Make a list of 60 species of wild birds, including birds from at least ten different families, that you personally have observed and positively identified by sight out of doors. For each species on this list note the following:
 - a. Name
 - b. Date observed
 - c. Place observed
 - d. Habitat (i.e., field, woods, river, lake, etc.)
 - e. Status where observed (permanent resident, winter resident, summer resident, migrant, vagrant)
11. Present lists of birds, showing the greatest number of species seen out of doors in:
 - a. One day (with at least six hours in the field)
 - b. One week
 - c. Your lifetime (all birds observed by you since you began birding to date)
12. Make a list of ten species of wild birds that you personally have positively identified by sound out of doors, and describe or imitate these bird sounds as best you can.
13. Lead a group in a bird observation walk or tell two Bible stories in which a bird was significant.

Skill Level 3

Original Honor 1949

Nature
General Conference
2001 Edition

CPR - Cardiopulmonary Resuscitation

1. Successfully complete a class sponsored by either the American Heart Association, the American Red Cross, or an equivalent under a certified instructor in order to properly learn and demonstrate one-person CPR. This must be within the past 12 months.
2. Know and understand the location and function of the heart and lungs
3. Define CPR and tell five conditions under which it would be used.
4. Understand Prudent Heart Living. List five things a person can do to maintain a healthy heart.
5. Develop, maintain, and keep a record of a personalized program in exercise, health, and diet habits for one month.
6. Learn the significance of the colors and design used on the honor token for this honor as follows:
 - a. The person needing CPR is white, signifying no circulation.
 - b. The person giving CPR is red, signifying a very alive person.
 - c. The background of purple signifies loyalty or commitment.
 - d. The border of gold speaks to the value of the human life.
 - e. A heart is formed by the head, shoulders, and arms of the person performing the CPR, signifying compassion for another individual.



Skill Level 2

Original Honor 1986

Health & Science
General Conference
2001 Edition

Cacti

1. Name the chief characteristics of a cactus.
2. Name three uses of cacti.
3. In what places are cacti the most plentiful? Why?
4. Know and identify from life or pictures 15 species of cacti.
5. Photograph, observe or sketch at least 10 species of cacti and classify them or grow at least 3 different species of cacti.



Skill Level 1

Original Honor 1944

Cacti, Advanced

1. What are succulents?
2. Identify from plants or photos five succulents that are not cacti. How are they different from cacti?
3. Know the definitions of the following terms within a cacti/succulents frame of reference.
 - a. Areole
 - b. Cephalium
 - c. Coalesce
 - d. Corymb
 - e. Diurnal
 - f. Epiphyte
 - g. Glochid
 - h. Nocturnal
 - i. Offshoot
 - j. Panicle
 - k. Scale
 - l. Stolon
 - m. Zygomorphic
4. When raising succulents—including cacti—they may be attacked by maladies. What are the most common and how can you prevent or cure the problems?
5. Propagate at least one plant by using one of the following methods: from seed, by cuttings, or grafting.

Skill Level 3

Original Honor, 1999

Nature
General Conference
2001 Edition

Camping Skills I



1. Be at least in the 5th grade.
2. Understand and practice wilderness and camping etiquette, regarding preservation of the outdoors.
3. Know eight things to do when lost.
4. Be familiar with various types of sleeping equipment suitable to location and season.
5. List personal items needed for a weekend campout.
6. Plan and participate in a weekend camping trip.
7. Know how to properly pitch and strike a tent. Observe fire precautions when tent is in use.
8. Know and practice the proper principles for camp sanitation for both primitive and established campsites.
9. Properly use the knife and hatchet. Know ten safety rules for their use.
10. Fires:
 - a. Demonstrate ability to choose and prepare a fire site.
 - b. Know fire safety precautions.
 - c. Know how to properly strike a match.
 - d. Practice building a fire with the use of one match, using only natural materials.
 - e. Demonstrate how to protect firewood in wet weather.
11. Bake bread on a stick.
12. Describe the proper procedures for washing and keeping clean the cooking and eating utensils.
13. Describe sleeping wear and how to stay warm at night.
14. Draw a spiritual object lesson from nature on your camping trip.
15. Explain and practice the motto: "Take only pictures and leave only footprints."

Note: The tent color for Camping Skills #1 is blue.

Skill Level 1

Original Honor 1986

Recreation
General Conference
2001 Edition

Camping Skills II



1. Be at least in the 6th grade.
2. Develop a personal philosophy of outdoor etiquette, such as courtesy to other campers and outdoor conservation.
3. Know and understand the following six W's for the selection of a good campsite:
 - a. Water
 - b. Weather
 - c. Wild things
 - d. Willingness
 - e. Wind
 - f. Wood
4. Demonstrate your ability to protect the wilderness and your water source by proper personal hygiene and cooking sanitation.
5. Participate in a weekend campout.
6. Take part in a camp worship service to include one of the following:
 - a. Leading song service
 - b. Sabbath School lesson study
 - c. Story
 - d. Worship thought
7. Know how to safely light and use a camp stove and lantern.
8. Know safety rules and demonstrate your ability to properly cut firewood. Demonstrate how to break dead wood properly.
9. Using fuzz sticks or shaved sticks, build and know the use of a council or criss cross fire and one type of cooking fire. Review firebuilding safety rules.
10. Explain two ways to keep camp food cool.
11. Build two different camp cranes.
12. Prepare camp meals using boiling, frying, and baking.
13. Demonstrate tent site selection. Properly pitch and strike a tent. What precautions should be taken when striking a wet tent? Properly clean, dry, and store a tent.
14. Bedding:
 - a. Show proper ways to stuff or roll your sleeping bag or bed roll for travel.
 - b. Tell how to keep a sleeping bag or bed roll dry on a camping trip.
 - c. Describe how to properly clean your sleeping bag or bed roll.

Note: The tent color for Camping Skills #2 is red.

Skill Level 1

Original Honor 1986

Recreation
General Conference
2001 Edition

Camping Skills III



1. Be at least in the 7th grade.
2. Review six points in the selection of a good campsite. Review the safety rules of firebuilding.
3. Go on a weekend campout.
4. Lay the following three fires and tell their uses:
 - a. Hunter's fire
 - b. Reflector fire
 - c. Star fire
5. Know six ways to start a fire without a match. Build a campfire using one of these:
 - a. Compressed air
 - b. Curved glass
 - c. Flint
 - d. Friction
 - e. Metal match
 - f. Spark
6. Know how to properly sharpen a hatchet and knife.
7. Cook a one-pot meal using fresh or dried food.
8. Describe the various types of tents and their uses.
9. How does condensation occur in tents, and how can it be prevented?
10. Demonstrate your ability to anchor a tent down, using the taut-line hitch and two half hitches.
11. While camping, plan and give a ten-minute devotional or organize and lead a nature or Bible game or lead out in Sabbath School, camp church, or camp vespers.
12. Properly locate and build one of the following and describe its importance to the individual and the environment:
 - a. Camp sink and dishwashing area
 - b. Latrine
 - c. Shower
13. Demonstrate four basic lashings and construct a simple object using these lashings.
14. Know how to replace the mantels on a camp lantern. Demonstrate how to refill gas in a camp lantern and stove. Know how to maintain the pressure pump on a camp stove in good working order.

Note: The tent color for Camping Skills #3 is green.

Skill Level 2

Original Honor 1986

Recreation
General Conference
2001 Edition

Camping Skills IV



1. Be in at least the 8th grade.
2. Plan and execute a one-hour Sabbath camping activity other than worship to make the Sabbath a meaningful experience.
3. Write a 200-word report or give a two-minute oral presentation on the preservation of the wilderness, discussing etiquette and conservation.
4. Plan your menu for a two-day camping trip and estimate the cost.
5. Participate in two weekend campouts.
6. Start a fire in wet weather, knowing where to get tinder and how to keep your fire going.
7. Know the wood best suited for making a quick, hot fire.
8. Know the wood best suited for making coals for cooking.
9. Demonstrate how to split firewood.
10. Demonstrate the proper care and storage of camp foods and how to build various caches to protect food from animals.
11. Prepare a camp dinner with soup, vegetables, entree, and drink, all of which must be cooked.
12. Bake your food in a reflector oven.
13. Purify water by three different methods.

Note: The tent color for Camping Skills #4 is silver.

Skill Level 2

Original Honor 1986

Recreation
General Conference
2001 Edition

Christian Citizenship



1. Describe the national, state or provincial, AY, Pathfinder, and Christian flags.
2. Know how to display the national flag with two other flags under the following situations:
 - a. Camp out/camporee
 - b. Fair
 - c. Pathfinder Day program
 - d. Parade
3. Demonstrate how to fold and salute your national flag. Mention when and how it should be displayed.
4. Explain the meaning of and reason for the National Anthem, and recite the words from memory.
5. Give the rights and responsibilities of a citizen of your country.
6. Have an interview with a local, regional, or national official of your country, and learn about his duties.
7. Write a one-page essay or give a two-minute oral report about a famous person in your country. Mention what he has done to gain his recognition.
8. Do one of the following:
 - a. Make a list of ten famous quotations from leaders of your country.
 - b. Make a list of ten famous historic places in your country.
 - c. Make a list of ten famous historic events in your country.
9. Describe what you can do as a citizen to help your church and country.
10. Go through the steps of an individual acquiring citizenship in the country and learn how this is done.
11. Know how to explain the process of government in your country.
12. Explain the meaning of this statement Jesus made in Matthew 22:21: "Render therefore unto Caesar the things which are Caesar's, and unto God the things that are God's."
13. Explain why laws are established in your country.

Skill Level 1

Original Honor 1938

Outreach Ministries
General Conference
2001 Edition

Christian Grooming and Manners

1. What well-balanced combination of strengths did Jesus develop as a growing youth? (Luke 2:52)
2. According to Psalm 8 what estimate does God place on your personal worth?
3. Are names important to God? Does He know your name? (Isaiah 43:1, Exodus 33:17, Isaiah 45:4)
4. Demonstrate or discuss proper conversational skills, including:
 - a. The proper way to talk to adults
 - b. How to address people and make proper introductions
 - c. Questions to avoid
 - d. How to think of pleasant things to say
 - e. How to show concern for the feelings of others
 - f. What to say when you answer the door
 - g. How to answer the telephone correctly
5. If you want to use your gift of speech to God's glory, what should your prayer be? (Psalm 19:14)
6. List seven points showing the power of correct posture. Check your posture and body profile. Demonstrate how to stand and sit correctly. Read Education, by Ellen G. White, page 198, paragraph 3, and note the benefits mentioned that come to you as a result of correct posture.
7. Give two reasons why physical fitness is important. Explain the relationship between proper diet, exercise, and weight control.
8. Tell the importance of proper grooming, including bathing, body hygiene, breath, proper care of clothes, shoes, etc.
9. Describe the proper way to wash your hair and care for your "hair tools."
10. Describe the proper care for your hands and fingernails.
11. Know the importance of daily "soul-grooming" and of building a Christian character and why "belonging to Christ" makes a difference in the way you dress and act.
12. Discuss scriptural guidelines that will help you cope with your sexuality and keep your thoughts-life clean. Discuss intelligently the "dos and don'ts" of dating.
13. List four reasons why your face is important to you, and show how the way you exercise and sleep can improve your facial appearance. What relationship do thoughts have to facial "print-out"? Describe proper facial care.
14. Know the rules of table etiquette which make it easier for you and those around you, such as what to do with your knife and fork after using them. Know how to be a welcome dinner guest and a joy to your hostess.
15. List ten principles to help you overcome self-consciousness and social embarrassment.

(Continued next page)



Outreach Ministries
General Conference
2001 Edition

For Young Ladies

16. Demonstrate two exercises that will improve your posture.
17. Know how to choose a hairstyle that makes you look your best.
18. Tell the proper style of clothes to wear if you are tall, plump, short, or thin or have a heavy hipline or full bosom.
19. Demonstrate the correct way to put on a coat or outer wrap.

For Young Men

16. Tell how to have well-groomed hair and how to choose a hairstyle that makes you look your best.
17. List clothing rules and the proper style of clothes to wear if you are tall and thin or short and stocky.
18. Tell why Christians should practice good manners. Demonstrate how to seat a girl or woman at a table and how to properly escort her from home to a social function.

Skill Level 2

Original Honor 1975

Outreach Ministries
General Conference
2001 Edition

Community Improvement

1. Be in at least 10th grade
2. Explain the process of urbanization and list some of the human needs that it creates, especially for the poor or underprivileged.
3. Read the chapters in *Ministry of Healing* by Ellen White entitled “Help for the Unemployed and Homeless” and “The Helpless Poor” and write a one-page summary of the key points.
4. Interview a pastor, a person who works with Adventist Community Services, ADRA Canada or an Adventist community development program, and ask how the church is meeting the needs of the poor in the community. Take notes during the interview.
5. Present a 10-minute report on how a youth group might help in the urban development problems the church is sponsoring. The report may be presented to a Pathfinder staff member, or it may be presented in a group setting.
6. Spend at least four hours in one of the following field trips as a participant:
 - a. Go out with a street ministry team that provides food, blankets or clothing to the homeless.
 - b. Go out with a health screening van.
 - c. Go out with a Christian work team that is repairing or building housing for the poor.
 - d. Work in a soup kitchen or homeless shelter.
 - e. Volunteer with an Adventist Community Services or ADRA Canada community development program.
7. Attend a worship service in a church made up of a different ethnic group than your own. List for your instructor the things you observed that were different than what you have grown up to be used to in your own culture. Then list the things that were similar to what you are used to.
8. Write a proposal for a community development project that could be conducted largely by teen and/or young adult volunteers. This could include objectives, action plan, personnel needed, schedule and budget. This proposal may be written by an individual or as a team project in a work team of no more than four persons.



Skill Level 3

Original Honor 2009

Outreach
North American Division
2009 Update

Crisis Intervention



1. Be at least in the 10th grade.
2. Identify and list the nature of the crises and human needs in at least two of the following passages.
 - a. John 8:1-11
 - b. Luke 15:11-32
 - c. Luke 8:40-56
 - d. Matthew 8:1-22
3. Describe for your instructor some of the human needs and crisis situations that teenagers in your community face today. Describe some of the crisis situations that families face. This may be done in a group discussion setting.
4. Discuss your own motives for wanting to help your friends when they face personal or family crisis. What about strangers? This may be done in a group discussion setting.
5. Describe at least three types of human needs and give a real-life example of each.
6. Explain the steps in a crisis intervention process and apply each step to a case study.
7. Demonstrate a grasp of basic listening skills by conducting an interview of at least 10 minutes duration. This interview must either be observed by an observer who can recognize listening skills, or taped for review by your instructor. The interview does not have to be with a person who is in crisis, but it must be a real conversation not pretend or role-playing.
8. Explain how to make a referral to a professional counselor or pastor.

Skill Level 3

Original Honor 2009

Outreach
North American Division
2009 Update

Cultural Diversity Appreciation

Objective: To develop an awareness and appreciation for the cultural diversity within our church and society.



1. Define culture and cultural diversity.
2. Define stereotype and identify how you may have stereotyped people in the past.
3. Study the following Bible texts and answer the questions.
 - a. 1 Corinthians 9:20 How does this text explain the importance for a Christian to have a cultural diversity awareness?
 - b. Galatians 3:27 What does this text say about all who are in the family of Christ?
 - c. Ephesians 2:14 What should be the result of accepting Christ Jesus into our lives? How do you plan to apply this message to your everyday life?
4. Develop a friendship with a boy, girl or older person from your church, school or community whose cultural background is different from yours and conduct research from the following: library, internet, videos, encyclopedia, etc, about the culture. Arrange an interview with this family and complete the following:
 - a. Where did the culture originate?
 - b. What language is spoken?
 - c. What religions are prominent in that society?
 - d. What foods are typically eaten for:
 - (1) Breakfast
 - (2) Lunch
 - (3) Supper
 - e. How are eating habits influenced by the food available in that country?
 - f. Are there cultural traditions that are different from yours? What are they?
 - g. Do people of this culture celebrate the holidays that we celebrate? What customs do they have for celebrating the different holidays?
 - h. What customs or traditions from the original culture have been continued by the family in this country?
 - i. Is the dress different from dress in your culture?
 - j. Identify at least 5 ways in which you are similar and 5 things which make you different and tell how your attitude or feelings towards people of different cultural backgrounds has effected you? How do you feel about your differences?
 - k. Attend church with your friend if it is a different church than yours, or attend a church service of a different cultural group. Identify 3 similarities and 3 differences you observe in the church services.

Skill Level 2

Original Honor "People of Other Lands" 1929
Revised 2001

Outreach Ministries
General Conference
2001 Edition

Ecology



1. Construct a diagram of a fresh-water pond ecosystem with pasted-on animal cutouts.
2. Pick one mammal, bird, reptile, and amphibian from your home environment, and for each construct a diagram of its ecological pyramid.
3. Know the meaning of the following terms:
 - a. Ecology
 - b. Community
 - c. Food chain
 - d. Commensalism
 - e. Ecological succession
 - f. Plankton
 - g. Conservation
 - h. Climax community
 - i. Eutrophication
 - j. Biome
4. Make detailed field observations and a careful library book study of the habitat of some small animal in your own environment. Write a report of about 700 words, one-half from your field observations and one-half from your book study.
5. Define an ecosystem and state what the basic biological and physical factors are that keep it a balanced system.
6. Investigate the disposal of trash in your community. How much is disposed per family per day? per week? per year? How better can it be taken care of?
7. Check the daily paper for one month for the nearest large city for the air pollution level or air quality and plot on graph paper the results for the month. Find out what caused the peaks on your graph.
8. List ten ways in which you might actively work to improve the environment in which you live. Put four of these into practice.
9. Find a Spirit of Prophecy quotation and a Bible text pertinent to ecology, and be able to explain their relevance and application to our day.

Skill Level 2

Original Honor 1972

Nature
General Conference
2001 Edition

Edible Wild Plants

1. Photograph, collect pictures of or sketch fifteen edible wild plants. Identify each plant in the wild.
2. Identify in the wild five trees and five shrubs which are edible.
3. Identify, prepare, and eat three kinds of wild berries or fruits, three kinds of beverages, three salad plants, three potherbs (greens), and two tubers or roots.
4. Demonstrate the preparation of wild foods in each of the following ways:
 - a. Boiling
 - b. Frying
 - c. Roasting
 - d. Baking
5. Demonstrate how to prepare four parts of the common milkweed or day lily for food.
6. Explain how to identify three “odd-shaped” edible fungi and how to identify the deadly mushroom amanitas.
7. What root plant can be dried and ground into meal?
8. Know at least 8 families embracing the poisonous or doubtful plants.
9. What is the cardinal edibility rule?



Skill Level 2

Original Honor 1970

Nature
General Conference
2001 Edition

Environmental Conservation



1. What is the difference between ecology and environmental conservation?
2. Write a 500 word essay on how the increase in human population is threatening our existence on earth.
3. What does the term “death” of a lake or river mean? Is there a lake or river in your area or country which is classified as “dead”?
4. Carry out a stream investigation of a small stream flowing through or near your home town. Check for the following:
 - a. Signs of Purity
 - (1) Abundance of small fish present
 - (2) Water visually clear and fresh smelling
 - (3) Stream banks covered with vegetation down to water’s edge.
 - (4) Small amounts of green algae in water (light green in color)
 - (5) Some aquatic plants present, such as cattails, arrow-leaf, or pickerel weed.
 - (6) Turtles present in the stream
 - (7) Crayfish under stones in the stream
 - (8) Sandbars covered with growing weeds indicating relatively stable water level
 - b. Signs of Stream Deterioration and Death
 - (1) Large masses of blue-green algae present (dark green in color)
 - (2) Scoured banks from high water level during storms
 - (3) Putrid smell of the water
 - (4) Detergent foam present
 - (5) Trash sticking out of mud and sand bars along the stream
 - (6) Water loaded with silt
 - (7) No aquatic insects or fish present
 - (8) Presence of raw sewage
 - (9) Presence of oil on the surface of the water
 - (10) No salamanders or frogs under rocks along stream bank
 - (11) Stores or small factories dumping their wastes into the stream
5. If your stream is showing some of the above signs of death, do something about cleaning it up. Contact the closest government agency to ask what you and/or your group can do to help improve the stream. Organize a group of young people to help in cleaning the trash along your stream. If possible, get businesses to help in your campaign.
6. Make a visit to the city or county trash dump to see how this waste is handled. Find out the following:
 - a. How many tons of trash are dumped daily? Yearly?
 - b. What attempts are made to recycle any of this trash?
 - c. Is any of the trash burned or is all of it buried?
 - d. What is the cost per person per year for handling the trash?
 - e. What happens to junked autos in your area?
7. Make a visit to the nearest sewage plant. Draw and label a detailed diagram of what happens to the liquid and solid wastes from the time they come into the plant until they leave. In what form do they leave? Is any further use made of this waste?

(Continued next page)

8. Visit the nearest water purification plant. Construct a flow diagram of the steps in water purification from the time the water enters the plant until it leaves for distribution to homes and stores. Through reading and discussion with water works officials, determine whether water resources in the future are going to be enough to meet the demand.
9. Read and write a book report on an environment issues book such as Rachel Carson's *Silent Spring*.
10. What are rare and endangered species? Determine what efforts are being put forth to protect such species in your area. What can you do to help? Write a 300-500 word paper on your ideas.

Skill Level 2

Original Honor 1973

Family Life



1. Explain the roles of the father, mother, sister, and brother as given in the Bible and Spirit of Prophecy.
2. What is the difference between self-respect and pride? Write a paragraph about some of the things that make you feel good about your family. Include the things you are proud of and your family's good qualities and accomplishments.
3. Do one of the following in your home for one week:
 - a. Dust and keep the floors clean
 - b. Wash the clothes
 - c. Wash the dishes
 - d. Properly dispose of garbage
4. Care for the younger members of your family or a neighbor's family for at least a couple of hours.
5. Make a list of some of the things your family spends money on. Explain your responsibility to the finances of your family.
6. Make a list of family activities that you think your family would enjoy.
7. How would you make a family worship meaningful for preschoolers, juniors, and teens? Plan and conduct a family worship for one of these age groups.
8. Know what to do in the following circumstances in your home:
 - a. Accident
 - b. Bad storm
 - c. Financial crisis
 - d. Fire
 - e. Loss of a relative
9. Plan and conduct a fire drill in your home.
10. List five ways you can show concern for or interest in your neighbors.
11. Study the recreational activities of your family. What improvements, if any, can be made?

Skill Level 2

Original Honor 1975

Outreach Ministries
General Conference
2001 Edition

Ferns

1. How are ferns different from flowering plants or trees?
2. Where is the true stem of a fern? What part grows above the ground? What is the most favorable environment in which ferns grow?
3. How do ferns reproduce? Locate and describe three kinds of sori (from three kinds of ferns).
4. How do spores travel from the parent plant to a new location? How long does it take a spore to develop into a mature plant? Observe from live ferns or pictures how a young fern is different from an adult fern.
5. Know the medicinal uses of three ferns.
6. Draw or photograph ten kinds of ferns and properly identify them.
7. In addition to the common ferns there are fernlike plants known as club mosses and horsetails. Be able to recognize two club mosses and one horsetail. How are they similar to ferns?



Skill Level 2

Original Honor 1944

Nature
General Conference
2001 Edition

Fire Building and Camp Cookery



1. Lay five different kinds of fires and know their uses. Two of these fires must be cooking fires.
2. Safely make wood shavings or fuzz sticks.
3. Show correct techniques for starting a fire.
4. Start a fire with one match and keep it going for at least ten minutes.
5. Know and practice fire safety rules.
6. Show how to correctly and safely cut and split wood for a fire.
7. Start a fire on a rainy day.
8. Demonstrate the following cooking techniques:

a. Boiling b. Frying c. Baking bread on a stick	d. Aluminum foil baking e. Reflector oven baking f. Simmering
---	---
9. Know one method of keeping food cool while camping other than with ice.
10. Know ways to keep your food and utensils safe from animals and insects.
11. Why is it important to keep your cooking and eating utensils clean?
12. Showing knowledge of proper nutrition and food groups, make up a complete and balanced menu for six camping meals. Include the following:
 - a. A breakfast, lunch, or supper good for a trail hike where light weight is important. The meal should not need cooking but should be nutritious.
 - b. The remaining five meals may be made up of any type of food: canned, fresh, frozen, or dried. One of the five must be a one-pot meal.
13. Make up a supply list of items that will be needed to prepare the above six meals.
14. Know how to properly and safely handle food, dispose of trash and garbage, and wash your gear.

Skill Level 2

Original Honor 1956

Recreation
General Conference
2001 Edition

First Aid, Basic

(Instructor for Skills Required)

If residing in the United States or another country where Red Cross instruction is given, satisfactorily pass the Red Cross Examination in Basic First Aid and receive your certificate.

In British countries pass the examination in St. John Ambulance and receive certificate for the same.



Or complete the following requirements:

1. Know the causes of shock and demonstrate its proper treatment.
2. Know the proper steps for rescue breathing.
3. Know the proper procedures to assist a choking victim.
4. Know the proper procedures to assist a bleeding victim.
5. Know the pressure points and how to correctly apply pressure at these points.
6. Know the proper procedure to assist a victim of poisoning.
7. Demonstrate the proper procedure in splinting various broken bones in the body.
8. Know the proper procedure to assist a first, second, and third degree burn victim.
9. Know the proper procedure to assist a victim of a chemical burn.
10. Know what situations are likely to cause carbon monoxide poisoning and the rescue and treatment techniques for such poisoning.
11. Know the proper procedure for giving assistance to the victim of a head injury.
12. Know the proper procedure for giving aid to a victim of internal injuries.
13. Know the difference between a heart attack, stroke, epilepsy, and simple fainting, and the treatment for each.
14. Know how to prevent infection.
15. What is the proper treatment for a snake bite?
16. What is the proper treatment for animal bites?
17. What is the proper treatment for insect and spider bites?
18. What is the difference between heat exhaustion and heat stroke, and what is the treatment for each?
19. What should you do if your clothes catch fire?
20. What are the basic fire prevention principles for the home?
21. What are the basic water safety principles?
22. What are the ways to save a drowning victim without swimming?
23. What are the basic electrical safety principles?
24. How can you prevent food poisoning?

Note: The red oval on the patch designates “basic” level.

Skill Level 1

Original Honor 1951

Health & Science
General Conference
2001 Edition

Fungi



1. Give the name of five classes of fungi and examples of each.
2. Identify fifteen common fungi of your locality. Draw or photograph them from live specimens.
3. Name three important fungi and tell what their value is.
4. Tell the life history of one example of each of the following:
 - a. Rust
 - b. Mold
 - c. Mushroom
 - d. Yeast
5. Identify five fungus plant diseases.
6. Know what safety precautions to observe when handling fungi.

Skill Level 2

Original Honor 1937

Nature
General Conference
2001 Edition

Hiking



1. Explain and demonstrate the main points of good hiking practice, such as pacing, speed, resting, and etiquette.
2. Explain the importance and method of proper foot care with regard to cleanliness, care of nails, socks, shoe selection, and first aid of tender or blistered feet.
3. Make a list of proper clothing to be worn on a hike in both hot and cool weather.
4. Make a list of needed gear for a long day hike in the wilderness and a short country hike.
5. List five safety and courtesy rules to be used in wilderness trail hiking and road hiking.
6. Explain the importance of drinking water and list three signs of contaminated water.
7. Explain the importance of proper eating while hiking.
8. Describe proper clothing and foot gear for cold and hot wet weather hiking.
9. Submit a written plan for a 10-mile (16.1 km) hike which includes: map route, clothing list, equipment list, and water and/or food.
10. Use a topographical map and/or a road map in planning and doing one of the hikes in Requirement 11.
11. Have the following hiking record:
 - a. One five-mile (8 km) rural or town hike
 - b. One five-mile (8 km) hike on a wilderness trail
 - c. Two 10-mile (16.1 km) day hikes on different routes
 - d. One 15-mile (24.2 km) hike on a wilderness trail
 - e. Within a month of each hike, write a short report, giving dates, routes covered, weather, and any interesting things you saw.

Skill Level 1

Original Honor 1933

Recreation
General Conference
2001 Edition

House Plants



1. Name at least five house plants raised for their foliage.
2. Name three house plants raised for their flowers.
3. Name three house plants adapted to direct sunlight, dry soils, and very moist soils.
4. Most house plants like a 65-to 75-degree (18 C - 22 C) temperature. Name one that requires a cool room (45 to 55 degrees F.) (7 C - 13 C).
5. Prepare a special potting mix soil including at least 3 different ingredients. Select two house plants from requirement two and grow them in this soil for three weeks.
6. How much light does an African violet need? Where in the house is the best place to grow them? Grow two or more African violets.
7. All gesneriads need approximately the same growing conditions. Where do they come from originally? What kind of temperature, light, and humidity do they need?
8. Name two house plants that can be propagated from leaves, stem sections and divisions. Select one plant from requirement two above, experiment with each of these methods of propagation and keep them growing for three months.
9. What is a Bonsai?
10. What is humidity? How is it important to house plants?
11. Below is a lists of plants to choose from for requirement five and eight above:

a. Narcissus	l. Spider plant
b. Aspidistra	m. Geranium
c. Philodendron	n. Maidenhair fern
d. Aluminum plant	o. Begonia
e. Daffodil	p. Ficus
f. Sanseveria	q. Tulip
g. Boston fern	r. Iris
h. Piggy-back plant	s. Crocus
i. Bird's nest fern	t. Coleus
j. Caladium	u. Hyacinth
k. Gloxinia	

Skill Level 2

Original Honor 1976

Nature
General Conference
2001 Edition

Identifying Community Needs



1. Jesus understood the needs of his community because he went out and saw their needs. Read Matthew 9:35-38.
2. Select an urban or suburban neighborhood, a small town or a rural region on which to focus in the completion of the requirements for this honor.
3. Compile a file folder of information on the selected community, which could include:
 - a. A map of the area
 - b. A demographic profile
 - c. Public health statistics
 - d. Economic indicators
 - e. Housing information
 - f. Environment and transportation
4. With an adult sponsor, take an awareness walk of or drive around a specific part of the selected community with the goal in mind of seeing human needs. List all of the needs you see such as yards and public areas that could be cleaned up, litter that could be picked up, lonely or aged people that could be helped, low-income families with children that could be assisted, etc.
5. Ask a civic leader or community professional about the needs in the community, the various organizations that provide services in the community, and how a Christian youth group might make a contribution to the community. Take notes during the interview.

Alternate Requirement: Invite a civic leader or community professional to make a presentation to your Pathfinder Club, youth group, or church group to talk about these topics. Take notes during the presentation.

6. Make a presentation of at least 10 minutes to a local church committee, community service organization, your Pathfinder Club or Unit, or a similar group. This presentation should include a report of the information you collected and at least 3 suggested projects that the local Adventist Community Services (in the United States), ADRA Canada (in Canada), Youth Empowered to Serve, or Pathfinder Club might provide which are needed in this community.

Skill Level 1

Original Honor 2009

Outreach
North American Division
2009 Update

Insects



1. Do one of the following:
 - a. Mount a collection of 20 species of insects representing at least six different orders excluding moths or butterflies. (Carelessly mounted specimens will not be acceptable.)
 - (1) Place under each specimen a label showing the locality where caught, the date caught, and the collector's name. Labels should not be larger than 1/4 x 3/4 inches (6 mm x 20 mm).
 - (2) Identify insects with common names and genus or species level on second labels to be mounted below the first.
 - (3) Arrange all specimens neatly in an insect box according to orders and families. Orders should be pinned to the box rather than attached to the individual insect pins.
 - b. Make colored drawings or paintings of 20 species of insects, representing at least six different orders. Drawings or paintings need to be life size or larger, to show the details of small insects, and in natural coloring. Label the drawings with common names and genus or species level names.
 - c. Take color photographs of 20 species of insects, representing at least six different orders. All pictures should be in focus, close-ups and properly labeled, showing where photographed, the date photographed, common names and genus or species level names.
2. What are the distinguishing characteristics of an insect?
3. Name five species of injurious insects and tell how to control them.
4. Name five species of useful insects.
5. Tell two Bible stories in which insects played an important part.

Skill Level 1

Original Honor 1933

Nature
General Conference
2001 Edition

Knot Tying



1. Define the following terms:

a. Bight b. Running end c. Standing part d. Underhand loop e. Overhand loop	f. Turn g. Bend h. Hitch i. Splice j. Whipping
---	--
2. Know how to care for rope.
3. Describe the difference between laid rope and braided rope and list three uses of each.
4. Identify the following types of rope:

a. Manila b. Sisal	c. Nylon d. Polypropylene
---	--
5. What are some advantages and disadvantages of synthetic rope?
6. Do the following to rope:
 - a. Splice
 - b. Eye splice
 - c. Back splice
 - d. Finish the end of a rope with a double crown, whipping, or a Matthew Walker's knot.
7. Make a six-foot piece of three-strand twisted rope from native materials or twine.
8. From memory tie at least 20 of the following knots and know their common uses and limitations. Demonstrate how they are used.

Anchor bend Bowline Bowline on a bight Butterfly loop knot or Alpine Butterfly knot Carrick bend Cat's paw Clove hitch Constrictor knot Crown knot Double bow Double sheet bend Figure eight Fisherman's bend Fisherman's loop Halter hitch Hunter's bend Lariat or Bowstring knot	Lark's head Man harness knot Miller's knot Packer's knot Pipe hitch Prusik knot Sheepshank Sheet bend Slip knot Slipped half hitch Slipped sheet bend Square knot Stevedore's knot Strangle knot Surgeon's knot Tautline hitch Timber hitch Two half hitches
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Skill Level 2

Original Honor 1975

Recreation
General Conference
2001 Edition

Language Study



1. Read and translate from sight a passage of at least 300 words from a book or magazine in a language not native to you.
2. Carry on a simple but sustained conversation in a modern foreign language for a period of not less than five minutes.
3. Listen to an address or statement of not less than two minutes' duration made by a person to whom the foreign language is a native tongue, and translate the same into your own language.
4. Write a simple letter in the foreign language of your choice, telling what contacts you have been able to make with persons whose native tongue is the language you have chosen.
5. Know and repeat from memory the Pathfinder Pledge and Law in this foreign language.
6. Write or tell orally about the foreign population in your vicinity and what opportunity you have to converse with those who speak the language you have studied.

Note: After your choice of a modern foreign language has been made, obtain a suitable textbook in that language and study it thoroughly.

Skill Level 2

Original Honor 1938

Outreach Ministries
General Conference
2001 Edition

Lichens, Liverworts, and Mosses

1. Know the life cycle of a moss, lichen, or liverwort.
2. What are lichens?
3. Name at least two ways lichens have been of value to man.
4. How are liverworts different than all other green plants? Name one used in aquariums. What is its function?
5. Describe at least three significant ways moss has played in the economy of man.
6. Make a moss garden (small terrarium) or “eternal garden” using at least three different kinds of mosses and lichens.
7. Find and identify five lichens, one liverwort, and six mosses.
8. Observe the spore caps of several different kinds of moss under a magnifier to see the differences in “hair caps” and “teeth” that separate many species.



Skill Level 3

Original Honor 1961

Nature
General Conference
2001 Edition

Mammals



1. What Bible verse gives the day mammals were created?
2. List four characteristics of a mammal.
3. Give one or more identifying characteristics of each of the following orders of mammals, and name one or more species of mammals found in each order:

a. Marsupialia	f. Rodentia
b. Insectivora	g. Lagomorpha
c. Chiroptera	h. Artiodactyla
d. Carnivora	i. Sirenia
e. Pinnipedia	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. List eight species of wild mammals that are in your region. Spend at least 5 hours searching for wild mammals in their natural habitat.
9. Write or tell a story about "Wild Mammals I Have Observed".

Skill Level 1

Original Honor 1937

Mammals, Advanced

1. Have the Mammals Honor
2. What mammals in your locality are protected by law? Why?
3. How do the processes of birth and care for the young differ in monotremes and marsupials from all other orders of mammals?
4. Name five different ways in which mammals protect themselves and their young, and cite an example of each.
5. What mammals are agents for the transmission of tularemia, bubonic plague, trichinosis, and rabies?
6. List 15 species of wild mammals which you personally have observed and identified in the wild. For each one listed, include the following data:

a. Name
b. Date observed
c. Locality
d. Habitat (woods, field, swamp)
e. Time of day
f. Behavior (what the animal was doing)

Skill Level 2

Original Honor 1949

Nature
General Conference
2001 Edition

Moths and Butterflies



1. What is the distinction between moths and butterflies?
2. Define the following terms: antennae, cocoon, pupa, larva, chrysalis.
3. Be able to identify three moths and/or butterflies by their cocoons.
4. What causes colored powder to come off on your hands when you handle the wings of a butterfly or moth? Examine the powder of a butterfly or moth with a magnifying lens and describe your findings.
5. Name three harmful tree moths and one harmful house moth and tell during what stage of their lives they each do their damage.
6. What famous butterfly follows the birds southward every winter and comes northward in the spring?
7. Identify in the field, then draw, photograph or collect 25 species of moths and butterflies, with not more than two specimens of any one variety. When collecting, specimens should be anesthetized by using carbon tetrachloride or other chemical in collecting jar. In either project correctly label and include the following information:
 - a. Name
 - b. Date observed
 - c. Location
 - d. Time of day
 - e. Plant on which the insect was feeding or the material on which it was perched
8. Describe the life cycle of a butterfly or moth. What lesson can be learned in connection with the resurrection of the righteous?

Skill Level 2

Original Honor 1933

Physical Fitness



1. List ten benefits of being physically fit.
2. Know how the following help to achieve a balance for your body:
 - a. Exercise
 - b. Proper eating
 - c. Emotional stability
3. Define the following exercises:
 - a. Isometric
 - b. Isotonic
 - c. Isokinetic
 - d. Anaerobic
 - e. Aerobic
4. Know the meaning of the principles involved in the following exercise program:
 - a. Warm up
 - b. Aerobic exercises
 - c. Cool down
 - d. Calisthenics
5. Know how to determine your heart rate at rest and after exercise.
6. Know how to determine the minimum rate at which your heart should be beating to obtain the best aerobic conditioning effect.
7. Using the four steps given in requirement 4, do a regular exercise program at least four times a week for three months. Keep a chart of the following:
 - a. Type of warm-up exercises performed
 - b. Type of aerobic exercises performed
 - c. How long aerobic exercises were performed
 - d. Type of calisthenics performed

For each exercise period, maintain the minimum heart rate determined in requirement 7 for a period of at least 20 minutes.

Skill Level 2

Original Honor 1929

Recreation
General Conference
2001 Edition

Red Alert



1. Tell what you should do to prevent injury and/or possible loss of life in the following situations:
 - a. A fire in your house, a neighbor's house, and a public building.
 - b. If you are stranded in a car in a blizzard or desert
 - c. Motor vehicle accident
 - d. Earthquake
 - e. Flood
 - f. Tornado
 - g. Hurricane
 - h. Thunderstorm
 - i. Atomic emergency
 - j. Rock or snow avalanche
 - k. Your boat or canoe capsizes in open water
2. When telephoning for help in an emergency situation, what essential information should be given and who should hang the telephone up last?
3. Demonstrate what emergency first aid measures you should take in the following situations:
 - a. Someone's clothes catch on fire
 - b. A severely bleeding wound
 - c. Someone is choking
 - d. Someone swallows poison
4. Do the following:
 - a. Draw an escape route for your family in case of fire in your home when your normal exits are blocked.
 - b. Practice with your family a home fire drill.
 - c. Discuss with your examiner the procedures for safely getting people out of your church and school in case of a fire. Consideration should be given as to how to prevent panic.
5. What should you and your parents do to prevent abduction of children in your family? What should you do if you are abducted?

Skill Level 1

Original Honor 1986

Reptiles



1. What characteristics must an animal have to be classed as a reptile?
2. Name 15 reptiles (lizards, snakes, and/or turtles) found in your locality. Tell where they live, their food habits, and their economic importance.
3. Name five venomous reptiles of your area describing each as to the location of their fangs and geographical distribution.
4. Tell what to do if you are bitten by a venomous snake.
5. Tell what to do if you are bitten by a non-venomous snake.
6. Do one of the following:
 - a. Tell the life history of one representative of each: lizard, snake, turtle. Compare lizards, snakes, turtles, and crocodiles as to life history, variation in eyes and ears, teeth, heart, lungs, limbs, tails, and scales (shells).
 - b. Keep a small reptile in a terrarium and maintain a record of its care for three months.
7. Locate two Bible stories in which a reptile played an important part.

Skill Level 1

Original Honor 1937

Reptiles, Advanced

1. Have the Reptile Honor.
2. What is the study of Reptiles called?
3. Discover and record (or tell) at least three folk tales and three related facts about reptiles.
4. Why might it be that a major portion of humans fear reptiles and there are so many false stories involving reptiles?
5. How do reptiles protect themselves?
6. What are the two primary types of reptile poisons and how do they affect their target prey or enemy?
7. Identify in the wild at least half of your list from requirement 2 of the basic honor.
8. Find a reptile in the wild and record your observations of its activity during the daylight hours of one or more days.

Skill Level 3

Original Honor 2001

Nature
General Conference
2001 Edition

Rocks and Minerals



1. What is the difference between rocks and minerals?
2. Have a collection of at least 15 specimens correctly labeled with collector's name, date, and the locality in which it was found.
3. Define and name two examples each (from specimens or pictures) of:
 - a. Igneous
 - b. Sedimentary
 - c. Metamorphic
4. What is meant by Mohs' scale of hardness? Name the minerals in order in Mohs' scale.
5. Define the following:
 - a. Cleavage
 - b. Specific gravity
 - c. Luster
 - d. Color
 - e. Streak
 - f. Texture
 - g. Crystal
6. Name four uses for rocks and four uses for minerals.
7. Locate four Bible incidents in which a rock was significant.
8. List the foundation stones of the New Jerusalem and tell where you found the information.

Skill Level 2

Original Honor 1937

Nature
General Conference
2001 Edition

Rural Development



1. Explain to your instructor why some countries in our world are called “developing” countries and why others are called “developed” countries.
2. Name ten developing countries and list two things that ADRA is doing in these countries that would fall under the description of “relief” and two things that would fall under the description of “development”.
3. Read what Ellen White has written about why we have the poor with us in *Desire of Ages*, Chapter 70, entitled “The Least of These My Brethren”. Summarize what you have learned from this chapter in 50 words or less.
4. View an ADRA video report (www.adra.org) on development activities in other countries than your own, and participate in a discussion about what you see following the video.
5. Participate in one of the following field trips or group projects:
 - a. Go on a mission trip to a disadvantaged rural area in another country or within your own nation.
 - b. Raise funds and contribute to the contents of an ADRA-kids-box of your choice (<http://kids.adra.org>).
 - c. A 24-hour group fast and educational “lock-in” session with your youth group focused on understanding the needs of the poor in developing nations, and designed to raise funds for rural development.
6. Listen to or watch a presentation about a person who grew up in a rural, underdeveloped area. Discuss with a Pathfinder staff, club, unit or class how the following differed from your life:
 - a. What they wore or ate
 - b. How they kept warm or cool
 - c. What home, church or school was like

Skill Level 2

Original Honor 2009

Outreach
North American Division
2009 Update

Seeds



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 drawing and know the purpose of each of these parts of a seed: seed coat, cotyledon, embryo.
4. List from memory four different methods by which seeds are scattered. Name three kinds of plants whose seeds are scattered by each method.
5. List from memory ten kinds of seeds that we use for food.
6. List from memory five kinds of seeds that are used as sources of oil.
7. List from memory five kinds of seeds that are used for spices.
8. What conditions are necessary for a seed to sprout?
9. Make a collection of 30 different kinds of seeds, of which only ten may be collected from commercial seed packages, the other 20 you are to collect yourself. Label each kind as follows: seed name, date collected, location collected, and collector's name.

Skill Level 1

Original Honor 1961

Seeds, Advanced

1. Have the Seeds Honor
2. Identify from drawings and know the purpose of each of the following parts of a seed: endosperm, radicle, plumule, micropyle.
3. Know several differences between a monocotyledon seed and a dicotyledon seed, and give three examples of each.
4. Explain the purpose and use of a "rag doll" seed tester. Use it to test the germination of 100 seeds of a wild plant and 100 seeds of a domestic plant. Report the results of each test.
5. How does a seed differ from a spore?
6. Write or tell orally two spiritual lessons we may learn from seeds. You will find help in Christ's Object Lessons by Ellen G. White, pages 33 to 89.
7. Make a collection of 60 different kinds of seeds, of which only 15 may be collected from commercial seed packages, the other 45 you are to collect yourself. Label each kind as follows: seed name, date collected, location collected, and collector's name.
8. Have in your collection four kinds of seeds from each of two families of plants, showing the similarity between the seeds of plants in any one family.

Skill Level 2

Original Honor 1961

Nature
General Conference
2001 Edition

Serving Communities



1. Read the following Bible texts and explain what they teach about the role God expects each Christian to play in meeting the needs of the poor and suffering in the community:
 - a. Luke 10:25-37
 - b. Matthew 25:31-46
2. Read Chapter 54 (entitled “The Good Samaritan”) from *The Desire of Ages* by Ellen White and write a list of five key points in the chapter.
3. Explain to your instructor the following:
 - a. What is the name of the Adventist organization in your country that serves those in need? What kinds of services does it provide?
 - b. What is the name of the Adventist organization that serves those in need outside of the United States, Canada, and Bermuda? What kinds of services does it provide?
4. What do the letters ADRA stand for? Give a brief explanation of each word represented, and explain the difference between “development” and “relief”.
5. What items are usually included in a personal hygiene kit?
6. Assemble a personal hygiene kit and donate it to Adventist Community Services, ADRA Canada, or a homeless shelter.
7. Meet with the Adventist Community Services (in the United States and Bermuda) or ADRA Canada (in Canada) leader in your area and ask about projects that your Pathfinder unit or class might be able to accomplish that would help meet needs in your community.

Alternate Requirement: Ask an Adventist Community Service or ADRA Canada leader in your area to make a presentation to your Pathfinder Club or Unit which would include giving suggestions of how youth could help meet needs in your community.
8. Plan a community service project with your Pathfinder unit or class and complete it.
9. Complete at least 4 hours of volunteer service, including both time invested in the project mentioned in requirement number eight and time donated to other community services activities.

Skill Level 1

Original Honor 2009

Outreach
North American Division
2009 Update

Shells



1. What is the meaning of the term “mollusk”?
2. Identify from shells or drawings the following:

a. Mantle b. Foot c. Teeth d. Ribs e. Valve	f. Dorsal border g. Apex h. Operculum i. Canal
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3. Are all shells found on beaches? Where else are they found? What areas of the world offer the largest variety of shells?
4. Describe the movement of shells from place to place.
5. How do shell animals protect themselves?
6. How are shells made and from what materials are they made?
7. List and explain five uses made of shells by man.
8. Explain the terms “univalve” and “bivalve” as applied to shells.
9. Name in common terms five different classes of shells and as possible, name in your collection a shell for each class.
10. Make a collection of 20 different shells, classify them, and tell where each is found and when it came into your possession.
11. What is the source of pearls? What spiritual lessons does the pearl teach us? Read and discuss Christ’s Object Lessons by Ellen G. White, pages 115 to 118.
12. Match the Bible texts that best answers A-J:

a. Water creatures were created on what day? b. The number of water creatures is innumerable. c. Water creatures perish out of water. d. Job considered coral of great value. e. Solomon was acquainted with marine life. f. Jesus twice used a shell product to teach a spiritual lesson. g. A businesswoman was engaged in selling the famous purple dyes secured from the shellfish Mediterranean Murex. h. Paul does not support the wearing of pearls. i. Shell creatures are unfit for food. j. The twelve gates of Holy City are twelve pearls.	- Leviticus 11:9,10 - Acts 16:14 - Isaiah 50:2 - Revelation 21:21 1 Timothy 2:9 - Genesis 1:20, 21 1 Kings 4:33 - Psalms 104:25 - Matthew 7:6; 13:45,46 - Job 28:18
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Skill Level 2

Original Honor 1938

Nature
General Conference
2001 Edition

Shrubs

1. Note three characteristics of shrubs that distinguish them from trees and herbs. Why is a grape vine sometimes regarded as a shrub?
2. Name three important wild or cultivated food shrubs of your locality. Name a shrub that produces edible nuts.
3. Name two cultivated shrubs and two wild shrubs of your locality that produce showy flowers.
4. Do most shrubs blossom in the spring, summer, or autumn? Name one shrub whose flowers open before the leaves appear.
5. What parasitic shrub frequently used for indoor decoration grows on the high branches of different kinds of trees?
6. Give an example of a shrub whose leaves in autumn turn from green to brilliant shades of yellow, orange, or red.
7. Observe some shrub which is in bloom and list as many kinds of insects as you can (at least three) which come to its blossoms for pollen or nectar.
8. From what shrubs do birds prefer to eat the fruit or seeds? Name a shrub whose flowers attracts birds.
9. In what shrubs do birds prefer to build their nests?
10. Collect, preserve, and correctly identify the flowers, leaves, seeds, seed pods, or twigs with buds of ten wild shrubs.



Skill Level 1

Original Honor 1945

Nature
General Conference
2001 Edition

Spiders



1. Do one of the following:
 - a. Collect, identify, and preserve at least 16 species of spiders. Place on each specimen bottle a label showing the locality and date of capture and the spider's common or scientific name.
 - b. Make colored drawings or paintings of at least 16 species of spiders, life size or larger and in natural coloring. Label each with its common or scientific name.
 - c. Take color photos of at least 16 species of spiders. Identify each picture as to its locality, date taken and the common or scientific name of the spider.
2. What is the largest member of the spider family?
3. Write or give orally a description (forty words or more) of a spider that has gained notoriety in your region.
4. Give three ways in which spiders differ from insects.
5. Make a careful drawing of an orb web.
6. What other kinds of webs are there besides the orb web?
7. What do spiders eat? Make a list of victims found in spider webs.
8. For what is a spider web useful?
9. Find two references in the Bible to spiders and their webs.
10. What are the chief enemies of spiders?
11. How do spiders:
 - a. Help us?
 - b. Hurt us and our property?

Skill Level 2

Original Honor 1945

Stars



1. Answer the following questions:
 - a. What is the earth's nearest celestial neighbor? What is its distance from the earth?
 - b. What governs the tides?
 - c. What causes an eclipse?
 - d. What is a shooting star?
2. Make a diagram showing relative positions and movements of the earth, sun, and moon. Show positions and area events for eclipses of the sun and moon. One may demonstrate by using an orange, walnut, and marble, or similar objects, to show positions and movements of the earth, sun, and moon when there is an eclipse of the sun and when there is an eclipse of the moon.
3. Make a diagram of our solar system and be able to name the planets in order from the sun.
4. How fast does light travel? How far does light travel in a year?
5. What is the difference between planets and fixed stars? Identify in the sky eight fixed stars.
6. What is a constellation? Name and point out six. Name two constellations visible throughout the year.
7. For the Northern Hemisphere: draw a chart of the Big Dipper, Cassiopeia, and the North Star. For the Southern Hemisphere: draw a chart of the Southern Cross, Orion and Scorpio.
8. What is the Milky Way? Observe the Milky Way in the night sky.
9. What is the morning star and evening star? Why does it carry both names? Observe the morning and evening star in the sky.
10. Explain zenith and nadir.
11. What is the aurora borealis? What causes it?
12. Discuss the statement made by Ellen G. White in Early Writings, page 41, concerning the opening in Orion.

Skill Level 2

Original Honor 1928

Nature
General Conference
2001 Edition

Stewardship



1. Discover the Bible principles of stewardship by answering the following questions:
 - a. What does 1 Corinthians 6:19-20 say about the stewardship of the body?
 - b. What does Matthew 25:15 tell us about the stewardship of talents?
 - c. What does Colossians 4:5 say about the stewardship of time?
 - d. What does John 3:16 tell us about who owns the earth?
 - e. What does Genesis 1:26 say about who is the steward over the earth?
 - f. What does Proverbs 3:9 say about who is always first?
 - g. How do we know that tithe means a tenth? Genesis 28:22
 - h. Who does Leviticus 27:30 say the tithe belongs to?
 - i. How does Malachi 3:8 say that God is robbed?
 - j. What does 1 Corinthians 9:13,24 say about the use of the tithe?
 - k. How do we know that the tithe is different from offerings? Malachi 3:8
 - l. What does 1 Corinthians 16:2 say about how we are to give our offerings?
 - m. What does Matthew 6:20 say about where to keep our treasures?
 - n. What does 2 Corinthians 9:7 say about our attitude in giving?
 - o. What promised blessing is given in Malachi 3:10?
 - p. What does Psalms 24:1 tell us about who owns the earth?
2. Read and discuss with your counselor or pastor the following: Section IV (pp. 111 to 130); paragraph 1 and 2, p. 14; and paragraph 1, p. 66 of Counsels on Stewardship written by Ellen G. White.
3. Learn what is done with the tithe in your local church, your local conference, your union, and the General Conference.
4. From your pastor, church treasurer, or elder learn about your church budget, what finances your church must meet and the purpose of each item listed on your church tithe and offering envelope.
5. Keep a chart on how you spend your time for one weekend and one week day. In this chart make a list of how much time you spend in the following areas:

a. Work for pay	j. Sleep
b. Family time	k. Personal needs
c. Personal devotions	l. Class time
d. Public worship	m. School study
e. Family worship	n. Travel
f. Fun things	o. Music lesson
g. Reading	p. Music practice
h. Television	q. Home chores
i. Meals	r. Shopping

For each of the three days be sure your time adds up to 24 hours. After completing the chart, discuss with your pastor or counselor your responsibility in the stewardship of your time.
6. Do one of the following:
 - a. If you have an income-producing job or an allowance, make a list of how you spend your money for one month.
 - b. If you are not in the category above, make a list of how you would spend an income of \$50 a month in the following categories:
 - (1) Clothes
 - (2) Entertainment

- (4) Gifts
- (5) Personal items (toiletries)
- (6) School supplies
- (7) Tithe and offerings
- (8) Transportation

From your list determine what percentage of your total income is spent on each item. After completing the chart and percentages, discuss with your pastor or counselor the advantages of a budget and how to stay within a budget.

7. From the Bible and the writings of Ellen G. White determine what instruction has been given concerning the variety and use of God-given talents.
8. List three talents or skills that you have, such as building things, mechanics, gardening, painting or drawing, writing, speaking, music, teaching, sewing, etc. Choose one of these three talents and do a project to help develop you talent further. Your project must follow these guidelines:
 - a. The project is to be a benefit or outreach to others.
 - b. The project is to be a new endeavor not previously accomplished.
 - c. Spend at least five hours in the planning and implementation of the project.
 - d. Present a written or oral report to your counselor about your project.

Skill Level 2

Original Honor 1986

Outreach Ministries
General Conference
2001 Edition

Swimming—Beginner's

Have completed the Basic Water Safety honor.

Complete the requirements for Red Cross Level 3 Swim Level or the YMCA Equivalent



Water Entry Skills:

1. Enter water by jumping from the side of the pool or a dock into a safe area.
2. Headfirst entry from the side in a sitting position.*
3. Headfirst entry from the side in a kneeling position.*

* Headfirst entry should NOT be taught unless the water depth is at least 9 feet.

Breath Control and Submerging:

1. Bobbing while moving toward safety – demonstrate in chest-deep water at least five times.
2. Demonstrate rotary breathing at least 10 times.

Buoyancy:

1. On front, demonstrate the survival float at least 30 seconds in deep water.
2. On back, demonstrate moving into a back float in deep water and hold the float at least 30 seconds.

Changing Positions:

1. Change from a vertical to horizontal position on the front, in deep water.
2. Change from a vertical to horizontal position on the back, in deep water.

Treading Water:

1. Demonstrate treading water for at least 30 seconds in deep water.

Front Swim:

1. Push off in a streamline position, then begin the flutter kick. Kick in streamline position 3-5 body lengths.
2. Push off in a streamline position, then begin the dolphin kick. Demonstrate 3-5 body lengths.
3. Demonstrate the front crawl, at least 15 yards, with good rotary breathing.

Back Swim:

1. Demonstrate the elementary backstroke, with smooth finning and whip kick for at least 15 yards.

Side Swim:

1. Demonstrate the side scissors kick for at least 10 yards.

Water Safety:

1. Reach or Throw, Don't Go—reaching assists, demonstrate.
2. Think Twice Before Going Near Cold Water or Ice—discuss/demonstrate.
3. Look Before You Leap—understand and demonstrate.

Passing Skills:

Jump into chest-deep water from the side, swim the front crawl for 15 yards, maintain positions by treading water or floating for 30 seconds and swim elementary backstroke for 15 yards.

Skill Level 1

Original Honor 1944

Swimming—Beginner's Advanced

1. Have completed the requirements for Red Cross level 3 Swim Level or the YMCA Equivalent
2. Complete the requirement for Red Cross Level 4 Swim Level or the YMCA Equivalent.

Skill Level 1

Original Honor 1963

Teaching



1. What education is needed for teaching the following:
 - a. Elementary school
 - b. Secondary school
 - c. College
2. What is re-certification?
3. Interview at least two teachers with the following questions:
 - a. Why did you choose to become a teacher?
 - b. What part of teaching do you like the best?
 - c. What part of teaching do you like the least?
 - d. What do you do to get ready for a school year?
 - e. What do you do to get ready for a school day?
 - f. What teacher-related activities do you do after school is out each day?
 - g. What are some qualities of a good teacher?
 - h. What are the responsibilities and duties of a teacher?
4. Explore the Bible and the book Education by Ellen G. White to learn what teaching methods Jesus used. Present a three-minute oral report on what you learned.
5. If you are 16 years old or younger, do the following for a minimum of 40 minutes per week for three weeks:
 - a. Assist a teacher in designing and preparing a bulletin board.
 - b. Assist a teacher in preparing learning aids.
 - c. With the supervision of a teacher, teach a child or class at least one concept.
6. If you are older than 16 years, do three of the following:
 - a. Teach an adult's or children's Sabbath School class for a minimum of six weeks.
 - b. Teach in one day in each department of Vacation Bible School.
 - c. Teach two Honors from the Honors Handbook.
 - d. Assist in teaching requirements for one of the AY classes, culminating in investiture.
 - e. Teach at least one year in an elementary or secondary school or in a college.

Skill Level 2

Original Honor 1944

Vocational
General Conference
2001 Edition

Trees



1. Describe the ways in which trees and shrubs differ.
2. Collect and identify typical leaves from 15 different species of trees. Spread neatly, press dry, mount, and label in a suitable notebook or on uniform-size sheets of paper.
3. Name two examples each of trees that have been named for:
 - a. What they are used for
 - b. The surroundings or environment in which they grow
 - c. Some distinctive feature
 - d. The geographic region in which they live
 - e. Persons who first found and described them
4. Give the common name and tell the difference between the two great classes of trees.
5. Describe the importance of forest conservation in your area.
6. Name several examples of the kinds of wood used in each of the following:
 - a. Flooring for houses
 - b. Common plywood
 - c. Furniture
 - d. Ax handles
 - e. Fence posts
 - f. Railroad ties
 - g. Support beams for construction work
 - h. Bows and arrows
 - i. Ideal for use as kindling
 - j. Burns slowly and leaves a bed of hot coals
7. Name two examples each of trees which:
 - a. Grow best in wet lands
 - b. Grow best at high levels in mountains

Skill Level 1

Original Honor 1928

Nature
General Conference
2001 Edition

Weather



1. Explain how each of the following is formed:

a. Fog	e. Sleet
b. Rain	f. Hail
c. Dew	g. Frost
d. Snow	
2. Identify either in the sky or from pictures the following types of clouds: cirrus, cumulus, stratus, nimbus. What kind of weather is associated with each.
3. Explain the action of a mercury or spirit thermometer, a mercury barometer, an aneroid barometer, and a rain gauge.
4. Why is it possible to be rainy on one side of the mountain range and dry on the other? Give an illustration for your country or region.
 - a. Why is it cooler and more moist in the mountains than in the lowlands?
 - b. From which direction do rain and clear weather usually come in your locality?
5. Show with the help of a diagram how the earth's relationship to the sun produces the seasons.
6. What causes lightning and thunder? What different kinds of lightning are there?
7. Show with the help of a diagram what a convection is. What is its relation to winds?
8. Explain how radar, satellites, and computers are used in weather forecasting.
9. Tell how the following can affect our weather:
 - a. Jet stream
 - b. Volcano eruption
10. Make a drawing showing the water cycle in weather.
11. Make a simple wind vane or rain gauge.
12. Keep a weather chart for one week and record readings at 12-hour intervals. Include the following:
 - a. Temperature
 - b. Moisture (dew, fog, rain, frost, or snow)
 - c. Cloud formation
 - d. Wind direction

Skill Level 1

Original Honor 1944

CD Bonus

PDF Files for each level

- Instructor's Help Booklets
- Record Cards
- Record Charts
- Record Journals



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- Personal Growth
- Spiritual Discovery
- Serving Others
- Making Friends
- Health and Fitness
- Nature Study
- Outdoor Living

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The Investiture Achievement Curriculum is designed to create an ongoing learning environment. To maximize success for each Pathfinder, club directors, instructors, and all Pathfinder staff must intentionally:

- Inspire and motivate Pathfinders.
- Emphasize quality, not quantity, of learning.
- Build on knowledge that has been gained in earlier levels.
- Allocate time to practice new concepts and skills.
- Aim for understanding rather than memorization.
- Consider developmental and individual abilities of each Pathfinder.
- Employ effective and flexible strategies to aid learning.
- Use concrete and meaningful activities.

The goal of the Investiture Achievement Curriculum is to engage the Pathfinders in your club in active, hands-on learning. The teaching tips for each level will help you create an environment where Pathfinders will build on knowledge previously learned and, most importantly, make a decision to follow Jesus.

BONUS CD

PDF Files for each Level

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