



EXPLORER

Achievement Class



Youth Ministries Department of the Seventh-day Adventist® Church

Curriculum
Requirements &
Developed Resources



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OBJECTIVES

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

AIM, MOTTO, PLEDGE & LAW

AIM

The Advent Message to All the World in My Generation.

MOTTO

"The love of Christ constrains me."

PLEDGE

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

PATHFINDER LAW

The Pathfinder Law is for me to:

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

HOW TO USE THE INSTRUCTION PLANS

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

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

Bimonthly outings are often encouraged by the conference, and instructors should try to maximize the use of these times. For further details on bimonthly outings, see the Pathfinder Staff Manual.

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

ANNUAL PROGRAM

WEEK	SAMPLE SCHEDULE	REFERENCE PAGE
1	Law – discuss and learn, and activity	12
	Introduce reading The Happy Path - Book Club	16
	Discussion or audio/visual – drugs, alcohol/peer pressure	41
	Membership & dues	12
2	Use of concordance	20
	Design pledge card / Peer Pressure	41
	Plan participation in 3 church programs	34
	Read Luke before next meeting	23
	Household Arts or Arts and Crafts Honor	76
3	Choose and discuss Scripture segment from Luke	23
	Introduce Nature Honors	50
	Read John before next meeting	23
	Three-day camping menus	67
4	Choose and discuss Scripture segment from John	23
	Topographical map – uses, 20 signs and symbols	63
	Enrollment of new members, Pathfinders or S.S., etc.	35
5	Camp out – 2 nights, campsite selection, 2 meals	56
	Review basic lashings and build 1 article of camp furniture	65
6	Discuss salvation story from Luke or John	24
	Nature Honor	50
7	Peer Pressure and Decision Making	36
	Identify 6 animal/bird tracks – make 3 plaster casts	54
	Nature Honor	50
8	Learn and explain Proverbs 20:1 and 23: 29-32	27
	Stars, planets and constellations	50
	Nature Honor	50
9	Camp out	
	Review Proverbs 20:1 and 23: 29-32	27
	Identify stars, planets and constellations	50
	Topographical map and symbols – practical	63
	Nature Honor Complete	50
10	Introduce material on J. N. Andrews	27
	Start Lifestyle Honor work	72
11	Discuss importance of mission work in the church	27
	Honor work	72
	Lead out opening exercises	48
12	1.6 km hike and list of clothing to be worn, & report	45

WEEK	SAMPLE SCHEDULE	REFERENCE PAGE
13	Peer Pressure and Decision Making	44
	Grooming and Manners/Family Life Honor	39
14	Pathfinder flag and guidon – composition and use	17
	Plan menu for 3 day camping trip for 4 people using 3 different dehydrated foods	67
15	Camp out – Identify “advanced” stars - Spiritual significance of Orion	
	Introduce signaling – semaphore, Morse, sign, etc.	68
	Discuss Peer Pressure with regards to Sexual Behavior/Drugs	46
16	Learn about Community Services in area and give assistance	33, 48
	First Aid	58
17	Memory Gem exam	21
	Complete First Aid	58
18	Signaling – semaphore, More, etc.	68
	Tour municipal Offices/official visit	38
19	Missionaries and Service	30
	Complete all honors	76, 39
20	Report on community services project	33
	Complete honors and check all work completed	76, 39
	Investiture, Open House, etc.	49

EXPLORER REQUIREMENTS

GENERAL

1. Be 12 years old and/or in Grade 7 or its equivalent.
2. Be an active member of the AJY Society and Pathfinder Club.
3. Learn or review the meaning of the Pathfinder Law and demonstrate your understanding by participating in one of the following: role play, panel discussion, essay, or prepare a project of your choice.
4. Read the book *The Happy Path* if not previously read.
5. Have a current Book Club Certificate and write at least a paragraph of review on each book.

ADVANCED

1. Know the composition and proper use of the Pathfinder flag and Unit Guidon.

SPIRITUAL DISCOVERY

1. Become familiar with the use of a concordance.
2. Hold a current memory gem certificate.
3. Read the gospels Luke and John in any translation, and discuss in your group any three of the following:
 - a. Luke 4:16-19 The Scripture Reading
 - b. Luke 11:9-13 Ask, Seek, Knock
 - c. Luke 21:25-28 Signs of Second Coming
 - d. John 13:12-17 Humility
 - e. John 14: 1-3 Lord's Promise
 - f. John 15:5-8 Vine and Branches
4. In consultation with your leader, choose one of the following areas:
 - a. John 3 Nicodemus
 - b. John 4 The Woman at the Well
 - c. Luke 15 The Prodigal Son
 - d. Luke 10 The Good Samaritan
 - e. Luke 19 Zaccheaus
5. Share your understanding of how Jesus saves individuals by using one of the following methods:
 - a. Group discussion with your leader.
 - b. Giving a talk at AJY's.
 - c. Writing an essay.
 - d. Making a series of pictures, charts, or models.
 - e. Writing a poem or song.
6. Memorize and explain Proverbs 20: 1 and Proverbs 23:29-32.

ADVANCED

1. Read about J. N. Andrews. Discuss the importance of mission service to the church and why Christ gave the Great Commission (Matthew 28: 18-20).
2. Complete the map work on missionaries and places of service.

SERVING OTHERS

1. Be familiar with the community services in your area and give assistance to at least one.
2. Participate in at least 3 church programs.

ADVANCED

1. Enroll a new member in Sabbath school, Pathfinders, or Bible correspondence course.

FRIENDSHIP DEVELOPMENT

1. Participate in a panel discussion or skit or peer pressure and its role in your decision making.
2. Tour your municipal offices or have a city official visit your group and then explain five ways you can cooperate with them.

ADVANCED

1. Earn one of the following honors:
 - a. Christian Grooming and Manners
 - b. Family Life

HEALTH AND FITNESS

1. Complete one of the following requirements:
 - a. Participate in a group discussion on the physical effects of drugs and alcohol on the body.
 - b. View an audio/visual on alcohol or other drugs, and discuss the effects on the human body.
2. Peer pressure discussion.

ADVANCED

1. Participate in a sixteen kilometer hike and make a list of clothing to be worn.
2. Peer Pressure and AIDS Awareness.

ORGANIZATION AND LEADERSHIP DEVELOPMENT

1. Lead out in your club's opening exercises or a Sabbath school program.
2. Help your unit or club plan a special outreach activity such as a project for unfortunate children, community beautification, etc. and carry out the activity.

ADVANCED

1. Participate in a special club event such as an investiture, open house, induction, Pathfinder Sabbath, etc. and participate in the evaluation of the event afterwards along with the Companion Class.

NATURE STUDY

1. If you live in the Northern Hemisphere, be able to identify the North Star, Orion, Pleiades, and two planets. If you live in the Southern Hemisphere, identify Achernar, the Southern Cross, Centaurus, and Orion. Know the spiritual significance of Orion as told in Early Writings.
2. Complete one of the following honors: Animal Tracking, Cacti, Flowers, Stars, or Weather.

ADVANCED

1. Identify six tracks of animals or birds. Make a plaster cast of three tracks.

OUTDOOR LIFE

1. Participate in a two-night campout. Describe six points of a good campsite. Plan and cook two meals.
2. Pass a test in Explorer first aid.
3. Explain what a topographical map is, what you can expect to find on it, and its uses. Identify at least twenty signs and symbols used on topographic maps.

ADVANCED

1. Review the basic lashings and build one article of camp furniture.
2. Plan a menu for a three day camping trip for four people using at least three different dehydrated foods.
3. Be able to send and receive the semaphore alphabet, OR Be able to send and receive the international Morse code by wigwag, OR Know the alphabet in sign language for the deaf, OR Have a basic knowledge of procedures of two-way radio communication.

LIFESTYLE ENRICHMENT

1. Complete one honor in Household Arts or Arts and Crafts not previously earned.

ADVANCED

1. Complete one honor in Outreach Ministry, Health & Science, Vocational, or Outdoor Industries not previously earned.

GENERAL

REQUIREMENT 1

Be 12 years old and/or in grade 7 or its equivalent.

EXPLANATION

1. When they are in Grade 7 or its equivalent
 2. At the beginning of the semester in which their 12th birthday falls.
- New members may join on a quarterly basis or at any time that is suitable to your club.

REQUIREMENT 2

Be an active member of the Pathfinder Club.

EXPLANATION

To be an active member, the junior should:

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

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

REQUIREMENT 3

Learn or review the meaning of the Pathfinder Law and demonstrate your understanding by participating in one of the following:

1. Role play
2. Panel discussion
3. Essay
4. A project of your choice.

CLASS PERIODS: ONE

EXPLANATION

The Pathfinder Law is for me to . . .

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

Meaning of the Law

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

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

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

I will share what I have learned in the Word of God with my family and others. I

want Jesus to come soon, and I want others to know Him personally as I do.

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

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

"A character formed according to the divine likeness is the only treasure that we can take from this world to the next.

Those who are under the instruction of Christ in this world will take every divine attainment with them to the heavenly mansions. And in heaven we are continually to improve. How important then, is the development of character in this life." (*Messages to Young People*, pages 100, 101).

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

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

Care for My Body. "One of the greatest aids in perfecting pure and noble characters in the young, strengthening them to control appetite and refrain from debasing excesses, is sound physical health" (*Messages to Young People*, page 233).

I recognize that the time to establish good habits, to learn self-control, and to keep a healthy body is in my youth. I also recognize that my body is the temple of the Holy Spirit and that I have been entrusted with its care. It is my responsibility to learn principles and norms that 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.

I will not shorten my life and my opportunity to serve God by debasing and misusing my body.

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

Keeping a level eye means that no matter where we are, out in the open or in the dark alleys of life, we can look at Jesus straight in the eye and not be afraid. Adam and Eve ran from the presence of God. They could not face Him because they had sinned.

In order to keep a level eye, I must not lie or deceive. I will tell the truth even if it hurts. I will despise filthy thinking and dirty talk. I will think more of others than of myself.

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

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

I realize that obedience to God must come first, obedience to parents next, and obedience to teachers and other persons in authority follows. 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 meeting where God is worshiped" (*Messages to Young People*, page 266).

I will walk softly in the sanctuary making my feet, my hands, and my heart fit the time and place. God is in the church building because it is dedicated to His service. In the church I will be quiet, careful, and reverent in all I do and say.

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

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

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

We know that music is as much an act of worship as is prayer. Many times youth do not understand this and songs are sung without meaning. We must learn to praise God here on earth, for this will be one of the themes of eternity. There should be joy in our hearts because Jesus came and died on the cross for all of us. I will keep a song in my heart because I am happy, because I've been redeemed. I will sing while I am alone and while I am with others. I want them to feel the joy of salvation with me, the joy of being 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*, p. 292).

Go On God's Errands. The supreme purpose of every Adventist Junior Youth is to do God's work. "Children can be acceptable missionary workers in the home and in the church. God desires them to be taught that they are in this world for useful service, not merely for play. In the home they can be trained to do missionary work that will prepare them for wider spheres of usefulness. Parents, help your children to fulfill God's purpose for them" (*Messages to Young People*, p. 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 may help 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. I will clean my father's garage today so that I can help clean heathenism from the hearts of thousands all around me.

I will be more than glad to do God's errands now because I want to keep doing His work forever. I want to dedicate my life to the spreading of this message and reach millions who are still waiting for salvation in Jesus Christ.

TEACHING METHODS

A variety of activities are listed from which your class may choose to demonstrate segments of the Law.

1. *Role Play*

- a. Have your class select a segment of the Law from which they act out a situation that demonstrates an understanding of its meaning.
- b. Develop the story outline as a group.
- c. Assign the character parts.
- d. Engage in spontaneous practice without a written script.
- e. Demonstrate before a class group.

2. *Panel Discussion*

A panel consists of two or more Explorers who give their point of view in response to questions asked by the leader and/or the class.

3. *Essay*

The essay shall consist of a minimum of 250 words and is to be presented to the leader.

4. *Project*

Using illustrations that may consist of drawings, pictures, diagrams, or any other form or cutout, demonstrate your understanding of the Law.

METHOD OF TESTING

Participation in selected activity and memorization of the Pathfinder Law.

REQUIREMENT 4

Read the book *The Happy Path* if not previously read.

EXPLANATION

This volume is written by Lawrence Maxwell and may be ordered from the local Adventist Book Center. It may be read individually or as a class project. It is a detailed explanation of the Pledge and Law in story form. There may be other books available in your area that utilize the Pledge and Law as their subject; these may be substituted for the *Happy Path*.

REQUIREMENT 5

Have a current Book Club certificate and write at least a paragraph of review on each book.

OBJECTIVE

To introduce the Explorers to new fields of interest, to strengthen their spiritual development, and to help them experience the enjoyment and pleasure of reading good books.

EXPLANATION

The book club selections are chosen to give the candidate a well-rounded reading program of adventure, nature, biography, and inspirational stories. A "current" certificate for the class means for the church year in which one completes the work for investiture. A book club certificate reported for a class may not be used a second time for any other class. When a junior has completed reading the book club suggestions, his or her name should be forwarded by the leader to the local conference youth department, which will issue a book club certificate.

METHOD OF TESTING

One paragraph of review on each book read will qualify the junior for a book club certificate.

ADVANCED REQUIREMENT 1

Know the composition and proper use of the Pathfinder flag and Unit Guidon.

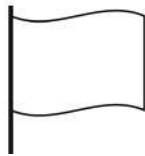
CLASS PERIODS: ONE

EXPLANATION

The Drill and Flag Ceremony section of the Pathfinder Drill Manual has instruction on the proper use of the Pathfinder Flag and Unit Guidon.

Composition of the Pathfinder Flag

The Pathfinder flag is made from one of several materials: cotton bunting, rayon, or nylon. The flag is divided through the center both vertically and horizontally, making four equal parts. The background colors are royal blue and white, alternately sewed together with the upper left hand corner being royal blue. The Pathfinder emblem is centered in the heart of the background. The colors are descriptive of the purposes and ideals of Pathfinderism.



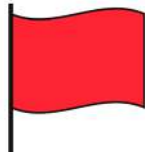
White - Purity

"Blessed are the pure in heart for they shall see God"
(Matthew 5:8).



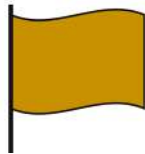
Blue - Loyalty

"And Daniel purposed in his heart that he would not defile himself" (Daniel 1:8).



Red - Shed blood of Christ

"The blood of Jesus Christ His Son cleanseth us from all sin"
(1 John 1:7)



Gold - Faith and Love

"I counsel thee to buy of me gold tried in the fire"
(Revelation 3: 18).

Within the Pathfinder emblem we have represented that which is a bulwark for every Pathfinder living in these uncertain times.



Sword of the Spirit

"The just shall live by Faith" (Hebrews 10:38).
"For the word of God is quick and powerful, and is sharper than any two edged sword..." (Hebrews 4:12).

The triangle shape calls our attention to the triple purpose for which our Pathfinder organization is ordained: to aid in the spiritual, mental, and physical development of our boys and girls around the world.

The triangle is inverted, representing the attitude exemplified by Christ of servant leadership.

The Pathfinder flag is 3' x 5' in size (1 meter by 1½ meters).

It is proper to display the Pathfinder flag at such occasions as Pathfinder Fairs, Pathfinder Camporees, Pathfinder Day in the church, civic parades, etc.

Composition of the Unit Guidon

Each Pathfinder Club unit has its own guidon. The guidon is 14" x 22" (34 cm wide and 55 cm long) with the shorter dimension attached to a 5½ foot staff (1½ meters) with a diameter of ¾ inch (2cm). The width of the guidon tapers to 11 inches (28 cm) and has a cleft that indents 8 inches (20 cm.) A blue panel 4 inches (10 cm) wide parallels the staff. A 4 inch (10 cm) Pathfinder triangle emblem is located 3 inches (7½ cm) from the top edge so that the median line of the emblem falls vertically along the outer edge of the blue panel. The space to the right of the blue panel is white. The embroidered or color-sketched emblem representing the name of the unit (bear, lion, bird, etc.) shall be inserted midway between the panel of blue and the indented point and between top and bottom and the over-all width or height shall not exceed 5 inches (14 cm).



Pathfinder Flag



Pathfinder Club Unit Guidon

SPIRITUAL DISCOVERY

The purpose of the Spiritual Discovery section is to familiarize the Explorer with the use of a concordance and to help them discover Christ as Savior through the reading of the Gospels and the understanding of how Jesus relates to the individual. Six class periods have been allocated for this section.

REQUIREMENT 1

Become familiar with the use of a concordance

CLASS PERIODS: ONE

OBJECTIVE

To learn the value and practical application of this Bible study tool.

TEACHING METHODS

1. A concordance is an alphabetical listing of every word (or key word) found in the Bible. Depending on the size of the concordance, each word is not only listed but also has a reference for every time the word appears in either the Old Testament or the New Testament.

It will help to have a variety of different concordances on hand for the Explorers to examine for themselves.

2. After demonstrating how to use a concordance, ask each Explorer to select a topic and to find the related texts on the subject and to make up a list.
For example: If they choose the topic of happiness, they should look up the words having to do with the subject, e.g. Happy, Happiness, Joy.
3. A form of Bible drill could also be used by giving a topic such as joy, peace, or hope for the Explorer to first look up in his concordance and then to find a verse containing this word in his Bible and then read it aloud. The first to complete the sequence scores a point.
4. Explain how to use a concordance when you know the text but not the reference. For example: if you know the text says "in all thy ways acknowledge him and he shall direct thy paths," demonstrate how to pick out a key word - look it up in the concordance and locate the reference. A list of texts without references could be given and the Explorers set to work.

RESOURCES

A concordance such as Strong's, Young's, Cruden's.

METHOD OF TESTING

Participation in the activities demonstrating ability to use a concordance. Where necessary, design your own short quiz to see if the Explorer has achieved a working understanding of how a concordance should be used. For example:

1. Quote a few well known texts and ask the juniors to find the references.
2. Select a topic (e.g. Faith) and ask them to give several texts on what faith is according to the Scripture.

REQUIREMENT 2

Hold a current Memory Gem Certificate.

CLASS PERIODS: ONE

Of the total class periods allocated for the Explorer Course, one is set aside for the Memory Gem examinations. Below is provided a suggested list to choose from should your local youth department not have a recommended list.

Memorize a Bible text from each of the seven categories below.

1. Great Passages	
	1 Peter 1:24-25
	1 Kings 18:21
	Matt. 24: 37-39
	Option

5. Relationships	
	John 13:34-35
	Prov. 19:19
	John 15:13
	Romans 14:11
	1 John 1:28
	Option

2. Salvation	
	Matt. 16:24-27
	Luke 14:28, 33
	Prov.28:13
	1 Tim. 1:15
	John 3:16-18
	Option

6. Behavior	
	Col. 3: 23
	Prov. 22:29
	Phil. 4:8
	John 3:19
	1 Cor. 2:14
	Option

3. Doctrine	
	Acts 1:9-11
	Eccl. 12:13,14
	1 Cor. 6:19-20
	Option

7. Promises/Praise	
	Prov. 3:5,6
	Ps.91
	1 Cor. 10: 13
	2 Tim. 4:7,8
	James 4:7
	Option

4. Prayer	
	Ps. 5:3
	Ps. 51:3
	Option

OBJECTIVE

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

TEACHING METHODS

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

Suggestions for the Weekly Review of the Memory Gems:

1. **Repetition Review.** After having a few juniors say the verse for the day, call on all to say it together, then all the girls, then the boys, then perhaps the teachers. Close by having all say it together, and see if all can take part. If possible, continue until they can. (Always have reference repeated each time the verse is said.)
2. **Missing Word Review.** Write text clearly on board before meeting, and rub out about every second word, particularly any catch ones, and usually the first one, which is not always easy to remember. Ask different ones to supply the missing words, requesting that only the one asked should respond. In some groups, juniors may be asked sometimes to come out and write in the word.
3. **Competition Review.** When there are about equal numbers of girls and boys, draw a line down center of the blackboard, heading sides respectively GIRLS/BOYS. Then put a mark under the proper heading for each one that correctly recites the verse for the day, and see which side will win.
4. **Word Review.** Have text repeated by two or three, or by all together once or twice, then ask for each one in rows to repeat the following word without hesitancy. Then move about from one to another, pointing to the one you wish to supply the word. Only the one to whom you point should respond, but pass on fairly quickly so that the review will be brisk and interesting.
5. **Question Review.** Ask as many questions as you can on the text from the first of the quarter. In some instances two or three questions can be asked on one text, but mix them among questions on other texts. Request that answers be given, if possible, in the exact words of Scripture.
6. **Text Bee Review.** Divide the group in about half. Then have members of one side call for a text or ask a question of a member on the other side. If answered, that side does the asking, if not, same side asks again. (Conduct something after the style of a spelling bee.)
7. **Surprise Reviews.** Have references to date written clearly on different slips of folded paper. Give one to each member before the meeting, asking them not to open until asked to do so. For review, call names one by one, ask them to rise, open slip, and say the verse called for. The reference should be read aloud so that all can determine if the right text is quoted.
8. During another period, write out the texts on slips of paper, as in No.7, and have the references given in same way.
9. **Reference Test.** Put on blackboard something like the following:

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

Ask different ones to fill in as for "Missing Word" review.
10. **Written Test.** Before the meeting, put two or three questions on the board in clear script, and hand out paper and pencil. Reveal questions on the board and ask all to try and answer them. Tell them it is not an examination and that each person will correct his or her own answers.
11. **Thought Review.** Put a thought from each verse on the board and ask members to tell which texts contain these thoughts or statements.
12. **Bible Study Review.** Devote a meeting to full Bible study review. This could be worked up in the form of a dialogue or delivered as a study by one or more members of the society, the remaining members, or a few specially chosen ones to form the audience. These could be encouraged to ask questions, which would be possible to answer with the texts learned.

RESOURCES

Remembering Bible Texts for Children, Publisher: Scripture Union. Available from Christian book shops.

METHOD OF TESTING

Pass Memory Gem test provided by the conference youth department.

REQUIREMENT 3

Read the Gospels Luke and John in any translation, and discuss in your group any three of the following:

- | | | | |
|------------------|------------------------|------------------|-------------------|
| a. Luke 4:16-19 | The Scripture Reading | d. John 13:12-17 | Humility |
| b. Luke 11:9-13 | Ask, Seek, Knock | e. John 14:1-3 | Lord's Promise |
| c. Luke 21:25-28 | Signs of Second Coming | f. John 15:5-8 | Vine and Branches |

CLASS PERIODS: TWO

Much of the reading should be done out of class.

OBJECTIVE

To help maintain a daily Bible reading routine in the lives of the Explorers and to retain an interest in God's Word.

To provide opportunity for the Explorers to share with their friends their personal Bible study discoveries.

TEACHING METHODS

1. For Reading the Gospels:
 - a. Instruct each Explorer to work out a color code similar to that already done in the Companion class. New colors can be added to draw attention to the specific theme of Christ as Saviour. E.g. Divinity of Jesus - purple; Humanity of Jesus - brown; Humility of Jesus - orange etc.
 - b. Encourage the class to share with each other some of the important discoveries they have made during their reading.
 - c. Pencil sketches may be entered in the margin to highlight the subject matter. E.g. a vine - foot washing - a well, etc.
2. For Discussion of Three Bible Passages:
 - a. When discussing the three passages, you may like to have each Explorer draw up a chart to outline the simple steps of salvation. Encourage class members to be original in their approach and to give a report on their particular chart or diagram.
 - b. Have your Explorers convert each of the selected passages into a twenty-five word telegram. These telegrams are to be sent to a dying friend who needs to find out how Jesus can save. Actual telegram forms obtained from the post office will add extra interest in this exercise.
 - c. Have the class produce a one-minute commercial that sums up all the information contained in the passage of Scripture they choose. For added interest, record the commercial and play it back to the complete group.
 - d. Collect a large quantity of family photos - Old Jacaranda pictures, etc. Read the passage about the Lord's Supper (John 13) with the Explorer group. Then encourage them individually or in pairs to choose different pictures for the various personalities in the story, e.g. What kind of look does the Scripture story suggest? Use different Bible translations for clues. After they have made up their own portrayal of the event, invite each group or individual to explain their work. Start them on the subject of which disciple they identify themselves with.

METHOD OF TESTING

Participation in discussion and fulfillment of reading requirement.

REQUIREMENT 4

In consultation with your leader, choose one of the following areas:

- | | | | |
|------------|-----------------------|------------|--------------------|
| a. John 3 | Nicodemus | d. Luke 10 | The Good Samaritan |
| b. John 4 | The Woman at the Well | e. Luke 19 | Zacchaeus |
| c. Luke 15 | The Prodigal Son | | |

REQUIREMENT 5

Share your understanding of how Jesus saves individuals by using one of the following methods:

- | | |
|--------------------------------------|---|
| a. Group discussion with your leader | d. Making a series of pictures, charts, or models |
| b. Giving a talk at AJY's | e. Writing a poem or song |
| c. Writing an essay | |

CLASS PERIODS: ONE

OBJECTIVE

To enable Explorers to understand that God is personally interested in them by studying how Jesus dealt with individuals.

TEACHING METHODS

1. Draw up a "Life Line" for the individuals chosen and mark out all the different things that have happened in their life. Care should be taken to include other important information such as how the various events affected them and how their lives were changed.

EXAMPLE A: AN INDIVIDUAL LIFE

Life before they met Jesus	How and where they met Jesus	What Jesus said	Final result
How they must have felt	Why they went to see Him	Individual's reaction	

EXAMPLE B: A PARABLE

Life at home. Desires and thoughts and actions	What you thought it would be like away from home	What it was really like	How you decided to come home	Feelings on the way home	What happened when you arrived back home
--	--	-------------------------	------------------------------	--------------------------	--

2. Using a piece of graph paper, plot the experience of your chosen individual before and after he meets Jesus. Then in a different color, plot the attitude of Jesus toward that person's life. Invite the Explorer to explain their graph.
3. Pre-record the voice of a young man who has supposedly run away from home and has gotten into trouble. He rings home

and says he's sorry and that he might come home. Have each Explorer role play the situation of answering the call in the manner of the worst possible parent.

After making a list of the different responses, replay the phone call, encouraging the group to answer in the role of the kindest possible parent. Keep a list of the responses and compare them in the light of the parable of the Prodigal Son. For added interest, work out a system where-by you can actually play the pre-recorded message over a telephone.

4. Reproduce the following discussion guide for each class member. After they have read it through and made their choices, spend time as a group exchanging the reasons for their choices. This is a value clarification exercise.

WHEN A LITTLE MAN MET JESUS

"On the third day there was a wedding at Cana-in-Galilee. The mother of Jesus was there, and Jesus and His disciples were guests also. The wine gave out, so Jesus' mother said to Him "They have no wine left." He answered, "Your concern, mother, is not mine. My hour has not yet come." His mother said to the servants, "Do whatever he tells you." There were six stone water-jars standing near, of the kind used for Jewish rites of purification; each held from twenty to thirty gallons. Jesus said to the servants, "Fill the jars with water," and they filled them to the brim. "Now draw some off," he ordered, "and take it to the steward of the feast", and they did so. The steward tasted the water now turned into wine, not knowing its source, though the servants who had drawn the water knew. He hailed the bridegroom and said, "Everyone serves the best wine first, and waits until the guests have drunk freely before serving the poorer sort, but you have kept the best wine till now" (John 2:1-11, NEB)

1. If I had been Zacchaeus when Jesus stopped and asked me to come down, I would have been: (circle one)
 - a. shocked
 - b. scared off
 - c. overwhelmed with joy
 - d. embarrassed
 - e. excited and afraid at the same time
2. When Jesus called Zacchaeus by name and asked to have dinner with him, He probably wanted to: (circle one)
 - a. talk to him about his shady tax collecting
 - b. satisfy his curiosity
 - c. be his friend
 - d. make him feel worthwhile
3. For me, the greatest thing about Jesus in this story is the way He: (circle one)
 - a. is on the lookout for people "up a tree"
 - b. can change a "taker" into a "giver"
 - c. can make a "little man" big
 - d. doesn't care what other people think
 - e. sees in every sinner a "son of Abraham"
 - f. walks into your life and makes things happen
4. If Jesus were to pass my way today, He would probably: (circle one)
 - a. ask me, "Why are you always dodging me?"
 - b. put His arm around me
 - c. give me a real telling off for the way I've been living
 - d. invite me to dinner - to show me He was really my friend
 - e. slap me on the shoulder and tell me I'm OK
 - f. pass on without saying a word

METHOD OF TESTING

Completion of exercise and meaningful discussion of activity.

REQUIREMENT 6

Memorize and explain Proverbs 20:1 and Proverbs 23:29-32.

CLASS PERIODS: ONE

OBJECTIVE

To help the Explorer visualize the imagery used by Solomon when warning of the dangers of alcoholic beverages.

TEACHING METHODS

1. Initiate a "poster competition" on the subject of temperance using the two memory texts as the basic theme. The church board may be asked to supply a suitable prize for the winning entry. Posters can be displayed in the church foyer, and on the day of judging, each entrant could repeat the memory texts before the winner is announced.
2. Have each class member produce a scrapbook with a minimum of six large pages on the theme of the two memory texts.

METHOD OF TESTING

Memorization of texts and adequate display of knowledge.

ADVANCED REQUIREMENT 1

Read about J. N. Andrews. Discuss the importance of mission service to the church and why Christ gave the Great Commission (Matthew 28: 18-20).

CLASS PERIODS: THREE

OBJECTIVE

To create an understanding of the mission of the Seventh-day Adventist Church and its first missionary outreach, and the responsibility each member has in fulfilling Christ's commission.

TEACHING METHODS

There are numerous books available that recount the beginnings of the world expansion of the Seventh-day Adventist Church. Some include only a chapter or two, others are fully biographical in depth. Any of these would provide enough material to satisfy the needs of this requirement. Just a few of the resources include:

1. *The Great Advent Movement*, Emma Howell Cooper (early editions were by J.N. Loughborough).
2. *Origin and Progress of Seventh-day Adventists*, M. E. Olsen.
3. *Origin and History of Seventh-day Adventists*, vol. 1-4, A. W. Spaulding.
4. *Flame for the Lord*, (Biography of J. N. Andrews), Virgil Robinson.
5. *Seventh-day Adventist Encyclopedia*, (Vol. 10 of the Commentary Reference Set).
6. *Footprints of the Pioneers*, A. W. Spaulding.

7. *The Past and the Presidents*, D. A. and G. L. Ochs.**Key Events in the Development of the Seventh-day Adventist Church Climaxing with the Focus on World Mission**

1844	1846	1848	1850	1852	1858	1860	1863	1866	1874
The Great Disappointment	James and Ellen White marry	Sabbath Conference	Publishing work begun <i>Present Truth Review</i> , E. G. White's first book	Bates to Battle Creek	Great Controversy vision	SDA name chosen	General Conference formed. Health reform vision.	Western Health Reform Institute established	J. N. Andrews to Switzerland. Founding of Battle Creek College.

ADVANCED REQUIREMENT 2

Complete the map work based on missionaries and places of service.

Note: These have been selected from the above mentioned resources and represent some firsts for many countries around the world. Others, while not necessarily "first," represent the epitome of selfless Christian service to others not of our own cultures and under more difficult than "normal" conditions.

Once the full weight of responsibility by the Gospel Commission demanded of believers was recognized, missionaries fanned out in all directions around the globe. The following list represents only a few of those who left their homes and traveled to all corners of the earth spreading the Second Advent message. These all became involved prior to 1900, were usually part of a team, and invariably upon arrival found believers already worshiping on Sabbath and following many of the distinctive doctrines of our church. The stories of these early believers and missionaries are fascinating examples of God's plan of action begun around the 1844 movement and continued on to His return.

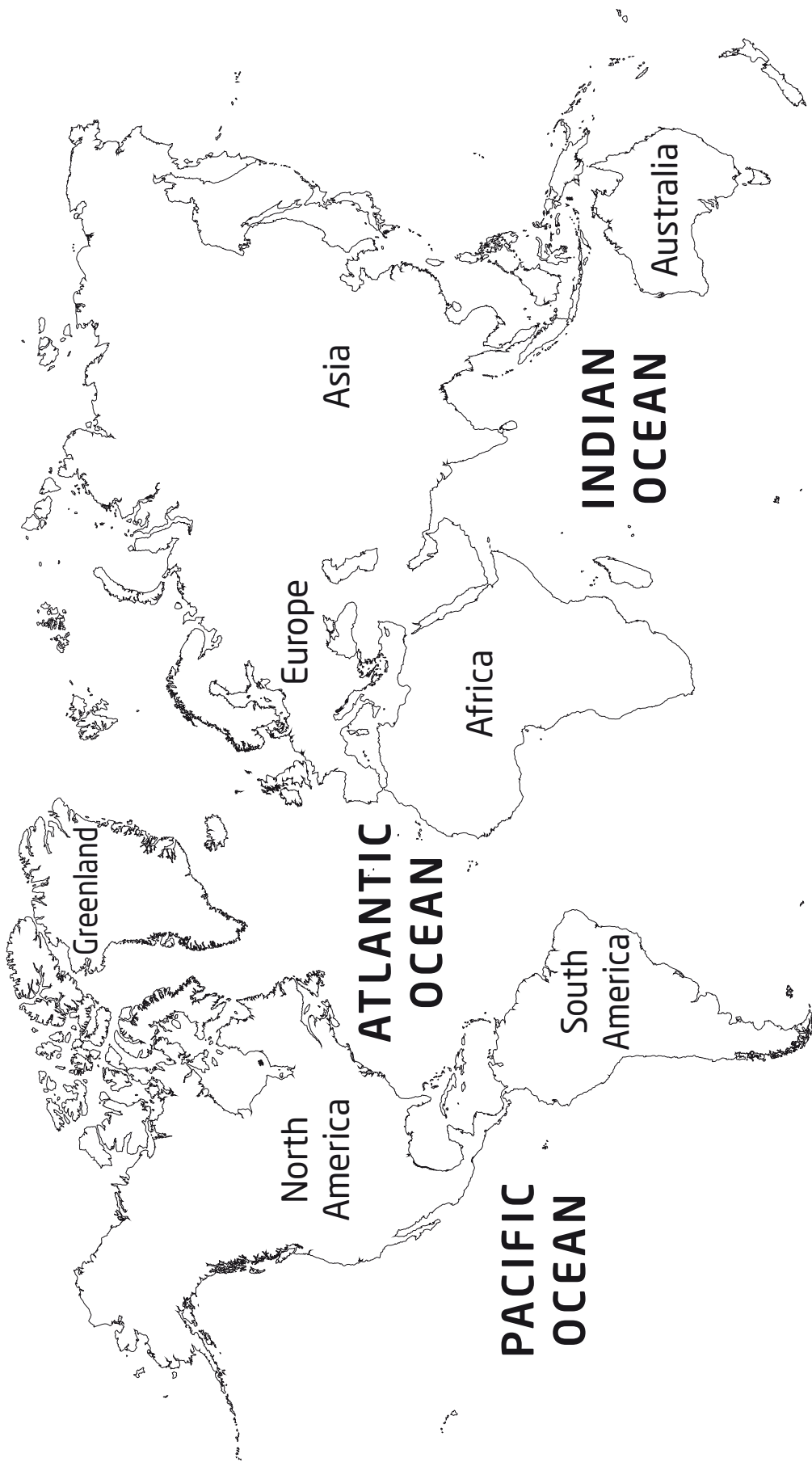
It would be well for class participants to select one or more of these persons or geographical areas and research all the information that might be available to share during a Sabbath school or AY Meeting.

Completion of the requirement involves researching enough information to correctly place each person listed in the correct geographical location of his mission service on the attached map. The locations are included to facilitate the work of verification by the teacher.

A large wall map may be obtained and labeled by the class along with many other names, locations, and their dates of mission activation as an ongoing year activity.

MISSIONARY MAP	
J. N. Andrews	Switzerland
John Mattesson	Scandinavia
S. N. Haskell	Australia
D. A. Robinson	South Africa
J. I. Tay	Polynesia
William Arnold	West Indies
F. J. Hutchins	Central America
F. H. Westphal	South America
D. T. Jones	Mexico
C. B. Tripp	Central Africa
E. L. Sanford	West Africa
William Lender	India
Jacob Reiswig	Russia

THE WORLD



SERVING OTHERS

The purpose of this section is to provide opportunity for the Explorer to engage personally in service ministries in his community. One class period plus out-of-class activity is involved with this section. Use the class period to instruct and plan your involvement and then to share experiences of participation.

REQUIREMENT 1

Be familiar with the community services in your area and give assistance to at least one.

CLASS PERIODS: ONE

OBJECTIVE

To give the Explorer a wider understanding of the activities your community uses to aid those in need, and to foster a desire to share in some of these responsibilities.

TEACHING METHODS

Your list of Community Services could include:

- National Heart Appeal
- Freedom From Hunger
- Red Cross
- Red Shield (Salvation Army)
- Various church and civic services
- Local and International Development and Relief Agencies
- See also the ADRA honors in Community Service.

Christian Services

1. Arousing interest in a community-wide recreation program for children, youth, and adults (hobbies, crafts, outdoor activities, hikes, intercultural festivals).
2. Working in institutions (typing, general work, leading games, crafts, playing the piano, assisting with children).
3. Conducting a quarterly program (or more often as needed).
4. Growing flowers to give away.
5. Supplying reading materials to institutions.
6. Helping harvest or gather perishable crops (glean).
7. Having a "Lord's Acre" project.
8. Cooperating in a community survey.
9. Supporting a community project (March of Dimes, etc.)
10. Working with juvenile delinquents.
11. Visiting the jails and detention homes, etc.
12. Studying health-related problems in the community and organizing strategically to work on them.
13. Encourage citizens to vote.

14. Participating in ecology improvement in the community.
15. Sending youth teams to needy small churches.
16. Food and clothing distribution.
17. Babysitting.
18. Senior citizen ministry.
19. Repair jobs.

If possible, visit at least three of the agencies in your local area so that you are familiar with where they are and what they do. Invite at least one of the representatives from a community organization to explain to your group what their organization does. Assistance may be given by participating in one of their appeals or assisting in one of their services or headquarters activities for no less than one hour.

METHOD OF TESTING

1. Participation
2. Presentation of list of local community services
3. A verbal or written report of the community service participated in

REQUIREMENT 2

Participate in at least three church programs.

CLASS PERIODS: OUT-OF-CLASS ACTIVITY

OBJECTIVE

To develop the experience of joy in serving the church.

TEACHING METHODS

The Explorers may engage in active participation and/or planning in some part of the following church ministries:

Church Projects

1. Improve the church grounds.
2. Participate in church ministry committees.
3. Be an active member in the AY organization.
4. Participate in church remodeling and equip a room.
5. Assist the pastor by distributing materials, flowers, making phone calls, running errands.
6. Issue invitations to strangers.
7. Visit shut-ins, do kind deeds such as reading and playing music. Take them to the store and get groceries.
8. Volunteer to drive cars to pick up shut-ins or others who could not otherwise attend. Babysit for parents to go to activities at the church.
9. Assist with secretarial work of the church.
10. Hold programs, services in institutions (nursing home, jail, etc.).
11. Write up stories of church events for local newspapers or church papers.

12. Keep the church building clean and attractive.
13. Care for church hymnals, Bibles, and church library.
14. Provide flowers.
15. Plant a garden for "give away" to hungry.
16. Start a "collecting" library of historic items.
17. Assist in children's ministry--storytelling, preparing equipment, gathering materials, and caring for children.
18. Maintain fellowship with persons away from home.
19. Be faithful and help strengthen your youth group.
20. Help maintain church vehicles and those of the aged.

METHOD OF TESTING

Participation

ADVANCED REQUIREMENT 1

Enroll a new member in Sabbath school, Pathfinders, or a Bible correspondence course.

FRIENDSHIP DEVELOPMENT

REQUIREMENT 1

Participate in a panel discussion or skit on peer pressure and its role in your decision making. As peer pressure has a positive and negative impact on relationships and health, you will find requirements dealing with both aspects in this class. You may wish to combine these requirements from both this section and Health and Fitness to help the participants understand the implications toward their overall wellbeing and self-image.

CLASS PERIODS: THREE 20-MINUTE PERIODS

TEACHING METHODS

1. Identify problems that Explorers may meet at school.
2. Open the problems up to the group for discussion and solutions. See the resource section for suggested discussion items and solutions for both state and church schools. Seek counsel from your church pastor or conference youth director if you feel that some item has not been adequately answered.
3. Discuss conduct and relationships that promote a positive witness and ease the factors or peer pressure on campus.
4. Discuss share-your-faith ideas.

RESOURCES

1. Suggested Questions and Answers for Public Schools:
 - a. Should I join a sports team at school since it may present Sabbath problems?
If you are athletic and excel at any sport, then there is nothing to stop you from joining a sports team as long as:
 - ◇ The coach understands before you join that you won't be available Friday nights and Sabbath.
 - ◇ The teacher acknowledges your principles and assures you that he will not ask you to transgress them.
 - ◇ The activity doesn't come to mean more to you than your Christian experience.
 - b. What will I do if the class goes away for a trip either during the week or over a weekend?
 - ◇ Go with them if at all possible during the week. Once again you will need to explain your diet needs and obtain permission to take your own substitute if necessary. On weekend trips you may be able to arrange with the teacher to have the Sabbath free or to join the activity on Saturday night.
 - c. How should I respond to an invitation to a school dance?
 - ◇ First, thank the person for the invitation and then share your convictions regarding recreational activities. If this doesn't satisfy your friend, be more specific. (Ask your local conference youth department for the AY leaflet on dancing.)
 - d. Your friends are all going to a school function on Friday night and want to know why you aren't coming. What will you say?
 - ◇ Be honest and don't try to cover up. Explain in a simple way that Friday sunset commences the Bible Sabbath. Share your reasons for keeping the Sabbath as a time dedicated to worship.
 - e. You come against kids in the school using drugs. What would you do?
Here are two things you should do:
 - ◇ First, make sure they know that you will not become involved.

- ◇ Second, take the opportunity to share with those involved reasons why you refuse to participate: the effect upon the body, especially the mind, and the possible after-effect on children.
- f. Your teachers make fun of creation and/or Christianity. Will you quietly take it, or ... ?
You should always treat your teacher with respect, therefore:
 - ◇ Tell him personally and privately of your convictions and ask him to respect the beliefs you and others in the class hold. Don't embarrass your teacher before the class.
 - ◇ Take given opportunities that arise in class discussion to express your convictions.
 - ◇ In your test papers, give the answers the teacher is seeking. You may conclude by stating your personal belief as based upon your creation view.

2. Suggested Questions and Answers for Church Schools

(A = Answer)

What would you do if some of the students at your school:

- a. Tried to get you to smoke and/or drink?
 - ◇ Tell the teacher
 - ◇ Do nothing
 - ◇ Preach to him
 - ◇ Talk to each one personally, expressing your concern (A)
- b. Didn't respond in a Week of Prayer?
 - ◇ Talk about them
 - ◇ Chide them for not doing so
 - ◇ Try to befriend them (A)
 - ◇ Pray for them (A)
 - ◇ Have nothing to do with
- c. Weren't Seventh-day Adventists?
 - ◇ Keep well away from them
 - ◇ Invite them to church (A)
 - ◇ Make them feel they belong (A)
 - ◇ Encourage them to join Pathfinders (A)
 - ◇ Tell them they'd be better off at a public school
- d. Were very lonely and felt left out?
 - ◇ Ignore them
 - ◇ Try to befriend them (A)
 - ◇ Encourage others to take an interest in them (A)
 - ◇ Poke fun at them (A)
 - ◇ Include them in every activity you can (A)
- e. Asked you to go to a movie with them?
 - ◇ Tell them that you'll tell on them
 - ◇ Pretend you didn't hear
 - ◇ Go rather than create a fuss
 - ◇ Preach at them
 - ◇ Say a polite "no" and express why you choose not to go (A)
 - ◇ Go and enjoy it

Share Your Faith Suggestions

1. Magazines in Libraries - Health, Listen, Signs
2. Books in Libraries
 - *Highways to Happiness*
 - *Everything a Boy/Girl Should Know*
 - *Desire of Ages*
 - *Great Controversy*
 - *Steps to Christ*
3. Film Screening - Health and Temperance Topics
4. School Five Day Play
5. One-to-one Evangelism - talks, literature
6. Encourage students to watch our TV shows or listen to our radio programs
7. Invite teachers and students to special meetings
8. Make yourself available for school committees for concern for others
9. Meet with other Christians to pray for students and staff
10. Commit your life to God daily and ask Him to use you. He will!

Other books for resource purposes are:

- *New Testament Witnessing*, Waldon
- *Orientation for New Adventists*, Dick Jewett. Available from the Adventist Book Centers.

REQUIREMENT 2

Tour your municipal offices or have a city official visit your group and then explain five ways you can cooperate with them.

CLASS PERIODS: OUTSIDE OF MEETING FIELD TRIP OR ONE CLASS PERIOD

OBJECTIVE

Continuing the development of the concept that Christians are good citizens, interested in the wellbeing of the government and its leadership, and willing to be of service in any aspect our conscience allows.

TEACHING METHODS

1. If going to visit local offices and government persons, have participants prepare questions ahead of time—ability to ask carefully thought through questions leaves a good impression on city officials.
2. Also be in full, neat uniform for these visits. If the guest visits you, have a carefully planned opening flag ceremony showing proper use and respect for all flags. Perhaps a plaque or certificate presentation could be made.

ADVANCED REQUIREMENT 1

Earn one of the following honors:

1. Christian Grooming and Manners
2. Family Life

Christian Grooming and Manners (YOU 5310)***Skill Level 2***

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? (Isa. 43:1; Ex. 33:17; Isa.45:4)
4. Demonstrate or discuss proper conversational skills, including:
 - a. The proper way to talk to older people in public
 - 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, p 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 thought-life clean. Discuss intelligently the "do's" 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 that 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.

For Young Ladies

16. Demonstrate two exercises that will improve your posture, trim your hips, waist, thighs, and stomach.
17. Know how to choose a hair style that makes you look your best.
18. Tell the proper style of clothes to wear if you are tall, plump, short, thin, 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 chubby.
18. Tell why Christians should practice good manners. Demonstrate how to seat a girl or woman at a table and how to properly escort a lady from her home to a social function.

Family Lifestyle (YOU 5520)

1. Explain the roles of the father, mother, sister, brother in the Bible and in 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 things you are proud of including your family's good qualities and accomplishments.
3. Do one of the following in your home for one week:
 - a. dispose of garbage properly
 - b. wash the dishes
 - b. wash the clothes
 - c. dust and keep the floors clean
4. Show that you can care for younger members of your family or neighbors 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. Plan and conduct a family worship period and give a complete report.
8. Know what to do under the following circumstances in your home: accident, fire, loss of a relative, financial crisis, bad storm.
9. Plan and conduct a fire drill in your home.
10. Mention five ways you can show concern for or interest in your neighbors.
11. Study the recreational activities of your family and explain how they can be improved.

HEALTH AND FITNESS

The purpose of this section is to create an awareness of the dangers involved in the use of alcohol.

Two class periods have been allocated for the basic requirements and one for the advanced section, plus out-of-class time for activities. You may select to complete either requirement 1 or 2 or you may select portions of each as you determine their best use for the participants.

REQUIREMENT 1

Complete one of the following activities:

- A. Participate in a group discussion on the physical effects of drugs/alcohol on the body.
- B. View an audio/visual on alcohol or other drugs, and discuss the effects on the human body.

OBJECTIVE

To clarify the many misunderstandings related to the physical effects of alcohol and drugs.

EXPLANATION

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

TEACHING METHODS

PART A. Reproduce for each class member the flow chart on how alcohol affects the body. With the use of a blackboard, discuss and outline in brief detail the actual effect alcohol has on the major organs of the body. The class can then transfer the information to their chart. The following week, you can conduct a true/false quiz as a discussion starter and review aid.

True/False Quiz

(Answers supplied for teacher's help)

- (F) 1. Alcohol is a stimulant.
- (T) 2. Alcohol increases confidence but decreases judgment.
- (F) 3. Alcohol warms the body.
- (F) 4. Alcoholics drink every day.
- (F) 5. Drinking coffee, having a cold shower, fresh air, etc. will quickly make a drunk person sober.
- (T) 6. Alcohol problems can be found among almost all classes of people.
- (T) 7. Alcohol destroys the cells in the liver.
- (F) 8. 95% of alcohol taken into the body is absorbed into the blood stream through the intestines.
- (T) 9. Alcohol irritates the kidneys causing an increased loss of fluid.
- (F) 10. Alcohol only affects people who have no will power.

FLOW CHART - Alcohol Affects These Parts of the Body

1. Brain
 - Alcohol depresses brain centers producing incoordination, confusion, poor judgment, etc.

- Alcohol kills brain cells. These cannot be replaced.
 - Drinking over a period of time causes loss of memory, poor judgment, and decreases learning ability.
2. **Liver**
 - Alcohol inflames liver cells, causing them to swell.
 - As drinking continues, the number of cells destroyed increases, eventually causing cirrhosis of the liver.
 3. **Heart**
 - Alcohol inflames the heart muscle.
 - Has a toxic effect and causes increased amounts of fat to collect.
 4. **Stomach**
 - Alcohol irritates the stomach's protective lining, resulting in gastric or duodenal ulcers.
 5. **Kidney and Bladder**
 - Alcohol irritates the lining of the bladder, preventing it from stretching properly.
 - It irritates the kidneys, causing an increased loss of fluid.
 6. **Mouth and Esophagus**
 - Alcohol is an irritant to the delicate linings of the throat and food pipe. It burns as it goes down.
 7. **Blood Vessels**
 - 95% of alcohol taken into the body is absorbed into the blood stream through the lining of the stomach and duodenum. Therefore, it travels rapidly to every cell and tissue in the body.
 - Alcohol causes red blood cells to clump together in sticky wads, slowing circulation and depriving tissues of oxygen.
 - It causes anemia by reducing the production of red blood cells.
 - Alcohol slows the ability of white cells to destroy bacteria and inhibits clotting ability of blood platelets.

Myths and Facts about Alcohol

- 1 Myth Alcohol is a stimulant.
Fact Alcohol may appear to stimulate because it releases inhibitions. Alcohol is a depressant.
- 2 Myth A few drinks can improve your skills.
Fact Alcohol does not normally increase physical or mental skill. It may increase confidence but decreases judgment and self-criticism and self-control. Drinkers may feel their performance has improved, when in reality it may have declined.
- 3 Myth Alcohol warms the body.
Fact Alcohol may make a drinker feel warmer because it causes blood to rise to the skin surface. This lowers body temperature because the surface heat is lost.
- 4 Myth Drinking beer won't cause you to become an alcoholic.
Fact Beer still contains the potentially addicting ingredient - ethyl alcohol. Because the alcohol content is lower, it simply means more beer will be consumed to make a person drunk as compared with wine or whisky.
- 5 Myth Alcoholics drink every day.
Fact Some alcoholics only drink on weekends. Alcoholism simply means a person cannot control his drinking.
- 6 Myth Alcohol cures colds.
Fact Some symptoms may be temporarily relieved, but alcohol does not cure colds.

- 7 Myth Drinking coffee, having a cold shower, fresh air, etc. will quickly make a drunk person sober.
Fact These methods may arouse an individual and the person could be simply a wide-awake drunk. This can be more dangerous as he can feel more capable and attempt tasks such as driving with drastic results. It takes time for alcohol to be eliminated from the body.
- 8 Myth All alcoholics are skid row types.
Fact Alcohol problems can be found among all classes of people. Only about three percent of alcoholics are actually skid row types.
- 9 Myth Alcoholics are morally weak.
Fact This is not necessarily true; however, alcohol does affect the brain centers controlling judgment, reason, and willpower.
- 10 Myth Women don't become alcoholics.
Fact Women do become alcoholics, but are not so easily recognized because their problem drinking is often hidden at home. In recent years the number of female alcoholics has increased.

The following chart may be used as a discussion point.

COMPARISON OF PROPERTIES RELATING TO FOOD AND ALCOHOL

	FOOD	ALCOHOL
Body growth and maintenance	Promotes	Can retard
Can be stored in the body	Yes	No
Effect on physical and mental activity	Aids	Hinders
Repair of tissues	Essential	Useless
Influence on body heat	Maintains	Cause loss
Vitamin content	High	Traces only
Resistance to infection	Increases	Lowers

PART B. View and discuss a film or film strip on the subject of alcohol and other drugs.

- Recommended films on alcohol:
 - Verdict at 1:32 16mm, 22 minutes, color
 - Just One 16mm, 24 minutes, color
 - From 5 - 7: 30 16mm, 28 minutes, color
 - Becky 16mm, 12 minutes, color
- Recommended audio-visual on drugs:
 - Drugs: A Trick - A Trap
 - Community Health Series
 - Britannica Films

(This is a series of five filmstrips covering medicine, alcohol, tobacco, marijuana, glue, and hard drugs.)

METHOD OF TESTING

Participation

REQUIREMENT 2

Discuss the importance of self-respect and self-worth with regards to peer pressure and peer groups. As peer pressure has a positive and negative impact on relationships and health, you will find requirements dealing with both aspects in this class. You may wish to combine these requirements from both this section and Friendship Development to help the participants understand the implications toward their overall wellbeing and self-image.

OBJECTIVE

To show the Explorer that his/her true worth comes from God.

TEACHING METHODS

1. Discuss Isaiah 43: 1, 3. God regards you as a very special person.
2. Peer Groups are:
 - Important for all people
 - Everyone needs friends
3. Discuss the importance of peer pressure and its far reaching consequences.
 - The way people feel about themselves
 - Its effect on their interactions with others.
4. Explain the difference between self-respect (self-worth) and self-esteem.
5. Discuss why people often feel awkward or graceful.
 - Do you like who you are?
 - Do you think you are smart or dumb?
 - Do you feel inadequate?
6. People with low self esteem:
 - Build themselves up at the expense of others
 - Cut others down
 - Put themselves down to
 - Need approval
 - Elicit compliments
 - Push oneself
 - Are over critical.
 - As low self-respect can affect decision making, it is important to set goals.
7. Discuss how to get high self-respect.
 - Do not put oneself down
 - Think of new ways to develop talents
 - Do not 'show off'
 - Use talents to contribute to the family, school, church, and community
 - Accept responsibility
 - Do not set up oneself for failure
8. Find examples in the Bible to show how God makes heroes out of ordinary people:
Joseph Gideon Esther Ruth David

ADVANCED REQUIREMENT 1

Participate in a sixteen kilometer (10 mile) hike and make a list of clothing to be worn.

CLASS PERIODS: ONE AND OUT OF CLASS TIME**OBJECTIVE**

1. To teach skills in observation and to accurately record major items of interest.
2. To develop physical stamina.

EXPLANATION

Know the area where you plan to hike and inform the participants of the type of flora and fauna they are likely to see in the area. It is much easier to find something if you know what you are looking for.

Clothes if in a temperate climate: long-sleeved shirts, long slacks, woolen sweaters, rain/wind-proof protective clothing, sturdy shoes or boots, hat; with the emphasis on comfortably fitting clothing.

Correct Shoes: must be smooth inside and snug fitting in the heel, but with plenty of room for the toes to wiggle. The sole should be strong but pliable, the uppers soft and flexible. Leather is the best material, with broad low rubber heels.

Socks: wool is best, preferably white, and a little too big.

This requirement can serve as a spring board for the Hiking Honor. Check the requirements in the Pathfinder Honor Manual and you may discover a most enjoyable new hobby.

TEACHING METHODS

Have each participant write up a report of the trip in a notebook and encourage them to include, along with the facts, pictures taken on the trip and/or drawings of the various things they saw.

You may have an aim for the hike, e.g. to discover the history of the area.

The report or log book of an expedition (taken from the Duke of Edinburgh's *Award Scheme Manual*).

The report or log book, from each candidate should be written up as soon as possible after the expedition while incidents are fresh and vivid in the mind. It should be an interesting and useful record of preparation and the actual journey. The opening pages should set the scene and contain: title of the group, party members, purpose of trip, dates, area, and author. The main part of the log should be the actual record of the day's activity including weather, campsites, food, type of country, outstanding landmarks, places to be avoided, animal and bird life, types of trees, shrubs, flowers, interesting incidents, party reactions, use of the equipment, maps, sketches, photos, etc. All log books should have a freehand sketch map of the route used including approximate scale, various land or sea marks, checkpoints, campsites, north point and date. The log book should include full equipment/clothing lists - comments on adequacy or lack of equipment and clothing, food lists - menus, suitability of meals, usefulness of first aid equipment, etc. Tasks undertaken by party members and individual comments on member's expectations, reactions and feelings on the trip. Presentation should be in the form of a note-book, loose-leaf folder, photographic record, video tape recording or other imaginative method.

METHOD OF TESTING

Participation and written report.

ADVANCED REQUIREMENT 2

Discuss the impact of peer pressure and premarital sexual behavior or drugs.

OBJECTIVE

To make Explorers aware of peer pressure, its strong influence both for good and evil, and its often subtle techniques.

TEACHING METHODS

1. Identify the factors that influence teens to engage in premarital sexual behavior or use of harmful substances, i.e. drugs, alcohol, paint fumes, etc.
 - Double meanings, i.e. Nike "Just Do It" campaign
 - Internal pressure - The personal inclinations or motivations
 - Peer Pressure – The influence of friends or other people of the same age.
 - Subliminal messages, i.e. through language, body language, pictures, music, reactions.
2. Identify ways teens can enhance a positive atmosphere in their family life.
3. Recognize the nature and extent of peer pressure either positive or negative.
4. Discuss internal reasons teens become sexually active or use harmful substances.
5. Discuss the negative influence of all forms of media – books, movies, music, TV, commercials/billboards.

ORGANIZATION AND LEADERSHIP DEVELOPMENT

REQUIREMENT 1

Lead out in your club's opening exercises or a Sabbath school program.

CLASS PERIODS: ONE

OBJECTIVE

Develop ease of speaking in public and understanding of how to evaluate for improvement.

EXPLANATION

A typical club opening exercise:

6:30 p.m.	Fall in (blow whistle)
6:31	Post colors, Pledge of Allegiance
6:35	Opening Prayer
6:37	Devotional
6:45	Unit time
7:00	Start first activity

A Sabbath school program idea:

9:20 a.m.	Sing along
9:40	Prayer
9:42	Presentations on spiritual discovery
10:05	Plan action for serving others
10:15	Lesson review
10:35	Mission report
10:45	Closing Prayer

REQUIREMENT 2

Help your unit or club plan a special outreach activity such as a project for less fortunate children, community beautification, etc. and carry out the activity.

CLASS PERIODS: ONE CLASS PERIOD FOR PLANNING AND THE EVENT ITSELF

OBJECTIVE

The focus is in the planning stage. Participants need to develop skill in planning the activities they will be involved in. When participants plan and then do, they "buy in" to the activity, and therefore it carries more weight and meaning.

TEACHING METHODS

The event itself may be one of those under Serving Others.

ADVANCED REQUIREMENT 1

Participate in a special club event such as an investiture, open house, induction, Pathfinder Sabbath, campout, etc., and participate in an evaluation of that event afterwards along with the Companion Class.

See ideas for evaluation under "Outdoor Life" Requirement 1.

NATURE STUDY

The purpose of this section is to identify specific stars, planets, and constellations as a basic introduction to the study of the heavens and to extend the junior's appreciation of flora and fauna.

Six class periods have been allocated to teach this section with the understanding that some of the honors may require out-of-class work.

REQUIREMENT 1

If you live in the Northern hemisphere, be able to identify the North Star, Orion, Pleiades, and two planets. If you live in the Southern hemisphere, be able to identify Achernar, the Southern Cross, the Centaurus, and Orion. Know the spiritual significance of Orion as told in Early Writings.

CLASS PERIODS: ONE

TEACHING METHODS

1. Read "Early Writings," page 41.
2. Take the group out and find a couple of constellations. Make a map of them in relation to the earth's surface as they see it. Give date and hour of observation.
3. Have the group repeat this activity six hours later the same night. Have them explain the change.
4. Tell why the North Star is used for navigation, and explain how the southern sky is different.
5. Have the group discover by their own observation if the Southern Cross ever sets as seen in your latitude.
6. Locate Achernar and fix the location in the heavens as compared to the constellations.
7. Try to have someone with a telescope for observation of the stars.
8. Plan a trip to a planetarium..

RESOURCES

Contact your local library for books and information on star study.

Star Charts

Locate star charts for your area; copy them and insert them here for future easy reference.

METHOD OF TESTING

Ability to identify

REQUIREMENT 2

Complete one of the following honors: Animal Tracking, Cacti, Flowers, Stars, or Weather.

CLASS PERIODS: FOUR**OBJECTIVE**

To further broaden one's knowledge and interests and to understand the limitless knowledge and power of God.

TEACHING METHOD

1. Talks by specialists
2. Illustrated talks - books and slides
3. Visit planetariums
4. Field trips
5. Collections
6. Films from state libraries

Have the Explorers do research themselves and encourage them to make up personal books on the honor.

The requirements are listed for your convenience. Instructor's notes may have been prepared and would be available for your use from the youth department of your local conference. Do not just read the notes, but use some of the above methods to make the subject as interesting as possible.

Animal Tracking (YOU5040)

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 hind leggers
6. Name four signs of presence of animals.
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 scent tracks.
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
 - b. snake
 - c. turtle
 - d. mollusk
 - e. earthworm f. mole

Cacti (YOU5190)

Skill Level 1

1. Name the chief characteristics of a cactus.
2. Name three uses of cacti.
3. In what places are cacti most plentiful? Why?
4. Know and identify fifteen species of cacti.
5. Photograph, observe, or sketch at least ten species of cacti and classify them, or grow at least three different species of cacti.

Flowers

Skill Level 2

1. Draw or photograph thirty-five kinds of wild flowers and identify them correctly.
2. Draw and properly label or point out the actual parts of a flower: pistil, stamen, petal, sepal.
3. Name six flower families and their distinguishing characteristics. Name at least two flowers in each family.
4. Describe the life story of a particular flower, including the part played by insects or wind in pollination.
5. Name at least two plants that are poisonous to touch, and state which, if any, are found in your locality.
6. Do three of the following:
 - a. Arrange, draw, or photograph a series of at least six flowers showing in order the colors of the rainbow—red, orange, yellow, green, blue, violet.
 - b. Submit fresh, pressed, or dried having: five petals, four petals, three petals, no petals.
 - c. Distinguish and name two out of five wild or cultivated flowers by their odor while blindfolded.
 - d. List flowers that you have observed being visited for food by the following:

1) Birds	4) Butterflies
2) Honeybees	5) Moths
3) Bumblebees	
 - e. Watch a flower for at least ten minutes in the sunshine and at least ten minutes after dusk, and report on insect visitors. State the number and kind of visitors and name of flower.

Stars (YOU6410)

Skill Level 2

1. Answer the following questions:
 - a. What is the earth's nearest celestial neighbor?

- b. What is its distance from the earth?
 - c. What governs the tide?
 - d. What causes an eclipse?
 - e. What is a shooting star?
 - f. How fast does light travel?
2. Make a diagram showing relative positions and movements of the earth, sun, and moon. Show positions and movements for eclipses of the sun and moon.
 3. Make a diagram of our solar system and be able to name the planets in order from the sun.
 4. Identify in the sky eight fixed stars. What is the difference between planets and fixed stars?
 5. What is a constellation? Name and point out six. Name two constellations visible throughout the year.
 6. 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.
 7. What is the Milky Way? Observe the Milky Way in the night sky.
 8. What is the morning and evening star? Why does it carry both names?
 9. Explain zenith and nadir.
 10. What is the aurora borealis? What causes it?

Weather (YOU6520)

Skill Level 1

1. Explain how each of the following is formed: fog, rain, dew, sleet, snow, hail, frost.
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 mercury or spirit thermometer, a mercury barometer, an aneroid barometer, and a rain gage.
4. Why is it possible to be rainy on one side of a 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. With the help of a diagram, show what convection is. What is its relation to wind?
8. Explain how radar, satellites, and computers are used in weather forecasting.
9. Tell how the following can affect our weather:
 - a. jet streams
 - b. volcano eruptions
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 twelve-hour intervals. Include the following:
 - a. temperature
 - b. moisture (dew, fog, rain, frost, or snow)
 - c. cloud formation
 - d. wind direction

ADVANCED REQUIREMENT 1

Identify six tracks of animals or birds. Make a plaster cast of three tracks.

CLASS PERIODS: ONE

One for each topic.

TEACHING METHODS

Note: Completion of the Animal Tracking Honor will satisfy this requirement.

There are five rules for following footprints:

1. Study one track carefully.
2. Look at the trail as a whole. There may be several places where a footprint is missing, but by looking ahead you can see the trail standing out clearly, especially if the animal went through a field and bent the grass.
3. Use the sun. Tracks stand out much more clearly when the sun casts a shadow along one edge. The best time to track is when the sun is low, making longer shadows. So get out early, when the tracks are fresh and the shadows long. Walk on the side of the track away from the sun.
4. Imagine you are the animal you are tracking. This helps tremendously, especially where the track is hard to follow. Ask yourself "Where would I go if I were this animal?" It pays to find out ahead of time all you can about the habits of the animals you want to track. Would it go to the river, up a tree, into brush, etc.?
5. If you lose the trail, mark the last track and look around. The trail must go somewhere, and it can usually be found. Mark the last track you can see with a stick or a bright piece of cloth so you can find it again. Then walk around in circles, first small, then gradually larger. And look at each part of the ground from several different directions so as to get the advantage of shadows. This is a good time to ask yourself, "Where would I go if I were the animal?"

Tracking Tips

- Rake a piece of ground. Animals that walk across it in the night will leave clear tracks.
- Practice following the tracks of your dog or cat.
- Never walk on the tracks you are trying to follow. You may need to go back and study them again.
- Teach yourself to see.
- Know what to look for.
- Get acquainted with the animals in your area. Don't start off trying to learn the tracks of all the animals in the world. Most of them you'll never see anyway. Find out from an expert what the most common animals are near your home and learn them first.

Make a Plaster Cast

When good clear tracks are found, sprinkle the track with talcum powder to prevent dirt from adhering to the plaster. Place a piece of cardboard around the track to serve as a collar. Make a sufficient amount of plaster and pour into the form. Allow the plaster to harden for several hours. Remove the plaster from the collar. Next day, clean it with water and a toothbrush. If a thin layer of Vaseline is spread over this cast, and more plaster applied, a print just like the original track is obtained.

**RESOURCES**

Pathfinder Field Guide

OUTDOOR LIFE

The purpose of this section is to expand the junior's horizons through the development of new interests and skills; to encourage them in active recreational pursuits that they can enjoy for the rest of their lives; and to teach them to live comfortably and safely in the out-of-doors and to appreciate the things of nature.

Seven class periods have been allocated for the basic course and three for the advanced segment. Out-of-class time will be necessary for the practical activities involved.

REQUIREMENT 1

Participate in a two-night campout. Describe six points of a good campsite. Plan and cook two meals.

CLASS PERIODS: ONE

OBJECTIVE

1. To enable the junior to learn to be at ease in the out-of doors.
2. To create an atmosphere where the child can feel the nearness of God in creation.

TEACHING METHODS

Where there are sufficient numbers, it would be well to set up four committees made up of the juniors with a counselor as advisor. One committee can be responsible for planning the menu. Another should prepare the list of what each child should bring by way of clothing, etc. while the third should be responsible for the selection of a site. The fourth group should be responsible for the program.

All four groups should be given opportunity to share with the total membership why they made the choices they did. When the activity is complete, an assessment should be done by the Explorers and leaders to determine if their choices were really the best ones.

Rules for Choosing a Campsite

1. Choose well-drained level ground.
2. Choose a dry area. Always check the ground carefully, for if it is the least bit damp, the warmth of a body in a sleeping bag will bring the moisture up from the ground and through the bag. Of course, a ground sheet should always be used under a sleeping bag, even if the ground is dry, for there is always a certain amount of moisture in the soil.
3. Stay away from the mosquito-infested swamps if at all possible.
4. Never camp under an overhanging ledge or cliff. There is danger of landslides or falling rocks. You may build your campfire near the face of the cliff and take advantage of the reflected heat.
5. In setting up a campsite in a wooded area, be sure the tents are not placed under trees with large dead branches that might break off in the wind.
6. Pick a warm area. Remember that water and cold air both run downhill, and that warm air runs uphill. Because of this law of cold air drainage, where would be the best place to choose a campsite - a hilltop, a hillside, or a basin? A hilltop would be warmer and drier, and it would also have strong breezes to keep away mosquitoes. A hillside would be a little colder, but not too bad, and if very strong winds were blowing, this might be the best spot. In a basin? Never, for here the dampness of fog will lie, and the cold frost crystals will form. Also, in a heavy rain such a campsite would be flooded.

7. Hard, rocky, dusty terrain makes a poor campsite.
8. Pitch your tent toward the southeast so that the morning sun will help keep it dry.
9. If there is a prevailing wind, pitch the tent with the door away from the wind.
10. A plentiful dry wood supply is important. (Don't cut green wood.)
11. Pick a camping area where plenty of safe drinking water is available.

Suggested Program

FRIDAY	Set up camp Supper Open Sabbath Sing Time Vespers
SABBATH	Rise and personal devotions Worship Breakfast Sabbath School Service Lunch Nature Honor Time Nature Treasure Hunt Supper Closing Sabbath Campfire
SUNDAY	Rise and personal devotions Worship Breakfast Fair Practice Camp craft activities Class work requirement Lunch Pack up Games till home time

Questions to ask and discuss during evaluation of a campout:

- a. How could we have better prepared for the weather?
- b. What did we forget that we should have taken along?
- c. What did we take that we didn't need?
- d. What can we do next time to make our campsite more organized, attractive, and representative of our club?
- e. What did our neighbors think of us?
- f. What was the park ranger's impression of us?
- g. How could we improve the positive image of our organization and improve (or lessen) the impact of our presence in the environment?

- h. What new suggestions do we have that will keep a balanced diet and ease preparation and cleanups?
- i. Can we improve sanitation and water needs?
- j. What honors would we like to work on next time and what other class requirements can we complete?
- k. What one thing can I do better next time that will make the weekend better for all the rest?

METHOD OF TESTING

Participation in the planning and activities of the campout.

REQUIREMENT 2

Pass a test in Explorer First Aid.

OBJECTIVE

To gain basic knowledge and skills in specific areas of first aid.

EXPLANATION

The material for teaching the classes is taken from the St. John Ambulance or First Aid Manual. The use of professionals to teach the class is not necessary, but preferred. Do not hesitate to call for help from the community organizations who deal in health and first aid.

Completion of the **Basic First Aid Honor** will satisfy the requirements.

TEACHING METHODS

Communicating first aid principles is best achieved through:

1. Lecture
2. Observation
3. Demonstration
4. Practice

The instructor may also use films provided by various agencies, quizzes, and mock emergencies.

FIRST AID NOTES

The Effects of Heat on the Body

Sunburn

Caused by extensive and prolonged exposure to the sun. There is extreme superficial burning and blister formation in severe cases. In bad cases the patient feels ill and medical advice should be sought. In mild cases the treatment should be:

- Apply cold compress
- Take cold showers
- Take ample fluids
- Do not break blisters

Mild sunburn usually responds to treatment with calamine lotion. Care should always be taken to avoid prolonged exposure.

More Severe Complications of Heat Exposure

Our bodies normally regulate temperature by the evaporation of sweat from the skin. Over-exposure to heat conditions will result in cramps, heat exhaustion, and heat stroke.

	SIGNS AND SYMPTOMS	CONTROL
Heat Cramps	Weakness, dizziness and fatigue. Painful muscle spasms.	Gently stretch affected muscles. Application of cold packs. Drinking water with added salt (teaspoon to liter)
Heat Exhaustion	Headaches, cramps and sweating freely. Rapid pulse and breathing.	Sponge patient with cold water. Ice packs to affected muscles. Drinking water with added salt (teaspoon to liter)
Heat Stroke (near to death)	A very dangerous condition. No sweat. Body completely dehydrates. Temperature rises rapidly. Vomiting and nausea.	Remove clothing. Wrap in wet sheet. Cool by all means available. Place in recovery position.

All these conditions need medical help as quickly as possible.

Burns

These are caused by extreme heat, may be dry or moist. The extent of tissue damage is usually indicated by the terms first, second, or third degree burns.

Burns are often caused by carelessness with fire, chemicals, hot water, or over exposure to sunlight. They can also be caused by friction and electrical current.

Damage to the tissues and the surface capillaries is indicated by redness, swelling, and blistering. Serum is lost into the blood and shock is severe.

A person suffering from burns is best rescued by smothering the flames. When rescuing a person, keep as long as possible, with the nose and mouth covered with a wet cloth.

The initial treatment of all burns is **IRRIGATE WITH COLD WATER**.

Do not break the blisters or apply lotions, ointments, or oils.

Medical help must be sought.

In the case of acids and chemicals: wash off immediately with cold water and remove contaminated clothing.

If burn is to the eyes, irrigate with cold water, cover and seek medical aid.

Smoke in the Eyes

Forest firefighters often suffer from smoke in the eyes. Signs: pain, eyes water and redden. Treatment: irrigate eyes freely with cold water.

Smoke Inhalation

Inhaled smoke can cause asphyxia. If possible, remove the patient from the cause. Begin Emergency Artificial Respiration immediately.

Unconsciousness

Unconsciousness can vary from simple stupor to coma.

There are numerous causes from the simple faint, head injury, stroke, heart attack, drunkenness, fits, diabetes to drugs. Because he is incapable of any voluntary action, the unconscious person:

1. Must have his airway maintained.
2. Must not be given any fluids or anything by mouth.

First, place the unconscious person in the recovery position. Make certain you carry out the A.B.C.D. procedure. Try to find the cause of the problem and treat it.

A simple faint can be caused by hunger, fear, emotional shock, injury, or prolonged standing. To treat, lie the patient on the ground and elevate the feet. If the fainting spell lasts longer than a few minutes, treat as an unconscious person. Make certain that the clothing at neck, chest, and waist has been loosened.

Constrictive and Restrictive Bandages

It is now accepted that there is no place for the use of arterial tourniquet.

Constrictive and restrictive bandages now take over the place of this bandage in first aid.

Constrictive bandages must only be used in emergencies to control bleeding in amputations and in certain treatments for marine stings. Suitable materials are necktie, strip of cloth, and wide rubber tubing. Unsuitable materials are shoe laces, electric cord, or rope.

A restrictive bandage is the type now used for snake bites: a bandage placed firmly on the limb to restrict the flow of lymph in the lymph glands. A crepe bandage or elastic bandage 75 to 100 mm wide is most suitable.

Snake Bite

It is now known that the venom travels in the lymph glands. The pressure of a restrictive bandage is sufficient to have the effect of slowing down absorption of the poison into the body.

Although it is simple to distinguish between the bite of a venomous and non-venomous snake, it is best to treat all bites as those of venomous snakes. In any case, puncture marks may be difficult to discern.

There may be sweating, drowsiness, fainting, headache, nausea and vomiting, diarrhea, and chest and abdominal pains.

- Keep the victim as still as possible, splinting the affected limb.
- Apply a broad firm bandage around the entire limb beginning at the bite.
- Leave the bandage in position till full medical facilities are reached.
- Reassure the victim that this treatment will delay the absorption of the venom.

Remember, **DO NOT**:

- Incise or excise the bitten area
- Permit the victim to walk or run
- Release the bandage

Other Bites and Stings

Red Back Spider. Usually bites only when touched. Often on the underside of unsewered toilets. Leaves small red mark on hands, feet, genitals or buttocks. Redness spreads to other parts. Perspiration at bitten part and then spreads. Later there may be nausea, vomiting, dizziness, muscular spasm, profuse sweating, faintness. Bite usually felt as sharp sting.

Funnel Web Spider. Bites mostly at night. Very aggressive. Found in burrows, rock crevices, post holes. Pain at site, then spreading. Local muscular twitching. Victim salivates freely within 15 minutes. Profuse sweating. Spasm of larynx with difficulty in breathing.

Treat as for snake bite.

Note: These are examples of spiders from one region. While all spiders are poisonous, most do not affect or interact with man in a manner to consider them as such. There are a very few, however, in all regions that can cause severe conditions. Know those of your region **WELL!**

Ticks. Tend to secrete in body crevices. May cause paralysis especially in smaller children. Paralysis affects lower and upper limbs and muscles of respiration and facial muscles. Apply turpentine to kill tick. If in ear, apply oil. Seek medical aid for serum. If no aid available, remove tick by levering with open scissors or remove with cotton. Do not squeeze the tick.

Leeches. Found in damp spots usually when camping out. Salt or lighted match will help remove leech. May bleed freely. Bathe area with soap and warm water.

Bee, Hornet, and Wasp Stings. Remove the sting of bee. Do not squeeze it as more venom is injected. Pull sideways with fingernail. Wipe the area clean and apply cold compress and ice.

Mosquito, Sandfly, and Ant Bites. Avoid heat. Use cold water or ice cubes. Ammonia, Bicarbonate of Soda, or Menthol will be helpful. Calamine lotion or zinc cream is recommended.

Plants. (e.g. Stinging Nettle) Area affected to be washed with warm soapy water to rid part of clinging portions. Apply ice cubes and soothing cream.

Heat Rash. Can be relieved by the application of ice-cold normal saline solution.

Jellyfish. Sting resembles whip marks, welt, or goose pimples. Mild burning to intense pain. Excessive stinging may result in cardiac or respiratory failure. Minor stings may give backache, chest pains, vomiting, and difficulty in breathing.

Bluebottle. Apply vinegar to wash off tentacles.

Other Marine Stings. Marine creatures sting by injection or absorption of venom through the skin. Effects range from discomfort to rapid collapse and death. Sustain life and seek medical aid urgently. Constrictive bandage for blue ringed octopus. Remember A.B.C.D. procedure. When venom is injected through the skin, skin often changes to red, limbs become swollen, profuse bleeding occurs and circulatory and respiratory collapse is common.

Shark Attack. Immediately control hemorrhage by packing wound with clothing or towels. Elevate if possible. Summon urgent medical aid.

Exposure to Cold Conditions

If the victim can remain dry then severe conditions can be tolerated, but when cold, wet and windy conditions are experienced, there is danger.

Exposure to the cold can have the same effect as a concussion with all normal activities slowed, slow speech, slow movements, impaired vision, cramps and unreasonable behavior. The pulse rate increases and the respiration rate increases.

Protect from the cold, and warm by wrapping in dry clothing or sleeping bag, and if necessary seek medical attention.

Hypothermia is a dangerous lowering of the body temperature and can be brought on by cold, wet conditions, swimming in water too cold, or going out in cold, wet conditions without an adequate head covering. The elderly and infirm may become unconscious. Treat as for exposure and give warm, sweet drinks if conscious. **NEVER USE HOT WATER BOTTLES.**

Minor Frostbite is when there is superficial damage and pain is severe. Warm the area as quickly as possible by natural means.

Deep Frostbite is when there is deep tissue damage. The area is white, waxy, and painless. Do not attempt to thaw the area out, except under medical supervision.

Accidental Immersion in Cold Water can best be treated by immersion in a warm bath 42° Centigrade, or alternatively allowing the person to warm slowly in a sleeping bag, preferably with a warm companion.

RESOURCES

The basic material for teaching first aid is found in the St. John Ambulance First Aid Manual or Red Cross manuals. Local agencies may be able to provide films.

Red Cross First Aid Manual

St. John Ambulance First Aid Manual

Scout Handbook

Youth Leader's Handbook

Holiday Safety and First Aid Hints from Public Health Departments

METHOD OF TESTING

Examination

REQUIREMENT 3

Explain what a topographical map is, what you can expect to find on it, and its uses. Identify at least twenty signs and symbols used on topographic maps.

CLASS PERIODS: TWO

OBJECTIVE

To teach the juniors to read a topographical map so that they can have a mental picture of a given area.

TEACHING METHOD

Part of the fun in mapping is knowing how the map tells its story. This is done in part by symbols that represent certain details. They are known as conventional signs, and on the topographic map they are usually printed in three or more colors.

The works of man such as cities, towns, roads, bridges, railroads, names, boundary lines, etc, are indicated in black. Blue indicates water - rivers, lakes, swamps, springs. Contour lines for hills and valleys are in brown. On some maps, woodland areas are in green and main highways in red. These conventional signs form a picture language that indicates landscape features. They are easy to learn.

Contour Lines

Contour lines are lines that show elevation above sea level. Looking at them, you can picture hills, mountains, and valleys. Each line represents a given height above sea level, and the difference in height between lines is indicated on the map. It may be 5, 10, or 50 meters, depending on the scale. These lines are a very valuable aid when hiking cross country. Where the lines are far apart you know the ground is flat or only gently sloping. But when the lines are close together there is a hill or cliff where hiking might be very difficult, if not impossible.

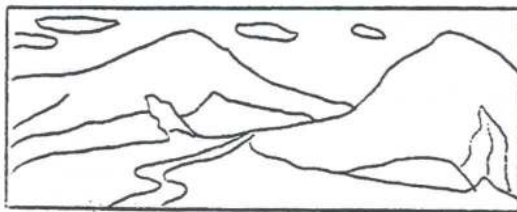


Figure 1 illustrates how a location may look.

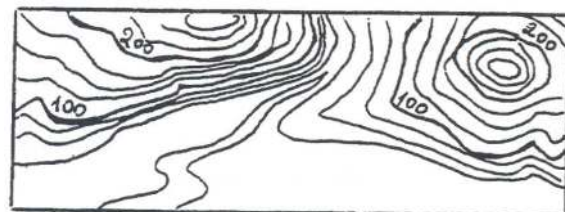


Figure 2 illustrates how contour lines illustrate the same location on a 2 dimensional map.

To show how contour lines work, make a model mountain by spreading Plaster of Paris over crumpled newspaper. Make a line every half inch from base to peak. Set it in a dish and pour water to the first mark. Carefully draw around at the water line, then add water to the next mark and draw another line. Finally, look straight down and you will see contour lines for every half inch of elevation just as they appear on a map.

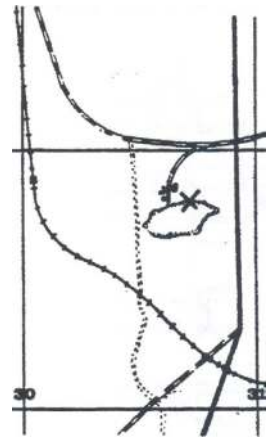
CONVENTIONAL SIGNS are an easy way to put a great deal of useful information onto a map so the next person who uses your map can tell where roads, bridges, buildings, and other important objects are located.

Date of Map. It is important to note the date on which the map was made; this is usually printed in the margin. New roads and buildings may have been built since, and these may confuse you when not shown on the map. It is far better to use as landmarks natural features such as creeks, creek junctions, hill-tops, and the like, which do not change very much with time.

Grid References. Maps are covered with a network of lines, forming a grid. These lines are parallel.

The grid lines make it easy to give the exact position of a point on the map. Each grid line is identified by a number on the map border.

The position of a point is indicated by a six figure map reference. The first three digits identify its position from west to east (the easting), and the second three locate it from south to north (the northing). Find the number of the vertical grid line lying immediately to the left (or west) of the point then estimate how many tenths of the way the point is to the next vertical line. In the example, the point X is just beyond the vertical line 30 and is about seven-tenths of the way to the next line. The first three figures are then 307. The second three figures are obtained in a similar manner working from south to north. In the example the second three figures are 758. The final reference would be 307758. You can remember that the easting is given before the northing, since E comes before N in the alphabet. Or remember that you read as a book - across, then down. The name of the map sheet must always be included in the reference.



Play Orienteering

Set up a course with five or six stations. The stations are marked on maps that are given at each station. Have the juniors leave the starting point in twos at five minute intervals. Have someone at each station write down the time the pairs reach the stations. The couple finishing the complete course in the shortest time wins.

METHOD OF TESTING

Demonstration of understanding and knowledge of a topographical map.

ADVANCED REQUIREMENT 1

Review the basic lashings and build one article of camp furniture.

Square Lashing. This is used whenever spars cross at a 90 degree angle, touching each other where they cross. It is started with a clove hitch around the upright spar immediately under the spot where the cross piece is to be. Twist the end of the rope into the standing part, then "wrap" the rope around the cross piece and upright binding them together. In wrapping, rope goes outside the previous turn around the cross piece and inside the previous turn around the upright. After three or four right wrapping turns, make two "frapping" turns between the timbers. Tighten. Finish with clove hitch around end of cross piece. Remember: "Start with clove, wrap three times, frap two time, end with clove."



Diagonal Lashing. This is used to "spring" two spars together, that is, to lash together two spars which tend to spring apart and which do not touch where they cross. The lashing is started with a timber hitch around both spars. The timber hitch is tightened so as to bring the two spars together. Three or four turns of the lashing are then taken around one fork and three or four turns around the other fork. Two frapping (tightening) turns are taken about the lashing at the point where the spars cross and the lashing is finished off with a clove hitch around the most convenient spar.



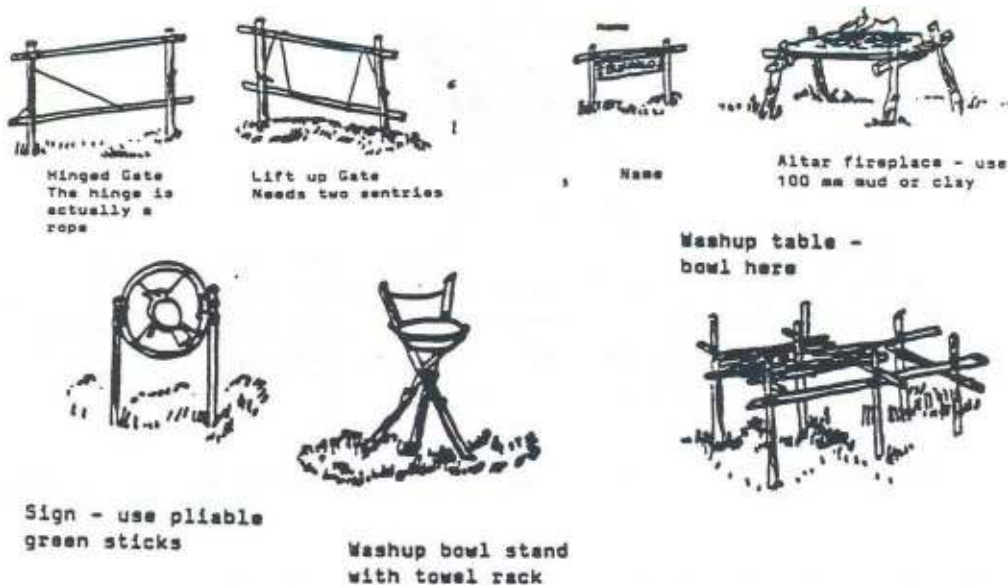
Round or Shear Lashing. This lashing is used for binding together parallel spars and for forming "shear legs," which support bridges and the like. Place the two timbers next to each other. Tie clove hitch around one of them at appropriate place from the top. Bind the two timbers together by laying seven or eight turns of the rope around them, one turn beside the other. Make two frapping turns around the lashing turns between the timbers. Fasten rope with a clove hitch around the second timber. Open out the timbers.

Note: Two shear lashings without frappings are used to lash two timbers into one long one.

Continuous Lashing. Continuous lashing holds small sticks at right angles to long sticks and is useful in making table tops, seats, etc. Follow these steps in laying a table top.

- Cut sticks to desired size and trim ends. Next, notch the frame and place the cross pieces in correct position.
- Make clove hitch on the frame, in middle of the rope, with knot underneath and ends out to sides. There should be equal lengths of rope on either side of the long stick. The hitch should be placed so that the ends of the rope pull the knot tight as they come up from under the long stick.
- With one end in each hand, pull rope over one crosspiece and down under frame.
- Cross rope, making an "X." Pull rope tight.
- Bring up and over second crosspiece. Repeat this procedure until all the cross pieces are secured.
- End with two half hitches or clove hitches and tuck ends of rope under last small stick.

Camp Furniture. With skills you have just learned in lashing, try making the following camp furniture. If materials are scarce, these models may be built in miniature.



ADVANCED REQUIREMENT 2

Plan a menu for a three-day camping trip for four people using at least three different dehydrated foods.

CLASS PERIODS: ONE

TEACHING METHODS

The use of dehydrated food will require some experience. It is a good idea to practice at home, preparing a meal that you would like to use while camping. There are many types of dehydrated foods available. Some are powdered milk, potatoes, eggs, various vegetables and vegetable mixes, instant foods like soup and quick rice, etc. and the list can go on, even down to complete dehydrated meals - just add water.

In the situation where you have to plan meals for four people for three different days, the obvious place to start would be to determine the number and type of meals required for that trip and then draw up a menu.

For the purpose of this exercise, we will plan a menu for a pack camp starting Sunday night and finishing Wednesday afternoon.

Number and Type of Meals

SUNDAY	Supper
MONDAY	Breakfast Lunch Supper
TUESDAY	Breakfast Lunch Supper
WEDNESDAY	Breakfast Lunch

From this we can see that we have nine meals of which three are breakfasts, three are lunches, and three are supper. We can now go ahead and plan the menu.

Menu

The menu listed below is only a suggestion. You must remember when drawing up a menu for four people that it is most important that it be done together to get a menu that is agreeable to all.

SUNDAY	Supper - Packed from home: two sandwiches and an orange and a drink.
MONDAY	Breakfast - Lunch - Supper
TUESDAY	Breakfast - Lunch - Supper
WEDNESDAY	Breakfast - Lunch

{ Supply menu suitable to your area after visiting local markets

The heavy and perishable items should be used up early in the trip. The lunches should always be light and small. All meals should be individually packed at home and should be easy to prepare. Example: the individual breakfast should be packed in a plastic bag. From the menu we can make a food list for purchasing.

RESOURCES

Pathfinder Field Guide, Pathfinder Staff Manual.

ADVANCED REQUIREMENT 3

Be able to send and receive the semaphore alphabet, or be able to send and receive the international Morse code by wigwag, or know the alphabet in sign language for the deaf, or have a basic knowledge of procedures of two-way radio communication.

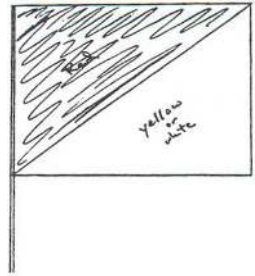
CLASS PERIODS: ONE

TEACHING METHODS

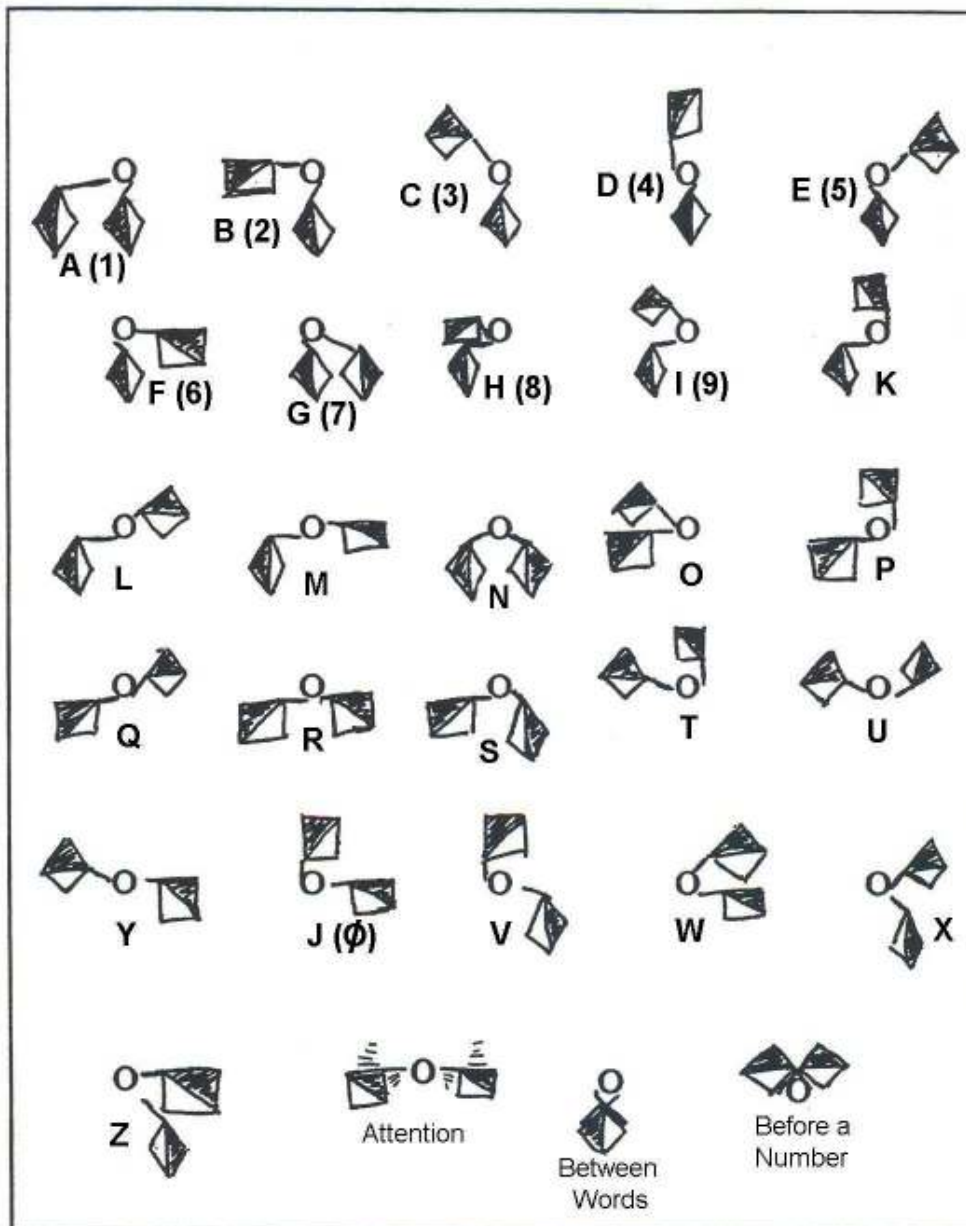
Have your units make flags. The cloth should be fairly heavy. A good size is about 45 cm square. Halve the square diagonally: one half should be dark and the other white, i.e.

Teaching Signaling

1. Teach sending and receiving of the alphabet.
2. Practice on speed work.
3. Unit signaling games and contests should be used.
4. Juniors should be able to signal from hilltop to hilltop, sending messages with ease and accuracy.



Signal Shopping - This contest is one of the most popular. Arrange teams in parallel files. At the opposite end of the room tack papers on the wall, each containing one of the following shop signs: HARDWARE, CHEMIST, GROCERIES, CLOTHING, PETS, DRUG STORE, GROCERIES, CLOTHING, PETS, DEPARTMENT STORE. The leader signals one of the articles to be purchased from the list below or from his own list. The first player of each team attempts to read the word, then runs to the shop sign where the article could be purchase or found. The one touching the correct sign first scores one point for his team. ITEMS: toy, beans, ball, bottle, butter, belt, nail, boat, comb, shoes, tie, rabbit, lace, roller, cream, ice, rice, bait, brace, mice, cob com, oil, Canary, broom, rat, rhubarb, rattle, hammer, rake. etc.



Morse's Code

Samuel F. B. Morse invented the Morse code, a code of dots and dashes, in 1832. It is the internationally accepted code.

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

Learning the Code

Learn the code by sound, NOT by memorizing the little dots and lines on a code chart. Make yourself a simple buzzer and get your friend to do the same; then sit in different rooms and signal each other. Take your time. Go slowly. Learn to hear the letters. Make each "dah" the length of three "dits," and pause between letters the length of a "dah." Get it right the first time; speed will come with practice.

The following eleven letters can be learned in a few minutes:

E dit	T dah	A di-dah
I di-dit	M dah-dah	N Dah-dit
S di-di-dit	O dah-dah-dah	R di-dah-dit
H di-di-di-dit	K dah-di-dah	

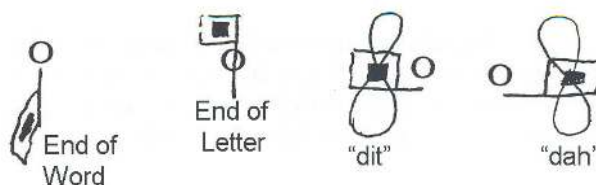
Now practice using them by sending and receiving some of these sentences: The kit is a hit; Tim is not here; He is at home; The men are near; Rent a tent to him: This tent has a tear in it.

Make up sentences of your own. You will have a lot of fun sending messages with whatever letters you know. Do not try to learn all the code in one sitting. Add a few letters at a time, and before you realize it you will have learned the whole code and can send and receive with the experts.

Wigwag Sending

For wigwagging you need two flags, each 60 cm square. One is red with a white 20 cm square in the middle; the other is white with a red square in the middle. Each is fastened by ties to a pole approximately one meter long. Taller juniors may want a longer pole.

Choose the flag that stands out clearer against your background. White is better in front of trees; red is usually better against the open sky.



The Morse code is used. The flag is dipped to the right for a "dit" and to the left for a "dah." (To help you remember, notice that "dit" and right sound quite a lot alike).

For the upright position, hold the butt end of the pole in your left hand over your belt buckle. Hold the right hand 30 cm above the left, with the pole in front of your nose and leaning forward slightly.

To make a "dit," keep the left hand where it is and swing the pole down level on the right and up again. Move with a figure-eight motion, keeping the pole always leading the way so the flag does not tangle.

To make a "dah," make the same motion but to the left, when "dit" and "dah" come together, make just one long figure-eight motion from low on one side to low on the other and up again.

For a "front," swing the flag down in front of you.

The signaling team consists of two juniors: the "signalman" and the "recorder." In sending, the recorder dictates the message word by word to the signalman, who sends it. When receiving, the signalman receives the message and dictates it to the recorder, who writes it down. When signaling over long distances where binoculars are necessary, add an "observer" as a third man with binoculars.

To establish contact, the sending team takes their positions in an exposed place and chooses the flag that makes the better contrast with the background. The signalman begins to send a long series of "A's." When the receiving team notices, they take their position and the receiving signalman waves "K" (clear), meaning he and his recorder are ready to receive.

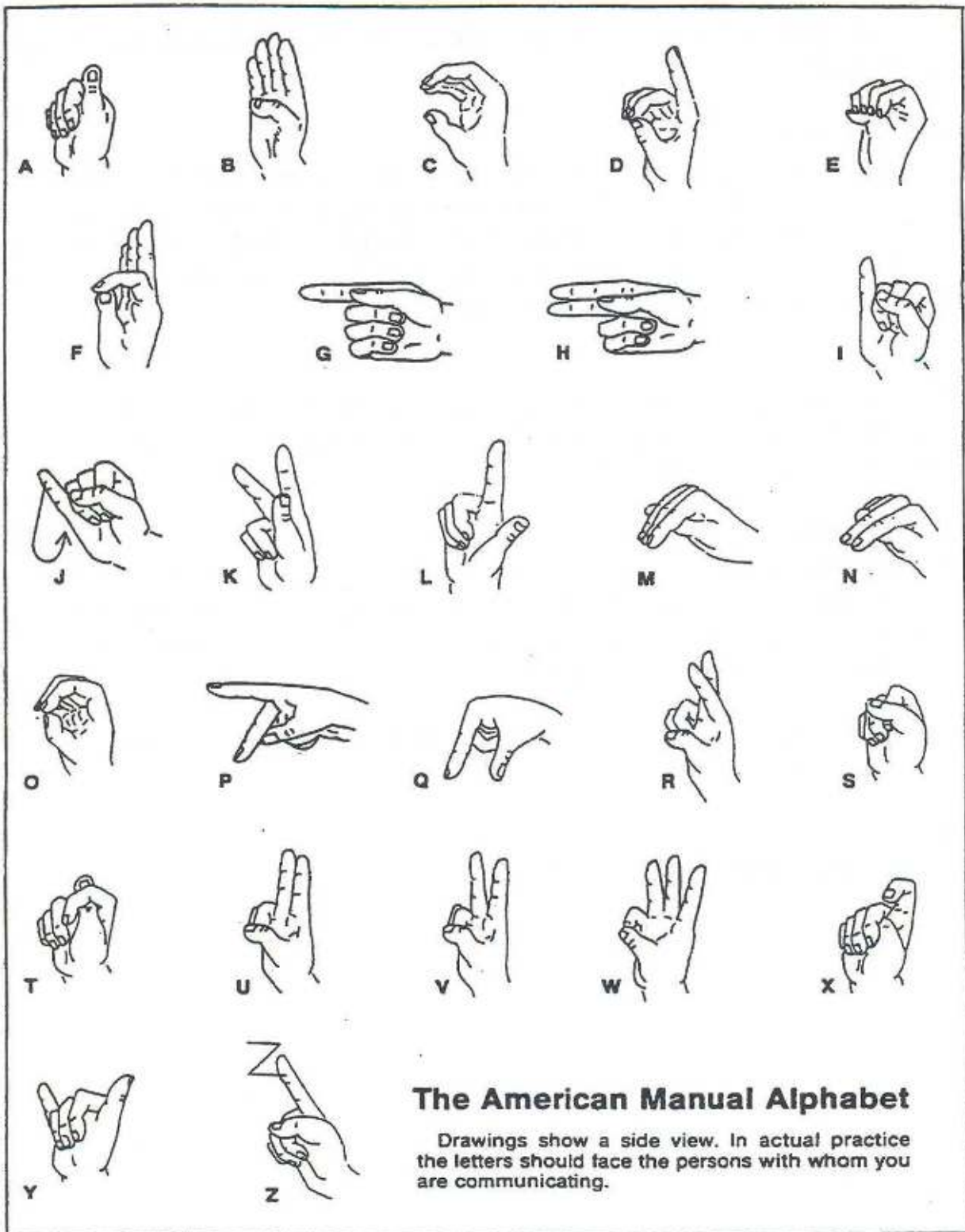
The sending recorder pronounces the first word, and the signalman sends it. He makes a complete letter, with all its dits and dahs, without stopping. But he comes to the upright position briefly at the end of each letter and makes a front at the end of each word, then stops with the flag down and watches the receiving signalman. If the receivers got the signal clearly, they wave back, "E," and the senders go ahead with the next word.

At the end of a sentence, the signalman makes two fronts. At the end of the message he signals AR as one letter. This time he waits until the receivers have checked the message through and wave back R, meaning that they receive the whole message clearly. Now, and only now, do the signalers leave - unless they wish to reply, in which case they had better wait.

The signaler may make a mistake. If so, he immediately drops the flag in a front, then makes eight dits and a front and waits for an answering E. Then he starts over on the word he was sending. If the receiver does not understand a word, he signals IMI as one letter, and the sender repeats the last word he sent. In all signaling, accuracy is more important than speed. Speed will come naturally with practice.

Deaf Alphabet

For hearing people, our normal means of communication is by talking. For deaf people, the most natural way is by using sign language and finger-spelling. Learn the finger-spelling alphabet printed here and try these activities. Most signaling games can be adapted for use with the deaf alphabet.



Signaling Twilight

Leader spins a plate calling out first the name of a junior, and then a letter of the alphabet. The junior must give the equivalent of the letter in finger spelling before he can catch the plate. Omission to give the right answer or failure to catch the plate before it stops is a point against the team.

Signaling Touch

Teams in rows and numbered. Leader signals a letter in finger spelling and then calls a number, and the first of that number to touch something in the room beginning with the letter signaled wins a point for his team. Once a thing is touched it may not be used again. Never call the number before signaling the letter, as in that case only the juniors concerned will trouble to watch what the letter is to be.

Fetch

Teams in line facing the leader, who signals the name of some article in finger spelling. The first team to hand that article to the leader wins. Variation: an order is signaled and the first to obey correctly wins.

Signaling Cards

Have a number of small pieces of card and write on one side a letter of the alphabet in finger-spelling pictures. Complete several alphabets. Place cards face downwards with teams gathered round. Leader turns up card and first to call out correct name takes it. Player with most pieces at end wins.

Best played by team leaders with their teams. Can be played as an inter-unit game with selected representatives.

RESOURCES

Scout Handbook, Pathfinder Field Guide.

LIFESTYLE ENRICHMENT

REQUIREMENT 1

Complete one honor in Household Arts or Arts and Crafts not previously earned.

OBJECTIVE

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

TEACHING METHODS

The requirements for all honors are found in the Pathfinder Honor Handbook. Notes on some specific honors may be available from the youth department of your local conference office.

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

RESOURCES

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

METHOD OF TESTING

The instructor must satisfy himself that the individual has met all requirements requested in the honor. The leader should forward a list of successful candidates to the local conference youth department, which will issue honor certificates.

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

ADVANCED REQUIREMENT 1

Complete one honor in Outreach Ministry, Health and Science, Vocational, or Outdoor Industries not previously earned.

OBJECTIVE

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

TEACHING METHODS

The requirements for all honors are found in the Pathfinder Honor Handbook. Notes on some specific honors may be available from the youth department of your local conference office.

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

