INVESTITURE
ACHIEVEMENT



INVESTITURE ACHIEVEMENT

Instructor's Helps

COMPANION LEVEL

INVESTITUREACHIEVEMENT.COM

PATHFINDER



© 2014 North American Division Corporation of Seventh-day Adventists
All rights reserved. This book may be used and reproduced without permission from the publisher in local-church printed matter. It may not, however, be used or reproduced in other books or publications without prior permission from the publisher. Reprinting the content as a whole for giveaway or resale is expressly prohibited.

Available from
Advent*Source*
5120 Prescott Avenue
Lincoln, NE 68506
402.486.8800
www.adventsource.org

Managing Editor: Elizabeth Jeanniton
Editor: Cathy Ward
Curriculum Task Force Members: Dan Whitlow (Chair), James Black (Ex-officio), Terry Dodge, Brad Forbes, Vandeon Griffin, Bob Holbrook, Ann Wham
Cover Design: Ryan Kerbs
Layout: Ornan Anthony

ISBN# 978-1-57756-113-2

Printed in the U.S.A.

An Overview of the Investiture Achievement Curriculum

The Companion level of Investiture Achievement is for Pathfinders in the 6th grade. As you review the requirements, you will see that they are aligned with our curriculum objectives, best practices in education and Pathfinder ministry goals. Throughout the curriculum special focus was given to creating age- appropriate requirements and building a series of requirements that is sequenced from year to year, allowing the Pathfinder to build on the skills previously learned.

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

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

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

On the following pages you will see an overview of the entire curriculum followed by specific ideas you can use to complete each requirement for the Companion Level.

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

Investiture Achievement Tracks

Personal Growth	1. Achievement levels are grade assigned 2. Develop a relationship with God through a daily study of His word and prayer 3. Embrace the Pathfinder/AY lifestyle.
Spiritual Discovery	1. Encourage spiritual growth through a discovery of the Bible and Christian history.
Serving Others	1. Engage participants in active service 2. Connect participants to the community 3. Engage participants in friendship evangelism 4. Connect participants to their church.
Making Friends	1. Develop a relationship with God that fosters positive friendships, strong moral values, and civic responsibility.
Health and Fitness	1. Apply health and fitness principles that will benefit the participant for a lifetime. 2. Learn and practice safety procedures, first aid, and rescue skills.
Personal Growth	1. Develop an understanding of God, the Creator of all things, through the study and observation of His creation.
Outdoor Living	1. Develop the skills needed for maximum enjoyment of the outdoors. 2. Build self-confidence through outdoor experiences. 3. Develop team building skills.
Honor Enrichment (Advanced Level Only)	1. Learn new skills. 2. Participate in or study content areas new to them.

Investiture Achievement Levels

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

Companion & Trail Companion
LEVEL REQUIREMENTS

Personal Growth

1. Be in Grade 6 or its equivalent.
2. a. Develop your devotional life by studying the Weekly Devotional Guide (weeks 14 – 26) and the book of Genesis utilizing printed or electronic resources.
   b. Journal your thoughts by asking these questions:
   - "What did I learn about God?"
   - "What did I learn about myself?"
   - "How can I apply this to my life today?"

   You may journal through writing, drawing or electronic process.
3. a. Memorize the Pathfinder Pledge & Law.
   b. Learn the meaning of the Pathfinder Pledge & Law.
4. a. Learn or review the Pathfinder Song.
   b. Illustrate its meaning.

Spiritual Discovery

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

Advanced for Spiritual Discovery

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

Serving Others

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

Advanced for Serving Others

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

Making Friends

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

Advanced for Making Friends

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

Health and Fitness

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

Advanced for Health and Fitness

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

Nature Study

1. a. Read pages 1-13 from the booklet *A 6 Day Creation Week?*
   b. Keep a 7-day outdoor log of your personal observations from nature in which each day focuses on those things that were created on that day.
2. **Animal Tracking** Make plaster casts of three different animal tracks.

Advanced for Nature Study

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

Outdoor Living

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

Honor Enrichment

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

Personal Growth



Goals for this Track:

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

1. **Be in Grade 6 or its equivalent.**
   Companion is written on a sixth grade level and follows the voted action of the North American Division Pathfinder Committee that Companion begin for those going into the sixth grade.

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

Teaching Tip

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

b. **Journal your thoughts by asking these questions:**
   "What did I learn about God?"
   "What did I learn about myself?"
   "How can I apply this to my life today?"

   You may journal through writing, drawing or electronic process.

Teaching Tip

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

3. a. Memorize the Pathfinder Pledge & Law.

The Pathfinder Pledge

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

The Pathfinder Law

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

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

Teaching Tip

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

The meaning of the Pledge

- **"By the grace of God"** means that I will rely on Him, realizing that His strength is made perfect in my weakness. It means that only as I rely on God can I do His will. It means that only through grace are we saved from our sins through the power of Jesus Christ our Savior and Redeemer.
- **"I will be pure"** means I will rise above the wicked world in which I live and keep my life clean with words and actions that will make others happy.
- **"Kind"** means that I will be considerate and kind not only to my fellowmen but to all of God's creation as well.
- "**True"** means that I will be honest and upright in study, work and play and can always be counted on to do my very best.
- **"I will keep the Pathfinder Law"** means that I will seek to understand the meaning of the Pathfinder Law and will strive to live up to its spirit, realizing that obedience to law is essential in any organization.
- **"I will be a servant of God"** means that I pledge myself to serve God first, last and best in everything I am called upon to be or do.
- **"a friend to man"** means that I will live to bless others and do unto them as I would have them do unto me.

Teaching Tip, Con't

Meaning of the Law

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

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

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

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

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

- **Do my honest part.** "The world does not as much need men of great intellect as of noble character." Education, pg 225.

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

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

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

- **Care for my body.** "One of the greatest aids in perfecting pure and noble characters in the young, strengthening them to control appetite and refrain from debasing excesses is sound physical health." *Messages to Young People*, pg 233.

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

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

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

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

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

Teaching Tip, Con't

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teaching Tip

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

b. Illustrate its meaning.

Teaching Tip

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

Here are a few suggestions for completing this requirement:

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

Resource

www.pathfindersonline.org

Spiritual Discovery



Goals for this Track:

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

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

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

Teaching Tip

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

Books of the Old Testament Songs:

a. Vocals only
http://www.youtube.com/watch?v=1Lp3bnNIsjA

b. Contemporary with percussions
http://www.youtube.com/watch?v=_KTyRsGbWko

Examples of memorization techniques:

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

Resource

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

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

Teaching Tip

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

Here are some ways to practice finding texts:

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

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

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

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

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

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

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

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

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

Teaching Tip

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

Examples of Memorization Techniques:
- Acronyms
- Acrostics
- Flash cards
- Grouping
- Keywords
- Repetition
- Visualization

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

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

Teaching Tip

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

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

Resource

- **PowerPoint presentation**
- **Pictures**
- **Puppets or other props**

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

Teaching Tip

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

Resource

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

Advanced for Spiritual Discovery

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

2. **Learn about Ellen White's first vision and discuss how God uses prophets to present His message to the church.**
   - **What happened in Ellen White's first vision?**

Teaching Tip

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

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

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

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

Teaching Tip

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

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

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

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

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

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

Teaching Tip

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

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

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

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

Early Christian Labors

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

Serving Others



Goals for this Track:

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

1. **In consultation with your leader, plan ways and find opportunities to spend at least two hours helping an elderly person.**
   - **Who needs my help?**
   - **How could I help this person in a meaningful way?**

Teaching Tip

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

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

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

Teaching Tip

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

Possible school projects:

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

Possible church projects:

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

Advanced for Serving Others

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

2. **Participate in an outreach activity, and bring a non-club member to participate with you.**
   - **Who could I invite?**
   - **What activity could we participate in together?**

Teaching Tip

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

Making Friends



Goals for this Track:

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

1. **Discuss how the media strengthens or weakens our relationships with others.**
   - **How does media strengthen or weaken relationships with others?**

Teaching Tip

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

Topics:

Current news articles	Facebook
YouTube	Blogging sites
Adventistyouthspace	Twitter
Flicker	

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

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

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

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

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

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

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

Advanced for Making Friends

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

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

Teaching Tip

Resource

- Pathfinder Bible (Advent*Source* #001140)
- Honors Handbook, by NAD Pathfinder Ministries (Advent*Source* #001167)

Health and Fitness



Goals for this Track:

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

1. **Learn the value of temperance:**
   a. **Memorize and sign the Temperance Pledge.**
   Temperance Pledge
   "Realizing the importance of healthy body and mind, I promise, with the help of God, to live a Christian life of true temperance in all things and to abstain from the use of tobacco, alcohol, or any other narcotic."

Teaching Tip

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

Some meaning of Temperance:

- Temperance is self-control through the power of the Holy Spirit.
- As we ask, God through His Spirit guides us in the choices we make.
- We first choose to serve Him.
- We choose to say NO to Satan.
- As we ask Him, God gives power to resist temptation.
- We choose to eat and drink those things that are healthful in a way that will honor God.
- We choose not to eat or drink anything that would be harmful.
- We choose to allow God to guide in all our daily activities.
- Man was created perfect in the image of God, healthy, free from disease.
- Adam and Eve had natural appetites given by God to enjoy what God had made.
- God also gave them the power of reason, choice and self-control.
- They were tempted by Satan to eat of the fruit of the tree of the knowledge of good and evil.
- Being deceived, they used the power of choice wrongly.
- They lost their self-control and came under the influence of Satan. People have been making wrong choices ever since.
- This is evidence of lack of self-control.

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

Ellen G. White's statements on temperance:

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

b. Memorize two of the following Bible texts.

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

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

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

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

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

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

Advanced for Health and Fitness

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

2. **Participate in a lifestyle fitness program for your age such as:**
   - President's Challenge Active Lifestyle Program - www.presidentschallenge.org
   - Live Healthy Bermuda Kids - http://www.livehealthybermuda.org
   - Other

Nature Study



Goals for this Track:

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

1. a. Read pages 1-13 from the booklet "a 6 Day" Creation Week?

Teaching Tip

Resource

- "a 6 Day" *Creation Week?* by Noble Vining (Advent*Source* #416608)

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

Teaching Tip

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Advanced for Nature Study

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

2. **Trees, Shrubs & Cacti (See appendix)**
   Collect and identify the leaves of 15 different trees and seven shrubs, **OR** photograph and observe at least five different types of cacti.

Teaching Tip

15 different leaves – Requirement #2 of the Trees Honor

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

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

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

OR

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

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

Resource

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

3. **Complete a nature honor not previously earned. (Skill level 1)**
   Nature Honors, Skill level 1

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

Teaching Tip

Resource

- Pathfinder Bible (Advent*Source* #001140)
- Honors Handbook, by NAD Pathfinder Ministries (Advent*Source* #001167)

Outdoor Living



Goals for this Track:

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

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

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

Teaching Tip

Resource

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

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

Honor Enrichment — Advanced Level Only



Goals for this Track:

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

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

Arts & Crafts Honors

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

Household Arts Honors

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

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

Recreation Honors

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

Vocational Honors

- Computer
- Electricity

Outdoor Industries

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

Teaching Tip

Resource

- **Pathfinder Bible (Advent*Source* #001140)**
- **Honors Handbook, by NAD Pathfinder Ministries (Advent*Source* #001167)**

Weekly Devotional Guide (Weeks 14 - 26)

Week 14
HOPE
- Psalm 94:12-19
- Psalm 95
- 1 Kings 3
- Psalm 63
- Psalm 59

Week 15
LOVE
- Philippians 2
- Psalm 136
- Psalm 100
- Ephesians 5

Week 16
JOY
- Isaiah 9:2-10:19
- Isaiah 49
- Psalm 28
- Habakkuk 3:17-19

Week 17
ADVENTURER
- Psalm 37
- 1 John 1
- 1 Thessalonians 1-3
- Psalm 51
- James 1:22, 23
- Revelation 3:15,16
- Matthew 14:25-33

Week 18
CELEBRATION
- Philippians 1
- Psalm 1
- Ezekiel 15
- Malachi 1

Week 19
PROMISES
- Psalm 118
- Deuteronomy 31
- Psalm 23
- Daniel 7:9
- Romans 8:38,39

Week 20
FAITHFULNESS
- Esther 1-2
- Esther 3-4
- Esther 5
- Esther 6
- Esther 7
- Esther 8
- Esther 9

Week 21
CHRISTIANITY
- Ephesians 4
- Matthew 10
- Proverbs 25
- Micah 6
- Proverbs 14

Week 22
DEVOTION
- Psalm 103
- Lamentations 3
- Job 40-42

Week 23
DECISIONS
- Matthew 4
- Matthew 16
- Mark 8
- Luke 14

Week 24
EXAMPLE
- Mark 10:32-45
- Acts 10
- Galatians 6:1-8
- Luke 23
- 1 John 2
- 2 Peter 1-3

Week 25
LIFE WITH GOD
- Hebrews 13
- John 3
- Revelation 21
- Leviticus 19
- 1 Peter 1
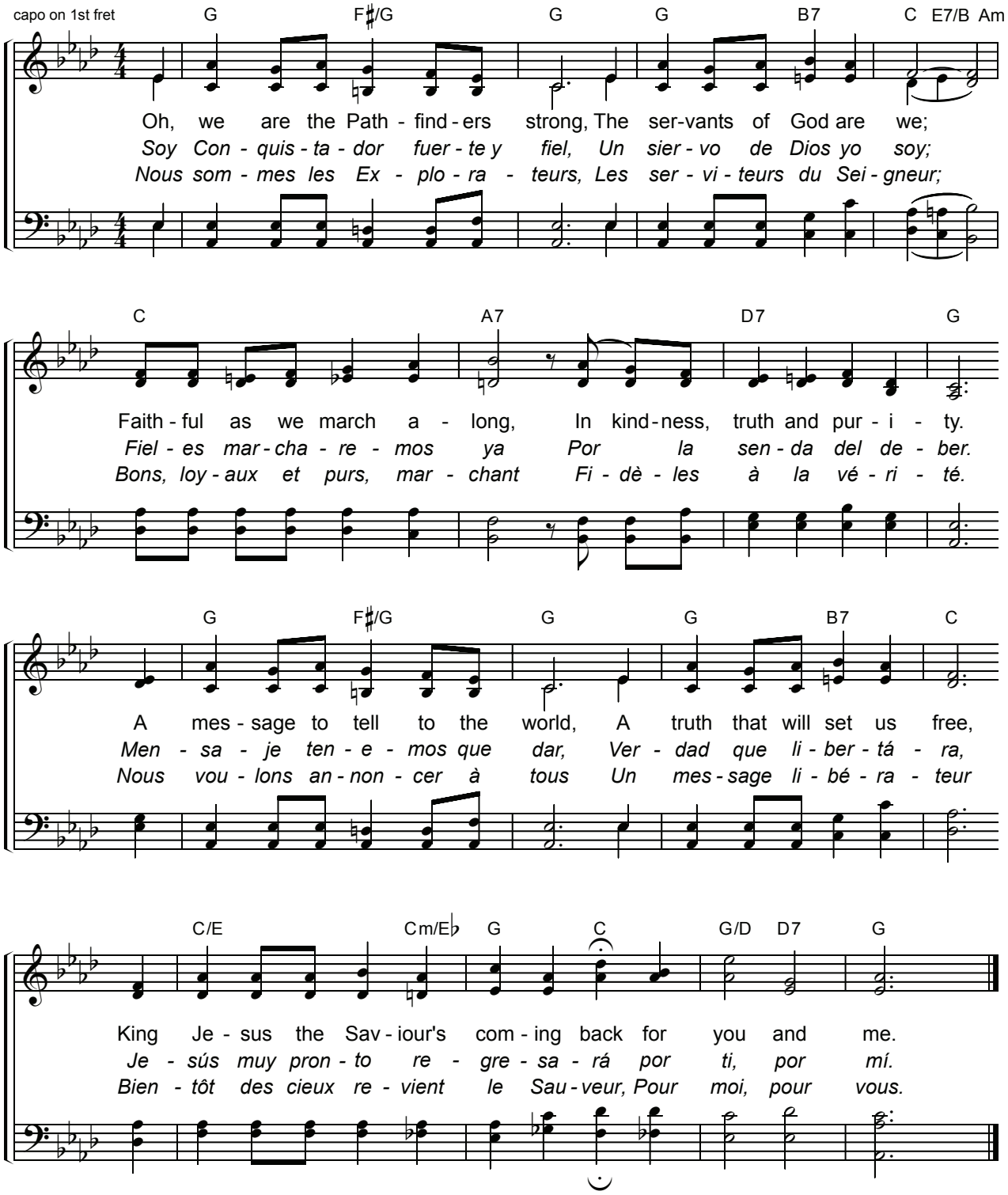
Week 26
OBEDIENCE
- Romans 12
- Matthew 6:1-25
- Isaiah 14:14-32
- Jonah 1
- Jonah 2
- Jonah 3
- Jonah 4

Oh, We Are the Pathfinders Strong

Soy Conquistador Fuerte y Fiel

Nous Sommes les Explorateurs

H. T. B. Henry T. Bergh



© Copyright 1962. Henry T. Bergh, owner
All Rights Reserved International Copyright Secured Printed in U.S.A.

Bible Sword Drill

Instructions:

1. Select participants:
   - Two Pathfinders to hold the rope.
   - As many Pathfinders as desired.
2. Participants will form one straight line behind a rope held immediately in front of them approximately 30 inches from the floor. Their Bible is to be held (sheathed) under their left arm.
3. Leaders will give the commands: “ATTENTION: “DRAW SWORDS”. Participants quickly bring their right hand across their body-draw their sword (Bible) and hold it in front of them, closed, waist high, ready to find the reference.
4. Leader announces the reference, eg: “The Book of mark” (begin with the well-know books), or ask for a book from one of the sections, eg: gospels, letters. The exercise becomes more difficult as you call the smaller books, or ask for specific chapter and verse.
5. No participant moves until the order is given: “CHARGE”. The rope is dropped to their feet while the participants quickly find the reference. Immediately the reference is found, they take one pace forward, keeping one hand on the open page of the Bible.
6. A ten second time limit is given from the command “CHARGE” to find the reference and step one pace forward. (Vary the time limit to suit the experience of your group).
7. The timekeeper will call “TIME” as the time limit expires. The rope will immediately be raised, perhaps catching some participants part way across. They should return behind the line.
8. Each participant who steps across the line before the time limit is reached is a winner.
9. An appointed judge will inspect the references.
10. An award of two points can be given to each winner. See who is the first to get to twenty.
11. Leader shall call “ONE PACE BACKWARD MARCH”. Ropekeepers shall lower the rope and raise it again after the participants have crossed it.
12. Leader shall call “SHEATH SWORDS”. Participants quickly tuck their Bibles under their left arm and return right hand to their side.
13. Ready now to repeat activity from “DRAW SWORDS”.

Animal Tracking



1. Know ten kinds of tracks, including two kinds of bird tracks. Make plaster casts of five.
2. Name at least three things that tracks tell us.
3. Trail some animal tracks, identify the animal if possible, and tell whether it was running or walking. Measure between the tracks of one animal when running and walking.
4. Maintain a tracking station for at least three days by doing the following:
   - **a.** Select a flat open space in some quiet place near your camp or home.
   - **b.** Smooth out ground, mud, sand, etc.
   - **c.** Place food out for wildlife.
   - **d.** Check each day for tracks and replenish food when necessary.
5. Name two animals for each tracking group.
   - **a.** Flatfoots
   - **b.** Toe walkers
   - **c.** Toenail walkers
   - **d.** Bounders or long hindleggers
6. Name four signs of the presence of mammals.
7. Distinguish between rabbit and squirrel tracks, and between dog and cat family tracks.
8. Name two groups of animals (mammals, birds, insects, etc.) that leave tracks or scent trails that another of their kind can follow.
9. Name two birds for each of the following type of tracks:
   - **a.** Hopping
   - **b.** Walking
10. Besides tracks, give two other signs of the presence of birds.
11. Name two birds identified by their flying patterns.
12. In your area, observe tracks or trail of one or more of the following:
    - **a.** Toad or frog
    - **b.** Snake
    - **c.** Turtle
    - **d.** Mollusk
    - **e.** Earthworm
    - **f.** Mole

Skill Level 1

Original Honor 1976

Nature
General Conference
2001 Edition

Basic Water Safety



Reason for the new honor - Beginner's Swimming Honor is based on the Red Cross level 3 requirements. With recent changes to the level 3, it is now imposable for a club to do the Beginner's Swimming Honor in a backyard pool. Level 3 requires a pool to be 9 foot deep. The desire of the Investiture Achievement Committee was to require a swimming level to be taught in order to protect our Youth from drowning.

Therefore the proposed Basic Water Safety Honor is based on elements from the Red Cross Levels 1 & 2 but adapting those requirements that can be done in a backyard pool (being 2-3 feet deep) under adult supervision, not necessarily using a lifeguard or water safety instructor. For safety and in case of an emergency, always have an adult observing all participants who is not part of the teaching process. Resources: YouTube videos show how to teach many of these requirements

1. Enter and exit the water un-assisted.

The point is to teach how to get in and out of a pool without assistance and safely.

2. While holding your breath, fully submerge your face under water for five seconds.

This can be done by sitting on the bottom or by bending over and putting just the face in the water, as long as the full face stays covered for the full time.

3. Alternately inhale through the mouth above the surface and blow bubbles through the mouth/nose, with face completely submerged, seven time rhythmically and continuously.

This is called Rhythmic Breathing. It can be accomplished by bobbing up and down if the pool is deep enough or by leaning over and putting the face in the water to blow the bubbles, then lifting the head or turning the head for the breath, then placing the face back in the water to blow the bubbles again. This is not to be done quickly but over at least two seconds blow the air out then take a full breath of air to blow again. This teaches breath control.

4. Open your eyes under water and retrieve submerged objects two times.

This is to practice breath control while giving them a purpose and helping them to feel more comfortable under water.

5. Front float for five seconds.

Lean forward with both arms stretched out above head with fingers straight and hands open. Take a deep breath and continue leaning forward until body is parallel with the bottom of pool and face is in the water. To prevent water getting in the nose, blow bubbles out the nose slowly. If you start to sink, kick your legs a few times and move arms back and forth. When through, feel bottom of pool and stand up.

6. Front glide for two body lengths.

Follow the instructions for the front float but push off to get momentum to glide. If the pool is not big enough for two body lengths, go from one side of the pool to the other.

7. Back float for fifteen seconds.

While supporting the head/back, have them lay back in the water with arms out and legs out. Have them lay head back. Do not let them go until they are ready and say it is ok. Have them keep lungs as full as possible.

8. Holding on to the side of the pool, kick with your feet for twenty seconds.

The purpose is to build endurance and practice technique in a pool that may not be large enough to swim in. The recommended kick is the flutter kick. Keep knees as straight as possible, bending at the waist. If the pool is to shallow the frog kick that is part of the breaststroke may be used.

9. Using arm and leg motion, swim five body lengths.

No particular stroke is required. If the pool is shallow, do the best they can. They may have to go back and forth in the pool to get five body lengths.

10. Learn to put on a Life Jacket and float for thirty seconds.

Not only is it important to learn how to put on a Life Jacket but also learn to trust that it will hold the one wearing it up.

11. Demonstrate water safety by:

- **a.** How to call for help in case of an emergency.
- **b.** Learn how to release a cramp.
- **c.** Demonstrate reaching assist.
  Can use a towel, rope, shirt, umbrella, arm or leg to reach out to someone who is in need of help without getting in the water to help them
- **d.** Learn at least ten safety rules when around water.
  1) May include: Never swim alone.
  2) Do not swim without an adult or lifeguard present.
  3) Always ask permission.
  4) Do not run near water.
  5) No pushing.
  6) No diving except where it is safe.
  7) Do not jump in close to others.
  8) Wear sunscreen and limit exposure to sun.
  9) Do not swim if lightning is possible.
  10) Do not enter water over your head until you can swim well.
  11) Do not dunk another person.

Skill Level 1

New in 2011

Recreation
North American Division
2011 Update

Cacti



1. Name the chief characteristics of a cactus.
2. Name three uses of cacti.
3. In what places are cacti the most plentiful? Why?
4. Know and identify from life or pictures 15 species of cacti.
5. Photograph, observe or sketch at least 10 species of cacti and classify them or grow at least 3 different species of cacti.

Skill Level 1

Original Honor 1944

Cacti, Advanced

1. What are succulents?
2. Identify from plants or photos five succulents that are not cacti. How are they different from cacti?
3. Know the definitions of the following terms within a cacti/succulents frame of reference.
   - **a.** Areole
   - **b.** Cephalium
   - **c.** Coalesce
   - **d.** Corymb
   - **e.** Diurnal
   - **f.** Epiphyte
   - **g.** Glochid
   - **h.** Nocturnal
   - **i.** Offshoot
   - **j.** Panicle
   - **k.** Scale
   - **l.** Stolon
   - **m.** Zygomorphic
4. When raising succulents—including cacti—they may be attacked by maladies. What are the most common and how can you prevent or cure the problems?
5. Propagate at least one plant by using one of the following methods: from seed, by cuttings, or grafting.

Skill Level 3

Original Honor, 1999

Camping Skills II



1. Be at least in the 6th grade.
2. Develop a personal philosophy of outdoor etiquette, such as courtesy to other campers and outdoor conservation.
3. Know and understand the following six W's for the selection of a good campsite:
   - **a.** Water
   - **b.** Weather
   - **c.** Wild things
   - **d.** Willingness
   - **e.** Wind
   - **f.** Wood
4. Demonstrate your ability to protect the wilderness and your water source by proper personal hygiene and cooking sanitation.
5. Participate in a weekend campout.
6. Take part in a camp worship service to include one of the following:
   - **a.** Leading song service
   - **b.** Sabbath School lesson study
   - **c.** Story
   - **d.** Worship thought
7. Know how to safely light and use a camp stove and lantern.
8. Know safety rules and demonstrate your ability to properly cut firewood. Demonstrate how to break dead wood properly.
9. Using fuzz sticks or shaved sticks, build and know the use of a council or criss cross fire and one type of cooking fire. Review firebuilding safety rules.
10. Explain two ways to keep camp food cool.
11. Build two different camp cranes.
12. Prepare camp meals using boiling, frying, and baking.
13. Demonstrate tent site selection. Properly pitch and strike a tent. What precautions should be taken when striking a wet tent? Properly clean, dry, and store a tent.
14. Bedding:
    - **a.** Show proper ways to stuff or roll your sleeping bag or bed roll for travel.
    - **b.** Tell how to keep a sleeping bag or bed roll dry on a camping trip.
    - **c.** Describe how to properly clean your sleeping bag or bed roll.

Note: The tent color for Camping Skills #2 is red.

Skill Level 1

Original Honor 1986

Recreation
General Conference
2001 Edition

Christian Citizenship



1. Describe the national, state or provincial, AY, Pathfinder, and Christian flags.
2. Know how to display the national flag with two other flags under the following situations:
   - **a.** Camp out/camporee
   - **b.** Fair
   - **c.** Pathfinder Day program
   - **d.** Parade
3. Demonstrate how to fold and salute your national flag. Mention when and how it should be displayed.
4. Explain the meaning of and reason for the National Anthem, and recite the words from memory.
5. Give the rights and responsibilities of a citizen of your country.
6. Have an interview with a local, regional, or national official of your country, and learn about his duties.
7. Write a one-page essay or give a two-minute oral report about a famous person in your country. Mention what he has done to gain his recognition.
8. Do one of the following:
   - **a.** Make a list of ten famous quotations from leaders of your country.
   - **b.** Make a list of ten famous historic places in your country.
   - **c.** Make a list of ten famous historic events in your country.
9. Describe what you can do as a citizen to help your church and country.
10. Go through the steps of an individual acquiring citizenship in the country and learn how this is done.
11. Know how to explain the process of government in your country.
12. Explain the meaning of this statement Jesus made in Matthew 22:21: "Render therefore unto Caesar the things which are Caesar's, and unto God the things that are God's.
13. Explain why laws are established in your country.

Skill Level 1

Original Honor 1938

Outreach Ministries
General Conference
2001 Edition

Cultural Diversity Appreciation



Objective: To develop an awareness and appreciation for the cultural diversity within our church and society.

1. Define culture and cultural diversity.

2. Define stereotype and identify how you may have stereotyped people in the past.

3. Study the following Bible texts and answer the questions.
- **a.** 1 Corinthians 9:20 How does this text explain the importance for a Christian to have a cultural diversity awareness?
- **b.** Galatians 3:27 What does this text say about all who are in the family of Christ?
- **c.** Ephesians 2:14 What should be the result of accepting Christ Jesus into our lives? How do you plan to apply this message to your everyday life?

4. Develop a friendship with a boy, girl or older person from your church, school or community whose cultural background is different from yours and conduct research from the following: library, internet, videos, encyclopedia, etc, about the culture. Arrange an interview with this family and complete the following:
- **a.** Where did the culture originate?
- **b.** What language is spoken?
- **c.** What religions are prominent in that society?
- **d.** What foods are typically eaten for:
  - **(1)** Breakfast
  - **(2)** Lunch
  - **(3)** Supper
- **e.** How are eating habits influenced by the food available in that country?
- **f.** Are there cultural traditions that are different from yours? What are they?
- **g.** Do people of this culture celebrate the holidays that we celebrate? What customs do they have for celebrating the different holidays?
- **h.** What customs or traditions from the original culture have been continued by the family in this country?
- **i.** Is the dress different from dress in your culture?
- **j.** Identify at least 5 ways in which you are similar and 5 things which make you different and tell how your attitude or feelings towards people of different cultural backgrounds has effected you? How do you feel about your differences?
- **k.** Attend church with your friend if it is a different church than yours, or attend a church service of a different cultural group. Identify 3 similarities and 3 differences you observe in the church services.

Skill Level 2

Original Honor "People of Other Lands" 1929
Revised 2001

Outreach Ministries
General Conference
2001 Edition

First Aid, Basic



(Instructor for Skills Required)

If residing in the United States or another country where Red Cross instruction is given, satisfactorily pass the Red Cross Examination in Basic First Aid and receive your certificate.
In British countries pass the examination in St. John Ambulance and receive certificate for the same.

Or complete the following requirements:

1. Know the causes of shock and demonstrate its proper treatment.

2. Know the proper steps for rescue breathing.

3. Know the proper procedures to assist a choking victim.

4. Know the proper procedures to assist a bleeding victim.

5. Know the pressure points and how to correctly apply pressure at these points.

6. Know the proper procedure to assist a victim of poisoning.

7. Demonstrate the proper procedure in splinting various broken bones in the body.

8. Know the proper procedure to assist a first, second, and third degree burn victim.

9. Know the proper procedure to assist a victim of a chemical burn.

10. Know what situations are likely to cause carbon monoxide poisoning and the rescue and treatment techniques for such poisoning.

11. Know the proper procedure for giving assistance to the victim of a head injury.

12. Know the proper procedure for giving aid to a victim of internal injuries.

13. Know the difference between a heart attack, stroke, epilepsy, and simple fainting, and the treatment for each.

14. Know how to prevent infection.

15. What is the proper treatment for a snake bite?

16. What is the proper treatment for animal bites?

17. What is the proper treatment for insect and spider bites?

18. What is the difference between heat exhaustion and heat stroke, and what is the treatment for each?

19. What should you do if your clothes catch fire?

20. What are the basic fire prevention principles for the home?

21. What are the basic water safety principles?

22. What are the ways to save a drowning victim without swimming?

23. What are the basic electrical safety principles?

24. How can you prevent food poisoning?

Note: The red oval on the patch designates "basic" level.

Health & Science
General Conference
2001 Edition

Skill Level 1

Original Honor 1951

Knot Tying



1. Define the following terms:
   - **a.** Bight
   - **b.** Running end
   - **c.** Standing part
   - **d.** Underhand loop
   - **e.** Overhand loop
   - **f.** Turn
   - **g.** Bend
   - **h.** Hitch
   - **i.** Splice
   - **j.** Whipping
2. Know how to care for rope.
3. Describe the difference between laid rope and braided rope and list three uses of each.
4. Identify the following types of rope:
   - **a.** Manila
   - **b.** Sisal
   - **c.** Nylon
   - **d.** Polypropylene
5. What are some advantages and disadvantages of synthetic rope?
6. Do the following to rope:
   - **a.** Splice
   - **b.** Eye splice
   - **c.** Back splice
   - **d.** Finish the end of a rope with a double crown, whipping, or a Matthew Walker's knot.
7. Make a six-foot piece of three-strand twisted rope from native materials or twine.
8. From memory tie at least 20 of the following knots and know their common uses and limitations. Demonstrate how they are used.

Anchor bend
Bowline
Bowline on a bight
Butterfly loop knot or Alpine
Butterfly knot
Carrick bend
Cat's paw
Clove hitch
Constrictor knot
Crown knot
Double bow
Double sheet bend
Figure eight
Fisherman's bend
Fisherman's loop
Halter hitch
Hunter's bend
Lariat or Bowstring knot
Lark's head
Man harness knot
Miller's knot
Packer's knot
Pipe hitch
Prusik knot
Sheepshank
Sheet bend
Slip knot
Slipped half hitch
Slipped sheet bend
Square knot
Stevedore's knot
Strangle knot
Surgeon's knot
Tautline hitch
Timber hitch
Two half hitches

Skill Level 2

Original Honor 1975

Recreation
General Conference
2001 Edition

Shrubs



1. Note three characteristics of shrubs that distinguish them from trees and herbs. Why is a grape vine sometimes regarded as a shrub?
2. Name three important wild or cultivated food shrubs of your locality. Name a shrub that produces edible nuts.
3. Name two cultivated shrubs and two wild shrubs of your locality that produce showy flowers.
4. Do most shrubs blossom in the spring, summer, or autumn? Name one shrub whose flowers open before the leaves appear.
5. What parasitic shrub frequently used for indoor decoration grows on the high branches of different kinds of trees?
6. Give an example of a shrub whose leaves in autumn turn from green to brilliant shades of yellow, orange, or red.
7. Observe some shrub which is in bloom and list as many kinds of insects as you can (at least three) which come to its blossoms for pollen or nectar.
8. From what shrubs do birds prefer to eat the fruit or seeds? Name a shrub whose flowers attracts birds.
9. In what shrubs do birds prefer to build their nests?
10. Collect, preserve, and correctly identify the flowers, leaves, seeds, seed pods, or twigs with buds of ten wild shrubs.

Skill Level 1

Original Honor 1945

Nature
General Conference
2001 Edition

Swimming—Beginner's



Have completed the Basic Water Safety honor.

Complete the requirements for Red Cross Level 3 Swim Level or the YMCA Equivalent

Water Entry Skills:

1. Enter water by jumping from the side of the pool or a dock into a safe area.
2. Headfirst entry from the side in a sitting position.*
3. Headfirst entry from the side in a kneeling position.*

* Headfirst entry should NOT be taught unless the water depth is at least 9 feet.

Breath Control and Submerging:

1. Bobbing while moving toward safety – demonstrate in chest-deep water at least five times.
2. Demonstrate rotary breathing at least 10 times.

Buoyancy:

1. On front, demonstrate the survival float at least 30 seconds in deep water.
2. On back, demonstrate moving into a back float in deep water and hold the float at least 30 seconds.

Changing Positions:

1. Change from a vertical to horizontal position on the front, in deep water.
2. Change from a vertical to horizontal position on the back, in deep water.

Treading Water:

1. Demonstrate treading water for at least 30 seconds in deep water.

Front Swim:

1. Push off in a streamline position, then begin the flutter kick. Kick in streamline position 3-5 body lengths.
2. Push off in a streamline position, then begin the dolphin kick. Demonstrate 3-5 body lengths.
3. Demonstrate the front crawl, at least 15 yards, with good rotary breathing.

Back Swim:

1. Demonstrate the elementary backstroke, with smooth finning and whip kick for at least 15 yards.

Side Swim:

1. Demonstrate the side scissors kick for at least 10 yards.

Water Safety:

1. Reach or Throw, Don't Go—reaching assists, demonstrate.
2. Think Twice Before Going Near Cold Water or Ice—discuss/demonstrate.
3. Look Before You Leap—understand and demonstrate.

Passing Skills:

Jump into chest-deep water from the side, swim the front crawl for 15 yards, maintain positions by treading water or floating for 30 seconds and swim elementary backstroke for 15 yards.

Recreation
General Conference
2001 Edition

Skill Level 1

Swimming—Beginner's Advanced

1. Have completed the requirements for Red Cross level 3 Swim Level or the YMCA Equivalent
2. Complete the requirement for Red Cross Level 4 Swim Level or the YMCA Equivalent.

Skill Level 1

Original Honor 1963

Recreation
General Conference
2001 Edition

Trees



1. Describe the ways in which trees and shrubs differ.
2. Collect and identify typical leaves from 15 different species of trees. Spread neatly, press dry, mount, and label in a suitable notebook or on uniform-size sheets of paper.
3. Name two examples each of trees that have been named for:
   - **a.** What they are used for
   - **b.** The surroundings or environment in which they grow
   - **c.** Some distinctive feature
   - **d.** The geographic region in which they live
   - **e.** Persons who first found and described them
4. Give the common name and tell the difference between the two great classes of trees.
5. Describe the importance of forest conservation in your area.
6. Name several examples of the kinds of wood used in each of the following:
   - **a.** Flooring for houses
   - **b.** Common plywood
   - **c.** Furniture
   - **d.** Ax handles
   - **e.** Fence posts
   - **f.** Railroad ties
   - **g.** Support beams for construction work
   - **h.** Bows and arrows
   - **i.** Ideal for use as kindling
   - **j.** Burns slowly and leaves a bed of hot coals
7. Name two examples each of trees which:
   - **a.** Grow best in wet lands
   - **b.** Grow best at high levels in mountains

Skill Level 1

Original Honor 1928

Nature
General Conference
2001 Edition

INVESTITURE ACHIEVEMENT MATERIALS

Record Cards

Friend	#002976
Companion	#002977
Explorer	#002978
Ranger	#002979
Voyager	#002980
Guide	#002981



Record Charts

Friend	#002982
Companion	#002983
Explorer	#002984
Ranger	#002985
Voyager	#002986
Guide	#002987
Set of 6	#002988



Record Journals

Friend	#002970
Companion	#002971
Explorer	#002972
Ranger	#002973
Voyager	#002984
Guide	#002985



Available at AdventSource
402.486.8800 • www.adventsource.org



Advent*Source*

ISBN: 978-1-57756-113-2