INVESTITURE ACHIEVEMENT

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Instructor's Helps

EXPLORER LEVEL

INVESTITUREACHIEVEMENT.COM

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An Overview of the Investiture Achievement Curriculum

The Explorer level of Investiture Achievement is for Pathfinders in the 7th 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 Explorer 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*

Explorer & Wilderness Explorer

LEVEL REQUIREMENTS

Personal Growth

1. Be in Grade 7 or its equivalent.
2. a. Develop your devotional life by studying the Weekly Devotional Guide (weeks 27 – 39) and the book of Acts utilizing printed or electronic resources.
   b. Journal your thoughts by asking these questions:
   - "What did I learn about God?"
   - "What did I learn about myself?"
   - "How can I apply this to my life today?"

   You may journal through writing, drawing or electronic process.
3. a. Memorize the Pathfinder Pledge.
   b. Illustrate your understanding of the Pathfinder Pledge in an interesting way.
4. Learn the meaning of the Pathfinder Emblem.

Spiritual Discovery

1. Learn how to use a Bible concordance by selecting two topics and/or words to discover how it is used in the Bible.
2. Memorize a Bible text (not previously learned) for the following subjects:
   - Prayer
   - Doctrine
   - Behavior
   - Salvation
   - Relationships
   - Promises/Praise
   - Great Passages
3. Role-play the experience of a person of the New Testament Church in the book of Acts.
4. a. Learn about eight missionaries (to at least four continents) who served during the Seventh-day Adventist mission expansion (1900 to1950).
   b. On a world map, plot their country of service.
   c. Make a presentation about your favorite missionary.

Advanced for Spiritual Discovery

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

Serving Others

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

Advanced for Serving Others

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

Making Friends

1. Participate in a panel discussion or skit on peer pressure and its role in your decision making.
2. Fulfill requirements #1, #13 and #15 of the Christian Grooming and Manners Honor.

Advanced for Making Friends

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

Health and Fitness

1. Learn the value of exercise, fresh air & sunshine, by:
   a. Giving two reasons why physical fitness is important.
   b. Explaining the relationship between proper diet, exercise, and weight control.
   c. Explain the benefits of fresh air and sunshine.
   (a & b fulfill requirement #9 of the Christian Grooming and Manners Honor)
2. Earn the Basic Rescue Honor.
3. Complete the Basic Water Safety **OR** Beginner Swimming Honor, if not previously earned.

Advanced for Health and Fitness

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

Nature Study

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

Advanced for Nature Study

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

Outdoor Living

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

Honor Enrichment

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

Personal Growth

Goals for this Track:

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

1. **Be in Grade 7 or its equivalent.**
   The Explorer Level is written on a seventh grade level and follows the voted actions of the North American Division Pathfinder Committee that Explorers begin for those going into the seventh grade.

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

Teaching Tip

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

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

   You may journal through writing, drawing or electronic process.

Teaching Tip

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

Resource

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

3. a. Memorize the Pathfinder Pledge

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

Teaching Tip

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

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

Meaning of the Pledge

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

Teaching Tip

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

Here are a few suggestions for completing this requirement:

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

Resource

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

4. Learn the meaning of the Pathfinder Emblem.

a. What is the meaning of the Pathfinder Emblem?

Teaching Tip

Red (Sacrifice)

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

Three sides

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

Gold (Excellence)

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

Shield (Protection)

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

Teaching Tip, Con't

White (Purity)

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

Blue (Loyalty)

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

Sword (Bible)

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

Inverted Triangle

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

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

Resource

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

Spiritual Discovery

Goals for this Track:

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

1. **Learn how to use a Bible Concordance by selecting two topics and/or words to discover how it is used in the Bible.**

   a. **Topic or word #1**
   How is it used?

   b. **Topic or word #2**
   How is it used?

Teaching Tip

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

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

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

Resource

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

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

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

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

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

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

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

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

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

Teaching Tip

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

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

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

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

Teaching Tip

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

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

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

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

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

Teaching Tip

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

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

Resource

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

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

c. Make a presentation about your favorite missionary.

a. My favorite missionary is _____ because…

Teaching Tip

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

Suggestions:

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

Resource

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

Advanced for Spiritual Discovery

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

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

Teaching Tip

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

Points for discussion:

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

Resource

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

3. **Discuss and study one of the following life issues with your Explorer group and an adult: (See pages 29, 39 and 42 in the appendix)**
   - **Abuse**
   - **TV & Movie Theaters**
   - **Reading**

Teaching Tip

Abuse:

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

Teaching Tip, Con't

Warning signs of abuse:

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

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

TV & Movie Theaters:
Questions for discussion

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

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

Reading:
Reason for reading

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

Teaching Tip, Con't

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

Resource

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

Serving Others

Goals for this Track:

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

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

Teaching Tip

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

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

Types of community service centers/programs
Food banks/pantries
Animal shelters
Senior centers
After school programs
Neighbor improvement programs

Resource

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

b. What are some community services in my area?

Teaching Tip

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

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

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

Advanced for Serving Others

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

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

Teaching Tip

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

Guidelines for home and/or hospital visits:

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

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

Resource

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

Making Friends

Goals for this Track:

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

1. **Participate in a panel discussion or skit on peer pressure and its role in your decision making.**
   Questions:
   a. **Did you participate in a panel or a skit?**
   b. **What happened?**

Teaching Tip

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

Resource

- Ask.com, type in peer pressure

2. **Fulfill requirements #1, #13 and #15 of the Christian Grooming and Manners Honor. (See page 49 in the appendix)**

   Requirement #1:
   What well-balanced combination of strengths did Jesus develop as a growing youth? (Luke 2:52)

   Requirement #11:
   Know the importance of daily "soul-grooming" and of building a Christian character and why "belonging to Christ" makes a difference in the way you dress and act.

   Requirement #12:
   Discuss scriptural guidelines that will help you cope with your sexuality and keep your thoughts-life clean. Discuss intelligently the "dos and don'ts" of dating.

   Requirement #14:
   Know the rules of table etiquette which make it easier for you and those around you, such as what to do with your knife and fork after using them. Know how to be a welcome dinner guest and a joy to your hostess. Bible text: And Jesus increased in wisdom and stature, and in favor with God and men. Luke 2:52 (NKJV, Pathfinder Edition)

Questions:

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

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

Advanced for Making Friends

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

2. **Complete Christian Grooming & Manners Honor, if not previously earned. (See page 49 in the appendix)**

Health and Fitness

Goals for this Track:

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

1. **Learn the value of exercise, fresh air, and sunshine. Discuss the following questions.**
   a. **What are two reasons physical fitness is important?**
   b. **What is the relationship between proper diet, exercise, and weight control?**
   c. **Explain the benefits of fresh air and sunshine. (a & b fulfill requirement #9 of the Christian Grooming and Manners Honor).**

Teaching Tip

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

Benefits of physical fitness:

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

Relationship between proper diet, exercise, and weight control:

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

Benefits of fresh air:

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

Benefits of sunshine:

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

2. **Earn the Basic Rescue Honor. (See page 45 in the appendix)**

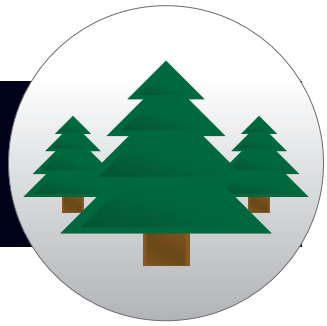
3. **Complete the Basic Water Safety OR Beginner Swimming Honor, if not previously earned. (See pages 45 and 54 in the appendix)**

Advanced for Health and Fitness

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

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

Nature Study



Goals for this Track:

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

1. a. Review the Genesis account of the flood

Teaching Tip

Genesis chapters 6-9
Patriarchs and Prophets, chapter 7, "The Flood" (http://www.whiteestate.org/books/pp/pp7.html)

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

Teaching Tip

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

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

Teaching Tip

Points for discussion: Breaking God's Law

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

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

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

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

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

Teaching Tip, Con't

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

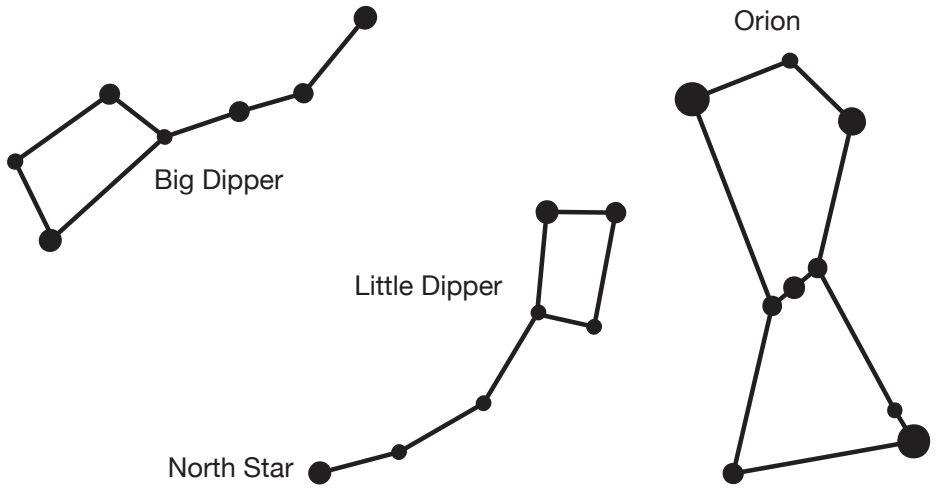
The fossils that cover the earth represent one of the most impressive illustrations of judgment to be found. Vast oil and coal deposits give evidence to the amount of life that was lost as a direct reaction to the amount of life that wsa lost as a direct reaction to the actions of sinful mankind. A study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

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

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

2. Stars

a. Be able to identify in the sky; the North Star, Big Dipper, Little Dipper and Orion (Part of requirement #7). **(See page 53 in the appendix)**



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

Teaching Tip

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

Resource

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

Advanced for Nature Study

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

2. **Weather/Ferns: Record and graph the weather for two weeks at 12-hour intervals. Include temperature, moisture, cloud formation and wind direction, OR Draw or photograph 10 kinds of ferns, and identify correctly. (See pages 55 and 51 in the appendix)**

Teaching Tip

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

Website on ferns
- www.hardyferens.org
- http://www.crownsvillenursery.com/information_links/ferninformation.html

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

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

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. **Earn the Knot Tying Honor. (See page 52 in the appendix)**

Teaching Tip

Resource

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

2. **Earn the Camping Skills III Honor (See page 48 in the appendix)**

Honor Enrichment — Advanced Level Only

Goals for this Track:

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

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

Arts & Crafts (Skill level 2):

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

Arts & Crafts (Skill level 3):

- Copper Enameling, Advanced
- Crocheting, Advanced
- Currency (Coins), Advanced
- Genealogy, Advanced
- Knitting, Advanced
- Lighthouses, advanced
- Silk Screen Printing, Advanced
- Stamps, Advanced

Household Arts (Skill level 2):

- Cooking, Advanced
  Dressmaking, Advanced
  Food – Canning
- Food – Drying
- Food Freezing
- Housekeeping
- Quilting

Household Arts (Skill level 3):

- Nutrition, Advanced
- Tailoring

Teaching Tip

Resource

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

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

Recreation (Skill level 2):

- Archery, Advanced
- Backpacking
- Camp Safety
- Camping Skills III
- Camping Skills IV
- Canoeing
- Caving
- Community Water Safety
- Cycling, Advanced
- Drilling & Marching, Advanced
- Drumming and Percussion
- Fire Building and Camp
- CookeryGeocaching, Advanced
- Gold Prospecting, Advanced
- Horsemanship, Advanced
- Kayaking
- Knot Tying
- Letter Boxing, Advanced
- Mountain Biking
- Navigation
- Orienteering
- Physical Fitness
- Pioneering
- Rock Climbing
- Rowing
- Sailing
- Skiing, Cross-Country
- Skiing, Downhill

Advanced

- Skin Diving
- Springboard
- Swimming, Adv
- Swimming, Intermediate
- Track & Field
- Travel, Advanced
- Triathlon, Advanced
- Tumbling & Balancing
- Tumbling & Balancing, Advanced
- Unicycling
- Wilderness Living
- Wind Surfing
- Winter Camping
- Outdoor Leadership

Recreation (Skill level 3):

- Abseiling, Advanced
- Camp Safety, Advanced
- Caving, Advanced
- Community Water Safety,
- Wilderness Leadership, Advanced
- Drumming & Percussion, Advanced
- Geocaching, Advanced
- Hiking, Advanced
- Communications
- Outdoor Leadership, Advanced
- Rock Climbing, Advanced
- Scuba Diving
- Scuba Diving, Advanced
- Radio
- Radio, Advanced

Vocational (Skill level 2):

- Automobile Mechanics
- Bible Evangelism
- Bookkeeping
- Carpentry
- Christian Sales Principles
- Word Processing
- Computer, Advanced
- Forestry
- Internet
- Journalism
- Printing
- Beekeeping
- Cattle Husbandry
- Radio Electronics
- Small Engines
- Teaching
- Typewriting
- Woodworking
- Fruit Growing
- Goat Husbandry

Outdoor Industries (Skill level 2):

- Agriculture
- Small Fruit Growing
- Dairying
- Pigeon Raising

Outdoor Industries (Skill level 3):

- Junior Youth Leadership

Teaching Tip

Resource

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

Weekly Devotional Guide (Weeks 27- 39)

Week 27
ATTITUDES
- Mark 9:33-35
- 1 Thessalonians 5:18
- Psalm 34
- Ephesians 3
- James 2

Week 28
COMMITMENT
- Isaiah 40
- Genesis 17
- Proverbs 4
- Luke 9

Week 29
GROWTH
- 1 Corinthians 6
- 1 Corinthians 13
- Psalm 53
- Psalm 90
- Ruth 1-2
- Ruth 3-4

Week 30
FAITH
- Jude 1
- Romans 14
- Matthew 9
- Luke 17

Week 31
PRAISE
- Psalm 108
- Psalm 27:1-4
- Psalm 56
- 1 Peter 5
- Isaiah 63

Week 32
PRAYER
- Psalm 116
- Matthew 6-7
- 1 Thessalonians 5
- Luke 18
- Psalm 20

Week 33
TRUST
- Exodus 33
- Proverbs 3:4, 5
- Psalm 62
- Isaiah 30:19-26
- Jeremiah 10

Week 34
SALVATION
- John 1
- Acts 2
- Psalm 60
- Haggai 1-2
- Romans 3

Week 35
FORGIVENESS
- Isaiah 1
- Isaiah 38
- Psalm 30
- Psalm 40
- John 2

Week 36
ABUNDANT LIFE
- Romans 5
- John 15
- Luke 19:1-27
- Jeremiah 4:1-8
- Ephesians 1-2
- Ephesians 3

Week 37
DEATH
- Hebrews 9
- John 16
- Revelations 7:14-17
- Ecclesiastes 12

Week 38
BAPTISM
- Romans 6
- Matthew 3
- Matthew 28
- Luke 3
- 1 Peter 3

Week 39
SECOND COMING
- 1 Corinthians 15
- Isaiah 64
- Titus 1:13
- Isaiah 25
- James 5
- Mark 13

Oh, We Are the Pathfinders Strong

Soy Conquistador Fuerte y Fiel

Nous Sommes les Explorateurs

H. T. B. — Henry T. Bergh

capo on 1st fret

G F♯/G G G B7 C E7/B Am

Oh, we are the Path - find - ers strong, The ser-vants of God are we;
Soy Con - quis - ta - dor fuer - te y fiel, Un sier - vo de Dios yo soy;
Nous som - mes les Ex - plo - ra - teurs, Les ser - vi - teurs du Sei - gneur;

C A7 D7 G

Faith - ful as we march a - long, In kind - ness, truth and pur - i - ty.
Fiel - es mar - cha - re - mos ya Por la sen - da del de - ber.
Bons, loy - aux et purs, mar - chant Fi - dè - les à la vé - ri - té.

G F♯/G G G B7 C

A mes - sage to tell to the world, A truth that will set us free,
Men - sa - je ten - e - mos que dar, Ver - dad que li - ber - tá - ra,
Nous vou - lons an - non - cer à tous Un mes - sage li - bé - ra - teur

C/E Cm/E♭ G C G/D D7 G

King Je - sus the Sav - iour's com - ing back for you and me.
Je - sús muy pron - to re - gre - sa - rá por ti, por mí.
Bien - tôt des cieux re - vient le Sau - veur, Pour moi, pour vous.

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Child Abuse

Real Life, Part One

The downstairs door slammed hard enough to shake the house. Jeff lay on his bed, wide awake, counting the heavy steps as his father climbed up to the second level. In the next room, Jeff's little sister Suzie lay asleep—at least, Jeff hoped she was asleep.

Dad was drunk again—that was nothing new. Most nights he came home drunk, long after midnight. The good nights were when he just stumbled to his bedroom and fell asleep.

Jeff could hear him cursing and swearing as he entered the hallway. Tonight was not going to be a good night.

When the door to Jeff's room banged open, Jeff sat up. He didn't look forward to what was coming, but it was better to make himself the target of his dad's anger than to allow Suzie to be hurt. For years he had tried to protect his mom and his little sister from his dad's drunken anger. Now Mom was gone—she had just disappeared a few months ago. Maybe the strain of living like this had finally been too much for her. Jeff, at thirteen, was left alone to try to protect his sister and confront his dad.

Dad was already taking off his wide leather belt, slurring his words as he accused Jeff of something—it didn't really matter what. Tonight it was forgetting to take the garbage out. Last week it had been leaving the kitchen in a mess. Whatever Jeff did was just an excuse for his father's rage.

He cringed as his father dragged him from the bed, and he cried out as the belt lashed into his back, still sore from the last beating. Someday, he thought, I'll be big enough that I won't have to take this anymore. I'll take Suzie with me and we'll get away from here.

Only a few weeks ago he'd found out that he wasn't protecting Suzie as well as he'd hoped. Dad didn't beat her like he did Jeff, but Suzie had finally confessed that late at night, while Jeff slept, Dad came to her room and sexually abused her. The discovery made Jeff hate his father even more.

He stood in his dark room, struggling to break free from his father's grip, but he knew he was trapped. Their whole house was a trap, and Jeff didn't see any way out for any of them.

What's the Problem?

- In the United States in 1999, more than 800,000 children were reported as being victims of maltreatment. This included over 500,000 cases of neglect, more than 160,000 cases of physical abuse, and nearly 100,000 cases of sexual abuse. Many children, of course, suffer from more than one type of abuse.[1]
- An estimated 600,000 children are abused each year in Europe.[2]
- Child abuse issues around the world include not only family violence, but child prostitution, child labor, and the abuse of street children.
- Official statistics on child abuse in any country are misleading, because most cases of abuse are never reported to the police.

What You Need to Know

Child abuse is any behavior that endangers the development, security or survival of a child. It is the betrayal of an adult's position of trust and authority over a child. Child abuse occurs when an adult mistreats or neglects a child, resulting in injury, significant emotional or psychological harm, or serious risk of harm to a child.[3]

Child abuse is a broad, general term that can include

- neglect: failure to provide for a child's needs, such as food, clothing, shelter, medical care, and emotional support
- physical abuse: beating, hitting, shaking, choking, or any other harmful or dangerous use or force
- emotional abuse: insulting, humiliating or rejecting a child; socially isolating the child; making unreasonable demands on a child
- sexual abuse: sexual touching of a child by an adult, sexual intercourse, child prostitution, involving children in pornography, exposing a child to any sexual behavior or activity.

Nobody knows what causes an adult to abuse a child. We do know, however, that people who grow up in abusive homes are more likely to become abusers themselves, unless they get help to break the cycle of violence. Parents sometimes have such poor parenting skills and coping abilities that they lash out at their children in anger and frustration. Drug and alcohol abuse also contribute to family violence.

Young people are often afraid to report violence in the home. They may fear that the abuser will treat them even worse once he/she finds out that they have spoken out. They may be afraid that their family will be broken up and they will be sent to a foster home, as is the case in many places when abuse is reported. They may be afraid of having to face their abuser in court. For many reasons, most crimes of abuse are not reported to the police or authorities. Children and young people suffer in silence.

Not all abuse occurs at home. In many countries, cases have been brought to light where children have been physically and sexually abused by teachers, pastors, and sports coaches. Any adult who is in position of power and authority, and uses that authority to hurt a child or teenager, is an abuser.

What the Bible Says

Jesus cherished and valued children. He said,

> "Whoever welcomes a little child like this in my name welcomes me. But if anyone causes one of these little ones who believe in me to sin, it would be better for him to have a large millstone hung around his neck and to be drowned in the depths of the sea....See that you do not look down on one of these little ones. For I tell you that their angels in heaven always see the face of my Father in heaven" (Matthew 18:5, 6, 10, NIV).

The apostle Paul had good advice for parents:

> "Parents, don't be hard on your children. Raise them properly. Teach them and instruct them about the Lord" (Ephesians 6:4, CEV).

Some people use Bible verses about discipline to support their belief that it's OK to abuse their children. They look at verses like

> "Folly is bound up in the heart of a child, but the rod of discipline will drive it far from him" (Proverbs 22:15, NIV)

and suggest that this means it's OK to beat your children with a rod. Some Bible scholars think this refers not to beating with a rod, but to using a rod like a shepherd's rod—to train and guide. While many Christians believe that occasional spanking is an appropriate form of discipline, nothing in the Bible supports beating, harming, or otherwise abusing children. The family is a place for love and gentle guidance, and children are to be cherished.

> "Children are a blessing and a gift from the Lord" (Psalm 127:3, CEV).

Children and young people are valuable in God's sight. He does not intend them to be hurt or harmed.

What the Church Says
Seventh-day Adventists care about families. Our faith has always emphasized the importance of a strong family unit. When that family unit is damaged by violence and abuse, the church states:

> We believe that Christians must respond to abuse and family violence both within the Church and in the community....We accept our responsibility to cooperate with other professional services to listen and care for those suffering from abuse and family violence, to highlight the injustices, and to speak out in defense of victims. We will help persons in need to identify and access the range of available professional services.[4]

What the World Says
In most societies, child abuse is recognized as a crime, though the definition may be different in different countries. Around the world, most people recognize that adults do not have the right to hurt children.

In some countries, there is debate over what "child abuse" actually is. Most countries allow parents to punish a child by spanking, but in some places this may be viewed as "abuse." Some Christian parents feel the government has no right to interfere in how they discipline their children, while people in government agencies who work with children believe laws need to be stricter to protect children from abuse.

What Can I Do?
What if you suspect that someone you know is a victim of abuse at home? Should you say something? Should you keep quiet, or talk to someone about the problem?

An accusation of abuse is a very serious accusation. In most places, teachers, doctors, and other professionals are required to report to government authorities if they have any reason to suspect there is abuse going on in a home. You should never make statements about abuse casually or jokingly, because they may be taken very seriously.

But if you have a real reason to suspect there is a problem—or if you know for sure that there is, because your friend has told you—you should do something. You can provide help and support for your friend by giving him or her someone to talk to. And if you have reason to believe your friend is in danger, you need to speak to a trusted adult about the situation. In the United States in 1995, more than 1200 children died as a result of abuse or neglect. This could be a life-or-death situation.

It's My Problem!
What if you are the one suffering from physical abuse, sexual abuse, neglect, or some other form of abuse? Abuse grows in an atmosphere of secrecy. Has your abuser ever told you, "Don't tell anyone," or threatened to hurt you if you let anyone know? Sexual abusers will often tell young people, "This is our special secret. It's just between you and me."

You may worry about the consequences if you tell someone. You may worry that the abuser will hurt you even more. You may feel guilty—especially in the case of sexual abuse—that you didn't do more to stop it, as if it was your fault. You may be afraid of having to go through investigation with a social worker or police, or having to face your abuser in court. You may be afraid of having your family broken up, or of bringing shame on your church, school, or community. You may even have conflicted feelings because you love or care about the person who is abusing you, and even though you want the abuse to stop, you may not want to see that person punished.

All these fears are real; it's OK to have these feelings. **But none of them is a good- enough reason for allowing abuse to continue**. Yes, reporting the abuse will bring change, and not all that change will be pleasant or easy to go through. But the most important change is that, almost certainly, the abuse will

stop if you are serious about getting help.
Right now, the person abusing you is manipulating you and keeping you from being able to grow up and develop as you should. He or she may even be using your Christianity to hold you captive—telling you that as a Christian, it's your duty to forgive him or her and not report the abuse. Remember that Christian forgiveness does not mean allowing someone to go on abusing you! It means putting the past behind you and not holding a grudge. Someday, with the help of God and of a trained counselor, you will be able to do just that—move on from the past. But that won't happen until you've gotten help to stop the abusive situation.

If you're being abused by someone outside your family, talk to your parents. You may fear that they won't believe you or will be angry with you. This does happen in some rare cases, in which case you need to tell another trustworthy adult. But in most cases, your parents will believe you and will do everything they can to support and protect you.

If the abuse is happening at home, talk to someone outside your family—a teacher, a doctor, a pastor. Remember that these people have a legal obligation to inform the police when they know about a case of abuse. This may seem scary to you—you may want them to keep it secret—but in reality, this means that by telling your story to this trusted adult, you are taking an important first step toward ending the abuse.

If there is no one you can talk to, or you don't feel ready to talk to an adult in your life just yet, phone a helpline or hot line. Most communities have these resources available for children and young people who are being abused. They are free of charge and provide trained people who can listen and give you advice. Look in your local phone book, or search under "child abuse help" on the Internet for resources you can contact in your area.

What if you have suffered abuse in the past? Maybe the abuse has ended now, but the scars remain. You may have difficulty liking yourself, trusting other people, even trusting God. Turn to the Bible for assurance of God's continuing love for you. As you do this, look for human help, too. A professional counselor is a vital help in recovering from abuse. Find someone you can talk to regularly who is trained in helping abuse victims.

God loves you and values you. The abuse you have experienced, or are experiencing, is not in God's plan for you. He wants you to reach out and find help, and He promises: "Never will I leave you; never will I forsake you" (Hebrews 13:5, NIV).

Real Life, Part Two
The sun was setting. Jeff sat on Mrs. Malone's back porch and watched as the sky grew dark. Suzie came up quietly and sat beside him. "I like it here," she said.

"So do I," Jeff said.

They had been at Mrs. Malone's for three months now. Jeff had been terrified the day he called the social worker to report what his dad was doing to him and to Suzie. He didn't want Dad to get angry at him. He didn't want to be taken away from their home and placed in a foster home. He and Suzie might be split up and sent to different homes, and he'd heard that some foster parents were mean and abusive, too. But it had just gotten to the point where he couldn't take it anymore. He knew he had to do something.

Leaving home had been scary. Talking to the social workers and police had been scary. And in the first foster home, where they'd stayed for two weeks, Jeff had felt out of place and uncomfortable. But now there were here at Mrs. Malone's. She was nice to them, and their social worker, Kevin, was kind and helpful, too. Dad was facing charges and possibly a jail sentence, and Mom was still nowhere to be

found.
Life wasn't easy or painless, but it was getting better. Jeff put an arm around his little sister's shoulders. He had prayed for help, and God had helped them. They were in a safe place.

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[1]Hopper, Jim, PhD. "Child Abuse: Statistics, Research and Resources." Online: http://www.jimhopper.com/abstats/#official-us
[2]Svevo, Kimberly: UNESCO: Global Report on Child Abuse and Neglect. http://www.unesco.org/webworld/child_screen/documents/kimberly.rtf
[3]National Child Abuse FAQs. Department of Justice Canada. Online: http://www.extension.ualberta.ca/legalfaqs/nat/chi-01.htm
[4]"A Statement on Abuse and Family Violence," *Statements, Guidelines and other Documents*, p. 3. General Conference, 2000.

Drug Abuse

Real Life, Part One

Mike got off the bus and headed into the school building. As usual, a tight knot was building in his stomach. Things were pretty rough at home, but coming to school was no escape. Teachers always seemed to be on his case, and there were a few guys in his homeroom that always gave him a rough time, pushing and shoving him, calling him names. He never seemed to be able to keep up with his classwork; this quarter's grades were going to be pretty bad.

Homeroom and first-period class were pretty stressful. But Mike hung onto the knowledge that he had study hall in second period. Instead of studying, he was going to meet Jim and Gary out behind the school for a smoke. They'd been doing that all year, but in the last couple of months Gary had started bringing marijuana instead of regular cigarettes to smoke, and Mike couldn't believe the difference—how great it made him feel.

Once he was out behind the school with his friends, Mike took the joint from Gary's hand eagerly and drew in a deep breath. He could feel the knot in his stomach start to loosen already. Everything was going to be OK.

Within a few minutes Mike felt completely relaxed. The stress and nervousness were all gone. The things that had bothered him didn't seem so important anymore. He knew he was supposed to be up in the library studying for that chemistry quiz next period, but he was having so much fun here with the guys. They were getting kind of giggly and silly now, laughing about every little thing. This was the only place Mike really felt comfortable and accepted.

As they finished the joint and got their stuff together to go to next class, Gary gave them each the little bags of weed he'd promised to buy for them, and Mike and Jim handed over their money. A faint twinge of guilt hit Mike as he handed over the money. His allowance didn't stretch far enough to cover buying weed—he'd "borrowed" the money from his dad's wallet.

Sitting in chemistry class half an hour later, Mike stared at a page of quiz questions that meant nothing to him. Oh well, gonna fail this one, he thought, still stoned enough that it didn't matter much. Distantly, he could hear an inner voice asking: What's happening to you, Mike? You're failing your classes, you're stealing money to buy drugs, you can't get through the day without a joint—where's it going to end?

Mike shook his head to clear the annoying thoughts. Maybe he'd have time to roll and smoke another joint at lunch. Things would seem better then.

What's the Problem?

Mike is only one of thousands of young people worldwide who have turned to the use of illicit drugs. Some teens, like Mike, feel that drug use helps them cope with day-to-day problems. Others use drugs to make them more popular and accepted by their peers.

- In the United States in 2000, 32% of tenth-graders and 36% of twelfth-graders reported having used marijuana in the past year.[1]
- While marijuana was the most widely-used drug apart from alcohol and tobacco, studies show high-school students are using other narcotics as well. 5% of tenth-graders and 8% of twelfth-graders reported using the "party" drug "Ecstasy" (MDMA) in the past year—and those rates are on the rise. Similar numbers reported using LSD or hallucinogenic drugs, while 4% of tenth-graders and 5% of twelth-graders had used cocaine.[2]
- A study released in 2001 showed that European teenagers were less likely to use marijuana and other narcotics than were American teens (16% of the European youth said they had

used marijuana; 6% had used another illicit drug) but that rates of tobacco and alcohol use were higher among teenagers in Europe. (For more on these problems, see the brochures "Alcohol" and "Tobacco" in this series.)[3]

- While affluent teenagers in developed countries are lighting up marijuana joints or taking "Ecstasy" at dances, the poorest of the world's young people are using illicit drugs to dull the pain of life on the street. Nine out of ten street children in South Africa are addicted to glue sniffing, while in Colombia and Bolivia, 8-year-old children are smoking and selling "basuco" cigarettes, a by-product of cocaine laced with kerosene and sulphuric acid.[4]

What You Need to Know

Drug abuse by young people is a serious, worldwide problem. While drug use may make users feel temporarily relaxed, energized, excited, or confident, the long-term results are far less attractive.

Let's look at just a few of the side effects of some of the drugs most commonly used by young people:

- **Marijuana ("weed," "grass"):** The most common drug of choice among teenagers and young adults, marijuana is often described as "harmless" by those who smoke it. In fact, marijuana (and hashish, a stronger form of the same drug) has many negative side effects. These include: distorted perception; problems with memory, learning, thinking and problem-solving; anxiety and paranoia. Long-term effects may include damage to lungs, increased risk of cancer, a weaker immune system, and permanent effects on the brain, including loss of memory and attention span. Contrary to what you may hear, you can become addicted to marijuana, and young people who use marijuana are at a greater risk for using "hard" drugs such as heroin and cocaine.
- **MDMA ("Ecstasy"):** This "party drug" is growing in popularity among young people. It acts as both a stimulant and an hallucinogen. Its side effects can include confusion, depression, anxiety and paranoia; muscle tension, nausea, and faintness; increased heart rate and blood pressure, and the risk of muscle breakdown, kidney failure, cardiovascular failure, or liver damage.
- **Methamphetamine ("speed," "meth," "ice," "crystal"):** Another "party drug," methamphetamine is an addictive stimulant that stimulates the brain and body. It can also cause long-term damage to the brain and nervous system, cardiovascular failure, stroke, and even death.
- **LSD ("acid"):** LSD is a hallucinogenic drug. Like "Ecstasy" and methamphetamine, it is considered a "party drug" or "club drug." It produces mood changes, delusions, and hallucinations. Long-term users often have "flashbacks" even if they have not taken the drug for a long time.
- **Cocaine ("coke"):** Cocaine is an extremely addictive and powerful drug. Many people have become addicted after trying it just once. Cocaine is usually taken by sniffing or snorting the drug; however, a form of it called "crack cocaine," which can be smoked, is even more addictive and dangerous than the powdered form. Users experience a "high" to which they quickly become addicted. Cocaine damages the central nervous system and can cause cardiac arrest and death. Cocaine users can experience restlessness, anxiety, and paranoia as a result of using the drug, and may experience depression if they stop.
- **Heroin ("smack," "H," "junk")** One of the most highly addictive and deadly of all street drugs, heroin is usually injected with a needle. However, snorting or smoking heroin is now becoming more popular. Some people believe that heroin taken in these forms is less addictive, but this is incorrect. Heroin use can lead to collapsed veins, liver disease, pneumonia, fatal overdose, HIV/AIDS and hepatitis. It is very addictive, and users suffer withdrawal symptoms when they quit using the drug.[5]

What the Bible Says

Since most of these drugs were not in use at the time the Bible was written, the Bible does not specifically refer to drug abuse. The Bible does, however, warn us against intoxication from alcohol:

> "Let us behave decently, as in the daytime, not in orgies and drunkenness" (Romans 13:13, NIV).
>
> "Do not get drunk on wine, which leads to debauchery. Instead, be filled with the Spirit" Ephesians 5:18, NIV).

We can safely assume that the same warnings against drunkenness also apply to getting high or stoned on drugs, which impair the judgment in many of the same ways alcohol does. In addition, the Bible places a high value on our physical health. Our bodies, we are told, belong not to us but to God, and are to be treated with respect because of this:

> "Don't you know that you yourselves are God's temple and that God's Spirit lives in you? If anyone destroys God's temple, God will destroy him; for God's temple is sacred, and you are that temple" (1 Corinthians 3:16, NIV).
>
> "Do you not know that your body is a temple of the Holy Spirit, who is in you...? You are not your own; you were bought at a price. Therefore honor God with your body" (1 Corinthians 6:19, NIV).
>
> Dear friend, I pray you may enjoy good health...even as your soul is getting along well (3 John 2, NIV).

Some people would have us believe that God is only concerned with our spiritual health, not with our physical bodies, but this is not true. Our bodies are created by God and are given to us in trust, to care for as His creation. Drug abuse damages the body God has created.

In addition, drug abuse has a spiritual effect. A mind which is not clear and in control cannot respond freely to the leading of God's Holy Spirit and cannot make good moral decisions. Drug abuse impairs judgment, and clear judgment is essential if we are to live according to Jesus' example.

What the Church Says

The Seventh-day Adventist Church has always had a strong "temperance" message—a message that encourages us to avoid everything that's harmful for our bodies and minds. This includes illegal drugs.

> The Seventh-day Adventist Church urges every individual and every nation to cooperate in stamping out the worldwide drug epidemic that undermines the social structure of nations and on the individual level often kills its victims or leads them into lives of crime.
>
> Seventh-day Adventists believe the Bible teaches that each human body is a "temple of the living God," which should be cared for intelligently (2 Cor. 6:15-17).
>
> The church's Bible-based Fundamental Belief No. 21 states, "Along with adequate exercise and rest, we are to adopt the most healthful diet possible. ... Since alcoholic beverages, tobacco, and the irresponsible use of drugs and narcotics are harmful to our bodies, we are to abstain from them. ... Instead, we are to engage in whatever brings our thoughts and bodies into the discipline of Christ, who desires our wholesomeness, joy, and goodness."[6]

What the World Says

Society sends conflicting messages about drugs. In many countries antidrug campaigns urge young people to "Stay Drug Free" and "Just Say No." Yet, at the same time, the media glorifies entertainment and sports heroes who abuse drugs and alcohol and portrays the drug-using lifestyle as "cool" or attractive.

In many countries, legalization of certain drugs, especially marijuana, is a controversial topic. If you want to get involved in this debate, you need to research the question thoroughly and ask yourself some questions:

$ What have been the effects of legalizing or criminalizing this drug in countries where it is legal or illegal?

$ Will legalization lead to greater use of this drug? Will criminalization prevent its use?
$ If we make possession and sale of this drug illegal in our society, are we imposing our religious values on the society, or are we just looking out for public health and safety?

What Can I Do?
The best treatment for drug abuse is prevention. If you never try illicit drugs, you can never become addicted. Many young people are convinced they can use "soft" drugs occasionally, for recreational purposes, without become addicted or going on to use "harder" drugs. While this may be true for some, it is a terrible gamble to take with your life and your health.

Peer pressure is one of the most powerful reasons why young people choose to use drugs. A friend or someone they admire may be using drugs and telling them that "everyone's doing it," or "You have to try this to be in with the crowd." A quick glance at the statistics at the beginning of this brochure should show the error of this reasoning. Although drug use among young people is a serious problem, those young people who have tried illicit drugs and who use them regularly represent a small percentage of all teens and young adults. Everybody is not doing it.

What if many or most of your friends are in that minority–they are using drugs and expecting you to do the same? Though the answer may sound harsh, the best solution is to find new friends. Certainly, some of your drug-using friends may respect your drug-free stand, and you can continue to be friendly with them. But if your main social group is made up of people who use drugs, and you continue to socialize with them on the assumption that "their values won't affect me," or "I can be a good influence on them," you are likely to find that the opposite will be true. You need a strong social network of friends who, like you, have chosen to remain drug-free.

Many teens, like Mike in our story, turn to drug use as a way to escape problems at home or school, or feelings of low self-esteem. Sadly, research suggests that these young people are also the ones most likely to become addicted to drugs. They have nothing positive in their lives to stop the downward spiral into heavier drug use and addiction.

If you feel depressed or under stress and have wondered whether trying drugs might make your problems go away, you need to know that there are better solutions. Find a trusted adult and, if possible, a couple of trustworthy Christian friends who can support you as you seek help. You may want to take advantage of counseling help to deal with depression, family breakdown, loneliness, or suicidal thoughts. Or you may need special help to deal with school problems such as a learning disability. Whatever your problem, you don't need to be ashamed of seeking help. A teacher, pastor, youth leader or family doctor may be able to guide you toward the resources you need to begin solving your problems. Most important, give your life to God and rely on His strength. You will be finding real solutions rather than the temporary escape offered by drugs.

It's My Problem!
What if you've already used drugs–or if you're already an addict? The best way out is to stop–now. If you have been using drugs occasionally and casually, you need to know that there is a real danger of addiction, harder drug use, and permanent damage to your mind and body. Quit while you still can. Leave the circle of friends with whom you did drugs, and find new, more supportive friends who can help you stay clean.

If the idea of quitting is not so easy for you–if you suspect you are already addicted–you need someone else's help. The first and most powerful source of help is God. Ask for His power to set you free from the power of drug addiction.

Remember, though, that God works through human agents to heal and help us. Don't be afraid to turn to a counselor, a support group such as Narcotics Anonymous, or even a live-in treatment or rehabilitation program for help. The process will be difficult, but not nearly as difficult as living out your life as a drug addict would be. Help is available. Again, talk to a trusted pastor, doctor or teacher to find out what resources are available in your area to help people who want to break free from addictions.

Real Life, Part Two

All night as he lay in bed, Mike thought back to that moment in chemistry class when he'd suddenly caught a vision of where his life was heading. He couldn't believe he'd actually stolen money to buy drugs. Now, with his high gone and his mind clear, he realized what a dangerous road he was walking.

"Is there another way out, God?" he wondered. Mike had been raised a Christian, but he'd never really talked to God for himself before. Now he wondered if God might have the answers. Smoking up with Gary and Jim made him feel better for a while, but none of his problems were really getting solved. In fact, they were getting worse.

"I don't want to be some burned-out druggie on the street, God," he went on. "Please help me find another way of dealing with things." Mike looked at the flyer for his church youth program that had been lying, ignored, on his desk for weeks. Maybe this Friday night he'd go to the youth activity instead of hanging out with Gary and Jim. The youth pastor seemed like a nice guy–someone he could talk to, maybe even confide in. Mike felt like a huge weight had rolled off his shoulders. He was sure God was going to help him find another way out.

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[1]Online: http://www.nida.nih.gov/DrugPages/stats.html
[2]Ibid.
[3]Online: http://www.usatoday.com/news/health/2001-02-21-teens-drugs-europe.htm
[4]World Health Organization. Online: http://www.who.int/inf-fs/en/fact151.html
[5]All information in this section from: www.nida.nih.gov
[6]"A Statement on Drugs." *Statements, Guidelines and Other Documents: A Compilation*. General Conference 2000.

Reading

Bestseller Or Death Seller?
Karen was a junior in academy. She went to class and worked just like everybody else. She registered for every math and science course because she wanted to attend medical school. She worked hard to make good grades.

Soon after the start of the school year, Karen discovered romance novels. At first she just read a little here and there, at lunch, before going to bed. It didn't take long before that wasn't enough. Soon she began reading the romances every spare minute she could find.

Living in a fantasy world, Karen believed her life was boring. She wasn't interested in her spot on the gymnastic or basketball teams, her friends all appeared too childish, and school didn't seem important and her grades began to drop.

Karen continued to read the books, although her friends told her that the books were causing her to change. Eventually, she dropped out of school and married. Her new husband didn't fit Karen's unrealistic expectations. She was looking for a man who had never existed. As time passed, the friction between them led to a divorce.

Karen has remarried and divorced twice. She never became a doctor. Today, she scrimps by on whatever jobs come along. She hasn't found her perfect man and never will. Making her list of desirable qualities from fictitious characters, Karen created in her mind a composite of all the perfect men she had read about in stories. No one can ever live up to those ideals. Her reading habits have made it almost impossible for her to have a successful marriage.

Unfortunately, this isn't a fiction story. It repeats itself over and over in the lives of many people every day. Karen learned that real life has its ups and downs. It has broken dreams and people who aren't perfect. But she has never learned to deal with reality.

G. M. Trevelyan wrote, "Education . . . has produced a vast population able to read but unable to distinguish what is worth reading." In what part of the population do you fit? Do you read everything or are you choosy about the books and magazines you pick up? Is it important to think about what we read?

As Christians, we are preparing to spend eternity with God. We also have to live today. Education provides us physical, mental, and spiritual abilities. We learn whether the material we study is good or evil. Gaining knowledge gives us opportunities. As God's children, choosing good reading material strengthens our minds and our friendship with Jesus.

The publishing industry wants us to believe that every bestseller is something we can't live without. They spend millions on advertising to get us to buy the latest novel. But how often does a bestseller become a death seller?

Reading makes pathways in our brain. The neurons transmit what they are programmed with. When we read, we are letting the thoughts and ideas of another person enter our mind. The words and mental pictures are forever stored in our subconscious. Suddenly, an event or word triggers our memories. We remember the bits and pieces gathered during weeks and years of reading. Should we store information that isn't of the highest quality? Do we always want to be affected by horror stories, unrealistic love stories, or fantasies?

How do you decide what is worth reading? First, think about why you read. Make a list and include some of these reasons: to learn facts, to get information, and for entertainment. What else can you add?

Once you have decided why you read, compile another list with categories. What kinds of things do you read? As a student, you have required reading material for school. This probably includes biographies, literature, science, etc.

What is your choice of recreational reading? Biographies, travel, computer info, how-to, or art? Do things like science-fiction, horror, fantasy, romance, and comics, comprise your steady reading diet?

When you have your list finished, look at the categories. Are you reading a variety of materials? Have you become mired down in one area and neglected others? Reading all about computers and never learning about Mount Kilimanjaro is like eating bread and water and never venturing into pizza or nachos. Choose a variety of topics to widen your interests. It might help to list topics in which you don't have much exposure. Make a plan to read on many different subjects.

Another thing you need to consider in your reading material is knowing what the author's agenda is. Why did he write the story? What ideas or life-changing decisions does he want you to accept when you read his words?

Proverbs 14:7 (NIV) says, "Stay away from a foolish man, for you will not find knowledge on his lips." If the author doesn't profess to believe in God, can he have any knowledge we need? Can we trust his views when he doesn't base his opinions on God's Word?

Be sure to ask yourself, "If I read this, am I a better friend to Jesus? Or will I avoid talking with Him? Does it take away from our friendship?"

What about the Bible? Is it on your reading schedule? As God's child it should be at the top. Many people claim they don't have time to read the Bible. But they find time to read many other things, including newspapers and magazines on a daily basis. Neglecting Bible reading shortchanges us. It has every answer we need in life. It doesn't always list specific dos and don'ts. God wrote principles for us. He wants us to study those principles and learn to apply them in our lives. If we never read them, we can't apply them.

Thinking that the Bible is boring shows that your other reading habits are probably catching up with you. The Bible has some of the best action-adventure and mystery stories ever written. Try something new when you read the Bible. Pick a story and use your five senses as you read it. Hear the sounds that are going on around the characters. Smell the animals or food that could be a part of the story. See the agonizing look of despair in Adam and Eve's eyes as they bury Abel or the joy of the father when his prodigal son comes home. Using this technique promises to make Bible stories live and breathe.

Ellen White wrote many things about reading materials. She makes it very clear that we must carefully think about what we are reading. On October 9, 1902, in a magazine called The Youth's Instructor, she wrote, "Satan knows that to a great degree the mind is affected by that upon which it feeds. He is seeking to lead both the youth and those of mature age to read storybooks, tales, and other literature. The readers of such literature become unfit for the duties lying before them. They live an unreal life, and have no desire to search the Scriptures, to feed upon the heavenly manna."

If Satan was using this battle plan in 1902, do you believe he's given it up today? He knows that if he can control our mind, he will win the war for our life. By reading the current bestseller, you might be making yourself vulnerable to the death seller. Satan wants nothing less than your life. He will use every means possible to snatch away the gift Jesus has given you—eternal life.

God promises us that we can have all the wisdom we need. In James 1:5 (NIV) He says, "If any of you lacks wisdom, he should ask God, who gives generously to all without finding fault, and it will be given to him."

We can ask for wisdom at any time. If we are busy stuffing our minds and thoughts full of the world's message, we will have a difficult time hearing God's voice. The next time you pick up a book, read for your life—your eternal life.

Reference:

The Oxford Dictionary of Quotations, 3rd Edition (New York: Oxford University Press, 1979) 552.

Discussion Questions

1. In the story mentioned, how did reading novels affect Karen's life and her view of reality? Why did novel-reading have this effect on her? Is this a special case or could this happen to anyone? Use examples to support your answer.
2. Some people think it doesn't matter what you read. They believe that your mind will expand as long as you're reading something. Do you agree or disagree?
3. What are some guidelines for choosing food-reading material? List and discuss them as a group.
4. What are some dangers of reading material written by non-Christian authors? Is it OK to read their material as long as it seems to be good information? Why or why not? If the answer is yes, how do you determine what's OK and what isn't?
5. In this busy age, many people find little time to read. If you had to make a choice about what to read and what to leave off your reading list, what would you discard and what would be on your must-read list?

Television and Movie Theaters

Life is More Than a Spectator Sport

Petrine has heard about the movie for months, even before it came out at the theaters last week. All her friends talk about it during lunch break. Her non-Adventist sister has seen it twice since it came out. On television she's seen previews and she just knows it's the kind of show she'd love to see. She doesn't want to wait for it to come out on video. Besides, she's heard the special effects are fantastic and she wants to see them on the big screen. Should she, just this once—not that she does it much, you understand—go see it at the theater?

What's wrong with this picture? It isn't that Petrine, a Seventh-day Adventist young person, is thinking about going to the theater. Although Adventists have traditionally avoided movie theaters, some Adventist young people wouldn't think twice before going to one today. No, the real problem with this scenario is that Petrine isn't even considering the values of the movie she's thinking about watching. Instead, she's worrying about where she's going to watch it.

Satan is very clever. He figures if he can make our dilemma about where to watch something rather than what to watch he can sneak in all sorts of questionable and even downright wrong subject matter. *And we won't realize it until it's too late.*

For years the Seventh-day Adventist Church has said that the movie theater is off limits. The arguments have ranged from "unsavory" friends to a physically unhealthy environment. Some even claimed that if a Christian went into a theater, their guardian angel would leave them at the door. Technology and health issues diluted these arguments. Television and videos are commonplace in our homes. Theaters are zoned smoke-free and are air-conditioned. With these changes, how do we as God's children respond? Carefully read Psalm 1:1 and *Messages to Young People*, page 398.

And what about television? And videos? Most of us have those in our homes, too. And the content isn't that different from what we could see at the theaters. In fact, with the availability of cable television and satellites, we can see everything that's at the theaters and much, much more.

As Christians, it's important to know what God's principles are for us. The Bible doesn't talk about videos, television, or movies. It does give instructions for what we make a part of our lives. Paul gave us a guideline in Philippians 4:8 (NIV). He wrote, "Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things."

The location where you watch something is infinitely less important that what you are watching. Paul's instruction is to focus on what is admirable, true, and pure. If we don't go to the theater but bring a morally degenerate movie into our home, we're missing the point of Paul's words. Using Paul's criteria, examine the show or movie you want to watch. What values are being portrayed? If we are watching shows that are full of lying, cheating, violence, and premarital sex, how do we keep our eyes on what is right and admirable?

Paul says that we are to think about things that are praiseworthy and true. It's necessary to ask what the message of the movie is. There is very little material produced for our entertainment that does not have a message of some kind. It may be a very loose message, but it is still a message. Every scene is sending a message. The dialogue sends a message. The actions of the characters and even what they wear and how their lifestyle is portrayed sends a message. Even what they don't say, in some cases, sends a message.

So what's the message of the movie or show you are watching? The characters may not be overtly Christian because Christians are very rarely portrayed in the media. When they are cast, they are often laughingly stereotypical. But do the characters act in a Christlike way? Do they have Christian values? Is the plot moving toward a thoughtful, honest conclusion? Or are situations treated unrealistically?

Movies condense issues into 1 ½ to 2-hour segments. The outcome must be finished when the closing credits roll. Life and relationships don't operate in 2-hour segments. When was the last time you faced a crisis and resolved it in a mere span of 120 minutes? As we review the actions of the characters it is also necessary to ask if we want to pattern our lives after them. The message should teach how you can contribute to the society around you. And ultimately, it should make you feel closer to God.

Even the "good" movies demand watchfulness. Recently, Disney, a company long known for its family entertainment, was forced to recall 3.4 million videos of *Rescuers Down Under*. The reason for the recall? An explicit sexual image was hidden in the video. It's important to remember that you don't always know what messages your mind is picking up. This is called subliminal programming. Do you want someone else deciding what goes into your mind?

Referring to Paul's admonition, we are to look at what is pure and admirable. Many plots in TV shows and movies feature sexual activity between unmarried couples. By watching these episodes, we participate in an act that, by biblical standards, is fornication or adultery. Our own relationships become cheapened because of our silent endorsement of the scene.

A Christian is responsible for his actions and how they will affect others. If you are trying to witness to a friend about Christ, your choice of what you watch strengthens your witness or weakens it. There are tools we can use to wisely choose the shows we watch. First, make sure you aren't tuning out God's prompting. He may be trying to tell you that your viewing habits need to be re-evaluated. First Thessalonians 5:19 (NIV) reminds us, "Do not put out the Spirit's fire." We need to be aware of the Holy Spirit. He is pleading for change in our lives. Don't ignore Him.

Second, find out what the critics are saying about a show. Take some time to examine what different reviewers say. Again, it's necessary to ask yourself what their perspective is. Be careful that you don't choose a critic who says what you want to hear. If possible, find a Christian critic. They're out there.

Third, there are websites that post reviews of movies. Several of these are based on Christian values and rate the movies according to violent content, language, and overall suitability for viewing. Two good sites are: http://www.startext.net/homes/chldcare/capreports/ http://members.aol.com/MovieOnLn/MoviesOnline.html.

Take a few minutes right now to decide what your personal position will be when watching TV and movies. Base it on what God wants for your life. Those standards should include watching things that glorify God, and that will help you become a better person.

Be prepared to face peer pressure from friends. If they haven't put thought, study, and prayer into their viewing habits, they probably won't understand your decision. Be patient and explain, as often as it takes, why you've made your decision.

Find something else to fill the hours you have used watching TV. Read a book on your own, or with other family members. Play a game or take a walk. Discover a new hobby. Volunteer somewhere. Life is not just a spectator sport. Remember, God promised that He will never leave you or forsake you (Joshua 1:5, NIV). Your guardian angel won't stop at the theater door, but he'd probably rather be somewhere else. Wouldn't you?

Discussion Questions

1. Some Adventists think it's OK to watch a movie in a theater as long as the content is acceptable. What are the real issues/problems involved in theater-going? Do you think there are some reasons why we shouldn't go to movies even if the content is fine? On the other hand, is it OK to watch anything you want as long as you don't watch it in a public theater? Can the "seat of mockers" be in our own homes?
2. Some people say that there's nothing wrong with watching a movie that has just one bad scene or has only a few curse words in it, as long as it teaches important lessons. What do you think?
3. What are some guidelines you could use to determine whether or not a movie is OK for Christians to view? Work with the group to develop a list.
4. Discuss and vote on what your group feels are their favorite television programs. How do these shows measure up according to the guidelines you established in response to question 3?
5. What are some ways in which we are influenced by the shows and movies we watch?
6. If we watch and get pleasure from a scene in which people are doing sinful acts, will God hold us accountable as though we had done the acts ourselves? How does God view our vicarious participation in sin?

Basic Rescue

1. What is the definition of an emergency rescue?
2. Show how to safely rescue a person from the following situations:
   - **a.** Being in contact with a live electric wire
   - **b.** A room filled with fumes or smoke
   - **c.** Clothes on fire
   - **d.** Drowning using a non-swimming rescue
   - **e.** An ice accident
3. Show three ways of attracting and communicating with rescue aircraft.
4. Know six indications for the need of an immediate rescue.
5. Know six procedures to follow before moving a victim from a life-threatening situation.
6. Know five principles involved in moving a victim from a life-threatening situation
7. Know the proper ways to help a victim, without assistance, in the following:
   - **a.** Pulling the victim
   - **b.** Lifting the victim
   - **c.** Assisting a victim in walking
8. Know the proper way to help a victim, with assistance, in the following:
   - **a.** Chair carry
   - **b.** Fore-and -aft carry
   - **c.** Two-handed and four-handed seats
   - **d.** Blanket carry
   - **e.** Three-man hammock carry with victim in supine and prone position
   - **f.** Three- or four-man lift
   - **g.** Six-man lift and carry
9. Know how to properly use a stretcher and carry a victim on a stretcher. Know how to make an improvised litter.
10. Know how to properly use ropes and knots as follows:
    - **a.** Tie knots for joining ropes together
    - **b.** Tie knots for shortening a rope
    - **c.** Tie knots for use around a person for a rescue
    - **d.** Coil and accurately throw a light and a heavy 50-foot (15.2 m) rope.
11. What steps should be taken before reporting a lost person? What information will be needed when reporting a lost person? How is a search for a lost person conducted in a wilderness area?

Skill Level 1

Original Honor 1986

Health & Science
General Conference
2001 Edition

Basic Water Safety

Reason for the new honor - Beginner's Swimming Honor is based on the Red Cross level 3 requirements. With recent changes to the level 3, it is now 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

Camping Skills III

1. Be at least in the 7th grade.
2. Review six points in the selection of a good campsite. Review the safety rules of firebuilding.
3. Go on a weekend campout.
4. Lay the following three fires and tell their uses:
   - **a.** Hunter's fire
   - **b.** Reflector fire
   - **c.** Star fire
5. Know six ways to start a fire without a match. Build a campfire using one of these:
   - **a.** Compressed air
   - **b.** Curved glass
   - **c.** Flint
   - **d.** Friction
   - **e.** Metal match
   - **f.** Spark
6. Know how to properly sharpen a hatchet and knife.
7. Cook a one-pot meal using fresh or dried food.
8. Describe the various types of tents and their uses.
9. How does condensation occur in tents, and how can it be prevented?
10. Demonstrate your ability to anchor a tent down, using the taut-line hitch and two half hitches.
11. While camping, plan and give a ten-minute devotional or organize and lead a nature or Bible game or lead out in Sabbath School, camp church, or camp vespers.
12. Properly locate and build one of the following and describe its importance to the individual and the environment:
    - **a.** Camp sink and dishwashing area
    - **b.** Latrine
    - **c.** Shower
13. Demonstrate four basic lashings and construct a simple object using these lashings.
14. Know how to replace the mantels on a camp lantern. Demonstrate how to refill gas in a camp lantern and stove. Know how to maintain the pressure pump on a camp stove in good working order.

Note: The tent color for Camping Skills #3 is green.

Skill Level 2

Original Honor 1986

Recreation
General Conference
2001 Edition

Christian Grooming and Manners

1. What well-balanced combination of strengths did Jesus develop as a growing youth? (Luke 2:52)
2. According to Psalm 8, what estimate does God place on your personal worth?
3. Discuss the importance of proper grooming, including bathing, body hygiene, breath, proper care of clothes, shoes, etc. Illustrate what was discussed by creating a promotional poster, a short video, media presentation or other creative method.
4. Describe the way to care for your hair and for your hair tools.
5. Describe and demonstrate the proper washing and caring for your hands. Describe how to properly care for your fingernails.
6. Describe proper facial care.
7. Demonstrate three facial expressions to a partner, and have your partner interpret what the expression might mean. Then repeat the exercise with the roles reversed. Discuss how facial expression can communicate respect and attentiveness, or the lack thereof.
8. List seven points showing the power of correct posture. Check your posture and body profile. Demonstrate how to stand and sit correctly. Read Education, by Ellen G. White, page 198, paragraph 3, and note the benefits mentioned that come to you as a result of correct posture.
9. Give two reasons why physical fitness is important. Explain the relationship between proper diet, exercise, and weight control.
10. Find scriptural passages that show that names are important to God, and that He knows your name. Explain how using people's names relates to good manners.
11. For each of the listed situations, discuss and then role play proper conversational skills within your culture and within a multicultural setting. For each situation, demonstrate how you would interact with someone younger than you, within your peer group, and with someone older than you.
    - **a.** Addressing a person (taking into account title, profession, and familiarity).
    - **b.** Making a proper introduction.
    - **c.** Topics that are appropriate and inappropriate.
    - **d.** Ways to put people at ease.
    - **e.** Show concern for the feelings of others.
    - **f.** Greet a person who arrives at your home.
    - **g.** Approach a person's home and greet them.
    - **h.** Appropriate phone etiquette including answering, volume of your voice, and ending the call.
12. If you want to use your gift of speech to God's glory, what should your prayer be? (Psalms 19:14).
13. Demonstrate the rules of table etiquette which make it easier for you and those around you in a formal and informal setting. Know how to be a welcome and joyful dinner guest.

14. Role-play a Christian way to respond to embarrassment, both as the person who has become embarrassed, and as someone who has witnessed the embarrassment.

15. Discuss how Adventist Fundamental Belief number 22 about Christian behavior affects your choice of attire.

15. Discuss the relevance of Luke 14:10 with regard to group interactions and humility, and how this helps us to be more like Jesus.

Skill Level 2

Original Honor 1975

Spiritual Growth,
Outreach and Heritage Ministries
General Conference
2001 Edition
2019 Update

Ferns

1. How are ferns different from flowering plants or trees?
2. Where is the true stem of a fern? What part grows above the ground? What is the most favorable environment in which ferns grow?
3. How do ferns reproduce? Locate and describe three kinds of sori (from three kinds of ferns).
4. How do spores travel from the parent plant to a new location? How long does it take a spore to develop into a mature plant? Observe from live ferns or pictures how a young fern is different from an adult fern.
5. Know the medicinal uses of three ferns.
6. Draw or photograph ten kinds of ferns and properly identify them.
7. In addition to the common ferns there are fernlike plants known as club mosses and horsetails. Be able to recognize two club mosses and one horsetail. How are they similar to ferns?

Skill Level 2

Original Honor 1944

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

Skill Level 2

Original Honor 1975

Recreation
General Conference
2001 Edition

Stars

1. Answer the following questions:
   - **a.** What is the earth's nearest celestial neighbor? What is its distance from the earth?
   - **b.** What governs the tides?
   - **c.** What causes an eclipse?
   - **d.** What is a shooting star?
2. Make a diagram showing relative positions and movements of the earth, sun, and moon. Show positions and area events for eclipses of the sun and moon. One may demonstrate by using an orange, walnut, and marble, or similar objects, to show positions and movements of the earth, sun, and moon when there is an eclipse of the sun and when there is an eclipse of the moon.
3. Make a diagram of our solar system and be able to name the planets in order from the sun.
4. How fast does light travel? How far does light travel in a year?
5. What is the difference between planets and fixed stars? Identify in the sky eight fixed stars.
6. What is a constellation? Name and point out six. Name two constellations visible throughout the year.
7. For the Northern Hemisphere: draw a chart of the Big Dipper, Cassiopeia, and the North Star. For the Southern Hemisphere: draw a chart of the Southern Cross, Orion and Scorpio.
8. What is the Milky Way? Observe the Milky Way in the night sky.
9. What is the morning star and evening star? Why does it carry both names? Observe the morning and evening star in the sky.
10. Explain zenith and nadir.
11. What is the aurora borealis? What causes it?
12. Discuss the statement made by Ellen G. White in Early Writings, page 41, concerning the opening in Orion.

Skill Level 2

Original Honor 1928

Nature
General Conference
2001 Edition

Swimming—Beginner's

Have completed the Basic Water Safety honor.

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

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

Original Honor 1944

Weather

1. Explain how each of the following is formed:
   - **a.** Fog
   - **b.** Rain
   - **c.** Dew
   - **d.** Snow
   - **e.** Sleet
   - **f.** Hail
   - **g.** 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 a mercury or spirit thermometer, a mercury barometer, an aneroid barometer, and a rain gauge.
4. Why is it possible to be rainy on one side of the mountain range and dry on the other? Give an illustration for your country or region.
   - **a.** Why is it cooler and more moist in the mountains than in the lowlands?
   - **b.** From which direction do rain and clear weather usually come in your locality?
5. Show with the help of a diagram how the earth's relationship to the sun produces the seasons.
6. What causes lightning and thunder? What different kinds of lightning are there?
7. Show with the help of a diagram what a convection is. What is its relation to winds?
8. Explain how radar, satellites, and computers are used in weather forecasting.
9. Tell how the following can affect our weather:
   - **a.** Jet stream
   - **b.** Volcano eruption
10. Make a drawing showing the water cycle in weather.
11. Make a simple wind vane or rain gauge.
12. Keep a weather chart for one week and record readings at 12-hour intervals. Include the following:
    - **a.** Temperature
    - **b.** Moisture (dew, fog, rain, frost, or snow)
    - **c.** Cloud formation
    - **d.** Wind direction

Skill Level 1

Original Honor 1944

Nature
General Conference
2001 Edition

Weather, Advanced

1. Have the Weather Honor.

2. Explain cyclonic and anticyclonic weather conditions and know how they bring about weather changes.

3. What are cold fronts and warm fronts? How do they move and what weather conditions do they produce?

4. Explain the following weather conditions:
- **a.** Chinook winds
- **b.** Trade winds
- **c.** Belt of calms
- **d.** Tornadoes
- **e.** Squall line
- **f.** Typhoons
- **g.** Hurricanes
- **h.** Blizzards
- **i.** Ice storm

5. Explain the action of a registering thermometer, registering barograph, hygrometer, and an anemometer.

6. Correctly read a daily weather map as published by the National Weather Service, explaining the symbols and telling how predictions are made.

7. What is meant by relative humidity and dew-point?

8. Draw a cross section of the atmosphere, showing its five layers and describe them.

9. Keep a daily weather chart for three weeks. Include the following:
- **a.** Amount of precipitation (Secure this either from your own home-made device or from official records.)
- **b.** Barometer reading
- **c.** Cloud formation
- **d.** High and low temperature
- **e.** Wind speed and direction
- **g.** Weather forecasts and comparison to what really happened.

10. Discuss the effect of mankind on weather.

Skill Level 2

Original Honor 1949

Nature
General Conference
2001 Edition

INVESTITURE ACHIEVEMENT

MATERIALS

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