INVESTITURE
ACHIEVEMENT



INVESTITURE ACHIEVEMENT

Instructor's Helps

FRIEND LEVEL

INVESTITUREACHIEVEMENT.COM

PATHFINDER



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

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ISBN# 978-1-57756-112-5

Printed in the U.S.A.

An Overview of the Investiture Achievement Curriculum

The Friend level of Investiture Achievement is for Pathfinders in the 5th 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.
- Establish a base of knowledge that can be built on in following 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 Friend 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.
Nature Study	1. Develop an understanding of God, the Creator of all things, through the study and observation of His creation.
Outdoor Living	1. Develop the skills needed for maximum enjoyment of the outdoors. 2. Build self-confidence through outdoor experiences. 3. Develop team building skills.
Honor Enrichment (Advanced Level Only)	1. Learn new skills. 2. Participate in or study content areas new to them.

Investiture Achievement Levels

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

Friend & Trail Friend
LEVEL REQUIREMENTS



Personal Growth

1. Be in Grade 5 or its equivalent.
2. a. Develop your devotional life by studying the Weekly Devotional Guide (weeks 1 – 13) and the book of Matthew utilizing printed or electronic resources.
   b. Journal your thoughts by asking these questions:
   - "What did I learn about God?"
   - "What did I learn about myself?"
   - "How can I apply this to my life today?"

   You may journal through writing, drawing or electronic process.
3. Memorize the Pathfinder Pledge & Law.
4. Learn the Pathfinder Song.

Spiritual Discovery

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

Advanced for Spiritual Discovery

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

Serving Others

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

Advanced for Serving Others

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

Making Friends

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

Advanced for Making Friends

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

Health and Fitness

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

Advanced for Health and Fitness

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

Nature Study

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

Advanced for Nature Study

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

Outdoor Living

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

Honor Enrichment

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

Personal Growth



Goals for this Track:

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

1. **Be in Grade 5 or its equivalent.**
   Friend is written on a fifth grade level and follows the voted actions of the North American Division Pathfinder Committee that Friend begin for those going into the fifth grade.

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

Teaching Tip

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

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

You may journal through writing, drawing or electronic process.

Teaching Tip

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

3. Memorize the Pathfinder Pledge & Law.

The Pathfinder Pledge

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

The Pathfinder Law

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

Teaching Tip

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

4. Learn the Pathfinder Song. (See appendix)

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

Teaching Tip

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

Examples of memorization techniques:

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

Spiritual Discovery



Goals for this Track:

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

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

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

Teaching Tip

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

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

Books of the Bible song:

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

Examples of memorization techniques:

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

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

Teaching Tip

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

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

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

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

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

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

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

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

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

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

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

Teaching Tip

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

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

Teaching Tip

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

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

Three important events:

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

Resource

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

Advanced for Spiritual Discovery

1. **Complete Friend Requirements**
   The Trail Friend requirements may be done simultaneously with the Friend requirements. However, both the Trail Friend requirements and the Friend requirements must be completed in order to be invested as a Trail Friend.
2. **Create a time line showing the main events of the life of Jesus.**

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

Goals for this Track:

- Engage particpants in active service

Teaching Tip

Resource

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

Serving Others



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

1. In consultation with your leader, plan ways and find opportunities to spend time being a friend with someone in need.

Teaching Tip

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

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

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

Teaching Tip

Possible school projects:

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

Possible church projects:

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

Resource

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

Advanced for Serving Others

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

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

Teaching Tip

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

Making Friends



Goals for this Track:

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

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

Teaching Tip

a. Qualities of a good friend:

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

b. Activities or games to teach these qualities

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

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

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

Advanced for Making Friends

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

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

Health and Fitness



Goals for this Track:

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

1. **Learn the value of good nutrition and water by discussing and/or participating in the activities listed below:**

   - The Choose My Plate Dietary guidelines
   - The daily servings for each food group
   - The importance of a balanced diet
   - The importance of drinking a healthy amount of water (these are requirements #1 and #6 of the Nutrition honor).

Teaching Tip

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

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

Resource

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

2. **Earn the Red Alert Honor. (See appendix)**

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

Advanced for Health and Fitness

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

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

Nature Study



Goals for this Track:

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

1. a. Read Rom. 1:19, 20 and tell how nature reveals God's character.
b. Find two other chapters in the Bible that demonstrate how nature reveals God's character.

Teaching Tip

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

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

Teaching Tip

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

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

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

Advanced for Nature Study

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

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

Teaching Tip

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

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

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

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

Teaching Tip

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

Goals for this Track:

Outdoor Living



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

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

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

Teaching Tip

Resource

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

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

Honor Enrichment — Advanced Level Only



Goals for this Track:

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

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

Arts & Crafts

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

Household Arts

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

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

Recreation

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

Vocational

- Computer
- Electricity

Outdoor Industries

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

Teaching Tip

Resource

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

Outdoor Living



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

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

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

Teaching Tip

Resource

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

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

Honor Enrichment — Advanced Level Only



Goals for this Track:

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

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

Arts & Crafts

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

Household Arts

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

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

Recreation

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

Vocational

- Computer
- Electricity

Outdoor Industries

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

Teaching Tip

Resource

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

Weekly Devotional Guide (Weeks 1 - 13)

Week 1
IDENTITY
- Psalm 139
- John 14:12-31
- John 15:1-17
- Song of Solomon 7
- Deuteronomy 32
- Jeremiah 2

Week 2
SELF-ESTEEM
- Colossians 2:8-23
- 1 Corinthians 1:20-31
- Jeremiah 9:23, 24
- Philippians 3:1-16
- Ephesians 2

Week 3
SELF-CONTROL
- Proverbs 16
- Galatians 5
- Revelation 1-3
- Song of Solomon 8
- Romans 12

Week 4
TRY AGAIN
- Zechariah 4
- Isaiah 40:12-31
- Haggai 1-2
- 1 Samuel 17

Week 5
DEPRESSION
- Psalm 42
- Isaiah 26
- Psalm 55
- Psalm 46
- Matthew 6:25-34
- Psalm 22

Week 6
COURAGE
- 2 Corinthians 12:1-10
- Romans 8
- Acts 28
- 1 Peter 2
- Colossians 3

Week 7
LONELINESS
- Joshua 11:9
- Joshua 21
- Zephaniah 3:14-20
- Psalm 111

Week 8
FEAR
- Matthew 14:13-33
- Isaiah 26:1-15
- Isaiah 30:1-18
- Isaiah 32
- Psalm 81

Week 9
REBELLION
- Psalm 141
- Psalm 130
- Proverbs 12
- Proverbs 15
- Matthew 18

Week 10
STANDARDS
- Romans 13
- 1 Timothy 6
- Matthew 5:13-20
- Philippians 4
- Jeremiah 1

Week 11
SIN
- Romans 3
- Romans 6
- Psalms 25
- Isaiah 1
- Isaiah 43,44
- Micah 7

Week 12
CHARACTER
- Matthew 5:1-12
- Proverbs 16:18
- Luke 12
- 1 Corinthians 10
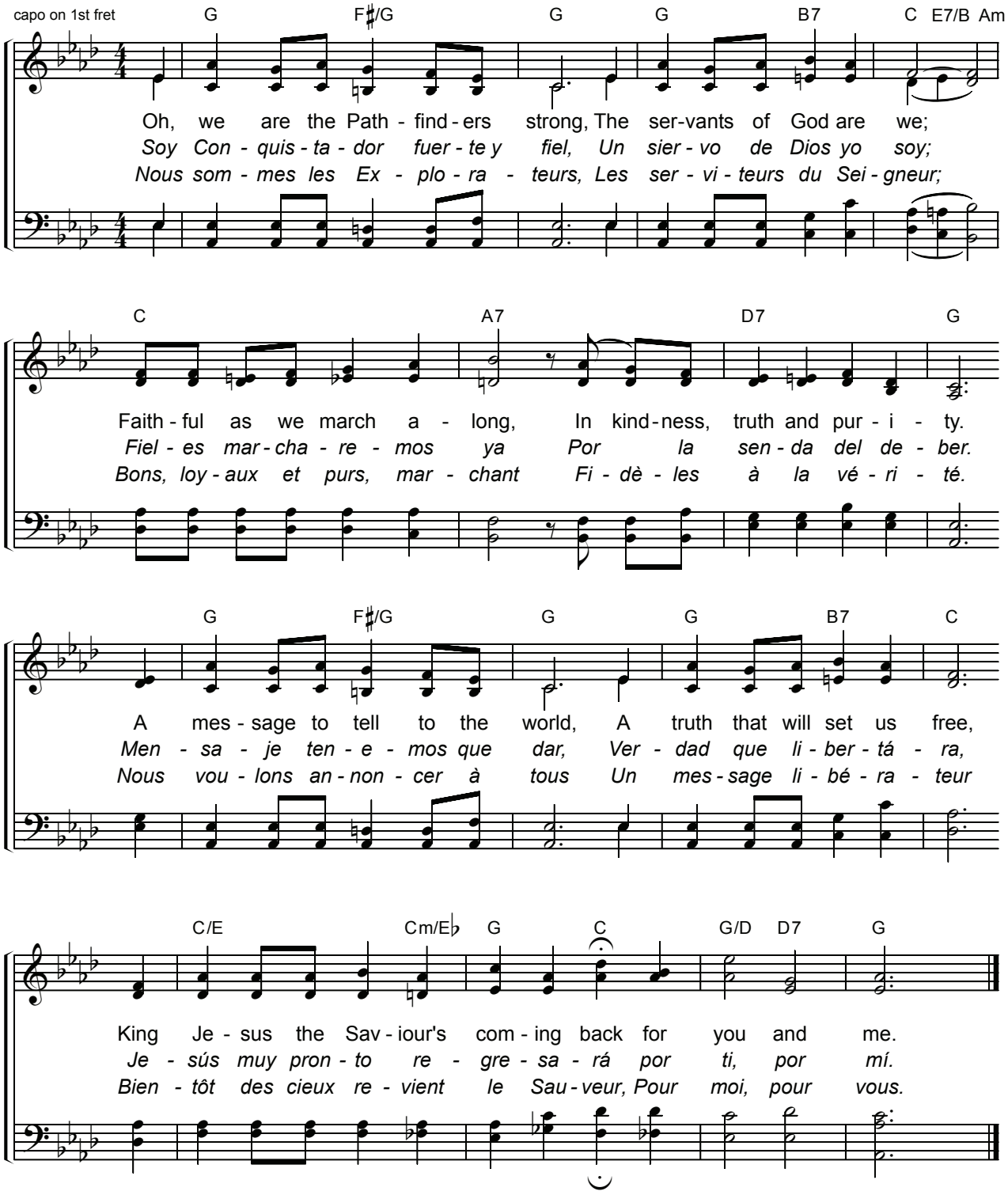
Week 13
TEMPTATION
- Luke 10
- 1 Peter 5
- Ephesians 6:10-20
- Micah 7

Oh, We Are the Pathfinders Strong

Soy Conquistador Fuerte y Fiel

Nous Sommes les Explorateurs

H. T. B. Henry T. Bergh



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Memory Chart

- Matthew
- Mark
- Luke
- John

4 Gospels

- Acts

1 History

By Paul

- Romans
- I Corinthians
- II Corinthians
- Galatians
- Ephesians
- Philippians
- Colossians
- I Thessalonians
- II Thessalonians
- I Timothy
- II Timothy
- Titus
- Philemon
- Hebrews

- James
- I Peter
- II Peter
- I John
- II John
- III John
- Jude

21 Letters

- Revelation

1 Prophecy

Bible Sword Drill

Instructions:

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

Amphibians



1. What are the characteristics of amphibians?

2. Name the two main orders of amphibia and tell how to distinguish between them.

3. Distinguish between toads and frogs.

4. How do amphibians protect themselves?

5. Make a list of amphibians that should be found in your locality. Identify five and tell where you found them. OR Collect pictures or sketch five different amphibians which you can identify and tell where they are found.

6. Describe the life history of some amphibian.

7. Explain the economic value of amphibians.

8. Where do toads spend the winter or dry season?

9. Identify two species of frogs by their sound or imitate the sounds of two different species of frogs.

10. How do frogs and toads sing? What makes the noise so loud?

11. Do one of the following:

a. Observe a toad in your yard or neighborhood to find out.

(1) Where and when it sleeps,

(2) When it leaves its home for food,

(3) How fast it can travel,

(4) How far it can jump, and as many other interesting things as you can find out about it, and write an essay covering the details requested in the first section of this question.

b. Hatch some amphibian eggs and watch them through their growth cycle and write an essay covering the details.

Skill Level 1

Original Honor 1945

Nature
General Conference
2001 Edition

Amphibians, Advanced

1. Have the Amphibians Honor

Note: Must have completed all requirements for the Amphibians Honor prior to working on this next level.

2. Design and carry out a study project based on natural or captive observation of a selected amphibian(s) and write a paper on the conclusions arrived at during the study. The parameters of the study should involve a minimum of 25 hours of actual observation time and no more than a maximum total duration of one season. Intentional harm/death of the study target is not permitted.

Note: Most amphibian species have had very little research carried out on them. It is a field wide open for study of even some of the simplest elements. For example, very little data exists on the seasonal activities of frogs and the climatic factors that influence them. When does chorusing begin and stop, when does it reach its highest volume, what are the atmospheric conditions and variations associated with these? What are the dates for egg laying, hatching, transformation? What are the growth rates, age of sexual maturity, average and maximum longevity, duration of breeding behavior, courtship behavior, rate of dispersal, location of brumation or estivation sites? Little is known about homing ability, territorial maintenance, interaction during breeding and non-breeding times, and many other issues. It is indeed a field wide open to the curious and fascinated.

Skill Level 3

Original Honor 2001

Nature
General Conference
2001 Edition



Basic Water Safety

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

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

1. Enter and exit the water un-assisted.

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

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

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

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

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

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

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

5. Front float for five seconds.

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

6. Front glide for two body lengths.

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

7. Back float for fifteen seconds.

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

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

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

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

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

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

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

11. Demonstrate water safety by:

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

Skill Level 1

New in 2011

Recreation
North American Division
2011 Update

Birds



1. Give two characteristics which set birds apart from all other creatures.

2. Name three flightless birds, tell what their diet consists of, and name the country or continent in which each one lives.

3. Give the day of the week when birds were created. Find in the Bible the names of five birds and be able to name them from memory.

4. Write or give orally three ways in which God's love and purpose is shown in the creation of birds.

5. Make a list of thirty species of wild birds, including birds from at least five different orders, that you personally have observed and positively identified by sight out of doors.

6. Make a list of five species of wild birds that you personally have positively identified by sound out of doors.

7. Do one of the following:

a. Set up a feeding station and report on the bird visitors observed for a period of seven days.

b. Find a bird's nest, during the nesting season, identify the species of bird that built it, describe the nest in detail, observe the nest for five days, and report what happened at the nest on each of the days.

c. In the Western Hemisphere: Maintain a hummingbird feeder for 2 months.

(1) What does man-made nectar consist of?

(2) Why shouldn't you use food coloring or honey?

(3) When should the feeder fluid be changed?

(4) How should the feeder be cared for?

d. In other areas of the world: Select at least three different habitats in your area and make comparative bird lists of them indicating the differences in birds expected and found.

Skill Level 1

Original Honor 1928

Nature
General Conference
2001 Edition

Birds, Advanced

1. Have the Birds Honor.

2. Know the laws protecting birds in your state, province, or country.

3. Describe a bird accurately by using standard names for each part of its body.

4. Find answers to either a. OR b.
- **a.** In what ways are the feet, legs, and beak of birds variously modified to adapt them to their environment?
- **b.** On hummingbirds:
  - **(1)** What do hummingbirds eat in the wild and how often?
  - **(2)** Why aren't hummingbirds afraid of large mammals or birds?
  - **(3)** How do their wings move differently from other birds?
  - **(4)** How fast do they fly?
  - **(5)** How fast do the wings and heart beat?
  - **(6)** How is the tongue shaped?

5. Identify on a bird's wing the primaries, secondaries, coverts, axillars, and alulae.

6. Describe the functions and purposes of bird banding, telling in particular how banding contributes to our knowledge about bird movements.

7. Name the main migratory bird flyways used by birds on your continent.

8. Give the migration routes and terminal destinations for ten different migratory bird species.

9. Describe at least three different ways that birds are able to orient themselves in their movements across the globe.

10. Make a list of 60 species of wild birds, including birds from at least ten different families, that you personally have observed and positively identified by sight out of doors. For each species on this list note the following:
- **a.** Name
- **b.** Date observed
- **c.** Place observed
- **d.** Habitat (i.e., field, woods, river, lake, etc.)
- **e.** Status where observed (permanent resident, winter resident, summer resident, migrant, vagrant)

11. Present lists of birds, showing the greatest number of species seen out of doors in:
- **a.** One day (with at least six hours in the field)
- **b.** One week
- **c.** Your lifetime (all birds observed by you since you began birding to date)

12. Make a list of ten species of wild birds that you personally have positively identified by sound out of doors, and describe or imitate these bird sounds as best you can.

13. Lead a group in a bird observation walk or tell two Bible stories in which a bird was significant.

Skill Level 3

Original Honor 1949

Nature
General Conference
2001 Edition

Camping Skills I



1. Be at least in the 5th grade.
2. Understand and practice wilderness and camping etiquette, regarding preservation of the outdoors.
3. Know eight things to do when lost.
4. Be familiar with various types of sleeping equipment suitable to location and season.
5. List personal items needed for a weekend campout.
6. Plan and participate in a weekend camping trip.
7. Know how to properly pitch and strike a tent. Observe fire precautions when tent is in use.
8. Know and practice the proper principles for camp sanitation for both primitive and established campsites.
9. Properly use the knife and hatchet. Know ten safety rules for their use.
10. Fires:
    - **a.** Demonstrate ability to choose and prepare a fire site.
    - **b.** Know fire safety precautions.
    - **c.** Know how to properly strike a match.
    - **d.** Practice building a fire with the use of one match, using only natural materials.
    - **e.** Demonstrate how to protect firewood in wet weather.
11. Bake bread on a stick.
12. Describe the proper procedures for washing and keeping clean the cooking and eating utensils.
13. Describe sleeping wear and how to stay warm at night.
14. Draw a spiritual object lesson from nature on your camping trip.
15. Explain and practice the motto: “Take only pictures and leave only footprints.”

Note: The tent color for Camping Skills #1 is blue.

Skill Level 1

Original Honor 1986

Recreation
General Conference
2001 Edition

Christian Citizenship



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

Skill Level 1

Original Honor 1938

Outreach Ministries
General Conference
2001 Edition

Mammals



1. What Bible verse gives the day mammals were created?
2. List four characteristics of a mammal.
3. Give one or more identifying characteristics of each of the following orders of mammals, and name one or more species of mammals found in each order:
   - **a.** Marsupialia
   - **b.** Insectivora
   - **c.** Chiroptera
   - **d.** Carnivora
   - **e.** Pinnipedia
   - **f.** Rodentia
   - **g.** Lagomorpha
   - **h.** Artiodactyla
   - **i.** Sirenia
   - **j.** Cetacea
4. List four beneficial mammals and tell how they are beneficial.
5. List four things mammals do that are harmful.
6. List four mammals that are completely aquatic and designate their natural range.
7. Name the largest mammal in the world and tell where it lives, how it feeds, and what it eats.
8. List eight species of wild mammals that are in your region. Spend at least 5 hours searching for wild mammals in there natural habitat.
9. Write or tell a story about "Wild Mammals I Have Observed".

Skill Level 1

Original Honor 1937

Mammals, Advanced

1. Have the Mammals Honor
2. What mammals in your locality are protected by law? Why?
3. How do the processes of birth and care for the young differ in monotremes and marsupials from all other orders of mammals?
4. Name five different ways in which mammals protect themselves and their young, and cite an example of each.
5. What mammals are agents for the transmission of tularemia, bubonic plague, trichinosis, and rabies?
6. List 15 species of wild mammals which you personally have observed and identified in the wild. For each one listed, include the following data:
   - **a.** Name
   - **b.** Date observed
   - **c.** Locality
   - **d.** Habitat (woods, field, swamp)
   - **e.** Time of day
   - **f.** Behavior (what the animal was doing)

Nature
General Conference
2001 Edition

Skill Level 2

Original Honor 1949

Red Alert



1. Tell what you should do to prevent injury and/or possible loss of life in the following situations:
   - **a.** A fire in your house, a neighbor's house, and a public building.
   - **b.** If you are stranded in a car in a blizzard or desert
   - **c.** Motor vehicle accident
   - **d.** Earthquake
   - **e.** Flood
   - **f.** Tornado
   - **g.** Hurricane
   - **h.** Thunderstorm
   - **i.** Atomic emergency
   - **j.** Rock or snow avalanche
   - **k.** Your boat or canoe capsizes in open water
2. When telephoning for help in an emergency situation, what essential information should be given and who should hang the telephone up last?
3. Demonstrate what emergency first aid measures you should take in the following situations?
   - **a.** Someone's clothes catch on fire
   - **b.** A severely bleeding wound
   - **c.** Someone is choking
   - **d.** Someone swallows poison
4. Do the following:
   - **a.** Draw an escape route for your family in case of fire in your home when your normal exits are blocked.
   - **b.** Practice with your family a home fire drill.
   - **c.** Discuss with your examiner the procedures for safely getting people out of your church and school in case of a fire. Consideration should be given as to how to prevent panic.
5. What should you and your parents do to prevent abduction of children in your family? What should you do if you are abducted?

Skill Level 1

Original Honor 1986

Health & Science
General Conference
2001 Edition

Reptiles



1. What characteristics must an animal have to be classed as a reptile?
2. Name 15 reptiles (lizards, snakes, and/or turtles) found in your locality. Tell where they live, their food habits, and their economic importance.
3. Name five venomous reptiles of your area describing each as to the location of their fangs and geographical distribution.
4. Tell what to do if you are bitten by a venomous snake.
5. Tell what to do if you are bitten by a non-venomous snake.
6. Do one of the following:
   - **a.** Tell the life history of one representative of each: lizard, snake, turtle. Compare lizards, snakes, turtles, and crocodiles as to life history, variation in eyes and ears, teeth, heart, lungs, limbs, tails, and scales (shells).
   - **b.** Keep a small reptile in a terrarium and maintain a record if its care for three months.
7. Locate two Bible stories in which a reptile played an important part.

Skill Level 1

Original Honor 1937

Reptiles, Advanced

1. Have the Reptile Honor.
2. What is the study of Reptiles called?
3. Discover and record (or tell) at least three folk tales and three related facts about reptiles.
4. Why might it be that a major portion of humans fear reptiles and there are so many false stories involving reptiles?
5. How do reptiles protect themselves?
6. What are the two primary types of reptile poisons and how do they affect their target prey or enemy?
7. Identify in the wild at least half of your list from requirement 2 of the basic honor.
8. Find a reptile in the wild and record your observations of its activity during the daylight hours of one or more days.

Skill Level 3

Original Honor 2001

Nature
General Conference
2001 Edition

Seeds



1. What is the main purpose of a seed?
2. What foods were first given to man in the Garden of Eden?
3. Identify from a seed or drawing and know the purpose of each of these parts of a seed: seed coat, cotyledon, embryo.
4. List from memory four different methods by which seeds are scattered. Name three kinds of plants whos seeds are scattered by each method.
5. List from memory ten kinds of seeds that we use for food.
6. List from memory five kinds of seeds that are used as sources of oil.
7. List from memory five kinds of seeds that are used for spices.
8. What conditions are necessary for a seed to sprout?
9. Make a collection of 30 different kinds of seeds, of which only ten may be collected from commercial seed packages, the other 20 you are to collect yourself. Label each kind as follows: seed name, date collected, location collected, and collector's name.

Skill Level 1

Original Honor 1961

Seeds, Advanced

1. Have the Seeds Honor
2. Identify from drawings and know the purpose of each of the following parts of a seed: endosperm, radicle, plumule, micropyle.
3. Know several differences between a monocotyledon seed and a dicotyledon seed, and give three examples of each.
4. Explain the purpose and use of a "rag doll" seed tester. Use it to test the germination of 100 seeds of a wild plant and 100 seeds of a domestic plant. Report the results of each test.
5. How does a seed differ from a spore?
6. Write or tell orally two spiritual lessons we may learn from seeds. You will find help in Christ's Object Lessons by Ellen G. White, pages 33 to 89.
7. Make a collection of 60 different kinds of seeds, of which only 15 may be collected from commercial seed packages, the other 45 you are to collect yourself. Label each kind as follows: seed name, date collected, location collected, and collector's name.
8. Have in your collection four kinds of seeds from each of two families of plants, showing the similarity between the seeds of plants in any one family.

Nature
General Conference
2001 Edition

Skill Level 2

Original Honor 1961

Swimming—Beginner's



Have completed the Basic Water Safety honor.

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

Water Entry Skills:

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

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

Breath Control and Submerging:

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

Buoyancy:

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

Changing Positions:

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

Treading Water:

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

Front Swim:

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

Back Swim:

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

Side Swim:

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

Water Safety:

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

Passing Skills:

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

Recreation
General Conference
2001 Edition

Skill Level 1

Original Honor 1944

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ISBN: 978-1-57756-112-5