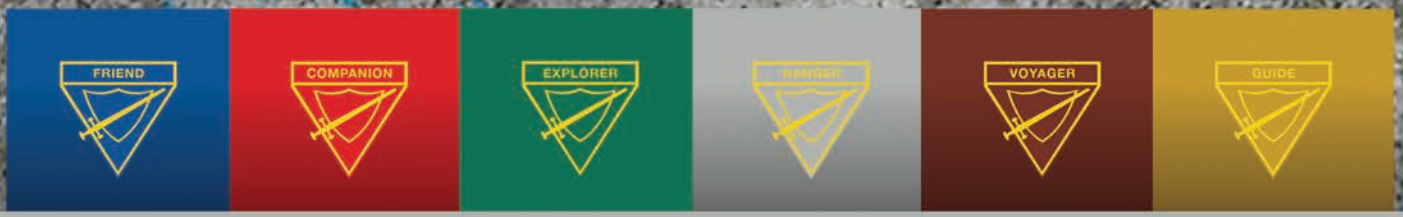
INVESTITURE
ACHIEVEMENT



INVESTITURE ACHIEVEMENT

Instructor's Helps

RANGER LEVEL

INVESTITUREACHIEVEMENT.COM





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

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An Overview of the Investiture Achievement Curriculum

The Ranger level of Investiture Achievement is for Pathfinders in the 8th 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 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 Ranger 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*

Ranger & Wilderness Ranger
LEVEL REQUIREMENTS



Personal Growth

1. Be in Grade 8 or its equivalent.
2. a. Develop your devotional life by studying the Weekly Devotional Guide (weeks 40 – 52) and the book of John utilizing printed or electronic resources.
   b. Journal your thoughts by asking questions like:
   - "What did I learn about God?"
   - "What did I learn about yself?"
   - "How can I apply this to my life today?"
   - "What in this text is meaningful to me?"
   - "What is the theme in the verses I read?"

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

Spiritual Discovery

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

Advanced for Spiritual Discovery

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

Serving Others

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

Advanced for Serving Others

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

Making Friends

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

Advanced for Making Friends

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

Health and Fitness

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

Advanced for Health and Fitness

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

Nature Study

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

Advanced for Nature Study

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

Outdoor Living

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

Honor Enrichment

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

Personal Growth



Goals for this Track:

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

1. **Be in Grade 8 or its equivalent.**
   Ranger is written on a eighth grade level and follows the voted action of the North American Division Pathfinder Committee that Rangers begin for those going into the eighth grade.

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

Teaching Tip

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

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?"
"What in this text is meaningful to me?
"What is the theme in the verses I read?

You may journal through writing, drawing or electronic process.

Teaching Tip

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

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

3. a. Memorize the Pathfinder Pledge and Law

The Pathfinder Pledge

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

The Pathfinder Pledge

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

Teaching Tip

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

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

Meaning of the Law

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

Teaching Tip

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

Here are a few suggestions for completing this requirement:

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

Resource

- *The Happy Path* by Lawrence Maxwell (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)
- *Pathfinder Staff Manual* by NAD Pathfinder Ministries

4. Learn the meaning of the AY Emblem

a. What is the meaning of the AY Emblem?



Teaching Tip

The AY emblem has four components:

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

Resource

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

Spiritual Discovery



Goals for this Track:

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

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

Teaching Tip

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

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

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

Chain Reference Method

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

Color Code Method

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

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

Teaching Tip, Con't

Cross Reference (or Marginal Reference) Method

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

Number Reference Method

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

Highlighting and Underlining Method

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

Subject Lists Method

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

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

Texts relating to The Inspiration of the Bible:

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

Resource

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

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

Teaching Tip

The 10 Commandments

3 "You shall have no other gods before Me.

4 "You shall not make for yourself any carved image, or any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth;

5 you shall not bow down to them nor serve them. For I, the LORD your God, am a jealous God, visiting the iniquity of the fathers on the children to the third and fourth generations of those who hate Me,

6 but showing mercy to thousands, to those who love Me and keep My commandments.

7 "You shall not take the name of the LORD your God in vain, for the LORD will not hold him guiltless who takes His name in vain.

8 "remember the Sabbath day, to keep it holy

9 Six days you shall labor and do all your work,

10 but the seventh day is the Sabbath of the LORD your God. In it you shall do no work: you, nor your son, nor your daughter, nor your manservant, nor your maidservant, nor your cattle, nor your stranger who is within your gates.

11 For in six days the LORD made the heavens and the earth, the sea, and all that is in them, and rested the seventh day. Therefore the LORD blessed the Sabbath day and hallowed it.

12 "Honor your father and your mother, that your days may be long upon the land which the LORD your God is giving you.

13 "You shall not murder.

14 "You shall not commit adultery.

15 "You shall not steal.

16 "You shall ot bear false witness against your neighbor.

17 "You shall not covet your neighbor's house; you shall not covet your neighbor's wife, nor his manservant, nor his maidservant, nor his ox, nor his donkey, nor anything that is your neighbor's.

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

Examples of Memorization Techniques:

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

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

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

Teaching Tip

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

Official Baptismal Vows:

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

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

Teaching Tip

Simplified Baptismal Vows:

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

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

Resource

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

4. Read The Pathfinder Story (current edition)

Teaching Tip

There are two editions of *The Pathfinder Story*:

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

Advanced for Spiritual Discovery

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

Teaching Tip

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

Resource

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

2. **Read/Listen to *Steps to Jesus*.**
3. **Study and discuss two of the following life issues with your Ranger group and an adult:**

Teaching Tip

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

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

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

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

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

Teaching Tip, Con't

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

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

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

- ***STD***

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

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

Resource

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

Serving Others



Goals for this Track:

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

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

   Requirement #7:

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

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

   Requirement #8:

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

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

   Requirement #9:

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

Advanced for Serving Others

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

2. **Fulfill requirement #1 of the Serving Communities Honor. (See appendix)**
   1. Read the following Bible texts and explain what they teach about the role God expects each Christian to play in meeting the needs of the poor and suffering in the community:
      a. Luke 10:25-37
      b. Matthew 25:31-46

Making Friends



Goals for this Track:

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

1. Role-play the story of the Good Samaritan and think of ways you can serve your neighbors and carry out three of your ideas.

Teaching Tip

Role-play steps:

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

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

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

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

Requirement #1:

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

Requirement #5:

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

Requirement #10:

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

Advanced for Making Friends

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

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

Health and Fitness



Goals for this Track:

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

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

a. For 5 consecutive days, spend eight minutes each day in a quiet spot (no electronics, books or distractions) and reflect on ways God has touched your life during the last 24 hours.

b. Share what you liked and didn't like about your quiet time with a friend or your group.

c. Keep a sleep log for seven days.

d. Find an article on how a lack of sleep affects the body and make a presentation about what you have learned (are you getting enough sleep?)

e. Read these texts: Ex. 31:17; Ez. 20:20; Isa. 58:13 &14; Matt. 12:11 &12.

f. Discuss with your group: How will I keep the Sabbath so it will be a meaningful experience in my relationship with God and positively impact my physical health?

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

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

Advanced for Health and Fitness

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

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

Nature Study



Goals for this Track:

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

1. a. Read two articles from science that relate to the laws of nature.

Teaching Tip

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

Psalm 8:

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

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

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

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

Teaching Tip

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

The Law of Gravity
Materials:

- A plastic cup
- Water
- A piece of cardboard

Instructions:

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

Questions for discussion:

1. **What is the function of gravity?** Gravity keeps us on earth, it keeps us from floating off into space. It keeps things together.

2. **How can we relate this to God's character?** The Bible tells us that God keeps all things together. "He is before all things, and in him all things hold together" (Colossians 1:17, NIV).

The Law of Magnetism
Materials:

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

Instructions:

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

Questions for discussion:

1. **Why does a magnet attract objects containing iron particles?** Magnets are made of a material that is capable of creating an invisible atmosphere called a magnetic field. When an iron-containing metal (ferrous metal) approaches a magnetic field, the magnetic domains in the metal rearrange in such a way causing the metal to become attracted to the magnet.

2. **How can we relate this to God's character?** The Bible tells us that God, through Jesus Christ, will draw all men unto Him. "And I, if I be lifted up from the earth, will draw all men unto me" (John 12:32, KJV)

Teaching Tip, Con't

Boiling Point of Water (at sea level)
Materials:

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

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

Questions for discussion:

1. **Does the boiling point of pure water at 1 atmosphere of pressure ever change?** Under standard atmospheric conditions water will always boil at 100°C. This property does not change whether water is boiling slowly or rapidly.

2. **How can this be related to God's character?** The Bible tells us that Jesus Christ is constant. "Jesus Christ is the same yesterday and today and forever" (Hebrews 13:8)

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

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

Teaching Tip

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

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

Teaching Tip

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

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

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

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

Shells, part of requirement #10:

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

Resource

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

Advanced for Nature Study

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

2. **Insects/Wild Flowers (See appendix)**
   Collect and mount 15 species of insects representing at least six different orders. **OR** Draw, photograph, or collect pictures of 20 kinds of wild flowers and identity correctly

Teaching Tip

Insects part of requirement #1:

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

Wild Flowers part of requirement #1:

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

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

Arts & Crafts (Skill levels 2 & 3):

- Animal Tracking, Advanced
- Bats, Advanced
- Cats, Advanced
- Cetaceans
- Dog Care and Training
- Ecology
- Edible Wild Plants
- Environmental Conservation
- Ferns
- Fishes
- Flowers
- 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

Outdoor Living



Goals for this Track:

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

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

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

2. **Earn the Camping Skills IV Honor. (See appendix)**

Honor Enrichment — Advanced Level Only



Goals for this Track:

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

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

Arts & Crafts (Skill level 2):

- Basketry
- 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):

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

Household Arts (Skill levels 2 & 3):

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

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

Recreation (Skill levels 2 & 3):

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

Vocational (Skill level 2 & 3):

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

Outdoor Industries (Skill level 2 & 3):

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

Teaching Tip

Resource

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

Weekly Devotional Guide (Weeks 40-52)

Week 40
JUDGEMENT
- Revelation 6-8
- 1 Peter 4:12-19
- 1 Peter 5:1-11
- Romans 13
- Job 14:1-7
- Zephaniah 1-3

Week 41
HEAVEN
- Revelation 21
- Matthew 12
- 1 Peter 3
- Hebrews 4
- Isaiah 21

Week 42
BIBLE STUDY
- Psalm 5
- Psalm 32
- 2 Timothy 3
- Isaiah 35
- Acts 17

Week 43
CHALLENGES
- Matthew 22
- Luke 14:26
- 2 Corinthians 7:1
- Exodus 4
- Matthew 24
- Luke 24

Week 44
CALLING
- Isaiah 6
- Matthew 4:12-25
- Acts 15
- 1 Corinthians 3
- Acts 1

Week 45
REDEMPTION
- Genesis 3
- Exodus 15:1-18
- Isaiah 59
- Psalm 98
- Hebrews 1
- Galatians 3

Week 46
BEGINNINGS
- John 3
- John 11
- Isaiah 40
- Philemon 1
- 1 Kings 10
- Psalm 137

Week 47
SABBATH
- Exodus 12-20
- Mark 1-2
- Hebrews 3
- Genesis 1-2
- Isaiah 56

Week 48
COMFORT
- Psalm 27
- Psalm 25
- Psalm 32
- Hosea 6:1-3
- Psalm 117
- Deuteronomy 10

Week 49
FUTURE
- Revelation 20
- Psalm 46
- Psalm 84
- Psalm 90
- Revelation 18

Week 50
PEERS
- 1 John 4
- Isaiah 55
- Joel 2
- Luke 15
- Genesis 37-39
- Genesis 40-44
- Genesis 45-48

Week 51
SERVICE
- 2 Corinthians 4
- Mark 9
- Matthew 25
- 1 Corinthians 12
- Matthew 9

Week 52
DISCIPLESHIP
- Mark 8
- John 21
- Isaiah 53
- James 2
- Revelation 22

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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Gossiping, Lying, Profanity

"Did you hear about Becky? She's dating that new kid Ron. I heard he's got an arrest record. Burglary, I think."

"No! He seemed so nice. Sure shows you can't always go by appearances. Well, Becky has always been a little messed up, anyway, you know, with her parents splitting and all. I heard that her father. . ."

And so, the web of gossip is spun, more innocent people are caught in it, and their reputations are ruined, often by stories with little or no base in the truth. It only seems like innocent fun, a way to kill time. But its consequences can be far-reaching, affecting untold lives for years to come.

Words–what power they have! Power to build up. Power to destroy. Yet how carelessly we use them. "Little white lies," we call them, but those "little white lies" can have very dark consequences. Mark Twain said, "One of the striking differences between a cat and a lie is that a cat has only nine lives".

We laugh when a comedian swears on television, yet are surprised when those same words slip right out of our lips when we slam our thumb in our locker door. "Where did that come from?" we hesitantly joke. The Bible tells us where it comes from. "…out of the overflow of the heart the mouth speaks" (Matt. 12:34, NIV). Controlling our language, taming our tongues, is one of the most important challenges Christians face. Words are a tool, and depending on how you use them you can get good results or evil results.

We live in a world that is in love with words and bombarded with information. Television, radio, newspapers, books, and the Internet blast us daily with more information than we can possibly process. With a stroke of a key we can send an e-mail message across the globe to some distant land. This was a great thing when my parents went as missionaries to Kyrgystan in Central Asia a few years ago. In the early days, a missionary would be out of touch with his family for months, even years, at a time. But today, through the incredible Internet system, we are able to contact them within minutes, for the price of a local phone call. At no time does communication become more important than when loved ones are far apart. Ask any young couple, separated by hundreds of miles, how important letters and long-distance phone calls are to keeping their relationship strong.

Yet with the abundance of words and information around us, is there any real communication going on? Sydney J. Harris said, "The two words information and communication are often used interchangeably, but they signify quite different things. Information is giving out; communication is getting through" (Reader's Digest, April 1995, p. 34). All the words in the world will mean little if there is no understanding. Without good communication we have nothing but, according to Shakespeare, "Words, words, mere words, no matter from the heart."

Paul counsels us, "Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone" (Col. 4:6, NIV). Good communication is essential to our relationships. That's why lying, gossiping, and profanity are so harmful. They block good communication and build walls in relationships.

So, what are the secrets to good communication? How can we improve our communication with the people we meet every day, whether at school or work or home? How can we overcome bad habits such as lying, gossiping, and the use of profanity? It's not easy. After all, James 3:8 says, ". . . no man can tame the tongue." But there is a way and that way is the Word made flesh. It's only through faith in the overcoming power Jesus provides, through the Holy Spirit, that we can "tame the tongue." The Bible promises, "I can do all things through Christ who strengtheneth me" (Phil. 4:13, KJV). Jesus can give

us victory over lying, gossip, and swearing and give us good communication skills. But we must ask, because He promises, "Ask and it will be given to you; seek and you will find; knock and the door will be opened to you" (Matt. 7:7, NIV).

The next most important secret to being a good communicator has nothing to do with talking. As a matter of fact, the best communicators talk very little. Instead, they listen. But they don't just hear what's being said.. They practice "active listening."

Active listening involves two key elements. The first is eye contact. A good listener looks directly into the speaker's eyes whenever possible and maintains that eye contact. Our natural tendency is to look off into the distance over the speaker's shoulder or watch his lips, but many times the eyes can tell us more than the words. Maintaining eye contact not only keeps you focused on what is being said, but it can also give you many non-verbal clues about the person and what he is trying to say.

Do his eyes dart around the room? Maybe he's nervous or afraid. Does she refuse to keep eye contact with you? This might be a clue that she's not being totally truthful with you. It might also mean she's just shy, so don't jump to any hasty conclusions until you have all the facts. By watching the eyes of the person who is talking, you can see sadness, joy, anger, fear, and fatigue. All these things help put the conversation in context so you can better understand what's really being said. The other benefit of eye contact is that it shows the other person that you're paying attention and that you're interested, which makes it easier for him or her to open up to you.

The second key to good communication is concentration. Don't let your mind wander while someone's talking to you. You can't watch television and carry on a meaningful conversation at the same time. The TV will always win and you'll miss out on much of what's being said. Also, don't be thinking of what you want to say next. When you do this you end up just tuning the other person out. Instead, concentrate on what the other person is saying and how he says it. Watch how he uses his hands to express himself. Listen to the tone of her voice and how fast she talks. The Golden Rule, "Do to others as you would have them do to you." (Luke 6:31, NIV) applies to good conversation skills as much as it does to other areas of life. Listen to others as you would want them to listen to you.

Don't worry, eventually you'll get a chance to "get a word in edgewise." When that time comes, here are a few things to remember. First, know when to speak. "There is a time for everything, and a season for every activity under heaven:...a time to tear and a time to mend, a time to be silent and a time to speak," (Eccl. 3:1, 7, NIV). Remember the old proverb, "It is better to be silent and be thought a fool, than to open your mouth and prove it."

Second, remember the Golden Rule when speaking as well as listening. Speak with respect and courtesy to the other person, no matter who they are. Speak with clarity and loud enough to be easily understood. There is nothing more frustrating for the listener than to have to keep repeating, "What did you say?"

Finally, mean what you say and say what you mean. In other words, be truthful and accurate. Think through carefully what you're going to say before you open your mouth. Avoid exaggerations or half-truths, which is just a fancy term for plain old lying. And stay away from expressions such as, "I'll tell you the truth." Whenever I hear that I feel like saying, "No, please lie to me!" In the words of Jesus, "Simply let your 'Yes' be 'Yes,' and your 'No,' 'No'; anything beyond this comes from the evil one" (Matt. 5:37, NIV).

During World War II, a young ensign was learning to run the radar at Pearl Harbor. On November 7, 1942, while practicing, he noted a series of blips on the screen, indicating a large number of planes rapidly approaching Hawaii. Excitedly he reported this to his supervising officers. Laughing at his

excitability and inexperience, they ignored his warning and told him to go back to his practicing. Returning to the radar scope, the ensign watched with growing apprehension as the blip grew larger and larger, but he kept silent as he'd been told. There had been a breakdown in communication and because of it thousands of sailors went to watery graves that day when hordes of Japanese aircraft roared out of the tropical blue skies over Pearl Harbor.

"The tongue has the power of life and death, and those who love it will eat its fruit" (Prov. 18:21, (NIV). Determine today to develop good communication skills and to avoid harmful speech such as lies, gossip, or profanity. And most of all, "in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect" (1 Pet. 3:15, NIV). The tongue is a double-edged sword. Use it wisely.

Discussion Questions

1. How would you respond if someone came to you with "juicy" gossip about someone you didn't like? How would your response differ if the gossip was about your best friend? What does this say about gossip?
2. What is gossip? How does gossip affect
   a. the person being gossiped about, and
   b. the gossiper.
3. If someone shares information about another person that is true, does that mean it isn't gossip? Where do you draw the line between what's gossip and what isn't?
4. How can a person learn to control his or her tongue?
5. How would you deal with a person who insists on using profanity around you?
6. What are the secrets of good communication? List them.
7. What does the Bible have to say about lying?

Sexually Transmitted Disease

ASo, what'd the labs show? she asked, with a nervous giggle, her hands fidgeting in her lap, as she sat across from me in the examining room. A pretty girl, with red, wavy hair, a ready smile, and laughing brown eyes, she'd come two weeks ago to see about getting a prescription for birth control pills. She admitted to having had more than one sexual partner in the past, but didn't seem concerned when I mentioned that this put her at risk for a sexually transmitted disease.

"I only slept with that other guy once, anyway," she said with a dismissive toss of her head. "It's not like I'm 'loose' or something, you know." She finally agreed to get an HIV test and a pregnancy test just to be sure.

She was back now to discuss the results and my voice shook a little as I quietly said, "They were positive."

"Whadda ya mean 'positive'? Do you mean I'm pregnant?" she gasped in disbelief.

"Yes, you are pregnant," I answered, then after a pause, "but you're also HIV positive."

With those tragic words, this young girl's world, so full of promise and hope, came crashing apart. Those beautiful eyes, a moment ago sparkling with the joy of being young and alive, filled with tears, and a low, almost inhuman moan came from her lips, "Noooo!"

I wish this were an isolated experience, but every day in hundreds of doctors' offices and clinics across America and around the world, similar scenarios are being tragically played out.

Thousands of teenagers, of both sexes are being told that, because of a few moments of forbidden pleasure, they are facing a possible lifetime battle with sexually transmitted diseases and their consequences. Hundreds of teenage girls are having to make decisions about unwanted and unexpected pregnancies, while at the same time having to deal with the physical and emotional effects of sexually transmitted diseases. The sexual revolution of the 60s, has spawned, at the end of the century, an epidemic of sexually transmitted diseases, including AIDS. What was heralded as Afree love has brought only heartache and broken lives, not freedom.

Sexually transmitted diseases (STDs) are infections transmitted from one individual to another through sexual contact. The more commonly encountered diseases are AIDS, chlamydia, gonorrhea, herpes simplex, human papillomavirus (HPV or Genital Warts), pelvic inflammatory disease (PID), chancroid, and hepatitis B. There are at least 50 diseases that have been identified as STDs. Anyone who is sexually active can get (or give) an STD.

Approximately 12 million Americans, 86 percent of whom are 15 to 25 years old, have an STD. By their twenty-first birthday, one-fifth of youth have had to be treated for a STD. Human immune deficiency virus (HIV) alone has infected at least 24 million people worldwide. In Africa it has reached epidemic proportions. More than 1 million people in the United States are HIV positive, of which an estimated half were infected as teenagers. In 1994, there were an estimated 1.1 million cases of gonorrhea, 3 million cases of trichomonias, and 4 million cases of chlamydia. AIDS research costs $1.3 billion dollars per year in the United States. The annual cost of STDs to American society is estimated to be at least $5 billion.

The human suffering resulting from STD infection is far worse than the monetary cost. Sexually transmitted diseases have caused innumerable broken homes, shattered relationships, and untold embarrassment to their victims. They have left children orphans, wives widowed, and couples childless.

The physical suffering they cause is only outweighed by the emotional trauma and social stigma sometimes associated with having an STD. Sexually transmitted diseases, in particular AIDS, have become the modern day equivalent of leprosy.

Although there are many different sexually transmitted diseases, the 11 most common can be divided into two categories by primary mode of transmission. The first eight, chlamydia, pelvic inflammatory disease (PID), HIV/AIDS, gonorrhea, nongonnococcal urethritis (NGU), hepatitis B (HBV), and syphilis, are transmitted primarily through contact of an infected person's body fluids, such as semen, mucus, or blood, with mucous membranes, such as the cervix or urethra, or with open skin. Such casual contact as holding hands is considered safe. The other four human papillomavirus (genital warts), herpes simplex (HSV), molluscum contagiosum, and chancroid, are transmitted through touching lesions on an infected person. Some, such as syphillis and HIV, can be transmitted from the mother to the infant in the uterus. It is impossible to tell if a person might be infected with a STD by just looking at them, as there are rarely any outward signs, even in the most intimate places. Often, by the time a genital lesion, pelvic pain, or discharge from the penis is noted it is too late. The disease has already been transmitted, and possibly re-transmitted several times.

So how can a person know if he or she might have contracted an STD? What are the signs and symptoms? Unfortunately, in most cases, as mentioned before, there may be no immediate physical indications. Here, however, are a few signs and symptoms associated with the most common STDs:

Chlamydia and Gonorrhea, The symptoms of these two illnesses are quite similar in their presentation. In women, pain with intercourse or urination, unusually heavy menstrual period or irregular periods, unusual vaginal discharge, or pelvic pain are common symptoms. Men may notice pain with urination, testicular pain, or discharge from the penis.

Herpes Simplex. Look for fluid-filled blisters on genital tissues that soon rupture, leaving shallow ulcers. This can be a quite painful condition. The lesions usually resolve spontaneously in 12 days, but tend to recur.

Genital Warts (HPV). Indicated by flat or raised lesions on the skin that itch.

Molluscum Contagiosum. Symptoms include small, shiny, round, raised lesions, with whitish material inside, and elsewhere on the body. The main concern with this condition is that the lesions can sometimes become infected with bacteria.

Chancroid. Broad, painful ulcers on genital skin may be a sign of this disease.

Hepatitis B. Fatigue, jaundice, body aches, liver enlargement are some warning signs of hepatitis B.

Pelvic Inflammatory Disease. Fever and chills, abdominal pain, nausea are indicators of PID.

Syphilis. Chancre (painless ulcer), enlarged lymph nodes, rash, patchy baldness are indications of the early stages. In later stages there may be neurological and vascular damage.

HIV/AIDS. In the initial stages you might notice flu-like symptoms, such as fever, chills, and body aches. The infected individual may develop yeast infections or shingles. Once AIDS develops, the person becomes susceptible to aggressive infections such as pneumonia, and may develop cancers, dementia, and other neurological disorders. A person can go months or years before finding out they are infected. Blood tests can be negative for some time, even though the virus is present and transmittable to sexual partners.

If you suspect that you may be experiencing symptoms of a sexually transmitted disease, seek immediate medical attention. It may seem terribly embarrassing at the time, but better to be a little embarrassed now then to have to deal with the consequences of not seeking treatment. The majority of sexually transmitted diseases can be effectively treated with antibiotics or other medications if found early in the disease process. Even treatment measures for HIV and AIDS are showing incredible promise. But we in the medical profession can't help you if you don't ask.

In spite of all the alarming statistics we've talked about and the dangerous complications of STDs, the good news is that nobody has to get a sexually transmitted disease. For the most part, except in cases where transmission occurs through rape, accidental needle sticks, or contaminated transfusions, STDs are totally preventable. And we are not talking about condoms here. Condoms do lessen the risk of infection, but they are not foolproof. Even microscopic imperfections in condoms can allow transmission of an STD to or from a partner. No, the only foolproof way to avoid a sexually transmitted disease is abstinence from sexual activity. This includes not just intercourse, but also hand-to-genital and genital-to-genital contact and oral sex. Anything less than complete abstinence before marriage puts a person at risk of contracting an STD, and tragically changing his or her life forever. Remember, when you sleep with a person, no matter how well you may think you know them, you are also sleeping with everyone else they've slept with before. Is it really worth the risk?

But what if you already are sexually active and you're scared by these things we've been talking about? What if you realize you've made a mistake and you're overwhelmed with guilt about it? Where can you go for help?

The first person to go to is Jesus. He promises that "whoever comes to me I will never drive away" (John 6:37, NIV). He loves you very much, and He wants to comfort you, soothe your fears, and take away your guilt. He will make you a new person. "If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness" (1 John 1:9, NIV). Don't wait a moment longer to let Him into your life.

I've already mentioned the importance of seeing your doctor if you think you might have contracted an STD. Other people who can help are your pastor, a school counselor, or another trusted adult. Most importantly, talk to your parents. You might be amazed at how understanding they can be. You might even find that once they faced the same questions and dilemmas too.

Sex in a trusting, giving marriage relationship is one of the most beautiful gifts God has given us. It is something joyous, something to be celebrated, to be guarded. It cements the bond between a husband and a wife and becomes better and better as the years go by. God knew what He was doing when He commanded, "Thou shalt not commit adultery," (Ex. 20:14, KJV). He knew that sex outside of marriage would only bring broken hearts, broken homes, and broken bodies. Unfortunately, every day in our society we see the results of humankind's rejection of that command.

We face choices every day, choices that may very well affect our future health and happiness. The choice of whether to become sexually active or not is one of the most important decisions we must make. It is also one of the most difficult, especially when we're being pressured by a boyfriend or girlfriend for whom we care deeply. But remember, no matter what, the choice is yours. Make the smart choice today. Choose to wait. In the long run, you'll never regret it.

References:

Here are some other sources of information and help:
National STD Hotline: 1-800-227-8922 or WWW.ASHASTD.Org

National AIDS Hotline: 1-800-342-AIDS or WWW.CDCNPIN.Org

American Social Health-Association
P.O. Box 13827
Research Triangle Park, NC 27709

Department of Health and Temperance
General Conference of Seventh-day Adventists
12501 Old Columbia Pike
Silver Springs, MD 20904
(301)680-6702

Health Connections:
Review and Herald Publishing Association
55 West Oak Ridge Drive
Hagerstown, MD 21740

Other Options: SDA Youth and Health Departments of overseas offices should be able to direct you to government organizations within their territory.

References:

Sexually Transmitted Diseases in Adolescence, http://www.andrews.edu/IPA/education/adolescent-health/STDs/tsld001.htm

Frequently Asked Questions: Sexually Transmitted Diseases, The National Women's Health Information Center, http://www.4woman.gov/x/faq/stdsgen.htm

Discussion Questions

1. With so much information available today about preventing STDs, why do you think the incidence among youth is so high?
2. What advise would you give to someone who thinks they might be infected with an STD? What kinds of help are available in your community?
3. What can Christian young people do to help educate their peers about the dangers and consequences of premarital sex?
4. What's the best prevention for STDs?

The Worldwide Web

Don't Be Roadkill on the Information Superhighway

Today, millions of people are spending hours every day hanging out in a place that didn't even exist a few short years ago. Call it cyberspace, call it the Web, call it your virtual life—what-ever you call it, it's an incredible marvel of technology. And like most marvels of technology, it has incredible potential for good, and for evil.

As a Christian young person, how do you relate to the web? If your biggest concern is finding the 'ON' button when you sit down in computer class, you may not have given the web much thought. But the popularity of web-surfing is growing to the point where even people who are completely non-technical, non-computer types know about it and are getting interested.

The WORLD WIDE WEB is not really about computers. You don't have to have much technical knowledge to get online. What the web is about is people, media, and choices. And those are all important issues for any Christian.

We've all heard the horror stories about the web. Pornography is so readily available that even elementary-school kids can click onto X-rated sites. And what about the safety factor? Almost everyone has a story about someone who gave out their name and address to a 'friend' they met in a chatroom and ended up being the victim of a psychotic stalker. If these are the images you have of the web, your reaction may be, "Why would any Christian want to get involved in that? I should just stay away from it!"

On the other hand, if you've used e-mail to keep in touch with a friend who's moved away, done research for a school project over the Internet, checked out the website of your favorite Christian music artist for pictures and sound clips from the new album, or discussed your hobby with fellow enthusiasts around the world in a chatroom, you're probably pretty excited about the web and its potential for good.

The fact is that the WORLD WIDE WEB is not some scary, evil plot to destroy your mind and soul. Nor is it the heaven-sent answer to all of earth's problems. It's just a tool, kind of like a screwdriver, only incredibly more complex and huge. You can use a screwdriver to fix your bike, or to hit someone over the head. One is the correct, positive use; the other is a twisted, violent use. Whether it's the WORLD WIDE WEB, your TV, a book, or a screwdriver, any piece of technology can be used for good or evil. It's up to you to decide how you'll use it.

You can do lots of wonderful things online. One of the greatest things about the web is that it puts a wealth of information right at your fingertips. Whether you're researching a paper for class or trying to find out about the disease your mom was just diagnosed with, you can look up in minutes what once would have taken hours at the library. With a little patience and perseverance you can find useful information on almost any topic, usually from a variety of perspectives. You may even find e-mail links or a message board forum that allow you to ask direct questions of the 'experts' in whatever field you're researching.

One word of caution about using the web as a source of information: remember, nobody is in charge of the web. Nobody is policing what's allowed on there and whether it's accurate or correct. Virtually anybody who can get at a computer can put up a website, so it's your responsibility to make sure that the information you're getting is coming from a reliable source. Do some checking around rather than believing everything you see. Make sure the different sources you're checking agree about what's accurate. Find out whether what you're reading is fact or someone's opinion.

Some people love the web because it provides so much information, others because it provides so much entertainment. You can have a lot of fun surfing the web, following one link after another to discover people, places, and ideas. There's nothing wrong with that. Using the Web for entertainment is just as legitimate as picking up a book, turning on the TV, or putting a CD in the stereo. But as with

books, TV, or music, there are some guidelines you should follow.
On the web just as anywhere else, the Christian's guideline should be "Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things" (Phil. 4:8, NIV.) There are a lot of websites out there that simply aren't pure, noble, true, or appropriate for a Christian at all.

Maybe it's because the web is such a new technology, maybe because it's so private, but whatever the reason, some people feel that the usual rules don't apply. They'll click onto pornographic websites even though they would never buy a Playboy magazine or rent an X-rated video. Let's face it, pornography is pornography, wherever you find it. And it's never appropriate for a Christian. Neither is violence, hatred, or racism. Yes, there are websites that advocate all those things. Yes, you can find them if you look for them. Yes, you can occasionally stumble across them when you're looking for something else (although the chances of that are fewer if you use some of the software available to screen out such sites). Your response should be exactly the same as it would be if you came across the same thing on TV, in a book, or in real life. Get out of there. Don't waste your time there.

Speaking of wasting time, there's another danger with using the web for entertainment. It's possible that you may only be visiting wholesome, positive sites, maybe even Christian ones, yet your use of the web may still be hurting your spiritual life. Web-surfing can be really addictive. Some people spend hours and hours each day at it, neglecting family and friends, exercise, sleep, work, school, and time with God. Get your priorities straight. Sitting in front of your computer twelve hours a day is no more healthy than lying in front of the TV for the same length of time.

If you think you may be overusing the web, be honest with yourself. Examine how much time you're spending online and whether it's getting in the way of other activities. You may need to give yourself a 'web vacation' until you feel you can get your priorities straightened out.

We've seen that the web is a potentially great source of information, and that if used correctly, it can be a great form of entertainment, too. But the most powerful aspect of the web is its ability to bring people together.

First of all, people use the web to stay in contact with friends and family who are miles away. Whether you send letters by e-mail, arrange to meet in a chatroom, or post family pictures on a website for your grandma to view, you can use the web to strengthen the relationships you already have.

But what's much more intriguing and controversial, is using the web to make new friendships. There are lots of ways to do this. One of the most common is through chatrooms where people meet to 'talk' about common interests. Chatrooms range from places where Christians meet for online Bible studies, to places where people gather to discuss downright perverted topics. It's up to you to exercise choice and discretion in deciding where to chat and with whom. People also 'meet' online through message boards and usenet newsgroups, where you can post a message on a topic that interests you and check back later to see if anyone's answered your post.

Chatrooms, message boards, and newsgroups can all begin to take on a sense of community as the same people use them over and over, and get to know each other. With the current technology, most people 'talk' by typing their words onscreen, so they may never see each other's faces or hear each other's voices. In spite of this, online friendships do form. You can go from discussing a hobby you're interested in, to sharing concerns and problems from your everyday life, and even (on many Christian sites) asking for prayer and encouragement from fellow believers.

Online friendships can be wonderful. But they come with a major warning attached. You don't see these people. You don't know anything about them, except what they choose to type into their computers. Most people are probably telling you the truth about their age, gender, interests, and other characteristics, but there's nothing to stop someone from lying. Always be cautious with people you chat with online. Remember, somebody in your chatroom may not be who they say they are. It's sad, but

true, that there are sick people out there who lurk in teen chatrooms looking for teenagers of whom they can take advantage.

Does this mean you should never chat, post messages, or otherwise get acquainted with people online? No, it simply means you should be aware of safety rules. Never give out your real name (most chatrooms and other websites allow you to use a nickname). Never give your address or phone number. Keep your online friendships online, don't plan to meet in real life. Be careful about giving any information, your hometown, the name of your school, the name of a team you play on that might allow a stalker to identify you. You can share what's going on in your life with online friends without having to give a lot of details.

You can use the WORLD WIDE WEB to gather information, have fun, and 'meet' new people. Be smart about protecting your privacy, and use the same guidelines you would with any media to make sure what you view is positive, not damaging to your Christian faith. Your fellow Christians are out there online, start surfing and get ready to meet them!

To get started, here are just a few of the many great sites to check out for Christian young people:

Adventist sites:

Wild World Web (Lots of good links here for youth as well as for youth leaders):
http://www.tagnet.org/dvm/wildweb.html

Youthnet Extreme (A fantastic site for links to youth-related sites):
http://www.powernet.net/~sma/hri/extreme.htm

Youth-Online (chat, message boards, links for youth, young adults and youth leaders):
http://www.youthpages.org

YouthPAGES (links and info as well as ways to meet Christian friends online):
http://www.youthpages.org

General Christian sites:

Christianteens (information, chat, message boards and links for Christian youth): www.christianteens.net

Firepower (part of one church's website with lots of great youth links):
www.intellex.com/~first/firepower.html

Live the Life Online (forums, chat, all sorts of resources and links for Christian youth):
www.gospelcom.net/yfc/livethelife/livethelife.shtml

Peggie's Place: (a big Christian site which includes lots of great links for teenagers): www.gospelcom.net/peggiesplace

Discussion Questions

1. Because of the dangers, some parents are hesitant to grant internet privileges to their teens. Others allow their teens total freedom to 'surf the net' as they please. How much freedom or restraint do you think teens should be allowed on the internet?
2. What are some of the potential dangers of the internet? What are some good things about it? Do the dangers outweigh the benefits or vice versa?
3. How should you relate to total strangers that you 'meet' on the internet?
4. What are some safety rules to follow when using the internet?
5. What are some ways a Christian youth could use the internet to help spread the gospel?

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 IV



1. Be in at least the 8th grade.
2. Plan and execute a one-hour Sabbath camping activity other than worship to make the Sabbath a meaningful experience.
3. Write a 200-word report or give a two-minute oral presentation on the preservation of the wilderness, discussing etiquette and conservation.
4. Plan your menu for a two-day camping trip and estimate the cost.
5. Participate in two weekend campouts.
6. Start a fire in wet weather, knowing where to get tinder and how to keep your fire going.
7. Know the wood best suited for making a quick, hot fire.
8. Know the wood best suited for making coals for cooking.
9. Demonstrate how to split firewood.
10. Demonstrate the proper care and storage of camp foods and how to build various caches to protect food from animals.
11. Prepare a camp dinner with soup, vegetables, entree, and drink, all of which must be cooked.
12. Bake your food in a reflector oven.
13. Purify water by three different methods.

Note: The tent color for Camping Skills #4 is silver.

Skill Level 2

Original Honor 1986

Recreation
General Conference
2001 Edition

Family Life



1. Explain the roles of the father, mother, sister, and brother as given in the Bible and Spirit of Prophecy.
2. What is the difference between self-respect and pride? Write a paragraph about some of the things that make you feel good about your family. Include the things you are proud of and your family's good qualities and accomplishments.
3. Do one of the following in your home for one week:
   - **a.** Dust and keep the floors clean
   - **b.** Wash the clothes
   - **c.** Wash the dishes
   - **d.** Properly dispose of garbage
4. Care for the younger members of your family or a neighbor's family for at least a couple of hours.
5. Make a list of some of the things your family spends money on. Explain your responsibility to the finances of your family.
6. Make a list of family activities that you think your family would enjoy.
7. How would you make a family worship meaningful for preschoolers, juniors, and teens? Plan and conduct a family worship for one of these age groups.
8. Know what to do in the following circumstances in your home:
   - **a.** Accident
   - **b.** Bad storm
   - **c.** Financial crisis
   - **d.** Fire
   - **e.** Loss of a relative
9. Plan and conduct a fire drill in your home.
10. List five ways you can show concern for or interest in your neighbors.
11. Study the recreational activities of your family. What improvements, if any, can be made?

Skill Level 2

Original Honor 1975

Outreach Ministries
General Conference
2001 Edition

First Aid, Basic



(Instructor for Skills Required)

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

Or complete the following requirements:

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

2. Know the proper steps for rescue breathing.

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

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

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

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

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

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

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

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

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

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

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

14. Know how to prevent infection.

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

16. What is the proper treatment for animal bites?

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

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

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

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

21. What are the basic water safety principles?

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

23. What are the basic electrical safety principles?

24. How can you prevent food poisoning?

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

Health & Science
General Conference
2001 Edition

Skill Level 1

Original Honor 1951

Hiking



1. Explain and demonstrate the main points of good hiking practice, such as pacing, speed, resting, and etiquette.

2. Explain the importance and method of proper foot care with regard to cleanliness, care of nails, socks, shoe selection, and first aid of tender or blistered feet.

3. Make a list of proper clothing to be worn on a hike in both hot and cool weather.

4. Make a list of needed gear for a long day hike in the wilderness and a short country hike.

5. List five safety and courtesy rules to be used in wilderness trail hiking and road hiking.

6. Explain the importance of drinking water and list three signs of contaminated water.

7. Explain the importance of proper eating while hiking.

8. Describe proper clothing and foot gear for cold and hot wet weather hiking.

9. Submit a written plan for a 10-mile (16.1 km) hike which includes: map route, clothing list, equipment list, and water and/or food.

10. Use a topographical map and/or a road map in planning and doing one of the hikes in Requirement 11.

11. Have the following hiking record:
- **a.** One five-mile (8 km) rural or town hike
- **b.** One five-mile (8 km) hike on a wilderness trail
- **c.** Two 10-mile (16.1 km) day hikes on different routes
- **d.** One 15-mile (24.2 km) hike on a wilderness trail
- **e.** Within a month of each hike, write a short report, giving dates, routes covered, weather, and any interesting things you saw.

Skill Level 1

Original Honor 1933

Recreation
General Conference
2001 Edition

Insects



1. Do one of the following:
   a. Mount a collection of 20 species of insects representing at least six different orders excluding moths or butterflies. (Carelessly mounted specimens will not be acceptable.)
      (1) Place under each specimen a label showing the locality where caught, the date caught, and the collector's name. Labels should not be larger than 1/4 x 3/4 inches (6 mm x 20 mm).
      (2) Identify insects with common names and genus or species level on second labels to be mounted below the first.
      (3) Arrange all specimens neatly in an insect box according to orders and families. Orders should be pinned to the box rather than attached to the individual insect pins.
   b. Make colored drawings or paintings of 20 species of insects, representing at least six different orders. Drawings or paintings need to be life size or larger, to show the details of small insects, and in natural coloring. Label the drawings with common names and genus or species level names.
   c. Take color photographs of 20 species of insects, representing at least six different orders. All pictures should be in focus, close-ups and properly labeled, showing where photographed, the date photographed, common names and genus or species level names.
2. What are the distinguishing characteristics of an insect?
3. Name five species of injurious insects and tell how to control them.
4. Name five species of useful insects.
5. Tell two Bible stories in which insects played an important part.

Skill Level 1

Original Honor 1933

Nature
General Conference
2001 Edition

Lichens, Liverworts, and Mosses



1. Know the life cycle of a moss, lichen, or liverwort.
2. What are lichens?
3. Name at least two ways lichens have been of value to man.
4. How are liverworts different than all other green plants? Name one used in aquariums. What is its function?
5. Describe at least three significant ways moss has played in the economy of man.
6. Make a moss garden (small terrarium) or "eternal garden" using at least three different kinds of mosses and lichens.
7. Find and identify five lichens, one liverwort, and six mosses.
8. Observe the spore caps of several different kinds of moss under a magnifier to see the differences in "hair caps" and "teeth" that separate many species.

Skill Level 3

Original Honor 1961

Nature
General Conference
2001 Edition

Serving Communities



1. Read the following Bible texts and explain what they teach about the role God expects each Christian to play in meeting the needs of the poor and suffering in the community:
   - **a.** Luke 10:25-37
   - **b.** Matthew 25:31-46
2. Read Chapter 54 (entitled "The Good Samaritan") from *The Desire of Ages* by Ellen White and write a list of five key points in the chapter.
3. Explain to your instructor the following:
   - **a.** What is the name of the Adventist organization in your country that serves those in need? What kinds of services does it provide?
   - **b.** What is the name of the Adventist organization that serves those in need outside of the United States, Canada, and Bermuda? What kinds of services does it provide?
4. What do the letters ADRA stand for? Give a brief explanation of each word represented, and explain the difference between "development" and "relief".
5. What items are usually included in a personal hygiene kit?
6. Assemble a personal hygiene kit and donate it to Adventist Community Services, ADRA Canada, or a homeless shelter.
7. Meet with the Adventist Community Services (in the United States and Bermuda) or ADRA Canada (in Canada) leader in your area and ask about projects that your Pathfinder unit or class might be able to accomplish that would help meet needs in your community.

   Alternate Requirement: Ask an Adventist Community Service or ADRA Canada leader in your area to make a presentation to your Pathfinder Club or Unit which would include giving suggestions of how youth could help meet needs in your community.
8. Plan a community service project with your Pathfinder unit or class and complete it.
9. Complete at least 4 hours of volunteer service, including both time invested in the project mentioned in requirement number eight and time donated to other community services activities.

Skill Level 1

Original Honor 2009

Outreach
North American Division
2009 Update

Shells



1. What is the meaning of the term "mollusk"?

2. Identify from shells or drawings the following:

a.	Mantle	**f.**	Dorsal border
b.	Foot	**g.**	Apex
c.	Teeth	**h.**	Operculum
d.	Ribs	**i.**	Canal
e.	Valve		

3. Are all shells found on beaches? Where else are they found? What areas of the world offer the largest variety of shells?

4. Describe the movement of shells from place to place.

5. How do shell animals protect themselves?

6. How are shells made and from what materials are they made?

7. List and explain five uses made of shells by man.

8. Explain the terms "univalve" and "bivalve" as applied to shells.

9. Name in common terms five different classes of shells and as possible, name in your collection a shell for each class.

10. Make a collection of 20 different shells, classify them, and tell where each is found and when it came into your possession.

11. What is the source of pearls? What spiritual lessons does the pearl teach us? Read and discuss Christ's Object Lessons by Ellen G. White, pages 115 to 118.

12. Match the Bible texts that best answers A-J:

a.	Water creatures were created on what day?	Leviticus 11:9,10
b.	The number of water creatures is innumerable.	Acts 16:14
c.	Water creatures perish out of water.	Isaiah 50:2
d.	Job considered coral of great value.	Revelation 21:21
e.	Solomon was acquainted with marine life.	1 Timothy 2:9
f.	Jesus twice used a shell product to teach a spiritual lesson.	Genesis 1:20, 21
g.	A businesswoman was engaged in selling the famous purple dyes secured from the shellfish Mediterranean Murex.	1 Kings 4:33
h.	Paul does not support the wearing of pearls.	Psalms 104:25
i.	Shell creatures are unfit for food.	Matthew 7:6; 13:45,46
j.	The twelve gates of Holy City are twelve pearls.	Job 28:18

Skill Level 2

Original Honor 1938

Nature
General Conference
2001 Edition

Swimming—Beginner's



Have completed the Basic Water Safety honor.

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

Water Entry Skills:

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

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

Breath Control and Submerging:

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

Buoyancy:

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

Changing Positions:

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

Treading Water:

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

Front Swim:

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

Back Swim:

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

Side Swim:

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

Water Safety:

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

Passing Skills:

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

Recreation
General Conference
2001 Edition

Skill Level 1

INVESTITURE ACHIEVEMENT MATERIALS

Record Cards

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



Record Charts

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

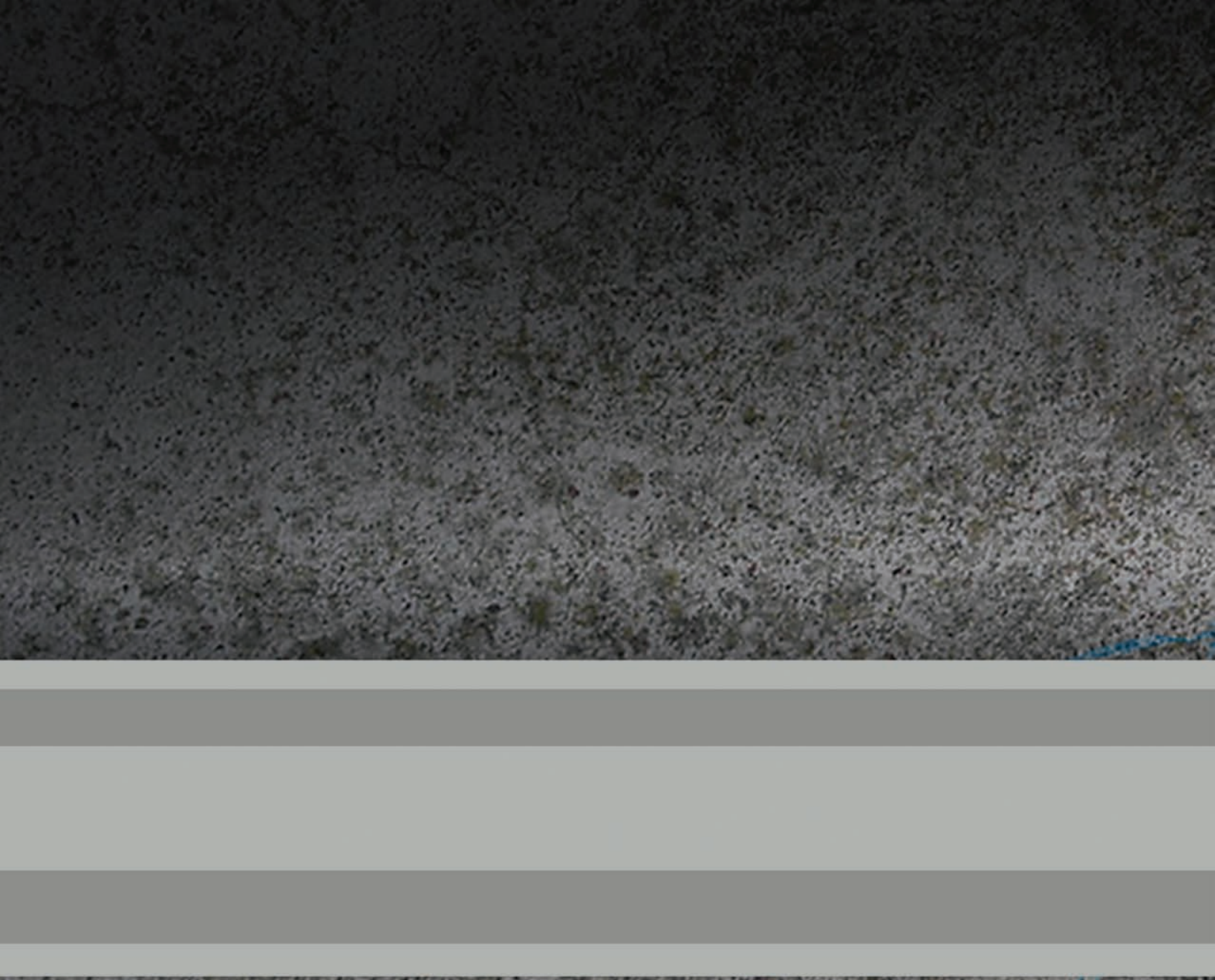


Record Journals

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



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