

# Philosophy and Objectives

## Pathfinder Philosophy

Training and saving young people is one of the most important missions of the Seventh-day Adventist church. Scientists tell us that children's brain patterns are formed by the time they reach twelve years of age. This means that during their early, formative years it is crucial that they be taught good habits. Centuries ago the Scriptures recorded, "Bring up a child in the way he should go, and when he is old he will not depart from it" (Proverbs 22:6). This is more than a cliché—it is now a proven fact.

The church must accept an increased responsibility in influencing the child for Christ because of the breakdown of social structures. Within the Adventist church the divorce rate is no different from the general public. In one out of every five Adventist homes the spouse is not an Adventist. This means that in those families there is only one parent to provide the encouragement and incentive needed to lead the children to Christ. Even in two-parent homes both parents often work away from home, spending little time with the children. This reduces the effectiveness of the home influence and adds to the responsibilities of the church.

Only about 50 percent of Adventist children in Grades 1-8 are attending church school, and in some churches the percentage is less. The church is challenged to nurture these children from Adventist homes who are attending public school. Pathfinding has the potential to meet their needs.

## Pathfinder Objectives

The Pathfinder club, a church-centered recreational and spiritual program, is designed for both boys and girls, grades 5 through 10. The program offers action, adventure, challenge and group activities that produce team spirit and loyalty to the church.

One of the Pathfinder clubs' basic purposes is to fulfill the Elijah message of Malachi in which the "hearts of the parents are turned toward their children and the hearts of the children are turned to their parents." As parents and church members work, worship and play together with the Pathfinders, the so-called generation gap disappears in a bond of common experience. Children learn best by example; the whole Pathfinder philosophy is built on this idea. It is important, then, that spiritually committed, dedicated leaders of high principles be chosen to work with the Pathfinders.

The ideals and objectives of the Seventh-day Adventist church must be made attractive through an activity program which appeals to this restless age and so, much of the Pathfinder club program is physical action.

The Pathfinder club provides a key step in the educational program of the church for it provides the opportunity to take children out of a classroom setting into outdoor adventure.

The Pathfinder objectives require a commitment from the Pathfinder leaders.

**Help Pathfinders to understand that the church loves, cares for and appreciates them and needs them in its total program.**

**Show Pathfinders what God has planned for their lives.**

**Train Pathfinders for missionary service.**

Teach them that witnessing about God to others is not a once a week activity. It is a daily way of life, and it can be focused through such activities as Can collecting, mission trips, YES Corps, Ingathering, singing bands, and community service projects.

**Work for the salvation of each individual Pathfinder.**

Seventy percent of all Adventist children who eventually become members of the church make their decision before the age of 14. "Children of eight, ten, or twelve years are old enough to be addressed on the subject of personal religion" (*Testimonies*, Vol. 1, p. 400).

**Develop the Pathfinder's appreciation for nature and a concern for the environment.**

"In order for children and youth to have health, cheerfulness, vivacity, and well-developed muscles and brains, they should be much in the open air, and have well-regulated employment and amusement" (*Counsels to Parents, Teachers, and Students*, p. 83). During campouts, nature activities, and studying for nature honors, Pathfinders learn firsthand about the creative power of God. The study of nature develops a fellowship with the Creator-God.

**Teach Pathfinders specific skills and hobbies that will make their life meaningful and will occupy their time profitably.** Pathfinders like to make things out of wood, plastic, steel, clay, felt, yarn and other materials. It brings them great satisfaction to put together an engine that runs, or a radio that plays. Pathfinder clubs should encourage this through Pathfinder honor classes.

**Help keep Pathfinders physically fit.**

"An understanding of the philosophy of health is a safeguard against many of the evils that are continually increasing... (*Counsels to Parents, Teachers, and Students*, p. 138).

"The children need to be instructed in regard to their own bodies... Show them that if they violate the laws of their being they must pay the penalty by suffering disease."

"Recklessness in regard to bodily health tends to recklessness in moral character" (*Testimonies*, Vol. 2, pp. 536, 537).

"Whatever promotes physical health, promotes the development of a strong mind and a well-balanced character. Health should be as faithfully guarded as the character. A knowledge of physiology and hygiene should be the basis of all educational effort" (*Education*, p. 195).

Pathfinders should be given an opportunity to sign the Temperance Pledge, determining never to use drugs, alcohol, tobacco or any other thing that is harmful to their health.

They need to learn that to deny appetite increases strength and stamina for the emergencies of life. By so doing they present their bodies as a living sacrifice to the Creator.

### **Give opportunities for the development of leadership.**

The Pathfinder club is a democratic organization where members learn to work together and share in leadership responsibility. They learn discipline, obedience, resourcefulness, patriotism and the processes of group dynamics.

The aims of Pathfinding do not include trying to cast every boy and girl into one mold. Rather they encourage each Pathfinder to develop to the best of his or her capacity. The Pathfinder club program should not be planned solely by adults in a staff meeting. Pathfinders should be included in both the planning and the execution of the program.

### **Develop a balanced physical, mental, social and spiritual life.**

Luke 2:52 says, "And Jesus increased in wisdom and stature, and in favour with God and man. True education is the preparation of the physical, mental, and moral powers for the performance of every duty; it is the training of body, mind, and soul for divine service. This is the education that will endure unto eternal life" (*Christ's Object Lessons*, p. 330).

Leaders should be concerned that there is harmonious development of each Pathfinder to assure that they become a good citizen of this world and the world to come.

### **Mission Statement**

"The North American Division Pathfinder Ministries is an organization of the Seventh-day Adventist Church, dedicated to meeting the social, physical, mental, and spiritual developmental needs of junior and teen youth by challenging the Pathfinder to experience a personal relationship with Christ, having a sense of achievement and responsibility, and developing respect for God's creation including his fellowman."

### **Goals**

Pathfinder Ministries seeks to meet the Pathfinder's present and unfolding needs, to the end that we bring them to self-fulfillment and maturity in Christian faith, characterized by their decision to:

- Accept Jesus Christ as a personal Savior and Lord
- Reflect internalized Christian values through mature decision-making and behavior
- Exhibit the righteousness, true holiness, and fullness of stature of Christ
- Demonstrate leadership skills, enabled and empowered to become full partners in active, selfless service supporting the mission of the church

(Mission and Goals voted January 29-31, 1995 in Saint Louis, Missouri at the Pathfinder Committee)

# Meaning of the Pathfinder Club Emblem

## Pathfinder Club

The Pathfinder Club is a worldwide organization sponsored by the Seventh-day Adventist Church.

## Three sides (Completeness)

Completeness of the Godhead—Father, Son, Holy Ghost (Matthew 28:19-20).

Tripod of education:

- Mental      Class levels and honors.
- Physical     Campouts, work bees.
- Spiritual    Missionary activities, witnessing

## Shield (Protection)

In the Scripture God is often called the shield of His people. “Fear not . . . I am thy shield” (Genesis 15:1).

“Above all, taking the shield of faith, wherewith ye shall be able to quench all the fiery darts of the wicked” (Ephesians 6:16).

## Sword (Bible)

The sword is used in warfare. A battle is always won by offense. We are in a battle against sin, and our weapon is the Word of God.

And take the helmet of salvation, and the sword of the Spirit which is the word of God (Ephesians 6:17).

## Red (Sacrifice)

Reminds us of Christ. “For God so loved the world that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life” (John 3:16).

“Present your bodies a living sacrifice, holy, acceptable to God...” (Romans 12:1).

## White (Purity)

We desire to have the purity and righteousness of Christ’s life in our lives.

“He that overcometh, the same shall be clothed in white raiment” (Revelation 3:5).

## Blue (Loyalty)

It is the purpose of the Pathfinder Club to help teach us to be loyal to our God in heaven, our parents and our church.

## Gold (Excellence)

Standard of measurement. The Pathfinder Club has high standards to help build strong character for the kingdom of heaven.

“I counsel thee to buy of me gold tried in the fire, that thou mayest be rich” (Revelation 3:18).



# Pledge and Law

## 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.

Your Pathfinders need to understand the meaning of their Pathfinder Pledge. As they memorize the words have them learn what this means to them.

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

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## Pathfinder Law

The Pathfinder Law is for me to:

Keep the Morning Watch

Do my honest part

Care for my body

Keep a level eye Be courteous and obedient

Walk softly in the sanctuary

Keep a song in my heart

Go on God's errands.

The Pathfinder Law is a commitment by the Pathfinder club member. Make sure that the meaning of each phrase is understood as it is memorized.

The Pathfinder Law is for me to

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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 or evil thinking.
Be courteous and obedient	I will be kind and thoughtful of others, reflecting the love of Jesus in all my association 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 as 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.

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## Pathfinder Song

In the spring of 1949, Henry T. Bergh, John H. Handcock, Clark Smith and Miller Brocket met for the MV Director's Council. Among other items that were worked on, John Hancock suggested to Henry Bergh that he write a Pathfinder song. Henry replied, "I'm no song writer. I've never written a song and I am not a musician." In a letter written to the World Pathfinder Director, Michael Stevenson in 1984, Elder Bergh wrote, "I dispatched that idea very quickly. But along in May 1949, I was driving to a Sabbath appointment at Monterey Peninsula from San Jose (70-80 miles). I was riding along thinking about Pathfinders and about our need for the song and started thinking about a tune. What would be a good tune for a Pathfinder song? Then I thought, well, I could write the words. So I tried to compose a poem.... I started thinking of what things would I want to put in the poem for a Pathfinder song. I thought about the JMV pledge—pure and kind and true, with a message to go to the world, and things started to fall into place. I pulled over to the side of the road, took a piece of paper out of my Bible, and began to write:

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

Well, I thought, that's not bad.... I took off again for my Sabbath appointment and got down the road a ways and started to hum a tune. Then I started singing the words with that tune. I have said repeatedly that God gave me the tune because I am not a musician and I have never written a song before or since. The Lord just gave it to me. I pulled off the side of the road, turned the sheet of paper over, and put down five lines for a staff. I knew enough about music to be able to read it, so I started humming the tune that was going through my mind and putting dots on the staff.... That evening when I got home, I asked my wife Miriam to play this thing for me from the dots on the page. We corrected where I had misplaced the dots and got the tune just as it is today. I still wasn't confident that it was good enough for a Pathfinder Song, so I sent it to Wayne Hooper, who is a personal friend of ours and the musical director for the radio program Voice of Prophecy. I asked Wayne to edit it and to harmonize it. He sent it back and said, 'It's a good song—go ahead and publish it!' So we mimeographed it for use among our Pathfinder clubs (in the Central California Conference). I think that the first time it was really introduced on a conference-wide scale was at the Pathfinder Officer's Convention in Ascilimar, near Monterey, California, January of 1950."

# Oh, We Are the Pathfinders Strong

*Soy Conquistador Fuerte y Fiel*

*Nous Sommes les Explorateurs*

H. T. B.

Henry T. Bergh

capo on 1st fret

G

F<sup>♯</sup>/G

G

G

B7

C E7/B Am

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

C

A7

D7

G

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

G

F<sup>♯</sup>/G

G

G

B7

C

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

C/E

Cm/E<sup>b</sup>

G

C

G/D

D7

G

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

# PATHFINDER CLUB DIRECTOR

## A MINISTRY DESCRIPTION FOR LOCAL CHURCH LEADERS

### Introduction

God asked the church to be a community of people sharing a common purpose in fellowship, continually growing in faith and in the knowledge of the Son of God. Paul describes the church as “His body, the fullness of Him who filleth every thing in every way” (Eph. 1:22).

God calls us into His body for the purpose of establishing a saving relationship with Him and community with one another. The Holy Spirit convicts our minds and leads us to repentance and plants us within the church.

Water baptism marks our entrance into the body of Christ and also symbolizes the baptism of the Holy Spirit experienced by a new disciple. “I tell you the truth unless a man is born of the water and the Spirit he cannot enter into the Kingdom of God” (John 3:5). The Holy Spirit is the vital life force of the church.

When the church serves the world it is an expression of the love of Christ to the world. It is the body of Christ serving the world’s needs and being used by the Spirit as an agency of salvation.

Thus, the church is a servant body. It was created for service. It serves the Lord in praise, serves one another in love and serves the world in humility. “For we are His workmanship created in Christ Jesus for good works which God prepared before hand that we should walk in them” (Eph. 2:10).

God calls every member of the church into ministry. The church is a kingdom of priests set free to minister for Christ. Our priesthood is to each other within the church and to the world. A Pathfinder director, like any other church officer, is a ministering servant of God.

It was during the middle ages that the clergy became distinct from other members, as a superior element in the church. The biblical concept of laity includes all believers as ministers in the body. In actuality, however the church body still has a great distance to go before effectively applying this concept. You should view the work of Pathfinder director as a ministry to which God calls people; it is His will operating in their lives.

God supplies each person in the church with the resources for ministry—scripture, spiritual power, God’s character, and spiritual gifts. A Pathfinder director is equipped for his or her ministry by the gifts received from the Holy Spirit. These spiritual gifts are special abilities given by the Holy Spirit to make your ministry effective and build up the body of Christ.

### Duties of the Pathfinder Club Director

There are various elements that make up the Pathfinder Club program. The main ones are listed below. The following also gives us an idea of the Pathfinder Club director’s involvement in each:

1. *Programming.* A large share of the Pathfinder director’s time is involved in organizing Pathfinder Club programming. These include a wide variety of activities such as regular club meetings, Pathfinder Sabbath each year, social events, campouts, and outreach projects. The programming of the Pathfinder Club is designed to provide varied and interesting opportunities for children. The goal is to lead each child to a relationship with Jesus.
2. *Planning.* The Pathfinder director develops a yearly calendar of activities and a budget. The Pathfinder Club staff gets involved by giving suggestions that might improve and expand on the ideas already presented. All plans must pass the approval of the church board and it must coordinate with the program of the local conference.
3. *Recruiting and supervising.* The Pathfinder director is responsible for recruiting staff to help with club activities. The Pathfinder Club staff is made up of volunteers: adults and youth. All staff are under the supervision of the Pathfinder director.

4. *Teaching*. The Pathfinder director assists the young people in learning outdoor skills; developing spiritual values (which of course is of prime importance to us as a church), and serving in ways which could be beneficial in saving lives in their communities. Crafts are always an enjoyable part of the meetings and the Pathfinder director should be right there (along with her or his staff) to answer any questions pertaining to completing various projects assigned.
5. *Listening to parents and children*. The effective Pathfinder director enjoys young people and can relate to them in a way that makes them feel comfortable around him. He or she should let them know by their actions and words that he/she is their friend and is there to listen to them when they have any problems, especially those of a spiritual nature.
6. *Communication*. The Pathfinder director should make sure the children, parents and the entire church are made aware that there is a viable Pathfinder Club. The program should be promoted in all departments since there are areas of interest to all ages.

## **Resource Materials**

The following resources are recommended for your ministry. You can purchase these by calling AdventSource (800-328-0525), the Adventist Book Center (800-765-6955) or your local Christian bookstore.

*AY Class Instructors Manual*. Requirements and teacher helps for Friend, Companion, Explorer, Ranger, Voyager and Guide classwork.

*How to Help Your Child Really Love Jesus*, by Donna Habenicht. A child development specialist explains how children develop spiritually and offers practical suggestions on how you can help children establish a lasting friendship with God.

*Honors Handbook*. Requirements for all honors.

*Pathfinder Staff Manual*. Complete operating guide for your Pathfinder club.

*We Are the Pathfinders Strong*, by Willie Oliver with Pat Humphrey. Illustrated history of Pathfinding.

There are many additional leadership resource materials available for Pathfinder leaders. Call AdventSource for a free Pathfinders Resources catalog.

Visit AdventSource On-Line at [www.adventsource.org/pathfinder](http://www.adventsource.org/pathfinder) for a complete list of the latest resources available for local church leaders. You can place an order or request a catalog by calling 1-800-328-0525.

For information about additional resources and answers to your questions call the Adventist Plusline at 1-800-732-7587 or visit them on-line at [www.plusline.org](http://www.plusline.org).

# Safety Guidelines for Pathfinder Leaders

## Planning

- Activities should begin with prayer and careful planning
- Planning should be methodical, purposeful and organized
- Activities/outing must have church board approval
- Before the activity, visit off-site locations to determine hazards and risks.

## Volunteer Screening

Volunteers should be interviewed as though they are applying for a paying position. It is important that all who wish to work with the children follow this process.

- Applications must be church members at least six months prior to service
- Check references
- Background Check with Shield the Vulnerable: at <http://www.shieldthevulnerable.org>

## Permission Form/Medical Release

Provisions should be made to bring these forms to all offsite activities in case of emergencies.

- Parental permission forms are mandatory (including for children of workers/volunteers)
- Permission slips per session
- Parents must be informed of specific activities
- Securely file signed permission forms
- Include details regarding food and drug allergies
- In the event of an emergency, reasonable effort must be made to contact parents or guardians

## Risk Levels

Consider the following when assessing risk levels:

- Instructor's qualifications and experience
- Type of activity (inherent risks)
- Number of participants
- Location of activity
- Condition of equipment
- Allotted time of activity
- Proper insurance coverage has been obtained.

## Supervision

Maintain an adequate staff/camper ratio:



- High risk—one staff to ten pathfinders
- Mid risk—one staff to six pathfinders
- Low risk—one staff to four pathfinders
- Qualified staff—or an expert with proper qualifications

### **Transportation**

- Vehicles must be insured in compliance with local state laws
- Inspect vehicle prior to use to determine road worthiness
- Driver must be at least 21 year of age
- Drivers shall have an acceptable driving record with not more than two traffic citations and no at-fault accidents while driving any vehicle.
- Riders not to exceed seat belt and seating capacity
- Gross vehicle and tire weights not to exceeded
- Open vehicles should not be used to transport Pathfinders

### **Premises**

Premises should be inspected for hazards.

- Clutter
- Combustibles near fire
- Broken glass
- Inadequate lighting
- Exposed electrical outlets
- Trip hazards

### **Equipment**

- Kept in excellent condition
- Proper equipment for each activity
- Faulty or broken equipment removed or destroyed

### **Activities**

- Campfires in designated areas only
- Gas stoves operated only by staff or by trained Pathfinders
- Fuel stored in proper containers away from heat sources
- Food handling and storage requirements followed
- Swimming areas inspected for hazards and closely supervised by at least one certified lifeguard

### **In the Event of an Accident**

Procedures should be developed for any type of emergency. Any injuries arising from church-sponsored events must be reported immediately. Claim forms are available

from your church treasurer, church pastor and the treasury department of the Illinois Conference. The Illinois Conference Treasury department number is 630-856-2860 the fax number is 630-734-0927.

### **Protecting Against Abuse and Sexual Molestation**

Youth need to learn the proper way to lead. Strict supervision must be provided to ensure that potential abuses are avoided.

- Each activity should have at least one registered adult leader 21 years or older and another adult, 18 years or older
- No private one-on-one contact
- Separate accommodations
- Appropriate attire
- Hazing and initiations prohibited
- Junior leader training
- Respect for privacy
- No secret organizations
- Constructive discipline
- No harmful/hurtful teasing



1 Go To: shieldthevulnerable.org



2 Click >>



3

FIRST TIME SIGN UP | ADULTS

## Adult Signup

Your Organization

Seventh-day Adventist

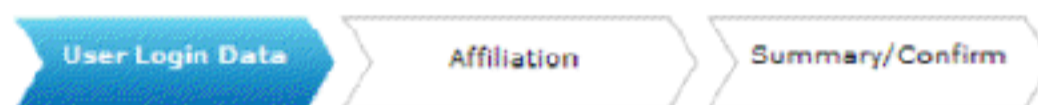
Lake Region Conference

If correct, click >>>

Confirm

1. Pick Seventh-day Adventist from the dropdown list
2. Select your Conference from the dropdown list
3. Click "Confirm" if both selections are correct

4



User/Login Tab: Fill in the requested information and create your own login. Only one person can be named on the registration. It's also important to provide a valid email address — if you have one.

NOTE: Please write down your ID and Password in case you need to log in again.

5



Affiliation Tab: You must identify your status. You may identify yourself as an employee, volunteer, or parent. Then identify which type of location (church, school, etc.) at which you work or volunteer. Finally, identify your position at the organization.

6



Summary Tab: After reviewing and verifying your registration, proceed to "Accept" license. To begin your training, click "Confirm Signup."

License:  Accept  Reject

*I certify that I am the person who signed up*

Cancel Confirm Signup

7

TRAIN: Once you confirm, you will be taken to My Courses page. Click "Start" to open the "required" course. You may take other courses once you complete the required course.

MY COURSES

Assigned Courses (1)

Adult Courses	Assigned	%	Done	Certificate	Unsign
701: Recognize, Report & Prevent Child Abuse (C.P.P.A.)	07-21-10	0	...		

Review: Teens/Kids Courses

8

BACKGROUND SCREENING: Once you complete the required course, you may be required, depending on your position, to do an electronic background check or finger-printed (LiveScan).

If a background check is required, you must complete a form and electronically sign an authorization to permit the organization to conduct the check. If fingerprinting is required, you will have to make arrangements to be finger printed at a location near you. Your local administrator can help you.



## Communicable Diseases

It is the position of the Illinois Conference Adventurer/Pathfinder Department that in instances of a communicable disease, i.e. chicken pox, lice, measles, etc., that Adventurer/Pathfinder clubs follow the same guidelines as given to public/church schools. Whereas students are kept from classrooms during the duration of the disease, it is also reasonable to limit participation in Adventurer/Pathfinder functions for the same period of time. It is, however, up to the Adventurer/Pathfinder director to specify when participation with the club can once again occur.

### Lyme Disease

Lyme disease is a condition that causes a multitude of symptoms affecting the nerves, muscles, bones and heart. It can cause arthritis, painful muscles, sensory disturbances and cardiac symptoms.

It is caused by a spirochete *Borrelia burgdorferi* and is the most common vector-(insect) borne disease in the United States.

The causative agent is transmitted through infected insect bites. Most commonly the deer tick, but recently biting flies (deer and horse flies) have been incriminated.

There have been cases reported from 43 states, but the majority of cases occur in the three principle locations: the Northeast, the upper Midwest, and the far West. The areas are increasing, partly due to the increased deer population and the migration of infected birds.

Lyme disease most commonly occurs from May to October, when insects are most active. Contact with the vector is usually in areas of underbrush and tall grasses, but it may occur in well mown lawns in endemic areas. In some areas of the United States, up to 80% of the adult tick population is infected.

Of course, the best treatment is the prevention of the bite. This requires proper clothing and the use of an insecticide containing DEET. One such insecticide is "Deep Woods Off".

# Pathfinder and Adventurer Area Coordinators

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# PATHFINDER/ADVENTURER/YOUTH DATES

## 2013

Updated 11/7/12

DATE	EVENT	PLACE
2013	2013	2013
January 18-21	YTH - Winter Retreat	Camp Kidwell, MI
February 2-3	PF – Mega Weekend (Southern Area)	
February 2	PF – Area Bible Experience	TBA
February 8-10	YTH – L.U.C. Youth Evangelism Congress	Holiday Inn, Rolling Meadows, IL
February 23-24	PF – Northern Lock-In	TBA
March 2	PF – Conference Level Bible Experience	Decatur, IL
March 15-16	Sabbath School Training	TBA
March 17	PF – Northern Area Honors Academy	TBA
March 22-23	PF – Union Level Bible Experience	Berrien Springs, MI.
April 13	Youth Sabbath	TBA
April 14	ADV – Adventurer Family Fun Day	TBA
April 20	PF – Division Level Bible Experience	Lincoln, Nebraska
May 3-5	PF- Spring Camporee	Camp Akita
May 18	YTH- Chicago land Convocation	Wheaton College
June 4-9	YTH - CASA Retreat	Camp Akita
June 9-16	YTH – Staff Training Week	Camp Akita
June 16-23	YTH - Cub Camp	Camp Akita
June 23-30	YTH - Junior Camp I	Camp Akita
June 30-July 7	YTH - Junior Camp II	Camp Akita
July 7-14	YTH - Teen Camp I	Camp Akita
July 14-21	YTH - Teen Camp II	Camp Akita
July 24-27	YTH/Adult - Akita Family Camp Meeting	Camp Akita
August 9 -18	YTH - Mission Trip	TBA
September 6-8	ADV/PF/YTH – Leadership Convention/Fall Skills	Camp Akita
September 20-22	ADV - Adventurer Family Campout	Camp Akita
October 11-14	PF - Fall Skills Campout	Camp Akita
October 25-26	One Day Youth Rally	TBA



# Camporee Registration Form

## Illinois Conference of Seventh-day Adventists Skills Camporee October 5-7, 2012

Club Name: \_\_\_\_\_

Sponsoring Church: \_\_\_\_\_

Director's Name: \_\_\_\_\_

Address: \_\_\_\_\_ City/St/Zip \_\_\_\_\_

Phone #: \_\_\_\_\_ E-mail: \_\_\_\_\_

**NOTE:** Please let us know how many Staff will take the nature honor as well as the Pathfinders. Thanks very much!

**Number of Pathfinders in each AY class taking the nature honor:**

\_\_\_ Friend \_\_\_ Companion \_\_\_ Explorer \_\_\_ Ranger \_\_\_ Voyager \_\_\_ Guide

**Number of Staff for each AY class who want to take the nature honor:**

\_\_\_ Friend \_\_\_ Companion \_\_\_ Explorer \_\_\_ Ranger \_\_\_ Voyager \_\_\_ Guide

Fees:

There is a flat fee of \$15 per person for the weekend.

Number of people attending camporees:

Pathfinders: \_\_\_\_\_ Staff: \_\_\_\_\_ x \$15.00 = \_\_\_\_\_ TOTAL

RV space(s) needed \_\_\_\_\_ (#)

**PLEASE NOTE: Deadline for registration is September 17, 2012.**

Please make checks payable to Illinois Conference.

Thanks so much!

-----  
Ice \_\_\_\_\_ x \$1.50 each bag = \_\_\_\_\_ Water x \$5 each 5 gal. = \_\_\_\_\_ Total = \_\_\_\_\_

(There is a fee of \$7 for each water bottle that is not returned. Thank you!)





## Illinois Pathfinder Bible Experience Club Application to Participate

The \_\_\_\_\_ Pathfinder Club will be participating in the Bible Experience Program this Year.

Club Director: \_\_\_\_\_

Team Members:

_____	_____
_____	_____
_____	_____

\_\_\_\_\_ Alternate

\_\_\_\_\_ #of Coaches

Mail to:  
Illinois Conference  
Attn: Youth Ministries  
619 Plainfield Rd  
Willowbrook IL 60527

Or fax to: 630-734-0929 or email to: [youth@illinoisadventist.org](mailto:youth@illinoisadventist.org)

Note: Your club will receive 100 points for participating in the Area Level, 50 points additional if you go on to the Conference Level, 50 for the Union Level and another 50 points for the Division Level.

**DUE  
JANUARY 5**



# Illinois Conference Honors Academy March 17, 2013

Please fill out this form and return or fax it to the Pathfinder Department **no later than February 28, 2013.**

Club \_\_\_\_\_ Director \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

\_\_\_\_\_ E-mail \_\_\_\_\_

Number attending Honors Academy: Pathfinders \_\_\_\_\_ Staff \_\_\_\_\_

Honor(s) your club will teach: \_\_\_\_\_

Will your honor(s) be half day, or whole day? \_\_\_\_\_ How much will they cost? \_\_\_\_\_  
(If they are half day the MUST be taught morning AND afternoon.)

How many Pathfinders will you teach in each session? \_\_\_\_\_

Remember that each club must teach an honor for every 5 Pathfinders they bring. You also need to bring one PF staff or adult helper for every 5 Pathfinders you will teach. In other words, if you bring 10 Pathfinders you need to be able to teach 10 Pathfinders and have 2 staff /adults teaching ALL DAY.

Please check the requirements for the honor(s) you will be teaching well in advance of Honors Academy. **If you cannot totally finish the requirements in 3-6 hours the honor is not suitable for this event.** Please maintain the integrity of the honors you will teach as there is a reason for each of the items to be taught for the honor. PLEASE TEACH SOMETHING *NEW*, AND SOME SKILL LEVEL 2 OR 3 HONORS FOR THE TEEN PATHFINDERS!!! Please also submit an outline of how you are going to teach your honor(s) to Rita & Rueben by the registration deadline, or phone them to discuss it. 815-230-3733

Please plan to teach honors that require very little or no electricity.

The cost for each honor should be from \$1 to \$5. Please, \$5 maximum.

The total cost for each person to attend Honors Academy is a \$2 facilities fee, plus the cost of their honor class(es).

**Please be sure that your Pathfinders bring small bills with them so that honor teachers and people selling food don't have to scramble to find change. Please, NO \$10 OR \$20 BILLS, unless you are paying for your entire club's facilities fees (\$2 per person). This takes some previous planning on the your and the parents' part, but it will help immensely.**

**Be sure to bring any tables you may need with you.**

**CHECK-IN AND SET-UP IS 7:30 – 8:30AM.**

**HONOR CLASSES WILL BEGIN AT 9:00 AM.**

**ABSOLUTELY NO FOOD IS TO BE SOLD UNTIL LUNCH IS ANNOUNCED. BOTTLED WATER MAY BE SOLD ALL DAY, HOWEVER.**



Illinois Conference  
Northern Pathfinder Lock-In  
February 23-24, 2013

**Due  
Feb 11**

REGISTRATION FORM

**Please fill out this form and return it and your payment, by mail, fax or email to the Pathfinder Department no later than February 11, 2013.**

Club (Church & Name): \_\_\_\_\_

Director: \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

\_\_\_\_\_ E-mail \_\_\_\_\_

Number of Club Members Attending: Pathfinders \_\_\_\_\_ Staff \_\_\_\_\_

Cost per person by deadline: \$10.00 (NO MEALS INCLUDED)

Cost per person after deadline: \$15.00 **Total Included: \$ \_\_\_\_\_**

**THIS IS A PRE-PAY EVENT. PLEASE SEND IN YOUR MONEY BY THE FEBRUARY 11 DEADLINE. *LATE PAYMENTS WILL INCUR THE LATE FEE OF \$5 PER PERSON, NO EXCEPTIONS.***

Please make your check payable to Illinois Conference. Send these forms, along with your check, by the deadline to:

Pathfinder Department  
Illinois Conference of S.D.A.  
619 Plainfield Rd  
Willowbrook, IL 60527  
Email: [youth@illinoisadventist.org](mailto:youth@illinoisadventist.org)  
Fax: 630-734-0929

## Participation Registration Form:

\*\*\*Please be advised that this year **each club now** can only **participate in 4** of the following 6 events: Music Solo Contest, Music Group Contest, Music Instrumental Solo Contest, Music Instrumental Group Contest, Poetry Contest, and Speech Contest. Clubs would need to choose in which of this event and category (junior/teens) they would like to participate. **Again, only 4 participation per club.** This rule doesn't apply to any of the other events.

1. Name(s) of Pathfinder(s) entering **Music Solo Contest**:

\_\_\_\_\_

2. Name(s) of Group(s) entering **Music Group Contest**:

\_\_\_\_\_

3. Name(s) of Pathfinder(s) entering **Music Instrumental Solo Contest**:

\_\_\_\_\_

4. Name(s) of Pathfinder(s) entering **Music Instrumental Group Contest**:

\_\_\_\_\_

5. Name(s) of Pathfinder(s) entering **Poetry Contest**:

\_\_\_\_\_

6. Name(s) of Pathfinder(s) entering **Speech Contest**:

\_\_\_\_\_

7. Name(s) of Pathfinder(s) entering **Drawing or Painting Contest** (unlimited participation):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Write additional names on a separate sheet if needed.)

8. Does your club wish to participate in the **drill down**? (No uniforms required, unlimited number may participate, prizes awarded)     Yes     No

9. Would your club like to present a **drill demonstration**? (Class A Uniform required, not a competition.)     Yes     No

10. Names of Pathfinders entering **Two-person drill demonstration** (max. 2 groups/club):

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11. Would your club like to enter the **Basketball Tournament?**

Junior Ladies YES (#) \_\_\_\_\_ NO \_\_\_\_\_ (Friends, Companions, Explorers)

Junior Boys YES (#) \_\_\_\_\_ NO \_\_\_\_\_

Teen Ladies YES (#) \_\_\_\_\_ NO \_\_\_\_\_ (Rangers, Voyagers, Guides)

Teen Boys YES (#) \_\_\_\_\_ NO \_\_\_\_\_

12. Would your club like to enter the **Indoor Soccer Tournament?**

Junior Ladies YES (#) \_\_\_\_\_ NO \_\_\_\_\_ (Friends, Companions, Explorers)

Junior Boys YES (#) \_\_\_\_\_ NO \_\_\_\_\_

Teen Ladies YES (#) \_\_\_\_\_ NO \_\_\_\_\_ (Rangers, Voyagers, Guides)

Teen Boys YES (#) \_\_\_\_\_ NO \_\_\_\_\_

13. Would your club like to enter the **Volleyball Tournament?**

Ladies YES (#) \_\_\_\_\_ NO \_\_\_\_\_

Boys YES (#) \_\_\_\_\_ NO \_\_\_\_\_

**\*\*\*Coed Team must have a minimum of two ladies in the team.**

14. Would your club like to enter the **Ping Pong Tournament?**

(Maximum of 4 participants per club.):

Juniors

Teens

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15. Do you have staff who would like to enter the **Staff Ping Pong Tournament?**

(Maximum of 4 participants per club.)

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**Illinois Conference**  
**Southern Illinois Pathfinder**  
**Mega-Weekend**  
February 2-3, 2013  
APPLICATION FORM

Please fill out this form and return to Carol Barnhurst no later than January 20, 2013.

Club \_\_\_\_\_

Director \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

E-mail \_\_\_\_\_

Number of Club Members Attending:

Pathfinders \_\_\_\_\_ Staff \_\_\_\_\_

We are attending (Circle choices):

Bible Achievement, Lock-in, Honors Academy, Entire Weekend

Number attending Lock-in from your club who prefer **vegan** meals \_\_\_\_\_

Total Number Attending Mega-Weekend: \_\_\_\_\_ x \$5.00\*\* = \_\_\_\_\_

***Please make your check payable to Carol Barnhurst.***

***Please note on your check that this is for the***

***SOUTHERN LOCK-IN! Thanks!***

***Send these forms by the deadline to my email or the address below:***

***Carol Barnhurst***  
***139 Lochmann Lane***  
***Collinsville, IL 62234***

***e-mail address:***  
***dale.carol.barnhurst78@gmail.com***

Honor(s) taught by your club \_\_\_\_\_

Number of sessions needed to teach your honor (3hours in morning and 3 hours in the afternoon) \_\_\_\_\_

I am offering this honor (circle what applies)  
morning only, afternoon only, both times, need all day to teach

Number of students allowed/class \_\_\_\_\_

Cost of honor/person \_\_\_\_\_

WE WILL BE SELLING FOOD for lunch at Honors Academy.

Yes\_\_\_\_ No\_\_\_\_

If yes, food(s) you will be selling. \_

Does anyone in your club have any food allergies?

If so, what food allergies do they have?

\*\* Please note:

Lunch options for Sunday: Purchase what clubs are selling or bring sack lunches





# Illinois Conference Spring Camporee

## Camp Akita - May 3-5, 2013

Church & Club Name: \_\_\_\_\_

Director's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_ E-mail: \_\_\_\_\_

### Fees:

There is a flat fee of \$15 per person for the weekend.

Number of people attending camporee: \_\_\_\_\_ Pathfinder \_\_\_\_\_ Staff x \$15.00 = \_\_\_\_\_ Total

**PLEASE NOTE:** There is a late fee of \$5 per person for registrations postmarked or turned in later than **April 2, 2013**. If you need to make arrangements to register late please contact Pastor Manny or Carol directly.

**BONUS POINTS:** On-time Registration (by April 2): 50 pts Camporee Attendance: 100 pts

**PLEASE MAKE CHECKS PAYABLE TO:** ILLINOIS CONFERENCE, 619 Plainfield Rd, Willowbrook IL, 60527

\*There will be an Investiture on Sabbath, is your club planning on being Invested?

Master Guide, TLT, PLA, PIA.

\_\_\_Yes \_\_\_No

\*Your Club is responsible to bring the patches and pins necessary for the investiture. If yes please send the name and program invested into with this registration.

### **Drilling Extravaganza**

Conventional Drilling Yes\_\_\_\_\_ No\_\_\_\_\_ Fancy Drilling Yes\_\_\_\_\_ No\_\_\_\_\_

Drum Crop Yes\_\_\_\_\_ No\_\_\_\_\_

Pathfinders who want to help with music, prayer or other worship items:

Name\_\_\_\_\_ Phone Number\_\_\_\_\_ Item\_\_\_\_\_

Name\_\_\_\_\_ Phone Number\_\_\_\_\_ Item\_\_\_\_\_

Name\_\_\_\_\_ Phone Number\_\_\_\_\_ Item\_\_\_\_\_

If there are more who want to participate please send their names and phone numbers in a separate email to [youth@illinoisadventist.org](mailto:youth@illinoisadventist.org) . Thank-you!

-----  
**At Camporee:**

Ice\_\_\_\_\_ x \$1.50 each = \_\_\_\_\_ Water (5 gal.) x \$5 each = \_\_\_\_\_ Total = \_\_\_\_\_

(There is a fee of \$7 for each water bottle that is not returned. Thank you!)

# NOTICE

Please make copies of all forms in this section before completing them.

Forms to mail back to the conference are:

- Club Yearly Application
- Staff Application
- Monthly Report
- End of the Year Report
- Pathfinder Sabbath Report
- Can Collecting

Forms you keep:

- Health Record
- Registration Form
- Church Board Approval Form for Off Premises Activities/Drivers
- Parental/Guardian Permission Slip for Off Premises Activities/Drivers

Once the form is fill out please make and keep a copy for your records before mailing them to the conference.



# ILLINOIS CONFERENCE PATHFINDER CLUB AND STAFF REGISTRATION

**DUE**  
**September 5**

Date \_\_\_\_\_

Club Name \_\_\_\_\_ Church Name \_\_\_\_\_

Our club will be meeting on \_\_\_\_\_ 1<sup>st</sup> week \_\_\_\_\_ 2<sup>nd</sup> week \_\_\_\_\_ 3<sup>rd</sup> week \_\_\_\_\_ 4<sup>th</sup> week \_\_\_\_\_ 5<sup>th</sup> week \_\_\_\_\_  
(Day of week) (Please check the appropriate weeks)

beginning at \_\_\_\_\_ o'clock. We meet at \_\_\_\_\_  
(Time) (Location)

**Number of Club Members:**

STAFF	=	Men		Women		TOTAL	
PATHFINDERS Juniors	=	Boys	_____	Girls	_____	TOTAL	_____
Teens	=	Boys	_____	Girls	_____	TOTAL	_____
(not included in # of teens above)	=	Boys	_____	Girls	_____	TOTAL	_____
Number of Non Seventh-Day Adventists	=		_____		_____	TOTAL	_____

### Billing Information Needed

Name \_\_\_\_\_ Phone # \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State IL Zip \_\_\_\_\_

The following individuals are presently working as officers and staff of our Pathfinder Club: (Please have each individual working with your club sign into Shield The Vulnerable at [shieldthevulnerable.org](http://shieldthevulnerable.org) and complete the background screening there.

**Please check the appropriate box for the two (2) staff members who are to receive the newsletter.**

**Director**

Club Office	Name		E-mail Address
	Address		
Years of Service		Home Phone	Work Phone

**Deputy Dir**

Club Office	Name		E-mail Address
	Address		
Years of Service		Home Phone	Work Phone

**Sec/Treas**

Club Office

Name

E-mail Address

Address

Years of Service

Home Phone

Work Phone

Club Office

Name

E-mail Address

Address

Years of Service

Home Phone

Work Phone

Club Office

Name

E-mail Address

Address

Years of Service

Home Phone

Work Phone

Club Office

Name

E-mail Address

Address

Years of Service

Home Phone

Work Phone

Club Office

Name

E-mail Address

Address

Years of Service

Home Phone

Work Phone

Club Office

Name

E-mail Address

Address

Years of Service

Home Phone

Work Phone

**This application form is to be sent to the Illinois Conference Pathfinder Department, 619 Plainfield Rd, Willowbrook, IL 60517, or faxed or emailed to the same at 630-734-0929 or [youth@illinoisadventist.org](mailto:youth@illinoisadventist.org).**

## ILLINOIS PATHFINDER MONTHLY REPORT INSTRUCTIONS

As you fill out your monthly report forms please keep the following in mind. If you have any questions that are not covered by this information please contact the Youth Department. PLEASE always make a copy of your report before sending it in to the Youth Department. If it should be lost in the mail or misdirected in any way, you will already have a copy to send to the office if needed.

1. The date that the monthly reports are due is the 5<sup>th</sup> of the month. Please try and get them in on time.
2. You need to list the dates of your club meetings to receive points for them.
3. Please circle the percentage of your club members and staff who are in attendance, and the percentage of your club members and staff who are in the proper uniform for the specific activities for your club that month. Points are awarded based on these percentages.
4. You need to list the dates of your staff meetings to receive points for them, and have at least 50% of your staff in attendance.
5. You may list a maximum of 2 honors completed per month to receive points for them. Please do not list any honor more than once per year.
6. Please fill in the number of Pathfinders in each AY class being taught each month.
7. Be sure to briefly describe your Recreation activity and circle the percentage of Pathfinders in attendance to receive the correct amount of points.
8. Be sure to briefly describe your Share Your Faith/Evangelism activity and circle the percentage of Pathfinders in attendance to receive the correct amount of points. This is a short-term outreach such as singing at the nursing home, collecting canned goods or helping at a food pantry for one day of the month.
9. Outreach Mission Project on the back of the form is a more long-term or major impact project, such as continuously sending literature to a church overseas, conducting a repeating/continuous Branch Sabbath School, or planning and conducting a mission trip.
10. Pathfinder Evangelism Award on the back of the form is awarded to clubs who consistently assist with a church evangelistic series. However, these may be modified slightly to follow other types of outreach series, such as cooking schools held on several nights where the Pathfinders might wear club field uniforms instead of Class A, etc. Please call the conference youth director if you have any questions about this.
11. Club Campouts are those done at the club level and DO NOT include Camporees. Each campout is worth 50 points and 2 campouts may be reported for a maximum of 100 points.
12. Club Inspections should be scheduled with your Area Coordinator over the winter or early spring. They should be completed by March 31 so the points can be reported on the April Monthly Report.
13. **ALL REPORTS SHOULD BE IN THE OFFICE BY APRIL 1.** You will need to estimate your May points and turn them in by **April 1** so that those points can be included in your total to count toward your club trophy.

# ILLINOIS PATHFINDER MONTHLY REPORT

DATE SENT:

MONTH:

CLUB:

DIRECTOR:

PERSON SUBMITTING REPORT:

EMAIL:

## MONTHLY REPORTS ARE DUE ON THE 5<sup>TH</sup> OF THE FOLLOWING MONTH.

A maximum of 100% of points possible will be awarded if this report is postmarked by the 5<sup>th</sup> of the following month.  
 A maximum of 75% of points possible will be awarded if this report is postmarked by the 15<sup>th</sup> of the following month.  
 A maximum of 50% of points possible will be awarded if this report is postmarked by the 20<sup>th</sup> of the following month.  
 A maximum of 25% of points possible will be awarded if this report is postmarked by the 30<sup>th</sup> of the following month.

		Points Possible	Your Points												
<b>Meetings:</b>	10 points for each meeting held (2 meetings = 20 points, 3 or more an additional 5 points/meeting) Dates of meetings:	20													
<b>Attendance:</b>	Average of Staff and Pathfinders in attendance (excused absences count as present) 50-100% = 10 pts 0-49% = 5	10													
<b>Uniforms:</b>	Pathfinder and Staff in whatever uniform is required for the specific activities. 50-100% = 10 pts 26-49% = 5 0-25% = 0	10													
<b>Staff Meeting:</b>	Hold at least 1 staff meeting per month – 50% minimum attendance required. Date(s) of meeting(s):	10													
<b>Honors:</b>	1: _____ 2: _____ List honors above (10 points for each honor completed). Each honor is counted once per PF year. Please do not list any honor more than one month. Bonus points for more honors completed on back.	20													
<b>Classes:</b>	Please put in the number of Pathfinders in each AY class being taught: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Friend</td> <td style="width: 33%;">Companion</td> <td style="width: 33%;">Explorer</td> </tr> <tr> <td>Ranger</td> <td>Voyager</td> <td>Guide</td> </tr> <tr> <td>Trail Friend</td> <td>Trail Companion</td> <td>Wilderness Explorer</td> </tr> <tr> <td>Wilderness Ranger</td> <td>Frontier Voyager</td> <td>Frontier Guide</td> </tr> </table>	Friend	Companion	Explorer	Ranger	Voyager	Guide	Trail Friend	Trail Companion	Wilderness Explorer	Wilderness Ranger	Frontier Voyager	Frontier Guide	10	
Friend	Companion	Explorer													
Ranger	Voyager	Guide													
Trail Friend	Trail Companion	Wilderness Explorer													
Wilderness Ranger	Frontier Voyager	Frontier Guide													
<b>Recreation:</b>	Activity: _____ % of club participation Briefly describe activity: _____ 50-100% = 10 pts 0-49% = 5	10													
<b>Outreach/Community Service:</b>	Share Your Faith Activity: _____ % of club participation Briefly describe activity: _____ 50-100% = 20 pts 0-49% = 10	20													
<b>Share what your club did this month:</b>	Send in photos, short stories, activities, ect.	20													
<b>Secretarial:</b>	Report postmarked by the 5 <sup>th</sup> of the following month	5													
<b>(10 MONTHS REPORTABLE) TOTAL MONTHLY REPORT POINTS POSSIBLE</b>		135													
<b>TOTAL POINTS REPORTED FROM OTHER SIDE THIS MONTH</b>															
<b><u>GRAND TOTAL OF POINTS REPORTED THIS MONTH</u></b>															



**ILLINOIS PATHFINDER  
MONTHLY REPORT  
YEARLY PROGRAM POINTS**

Club \_\_\_\_\_

Month \_\_\_\_\_

(Write in above info only if faxing.)

	YEARLY CLUB PROGRAMS	DATE	POINTS POSSIBLE	YOUR POINTS
CYA*	Club Yearly Application - with yearly calendar	(submitted by Sept. 30)	100	
SREG*	Staff Registration	(submitted by Sept. 30)	100	
PSVF*	Pathfinder Volunteer Forms	(submitted by Sept. 30)	100	
IND*	Club Induction: # of Pathfinders Inducted: # of Staff Inducted:	(completed by Nov. 7)	100	
SCA	Skills Campout Attendance		100	
SCR	Skills Campout Registration		50	
PFL	Pathfinder Leadership – must have 50% of staff in attendance for points		100	
PSAB	Pathfinder Sabbath (must turn in report to claim points)		100	
EVG	Evangelism: Briefly Describe the Activity:		100	
INV	Pathfinder Investiture	100 points if 75% or more of club invested 75 points if 50-74% or more of club invested 50 points if less than 49% of club invested	100	
CCO	Club Campout – 50 points per campout, 2 campouts maximum for points (This <i>does not</i> include Area campouts or camporees!)		100	
INSP	Club Inspection	(Must be completed by April 1)	200	
PBA	Pathfinder Bible Experience for Area Level	(Must register by Jan. 5)	100	
PHAR	Pathfinder Honors Academy Registration		50	
PHA	Pathfinder Honors Academy		100	
CC	Can Collection		50	
NADR*	NAD Year-end Report	(submitted by Jan. 5)	100	
HON	Honors	Additional Honors – 5points each (max 50points)	50	
AACT	Area Activity – Does not include Area Campout		100	
SCR	Spring Camporee Registration		50	
SC	Spring Camporee Attendance		100	
PLI	Pathfinder Lock-In Conference		100	
<b>TOTAL YEARLY POINTS POSSIBLE</b>			2050	
<b>BONUS POINTS</b>				
EVNG	Pathfinder Evangelism Award		200	
PAR	Parade (50 points for each, up to four maximum reported)		200	
PBA+	PF Bible Experience Advancement (50 points per level above Area)		150	
GDNS	Club Inspection – Guidons Used Properly		50	
INV+	Conference Official or AC is present for Investiture Name of official or AC:		100	
DIRECT	Conference “Director’s Discretion” for extra efforts, etc.		variable	
<b>TOTAL BONUS POSSIBLE</b>			700	

**THESE POINTS MAY ONLY BE REPORTED ONCE A YEAR UNLESS STATED OTHERWISE ON THE ITEM'S DESCRIPTION**

Total Points Possible for the Year = 3200 (including monthly reports (10 x 135 = 1350) but not including 700 possible bonus points).

Gold Club = 90%+ Silver Club = 80-89% Bronze Club = 65-79% Participation = 64% or lower

\* = Items that are bold, with an asterisk, must be completed for a club to be covered by denominational insurance, participate in any conference events and accumulate points for awards.

Email: [youth@illinoisadventist.org](mailto:youth@illinoisadventist.org) or fax to 630-734-0929 or snail mail to Illinois Conference, Youth Ministries, 619 Plainfield Rd, Willowbrook IL 60527

**Share what your club did this month:**



# Illinois Pathfinder Can-Collecting Activity Report

**DUE  
January 5**

To be filled out and mailed to the Pathfinder Department on later than January 7.

Did you include a picture of your food collection and your club? (Optional) \_\_Yes \_\_No

Number of Pathfinders \_\_\_\_\_ and Staff \_\_\_\_\_ Participating \_\_\_\_\_

Total hours spent on collecting and distributing \_\_\_\_\_

Total number of cans/food items collected \_\_\_\_\_

Total amount of cash collected \_\_\_\_\_

Total number of food baskets distributed \_\_\_\_\_

Club Name: \_\_\_\_\_

Name of person filling out report: \_\_\_\_\_

Date: \_\_\_\_\_ Church Represented: \_\_\_\_\_

Return to: Illinois Conference  
Attn: Pathfinder Department  
619 Plainfield Rd  
Willowbrook IL 60527

Or email: [youth@illinoisadventist.org](mailto:youth@illinoisadventist.org)

Or Fax: 630-734-0929

**DUE  
JANUARY 5**

## N.A.D. YEAR-END REPORT

Date \_\_\_\_\_  
Club Name \_\_\_\_\_  
Church Name \_\_\_\_\_  
Director's Name \_\_\_\_\_

### Number of Club Members:

STAFF	=	Men	_____	Women	_____	TOTAL	_____
PATHFINDERS Juniors	=	Boys	_____	Girls	_____	TOTAL	_____
Teens	=	Boys	_____	Girls	_____	TOTAL	_____
(not included in # of teens above) TLTs	=	Boys	_____	Girls	_____	TOTAL	_____
# of Non-Adventists							_____
# in Public School							_____
Number of Non Seventh-day Adventists =			_____			TOTAL	_____

Return via mail:

**Pathfinder Department  
Illinois Conference  
619 Plainfield Road  
Willowbrook, IL 60527**

FAX to: **630-734-0929**

or

Email: **youth@illinoisadventist.org**

# ILLINOIS PATHFINDER SABBATH REPORT

**Club:**

**Director:**

**Person Submitting Report:**

**Date of Pathfinder Sabbath:**

**Special Guests:**

**Description of program (write on back if more room is needed):**

Point Info:

One Hundred (100) points will be credited to the club total after this form has been fax to: 630-734-0929 or emailed to [youth@illinoisadventist.org](mailto:youth@illinoisadventist.org) or mailed to:

Illinois Conference  
Pathfinder Department  
619 Plainfield Rd  
Willowbrook IL 60537



# Pathfinder Health Record



Pathfinder Name \_\_\_\_\_

Birth Date \_\_\_\_\_

Social Security Number \_\_\_\_\_

**Complete the Following:**

If yes to any of the following, please check and elaborate below or on back of form:

- |                                 |                         |                           |
|---------------------------------|-------------------------|---------------------------|
| ____ Frequent Sore Throats      | ____ Diabetic           | ____ Convulsions/Seizures |
| ____ Frequent Ear Infections    | ____ Rheumatic Fever    | ____ Asthma/Lung Problems |
| ____ Heart Defects/Disease      | ____ Stomach Problems   | ____ Bleeding/Clotting    |
| ____ Sickle Cell Disease/Threat | ____ Kidney Problems    | ____ Sleepwalking         |
| ____ Mononucleosis              | ____ False/Capped Teeth | ____ Bed-wetter           |
| ____ Glasses/Contacts           | ____ Sinusitis          | ____ Other _____          |

Allergies – Describe type of allergy and reactions and specify drug/medication names: \_\_\_\_\_

Current Medications: \_\_\_\_\_

Date of last Tetanus Immunization/Booster: \_\_\_\_\_ Permission to Administer? \_\_\_\_ Yes \_\_\_\_ No

Approved over-the-counter medications: \_\_\_\_\_ Permission to Administer? \_\_\_\_ Yes \_\_\_\_ No

Physical Restrictions/Abnormalities – Describe: \_\_\_\_\_

Father's Name \_\_\_\_\_ Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Work Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Mother's Name \_\_\_\_\_ Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Work Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Emergency Contact Name & Phone (friend or relative) \_\_\_\_\_

Family Physician Name \_\_\_\_\_

Family Physician Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Family Physician Phone(s) \_\_\_\_\_

Pathfinder insurance coverage is to cover medical expenses up to a capped amount per person for injuries that occur to a Pathfinder or Pathfinder Staff Member while such a person is attending an approved Pathfinder event or activity. Therefore, the above-named Pathfinder's family health insurance is:

Insurance Company \_\_\_\_\_

Insurance Policy Number \_\_\_\_\_

(Please attach a photocopy of the front and back of your family insurance card.)

To make a claim for an injury sustained at a Pathfinder event, use the blue form found in the Illinois Pathfinder Directors Manual.

## **Authorization to Treat a Minor**

In the event emergency medical treatment becomes necessary for my child, we/I grant \_\_\_\_\_ (Pathfinder club director) or his/her assistants authority to obtain such emergency medical assistance. We/I further grant permission for medical personnel to administer emergency medical treatment. This consent shall remain in continuous effect until revoked in writing and delivered to the above-named director or to the club entrusted with the custody of said minor.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

Church Board  
APPROVAL FORM  
For Off-Premises Activities/Drivers

Adventurer/Pathfinder Name \_\_\_\_\_

Director \_\_\_\_\_

Address \_\_\_\_\_  
City State Zip

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

The following is a list of off-premises activities the club plans to participate in. Any changes to the list will need to be re-approved.

Transportation – The following individuals have been approved as designated drivers for the above activities. Any changes to this list will need to be re-approved.

\_\_\_\_\_  
Signature of Club Director

\_\_\_\_\_  
Date



# NOTICE...

The following form is for use in the event of an accidental injury to an Little Lamb, Eager Beaver, Adventurer, Pathfinder a Staff Member or parent of an above named club-sponsored authorized event or outing (only covers to determined capped amount). Once completed, attach physician's statement or itemized billing and mail to:

Illinois Conference  
Attn: Treasury Department  
619 Plainfield Rd  
Willowbrook IL, 60527

**Parental/Guardian  
PERMISSION SLIP  
For Off-Premises Activities/Drivers**

Adventurer/Pathfinder Name \_\_\_\_\_

Director \_\_\_\_\_

Address \_\_\_\_\_  
City State Zip

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

I hereby give permission for my child to participate in the following pre-planned activities, voted and approved by the Church Board. Changes to an activity, its location, date or time, will necessitate issuance of a new permission form for *that* activity.

Permission for Transportation – In the event where the club provides transportation, I consent for my child to be transported to and/or from the above-states activities. I designate the drivers listed below, except those crossed off, to provide the transportation for my child whenever taken off premises. The vehicle may/may not be owned by the person driving it.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

**Parental/Guardian  
PERMISSION SLIP  
For Off-Premises Activities/Drivers**

Adventurer/Pathfinder Name \_\_\_\_\_

Director \_\_\_\_\_

Address \_\_\_\_\_  
City State Zip

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

I hereby give permission for my child to participate in the following pre-planned activities, voted and approved by the Church Board. Changes to an activity, its location, date or time, will necessitate issuance of a new permission form for *that* activity.

Permission for Transportation – In the event where the club provides transportation, I consent for my child to be transported to and/or from the above-states activities. I designate the drivers listed below, except those crossed off, to provide the transportation for my child whenever taken off premises. The vehicle may/may not be owned by the person driving it.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

# Pathfinder of the Year

## Local Club Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Club Name: \_\_\_\_\_ Club Member \_\_\_\_\_ years.

Based on one Pathfinder year, use the scale 1-10 with 10 being the highest:

	Points Poss	Points Given
1. Attendance Record Present and on time to no less than 85% of the meetings.	10	_____
2. Uniform and Insignia Complete, clean and pressed, always worn when asked.	10	_____
3. Personal Appearance Cleanliness, hair combed, shoes shined, etc.	10	_____
4. Conduct at Home, School, Church & Club Courteous, Kind, Obedient, example to other.	10	_____
5. Spiritual Reverent, baptized, studies Sabbath School lesson, attends Sabbath School and Church regularly.	10	_____
6. Participation a. Local club functions (hikes, campouts, trips, projects). b. Conference-wide functions (camporees, honors academy lock-in). c. Church spiritual and secular activities in one of the standard AY Classes.	10	_____
7. Achievement a. Invested in AY class during the year b. Completed one of the AY advanced classes c. AY honors earned, 1 pt each (completed within the Pathfinder year.	10	_____
8. Special For outstanding accomplishment during the year at school, church, community, etc.	10	_____

In the space below write a general overall statement why I believe this Pathfinder should be given the "Pathfinder of the Year" award.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



# Adventist Risk Management, Inc.

12501 Old Columbia Pike, Silver Spring MD 20904

PH: (301) 680-6870 FAX: (301) 680-6878 EMAIL: [claims@adventistrisk.org](mailto:claims@adventistrisk.org)

<b>MEDICAL PAYMENTS CLAIM FORM</b>
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**TO BE COMPLETED BY CHURCH ORGANIZATION**

<b>CONFERENCE</b>					
<b>CHURCH &amp; ADDRESS:</b>					
Contact Person:			Phone:		Email:
(1) Person's Last Name		First Name	M. I.	Date of Birth	Sex
(2) Person's Address (Street, City, State, Zip Code)		Date of Accident: _____			
		Time of Accident: _____			
Telephone #: _____			Name of Parent or Guardian		
(3) Nature of injury					
(4) How did accident happen?					

**LOCATION OF ACCIDENT** \_\_\_\_\_ **DATE ACCIDENT REPORTED** \_\_\_\_\_

(5) Did accident occur during: (check yes or no)		Y	N	<b>Type of Activity</b>	
Church Function				Name of Leader	Title of Leader
VBS				Time Activity Commenced a.m.	Time Activity Dismissed p.m.
Pathfinder				Name and Address of Witness	
Camp				Daytime Phone	
Other				Name and Address of Witness	
While supervised				Daytime Phone	
During sponsored activity				Name and Address of Witness	
During programmed hours				Daytime Phone	
On activity premises				Name and Address of Witness	
While traveling to or from an activity in an Authorized automobile				Daytime Phone	
In the course of your employment				Name and Address of Witness	
Does injured person have other insurance?				Daytime Phone	
Name & Address of other Insurance Co.					

**(6) I hereby certify that the statements made above are correct to the best of my knowledge and belief that the above claimant was covered hereunder at the time of the accident' sickness.**

**Signature**

**Supervisory Official** \_\_\_\_\_ **Title** \_\_\_\_\_

**ATTACH PHYSICIAN'S STATEMENT AND/OR ITEMIZED BILLING TO THIS FORM**

# **NOTICE...**

**The following form is for use in the event of an accidental injury to a Little Lamb, Eager Beaver, Adventurer or Pathfinder Club Member, Club Staff Member or Parent on a Club-sponsored/authorized event or outing. Keep an original in your manual or in your club file. This should be copied on white paper. Fill out the form and once it is completed, make three (3) copies and do the following:**

- 1) Keep a copy for your permanent club file.**
- 2) Send the original to the address on the form for the MARYLAND OFFICE to report the accident.**
- 3) Send a copy to the Illinois Conference Treasury Department to report the accident (address below).**
- 4) When medical bills show up for the accident victim, send them directly to the Illinois Conference Treasury department, along with a copy of the form.**

**Treasury Department  
Illinois Conference of SDA  
619 Plainfield Rd  
Willowbrook, IL 60527**

# Illinois Pathfinder Uniform Guidelines

## Class A Dress Uniform

1. The shirt and blouse are khaki. These are obtained from AdventSource.
2. The pants, skirts and sashes are black.
3. Men's and Boys' Slacks (also Ladies)
  - a. A conservative style of dress slacks, or cotton (docker-type) slacks.
    - i. Nothing faddish (such as low rise/hip huggers)
    - ii. No patch-type pockets (such as cargo pants)
    - iii. No rivets (such as on jeans)
    - iv. Not faded
    - v. No tears
    - vi. Belt loops required
    - vii. Not skin tight (need to have modest/loose fit from waist/hips to hem)
    - viii. Black socks
4. Ladies' and Girls' Skirts, Nylons & Shoes
  - a. Skirts are to be worn that are modest and with belt loops.
  - b. Skirts are to be worn at the natural waistline, about 6 inches above the hips.
  - c. Skirt length should be no higher than the kneecap, and no longer than mid-calf
  - d. Any walking vents/slits in the skirt should be no higher than 4 inches above the knee
  - e. AdventSource has a supply of skirts that can be purchased.
  - f. *Making skirts* – ladies and girls may choose to make their own A-line skirt, or someone in the church may be willing to do this for the club. Therefore, the following patterns are available: **Ladies** – 3134 Butterick (sized 8-24) See below; for **Girls** – B47227 Butterick (sizes 7-16). Both of these skirts can be made in the A-line style, which will make it easier for sitting and marching.
  - g. *Skirt material* can be purchased from either AdventSource or from a local fabric store. The fabric is called "Trigger" black. You will find this to be a little softer type material. Remember to include belt loops when making your skirts. Pockets are optional, belt loops are not.
  - h. *Nylons* are to be natural or flesh-colored and have no patterns on them.
  - i. *Shoes* should not have high heels or be sandals. Shoes should have medium or low heels (no more than 2") and have a closed toe. Inexpensive shoes of this type can be purchased at Payless or Wal-Mart.

## Class A Dress Uniform – Required

1. Requirements
  - a. Pathfinder Khaki dress shirt/blouse
  - b. Boys: slacks, Girls: skirts or slacks per club decision
  - c. Sash, scarf with slide – Sash is to be no longer than the fingers of the left hand.
  - d. Pathfinder web belt and buckle
2. Must be worn when Pathfinders are involved in:
  - a. Sabbath Schools
  - b. Church Services
  - c. Inductions
  - d. Investitures
  - e. Camporees
  - f. Fairs – parade/drill teams
  - g. Earning the PF Evangelism Award

## Class B Field Uniform

1. Requirements
  - a. Area Coordinator-approved design shirt
  - b. Slacks/blue jeans
2. When to wear?

Any time Class A Dress Uniform is not required and as directed by the club director.
3. **No military-type fatigues, uniforms, or parts thereof are to be worn in conjunction with any Pathfinder activity whatsoever, by request of the General Conference and North American Division. This includes any camouflage items of any type or color.**

# Illinois Conference

## Pathfinder Club Formal Inspection Form

The purpose of the inspection is not a proficiency inspection of the leader, nevertheless, it will be a reflection on a director's leadership. This, in itself, should be an aid to a Pathfinder director in helping to bring the club up to a high rating.

CATEGORY	10	9	8	7	6	5	4	3	2	1	0
1. Formation											
2. Uniforms											
3. Personal Appearance											
4. Courtesy											
5. Drill & Marching											
6. Discipline											
7. AY & Honor Classes/Crafts											
Club Meeting Program:											
8. Devotional											
9. Opening Prayer											
10. Flag Ceremony											
11. Pathfinder Pledge & Law											
12. "Director's Minute"											
13. Closing Prayer											

CATEGORY	10	(These are either displayed properly or not.)	0
14. National Flag			
15. Club Flag			
Unit Guidons (bonus points)			

Total Regular Points Received \_\_\_\_\_

Bonus Points for Guidons (10) \_\_\_\_\_ Signature of Inspector

Total Inspection Points \_\_\_\_\_

Signature of Club Director

Area Coordinator, please leave one copy for the club director and send one copy to the conference office **by April 5.**



## Pathfinder Dress Code

Participating in a Pathfinder –sponsored event is an important experience demanding an atmosphere and spirit of thoughtfulness and respect that begins with how an individual prepares his or her personal appearance at the beginning of the meeting. This means the clothes they wear, the way they style their hair, accessories they choose and makeup they apply. Pathfinders are to comply with the dress code at all Pathfinder activities or they will be asked to leave the program until they meet the standards.

1. Lettering, emblems and pictures on all personal items including clothing, hats, backpacks, etc., must comply with Christian standards and not promote items such as rock groups, wrestlers, beer, tobacco, etc.
2. Any jewelry, with the exception of wedding bands, are not to be worn.
3. Clothing should be clean, modest and appropriate. This means clothing should not be ripped, no spandex, no short shorts or form-fitting clothing, shoulders must be covered, no bare midriff. Undergarments, cleavage and bare backs must not be showing.
4. No hats, hoods, bandannas or headwear should be worn indoors during meetings or inappropriate places such as religious meeting, churches, restaurants, museums, homes, etc.
5. No gang symbols or attire.
6. Shorts, skirts and slits should be mid-thigh or below when seated.
7. Makeup and nail polish should be selected and used in a manner to produce a naturally healthy look.
8. Hairstyles should not be extreme and attract undue attention. Hair color must be a natural color.

# PATHFINDER T-SHIRTS FIELD UNIFORM

**T-Shirts for Field Uniforms** – The following guidelines were voted for clubs wanting to have personalized field uniforms:

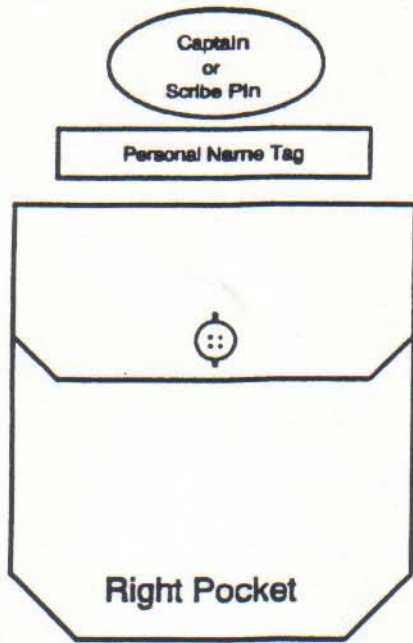
VOTED that Pathfinder Clubs may have their own personalized field uniforms.

VOTED that all field uniforms have the word “Pathfinder” or an official Pathfinder logo on them, and be designed in harmony with Pathfinder goals.

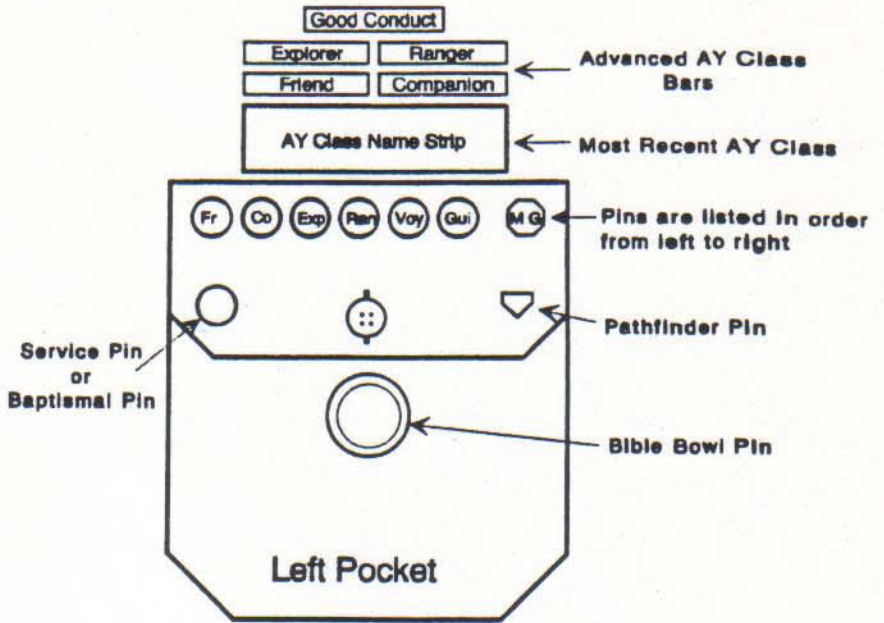
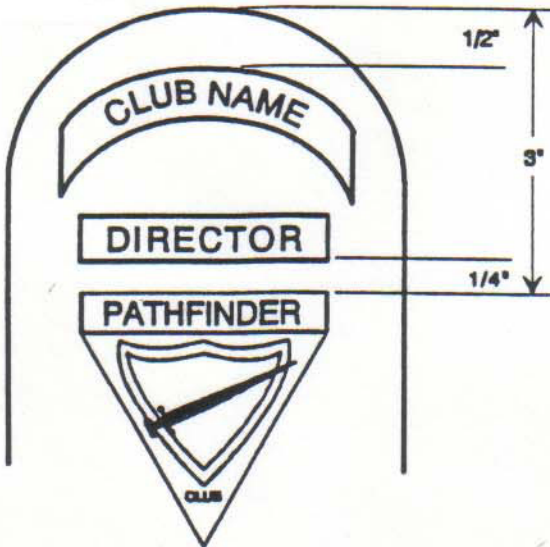
VOTED that since the design of the T-Shirt represents the church and the World Pathfinder organization, the club’s design for the field uniform is to be submitted to the Area Coordinator for approval before the design is finalized. If there is any question concerning the design, the design would be taken to the Coordinators Council for approval.

# Illinois Pathfinder Dress Uniform

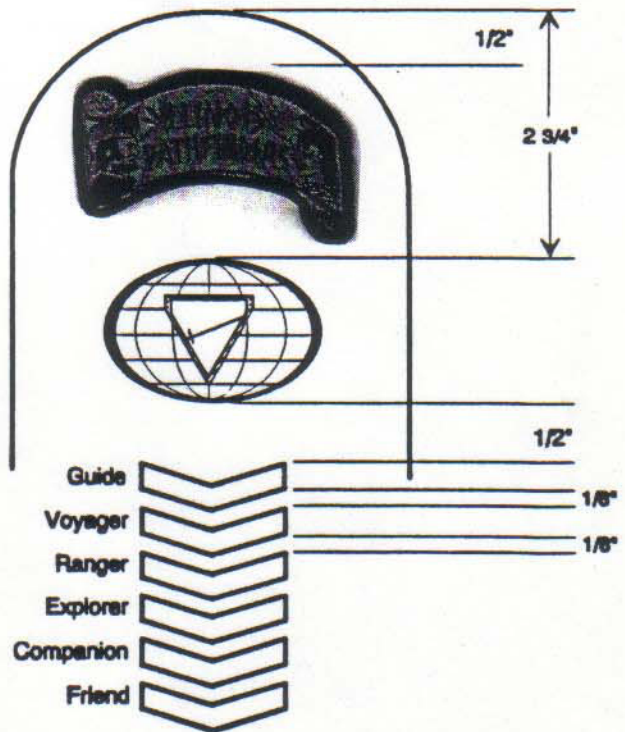
MUST ALSO INCLUDE BELT, SCARF AND SASH



Right Sleeve

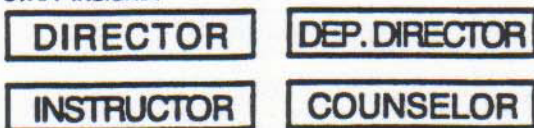


Left Sleeve



**PATHFINDER UNIFORM SASH** - The proper length of the sash is no longer than the fingertips of the left hand.

**STAFF INSIGNIA**



**MASTER GUIDE CHEVRON** will be located 1/2 inch below World Emblem.

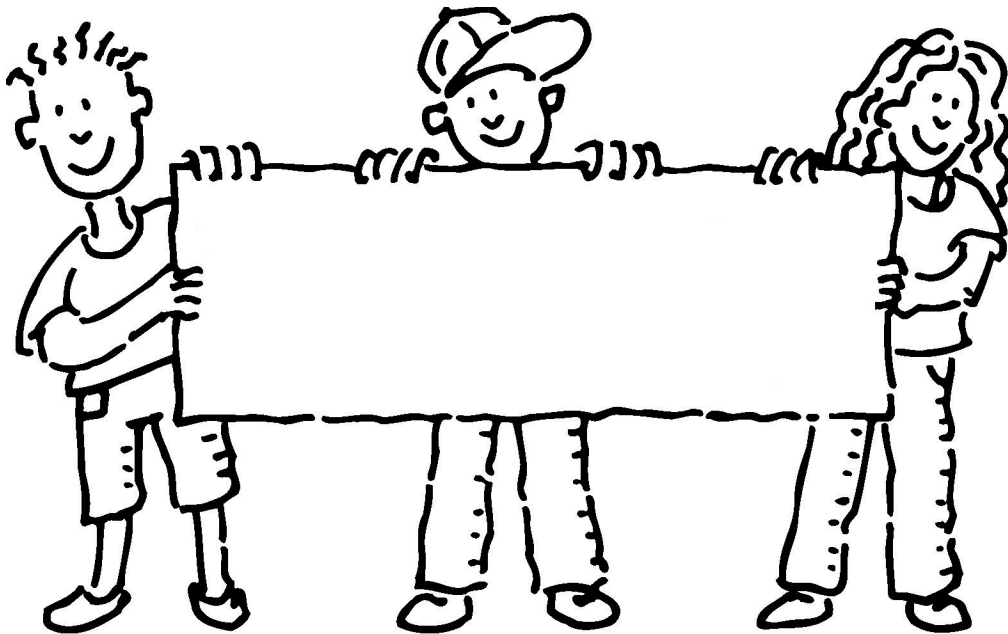
# ILLINOIS PATHFINDER CLUB

## MARCHING BANNER REQUIRMENTS

Various local parades provide an opportunity for Pathfinders to represent the Seventh-day Adventist Church through the marching banner. Each Pathfinder Club is to have a nylon or canvas banner or something strong and comparable that will be used in various community parades, fairs or camporees.

The following guidelines are to be used.

1. Make the banner so it can be rolled up without creasing or wrinkling.
2. The banner is to carry the name Seventh-day Adventist.
3. The banner should be neat and attractive as it represents both the church and the club.
4. The banner should be somewhere between 2 ½ feet to 4 feet wide and 5 feet to 8 feet long.
5. Make it so a rod can easily slip through prepared loops or casing at the top of the banner. A wooden or metal rod that could be in two parts would be ideal.
6. A Pathfinder emblem or club logo should be used on the banner along with the club name.



# Pathfinder Club Formal Inspection

A formal inspection must be announced to the club several weeks in advance. It will usually be held when there is an inspection visitor from the local conference youth ministries (Area Coordinator) and may include someone from the community. A Pathfinder director, however, may conduct a formal inspection at any time desired, but not for points, unless authorized by the conference Pathfinder director.

The purpose of the inspection is not a proficiency inspection of the of the leader; nevertheless, it will be a reflection of the director's leadership. This, in itself, should be an aid to the Pathfinder director in helping to bring the club up to a high rating.

Inspection Items on the Inspection Sheet Include:

## 1. Formation

For a formal inspection, the Pathfinders will form in ranks by the club as a whole. Instruction of this may be found in the Pathfinder Club Drill Manual.

To prepare the club for inspection so that the inspecting party can pass between the ranks, the club will be given open ranks. (see Pathfinder Club Drill Manual).

The inspecting visitor may hold the club at attention throughout the inspection or direct the leader to five at ease to units or ranks as they wait to be inspected. These units or ranks, however, will be called back to attention by the club director when the inspecting visitor begins inspecting them.

## 2. Uniforms

Since the Pathfinders will be notified of a formal inspection in advance, it will be expected that their uniforms will be cleaned, ironed or neatly pressed and that the uniform will be complete official Pathfinder uniform including the scarf and sash.

Every Pathfinder will have the required insignia sewed on correctly. If Pathfinders have earned other insignia such as pins and pocket strips, they should be worn correctly in the designated positions. (see Illinois Conference Uniform Sheet)

## 3. Personal Appearance

This area of the inspection will include the neatness and personal appearance of each Pathfinder. Face, hands and fingernails will be clean. Hair will be neatly cut or shaped. Posture will be correct when standing at the position of attention.

## 4. Courtesy

When the inspection is being made, ask some of the Pathfinders questions to see how they answer. All questions answered by the Pathfinder should be followed by "Sir" or "Ma'am". There will be absolutely no talking during any formation while the Pathfinders are at the position of attention or at ease.

Throughout the entire inspection of the club, not just during the formation, watch for the courtesy of Pathfinders to their leaders and to one another. Are they polite and considerate of one another?

## **5. Drill**

Right after the inspection in ranks before they are dismissed, the Pathfinders will be given a few of the simple drill movements. In many clubs the drill area may be limited. However, the following movements would be done correctly and precisely: (Consult Pathfinder Club Drill Manual).

- a. Dress right dress
- b. Hand salute and Present arms
- c. Parade rest and Stand at ease
- d. Right and Left Face
- e. About face

## **6. Discipline**

Watch to see if the Pathfinders obey orders promptly and cheerfully. Visit their classes and see if they are attentive and whether or not they listen to instructions and other information that is given. During any devotional part of the program, Pathfinders should be especially reverent.

## **7. Crafts and Honors**

Visit the classes and watch for neatness. Do they Pathfinders put their tools and supplies away? Do they clean up after their class is over? Do the Pathfinders adapt themselves to the craft/honor, or is it above them? Are they interested in the craft/honor, or have they lost interest in it? Is their proficiency in the class up to the standard it should be?

## **8. Club Meeting Program**

The club program should be well planned and balanced and should go off as scheduled. The meeting should open and close on time and all other segments should begin and stop at the appointed period.

The following should be included in every club meeting:

- |                      |                              |
|----------------------|------------------------------|
| a. Devotional        | b. Opening Prayer            |
| c. Flag Ceremony     | d. Pathfinder Pledge and Law |
| e. Director's Minute | f. Closing Prayer            |

## **9. National Flag**

Each club should have the national flag and will receive credit for it at the inspection.

## **10. Club Flag**

Each club should have a Pathfinder flag and will receive credit for it at the inspection.

## **11. Unit Guidons**

Each unit in the club should have a guidon and will receive credit in the inspection for displaying it. The unit guidon should be displayed correctly. (See Pathfinder Club Drill Manual)

## **12. Club Evaluation**

Provide to the Conference leadership (Area Coordinator) a complete copy of the Pathfinder Club Evaluation Check Sheet as outlined in this handbook.

## **13. Review Merit Award System**

The Merit Award System includes the Conference Pathfinder point system, Pathfinder of the Year Award program and any other motivation program supervised by the conference or club.

# Rules for Display of the American Flag

## Display Outdoors

Over the Middle of the Street

It should be suspended vertically with the union to the north in an east and west street or to the east in a north and south street.

## Flown at Half-staff

Should be first hoisted to the peak for an instant and then lowered to the half-staff position. The flag should be again raised to the peak before it is lowered for the day. By "half-staff" is meant lowering the flag to one-half the distance between the top and bottom of the staff. Crepe streamers may be affixed to spear heads or flagstaves in a parade only by order of the President of the United States.

## Flown on the Same Halyard with Non-Nation Flags

The American Flag should always be at the peak. When the flags are flown from adjacent staffs, the flag of the United States should be hoisted first and lowered last. No such flag or pennant may be placed above the flag of the United States or to the right of the flag of the United States.

## Suspended Over a Sidewalk

The flag may be suspended from a rope extending from a house to a pole at the edge of the sidewalk, the flag should be hoisted out, union first, from the building.

## From a Staff Projecting Horizontally or at an Angle

The flag may be projected from the window sill, balcony, or front of a building, with the union of the flag placed at the peak of the staff unless the flag is at half-staff.

## In a Parade with Other Flags

The flag, when carried in a procession with another flag, or flags, should be either on the marching right; that is, the flag's own right, or, if there is a line of other flags, in front of the center of that line.

## With Non-National Flags

The flag of the United States of America should be at the center and at the highest point of the group when a number of flags of States or localities or pennants of societies are grouped and displayed from staffs.

## With Other National Flags

When flags of two or more nations are displayed, they are to be flown from separate staffs of the same height. The flags should be of approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in time of peace.

## With Another Flag Against a Wall from Crossed Staffs

Should be on the right, the flag's own right which is the viewer's left, and its staff should be in front of the staff of the other flag.

## Display Indoors

From a Staff in a Church or Public Auditorium on a Podium

The flag of the United States of America should hold the position of superior prominence, in advance of the audience, and in the position of honor at the clergyman's or speaker's right as he

faces the audience. Any other flag so displayed should be placed on the left of the clergyman or speaker (to the right of the audience).

### **From a Staff in a Church or Public Auditorium off the Podium**

Custom and not the flag code hold that the flag of the United States of America should hold the position of superior prominence as part of the audience, in the position of honor at the audience's right.

### **Used to Cover a Casket**

It should be so placed that the union is at the head and over the left shoulder. The flag should not be lowered into the grave or allowed to touch the ground.

The flag should be displayed flat, whether indoors or out. When displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right, that is, to the observer's left. When displayed in a window it should be displayed in the same way that is with the union or blue field to the left of the observer in the street. When festoons, rosettes or draping are desired, bunting of blue, white and red should be used, but never the flag

### **Flag Etiquette**

- The flag should be lighted at all times, either by sunlight or by an appropriate light source.
- The flag should be flown in fair weather, unless the flag is designed for inclement weather use.
- The flag should never be dipped to any person or thing. It is flown upside down only as a distress signal.
- The flag should not be used for any decoration in general. Bunting of blue, white and red stripes is available for these purposes. The blue stripe of the bunting should be on the top.
- The flag should never be used for any advertising purpose. It should not be embroidered, printed or otherwise impressed on such articles as cushions, handkerchiefs, napkins, boxes, or anything intended to be discarded after temporary use. Advertising signs should not be attached to the staff or halyard.
- The flag should not be used as part of a costume or athletic uniform, except that a flag patch may be used on the uniform of military personnel, fireman, policeman and members of patriotic organizations.
- The flag should never have any mark, insignia, letter, word, number, figure, or drawing of any kind placed on it, or attached to it.
- The flag should never be used for receiving, holding, carrying, or delivering anything.
- When the flag is lowered, no part of it should touch the ground or any other object; it should be received by waiting hands and arms. To store the flag it should be folded neatly and ceremoniously.
- The flag should be cleaned and mended when necessary.
- When a flag is so worn it is no longer fit to serve as a symbol of our country, it should be destroyed by burning in a dignified manner.

### **Folding the America Flag**

As an Army and Navy custom, the flag is lowered daily at the last note of retreat. Special care should be taken that no part of the flag touches the ground. The Flag is then carefully folded into the shape of a tri-cornered hat, emblematic of the hats worn by colonial soldiers during the war for Independence. In the folding, the red and white stripes are finally wrapped into the blue, as the light of day vanishes into the darkness of night.



This custom of special folding is reserved for the United States Flag alone.

**The traditional method of folding the flag is as follows:**

**(A)** Straighten out the flag to full length and fold lengthwise once.



**(B)** Fold it lengthwise a second time to meet the open edge, making sure that the union of stars on the blue field remains outward in full view. (A large flag may have to be folded lengthwise a third time.)

**B)**



**(C)** A triangular fold is then started by bringing the striped corner of the folded edge to the open edge.

**C)**



**(D)** The outer point is then turned inward, parallel with the open edge, to form a second triangle.

**D)**



**(E)** The diagonal or triangular folding is continued toward the blue union until the end is reached, with only the blue showing and the form being that of a cocked (three-corner) hat.

**E)**



**Flag Folding Ceremony**

The flag folding ceremony described by the Uniformed Services is a dramatic and uplifting way to honor the flag on special days, like Memorial Day or Veterans Day, and is sometimes used at retirement ceremonies.

Here is a typical sequence of the reading:

(Begin reading as Honor Guard or Flag Detail is coming forward).

The flag folding ceremony represents the same religious principles on which our country was originally founded. The portion of the flag denoting honor is the canton of blue containing the stars representing the states our veterans served in uniform. The canton field of blue dresses

from left to right and is inverted when draped as a pall on a casket of a veteran who has served our country in uniform.

In the Armed Forces of the United States, at the ceremony of retreat the flag is lowered, folded in a triangle fold and kept under watch throughout the night as a tribute to our nation's honored dead. The next morning it is brought out and, at the ceremony of reveille, run aloft as a symbol of our belief in the resurrection of the body.

(Wait for the Honor Guard or Flag Detail to unravel and fold the flag into a quarter fold--resume reading when Honor Guard is standing ready.)

The first fold of our flag is a symbol of life.

The second fold is a symbol of our belief in the eternal life.

The third fold is made in honor and remembrance of the veteran departing our ranks who gave a portion of life for the defense of our country to attain a peace throughout the world.

The fourth fold represents our weaker nature, for as American citizens trusting in God, it is to Him we turn in times of peace as well as in times of war for His divine guidance.

The fifth fold is a tribute to our country, for in the words of Stephen Decatur, "Our country, in dealing with other countries, may she always be right; but it is still our country, right or wrong."

The sixth fold is for where our hearts lie. It is with our heart that we pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.

The seventh fold is a tribute to our Armed Forces, for it is through the Armed Forces that we protect our country and our flag against all her enemies, whether they be found within or without the boundaries of our republic.

The eighth fold is a tribute to the one who entered in to the valley of the shadow of death, that we might see the light of day, and to honor mother, for whom it flies on mother's day.

The ninth fold is a tribute to womanhood; for it has been through their faith, love, loyalty and devotion that the character of the men and women who have made this country great have been molded.

The tenth fold is a tribute to father, for he, too, has given his sons and daughters for the defense of our country since they were first born.

The eleventh fold, in the eyes of a Hebrew citizen, represents the lower portion of the seal of King David and King Solomon, and glorifies, in their eyes, the God of Abraham, Isaac, and Jacob.

The twelfth fold, in the eyes of a Christian citizen, represents an emblem of eternity and glorifies, in their eyes, God the Father, the Son, and Holy Ghost.

When the flag is completely folded, the stars are uppermost, reminding us of our national motto, "In God we Trust."

(Wait for the Honor Guard or Flag Detail to inspect the flag--after the inspection, resume reading.)

After the flag is completely folded and tucked in, it takes on the appearance of a cocked hat, ever reminding us of the soldiers who served under General George Washington and the sailors and marines who served under Captain John Paul Jones who were followed by their comrades and shipmates in the Armed Forces of the United States, preserving for us the rights, privileges, and freedoms we enjoy today.

# DRILL AND MARCHING

## Introduction

The Pathfinder Club is interested in seeing that each junior youth develops his individual initiative and personality, that he learns to stand tall and straight physically and spiritually. This individuality must not be suppressed, but it is also important that all learn to work together, play together, and live amiably together in the community.

Good sportsmanship, fairness, self-control, cooperation, regard for the rights of others, and loyalty may be taught through stores and sermons, but carefully selected group activities in a Pathfinder Club can greatly hasten the process. Pathfinders learn largely by doing, and while they appreciate discipline and order, they prefer these in terms of marching feet rather than an order to "sit still and be good." See page 18, Suggestions to Drill Instructors.

Simple drill and marching are necessary for orderliness and for getting the Pathfinders into position for various activities. Pathfinder drill is a game to be enjoyed and should be used regularly at club meetings. It should not be prolonged to the point where the youth tire of it.

The instructions given here are taken from the 1986 drill manual of the United States Army, yet modified so they fit the Pathfinder Club. No attempt is being made to make soldiers of the Pathfinders. These are merely the more familiar military courtesies and drills that the youth will enjoy.

The length of the steps in marching for adults is 30 inches and 15 inches. In this manual these figures have been shortened to 24 inches and 12 inches. Measurements are approximated and are based on the configuration of the average Pathfinder.

## Capitalization

Preparatory commands and supplementary commands are printed in capitals while commands of execution are printed in capitals and bold. Combined commands and directives are also printed in capitals and bold, although they are sometimes use as supplementary commands.

## Drill Instructor

The step-by-step method is the most effective one for instructing in drill.

The steps are as follows:

1. Give the name of the movement and its practical use.
2. Give the commands to be used for the movement sand explore the preparatory command and the command of execution. Commands necessary to terminate a movement are also discussed at this time.
3. Explain the movement so the Pathfinders may understand its pertinent points.
4. Demonstrate the movement. If it has two or more counts, the demonstrators execute it by the numbers, one count or movement at a time.

5. Give practical work by the numbers or talk through the movement and follow this by having the movement executed at normal cadence. Instructors should supervise each movement closely and repeat it until precision becomes habitual.

### **Additional Techniques for Drill Instructors**

A. By the numbers. To drill by the numbers the instructor commands BY THE NUMBERS. All subsequent commands are executed by the numbers until the command WITHOUT THE NUMBERS is given. The first count of the movement is executed on the command of execution. The second count is executed on the command, TWO or READY, TWO; etc.

B. Mass commands. When the instructor wants the Pathfinders to use mass commands, he commands AT YOUR COMMAND. He gives a preparatory command describing the movement he wants performed; for example, FACE THE CLUB TO THE RIGHT. His command of execution is COMMAND. When he says COMMAND, all Pathfinders in the club in unison give the command RIGHT, wait one count, then give the command FACE and simultaneously execute the movement. The drill is conducted as follows:

1. Instructor: CALL THE CLUB TO ATTENTION, COMMAND.

Mass: PATHFINDERS, ATTENTION

2. Instructor: HAVE THE CLUB STAND AT PARADE REST, COMMAND.

Mass: PARADE, REST.

3. Instructor: HALT THE CLUB, COMMAND.

Mass: PATHFINDERS, HALT.

If the Pathfinders are being drilled in a single unit instead of a club, the term "unit" would be used instead of "club."

When the instructor desires to end mass commands, he commands AT MY COMMAND.

C. For stationary movements of two or more counts the instructor directs IN CADENCE. The Pathfinders simultaneously execute the first count of the movement on the command of execution and sound off with ONE; as they execute the second count they sound off with TWO. To halt execution of movements in cadence the instructor directs WITHOUT CADENCE. Normal drill methods are resumed.

### **General Rules for Drill**

A. Drill periods should be frequent and of short duration. Smartness and precision should be expected in the execution of every detail.

B. The explanation of a movement that may be executed toward either flank is given in this manual for only one flank. This is indicated by the use of the words "left" or "right" in parentheses. To execute the movement toward the other flank substitute the word "left" for "right" and "right" for "left."

C. Units are numbered from front to rear when in column and from right to left when in lines.

D. Except at the beginning of training. The Pathfinder leader does not count cadence. When the Pathfinders get out of step, correct them or halt the club and move them off in step.

## **Commands**

The directions given Pathfinders during drill are called "commands." There are two parts to a command:

1. The preparatory command states the movement to be carried out and mentally prepares the Pathfinder for its execution. In the command FORWARD, MARCH, the preparatory command is FORWARD.

2. The command of execution tells when the movement is to be carried out, in FORWARD, MARCH, the command of execution is MARCH.

In certain commands the preparatory command and the command of execution are combined, for example" FALL OUT, AT EASE, and REST.

Generally, when giving commands to his Pathfinders, the Pathfinder leader faces them. When his unit or club is a part of a larger drill group, or is in ceremonies, the Pathfinder leader does not face his unit or club, but turns his head toward his unit or club. He does not face about.

For a change in direction, the preparatory command and the command of execution are given so as to end as the foot corresponding to the direction of the turn strikes the ground.

The Pathfinder leader gives AS YOU WERE to revoke a preparatory command that he has given. If an improperly given command is not revoked, the Pathfinders execute the movement in the best manner possible.

The tone of the command should be animated, distinct, and of loudness proportioned to the number of Pathfinders for whom it is intended. Cadence in commands means a uniform and rhythmic flow of words. For everyone to be able to understand the preparatory command and know when to expect the command of execution, it is necessary that the interval between commands be generally of uniform length. For the unit or club in march, except when supplementary commands need to be given, the best interval of time is that which allows one step to be taken between the preparatory command and the command of execution. The same interval is best for commands given at the halt. Longer commands, such as RIGHT FLANK, MARCH, must be started so that the preparatory command will end on the proper foot and leave a full count between the preparatory command and the command of execution. Use a rising inflection with the preparatory command. Give the command of execution in a sharper tone and slightly higher pitch.

## **Directives**

A directive causes action to be taken by those under the command of the one giving the directive. For example, PREPARE TO RAISE THE FLAG. The subordinate leader(s) may give necessary commands.

# Camping

Camping with children can bring you back to the simplicity of nature. It increases your awareness of your surroundings and can refresh your appreciation for the many things that so often go unnoticed. Many things are learned and experienced for the first time during each day in the life of a child. Patience is almost unavoidable. It is so important to take the time to enjoy the journey of these new experiences with your child. In nature there are so many amazing things to discover. Camping can be a wonderful adventure. Just think – the birds and animals, the plants and trees, the rocks, the streams and ponds, the insects, the sounds, the weather, the wildflowers, and the many activities that can provide so much excitement. The possibilities are endless! By planning successful, enjoyable camping trips when your children are young, you will set them on the path to a lifetime of outdoor adventures. (Information is taken from the website: [www.lovetheoutdoors.com/camping](http://www.lovetheoutdoors.com/camping). More is available for family oriented camping.)

Get the kids interested in the trip by getting them involved. Build their excitement and anticipation.

## **Plan the camping trip together**

- Decide on places to go – consider interests, outdoor experience and children's ages.
- Pick activities to do
- Plan and shop for your meals
- Prepare and pack the equipment and supplies

## **Try to experience outdoor activities with your kids**

- Get them familiar with the outdoors in order to eliminate their fears
- Teach them about safety and to respect nature
- Teach outdoor skills and outdoor ethics
- Camp chores are actually fun for kids. They love collecting firewood, filling water containers, hammering in tent stakes, camp cooking etc.
- Make the camp chores extra fun – have contests for gathering the most kindling, best camp cooking, most organized gear
- Take a small day hike in the woods at a local park
- Visit a nature center
- Go fishing at a local pond or stream
- Take an evening walk
- Go on a picnic
- Read related books
- Have a scavenger hunt
- Go on a flashlight walk

## **Take the necessary gear and supplies**

- Extra clothing and shoes – the kids will get wet and extremely dirty
- Warm clothing – it may get chilly especially in the evening/dress in layers
- Insect repellent – consider time-release formulas

- Sunscreen – they'll be outside all day
- First aid kit – for those little accidents
- Rain gear – keep them dry and warm
- Toys, games, activities – you want to keep them busy
- Familiar bedtime items – pillows, blankets, stuffed animals, dolls etc
- Flashlight/glow sticks – to help relieve nighttime fears
- Snacks – all this activity is going to make them hungry
- Drinks – avoid dehydration due to heat and activity level

### **Create memories**

- Bring a camera with plenty of film/flash/extra batteries
- Disposable type are excellent for outdoor activities
- Give each child their own disposable camera
- Keep a journal
- Describe details about your trip and the activities you did
- Document special moments
- Include photos
- Have each family member write about their experience
- Save crafts etc.

### **Plan alternative activities**

- For bad weather
- To avoid boredom during down times
- If they dislike a certain planned activity

### **Respect campground quiet hours**

#### **Make your travel fun**

- Don't travel a great distance – stop frequently
- Make your trips short – maybe two or three nights
- Take toys and activities to keep them busy
- Play car games – license plates, sign abc's, singing etc
- Take plenty of snacks
- Build their excitement and anticipation

### **Fire Safety**

Camping just isn't camping without a campfire. The smell, the warmth, the dancing flames, the crackle, the glowing coals, the taste of campfire cooked meals, the friends, the songs, the stories, the sound of crickets and of course the yummy smores. Campfires provide a connection with nature, a time of reflection and a feeling of peace.

Enjoy your next campfire!

- Clear area of all debris/avoid area with overhanging branches
- Construct a fire ring surrounded by rocks
- Have a bucket of water, shovel and a fire extinguisher nearby and ready to put out a fire
- Gather wood and stack in separate piles away from fire area. Do not use green or freshly cut wood.
  - There are three different kinds of wood needed for a successful campfire



- Tinder – small twigs, wood shavings, dry leaves or grass, dry needles, bark or dryer lint. This should start to burn immediately with a lighted match.
  - Kindling – small sticks 1" around or less
  - Fuel – larger wood that keeps the fire going
- Elements required for a fire to burn properly. When one of these three things are removed, the fire stops burning. Example – Water-cools fuel below ignition point, dirt cuts off the oxygen supply.
  - Fuel- material that will burn
  - Heat – enough heat to bring fuel to ignition
  - Air – to provide oxygen to burning process
- Start with a couple hands full of tinder loosely piled in the center of your fire ring.
- With your back to the wind and match protected by the cup of your hand, ignite tinder with a match. Discard used match into the fire.
- Slowly add more tinder. You may need to blow softly at the base of the fire.
- Once the tinder has fully started to burn, slowly add some smaller pieces of kindling. Keep close together but allow space for air.
- Gradually increase the size of the kindling you add to the fire.
- When you have a good fire going, add the fuel one piece at a time as described below. Allow for adequate airflow.

### **Types of Fire**

- Tepee Fire – good for quick cooking since the heat is concentrated in one spot. Lay the fuel over your kindling like a tepee.
- Crisscross Fire – good for a long lasting fire with a lot of coals. Excellent for a campfire. Lay the fuel over the kindling in a crisscross pattern.

### **Safety with Fire**

- NEVER build a fire near tents or other flammable items.
- NEVER use flammable fluids to start a fire.
- NEVER leave fire unattended.
- Build a fire only as big as you need.
- Make sure to completely extinguish fire.
  - Scatter ashes or embers out.
  - Sprinkle with water. Stir with a stick. Repeat.
  - Drench charred logs.
  - Repeat until everything is cold.

### **Fire Starters**

- Use pinecones covered with wax.
- Take 100% cotton balls and thoroughly rub Vaseline into them. Keep in a Ziploc bag.
- Newspaper cut into strips (3"-4" wide). Roll up and tie with string. Cover with melted wax.
- Use lint from your dryer as a fire starter.

- Bundle about 10-12 Diamond brand “strike-anywhere” wooden kitchen matches together with waxed dental floss. The heads of the matches should all be pointing in the same direction. Generously soak the bundle of matches (except heads) in melted paraffin wax\*\* to waterproof and to provide a long burn time. Dip heads lightly only to waterproof them. Simply strike on flat rock to ignite.
- Newspaper crumbled into a ball
- Use dried pine needles

### **Propane Safety**

Be very careful with gas canisters. Keep upright at all times. Keep outside in well-ventilated area. Check for leakage by putting soap liquid on all connections. Turn off when not in use. Never install or remove propane cylinders while stove is lit, near flames, pilot lights and other ignition sources or while stove is hot to the touch.

### **Camping Supply List**

#### **Shelter**

- Tent
- Ground cloth/tarp
- Extra stakes
- Shade tarp/poles/rope/stakes
- Axe or hammer
- Mat for tent entrance
- Dust pan/brush

#### **Bedding**

- Sleeping bag
- Sheets/blankets
- Pillow
- Air mattress/sleeping pad/cot/tarp
- Air pump
- Repair kit for air mattress
- Utility bags for storage

#### **Cooking**

- Large water jug & water bucket
- Coolers/ice
- Thermos
- Stove with fuel/propane
- Matches/lighter
- Charcoal/firewood/buddy burner
- Dutch oven/tin can stove/box oven/etc
- Campfire grill/BBQ grill
- Fire starters/newspaper
- Tablecloth/thumb tacks/clips

- Plates & bowls/paper plates & bowls
- Silverware/plastic silverware
- Measuring cups
- Heavy-duty aluminum foil
- Paper towels
- Trash bags
- Dish soap
- Clothes pins
- Cooking oil/Pam spray
- Containers for food storage
- Potholders/oven mitts
- Pots and frying pans with lids
- Soap for outside of pots and pans
- Cook utensils-spatula, knife, spoon
- Tongs
- Skewers/grill forks
- Can opener/bottle opener
- Folding table
- Dutch oven
- Pie irons
- Mugs/paper cups
- Mixing bowl
- Cutting board
- Ziplock bags
- Napkins
- Dish pan

- Dish rags/towels
- Scrub pad/brillo
- Seasonings/sugar/condiments
- Potato peeler

### **Clothes**

- Shoes/boots
- Jeans/pant/belt
- Shorts
- T-shirts
- Socks/extra socks
- Hat
- Bandana
- Sweatshirt/jacket
- Underwear
- Sleep clothes
- Rain gear
- Swim suit/towel
- Laundry bag

### **Personal**

- Shower shoes/flip flops
- Towels/washcloth
- Soap in plastic case/shampoo
- Tooth brush/tooth paste
- Deodorant
- Comb/brush
- Razor
- Feminine products
- Toilet paper
- Shower bag or 5 gallon bucket
- Camping shower/shower pump
- Other personal items
- Personal medications – take extra

### **Miscellaneous**

- Sunscreen/chapstick
- Lantern with fuel/mantles
- Extra batteries/bulbs
- Compass
- Bug repellent/candles
- Whistle
- Water filters/purification/treatment
- Camera/battery/film/
- Books/magazines
- Candles
- Maps/directions

- Misc. tools
- Backpack/fanny pack
- Fishing gear/license/bait
- Radio
- Musical instruments/song books
- Camp chairs
- Sunglasses
- Hammock
- First aid kit
- Tissues
- Saw/axe
- Park map/guidebooks/trail maps
- Lantern pole or hanger
- Collapsible drying rack
- Popcorn
- Marshmallows, Graham crackers, Hershey bars (Smoers)
- Flashlight/batteries
- Pocket knife
- Plastic grocery bags
- Binoculars
- Rope/clothes line
- Canteen/water bottle/coffee pot
- Bungi cords/straps
- Cards/games/toys
- Duct tape/electrical tape
- Notepad/pen
- Reservations info./confirmation
- Cell phone/charger & 2-way radios/walkie talkies
- Small shovel
- Safety pins
- Money/ID/credit card/quarters
- Bikes/helmets
- Travel alarm clock
- Work gloves
- Umbrella
- Hand wipes
- Drinks/snacks
- Small sewing kit
- Fire extinguisher
- Hot chocolate/tea bags/coffee
- Scissors
- Watch

Tell someone of your plans – give details of where you are going and when you expect to return, give directions and possible alternative roads that you may take, provide cell phone numbers, vehicle description and license plate numbers, hand-held radio channel and codes that you will use, and provide local authority phone numbers (State Police, Game & Fish Commission, Sheriff Dept, etc.) for the county or area that you will be in.

### **Basic First Aid Kit**

Personal medications (in original container)  
 Roll bandages  
 Adhesive tape  
 Antiseptic wipes  
 Sterile gauze pads  
 Cotton swabs  
 Tweezers  
 Safety pins  
 Scissors  
 Bee sting kit  
 Sinus medications  
 Tissues  
 Bug repellent  
 Sunscreen  
 Notepad/pen  
 Sterile compresses  
 Splinting materials  
 Personal information/contact person (Pathfinder health forms)  
 Feminine products  
 Ipecac  
 Razor blades  
 Plastic bags  
 Small bottle of water  
 Blanket

Other personal needs  
 Small mirror  
 Triangular bandages  
 Misc. Band Aides/bandages  
 Anti-acids (Tums, Rolaides)  
 Antibiotic cream  
 Aspirin/Ibuprofen/Tylenol/Naproxin  
 Hydrogen Peroxide  
 Ace bandages  
 Sunburn lotion  
 Burn ointment  
 Snake bit kit  
 Eye drops  
 Poison ivy cream/cleansers  
 Heat/cold packs  
 Small flashlight  
 Latex gloves  
 Antibacterial soap  
 Thermometer  
 Coins for emergency phone calls  
 Antibiotic soap  
 Butterfly bandages  
 Twine  
 Mole skin for blisters  
 Road flares  
 First aid manual  
 Nail clippers

### **Additional First Aid Tips**

- Take a First Aid class and a CPR class – keep current on this information
- Keep supplies in a well marked, durable, waterproof container
- Keep the contents organized
- Know how to use everything in your first aid kit
- Inspect content often, re-supply as needed
- Keep readily available at all times

# Recreation at Camp Akita

The following activities are available to your Pathfinder group taking into consideration the weather, staff requirements and time allowances. The staff on duty will organize your recreation needs.

**Hayrides:** See the camp a whole new way by observing your surroundings from an open air wagon ride. Rides will last about 30 minutes. Be sure to bundle up in cooler weather.

**Horses:** Your camp staff will instruct you on trail tips and horse handling before you ride. No double riding is allowed. Helmets are required for all riders. Long pants and closed toed shoes are also a requirement. Riders need to be eight years of age or older to go on the trail rides. There is a \$100.00 minimum and a \$10.00 per person .

**Canoeing:** If you find yourself with time to be on the lake with a boat of any kind, yours or our, everyone in the boat must have a life vest on. When you are finished, please put the paddles and vests back in the maintenance shed and the boat back on the appropriate rack. You MUST have a lifeguard with you as you enjoy the canoes. The fee to use a canoe is \$10.00 per canoe for the day.

**Canoeing Down Spoon River:** The camp staff can arrange a 3-hour trip that will give you just the right amount of time to enjoy the river. Life jacket are required for boaters of all ages. You MUST have a lifeguard with you as you enjoy the canoes. There is a \$20.00 per person charge and a \$25.00 fee for transport and pickup for this activity.

**Climbing Tower:** You can use the climbing tower and safety gear. You MUST have a certified instructor with you and use the proper safety gear. There is a minimum number of 10 persons and a minimum charge of \$100.00 and a \$10.00 per person charge.

**ETC:** Sand volleyball, cocker, softball, sledding (if you bring your own sled), ice skating (if you bring your own skates), cross-country skiing (if you bring your own), foosball, ping-pong and table games are also available.

**Camp Akita Pet Policy:** In keeping with the recommendation of the Camp Akita Management Committee, it has been voted that ABSOLUTELY NO PETS BE ALLOWED at Camp Akita of any kind. Thank you for your cooperation and for your help by passing this information on to your group members.

**Deposit:** For your desired accommodations and activities must be into the camp office no later than 15 days after your reservation is made. If your deposit is not in within the 15 days than your then your reservation will no longer be held . Checks may be made payable to Camp Akita and sent to: Camp Akita, 1684 Knox Rd 1200N, Gilson, IL 61436. These deposits should be sent at the time of booking.

Cancellation Policy: Should you have to cancel your event keep the following in mind:

46 days and greater—Full Refund of Deposit

30-45 days—Half of Deposit Refunded

29 days and less—No Refund Given

**Camp Store:** The camp store is available for your shopping pleasure. It is filled with a variety of items, including Camp Akita clothing, novelty items, and personal items such as toothpaste and toothbrushes, shampoo, etc. No regular hours are kept by the camp personnel. If you wish to have the store open for your group please notify the camp ranger. Cash or checks are accepted methods of payment.

**YOUR GROUP** will be held financially responsible for any breakage of equipment due to misuse or rough treatment.

ORDER FORM

To be valid, this flag order must be accompanied by your official numbered Conference Purchase Order signed by the treasurer or other authorized officer. The matching Purchase Order Number and all the other information requested at the bottom of this form must be completed before we can accept the order. Please use a separate order form for each club or church. Allow 60-90 days for delivery. You will be charged postage and insurance in addition to the prices listed. ALL PRICES SUBJECT TO CHANGE! NOTE: All orders are to be a minimum of \$25.00 net.

- ( ) 091900 3x5' CHRISTIAN FLAG only, nylon fringed for indoor display and parade use ..... \$25.80
- ( ) 327700 14x22" GUIDON, nylon, embroidered Pathfinder emblem on ONE side.  
No lettering on background ..... 14.85
- ( ) 327750 additional lettering on background - ONE side only, per letter ..... 4.70  
Type all lettering in ALL CAPS -- 14 letters Max. per line -- Max. 2 lines

- 
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- ( ) 337300 3x5' PATHFINDER indoor Flag, nylon, fringed - screen dyed Pathfinder emblems  
reading correctly BOTH sides of flag. No lettering on background ..... 63.85
  - ( ) 337300L additional lettering reading correctly ONE side only, ..... 61.95 plus 4.70 per letter
  - ( ) 337300L & 337750 additional lettering reading correctly BOTH sides, ..... 61.95 plus 7.00 per letter  
Type additional lettering in ALL CAPS - 15 letters maximum per line

- 
- 
- ( ) 337350 3 x 5' PATHFINDER outdoor Flag with heading and grommets ..... 20.45
  - ( ) 337400 4 x 6' PATHFINDER outdoor Flag with heading and grommets ..... 27.60
  - ( ) 337200 2 1/4'x6' PATHFINDER LEAD BANNER, nylon, screen dyed nylon Pathfinder  
emblem. ONE side only. No letter ..... 75.20
  - ( ) 337250 above lead banner complete with lettering SPONSORED BY THE  
SEVENTH-DAY ADVENT IST CHURCH ..... 159.55
  - ( ) 337700 additional lettering reading correctly ONE side only, per letter ..... 4.70
  - ( ) 337750 additional letter reading corectly BOTH sides, per letter ..... 7.00  
Type all lettering in ALL CAPS - 23 letters Maximum per line

- 
- 
- ( ) 594651 CROSSBAR AND BALL ENDS for Pathfinder Lead Banner ..... 33.40
  - ( ) 337260 18x19" PATHFINDER WALL BANNER, nylon, screen dyed nylon Pathfinder emblem  
and complete accessories ..... 23.40

- ( ) 021500 U.S. FLAG 3 x 5', embroidered stars, nylon, fringed for indoor display and parade use..... 33.75
- ( ) 002460 3 x 5' U.S. outdoor heading and grommets ..... 19.65
- ( ) 002220 4 x 6' U.S. outdoor heading and grommets ..... 27.90
- ( ) 337500 Adventist Youth Flag, 3x5' nylon, official Adventist Youth flag, indoor gold fringed - sewn background w/3 color AY logo ..... 66.20
- ( ) 337550 3 x 5' Adventist Youth Flag outdoor with heading & grommets ..... 24.70

COMPLETE OUTFITS: 3x5' Flag, 8' pole, stand, tassel and ornament.

CHRISTIAN OUTFIT - (755D) using cross.

- ( ) 101185 using Oak Pole ..... 100.45
- ( ) 101190 using Aluminum Pole..... 108.00
- ( ) 101195 using Gold Aluminum Pole..... 108.95

U.S. OUTFIT - (750D) - using eagle

- ( ) 031446 using Oak Pole ..... 101.85
- ( ) 031447 using Aluminum Pole..... 108.95
- ( ) 031449 using Gold Aluminum Pole..... 109.95

ACCESSORIES ONLY: 8' pole, stand, tassel and ornament.

ACCESSORIES FOR PATHFINDER FLAG using guiding star.

- ( ) 597015 using Oak Pole ..... 75.65
- ( ) 597020 using Aluminum Pole..... 86.65
- ( ) 597025 using Gold Aluminum Pole..... 87.55

ACCESSORIES for U.S. FLAG - using eagle

- ( ) 597000 using Oak Pole ..... 67.50
- ( ) 597005 using Aluminum Pole..... 71.20
- ( ) 597010 using Gold Aluminum Pole..... 75.67

ADVENTURER FLAGS:

- ( ) 337605 3x5 Adventurer indoor Flag, nylon, fringed, reading bot sides of flag. . . . . 63.85
- ( ) 337600 3 x 5' Adventurer indoor Flag, nylon, screen dyed, PH and Maroon, fringed for indoor use ..... 33.30
- ( ) 337650 3 x 5' Adventurer outdoor Flag, nylon, screen dyed, single, with heading and grommets for outdoor use ..... 24.15

ORDERED BY:

SHIP ORDER TO:

Conference/Union/Division

Name

P.O.#

Authorized Officer

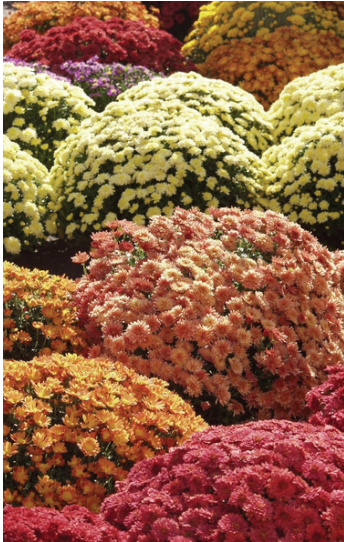
City, State, Zip Code

Name and Phone Number of person to contact during business hours for clarification of any questions regarding order.

Name \_\_\_\_\_ Phone #( ) \_\_\_\_\_

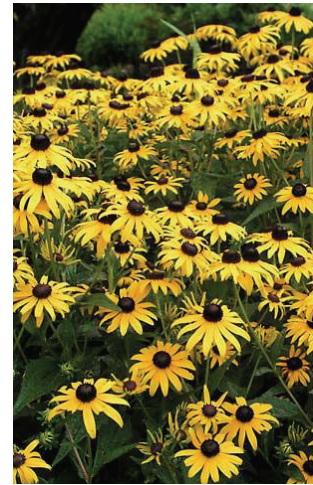


# Fox Valley Greenhouse a Division of Schroeder's Flowers Inc



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**or call Toll Free: 1-800-236-7333**

**PHONE: 920-833-7049 FAX: 920-833-7318**

**Email: [fvgh@schroederflowers.com](mailto:fvgh@schroederflowers.com)**



# Fundraising Ideas

Car Washes

Yard Sales

Craft Fair

Bake Sales

Bike-a-thon

Florida Fruit 800-613-7848 [www.fundraisingfruit.com](http://www.fundraisingfruit.com)

World's Finest Chocolate 888-821-8452 [www.worldsfinestchocolate.com](http://www.worldsfinestchocolate.com)

Ya-Hoo! Baking Co 888-869-2466 [www.yahooecake.com](http://www.yahooecake.com)

Cookie Dough (great for the holidays) <http://www.labraidfundraising.com>

**Community Service Fundraising:** The youth group gets people to sponsor them for each hour of community service. Then, they schedule 20 hours of service over an eight week period. There are many organizations to choose from. On a national level, you can choose from many organizations such as Red Cross, The Salvation Army, or even needy people in your own church. In most communities, there are several local organizations also. The positive side of this fundraising idea is raising money by serving others.

**Mall Coat Check Fundraising:** Between Thanksgiving and Christmas, my nephew's basketball team went to the local mall every weekend. They had arranged with the mall management company for an area to have a coat check. Stores in the mall donated the temporary use of racks to hang the coats on and a secured area for people to leave packages, etc. They handed out a "coat check" ticket and shoppers left their coats, mittens, etc with them while they shopped. They asked for a minimum donation of \$1 for the service. They were able to raise thousands of dollars with very little upfront cost. The only thing they had to pay for were rolls of tickets that you can buy at any office supply store, and they even got a parent to donate that. It was a very easy and profitable fundraiser that the kids had to work to get the money for their program.

## Websites:

[www.fundraising-ideas.org/DIY](http://www.fundraising-ideas.org/DIY)

[www.bigeventfundraising.com](http://www.bigeventfundraising.com)

[www.abcfundraising.com](http://www.abcfundraising.com)







# PATHFINDER NAMES - Embroidery



**Mike Sweeny**  
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 712-563-6167 (C)

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				White or Gold	\$3.25	
<b>Pathfinder Rectangle Strip</b> (1-14) letters and spaces 			Red with Gold border & Black Trim	White or Gold	\$3.25	
				White or Gold	\$3.25	
<b>Adventurer Crescent Strip</b> (1-18) letters and spaces 			White with Burgundy Trim	Blue	\$3.25	
				Blue	\$3.25	
<b>Adventurer Rectangle Strip</b> (1-14) letters and spaces 			White with Burgundy Trim	Blue	\$3.25	
				Blue	\$3.25	
<b>BLANK Pathfinder Crescent</b>		<b>BLANK PATCH</b>	Red, Gold border & Black Trim	Blank	.95	
<b>BLANK Adventurer Crescent</b>		<b>BLANK PATCH</b>	White with Burgundy Trim	Blank	.95	

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- Make checks payable to *Pathfinder Names*
- Please allow 2-3 weeks for delivery
- All orders shipped via U.S. Mail
- International orders (except Canada) add \$5.00
- All foreign order checks must be in U.S. dollars

**SUBTOTAL**

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	20 - 39 pay \$3.00
	40 - 59 pay \$4.00
	60-100 pay \$5.00

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\$

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Fax: 626-793-5216

Mail:

S&W Crafts, Mfg.

P.O. Box 5501

Pasadena, CA 91117

Days of Week:

Monday - Friday

Hours: 1pm - 8pm PST (if you need to talk to someone live)

## Pathfinder Resources

### Adventurer Flags

Annin Flagmakers

105 Eisenhower Parkway - Suite 203

Roseland, NJ 0706

Phone: 973-228-9400 Press 1 for Customer Service

Fax: 973-228-4905

[www.annin.com](http://www.annin.com)

### AdventSource

800.328.0525 402.486.8800

AdventSource 5040 Prescott Avenue

Lincoln NE 68506

[www.adventsource.org](http://www.adventsource.org)

### Pathfinder

[www.pathfindersonline.org](http://www.pathfindersonline.org)

### Illinois Conference

[www.illinoisadventist.org](http://www.illinoisadventist.org)

Resources and click on the Youth Resources link

For Pathfinder forms

### Pathfinder Club Names

3172 Willo Dr

Berrien Springs, MI 49103

269-208-5853

[www.pathfinderclubnames.com](http://www.pathfinderclubnames.com)





**HONOR BOOK**  
Revised version 2011



# HONOR BOOK

Revised version 2011



## Contents

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## Philosophy of the Pathfinder Honors

Each honor is designed to be a course of study that introduces a subject. This subject should have practical value and should enhance the lifestyle of the person pursuing the honor. Honor study should assist the person in his/her development as a well-rounded Christian by directly affecting the social, emotional, physical, and spiritual aspects of life. The study of an honor should direct the person to a deeper love of the Creator and should increase one's interest in committing their life in service to God and to the community.

Honor study is intended to help the person's spiritual character development. Therefore, every honor should be designed to require high standards of excellence by clearly stating in all requirements what tasks are to be accomplished. Fulfilling the requirements should be interesting and fun, while at the same time providing the person with a sense of achievement.

The study of an honor should provide a person with an attractive way to learn about their surroundings or widen their exposure to new horizons of adventures. Such study topics might include learning about hobbies, a special interest, or being introduced to a new vocation. Each honor should be designed to accommodate group study of a club meeting, family, or individual study by a highly motivated person. The entire content of the honor should be capable of being completed in less than three months.

Because Pathfinder honors are a part of a church-sponsored program, all facets of course study should be in harmony with basic church standards. For this reason honor study would normally avoid topics with requirements calling for destruction of plant or animal life as well as types of armed or unarmed defense. Also, subjects should be avoided that could only be studied by a small group of people in a single local area.

It is the purpose of all honors to help the person to "increase in wisdom and stature and in favor with God and man."

## Introduction

This 2011 Edition of the Pathfinder Honor Handbook is representative of the continual growth of Youth Ministry in the Seventh-day Adventist Church.

We live in a rapidly changing world, and consequently this book is quite likely outdated as of press time. The honors reflect this fact as they now undergo continual systematic revisions in order to provide nothing but the best for our youth. By design and definition, honors are "windows to be opened in the mode of discovery" within the philosophical framework of the church.

This manual includes all honors currently recognized at the General Conference level of Youth Ministry, and it also includes those specialized honors recognized by various divisions. A few of the patch designs pictured may not match those utilized in the field because it is the desire of the World Pathfinder organization that honors received by Pathfinders reflect in their design that which the recipient can relate to. For instance, the patch for the Bird Honor depicts a member of the Corvid family known as a Blue Jay; however, this bird is not known in many parts of the world. Therefore, South America has chosen to depict one of their beautiful Cardinals, which is much better known.

The original concept of honors was agreed to at a General Conference Youth Advisory in 1927. They were first called Vocational Merits, then they became Vocational Honors. The first handbook listing the requirements was published in 1928. At that time there were 16 topics selected. While requirements have changed and names have been modified, those original honors remain today. Often these patches were hand-sewn on treadle machines; some were sewn in private sewing rooms utilizing the pictured design as a pattern. These original patches have a quaint appearance when compared to today's computer-generated designs sewn on high precision machines at the Lion Brothers plant near Baltimore, MD, USA.

Down through the years other honors have joined these original 16, and today there are more than 300 Pathfinder honors recognized worldwide.

It is the desire of the General Conference Youth Department that this edition of the Pathfinder Honor Handbook will lead you into many new adventures as you discover the world around you. We also hope that these very enjoyable activities will prepare young people for the world to come.

## Guidelines for Participating in the Pathfinder Honor Program

Adventist youth follow in a long tradition of service to humanity. They can be found all over the world applying their skills to the myriad tasks and many vocations and professions needed to carry the “gospel to all the world in this generation.” Many Adventist youth who are now successful in overseas mission service, in business or professional work, trace their vision of service to the Pathfinder honor system.

We all should be able to draw from the great book of nature lessons that will inspire and enable others to emulate the example of Jesus, the greatest nature Teacher this world has ever known. Youth should know how to place truth-filled literature in the hands of those who may thus be led to the Savior. Every young person must be prepared to answer the call of the Master in many fields of endeavor.

The Youth Ministries Department desires to help young people reach these ideals, and Pathfinder honors enable young people to gain proficiency in many areas. Sometimes study for honors leads to the adoption of a vocation or at least a useful hobby. While some may consider Pathfinder honors as just study, theory, and book work, remember that the Pathfinder honor system is based on the philosophy, “an ounce of theory to a pound of practice.” Enjoyment and adventure are the keys to any honor achievement.

### Advanced Honors: A Glimpse Toward the Future

There have always been those persons who would like to see even greater challenges in a given honor. This desire created the concept of Advanced Honors. To reduce production costs and provide interested persons with additional levels, advanced levels will be written for every honor. As these sets of requirements come into existence, a small bronze star will be available to be attached to the patch.

## Check List for Evaluating New Pathfinder Honors

Check to see if the honor (or a similar one) already exists:  
<http://gcyouthministries.org/Ministries/Pathfinders/Honors/tabid/85/Default.aspx>

If no existing honor is found, please complete the following requirements:

- \_\_\_\_\_ 1. The honor requirements must uphold the standards and philosophy of the Seventh-day Adventist church.
- \_\_\_\_\_ 2. The honor requirements must include a balance of theory and “hands on” activities.
- \_\_\_\_\_ 3. If possible, requirements should be developed on two levels of study: Basic (ages 10-15), and Advanced (ages 16 and older). Having the basic honor should be the pre-requisite for earning the advanced honor on a given subject.
- \_\_\_\_\_ 4. Requirements should be usable in a group setting or by a single individual.
- \_\_\_\_\_ 5. Requirements should be able to be completed in less than three months. This is a general rule only as some honors (e.g. Outdoor Industries category) need more time.
- \_\_\_\_\_ 6. Requirements should clearly state in simple terminology exactly what is to be accomplished. (Avoid ambiguous words or phrases such as “explain briefly,” or “demonstrate ability.”)
- \_\_\_\_\_ 7. Requirements must consider care of our natural environment. For example, to avoid destruction of animal or plant life, ask for photos or drawings rather than collections.
- \_\_\_\_\_ 8. Activity requirements of extended time are worded so as to avoid conflicts with school or work schedules (e.g. a four day campout could be done in two weekends).
- \_\_\_\_\_ 9. All requirements are to be accomplished in a safe and supervised environment. They must comply with legal requirements and will avoid involvement in armed or unarmed defenses.
- \_\_\_\_\_ 10. Requirements should be able to be accomplished without unduly affecting the safety of its participants.
- \_\_\_\_\_ 11. The requirements should reflect current practice and language.

## Approval Procedure for a New Pathfinder Honor

1. All new honor requests should be submitted to the local conference Pathfinder director for verification that the honor has met criteria as stated on the worksheet for developing new honors.
2. The local conference Pathfinder director then submits the new honor to the Division Pathfinder Specialty Committee chairman.
3. The new honor request is then submitted to the Pathfinder Honor Study Committee for approval. Honors which are not approved are then returned to their author with written explanation for reasons of rejection or need for revision. A copy of the letter should also be sent to the local conference Pathfinder director.
4. Approved honors are submitted to the General Conference Honor Committee for final approval and processing of the honor. A letter of recognition and thanks would be sent to the author by the Honor Committee chairman.

## Instructions for Completing New Honor Worksheet

1. Supply all biographical data as requested.
2. Indicate proposed title and topical category for new honor.
3. Briefly state the purpose for the proposed honor.
4. Submit a suggested sketch for the honor. Indicate design colors. (Note: patch designs should include no more than three colors plus the background color.)
5. Indicate the appropriate difficulty level(s) for the honor. Difficulty levels are as follows: Basic (ages 10-15), Advanced (ages 16 and older).
6. List specific sources needed for completing honor requirements. For each source be sure to list title, author, publisher, and copyright date.
7. List materials needed to complete honor and an estimate of their cost per person. Also estimate the time needed to complete the honor.

## WORKSHEET FOR DEVELOPING NEW PATHFINDER HONORS

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

DATE OF SUBMISSION \_\_\_\_\_

TITLE \_\_\_\_\_

CATEGORY \_\_\_\_\_

PURPOSE OF \_\_\_\_\_

Level(s) of difficulty: \_\_\_\_\_ Basic (10-15)  
\_\_\_\_\_ Advanced (16-up)

References (Include author, title, publisher, date published): \_\_\_\_\_

\_\_\_\_\_

Materials needed and estimated cost:

\_\_\_\_\_

Estimated time needed to complete Honor:

\_\_\_\_\_ Hours

### (FOR OFFICE USE ONLY)

DATE RECEIVED \_\_\_\_\_

DATE ACTED ON \_\_\_\_\_

CONFERENCE \_\_\_\_\_

SIGNATURE \_\_\_\_\_

(Conference Youth Director)

\_\_\_\_\_ Accepted. Send on to Division Committee.

\_\_\_\_\_ Rejected. Send back to author with letter of explanation.

HONOR REQUIREMENTS  
(List)

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HONOR ANSWER SHEET

Briefly suggest what should be required for testing an individual or how to determine if the Honor has been completed.

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<b>Title</b>	<b>Year</b>	<b>Creator</b>	<b>Page</b>
Community Assessment	2005	GC	17
Community Development	2009	GC	18
Community Service	2005	GC	19
Conflict Resolution	2009	GC	20
Disaster Response	2005	GC	21
Disaster Response Advanced	2009	GC	22
Hunger Relief	2005	GC	23
Literacy	2009	GC	24
Refugee Resettlement	2009	GC	25

## Community Assessment



Level	Year	Originating Institution
1	2005	<b>General Conference</b>

### Requirements

1. Select a community or urban area that you're familiar with and describe, to the best of your ability, the following information: location on a map, economic conditions, demographical description of residents (age, gender, most common jobs, etc.), degree of health access, crime rate, and education.
2. List the needs you see in your community. This can include better support for low-income families, assistance for lonely or elderly people, and better clean up of public areas, etc.
3. Listen to a community leader, teacher, church pastor, or police officer talk about ways that someone like you can make a positive impact in a community. Remember to take notes.
4. Report in your own way to your Pathfinder Club about your findings and describe what you have specifically learned about the community you chose. Be creative.
5. Describe the most important improvements your community needs and what you can do to help.

## Community Development



Level	Year	Originating Institution
1	2009	General Conference

### Requirements

1. Define “community development.”
2. Explain to your instructor why some countries are considered “developing” while others are referred to as “developed.”
3. Name five developing countries and list three things that ADRA is doing in these countries that would be considered “development” and two things that would fall under “relief.”
4. Read about why there are poor people among us in the book *Desire of Ages*, written by Ellen G. White (Chapter 70, “The Least of These My Brethren”). Describe to your instructor what you learned.
5. Describe at least one need in your community that requires attention.
6. Write a short community development plan that your Pathfinder group can implement (planting trees, cleaning parks or yards, repainting public walls, etc.). The plan should describe the activity, group size, transportation logistics, and materials.
7. Spend at least four hours participating in one of the following field trips:
  - a. Participate with a group that provides assistance to the homeless in your community.
  - b. Participate with a work team that is repairing or building housing for the poor.
  - c. Work in a food distribution center, soup kitchen, or homeless shelter in your community.

## Community Service



Level	Year	Originating Institution
1	2005	General Conference

### Requirements

1. Read the following Bible texts and explain what you think God is asking us to do to help the poor and suffering in our community:
  - a. Isaiah 58:3-12
  - b. Luke 10:25-37
  - c. Matthew 25:31-46
2. Explain to your instructor 1) what the letters “ADRA” stand for and the difference between “development” and “relief”; 2) talk about a local organization that serves the poor and disadvantaged in your community and what services it provides.
3. Meet with a community leader in your area and ask about projects that your Pathfinder unit could accomplish to help meet needs in your community.
4. Plan, organize, and complete a community service project with your Pathfinder unit or class in your community. This project should target a certain need that your community has. Total time from planning to completion of this project should be approximately 10 hours.



## Conflict Resolution



Level	Year	Originating Institution
3	2009	General Conference

### Requirements

DISCUSSION GROUP (Adult Facilitator Required)

1. Explain how Christ encouraged people in conflict in the following Bible stories. Identify the nature of the conflict or human needs in each story that you explain.
  - a. John 8:1-11 (Mary Magdalene)
  - b. Matthew 18:1-6 (Disciples – Greatest Kingdom in Heaven)
  - c. 1 Kings 3:16:28 (Solomon and the Baby)
2. Discuss relationship, identity, racial, and cultural conflicts that teenagers in your community face today (i.e. relationship with parents, self esteem, friendships).
3. Describe the types of human needs and give a real-life example of each.
4. What is active listening? Practice active listening by role playing conflicts noted in #2.
5. Apply the following method of conflict resolution to an example in #2.
  - a. Set the scene
  - b. Gather information
  - c. Identify the problem
  - d. Brainstorm solutions
6. Negotiate a solution.
7. Explain how to make a referral to a professional counselor or pastor.
8. Discuss your own motives for wanting to help your friends when they face conflict. What about strangers?

## Disaster Response



Level	Year	Originating Institution
1	2005	General Conference

### Requirements

1. Explain the type of damage most likely to occur to homes, individuals, and communities for each of the following major types of disaster, and indicate for each in which parts of the world it occurs most frequently:
  - a. Hurricane/Typhoon/Cyclone
  - b. Tornado
  - c. Floods
  - d. Earthquake
  - e. Tsunami
  - f. Fires
  - g. War/Civil conflict
2. Describe briefly the types of services that are provided to survivors of disasters in your country by ADRA, the government, or local emergency responders.
3. Read a newspaper or ADRA news report (go to [www.adra.org](http://www.adra.org)) concerning a recent disaster and discuss some important things to keep in mind when responding to a disaster or emergency.
4. Explain what the letters “ADRA” stand for and which letter describes ADRA’s role as a disaster responder.
5. Describe at least one of these disaster response organizations and how it can work with ADRA during an emergency:
  - a. Red Cross
  - b. Adventist Community Services (ACS) in the U.S.
  - c. United Nations High Commissioner for Refugees (UNHCR)
  - d. World Food Programme (WFP)
6. Explain the role of the government when a disaster occurs and identify the key government agency in your nation that manages emergency response.

## Disaster Response Advanced



Level	Year	Originating Institution
2	2009	General Conference

### Requirements

1. Describe the underlying causes of each of these disaster scenarios and give a recent example of at least six and its impact on a community or country. Point to at least one in which ADRA responded.
  - a. Hurricane/Typhoon/Cyclone
  - b. Tornado
  - c. Floods
  - d. Drought
  - e. Earthquake
  - f. Tsunami
  - g. Fires
  - h. Volcanic eruption
  - i. War/Civil conflict
2. The four stages of managing a disaster or emergency include: 1) Planning and Mitigation, 2) Preparedness, 3) Response, 4) Recovery. In your own words, describe to your instructor what each of these terms mean and why they are important.
3. Preparedness is key during a disaster. If you were to build a home disaster kit, describe to your instructor what items you would include. Discuss the advantages of choosing battery over electricity-powered items, and non-perishable over perishable foods.
4. Draw the floor plan of where you live. Think about what you should do in three of the disasters listed in question #1. Design an escape route for your house and discuss it with your instructor and family.
5. Find three stories in the Bible that involved natural disasters or political emergencies. Put yourself in the place of the people in the stories and describe how those events would affect you. Also, briefly discuss how the people in the stories got through the difficult times.
6. Give a short report at your Pathfinder Club about what you learned about disasters and disaster preparedness. You can do this through a presentation, skit, short video, or any method that will best convey what you learned.

## Hunger Relief



Level	Year	Originating Institution
1	2005	General Conference

### Requirements

1. Find a news report on the topic of world hunger and discuss with your Pathfinder Club unit what steps are being taken to reduce hunger in the area featured in the story.
2. Listen to a person who directs food distribution in your area, including a church, community center, soup kitchen, etc. Find out about the people they serve, causes of food needs in the community, and how they meet these needs. Share your findings with your instructor.
3. Describe the causes of hunger in your country. You can do this by writing a short essay, doing a presentation, skit, or producing a one-minute video. Present this at your school, civic group, Pathfinder Club, or at church.
4. Collect food items for the local community food bank or food distribution center, or if this is not possible select a family that needs assistance and bring the items to them.
5. Visit a food bank, food distribution center, or soup kitchen and volunteer to assist the staff. This can be done with your Pathfinder group or unit. Talk with the staff to find out how the food is gathered and what some of the challenges are in finding food to distribute.

## Literacy



Level	Year	Originating Institution
2	2009	General Conference

### Requirements

1. Define the term "literacy."
2. Research and briefly describe how two or three organizations in your community or country promote literacy or provide literacy services to children and adults.
3. Write a paragraph explaining why literacy is important.
4. Complete three of the following activities:
  - a. Help someone read a small book or short story.
  - b. Read a short story to a group of young children and discuss it with them afterward.
  - c. Make 10 flash cards with simple words and illustrations or pictures and give them to someone who is learning how to read.
  - d. Read several chapters from the Bible to an elderly person you know who is blind or unable to read. This can be done in one visit or several visits.
  - e. Give a five-minute presentation in your school or Sabbath school or church on what you learned about literacy.
5. Choose three words and explain to your instructor how you would teach someone what the words mean and how to spell them.

## Refugee Resettlement

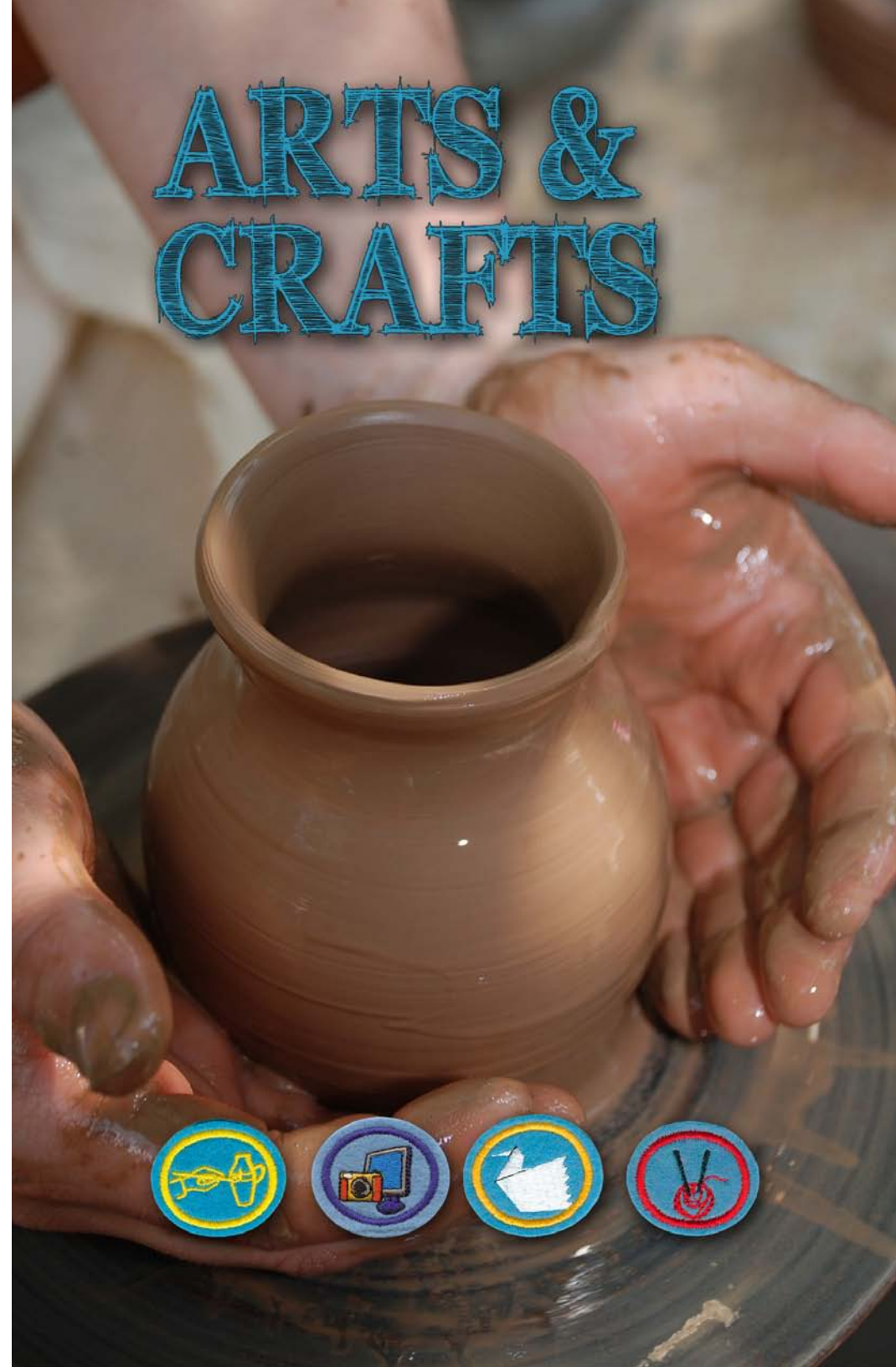


Level	Year	Originating Institution
2	2009	General Conference

### Requirements

1. Describe some general causes as to why refugees move to other countries. Also, define the terms refugee, internally displaced person (IDP), and immigrant, and explain how these words are similar or different.
2. List the immediate needs that a refugee may have when they arrive in their new country. Describe how you would feel if you were suddenly faced with a new language, culture, and environment.
3. Find out what organizations in your community, country, or the world assist refugees and IDPs.
4. Describe in a short paragraph how you would help a refugee or IDP in your community.
5. Ask a person from another country that lives in your community how they adjusted to their new environment. Have that person describe the challenges and contrasts they experienced during the process of settling into their community.
6. Give a short report at your Pathfinder Club, church, school, or civic group about what you learned about refugees and IDPs and the challenges they face. You can do this through a presentation, skit, short video, or any method that will best convey your findings. Discuss why it is important to be aware of the refugee situation and to try to find solutions to this issue.

# ARTS & CRAFTS



<b>Title</b>	<b>Year</b>	<b>Creator</b>	<b>Page</b>
Aboriginal Lore	unknown	SPD	33
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## Aboriginal Lore



Level	Year	Originating Institution
1		South Pacific Division

### Requirements

1. Who are the Aborigines and where did they come from? How many tribes were there when European colonization commenced?
2. Discuss the tribal system. What are totems?
3. Discuss the food of the Aborigines, including:
  - a. Kinds of food
  - b. How food is obtained
  - c. How food is prepared
4. Discuss their homes. Of what are they made and why are they not permanent? Where do the young men and boys sleep?
5. How do they communicate with other tribes who may not understand their language? How do they send signals within the tribe? What is the purpose of the Tjuringa (or Churinga)?
6. What are some of the articles of trade and exchange? What domestic utensils do they use?
7. Describe some of the weapons used in hunting and warfare.
8. What is a corroboree? Explain its purpose. What are clap sticks and the didgeridoo?
9. What games do children play? How are young men trained? How are they initiated? What is the bora ground? What is a bull roarer?
10. Discuss the two main types of Aboriginal art.
11. Briefly relate the history of the Aborigines since the white man arrived in Australia, mentioning the government policies through the years and the work of missions.

## African Lore



Level	Year	Originating Institution
1	2001	East Central Africa Division

### Requirements

1. Be able to name and locate at least 10 different African tribes of the present day and name several outstanding features of each.
2. Do the following:
  - a. Select an African Tribe for study. (If you belong to an African Tribe, select one other than your own.)
  - b. Find out detailed information on the tribe selected, in the following areas:
    - i. Eating habits
    - ii. Initiation ceremony
    - iii. Witch doctors
    - iv. Living and worship conditions
    - v. Education
    - vi. Burials
    - vii. Money
    - viii. Dress
    - ix. Industry
3. Tell an African folk story, bringing out its moral.
4. Make a collection of at least 15 objects manufactured by African tribes (other than your own).

## Airplane Modeling



Level	Year	Originating Institution
2	1944	General Conference

### Requirements

1. Build and successfully fly an airplane from a kit made of balsa wood and tissue paper; it can be either rubber band or gas powered.
2. Build a balsa wood glider from a kit and observe its flying characteristics as related to the variable positions of the wings.
3. Make and successfully fly two different styles of airplanes using sheets of paper between 8 and 14 inches (20-35 cm) in width and length.
4. Define, locate, and explain the usage of the following basic items:
  - a. Fuselage
  - b. Wing
  - c. Aileron
  - d. Rudder
  - e. Horizontal stabilizer
  - f. Strut
  - g. Cockpit
  - h. Engine
  - i. Landing gear
  - j. Propeller



## Basketry



Level	Year	Originating Institution
2	1937	General Conference

### Requirements

1. Provide (written or orally) two countries where Rattan (cane) is grown.
2. Explain how to treat pithcane (reed) before weaving.
3. What tools would you use for:
  - a. Cane basket making
  - b. Raffia or Indian basket making
4. Define:
  - a. Weaver singeing
  - b. Crushing
5. Explain how to:
  - a. Mend a broken spoke (stake)
  - b. Join a weaving rod (reed)
6. Name two kinds of bases used in baskets, and tell in which type of basket each base can be used.
7. Describe how to lay:
  - a. A footridge border
  - b. A three-rod border
8. Do the following: simple weaving, slewing, and bispoking, and stitch a raffia base.
9. Make a cane sandwich tray with a wood base.
10. Make a hot roll basket with a woven base.
11. Make a round hot pad six inches in diameter in Raffia or Indian basketry.

## Block Printing



Level	Year	Originating Institution
2	1945	General Conference

### Requirements

1. List the tools and equipment necessary for block printing.
2. Write a paragraph on the principles of design and lettering as applied to block printing.
3. Using a potato, carve a design incorporating your initials into it, and use it to print your initials on paper.
4. Design and print at least one greeting card.
5. Design and print one book plate or book cover.
6. Going through the steps of designing, carving, and printing, create another original piece of work of your choice.

## Braiding



Level	Year	Originating Institution
1	1972	<b>General Conference</b>

### Requirements

1. Make a three-strand braid, using hair, rope, or cord.
2. Make a zipper pull or a key chain using the four-strand round or square braid.
3. Make a four-strand hanger cover.
4. Make a four-strand round braid lanyard.
5. Know how to start and end all projects.

## Braiding Advanced



Level	Year	Originating Institution
2	1976	<b>General Conference</b>

### Requirements

1. Have the Braiding Honor.
2. Make a six- or eight-strand zipper pull or key chain.
3. Make a six- or eight-strand zipper pull or key chain showing zigzag technique by reversing direction of braid, or make a project showing the three-part inside or trick braid.
4. Do one of the following:
  - a. Six-strand lanyard
  - b. Bookmark using at least six strands
  - c. Four-strand dog leash using twine or wire for a core to braid around
5. Know how to start and end all projects.

## Bread Dough



Level	Year	Originating Institution
1	1976	General Conference

### Requirements

1. Make a list of the materials and supplies needed for dough artistry.
2. Why is it important to have clean hands and use hand lotion while working with bread dough?
3. Explain the different techniques of tinting and painting the dough.
4. What type of finish do you use to protect and give a glossy appearance to bread dough articles?
5. Make at least two of the following flowers with leaves: rose, daisy, daffodil, dogwood, violet, grape hyacinth, carnation, iris, pansy, poppy, poinsettia, tulip, forget-me-not. (Bread dough cutters may be used.) Arrange flowers into four separate arrangements using containers of your choice. (Some suggestions: miniature baskets, shells, plastic flower pots, thimble, empty thread spools, vitamin bottle caps, etc.)
6. Make one of the following using tinted dough:
  - a. Sculpture arrangement
  - b. Small wall plaque
7. Make one of the following:
  - a. Kitchen refrigerator magnet
  - b. Pin
  - c. Item of your choice

## Cake Decorating



Level	Year	Originating Institution
2	1972	General Conference

### Requirements

1. List equipment necessary for cake decorating.
2. Learn from memory the two cake icings, butter cream and royal, and their proper uses. Name one other icing used for frosting.
3. Learn and demonstrate proper construction of the decorating tube using parchment and wax paper. Show proper method of inserting tip, brushing with color, filling with icing, and folding of top. What is the name of the top fold?
4. Name three essential steps to good cake decorating.
5. Demonstrate pressure control and name proper tip used on: star drop, rosette, shell border, "S" design, fleur-de-lis, ribbon, leaves and zig zag border.
6. Name four color techniques. Demonstrate two, including two-color icing.
7. Be able to make four different flowers such as: sweet pea, half rose, half carnation, daisy, and one being the full rose.
8. Demonstrate writing technique using two different tips and methods.
9. Make a doll cake or a cake prepared in a speciality cake pan using the star fill-in method.
10. Make a special-occasion cake of your choice using two or more borders of different types and a floral arrangement.
11. Make a heart cake using borders, flowers, string work, and writing.

## Candle Making



Level	Year	Originating Institution
1	1972	General Conference

### Requirements

1. Make at least five of the following:
  - a. Free-form sand candle
  - b. Layered colored candle
  - c. Candle made in a mold
  - d. Ice candle
  - e. Dipped candle
  - f. Dribble-wax candle
  - g. Perfumed candle
  - h. Pair of beeswax candles
2. Know two kinds of wax used for candle making and their uses.
3. Know size of wicking and which one will burn properly in each particular candle.
4. When should a metal core wick be used?
5. Know the safety techniques of candle making.

## Ceramics



Level	Year	Originating Institution
2	1956	General Conference

### Requirements

1. Tell briefly the history of early ceramics.
2. Know what is meant by the following terms:
  - a. Greenware
  - b. Bisque
  - c. Decal
  - d. Kiln
  - e. Glaze
  - f. Slip
  - g. Mender
3. Explain the use of cones in kilns.
4. Know how and when to use underglaze and glaze.
5. Know what tools are used in completing your projects in ceramics.
6. Complete one item using a crystal glaze.
7. Complete two of the following using underglaze on at least one item:
  - a. Cookie jar
  - b. Pie plate
  - c. Vase
  - d. Flower planter
  - e. Candy dish
  - f. Mug
  - g. Item of your choice

NOTE: Candidate need not do his own firing.

## Copper Enameling



Level	Year	Originating Institution
1	1972	General Conference

### Requirements

1. Know the difference between low-temp and high-temp enameling.
2. Name the materials on which the low-temp process can be used.
3. What is the proper method of cleaning items to be enameled? Why is it important to clean items to be enameled?
4. How is copper finished to prevent tarnishing?
5. Name the tools used in enameling.
6. What heat sources can be used for low-temp enameling? What safety precautions should be followed?
7. How are pin backs and magnets attached to the back of metal pieces?
8. Make at least five items using the following techniques:
  - a. Swirling
  - b. Stencil
  - c. Threads
  - d. Mosaic
  - e. Scraffito

NOTE: The high-fire firing for this honor need not be done by the candidate. This honor may be earned using either the high-fire or the low-fire enameling.

## Copper Enameling Advanced



Level	Year	Originating Institution
3	1972	General Conference

### Requirements

1. Have the Copper Enameling Honor.
2. Explain the use of a trivet.
3. What materials can be used to decorate enameled pieces for the appliqué technique?
4. Use four of the following techniques in completing requirement #5:
  - a. Counter enameling
  - b. Appliqué
  - c. Cloisonnes
  - d. Dry painting
  - e. Scraffito
5. Make four of the following projects:
  - a. Holiday decoration
  - b. Kitchen decoration
  - c. Foil flower
  - d. Pin or stick pin
  - e. Metal bookends
  - f. Metal switch plate
  - g. Three-dimensional item
  - h. Similar item of your choice

## Counted Cross Stitch



Level	Year	Originating Institution
2	1976	General Conference

### Requirements

1. Have a tote with cross-stitch materials, including at least one hoop, masking tape or fra-check, needles, and scissors.
2. What is the difference between cross-stitching, counted cross-stitch and embroidery?
3. Know at least four stitches used in counted cross-stitch.
4. Cross-stitch a simple object in three different sizes of aida cloth. Mount and label the size and name of aida cloth used, stating how many floss strands are to be used with each.
5. Make a counted cross-stitch of a quote with a border and frame it for hanging, using at least three different stitches.
6. Make at least a 5" x 7" (13 cm x 18 cm) counted cross-stitch on aida-14 of a nature scene.

## Crocheting



Level	Year	Originating Institution
2	1970	General Conference

### Requirements

1. Define and crochet the following: ST, SP, STS, RND, INCL, INC, DEC.
2. Make squares of at least 20 stitches of the following: SC, DC, HDC, TR, DTR.
3. Show how to measure stitch gauge or row gauge on sample squares.
4. Know how to care for items made out of wool, orlon, nylon, and cotton.
5. Know how to make a granny square, and show something you have made using a granny square, such as a hat, scarf, pillow cover, etc.
6. Show a sample of simple edging you have made out of thread.
7. Crochet one of the following out of yarn: hat, scarf, sleeveless sweater, or slippers.

## Crocheting Advanced



Level	Year	Originating Institution
3	1970	General Conference

### Requirements

1. Have the Crocheting Honor.
2. Crochet a round doily out of thread.
3. Make fancy hairpin lace for a pillow case or similar object.
4. Crochet a sweater (not sleeveless), or baby set.
5. Crochet an afghan or a throw rug.

## Cultural Heritage



Level	Year	Originating Institution
2		South Pacific Division

### Requirements

1. Outline why it is important to know about our cultural heritage.
2. List the special ceremonies in your culture for:
  - a. The birth of a child
  - b. Becoming an adult
  - c. Death and burial
3. Do the following:
  - a. List the customary ways of dressing for everyday life and two special occasions.
  - b. Draw, explain, or present in pictures these customary dresses.
4. What is or was the customary pre-marriages for young people in your area? How is/was marriage arranged?
5. List the advantages of traditional marriages over western style marriages and courtship.
6. Explain the following:
  - a. Explain briefly the meaning of the term "bride price."
  - b. What are the advantages of bride price?
  - c. Explain the disadvantages of bride price.
7. Explain the leadership structure in your village area. (Include the chiefly system and the extended family.)

## Currency (Coins)



Level	Year	Originating Institution
2	1945	General Conference

### Requirements

1. Relate briefly the story of barter, showing three reasons why money came into being and naming at least 10 unusual forms of money used in place of currency.
2. Relate briefly the history of coinage and/or paper currency in your country, making sure to mention the dates of the establishment of any mints or engraving plants. Also, discover some changes made in metals or designs, giving any interesting highlights concerning such changes.
3. Explain how money is distributed by the government in your country.
4. Define any of the following terms as they may apply to your country's monetary system:
  - a. Alloy
  - b. Cast coins
  - c. Clad coinage
  - d. Commemorative
  - e. Die
  - f. Field
  - g. Inscription
  - h. Lettered edge
  - i. Obverse
  - j. Reeded edge
  - k. Reverse
  - l. Series
  - m. Overprint
  - n. Counterfeit proofing
  - o. Magnetic strip
  - p. Florescent ink
  - q. Inflation controls
5. Describe the obverse and reverse for paper money of the six lowest denominations currently in use in your country.
6. Know how coins are graded in quality by collectors.
7. Have a coin or notes from 10 different countries. Describe what is on each, give the names of any people or objects portrayed on them, and give the dates for them whenever possible.
8. Do one of the following:
  - a. Collect at least five coins or notes from your country that are no longer in circulation.
  - b. Collect a date series of coins from your country beginning with your birth year (expensive and rare coins need not be included).

## Currency (Coins) Advanced



Level	Year	Originating Institution
3	1998	General Conference

### Requirements

1. Have the Currency (Coins) Honor.
2. Select a coin or note from your collection and present an oral or written report on the historical or other significance of the person(s), place(s), item(s) or symbol(s) found on both sides.
3. Attend a meeting of a local coin club and report on your experience. Possible items to consider:
  - a. Level of expertise of members as demonstrated by presentations and dialogues
  - b. Average general age of attendees
  - c. Ideas which might help the club extend its collector interest to a wider audience
  - d. How newcomer friendly the organization is
  - e. Suggestions on how these people might be reached with the gospel through a manner which they would find attractive
4. Select one of the three categories of your collection as required under the Currency Honor requirements #7 and #8, and increase your collection to include twice the total number of specimens.
5. Add to your collection at least one of the unusual (odd and curious) forms learned about in requirement #1 of the Currency Honor requirements and have in your Currency Honor files at least a paragraph summarizing how, when, and where this item was used as currency.



## Decoupage



Level	Year	Originating Institution
2	1975	General Conference

### Requirements

1. Give the meaning and history of decoupage.
2. Make a list of the materials and equipment needed in decoupage.
3. Describe how to prepare a wood or metal object for decoupage.
4. Explain three ways in which a print may be used in decoupage.
5. Use the basic steps in completing two of the following objects:
  - a. Modpodge print
  - b. Key ring
  - c. Bookends
  - d. Bottle
  - e. Tissue box
  - f. Item of your choice

## Digital Photography



Level	Year	Originating Institution
2	2006	North American Division

### Requirements

1. Explain the following:
  - a. The principles of digital camera construction and how a digital camera works
  - b. The effect of light on an image sensor
  - c. How color images are created from the BW image the sensor captures
  - d. What the camera lens does; what focal length means
2. How are lens aperture and depth of field related?
3. Describe pixels, image resolution, and image size.
4. What are the two types of image compression?
5. Name and describe three types of image formats.
6. Give the principle uses of photography.
7. Take pictures illustrating at least eight of the following techniques. Use comparison pictures for illustration:
  - a. Framing
  - b. Camera Steadiness
  - c. Direction of lighting - front, side, or backlighting
  - d. Quality of light - shade, sunlight, and time of day
  - e. Rule of thirds
  - f. Angle - eye level, high, and low level
  - g. Level horizon
  - h. Distance from subject - fill the frame
  - i. Use of leading lines
  - j. Correct exposure - underexposed, overexposed, and correctly exposed
  - k. Use of flash - proper distance and reflective objects
8. Learn how to place photos in PowerPoint. Create a PowerPoint presentation showing the pictures you took using the above techniques.
9. Using a photo editing program on a computer, show ability to crop, color correct, sharpen, and adjust brightness/contrast to photos.
10. Complete at least three creative photographic projects in a photo editing program; such as a CD cover, a photo scrapbook page, a collage, etc.
11. Have a basic understanding of file organization techniques.

## Drawing & Painting



Level	Year	Originating Institution
2	1929	General Conference

### Requirements

1. Make and submit a freehand sketch of an animal, showing in values the distribution of color.
2. Draw a cylindrical object and a rectangular object grouped together a little below the eye, showing proper perspective and light and shade.
3. Make and submit a drawing of some landscape near your home.
4. Make an original decorative design in color, using any motif, and state for what use it is intended.
5. Print a flower spray or leaf spray in color.
6. Paint an outdoor scene in either water color or oil.

## Felt Craft



Level	Year	Originating Institution
1	1956	General Conference

### Requirements

1. From what fiber is felt made? What gives it its tensile strength?
2. Give 15 uses of felt.
3. Give three reasons why felt is a good material for handicrafts.
4. Give the essential steps in felt manufacture.
5. Make two of the following, using at least two different colors of felt:
  - a. Sabbath School visual aid
  - b. Bookmark
  - c. Needle case
  - d. Pennant
  - e. Refrigerator magnet
6. Make one of the following:
  - a. Small wall mural
  - b. Holiday decoration
  - c. Hand Puppet
  - d. Kitchen knick-knack
7. Sew one of the following:
  - a. Stuffed animal
  - b. Stuffed toy
  - c. Tote bag
  - d. Bean bag

## Flower Arrangement



Level	Year	Originating Institution
2	1938	General Conference

### Requirements

1. Name six perennials and six annuals suitable for indoor flower arrangement.
2. Name at least three flowers that bloom in the spring or early summer, suitable for indoor flower arrangement.
3. Name at least three flowers that do not keep well when cut and three that do.
4. Give six suggestions regarding the cutting of flowers and their aftercare, such as when to cut, how to cut, and how to keep.
5. At what stage of development should we cut roses, gladioluses, and dahlias?
6. Give three suggestions on the relation of containers to the flowers used, and three on relation of arrangement to the room and furnishings.
7. In flower arrangement what should be the relation of dark and light shades, large and small flowers, open and partly open flowers?
8. Make two artistic flower arrangements in each of the following areas:
  - a. Table decoration
  - b. General house use
  - c. Public service
9. What are some wild flowers that could be used in arrangements for the home? What combinations of these flowers can be used?

## Genealogy



Level	Year	Originating Institution
2	2006	North American Division

### Requirements

1. Define the following words:
  - a. Genealogy
  - b. Ancestor
  - c. Descendant
  - d. Spouse
  - e. Sibling
2. Read the genealogy of Christ:
  - a. Be able to tell where it is found in the New Testament
  - b. Write out the genealogy of Christ – beginning with Adam
3. List five ways to obtain family genealogy information.
4. Know at least three societies that help with genealogy research.
5. Learn four steps important to genealogy research.
6. What is the purpose of documentation?
7. Define a primary source versus a secondary source for documentation.
8. Prepare a four-generation family chart – beginning with yourself.
9. List ways to record your genealogy information.
10. Research your family history by talking/writing to your oldest living relative. Ask the following:
  - a. First memory?
  - b. When and where you were born?
  - c. First church you remember attending?
  - d. Names of schools, and location, you attended?
  - e. Where you lived at age ten and age fourteen?
  - f. From what country did our ancestors emigrate?
  - g. Where and when were you married?
  - h. If you had children please give their names, place and date of birth.
  - i. Write a thank you to your relative for their time and include a photo of yourself and ask them if they would be willing to share a copy of an older family photo with you.
11. Make a historical record of your life including:
  - a. Genealogical chart
  - b. Records that pertain to your life
  - c. Pictures
  - d. Stories
  - e. Share this with your group/club/school
12. Visit a City/County Library – Genealogy Section (or other Genealogy Research Center) and write a paragraph on your visit including:
  - a. Types of information available
  - b. Any new information you discovered about your family
13. Visit a cemetery and learn by copying the headstones:
  - a. The names of three different families

- b. The dates of birth and death for these family members
  - c. The average length of life for these family members
14. Check with your local cemetery officials to learn how upkeep is done and ask them how you can help with clean-up in a cemetery in your area. Then do it!

## Genealogy Advanced



Level	Year	Originating Institution
3	2006	North American Division

### Requirements

1. Have the Genealogy Honor.
2. Define a primary source versus a secondary source for documentation.
3. What is the purpose of documentation?
4. Demonstrate a census extraction for one branch of your family from six of the following years:
  - a. 1840
  - b. 1850
  - c. 1860
  - d. 1870
  - e. 1880
  - f. 1900
  - g. 1910
  - h. 1920
5. Show a pedigree chart you have filled out for seven generations. List the information you have been unable to learn and what efforts you have made to locate this information.
6. Show 42 family group records you have filled out and the documentation notes to go with the family group record.
7. Find military records/pension records on one of your family members. If your family has none, then show military/pension records on any person.
8. Show vital records you have obtained for one person from # 5 including birth, marriage, and death.
9. Show a copy of three obituaries on relatives with documentation where you found them.
10. List four web sites and/or libraries where you have been able to locate information for your family research.
11. Where in the Bible does it say not to spend time on fables and endless genealogies? What does the Seventh-day Adventist Commentary list as the reason for this advice?

## Glass Craft



Level	Year	Originating Institution
1	1970	General Conference

### Requirements

1. Name 10 kinds of glass.
2. Know what kind of glass is used for furniture, cloth insulation, airplanes, and automobiles.
3. Collect and prepare at least three colors of glass for picture making.
4. Know the steps in making a picture with glass and complete such a picture, using at least three colors.
5. Write a report of at least 300 words or give a three- minute oral report on the history of glass and how glass is made.

## Glass Etching



Level	Year	Originating Institution
1	1997	General Conference

### Requirements

1. Name the tools and items needed for Glass Etching.
2. Name the 11 steps of Glass Etching.
3. What is the technique of applying velvet etch?
4. Make a project on clear glass:
  - a. Lettering or verses
  - b. Flowers, animals, or people
5. Make a project on a mirror. Include the following:
  - a. Lettering, verses, flowers, animals, or people
  - b. Finish by framing around mirror with colored tape
6. Make a project on a glass, jar, or oval object.

## Glass Painting



Level	Year	Originating Institution
1	1938	General Conference

### Requirements

1. Know the primary colors, the secondary colors, and how to mix the primary colors to obtain the secondary colors.
2. Know the materials used in painting, mounting, and hanging a glass painting.
3. Make and display a glass painting for each of the following designs:
  - a. Animal
  - b. Flower
  - c. Scenery
4. Make a silhouette on glass and mount them for hanging.
5. Make a hand-painted mirror picture.

## Hot Air Balloons



Level	Year	Originating Institution
	2008	North American Division

### Requirements

1. State the role each of the following played in the development of flying balloons:
  - a. Joseph Michel Montgolfier and Jacques-Etienne Montgolfier
  - b. Jean Francois Pilatre de Rozier and Francois Laurent Marquis d'Arlandes
  - c. Jacques Alexandre Cesar Charles and Nicolas Louis Robert
  - d. Ben L. Abruzzo, Maxie L. Anderson, and Larry Newman
  - e. Bertrand Piccard and Brian Jones
2. Cite the principle of Archimedes and briefly describe how it applies to each of the following:
  - a. A piece of cork floating in a bowl of water
  - b. A ship floating in the ocean
  - c. A hot air balloon floating in the atmosphere
3. Using a Chemistry textbook or a reference book of scientific tables, draw up a simple table showing the composition of air by weight and by volume.
4. Draw up a simple table showing a comparison of the atomic number, atomic weight, and density of hydrogen, helium, nitrogen, and oxygen.
5. Name two gases that are used in flying gas-filled balloons.
6. Explain how heat/temperature affects the density of air and how this applies to flying hot air balloons.
7. Explain the role of each of the following in the structure and flying of a hot air balloon:
  - a. Envelope
  - b. Support structure
  - c. Throat
  - d. Fuel source
8. Name two materials that may be used for the envelope of a hot air balloon, and compare the advantages each cords because of its properties.
9. Describe how flying balloons have served a useful function in:
  - a. Military campaigns
  - b. Scientific research
10. At what time of the day do most sport balloon flights take place? Why?
11. Describe how a pilot controls the vertical movement of:
  - a. A hot air balloon
  - b. A gas filled balloon
12. Describe how a pilot controls the lateral or horizontal movement of a flying balloon.
13. Build to completion one model hot air balloon (or two if working in pairs).

## Knitting



Level	Year	Originating Institution
2	1970	General Conference

### Requirements

1. Define the following: K, P, STS, RND, TOG, PSSO, INC, DEC, YO.
2. Demonstrate your ability to do the following: cast on, bind off, pick up a dropped stitch, cable stitch, garter stitch, stockinette stitch, and ribbing.
3. Know how to care for these kinds of yarn: wool, hair, and synthetic.
4. Show how to join on a new ball of yarn.
5. Be able to identify and know the purpose of the following weights of yarn:
  - a. Bulky
  - b. Medium weight
  - c. Sports weight
  - d. Heavy weight
6. Knit two items from the following: slippers, mittens, baby booties, hat, scarf, sleeveless sweater, or another reasonable choice.

## Knitting Advanced



Level	Year	Originating Institution
3	1970	General Conference

### Requirements

1. Have the Knitting Honor.
2. Knit a pair of argyle socks or some other article using four needles and yarn bobbins.
3. Knit two additional items from the following: slippers, mittens, baby booties, hat, scarf, sleeveless sweater, or another reasonable choice.
4. Knit a sweater with long sleeves or a baby set of sweater, bonnet, and booties.

## Lapidary



Level	Year	Originating Institution
2	1967	North American Division

### Requirements

1. Name four safety precautions to be taken when sawing rocks.
2. Name two types of diamond saw lubricating and cooling solutions and their purpose.
3. Explain how a diamond saw cuts rocks, how it gets dull, and how it can be sharpened.
4. Describe the five basic steps to follow in bringing a slab or a flat surface to a polish.
5. What important precaution should be taken between each stage of grinding and sanding?
6. What is a template, and how is it used?
7. What is a cabochon, and what is the usual thickness of the slab from which it is made?
8. How do you decide the best angle or position to slab a specimen?
9. Explain two methods of wet sanding while shaping and polishing the rock.
10. From what material are polishing compounds made? If a scratch appears while polishing, how is it removed?
11. Saw, trim, properly dop, and carry a cabochon through the necessary grinding, sanding, and polishing stages to a high gloss or glassy finish.
12. Mount the cabochon on some type of backing, such as a stick pin, sweater pin, key ring, etc., with cement.

## Leather Craft



Level	Year	Originating Institution
1	1967	General Conference

### Requirements

1. List the necessary tools a beginner needs in Leather Craft work, and demonstrate the proper use of each.
2. Know how to distinguish different kinds of leather, such as calf, goat, and imitation leather. What leathers are most suitable for tooling?
3. Give the steps necessary in the preparation of leather.
4. Design and tool some object in leather, such as a billfold, magazine cover, or belt.
5. Show how to use leather dye.
6. What kind of finish should be used on leather?



## Leather Craft Advanced



Level	Year	Originating Institution
3	1977	General Conference

### Requirements

1. Have the Leather Craft Honor.
2. Demonstrate ability to punch holes, set snaps, do saddle stitching, and to do two types of lacing.
3. Make a sheath for a hatchet, knife or ax.
4. Complete a figure-carved belt, doing your own tooling.
5. Design, cut out from leather, punch, and lace your own pattern for a case, purse, bag, etc.
6. Exhibit six leather items you have made.

## Lettering & Poster Making



Level	Year	Originating Institution
2	1933	General Conference

### Requirements

1. Write from memory the complete lower case alphabet in two of the following: Gothic, Roman or Italic.
2. Demonstrate when the different sizes and types of pens are to be used.
3. State at least four principles in making a poster attractive and distinctive.
4. Make three posters in a variety of sizes to be used by any of the following groups: Sabbath School, church, school, Pathfinder Club, or AY Society. Use at least two different types of lettering in these posters.
5. Make five posters on topics of your own choice. NOTE: These posters will be judged for acceptance on the three following conditions:
  - a. neatness
  - b. arrangement
  - c. selection in type of lettering used
6. Practice all strokes until they can be done easily and accurately.

## Lighthouses



Level	Year	Originating Institution
1	2007	North American Division

### Requirements

- Describe the following in detail concerning lighthouses:
  - What is the function of a lighthouse?
  - When were the first lighthouses of record built?
  - What is the name of the most famous ancient lighthouse?
  - What are people called who study lighthouses? Why?
  - Do all lighthouses have keepers? If not, how are they run?
- Research the structure and function of Fresnel lenses. Explain what makes these lenses so effective.
- Throughout history, what fuels were used for lighthouse lights?
- Are all lighthouses located along ocean shores? If not, list other locations where you would find a lighthouse.
- What is the lighthouse service called in your country? What organization or branch of government is responsible for maintaining lighthouses in your country?
- When a lighthouse is a visible landmark seen from the ocean during the day it can be identified by certain markings. What are these called?
- What is a foghorn? Why would one be used at a lighthouse? What are three things that affect how far away a foghorn can be heard?
- Since lighthouses are often called "lights," explore the concept of "lights" in Scripture by doing the following:
  - Look in the Bible Concordance to find "lights" and discuss lights as referred to in the Bible.
  - Explain why you think God's word is like a lighthouse.
  - Memorize John 8:12.

## Lighthouses Advanced



Level	Year	Originating Institution
3	2007	North American Division

### Requirements

- Have the Lighthouses Honor.
- Make a scrapbook, including the following:
  - Pictures, post cards or drawings of 25 lighthouses. Label should include a brief description of: location, year built, active/non-active status, and order of the lens.
  - Write up a short history of the above lighthouses.
  - Include drawings/pictures and answers to all the requirements for this honor in your scrapbook.
- List the development of a Fresnel lens, including:
  - Name of the gentleman who invented it
  - Country that he came from
  - Year developed
- Draw a Fresnel lens:
  - Show how prisms are used to concentrate light
  - Draw a bull's eye lens and state its purpose
- Make a chart showing each class of Fresnel lens:
  - Define order and list by size
  - Name at least one lighthouse using each order
- Research and describe the history of the mechanism for rotating lights.
- Make a chart of six lighthouses showing nighttime (light) and daytime (daymark) signature.
- What is a lightship? Why and where are lightships needed?
- Read about lighthouse keepers and list some of the hazards they face in completing their duties.
- Study quotes by Ellen White mentioning lighthouses and discuss the meaning. Place a copy of the quotes in your scrapbook.
- Obtain a "Lighthouse Passport" and have it stamped at 10 different lighthouse locations.
- Build a lighthouse modeled after a real lighthouse using a lighthouse kit, wood, or other medium. Know the name, location, and date when the actual lighthouse was originally built.

Macrame		
Level	Year	Originating Institution
1	1975	General Conference



### Requirements

1. Give a brief history of the art of decorative knotting.
2. What is a good macrame cord?
3. Know three kinds of cords that are good and why they are good.
4. Know the basic knots used in macrame. Know two variations of each of these knots.
5. How is the overhand knot useful in macrame?
6. How much cord is needed to reach the desired length of the finished product?
7. Make a sampler wall hanging using the essential knots and using at least two variations: i.e., horizontal half hitch, vertical half hitch, or the half knot.
8. Make two other items of your choice using the square knot, the double half hitch, and two variations of either or both items.

Maori Lore		
Level	Year	Originating Institution
1		South Pacific Division



### Requirements

1. Define the following commonly used terms:
  - a. Marae
  - b. Powhiri
  - c. Karakia
  - d. Mate
  - e. Waiata
  - f. Korero
  - g. Haka
  - h. Kuia
  - i. Tane
  - j. Wero
  - k. Mana
  - l. Manuhiri
  - m. Hongi
  - n. Hui
  - o. Poroporoaki
  - p. Whanau
  - q. Tangi
  - r. Aroha
  - s. Whakairo
  - t. Koro
  - u. Kaumatua
  - v. Wahine
  - w. Mihi
  - x. Whaikorero
  - y. Tangata whenua
  - z. Taonga
2. Do the following:
  - a. Draw or trace a map of the world and show with arrows the directions of Polynesian settlement.
  - b. Where do Maoris consider themselves to have come to New Zealand from?
  - c. Explain what the Great Migration Myth is. Who was the originator of the myth? What were the canoes that arrived in this migration and where did they come from?
  - d. Draw or trace a map of New Zealand showing all the major tribal areas, and make in the canoe for each. (SIC)
  - e. Why was Rangitoto named "Rangitoto"?
3. Visit a marae with a group that has been called to a hui. Write a report on the events that take place from the time you arrive at the marae to the time you leave. State the name of the marae, its locality, and the tribe to which it is affiliated.
4. Briefly relate the customs observed at each of the following events:

- a. Mate
  - b. Meal times
  - c. Speeches
  - d. Sleeping
5. What are the two Maori religions currently in use today, and what are some of their characteristics?
    - a. Briefly describe the Maori story of creation.
    - b. Briefly outline the story of Seventh-day Adventism among the Maori people.
    - c. What is the Maori attitude to religion in general?
  6. Make a sample tukutuku panel (approx 30cm x 30cm) OR a tipare OR a small flax mat/basket.
  7. Know how to correctly greet people in:
    - a. Maori
    - b. Hongi
  8. What are five different pastimes enjoyed by Maori children in former times?
    - a. Learn how to do three string figures and walk on stilts.
  9. Visit an old pa site in your locality and make a brief written report on what you could see.

## Metal Craft



Level	Year	Originating Institution
2	1937	<b>General Conference</b>

### Requirements

1. Name the various metals that can be used in Metal Craft.
2. Complete one project using metal foil tooling, and finish by antiquing and framing.
3. Complete one project using a metal punch.
4. Complete one project using drilling, riveting, and bending of metal.
5. Demonstrate ability to use properly the following: tin snips, soldering iron, try square, jeweler's saw, mallet, and riveting hammer.

## Model Boats



Level	Year	Originating Institution
2	1977	General Conference

### Requirements

- Do two of the following:
  - Purchase and build one kit for a sailboat 10- to 15- inches (25 cm to 40 cm) long and about four- to five-inches wide and operate the boat on the water for at least two minutes.
  - Build a model boat with an electric motor from your own plans or from a kit size 10- to 18-inches (25 cm to 45 cm) and operate the boat for three to five minutes.
  - Build a model boat 18- to 30-inches (45 cm to 80 cm) long from your own plans or from a kit. Install a small bore internal combustion engine .029 or .049 and operate for at least two successful runs of three to five minutes each. Record in writing the operating characteristics of the model and state what you did to improve its performance.
- Identify and define these words:
  - Displacement
  - Center of gravity
  - Propeller pitch
  - Thrust and lift
  - Mono hull
  - Hydro
  - Bow
  - Keel
  - Transom
  - Cavitation
  - Heeling
  - Planing
  - Drag

## Model Cars



Level	Year	Originating Institution
2	1928	General Conference

### Requirements

- Build at least one plastic model car from the parts supplied in a kit. Car must be stock in every respect.
- Choose one:
  - Build a second car using extra accessories included in the kit or create alterations using putty and/or parts from other kits. (Decals don't count.) Include a paint job.
  - Build a Pine Car according to Pine Car Derby rules and enter it in a Derby race.
- Write or give orally a report on the history of automobiles. Be sure to include interesting steps in the development process such as notes on engine sizes, automatic transmissions, power steering, computerized controls, etc.

# Model Railroading



Level	Year	Originating Institution
2	1967	General Conference

## Requirements

1. Give the history and development of model railroading.
2. Tell the difference in how the following prototype motive power units operate:
  - a. Steam
  - b. Diesel
  - c. Electric
3. Know the name, scale, and track gauge for four model railroad gauges.
4. Know the shapes and names of at least eight track plan arrangements.
5. Know at least six points to check for maintenance of a model railroading layout.
6. Identify and explain the use of:
  - a. Five types of freight cars
  - b. Three types of passenger cars
  - c. Three types of steam engines according to their wheel arrangement
  - d. Two types of grade crossing warning devices
  - e. Two types of railroad signals
  - f. Five types of railroad-related buildings or structures
7. Know the meaning of the following model railroad terms:
  - a. Ballast
  - b. Blind drivers
  - c. Block
  - d. Bolster
  - e. Crossing
  - f. Crossover
  - g. Double header
  - h. Draft gear
  - i. Flange
  - j. Frog
  - k. Gap
  - l. Gauge
  - m. Grade
  - n. Gravity yard
  - o. Hot Box
  - p. Insulated rail joiner
  - q. Journal
  - r. Layout
  - s. Machine
  - t. Mainline
  - u. Prototype
  - v. Rail joiner
  - w. Reverse loop
  - x. Siding
  - y. Spur
  - z. Switch
  - aa. Talgo truck
  - ab. Truck
  - ac. Turnout
  - ad. Two-rail
  - ae. Wye
  - af. Y switch
  - ag. Yard
8. Construct a portion of a model railroad layout. In your construction, do the following:
  - a. Assist in assembling the framework.
  - b. Install a section of ballast.
  - c. Install a section of track.
  - d. Install at least one turnout, including the wiring.
  - e. Assist in making scenery, such as trees, rocks, mountains, or grass.
  - f. Make one model railroading building or structure.
  - g. Assist in the wiring to supply electrical power to the tracks.
9. Successfully operate a model railroad train on the layout you have assisted in building.

# Model Rocketry



Level	Year	Originating Institution
1	1970	General Conference

## Requirements

1. Know and explain the Model Rocketry Safety Code.
2. Know and explain the importance of the basic model rocket components.
3. Draw the following:
  - a. The steps in the flight of a model rocket
  - b. A cut-away view of a model rocket engine, labeling each part
  - c. A schematic plan for a simple launch system using proper electrical symbols
4. Define the following:
  - a. Wadding
  - b. Boost gliders
  - c. Stall
  - d. Payload
  - e. Apogee
  - f. Center of gravity
  - g. Center of pressure
  - h. Impulse
  - i. Velocity
  - j. Ejection
5. Name and describe at least four different recovery systems.
6. From a kit, build, finish, and paint a single-stage rocket that has a minimum length of six inches. Successfully launch this rocket with a parachute or streamer recovery system.

## Model Rocket Safety Code

<http://nar.org/NARmrsc.html>

1. Materials. I will use only lightweight, non-metal parts for the nose, body, and fins of my rocket.
2. Motors. I will use only certified, commercially-made model rocket motors, and will not tamper with these motors or use them for any purposes except those recommended by the manufacturer.
3. Ignition System. I will launch my rockets with an electrical launch system and electrical motor igniters. My launch system will have a safety interlock in series with the launch switch, and will use a launch switch that returns to the "off" position when released.
4. Misfires. If my rocket does not launch when I press the button of my electrical launch system, I will remove the launcher's safety interlock or disconnect its battery, and will wait 60 seconds after the last launch attempt before allowing anyone to approach the rocket.

5. Launch Safety. I will use a countdown before launch, and will ensure that everyone is paying attention and is a safe distance of at least 15 feet away when I launch rockets with D motors or smaller, and 30 feet when I launch larger rockets. If I am uncertain about the safety or stability of an untested rocket, I will check the stability before flight and will fly it only after warning spectators and clearing them away to a safe distance.
6. Launcher. I will launch my rocket from a launch rod, tower, or rail that is pointed to within 30 degrees of the vertical to ensure that the rocket flies nearly straight up, and I will use a blast deflector to prevent the motor's exhaust from hitting the ground. To prevent accidental eye injury, I will place launchers so that the end of the launch rod is above eye level or will cap the end of the rod when it is not in use.
7. Size. My model rocket will not weigh more than 1,500 grams (53 ounces) at liftoff and will not contain more than 125 grams (4.4 ounces) of propellant or 320 N-sec (71.9 pound-seconds) of total impulse. If my model rocket weighs more than one pound (453 grams) at liftoff or has more than four ounces (113 grams) of propellant, I will check and comply with Federal Aviation Administration regulations before flying.
8. Flight Safety. I will not launch my rocket at targets, into clouds, or near airplanes, and will not put any flammable or explosive payload in my rocket.
9. Launch Site. I will launch my rocket outdoors, in an open area at least as large as shown in the table (<http://nar.org/NARmrsc.html>), and in safe weather conditions with wind speeds no greater than 20 miles per hour. I will ensure that there is no dry grass close to the launch pad, and that the launch site does not present risk of grass fires.
10. Recovery System. I will use a recovery system such as a streamer or parachute in my rocket so that it returns safely and undamaged and can be flown again, and I will use only flame-resistant or fireproof recovery system wadding in my rocket.
11. Recovery Safety. I will not attempt to recover my rocket from power lines, tall trees, or other dangerous places.

## Model Rocketry Advanced



Level	Year	Originating Institution
2	1970	General Conference

### Requirements

1. Have the Model Rocketry Honor.
2. From a kit, build, successfully launch, and recover a boost glider.
3. Design, build (not from a kit), finish, and paint a single-stage rocket. Check for stability, and successfully launch and recover this rocket.
4. Do one of the following:
  - a. From a kit, build, finish, and paint a two-stage rocket. Successfully launch and recover this rocket.
  - b. From a kit, build, finish, and paint a three-engine clustered single-stage rocket. Successfully launch and recover this rocket.
5. Design an electrical launch system. When this has been approved by your instructor, build this system and use it to launch rockets at least five times.
6. Describe and demonstrate single station altitude tracking. With the aid of a helper, track the same rocket three times using three different sizes of engines and compare altitudes with an altitude finder.
7. Compare the velocity and altitude of two different weights of rockets using the same size engine.

## Music



Level	Year	Originating Institution
2	1929	General Conference

### Requirements

(Instructor Required)

1. Play or sing a scale, and know its composition.
2. Write a scale in both treble and bass clefs.
3. Know a half tone, a whole tone, a third, a fifth, and an octave.
4. Distinguish a march from a waltz, and give the time of each.
5. What is a quarter note? A half note? A whole note? Draw the symbols.
6. Name five great composers and one composition of each, including an oratorio, piano composition, and a song.
7. Play with or without music or sing from memory 15 hymns and/or other sacred songs or choruses and list the composer of each (One verse or Stanza each).
8. Play or sing from memory one piece of good music other than those used in #7.
9. For instrumentalists: Be able to sight-read and play a moderately difficult piece of music. Explain all signs and terms in it.
10. For singers: Show with baton or arm how to lead a group in singing compositions written in 3/4 and 4/4 time.
11. Define orchestra, and name at least five instruments in an orchestra.
12. Do a biographical sketch on a famous hymn writer and orally present it to a group.



## Music Advanced



Level	Year	Originating Institution
2		<b>South Pacific Division</b>

### Requirements

1. Complete the Music Honor.
2. Pass in Grade 7 Practical AMEB, or Trinity College, or Royal Schools of Music, or Suzuki Graduation Level 5.
3. Be able to play or sing any hymn chosen at random from the Church Hymnal or Sabbath School chorus books.

## Native American Lore



Level	Year	Originating Institution
1	1944	<b>General Conference</b>

### Requirements

1. Name five uses made of natural materials by the Northwest Indians.
2. Name five uses made of the yucca plant by the Southwest Indians.
3. Name five uses made of the birch tree by the Eastern Woodland Indians.
4. Know 15 plant foods introduced to us by the Indians. Include four plant names used today.
5. Describe Indian stalking and tracking.
6. Name five rocks and/or minerals and uses made of them by the Indians.
7. Explain one way in which arrowheads were made by the Indians.
8. Define pictograph. What are Indian petroglyphs and where can you find them?
9. Describe the use of seashells by the Indians.
10. Name at least 10 materials used in making Indian arts and crafts.
11. Make a craft item using any of the materials named in requirement #10.

## Native American Lore Advanced



Level	Year	Originating Institution
2	1976	General Conference

### Requirements

1. Have the Indian Lore Honor.
2. Know and have a list of at least 40 foods introduced to us by the Indians of North and South America.
3. Participate in a meal using as many Indian foods and cooking methods as possible.
4. Name five drugs or medicine plants used by the Indians.
5. Discuss the Indians of your area with regard to:
  - a. Tribes located there
  - b. Homes and clothing
  - c. Native crafts performed, such as basketry, pottery, mats, etc.
  - d. Religious practices
  - e. Form of government
  - f. If you do not live in North America, choose any of the following for study: Northeast, Southeast, Northwest, Southwest
6. Name 10 articles used by the Indians in their religious ceremonies.
7. Explain two methods of mounting and displaying arrowheads.
8. Explain one method of restoring and mending damaged arrowheads, ollas, blankets, and baskets.
9. Name and locate at least 10 different tribes of the present day and tell for what each is noted.
10. Experiment with plant dyes as used by the Indians and try to obtain at least two shades of color.
11. Do one of the following:
  - a. Visit an Indian museum
  - b. Visit Indian ruins or mounds
  - c. Make a personal visit with an Indian
  - d. Visit an Indian village or reservation

## Native Bush Construction



Level	Year	Originating Institution
3		South Pacific Division

### Requirements

1. Assist in setting out the ground of a simple house squarely and accurately.
2. Assist with choosing and cutting proper timber from the bush for posts, floor, rafters, wall plates, studs, steps, and doors.
3. Do the following:
  - a. Plait local materials for walls.
  - b. Make sections for a wall 1m x 1m and show two different wall patterns.
4. Show ability to thatch a roof correctly, especially the ridge and hips using kunai grass, sago palm leaves, coconut palm leaves, or any other materials.
5. Where applicable, select, prepare, and use vines for tying and lashing.
6. Take part in building a house not less than 4m x 2m using native materials. In building the house practice all requirements 1-5. Show while building the house that you have taken measures to keep it free from termites.
7. Demonstrate ability to name, use, and care for the following tools: ax, saw, hammer, chisel, bush knife, ruler, and tape spade.

## Needlecraft



Level	Year	Originating Institution
2	1928	General Conference

### Requirements

1. Show articles you have made using any 10 of the following:
  - a. Outline
  - b. Lazy daisy
  - c. Chain
  - d. Cross-stitch
  - e. Eyelet or cut work
  - f. Embroidery
  - g. Satin
  - h. Whipping
  - i. Heavy chain
  - j. French knot
  - k. Blanket
  - l. Feather
  - m. Stem
  - n. Back
  - o. Buttonhole
  - p. Fishbone
  - q. Long and short
  - r. Split
  - s. Braid
2. Do two of the following:
  - a. Embroider one of the following: dresser scarf, pair of pillowcases, luncheon cloth, or other equivalent article.
  - b. Make a pillow cover or wall hanging, a set of four sachet pillows, or three tree ornaments, out of any of the following methods:
    - i. Punch embroidery
    - ii. Candle wicking
    - iii. Crewel
  - c. Make a pillow cover, wall hanging, cover for chair, etc. in needlepoint.
  - d. Make an article using any of the following methods:
    - i. Applique
    - ii. Fagoting
    - iii. Smocking
    - iv. Shirring
    - v. Swedish weaving
3. Show the correct way of gathering lace and whipping it to hemmed edge.
4. Describe a satisfactory method of keeping your fancywork equipment in good condition.

## Origami



Level	Year	Originating Institution
1	1997	General Conference

### Requirements

1. What is Origami? Where did it come from? How was it used and developed?
2. Identify the symbols for the following terms:
  - a. Valley fold
  - b. Mountain fold
  - c. Cut
  - d. Existing crease
  - e. Hold here
  - f. Watch this spot
  - g. In front
  - h. Behind
  - i. Tuck in, open or apply force
  - j. Fold over and over
  - k. Turn model over
3. Demonstrate folding the following folds:
  - a. Reverse fold
  - b. Squash fold
  - c. Petal fold
  - d. Book fold
  - e. Preliminary fold
  - f. Blintz
4. Demonstrate folding the following bases:
  - a. Bird base
  - b. Waterbomb base
  - c. Frog base
5. Fold the following models:
  - a. House
  - b. Lotus blossom
  - c. Cicada
  - d. Housefly
  - e. Butterfly
6. Choose four of the following models to fold or select similar models from Origami books:
  - a. Jumping Frog
  - b. Carrier Pigeon
  - c. Sailboat
  - d. Hen
  - e. Leaf
  - f. Walking dog
  - g. Duck
7. Fold one model of your choice from memory from requirement #5 or #6.
8. Illustrate a Bible story using several Origami models.

## Paper Maché



Level	Year	Originating Institution
		<b>East Central Africa Division</b>

### Requirements

1. Name at least three kinds of bases upon which paper models may be shaped.
2. There are two main types of paper maché:
  - a. Know how to prepare successful pulp.
  - b. Know how to prepare the glue.
3. Be familiar with all ingredients and know why they are used.
4. Make, paint, and varnish at least two articles from pulp.
5. Make, paint, and varnish at least two articles from paste and paper strips.
6. Submit articles to examiner and have workmanship approved.

## Paper Quilling

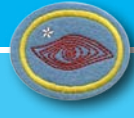


Level	Year	Originating Institution
2	2006	<b>North American Division</b>

### Requirements

1. What was paper quilling called when the craft first began?
2. Know the history of quilling.
3. Know the tools used in quilling.
4. Know and be able to correctly make each of the following rolls:
  - a. Tight Circle
  - b. Loose Circle
  - c. Teardrop
  - d. Shaped Teardrop
  - e. Marquise
  - f. Shaped Marquise
  - g. Crescent
  - h. Square
  - i. Rectangle
  - j. Triangle
  - k. Bunny Ear
  - l. Half Circle
  - m. Rolled Heart (Arrow)
  - n. Holly Leaf
5. Know and be able to correctly make each of the following scrolls:
  - a. Loose Scroll
  - b. Open Heart
  - c. V Scroll
  - d. S Scroll
  - e. C Scroll
6. Make a simple floral design by using at least three of the methods above.
7. Make a filled-in picture or ornament.

## Paper Quilling Advanced



Level	Year	Originating Institution
2	2006	North American Division

### Requirements

1. Know and be able to correctly make each of the following eccentric shapes:
  - a. Eccentric Loose Circle
  - b. Eccentric Teardrop
  - c. Eccentric Marquise
  - d. Eccentric Fan
  - e. Eccentric Crescent
  - f. Eccentric Bunny Ear
  - g. Eccentric Tulip
2. Know and complete three of the following shaping techniques:
  - a. Fringed Flower
  - b. Grape Roll
  - c. Spiral
  - d. Loop Method
  - e. Pegs
  - f. Weaving Paper
  - g. Twisted Loop
  - h. Huskings
  - i. Folded Roses
  - j. Curled Flowers
3. Make a picture or ornament using at least three of the eccentric shapes.
4. Make a three-dimensional object.

## Photography



Level	Year	Originating Institution
2	1928	General Conference

### Requirements

1. Explain the principles of camera construction, what the camera lens does, the effect of light upon the sensitive film, and the action of developers.
2. What is meant by the "speed" of the film? What does ASA/ISO mean?
3. How are shutter speed, lens aperture, and film speed related?
4. Give the principal uses of photography.
5. Take print or slide pictures illustrating at least eight of the following techniques. Use comparison pictures for illustration:
  - a. Framing
  - b. Camera steadiness
  - c. Direction of lighting - front, backlighting, side
  - d. Panning - background blurred with subject in focus
  - e. Rule of thirds
  - f. Angle - eye level, high and low angle
  - g. Level horizon
  - h. Distance from subject - fill the frame
  - i. Use of leading lines
  - j. Quality of light - shade, sunlight, and time of day
  - k. Correct exposure - underexposed, overexposed, and correctly exposed
  - l. Use of flash - distance and reflective objects
6. Do one of the following:
  - a. Tell how black and white film is developed into negatives and how prints are made.
  - b. Develop and print eight of your own pictures, explaining each step.

## Pinewood Derby



Level	Year	Originating Institution
1	1999	North American Division

### Requirements

1. Name the four basic components of a Pinewood Derby car.
2. Cars must meet the basic following requirements:
  - a. Must be made during the current calendar year or Pathfinder club year
  - b. Width of car shall not exceed 2 3/4" (70 mm)
  - c. Length of car shall not exceed 7".(178 mm)
  - d. Weight of car shall not exceed 5 oz. (142 grams)
  - e. Width between wheels shall be 1-3/4" (44 mm)
  - f. Height from bottom of car to bottom of tires shall be 3/8" (10 mm)
  - g. Use only axles, wheels, and wood provided in the kit you purchase
  - h. Wheel bearings, washers, and bushings are prohibited
3. Know how to use safely the following while building your project:
  - a. Saw
  - b. Wood rasp
  - c. Course sandpaper
  - d. Fine sandpaper
  - e. Wood plane
  - f. Hammer
  - g. Shaping stick
4. Know the basic steps in designing a car:
  - a. Design
  - b. Transfer of design
  - c. Building the car
  - d. Axles and wheels
  - e. Adding weight
  - f. Lubrication
5. Design and build to completion a Pinewood Derby car from a basic kit using the instructions in the kit, or if no instructions, follow the directions in #2.
6. Participate in a sponsored Pinewood Derby event using the car you built in #5.
7. Define and practice good sportsmanship as it relates to your Christian walk.

## Pinewood Derby Advanced



Level	Year	Originating Institution
2	1999	North American Division

### Requirements

1. Have the Pinewood Derby Honor.
2. Know the Pinewood Derby race regulations for your district, area, or conference.
3. Be aware of the following:
  - a. Cars shall not ride on any kind or type of springs.
  - b. No loose materials of any kind are allowed in or on the car.
  - c. Official number must be clearly marked and visible.
4. Review tool safety.
5. Know the various ways to prepare and finish your project:
  - a. Sanding wood
  - b. Filling holes
  - c. Sealing new wood
  - d. Coloring wood
  - e. Gloss finishes
  - f. Enamel finishes
  - g. Stain finishes
  - h. Wax finishes
  - i. Acrylic finishes
  - j. Water colors
  - k. Leather look on wood
  - l. Decoupage
  - m. Forged foil
6. Know the principle meaning of friction and how it can affect the performance of your car.
7. Know the three best ways to reduce friction on your car:
  - a. Axle lubrication
  - b. Aerodynamic design
  - c. Smooth finish
  - d. Proper wheel/axle clearance
  - e. Reduce wheel shaking
8. Know the three theories of weight distribution and how it could affect the performance of your car.
9. Design and build to completion the following (not previously built):
  - a. Basic car kit with complete exterior finish
  - b. Deluxe/fancy car kit with complete exterior finish and decals
  - c. Be creative by building one of the following: tank, submarine, airplanes, piano, ice cream sandwich, fire engine, vege-link, school bus, baby carriage, and etc.
10. Use details on your project such as steering wheel, driver, decals, and

etc. as long as these details do not exceed the maximum length, width, and weight specification.

11. Participate in a club, district, or conference sponsored Pinewood Derby event with a current car.
12. Define and practice good sportsmanship as it relates to your Christian walk.

## Plaster Craft



Level	Year	Originating Institution
1	1967	<b>General Conference</b>

### Requirements

1. What is the principal ingredient of plaster of Paris?
2. Give the steps in pouring a plaster item and preparing it for painting.
3. Know how to remove air bubbles from a poured item.
4. Know how the setup time can be increased or decreased for plaster.
5. What precautions should be taken when cleaning the mixing and pouring equipment?
6. What is a sealant applied to a plaster item and why?
7. What type of paint is best to use on Plaster Craft items?
8. Paint three items that will include the following designs and techniques or equivalent:
  - a. Floral (to show shading)
  - b. Animal (to show detail)
  - c. Religious motto (to show letter highlighting)
  - d. Fruit (to show highlighting)
9. Mold and paint two additional items of different designs.

## Plastic Canvas



Level	Year	Originating Institution
1	2006	North American Division

### Requirements

1. What is plastic canvas?
2. Name four types of plastic canvas and give a brief description of each.
3. Which type of yarn is best for use on plastic canvas?
4. Describe the following types of yarn and say on which type of canvas they work best:
  - a. Worsted Weight Yarn
  - b. Sport Weight Yarn
  - c. Tapestry Yarn
  - d. Persian Wool
  - e. Pearl Cotton
  - f. Embroidery Floss
5. What type of needle is used on plastic canvas? Which size needle is used on each type of plastic canvas?
6. Which instruments are used for cutting plastic canvas? How do you cut plastic canvas?
7. Name at least 10 stitches and make a one-inch sample of each.
8. Make two of the following items using three different stitches:
  - a. Coaster
  - b. Bookmark
  - c. Picture Frame
  - d. Refrigerator Magnet
  - e. Christmas Ornament
  - f. Door Hanger
9. Make one of the following using four different stitches:
  - a. Tissue Box Cover
  - b. Tote Bag
  - c. Floppy Disk Holder
  - d. Trinket/Coaster Box

## Plastics



Level	Year	Originating Institution
2	1961	General Conference

### Requirements

1. Make a list of the materials and equipment used in making small castings in plastic molds.
2. Know how to clean and properly take care of plastic molds.
3. What safety precautions should be used when working with plastics?
4. Tell how to mix resin for:
  - a. Casting
  - b. Colored layer
5. Why are the following used?
  - a. Catalyst
  - b. Surface hardener
  - c. Pigments
6. What is meant by polymerization?
7. Make three castings with at least one item embedded in each casting.
8. Prepare and embed two nature items suitable for embedding. Nature items may be embedded in one or more castings.



## Pottery



Level	Year	Originating Institution
2	1938	<b>General Conference</b>

### Requirements

1. Write or explain orally the different types and uses of pottery and the materials used in making it.
2. What is the purpose of a glaze? Describe the specific dangers to be avoided.
3. Design and draw two pottery forms, one of which must be decorated.
4. Do three of the following. Each project is to be decorated, such as painted, glazed or indented.
  - a. Using the coil method, make a jar or vase.
  - b. Using the slab method, make a box.
  - c. Using the pinch pottery method, make one object.
  - d. Design and make four different tiles.
  - e. Make a tray or dish.
  - f. Throw a simple vase on a potter's wheel.

## Scrapbooking



Level	Year	Originating Institution
1	2004	<b>North American Division</b>

### Requirements

1. What is the purpose of scrapbooking?
2. Why journal?
3. What is cropping and why is it done?
4. What are the four main types of scrapbooks used?
5. What is the purpose of using acid-free products?
6. What are the four different types of acid-free adhesive?
7. What 'tool' is used to sharpen scissors and punches when they get dull?
8. Name five different types of acid-free paper used in scrapbooking.
9. Make a scrapbook of at least 12 pages (8 1/2 x 11 or larger) on one of the following themes, incorporating the use of colored paper, stickers, decorative scissors, matting and journaling:
  - a. School Year, Sporting Events, Vacations, Holidays, Building Projects (mission trips, new home, etc.), Wedding, Birthday Party, All About Me (birth to now), Family Reunions
10. Memorize Joel 1:3.

## Scrapbooking Advanced



Level	Year	Originating Institution
2	2004	North American Division

### Requirements

1. Have the Scrapbooking Honor.
2. What is lignin?
3. What plastic is safe to use in scrapbooks?
4. What plastic is not safe and why not?
5. Describe the value of scrapbooking to future generations.
6. How do you fix a journaling error?
7. Complete an album of at least 24 pages of a size not less than 8 1/2 x 11 using techniques that includes the use of at least 10 of the following:
  - a. Matting
  - b. Double Matting
  - c. Border Designs
  - d. Journaling Boxes
  - e. Colored Paper
  - f. Printed Paper
  - g. 2 Page Layouts
  - h. Die Cuts
  - i. Self Designed Die Cuts
  - j. Stickers
  - k. Punches
  - l. Memorabilia Pockets
  - m. Decorative Scissors
  - n. Templates
  - o. Photo Cropped into a circles or ovals

## Sculpturing



Level	Year	Originating Institution
2	1945	General Conference

### Requirements

1. List the tools and materials used in simple sculpturing.
2. Model two or more examples of toy animals, using a sculpture medium.
3. Make a model of the human hand or foot using a sculpture medium.
4. From a living model, make a statue "in the round" of the human head, using a sculpturing medium (Not necessarily life size).

## Silk Screen Printing



Level	Year	Originating Institution
2	1974	General Conference

### Requirements

1. List tools and equipment necessary for screen printing.
2. Name three kinds of inks suitable for screen printing.
3. List at least three industrial uses of the silk screen process.
4. Tell how bottles and round surfaces are printed.
5. Make a design, transfer the design to a screen, and screen print one of the following projects:
  - a. At least 10 greeting cards
  - b. At least three posters
  - c. Print a design on fabric
  - d. Comparable project of your choice

## Silk Screen Printing Advanced



Level	Year	Originating Institution
3	1974	General Conference

### Requirements

1. Have the Silk Screen Printing Honor.
2. Properly stretch and secure silk screen fabric to a frame.
3. Know what fabrics can be used in silk screening and the advantages of each. What factors influence the choice of mesh count for the screen?
4. Understand and use each of the following silk screen printing techniques:
  - a. Hand cut film stencil method
  - b. Photographic method
  - c. Resist method
5. Use two of the following techniques in meeting requirement #4:
  - a. Print a design using two or more colors in proper registration
  - b. Print a repeat or all-over design
  - c. Print a three-color design using only two colors of ink
6. Print on a material other than paper or fabric, such as glass, metal, or leather.

## Soap Craft



Level	Year	Originating Institution
1	1964	General Conference

### Requirements

1. What ingredients are used to make soap?
2. What is the difference between soap and detergent?
3. What causes the cleansing action of soap?
4. Write or tell a story about the history and origin of soap.
5. Name seven forms of soap.
6. What is scum?
7. Carve an object from a bar of soap.
8. Decorate a bar of soap for a gift.
9. Make a scene out of whipped soap, using at least three colors.

## Soap Craft Advanced



Level	Year	Originating Institution
2	1964	General Conference

### Requirements

1. Have the Soap Craft Honor.
2. What types of fats can be used in making soap?
3. What is used in making soap transparent?
4. What are the advantages and disadvantages of soap and detergent?
5. What are some cleaning aids added to soap mixtures?
6. What makes soap float?
7. What makes soap hard?
8. Learn the following verses: Jeremiah 2:22, Malachi 3:2.
9. Explain two methods of making soap. Make a batch of soap by one of these methods.
10. Do one of the following:
  - a. Visit a soap-making establishment, commercial or non-commercial.
  - b. Obtain information from a soap-making firm about how soap is made.
  - c. Study and prepare from an encyclopedia or another source a one- to two-page report that explains how soap is made.

## Stamps



Level	Year	Originating Institution
2	1933	General Conference

### Requirements

1. Relate briefly the story of the beginning of the postal service in your country.
2. How is the history of your country told in postage stamps?
3. What are the rates for first-class mail in your country?
4. What country does not have its name on its stamps and why?
5. Know the meaning of the following:
  - a. Coil stamp
  - b. Booklet stamp
  - c. Perforations
  - d. Perforation gauge
  - e. Definitive stamps
  - f. Commemorative stamps
  - g. Hinges
  - h. Plastic mounts
6. Have knowledge of how to soak stamps from paper and how to dry them.
7. Make a collection of at least 750 stamps. (No two stamps alike)
8. Properly classify these stamps:
  - a. As to country
  - b. According to year and design (in series)
9. Mount your stamps with gummed hinges or plastic mounts. (Plastic mounts are preferred for new stamps.)
10. Choose a topical idea and develop a display of at least nine pages, including a title page, suitable for a stamp club show, Pathfinder Fair, etc. Display should be artistically arranged, neatly labeled and mounted, showing careful thought and research. Covers or cachets may be included.

## Stamps Advanced

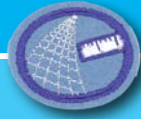


Level	Year	Originating Institution
3	1933	General Conference

### Requirements

1. Have the Stamp Honor.
2. Know the meaning of the following:
  - a. Cancellation
  - b. Perfins
  - c. Blocks
  - d. Plate blocks
  - e. Precanceled
  - f. First day covers
  - g. Cachets
  - h. Souvenir sheets
  - i. Watermarks
  - j. Tongs
3. Make a display of at least 16 pages suitable for a stamp club show, Pathfinder Fair, or Junior Youth Philatelic Stamp Show. Display should be artistically arranged, neatly labeled and mounted, showing careful thought and research. Cachets and covers should be used as well.
4. Make a collection of 750 additional stamps with at least 50 stamps from each of five foreign countries.
5. Name two different catalogs for identifying stamps.
6. Using a stamp catalog, identify and mount according to catalog number and country.
7. Mount your stamps with gummed hinges or plastic mounts. (Plastic mounts are preferred for mint stamps.)

## String Art



Level	Year	Originating Institution
1	1975	General Conference

### Requirements

1. Describe the following: string craft, symmography, geometric stitchery.
2. Draw and stitch on cardboard in equally spaced points:
  - a. A right angle
  - b. An acute angle
  - c. An obtuse angle
3. Name three ways to prepare wood for string art.
4. Use stringing methods on wood to do four of the following:
  - a. Filled circle
  - b. Hollowed circle
  - c. Star
  - d. Edging
  - e. Curve from within
  - f. Curve from without
  - g. Filler
  - h. Wing weave
5. Complete one original string art hanging on wood for display.

## Textile Painting



Level	Year	Originating Institution
2	1956	General Conference

### Requirements

1. Know how to prepare material for painting.
2. Know how to trace and transfer a pattern onto the material.
3. How much time should be given for paint to dry?
4. Demonstrate the centering of pattern on material.
5. Know how to mix paint and clean brushes after they have been used.
6. Paint one design each of fruit (to learn about highlights); flowers (to develop art of good shading); and figure with face (to learn use of fine-line brush).
7. Using a stencil, paint an item with at least two colors.

## Thatching



Level	Year	Originating Institution
2		East Central Africa Division

### Requirements

1. Make a list of the various tools needed for thatching, stating their uses, and show a “dekspaan” and a “needle” you have made.
2. State what materials are needed in erecting the framework of a roof ready for thatching. Tell briefly how you go about erecting the framework of a rondavel.
3. Name the various materials required for thatching, including several kinds of thatching “grasses” and thatching “threads.” Show samples of these.
4. Answer the following questions on the preparation of thatching material:
  - a. When is the grass cut and how is it stacked for storing?
  - b. How is the grass “combed” and made ready for thatching?
  - c. How is thatching rope made? What raw materials are used in your locality?
5. Answer the following:
  - a. Can any shape of roof be thatched?
  - b. Which is the easiest roof to thatch?
  - c. What are some of the advantages of a thatched roof?
  - d. What are some of the things that damage thatch? How would you protect a thatched roof against such?
6. Have some practical knowledge on how to thatch and demonstrate ability in laying a few short rows of thatch.
7. Answer the following:
  - a. How many workers are needed in thatching a rondavel?
  - b. Describe how you would start thatching a rondavel.
  - c. Tell, if possible demonstrate, how you would finish off: (1) a round roof (2) a gabled roof.

## Tie-Dye



Level	Year	Originating Institution
1	2006	North American Division

### Requirements

1. Know what the best types of materials are for dyeing and how to prepare them for dyeing.
2. Know what the purpose of the Soda Ash is and how long the fabric is to soak.
3. Know the purpose of the urea that is mixed with the dye.
4. What safety equipment should be worn when mixing up the dye for Tie-Dyeing? Why?
5. Determine what the three primary colors are.
6. Verbally describe what primary colors of dye will be needed to make the following secondary colors: Orange, Green, and Purple.
7. Verbally describe what the outcome will be if two secondary colors are mixed.
8. Use a Kleenex tissue and colored marker to demonstrate two different types of folds one could do on a T-shirt.
9. Once you have seen the outcome of the different folds you have created on tissue, fold and dye an item for yourself. (Bandana, t-shirt, pillow-case, etc.) Always keep in mind, no two items will be identical, nor will they be perfect. Each item will be as unique as the individual who made it.
10. Wear or bring this item to the next meeting for your club members to see.

## Upholstery



Level	Year	Originating Institution
2		South Pacific Division

### Requirements

1. Know five of the following terms used in upholstery to describe the tools and give their uses:
  - a. Tack Claw
  - b. Staple Remover
  - c. Regulator, Mattress Needle
  - d. Magnetic Hammer
  - e. Sharp Knife or "Snap" blade knife
  - f. Work Table
  - g. Industrial Sewing Machine
  - h. Sundry Items
2. Explain the use of the following items:
  - a. Webbing
  - b. Staples and Tacks
  - c. Hessian
  - d. Buttoning Cord or Waxed Flax
  - e. Calico
  - f. Fibre
  - g. Flock
  - h. Foam Sheeting
  - i. Glues
  - j. Back Tacking Strip
3. Name two types of material used for upholstery.
4. Explain how to fit the top cover to a lid.
5. What is the name of the material used for the base of lounges and the base of your box etc., and what is its purpose?
6. Name two methods of attaching covers to chairs.
7. Complete a or b:
  - a. Ottoman
  - b. Toybox
8. Complete a Feature Panel.

## Weaving



Level	Year	Originating Institution
1	1938	General Conference

### Requirements

1. Describe the principle involved in most weaving procedures.
2. Define the following: warp, woof, shuttle, yarn beam, heddle, and cloth beam.
3. Make a cardboard hand loom on which an envelope purse can be woven.
4. Design and weave a table runner or towel, using at least three different colors.
5. Make a simple wooden loom on which a jersey looped potholder can be woven.
6. Make a jersey looped pot holder.



## Whistles



Level	Year	Originating Institution
1	2007	North American Division

### Requirements

1. Relate briefly the history of whistle making and tell why whistles were invented.
2. Explain the importance of conservation in regard to whistle making.
3. What do the seasons of the year have to do with making a willow whistle?
4. Name two trees that make the best whistles and why. List three other trees that can be used to make whistles.
5. Give a brief description of the following styles of whistles:
  - a. Tube Whistles
  - b. Pan Whistles
  - c. Flute Whistles
6. Name five types of modern whistles and their uses.
7. What modern musical instrument is a sophisticated whistle?
8. How does a whistle work?
9. What is the most common equipment used in making whistles?
10. Explain the importance of wood grain in whittling a whistle.
11. Why must the size of the holes and chamber be proportional to the amount of airflow?
12. How do you tune a whistle?
13. Demonstrate that you can make a two-handed whistle using your hand and a piece of grass.
14. Demonstrate the technique and try to accomplish a whistle using your hands(s) or fingers.
15. Review and demonstrate the proper first aid and safety rules for the usage of a pocketknife.
16. Know how to sharpen a pocketknife using a whetstone or oil sharpening stone.
17. Make the following whistles:
  - a. Pan (Tubes) whistle
  - b. Flute Whistle
18. Learn to play a simple song on each whistle you have made.

## Whistles Advanced



Level	Year	Originating Institution
2	2007	North American Division

### Requirements

1. Have the Whistle Honor.
2. What is a sliding bark whistle and who first made this type of whistle?
3. What happens when a branch for making a sliding bark whistle is too large or too small?
4. What is a recorder whistle?
5. Make the following whistles:
  - a. Willow (sliding bark) whistle
  - b. Recorder whistle
6. Demonstrate your ability to correctly use each of the whistles you have made.

## Wood Carving



Level	Year	Originating Institution
2	1938	General Conference

### Requirements

1. Explain the qualities of hard and soft woods and the best woods for wood carving.
2. Describe the different wood-carving tools and explain how to sharpen them.
3. Explain the best methods of handling the grain of wood in designing.
4. Design and carve a plaque in low relief.
5. Design and carve two of the following items: a tray, bookends, a clock case, a whistle, a letter opener, or another equivalent item of your choice.

## Wood Handicraft



Level	Year	Originating Institution
2	1938	General Conference

### Requirements

1. Identify at least five common kinds of wood, such as pine, walnut, oak, and cedar.
2. Know the characteristics for the woods identified, and know one use for each example.
3. What is the difference between hard and soft wood?
4. Know how to properly use the following tools in wood handicrafts:
  - a. Coping saw
  - b. Rasp
  - c. Plane
  - d. Knife
  - e. Chisel
  - f. Sanding block
5. Know at least two safety procedures for each of the above tools.
6. Cut out, assemble, and finish animal bookends or doorstop.
7. Cut out and finish a garden stake or lawn marker, using a design such as a child, bird, flower, or tree.
8. Make a plaque, tray, notebook cover, or some other useful object in which wood burning is used.

# HEALTH & SCIENCE



<b>Title</b>	<b>Year</b>	<b>Creator</b>	<b>Page</b>
Basic Rescue	1986	GC	125
Blood and the Body's Defenses	2000	GC	126
Bones, Muscles, and Movement	1999	GC	128
Brain and Behavior	1999	GC	129
Chemistry	1937	GC	131
CPR	1986	GC	132
Digestion	1999	GC	133
First Aid Basic	1951	GC	135
First Aid Standard	1938	GC	136
First Aid Advanced	1963	GC	138
Health and Healing	1928	GC	139
Heart and Circulation	2006	NAD	140
Heredity	2004	NAD	141
Home Nursing	1938	GC	142
Optics	1962	GC	143
Physics	1989	GC	144
Red Alert	1986	GC	145

## Basic Rescue



Level	Year	Originating Institution
1	1986	General Conference

### Requirements

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

## Blood and the Body's Defenses



Level	Year	Originating Institution
2	2000	General Conference

### Requirements

1. Have the Microscopic Life Honor.
2. Name the two major constituents of blood. What is the percentage of each in normal blood?
3. Be able to draw pictures of and name the seven types of blood cells and indicate what each type does.
4. Observe some preserved human blood under a microscope. Count 100 white blood cells and draw a graph showing the number of each of the five types of white blood cells that you found. Which type is most common? Which is least common?
5. Do at least one of the following and report on what you observed:
  - a. Observe blood being drawn from someone's arm by a medical professional.
  - b. With the help of an experienced person, observe blood flowing through some capillaries (either on video tape or in a living organism such as hamster cheek-pouch, frog skin, or goldfish tail) using a microscope.
  - c. Visit a medical laboratory where blood tests are performed.
  - d. Visit a blood bank.
6. What two gases are transported by the red blood cells? Explain why blood appears blue/green in your veins but if you cut yourself, the blood that comes out is bright red. Explain why a lack of iron in your diet might make you have yellowish-colored blood.
7. Explain how blood clots when you are injured. How does typical "First Aid" help in this process?
8. What does it mean to be a blood donor? If possible, know your own blood type. What types of blood can be donated to you? Which blood types cannot be donated to you? Why?
9. Tell two stories in the Bible in which blood is involved. From what you know about blood, why do you think that the Bible uses blood as a symbol of God's saving power?
10. List 10 specific health habits that can help your body stay healthy and fight off infection. Find a reference from the Spirit of Prophecy that supports each one of these. Keep a record for three weeks of how often you repeat these 10 habits.
11. Define the following terms relating to the body's defenses: immunology, pathogen inflammation, antibody, memory cells, immunity, vaccine, allergy, histamine, and antihistamine.
12. Poison ivy and poison oak are plants commonly encountered by active Pathfinders. Be able to identify poison ivy and poison oak and know how to avoid having allergic reactions to them, and explain what to do if you get an allergic reaction to either.
13. Make a list of as many as possible of the infectious diseases that you have had. Which ones are you now immune to? Explain why or why not.
14. From your personal medical records, list all the vaccines that you have had and determine from your doctor when your next vaccination should be.
15. Write or tell about one infectious disease (at least 250 words).
16. What is AIDS? How is it spread? Is there a cure? Why is it so devastating?
17. Find three biblical references that have to do with cleanliness and the control of or spread of disease.

## Bones, Muscles & Movement



Level	Year	Originating Institution
2	1999	General Conference

### Requirements

1. What's the difference between exoskeletons and endoskeletons? Which type of skeleton do humans have?
2. List three functions of the skeletal system.
3. Is bone a living tissue? Explain why or why not.
4. Describe the structure and development of bone.
5. Identify the following bones of the skeletal system: Carpals, clavicle (collar bone), cranium, femur, fibula, humerus, mandible, maxillary bones, metacarpals, metatarsals, patella, pelvis, phalanges, radius, ribs, scapula (shoulder blade), coccyx (tail bone), sternum (breast bone), tarsals, tibia, ulna, and vertebrae.
6. What is a joint?
7. List the three types of joints found between bones.
8. Name and describe six types of freely movable joints. Be able to locate an example of each of these in your body.
9. Be creative and construct a model of one of the six freely movable joints.
10. What is another name for a broken bone? List three types of breaks that can occur in bones. Describe how bones heal and how doctors can help this process.
11. What is osteoporosis? Who can get it? List at least five health habits that deal with maintaining healthy bones and muscles.
12. What is the function of the muscular system?
13. Name and describe three types of muscle tissue. Give one example of each.
14. Be able to identify the following muscles on your body: Masseter, Trapezius, Deltoid, Pectoralis, Biceps, Abdominal, Quadriceps, Triceps, Latissimus dorsi, Gluteus maximus, Hamstrings, Gastrocnemius, and Soleus.
15. Describe the process that causes a muscle to contract.
16. Describe the difference between voluntary and involuntary muscles.
17. Using your model in #9, show how muscles, bones, and joints work together to produce movement.
18. Find three texts in the Bible that mention bones and/or muscles. Tell about each one in your own words.

## Brain & Behavior



Level	Year	Originating Institution
2	1999	General Conference

### Requirements

1. Be able to label a diagram or a model of a human brain, including the following parts: medulla, pons, cerebellum, midbrain, thalamus, hypothalamus, pituitary gland, and cerebrum. Tell briefly what each part does.
2. What is a neuron? Draw a picture of a typical neuron and label its parts. Where does information enter a neuron and where does information leave from?
3. Explain how drugs affect the function of neurons, especially at the 'synapse'. Make a commitment never to take drugs except for medical reasons.
4. What is a reflex? Perform a knee-jerk reflex test on someone. (Instructions: Gently tap someone just below the knee-cap while the person's leg is hanging over the edge of a chair.). Explain why it occurs (use the following terms in your answer: sensory neuron, motor neuron, spinal cord). Why do doctors use this test in a physical exam?
5. What is a sensory neuron, and what is "adaption"? Demonstrate adaption by doing the following:
  - a. Rest your arm on a table and then place a small cork (or something very light) on your arm. Notice how it feels at that time and how it feels one minute later after not moving.
  - b. Place one finger of one hand in a bowl of cool water and another finger of the other hand into a bowl of warm water. After 30 seconds, put both fingers in to a bowl of water at room temperature. How does the water at room temperature feel on each finger?
  - c. What spiritual lesson can be drawn from the concept of adaption?
6. How are the senses of taste and smell similar and how are they different? Draw a map of which part of the tongue responds to the following tastes: sweet, sour, bitter, salt. Instructions: Have someone dip a Q-tip into one of the following: sugar water (for sweet), lemon juice (for sour), flat tonic water (bitter) or salty water (salt), and then lightly touch different parts of your tongue. Notice which areas of the tongue taste the solution that is being tested. Rinse with pure water between each test and use a new Q-tip for each test.
7. Draw a picture of the various parts of the eye and explain why you have a blind-spot. Find your blind-spot for one eye. Instructions: Place a very small black dot on the center of a white piece of paper. Close one eye and stare directly ahead. Hold the paper at arms length in front of you and move the paper until the spot "disappears" (usually this occurs when the dot is just a bit below eye level - it is important).

8. Describe the three basic parts of the ear and tell what each part does. Explain why the following activities can be bad for your hearing:
  - a. listening to a "walkman"
  - b. putting something long in your ear
  - c. being in the front row at a loud music concert
  - d. not treating an ear infection properly
  - e. standing behind a jet at an airport
9. Do one or more of the following activities: (Some of these activities will need to be planned with a medical/dental professional or at a local college or university - they are usually very willing to assist you.)
  - a. Observe an electroencephalogram or one being performed on someone and describe what can be learned from this test.
  - b. Watch a "lie-detector" test being performed. Briefly explain how one works.
  - c. Observe an MRI or one being performed and explain what information can be learned from such a test.
  - d. Observe a neuron under a microscope.
  - e. Observe someone receiving a local or general anesthetic and explain how an anesthetic works.
  - f. Observe a real human brain (fresh or preserved).
10. List at least five things that you can do to protect your brain from damage.
11. Do one of the following:
  - a. Visit and help care for someone (minimum of 2 hours) who has a disease of the brain and report on their special needs.
  - b. Briefly describe the following disorders of the nervous system: Alzheimer's Disease, Multiple Sclerosis, Epilepsy, Major Depression, Down Syndrome, Huntington's Disease, quadriplegic and paraplegic.
12. Find at least three references from the Bible that refer to your brain and/or to decisions that you make in life.

## Chemistry



Level	Year	Originating Institution
2	1937	<b>General Conference</b>

### Requirements

1. Define the following:
  - a. Elements
  - b. Compounds
  - c. Chemical Symbols
  - d. Solutions
  - e. Atoms
  - f. Molecules
  - g. Periodic table
  - h. Combustion
  - i. Acid
  - j. Salt
  - k. Proton
  - l. Neutron
  - m. Electron
  - n. Distillation
  - o. Fractional Distillation
  - p. Filtration
2. What gasses extinguish life, and how? Explain the principle of one kind of chemical fire extinguisher.
3. Name two common sources of carbon monoxide. Why is it dangerous?
4. What are the states of matter?
5. Do five of the following, and explain the chemical action that takes place:
  - a. Try to light a sugar cube, first without and then with some ash applied to the cube, thus showing the action of a catalyst.
  - b. Place an ice cube in a glass of water, place a four inch string on top of the glass and ice, then solve the problem of taking the ice cube out of the water without touching it.
  - c. With the use of water, turpentine, and soap, transfer a newspaper picture to a blank sheet of paper.
  - d. With the use of a candle and a piece of cardboard, demonstrate visually the three parts of a candle flame.
  - e. With the use of a bowl of water, wooden matchsticks, a lump of sugar, and some soap, demonstrate the action of sugar and soap on the floating matchsticks.
  - f. Place a fresh egg in fresh water and then salt water, noting the difference.
  - g. Demonstrate that rust uses up oxygen with the use of steel wool, a pencil, a rubber band, a water glass, and a dish of water.
  - h. Demonstrate the colors produced when the following are burned: salt, copper, sulfate, and boric acid.
  - i. Make an invisible ink.
  - j. Show that washing soda or sodium carbonate contains water.



## CPR (Cardiopulmonary Resuscitation)



Level	Year	Originating Institution
2	1986	General Conference

### Requirements

1. Know and understand the location and function of the heart and lungs.
2. Define CPR and tell five conditions under which it would be used.
3. Successfully complete a class sponsored by either the American Heart Association, the Red Cross, or an equivalent under a certified instructor in order to properly learn and demonstrate one-person CPR. This must be within the past 12 months.
4. Understand Prudent Heart Living. List five things a person can do to maintain a healthy heart.
5. Develop, maintain, and keep a record of a personalized program in exercise, health, and diet habits for one month.
6. Learn the significance of the colors and design used on the honor token for this honor as follows:
  - a. The person needing CPR is white, signifying no circulation.
  - b. The person giving CPR is red, signifying a very alive person.
  - c. The border of gold speaks to the value of the human life.
  - d. A heart is formed by the head, shoulders, and arms of the person performing the CPR, signifying compassion for another individual.

## Digestion



Level	Year	Originating Institution
2	1999	General Conference

### Requirements

1. Have the Nutrition Honor.
2. Keep a record of what and how much food you eat for two weeks. Compare your diet to that of the food pyramid.
3. What is digestion? What is another name for the human digestive system?
4. Where does saliva come from? What are the three functions of saliva?
5. Be able to identify the following parts of the tooth: enamel, dentin, pulp, gum, cementum, and periodontal membrane. What role do the teeth play in digestion?
6. Be able to label a diagram or model of all the organs that help with digestion, starting from where the food goes into the mouth to where it is expelled from the anus.
7. Know the difference between food bolus and chyme.
8. Where does bile come from? Where is it stored? What does it do in the duodenum?
9. What are villi? What makes them absorb the nutrients so quickly? At what point are all the nutrients removed from the food/chyme? Compare the amount of water absorbed by plain paper compared to a similar sized paper towel using an 1/8 cup (17.2 ml) of water.
10. What happens if too much water is present in the large intestine? What happens if not enough water is present?
11. How does fiber in your diet aid in digestion? How long should food remain in the digestive tract? What happens if food stays in the digestive system too long?
12. Demonstrate the digestion of starch into simple sugar using the iodine test.
13. What are the six basic nutrients that are essential for life and where does the bulk of their digestion/absorption take place?
14. Know the difference between monosaccharide, disaccharide, and polysaccharide. What is the most important carbohydrate?
15. What are amino acids? How many are needed to make all the proteins in the body? What is meant by essential amino acids? How many of them are essential? Where can you get all the essential amino acids?
16. What is ATP? What is it used for? What does your body make ATP from? What three sets of chemical reactions make ATP in your body? Why do

we need to breathe oxygen?

17. Know the difference between water and fat soluble vitamins. What are two common vitamins that are fat soluble? What are two vitamins that are water soluble?
18. List four Bible texts that refer to digestion.
19. List five E.G. White references that promote proper digestion. Choose a variety of topics.

## First Aid Basic



Level	Year	Originating Institution
1	1951	<b>General Conference</b>

### Requirements

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. (11-14 years of age)

In British countries pass the examination in St. John Ambulance Junior First Aid examination and receive certificate for the same. (15 years and under)

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?

# First Aid Standard



Level	Year	Originating Institution
2	1938	General Conference

## Requirements

(Instructor Required)

If residing in the United States or another country in which Red Cross instruction is given, satisfactorily pass the Red Cross examination in Standard First Aid and receive your certificate. (20 hours instruction)

In British countries pass the examination in St. John Ambulance and receive certificate for the same.

Or complete the following requirements:

1. Know the basic principles for mouth-to-mouth breathing and the treatment for an obstructed airway.
2. What is the difference between a heart attack and a stroke and the treatment for each?
3. Know the proper procedure for assisting a bleeding victim.
4. Know the pressure points and how to correctly apply pressure at these points.
5. Know the proper method of applying a tourniquet and when to apply one.
6. Know the causes of shock and demonstrate its proper treatment.
7. Know the proper procedure for assisting a victim of poisoning.
8. Know the proper procedure for assisting a burn victim.
9. Know how to properly apply the following bandages:
  - a. Open and closed spiral
  - b. Figure-eight
  - c. Fingertip
  - d. Cravat bandage to the head
10. Know how to apply the following splints:
  - a. Upper arm splint
  - b. Forearm splint
  - c. Ankle splint
  - d. Kneecap splint
11. Know the proper treatment for the following:
  - a. Head injuries
  - b. Internal injuries
  - c. Gunshot wounds
  - d. Injuries to the eye
  - e. Animal and insect bites
  - f. Fainting and epilepsy
  - g. Effects of heat and cold
12. Know what to do in an electrical emergency.
13. Know how to escape from a fire.

14. Know how to obtain help in an emergency.
15. Know the proper procedure to assist a radiation-exposure victim.
16. Know the following rescue carries:
  - a. Drag by shoulder
  - b. Blanket drag
  - c. Two-person carry
  - d. Carry by extremities
  - e. Improvised litter
  - f. Three-person hammock carry
  - g. Litter carry

## First Aid, Advanced



Level	Year	Originating Institution
3	1963	General Conference

### Requirements

If residing in the United States or any other country in which Red Cross instruction is given, pass the Red Cross exam in Advanced First Aid and receive your certificate.

## Health and Healing



Level	Year	Originating Institution
2	1928	General Conference

### Requirements

1. Be in at least the eighth grade.
2. Through the Bible and/or Spirit of Prophecy learn how Jesus healed the sick and the procedure for church elders to use to anoint the sick and ask God for healing. Write a 250-word report or give a two-minute oral report on what you learned.
3. What is continuing education as related to health careers?
4. Interview at least two people who work in a medical health career. One of the two must be someone other than a doctor or nurse, such as someone working in dentistry, physical therapy, respiratory therapy, radiology, nutrition, etc. In your interviews ask the following questions:
  - a. Why did you choose your profession?
  - b. What education is necessary to enter your profession?
  - c. After education what amount of time does it take to become certified or proficient in your field?
  - d. What part of your job do you like the best? The least?
  - e. What days of the week and hours per day do you work at your job?
  - f. What advancement is available in your field?
  - g. What course of study in college would complement your chosen profession?
  - h. What are some local schools that offer training in your profession?
5. Do one of the following:
  - a. Be a candy striper or a page in a hospital or medical facility.
  - b. Visit a medical or dental office and do the following:
    - i. Observe the areas of operation, such as the business office, laboratory, examining rooms, x-ray rooms, etc.
    - ii. Be introduced to the equipment used in the office.
    - iii. Learn the steps of an office visit from when a patient comes into the waiting room until the time he leaves the office.
    - iv. Learn how the doctor does an examination from the taking of the patient's history to the diagnosis.
  - c. Go on a visit with a home nurse and do the following:
    - i. Learn the steps of a home visit from when the nurse finds out about the patient to when the nurse reports to a doctor.
    - ii. Observe the nurse taking the vital signs.
    - iii. Observe the nurse giving instructions and medication.
  - d. Visit an outpatient department of a hospital, such as physical therapy, x-ray, laboratory, etc. Do the following:
    - i. Observe the areas of operation in the department.
    - ii. Be introduced to the equipment used in the department and how it works.
    - iii. Learn the steps a patient takes when visiting the department.
    - iv. How many people does it take to staff the department?
    - v. Does the department operate at night?

## Heart & Circulation

Level	Year	Originating Institution
1	2006	North American Division

### Requirements

1. Describe the basic function of the following parts of the circulatory system: heart, blood vessels, blood, and lungs.
2. Describe the major difference between arteries and veins. What is a capillary and what is its function?
3. Identify two locations for measuring your pulse. Demonstrate your ability to accurately take someone's pulse.
4. Record your resting pulse rate, then exercise strenuously (i.e. jog, swim laps, climb stairs, etc.) for 10 minutes. Retake your pulse immediately after exercising, and then again after five minutes. Do this each day for one week, recording your results on a chart or a graph. Did the exercise affect your heart rate?
5. Make a simple stethoscope and listen to someone's heart beat.
6. List at least five things you can do to keep your heart healthy. Put these into practice if you have not been doing so already.
7. What is cholesterol and how is it related to arteriosclerosis?
8. What is a heart attack and what are its symptoms? How can CPR help?
9. What is an ECG and how is it used by a doctor?
10. Find five verses in the Bible that refer to your heart. Memorize two of them.

## Heredity

Level	Year	Originating Institution
3	2004	North American Division



### Requirements

1. What is meant by the term "heredity"?
2. Draw a picture of an animal cell and label the following parts: Cell membrane, cytoplasm, nucleus, nuclear membrane, ribosomes.
3. Explain the following:
  - a. What is a chromosome and where are they located?
  - b. What is a gene and where is it found?
4. Explain the following:
  - a. What is meant by the term "allele"?
  - b. How do dominant alleles differ from a recessive allele?
  - c. Determine which allele you have of the following genetic traits: Widow's Peak, free earlobe, dimples, curved thumb, bent pinky, digit hair, rolling tongue, second toe longer.
  - d. Using a Punnett square, predict the ratio of offspring produced from these monohybrid crosses: TT (tall) crossed with tt (short), Tt (tall) crossed with Tt (tall), Tt (tall) crossed with tt (short).
5. Explain the following:
  - a. What does the process of mitosis accomplish?
  - b. Draw a sequence of cells that shows the process of mitosis including: prophase, metaphase, anaphase, and telophase.
  - c. Briefly explain how the DNA in the chromosomes is copied during this process.
6. Explain the following:
  - a. What does the process of meiosis accomplish and how does it differ from mitosis?
  - b. Draw a sequence of cells that shows the process of meiosis including: prophase I & II, metaphase I & II, anaphase I & II, and telophase I & II.
  - c. Do the cells resulting from meiosis remain haploid? Explain.
7. Describe how DNA encodes the specific proteins that result in genetic traits. Demonstrate your knowledge of this process by using diagrams or paper models.
8. What is mutation? Using diagrams or models created in question #7, illustrate the effect of a mutation on the genetic trait.
9. Know at least five genetic disorders and tell a story about a famous person or someone that you know who has had one of these disorders.
10. Is biological heredity the only factor contributing to your character, i.e., what makes you who you are?
11. Find three statements from Ellen White's writings that relate to the previous question.

## Home Nursing



Level	Year	Originating Institution
2	1938	General Conference

### Requirements

1. Have the First Aid Honor.
2. What foods are included in the following diets:
  - a. Liquid
  - b. Soft
  - c. Light
  - d. Full
3. Know the symptoms of a fever. Know how to take a person's temperature. Know how to bring a high temperature down.
4. Know what is a normal pulse rate, respiration rate, and temperature. Practice taking the pulse rate, respiration rate, and temperature of a friend or classmate.
5. What is a communicable disease? How is it transmitted? What precautions should be followed to guard against communicable diseases? List safety measures to be observed when caring for a person with a communicable disease in the home.
6. What symptoms tell you that a person is physically ill?
7. Know how to help take care of a newborn and an aged person in your home.
8. Know when and how to wash your hands when caring for a sick person.
9. Know how to make a bedridden patient comfortable in bed.
10. Show how to feed a helpless patient in bed.
11. Show how to give liquid medicine and tablets, pills, or capsules to children and adults. Know how to properly apply eye drops.
12. Demonstrate the method of giving fomentations and foot baths. Explain the value of their use and tell the conditions under which such treatments should be given.
13. Demonstrate the application of a healing compress and the use of heat and cold for the treatment of inflammation and bruises.
14. Explain how the following natural remedies help in preventing disease: (Note how the first letter of each one spells NEW START.)
  - a. Nutrition
  - b. Exercise
  - c. Water
  - d. Sunshine
  - e. Temperance
  - f. Air
  - g. Rest
  - h. Trust in God

## Optics



Level	Year	Originating Institution
2	1962	General Conference

### Requirements

1. Define and draw a diagram of the following:
  - a. Focal length
  - b. Positive lens aberration
  - c. Negative lens
  - d. Two kinds of distortion
  - e. Lateral color
  - f. Spherical
  - g. Achromatic lens
  - h. Refraction of light
2. Explain how light behaves when it strikes or traverses water, oil, feldspar, and a mirror.
3. Name and draw diagrams of three kinds of positive lenses and three kinds of negative lenses.
4. What should be the minimum distance of light source from the lenses when testing for focal length?
5. Find the focal length of at least four lenses, one being a negative lens.
6. Explain by diagram why an image from a positive lens makes an image reversed and inverted.
7. Show with diagrams how a prism works. State the angles at which the colors appear and disappear.
8. Show and demonstrate what happens when light strikes one-way glass.
9. Construct one optical instrument using mirrors or lenses, such as a periscope, a slide or opaque projector, or a simple telescope.
10. Explain what is meant by the term 6 x 35 and 7 x 50 as applied to binoculars.
11. Define the term "f/stop" as used in connection with cameras. What does it mean when a lens is fast or slow? Is an f 18.5 lens faster or slower than an f 18 lens?

## Physics



Level	Year	Originating Institution
2	1989	General Conference

### Requirements

1. Define the following:
  - a. Physics
  - b. Mass
  - c. Work
  - d. Force
  - e. Power
  - f. Potential energy
  - g. Kinetic energy
  - h. Weight
  - i. Matter
  - j. Inertia
  - k. Friction
  - l. Wave
  - m. Center of gravity
  - n. Exponential notation
  - o. Absolute zero
  - p. Fulcrum
2. What is the scientific method? How can the scientific method be used to study the Bible?
3. What is a controlled experiment?
4. Explain the terms in Albert Einstein's  $E=mc^2$  equation.
5. What units of measure for mass, length, and time are used where you live?
6. What units of measure are used for time prophecy in the Bible? What is the chapter and verse where they can be found?
7. List Newton's three laws of motion.
8. Using a table cloth and several heavy books, demonstrate Newton's first law of motion.
9. Using an air-filled balloon, demonstrate Newton's third law of motion.
10. Demonstrate Galileo's falling body experiment by dropping two plastic beverage bottles (one full of water, the other half full) at the same time from a height of seven feet. Record the results and draw a spiritual application from this experiment.
11. Demonstrate the mechanical advantage of levers by pulling a large nail, driven deeply into a board, using only a hammer. Pull a second nail using a hammer and a small block of wood, located near the nail, under the head of the hammer. Note the difference in force required to pull the nail with different positions on the hammer on the block (fulcrum) and draw a spiritual application from this experiment.

## Red Alert



Level	Year	Originating Institution
1	1986	General Conference

### Requirements

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



# HOUSEHOLD ARTS





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## Baking



Level	Year	Originating Institution
1	1945	General Conference

### Requirements

1. Explain the difference in food value between whole wheat flour and white flour.
2. Describe the effects of yeast in bread making.
3. Give one Old Testament and one New Testament incident where leavening is mentioned.
4. Prepare whole grain bread (can be wheat, rye, oatmeal, etc.)
5. Prepare two of the following:
  - a. Yeast biscuits
  - b. Unleavened bread
  - c. Bread sticks
  - d. Bagels
  - e. Vegetable bread
6. Read what Ellen White wrote regarding the use of baking powder and baking soda.
7. How do you test a cake for being done? How do you keep a cake from "falling"?
8. Prepare two of the following:
  - a. Cake from basic ingredients (any flavor)
  - b. Cake from a cake mix (any flavor)
  - c. Fruit or nut cake or loaf cake
  - d. Sponge cake
9. Make one pie in each of the following categories:
  - a. Baked, any fruit including lemon
  - b. Unbaked (baked pie shell only), fresh fruit, gelatin, etc.
10. Make and bake one recipe of cookies. Make one recipe of refrigerator cookies. It is preferable to use wholesome ingredients such as fruit, oatmeal, nuts, etc.
11. Prepare a recipe file for all the items required above and any others desired. See how many recipes you can find using fruit without large amounts of sugar.
12. Give two examples of counsel by Ellen White regarding nutrition.

## Basic Sewing



Level	Year	Originating Institution
1	1976	General Conference

### Requirements

1. Describe the proper use of the following: thimble, tape measure, scissors and shears, pinking shears, needles of various sizes and types.
2. Become acquainted with the sewing machine in your home or school. Identify: balance wheel, thread take-up, pressure foot, pressure foot lifter, needle, feed dogs, bobbin, and control.
3. Demonstrate how to properly thread and run the machine.
4. Hem a towel, showing neat and even stitches.
5. Demonstrate your ability to properly sew on buttons, snaps, hooks and eyes.
6. Tell what is meant by selvage, bias, straight of goods, and crosswise of goods.
7. Make a laundry bag for camping, or a similar simple item.

## Cooking



Level	Year	Originating Institution
1	1928	General Conference

### Requirements

1. Know how to properly operate the kind of stove you have in your home. Know how to put out an oil or grease fire on your stove. Know how to prevent such a fire. Know safety precautions while cooking, including consideration of small children.
2. Know how to properly use measuring spoons, measuring cups, an egg beater, flour sifter, and if you have one, an electric mixer.
3. What is meant by boiling, broiling, frying, baking, simmering, waterless cooking? What are the most healthful ways of preparing common foods? Which are most unhealthful?
4. Demonstrate ability to properly prepare: two different kinds of hot cereal, a healthful hot drink, eggs (cooked) in two different ways other than frying.
5. Prepare potatoes healthfully by two different methods. Cook three other vegetables in the most healthful way.
6. Prepare a simple salad. Why do we need fresh salads in our diet?
7. Know the food guide pyramid. Why is it so important that we follow this chart in our diet? Check your meals for a week to be sure you are eating what you should.
8. Set the table properly for your family for an evening meal. Serve a balanced meal that you have planned and prepare as much as possible by yourself. Include a main dish, vegetable, and salad.
9. Follow a recipe correctly in making a vegetarian entree or a vegetable casserole.
10. Start a recipe file of your own. Put in it only recipes that you have tried and that you like.
11. Describe the influence of Ellen White regarding what we know about health and nutrition today. Give two examples of her counsel.

## Cooking Advanced



Level	Year	Originating Institution
2	1956	General Conference

### Requirements

1. Have the Cooking Honor.
2. How many cups make a quart? How many mls to make a liter? How many tablespoons to a cup? How many teaspoons to a tablespoon?
3. Prepare two main casserole dishes such as macaroni, rice, beans.
4. Prepare two different vegetables.
5. Prepare two kinds of salad. How are salads kept crisp?
6. Know the difference in food value between whole milk and skim milk.
7. Prepare a balanced breakfast using the food guide pyramid.
8. Prepare a vegetarian entree dish.
9. Plan menus for one week, choosing at least three dishes in which left-overs may be used.
10. Prepare a balanced meal using a vegetarian entree, a vegetable casserole and a salad.
11. What does caffeine do to the body? List five foods that contain caffeine.
12. Have 25 recipes of personally prepared dishes, not more than five of which are candies or desserts.

## Cultural Food Preparation



Level	Year	Originating Institution
2		South Pacific Division

### Requirements

Cook a meal using local methods and foods by yourself. See example below.

#### Materials:

1. Raw foods (e.g. Dalo, cassava, yams, sweet potatoes, taro leaves, etc.)
2. Banana leaves or other leaves used in your area
3. Stones
4. Firewood
5. Banana stems
6. Coconut leaves

#### Methods:

1. Light the fire first.
2. Pile the firewood in order (criss-cross method).
3. Put all the stones on top of the firewood.
4. Let the fire completely burn the wood until you notice that the stones are red-hot.
5. Clean the lovo/oven.
6. Put the smashed up banana stems on top of the stones.
7. Start to put all the raw foods on top of the banana stems.
8. Cover it up first with green coconut leaves before you completely cover it with leaves and leave it for one to one and a half hours.
9. Uncover the lovo/oven and the food is ready.

## Dressmaking



Level	Year	Originating Institution
1	1929	General Conference

### Requirements

1. Have the Basic Sewing Honor.
2. Identify samples of different fabrics including cotton, linen, wool, rayon, nylon, Dacron, and burlap.
3. Have a practical sewing box for your sewing supplies. Include in it a pin cushion, tape measure, pins, needles, thread, and scissors.
4. Show how to straighten fabric before use.
5. Demonstrate how to place pattern on fabric according to pattern layout, being sure all pieces are correctly placed on straight of fabric.
6. Know the following terms:
  - a. Baste
  - b. Bias
  - c. Blind hem
  - d. Grain of fabric
  - e. Overcast
  - f. Zigzag
7. Make one of the following:
  - a. A skirt, putting in zipper and sewing on waistband. Make sure skirt is hemmed to hang evenly.
  - b. A blouse, and explain how you would adjust the shoulders for different body types.

## Dressmaking Advanced



Level	Year	Originating Institution
2	1956	General Conference

### Requirements

1. Have the Dressmaking Honor.
2. Do the following:
  - a. Sew a seam with finished edges
  - b. Make darts
  - c. Gather
  - d. Bind
  - e. Topstitch
  - f. Make a French seam
3. Make a neat buttonhole.
4. Demonstrate on other persons how to measure for length of skirt, length of sleeve, and length from neck to waistline.
5. Make a shirt with set-in sleeve and a collar, and explain how you would adjust the shoulders for different body types.
6. Explain how to make at least four of the following alterations or modifications in patterns:
  - a. Shorten waist
  - b. Lengthen waist
  - c. Lengthen sleeve
  - d. Waist size
  - e. Lengthen skirt or pants
  - f. Lengthen or shorten pants inseam
7. Make a pair of pants or shorts that fits properly.
8. Make a skirt.
9. Select from pictures or draw an outfit for yourself that shows proper color harmony and is complementary to your figure.

## Food Canning



Level	Year	Originating Institution
2	1929	General Conference

### Requirements

1. Define the following:
  - a. Botulism
  - b. Boiling water bath
  - c. Cold Pack
  - d. Hot Pack
  - e. Jam
  - f. Jelly
  - g. Marmalade
  - h. Open kettle canning
  - i. Pectin
  - j. Pickles
  - k. Scald
  - l. Steam canning
  - m. Steam pressure canning
  - n. Sterilize
2. List the equipment used in the following methods of canning:
  - a. Pressure
  - b. Boiling water bath
  - c. Steam
  - d. Open kettle
3. Give directions for sterilizing, filling, sealing, and testing seals on jars.
4. When should food be steam pressure processed?
5. List the kinds of vegetables and fruits that are excellent for canning as opposed to freezing or drying.
6. Can the following items:
  - a. One fruit juice using the open kettle method
  - b. Two kinds of fruit using the boiling water bath method, one by hot packing and one by cold packing
  - c. Two kinds of vegetables using the pressure canning method, one by hot packing and one by cold packing
  - d. One jelly or jam

## Food Drying



Level	Year	Originating Institution
2	1986	General Conference

### Requirements

1. List at least three different ways to dry foods.
2. Why and how do you sulphur fruits?
3. How is dried fruit stored and protected from insects?
4. How are dried foods reconstituted?
5. What is important in selecting fruit to be used in making fruit leather?
6. How are dried nuts stored?
7. Dry the following and provide samples for testing:
  - a. Bread (Make crumbs and use in a recipe for sampling)
  - b. Fruit leather
  - c. Vegetable leather
  - d. Fruit slices
  - e. Vegetable slices (such as carrots) or pieces (such as peas)
  - f. Vegetarian jerky
  - g. Parsley or some other herb
8. Reconstitute a vegetable and cook for sampling.

## Food Freezing



Level	Year	Originating Institution
2	1986	General Conference

### Requirements

1. Define the following terms:
  - a. Blanching
  - b. Quick freeze
  - c. Freezer burn
2. What kinds of containers can be used for freezing foods?
3. What are the essential things to be considered when selecting vegetables or fruits for freezing?
4. How do you thaw frozen vegetables for the table? How do you thaw frozen fruits for the table?
5. Freeze two vegetables (corn and another of your choice), then prepare and serve for sampling.
6. Quick freeze a vegetable for easy pouring.
7. Why is salt not put in vegetables to be frozen?
8. Freeze some peaches in light syrup and also some in orange or pineapple juice.
9. What is the reason for using ascorbic acid in the syrup and not in the fruit juice? Why is ascorbic acid used in freezing peaches?
10. Freeze one type of berry without added sweeteners.
11. Make one kind of freezer jam.

## Housekeeping



Level	Year	Originating Institution
2	1929	General Conference

### Requirements

1. Have the Laundering Honor.
2. List utensils used in keeping a house clean.
3. Describe the best way to keep stoves, microwave ovens, and refrigerators clean.
4. Under what conditions do germs and pests thrive? Give ways of cleaning each of the following: basement, closets, cupboards, sinks, and toilets.
5. State the proper way to prepare dishes for washing, either in the sink or dishwasher. State the order in which silver, glass, table, and kitchen dishes should be washed.
6. How should rugs, carpets, pillows, upholstered furniture, papered walls, painted walls, floors, and windows be cleaned?
7. How is trash disposed of in your community?
8. What precautions should be taken in cleaning out a fireplace?
9. What is meant by keeping a home "baby safe"?
10. Plan and do the work in a house for one week.

## Laundering



Level	Year	Originating Institution
1	1928	General Conference

### Requirements

1. Why is it important to read the labels in garments before laundering them?
2. What is the proper way to prepare clothes for washing?
3. What types of clothes should be washed in hot, warm, and cold water?
4. What precaution should be used when using chlorine bleach? What are the advantages of powdered oxygen bleach? Why should chlorine bleach and ammonia never be mixed?
5. What precautions should be taken when using fabric softeners?
6. What points are to be considered in selecting a washing machine, ironing machine, dryer, iron? How should these laundry implements be cared for?
7. How are woolen garments laundered?
8. Know how to remove stains: ink, fruit, rust, grass, cocoa, grease, blood, chewing gum. Why must stains be removed before laundering?
9. Why is it important to remove garments from dryer immediately when the cycle is completed?
10. What type of materials should be dried only on the lowest heat settings of a dryer?
11. Show a blouse or shirt that you have ironed and folded, or show a skirt and coat that you have pressed.
12. Properly launder and fold clothes for your family for one week.

## Mat Making



Level	Year	Originating Institution
2		South Pacific Division

### Requirements

1. Name the materials used for mat making in your culture.
2. Explain and demonstrate how to prepare this material.
3. Name plants that can be used for making dyes in your culture. Tell where they come from and how to prepare them for dyeing.
4. Show how to use native and synthetic dyes in dyeing mat making material.
5. Make two mats showing two different types of weaving. One of the mats must have a reasonably fine weave.



Nutrition		
Level	Year	Originating Institution
2	1981	General Conference



### Requirements

1. Draw and explain the food pyramid guide in its various forms. List the number of servings required from each group each day. Why is it important to eat a balanced diet?
2. Explain the difference between the following:
  - a. Lacto-ovo vegetarian
  - b. Ovo vegetarian
  - c. Vegan vegetarian
3. Plan a two-day menu containing a balanced lacto-ovo vegetarian diet utilizing the food guide pyramid.
4. What is another name for:
  - a. Vitamin B1
  - b. Vitamin B2
5. List at least three significant food sources of the following nutrients:
  - a. Vitamin C
  - b. Vitamin A
  - c. Vitamin B1
  - d. Vitamin B2
  - e. Iron
  - f. Calcium
6. Why is it important to drink plenty of water every day?
7. How much water should you drink every day?
8. Name three common diseases that can be controlled by diet.
9. What is the difference between whole wheat flour and white flour, and which one has the higher nutritive value?
10. What does RDA mean?

Nutrition Advanced		
Level	Year	Originating Institution
3	1986	General Conference



### Requirements

1. Have the Nutrition Honor.
2. Read a book about nutrition.
3. Do the following:
  - a. Keep a food diary on yourself for one week.
  - b. Calculate the total nutrients for each day of the following: calories, protein, iron, calcium, Vitamin A, Thiamine, Riboflavin, Niacin and Vitamin C or Ascorbic Acid.
4. How does this compare with the Recommended Dietary Daily Allowance chart?
5. Explain why a high fiber diet is important and tell how this can be obtained.
6. Name three diseases due to malnutrition and describe the symptoms of each.
7. What are the symptoms of vitamin B12 deficiency?
8. What advice would you give a person who decided to be a total vegetarian?
9. What is the difference between saturated and unsaturated fats? Which is the most healthful and why?
10. Why is it advisable to use less sugar in our diet and suggest ways in which this may be accomplished?
11. Using the book Counsels on Diet and Foods, write a paragraph on the benefits of a lacto-ovo vegetarian diet.

## Quilting



Level	Year	Originating Institution
2	1976	General Conference

### Requirements

1. What is a quilt? How is it used?
2. What are three main fibers used in the interlining (middle layer) of a quilt?
3. What are two common methods of designing in a quilt? Define a "crazy quilt."
4. What is the difference between yarn tying and quilting?
5. What are the steps in making a quilt?
6. Construct and finish a quilt, either as an individual or group project.
7. Develop a file of at least six quilt patterns, including two patchwork and one on a patriotic theme.

## Tailoring



Level	Year	Originating Institution
3	1938	General Conference

### Requirements

1. Identify the following materials:
  - a. Wool
  - b. Worsted
  - c. Cotton
  - d. Linen
  - e. Silk
  - f. Artificial silk
2. Identify three of the following weaves:
  - a. Basket weave
  - b. Plain
  - c. Rib
  - d. Herringbone
  - e. Twill
  - f. Pile
3. How are the following used?
  - a. Interlining
  - b. Tailor tacks
  - c. Tailor canvas
  - d. Other interfacing
4. Tell the points you should observe when making a garment fit properly and look tailored.
5. Be familiar with the following pressing equipment:
  - a. Sleeve board
  - b. Press mit
  - c. Seam roll
  - d. Taylor's ham
  - e. Taylor's board
  - f. Needle board
6. Be able to make bound and tailored buttonholes and loop buttonholes.
7. Make a slit pocket with a welt or a bound pocket.
8. Demonstrate your skills in tailoring by measuring, cutting out, and properly making a man's or woman's suit that fits properly.



## Tapa Cloth

Level	Year	Originating Institution
		South Pacific Division



### Requirements

1. What are the main uses of Tapa cloth?
2. Know three different ways that Tapa cloth is made in the Pacific Islands.
3. Know the trees used for making Tapa cloth in your area.
4. Explain the following:
  - a. Explain the steps in making Tapa cloth and then demonstrate your knowledge by making a 1/2 meter square Tapa cloth.
  - b. Explain the process of dyeing Tapa cloth using natural dyes; decorate your tapa cloth.
5. Make a collection of a number of different types of Tapa cloth designs and outline the purpose for which they were used.

# NATURE



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# Amphibians



Level	Year	Originating Institution
1	1945	General Conference

## Requirements

1. What are the characteristics of amphibians?
2. Name the two main orders of Amphibia and tell how to distinguish between them.
3. Distinguish the differences between toads and frogs.
4. How do amphibians protect themselves?
5. Make a list of amphibians that should be found in your locality. Identify five and tell where you found them. OR Collect pictures or sketch five different amphibians that you can identify and tell where they are found.
6. Describe the life history of some amphibians.
7. Explain the economic value of amphibians.
8. Where do toads spend the winter or the dry season?
9. Identify two species of frogs by their sound or imitate the sounds of two different species of frogs.
10. How do frogs and toads sing? What makes the noise so loud?
11. Do one of the following:
  - a. Observe an amphibian to find out:
    - i. where and when it sleeps
    - ii. when it leaves its home for food
    - iii. how fast it can travel
    - iv. how far it can jump, and as many other interesting things as you can find out about it; Or hatch frog eggs in your own aquarium and watch them grow to tadpoles, Or write an essay covering the details requested in the first section of this question.
  - b. Hatch some amphibian eggs and watch them through their growth cycle and write an essay covering the details.

## Amphibians Advanced



Level	Year	Originating Institution
3	2001	General Conference

### Requirements

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

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

## Animal Tracking



Level	Year	Originating Institution
2	1976	General Conference

### Requirements

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

## Animal Tracking Advanced



Level	Year	Originating Institution
2	2001	General Conference

### Requirements

1. Have the Animal Tracking Honor.
2. What is the difference between positive and negative casts of animal tracks?
3. Make at least one positive cast from a negative cast or rubber mold.
4. What is scatology and why is it important in the study of animals?
5. Find at least one trace of an animal other than its tracks. Through careful observation and/or analysis determine as many conclusions as possible from the evidence.
6. With a partner set up a track and trail course covering at least one mile, (1.6 km) which will include at least four change-of-directions utilizing traditional native signs, and have at least two other persons successfully follow the route. Successfully follow a one mile (1.6 km) route set by someone else.

## Antelopes



Level	Year	Originating Institution
1		East Central Africa Division

### Requirements

1. Give the general characteristics of antelopes.
2. Give three size-groups of these animals, with two examples of each.
3. Be able to identify at least 15 different antelopes.
4. What do they eat? How do they digest their food?
5. Name three ways in which one benefits from having these animals in the country where one lives.
6. What are "false hoofs"? Which members of this family do not have them?
7. Which antelopes are classed as rare South African animals now? Where can they be seen outside of the zoo and the museum?
8. What natural enemies do the antelopes have? How do antelopes protect themselves and their young?
9. Which is:
  - a. The largest antelope?
  - b. The swiftest runner?
  - c. A good fighter?
  - d. A good jumper?
  - e. Chiefly nocturnal?
  - f. Called "the African Chamois"?
  - g. The national animal of the Union of South Africa?
10. Say which antelope you like to watch most. Tell five of its habits.



## Antelopes Advanced



Level	Year	Originating Institution
2		East Central Africa Division

### Requirements

1. Give the order and the scientific name of the family to which the antelope belongs.
2. Give the distinguishing characteristics of the different sub-families, with examples of each.
3. Which large antelope differs from most of the others in appearance? What are some of its peculiar habits?
4. What is the function of musk glands in the antelopes? Where are these glands situated on the gregarious types? On the solitary types?
5. Which species could you expect to find in:
  - a. Bush or reed beds, near water?
  - b. Arid regions?
  - c. Open plains?
  - d. Scrub and forest areas?
  - e. The vicinity of rocky kopjes, or on hillsides?
6. Describe the horns, in both sexes of each species, of 15 different antelopes. What is the structure of these horns? Are there any deer in South Africa? What is the structure of their horns?
7. Name at least 20 species of antelope that you have observed and can identify out-of-doors, not more than five of which are in captivity.
8. What is a gazelle? Where would you find this animal?
9. Name some diseases associated with wild bovines. How are they transmitted? Of what economic importance are they to man?
10. Know the game laws of your province.

## Bats



Level	Year	Originating Institution
1	2004	North American Division

### Requirements

1. Why are bats classified as mammals and not birds?
2. What is the main characteristic that separates bats from all other mammals?
3. What is the name of the order that bats belong to and what does it mean?
4. What are the largest and smallest bats and where do they live?
5. How many different types of bats are there worldwide?
6. Bats are divided into two sub-orders. What are their names?
7. Which sub-order of bats uses echolocation and which sub-order uses eyesight to find their food?
8. What is the diet of the megabats?
9. What is the diet of the microbats?
10. How many babies does a bat have each year and what are the babies called?
11. Find three Bible texts that mention bats. Which text uses bats in an end-time prophecy?
12. Do bats hibernate or migrate for the winter?
13. Name the parts of a bat.
14. How many insects can a bat eat in an hour?
15. What are the two main benefits bats provide for man?
16. Build or purchase a bat box, know the best place to put it and install it at a home, church, or your school. Record for three months what kind and how many bats have made it their home.

## Bats Advanced



Level	Year	Originating Institution
2	2004	North American Division

### Requirements

1. Earn the Bats Honor.
2. What are caves, attics, bridges, or tunnels where bats hibernate called?
3. Give three examples of colonizing bats.
4. Give three examples of solitary roosting bats.
5. What is meant by delayed implantation?
6. How long is the gestation period for bats?
7. What is bat guano and why was it important during the War of 1812 and the Civil War?
8. What disease can be contracted from large quantities of guano?
9. What is the life-span of a bat?
10. Do all bats have rabies?
11. How good is the vision of microbats and megabats?
12. What North American bat is pictured on the honor?

## Bird Pets



Level	Year	Originating Institution
1	1945	General Conference

### Requirements

1. Keep one or a pair of birds for at least six months.
2. Show you have completed one of the following:
  - a. If you have a cage bird, keep a record of its care for at least one month. Include food habits, water needs, cage cleaning, etc.
  - b. If you do not have a cage bird now but completed requirement #1 in the past, take care of someone else's bird for at least one week while they are on vacation, etc., and maintain a record of the required care.
3. Canaries
  - a. Give the names of four varieties of canaries.
  - b. Give a brief history of the origin and development of canaries.
  - c. Name and distinguish five seeds used in canary feeding.
  - d. Describe briefly the general care of canaries.
4. Parakeets or Love Birds
  - a. To what country are parakeets, or love birds, native?
  - b. Describe briefly their habits of feeding, nesting, and general behavior.
5. Pigeons
  - a. Name and identify six varieties of pigeons.
  - b. Describe their kind of food and general management.
6. What are the laws in your state or country regarding the capture, breeding, role and/or export of cage birds? Be sure you are abiding by them while fulfilling the requirements of this honor.

## Birds



Level	Year	Originating Institution
1	1928	General Conference

### Requirements

1. Give two characteristics that set birds apart from all other creatures.
2. Name three flightless birds, tell what their diet consists of, and name the country or continent in which each one lives.
3. Give the day of the week when birds were created. Find in the Bible the names of five birds and be able to name them from memory.
4. Write or give orally three ways in which God's love and purpose is shown in the creation of birds.
5. Make a list of 30 species of wild birds, including birds from at least five different orders that you personally have observed and positively identified by sight out of doors.
6. Make a list of five species of wild birds that you personally have positively identified by sound out of doors.
7. Do one of the following:
  - a. Set up a feeding station and report on the bird visitors observed for a period of seven days.
  - b. Find a bird's nest, identify the species of the bird that built it, describe the nest in detail, observe the nest for five days, and report what happened at the nest on each of the days.
  - c. In the Western Hemisphere: Maintain a hummingbird feeder for two months.
    - i. What does man-made nectar consist of?
    - ii. Why shouldn't you use food coloring or honey?
    - iii. When should the feeder fluid be changed?
    - iv. How should the feeder be cared for?
  - d. In other areas of the world: Select at least three different habitats in your area and make comparative bird lists of them indicating the differences in birds expected and found.

## Birds Advanced



Level	Year	Originating Institution
3	1949	General Conference

### Requirements

1. Have the Birds Honor.
2. Know the laws protecting birds in your state, province, or country.
3. Describe a bird accurately by using standard names for each part of its body.
4. Find answers to either a or b:
  - a. In what ways are the feet, legs, and beaks of birds variously modified to adapt them to their environment?
  - b. On Hummingbirds:
    - i. What do hummingbirds eat in the wild and how often?
    - ii. Why aren't hummingbirds afraid of large mammals or birds?
    - iii. How do their wings move differently from other birds?
    - iv. How fast do they fly?
    - v. How fast do the wings and heart beat?
    - vi. How is the tongue shaped?
5. Identify on a bird's wing the primaries, secondaries, coverts, axillars, and alulae.
6. Describe the functions and purposes of bird banding, telling in particular how banding contributes to our knowledge about bird movements.
7. Name the main migratory bird flyways used by birds on your continent.
8. Give the migration routes and terminal destinations for 10 different migratory bird species.
9. Describe at least three different ways that birds are able to orient themselves in their movements across the globe.
10. Make a list of 60 species of wild birds, including birds from at least 10 different families that you personally have observed and positively identified by sight out of doors. For each species on this list note the following:
  - a. Name
  - b. Date observed
  - c. Place observed
  - d. Habitat (i.e., field, woods, river, lake, etc.)
  - e. Status when observed (permanent resident, winter resident, summer resident, migrant, vagrant)
11. Present lists of birds, showing the greatest number of species seen out of doors in:
  - a. One day (with at least six hours in the field)
  - b. One week
  - c. Your life list (all birds observed by you since you began birding to date)
12. Make a list of 10 species of wild birds that you personally have positively identified by sound out of doors, and describe or imitate these bird

sounds as best you can.

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

## Cacti



Level	Year	Originating Institution
1	1944	<b>General Conference</b>

### Requirements

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

## Cacti Advanced



Level	Year	Originating Institution
3	1999	General Conference

### Requirements

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

## Cats



Level	Year	Originating Institution
1	1945	General Conference

### Requirements

1. What is the scientific name of the cat family?
2. How is the structure of the paw similar in all cats?
3. How are the eyes of all cats alike?
4. What is the main food of the cat family? How are the cat's teeth fitted for this?
5. Of what use are the cat's whiskers?
6. How are the cat's ears protected?
7. Identify from pictures or personal observation four kinds of domesticated cats. Describe each one's temperament.
8. Of what benefit to man are domesticated cats?
9. Identify from pictures or personal observation seven kinds of wild cats. Tell in what part of the world they are found.
10. What animal is known as the king of beasts? Why does it have that title? What is its temperament really like?
11. Tell the story of Androcles and the lion.
12. Relate four stories in the Bible in which a member of the cat family is mentioned.

## Cats Advanced



Level	Year	Originating Institution
2	2001	General Conference

### Requirements

1. Have the basic Cat Honor.
2. Complete the cats "open-book" quiz, below. (This is not an instructional pass-a-test requirement; it is designed to encourage research into the world of cats.) Enjoy new discoveries as you research the following questions about some unusual domestic cat breeds from around the world.
  - a. The domestic cat known as Sphynx first appeared in the late 1960s. Which of the following is true about this Canadian breed?
    - i. It is too wild to be a proper house cat.
    - ii. It is the national pet of Canada.
    - iii. It appears to be hairless.
  - b. True or False: The Chartreux, with its brilliant orange eyes and blue lips, is a breed closely associated with France.
  - c. Match the following cats with the special characteristics of their breed:
    - i. Korat (Thailand) (a) Goes limp when picked up.
    - ii. Ragdoll (USA) (b) Is traced to wild cats from Kenya.
    - iii. Sokoke (Denmark) (c) Symbolizes good fortune.
  - d. The Scottish Fold breed dates back to 1961. True or False: This cat acquired its name because it folds its body up to stay warm.
  - e. One breed was developed from a type of cat which once roamed the streets of Singapore. Now called the Singapura, it is also known by which one of the following names?
    - i. Drain cat
    - ii. Fat cat
    - iii. Flying cat
  - f. The names of breeds do not always reflect their countries of origin. For example, the Nebelung (German for "creature of the mist") breed was developed in the USA. True or False: The Poodle cat was developed in Germany.
  - g. The English are renowned cat fanciers. Which one of the following is not a breed of domestic cat developed in the UK?
    - i. Abyssinian cat
    - ii. Havana Brown cat
    - iii. Geoffroy's cat
  - h. Developed in the USA, the Ocicat is a wild-looking feline with spotted fur. True or False: it is illegal to keep the Ocicat as a house pet in most countries.
  - i. Originally called the Spotted Mist, this Australian breed's name was changed when some were born with tabby-patterned coats. What is its new name?
    - i. Australian Mist
    - ii. Dingo cat
    - iii. Spotted and/or Marbled Mist
  - j. The Japanese Bobtail cat originated in China centuries ago. True or False: It is the only breed of domestic cat with virtually no tail.
3. Keep a cat for at least six months and do one of the following:
  - a. If you currently have a cat, keep a record of the care for you cat for one month. Include in your record when it is watered and fed and how often and with what supplies you care for the litter box. Why should your cat not be allowed to roam the neighborhood freely?
  - b. If you do not currently have a cat but you owned one at sometime in the past for at least six months, take care of someone else's cat for at least one week. Record the care that was required and explain the relationship of house cats on the environment and why it is best they not be allowed to become feral.
  - c. Participate in a cat related project of your choice in support of a local humane society or similar organization.

## Cetaceans



Level	Year	Originating Institution
2		South Pacific Division

### Requirements

1. In what way is the Cetaceans family different from most other sea life?
2. Explain the difference between Baleen and Toothed Whales.
3. In what way have whales and dolphins been a benefit to man?
4. Explain how it is that a whale which breeds in the warm waters of the tropics can also survive the ice cold water of the Antarctic where they go to feed (considering the whale is a warm blooded mammal like humans).
5. Memorize the following Scriptures concerning whales:
  - a. Genesis 1:21
  - b. Ezekiel 32:2
  - c. Job 7:12
  - d. Matthew 12:40
6. Write and read to a group, or tell from memory, the story of Jonah.
7. Successfully draw a Baleen Whale and identify where the following body parts are:
  - a. Baleen Plates
  - b. Blowhole
  - c. Dorsal Fin
  - d. Ear
  - e. Eye
  - f. Throat Pleats
  - g. Flukes
  - h. Flippers
  - i. Genital Slit
  - j. Median Notch
  - k. Peduncle
8. Be able to identify at least 15 Cetaceans.

## Dog Care and Training



Level	Year	Originating Institution
2	1976	General Conference

### Requirements

1. Describe the steps you should take in the following areas of dog care:
    - a. Selection
    - b. Registration
    - c. Immunizations
  2. Do at least two of the following:
    - a. Describe what can be done to remove fleas, ticks, and lice from your dog.
    - b. Mention some diseases, pests, and worms that dogs can get.
    - c. Explain what you should do for a dog bite.
  3. Describe how to housebreak a puppy.
  4. Explain in detail how you would wash a dog and care for its general hygiene.
  5. Take full responsibility of feeding and watering a dog for two or three months.
  6. Train your dog until you can successfully demonstrate the following:
    - a. Heel: Your dog walks close to your left side and sits when you halt.
    - b. Figure 8: Your dog stays close to you side without sniffing people, fire hydrants or other dogs.
    - c. Stand for examination: Your dog allows strangers to touch him.
    - d. Recall: Your dog comes when called, sits directly in front of you, and moves to your left side on command.
    - e. Long sit and long down: Your dog stays in either position while you attend to other business.
- \* If at all possible, dogs and handlers should get instructions from a qualified teacher, preferably in a class. A certificate of completion of training in any dog obedience will be acceptable for honor.

## Dogs



Level	Year	Originating Institution
1	1950	General Conference

### Requirements

1. Give the scientific name of the dog family.
2. Name five distinctive characteristics of the dog family.
3. Identify from picture, or personal observation, five wild members of the dog family.
4. Identify from picture or personal observation 25 different kinds of pedigree dogs.
5. Name five contributions the dog family has made to man.
6. Give the name of the smallest and largest breed of dogs.
7. Write or describe orally the value of the following dogs to man:
  - a. Seeing Eye, Saint Bernard, Shepherd, Collie, and Eskimo.
8. Write or tell what special contribution dogs have made to man in war-time.
9. Identify from pictures or personal observation five dogs that are classified as "toy" dogs.
10. What is the only dog that has a wholly blue or black tongue?
11. Which is the fastest running dog?
12. Which member of the "toy" dogs has become the most popular?
13. What dog has been especially helpful in tracking criminals?
14. Write or tell a dog story.

## Ecology



Level	Year	Originating Institution
2	1972	General Conference

### Requirements

1. Construct a diagram of a fresh water pond ecosystem using pasted-on animal cutouts.
2. Pick one mammal, one bird, one reptile, and one amphibian from your home environment, and for each construct a diagram of its ecological pyramid.
3. Know the meaning of the following terms:
  - a. Ecology
  - b. Community
  - c. Food chain
  - d. Commensalism
  - e. Ecological succession
  - f. Plankton
  - g. Conservation
  - h. Climax community
  - i. Eutrophication
  - j. Biome
4. Make detailed field observations and conduct a library book study of the habitat of some small animal in your own environment. Write a report, one half from your field observations and one half from your book study, about 700 words.
5. Define ecosystem and state what the basic biological and physical factors are that keep it a balanced system.
6. Investigate the disposal of trash in your community. How much is disposed per family per day? Per week? Per year? How can it be taken better care of?
7. Check the daily paper of the nearest large city for one month for the air pollution level. Plot a curve for this level on graph paper for the month. Find out what caused the peaks in your curve.
8. List 10 ways in which you might actively work to improve the environment in which you live. Put four of these into practice.
9. Find a Spirit of Prophecy quotation and a Bible text pertinent to ecology and be able to explain their relevance and application to our day.



## Ecology Advanced



Level	Year	Originating Institution
3	1972	General Conference

### Requirements

1. Have the Ecology Honor.
2. State the first and second rules of thermodynamics and explain how they are important to ecology.
3. Explain the three basic trophic (feeding) levels and give a good example of a plant or animal for each.
4. Explain or diagram the three types of ecological pyramids in the food web. Give an example of each layer of the pyramid.
5. Define biogeochemical cycle and explain or diagram all the basic components the cycle passes through.
6. Diagram or explain the basic steps in the flow of energy through the biotic environment (element) of an ecosystem. Begin with the sun.
7. Explain Liebig's Law of the minimum and Shelford's Law of tolerance, and state how these laws tell us how and why certain plants and animals become endangered or are eliminated when their habitat or community gets disturbed or out of balance.
8. Choose a biological community in your area such as a forest or woods, a swamp, lake, or pond, pasture or meadow grassland, a canyon or creek woods, etc., that is disturbed or ecologically out of balance in some way. Make a description of it, including how and to what extent it is disturbed. Then make recommendations as to how the community could be improved, and where possible follow through and help to improve it in some way.
9. Spend a minimum of 20 hours doing active productive work on an ecology project in your area. This may be done individually or as a group. Describe the project in general, but report specifically on your part in it.
10. Define: community, raw materials, photosynthesis, chemosynthesis, autotrophy, heterotrophy, ecological balance, saprobe, decomposer, producer, consumer, limited factor.

NOTE: These requirements may be expressed either verbally or in writing to a youth leader. An instructor is recommended but not required for this honor. Counsel with your youth leader or instructor before beginning requirements 8 and 9.

## Edible Wild Plants



Level	Year	Originating Institution
2	1970	General Conference

### Requirements

1. Photograph, collect pictures of, or sketch 15 edible wild plants. Identify each plant in the wild.
2. Identify in the wild five trees and five shrubs that have edible parts.
3. Identify, prepare, and eat five kinds of wild berries or fruits, three kinds of beverages, three salad plants, three potherbs (greens) and two tubers or roots.
4. Demonstrate the preparation of wild foods in each of the following ways:
  - a. Boiling
  - b. Roasting
  - c. Frying
  - d. Baking
5. Demonstrate how to prepare four parts of the common milkweed or daylily for food.
6. Explain how to identify three "odd shaped" edible fungi and how to identify the deadly mushroom amanitas.
7. What root plant can be dried and ground into meal?
8. Know at least eight families that include the poisonous or doubtful plants.
9. What is the cardinal edibility rule?

## Endangered Animals



Level	Year	Originating Institution
2	2005	North American Division

### Requirements

1. Define the following terms:
  - a. Endangered
  - b. Extinct
  - c. Habitat
  - d. Biome
  - e. Food chain
  - f. Poacher
2. Write Genesis 1:28 in your own words.
3. List four factors that have caused animals to become endangered.
4. Name four animals that are now extinct.
5. List four things that are being done to save endangered animals.
6. List four activities you can do to help wild animals.
7. List 10 endangered animals. Tell where they live and why they have become endangered.
8. Do two of the following activities:
  - a. Visit a zoo or animal preserve that has one or more endangered animals in residence. List what animal(s) you saw, where they normally live, and why they have become endangered.
  - b. Watch a video about an endangered animal. List what animal(s) you saw, where they normally live, and why they have become endangered.
  - c. Choose an endangered animal and write or give orally a short report about it. Tell where it normally lives, why it has become endangered, what is being done to save it, and any other special details about this particular animal that you have learned.
  - d. Make a scrapbook about endangered animals. This may include newspaper articles, stories, pictures, stamps, or drawings. This may be a group project.
  - e. Do an environment circle.

## Environmental Conservation



Level	Year	Originating Institution
2	1973	General Conference

### Requirements

1. What is the difference between ecology and environmental conservation?
2. Write a 500 word essay on how the increase in human population is threatening our existence on earth.
3. What does the term "death" of a lake or river mean? Is there a lake or river in your area or country that is classified as "dead"?
4. Carry out a stream investigation of a small stream flowing through or near your home town. Check for the following:  
Signs of Purity
  - a. Abundance of small fish present
  - b. Water visually clear and fresh smelling
  - c. Stream banks covered with vegetation down to water's edge
  - d. Small amounts of green algae in water (light green in color)
  - e. Some aquatic plants present such as cattails, arrow leaf, or pickerel weed
  - f. Turtles present in the stream
  - g. Crayfish under stones in the stream
  - h. Sandbars covered with growing weeds indicating relatively stable water levelSigns of Stream Deterioration and Death
  - i. Large masses of blue green algae present (dark green in color)
  - j. Scoured banks from high water level during storms
  - k. Putrid smell of the water
  - l. Detergent foam present
  - m. Trash sticking out of mud and sand bars along the stream
  - n. Water loaded with silt
  - o. No aquatic insects or fish present
  - p. Presence of raw sewage
  - q. Presence of oil on surface of the water
  - r. No salamanders or frogs under rocks along stream bank
  - s. Stores or small factories dumping their wastes into the stream
5. If your stream is showing some of the above signs of death, do something about cleaning it up. Go talk to the people responsible for its contamination or pollution. Most people don't think about such things and are only too glad to cooperate if made aware of the situation. Organize a group of young people to help you to clean up the trash along your stream. Get businessmen to supply trucks or pick ups to help your campaign.
6. Make a visit to the city or regional trash dump to see how this waste is handled. Find out:
  - a. How many tons of trash are dumped daily? Yearly?

- b. What attempts are made to recycle any of this trash?
  - c. Is any of the trash burned or is all of it buried?
  - d. What is the cost per person, per year, for handling trash in your town?
  - e. What happens to junked autos in your area?
7. Make a visit to the nearest sewage plant. Draw and label a detailed diagram of what happens to the liquid and solid wastes from the time they come into the plant until they leave. In what form do they leave? Is any further use made of this waste?
  8. Where possible, visit a water purification plant. Construct a flow diagram of the steps in water purification from the time the water enters the plant until it leaves for distribution to homes and stores. Through reading and discussion with water works officials, determine whether water resources in the future are going to be enough to meet the demand.
  9. Read and write a book report on an environmental issues book such as Rachel Carson's *Silent Spring*.
  10. What are rare and endangered species? Determine what efforts are being put forth to protect such species in your area. What can you do to help?
  11. Write a 300-500 word essay on your ideas.

## Eucalypts



Level	Year	Originating Institution
2		South Pacific Division

### Requirements

1. How many different species of Eucalypts have been named in Australia?
2. Where does the name Eucalypt come from? To what family do Eucalypts belong?
3. In what other parts of the world do Eucalypts grow? In how many are they indigenous to that country?
4. Which country has the tallest Hardwood? Where is it growing? How tall is it? Which country has the tallest flowering trees?
5. Into what groups are Eucalypts divided and what feature is used for this purpose?
6. How do Eucalypts adapt to:
  - a. Frequent bush fires?
  - b. Arid regions?
7. From what species do they extract Eucalyptus oil? Where is it done in Australia?
8. Name ways in which Eucalypts help man, animals, birds, insects.
9. Make a collection of 15 different species of Eucalypts that you can identify and draw, trace, or collect the fruit of each showing date and place and name of collector.

## Ferns



Level	Year	Originating Institution
2	1944	General Conference

### Requirements

1. How are ferns different from flowering plants or trees?
2. Where is the true stem of a fern? What part grows above the ground? What is the most favorable environment in which ferns grow?
3. How do ferns reproduce? Locate and describe three kinds of sori from three kinds of ferns.
4. How do spores travel from the parent plant to a new location? How long does it take a spore to develop into a mature plant? Observe from live ferns or pictures of young ferns how they differ from adult plants.
5. Know the medicinal uses of three ferns.
6. Draw or photograph 10 kinds of ferns properly identified.
7. In addition to the common ferns there are fernlike plants known as club mosses and horsetails. Be able to recognize two club mosses and one horsetail. How are they similar to ferns?

## Fish



Level	Year	Originating Institution
2	1945	General Conference

### Requirements

1. Name 10 families of fish.
2. Identify 10 tropical fish from pictures or personal observation.
  - a. Explain their breeding habits.
  - b. Give the habitat or country in which they are found.
3. Name and identify 10 fish native to your own country. Explain their feeding and breeding habits.
4. Define the following parts of a fish:
  - a. Dorsal fin
  - b. Pectoral fin
  - c. Pelvic fin
  - d. Anal fin
  - e. Caudal fin
  - f. Lateral line
  - g. Operculum
  - h. Barbels
  - i. Swim bladder
  - j. Gills
5. State briefly the proper care and feeding of fish in:
  - a. Tropical zones
  - b. Temperate zones
6. Fill at least a five gallon aquarium, well balanced with plants and fish, either tropical or native, and maintain the same for at least six months.
7. Note the effect on the fishes and aquarium in general:
  - a. Too much light
  - b. Too little light
  - c. Overfeeding
  - d. Drop in temperature of water
  - e. Too few plants and too many fish

## Flowers



Level	Year	Originating Institution
2	1928	General Conference

### Requirements

1. Draw or photograph 35 kinds of wild flowers and identify them correctly.
2. Draw and properly label, or point out the actual parts of a flower: pistil, stamen, petal, sepal.
3. Name six flower families and their distinguishing characteristics. Name at least two flowers in each family.
4. Describe the life story of a particular flower, including the part played by insects or wind in pollination.
5. Name at least two plants that are poisonous to touch, and state which, if any, are found in your locality.
6. Do three of the following:
  - a. Arrange, draw, or photograph a series of at least six flowers showing in order the colors of the rainbow: red, orange, yellow, green, blue, violet.
  - b. Submit fresh, pressed, or dried flowers that have: five petals, four petals, three petals, no petals.
  - c. Distinguish and name two out of five wild or cultivated flowers by their odor while blindfolded.
  - d. List flowers that you have observed being visited for food by the following:
    - i. Birds
    - ii. Honeybees
    - iii. Bumblebees
    - iv. Butterflies
    - v. Moths
  - e. Watch a flower for at least 10 minutes in the sunshine and at least 10 minutes after dusk, and report on insect visitors. State the number and kind of visitors and name of flower.

## Flowers Advanced



Level	Year	Originating Institution
3	1949	General Conference

### Requirements

1. Have the Flower Honor.
2. Photograph, collect pictures of, or sketch 75 species of wild flowers. Make a scrapbook from these and correctly label each flower.
3. Give the distinguishing characteristics of the flowers of each of 12 common plant families.
4. Prove your ability to use plant keys to genus and species.
5. Tell the difference between perfect and imperfect flowers. What is meant by pistillate and staminate flowers?
6. Give an example of monoecious and dioecious plants.
7. Tell the difference between monocotyledons and dicotyledons.
8. From the Bible, point out two spiritual lessons in which writers used flowers for illustrations.
9. Name and describe eight poisonous plants, noting the particular part of the plant that is poisonous.
10. Do one of the following:
  - a. Name five plants that are of medicinal value and indicate what part of each plant is used.
  - b. Name 10 wild plants that are edible in root, stem, or leaf.
  - c. An option from requirement #6 of the Flower Honor not completed for that honor.

## Fossils



Level	Year	Originating Institution
2	1944	General Conference

### Requirements

1. Make a collection of at least 10 different kinds of fossils, with the name and geographic location of each. Adhesive tape may be used for labels.
2. Have a brief definition of each of the following in your notebook: geology, fossils, catastrophism, pelecypod, graptolite, trilobite, dinosaur, mammoth, mastodon, crinoid, lingula, calamite, foraminifera, radiolaria, Paleozoic, Mesozoic, Cenozoic, Pleistocene, paleontology, paleobotany, brachiopod.
3. Do one of the following:
  - a. Visit a fossil bed to collect specimens. Make a written or oral report of the trip.
  - b. Visit a museum where fossils are on display and make a written or oral report of the trip.
4. Describe the process of proper removal of delicate specimens. Tell how a skeleton of a dinosaur or other gigantic fossil would be removed. Why should beginners not remove such specimens? What should be done by the beginner when he finds what is obviously a valuable fossil?
5. Describe the process of cleaning up specimens as they come from a field trip to make them ready for the museum. Fully prepare at least one such specimen for display, and display it where others may see it.
6. Explain the difference in the account scientists give for the presence of fossils as related by evolutionists and creationists.
7. What accounts for the existence of frozen animals in the arctic regions? What accounts for their condition, and when did they likely live upon the earth?
8. Cite Bible and Spirit of Prophecy statements to explain the origin of the following:
  - a. coal
  - b. petroleum
  - c. fossils
  - d. limestone

## Fungi



Level	Year	Originating Institution
2	1937	General Conference

### Requirements

1. Give the names of five classes of fungi and examples of each.
2. Identify 15 common fungi of your locality. Draw or photograph them from live specimens.
3. Name three valuable fungi. What is the value of each?
4. Tell the life cycle of one example of each: rust, mold, mushroom, yeast
5. Identify five fungus plant diseases.
6. Know what safety precautions to observe when handling fungi.

## Geology



Level	Year	Originating Institution
1	1975	General Conference

### Requirements

1. Give the geological meaning of the following words:
  - a. Delta
  - b. Sand spit
  - c. Sinkhole
  - d. Oxbow lake
  - e. Moraine
  - f. Cirque
  - g. Mesa
  - h. Alluvial fan
  - i. Anticline
  - j. Syncline
2. Describe the following:
  - a. A shield volcano as compared to a composite volcano
  - b. How a glacier moves and what evidences it leaves behind
  - c. How sediments are laid down by water
  - d. The different types of mountains
  - e. Why a river or stream bank often keeps caving in on the outside of a bend
3. Know what category of rocks (sedimentary, metamorphic rock, or igneous) the following rocks are:
  - a. Granite
  - b. Sandstone
  - c. Conglomerate
  - d. Slate
  - e. Shale
  - f. Marble
  - g. Lava
  - h. Limestone
  - i. Basalt
  - j. Gneiss
4. Take a picture or make a sketch of each of the following geological features:
  - a. A bed of sediment that is coarser at the bottom and finer toward the top (This is called normal graded bedding.)
  - b. Ripple marks in sand or mud (Show with an arrow the current direction if possible.)
  - c. Gulley erosion
  - d. Mud cracks (These can usually be found after a heavy rain or flood when mud starts to dry.)
  - e. Soil profile along a stream bank or road cut (You should be able to see how soil usually becomes lighter colored downward from the surface of the ground.)
  - f. A sand bar (Sand bars can be found in streams, rivers or along the ocean.)

## Geology Advanced



Level	Year	Originating Institution
2	1975	General Conference

### Requirements

1. Have the Geology Honor.
2. Provide the following information:
  - a. How do earthquakes reveal what the interior of the earth is like?
  - b. Describe the effects of a lot of water (as in Noah's flood) in months compared to the effects of a little water over thousands and millions of years.
  - c. Why are evidences of glaciers seen in temperate climates where there are now no glaciers?
  - d. How do creationists, who believe in a universal flood and in a young age for the earth since creation, understand and use the geological time chart?
  - e. What is the continental drift (plate tectonics) theory and how can creationists fit such geological activity into time since creation?
3. Where in the world would you likely see:
  - a. Large glaciers
  - b. Active volcanoes
  - c. Sand dunes
  - d. Sinkholes
  - e. Fjords
  - f. Fault block mountains
  - g. Folded mountains
  - h. Chalk cliffs
  - i. Icebergs
  - j. Atolls
4. Write a 500 word paper on one of the following:
  - a. Describe the interesting geology you saw on a recent trip.
  - b. Describe the geological activity that happened because of a heavy rain, flood, or windstorm that you experienced.

## Grasses



Level	Year	Originating Institution
3	1945	General Conference

### Requirements

1. What characteristics must a plant have to qualify as a grass?
2. What kind of roots do all grasses have?
3. In round numbers, about how many species around the world are there in the grass family called Gramineae or Poaceae?
4. Do the seeds of grasses have two halves as in the bean (a dicotyledon), or does the seed consist of just one part as in the lily, date, and coconut (monocotyledons)?
5. What unique characteristic in the growth of grass leaves makes it possible for the plant to flourish even though continually mowed or grazed?
6. Name three annual grasses, that is, grasses that sprout from seeds, blossom, bear seeds, then die the same summer.
7. Name three perennial grasses, that is, grasses whose roots live on from year to year although the top dies down to the crown each autumn.
8. In each of the following cases name a single grass, or more where indicated, from which the product is made:
  - a. bread (three grasses)
  - b. brooms
  - c. fish poles
  - d. gluten
  - e. grain alcohol (two grasses)
  - f. hay
  - g. hominy
  - h. molasses
  - i. oatmeal
  - j. starch
  - k. sugar
  - l. white flour
9. Do one of the following: a) Collect and label 10 cultivated grasses or b) Learn about and discuss the various uses of grasses by different people around the world.
10. Press, mount, and correctly label the flower stalks or seed stalks of five pestiferous grasses that are commonly considered to be weeds.
11. In addition to your collection of flower or seed stalks of pestiferous kinds, press, mount, and correctly name the flower stalks or seed stalks of 10 additional grasses that grow in your neighborhood. This collection may include the plants whose seeds are in your collection of cultivated grasses.

## Herbs



Level	Year	Originating Institution
2		South Pacific Division

### Requirements

1. List 25 culinary herbs and their uses.
2. List 25 medicinal herbs and their uses.
3. Cook one dish using herbs.
4. Make one of the following herbal products:
  - a. Cream
  - b. Herb pillow
  - c. Jam
  - d. Soap
  - e. Paper
5. Make one batch of potpourri.
6. Make one pomander.
7. Name and identify five herbs growing wild near you.
8. Name five herbs you can use for dyeing and state the color they give.
9. Name five herbs that can be used in insect control.
10. Grow five culinary herbs for three months.
11. Name five herb plants that particularly attract bees.
12. Name five herbs mentioned in the Bible and give the Bible references for them.



## House Plants



Level	Year	Originating Institution
2	1976	General Conference

### Requirements

1. Name at least five house plants raised for their foliage.
2. Name three house plants raised for their flowers.
3. Name three house plants adapted to:
  - a. Direct sunlight
  - b. Dry soil
  - c. Very moist soil
4. Most house plants like a 65 to 75 degree (18 C - 22 C) temperature. Name one that requires a cool room (45 to 55 degrees) (7 C - 13 C).
5. Prepare a special potting mix soil including at least three different ingredients. Select two house plants and grow them in this soil for three months.
6. How much light does an African violet need? Where in the house is the best place to grow them? Grow two or more African violets. Indicate whether they are boy or girl type violets.
7. All gesneriads need approximately the same growing conditions. Where do they come from originally? What kind of temperature, light, and humidity do they need?
8. Name two house plants that may be propagated from leaves, stem sections, or divisions. Raise one plant from two of these methods and keep it growing at least six months.
9. What is a bonsai?
10. What is humidity and how is it important to a plant?
11. Grow at least five of the following:
  - a. African violet
  - b. Aspidistra
  - c. Aluminum plant
  - d. Daffodil
  - e. Gloxinia
  - f. Maidenhair fern
  - g. Piggy back plant
  - h. Tulip
  - i. Boston fern
  - j. Begonia
  - k. Bird's nest fern
  - l. Ficus
  - m. Hyacinth
  - n. Narcissus
  - o. Spider plant
  - p. Coleus
  - q. Crocus

- r. Caladium
- s. Geranium
- t. Iris
- u. Philodendron
- v. Sanseveria

## Insects



Level	Year	Originating Institution
1	1933	General Conference

### Requirements

1. Mount or photograph a collection of 20 species of insects representing at least six different orders. (No moths or butterflies and no carelessly mounted or broken specimens will be acceptable.)
  - a. Place under each specimen a label showing the collector's name, date caught, locality where caught. Labels should not be larger than 1/4 x 3/4 inch. (6 mm x 20 mm).
  - b. Identify insects down to genus or species level on a second label to be mounted below the first, including source authority.
  - c. Arrange all specimens neatly in an insect box according to orders and families. Order labels should be pinned to the box rather than attached to the individual insect pins. Common names are valueless.
2. What are the distinguishing characteristics of an insect?
3. Name five species of useful insects.
4. Name five species of injurious insects, and tell how to control them.
5. Tell two Bible stories in which insects played an important role.

## Insects Advanced



Level	Year	Originating Institution
2	1949	General Conference

### Requirements

1. Have the Insects Honor.
2. Add to your current collection 50 insects representing at least 10 different orders (excluding lepidoptera). Labels must include collector's name, date, locality, order, family, and genus. (No carelessly mounted or broken specimens are acceptable.)
3. How do the special structures and habits of insects fit them so admirably for life?
4. Tell the life cycle of four insects in four different families.
5. Name two kinds of social insects. How do they differ from nonsocial insects?
6. Name at least four insects that carry disease to man, and name at least one disease carried by each.
7. Make one of the following: construct aerial, sweeping, and aquatic nets.
8. Construct a trap for night flying insects and use it.
9. Name at least one insect corresponding to each of the following: aquatic, leaf mining, leaf rolling, wood boring, paper eating, parasites on the body of bird and mammal; or describe the caste of termites and of honey bees; or compare the degrees of intelligence exhibited by a grasshopper or a beetle, and an ant, bee, or wasp.

## Lichens, Liverworts & Mosses



Level	Year	Originating Institution
3	1961	General Conference

### Requirements

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.

## Livestock



Level	Year	Originating Institution
2	1945	General Conference

### Requirements

1. Distinguish between the draft horse and the light horse.
2. Identify from pictures or personal observation and record the height, weight, color, and disposition of at least three of the following horses: Percheron, Belgian, Clydesdale, Arabian, Shetland.
3. List four physical characteristics of the mule.
4. Identify a burro from a picture or personal observation. Give its size, color, and usefulness.
5. Identify from pictures or live animals four kinds of milk cattle and four kinds of beef cattle.
6. Know the milk producing qualities of the Jersey, Guernsey, and Holstein breeds.
7. Differentiate between the Angora and milch goats. Give the distinguishing color of at least three breeds of goats such as Saanen, Toggenburg, Nubian, and British Alpine.
8. Identify from pictures or live sheep: note wool and meat production, size, markings, and general appearance of three breeds of sheep such as Merino, Rambouillet, Shropshire, Hampshire, and Lincoln.

## Mammals



Level	Year	Originating Institution
1	1937	General Conference

### Requirements

1. On what day of creation were mammals created?
2. List four characteristics of a mammal.
3. Give one or more identifying characteristics of each of the following orders of mammals, and name one or more species of mammals found in each order:
  - a. Marsupialia
  - b. Insectivora
  - c. Chiroptera
  - d. Carnivora
  - e. Pinnipedia
  - f. Rodentia
  - g. Lagomorpha
  - h. Artiodactyla
  - i. Sirenia
  - j. Cetacea
4. List four beneficial mammals and tell how they are beneficial to man.
5. List four things mammals do that are harmful to man.
6. List four mammals that are completely aquatic and designate their natural range.
7. Name the largest mammal in the world and tell where it lives, how it feeds, and what it eats.
8. List eight species of wild mammals that you personally have observed and identified in the wild.
9. Write or tell a story about "Wild Mammals I Have Observed."

## Mammals Advanced



Level	Year	Originating Institution
2	1949	General Conference

### Requirements

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

## Maple Sugar



Level	Year	Originating Institution
1	1989	General Conference

### Requirements

1. What part of the world and time of year does the maple sugar industry function and why?
2. Explain how sweet sap is made by the maple tree and how it is stored over the winter.
3. Identify the Sugar Maple tree by its bark and leaf.
4. How deep into a maple tree does one drill for best results?
5. How long does it take for a healthy maple tree tap's hole to heal?
6. How close to an old tap hole can a new tap hole be made?
7. How many taps can be made on a healthy maple tree without injuring it?
8. Tell how maple sugar is made from maple syrup.
9. What is the ideal weather for sap to flow?
10. Does a maple tree crown (limb and leaf area) affect the sap flow and sweetness?
11. On average, how much sap is needed to produce one gallon of syrup?
12. Taste pure maple syrup or maple sugar.
13. Observe and explain what the following maple sugaring equipment is used for:
  - a. Drill
  - b. Bit
  - c. Spigot
  - d. Bucket
  - e. Bucket cover
  - f. Evaporator

## Maple Sugar Advanced



Level	Year	Originating Institution
3	1989	General Conference

### Requirements

1. Have the Maple Sugar Honor.
2. Make at least five taps and boil down at least two quarts of syrup.
3. Collect a leaf and bark from two maples.
4. List two usages of the sugar maple other than maple sugaring.
5. What do you look for in tapping a maple tree?
6. When is the right time to tap a maple tree in the spring?
7. Name the four maples that produce sweet sap.
8. What is the size of the drill bit? (2 sizes)
9. How can sap spoil and how is it like milk?
10. What is the maple sugaring legend?
11. To make one quart of syrup, how many quarts of sap will you need?
12. How can one tell if syrup is ready or near ready during boiling without a thermometer or hydrometer?
13. How did the early settlers become acquainted with maple sugaring?
14. Visit two sugar operations.
15. Use three recipes and display them at Investiture time.
16. Make one pound of maple sugar candy and explain how it was made.
17. What is maple wax on snow?
18. When the sap is yellow and/or moths collect in the buckets, what does that usually mean?

## Marine Algae



Level	Year	Originating Institution
3	1961	General Conference

### Requirements

1. What is Marine Algae?
2. Where is it found?
3. What is the organ of attachment to the substratum called? How does it differ from a true root?
4. How does size vary in marine algae?
5. Name the four groups of marine algae, indicating for each group whether it is unicellular, multicellular, or both.
6. Is most green algae found in fresh or salt water?
7. What are diatoms?
8. Where does algae grow best—in the polar, temperate, or tropical zone?
9. Where is brown algae most invariably found—in fresh or salt water?
10. What is the greatest depth that algae grows in the ocean? Why can it not grow in deeper water?
11. Name the three parts of a large kelp. How do they compare to the leaf, stem, and root of a plant?
12. Describe the two ways that algae reproduce.
13. What are some of the commercial values of algae? Give at least one for each group.
14. Make a collection of at least 20 specimens of marine algae properly identified, mounted, and labeled. There must be at least four specimens from the Green group; eight from the Brown group; and eight from the Red.
15. Be able to identify by generic name at least 10 types of marine algae.

## Marine Invertebrates



Level	Year	Originating Institution
2	1956	General Conference

### Requirements

1. Be able to identify at least one example of 15 of the following seashore animals:
  - a. Tunicate (sea squirt)
  - b. Anemone (sea flower)
  - c. Chitin
  - d. Hermit crab
  - e. Brittle star or serpent star
  - f. Sea urchin
  - g. Sea cucumber
  - h. Bryozoa colony (moss animal)
  - i. Barnacle
  - j. Ghost crab
  - k. Common Starfish
  - l. Mussle or clamworm
  - m. Limpet
  - n. Tube worm
  - o. Oyster
  - p. Amphipod (sand flea)
  - q. Sponge
  - r. Sand dollar
  - s. Coral
2. Make a collection of at least nine seashore animals, including the following:
  - a. Three kinds of crabs
  - b. One kind of starfish
  - c. Any other five animals listed in requirement #1. Hard bodied animals, such as crabs, starfish, and chitins may be killed in a five percent solution of formaldehyde or a 70 percent solution of alcohol, and then dried by a fire. The sun will cause the color to fade.
  - d. Soft bodied animals must be kept in a three percent solution of formaldehyde or a 70 percent solution of alcohol. If commercial formalin is used in place of formaldehyde, the above percentage figures should be doubled.
3. Describe the following processes:
  - a. Swimming action of a jellyfish
  - b. The method of anemone capturing food
  - c. The running of a crab
  - d. How does a starfish digest a clam or oyster when it has a small mouth opening?
4. Name four low tide animals and two high tide animals.
5. Answer the following questions on relationships:
  - a. What relationship do crabs and barnacles have to insects?
  - b. What relationship does the sea squirt have to man?

- c. Name a common land dweller that is related to the clamworm.
  - d. The octopus belongs to the phylum Mollusca. Which two animals listed in requirement #1 are related to the octopus?
  - e. Starfish, sea cucumber, and sea urchin all belong to the phylum Echinodermata. Why is that? (Clue: find out what "Echinodermata" means.)
6. Give an oral report on two of the following activities:
- a. Visit a seashore at night and by means of a flashlight observe the activity of animals on shore and in the water. Notice thousands of plants and animals visible when the beam of light is directed into the water. These minute organisms are called plankton.
  - b. Tow a fine mesh cloth or regular plankton net through the water and observe through a microscope the many tiny animals and plants that are collected.
  - c. Select three specimens under #1 that are important economically. Explain.

## Marine Mammals



Level	Year	Originating Institution
2	1991	General Conference

### Requirements

1. Be able to identify three of each of the following and know where each is found. Know at least one by scientific name from each group:
  - a. Toothed Whales
  - b. Baleen Whales
  - c. True Seals
  - d. Eared Seals
  - e. Dolphins/Porpoises
  - f. Walruses (one kind)
  - g. Sea Otter (one kind)
  - h. Manatees
2. Know and locate the story of how God used a whale in Bible times.
3. What is the largest mammal in the sea?
4. Explain the following words:
  - a. Breaching
  - b. Echolocation
  - c. Spyhopping
  - d. Baleen
  - e. Pod
  - f. Harem
  - g. Plankton
5. Draw a food chain of two different marine mammals.
6. What is the purpose of blubber?
7. Know two reasons that seals are hunted.
8. Describe why seals and dolphins can move so quickly in the water.
9. Do one of the following:
  - a. Take a trip to an aquarium. Learn about and observe the daily feeding schedule of a marine mammal.
  - b. Write a 500-word report on a marine mammal. Include pictures.
  - c. Write a 500-word report on current events involving marine mammals and their environment and how they could be endangered.

## Marsupials



Level	Year	Originating Institution
2		South Pacific Division

### Requirements

1. Distinguish:
  - a. Mammals from other animals
  - b. Placentals, marsupials, and monotremes from one another
2. Understand how marsupials are classified into families and describe, in a general way, the habits of these families.
3. Describe the distribution, habitat (i.e. type of country they live in), diet, breeding behavior, as well as any other interesting information of 12 different groups of marsupials and monotremes.
4. Be able to explain the difference between marsupial reproduction and that in true mammals (i.e. placentals).
5. Explain the significance of the direction of opening of the pouch and the number of young per litter in marsupials.
6. Give an explanation of the unique occurrence of marsupials in Australia.
7. Be able to explain the need for conservation of our marsupials.
8. Write a report of your visit to a natural history museum, wild-life sanctuary, zoo, etc., indicating in about 10-15 lines the extent of your observations.

## Microscopic Life



Level	Year	Originating Institution
2	1994	General Conference

### Requirements

1. List four major types of microscopes. What are some of the characteristics of each? Be able to identify the different types of microscopes from pictures, or visit a laboratory in a university or industry that has these microscopes.
2. Be able to identify the following parts of a microscope and explain or demonstrate the function of each: eye-piece or ocular, objective, body tube, nosepiece, stage, diaphragm, base, focus knob, and arm.
3. Know how to calculate the magnification of a compound microscope. Calculate the magnification of the microscope you use for this honor.
4. Define the following microscopic terms: slide, coverslip, wetmount, fixing, staining, oil immersion, unicellular, multicellular, cilia, flagella, plankton.
5. Collect samples of water (from ponds, streams, ditches, gutters, puddles, etc.) and search for living organisms using a microscope with at least 100X magnification. Draw five of these organisms as accurately as possible. As far as possible, identify and label your diagrams (include the magnification used).
6. Draw and label a cell which includes the following parts: cell membrane, nucleus, and cytoplasm.
7. Give at least one example of how microscopic life is important for: human food, human health, medicine, other organisms.
8. Give at least three health habits that have been established as a direct result of harmful microscopic life. Put these habits into practice.



## Moths and Butterflies



Level	Year	Originating Institution
2	1933	General Conference

### Requirements

1. What is the distinction between moths and butterflies?
2. Define the following terms: antennae, cocoon, pupa, larva, and chrysalis.
3. Distinguish between three different cocoons as to species.
4. What causes colored powder to come off on your hands when you handle the wings of a butterfly? Examine the powder of a moth with a magnifying lens and describe your findings.
5. Name a harmful house moth and three harmful tree moths and tell during what stage of their lives they do their damage.
6. What famous butterfly follows the birds southward every winter and comes northward again in spring?
7. Do one of the following:
  - a. Make a collection of 25 moths and butterflies, with not more than two specimens of any one variety. Specimens should be anesthetized by using carbon tetrachloride or other chemical in a collecting jar.
  - b. Identify in the field, then draw or photograph 25 species of lepidoptera.
  - c. In either project, correctly label with name, date observed, location, time of day, and plant type on which it was feeding.
8. Describe the life history of a moth or butterfly. What lesson can be learned in connection with the resurrection of the righteous dead?

## Orchids



Level	Year	Originating Institution
1	1964	General Conference

### Requirements

1. Define the characteristics of an orchid.
2. What are the two main groups of orchids according to their growth patterns? Name and show examples of each from a live plant or picture.
3. What are the differences between epiphytic, parasitic, and saprophytic orchids?
4. Discuss the distribution of orchids, making particular reference to the occurrence of these in your area.
5. Name the main cultivated genera of orchids. Identify three from plants or pictures. What is a cultivar?
6. Discuss the main essentials to be observed in the cultivation of orchids. Grow at least one orchid for at least six months.
7. What are the main uses of orchids? What orchid is used commercially?

## Palm Trees



Level	Year	Originating Institution
2		South Pacific Division

### Requirements

1. Give the general characteristics of the palm tree referring to the following parts:
  - a. Stem or trunk
  - b. Roots
  - c. Leaves
  - d. Inflorescence or flowers
  - e. Fruits
2. What happens when the crown of a palm is cut out?
3. What happens when the trunk of a palm is damaged?
4. In the Pacific Islands there are several species of palm trees that are helpful to man. Name two of these and list as many ways as you can how each helps man.
5. Identify by sight six different types of palms that grow in your area. Do this in any language.
6. Draw and name the six palm trees you have identified, showing clearly the leaf formation, flowers and seed shape, as well as the fruit.
7. Parts of palms are used for food or to help with the preparation of food. From your culture tell how a palm tree or part of it is used as food or in food preparation, e.g. sago palm, coconut palm. Tell how to prepare it.

## Parrots and Cockatoos



Level	Year	Originating Institution
2		South Pacific Division

### Requirements

1. Name 15 species of parrot and five species of cockatoo that are common to Australia and be able to identify them from real life or pictures.
2. Name two species of parrot that builds its nest in a termite mound and tell where each is found.
3. Tell where in Australia you would find each of the following and describe the natural diet of each:
  - a. Long Billed Corella
  - b. Great Palm Cockatoo
  - c. Gang Gang Cockatoo
4. Which three species of cockatoo are known as the most rare?
5. Which is the largest species in the Rosella family? Where does it come from and what is its usual food?
6. Every state of Australia has a Rosella that is common to that state. Some are found in more than one state, but there is one that is commonly associated with your state. Which is it?
7. When the Eclectus parrot was first found it was thought that the male and female were of different species. Why was this? Where are they found and what is their usual diet?
8. What Australian cockatoo is regarded as the most beautiful in the world? Describe what it looks like and where it is found.
9. Name four different Lorikeets and tell why they all have brush tongues.
10. Be able to describe the nest of any one of the above parrots or cockatoos and also tell the color of the egg.
11. Make a list of all the parrots and cockatoos that are common to your area.

## Poultry



Level	Year	Originating Institution
2	1928	General Conference

### Requirements

1. Identify by description or from pictures at least five breeds of chickens such as:
  - a. Plymouth Rock (any color)
  - b. Wyandotte (any color)
  - c. Rhode Island Red
  - d. Orpington (any color)
  - e. Leghorn (any color)
2. State orally or write a short paragraph regarding the egg laying or meat producing qualities of each breed.
3. Identify by description a Peking duck.
4. Identify by description or from pictures three breeds of large domestic fowl such as the following turkeys:
  - a. Mammoth Bronze turkey
  - b. White Holland turkey
  - c. Bourbon Red turkey
5. Identify by description or from pictures two breeds of domestic geese such as:
  - a. Toulouse goose
  - b. Emden
  - c. Chinese Geese
  - d. Sebastopol Geese
  - e. Cape Barren Goose
6. Visit a poultry farm or agricultural fair and write a brief report on the various types of poultry observed.

## Reptiles



Level	Year	Originating Institution
1	1937	General Conference

### Requirements

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

## Reptiles Advanced



Level	Year	Originating Institution
3	2001	General Conference

### Requirements

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

## Rocks and Minerals



Level	Year	Originating Institution
2	1937	General Conference

### Requirements

1. Distinguish between rocks and minerals.
2. Have a collection of at least 15 specimens correctly named. Label each specimen with collector's name, date, and locality in which it was found.
3. Define and name two examples each (from specimens or pictures) of igneous, sedimentary, and metamorphic.
4. What is meant by Mohs' scale of hardness? Name the minerals in Mohs' scale.
5. Define cleavage, specific gravity, luster, color, streak, texture, crystal.
6. Name four uses for rocks and four uses for minerals.
7. Tell of four Bible incidents in which a rock was significant.
8. What are the foundation stones of the New Jerusalem?

## Rocks and Minerals Advanced



Level	Year	Originating Institution
3	1949	General Conference

### Requirements

1. Have the Rocks and Minerals Honor.
2. Have a collection of 30 rocks and minerals properly named, 20 of which you have personally collected. Give collector's name, date, and locality in which specimen was found.
3. Know two minerals that belong to each of the following crystal systems: isometric, hexagonal, tetragonal.
4. Know the Mohs' scale of hardness and the simplified field tests of hardness. By using these field tests, collect a scale range of specimens from your own region to form your own hardness test set.
5. Do one of the following:
  - a. Know and tell two different processes by which metals are extracted from ores.
  - b. Name eight minerals, and tell how each is used.
6. Define crystalline, cryptocrystalline, breccia, noncrystalline, fibrous fracture, vitreous luster, geode, petrification, stalactite, fluorescence.
7. What four metals are frequently found in native or free form?
8. Discuss the contents of at least three statements from the Spirit of Prophecy concerning rocks or minerals.

## Sand



Level	Year	Originating Institution
1	1956	General Conference

### Requirements

1. Make a collection of 30 various colored sands and name of locality where secured. (Note: Have a package of sandwich bags, a pencil, and a small spoon or scoop to gather the sand. Mount in small bottles.)
2. What does the term "sand" mean? Name two kinds of sand.
3. Give the origin of sand and mineral content.
4. What is the difference between sand and soil?
5. What is meant by shape, surface, grain fracture, and grain size?
6. Define the following and give use of each:
  - a. Glacial
  - b. Calcareous
  - c. Quicksand
  - d. Glass sand
  - e. Molding sand
  - f. Polishing sand
  - g. Building sand
  - h. Filter sand
  - i. Furnace sand
  - j. Lake shore sand
7. Examine five types of sand specimens under magnification and observe the various characteristics.
8. Memorize Genesis 22:17 and Proverbs 27:3.

## Seeds



Level	Year	Originating Institution
1	1961	General Conference

### Requirements

1. What is the main purpose of a seed?
2. What foods were first given to man in the Garden of Eden?
3. Identify from a seed or drawing and know the purpose of each of these parts of a seed: seed coat, cotyledon, and embryo.
4. Know four different methods by which seeds are scattered by the plant. Name three kinds of plants that scatter their seeds by each method.
5. Know 10 kinds of seeds that we use for food.
6. Know five kinds of seeds that are used as sources of oil.
7. Know five kinds of seeds that are used for spices.
8. What conditions are necessary for a seed to sprout?
9. Make a collection of 30 different kinds of seeds, 20 of which you have collected yourself. Label each kind with its name, the date collected, locality, and the collector. You may glue them on heavy paper or put them in clear vials.

## Seeds Advanced



Level	Year	Originating Institution
2	1961	General Conference

### Requirements

1. Have the Seeds Honor.
2. Identify from drawings and know the purpose of each of the following parts of a seed: endosperm, radicle, plumule, micropyle.
3. Know several differences between a monocotyledon seed and a dicotyledon seed, and give three examples of each.
4. Explain the purpose and use of a "rag doll" seed tester. Use it to test the germination of 100 seeds of a wild plant and 100 seeds of a domestic plant. Report the results of each test.
5. How does a seed differ from a spore?
6. Have in your collection four kinds of seeds from each of two families of plants, showing the similarity between the seeds of plants in any one family.
7. Write or tell orally two lessons we may learn from seeds. You will find much help in Christ's Object Lessons, pages 33 to 89.
8. Make a collection of 60 kinds of seeds, 45 of which you have collected yourself. Label each one with its name, the date collected, the locality, and the collector. The seeds may be glued to heavy paper or put in clear vials.

## Shells



Level	Year	Originating Institution
2	1938	General Conference

### Requirements

1. What is the meaning of the term “mollusk”?
2. Identify the following from shells or drawings:
  - a. Mantle
  - b. Foot
  - c. Teeth
  - d. Ribs
  - e. Valve
  - f. Dorsal border
  - g. Apex
  - h. Operculum
  - i. Canal
3. Are all shells found on beaches? Where 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 have in your collection a shell for each class.
10. Make a collection of 20 different shells. Tell where each was found when it came into your possession, and classify it.
11. What is the source of pearls? What striking lesson does the pearl teach us? (Read Christ’s Object Lessons, page 115 to 118.)
12. Match the Bible texts that best answer a-j. (Lev. 11:9, 10; Acts 16:14; Isa. 50:2; Rev. 21:21; I Tim. 2:9; Gen. 1:20, 21; I Kings 4:33; Ps. 104:25; Matt. 7:6; 13:45, 46; Job 28:18.)
  - a. Water creatures were created the fifth day.
  - b. The number of water creatures is innumerable.
  - c. Water creatures perish out of water.
  - d. Job considered coral of great value.
  - e. Solomon was acquainted with marine life.
  - f. Jesus twice used a shell product to teach a spiritual lesson.
  - g. A businesswoman was engaged in selling the famous purple dyes secured from the shellfish Mediterranean Murex.
  - h. Paul condemns the wearing of pearls.
  - i. Shell creatures are unfit for food.
  - j. The twelve gates of Holy City are twelve pearls.

## Shells Advanced



Level	Year	Originating Institution
3	1949	General Conference

### Requirements

1. Have the Shell Honor.
2. Define the term “mollusca” or “mollusk.”
3. Learn the classification terms of mollusks, know the distinguishing characteristics of each, and become acquainted with several species under each class.
4. Distinguish between univalve and bivalve mollusks from the following considerations:
  - a. The shell
  - b. The mollusk body
  - c. Reproduction
  - d. Movements
  - e. Securing food
  - f. Self preservation
5. Identify from shells or drawings and know the following glossary of Concho logical terms:
  - a. Valve
  - b. Apex
  - c. Aperture
  - d. Byssus
  - e. Foot
  - f. Mantle
  - g. Operculum
  - h. Mother of pearl
  - i. Epidermis
  - j. Ribs
  - k. Teeth
  - l. Canal
  - m. Spines
  - n. Whorls
  - o. Lips
  - p. Concentric lines
6. Explain the development of a shell. How long do mollusks live?
7. Give some facts about the life of a strombus pugilis (fighting conch), and explain why this shell is so named.
8. Identify and explain the activities of the shipworm.
9. What accounts for the distribution of mollusks?
10. Name two mollusks that have no shells.
11. Find answers to the following interesting questions:
  - a. How are bivalve and univalve animals fastened to their shells?
  - b. How is shell color controlled?
  - c. What mollusk has four gills?

- d. From what sea animal was India ink formerly made?
  - e. What mollusk spins a silken thread?
  - f. What shells were used for money by ancient tribes?
  - g. What shell is considered sacred by the Tibetans?
  - h. Purple dye of ancient times came from the secretion of what mollusk?
  - i. What is the source of pearls? How are they formed?
12. Name six commercial uses for shells.
13. Do one of the following:
- a. Personally find and collect 40 species of shells representing the five classifications. List each shell as to place and date found, common name, scientific name, and class.
  - b. Make a collection of 50 species of shells you have found, received or purchased, representing the five classifications. List each shell collected as follows: if personally found, give information called for under (a) above; if received or purchased, give name of person from whom shell was received, habitat of shell, date of acquisition, common name, scientific name, and class.

## Shrubs



Level	Year	Originating Institution
1	1945	General Conference

### Requirements

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



## Small Mammal Pets



Level	Year	Originating Institution
2	1997	General Conference

### Requirements

1. Earn the Mammal Honor.
2. Keep a small mammal pet for at least six months. (Dogs and cats are not included as small mammal pets.) For a suggested list of pets to choose from, see #5 below.
3. Complete one of the following:
  - a. If you currently have a small mammal pet, keep a record of the care for your small mammal for one month. Include in your record when it is watered, fed, and when its cage is cleaned.
  - b. If you do not currently have a small mammal pet, but you have kept one in the past for at least six months, "babysit" someone else's small mammal pet for at least one week. Record the care that was required.
4. Give an oral report (at least three minutes) on what you have observed about your small mammal pet. Include favorite foods, some of its habits, when it is most active, and favorite story about the pet, etc.
5. Do the following:
  - a. Be able to distinguish between the following groups of small mammal pets (Note: local mammals may substitute those on this list not known in your area):
    - i. Hamsters
    - ii. Gerbils
    - iii. Rats
    - iv. Mice
    - v. Guinea Pigs
    - vi. Chinchillas
    - vii. Rabbits
    - viii. Ferrets
  - b. Describe the basic care for one of the above list and describe one way the care of another one of the list differs from the first one you selected.
  - c. Which of those listed are not rodents?
6. Write a 200-word essay about the history and value of one of the pets listed above and what characteristics they have that make them good pets.
7. Be able to identify five varieties of hamsters and five varieties of rabbits.
8. Why is it not good to make pets out of small mammals taken from the wild?
9. Rabies: What is it? How is it spread? Can you get it from small mammals? Is it curable? How can you avoid getting it? Which small mammal pets can carry it?
10. Why should you not handle your small mammal pets when you have a cold?

11. Find three references in the Bible to animals that we now consider to be small mammal pets. According to the Bible, are they considered to be clean or unclean meat?

## Soils



Level	Year	Originating Institution
1	2006	North American Division

### Requirements

1. Define what "soil" means.
2. Where on earth is all soil located?
3. What are five key factors in soil formation?
4. Define the following terms:
  - a. A-Horizon
  - b. B-Horizon
  - c. C-Horizon
  - d. Organic layer
  - e. Mineral layer
  - f. Clay
  - g. Leaching
  - h. Silica
  - i. Humus
  - j. Soil Profile
  - k. Parent Material
  - l. Pedologist
5. Define the term "Soil Classification." Why are soils classified?
6. Discuss three differences between the following soil types:
  - a. Desert
  - b. Temperate
  - c. Tropical
7. Examine a 2-foot vertical section of soil. Label the different types of organic matter found, identify the different soil horizons, and mark the transition from the soil layer to the mineral layer.
8. Draw, photograph, or collect and correctly label five different soil types.

## Spiders



Level	Year	Originating Institution
2	1928	General Conference

### Requirements

1. Do one of the following:
  - a. Collect, identify, and preserve at least 16 species of spiders. (Place on each specimen bottle a label showing locality and date of capture and the spider's name.)
  - b. Make colored drawings of at least 16 species of spiders, life size or larger and in natural color. Label each with its name.
  - c. Take color photos of at least 16 species of spiders. Identify each as to locality, date taken, and spider's name.
2. What is the largest member of the spider family?
3. Write a description (40 words) of a spider that has gained notoriety in your region.
4. Give three ways in which spiders differ from insects.
5. Make a careful drawing (about one fourth natural size) of an orb web.
6. What other kinds of webs are there besides the orb web?
7. What do spiders eat? Make a list of victims found in spider webs.
8. For what is a spider web useful?
9. Find two references in the Bible to spiders and their webs.
10. What are the chief enemies of spiders?
11. How do spiders help us, and how do they hurt us and our property?

## Stars



Level	Year	Originating Institution
1	1928	General Conference

### Requirements

1. Answer the following questions:
  - a. What is the earth's nearest celestial neighbor?
  - b. What is its distance from the earth?
  - c. What governs the tide?
  - d. What causes an eclipse?
  - e. What is a shooting star?
  - f. How fast does light travel?
2. Make a diagram showing relative positions and movements of the earth, sun, and moon. Show positions and movements for eclipses of the sun and moon.
3. Make a diagram of our solar system and be able to name the planets in order from the sun.
4. Identify eight fixed stars in the sky. What is the difference between planets and fixed stars?
5. What is a constellation? Name and point out six. Name two constellations visible throughout the year.
6. For the Northern Hemisphere: draw a chart of the Big Dipper, Cassiopeia, and the North Star. For the Southern Hemisphere: draw a chart of the Southern Cross, Orion, and Scorpio.
7. What is the Milky Way? Observe the Milky Way in the night sky.
8. What is the morning and evening star? Why does it carry both names?
9. Explain zenith and nadir.
10. What is the aurora borealis? What causes it?

## Stars Advanced



Level	Year	Originating Institution
3	1949	General Conference

### Requirements

1. Have the Stars Honor.
2. How can you account for the apparent daily motion of the stars?
3. What are each of the following: a planet, satellite, comet, meteor, nebula, constellation, fixed star, sunspot?
4. What is meant by the terms celestial sphere, celestial pole, celestial equator, horizon, right ascension, declination, transit, conjunction, and ecliptic?
5. Explain the major differences between a refractor and reflector type of telescope. Describe an equatorial telescope mounting.
6. Into what colors is sunlight dispersed when passed through a prism? In what way are colors of stars used to indicate their temperature?
7. What connection is there between the ecliptic and the vernal and autumnal equinoxes? What dates are usually associated with the equinoxes?
8. Learn the 12 constellations called the signs of the zodiac. Know the history of the signs of the Zodiac.
9. Name and point out in the sky the constellations that can be seen all night long on a clear night in your hemisphere.
10. Name five constellations that are visible between sunset and midnight in your hemisphere during:
  - a. the summer months
  - b. the winter months
11. At what time of the year is the constellation Orion best seen? Name and locate in the sky the three brightest stars of this constellation.
12. How are letters of the Greek alphabet used to name stars in a constellation? Give five illustrations of the use of the letters of the Greek alphabet in naming the stars of a constellation.
13. Locate the 15 first magnitude stars as they appear through the year.
14. With the use of a diagram, show the relative positions of the earth and moon during high and low tides.
15. Describe the peculiar individual characteristics of the planets in our solar system. Which ones cannot be seen without the aid of a telescope? Which two planets are seen only near the hours of sunrise or sunset?
16. Where and in what way does the Bible refer to Orion, the Pleiades, and Arcturus?
17. Discuss the statement made in Early Writings, page 41, concerning the opening in Orion.

## Trees



Level	Year	Originating Institution
1	1928	General Conference

### Requirements

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

## Trees Advanced



Level	Year	Originating Institution
3	1949	General Conference

### Requirements

1. Have the Trees Honor.
2. Collect, identify, press, and mount leaves of 35 different species of trees.
3. Separately collect, press, mount, and label specimens that demonstrate the following terms: serrate, doubly serrate, entire, crenate, dentate, lobed, incised, whorled, opposite, alternate, pinnately compound, and (if possible) triple compound.
4. Do the following:
  - a. Describe the advantages in using the Latin or scientific names.
  - b. Of what use are the two parts of a scientific name?
5. Name six families of trees in the angiosperm class and three families in the gymnosperm class.
6. Know and describe the function of leaves in the life of a tree.
7. Name the families of trees and shrubs in your area that have opposite leaves.
8. Define the following terms: stipule, petiole, blade, pitch, heartwood, sapwood, springwood, summerwood, annual ring, cambium, xylem, and phloem.
9. What families of trees have thorns, catkins, winged seeds, acorns, pods, capsules, nuts, berries?
10. Identify 10 deciduous trees by their "winter" characteristics, (features other than leaves) such as twig and bud, bark, characteristic form and growth habits.

## Wattles



Level	Year	Originating Institution
1		South Pacific Division

### Requirements

1. What is the approximate number of named varieties of wattles in Australia?
2. What are phyllodes?
  - a. What work do they do for the plant?
  - b. Why are phyllodes so important in the study of acacias?
3. How are acacias classified into two major groups?
4. How does the shape of the seed pod and the way the seeds lie in the pod help in identification?
5. How many acacias in your state have true leaves (bipinnate) when adults?
6. Know the following:
  - a. In seeding acacias, what is seen first, true leaves or phyllodes?
  - b. How many have true leaves?
7. What must happen to an acacia seed before it will germinate and grow?
8. What acacias phyllodes are used to feed stock in times of drought?
9. What is the bark of some acacias used for in Australia?
10. What species of acacias are used for furniture making?
11. How do acacias help and benefit man, animals, insects, birds?
12. Make a collection of 10 or more dried pressed wattles with flowers and phyllodes and where possible, pods and seeds. Show dates, place collected, common and scientific names. Some must be spike type flowers, some raceme type or single balls and some bipinnate leaves OR 20 or more close-up photographs you have taken of wattles showing the above details.

## Weather



Level	Year	Originating Institution
1	1944	General Conference

### Requirements

1. Explain how each of the following is formed: fog, rain, dew, snow, hail, frost.
2. Identify, either in the sky or in pictures, the following types of clouds: cirrus, cumulus, stratus, nimbus. What kind of weather is associated with each?
3. Explain the action of a mercury or spirit thermometer, a mercury barometer, an aneroid barometer, and a rain gauge.
4. Why is it possible to be rainy on one side of a mountain range and dry on the other? Give an illustration for your country or region.
  - a. Why is it cooler and more moist in the mountains than in the lowlands?
  - b. From which direction do rain and clear weather usually come in your locality?
5. Show, with the help of a diagram, how the earth's relationship to the sun produces the seasons.
6. What causes lightning and thunder? What different kinds of lightning are there?
7. With the help of a diagram, show what a convection is. What is its relation to wind?
8. Explain how radar, satellites, and computers are used in weather forecasting.
9. Tell how the following can affect our weather:
  - a. Jet streams
  - b. Volcano eruptions
10. Make a drawing showing the water cycle in weather.
11. Make a simple wind vane or rain gauge.
12. Keep a weather chart for one week and record readings at 12 hour intervals. Include the following:
  - a. temperature
  - b. moisture (dew, fog, rain, frost, or snow)
  - c. cloud formation
  - d. wind direction

## Weather Advanced



Level	Year	Originating Institution
2	1949	General Conference

### Requirements

1. Explain cyclonic and anticyclonic weather conditions and show how they bring about weather changes.
2. What are cold fronts and warm fronts? How do they move, and what weather conditions do they produce?
3. Explain the following weather phenomena: chinook winds, trade winds, belt of calms, typhoons, hurricanes, squall line, tornados, and blizzards.
4. Explain the action of a registering thermometer, registering barograph, hygrometer, and an anemometer.
5. Correctly read a daily weather map as published by the Weather Service, explaining the symbols and telling how predictions are made.
6. What is meant by relative humidity and dewpoint?
7. Draw a cross section of the atmosphere showing its five layers and describe them.
8. Keep a weather chart for three weeks. Include the following:
  - a. Rainfall (Secure this either from your own home made device or from official records.)
  - b. Barometer reading
  - c. Cloud formations
  - d. Wind direction and speed
  - e. Temperature (high and low)
  - f. Moisture (dew, fog, rain, frost, or snow)
  - g. Weather forecasts and comparison to reality
9. Discuss the effect of sin on weather.

## Worms



Level	Year	Originating Institution
1	2006	North American Division

### Requirements

1. What is a worm?
2. Where do worms live?
3. What do worms eat?
4. What kingdom are worms found in?
5. Name the three major phyla (the next largest category of classification) that contain worms, and describe them.
6. What do "free living" and "parasitic" mean?
7. Which phyla, mentioned in question #5, are free living or parasitic?
8. Answer the following questions about earthworms:
  - a. Where do they live?
  - b. What do they eat?
  - c. How are they helpful to humans?
  - d. How short and how long can worms be?
  - e. How many are there in one square meter of soil?
  - f. How many species are there?
  - g. What is the clitellum?
9. Find an earthworm outside and do the following:
  - a. Be able to distinguish the following parts: head end, tail end, and clitellum.
  - b. Observe and describe how it moves.
  - c. How long does it take your worm to move one foot?
  - d. Race your earthworms!
10. Answer the following questions about leeches:
  - a. Where do they live?
  - b. What do they eat?
  - c. How are they helpful to humans?
  - d. How are they harmful to humans?
11. Find a verse in the Bible where worms are mentioned and demonstrate the story (through music, poem, or drama).



## Worms Advanced

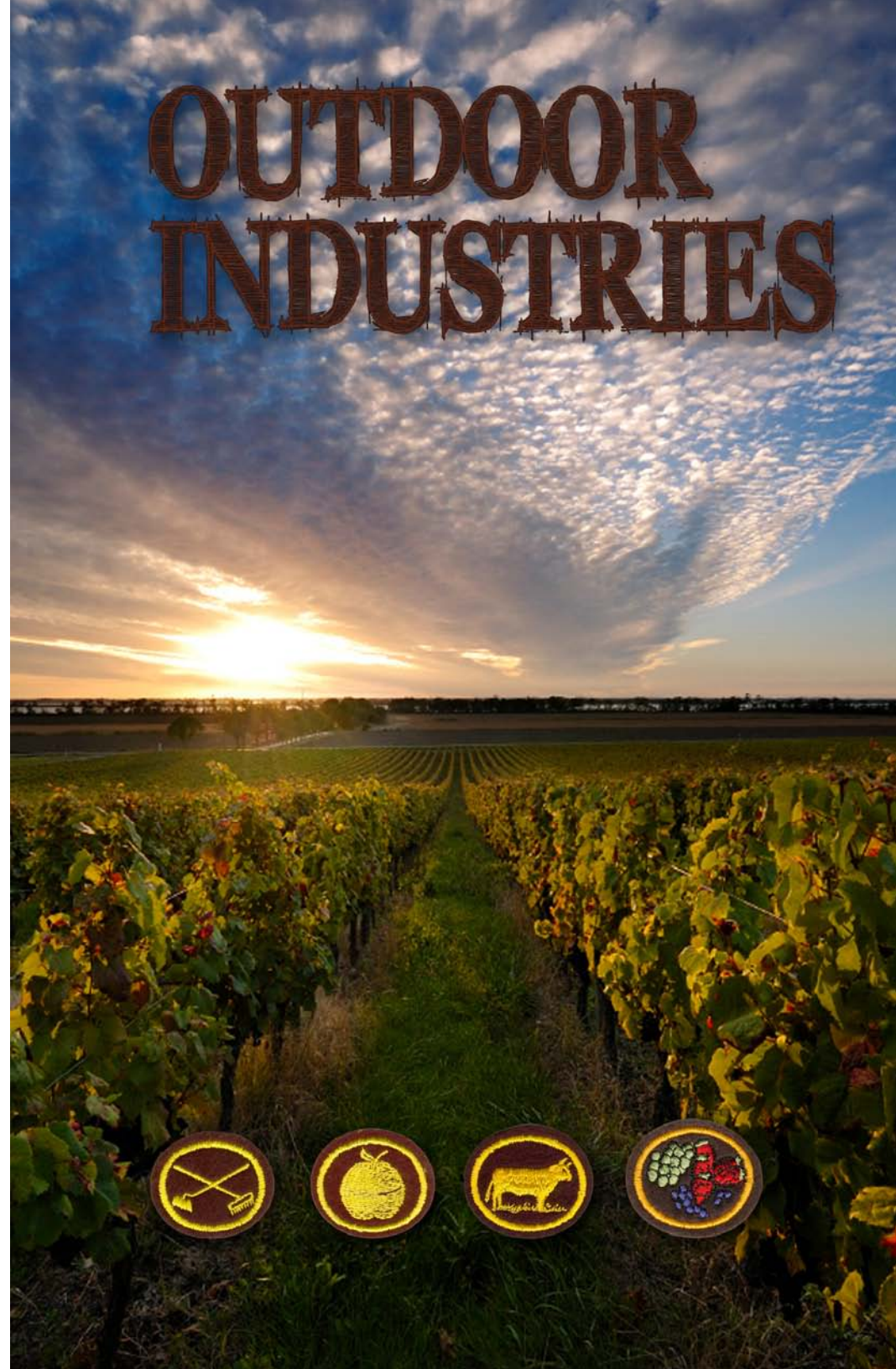


Level	Year	Originating Institution
2	2006	North American Division

### Requirements

1. What are the three major classes of platyhelminthes? Describe them.
2. Name an example of a nematoda and describe its lifecycle.
3. What are the three major classes of annelida and how do they move?
4. Answer the following:
  - a. Distinguish between the following body structures: coelomates, pseudocoelomates, and acoelomates.
  - b. Which body structures are common in the three phyla of worms?
5. Be able to demonstrate three ways to purify water.
6. Complete the following:
  - a. From what you have learned about worms, why is the availability of fresh water so important to human health, especially in third world countries?
  - b. Organize a fundraiser to support organizations that strive to provide fresh-water to third world countries.
7. Describe a spiritual lesson about living water from the Bible.

# OUTDOOR INDUSTRIES



<b>Title</b>	<b>Year</b>	<b>Creator</b>	<b>Page</b>
Agriculture	1929	GC	261
Beekeeping	1929	GC	262
Cattle Husbandry	1944	GC	263
Dairying	1929	GC	264
Flower Culture	1938	GC	265
Fruit Growing	1929	GC	266
Gardening	1928	GC	267
Goat Husbandry	1986	GC	268
Horse Husbandry	1944	GC	269
Island Fishing	unknown	SPD	270
Pigeon Raising	1944	GC	271
Poultry Raising	1928	GC	272
Sheep Husbandry	1944	GC	273
Small Fruit Growing	1986	GC	275
Subsistence Farming	unknown	SPD	276



## Agriculture



Level	Year	Originating Institution
2	1929	General Conference

### Requirements

1. List the components of soil. Why is soil important to plants?
2. Explain the difference between clay, sand, and loam soils. List three crops that grow well in each.
3. Test the germination of three varieties of seeds, 100 seeds of each variety. Record germination percentage after three, four, and five days.
4. Explain how the plants obtain nutrients and convert them to food. Explain the difference between primary, secondary, and micro nutrients.
5. Name and identify 10 common weeds in your community and tell how best to eliminate them using natural or chemical methods.
6. Identify six common insect pests or diseases. Tell what plants they usually affect and how to eliminate or prevent their occurrence.
7. Locate two sources of agricultural weather information. How is this information helpful to the farmer?
8. What is erosion? How can it be prevented?
9. Know the purpose of the following: plowing, cultivating, harrowing, discing, draining, irrigation, and harvesting.
10. Name and identify 10 common birds of your locality and state their value to the farmer.
11. Assist in planting, cultivating, and harvesting at least four different crops. Maintain a log of work done and problems encountered.
12. Visit your local cooperative or government farm service and find out how they help the farmer. Write a report on your visit.

## Beekeeping



Level	Year	Originating Institution
2	1929	General Conference

### Requirements

1. Know a brief history of either beekeeping or honey.
2. List five uses of each of the following:
  - a. Honey
  - b. Beeswax
  - c. Propolis
3. Name 10 foods that would be very difficult to grow if there were no honey bees.
4. List the duties of the drone, the worker, and the queen bees.
5. Describe how bees build combs. Why does the comb turn dark with age?
6. What is meant by the following terms:
  - a. Movable-frame hive
  - b. Crossed comb
  - c. Bee space
  - d. Swarming
7. What is a smoker? What materials make good fuel for a smoker?
8. What consideration should be given when choosing a hive location?
9. How are honey bee diseases spread from hive to hive?
10. What is robbing? Describe a robber bee.
11. Name four ways to help prevent swarming. Why should swarming be prevented?
12. What three requirements must be met for the colony to successfully weather a winter?
13. What is the advantage of using a double-brood chamber system?
14. Carry out the following duties of successful beekeeping:
  - a. Spring feed to stimulate brood production
  - b. Supering and other swarm prevention techniques
  - c. Extract honey and put into jars
  - d. Fall feeding and "taking the hive down" to prepare it for the winter months
15. How do you know when a frame is ready to be removed from the hive for extraction?

## Cattle Husbandry



Level	Year	Originating Institution
2	1944	General Conference

### Requirements

1. Name at least 25 parts of a steer.
2. What are four characteristics of a good heifer?
3. What is castration, and what is its purpose?
4. Why is dehorning done, and what age is best for dehorning?
5. What is creep feeding?
6. When is a calf weaned?
7. What are the housing needs of cattle?
8. Why is it best to put feed and water at opposite ends of the pen from each other?
9. Identify live or from pictures three breeds of beef cattle and three breeds of dairy cattle.
10. What type of feed is required during the following:
  - a. First 90 days
  - b. From 90 to 180 days
  - c. From 180 days to selling
11. How can a heifer be trained to become a gentle cow?
12. Care for one or more calves for a period of six months.

## Dairying



Level	Year	Originating Institution
2	1929	General Conference

### Requirements

1. What considerations are made when selecting a calf?
2. Know 25 parts of a dairy cow.
3. Know the care, management, and feeding of dairy cows during their following stages:
  - a. Calves
  - b. Weaning to six months
  - c. Six months to fifteen months
  - d. Fifteen months to springers
  - e. The dry cow
4. Know the proper feeding techniques for a lactating cow.
5. Know how milk is produced in the cow.
6. Know the steps in milking a cow either by hand or machine.
7. Know eight parts of a milking machine.
8. What is mastitis? What steps can be taken to prevent mastitis?
9. Know five herd health problems, their symptoms, and how to prevent and/or treat them.
10. Know the meaning of the following terms:
  - a. Concentrates
  - b. Crude protein
  - c. Cull
  - d. Dry period
  - e. Lactating
  - f. Lactation cycle or period
  - g. Oxytocin
11. Explain the pasteurization of milk and the proper care of dairy utensils and appliances.
12. Assist with the care and milking of a dairy herd of cows for at least three months.

## Flower Culture



Level	Year	Originating Institution
1	1938	General Conference

### Requirements

1. What are:
  - a. Perennials?
  - b. Annuals?
  - c. Biennials?
2. Give general instructions for making a hotbed. What is the difference between a hotbed and a cold frame?
3. What is drainage, and of what importance is it? How do you provide it?
4. Name three plant pests and how to control them.
5. Give instructions for making a window box, and tell its use.
6. Name three kinds of fertilizers and give suggestions for their use.
7. Prepare the soil, plant, and grow to maturity three different kinds of annuals.
8. Which three plant nutrients are most important to flowering plants?
9. Care for two or more perennial flowers growing outdoors for one season. Maintain a written record with weekly entries listing work done.
10. What is the purpose of a soil test?
11. Name three flowering plants adapted to each of the following conditions:
  - a. Shade
  - b. Full sun
  - c. Dry soils
  - d. Moist soils

## Fruit Growing



Level	Year	Originating Institution
2	1929	General Conference

### Requirements

1. Why are fruit trees grafted?
2. What does hardiness mean?
3. What site and soil conditions are required to grow three of the following:
  - a. Apples
  - b. Peaches
  - c. Pears
  - d. Plums
  - e. Cherries
  - f. Oranges
  - g. An equivalent choice
4. What is a dwarf fruit tree, and how is it dwarfed?
5. Plant at least two fruit trees and train them by pruning for at least two seasons, or train and prune an existing tree. With supervision, fertilize and spray as needed for one growing season. Show an example of harvested fruit to your examiner.
6. Answer the following questions:
  - a. What is pollination?
  - b. What is a pollinator?
  - c. Which trees need a pollinator?
7. How are young trees protected from rodent damage?
8. Compare the qualities of flavor, texture, and appearance of two different varieties of the same fruit.

## Gardening



Level	Year	Originating Institution
1	1928	General Conference

### Requirements

1. Prepare soil, fertilize, and plant a vegetable plot of not less than 100 square feet. Grow at least six different vegetables, three from seeds and three from seedlings, through harvesting.
2. List ways to control insects and/or disease in your garden. Know when and how to apply insecticides and fungicides.
3. What is mulch? How and why is it used in the garden?
4. What is hardiness? Which vegetables are considered hardy in your area?
5. Do one of the following:
  - a. Test germination for 100 of the same kind of seeds.
  - b. Make and use a hotbed or cold frame.
  - c. Prepare any three vegetables for market.
  - d. Make and use a storage bin or pit for your vegetables.

## Goat Husbandry



Level	Year	Originating Institution
1	1986	General Conference

### Requirements

1. Identify live or from pictures at least two breeds of goat. Tell if they are raised for milk, meat, or wool.
2. What type of housing should be provided for goats?
3. What types of feed are used for the following:
  - a. First month
  - b. Freshened doe
  - c. Second month
  - d. Yearling
  - e. Pregnancy
4. Name three plants that are poisonous to goats.
5. When are kids weaned?
6. When must the buck kids be removed from the does, and why?
7. How are goat's hooves trimmed?
8. Why are goats good for clearing brush land?
9. Name at least six items that are made from goat skins.
10. What are wattles?
11. Raise at least two goats for six months.
12. If milch goats are raised, answer the following questions:
  - a. What are the points to consider when choosing a good milk goat?
  - b. How is pasteurization done and what is its purpose?
13. If milch goats are raised, do the following:
  - a. Do the morning or evening milking for one goat for at least three months.
  - b. Keep daily milk production records.

## Horse Husbandry



Level	Year	Originating Institution
1	1944	General Conference

### Requirements

1. What two lines of profit are derived by the use of specially selected mares?
2. Why is it preferable to raise purebred colts rather than common grades?
3. Name at least five points that are desirable in selecting a horse.
4. What type of training will help colts to grow into gentle, dependable horses?
5. Describe the proper care and feeding of horses.
6. Know the parts of the halter, bridle, and saddle.
7. Know how to properly put a halter, bridle, and saddle on a horse.
8. Know how to properly care for the hooves of a horse.
9. Care for one or more colts or horses for at least one week.

## Island Fishing



Level	Year	Originating Institution
2		South Pacific Division

### Requirements

1. Name five native methods that are used for island fishing.
2. Demonstrate your ability to make at least one type of fishing gear out of native material used in your area.
3. In your cultural setting, identify types of fishing according to tides and phases of the moon.
4. Display and label a collection of baits, lures, and hooks traditionally used in your area.
5. Participate in a fishing trip and catch two fish using two different traditional methods.
6. Do the following:
  - a. Collect pictures of 10 tropical fish and identify their local names and their habitation.
  - b. Name 10 poisonous or dangerous fish in your area.

## Pigeon Raising



Level	Year	Originating Institution
2	1944	General Conference

### Requirements

1. Describe the proper type of pigeon house or loft, perch, trap and nest box to use for pigeon raising. List the needed equipment for a loft.
2. Know a good formula for seeds, grain, and grit to be used for feed and in what proportions they should be mixed. Why should less corn be used in warm climates?
3. What is the importance of the different parts of the pigeon's wing, especially the primary and secondary flight feathers?
4. What is the importance of proper molting? How can the molting season be controlled?
5. Raise at least two pairs of pigeons. If homing pigeons, train them to return to their loft from a distance of 25 miles (40 kms). If fancy or show pigeons, prepare them for exhibition.
6. Submit a brief report covering your experience in the care and training of the above pigeons, including sanitation, avoiding disease, lice, mites, rats, mice and other vermin.

## Poultry Raising



Level	Year	Originating Institution
2	1928	General Conference

### Requirements

1. Have the Poultry Honor.
2. Describe incubators, hovers, sanitary fowl houses, coops, and runs, and have a practical knowledge of their use.
3. Be able to test and pack eggs for market, describe how to test bad eggs, and tell how eggs are graded.
4. Outline the feeding program for domestic fowl, from hatching to maturity.
5. What is the temperature, humidity, and number of days needed to hatch the following eggs:
  - a. Duck
  - b. Chicken
  - c. Goose
  - d. Quail
  - e. Turkey
6. Raise to maturity a brood of not less than six poultry of your choice.
7. Write or give orally to the examiners a report on your experiences in working out the above requirements, and on your study of the hen, turkey, duck, and goose.

## Sheep Husbandry



Level	Year	Originating Institution
1	1944	General Conference

### Requirements

1. What kind of areas do sheep naturally inhabit?
2. What kind of vegetation furnishes the feed most ideal for sheep?
3. What kind of shelter or barns should be provided for sheep?
4. How much space is needed for each animal in the following conditions:
  - a. Loose barn space for adult sheep
  - b. Outside lot space for adult sheep
  - c. Loose barn space for large lamb
  - d. Loose barn space for small lamb
  - e. Pasture required for one ewe
  - f. Feed trough space for mature sheep
  - g. Lambing
5. Which are the most favorable seasons of the year in which to make a start in sheep raising?
6. What considerations should be taken into account when selecting the breed of stock?
7. What is the ideal size of flock for inexperienced beginners in sheep raising?
8. What winter feed is most ideal for sheep?
9. What type of care should be given to lambs?
10. Know the meaning of the following terms:
  - a. Castration
  - b. Grease weight
  - c. Commercial
  - d. Heat
  - e. Concentrate
  - f. Lactation
  - g. Cross breed
  - h. Polled
  - i. Dam
  - j. Purebred
  - k. Dock
  - l. Ram
  - m. Drench
  - n. Ration
  - o. Ewe
  - p. Registered
  - q. Flushing
  - r. Scours
  - s. Forages or roughages
  - t. Scurred
  - u. Gain

- v. Sire
- w. Gestation
- x. Wether

11. Care for two or more lambs until marketed or until six months of age.

## Small Fruit Growing



Level	Year	Originating Institution
2	1986	General Conference

### Requirements

NOTE: This Honor involves the growing of fruits produced on plants, brambles, or vines. Fruits produced on trees are dealt with in the Fruit Growing Honor.

1. Select four different small fruits grown in your area such as strawberries, grapes, raspberries, lingonberries, etc. and determine the soil requirements for each.
2. Write a one page report telling how to grow one of the fruits selected above. Include the following:
  - a. Variety selection
  - b. Soil preparation
  - c. Planting techniques
  - d. Fertilizing
  - e. Pruning
  - f. Watering
  - g. Pest control
  - h. Harvesting
3. Name several varieties of each fruit that will grow well in your area.
4. Properly prune at least two bushes or vines of small fruits in the family garden or for a friend or neighbor.
5. What is a perishable crop?
6. How long can the fruits mentioned in requirement #1 be stored?
7. Describe a serious insect pest or disease for each fruit. Include when the problem occurs, damage caused, and natural or chemical treatment needed. Utilize pictures or drawings if possible.
8. Take a soil test from a garden and determine which fruits will grow there. Ask for fertilizer recommendations for one of the crops and determine the cost of fertilizer needed for six 30-meter rows.



## Subsistence Farming



Level	Year	Originating Institution
2		South Pacific Division

### Requirements

1. Participate in the preparation of a food garden nine meters square. Cover the following points:
  - a. Choosing the site
  - b. Clearing the bush
  - c. Cleaning the area
  - d. Preparation of the soil for planting
2. Through a practical demonstration, show how you will make and use compost in your garden.
3. List the crops from the following plant families you will plant in your garden and the time of year that you can do this:
  - a. Root crops—e.g. cassava, sweet potatoes, carrots
  - b. Grass—e.g. corn, sugar cane
  - c. Legumes—e.g. beans, peanuts
  - d. Leafy vegetables—e.g. cabbage varieties, aibika
  - e. Fruit—e.g. Bananas, pawpaw, tomatoes, eggplant, pumpkins, cucumber
4. Show by practical demonstration and by diagram how you will divide your garden to plant your crops.
5. What crops will best grow where you have burnt out stumps and logs?
6. Show and demonstrate how you will keep your garden free from weeds and garden pests.
7. Demonstrate how you will plant your crops to have a continual supply.
8. Show how to harvest crops for family use and commercial sale.
9. Show how you will rotate your crops.
10. Outline what you would do with your garden area after several seasons of cropping.

# OUTREACH MINISTRIES



<b>Title</b>	<b>Year</b>	<b>Creator</b>	<b>Page</b>
Adventurer for Christ	1989	GC	281
Adventurer for Christ Adv.	1989	GC	283
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Child Care/Babysitting	unknown	EUD	286
Christian Citizenship	1938	GC	287
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Christian Grooming and Manners	1975	GC	290
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Sanctuary	2004	NAD	303
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Sign Language Adv.	1991	GC	305
Stewardship	1986	GC	306
Temperance	1976	GC	308

## Adventurer for Christ



Level	Year	Originating Institution
1	1989	General Conference

### Requirements

It is essential that you plan to spend at least six months to a year working on this honor. You must choose a date to start this honor, and only projects started after this date will apply toward the honor.

1. Choose any two of the following and do them consistently for at least six months:
  - a. Read the Junior Morning Devotional book each day.
  - b. Faithfully study your Sabbath School lesson each week.
  - c. Faithfully follow the Jr. Bible Year reading plan.
  - d. Develop a personal prayer diary, listing people and requests you are praying for and answers to prayer.
  - e. Plan and conduct at least one family devotional time a week.
2. Choose three from the following:
  - a. Send five homemade cards with personal messages, poems, or Bible verses to people who are in need of encouragement.
  - b. Visit ten or more people and invite them to a special church or Pathfinder event.
  - c. Choose a friend and visit someone who was absent from Sabbath School or church. Take them a card and homemade treat. Have a sharing time about this experience with your family and pray for this person.
  - d. For one month keep your bedroom clean, your bed made, and do at least three kindness projects for each parent that show that you love them.
  - e. Collect 15 left-over Guides and pass them out to absent Sabbath School members, children in hospitals, Laundromats, etc.
  - f. Take a cassette recording of your pastor's sermon and special music to a shut-in for three weeks.
  - g. Call your pastor, church elder, or deacon and volunteer to help him with any task he wants you to do for a period of two hours each week for three weeks.
3. Choose one of the following and do it with a group:
  - a. Look for yards that need raking, and rake and bag their leaves. In the winter, shovel snow or split firewood. Leave a note and Steps to Christ. Accept no money.
  - b. Plan a birthday party with games, presents, and treats at a nursing home for a patient who has a birthday close to yours.
  - c. Get the whole family involved in a witnessing project, such as giving Bible studies, passing out Steps to Christ to motels, adopting a needy family, doing a work project for an elderly person.
  - d. Read Matt. 25:35-40, then take a walk through your neighborhood and make a list of the needs of your neighbors. (Lonely, grass needs cutting, weeds need pulling, etc.) Go about taking care of as many needs as you can.
  - e. Respond to a tragedy in your community by personally getting involved in

- reaching out to help the people.
4. Make up your own adventure, which must involve three different times of two hours each.

<b>Adventurer for Christ Advanced</b>		
Level	Year	Originating Institution
2	1989	<b>General Conference</b>



### **Requirements**

1. Have the Adventurer for Christ Honor.
2. Complete this honor within nine months to a year. Choose a starting date to begin.
3. Choose three activities from Section 1 of Adventurer for Christ Honor (AFCH) and do them consistently for at least nine months beyond the six months specified for AFCH.
4. Choose and do one activity from section 2 of AFCH that was not chosen for the AFCH.
5. Choose and do two activities from Section 3 of AFCH that were not chosen for AFCH.
6. Design and do three new adventures that were not designed in section 4 of AFCH. All three must involve three different time periods of two hours each.

## Bible Marking



Level	Year	Originating Institution
2		South Pacific Division

### Requirements

1. Do the following:
  - a. Name five different methods of Bible marking.
  - b. Explain how each method would be used.
  - c. List advantages and disadvantages of each.
2. List five guidelines you would consider before starting to mark your Bible.
3. Do the following:
  - a. What method would you follow for giving a Bible study and why?
  - b. Mark your Bible for two topics/subjects using this method.
4. Do the following:
  - a. What methods would you use for ongoing devotional study and why?
  - b. Mark your Bible for two topics/subjects using one of these methods, using a minimum of 10 texts each.

## Bible Marking Advanced



Level	Year	Originating Institution
3		South Pacific Division

### Requirements

1. Mark an additional two Bible studies using a minimum of 20 texts each.
2. Using a concordance, mark 10 texts for devotional study.
3. In writing:
  - a. State the guidelines taken to maintain a clear marking procedure.
  - b. Provide a key to understanding your Bible markings.
4. Give a Bible study from an outline you have marked.



## Child Care (Babysitting)



Level	Year	Originating Institution
1		Euro-Africa Division

### Requirements

1. Be able to look after a baby during several hours in the absence of its mother.
2. List all the precautions to be taken when preparing the baby's bottle; prepare it and give it to the baby.
3. Prepare, bathe, change and dress the baby.
4. Prepare the baby's bed and put the baby to bed for the night.
5. Know how to weigh a baby and to fill in the weigh schedule form.
6. Explain why breast-feeding is superior to bottle-feeding.
7. What is weaning?
8. What is the fontanel (soft spot)? At about what age does it disappear?
9. Interview staff at a local day care center regarding their organization and the help they offer to mothers.

## Christian Citizenship



Level	Year	Originating Institution
1	1938	General Conference

### Requirements

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

# Christian Drama



Level	Year	Originating Institution
2	2006	North American Division

## Requirements

1. Memorize and apply 1 Corinthians 10:31 to completing this honor.
2. Describe each of the following categories of drama:
  - a. Human Videos
  - b. Worship Skits/Drama Sketches
  - c. Pantomime
  - d. Dramatic Reading/monologue, duet, or group
  - e. Musical/Drama
3. Describe how each of these areas of drama can be used to reach people for God.
4. Know the following rules for acting:
  - a. Never turn your back to the audience
  - b. Speak slow during a line and fast between the line (no dead space between characters speaking)
  - c. Enunciate and pronounce words clearly (unless it states differently in the stage directions)
  - d. No dairy products or sweets (chocolate, soda pop) before speaking lines or singing
  - e. Keep in character (don't laugh or smile unless stated in stage directions)
  - f. Stay in your space (unless stated to move in stage directions)
  - g. Do not block other characters from the audience
  - h. Use your hands and eyes
  - i. There is no such thing as "over acting"
  - j. Nothing blocking your mouth (gum, etc. Unless otherwise directed)
5. Know and understand why the following rules for pantomiming are important. Practice these rules with a simple Bible story.
  - a. Pantomiming used as an outreach ministry should never be a guessing game. It should clearly state the theme.
  - b. It is important to remember that in dramatic work, the thought comes first. Let your eyes respond first, then the rest of your face and head, and finally, the rest of your body. This is called motivated sequence.
  - c. Your actions should always be simple and clear cut.
  - d. Every movement and expression should always be visible.
  - e. There should be a reason for every gesture or movement.
  - f. Only one gesture or movement should be made at a time.
  - g. Rehearse until you have created a clear-cut characterization.
6. Know the following acting terminology:
  - a. Ad-lib
  - b. Backstage
  - c. Cross
  - d. Cue
  - e. Downstage
  - f. Exit
  - g. Getting up in part
  - h. Holding it
  - i. Left and Right
  - j. Left Center and Right Center
  - k. Set
  - l. Tempo
  - m. Upstage
  - n. Upstaging
7. From the categories listed in #2, plan and perform two in a worship setting, church, or youth group.
8. As a group, create one drama presentation and perform it.

## Christian Grooming and Manners



Level	Year	Originating Institution
2	1975	General Conference

### Requirements

1. What well-balanced combination of strengths did Jesus develop as a growing youth? (Luke 2:52)
  2. According to Psalm 8, what estimate does God place on your personal worth?
  3. Are names important to God? Does He know your name? (Isa. 43:1; Ex. 33:17; Isa. 45:4)
  4. Demonstrate or discuss proper conversational skills, including:
    - a. The proper way to talk to older people in public
    - b. How to address people and make proper introductions
    - c. Questions to avoid
    - d. How to think of pleasant things to say
    - e. How to show concern for the feelings of others
    - f. What to say when you answer the door
    - g. How to answer the telephone correctly
  5. If you want to use your gift of speech to God's glory, what should your prayer be? (Psalm 19:14)
  6. List seven points showing the power of correct posture. Check your posture and body profile. Demonstrate how to stand and sit correctly. Read Education, page 198, paragraph 3, and note the benefits mentioned that come to you as a result of correct posture.
  7. Give two reasons why physical fitness is important. Explain the relationship between proper diet, exercise, and weight control.
  8. Tell the importance of proper grooming, including bathing, body hygiene, breath, and proper care of clothes, shoes, etc.
  9. Describe the proper way to wash your hair and care for your "hair tools."
  10. Describe the proper care for your hands and fingernails.
  11. Know the importance of daily "soul-grooming" and of building a Christian character, and why "belonging to Christ" makes a difference in the way you dress and act.
  12. Discuss scriptural guidelines that will help you cope with your sexuality and keep your thought-life clean. Discuss intelligently the "do's" and "don'ts" of dating.
  13. List four reasons why your face is important to you and show how the way you exercise and sleep can improve your facial appearance. What relationship do thoughts have to facial "print-out"? Describe proper facial care.
  14. Know the rules of table etiquette that make it easier for you and those around you, such as what to do with your knife and fork after using them. Know how to be a welcome dinner guest and a joy to your hostess.
  15. List 10 principles to help you overcome self-consciousness and social embarrassment.
  16. Demonstrate two exercises that will improve your posture and overall health.
  17. Know how to choose a hair style that makes you look your best.
  18. Tell the proper style of clothes to wear to best suit your body type.
  19. Tell why Christians should practice good manners.
- For Young Men
20. Demonstrate how to seat a girl or woman at a table and how to properly escort a lady from her home to a social function.



## Christian Storytelling



Level	Year	Originating Institution
2	1928	General Conference

### Requirements

1. Name one source where you have found material for stories for each of the following categories. Tell a story from each category:
  - a. Sacred history
  - b. Church history
  - c. Nature
  - d. Character story
  - e. Object lesson with visual aid
2. For the above stories you tell, do the following:
  - a. Tell a story to children not over five years of age for at least three minutes.
  - b. Tell a story to a group of children ages 10 - 12 for at least five minutes.
3. Make a written outline of a story you are to tell.
4. State how and under what circumstances course material is to be modified for the following:
  - a. Telling the story in first person, second person, and third person
  - b. Different audiences, ages, and purposes
  - c. Making the story shorter
  - d. Making the story longer
5. Tell why a definite aim is necessary in telling a story. Tell how you obtain a good climax for a story.
6. Tell one story of foreign missionaries, not less than five minutes in length.
7. Tell one story teaching health principles.

## Cultural Diversity Appreciation



Level	Year	Originating Institution
2	1928	General Conference

### Requirements

- Objective: To develop an awareness and appreciation for the cultural diversity within our church and society.
1. Define culture and cultural diversity.
  2. Define stereotype and identify how you may have stereotyped people in the past.
  3. Study the following Bible texts and answer the questions:
    - a. 1 Corinthians 9:20. How does this text explain the importance for a Christian to have a cultural diversity awareness?
    - b. Galatians 3:27. What does this text say about all who are in the family of Christ?
    - c. Ephesians 2:14. What should be the result of accepting Christ Jesus into our lives? How do you plan to apply this message to your everyday life?
  4. Develop a friendship with a boy, girl, or older person from your church, school, or community whose cultural background is different from yours and conduct research from the following: library, internet, videos, encyclopedia, etc, about the culture. Arrange an interview with this family and answer the following questions:
    - a. Where did the culture originate?
    - b. What language is spoken?
    - c. What religions are prominent in that society?
    - d. What foods are typically eaten for:
      - i. Breakfast
      - ii. Lunch
      - iii. Supper
    - e. How are eating habits influenced by the food available in that country?
    - f. Are there cultural traditions that are different from yours? What are they?
    - g. Do people of this culture celebrate the holidays that we celebrate? What customs do they have for celebrating the different holidays?
    - h. What customs or traditions from the original culture have been continued by the family in this country?
    - i. Is the dress different from dress in your culture?
    - j. Identify at least five ways in which you are similar and five things that make you different and tell how your attitude or feelings toward people of different cultural backgrounds has affected you. How do you feel about your differences?
    - k. Attend church with your friend if it is a different church than yours, or attend a church service of a different cultural group. Identify three similarities and three differences you observe in the church services.

## Family Life



Level	Year	Originating Institution
1	1975	General Conference

### Requirements

1. Explain the roles of the father, mother, sister, and brother as given in the Bible and the 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. Properly dispose of garbage
  - b. Wash the dishes
  - c. Wash the clothes
  - d. Dust and keep the floors clean
4. Show that you can care for younger members of your family or neighbor's for at least a couple of hours.
5. Make a list of some of the things your family spends money on. Explain your responsibility to the finances of your family.
6. Make a list of family activities that you think your family would enjoy.
7. Plan and conduct a family worship period and give a complete report.
8. Know what to do under the following circumstances in your home: accident, fire, loss of a relative, financial crisis, bad storm.
9. Plan and conduct a fire drill in your home.
10. Mention five ways you can show concern for or interest in your neighbors.
11. Study the recreational activities of your family and explain how they can be improved.

## Junior Witness



Level	Year	Originating Institution
2	1970	General Conference

### Requirements

1. Be a member of a Pathfinder Club or AY Society.
2. Participate in at least five Share Your Faith activities of that organization during one year.
3. Enroll at least two people in Bible correspondence courses.
4. Know from memory at least two key texts for each of the following Bible teachings:
  - a. Second Coming of Christ
  - b. Seventh-day Sabbath
  - c. State of the dead
  - d. Law and grace
  - e. Conversion
  - f. Judgment
  - g. Inspiration of the Bible
  - h. Spirit of Prophecy
  - i. The saints' reward
5. Give at least two Bible studies using the open-Bible method or visual aids.
6. Make at least 50 one-to-one contacts using Share Your Faith literature, Ingathering solicitation, etc.

## Junior Youth Leadership



Level	Year	Originating Institution
3	1945	General Conference

### Requirements

NOTE – In as much as the Master Guide requirements themselves prepare a person for leadership, it is intended that this honor shall tie the interests of the Master Guide more definitely into the Adventist Youth activities of the church, so that the church may have the fullest possible benefit of his training in this field of endeavor.

1. Be a Master Guide.
2. Read two books on adolescent development or leadership.
3. Serve in any one of the following offices for one year:
  - a. AY leader or associate leader
  - b. Primary, Junior, Earliteen, or Youth Sabbath School leader
  - c. Staff member in an active Pathfinder Club
  - d. Staff member at a summer youth camp for a full summer program
4. Prepare a group to be invested in one of the Pathfinder Classes during the current year and assist in conducting the Investiture service.
5. Know at least 10 qualities of a good youth leader.
6. Know the difference between juniors (10-12 year olds) and teens (13-15 year olds) in the following areas:
  - a. Physical
  - b. Emotional
  - c. Mental
  - d. Spiritual
7. Know principles in the proper administration of discipline to youth. Learn the following areas of discipline:
  - a. Internal discipline
  - b. External discipline
  - c. Ten ways to prevent need for external discipline
  - d. Five types of discipline procedures

## Language Study



Level	Year	Originating Institution
2	1938	General Conference

### Requirements

1. Read and translate from sight a passage of at least 300 words from a book or magazine in a language not native to you.
2. Carry on a simple but sustained conversation in a modern foreign language for a period of not less than five minutes.
3. Listen to an address or statement of not less than two minutes' duration made by a person to whom the foreign language is a native tongue, and translate the same into your own language.
4. Write a simple letter in the foreign language of your choice, telling what contacts you have been able to make with persons whose native tongue is the language you have chosen.
5. Know and repeat from memory the Pathfinder Pledge and Law in this foreign language.
6. Write or tell orally about the foreign population in your vicinity and what opportunity you have to converse with those who speak the language you have studied.

Note: After your choice of a modern foreign language has been made, obtain a suitable textbook in that language and study it thoroughly.

## Literature Evangelism



Level	Year	Originating Institution
1	1938	General Conference

### Requirements

NOTE: Get in touch with the conference publishing director. He will assist you in selecting a book or magazine to sell and will assign territory to you.

1. From the Bible and the Spirit of Prophecy, write a summary, at least 250 words in length, on the importance of the use of literature in leading people to Christ.
2. Name five essential qualifications of a literature evangelist.
3. How is the literature evangelist supported?
4. What four steps are taken in the sale of a book or a magazine?
5. Briefly outline how to arouse an interest in purchasing a book or magazine.
6. Know how to meet objections to purchasing a book or magazine.
7. Do one of the following:
  - a. Maintain a literature rack for four months, keeping a log of which books are the most and least popular.
  - b. Do a project of house-to-house or mail distribution of literature in your community for 10 hours. Include in the literature a response card for additional literature, Bible studies, and/or a Bible correspondence course.
  - c. Engage in selling Seventh-day Adventist books and/or magazines during a period of at least five weeks, for at least 20 hours each.
  - d. Do a project of distributing religious books to local government officials. Spend at least 10 hours on your project.
  - e. Do a project of supplying religious literature to patients in a hospital or nursing home. Spend at least 10 hours on your project.
  - f. Make a project of supplying a year's subscription to Liberty magazine to the judges and/or lawyers in your community. Raise the money or get contributions for the gift subscriptions.
  - g. Make a project of sending literature/or Bibles to the mission field. Part of this project is collecting the literature and/or Bibles, determining where to send the material, and packaging and sending the material.

## Personal Evangelism



Level	Year	Originating Institution
1	1938	General Conference

### Requirements

1. Through Bible and Spirit of Prophecy study, learn how Jesus treated people on a one-to-one basis. Write a 500-word report or give a five-minute oral report of what you learned.
2. Show that you have a personal daily devotional life for at least six months.
3. Do two of the following:
  - a. Take part in one of the following:
    - i. Evangelistic meetings
    - ii. Voice of Junior Youth meetings
    - iii. Community Service van activities
    - iv. Cooking school seminars
    - v. Stop Smoking seminars
    - vi. Weight loss seminars
    - vii. Stress management seminars

In your choice of the above, do the following:

- viii. Take part in the organization of the activity.
  - ix. Take part in the setting up of the meeting place.
  - x. Assist in the advertising.
  - xi. Find out where the finances came from for the outreach project and what expenses were incurred.
  - xii. Be involved in the operation and running of the outreach project on a regular basis.
- b. Assist in the organization and planning of one of the following outreach projects and participate in the project at least 10 hours:
    - i. Community beautification project, such as landscaping or improving a public area
    - ii. Story hour
    - iii. Clown ministry
    - iv. Puppet ministry
    - v. Prepare Christmas stockings for underprivileged children
    - vi. Food and/or clothing distribution to the needy
    - vii. Programs and visits to a nursing home, orphanage, or pediatrics ward of a hospital
    - viii. Similar project approved by a Master Guide or AY leader
  - c. Do all of the planning and organization and participate for at least 15 hours in one of the following outreach projects:
    - i. Free yard care or housework for the elderly
    - ii. Teach in a lower division Sabbath School department
    - iii. Temperance talks
    - iv. Tutoring of younger students
    - v. Volunteer work in a hospital or nursing home
    - vi. Supplying books and games to a hospital

- vii. Help with the rehabilitation of a physically handicapped person
- viii. Make posters and art projects for a hospital, nursing home, or orphanage
- ix. Adopt a Grandparent Program
- x. Similar project approved by a Master Guide or AY leader

Puppetry		
Level	Year	Originating Institution
2		South Pacific Division



### Requirements

1. Make at least one puppet, and make or buy two other puppets.
2. Develop at least three puppet characters with their own voices.
3. Write three two-to-three minute scripts.
4. Perform for any audience (not family or immediate friends) at least three times.
5. Obtain an assessment of each performance by someone not related to the puppeteer.

## Puppetry Advanced



Level	Year	Originating Institution
3		South Pacific Division

### Requirements

1. Prerequisite: Puppetry Honor
2. Make at least two or more additional puppets.
3. Develop characters and voices for these puppets.
4. Write a 10-minute script.
5. Construct your own staging.
6. Give at least one church or public performance.

## Sanctuary



Level	Year	Originating Institution
1	2004	North American Division

### Requirements

1. Name the three parts of the sanctuary and the court yard:
  - a. Tell what was in each part
  - b. Tell what each piece of furniture represents
2. Draw a scale model of the sanctuary, the court yard, and the position of all the furnishings. (Remember to add N, S, E, W.)
3. How many coverings were over the sanctuary?
  - a. List the type of covering in the order from inside to outside.
  - b. Tell what each covering represented.
4. The following colors were used in the sanctuary and in the priests clothing. Tell what each color represented:
  - a. Red
  - b. Blue
  - c. Purple
  - d. White
  - e. Black
  - f. Gold
  - g. Silver
  - h. Brass
5. Discuss and memorize 1 John 1:9, Daniel 8:14, and Exodus 25:8.
6. The priests were from which of the 12 tribes? Why?
7. Describe the robe of:
  - a. The common priest
  - b. The high priest
8. Read and discuss The Great Controversy page 488 and Hebrews 4:14-16.
9. What kinds of animals were brought daily to the court yard?
10. Write a paragraph or tell how you see Christ represented in the sanctuary and its services.

## Sign Language



Level	Year	Originating Institution
1	1978	General Conference

### Requirements

1. Learn the manual alphabet used by the deaf.
2. Have a minimum of three hours of instruction in signing.
3. Send and receive finger spelling at the rate of five words per minute, using a minimum of 25 letters.
4. Learn at least 100 signs from one or more reference books on signing.
5. Learn and present in sign language (not finger spelling) at least two simple songs.
6. Do one of the following:
  - a. Explain the difference between Ameslam and sign English and demonstrate the use of both.
  - b. Read and give an oral or written report on a school in your country or state specializing in deaf education.

## Sign Language Advanced



Level	Year	Originating Institution
2	1991	General Conference

### Requirements

1. Have the Sign Language Honor.
2. Have a minimum of five hours of instruction in signing.
3. Send and receive finger spelling at a rate of 12 words per minute using a minimum of 50 letters.
4. Learn at least 350 signs.
5. Sign at least six songs to a hearing impaired friend.
6. Be able to sign to a hearing impaired friend:
  - a. The Lord's Prayer - Matthew 6: 8-17.
  - b. Beatitudes - Matthew 5:3-12.
  - c. Ten Commandments- Exodus 20:8-17.

# Stewardship



Level	Year	Originating Institution
2	1986	General Conference

## Requirements

- Discover the biblical principles of stewardship by answering the following questions:
  - What does 1 Corinthians 6:19, 20 say about the stewardship of the body?
  - What does Matthew 25:15 tell us about the stewardship of talents?
  - What does Colossians 4:5 say about the stewardship of time?
  - What does John 3:16 tell us that God gave?
  - What does Psalm 24:1 tell us about who owns the earth?
  - What does Genesis 1:26 say about who is the steward over the earth?
  - What does Proverbs 3:9 say about who is always first?
  - How do we know that tithe means a tenth? Genesis 28:22.
  - Who does Leviticus 27:30 say tithe belongs to?
  - How does Malachi 3:8 say that God is robbed?
  - What does 1 Corinthians 9:13, 14 say about the use of tithe?
  - How do we know that tithe is different from offerings? Malachi 3:8.
  - What does 1 Corinthians 16:12 say about how we are to give our offerings?
  - What does Matthew 6:20 say about where to keep our treasures?
  - What does 2 Corinthians 9:7 say about our attitude in giving?
  - What promised blessing is given in Malachi 3:10?
- Read and discuss with your counselor or pastor the following: Section IV (pp 111 to 130); par. 1 and 2, p. 14; and par. 1, p. 66 of Counsels on Stewardship.
- Learn what is done with the tithe in your local church, your local conference, your union, and the General Conference.
- From your pastor, church treasurer, or elder learn about your church budget, what finances your church must meet, and the purpose of each item listed on your church tithe and offering envelope.
- Keep a chart on how you spend your time for one weekend and one week day. In this chart make a list of how much time you spend in the following areas:
  - Work for pay
  - Family time
  - Personal devotions
  - Public Worship
  - Family Worship
  - Fun things
  - Reading
  - Television
  - Meals
  - Sleep
  - Personal needs
  - Class time

- School study
- Travel
- Music lesson
- Music practice
- Home chores
- Shopping

For each of the three days be sure your time adds up to 24 hours. After completing the chart, discuss with your pastor or counselor your responsibility in the stewardship of your time.

- Do one of the following:
  - If you have an income-producing job or an allowance, make a list of how you spend your money for one month.
  - If you are not in the category above, make a list of how you would spend an income of \$50 a month in the following categories:
    - Clothes
    - Entertainment
    - Personal items (toiletries)
    - Gifts
    - School supplies
    - Tithe and offerings
    - Eating out
    - Transportation

From your list determine what percentage of your total income is spent on each item. After completing the chart and percentages, discuss with your pastor or counselor the advantages of a budget and how to stay within a budget.

- From the Bible and Spirit of Prophecy determine what instruction has been given concerning the variety and use of God-given talents.
- List three talents or skills that you have, such as building things, mechanics, gardening, painting or drawing, writing, speaking, music, teaching, sewing, etc. Choose one of these three talents and do a project to help develop your talent further. Your project must follow these guidelines:
  - The project is to be a benefit or outreach to others.
  - The project is to be a new endeavor not previously accomplished.
  - Spend at least five hours in the planning and implementation of the project.
  - Make a written or oral report to your counselor about your project.



# Temperance



Level	Year	Originating Institution
2	1976	General Conference

## Requirements

1. Memorize and sign the Temperance Pledge. "Realizing the importance of healthy body and mind, I promise, with the help of God, to live a Christian life of true temperance in all things and to abstain from the use of tobacco, alcohol or any other narcotic."
2. Memorize three Bible verses and three Spirit of Prophecy quotations from the following:

### Bible Verses

- a. Romans 12:1, 2
- b. 1 Cor. 10:31
- c. 1 Cor. 6:19, 20
- d. Proverbs 20: 1
- e. Galatians 5:22, 23
- f. 3 John 2

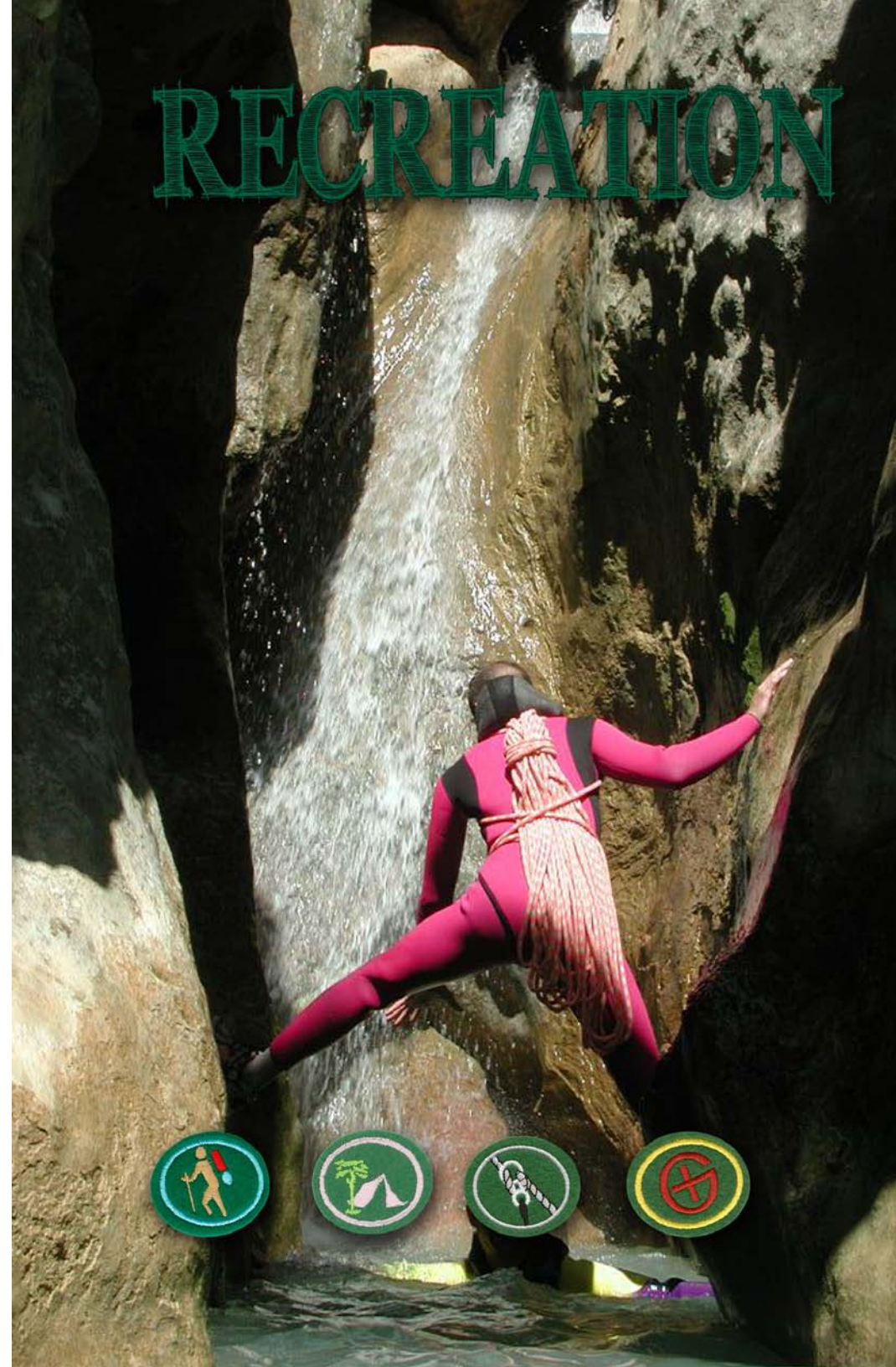
### Spirit of Prophecy

- g. "True temperance teaches us to abstain entirely from that which is injurious, and to use judiciously only healthful and nutritious articles of food." Temperance, p. 3.
  - h. The only safe course is to touch not, taste not, handle not, tea, coffee, wines, tobacco, opium, and alcoholic drinks." Counsels on Diet and Foods, p. 428.
  - i. "...temperance alone is the foundation of all the graces that come from God, the foundation of all victories to be gained." Temperance, p. 201.
  - j. "A pure and noble life, a life of victory over appetite and lust, is possible to everyone who will unite his weak, wavering human will to the omnipotent, unwavering will of God." Temperance, p.113.
  - k. "Tobacco is a slow, insidious, but most malignant poison. In whatever form it is used, it tells upon the constitution; it is all the more dangerous because its effects are slow and at first hardly perceptible." Ministry of Healing, pp. 327, 328.
3. Do four of the following: You should refer to the AYBL (Adventist Youth for Better Living) Manual for details.
    - a. Write and deliver a five- to eight-minute speech.
    - b. Write an essay on alcohol, tobacco, drugs, or physical fitness of 150 to 200 words and your commitment to a healthy lifestyle.
    - c. Write a four-line jingle on a Drug Prevention topic.
    - d. Draw/make a poster 22" x 28" that tells about the harmful effects of drugs, tobacco, or alcohol.
    - e. Make a substance abuse exhibit for a local shopping mall, library, or school.
    - f. Make a scrapbook of at least 20 pages showing Drug Prevention advertisements.
    - g. Share with at least five other persons what you have accomplished from

the above list and obtain their signed Temperance Pledges (immediate relatives not included).

4. Know and explain:
  - a. The reason behind the warning on the cigarette packet: "Warning-smoking is a health hazard."
  - b. Seven ingredients of tobacco smoke:
    - i. Nicotine
    - ii. Arsenic
    - iii. Formaldehyde
    - iv. Carbon monoxide
    - v. Cyanide
    - vi. Phenolbenzophyrine
    - vii. Amonia
  - c. Emphysema, cirrhosis, addiction
  - d. The effects of tobacco, alcohol, and drugs on pregnancy
5. Read the chapter "Stimulants and Narcotics" in Ministry of Healing. Be able to discuss briefly or provide a written summary approximately two or three paragraphs in length.
6. After studying the following materials, list three things that contribute to temperance and good health. (Other than abstaining from that which is harmful.)
  - a. Temperance p.139 paragraph 1
  - b. Counsels on Diet and Foods, p. 406 paragraph 1
  - c. Temperance, p.140 paragraph 2
  - d. Temperance, p.143 paragraph 3
  - e. Counsels on Health, p. 127 paragraph 4
  - f. Temperance, p. 148 paragraph 2
7. Discuss and role play. What would you do if...
  - a. Your best friend asks you to try a cigarette?
  - b. A classmate offers you money to sell marijuana?
  - c. An older relative offers you a drink of beer?
  - d. The smoke from a stranger's cigarette is bothering you?
  - e. A friend invites you to smoke marijuana?
  - f. You are at a party with a friend, he gets drunk and insists on driving you home?

# RECREATION



<b>Title</b>	<b>Year</b>	<b>Creator</b>	<b>Page</b>
Abseiling	unknown	SPD	317
Abseiling Adv.	unknown	SPD	319
Abseiling Instructor	unknown	SPD	320
Archery	1945	GC	321
Archery Adv.	1976	GC	322
Backpacking	1986	GC	323
Basketball	1999	NAD	324
Camp Craft	1929	GC	326
Camping Skills I	1986	GC	327
Camping Skills II	1986	GC	328
Camping Skills III	1986	GC	329
Camping Skills IV	1986	GC	330
Canoe Building	unknown	SPD	331
Canoeing	1945	GC	332
Caving	1973	GC	333
Caving Adv.	1973	GC	334
Community Water Safety	1929	GC	335
Community Water Safety Adv.	1963	GC	336
Cycling	1933	GC	337
Cycling Adv.	1976	GC	338
Drilling and Marching	1976	GC	339
Drilling and Marching Adv.	1976	GC	340
Drumming and Percussion	2006	NAD	341
Dutch Oven Cooking	2006	NAD	342
Fire Building and Camp Cookery	1956	GC	343
Geocaching	2005	NAD	344
Geocaching Adv.	2005	NAD	345
Gold Prospecting	2008	NAD	346
Gold Prospecting Adv.	2008	NAD	347
Hiking	1933	GC	348
Horsemanship	1961	GC	349
Horsemanship Adv.	2000	GC	351
Kayaking	unknown	SPD	352
Kites	1986	GC	353

<b>Title</b>	<b>Year</b>	<b>Creator</b>	<b>Page</b>
Knot Tying	1975	GC	354
Letterboxing	2008	NAD	356
Letterboxing Adv.	2008	NAD	357
Mountain Biking	1998	NAD	358
Navigation	1953	GC	359
Orienteering	1956	GC	360
Outdoor Leadership	1986	GC	361
Outdoor Leadership Adv.	1986	GC	362
Physical Fitness	1929	GC	364
Pioneering	1956	GC	365
Power Boating	1975	NAD	367
Rock Climbing	1970	GC	369
Rock Climbing Adv.	1970	GC	370
Rowing	1956	GC	371
Sailing	1953	GC	372
Scuba Diving	1967	GC	373
Scuba Diving Adv.	1967	GC	374
Skateboarding	unknown	SPD	375
Skiing Cross Country	1986	NAD	376
Skiing Downhill	1938	GC	377
Skin Diving	1961	GC	378
Slow-Pitch Softball	2006	NAD	379
Soccer	1989	NAD	381
Springboard Diving	1964	GC	383
Swimming	1929	GC	384
Swimming Adv.	1961	GC	385
Swimming Beginners	1944	SPD	386
Swimming Beginners Adv.	1963	GC	387
Swimming Intermediate	1929	GC	388
Track and Field	1978	GC	389
Tree Climbing	unknown	SPD	390
Triathlon	unknown	SPD	391
Triathlon Adv.	1956	GC	392
Tumbling and Balancing	1976	GC	393

<b>Title</b>	<b>Year</b>	<b>Creator</b>	<b>Page</b>
Tumbling and Balancing Adv.	1976	GC	394
Unicycling	2008	NAD	396
Wakeboarding	2006	NAD	397
Water Skiing	1961	GC	398
Water Skiing Adv.	1961	GC	399
Wilderness Leadership	1976	GC	400
Wilderness Leadership Adv.	1976	GC	401
Wilderness Living	1956	GC	402
Wind Surfing	1986	GC	404
Winter Camping	1970	GC	406

# Abseiling



Level	Year	Originating Institution
1		South Pacific Division

## Requirements

### SECTION ONE

#### Safety

1. Do the following:
  - a. List and explain the safety rules.
  - b. Explain the “dangers of falling” chart.
2. Explain the uses of the following knots:
  - a. Tape
  - b. Alpine butterfly
  - c. Figure of eight loop
  - d. Double fishermans
  - e. Prussik
  - f. Bowline

#### Setup

3. Draw the diagrams for the setting up of the following abseil descents:
  - a. Single rope technique
  - b. Canyoning setup
4. Know the ways to identify safe anchors in various circumstances, e.g. trees, boulders, bollards.

#### Belaying

5. Explain the various verbal calls.
6. Explain the principle of belaying and the three methods used, and give the advantages and disadvantages of each method:
  - a. Body belay
  - b. Mechanical belay
  - c. Base belay

#### Care of Equipment

7. List the rules for care of ropes.
8. Explain the difference between dynamic and static rope.
9. Know the right type of equipment needed for abseiling.
10. Know the best way to store your ropes, e.g. coiling and chaining.

#### Descenders

11. Know which descending device to use in different abseils.
  - a. Give reasons why you chose that device, e.g. on/off time, security, heat, versatility, etc.

#### First Aid

12. Know about how to treat a patient for the following injuries:
  - a. Sprains
  - b. Concussion
  - c. Hypothermia
  - d. Broken bone

- e. Shock

#### Cliff Rescue

13. Explain how to perform the following rescues:
  - a. The pulley system
  - b. The change-over method

#### SECTION TWO-PRACTICAL

14. Pass the abseiling exam with a pass mark of 60%. The exam is available from the conference youth ministries office or through the instructor.

#### Verbal Testing

15. Answer the questions on the following topics:
  - a. Uses of the six abseiling knots
  - b. Specify and give the meaning of the standard climbing calls
  - c. Uses of various descenders
  - d. Give seven rules for care of rope
  - e. Give seven rules for safety
  - f. Know about first aid and how to treat patients
  - g. Give five ways to detect faults of ropes

#### Practical Testing

16. Perform the following tasks:
  - a. Tie the six knots
  - b. Set up the single rope setup and canyoning setup
  - c. Witness a cliff rescue demonstrated by the instructor
  - d. Coil and chain a rope
  - e. Set up the belay methods

#### Abseiling

17. From a minimum height of 10 meters, complete two abseils on each of the following devices, and know how to attach them to the rope:
  - a. Whale tail
  - b. Robot
  - c. Harpoon (easy access)
  - d. Figure of eight
  - e. Piton-brake bar
  - f. Rappel-rack
  - g. Harpoon (conventional)
  - h. Cross karabiner
18. Explain how to do the classic abseil, and over the shoulder abseil, for emergency use.
19. Be able to prussik a 10-meter cliff.

## Abseiling Advanced



Level	Year	Originating Institution
2		South Pacific Division

### Requirements

1. Repeat the theory and practical requirements for the Abseiling Honor.
2. Pass the exam with an 80% pass mark.
3. Abseil over a knot in the rope.
4. Abseil over an overhang or cave.
5. Demonstrate the pulley method of cliff rescue.

## Abseiling Instructor

Level	Year	Originating Institution
3		South Pacific Division

### Requirements

1. Instruct how to abseil, being confident in every aspect of the Abseiling Honor.
2. Demonstrate all the theory to a class.
3. Teach abseiling first aid to a class.
4. Lead at least two abseiling expeditions, checking the safety of each individual.

## Archery

Level	Year	Originating Institution
1	1945	General Conference



### Requirements

1. Know and explain the archery safety rules.
2. Identify the parts of an arrow.
3. Identify the parts of a bow.
4. Correctly and safely string a bow.
5. Describe and show how to use: arm guard, finger tab and quiver, bow sling, string kisser.
6. Demonstrate the following shooting techniques:
  - a. The stance
  - b. Nocking the arrow
  - c. The draw
  - d. The anchor
  - e. The hold and aim
  - f. The release
  - g. The follow-through
7. Why is it necessary to have an arrow "nocking point" properly positioned on the bow string?
8. Using a standard (Olympic bow), score one of the following:
  - a. Indoors: 30 arrows (5 rounds) at 18 meters score 50 points on a 60 cm. target
  - b. Outdoors: 30 arrows (5 rounds) at 25 meters score points on a 122 cm. target



## Archery Advanced



Level	Year	Originating Institution
2	1976	General Conference

### Requirements

1. Have the Archery Honor.
2. Explain the advantages to be found by the target archer in making use of the following equipment:
  - a. Bow square
  - b. Bow sight
  - c. Bow stabilizer(s)
  - d. Clicker
  - e. String Peep
  - f. "Kisser Button"
  - g. Bow Level
  - h. Aluminum Shaft Target Arrows
  - i. Plastic Arrow Fletching
  - j. Bow Sling
  - k. Flexible Arrow Plate
3. Explain what is meant by arrow spine.
4. Where possible, the archer should study carefully from an Archery Instructor's Manual on the following topics:
  - a. Problem Correction
  - b. Advanced Shooting
  - c. Bow Tuning
5. Using a standard (Olympic bow), score one of the following:
  - a. Indoors: 30 arrows (5 rounds) at 18 meters score 200 points on a 60 cm. target
  - b. Outdoors: 30 arrows (5 rounds) at 50 meters score 200 points on a 122 cm. target

## Backpacking



Level	Year	Originating Institution
2	1986	General Conference

### Requirements

1. Discuss with your instructor the meaning of the motto: "Take nothing but pictures and leave nothing but footprints."
2. Know the essentials of proper clothing, shoes, and rain gear to use in backpacking.
3. Know the principles in selecting a good quality backpack. In an emergency, what might be used in place of a backpack?
4. Know the essential items to be taken on a backpack trip.
5. What kind of sleeping bag and pad are best for your camping area? Know at least three kinds of each that are available.
6. Know how to pack a backpack properly.
7. What types of food are best for backpacking? Visit a grocery store and list the foods found there that are suitable for backpacking. With your instructor:
  - a. Prepare a menu for a weekend backpack trip using foods obtained from a grocery store.
  - b. Learn the techniques of measuring, packaging, and labeling backpack foods for your trip.
  - c. Make a trail snack.
8. Know the prevention, symptoms, and first aid for:
  - a. Sunburn
  - b. Blisters
  - c. Frostbite
  - d. Hypothermia
  - e. Heat stroke
  - f. Heat exhaustion
  - g. Snake bite
  - h. Cramps
  - i. Dehydration
9. Have a First Aid Kit in your pack and know how to use it.
10. According to your weight, what is the maximum number of pounds you should be allowed to carry?
11. Know three ways to find direction without a compass. Demonstrate at least two.
12. Show the proper way to put on and take off a backpack alone and with a partner.
13. Participate in a weekend backpack trip of at least five miles and cook your own meals.



# Basketball



Level	Year	Originating Institution
1	1999	North American Division

## Requirements

1. Know the basic rules of basketball.
2. What is the meaning of "good sportsmanship"?
3. Define the following terms:
  - a. Air ball
  - b. Backboard
  - c. Back court
  - d. Front court
  - e. Baseline
  - f. Block
  - g. Bounce pass
  - h. Double dribble
  - i. Dribbling
  - j. Fake
  - k. Fast break
  - l. Field Goal
  - m. Fouled out
  - n. Give and go
  - o. Inbound
  - p. Intentional Foul
  - q. Jump ball
  - r. The Key
  - s. Loose ball foul
  - t. Man to man
  - u. One and one
  - v. Perimeter
  - w. Pick
  - x. Press
  - y. Rebound
  - z. Shot
  - aa. Steal
  - ab. Team Fouls
  - ac. Trap
  - ad. Traveling
  - ae. Turnover
  - af. Zone Defense
  - ag. Center
  - ah. Forwards
  - ai. Guards
  - aj. Jump shot
  - ak. Lay up
  - al. Bank shot
  - am. Dunk
  - an. Hook shot
  - ao. Free throw
  - ap. Personal foul
  - aq. Charging
  - ar. Blocking
  - as. Technical foul
  - at. Three second violation
  - au. Five second rule
  - av. Ten second rule
  - aw. Back court violation
  - ax. Inbound violation
  - ay. League
  - az. Three point shot
4. Demonstrate an understanding of the different skills required at each position.
5. Demonstrate reasonable skill in the following areas:
  - a. Shooting from the free throw line
  - b. Shooting from different positions around the basket
  - c. Dribbling
  - d. Passing
6. Spend at least four hours helping a less skilled or younger player improve their skills.
7. Play at least five games with family or friends. Show good sportsmanship during your practice and games.
8. Write a one page report on a famous basketball player. Discuss why they are or are not a good Christian role model.
9. Discuss with your Pathfinder leader, pastor, or teacher the problems facing a Seventh-day Adventist youth considering sports in jr. high, high school, and college. What alternatives are there that allow for continued activity in sports?
10. Make a scale drawing of a basketball court properly laid out.

## Camp Craft



Level	Year	Originating Institution
1	1929	General Conference

### Requirements

1. Explain how and why weather, season, and water supply are considered when choosing a campsite.
2. Prepare a list of clothing you would need for an overnight camp in warm and cold weather.
3. Know and practice the safety rules in camping.
4. Show your ability to use a camp knife by demonstrating or explaining safety rules for its use and making shavings for tinder.
5. Prepare for an overnight camp with a group by making a list of personal items and group items that will be needed.
6. Prepare balanced menus for one cooked breakfast, lunch, and supper.
7. Complete the following while on an overnight camping trip:
  - a. Prepare ground properly for comfortable sleeping.
  - b. Correctly pitch and strike a tent.
  - c. Prepare a proper safe area for campfire. Show proper use of wood tools in getting and preparing fuel for a fire.
  - d. Show how to protect your camp against animals, insects, and wet or bad weather.
  - e. Show how to take proper care of the environment as you camp and leave the area with no trace of having been there.
8. Know eight things to do when lost.
9. Camp for a continuous three days and two nights, sleeping each night under the stars or in a tent. Be actively involved in cooking at least two of the meals.
10. Considering the things learned in this honor and the camping done, what is the meaning and the reason of the Pathfinder Camping Code?

## Camping Skills I



Level	Year	Originating Institution
1	1986	General Conference

### Requirements

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

## Camping Skills II



Level	Year	Originating Institution
1	1986	General Conference

### Requirements

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

## Camping Skills III



Level	Year	Originating Institution
2	1986	General Conference

### Requirements

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

## Camping Skills IV



Level	Year	Originating Institution
2	1986	General Conference

### Requirements

1. Be in (at least) the 8th grade or 12 years old.
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 essay 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.

## Canoe Building



Level	Year	Originating Institution
3		South Pacific Division

### Requirements

1. What trees in your area are used for building canoes? Name them in your language. Are they considered softwoods or hardwoods?
2. What trees are used for building canoes, softwoods or hardwoods?
3. What tools are used for building canoes? Start with felling the tree up to completion.
4. Choose a good canoe tree about four meters in length and observe the correct felling of it. Explain what happened.
5. Describe how a log is prepared to build a canoe.
6. With the help of others, properly shape the outside of the canoe and hollow out the inside. Correctly smooth both surfaces inside and outside.
7. Assist in the making of paddles, seats, poles and fittings for the canoe.
8. Assist in the construction of decking, outrigger, mast, and sail if the canoe is of a double hull or outrigger type.
9. Make a tree model of the type of canoe used in your district.

## Canoeing



Level	Year	Originating Institution
2	1945	General Conference

### Requirements

1. Prerequisite: AY Honor in Intermediate Swimming.
2. Demonstrate, first alone and then with companion, the proper method of:
  - a. Entering and launching a canoe (1) from a beach, (2) from a landing dock or pier.
  - b. Landing and leaving of a canoe (1) from a beach, (2) from a landing dock or pier.
3. Accompanied by examining counselor, demonstrate correctly from both front and rear:
  - a. The following strokes: (1) bow, (2) diagonal draw, (3) half sweep, (4) J stroke, (5) reverse half sweep, (6) push over, (7) full sweep, (8) combination draw and J stroke.
  - b. Make both right and left pivot turns without headway.
4. Alone in a canoe, paddle a straight course for one hundred yards; turn rightabout and left about, keeping paddle always on the same side of the canoe. Demonstrate two kneeling positions for cruising.
5. Demonstrate with canoe the rescue of a companion who has capsized his canoe offshore by:
  - a. Emptying the swamped canoe of water by drawing it upside down across the gunwales of rescue canoe,
  - b. Then launching it again,
  - c. Finally, steady it while companion climbs aboard.
6. Jump out of a canoe in deep water and get back in again in the proper form without shipping water. (Candidate must be accompanied by life-guard in a lifeboat.)
7. With clothes on (if possible):
  - a. Capsize a canoe in deep water.
  - b. Right it and stow paddles and kneeling pad.
  - c. Get in canoe while filled with water and paddle with hands or paddle for 25 yards (24 mts.).
  - d. Disrobe, stow clothes and paddle, go overboard, hold on to bow of canoe with one hand, swim and tow swamped canoe to shore.
  - e. Empty canoe properly, land it. (Candidate must be accompanied by life-guard in an equipped lifeboat.)
8. Fully satisfy the examiner of a thorough knowledge of safety rules that will make the candidate a safe canoeist and competent to take others out in a canoe. Promise to observe these rules at all times.
9. Explain how to do emergency repair work such as repairing a one inch hole through the canvas or fiberglass or repairing a broken paddle shaft.

## Caving



Level	Year	Originating Institution
2	1973	General Conference

### Requirements

1. Know at least three light sources for caving and the importance of having extra light supplies and backup lights. Have an experienced person in caving show you how a carbide light works.
2. List all equipment needed for a successful caving trip, excluding vertical equipment, and start putting together your own set of equipment.
3. Locate an experienced caver and join that person in exploring at least three relatively easy caves, accumulating a total of 10 hours of actual caving time.
4. Keep a log of these explorations, noting date, cave locations, conditions, features, hours spent in each, names of other members in your party and trip leader's name.
5. Learn, know well, and practice caving safety rules.
6. Practice "walking" yourself up a steep slope by pulling yourself along a rope.
7. Describe several ways caves were used in Bible times.
8. Participate in the mapping process of a small cave you have explored.
9. Know the names of at least five different speleotherms and three cave dwelling animals. Be sure to include any of those you have observed in your report for requirement #10.
10. Write a paper of at least 500 words on your caving experience so far (through the 10 hours); include all you have learned while carrying out the previous nine requirements of the honor.

## Caving Advanced



Level	Year	Originating Institution
3	1973	General Conference

### Requirements

1. Obtain geological survey maps of the area where you go caving. Map out on them the location of all known caves you have explored.
2. Be able to give an explanation for how these caves were formed, what they have in common, what can be expected in them in the way of physical characteristics such as types and extent of formations, effects of prior water activity, presence and nature of fossils, presence and nature of life forms (including bats).
3. Obtain proper rappelling equipment and learn how to use it either by studying a book on mountain climbing techniques or locating a person or club group already experienced who is willing to instruct you. Plan and execute a cave trip where it is necessary to rappel at least 40 feet (12 meters) and climb back out.
4. Conduct a biological survey of the cave entrance, the cave twilight zone, the deep cave floor, the deep cave wall, and the deep cave ceiling. Photograph single specimens of and identify every form of plant and animal life in each of these troglodytic zones. Compare pictures with the nearest natural history museum for help in identification. Publications on cave flora and fauna of the National Speleological Society will help also. Remember the slogan, "Take nothing but photographs, leave nothing but footprints."
5. Log 100 hours of caving experience. Keep accurate records of each caving trip.
6. Conduct a caving course, to be climaxed by several field trips for a group of young people in your community or church.
7. Make friends with at least one cave owner. Determine what he expects of cavers exploring his cave, and do more than he expects you to do in following these directions.

## Community Water Safety



Level	Year	Originating Institution
2	1929	General Conference

### Requirements

(Instructor Required)

NOTE: Complete the Red Cross Community Water Safety Course

OR Have The Swimming Honor and at least six hours' preparation and practice.

1. In deep water, disrobe and swim 100 yards (100 meters).
2. Surface dive in six to eight feet (2 meters) of water, recovering various objects three times, and a 10 pound weight (4kg weight once).
3. Correct approach 30 feet (9 meters), and cross chest carry 30 feet (9 meters).
4. Correct approach, surface dive, underwater approach and carry 30 feet (9 meters).
5. Correct approach 30 feet (9 meters), and hair or arm lock carry 30 feet (9 meters).
6. Tired swimmer's carry 30 feet (9 meters, preceded by 30 foot (9 meters) approach.
7. Release double grip on one wrist. Left and right.
8. Release front strangle hold. Left and right.
9. Demonstrate artificial respiration.

## Community Water Safety Advanced



Level	Year	Originating Institution
3	1963	General Conference

### Requirements

(Instructor Required)

Satisfactorily pass the Red Cross examination for Water Safety Instructor's Aid and receive your certificate.

OR

Obtain the Bronze Cross or an equivalent Advance Lifesaving Award from the Royal Life Saving Society or equivalent body in your country.

## Cycling



Level	Year	Originating Institution
1	1933	General Conference

### Requirements

1. Know by name and explain the purpose of the various parts of a bicycle.
2. Repair a punctured bicycle tire.
3. Take apart and clean a bicycle and put it together again properly.
4. Adjust the brakes and front and rear derailer properly.
5. Know and practice courtesy and safety rules in bicycling.
6. What are the advantages of wearing a cycling helmet?
7. Ride a bicycle 50 consecutive miles (80 kilometers) in 10 hours or less.
8. Know how to read a road map by routing out your 80 kilometer course and following it accurately on the ride.

## Cycling Advanced



Level	Year	Originating Institution
2	1976	General Conference

### Requirements

1. Have the Cycling Honor.
2. Describe how to select the correct frame size, handle bar, and saddle height to fit one's body size.
3. Describe briefly the features of a bicycle used for long distance touring.
4. Take apart, clean, and put back together the bearings in the front and rear wheels, headset, and bottom brackets.
5. True a rear wheel, making sure it is properly dished.
6. Select the front and rear sprockets combination that would give the best results under the following conditions:
  - a. Riding in hilly terrain
  - b. Touring with packs on the bicycle
  - c. Riding in level country
7. Explain how the riding characteristics of a bicycle are affected by:
  - a. The geometry of the bicycle frame, including:
    - i. head and seat tub angles
    - ii. fork rate
    - iii. chain stay length
    - iv. bottom bracket height
    - v. wheel base length
  - b. The kind of wheels used, including:
    - i. clincher or tubular tires
    - ii. small or large frame hubs
    - iii. number of spokes used on each wheel
    - iv. number of spokes each spoke crosses
8. Make a list of desirable equipment items to be taken on a multi-day tour.
9. Review safety precautions to observe while bicycling.
10. What are the advantages of drafting? Know how to safely and properly draft.
11. Know the different clothing and safety equipment used in bicycling and the advantages of each.
12. Have the following riding record while working on this honor:
  - a. Make three 20 mile (35 kilometers) rides in different locations.
  - b. Ride 100 consecutive miles (160 kilometers) in less than 15 hours.

OR

  - c. Ride a three day tour of at least 125 miles (200 km) and write a 500-word report on the tour.

## Drilling and Marching



Level	Year	Originating Institution
1	1976	General Conference

### Requirements

1. Explain five or more objectives of drill.
2. Define:
  - a. formation
  - b. line
  - c. rank
  - d. interval
  - e. column
  - f. file
  - g. distance
  - h. cover
  - i. flank
  - j. cadence
3. Explain the actions in each of the following groups:
  - a. At Ease, Stand At Ease, and Parade Rest
  - b. Mark Time, Quick Time, and Double Time
  - c. Hand Salute and Present Arms
  - d. Right (Left) Flank, and Column Right (Left)
4. Properly execute the following basic movements:
  - a. Attention
  - b. Parade Rest
  - c. Stand At Ease
  - d. At Ease
  - e. Dress Right Dress
  - f. Prayer Attention
  - g. Present Arms
  - h. Order Arms
  - i. Right Face
  - j. Left Face
  - k. About Face
  - l. Fall Out
5. Properly execute the following movements:
  - a. Mark Time
  - b. Forward March
  - c. Right Flank
  - d. Left Flank
  - e. Column Right (with column of threes or fours)
  - f. Column Left
  - g. Rear March
  - h. Halt
6. Explain and demonstrate how to use, display, and care for the national flag, including how to properly fold it.



## Drilling and Marching Advanced



Level	Year	Originating Institution
2	1976	General Conference

### Requirements

1. Have the Drilling and Marching Honor.
2. With a unit guidon, demonstrate the six basic positions:
  - a. Order Guidon
  - b. Carry Guidon
  - c. Salute at Order
  - d. Salute at Carry
  - e. Present Guidon
  - f. Raise Guidon
3. Demonstrate how and when to use the guidon's basic position during all drill commands.
4. Be a member of an active drill team that has performed at least twice in the past year in a special community, conference, or public activity.
5. Demonstrate ability to keep in step with the drill team and move as a part of it at all times.
6. As a member of a drill team do four fancy (precision) drill routines, at least one of which includes combination commands.
7. Command a drill team of at least four people, putting the team through basic maneuvers, starting directional commands on the proper foot, and distinguishing between preparatory commands and commands of execution.
8. Command an entire Pathfinder Club in at least 10 basic drill movements.
9. With a unit (or a selected flag guard) formally raise and lower the national flag at a summer camp ceremony, a special Pathfinder meeting, Pathfinder Day program, camporee, or some similar program or ceremony. Also demonstrate posting the national and Pathfinder flags.

## Drumming and Percussion



Level	Year	Originating Institution
2	2006	North American Division

### Requirements

1. Write a one page paper demonstrating your knowledge of how a drum corps can be used to minister within your:
  - a. local church
  - b. community
2. What are the four families of rudiments?
3. Be able to name five rudiments from each of the four families of rudiments.
4. Demonstrate ability to keep in step with the drum corps by taking part in at least one outreach program (ex. Pathfinder Day, Conference, or local church sponsored event).
5. What is the difference between drum carriers and drum straps? Demonstrate with drum equipment in a formation.
6. What are the seven essential rudiments? Why are they essential?
7. What is the difference between playing open vs. closed?
8. Using the open/closed method, demonstrate your knowledge of the seven essential rudiments. Execute: Open to Closed to Open
9. What is the difference between traditional style and matched style stick holding? Demonstrate each style by playing a sequence consisting of no less than three rudiments.
10. What is the difference between drumsticks used for a drum corps and those used for a percussion drum set?
11. What are the sections that make up a drum corps?
12. Based on the previous question, what purpose does each section serve?
13. Show the various types of protective devices used to secure drum corps equipment.
14. What are the various types and sizes of drumsticks used for a drum corps?
15. Know what tools and equipment are used for drum practice sessions.

## Dutch Oven Cooking



Level	Year	Originating Institution
	2006	North American Division

### Requirements

1. Earn the AY Cooking honor.
2. Give a brief history of Dutch ovens and their role in American history.
3. Know the difference between a bread oven, a stew/meat oven, pot/stove top oven and a camp oven.
4. In what way are ovens sized?
5. Know and demonstrate fire and Dutch oven handling safety and the proper use of equipment.
6. What types of fuels are used to cook with an oven?
7. What are the advantages of charcoal over wood as fuel?
8. How do you control temperature?
9. What do ashes do to the efficiency of the coals?
10. If using wood, what types are best for cooking?
11. Demonstrate how to properly season a new Dutch oven.
12. Demonstrate how to properly clean a Dutch oven after each use.
13. Demonstrate how to properly transport Dutch ovens.
14. Demonstrate how to properly store a Dutch oven for a short term and long term.
15. Cook one of each category using Dutch ovens:
  - a. Soup/Stew
  - b. Casserole
  - c. Vegetable
  - d. Bread
  - e. Dessert
16. Cook with the lid only as a griddle.
17. Name the six different ways to cook in a Dutch oven.
18. What is meant by stack cooking?

## Fire Building and Camp Cookery



Level	Year	Originating Institution
2	1956	General Conference

### Requirements

1. Lay five different kinds of fires and know their uses. Two of these fires must be cooking fires.
2. Safely make wood shavings or fuzz sticks.
3. Show correct techniques for starting a fire.
4. Start a fire with one match and keep it going for at least 10 minutes.
5. Know and practice fire safety rules.
6. Show how to correctly and safely cut and split fire wood.
7. Demonstrate ability to start fire on a rainy day or in the snow.
8. Demonstrate simmering, boiling, frying, baking bread on a stick, aluminum foil baking, reflector oven baking.
9. Know one method of keeping food cool while camping other than with ice.
10. Know ways to keep your food and utensils safe from animals and insects.
11. Why is it important to keep your cooking and eating utensils clean?
12. Showing knowledge of proper nutrition and food groups, make up a complete and balanced menu for six camping meals. Include the following:
  - a. A breakfast, lunch, or supper good for a trail hike where light weight is important. The meal should not need cooking but should be nutritious.
  - b. The remaining five meals may be made up of any type of food: canned, fresh, frozen, or dried. One of the five must be a one-pot meal.
13. Make up a supply list of items that will be needed to prepare the above six meals.
14. Know how to properly and safely handle food, dispose of trash and garbage, and wash your gear.

## Geocaching



Level	Year	Originating Institution
1	2005	North American Division

### Requirements

1. Define geocaching.
2. What is a GPS receiver?
3. Demonstrate two ways of finding the location of a geocache in your area on the geocache website.
4. Demonstrate entering the latitude and longitude coordinates into the GPS to find a geocache in your area.
5. Define the following terms:
  - a. Traditional cache
  - b. Micro-cache
  - c. Virtual cache
  - d. Multi-level cache
  - e. Travel bug
6. What items may be left in a geocache? Which items may not?
7. Know and practice good Travel Bug Etiquette.
8. Know and practice good Travel Bug Etiquette.
9. Find three geocaches in your area, at least one of which must be a regular (traditional) cache.
10. Write about your geocache find in your logbook on the geocache website.
11. Discuss Matthew 6:19-21 and Jeremiah 29:13 and compare them to geocaching.
12. Discuss safety concerns you should consider when geocaching.

## Geocaching Advanced



Level	Year	Originating Institution
	2005	North American Division

### Requirements

1. Have the basic Geocaching Honor.
2. Briefly describe the origin of the global positioning satellites. What is their history – when and how did they get there? By whom?
3. Define latitude and longitude. What is meant by degrees, minutes, seconds?
4. Complete two or more of the following:
  - a. Establish and maintain a new geocache in your area for at least six months.
  - b. Send out and follow a TB (travel bug) for six months.
  - c. Find two travel bugs and follow them for six months.
  - d. Participate in a geocache meeting or event in your area (attend).
5. What are the laws/rules/guidelines for placing caches in the following locations?
  - a. State Parks National Park Service
  - b. Roads and Railroad Right-of-Ways
  - c. Placing caches while traveling
  - d. Wilderness Areas in National Forest Areas
  - e. USDA Forest Service
6. Find and record at least 18 geocaches; include:
  - a. Traditional cache with 3-star difficulty
  - b. One Multi-level
  - c. One virtual
  - d. One micro

## Gold Prospecting



Level	Year	Originating Institution
1	2008	North American Division

### Requirements

1. Create a list of equipment used for gold panning. Describe each item and tell what it is used for.
2. Define the following:
  - a. Pay dirt
  - b. Quartz
  - c. Pyrite
  - d. Blond sands
  - e. Black sands
  - f. Placer
  - g. Lode
  - h. Nugget
  - i. Flake
  - j. Dust
  - k. Specific gravity
  - l. Wet and Dry panning
  - m. Mercury (historical use) DO NOT USE TODAY
  - n. Troy pound
  - o. Troy ounce
  - p. Pennyweight (dwt)
  - q. Grain
  - r. Gold fever
3. What are the following identifying characteristics of gold:
  - a. Specific gravity
  - b. Color of streak
  - c. Color
4. Where are some good places on a river or stream to look for gold?
5. Make a timeline containing at least 15 items about the history of gold prospecting from 1600 until the present day, including the following rushes: California Gold Rush, Klondike/Yukon Gold Rush, Witwatersrand Gold Rush, and the Victorian Gold Rush.
6. Learn about gold panning by doing one of the following:
  - a. Do some gold panning. (preferred)
  - b. Practice panning using flattened lead or tungsten shot mixed with sand (preferably from a river bank).
7. Look up the following verses in the Bible and discuss them in relation to prospecting for gold:
  - a. Matthew 13:44-46
  - b. Matthew 6:19-21

## Gold Prospecting Advanced



Level	Year	Originating Institution
2	2008	North American Division

### Requirements

1. Have the Gold Prospecting Honor.
2. Describe the following types of prospecting equipment:
  - a. Sluice box
  - b. Rocker box
  - c. High banker
  - d. Bucket dredge
  - e. Suction dredge
  - f. Dry washer
  - g. Trommel
  - h. Beach box
  - i. Metal detector
  - j. Jig
  - k. Shaker table
3. What government requirements, if any, are there to use the equipment listed in #2 above?
4. What are the advantages or disadvantages to the equipment listed in #2 above?
5. Use at least two of the types of equipment listed in #2 above to prospect for gold.
6. Pathfinders are supposed to take only pictures and leave only footprints, but prospecting requires moving rocks and digging large holes. How can you reconcile these two conflicting requirements?

## Hiking



Level	Year	Originating Institution
1	1933	General Conference

### Requirements

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 hike that 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.

## Horsemanship



Level	Year	Originating Institution
1	1961	General Conference

### Requirements

(Instructor Required)

1. Label an outline drawing of a horse or point out on a live horse a minimum of 30 different parts of a horse.
2. Label on an outline drawing or point out on a real saddle, a minimum of 10 parts of a Western saddle and nine parts of an English saddle. Label on an outline drawing, or point out on a real bridle, a minimum of six parts of a Western bridle and seven parts of an English bridle. Explain how to take care of your tack.
3. Describe the purpose of and wear a riding helmet and boots (or hard soled shoes with a heel) while working around horses and riding.
4. Describe and demonstrate three rules of safety in approaching and catching a horse.
5. Describe and demonstrate three rules of safety in leading a horse and show where the safest place is to stand around a horse.
6. Choose a safe place to tie a gentle horse, then demonstrate how to tie a gentle horse with a quick release manger knot, or bowline knot, demonstrating and explaining correct length of rope and height from the ground to tie.
7. Demonstrate and explain how to correctly groom a gentle horse.
8. Demonstrate and explain how to safely and correctly saddle and bridle a gentle horse.
9. Demonstrate and explain how to safely and correctly mount and dismount a gentle horse, and demonstrate a safe, well-balanced seat on a horse that is standing still.
10. Demonstrate and explain how to safely start, stop, and turn a gentle horse at walk, using leg, weight, voice, and rein aids.
11. Demonstrate and explain a correct leg-up mounting procedure on a bareback gentle horse that is standing quietly. Ride a gentle bareback horse for a minimum of 30 cumulative minutes at the walk with good balance.
12. Demonstrate and explain group safety consciousness while riding a gentle horse with a minimum of one other rider. Demonstrate correct spacing, reversing direction, and passing other riders in an arena setting at the walk.
13. Negotiate a simple three element trail obstacle course set up on level ground riding a gentle horse at the walk. Choose from:
  - a. Step over log or pole, maximum height of 16 inches (42 cm).
  - b. Pass between tow barrels or bales of hay spaced 45 inches (120 cm) apart.

- c. Zig-Zag between poles set at 12-foot (3.6 m) intervals.
  - d. Walk into a large key-hole (15-foot >4.5 m= circle,) turn and exit without stepping on or crossing any borderline.
14. Trail ride a gentle horse at the walk for a minimum of four cumulative hours.
  15. Demonstrate and explain a minimum of three safety rules that apply to group trail rides.

## Horsemanship Advanced



Level	Year	Originating Institution
	2000	General Conference

### Requirements

1. Have the Horsemanship Honor.
2. Label on an outline drawing of a horse, or point out on a live horse, a minimum of 30 different parts of a horse.
3. Demonstrate and explain how to care for tack.
4. Demonstrate and explain how to catch and halter a horse safely.
5. Demonstrate and explain how to tie a horse safely with a manger knot and with a bowline knot using the correct length of rope and trying at the correct height from the ground.

## Kayaking



Level	Year	Originating Institution
1		South Pacific Division

### Requirements

1. Satisfy the examiner that you have knowledge of different types of kayaks (Slalom, river, touring, sea); the uses for each and the equipment necessary for safe kayaking (helmet, life jacket, sprayskirt, bow and stern loops, flotation in kayak).
2. Demonstrate an ability to enter and exit a kayak.
3. Demonstrate ability to complete the following strokes:
  - a. Straight forward and backward paddle
  - b. Left and right turn by forward and back paddling
  - c. Draw (sweep) stroke
  - d. Support stroke
  - e. Cross current paddling
4. Explain the steps involved in Eskimo rolling and demonstrate the proper method of doing this.
5. Explain how to repair a hole in fiberglass.
6. After completing a minimum of two training sessions, complete either:
  - a. An overnight kayak trip
  - b. Two day trips (one including some white water)

## Kites



Level	Year	Originating Institution
1	1986	General Conference

### Requirements

1. When were kites first made and flown? Name at least three ways kites have helped in scientific research and tell how each has affected the world we live in. Tell the story of Benjamin Franklin and his kite.
2. Name some of the ways that kites might be used today.
3. Explain briefly how kites fly.
4. Define the following terms:
  - a. Spine
  - b. Spar
  - c. Vent
  - d. Bowstring
  - e. Cover
  - f. Frame
  - g. Trail
  - h. Keel
  - i. Flying line
  - j. Bridle
  - k. Reel
5. What is a common cause of kite failure?
6. What should be done when a kite loops during flight?
7. Why is a tail sometimes needed on a kite?
8. Know at least three safety rules for kite flying.
9. Know how to correctly wind line on a stick. Know how to tie broken ends together with the fisherman's knot.
10. Make and successfully fly two of the following kites:
  - a. Sled kite
  - b. Flat kite
  - c. Two stick diamond kite
  - d. Delta wing kite
  - e. Eddy or Malay kite
  - f. Fox kite
  - g. Tetrahedral kite

# Knot Tying



Level	Year	Originating Institution
2	1975	General Conference

## Requirements

1. Define the following terms:
  - a. Bight
  - b. Running end
  - c. Standing part
  - d. Underhand loop
  - e. Overhand loop
  - f. Turn
  - g. Bend
  - h. Hitch
  - i. Splice
  - j. Whipping
2. Know how to care for rope.
3. Describe the difference between laid rope and braided rope and list three uses of each.
4. Identify the following types of rope:
  - a. Manila
  - b. Sisal
  - c. Nylon
  - d. Polypropylene
5. What are some advantages and disadvantages of synthetic rope?
6. Do the following to rope:
  - a. Splice
  - b. Eye Splice
  - c. Back Splice
  - d. Finish the end of a rope with a double crown, whipping, or a Matthew Walker's knot.
7. Make a six-foot piece of three-strand rope from native materials or twine.
8. From memory tie at least 20 of the following knots and know their common uses and limitations. Demonstrate how they are used.
  - a. Anchor bend
  - b. Bindertwine Bend
  - c. Blackwall Hitch
  - d. Bow or Shoestring
  - e. Bowline
  - f. Bowline on a bight
  - g. Butterfly loop knot or Alpine Slip knot
  - h. Carrick bend
  - i. Clove hitch
  - j. Double Bowline
  - k. Double Carrick Bend
  - l. Figure eight
  - m. Fisherman's knot
  - n. Halter hitch
  - o. Hunter's bend
  - p. Lariat or Bowstring knot
  - q. Lark's head
  - r. Man harness knot
  - s. Miller's Knot
  - t. Packer's knot
  - u. Pipe hitch
  - v. Prusik knot
  - w. Running bowline
  - x. Sheepshank
  - y. Sheet bend
  - z. Slipped half hitch
  - aa. Slipped sheet bend
  - ab. Square knot
  - ac. Stevedore's knot
  - ad. Strangle knot
  - ae. Surgeon's knot
  - af. Tautline hitch
  - ag. Timber hitch
  - ah. Two half hitches
  - ai. Wall knot
9. Make a knot board showing 25 or more knots.



## Letterboxing



Level	Year	Originating Institution
1	2008	North American Division

### Requirements

1. Define the following:
  - a. Cache
  - b. Letterbox
  - c. Trail name
  - d. Personal log book
  - e. Stamp in
  - f. Hitchhiker
  - g. Hybrid box
  - h. Bonus box
  - i. Exchange
2. List at least five behaviors you should practice while letterboxing.
3. Know the basic orienteering skills of:
  - a. Pacing
  - b. Compass use
  - c. Know how to find the four major directions without a compass
4. Design, create, and carve your own personal stamp.
5. As a unit, club, or family, find the clues and then locate at least 10 letterboxes, four which can be part of a series. Individually “stamp in” your stamp, imprint the letterbox stamp in your log book and record your find on the website.

## Letterboxing Advanced



Level	Year	Originating Institution
2	2008	North American Division

### Requirements

1. Complete the Letterboxing Honor.
2. Create a letterbox stamp, post clues on a website, establish and maintain a letterbox for six months.
3. As a unit, club, or family, find the clues and then locate an additional 20 letterboxes not found for the basic honor, eight which can be part of two or more series. Individually “stamp in,” imprint the letterbox stamp in your log book, and record your find on the website.
4. Design, create, and carve your own hitchhiker stamp. Hide in a letterbox, post on a website, and track its travels for six months.
5. Participate in an exchange with letterboxers other than your local club members and obtain a minimum of 20 stamp images.

## Mountain Biking



Level	Year	Originating Institution
2	1998	North American Division

### Requirements

1. Earn the Cycling Honor.
2. Using a mountain bike and a road bike as examples, show and describe five differences between mountain and road bicycles.
3. Demonstrate the function and advantages of cleats, bar ends, and a front shock on a mountain bike.
4. List at least three materials that mountain bike frames are made from and explain why new materials are always being tested for mountain bike frames.
5. Explain differences between single track, double track, and fire roads.
6. Give the definition for the terms "hard tail" and "full suspension" and explain the advantages and disadvantages of a full-suspension bike compared to a hard tail.
7. Describe the basic rules of courtesy that should be followed when doing off road riding.
8. List three basic pieces of safety equipment that should be worn when mountain biking.
9. Know the three most commonly broken bones in mountain biking accidents and how to prevent these injuries from occurring.
10. Demonstrate how to properly clean, polish, and lube your bike after you ride it.
11. Complete the following riding requirements: All rides must be done on some sort of off-road trail like single track, and a given trail may be used for more than one ride or repeated to make a ride long enough to meet the requirements (if needed).
  - a. Three 5 mile rides.
  - b. Two 10 mile rides.
  - c. One 20 mile ride.

## Navigation



Level	Year	Originating Institution
2	1953	General Conference

### Requirements

1. Know at least 20 nautical terms used in navigation.
2. Name at least three aids to navigation and their functions. By whom are these maintained?
3. Name six types of buoys. What do they mean and how are they used? Give the colors of the six you named. How are buoys numbered? How do they mark channels?
4. Box a compass with eight cardinal points. Why is it so important in navigation? Where is it mounted in the vessel and why?
5. Name four of the most useful knots in seamanship. Know how to tie them and give their principal uses.
6. Familiarize yourself with reading and interpreting a "chart." Why is a chart so invaluable in unknown waters? Give some of the things a chart shows. Give the symbols used on a chart, or two of the most used buoys.
7. When you are taking an active part in navigation, what are three of the best safety rules to follow?
8. What does it mean to be properly equipped? Illustrate.
9. What do we mean by "rules of the road" and by "proper water etiquette"?

## Orienteering



Level	Year	Originating Institution
2	1956	General Conference

### Requirements

1. Explain what a topographic map is, what you can expect to find on it, and three uses for it.
2. Identify at least 20 signs and symbols used on topographic maps.
3. Give the nomenclature of an orienteering compass.
4. Know and explain the following:
  - a. Elevation
  - b. Azimuth
  - c. Back azimuth
  - d. Contour interval
  - e. Magnetic North
  - f. Declination
  - g. Scale
  - h. Measuring
  - i. True North
  - j. Distance
  - k. Ground forms
5. Demonstrate how to shoot a magnetic azimuth.
6. Demonstrate how to march on a magnetic azimuth.
7. Know two methods to correct for declination and when correction is necessary.
8. Be able to orient yourself with a map by inspection and by compass.
9. Explain resection and its use.
10. Prove your ability in the use of map and compass by following a two-mile (3 kilometers) cross-country orienteering course with at least five given compass readings or control points.

## Outdoor Leadership



Level	Year	Originating Institution
2	1986	General Conference

### Requirements

1. Earn four of the following honors. Honors earned more than two years ago should be restudied so that you can answer any of the knowledge questions included in their requirements.
  - a. Camping Skills IV
  - b. Fire Building and Camp Cookery
  - c. Winter Camping
  - d. Hiking
  - e. Backpacking
  - f. Orienteering
  - g. Pioneering
2. Have the First Aid Honor.
3. Know what to do to overcome fear when lost. Know at least four ways to signal for help if lost in the wilderness.
4. Know at least four secular activities and four Sabbath activities to use in an outdoor setting if you have a rainy day.
5. Do the following in an outdoor setting:
  - a. Plan, organize, and do the teaching of one nature honor to a group of youth.
  - b. Assist in teaching camping skills required in any camping honor and/or Pathfinder Class requirements to a group of youth.
  - c. Determine where the nearest hospital is located.
  - d. Determine where the nearest assistance from the police or a park ranger can be obtained.
6. Through Bible and/or Spirit of Prophecy study, learn how the outdoors influenced the following Bible characters:
  - a. Moses
  - b. David
  - c. Elijah
  - d. John the Baptist
  - e. Jesus
7. Know what considerations should be given in an outdoor setting with a group of youth in the following areas:
  - a. Camping safety
  - b. Fire safety
  - c. Sanitation
  - d. Swimming safety rules
  - e. Rules for conduct
  - f. Proper Sabbath observance
8. List at least six ways you can keep the out-of-doors beautiful for others to enjoy.
9. Know at least 10 qualities of a good youth leader.

# Outdoor Leadership Advanced



Level	Year	Originating Institution
3	1986	General Conference

## Requirements

1. Have the Outdoor Leadership Honor.
2. Earn three honors from the Wilderness Master Award.
3. Have the First Aid and CPR Honors, which must be earned or retaken within two years of receiving the Advanced Outdoor Leadership Honor. In addition to these honors, know the prevention, symptoms of, and first aid treatment for the following:
  - a. Hypothermia
  - b. Venomous snake bite
  - c. Heat and sun stroke
  - d. Heat exhaustion
  - e. Poisonous plant skin reactions
  - f. Open wound infection
  - g. Altitude sickness
  - h. Dehydration
4. Prepare outlines and present seven different worships to be shared during a camping experience. Utilize scriptural texts and principles, and illustrate these with examples available during the camping experience.
5. Outline a personal testimony that could be used to start a friendship between a person and Christ. The testimony could include how Jesus became your personal Savior, a miracle that has happened in your life, etc. Present this testimony to a group of youth in an outdoor setting.
6. Know how to control the panic of someone who is lost.
7. Develop a search and rescue plan for a specific location, 50 acres or more, in your area. This plan should utilize at least 10 individuals, and you should coordinate each one's activity and search zone. List specific equipment that might be needed for communication, first aid, and victim transport appropriate for the chosen location.
8. Outline your philosophy for wilderness etiquette. Participate in one to three hours of a wilderness conservation project.
9. Teach at least one honor found in the Wilderness Master group.
10. Know at least four objectives for outdoor leadership in each of the following categories:
  - a. Physical
  - b. Social
  - c. Personal
  - d. Spiritual
11. Know the difference between juniors (10-12 years old) and teens (13-15 years old) in the following areas:
  - a. Physical
  - b. Emotional
  - c. Mental
  - d. Spiritual
12. Have seven of the following honors. Any of the honors earned more than two years ago should be restudied so that you can answer any of the knowledge questions included in the honor.
  - a. Animal Tracking
  - b. Birds
  - c. Ecology
  - d. Edible Wild Plants
  - e. Ferns
  - f. Flowers
  - g. Fungi
  - h. Geology
  - i. Grasses
  - j. Insects
  - k. Mammals
  - l. Marine Invertebrates
  - m. Reptiles
  - n. Rocks and Minerals
  - o. Shells
  - p. Spiders
  - q. Stars
  - r. Trees
  - s. Weather
13. Plan, organize, and carry out one of the following for one weekend with a group of not less than five:
  - a. Outdoor spiritual retreat
  - b. Canoe trip
  - c. Bicycle trip
  - d. Horseback trip
  - e. Backpack trip

## Physical Fitness



Level	Year	Originating Institution
2	1929	General Conference

### Requirements

1. List 10 benefits of being physically fit.
2. Know how the following help to achieve a balance for your body:
  - a. Exercise
  - b. Proper eating
  - c. Emotional stability
3. Define the following exercises:
  - a. Isometric
  - b. Isotonic
  - c. Isokinetic
  - d. Anaerobic
  - e. Aerobic
4. Know the meaning of the principles involved in the following exercises:
  - a. Warm up
  - b. Aerobic exercises
  - c. Cool down
  - d. Calisthenics
5. Know how to determine your heart rate at rest and after exercise.
6. Know how to determine the minimum rate at which your heart should be beating to obtain the best aerobic conditioning effect.
7. Using the four steps given in requirement #4, do a regular exercise program at least four times a week for three months. Keep a chart of the following:
  - a. Type of warm-up exercises performed
  - b. Type of aerobic exercises performed
  - c. How long aerobic exercises were performed
  - d. Type of calisthenics performed

For each exercise period, maintain the minimum heart rate determined in requirement #7 for a period of at least 20 minutes.

## Pioneering



Level	Year	Originating Institution
2	1956	General Conference

### Requirements

1. Describe in writing, orally, or with pictures how the early pioneers met the following basic living needs:
  - a. Housing and furnishings
  - b. Clothing
  - c. Food
  - d. Cooking
  - e. Warmth and light
  - f. Tools and Handiwork
  - g. Sanitation
  - h. Transportation
2. Construct a piece of useful furniture by lashing. Learn the following lashings:
  - a. Square
  - b. Diagonal
  - c. Sheer
  - d. Continuous
3. Do one of the following:
  - a. Weave a basket using natural materials.
  - b. Make a pair of leather moccasins.
  - c. Make a lady's bonnet by hand sewing.
  - d. Make a simple toy used by the pioneers.
4. Know how to make flour from at least one wild plant for use in baking.
5. Build a fire without matches. Use natural fire building materials. Keep the fire going for five minutes. You may use the following to start it:
  - a. Flint and steel
  - b. Friction
  - c. Curved glass
  - d. Compressed air
6. Show axmanship knowledge in the following:
  - a. Describe the best types of axes.
  - b. Show how to sharpen an ax properly.
  - c. Know and practice safety rules in the use of an ax.
  - d. Know the proper way to use an ax.
  - e. Properly cut in two a log at least eight-inches thick.
  - f. Properly split wood that is at least eight-inches in diameter and one-foot long.
7. Do two of the following:
  - a. Make a 10-foot rope from natural material or twine.
  - b. Tie 10 knots useful to the pioneer and tell how they were used.
  - c. Using rope and natural materials, make one device for moving heavy objects.

- d. Construct an adequate and comfortable latrine.
8. Explain the need for proper sanitation relating to solid and human waste and the washing of body, clothes, and dishes.
9. Assist in the construction of a 10-foot long log or rope bridge using lashings.
10. Know four ways to keep the wilderness beautiful.
11. Do two of the following:
  - a. Make a wax candle or other form of pioneer light source
  - b. Make a batch of soap
  - c. Milk a cow
  - d. Churn butter
  - e. Make a quill pen and write with it
  - f. Make a corn husk doll
  - g. Assist in making a quilt
12. Know five home remedies from wild plants and explain their uses.
13. Do one of the following:
  - a. Assist in constructing a raft using lashings. Take a five-mile (8.3 km) trip on a river with this raft.
  - b. With an experienced wrangler, participate in a two-day, 15-mile (25 km) horseback trip, carrying all needed supplies on a pack horse you have learned to pack.
  - c. With an experienced leader, participate in a two-day, 15-mile (25 km) canoe trip, carrying all needed supplies properly. A short portage should be done.
  - d. With an experienced leader, participate in a two-day, 15-mile (25 km) backpack trip, carrying all needed supplies.

## Power Boating



Level	Year	Originating Institution
2	1975	North American Division

### Requirements

1. Have the Advanced Beginner's Level of the Swimming Honor.
2. Know the laws regulating pleasure boating in your state or province.
3. Know what hazards of weather can affect boating safety and performance.
4. Know the nautical rules of the road and waterway aids to navigation.
5. Know what safety equipment, signaling devices, and lights are required on Class A and Class 1 boats.
6. Know and practice boating safety rules.
7. What should the passengers do if the boat capsizes?
8. What is the General Prudential Rule?
9. Know the meaning of the following boating terms:
  - a. Aft
  - b. Abeam
  - c. Aboard
  - d. Aft or After
  - e. Amidships
  - f. Astern
  - g. Beam
  - h. Below
  - i. Bend
  - j. Bilge
  - k. Bow
  - l. Bulkhead
  - m. Cleats
  - n. Draft
  - o. Freeboard
  - p. Keel
  - q. Leeward
  - r. Port
  - s. Starboard
  - t. Stern
  - u. Trim
  - v. Windward
10. Show how to properly operate a power boat by doing the following:
  - a. Assist in putting a boat in the water from a boat trailer.
  - b. Check for all safety equipment. Check fuel and motor.
  - c. Start motor and get underway from a beach or dock.
  - d. Drive boat in a straight line for one fourth of a mile. Make a 90-degree turn to the left and right. Make a 180-degree turn.
  - e. From a stop, drop and retrieve the anchor.
  - f. Dock or beach with proper tie up.

- g. Assist in loading a boat from the water onto a boat trailer.
11. Know how to prepare and store a boat and motor for the off season.

## Rock Climbing



Level	Year	Originating Institution
2	1970	General Conference

### Requirements

(Instructor Required)

1. Know and practice the safety precautions that should be followed while rock climbing.
2. Be familiar with and know the use of the following equipment: carabiners, pitons (various types), jam nuts (various types), slings, and nylon climbing rope.
3. Know how to care for coil and rope. Know how to tie and use the following knots: bowline on a coil, bowline on a bight, figure-eight, double fisherman's, ring bend, and prusik.
4. Know when to "rope-up" and type of rope team movement during Class 3, 4 and 5 climbing.
5. Be able to describe the six different classes of climbing and methods of rating climbs.
6. Demonstrate ability to static belay by belaying two climbers up in actual climbing. Show knowledge of proper body positions, braking surfaces, bracing and anchoring, and taking in the rope during the use of static belaying.
7. Know and use the following climbing signals: belay on, climbing, climb, up rope, slack, tension, falling, rock, off belay, belay off, and belay to point.
8. Demonstrate ability to prusik using prusik slings or ascenders. Ascend at least 10 meters of vertical rope.
9. Demonstrate ability to properly free climb up to 5.3 (F5) difficulty on two different pitches with an upper belay. Understand and practice the following free climbing concepts: rhythm, looking ahead, weight over the feet, balance climbing and counter force climbing and jamming.
10. Demonstrate ability to set up a rappel (using figure eight or other mechanical method) and retrieve the rope. Do at least two 15 meter rappels.

## Rock Climbing Advanced



Level	Year	Originating Institution
3	1970	General Conference

### Requirements

(Instructor Required)

1. Have a Rock Climbing and a Basic First Aid Honor.
2. Know and demonstrate the use of special rock climbing equipment such as: bongs, RURPS, knife blades, bolt equipment, hero loops, runners, etriers, and mechanical ascenders (Jumars).
3. Demonstrate ability to use all free climbing moves and climb at 5.6 (F6) difficulty using an upper belay.
4. Demonstrate ability to belay a lead climber. Show that you can catch a falling lead climber during a practice fall.
5. Be able to place soundly and correctly in all types of cracks, all types of anchors (pitons, jam nuts, etc.). Discuss the ethics of anchor placement as to crack and rock defacing.
6. Demonstrate ability to lead 5.5 (F5) pitches using anchors correctly for leader protection.
7. Demonstrate ability to climb by direct aid (Class 6) to at least A2 difficulty.
8. Formulate a plan to evacuate an injured climber.
9. Participate in at least a two-pitch climb of 5.4 (F5) difficulty, leading one of the pitches.

## Rowing



Level	Year	Originating Institution
2	1956	General Conference

### Requirements

1. Have the Intermediate Swimming Honor.
2. With your counselor in stern and without assistance, row properly:
  - a. A quarter of a mile (0.5 kilometer) on a straight course, stop, make a pivot turn, and return to starting point.
  - b. Back water in a straight line 220 yards (200 meters). Make a turn under way, still backing water and return to the starting point. (Feather after each stroke. Pin row locks must not be used.)
3. Be able to demonstrate how to:
  - a. Properly launch and land a rowboat from and to shore
  - b. Safely assist a person to and from rowboat alongside a pier
  - c. Tie a rowboat to a pier, using a clove hitch, two half hitches, and a bowline
4. Alone or with the assistance of one person who is a swimmer, turn a swamped rowboat right side up, get in, and with your hands or an oar, paddle it for 30 feet (10 meters). Tell why you should hang on or get in a swamped boat.
5. Shove off shore or pier, alone in rowboat, approach a swimmer and maneuver so that the swimmer can be safely towed ashore.
6. Name and identify five different types of boats that may be used with oars. Give uses of each.
7. Identify and describe two of the following types of row locks: tholepin, box rowlock, ring rowlock, open-top rowlock. Give one or more reasons why pintype row locks are not recommended.
8. Explain the advantages gained by feathering oars while rowing.
9. How would you handle a rowboat in a sudden storm or high wind?
10. How would you calculate the number of persons who may be safely carried in any given lifeboat under oars?
11. What lights are required on a rowboat at night, both with and without outboard motor?
12. How would you haul out and stowaway a rowboat that is not to be used during the winter, and how would you prepare it for use in the spring?



## Sailing



Level	Year	Originating Institution
2	1953	General Conference

### Requirements

(Instructor Required)

1. Have the Intermediate Swimming Honor.
2. Know the "rules of the road for boating."
3. Know how weather conditions and high wave conditions can affect safety and sailing performance.
4. What safety precautions should be followed when sailing?
5. Do the following:
  - a. Get a sailboat underway from dock, mooring, or beach.
  - b. Know how to adjust your sails for the following situations:
    - i. Beating the wind
    - ii. Beam reach
    - iii. Broad reach
    - iv. Close reach
    - v. Downwind
  - c. Change tack by coming about and by jibing.
  - d. Approach a dock mooring, or beach, stop and prepare the boat for being unattended.
6. Know how to tie and use the following knots in sailing:
  - a. Square
  - b. Bowline
  - c. Clove hitch
  - d. Figure-eight
  - e. Two half-hitches
7. List several ways to care for your sailing equipment through the year.
8. Know the meaning of at least 20 terms used in sailing.
9. Be able to identify at least 15 parts of a sailboat.
10. Demonstrate the rescue of a person overboard.\*
11. Demonstrate what to do when a sailboat capsizes.\*

\* These requirements should be done under the supervision of an adult. A rescue boat should be ready to give assistance.

## Scuba Diving



Level	Year	Originating Institution
3	1967	General Conference

### Requirements

(Instructor Required)

Satisfactorily pass a standard SCUBA diving course taught by a certified SCUBA diving instructor.

NOTE: The following are prerequisites. Be at least 15 years old. Have the Skin Diving Honor. Be able to swim 50 feet under water. Be able to swim and float continuously for 30 minutes, covering a minimum of 330 yards in this time.

## Scuba Diving Advanced



Level	Year	Originating Institution
3	1967	General Conference

### Requirements

(Instructor Required)

1. Have the Scuba Diving Honor and log a minimum of 10 dives of 35 feet.
2. Satisfactorily pass an advanced SCUBA diving course taught by a certified SCUBA diving instructor.

## Skateboarding



Level	Year	Originating Institution
2	1986	South Pacific Division

### Requirements

1. Use the following safety gear and know why it should be worn when skateboarding: helmet, elbow pads, knee pads, high top boots, wrist support gloves.
2. Name all the parts of a skateboard.
3. Completely disassemble and reassemble a skateboard, repacking the bearings and setting wheelnuts and truck pivoting nut at correct tension.
4. Demonstrate eight skateboarding skills, which will include some of the following, and do them to the instructors' satisfaction on authorized property. Five of these should be demonstrated on a skateboarding ramp.
  - a. Tick Tack—from a standing start to a minimum of 10 meters on level ground
  - b. Ollie—minimum of 10 centimeters
  - c. Rail Slide—minimum of 1 meter
  - d. Drop In—off a ramp 2-3 meters high
  - e. Gurreo Slide
  - f. 4-Wheel Look Up
  - g. Pump on a ramp up to the Coping
  - h. Acid Drop
  - i. Kick Flip
  - j. Ollie up a Gutter
  - k. Front-Back side grind
  - l. Carve
  - m. Pump

## Skiing Cross Country



Level	Year	Originating Institution
2	1986	North American Division

### Requirements

1. List and describe the principle characteristics, qualities, and sizing of the following cross-country skiing equipment:
  - a. Skis (both waxable and unwaxable)
  - b. Bindings
  - c. Shoes
  - d. Poles
2. Describe and demonstrate how the above gear would be prepared for use and cared for, both on the field and during the off season.
3. What consideration should be made when selecting clothing to be worn while cross-country skiing? What features would you look for when selecting a pack for cross-country ski touring?
4. Demonstrate properly on skis the following travel techniques:
  - a. Flat striding with good kick, purchase, and form
  - b. Single poling, change-up, and double poling
  - c. Side stepping up and down slopes
  - d. Herringbone slope climbing
  - e. Traverse-side stepping up slope with kick turns
  - f. Straight up slope climbing
  - g. Straight downhill running under control, 20 degree slope (schuss)
  - h. Moving step turning down slope
  - i. Snow plowing for slowing speed and stopping
  - j. Sitback stopping
5. Explain the purpose of waxing. Briefly explain the need for different waxes for different snow types and temperatures.
6. Explain basic safety precautions to follow in cross-country skiing.
7. Know and explain the official National Ski rules for conduct in cross-country skiing.
8. Demonstrate skiing ability by doing the following:
  - a. Take three separate three-mile trail tours with another individual. If possible, have varying snow conditions.
  - b. Take a 10-mile tour over varying terrain.
  - c. During all tours carry necessary gear (safely) and wear proper clothing for conditions demonstrating ability to maintain proper body temperature, dryness, and condition.

## Skiing Downhill



Level	Year	Originating Institution
2	1938	General Conference

### Requirements

1. Name the four materials most commonly used in the construction of skis.
2. Be able to execute, with good form and ability, the following: stem, glide, and kick turn. Also show ability to use ski poles correctly.
3. Applicant may have choice of a or b:
  - a. Demonstrate ability to jump at least 25 feet with good form. Form is to be judged according to regular standards of ski jumping.
  - b. Ride in good form a moderately difficult slalom course with at least two jumps and six turns in it.
4. Write or give orally to the examiners a brief statement about skiing, including the following subjects: the proper clothing to wear, equipment, your own reaction to skiing as a healthful hobby, and the thrills you have experienced.

## Skin Diving



Level	Year	Originating Institution
2	1961	General Conference

### Requirements

1. Have the Intermediate Swimming Honor.
2. Name three prerequisites for a person who wishes to engage in skin diving.
3. What equipment is essential for skin diving?
4. Discuss the effect of the following factors on skin diving:
  - a. Types of beaches
  - b. Surf and currents
  - c. Marine life
5. What are the rules of good sportsmanship in skin diving?
6. What safety precautions should be followed while skin diving?
7. Describe the skills involved in communications, hyperventilation's, and mask clearing.
8. Demonstrate a practical test in a pool and a qualifying dive in open water.

## Slow-Pitch Softball



Level	Year	Originating Institution
1	2006	North American Division

### Requirements

1. Know the basic rules of slow-pitch softball.
2. What is the meaning of "good sportsmanship"?
3. Name and demonstrate your understanding of the skills required for the 10 softball playing positions.
4. Identify the following:
  - a. Bat
  - b. On deck circle
  - c. Batter's box
  - d. Outfield
  - e. Coaches' box
  - f. Pitcher's mound
  - g. Diamond Bags
  - h. Pitching rubber
  - i. Glove
  - j. Right field
  - k. Home base
  - l. Left field
  - m. Infield
  - n. Softball
5. Define or explain the following game terms:
  - a. Bases Loaded
  - b. Home team
  - c. Bunt
  - d. Innings
  - e. Fielder's choice
  - f. Lineup
  - g. Fly Ball
  - h. Popup
  - i. Force Play
  - j. Run
  - k. Foul tip
  - l. Score
  - m. Grand Slam
  - n. Strike zone
  - o. Grounder
  - p. The count
  - q. Home run
  - r. Walk
6. Explain the following official's calls or rules:
  - a. Double Play
  - b. Ground rule double
  - c. Error

- d. Infield fly rule
  - e. Fair ball
  - f. Out
  - g. Foul ball
  - h. Safe
7. Demonstrate the ability to read a basic scorecard that was scored in a game you participated in.
  8. List and describe five responsibilities of an umpire.
  9. Name five mental and physical attributes to be gained from slow-pitch softball.
  10. As a team or individual, develop a plan to practice outreach while completing the requirements for this honor. Possible options could include the following:
    - a. Invite three friends not from your church to play a game.
    - b. Have prayer before each game.
    - c. Exhibit good sportsmanship and fair play.
  11. Play three slow-pitch official games with an umpire and demonstrate reasonable skills.
  12. Write a one page report on a famous athlete. Discuss why they are or are not a good Christian role model.
  13. Discuss with your Pathfinder leader, pastor, or teacher the problems facing a Seventh-day Adventist youth considering participating in sports in jr. high, high school, or college. What alternatives are there to allow for continued activity in sports?

<b>Soccer</b>		
Level	Year	Originating Institution
1	1989	<b>North American Division</b>



### Requirements

1. Know the basic rules of soccer.
2. What is the meaning of "good sportsmanship"?
3. Make a drawing of the soccer playing field.
4. Demonstrate reasonable skill in playing the game of soccer.
5. Describe the different skills required at each position.
6. Know the meaning of and the referee signals for the following:
  - a. Off sides
  - b. Holding
  - c. Corner kick
  - d. Indirect kick
  - e. Direct kick
  - f. Goal
7. Define the following terms:
  - a. Advantage
  - b. Booking
  - c. Clearing
  - d. Corner Arcs
  - e. Cross
  - f. Dribble
  - g. Drop ball
  - h. Drop kick
  - i. Dummy
  - j. Half volley
  - k. Touch
  - l. Volley
  - m. Heading
  - n. Juggling
  - o. Marking
  - p. Nutmeg
  - q. Out-of-bounds
  - r. Pass back
  - s. Penalty area
  - t. Slide tackle
  - u. Tackle
  - v. Throw
  - w. Trapping
  - x. Wall
8. Spend at least four hours helping less skilled or younger players improve their skills.
9. Play at least five games with family or friends. Show good sportsmanship during your practice and games.

10. Write a one page report on a famous soccer player. Discuss why they are or are not a good Christian role model.
11. Discuss with your Pathfinder leader, pastor, or teacher the problems facing a Seventh-day Adventist youth considering sports in jr. high, high school, or college. What alternatives are there that allow for continued activity in sports?

## Springboard Diving



Level	Year	Originating Institution
2	1964	General Conference

### Requirements

1. Demonstrate the following dives:
  - a. Swan
  - b. Front somersault (tuck)
  - c. Half twist
2. Chose two optional dives from the following: half gainer (tuck, pike, or lay-out), cutaway, somersault front one and one-half, sailor dive, half twist, back dive, back knife, back jack.
3. State the safety depths of water under a one-meter board, a three-meter board, and a tower. How far should the board project over the pool? What boards are recommended?

In the test each candidate will announce the dive type and be judged accordingly.

Basis of Judging: Attention position for running dives; attention position on end or board for standing dives based on (a) approach, (b) spring, (c) way body is carried through the air, lay-out, tuck, or pike, (d) entry into water.

## Swimming



Level	Year	Originating Institution
2	1929	General Conference

### Requirements

Complete the Red Cross Swim level VI--Skills Proficiency or the following:

1. Demonstrate approach and hurdle on the diving board.
2. Demonstrate jump tuck from diving board.
3. Swim front crawl stroke—100 yards.
4. Swim back crawl stroke—100 yards.
5. Swim breaststroke—25 yards.
6. Swim side stroke—25 yards.
7. Swim butterfly—10 yards.
8. Swim approach stroke--25 yards.
9. Demonstrate breaststroke turn.
10. Demonstrate speed turn and pull-out for breaststroke.
11. Demonstrate speed turn for front crawl.
12. Demonstrate flip turn for front crawl.
13. Demonstrate pike surface dive.
14. Demonstrate tuck surface dive.
15. Tread water for three minutes (one minute with no hands).
16. Demonstrate throwing rescue.
17. Demonstrate rolling spinal injury victim to face up.

## Swimming Advanced



Level	Year	Originating Institution
2	1961	General Conference

### Requirements

Complete the Red Cross Swim level VII -- Advanced Skills or the following:

1. Springboard dive in tuck and pike positions in suitable depth water.
2. Swim continuously any combination of strokes for 500 yards.
3. Swim front crawl—200 yards.
4. Swim underwater—25 yards.
5. Swim back crawl—100 yards.
6. Swim breaststroke—50 yards.
7. Swim side stroke—50 yards.
8. Swim butterfly—25 yards
9. Demonstrate backstroke flip turn.
10. Do in-water rescues using equipment.
11. Discuss conditioning principles and demonstrate checking your heart rate.
12. Retrieve a diving brick (10-lb) from 8-10 feet of water.
13. Review water safety skills.
14. Tread water for five minutes.
15. Assist with a backboard rescue.

## Swimming Beginners



Level	Year	Originating Institution
1	1944	South Pacific Division

### Requirements

Complete the Red Cross Swim level III--Stroke Readiness or the following:

1. Retrieve an object from the bottom in chest-deep water, unsupported and with eyes open.
2. Bob submerging head completely 15 times in chest-deep water.
3. Bob in deep water (slightly over head) to travel to safe area or side of pool.
4. Jump into deep water from side of pool.
5. Dive from side of pool in kneeling and compact position.
6. Prone glide with push-off for two body lengths.
7. Supine glide with push-off for two body lengths.
8. Swim front crawl—10 yards.
9. Swim back crawl—10 yards.
10. Demonstrate elementary backstroke kick—10 yards.
11. Reverse direction while swimming on front.
12. Reverse direction while swimming on back.
13. Discuss safety diving rules.
14. Tread water.
15. Jump into deep water with life jacket.
16. Demonstrate H.E.L.P. position for one minute.
17. Demonstrate huddle position for one minute.
18. Demonstrate correct technique for opening the airway for rescue breathing.

Reference: Red Cross Water Safety Instructor's Manual

## Swimming Beginners Advanced



Level	Year	Originating Institution
1	1963	General Conference

### Requirements

Complete the Red Cross Swim level IV--Stroke Development or the following:

1. Demonstrate deep-water bobbing.
2. Demonstrate floating positions.
3. Demonstrate rotary breathing in chest-deep water.
4. Dive from the side of the pool from stride and standing positions.
5. Perform elementary backstroke—10 yards.
6. Demonstrate sculling on back for five yards or 15 seconds.
7. Swim front crawl for 25 yards with rotary breathing.
8. Swim back crawl for 25 yards.
9. Demonstrate breaststroke kick with or without kickboard for 10 yards.
10. Demonstrate scissors kick with or without kickboard for 10 yards.
11. Demonstrate change of direction at wall.
12. Tread water with any kick for two minutes.
13. Demonstrate rescue breathing.
14. Watch CPR demonstration.

Reference: Red Cross Water Safety Instructor's Manual



## Swimming Intermediate



Level	Year	Originating Institution
2	1929	General Conference

### Requirements

Complete the Red Cross Swimming level V - Stroke Refinement or the following:

1. Demonstrate alternate breathing.
2. Demonstrate stride jump entry.
3. Demonstrate standing dive from board.
4. Demonstrate long shallow dive.
5. Swim breaststroke—10 yards.
6. Swim side stroke—10 yards.
7. Swim underwater—15 yards.
8. Swim elementary backstroke—25 yards.
9. Demonstrate dolphin kick—10 yards.
10. Swim front crawl—50 yards.
11. Swim back crawl—10 yards.
12. Demonstrate open turn on front.
13. Demonstrate open turn on back.
14. Discuss safe rules for diving from a board.
15. Discuss recognition of spinal injury.
16. Demonstrate hip/shoulder support.
17. Demonstrate feet-first surface dive.
18. Tread water for two minutes total with two different kicks.

Reference: Red Cross Water Safety Instructor's Manual

## Track and Field



Level	Year	Originating Institution
1,2	1978	General Conference

### Requirements

1. Know the basic rules, safety considerations, and warm-up exercises for the six track and field events listed below.

Run the 50-yard dash in the time for your sex and age as follows:

Age	10	11	12	13	14	15	16
Boys	8.2	8.0	7.8	7.5	7.1	6.9	6.7
Girls	8.5	8.4	8.2	8.1	8.0	8.1	8.3

2. In sprinting, which part of the foot should touch first during the stride? What are the proper arm and head positions?
3. Run the 600-yard run-walk in the time for your sex and age as follows:

Age	10	11	12	13	14	15	16
Boys	2'33	2'27	2'21	2'10	2'01	1'54	1'51
Girls	2'48	2'49	2'49	2'52	2'46	2'46	2'49

4. Answer the following questions about distance running:
  - a. What are two Bible stories that mention distance runners?
  - b. What are the proper clothes, including shoes, for distance running in your area?
  - c. How long is the average track?
  - d. How far is a marathon race?
  - e. Which part of the foot should touch first during the stride?
  - f. What are the proper arm and head positions while distance running?
  - g. What is the proper way to breathe?
  - h. How does cross-country running differ from running on a track?
5. Run one of the following events at least twice and record the best time:
  - a. 50-yard dash with four hurdles
  - b. 70-yard dash with six hurdles
6. Do the high jump with good form at least five times and record the highest jump.
7. Do a running broad jump three times and record the best length.
8. Run the following relays:
  - a. Visual pass relay
  - b. Blind pass relay

## Tree Climbing



Level	Year	Originating Institution
2		South Pacific Division

### Requirements

1. Practice your tree climbing skills a number of times on a 10-15 foot tree.
2. Climb a 20-foot coconut tree. Demonstrate the manner of getting back down to the ground safely.
3. Do the following:
  - a. Climb a tree using any one of four common methods.
  - b. Describe the other methods in details to the instructor.
4. The instructor should select trees suitable for climbing—one with lots of branches, the other a coconut tree. Each person must demonstrate on each of the two trees how to apply the two methods of tree climbing (squat hopping and monkey type.)
5. Demonstrate how you would safely carry a bush knife and an axe up a tree.
6. Do the following:
  - a. Climb a coconut tree demonstrating how you would carry a bag.
  - b. Remove a coconut without using a knife or sharp instrument, using only your limbs, and return to the ground with it in your bag.
7. Know how to remove an injured person from a tree.

## Triathlon



Level	Year	Originating Institution
2		South Pacific Division

### Requirements

1. Give three biblical principles and two Spirit of Prophecy principles to support exercise.
2. Give a report on the correct diet to maintain peak physical condition and how this was maintained for the duration of training. Include fluid intake during and pre- competition, and in-competition food intake.
3. Do the following:
  - a. Give guidelines for correct training, including warm-up, stretching, injury prevention, prevention of overtraining, etc.
  - b. Present your regular training program.
  - c. List the correct equipment, including bike, shoes and clothing.
4. Exhibit knowledge of the techniques of swimming, cycling, and running.
5. Compete in all three aspects of a recognized triathlon event, either solo or as a team member, where the triathlon is similar to:
  - a. Swim—500m
  - b. Cycle—15km
  - c. Run—10km
  - d. Within 4.5 hours.

## Triathlon Advanced



Level	Year	Originating Institution
3	1956	General Conference

### Requirements

1. Have the Triathlon Honor.
2. Developing a training schedule for yourself.
3. Keep a training log for two months.
4. Participate in an Advanced Triathlon as a solo participant where the triathlon is similar to:
  - a. Swim—1.5km
  - b. Cycle—40km
  - c. Run—10km
  - d. Within 4.5 hours.

## Tumbling and Balancing



Level	Year	Originating Institution
2	1976	General Conference

### Requirements

(Instructor Required)

1. List safety precautions each performer and spotter should follow.
2. Describe the basic positions:
  - a. Tuck
  - b. Pike
  - c. Lay-out
  - d. Hyper-extension (arch)
  - e. Squat
  - f. Straddle
  - g. Standing position (extension)
3. Perform the following individual stunts with form and poise:
  - a. Tuck forward roll from squat
  - b. Pike forward roll from standing position
  - c. Dive roll (length equal to one's height)
  - d. Tuck backward roll from squat
  - e. Backward roll from standing position
  - f. Straddle legged backward roll from extension
  - g. Swedish fall
  - h. Frogstand (knee elbow stand)
  - i. Headstand from frogstand
  - j. Headstand
  - k. Handstand
  - l. One handed cartwheel
4. Perform with form and poise any six of the following stunts with a partner:
  - a. Chest stand
  - b. Thigh stand
  - c. Knee shoulder balance
  - d. Front angel balance
  - e. Shoulder stand
  - f. High planche
  - g. Low knee support
  - h. Thigh balance
  - i. Front angel straddling waist

# Tumbling and Balancing Advanced



Level	Year	Originating Institution
2	1976	General Conference

## Requirements

(Instructor Required)

1. Have the Tumbling and Balancing Honor.
2. Perform the following individual tumbling stunts with form and poise:
  - a. Kip
  - b. Cartwheel (both ways)
  - c. Front handspring
  - d. Back handspring
  - e. Round off (must execute step in the approach)
3. Perform any four of the following individual tumbling stunts with form and poise:
  - a. Front somersault (sometimes called air spring or front flip)
  - b. Headspring
  - c. One handed handspring
  - d. Aerial cartwheel
  - e. Tinserca
  - f. Front walkover
  - g. Back walkover
  - h. Aerial walkover
  - i. Borani
  - j. Neckspring
  - k. Butterfly
4. Perform any three of the following balances with form and poise:
  - a. Press to handstand from headstand or frogstand
  - b. One handed handstand; alternate for girls: Back walkover in headstand
  - c. Pirouette
  - d. Straight arm planche (two arm); alternate for girls: Control straddle down from handstand
  - e. Bent arm planche (one arm); alternate for girls: Three-second handstand and controlled roll out
  - f. Yogi handstand
  - g. Straight arm-straight leg press to handstand; alternate for girls: straight leg press to handstand
5. Perform any three of the following partner stunts and balances with form and poise: (Male should be base on stunts, with girl as top person).
  - a. Toe pitch (back flip)
  - b. Low arm to arm
  - c. High arm to arm
  - d. Low hand to hand
  - e. High hand to hand
  - f. Front angel balance on hands
6. Perform anyone of the following combination stunts with form and

poise:

- a. Roundoff-back handspring-backward somersault
- b. Roundoff-two back handsprings
- c. Borani-back handspring
- d. Roundoff-backward somersault-back handspring
- e. Tinserca-front somersault
- f. Backward somersault-back handspring

## Unicycling



Level	Year	Originating Institution
2	2008	North American Division

### Requirements

1. Know the name and purpose of the various parts of a unicycle.
2. Define these basic unicycle terms:
  - a. free mount
  - b. idle
  - c. UPD
3. Know what safety gear one should use while unicycling and why one should use it.
4. Name five different types of unicycles and explain what makes them unique.
5. How is unicycling thought to have been invented?
6. Repair a punctured unicycle tire.
7. Be able to free mount, ride 50 meters/150 feet, turn right and left, and gracefully dismount, all without falling off.

## Wakeboarding



Level	Year	Originating Institution
1	2006	North American Division

### Requirements

1. Know and practice the following safety rules:
  - a. Never wakeboard at night.
  - b. Never wakeboard during an electrical storm.
  - c. Always wear a ski vest while wakeboarding.
  - d. Make sure the wakeboarding rope is in good condition.
  - e. Make sure the wakeboarding bindings are in good condition.
  - f. Always have a spotter and flag in the boat.
  - g. Stay clear of objects, such as other skiers, swimmers, tubers, docks, or floating objects.
  - h. If you fall, let go of the rope.
  - i. After a fall, raise a hand to indicate you are all right.
  - j. Do not stand in the boat while it is moving.
2. Know the following hand signals:
  - a. Slower
  - b. Speed is OK
  - c. Faster
  - d. Back to dock
  - e. Stop
  - f. Turn
3. Put on the wakeboard by yourself. Be able to remove the wakeboard in deep water by yourself.
4. Execute a deep-water start on the wakeboard on a full line rope.
5. Successfully cross both wakes and return to center without falling.
6. Do a small jump off the wake and land without falling.

## Water Skiing



Level	Year	Originating Institution
2	1961	General Conference

### Requirements

1. Prerequisite: Have the Intermediate Swimming Honor.
2. Know and practice the following safety rules:
  - a. Never ski at night.
  - b. Never ski during an electrical storm.
  - c. Always wear a ski vest while skiing.
  - d. Check to be sure the vest buckle is securely locked.
  - e. Make sure the ski rope is in good condition.
  - f. Make sure the ski bindings are in good condition.
  - g. Have a spotter or a mirror in the ski boat.
  - h. Stay clear of objects, such as other skiers, swimmers, docks, or floating objects.
  - i. If a fall occurs, let go of the rope.
  - j. After a fall, raise a hand to indicate you are all right.
  - k. Do not stand in the ski boat while it is moving.
3. Know the following hand signals:
  - a. Slower
  - b. Speed okay
  - c. Faster
  - d. Back to dock
  - e. Stop
  - f. Turn
4. Put on skis in deep water. Execute a deep water start on two skis with a full-line rope.
5. Successfully cross both wakes.
6. Identify the following:
  - a. Double ski
  - b. Slalom ski
  - c. Trick ski
  - d. Disk ski
  - e. Hydroslide

\*NOTE: All Skiers in AY-sponsored water skiing shall wear life jackets.

## Water Skiing Advanced



Level	Year	Originating Institution
2	1961	General Conference

### Requirements

1. Have the Water Skiing Honor.
2. Take off in deep water on slalom ski, and ski successfully.
3. Cross both wakes on a slalom ski.
4. Make a full 360-degree turn around on one of the following:
  - a. Hydroslide
  - b. Trick skis
  - c. Disk skis

## Wilderness Leadership



Level	Year	Originating Institution
2	1976	General Conference

### Requirements

(Instructor Required)

1. Have the following Honors:
  - a. Hiking
  - b. Orienteering
  - c. Camping Skills I-IV
  - d. First Aid
  - e. Fire Building and Camp Cookery
2. Know and practice the principles of health, safety, and rules of conduct to be used when in the wilderness with a youth group.
3. Know and demonstrate the principles of signaling and rescue.
4. Assist in planning and participate with a group in a mock demonstration of what to do if lost, stranded, or injured in wilderness. Assist in planning and participate as a leader in a search and rescue operation involving a hidden "injured" person.
5. Demonstrate some skills necessary for wilderness leadership in one of the following areas:
  - a. Tropical
  - b. Desert
  - c. Swamp
  - d. Mountain (rocks, ice, high altitude)
  - e. Temperate forest
  - f. Plain and tundra
6. Understand and demonstrate wilderness and camping etiquette regarding the preservation of the outdoors.
7. Identify in the wild, prepare, and eat 10 varieties of wild plants.
8. Learn some of the wilderness leadership qualities of two of the following:
  - a. Moses
  - b. David
  - c. Elijah
  - d. Joshua
  - e. John the Baptist
9. Lead a group in a weekend wilderness camping experience, applying the principles and skills learned in this honor.

## Wilderness Leadership Advanced



Level	Year	Originating Institution
3	1976	General Conference

### Requirements

1. Have the Wilderness Leadership Honor.
2. Have the following honors:
  - a. Edible Wild Plants
  - b. Wilderness Living
  - c. Outdoor Leadership
3. Know and practice the principles of camouflage and tracking.
4. What physical and mental preparations are necessary before a wilderness experience?
5. Demonstrate some skills necessary for wilderness leadership in two of the following areas not completed for the Wilderness Leadership Honor.
  - a. Tropical
  - b. Desert
  - c. Swamp
  - d. Mountain (rocks, ice, high altitude)
  - e. Temperate forest
  - f. Plain and tundra
6. Demonstrate the construction and operation of two types of snares or traps.
7. Know the points of consideration in the following types of travel:
  - a. Mountain
  - b. Water
  - c. Glacial
  - d. Snow
8. Understand the principles of developing a faith in divine leadership as outlined in Psalms 91.
9. Understand what steps should be taken for the survival of the wilderness.
10. Assist in instructing one honor from requirement #1 of the Wilderness Leadership Honor.
11. Build a shelter from non-living but natural materials (such as a debris hut).
12. Plan and participate in a week's wilderness camping experience, applying the principles and skills learned in this honor.

## Wilderness Living



Level	Year	Originating Institution
2	1956	General Conference

### Requirements

1. Go on at least two weekend campouts during which you learn the skills called for in this honor.
2. Tell five things to do if lost in the wilderness. Know three methods of determining directions without a compass.
3. Demonstrate three ways to purify drinking water.
4. Know three ways to collect drinking water in the wilderness and demonstrate two of these methods.
5. Demonstrate two methods of judging the height of a tree and the width of a stream.
6. Identify four wild animal or bird tracks.
7. Using a compass, follow a course for more than 100 yards with three different headings and less than 5% error.
8. Identify in the wild, prepare, and eat 10 varieties of wild plants.
9. Have a personal survival kit of 15 items and know how to use each item.
10. Explain the necessity in wilderness living of adequate sleep, proper diet, personal hygiene, and proper exercise.
11. Have the First Aid Honor. In addition to the First Aid Honor, know the prevention, symptoms, and the first aid treatment for the following:
  - a. Hypothermia
  - b. Venomous snake bite
  - c. Heat and sunstroke
  - d. Heat exhaustion
  - e. Poison ivy and poison oak
  - f. Open wound infection
  - g. Altitude sickness
  - h. Dehydration
12. Demonstrate two ways to signal for help.
13. Demonstrate the principles of stalking and concealment.
14. Explain how to prepare and provide shelter on the following:
  - a. Snow slopes
  - b. Rocky areas
  - c. Swamps and marshes
  - d. Forests and tundra
15. Prepare a balanced menu for two people for a weekend. Prepare these meals while on a campout over an open fire or a camp stove.
16. Know ways to observe wilderness etiquette and how you can contribute to wilderness conservation.
17. Demonstrate how to tie the following knots and know their uses:
  - a. Bowline
  - b. Bowline on a bight
  - c. Clove hitch
  - d. Double fisherman's
  - e. Figure eight
  - f. Prusic
  - g. Taut-linehitch
  - h. Two half hitches
  - i. Square



# Wind Surfing



Level	Year	Originating Institution
2	1970	General Conference

## Requirements

1. Have the Intermediate Swimming Honor.
2. Learn the meaning of the following terms:
  - a. Across the wind
  - b. Backhand
  - c. Basic starting position
  - d. Beginner's checklist
  - e. Board control
  - f. Centerboard
  - g. Center line
  - h. Center plane
  - i. Clew
  - j. Forward
  - k. Forward hand
  - l. In
  - m. Jibe
  - n. Mast position
  - o. Out
  - p. Points of the clock
  - q. Sail trim
  - r. Self rescue
  - s. Scissor technique
  - t. Tack
  - u. Uphaul
  - v. Visual reference point
3. Know the names of the board parts and demonstrate how to rig your own sail.
4. Explain the basics of sailing theory.
5. Define and demonstrate the basic starting position.
6. Define and demonstrate the four steps to tacking.
7. Define and demonstrate the four steps to jibing.
8. List the seven starting sequence steps used to start a sailboard moving through the water.
9. Answer the following questions about safety:
  - a. What safety equipment should be worn while windsurfing?
  - b. Why is it important to know the local weather forecast before going out on the water?
  - c. When first learning to windsurf, why is it important to be in an enclosed or protected area?
  - d. What are the hand signals for "Everything is okay" and "I need help"?
10. How should the sail and sailboard be cared for to keep them in good working order?

11. Successfully sail a sailboard to a visual point of reference and return to the starting position.

## Winter Camping



Level	Year	Originating Institution
2	1986	General Conference

### Requirements

1. Have the Campcraft Honor.
2. Make up a complete list of necessary camping equipment for winter conditions, such as possible subzero (-180 C) temperatures, storms, or snow.
3. Explain the principles of maintaining body warmth and dryness through the proper use of clothing and sleeping gear under all temperatures down to zero while traveling, resting, and sleeping.
4. List and explain the characteristics of a good winter campsite.
5. Describe, or show where possible, the preparation of a level tent site in snow. Pitch a tent in winter conditions.
6. Prepare a balanced three-day menu to be used in your winter camping experience.
7. Know how to get water from snow.
8. Know five safety rules of winter camping.
9. Explain the proper steps to take if stranded without equipment in winter conditions.
10. Show knowledge of and ability to prevent, recognize, and care for mild frostbite, hypothermia, mild snow blindness, and dehydration.
11. Spend a total of six days and nights in cold weather camping.
  - a. All nights should have temperature lows below 50° F (10° C).
  - b. Two nights should have temperature lows below freezing.
  - c. All nights should be spent in tents, tarps, or the open.

# VOCATIONS



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Teaching	1944	GC	444
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Video	unknown	SPD	446
Welding	1978	GC	447
Woodworking	1934	GC	448

## Accounting



Level	Year	Originating Institution
3	1938	General Conference

### Requirements

Complete a high school or college course in accounting or the following requirements:

1. Show transactions necessary for acquisition or deposit of assets, and acquisition and disposal of liability. Show transactions necessary to close income and expense accounts at year end.
2. Be able to correctly classify balance sheet items with short term asset, long term asset, contra asset, short term liability, long term liability, and equity.
3. Be able to write an income statement from a trial balance.
4. Be able to reconcile bank balance to book balance in checking accounts, including deposit in transit, service charge, returned HSF, interest on account, and checks in transit.

## Automobile Mechanics



Level	Year	Originating Institution
2	1928	General Conference

### Requirements

1. Demonstrate ability to start an automobile motor. Explain why it is necessary to periodically check on oil, water, fuel, air in tires, brake action, and electric (battery) current.
2. Remove and replace tire (or wheel) properly and demonstrate how to mend a puncture.
3. Explain the principles of four- and two-cycle engines and the difference between gasoline and diesel engines. Explain the major differences between carburetor fuel systems and fuel-injection systems.
4. Describe the construction of a typical gasoline engine and explain briefly the function of these units:
  - a. Engine: crankshaft, connecting rods, pistons, camshaft, valves, oil pump, carburetor, fuel injectors, ignition distributor, fuel distributor, electrical system including alternator, battery, and regulator
  - b. Difference between standard transmission and automatic transmission and how the engine torque is transmitted to both kinds of transmissions; the purpose of overdrive
  - c. Difference between rear wheel drive and front wheel drive
  - d. Difference between drum brakes and disk brakes, standard brakes and power brakes, and parking brake
5. Perform typical automotive maintenance as listed below:
  - a. Check engine and transmission oil level.
  - b. Check water/anti-freeze level. Change and flush the cooling system.
  - c. Change engine oil and filter.
  - d. Change a tire/wheel assembly, following proper safety procedure.
  - e. Lubricate the chassis according to the vehicle service manual.
6. How often should the engine oil, transmission oil, and cooling fluid be changed?
7. Give some pointers on proper care of the vehicle and its finish, both interior and exterior.

## Automobile Mechanics Advanced



Level	Year	Originating Institution
3	1964	General Conference

### Requirements

1. Have the Automobile Mechanics Honor.
2. Disassemble, inspect, and reassemble an automobile or light truck engine. Replace any defective or worn parts. Rebuild, start, and operate the vehicle. Keep a complete log of events during the overhaul.
3. Remove and replace a standard or automatic transmission assembly.
4. Rebuild the brake assembly on an automobile or light truck, following proper safety procedures. Demonstrate proper brake bleeding and adjustment. Properly repack a wheel bearing.
5. Perform a minor tune-up, including the replacement of spark plugs, points, and condenser (if applicable), adjusting the timing, and setting the proper ignition dwell (if applicable).

## Barbering/Hairstyling



Level	Year	Originating Institution
3	1938	General Conference

### Requirements

1. Spend a minimum of five hours observing a licensed master barber/hairstylist while at work.
2. Name three essentials in the care of hair.
3. Demonstrate the ability to hone and strop a razor properly.
4. Demonstrate the ability to give a shampoo correctly.
5. Be able to explain and demonstrate at least two methods of cutting hair.
6. Explain and demonstrate the purpose of at least two different kinds of combs used in cutting hair.
7. Explain and demonstrate the purpose of two different kinds of scissors.
8. Explain and demonstrate at least two purposes for the use of a clipper.
9. Write 500 words on what you learned during your apprenticeship at the barber shop.

## Bible Evangelism



Level	Year	Originating Institution
2	1938	General Conference

### Requirements

1. Be in at least the eighth grade.
2. Go on a visit with your pastor to a Bible study, a hospital visit, and a visit to a church member.
3. Arrange with your pastor to attend a church board meeting and a church business meeting. Make a written report of your visits to both meetings.
4. List the steps in church organization from the member to the General Conference and know their relationship to each other.
5. Find out what your church spends money on and what percentage of the budget goes to what expenses.
6. Write a report of an interview with your pastor using the following questions:
  - a. What is your daily routine like?
  - b. What is your weekly routine like?
  - c. What education is required to become a minister?
  - d. What education outside of theology would complement a minister?
  - e. From what source is the pastor paid?
  - f. What is the most rewarding part of your ministry?
  - g. What is the hardest part of your ministry?
  - h. What are beneficial vocations for a pastor's wife?
  - i. How did you know that God called you to the ministry?
  - j. How would I know if God were calling me to the ministry?
  - k. How do you do soul winning?
  - l. How does evangelism enter into your soul winning?
  - m. What advice would you give to someone who was thinking about becoming a minister?
7. Do two of the following:
  - a. Participate in the presentation of a Voice of Junior Youth series of meetings.
  - b. Utilizing one of the several Bible Study programs, give a series of Bible Studies to another person in preparation for baptism.
  - c. Make four hospital visits, presenting a devotional thought and prayer at each one.
  - d. Give a sermon of at least 20 minutes in length.
  - e. Give two evening and two morning devotionals for a campout.
  - f. Give devotional worships for five days at a school.
  - g. Attend 75% of the meetings of an evangelistic series. Obtain the following information each night:
    - i. How the attendance compared to the topics presented
    - ii. How the attendance compared to the night of the week

For your choice of the above, a thorough preparation is needed. Where applicable, outlines or memorized material should be used. A reading of the presentation is not permitted.

8. Through Bible and Spirit of Prophecy study, learn how Jesus treated crowds of people in ministering to them.
9. Show that you have a personal daily devotional life for at least six months.

## Bookbinding



Level	Year	Originating Institution
3	1935	General Conference

### Requirements

1. Be able to identify the following terms:
  - a. Foreedge
  - b. Gutter
  - c. Endsheets
  - d. Flysheet
  - e. Signatures
  - f. Mull
  - g. Backbone
  - h. Head
  - i. Foot
  - j. Deckle edge
  - k. Guarding sheets
  - l. Headband
  - m. Casing-in
  - n. Buchram
2. Describe the difference between the following binding methods:
  - a. Perfect binding
  - b. Hard bound
  - c. Single signature
  - d. Spiral (metal and plastic)
  - e. Saddle stitch
3. Perform the following:
  - a. Bind a single signature hand binding "manuscript."
  - b. Bind a blank book using at least four signatures and a permanent cloth hard board binding, using a "case" method.
  - c. The proper way to "break in" a new binding.
  - d. Make a "slip case" for your blank book of at least four signatures.
4. Identify and describe the uses for the following binder's tools:
  - a. Bone folder
  - b. Kick press
  - c. Folding needle
  - d. Awls
  - e. Sewing frame
  - f. Squared card
  - g. Punch
5. Define the difference of paper weight in relationship to a ream of paper.
6. Describe the color and properties of three types of adhesives used in the binding process and where they are used:
  - a. Hot melt animal glue
  - b. Casing-in paste
  - c. Resin glues

7. Know and list the five principle stages of hand binding:
- Preparing the signatures
  - Sewing up the signatures
  - Gluing up the back
  - Attaching the boards (covers)
  - Finishing

## Bookkeeping



Level	Year	Originating Institution
2	1935	General Conference

### Requirements

- Make out a household budget and keep an accurate cash and expense record for six months (junior youth can do this in cooperation with parents), or boys and girls living on a farm may keep an accurate expense and income record in connection with crops, dairy products, or livestock.
- Keep a personal cash record and budget for at least six months.
- Demonstrate ability to write and endorse checks, fill out receipts, make bills and monthly statements, report expenses, keep auto mileage and expense records, and figure simple interest. (Inexpensive manuals of general business methods are obtainable everywhere.)

NOTE - Arrangements with a businessman may be made for a demonstration of a bookkeeping and accounting system. One may also accompany an instructor on field trips, which may include visits to banks, industrial firms, and factories. If you have opportunity to do one of these things, write a theme describing the visit and points observed.



## Carpentry



Level	Year	Originating Institution
2	1929	General Conference

### Requirements

1. Demonstrate the proper way to drive, set, and clinch a nail, and draw a spike with a claw hammer.
2. Demonstrate how to use the following tools:
  - a. Miter and miter box
  - b. Circular saw (cut a straight line)
  - c. Hand Saw (cut a straight line)
  - d. Block plane
  - e. Framing Square
  - f. Nail set
  - g. Wood chisel
  - h. Level
  - i. Plumb bob
3. Layout a rectangle by the use of 6,8,10, and prove it by its diagonal.
4. Demonstrate how to lay shingles.
5. Describe the use of and distinguish between six different types of nails.
6. Build one of the following no smaller than 4' x 4':
  - a. Tool shed
  - b. Dog house
  - c. Play room
7. When building the above project, use these features:
  - a. Floor joist
  - b. Shoe plate
  - c. Double plate
  - d. Felt roof
  - e. Sub floor
  - f. Top plate
  - g. Conventional roof
  - h. Shingles
  - i. Window with weight-bearing header
  - j. Door with weight-bearing header
  - k. Fascia on eaves
  - l. Siding
  - m. Use plumb cat at top and seat out on bottom

## Christian Salesmanship



Level	Year	Originating Institution
2	2001	General Conference

### Requirements

1. Explain the responsibilities of a Christian salesman as related to how he treats his customers and boss.
2. List the points in the steps of a sale.
3. Give a statement on how to meet objections.
4. How are the following points valuable to a salesman?
  - a. Researching the market to see how an item or service will sell
  - b. Proper training and knowledge about the item or service to be sold
  - c. A visit to the plant or home office that produces the item or service
  - d. Follow-up visits with first-time customers
5. Using actual or hypothetical education and experience, write a resume that could be used in applying for a job.
6. Find out what education is most beneficial for a career in sales. What aspects of sales are available to a Christian salesman?
7. Do one of the following:
  - a. Help raise funds through sales of either services, merchandise, or tickets to a Pathfinder, AY Society, or school activity accounting for more than your proportionate share of the sales.
  - b. Earn money for yourself through the selling of merchandise or a service.
8. Make a practice sales presentation to your counselor, teacher, or parent on the above item that you are selling.
9. Interview a Christian salesman and a Christian retailer who buys from salesmen with regard to the following:

#### *For the Salesman*

- a. Is a lot of traveling involved in the profession of selling?
- b. What other ways does the job of a salesman affect family life?
- c. How are salesmen paid?
- d. What opportunities for advancement are there in salesmanship?
- e. What does the future hold for a career in sales?
- f. How do you get customers?
- g. What do you like the most about your job? The least?
- h. Does being a Christian make a difference in the way you do your job?

#### *For the Retailer*

- a. What type of education and training is helpful for a retail sales career?
- b. What advancement opportunities are available in retail sales?
  - c. When you place an order, which do you rely on most, service of the salesman, price, market characteristics, or the quality of the product?
- d. What do you do when a customer complains about an error he thinks your store has made when he is actually the one at fault?
- e. What do you like the most about your job? The least?

## Communications



Level	Year	Originating Institution
2	1953	General Conference

### Requirements

1. Do one of the following:
  - a. Send and receive by International Morse Code at the rate of three words per minute using a key, flashlight, whistle, mirror, or buzzer. (Five-letter words, minimum of 20 words.)
  - b. Send and receive by Semaphore Code at the rate of seven words per minute using semaphore flags. (Five-letter words, minimum of 20 words.)
  - c. Send and receive by International Morse Code at the rate of three words per minute using wigwag flags. (Five-letter words, minimum of 20 words)

## Communications Advanced



Level	Year	Originating Institution
3	1956	General Conference

### Requirements

1. Do one of the following:
  - a. Send and receive by International Morse Code at the rate of eight words per minute using flashlight, whistle, mirror, buzzer, or key. (Five-letter words, minimum of 20 words)
  - b. Send and receive by Semaphore Code at the rate of 12 words per minute using Semaphore flags. (Five-letter words, minimum of 20 words)
  - c. Send and receive by International Morse Code at the rate of eight words per minute, using wigwag flag. (Five-letter words, minimum of 20 words)

# Computers



Level	Year	Originating Institution
1	1986	General Conference

## Requirements

1. Write 200 words or give a three-minute oral report about the history of computers.
2. Define the following terms:
  - a. Hardware
  - b. Software
  - c. Floppy Disk
  - d. Hard Drive
  - e. Mainframe
  - f. Desktop Computer
  - g. Laptop Computer
  - h. ROM
  - i. RAM
  - j. Alphanumeric
  - k. CPU
  - l. Circuit Board
  - m. Cursor
  - n. Port
  - o. Program
  - p. DOS or OS
  - q. CD Rom
3. What are the proper handling and storage techniques of disks?
4. Describe the function of and point out the following components of a personal computer:
  - a. Keyboard
  - b. Monitor
  - c. Printer
  - d. System Unit or Central Processing Unit
  - e. Disk Drive
5. Know the difference between and the uses for the following printers:
  - a. Letter Quality
  - b. Dot Matrix
  - c. Laser
  - d. Plotter
  - e. Ink Jet
  - f. Thermal
6. Show or describe how to protect a computer system from dust, dirt, static electricity, power surges and outages, or other potentially dangerous factors that could hamper or hurt a computer system.
7. Name at least four input devices for computers.
8. What does it mean to back up a disk or a file? Why is it important?
9. What is computer preventive maintenance? Why is it important?

10. Successfully boot, load (install), and use a prepared software program for use in a computer system. (No computer games.)
11. Tell several ways an individual or family could use a personal computer other than for games.

# Computers Advanced



Level	Year	Originating Institution
2	1991	General Conference

## Requirements

- Have the Computer Honor.
- What is the definition of the following terms:
  - Baud rate
  - Dip switch
  - Data base
  - Word processing
  - Nanosecond
  - DOS
  - Internal modem
  - External modem
  - Peripheral
  - Default disk drive
  - A "K" of memory
  - Screen saver
  - Byte
  - Scanner
  - E-mail
  - Font
- What is the work of the following people associated with computers:
  - Operator
  - Data-entry
  - Programmer
  - Systems Analyst
  - Consultant
- How can it be determined when the computer is reading or writing on a disk? What precautions should be taken while the computer is performing this function?
- What is the difference between serial and parallel communications?
- What does it mean for a computer to be compatible?
- What legal responsibility applies to software with the following designation: public domain, shareware, and copyright?
- Successfully, using the operating system of a personal computer, do the following:
  - Clear the screen of the computer without turning the power off.
  - Show the contents of a disk on the computer screen.
  - Prepare a diskette for use in a disk drive giving it the label name of "Pathfinders."
  - Do the same as above again, but this time place the system files on the disk automatically when preparing (formatting) the diskette.
  - Show how to check for bad sectors on a disk or hard drive.
  - Rename a file on the disk to a different name.
- Copy the entire contents of one diskette to another in a perfect "mirror image."
- Show that you have successfully completed the previous by having the computer "compare" the two diskettes and show no difference between them.
  - Show how to copy a file onto a disk.
  - Show how to delete a file from a disk.
- Research at least four different computer languages to find out why they were developed and for what type of application they are used. Write a 200-word report on your findings or give a three-minute oral report.
- Show proficiency in the use and operation of three of the following:
  - A Word Processing program by doing the following: Write and print a letter to at least five different people using the same text, but personalizing each letter with the addressee's name appearing at least three times and using the following functions of the Word Processing program:
    - Right justify
    - Center title
    - Change margins and page length
    - Move paragraph
    - Save
  - A data base program by making a list of at least 15 people, their addresses, phone number, birth date, and age. Perform a sort function that will list the people alphabetically by last name, list by zip code, list by age, and list by birth date. Make a printout of each list.
  - An accounting program by doing one of the following:
    - Perform invoice entry and bill printing of accounts receivable.
    - Perform invoicing and check printing of accounts payable.
    - Perform journal entry and financial reports of the general ledger.
  - A newsletter program by preparing three pages of double column text with at least four different computer-generated graphics (such as graphs or clip art), two different fonts, and one headline.
  - A spreadsheet program by showing how to add columns, move columns, put a calculation in the field, save, reload, and print. Also perform the function of adding column A and B, dividing the sum by column C, and placing the answer in column D.
  - An educational program by teaching any student in grades 1 to 4 how to successfully do a solo operation of a program designed for his age level.
- Visit the computer department of any business or have someone from a business computer department visit your classroom or club. At a minimum, gather the following information:
  - What type of computers are used?
  - For what applications are the computers used in the business?
  - Do the computers communicate with each other and how?
  - How does the business service, maintain, change, and upgrade their hardware and software?
  - What percentage or amount is budgeted for the computer purchases and maintenance?
  - What kind of backup procedures and other precautionary measures are used?

- g. What kind of education is needed and/or useful for a career with computers?

## Electricity



Level	Year	Originating Institution
1	1929	General Conference

### Requirements

(Instructor Required)

1. Be able to explain and illustrate an experiment by which the laws of electrical attraction and repulsion are shown.
2. Explain the difference between a direct and an alternating current, and demonstrate the uses to which each is adapted. Give a method of determining which kind flows in a given circuit.
3. Make a simple electromagnet or connect a bell or light with a battery using an in-line switch.
4. Make and run a simple electric motor from a kit or take apart an electric motor and identify the parts and explain how it works.
5. Be able to make a simple battery cell.
6. Demonstrate ability to replace fuses or reset breakers, and show the proper way to splice wires.
7. Show how to rescue a person in contact with a live electric wire, and have knowledge of the method of reviving a person insensible from shock.
8. Make a diagram of a lighting system of an automobile.
9. Make a diagram properly showing the lights, switches, and convenience outlets controlled by each fuse or breaker in a house.
10. Read an electric meter correctly, and compute a residence bill at the rate charged in your community.

## House Painting Exterior



Level	Year	Originating Institution
3	1938	General Conference

### Requirements

1. Know and explain the difference in composition of exterior paints versus interior paints.
2. Tell how to prepare a house for outside painting by doing such items as preparation for new and old work, paint removal, priming, puttying, finishing, etc.
3. List 10 proper color schemes for house painting (if possible, use color charts from a paint shop in making the display).
4. Tell how to prepare and paint metal properly.
5. Name at least three paint thinners and give their specific uses.
6. Show ability to properly use brush, roller, or spray equipment in outside work.
7. Paint the outside of a house with at least four rooms (if possible, make this a group project for a special-needs person in the church or community).

## House Painting Interior



Level	Year	Originating Institution
3	1938	General Conference

### Requirements

1. Tell how to prepare new work for varnishing.
2. Explain and demonstrate how to prepare and finish woodwork in the following ways:
  - a. Staining
  - b. Varnishing
  - c. Painting
3. Give two methods of stippling.
4. When should a paint spray gun be used?
5. Describe the proper methods for cleaning and care of paint and varnish brushes.
6. Show how to use putty properly.
7. Explain the difference between exterior and interior paints.
8. Make a list of 10 proper color schemes for interior house painting using color swatches from a paint shop. Why are bright/loud colors not preferred?
9. Explain the composition of and when to use the following paints:
  - a. Glossy
  - b. Flat
  - c. Water
10. Paint the woodwork of at least four rooms.
11. Paint at least one room, showing skill in keeping paint where it belongs.

## Journalism



Level	Year	Originating Institution
2	1938	General Conference

### Requirements

1. Describe the elements of a good lead paragraph and the use and importance of headlines.
2. Write a news article of at least three paragraphs using a good lead paragraph about something interesting that has happened in your church, school, home, or Pathfinder Club.
3. What are the essentials for writing a good story?
4. Know the difference between passive and active verbs, and give three comparative examples.
5. Write to a publisher, requesting story-writing guidelines.\*
6. Write a story on one of the following:
  - a. How your family first accepted Christ, whether it was you, your parents, your grandparents, etc.
  - b. Personal experiences of answered prayer or divine guidance
  - c. An interesting pet that you have had
  - d. An experience you have had while at summer camp or on a camping trip
  - e. When God first became real to you as a friend and personal Savior
  - f. The most difficult thing about being a Christian today
7. Submit a story or article to a Seventh-day Adventist publication.\*
8. Know how to write a cover letter to the editor for submitting your story or article and write a cover letter to the editor to include with your story or article.
9. What education is helpful for getting into the career of journalism?
10. What types of jobs are available for anyone who is interested in journalism?

NOTE: Good foundation work in grammar is a fundamental must for this honor.

Story-writing guidelines are available free from the Review and Herald Publishing Assn., 55 West Oak Ridge Drive, Hagerstown, Maryland 21740. Phone: 301791-7000. Stories may also be submitted to them for consideration.

## Masonry



Level	Year	Originating Institution
3	1937	General Conference

### Requirements

1. Name at least six materials commonly used by masons in the erection of walls or buildings.
2. Demonstrate ability to use properly a plumb line, spirit level, trowel, speed leg, and mason hammer.
3. Demonstrate a knowledge of building cement characteristics (know how to prevent sweating, cracking, shrinking, crumbling, and loss of strength).
4. Make useable mortar and state proper proportions of ingredients (lime, sand, etc.).
5. Lay a straight stone, brick, or block masonry wall at least 4-feet high and 10-feet long, including an inside or outside corner (surface must be struck and broomed).
6. Pour a level footing, using hand mixed cement and proper reinforcement.
7. Make the forms and lay a piece of concrete walk or floor using commercially mixed cement. Finish it and rule it.
8. Write a paragraph describing the behavior of cement; that is, its reaction to water, its adhesive qualities, how long it takes to set, etc.

References: Working with a master mason will help tremendously in fulfilling the requirements of this honor.

## Paperhanging



Level	Year	Originating Institution
3	1938	General Conference

### Requirements

1. Show proper wall preparation for paper hanging.
2. Explain how to hang wallpaper. Describe at least two methods. Use one method to paper at least two walls of a home, such as in bedrooms, living rooms, etc. Show proper pattern matching.
3. State how to properly choose designs and combinations of wallpaper for the following:
  - a. Living room
  - b. Dining room
  - c. Bedroom
  - d. Bathroom
  - e. Kitchen
  - f. Children's play room
  - g. Storage room
  - h. Church

## Plumbing



Level	Year	Originating Institution
3	1938	General Conference

### Requirements

1. Make a diagram showing the plumbing system of a four-room house that includes fixtures for the kitchen, bathroom, and laundry.
2. Submit two pieces of iron pipe that you have threaded and connected with proper fitting.
3. Submit a repaired plastic (PVC), iron, or copper pipe, and tell how to repair all three.
4. Demonstrate ability to repair a leaky sink faucet and replace or repair toilet flush mechanisms.
5. Describe the proper drainage system of the house in #1 and explain the use of traps and vents.
6. Have a knowledge of the ordinary hot and cold water system of a house and explain how to make the system safe from freezing if the house has to be left without heat during the winter.
7. Diagram at least one type of passive water heating system, such as the use of solar energy.



# Printing



Level	Year	Originating Institution
2	1929	General Conference

## Requirements

1. Know the principles of how the following printing devices work:
  - a. Web press machine
  - b. Offset press
  - c. Photocopy
  - d. Letterpress
2. Know what the reference of pound means in determining the weight of paper. Know what the following paper types are used for:
  - a. Offset
  - b. Bond
  - c. Cover weight
  - d. Index
3. Tour a print shop or newspaper company. Write a 300-word report or give a three-minute oral report on the steps taken in the printing process that you observed.
4. Do some research to learn about the history of printing. Trace the development of printing by learning how printing presses have progressed to the present.
5. Know the different inks available for printing and their characteristics.
6. Know the meaning of the following terms:
  - a. Backing up
  - b. Blanket
  - c. Bleed
  - d. Boldface
  - e. Camera ready art
  - f. Caption
  - g. Clipart
  - h. Collate
  - i. Color separations
  - j. Contact print
  - k. Debossing
  - l. Embossing
  - m. Engraving
  - n. Font
  - o. Ghosting
  - p. Intaglio
  - q. Job
  - r. Matte
  - s. Negative
  - t. Paste-up
  - u. Register
  - v. Set-off

- w. Show through
  - x. Thermography
  - y. Water mark
  - z. Work and turn
7. Know the difference between half-tones, duo-tones, and the four-color process.
  8. Interview a printer to find out the following:
    - a. What education is needed to get into the printing field?
    - b. What advancement opportunities are available in printing?
    - c. What does the future hold for the printing industry?
    - d. What do you do in your business to keep customers happy?
    - e. What career opportunities related to printing are available?

## Radio



Level	Year	Originating Institution
2	1928	General Conference

### Requirements

Pass a test and receive your license for the Novice Class Amateur Radio License or Technician Class A.R.L. or complete the following 14 requirements.

1. Receive and send correctly no less than five words a minute for five minutes, using code (25 five-letter words, 25 consecutive letters must be accurate).
2. Explain at least eight regulations that govern radio operators holding a novice license.
3. What instrument is used to measure electrical energy? electrical current? electrical potential? electric power?
4. What are the proper abbreviations for: Greenwich Mean Time, megacycles, continuous wave, amplitude modulation, frequency modulation, kilocycles, Eastern Standard Time?
5. State Ohm's Law and give algebraic formula.
6. Explain: amplification, modulation, detection, attenuation.
7. What is the relationship between a fundamental frequency and its second, third, or fourth harmonic.
8. May any transmission be made without identification of the station?
9. At what intervals should an amateur station transmit its call sign?
10. What is the purpose of: a filter choke? An audio frequency choke? A radio frequency choke?
11. Explain function of: modulator, amplifier, rectifier, and filter.
12. Explain parasitic oscillation (feed back).
13. How is the power input to the tubes supplying energy to the antenna of an amateur transmitter determined?
14. Explain the term "solid state."
15. Why are a rectifier and filter required in the plate power supply system when operated from alternating current? What are the regulations in your area that govern C.B. operators?

NOTE: The Novice License is good for one year only and cannot be renewed. The holder of a Novice License who is not prepared by the end of the year to take the "sending and receiving" test of the General Class (or conditional) License (13 words per minute) may secure the Technician License that is granted when one passes successfully the written or technical portion of the General Class License examination. There is no increase in expedition of receiving or sending required. The Technician License is good for five years.

## Radio Advanced



Level	Year	Originating Institution
2	1956	General Conference

### Requirements

1. Have the Radio Honor.
2. Pass a test and receive your license for the General Class Amateur Radio License.

## Radio Electronics



Level	Year	Originating Institution
2	1938	General Conference

### Requirements

1. Explain with diagrams, where helpful, the input devices for radio, such as antenna, ground; or for electronic devices, such as phono pickup, FM tuner, photocell, microphone.
2. Construct a suitable radio receiving antenna that would work properly in connection with a broadcast or short wave receiver, or construct a phono pickup, photocell, or microphone.
3. Explain the use and operation of various important components of a simple receiving set (coils, variable capacitors, fixed capacitors, resistors, transistors or tubes, diodes, and transformers).
4. Identify the value of resistors by the color code.
5. Know Ohm's Law and how it is applied.
6. Construct a simple radio (either tube or transistor) including power supply, which will satisfactorily receive stations 100 miles away, or construct a high-fidelity amplifier, photocell guard or counter, control device.
7. Draw from memory, using proper symbols, the complete wiring diagram of the device constructed under #4.
8. Show proficiency in trouble shooting on simple receivers or electronic devices of three to six tubes or transistors, being able to follow routine tests, such as removing tubes or transistors and testing them, replacing them correctly, testing for sensitivity, shorted capacitors, and more outstanding common ailments.

## Shoe Repair



Level	Year	Originating Institution
3	1928	General Conference

### Requirements

1. Name at least five essential parts of a shoe and explain their uses.
2. What is the difference between hand-turned soles, Goodyear welt soles, and McKay sewed soles? Which is the easiest to repair?
3. Properly wax the thread, and with two needles or waxed ends, mend a pair of shoes that have rips in them. Use the double-stitch method of sewing.
4. Make a paper pattern for a half sole and use it in cutting leather or rubber composition half soles for a pair of shoes.
5. Satisfactorily half-sole a pair of shoes by nailing the soles on. Make sure the nails are of the proper length.
6. Fit and attach a pair of rubber heels.
7. What kind of leather should be used in repairing the soles of shoes? How is such leather generally tanned?
8. Specify at least three factors that should be taken into account in the selection of shoes.
9. Write or tell the examiners the proper methods of cleaning and caring for shoes.

## Shorthand



Level	Year	Originating Institution
3	1929	General Conference

### Requirements

1. Be able to take dictation on new material at 80 words per minute for three consecutive minutes and transcribe accurately the notes taken.
2. Have a shorthand dictionary available (usually provided by course publishers).

References: There are numerous different shorthand courses on the market today such as the Anniversary, Simplified, Diamond Jubilee, Series 90, Century 21, etc.

## Small Engines



Level	Year	Originating Institution
2	1975	General Conference

### Requirements

1. Describe the design and operation of the 2-cycle engine and the 4-cycle engine.
2. Name the parts of the 2-cycle engine and tell what each part does.
3. List the fuel types used in small engines and explain their use.
4. Show care and safety in fuel handling and storage.
5. Describe two types of ignition systems.
6. List two acceptable cleaning fluids for small engines. (Why is gasoline an improper cleaning fluid?)
7. List and tell how three basic lubrication systems operate.
8. List in order a general trouble-shooting procedure.
9. Demonstrate that you can overhaul, clean, inspect, reassemble, and properly tune any small engine.
10. Demonstrate that you know how to test and clean spark plugs and glow plugs.

## Teaching



Level	Year	Originating Institution
2	1944	General Conference

### Requirements

1. What education is needed for teaching the following:
  - a. Elementary school
  - b. Secondary school
  - c. College
2. What is recertification?
3. Interview at least two teachers with the following questions:
  - a. Why did you choose to become a teacher?
  - b. What part of teaching do you like the best?
  - c. What part of teaching do you like the least?
  - d. What do you do to get ready for a school year?
  - e. What do you do to get ready for a school day?
  - f. What teacher-related activities do you do after school is out each day?
  - g. What are some qualities of a good teacher?
  - h. What are the responsibilities and duties of a teacher?
4. Explore the Bible and the book Education to learn what teaching methods Jesus used.
  - a. Present a three-minute oral report on what you learned.
5. If you are 16 years old or younger, do the following for a minimum of 40 minutes per week for three weeks:
  - a. Assist a teacher in designing and preparing a bulletin board.
  - b. Assist a teacher in preparing learning aids.
  - c. With the supervision of a teacher, teach a child or class at least one concept.
6. If you are older than 16 years, do three of the following:
  - a. Teach an adult's or children's Sabbath School class for a minimum of six weeks.
  - b. Teach in one department of Vacation Bible School for each day.
  - c. Teach two honors.
  - d. Assist in teaching requirements for one of the Pathfinder classes, culminating in investiture.
  - e. Teach at least one year in an elementary or secondary school or in a college.

## Typewriting



Level	Year	Originating Institution
2	1929	General Conference

### Requirements

1. Show how to clean, type properly, and change ribbon on a typewriter.
2. Know the difference between a fabric and a carbon ribbon.
3. Identify the following parts of the typewriter and know their function:
  - a. Frame
  - b. Keyboard
  - c. Space bar
  - d. Backspace key
  - e. Shift keys and lock
  - f. Platen
  - g. Impression control
  - h. Margin stops
  - i. Paper release
  - j. Leverline-space lever
  - k. Line-finder control
  - l. Paper centering scale
  - m. Cardholder
  - n. Paper bail lever
  - o. Pitch selection lever
  - p. Margin release
4. Know how to set tabs for tabulation. Properly type a tabulated page with at least four columns.
5. Show how to center information horizontally and vertically on paper.
6. Show how to construct block and indented style letters.
7. Operate a typewriter at a speed of 40 words a minute (minimum) on new material for five minutes with no more than five errors.

## Video



Level	Year	Originating Institution
2		South Pacific Division

### Requirements

1. Be familiar with the type of videos available. Know the difference between VHS-C and Video 8 tapes.
2. Identify the following parts on a video camera and know how to use them:
  - a. Viewfinder
  - b. Record button
  - c. Lens
  - d. Zoom button
  - e. Power on/off switch
  - f. Manual focus and zoom levers/rings
  - g. Tape loading door
  - h. Time lapse switch
3. Know what the viewfinder messages mean.
4. Identify and change the battery. Know how to charge up the battery and when to replace-recharge the battery. Know how to get the best life from the Ni-cad battery.
5. How else can the camera be powered?
6. Video a five minute segment, then view with your instructor. Discuss your technique including the following and learn how to correct if necessary:
  - a. Zooming
  - b. Lighting
  - c. Panning
  - d. Steadiness of camera
7. Demonstrate how to set up and use a tripod.
8. Demonstrate how to edit video using a VCR by editing segment taken for requirement #6.
9. Demonstrate your ability to use titles and design your own by hand or computer.
10. Complete one of the following and show it in a public place. Length of video clip must be 4-7 minutes.
  - a. Object lesson
  - b. Music video clip
  - c. Bible story (dramatized, puppets, acted etc.)
  - d. Nature
  - e. Modern life dilemma
  - f. Advertisement for church program, publication, etc.

## Welding



Level	Year	Originating Institution
2	1978	General Conference

### Requirements

(Instructor Required)

1. Identify all parts of the following:
  - a. Welding and cutting torches
  - b. Oxygen and acetylene gauges and their differences
  - c. Oxygen and acetylene hoses and their differences
  - d. Oxygen and acetylene tanks and their differences
2. Explain the safe working pressures of oxygen and acetylene, as per your instructor's directions, for various procedures.
3. While blindfolded, demonstrate ability to hook up an entire oxyacetylene kit, including tanks, gauges, hoses, and torches, and light same.\*\*
4. As per your instructor's directions, weld two mild steel test plates (118" x 1" 8")(3 x 25 x 200mm) horizontal, vertical and overhead positions.
5. Use a cutting torch and demonstrate your skill by making one 12" (30cm) straight-line cut, one circle cut of at least 3" (7.5cm) in diameter and one 3" (7.5cm) star cut. The cuts are to be made on mild steel plate at least 114" (6mm) thick.
6. Demonstrate your ability to braze a cast-iron object with at least 114" (6mm) double bevel butt weld 2" (5cm) long.
7. Explain the safety precautions and safety equipment normally used in electric welding in relation to eyes, hands, and exposed skin areas. Why should tank valves never be oiled?
8. Explain the difference between oxyacetylene and electric arc welding.
9. Demonstrate ability to select from an electrode guide the proper amperage and electrode for various types and thicknesses of metal.
10. Demonstrate your ability to weld flat, vertical, horizontal and overhead an 1/8" x 2" x 8" (3 x 25 x 200 mm) mild steel test plates.

\*An instructor is a must. Welding is a very critical and serious skill to learn and is not a home-type course. Welding essentially takes the place of bolts and rivets, and if not properly done is most dangerous. Example: A trailer hitch not properly bonded or machinery exposed to strain of pull or weight is an invitation to disaster.

\*\*This requirement demonstrates one's skill in working in darkness, such as in an emergency. All acetylene connection threads are left handed and all oxygen connection threads are right handed.



## Woodworking



Level	Year	Originating Institution
2	1934	General Conference

### Requirements

1. Tell how the following processes are related to lumber and how each process is done:
  - a. Growing trees
  - b. Harvesting of trees
  - c. Milling
  - d. Curing
  - e. Seasoning
  - f. Grading
2. Collect and label five different kinds of wood used in woodworking. Tell the advantages and disadvantages of each.
3. List the basic hand and power tools necessary to do woodworking. Know how to safely use each tool and how to keep it in proper working order, including sharpening, if applicable.
4. Explain the following joints:
  - a. Butt
  - b. Rabbet
  - c. Dado and groove
  - d. Lap
  - e. Miter
  - f. Mortise and tenon
  - g. Dovetail
  - h. Dowel
5. Know the characteristics of and how to work with the following:
  - a. Plywood
  - b. Hardboard
  - c. Particleboard
6. Know at least two ways to finish the edges of plywood.
7. Demonstrate the proper technique of gluing and clamping wood.
8. Choose a plan for and complete an article of household furniture, such as a small table, footstool, writing desk, or bookcase. List the materials needed for your project.
9. Know and use the proper steps in finishing a wood project with either natural finish or a stain.
10. Do two of the following:
  - a. Make a project with a door or lid with inset hinges.
  - b. Make a scale model of a house or building with a cutaway view showing the interior detail.
  - c. Assist in making and/or repairing wooden toys for needy children.
  - d. Make a project using dowel, miter, or mortise and tenon joints.
  - e. Make a project using curved cuts, or beveled or rounded edges.



# MASTER AWARDS

## Aquatic Master Award



Level	Year	Originating Institution
	1976	General Conference

### Requirements

Earn seven of the following honors:

- Canoeing
- Intermediate Swimming
- Navigation
- Power Boating
- Rowing
- Sailing
- Scuba Diving and/or Advanced
- Skin Diving
- Springboard Diving
- Swimming and/or Advanced
- Water Safety
- Water Skiing
- Windsurfing



## Artisan Master Award



Level	Year	Originating Institution
	1976	General Conference

### Requirements

Earn seven Arts & Crafts honors.

## Conservation Master Award



Level	Year	Originating Institution
	1976	General Conference

### Requirements

Earn seven of the following honors:

- Ecology and/or Advanced Environmental Conservation
- Fossils
- Geology and/or Advanced Rocks & Minerals and/or Advanced Sand

## Farming Master Award



Level	Year	Originating Institution
	1976	General Conference

### Requirements

Earn seven Outdoor Industries honors.

## Health Master Award



Level	Year	Originating Institution
	1997	General Conference

### Requirements

Earn seven of the following honors:

- Basic Rescue
- Blood & the Body's Defenses
- Bones Muscles and Movement
- Brain and Behavior
- CPR
- Chemistry
- Childcare/Babysitting
- Digestion
- First Aid Basic
- First Aid Standard and/or Advanced
- Health & Healing
- Heart & Circulation
- Heredity
- Home Nursing
- Optics
- Physics
- Red Alert

## Homemaking Master Award



Level	Year	Originating Institution
	1976	General Conference

### Requirements

Earn seven of the following honors:

- Baking
- Cooking and/or Advanced
- Dressmaking
- Food - Canning
- Food Freezing
- Housekeeping
- Laundering
- Nutrition
- Tailoring

## Naturalist Master Award



Level	Year	Originating Institution
	1976	General Conference

### Requirements

Earn six of the following honors:

- Amphibians
- Birds and/or Advanced
- Ferns
- Fungi
- Insects
- Mammals
- Moths and Butterflies
- Shrubs
- Stars
- Trees
- Weather

And one of the following:

- Bird Pets
- Cats
- Dogs
- Fishes
- Poultry
- Small Mammal Pets

## Recreation Master Award



Level	Year	Originating Institution
	1986	General Conference

### Requirements

Earn seven of the following honors:

- Backpacking
- Basketball
- Cycling
- Drilling and Marching
- Hiking
- Knot Tying
- Orienteering
- Outdoor Leadership
- Physical Fitness
- Softball
- Soccer
- Track and Field
- Tumbling and Balancing
- Volleyball

## Sportsman Master Award



Level	Year	Originating Institution
	1976	General Conference

### Requirements

Earn seven of the following honors:

- Archery
- Basketball
- Caving
- Cross Country Skiing
- Cycling
- Downhill Skiing
- Horsemanship
- Physical Fitness
- Rock Climbing
- Soccer
- Track and Field
- Tumbling and Balancing

## Technician Master Award



Level	Year	Originating Institution
	1976	General Conference

### Requirements

Earn seven Vocational honors.

## Wilderness Master Award



Level	Year	Originating Institution
	1976	General Conference

### Requirements

Earn seven of the following honors:

- Backpacking
- Campcraft
- Camping Skills IV
- Edible Wild Plants
- Fire Building & Camp Cookery
- Hiking
- Knot Tying
- Orienteering
- Outdoor Leadership
- Pioneering
- Wilderness Leadership
- Wilderness Living
- Winter Camping

# Witnessing Master Award



Level	Year	Originating Institution
	1976	General Conference

## Requirements

Earn seven Outreach Ministries honors.

Title	Level	Creator	Category	Page
Aboriginal Lore	1	SPD	A&C	33
Abseiling	1	SPD	REC	317
Abseiling Advanced	2	SPD	REC	319
Abseiling Instructor	3	SPD	REC	320
Accounting	3	GC	VOC	411
Adventurer for Christ	1	GC	OM	281
Adventurer for Christ Advanced	2	GC	OM	283
African Lore	1	ECD	A&C	34
Agriculture	2	GC	OI	261
Airplane Modeling	2	GC	A&C	35
Amphibians	1	GC	NAT	175
Amphibians Advanced	3	GC	NAT	176
Animal Tracking	2	GC	NAT	177
Animal Tracking Advanced	2	GC	NAT	178
Antelopes	1	ECD	NAT	179
Antelopes Advanced	2	ECD	NAT	180
Archery	1	GC	REC	321
Archery Advanced	2	GC	REC	322
Automobile Mechanics	2	GC	VOC	412
Automobile Mechanics Adv.	3	GC	VOC	413
Backpacking	2	GC	REC	323
Baking	1	GC	HA	151
Barbering/Hairstyling	3	GC	VOC	414
Basic Rescue	1	GC	H&S	125
Basic Sewing	1	GC	HA	152
Basketball	1	NAD	REC	324
Basketry	2	GC	A&C	36
Bats	1	NAD	NAT	181
Bats Advanced	2	NAD	NAT	182
Beekeeping	2	GC	OI	262
Bible Evangelism	2	GC	VOC	415
Bible Marking	2	SPD	OM	284
Bible Marking Advanced	3	SPD	OM	285
Bird Pets	1	GC	NAT	183

Title	Level	Creator	Category	Page
Birds	1	GC	NAT	184
Birds Advanced	3	GC	NAT	185
Block Printing	2	GC	A&C	37
Blood and the Body's Defenses	2	GC	H&S	126
Bones, Muscles, and Movement	2	GC	H&S	128
Bookbinding	3	GC	VOC	417
Bookkeeping	2	GC	VOC	419
Braiding	1	GC	A&C	38
Braiding Advanced	2	GC	A&C	39
Brain and Behavior	2	GC	H&S	129
Bread Dough	1	GC	A&C	40
Cacti	1	GC	NAT	187
Cacti Advanced	3	GC	NAT	188
Cake Decorating	2	GC	A&C	41
Camp Craft	1	GC	REC	326
Camping Skills 1	1	GC	REC	327
Camping Skills II	1	GC	REC	328
Camping Skills III	2	GC	REC	329
Camping Skills IV	2	GC	REC	330
Candle Making	1	GC	A&C	42
Canoe Building	3	SPD	REC	331
Canoeing	2	GC	REC	332
Carpentry	2	GC	VOC	420
Cats	1	GC	NAT	189
Cats Advanced	2	GC	NAT	190
Cattle Husbandry	2	GC	OI	263
Caving	2	GC	REC	333
Caving Advanced	3	GC	REC	334
Ceramics	2	GC	A&C	43
Cetaceans	2	SPD	NAT	192
Chemistry	2	GC	H&S	131
Child Care (Babysitting)	1	EUD	OM	286
Christian Citizenship	1	GC	OM	287
Christian Drama	2	NAD	OM	288

Title	Level	Creator	Category	Page
Christian Grooming and Manners	2	GC	OM	290
Christian Salesmanship	2	GC	VOC	421
Christian Storytelling	2	GC	OM	292
Communications	2	GC	VOC	422
Communications Advanced	3	GC	VOC	423
Community Assessment	1	GC	ADRA	17
Community Development	1	GC	ADRA	18
Community Service	1	GC	ADRA	19
Community Water Safety	2	GC	REC	335
Community Water Safety Adv.	3	GC	REC	336
Computers	1	GC	VOC	424
Computers Advanced	2	GC	VOC	426
Conflict Resolution	3	GC	ADRA	20
Cooking	1	GC	HA	153
Cooking Advanced	2	GC	HA	154
Copper Enameling	1	GC	A&C	44
Copper Enameling Advanced	3	GC	A&C	45
Counted Cross Stitch	2	GC	A&C	46
CPR	2	GC	H&S	132
Crocheting	2	GC	A&C	47
Crocheting Advanced	3	GC	A&C	48
Cultural Diversity Appreciation	2	GC	OM	293
Cultural Food Preparation	2	SPD	HA	155
Cultural Heritage	2	SPD	OM	49
Currency (Coins)	2	GC	A&C	50
Currency (Coins) Advanced	3	GC	A&C	51
Cycling	1	GC	REC	337
Cycling Advanced	2	GC	REC	338
Dairying	2	GC	OI	264
Decoupage	2	GC	A&C	52
Digestion	2	GC	H&S	133
Digital Photography	2	NAD	A&C	53
Disaster Response	1	GC	ADRA	21
Disaster Response Advanced	2	GC	ADRA	22

Title	Level	Creator	Category	Page
Dog Care and Training	2	GC	NAT	193
Dogs	1	GC	NAT	194
Drawing and Painting	2	GC	A&C	54
Dressmaking	1	GC	HA	156
Dressmaking Advanced	2	GC	HA	157
Drilling and Marching	1	GC	REC	339
Drilling and Marching Advanced	2	GC	REC	340
Drumming and Percussion	2	NAD	REC	341
Dutch Oven Cooking	2	NAD	REC	342
Ecology	2	GC	NAT	195
Ecology Advanced	3	GC	NAT	196
Edible Wild Plants	2	GC	NAT	197
Electricity	1	GC	VOC	429
Endangered Animals	2	NAD	NAT	198
Environmental Conservation	2	GC	NAT	199
Eucalypts	2	SPD	NAT	201
Family Life	1	GC	OM	294
Felt Craft	1	GC	A&C	55
Ferns	2	GC	NAT	202
Fire Building and Camp Cookery	2	GC	REC	343
First Aid Basic	1	GC	H&S	135
First Aid Standard	2	GC	H&S	136
First Aid Advanced	3	GC	H&S	138
Fish	2	GC	NAT	203
Flower Arrangement	2	GC	A&C	56
Flower Culture	1	GC	OI	265
Flowers	2	GC	NAT	204
Flower Advanced	3	GC	NAT	205
Food Canning	2	GC	HA	158
Food Drying	2	GC	HA	159
Food Freezing	2	GC	HA	160
Fossils	2	GC	NAT	206
Fruit Growing	2	GC	OI	266
Fungi	2	GC	NAT	207

Title	Level	Creator	Category	Page
Gardening	1	GC	OI	267
Genealogy	2	NAD	A&C	57
Genealogy Advanced	3	NAD	A&C	59
Geocaching	1	NAD	REC	344
Geocaching Advanced	2	NAD	REC	345
Geology	1	GC	NAT	208
Geology Advanced	2	GC	NAT	209
Glass Craft	1	GC	A&C	60
Glass Etching	1	GC	A&C	61
Glass Painting	1	GC	A&C	62
Goat Husbandry	1	GC	OI	268
Gold Prospecting	1	NAD	REC	346
Gold Prospecting Advanced	2	NAD	REC	347
Grasses	3	GC	NAT	210
Health and Healing	2	GC	H&S	139
Heart and Circulation	1	NAD	H&S	140
Herbs	2	SPD	NAT	211
Heredity	3	NAD	H&S	141
Hiking	1	GC	REC	348
Home Nursing	2	GC	H&S	142
Horse Husbandry	1	GC	OI	269
Horsemanship	1	GC	REC	349
Horsemanship Advanced	2	GC	REC	351
Hot Air Balloons	2	NAD	A&C	63
House Painting Exterior	3	GC	VOC	430
House Painting Interior	3	GC	VOC	431
House Plants	2	GC	NAT	212
Housekeeping	2	GC	HA	161
Hunger Relief	1	GC	ADRA	23
Insects	1	GC	NAT	214
Insects Advanced	2	GC	NAT	215
Island Fishing	2	SPD	OI	270
Journalism	2	GC	VOC	432
Junior Witness	2	GC	OM	295



Title	Level	Creator	Category	Page
Junior Youth Leadership	3	GC	OM	296
Kayaking	1	SPD	REC	352
Kites	1	GC	REC	353
Knitting	2	GC	A&C	64
Knitting Advanced	3	GC	A&C	65
Knot Tying	2	GC	REC	354
Language Study	2	GC	OM	297
Lapidary	2	NAD	A&C	66
Laundering	1	GC	HA	162
Leather Craft	1	GC	A&C	67
Leather Craft Advanced	3	GC	A&C	68
Letterboxing	1	NAD	REC	356
Letterboxing Advanced	2	NAD	REC	357
Lettering and Poster Making	2	GC	A&C	69
Lichens, Liverworts, and Mosses	3	GC	NAT	216
Lighthouses	1	NAD	A&C	70
Lighthouses Advanced	3	NAD	A&C	71
Literacy	2	GC	ADRA	24
Literature Evangelism	1	GC	OM	298
Livestock	2	GC	NAT	217
Macrame	1	GC	A&C	72
Mammals	1	GC	NAT	218
Mammals Advanced	2	GC	NAT	219
Maori Lore	1	SPD	A&C	73
Maple Sugar	1	GC	NAT	220
Maple Sugar Advanced	3	GC	NAT	221
Marine Algae	3	GC	NAT	222
Marine Invertebrates	2	GC	NAT	223
Marine Mammals	2	GC	NAT	225
Marsupials	2	SPD	NAT	226
Masonry	3	GC	VOC	433
Mat Making	2	SPD	HA	163
Metal Craft	2	GC	A&C	75
Microscopic Life	2	GC	NAT	227

Title	Level	Creator	Category	Page
Model Boats	2	GC	A&C	76
Model Cars	2	GC	A&C	77
Model Railroading	2	GC	A&C	78
Model Rocketry	1	GC	A&C	80
Model Rocketry Advanced	2	GC	A&C	82
Moths and Butterflies	2	GC	NAT	228
Mountain Biking	2	NAD	REC	358
Music	2	GC	A&C	83
Music Advanced	2	SPD	A&C	84
Native American Lore	1	GC	A&C	85
Native American Lore Advanced	2	GC	A&C	86
Native Bush Construction	3	SPD	A&C	87
Navigation	2	GC	REC	359
Needlecraft	2	GC	A&C	88
Nutrition	2	GC	HA	164
Nutrition Advanced	3	GC	HA	165
Optics	2	GC	H&S	143
Orchids	1	GC	NAT	229
Orienteering	2	GC	REC	360
Origami	1	GC	A&C	89
Outdoor Leadership	2	GC	REC	361
Outdoor Leadership Advanced	3	GC	REC	362
Palm Trees	2	SPD	NAT	230
Paper Mache	2	ECD	A&C	90
Paper Quilling	2	NAD	A&C	91
Paper Quilling Advanced	2	NAD	A&C	92
Paperhanging	3	GC	VOC	434
Parrots and Cockatoos	2	SPD	NAT	231
Personal Evangelism	1	GC	OM	299
Photography	2	GC	A&C	93
Physical Fitness	2	GC	REC	364
Physics	2	GC	H&S	144
Pigeon Raising	2	GC	OI	271
Pinewood Derby	1	NAD	A&C	94

Title	Level	Creator	Category	Page
Pinewood Derby Advanced	2	NAD	A&C	95
Pioneering	2	GC	REC	365
Plaster Craft	1	GC	A&C	97
Plastic Canvas	1	NAD	A&C	98
Plastics	2	GC	A&C	99
Plumbing	3	GC	VOC	435
Pottery	2	GC	A&C	100
Poultry	2	GC	NAT	232
Poultry Raising	2	GC	OI	272
Power Boating	2	NAD	REC	367
Printing	2	GC	VOC	436
Puppetry	2	SPD	OM	301
Puppetry Advanced	3	SPD	OM	302
Quilting	2	GC	HA	166
Radio	2	GC	VOC	438
Radio Advanced	2	GC	VOC	439
Radio Electronics	2	GC	VOC	440
Red Alert	1	GC	H&S	145
Refugee Resettlement	2	GC	ADRA	25
Reptiles	1	GC	NAT	233
Reptiles Advanced	3	GC	NAT	234
Rock Climbing	2	GC	REC	369
Rock Climbing Advanced	3	GC	REC	370
Rocks and Minerals	2	GC	NAT	235
Rocks and Minerals Advanced	3	GC	NAT	236
Rowing	2	GC	REC	371
Sailing	2	GC	REC	372
Sanctuary	1	NAD	OM	303
Sand	1	GC	NAT	237
Scrapbooking	1	NAD	A&C	101
Scrapbooking Advanced	2	NAD	A&C	102
Scuba Diving	3	GC	REC	373
Scuba Diving Advanced	3	GC	REC	374
Sculpturing	2	GC	A&C	103

Title	Level	Creator	Category	Page
Seeds	1	GC	NAT	238
Seeds Advanced	2	GC	NAT	239
Sheep Husbandry	1	GC	OI	273
Shells	2	GC	NAT	240
Shells Advanced	3	GC	NAT	241
Shoe Repair	3	GC	VOC	441
Shorthand	3	GC	VOC	442
Shrubs	1	GC	NAT	243
Sign Language	1	GC	OM	304
Sign Language Advanced	2	GC	OM	305
Silk Screen Printing	2	GC	A&C	104
Silk Screen Printing Advanced	3	GC	A&C	105
Skateboarding	2	SPD	REC	375
Skiing Cross Country	2	NAD	REC	376
Skiing Downhill	2	GC	REC	377
Skin Diving	2	GC	REC	378
Slow Pitch Softball	1	NAD	REC	379
Small Engines	2	GC	VOC	443
Small Fruit Growing	2	GC	OI	275
Small Mammal Pets	2	GC	NAT	244
Soap Craft	1	GC	A&C	106
Soap Craft Advanced	2	GC	A&C	107
Soccer	1	NAD	REC	381
Soils	1	NAD	NAT	246
Spiders	2	GC	NAT	247
Springboard Diving	2	GC	REC	383
Stamps	2	GC	A&C	108
Stamps Advanced	3	GC	A&C	109
Stars	1	GC	NAT	248
Stars Advanced	3	GC	NAT	249
Stewardship	2	GC	OM	306
String Art	1	GC	A&C	110
Subsistence Farming	2	SPD	OI	276
Swimming	2	GC	REC	384

<b>Title</b>	<b>Level</b>	<b>Creator</b>	<b>Category</b>	<b>Page</b>
Swimming Advanced	2	GC	REC	385
Swimming Beginners	1	SPD	REC	386
Swimming Beginners Advanced	1	GC	REC	387
Swimming Intermediate	2	GC	REC	388
Tailoring	3	GC	HA	167
Tapa Cloth	2	SPD	HA	168
Teaching	2	GC	VOC	444
Temperance	2	GC	OM	308
Textile Painting	2	GC	A&C	111
Thatching	2	GC	A&C	112
Tie-Dye	1	NAD	A&C	113
Track and Field	2	GC	REC	389
Tree Climbing	2	SPD	REC	390
Trees	1	GC	NAT	250
Trees Advanced	3	GC	NAT	251
Triathlon	2	SPD	REC	391
Triathlon Advanced	3	GC	REC	392
Tumbling and Balancing	2	GC	REC	393
Tumbling and Balancing Adv.	2	GC	REC	394
Typewriting	2	GC	VOC	445
Unicycling	2	NAD	REC	396
Upholstery	2	SPD	A&C	114
Video	2	SPD	VOC	446
Wakeboarding	1	NAD	REC	397
Water Skiing	2	GC	REC	398
Water Skiing Advanced	2	GC	REC	399
Wattles	1	SPD	NAT	252
Weather	1	GC	NAT	253
Weather Advanced	2	GC	NAT	254
Weaving	1	GC	A&C	115
Welding	2	GC	VOC	447
Whistles	1	NAD	A&C	116
Whistles Advanced	2	NAD	A&C	117
Wilderness Leadership	2	GC	REC	400

<b>Title</b>	<b>Level</b>	<b>Creator</b>	<b>Category</b>	<b>Page</b>
Wilderness Leadership Advanced	3	GC	REC	401
Wilderness Living	2	GC	REC	402
Wind Surfing	2	GC	REC	404
Winter Camping	2	GC	REC	406
Wood Carving	2	GC	A&C	118
Wood Handicraft	2	GC	A&C	119
Woodworking	2	GC	VOC	448
Worms	1	NAD	NAT	255
Worms Advanced	2	NAD	NAT	256



**General Conference Youth Ministries Department**

# Pathfinder Honors

This sheet is for your convenience in planning your honor activities for the year. Here you can see all the honors available. Please note that the honors with an asterisk \* show that they are advanced honors.

This list is from Pathfinder Honor Book.

## **ADRA**

Community Assessment  
Community Development  
Community Service  
Conflict Resolution  
\*Disaster Response  
Hunger Relief  
Literacy  
Refugee Resettlement

## **Arts and Craft**

Aboriginal Lore unknown  
African Lore  
Airplane Modeling  
Basketry  
Block Printing  
\*Braiding  
Bread Dough  
Cake Decorating  
Candle Making  
Ceramics  
Copper Enameling  
Copper Enameling  
Counted Cross Stitch  
\*Crocheting  
Cultural Heritage  
\*Currency (Coins)  
Decoupage Digital  
Photography  
Drawing and Painting  
Felt Craft  
Flower Arrangement  
Genealogy  
Genealogy  
Glass Craft  
Glass Etching  
Glass Painting  
Hot Air Balloons  
\*Knitting  
Lapidary  
\*Leather Craft  
Lettering and Poster  
Making  
\*Lighthouses  
Macrame

Maori Lore  
Metal Craft  
Model Boats  
Model Cars  
Model Railroading  
\*Model Rocketry  
\*Music  
\*Native American Lore  
Native Bush Construction  
Needlecraft  
Origami  
Paper Maché  
Paper Quilling  
Photography  
\*Pinewood Derby  
Plaster Craft  
Plastic Canvas  
Plastics  
Pottery  
\*Scrapbooking  
Sculpturing  
\*Silk Screen Printing  
\*Soap Craft  
\*Stamps  
String Art  
Textile Painting  
Thatching  
Tie-Dye  
Upholstery unknown  
Weaving  
\*Whistles  
Wood Carving  
Wood Handicraft

## **Health and Science**

Basic Rescue  
Blood and the Body's  
Defenses  
Bones, Muscles, and  
Movement  
Brain and Behavior  
Chemistry  
CPR  
Digestion  
First Aid Basic  
First Aid Standard

First Aid Advanced  
Health and Healing  
Heart and Circulation  
Heredity  
Home Nursing  
Optics  
Physics  
Red Alert

## **Household Arts**

Baking  
Basic Sewing  
\*Cooking  
Cultural Food Preparation  
\*Dressmaking  
Food Canning  
Food Drying  
Food Freezing  
Housekeeping  
Laundering  
Mat Making  
\*Nutrition  
Quilting  
Tailoring  
Tapa Cloth

## **Nature**

\*Amphibians  
\*Animal Tracking  
\*Antelopes  
\*Bats  
Bird Pets  
\*Birds  
\*Cacti  
\*Cats  
Cetaceans  
Dog Care and Training  
Dogs  
\*Ecology  
Edible Wild Plants  
Endangered Animals

Environmental  
Conservation  
Ferns  
Fish  
\*Flowers  
Fossils  
Fungi  
\*Geology  
Grasses  
Herbs  
House Plants  
\*Insects  
Lichens, Liverworts,  
and Mosses  
  
Livestock  
\*Mammals  
\*Maple Sugar  
Marine Algae  
Marine Invertebrates  
Marine Mammals  
Marsupials  
Microscopic Life  
Moths and Butterflies  
Orchids  
Palm Trees  
Parrots and Cockatoos  
Poultry  
\*Reptiles  
\*Rocks and Minerals  
Sand  
\*Seeds  
\*Shells  
Shrubs  
Small Mammal Pets  
Soils  
Spiders  
\*Stars  
\*Trees  
Wattles  
\*Weather  
\*Worms  
  
**Outdoor Industry**  
Agriculture  
Beekeeping  
Cattle Husbandry  
Dairying

Flower Culture  
Fruit Growing  
Gardening  
Goat Husbandry  
Horse Husbandry  
Island  
Pigeon Raising  
Poultry Raising  
Sheep Husbandry  
Small Fruit  
Subsistence Farming  
  
**Outreach Ministries**  
\*Adventurer for Christ  
\*Bible Marking  
Child Care/Babysitting  
Christian Citizenship  
Christian Drama  
Christian Grooming and  
Manners  
Christian Storytelling  
Cultural Diversity  
Appreciation  
Family Life  
Junior Witness  
Junior Youth Leadership  
Language Study Literature  
Evangelism  
Personal Evangelism  
\*Puppetry  
Sanctuary  
\*Sign Language  
Stewardship  
Temperance  
  
**Recreation**  
\*Abseiling  
Abseiling Instructor  
\*Archery  
Backpacking  
Basketball  
Camp Craft  
Camping Skills I  
Camping Skills II  
Camping Skills III  
Camping Skills IV

Canoe Building  
Canoeing  
\*Caving  
Community Water Safety  
Community Water Safety  
\*Cycling  
\*Drilling and Marching  
Drumming and Percussion  
Dutch Oven Cooking  
Fire Building and Camp  
Cookery  
\*Geocaching  
\*Gold Prospecting  
Hiking  
\*Horsemanship  
  
Kayaking  
Kites  
Knot Tying  
\*Letterboxing  
Mountain Biking  
Navigation  
Orienteering  
\*Outdoor Leadership  
Physical Fitness  
Pioneering  
Power Boating  
\*Rock Climbing  
Rowing  
Sailing  
\*Scuba Diving  
Skateboarding  
Skiing Cross Country  
Skiing Downhill  
Skin Diving  
Slow-Pitch Softball  
Soccer  
Springboard Diving  
\*Swimming  
\*Swimming Beginners  
Swimming Intermediate  
Track and Tree Climbing  
\*Triathlon  
\*Tumbling and Balancing  
Unicycling  
Wakeboarding  
\*Water Skiing

\*Wilderness Leadership  
Wilderness Living  
Wind Surfing  
Winter Camping

**Vocations**

Accounting  
\*Automobile Mechanics  
Barbering/Hairstyling  
Bible Evangelism  
Bookbinding  
Bookkeeping  
Carpentry  
Christian Salesmanship  
\*Communications  
\*Computers  
Electricity  
House Painting Exterior  
House Painting Interior  
Journalism  
Masonry  
Paperhanging  
Plumbing  
Printing  
\*Radio  
Radio Adv.  
Radio Electronics  
Shoe Repair  
Shorthand  
Small Engines  
Teaching  
Typewriting

**\* Advanced Honor**

Video  
Welding  
Woodworking

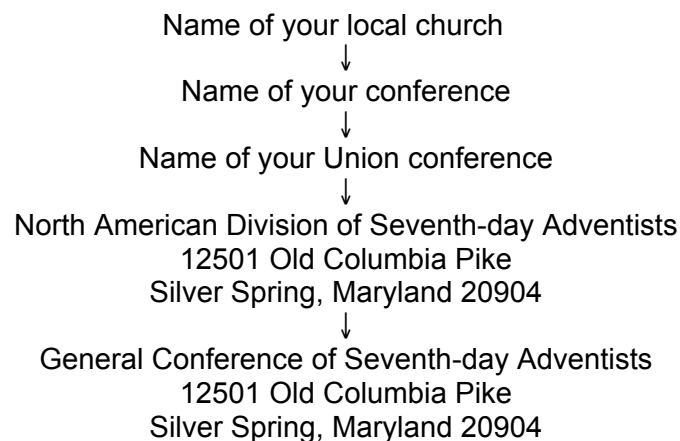
# ADVENTIST CHURCH HERITAGE AWARD

## Teacher's Helps

1. "The best single source of information to answer this question is the *Seventh-day Adventist Encyclopedia*, published by the Review and Herald Publishing Association. The *Encyclopedia* is Volume 10 of the *Seventh-day Adventist Bible Commentary* series. Copies can be purchased at Adventist Book Centers (ABC's), or borrowed from either your church school or your local church library. Look up the name of your conference read about its history, Separate articles on twelve-grade academies, Adventist hospitals as well as biographies of individual prominent pioneers, are "also in the *Seventh-day Adventist Encyclopedia*.

2. Additional sources of information to answer: this question might include such things as historical sketches about your local church or church school which have been read or printed at past anniversary celebrations or school homecomings, school bulletins, and anniversary church directories or school yearbooks. The local conference secretary (also called the administrative vice-president in some conferences) might also have information on your local church.

2d.



2e. The paper you have written to answer question 2 is very important. Information about local Adventist churches is hard to locate and should be preserved. When sending your report to the Heritage Room at Lorna Linda University for possible addition to their local church history collection, be certain that your church's name, its current address, the date your paper was written, and your name as author are all included.

3. In today's fast-paced society, it is often difficult to keep track of one's family. Information to complete this report can be obtained from parents, other relatives, or long-time family friends. [If for some reason a Pathfinder cannot complete this family chart on his or her own family, then a family chart should be completed on some other individual who is a member of your local church.]

4. Either of these series can be purchased through your nearest Adventist Book Center (ABC). In some cases you may be able to borrow them from your local Adventist church school, conference office, or rent them from your Adventist Book Center (ABC).

*Be sure to do the second part of this requirement.* Most churches have a number of retired or disabled members who cannot attend church any longer. Many of these individuals



would welcome a visit from you. Before going, call ahead to make an appointment; do not just drop in unannounced.

5. Copies of this book will be available at AdventSource in February 1994. To order, call (800) 328-0525 or [www.adventsource.org](http://www.adventsource.org)

6. In addition to the short answers given here, more information on these topics can be found in the *Seventh-day Adventist Encyclopedia*.

6a. Battle Creek Sanitarium: Originally opened in 1866 as the Western Health Reform Institute in Battle Creek, Michigan, this was the denomination's first medical institution. The name was changed to Battle Creek Sanitarium by Dr. John Harvey Kellogg in 1877. The institution later became world famous for its health and medical treatments. The denomination's first school of nursing was started in connection with the Sanitarium in 1883, and our first medical school was opened in 1895. A fire in 1902 destroyed the main building, but it was rebuilt the following year. In 1907 Dr. Kellogg left the church and took ownership of the Sanitarium with him. Today the former Sanitarium building still stands in Battle Creek where it is known as the Federal Center.

6b. Dime Tabernacle: A large Seventh-day Adventist church, the Dime Tabernacle was the fourth to be built in Battle Creek, Michigan. Dedicated on April 20, 1879, the church could seat about four thousand people. It acquired its unusual name because of the way money was raised for its construction. James White invited all church members to donate a dime a month for a year to pay for the building. The church was the site of several General Conference sessions, including the famous 1901 reorganization session where our current denominational administrative organization was established. Both James and Ellen Whites' funerals were conducted in this church. The building burned January 3, 1922.

6c. 1888 General Conference: One of our most famous General Conference sessions, it was held in Minneapolis, Minnesota, starting on October 17, 1888. At this meeting, Elders E. J. Waggoner and A. T. Jones presented the concept of righteousness by faith in Jesus Christ to the delegates in attendance. Ellen White joined the two men in their presentations. Some delegates did not accept this teaching, and others out rightly opposed it, but for those who did accept it, this session marked a real change in their personal Christian experience.

6d. May 21, 1863: It was on this day that the General Conference of Seventh-day Adventists was organized in Battle Creek, Michigan. Twenty delegates, representing six of the seven conferences then in existence, elected Elder John Byington as the new denomination's first president.

6e. Millerite Movement: An interdenominational movement named for its principal spokesman, a Baptist farmer turned preacher, William Miller. The movement flourished primarily in the United States, with some outreach overseas, during the years 1840-1844. Based primarily on an understanding of Biblical prophecy which held that Christ would return about 1843 or 1844, the movement later spawned a group of denominations known as Adventists, the largest of which is now the Seventh-day Adventist church.

6f. October 22, 1844: Although William Miller had not set a specific date for Christ's second coming, he expected it sometime during 1843 or 1844. Others, such as Samuel S. Snow, concluded that if the sanctuary was to be cleansed at the end of the 2300 day prophecy as recorded in Daniel 8: 14, then it should happen on the Jewish Day of Atonement, which,

according to the strictest Jewish reckoning, occurred on October 22, 1844.

Not understanding the full implications of what he had discovered, Snow. Mistakenly believed that Jesus would come back to earth on that date. When Christ failed to do so, October 22, 1844, came to be known as "The Great Disappointment." Subsequent Bible study by the small group of individuals who eventually formed the Seventh-day Adventist church discovered what actually happened on October 22nd. Rather than coming back to earth on that day, Christ instead moved from the Holy to the Most Holy Place in the heavenly sanctuary to begin there the final phase of judgment prior to His return.

6g. Pitcairn Missionary Ship: Sabbath school offerings were collected to pay for the church's first missionary ship, which was dedicated in 1890. Its maiden voyage took it directly to Pitcairn Island in the South Pacific. During the subsequent ten years, the "Pitcairn" undertook six more missionary voyages, establishing Seventh-day Adventist missions on many islands throughout the South Pacific. Maintenance on the ship was expensive, so it was finally sold 'in 1900, by which time commercial steamship transportation between the islands had improved considerably.

6h. *The Present Truth*: This was the first periodical published by James White for the small group of Sabbath-keepers who eventually formed the Seventh-day Adventist church. Eleven issues of this small paper were printed in 1849 and 1850; each issue focused on the seventh-day Sabbath truth. In 1850, James White started a second periodical, *The Advent Review*. Later that year these two papers were combined to start our official church paper, *The Adventist Review and Sabbath Herald* now shortened to *Adventist Review*.

6i. Sabbath Conferences: Sometimes referred to as "Sabbath and Sanctuary Conferences," these were a series of weekend meetings that were held in various places throughout New England and New York from 1848 to 1850. It was at those meetings that the basic doctrines eventually adopted by the Seventh-day Adventist church were developed through earnest Bible study and much prayer. Among others, James and Ellen White and Joseph Bates were generally in attendance. There were six of the conferences held in 1848, six in 1849, and ten in 1850. On occasion, after a specific doctrine had been arrived at from Bible study, God gave Ellen White a vision confirming what had been discovered through their study of the Bible.

6j. Systematic Benevolence: This term applies specifically to the method of financing denominational evangelistic work - in use until the late 1870's. Prior to 1859 when Systematic Benevolence was adopted, ministers generally had to support themselves financially, except for occasional donations given to them by believers. The Systematic Benevolence program as it was originally instituted was not actually a tithe on one's income as we now practice in our church, but rather, giving was proportional to one's wealth. Gradually, the concept of a real tithe--ten per cent of one's income--as taught in the Bible was recommended. Our current tithing program was officially adopted by the church in 1878.

6k. Three Angels' Messages: The prophetic messages recorded in Revelation 14:6-11, are there represented as being proclaimed by three angels flying in mid-heaven. In their context these messages constitute God's last appeal for the world to accept salvation in Christ and to prepare for His imminent advent which is pictured symbolically in the verses that follow. The first angel's message (Revelation 14:6,7) is a proclamation of "the everlasting gospel" of salvation in Jesus Christ at the time when "the hour of his judgment is come." The second

angel's message (Revelation 14:8) consists of a solemn announcement that mystical "Babylon is fallen" coupled with a warning for God's people to come out of her. The third angel (Revelation 14: 9-11) announces the outpouring of unmitigated divine wrath--that is, wrath not tempered with mercy--upon those who worship the beast and his image and who receive his mark.

The mission of the Seventh-day Adventist church to the world is to proclaim the message of the everlasting gospel to "every' nation, and kindred, and tongue, and people," calling them to worship God as their Creator, for the hour of His judgment is come (now, in the sense of the investigative judgment); to come out of the Babylon of confusion and false systems of belief; and, in the final test, to stand firmly against the worship of the beast and on the full Christian platform of "The Commandments of God, and the Faith of Jesus." (Revelation 14:12).

61. Tract Society: This was the forerunner of today's Adventist Book Centers (ABC's) as well as the various activities carried on by the denomination's Church Ministries Department. Beginning in 1869 when a local group of women in South Lancaster, Massachusetts, organized the first Tract Society, the concept was adopted by the General Conference in 1874. Tract Societies promoted the following activities: distribution of Seventh-day Adventist publications, evangelistic correspondence or visitation by lay volunteers, and relief and welfare activities.

6m. Washington Hand Press: The first hand press owned by the fledgling church was a Washington hand press. Funds for its purchase in 1852 were advanced by Hiram Edson. James White first set up the press in Rochester, New York. It was later moved to Battle Creek, Michigan, in 1855. The world-wide publishing ministry of the church, including the more than fifty publishing houses currently operated by the church, can all be traced back to that Washington hand press which cost \$652 to purchase. The original press was destroyed when the Review and Herald Publishing Company building burned in 1902.

6n. Wright, Michigan: The denomination's first official camp meeting was held in Wright, Michigan, in 1868. The previous year the Wisconsin Conference held a camp meeting in Johnstown Center, Wisconsin. It was so successful that James White called for a church-wide camp meeting to be held the following year. Nearly two thousand people attended. In the early 1840's the Millerite Adventists held over one hundred fifty camp meetings which had an estimated combined attendance of half a million people between 1842 and 1844. Once camp meetings were started again by James White, in the late 1860's, they became both a popular means of evangelism for visitors and faith revival for church members.

60. *The Youth's Instructor*: The denomination's first youth paper was published from 1852-1970. It was started by James White to provide spiritual reading material specifically for young people. As the church expanded, so did the need for other papers designed more specifically for various aged readers. *Our Little Friend* was started in 1890, *Guide* in 1953, *Primary Treasure* in 1957, and *Insight* in 1970.

7. The best source of information for brief biographical sketches of these individuals is the *Seventh-day Adventist Encyclopedia*. If a biography has been published about the person, that information is given here also, though in several instances the biography may now be out-of-print.

7a. Martha D. (Byington) Amadon (1834-1937): She was the first teacher in a Seventh-day Adventist church school. Her father, John Byington, organized that original church school in Buck's Bridge, New York, in 1853.

Additional source:

Covington, Ava M., *They Also Served*, Review and Herald Publishing Association, Washington, D.C., -1940, pp. 179-190.

7b. John Nevins Andrews (1829-1883): Elder J. N. Andrews was the first official Seventh-day Adventist missionary to be sent to a country outside North America. Born in Poland, Maine, as a seventeen-year-old he accepted the Sabbath. He started his ministerial career at the age of 21. Later he would serve both as president of the General Conference (1867-1869) and then editor of *The Advent Review and Sabbath Herald* (1869-1870). In 1874 he traveled to Europe where he established the church's first overseas mission in Switzerland. There he also began publishing in 1876 the denomination's first periodical published outside the United States, the French *Signs of the Times*. (*Les Signes des Temps*). Elder Andrews was a noted theologian in the church. Among other things, in 1855 he discovered through Bible study that the Sabbath should be observed from sundown Friday to sundown Saturday night. Prior to that time the pioneers were observing Sabbath from 6 p.m. Friday night to 6 p.m. Saturday night based on Elder Joseph Bates' teaching. In addition, Elder Andrews' book *History of the Sabbath*, which was reprinted several times, is still considered a classic on the subject.

Additional sources:

Leonard, Harry, *J. N. Andrews: The Man and the Mission*, Andrews University Press, Berrien Springs, Michigan, 1985, 355 pages.

Maxwell, Patricia, *Trailblazer for Jesus*, Pacific Press Publishing Association, Boise, Idaho, 1981, 77 pages. (Originally entitled *A Soldier for Jesus*.)

Robinson, Virgil, *John Nevins Andrews, Flame for the Lord*, Review and Herald Publishing Association, Washington, D.C., 1975, 122 pages.

7c. Joseph Bates (1792-1872): He was one of three co-founders of the Seventh-day Adventist church. As a young man Joseph Bates was a sailor, eventually becoming captain of his own ship. He retired from sailing in 1828. During his time at sea, he gave up drinking liquor and wine, smoking, and the use of profane language. Later, sometime before 1838, he abandoned the use of tea and coffee and by 1843 he quit eating meat and greasy foods. During the Millerite advent movement of the early 1840's, Joseph Bates accepted the belief, of the soon return of Jesus. After the Great Disappointment in 1844, Elder Bates accepted the seventh-day Sabbath in 1845, and wrote a pamphlet advocating Sabbath observance in 1846. It was Bates' pamphlet that James and Ellen White read, and, after studying the Biblical reasons for doing so, they decided to start keeping the seventh-day Sabbath: Elder Bates spent many years raising up churches, and, since we then had no seminary for training pastors, he introduced many young men to the gospel ministry. As the church grew towards formal organization in the early 1860's, Bates was often called upon to chair the meetings. In 1863, after Ellen White received her health reform vision, Elder Bates started publicly advocating the positions on health he had long practiced. Prior to that he had kept his views to himself. His wife Prudence died in 1870, but he kept on with his ministry, holding at least one hundred meetings in 1871, the year before his death.

Additional sources:

Anderson, Godfrey T., *Outrider of the Apocalypse: life and Times of Joseph Bates*, Pacific Press Publishing Association, Mountain View, California, 1972, 143 pages.

Bates, Joseph, *The Autobiography of Elder Joseph Bates*, Steam Press of the Seventh-day Adventist Publishing Association, Battle Creek, Michigan, 1868, 306 pages. ( Reprinted by

Southern Publishing Association, Nashville, Tennessee, 1970; Also reprinted by *Leaves of Autumn Books*, Payson, Arizona, 1991).

Crisler, C. C., *Ufe of Joseph Bates*, Review and Herald Publishing Association., Takoma Park, Washington, C:," D.C., 1927, 224 pages.

Engen, Sadie Owen, *God Set the Sails*, Pacific Press Publishing Association, Mountain View, California, 1982, 80 pages.

Robinson, Virgil, *Cabin Boy to Advent Crusader*, Review and Herald Publishing Association, Hagerstown, Maryland, 187 pages, (Reprinted in 1992.)

White, James, *The Early life and Later Experience and Labors of Elder Joseph Bates*, Steam Press of the Seventh-day Adventist Publishing Association, Battle Creek, Michigan, 1878, 320 pages.

7d. John Byington (1798-1887): Spiritually inclined from his youth, Byington was active in several churches during his first fifty-four years as layman and preacher. In 1852 he read a copy of the *Review and Herald* and was impressed to begin keeping the Sabbath. Elder Byington began conducting Sabbath meetings in his home and built one of the first Seventh-day Adventist churches on his property. He was also involved in one of our earliest Sabbath schools, and is credited with starting our first church school.

In 1858, Father Byington (as he was affectionately known because he was older than his fellow ministers) moved to Michigan and spent fifteen years as a self-supported itinerant preacher. He became closely associated with J. N. Andrews and James White in planning the organization of the growing church. Elder John Byington was elected the first General Conference president when the church became organized in 1863. He served two one-year terms.

Additional source:

Ochs, Daniel A. and Grace Lillian, *The Past and the Presidents*, Southern Publishing Association, Nashville, Tennessee, 1974, pp 7-16.

7e. Michael Belina Czechowski (1818-1876): Born and later educated for the priesthood in the Roman Catholic church, Czechowski left his homeland and the priesthood before coming to the United States. In 1857 he joined the Seventh-day Adventist church after attending some tent meetings in Ohio.

Czechowski went to Europe as a missionary in 1864, and, although not sponsored by the Seventh-day Adventist church, he taught our doctrines. He worked in Italy, Switzerland, and Romania. While in Switzerland he raised up what is thought to be the first Seventh-day Adventist church in Europe.

Additional sources:

Dabrowski, Rajmund, General Editor, and B. B. Beach, English Edition. Editor, *Michael Belina Czechowski 1818-1876*, Znaki Czasu Publishing House, Warsaw, Poland, 1979, 562 pages.

Nowlan, Connie Wells, *The Man Who Wouldn't Listen*, Pacific Press, Publishing Association, Mountain View, California, 1982, 96 pages.

7f. Hiram Edson (1806-1882): First as a Millerite Adventist and later as a Sabbath-keeping Adventist, Edson was a prominent layman in the early days of this movement. On the morning after October 22, 1844, he had one of the first insights into why Christ had not returned the day before as they expected. Edson and a friend (thought to be O. R. L. Crosier) were walking across a cornfield on their way to visit other disappointed Millerite when that first insight came. Rather than Christ returning to earth as they believed He

would, Edson now understood that Christ had really entered into the Most Holy Place of the heavenly sanctuary the day before, there to perform a special work of cleansing prior to His actual return to earth. The initial results of Edson's, Crosier's, and another friend, Dr. F. B. Hahn's, investigations appeared in an article published in the *Day-Star Extra* of February 7, 1846. Later, contact was made with Elder Joseph Bates and James White, and in time the church's sanctuary doctrine was formulated based on Bible study. In later years, Edson sold two farms to help support the fledgling movement that eventually became the Seventh-day Adventist church. Still later yet, he was ordained to the ministry.

7g. William Foy (1818-1893): As a young man Foy became a Freewill Baptist minister. Later as a Millerite Adventist, Foy had visions in 1842 and 1845. He shared these visions with others and in 1845 published them in a small pamphlet. Although he was a free black man living in New England, Foy still states that he experienced some prejudice against him because of his color, which made it more difficult for some who heard him to accept his visions. Doubtless the prejudice of Millerites against those who claimed to have visions did not help either. One who did hear Foy speak, and who accepted his visions as being genuine, was young Ellen Harmon (later White).

After the great disappointment of October 22, 1844, Foy apparently had another vision which he did not understand, so did not relate it to others. Although he remained a minister the rest of his life, serving congregations in various places in Maine, he appears to have had no further visions, nor did he have any other contact with Adventists.

Additional sources:

Baker, Delbert W., *The Unknown Prophet*, Review and Herald Publishing Association, Washington, D.C. and, Hagerstown, Maryland, 1987, 160 pages.

Foy, William, *The Christian Experience of William E. Foy Together With the Two Visions*, J. & C. H. Pearson, Portland, Maine, 1845, 18 pages (Reprinted in *Early S.D.A. Pamphlets*, Leaves of Autumn Books, Payson, (Arizona, 1987, 175 pages.)

7h. John Hancock (1917-2001): John Hancock was born in Chico, California, on August 8, 1917. He graduated from Pacific Union College with a religion and education major in 1939 and entered the ministry in Northern California the same year. He moved with his wife and their two children to Southeastern California in 1944, where he became the conference youth director two years later. In 1951, he was called to be the youth director for the Lake Union Conference, and in 1954, he accepted a call to be the youth director of the North Pacific Union. He served in this capacity until 1963, when he was called to be the World Pathfinder Director of the General Conference. In 1970, he became the world youth director. After his retirement in 1980, he served in the Ellen G. White Estate until 1983, when he became director of Spirit of Prophecy Services for the Southeastern California Conference.

While in Southeastern California, he worked with others in getting the Pathfinder Club program underway with the first conference-sponsored club organized in Riverside. He designed the Pathfinder emblem and helped to write the first Pathfinder Staff Training Manual. Elder Hancock is known as "the man with the piano accordion," and he and his instrument have traveled all over the world. He designed many of the AY Honors and has illustrated many books. During his 35 years as a youth director, he conducted numerous Weeks of Prayer in academies and colleges and sponsored youth ministry seminar~ both in North America and overseas. In 1982, both La Sierra University and Andrews University established the John Hancock Youth Center in his honor.

7i. John Harvey Kellogg, M.D. (1852-1943): Having grown up in Michigan where his father had become a Seventh-day Adventist, young Kellogg was encouraged by Elder James White in 1873 to become a doctor. Upon completion of his two-year course of training, in 1876 Dr. C Kellogg was made medical superintendent of the Western Health Reform Institute, the denomination's first medical institution. Soon thereafter he changed its name to the Battle Creek Sanitarium.

During Dr. Kellogg's nearly seventy years as director of the Sanitarium, he helped start the church's first school of nursing, promoted expansion of the medical work of the church, assisted in founding the denomination's first medical school, invented flaked cereals and various meat substitutes, wrote many books, pamphlets, and articles on health and medicine, traveled widely on behalf of health education, and invented various pieces of health exercise equipment.

When the Sanitarium burned in 1902, Dr. Kellogg built an even larger building, contrary to Ellen White's counsel. He also found himself at odds with the church over some of the theological ideas. In 1907 he was disfellowshipped from the church. Upon his departure, Dr. Kellogg was also successful in taking the Sanitarium with him. He continued promoting health and vegetarianism during the remainder of his life, though he never returned to the church.

Additional source:

Schwarz, Richard W., Ph.D., *John HaNey Kellogg, M.D.*, Andrews University Press, Berrien Springs, Michigan, 1970, 256 pages.

7j. George Albert King (1847-1906): Born in Canada, King wanted to become a preacher, but instead ended up selling Dr. J. H. Kellogg's health books and other magazine subscriptions. This sparked an idea in his mind. He suggested that Uriah Smith's books *Thoughts on Daniel* and *Thoughts on Revelation* be combined and sold to the public. This was done and King is credited with starting what is today known as our literature evangelism ministry.

Additional source:

Lantry, Kimber J., *The King Who Couldn't Preach*, Pacific Press Publishing Association, Mountain View, California, 1980, 80 pages. .

7k. Charles M. Kinney (1855-1951): As a young man, Charles Kinney worked his way west to Reno, Nevada. After attending evangelistic meetings there conducted by Elder J. N. Loughborough, Kinney accepted the Seventh-day Adventist faith. Later he attended Healdsburg College in California, and then became a colporteur in Kansas. In 1889 Kinney began working in Louisville, Kentucky. That same year he was ordained to the ministry, apparently becoming the first black Seventh-day Adventist to be ordained. Elder Kinney retired in 1911.

7l. Anna Knight (1874-1972): Educational opportunities for black children in Mississippi were extremely limited as Anna Knight was growing up. Through sheer determination she taught herself to read and write, although unable actually to attend school. Later she was sent a copy of *Signs of the Times*, and through reading it became a Seventh-day Adventist. Finally she was able to go to school. She attended Mount Vernon Academy in Ohio, and still later in 1898 she graduated from Battle Creek College as a missionary nurse. Anna Knight then returned to her home in Mississippi where she operated a self-supporting school for black children. In 1901 she was appointed a missionary to India, the first black woman sent overseas by the church as a missionary. Upon her return home she held a number of

positions in the educational work of the church.

Additional sources:

Knight, Anna, *Mississippi Girl*, Southern Publishing Association, Nashville, Tennessee, 1952, 224 pages. Maxwell, Patricia, *Journey to Freedom*, Pacific Press Publishing Association, Boise, Idaho, 1987, 77 pages.

7m. Kate Lindsay (1842-1923): A woman physician in the church, Dr. Lindsay founded the denomination's first school of nursing at the Battle Creek Sanitarium in 1883. In 1895 she went to South Africa as a missionary. Upon her return to the United States, she spent twenty years at the Boulder Sanitarium in Colorado.

Additional source:

Nelson, Kathryn Jensen, *Kate Lindsay, M.D.*, Southern Publishing Association, Nashville, Tennessee, 1963, 192 pages.

7n. William Miller (1782-1849): An American farmer and later a Baptist preacher who, based upon his study of Biblical prophecy, understood that Jesus would return sometime around 1843 or 1844. His followers came to be known as Millerites.

Although raised a Christian, while a young man William Miller became a skeptic. Several incidents during the War of 1812 caused him to wonder but what there really might be a God who takes a personal interest in our lives. Immediately Miller set about studying his Bible to find out what kind of God it reveals. As he studied, his skepticism vanished. About the Scriptures Miller later was able to write, "They became my delight, and in Jesus I found a friend." It was during this intense period of Bible study that William Miller discovered the 2300-day prophecy of Daniel 8:14.

As the time drew closer when the prophecy would end, and not seeing anyone else preaching Jesus' soon return which Miller thought it predicted, he came under increasingly strong conviction to share his views with others. Finally, in 1831 he began to preach his views publicly. And because Miller's message was about Jesus, and not *just* about time prophecies, people responded. Several hundred ministers plus others who became prophetic lecturers accepted Miller's views, along with thousands of lay people.

As the Millerite movement progressed, it expanded into the cities as well as all across the northern parts of the eastern United States and into the lower part of eastern Canada. William Miller himself estimated that he gave 4,500 lectures on the prophecies by 1844.

When Jesus did not return in 1844, Miller was very disappointed, but not discouraged. Although he was right in his calculation that the 2300 day time prophecy of Daniel 8:14 was to end about 1843 or 1844" he was wrong about the event that was to happen at the end of the time period. He misidentified the sanctuary that is said to be cleansed at the end of the prophecy. Sadly, Miller never accepted the new understanding that it is the heavenly sanctuary that was to be cleansed, nor did he ever accept the seventh-day Sabbath, both of which later became pillar doctrines of the Seventh-day Adventist church. However, he never gave up his faith that Jesus would soon return. Shortly after the great disappointment of October 22, 1844, Miller wrote, "I have fixed my mind on another time, and here I mean to stand until God gives me more light, and that is *today*, *TODAY*, and *TODAY* until He comes. It was from William Miller and the Millerite movement that eventually emerged the Seventh-day Adventist church.

Additional sources:

Bliss, Sylvester, *Memoirs of William Miller*, Joshua V. Himes, Boston, Massachusetts,



1853,426 pages (Reprinted by Leaves of Autumn Books in 1988.)

Cook, N. P., *A Brief History of William Miller*, Advent Christian Publication Society, Boston, Massachusetts, 1895 and 1910,387 pages. (Reprinted by The Review and Herald Publishing Association in 1915.)

Gale, Robert, *The Urgent Voice: The Story of William Miller*, Review and Herald Publishing Association, Washington, D. C., 1975, 158 pages.

Gordon, Paul A., *Herald of the Midnight Cry*, Pacific Press Publishing Association, Boise, Idaho, 1990, 123 pages.

70. Rachel Oakes-Preston (1809-1868): She was a Seventh-Day Baptist lay member who convinced a group of Millerite Adventists in Washington, New Hampshire, to accept the (seventh-day Sabbath. Rachel Oakes was there visiting her daughter Delight Oakes, the local school teacher. One Sunday while sitting in church (there were no local Seventh Day Baptists, so Rachel kept her Sabbath at home and then attended the local church on Sunday for Christian fellowship), Elder Frederick Wheeler the pastor was leading out in a communion sermon. He stated that al/ who profess Christ in such a service as this "should be ready to obey God and keep His commandments in all things." Later Mrs. Oakes informed him that she had almost risen during the meeting to tell him that he should push back the communion table and put the communion cloth back over it until he was ready to keep all the commandments, including the fourth. From that discussion, Frederick Wheeler returned home, studied his Bible and came to the conclusion that the fourth commandment does teach that the seventh-day Sabbath should be kept. In turn, Rachel Oakes soon afterwards became a Millerite Adventist.

Later Rachel Oakes, who was a widow at the time, married Nathan T. Preston, and moved away from Washington, New Hampshire. Not until the last year of her life did she actually join the Seventh-day Adventist church.

Additional Source:

Maxwell, C. Mervyn. *Tell It to the World*. Pacific Press Publishing Association, Nampa, Idaho, 1993, pp.67-73.

7p. Marcial Serna (1860-1935): Serna was the first Spanish-speaking Seventh-day Adventist minister of Mexican ancestry to work in the United States ~ He had served more than seventeen years as a minister of the Methodist Episcopal church in New Mexico prior to becoming a Seventh-day Adventist in 1898. When he joined the church, he brought along many of the members of his former congregation. Elder Serna later worked in Arizona, New Mexico, and California prior to his retirement in 1916.

Additional source:

Pohle, Myrtle A., *The Truth Seekers, Saga of the Southwest*, Pacific Press Publishing Association, Mountain View, California, 1983, pp 7-42.

7q. Annie Rebekah Smith (1828-1855): A talented poet, hymn writer and artist, Annie Smith contributed much to this movement in its early days. As a teenager she became a Millerite Adventist. However, as with so many others, after the Great Disappointment of October 22, 1844, she became discouraged and lost interest in religion. She decided to get an education and become a teacher. However, her mother continued to be concerned for her daughter's spiritual welfare. In 1851 while attending evangelistic meetings held by Joseph Bates, Annie accepted the seventh-day Sabbath. Later she assisted James White in publishing *The Advent Review and Sabbath Herald*. Several of her poems were published in the church paper and some were set to music. Three of her hymns are included in *The Seventh-day Adventist Hymnal*. Tragically, Annie contracted tuberculosis from which she later died.

Additional sources:

Graybill, Ron, "The life and Love of Annie Smith", *Adventist Heritage*, Summer, 1975, Volume 2, No.1, pp 14-23.

Graybill, Ron, "Annie Smith, Her Life and Love", *The Advent Review and Sabbath Herald*, April 1, 1976, Vol. 153, No. 14, pp 4-7.

Smith, Mrs. Rebekah, *Poems: With a Sketch of the Life and Expen'ence of Annie R. Smith*, John B. Clarke, Printer, Manchester, New Hampshire, 1871, pp 97-107.

7r. Uriah Smith (1832-1903): Like his older sister Annie, Uriah Smith was a Millerite Adventist as a young boy. But after the great disappointment of October 22, 1844, he too became discouraged and gave up interest in religion. And like his sister, he went to school to become a teacher, evincing no interest in religion at the time. In 1852 he became convinced of the Sabbath and soon joined James White in helping to publish *The Advent Review and Sabbath Herald*. When the paper and the printing press were moved from Rochester, New York, to Battle Creek, Michigan, in 1855, Uriah Smith was made editor. He was to serve a total of nearly fifty years on the editorial staff of the *Review*, about thirty-five of those years as editor.

In addition to his editorial work Elder Smith was also an author. He wrote many articles for the *Review*, a number of books, including his most famous which was the Adventist classic, *The Prophecies of Daniel and the Revelation*. Like his sister he was also a poet and artist, having designed the first woodcut illustrations for the *Review* even before actually becoming a Sabbath-keeper. Uriah Smith was also an inventor, and he had several patents issued to him. When the Seventh-day Adventist General Conference was organized in 1863, Uriah Smith was elected its first secretary. Elder Smith's contributions to this movement were many and varied.

Additional source:

Durand, Eugene F., *Yours in the Blessed Hope, Uriah Smith*, Review and Herald Publishing Association, Washington, D. C., 20012, 1980, 320 pages.

7s. Luther Warren (1864-1940): At the age of fourteen Luther Warren and his friend Harry Fenner organized at Hazelton, Michigan, what is usually recognized as the first Seventh-day Adventist young people's society. Later he became a minister and spent most of his ministry in working for young people.

Additional source:

Boucher, Sharon, *Luther Warren: Man of Prayer and Power*, Review and Herald Publishing Association, Washington, DC, 1959, 191 pages

7t. Frederick Wheeler (1811-1910): Generally considered to be the first ordained Millerite Adventist minister to accept the seventh-day Sabbath, Elder Frederick Wheeler was earlier a minister of the Methodist Episcopal Church. In 1844 while preaching a communion sermon at the Washington, New Hampshire, church, he urged the participants that day to be willing to keep God's commandments. Later, Rachel Oakes (Preston) pointed out to Elder Wheeler that he was not even keeping the fourth commandment himself. After careful investigation of the Bible teaching on the subject, Wheeler decided to keep the seventh-day Sabbath. Later he studied the Sabbath with Elder Joseph Bates when the latter man came from his home in Massachusetts to learn more about the topic. In 1851 Elder James White invited Wheeler to leave New Hampshire to minister elsewhere. Finally, in 1857 Wheeler moved to New York State where he lived the remainder of his long life.

7u. James White (1821-1881): Elder James White and his wife Ellen along with Elder Joseph Bates are considered to be the three co-founders of the Seventh-day Adventist church. As a young man James became a Millerite Adventist preacher. On his first three-month preaching tour, he converted one thousand people to the Lord. Although disappointed along with others when Christ did not return in 1844, James did not lose faith in the Second Advent.

In 1846 he and Ellen Harmon were married. A short time later they began to keep the Sabbath. In 1849 he published the new church's first periodical, *The Present Truth*. Later in 1852 he led out in efforts to purchase our first printing press, a Washington hand press. During those early years James White traveled among the few Sabbath-keepers who then existed, conducted evangelistic meetings, and wrote pamphlets and articles for the church paper, which he also edited.

In 1860 Elder White helped choose the denomination's name. Although he personally favored the name "Church of God," when "Seventh-day Adventist" was proposed, he supported the suggestion. Later in 1863 he helped organize the General Conference of Seventh-day Adventists. In fact, he was the first man to be chosen president of the new church, but declined to serve so that no one could accuse him of trying to grab power by getting the General Conference organized. James White also helped establish Battle Creek College in 1874 as well as found the *Signs of the Times*, originally published in Oakland, California.

Beginning in 1865 Elder White suffered a series of strokes that affected his health. In spite of that, he served ten years as president of the General Conference (1865-1867, 1869, 1871, 1874-1880). Often during these years he and his wife would attend as many as 'fifteen camp meetings in a year. Elder White died at the age of sixty in 1881, literally worn out from overwork in the cause of God.

Additional sources:

Robinson, Virgil, *James White*, Review and Herald Publishing Association, Washington, DC, 20012, 1976, 316 pages.

Thiele, Margaret Rossiter, *By Saddle and Sleigh: A Story of James White's Youth*, Review and Herald . Publishing Association, Washington, D. C. 20012, 1965, 128 pages.

White, James, *Life Incidents, in Connection With the Great Advent Movement, as Illustrated by The Three Angels of Revelation XIV*, Steam Press of the Seventh-Day Adventist Publishing Association, Battle Creek, Michigan, 1868, 373 pages. (Reprinted by Paradise View, Baronett, Wisconsin, no date).

8a. Conflict of the Ages Series: The series of five books that traces the story of the great controversy between Christ and Satan from the time prior to earth's creation when Satan fell, until the earth is once again made new after the millennium and sin is finally destroyed. The five books in the "Conflict of the Ages Series" and their dates of publication are: *Patriarchs and Prophets* (1890), *Prophets and Kings* (1917), *Desire of Ages* (1898), *Acts of the Apostles* (1 911) and *The Great Controversy* (1888, 1911).

8b. Ellen G. White Estate: When Ellen White wrote her will in 1912, she left her literary estate to a board of five church leaders, to be known as the Ellen G. White Estate. Upon her death in 1915 this separate corporation was organized. Her literary manuscripts remained in California until 1938 when they were transferred to the General Conference world headquarters building which was then located in Washington, D.C. Today, fifteen White Estate trustees representing various aspects of the church's worldwide work continue to

oversee the preservation of her original manuscripts, promote the publication and translation of Ellen White books, and authorize preparation of new compilations from her unpublished manuscripts as called for in her will.

8c. Elmshaven: Ellen White's home in northern California, where she lived from 1900 when she returned from Australia until her death in 1915, is named Elmshaven. During the years she lived at Elmshaven Mrs. White called for organizational changes in the church's structure that resulted in the creation of union conferences and world divisions. She also helped found the Paradise Valley, Glendale, and Loma Linda Sanitariums in southern California, as well as Madison College in Tennessee. In addition, she also wrote such well-known classics as *Education*, *Ministry of Healing*, *The Acts of the Apostles*, and *Prophets and Kings*, besides supervising the revision of *The Great Controversy* which came out in 1911.

8d. Gorham, Maine: It was here that twin girls, Ellen and Elizabeth Harmon were born on November 26, 1827, to Robert and Eunice Harmon. Ellen would later marry Elder James White; she lived until 1915. Her twin sister married Reuben Bangs, a grocer in Gorham; she lived in that area until her death in 1891.

8e. June 5, 1863: On this Friday evening in the home of Aaron Hilliard in Otsego, Michigan, God gave Ellen White a comprehensive vision on health reform. It covered the broad field of health and preventive medicine including the cause of disease, the care of the sick, remedial agencies, nutrition, stimulants and narcotics, childcare, and healthful attire.

Although as early as 1848 Mrs. White spoke about the harmful effects of tobacco, tea, and coffee, it was in this vision that the principles of health were first emphasized as part of the message of Seventh-day Adventists. Ellen White wrote, "I saw that it was a sacred duty to attend to our health, and arouse others to their duty." Based on the information shown her in this vision, Mrs. White now spoke against drugs and flesh meats, and urged the importance of pure air, exercise, and a proper diet.

8f. Lord's Messenger: This was the title that Ellen White applied to her own experience, rather than referring to herself as a prophetess. In 1906 she explained why she used this term to describe the work God had called her to do.

"Early in my youth I was asked several times, 'Are you a prophet? I have ever responded, I am the Lord's messenger. I know that many have called me a prophet, but I have made no claim to the title. My Saviour declared me to be His messenger.

"Why have I not claimed to be a prophet? --Because in these days many who boldly claim that they are prophets are a reproach to the cause of Christ; and because my work includes much more than the word 'prophet' signifies." *Selected Messages*, Book 1, p. 32

8g. White Home in Battle Creek, Michigan: The oldest remaining Adventist landmark in Battle Creek is the James and Ellen White home at 63-65 Wood Street. Built in 1856, Elder and Mrs. White lived here from 1856 to 1863. While living in this house Ellen White wrote out the Great Controversy vision that she had been given in Lovett's Grove, Ohio, on March 14, 1858. Her first written account of the vision appeared in September, 1858, in *Spiritual Gifts*, Volume 1, sometimes referred to as the first edition of *The Great Controversy*. It was in this house that James and Ellen's fourth son John Herbert White was born in 1860. He lived less than three months. Also while living there, the young church adopted Systematic

Benevolence in 1859, chose, the name "Seventh-day Adventist" in 1860, and organized its first local conference in 1861, the Michigan Conference.

8h. *Testimonies to the Church*: Now a nine-volume set of counsels for the church given by God to Ellen White, they originally appeared as thirty-seven individually numbered *Testimonies*, published during the years 1855 to 1909. Contained in the set is counsel for individuals, groups, as well as churches and institutions. Some is very specific in nature, while other messages are of a general character dealing with principles of Christian living and the mission of the church.

8i. Visions: Seventh-day Adventists believe that Ellen G. White received visions from God similar to those received by Biblical prophets. On those occasions, while she was totally unconscious of her surroundings, God would give her information covering a variety of topics. This she passed on to the church during her lifetime through spoken presentations either at public church gatherings or to individual committees and church boards, through private letters written to specific individuals for whom she was given counsel, or through her many written books.

In her early experience, Mrs. White's visions were often given during her waking hours and lasted from a few minutes up to about four hours. These early visions were generally accompanied by marked physical phenomena witnessed by many who were present while she was in vision: her eyes remained open, she did not breathe, her own body strength left her and she was totally unconscious of her surroundings the whole time she was in vision. The pioneers never viewed the physical phenomena as a primary proof of the divine origin of her visions, but rather felt that they were a secondary evidence of God's leading in Mrs. White's experience.

The real proof of the genuineness of the visions was in the content of their messages coupled with the results in changed lives that occurred when that counsel was followed. In later years Mrs. White's visions came as prophetic dreams during the night, though she tells us that the same angel messenger came in these night visions as had been present in her earlier day visions.

Seventh-day Adventists do not put Ellen White's visions on the same level as the Bible, though we have always -taught and believed that both are from God. She herself saw her visions as the lesser light given by God to lead us to the greater light--the Bible. (See *Colporteur Ministry*, p. 125.)

E. Enhance your knowledge of church heritage by:

1. Reading the book *The Pathfinder Story*, by John Hancock.
2. Earning the Adventist Church Heritage Award.
3. Reading a book about church heritage, such as:
  - a. *Anticipating the Advent*, by George Knight—a brief history of the Seventh-day Adventist Church
  - b. *Tell It to the World: The Story of Seventh-day Adventists*
  - c. *Light Bearers to the Remnant* (denominational history textbook for college classes)

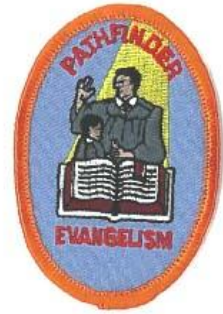
All materials are available from AdventSource, 5040 Prescott Avenue,  
Lincoln, Nebraska 68506. Phone: 1-800-328-0525.

### ADVENTIST CHURCH HERITAGE AWARD

1. Write or orally give a brief history of the beginning of the Seventh-day Adventist Church in your conference. Include the following:
  - a. Information about pioneer workers
  - b. Dates and places for the establishment of the first Adventist school and/or medical institution, if any
  - c. Information about conference youth camp(s)
2. Compile a brief history about your own local church and include the following:
  - a. Information from interviews with long-time church members, the church clerk, and/or the pastor
  - b. Information on the opening of any Adventist church schools, academies, medical or community service buildings associated with your local church
  - c. If possible, include photographs of facilities, charter members, and former and current pastors.
  - d. Draw a simple diagram showing how your local church is linked organizationally with the worldwide Seventh-day Adventist Church.
  - e. Send a copy of your written history to: Local Church History Collection, Heritage Room, Loma Linda University Library, Loma Linda, California 92350.
3. Compile a family faith chart showing the names and religious faiths of your ancestors for a minimum of four generations. If possible, include church affiliations and baptism dates for each individual listed on the chart.
4. Watch two segments of the *Keepers of the Flame* video series **OR** two of the *Hall of Faith* slide-tape programs. Show at least one of these programs to someone who is not a member of your family and discuss the content with him or her.
5. Know the history of Pathfinders as given by John Hancock's booklet *The Pathfinder Story*. Learn about the history of Pathfinders in your local conference.

6. Tell the importance of five of the following:
- |                             |                              |
|-----------------------------|------------------------------|
| a. Battle Creek Sanitarium  | i. Sabbath conferences       |
| b. Dime Tabernacle          | j. Systematic benevolence    |
| c. 1888 General Conference  | k. Three angels' messages    |
| d. May 21, 1863             | l. Tract Society             |
| e. Millerite movement       | m. Washington hand press     |
| f. October 22, 1844         | n. Wright, Michigan          |
| g. Pitcairn missionary ship | o. <i>Youth's Instructor</i> |
| h. <i>Present Truth</i>     |                              |
7. Know what impact seven of the following people had on the history of the Seventh-day Adventist Church:
- |                        |                         |
|------------------------|-------------------------|
| a. Martha Amadon       | l. Anna Knight          |
| b. John N. Andrews     | m. Kate Lindsay         |
| c. Joseph Bates        | n. William Miller       |
| d. John Byington       | o. Rachel Oakes-Preston |
| e. M. B. Czechowski    | p. Marcial Cerna        |
| f. Hiram Edson         | q. Annie Smith          |
| g. William Foy         | r. Uriah Smith          |
| h. John Hancock        | s. Luther Warren        |
| i. John Harvey Kellogg | t. Frederick Wheeler    |
| j. George King         | u. James White          |
| k. Charles M. Kinney   |                         |
8. Know the significance of five of the following that relate to the life and ministry of Ellen White:
- |                                |   |
|--------------------------------|---|
| a. Conflict of the Ages Series | f. Lord's Messenger                     |
| b. Ellen G. White Estate       | g. White home in Battle Creek, Michigan |
| c. Elmshaven                   | h. <i>Testimonies for the Church</i>    |
| d. Gorham, Maine               | i. Visions                              |
| e. June 5, 1963                |   |
9. Participate in either two skits or tell two stories for Sabbath School, church (children's story), school worship or chapel, singing bands, or a Pathfinder devotional. (Option: participate in one skit and tell one story.) Base the skits/stories on any of the following:
- The history of Adventism in your local conference
  - The history of your local church
  - Any historical events listed in requirement 6 or individuals listed in requirement 7.

# Pathfinder Evangelism Award



## Requirements:

1. Be a Pathfinder or Staff Member.
2. Attend at least ten meetings. (Evangelistic meetings, Daniel or Revelation Seminars. If less than ten are conducted, attend at least two-thirds of them.)
3. Participate at each of the meetings attended.
4. Wear your Pathfinder full-dress uniform (including scarf and sash) while participating.
5. Participate in at least four of the following:
  - a. Be an usher.
  - b. Pick up the offering.
  - c. Assist in the children's meetings.
  - d. Have scripture or prayer.
  - e. Assist in the set-up/take-down of the meetings.
  - f. Hand out the evening programs, brochures, etc.
  - g. Give a testimony of what Jesus has done recently for you.
  - h. Be a greeter.
  - i. Help operate a Pathfinder booth showing what the church has for its young people
  - j. Invite a guest (non-SDA) to attend the meetings and host him/her throughout the evening.
  - k. Prepare baked foods table (breads, etc.) to share as gifts or samples for the attendees
  - l. Contact at least ten (10) individuals by phone or in person inviting them to attend the meetings.
  - m. Participate in at least two Bible studies with at least one "interest."

## Awards

1. Patches will be presented to each Pathfinder and Staff Member who completes the requirements. This should be done at an appropriate program such as: 1) during the last evangelistic meeting, 2) a follow-up baptism Sabbath, or 3) another appropriate function.
2. During this time, an invitation should be extended to all young people of Pathfinder age (grades 5-10) to join the club.





## The President's Challenge

The President's Challenge is the premier program of the President's Council on Fitness, Sports, and Nutrition administered through a co-sponsorship agreement with the Amateur Athletic Union. The President's Challenge helps people of all ages and abilities increase their physical activity and improve their fitness through research-based information, easy-to-use tools, and friendly motivation. Since our founding as a fitness test for youth in the 1960s, we've grown to include these challenges:



This program truly lives up to its name. The Presidential Active Lifestyle Award challenge will help you add physical activity to your life—and now, it will also help improve your eating habits. (That's why we're calling it PALA+.) Get active and eat better, and you'll feel better, too. Plus, you'll earn an award.



**Presidential Physical Fitness Award**  
Wow! These kids are seriously fit! This award recognizes students who achieve an outstanding level of physical fitness. To earn this award, students must score at or above the 85th percentile on all five activities, based on our award benchmarks.



**National Physical Fitness Award**  
Impressive! These kids clearly have a great fundamental level of fitness. Students earn this award for scoring above the 50th percentile on all five activities, based on our award benchmarks.

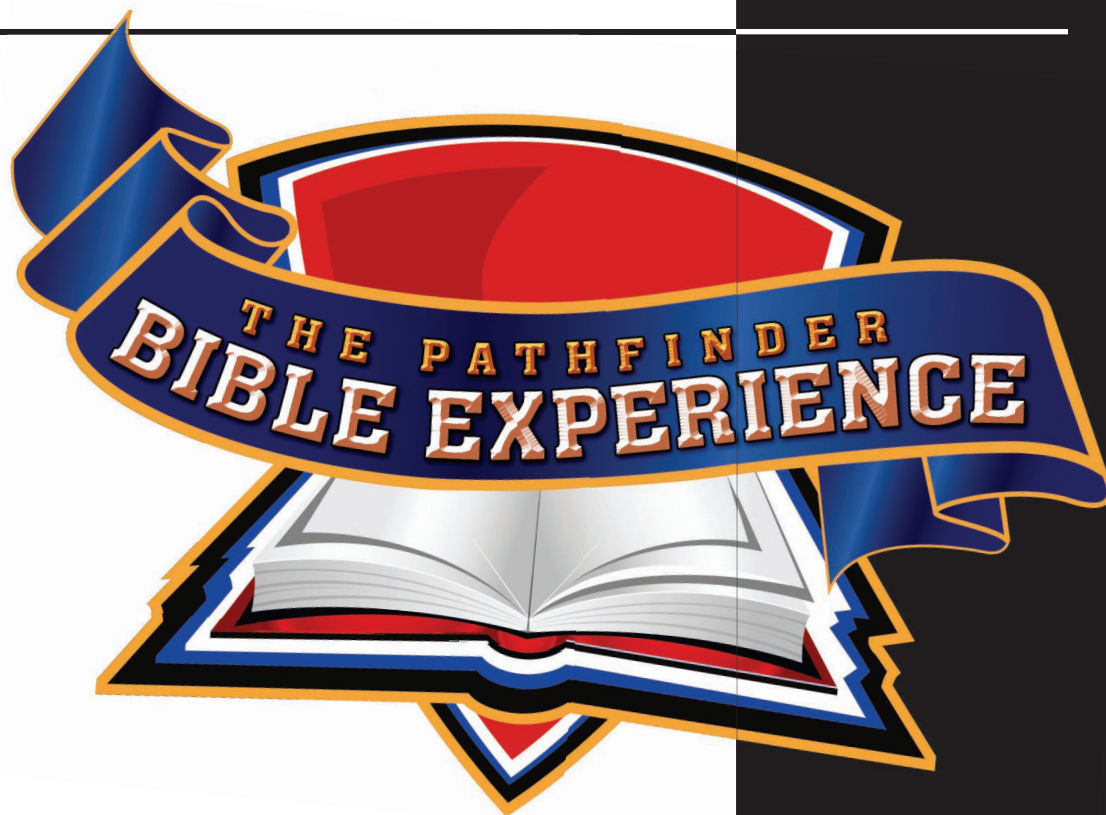


**Participant Physical Fitness Award**  
Woo hoo! There's room for improvement, but these students showed great heart. Students earn this award if they participate in all five activities, and one or more of their scores fall below the 50th percentile.

For more information and to get started go to [www.presidentschallenge.org](http://www.presidentschallenge.org)

2012 Edition

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# The Pathfinder Bible Experience

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A team Bible knowledge challenge



North  
American  
Division  
Pathfinder  
Ministries

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## Historical Note

*Bible Bowls* have been around for years, both in the Adventist realm and outside it.

In 1979 BAYDA, the Black Adventist Youth Directors Association, launched a Bible Bowl program that continues to minister today.

In 1987 Elder Terry Dodge started a Pathfinder Bible Bowl in Wyoming that was later adopted by the Rocky Mountain Conf. and is used in many conferences today under the name Pathfinder Bible Achievement.

In 1993, under the direction of the NAD Pathfinder Director Elder Norm Middag, the NAD Pathfinder Committee voted a Pathfinder Bible Bowl program. Many of the various models used today are similar to that program.

Mid-America Union developed a program that is used union wide. Other conferences including but not limited to Florida, Southeastern California, Georgia Cumberland and Arkansas-Louisiana have also developed programs.

As programs proliferated, the NAD Pathfinder Committee voted in 2002, to “encourage Bible Bowls across our division, on all levels (local club, area, conference, union, and inter-union), but not to have any official NAD Bible Bowl at the present.”

Since then a growing number of requests have been made to the NAD Pathfinder Committee to reintroduce an official Pathfinder Bible Bowl Ministry program that would be directed and managed through the NAD with the hope of bringing all of our Pathfinders together.

So in 2009, under the direction of the Pathfinder Committee, the division brought together all representatives of the various known models and invited them to contribute to the development of a new program, a program that would become *The Pathfinder Bible Experience (PBE)*.

On behalf of the NAD Pathfinder Committee and Director, Elder James Black, Glen Milam - PBE Taskforce Chair, and the Pathfinders, we would like to thank Lila Barton, Myrlin Brooks, Gene Clapp, Wayne Davidson, Terry Dodge, Josue Feliciano, Brad Forbes, Cyril Millet, Marlene Perry, Eric Penick, Maurice Turner, Joe White, Allan Williamson and others for their participation and commitment in the development of this ministry resource.

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*AdventSource  
5040 Prescott Avenue, Lincoln, Nebraska 68506  
Call 1-800-328-0525 for a catalog, or to order.  
[www.adventsource.org](http://www.adventsource.org)*

2012 Edition



# The Pathfinder Bible Experience

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**North  
American  
Division  
Pathfinder  
Ministries**

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**Books to Study for  
2013 are  
Acts and  
1st & 2nd  
Thessalonians**

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# Introduction

**T**he *Pathfinder Bible Experience* is a team based challenge that tests the groups knowledge of sections of scripture. Each year a new block of scripture is assigned and excited Pathfinders commit themselves to immersing themselves in those passages of God's Word.

Then in February, after months of study, they gather together with other teams in their area to test their knowledge against a set of questions drawn from the scriptures they have been covering.

If they answer a high enough percentage of the questions correctly, they advance to a Conference level event, then a Union level, and finally a Division level event, typically held in April.

Each team competes against a standard, and all who perform to the designated percentage advance. Meeting together adds a sense of excitement and an additional level of adrenaline that spurs participants on to higher levels of recall. Yet any and all can advance, based solely on their efforts.

## What about Bible Bowl?

There are dozens, perhaps hundreds of Bible Quiz programs out there. Many of them called *Bible Bowl* or some form of that name. There are close to a dozen originating in the Adventist Church in North America alone. All offer their own unique methodologies and guidelines, and have their own dedicated leadership teams and followings. However, *The Pathfinder Bible Experience* is the official NAD Pathfinder Bible quiz program.

## We like our way. Do we have to switch?

NAD Pathfinder Ministry does not require that Pathfinder clubs, conferences or unions in North America use *The Pathfinder Bible Experience* as their model. They are welcome to continue with whatever program they have been using, or even come up with a new one if they so choose.

In fact, if a club, conference or union chooses to use another model, they are still welcome to join in with *The Pathfinder Bible Experience*. They would register to enter play at the level above where their model stops. The only requirement is that the team must have completed the prior level at the same percentage that *The Pathfinder Bible Experience* requires to advance.

Please recognize that if you participate in a different model at lower levels of play, you will have to deal with various disadvantages as the method of play will be different.

And of course you have to have studied the passages of scripture that are being used by *The Pathfinder Bible Experience* that year, or you would be at a terrible disadvantage. Leaders of the three most common current models used by Adventists in North America have agreed to coordinate the selection of scripture to be covered each year, so this should make it easier to cross over if you so choose.

*For whatever things were written before were written for our learning, that we through the patience and comfort of the Scriptures might have hope.*

—ROMANS 15:4

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## Purpose

The purpose of *The Pathfinder Bible Experience* is to promote and encourage in depth Bible study and memorization by Pathfinders, so their understanding of scripture will increase and their relationship to Christ will grow.



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Sanctify them by Your truth. Your word is truth.

— JOHN 17:17 (NKJV)

*Above all, you must understand that no prophecy of Scripture came about by the prophets' own interpretation. For prophecy never had its origin in the will of man, but men spoke from God as they were carried along by the Holy Spirit.*

— 2 PETER 1:20-21 (NIV)

*It is not safe for us to turn from the Holy Scriptures with only a casual reading of their sacred pages... Rein the mind up to the high task that has been set before it, and study with determined interest, that you may understand divine truth. Those who do this will be surprised to find what the mind can attain. The mind must be restrained and not allowed to wander. It should be trained to dwell upon the Scriptures and upon noble, elevating themes. Portions of Scripture, even whole chapters, may be committed to memory to be repeated when Satan comes in with his temptations.*

— ELLEN G. WHITE  
IN *MIND, CHARACTER, AND PERSONALITY*,  
VOL. 1. PAGE 95

*Your word is a lamp to my feet and a light to my path.*

— PSALMS 119:105 (NKJV)

# Scripture

## Translations

- English: *New King James* (Thomas Nelson Pathfinder Edition recommended)
- Spanish: *Nueva Reina Valera 2000*
- French: *Version Louis Segond en Français*

## Scripture Coverage

The NAD *Pathfinder Bible Experience* (PBE) team will assign a book, books or sections of books of the Bible, totaling between 40 and 50 chapters per year. *The Pathfinder Bible Experience* also includes the relevant introductory text in the *SDA Bible Commentary* for the scriptures covered.

The 2012 *The Pathfinder Bible Experience* will cover Mark (16 ch.), I Samuel (31 ch.) & *SDA Bible Commentary* book introductions. The Division level will be held at the General Conference Auditorium in Silver Spring, MD on April 21, 2012.

## Questions

The questions for each level of *The Pathfinder Bible Experience* will be distributed by the NAD *Pathfinder Bible Experience* Coordinator to the appropriate individuals at each participating conference and union.

All questions are prepared by persons appointed by the NAD Pathfinder Director. Questions are developed from the Pathfinder Edition of the *New King James Version of the Bible* and the latest edition of the *SDA Bible Commentary* book introductions for the affiliated scriptural passages. Less than 10% of the questions will come from the commentary.

Questions are written to stand alone and be able to be answered individually. Most require single word or short phrase answers. *The Pathfinder Bible Experience* does not use multiple choice questions. There should be limited use of true and false questions. Questions should always include the scriptural reference.

The NAD *Pathfinder Bible Experience* Coordinator will coordinate the translation of all the questions into Spanish and French.

All questions will be in harmony with the beliefs of the Seventh-day Adventist Church.

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# Team requirements

Teams are made up of two to six (2-6) Pathfinders from a single club. Clubs may have multiple teams participate, so long as each team has at least four (4) unique Pathfinders on each team.

Teams should be as complete as possible. For example a club would not be allowed to field three teams of four (4) participants, but they could field two teams of six (6) participants from that club.

Each team is comprised of the following:

- 2 to 6 currently enrolled Pathfinders in grades 5-10:
  - A **TEAM CAPTAIN**
  - A **TEAM SCRIBE**
  - Up to four (4) additional team members
- An alternate
- A non-playing **COACH**

## Team Captain

During play, it is the duty of the **TEAM CAPTAIN** to listen to the consultation of the team and then tell the **TEAM SCRIBE** what answer to write.

It is also the duty of the **TEAM CAPTAIN** to determine if the team wishes to challenge the decision of their **GRADER** after an answer is scored.

## Team Scribe

During play, it is the duty of the **TEAM SCRIBE** to write the answer on the appropriate answer card. They are to await the final decision by the **TEAM CAPTAIN** before they start writing.

## Alternate

Each team is encouraged to have an alternate participant ready to fill in if a regular team member is unable to attend an event, or becomes ill during an event. The alternate may also switch out with a regular team member at the intermission of the game. A switch is only allowed once per game, per team.

## Coach

A club staff member, pastor, or committed parent acts as the teams **COACH**. Their role is to coordinate training and to motivate the team. Additional adults are welcome to assist with training, but there should be one official or “chief” coach per club in charge of coordinating the PBE efforts of the club.

## Uniform requirements

All team members must be in full dress uniform as described by the latest version of the *NAD Pathfinder Staff Manual* in order to participate at any level event. This uniform normally includes: Dress uniform shirt with proper insignia, dress uniform pants or skirt, authorized socks or stockings, authorized shoes, Pathfinder belt, Pathfinder scarf and slide and the Pathfinder Sash.

## Board approval

As with all Pathfinder events, the church board, or a board appointed body, must vote participation approval as well as acknowledgement of the specific event dates for inclusion on the local church calendar.



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# Preparation

## Scripture

*Therefore, whether you eat or drink, or whatever you do, do all to the glory of God.*

— 1 CORINTHIANS 10:31

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### Sample Question

**Q:** From Acts 8:9, what was the name of the sorcerer who boasted that he was someone great?

**A:** Simon.

### Decide to participate

Participation in *The Pathfinder Bible Experience* should not be made lightly or at the last minute. For you to achieve the purpose of the event, the Pathfinders need to have made a serious commitment to Bible study. To be fair to them, this means an early start, and thorough preparations.

In September you need to be encouraging participation and promote the event. Study should begin soon thereafter.

Club staff are encouraged to use the selected scripture as a thematic focus for meeting worships, outreach events and other activities as this will help reinforce the content, as well as connect non-participating Pathfinders with those who are studying for *The Pathfinder Bible Experience*.

### Practice questions

During the fall of the year, have various individuals prepare practice questions covering the sections of scripture for the year and the related book introductions from *The SDA Bible Commentary*. Ask your pastor, teachers, Sabbath School leaders, parents and regular church members. You might even arrange to share practice questions with other clubs in your area or conference.

Questions must stand alone and be able to be answered individually. Most should require single word or short phrase answers. *The Pathfinder Bible Experience* does not use multiple choice questions. There should be limited use of true and false questions.

Questions should always include the scriptural reference.

### Reading and memorization

Each team member should read the full text multiple times.

Many find it helpful to break the text into several blocks and have participants focus on smaller sections, so that you have two specialists on each third of the material, but make sure that each one covers all of it as well.

The age of Pathfinders allows them to be masters of memorization. While it takes lots of work it is an extremely effective method of preparation for the challenge.

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## Audio learning

The *NKJV* is available from several companies on tape, CD, and as digital downloads. Listening to the readings can dramatically improve a participant's recall abilities later. They can be played in a vehicle while traveling to a campout, or as a worship, or even in headphones while doing chores at home or community service projects with the club.

The club could also make their own recordings of the book and share them amongst the team members.

Dramatized versions are also available. These make it even more interesting and the Pathfinders can then see the verses in their mind when the questions are asked.

## Practice events

During December and January, provide several opportunities for the Pathfinders to practice against other teams from within the club or special practice teams made up of church members.

Have the Pathfinders take turns acting as scribe and writing out the answers. You may find that some have better skills at this than others.

You may wish to get other Pathfinder Clubs together to hold practice events to encourage everyone to reach the highest level. This way you can share practice test questions as well as get a feel for what the real event will be like.

## Meeting frequency

If the team is to truly succeed they will need to meet together more often than for a few minutes during each weekly Pathfinder meeting. Most top teams will need to meet several hours a week in the fall to study together, and two or three times a week during January and early February. They will need to continue to meet a couple of times a week if they want to continue in first place at more advanced levels.

## Other creative ideas

- Encourage the team, in fact the entire club, to read the assigned scriptures during private and family worship.
- Enlist the help of the Sabbath School departments to play games and have activities that will cover the assigned scriptures.
- Have a mock event with the entire church.

## Team Selection

At some point in late fall, the COACH, in consultation with the club staff and the interested Pathfinders will need to establish specific team(s) that will participate.

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## Audio Bible Sources

Audio versions of the *NKJV* Bible are available at:

[AdventSource.com](http://AdventSource.com)

Check out these web sites for the latest deals on audio *NKJV* bibles. Go to the web site and in their search field type: audio *NKJV*.

[adventistbookcenter.com](http://adventistbookcenter.com)

[christianbook.com](http://christianbook.com)

[amazon.com](http://amazon.com)

[biblebible.com](http://biblebible.com)

[learnoutloud.com](http://learnoutloud.com)

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# The program

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## Forms

All forms are available on line at:

- pathfindersonline.org
- adventsource.com

## Registration

In early January the club should send in their *Area Level: The Pathfinder Bible Experience Registration Form* to the local conference.

Your conference may determine a different way to register, or they may send you the form in the mail or as an e-mail attachment in late December or early January.

## Levels

Play takes place at four levels: Area, Conference, Union, and Division. After participation in the local area event, all teams holding a first place finish advance to the next level. After participation in the conference event, all teams holding a first place finish advance to the union level, and so on. That means that a team could participate in up to four different levels at four different locations.

### Area Level

Conferences across the division use several different names and methods of dividing their territory into smaller geographic regions. Some call them regions, some federations, some sections, but most call them areas, so that is the term we use. Area level events bring together teams from within a portion of a conference. Obviously you want at least two teams and preferably more in an area event. Ideally an area event would include 2 to 10 teams, but it is possible have more.

Within the conference, there could be as few as two (2) areas or many areas. Each team registers with the conference their desire to participate in *The Pathfinder Bible Experience*. The conference coordinates the running of area level events based on the number and location of teams registered to participate.

The conference or a coordinator arranges a venue for each area level event. Ideally the location would rotate over the years to the various churches in the area represented by the participating teams. This encourages church participation and adds some home team spirit.

### Single team in an area

In some cases, there might only be one team participating from an area in a conference. If this is the case, then multiple areas should be combined so there are at least two teams in the event.

In extreme cases you might have to join with teams from an entirely different conference or union to compete at this level.

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## How to progress

1. A team participates in an Area Level event. If they earn a first place standing they advance to the conference level event.
2. At the Conference Level event, all teams earning a first place standing advance to the union level event.
3. At the Union Level event, all teams earning a first place standing advance to the division level event.
4. At the Division Level event, all teams earning a first place standing will be acknowledged appropriately!

Not all teams who earn a first place standing choose to go to the next level due to other obligations or to the expense of travel.

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## Conference Level

All teams with first place scores are eligible for participation in the conference level event.

A large enough facility, such as a large church, church school or academy would be chosen that is centrally located to host the number of first place teams that would be participating in this level. First place teams from the area do not need to register for the conference but they do need to confirm that they will be participating.

### Single team in a conference

In some cases, there might be only one team in an entire conference. In this case the team will need to make arrangements to participate in a neighboring conference so that there are at least two teams in the event.

In extreme cases you might have to join with teams from an entirely different union to compete at this level.

## Union Level

All first place teams from the conference event are eligible to participate in the union level event.

A large enough facility, such as a large church, academy or college would be chosen that is centrally located within the Union to host the event.

At this level each conference will need to register their first place teams with *The Pathfinder Bible Experience* Union Coordinator so proper arrangements can be made. This confirmation can be done by phone, fax, or e-mail.

There may be anywhere from one to several conferences participating.

If there is no Union youth director to lead out in the program, then one of the conference directors, or a conference coordinator may coordinate this level so the various conferences may participate at this level and all first place teams will be able to move on to the division level.

### Single team in a union

In some cases, there might be only one team in an entire union. In this case the team will need to make arrangements to participate in a neighboring union so that there are at least two teams in the event.

## Division Level

All first place teams from the union event are then eligible to participate in the division level event. Those attending the division *Pathfinder Bible Experience* have placed first in all three prior levels: Area, Conference, and Union. You cannot skip a level, you must participate at all levels. Each conference will need to register their first place teams from the Union event with *The Pathfinder Bible Experience* Division Coordinator. This confirmation can be done by fax, mail or e-mail.

A large enough facility, such as a large church, academy or college would be chosen to host the event.

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## Event Dates

**Area** The first Sabbath in February

**Conference** The first Sabbath of March.

**Union** The last Sabbath in March

**Division** The third Sabbath in April.

The local conference and union may alter the date forward or backward a week according to their unique scheduling needs.

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# The Event

## Equipment & Supplies Needed

Each location hosting *The Pathfinder Bible Experience* event will need to have certain equipment and supplies on hand.

- A large projection screen
- An LCD projector
- A computer loaded with MicroSoft PowerPoint, and a power cord
- A PowerPoint presentation of the proper level questions and answers
- A projector stand.
- A table for the computer
- Cables to connect the computer to the projector
- A table for the APPEAL JUDGES
- Three chairs for the APPEAL JUDGES
- A podium and microphone for the QUIZ MASTER
- A table for the CLERK. (The QUIZ MASTER may also sit at the table rather than stand at a podium.)
- Two chairs, one for the CLERK and one for the QUIZ MASTER.
- A stop watch or other method of keeping accurate track of seconds of time for the CLERK
- 100 sheets of pre-numbered paper or card stock per team on which the team scribe will write their answers
- A marker per team for the scribe
- A score card and pen for each team GRADER

This section outlines the organizational needs and tasks of coordinators at all levels of *The Pathfinder Bible Experience*.

## Coordination

See *The Program; Levels*, on page 8 for details.

## Question distribution

Participating conferences will receive a copy of the questions in time for their area and conference levels. Participating unions will receive a copy of the questions in time for their level. Each level will have a new set of questions that would increase in difficulty as the levels increase.

## Event flow, play & details

Times listed are approximate. Remember, the more teams participating, the more time will be required.

### Event preparation by the event staff - 1:00 PM

1. Arrive at the site far enough ahead of the starting time to have set up complete before the teams arrive.
2. Confirm that the building is open, lights are on, temperature is set, and rest rooms are accessible.
3. Set up the equipment.
4. Set up the tables and chairs for the QUIZ MASTER, CLERK and the three APPEAL JUDGES.
5. Set up seating for the participating teams. Six members plus a GRADER.
6. Set up chairs near the teams for their COURIER. One COURIER for every four teams.

### Event preparation by the team - Times vary according to distance

1. Be dressed in full dress uniform.
2. Arrive at the site on time.

### Staff Briefing - 2:00 PM

- The PBE COORDINATOR meets with the event staff to review policies and answer questions and has prayer with them.

### Team Check in - 2:15 PM

- As the team checks in they are assigned a circle of chairs.
- They are given their answer cards and their pen.
- They are introduced to the GRADER and GRADER
- Team members turn over all electronic devices, Bibles, and notes in their possession to club staff or attending parents.

### Welcome - 2:30 PM

- The QUIZ MASTER welcomes the group and introduces the staff and the participating teams.

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## Opening Exercises - 2:35 PM

- Prayer
- Pledge and Law
- Pathfinder Song

## Song Service (Optional) - 2:40 PM

- Two or three songs

## Instructions - 2:45 PM

- The QUIZ MASTER reviews the rules of play listed under Quiz Part 1. The rules should be projected on the screen while the QUIZ MASTER reviews them.
- They also review the grounds for disqualification and expulsion as listed in the manual and remind them that no one on the team may have any electronic device on their person during the event.
- Remind the audience and the teams that Christian decorum is expected of all present.

## Quiz Part 1 - 2:50 PM

- Half the questions will be asked during part 1.
- The first question is projected on the screen and the QUIZ MASTER reads it twice. If the question is worth more than one point the QUIZ MASTER will announce the point value before reading the question. For example, “For two points, name Adam’s first two sons.”
- When the QUIZ MASTER has read the question twice, the CLERK starts the stop watch and runs it for 10 seconds. During this time the team discusses and determines the answer. The TEAM CAPTAIN makes the final decision and tells the scribe what to write.
- At 10 seconds the CLERK will call “Time” and the TEAM SCRIBE must write, without hesitation, the answer on the pre-numbered paper for that question.
- Answers may be written before time is called.
- After an appropriate pause of about 3 seconds for the TEAM SCRIBE to write the answer. The QUIZ MASTER will change the slide and read the answer twice. A longer pause would be made for multipart answers.
- At this time the GRADER will determine if the team correctly answered the question and writes the question score on the score card and keeps a running total of the teams complete score. If the team did not have an answer decided when “Time” was called, they do not receive points for their answer.
- If the team feels that the GRADER scored them incorrectly, they say to the GRADER “Challenge.” The GRADER then takes the answer card and gives it to a COURIER, who walks the card to the APPEAL PANEL. The APPEAL PANEL JUDGES consider the answer and determine the final point value of the answer, writing the score on the card. Their decision is final. No additional appeal is allowed. The COURIER then returns the card to the GRADER who adjusts the score per the APPEAL PANEL instructions.
  - Regular play continues while appeals are being made.
  - GRADERS may not refuse a challenge.
  - The APPEAL PANEL may deny a team the right to appeal if the team

# Disqualification

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## Individual Disqualification

A team member will be disqualified if they are not wearing the complete dress uniform or if they are not in grades 5-10.

Coaches are to see that each team member is in proper uniform.

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## Team Disqualification

Because the same questions are used in all areas, conferences, and unions, teams are prohibited from communicating with other teams in regards to any official question being used and any level of *The Pathfinder Bible Experience* program that year.

If this kind of contact takes place and is discovered the team would be disqualified from any further participation and would forfeit all standings from prior participation that year.

Each team member must sign an *Integrity Pledge* at each level affirming amongst other things, that they have not had usage of official questions except during the event itself. The *Integrity Pledge* is available on line.

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## Point Disqualification & Team Expulsion

Any points earned during play, while being coached, commented to, or prodded by an audience member through any channel or method will be revoked.

A second instance during the same day of play will result in the team being expelled from play, and makes them ineligible to participate in any higher levels that year.



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## Variations of NKJV

There are at least two different manuscripts for the *New King James Version of the Bible*. The variations are minor and infrequent, but they do exist. Teams are encouraged to bring along the actual Bible with which they studied.

Pathfinders should be encouraged to use the latest edition of the *Pathfinder Bible*.

is felt to be challenging every wrong answer they get. However the Appeal Panel should be very cautious in their decision to deny a team further appeals, just as the team should be reasonable in the frequency of their challenges.

- At the end of the half the QUIZ MASTER announces intermission.
- The GRADER writes in the total score for the half on the Scorecard.

## Intermission - 3:35 PM

- 5 minutes
- During this time the GRADER double checks the running totals.
- During intermission, a team may choose to replace one of their team members with their designated alternate.

## Quiz Part 2 - 3:40 PM

- The second half of the questions are asked.
- Play proceeds in the same manner as outlined in Quiz Part 1.
- At the end of play, the GRADER writes the second half total on the score card and also total for both halves.
- The GRADER double checks the second half total, and the final total.
- The GRADER then takes the score card to the CLERK.

## Devotional (Optional) - 4:25 PM

- A 10 minute devotional based on the section of scripture that is being covered.
- This also gives the CLERK time to finalize the awards.

## Offering (Optional) - 4:35 PM

- The collection of an offering is at the discretion of the PBE COORDINATOR. If one is collected, the funds should be used to defray the expenses of the program or to provide travel support to the teams moving on to the next level.

## Presentation of Awards - 4:40 PM

- The PBE COORDINATOR or the QUIZ MASTER will present the awards earned during the event. Every team receives an award, as all are winners as the children of God.
- To lessen the competitive spirit, exact points are not given or stated publicly during the program. Only the place standings are announced.
- Standings are announced by calling the clubs in alphabetical order and stating their standing. It is PBE policy that specific scores are never announced or released.
- Each team receives a *Certificate of Participation*.
- Each individual participant receives an award. (Still under development)

## Closing Prayer - 4:50 PM

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## Forms

All forms are available on line at:

- [pathfindersonline.org](http://pathfindersonline.org)
- [adventsource.com](http://adventsource.com)

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## Optional ideas

- Arrange to have a photographer present to take historical and promotional pictures that can be used in the conference or union paper or web site. You may need to have everyone sign a photo release, though in most cases like this you are not required to as it is a public event and the photos will be used for editorial use rather than commercial use.
- Have canned or live music playing in the event area as the teams and audience arrive. Sometimes this contributes to ever increasing noise levels.
- Have programs printed that list the details of the event, the rules and the teams participating. You could also list the next level event, date, and location.
- Provide blank answer sheets to audience members so that they can test their own knowledge of the scriptures.

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## Standings

90 Questions will be asked at each level of play. Points are awarded for correct answers. Ranking are established by “grading on the curve.”

Ranking is as follows:

- A score of 90% or above, as compared to the top score earned at that event, earns the team a first place standing.
- A score of 80-89%, as compared to the top score earned at that event, earns the team a second place standing.
- A score 79%, as compared to the top score earned at that event, or below earns the team a third place standing.



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# Personnel & their duties

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## PBE Coordinator

The person responsible for *The Pathfinder Bible Experience* at each level is the PBE COORDINATOR.

At the area level this would normally be the AREA COORDINATOR or their designee. \*

At the conference level this would normally be the CONFERENCE YOUTH DIRECTOR, CONFERENCE PATHFINDER DIRECTOR or their designee.\*

At the union level this would normally be the UNION YOUTH DIRECTOR, UNION PATHFINDER DIRECTOR, UNION PATHFINDER COORDINATOR, their designee or a person appointed to that role by the CONFERENCE YOUTH DIRECTORS in that union.

At the division level this would normally be the a person designated by the DIVISION YOUTH DIRECTOR.

The PBE Coordinators responsibilities are:

- to oversee organization of at least one level of the program, from registration through completion. A conference level coordinator will most likely oversee all area levels as well as the conference level.
- to arrange for the needed personnel in a timely manner
- to arrange for the meeting venue
- in the case of conference and union level coordinators, to act as contact with the DIVISION PBE COORDINATOR.

\*If a club wishes to participate in the PBE program, but their conference does not wish to participate, the club PBE COACH should contact the DIVISION PBE COORDINATOR directly for further instructions.

Personnel are appointed by the PBE COORDINATOR for the level at which they will be working. For example, the CONFERENCE PBE COORDINATOR would appoint the QUIZ MASTER, CLERK, GRADERS, JUDGES and COURIERS for the conference level event.

## Quiz Master

The QUIZ MASTER acts as host and MC for the event, and reads the questions. They read each question twice. It is recommended that the PBE COORDINATOR not be the QUIZ MASTER so that they may deal with issues that may arise during play.

They can be the YOUTH DIRECTOR, CONFERENCE PATHFINDER DIRECTOR, a pastor, an AREA COORDINATOR or even a LOCAL PATHFINDER DIRECTOR.

## Clerk

The CLERK, with the use of a stopwatch or other technology, regulates the 10 second discussion period while the team determines the answer that would be recorded. The time begins after the question is read twice by the QUIZ MASTER.

The CLERK will call the end of time, loud enough for all the participating teams to hear.

The CLERK receives the completed score cards from each GRADER and tabulates final team standings.

The CLERK, is appointed by the PBE coordinator at each level. They should be an adult with no specific club affiliation.

## Grader

Each team needs an adult GRADER. They must be from a different club than the one they are grading, and preferably not affiliated with any club.

The GRADERS job is to determine if the answer given by the team is correct or not. Once they have made the determination they record the score.

The GRADER keeps track of the team's answer score and cumulative score on the teams score sheet. See *Score sheet* in forms section of this manual.

At intermission and at the end of the round they will double check the running total for accuracy.

It is also the GRADERS duty to watch for inappropriate communication between team members and anyone in the audience. Any points earned during play, while being coached, commented to, or prodded by an audience member through any channel or method will be revoked by the GRADER, and reported to the PBE COORDINATOR.

A second instance of coaching etc., during the same day of play will result the in the team being disqualified from that level and any future level that year.

## Specific issues of grading

Accurate spelling is not required, but the answer must be recognizable.

To assist with accurate grading, the answer sheet for any question that has three (3) or more points should be given to the GRADER while the answers are

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given by the QUIZ MASTER so they can be checked off one by one.

*The Pathfinder Bible Experience* questions are not multiple choice. Therefore, additional answers given beyond the number requested are not accepted. The team must cross off any answer they do not want in the list or the first answers will be the accepted ones.

Direct quotes from the Bible and fill in the blanks must be exact words in the exact order.

### **Appeal Panel Judge**

Three (3) adults serve as APPEAL PANEL JUDGES. APPEAL PANEL JUDGES determine the teams score for a grade they have challenged on a specific question.

APPEAL PANEL JUDGES should be individuals with Biblical knowledge and a keen sense of fair play and justice. Pastors, church elders or Bible teachers would be excellent candidates for these positions.

The panel also meets one hour before the event to review the questions and confirm that they are as clear as possible. If there is any change made in a question, it must be modified on the judges printed question list, AND the electronic file the QUIZ MASTER uses.

If two languages are used, then there must be at least two judges per language for a total of four judges. There could be up to three judges per language.

If three languages are used, then again there must be at least two judges per language for a total of six judges. There could be up to three judges per language.

### **Specific issues on judging**

Direct quotes from the Bible with fill in the blank answers must be exact words in the exact order.

The judges are to uphold the answers given by the QUIZ MASTER for each question. If the answer is different than the one given by the QUIZ MASTER, it can only be accepted if it is found to be correct in the printed version of the *New King James Version*, *Nueva Reina Valera 2000*, *Version Louis Segond en Français* and the *SDA Bible Commentary* book introductions.

### **Courier**

In case of a challenge, a COURIER walks the contested answer sheet to the APPEAL PANEL JUDGES. The PBE COORDINATOR will provide a COURIER for every four teams or fraction thereof. COURIERS can be non-playing Pathfinders or Adventurers. Once the APPEAL PANEL JUDGES have made a decision, the COURIER will return the contested answer sheet back to the team GRADER for grade updating.

### **Song Leader**

A SONG LEADER, pianist, guitarist, or praise team to lead a short song service at the beginning of the event.

### **Devotional Speaker**

Someone to give a 10 minute devotional based on the section of scripture that is being covered.

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**Seal purchasing info**

Seals are available at  
AdventSource.com

# Forms of Recognition

## Certificates

Each team participating receives a certificate indicating the level of play (area, conference, union, or division) and their standing (first, second, or third) in the event. See sample in the back of this manual.

These certificates can be printed up before the event, except of course for their standing.

### Certificate Seal

The certificate has a foil seal that is attached at the end of the event to indicate the standing of the team at the finish of the level event.

### Authenticating Signature

Each certificate is signed by the PBE COORDINATOR for the level in which they are participating.

At the area level, this would typically be an AREA COORDINATOR, YOUTH DIRECTOR or CONFERENCE PATHFINDER DIRECTOR. At the conference level it would typically be the YOUTH DIRECTOR or CONFERENCE PATHFINDER DIRECTOR. At the union it could be either the person in charge of Pathfinders for the union, the UNION PBE COORDINATOR or the UNION PRESIDENT. At the division it would be the DIVISION PBE COORDINATOR, the DIVISION YOUTH DIRECTOR, or the DIVISION PRESIDENT.

**Other forms of recognition are under consideration.**

# Additional Notes

## Travel & Lodging Expenses

Travel to and from the event location is the responsibility of the club unless other arrangements are made by your conference. There is apt to be economic value for teams to travel together to union and division level events.

## Meals

Meals for the team is the responsibility of the local club. Sometimes the event host church, club or school will arrange a fellowship meal following the event.

At the union and division level, leadership is encouraged to prepare at least the evening meal if not the noon lunch as well.

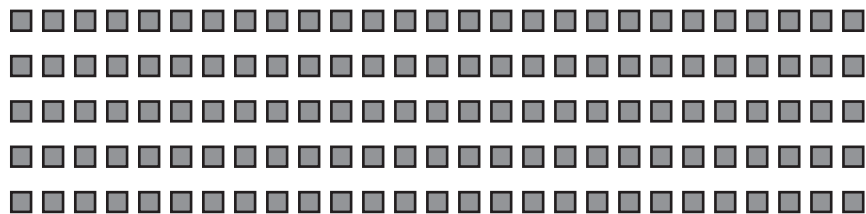
## Drivers & Insurance

All drivers are to be approved by your local church board also and each vehicle used to transport Pathfinders is to be insured according to your local conference guidelines.

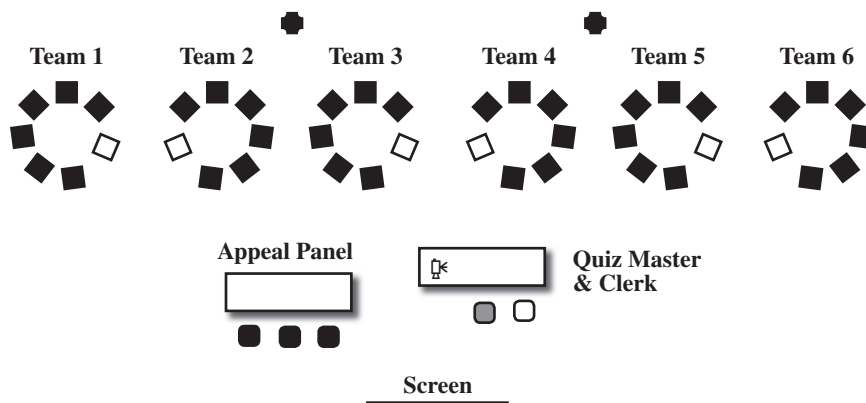
## Make It Fun

As you lead your Pathfinders into *The Pathfinder Bible Experience*, be sure to keep it fun and enjoyable. The study of scripture is serious business, but if you become overbearing and ill tempered in the process, you will negate much of the blessing of the event.








## Typical Room Set Up



Audience at least 15' away from the teams



## Key

- Quiz Master 
- Clerk 
- Appeal Panel Judge 
- Graders 
- Team Members 
- Couriers 
- Audience 



## Illinois Pathfinder Bible Experience Club Application to Participate

The \_\_\_\_\_ Pathfinder Club will be participating in the Bible Experience Program this Year.

Club Director: \_\_\_\_\_

Team Members:

_____	_____
_____	_____
_____	_____

\_\_\_\_\_ Alternate

\_\_\_\_\_ #of Coaches

Mail to:  
Illinois Conference  
Attn: Youth Ministries  
619 Plainfield Rd  
Willowbrook IL 60527

Or fax to: 630-734-0929 or email to: [youth@illinoisadventist.org](mailto:youth@illinoisadventist.org)

Note: Your club will receive 100 points for participating in the Area Level, 50 points additional if you go on to the Conference Level, 50 for the Union Level and another 50 points for the Division Level.

**DUE  
JANUARY 5**







# INVESTITURE ACHIEVEMENT



INVESTITURE ACHIEVEMENT

# *Director's Guide*

[INVESTITUREACHIEVEMENT.COM](http://INVESTITUREACHIEVEMENT.COM)





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# An Overview of the Investiture Achievement Curriculum

The North American Division Youth Ministries Department is pleased to offer a new curriculum for Pathfinders to complete as part of their Pathfinder Club experience.

For the last several years a committee of Pathfinder leaders has been working on assessing the AY classwork curriculum that was developed in 1987-88. That curriculum has served us well but more and more club leaders were asking for something that would connect with our 21st century Pathfinders. After surveying local club staff, area coordinators and conference leaders the following themes surfaced:

- There is too much reading
- Require memorization that is manageable
- Clubs must be able to complete the curriculum within a Pathfinder year
- Updated resources for leaders and instructors must be provided
- Curriculum must make it clear what outcome we want to achieve (more than just doing the requirement)
- Completing requirements should be hands-on rather than writing and reading
- Advanced requirements should be interesting and inviting

Based on these recommendations and with the guidance of an educational specialist the task force reviewed each of the requirements to make sure they aligned with our curriculum objectives, educational practices and Pathfinder ministry goals. During this process there was special focus given to age appropriate requirements and to creating a series of requirements that was sequenced from year to year, allowing the Pathfinder to build on the skills they had previously learned.

The Investiture Achievement requirements are divided into eight sections. Requirements can be met in a variety of ways based on the way 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 information previously learned.

This Investiture Achievement curriculum moves from a focus on completing requirements (although Pathfinders will complete requirements) to creating a learning environment. For successful implementation directors, instructors and all Pathfinder staff must:

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

In 2009 the Pathfinder Committee voted to accept the requirements presented as the framework for a new curriculum. Over the next 12 months clubs from across the North American Division piloted the curriculum and gave their feedback to the task force. Based on the feedback received final changes were made and the Pathfinder Committee voted in March, 2011 to implement this Investiture Achievement curriculum division-wide in the fall of 2011.

## NAD Pathfinder Committee members

*(As of January 1, 2009. Members filled by position are not listed.)*

Debra Brill (Chair)  
James Black (Vice Chair)  
Merwyn Arms  
Carolyn Betlinski  
Cheeko Cotta  
Terry Dodge  
Mike Edge (Secretary)  
Brad Forbes  
Wayne Hicks  
Van Hurst  
Rogers Johnson  
Bill Kasper  
Nigel Lewis  
Glen Milam  
Clyde Philips  
Arnold Plata  
Dixie Plata  
Mike Stevenson  
Anne Wham  
Joe White  
Ron Whitehead  
Dan Whitlow  
Allan Williamson  
Bob Wong  
Bill Wood

## Curriculum Task Force members

Dan Whitlow (Chair)  
James Black (Ex-officio)  
Terry Dodge  
Brad Forbes  
Vandeon Griffin  
Bob Holbrook  
Ann Wham

*For more information visit [www.investitureachievement.org](http://www.investitureachievement.org)  
To download requirement sheets, club leaders must register at  
[www.investitureachievement.com](http://www.investitureachievement.com)*



# Investiture Achievement Tracks



## Personal Growth

1. be in the specified grade for their level.
2. use daily Bible study and prayer to develop a relationship with Jesus.
3. model the Pathfinder law and pledge in their lives.



## Spiritual Discovery

1. study the Bible and Christian history as a means of spiritual growth.



## Serving Others

1. participate in service activities.
2. participate in their communities.
3. participate in friendship evangelism.
4. participate in their church.
5. explain the organizational structure of the Seventh-day Adventist Church.



## Making Friends

1. demonstrate a Christian lifestyle.
2. be able to explain their morals and values.
3. demonstrate civic responsibility and duty to God.



## Health and Fitness

1. practice the principles of health and fitness given to them by God.
2. train others in health principles and safety procedures.



## Personal Growth

1. study the natural world.
2. explain how God is the creator of all things and what nature tells them about God.



## Outdoor Living



1. model skills necessary for outdoor experiences.
2. solve outdoor challenges.
3. participate as a team member in outdoor activities.



## 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	 <b>Friend</b>	 <b>Trail Friend</b>
Grade 6	 <b>Companion</b>	 <b>Trail Companion</b>
Grade 7	 <b>Explorer</b>	 <b>Wilderness Explorer</b>
Grade 8	 <b>Ranger</b>	 <b>Wilderness Ranger</b>
Grade 9	 <b>Voyager</b>	 <b>Frontier Voyager</b>
Grade 10	 <b>Guide</b>	 <b>Frontier Guide</b>





# Friend & Trail Friend

## LEVEL REQUIREMENTS



### Personal Growth

1. Be in Grade 5 or its equivalent.
2.
  - a. Develop your devotional life by studying the Weekly Devotional Guide (weeks 1 – 13) and the book of Matthew utilizing printed or electronic resources.
  - b. Journal your thoughts by asking these questions:
    - “What did I learn about God?”
    - “What did I learn about myself?”
    - “How can I apply this to my life today?”
 You may journal through writing, drawing or electronic process.
3. Memorize the Pathfinder Pledge & Law.
4. Learn the Pathfinder Song.



### Spiritual Discovery

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

#### Advanced for Spiritual Discovery

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



### Serving Others

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

#### Advanced for Serving Others

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



### Making Friends

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

#### Advanced for Making Friends

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



### Health and Fitness

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

#### Advanced for Health and Fitness

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



### Nature Study

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

#### Advanced for Nature Study

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



### Outdoor Living

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



### Honor Enrichment

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





# Companion & Trail Companion

## LEVEL REQUIREMENTS



### Personal Growth

1. Be in Grade 6 or its equivalent.
2.
  - a. Develop your devotional life by studying the Weekly Devotional Guide (weeks 14 – 26) and the book of Genesis utilizing printed or electronic resources.
  - b. Journal your thoughts by asking these questions:
    - “What did I learn about God?”
    - “What did I learn about myself?”
    - “How can I apply this to my life today?”
 You may journal through writing, drawing or electronic process.
3.
  - a. Memorize the Pathfinder Pledge & Law.
  - b. Learn the meaning of the Pathfinder Pledge & Law.
4.
  - a. Learn or review the Pathfinder Song.
  - b. Illustrate its meaning.



### Spiritual Discovery

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

#### Advanced for Spiritual Discovery

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



### Serving Others

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

#### Advanced for Serving Others

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



### Making Friends

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

#### Advanced for Making Friends

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



### Health and Fitness

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

#### Advanced for Health and Fitness

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



### Nature Study

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

#### Advanced for Nature Study

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



### Outdoor Living

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



### Honor Enrichment

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







# Explorer & Wilderness Explorer

## LEVEL REQUIREMENTS



### Personal Growth

1. Be in Grade 7 or its equivalent.
2.
  - a. Develop your devotional life by studying the Weekly Devotional Guide (weeks 27 – 39) and the book of Acts utilizing printed or electronic resources.
  - b. Journal your thoughts by asking these questions:
    - “What did I learn about God?”
    - “What did I learn about myself?”
    - “How can I apply this to my life today?”
 You may journal through writing, drawing or electronic process.
3.
  - a. Memorize the Pathfinder Pledge.
  - b. Illustrate your understanding of the Pathfinder Pledge in an interesting way.
4. Learn the meaning of the Pathfinder Emblem.



### Spiritual Discovery

1. Learn how to use a Bible concordance by selecting two topics and/or words to discover how it is used in the Bible.
2. Memorize a Bible text (not previously learned) for the following subjects:
 

• Prayer	• Doctrine
• Behavior	• Salvation
• Relationships	• Promises/Praise
• Great Passages	
3. Role-play the experience of a person of the New Testament Church in the book of Acts.
4.
  - a. Learn about eight missionaries (to at least four continents) who served during the Seventh-day Adventist mission expansion (1900 to 1950).
  - b. On a world map, plot their country of service.
  - c. Make a presentation about your favorite missionary.

#### Advanced for Spiritual Discovery

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



### Serving Others

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

#### Advanced for Serving Others

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



### Making Friends

1. Participate in a panel discussion or skit on peer pressure and its role in your decision making.
2. Fulfill requirements #1, #11, #12 and #14 of the Christian Grooming and Manners Honor.

#### Advanced for Making Friends

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



### Health and Fitness

1. Learn the value of exercise, fresh air & sunshine, by:
  - a. Giving two reasons why physical fitness is important.
  - b. Explaining the relationship between proper diet, exercise, and weight control.
  - c. Explaining the benefits of fresh air and sunshine. (a & b fulfill requirement #7 of the Christian Grooming and Manners Honor)
2. Earn the Basic Rescue Honor.
3. Complete the Basic Water Safety **OR** Beginner Swimming Honor, if not previously earned.

#### Advanced for Health and Fitness

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



### Nature Study

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

#### Advanced for Nature Study

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



### Outdoor Living

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



### Honor Enrichment

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





# 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 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.
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 Explorer 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 8 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 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

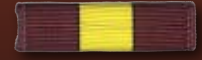
1. Complete one honor at your skill level, not previously earned, in the area of Arts & Crafts or Household Arts. (Skill level 2 or 3)
2. Complete one honor at your skill level, not previously earned, in the area of Recreational, Vocational, or Outdoor Industries. (Skill level 2 or 3)





# Voyager & Frontier Voyager

## LEVEL REQUIREMENTS



### Personal Growth

1. Be in Grade 9 or its equivalent.
2.
  - a. Develop your devotional life by studying the Senior Weekly Devotional Guide (weeks 1 – 26) and the book of Romans utilizing printed or electronic resources.
  - b. Journal your thoughts by asking questions like:
    - “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.
3. Memorize the AY Aim.
4. Illustrate the meaning of the AY Aim in an interesting way.



### Spiritual Discovery

1. Review the Biblical reasons for the 28 Fundamental Christian Beliefs of the Seventh-day Adventist Church.
2. Memorize five Bible texts that support one of the 28 Fundamental Beliefs.
3. Prepare and present a Bible study on one of the 28 Fundamental Beliefs.
4. Read *The AY Story* (current edition).

#### Advanced for Spiritual Discovery

1. Complete Voyager requirements.
2. Read/listen to *Thoughts from the Mount of Blessings* or *Christ's Object Lessons*.
3. Study and discuss two of the following life issues with your Voyager group and an adult: Teen Pregnancy, Abortion, Aids, Homosexuality, Pornography.



### Serving Others

1. Fulfill requirements #1, #2, and #3 of the Identifying Community Needs Honor.
2. Fulfill requirement #4 of the Identifying Community Needs Honor.

#### Advanced for Serving Others

1. Complete Voyager requirements.
2. Complete the Identifying Community Needs Honor, if not previously earned.



### Making Friends

1. Discuss the needs, plan and participate in an activity for physically challenged individuals.
2. Fulfill requirements #3, #5 and #6 of the Stewardship Honor.

#### Advanced for Making Friends

1. Complete Voyager requirements.
2. Complete the Stewardship Honor, if not previously earned.



### Health and Fitness

1. Earn the Physical Fitness Honor, if not previously earned.
2. Earn the CPR Honor.
3. Complete the Basic Water Safety **OR** Beginner Swimming Honor, if not previously earned.

#### Advanced for Health and Fitness

1. Complete Voyager 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 a book or at least 4 articles on Intelligent Design in nature.
  - b. do one of the following:
    - Review the story of Nicodemus and relate it to the lifecycle of the butterfly.
    - Draw a lifecycle chart of the caterpillar giving the spiritual significance.
    - Watch a video relating to Intelligent Design and discuss its spiritual significance.

#### 2. House Plants/Butterflies

Raise a plant using hydroponic principles. **OR** Draw, collect or photograph 10 species of butterflies, and identify correctly.

#### Advanced for Nature Study

1. Complete Voyager requirements.
2. **Edible Wild Plants/ Environmental Conservation**  
Identify, prepare and eat 10 varieties of edible wild plants.  
**OR** Investigate and write a report on a small stream.
3. Complete a nature honor, not previously earned. (Skill level 2 or 3)



### Outdoor Living

1. Earn the Fire Building & Camp Cookery Honor.

#### Advanced for Outdoor Living

1. Complete Voyager requirements.
2. Complete one of the following honors not previously earned:
  - Orienteering
  - Camp Craft
  - Backpacking
  - Winter Camping
  - Hiking



### 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)





# Guide & Frontier Guide

## LEVEL REQUIREMENTS



### Personal Growth

1. Be in Grade 10 or its equivalent.
2. a. Develop your daily devotional life by studying the Senior Weekly Devotional Guide (weeks 27 – 52) and the book of Revelation utilizing printed or electronic resources.  
b. Journal your thoughts by asking questions such as:
  - “What did I learn about God?”
  - “What did I learn about myself?”
  - “How can I apply this to my life today?”
 You may journal through writing, drawing, or electronic process.
3. Memorize the AY Motto.
4. Illustrate the meaning of the AY Motto in an interesting way.



### Spiritual Discovery

1. Write and share your personal testimony.
2. Memorize one key text for each of the following Bible teachings:
  - Second Coming of Christ
  - Seventh-day Sabbath
  - State of the dead
  - Law & Grace
  - Conversion
  - Judgment
  - Inspiration of the Bible
  - Spirit of Prophecy
  - The Saint’s Reward
3. Learn the principles of leading a person to Jesus.
4. Tell a story of a church pioneer to a group.

#### Advanced for Spiritual Discovery

1. Complete Guide requirements.
2. Complete one of the following honors:
  - Personal Evangelism
  - Bible Evangelism
  - Literature Evangelism
3. Study and discuss two of the following life issues (not previously studied) with your Guide group and an adult: Teen Pregnancy, Abortion, Aids, Homosexuality, Pornography.



### Serving Others

1. Fulfill one of the following honor requirements: #3 of Crisis Intervention, #3 of Urban Development, #3 of Teaching, #3 of Rural Development.
2. Fulfill one of the following honor requirements: #4 of Crisis Intervention, #5 of Urban Development, #s 5 or 6 of Teaching, #5 of Rural Development.

#### Advanced for Serving Others

1. Complete Guide requirements.
2. Complete one of the following honors not previously earned: Crisis Intervention, Urban Development, Teaching or Rural Development.



### Making Friends

1. Through discussion and personal research examine your attitudes on two of the following topics:
  - Attitudes toward moral issues in sex and dating.
  - Self-concept as it affects choices of a husband/wife.
  - How peer pressure affects relationships with parents, family, other relatives and friends.
2. Fulfill requirements #5 and #6 of the Language Study Honor.

#### Advanced for Making Friends

1. Complete Guide requirements.
2. Complete the Language Study Honor, if not previously earned.



### Health and Fitness

1. Under the guidance of an adult staff member, choose one of the following:
  - Teach the Red Alert Honor.
  - Teach requirement #1 of Health & Fitness for Friend.
  - Teach requirement #1 of Health & Fitness for Companion.
2. Complete a Health & Science honor not previously earned.
3. Complete the Basic Water Safety OR Beginner Swimming Honor, if not previously earned.

#### Advanced for Health and Fitness

1. Complete Guide 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. Read the story of Jesus’ childhood in *The Desire of Ages*, ch. 7, and relate it to the place of nature study in His education and ministry by giving orally before an audience an original nature lesson (parable) drawn from your observations.
2. **Spiders/Rocks and Minerals**  
Complete a spider web study project. **OR** Collect and identify 15 different kinds of rocks and minerals.

#### Advanced for Nature Study

1. Complete Guide requirements.
2. **Ecology/Fungi** List 10 ways in which you might actively work to improve the environment in which you live. Put four into practice. **OR** Photograph or draw 15 different fungi and correctly identify them.
3. Complete a nature honor, not previously earned. (Skill level 2 or 3)



### Outdoor Living

1. Under the guidance of an adult staff member, teach the Knot Tying Honor.

#### Advanced for Outdoor Living

1. Complete Guide requirements.
2. Complete one of the following honors not previously earned:
  - Pioneering
  - Winter Camping
  - Backpacking
  - Wilderness Living
  - Outdoor Leadership



### 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)







# INVESTITURE ACHIEVEMENT TEACHING MATERIALS

## Record Cards

Friend	#002976	\$.50
Companion	#002977	\$.50
Explorer	#002978	\$.50
Ranger	#002979	\$.50
Voyager	#002980	\$.50
Guide	#002981	\$.50



## Record Charts

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Ranger	#002985	\$.59
Voyager	#002986	\$.59
Guide	#002987	\$.59
<b>Set of 6</b>	<b>#002988</b>	<b>\$2.49</b>



## Record Journals

Friend	#002970	\$2.50
Companion	#002971	\$2.50
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Ranger	#002973	\$2.50
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Guide	#002985	\$2.50



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# Advanced Pathfinder Leadership Award (APLA) (Pathfinder Instructor Award– PIA)

This level is heavy on training the trainers– Area Coordinators and others who will be involved in helping local club leadership be as focused and sharp as possible. Persons who attempt this level must be approved by the local conference/field youth department, which would imply that these persons are already living exemplary Seventh Day Adventist Christian lives. They qualify as true role models in their daily living, in leadership, and in all Pathfinder-related skills. The skills learned during this level of continuing education will enable the candidate to clearly present the best knowledge in the best way so club leadership will gain the maximum benefit, implying, therefore, that the children receiving the actual development process might truly become the best youth in the world. It should be true, indeed, at every investiture that “these symbols presented represent the very highest ideals of the Seventh-day Adventist Church for its youth.” It is our desire that each candidate will see this, not as an end in itself, but as a further step in the continual life-long process of sharpening and improving skills.

## Advanced Pathfinder Leadership Award (Pathfinder Instructor’s Award) Requirements

### I. Prerequisites Page

1. Hold a current Pathfinder Leadership Award certification.
2. Submit application for APLA/PIA to the conference/mission Pathfinder Director.

### II. Personal Growth

1. Read a Bible Year plan or the Encounter Series III or IV. *Christ Our Redemption, Christ Our Hope*
2. Read a book on leadership not previously read.
3. Prepare a Pathfinder article for publication.

### III. Seminars

1. Complete a minimum of three hours of leadership growth in seminars dealing with these topics:
  - a. Training Instructors to Train
  - b. Dealing with Attitude
  - c. Using Your Influence
2. Complete 10 hours of APLA-level seminars covering the following topics:
  - a. Management skills
    1. Methods of facilitation
    2. Effective meeting procedures
    3. Understanding temperaments

- a. Optional Unit: Team Building
- b. Training skills
- c. Presentation skills
  - 1. Organizing your presentation
  - 2. Visual aids

#### IV. Preparation and Presentation

1. \*Prepare an outline or script, including visual aids and instruction/curriculum materials, for a presentation on one of the following:
  - a. A minimum of three hours on any seminar(s) chosen by the applicant in the Pathfinder Basic Staff Training Course.
  - b. One of the new skills development seminars in the Master Guide or Pathfinder Leadership Award curriculum.
  - c. \*Submit the above materials to the conference/mission Pathfinder Director or Council for approval and revision. Be evaluated on the material you have developed.
2. Within one year of the evaluation given in requirement IV.-1. above, participate as a presenter in at least one sponsored leadership training seminar utilizing at least a portion of the materials prepared.

# MASTER GUIDE

## Requirements

### I. Pre-Requisites

- A. Be at least 16 years of age.
- B. Be a baptized member of the Seventh-day Adventist Church.
- C. Complete a basic staff training course in one of the following:
  1. Adventurer ministries
  2. Pathfinder ministries
  3. Youth Emergency Service
  4. Teen/young adult ministries

### II. Spiritual Development

- A. Read the book *Steps to Christ*.
- B. Complete the devotional guide Encounter Series I, *Christ the Way*.
- C. Keep a devotional journal for at least four weeks, summarizing what you read each day.
- D. Demonstrate your knowledge of the 27 Fundamental Beliefs by completing one of the following:
  1. Write a paper explaining each belief.
  2. Give an oral presentation on each belief.
  3. Give a series of Bible studies covering each belief.
  4. Conduct a seminar, teaching each belief.
- E. Enhance your knowledge of church heritage by:
  1. Reading *The Pathfinder Story* by John Hancock.
  2. Earning the Adventist Church Heritage Award.
  3. Reading a book about church heritage, such as:
    - a. *Anticipating the Advent*, by George Knight (a brief history of Seventh-day Adventists)
    - b. *Tell It to the World*, by Mervyn Maxwell (the story of Seventh-day Adventists)
    - c. *Light Bearers to the Remnant* (denominational history college textbook)Books are available from the ABC store or AdventSource.

### III. Skills Development

- A. Supervise participant(s) through either the Adventurer class curriculum **OR** the AY class curriculum.
- B. Have or earn the following AY honors:
  1. Christian Storytelling
  2. Camping Skills I

- C. Earn two additional AY honors not previously earned.
- D. Hold a current American Red Cross First Aid and Safety certificate or its equivalent.
- E. Attend and complete a two-hour seminar in each of the following areas:
  - 1. Leadership skills
  - 2. Communication skills
  - 3. Creativity and resource development
  - 4. Children and youth evangelism

#### **IV. Child Development**

- A. Read the book *Education*.
- B. Read either the book *Child Guidance* **OR** the book *Messages to Young People*
- C. Read a book **OR** attend a three-hour seminar dealing with child development about the age group of your ministry.

#### **V. Leadership Development**

- A. Read the book *Leadership is an Art* by Max dePree (available at AdventSource), **OR** a current leadership book of your choice.
- B. Demonstrate your leadership by doing all of the following:
  - 1. Develop and conduct three worships
  - 2. Participate with your local church children's/youth group in a conference-sponsored event
  - 3. Teach three Adventurer awards **OR** two AY honors
  - 4. Assist in planning and leading an Adventurer, Pathfinder, or Sabbath School field trip
  - 5. Be an active Adventurer, Pathfinder, YES Corps, or AY Society staff member for at least one year, and attend 75% of the staff meetings
- C. Write goals which you would like to accomplish in your ministry.
- D. Identify three current roles in your life, one of which is spiritually oriented, and list three goals for each.

#### **VI. Fitness Lifestyle Development**

Participate in a personal physical fitness plan for a minimum of three months, and evaluate and show improvement (recommended: *The Aerobics Program for Total Well-Being,* by Kenneth Cooper).



# Pathfinder Leadership Award (PLA)

Once the Master Guide level has been completed, most leaders feel they “have arrived” and now have the necessary tools to properly guide their youth through the varied programs the church has for its youth. This feeling of adequacy may last a short time or for quite a while, but sooner or later one begins to sense that unnecessary mistakes are being made; that the world continues but somehow “I got left behind.” Also, in many areas of the world there are now in place laws which require continuing education on the part of anyone who works with young people, be they paid employees or volunteers. Generally, this expected continuing education can be in the form of youth related workshops/seminars to be attended on a periodic basis. There is also a growing group of persons who have put in many years of service to local clubs and are now being asked to share those years of experience and expertise with other clubs as “Area Coordinators” (or other similar titles). It becomes easy for these people to begin living in the past and get out-of-touch with the realities of the present. Getting out-of-touch is even easier for church-paid employees— namely, youth department directors, at all levels from local fields/conferences to the General Conference.

The purpose of this level of continuing education is to 1) continue equipping people for a sharper Pathfinder ministry and 2) enable those who are finding themselves removed from reality to keep pace. Again, there is a refocus on personal spiritual growth, which must be a never-ending upward path. There are also several seminars of advanced-level leadership development and opportunity for practical application of lessons learned.

## Pathfinder Leadership Award Requirements

### I. Prerequisites

1. Be a Master Guide.
2. Have completed a Pathfinder Basic Staff Training Course within the past three years.
3. Be an active Pathfinder staff member.
4. Be an active Pathfinder Class and/or Honor curriculum instructor.

### II. Personal Growth

1. Complete a Bible Year plan or the Encounter Series II, *Christ the Church*.
2. Read a book on self-esteem, adolescent development or interpersonal relationships.
3. Select and develop a new personal skill useful to Pathfinder ministry through reading, listening to tapes, attending a class or joining a specialized organization.
4. Hold a current Red Cross CPR certificate or its equivalent.

### III. Skills Development



1. Increase your Pathfinding skills by attending the following scheduled minimum hours for each seminar as sponsored by the conference Pathfinder Ministries personnel.

A. Administration and Human Relations ( 8 hours)

1. Team Building - (3 hours)

- a. Goal setting
- b. Planning process
- c. Motivating volunteers

2. Personal Improvement - (2 hours)

- a. Know your temperament
- b. Finding your purpose
- c. Conflict resolution

3. Development of Faith in Pathfinder Growth - (1 hour)

- a. Preadolescent and adolescent growth patterns
- b. What makes adolescents tick
- c. Discipleship through mentoring

4. Discipline - (1 hour)

- a. Understanding discipline
- b. Effective discipline
- c. Christian discipline

5. Current Issues - (1 hour)

- a. (Family violence, AIDS, child abuse, violence prevention, teen drug use, tobacco and your heart, alcohol, etc.)

B. Camp Planning and Programming (4 hours)

1. Introduction to Camping—purpose, objectives, planning process
2. Hiking, backpacking, other forms of camping

3. Campsite– arrangement, environmental impact, sanitation
4. Fires, first aid kits, safety, rescue
5. Cooking, menus, equipment, edible plants
6. Wilderness techniques and survival
7. Orienteering
8. Sabbath schedule and activities
9. Cold weather camping

C. Pathfinder and Community Ministry (3 hours)

1. What is Pathfinder Ministry?
2. Pathfinder Class curriculum applied to ministry
3. Service Learning

D. Resource Materials (2 hours)

E. Pathfinder Drill and Ceremonies (2 hours)

1. Commands
2. Individual drill
3. Basic club drill
4. Club guidon drill
5. Flag customs and procedures
6. Program ceremonies
7. Club inspections
8. Advanced drill

F. Outdoor Education (3 hours)

1. Concepts of outdoor education
2. Nature awareness
3. Spiritual applications of nature

G. Recreation (2 hours)

1. Philosophy of recreation
2. Types and guidelines for Christian recreation
3. New games and sports

2. During your involvement as a staff member in the local Pathfinder Club (prerequisite I.-3.), select any two areas listed above under requirement II.-1. and demonstrate the skills learned through application to specific projects, events, or situations in the Pathfinder Club.

tlLt

# Teen Leadership Training

A Program to Challenge Teen Pathfinders



North  
American  
Division  
Pathfinder  
Ministries

# Teen Leadership Training

Society has changed over the years. One of the most significant changes is our concern with the adult-teen relationship in the developmental process of the adolescent. Teens of today desire different things from teens of yesteryear. Today's adolescent will experience drives and needs that can push him/her into action. These drives can pull or attract teens to negative activities or toward a desirable goal or object.

The Teen Leadership Training (TLT) program is designed to challenge and empower the teen Pathfinder with new and increased responsibilities, while allowing them the security of a place they know and love. The TLT experience will assist the Pathfinder teen to form adult-Pathfinder relationships as an expression of their developing identity as teenagers. The TLT member must learn how to give of themselves and how to receive from others. They must allow themselves to be known while getting to know others.

The TLT member needs to believe in him/herself. Each teen must have courage, determination, dedication, and competitive drive. He/she must be willing to sacrifice the little things in life to pay the price for the things that matter.

The TLT program demands creativity. Teens are tired of doing the same old thing. They want to experience achievement and responsibility through a leadership experience with their friends. Teens want opportunities to stretch their abilities through a "shared service experience" of Pathfinder ministry.

Teen Pathfinders want to use their energy and commitment when they find something that involves character-building and provides strength to live this life while preparing for the greater life as a son or daughter of God.

The Teen Leadership Training (TLT) program is designed to train and mentor youth in service and leadership skills.

The TLT vision encompasses a core of youth fulfilling meaningful and responsible Pathfinder leadership positions in the Pathfinder Club and Conference/Union Pathfinder ministry, supporting the mission of the SDA Church as they learn to give of themselves and to receive of others.

TLT youth will experience acceptance, achievement, and responsibility in developing self-efficacy, self-respect, and identity through adult-teen mentoring in a "shared service experience" in developing a redemptive relationship with God.

## **Mission Statement**

*The Teen Leadership Training (TLT) program is designed to address adolescent developmental needs and promote leadership skills, enabling and empowering teens to become full partners in the mission of the SDA Church with Pathfinder adult leadership in a "shared service experience" of the Pathfinder ministry in the North American Division.*

## **TLT Pledge**

*"Loving the Lord Jesus, I promise to take an active part in the work of the Teen Leadership Training program, doing what I can to help others and to finish the work of the gospel in all the world."*

TLT

# Teen Leadership Training

A Program to Challenge Teen Pathfinders



North  
American  
Division  
Pathfinder  
Ministries

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# Teen Leadership Training

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## Historical Note

*The TLT Program is a product of a subcommittee of the NAD Pathfinder Council. The committee was chaired by Norm Middag, and included Don Baker, Sheila Draper, Terry Dodge, Jasmin Hoyt, Barbara Manspeaker, Glen Milam, Jack Nesmith, Cheryl Smith, Heather Smith, Joe White, Allan Williamson, and Bob Wong. The program is a compilation of a Pathfinder developmental outline by Norm Middag, and the FLITE Program of Potomac Conference.*

*The FLITE Program curriculum, utilizing the rotation of six departments for training, was originally developed by Franklin Moses and Darlene and Glen Milam, of the Sligo Pathfinder Club of Potomac Conference. The FLITE Program was presented to a special conference committee responsible for teen leadership in the Pathfinder program of Potomac Conference. This committee consisted of Kristi de Melo, Glen Milam, Franklin Moses, Theresa Rinehart, William Rinehart, Naveen Samuel, Santosh Samual, Kimberlee Tatum, Michelle Tatum, and was chaired by Roger Rinehart, Head Area Coordinator. The programming procedures and introduction sections were refined and enlarged by the committee, and presented to, and approved by the Potomac Pathfinder Council.*

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AY/Pathfinder Class Record Cards  
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The Pathfinder Story*

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# Welcome to TLT

**S**ociety has changed over the years. One of the most significant changes is our concern with the adult-teen relationship in the developmental process of the adolescent. Teens of today desire different things from teens of yesteryear. Today's adolescent will experience drives and needs that can push him/her into action. These drives can pull or attract teens to negative activities or toward a desirable goal or object.

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## Mission Statement

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## TLT Pledge

*“Loving the Lord Jesus, I promise to take an active part in the work of the Teen Leadership Training program, doing what I can to help others and to finish the work of the gospel in all the world.”*

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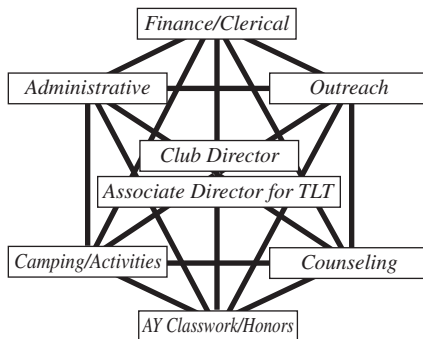
## Leadership

*A leader is a person who directs, guides, influences, and controls thoughts, feelings, and behavior of others to a particular end.*

*Leadership makes a difference. To be effective leaders, we must influence others to think and act, as well as to follow. We must set an example that others “choose” to follow. The secret to eliciting that choice is the very essence of leadership.*

---

## Program & Communication Flow Chart



## Goals

To help teens experience their developmental needs by making them feel:

- A.** A sense of achievement
- B.** A sense of responsibility
- C.** A sense of respect for authority
- D.** A sense of acceptance in adult leadership circles
- E.** A sense of life skills

## Objectives

- A.** Encourage TLT members to belong to the church and to actively participate in leadership in the church/conference Pathfinder ministry.
- B.** Involve TLT members as associates with Pathfinder adult leadership, holding responsible positions in local and Conference Pathfinder ministries.
- C.** Challenge TLT members in the mission and ministry of Christ through Pathfinding, making God’s Word meaningful and fruitful in their lives.
- D.** Encounter skill-building opportunities through positive communication and friendship networks created to increase resilience to peer pressure, increase self-efficiency, and self-esteem.

## The TLT Program

The TLT program is a four-year course designed to include all aspects of Pathfinder club management, programming operations, and encourage teens to explore and develop their talents in leadership, planning and social skills.

The program gives the TLT member permission to experience Pathfinder leadership under adult supervision.

The program uses six major departments of a club as training sections. These include: Administrative, Finance/Clerical, Camping/Activities, Outreach, Counseling, and AY Classwork/Honors. Within each of these operations are several service areas that must be completed. Some clubs, due to size or location, will not require completion of all items under each section.

The key to the success of the TLT program is *clear and ample communication*. There must be effective and frequent communication between the TLT member and the Pathfinder club leadership.

## Requirements for Membership

- A.** Be in grades 9-12, and submit application which has been:
  1. processed and signed by the sponsoring Pathfinder Club Director
  2. recommended by the church pastor
  3. registered with the Conference Pathfinder Director.
- B.** Application to be renewed, accepted, and registered annually.
- C.** Actively participate in leadership skill development assignments.
- D.** Personality traits promoted by Christian ethics and the TLT Pledge must be an integral part of the participant's lifestyle.

## The TLT Program and the Pathfinder Club

The TLT program is for those in grades 9-12 who wish to advance into leadership positions. The program is optional, and some teen Pathfinders may choose not to take part.

TLTs are not to form a separate club. They are members of a Pathfinder club.

In club formation, TLTs should join a regular teen unit, or if numbers allow, they could form a separate unit.

In parades or other dress formations, TLTs should form at the rear of columns, between the Pathfinders and the staff.

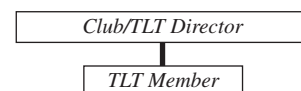
## Leadership Skill Development Program

- A.** Pathfinder Club Leadership Skill Development
  1. attend staff meetings
  2. accept leadership responsibilities
    - a. club programming
    - b. associate staff member
    - c. teach AY Pathfinder curriculum
- B.** Conference Leadership Skill Development
  1. assist in Conference Pathfinder Camporee
  2. assist in Conference Pathfinder Fair
  3. assist in Conference special events
  4. assist in marketing Pathfinder ministry
  5. attend Conference Pathfinder leadership training
  6. assist in Union/Conference special events
- C.** Union Leadership Skill Development
  1. attend Union Pathfinder leadership training
  2. assist Union special events

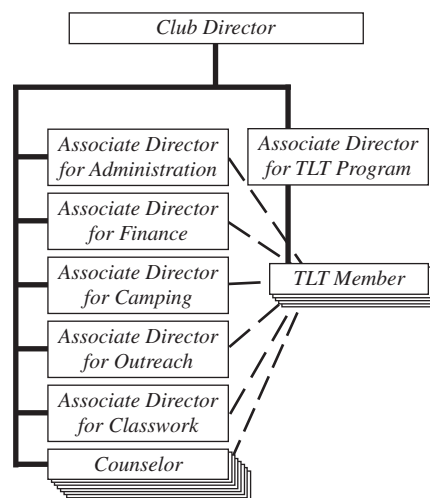
## Associate Director for TLT Job Description

*The basic job function of the TLT Director, whether an associate or the club director, is to coordinate the assignment of TLTs to operational departments and to mentor the TLT throughout the training period.*

## Typical Small Club TLT Organizational Flow Chart

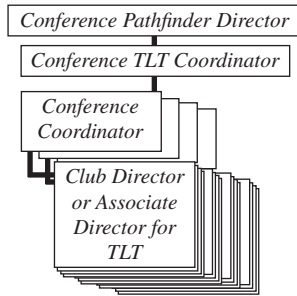


## Typical Large Club TLT Organizational Flow Chart



*These office titles may vary according to club or conference. Associate Director is the same office as Deputy Director. In some cases one person may fill more than one position.*

## Typical Conference TLT Organizational Flow Chart



## Organization

- A. Sponsor—Conference Pathfinder/Youth Director
- B. Conference TLT Coordinator
- C. Conference Coordinator (Could be Federation, Area, or District Coordinator)
- D. Club Director or Associate Director for TLT

## Procedures

### Application

A Pathfinder or high school age youth wishing to join the TLT Program should complete a *TLT Application Form* and obtain three recommendation forms. (Suggestions: one from a pastor, one from a teacher, and one from a Pathfinder staff person.) These forms should be turned in to the Pathfinder club director at least two weeks before the beginning of the local Pathfinder quarter or year.

### Acceptance

Each club will establish its own acceptance or application committee. In a small club this committee might consist of just the club director. The TLT's commitment to Pathfinding, appropriate maturity level, and Christian witness should all be considered, in addition to the application and recommendations. A red and black shoulder cord is issued to the applicant upon acceptance into the program. All new TLTs start at Level 1.

**TLT Program Application**

Name \_\_\_\_\_ Home Phone \_\_\_\_\_  
 Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_  
 Age \_\_\_\_\_ Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ Citizenship \_\_\_\_\_  
 Home Church \_\_\_\_\_ Regional  Yes  No  
 Name of school now attending \_\_\_\_\_  
 School Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Class or classes completed:

<input type="checkbox"/> Friend	<input type="checkbox"/> Trail Companion	<input type="checkbox"/> Ranger	<input type="checkbox"/> Wilderness Voyager
<input type="checkbox"/> Trail Friend	<input type="checkbox"/> Explorer	<input type="checkbox"/> Frontier Ranger	<input type="checkbox"/> Guide
<input type="checkbox"/> Companion	<input type="checkbox"/> Frontier Explorer	<input type="checkbox"/> Voyager	<input type="checkbox"/> Wilderness Guide

List your participation in Pathfinder clubs:

Club _____	Year _____	Director _____
------------	------------	----------------

I, the undersigned, apply to the \_\_\_\_\_ club leadership for a position in the TLT Program. I understand that my application and future participation are evaluated on my performance in Pathfinding and my adherence to the TLT Pledge as well as the Pathfinder Pledge and Law. I agree to participate in the TLT Program as outlined in the TLT Manual and commit myself to developing my Christian leadership potential to its fullest.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Mark the two operational departments selected for the 1st year operational assignment:

<input type="checkbox"/> Recommended 1 <sup>st</sup> year	<input type="checkbox"/> Recommended 2 <sup>nd</sup> year	<input type="checkbox"/> Recommended 3 <sup>rd</sup> year
<input type="checkbox"/> Administrative	<input type="checkbox"/> Outreach	<input type="checkbox"/> Finance/Critical
<input type="checkbox"/> AV Classroom/History	<input type="checkbox"/> Camping/Activity	<input type="checkbox"/> Counseling

**Club Official Use Only**

Approved  Disapproved Date \_\_\_\_\_ Club Director Signature \_\_\_\_\_  
 Date to begin service \_\_\_\_\_ TLT Director Signature \_\_\_\_\_

**Conference Official Use Only**

Date received \_\_\_\_\_ Conference Director Signature \_\_\_\_\_ 21

A xeroxed copy of the TLT Application is located at the rear of this manual.

**TLT Program Recommendation**

I, the undersigned, am applying to the \_\_\_\_\_ club leadership for a position in the TLT Program of Pathfinding. I understand that my application and future participation are evaluated on my performance in Pathfinding and my adherence to the TLT Pledge as well as the Pathfinder Pledge and Law. I agree to participate in the TLT Program as outlined in the TLT Manual and commit myself to developing my Christian leadership potential to its fullest.

Please complete this recommendation form for me and return it to the following:

Pathfinder Club Director's Name \_\_\_\_\_  
 Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Thank you for your honest evaluation. Please keep me and the Pathfinder program in your prayers.

**TLT Pledge:** Loving the Lord Jesus, I promise to take an active part in the work of the Team Leadership Training program, doing what I can to help others and to finish the work of the gospel in all the world.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Please answer the following questions.**

How do you know the applicant and for how long? \_\_\_\_\_

What qualities does the applicant bring to the program? \_\_\_\_\_

How does the applicant relate to people? \_\_\_\_\_

How does the applicant respond to stress? \_\_\_\_\_

Does the applicant have any potential problems that might hinder his/her participation? \_\_\_\_\_

Recommender's Signature \_\_\_\_\_ Date \_\_\_\_\_ 22

A xeroxed copy of the TLT Recommendation is located at the rear of this manual.

## Probation Period

Each new or transferring TLT must complete a minimum 60-day probationary period. During this period the TLT will preform as a regular part of the TLT Program and the club administration will evaluate the TLTs commitment to the program.

Should the club administration find significant cause, the TLT can be dismissed at the end of the probationary period.

## Department Evaluation and Promotion

A review of each TLT will occur at the completion of each operational rotation. The TLT Director and the assigned operational staff member will conduct the review. Evaluation sheets are provided. There are core requirements which must be completed by all TLTs and there are optional requirements which are to be done at the discretion of the club. The TLT will proceed to their next operational assignment upon a satisfactory evaluation.

Being a TLT requires great responsibility. If any conduct is deemed unbecoming, or the TLT has failed to complete his/her assignments, a review of the TLT will occur. If it is deemed necessary by the review, disciplinary action may need to be taken, up to and including dismissal from the TLT Program.

Upon successful completion of a level, the TLT will receive a service star which indicates the level completed. The star is the same as the adult service star, except it is black and gold.

**Administrative Operations Evaluation**

TLT \_\_\_\_\_ Term Dates \_\_\_\_\_ Evaluation Date \_\_\_\_\_

**Planning**

1. Assisted in planning events including, but not limited to:

- a. Regular Meetings
- b. Education
- c. Investment

**Workshop**

1. Developed ideas for workshops, including themes, topics, plans and activities.

2. Planned and scheduled workshops. Prepared materials, printed materials, submitted forms, and met with you prior to the workshop.

3. Worked with staff, or clients, or club members to make sure that opportunity was given for them to do workshops necessary for completion of requirements.

**Activities**

1. Assisted in planning and coordinating the weekly and single meeting schedule. This included time for AY Classroom, home instruction, special events, worship, service, and evening trips.

2. Assisted, scheduled and supervised staff in conducting church and club functions during meetings and events.

3. Trained home careworkers and dining techniques.

4. Was responsible for posting the weekly schedule in the Pathfinder meeting place, including weekend schedules on bulletin board.

5. Assisted in organizing, training, and scheduling of the exhibitors and team.

**Security**

1. Trained, scheduled and supervised security personnel as necessary.

- a. In or drive entrance
- b. Entrance to the building
- c. Entrance to the Pathfinder meeting room
- d. Parking lot

2. Assisted in establishing or continuing contact with local emergency and police agencies.

3. Checked in and in security equipment and supervised its storage, upkeep and repair.

**General**

- 1. Met deadlines.
- 2. Worked cheerfully and without complaining.
- 3. Communicated effectively.
- 4. Exhibited Christian spirit.

**Indicates required activity**

Approves for Advance  Disapproves for Advance Reviewing Staff \_\_\_\_\_ Date \_\_\_\_\_

Xeroxable copies of the TLT operational evaluation sheets are located at the rear of this manual.

**TLT Program Level 1 Checklist**

**Entry Requirements**

1. Be in at least the 9th grade. (All new TLTs start at Level 1.)

2. Complete the TLT Program Application.

Submit three recommendation forms.

Be approved by the club leadership.

3. a. If in the 9th grade, the applicant must have been a Pathfinder with the local club during the previous year, or complete a club orientation program. Had an attendance record of at least 80%. Have completed at least one level of progressive Classroom during the most recent active year.

b. If in the 10th, 11th, or 12th grade, the applicant must complete a club orientation program. Had an attendance record of at least 80%. Have completed at least one level of progressive Classroom during their most recent active year.

**TLT Duties**

1. Successfully completed two operational rotations:

- Administrative Operations
- Classroom/Hours Operations
- Outreach Operations
- Camping/Activity Operations
- Counseling Operations
- Finance/Clerical Operations

2. Completed the requirements for the level of standard Classroom for the grade level of the TLT.

3. Maintained an 80% or above club attendance.

Maintained an 80% proper uniform record.

4. Participated in a Conference/Union leadership skill development program.

Approves for Advance  Disapproves for Advance Reviewing Staff \_\_\_\_\_ Date \_\_\_\_\_

Xeroxable copies of the TLT Level 1 checklists are located at the rear of this manual.

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## Orientation Program Outline

- Pathfinder objectives and purpose
- AY Pathfinder curriculum
- Program format
- Basic club policies including: finances, attendance, enrollment, etc.
- Leadership style/chain of command
- Discipline techniques and procedures
- Club goals
- Communication channels
- Expectations

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## Recommended

### Level 1 Operational Departments

- Administrative
- AY Classwork/Honors

*Split your Level 1 TLTs into two groups. The groups rotate the two operational departments at midyear.*

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## Recommended

### Level 2 Operational Departments

- Outreach
- Camping/Activities

*Split your Level 2 TLTs into two groups. The groups rotate the two operational departments at midyear.*

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## Program Outline

### Level 1 Entry Requirements

1. The applicant must be in at least the 9th grade. (All new TLTs start at Level 1.)
2. The applicant must complete the *TLT Program Application*, submit three recommendation forms, and be approved by the club leadership.
3.
  - a. If in the 9th grade, the applicant must have been a Pathfinder with the local club during the previous year, or complete a club orientation program. They should have an attendance record of at least 80%, and completion of at least one level of AY/Pathfinder Classwork during the most recent active year.
  - b. If in the 10th, 11th, or 12th grade, the applicant must complete a club orientation program.

### Level 1 TLT Duties

1. The TLT Director, in consultation with the TLT, will assign two operational departments for the TLT to work with during the year. For a period of four and a half months (in nine-month programs) or six months (in twelve-month programs), the TLT will act as an associate to the director or the designated staff member responsible for the assigned operations department. Upon successful completion of the first operational assignment, the TLT will move to the second operational assignment.
2. The TLT must complete the requirements for the standard AY Classwork for the grade level of the TLT.
3. The TLT must maintain an 80% or above club attendance and 80% proper uniform record.
4. Participate in a Conference/Union leadership skill development program.

### Level 2 Entry Requirements

1. The TLT must be in at least the 10th grade.
2. The TLT must have satisfactorily completed the TLT Program Level 1.

### Level 2 TLT Duties

1. The TLT Director, in consultation with the TLT, will assign two operational departments for the TLT to work with during the year. For a period of four and a half months (in nine-month programs) or six months (in twelve-month programs), the TLT will act as an associate to the director or the designated staff member responsible for the assigned operations department. Upon successful completion of the first operational assignment, the TLT will move to the second operational assignment.
2. The TLT must complete the requirements for the level of standard AY Classwork for the grade level of the TLT.
3. The TLT must maintain an 80% or above club attendance and 80% proper uniform record.
4. Participate in a Conference/Union leadership skill development program.

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### Level 3 Entry Requirements

1. The TLT must be in at least the 11th grade.
2. The TLT must have satisfactory completed the TLT Program Level 2.

### Level 3 TLT Duties

1. The TLT Director, in consultation with the TLT, will assign two operational departments for the TLT to work with during the year. For a period of four and a half months (in nine-month programs) or six months (in twelve-month programs), the TLT will act as an associate to the director or the designated staff member responsible for the assigned operations department. Upon successful completion of the first operational assignment, the TLT will move to the second operational assignment.
2. The TLT must complete a major portion of the Master Guide classwork.
3. The TLT must maintain an 80% or above club attendance and 80% proper uniform record.
4. Participate in a Conference/Union leadership skill development program.

### Level 4 Entry Requirements

1. The TLT must be in at least the 12th grade.
2. The TLT must have satisfactory completed the TLT Program Level 3.

### Level 4 TLT Duties

1. The TLT, in consultation with the TLT Director, will choose an area of operations to work with during the year. The TLT will act as an associate to the director or the designated staff member responsible for the assigned operations department.
2. The TLT must complete the requirements for the Master Guide classwork.
3. The TLT must maintain an 80% or above club attendance and 80% proper uniform record.
4. Participate in a Conference/Union leadership skill development program.

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## Recommended

### Level 3 Operational Departments

- Counseling
- Finance/Clerical

*Split your Level 3 TLTs into two groups. The groups rotate the two operational departments at midyear.*

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## Option

### Four Year Outline

*An optional system would place the TLT in three areas the first year, the remaining three areas the second year, choose two areas to concentrate in during the third year, and specialize in one area during the fourth year. This system allows for a faster introduction to all departments; however, the shorter sections may not cover enough of the year's schedule to allow adequate insight into all areas. (i.e. Some clubs only camp twice a year. If a TLT was assigned to the camping/activities department during an off period, they would miss a major component of the department.)*

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## Why Red and Black?

*Red for the blood of Jesus, black for the trials of leadership.*

## Uniforms and Insignia

### Class A Uniform (Men)

- Pathfinder uniform shirt with epaulets
- Pathfinder belt, shoes, socks, sash, and scarf
- Pathfinder green pants (A conference may opt for black pants consistent in cut and fabric.)
- Pathfinder insignia(s) - *See Pathfinder Staff Manual*
- Red with black inlay TLT braided cord over the left shoulder
- TLT office strip on the right arm between the club name stripe and the Pathfinder triangle
- TLT service stars on the left breast pocket as earned

\* *Other items as per conference policy*

### Class A Uniform (Women)

- Pathfinder uniform shirt with epaulets
- Pathfinder belt, shoes, stockings, sash, and scarf
- Pathfinder green skirt, culottes, or slacks (A conference may opt for black black knee length A-line skirt, black culottes, or black slacks consistent in cut and fabric.)
- Pathfinder insignia(s) - *See Pathfinder Staff Manual*
- Red with black inlay TLT braided cord over the left shoulder
- TLT office strip on the right arm between the club name stripe and the Pathfinder triangle
- TLT service stars on the left breast pocket as earned

\* *Other items as per conference policy*

### Field Uniform

- In accordance with conference policy

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## Option

### Level and Department Insignia

*If it chooses, a conference can develop a system to identify TLT level and/or departmental affiliation. These systems may be used in addition to the required insignia but not in place of them. Methods might include:*

- *Shoulder pins*
- *Striped shoulder boards*
- *Sleeve stripes*
- *Additional shoulder cord loops*
- *Color coded shoulder tabs or boards*
- *Pocket pins*
- *Collar pins*



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# Operational Departments for TLT

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The TLT Program is based on rotations in six operational departments. All tasks are to be completed under adult supervision. Due to size, location, or management style, not all of the specified tasks will be

applicable to all clubs. However, there are certain activities that are inherent in Pathfinding. These core requirements are noted by the ® symbol. Noted activities constitute the minimum required activity for completion of a TLT level.

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## Administrative Operations

### Planning

- ® 1. Assist in planning events including, but not limited to:
  - a. Regular meetings
  - b. Induction
  - c. Investiture

### Worship

- ® 1. Develop ideas for worships, including themes, topics, guests and activities.
- ® 2. Plan and schedule worships. Prepare materials, invite speakers, introduce them, and send thank you notes. Be prepared with a backup program if there is a problem.
- 3. Work with units, AY classes, or class instructors to make sure that opportunity is given for them to do worships necessary for completion of requirements.

### Activities

- ® 1. Assist in planning and coordinating the yearly and single meeting schedules. This includes times for AY/Pathfinder Classwork, honor instruction, special events, worships, outings, and camping trips.
- ® 2. Arrange, schedule and supervise units in conducting opening and closing exercises during meetings and events.
- ® 3. Teach basic marching and drilling techniques.
- 4. Be responsible for posting the weekly schedule in the Pathfinder meeting place (including weekend schedules on camping trips).
- 5. Assist in organizing, training, and scheduling of the exhibition drill team.

### Security

- ® 1. Plan, schedule and coordinate security personnel if necessary.
  - a. Lot or drive entrance
  - b. Entrance to the building
  - c. Entrance to the Pathfinder meeting room
  - d. Parking lot
- ® 2. Assist in establishing or continuing contact with local emergency and police agencies.
- 3. Check out and in security equipment and supervise its storage, upkeep and repair.

### General

- ® 1. Meet deadlines.
- ® 2. Work cheerfully and without prodding.
- ® 3. Communicate effectively.
- ® 4. Exhibit Christian spirit.

## AY Classwork/Honor Operations

### AY Classwork

- ® 1. Assist in planning and carrying out AY/Pathfinder Classwork instruction for the year or assigned time period.
- 2. Assist in coordination with other operations, in making sure that AY/Pathfinder Classwork requirements are cared for in the most appropriate fashion possible.
- 3. Assist in recruitment of AY/Pathfinder Classwork instructors.
- 4. Assist in support of AY/Pathfinder Classwork instructors.

### AY Honors

- ® 1. Assist in planning and carrying out honor selection for instruction, including integration of honors required by AY/Pathfinder Classwork.
- ® 2. Provide support for honor instructors by helping with procurement of supplies, distribution of supplies and equipment, set up of teaching area, and provide substitute or teaching assistance.
- 3. Assist in recruitment of AY Honor instructors.

### General

- ® 1. Meet deadlines.
- ® 2. Work cheerfully and without prodding.
- ® 3. Communicate effectively.
- ® 4. Exhibit Christian spirit.

® *Indicates required activity*

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## Outreach Operations

### Planning

- ® 1. Assist in planning events including but not limited to:
  - a. Can Collecting
  - b. Community Service
  - c. Day Camps
  - d. Evangelism
  - e. Pathfinder Sabbath
  - f. Vacatino Bible School

### Logistics

- ® 1. Collect and record permission slips, fees or other required paperwork. Coordinate with the TLT attached to Finance/Clerical Operations on record-keeping.
- 2. Track and tally the group total for clerical and security reasons.
- 3. Assist in promoting the event and preparing all necessary materials.
- 4. Assist in unpacking, accounting for, and repairing materials upon return from an event.
- 5. Assist in making arrangements for adequate transportation, including vehicle preparation and reservation, written directions provided to all drivers, and emergency policies and meeting places arranged for and communicated to all parties concerned.
- 6. Assist in acquisition of adequate staff coverage for the event.

### Activities

- ® 1. Work with Administrative, and Classwork/Honors to have programming for the event.
- ® 2. Plan and be ready to carry through alternative plans should the program have to be changed for any reason. (i.e. rain, snow, cancellation etc.)

### Food

- ® 1. Develop a menu and food supplies list for the event as needed.
- 2. Assist in the purchase of required foodstuffs and supplies.
- 3. Assist in unit assignment to KP, food preparation, water detail, and wash station.

### Security

- 1. Coordinate with the TLT attached to Administrative Operations to confirm adequate and proper security is arranged for at departure, on site, and at the return point.

### General

- ® 1. Meet deadlines.
- ® 2. Work cheerfully and without prodding.
- ® 3. Communicate effectively.
- ® 4. Exhibit Christian spirit.

® *Indicates required activity*

## Camping/Activity Operations

### Planning

- ® 1. Assist in planning events including, but not limited to:
  - a. Camping Trips
  - b. Field Trips
  - c. Parties
- 2. Assist in creating, planning, and developing special events not regularly scheduled by the club.

### Food

- ® 1. Develop a menu and food supplies list for the event.
- ® 2. Assist in the purchase of required foodstuffs and supplies.
- ® 3. Assist in unit assignment to KP, food preparation, water detail, and wash station.

### Logistics

- ® 1. Collect and record permission slips, fees or other required paperwork in preparation for departure. Coordinate with the TLT attached to Finance/ Clerical Operations on record keeping.
- ® 2. Track and tally the group total for clerical and security reasons.
- 3. Assist in preparing and packing all general club gear.
- 4. Assist in unpacking, accounting for, and repairing general club gear upon return from an event.
- 5. Assist in making arrangements for adequate transportation, including vehicle preparation and reservation, written directions provided to all drivers, and emergency policies and meeting places arranged for and communicated to all parties concerned.
- 6. Assist in acquisition of adequate staff coverage for the event.

### Activities

- ® 1. Work with Administrative, and Special Operations to have programming for the trip.
- ® 2. Work with Classwork/Honors, to insure events or activities needed have time allocated, and that proper preparations are made.
- 3. Post a schedule listing all assignments, menus, and activities.
- 4. Assist in finding instructors or guests for events.
- 5. Plan and be ready to carry through alternative plans should the program have to be changed for any reason. (i.e., rain, snow, cancellation, etc.)

### Security

- 1. Coordinate with the TLT attached to Administrative Operations to confirm adequate and proper security is arranged for at departure, on site (including night watch), and at the return point.

### General

- ® 1. Meet deadlines.
- ® 2. Work cheerfully and without prodding.
- ® 3. Communicate effectively.
- ® 4. Exhibit Christian spirit.

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## Counseling Operations

### Unit Activities

- ® 1. Assist in, or lead in planning and carrying out a unit day event.
- ® 2. Assist in, or lead in planning and carrying out unit activities during allotted unit time during regular club meetings. This could include unit AY Honor instruction, worship planning, preparation for a unit activity or other activities as directed by the unit counselor or club director.
- 3. Assist in, or lead in planning a unit camping trip.

### Club Camping Trips

- ® 1. Assist in, or lead in planning and carrying out unit activities during allotted time on club camping trips.
- ® 2. Assist in, or lead in unique aspects of camping including, but are not limited to: site selection and set up, preparation for inspection, hikes, group meetings, curfew and lights out, and the striking of camp.

### AY Classwork/Honors

- ® 1. Assist AY/Pathfinder Classwork instructors by motivating and encouraging unit members to keep up with their AY/Pathfinder Classwork requirements.
- ® 2. Assist AY Honor instructors by motivating and encouraging unit members to pay attention and complete instructions and projects.

### General

- ® 1. Meet deadlines.
- ® 2. Work cheerfully and without prodding.
- ® 3. Communicate effectively.
- ® 4. Exhibit Christian spirit.

## Financial/Clerical Operations

### Finance

- ® 1. Assist in collection and accounting of registration/dues/uniform monies.
- ® 2. Assist in collection and accounting of camping trip and event monies.
- ® 3. Initiate or continue a working relationship with the local church treasurer.
- ® 4. Gain a basic understanding of a debit/credit accounting system.
- ® 5. Assist in collection and accounting of fund-raising monies.
- 6. Assist in collection and accounting of Pathfinder program and honor monies.
- 7. Assist in accounting reimbursements and accounts payable.

### Clerical

- ® 1. Assist in taking, processing, and distributing uniform orders.
- ® 2. Assist or lead out in keeping and tracking attendance records for club events and tallying them for use by the club directors and conference reports.
- ® 3. Assist or lead out in collection of permission slips for events.
- 4. Assist or lead out in AY Honor paperwork. Include a list of those who have completed the requirements and document their receipt of the AY Honor token.
- 5. Assist or lead out in submitting monthly reports of club activities and attendance totals to the conference and area coordinator.
- 6. Be able to answer parental and Pathfinder questions concerning general policies and guidelines of the Pathfinder club.
- 7. Assist or lead out in the registration process including tracking, filing, and distribution of applications, info packets, schedules, health forms, and consent forms.

### General

- ® 1. Meet deadlines.
- ® 2. Work cheerfully and without prodding.
- ® 3. Communicate effectively.
- ® 4. Exhibit Christian spirit.

® *Indicates required activity*

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# Voyager Requirements\*

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## Personal Growth

### Requirements

Do Sections I, II, and III for the standard class requirements (Voyager.)

Do Sections I, II, and III for the advanced class requirements (Frontier Voyager.)

#### I. Involvement (Required)

- A. Be age 14 OR in grade 9, or its equivalent.
- B. Be an active member of the AY Society OR Pathfinder Club.

#### II. Commitment (Required)

- A. Repeat from memory the AY Aim, Motto and Pledge.  
AY Aim - "The Advent message to all the world in this generation."  
AY Motto - "The love of Christ constraineth us."  
AY Pledge - "Loving the Lord Jesus, I promise to take an active part in work of the Adventist Youth Ministries doing what I can to help others and to finish the work of the gospel in all the world."
- B. Illustrate the meaning of the Aim by doing one of the following:
  - Art Project
  - Written Composition
  - Panel Discussion
  - Role Playing
  - Musical Interpretation
  - Skit

#### III. Growth (Required)

Earn the Voyager Reading Certificate OR the Senior Reading Certificate. (The Senior Reading Certificate and the Voyager Reading Certificate Requirements are very similar. For simplicity, the Voyager Certificate requirements are listed here.)

## Spiritual Discovery

### Requirements

Do Sections I and select either II or III for the standard class requirements (Voyager.)

Do Sections I, II, and III for the advanced class requirements (Frontier Voyager.)

#### I. Scripture (Required)

- A. Memorize a Bible text in each of the following categories:
  1. Great Passages
  2. Salvation
  3. Doctrine
  4. Prayer
  5. Relationships
  6. Behavior
  7. Promise/Praise

- B. List 6 major events of Christ's life in the Gospel of Mark as compared to Matthew, OR describe the early process of copying the Bible and the early translations.

#### II. Church Heritage (Optional)

Read about J. N. Andrews. Discuss the importance of mission service to the church at that time in history and why Christ gave the great commission (Matt. 28:18-20) and its importance to the church today, OR fulfill other options in the Instructor's Manual.

#### III. Christian Heritage (Optional)

Give an oral or written book report to an audience on an evangelistic personality, such as Roger Williams, Sojourner Truth, or Martin Luther King, Jr.

\*See *AY Classes Instructor's Manual* for more details.

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## Serving Others

### Requirements

Select two of the three sections for the standard class requirements (Voyager.)

Do Sections I, II, and III for the advanced class requirements (Frontier Voyager.)

- I. One to One** (Optional)  
Make a personal visit to a non-SDA young person, and share five things Jesus has done for you, and follow it up by introducing another Christian friend to help nurture spiritual interest.
- II. Group Witness** (Optional)  
Participate for eight hours in an outreach program.
- III. Community Outreach** (Optional)  
Spend a minimum of three hours with a Pastor or Associate Pastor, observing him or her in his/her pastoral duties.

## Making Friends

### Requirements

Select two of the three sections for the standard class requirements (Voyager.)

Do Sections I, II, and III for the advanced class requirements (Frontier Voyager.)

- I. Building Relationships** (Optional)  
List and discuss the needs of the handicapped, and help plan and participate in a party for them.
- II. Christian Lifestyle** (Optional)  
Fulfill requirements 3, 5, and 6 of the Stewardship honor.
- III. Good Citizenship** (Optional)  
Diagram the structure of your city government.

## Health and Fitness

### Requirements

Select two of the three sections for the standard class requirements (Voyager.)

Do Sections I, II, and III for the advanced class requirements (Frontier Voyager.)

- I. Health Principles** (Optional)
  - A.** Prepare and present a written or oral report on what the Bible says about vegetarianism vs. meat eating, and list the advantages of each as indicated by modern studies.
  - B.** Assist in a "Health Screen and Lifestyle" outreach program, OR interview a respiratory therapist or cardiologist regarding the benefits of exercise. Explain the treadmill test.
- II. First Aid / Safety** (Optional for Voyager)
  - A.** Complete the CPR honor.
  - B.** Study and practice "Disaster Safety."
- III. Fitness / Exercise** (Optional)
  - A.** Choose one lifetime exercise activity and record your exercise for one month.
  - B.** Complete one of the fitness tests for your age:
    - President's Physical Fitness
    - Canadian Fitness
    - Health-related Physical Fitness (For the Physically Disabled.)

## Youth Organization

### Requirements

Select two of the three sections for the standard class requirements (Voyager.)

Do Sections I, II, and III for the advanced class requirements (Frontier Voyager.)

- I. Leadership** (Optional)
  - A.** Plan and lead out in a Pathfinder Club or Sabbath School activity.
  - B.** Plan and teach two requirements in each of the following honors:
    - Camping Skills I
    - Camping Skills II
- II. Club Awareness** (Optional)  
Discuss with your club staff the club-church involvement in the total Pathfinder Club program, OR, for AY Societies, invite a Pathfinder person to speak to your group.
- III. Pathfinder Programming** (Optional)
  - A.** Plan, participate in, and evaluate your church participation in the following:
    1. Induction
    2. Club Meeting
    3. Pathfinder Sabbath
    4. Investiture Service
    5. Yearly Scheduling
    6. Club Campout

- B.** Complete requirements 2, 3 and 6 of the Advanced Drilling and Marching honor.  
*Requirement #2.* With a unit guidon demonstrate the following basic positions:
- a. Order Guidon
  - b. Carry Guidon
  - c. Salute at Order
  - d. Salute at Carry
  - e. Present Guidon
  - f. Raise Guidon

*Requirement #3.* Demonstrate how and when to use the guidon's basic position during all drill commands.

*Requirement #6.* As a member of a drill team do 4 fancy (precision) drill routines, at least one of which includes combination commands.

## Nature Study

### Requirements

Do Section I for the standard class requirements (Voyager.)  
 Do Sections I, II, and III for the advanced class requirements (Frontier Voyager.)

- I. Spiritual Lessons** (Required)  
 Review the story of Nicodemus and relate it to the life cycle of the butterfly, OR draw a life-cycle chart of the caterpillar giving the spiritual significance.
- II. Nature Appreciation** (Optional)
  - A.** House Plants/Butterflies - Raise a plant using hydroponic principles, OR identify and draw, collect or photograph 10 species of butterflies.
  - B.** Edible Wild Plants/ Environmental Conservation - Identify, prepare and eat 10 varieties of edible wild plants, OR investigate and write a report on a small stream. Include a copy of your report in the back of this booklet.
- III. Nature Honor** (Optional)  
 Complete a nature honor at your skill level not previously earned.

## Outdoor Living

### Requirements

Do Sections I or II for the standard class requirements (Voyager.)

Do Sections I and II for the advanced class requirements (Frontier Voyager.)

- I. Outdoor Skills** (Optional)
  - A.** Earn the Knot Tying honor.
  - B.** Learn or review the Wilderness Safety rules.
- II. Outdoor Activity** (Optional)  
**Earn one of the following honors:**
  - Backpacking
  - Outdoor Leadership
  - Winter Camping
  - Pioneering
  - Wilderness Living

## Honor Enrichment

### Requirements

This track is not required for the standard class requirements (Voyager.)

Do Sections I and II for the advanced class requirements (Frontier Voyager.)

- I. Arts & Crafts/Hobbies/Household Arts** (Optional)  
 Complete one honor at your skill level, not previously earned, in the area of art, craft, hobby, or household skills. (See AY Honor Handbook for requirement helps).
- II. Recreational/ Outdoor Industries/ Vocational** (Optional)
  - A.** Complete one honor at your skill level, not previously earned, in the area of recreational skills, vocational studies, or outdoor industries. (See AY Honor Handbook for requirement helps).
  - B.** Earn the Beginner's Swimming Honor, if not previously earned.

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# Guide Requirements\*

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## Personal Growth

### Requirements

Do Sections I, II, and III for the standard class requirements (Guide.)

Do Sections I, II, and III for the advanced class requirements (Frontier Guide.)

#### I. Involvement (Required)

- A. Be age 15 OR in grade 10, or its equivalent.
- B. Be an active member of the AY Society OR Pathfinder Club.

#### II. Commitment (Required)

- A. Repeat from memory the AY Aim, Motto and Pledge.  
AY Aim - "The Advent message to all the world in this generation."  
AY Motto - "The love of Christ constraineth us."  
AY Pledge - "Loving the Lord Jesus, I promise to take an active part in work of the Adventist Youth Ministries doing what I can to help others and to finish the work of the gospel in all the world."
- B. Illustrate the meaning of the Aim by doing one of the following:

- Art Project
- Written Composition
- Panel Discussion
- Role Playing
- Musical Interpretation
- Skit

#### III. Growth (Required)

Earn the Guide Reading Certificate OR the Senior Reading Certificate. (The Senior Reading Certificate and the Guide Reading Certificate Requirements are very similar. For simplicity, the Guide Certificate requirements are listed here.)

## Spiritual Discovery

### Requirements

Do Sections I and select either II or III for the standard class requirements (Guide.)

Do Sections I, II, and III for the advanced class requirements (Frontier Guide.)

#### I. Scripture (Required)

- A. Memorize a Bible text in each of the following categories:

1. Great Passages
2. Salvation
3. Doctrine
4. Prayer
5. Relationships
6. Behavior
7. Promise/Praise

- B. Trace the origin of three Bible versions that are presently available in your native language, OR list five kinds of laws God gave to Israel, and compare their practical application to yourself in today's society.

#### II. Church Heritage (Optional)

Read and outline three stories of Adventist pioneers. Tell these stories during a Pathfinder Club or AY worship time, OR fulfill other options in the Instructor's Manual.

#### III. Christian Heritage (Optional)

Role play an experience during the closing moments of earth's history.

\*See *AY Classes Instructor's Manual* for more details.



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## Serving Others

### Requirements

Select two of the three sections for the standard class requirements (Guide.)

Do Sections I, II, and III for the advanced class requirements (Frontier Guide.)

- I. One to One** (Optional)  
Make a personal visit to a non-SDA young person, and share the gospel, and outline a plan to spend one year to lead that person to be a disciple of Christ.
- II. Group Witness** (Optional)  
Receive training in an outreach program, and participate for 10 hours in an outreach program.
- III. Community Outreach** (Optional)  
Spend a minimum of four hours with a pastor or his/her associate, assisting the pastor or associate in his/her pastoral duties, such as Bible studies, hospital calls, and home visitation.

## Making Friends

### Requirements

Select two of the three sections for the standard class requirements (Guide.)

Do Sections I, II, and III for the advanced class requirements (Frontier Guide.)

- I. Building Relationships** (Optional)  
List and discuss 10 guidelines for being a good life companion, and weigh the value of a Christian home versus a non-Christian home.
- II. Christian Lifestyle** (Optional)  
Give a written or oral report on respect for God's law and civil authority, and list 20 guidelines for moral behavior, and explain each.
- III. Good Citizenship** (Optional)  
Listen to a lecture on career opportunities for Christians. Visit people working in three careers of your choice and discuss your findings.

## Health and Fitness

### Requirements

Select two of the three sections for the standard class requirements (Guide.)

Do Sections I, II, and III for the advanced class requirements (Frontier Guide.)

- I. Health Principles** (Optional)
  - A.** Make a presentation to elementary students regarding the laws of good health.
  - B.** Make a presentation to elementary students discussing the dangers of drug, alcohol, or tobacco use.
- II. First Aid / Safety** (Optional)
  - A.** Complete a Red Cross First Aid Class, OR lead a group through the Red Alert Honor.
  - B.** Study and practice "Traffic Safety".
- III. Fitness / Exercise** (Optional)
  - A.** Choose one lifetime exercise activity and record your exercise for four months.
  - B.** Complete one of the fitness tests for your age:
    - President's Physical Fitness Award
    - Canadian Fitness Award
    - Health-related Physical Fitness Award (For the physically disabled.)

## Youth Organization

### Requirements

Select two of the three sections for the standard class requirements (Guide.)

Do Sections I, II, and III for the advanced class requirements (Frontier Guide.)

- I. Leadership** (Optional)
  - A.** Attend a Conference-sponsored basic Pathfinder leadership course.
  - B.** Plan and teach two requirements in each of the following honors:
    - Camping Skills III
    - Camping Skills IV
- II. Club Awareness** (Optional)  
Discuss with your club staff the club-community involvement in the total Pathfinder Club program, OR, for the AY Societies, invite a Pathfinder person to speak to your group.
- III. Pathfinder Programming** (Optional)
  - A.** Plan, participate in, and evaluate your church participation in the following:
    1. Induction
    2. Club Meeting
    3. Pathfinder Sabbath
    4. Investiture Service
    5. Yearly Scheduling
    6. Club Campout
  - B.** Complete the requirements for the Advanced Drilling and Marching honor.



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## Nature Study

### Requirements

Do Section I for the standard class requirements (Guide.)

Do Sections I, II, and III for the advanced class requirements (Frontier Guide.)

#### I. Spiritual Lessons (Required)

Read the story of Jesus' childhood in *The Desire of Ages*, ch. 7, and relate it to the place of nature study in His education and ministry by giving orally before an audience an original nature lesson (parable) drawn from your own observations.

#### II. Nature Appreciation (Optional)

**A.** Spiders/Rocks and Minerals - Complete a spider web study project, OR collect or obtain and identify 15 different kinds of rocks and minerals.

**B.** Ecology/Fungi - List 10 ways in which you might actively work to improve the environment in which you live. Put four into practice, OR photograph or draw 15 different fungi and correctly identify them.

#### III. Nature Honor (Optional)

Complete a nature honor at your skill level not previously earned.

## Outdoor Living

### Requirements

Do Sections I or II for the standard class requirements (Guide.)

Do Sections I, II, and III for the advanced class requirements (Frontier Guide.)

#### I. Outdoor Skills (Optional)

**A.** Lead an individual or group through the Knot Tying Honor. Write a description of your methods and their reactions.

**B.** Learn or review the Wilderness Safety rules.

#### II. Outdoor Activity (Optional)

Earn one of the camp honors listed below, not previously earned.

- Backpacking
- Outdoor Leadership
- Winter Camping
- Pioneering
- Wilderness Living

## Honor Enrichment

### Requirements

This track is not required for the standard class requirements (Guide.)

Do Sections I and II for the advanced class requirements (Frontier Guide.)

#### I. Arts & Crafts/Hobbies/Household Arts (Optional)

Complete one honor at your skill level, not previously earned, in the area of art, craft, hobby, or household skills. (See AY Honor Handbook for requirement helps).

#### II. Recreational/Outdoor Industries/Vocational (Optional)

**A.** Complete one honor at your skill level, not previously earned, in the area of recreational skills, vocational studies, or outdoor industries. (See AY Honor Handbook for requirement helps).

**B.** Earn the Beginner's Swimming Honor, if not previously earned.

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# Master Guide Requirements

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## I. Pre-requisites

- A. Be in at least 11th grade or its equivalent.
- B. Be a baptized member of the Seventh-day Adventist Church.
- C. Complete a basic staff training course in one of the following areas:
  - Adventurer
  - Pathfinder
  - Medical Cadet Corps
  - Youth Leadership

## II. Spiritual Development

- A. Read the following:
  1. Matthew, Mark, Luke, and John
  2. the book *Steps to Christ*
  3. the book *Desire of Ages* (at least 10 chapters)
- B. Keep a devotional journal for at least four weeks, summarizing what you read each day.
- C. Demonstrate your knowledge of the 27 fundamental beliefs by completing one of the following:
  1. pass a written test or give an oral presentation over all the beliefs
  2. conduct a complete evangelistic series or seminar
  3. personally give a complete series of Bible studies
- D. Have a Church Heritage certificate.

## III. Skills Development

- A. Supervise a participant(s) through an Adventurer or AY curriculum class.
- B. Have or earn the following AY honors:
  1. Christian Storytelling
  2. Camping Skills I
- C. Earn two additional AY honors not previously earned.
- D. Attend and complete a two-hour seminar in each of the following areas:
  1. leadership skills
  2. communication skills
  3. creativity and resource development
  4. child and youth evangelism
- E. Have a current first aid certificate.

## IV. Leadership Development

- A. Read the book *Education*.
- B. Read one of the following books:
  1. *Child Guidance*
  2. *Messages to Young People*
  3. a book on leadership
- C. Demonstrate your leadership in all of the following:
  1. develop and conduct three worship
  2. assist your local group (Adventurer, Pathfinder, MCC, youth) in a conference-sponsored event
  3. teach three Adventurer awards or two AY honors
  4. assist in the planning and leading a field trip
  5. be an active Adventurer, Pathfinder, MCC, or youth staff member for at least one year, and attend 75% of the staff meetings

## V. Fitness Lifestyle Development

Participate in a personal physical fitness plan for a minimum of three months, and evaluate and show improvement (recommended: the Cooper Aerobic program or its equivalent).

# TLT Program Application

Name \_\_\_\_\_ Home Phone \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Age \_\_\_\_\_ Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ Citizenship \_\_\_\_\_

Home Church \_\_\_\_\_ Baptized  Yes  No

Name of school now attending \_\_\_\_\_

School Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Class or classes completed:

- |                                       |  |  |   |
|---------------------------------------|--|--|---|
| <input type="checkbox"/> Friend       | <input type="checkbox"/> Trail Companion   | <input type="checkbox"/> Ranger          | <input type="checkbox"/> Wilderness Voyager |
| <input type="checkbox"/> Trail Friend | <input type="checkbox"/> Explorer          | <input type="checkbox"/> Frontier Ranger | <input type="checkbox"/> Guide              |
| <input type="checkbox"/> Companion    | <input type="checkbox"/> Frontier Explorer | <input type="checkbox"/> Voyager         | <input type="checkbox"/> Wilderness Guide   |

List your participation in Pathfinder clubs:

Club	Year	Director
_____	_____	_____
_____	_____	_____
_____	_____	_____

I, the undersigned, apply to the \_\_\_\_\_ club leadership for a position in the TLT Program. I understand that my application and future participation are evaluated on my performance in Pathfinding and my adherence to the TLT Pledge as well as the Pathfinder Pledge and Law. I agree to participate in the TLT Program as outlined in the TLT Manual and commit myself to developing my Christian leadership potential to its fullest.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Mark the two operational departments selected for the 1st year operational assignment:

- | <i>Recommend 1<sup>st</sup> year</i>         | <i>Recommend 2<sup>nd</sup> year</i>      | <i>Recommend 3<sup>rd</sup> year</i>      |
|--|---|---|
| <input type="checkbox"/> Administrative      | <input type="checkbox"/> Outreach         | <input type="checkbox"/> Finance/Clerical |
| <input type="checkbox"/> AY Classwork/Honors | <input type="checkbox"/> Camping/Activity | <input type="checkbox"/> Counseling       |

## Club Official Use Only

Approved  Disapproved Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Club Director Signature \_\_\_\_\_

Date to begin service \_\_\_\_/\_\_\_\_/\_\_\_\_ TLT Director Signature \_\_\_\_\_

## Conference Official Use Only

Date received \_\_\_\_/\_\_\_\_/\_\_\_\_ Conference Director Signature \_\_\_\_\_

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# TLT Program Recommendation

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, the undersigned, am applying to the \_\_\_\_\_ club leadership for a position in the TLT Program of Pathfinding. I understand that my application and future participation are evaluated on my performance in Pathfinding and my adherence to the TLT Pledge as well as the Pathfinder Pledge and Law. I agree to participate in the TLT Program as outlined in the TLT Manual and commit myself to developing my Christian leadership potential to its fullest.

Please complete this recommendation form for me and return it to the following:

Pathfinder Club Director's Name \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Thank you for your honest evaluation. Please keep me and the Pathfinder program in your prayers.

**TLT Pledge** - Loving the Lord Jesus, I promise to take an active part in the work of the Teen Leadership Training program, doing what I can to help others and to finish the work of the gospel in all the world.

Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

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## Please answer the following questions.

How do you know the applicant and for how long? \_\_\_\_\_

\_\_\_\_\_

What qualities does the applicant bring to the program? \_\_\_\_\_

\_\_\_\_\_

How does the applicant relate to people? \_\_\_\_\_

\_\_\_\_\_

How does the applicant respond to stress? \_\_\_\_\_

\_\_\_\_\_

Does the applicant have any potential problems that might hinder his/her participation? \_\_\_\_\_

\_\_\_\_\_

Recommender's Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

# Administrative Operations Evaluation

TLT \_\_\_\_\_ Term Dates \_\_\_\_\_ Evaluation Date \_\_\_\_\_

## Planning

- ® 1. Assisted in planning events including, but not limited to:
  - a. Regular Meetings
  - b. Induction
  - c. Investiture

Complete    
 Incomplete    
 N/A    
 Notes \_\_\_\_\_

## Worship

- ® 1. Developed ideas for worships, including themes, topics, guests and activities.
- ® 2. Planned and scheduled worships. Prepared materials, invited speakers, introduced them, and sent thank-you notes. Prepared a backup program if there was a problem.
- 3. Worked with units, AY classes, or class instructors to make sure that opportunity was given for them to do worships necessary for completion of requirements.

## Activities

- ® 1. Assisted in planning and coordinating the yearly and single meeting schedules. This included time for AY Classwork, honor instruction, special events, worships, outings, and camping trips.
- ® 2. Arranged, scheduled and supervised units in conducting opening and closing exercises during meetings and events.
- ® 3. Taught basic marching and drilling techniques.
- 4. Was responsible for posting the weekly schedule in the Pathfinder meeting place, including weekend schedules on camping trips.
- 5. Assisted in organizing, training, and scheduling of the exhibition drill team.

## Security

- ® 1. Plan, schedule and coordinate security personnel if necessary.
  - a. Lot or drive entrance
  - b. Entrance to the building
  - c. Entrance to the Pathfinder meeting room
  - d. Parking lot
- ® 2. Assist in establishing or continuing contact with local emergency and police agencies.
- 3. Check out and in security equipment and supervised its storage, upkeep and repair.

## General

- ® 1. Met deadlines.
- ® 2. Worked cheerfully and without prodding.
- ® 3. Communicated effectively.
- ® 4. Exhibited Christian spirit.

® Indicates required activity

Approve for Advance  Disapprove for Advance Reviewing Staff \_\_\_\_\_ Date \_\_\_\_\_

# AY Classwork/Honors Operations Evaluation

TLT \_\_\_\_\_ Term Dates \_\_\_\_\_ Evaluation Date \_\_\_\_\_

## AY Classwork

- |   | Complete                 | Incomplete               | N/A                      | Notes |
|---|--------------------------|--------------------------|--------------------------|-------|
| ® 1. Assisted in planning and carrying out progressive AY/Pathfinder Classwork instruction for the year or assigned time period.                                    | <input type="checkbox"/> | <input type="checkbox"/> |                          | _____ |
| 2. Assisted in coordination with other operations, in making sure that AY/Pathfinder Classwork requirements are cared for in the most appropriate fashion possible. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 3. Assisted in recruitment of AY/Pathfinder Classwork instructors.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 4. Assisted in support of AY/Pathfinder Classwork instructors.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

## AY Honors

- |  |                          |                          |                          |       |
|--|--------------------------|--------------------------|--------------------------|-------|
| ® 1. Assisted in planning and carrying out honor selection for instruction, including integration of honors required by AY/Pathfinder Classwork.   | <input type="checkbox"/> | <input type="checkbox"/> |                          | _____ |
| ® 2. Provided support for AY Honor instructors by helping with procurement of supplies, distribution of supplies and equipment, set up of teaching area, and arranged for substitute if necessary. | <input type="checkbox"/> | <input type="checkbox"/> |                          | _____ |
| 3. Assisted in recruitment of AY Honor instructors.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

## General

- |  |                          |                          |  |       |
|--|--------------------------|--------------------------|--|-------|
| ® 1. Met deadlines.                          | <input type="checkbox"/> | <input type="checkbox"/> |  | _____ |
| ® 2. Worked cheerfully and without prodding. | <input type="checkbox"/> | <input type="checkbox"/> |  | _____ |
| ® 3. Communicated effectively.               | <input type="checkbox"/> | <input type="checkbox"/> |  | _____ |
| ® 4. Exhibited Christian spirit.             | <input type="checkbox"/> | <input type="checkbox"/> |  | _____ |

® *Indicates required activity*

Approve for Advance  Disapprove for Advance Reviewing Staff \_\_\_\_\_ Date \_\_\_\_\_

# Outreach Operations Evaluation

TLT \_\_\_\_\_ Term Dates \_\_\_\_\_ Evaluation Date \_\_\_\_\_

## Planning

- ® 1. Assisted in planning events including but not limited to:
  - a. Can Collecting
  - b. Community Service
  - c. Day Camps
  - d. Evangelism
  - e. Pathfinder Sabbath
  - f. VBS

Complete	Incomplete	N/A	Notes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

## Logistics

- ® 1. Collected and recorded permission slips, fees or other required paperwork. Coordinated with the TLT attached to Finance/Clerical Operations on record keeping.
- 2. Tracked and tallied the group total for clerical and security reasons.
- 3. Assisted in promoting the event and preparing and packing all necessary materials.
- 4. Assisted in unpacking, accounting for, and repairing materials upon return from an event.
- 5. Assisted in making arrangements for adequate transportation, including vehicle preparation and reservation, written directions provided to all drivers, and emergency policies and meeting places arranged for and communicated to all parties concerned.
- 6. Assisted in acquisition of adequate staff coverage for the event.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

## Activities

- ® 1. Worked with Administrative, and Classwork/Honors to have programming for the event.
- ® 2. Planned and was ready to carry through alternative plans should the program have had to be changed for any reason. (i.e. rain, snow, cancellation etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

## Food

- ® 1. Developed a menu and food supplies list for the event as needed.
- 2. Assisted in the purchase of required foodstuffs and supplies
- 3. Assisted in unit assignment to KP, food preparation, water detail, and wash station.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

## Security

- 1. Coordinated with the TLT attached to Administrative Operations to confirm adequate and proper security is arranged for at departure, on site, and at the return point.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

## General

- ® 1. Met deadlines.
- ® 2. Worked cheerfully and without prodding.
- ® 3. Communicated effectively.
- ® 4. Exhibited Christian spirit.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

® *Indicates required activity*

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# Camping/Activity Operations

TLT \_\_\_\_\_ Term Dates \_\_\_\_\_ Evaluation Date \_\_\_\_\_

## Planning

- |   | Complete                 | Incomplete               | N/A | Notes |
|---|--------------------------|--------------------------|-----|-------|
| ® 1. Assisted in planning events including, but not limited to:   | <input type="checkbox"/> | <input type="checkbox"/> |     | _____ |
| a. Camping Trips  | <input type="checkbox"/> | <input type="checkbox"/> |     | _____ |
| b. Field Trips  | <input type="checkbox"/> | <input type="checkbox"/> |     | _____ |
| 2. Assisted in creating, planning, and development of special events not regularly scheduled by the club. | <input type="checkbox"/> | <input type="checkbox"/> |     | _____ |

## Food

- |   |                          |                          |                          |       |
|---|--------------------------|--------------------------|--------------------------|-------|
| ® 1. Developed a menu and food supplies list for the event.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| ® 2. Assisted in the purchase of required foodstuffs and supplies.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| ® 3. Assisted in unit assignment to KP, food preparation, water detail, and wash station. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

## Logistics

- |  |                          |                          |                          |       |
|--|--------------------------|--------------------------|--------------------------|-------|
| ® 1. Collected and recorded permission slips, fees or other required paperwork in preparation for departure. Coordinate with the TLT attached to Finance/Clerical Operations on record keeping.  | <input type="checkbox"/> | <input type="checkbox"/> |                          | _____ |
| ® 2. Tracked and tallied the group total for clerical and security reasons.  | <input type="checkbox"/> | <input type="checkbox"/> |                          | _____ |
| 3. Assisted in preparing and packing all general club gear.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 4. Assisted in unpacking, accounting for, and repairing general club gear upon return from an event.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 5. Assisted in making arrangements for adequate transportation, including vehicle preparation and reservation, written directions provided to all drivers, and emergency policies and meeting places arranged for and communicated to all parties concerned. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 6. Assisted in acquisition of adequate staff coverage for the event.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

## Activities

- |  |                          |                          |                          |       |
|--|--------------------------|--------------------------|--------------------------|-------|
| ® 1. Worked with Administrative, and Special Operations to have programming for the trip.  | <input type="checkbox"/> | <input type="checkbox"/> |                          | _____ |
| ® 2. Worked with Classwork/Honors, to insure events or activities needed have time allocated, and that proper preparations are made.                     | <input type="checkbox"/> | <input type="checkbox"/> |                          | _____ |
| 3. Posted a schedule listing all assignments, menus, and activities.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 4. Assisted in finding instructors or guests for events.   |                          |                          |                          | _____ |
| 5. Planned and was ready to carry through alternative plans should the program have to be changed for any reason. (i.e., rain, snow, cancellation, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

## Security

- |   |                          |                          |                          |       |
|---|--------------------------|--------------------------|--------------------------|-------|
| 1. Coordinated with the TLT attached to Administrative Operations to confirm adequate and proper security is arranged for at departure, on site (including night watch), and at the return point. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
|---|--------------------------|--------------------------|--------------------------|-------|

## General

- |  |                          |                          |  |       |
|--|--------------------------|--------------------------|--|-------|
| ® 1. Met deadlines.                          | <input type="checkbox"/> | <input type="checkbox"/> |  | _____ |
| ® 2. Worked cheerfully and without prodding. | <input type="checkbox"/> | <input type="checkbox"/> |  | _____ |
| ® 3. Communicated effectively.               | <input type="checkbox"/> | <input type="checkbox"/> |  | _____ |
| ® 4. Exhibited Christian spirit.             | <input type="checkbox"/> | <input type="checkbox"/> |  | _____ |

® Indicates required activity

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# Counseling Operations Evaluation

TLT \_\_\_\_\_ Term Dates \_\_\_\_\_ Evaluation Date \_\_\_\_\_

## Unit Activities

- |   | Complete                 | Incomplete               | N/A                      | Notes |
|---|--------------------------|--------------------------|--------------------------|-------|
| ® 1. Assisted in, or lead in planning and carrying out a unit day event.  | <input type="checkbox"/> | <input type="checkbox"/> |                          | _____ |
| ® 2. Assisted in, or lead in planning and carrying out unit activities during allotted unit time during regular club meetings. This could include unit honor instruction, worship planning, preparation for a unit activity or other activities as directed by the unit counselor or club director. | <input type="checkbox"/> | <input type="checkbox"/> |                          | _____ |
| 3. Assisted in, or lead in planning a unit camping trip.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

## Club Camping Trips

- |  |                          |                          |  |       |
|--|--------------------------|--------------------------|--|-------|
| ® 1. Assist in, or lead in planning and carrying out unit activities during allotted time on club camping trips.   | <input type="checkbox"/> | <input type="checkbox"/> |  | _____ |
| ® 2. Assist in, or lead in unique aspects of camping including, but are not limited to: site selection and set up, preparation for inspection, hikes, group meetings, curfew and lights out, and the striking of camp. | <input type="checkbox"/> | <input type="checkbox"/> |  | _____ |

## AY Classwork/Honors

- |   |                          |                          |  |       |
|---|--------------------------|--------------------------|--|-------|
| ® 1. Assisted AY Classwork instructors by motivating and encouraging unit members to keep up with their AY Classwork requirements.  | <input type="checkbox"/> | <input type="checkbox"/> |  | _____ |
| ® 2. Assisted honor instructors by motivating and encouraging unit members to pay attention and complete instructions and projects. | <input type="checkbox"/> | <input type="checkbox"/> |  | _____ |

## General

- |  |                          |                          |  |       |
|--|--------------------------|--------------------------|--|-------|
| ® 1. Met deadlines.                          |                          |                          |  |       |
| ® 2. Worked cheerfully and without prodding. | <input type="checkbox"/> | <input type="checkbox"/> |  | _____ |
| ® 3. Communicated effectively.               | <input type="checkbox"/> | <input type="checkbox"/> |  | _____ |
| ® 4. Exhibited Christian spirit.             | <input type="checkbox"/> | <input type="checkbox"/> |  | _____ |

® Indicates required activity

Approve for Advance  Disapprove for Advance Reviewing Staff \_\_\_\_\_ Date \_\_\_\_\_

# Finance/Clerical Operations

TLT \_\_\_\_\_ Term Dates \_\_\_\_\_ Evaluation Date \_\_\_\_\_

## Finance

- |   | Complete                 | Incomplete               | N/A                      | Notes |
|---|--------------------------|--------------------------|--------------------------|-------|
| ® 1. Assisted in collection and accounting of registration/dues/uniform monies.     | <input type="checkbox"/> | <input type="checkbox"/> |                          | _____ |
| ® 2. Assisted in collection and accounting of camping trip and event monies.        | <input type="checkbox"/> | <input type="checkbox"/> |                          | _____ |
| ® 3. Initiated or continued a working relationship with the local church treasurer. | <input type="checkbox"/> | <input type="checkbox"/> |                          | _____ |
| ® 4. Gained a basic understanding of a debit/credit accounting system.              | <input type="checkbox"/> | <input type="checkbox"/> |                          | _____ |
| ® 5. Assisted in collection and accounting of fund raising monies.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 6. Assisted in collection and accounting of Pathfinder program and honor monies.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 7. Assisted in accounting reimbursements and accounts payable.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

## Clerical

- |   |                          |                          |                          |       |
|---|--------------------------|--------------------------|--------------------------|-------|
| ® 1. Assisted in taking, processing, and distributing uniform orders.   | <input type="checkbox"/> | <input type="checkbox"/> |                          | _____ |
| ® 2. Assisted or lead out in keeping and tracking attendance records for club events and tallying them for use by the club directors and conference reports.                | <input type="checkbox"/> | <input type="checkbox"/> |                          | _____ |
| ® 3. Assisted or lead out in collection of permission slips for events.   | <input type="checkbox"/> | <input type="checkbox"/> |                          | _____ |
| 4. Assisted or lead out in AY Honor paperwork. Kept list of those who have completed the requirements and documented their receipt of the AY Honor token.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 5. Assisted or lead out in submitting monthly reports of club activities and attendance totals to the conference and area coordinator.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 6. Was able to answer parental and Pathfinder questions concerning general policies and guidelines of the Pathfinder club.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 7. Assisted or lead out in the registration process including tracking, filing, and distribution of applications, info packets, schedules, health forms, and consent forms. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

## General

- |  |                          |                          |  |       |
|--|--------------------------|--------------------------|--|-------|
| ® 1. Met deadlines.                          | <input type="checkbox"/> | <input type="checkbox"/> |  | _____ |
| ® 2. Worked cheerfully and without prodding. | <input type="checkbox"/> | <input type="checkbox"/> |  | _____ |
| ® 3. Communicated effectively.               | <input type="checkbox"/> | <input type="checkbox"/> |  | _____ |
| ® 4. Exhibited Christian spirit.             | <input type="checkbox"/> | <input type="checkbox"/> |  | _____ |

® Indicates required activity

Approve for Advance  Disapprove for Advance Reviewing Staff \_\_\_\_\_ Date \_\_\_\_\_

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# TLT Program Level 1 Checklist

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## Entry Requirements

1. Be in at least the 9th grade. (All new TLTs start at Level 1.)

\_\_\_\_\_ *Date*      \_\_\_\_\_ *Signature*

2. Complete the *TLT Program Application*.

\_\_\_\_\_

Submit three recommendation forms.

\_\_\_\_\_

Be approved by the club leadership.

\_\_\_\_\_

3. a. If in the 9th grade, the applicant must have been a Pathfinder with the local club during the previous year, or complete a club orientation program. Had an attendance record of at least 80%. Have completed at least one level of progressive Classwork during the most recent active year.

\_\_\_\_\_

b. If in the 10th, 11th, or 12th grade, the applicant must complete a club orientation program. Had an attendance record of at least 80%. Have completed at least one level of progressive Classwork during their most recent active year.

\_\_\_\_\_

## TLT Duties

1. Satisfactorily completed two operational rotations:

\_\_\_\_\_

- Administrative Operations
- Classwork/Honors Operations
- Outreach Operations
- Camping/Activity Operations
- Counseling Operations
- Finance/Clerical Operations

2. Completed the requirements for the level of standard Classwork for the grade level of the TLT.

\_\_\_\_\_

3. Maintained an 80% or above club attendance.

\_\_\_\_\_

Maintained an 80% proper uniform record.

\_\_\_\_\_

4. Participated in a Conference/Union leadership skill development program.

\_\_\_\_\_

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# TLT Program Level 2 Checklist

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## Entry Requirements

1. The TLT must be in at least the 10th grade.
2. Satisfactorily complete the TLT Program Level 1.

*Date*

*Signature*

<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

## TLT Duties

1. Satisfactorily completed two operational rotations:
  - Administrative Operations
  - Classwork/Honors Operations
  - Outreach Operations
  - Camping/Activity Operations
  - Counseling Operations
  - Finance/Clerical Operations
2. Completed the requirements for the level of standard Classwork for the grade level of the TLT.
3. Maintained an 80% or above club attendance.  
Maintained an 80% proper uniform record.
4. Participated in a Conference/Union leadership skill development program.

<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

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Approve for Advance    Disapprove for Advance   Reviewing Staff \_\_\_\_\_ Date \_\_\_\_\_

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# TLT Program Level 3 Checklist

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## Entry Requirements

1. Be in at least the 11th grade.
2. Satisfactorily complete the TLT Program Level 2.

*Date*

*Signature*

\_\_\_\_\_

\_\_\_\_\_

## TLT Duties

1. Satisfactorily completed two operational rotations:
  - Administrative Operations
  - Classwork/Honors Operations
  - Outreach Operations
  - Camping/Activity Operations
  - Counseling Operations
  - Finance/Clerical Operations
2. Completed a major portion of the requirements for the Master Guide classwork.
3. Maintained an 80% or above club attendance.  
  
Maintained an 80% proper uniform record.
4. Participated in a Conference/Union leadership skill development program.

\_\_\_\_\_

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\_\_\_\_\_

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Approve for Advance    Disapprove for Advance   Reviewing Staff \_\_\_\_\_ Date \_\_\_\_\_

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# TLT Program Level 4 Checklist

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## Entry Requirements

*Date*

*Signature*

1. The TLT must be in at least the 12th grade.
2. Satisfactorily complete the TLT Program Level 3.

<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

## TLT Duties

1. Satisfactorily completed one operational rotations:
  - Administrative Operations
  - Classwork/Honors Operations
  - Outreach Operations
  - Camping/Activity Operations
  - Counseling Operations
  - Finance/Clerical Operations
2. Completed the requirements for the Master Guide class.
3. Maintained an 80% or above club attendance.  
Maintained an 80% proper uniform record.
4. Participated in a Conference/Union leadership skill development program.

<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

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Approve for Advance    Disapprove for Advance   Reviewing Staff \_\_\_\_\_ Date \_\_\_\_\_