



GUIDE

Achievement Class



Youth Ministries Department of the Seventh-day Adventist® Church

Curriculum
Requirements &
Developed Resources



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OBJECTIVES

- Develop leadership potential
- Provide a climate for fellowship and acceptance
- Choose a Christian lifestyle
- Learn to evaluate life and its meaning from the Christian perspective

AIM, MOTTO, PLEDGE & LAW

AIM

The Advent Message to All the World in My Generation.

MOTTO

"The love of Christ constrains me."

PLEDGE

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

PATHFINDER LAW

The Pathfinder Law is for me to:

1. Keep the morning watch.
2. Do my honest part.
3. Care for my body.
4. Keep a level eye.
5. Be courteous and obedient.
6. Walk softly in the sanctuary.
7. Keep a song in my heart.
8. Go on God's errands.

HOW TO USE THE INSTRUCTION PLANS

To assist class instructors in the work of organizing the curriculum into an instruction plan, you will find included a comprehensive suggestion on how to go about designing and completing this work in one year using 30 to 35 minute class periods. When organizing your plan, remember that the Pathfinder year generally follows the school year. In some countries this means that only part of the year is available for meetings, while other countries are not restricted this way, but to accommodate all schedules this plan is based on a minimum of a 20 week schedule. Those clubs with more time are encouraged to adjust the following plan accordingly.

Most conference youth departments conduct three combined events such as rallies, fairs, and camporees each Pathfinder year. While the instruction plans are organized so that there is no work for the Pathfinder to complete on days that they are on campouts or at conference events, several requirements do lend themselves to these actions and may be completed at those times.

Bimonthly outings are often encouraged by the conference, and instructors should try to maximize the use of these times. For further details on bimonthly outings, see the Pathfinder Staff Manual.

PLEASE NOTE: These plans are suggestions only. By all means modify or adapt them to suit your own situation, resources, and capabilities.

ANNUAL PROGRAM

WEEK	SAMPLE SCHEDULE	REFERENCE PAGE
1	Memorize and explain Legion of Honor	11
	Select Book Club books	12
	Membership and dues	12
2	Gifts of the Spirit - Galatians	15
	Basic Pathfinder Staff Course	64
3	Gifts of the Spirit - Galatians	15
	Examine Attitudes - topic A	35
	Begin Stewardship Honor	12
4	Examine Attitudes - topic B	35
	Organize campout. Discuss food and equipment	68
5	Campout - two nights pack camp	68
6	Old Testament Sanctuary Service	19
	Discuss and take notes	
	Community Outreach Advanced Requirement	34
7	Introduce and work on Nature/Recreation	
	Honor towards Master	78,67
8	Discussion on Sanctuary Service	19
	Honor work	78
9	Campout - cook three course meal on open fire	70
10	Adventist Pioneer Stories	24
	Honor work	78
	Begin <i>Steps to Christ</i>	25
11	Adventist Pioneer Stories	24
	Discuss and organize "health & fitness" activity	60
	Memory Gem Examination	24
12	<i>Desire of Ages</i> ch. 7	66
	Health and fitness activity	60
	Assign Friendship Development Advanced Requirement	57
13	Teach Honor to Juniors	65
	Examine Attitudes, topic C	35
14	Teach Honor to Juniors	65
	Lifestyle Honors - start	80
	Examine Attitudes - topic D	35
15	Campout - complete object such as tower, bridge, using lashings and rope work	71
	Witnessing to teenagers - discussion	27

WEEK	SAMPLE SCHEDULE	REFERENCE PAGE
16	Nature Parables	66
	Nutrition Honor	62
17	Flow chart on denominational organization	64
	Nutrition Honor continued	62
	Advanced Health & Fitness Requirement	62
18	Community outreach – visiting shut-ins – helping needy pensioner	26
19	Presentation at school	58
	Complete Wilderness Master	79
20	Complete all work	83

GUIDE REQUIREMENTS

GENERAL

1. Be a teenager 15 years of age, and/or in Grade 10 or its equivalent.
2. Know and understand the AY Legion of Honor.
3. Be an active member of Pathfinder Club.
4. Select and read one book of your choice from the Teen Book Club list, plus a book on local church history (select book for your division or country).

ADVANCED

1. Complete the Stewardship Honor.

SPIRITUAL DISCOVERY

1. Discuss how the Christian can possess the gifts of the Spirit as described by Paul in his letter to the Galatians.
2. Study and discuss how the Old Testament sanctuary service points to the cross and the personal ministry of Jesus.
3. Read and outline three stories of Adventist pioneers. Tell these stories during a Pathfinder Club, AY, or Sabbath school worship time.
4. Have a current Memory Gem Certificate.

ADVANCED

1. Read *Steps to Christ* and write a one page report/essay.

COMMUNITY OUTREACH

1. As a group (or individually) help organize and participate in one of the following:
 - a. Make a friendship visit with a shut-in person.
 - b. Adopt a person or family in need and assist them.
 - c. Any other outreach of your choice approved by your leader.
2. Participate in a discussion on witnessing to other teenagers and put some of the guidelines into practice in a real situation.

ADVANCED

1. Complete one of the following:
 - a. Bring two friends to at least two meetings sponsored by your church.
 - b. Help plan and participate in at least four meetings of youth evangelism or similar events.

FRIENDSHIP DEVELOPMENT

1. In group discussion and by personal inquiry, examine your attitudes to two of the following topics:
 - a. Choosing Your Career
 - b. Moral Behavior
 - c. Sex and Dating
 - d. Choosing Your Life Partner

ADVANCED

1. Write (750 words minimum) or give an oral presentation (10 minutes minimum) on the subject of "How to make and keep friends."

HEALTH AND FITNESS

1. Make a presentation to elementary students on the subject of the laws of good health.
2. Complete one of the following activities:
 - a. Write a poem or article for possible submission to one of the health/temperance journals of the church.
 - b. Individually or as a group, organize and participate in a "Fun Run" or similar activity. Discuss and record your physical training program in preparation for this event.
 - c. Read pages 102-125 in the book *Temperance* by Ellen White, and pass the true/false quiz.
3. Complete the Nutrition Honor or lead a group through the Physical Fitness Honor.

ADVANCED

1. Seeking God's plan regarding sexual behavior – AIDS & STD's.

ORGANIZATION AND LEADERSHIP DEVELOPMENT

1. Following discussion, prepare a flow chart on denominational organization, with special details for your division.
2. Attend a conference sponsored Basic Pathfinder Staff Training Course.
3. Plan and teach at least two requirements of any Pathfinder honor for a group of Junior Pathfinders.

NATURE STUDY

1. Read the story of Jesus' childhood in *Desire of Ages* chapter 7 and relate it to the place of nature study in His education and ministry by presenting original nature lessons (parables) drawn from your study and observations to an audience.
2. Complete one of the following honors:
 - a. Ecology
 - b. Environmental Conservation

OUTDOOR LIVING

1. Go on a two-night pack camp. Discuss the equipment to be taken.
2. Plan and cook in a satisfactory manner a three-course meal on an open fire.
3. Complete an object of lashings or rope work.
4. Complete one honor not previously earned that can count towards the Aquatic, Sportsman, Recreation, or Wilderness Master.

ADVANCED

1. Complete the Wilderness Master.

LIFESTYLE ENRICHMENT

1. Complete an honor in Outreach Ministries, Outdoor Industries, Vocational, Health and Science, or Household Arts not previously completed.

GENERAL

REQUIREMENT 1

Be a teenager 15 years of age, and/or in grade 10 or its equivalent.

REQUIREMENT 2

Be an active member of the AY Society or Pathfinder Club.

CLASS PERIODS: ONE

OBJECTIVE

To help the Guide discern the significance of thoughts and their influence upon actions and to create a desire to honor Christ.

TEACHING METHODS

1. Discuss each segment of the **Legion of Honor** and emphasize the point of declaration.
2. Read Proverbs 4:23 and *Messages to Young People*, page 282, and discuss how they relate to the Legion of Honor.

AY Legion of Honor

The AY Legion of Honor was first introduced at the 1953 Youth Advisory Council. Its incentive came from a statement made by Ellen White in 1902. It first appeared in *Testimonies*, Vol. 7 p. 64, and can be found in *Messages to Young People*, p. 270.

“Young men and young women, read the literature that will give you true knowledge, and that will be a help to the entire family. Say firmly: “I will not spend precious moments in reading that which will be of no profit to me, and which only unfits me to be of service to others. I will devote my time and my thoughts to acquiring a fitness for God’s service. I will close my eyes to frivolous and sinful things. My ears are the Lords, and I will not listen to the subtle reasoning of the enemy. My voice shall not in any way be subject to a will that is not under the influence of the Spirit of God. My body is the temple of the Holy Spirit, and every power of my being shall be consecrated to worthy pursuits” (*Testimonies for the Church*, Vol. 7, p 64).

My Covenant: I volunteer to join the AY Legion of Honor, and by the grace and power of God I will:

HONOR CHRIST in that which I choose to BEHOLD.

HONOR CHRIST in that to which I choose to LISTEN.

HONOR CHRIST in the choice of places to which I GO.

HONOR CHRIST in the choice of ASSOCIATES.

HONOR CHRIST in that which I choose to SPEAK.

HONOR CHRIST in the care I give my BODY TEMPLE.

METHOD OF TESTING

Repeat and explain the Legion of Honor

REQUIREMENT 3

Be an active member of the Pathfinder Club.

CLASS PERIODS: ONE**EXPLANATION**

To be an active member the teen should:

- a. Be a financial member of Pathfinders
- b. Participate in at least 75 percent of all activities.

The teen should support Pathfinders with his influence and accept his share of leadership and responsibility as opportunity is given to him.

REQUIREMENT 4

Select and read one book of your choice from the Teen Book Club list, plus a book on local church history.

OBJECTIVE

To introduce the Guides to new fields of interest, to strengthen their spiritual development by understanding God's guidance in their past and know that we have nothing to fear for the future except as we forget how God has indeed led us here.

EXPLANATION

1. The book club lists are announced annually. The Guide may select and read one book, which may be chosen from the current listing or from the previous four years, providing the book has not been read before.
2. Also select a book containing accounts of Adventist church development in your division or country.

METHOD OF TESTING

A verbal report of the book title and contents is sufficient confirmation for the Class Card or Log Book to be signed.

ADVANCED REQUIREMENT 1

Complete the **Stewardship Honor**.

Stewardship (YOU6415)**Skill Level 2**

1. Discover the Bible principles of stewardship by answering the following questions:
 - a. What does 1 Corinthians 6:19, 20 say about the stewardship of the body?
 - b. What does Matthew 25:15 tell US about the stewardship of talents?
 - c. What does Colossians 4:5 say about the stewardship of time?
 - d. What does John 3:16 tell us that God gave?
 - e. What does Psalm 24: 1 tell us about who owns the earth?

- f. What does Genesis 1:26 say about who is the steward over the earth?
 - g. What does Proverbs 3:9 say about who is always first?
 - h. How do we know that tithe means a tenth? Genesis 28:22.
 - i. Who does Leviticus 27:30 say the tithe belongs to?
 - j. How does Malachi 3:8 say that God is robbed?
 - k. What does 1 Corinthians 9:13, 14 say about the use of the tithe?
 - l. How do we know that the tithe is different from offerings? Malachi 3:8.
 - m. What does 1 Corinthians 16:12 say about how we are to give our offerings?
 - n. What does Matthew 6:20 say about where to keep our treasures?
 - o. What does 2 Corinthians 9:7 say about our attitude in giving?
 - p. What promised blessing is given in Malachi 3:10?
2. 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*.
 3. Learn what is done with the tithe in your local church, your local conference, your union, and the General Conference.
 4. 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.
 5. Keep a chart on how you spend your time for one weekend and one week day. In the chart, make a list of how much time you spend in the following areas:

a. Work for pay	j. Sleep
b. Family time	k. Personal needs
c. Personal devotions	l. Class time
d. Public Worship	m. School study
e. Family Worship	n. Travel
f. Fun things	o. Music lessons
g. Reading	p. Music practice
h. Television	q. Home chores
i. Meals	r. 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.

6. Do one of the following:
 - a. If you have an income-producing job or an allowance, make a list of how you spend your money for one month.
 - b. 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.

7. From the Bible and Spirit of Prophecy determine what instruction has been given concerning the variety and use of God-given talents.
8. 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:
 - a. The project is to be a benefit or outreach to others.
 - b. The project is to be a new endeavor not previously accomplished.
 - c. Spend at least five hours in the planning and implementation of the project.
 - d. Make a written or oral report to your counselor about your project.

SPIRITUAL DISCOVERY

The aim of this section is to nurture the spiritual growth, personal response, and discipleship in the lives of the Guides. Six sessions have been allocated to complete this section.

REQUIREMENT 1

Discuss how the Christian can possess the gifts of the Spirit as described by Paul in his letter to the Galatians.

CLASS PERIODS: TWO

OBJECTIVE

To identify the gifts of the Spirit and to recognize that individual gifts have been given to each Guide and to inspire the development and use of those gifts to God's glory.

TEACHING METHODS

1. Read the allegory of *The King's Garden* and discuss with the class the meaning of all the symbolism used. Take time to identify and discuss the following items in particular: Will's name; the gate; the mirror; the axe; the lantern; the Prince's promise.

THE KING'S GARDEN

There was once a very wise and noble king who sorted out from his property a beautiful site for a house, a garden, and an orchard. He built the house with his own hands and then put a fence around it and locked the gate with a large padlock.

After looking everywhere in his kingdom for someone to live in this special house, he finally settled on a young man called William. However, we will call him "Will" for short. When they arrived together at the house, the king said to Will, "Here it is; it's yours to keep. All you have to do is keep it clean and plant the orchard. But make sure you keep the gate locked! Don't let anyone in unless they are members of my family. If you need anything, that telephone is a direct line to my castle.

"Call me for anything you want and I'll send it right down without delay." With that, the king was gone.

Will, feeling rather excited about it all, looked over the house and checked out all the rooms; even the kitchen cupboards were full of food. It was late afternoon by the time Will had looked over all the property, and already he was deciding on how he would plant the orchard. He was down by the back fence when he heard a muffled voice...

"Don't do it . . . Don't do it."

Will scanned the fence line to see where the voice came from, and seeing no one, called out loud "Don't do what?"

"Don't do all that work!" came the reply. Then Will saw a tall, dark stranger standing outside the fence just near the gate. Will moved over a little closer and asked the stranger what he meant.

"Don't do all that work! That king is nothing more than a tyrant; he'll make you work, work, work and then when the orchard is ready he'll come down and take all the fruit. The only thing you'll get out of it is a sore back!"

"Oh," said Will, "I didn't think he was like that."

"Oh, yes he is," said the stranger. "I've known him for a real long time, but if you let me in - I'll do the work. You can lie down on that bed there on the veranda, you can watch me! In no time I'll have the orchard up - you don't have to do a thing, but you can help me gather the fruit and you can eat as much as you like."

Well, Will was a little soft and he opened the gate to the stranger. And apparently the stranger had spoken the truth - he was a real worker, not a shirker! He knew how to dig, he knew how to raise trees, and soon the orchard was there and the fruit was ready to pick. "Come on Will, let's sample the fruit." The fruit looked so inviting as it glistened on the tree and Will could hardly wait to sink his teeth into all the different varieties.

The very first one he tried was absolutely delicious, and the next even better - sort of like a combination mango, pineapple, and passion fruit. After he had eaten as much as he could, Will lay down on the veranda. The fruit felt like it had gone sour in his stomach. He was sick - real sick - so sick that he thought he would never eat again! But strangely enough, an hour or so later Will was hungry again and went back to the orchard for some more fruit. It was just as delicious as the first time, and he couldn't understand why it had made him so sick before. However, it was only minutes after his last mouthful when that same sick feeling came back with a vengeance! Poor Will—he spent the rest of the day picking, eating, and being sick; picking, eating, and being sick. And that's the way it went the next day and the next week and the next month. Will hated it, but he couldn't resist it.

One day he said to the stranger, "You'd better tell me the name of this fruit." But the stranger wouldn't tell. It was only after weeks of nagging that the stranger finally led Will down to the orchard and said, "Here . . . this one I called Impurity, this one is called Lying, this one is Disrespect, this one is Stealing, this one is Hate, Envy, Wrong Thoughts, Cheating . . ." and so the list went on.

Will couldn't believe it! He rushed inside past the mirror where he saw for the first time that his face was changing - he was beginning to look like the stranger, whereas before he used to look a little bit like the king. Will was so angry that he ran out to the woodshed and grabbed his trusty axe. He was going to chop down every one of those trees even if it killed him. As he picked up the axe all rusty with age, he noticed these words written on the handle . . . "GOOD RESOLUTIONS."

With great determination, Will ran out into the orchard and hacked into every tree until the orchard was completely gone. His hands were blistered and bleeding, his back was sore, but he sure felt good knowing all those trees were gone - all except the roots - they were still there!

When Will woke up the next morning and looked out the window, he couldn't believe his eyes. The trees were there just as big as ever before - and so were his blisters!

And what's more, Will was hungry and he couldn't resist the fruit. Will was heart- broken—he was so sick and so tired. How he hated the stranger.

One night Will noticed the warm glow of a lantern just outside the gate. He knew it wasn't the stranger because he was inside. From the distance he was standing, he could tell that it wasn't the king, but it sure looked like the king—perhaps it was the king's son. As Will moved closer to the gate, he could see that something dreadful had happened to the prince, for the hand that held the lantern had a terrible scar.

And as he examined the scars on his head and face, the prince spoke and said, "Behold, I stand at the door and knock, if any man hear my voice and open the door, I will come in and live with him."

Hardly before the prince had finished, the stranger came running down the path shouting "Don't let him in! He will destroy all my work! Don't let him in!"

Well, that's all Will needed to hear. Without hesitating, Will stepped forward and opened the gate, and as soon as the prince came in, the stranger went out.

The prince wasn't about to waste any time, and he quickly led Will down to the orchard and together they went around every tree. Wherever the prince held his lantern, the trees just shriveled up and the fruit dropped off, and even though the roots were still there, the trees never grew back just as long as the prince was there.

The prince explained to Will, "It cannot be as it was with the stranger. This time we must work together." It took longer for this orchard to get planted, but the trees were fantastic. And as they planted each one, the prince would say to Will, "This one is Love, and this one over here is Truth, this one Joy, and Peace, Gentleness, Faith, Self-Control, Purity . . ." and so the orchard grew.

Will would want you to know that the fruit was delicious, and what's more it didn't make him sick . . . not one bit! And his face began to change once more to resemble the face of the king.

However, Will had one dreadful fear that caused a terrible ache in his heart. It worried him so much that he just had to ask the prince. "What would happen to me if you ever went astray? The prince just smiled and said, "Will, I will never leave you or forsake you." And the prince was true to his word.

2. Discuss briefly the meaning of Spiritual Growth.

SPIRITUAL GROWTH

Every living thing, whether plant or animal, goes through stages of growing. Nothing is mature at birth. Growth takes time, nourishment, and sometimes much help and care, as with a human infant, for instance.

Spiritual growth takes place too (1 Peter 2:2; 2 Peter 3:18; Ephesians 4:15). Perhaps we could liken the Christian to a tree that has its roots in good, fertile soil. At every moment the tree is sending out roots to collect its food from the earth. In much the same way, the Christian is planted in Christ. He is rooted and grounded in Christ (Ephesians 3:17; Colossians 2:7; Romans 6:5). He fully believes that Christ is his Savior and that He died for him. He has repented of sin and sought for forgiveness. He believes that he has been forgiven and “transplanted” into new ground and now belongs to Christ.

As he reads God’s Word, thinks upon it and prays for God’s help and blessings, he not only understands the promises and teachings of God, but applies them to his daily living. He keeps on doing this and as he does, he grows more and more like Christ in character.

He may make many mistakes, and sometimes may commit sin, but if he does, he remembers that Christ loves him still and will forgive his sin if he turns to Christ with repentance and confession (1 John 2:1; 1:9).

No one can grow as a Christian who is planted in the wrong soil. He cannot have his roots in sinful things or be trying to stand in his own strength and succeed as a Christian. He can obtain nourishment only by personal faith in a real and living Savior and can only stand against the storms of life as his roots are planted firmly in Christ. Faith is like the roots of the tree that hold it securely in the soil, as well as gather food.

God gives the Christian whatever he needs, like forgiveness (1 John 1:9), a new heart (new desires Ezekiel 18:31), a new birth (John 3:3,5), help in time of need, (Hebrews 4:16), power to resist temptation (1 Corinthians 10: 13), and the Word of God to live by and feed upon (Matthew 4:4). By accepting all of these gifts we grow up into Him.

THE GIFTS AND THE FRUIT OF THE SPIRIT

All this help really comes to the Christian by the Holy Spirit who has a way of teaching and strengthening those who choose to live for Christ.

The Holy Spirit also gives other special abilities called “gifts” to various members of the church to help the whole church grow and to produce fruits. These gifts are mentioned in 1 Corinthians 12 and in Ephesians 4. They help the church not only to grow, but to work for others. They help individual church members to produce what the Bible calls “fruit” in their lives, just like a tree that is planted in good soil will produce good fruit.

Jesus once told His disciples that He was the vine and they were the branches (John 15:5). He said that those who lived by faith in Him would produce much fruit. What is this fruit? How can we know that we are bringing forth good fruit? Listen to the list of fruit that a true, happy Christian life will bare as listed for us in Galatians 5:22, 23: love, joy, peace, long-suffering (patience and tolerance), gentleness, goodness, faith, meekness, and temperance.

These kinds of fruit can all grow in the life of a Christian who, by true faith, surrenders his life in willing, loving, obedience to Christ.

METHOD OF TESTING

Participation in the discussion session.

REQUIREMENT 2

Study and discuss how the Old Testament sanctuary service points to the cross and the personal ministry of Jesus.

CLASS PERIODS: TWO**OBJECTIVE**

To help the Guides understand the relevance of the Old Testament sanctuary service to salvation through Jesus and His present ministry.

TEACHING METHODS

1. Sanctuary Vocabulary

Atonement: If you've ever had a disagreement with someone you care for, you probably would have felt pretty terrible afterwards. Reconciliation is called for. And don't we feel better when all is well?

In the Old Testament God wanted to show His people that He was always willing to reconcile, no matter how big the falling out might have been. By sacrificing either a lamb or dove, the sinner was showing that he was sorry.

One day a year, the high priest of the Jews would go into the sanctuary and offer up a sacrifice for all God's people. The reconciliation between God and man was there for all to see.

This day was called the Day of Atonement, or reconciliation, where man was "set right" with God.

Sanctuary: Have you ever felt that you needed to be by yourself - to be away from the pressures - to be able to go where you are you, and it's O.K. to be you? Maybe at these times you go to your room and talk things over with God.

But have you ever wondered where people went and who they spoke to before Jesus died for them? They didn't know when He would come.

God not only wanted to tell them that Jesus was coming, He wanted to show them what Jesus' coming would mean, so He asked them to build a place where He could live with them and tell them about Jesus. This place was called a sanctuary, which means "holy place."

Inside the sanctuary there were certain sacrifices that the people had to make that represented Jesus dying on the cross. But when Christ died for our sins these sacrifices were no longer necessary and the sanctuary was done away with.

Sometimes you may hear of our churches being called a sanctuary. This is because they too are holy places where people come to worship and talk things over with God. If you want to find out more about the sanctuary, read about it in Exodus 40.

Righteousness: When Adam sinned against God he was no longer perfect. He was not right with God.

In Genesis 15:6 Moses tells us about a discussion between God and Abram. Abram believed and trusted in God, and as a result God acknowledged that Abram was right with Him. Abram was righteous.

To be right and just with God is called righteousness. There is only one requirement for it, and that is faith.

When Christ returns to earth He will be calling the righteous to return to heaven with Him. Only those who believe and trust in Him will be going. Righteousness does not come as a result of continued effort of doing what you think God would like you to do; it comes as a love response to His love and sacrifice for you.

Vindicate: Simon and Matthew were fairly good friends. They went everywhere together and solved many problems together. There was one major difference between the two of them: Simon would never lie or cheat, but Matthew felt it was O.K. if the situation demanded it.

A big assignment was due soon and Matthew kept putting it off. After all, he had more important things to do. It was the night before the assignment was due and

Matthew decided to pay Simon a visit. Needless to say, Simon's work appeared on two assignments the next day. When

confronted with the two papers, the teacher called them both in. Matthew's response was quick and sharp. "I told Simon he shouldn't have done it, but well. . . you know, I couldn't let a friend down."

If you had been Simon, I'm sure you would have been both hurt and shocked. Even more so, you would have wanted to clear your name of all accusation. After all, your reputation is at stake.

This idea of being clear of accusation can be summed up in one word: vindication. When Satan went about slandering God and falsely accusing Him, God's character was questioned. His reputation was now at stake. But God's character will eventually be vindicated. By revealing His love in the death of His Son on the cross, and Christ's second coming, God's name and character will be cleared of all accusation. This is where the plan of Salvation by Christ dying for us comes in.

Covenant: A covenant is like a contract. Two people make an agreement. If you keep your end of the deal - then you reap the benefits or rewards of the deal. If you don't keep your end of the deal - no benefits.

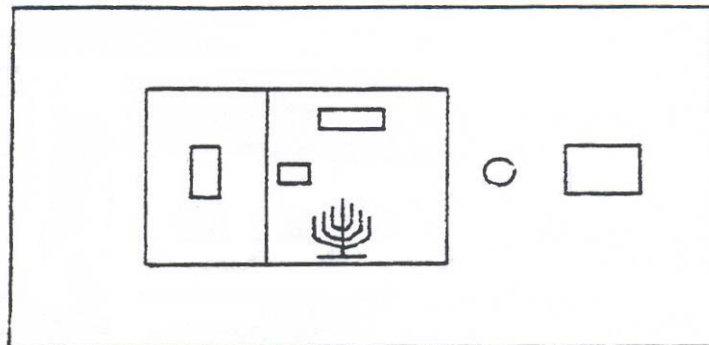
It was this type of deal that God made with Abraham years ago. He kept His side of it. This deal was called a covenant. Read about it in Genesis 17:2.

2. Complete the following work sheets.

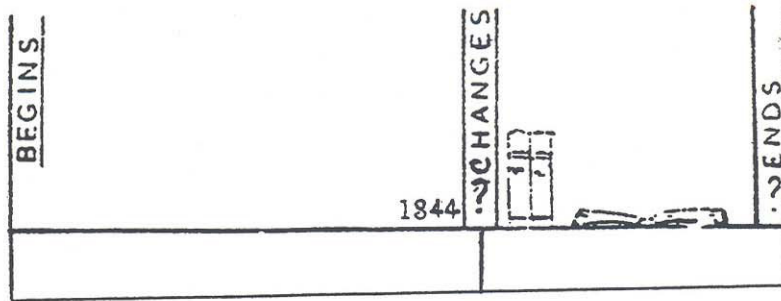
a. Match the following:

SYMBOL	JESUS IS FOR US
Lamb	The Water of Life
Wash Basin (laver)	The Bread of Life (Bible)
Candlestick	Intercessor
Holy Bread	Our Priest
Altar of Incense	The Covering for our Sins
Priest	The Sacrifice for our Sins
Mercy Seat	The Light of the World

b. Label the various parts and furnishings in the Sanctuary diagram below:

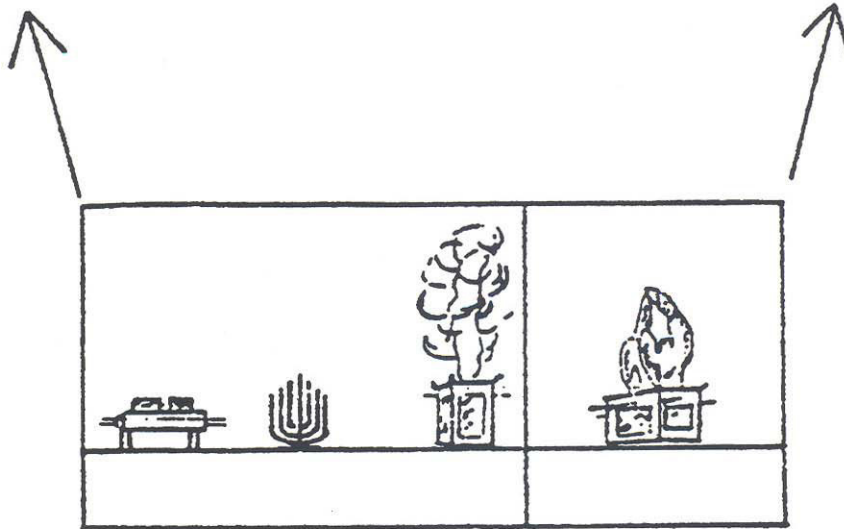


c. How does the Jewish yearly cycle illustrate the Christian Era?



THE CHRISTIAN ERA

HEAVENLY SANCTUARY

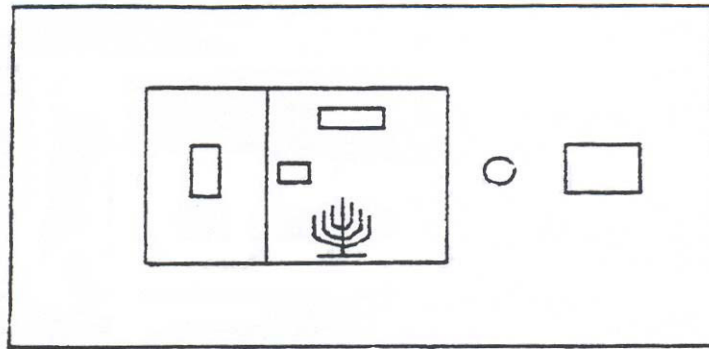


ONE JEWISH YEAR

EARTHLY SANCTUARY

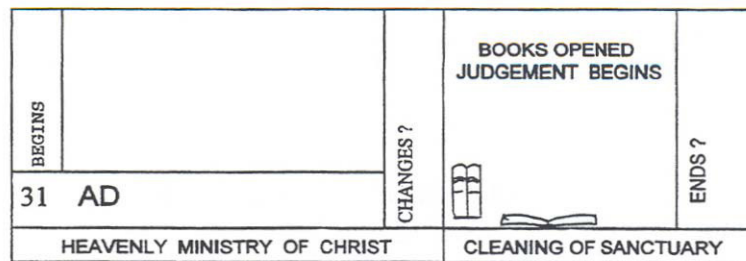
Answers

b. Label the various parts and furnishings in the Sanctuary diagram below:

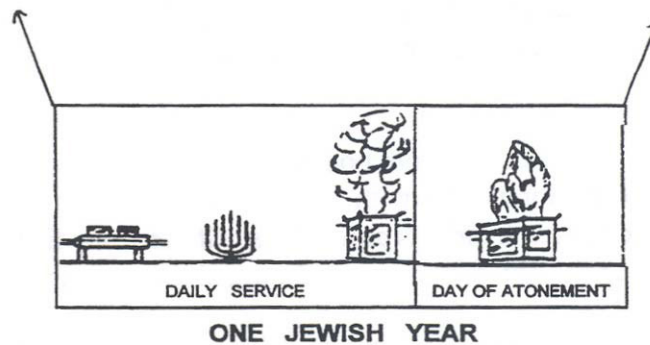


- | | |
|----------------------------|--------------------|
| 1. Altar of Burnt Offering | A. Courtyard |
| 2. Laver | B. Holy Place |
| 3. Golden Candlesticks | C. Most Holy Place |
| 4. Altar of Incense | |
| 5. Table of Shewbread | |
| 6. Ark of the Covenant | |

c. How does the Jewish yearly cycle illustrate the Christian Era?



THE CHRISTIAN ERA



3. Talk over the following discussion topics.
- a. "Jesus is preparing Heaven for me and me for Heaven." Discuss what He is doing now. How will that affect each of us?

- b. If Jesus walked into your room and said to you, "Hey, I've made it right with God for you. You can come back with me if you want to." How do you think you would react?
- c. What do you think God's purpose was in establishing a day of atonement in the sanctuary services?
- d. Is the sanctuary just an outdated system that was designed for the barbarism of the Jews, or does it have some purpose, some application to us today?
- e. Not everybody can be called "righteous." Why not?
- f. What was the main purpose of the sin sacrifice in the sanctuary? Was it just to keep the sheep population down? Explain.
- g. What does it mean to vindicate? How is this word applicable to God? Why should He have to prove anything? After all, He is God.
- h. God often made deals or covenants. He made one with Adam, one with Noah, and yet another with Abraham. What were these deals about and what did they involve? Were they fair or did God ask too much? Are these deals still applicable today? How?

RESOURCES

The New Pictorial Aid - Available from Adventist Book Centers.

REQUIREMENT 3

Read and outline three stories of Adventist pioneers. Tell these stories during a Pathfinder Club, AY, or Sabbath school worship time.

OBJECTIVE

Combine the development of public appearance and poise in a leadership role with a personalization of the church pioneer spirit and mission.

TEACHING METHODS

Numerous resources are available from books, journal articles, videos, slide filmstrips, etc. In many cases direct interviews with old timers or descendants adds interest in uncovering almost forgotten incidents and details. Stories may fit any age level in Sabbath schools; even the children's corner during church service needs good stories.

The participants may wish to complete the **Christian Storytelling** Honor in the process as found in the *Pathfinder Honor Handbook*.

REQUIREMENT 4

Have a current memory gem certificate.

CLASS PERIODS: ONE

Of the total class periods, one is set aside for the Memory Gem Examination.

OBJECTIVE

To provide opportunity for text memorization leading to spiritual growth through personal application of the memory gem.

TEACHING METHODS

1. Encourage the teen to learn the memory gem as part of his daily worship.
2. Plan an interesting method of review each week.
3. Below is a suggested list to choose from should your local youth department not have a recommended list.

One text from each of the seven categories may be selected to memorize.

1. Great Passages	
	2 Tim. 3:15,16
	Romans 10: 17
	Dan. 8:14
	Joel 2
	Option

5. Relationships	
	Acts 17:26,27
	1 Peter 4:10
	1 Peter 3:15
	1 Cor. 12:9
	Option

2. Salvation	
	Phil. 3: 7-9
	Eze.36:26,27
	1 John 5:11,12
	1 Cor. 5:7,8
	1 Cor. 6:19,20
	Option

6. Behavior	
	Luke 12:15
	1 Cor. 10:31
	James 4:7,8
	Option

3. Doctrine	
	Matt. 24:24-27
	Eccl. 9:5-6, 10
	Heb.4:14-16
	Ex. 20:3-7
	Option

7. Promises/Praise	
	Ps.46
	Phil. 4: 13
	Ps.55:22
	Ps.95:6,7
	1 Cor. 10:13
	Option

4. Prayer	
	Phil. 4:6,7
	Eph. 3:20-21
	Matt. 5:44
	Option

RESOURCES

Remembering Bible Texts for Children, Scripture Union. Available from Christian book stores.

ADVANCED REQUIREMENT 1

Read *Steps to Christ* and write a one page report/essay.

Note: There is a special youth edition of *Steps to Christ* that may be available from the White Estate or your local Adventist Book Center.

COMMUNITY OUTREACH

The aim of this section is to encourage a personalized outreach ministry. Two sessions have been allocated to complete this requirement.

REQUIREMENT 1

As a group (or individually) help organize and participate in one of the following:

1. Make a friendship visit with a shut-in person.
2. Adopt a person or family in need and assist them.
3. Any other outreach of your choice approved by your leader.

CLASS PERIODS: ONE

OBJECTIVE

To gain experience in a personalized outreach ministry.

EXPLANATION

The Guide age group may exhibit some reluctance to participate in a solo experience of visitation or “adopting” a person or family in need, especially if the individuals are unknown to them. Careful planning in teaming up friends can be made in respect to the handicapped person or family in need so that an effective result may be seen. Experience demonstrates that unless the individual handicapped person is known to the teens, it is better that the teens visit a pediatric hospital unit together, under prior arrangement, to experience the “feel” of the occasion as a group. It is then much easier to direct them to a solo visit or two-member team visit. Adoption of a family in need will tend toward older senior citizens in most cases.

TEACHING METHODS

1. A friendship visit can be directed toward the following groups of persons:
 - a. fellow students
 - b. children in hospitals
 - c. senior citizens
2. In “adopting” a family or person, you may consider the following:
 - a. shopping for senior citizens
 - b. reading to handicapped persons
 - c. visiting new comers
3. Any other outreach ministry may include:
 - a. collecting (door-to-door) or raising money (bike-a-thon, walk-a-thon, etc.) for non-Adventist charity organizations
 - b. friendship outing for children in orphanages, children’s homes, etc.
 - c. see also the ideas listed under the Ranger and Voyager classes.

METHOD OF TESTING

Participation in discussion and activity.

RESOURCE

New Testament Witnessing, Waldon - available at the ABC

Orientation for New Adventists, Dick Jewett - available at the ABC

REQUIREMENT 2

Participate in a discussion on witnessing to other teenagers and put some of the guidelines into practice in a real situation.

CLASS PERIODS: ONE

OBJECTIVE

To help the Guides understand and develop their potential as witnesses to their peer group.

TEACHING METHODS

Read through the Resources section and select material to present to your group. Engage teens in discussion.

RESOURCES

I. COMMUNICATIONS

"Therefore, Christian teenager, I have placed you on your campus to be my witness. You shall hear me from my mouth and my word and shall warn every unsaved teenager for me. If you do not speak to warn that unsaved teenager when I say to them, 'you shall surely die,' that unsaved teenager will die in sin and every drop of his blood I will require at your hand. However, if you warn the unsaved teenager to turn from his sin, and he does not, he shall die in his sin, but you have discharged your responsibility to him."

This paraphrasing of Ezekiel 33:7, 8, 9 brings into focus the Christian teenager and his clearly-defined responsibility. Our task is to link the privileges of the Christian life such as forgiveness of sin, eternal life, etc. to the responsibility of soul winning. The Word of God clearly defines this responsibility.

To get the Christian teenager motivated, here's the job at hand. Every born again teenager has a field of communication. It happens to be his school campus. Here is where he spends most of his time. Here, as a Christian, is his place of witness. His field of opportunity is divided into segments:

- fringe of friends
- area of involvement
- sphere of influence

The fringe area of his mission field deals with teenagers who are simply passing acquaintances. These are the teens known by the occasional "hi."

The area of involvement deals with a more specific group of teenagers. These students are better known than the fringe. Because of involvement in clubs, activities, classes, etc., the relationship is more personal.

The sphere of influence is the core of personal friends that make up the most closely associated group of friends a teenager has. Here are the teens with whom he is involved closely in time and activities. Here is the area where his responsibility for witness must pay off.

This field of communication is the area of operation—the teenagers' responsibility as mentioned in Ezekiel 33:7.

1. The Means and Methods of Communication

The means and methods of communication is witness. There is no other way. Teens telling teens, teen-to-teen, this is the logical and biblical method of communication. Communication is effective only if there is reaction.

Communication involves:

- a. **Conversation.** It takes two to make conversation. This involves a teller and a listener.
- b. **Availability.** Before conversation can take place, the teller must be someplace where there are listeners. This involves being where they are. The Great Commission is “Go ye,” which means to get out where the unchurched are. “Come unto me” is the call of the Gospel. This is Christ’s personal invitation.
The “Go ye” must precede the “Come unto me.”
- c. **Language.** Words are the tools of communication. To successfully relate a witness, language must be used that the listener can understand. Much of our religious terminology is not understood by those to whom we witness and, in many instances, is not even comprehended by those who use it. We need to use the vernacular of the crowd we want to reach.
- d. **Understanding.** The individual to whom we communicate must be understood. He must be reached as he really is, not as we would like him to be. The Christian teenager must know why the teenager to whom he witnesses lives, acts, thinks, and operates the way he does. Only as he acquires understanding can he hope to communicate.
- e. **Contact.** The unreached teenager must be faced in his environment. The Christian must be insulated from the crowd, but not isolated from it. Compromise of standards or convictions is never permitted in reaching the crowd, but isolation is not permissible either.
- f. **Involvement.** A vital, active interest in the unchurched teen is essential. A bridge of friendship must be built before communication can take place.

2. The Message He Communicates

The message is just the same as it has always been. The Gospel of the Lord Jesus Christ is unchanging. It is as pertinent today as it was in the beginning. We do not have to apologize or defend it. We need simply present it and allow our lives to preach it. It is not delicate or marked “handle with care.” It is a hearty message that will attract and capture teens if presented through a living embodiment of its virility.

3. The Consequences of Failure

The price of responsibility is high. Failure to carry out the Scriptural responsibility in the personal sphere of influence leads to tragic consequences. According to Ezekiel 33, failure to communicate and discharge the Gospel to the unreached teen will mean for him death and damnation, and for the failing Christian, remorse and regret for lost opportunity. It is not a question of whether the teen to whom we witness accepts Christ or not; that’s his decision. It’s a question of whether he hears the Gospel or not; that’s our responsibility. In essence, our Christian teenagers must be soul winners and we must help them in this vital mission of presenting the Gospel in a living witness to the unreached teenager.

II. PREREQUISITES FOR WITNESS

One of the most important functions of your Christian life is witnessing—actually sharing your faith in Jesus Christ with another teenager. Jesus Christ Himself will operate in you and enable you to put your teenage maturity into action.

Begin by selecting a target teen. By concentrating your effort on one person, you’ll eliminate the frustration of attempting to reach everybody and not reaching anyone. As you ask the Lord for that certain person, be sure your motives are straight. Why do you want to witness? Is it because you’ve been told you must witness? Do you feel obligated? Are you anxious for your target to become a member of your church or club? Or are you genuinely concerned about this person and his relationship to God? Make sure your motive is love—love for the Lord Jesus and for the one for whom He died. Before we talk about a blueprint for witness, how about an honest appraisal of yourself?

1. You as a Witness

- a. **Balance** is the key to your witness.
- b. Balance includes:

Physical appearance. Your grooming, clothes, and general personal presentation are the launching pad to witness. Be neat, modern but modest, not extreme but in good taste.

Mental alertness. Be constantly on the lookout and mentally awake for clues to witness.

Social acceptance. You cannot isolate yourself from the teens you want to reach for Christ. Keep in mind you NEVER

lower your standards or convictions to reach a person, yet you do not isolate yourself through lack of involvement.

Spiritual acumen. Spiritual insight is essential. Knowing the right time and place for witness, knowing when to speak and be silent, these are essential to communication.

- c. Balance involves embodiment of the example.

Positive example. Separation must be positive, not negative.

Communicate a positive Christ. Convictions are a must, but make them positive.

Practical example. Prove Christianity works by your own actions and attitudes. Life must equal lip. If the Christian life doesn't work for you, then they won't buy it for themselves.

Pointed example. Your witness must be directed to a target teen.

- d. You must be able to communicate.

Through life - how you live.

Through lip - what you say.

Through language - how you communicate. d. Through learning - how you prepare.

2. Your Target Teen

- Goal.** Communicate your faith in Christ to your target teen.
- Have a plan.** Use the availability approach—go to him, get to know him, gain his friendship.
- This will win the right to be heard.

3. A Special Plan

a. Establish rapport.	b. Win the right to be heard.	c. Get him to the Gospel.	d. Wait for the green light.	e. Be ready for follow-up.
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- Establish rapport.** Simply win his friendship. Remember, his interests and activities can be a point of contact.
 - Win the right to be heard.** The example of your life is the key here. During these steps you should not preach with your lips, but with your life. Do not quote verses of Scripture or use other high-pressure tactics. You are seeking to win a continual hearing. (The exception here would be a one-time opportunity to witness to a person. On a school campus the witness opportunity is usually over an extended period of time.)
 - Get him to the Gospel.** Still without preaching with your lips, get him to a place where he can hear the Gospel simply and clearly, presented in a language he can understand and on his level of comprehension.
 - Wait for the green light.** Witnessing should be as normal as eating. If we force our witness on individuals we violate his confidence and do harm to our witness. The Holy Spirit will direct our witness to individuals and, more than that, if we have followed the steps listed above, the green light for our witness will come through our target asking you the question that will open the door for your witness. When it comes, be ready.
 - Be ready for follow-up.** The success or failure of your witness is not determined on the basis of whether your target teen accepts Christ. That's his decision. If, however, through the steps in which you have presented your faith in Christ and how he may become a Christian, be ready for decision—and be prepared to pay the price in follow-up.
- ## 4. Watch Out!
- Do not be obnoxious.
 - Do not argue.
 - Do not be negative.
 - Do not be tactless.
 - Do not "put down" your friend's beliefs.
 - Do not use non-communicative language.
 - Do not compromise your witness (we are to be insulated, not isolated).

III. THE PLAN FOR WITNESS

1. Your Approach

To really win the confidence of your target teen, you'll have to know what his interests are. You can roughly divide teen interests into four areas:

- a. **Physical:** This group is interested in sports, cars, hobbies.
- b. **Mental:** These teens are usually intellectuals interested in studies, the world around them, etc.
- c. **Social:** Extracurricular activities, clubs, etc.
- d. **Spiritual:** Teenagers in this group are basically religious church-goers, but not committed Christians.

Some of your friends may fall into more than one of these groups—perhaps all four. Select the likely areas and use these as your bridge of contact. Becoming interested and involved in him and his interests will be the stepping stone to witness. Winning your friend for Christ begins by your genuine concern and interest in him. As you build your friendship, you'll be able to witness on the basis of mutual understanding and trust. Those mutual activities make the approach possible.

2. His Attitudes

As you attempt to win the confidence of your friend and present Jesus Christ through your life, you can expect him to develop one or more of these five attitudes. When you see this, recognize the type of reaction and his response will become the tip-off to your next move.

Acceptance - "I'll buy it." It is possible your friend will accept Christ the first time he hears the Gospel. It isn't the general rule, but many teens have responded to Christ the first time because the Gospel was proven by the life of the individual who witnessed.

Curiosity - "Clue me in." Many teenagers develop an attitude of genuine curiosity. They are looking for reality and are really interested in knowing more about Christ.

Hesitation - A lot of young people want answers but because of parents, religious backgrounds, and other outward influences, they are very reluctant to become involved. Their attitude is "could be." Doubt can be a factor also. So proceed carefully and provide answers for his doubts.

Indifference - The "so what" outlook is typical of teens today. This is a tough attitude to deal with, so make sure your life measures up to what the Bible demands of your witness.

Rejection - Be prepared to face the possibility of someone saying "drop dead." It's happened before and will happen again. Don't be discouraged if someone doesn't buy the product. Keep praying and, above all, keep living it.

3. Your Behavior

Blueprint for Christian witness

Word - That's what you say. As a teen weighs your life, your speech will be the tip-off. What you are in your heart will eventually be revealed through your lips. Most of you would not tell dirty jokes, double-meaning stories, or swear, but what about gossip, maliciousness, etc.?

Conversation - This primarily deals with our relationships to non-Christians. How we carry out our responsibilities and obligations, keep our word, etc., are used as measuring rods for our Christianity.

Love - The motivating factor in our performing the Great Commission. II Corinthians 5: 14 is the key.

Spirit - This deals with our attitude. Your friendliness, availability, and warmth will be the deciding factor.

Faith - Luke 1:37 states that with God nothing is impossible. Your faith (which is simply taking God at His Word) is indispensable. You and God make a majority!

Purity - Your consistency and standards of your own personal life will be the conclusive evidence of the claims of Christ in and on your life. Keep yourself pure.

4. His Barriers

The reaction to your behavior is bound to happen, and it is a natural response. Don't be surprised. Reaction takes place in four ways:

Physical - In some areas individuals have been attacked physically for their faith in Christ. It isn't the general reaction, but it has happened.

Mental - This is often the area of reaction to your behavior. The tool used is argument. You can win an argument and lose the witness. (Some of us aren't even equipped enough to win the argument!) It takes two to argue. Don't argue back.

Social - Here's one that's used all the time. If your example has been getting to its target, he'll use the old social trick of avoiding you.

Spiritual - The only answer for the spiritual barrier is to show the genuineness of the Gospel through your life. There are many counterfeits of the true Christian example. The genuineness of Christ through your life will be the ultimate factor in breaking down the barrier.

5. **His Conviction**

Eventually, in most cases, your consistency will not only tear down the barriers but will also produce conviction through the Holy Spirit. Conviction is produced through:

The Word of God - God honors His Word. There can be no conviction without it. The Word of God in and through you is the combination that provides the formula for conviction. You are the vehicle.

The Holy Spirit - the agent for conviction. He takes your consistent life, using the Word of God, and produces Holy Spirit conviction.

6. **Your Declaration**

Not every witness will produce a new Christian. And remember, you have not failed in witnessing if, after you have presented Christ and the plan of salvation, your target rejects it. He determines his destiny by accepting or rejecting Christ. If you have communicated and shared your faith in Christ to your friend, then you've succeeded in your witness regardless of your target's decision. However, you must be prepared to present the Gospel to those who want to receive Jesus Christ into their hearts. If you are persistent in witness, some will respond. Here's the declaration you should make to your friend:

- a. What you are (Romans 3:23)
- b. What Christ did (Romans 6:23)
- c. What you must do (Romans 10:9-10)

7. **His Decision**

You'll be interested to know that a decision is based on:

Mind - That's an understanding of the facts of the Gospel. He must grasp clearly the facts of the Gospel.

Emotion - While emotion is not the dominating factor, it has a place. There must be balance between facts and emotion. Love is never void of emotion, but again, it isn't the primary factor. Keep in mind that emotions vary with personality.

Will - The acceptance of facts brings the response of faith which bends the individual's will to God's and makes possible the acceptance of Christ.

The seal of completion to the above plan is your availability.

- If you are committed (John 20:21)
- If you are dependent (Philippians 1:6)
- If your life is balanced (Luke 2:52)
- HE WILL DO IT! (Matthew 6:33)

METHOD OF TESTING

Participation in discussion.

ADVANCED REQUIREMENT 1

Complete one of the following:

1. Bring two friends to at least two meetings sponsored by your church.
2. Help plan and participate in at least four meetings of youth evangelism or a similar event.

Note: This is a follow through activity to the second requirement above under the basic class requirements.

FRIENDSHIP DEVELOPMENT

Guide Friendship Development studies are a continuation of attitudinal and relational growth, which started with the Ranger and Voyager concepts. Guide inquiry, however, is much more intense and should reveal greater interest and anxiousness for answers and solutions. Facilitators in this study group should permit opportunity for longer time frames for open discussion with careful emphasis on guidelines of spiritual and moral values.

The aim of this section is to continue to enlarge the awareness of and to increase the evaluation of attitudes that contribute to positive character development and establishment of worthwhile, lasting relationships.

Guides may choose two of the four subjects. Two sessions are allocated for each topic. Four sessions have been allocated to complete the segment.

REQUIREMENT 1

In group discussion and by personal inquiry, examine your attitudes to two of the following topics:

- a. Choosing your career
- b. Moral behavior
- c. Sex and dating
- d. Choosing your life partner

CLASS PERIODS: TWO PER TOPIC

A. CHOOSING YOUR CAREER

Objective

To identify the factors involved in choosing a career and to consider them in relationship to one/s abilities.

Teaching Methods

1. Familiarize yourself with the material on the next four pages.
2. Present the information to the group in an interesting manner.
3. Invite the Guides to assess their own interests and capabilities with a view of choosing an occupation either within or outside of the church organization.

Discussion Helps

Some young people today are tempted to feel that it isn't worth pursuing a career. Others have no desire to follow a career because they feel that the world owes them a living—they didn't ask to be born and their parents have been paying taxes for years, so why shouldn't they get something back?

Some have spent a whole year at the beach pooling their social service checks and "living free" as they call it. However, let's have a look at some relevant matters.

1. **The Bible Encourages Work:**
 - Genesis 2:15 To dress and keep Eden
 - Genesis 3:23 To till the ground
 - Exodus 20:9 Six days shalt thou labor
 - Thes. 4:11 Work with your own hands

- II Thes 3:10-12 Would not work neither should he eat
- Isaiah 65:22 Long enjoy work of their hands

The Spirit of Prophecy index gives fourteen columns of references for the word “work.” Many are specifically for youth and are found in the book Messages to Young People. One illustration is: “It was the design of God that man should find happiness in the employment of tending the things He had created. . .” (p. 365).

2. What Work Will Provide:

- a. **Satisfaction:** Nothing is more fulfilling.

“Not more surely is the place prepared for us in the Heavenly mansions than is the special place designated on earth where we are to work for God” (Messages to Young People, p. 219).

It is great to be where God wants you to be, doing what God wants you to do.

- b. **Sustenance:** For self, companion, and family

A stable position will be important when you marry and have a family. Many marriages break up because of instability and lack of sufficient sustenance. Even now it is important to you to have certain material things such as clothing, entertainment, and transportation.

- c. **Service:** Some professions involve service directly such as a doctor, minister, teacher, or other similar professions, but also indirectly, as providing essential services. Remember, Christ’s whole life was spent in the interest of others.

3. Qualities That Make for Success:

- Integrity** - honesty, truthfulness
- Dependability** - reliability, punctuality, assumption of responsibility
- Emotional Stability and Maturity** - self-control, good judgment, mental health
- Perseverance** - stick-to-itiveness, drive and enthusiasm
- Ability to Communicate** - both oral and written expression
- Attitude Toward Work** - willingness to learn, interest in career as opposed to mere salary, and loyalty to employer
- Physical Appearance** - cleanliness, well-dressed presentation, poise, self-confidence
- Sense of Humor** - not taking self too seriously, ability to be laughed at, genuine humility
- Wise choice of friends and extra-curricular activities**
- Active participation in community**

4. How Will I Choose?

- Ask yourself, “Am I interested in ideas, people, or things?” Depending on your answer, you may narrow your choices. For example, if your answer is:
 - ◇ **Ideas:** then pursue work such as art, designing, journalism.
 - ◇ **People:** then pursue work such as a doctor, minister, teacher, social worker.
 - ◇ **Things:** then pursue work such as mechanics, plumbing, or trades in general.
- You should select a career within your educational limits, thus the more schooling you have, the wider the choice of careers.
- Evaluate your potential:
 - ◇ Look at your natural abilities.
 - ◇ Seek advice from your teacher who knows your aptitude.
 - ◇ Counsel with your parents who know your temperament.
 - ◇ Ask a friend who knows your likes and dislikes.
 - ◇ Talk to someone through whom you feel God can speak.
- Pray about it.
- Look around, visit, and inquire.

5. Possible Careers Within The Organization:

The **Seventh-day Adventist Church** needs:

- Ministers: as pastors, evangelists, youth leaders, and departmental directors.
- Teachers: primary, secondary; language and humanities, science and math, manual arts, music, and commercial subjects.
- Literature Evangelists
- Accountants, secretaries, receptionists, clerks, administrative personnel, managers for Adventist Book Centers, etc.

The **medical institutions** need:

- Doctors, nurses, physiotherapists, dietitians, occupational therapists, dentists, X-ray and laboratory technicians, health educators, nurse educators, pharmacists, pathologists, receptionists, secretaries, porters, service personnel for food service, laundry, maintenance, plumbing, gardens, cleaning, housekeepers, etc.

The **publishing companies** employ:

- Editors, administrative and clerical staff, printers, bookbinders, proof-readers, camera operators, artists, machine operators, maintenance workers.

Colleges employ:

- Teachers, accountants, secretaries, deans, maintenance men, farm managers, business managers, gardeners, cafeteria supervisors, etc.

Other Possibilities:

- Pilots, builders, tradesmen, agriculturalists, etc. for the mission field. Church camps and other properties need caretakers and maintenance workers.

6. Careers Outside the Organization

a. For those interested in **IDEAS - Creative Careers**

advertising occupations	painter and decorator
architect	pastry cook
cook/chef	photographer
draftsmen	printer
dressmaker	sign writer
florist	tailor
interior decorator	taxidermist
landscape gardener	textile designer
musician	

b. For those interested in **PEOPLE - Professional Careers**

accountant	nurse
ambulance officer	nurse aid
biochemist	occupational therapist
biologist	optometrist
bookkeeper	pathologist
cardiac technician	personnel officer
child care worker	pharmacist
chiropractist	physiotherapist
clerk	private secretary
clergyman	public relations officer
dental nurse	radiographer
dental therapist	real estate agent
dietitian	receptionist

librarian manager social worker
 medical orderly teacher

c. For Those Interested in **THINGS - Trade Careers**

agricultural scientist	engineer
automotive engineer	farmer
boiler attendant	fitter and turner
boiler maker	motor mechanic
bread maker/baker	panel beater
bricklayer	plasterer
business machine technician	plumber
carpenter	spray painter
carpet layer	surveyor
computer programmer	watch and clock repairer
electrician	welder

7. Summary

- Work was planned by God.
- Work is noble and beneficial.
- We all have a work to do.
- If we don't work we shouldn't eat.
- It provides satisfaction, sustenance, and opportunity to serve.
- There are guidelines for choosing a career.
- Many careers are available within the organization, and the number of careers grows daily.

Remember that no matter what we do in life, we are foremost Christians. When we have Christian farmers, Christian mechanics, Christian typists, as well as Christian teachers, doctors, and ministers, then the work will soon be finished.

Paul says, "Whether therefore you eat or drink or whatever you do, do all to the glory of God" (I Corinthians 10:31).

B. MORAL BEHAVIOR

Objective

To help the Guide understand the term "morality" and to learn to distinguish between it and customs, and to realize that a response to God based on right principles rather than obedience to a set of rules is what constitutes morality.

Discussion Helps

One of the problems we face when discussing the subject of moral behavior concerns the way moral values are communicated. There are two basic approaches we may take.

1. We may attempt to **teach a set of rules** as either restrictions or obligations that direct the individual in the choices he makes. In so doing, we may appeal to reason or logic, but the overall goal and effect is to place a person within certain prescribed boundaries. It is something like placing a fence around a person so that he may only move within its limits.
2. The second approach is to endeavor to expose the person to experiences that will give an awareness of moral obligation (right or wrong) and **encourage a decision based on values** that the person has discovered are important to him personally, and to society in general. In this setting he is challenged to make his own decisions on the basis of what he has experienced to be best, rather than an external code imposed by someone else.

As Christians we believe **Jesus' life is a perfect example** of how to live. He demonstrated what is right and wrong by His life and teachings. In turn, these teachings were based on principles revealed through the prophets to Israel. They tell us

how to relate to God and how to treat our fellow man. Naturally each prophet spoke within the context of his times and social customs, but the principles are summarized in Luke 10:25-28: "Thou shalt love the Lord with all thy heart and thy neighbor as thyself."

To illustrate this passage further, Jesus told the story of the "**Good Samaritan**," who risked his life to save a Jew while two very religious people who specialized in the law left him to die. The Priest and Levite who are mentioned in the story could not find a rule that related to the specific situation and failed to grasp the general principle of loving your neighbor as yourself. The principle of the sixth commandment not only forbade killing a man, but involved the principle of the sanctity of life and therefore required that the victim be helped as the Samaritan so recognized. This again can only be fulfilled when we truly value other people as children of God.

In Scripture, a person who makes decisions as the Samaritan did is said to have the law of God "written on the heart." (Compare Psalm 119 where the writer dwells on the principles of God's law, not from a sense of obligation but delight. He sees the benefits of observing the law and longs to understand it more fully.) In the New Testament the same thought is expressed by Paul when he says, "the written code kills, but the Spirit gives life" (2 Corinthians 3:6). Obviously the great underlying principle of God's government is love, not force, and when this truth is grasped and implanted in the hearts of men, i.e. when they experience His love, motivation is provided that enables us to serve God and love our neighbor as ourselves, which to the Christian is the basis of all true morality.

Unlike mathematics, then, **morality cannot be taught in the sense that you can learn formulae**. Rather it must be discovered and experienced and then becomes a part of the total personality as opposed to something apart and separate. When we understand this distinction we can see how it is possible for a person to be a thief, yet never steal. However, when law enforcement bodies go on strike, suddenly so-called honest people are unmasked. Because the "fence" is Removed, they automatically cross the boundaries. The "fence" does not restrict the truly honest man. His own internal control keeps him from taking that which belonged to another.

As we come to understand these principles, we also see how immoral we have often been or as Paul declares in Romans 3:20 "or the more we know of God's laws the clearer it becomes that we aren't obeying them; His laws serve only to make us see that we are sinners" (Taylor's paraphrase).

When in your discussion you arrive at this point, the leader must **be careful to ensure that the young person does not drown in a sea of guilt**. He needs to see moral development as a life-long journey. It is a goal toward which we strive and issues of justice, mercy, and love. Above all, he needs to know that his failure to reach the goal does not cut him off from the forgiveness of an understanding Heavenly Father.

From the point of view of any group of people, it is often necessary to restrain or compel members of that group to comply with the rules of the group. This is like putting the "fence" around them. It becomes necessary in a society because as Martin Luther King has said: "Law may not change the heart but it can restrain the heartless." It is because men and women are so often heartless that law enforcement bodies are required. However, when we are encouraging moral development in young people, it is never our goal to depend on the "fences," but rather to have the Spirit of God to soften their hearts that the principles of true morality can be written on them. These are those of whom it is said that they will "stand for the right though the heavens fall."

"The severe training of youth - without properly directing them to think and act for themselves as their own capacity and turn of mind will allow, that by this means they may have **growth of thought, feelings of self-respect, and confidence** in their own ability to perform - will ever produce a class who are weak in mental and moral power. And when they stand in the world to act for themselves, they will reveal the fact that they were trained, like the animals, and not educated" (E. G. White, *Child Guidance*, p. 227).

"The effort to "break the will" of a child is a terrible mistake... while force may secure outward submission, the result with many children is a more determined rebellion of the heart... the teacher should make obedience to his requirements as easy as possible" (E. G. White, *Education* pp. 288, 289).

"Every human being... is endowed with the power... of individuality, **power to think and to do**. It is the work of true education to develop this power to train the youth to be thinkers, and not mere reflectors of other men's thoughts" (E.G. White, *Education* p. 17).

"**True education** is not the forcing of instruction on an unready and unreceptive mind. The mental powers must be awakened, the interest aroused" (E. G. White, *Education*, p.41).

"I found a significant correlation between the concept of religion held and alienation from religion. Students who see

religion as a system of rules and regulations are more likely to be alienated from it than those who understand religion to consist of a personal relationship with God" (*Why Teenagers Reject Religion and What to Do About It*, p. 72, R L. Dudley, Review and Herald Publishing Association).

Have you ever heard someone say "It isn't fair"? Of course you have, but have you ever thought about what this person is really saying? (Solicit responses, e.g. It's not right; He's getting an advantage, etc.)

People say this kind of thing often, and when they do they are appealing to a standard that is agreed upon by the parties in dispute. The interesting thing is that when this is said, people rarely try to show that it is fair; they usually make excuses or give reasons as to why they did whatever it was that is causing the trouble.

This shows us that within every group, there is an accepted way of behaving. Sometimes the behavior is not important, such as whether or not you eat with a fork as the Americans do, or use a knife and fork as most do in Australia. Other times the matter is much more important, as for example, whether or not students should cheat in exams or steal from a supermarket. On still other occasions, the issues are less clear, as when we discuss whether or not people convicted of murder should be executed or given lifetime imprisonment.

How you judge each of these situations will depend on many factors. For one, what your parents believe about it will be important to you. How your friends think may influence you. What you were taught in school will also contribute to your beliefs on any subject.

We want to discuss some of these areas to see if we can sharpen our awareness of the issues involved and understand more clearly what principles should guide us in making any decision concerning right and wrong. This kind of situation involves what we call "moral issues."

The dictionary defines moral as "Having to do with character or with the difference between right and wrong. Right - just. Based on the principles of right conduct rather than on law or custom."

Other issues where we must make decisions concern **customs** (sometimes called mores or folkways). Customs are not moral issues in the sense that they are right or wrong, but they describe what is customarily done in a group. Customs are defined as "Traditional rules - or ways. Manners. The way that things are done." You may be able to think of customs in present or past use that you believe are not morally right. For example, in the last century many people (even Christians) owned slaves—do you think that was right? As Christians, we believe God has revealed what is right and wrong, but more in the sense of outlining principles rather than telling us what to do in every situation. There are only Ten Commandments, and even these can be reduced to two: loving God and our neighbor.

We have been given a mind to use and apply to even the most difficult decisions, for example, it is usually considered humane and right to kill an animal that is badly injured and cannot get well, but few people agree that this should be done to human beings in a similar situation. It is conceivable that a person may only be able to save a life by stealing the medicine that will cure a sick person. What should he do in this kind of dilemma?

As you get older there will be many hard decisions for you to make. The Bible does not tell us exactly what to do in every case of this type, and therefore we must decide what we believe is right and why it is right, basing our conclusions on principles that God has revealed.

Let's look at the **Ten Commandments** and see if we can discover what principle lies behind each of these. See Exodus 20 and *Patriarchs and Prophets*, pages 305-309.

Commandment 1: Thou shalt have no other gods before me	Recognizing a Creator and Sustainer of our life. Men and women are individually responsible to the Creator first.
Commandment 2: Thou shalt not make unto thee any graven image	Recognizing the futility and impossibility of attempting to reduce the Creator to the image level of any creature of human conception.
Commandment 3: Thou shalt not take the name of the Lord God in vain	Recognizing the need to respect the character and nature of an omnipotent being. Note: "Name" in Old Testament times was representative of the character of the bearer.
Commandment 4: Remember the Sabbath day	Recognizing the need for worship and contemplation of the character of God.

Commandment 5: Honor thy father and mother	Recognition of the respect due to parents and authority figure that operate within the framework of respect and love. Note: This is not a blanket statement requiring obedience to all authority figures, but those who reflect the will of God. "We ought to obey God rather than man" where conflict of this sort surfaces.
Commandment 6: Thou shalt not kill	Recognition of the sanctity of life and our need to preserve life wherever possible.
Commandment 7: Thou shalt not commit adultery	Recognition of the need for purity, honesty, and loyalty in human relationships.
Commandment 8: Thou shalt not steal	Recognition of the property rights within a society. Acknowledgement of the rights of others in business dealings, and employer or employee relationships.
Commandment 9: Thou shalt not bear false witness	Recognition of the need for honesty in human relationships and condemnation of gossip or innuendo.
Commandment 10: Thou shalt not covet	Condemnation of clinging to selfish desires, that is, seeking that which belongs rightfully to another. Condemnation of cherished desires that can only be satisfied at the expense of someone else.

Discuss some of the following questions/case studies:

- How do you like others to treat you?
- Write down the characteristics of those people you most respect and trust. Try to be specific rather than making generalizations, for example, "he's always fair."
- Moral behavior is concerned with issues that are right and wrong. Try to think of some matters that could be said to be moral and some that are based on social custom.
- What areas of moral behavior are concerned with what we do? e.g. paying bills, keeping promises.
- What areas of moral behavior deal with what we fail to do? e.g. the person who does nothing to help someone in need through no fault of his own, or the Rich Fool in Luke 12:16-21.
- Am I ever responsible for the decisions of another adult person? If you answer "yes," on what occasions?
- What does it mean to be responsible? (Look up the dictionary definition and discuss.)
- Does a person have a responsibility to treat himself/herself well? If so, what should he/she do to be fair to himself/herself? For instance, if you treated others as you treat yourself, would you be acting sympathetically or harshly?

We have thought of and discussed the ways people make decisions and why we think a certain kind of behavior is right or wrong. Sometimes our ideas change as time goes by because we may see things from a different point of view or we may discover new information that alters how we think. This is part of developing experiences and growing older. As we try to become more aware of the needs of others and the will of God concerning all we do, we will be able to fulfill this purpose for our lives more accurately and become more sensitive to what we should do. This development should continue throughout our lives.

The mature person of any age will try to make decisions on the basis of what is honest, responsible, and in the best interest of all concerned. It is for this reason that God gave us principles for daily living through His servants. As Moses put it thousands of years ago: "The Lord commanded us to do all these statutes, to fear the Lord our God, for our good always, that he might preserve us alive, as at this day" (Deuteronomy 6:24 RSV).

Case Study No. 1

Sharon is eighteen and has just earned her driver's license. Her father has allowed her to borrow his car for the first time, so she invites her best friend, Donna, to come for the ride.

The girls are so busy talking and laughing as they drive along that Sharon doesn't stop at a stop sign. She collides with another

car and, although the damage is minor, knows this will mean that she won't be able to borrow the car again. She blames the other driver for speeding up on approaching the intersection and insists that she would have had time to cross it safely if he had been obeying the speed limit.

Donna knows this is not true, and as there are no other witnesses she'll be the one to have to testify.

- Should Donna tell the truth and risk Sharon losing the use of the car, and possibly her license if the police are called?
- Should she lie to protect her friend and her valued friendship with Sharon?

Case Study No. 2

Mary is an attractive 19-year-old. There is a housewarming party on Saturday night and she knows Keith, a guy who she really likes, will be there. She badly wants to go, so when Geoff rings her up and asks her to go, although she doesn't really like him, she accepts his offer.

The next night, Keith rings her and invites her to the same party. She tells him she will call back in an hour.

- Should she break the date with Geoff, although he asked her first, knowing that he will be there anyway? Why?
- Should she accept Keith's offer even though it means turning back on a date already made? Why?

Case Study No. 3

Emma just got a job, her first, at Cheap Jeans. She had been unemployed for six months since leaving school, which didn't help matters at home. Since she belongs to a large family and her parents have been struggling to pay bills, this job was really important for them all.

One day her friend, Leanne, came into the shop and took three T-shirts into the fitting room. She came out holding only one, and it was obvious she had put the other two on under her dress. Leanne brought the shirt to the counter and got out the money to pay for it.

Emma asked Leanne to return the T-shirts to the racks, but Leanne said that the store made plenty of money, so why bother?

- Should Emma report the theft to the manager, thereby losing a friendship with Leanne?
- Should she let Leanne get away with it and risk it happening again, remembering that if discovered, it would mean loss of a valuable job?

C. SEX AND DATING

Objective

To assist teenagers to recognize that their sexual development and their relationships with members of the opposite sex are a normal part of growing up and are within God's plans for their lives.

1. Discussion Helps

Introduction

Our talk today is on the subject of sex and dating and I think you are going to find these topics very interesting. Most young people are interested in the changes that are taking place in their bodies at this time of life and many are wondering about the emotional changes. You may wonder what the purpose of it all is. Well, all of these changes are part of God's plan to help you to choose a girlfriend or boyfriend to court each other, to marry, and eventually to become parents.

God's Creation

In the beginning God created a man and a woman with physical and emotional differences so that their bodies and their natures might together bring a completeness to their union, and God called His creation good.

Maturity at Different Ages

Boys and girls mature at different ages. Sometimes a girl might appear to be quite a young woman by the age of twelve, whereas often we find that boys develop and mature at a later stage.

Male Development

Naturally you are all interested in the changes that took place in your bodies as you passed through puberty. As far as the boys are concerned, your bodies have grown taller and developed more muscular physiques, your voices have broken and become much deeper, like a man's voice. We find also that hair has appeared on the face and on the upper lip, and you find it occasionally necessary to go and borrow dad's razor to shave it off.

Female Development

Girls too go through bodily changes and develop the contours that indicate that they have become women. Now, quite a lot of young people feel awkward and unsure of themselves with this new body image. Do you ever get tired of people commenting on your growth or lack of it? Be reassured that you are not the only ones who feel self-conscious about your new shape and size. Many other teenagers do too. Don't let it worry you.

Sexual Urges

Not only do your bodies change during these adolescent years, but both boys and girls possibly have begun to feel certain sexual urges and drives. These urges are powerful and they form a very real part of life. We have all experienced them and you have to learn what to do about them.

God Given for a Purpose

Remember that these forces are God-given, they are very powerful, but until they can be used wisely in the relationship of marriage then they should be harnessed and controlled.

These are the very forces that draw men and women together in love, marriage, and family life. God has placed in each one of us the reproductive powers that make parents co-creators with God in bringing babies into the world. It is very important that you understand yourself and your sexual natures, for each one of us is a sexual individual.

Female Sexual Urges

With girls the sexual urge is not as intense or as powerful as it is with a boy. Girls imagine themselves frequently in a romantic love situation. They indulge in day-dreaming, imagining themselves as the center of attraction in somebody's life.

They want a boy to love them, i.e. to be attentive and affectionate, and they want to choose a partner and settle down in a secure marriage relationship and bear children. This is the ultimate aim of practically every girl. To this end she endeavors to make herself attractive to the boys, taking particular care with her dressing and grooming.

Male Sexual Urges

As we've mentioned, boys tend to have a more urgent sexual drive that can be aroused more easily. This can be by means of pictures of partially clad girls, by pin-ups, or by talking or reading about intimate matters, or just by thinking about them. Many things that may stimulate a boy's sexual urge will have little or no effect on the average girl.

Sex Used in Advertising

Possibly you have observed the way that sex is used in advertising to sell all manner of commodities and the columns of sexual matters that appear in today's magazines. Let's face it—the commercial world uses the strongest possible means to influence you to buy their products and they know that sex is of tremendous interest to people, so that's why they take advantage of it. Television programs frequently deal with sex but usually in a manner that is far from the Christian ideal of chastity before marriage and faithfulness after marriage.

Bible

As we think about sex, let's see what the Bible says. In Matthew 5:8 we are told, "Blessed are the pure in heart for they shall see God," and Paul says "Finally brethren, whatsoever things are true, honest, just and pure, whatsoever things are lovely and of good report, think on these things" (Philippians 4:8). Do the TV programs that you watch help you to this end?

Pornography

Pornography is published expressly with the aim of stimulating a reader's sexual urges in a manner that is far from the pure and lovely thoughts that Paul suggests we should have.

By reading pornographic books and magazines your regard for members of the opposite sex is lowered so that they become sexual objects rather than people whose bodies were created to be temples of the Holy Ghost.

Emotional Changes

So far we have talked about the physical changes and the emergence of new sexual feelings. But let's think now about your emotions. Emotions are the feelings you have that are caused by situations in daily life. These may be feelings of anger, fear, worry, happiness, sadness, love, hate, revenge and the like. In your teen years surges of emotion seem to be stronger than formerly, and you could have periodical swings of emotion that may leave you on a high or feeling depressed. Fortunately maturity usually brings a leveling out of feelings.

Crushes

Back in the early teen years you might have had crushes. This is a normal part of your emotional development in seeking other loves outside your home where Mom, Dad, brothers and sisters had previously played a large part in your affections. At this time in your lives it may be that your attention is focused on an older person, possibly a teacher at school, or somebody at church who takes an interest in you, or an entertainer, or a sporting personality, and you find you think often about this person. Then, too, you tend to go around in groups—boys with boys and girls with girls. You often have a particular friend of your own sex and you can become quite possessive of this friend so that sometimes you might feel jealous, perhaps when you see your special friend talking to or going around with other people. You feel that this person should be your own friend exclusively.

Transfer of Feelings to the Opposite Sex

As you pass through these mid-teen years you will find that you experience feelings of warmth and tenderness, excitement and sexual attraction, infatuation, and even love towards many people of the opposite sex before you finally meet the one with whom you will want to settle down and marry.

Illustration

Brian is a good illustration because he had different love feelings for a number of different girls and I would like to tell you about them. He had known Ann for years. They'd grown up together and he could talk over anything with her. He'd take her home after a bike ride and squeeze her hand with a warmth that he felt he could never express in a kiss, for it wasn't that kind of love.

But then, when he went out with Sue, she brought out an entirely different kind of feeling in him. She made him feel like such a MAN, a real hero, and he wondered if the kind of love he felt for her was the real thing—the kind he'd heard about but had never experienced before.

Brian's third love was still different. This was Pam who went to his church, and when they stood to sing a hymn, side-by-side and holding the same hymn book, a feeling went through Brian that made him want to go out and do great things and become worthy of Pam. She was good for him and she appealed to the very best in him. Now Brian had three different kinds of feelings for these three girls. The warm companionship of Ann's company, the exciting sexy feelings he knew with Sue, and the spiritual inspiration that Pam was to him.

Finally he found Jacqueline. Jacky was all of those and more—satisfying so many of his love needs that it was she whom he chose to marry.

So you see that each person you become fond of brings out a particular kind of response in you, so that you never love two persons in exactly the same way. However, at the moment you are not choosing Anne, or Sue, or Pam or Jacky to marry, because this is the time of life when you should be making lots of friends and going about in a mixed group of boys and girls. This group dating in the mid-teen years is an ideal way to avoid making the mistakes that can be made on double or single dates. Single dating should occur in the later teenage years.

Social Development - Groups

However, at this group friendship stage you have a good opportunity to develop the social graces and learn how to behave without shyness and awkwardness towards members of the opposite sex. With a group of boys and girls all together, if you find you are self conscious, then you can retreat and find companionship with members in the group of your same sex, and then perhaps as your confidence builds up, you can make further approaches to other young people. Many teenagers are too shy to engage in this type of activity. If you should notice someone who is shy and stands off alone, invite him/her to join in with your group, because this is the most satisfying way at this time to make friendships. Knowing how to talk comfortably with both boys and girls, and knowing how to treat them courteously will come as you pass through this phase. This is part of your social development.

Group Activities

Group outings may be part of your school's or church's program, or you can arrange some other activity for yourselves. This may be a barbecue, a picnic, a church social, or some sporting event. Don't forget too, that your parents are very interested in the friends that you make, so how about asking friends home for an evening to listen to CD's, chat together, to sing or play games, or even to bake some biscuits or something of that nature. What fun it can be just making cookies for a united fundraising effort.

Teasing - Family

As you start talking at home about one special boy or girl (and because this person is in your thoughts a lot, then naturally you will want to talk about your friend), be prepared for some teasing from your brothers and sisters. You may even be called girl-mad or boy crazy, or terms like that. Don't mind the teasing—it's all part of growing up.

Groups Leading to Independence

By associating with other young people in your group, you are always beginning to "loosen the apron strings" as it were. You are becoming more independent of those at home, and you are learning to make your own decisions and take some responsibility for yourselves. But meanwhile Mom and Dad are still deeply interested in you as a person.

Dating Different People

This is also a time when it is not wise to just ask out one particular person. Boys, it's a good idea to date a number of different girls. It's only in this way that you are going to know their different personalities and characteristics. Some have a happy outgoing disposition, while others are shy and reserved; some may be sporty, some studious, some talkative, while some are quiet. If you just date one person then you are not going to meet the variety of people that you should be meeting.

Girls too will wonder if they should wait for only a special boy to ask her out repeatedly or accept other invitations. I believe it is a good idea to meet as many people as you can. Some people would call this experience "window shopping." However, it's only by meeting and getting to know many different people of the opposite sex that you are going to find the kind of person that you will want to eventually marry.

Dating Only One Person

By going out only with one person at an early age, you may be cutting yourself off from knowing a number of people with whom you may find you have more in common than the one you are dating at the moment.

Conclusion

This really is a very exciting time of your lives and this is the time that we adults look back on, remembering all the fun we had in those years. Make the most of it because it only comes once in a lifetime.

2. Discussion Topics for Sex and Dating

1. Discuss the ideal age at which to commence dating. For discussion consider: 13 and under - no dates; 13-16 - group dating; 16 and over - single dates.
2. Suggest possible activities for dating - aim to develop a wide variety of interests.
3. Discuss a possible code for dating - guidelines - limits, etc.
 - a. Relationships with parents
 - ◇ should parents meet date before going out
 - ◇ should parents be told where you are going and what time to expect you home
 - b. What etiquette and courtesies do you expect from your date? e.g.
 - ◇ neat appearance
 - ◇ to be called for properly at the door, not with the car horn
 - ◇ boys to open, close car door
 - ◇ don't talk about previous dates, etc. d.
 - c. Discuss the limits you think should apply to:
 - ◇ time to conclude the date
 - ◇ restrictions regarding places of amusement

- ◇ parked cars
- ◇ personal limits – e.g. kissing is not a boy's right nor is it to be expected as payment for an evening out

3. Books

Sense and Nonsense About Sex, Evelyn Duvall

Sex And The Adolescent, Maxine Davis

What Every Teenage Boy Should Know, John F. Knight

What Every Teenage Girl Should Know, John F. Knight

D. CHOOSING YOUR LIFE PARTNER

Objective

To begin to evaluate the qualities most desired in a person that will contribute to a successful marriage.

Introduction

You may wonder why we should want to have a period devoted to the subject of “Your Life Partner” and “Looking Ahead to Marriage” when you are still only in your mid-teen years and possibly have not even begun to date yet. The choice of a marriage partner is one of the most vital decisions that any person makes in a lifetime, so it is wise to think about it and have some ready-made ideas on the subject long before the time for marriage actually arrives.

Preparation for Marriage Begins at Birth

All your life you have been gaining impressions about what it is like to be married. If you have been brought up in a home where your mother and father showed tenderness and respect for one another, you have already learned a great deal. Where there is this mutual regard between parents, children grow up to expect this sort of relationship for themselves.

If you want to find out something about your future home, look at your present home - the family in which you live will have its influence on the family that you may someday create.

If you are a girl, you have been schooled by the example of wife and motherhood that you have seen in your own mother. How you have seen your mother treating your father will influence how you will treat your future husband.

The same is true if you are a boy. The things you have observed in the way your Dad treats Mom and the children are going to be an influence on your habit patterns towards your future wife and children.

When these influences have been good, there is usually no difficulty. But it may be that if problems exist in your present home, then similar problems may be created in your new home.

Purpose of Dating

Teenage dating is not for marriage or romance but for developing your personality. All marriages are preceded by dating, but naturally all dating does not lead to marriage.

Eventually, dating can and should lead to marriage—the right marriage, at the right time.

Early dating is usually a case of “playing the field,” enjoying outings and activities with a number of people. As we progress, we begin to date a particular person more or less regularly and this passes into a “going steady” relationship. At this stage it is clear that we are not interested in dating others.

It is quite likely that after a time, one or the other person may cool off, and so the pair may decide to break up. Often the breaking up can cause heartache, especially if one is still keen on the other. But a relationship can be broken off tactfully with consideration for the other person's feelings.

Young people often have several “going steady” relationships before they find the person whom they can continue to enjoy and come to love.

So dating and going steady are stages in the development of love feelings and knowledge of a person, which may be followed by courtship, engagement, and marriage.

Trial and Error Period of Relationships

Adolescence is a time for learning, for finding out what you like and do not like about people of the opposite sex as friends, and ultimately as husbands and wives. It is a time of trial and error, a period for developing your own behavior and attitudes, and for learning about the qualities in your friends—qualities in the person you would like to marry.

Physical Attraction

Usually a boy and girl will first find an attraction for one another. They like the look of the other person and this is what draws them together. The feeling is not “love” - it is a physical attraction on which basis love may grow and develop with time. This physical attraction is commonly known as “falling in love” or “love at first sight,” ideas that are popularized in many modern songs. Granted, this attraction is very important, just remember however, that a lifetime of marriage is built on other important characteristics as well.

Actually the one you choose to marry is the person whom you should relate to as your best friend. Attraction may be spontaneous, but friendship must be cultivated.

Age

A couple needs to be reasonably close to each other in years, with perhaps the girl slightly the younger. If there is a difference of more than a few years in teen or early twenty friendships, there can be problems. Remember, you are looking for a partner, not another mother or father.

Intelligence

It is a good idea to choose someone who has a mental capacity at least reasonably close to your own. If you are interested in reading good books but your friend’s reading only extends to the comics, soon you will find that the relationship will become boring.

Conversation occupies a lot of time in any relationship, so by taking an intelligent interest in reading world events you will develop the art of conversation. What kind of language does he use? Is his speech acceptable to you?

Background

If you both have similar social backgrounds, success in marriage is more likely to be assured. Different cultural or racial backgrounds need to be carefully thought about.

Religious Background

Religion plays an important part in our lives and the spiritual interests of your prospective partner needs to be carefully considered. Does your date have similar religious beliefs to you?

Health

It is a good idea to know something of the physical, emotional, and mental health of your prospective marriage partner and something of the family health history, too. Are there any diseases that may be passed on if you have children? Does your friend care about proper diet and exercise? Or is he/she satisfied with “junk” foods.

What about his temperament? Does he get angry and fly off the handle easily, or is he calm and placid and easy to get along with? Is he optimistic, or a cynic? Is he free from excessive tensions, fears, and anxieties, or is he an emotional and mental wreck? How does he cope with disappointments or crises?

What about a sense of humor? In courtship and marriage, shared laughter builds strong ties.

Character

This is the most important point to consider. A marriage is a life-time relationship, so when choosing a partner you have to be prepared to think fifty years ahead. That isn’t easy.

If the person you live with is loving, considerate, kind and understanding, it soon ceases to matter much whether he/she is tall or short, fat or thin, handsome or plain, clever or of average intelligence.

If you choose someone who is selfish, deceitful, or irresponsible, you are asking for trouble. To think “I’ll change him when we get married,” is courting disaster. These words fall into the category of “famous last words.”

You can be quite sure that someone who behaves badly when he or she is very much in love and out to make the best pos-

sible impression will behave just as badly and probably much worse when there is no longer need to keep up appearances. So the qualities to look for in marriage partners are the qualities that will matter as much in another 10, 20, 30, and 40 years as they do now.

Recognize that every person has faults. You will never find a perfect person to marry, so recognize their imperfections and ask yourself if you can adjust to living with them. Accept your prospective partner for what he is and don't expect to change him once married.

Love

Young people ask how they will know when they are in love. To begin with, love needs time to develop; it doesn't happen in a flash. To love someone means to unselfishly put their interests first. Each partner cares more for the other than for himself. A girl who cares deeply for a young man will want him to achieve his ambitions and so will give up the idea of a certain outing so that he can stay home and study for his exams. Then, when he has passed, she is bursting with pride because it is their success.

Infatuation, often called "puppy love," is the name given to the feelings you have when there is a strong physical attraction and no real knowledge of the other person's character. Infatuation has about the same relationship to mature love that a puppy has to a mature dog--that is, it may become mature if it keeps on growing. But as one young person said: "It looks as though if you got married on puppy love, you'd be sure to lead a dog's life."

Three good tests are:

1. **The test of time** - remember it takes time for love to grow.
2. **The test of separation** - will you feel the same way about a person after you have been separated for weeks or months.
3. **The test of companionship**—do you find that you have a lot in common? If you enjoy doing all sorts of things together as friends, that is a good sign.

Friends

It is important to be good friends with the one whom you choose as your life partner. Friends always enjoy being together and doing things together, whether it is gardening, playing sports, or visiting friends. Speaking of friends—do you like the friends of your prospective mate? You can expect that friendship developed during school and at work will continue after marriage, so you need to like one another's friends.

Money Matters

This is an area where many marriages falter, so it is a good idea to find out how your prospective mate handles money. Is he or she thrifty or extravagant? Does your girlfriend always expect to be taken to an expensive restaurant or is she happy with only a meager amount of money being spent on her? Is she prepared to go "Dutch" if she knows that pay-day is a week away? Does your boyfriend have a savings account?

Family Background

It is a good idea to spend time in the home of the person you are considering as a life partner. Observe the way he treats his parents and his brothers and sisters. Is he helpful at home, and does he do his fair share of the chores? Does he reflect love, respect, and appreciation for members of his family?

Dr. Henry Bowman, who studied the problem of divorce for ten years, found that most divorce is due not to marriage failure, but to courtship failure. If the couple had a successful courtship, either they would have been better prepared for marriage, or they would have discovered that they did not have the common interests, ideals, or religious and social backgrounds that tend to assure marriage success.

Seek Counsel

When the time comes that you are ready for marriage with the person you believe to be right for you, seek counsel from both your parents first, and then from relatives and friends. They know you very well indeed and will give wise counsel on the matter. Then, too, pray and seek God's guidance in the selection of a mate.

Becoming the Right Person

A happy marriage is not so much dependent on "finding the right person" as "becoming" the right person. The type of person I am determines the kind of person I will attract. So you can begin today to be the kind of person whom more and more

people would like to be around and whom eventually a number of people might like to have for a partner. Strive to live up to the ideal you have in mind for a marriage partner.

Summary

1. Recognize that preparation for marriage begins from birth.
2. Understand the process of selection and rejection that is involved in finding a life partner.
3. Formulate ideas about the type of person you would like to marry.
4. Understand that becoming the right person is as important as finding the right person.

Discussion Topics for Choosing Your Life Partner

1. From this list of qualities, ask teens to rank in order (1- 12) the qualities they would choose in their life partner:

<input type="checkbox"/>	good looks	<input type="checkbox"/>	patient	<input type="checkbox"/>	popular
<input type="checkbox"/>	money	<input type="checkbox"/>	understanding	<input type="checkbox"/>	loves God
<input type="checkbox"/>	flashy car	<input type="checkbox"/>	dresses neatly	<input type="checkbox"/>	good family
<input type="checkbox"/>	healthy	<input type="checkbox"/>	modest	<input type="checkbox"/>	diligent and industrious

2. Can you think of other qualities you would hope to find in your partner?
3. What characteristics should young people avoid in selecting a marriage companion?
4. When should a couple go steady?
5. Discuss the advantages of going steady, e.g. security in having someone to go out with, status, etc.
6. Can you think of any problems in going steady, e.g. too restrictive, may lead to early marriage, etc.?
7. Can a couple "break up" after going steady and still remain friends? How?
8. What kind of experiences are most likely to help young men and young women know each other better and to develop appreciation and respect for each other?

Books

The Dating Game, Herbert J. Miles, Zondervan Publishing House

Youth Looks Toward Marriage, David R. Mace, Delter Books

God, Sex and Youth, William E. Hulme, Concordia Publishing House

Breaking Up, Wayne Judd, Pacific Press Publishing House

RESOURCES

Someone in your church may be qualified to teach values clarification classes. Material on the topics you choose to discuss should be available from your local library.

METHOD OF TESTING

Participation in discussions on two topics of your choice.

ADVANCED REQUIREMENT 1

Write (minimum of 750 words) or give an oral presentation (minimum of ten minutes) on the subject of how to make and keep friends.

HEALTH AND FITNESS

The aim of this section is to create a desire to choose a healthful lifestyle that will result in lifelong benefits and to share that desire with others.

REQUIREMENT 1

Make a presentation to elementary students regarding the laws of good health.

CLASS PERIODS: 30 - 45 MINUTES

EXPLANATION

If there is more than one Guide involved, they may put on a special health program for more than one audience. If there is only one Guide involved, he may wish to make his presentation as a two-or-more-part short series of talks to students.

The presentation can include anyone or more of such topics as: foods, meat vs. vegetarianism, salt/sugar, family health problems, exercise/fitness, drugs, alcohol, tobacco, etc.

This may also tie into the Temperance and Nutrition Honors (see the *Pathfinder Honors Handbook* or go online to www.gcyouthministries.org and click on "Pathfinders" and then "Honors").

TEACHING METHODS

1. Obtain a supply of health journals for teens who do not receive them regularly.
2. Ask the teens to prepare a short talk or written report on the topic, drawing points and evidence from articles in the magazines.
3. Allow time for each of the Guides to express their point of view to the group. As there is time, encourage the group to comment on the material each person has presented.
4. Follow up the discussion with a presentation by the Guide of his personal reasons for choosing a healthful lifestyle.
5. If the class wants to create their own style of program, have a brainstorming session where they can pool all their ideas. From this pool the class can decide on their style of program and allocate activities.
6. Your class may like to choose a suitable program from the following list of suggestions:
 - a. Cooking demonstration
 - b. Bread making demonstration
 - c. Physical fitness demonstration and assessment
 - d. Local Breathe Free Plan, Heart Beat, Stress Control, or other suitable program
 - e. Health Hut

RESOURCES

The following film strips and cassettes are available from your local Conference Health/Temperance Department, or write to:

Narcotics Education

12501 Old Columbia Pike

Silver Spring, MD 20904 (for a catalog)

Nutrition Series

Nutrition Main Dishes - Grains, fruits, nuts and vegetables are prepared in as simple and natural a manner as possible.

Gourmet Vegetarian Entrees - You will be delighted with the delicious dishes made from recipes from around the World.

Soybean Magic: Observe how to use soybeans in many delectable ways.

Desserts - Low Sugar - Delicious cookies, pies and ideas for preparing fruit in a number of ways illustrated.

Pioneer Breads - Learn how to make bread the way grandmother used to make it.

Quick Breads - Soy oat waffles and other quick bread recipes make us realize that bread is truly "the staff of life."

Prevention Series

Resources: The following slide/tape and/or video programs are available from:

Narcotics Education

12501 Old Columbia Pike

Silver Spring, MD 20904

Phone: 1 - 800- 548-8700 (U. S., except Alaska) OR 1- 301 - 680 - 6840

Why Be a Vegetarian - A vegetarian diet is shown to be adequate in every way. In fact, it is even superior to most diets of the world.

Sugar's Sour Side - The consumption of refined sugar is increasing throughout the world. While sugar in its natural environment is essential to life, excessive intake in its refined form is a hazard to health.

How to Exercise - Exercise is shown to produce remarkable benefits on the body systems. It enhances health and prevents disease.

Water, Cool Water - Water has many healthy functions for the body, providing the person provides enough water for its own use.

Sleep, Sweet Sleep - In today's world, adequate sleep is even more important than ever, due to the many twentieth century stressors.

The Sun's Light - The sun has far more function for the body than most people are aware of. However, some are overexposed.

An Amazing Story - Reports from California, Holland, and Norway show how the Seventh-day Adventist lifestyle reduces chronic disease and lengthens life span.

By Voice and Pen - During the last century God gave instructions for a healthful lifestyle which science has only recently confirmed.

Your Life Within - Life is dependent on myriads of functioning units working harmoniously within the body. Health is the result of all systems functioning, to the optimum.

METHOD OF TESTING

Presentation

REQUIREMENT 2

Complete one of the following activities:

1. Write a poem or article for possible submission to one of the Health/Temperance journals of the church.
2. Individually or as a group, organize and participate in a “fun run” or similar activity; discuss and record your physical training program in preparation for this event.
3. Read pages 102 -125 in the book *Temperance* by E. G. White, and pass the true/false quiz.

CLASS PERIODS: ONE FOR TOTAL REQUIREMENT**OBJECTIVE**

To enable the Guides to express in a creative manner their personal witness for good health.

1. POEM OR ARTICLE**Explanation**

1. Encourage teens who have an interest in writing to attempt this requirement.
2. Select the best of your submissions and forward them to your local conference youth director who will decide which ones will be submitted to the editor of the various journals.

Method of Testing

Submission of a poem or article to the leader will satisfy this requirement.

2. “FUN RUN” OR SIMILAR ACTIVITY

1. Get the group enthusiastic - show by example if possible.
2. Choose the location for the activity.
3. If there is sufficient interest, open the “run” to both men and women and differing age groups. This could become an annual event.
4. Take a personal interest in each Guide as they prepare themselves for this activity. Have them keep a record of their training program.
5. Get business sponsors for T-Shirts or ribbons, etc.

Method of Testing

Participation and presentation of physical training record will satisfy this requirement.

3. PAGES 102 - 125 OF *TEMPERANCE AND TRUE/FALSE QUIZ*

Explanation

Give quiz orally or copy on sheet without answers:

TRUE/FALSE QUIZ

1. The purpose of Temperance is to allow the grace of Christ to bring us into a living connection with God. **True, p. 102/1**
2. Habits that weaken us physically have no effect on the mind. **False, p. 102/3**
3. Controlling desires is not so very important because we are free to do as we please. **False, p. 103/1**
4. Satan has no power over us when we have the courage to positively say "no." **True, p. 103/3**
5. People who sincerely ask God for help to overcome smoking will receive it. **True, p. 104/1**
6. God has promised a way out of every temptation. **True, p. 105/4**
7. There are many and varied remedies for the sin problem. **False, p. 106/2**
8. Good resolutions, made in one's own strength, will always fail. **True, p. 106/2**
9. God doesn't require perfect obedience because He knows we are sinners. **False, p. 106/5**
10. When we feel discouraged it is not much use praying. We should wait until we are feeling better. **False, p. 107/4**
11. Physical health improves by realizing we have security in Christ. **True, p. 108/2**
12. It is impossible to present our bodies acceptable to God while continuing to indulge intemperate habits. **True, p. 108/3**
13. We cannot, on our own, have victory over temptation. **True, p. 109/0**
14. Victory comes mainly as a result of our own efforts. **False, p. 111/1, 2**
15. Some people just can't resist evil. **False, p. 112/0**
16. Everyone who unites his will to the will of God can overcome habits like smoking, drinking, etc. **True, p. 113/0**
17. Even the feeblest cry for help is heard by God. **True, p. 114/1**
18. Ignoring the laws of health can lead to liquor drinking. **True, p. 115/1**
19. It is impossible for man outside Eden to resist Satan's temptations. **True, p. 121/2**
20. Christ refused to heal some people because they had brought disease upon themselves. **False, p. 121/3**

Method of Testing

Pass true/false quiz with 75 percent or higher.

REQUIREMENT 3

Complete the **Nutrition** Honor or lead a group through the **Physical Fitness**

OBJECTIVE

To emphasize the importance of putting into practice the theories of healthful living.

TEACHING METHODS

Both Honors are found in the *Pathfinder Honors Handbook*.

Material and ideas to help teach the **Physical Fitness** Honor may be obtained from a physical education teacher or sports coach.

ADVANCED REQUIREMENT 1**Seeking God's plan regarding sexual behavior - AIDS & STD's.**

Truthfully discuss the risks of premarital sex as outlined below.

1. Challenge the notion that:
 - teens only need to use contraceptives including condoms to prevent the occurrence of out-of-wedlock pregnancy and
 - condoms prevent HIV/AIDS and other sexually transmitted diseases (STD's)
2. Define
 - a. Contraceptives
 - b. STD's
 - c. HIV/AIDS
3. Discuss the pros and cons of premarital use of contraceptives including condoms to prevent pregnancy, HIV/AIDS, and STD's.
4. Discuss premarital sex. Is it sanctioned in Scripture even though it is not frowned upon by society as it once was?
5. Discuss the validity of "safer sex" for teenagers.
6. Discuss the physical, emotional, and social consequences of pre-marital sex.
7. Identify the negative consequences associated with teenage sexual activity.
8. Understand that:
 - Condoms may reduce, but not eliminate, the risk of some of the consequences of pre-marital sex, but for teenagers and unmarried adults abstinence of sexual activities eliminates all the risk!
 - Some of the reasons why condoms are not a good solution:
 - ◊ The product itself may be defective or may not be used correctly, allowing the HIV/AIDS virus to pass through.
 - ◊ It is not possible to tell if a person has the HIV virus.
 - ◊ The infected person may not even know he/she has the virus because there are no symptoms

ORGANIZATION AND LEADERSHIP DEVELOPMENT

REQUIREMENT 1

Following discussion, prepare a flow chart on denominational organization, with special details of your division.

CLASS PERIODS: ONE

OBJECTIVE

To develop an understanding of church organization.

TEACHING METHODS

Make a flow chart as a basis for group discussion.

Organizational Structure

Your church, together with other Adventist churches in your geographical area, comprises a local conference. The conference may be a state or part of a state, island, or country.

Then there is the union conference. This is usually made up of a number of local conferences within a given geographical area. Several Unions comprise a Division and all the Divisions are united under the General Conference.

METHOD OF TESTING

Participation in discussion and preparation of a flow chart.

REQUIREMENT 2

Attend a conference-sponsored Basic Pathfinder Staff Training Course.

OBJECTIVE

The participant begins to see himself as in a transition from Pathfinder to staff, he becomes involved in instruction and training toward a career in volunteerism for his church.

TEACHING METHODS

Generally, each year conference Pathfinder directors provide one or more training courses for new club leaders and their staff. This course consists of ten hours of training covering such topics as club organization, programming, witnessing, ceremonies, nature, crafts, camping, scheduling, etc. The Basic Course is the first of several available for staff development.

REQUIREMENT 3

Plan and teach at least two requirements of any Pathfinder Honor to a group of Junior Pathfinders.

OBJECTIVE

This is a parallel requirement to Requirement #2, involving the participant in practical leadership development and club strengthening.

TEACHING METHODS

Suggested honors would include Cats, Dogs, Mammals, Seeds, Beginners Swimming, Knots, etc. for the Friend Class. A regular staff member should supervise and serve as mentor for the participant completing this requirement so that he may not become discouraged nor develop bad habits and poor results.

Note: If the Physical Fitness option was selected under Health & Fitness requirement 3, then this requirement is satisfied.

NATURE STUDY

REQUIREMENT 1

Read the story of Jesus' childhood in *The Desire of Ages*, chapter 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 study and observations.

CLASS PERIODS: ONE HOUR

EXPLANATION

"Since He (Jesus) gained knowledge as we may do, His intimate acquaintance with the Scriptures shows how diligently His early years were given to the study of God's word. And spread out before Him was the great library of God's created works. He who had made all things studied the lessons which His own hand had written in earth and sea and sky. Apart from the unholy ways of the world, He gathered stores of scientific knowledge from nature. He studied the life of plants and animals and the life of man. From His earliest years He was possessed of one purpose; He lived to bless others. For this He found resources in nature; new ideas of ways and means flashed into His mind as he studied plant life and animal life" (*Desire of Ages*, p 70).

Jesus is the author of two books—the Bible and the Book of Nature. God's first book was the Book of Nature, spoken by His words into existence during the six days of Creation (Psalm 33:6, 9). The Creator's second book, the Bible, was written over a period of hundreds of years by His servants, the prophets, as they were impressed by Him to write (2 Peter 1:21). Both books bear the signature of the Creator and both books are worthy of our thoughtful and prayerful study.

The only text that Adam and Eve had in the beginning was the Book of Nature, and they were taught by the Master Himself to read on its pages the marvelous illustrations of the eternal character of God. They learned of His matchless love, His eternal justice, and His unswerving nature. They needed no other text—their school was perfect, and it was a joy to attend.

When Adam and Eve sinned, they lost the privilege of studying the original version of God's Book of nature. For many years the lessons from this altered, although still beautiful, Lesson Book were handed down from generation to generation. But since the pages of the original became so drastically marred and since the devil began to perfect his own version of how the Book should be interpreted, it was necessary for God to provide a supplement to it. Beginning with Moses, God used faithful servants to record His truth in writings that were collected into the Bible as we know it.

Only by studying the Bible can we understand what God originally wrote on the pages of nature. And only by asking for the guidance of the Holy Spirit, promised by the Creator when He walked among men, can we understand the complete message of salvation that God has provided in His two books.

It has been said that the Book of Nature contains the pictures of God's Word, while the Bible contains the captions. What a beautiful illustration of the way in which these two books go hand in hand! Children and youth especially need the motivation force of God's Word as revealed in nature.

The purpose of this requirement for youth preparing to be Guides is twofold. The first is to help them to realize that all of Creation teaches one grand theme about the Creator: He is the Creator, the King, and the Judge, but most important of all, He is our Savior and very best friend. He lives to bless others, and our greatest joy as we come to know Him better will come from serving God and our fellowmen. The second is to encourage them to teach as Jesus taught, by using illustrations from nature to describe the many wonderful aspects of the character of God and the plan of Salvation.

REQUIREMENT 2

Complete one of the following Honors:

- a. Ecology
- b. Environmental Conservation

OBJECTIVE

An understanding of nature's interdependence and our role as God's assigned caretakers is inevitable for all Christians.

TEACHING METHODS

These Honors are located in the Nature section of the *Pathfinder Honor Handbook* or can be found online at www.gcyouthministries.org (click on "Pathfinder" and "Honors").

OUTDOOR LIVING

The aim of this section is to develop necessary skills for proficient pack camping and widen the interests of the Guides in nature.

REQUIREMENT 1

Go on a two-night pack camp. Discuss the equipment to be taken.

CLASS PERIODS: ONE SESSION FOR DISCUSSION AND PLANNING

OBJECTIVE

To give the Guide experience and knowledge in the preparation and successful completion of a pack camp.

EXPLANATION

This campout is different and more involved than previous requirements because all the gear, food, tents, and clothing is to be carried in packs. Two separate camp sites will be required, i.e. a different site each night.

Prior to the activity you will need to discuss the menu so that you can decide on food to be taken.

Let the group decide on location, but be sure to visit the area prior to the campout and determine actual camping sites.

You may choose to follow the campout format from the Explorer class. If so, you would need to forego the Saturday night campfire to pack up camp and move to the second site so as not to have to pack and move on the Sabbath.

TEACHING METHODS

1. Demonstrate the correct method of packing a backpack and have a "dry run" so teens can be prepared for the real event.
2. Try and arrange for a guest speaker from a **Wilderness Hiking Club**.
3. Review the use of a compass.
4. Review the use of topographical maps and use one to plot your hike route, choose your campsites, etc.
5. Review the list of clothing to be taken on a camp out.

e.g. **Clothing:**

Good walking shoes	Woolen sweater
Shorts and jeans	Cap
Woolen socks (2 pairs)	Change of underclothes
T-shirt	Light plastic rain poncho

Take as little as possible, but always remember that it may turn cold even in summer.

6. **Food:** Take as much dried food as possible. Cans are heavy and must be carried back out. Fresh fruit is not easy to carry, so use dried fruit. Remember, what goes in full cam come out empty."

Some suggestions:

Dried peas, potatoes, onions, carrots, dried soups - vegetable, mushroom, celery; dried fruits - apricots, pears, dates, raisins; nuts - cashews and almonds; powdered milk, biscuits - dry and sweet, drinks - Quench, Tang, Milo, Ovaltine; sweets- custard powdered, instant mix puddings, snack packs; put sugar and butter in screw lid containers.

Remember to pack your cooking utensils and dishes. Work out your menu, then food quantities, and then share the load over the group. Keep a list of who has what.

7. Review the hiking rules, and know what to do if lost.
8. Make a written report of the trip. Write a pre-log and a log. The log should be written up as soon as possible after the hike while incidents are fresh and vivid in the mind. This will be easier to do if you have kept notes in your note book along the way. The log should be an interesting and useful record of the preparation and the actual journey. The opening section should set the scene and contain: title of group, party members, purpose of trip, dates, area and author. The main part of the log should be the actual record of the day's activities including weather, campsites, food, type of country, outstanding landmarks, places to be avoided, animal and bird life, types of trees, shrubs, flowers, interesting incidents, party reactions, use of equipment, maps, sketches, photos, etc. All log books should have a freehand sketch map of the route used including approximate scale, various land or sea markers, checkpoints, campsites, north point and date. The log book should include full equipment/clothing lists - comments on adequacy or lack of equipment and clothing, food lists - menus, suitability of meals, usefulness of first aid equipment, etc. Tasks undertaken by party members and individual comments on members' expectations, reactions, and feelings on the trip should also be included. Presentation should be in the form of a notebook, loose-leaf folder, photographic record, tape-recording, or other imaginative method.

9. Suggested Program

FRIDAY	Hike to first camp site Set up camp Supper Open Sabbath Sing Time Vespers
SABBATH	Rise and personal devotions Worship Breakfast Sabbath School Service Lunch Rest Nature Honor Activities Supper Closing Sabbath Pack up camp Hike to next Campsite Set up camp
SUNDAY	Rise and personal devotions Worship Breakfast Nature Honor Activities Campcraft activities Class work requirements Lunch Pack up Hike back to transportation

RESOURCES

Pathfinder Field guide, Pathfinder Staff Manual, Scout Handbook

METHOD OF TESTING

Participation in discussion and activity.

REQUIREMENT 2

Plan and cook a three course meal on an open fire in a satisfactory manner.

CLASS PERIODS: OUT-OF-CLASS TIME

Best to do during two-day hike.

OBJECTIVE

To give the Guides the opportunity to learn the art of preparing a nourishing meal out-of-doors.

EXPLANATION

This could be done either on a normal club or unit campout or on the pack camp. Thus the teens will have a wide scope with the menu. Help them to select food that will give a balanced diet.

TEACHING METHODS

Review the different types of fires and also the use of the reflector oven. Have a competition to see who can come up with the most nutritious meal. Invite parents or other guests to share the meal.

Menu Suggestions:

First Course - mushroom soup

Second Course - dumplings, mashed potatoes, peas, carrots

Third Course - creamed rice and fruit

First Course - potato and leek soup

Second Course - vegelinks, potatoes in foil, beans, carrots

Third Course - butterscotch pudding

METHOD OF TESTING

Preparation of and cooking a satisfactory three course meal.

REQUIREMENT 3

Complete an object of lashings or rope work.

CLASS PERIODS: OUT OF CLASS TIME**OBJECTIVE**

To demonstrate the Guide's skill in rope work and to learn how to use lashings to make outdoor living more comfortable.

TEACHING METHODS

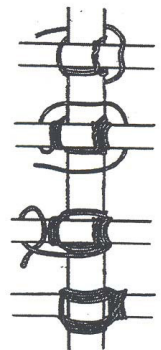
The best method of presentation is:

1. Demonstration
2. Observation
3. Application
 - Set times frames in which to accomplish the task.
 - Give them fun things to build.
 - Have them build actual articles for their use at a campout such as a table, bridge, shower cubicle, or look-out tower, etc.

Square Lashing.

This is used whenever spars cross at an angle, touching each other where they cross. It is started with a clove hitch around the upright spar immediately under the spot where the cross piece is to be.

Twist the end of the rope into the standing part then "wrap" the rope around the cross piece and upright binding them together. In wrapping, rope goes outside the previous turn around the cross piece and inside the previous turn around the upright. After three or four right wrapping turns, make two "frapping" turns between the timbers. Strain them tightly. Finish with clove hitch around end of cross piece. Remember: "Start with clove, wrap thrice, frap twice, end with clove."

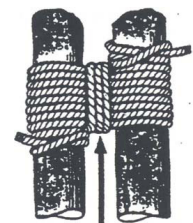
**Diagonal Lashing.**

This is used to "spring" two spars together, that is, to lash together two spars which tend to spring apart and which do not touch where they cross. The lashing is started with a timber hitch around both spars. The timber hitch is tightened so as to bring the two spars together. Three or four turns of the lashing are then taken around one fork and three or four turns around the other fork. Two flapping (tightening) turns are taken about the lashing at the point where the spars cross and the lashing is finished off with a clove hitch around the most convenient spar.

**Round or Shear Lashing.**

This lashing is used for binding together parallel spars and for forming "shear legs" which support bridges and the like. Place the two timbers next to each other. Tie clove hitch around one of them at appropriate place from the top. Bind the two timbers together by laying seven or eight turns of the rope around them, one turn beside the other. Make two frapping turns around the lashing turns between the timbers. Fasten rope with a clove hitch around the second timber. Open out the timbers.

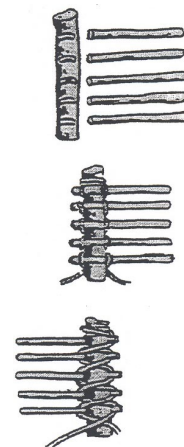
Note: two shear lashings without frappings are used to lash two timbers into one long one.



Continuous Lashing

Continuous lashing holds small sticks at right angles to long sticks and is useful in making table tops, seats, etc. Follow these steps in laying a table top.

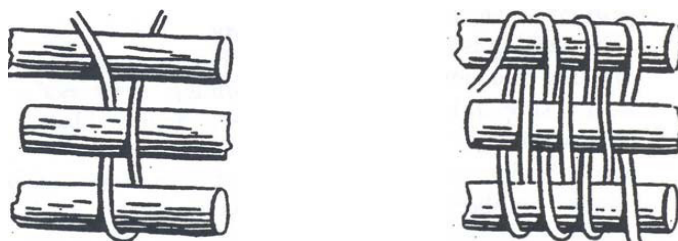
- Cut sticks to desired size and trim ends. Next notch the frame and place the cross pieces in correct position.
- Make clove hitch on the frame, in middle of the rope, with knot underneath and ends out to sides. There should be equal lengths of rope on either side of the long stick. The hitch should be placed so that the ends of the rope pull the knot tight as they come up from under the long stick.
- With one end in each hand, pull rope over one crosspiece and down under frame.
- Cross rope, making an "X." Pull rope tight.
- Bring up and over second crosspiece. Repeat this procedure until all the crosspieces are lashed.
- End with two half hitches or clove hitches and tuck ends of rope under last small stick.



Tripod Lashing for Large Structures

Lay the three spars on the ground pointing in alternate directions. Starting at the middles of the rope, weave around the spars a few times with each rope end. Tighten with two frapping turns in the spaces between spars. Finish with square knot and swing middle spar over.

It may take a little practice to judge how tight the wraps should be made and still allow for the tripod to set up.



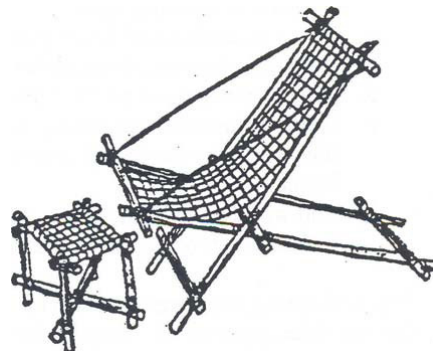
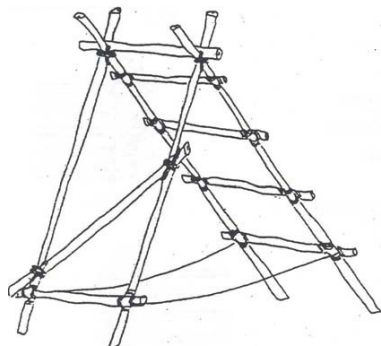
Ideas for Construction Projects.

Construction is an activity which you can only enjoy by building projects. Pathfinders have always had great fun by building with ropes and spars, and have displayed great ingenuity in devising structures to cope with a variety of problems. Modern materials and methods can also be applied to many Pathfinder projects. This section gives a few ideas on construction projects you can build, but remember that you will get more satisfaction from inventing than from copying.

Camp Projects.

The step ladder requires the use of lashings - shear lashing for the legs and square lashings for the rungs. The two strings joining the feet of the ladder are essential, and a diagonal brace should be added to the legs for stability.

The foot stool is also an exercise in lashing, but the hardest part is making the seat reasonably comfortable! For the deck chair, the seat can be either of string or canvas, but get the sag correct. The gate is an exercise in the use of lashings.

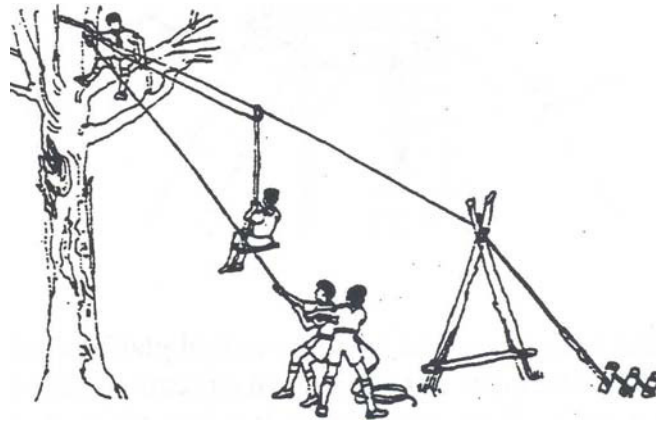


Flying Fox

This is the best known and most popular of all pioneering projects. The job can be broken down into four separate parts: Shear legs; anchorage; platform and fixing the rope in the tree; bosun's chair.

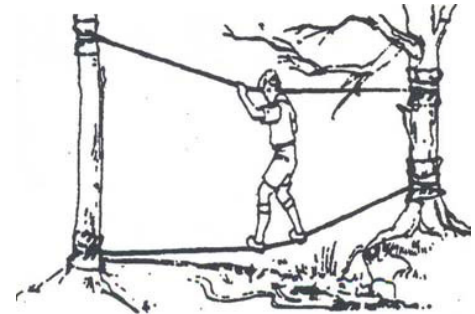
The shear legs must be high enough for the bosun's chair to clear the ground at the lowest point. To stop the shear legs from sliding under the tope and collapsing, brace them securely with guy lines. The anchorage should be one which you can tighten, as the rope stretches with use. Do not forget slacking where the main rope is fixed to the tree and at the shear legs.

The main rope should not be too tight, as a small degree of slack assists in the slowing down. However, there is a fair load on the rope, so make sure the rope is in good condition. Keep the pulley block oiled, otherwise it will be too hard to get it back. For the best results the runway needs to be at least 20 meters long and the angle of the descent not too steep.



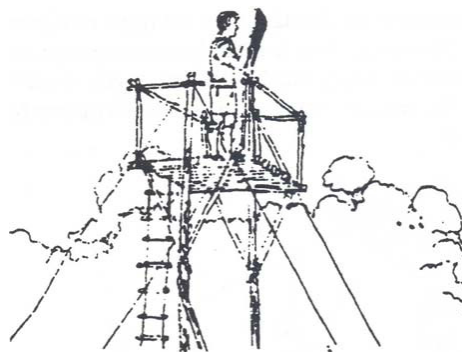
Simple Rope Bridge

All that is required for this bridge is two ropes, and of course, two stout trees! If the bridge is to cross a stream you should plan a method for getting one of your units across. You may have to throw one rope into the far tree with a short stick attached so that it wedges in the branches tightly, and then either swing across or go hand over hand. The most important thing is to get both ropes to the same degree of tightness. The best method of tightening would be by using a block and tackle. If the ropes are at all loose, the bridge will sag, and the top rope may even go out of reach! The protection around the tree is vital. To secure the ropes, make a round turn and one and a half hitches, or alternatively a clove hitch.



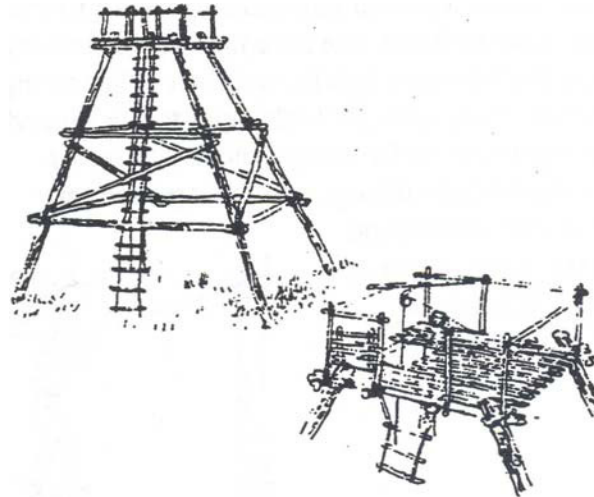
Platform

The main requirements of this structure are two long and fairly stout spars to carry the platform. The whole tower can be built on the ground and pulled erect such that the main legs drop into holes in the ground about 30 to 50 cm deep. To be successful, the lashings for both the platform supports and also the diagonal bracings need to be well made. The rope ladder is attached before the tower is erected, but it should be pegged to the ground so that it can be climbed easily. The four main guys should be tightened evenly to prevent the tower from twisting.



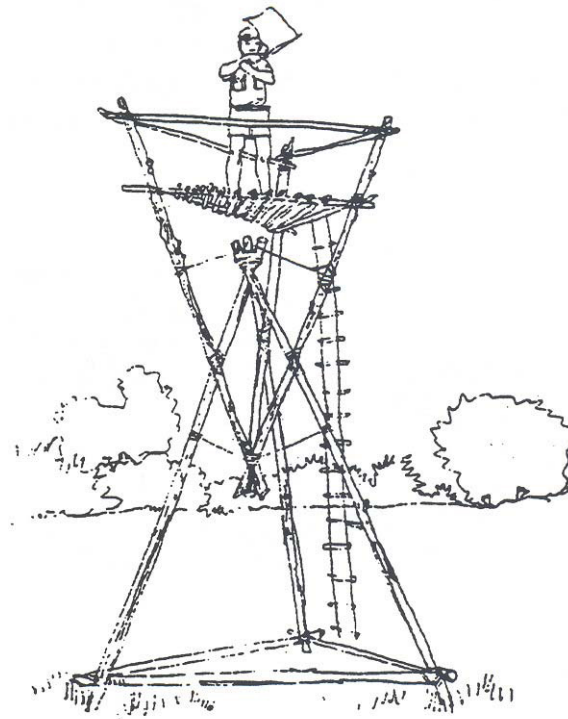
Lattice Tower

This tower has many uses, and provides a rigid platform which can be up to 5 meters above the ground. It can be made as a permanent structure if the joints between the spars are bolted, or alternatively it can be dismantled if rope lashings are used. As in the previous tower, the actual building is best carried out on the ground and then pulled upright. You may find this part of the job is most easily carried out with the aid of some auxiliary guy poles.



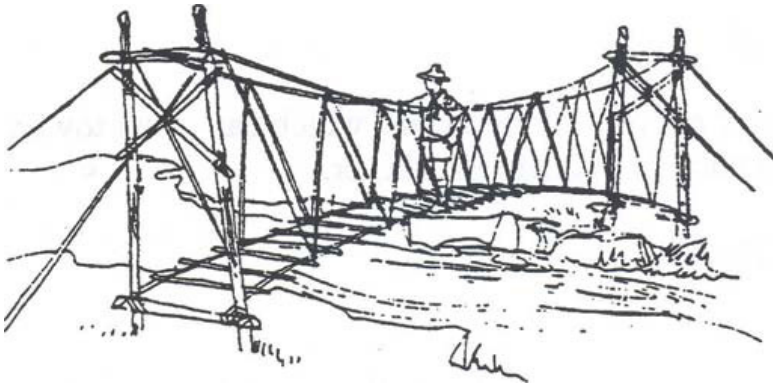
Pyramid Tower

The structure shown here is composed of two similar three-sided pyramids, which are lashed together and held in place by short guy ropes. The easiest way of building it is to construct the two pyramids separately, with the longest sides on the ground and to join them with figure of eight lashings where the three main spars meet. The whole tower can then be pulled erect with long guy ropes. Make sure the rope ladder is in position before erection. Depending on the length of your spars, a tower up to about 6 meters high can be built.



Rope Suspension Bridge

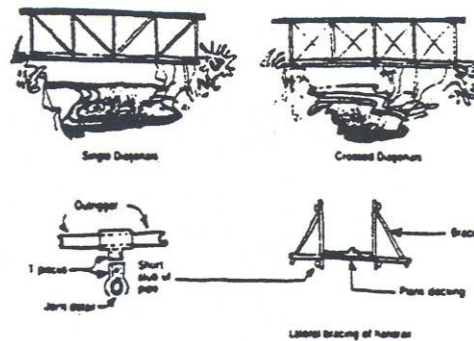
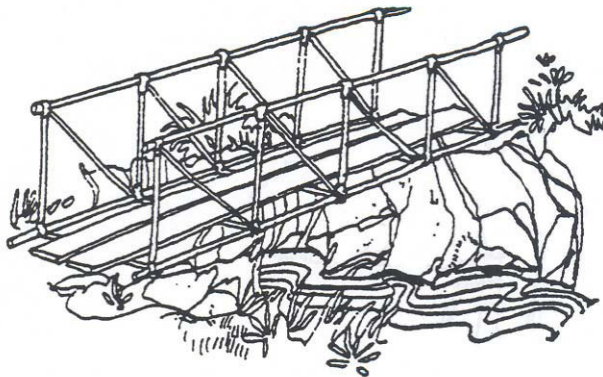
This bridge uses the same principle as those in the world's great suspension bridges.



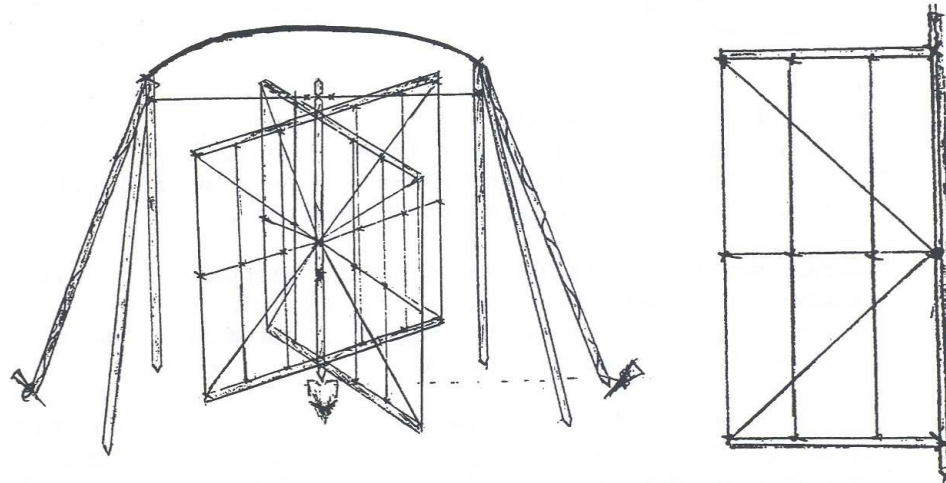
The Ultimate in high-rise camping as done Brazilian style at a Pathfinder Camporee.

Lattice Girder Bridge

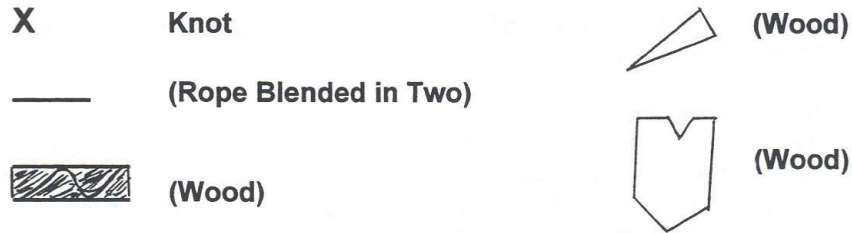
Here is a bridge which can be built with either the traditional ropes and spars, or from steel water pipe, or even from slotted steel angle section. The latter materials would be ideal for longer lasting structures, although the project could also be constructed in timber with bolted joints. With lashed joints, spans up to about 6 meters are easily achieved, and with bolted joints much greater spans are feasible. If the bridge is to be built from water pipe, standard clip fittings are available for the joints. In each panel the diagonals can be either single 25mm x 3mm steel flats, or they can be crossed between each corner from loops of fencing wire which are tightened by twisting. Notice how the handrail can be braced by outriggers at each vertical member. This is necessary to prevent its buckling sideways under load. You will find it easy to build this bridge on the bank of the stream. One method of launching would be to build it upside down, and then turn it over on its end so that it lands over the stream into its final position.



REVOLVING DOOR



Sketch of a revolving gate built by a Pathfinder club in Romania.



RESOURCES

Pathfinder Field Guide, Scout Handbook

METHOD OF TESTING

Completion of project selected.

REQUIREMENT 4

Complete one honor not previously earned that can count towards the Aquatic, Sportsman, Recreation, or Wilderness Master.

CLASS PERIODS: THREE

OBJECTIVE

To encourage Guides to be aware of the challenge of the mysteries of the great outdoors and to endeavor to involve them in a lifelong hobby related to these activities.

TEACHING METHODS

The requirements for all honors are found in the Pathfinder Honors Handbook. Notes on specific honors may be available from the youth director of your local conference. There is also a section with the required honors for each Master Award.

Make the teaching of these honors as interesting as possible. When possible, visit an actual location or invite a specialist to come and talk to the group.

METHOD OF TESTING

The instructor must satisfy himself that the individual has met all requirements requested in the honor.

ADVANCED REQUIREMENT 1

Complete the Wilderness Master.

Earn seven of the following:

1. Backpacking
2. Campcraft
3. Camping Skills IV
4. Edible Wild Plants
5. Hiking
6. Knot Tying
7. Fire Building and Camp Cookery
8. Orienteering
9. Outdoor Leadership
10. Pioneering
11. Wilderness Leadership
12. Wilderness Living
13. Winter Camping

LIFESTYLE ENRICHMENT

REQUIREMENT 1

Complete an honor in Outreach Ministry, Outdoor Industries, Vocational, Health and Science, or Household Arts not previously completed.

