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# From the AY/Pathfinder Class Committee

We believe success goes to the committed, and we admire your active commitment to the youth in grades 5-10 of the Seventh-day Adventist Church and to their families whom you serve. People like you are making positive contributions as youth ministers in teaching a spiritual lifestyle to your participants in the AY/Pathfinder Class Curriculum.



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## Change of Address

I am a registered owner of the AY/Pathfinder Class *Instructor's Manual*.  
I have moved recently and my new address is:

Instructor's Manual Owner's name \_\_\_\_\_  
Address \_\_\_\_\_ P. O. Box \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone: Area code \_\_\_\_\_ Number \_\_\_\_\_



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## Register Your Instructor's Manual

We encourage you, as the owner of this *Instructor's Manual*, to register with us today to become a part of the Instructor's Network System.

We propose to keep you informed and assist you with information that will aid you in teaching the requirements to your participants. Further, we desire your input with any comments or materials that you feel would be beneficial to other instructors within our network system.

If at any time you have a serious problem, you can feel free to contact either your conference or union children/youth ministry person OR the NAD Pathfinder Director whose address is 12501 Old Columbia Pike, Silver Spring, Maryland 20904-6600. It is the business of the church ministries department to be of help to you..

Instructor's Manual Owner's name \_\_\_\_\_  
Address \_\_\_\_\_ P. O. Box \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone: Area code \_\_\_\_\_ Number \_\_\_\_\_

# Adventist Youth Classes



## ***INSTRUCTOR'S MANUAL***

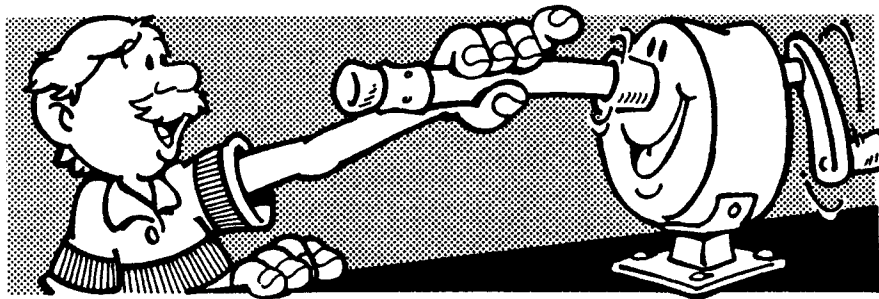
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North American Division  
Seventh-day Adventist Church  
12501 Old Columbia Pike  
Silver Spring, Maryland  
20904-1608



# TABLE OF CONTENTS

Introduction	1
Friend	101
Companion	201
Explorer	301
Ranger	401
Voyager	501
Guide	601
Instructor's Teaching Helps	701
Appendix	801

The paging of this Instructor's Manual is designed for each section, Introduction through Appendix, to be independently numbered. You, as an instructor, are encouraged to add pages of resource material that you think will add depth and meaning to any part of this manual.







# **AY/PATHFINDER INSTRUCTOR'S PLEDGE**

- **To provide opportunities for each participant to learn that God loves and cares for all people.**
- **To help each participant realize that Christ is the greatest revelation of God.**
- **To encourage an awareness within each participant that the church is interested in him/her as an individual.**
- **To allow each participant to experience personal growth and development through interpersonal relationships within selected activities.**
- **To enlarge each participant's vision of the needs of his/her community and to help him/her find ways of attending to these needs.**
- **To assist each participant in developing a desire for achievement in all his/her work, and to stimulate a desire to continue through the entire program.**



# INTRODUCTION

This **Instructor's Manual** has been designed to assist leaders, teachers and counselors involved in organizing and conducting the \*Adventist Youth/Pathfinder classes within the local Seventh-day Adventist Church.

It outlines all the requirements for the six basic courses--**FRIEND, COMPANION, EXPLORER, RANGER, VOYAGER AND GUIDE**, and gives detailed descriptions of how each requirement in these various achievement levels can be taught and completed.

The information and resource material contained in the **Instructor's Manual** provide a basis for developing a successful and ongoing program that will aid young people in their personal growth and spiritual commitment.

**ADVANCED CLASS** curriculum is in addition to the basic requirements. Candidates wishing to be invested in the advanced classes must fulfill all the requirements of any one of the six basic courses. The advanced classes are: **TRAIL FRIEND, TRAIL COMPANION, WILDERNESS EXPLORER, WILDERNESS RANGER, FRONTIER VOYAGER, AND FRONTIER GUIDE.**

Adults who have completed any or all of the AY classes under the requirement program that was in effect before 1988 and who now wish to earn the advanced classes may do so by fulfilling the requirements listed below for each advanced class they wish to complete.

Spiritual Discovery, III  
Serving Others, III  
Making Friends, III  
Health & Fitness, III  
Youth Organization, II, III  
Nature Study, III  
Outdoor Living I, II  
Honor Enrichment I, II

A special note of thanks is here expressed to the AY/Pathfinder Curriculum Committee, Pathfinder clubs, and schools of the piloting conferences for the four years of experimentation and adjustment that brought this manual into reality.



\* The Adventist Youth/Pathfinder term will be referred to in this **Instructor's Manual** as AY/Pathfinder.

# How To Use The Manual

This manual serves as a guidebook to teaching the curriculum for the AY/Pathfinder classes in the local church. Each class contains a series of requirements which must be completed before any awards can be received. The purpose of each requirement contained in each of the classes is spelled out in full detail with adequate explanations given on how to successfully complete a requirement.

Specific mention is made at the end of each requirement regarding the time frame allocated for completing the requirements.

Full details of each requirement with suggested teaching methods and all resources required are contained in the **Instructor's Manual**.

After the purpose of each requirement has been stated and the explanations given on what is required, a number of alternative teaching methods have been listed. These are suggestions only. You may find a better, more effective way of helping the candidate learn what is required of him. It is suggested that if you find another method, you write it into your manual and share it with your conference youth director so that others may benefit from your experience.

Following the teaching methods, you may find a number of references listed that may serve as additional resources for you to consult on that particular class requirement. These resources may help to broaden the scope of your teaching and give you additional ideas that will assist the learning and understanding of the candidates.

Methods of evaluation have been included at the end of some requirements so that the instructor can adequately assess whether the material has been learned and the item marked off as completed.

This **Instructor's Manual** has been presented in a loose-leaf format so that ideas, resource material and other additional information, which the instructor may receive from the local conference youth ministries, or gather from other sources, may be added to the reference file. It is hoped that this file of material will assist the instructor to make these courses more interesting and encourage greater involvement by the candidates, while at the same time allowing instructors enough scope to develop a program that is best suited to the needs of the young people in their church.





# AY/PATHFINDER CLASS

Years ago, when your fathers and mothers were boys and girls, there came a call through the Spirit of Prophecy to organize all the young people into an army that should help finish the task of carrying the Advent message to all the world in this generation. It was in response to these and other similar messages that the Adventist Youth Society came to be formed. And so the years have passed and the boys and girls of all lands have met and prayed and studied and gone out from their meetings to work. A great work has been accomplished, and the one-time small band has grown to number many thousands and to stretch round the world.

But how did there come to be AY/Pathfinder classes? As our boys and girls met and worked and became interested in the AY/AJY activities, leaders felt the need of providing additional ways of helping them in their preparation for efficient service and the development of strong Christian character, that they might better know how to pioneer for God when He needs them. During the earnest study given to the question many pointed and helpful suggestions were found in the writings of the Spirit of Prophecy, and a few of these are quoted here for your inspiration and encouragement:

"The children are to be trained to become missionaries; they must be helped to understand distinctly what they must do to be saved."—Counsels to Parents, Teachers, and Students, p. 168. And the best preparation "is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come."—Education, p. 13.

"Children are to be instructed in the special truths for this time and in practical missionary work. They are to enlist in the army of workers to help the sick and the suffering. Children can take part in the medical missionary work and by their jots and tittles can help to carry it forward. Their investments may be small, but every little bit helps, and by their efforts many souls will be won to the truth. By them God's message will be made known, and His saving health to all nations." —Counsels to Parents, Teachers, and Students, pp. 176-177.

"While the Bible should hold the first place in the education of children and youth, the book of nature is next in importance . . . In itself the beauty of nature leads the soul away from sin and worldly attractions and toward purity, peace, and God. For this reason the cultivation of the soil is good work for children and youth. It brings them into direct contact with nature and nature's God."—Ibid., pp. 185, 186.

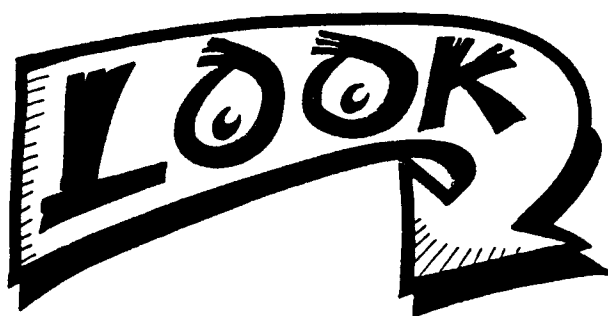
"As a rule, the exercise most beneficial to the youth will be found in useful employment. The little child finds both diversion and development in play; and his sports should be such as to promote not only physical, but mental and spiritual growth. As he gains strength

and intelligence, the best recreation will be found in some line of effort that is useful. That which trains the hand to helpfulness, and teaches the young to bear their share of life's burdens, is most effective in promoting the growth of mind and character . . .

"It is essential for every youth to have a thorough acquaintance with everyday duties. If need be, a young woman can dispense with a knowledge of French and algebra, or even of the piano; but it is indispensable that she learn to make good bread, to fashion neatly fitting garments, and to perform efficiently the many duties that pertain to homemaking. . .

"Since both men and women have a part in homemaking, boys as well as girls should gain a knowledge of household duties. To make a bed and put a room in order, to wash dishes, to prepare a meal, to wash and prepare his own clothing, is a training that need not make any boy less manly; it will make him happier and more useful. And if girls, in turn, could learn to harness and drive a horse, and to use the saw and the hammer, as well as the rake and the hoe, they would be better fitted to meet the emergencies of life."--Education, pp. 215-217.

It was from the study of these and other similar messages that the AY/Pathfinder classes were developed, and all the requirements for these classes are based on this instruction. They include, therefore, Bible and nature study, the learning of useful and helpful things to do about the home, out-of-door activities, first aid, and personal and home hygiene. All of which are to help the boys and girls find true happiness in missionary service.



Friend  
Voyager  
Voyager  
Ranger  
Companion  
Trail Friend  
Trail Companion  
Wilderness Ranger  
Frontier Guide  
Explorer  
Wilderness Explorer  
Guide

# How To Teach A Class

No attempt has been made in this **Instructor's Manual** to set out every detail of teaching methods. It is believed that each class situation will be somewhat different, and therefore flexibility is needed on the part of the instructor to design a teaching plan that will maintain interest and motivation in the achievement of the class requirements. The various segments in these classes may be completed at any time suitable to the instructor or the participant. (For example, it is not necessary for a participant to complete all his **Spiritual Discovery** requirements before going on to **Serving Others**.)

Listed below are several practical suggestions on how to get organized for teaching a class.

1. Survey the class curriculum. Become aware of the overall requirements and what is expected of the juniors and teens. Know the subject material thoroughly yourself.
2. Assess the number and needs of juniors and teens in your class; discover the best way to handle your group.
3. Order the supplies, books, audiovisuals and any other equipment needed to conduct the class well in advance.
4. Work out your teaching plan:
  - a. The yearly calendar.
  - b. The number of periods for each section.
  - c. The order in which you plan to teach the various segments, bearing in mind the need for variety in maintaining interest.
  - d. Review the alternative teaching methods suggested for teaching each requirement and choose whether you will use one of the methods included in the manual or whether you will develop your own method.
  - e. Check additional resources for further help and background material.
  - f. Be aware of the method of evaluation to be used when the requirement is completed.
5. Plan for a completion date in preparation for Investiture.

## **WHEN TEACHING THE CLASS:**

1. Seek as much variety as possible in your teaching method.
2. Seek to involve the class in as much practical work and discovery as possible so that the participant is given an opportunity to learn as much as possible.

3. Add variety by introducing outside specialists to teach or speak on a particular subject to the class.
4. Seek dialogue with the class to assess how they enjoyed working on a particular requirement and review what they learned.
5. Don't rely on doing "book work". Make the classwork interesting and involving.
6. Constantly evaluate whether you are achieving the goal or purpose of the exercise for each candidate.

In special cases provision can be made for isolated youth to participate in the program apart from a Pathfinder Club AJY/AY Society. Likewise, provision can be made for the physically handicapped and the disadvantaged. Contact your local conference youth director to work out details for exceptions.





# PATHFINDER CLUB MINISTRY

## INTRODUCTION

The Pathfinder Club is the educational laboratory for the home, school, and church.

## OBJECTIVES OF PATHFINDERING

- The Pathfinder laboratory will help its membership to belong to the church and take an active part in fellowship, worship, outreach, and service.
- The Pathfinder laboratory will involve its membership as full partners in all spheres of the church's ministry for meaningful responsibilities in the church, the community, and the world so that their unique gifts are challenged and used.
- The Pathfinder laboratory will challenge its membership in the mission and ministry of Christ through the church so that God's Word becomes meaningful and fruitful in the lives of our Pathfinders.

## PURPOSE OF PATHFINDERING

- Lead its membership into a growing, redemptive relationship with God.
- Build its membership into responsible, mature individuals.
- Involve its membership in active, selfless service.



"All authority in heaven and on earth has been given to me. Therefore, go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I will be with you always, to the very end of the age."

Matt. 28:18-20 (NIV)





# CONCEPTS & EDUCATIONAL OBJECTIVES

## I. ACHIEVEMENT

- A. Major Concept: Young people need to experience successful completion of worthwhile tasks with a sense of purpose.
- B. Educational Objective: As a result of this learning experience I want my AY/Pathfinders to:
1. Know - That the joy of achievement is the fruit of faithful effort.
  2. Feel - The satisfaction of achievement.
  3. Respond - By setting high personal goals, and by faithfulness in performance.

## II. RESPONSIBILITY

- A. Major Concept: Young people should learn to accept and faithfully carry responsibility in accordance with age and experience.
- B. Educational Objective: As a result of this learning experience I want my AY/Pathfinders to:
1. Know - That fulfilling and discharging responsibility is an important part of life, is pleasing to God, and brings us joy.
  2. Feel - Willing to accept responsibility.
  3. Respond - By faithfully and cheerfully performing their duties.

## III. RESPECT FOR AUTHORITY

- A. Major Concept: Young people need to understand and accept the principle of authority.
- B. Educational Objective: As a result of this learning experience I want my AY/Pathfinders to:
1. Know - That respect for authority is a Biblical principle, that God's laws come first, and that just rules enhance their happiness.
  2. Feel - Comfortable and secure in accepting and relating to authority.
  3. Respond - By showing respect for authority; by obeying God, parents, teachers, and those in authority.

# AY/PATHFINDER CLASS CURRICULUM

AY/PATHFINDER CLASSES		Friend	Companion	Explorer	Ranger	Voyager	Guide
<b>PERSONAL GROWTH</b>	I Involvement II Commitment III Growth			THE PARTICIPANT			
<b>SPIRITUAL DISCOVERY</b>	I Scripture II Church Heritage III Christian Heritage			SPIRITUAL DEVELOPMENT AND SPIRITUAL HERITAGE			
<b>SERVING OTHERS</b>	I One to One II Group Witness III Community Outreach			THE CARING CHURCH			
<b>MAKING FRIENDS</b>	I Building Relationships II Christian Lifestyle III Good Citizenship			UNDERSTANDING OF ONESELF			
<b>HEALTH &amp; FITNESS</b>	I Health Principles II First Aid/Safety III Fitness/Exercise			BEING HEALTHY			
<b>YOUTH ORGANIZATION</b>	I Leadership II Club Awareness III Pathfinder Programming			BEING A PATHFINDER			
<b>NATURE STUDY</b>	I Spiritual Lessons II Nature Appreciation III Nature Honor			LEARNING IN NATURE			
<b>OUTDOOR LIVING</b>	I Outdoor Skills II Outdoor Activity			LIVING SAFELY IN THE OUT-OF-DOORS			
<b>HONOR ENRICHMENT</b>	I Arts & Crafts & Hobbies Household Arts II Recreational/Vocational Outdoor Industries			HAVING FUN WITH AY HONORS			
<b>ADVANCED AY/PATHFINDER CLASSES</b>		Trail Friend	Trail Companion	Wilderness Explorer	Wilderness Ranger	Frontier Voyager	Frontier Guide
		• Requirements: See Class Cards or <i>Instructor's Manual</i>					





# PERSONAL GROWTH

	FRIEND	COMPANION	EXPLORER	RANGER	VOYAGER	GUIDE
<b>I.</b>	<b>INVOLVEMENT (Required)</b>					
<b>A.</b>	Be age 10 <b>OR</b> in grade 5, or its equivalent.	Be age 11 <b>OR</b> in grade 6, or its equivalent.	Be age 12 <b>OR</b> in grade 7, or its equivalent.	Be age 13 <b>OR</b> in grade 8, or its equivalent.	Be age 14 <b>OR</b> in grade 9, or its equivalent.	Be age 15 <b>OR</b> in grade 10, or its equivalent.
<b>B.</b>	Be an active member of the AJY Society <b>OR</b> Pathfinder Club.	Be an active member of the AJY Society <b>OR</b> Pathfinder Club.	Be an active member of the AJY Society <b>OR</b> Pathfinder Club.	Be an active member of the AJY Society <b>OR</b> Pathfinder Club.	Be an active member of the AY Society <b>OR</b> Pathfinder Club.	Be an active member of the AY Society <b>OR</b> Pathfinder Club.
<b>II.</b>	<b>COMMITMENT (Required)</b>					
<b>A.</b>	Repeat from memory the AJY/Pathfinder Pledge and Law.	Repeat from memory the AJY/Pathfinder Pledge and Law.	Repeat from memory the AJY/Pathfinder Pledge and Law.	Repeat from memory the AJY/Pathfinder Pledge and Law.	Repeat from memory the AY Aim and Motto.	Repeat from memory the AY Aim and Motto.
<b>B.</b>	Read <u>The Happy Path</u> .	Read the book <u>The Happy Path</u> , if not previously read.	Illustrate the meaning of the Pledge by doing one of the following: 1. Art project 2. Written composition 3. Panel discussion 4. Role playing 5. Skit 6. Musical interpretation	Illustrate the meaning of the Law by doing one of the following: 1. Art project 2. Written composition 3. Panel discussion 4. Role playing 5. Skit 6. Musical interpretation	Illustrate the meaning of the Aim by doing one of the following: 1. Art project 2. Written composition 3. Panel discussion 4. Role playing 5. Skit 6. Musical interpretation	Illustrate the meaning of the Motto by doing one of the following: 1. Art project 2. Written composition 3. Panel discussion 4. Role playing 5. Skit 6. Musical interpretation
<b>III.</b>	<b>GROWTH (Required)</b>					
<b>A.</b>	Earn the Friend Reading Certificate <b>OR</b> the Junior Reading Certificate.*	Earn the Companion Reading Certificate <b>OR</b> the Junior Reading Certificate.*	Earn the Explorer Reading Certificate <b>OR</b> the Junior Reading Certificate.*	Earn the Ranger Reading Certificate <b>OR</b> the Junior Reading Certificate.*	Earn the Voyager Reading Certificate <b>OR</b> the Senior Reading Certificate.*	Earn the Guide Reading Certificate <b>OR</b> the Senior Reading Certificate.*



Requirement: Do Sections I, II, and III for the standard class requirements.

Do Sections I, II, and III for the advanced classes.


\* See Instructor's Manual for qualifying requirements.

# PERSONAL GROWTH

Content Statement: Developing an awareness of personal worth and accomplishment is very important to the development of a well adjusted, happy Christian young person.

TASKS	CRITERION REFERENCED MEASURES
<b>I. INVOLVEMENT</b>	
A.	Present a report card or proof of age to the examiner.
B.	Present a copy of your attendance record, signed and dated by your supervisor, to the examiner.
<b>II. COMMITMENT</b>	
A.	Repeat to the examiner the AJY/Pathfinder Pledge and Law.
B.	Present all required work to the examiner, signed and dated by your supervisor.
<b>III. GROWTH</b>	
A.	Submit to the examiner a current reading certificate you have earned and a list of the books and/or articles, with their authors, you have read.

# SPIRITUAL DISCOVERY

	FRIEND	COMPANION	EXPLORER	RANGER	VOYAGER	GUIDE
<b>I. SCRIPTURE (Required)</b>						
A.	Memorize a Bible text for each of the following subjects: prayer, doctrine, behavior, salvation, relationships, promises/praise, great passages.*	Memorize a Bible text for each of the following subjects: prayer, doctrine, behavior, salvation, relationships, promises/praise, great passages.*	Memorize a Bible text for each of the following subjects: prayer, doctrine, behavior, salvation, relationships, promises/praise, great passages.*	Memorize a Bible text for each of the following subjects: prayer, doctrine, behavior, salvation, relationships, promises/praise, great passages.*	Memorize a Bible text for each of the following subjects: prayer, doctrine, behavior, salvation, relationships, promises/praise, great passages.*	Memorize a Bible text for each of the following subjects: prayer, doctrine, behavior, salvation, relationships, promises/praise, great passages.*
B.	Recite in order the names of the Old Testament books of the Bible and know the five areas into which the books are grouped. Demonstrate your ability to find any given book.	Recite in order the names of the New Testament books of the Bible and the four areas into which they are grouped. Demonstrate your ability to find any given book.	Give an oral or written report on 3 Biblical prophets, OR name at least 10 Bible authors and their vocations, and identify 3 of the original languages of the Bible.	Study the Biblical reasons for the 13 doctrines listed in the baptismal vows.	List six major events of Christ's life in the gospel of Mark as compared to Matthew, OR describe the early process of copying the Bible and the early translations.	Trace the origin of 3 Bible versions that are presently available in your native language, OR list five kinds of laws God gave to Israel, and compare their practical application to yourself in today's society.*
<b>II. CHURCH HERITAGE (Optional)</b>						
A.	During several worship periods read with your parents the historical prologue to the book <u>Early Writings</u> and list the main events of the founding of the SDA church, OR fulfill other options in <u>Instructor's Manual</u> .*	With your parents read about the first vision of Ellen G. White. Discuss with them how God uses prophets to present His message to the church, OR fulfill other options in <u>Instructor's Manual</u> .*	Read about Ellen G. White's vision of the Battle of Bull Run during the American Civil War. Go to the library and read one account of that battle and discuss with your counselor the differences between the two accounts, OR fulfill other options in <u>Instructor's Manual</u> .*	Draw a flow chart showing the titles of the names of the church Pathfinder Club leadership: world, division, union, conference, local club, and unit counselor, OR fulfill other options in <u>Instructor's Manual</u> .*	Read about J. N. Andrews. Discuss the importance of mission service to the church at that time in history and why Christ gave the great commission (Matt. 28:18-20) and its importance to the church today, OR fulfill other options in <u>Instructor's Manual</u> .*	Read and outline 3 stories of Adventist pioneers. Tell these stories during a Pathfinder Club or AY worship time, OR fulfill other options in <u>Instructor's Manual</u> .*
<b>III. CHRISTIAN HERITAGE (Optional)</b>						
A.	In consultation with your leader choose one of the following Old Testament characters: Joseph, Jonah, Esther or Ruth, and discuss with your group Christ's loving care and deliverance as shown in the story.	Participate in a skit on the childhood of Jesus, and role-play before an audience.	Role play the experience of a person of the New Testament church (Acts).	Role play the experience of a person during the Middle Ages or Reformation who affected church history.	Give an oral or written book report to an audience on an evangelistic personality, such as Roger Williams, Sojourner Truth, or Martin Luther King, Jr.	Role play an experience during the closing moments of earth's history.
B.	Discover your family's spiritual roots.*	 <b>Requirement:</b> Do Section I and select either Section II or III for the standard class requirements Do Sections I, II, and III for the advanced classes. * See <u>Instructor's Manual</u> for qualifying requirements.				

# SPIRITUAL DISCOVERY

Content Statement: Recognizing the leading of Jesus and the Holy Spirit in the lives of Biblical characters introduces our youth to the reality of the presence of Jesus and the Holy Spirit in their own lives. This will, to a great degree, determine the depth of spiritual commitment in their lives.

TASKS	CRITERION REFERENCED MEASURES
<b>I. SCRIPTURE</b>	
A.	Repeat required memory work and all research information to the examiner, either orally or in written form.
B.	Explain either orally or in written form to the examiner all requirements as listed.
<b>II. CHURCH HERITAGE</b>	
A.	Present to your examiner a record of your successful completion of the requirements and how you related to these activities.
<b>III. CHRISTIAN HERITAGE</b>	
A.	Present to the examiner and, if requested, to an appropriate peer group, the results of your study in the manner described by the requirements listed for your class.
B.	Present the results of your project to the examiner and any other appropriate group in the manner required by your class.

# SERVING OTHERS

	FRIEND	COMPANION	EXPLORER	RANGER	VOYAGER	GUIDE
<b>I.</b>	<b>ONE TO ONE (Optional)</b>					
<b>A.</b>	Visit an absent member of your group and follow it up with a phone call, letter, or card encouraging attendance.	Make a personal visit to an elderly member of your church and follow up with a thoughtful phone call, letter, or card expressing joy in meeting him/her.	Make a personal visit to a sick person you know and follow it up with a letter, phone call, or card of encouragement.	Make a personal visit for Jesus to a non-member of your church, and follow it up with a brief visit, leaving him/her some reading material.	Make a personal visit to a non-SDA young person, and share 5 things Jesus has done for you, and follow it up by introducing another Christian friend to help nurture spiritual interest.	Make a personal visit to a non-SDA person and share the gospel, and outline a plan to spend one year to lead that person to be a disciple for Christ.
<b>II.</b>	<b>GROUP WITNESS (Optional)</b>					
<b>A.</b>	Become acquainted with a new person through a sharing activity, and make at least 3 additional contacts with that person.	Participate in an outreach activity, and bring a non-SDA friend to participate or observe.	Explain how you can share your faith, and participate in 4 hours of outreach programs.	Plan and participate in an activity, and assist 6 hours in an outreach program.	Participate for 8 hours in an outreach program.	Receive training in an outreach program, and participate for 10 hours in an outreach program.
<b>III.</b>	<b>COMMUNITY OUTREACH (Optional)</b>					
<b>A.</b>	With the help of 2 or 3 friends spend 4 hours working for your church, school, or community.	With the help of 2 or 3 friends spend 6 hours working for your church, school, or community.	With the help of 2 or 3 friends spend 8 hours working for your church, school, or community.	With the help of a friend spend 8 hours working for your church, school, or community.	Spend a minimum of 3 hours with a pastor or his associate, observing him in his pastoral duties.	Spend a minimum of 4 hours with a pastor or his associate, assisting him in his pastoral duties, such as Bible studies, hospital calls, and home visitation.



**Requirement:** Select two of the three sections for the standard class requirements.  
Do Sections I, II, and III for the advanced classes.


# SERVING OTHERS

**Content Statement:** As a young person begins to recognize and focus on the needs of others, the thoughts that are naturally self-centered diminish and service begins to widen in scope, eventually embracing the complete family of God.

TASKS	CRITERION REFERENCED MEASURES
I. ONE TO ONE	
	A. Give to the examiner a report of your visit and your reaction to it. On your follow-up activity discuss orally, or submit a written report relating to the follow-up activities on your visit.
II. GROUP WITNESS	
	A. Present a report of your part in the activities to the examiner. Give an oral presentation to the examiner relating to your continuing activities, including your reaction to this type activity and your plans for continuing such activities.
III. COMMUNITY OUTREACH	
	A. Jointly, with the others in your group, report to the examiner of your activities, including the part each of you played in them. Make suggestions as to how it could be more effective or realistic.

# MAKING FRIENDS

	FRIEND	COMPANION	EXPLORER	RANGER	VOYAGER	GUIDE
<b>I.</b>	<b>BUILDING RELATIONSHIP (Optional)</b>					
<b>A.</b>	List 10 qualities of being a good friend, and discuss 4 everyday situations where you have practiced the "Golden Rule".	Discuss the principle and demonstrate the meaning of respect for people of different cultures and gender.	Participate in a panel discussion or skit on peer pressure and its role in your decision making.	Role-play the story of the Good Samaritan, and think of ways to serve 3 neighbors, and then do so.	List and discuss the needs of the handicapped, and help plan and participate in a party for them.	List and discuss 10 guidelines for being a good life companion, and weigh the value of a Christian home versus a non-Christian home.
<b>II.</b>	<b>CHRISTIAN LIFESTYLE (Optional)</b>					
<b>A.</b>	Discuss and demonstrate good table manners with your parents/ guardian or group leader.	Discuss and demonstrate respect for your parents/guardian and what they provide for you.	Earn the honor in Christian Grooming and Manners OR Family Life.**	Discuss the need for leadership and how it affects me.	Fulfill requirements 3, 5, and 6 of the Stewardship Honor.*	Give a written or oral report on respect for God's law and civil authority, and list 20 guidelines for moral behavior, and explain each.
<b>III.</b>	<b>GOOD CITIZENSHIP (Optional)</b>					
<b>A.</b>	Say the pledge of allegiance to your flag. Explain the meaning of it.	List 5 rules of flag courtesy and demonstrate how to fold the flag.	Tour your municipal offices OR have a city official visit your group and explain five ways you can cooperate with them.	Earn the honor in Christian Citizenship.**	Diagram the structure of your city government.	Listen to a lecture on career opportunities for Christians. Visit people working in three careers of your choice and discuss your findings.
<b>B.</b>	Sing or say your national anthem and explain its meaning.	Study and report orally on your nationality and draw your family tree.*				

 Requirement: Select two of the three sections for the standard class requirements. Do Sections I, II, and III for the advanced classes.  
 \* See Instructor's Manual for qualifying requirements.  
 \*\* See AY Honors Handbook for requirements.


# MAKING FRIENDS

Content Statement: Youth are social creatures that readily respond to peer pressure. Developing good Christian friendships encourages spiritual and social growth patterns that are positive in nature and eternal in scope.

TASKS	CRITERION REFERENCED MEASURES
<b>I. BUILDING RELATIONSHIPS</b>	
	A. Share your discoveries with the examiner in a report, either written or oral, discussing your reactions to the requirements and how they have affected your attitude toward others.
<b>II. CHRISTIAN LIFESTYLE</b>	
	A. Upon completion of the required activity, give a short presentation to the examiner explaining what the results of your activity were and their effect on you.
<b>III. GOOD CITIZENSHIP</b>	
	A. Make a presentation to the examiner of the requirements listed in your class.  B. Explain to the examiner how you completed the listed requirements.



	FRIEND	COMPANION	EXPLORER	RANGER	VOYAGER	GU
<b>I.</b>	<b>HEALTH PRINCIPLES (Optional)</b>					
<b>A.</b>	Discuss the temperance principles in the life of Daniel, <b>OR</b> participate in a presentation or role play on Daniel 1.	List and discuss 5 foods in each area: high in sugar, high in salt, high in saturated animal fat.	Make a list of 5 health laws given to Moses. Tell how they have been verified in modern times.	Make a chart showing how 3 physical characteristics have passed from one generation to the next in your family. Include one health problem, if possible.	Prepare and present a written or oral report on what the Bible says about vegetarianism vs. meat eating, and list the advantages of each as indicated by modern studies.	Make a presentation to elementary students regarding the laws of good health.
<b>B.</b>	Explain the dangers and the effects of alcohol, tobacco, and drugs.	List and discuss 5 prominent family health problems, and discuss areas of prevention for each.	Discuss the effects of caffeine and related stimulants, and show how to avoid depression.*	Present a 2-page written or 3-min. oral report with illustrations showing the effects of alcohol on the body and mind.	Assist in a "Health Screen and Lifestyle" outreach program, <b>OR</b> interview a respiratory therapist or cardiologist regarding the benefits of exercise. Explain the treadmill test.*	Make a presentation to elementary students discussing the dangers of drug, alcohol, or tobacco use.
<b>II.</b>	<b>FIRST AID/SAFETY (Optional)</b>					
<b>A.</b>	Complete the Red Alert Honor.**	Complete the Basic First Aid Honor.**	Complete the Basic Rescue Honor.**	Complete the First Aid Honor.**	Complete the CPR Honor.**	Complete a Red Cross First Aid class, <b>OR</b> lead a group through the Red Alert Honor.**
<b>B.</b>	Study and practice "Personal Safety".*	Study and practice "Home Safety".*	Study and practice "Bicycle Safety".*	Study and practice "Hypothermia Prevention".*	Study and practice "Disaster Safety".*	Study and practice "Traffic Safety".*
<b>III.</b>	<b>FITNESS/EXERCISE (Optional)</b>					
<b>A.</b>	Have had a physical exam by your family doctor in conjunction with school policy.	Discuss with a physical therapist or PE teacher the differences between aerobic and non-aerobic exercise.	Discuss the advantages and disadvantages of individual sports and team sports as your primary exercise program.*	Chart your exercise program for one month. Discuss the benefits of regular exercise.*	Choose one lifetime exercise activity and record your exercise for one month.*	Choose one lifetime exercise activity and record your exercise for 4 months.*
<b>B.</b>	Complete one of the fitness tests for your age:*	Complete one of the fitness tests for your age:*	Complete one of the fitness tests for your age:*	Complete one of the fitness tests for your age:*	Complete one of the fitness tests for your age:*	Complete one of the fitness tests for your age:*
	1. President's Physical Fitness 2. Canadian Fitness 3. Health-Related Physical Fitness (for physically disabled)  Set goals and improve.	1. President's Physical Fitness 2. Canadian Fitness 3. Health-Related Physical Fitness (for physically disabled)  Set goals and improve.	1. President's Physical Fitness 2. Canadian Fitness 3. Health-Related Physical Fitness (for physically disabled)  Set goals and improve.	1. President's Physical Fitness 2. Canadian Fitness 3. Health-Related Physical Fitness (for physically disabled)  Set goals and improve.	1. President's Physical Fitness 2. Canadian Fitness 3. Health-Related Physical Fitness (for physically disabled)  Set goals and improve.	1. President's Physical Fitness 2. Canadian Fitness 3. Health-Related Physical Fitness (for physically disabled)  Set goals and improve.

 Requirement: Select two of the three sections for the standard class requirements. Do Sections I, II, and III for the advanced classes.

\* See Instructor's Manual for qualifying requirements.

\*\* See AY Honors Handbook for requirements.


# HEALTH & FITNESS

Content Statement: Healthy bodies enable youth to develop healthy minds. The mind and body are so totally intertwined that each determines, to a great extent, the effectiveness and worth of the other.

TASKS	CRITERION REFERENCED MEASURES
<b>I. HEALTH PRINCIPLES</b>	
A.	Submit the required material and/or activities to the examiner. Use specifics as often as possible; avoid generalities.
B.	Temperance is essential to a healthy body. Present to the examiner the requirements for your class that could be used with the general public.
<b>II. FIRST AID/SAFETY</b>	
A.	Present appropriate proof of your successful completion of the requirements to the examiner. Demonstrate with at least 95% accuracy the activities you have learned.
B.	Give a written report of your observations and conclusions to the examiner.
<b>III. FITNESS/EXERCISE</b>	
A.	Prepare and present to the examiner a record of your activities in completing the requirements for your class, or a letter signed and dated from a parent or guardian stating that you have had a physical exam.
B.	Present to the examiner certification signed and dated by an authorized supervisor that you have satisfactorily completed the requirements for your class.

# YOUTH ORGANIZATION

	FRIEND	COMPANION	EXPLORER	RANGER	VOYAGER	GUIDE
<b>I.</b>	<b>LEADERSHIP (Optional)</b>					
<b>A.</b>	Learn the names of your club leaders or Sabbath School leaders and tell how they work together.	Plan and lead a devotional service for your unit, club, or Sabbath School.	Lead out in your club's opening exercises or Sabbath School program.	Meet with your club staff or Sabbath School leaders in a planning session.	Plan and lead out in a Pathfinder club or Sabbath School activity.	Attend a conference-sponsored basic Pathfinder Leadership course.
<b>B.</b>	Take a 3-hour or 5-mile (8 km) hike and identify track and trail signs along the way. Discuss how the activity was planned.	Help your unit plan a half-day or 10-mile (16 km) orienteering hike, and lead out in the activity.	Participate in and evaluate a weekend campout.	Help plan and participate in a weekend campout.	Plan and teach two requirements in each of the following honors:** 1. Camping Skills #1 Honor 2. Camping Skills #2 Honor	Plan and teach two requirements in each of the following honors:** 1. Camping Skills #3 Honor 2. Camping Skills #4 Honor
<b>II.</b>	<b>CLUB AWARENESS (Optional)</b>					
<b>A.</b>	Discuss with your counselor your involvement in the total Pathfinder Club program, OR for AJY Societies, invite a Pathfinder expert to speak to your group.*	Discuss with your counselor your unit's involvement in the total Pathfinder Club program, OR for AJY Societies, invite a Pathfinder expert to speak to your group.*	Discuss with your club director your club's involvement in the total Pathfinder Club program, OR for AJY Societies, invite a Pathfinder expert to speak to your group.*	Discuss with your counselor and your parents/guardian the family involvement in the total Pathfinder Club program, OR for AJY Societies, invite a Pathfinder expert to speak to your group.*	Discuss with your club staff the club-church involvement in the total Pathfinder Club program, OR for AY Societies, invite a Pathfinder expert to speak to your group.*	Discuss with your club staff the club-community involvement in the total Pathfinder Club program, OR for AY Societies, invite a Pathfinder expert to speak to your group.*
<b>III.</b>	<b>PATHFINDER PROGRAMMING (Optional)</b>					
<b>A.</b>	Take part in three of the following: 1. Induction 2. Club meeting 3. Pathfinder Sabbath 4. Investiture service 5. Quarterly scheduling 6. Club campout	Take part in and rate your club unit in four of the following: 1. Induction 2. Club meeting 3. Pathfinder Sabbath 4. Investiture service 5. Quarterly scheduling 6. Club campout	Help plan, participate in, and evaluate your club in five of the following: 1. Induction 2. Club meeting 3. Pathfinder Sabbath 4. Investiture service 5. Quarterly scheduling 6. Club campout	Help plan, participate in, and evaluate the role of the Pathfinders' families in the following: 1. Induction 2. Club meeting 3. Pathfinder Sabbath 4. Investiture service 5. Yearly scheduling 6. Club campout	Plan, participate in, and evaluate your church participation in the following: 1. Induction 2. Club meeting 3. Pathfinder Sabbath 4. Investiture service 5. Yearly scheduling 6. Club campout	Plan, participate in, and evaluate your Pathfinder club's involvement with the community in the following: 1. Induction 2. Club meeting 3. Pathfinder Sabbath 4. Investiture service 5. Yearly scheduling 6. Club campout
<b>B.</b>	Complete requirements 1 and 4 of the Drilling and Marching Honor.*	Complete requirements 3 and 6 of the Drilling and Marching Honor.*	Complete the requirements of the Drilling and Marching Honor.**	Complete requirements 1, 4 and 5 of the Advanced Drilling and Marching Honor.*	Complete requirements 2, 3, and 6 of the Advanced Drilling and Marching Honor.*	Complete the requirements for the Advanced Drilling and Marching Honor.**

 Requirement: Do Section I and select either Section II or III for the standard class requirements. Do Sections I, II, and III for the advanced classes.

\* See Instructor's Manual for qualifying requirements.

\*\* See AY Honors Handbook for requirements.

# YOUTH ORGANIZATION

Content Statement: Typical of youth is the desire to belong to a special group of peers. As the only completely voluntary organization for their age group found in the church, Pathfinders, AJY, or AY is uniquely qualified to fill this need. This is accomplished for a very broad range of interests and can be as in-depth as desired.

TASKS	CRITERION REFERENCED MEASURES
<b>I. LEADERSHIP</b>	
A.	Submit to the examiner a current Pathfinder, AJY, or AY membership card and verification from an authorized club officer, signed and dated, to indicate that you have satisfactorily completed the requirements for your class.
B.	Keep and submit to the examiner a journal of the activities required. This should be compiled during the time of the activity and include any interesting observations or conclusions you make during this time.
<b>II. CLUB AWARENESS</b>	
A.	These requirements relate to involvement in listed activities. These involvements must include you personally in an active role, not as an observer or in a theoretical activity. Present the examiner with a report of this involvement and the activity itself.
<b>III. PATHFINDER PROGRAMMING</b>	
A.	Submit to the examiner a report of your role in this activity and have it signed and dated by your club director.

# NATURE STUDY

	FRIEND	COMPANION	EXPLORER	RANGER	VOYAGER	GUIDE
<b>I.</b>	<b>SPIRITUAL LESSONS (Required)</b>					
<b>A.</b>	Review the story of the lost sheep, and find at least 3 other examples in nature that are used in the Bible to describe the character of God.	Review the story of creation, and keep a 7-day outdoor log of your personal observations from nature in which each day focuses on those things that were created on that day.	Review the story of the flood, and study at least 3 different fossils; explain their origin and relate them to breaking God's laws.	Review the story of the Ten Commandments, and perform 3 experiments which demonstrate the natural laws of God, (e.g. law of gravity, law of magnetism).	Review the story of Nicodemus and relate it to the life cycle of the butterfly, OR draw a life-cycle chart of the caterpillar giving the spiritual significance.	Read the story of Jesus' childhood in <u>The Desire of Ages</u> , ch. 7, and relate it to the place of nature study in His education and ministry by giving orally before an audience an original nature lesson (parable) drawn from your observations.
<b>II.</b>	<b>NATURE APPRECIATION (Optional)</b>					
<b>A.</b>	<b>Birds/Mammals</b>  Set up a feeding station for the birds or mammals. Report on the types of visitors appearing during the week.	<b>Animal Tracking</b>  Make plaster casts of 3 different animal tracks.	<b>Stars</b>  Be able to identify in the sky the North Star, Big Dipper, Little Dipper, and Orion. Explain the spiritual significance of Orion as told in <u>Early Writings</u> , p. 41.	<b>Lichens/Shells</b>  Make an "eternal garden", OR collect and identify 15 different shells and tell where they may be found.	<b>House Plants/Butterflies</b>  Raise a plant using hydroponic principles, OR identify and draw, collect or photograph 10 species of butterflies.	<b>Spiders/Rocks and Minerals</b>  Complete a spider web study project, OR collect or obtain and identify 15 different kinds of rocks and minerals.
<b>B.</b>	<b>Seeds Amphibians/Reptiles</b>  Collect or obtain and identify 15 different kinds of seeds OR help set up and observe a terrarium for amphibians/reptiles.	<b>Trees, Shrubs and Cacti</b>  Collect or obtain and identify the leaves of 15 different trees and 7 shrubs, OR photograph and observe at least 5 different types of cacti.	<b>Weather/Ferns</b>  Record and graph the weather for 2 weeks at 12-hour intervals. Include temperature, moisture, cloud formation, and wind direction, OR draw or photograph, and identify, 10 kinds of ferns.	<b>Insects/Wild Flowers</b>  Collect or obtain and mount 15 species of insects representing at least 6 different orders, OR draw, photograph, or collect pictures of 20 kinds of wild flowers and identify correctly.	<b>Edible Wild Plant/Environmental Conservation</b>  Identify, prepare and eat 10 varieties of edible wild plants, OR investigate and write a report on a small stream.	<b>Ecology/Fungi</b>  List 10 ways in which you might actively work to improve the environment in which you live. Put 4 into practice. OR photograph or draw 15 different fungi and correctly identify them.
<b>III.</b>	<b>NATURE HONOR (Optional)</b>					
<b>A.</b>	Complete a nature honor at your skill level, not previously earned.**	Complete a nature honor at your skill level, not previously earned.**	Complete a nature honor at your skill level, not previously earned.**	Complete a nature honor at your skill level, not previously earned.**	Complete a nature honor at your skill level, not previously earned.**	Complete a nature honor at your skill level, not previously earned.**



Requirement: Do Section I for the standard class requirements.

Do Sections I, II, and III for the advanced classes.

\*\* See AY Honors Handbook for requirements.


# NATURE STUDY

**Content Statement:** God speaks to the youth, as a whole, through nature more effectively than through any other medium. In nature the character and love of God are displayed more graphically than in any other medium or method. The heart of the youth, removed from all that is artificial, will naturally reach out to God when He is displayed in this manner.

TASKS	CRITERION REFERENCED MEASURES
<b>I. SPIRITUAL LESSONS</b>	
A.	From your own personal observation discuss with the examiner the results of the required activity, drawing conclusions you consider appropriate. Be able to justify your conclusions satisfactorily.
<b>II. NATURE APPRECIATION</b>	
A.	Discuss with the examiner the results of your activity. This may be in the form of photographs, a written report, the actual activity results, or any combination acceptable to the examiner.
B.	Present your collection, records, or activity results to the examiner with proper identification as required, acceptable and accurate labeling of specimens, and all resulting data and conclusions you have made relating to the required activity.
<b>III. NATURE HONOR</b>	
A.	Present to the examiner your completed requirements for the honor you have chosen. You must date the work and sign that it is entirely your own. Be prepared to answer questions from your examiner.

# OUTDOOR LIVING

	FRIEND	COMPANION	EXPLORER	RANGER	VOYAGER	GUIDE
<b>I.</b>	<b>OUTDOOR SKILLS (Optional)</b>					
<b>A.</b>	Tie and know the practical use of ten knots.	Tie and know the practical use of 15 knots.	Tie and know the practical use of 20 knots.	Prepare a knot board that includes 25 knots.	Earn the Knot Tying Honor.**	Lead an individual or group through a Knot Tying Honor requirement.
<b>B.</b>	Learn the safety rules for camping.*	Learn or review the safety rules for camping.*	Learn or review the safety rules for camping.*	Learn the Wilderness Safety rules.*	Learn or review the Wilderness Safety rules.*	Learn or review the Wilderness Safety rules.*
<b>II.</b>	<b>OUTDOOR ACTIVITY (Optional)</b>					
<b>A.</b>	Earn Camping Skills #1 Honor.**	Earn Camping Skills #2 Honor.**	Earn Camping Skills #3 Honor.**	Earn Camping Skills #4 Honor.**	Earn one of the following honors:**  1. Pioneering 2. Winter Camping 3. Backpacking 4. Wilderness Living 5. Outdoor Leadership	Earn one of the following honors, not previously earned:**  1. Pioneering 2. Winter Camping 3. Backpacking 4. Wilderness Living 5. Outdoor Leadership

 Requirement: Select I or II for the standard class requirements.

Do Sections I and II for the advanced classes.

\* See Instructor's Manual Outdoor Appendix.

\*\* See AY Honors Handbook for requirements.

# OUTDOOR LIVING

**Content Statement:** As our youth learn to overcome physical problems in the out-of-doors, they will transfer the successes gained and the lessons learned here to other problems they face regardless of the source. The self image will improve and the effectiveness will increase by an observable degree.

TASKS	CRITERION REFERENCED MEASURES
<b>I. OUTDOOR SKILLS</b>	
A.	Demonstrate to the examiner your ability to tie all the knots required, and explain how they are used.
B.	Demonstrate what you have learned to the examiner, and answer any relevant questions he may ask you.
<b>II. OUTDOOR ACTIVITY</b>	
A.	Be able to answer questions posed by the examiner.



# HONOR ENRICHMENT

	FRIEND	COMPANION	EXPLORER	RANGER	VOYAGER	GUIDE
<b>I.</b>	<b>ARTS, CRAFTS, HOBBIES &amp; HOUSEHOLDARTS (Optional)</b>					
<b>A.</b>	Complete one honor at your skill level, not previously earned, in the area of art, craft, hobby, or household skills.**	Complete one honor at your skill level, not previously earned, in the area of art, craft, hobby, or household skills.**	Complete one honor at your skill level, not previously earned, in the area of art, craft, hobby, or household skills.**	Complete one honor at your skill level, not previously earned, in the area of art, craft, hobby or household skills.**	Complete one honor at your skill level, not previously earned, in the area of art, craft, hobby or household skills.**	Complete one honor at your skill level, not previously earned, in the area of art, craft, hobby or household skills.**
<b>II.</b>	<b>RECREATIONAL/VOCATIONAL/OUTDOOR INDUSTRIES (Optional)</b>					
<b>A.</b>	Complete one honor at your skill level, not previously earned, in the area of recreational skills, vocational studies, or outdoor industries.**	Complete one honor at your skill level, not previously earned, in the area of recreational skills, vocational studies, or outdoor industries.**	Complete one honor at your skill level, not previously earned, in the area of recreational skills, vocational studies, or outdoor industries.**	Complete one honor at your skill level, not previously earned, in the area of recreational skills, vocational studies, or outdoor industries.**	Complete one honor at your skill level, not previously earned, in the area of recreational skills, vocational studies, or outdoor industries.**	Complete one honor at your skill level, not previously earned, in the area of recreational skills, vocational studies, or outdoor industries.**
<b>B.</b>	Earn the Beginners Swimming Honor.**	Earn the Beginners Swimming Honor, if not previously earned.**	Earn the Beginners Swimming Honor, if not previously earned.**	Earn the Beginners Swimming Honor, if not previously earned.**	Earn the Beginners Swimming Honor, if not previously earned.**	Earn the Beginners Swimming Honor, if not previously earned.**



**Requirement:** This track is not required for the standard class requirements.  
Do Sections I and II for the advanced classes.

\*\* See AY Honors Handbook for requirements.

# HONOR ENRICHMENT

**Content Statement:** Growth at each stage of development is an essential experience for the youth in personal development. Public acknowledgment of this growth increases the awareness of personal growth and value in the youth. The honor program partially supplies this need.

TASKS	CRITERION REFERENCED MEASURES
<b>I. ARTS &amp; CRAFTS &amp; HOBBIES</b> <b>HOUSEHOLD ARTS</b>	
<p>A. Present to the examiner certification signed and dated by an authorized instructor as evidence of your successful completion of the requirements of your chosen honor or honors.</p>	
<b>II. RECREATIONAL/VOCATIONAL/OUTDOOR INDUSTRIES</b>	
<p>A. Present to the examiner certification signed and dated by an authorized instructor as evidence of your successful completion of the requirements of your chosen honor or honors.</p>	