ADVENTIST YOUTH CLASS

COMPANION CLASS

Participant's Name _____

TRAIL COMPANION

Date Started _____ Date Completed _____

PERSONAL GROWTH

I. **INVOLVEMENT (Required)**
- A. Be age 11 OR in grade 6, or its equivalent.
- B. Be an active member of the AJY Society OR Pathfinder Club.

II. **COMMITMENT (Required)**
- A. Repeat from memory the AJY/Pathfinder Pledge and Law.
- B. Read The Happy Path, if not previously read.

III. **GROWTH (Required)**
- A. Earn the Companion Reading Certificate OR the Junior Reading Certificate.☆

SPIRITUAL DISCOVERY

I. **SCRIPTURE (Required)**
- A. 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 New Testament Books of the Bible and the four areas into which the books are grouped. Demonstrate your ability to find any given book.

II. **CHURCH HERITAGE (Optional)**
- A. 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 Instructor's Manual.☆

III. **CHRISTIAN HERITAGE (Optional)**
- A. Participate in a skit on the childhood of Jesus, and role-play before an audience.

SERVING OTHERS

I. **ONE TO ONE (Optional)**
- A. 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.

II. **GROUP WITNESS (Optional)**
- A. Participate in an outreach activity, and bring a non-SDA friend to participate or observe.

III. **COMMUNITY OUTREACH (Optional)**
- A. With the help of 2 or 3 friends spend 6 hours working for your church, school, or community.

MAKING FRIENDS

I. **BUILDING RELATIONSHIP (Optional)**
- A. Discuss the principle and demonstrate the meaning of respect for people of different cultures and gender.

II. **CHRISTIAN LIFESTYLE (Optional)**
- A. Discuss and demonstrate respect for your parents/ guardian and what they provide for you.

III. **GOOD CITIZENSHIP (Optional)**
- A. List 5 rules of flag courtesy and demonstrate how to fold the flag.
- B. Study and report orally on your nationality and draw your family tree.☆

HEALTH & FITNESS

I. **HEALTH PRINCIPLES (Optional)**
- A. List and discuss 5 foods in each area: high in sugar, high in salt, high in saturated animal fat.
- B. List and discuss 5 prominent family health problems, and discuss areas of prevention for each.

II. **FIRST AID/SAFETY (Optional)**
- A. Complete the Basic First Aid Honor.☆☆
- B. Study and practice "Home Safety".☆

III. **FITNESS/EXERCISE (Optional)**
- A. Discuss with a physical therapist or PE Teacher the differences between aerobic and non-aerobic exercise.
- B. 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.

YOUTH ORGANIZATION

I. **LEADERSHIP (Optional)**
- A. Plan and lead a devotional service for your unit, club or Sabbath School.
- B. Help your unit plan a half-day or 10-mile (16 km) orienteering hike, and lead out in the activity.

II. **CLUB AWARENESS (Optional)**
- A. 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.☆

III. **PATHFINDER PROGRAMMING (Optional)**
- A. 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
- B. Complete requirements 3 and 6 of the Drilling and Marching Honor.☆

NATURE STUDY

I. **SPIRITUAL LESSONS (Required)**
- A. 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.

II. **NATURE APPRECIATION**
- A. Animal Tracking
  Make plaster casts of 3 different animal tracks.
- B. Trees, Shrubs and Cacti
  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.

III. **NATURE HONOR**
- A. Complete a nature honor at your skill level, not previously earned.☆☆

OUTDOOR LIVING

I. **OUTDOOR SKILLS (Optional)**
- A. Tie and know the practical use of 15 knots.
- B. Learn or review the safety rules for camping.☆

II. **OUTDOOR ACTIVITY (Optional)**
- A. Earn Camping Skills #2 Honor.☆☆

HONOR ENRICHMENT

I. **ARTS & CRAFTS & HOBBIES HOUSEHOLD ARTS**
- A. Complete one honor at your skill level, not previously earned, in the area of art craft, hobby, or household skills.☆☆

II. **RECREATIONAL/ VOCATIONAL/OUTDOOR INDUSTRIES**
- A. Complete one honor at your skill level, not previously earned, in the area of recreational skills, vocational studies, or outdoor industries.☆☆
- B. Earn the Beginners Swimming Honor, if not previously earned.☆☆

INSTRUCTOR CHECK-OFF LIST

PERSONAL GROWTH
I. A. _____
B. _____
II. A. _____
B. _____
III. A. _____

SPIRITUAL DISCOVERY
I. A. _____
B. _____
II. A. _____
III. A. _____

SERVING OTHERS
I. A. _____
II. A. _____
III. A. _____

MAKING FRIENDS
I. A. _____
II. A. _____
III. A. _____
B. _____

HEALTH & FITNESS
I. A. _____
B. _____
II. A. _____
B. _____
III. A. _____
B. _____

YOUTH ORGANIZATION
I. A. _____
B. _____
II. A. _____
III. A. _____
B. _____

NATURE STUDY
I. A. _____
II. A. _____
B. _____
III. A. _____

OUTDOOR LIVING
I. A. _____
B. _____
II. A. _____

HONOR ENRICHMENT
I. A. _____
II. A. _____
B. _____

☆ see Instructor's Manual for qualifying requirements.
☆☆ see AY Honors Handbook for requirement helps.

For the Companion Class see the Instructor's Manual for the explanation of its requirements.
For the Trail Companion do all the required, optional and above stated requirements.

INSTRUCTOR'S MANUAL

PERSONAL GROWTH

COMPANION

I. INVOLVEMENT (Required)

A. **Requirement** - Be age 11 OR in grade 6, or its equivalent.

Explanation - Candidates for this class may begin--

1. When they are in the 6th grade (U.S.) or its equivalent in other educational systems, or

2. During the quarter in which their 11th birthday falls.

Time Frame: 5 minutes for group checkoff.

B. **Requirement** - Be an active member of the AJY Society OR Pathfinder Club.

Explanation: Active participation implies regular attendance, punctuality, participation in activities, helping where needed, including finances.

Time Frame: 5 minutes for group checkoff.

II. COMMITMENT (Required)

A. **Requirement** - Repeat from memory the AJY/Pathfinder Pledge and Law.

Application - **The Pathfinder Pledge—**

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

The Pathfinder Law is for me to,

Keep the morning watch
Do my honest part
Care for my body
Keep a level eye
Be courteous and obedient
Walk softly in the sanctuary
Keep a song in my heart
Go on God's errands.

Every person should have a code by which to shape his life. For the Adventist junior youth the Pledge and Law is that code. These must be well learned and their principles applied to the practice of their lives. Pathfinders in uniform should raise their right hand to shoulder height as a salute when reciting the pledge.

Time Frame: 5-10 minutes

B. **Requirement** - Read The Happy Path, if not previously read.

Explanation - This small 128-page paperback was written by Lawrence Maxwell and may be ordered from your Adventist Book Center. It is a phrase-by-phrase explanation of the Pledge and Law in story form.

Time Frame: Forty-four devotionals of 2-3 minutes each.

III. GROWTH (Required)

A. **Requirement** - Earn the Companion Reading Certificate **OR** the Junior Reading Certificate.

Application - Companion Reading Certificate requirements:

1. Read chapters 7-9 of The Desire of Ages. Also read one of the gospels.

2. Read at least one book and two articles on national heroes (may be of any nationality).

3. Read three Psalms that relate to nature, such as Ps. 11, 19, 91, 96, 98, 148.

4. Read a book on one of the following: a. mission b. nature/science c. biography.

5. Read weeks 14-26 from the Weekly Bible Reading Guide (intermediate level).

OR Junior Book Club Certificate requirements:

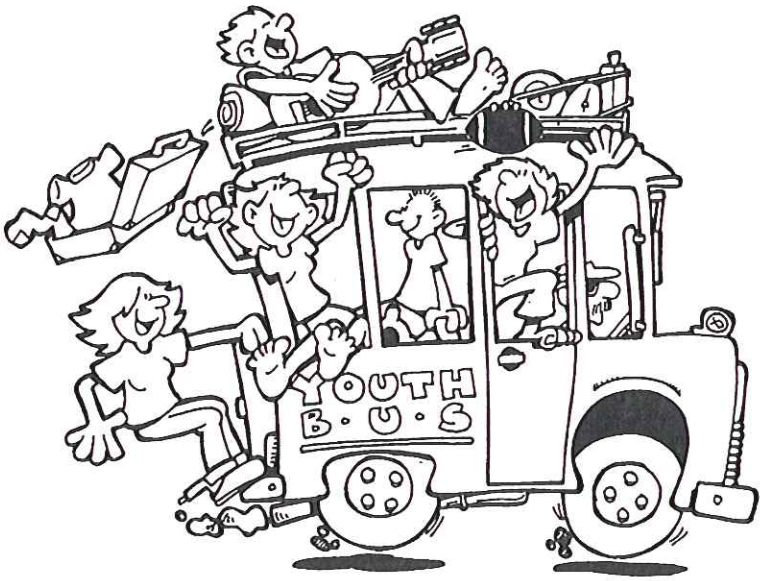
1. One book on missions
2. One book on nature or science
3. One biography
4. Two books of your choice published within two years prior to the beginning of the Companion class
5. Read weeks 14-26 from the Weekly Bible Reading Guide (intermediate level).

Resource: The Review and Herald and Pacific Press publish a listing each year providing the classification for book selections to obtain this certificate. That list is obtainable from your conference youth ministries and may be inserted in this manual for easy reference.

Time Frame: 5-10 minutes for instructions. (Allow a minimum of two months for completion).

REQUIREMENT - Do Sections I, II, and III for the standard class requirements.

Do Sections I, II, and III for the advanced class requirements.



WEEKLY COMPANION

Week 14
HOPE
____ Psalms 94:12-19
____ Psalms 95
____ 1 Kings 3
____ Psalms 63
____ Psalms 59

Week 15
LOVE
____ Philippians 2
____ Psalms 136
____ Psalms 100
____ Ephesians 5

Week 16
JOY
____ Isaiah 9:2-10:19
____ Isaiah 49
____ Psalms 28
____ Habakkuk 3:17-19

Week 17
ADVENTURE
____ Psalms 37
____ 1 John 1
____ 1 Thessalonians 1-3
____ Psalms 51
____ James 1:22,23
____ Revelation 3:15,16
____ Matthew 14:25-33

Week 18
CELEBRATION
____ Philippians 1
____ Psalms 1
____ Ezekiel 15
____ Malachi 1

Week 19
PROMISES
____ Psalms 118
____ Deuteronomy 31
____ Psalms 23
____ Daniel 7:9
____ Romans 8:38,39

Week 20
FAITHFULNESS
____ Esther 1-2
____ Esther 3-4
____ Esther 5
____ Esther 6
____ Esther 7
____ Esther 8
____ Esther 9

Week 21
CHRISTIANITY
____ Ephesians 4
____ Matthew 10
____ Proverbs 25
____ Micah 6
____ Proverbs 14

Week 22
DEVOTION
____ Psalm 103
____ Lamentations 3
____ Job 40-42

Week 23
DECISIONS
____ Matthew 4
____ Matthew 16
____ Mark 8
____ Luke 14

Week 24
EXAMPLE
____ Mark 10:32-45
____ Acts 10
____ Galatians 6:1-8
____ Luke 23
____ 1 John 2
____ 2 Peter 1-3

Week 25
LIFE WITH GOD
____ Hebrews 13
____ John 3
____ Revelation 21
____ Leviticus 19
____ 1 Peter 1

Week 26
OBEDIENCE
____ Romans 12
____ Matthew 6:1-25
____ Isaiah 14:14-32
____ Jonah 1
____ Jonah 2
____ Jonah 3
____ Jonah 4

BIBLE READING GUIDE

INSTRUCTOR'S MANUAL

SPIRITUAL DISCOVERY

I. SCRIPTURE (Required)

A. **Requirement** - Memorize a Bible text from each of the seven categories below.

1. Great Passages
- a. Ps. 119:11
- b. Isa. 43:12
- c. Matt. 28:19,20
- d. Luke 5:15
- e. Option_____

2. Salvation
- a. John 1:1-3, 14
- b. Luke 19:10
- c. Ps. 103:10-12
- d. Isa. 53:5
- e. Eph. 3:20,21
- f. Option_____

3. Relationships
- a. Isa. 1:18
- b. John 1:12-13
- c. 1 Tim. 6:6-8
- d. 1 John 3:17
- e. Acts 17:26,27
- f. Option_____

4. Behavior
- a. 1 Sam. 15:22
- b. Rom. 12:1-2
- c. 1 Thess. 5:15
- d. Eccl. 9:5-10
- e. Luke 2:51,52
- f. Option_____

5. Doctrine
- a. Eph. 1:8-10
- b. Deut. 6:5
- c. Acts 2:38
- d. Option_____

6. Prayer
- a. Ps. 34:3-4
- b. Matt. 6:6
- c. 1 Peter 1:3
- d. 1 John 4:7
- e. Option_____

7. Promises/Praise
- a. Ps. 56; 35:7
- b. Ps. 37:3
- c. Isa. 35:10
- d. James 4:7,8
- e. 1 John 2:17
- f. Option_____

Application - **TEACHING IDEAS:**

Suggestions for the Weekly Review of the Memory Gems:

Repetition Review: After having a few participants say the verse for the day, call on all to say it together, then all the girls, then the boys, then perhaps the teachers. (Always have reference repeated each time the verse is said).

Missing Word Review: Write text clearly on board before meeting, and rub out about every second word, particularly any catch ones, and usually the first one, which is not always easy to remember. Ask different ones to supply the missing words, requesting that only the one asked should respond. In small societies members might be asked sometimes to come out and write in the word.

Competition Review: When there are about equal numbers of girls and boys, draw a line down center of the blackboard, heading sides respectively GIRLS - BOYS. Then put a mark for each one that correctly recites the verse for the day, under the proper heading, and see which side will win.

Word Review: Have text repeated by two or three, or by all together once or twice, then ask for each one in rows to repeat the following word without hesitancy. Then move about from one to another, pointing to the one you wish to supply the word. Only the one to whom you point should respond, but pass on fairly quickly so that the review will be brisk and interesting.

Question Review: Ask as many questions as you can on the text from the first of the quarter. In some instances two or three questions can be asked on one text, but mix them among questions on other texts. Request that answers be given, if possible, in the exact words of Scripture.

Text Bee Review: Divide the group in half. Then have members of one side call for a text or ask a question of a member on the other side. If answered, that side do the asking. If not, same side ask again. (Conducted something after the style of a Spelling Bee).

Surprise Reviews: Have memory texts and references, to date, written clearly on different slips of folded paper. Give one to each member before the meeting, asking them not to open until asked to do so. For review call names one by one, ask them to rise, open slip, and say the verse called for. The reference should be read aloud so that all can determine if the right text is quoted.

Reference Text: Put on a blackboard something like the following:

_____ 29:11 Psalm _____:8

Isa. _____:12 1 Timothy_____:5

_____11:_____ _____ ____:58

Ask different ones to fill in as for "Missing Word" review.

Written Test: Before the meeting put two or three questions on the board in clear script, and hand out paper and pencil. Reveal questions on the board and ask all to try to answer them. Tell them it is not an examination and that each person will correct his or her own answers.

Bible Study Review: Devote last meeting of quarter to full Bible Study review. This could be worked up in the form of a dialogue, or delivered as a study by one or more members of the group, the remaining members, or a few specially chosen ones to form the audience. These could be encouraged to ask questions which it would be possible to answer with the texts learned during the quarter.



Time Frame: Review may take several short sessions (30-60 minutes). Memorization is done on individual time.

B. **Requirement** - 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.

Application - **TEACHING IDEAS:**

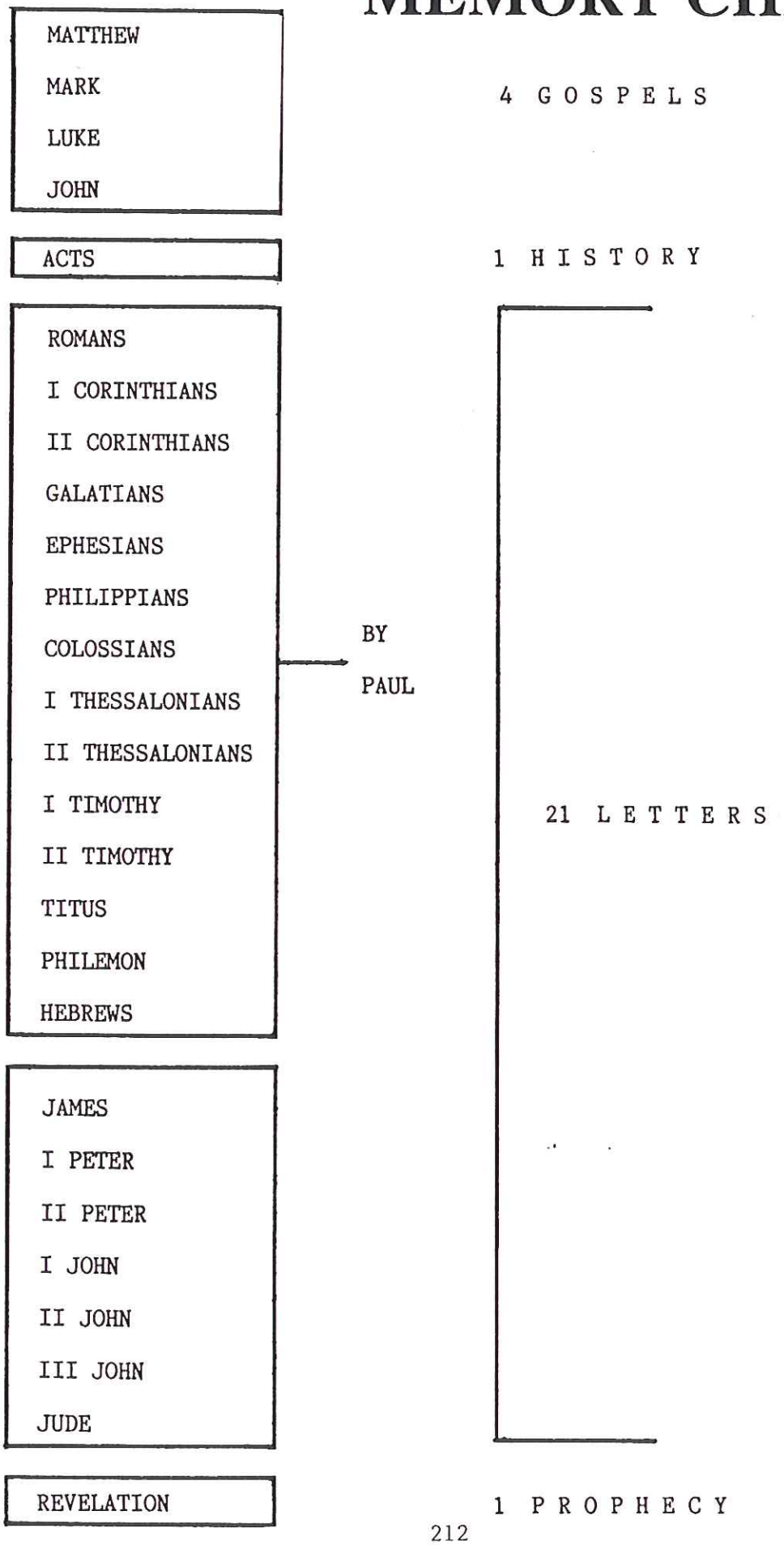
Repetition and association are among the best methods of memorization. Following are three ways to assist you in teaching this requirement:

1. Memory Chart
2. Media Report
3. Bible Sword Drill
4. Book Shelves

MEMORY CHART

Copy the memory chart onto a blackboard or duplicate the material and give it to the class. After discussion the books of the New Testament can be learned in their various sections.

MEMORY CHART



MEDIA REPORT

Choose one New Testament author and do one of the following:

a. Write a brief newspaper report, or
b. Record a TV-style interview on a cassette recorder on how and when he met Jesus the Great Teacher. Identify the books the New Testament author wrote.

Some points to consider in your role as a New Testament author.

* What kind of person were you before you met Jesus?
* Occupation
* Where you met
* How did he teach you?
* What was your reaction?
* Why and what did you write, etc.?

BIBLE SWORD DRILL

This is a group activity to give the Companions practice in locating the books of the New Testament quickly. Ephesians 6:13-17 describes the Christian "armor" of which the Sword is the Word of God (verse 17).

Operation

1. Select participants:
   a. Two Companions to hold the rope.
   b. As many participants as desired.

2. Participants will form one straight line behind a rope held immediately in front of them approximately 30 inches from the floor. Their Bible is to be held (sheathed) under their left arm.

3. Leader will give the commands: "ATTEN-TION: "DRAW SWORDS". Companions quickly bring their right hand across their body--draw their sword (Bible) and hold it in front of them, closed, waist high, ready to find the reference.

4. Leader announces the reference, eg. "The Book of Mark" (begin with the well-known books), or ask for a book from one of the sections, eg. gospels, letters. The exercise becomes more difficult as you call the smaller books, or ask for specific chapter and verse.

5. No Companion moves until the order is given: "CHARGE". The rope is dropped to their feet while the Companions quickly find the reference. Immediately the reference is found, they take one pace forward, keeping one hand

on the open page of the Bible.

6. A ten second time limit is given from the command "CHARGE" to find the reference and step one pace forward. (Vary the time limit to suit the experience of your group.)

7. The timekeeper will call "TIME" as the time limit expires. The rope will immediately be raised, perhaps catching some Companions part way across. They should return behind the line.

8. Each participant who steps across the line before the time limit is reached is a winner.

9. An appointed judge will inspect the references.

10. An award of two points can be given to each winner. See who is the first to get to twenty.

11. Leader shall call "ONE PACE BACKWARD MARCH". Ropekeepers shall lower the rope and raise it again after the Companions have crossed it.

12. Leader shall call "SHEATH SWORDS". Companions quickly tuck their Bibles under their left arm and return right hand to their side.

13. Ready now to repeat activity from "DRAW SWORDS".

PERSONNEL

1. Leader - who gives commands; prepare references before the meeting.

2. Two people to hold and drop the rope.

3. Two judges. One to watch the crossing of the rope, especially those who only get halfway when "TIME" is called. Second judge to check accuracy of references.

4. Timekeeper, who with stop watch or secondhand on wrist watch calls "TIME".

5. Scorekeeper to keep track of scores.

BOOK SHELVES

Have cartons or blocks of wood with names of the books of the Bible printed clearly on the narrow edges. If possible, place them on book shelves.

1. Mix them up and have participants sort them into correct order.
2. Empty shelves completely, and have juniors put them in the shelves in order.
3. Do either of the above, using a stop watch to time them.

Resource: Bible books by Zondervan. Available from ABC.

Method of Testing

Be able to repeat the books in order, or the leader conducts a Bible drill game in which the Companion is required to find 15 Old Testament books in two minutes.

Time Frame: While memorization can be done individually, review may take several short sessions--30-60 minutes.

II. CHURCH HERITAGE (Optional)

A. **Requirement** - 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 the Instructor's Manual.

Application - **TEACHING IDEAS**

Ellen's first vision is written up in Early Writings, pages 13-32. This material provides excellent food for discussion and thought, especially for a Friday night vespers (worship).

This requirement may also be fulfilled by the participants using the materials on **"Ellen G. White"** from the **"Hall of Faith"** series, available from your conference Church Ministries office or "Mission Spotlight", Southern Union Conference, P. O. Box 849, Decatur, Georgia 30031.

Time Frame: 30 minutes

III. CHRISTIAN HERITAGE (Optional)

A. **Requirement** - Participate in a script on the childhood of Jesus and role play before an audience.

Application - (See a script idea starting on the next page).

Time Frame: Three or four rehearsal periods, 30 minutes each, plus performance time.

REQUIREMENT - Do Section I and select either Section II or III for the standard class requirements.

CHILDHOOD OF JESUS

Written by Sharon Lang, Director
Burbank Bears Pathfinder Club

Scene I, Act I

Jesus and Mary are working together in the house. Joseph is working in the carpenter's shop. Children and Old Lady Simon are waiting at front side entrance.

Narrator:

After the death of King Herod, an Angel of the Lord came to Joseph and told him they might return to the land of Israel. Joseph, Mary and their Son Jesus returned to Nazareth where Joseph set up his carpenter's shop and Mary began housekeeping and teaching Jesus the truths of the Bible.

Action:

Jesus and Mary study the Scriptures.

Narrator:

Mary taught Jesus to read from the Scriptures, especially of the promises of the coming Messiah. She also taught Him from nature.

Action:

Joseph comes in from the shop and the family kneels down to pray.

Narrator:

Every Friday evening the little family would kneel and pray together to welcome the Holy Sabbath. Next morning they would go to the synagogue for worship. Thus it was that Jesus became strong in spirit, filled with wisdom.

Action:

Jesus and Joseph return to the carpenter's shop. Mary goes back to housekeeping.

Narrator:

When Jesus wasn't helping his mother in the house, He would go out to the carpenter's shop to help Joseph with his work. Jesus put His best into every job that Joseph gave him to do, from making a chest to sweeping up shavings from the floor.

Action:

Jesus starts sweeping.

Narrator:

He did all tasks cheerfully without a grumble, even when given a distasteful job. What a fine example He gave to boys and girls today.

Scene I, Act II

Action:

Children enter from side and Old Lady Simon takes her place in her house.

Narrator:

Jesus also had time to play with other children in the village. He always took a stand for right and truth. At times He was teased because of this, but Jesus never gave in.

Boy 1:	Hey Jesus, can you come out and play ball?
Jesus:	May I father? I've finished the sweeping.
Joseph:	Of course, go ahead and have fun!
Girl 1:	Can we girls play too?
Boy 1 or 2:	Aw, girls can't play ball.
Jesus:	The Scriptures say to treat others as you would like to be treated. I think we should let them play.
Jesus:	The Scriptures say to treat others as you would like to be treated. I think we should let them play.
Girl 2:	Let's go play by Old Lady Simon's house.

Action:

Joseph and Mary exit at the side door and the children set up to play ball. First player hits a grounder and runs to second base. The next throw is a ball and the third throw goes through Old Lady Simon's window. Sound of breaking glass. All the children run away except Jesus. Old Lady Simon walks out of her house with the ball.

Lady:	Is this yours?
Jesus:	I'm sorry ma'am. We didn't mean to break your window. Is there anything I can do to help pay for it?
Lady:	Why thank you Jesus. I notice none of the rest of the children stayed. I would appreciate it if you would rake those leaves for me.

Action:

Jesus rakes leaves. He and Old Lady Simon exit.

Scene II

Action:

Set up temple scene with the beggar, priest, rabbi, two students, and money changer. The travelers are waiting in the back of the church.

Narrator:

One by one the happy years of childhood slipped away. Never had there been a little boy so good, so gentle, so friendly, so thoughtful of the needs of others, nor one so bright and intelligent. He was always looking for ways to make life easier for others, mending this and fixing that, running quickly to do His parents' bidding, and all the time His lovely voice filled the house with melody of sacred song.

Action:

Travelers start from the back of the church with their packs.

Narrator:

When Jesus turned 12, the dividing line between childhood and youth in those days, Mary and Joseph decided it was time to take Jesus to the yearly Passover in Jerusalem. As Jesus caught sight of the city and saw the temple standing on Mt. Moriah, He was greatly stirred. Old Bible stories that His mother had taught Him from childhood suddenly took on new meaning. How wonderful to be looking at the very place where Abraham offered up Isaac, where David defeated the Jebusites and Solomon reigned in all his glory, and this was where someday the Messiah would come and ride upon a colt.

Action:

Travelers enter the temple leaving backpacks at temple gate.

Narrator:

As they entered into the city, Jesus watched everything with wide open eyes, for it was all so new to Him.

Action:

Temple activity. Joseph, Mary and Jesus enter temple first. They drop coins into beggar's cup, go to money changer, exchange money and purchase lamb. Then they proceed to the altar and priest. Three or four more travelers come into temple, pass beggar (drop coins) and money changer, then proceed to where rabbi is teaching and sit on the floor. At the altar the priest checks the lamb for blemishes, raises hand toward heaven as he blesses it, says "amen", lays lamb on altar, slits throat and puts wood on top for the sacrifice. Joseph, Mary and Jesus return to center of temple.

Travelers congregate in center of temple talking and visiting, leaving two or three in classroom. Jesus enters classroom.

Narrator:

As Jesus wandered around the temple, He found a room where the rabbis were teaching. How happy He was to find these learned scholars and anxiously asked many questions.

Action:

As Jesus wandered around the temple, He found a room where the rabbis were teaching. How happy He was to find these learned scholars and anxiously asked many questions.

Action:

Travelers pick up their packs and begin to leave.

Narrator:

Each question was more pointed than the last. The rabbis were amazed at His knowledge and began asking Him questions.

Rabbi: Where were you born?
Jesus: In Bethlehem of Judea.
Rabbi: Where do you live?
Jesus: In Nazareth of Galilee.
Rabbi: Where did you go to school?
Jesus: I didn't go to school.
Rabbi: Then how did you learn the Scriptures so well?
Jesus: My mother taught me.

Narrator:

Then they asked Him more questions about the Scriptures. Jesus never missed one. "All that heard Him were astonished at His understanding and answers."

Action:

Travelers halfway down the aisle. Joseph turns to Mary and asks:

Joseph: Mary, where is Jesus? I need Him to help set up camp.
Mary: I thought He was with you.
Both: Have you seen Jesus?
People: No.
Mary: Oh no, we must have left Him at the temple!

Narrator:

In the temple they found Him sitting in the midst of the doctors both hearing them and asking questions.

Action:

Mary and Joseph return to the temple and search for Jesus.

Mary: Son, why have you done this to us? Your father and I have been very worried about you.

Jesus: Mother, why did you worry? Don't you understand that I should start helping my Father?

Action:

All leave the temple quietly except Jesus, Joseph and Mary who walk out the back.

Narrator:

The meeting broke up and the rabbis began to leave. Some of them who heard Jesus' reply wondered what He meant, but Mary understood. As she looked into His eyes she knew that He had found something here while talking with these leaders of Israel. There was a new certainty in His voice. He was now sure that He must be the Messiah.

When the family returned home, Jesus continued helping His mother and working in the carpenter shop, waiting for the greater tasks ahead of Him. What an example He set us! Today, nearly 2,000 years later, He wants us to follow in His steps, to strive to live as He did. If we do, we too will "increase in wisdom and stature, and in favor with God and man."

Props for Play on Childhood of Jesus

1. Each child will need a Bible-times costume.

2. Carpenter's shop

   Work bench (picnic table bench works well)
   Wood
   Tools: hammer, ax, saw, plane, chisel, broom

3. Mary's house

4. Old Lady Simon's house

5. Children's scene

   Nerf ball and stick for bat

6. Temple scene

   Backpacks for travelers
   Beggar's stick and money cup
   Money changers' table with money box and coins
   Table for altar, sheep or lamb, knife (butter knife)
   Bible for rabbi

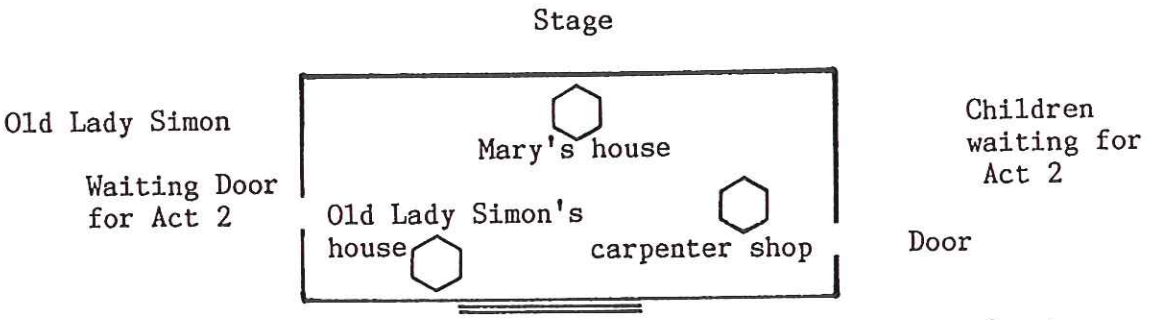
Characters (at least 12 children)

Jesus
Mary
Joseph
Old Lady Simon
Approximately 5 children
Priest
Rabbi
Money changer
Blind beggar
Travelers (approx. 3)
Students (2 or 3)

Children may double as travelers or characters in the temple scene.

SET UP

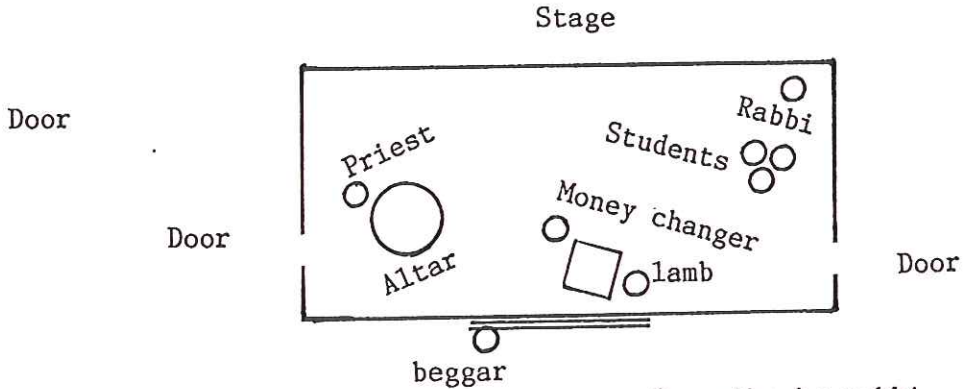
Scene 1
Act 1



One mike by carpenter's shop
One mike by Old Lady Simon's house

Act 2 Mary's house and carpenter's shop are moved back out of the way by Mary and Joseph as they leave to make room for ball diamond. It works best to pitch the ball through the window rather than hit it through.

Scene 2



One mike by rabbi
One mike 1/2 way down aisle

Travelers in back

INSTRUCTOR'S MANUAL

SERVING OTHERS

I. ONE TO ONE (Optional)

A. **Requirement** - 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.

Explanation - Assignment of specific persons to be visited may be necessary so that as many of the elderly may be benefited as possible. Double check the followup, as it is crucial not only to the requirement but to the validity and impact of the whole process. Caring has little value in superficiality. A note from the parents may be needed indicating the visit and the followup were done.

Time Frame: 5-10 minutes for planning and instructions. (Activity done individually may take 15 minutes to an hour or more.)

II. GROUP WITNESS (Optional)

A. **Requirement** - Participate in an outreach activity, and bring a non-SDA friend to participate or observe.

Application - **TEACHING IDEAS**

1. Present a Sabbath afternoon program for shut-ins.
2. Present a program at a nursing home.
3. Present a special holiday program at an orphanage or children's ward at a hospital.
4. Arrange for a special visit to a school for the deaf or blind.

Time Frame: One hour

III. COMMUNITY OUTREACH (Optional)

A. **Requirement** - With the help of two or three friends, spend 6 hours working for your church, school, or community.

Application - **TEACHING IDEAS**

Church:
1. Grounds improvement
2. Remodeling bee
3. Custodial duties
4. Plant a garden for the hungry.

School:
1. Plant and care for flower beds.
2. Clean and fix restrooms/gym equipment storage.
3. Arrange and care for library.
4. Start a "collections" library of nature items, historic items, etc.

Community:
1. Participate in a fund drive like
   a. Muscular Dystrophy
   b. American Heart Association
2. Volunteer help for a civic entity like
   a. Bike Club
   b. Lions Club
   c. Hospital
3. Cleanup projects
   a. City, county, state parks
   b. Roadsides
   c. Vacant lots, etc.

Time Frame: 6 hours

REQUIREMENT - Select two of the three sections for the standard class requirements.

Do Sections I, II, and III for the advanced class requirements.

INSTRUCTOR'S MANUAL

MAKING FRIENDS

I. BUILDING RELATIONSHIPS (Optional)

A. **Requirement** - Discuss the principle and demonstrate the meaning of respect for people of different cultures and gender.

Application - **TEACHING IDEAS**

1. Invite a foreign exchange student to participate in a panel or special presentation.
2. Evaluate the practicality of the Golden Rule.
3. How do TV programs strengthen or weaken respect for others?
4. Role play positive relationships.

Time Frame: 20-30 minutes

II. CHRISTIAN LIFESTYLE (Optional)

A. **Requirement** - Discuss and demonstrate respect for your parents/guardian and what they provide for you.

Application - **TEACHING IDEAS**

1. Read The Bible Story, Vol 7, p. 63, 69, 85 and Vol. 9, p. 118.
2. Keep a running list for several days--see how fast it adds up!
3. Role play a parent having to deal with a difficult junior.
4. Extend an invitation for a special presentation by someone in juvenile court or police department.

Time Frame: 20-30 minutes

III. GOOD CITIZENSHIP (Optional)

A. **Requirement** - List 5 rules of flag courtesy and demonstrate how to fold the flag.

THE UNITED STATES FLAG

Now that you know more about the flag of your country, you should give the regard due it. The flag of a nation stands for its ideals and should be shown respect as a symbol of the country for which it stands. Youth should be taught appreciation and loyalty toward it.

God is a God of order. In His providence He has permitted the peoples of earth to group themselves together into separate governments. Since nations are ordained of God, "Christians are admonished to be subject to the higher power and to render "honor to whom honor is due". It is important for us to implant ideals of true patriotism in the lives of all our youth both by precept and by example.

AY/Pathfinder leaders should teach the club members the national ideals and flag courtesies of their respective nations. Here are a few customary forms to be observed in showing respect to the flag of the United States of America:

1. The flag of the United States should be displayed only from sunrise to sunset on buildings and on stationary flagstaffs in the open. It should not be displayed on days when the weather is inclement. The flag may be displayed at night upon special occasions in order to produce a patriotic effect.

2. Always hoist the flag briskly. Lower it slowly and ceremoniously.

3. The flag should be displayed on all days that weather permits, but especially on national and state holidays, and other days that may be so proclaimed by the President of the United States. On Memorial Day the flag should be half-staffed until noon.

4. The flag should be displayed on or near the main building of every public institution, during school days in or near every school house, and in or near every polling place on election days.

5. When hoisting the flag of the United States, the blue field should always be at the top. It should be

fastened to the hoisting rope securely and in such a way that the flag will not be torn or soiled.

6. When festooned, rosettes, or drapings of red, white, and blue are desired, bunting should be used, but never the flag.

7. Use bunting for decorations. The blue color in the bunting should always be at the top. If the blue in the bunting contains stars, it would surely indicate that the stars be on top, because if placed below, it would be the same as placing the flag upside down.

8. Old worn-out national flags should not be used as banners or in any common way. When a flag is in such condition that it is no longer fit for display, it should not be cast aside or used in any way that would seem disrespectful, but should be destroyed privately, preferably by burning.

9. When flown at half-mast, the flag should be hoisted to the peak, then lowered to the half-mast position. But before lowering the flag for the day it should again be raised to the peak.

RULES OF FLAG COURTESY

1. Never in any way should disrespect be shown the flag of the United States of America.

2. The flag should never be dipped to any person or thing. Regimental colors, state flags, and organization or institutional flags are dipped as a mark of honor.

3. The flag should never be displayed with the union down except as a signal of dire distress.

4. The flag should never touch anything beneath it--ground floor, water, or merchandise.

5. Never use the flag as drapery, festooned, drawn back, nor up in folds. It must always be allowed to fall free. For draping platforms and decoration in general, use blue, white, and red bunting. Always arrange it with blue above, the white in the middle, and red below.

6. The flag should never be fastened, displayed, used or stored in such a manner as will permit it to be easily torn, soiled, or damaged in any way.

7. Never use a flag as a covering or drape for a ceiling.

8. The flag should never have anything placed upon any part of it nor attached to it, any mark, insignia, letter, word, figure, design, picture, or drawing of any nature.

9. The flag should never be used for receiving, holding, carrying, or delivering anything.

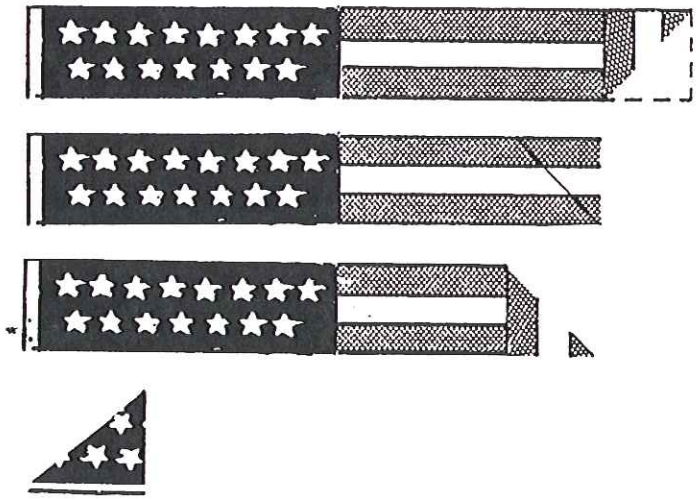
HOW TO FOLD THE FLAG

To fold the flag two persons should work together. One person should hold the union, or blue field, corner of the flag in his right hand and the other corner of that end of the flag in his left hand. The other person holds the other end of the flag. They fold as follows:

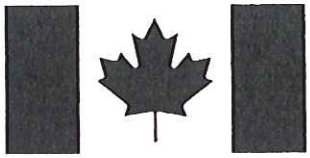
1. Fold in the middle lengthwise, then fold in the middle lengthwise again, leaving the blue field outside.

2. Begin at the opposite end of the flag from the blue field and fold one corner in a triangle upon the upper edge of the long fold. Now fold this triangle forward along its side on to the main body of the flag, thus making another triangle fold. Continue this process until the flag is completely covered with the blue field and stars. Or--

   If desired, after folding the flag lengthwise as described in 1, it may be folded in a rectangular way. To do this, fold the opposite ends of the flag together and continue the process until the blue field covers the rest of the flag. In any case the union--the blue field--should always cover the remainder of the flag.



THE CANADIAN FLAG



Introduction

The Canadian Flag was approved by Parliament and on February 15, 1965 proclaimed by Her Majesty The Queen. It is described as a red flag of the proportions two by length and one by width, containing in its centre a white square the width of the flag, bearing a single red maple leaf.

COMPANION

General Information

1. It is appropriate for the Canadian Flag to be flown or displayed by individuals and organizations. **Rule: At all times the Flag should be treated with dignity and respect and flown or displayed properly.**

2. When possible the Flag is flown daily from sunrise to sunset at all federal government buildings, airports, and military bases and establishments within and outside Canada. **Rule: It is not contrary to etiquette to have the Flag flying at night.**

3. The Flag may be displayed flat or flown on a staff. If flat, it may be hung horizontally or vertically. If it hangs vertically against a wall, **Rule: The Flag should be placed so that the upper part of the leaf is to the left and the stem is to the right as seen by spectators.**

4. The Flag may be flown or displayed in a church, auditorium, or other meeting place. When used in the chancel of a church or on a speaker's platform the Flag should be flown to the right of the clergyman or speaker. When used in the body of a church or auditorium the Flag should be flown to the right of the audience or congregation. **Rule: The Flag should not be used to cover a speaker's table or be draped in front of the platform; nor should it be allowed to touch the floor. If displayed flat against the wall at the back of a platform, the Flag should be above and behind the speaker.**

5. When used on the occasion of unveiling a monument, tablet, picture, etc., **Rule: The Flag should be properly draped and prevented from falling to the ground or floor.**

6. In a procession, where several flags are carried, **Rule: The Canadian Flag should be in the position of honour at the marching right or at the centre front.**

7. **Rule: The Flag should not be used for commercial advertising purposes. It is quite appropriate to fly it at business establishments or to display it to identify Canadian exhibits at fairs. Its use in such cases, as in all others, should reflect respect for the Flag.**

Flown With Other Flags

8. **Rule: No flag, banner or pennant should be flown or displayed above the Canadian Flag.**

9. Flags flown together should be approximately the same size and flown from separate staffs at the same height.

10. The Canadian Flag should be given the place of honour when flown or displayed with other flags:

    A. When two or more than three flags are flown together, the Canadian Flag should be on the left as seen by spectators in front of the flags; if a number of countries are represented, the Canadian Flag may be flown at each end of a line of flags.

    B. When three flags are flown together, the Canadian Flag should occupy the central position, with the next ranking flag to the left and third ranking flag to the right, as seen by spectators in front of the flags.

    C. Where more than one flag is flown and it is impossible to hoist or lower them at the same time, the Canadian Flag(s) should be hoisted first and lowered last.

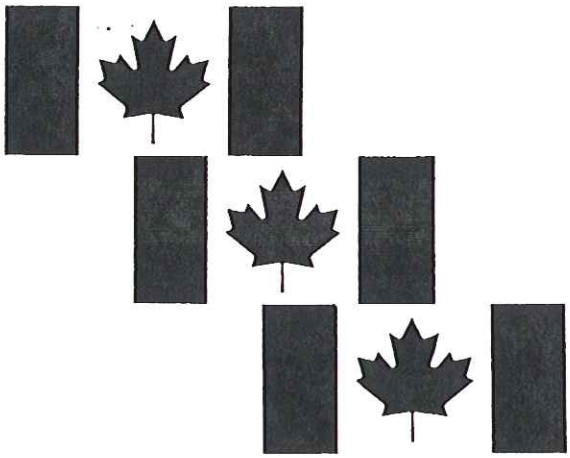
Destruction

11. When a flag becomes worn, noticeably faded or otherwise unfit for service, **Rule: It should be disposed of privately by burning.**

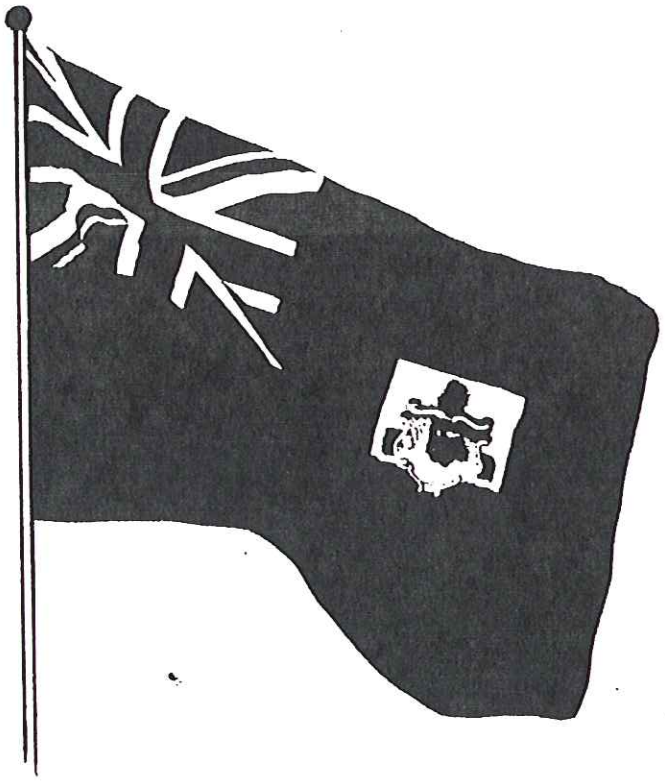
Half-Masting

12. The position of the Flag when flying at half-mast will depend on its size, the length of the flagstaff and its location; but as a general rule, the centre of a flag should be exactly half-way down the staff. When hoisted to or lowered from half-mast position, a flag should first be raised to the masthead.

Time Frame: 20-30 minutes



Bermuda



SEE YOUR CONFERENCE CHURCH MINISTRIES DEPARTMENT FOR INFORMATION

B. **Requirement** - Study and report orally on your nationality and draw your family tree.

Application - **TEACHING IDEAS**

1. At a public or school library learn about the history, folklore, customs, current political and economical trends of your nationality.

2. Ask for a special presentation from or report on an interview with a person born in and emigrated from your country of heritage.

3. Visit a museum which includes your ancestral heritage.

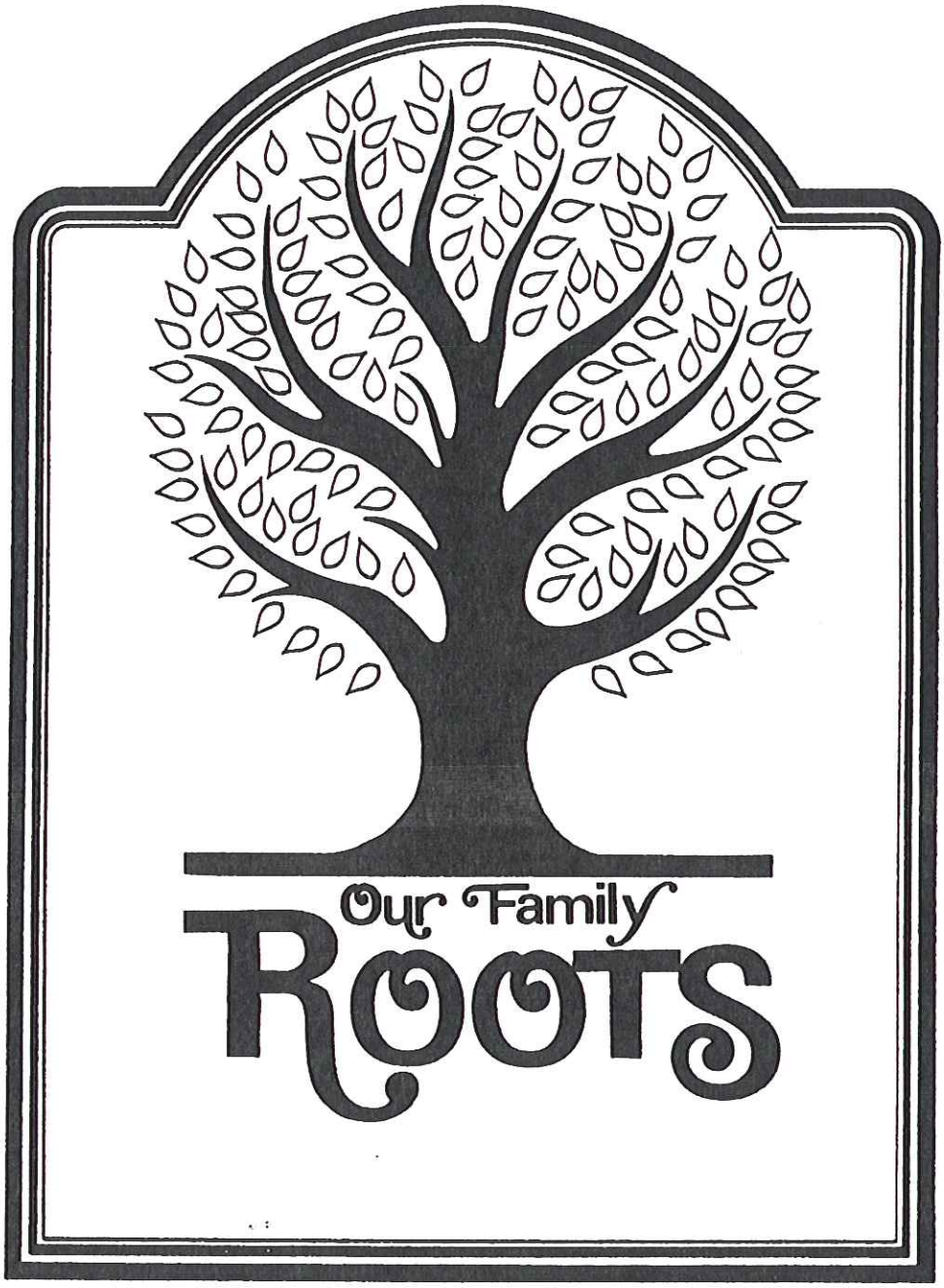
4. Find a community near you which celebrates with special festivities each year your heritage's traditions, and attend.

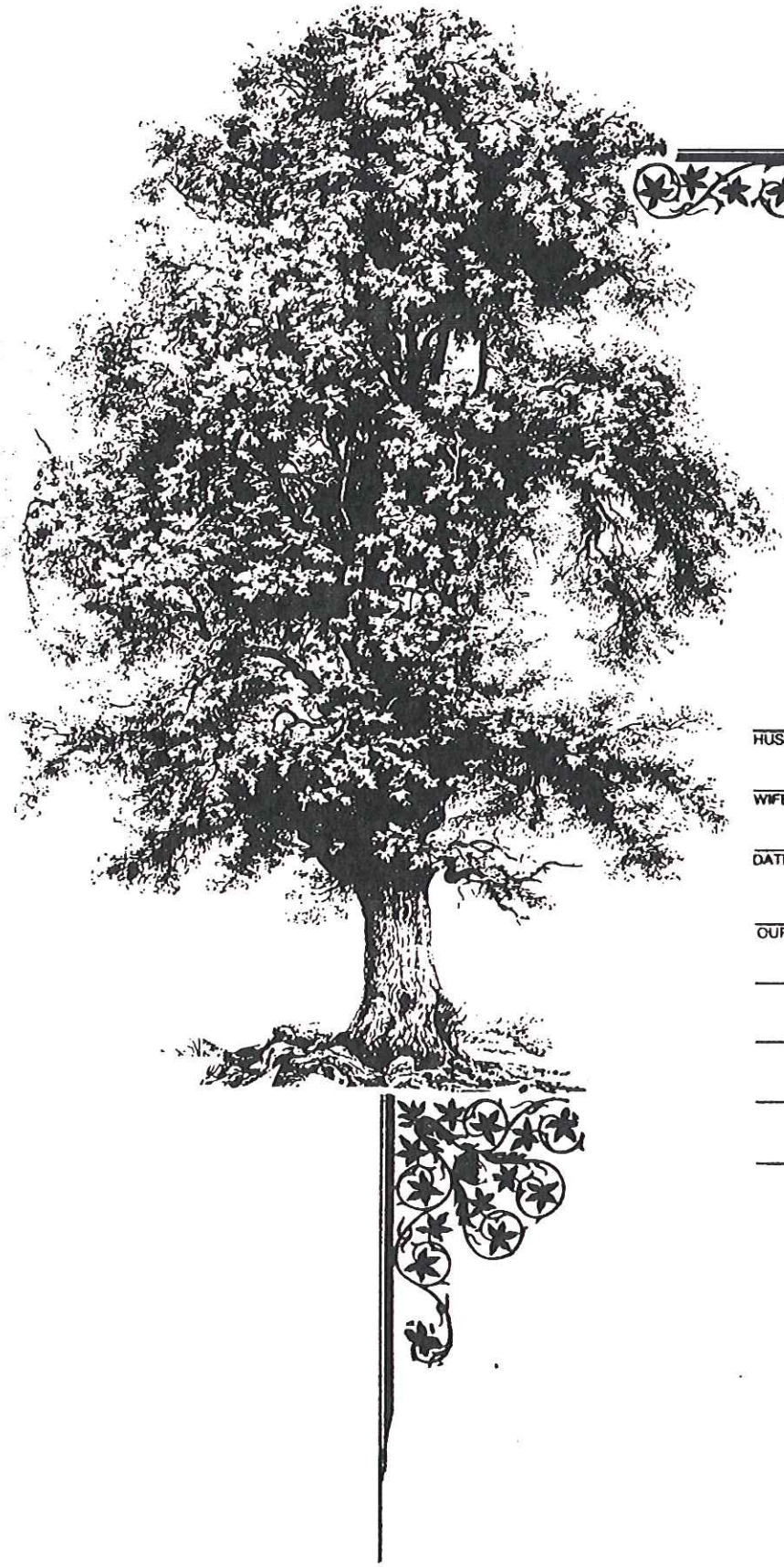
Time Frame: 20-30 minutes plus "homework".

REQUIREMENT - Select two of the three sections for the standard class requirements.

Do Sections I, II and III for the advanced class requirements.




Our Family
ROOTS



Our Family Tree

HUSBAND'S FULL NAME

WIFE'S FULL NAME

DATE OF MARRIAGE PLACE OF MARRIAGE

OUR CHILDREN

Who We Are and Who We Came From

COMPANION

HUSBAND'S FATHER'S FULL NAME

HUSBAND'S MOTHER'S FULL NAME

DATE OF MARRIAGE PLACE OF MARRIAGE

CHILDREN

HUSBAND'S PATERNAL GRANDFATHER'S FULL NAME

HUSBAND'S PATERNAL GRANDMOTHER'S FULL NAME

DATE OF MARRIAGE PLACE OF MARRIAGE

CHILDREN

HUSBAND'S MATERNAL GRANDFATHER'S FULL NAME

HUSBAND'S MATERNAL GRANDMOTHER'S FULL NAME

DATE OF MARRIAGE PLACE OF MARRIAGE

CHILDREN

THE PRECEDING 3 GENERATIONS ON FOLLOWING PAGE ▶

WIFE'S FATHER'S FULL NAME

WIFE'S MOTHER'S FULL NAME

DATE OF MARRIAGE PLACE OF MARRIAGE

CHILDREN

WIFE'S PATERNAL GRANDFATHER'S FULL NAME

WIFE'S PATERNAL GRANDMOTHER'S FULL NAME

DATE OF MARRIAGE PLACE OF MARRIAGE

CHILDREN

WIFE'S MATERNAL GRANDFATHER'S FULL NAME

WIFE'S MATERNAL GRANDMOTHER'S FULL NAME

DATE OF MARRIAGE PLACE OF MARRIAGE

CHILDREN

HUSBAND'S GREAT GRANDFATHER'S FULL NAME

HUSBAND'S GREAT GRANDMOTHER'S FULL NAME

HUSBAND'S GREAT, GREAT GRANDFATHER'S FULL NAME

HUSBAND'S GREAT, GREAT GRANDMOTHER'S FULL NAME

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HUSBAND'S GREAT, GREAT GRANDMOTHER'S FULL NAME

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WIFE'S GREAT, GREAT GRANDMOTHER'S FULL NAME



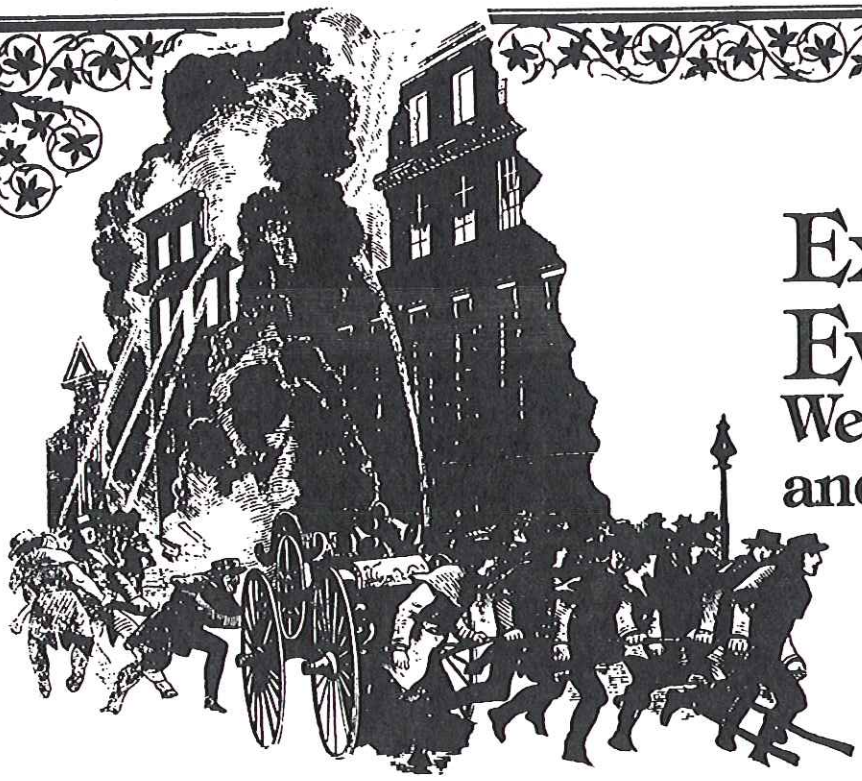
Family Traditions

From survivors and participants in wars to migrations from other countries, each family has stories no one has ever written down. Here is space to do so to record forever what will be lost if it remains "oral history."



Events to Remember

Here you may record information about events (other than such things as reunions, trips, and club activities) that you may want to recall years from now. Include family "firsts" and unique achievements—winning a special prize, meeting a famed personality, or witnessing an outstanding event.



Extraordinary Events
We Have Survived and Overcome

COMPANION

Into each family come those unforeseen events. Many have survived natural disasters (floods, tornados) and many times families were forced to move or lives were altered for the better as a result. Here is space for you to record whatever you feel is appropriate in relation to your own family's experiences.

INSTRUCTOR'S MANUAL

HEALTH & FITNESS

COMPANION

I. HEALTH PRINCIPLES (Optional)

A. **Requirement** - List and discuss 5 foods in each area: high in sugar, high in salt, high in saturated animal fat.

Application - **TEACHING IDEAS**

1. Make an "inspection" trip to the grocery store. Record for evaluation contents of favorite foods.
2. Have a presentation by a nutritionist from a local hospital.
3. Get a scale and weigh out actual amount of sugar/salt found in a box of your favorite cereal.

Resource: A health catalog illustrating teaching aids on salt/sugar is available from the following address:

Narcotics Education
12501 Old Columbia Pike
Silver Spring, MD 20904

Time Frame: 30 minutes

B. **Requirement** - List and discuss 5 prominent family health problems, and discuss areas of prevention for each.

Explanation - This may best be completed with a presentation by a family practice doctor.

Time Frame: 40-60 minutes (2 periods)

II. FIRST AID/SAFETY (Optional)

A. **Requirement** Complete the Basic First Aid Honor.

Explanation - This honor is found in the AY Honors Handbook.

B. **Requirement** - Study and practice "Home Safety". (See page 244).

HOME SAFETY

Steps can be taken to avoid or minimize home accidents.

The ability to "see accidents before they happen" and change the setting is as important as knowing what to do once the accident has happened. This "seeing " ability comes only with practice, observation, or by bad experiences.

Most accidents happen around the living area. The work sheet contains a list of many of the possible accident conditions and sites around your residence. Evaluate your own living quarters using 1-9 scale (1 is low risk--5 is average--9 is high risk). If the item is not present or does not apply, put a N/A in the box. When you finish, most numbers should be 4, 5, or 6 with a few quite high or quite low. Show the survey to an adult family member to sign.

Suggested Activity:

1. Draw a floor plan of each level of your own residence. Label in red the exit route family members would take if there was a fire which started in the kitchen.

2. Clip out of a newspaper or write a note on 20 articles or reports on accidents which have happened in or around home sites.

HOME SAFETY

"Safe at home." Don't you believe it! More accidents happen at home than any other place. One reason, of course, is that people spend so much of their time at home. But another is that it is so easy to get careless around the house.

SAFETY-INSPECT YOUR HOME. While many home accidents are caused by carelessness, many more are caused by overlooking dangerous conditions. So inspect your home. Look for health and safety hazards. Correct any that you find.

FALLS. Falls and fires are the main causes of accidents in the home.

* Remove clutter and toys from stairways. Place toys not in use in the storage box where they belong.
* Remove weak or broken stair railings.
* Put non-slip backing on throw rugs and mats.
* Use non-skid strips in bathtub or shower for safe footing.
* Remove tripping hazards from areas where people walk: electric cords, wires, ropes, and hoses.
* Put stronger light bulbs in poorly lighted places.
* Use a safe stepladder when you want to reach an object on a high shelf.
* Trash is a major safety hazard. It's a serious fire danger. it can cause bad falls and injury from broken glass. Clean it up--indoors and outdoors.

FIRES. Fires and burns caused by fires are next in line.

* Place matches out of the reach of children.
* Remove trash from the vicinity of stoves and heaters.
* Replace frayed electric wires and broken plugs.
* Wet down contents of an ashtray before throwing them out.
* Wrap up oily rags in aluminum foil and get rid of them.
* Place a spark-catching screen in front of a fireplace that has a fire burning in it.

WOUNDS. Accidents that cause wounds occur most often in the kitchen and in the home workshop.

* Store knives and other sharp tools where children cannot get hold of them.
* Get rid of broken glass the safe way: Remove the bigger pieces with brush and dustpan, the tiny splinters with a wad of wet cotton or a wet, crumpled-up paper towel.

POISONS. Poisoning in the home happens mostly to unsupervised children.

* Place medicines, cleaning items, and pesticides where children cannot get at them.
* Scrape off and get rid of paint that may have lead in it. This danger is generally confined to old houses.

HOME SAFETY

WORK SHEET OUTLINE

Evaluation: Use scale 1-9 (1 = low risk; 5 = average; 9 = high risk). If item does not apply, put N/A in box.

Condition

Risk

N/A or Needs Repair

Indoors

LO 1 2 3 4 5 6 7 8 9 HI

[ ] Bathroom--floor slick when wet? tub?

[ ] Kitchen--floor slick when wet?

[ ] Stairs--Steep? rug loose? railing?

[ ] Electrical--bare wires? plugs? two cords/outlet?

[ ] Poisons--storage not reachable by children?

[ ] Fire--extinguisher available? smokers? alarms?

[ ] Workshop--poisons out of reach? a place for tools?

[ ] Repair state--residence new?

[ ] Other _____

Outdoors

[ ] Driveway--steep? bushes block view?

[ ] Garage--a place for tools? bicycles?

[ ] Sidewalk--level? clean?
Water--pool or wader? water on property?

[ ] Other _____

Signed by _____

III. FITNESS/EXERCISE (Optional)

A. **Requirement** - Discuss with a physical therapist or PE teacher the differences between aerobic and non-aerobic exercise.

Application - In addition or in place of the obvious, Kenneth J. Cooper, M.D., M.P.H., has written several paperbacks on aerobic conditioning. (The New Aerobics, The Aerobics Way, Aerobics for Women.) These are available at any bookstore or library.

Time Frame: 30-45 minutes

B. **Requirement** - Complete one of the fitness tests for your age:

1. President's Physical Fitness (must be ordered)
2. Canadian Fitness (must be ordered)
3. Health-Related Physical Fitness (for physically disabled)

Set goals and improve.

Application - **TEACHING IDEAS**

Because of the last statement of this requirement, it would be best if you give the test early in your yearly cycle. Go over the results with the participant. Then help the participant set up an exercise program that will help him improve. Give the same test later in your yearly cycle. See the APPENDIX **(Health & Safety)** for more information on the above mentioned tests.

Time Frame: 90 minutes - (Two 45-min. periods)

REQUIREMENT - Select two of the three sections for the standard class requirements.

Do Sections I, II, and III for the advanced class requirements.



COMPANION

INSTRUCTOR'S MANUAL

YOUTH ORGANIZATION

I. LEADERSHIP (Optional)

A. **Requirement** - Plan and lead a devotional service for your unit, club or Sabbath School.

Application - Good times for devotionals:

1. Start of every club meeting
2. AJY Society meeting
3. Vespers at church or on hikes
4. Campouts--Sabbath, mornings, evenings

Topic or theme sources:

1. Nature Study requirement I
2. Health Principles requirement I
3. Making Friends requirement I
4. Spiritual Discovery requirement II, III

Time Frame: 30-60 minutes

B. **Requirement** - Help your unit plan a half-day or 10-mile (16 km) orienteering hike, and lead out in the activity.

Application - The learning of orienteering skills is essential to developing one's confidence and ease in the outdoor experience. Teaching these skills (see the Orienteering Honor in the AY Honors Handbook), along with other hiking skills, nature identification and collection will add a lot of fun to this type of event.

A half-day hike may be less than 10 miles depending on the activity level and terrain selected.

A ten-mile hike may be less than or more than a half day depending on the pace set.

Time Frame: 4 hours

II. Club Awareness (Optional)

A. **Requirement** - 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.

Application - Questions your unit should relate to: What's the purpose of the Pledge and Law? What is the purpose of our participation in the Induction service? What is the significance of our guidon and unit name? What is the significance of the uniform, and are we representative in its completeness and manner of wear? How can we as a unit help the club reach its objectives each month and for the year?

You don't have a Pathfinder Club? What is it all about and what does it take to start one? Ask the conference Youth Ministries personnel to send a representative--conference Pathfinder specialist, area coordinator, or nearby club director--to speak to our group or church about Pathfindering and what it's all about.

Time Frame: 30 minutes

III. Pathfinder Programming (Optional)

A. **Requirement** - 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

Explanation - As the year progresses, participation is automatic (at least it should be!) The time frame is for the rating of performance, value, effectiveness, search for improvement.

Time Frame: Four 10-minute segments

B. **Requirement** - Complete requirements #3 and #6 of the Drilling and Marching Honor.

Application -

Requirement #3: Explain the actions in each of the following groups:

1. At ease, stand at ease, parade rest
2. Mark time, quick time, and double time
3. Hand salute and present arms
4. Right (left) flank, column right (left)

For those not yet acquainted with these actions, see the Pathfinder Drill Manual. Pathfinders should know the differences in each and why or when they are used.

Requirement #6: Explain and demonstrate how to use, display, and care for the national flag, including how to properly fold it.

If the participant completed Making Friends III-A, then they have completed requirement #6. Also, if they have completed the Drilling and Marching Honor, requirement B, has been met.

Time Frame: Two to three 30-minute periods

Requirement: Select two of the three sections for the standard class requirements.

Do Sections I, II, and III for the advanced class requirements.



COMPANION

INSTRUCTOR'S MANUAL

NATURE STUDY

COMPANION

I. SPIRITUAL LESSONS (Required)

A. **Requirement** - 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.

Application - Discussion

"By the word of the Lord were the heavens made; and all the host of them by the breath of his mouth." Ps. 33:6

"In the beginning was the Word, and the Word was with God, and the Word was God. The same was in the beginning with God. All things were made by him; and without him was not anything made that was made. And the Word was made flesh, and dwelt among us, (and we beheld his glory, the glory as of the only begotten of the Father,) full of grace and truth." John 1:1-3 & 14.

The purpose of this requirement is to instill in youth the solid conviction that Jesus was and is the Creator of all things and that the Genesis story of creation is central to understanding the plan of salvation. Inextricably tied to the creation story is the doctrine of the seventh-day Sabbath. The youth who fulfill this requirement should have an understanding of the relationship between creation and the Sabbath in terms of the plan of salvation.

The story of how things began in Eden is probably the most magnificent and wondrous story ever told, except the story of Jesus who came to save that which He had created. Young people should be led to see the adventure and the wonder of the creation story. Help them to hear and to see what might have happened. Then make sure that they understand that we cannot even imagine the perfection and wonder of it all.

Talk to them about what it might have been like each day. What was it like before day one? Talk about darkness--complete darkness without any source of light that we know about; it was like being in a cave when all of the lights are turned off--that's dark! Where did the light come from on the first day of creation?

Tell them about the arrival of Jesus, the Light of the World, on the first day. Where Jesus is, there cannot be darkness. Some of the young people aspiring to be Companions may still be afraid of the dark. Tell them about Jesus and how He takes care of us when we are in the dark.

Why did Jesus create the world? Was there a logical order to the way Jesus made the world? What were the animals like then, the birds, the insects, the flowers, the trees, the clouds--everything?

How did Jesus make the world and all that is in it? How does His creative power relate to you and me? Are we beyond the power of the Creator of the whole universe? Of course we're not, but some young people believe that God is too busy to be concerned about them or that they aren't good enough to merit His careful attention. So teach them about the detail with which Jesus created everything on earth. With full realization that sin was going to come in and mess things up, He still took care to make everything on earth perfect in every detail. Think of it!

Suggestions

A. If possible get the aspiring Companion to relate the story of creation as a testimony of the creative power of Jesus, not only in the world, but also in his/her own life. Make the telling of this experience something special; it could be given as a testimony in church or in a school assembly. But perhaps the most meaningful way to tell the story would be to share it around a campfire under the starry heavens or on the seashore as the waves pound the beach with the power given to them by the Creator.

B. To make the creation week a bit more meaningful, the future Companion is asked to keep a daily log for one week, recording for each day those natural phenomena that he/she sees, hears, or otherwise experiences which illustrate each of the days of creation. Try to have the youth begin the log on Sunday, the first day of the week, so the culmination of the experience can be on Sabbath, the seventh day. Also, it would be a wonderful supplement to the requirement if several experiences could be planned through the week which would help the young person learn about the significance of that day in the creation week. For example:

First Day: Make a note of all of the sources of light that you can find. How many of them are natural, occurring without the help of man? How many of them were present on the first day of creation week? If possible, take a field trip to a cave and have all of the lights turned off so the youth can experience the intensity of the darkness in the total absence of light.

Second Day: Keep a weather chart for the day, noting the temperature, wind direction and wind speed (if available), and any precipitation. If possible, visit the local weather station, or water treatment plant. Make a note of the various forms of pollution that are observed in the water and/or air that day.

Third Day: Make a note of the time of year and of what state the various plants are in (e.g., spring buds, summer fruit, fall colors, winter dormancy). The youth might want to collect some leaves from several trees, identify them, and press them for their notebooks; or they might want to do the same with some flowers found that day. If possible, visit a nursery or a botanical garden and note the many varieties of plants. Talk to a gardener, nurseryman, or farmer to get some idea of the various requirements that must exist in order for plants to grow healthy. If you live where there is water, notice that there are also water plants that grow where there is no dry land.

Fourth Day: Note the presence of the star that gives us light by day, and note the status of the moon on that date (i.e., new moon, first quarter, and so on). Have the youth take a look at the stars, if visible, and see if they can count them. It would be wonderful if you could take the future Companions to a planetarium to get a more adequate perspective of just what the sun, moon, and stars are all about. During the date note the effects of the sun and/or the moon (e.g., the tides, suntan, evaporation of water, plant growth, and others).

Fifth Day: Make a list of the birds seen, and see how many the youth can identify; also, see how many they can identify by sound. You might want to set up a bird feeder, visit someone else's feeder, or visit an aviary. Record what is seen there. Beyond just identifying the birds, have the youth make some notes about what the birds are doing and give some possible reasons for the birds' behavior. Also, on this day see if you can observe any fish, such as in a public or private aquarium, or even a local pet shop. Record the observations.

Sixth Day: This is a special day for observing and recording the creation week. Not only were all of the animals and creeping things created on this day, but also Adam and Eve were as well. You might want to have the youth divide their observations for this day into two parts: (1) animals and creeping things, and (2) interesting things that you see people doing. Try to determine whether or not the things that you see these groups doing are things that they (both animals and people) would have done on the sixth day of creation week.

Seventh Day: Since this was the day set aside, after Jesus was finished creating the world, for His people to remember Him and how much He loves them, try to observe natural wonders that you see that illustrate the care and keeping of Jesus for His creatures. It may be a mother cat washing her kittens, a bird building a nest, a rainbow, the shade of a tree: it can be an endless number of things. Be sure that the observations made on this day are special; try to draw from the natural observations some personal message of love from Jesus to all of us.

Time Frame: 20-30 minutes plus "homework"

II. NATURE APPRECIATION (Optional)

Animal Tracking

A. **Requirement** - Make plaster casts of 3 different animal tracks.

Application - **TEACHING IDEAS**

Negative tracks can be made in the field from imprints left by an animal. Use either plaster of paris or wax.

Positive tracks can be made at home from a negative wax track or from special "feet" (see resources at end of this requirement).

Finding tracks - Don't be satisfied with the first one you find. Mark it with a stick, then look around for better ones. Best soil is clayish soil after a rain, or silt along water's edge. Carefully clean out any litter, using tweezers. While camping make a "tracking pit". Clean off a level, smooth area about 6 feet square. Remove grass, leaves, stones, etc. Lightly wet the area for good sharp tracks, then bait the center area. Check in the morning to see what visitors arrived during the night.

Cast making (Negatives) - plaster of paris, water, plastic x-ray film cut into strips for framing. Frame the track you've selected with the x-ray film. Mix the amount of plaster you think you'll need (7 parts plaster to 4 parts water). Stir until it looks like a smooth pancake batter. (It should flow not go plunk). Pour the mix into the track until the thickness is about 3/4". Smooth the top off with a finger. You may insert a wire loop for hanging. Let the casting set for 20-30 minutes (look for other tracks, etc.). Remove it,

dirt and all, and wrap in newspaper to take home. Later, when it is very dry, clean with an old toothbrush, wash gently under a faucet, let dry again.

Wax casts - use melted wax instead of plaster if you want to make a positive cast later.

Cast making (positives) - Wrap wax cast with cardboard and proceed with above steps using plaster. When plaster has dried melt off wax.

Resource: Nature Study Aids, Inc., R.R. #1, Redwing, MN 55066 has many different authentic rubber "feet" very reasonably priced. You can have any animal you want "walk" right through your plaster mold or across your T-shirt, making a "positive" cast.

Identification: Peterson Field Guide Series #9, Animal Tracks by Olaus Murie. See also the Animal Tracking Honor in the AY Honors Handbook for more tracking fun.

Trees, Shrubs, and Cacti

B. **Requirement** 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.

Application - **TEACHING IDEAS**

1. Nature Study Aids, Inc. also has rubber leaves for imprint collecting--good for winter work.

2. Contact paper (clear) works better than scotch tape.

3. The Trees and Shrubs honor has been returned to its original: a Trees Honor and a Shrubs Honor in the AY Honors Handbook.

Resources: Peterson Guide Series #11 by Roger Tory Peterson

Trees and Shrubs by George A. Petrides (good for northeast and central North America)

Golden Field Guide Series

Trees of North America by C. Frank Brockman (shrubs not included)

A Field Guide to Berries and Berrylike Fruits by Angell, Bobbs Merrill Pub. 1981 (includes lots of shrubs)

How to Know the Cacti by Dawson, W.C. Brown Co., Dubuque, Iowa

Golden Guide to Cacti by Venning, Golden Press, 1974

III. NATURE HONOR (Optional)

A. **Requirement** - Complete a nature honor at your skill level, not previously earned.

Explanation - All requirements for these honors are found in the AY Honors Handbook, available from your conference office Church Ministries Department or the NAD Distribution Center.

NATURE HONORS - SKILL LEVEL 1

Honors	Club	Home	School	Winter	Summer
Amphibians		X	X		X
Bird Pets		X		X	X
Birds	X	X		X	X
* Cacti	X	X	X	X	
* Cats	X	X	X	X	X
* Dogs	X	X	X	X	X
Geology			X	X	X
Insects	X		X		X
* Mammals	X	X	X	X	X
Orchids	X	X		X	X
Reptiles	X		X	X	X
* Seeds	X	X	X	X	X
Shrubs	X	X			X
Trees	X	X			X
Weather		X	X	X	X

The chart does not attempt to tell you what you cannot do when or where but rather those which are more readily adaptable when and where, particularly if you're not very familiar with any of them yet.

* These are considered the "beginning 5" by many, can be completed in a relatively short period of time, and help new participants feel a sense of accomplishment early.

REQUIREMENT - Do Section I for the standard class requirements.

Do Sections I, II, and III for the advanced class requirements.

INSTRUCTOR'S MANUAL

OUTDOOR LIVING

COMPANION

I. OUTDOOR SKILLS (Optional)

A. **Requirement** - Tie and know the practical use of 15 knots.

Explanation - The APPENDIX **(Outdoor Living)** has many knots to choose from. The Pathfinder may use several knots learned in Friend class as part of this requirement.

Time Frame: Two to three 30-minute periods

B. **Requirement** - Learn or review safety rules for camping.

Explanation - See the APPENDIX **(Outdoor Living)** for the safety rules the participants need to learn and/or review. Safe practices need to become automatic reality, not just nice theory.

Time Frame: One to two 30-minute periods

II. OUTDOOR ACTIVITY (Optional)

A. **Requirement** - Earn Camping Skills #2 Honor.

Explanation - You will find the specific requirements in the AY Honors Handbook. Read the requirements over carefully **before** going on a campout, use them to plan the activities of the campout so that the learning experience may be complete. Also include your selected Nature Study requirements.

Time Frame: One weekend campout

REQUIREMENT - Select Section I or II for the standard class requirements.

Do Sections I and II for the advanced class requirements.

INSTRUCTOR'S MANUAL

HONOR ENRICHMENT

I. ARTS & CRAFTS & HOBBIES
HOUSEHOLD ARTS

A. **Requirement** - Complete one honor at your skill level, not previously earned, in the area of art, craft, hobby, or household skills.

Explanation - All requirements for these honors are found in the AY Honors Handbook, available from your conference office Church Ministries Department or the NAD Distribution Center.

ARTS, CRAFTS, HOBBIES - SKILL LEVEL 1

Honors	Club	Home	School	Camp
Airplane Modeling		X		X
* Braiding	X			X
Bread Dough	X		X	
Candle Making	X			X
Computers		X	X	
Copper Enameling	X			X
Felt Craft	X	X		
* Glass Painting	X	X	X	X
* Glass Craft		X	X	
Indian Lore	X		X	
Leather Craft				X
Macrame	X	X	X	X
Model Rocketry	X			X
Plaster Craft	X		X	X
* Soap Craft	X	X		
String Art	X		X	
Weaving		X		X

* These honors are considered by many to be the easiest honors to complete and can be used for the younger members of your group or as fillers to balance out a program schedule.

HOUSEHOLD ARTS - SKILL LEVEL 1

Honors	Club	Home	School
Baking		X	
Basic Sewing	X	X	
Cooking		X	
Dressmaking	X	X	
Laundering		X	

II. RECREATIONAL/VOCATIONAL/OUTDOOR INDUSTRIES

A. **Requirement** - Complete one honor at your skill level, not previously earned, in the area of recreational skills, vocational studies, or outdoor industries.

Explanation - All requirements for these honors are found in the AY Honors Handbook, available from your conference office Church Ministries Department or the NAD Distribution Center.

RECREATIONAL - SKILL LEVEL 1

Honors	Club	Home	School	Camp
Archery				X
Camp Craft	X	X		
Cycling	X	X	X	
Drilling & Marching	X		X	X
Hiking	X	X		X
Horsemanship				X
Kites	X	X	X	X
Track & Field	X		X	
Advanced Beginners Swimming		X		X

VOCATIONAL/OUTDOOR INDUSTRIES - SKILL LEVEL 1

Honors	Club	Home	School	Camp
Flower Culture	X	X	X	
Gardening		X	X	
Horse Husbandry		X		X
Sheep Husbandry				
Electricity	X		X	

B. **Requirement** - Earn the Beginners Swimming Honor, if not previously earned.

Application - If the participant has already earned the Beginners Swimming Honor under the Friend, he may choose to do the Advanced Beginners Swimming Honor.

For those with physical limitations, check with your conference Youth Ministries personnel for substituting other honors.

COMPANION

☞ **REQUIREMENT** - This track is not required for the standard class requirements.

Do Sections I and II for the advanced class requirements.

