ADVENTIST YOUTH CLASS

FRIEND CLASS

Participant's Name _____

TRAIL FRIEND

Date Started _____ Date Completed _____

PERSONAL GROWTH

I. INVOLVEMENT (Required)

A. Be age 10 OR in grade 5, 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 .

III. GROWTH (Required)

A. Earn the Friend 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 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.

II. CHURCH HERITAGE (Optional)

A. During several worship periods read with your parents the historical prologue to the book Early Writings and list the main events of the founding of the SDA church, OR fulfill other options in Instructor's Manual.☆

III. CHRISTIAN HERITAGE (Optional)

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.
B. Discover your family's spiritual roots.☆

SERVING OTHERS

I. ONE TO ONE (Optional)

A. Visit an absent member of your group and follow it up with a phone call, letter, or card encouraging attendance.

II. GROUP WITNESS (Optional)

A. Become acquainted with a new person through a sharing activity, and make at least 3 additional contacts with that person.

III. COMMUNITY OUTREACH (Optional)

A. With the help of 2 or 3 friends spend 4 hours working for your church, school, or community.

MAKING FRIENDS

I. BUILDING RELATIONSHIP (Optional)

A. List 10 qualities of being a good friend, and discuss 4 everyday situations where you have practiced the "Golden Rule".

II. CHRISTIAN LIFESTYLE (Optional)

A. Discuss and demonstrate good table manners with your parents/ guardian or group leader.

III. GOOD CITIZENSHIP (Optional)

A. Say the pledge of allegiance to your flag. Explain the meaning of it.
B. Sing or say your national anthem and explain its meaning.

HEALTH & FITNESS

I. HEALTH PRINCIPLES (Optional)

A. Discuss the temperance principles in the life of Daniel, OR participate in a presentation or role play on Daniel 1.
B. Explain the dangers and the effects of alcohol, tobacco, and drugs.

II. FIRST AID/SAFETY (Optional)

A. Complete the Red Alert Honor.☆☆
B. Study and practice "Personal Safety".☆

III. FITNESS/EXERCISE (Optional)

A. Have had a physical exam by your family doctor in conjunction with school policy.
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. Learn the names of your club leaders or Sabbath School leaders and tell how they work together.
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.

II. CLUB AWARENESS (Optional)

A. 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.☆

III. PATHFINDER PROGRAMMING (Optional)

A. Take part in three of the following:
   1. Induction
   2. Club meeting
   3. Pathfinder Sabbath
   4. Investiture service
   5. Quarterly scheduling
   6. Club campout
B. Complete requirements 1 and 4 of the Drilling and Marching Honor.☆

NATURE STUDY

I. SPIRITUAL LESSONS (Required)

A. 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.

II. NATURE APPRECIATION

A. Birds/Mammals
Set up a feeding station for the birds or mammals. Report on the types of visitors appearing during the week.
B. Seeds
Collect or obtain and identify 15 different kinds of seeds OR help set up and observe a terrarium for amphibians/reptiles.

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 ten knots.
B. Learn the safety rules for camping.☆

II. OUTDOOR ACTIVITY (Optional)

Earn Camping Skills #1 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.☆☆

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 Honor Handbook for requirement helps.

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

INSTRUCTOR'S MANUAL

PERSONAL GROWTH

I. INVOLVEMENT (Required)

A. **Requirement** - Be age 10 OR in grade 5, or its equivalent.

Explanation - Candidates for this class may begin--

1. When they are in the 5th grade (U.S.) or its equivalent in other educational systems, or
2. During the quarter in which their 10th birthday falls.
3. When you have a ten-year-old who is in grade 4, have the person do the advanced Helping Hand. This will eliminate a conflict now and in the future regarding class work as to the grade level. (See **Helps** for the advanced Helping Hand).

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, and participation in activities, and 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

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 boy and girl 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 learned and their principles put into practice. Pathfinders in uniform should raise their right hand to shoulder height as a salute when reciting the pledge.


Time Frame: 5-10 minutes (Memory done individually).

B. **Requirement** - Read The Happy Path.

Explanation - The 128 page paperback book was written by Lawrence Maxwell and may be ordered from your Adventist Book Center. It may be read individually or as a group project. It is a phrase by phrase explanation of the Pledge and Law in story form.


Time Frame: 5-10 minutes (Reading done individually or as part of devotional).

III. GROWTH (Required)

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

Explanation - Friend Reading Certificate requirements:

1. From the Old Testament choose one Bible character and read the chapters on his life. From a Bible commentary, Biblical research book, or Spirit of Prophecy, read what can be found on this same person.

2. Find and read at least 3 current articles (or 3 chapters in a book) on etiquette and social graces.

3. Read at least 2 current articles on nutrition and 2 articles on drugs, alcohol or tobacco.

4. From your local Christian bookstore, school, or public library obtain and read a book on one of the following: a) missions b) nature or science c) biography.

5. Read weeks 1-13 in the Weekly Bible Reading Guide (Intermediate level),

OR Junior Reading 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 beginning the Friend class.
5. Read weeks 1-13 in 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 selection to obtain this certificate. That list is obtainable from your conference youth ministries personnel and may be inserted in this manual for easy reference.

Time Frame: 5-10 minutes for instruction. (Reading done individually. Allow minimum of two months).

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

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



WEEKLY FRIEND

Week 1
IDENITY
____ Psalm 139
____ John 14:12-31
____ John 15:1-17
____ Song of Solomon 7
____ Deuteronomy 32
____ Jeremiah 2

Week 2
SELF-ESTEEM
____ Colossians 2:8-23
____ 1 Corinthians 1:20-31
____ Jeremiah 9:23,24
____ Philippians 3:1-16
____ Ephesians 2

Week 3
SELF-CONTROL
____ Proverbs 16
____ Galatians 5
____ Revelation 1-3
____ Song of Solomon 8
____ Romans 12

Week 4
TRY AGAIN?
____ Zechariah 4
____ Isaiah 40:12-31
____ Haggai 1-2
____ 1 Samuel 17

Week 5
DEPRESSION
____ Psalm 42
____ Isaiah 26
____ Psalm 55
____ Psalm 46
____ Matthew 6:25-34
____ Psalm 22

Week 6
COURAGE
____ 2 Corinthians 12:1-10
____ Romans 8
____ Acts 28
____ 1 Peter 2
____ Collossians 3

Week 7
LONELINESS
____ Joshua 11:9
____ Joshua 21
____ Zephaniah 3:14-20
____ Psalm 111

Week 8
FEAR
____ Matthew 14:13-33
____ Psalm 81
____ Isaiah 26:1-15
____ Isaiah 30:1-18
____ Isaiah 32

Week 9
REBELLION
____ Psalm 141
____ Psalm 130
____ Proverbs 12
____ Proverbs 15
____ Matthew 18

Week 10
STANDARDS
____ Romans 13
____ 1 Timothy 6
____ Matthew 5:13-20
____ Philippians 4
____ Jeremiah 1

Week 11
SIN
____ Romans 3
____ Romans 6
____ Psalm 25
____ Isaiah 1
____ Isaiah 43-44
____ Micah 7

Week 12
CHARACTER
____ Matthew 5:1-12
____ Proverbs 16:18
____ Luke 12
____ 1 Corinthians 10

Week 13
TEMPTATION
____ Luke 10
____ 1 Peter 5
____ Ephesians 6:10-20
____ Micah 7

BIBLE READING GUIDE

INSTRUCTOR'S MANUAL

SPIRITUAL DISCOVERY

I. SCRIPTURE (Required)

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

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

1. **Doctrine**
   a. John 10:10
   b. 2 Tim. 3:15
   c. Ex. 20:3-17
   d. Option _____

2. **Great Passages**
   a. Ps. 23
   b. Ex. 20:3-17
   c. Matt. 5:3-12
   d. Ps. 8:5-9
   e. Option _____

3. **Salvation**
   a. Eccl. 12:1
   b. John 3:16
   c. 1 John 1:9
   d. Eze. 33:11
   e. John 17:15
   f. Option _____

4. **Prayer**
   a. Matt. 6:9-13
   b. Mark 1:35
   c. 1 Sam. 12:23
   d. 1 Thess. 3:10
   e. Option _____

5. **Relationships**
   a. Luke 2:52
   b. Luke 4:16
   c. Eph. 6:1
   d. Ps. 51:10
   e. Ps. 16:8
   f. Option _____

6. **Behavior**
   a. Prov. 17:22
   b. Prov. 12:22
   c. Phil. 4:4
   d. Prov. 6:6
   e. Prov. 28:14
   f. Option _____

7. **Promises/Praise**
   a. Ps. 107:1
   b. Ps. 103:13
   c. Phil. 4:19
   d. Isa. 58:9,10
   e. Ps. 84:1,2
   f. Option_____

Application - **TEACHING IDEAS**

1. Each child can make up an art folder with the texts recorded and illustrated with pictures from magazines, etc. to be done during the week as a regular project at home.

2. In addition to learning the memory gem, each participant should bring a picture that illustrates the text so that a poster can be made up from the group collection each week. Posters can then be used to decorate the meeting place.

3. Encourage the participant to learn the memory gem as part of his daily worship.

4. Recite memory gems as a voice choir.

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, and then perhaps the teachers. Close by having all say it together, and see if all can take part. If possible, continue until they can. (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 up and write in the word.

Competition Review: When there are about equal numbers of girls and boys, draw a line down the center of the blackboard, heading sides respectively "Girls" and "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 the review will be brisk and interesting.

Question Review: Ask as many questions as you can on the texts 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 about 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 may do the asking; if not, same side should ask again. (Conduct something after style of a Spelling Bee).

Surprise Reviews

Have references to date written clearly on different slips of folded paper. Give one to each participant before 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 Test

Put on 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.

Thought Review

Put a thought from each verse on board and ask members to tell which texts contain these thoughts or statements.

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 society, 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.

Resource: Remembering Bible Texts for Children. Publisher: Scripture Union. Available from Christian book stores.

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

B. **Requirement** - 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.

Application - **TEACHING IDEAS**

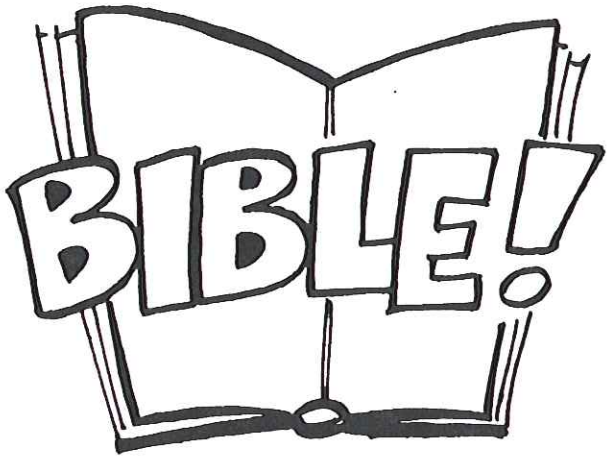
Repetition and association are among the best methods of memorization. Following are some ways to assist you in teaching this requirement.

1. Memory Chart
2. What's in a Name?
3. Bible Sword Drill
4. Book Shelves

Memory Chart

Copy the memory chart on a blackboard or duplicate the material and give it to the class.

After discussion, the books of the Old Testament can be learned in their various sections.



MEMORY CHART

M	Genesis		
O	Exodus		
S	Leviticus	5	BOOKS OF MOSES
E	Numbers		
S	Deuteronomy		
L	Joshua		
I	Judges		
F	Ruth		
E	I Samuel		
I	II Samuel		
N	I Kings		
		12	BOOKS OF HISTORY
C	II Kings		
A	I Chronicles		
N	II Chronicles		
A	Ezra		
A	Nehemiah		
N	Esther		
P	Job		
O	Psalms		
E	Proverbs	5	POETS
T	Ecclesiastes		
S	Song of Solomon		
M	Isaiah		
A	Jeremiah		
J	Lamentations	5	MAJOR PROPHETS
O	Ezekiel		
R	Daniel		
AND	Hosea		
T	Joel		
W	Amos		
E	Obadiah		
L	Jonah	12	MINOR PROPHETS
V	Micah		
E	Nahum		
M	Habakkuk		
I	Zephaniah		
N	Haggai		
O	Zechariah		
R	Malachi		

What's In A Name?

Every part of the Old Testament tells us something about Jesus and the plan of salvation. The participants will have fun finding the characteristics of Jesus in the books of the Bible.

Have them look up the following names, preferably in the SDA Bible Dictionary, to discover the meaning of the names and how these names reflect how God cares for His people. Have them use pictures and drawings to illustrate what they have found.

The meanings are given here for the teacher's guidance.

JOSHUA	(Yahweh is deliverance)
EZRA	(God has helped)
ISAIAH	(God will strengthen)
HAGGAI	(Born on a special day)
MALACHI	(My messenger)
ZECHARIAH	(Yahweh has remembered)
SAMUEL	(God is heard)
NEHEMIAH	(God has comforted)
DANIEL	(God is my judge)
AMOS	(Burden bearer)
ZEPHANIAH	(Yahweh had protected)
HOSEA	(Yahweh saves)

Bible Sword Drill

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

OPERATION

a. Select participants:
   1. Two Friends to hold the rope
   2. As many participants as desired

b. Participants will form one straight line behind a rope held immediately in front of them approximately 500 mm from the floor. Their Bible is to be held (sheathed) under their left arm.

c. Leader will give the commands: "ATTEN-TION", "DRAW SWORDS".

   Friends 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.

d. Leader announces the reference, eg. "The Book of Psalms" (begin with the large well-known books), or ask for a book from one of the sections, eg. History, Poets. The exercise becomes more difficult as you call the Minor Prophets or ask for specific chapter and verse.

e. No Friend moves until the order is given: "CHARGE". The rope is dropped to their feet while the Friends quickly find the reference. As soon as the reference is found, take one pace forward, keeping one hand on the open page of the Bible.

f. 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.)

g. The timekeeper will call "TIME" as the time limit expires. The rope will immediately be raised, perhaps catching some Friends partway across. They should return behind the line.

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

i. An appointed judge will inspect the references.

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

k. Leader shall call "ONE PACE BACKWARD MARCH": Rope-keeper shall lower the rope and raise it again after the Friends have crossed it.

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

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

Personnel

a. Leader who gives commands--prepare references before the meeting.
b. Two people to hold and drop the rope.
c. 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.
d. Timekeeper who, with stopwatch or second hand on wristwatch, calls "TIME".
e. 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.

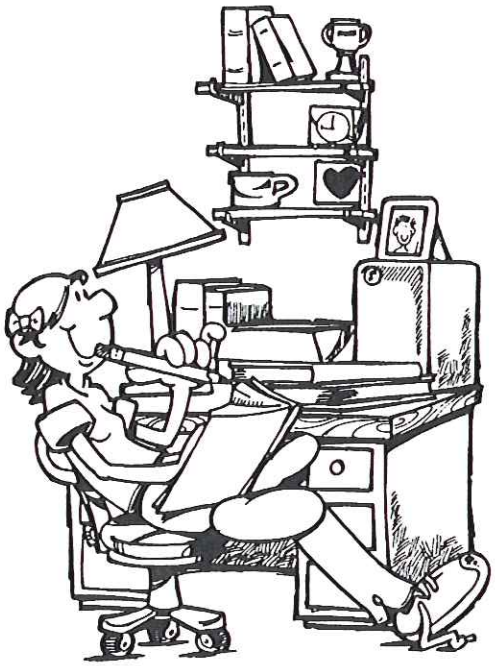
a. Mix them up and have participants sort them into correct order.
b. Empty shelves completely and have participants put them in the shelves in order.
c. Do either of the above, using a stopwatch to time them.

Resources: Bible Books by Zondervan. Available from Adventist Book Centers.

Method of Testing

Be able to repeat the books in order, OR the leader conducts a Bible drill game in which Friends are 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

A. **Requirement** - During several worship periods read with your parents the historical prologue to the book Early Writings and list the main events of the founding of the SDA church or fulfill other options in the Instructor's Manual.

Application - **TEACHING IDEAS**

The prologue begins on page VII and concludes on page XXXII. It is divided up into 19 short segments that could adapt well to family worship.

Two alternatives available to fufill this requirements include the audiovisual program titled The Midnight Cry, or you may select one of the following program/book series from the **Hall of Faith: F. Stahl, Anderson of Africa,** or **Kata Ragoso.** These are available from your conference church ministries office or Mission Spotlight, Southern Union Conference, P. O. Box 849, Decatur, GA 30031.

Time Frame: 30 minutes



III. CHRISTIAN HERITAGE

A. **Requirement** - 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.

Application - **TEACHING IDEAS**

For Joseph and/or Ruth

Tell a condensed story of Joseph (Gen. 37-50) or the book of Ruth and write on the blackboard a list of the main events as listed below. Then explain to the participants that many events in the lives of the Old Testament characters point forward to the life of Jesus and our relationship to Him. Now ask the juniors to describe how each point demonstrates what Jesus did when He lived on this earth.

Comparisons of Human Nature

ESTHER	MORDECAI	HAMAN
Shy and timid	God's representative	Devil's character
Loved God	Similar work to Holy Spirit	Full of hatred
Accepted responsibility	Refused to support evil	Planned to murder
Depended on Mordecai for guidance	Humble - deep conviction	Full of pride
Honest	True hearted	Deceitful
Courageous	Knew the peril faced	Impatient to destroy
Ready to die	No compromise	No truth in him
Victorious	Victorious	Defeated for his sin

Resource: "Bible and Story Hour Series"--currently available from your ABC on record and cassette.

SDA Bible Dictionary; Patriarchs and Prophets; God Sent a Man; Christ in All the Scriptures

Method of Testing

Complete the exercise in the desired manner.

Time Frame: 15 minutes

Esther

Considered as literature the book of Esther is at once both an idyll and an epic. It depicts a crisis in the fortunes of God's people that threatened them with annihilation. The instrument of deliverance is a Jewess, elevated from a quiet life with her cousin and foster father, Mordecai, to be queen of a world empire.

The narrative displays Esther as a woman of clear judgment, remarkable self-control, and noble self-sacrifice. The challenge of Mordecai, "Who knoweth whether thou art come to the kingdom for such a time as this?" (ch. 4:14), projected the youthful queen to the heights of heroic action. In solemn dignity her spirit rose to answer the demand of the hour in the courageous and thrilling words, "If I perish, I perish." When at the critical moment the scepter was held out to her, she did not immediately identify the villain but with remarkable restraint and deliberate care guided the king and Haman into a situation calculated to be most favorable to her purpose. Fiction could not conceive of a more dramatic and surprising series of coincidences than those that led up to the exposure and death of Haman. In Purim, the Feast of Lots, the Jews ever commemorated Heaven's disposal of Haman's evil plan, which a "lot" had presumably indicated would succeed (see ch. 3:7).

The religious character and moral teaching of the book of Esther may be summarized thus:

1. Though God's name does not appear in the entire book, His providence is manifest throughout. No disbeliever in God could possibly have written the book; no believer can read it without finding his faith strengthened. Deliverance is presented by the writer as the result of a living faith in God.

2. The book of Esther provides an account of the origin of an important Jewish national festival, the Feast of Purim, which is still observed with rejoicing each year.

3. A vital moral lesson pervades the narrative. With the passing of Haman's brief day of popularity, the transitory nature of earthly power and prosperity becomes painfully evident. God humbles the proud and exalts those who trust in Him.

4. The providence of God is strinkingly displayed. Divine power is united with human effort. The means used are huuman, but the deliverance itself is divine.

JOSEPH	He shall add	**ISRAEL**	As a prince you have power
JUDAH	Praise		with God and with men
ASHER	Happy/blessed	**GAD**	Armed and prepared
NEPHTALI	Wrestling	**MANASSEH**	Forgetting the past
LEVI	Attached to God	**SIMEON**	Listening and hearing with acceptance
ZEBULUNI	am exalted		
BENJAMIN	Son of the right hand	**ISSACHAR**	The reward is mine

Jonah

The book of Jonah is the only one of the twelve so-called Minor Prophets that is strictly narrative in form. It is an account of Jonah's mission to the city of Nineveh to announce its speedy destruction because of its sins. The prophet entertains misgivings and perplexities as to his carrying out the charge of God to go to Nineveh. The very thought of journeying to this great metropolis, the difficulties and seeming impossibilities of the task, made him shrink from undertaking the divine commission and question its wisdom. Failing to rise to that strong faith that should have led him to realize that with the divine command came the divine power to accomplish it, Jonah sank into discouragement, dread, and despair (see PK 266). Knowing the loving-kindness and long-suffering of God, Jonah was also afraid that if he delivered the divine message and the heathen accepted it, the threatening doom he pronounced upon them would not come to pass. This would be a deep humiliation to him, as it thus turned out to be, and this he could not endure (Ch. 4:1,2). He at first disobeyed but through a series of events was led to carry out the commission. The inhabitants of Nineveh repented and for a time turned from their sins. Jonah was angry, but God justified His gracious dealings.

Among the lessons taught by John's prophecy is the truth that God's grace brings salvation to all (Titus 2:11), that it was indeed not confined to the Jews, but was also to be revealed among the heathen. God has "also to the Gentiles granted repentance unto life" (Acts 11:18). Like Peter (Acts 10), Jonah came to realize reluctantly that god was willing to receive those of every nation who turned to Him. By repentance Jesus condemned the pharisaical and prideful Jews of His day (see Matt. 12:41; Luke 11:32) and all others who, in their religious complacency and false sense of soul security, deceive themselves into thinking that they are the favored people of God and thus assured of salvation. Jesus used the experience of Jonah in the sea as an illustration of His death and resurrection (Matt. 12:39,40). His reference to the book of Jonah established the veracity of the book.

Joseph

Have your class make a list of the characters and discover the hidden meaning behind their names with the use of a Bible dictionary. Explain how each name is designed to tell us something about God or Jesus and how they care for us.

JOSEPH	JESUS
1. Loved by his father.	Much loved Son of His Father.
2. Sent to see his brothers.	Sent to help his human brothers on earth.
3. Because they hated Joseph, his brothers sold him as a slave.	Treated like an enemy.
4. Suffered in prison.	Suffered on the cross.
5. His father believes he dead.	Really does die and is separated is from His Father.
6. Brought out of prison.	Resurrection of Jesus.
7. Becomes Prime Minister.	Ascended to a place of honor on the right hand of God.
8. Saves his family from starvation.	Is able to save his brothers.

RUTH	OUR RELATIONSHIP TO JESUS
1. Naomi and family leave the promised land.	Sometimes we leave the protection of God's plan.
2. Death and tragedy strike.	Trouble always comes as a result.
3. Naomi and Ruth return.	Suffering, problems, and trials often turn us back to Jesus and His plans.
4. Ruth gleans in the fields of Boaz who is a mighty man of wealth.	Jesus gives us special privileges.
5. Boaz related to Ruth.	Jesus is our brother.
6. He loves and marries her.	He loves and cares for us forever.

B. **Requirement** - Discover your family's spiritual roots.

Application - There are those who will be able to trace their heritage back several generations, while others may perhaps be able to go back only one generation. Participants, however, should be encouraged to trace their heritage back as far as possible by getting in touch with as many older members of their extended family as possible. It is important to realize that God has led and can lead in the Pathfinder's life just as He did in the lives of Biblical people.

(See Family History and Religious Faith chart, page 123. Keep this information and during the coming year try to add to it. You will have a similar requirement during your Companion year.)

Time Frame: 30-40 minutes plus some homework.

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 class requirements.



Family History and Religious Faith

FRIEND

Father's Name _____
Born Died

Religion

Father's Name _____
Born Died

Religion

Born Died
Mother's Name _____

Father's Name _____
Born Died

Religion

Father's Name _____
Born Died

Religion

Born Died
Mother's Name _____

Father's Name _____
Born Died

Religion

Religion

Born Died
Mother's Name _____

Father's Name _____
Born Died

Religion

Born Died
Mother's Name _____

Father's Name _____
Born Died

Religion

Father's Name _____
Born Died

Religion

Born Died
Mother's Name _____

Father's Name _____
Born Died

Religion

Religion

Born Died
Mother's Name _____

Father's Name _____
Born Died

Religion

Born Died
Mother's Name _____

Name of Participant

Father's Name _____
Born Died

Religion

Father's Name _____
Born Died

Religion

Born Died
Mother's Name _____

Father's Name _____
Born Died

Religion

Father's Name _____
Born Died

Religion

Born Died
Mother's Name _____

Father's Name _____
Born Died

Religion

Religion

Born Died
Mother's Name _____

Father's Name _____
Born Died

Religion

Born Died
Mother's Name _____

Religion

Born Died
Mother's Name _____

Father's Name _____
Born Died

Religion

Father's Name _____
Born Died

Religion

Born Died
Mother's Name _____

Father's Name _____
Born Died

Religion

Religion

Born Died
Mother's Name _____

Father's Name _____
Born Died

Religion

Born Died
Mother's Name _____

Father's Name _____
Born Died

Religion

Father's Name _____
Born Died

Religion

Born Died
Mother's Name _____

Father's Name _____
Born Died

Religion

Religion

Born Died
Mother's Name _____

Father's Name _____
Born Died

Religion

Born Died
Mother's Name _____

INSTRUCTOR'S MANUAL

SERVING OTHERS

This track of requirements is progressive in design starting with Friend and continuing through Guide. Many of these activities may be completed as a group; however, you may want to fulfill some requirements separately. The section, **ONE TO ONE**, can be fulfilled by an individual on his/her own time in preparation for the section on **GROUP WITNESS.** (It does not have to be completed during club time or school time.)

I. ONE TO ONE (Optional)

A. **Requirement** - Visit an absent member of your group and follow it up with a phone call, letter, or card encouraging attendance.

Application - Assign specific youth to be visited with directions, address, and phone numbers as needed. Also suggest time frame for involvement depending on the needs of the specific case and when you would like to have a verbal report of task completion. A note from parents may also be needed, especially regarding completion of followup requirement.

Testing: Verbal report/parental note.

Time Frame: 5 min. for instructions. (Actual activity is to be done individually, and time spent may vary from 15 min. to an hour or more).

II. GROUP WITNESS (Optional)

A. **Requirement** - Become acquainted with a new friend through a sharing activity and make at least 3 additional contacts with that person.

Application - **TEACHING IDEAS**

1. Present a Sabbath afternoon program for church member 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 special visit to school for the deaf/blind.

Time Frame: One hour plus follow-up time

III. COMMUNITY OUTREACH (Optional)

A. **Requirement** - With the help of 2 or 3 friends, spend 4 hours working for your church, school, or community.

Application - **TEACHING IDEAS**

Church:
1. Improve church grounds
2. Participate in a remodeling bee
3. Help with custodial duties
4. Plant a "giveaway" garden for the hungry

School:
1. Plant and care for flower beds
2. Clean and fix up restroom facilities
3. Help arrange and care for the library
4. Start a "collections" library of nature items, historic items, etc.

Community:
1. Participate in a fund drive like
    a. March of Dimes
    b. American Heart Bike-a-Thon
2. Volunteer help for a civic entity like
    a. bike club
    b. hospital
    c. humane society
3. Clean-up projects
    a. parks
    b. roadsides
    c. vacant lots
    d. parking lots

Time Frame: 4 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** - List 10 qualities of being a good friend, and discuss four everyday situations where you have practiced the "Golden Rule".

Some Ellen White comments:

1. "Speak often words that will be . . . an inspiration. When one is in trouble, . . . speak comforting words to him. This is true friendship." Bible Commentary, Vol. 7, 928.

2. "While the Christian will be ever kind, compassionate, and forgiving, he can feel no harmony with sin." 5T 171

3. "Men and women are not fulfilling the design of God when they simply express affection for their own family circle, for their rich relatives and friends, while they exclude those from their love whom they could comfort and bless . . ." Welfare Ministry, 159

4. "Their best friend is Jesus. He did not withhold His own life from them, but for their sakes became poor, that through His poverty they might be made rich." 4T 481

5. "The spirit of gossip and talebearing is one of Satan's special agencies to sow discord and strife, to separate friends . . .". 4T 195

6. "[Christ] lifts men from the narrow circle that their selfishness prescribes; He abolishes all territorial lines and artificial distinctions of society. He makes no difference between neighbors and strangers, friends and enemies." Mount of Blessing, 42

7. "Satan is constantly seeking the ruin of those who are ignorant concerning his devices yet feel no special need of the prayers and counsel of experienced and godly friends." 4T 207

8. "The Lord did not leave you to perish. He frequently raised up friends to aid you when you least expected it." 2T 270

9. "In the joy of his new discipleship, Matthew longed to bring his former associates to Jesus. Accordingly, he made a feast at his own house . . ." Desire of Ages, 273-274

10. ". . . The hasty temper, the fretfulness, envy, or jealousy . . . these evil traits of character bring great unhappiness to their possessors. How many fail to receive from . . . friends the love which they might have if they were more amiable." Fundamentals of Christian Education, 67

These references and many more can serve as a springboard for group discussion in a Sabbath School class setting, AY Society panel discussion, Pathfinder campfire time, etc.

Time Frame: 15 minutes

II. CHRISTIAN LIFESTYLE (Optional)

A. **Requirement** - Discuss and demonstrate good table manners with your parents/guardian or group leader.

Application- **TEACHING IDEAS**

1. Pantomime good and bad manners.
2. Give an impromptu skit.
3. Give a full skit before an audience.
4. Follow up with questions and discussion.



DO YOU KNOW WHAT A PERSON WITH GOOD MANNERS DOES?

How well can you answer these questions? Check your selections. (There may be more than one right answer to a question.) When marking your answers mark each right answer with a "C" so that you will be able to use the answers as a guide to what the well mannered person should do.

1. When does the well-mannered person start eating?

A. _____ Whenever you feel like it, depending on how hungry you are.

B. _____ After everyone else has been served and the hostess has begun.

C. _____ As soon as you are served your food.

At a large dinner party:

A. _____ After everyone has been served and the hostess has begun.

B. _____ After 4 or 5 have been served, or the hostess says, "Please go ahead, so the food won't get cold."

2. Do you ever place your elbows on the table?

A. _____ Yes, when you are tired.
B. _____ No, never!
C. _____ Never while you are eating, but perhaps while resting between courses or conversing at the end of the meal.

3. Where do you leave your serviette (napkin) throughout the meal?

A. _____ On your lap.
B. _____ Tucked under your chin.
C. _____ Tied around your neck.
D. _____ on the table.

4. What do you do with your serviette (napkin) when you leave the table?

A. _____ You refold it the same way you found it.
B. _____ You wad it up and put it on your chair.
C. _____ You lay it in loose folds beside your plate.

5. How do you pass a water pitcher?

A. _____ You hand it to the next person with the handle turned toward that person.
B. _____ You set it on the table in front of the next person.

6. **What do you do if the hostess serves good food you don't like?**

A. _____ You tell her that you won't eat any of that particular food because you can't stand it.
B. _____ You keep quiet about it and take a small portion anyway.
C. _____ You take some, but hide it in your serviette (napkin).

7. **How do you serve yourself gravy from the gravy boat?**

A. _____ You simply pour it out.
B. _____ You spoon it out with your own spoon.
C. _____ You dip gravy with the gravy ladle.

8. **When butter or jam is passed, where do you place it?**

A. _____ You put it on your plate, then transfer it to your bread or roll.
B. _____ You place it directly onto your bread or roll.

9. **When "finger foods" such as olives, biscuits, or sandwiches are passed around the table, what do you do with them?**

A. _____ You place them on your plate, then transfer them to your mouth.
B. _____ You put them directly into your mouth.
C. _____ You put them on the table beside your plate to eat later.

10. **How do you know which cutlery to use?**

A. _____ As a general rule you start with the cutlery closest to your plate, then work toward the outside as the meal progresses.
B. _____ You start at the outside and work in toward your plate as the meal progresses.
C. _____ When in doubt you follow the lead of your hostess.

11. **What do you do with your knife and fork after using them?**

A. _____ You lay them down on the tablecloth, flat.
B. _____ You prop the utensils against your plate with the handles resting on the table.
C. _____ You lay them flat down on the upper part of your plate.
D. _____ You return them to the same position they came from, beside your plate.

12. **What do you do with your cutlery when passing your plate for "seconds"?**

A. _____ You hold them upright in your hand.
B. _____ You lay your knife and fork side by side across your plate.

Note: Answers to test questions on page 129, 130

1. B B
2. C
3. A
4. C
5. A
6. B
7. C
8. A
9. A
10. B or C
11. C
12. A

Testing: Note from parents or completion of activity with group. (Look for changes in manners during immediate future and encourage them).

Time Frame: 30 minutes

III. Good Citizenship (Optional)

A. **Requirement** - Say the pledge of allegiance to your flag. Explain the meaning of it.

Explanation: Note of caution: Some countries do not have a pledge of allegiance. Others include their pledge in the words of their national anthem. **It is disrespectful, and loss of citizenship may occur if a person of one nationality salutes or pledges to another nationality.** These persons should of course salute/pledge their own nation and may show respect and proper courtesy to other nations by **simply standing at attention.**

Time Frame: 10 minutes

B. **Requirement** - Sing or say your national anthem and explain its meaning.

Explanation - See the note under requirement A. Also, encourage any of your group who have a differing citizenship to share with the group the anthem/flag meanings with the group. For most these two requirements are very easy, as they have been taught in school.

Time Frame: 20 minutes

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

HEALTH & FITNESS

I. HEALTH PRINCIPLES (Optional)

A. **Requirement** - Discuss the temperance principles in the life of Daniel, **OR** participate in a presentation or role play on Daniel, chapter 1.

Application - **TEACHING IDEAS**

Some Meanings of Temperance:

* Temperance is self-control through the power of the Holy Spirit.
* As we ask, God through His Spirit guides us in the choices we make.
* We first choose to serve Him.
* We choose to say NO to Satan.
* As we ask Him, God gives power to resist temptation.
* We choose to eat and drink those things that are healthful in a way that will honor God.
* We choose not to eat or drink anything that would be harmful.
* We choose to allow God to guide in all our daily activities.
* Man was created perfect in the image of God, healthy, free from disease.
* Adam and Eve had natural appetites given by God to enjoy what God had made.
* God also gave them the power of reason, choice and self-control.
* They were tempted by Satan to eat of the fruit of the tree of the knowledge of good and evil.
* Being deceived, they used the power of choice wrongly.
* They lost their self-control and came under the influence of Satan. People have been making wrong choices ever since.
* This is evidence of lack of self-control.

Role Play

Application - Description of a Role Play:

* A role play is an unrehearsed dramatic enactment of a particular situation.
* Participants may either choose or be assigned roles.
* Roles should be written or outlined by the leader.
* Let the participants get together for a few minutes to

discuss what they will do.

* Act out the situation extemporaneously (without preparation).
* Cut off the action at the proper time and discuss the situation.

Write the name of each of the following characters on a separate piece of paper: Daniel, Shadrach, Meshach, Abednego, Nebuchadnezzar, Servant.

Give each class member a character to play. Read the story found in Daniel 1, and ask the class to act out the drama in two different ways to illustrate the contrast:

1. Daniel and his three friends as if they were rebellious captives.
2. Daniel and his three friends as true Israelites ready to speak up for God.

Daniel 1:8

1. Have the class read Daniel, chapter 1, and imagine they are judges in a competition. Daniel and his three friends have been voted ten times better than all the rest. Have each judge make a list of all the characteristics that made the Hebrew young men outright winners. The class can then compare their findings.

2. Have each class member complete a word study of Daniel 1:8 using a Bible dictionary and a Bible commentary to draw out the total meaning of the verse. Their discoveries can be drawn up in a project or chart form.

Pledge

Design and sign your own pledge card indicating why you have chosen a lifestyle in harmony with the true principles of temperance. See APPENDIX **(Health and Fitness)** for the sample pledge card.

Resources: Contact your local conference Health Department, or the Adventist Book Center for suggestions of films, videos or books to use as resource material for teaching this requirement.

Temperance by E. G. White, pages 151 to 156 outlines the temperance principles in the life of Daniel.

Method of Testing

Participation in discussion or role play.

 Time Frame: 15-30 minutes

B. **Requirement** - Explain the dangers and the effects of alcohol, tobacco and drugs.

Application - **TEACHING IDEAS**

1. Viewing films or videos such as:
   a. "All the Kids Do It" (alcohol)
   b. "You've Come A Long Way, Rene" (tobacco)
   c. "Smokeless Tobacco: The Whole Truth"
   d. "Crack" (drugs)
   These or other current videos may be available from your conference Health-Temperance Department.

2. A club subscription to "Winner" magazine (contact your conference Health-Temperance Department).

3. Attend a "Stop Smoking" presentation with a "Smoking Sam".

4. Arrange a visit to drunk court.

5. Recite the dangers of even a small amount of alcohol.

Time Frame: 30-40 minutes

II. First Aid/Safety (Optional)

A. **Requirement** - Complete the Red Alert Honor.

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

Resources: Expect the Unexpected from the American Red Cross.
Emergency Preparation from the Boy Scouts of America.
Health-Temperance Department of the conference office.

B. **Requirement** - Study and practice "Personal Safety". (See page 136)

Explanation - There was a time and place not long ago nor far away when (where) kids could be kids. Safety was good, almost automatic. That time and those places have all but disappeared. Jesus Himself predicted the change of times and events when He said, "You will be tortured and killed and hated all over the world because you are mine . . . Sin will be rampant everywhere and will cool the love of many. In fact, unless those days are shortened, all mankind will perish." Matt. 24, Living Bible

Objective: To develop confidence and assuredness through a knowledge of preventive protection practices, the single most important one being a complete trust in God. We all must recognize that we live in an increasingly chaotic and warped world. There are no guarantees. This life is temporary; only the eternal has lasting value. Bible characters to consider would include Daniel and his three friends and Stephen.

PERSONAL SAFETY

Check List of Preventive Protection:

The 3 Do's:

_____ 1. Do stay alert. Who's in front, who's behind? Ask a friend to go along when you go out.

_____ 2. Do communicate a message of confidence. Stand tall, walk purposefully.

_____ 3. Do trust your instincts. If you feel uncomfortable, leave.

When Walking:

_____ Plan safest route. Avoid vacant lots, alleys, etc.

_____ Know your neighborhood. What places are open late, where's the fire station or police station?

_____ Don't flaunt expensive clothing, money.

_____ Walk facing traffic so you can see approaching cars.

_____ If you're being followed by someone in a car, change directions immediately and make it visible that you're writing down a license number.

_____ Never hitchhike.

_____ Other ideas _____

On Buses or Subways:

_____ Try to sit near the driver or conductor.

_____ Don't fall asleep.

_____ Stand back of the platform edge. Sit away from the exit door.

_____ While waiting stay near the information booth.

_____ If you are harassed, talk loudly to attract attention. (Scream if necessary).

_____ Other ideas _____

In Elevators:

_____ Look into the elevator before getting in.

_____ Get off if someone suspicious gets on.

_____ If danger strikes, hit the alarm and all floor buttons.

_____ Other ideas _____

Jogging, Cycling:

_____ Choose safe routes in advance.

_____ Vary your route and schedule.

_____ Avoid night time.

_____ Consider not wearing headphones. (See local and state law).

_____ Other ideas _____

Take Action Today:

_____ Make sure your streets are lighted.

_____ Make sure vacant lots are free of debris and graffiti. Places that look like no one cares attract crime.

_____ Start a neighborhood or apartment watch program.

_____ Other ideas _____

Note: These and many more ideas come from leaflets available at your local police station. Ask for them. Invite your juvenile officer to visit your group and make a special presentation on the subject. Then discuss the checklist.

Time Frame: 30 minutes to 1 hour

III. FITNESS/EXERCISE (Optional)

A. **Requirement** - Have had a physical exam by your family doctor in conjunction with school policy.

Explanation - A photocopy in your group's file (especially Pathfinders) is a good policy as a backup and safeguard during the many adventures the participant will be involved in over the next few years as a member of your organization.

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.

INSTRUCTOR'S MANUAL

YOUTH ORGANIZATION

I. LEADERSHIP (Optional)

A. **Requirement** - Learn the names of your club leaders or Sabbath School leaders and tell how they work together.

Explanation - Intelligent participation requires proper knowledge of function. A brief introduction of leaders and their job descriptions not only smooths the path ahead but it makes a person feel welcome, immediately involved, and no longer a stranger.

Time Frame: 10-15 minutes

B. **Requirement** - 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.*

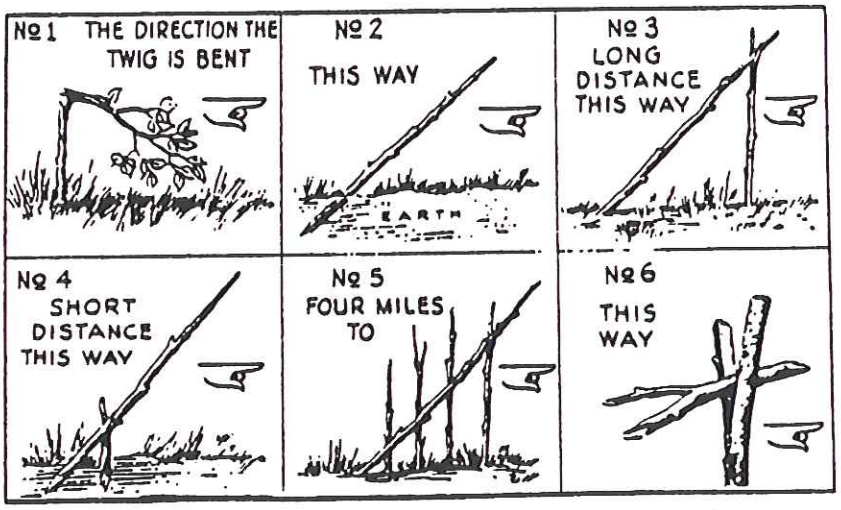
Explanation - We not only are interested in involving the youth with the great outdoors, God's world, but we want them to evaluate these activities, thereby improving the benefits received.

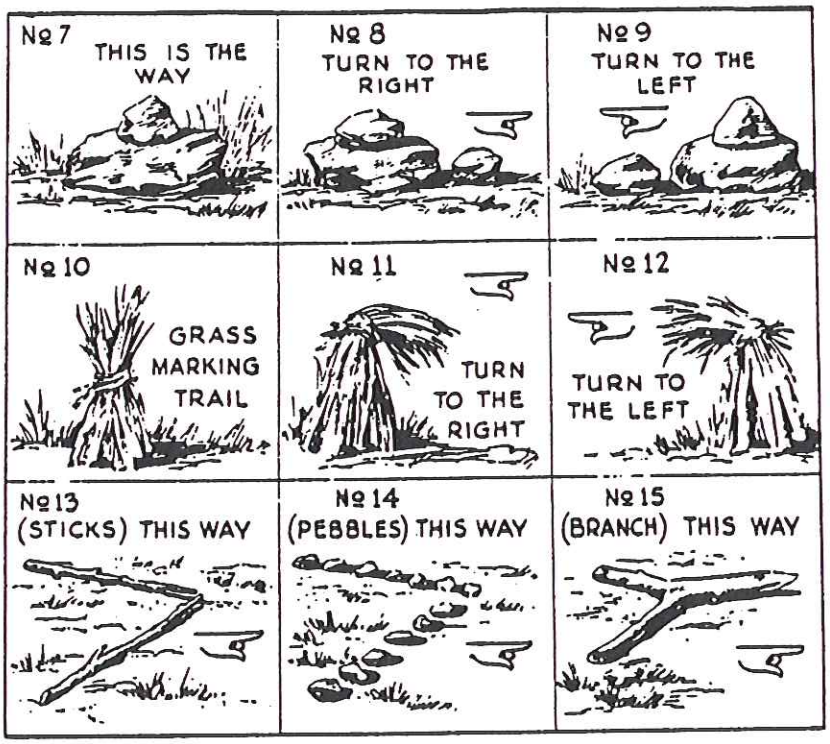
Application - **TEACHING IDEAS**

1. Use fully loaded backpacks (even though you're not using them). Five miles is a good test to determine value of contents for longer hikes.
2. Use a day pack containing field guides, collecting equipment, etc.
3. Be "narrow-minded"; look exclusively for edible wild plants or ferns or mosses or birds, etc.
4. Animal awareness - "How do you know what is or has been here?"

* A 5-mile hike may be less than 3 hours; a 3-hour hike may be less than 5 miles. Content or purpose makes the difference.

Here are some samples used for many years going back to the era of the mountain men and voyagers.





Some of the signs that can be used (and laid out ahead of time) can be wood arrows, three rocks, broken twigs, etc.

Time Frame - 3 hours

II. CLUB AWARENESS (Optional)

A. **Requirement** - 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.

Application - Questions to relate to: What is the purpose of the Pledge and Law? What is the meaning of the induction service? What do the flags and guidons mean? Of what value is the uniform and the various insignia? How can I help the club reach its objectives? What does the Pathfinder Song mean to me?

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 your group or church about Pathfindering and what it's all about.

Time Frame: 30 minutes

III. PATHFINDER PROGRAMMING (Optional)

A. **Requirement** - Take part in three of the following:

1. Induction
2. Club meeting
3. Pathfinder Sabbath
4. Investiture service
5. Quarterly scheduling
6. Club campout

Explanation - "Take part" implies active involvement, not just sitting there and observing.

Timing of options:

1. Induction may occur at the campout or other special occasion, but no later than 3 months after person has joined the club.
2. The club meeting will occur as scheduled.
3. Pathfinder Sabbath generally occurs early fall (Sept.-Nov.).
4. Quarterly scheduling and Investiture are available for late applicants. (Sept. - Nov.).
5. Club campout will most likely occur within the first 2-3 weeks of membership.

B. **Requirement** - Complete requirements #1 and #4 of the Drilling and Marching Honor.

Application -

Requirement #1: Explain five or more objectives of drilling.

Requirement #2: Properly execute the following basic movements:

a. Attention
b. Parade Rest
c. At Ease
d. Dress Right Dress
e. Prayer Attention
g. Present Arms
h. Order Arms
i. Right Face
j. Left Face
k. About Face
1. Fall Out

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.



INSTRUCTOR'S MANUAL

NATURE STUDY

I. SPIRITUAL LESSONS (Required)

A. **Requirement** - 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.

Explanation - The point of this requirement is not just to review or tell a story, although that is the basic idea. The aspiring Friend should be encouraged to relate the story of his or her own experiences as well as to other Bible passages so that the whole idea of our relationship to Jesus as a friend is adequately illustrated by the example of the sheep and the shepherd.

Application - The following four Bible passages are included within the basic requirements, but these are only four of the many passages in the Bible that use the relationship of sheep to shepherd as an illustration of our need for the love and watch care of Jesus.

"Take heed that ye despise not one of these little ones; for I say unto you that in heaven their angels do always behold the face of my Father which is in heaven. For the Son of Man is come to save that which was lost. How think ye? If a man have an hundred sheep, and one of them be gone astray, doth he not leave the ninety and nine, and goeth into the mountains, and seeketh that which is gone astray? And if so be that he find it, verily I say unto you, he rejoiceth more of that sheep than of the ninety and nine which went not astray. Even as it is not the will of your Father which is in heaven that one of these little ones should perish." Matt. 18:10-14.

"The Lord is my shepherd; I shall not want. He maketh me to lie down in green pastures; he leadeth me beside the still waters. He restoreth my soul; he leadeth me in the paths of righteousness for his name's sake. Yea, though I walk through the valley of the shadow of death, I will fear no evil, for thou art with me; thy rod and thy staff they comfort me. Thou preparest a table before me in the presence of mine enemies; thou anointest my head with oil; my cup runneth over. Surely goodness and mercy shall follow me all the days of my life, and I will dwell in the house of the Lord forever." Psalm 23.

"All we like sheep have gone astray; we have turned every one to his own way; and the Lord hath laid on him the iniquity of us all." Isaiah 53:6.

"I am the good shepherd: the good shepherd giveth his life for the sheep." John 10:11.

If the youth have had any experiences with sheep or if such experiences can be arranged during the process of becoming a Friend, have them work these experiences into their story. There is no single right answer to this requirement. Each story should be related in terms of each young person's own experiences and needs. But a few guiding principles which can serve as points in helping the boy or girl understand the requirement are given below.

A friend is someone who likes you, someone who cares for you. A friend is a friend because he or she likes being friendly. Friends help you when you need something. When you are hurt a friend tries to make the hurt feel better. When you are hungry, a friend gives you food. When you are afraid, a friend helps you not to worry. When you are bored, a friend helps the time pass faster. If you are lost and don't know where to go, a friend will be looking for you and will find you. In fact, a true friend will even die for you. A friend is just about the best thing in the whole world to have.

Are you ever scared? Do you ever feel cold and hungry? Do you ever feel lonely and worried about things? Wouldn't it be wonderful to have a friend like a shepherd? Jesus is that kind of friend. Jesus said, "Greater love hath no man than this, that a man lay down his life for his friends." Jesus counts you as one of His friends. He died for you! And when Jesus is your friend, you don't ever need to be afraid; you don't need to worry about the nuclear bomb, you don't need to be scared of the dark, you don't need to worry about growing up, you don't need to worry about not having any friends, and, in fact, you don't need to be afraid of anything. And the beautiful part of the story is this: Jesus is already your friend. You don't have to do anything for Him to like you; He already does. Just like Him back, and you and Jesus are friends. He has promised to take care of you as a shepherd takes care of his sheep. So the next time you feel afraid or dumb, just remember that this is the way the sheep feels--unless it has a good shepherd. You have a Good Shepherd; in fact, He's the best!

The story that the young person relates should be as personal as possible. Have him/her make the story of the sheep and the shepherd as real as possible to himself/herself in terms of knowing Jesus.

Sheep represent only one of many nature examples of God's character that Bible writers have used. The aspiring Friend

is asked under Part B to find and observe at least five other things that are used in the Bible to illustrate the character of God. A dozen examples are given below; there are more, of course.

Dew	Rain
Eagle	Rock
Firmament	Sparrow
Flower	Sun
Hen	Tree
Pearl	Wind

Attributes of God

Caring
Strong
Steadfast
Unchanging
Loving
Orderly

The requirement is for the boy or girl to find and observe at least three such subjects. In order to fulfill this requirement, it seems appropriate to have the youth either write, tape record, or orally give a summary of his/her observations and to draw some conclusion about the attributes of Jesus that she/he is reminded of as a result of the observations.

Time Frame: 30-40 minutes



II. NATURE APPRECIATION (Optional)

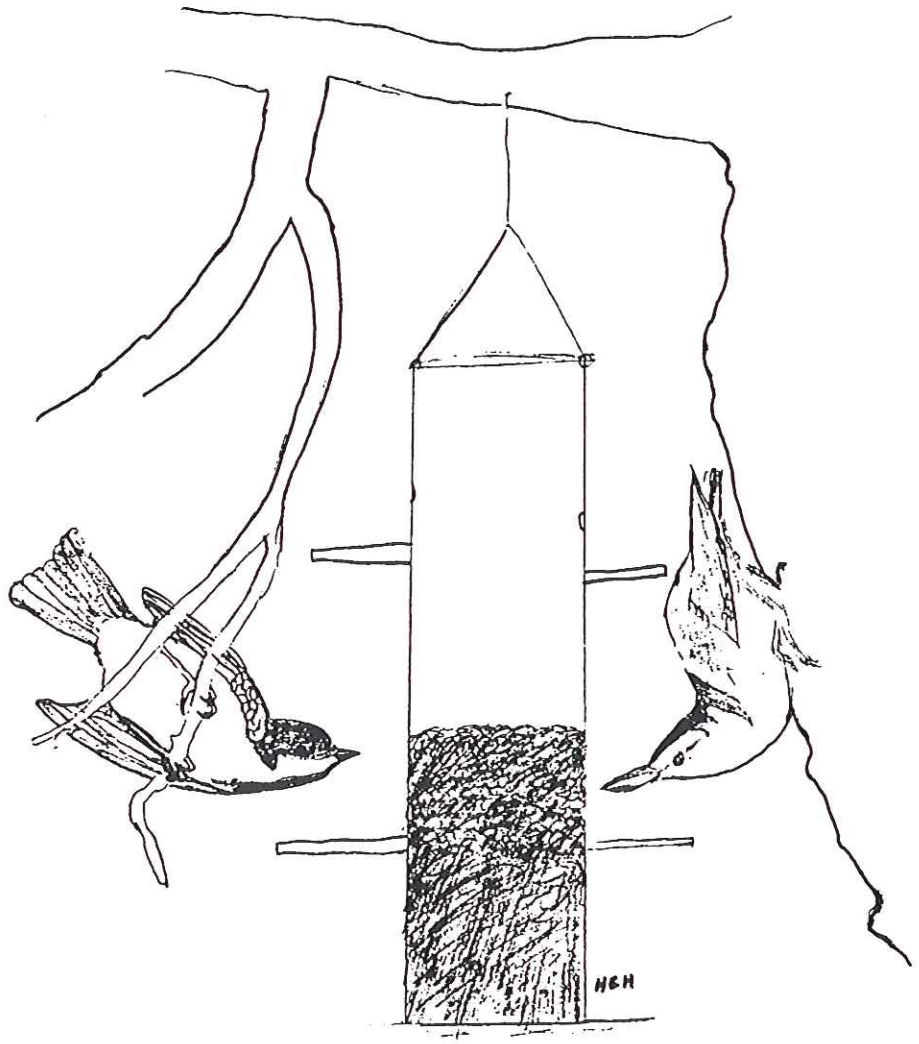
A. **Requirement** - Set up a feeding station for the birds or mammals. Report on the types of visitors appearing during the week.

Application - **TEACHING IDEAS**

Feeding stations may be bird feeders, salt licks, or other foods to attract wildlife. The Animal Tracking Honor suggests a large carefully smoothed semi-soft mud area with food placed in the center. The tracks of approaching animals will serve to make good plaster casts.

Visitor identification should be as accurate as possible, using proper field guides.

You will discover that animals don't often arrive within hours of setup time. You may need to wait for days or a week or more before results start to come in. (If a group member already has the Bird, Mammal, or Animal Tracking Honor, he would make an excellent instructor for this requirement.)



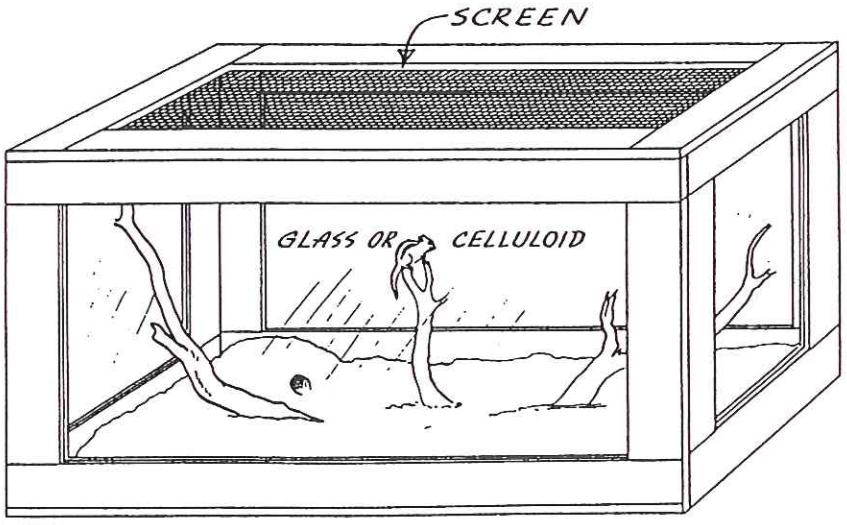
B. **Requirement** - Collect or obtain and identify 15 different kinds of seeds **OR** help set up and observe a terrarium for amphibians/reptiles.

Application - **TEACHING IDEAS**

Seed collecting can start in the kitchen or at the dinner table. Often new foods are bought and eaten (tasted) just to get the seeds for a collection. And don't forget, the fun begun can continue right on into the Seed honor. Seeds obtained from fresh foods need to be laid out to dry before being included in the collection. Seeds are best mounted for display in small vials, glued to heavy cardboard or plywood.

Terrariums may range from 2 1/2 gallons and up (aquariums without the water). Pet shops have a wide assortment of supplies, "critters," and pamphlets giving you all the necessary information. Pet shop "critters" are recommended over wild ones because generally they have already been acclimated or are captive bred and therefore are already used to food being offered. Wild animals don't always make the transition successfully.

Time Frame: Sporadically for 2-5 weeks



LIVE ANIMAL DISPLAY TERRARIUM

III. NATURE HONOR (Optional)

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

Explanation - An honor may be selected from Skill Level #1 in the AY Honors Handbook.

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.

	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
	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" and can be completed in a relatively short period of time, helping 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

I. OUTDOOR SKILLS (Optional)

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

Explanation - The APPENDIX **(Outdoor Living)** has many knots to choose from.

Time Frame: Two to three 30-minute periods

B. **Requirement** - Learn the safety rules for camping.

Explanation - See the APPENDIX **(Outdoor Living)** for the safety guidelines the participants need to learn and learn well over the next several outdoor experiences.

Time Frame - One to two 30-minute periods

II. OUTDOOR ACTIVITY (Optional)

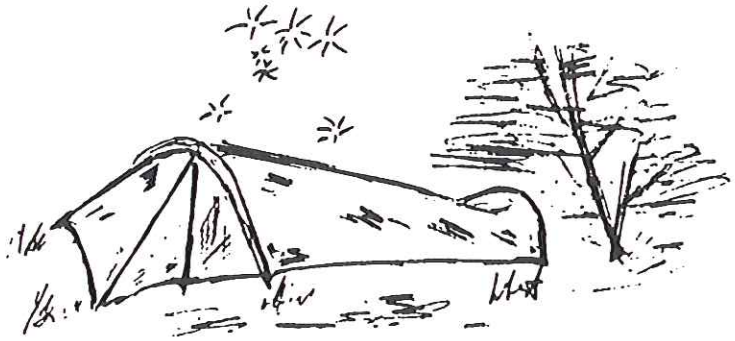
A. **Requirement** - Earn Camping Skills #1 Honor.

Explanation - You will find the specific requirements in the AY Honors Handbook. Much of the participant's first campout should be spent developing these skills and practicing camp safety. As his skills sharpen so will his enjoyment of the camping experience.

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	
	Candlemaking	X			X
	Computers		X	X	
	Copper Enameling	X			X
	Feltcraft	X	X		
*	Glass Painting	X	X	X	X
*	Glasscraft	X	X	X	
	Indian Lore	X		X	
	Leathercraft				X
	Macrame	X	X	X	X
	Model Rocketry	X			X
	Plastercraft	X		X	X
*	Soapcraft	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	Camp
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
Campcraft	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.

Explanation - This is in addition to a choice under A. The requirements are in the AY Honors Handbook.

As far as is physically possible, all should develop the basic skills of swimming. Where there is a physical reason that would prevent completion of this requirement, another honor from Recreation or Arts & Crafts may be substituted in consultation with your conference youth ministries personnel.

For those with physical limitations, check with your conference youth ministries personnel for substitution of honors.

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

Do Sections I and II for the advanced class requirements.

