ADVENTIST YOUTH CLASS

GUIDE CLASS

FRONTIER GUIDE

Participant's Name _____

Date Started _____ Date Completed _____

PERSONAL GROWTH

I. **INVOLVEMENT (Required)**

A. Be age 15 OR in grade 10, or its equivalent.
B. Be an active member of the AY Society OR Pathfinder Club.

II. **COMMITMENT (Required)**

A. Repeat from memory the AY Aim and Motto.
B. Illustrate the meaning of the Motto by doing one of the following:
1. Art project
2. Written composition
3. Panel discussion
4. Role playing
5. Skit
6. Musical interpretation

III. **GROWTH (Required)**

A. Earn the Guide Reading Certificate OR the Senior 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. Trace the origin of 3 Bible versions that are presently available in your native language, OR list five kinds of laws God gave to Israel, and compare their practical application to yourself in today's society.☆

II. **CHURCH HERITAGE (Optional)**

A. Read and outline 3 stories of Adventist pioneers. Tell these stories during a Pathfinder Club or AY worship time, OR fulfill other options in Instructor's Manual.☆

III. **CHRISTIAN HERITAGE (Optional)**

A. Role play an experience during the closing moments of earth's history.

SERVING OTHERS

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

A. Make a personal visit to a non-SDA person, and share the gospel, and outline a plan to spend one year to lead that person to be a disciple for Christ.

II. **GROUP WITNESS (Optional)**

A. Receive training in an outreach program, and participate for 10 hours in an outreach program.

III. **COMMUNITY OUTREACH (Optional)**

A. Spend a minimum of 4 hours with a pastor or his associate, assisting him in his pastoral duties, such as Bible studies, hospital calls, and home visitation.

MAKING FRIENDS

I. **BUILDING RELATIONSHIP (Optional)**

A. List and discuss 10 guidelines for being a good life companion, and weigh the value of a Christian home vs. a non-Christian home.

II. **CHRISTIAN LIFESTYLE (Optional)**

A. Give a written or oral report on repect for God's law and civil authority, and list 20 guidelines for moral behavior, and explain each.

III. **GOOD CITIZENSHIP (Optional)**

A. Listen to a lecture on career opportunities for Christians. Visit people working in three careers of your choice and discuss your findings.

HEALTH & FITNESS

I. **HEALTH PRINCIPLES (Optional)**

A. Make a presentation to elementary students regarding the laws of good health.
B. Make a presentation to elementary students discussing the dangers of drug, alcohol, or tobacco use.

II. **FIRST AID/SAFETY (Optional)**

A. Complete a Red Cross First Aid class, OR lead a group through the Red Alert Honor.☆☆
B. Study and practice "Traffic Safety".☆

III. **FITNESS/EXERCISE (Optional)**

A. Choose one lifetime exercise activity and record your exercise for 4 months.☆
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. Attend a conference-sponsored basic Pathfinder Leadership course.
B. Plan and teach two requirements in each of the following honor:☆☆
1. Camping Skills #3 Honor
2. Camping Skills #4 Honor

II. **CLUB AWARENESS (Optional)**

A. Discuss with your club staff the club-community involvement in the total Pathfinder Club program, OR for AY Societies, invite a Pathfinder expert to speak to your group.☆

III. **PATHFINDER PROGRAMMING (Optional)**

A. Plan, participate in, and evaluate your Pathfinder club's involvement with the community in the following:
1. Induction
2. Club meeting
3. Pathfinder Sabbath
4. Investiture service
5. Quarterly scheduling
6. Club campout
B. Complete the requirements for the Advanced Drilling and Marching Honor.☆

NATURE STUDY

I. **SPIRITUAL LESSONS (Required)**

A. Read the story of Jesus' childhood in The Desire of Ages, ch. 7, and relate it to the place of nature study in His education and ministry by giving orally before an audience an original nature lesson (parable) drawn from your observations.

II. **NATURE APPRECIATION**

A. Spiders/Rocks and Minerals Complete a spider web study project, OR collect or obtain and identify 15 different kinds of rocks and minerals.
B. Ecology/Fungi
List 10 ways in which you might actively work to improve the environment in which you live. Put 4 into practice, OR, photograph or draw 15 different fungi and correctly identify them.

III. **NATURE HONOR**

A. Complete a nature honor at your skill level, not previously earned.☆☆

OUTDOOR LIVING

I. **OUTDOOR SKILLS (Optional)**

A. Lead an individual or group through a Knot Tying Honor requirement.☆☆
B. Learn or review the Wilderness Safety rules.☆

II. **OUTDOOR ACTIVITY (Optional)**

A. Earn one of the following honors, not previously earned:☆☆
1. Pioneering
2. Winter Camping
3. Backpacking
4. Wilderness Living
5. Outdoor Leadership

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

INSTRUCTOR'S MANUAL

PERSONAL GROWTH

I. INVOLVEMENT (Required)

A. **Requirement** - Be age 15 **OR** in grade 10, or its equivalent.

Explanation - Candidates for this class may begin:

1. When they are in the 10th grade (U.S.) or its equivalent in other educational systems,
   OR
2. During the quarter in which their 15th birthday falls.

Time Frame: 5 minutes for group checkoff.

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

Explanation - Active participation implies regular attendance, punctuality, participation in activities, helping where needed, showing development of leadership and responsibility, and financial support as requested.

Time Frame: 5 minutes for group checkoff

II. COMMITMENT (Required)

A. **Requirement** - Repeat from memory the AY Aim and Motto.

Application

The **AY AIM:** **"The Advent message to all the world in this generation".**

The **AY MOTTO:** **"The love of Christ constraineth us".**

"With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon coming Saviour might be carried to the whole world! How soon might the end come--the end of suffering and sorrow and sin! How soon, in place of a possession here, with its blight of sin and pain, our children might receive their inheritance where "the righteous shall inherit the land, and dwell therein forever;" where "the inhabitant shall not say, I am sick", and "the voice of weeping shall be no more heard." Ps. 3:79; Isa. 33:24; 65:19; Education, 271.

Notice the terms "rightly trained", "might", "the whole world", "how soon".

"And so I am giving a new commandment to you now--Love each other just as much as I love you. Your strong love for each other will prove to the world that you are my disciples." (John 13:34,35, The Living Bible).

Definition: Constrain: 1. Compel 2. To secure by or as if by bonds 3. To clasp tightly (Webster's Dictionary)

Time Frame: 5-10 minutes

B. **Requirement** - Illustrate the meaning of the Motto by doing one of the following:

1. Art project
2. Written composition
3. Panel discussion
4. Role playing
5. Skit
6. Musical interpretation

Application - **TEACHING IDEAS**

#3 Panel discussion and #4 Role playing. Several little paperbacks like Living God's Love by Cooper or Love Come Home by Robert Pierson can provide a wealth of food for thought, discussion and enactment.

Time Frame: Up to two 30-minute periods

III. GROWTH (Required)

A. **Requirement** - Earn the Guide Reading Certificate **OR** the Senior Reading Certificate.

Application - Guide Reading Certificate Requirements:

1. Select at least 4 chapters from The Great Controversy, chapters 32-42, and read them.

2. Read 4 articles on youthful moral issues.

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

4. Read a book on missions, nature, science or a biography of an early church leader other than Ellen G. White.

5. Read weeks 27-52 from the Weekly Bible Reading Guide (senior level).

OR Senior Book Club Certificate Requirements:

1. One book on missions.

2. One book on nature or science.

3. One book on religion or Christian philosophy.

4. Two books of your choice published within two years prior to beginning the Guide class.

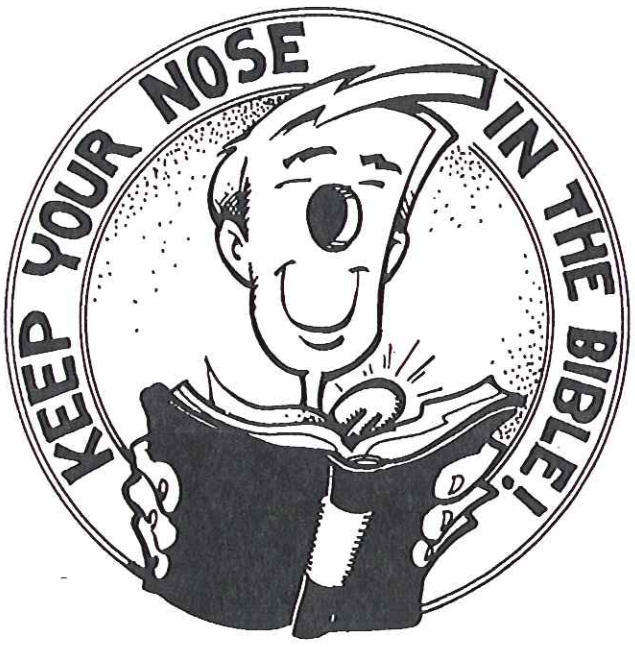
5. Read weeks 27-52 from the weekly Bible Reading Guide (senior level).

Resource: Each year the Review and Herald and Pacific Press publish a list of books to select from in fulfilling this requirement. That list may be obtained from your conference Youth Ministries personnel and may be inserted here for easy reference.

Time Frame: 5-10 minutes for instruction (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 GUIDE

Week 27
MY ATTITUDES
___ Mark 9:33-35
___ I Thess. 5:12-18
___ Psalms 34
___ Ephesians 3:14-19
___ James 2:8-17

Week 28
GO FOR IT
___ Isaiah 40:31
___ Genesis 17:1
___ Proverbs 4:18
___ Luke 9:23
___ Philemon 3:12-14
___ 2 Kings 22:1-13
___ Exodus 32:1-26

Week 29
GROWING UP
___ I Corinthians 13
___ I Cor. 6:18, 19
___ Psalms 53
___ Psalms 90
___ Ruth 1-4
___ Hebrews 5:12-14

Week 30
FAITH
___ Jude 1
___ Romans 14:13
___ Matthew 9:1-8
___ Luke 17:5-19
___ Lam. 3:22, 23
___ Psalms 31:21-24
___ Hebrews 3:17-19

Week 31
PRAISE
___ Psalms 108:1-6
___ Psalms 27:1-4
___ Psalms 56:1-13
___ I Peter 5:6-11
___ Isaiah 63
___ Isaiah 26:3-7

Week 32
PRAYER
___ Psalms 116:1, 2
___ Matthew 6-7
___ Luke 18:1-8
___ Psalms 20
___ Psalm 100:4, 5
___ Proverbs 15:8
___ Colossians 4:2-6

Week 33
TRUST
___ Prov. 3:4,5
___ Psalms 62:8
___ Isaiah 30:19-26
___ Jeremiah 10:23
___ Exodus 33:15
___ Isaiah 38:14
___ Colossans3:12-17

Week 34
SALVATION
___ John 1:14
___ Acts 2:36
___ Psalms 60:4
___ Haggai 2:4, 5
___ Romans 3
___ Mark 1:9-15
___ I Timothy 6:11-12

Week 35
FORGIVENESS
___ Isaiah 38:16-19
___ Psalms 30:1-15
___ Psalms 40:1-5
___ Isaiah 1:18-20
___ Deuteronomy 31:8
___ I Corinthians 6:7-11
___ Titus 3:1-8

Week 36
ABUNDANT LIFE
___ Romans 5:6-11
___ John 15:4-11
___ Luke 19:1-27
___ Jeremiah 4:1-8
___ Ephesians 1-3

Week 37
DEATH
___ Hebrews 9:27,28
___ John 16:29-33
___ Revelation 7:14-17
___ Ecclesiastes 12
___ Isaiah 60:19-22
___ 2 Corinthians 1:8-11
___ Psalm 121:3

Week 38
BAPTISM
___ Romans 6:1-11
___ Matthew 3:1-17
___ Luke 3:1-21
___ Matthew 28:1-20
___ I Peter 3:13-22
___ Acts 22:16
___ Matthew 21

Week 39
SECOND COMING
___ I Corinthians 15:17
___ Isaiah 64:1
___ Titus 2:13
___ Isaiah 25:9
___ James 5:7-11
___ Mark 13

Week 40
JUDGEMENT
___ Revelation 6-8
___ I Peter 4:12-19
___ I Peter 5:1-11
___ Romans 13:11-14
___ Job 14:1-7
___ Zephhaniah 1-3

Week 41
HEAVEN
___ Revelation 21:1-4
___ Matthew 12
___ I Peter 3:3-7
___ Hebrews 4:15-16
___ Isaiah 21:11, 12
___ Philemon 1:19-26
___ Revelation 22:20-21

Week 42
BIBLE STUDY
___ Psalms 5:1-3
___ Psalms 32:3
___ 2 Timothy 3:16
___ Isaiah 35:8
___ Acts 17:10-15
___ John 16:1-5

Week 43
CHALLENGES
___ Matthew 22:37-40
___ Luke 14:26
___ 2 Corinthians 7:1
___ Exodus 4
___ Matthew 24
___ Luke 24

Week 44
WHAT AM I GOING TO DO?
___ Isaiah 61:8
___ Matthew 4:12-25
___ Acts 15:1-29
___ I Corinthians 3
___ Acts 1
___ Acts 15:1-29

Week 45
AM I SAVED?
___ Genesis 3:15-19
___ Exodus 15:1-18
___ Isaiah 59:1-4
___ Psalms 98
___ Hebrews 1
___ Galatians 3:1-11
___ Romans 4

Week 46
NEW STARTS
___ John 11:25
___ John 3:1-16
___ Isaiah 40:27-31
___ Philemon 1
___ I Kings 10, 11
___ Psalms 137
___ Isaiah 40:27-31

Week 47
SABBATH
___ Exodus 12-20
___ Matthew 12:1-8
___ Hebrews 3:7-11
___ Genesis 1,2
___ Isaiah 56
___ Dueteronomy 5:12-15
___ Mark 1:21-28
___ Mark 2:23-27

Week 48
FEELING GOOD
___ Psalms 27:1-6
___ Psalms 32:1-5
___ Psalms 25:1-10
___ Hosea 6:1-3
___ Psalms 117
___ Deuteronomy 10:6-15
___ Matthew11:1-15

Week 49
MY FUTURE
___ Revelation 20:11
___ Psalms 46:1-3
___ Psalms 84:1-4
___ Psalms 90:1-4
___ Revelation 18:1-15

Week 50
PEER PRESSURE
___ I John 4:7-21
___ Isaiah 56:4-11
___ Luke 15:11-32
___ Genesis 37-39
___ Genesis 40-44
___ Genesis 45-48

Week 51
WORKING FOR GOD
___ 2 Corinthians 4:7-12
___ Mark 9
___ Matthew 25:31-36
___ I Corinthians 14:-26
___ Matthew 9:35-38
___ Ephesians 5:1-14
___ Hebrews 13:1-6

Week 52
DISCIPLESHIP
___ John 21:1-17
___ Isaiah 53:4-16
___ James 2:8-17
___ Revelation 22:12-17
___ Mark 3:34-36
___ John 21:1-17

BIBLE READING GUIDE

INSTRUCTOR'S MANUAL

SPIRITUAL DISCOVERY

I. SCRIPTURE (Required)

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

1. Great Passages

a. 2 Tim. 3:15,16
b. Romans 10:17
c. Dan. 8:14
d. Joel 2
e. Option_____

2. Salvation

a. Phil. 3:7-9
b. Eze. 36:26,27
c. 1 John 5:11,12
d. 1 Cor. 5:7,8
e. 1 Cor. 6:19,20
f. Option_____

3. Doctrine

a. Matt. 24:24-27
b. Eccl. 9:5-6, 10
c. Heb. 4:14-16
d. Ex. 20:3-7
e. Option _____

4. Prayer

a. Phil. 4:6,7
b. Eph. 3:20-21
c. Matt. 5:44
d. Option_____

5. Relationships

a. Acts 17:26,27
b. 1 Peter 4:10
c. 1 Peter 3:15
d. 11 Cor. 12:9
e. Option _____

6. Behavior

a. Luke 12:15
b. 1 Cor. 10:31
c. James 4:7,8
d. Option_____

7. Promise/Praise

a. Ps. 46
b. Phil. 4:13
c. Ps. 55:22
d. Ps. 95:6,7
e. 1 Cor. 10:13
f. Option_____

Application - **TEACHING IDEAS**

1. Each participant 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 can 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, 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 some groups participants may 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 each topic. 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. (Conduct something after style of a spelling bee.)

Surprise Reviews: Have references to topics 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 Test: Put on blackboard 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.

Time Frame: 15-20 minutes for review or checkoff per person

B. **Requirement** - Trace the origin of three Bible versions that are presently available in your native language, **OR** list five kinds of laws God gave to Israel and compare their practical application to yourself in today's society.

Application - Most translations start with a preface or foreword giving the background or purpose of this particular rendition of scripture. Is the attempt one of literal, direct translation or dynamic paraphrase? What is the theological perspective of the committee or person, conservative or liberal? Who is their target audience or readership?

There are well over 40 translations in the English language to choose from such as: King James, RSV, New English, Jerusalem, Moffats, Douay Confraternity, Lamsa's Eastern Text, Phillips, Living, New International, Goodspeed, and others.

GUIDE

Kinds of Laws God Gave Israel:

Moral laws: i.e., Ex. 20:15 "Thou shalt not steal."

Civil laws: i.e., Ex 21:33, 34, "If a man digs a pit . . . and an ox falls in, the owner of the pit shall make it good . . . ".

Health laws: i.e., Lev. 11:8, "of their flesh shall ye not eat . . .".

Ceremonial laws: i.e., Numbers 29:1, "On the seventh month, on the first day of the month, ye shall have an holy convocation . . . it is a day of blowing the trumpets."

Inheritance laws: i.e., Numbers 27:9, "And if he have no daughter, then ye shall give him inheritance unto his brethren . . .".

Capital punishment: Numbers 35:24, "Then the congregation shall judge between the slayer and the revenger of blood according to these judgments . . .".

Worship/Relationship: i.e., Ex. 20:7, "Thou shalt not take the name of the Lord thy God in vain . . .".

Time Frame: 30 minutes

II. CHURCH HERITAGE (Optional)

A. **Requirement** - Read and outline three stories of Adventist pioneers. Tell these stories during a Pathfinder Club or AY worship time, **OR** fulfill other options in Instructor's Manual.

Application - **TEACHING IDEAS**

The **Hall of Faith** series, available in filmstrip/cassette and paperback books, provides a wealth of material on many pioneers; missionaries, founding fathers, and those who loved to be different for God (available from your conference Church Ministries personnel, or Mission Spotlight, Southern Union Conference, P. O. Box 849, Decatur, Georgia 30031).

Also don't limit the opportunities to tell stories: Sabbath School classes at all levels need them--the children's corner during a church service.

The participant may want to follow through with the Christian Storytelling Honor found in the AY Honors Handbook.

Time Frame: 30 minutes

III. CHRISTIAN HERITAGE (Optional)

A. **Requirement** - Role play an experience during the closing moments of earth's history.

Resources: The chapters selected from The Great Controversy as part of the reading certificate, other books such as Now by Merikay McLeod, Project Sunlight by June Strong. All may spark the imagination for role play. Remember the difference between a role play and a full skit. Natural spontaneity, short, no or minimal props, imagination rather than written dialogues.

Time Frame: 20 minutes

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

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





GUIDE

INSTRUCTOR'S MANUAL

SERVING OTHERS

I. ONE TO ONE (Optional)

A. **Requirement** - Make a personal visit to a non-SDA person and share the gospel, and outline a plan to spend one year to lead that person to be a disciple for Christ.

Application - Long range commitment on the part of the participant in bringing a person to Christ is the objective of this requirement. It is also recognized that a resultant conversion may not occur; that does not preclude the completion of this requirement. If the participant has developed a plan and has followed the plan, Investiture comes and goes, yet the person has not made a commitment for Christ, the Investiture of the Guide-to-be proceeds. Commitment to a special project is the requirement--conversion is hoped for.

Time Frame: 30-40 minutes from visit for development of plan of action (Completion of requirement)

II. GROUP WITNESS (Optional)

A. **Requirement** - Receive training in an outreach program, and participate for 10 hours in an outreach program.

Explanation - A program should be selected for the Voyager, Ranger and Guide classes to plan, work the plan and participate together. The Ranger and Voyager can provide the support crew.

Application - Some of the outreach programs to choose from include:

1. Breathe Free
2. Stress Clinic
3. Revelation Seminar
4. Vacation Bible School
5. Community Service Federation Projects
6. Neighborhood Story Hour

Time Frame: 10 hours (not necessarily consecutive)

III. COMMUNITY OUTREACH (Optional)

A. **Requirement** - Spend a minimum of 4 hours with a pastor or his associate, assisting him in his pastoral duties, such as Bible studies, hospital calls, and home visitation.

Application - The ministry of every believer is a New Testament concept that is reactivating in the church today. Understanding the pastoral role and developing skills in ministering and fulfilling the AY Aim, Motto and Gospel Commission is the target of this requirement.

This requirement is a special opportunity for Guides to take some initiative in church involvement. In scheduling a Bible study, the pastor should alert the student to the fact that he is bringing a young person with him who is observing how the pastor gives Bible studies. The pastor should carefully review the basic elements of a Bible study with the Guide prior to the visit.

Another area of activity could be letter writing. Tell the Guide--"Here's the problem, these are the basic elements I need in the letter, try to write it".

Other areas of involvement could include presentation of prayer meeting talks, platform participation, sitting in on small groups and leading out from time to time--even running a portion of a board meeting. Activities should be based on each individual and his abilities. According to Eph. 4:11-13 the primary work of the pastor is to enable the youth to do ministry.

Time Frame: 4 hours (not necessarily consecutive)

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 and discuss 10 guidelines for being a good life companion, and weigh the value of a Christian home versus a non-Christian home.

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

Introduction

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

PREPARATION FOR MARRIAGE BEGINS AT BIRTH

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

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

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

The same is true if you are a boy. The things you have observed in the way your Dad treats Mom and the children are going to be an influence on your habit patterns toward your future wife and children. When these influences have been good, there is usually no difficulty. But it may be that if problems exist in your present home, then similar problems

GUIDE

may be created in your new home.

Purpose of Dating

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

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

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

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

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

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

Trial and Error Period of Relationships

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

Physical Attraction

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

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

Age

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

Intelligence

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

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

Background

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

Religious Background

Religion plays an important part in our lives, and the spiritual interests of your prospective partner need to be carefully considered. Does your date have similar religious beliefs to yours? If not, you may be in serious trouble.

Health

Know something of the physical, emotional and mental health of your prospective marriage partner, and something of the family health history, too. Are there any diseases that may be passed on if you have children? Does your friend care about proper diet and exercise--or is he/she satisfied with "junk" foods?

Temperament

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

disappointments or crises? What about a sense of humor? In courtship and marriage, shared laughter builds strong ties. Study the four personality temperaments--choleric, sanguine, phlegmatic and melancholy.

Character

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

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

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

You can be quite sure that someone who behaves badly when he or she is very much in love and out to make the best possible impression will behave just as badly and probably much worse when there is no longer need to keep up appearances.

The qualities to look for in marriage partners are the qualities that will matter as much in another 10, 20, 30, 40 years as they do now.

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

Love

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

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

person said, "It looks as though if you got married on puppy love, you'd be sure to lead a dog's life."

Three good tests are:

1. The test of time--remember it takes time for love to grow.

2. The test of separation--will you feel the same way about a person after you have been separated for weeks or months?

3. The test of companionship. Do you find that you have a lot in common? If you enjoy doing all sorts of things together as friends, that is a good sign.

Friends

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

Money Matters

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

Family Background

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

Dr. Henry Bowman, who studied the problem of divorce for 10 years, found that most divorce is due not to marriage failure but to courtship failure. If the couple had a real successful courtship, either they would have been better prepared for marriage, or they would have discovered that they did not have the common interests, ideals, religious and social backgrounds which tend to assure marriage success.

Seek Counsel

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

Becoming the Right Person

A happy marriage is not so much dependent on "finding the right person" as "becoming" the right person. The type of person I am determines the kind of person I will attract. So you can begin today to be the kind of person whom more and more people would like to be around and whom eventually a number of people might like to have for a partner. Strive to live up to the ideal you have in mind for a marriage partner.

Summary

1. Recognize that preparation for marriage begins from birth.

2. Understand the process of selection and rejection that is involved in finding a life partner.

3. Formulate ideas about the type of person you would like to marry.

4. Understand that becoming the right person is as important as finding the right person.

DISCUSSION TOPICS FOR CHOOSING YOUR LIFE PARTNER

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

___ good looks	___ patient	___ popular
___ money	___ understanding	___ loves God
___ flashy car	___ dresses neatly	___ good family
___ healthy	___ modest	___ diligent and industrious

2. Can you think of other qualities you would hope to find in your partner?

3. What characteristics should young people avoid in selecting a marriage companion?

4. When should a couple go steady?

5. Discuss the advantages of going steady, e.g. security in having someone to go out with, status, etc.

6. Can you think of any problems in going steady? e.g. too restrictive, may lead to early marriage.

7. Can a couple "break up" after going steady and still remain friends? How?

8. What kind of experiences are most likely to help young men and young women know each other better and to develop appreciation and respect for each other?

Books

The Dating Game, Herbert J. Miles, Zondervan Publishing House.
Youth Looks Toward Marriage, David R. Mace. Delter Books.
God, Sex and Youth, William E. Hulme, Concordian Publishing House.
Breaking Up, Wayne Judd, Pacific Press Publishing House.

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

Method of Testing

Participation in discussions; two topics, two sessions per topic.

SEX AND DATING

Objective

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

Introduction

Most young people are interested in the changes that are taking place in their bodies at this time of life and many are wondering about the emotional changes. What is the purpose of all this you might wonder. Well, all of these changes are part of God's plan to help you to choose a girlfriend or boyfriend to court each other, to marry, and eventually to become parents.

God's Creation

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

Mature at Different Ages

Boys and girls mature at different ages. Sometimes a girl might appear to be quite a young woman by the age of 12, whereas often we find boys develop and mature at a later stage.

Boys' Development

Naturally you are all interested in the changes that take place in your bodies as you pass through puberty. Boys grow taller and develop more muscular physiques; their voices change and become much deeper, like a man's voice. Hair appears on the face and on the upper lip, and occasionally they find it necessary to shave.

Girls' Development

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

Sexual Urges

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

God-Given for a Purpose

Remember that these forces are God-given, they are very powerful, but until they can be used wisely in the relationship of marriage they should be harnessed and controlled. No one ever died from controlling a sexual desire.

These are the very forces which draw men and women together in love, marriage and family life. God has placed in each one of us the reproductive powers that make parents co-

creators with God in bringing babies into the world. It is very important that you should understand yourself and your sexual natures for each one of us is a sex individual.

Girls and Sexual Urges

With girls the sexual urge is not as intense or as powerful as it is with a boy. Girls imagine themselves frequently in a romantic love situation. They indulge in daydreaming, imagining themselves as the center of attraction in somebody's life. They want a boy to love them, i.e. to be attentive and affectionate, and they want to choose a partner and settle down in a secure marriage relationship and bear children. This is the ultimate aim of practically every girl. To this end she endeavors to make herself attractive to the boys, taking particular care with her dressing and grooming.

Boys and Sexual Urges

Boys, on the other hand, have a more urgent sexual drive which can be aroused more easily. This can be by means of pictures of partially clad girls, by pinups, or by talking or reading about intimate matters, or just by thinking about them. Many things may stimulate a boy's sexual urge which will have little or no effect on the average girl.

Sex Used in Advertising - TV

Possibly you have observed the way that sex is used in advertising to sell all manner of commodities and the columns of sexual matters that appear in today's magazines. The commercial world uses the strongest possible means to influence you to buy their products. They know that sex is of tremendous interest to people, and that's why they take advantage of it. Television programs frequently deal with sex but usually in a manner that is far from the Christian ideal of chastity before marriage and faithfulness after marriage. Real life situations are usually not solved in 30-60 minutes.

Bible

What does the Bible say about sex? In Matthew 5:8 we read, "Blessed are the pure in heart for they shall see God", and Paul says, "Finally brethren, whatsoever things are true, honest, just and pure, whatsoever things are lovely and of good report, think on these things", Philippians 4:8. Do the TV programs that you watch help you toward this end?

Pornography

Pornography is published expressly with the aim of stimulating a reader's sexual urges in a manner that is far

from the pure and lovely thoughts that Paul suggests we should have.

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

Emotional Changes

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

Crushes

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

TRANSFER OF FEELINGS TO THE OPPOSITE SEX

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

Illustration

Brian is a good illustration because he had different love feelings for a number of different girls, and I would like to tell you about them. He had known Ann for years. They'd

grown up together and he could talk over anything with her. He'd take her home after a bike ride and squeeze her hand with a warmth that he felt he could never express in a kiss, for it wasn't that kind of love.

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

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

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

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

Social Development - Groups

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

Group Activities

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

Teasing - Family

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

Groups Leading to Independence

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

Dating Different People

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

Girls, Not One Date

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

Dating Only One Person

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

Conclusion

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

DISCUSSION TOPICS FOR SEX AND DATING

1. Discuss the ideal age at which to commence dating. For discussion consider:

   13 and under - no dates;
   13-16 - group dating
   16 and over - single dates.

2. Suggest possible activities for dating - aim to develop a wide variety of interests.

3. Discuss a possible code for dating - guidelines-limits.

   a. Relationships with parents

      i. Should parents meet date before going out?
      ii. Should parents be told where you are going and what time to expect you home?

   b. What etiquette and courtesies do you expect from your date? e.g. neat appearance; to be called for properly at the door--not with the sounding of the car horn; boys to open/close car door/ don't talk about previous dates.

4. Discuss the limits you think should apply to:

   a. Time to conclude the date
   b. Restrictions regarding places of amusement
   c. Parked cars
   d. Personal limits - e.g. kissing is not a boy's right, nor is it to be expected as payment for an evening out.

Resources:

Sense and Nonsense About Sex, Evelyn Duvall
Sex And The Adolescent, Maxine Davis
What Every Teenage Boy Should Know", John F. Knight
What Every Teenage Girl Should Know", John F. Knight

Time Frame: 30 minutes to 1 hour (possibly in 2 sessions)

II. CHRISTIAN LIFESTYLE (Optional)

A. **Requirement** - Give a written or oral report on respect for God's law and civil authority, and list 20 guidelines for moral behavior, and explain each.

Explanation - This completes the Friend through Guide sequence, starting with friends and going to family, church and community, and now our own individual specific relationship to God. These personal moral guidelines should not be developed on their own without help and guidance through group discussion or encouragement to read related chapters in Messages to Young People, and booklets available from a local Christian bookstore or the conference ABC bookstore, such as Before you Burn the Rule Book available at the NAD Pathfinder Distribution Center in Lincoln, Nebraska. A good many years ago our educational system had the philosophy of providing a long list of do's and don't's which was shown in the past generation to be very pharisaical. However, having eliminated that list we have had a tendency to go to the other extreme and not provide any guidelines, church promoted or otherwise, and it has become part of the problem that we see today among our young adults. We must provide a basis for personal, moral guidelines for our young people and enable them to provide their own lists of do's and don't's with a knowledge of why those lists have been put together and what to do about situations as they arise in their lives that perhaps may not have been a part of their past or present guidelines.

Time Frame: 30 minutes

III. GOOD CITIZENSHIP (Optional)

A. **Requirement** - Listen to a lecture on career opportunities for Christians. Visit people working in three careers of your choice and discuss your findings.

Application - This is an activity often dealt with to a greater or lesser degree in the various school systems. That

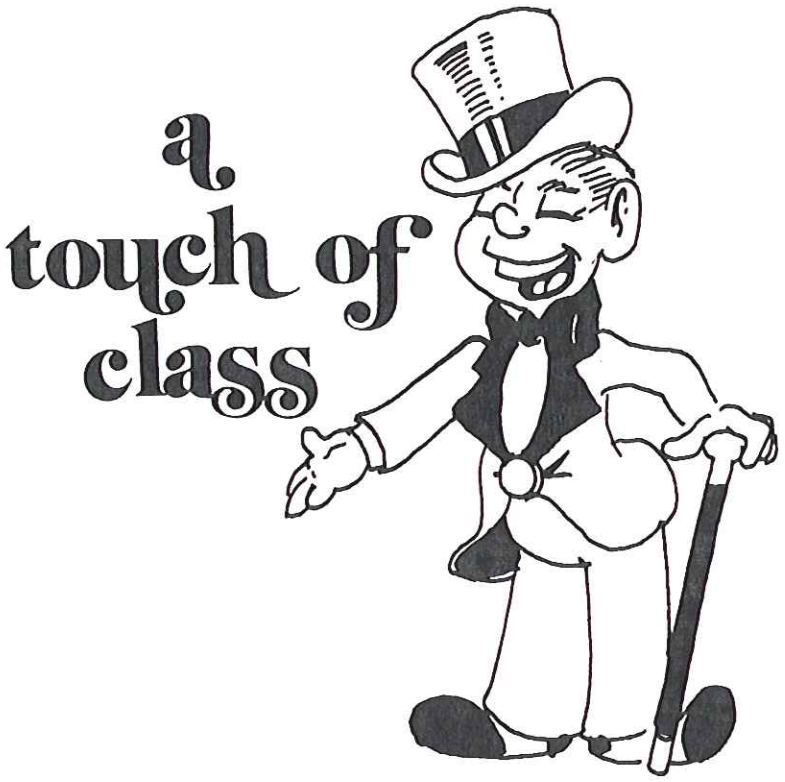
can be a springboard for completion of this requirement. However, the participant needs to go beyond sitting through a "required lecture", especially if the careers in question don't interest him. He needs to take the active step of selection of careers that may sound interesting and find out more--first hand.

By this time in a young person's life he should be starting to form definite goals in life which will enable him to direct his studies over the next few years so as to actually achieve his goals. Therefore, career evaluations, from a Christian perspective, are essential. Young people of this age, without long range objectives, often find themselves in difficulties--scholastically and socially. Our youth should know where they have been, where they are going and in whom they believe.

Time Frame: 20-30 minutes group time (more and variable individual time)

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

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



GUIDE

INSTRUCTOR'S MANUAL
HEALTH & FITNESS

I. HEALTH PRINCIPLES (Optional)

A. **Requirement** - Make a presentation to elementary students regarding the laws of good health.

B. **Requirement** - Make a presentation to elementary students discussing the dangers of drug, alcohol or tobacco use.

Explanation - Two presentations are worked on here. If there is more than one Guide involved, they may put on a special health program for more than one audience and rotate subject matter. If there is only one Guide involved, he may wish to make his presentation as a two-or-more-part short series of talks to students.

The first presentation can include any one or more of such topics as: foods, meat vs. vegetarianism, salt/sugar, family health problems, exercise/fitness, etc.

The second presentation deals directly with the traditional "temperance" issues, drugs, alcohol, tobacco.

These may also tie into the Temperance Honor and Nutrition Honor (see the AY Honors Handbook).

Application - **TEACHING IDEAS**

1. Obtain a supply of back copies of "LISTEN" and "GOOD HEALTH" for teens who do not have the magazines coming regularly to their homes.

2. Ask the teens to prepare a short talk or written report on the topic, drawing points and evidence from articles in the magazines.

3. Allow time for each of the Guides to express their point of view to the group. If there is time, encourage the group to comment on the material each person has presented.

4. Follow the discussion and presentation by the Guide of his personal reasons for choosing a healthful lifestyle.

5. If the class wants to create their own style of program, have a brainstorming session where they can pool all their ideas. From this pool the class can decide on

their style of program and allocate activities.

6. Your class may like to choose a suitable program from the following list of suggestions:

   a. Cooking demonstration
   b. Bread making demonstration
   c. Physical fitness demonstration and assessment
   d. Local Breathe Free Plan, Heart Beat, Stress Control, or other suitable program
   e. Health Hut

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

Narcotics Education
12501 Old Columbia Pike
Silver Spring, MD 20904

NUTRITION SERIES

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

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

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

Desserts - Low Sugar - Delightful desserts that are nutritious, delectable and attractive.

Nature's Delightful Desserts - Delicious cookies, pies and ideas for preparing fruit in a number of ways illustrated.

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

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

PREVENTION SERIES

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

Narcotics Education
12501 Old Columbia Pike
P. O. Box 10548
Silver Spring, MD 20904
Phone: 1-800-548-8700 (U.S., except Alaska)
OR 1-301-680-6740

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

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

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

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

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

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

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

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

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

Time Frame: 30-45 minutes

II. First Aid/Safety (Optional)

A. **Requirement** - Complete a Red Cross First Aid class OR lead a group through the Red Alert Honor.

Explanation - Up to this point in the AY Classes, Red Cross certification has not been required but desired, if possible. Now the person should become Red Cross certified if at all possible. It is also desired that they continue Red Cross training until receiving an Instructor rating--making a viable contribution to the community and your group.

Where a Red Cross program is not available or presents

conflicts that are unavoidable or unsolvable, then the option is open to lead a group (Friend class) through the Red Alert Honor in the AY Honors Handbook. Also see Friend Class Instructor's material in this Manual.

B. **Requirement** - Study and practice "Traffic Safety".

Explanation - A passing grade in Driver's Education through a school system will qualify for this requirement, or study the handbook used for teaching driver's education.

To be a safe vehicle operator an individual must first know all the principles of using the vehicle around others.

Roadway safety principles are basically the same from the child as a pedestrian to the young vehicle driver. Only the individual who puts safety and knowledge first will have a chance to avoid many of the accident situations that many drivers face.

Obtain a copy of the vehicle traffic code for your state. Learn it as well as possible while emphasizing the numerical values--speeds and distances. Pass an exam on the material at the 95 percent level.

TRAFFIC SAFETY

Suggested Activities:

1. With the teacher driving and students recording, discreetly follow five vehicles a maximum of five miles each. Chart the driving errors observed and display it.

   Observations have found it virtually impossible to follow a driver without observing driving errors. The best area to begin following a vehicle is a commercially zoned road with moderate traffic. Under no circumstances should the following vehicle break a law to maintain visual contact.

2. Go to the scene of an accident. Make all possible observations without any direct communication with involved parties or authorities. Write a report of three or more pages (including diagrams) following a predetermined format.

   A police scanner or a contact with local police will assist you in finding a non-tragic accident. Observations should include the safety of others now around the scene.

3. Operate a bicycle rally (skill and safety) for young Pathfinders.

Most bicycle shops have been involved in bike rallies or have information on their operation. In some small town settings the police will also become involved.

III. FITNESS/EXERCISE (Optional)

A. **Requirement** - Choose one lifetime exercise activity and record your exercise for four months.

Explanation - Charts and diagrams for various exercise programs are generally available. Contact your local library or church school/public school physical education teacher.

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.

GUIDE

INSTRUCTOR'S MANUAL

YOUTH ORGANIZATION

I. LEADERSHIP (Optional)

A. **Requirement** - Attend a conference-sponsored basic Pathfinder Leadership course.

Application - Each year your conference Pathfinder leaders (Director and/or Area Coordinators) provide one or more basic training courses for new club leaders. This course consists of 10 hours of training covering such aspects as club organization, programming, witnessing, ceremonies, nature, crafts, camping, scheduling, etc. The Basic course is the first of a series of seven courses (each of 10 hours) available for Pathfinder staff development. Contact your conference Youth Ministries personnel for time and place of the next Basic Pathfinder course.

Time Frame: 10 hours (usually a weekend)

B. **Requirement** - Plan and teach two requirements in each of the following honors:

1. Camping Skills #3 Honor
2. Camping Skills #4 Honor

Explanation - These honors are located in the AY Honors Handbook.

Application - **TEACHING IDEAS**

If a Guide has only recently joined the program and his camping skills are not well developed yet, he may need to deal with the easiest of the requirements and go back and earn Camping Skills #1 and #2 Honor in order to complete this requirement.

If the Guide has "come up through the ranks", as in the case with the great majority, selection of the requirements to teach will be easy and the project not only fun but an asset to your instructional staff.

Time Frame: Varies from one hour to 1/2 day on a campout

II. CLUB AWARENESS (Optional)

A. **Requirement** - Discuss with your club staff the club-community involvement in the total Pathfinder Club program, **OR** for AY Societies, invite a Pathfinder expert to speak to your group.

Application - **TEACHING IDEAS**

1. Club activities that impact the community
2. Community awareness (or lack of) of club's existence
3. Ways to extending impact on and support of community

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: 30-40 minutes

III. PATHFINDER PROGRAMMING (Optional)

A. **Requirement** - Plan, participate in, and evaluate your Pathfinder club's involvement with the community in the following:

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

Application - This is an extension of Section II, Club Awareness, above. The six activities listed, however, are ones that traditionally have had little exposure to the "outside" world. Yet one often reads in the local papers of similar scout equivalent activities - community impact. Just because we are not "of the world" does not mean we are not "in the world". Newspaper/radio/community center announcements need to become an integral part of our program. Guides (and staff) can work on their Journalism Honor. Special invitation/visits to or from the Mayor, Chief of Police, Parks Superintendent, Councilmen, etc. should be actively sought and planned for.

Time Frame: 30 minutes to an hour

B. **Requirement** - Complete the requirements for the Advanced Drilling and Marching Honor.

Explanation - This honor is found in the AY Honors Handbook. See Appendix (Youth Organization) for additional information on drilling and marching.

Options:

1. If the Guide has followed the program from the Friend up, the requirements remaining are: #7, #8 and #9.

   Requirement #7 - Command a drill team of at least four people, putting the team through basic maneuvers, starting directional commands on the proper foot, and distinguishing between preparatory commands and commands of execution.

   Requirement #8 - Command an entire Pathfinder Club in at least ten basic drill movements, including Open Ranks.

   Requirement #9 - With a unit (or a selected flag guard), formally raise and lower the national flag at a summer camp ceremony, a special Pathfinder meeting, Pathfinder Day program, camporee, or some similar program or ceremony. Also demonstrate posting the national and Pathfinder flag.

2. If the Guide already has the Advanced Drilling and Marching Honor, this requirement has been met.

3. If the Guide is new to the program and has no drilling and marching skills yet, he must complete the Drilling and Marching Honor found in the AY Honors Handbook.

4. If the Guide has followed part of the program in the past and has the Drilling and Marching Honor but no more, he needs to complete all requirements of the **Advanced** Drilling and Marching Honor.

☞ **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 - Read the story of Jesus' childhood in The Desire of Ages, ch. 7, and relate it to the place of nature study in His education and ministry by giving orally before an audience an original nature lesson (parable) drawn from your observations.

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

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

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

When Adam and Eve sinned, they lost the privilege of studying the original version of God's Book of nature. For many years the lessons from this altered--although still beautiful--Lesson Book were handed down from generation to generation. But since the pages of the original became so drastically

marred and since the devil began to perfect his own version of how the Book should be interpreted, it was necessary for God to provide a supplement to it. Beginning with Moses, God used faithful servants to record His truth in writings that were collected into the Bible as we know it.

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

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

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

Time Frame: One hour

II. Nature Appreciation

Spiders/Rocks and Minerals

A. **Requirement** - Complete a spider web study project, **OR** collect or obtain and identify 15 different kinds of rocks and minerals.

Application - This is a very delicate and fun art project. It requires a piece of plywood or poster board somewhat larger than the spider you wish to display. You cover the backboard with a piece of cloth, preferably velvet or dark felt; then you spray the spider web lightly with hair spray or spray paint. Put your plywood or poster board to the web until it sticks to the cloth, have someone cut the four strands holding the web, and you have a beautiful piece of art. Next spray with a clear acrylic spray to preserve.

This is somewhat an open-ended project, as there are other spider web project ideas that could be experimented with also. This requirement can also serve as a springboard for the Spider Honor found in the AY Honors Handbook.

Time Frame: 20 minutes to one hour

Ecology/Fungi

B. **Requirement** - List ten ways in which you might actively work to improve the environment you live in. Put four into practice, or photograph or draw fifteen different fungi and correctly identify them.

Application - There are numerous paperbacks on the current market and in used book stores. Some such as Ecology at Home by Killeen or The Environmental Handbook by DeBell are full of involvement ideas. It might be said that some of the ideas presented get quite forceful. The Environmental Handbook has an entire section, Eco-tactics, listing many activities or practices to get into from simple ones like using the mass transit system more to avoiding multiple wrapped or non-recyclable wrapped products, learning how to raise a garden without pesticides and leaving the fur to their original owners. Ecology at Home suggests: don't use trash compactors--separate, salvage, recycle, and make compost instead. Return junk mail. The publishers are required to pay double postage for returned mail and probably will take you off their list. Electrical use, rheostat controls, small bulbs where possible; heat only rooms in use, control thermostats (use sweaters in winter).

The alternative drawing of fungi would be for the more artistic young people, as the drawings must be identifiable. There are numerous field guides available to give proper identification to the fungi.

Time Frame: Two to three 30-minute periods or more

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.

Selection may be made from the chart below or one of the following:

Ecology	Moths and Butterflies
Edible Wild Plants	Fungi
Flowers	Optics
House Plants	Spiders

NATURE HONORS - SKILL LEVEL #3

Honors	Club	Home	School	Winter	Summer
Advanced Birds		X		X	X
Advanced Ecology	X		X		X
Environmental Conservation	X		X	X	X
Advanced Flowers		X			X
Grasses	X	X			X
Lichens, Liverworts & Mosses	X	X	X		X
Marine Algae	X	X	X	X	X
Advanced Rocks & Minerals	X	X	X	X	X
Advanced Shells	X	X	X	X	X
Advanced Stars	X	X	X	X	X
Advanced Trees	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.

☞ 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** - Lead an individual or group through a Knot Tying Honor requirement.

Application - Each of the previous AY/Pathfinder Classes has a knot tying requirement at this point. The Guide may be of help to your instructional staff if he has previously completed the Knot Tying Honor (as a Voyager). If the Guide has only recently entered the program and does not yet have the Knot Tying Honor, he must complete the honor before fulfilling this requirement.

Time Frame: 30-45 minutes

B. **Requirement** - Learn or review the Wilderness Safety rules.

Application - See the APPENDIX **(Outdoor Living)** for a discussion of Wilderness Safety.

Time Frame: 20-30 minutes

II. OUTDOOR ACTIVITY (Optional)

A. **Requirement** - Earn one of the camp honors listed below not previously completed.

1. Pioneering
2. Winter Camping
3. Backpacking
4. Wilderness Living
5. Outdoor Leadership



Explanation - These are found in the AY Honors Handbook. If you happen to have a real "pro" who already has all of these, another recreational honor not previously earned may be substituted. Consult your conference Youth Ministries personnel.

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

Do Sections I and II for the advanced class requirements.

GUIDE

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.

The participant may complete one of the Skill Level 2 honors, not previously earned, (see the listing under Ranger Class) or one of the following:

ARTS, CRAFTS, & HOBBIES - SKILL LEVEL 3

	Club	Home	School	Camp
Advanced Copper Enameling	X			X
Advanced Crocheting		X		
Drawing and Painting	X	X	X	
Advanced Indian Lore	X		X	X
Advanced Knitting		X		
Advanced Leathercraft	X			X
Advanced Model Rocketry	X	X	X	X
Advanced Silkscreen Printing				

HOUSEHOLD ARTS - SKILL LEVEL 3

Advanced Nutrition	X
Tailoring	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.

The participant may complete one of the Skill Level 2 honors, not previously earned, (see listing under Ranger class) or one of the following:

RECREATIONAL HONORS - SKILL LEVEL 3

	Club	Home	School	Camp
Advanced Caving	X	X		
Life Saving				X
Advanced Senior Life Saving				X
Advanced Outdoor Leadership	X			
Advanced Rock Climbing	X			X
Scuba Diving		X		
Advanced Scuba Diving		X		
Advanced Swimming		X		X

VOCATIONAL HONORS - SKILL LEVEL 3

Advanced Auto Mechanics		X	X
Advanced Communications	X		X

ANTIQUES/OUTDOOR INDUSTRIES - SKILL LEVEL 3

Accounting			X
Barbering			
Book Binding	X		X
House Painting		X	
Masonry		X	
Paper Hanging		X	
Plumbing		X	
Shoe Repair			
Shorthand			X

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

Explanation - The Beginners Swimming Honor is found in the AY Honors Handbook.

It is hoped that this honor would have long since been earned and that the participant is actually much farther along by this point in the program--perhaps even at the Swimmer level, see AY Honors Handbook. However, they should at least be at this level, except for those who have physical barriers which may require consultation or alternatives with the youth ministries of your conference.

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

Do Sections I and II for the advanced class requirements.