

RANGER



RANGER WORKBOOK



NAME: _____

COUNSELLOR: _____

CLUB: _____

North England Conference

YEAR: _____




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ADVANCED REQUIREMENTS

GENERAL				
Requirement	(✓)	Date	Signature	
1	None			
SPIRITUAL DISCOVERY				
Requirement	(✓)	Date	Signature	
1	Complete the Christian Citizenship Honour if not previously done			
SERVING OTHERS / COMMUNITY OUTREACH				
Requirement	(✓)	Date	Signature	
1	Conduct two Bible studies with non-Seventh-day Adventists			
FRIENDSHIP DEVELOPMENT				
Requirement	(✓)	Date	Signature	
1	Role play the story of the Good Samaritan, and think of ways to serve 3 neighbours and then do so			
HEALTH AND FITNESS				
Requirement	(✓)	Date	Signature	
1	Participate in one of the following activities and write a report			
	a. Hike 15km and keep a log			
	b. Cycle 80 km			
	c. Ride a horse 15km			
	d. Swim 1km			
	e. Go on a one day canoe trip			
ORGANISATION AND LEADERSHIP DEVELOPMENT				
Requirement	(✓)	Date	Signature	
1	Complete requirement 3 and 6 of the Drilling and Marching Honour if not previously done			
NATURE STUDY				
Requirement	(✓)	Date	Signature	
1	Be able to identify through photographs, sketches, pictures or real life, one of the following			
	a. 25 tree leaves			
	b. 25 rocks and minerals			
	c. 25 wild flowers			
	d. 25 butterflies and moths			
	e. 25 shells			
OUTDOOR LIFE				
Requirement	(✓)	Date	Signature	
1	Complete the Orienteering Honour			
2	Be able to light a fire on a rainy day or in snow. Know where to get dry material to keep it going. Demonstrate ability to properly tighten and replace an axe handle			
1	Complete one of the following requirements and write a report:			
	a. Know on sight, prepare and eat ten varieties of wild plant foods			
	b. Be able to read and receive 35 letters by semaphore code			
	c. Be able to send and receive 15 letters a minute by wigwag using international Morse code			
	d. Be able to send and receive Mathew 24 in sign language for the deaf			
	e. Take part in a simple emergency search and rescue operation using two-way radios			
LIFESTYLE ENRICHMENT				
Requirement	(✓)	Date	Signature	
1	Complete one Honour in Recreation or Arts and Crafts not previously earned			

	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
Individual Honour Record	Plaster Craft	Cardi	Cattle Husbandry	Kites	Plumbing						
	Plastics	Cats	Dairying	Knot Tying	Printing						
	Pottery	Dog Care & Training	Flower Culture	Navigation	Radio						
	Sculpturing	Dogs	Fruit Growing	Orienteering	Radio - Advanced						
	Silk Screen Painting	Domestic Animals	Gardening	Outdoor Leadership	Radio Electronics						
	Silk Screen - Advanced	Ecology	Goat Husbandry	Outdoor L'ship - Advanced	Shoe Repair						
	Soap Craft	Ecology - Advanced	Horse Husbandry	Physical Fitness	Shorthand						
	Soap Craft - Advanced	Edible Wild Plants	Pigeon Raising	Pioneering	Small Engines						
	Stamps	Environmental Conservation	Poultry Raising	Rock Climbing	Teaching						
	String Art	Ferns	Sheep Husbandry	Rock Climbing - Advanced	Typewriting						
	Textile Painting	Fishes	Small Fruit Growing	Rowing	Welding						
	Typewriting	Flowers	OUTREACH MINISTRIES	Sailing	Woodworking						
	Weaving	Flowers - Advanced	Adventure for Christ	Scuba Diving							
	Wood Carving	Fossils	Adventure for Christ - Adv.	Scuba Diving - Advanced	ADRA HONOURS						
	Wood Handicraft	Fungi	Christian Citizenship	Springboard Diving	Community Assessment						
	ART & CRAFT HONOURS	HEALTH & SCIENCE HON.	Geology	Christian Grooming/Manners	Community Service						
	Aeroplane Modelling	Basic Rescue	Geology - Advanced	Christian Storytelling	Crisis Intervention						
	Basketry	Chemistry	Grasses	Family Life	Disaster Response						
	Block Painting	CPR	House Plants	Junior Witness	Hunger Relief						
	Book-Keeping	First Aid - Basic	Insects	Junior Youth Leadership	Refugee Resettlement						
Bread Dough	First Aid - Standard	Insects - Advanced	Language Study	Rural Development							
Cake Decorating	First Aid - Advanced	Lichens/Liverworts/Mosses	Literature Evangelist	Tutoring							
Candle Making	Health & Healing	Livestock	People of Other Lands	Urban Development							
Ceramics	Home Nursing	Mammals	Personal Evangelism	D.O.E. AWARD							
Counted Cross Stitch	Optics	Mammals - Advanced	Sign Language	Bronze							
Crochet	Physics	Marine Algae	Sign Language - Advanced	Silver							
Crochet - Advanced	Red Alert	Marine Invertebrates	Stewardship	Gold							
Coins (currency)	HOUSEHOLD ARTS	Marine Mammals	Temperance								
Decoupage	Baking	Moths & Butterflies	RECREATION HONOURS								
Drawing & Painting	Basic Sewing	Orchids	Archery	Winter Camping							
Felt Craft	Cooking	Poultry	Archery - Advanced								
Flower Arrangement	Cooking - Advanced	Reptiles	Backpacking	VOCATIONAL HONOURS							
Glass Painting	Dressmaking	Rocks & Minerals	Camp Craft	Accounting							
Knitting	Dressmaking - Advanced	Rocks & Minerals - Advanced	Camping Skills - I	Automobile Mechanic							
Knitting - Advanced	Food Drying	Sand	Camping Skills - II	Auto. Mech. - Adv.							
Leather Craft	Food Freezing	Seeds	Camping Skills - III	Bible Evangelism							
Leather Craft - Advanced	Housekeeping	Seeds - Advanced	Camping Skills - IV	Book-binding							
Lettering/Poster Making	Laundry	Shells	Canoeling	Book-keeping							
Macramé	Nutrition	Shells - Advanced	Caving	Carpentry							
Metal Craft	Nutrition - Advanced	Shrubs	Caving - Advanced	Christian Salesmanship							
Model Boats	Preserving	Small Mammal Pets	Community Water Safety	Communications							
Model Cars	Quilting	Spiders	Comm. Water Safety - Adv.	Communications - Adv.							
Model Railroad	Tailoring	Stars	Cycling	Computers							
Model Rocketry	NATURE HONOURS	Stars - Advanced	Cycling - Advanced	Computers - Advanced							
Model Rocketry - Adv.	Amphibians	Weather	Down Hill Skiing	Electricity							
Music	Animal Tracking	Weather - Advanced	Drilling & Marching	House Painting							
Needle Craft	Bird Pets	OUTDOOR INDUSTRIES	Fire Bldg & Camp Cookery	Interior House Painting							
Origami	Birds	Agriculture	Hiking	Journalism							
Photography	Birds - Advanced	Beekeeping	Horsemanship	Masonry							
				Paper Hanging							

	<p><i>Recommended for Investiture</i> I consider that this candidate has completed the requirements necessary to be recommended for investiture.</p>
<p>Club Counsellor Sign Off</p>	<p>Name <i>(printed)</i></p> <p>Signature</p> <p>Date</p>
<p>Club Director Sign Off</p>	<p>Name <i>(printed)</i></p> <p>Signature</p> <p>Date</p>
<p>Area Coordinator Sign Off</p>	<p>Name <i>(printed)</i></p> <p>Signature</p> <p>Date</p>
<ul style="list-style-type: none"> ★ Notes ★ Comments ★ Further Actions 	

GENERAL



This section contains general information about the Pathfinder Club, information on the Pledge and Law as well as book club certificate requirements.

PERSONAL DETAILS

Paste your photo here

My Name is

My Address is

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Email address

My Date of Birth is

I am Years Old

I confirm that I am an **ACTIVE MEMBER** of the
Pathfinder Club

Club Member Signature: _____ Date: _____

Pathfinder Leader Signature: _____ Date: _____

PATHFINDER AIM

The Advent Message To All The World In My Generation.

PATHFINDER MOTTO

“The Love of Christ Constrains Me”

PATHFINDER PLEDGE

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

EXPLANATION – PATHFINDER PLEDGE

By the grace of God

Only as we rely on God to help us can we do His will.

I will be pure

I will fill my mind with everything that is right and true and spend my time in activities that will build a strong, clean character.

I will be kind

I will be considerate and kind, not only to my fellow man, but also to all of God's creation.

I will be true

I will be honest and upright in study, work and play and can always be counted upon to do my very best.

I will keep the Pathfinder Law

I will seek to understand the meaning of the Law and will strive to live up to it's spirit, realizing that obedience to law is essential in any organisation

I will be a servant to God

I will pledge myself to serve God first, last, and best in everything I am called upon to be or do.

I will be a friend to man

I will live to bless others and do unto them as I would have them do unto me.

PATHFINDER LAW

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

EXPLANATION – PATHFINDER LAW

Keep the Morning Watch.

I will have prayer and personal bible study each day.

Do my honest part.

By the power of God I will help others, and do my duty and my honest share, wherever I may be.

Care for my body

I will be temperate in all things and strive to reach a higher standard of physical fitness.

Keep a level eye.

I will not lie, cheat or deceive, and will despise dirty talk or evil thinking.

Be courteous and obedient.

I will be kind and thoughtful of others, reflecting the love of Jesus in all my association with others.

Walk softly in the sanctuary.

In any devotional exercise I will be quiet, careful and reverent.

Keep a song in my heart

I will be cheerful and happy and let the influence of my life be as sunshine to others.

Go on God's errands.

I will always be ready to share my faith and go about doing good as Jesus did.

AY MISSION:

The salvation of youth through Jesus Christ. We understand youth ministry to be that work of the church that is conducted for, with, and by young people.

AY AIM:

The Advent message to all the world in my generation.

AY MOTTO:

The love of Christ compels me.

AY PLEDGE:

Loving the Lord Jesus, I promise to take an active part in the youth ministry of the church, doing what I can to help others and to finish the work of the Gospel in all the world.



ADVENTURERS

The Adventurer Club is a Seventh-day Adventist Church-sponsored ministry open to all families of children in grades 1-4 (kids ages 6-9)...



PATHFINDERS

Enlarging their windows to the world and building a relationship with God are the dual objectives of this club designed for children ages 10-15...



AMBASSADORS

The Ambassador Club is not intended as a replacement of, but instead, will strengthen the current Senior Youth/ Young Adult Ministry of our Church. For ages 16-21..



YOUNG ADULTS

The story of the Adventist Youth Society began over 125 years ago along a dusty country lane in Michigan with two young boys kneeling in prayer and today serves ages 16-31+...

<http://gcyouthministries.org/>

BOOK CLUB CERTIFICATE

[Compulsory Requirement]

1. Pathfinders are to read a minimum of 4 books every year. One book must be from each of the following categories:
 - a) Missions
 - b) Autobiography
 - c) Nature of Science
 - d) One book of personal choice (excluding fiction e.g novels, etc)
2. Juniors are to read a minimum of 40 pages.
3. Teens are to read a minimum of 80 pages.
4. Pathfinders must inform their Club Leaders/Counsellors about the choice of books BEFORE commencing to read so that the category of book and suitability can be decided upon. Club Leaders may choose to have a collection of books as reference but Pathfinders may have books at home that will fall into the categories listed above.
5. Upon completion, Pathfinders must prepare a summary of what they have read to include:
 - Title of Book
 - Author
 - Publisher and Year Published
 - Paraphrased, bulleted points or outline of main events or ideas.
6. Reports should be a minimum of 80 words for Juniors and 120 words for Teens, completed in their own time.
7. The Pathfinder and the Club Leader/Counsellor must date and sign each completed Book Club Certificate Report (sample Report in Leaders Book – copy as required).
8. The completed work must be kept in the Pathfinder's folder for inspection at the Evaluation Day.

*N.B. Pathfinder Reading Lists are no longer issued annually but there are thousands of good reading materials for this requirement.
Pathfinders and their counsellors can find appropriate reading materials by searching online with the words 'junior reading lists'.
You can also take advice from your local library, schools or local authority experts.*

BOOK REVIEW 1 – PERSONAL CHOICE

About the Book:

Title of Book

Author

Publisher

Year and ISBN

Plot:

How does the story start? What happens in the middle? How does it end?

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Characters:

Who is in the story? What are they like (Personality / Appearance)?

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Setting:

Where is the story set? What words or phrases tell you about location?

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BOOK REVIEW 2 – PERSONAL CHOICE

About the Book:

Title of Book

Author

Publisher

Year and ISBN

Plot:

How does the story start? What happens in the middle? How does it end?

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Characters:

Who is in the story? What are they like (Personality / Appearance)?

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Setting:

Where is the story set? What words or phrases tell you about location?

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BOOK REVIEW 3 – PERSONAL CHOICE *(Excluding Fiction)*

About the Book:

Title of Book

Author

Publisher

Year and ISBN

Plot:

How does the story start? What happens in the middle? How does it end?

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Characters:

*Who is in the story? What are they like
(Personality / Appearance)?*

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Setting:

*Where is the story set? What words or
phrases tell you about location?*

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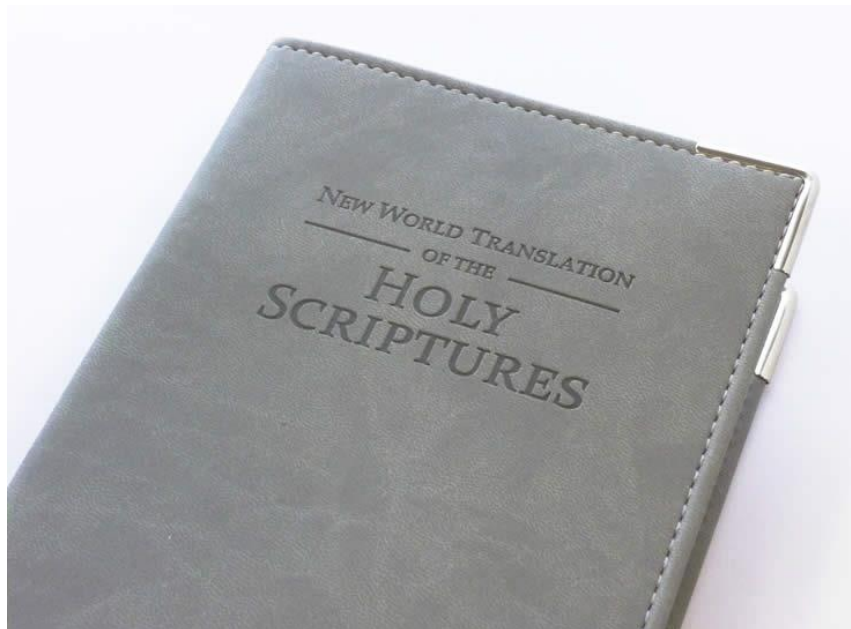
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SPIRITUAL DISCOVERY



The purpose of this section is to renew and develop the teenagers' confidence in the Bible as the Word of God, and to help them discover a saving relationship in Jesus, leading to a decision of commitment and baptism.

1. Discover in group discussion:



You will need a **BIBLE** for this requirement.

a. What Christianity is:

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b. What are the marks of a true disciple: (Matthew 6:19-34; Luke 14:26-33.):

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c. The forces involved in becoming a Christian:

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1b. Humpty Dumpty Revisited

*Humpty Dumpty sat on the wall
Humpty Dumpty had a great fall
All the King's horses and all the King's men
Couldn't put Humpty together again*

But soon the King himself heard of Humpty's fate. And he was deeply disturbed. So, setting aside his royal finery, disguised as a common peasant, the King slipped unnoticed through the majestic palace gates and into the rough-and-tumble street life of his kingdom.

The King meandered through the back streets and alleys in search of Humpty. After several days and nights the persistent monarch found him. Humpty's shattered body was scattered over a ten-foot circle amidst the broken glass and flattened beer cans of a back alley.

Though exhausted from his searching, the King was overjoyed at the sight of Humpty. He ran to his side and cried, "Humpty! It is I-your King! I have powers greater than those of my horses and men who failed to put you together again. Be at peace. I am here to help!"

"Leave me alone," Humpty's mouth retorted. "I've gotten used to this new way of life. I kind of like it now."

"But..." was all the King could get out before Humpty continued.

"I tell you, I'm fine. I like it here. That trash can over there...the way the sun sparkles on the broken glass. This must be the garden spot of the world!"

The King tried again. "I assure you my kingdom has much more to offer than this back alley - there are green mountains, rolling surf, exciting cities..."

But Humpty would hear none of it. And the saddened King returned to the palace. A week later one of Humpty's eyes rolled skyward only to see once again the concerned face of the King standing over his fractured pieces.

"I've come to help," firmly stated the King.

"Look, leave me alone, will you?" said Humpty. "I've just seen my psychiatrist, and he assures me that I'm doing a fine job of coping with my environment as it is. You're a cop-out. A man has to deal with life as it comes. I'm a realist."

"But wouldn't you rather walk?" asked the King.

"Look," Humpty's mouth replied, "once I get up and start walking I'll have to stay up and keep walking. At this point in my life I'm not ready to make a commitment like that. So, if you'll excuse me - you're blocking my sun."

Reluctantly the King turned once again and walked through the streets of his kingdom back to the palace.

It was over a year before the King ventured to return to Humpty's side. But, sure enough, one bright morning one of Humpty's ears perked up at the sure, steady strides of the King. This

time he was ready. Humpty's eye turned toward the tall figure just as his mouth managed the words, "My King!"

Immediately the King fell to his knees on the glass-covered pavement. His strong, knowing hands gently began to piece together Humpty's fragments. After some time, his work completed, the King rose to full height, pulling up with him the figure of a strong young man.

The two walked throughout the kingdom. Together they stood atop lush green mountains. They ran together along deserted beaches. They laughed and joked together as they strolled the gleaming cities of the King's domain. This went on forever. And to the depth, breadth, and height of their friendship there was no end.

Once while walking together down the sidewalk in one of the King's cities, Humpty overheard a remark that made his heart leap with both the joy of his new life and the bitter memory of the back alley. Someone said, "Say, who are those two men?"

Another replied, "Why, the one on the left is old Humpty Dumpty. I don't know the one on the right - but they sure look like brothers!" -Vic Pentz

Discuss the following questions:

1. What does the parable say about?

a. What God is like? (1 John 1:5-10; 4: 11-17):

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b. What I am like? (Rom. 3:9-20):

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c. What the GOOD NEWS about God is? (Mark 1:14,15; Eph.1:13; 2 Cor. 4, Eph. 3:6-8):

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d. How God deals with me? (Rom. 3:21-27):

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e. How we walk with God? (I Peter 4:1-3, Col. 3:7-17):

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2. Define what Christianity is, and what it offers you personally.

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God Leads a Pretty Sheltered Life (Anonymous)

At the end of time, billions of people were scattered on a great plain before God's throne. Some of the groups near the front talked heatedly - not with cringing shame, but with belligerence.

"How can God judge us? How can He know about suffering?" snapped a joking brunette. She jerked back a sleeve to reveal a tattooed number from a Nazi concentration camp. "We endured terror, beatings, torture, death!"

In another group, a black man lowered his collar. "What about this?" he demanded, showing an ugly rope burn. "Lynched for no crime but being black! We have suffocated in slave ships, been wrenched from loved ones, toiled till only death gave release."

Far out across the plain were hundreds of such groups. Each had a complaint against God for the evil and suffering He permitted in His world. How lucky God was to live in heaven where all was sweetness and light, where there was no weeping, no fear, no hunger, no hatred. Indeed, what did God know about what man had been forced to endure in this world? "After all, God leads a pretty sheltered life," they said.

So each group sent out a leader, chosen because he had suffered the most. There was a Jewish person, a black person, an untouchable from India, an illegitimate, a person from Hiroshima, and one from a Siberian slave camp. In the center of the plain they consulted with each other. At last they were ready to present their case. It was rather simple: Before God would be qualified to be their judge; He must endure what they had endured. Their decision was that God "should be sentenced to live on earth-as a man!" But, because He was God, they set certain safeguards to be sure He could not use His divine powers to help Himself.

Let Him be born a Jew.

Let the legitimacy of His birth be doubted, so that none will know who His father really is.

Let Him champion a cause so just, but so radical, that it brings down upon Him the hate, condemnation, and elimination efforts of every major traditional and established religious authority.

Let Him try to describe what no man has ever seen, tasted, heard, or smelled – let Him try to communicate God to men.

Let Him be betrayed by His dearest friends.

Let Him be indicted on false charges, tried before a prejudiced jury, and convicted by a cowardly judge.

Let Him see what it is to be terribly alone and completely abandoned by every living thing. Let Him be tortured, and let Him die! Let Him die the most humiliating death - with common thieves.

As each leader announced his portion of the sentence, loud mummers of approval went up from the great throng of people. When the last had finished pronouncing sentence, there was a long silence. No one uttered another word. No one moved. For suddenly all knew...God had already served His sentence.

After reading the short story "God Leads A Pretty Sheltered Life,"

3. Record your conclusion below on how much God really cares for us and is prepared to give all to save us.

A large rectangular box containing 15 horizontal dotted lines for writing.

2. Participate in a Bible marking programme on the inspiration of the Bible.



Objective:

To understand, aided by a Bible marking program, God's gift of Scripture through the process called Revelation/Inspiration.

To be able to share the Word of God with persons seeking truth.

2a. Invite the Church Pastor, Elder or someone else capable of sharing with the class how he marks his Bible. After a brief discussion he can then demonstrate how he proves the Bible true and lead out in the marking of 7 - 10 key texts.

2b. Discuss with your class the meaning of Revelation/Inspiration. You may wish to use 1 Corinthians 2, in a recent translation. Notice, for instance, the way the Revised Standard Version expresses:

Our Human Need: Paul says that none of the rulers of this age understand "the secret and hidden wisdom of God," **vs. 6-8.**

God's Gift of Revelation: "What no eye has seen, nor ear heard, nor the heart of man conceived, what God has prepared for those who love him, God has revealed to us through the Spirit," **vs. 9-10.**

God's Help with the Communication of Truth: "And we impart this in words not taught by human wisdom but taught by the Spirit, interpreting spiritual truths to those who possess the Spirit," vs. 13. This part of the process we often call "Inspiration."

God's Help with the Understanding of Truth: "So also no one comprehends the thoughts of God except the Spirit of God... The unspiritual man does not receive the gifts of the Spirit of God, for they are folly to him, and he is not able to understand them because they are spiritually discerned." **vs. 11-14.**

Showing, telling, understanding are three important steps in the process by which God meets our need for saving truth. Now let us ask some more vital questions of Scripture.

In what way does God make Himself known? See Numbers 12:6, John 1:18, 2 Peter 1:20-21, 1 John 5:20.

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What is truth? See Psalm 119:160 and John 14:6. Compare Jeremiah 23:29, Luke 21:33, Hebrews 4:12.

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Why are the truths of the Bible written? See John 20:30-31, Romans 15:4, 2 Timothy 3:16-17.

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2c. Select seven or more Bible texts that help you understand the divine origin and purpose of the Bible.

SELECTED TEXTS	
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

When the class members have all shared their chosen texts, and these have been evaluated by the group, each person can then mark the texts in his/her own Bible, using a chain-reference system.

Chain Reference Method

On a spare page in the back of your Bible you would place a list of the topics you wish to mark.

Alongside each topic, list the first reference with a code for that subject. The code could be the first letter of the title. E.g. Second Coming – SC

When you have looked up the first reference, you will write the next reference with its code either in the margin near the text or after the text.

You will continue to look up the next text and write the following reference with its code until the study is finished.

After the last text you will write the code and the letter "F" to indicate the finish of the subject.

Advantages

- You could have a study on a subject with no warning.
- It helps you become familiar with your Bible.
- Gives you a set order to follow.
- Printed sheets can be obtained for this type of marking.

Disadvantages

- You cannot change the order of your study.
- If you lose your place you would need some other reference to know where to go next, or else start again.
- Not suitable for further study.
- If glued in references from printed sheets are used, they often fall out.



You will need your **BIBLE** to show evidence of completing the above.

3. Enrol at least three people in a Bible correspondence course / VBS, or invite at least three people (non-members) to your Sabbath School Class.

Person 1:

Name

Event

Date

Comments:

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Person 2:

Name

Event

Date

Comments:

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Person 3:

Name

Event

Date

Comments:

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2. Hold a current Memory Gem Certificate



Memorise 7 bible texts – ONE from each of the seven categories below for each class.
(You may use whichever version of scripture you wish)

RANGER CLASS		
I. GREAT PASSAGES	II. SALVATION	III. DOCTRINE
1. Psalms 119:105 2. Colossians 3:16 3. Option _____	1. John 3:17 2. Galatians 6:14 3. I John 3:1-3 4. Option _____	1. John 14:1-3 2. Mark 1:27,28 3. Option _____
IV. PRAYER	V. RELATIONSHIPS	VI. BEHAVIOUR
1. Hebrews 11:6 2. James 15:6 3. Option _____	1. Proverbs 18:24 2. Ephesians 4:23 3. I Timothy 4:12 4. Matthew 24:14 5. Option _____	1. Galatians 6:7 2. Matthew 7:12 3. I John 2:15-17 4. Option _____
VII. PROMISES/PRAISE		
1. Psalms 145:18 3. Psalms 27:1	2. James 1:17 4. Option _____	

Write your 7 chosen bible texts below:

Bible Verse	Verse / Summary	Signature
I		
II		
III		
IV		
V		
VI		
VII		

SERVING OTHERS



The aim of this section is to develop within the Rangers the skills and enjoyment of sharing their Christian beliefs.

1. Under the direction of your leader, participate at least once in two different types of outreach programmes:

ACTIVITY 1:

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ACTIVITY 2:

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You will need to speak your COMMUNITY SERVICE leader in church for this requirement and participate in one of their planned activities.

2. With the help of a friend spend a full day (at least 8 hours) working on a project for your church, school, or community:



The outreach ministries may include the following programs:

- a. Christian Services
- b. Church Projects
- c. World Mission
- d. Unchurched People

ACTIVITY:

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Pictures / Sketches etc:

The following two pages include many ideas for this requirement.

Christian Services

1. Arousing interest in a community-wide recreation programme for children, youth, and adults (hobbies, crafts, outdoor activities, hikes, intercultural festivals).
2. Working in institutions (typing, general work, leading games, crafts, playing the piano, assisting with children).
3. Conducting a programme quarterly (or more often as needed).
4. Growing flowers to give away.
5. Supplying reading materials to institutions.
6. Helping harvest or gather perishable crops (glean).
7. Having a "Lord's Acre" project.
8. Cooperating in a community survey.
9. Supporting a community project (March of Dimes, etc.)
10. Working with juvenile delinquents.
11. Visiting the jails and detention homes, etc.
12. Studying health-related problems in the community and organizing strategically to work on them.
13. Encouraging citizens to vote.
14. Participating in ecological improvement in the community.
15. Sending youth teams to needy small churches.
16. Food and clothing distribution.
17. Babysitting
18. Senior citizen ministry
19. Repair jobs

Church Projects

1. Improve the church grounds.
2. Participate in church ministry committees.
3. Be an active member in the A Y organisation.
4. Participate in church remodeling and equip a room.
5. Assist the pastor by distributing materials, flowers, making phone calls, running errands.
6. Issue invitations to strangers.
7. Visit shut-ins, do kind deeds, such as reading, and playing music. Take them to the store and get groceries.
8. Volunteer to drive cars to pick up shut-ins or others who could not otherwise attend. Baby-sit for parents to go to activities of the church.
9. Assist with secretarial work of the church.
10. Hold programmes, services in institutions (nursing home, jail, etc.).
11. Write up stories of church events for local newspapers or church papers.
12. Keep the church building clean and attractive.
13. Care for church hymnals, Bibles and church library.
14. Provide flowers.
15. Plant a garden for "give away" to the hungry.
16. Start a "collecting" library of historic items.
17. Assist in children's ministry-storytelling, preparing equipment, gathering materials and caring for children.
18. Maintain fellowship with persons away from home.
19. Help maintain church vehicles and those of the aged.

World Mission Projects

1. Use special mission materials for "theme" activities.
2. Provide and study bibliographies of missionaries.
3. Sponsor a reunion of missionaries for a given period or nation.
4. Encourage hobbies that help to build world awareness, such as pen pals, stamp collecting, language study, trips.
5. Sponsor an "overseas workshop"-a place where youth can prepare clothes, repair toys and collect goods for relief and needy people.
6. Secure for showing at church, visuals and films to help deepen concern for others.
7. Set up a world friendship library for collections.
8. Secure the interest of the public library in arranging a special collection of books dealing with international questions.
9. Get in touch with church elected personnel and obtain information data concerning a given nation.
10. Sponsor a student missionary.
11. Obtain needed projects for a mission project.
12. Receive from selected mission field news on a quarterly basis.
13. Talk regularly by radio to a missionary family.
14. Have an ongoing collection of things from around the world.

Unchurched People Ministries

1. Find out who and where the un-churched are (survey).
2. Publicize church events for the un-churched persons.
3. Make provision for recreation regularly for youth, children, and adults with a variety of activities, including the quiet and the active to appeal to different tastes and moods.
4. Provide for and advertise services in churches which have been closed due to lack of attendance.
5. Start neighbourhood prayer groups.
6. Start branch Sabbath Schools (Sunday Schools).
7. Develop an "enlistment" service to help newcomers find involvement for participation.
8. Provide a lounge in the church facility for reading, community fellowship, music room, etc. where people can meet new friends.
9. Visit un-churched persons in homes, assuring them of sincere, friendly interests, followed up by participating in their "needs" and bringing them to church functions.
10. Arrange an outdoor community fellowship on a warm day or evening in sections of town where such activities are rarely offered.
11. Arrange neighbourhood get-togethers for candy making, packing boxes for relief, preparing for Thanksgiving and Christmas.
12. Conduct and sponsor children's programmes.
13. Encourage community "watch" patrol programmes.

FRIENDSHIP DEVELOPMENT



The purpose of this section is to provide opportunity for the Pathfinder to experience the joy and happiness of being with others

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

- A. Self-confidence (Additional resources in Explorer class under Health and Fitness)
- B. Friendship
- C. The Social Graces
- D. Will Power

A. SELF CONFIDENCE

Peter was 16 years old and belonged to a nature club. He was asked by the leader to get up in front of the group and talk for "five minutes" about "horses," one of his favourite interests. He pondered all the week what he should say. After all, he knew an awful lot about horses and had agreed to- give the talk. As the week went by, however, he became more and more frightened. What would he say? How would he say it? Above all, what would they think about what he would say? Perhaps they knew a lot more about horses than he did.

The doubts about his ability to stand up in front of the group became overwhelming and the night before he became so scared, that he phoned to say he wasn't well and wouldn't be able to come.

You will be able to think of lots of situations in which young people would like to do something but feel for some reason, terribly inadequate and are unable to begin.

Discuss Situations Where Self Confidence Is Required:

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Discuss Possible Causes and Roots of Low Self Confidence:

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Discuss Possible Remedies:

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A Self Profile

Instructions: Consider yourself honestly. For each of the following attributes, put an "X" in one of the boxes numbered 1 - 5. Make a profile of yourself by joining the "X's" with a line.

	1	2	3	4	5	
Being able to accept criticism						One who reacts against criticism
Self confident						Lacking in self confidence
Tolerant						Intolerant
One who likes making friends and mixing with people						A person who likes to keep to himself
Having a good sense of humor						Lacking a good sense of humor
Trusting						Suspicious
Honest						Dishonest
One who generally accepts what teachers and leaders say						One who usually challenges what others say
Imaginative						Unimaginative
One who is easily hurt emotionally						Not very easily hurt, rather "tough-skinned"
One who knows just where he is going and what he wants out of life						Crazy mixed-up kid
One who has sorted out any problems in his relationship with his parents						One who is not interested in sorting out his relationship with his parents.
Interested in helping others with their problems whenever possible						Have enough of your own problems and can't be bothered with others
Generally a happy person						Find nothing much to be happy about
Look forward to things in the future						Find nothing much to look forward to

The questionnaire above is meant to help you understand yourself better. If you do it as a team, you will get an insight into how others may perceive you.

B. FRIENDSHIP



Objective:

To help the Rangers become aware of the dynamics of friendship.

Why We Need Friends

1. We cannot develop our talents alone.
2. We cannot know how others feel and what they need without friends to tell us.
3. We need friends so that we can enjoy good times - new experiences and places, by sharing our happiness. ie. our happiness is multiplied when shared with someone else.
4. We need someone to share problems with. (Remember sharing goes both ways)
5. Friends expand our interests and ideas.
6. Friends help us overcome our faults.
7. Friendship may not lead to marriage; but marriage without friendship in the fullest sense, is not true marriage.

Make a list of the characteristics you think are:

ESSENTIAL	DESIRABLE BUT NOT ESSENTIAL

Bible Principles Relating to Friendship

- | | |
|---------------------------------|-----------------|
| Love at all times | Proverbs 17: 17 |
| Shows friendship | Proverbs 18:24a |
| Faithful in wounding | Proverbs 27:6 |
| Gives good advice | Proverbs 27:9 |
| Should show pity and be kind | Job 6:14 |
| Sticks closer than your brother | Proverbs 18:24b |

What do you think are the most important conditions for a real friendship?

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One of the factors that erodes self-concept is the inability of some people to make and keep friends. The following activities are designed to help the teen expand his repertoire of skills in building and enhancing relationships with his peers.

1. Discuss methods you use to make friends?

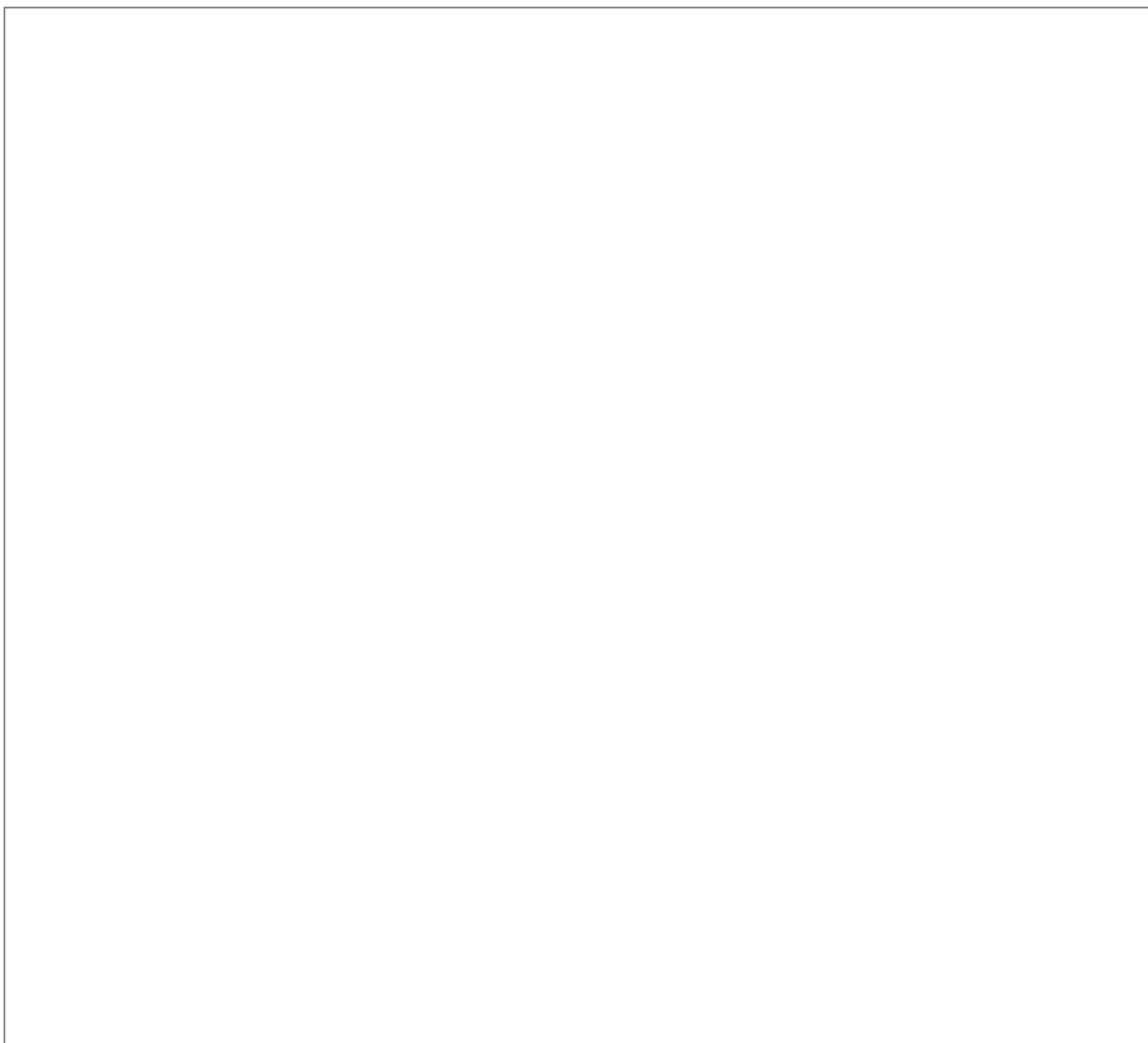
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2. Draw a picture of a friend. Underneath the picture ask them to write a paragraph beginning with "A friend is ..."



3. Discuss the following questions: Do you have a best friend? Do you like to do the same things? Did you ever want to do something that he/she didn't want to do? What happened? Are you still friends?

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4. Write a paragraph answering the following questions: "What is there about you that makes your friend like you?"

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5. How do you make friends? How do you find a friend? Is it better to have a lot of friends or just a few friends?

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6. When you first came to Pathfinders, how did you make a friend? Have you ever moved into a new neighbourhood and had no friends at all? How did you find a friend there?

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C. THE SOCIAL GRACES



Objective:

To create an awareness of the affect that etiquette and courtesy have on interpersonal relationships

Etiquette and courtesy are things that seem to be out of fashion as we enter the twenty-first century. While no one wants to go back to the exaggerated customs and manners (to say nothing of the prudery) of the "olden days," there is much truth in the old saying, "Manners make the man." And manners also make a lady out of a girl or a woman.

Etiquette is courtesy and good manners as accepted in a given society. It is important to remember that what is acceptable in one society is completely unacceptable in another. For example, in some ethnic groups, a hearty belch at the end of a meal is an indication that the meal has been enjoyed, and the hostess expects this as a token of satisfaction and a meal well appreciated. In other societies, such behaviour is quite unacceptable and is regarded as the height of vulgarity.

Not only does etiquette differ from ethnic group to ethnic group, but from time to time. There was a time when, in our society, it was etiquette for a younger lady to courtesy to an older lady or one of superior social level. However, we live today in a rather more classless society, and ladies curtsy only to royalty or their vice-regal representatives, as a general rule.

It is a sad thing that good manners are ignored by so many today, for etiquette is simple courtesy and good manners in action, in a way acceptable to the society in which we find ourselves.

The Christian will always try to show consideration for others. The basis for his or her behavior will always be the Golden Rule: "And as ye would that men should do to you, do ye also to them likewise" (Luke 6:31).

- **CHARACTER** is the foundation...
- **COURTESY** and unselfishness the groundwork...
- **MANNERS** the tools or expression...
- **ETIQUETTE** the rules of the game...

With these ingredients you will have the finished temple in the form of a charming and gracious man or woman."

Discussion Topics

1. What do you do when you yawn, cough or sneeze in company?

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2. How should you treat elderly people?

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3. When should you write a "thank you" letter?

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4. What examples of "bad taste" in dressing could you give?

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5. What is the worst example of bad manners you have ever seen? What is the worst breach of etiquette of which you have been guilty?

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6. What should you try to avoid if you are bored when in company?

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7. How do smokers often commit breaches of etiquette? How could you, as a non-smoker, commit similar breaches of etiquette?

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8. Give some examples of breaches of etiquette you have observed?

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9. Why is it important to know the rules of etiquette - and to practice them?

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D. WILL POWER



Objective:

To help the Ranger to understand the role of the will and how one develops will power.

Every human being is endowed with the power to choose. This is one of the important differences between man and the lower species - the greater flexibility to choose. You will notice however, that some people can make up their minds very easily and stick to their decisions. Others have very great difficulty and ponder the pros and cons of a particular problem and even after a great deal of thought are unable to make up their minds.

We normally think of "will power" as that energy which is released to back up a decision that has been made. Some people are referred to as having strong will power- that is, they can make a decision and once having made it, they seem to be able to have the personal resources to carry it out.

Recently a young girl had been smoking a lot; in fact she was smoking more than one pack a day. One day she was telling a friend how she wanted to make a trip at Christmas time but she did not think she could because she wouldn't have any money. Her friend said that he had an idea. Every time she went to buy a pack of cigarettes, he suggested that instead she give him the money and he would put it in a special savings account and just before Christmas he would take it out and give it to her. In this way he calculated that she would have saved enough money to pay for her fare. She listened intently to his suggestion and said she needed a couple of days to think about it. They met again four days later and her decision? No! She couldn't do it! The decision was too difficult for her to make even though in some ways it was made easy for her.

Another young man however made a decision to stop smoking one weekend and has never smoked since.

Questions for Discussion

1. Do you find it easy to make decisions?
2. Does it depend on the kind of situation you have to think and decide about?
3. Do you know other young people who find decision making easy? Difficult?

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HEALTH AND FITNESS



The aim of this section is to give practical guidelines which will help to strengthen the Ranger's desire to care for their mind and body.

COMPLETE Daily Exercise Programme

Date: _____

	Goal					Actual				
	Type of Exercise	Time	Distance	Level		Type of Exercise	Time	Distance	Level	
Sunday										
Monday	Type of Exercise	Time	Distance	Level		Type of Exercise	Time	Distance	Level	
Tuesday	Type of Exercise	Time	Distance	Level		Type of Exercise	Time	Distance	Level	
Wednesday	Type of Exercise	Time	Distance	Level		Type of Exercise	Time	Distance	Level	
Thursday	Type of Exercise	Time	Distance	Level		Type of Exercise	Time	Distance	Level	
Friday	Type of Exercise	Time	Distance	Level		Type of Exercise	Time	Distance	Level	
Saturday	Type of Exercise	Time	Distance	Level		Type of Exercise	Time	Distance	Level	

Write out and sign a Personal Pledge of Commitment to a regular exercise programme.



You can design a pledge card and stick it below or write your pledge in the space below.

PLEDGE:

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DESIGN / STICK YOUR PLEDGE CARD BELOW:

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Method of Testing

Participation in discussion, Provide outline of daily exercise program, and written and signed pledge.

2. Discuss the natural advantages of living the Adventist Christian lifestyle in accordance with Biblical principles:

1. Read the essentials of the Adventist lifestyle as contained in Ministry of Healing, page 127 – Natural Remedies (The Physician An Educator).

"Pure air, sunlight, abstemiousness, rest, exercise, proper diet, the use of water, trust in divine power - these are the true remedies."

2. One of the principle aids to good appearance is good health. The divine will for us is also "that you may. . . be in health, just as your soul prospers" (3 John 2, NKJV). Among Christians, Seventh-day Adventists are noted for their emphasis on health. One extensive study showed that they suffer only 20% as much lung cancer related to smoking, 13% as many deaths from cirrhosis of the liver, which is related to drinking, and 48.6% as many deaths from all leading causes as the general public. As a result Adventist women were found to live three years longer and Adventist men six years longer than non-Adventists. Their complete abstinence from alcohol, tobacco, and harmful drugs, their emphasis on healthful diet (vegetarian where possible), avoidance of coffee and tea, promotion of exercise, adequate rest, and trust in God, doubtless account for what has become known as "the Adventist advantage."

This advantage is available to everyone who will accept the divine invitation: "Whether you eat or drink, or whatever you do, do all to the glory of God" (I Cor.10:31, R.S.V.). For example, Trappist monks, who eat no meat, have about 1/5 as much heart disease as Benedictines, who eat an average diet. Research indicated that a vegetarian diet may prevent 97 percent of coronary heart attacks. The World Health Organisation estimates that up to 85 percent of all cancer is a result of poor health habits.

A diet containing less meat, saturated fat, sugar, and salt, and more fruits, vegetables, cereals, and whole grains, is the diet that promotes optimum health. This is essentially the diet Adventists have followed for over a 100 years. Most people know they should live better, but lack the inner strength to make needed changes. What better motivation could they have than the realization that their "body is a temple of the Holy Spirit. . . You are not your own; you were bought with a price. So glory God in your body" (I Cor. 6:19, 20 RSV).

SUMMARY OF DISCUSSION:

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ORGANISATION AND LEADERSHIP DEVELOPMENT



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2. With your group make plans for a social activity at least once a quarter:



Outside the Sabbath Hours:

Plan your activity in keeping with the principles of ` Christian recreation.

Suggestions for activities include:

- Games Evening
- Hay Ride Film Night
- Concert Reverse Night
- Moonlight Hike
- Barbecue and Bonfire
- Progressive Party Homes Evening
- Hobby Night Sports Center
- Display Night (Talents)
- Observation Evening



QUARTER 1:

Event

Theme

Date

Items Required:

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Team and Responsibilities:

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Event Review:

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QUARTER 2:

Event

Theme

Date

Items Required:

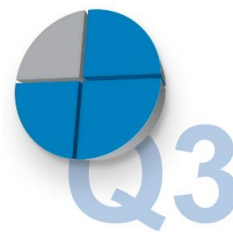
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Team and Responsibilities:

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Event Review:

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QUARTER 3:

Event

Theme

Date

Items Required:

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Team and Responsibilities:

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Event Review:

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QUARTER 4:

Event

Theme

Date

Items Required:

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Team and Responsibilities:

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Event Review:

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NATURE STUDY



*The purpose of this section is to introduce the Pathfinder
to the thrill of discovering God's Book of Nature
and to develop a sense of accomplishment by completing nature honours*

Study at least three different fossils.

Fossil 1:

Explain their origin and relate them to breaking God's Laws:

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Fossil 2:

Explain their origin and relate them to breaking God's Laws:

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Fossil 3:

Explain their origin and relate them to breaking God's Laws:

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1. Complete a Nature Honour not previously earned.



GEOLOGY

Requirement 1: Give the geological meaning and examples of the following words:

	Geological Meaning	Example
a. Delta		
b. Sand spit		
c. Sinkhole		
d. Oxbow lake (ie billabong)		
e. Moraine		
f. Cirque		
g. Mesa		
h. Alluvial fan		
i. Anticline		
j. Syncline		

Requirement 2: Describe the following:
Please use brief notes and sketches / pictures.

a. A shield volcano as compared to a composite volcano.	
b. How a glacier moves and what evidences it leaves behind.	
c. How sediments are laid down by water.	
d. The different types of mountains.	
e. Why a river or stream bank often keeps caving in on the outside of a bend.	

Requirement 3: Know what category (sedimentary, metamorphic, or igneous) the following rocks are and give locations or examples:

Rock	Sedimentary, metamorphic, or igneous	Locations or examples
a. Granite		
b. Sandstone		
c. Conglomerate		
d. Slate		
e. Shale		
f. Marble		
g. Lava		
h. Limestone		
i. Basalt		
j. Gneiss		

Requirement 4: Take a picture, download a picture from the internet or make a sketch of each of the following geological features:

- a. A bed of sediment b. Ripple marks in sand or mud. c. Gulley erosion

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- d. Mud cracks. e. Soil profile: stream bank / road cut. f. Sand bar.

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Requirement 5: Describe / photograph / sketch a local geological feature and explain its significance.

Name:

Location:

Description
/
photograph
/
sketch:

Significance:



Please complete honour requirements above and add any other supporting evidence i.e. photos.

AWARD ACHIEVED:

Signature _____



INSECTS

Requirement 1: What are the distinguishing characteristics of an insect?

Please make brief notes.

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Requirement 2: How are insects classified? List five orders of insects, giving a brief description of a species in each order. This may be done in conjunction with Requirement 6

Please make brief notes. Add pictures or sketches if you can.

	Order	Species	Brief Description
1.			
2.			
3.			
4.			
5.			

Requirement 3: Name five species of useful insects.

	Species	How it is Useful
1.		
2.		
3.		
4.		
5.		

Requirement 4: Name five species of injurious insects. Tell how they might be controlled or their damage minimised. What is the world's most deadly creature and why is it so dangerous?

	Species	How it is Injurious
1.		
2.		
3.		
4.		
5.		
How these Injurious Insects might be Controlled or their Damage Minimised		
The world's most deadly creature		Why is it so dangerous

Requirement 5: Tell two Bible stories in which insects played an important role.

Insect Story 1

Date told:		Bible Reference:	
Story title:			
Brief details of story 1:			

Insect Story 2

Date told:		Bible Reference:	
Story title:			
Brief details of story2:			

Requirement 6: Do one of the following:

6: a. Mount a collection of 20 species of insects representing at least six different orders. (no moths or butterflies and no carelessly mounted or broken specimens will be acceptable.)

b. Make coloured drawings or paintings of 20 species of insects, representing at least six different orders. Drawings or paintings need to be life size or larger, to show the details of small insects, and in natural colouring. Label the drawings with common names and genus or species level names.

Please see over the page for Requirement 6b.

c. Take colour photographs of 20 species of insects, representing at least six different orders. All pictures should be in focus, close-ups and properly labelled, showing where photographed, the date photographed, common names and genus or species level names.



Please complete Honour Requirements above and add any other supporting evidence i.e. photos.

AWARD ACHIEVED:

Signature _____

OUTDOOR LIFE



The purpose of this section is to have the Rangers continue developing their outdoor living and safety skills.

1. Build and demonstrate the use of a reflector oven by cooking something.



Below is guidance on how to make a simple Reflector oven. To pass this requirement you will need to build reflector oven and cook / bake using it.

MAKE A REFLECTOR OVEN

With a campfire reflector oven, you can cook just about anything that you can make in a regular oven. The food will have that special smoky campfire taste.



You'll need:

3 aluminum-foil roasting pans

a sharp nail

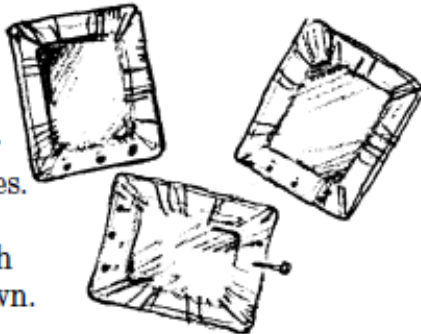
6 pieces of metal wire cut in 10-cm (4-in.) lengths, or
6 large twist ties with the paper or plastic removed

3 rocks

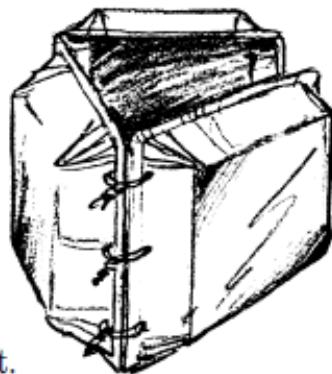
4 flat stones of equal height, pancake size

a small metal grill

1.
One pan will form the back of the oven and the other two will be the sides. Use the nail to punch holes in each of the pans as shown.

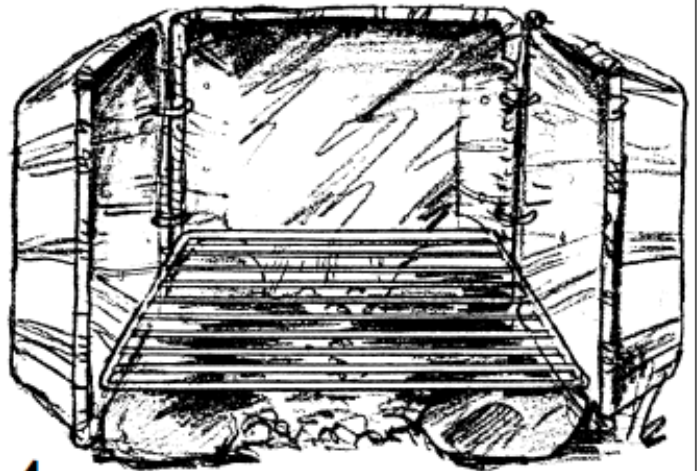


2.
Attach the oven back to the sides by threading the wires through the punched holes and twisting the wires together on the outside. Do not tie too tightly — you want to be able to adjust the angle of the sides to get the best heat.



3.

For a small fire, position the oven around three sides of the fire, with the oven's back to the breeze. Use the three rocks to steady the side panels and back. For a large fire, set up the oven beside the hottest side of the fire.



4.

Place four stones of equal height in the middle of the oven to support the grill. A cake rack makes an excellent campfire grill. Metal shelves from old refrigerators or barbecues are the perfect size and are sturdy too.

5.

You can warm food in a pot or foil container placed on the grill or cook right on the grill. Turn to pages 3 and 4 for some reflector oven recipes.

1

Plan and cook at least 1 item on the oven you have made:

	1.	2.
Ingredients		
Preparation		
Recipe		

2. Participate in an overnight **CAMP OUT**.

You should be able to pack a rucksack, include personal gear and food sufficient for your participation.



Consider the following when packing:

- Gear list
- Something to sleep in
- Something to keep warm in
- Something to keep clean with
- Something to eat with
- Something to keep dry in
- Something to have fun in
- Miscellaneous

Date of Camp-Out: _____

Event: _____



Packing a Rucksack:

The backpack or rucksack is the most suitable thing to carry your gear in. You will want one which is large enough to hold your gear, but not so large that it is difficult to carry when it is full. A well packed pack looks neat, and is evenly balanced. In good packing the rule is "last wanted first in," remembering where possible to place lighter, bulky articles at the bottom, the heavier ones at the top, and the soft ones folded neatly against your back. A top-heavy pack is easy to carry. Plastic bags make packing much easier. Spare bags can be taken for soiled clothes, damp articles, and the frying pan.

The things you might need urgently should go on the top, or in easy-to-get-at pockets. Pack something soft against your back, and distribute the load evenly through the pack so that it is comfortable on your shoulders and back.



Gear List

Gear that should be placed in a position so that it can be obtained easily if required urgently would be:

ITEMS I NEED FOR TWO NIGHT CAMP	

GET MORE TIPS AT WWW.DOFESHOPPING.ORG/EXPEDITION-KIT.

LINER

•Line your rucksack with a ruckack liner or strong rubble sack to keep everything dry. LIFEVENTURE DRISTORE ROLL TOP BAGS



LUNCH/FOOD

•Bag each meal separately so you ration your food properly and pack your lunch for the day at the top to get at it quickly in case it is raining. BEYOND THE BEATEN TRACK MAIN MEAL

TOP COMPARTMENT



TOP COMPARTMENT

•Put in all the small items of kit you'll need during the day.

WATERPROOFS, HAT & GLOVES

•Pack your bag in the order you will want your kit. Remember last in first out. CRASHOPPERS REACTION LITE JACKET



WASH KIT

•Group and pack all kit into separate dry bags so you can find what you need quickly. LIFEVENTURE WASH HOLDALL



TRANGIA

•Clean and thoroughly dry, then place close to your back to maintain your centre of gravity. TRANGIA 25-1UL STOVE



SLEEPING/ROLL MAT

•Try to get all your kit inside your bag. If you have a large roll mat, make sure it is securely tied to the outside of your bag. VANGO TREK COMPACT SELF INFLATING SLEEPING MAT



SURVIVAL BAG

•Use up any gaps to help keep kit stable in the bag. LIFESYSTEMS SURVIVAL BAG



FUEL

•Store fuel and water vertically and double bag fuel canisters. TRANGIA FUEL BOTTLE 1L



FLASK

•Ensure you have enough water to stay hydrated. Must be easy to get to. LIFEVENTURE TITAN FLASK 1L



TENT

•Ensure the heaviest kit is close to your back and balanced on each side. VANGO PULSAR 300



SLEEPING BAG

•Always put your sleeping bag inside another waterproof bag, do all you can to keep your sleeping bag dry. VANGO STRATOS



CLOTHES

•Push spare clothes to the bottom front of the rucksack to fill the space available. CRASHOPPERS VITALISE BASE T-SHIRT

SOCKS

BRIDGEDALE WOOLFUSION TREKKER



COOKING/CAMP-CRAFT KIT

•The total weight of your bag should not be more than 25% of your body weight. LIFEVENTURE TITANIUM MUG & BOWL



3. Pass a test in Ranger first aid.

First Aid Notes

Electrical Shock

Turn off the current if possible, but always disconnect the victim from the contact using a dry stick or coat or other non-conductive material. Do not use unprotected hands or feet. It is no use having two casualties. If the victim has stopped breathing, begin CPR and check the carotid pulse. Remember your A,B,C,D, procedure. If the victim's heart has stopped and you have been trained in external cardiac compression, continue cardio-pulmonary resuscitation. All electrical burns are more severe than they first appear. Even if the victim recovers it is essential that they seek medical advice.

Poisoning

Poisons may be solid, liquid, or gases.

They may be:

- Taken by mouth
- Inhaled through the nose
- Absorbed through the skin, or injected.

Calmness-not panic-is the essential in the treatment of poisoning. As prevention is better than cure, make sure all poisons are correctly labelled and stored out of reach of children. Never leave poisonous substances in an open container.

General Rules for Treatment of Poisoning:

1. Protect yourself from being overcome by the poison.
2. Remove the victim from the danger source.
3. Wash off any poison from the skin.
4. Arrange for medical aid.
5. Dilute, eliminate, or neutralize the poison.
6. **DO NOT** . . . Give fluids if the victim is unconscious.
7. **DO NOT** . . . Give an emetic if the poison is a corrosive.
8. **DO** Give samples of the poison or vomit to the doctor.

<i>COMMON POISONS</i>		
Kerosene, Petrol, Turpentine	NO EMETIC	Plenty of milk
Acids	NO EMETIC	Milk or water and beaten egg whites
Alkalis	NO EMETIC	Lemon juice, egg whites
Bleach or Phenol	NO EMETIC	Milk, beaten egg whites
Alcohol, Insecticides, Match Heads, Tablets	GIVE AN EMETIC	

REMEMBER: If the poison is a corrosive (Burns on way down) **DO NOT GIVE AN EMETIC**. If in doubt, then give plenty of milk.

EMETIC: Use Syrup of Ipecac from your first aid kit. In all cases, seek medical aid. If breathing fails, begin CPR (Mouth to Mouth).

- Wash the affected area with soap and water. Take a shower if possible.
- Discard the clothes.
- Get patient to drink plenty of water or milk.
- Induce vomiting if a chemical has been swallowed.
- If breathing stops begin CPR.
- Quickly remove the patient to fresh air.
- Indicated by abdominal pains, vomiting and diarrhoea.
- Give nothing by mouth.
- Seek medical help.

Fits

Epileptic fits are not uncommon. The victim may utter a sigh or cry, fall to the ground, remain rigid for some time, then begin thrashing around. It is possible they may froth at the mouth and become cyanosed. It is not unusual for the patient to be incontinent. Protect the victim from danger, but do not restrict movements. If the opportunity arises, place something soft between the teeth. If the patient becomes limp, place in the recovery position. Seek medical aid. Do not awaken if they fall asleep.

Convulsions

These usually occur in young children, and may be caused by a digestive upset, teething, high temperature, or constipation. The child may arch his back, twitch his limbs, roll the eyes and even become cyanosed.

Loosen the clothing, ensure a clear airway, reduce the temperature by sponging the child, and seek medical aid.

Foreign Body in Eye

Do not rub the eye. Rinse with a gentle stream of tap water into the inner corner of the eye. Eye baths should be clean. If an assistant can see the foreign body, moisten a wisp of cotton wool or the corner of a clean handkerchief and gently lift the foreign body away from the surface of the eye. If the foreign body is on the window of the eye (pupil) or stuck to the surface of the eye, or is known to be a sharp object, medical help should be sought urgently. Chemical burns - wash with water immediately and seek medical help urgently.

Foreign Body in Nose and Ears

Foreign bodies in the ear or nose should be removed by a doctor.

Fractures

Fractures can be caused by direct action (such as a blow or a fall), indirect action (where the break occurs away from the site of the direct blow) or muscular action (where the kneecap or thigh may break due to a jerk or a trip). Fractures will be recognized by pain or discomfort in the region affected, swelling, loss of power of the limb, deformity, irregularity of the bone, unnatural movement and a bony grating which the injured person may feel. The last two signs should never be sought deliberately. Fractures are classified as closed when the skin surface is not broken, open when a wound is present, and complicated when a fracture, either closed or open, is associated with an injury to a more important part of the body such as the brain, lungs, a major blood vessel or nerve, the treatment of which has priority.

If in doubt, treat injury as a fracture and unless life is endangered by fire, rising water or other hazards, **DO NOT MOVE** the patient before treating his injuries and immobilizing any fracture. In all cases of fracture there is a danger that further injury may be caused if a limb or part is moved before being immobilized.

Immobilizing can be achieved by supporting the injured limb or part in as natural a position as possible with bandages, slings and padding.

Fractured Collarbone (clavicle):

In the case of a fractured collarbone the patient will often support the elbow to relieve pain and incline his head towards the injured side. A common cause is falling on the outstretched hand or shoulder. A very common sports injury.

- Remove and loosen any clothing or strap on the injured side.
- Pad under the armpits and the chest wall both back and front.
- Place a broad bandage under the armpit on the right side, over the shoulder and tie at the back.
- Repeat this on the left side.
- Take a third bandage and lash the loops together tightly between the shoulder blades.
- Check to see that the circulation is normal at the pulse in both arms.

Fractured Upper Arm (Humerus):

- Apply a collar and cuff sling.
- Place soft padding between the elbow and the chest.
- Bind the limb firmly to the body first above the fracture and next below the fracture.
- Check the pulse rate at the wrist to ensure that the blood is circulating through the arm.

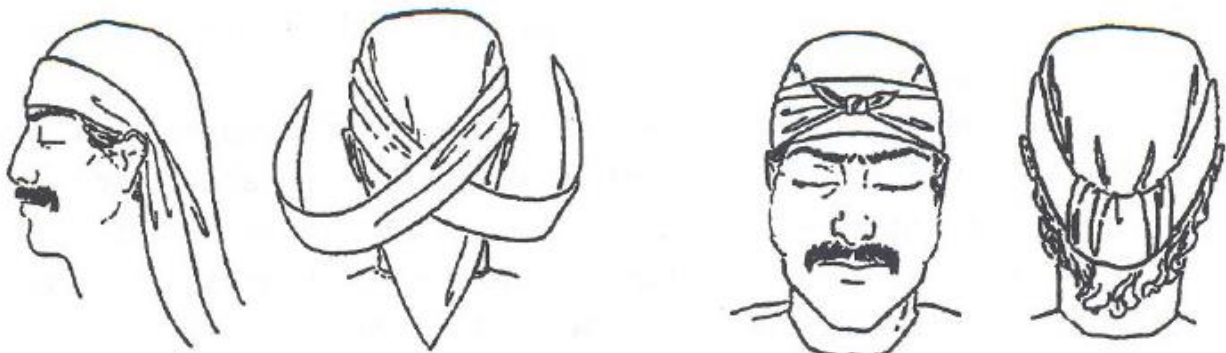
Fractured Forearm or Wrist:

- Apply a padded splint on the front or back of the forearm - the splint must extend from the elbow to the finger tips.
- Bind the limb firmly to the splint with three bandages, the first between the fracture and the elbow, the second between the fracture and the hand, the third supporting the hand with the splint.
- Apply an arm sling.
- Check the pulse.

Bandaging and Splints

Triangular bandage to the head:

- Fold a hem inwards along the base of the bandage.
- Place the base of the triangle on the forehead and bring the ends around the head, crossing over the apex at the rear, and meeting again at the center of the forehead.
- Tie the ends.
- Bring the apex up and fasten with a safety pin.



Open-hand Bandage:

- Fold a hem along the base of the bandage.
- Place the hand, palm down, on the bandage so that the wrist lies on the base of the triangle and the fingers point toward the apex.
- Bring the apex over the back of the hand.
- Fold the extra cloth in neatly.
- Tie the ends on the outside of the wrist.



Open-foot Bandage:

- This is similar to the open-hand bandage.
- Place the foot on the bandage so that the heel is toward the base and the toes point to the apex.
- Bring the apex up over the top of the foot.

Collar and Cuff Sling:

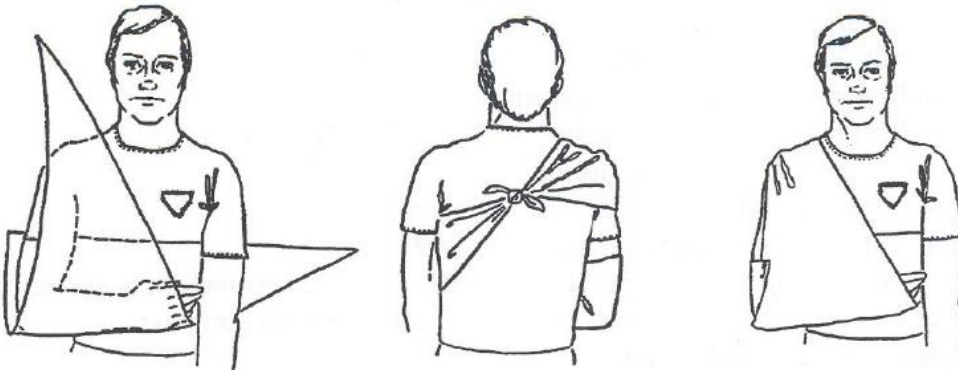
- Place the forearm across the chest with the fingers pointing towards the opposite shoulder.
- Pass a clove hitch over the hand and round the wrist, the knot of the clove hitch on the thumb side of the wrist, and a fold of the cuff on either side of the wrist.
- Tie the ends of the bandage in the hollow just above the collarbone on either side.
- Check the circulation.
- This sling supports the wrist.
- If the shoulder is injured also, bring the lower end of the bandage up over the forearm and under the shoulder of the injured side and tie the two ends with a knot. Thus all the weight of the injured arm will be borne by the uninjured shoulder.
- You should be able to apply a sling with the injured person lying down.
- Place one end of a triangular bandage over the shoulder of the injured side.
- Let the bandage hang down over the chest with the apex level with the elbow of the injured arm.
- Bend the elbow of the injured arm, bringing the forearm up in front of the bandage, with the hand elevated about four inches above the elbow and the tips of the fingers extending just beyond the base of the bandage.
- Bring the lower end of the bandage up over the forearm and over the shoulder of the injured side, and tie the two ends at the side of the neck.
- Bring the apex of the bandage forward and fasten with a safety pin.

Chest or Back Bandage:

- Place a triangular bandage against the chest (or back) so that the apex is at the shoulder.
- Have the patient hold the apex there.
- Now fold the base inward as far up as you desire.
- Carry the ends around the body and tie directly below the shoulder. You will always have one protruding long end after you tie.
- Take this end and bring it up to the shoulder, tying it and the apex of the bandage together.

Splint to the Forearm:

- Don't twist or turn the arm to see whether it is broken.
- It is best to use two splints. One should extend from the elbow to the fingers on the palm side, and the other should be placed on the opposite side.
- Fold several triangular bandages into cravat shape and use them to bind the splints snugly in place. Three or four are usually best, though two will do well.
- If material is available, the splints should be padded before being used.
- After the splint is applied, put on an arm sling to support the arm.



Splint to the Palm or Wrist:

- In case of a palm or wrist injury, one splint is sufficient. It should be padded and should extend from the elbow to the finger tips.
- Place it on the palm side and bandage securely in place.
- Then put on an arm sling.

Resource

St. John Ambulance Association First Aid Manual. Red Cross First Aid Manual



Method of Testing

The instructor will give the examination.

Ranger first aid does NOT complete the First Aid Honour, nor is the certificate awarded.

If one chooses to complete the current St. John or Red Cross First Aid Certificate, then this will meet the requirements for Ranger, Voyager and Guide.

LIFESTYLE ENRICHMENT



Basic Rescue



Blood and the
Body's Defenses



Bones, Muscles &
Movement



Brain &
Behavior



CPR
(Cardiopulmonary
Resuscitation)



Digestion



First Aid Basic



First Aid
Standard

..

1. Complete one honour not previously earned in Outreach Ministry, Vocational, or Outdoor Industries.



CULTURAL DIVERSITY

Requirement 1: Define culture and cultural diversity

Culture	
Cultural diversity	

Requirement 2: Define stereotype and identify how you may have stereotyped people in the past.

Stereotype definition.	
How you may have stereotyped people in the past.	

Requirement 3: Study the following Bible texts and answer the questions.

1 Corinthians 9:20	How does this text explain the importance for a Christian to have a cultural diversity awareness?
Galatians 3:27-29	What does this text say about all who are in the family of Christ
Ephesians 2:14	What should be the result of accepting Christ Jesus into our lives? How do you plan to apply this message to your everyday life?

Requirement 4: Develop a friendship with a boy, girl or older person from your church, school or community whose cultural background is different from yours and conduct about their culture. Arrange an interview with this family and complete the following:

Details of My Friend

Name		Country of Origin	
Where we first met		Interview Date	
Things we did together			

a	Where did the culture originate?	
b	What language/s is/are spoken?	
c	What religions are prominent in that society?	
d	What foods are typically eaten for: Breakfast	
	Lunch	
	Supper	
e	How are eating habits influenced by the food available in that country?	
f	Are there cultural traditions that are different from yours? What are they?	
g	Do the people in this culture celebrate the holidays that you celebrate?	
	What customs do they have for celebrating the different holidays?	
h	What customs or traditions from the original culture have been continued by the family in your country?	
i	Is the clothing different from the clothing of your country?	

**Requirement Continued from previous page
4:**

j	Five (5) ways in which you are similar.	
	Five (5) things which make you different	
	Tell how your attitude or feelings towards people of different cultural backgrounds has affected you	
	How do you feel about your differences?	
k	Identify 3 similarities and 3 differences by doing one of the following: <ul style="list-style-type: none"> ▪ Attend church / worship service, with your friend if it is different to yours, or; ▪ Attend a church service / worship service of a different cultural group, or; ▪ Attend an event approved by your leader 	Describe what you did.
	Three (3) similarities identified	
	Three (3) differences identified	



Please insert completed Honour Requirements and any other supporting evidence i.e. photos.

HONOUR COMPLETED:

Signature _____



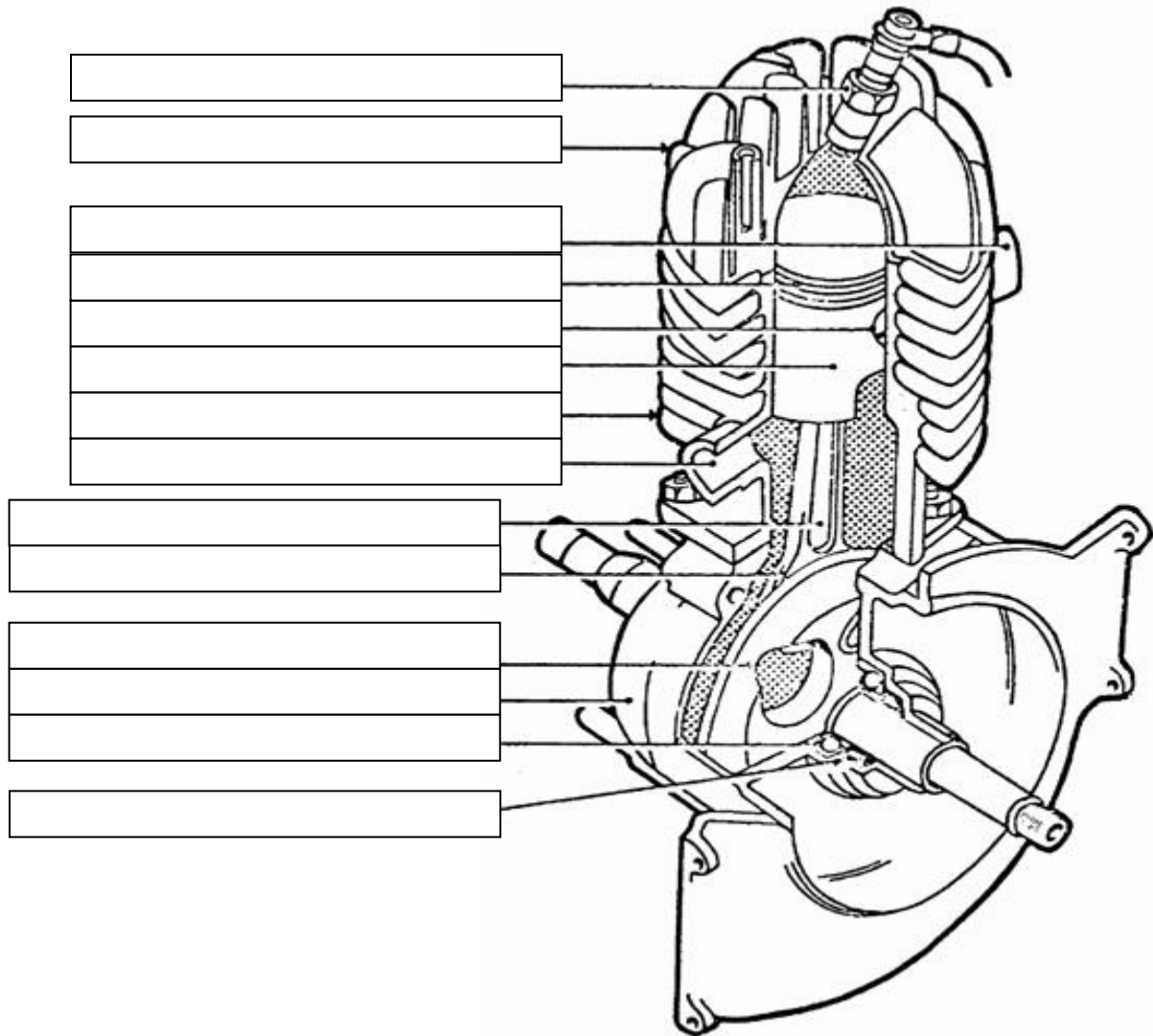
SMALL ENGINES

Requirement 1: Describe the basic design and operation of the 2 stroke (2-cycle) engine and the 4-stroke (4-cycle) engine.

The challenge: see if you can complete this requirement using your own works and diagrams

Requirement 2: Name the parts of the 2-stroke (2-cycle) engine and tell what each part does.

Please name the parts shown below.



Requirement 3: List the fuel types used in small engines and explain their use.

Please write short notes on each.

Petrol :	
Petrol/oil mix :	
Diesel:	
Nitro-methane:	

Requirement 4: Know and demonstrate safety rules associated with the operation of small engines including care and safety in fuel handling and storage.

Please add your responses in the places provided.

Laws and regulations:		
Manufacturer's Instructions:		
Safe operation of small engines:	1.	
	2.	
	3.	
Care and safety in fuel handling and storage.	1.	
	2.	
	3.	
	4.	
	5.	

Requirement 5: Describe two types of ignition systems used in small engines.

	Name of System	Brief Description
1.		
2.		

Requirement 6: Describe acceptable cleaning products for small engines and engine parts. Why is gasoline (ie petrol) considered an improper cleaning fluid?

Describe acceptable cleaning products:

Why petrol is considered an improper cleaning fluid:

Requirement 7: List and tell how three basic lubrication systems operate.

	Lubrication System	Brief Description of how it Operates
1.		
2.		
3.		

Requirement 8: List a general trouble-shooting procedure for small engines.

A small engine is not seized and its compression is OK. It won't start. Explain how you would find out why.

What to check First:	
What to check Next:	

Requirement 9: Demonstrate that you know how to test and clean spark plugs and discuss how the examination of spark plugs gives an indication of the condition of a small engine.

Please give short notes:

--

Requirement 10: Demonstrate that you can overhaul, clean, inspect, reassemble, and properly tune a small engine.

Engine Make:	
Engine Model:	
No cylinders:	
Fuel Type:	
Cooling Type:	
2-stroke or 4-stroke	
When	
Where	
What was done:	



Please insert completed Honour Requirements and any other supporting evidence i.e. photos.

HONOUR COMPLETED:

Signature_____

FRUIT GROWING



Requirement 1: Why are fruit trees grafted?

Requirement 2: What does hardiness mean?

Requirement 3: What site and soil conditions are required to grow three of the following:
Apples; Peaches; Pears; Plums; Cherries; Oranges; or, equivalent choices?

	Fruit	Site and Soil Conditions
1.		
2.		
3.		

Requirement 4: What is a dwarf fruit tree, and how is it dwarfed?

Requirement 5: Plant at least two fruit trees and train them by pruning for at least two seasons, or train and prune an existing tree. With supervision fertilize and spray as needed for one growing season. Show an example of harvested fruit to your examiner. Describe what you have done.

Requirement Answer the following questions?

6:

a. What is pollination?

b. What is a pollinator?

c. Which trees need a pollinator?

Requirement How are young trees protected from rodent damage

7:

--

Requirement Compare the qualities of flavour, texture, and appearance of two different varieties of the same fruit.

8:

	Variety Name:	Variety Name:
Flavour		
Texture		
Appearance		



Please insert completed Honour Requirements and any other supporting evidence i.e. photos.

HONOUR COMPLETED:

Signature _____

Notes, images etc.



Please use blank pages for additional information, projects and Advanced Requirement demonstration and activity details.

