

**GUIDE**



# GUIDE WORKBOOK



NAME: \_\_\_\_\_

COUNSELLOR: \_\_\_\_\_

CLUB: \_\_\_\_\_

North England Conference

YEAR: \_\_\_\_\_





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# GUIDE CLASS BASIC REQUIREMENTS



GENERAL				
Requirement	(✓)	Date	Signature	
1				
2				
3				
4				
Select and read one book of your choice from the Teen Book Club list, plus a book on local church history (select book for your division or country)				
SPIRITUAL DISCOVERY				
Requirement	(✓)	Date	Signature	
1				
2				
3				
4				
SERVING OTHERS				
Requirement	(✓)	Date	Signature	
1				
1			As a group (or individually) help organise and participate in one of the following:	
			a. Make a friendship visit with a shut-in person	
			b. Adopt a person or family in need and assist them	
			c. Any other outreach of your choice approved by your leader	
2				
2			Participate in a discussion on witnessing to other teenagers and put some of the guidelines into practice in a real situation	
FRIENDSHIP DEVELOPMENT				
Requirement	(✓)	Date	Signature	
1				
1			In group discussion and by personal inquiry, examine your attitudes to two of the following topics:	
			a. Choosing Your Career	
			b. Moral Behaviour	
			c. Sex and Dating	
			d. Choosing Your Life Partner	
HEALTH AND FITNESS				
Requirement	(✓)	Date	Signature	
1				
1			Make a presentation to elementary students on the subject of the laws of good health	
2			Complete one of the following activities:	
			a. Write a poem or article for possible submission to one of the Health/Temperance Journals of the church	
			b. Individually or as a group, organise and participate in a "Fun Run" or similar activity. Discuss and record your physical training program in preparation for this event	
			c. Read pages 102-125 in the book "Temperance" by Ellen White, and pass the true/false quiz	
3				
3			Complete the Honour in Nutrition or lead a group through the Physical Fitness Honour	

## ORGANISATION AND LEADERSHIP DEVELOPMENT

Requirement	(✓)	Date	Signature
1	Following discussion, prepare a flow chart on denominational organisation, with special details for your Division		
2	Attend a conference sponsored Basic Pathfinder Staff Training Course		
3	Plan and teach at least two requirements of any Pathfinder Honour for a group of Junior Pathfinders		

## NATURE STUDY

Requirement	(✓)	Date	Signature
1	Read the story of Jesus childhood in the " <i>Desire of Ages</i> " chapter 7 and relate it to the place of Nature Study in His education and ministry by going orally before an audience on original nature lessons (parable) drawn from your study and observations.		
2	Complete one of the following Honours:		
	a. Ecology		
	b. Environmental Conservation		

## OUTDOOR LIFE

Requirement	(✓)	Date	Signature
1	Go on a two-night pack camp. Discuss the equipment to be taken		
2	Plan and cook in a satisfactory manner a three-course meal on an open fire		
3	Complete an object of lashings or rope work		
4	Complete one honour not previously earned which can count towards the:		
	a. Aquatic Master		
	b. Sportsman Master		
	c. Recreation Master		
	d. Wilderness Master		

## LIFESTYLE ENRICHMENT

Requirement	(✓)	Date	Signature
1	Complete an Honour not previously completed in:		
	a. Outreach Ministries		
	b. Health and Science		
	c. Vocational		
	d. Household Arts		
6	e. Outdoor Industry		
1	Complete one Honour in Arts and Crafts		

## ADVANCED REQUIREMENTS

Complete **AY SILVER AWARD PLAN**, in addition to completing Voyager Advanced requirements you will be entitled to **SILVER AWARD MEDAL**.





***Recommended for Investiture***  
 I consider that this candidate has completed the requirements necessary to be recommended for investiture.

<b>Club Counsellor Sign Off</b>	Name <i>(printed)</i> .....
	Signature .....
	Date .....

<b>Club Director Sign Off</b>	Name <i>(printed)</i> .....
	Signature .....
	Date .....

<b>Area Coordinator Sign Off</b>	Name <i>(printed)</i> .....
	Signature .....
	Date .....

<ul style="list-style-type: none"> <li>★ Notes</li> <li>★ Comments</li> <li>★ Further Actions</li> </ul>	
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# 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 .....

.....

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.

## 2. Know and understand the AY Legion of Honour

### Adventist Youth Legion of Honour

"I will not spend precious moments in reading that which will be of no profit to me, and which only unfits me to be of service to others. I will devote my time and my thoughts to acquiring a fitness for God's service. I will close my eyes to frivolous and sinful things. My ears are the Lords, and I will not listen to the subtle reasoning of the enemy. My voice shall not in any way be subject to a will that is not under the influence of the Spirit of God. My body is the temple of the Holy Spirit, and every power of my being shall be consecrated to worthy pursuits"  
(Testimonies for the Church, Vol. 7, p 64).

2. Read Proverbs 4:23 and Messages to Young People, page 282, and discuss how they relate to the Legion of Honour.

#### My Covenant:

I volunteer to join the AY Legion of Honour, and by the grace and power of God I will:

- ✓ HONOUR CHRIST in that which I choose to BEHOLD
- ✓ HONOUR CHRIST in that to which I choose to LISTEN
- ✓ HONOUR CHRIST in the choice of places to which I GO
- ✓ HONOUR CHRIST in the choice of ASSOCIATES
- ✓ HONOUR CHRIST in that which I choose to SPEAK
- ✓ HONOUR CHRIST in the care I give my BODY TEMPLE

#### DISCUSSION SUMMARY:

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# 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 – LOCAL CHURCH HISTORY

## About the Book:

Title of Book .....

Author .....

Publisher .....

Year & ISBN .....

## Plot:

*Choose a book for your division or your country*

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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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**Your Opinion:**

*What was your favourite part and why? Did the story have a moral (message)? Would you recommend this book to others?*

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I rate this book:



By (Pathfinder): \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed By: \_\_\_\_\_ Date: \_\_\_\_\_

## BOOK REVIEW 2 – 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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**Your Opinion:**

*What was your favourite part and why? Did the story have a moral (message)? Would you recommend this book to others?*

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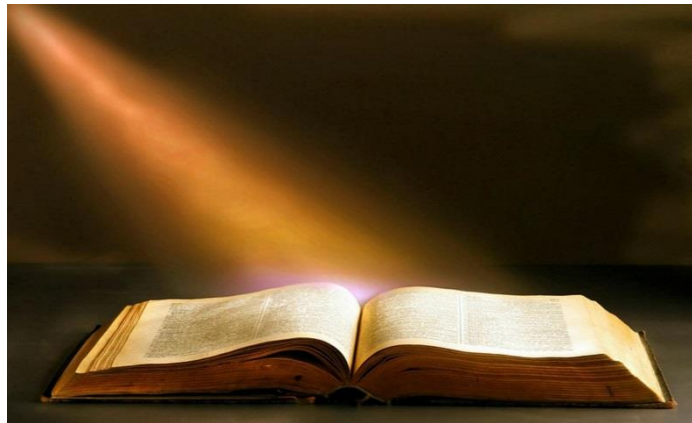
I rate this book:



By (Pathfinder): \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed By: \_\_\_\_\_ Date: \_\_\_\_\_

# SPIRITUAL DISCOVERY



*The aim of this section is to nurture the spiritual growth, personal response and discipleship in the lives of the Guides. Six sessions have been allocated to complete this section.*



**1. Discuss how the Christian can possess the gifts of the Spirit as described by Paul in his letter to the Galatians.**



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

**DISCUSSION SUMMARY:**

A large rectangular area containing 25 horizontal dotted lines for writing a discussion summary.

## The King's Garden

There was once a very wise and noble king, who sorted out from his property a beautiful site for a house, a garden and an orchard. He built the house with his own hands and then put a fence around it and locked the gate with a large padlock.

After looking everywhere in his kingdom for someone to live in this special house he finally settled on a young man called William. However, we will call him "Will" for short. When they arrived together at the house the King said to Will, "Here it is, it's yours to keep. All you have to do is keep it clean and plant the orchard. But make sure you keep the gate locked! Don't let anyone in unless they are members of my family. If you need anything that telephone is a direct line to my castle.

"Call me for anything you want and I'll send it right down without delay"....with that the king was gone.

Will, feeling rather excited about it all, looked over the house and checked out all the rooms; even the kitchen cupboards were full of food. It was late afternoon by the time Will had looked over all the property and already he was deciding on how he would plant the orchard. He was down by the back fence when he heard a muffled voice....

"Don't do it .....Don't do it."

Will scanned the fence line to see where the voice came from, and seeing no one, called out loud "Don't do what?"

"Don't do all that work!" came the reply. Then Will saw a tall dark stranger standing outside the fence just near the gate. Will moved over a little closer and asked the stranger what he meant. "Don't do all that work, that king is nothing more than a tyrant, he'll make you work, work, work and then when the orchard is ready he'll come down and take all the fruit. The only thing you'll get out of it is a sore back!"

"Oh", said Will, "I didn't think he was like that."

"Oh yes he is", said the stranger. "I've known him for a real long time, but if you let me in - I'll do the work. You can lie down on that bed there on the veranda, you can watch me! In no time I'll have the orchard up - you don't have to do a thing, but you can help me gather the fruit and you can eat as much as you like."

Well, Will was a little soft and he opened the gate to the stranger. And apparently the stranger had spoken the truth - he was a real worker, not a shirker! He knew how to dig, he knew how to raise trees and soon the orchard was there and the fruit was ready to pick. "Come on Will, let's sample the fruit." The fruit looked so inviting as it glistened on the tree and Will could hardly wait to sink his teeth into all the different varieties.

The very first one he tried was absolutely delicious, and the next even better - sort of like a combination mango, pineapple and passion fruit. After he had eaten as much as he could Will lay down on the veranda. The fruit felt like it had gone sour in his stomach. He was sick - real sick - so sick that he thought he would never eat again! But strangely enough an hour or so later Will was hungry again and went back to the orchard for some more fruit. It was just as delicious as the first time, and he couldn't understand why it had made him so sick before. However, it was only minutes after his last mouthful when that same sick feeling came back with a vengeance! Poor Will, he spent the rest of the day picking, eating and being sick; picking, eating and being sick. And that's



the way it went the next day and the next week and the next month. Will hated it but he couldn't resist it.

One day he said to the stranger "You'd better tell me the name of this fruit." But the stranger wouldn't tell. It was only after weeks of nagging that the stranger finally led Will down to the orchard and said, "Here...this one I called Impurity, this one is called Lying, this one is Disrespect, this one is Stealing, this one is Hate, Envy, Wrong Thoughts, Cheating", and so the list went on.

Will couldn't believe it and rushed inside past the mirror where he saw for the first time that his face was changing - he was beginning to look like the stranger where as before he used to look a little bit like the king. Will was so angry that he ran out to the woodshed and grabbed his trusty axe. He was going to chop down every one of those trees even if it killed him. As he picked up the axe all rusty with age, he noticed these words written on the handle.... "GOOD RESOLUTIONS."

With great determination, Will ran out into the orchard and hacked into every tree until the complete orchard was gone. His hands were blistered and bleeding, his back was sore, but he sure felt good knowing all those trees were gone - all except the roots - they were still there!

When Will woke up the next morning and looked out the window, he couldn't believe his eyes. The trees were there just as big as ever before - and so were his blisters! And what's more, Will was hungry and he couldn't resist the fruit. Will was heartbroken -he was so sick and so tired. How he hated the stranger.

One night Will noticed the warm glow of a lantern just outside the gate. He knew it wasn't the stranger because he was inside. From the distance he was standing, he could tell that it wasn't the king but it sure looked like the king, perhaps it was the king's son. As Will moved closer to the gate he could see that something dreadful had happened to the Prince, for the hand that held the lantern had a terrible scar.

And as he examined the scars on his head and face, the prince spoke and said, "Behold, I stand at the door and knock, if any man hear my voice and open the door, I will come in and live with him."

Hardly before the prince had finished, the stranger came running down the path shouting "Don't let him in! He will destroy all my work! Don't let him in!"

Well, that's all Will needed to hear. Without hesitating, Will stepped forward and opened the gate, and as soon as the prince came in, the stranger went out.

The prince wasn't about to waste any time, and quickly led Will down to the orchard and together they went around every tree. Where ever the prince held his lantern the trees just shriveled up, and the fruit dropped off, and even though the roots were still there the trees never grew back just as long as the prince was there.

The prince explained to Will, "It cannot be as it was with the stranger. This time we must work together." It took longer for this orchard to get planted but the trees were fantastic. And as they planted each one, the prince would say to Will, "This one is Love, and this one over here is Truth, this one Joy, and Peace, Gentleness, Faith, Self Control, Purity and so the orchard grew.

Will would want you to know that the fruit was delicious and what's more it didn't make him sick . . . not one bit! And his face began to change once more to resemble the face of the king.

However, Will had one dreadful fear that caused a terrible ache in his heart. It worried him so much that he just had to ask the prince. "What would happen to me if you ever went astray? The Prince just smiled and said "Will, I will never leave you or forsake you" and the Prince was true to his word.

**TASK:** identify and discuss the following items in particular: Will's name; the gate; the mirror; the axe; the lantern; the Prince's promise.

Will's name: .....

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The gate: .....

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The mirror: .....

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The axe: .....

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The lantern: .....

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The Prince's promise: .....

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**2. Study and discuss how the Old Testament sanctuary service points to the cross and the personal ministry of Jesus.**

Define the following words:

**Atonement**

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**Sanctuary (Exodus 40.)**

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**Righteousness: (Genesis 15:6)**

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**Vindicate**

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**Covenant: (Genesis 17:2.)**

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**Complete the following.**

**1. Match the following:**

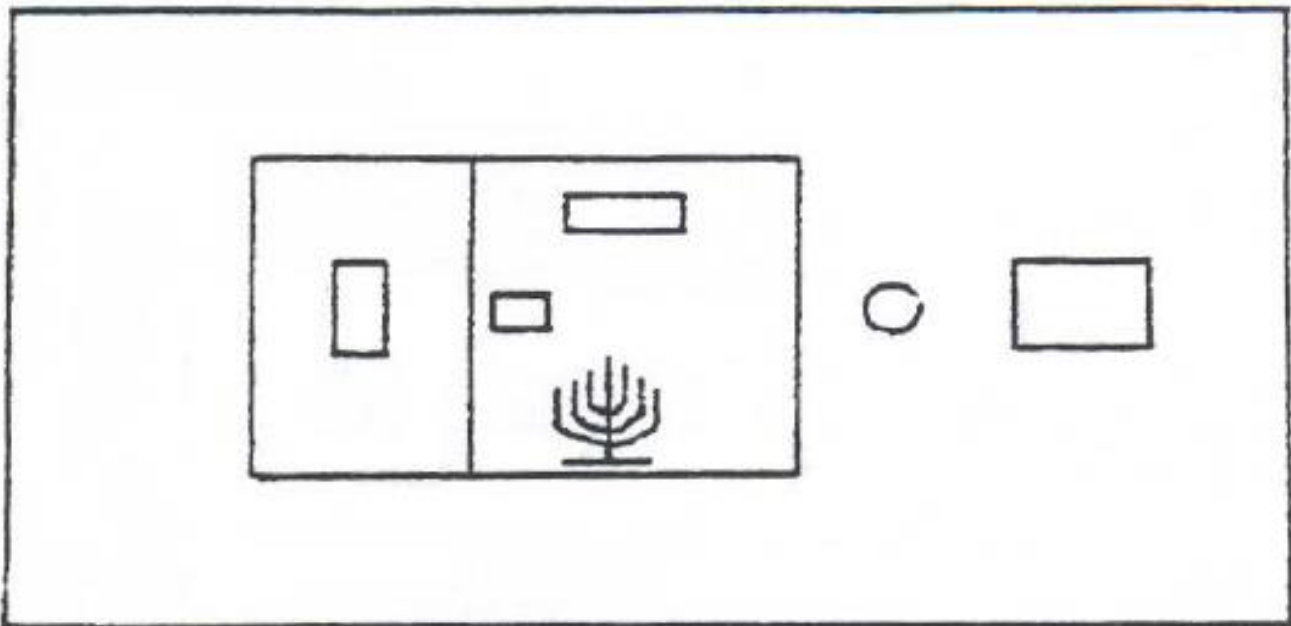
**SYMBOL**

Lamb  
Wash Basin (laver)  
Candlestick  
Holy Bread  
Altar of Incense  
Priest  
Mercy Seat

**JESUS IS FOR US**

The Water of Life  
The Bread of Life (Bible)  
Intercessor  
Our Priest  
The Covering for our Sins  
The Sacrifice for our Sins  
The Light of the World

**2. Label the various parts and furnishings in the Sanctuary diagram below:**



**3. Read and outline three stories of Adventist pioneers. Tell these stories during a Pathfinder Club, AY or Sabbath School worship time.**



Combine the development of public appearance and poise in a leadership role with a personalisation of the church pioneer spirit and mission.

**PIONEER 1:**

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**PIONEER 2:**

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**PIONEER 3:**

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### 3. Hold a current Memory Gem Certificate



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

GUIDES CLASS		
I. GREAT PASSAGES	II. SALVATION	III. DOCTRINE
a. 2 Timothy. 3:15,16 b. Romans 10: 17 c. Daniel. 8:14 d. Joel 2 e. Option	a. Philippians. 3: 7-9 b. Ezekiel. 36:26,27 c. 1 John 5:11,12 d. 1 Corinthians. 5:7,8 e. 1 Corinthians. 6:19,20 f. Option	a. Matthew. 24:24-27 b. Eccl 9:5-6, 10 c. Hebrews 4:14-16 d. Exodus 20:3-7 e. Option
a. PRAYER	b. RELATIONSHIPS	c. BEHAVIOUR
a. Phil. 4:6,7 b. Eph. 3:20-21 c. Matt. 5:44 d. Option	a. Acts 17:26,27 b. 1 Peter 4:10 c. 1 Peter 3:15 d. 1 Corinthians. 12:9 e. Option	a. Luke 12:15 b. 1 Corinthians 10:31 c. James 4:7,8 d. Option
d. PROMISES/PRAISE		
a. Psalms 46 b. Phil. 4: 13 c. Ps.55:22 d. Ps.95:6,7 e. 1 Cor. 10:13 f. Option		

Write your seven 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 encourage a personalised outreach ministry.*

*Two sessions have been allocated to complete this requirement.*





**1. As a group (or individually) help organise and participate in one of the following:**

- a. Make a friendship visit with a shut-in person.
- b. Adopt a person or family in need and assist them.
- c. Any other outreach of your choice approved by your leader.

**ACTIVITY:**

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**1. A friendship visit can be directed toward the following groups of persons:**


- a. fellow students
- b. children in hospitals
- c. senior citizens

**2. In "adopting" a family or person, you may consider the following:**

- a. shopping for senior citizens
- b. reading to disabled persons
- c. visiting new comers

**3. Any other outreach ministry may include:**

- a. collecting (door-to-door) or raising money (bike-a-thon, walk-a-thon, etc.) for non-Adventist charity organisations.
- b. friendship outing for children in orphanages, children's homes, etc.
- c. See also the ideas listed under the Ranger and Voyager classes.

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

**3. Participate in a discussion on witnessing to other teenagers and put some of the guidelines into practice in a real situation.**

**DISCUSSION SUMMARY:**

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**GUIDELINES:**

1: .....

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**WITNESSING SUMMARY:**

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## PREREQUISITES FOR WITNESS

One of the most important functions of your Christian life is witnessing -- actually sharing your faith in Jesus Christ with another teenager. Jesus Christ Himself will operate in you and enable you to put your teenage maturity into action.

Begin by selecting a target teen. By concentrating your effort on one person, you'll eliminate the frustration of attempting to reach everybody and not reaching anyone. As you ask the Lord for that certain person, be sure your motives are straight. Why do you want to witness? Is it because you've been told you must witness? Do you feel obligated? Are you anxious for your target to become a member of your church or club? Or are you genuinely concerned about this person and his relationship to God? Make sure your motive is love -love for the Lord Jesus and for the one for whom He died. Before we talk about a blueprint for witness, how about an honest appraisal of yourself?

### A. You as a Witness

1. Balance is the key to your witness.
2. Balance includes:
  - a. Physical appearance. Your grooming, clothes and general personal presentation are the launching pad to witness. Be neat, modern but modest, not extreme but in good taste.
  - b. Mental alertness. Be constantly on the lookout and mentally awake for clues to witness.
  - c. Social acceptance. You cannot isolate yourself from the teens you want to reach for Christ. Keep in mind you NEVER lower your standards or convictions to reach a person, yet you do not isolate yourself through lack of involvement.
  - d. Spiritual acumen. Spiritual insight is essential. Knowing the right time and place for witness, knowing when to speak and be silent, these are essential to communication.
3. Balance involves embodiment of the example.
  - a. Positive example. Separation must be positive, not negative. Communicate a positive Christ. Convictions are a must, but make them positive.
  - b. Practical example. Prove Christianity works by your own actions and attitudes. Life must equal lip. If the Christian life doesn't work for you, then they won't buy it for themselves.
  - d. Pointed example. Your witness must be directed to a target teen.
1. You must be able to communicate.
  - a. Through life - how you live.
  - b. Through lip - what you say.
  - c. Through language - how you communicate.
  - d. Through learning - how you prepare.

### B. Your Target Teen

1. Goal. Communicate your faith in Christ to your target teen.
2. Have a plan. Use availability approach - go to him, get to know him, gain his friendship.
3. This will win the right to be heard.

### C. A Special Plan

Establish rapport.	Win the right to be heard.	Get him to the Gospel.	Wait for the green light.	Be ready for follow-up.
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1. Establish rapport. Simply win his friendship. Remember, his interests and activities can be a point of contact.
2. Win the right to be heard. The example of your life is the key here. During these steps you should not preach with your lips, but with your life. Do not quote verse of Scripture or use other high-pressure tactics. You are seeking to win a continual hearing. (The exception here would be a onetime opportunity to witness to a person. On a school campus the witness opportunity is usually over an extended period of time.)
3. Get him to the Gospel. Still without preaching with your lips, get him to a place where he can hear the Gospel simply and clearly presented in language he can understand and on his level of comprehension.
4. Wait for the green light. Witnessing should be as normal as eating. If we force our witness on individuals we violate his confidence and do harm to our witness. The Holy Spirit will direct our witness to individuals and more than that, if we have followed the steps listed above, the green light for our witness will come through our target asking you the question that will open the door for your witness. When it comes, be ready.
5. Be ready for follow-up. The success or failure of your witness is not determined on the basis of whether your target teen accepts Christ. That's his decision. If, however, through the steps you have presented to him your faith in Christ, and how he may become a Christian, you've scored, be ready for decision - and be prepared to pay the price in follow-up.

### D. Watch Out!

1. Do not be obnoxious.
2. Do not argue.
3. Do not be negative.
4. Do not be tactless.
5. Do not "put down" your friend's beliefs.
6. Do not use non-communicative language.
7. Do not compromise your witness (we are to be insulated, not isolated).

# FRIENDSHIP DEVELOPMENT



*The aim of this section is to continue to enlarge the awareness of and to increase the evaluation of attitudes which contribute to positive character development and establishment of worthwhile lasting relationships.*





**TOPIC 2:**

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Handwriting practice area with 20 horizontal dotted lines.



## A. CHOOSING YOUR CAREER

**Objective:** To identify the factors involved in choosing a career and to consider them in relationship to one/s abilities.

Some young people today are tempted to feel that it isn't worth pursuing a career. Others have no desire to follow a career because they feel that the world owes them a living. They didn't ask to be born and their parents have been paying taxes for years, so why shouldn't they get something back.

Some have spent a whole year at the beach pooling their social service checks and "living free" as they call it. However, let's have a look at some relevant matters.

### 1. The Bible Encourages Work: ™

Genesis 2:15	To dress and keep Eden ™
Genesis 3:23	To till the ground
Exodus 20:9	Six days shalt thou labor ™
I Thes. 4:11	Work with your own hands ™
II Thes 3:10-12	Would not work neither should he eat ™
Isaiah 65:22	Long enjoy work of their hands

The Spirit of Prophecy Index gives fourteen columns of references for the word "work." Many are specifically for youth and are found in the book Messages to Young People. One illustration is: "It was the design of God that man should find happiness in the employment of tending the things He had created. . ." (Messages to Young People, p. 365).

### 2. What Work Will Provide:

- Satisfaction: Nothing is more fulfilling.** "Not more surely is the place prepared for us in the Heavenly mansions than is the special place designated on earth where we are to work for God" (Messages to Young People, p. 219). It is great to be where God wants you to be, doing what God wants you to do.
- Sustenance: For self, companion and family.** A stable position will be important when you marry and have a family. Many marriages break up because of instability and lack of sufficient sustenance. Even now it is important to you to have certain material things such as clothing, entertainment and transportation.
- Service:** Some professions involve service directly such as a doctor, minister, teacher, or other similar professions, but also indirectly, as providing essential services. Remember Christ/s whole life was spent in the interest of others.

### 3. Qualities That Make for Success:

- Integrity - honesty, truthfulness
- Dependability - reliability, punctuality, assumption of responsibility.
- Emotional Stability and Maturity - self-control, good judgment, mental health.
- Perseverance - stick-to-itiveness, drive and enthusiasm.
- Ability to Communicate - both oral and written expression.
- Attitude Toward Work - willingness to learn, interest in career as opposed to mere salary, and loyalty to employer.
- Physical Appearance - cleanliness, well-dressed presentation, poise, self-confidence.
- Sense of Humor - not taking self too seriously, ability to be laughed at, genuine humility.
- Normal Family Life - happy marriage to the "right" partner.
- Wise Choice of Friends and Extra-curricular Activities.
- Active Participation in Community.

#### 4. How Will I Choose?

- a. Ask yourself, "Am I interested in ideas, people, or things?" Depending on your answer, you may narrow your choices.  
For example, if your answer is:
  - ✓ Ideas: then pursue work such as art, designing, journalism.
  - ✓ People: then pursue work such as a doctor, minister, teacher, social worker.
  - ✓ Things: then pursue work such as mechanics, plumbing, or trades in general.
- b. You should select a career within your educational limits, thus the more schooling you have, the wider the choice of careers.
- c. Evaluate your potential:
  - ✓ Look at your natural abilities.
  - ✓ Seek advice from your teacher who knows your aptitude
  - ✓ Counsel with your parents who know your temperament
  - ✓ Ask a friend who knows your likes and dislikes.
  - ✓ Talk to someone through whom you feel God can speak.
- d. Pray about it.
- e. Look around, visit, and inquire.

#### B. MORAL BEHAVIOUR

**Objective:** To help the Guide understand the term "morality" and to learn to distinguish between it and customs, and to realize that a response to God based on right principles rather than obedience to a set of rules is what constitutes morality.

One of the problems we face when discussing the subject of moral behaviour concerns the way moral values are communicated. There are two basic approaches we may take.

1. We may attempt to teach a set of rules as either restrictions or obligations that direct the individual in the choices he makes. In so doing, we may appeal to reason or logic, but the overall goal and effect is to place a person within certain prescribed boundaries. It is something like placing a fence around a person so that he may only move within its limits.
2. The second approach is to endeavour to expose the person to experiences that will give an awareness of moral obligation, (right or wrong) and encourage a decision based on values that the person has discovered which are important to him personally, and society in general. In this setting he is challenged to make his own decisions on the basis of what he has experienced to be best, rather than an external code imposed by someone else.

As Christians we believe Jesus' life is a perfect example of how to live. He demonstrated what is right and wrong by His life and teachings. In turn, these teachings were based on principles revealed through the prophets to Israel. They tell us how to relate to God and how to treat our fellow man. Naturally each prophet spoke within the context of his times and social customs but the principles are summarized in Luke 10:25-28; "Thou shalt love the Lord with all thy heart and thy neighbour as thyself."

To illustrate this passage further, Jesus told the story of the "Good Samaritan", who risked his life to save a Jew, while two very religious people who specialized in the law, left him to die. The Priest and Levite who are mentioned in the story could not find a rule which related to the specific situation and failed to grasp the general principle of loving your neighbor as yourself. The principle of the sixth commandment not only forbade killing a man, but involved the principle of the sanctity of life and therefore required that the victim be helped as the Samaritan so recognized. This again can only be fulfilled when we truly value other people as children of God.

In scripture a person who makes decisions as the Samaritan did, is said to have the law of God "written on the heart." (Compare Psalm 119 where the writer dwells on the principles of God's law, not from a sense of obligation but delight. He sees the benefits of observing the law, and longs to understand it more fully). In the New Testament the same thought is expressed by Paul when he says, "the written code kills, but the Spirit gives life", 2 Corinthians 3:6. Obviously the great underlying principle of God's government is love, not force, and when this truth is grasped and implanted in the hearts of men, ie. when they experience His love, motivation is provided which enables us to serve God and love our neighbour as ourselves, which to the Christian is the basis of all true morality.

Unlike mathematics, then, morality cannot be taught in the sense that you can learn formulae. Rather it must be discovered and experienced and then becomes a part of the total personality as opposed to something apart and separate. When we understand this distinction we can see how it is possible for a person to be a thief yet never steal. However, when law enforcement bodies go on strike, suddenly so-called honest people are unmasked. Because "the fence" is removed they automatically cross the boundaries. "The fence" does not restrict the truly honest man. His own internal control keeps him from taking that which belonged to another.

### **Case Study -No 1**

Sharon is 18 and has just got her driver's license. Her father has allowed her to borrow his car for the first time, so she invites her best friend, Donna, to come for the ride.

The girls are so busy talking and laughing as they drive along, that Sharon doesn't stop at a stop sign. She collides with another car, and although the damage is minor, knows this will mean that she won't be able to borrow the car again. She blames the other driver for speeding up on approaching the intersection and that she would have had time to cross it safely if he had been obeying the speed limit.

Donna knows this is not true, and as there are no other witnesses she'll be the one to have to testify.

Should Donna tell the truth - risk Sharon losing the use of the car, and possibly her license if the police are called?

Should she lie to protect her friend and her valued friendship with Sharon?

### **Case Study - No 2**

Mary is an attractive 19 year old. There is a housewarming party on Saturday night and she knows Keith, a guy who she really likes, will be there. She badly wants to go so when Geoff rings her up and asks her to go, although she doesn't really like him, accepts his offer.

The next night, Keith rings her and invites her to the same party. She tells him she will call back in an hour.

Should she break the date with Geoff, although he asked her first, knowing that he will be there anyway? Why?

Should she accept Keith's offer even though it means turning back on a date already made? Why?

## C. 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.

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 took place in your bodies as you passed through puberty. As far as the boys are concerned your bodies have grown taller and developed more muscular physiques, your voices have broken and become much deeper, like a man's voice. We find too, that hair has appeared on the face and on the upper lip, and you find it occasionally necessary to go and borrow dad's razor to shave it off.

### **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. We have all experienced them and you have to 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 then they should be harnessed and controlled. 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 sexual individual.

### **Crushes**

Back 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 lives 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 towards 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 that 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 Anne, 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 teen-age years.

### **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 we adults look back on, remembering all the fun we had in those years. Make the most of it because it only comes once in a lifetime.

## 2. Discussion Topics for Sex and Dating

- a. 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.
- b. Suggest possible activities for dating - aim to develop a wide variety of interests.
- c. Discuss a possible code for dating - guidelines - limits, etc. <sup>TM</sup>
  - Relationships with parents
    - √ should parents meet date before going out
    - √ should parents be told where you are going and what time to expect you home
  - 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; etc.
- d. Discuss the limits you think should apply to:
  - √ time to conclude the date
  - √ restrictions regarding places of amusement
  - √ parked cars
  - √ personal limits – e.g. kissing is not a boy's right nor is it to be expected as payment for an evening out.

## D. CHOOSING YOUR LIFE PARTNER

**Objective:** 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 to 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 life-time, 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 someday 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 towards 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 may be created in your new home.

## **Purpose of Dating**

Teen age 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 with others.

## **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.

## **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, put in the box your rank order (1- 12) of the qualities you would choose in their life partner:

good looks

patient

popular

money

understanding

loves God

nice 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, ego security in having someone to go out with, status, etc.
6. Can you think of any problems in going steady, ego 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?



# HEALTH AND FITNESS



*The aim of this section is to create a desire to choose a healthful lifestyle which will result in lifelong benefits and share that desire with others*



**1. Make a presentation to elementary students regarding the laws of good health.**

If there is more than one Guide involved, they may put on a special health program for more than one audience. 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 presentation can include anyone or more of such topics as: foods, meat vs. Vegetarianism, salt/sugar, family health problems, exercise/fitness, drugs, alcohol, tobacco, etc.

This may also tie into the Temperance Honour and Nutrition Honour (see the Pathfinder Honours Handbook or go on-line to [youth.gc.adventist.org](http://youth.gc.adventist.org) and click on Pathfinders and then Honours).

<b>HEALTH PRESENTATION:</b>	
Topic	.....
Audience	.....
Date	.....

<b>Topic Summary:</b>
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<b>Research / Materials Used:</b>
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<b>Presentation Review:</b>
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**2. Complete one of the following activities:**

- A. Write a poem or article for possible submission to one of the Health/Temperance journals of the church.
- B. Individually or as a group, organise and participate in a "fun run" or similar activity; discuss and record your physical training program in preparation for this event.
- C. Read pages 102 -125 in the book Temperance by E. G. White, and pass the true/false quiz:

**A. Write a poem or article for possible submission to one of the Health/Temperance journals of the church.**

<p><b>SUMMARY OF POEM / ARTICLE:</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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<p><b>USE SPACE BELOW TO PLAN / DRAFT ITEM:</b></p>
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**B. Individually or as a group, organise and participate in a "fun run" or similar activity; discuss and record your physical training program in preparation for this event.**

Event	.....
Theme	.....
Date	.....

**Items Required:**

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**Team and Responsibilities:**

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**Event Review:**

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**C. Read pages 102 -125 in the book Temperance by E. G. White, and pass the true/false quiz:**

1. The purpose of Temperance is to allow the grace of Christ to bring us into a living connection with God. True / False
2. Habits which weaken us physically have no effect on the mind. True / False
3. Controlling desires is not so very important because we are free to do as we please. True / False
4. Satan has no power over us when we have the courage to positively say "no." True / False
5. People who sincerely ask God for help to overcome smoking will receive it. True / False
6. God has promised a way out of every temptation. True / False
7. There are many and varied remedies for the sin problem. True / False
8. Good resolutions, made in one's own strength, will always fail. True / False
9. God doesn't require perfect obedience because He knows we are sinners. True / False
10. When we feel discouraged it is not much use praying. We should wait until we are feeling better. True / False
11. Physical health improves by realizing we have security in Christ. True / False
12. It is impossible to present our bodies acceptable to God while continuing to indulge intemperate habits. True / False
13. We cannot, on our own, have victory over temptation. True / False
14. Victory comes mainly as a result of our own efforts. True / False
15. Some people just can't resist evil. True / False
16. Everyone who unites his will to the will of God can overcome habits like smoking, drinking, etc. True / False
17. Even the feeblest cry for help is heard by God. True / False
18. Ignoring the laws of health can lead to liquor drinking. True / False
19. It is impossible for man outside Eden to resist Satan's temptations. True / False
20. Christ refused to heal some people because they had brought disease upon themselves. True / False

3. Complete the Honour in Nutrition or lead a group through the Physical Fitness Honour.



## NUTRITION

1. Describe the food pyramid guide.

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List the number of servings required from each group per day.

Food Pyramid	Number of servings
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Why is it important to eat a balanced diet?

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2. Explain the difference between the following:

Lacto-ovo vegetarian \_\_\_\_\_

Ovo vegetarian \_\_\_\_\_

Vegan vegetarian \_\_\_\_\_

3. Plan a two-day menu, containing a balanced lacto-ovo vegetarian diet utilizing the food pyramid guide. (Complete chart)

4. What is another name for

Vitamin B1 \_\_\_\_\_

Vitamin B2 \_\_\_\_\_

5. List at least three significant food sources of the following nutrients:

	Source 1	Source 2	Source 3
Vitamin C	_____	_____	_____
Vitamin A	_____	_____	_____
Vitamin B1	_____	_____	_____
Vitamin B2	_____	_____	_____
Iron	_____	_____	_____
Calcium	_____	_____	_____

6. Why is it important to drink plenty of water every day?

\_\_\_\_\_

\_\_\_\_\_

How much water should you drink every day?

\_\_\_\_\_

7. Name three common diseases that can be controlled by diet.

1. \_\_\_\_\_ 3. \_\_\_\_\_

2. \_\_\_\_\_

8. What is the difference between whole wheat flour and white flour.

Whole wheat flour \_\_\_\_\_

White flour \_\_\_\_\_

Which one has the higher nutritive value?

\_\_\_\_\_

9. What does RDA stand for?

\_\_\_\_\_

What does it mean?

\_\_\_\_\_

\_\_\_\_\_



10. Why is it important not to take excessive amounts of some vitamins and minerals?

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Plan a two day menu containing a balanced lacto-ovo vegetarian diet from the food pyramid

	BREAKFAST	LUNCH	DINNER
Day 1			
Day 2			



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

**HONOUR COMPLETED:**

Signature \_\_\_\_\_

## Lead a group through the Physical Fitness

### PREPARATION:

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### DRAFT LESSON PLAN:

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### REVIEW OF SESSION:

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# ORGANISATION AND LEADERSHIP DEVELOPMENT



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**1. Following discussion, prepare a flow chart on denominational organisation, with special details of your division.**

Your church, together with other Adventist churches in your geographical area, comprises a local conference. The conference may be a state, or a part of a state, an island or a country.

Then there is the union conference. This is usually made up of a number of local conferences within a given geographical area. Several Unions comprise a Division and all the Divisions are united under the General Conference.

**DRAW YOUR FLOW CHART IN SPACE BELOW:**

**SUMMARY OF DISCUSSION:**

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## 2. Attend a conference-sponsored Basic Pathfinder Staff Training Course

### REPORT ON BST COURSE ATTENDED:

Trainer .....

Venue .....

Date .....

### REPORT

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### I attended the conference-sponsored Basic Pathfinder Staff Training Course

Club Member Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Pathfinder Leader Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**3. Plan and teach at least two requirements of any Pathfinder Honour to a group of Junior Pathfinders**

Honour .....

Class .....

Date .....

**Items Required:**

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**Draft Lesson Plan:**

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**Session Review:**

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**Note:** If the Physical Fitness option was selected under Health and Fitness requirement 3, that satisfies this requirement.



# NATURE STUDY









**2. Complete one of the following Honours: (you can do both)**

- A. Ecology
- B. Environmental Conservation



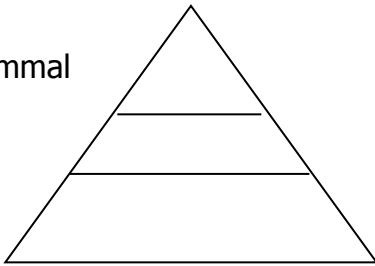
**ECOLOGY**

**Requirement 1: Construct a diagram of a fresh-water pond ecosystem.**

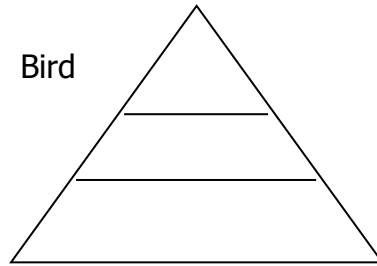
**1:**

**Requirement 2: Pick one mammal, one bird, one reptile, and one amphibian from your home environment and for each construct a diagram of its ecological pyramid.**

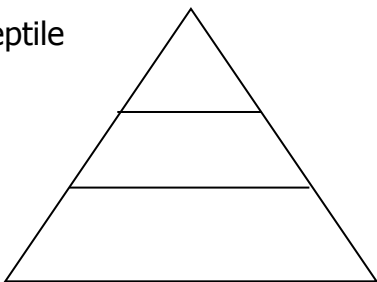
Mammal



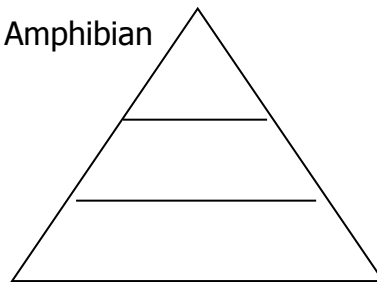
Bird



Reptile



Amphibian



**Requirement 3: Know the meaning of the following terms:**  
 [Please write brief notes under the following headings]

a.	Ecology	
b.	Plankton	
c.	Community	
d.	Conservation	
e.	Food chain	
f.	Climax community	
g.	Commensalism	
h.	Eutrophication	
i.	Ecological succession	

**Requirement 4: Make detailed field observations and library book / internet study of the habitat of some small animal in your own environment. Write a report; one-half from your field observations and one-half from your book / internet study. Length about 500 words.**

Observation Log		Animal Observed:			
Date:					
Time:					
Location:					
<b>Notes on Observations</b>					



## Observation Report

**Requirement 5: Define an ecosystem and state what the basic biological and physical factors are that keep it a balanced system.**

[Please write brief notes under the following headings]

Definition of an ecosystem	
How an ecosystem works	
What keeps an ecosystem in balance?	
Additional information on ecosystems:	

**Requirement 6:** Investigate the disposal of garbage in your community. How much is disposed per family per day? per week? per year? How better can it be taken care of?

How garbage is disposed in your community:			
Garbage disposed per family:	<b>Amount Disposed</b>		<b>Source of information</b>
	Per day		
	Per Week		
	Per Year		
Better ways of disposing garbage:			

**Requirement 7:** Check your nearest large city for one month for its air pollution level. Plot a curve for this level on a graph for the month. Find out what caused the peaks in your curve.

City name:		Country	
Cause of peaks in pollution levels:			
<b>Graphs:</b> [Can be sketched below, or done on separate graph paper or computer program ie Excel]			

**Requirement 8:** List ten ways in which you might actively work to improve the environment in which you live. Put four of these into practice.

	Possible ways to improve your local environment	Ways put into practice (briefly describe)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

**Requirement 9:** Find a Spirit of Prophecy quotation and a Bible text pertinent to ecology and be able to explain their relevance and application to our day.

	Quotation / text	Reference
Spirit of Prophecy quotation:		
Bible text:		
Relevance and application to our day:		



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

**HONOUR COMPLETED:**

Signature \_\_\_\_\_





## ENVIRONMENTAL CONVERSATION

1. What is the difference between ecology and environmental conservation?

Ecology \_\_\_\_\_  
\_\_\_\_\_

Environmental Conservation \_\_\_\_\_  
\_\_\_\_\_

2. Write a 500 word essay on how the increase in human population is threatening our existence on earth.
3. What does the term “death” of a lake or river mean?

Death of a lake or river \_\_\_\_\_  
\_\_\_\_\_

Is there a lake or river in your area or country which is classified as “dead”?

\_\_\_\_\_

4. Carry out a stream investigation of a small stream flowing through or near your home town. Check for the following:

a. Signs of Purity

- Abundance of small fish present
- Water visually clear and fresh smelling
- Stream banks covered with vegetation down to water's edge.
- Small amounts of green algae in water (light green in color)
- Some aquatic plants present, such as cattails, arrow-leaf, or pickerel weed.
- Turtles present in the stream
- Crayfish under stones in the stream
- Sandbars covered with growing weeds indicating relatively stable water level

**b. Signs of Stream Deterioration and Death**

- Large masses of blue-green algae present (dark green in color)
- Scoured banks from high water level during storms
- Putrid smell of the water
- Detergent foam present
- Trash sticking out of mud and sand bars along the stream
- Water loaded with silt
- No aquatic insects or fish present
- Presence of raw sewage
- Presence of oil on the surface of the water
- No salamanders or frogs under rocks along stream bank
- Stores or small factories dumping their wastes into the stream

5. If your stream is showing some of the above signs of death, do something about cleaning it up. Contact the closest government agency to ask what you and/or your group can do to help improve the stream. Organize a group of young people to help in cleaning the trash along your stream. If possible, get businesses to help in your campaign.

6. Make a visit to the city or county trash dump to see how this waste is handled. Find out the following:  
How many tons of trash are dumped daily?

\_\_\_\_\_

\_\_\_\_\_

Yearly? \_\_\_\_\_

What attempts are made to recycle any of this trash?

\_\_\_\_\_

\_\_\_\_\_

Is any of the trash burned or is all of it buried?

\_\_\_\_\_

\_\_\_\_\_

What is the cost per person per year for handling the trash?

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What happens to junked autos in your area?

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7. Make a visit to the nearest sewage plant. Draw and label a detailed diagram of what happens to the liquid and solid wastes from the time they come into the plant until they leave. In what form do they leave? Is any further use made of this waste?

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8. Visit the nearest water purification plant. Construct a flow diagram of the steps in water purification from the time the water enters the plant until it leaves for distribution to homes and stores. Through reading and discussion with water works officials, determine whether water resources in the future are going to be enough to meet the demand.

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9. Read and write a book report on an environment issues book such as Rachel Carson's *Silent Spring*.

10. What are rare and endangered species?

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Determine what efforts are being put forth to protect such species in your area.

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**ADDITIONAL SPACE:**

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**ADDITIONAL SPACE:**

Dotted lines for writing.



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

**AWARD ACHIEVED:**

Signature \_\_\_\_\_



# OUTDOOR LIFE



*The aim of this section is to develop necessary skills for proficient pack camping and widen the interests of the Guides in nature.*



**1. Go on a two-night pack camp. Discuss the equipment to be taken:**



**Objective**

To give the Guide experience and knowledge in the preparation and successful completion of a pack camp

This camp out is different and more involved than previous requirements, because all the gear, food, tents and clothing is to be carried in packs.

Two separate camp sites will be required, i.e. a different site each night. These are to be chosen by group. Prior to the activity you will need to discuss the menu so that you can decide on food to be taken.

You may choose to follow the camp out format from the Explorer class. If so, you would need to forego the Saturday night campfire to pack up camp and move to the second site, so as not to have to pack and move on the Sabbath.

Campsite 1	.....
Campsite 2	.....
Date	.....

**Items Required:**

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**Personal Plan / Goals:**

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**Pack Camp Review:**

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## Camping Skills Assessment:

### Demonstrate that you can appropriately pack a bag

Camp Master Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Show that you can use a compass

Camp Master Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Show that you can read a topographical map

Camp Master Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SUGGESTED PROGRAMME

### FRIDAY

Hike to first camp site  
Set up camp  
Supper  
Open Sabbath  
Sing Time  
Vespers

### SABBATH

Rise and personal devotions  
Worship  
Breakfast  
Sabbath School  
Service  
Lunch  
Rest  
Nature Honour Activities  
Supper  
Closing Sabbath  
Pack up camp  
Hike to next Campsite  
Set up camp

### SUNDAY

Rise and personal devotions  
Worship  
Breakfast  
Nature Honour Activities  
Camp craft activities  
Class work requirements  
Lunch  
Pack up  
Hike back to transportation

## 2. Plan and cook in a satisfactory manner a three course meal on an open fire

This could be done either on a normal club or unit camp out or on the pack camp. Thus the teens will have a wide scope with the menu and can ensure a balanced diet.

	MEAL 1	MEAL 2
<b>Ingredients</b>		
<b>Preparation</b>		
<b>Recipe</b>		

### Menu Suggestions:

First Course - mushroom soup  
 Second Course - dumplings, mashed potatoes, peas, carrots  
 Third Course - creamed rice and fruit

First Course - potato and leek soup  
 Second Course - Vegelinks, potatoes in foil, beans, carrots  
 Third Course - butterscotch pudding

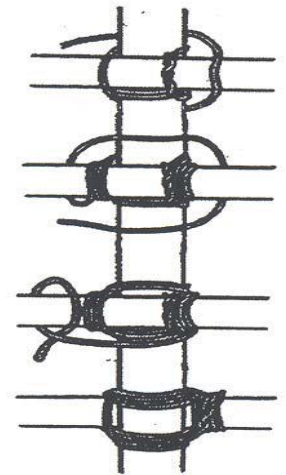
**Take photos and add to folder / paste below:**



### 3. Complete an object of lashings or rope work.

#### Square Lashing

This is used whenever spars cross at an angle, touching each other where they cross. It is started with a clove hitch around the upright spar immediately under the spot where the cross piece is to be. Twist the end of the rope into the standing part then "wrap" the rope around the cross piece and upright binding them together. In wrapping, rope goes outside the previous turn around the cross piece and inside the previous turn around the upright. After three or four right wrapping turns, make two "frapping" turns between the timbers. Strain them tightly. Finish with clove hitch around end of cross piece. Remember: "Start with clove, wrap thrice, frap twice, end with clove."



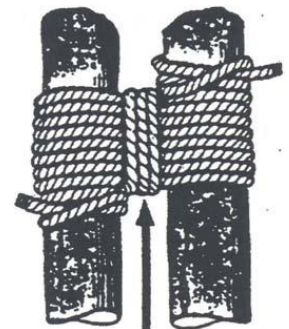
#### Diagonal Lashing

This is used to "spring" two spars together, that is, to lash together two spars which tend to spring apart and which do not touch where they cross. The lashing is started with a timber hitch around both spars. The timber hitch is tightened so as to bring the two spars together. Three or four turns of the lashing are then taken around one fork and three or four turns around the other fork. Two frapping (tightening) turns are taken about the lashing at the point where the spars cross and the lashing is finished off with a clove hitch around the most convenient spar.



#### Round or Shear Lashing

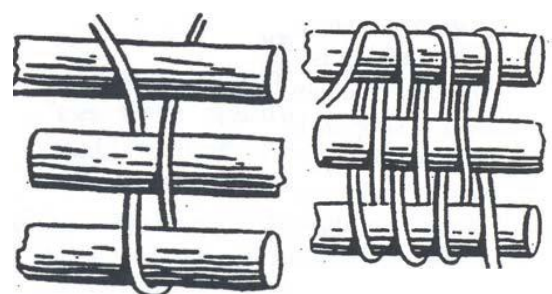
This lashing is used for binding together parallel spars and for forming "shear legs" which support bridges and the like. Place the two timbers next to each other. Tie clove hitch around one of them at appropriate place from the top. Bind the two timbers together by laying seven or eight turns of the rope around them, one turn beside the other. Make two frapping turns around the lashing turns between the timbers. Fasten rope with a clove hitch around the second timber. Open out the timbers.



Frapping

#### Tripod Lashing for Large Structures

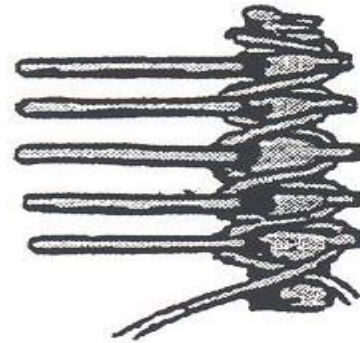
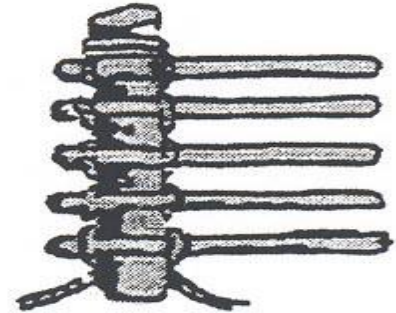
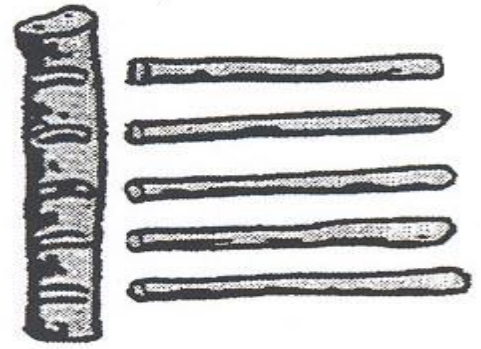
Lay the three spars on the ground pointing in alternate directions. Starting at the middles of the rope, weave around the spars a few times with each rope end. Tighten with two frapping turns in the spaces between spars. Finish with square knot and swing middle spar over. It may take a little practice to judge how tight the wraps should be made and still allow for the tripod to set up.



## Continuous Lashing

Continuous lashing holds small sticks at right angles to long sticks and is useful in making table tops, seats, etc. Follow these steps in laying a table top.

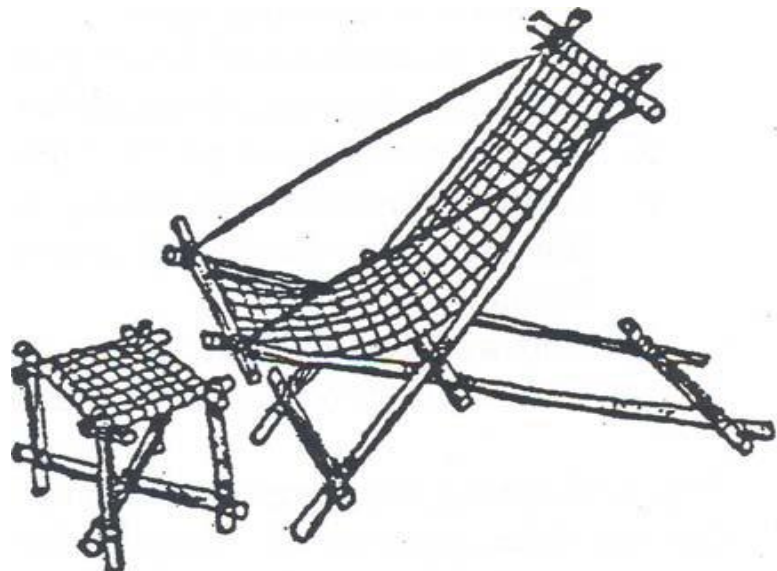
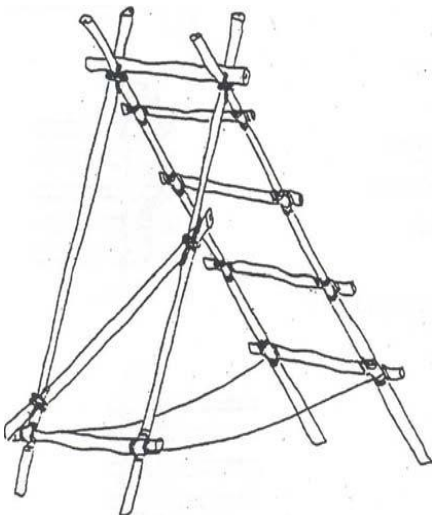
- Cut sticks to desired size and trim ends. Next notch the frame and place the cross pieces in correct position.
- Make clove hitch on the frame, in middle of the rope, with knot underneath and ends out to sides. There should be equal lengths of rope on either side of the long stick. The hitch should be placed so that the ends of the rope pull the knot tight as they come up from under the long stick.
- With one end in each hand, pull rope over one crosspiece and down under frame.
- Cross rope, making an "X." Pull rope tight.
- Bring up and over second crosspiece. Repeat this procedure until all the crosspieces are lashed.
- End with two half hitches or clove hitches and tuck ends of rope under last small stick



## Camp Projects

The step ladder requires the use of lashings - shear lashing for the legs and square lashings for the rungs. The two strings joining the feet of the ladder are essential, and a diagonal brace should be added to the legs for stability.

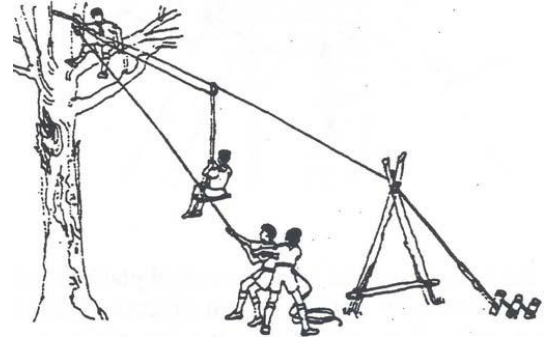
The foot stool is also an exercise in lashing, but the hardest part is making the seat reasonably comfortable! For the deck chair, the seat can be either of string or canvas, but get the sag correct. The gate is an exercise in the use of lashings.



### Flying Fox

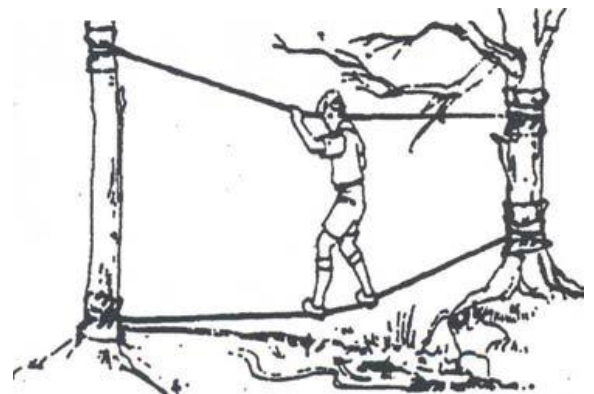
Is the best known and most popular of all pioneering projects. The job can be broken down into four separate parts: Shear legs; anchorage; platform and fixing the rope in the tree; bosun's chair.

The shear legs must be high enough for the bosun's chair to clear the ground at the lowest point. To stop the shear legs from sliding under the tope and collapsing, brace them securely with guy lines. The anchorage should be one which you can tighten, as the rope stretches with use. Do not forget slacking where the main rope is fixed to the tree and at shear legs. The main rope should not be too tight, as a small degree of slack assists in the slowing down. However, there is a fair load on the rope, so make sure rope is in good condition. Keep the pulley block oiled, otherwise it will be too hard to get it back. For the best results the runway needs to be at least 20 meters long and the angle of the descent not too steep.



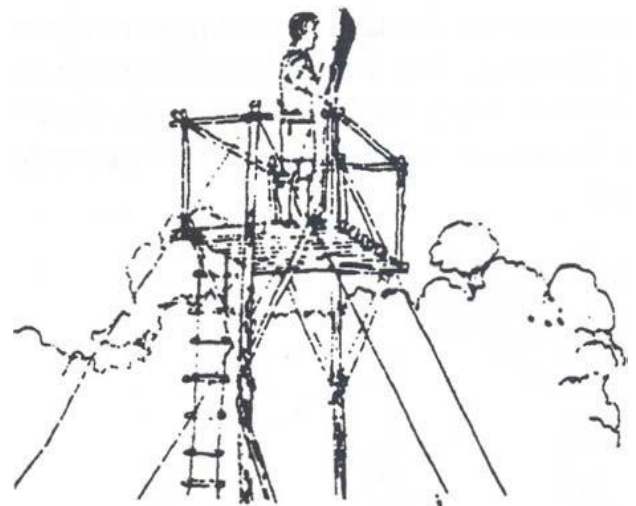
### Simple Rope Bridge

All that is required for this bridge is two ropes, and of course, two stout trees! If the bridge is to cross a stream you should plan a method for getting one of your units across. You may have to throw one rope into the far tree with a short stick attached so that it wedges in the branches tightly, and then either swing across or go hand over hand. The most important thing is to get both ropes to the same degree of tightness. The best method of tightening would be by using a block and tackle. If the ropes are at all loose, the bridge will sag, and the top rope may even go out of reach! The protection around the tree is vital. To secure the ropes, make a round turn and one and a half hitches, or alternatively a clove hitch.



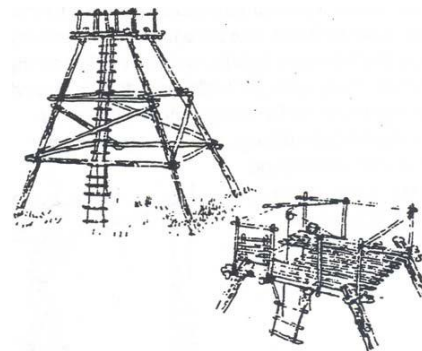
### Platform

The main requirements of this structure are two long and fairly stout spars to carry the platform. The whole tower can be built on the ground and pulled erect such that the main legs drop into holes in the ground about 30 to 50 cm deep. To be successful, the lashings for both the platform supports and also the diagonal bracings need to be well made. The rope ladder is attached before the tower is erected, but it should be pegged to the ground so that it can be climbed easily. The four main guys should be tightened evenly to prevent the tower from twisting



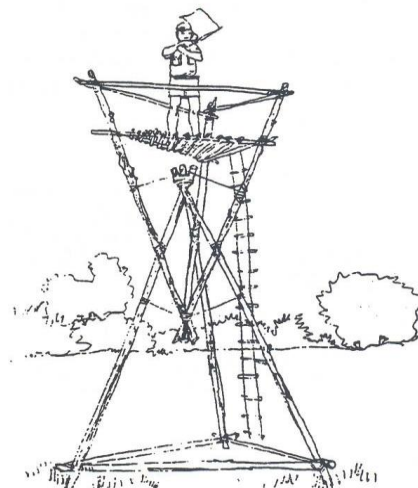
### Lattice Tower

This tower has many uses, and provides a rigid platform which can be up to 5 meters above the ground. It can be made as a permanent structure if the joints between the spars are bolted, or alternatively it can be dismantled if rope lashings are used. As in the previous tower, the actual building is best carried out on the ground and then pulled upright. You may find this part of the job is most easily carried out with the aid of some auxiliary guy poles.



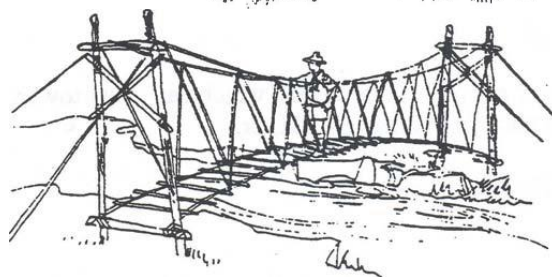
### Pyramid Tower

The structure shown here is composed of two similar three-sided pyramids, which are lashed together and held in place by short guy ropes. The easiest way of building it is to construct the two pyramids separately, with the longest sides on the ground and to join them with figure of eight lashings where the three main spars meet. The whole tower can then be pulled erect with long guy ropes. Make sure the rope ladder is in position before erection. Depending on the length of your spars, a tower up to about 6 meters high can be built.



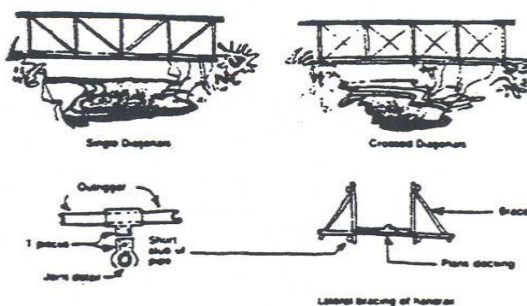
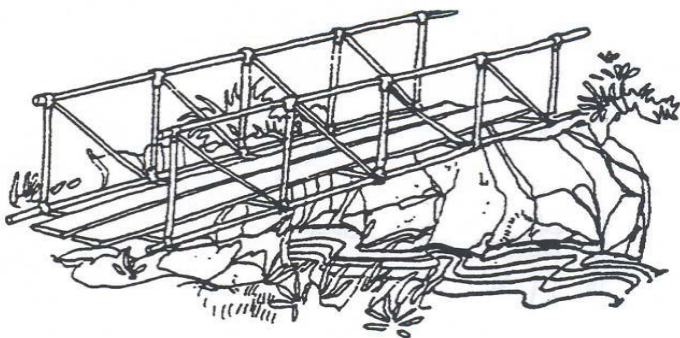
### Rope Suspension Bridge

This bridge uses the same principle as those in the world's great suspension bridges. The Ultimate in high-rise camping as done Brazilian style at a Pathfinder Camporee.

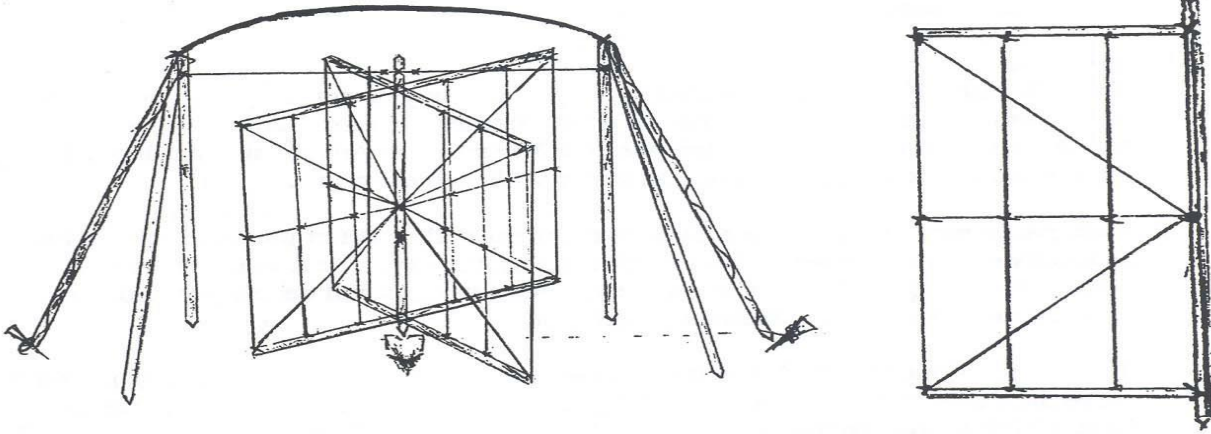


### Lattice Girder Bridge

Here is a bridge which can be built with either the traditional ropes or spars, or from steel water pipe, or even from slotted steel angle section. The latter materials would be ideal for longer lasting structures, although the project could also be constructed in timber with bolted joints. With lashed joints, spans up to about 6 meters are easily achieved, and with bolted joints much greater spans are feasible. If the bridge is to be built from water pipe, standard clip fittings are available for the joints. In each panel the diagonals can be either single 25mm x 3mm steel flats, or they can be crossed between each corner from loops of fencing wire which are tightened by twisting. Notice how the handrail can be braced by outriggers at each vertical member. This is necessary to prevent its buckling sideways under load. You will find it easy to build this bridge on the bank of the stream. One method of launching would be to build it upside down, and then turn it over on its end so that it lands over the stream into its final position.



## REVOLVING DOOR



Sketch of a revolving gate built by a Pathfinder club in Romania.

**X**

**Knot**

—

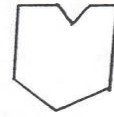
**(Rope Blended in Two)**



**(Wood)**



**(Wood)**



**(Wood)**

**Stick below the pictures of all the knots you tied**



**4. Complete one honour not previously earned which can count towards the Aquatic, Sportsman, Recreation or Wilderness Master.**



**CANOEING 1**

**Requirement 1:** Have the Swimming 3 (Intermediate) Honour

**Requirement 2:** Know, demonstrate and comply with the safety requirements that are listed under the following headings:

a. General safety considerations:		
b. Canoeing Safety Code:		
c. Safety Signals:		Description of Signal
	Stop:	
	All Clear:	
	Pointing direction:	
	Help or assist:	

**Requirement 3:** Demonstrate the correct wearing of a PFD. (Personal Flotation Device) and describe how to care of a PFD. Please write brief notes.

Correct wearing of a PFD:

Care of a PFD:

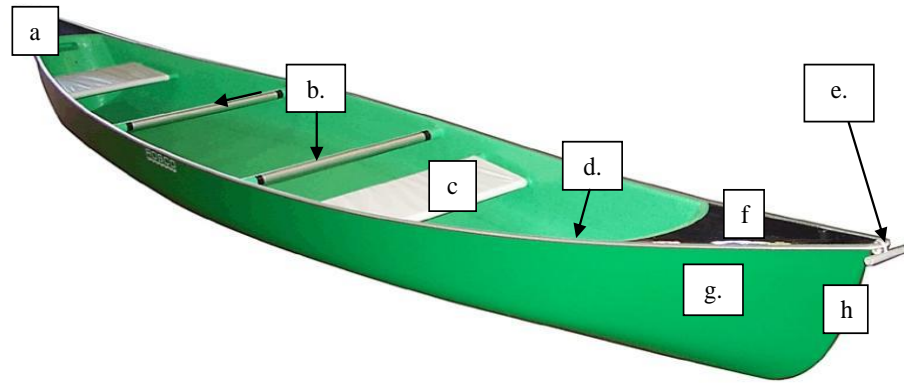
**Requirement 4:** Present for inspection the equipment necessary for a one day paddle on flat water. Please write brief notes.

**Requirement 5:** Buoyancy is important for both paddlers and their craft. Know how to achieve this for both. Please write brief notes.

**Requirement 6:** Explain the procedure to be followed to carry out basic repairs to the craft being used during this test. Please write brief notes.

**Requirement 7:** Identify the parts of a canoe.

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.



**Requirement 8:** Identify the parts of a paddle and demonstrate how to hold a paddle.

Parts of a Paddle

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How to hold a Paddle



**Requirement 9:** Launch the craft, embark from the bank and propel the craft forward and backward. Use *Canoeing Honour 1 – Basic Skills Assessment Form*

**Requirement 10:** Be able to demonstrate the following strokes:

<ul style="list-style-type: none"> <li>a. Emergency stop</li> <li>b. Forward sweep</li> <li>c. Reverse sweep</li> <li>d. Support stroke</li> <li>e. Forward paddling</li> </ul>	<ul style="list-style-type: none"> <li>f. Reverse paddling</li> <li>g. Draw stroke</li> <li>h. Pry stroke</li> <li>i. J stroke</li> <li>j. Bow draw</li> </ul>
---	--

Use *Canoeing Honour 1 – Basic Skills Assessment Form*



**Requirement 11:** **Demonstrate the correct procedure to come alongside the following:**

- a. The bank or shore**
- b. Another canoe or kayak**

Use *Canoeing Honour 1 – Basic Skills Assessment Form*

**Requirement 12:** **Demonstrate proficiency in handling a canoe capsized situation.**

Use *Canoeing Honour 1 – Basic Skills Assessment Form*

**Requirement 13:** **Demonstrate the ability to empty the craft and place it on the bank.**

Use *Canoeing Honour 1 – Basic Skills Assessment Form*

**Requirement 14:** **Demonstrate the ability to perform a deep water rescue of a swamped canoe.** Use *Canoeing Honour 1 – Basic Skills Assessment Form*

*Form*



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

**HONOUR COMPLETED:**

Signature \_\_\_\_\_





# MOUNTAIN BIKING 1

**INSTRUCTIONS: Only brief notes are required. Pictures and sketches are very useful.**

**Requirement 1:** Earn the Cycling 1 Honour and ensure you are still familiar with its contents.

--

**Requirement 2:** Using a mountain bike and a road bike as examples, show and describe five differences between mountain bikes and road bikes. Briefly explain why they are different.

Difference between mountain bikes and road bikes. Why they are different.

1.	
2.	
3.	
4.	
5.	

**Requirement 3:** Give the definition for the terms 'rigid', 'hard tail' and 'full suspension' and briefly explain the advantages and disadvantages of each.

Definition for the term and advantages / disadvantages of each

Rigid:	
Hard Tail:	
Full Suspension:	

**Requirement 4:** List at least three materials that mountain bike frames are made from and give an advantage and a disadvantage of each material.

Material	One advantage and a disadvantage

**Requirement 5: Explain differences between single track, double track, and fire roads.**

Single track:	
Double track:	
Fire road:	

**Requirement 6: Know and practice courtesy rules that should be followed when doing off-road riding. [Please give 4 courtesy rules]**


**Requirement 7: Discuss some spiritual applications of mountain biking and write a brief paragraph (max 50 words) relating to your personal experience of mountain biking.**

--

**Requirement 8:**

a.	Name three (3) injuries which can occur when mountain biking.	
b.	List six (6) ways to minimise injuries when mountain biking.	
c.	List three (3) items of safety equipment and explain their role in minimising injury.	

**Requirement Describe and demonstrate how to:  
9:**

	<b>Requirement</b>	<b>What I did</b>	<b>Instructor's comments</b>
a.	Check to confirm that a mountain bike is in good condition before riding it.		
b.	Check the condition of a mountain bike after riding it so it is ready-to-ride next time.		



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

**HONOUR COMPLETED:**

Signature \_\_\_\_\_





# KITES 1

Please write brief notes in the spaces provided in this workbook:

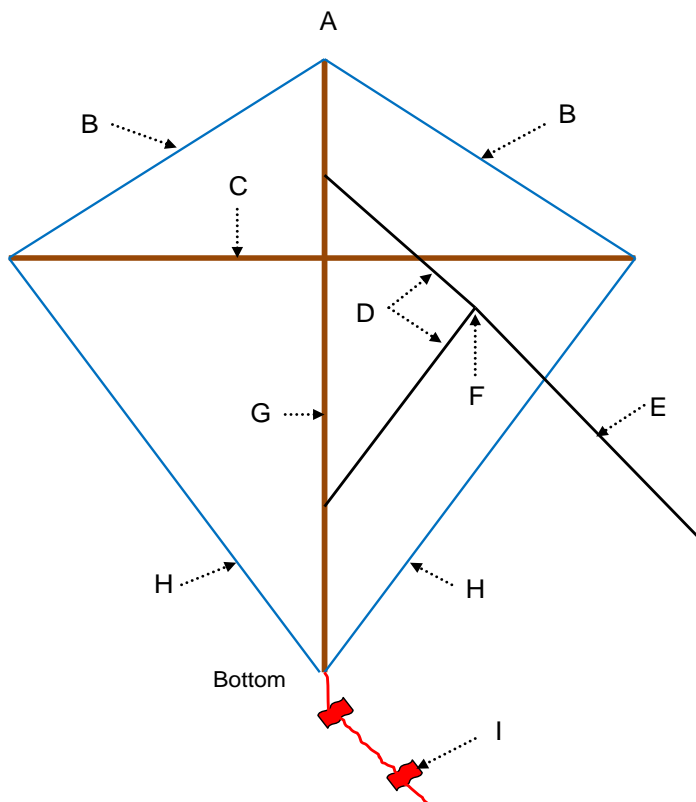
**Requirement 1: Know and adhere to all safety rules for kite flying**

1.	
2.	
3.	
4.	
5.	
6.	

**Requirement 2: Define the following terms:**

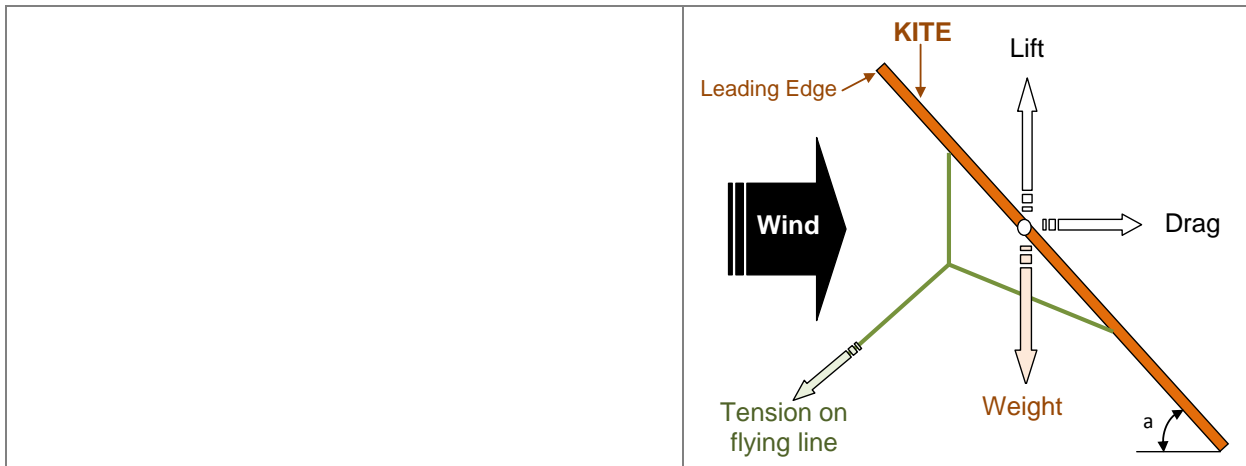
Please name the following parts of a typical flat/diamond kite. (Note that the letters are different to those in the Trainer's Notes)

A	
B	
C	
D	
E	
F	
G	
H	
I	



**Requirement 3:** Explain briefly how kites fly. Please use the diagram below.

**3:**



**Requirement 4:** When were kites first made and flown? Name at least three ways kites have helped in scientific research and tell how each has affected the world we live in. Tell the story of Benjamin Franklin and his kite.

When kites were first made and flown:	
Ways that kites have helped in scientific research and how each has affected our world:	1. <input type="text"/>
	2. <input type="text"/>
	3. <input type="text"/>
Benjamin Franklin and his kite:	<input type="text"/>

**Requirement 5:** Name some of the ways that kites might be used today.

**Requirement 6:** What are common causes of kite failure?

**Requirement 7:** What should be done when a kite loops during flight?



**Requirement 8: Why is a tail sometimes needed on a kite?**

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**Requirement 9: Know how to correctly wind line on a stick. Know how to tie broken ends together with the fisherman's knot.**

How to correctly wind line on a stick:	
How to tie broken ends together with a fisherman's knot:	

**Requirement 10: Make and successfully fly two of the following kites:**

- a. Sled kite
- b. Flat kite
- c. Two-stick diamond kite
- d. Delta wing kite
- e. Eddy or Malay kite
- f. Box kite
- g. Tetrahedral kite

Briefly describe 2 kites you have made and successfully flown.

1.	
2.	



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

**HONOUR COMPLETED:**

Signature \_\_\_\_\_





## CAMP OVEN (DUTCH OVEN)

**Requirement 1:** Earn the Cooking 1 honour or the Fire Building and Camp Cooking honour.

**Requirement 2:** Briefly describe what constitutes a camp oven (ie Dutch oven). Use the following headings: Please write brief notes beside the following headings.

a.	Physical description (shapes, materials used, sizes):	
b.	Principles of operation:	
c.	Different ways a camp oven may be used for cooking:	

**Requirement 3:** Give a brief history of camp ovens and their role (if applicable) in the history of your country. Please use brief notes.

**Requirement 4: Know and demonstrate fire and camp oven safety and the proper use of such equipment.** *Hint: Please see Trainer's Notes.*

Please write brief notes beside the following headings.

Always remember that:	
Planning:	
Heat source:	
Lifting and moving the camp oven:	
Personal Protection Equipment (PPE):	
Any other safety ideas:	

**Requirement 5: Demonstrate how to properly:**

Please write brief notes beside the following headings.

a.	Season a new camp oven:	
b.	Clean a camp oven after use:	
c.	Transport a camp oven:	
d.	Store a camp oven for a short term and long term:	

**Requirement In relation to camp oven cooking:**

**6:**

Please write brief notes beside the following headings.

a.	What types of fuels are used?	
b.	Advantages of heat beads / charcoal briquettes over wood as fuel?	
c.	How is temperature controlled?	
d.	What do ashes do to the efficiency of the coals?	
e.	Best types of wood for Camp Oven cooking in your area?	

**Requirement Cook at least one of each category using camp ovens:**

**7:**

Brief Details of What was Cooked. Include When and Where.

a.	Soup / Stew:	
b.	Casserole / Savoury:	
c.	Vegetables:	
d.	Bread:	
e.	Dessert:	

**Requirement Cook with a camp oven lid turned upside down and used as a griddle.**

**8:**

Please give brief details of what was cooked. Include When and Where.

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

**HONOUR COMPLETED:**

Signature\_\_\_\_\_

# LIFESTYLE ENRICHMENT



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

**BIBLE MARKING**



- Requirement 1:**
- a. **Name five different methods of Bible Marking.**
  - b. **Explain how each method would be used.**
  - c. **List advantages and disadvantages of each.**

**Method 1.**

Description	
Advantages	
Disadvantages	

**Method 2.**

Description	
Advantages	
Disadvantages	

**Method 3.**

Description	
Advantages	
Disadvantages	

**Method 4.**

Description	
Advantages	
Disadvantages	

**Method 5.**

Description	
Advantages	
Disadvantages	

**Requirement 2: List five guidelines you would consider before starting to mark your Bible.**

1.	
2.	
3.	
4.	
5.	

**Requirement 3:**

**a. What method would you follow for giving a Bible study and why?**

Hint: Consider the various advantages and disadvantages outlined in Requirement 1

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**b. Mark your Bible for two topics/subjects using this method.**

**Requirement 4:**

**a. What methods would you use for ongoing devotional study and why?**

Hint: Consider the various advantages and disadvantages outlined in Requirement 1

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**b. Mark your Bible for two topics/subjects using one of these methods, and using a minimum of ten texts each**



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

**HONOUR COMPLETED:**

Signature \_\_\_\_\_



# ELECTRICITY

**Requirement 1:** Be able to explain and illustrate an experiment by which the laws of electrical attraction and repulsion are shown.

Briefly describe what you did.

**Requirement 2:** Explain the difference between a direct and an alternating current, and describe the uses to which each is adapted. Give a method of determining which kind flows in a given circuit.

Difference between direct and alternating currents:

Uses for direct current:

Uses for alternating current:

Methods for determining type of current flow:

**Requirement 3:** Make a simple electromagnet or connect a bell or light with a battery using an in-line switch. Briefly describe what you did.

**Requirement 4:** Make and run a simple electric motor from a kit or take apart an electric motor and identify the parts and explain how it works.

Briefly describe what you did.

**Requirement 5: Make a simple battery cell.** Briefly describe what you did.

**Requirement 6: Show how to splice electrical wires effectively.** Briefly describe what you did.

**Requirement 7: Explain the use and application of electrical safety devices used to protect electrical systems and to reduce the risk of electrocution.** Briefly describe devices which.

Protect electrical circuits from overload:  
  
Reduce risk of electrocution:


**Requirement 8: Demonstrate the first things to do in the event of a person becoming insensible due to electric shock. This is before first aid or medical attention is administered.** Briefly describe the main points.

**Requirement 9: Understand the main elements of a simplified diagram of a lighting system of an automobile.**

Please name what you consider to be important and what it does.

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**Requirement 10: Understand the main elements of a simplified diagram showing the lights, switches, and convenience (ie power) outlets controlled by each fuse or breaker in a house.**

Please name what you consider to be important and what it does.

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**Requirement 11: Discuss a typical residential electricity bill and comment on the various tariff levels, 'add-on costs' and any benefits or special deals. Verify the amount charged on an electricity bill.**

Description of bill (to whom, from whom, date, etc):	
Tariff levels:	
Add on costs:	
Benefits, special deals etc:	
Other things	
Verification of charges:	



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

**HONOUR COMPLETED:**

Signature \_\_\_\_\_



## AGRICULTURE

**Requirement 1:** List the components of soil. Why is soil important to plants?

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**Requirement 2:** Explain the difference between clay, sand, and loam soils and collect samples as available in your area. List 3 crops that grow well in each.

	Description	Crops
Clay Soils		1.
		2.
		3.
Sandy Soils		1.
		2.
		3.
Loam Soils		1.
		2.
		3.

**Requirement 3: Test the germination of three varieties of seeds - 100 seeds of each variety. Record germination percentage on consecutive days once germination begins.**

<b>Seed Name:</b>	<b>Variety A</b>		<b>Variety B</b>		<b>Variety C</b>	
<b>Day Number (Starting from the day seeds were planted)</b>	<b>Number germinated today</b>	<b>Total No germinated so far</b>	<b>Number germinated today</b>	<b>Total No germinated so far</b>	<b>Number germinated today</b>	<b>Total No germinated so far</b>



**Requirement 4: Explain how plants obtain nutrients and convert them to food. List the 16 elements that plants at least need to live, grow and reproduce.**

How plants obtain nutrients and convert them to food:

**Please complete the following table. Hint: Please see Trainer’s Notes**

Element	%	Element	%
O	45	M	0.3
C	44	M	0.05
H	6	I	0.02
N	2	Z	0.01
P	1.1	C	0.01
C	0.6	B	0.005
S	0.5	C	0.001
P	0.4	M	0.0001

**Requirement 5: Name and identify ten common weeds or grasses which affect your farming community, and tell how best to control them using natural or chemical methods.**

	Name of weed or grass	How best to control it using natural or chemical methods.
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

**Requirement 6: Identify six common insect pests or diseases which affect agriculture in your area. Tell what plants they usually affect, and how to control or prevent their occurrence.**

	<b>Name of insect pest or disease</b>	<b>Plants usually affected</b>	<b>How to control or prevent occurrence.</b>
1			
2			
3			
4			
5			
6			

**Requirement 7: Understand a weather map and, using a series of maps, determine a four-day forecast for your area. Record the results. How is this knowledge helpful to the farmer?**

Source of weather information:		
<b>Date</b>	<b>What was forecast (Temperature range, wind, rain etc.)</b>	<b>Results: What actually happened (Temperature range, wind, rain etc.)</b>
1		
2		
3		
4		
How was this knowledge helpful to the farmer?		

**Requirement 8: What is erosion? How can it be prevented?**

What is erosion?	
How can it be prevented?	

**Requirement 9: Visit a farm, interview the farmer about his farm and photograph or obtain brochures of machinery used for the following purposes. Describe their use and function.**

**Interview with farmer**

Please complete the following. There's room for your own questions below 'Crops grown'

Farmer's name:		Date of Visit:	
Location of farm:		Size of farm:	
Crops grown:			

Use and function of the following machinery:

a. Cultivating:	
b. Zero Tillage:	
c. Planting:	
d. Harvesting:	
e. Irrigation, if applicable:	

**Requirement 10: List the advantages and disadvantages of zero tillage agriculture.**

Advantages:

Disadvantages:


- Requirement 11:** **Maintain a log and take photos for one of the following:**
- a. Make the plans and do the principle work from preparation and planting to harvest of a farm crop of at least a quarter of a hectare.**
  - Or,**
  - b. Assist in planting, cultivating and harvesting at least four different crops.**

**Details of Project**

Location:		Area planted:	
Crop/s planted			
Any other details:			

**Project Log**

Date	What was done. Results. Comments etc.

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.*











