



VOYAGER

Achievement Class



Youth Ministries Department of the Seventh-day Adventist® Church

Curriculum
Requirements &
Developed Resources



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OBJECTIVES

- Develop leadership potential.
- Provide climate for fellowship and acceptance.
- Choose a Christian lifestyle.
- Learn to evaluate life and its meaning from the Christian perspective.

AIM, MOTTO, PLEDGE & LAW

AIM

The Advent Message to All the World in My Generation.

MOTTO

"The love of Christ constrains me."

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 to man.

PATHFINDER LAW

The Pathfinder Law is for me to:

1. Keep the morning watch.
2. Do my honest part.
3. Care for my body.
4. Keep a level eye.
5. Be courteous and obedient.
6. Walk softly in the sanctuary.
7. Keep a song in my heart.
8. Go on God's errands.

HOW TO USE THE INSTRUCTION PLANS

To assist class instructors in the work of organizing the curriculum into an instruction plan, you will find included a comprehensive **suggestion** on how to go about designing and completing this work in one year using 30 to 35 minute class periods. When organizing your plan, remember that the Pathfinder year generally follows the school year. In some countries this means that only part of the year is available for meetings, while other countries are not restricted this way, but to accommodate all schedules this plan is based on a minimum of a 20 week schedule. Those clubs with more time are encouraged to adjust the following plan accordingly.

Most conference youth departments conduct three combined events such as rallies, fairs, and camporees each Pathfinder year. While the instruction plans are organized so that there is no work for the Pathfinder to complete on days that they are on campouts or at conference events, several requirements do lend themselves to these actions and may be completed at those times.

Bi-monthly outings are often encouraged by the conference and instructors should try to maximize the use of these times. For further details on bi-monthly outings, see the *Pathfinder Staff Manual*.

PLEASE NOTE: These plans are **suggestions** only. By all means modify or adapt them to suit your own situation, resources, and capabilities.

ANNUAL PROGRAM

WEEK	SAMPLE SCHEDULE	REFERENCE PAGE
1	Explain & memorize Pledge	11
	Select book club books	11
	Introduce "Work of Holy Spirit"	13
	Membership and dues	11
2	Personal work of the Holy Spirit	13
	Begin Bible Reading	18
3	Bible study on Sabbath Keeping	15
	Stewardship Honor – 3, 5, 6	63
4	Bible study on Sabbath Keeping	15
	Introduce Honor work – Outreach, Health, Household, Vocational	76
5	CAMPOUT	75
	5 articles of camp furniture and entrance designs	
	Review:	
	Safety rules – Friend	
	Campsite rules – Companion	
6	Camp furniture – Explorer	68, 72
	Begin Nature, Recreation Honor	
6	Last day events – Second Advent	14
	2 Hours with Pastor, Church Leader – assign time frame	24
7	Community outreach program	20
8	Review last day events – the world today	14
	Organize participation in two church programs	63
	Organize campout	70
9	CAMPOUT	24
	Complete Nature, Recreation Honor	68, 72
	Nicodemus (butterfly)	66
	5 Nature related activities for Sabbath afternoon	69
10	Attitude Topic 1	25
	Honor Work	76
	Study the Effective Refusal technique	59
11	Attitude Topic 2	25
	Health principles – organize party	55
	Invite a friend to party or other activity	20
12	Health party – health displays	55

WEEK	SAMPLE SCHEDULE	REFERENCE PAGE
13	Drilling and Marching	64
	Reports of participation in church programs	63
	Check honor work	76
	Take a Memory Gem Examination	17
14	Drilling and Marching	64
	Organize campout	70
	One Requirement from Temperance Honor	51
15	CAMPOUT - 1 night - wilderness area	70
	25km hike-carry own food; keep log; discuss flora, fauna, terrain	
16	Plan Handicapped Party	50
	Voyager first aid	72
17	Voyager first aid - test	72
	Plan an institutional visit	50
18	Second Requirement from Temperance Honor	51
	Design a pledge card and sign it	
19	Discussion - witnessing in everyday situations	23
	Flow chart on local church organization and departments	61
20	Complete flow chart	61
	Presentation on God's Law and Civil Authority	12
	Complete all work	

VOYAGER REQUIREMENTS

GENERAL

1. Be a teenager 14 years of age, and/or in grade 9 or its equivalent.
2. Through memorization and discussion, explain the meaning of the Adventist Youth Pledge.
3. Be an active member of Pathfinders.
4. Select and read three books of your choice from the Teen Book Club list.

ADVANCED

1. Make a written or oral presentation on respect for God's law and civil authority giving at least ten principles of moral behavior.

SPIRITUAL DISCOVERY

1. Study the personal work of the Holy Spirit as it relates to mankind, and discuss His involvement in spiritual growth.
2. By study and group discussion, increase your knowledge of the last-day events that lead up to the Second Advent.
3. Through study and discussion of Bible evidence, discover the true meaning of Sabbath keeping.
4. Have a current Memory Gem Certificate.

ADVANCED

1. Read the books of Proverbs, Habakkuk, Isaiah, Malachi, and Jeremiah or complete the Junior Bible Year reading program.

SERVING OTHERS

1. As a group or individually, invite a friend to at least one of your church or conference teen/youth fellowship activities.
2. As a group or individually, help organize and participate in a project of service to others.
3. Discuss how a Christian Adventist youth relates to people in everyday situations, contacts, and associations.

ADVANCED

1. Spend at least two hours with your pastor, church elder, or deacon, observing them in their pastoral/case ministry.

FRIENDSHIP DEVELOPMENT

1. In group discussion and by personal inquiry, examine your attitudes toward two of the following topics:
 - a. Self-Concept
 - b. Human Relationships - Parents, Family, and Others
 - c. Earning and Spending Money
 - d. Peer Pressure
2. List and discuss the needs of the handicapped and help plan and participate in a party for them.

ADVANCED

1. Visit an institute for the physically or mentally challenged and present a report on the visit.

HEALTH AND FITNESS

1. Choose and complete any two requirements from the Temperance Honor.
2. Organize a health party. Include health principles, talks, displays, etc.

ADVANCED

1. Study the effective refusal technique of Joseph and explain why it is important to use it today.

ORGANIZATION AND LEADERSHIP DEVELOPMENT

1. Discuss and prepare a flow chart on local church organization and list the departmental functions.
2. Participate in local church programs on two occasions each, in two departments of the church.
3. Fulfill Requirements 3, 5, and 6 of the Stewardship Honor.
4. Complete the Drilling and Marching Honor.

ADVANCED

1. Complete the Junior Youth Witnessing Honor.

NATURE STUDY

1. Review the story of Nicodemus and relate it to the life cycle of the butterfly, or draw a life-cycle chart of the caterpillar, giving the spiritual significance.

2. Complete a Nature Honor not previously earned.

ADVANCED

1. Plan a list of at least five nature related activities that may be used for Sabbath afternoons.

OUTDOOR LIFE

1. With a party of not less than four, including an experienced adult counselor, hike 25 km. in a rural wilderness area, including one night in the open or in tents. The expedition planning should be a joint effort of the party and all food needed should be carried. From notes taken, participate in a group discussion, led by your counselor, on the terrain, flora, and fauna, as observed on the hike.
2. Complete one Recreational Honor not previously earned.
3. Pass a test in Voyager First Aid.

ADVANCED

1. Design and build five articles of camp furniture and design an entrance for your club camp that could be used for a camporee.

LIFESTYLE ENRICHMENT

1. Complete one honor in Outreach Ministries, Health and Science, Household Arts, Outdoor Industry, or Vocational categories not previously earned.

GENERAL

REQUIREMENT 1

Be a teenager 14 years of age, and/or in grade 9 or its equivalent.

REQUIREMENT 2

Through memorization and discussion, explain the meaning of the Adventist Youth Pledge.

CLASS PERIODS: ONE

OBJECTIVE

To personally identify with the mission of the church and to be motivated to action.

TEACHING METHODS

Involve your group in memorization of the Pledge, and then involve them in discussing its meaning and relevance. It would be helpful to compare the Youth Pledge with the Pathfinder Pledge.

Youth Pledge

Loving the Lord Jesus, I promise to take an active part in the work of the Adventist Youth Society, doing what I can to help others and to finish the work of the gospel in all the world.

METHOD OF TESTING

Memorization and explanation of the pledge.

REQUIREMENT 3

Be an active member of the Pathfinder Club.

EXPLANATION

To be an active member the teen should:

- a. Be a financial member of Pathfinders.
- b. Participate in at least 75 percent of all activities.

The teen should support Pathfinders with his influence and accept his share of leadership and responsibility as opportunity is given to him.

REQUIREMENT 4

Select and read three books of your choice from the Teen Book Club list.

OBJECTIVE

To introduce the Voyagers to new fields of interest, to strengthen their spiritual development, and to help them experience the enjoyment and pleasure of reading good books.

EXPLANATION

The Book Club selections are chosen to give the teen a well-rounded reading program of adventure, nature, biography, and inspirational stories. The Book Club selections reported for one class may not be used a second time for any other class. When a teen has completed reading the Book Club selections, his/her name should be forwarded by the leader to the local conference youth department, which will issue a Book Club Certificate.

Voyagers usually select and read three books each year, one of which may be from the Book Club's listings of the previous four years, providing the book has not been read before.

METHOD OF TESTING

A verbal report of book titles and content is sufficient confirmation for the Class Card or Log Book to be signed.

ADVANCED REQUIREMENT 1

Make a written or oral presentation on respect for God's law and civil authority, giving at least ten principles of moral behavior.

Special note should be taken of Jesus' admonition and Peter's insistence on priorities (Mark 12:17; Acts 5:29).

SPIRITUAL DISCOVERY

The aim of this section is to discover the centrality of the Gospel in three of the major Christian doctrines. Six sessions have been allocated for this section.

REQUIREMENT 1

Study the personal work of the Holy Spirit as it relates to mankind and discuss His involvement in spiritual growth.

CLASS PERIODS: TWO

OBJECTIVE

To encourage an active, trusting relationship with the Holy Spirit.

TEACHING METHODS

- Using the scriptural passages from John, make up an outline on the Holy Spirit's particular work as Christ's ambassador to the earth. (See John 14:6; 16:7-15.) Use the form as outlined below as a guide in studying the Scripture.

The Holy Spirit	Ambassador to Planet Earth
Titles:	1. _____
	2. _____
	3. _____
	4. _____
Sent By:	_____
In the Name Of:	_____
Special Duties:	_____
	1. _____
	2. _____
	3. _____
	4. _____
	5. _____
	6. _____

2. Read Romans chapter 8 in any modern translation and mark the texts that show how God the Father, Jesus, and the Holy Spirit work as a team to provide salvation and freedom for all of mankind.

Each class member can then make up a chart to record his discoveries.

FATHER	SON	HOLY SPIRIT

3. In what way is the doctrine about the Holy Spirit good news?

RESOURCES

Scriptures of choice.

METHOD OF TESTING

Participation in discussion.

REQUIREMENT 2

By study and group discussion, increase your knowledge of the last-day events that lead up to the Second Advent.

CLASS PERIODS: TWO

OBJECTIVE

To help the Voyager be aware of current events that point to Christ's return and to realize the need for personal preparation to be ready to meet Jesus.

TEACHING METHODS

Have the Voyager class act as the editorial staff of the "Advent News." Together they can decide the aims and objectives of their newspaper, as well as the kind of topics they want to cover.

Example: Who's Coming Back and Why?
 Signs of the Advent
 Preparing for the Advent

The class may like to divide up and assign particular topics to various Voyager correspondents. When they edit their newspaper, the teacher can arrange for it to be duplicated and given out to the church members. Some Voyager correspondents may like to use local newspaper headlines with appropriate Bible texts to explain the significance of the world events. Others may choose to prepare a report on an interview with the church pastor about getting ready for the Advent. A center spread may be developed on Daniel 2; or a collection of promises made by Jesus Himself about His return; a list of Second Advent parables, etc.

RESOURCES

Encounter series; local newspapers.

METHOD OF TESTING

Participation in study and discussion.

REQUIREMENT 3

Through study and discussion of Bible evidence, discover the true meaning of Sabbath keeping.

CLASS PERIODS: TWO

OBJECTIVE

To help the Voyager understand how the Sabbath was designed by God to contribute to man's total physical, mental, and spiritual development.

TEACHING METHODS

The Sabbath time line as illustrated on the next page represents a record of the Sabbath as it was kept in the Garden of Eden through the time of the apostles, and on to eternity. Reproduce this time line for your Voyager class and discover together the special meaning that the Sabbath has for all time. You may like to have the class work individually and then come together to discuss their findings, or you may choose to look up the texts as a class and discuss them. These texts may then be marked into their Bibles. (See next page)

Discuss with the Voyagers the following questions:

1. Why do we keep the seventh day as a Sabbath?
2. Why do we keep it in the way we do?
3. What are the special blessings we can expect to receive from keeping the Sabbath holy?
4. What sort of activities should we allow ourselves to engage in on the Sabbath?
5. How can we be more creative in our approach to Sabbath keeping?

RESOURCES

The Magnificent Seventh, Kenneth J. Holland, Pacific Press, 1970

Rest for Modern Man, Samuele Bacchiocchi, Southern Publishing Assn., 1976.

The Christian Use of Time, Niels-Erik Andreasen, Abingdon, 1978.

Divine Rest for Human Restlessness, Samuele Bacchiocchi, Michigan, 1980.

Family Guide to Sabbath Nature Activities, E. E. Lantry.

METHOD OF TESTING

Participation in study and discussion; Sabbath Time Line.

SABBATH TIME LINE

THE SABBATH	IN EDEN	BEFORE SINAI	AT MT. SINAI	AS ISAIAH SAW IT	AS EZEKJEL SAW IT	AS JESUS UNDERSTOOD IT	AS THE DISCIPLES KEPT IT	AS THE APOSTLES & EARLY CHRISTIANS KEPT IT	IN ETERNITY
BIBLE REFERENCE	Genesis 2:2,3	Exodus 14:4 Exodus 16:26-28	Exodus 31:13 Deut. 7:8,9 Exodus 31:17	Isaiah 58:13	Ezekiel 20:12 Ezekiel 20:20	Mark 2:27 Luke 4:16-19 Luke 23:50-56 Luke 24:1-8	Luke 23:56	Acts 13:44	Isaiah 66:22, 23
MEANING OR PURPOSE									

To be filled in by the Voyager Class.

TEACHERS ANSWERS	REST DAY	TEST DAY	A SIGN THAT GOD IS REDEEMER (SANCTIFIER) & CREATOR	A DELIGHT	A SIGN THAT GOD IS REDEEMER & LORD	MADE FOR MAN & A DAY FOR : 1. PREACHING THE GOSPEL 2. HEALING THE BROKEN HEARTED 3. PREACHING DELIVERANCE	REST DAY	A DAY TO HEAR GOD'S WORD	A DAY OF WORSHIP FOR EVER
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REQUIREMENT 4

Have a current Memory Gem certificate.

CLASS PERIODS: ONE

Of the total class periods, one is set aside for the Memory Gem Examination.

OBJECTIVE

To provide opportunity for text memorization leading to spiritual growth through personal application of the Memory Gem.

TEACHING METHODS

1. Encourage the teen to learn the memory gem as part of his daily worship.
2. Plan an interesting method of review each week.

1. Doctrine	
	Heb. 11:3
	Rev. 14:6-14
	John 6:40
	Rev. 21:1-4
	Ex. 20:8-11
	Option

5. Relationships	
	1 Cor. 13
	Heb. 10:24-25
	Gal. 6:1,2
	Matt. 11:28-30
	Option

2. Great Passages	
	Jer. 15:16
	1 Tim. 2:15
	Gen. 2:2,3
	Option

6. Behavior	
	Gal. 5:22,23
	Micah 6:8
	Isa. 58:13
	Matt. 5:8
	Option

3. Salvation	
	Matt. 11:28-30
	John 17:3
	John 15:5,7
	Matt. 10:32,33
	Matt. 4:19
	Option

7. Promises/Praise	
	Rom. 8:28
	Ps. 103:1-5
	Ps. 15:1,2
	Matt. 24:44
	Ps. 91:1-6
	Option

4. Prayer	
	Mark 11:25
	1 John 5:14,15
	Matt. 21:22
	Option

METHOD OF TESTING

Participating in the worships or other planned activity. No written test is required.

ADVANCED REQUIREMENT 1

Read the books of Proverbs, Habakkuk, Isaiah, Malachi, and Jeremiah or complete the Junior Bible Year reading program.

FIRST YEAR		
PATTERN	POWER	PLAN
Mathew 1	Acts 1	Genesis 1
Matthew 2	Acts 2	Genesis 2
Matthew 3	Acts 3	Genesis 3
Matthew 4	Acts 4	Genesis 4
Matthew 5	Acts 5	Genesis 5
Matthew 6	Acts 6	Genesis 6
Matthew 7	Acts 7	Genesis 7
Matthew 8	Acts 8	Genesis 8
Matthew 9	Acts 9	Genesis 9
Matthew 10	Acts 10	Genesis 10
Matthew 11	Acts 11	Genesis 11
Matthew 12	Acts 12	Genesis 12
Matthew 13	Acts 13	Genesis 13
Matthew 14	Acts 14	Genesis 14
Matthew 15	Acts 15	Genesis 15
Matthew 16	Acts 16	Genesis 18
Matthew 17	Acts 17	Genesis 19
Matthew 18	Acts 18	Genesis 22
Matthew 19	Acts 19	Genesis 24
Matthew 20	Acts 20	Genesis 27
Matthew 21	Acts 21	Genesis 28
Matthew 22	Acts 22	Genesis 29
Matthew 23	Acts 23	Genesis 32
Matthew 24	Acts 24	Genesis 35
Matthew 25	Acts 25	Genesis 37
Matthew 26	Acts 26	Genesis 39
Matthew 27	Acts 27	Genesis 41
Matthew 28	Acts 28	Genesis 42
Isaiah 41		Genesis 45
Isaiah 52		Genesis 49
Isaiah 55		Genesis 50

SECOND YEAR		
PURPOSES	PROMISES	PROPHECIES
Exodus 1	Romans 1	Daniel 1
Exodus 2	Romans 2	Daniel 2
Exodus 3	Romans 3	Daniel 3
Exodus 4	Romans 4	Daniel 4
Exodus 5	Romans 5	Daniel 5
Exodus 7	Romans 6	Daniel 6
Exodus 10	Romans 7	Daniel 7
Exodus 11	Romans 8	Daniel 8
Exodus 12	Romans 9	Daniel 9
Exodus 13	Romans 10	Daniel 10
Exodus 14	Romans 11	Daniel 11
Exodus 15	Romans 12	Daniel 12
Exodus 16	Romans 13	Revelation 1
Exodus 17	Romans 14	Revelation 2
Exodus 18	Romans 15	Revelation 3
Exodus 19	Romans 16	Revelation 4
Exodus 20	1 Corinthians 1	Revelation 5
Exodus 24	1 Corinthians 2	Revelation 6
Exodus 31	1 Corinthians 6	Revelation 7
Exodus 32	1 Corinthians 7	Revelation 8, 9
Exodus 33	1 Corinthians 10	Revelation 10
Exodus 34	1 Corinthians 13	Revelation 11
Exodus 35	1 Corinthians 15	Revelation 13
Leviticus 1	2 Corinthians 1	Revelation 14
Leviticus 11	2 Corinthians 2	Revelation 15, 16
Leviticus 16	2 Corinthians 4	Revelation 18
Numbers 10	2 Corinthians 5	Revelation 19
Numbers 11	2 Corinthians 9	Revelation 20
Numbers 23	Galatians 2	Revelation 21
Deuteronomy 18	Galatians 5	Revelation 22
	Galatians 6	

THIRD YEAR		
PERSON	PERFECTION	PROVIDENCE
Mark 1	Luke 1	Judges 3
Mark 2	Luke 2	Judges 6
Mark 3	Luke 3	Judges 7
Mark 4	Luke 4	1 Samuel 2
Mark 5	Luke 5	1 Samuel 9
Mark 6	Luke 6	1 Samuel 16
Mark 7	Luke 7	1 Samuel 17
Mark 8	Luke 8	2 Samuel 7
Mark 9	Luke 9	1 Kings 3
Mark 10	Luke 10	1 Kings 8
Mark 11	Luke 11	1 Kings 9, 10
Mark 12	Luke 12	1 Kings 11
Mark 13	Luke 13	1 Kings 17
Mark 14	Luke 14	1 Kings 18
Mark 15	Luke 15	1 Kings 18
Mark 16	Luke 16	1 Kings 19
Isaiah 1	Luke 17	1 Kings 20
Isaiah 5	Luke 18	2 Kings 2
Isaiah 6	Luke 19	2 Kings 4
Isaiah 7	Luke 20	2 Kings 5
Isaiah 11	Luke 21	2 Kings 18
Isaiah 26	Luke 22	Esther 1
Isaiah 35	Luke 23	Esther 2
Isaiah 37	Luke 24	Esther 3
Isaiah 38, 39	Job 1	Esther 4
Isaiah 40	Job 2	Esther 5
Isaiah 42	Job 3	Esther 6
Isaiah 53	Job 4	Esther 7
Isaiah 65	Job 38, 39	Esther 8
Isaiah 66	Job 40, 41	Esther 9
Jeremiah 1	Job 42	Esther 10

FOURTH YEAR		
PRAISES	PEACE	PROOF
Psalm 117	Ephesians 1	2 John 1
Psalm 66	Ephesians 2	Ruth 1
Psalm 2	Ephesians 3	Ruth 2
Psalm 16	Ephesians 4	Ruth 3
Psalm 22	Ephesians 5	Ruth 4
Psalm 23	Ephesians 6	Jonah 1
Psalm 24	Philippians 1	Jonah 2
Psalm 110	Philippians 2	Jonah 3
Psalm 113	Philippians 3	Jonah 4
Psalm 8	Philippians 4	John 1
Psalm 19	Colossians 2	John 2
Psalm 29	Colossians 3	John 3
Psalm 104	1 Thessalonians 4	John 4
Psalm 51	1 Thessalonians 5	John 5
Psalm 92	2 Thessalonians 3	John 6
Psalm 27	1 Timothy 3	John 7
Psalm 37	1 Timothy 4	John 8
Psalm 46	2 Timothy 1	John 9
Psalm 73	2 Timothy 3	John 10
Psalm 90	Titus 2	John 11
Psalm 91	Philemon	John 12
Psalm 107	Hebrews 9	John 13
Psalm 106	Hebrews 11	John 14
Psalm 103	James 4	John 15
Psalm 119	1 Peter 1	John 16
Psalm 146	2 Peter 1	John 17
Proverbs 1	1 John 1	John 18
Proverbs 6	1 John 4	John 19
Proverbs 14	3 John	John 20
	Jude	John 21
		1 John 3

SERVING OTHERS

The aim of this section is to create opportunities for the Voyager to be of service to others, and to model Christ's love and care. Two sessions have been allocated for this section.

REQUIREMENT 1

As a group or individually, invite a friend to at least one of your church or conference teen/youth fellowship activities.

OBJECTIVE

To enlarge the Voyager's circle of friendship for the purpose of extending the influence of God's Kingdom, and to bring added enjoyment of new companionship and personal growth.

EXPLANATION

The outreach ministries for Voyagers are designed to involve the 14-year-old in a personalized contact as an individual and yet incorporate group activity, which is essential and required by this peer group level.

In discussion with your group, plan activities that the teen youth can invite a friend to participate in. The following areas can be considered, along with their own ideas:

- | | |
|--------------------------------|-------------------------------|
| a. Teen Youth Society Meetings | d. Sabbath School |
| b. Recreational Activities | e. Pathfinder Club Activities |
| c. Teen Camps | f. Parties |

TEACHING METHOD

Group discussion.

METHOD OF TESTING

Participation in the activity will fulfill this requirement.

REQUIREMENT 2

As a group or individually, help organize and participate in a project of service to others.

CLASS PERIODS: ONE

OBJECTIVE

To help the Voyager experience the joy of serving others.

EXPLANATION

Activities suggested are:

CHRISTIAN SERVICES

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

CHURCH PROJECTS

1. Improve the church grounds.
2. Participate in church remodeling and equip a room.
3. Assist the pastor by distributing materials, flowers, making phone calls, running errands.
4. Issue invitations to strangers.
5. Visit shut-ins, do kind deeds such as reading and playing music. Take them to the store and get groceries.
6. Babysit for parents so they can go to activities of the church.
7. Assist with secretarial work of the church.
8. Hold programs/services in institutions (nursing home, jail, etc.).
9. Write up stories of church events for local newspapers or church papers.
10. Keep the church building clean and attractive.
11. Care for church hymnals, Bibles, and church library.
12. Provide flowers.
13. Plant a garden for "give away" to the hungry.
14. Start a "collecting" library of historic items.
15. Assist in children's ministry-storytelling, preparing equipment, gathering materials, and caring for children.
16. Maintain fellowship with persons away from home.
17. Help maintain church vehicles and those of the aged.

TEACHING METHODS

A. Meal for Senior Citizens

Here are a couple of examples expanded for you:

This activity will require considerable adult supervision in connection with contacts, transportation, purchase of food and preparation. Most Voyagers will be delighted to participate because of its service aspects. It will be very rewarding if more than one individual participates in the activity because of the creativity potential. The following suggestions may be helpful in stimulating ideas:

1. Select senior citizen shut-ins—either singles, couples or groups. Groups are better in that it affords fellowship opportunity within their own age level.
2. Central locations are considered best with transportation provided for the senior citizen. Voyager homes, as well as halls and other facilities, should be considered in venue selection. The home of the shut-in senior citizen likewise can be considered.
3. Food selections should be in accordance with elderly diet requirements and it is well to confer with knowledgeable persons in this regard. Food preparation plans in detail are a must, and should be worked out well in advance.
4. Table decorations add to the atmosphere as well as a flower for each guest, which can be pinned to blouse, sweater, jacket or coat. A small gift, such as a booklet of poems or selected readings, is a welcomed idea.
5. It is suggested that during times other than holidays and vacation periods, a Sunday 1:00 pm be the hour to entertain the senior citizens. Seniors retire early and hesitate to be out after dark.

B. Friendship Outing for Underprivileged Children

Voyagers will be eager to participate in any activity that will provide a friendship outing for underprivileged children of their community. Points to be considered are:

1. Source of children - such as orphanages, children's homes, the street
2. Facilities - choose your facility or location in harmony with a Sabbath or secular outing
3. Transportation
4. Games
5. Food or treats
6. Chaperons

METHOD OF TESTING

Participation in the activity will fulfill this requirement.

REQUIREMENT 3

Discuss how a Christian Adventist youth relates to people in everyday situations, contacts, and associations.

CLASS PERIODS: ONE

OBJECTIVE

To enlarge the Voyager's concept that relationships with others involves a spiritual ministry.

TEACHING METHODS

In discussion with your group:

1. Identify the usual daily contacts that a teen would experience, e.g. family, friends and neighbors, bus driver, shop-keeper, music teacher, etc.
2. Discuss the difference between yourself and non-Adventist friends and contacts. e.g. food, entertainment, recreation, Sabbath, etc.

3. Do you think these differences make it impossible to establish a friendship? (Answer - No).

You can establish a friendship by talking about the things you have in common. e.g. school activities, hobby interests, Pathfinders/Scouts, games, sports, etc.

Or use our distinctive differences as an interesting conversational point—without preaching! For example, why we choose a lifestyle that excludes the eating of meat, smoking, drinking alcoholic beverages, playing sports on Sabbath, etc.

4. A friendship can also be formed by being aware of the other person, e.g. saying hello, helping wherever possible, courtesy and good manners, etc.

Even if a friendship is not formed, a good impression is given of yourself, your school, or church.

5. Discuss the power of influence:

- a. How you are able to influence others

- b. How others influence you

Remember that because our human natures have a bias towards wrong, it is easier for people to go the wrong way, rather than follow Jesus.

The Christian teen must be insulated from the crowd, but not isolated from it.

Compromise of standards or convictions is detrimental in making friends, but isolation is not acceptable either.

“The influence of every man’s thoughts and actions surrounds him like an invisible atmosphere which is unconsciously breathed in by all who come in contact with him” (ST, p. 111).

“The true Christian does not choose the company of the uncommitted for the love of the atmosphere surrounding their unreligious lives or to excite admiration and secure applause. The society of unbelievers will do us no harm if we mingle with them for the purpose of connecting them with God and are strong enough to withstand their influence” (ST, pp. 112, 113).

RESOURCES

In the book *Ministry of Healing* in the chapter entitled, “In Contact With Others,” you may draw some of the positive factors that will enable you to demonstrate how interpersonal relationships can be a ministry.

METHOD OF TESTING

Participation in the discussion will fulfill the requirement.

ADVANCED REQUIREMENT 1

Spend at least two hours with your pastor, church elder, or deacon, observing them in their pastoral/care ministry.

Note: Each of these persons have specific roles in leadership and outreach ministry to the community and to the church membership. The candidate to this class should become familiar with these roles and aspire to them with God’s help.

FRIENDSHIP DEVELOPMENT

REQUIREMENT 1

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

- a. Self-Concept
- b. Human Relationships - Parents, Family, and Others
- c. Earning and Spending Money
- d. Peer Pressure

CLASS PERIODS: TWO PER TOPIC

OBJECTIVE

Pathfinders need to understand the basis of friendship. In the "Golden Rule," the Bible stipulates where true friendship may begin its growth.

EXPLANATION

The facilitator of the Voyager group will want to be aware that the 14-year-old adolescent is very much affected by the rapid physical changes that are taking place in his/her body. Puberty for most girls occurs from ages 11 to 15, while for boys ages 12 to 16 are most likely to be the period in which puberty occurs. Thus most boys at age 14 are in the middle of this period when tremendous changes are taking place. Rapid growth and marked changes in body proportions are typical characteristics of this change both internally and externally, all of which affect the physical and psychological well-being.

It is not uncommon for youth workers and teachers to note attitudinal changes and behavior in the Voyager age group, which may include withdrawal from family and peer group activity, quarreling with family and friends, and the desire to spend more time alone engaging in a great deal of daydreaming. Boredom is also another characteristic, with lack of interest in school work and home duties. Rapid growth is a major problem for the 14-year-old in that it produces a lack of coordination, ample clumsiness, and awkwardness. Likewise this age can be uncooperative, disagreeable, hostile and critical, moody, sulky and can develop a loss of self-confidence. The bodily changes during puberty may also cause some to become excessively modest for fear that notice will be taken of these changes and unfavorable comment will follow.

Facilitators of discussion groups will find a keen and varied interest in the personal growth subjects, since they are so vital and so close to the adolescent, and lively participation will be evident. Teen attitudes are fluid and flexible in the Voyager age group, and in this respect the personal growth studies provide excellent opportunities to help heal misconceptions and mistakes and to redirect youthful thinking into productive, creative, and spiritual values.

The aim of this section is to continue on from the Ranger studies in personal growth, with a deepening awareness and assessment of attitudes that contribute to positive character growth. Voyagers are permitted to choose two of the four subjects. Two sessions are allocated for each topic.

TEACHING METHODS

1. Familiarize yourself with the script and teacher's helps.
2. Choose a discussion starter or topic from the material supplied and use it as an introduction to the topic selected.
3. Lead the group into a discussion of the topic.
4. The wise leader will conclude the group discussion by re-emphasizing the positive aspects of the topic.

A. SELF-CONCEPT

Objective

To provide an opportunity for the Voyager to understand the meaning and application of self-concept and why this topic is so important in establishing relationships.

Discussion Helps

The terms "self-concept" and "self-esteem" are used interchangeably and mean essentially the same thing. Self-concept is a person's perception of himself—the way the person sees himself. These self-perceptions are formed through a person's experience with his environment and seem to be especially influenced by reinforcing components within the environment. In particular, the self-concept is influenced by the attitudes and reactions of persons who are in a significant position in relationship to you.

Knowledge about one's self concept enables us to explain and predict how one will act in a particular situation. If a person sees himself as a "delinquent" or a "no-gooder," then he is likely to act like that simply because that's the way he sees himself and that's the way he believes others see him.

Can you think of an example of how a person's self-perception influences his behavior and the behavior of others toward him?

Example: A young boy had been convicted for stealing and sent to an institution for delinquent boys. After spending some time there he was allowed to go home. After he had been home a short while there was a robbery on his street. Naturally, the first house the police went to was his. They questioned him and accused him of being involved in the robbery. He denied having anything to do with it. He was not believed. "If he had done it before he would do it again" was the attitude of the police. This attitude on the part of authorities made him bitter and resentful and he began to see himself as someone who would really show them how! He went on to commit further crimes.

Can you think of different kinds of examples where your "concept of self" has influenced your ways of behaving?

A Description of Self-Concept

Our self-concept may be divided into two components:

1. The academic self-concept. This consists of the way we see ourselves in relationship to educational abilities such as reading, writing, science, math, music, art, and various technical skills and abilities.
2. Non-academic skills. The non-academic self-concept consists of three parts:
 - a. The social self-concept, which deals with how we see ourselves in relationship to others. Some people see themselves as shy and timid and therefore don't make friends easily. Others think of themselves as friendly, outgoing and able to make friends, perhaps with the opposite sex, very easily.
 - b. The emotional self-concept. This aspect of our self-concept relates to how we believe we can handle our emotions. One person may see himself as "cold and hard," another as "soft and easy to get along with," another as one who "flies off the handle," and still another who "goes quiet and says nothing." These are just some examples of our emotional self-concept.
 - c. The physical self-concept. Our concept here takes many shapes and forms. Some are derived from phrases and descriptions given to us by other people such as: "squib," "fatso," "skinny," "beanpole," "flatfoot," and "freckles."

You will be able to think of many more examples centered around athletic/game skills. Make a list of them. How do these labels affect people? Think of ways in which people might do something to combat negative self-concepts. How can we change our self-images if they are negative?

How to Change Our Self Concepts

If they are formed by other people's attitudes and responses to us, then it follows that others may help us considerably by changing their attitudes. A kind word of encouragement or sympathetic understanding from someone whose opinion we value will help. Practical assistance in helping us overcome our deficiency will help. A young chap felt very stupid when it came to math. He had failed often until one day he came across a very unusual and helpful teacher who said, "Anytime you need help, come and see me; it doesn't matter how many mistakes you make, I'll help you."

If we can reach the stage where we can put our own minds and efforts into helping ourselves, and the forces in our environment are not too discouraging, we may change a negative self-concept into a positive one. Have you ever had this experience? Can you think of anyone who has?

Summary

It is generally believed that a person's self-concept plays such an important part in his life that he cannot act other than in conformity with that concept. Thus if he sees himself as a poor reader, then he will not try to read, and certainly will not read in public for fear of making a fool of himself. Our self-concept, then, is like a private internal image of ourselves that is often one of the most difficult stumbling blocks to overcome or change.

"The soul is of infinite value. Its worth can be estimated only by the price paid to ransom it. Calvary! Calvary! Calvary! will explain the true value of the soul" (3T, p. 186).

"The spotless Son of God hung upon the cross, His flesh lacerated with stripes; those hands so often reached out in blessing, nailed to the wooden bars; those feet so tireless on ministries of love, spiked to the tree; that royal head pierced by the crown of thorns; those quivering lips shaped to the cry of woe. And all that He endured - the blood drops that flowed from His head, His hands, His feet, the agony that racked His frame, and the unutterable anguish that filled His soul at the hiding of His Father's face - speaks to each child of humanity, declaring, It is for thee the Son of God consents to bear this burden of guilt; for thee He spoils the domain of death, and opens the gates of paradise. He who stilled the angry waves and walked the foam-capped billow, who made devils tremble and disease flee, who opened blind eyes and called forth the dead to life - offers Himself upon the cross as a sacrifice, and this from love to thee." (*Desire of Ages*, p. 755.)

Discussion Starters

WEEKLY REACTION SHEETS

Part of enhancing a student's self-concept is helping him become more aware of the control he actually has over his daily life. Weekly reaction sheets help students see how effectively they are using their time.

Hand out a sheet with the following questions:

Name _____ Date _____

1. What was the high point of the week?
2. Whom did you get to know better this week?
3. What was the major thing you learned about yourself this week?
4. Did you institute any major changes in your life this week?
5. How could this week have been better?
6. What did you procrastinate about this week?
7. Identify three decisions or choices you made this week. What were the results of these choices?
8. Did you make any plans this week for some future event?
9. What unfinished personal business do you have left from this last week?
10. Open comment:

At the end of a six-week period, you should return the reaction sheets to the students. Students may volunteer to talk about any or all of the questions. Ask them to try to summarize any patterns they can discern in their responses to the questions. Ask them to make a series of "I learned..." statements after their review of their sheets.

After one six-week period has elapsed, it is interesting and profitable to have the students construct a new weekly reaction sheet based on what they feel are important areas to be examined in their lives.

KILLER STATEMENTS AND GESTURES

Conduct a class discussion around the following questions:

- Have you ever worked very hard at something you felt was not understood or appreciated? What was it? What was said or done that made you feel your effort was not appreciated?
- Have you ever wanted to share things - ideas, feelings, something you've written or made - but were afraid to? Were you afraid that people might put you or it down?
- What kinds of things might they say or do that would put you, your ideas, or your achievements down?

Introduce the concept of "killer statements and gestures" to the students. All of us have many feelings, thoughts, and creative behaviors that are killed off by other people's negative comments, physical gestures, etc. Some killer statements that are often used (even by teachers!) are:

- We don't have time for that now.
- That's a stupid idea. You know that's impossible.
- You're really weird!
- Are you crazy? kidding me? serious?
- Only girls/boys do that!
- Wow, he's really strange!
- That stuff's for sissies.

Tell the students that they're going to be social science researchers for the day. Ask them to keep a record of all the killer statements they hear in school, at lunch, at home, and at play for one day. Discuss the findings with them during the next club meeting.

Here is another exercise that can help students identify and legitimize some of their hostile feelings that they may be channeling into killer statements. This activity also helps the students discharge some of these feelings in a way that is not psychologically harmful to the other students.

Ask the students to stand up. When you say "go" they are to say or shout all the killer statements that they have heard during their day as researchers.

"I'D LIKE TO BE ..."

1. Go through the qualities below and mark "1" by the one most important to you, "2" for the next most important, and so on, giving "12" to the quality that is least important to you. Take your time. It is not easy.

- ___ POWERFUL - have control over others
- ___ SKILLFUL - be an expert in some area
- ___ FAMOUS - be very well known
- ___ GOOD - be known as good, kind, generous
- ___ HELPFUL - be helpful to others or to the world in important ways
- ___ ATTRACTIVE - have others like your looks
- ___ PLEASED - have a lot of fun
- ___ FREE - be able to do what you want
- ___ CONTENTED - to be at peace; not to be anxious in any way
- ___ WISE - to have deep and wide knowledge
- ___ LOVED - to be deeply loved and cared for
- ___ HEALTHY - to be sound in body and free from disease and pain

2. Underline the top four choices. Imagine a person who values those four things very much. What does he or she like to do? What plans has that person for the future?
What does that person think about himself or herself?
3. Think about the extent to which you are now like your top four choices. Write about any gaps between your present life and the way you would like to be.
Write about things you might do to help you become what you wish to become.
This is a personal value-clarifying experience, and a useful concept-defining experience too.

A Possible Sequence

1. Ask students to complete the sheets thoughtfully. Avoid getting into definition complexities at this point; rather, recommend that those confused by a word define it in any way they choose.
2. It's fun to tally first choices. Ask how many rated POWERFUL number one. Have a student write the word and the number on the board. Do the same for each of the twelve qualities. Invite comments.
3. There are two interesting ways to form groups to compare and share work. One way would be to put together all those who selected the same most important quality.
(Adjust to keep groups in the three-to-four person range).
The other way is to form groups on the basis of qualities that students put as their least important.
Since student's extreme rankings will agree, they can next see if their other rankings agree. They can also compare other thoughts if they choose to do so.
4. Ask students to sit alone and write some "I learned..." statements: "I learned that..." or, "I was surprised that..." or, "I am beginning to wonder..." or, "I re-discovered..."
5. Ask for volunteers to read one or two of their "I learned" statements.
6. Conclude with a large group discussion.

Some Discussion Questions

1. Is anyone willing to read some of what he/she wrote for the last few questions?
2. How many would have ranked the qualities differently a year or two ago?
3. How many of you are pretty much the way you would like to be?
4. Would any of you like to write a contract with yourself to do something to make yourself more like the person you would like to be? If you do so, I would be happy to see this contract and, if you like, to remind you of what you promised yourself sometime in the future.
5. Can you guess how your brothers, sisters, or parents would rate the qualities? Perhaps make a prediction and then ask a family member to rate the items. Check your predictability.

"WHO AM I" QUESTIONNAIRE

Ask the students to fill out the following questionnaire. In order to assure that the students will be as open and honest as possible, you can tell them that the questionnaire will be kept confidential, unless they wish to discuss the questions in small groups.

The questionnaire consists of the following incomplete sentences:

- In general, school is
- This group is
- My best friend is
- The thing I like best about my voyager class is
- Something I'd like to tell my instructor is

- I don't like people who. . . .
- I like people who. . . .
- I'm at my best when I. . . .
- Right now I feel. . . .
- People I trust are. . . .
- The best thing that could happen to me is. . . .
- When I don't like something I've done, I. . . .
- When I'm proud of myself I. . . .
- I'm very happy that. . . .
- I wish my parents knew. . . .
- Someday I hope. . . .
- I would like to. . . .
- Five adjectives that describe me are. . . .
- Three things I want to become more of are. . . .

WHAT DO YOU WORRY ABOUT?

Worry is something that all of us experience. Each person has his or her own particular anxieties and this questionnaire may help you pinpoint what you worry about. Place a mark in one of the columns on the right for each item.

I Worry About. . .	Often	Sometimes	Never
1. My figure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My looks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. What I'm going to do when I leave school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. What other people think of me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Why I'm not smarter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Getting a boyfriend/girlfriend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Arguing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Making a fool of myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Losing a Friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. People not liking me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Whether I'll marry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Snakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Not having enough money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. What I've done in the past.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Fighting with my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Spiders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Leaving home one day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Dying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Possible Activities

1. There is an old saying, "A worry shared is a worry halved." Would you like to talk with your friends about some of the things that worry you?
2. Many people of the same age worry about similar things. Perhaps people in the group would like to find out how many people worry a lot about similar things.
3. Activity:
 - a. Make a list of the things you think your mother or father or best friend or sister or brother worry about. Discuss it with the person to see how accurate you are.
 - b. Discuss your list with your mother and father and see how many of the things on it they worried about at your age.

..... **DO YOU LIKE YOURSELF?**

Most people could make the following statements about themselves from time to time. Indicate how often each statement would hold true for you by giving it a mark from 0 to 4. This statement is true:

Always.....4	Rarely.....1
Usually.....3	Never.....0
Occasionally.....2	

1. I enjoy shopping for new clothes.
2. I like being seen in a swimming suit.
3. My weight is just about where I want it.
4. I feel well-dressed.
5. I like looking at myself in a full-length mirror.
6. I feel important.
7. I'm optimistic.
8. If I were a member of the opposite sex I would find me attractive.
9. I can hold my own in conversations.
10. I like to go to parties.
11. I can laugh at my own mistakes.
12. Other people value my opinions.
13. Nothing is too good for me.
14. I'm energetic.
15. I don't bear grudges.
16. It takes a lot to get me down.
17. I blame myself for the things that go wrong.
18. Other people like me.
19. I like meeting and talking to new people.
20. There's a lot that I'm ashamed of.
21. I'm a kind person.
22. I like the place where I live.
23. There are people I'd change places with.
24. My life has been pretty interesting.
25. I let people push me around.
26. Other people need me.

27. I like getting up in the morning.
 28. I can take care of myself.
 29. People usually admire me.
 30. My life is full.
 31. If I was ever in trouble, my friends would rally round to help.
 32. Most of the people I meet are worse off than I am.
 33. I've accomplished a good deal.
 34. I like to confide in people.

..... **"I VALUE..."**

Work alone at first, then sit with others and share your ideas.

Place an "X" beside ten items below that you value most highly. Define the items in any way you choose.

- _____ Excitement
 _____ Close friendships
 _____ Inner peace
 _____ Sense of self-worth
 _____ Ability to make free decisions
 _____ Personal fame
 _____ Financial security
 _____ World peace
 _____ Love
 _____ Business or professional success
 _____ Equality for all people
 _____ Comfort and pleasure
 _____ Approval from others
 _____ Being successful
 _____ College degree
 _____ A religious life
 _____ Rewards for honest effort
 _____ Close family ties
 _____ Clear personal goals
 _____ Creativity
 _____ Elimination of poverty
 _____ Humor
 _____ An effective world government
 _____ Courage
 _____ Flexibility
 _____ Great personal wealth
 _____ Leadership
 _____ Plenty of free time
 _____ Loyalty from others
 _____ Problem solving ability
 _____ Sense of community with others

- _____ Caring for others
- _____ Freedom of speech
- _____ Beauty
- _____ Fun
- _____ Preserving nature
- _____ Justice for all people
- _____ Pleasing surroundings

Next, go back and place "0" by the ten items that you value least highly.

Now choose your top three. Of the ten items marked X, pick three about which you feel most strongly and underline them. Finally, you may add some new items to the list. But add only items that are as important to you as are the three underlined items.

B. HUMAN RELATIONSHIPS - PARENTS, FAMILY, & OTHERS

Objective

To help the Voyager begin identifying the factors that influence human relationships and to develop the positive elements.

Discussion Helps

Many children are born into a family where there is a mother and father. Some have unfortunately lost both parents just after birth as a result of some terrible accident. Others have been born into very troubled families where one or the other of the parents deserts the family and leaves home. Sometimes before the breakup of family relationships there has been a long and bitter struggle between the parents with the anger and frustration being vented on the children. Children have no choice of the parents they are going to have; nor do parents have any choice of the children they are going to have. Many parents who find that their children are mentally retarded, deformed, or malformed come to love them so dearly that they would never think of parting with them in any way.

When you are born into this world and you grow up under the care of a mother and father, you come to believe that your mother and father have always been in existence; that they never get tired; never run out of money; never have problems. But of course they do get tired, they do have money shortages, they do have problems.

Betty never got along very well with her mother. Every time her mother asked her to help with some little job about the house such as to wash the dishes or run the vacuum cleaner over the carpets, Betty would think, "Why does she have to always pick on me? Why doesn't she ask Susan? She's a bit older and could do it more easily."

Betty began to resent her mother and to have bad feelings towards her and towards her older sister—so much so that she began to feel that her mother was a real witch. Why should she have to clean the floor? After all, six other people used it . . .

Discussion on Different Kinds of Relationships

There are many kinds of relationships that develop in any family between parents and children. Can you think of different ways in which parents relate to their children?

1. A Pattern of Parental Domination

In one family the father may take a very dominant role and believe that children should be seen but not heard! As the child grows up he/she may come to believe that he/she is very much dominated and this may well be true; the child may feel that there is nothing they do that is right. There is a pattern of harshness and severity. This tends to produce a feeling of failure, a sense of worthlessness, and sets up a pattern of rebellion and frustration.

Do you think this is good for the young person? Do you think it is good for the parent? What other patterns are there? What kinds of behaviors do you think this breeds in children to become like this in any way? Do you think the children could have influenced the parent?

2. Pattern of Submission to the Child or Teenager's Demands

Some parents feel that they must give in to their children all the time. If Willy demands a bike for Christmas, then he is given one. If he needs a wet suit, then that is bought. Of course, if it's Mary, and she wants yet another dress, then it is bought immediately. Some children just have to breathe their wants and it happens for them. This pattern tends to produce a kind of arrogance in young people—a feeling that their needs and wants must always come first. It breeds selfishness and self-centeredness.

Do you think this is a good way for the parents to behave towards their children and teenagers? If not, why not? Are there better ways of relating to children that you can think of? What kinds of behaviors do you think this might encourage in young people? Do you think the way the children behave could have influenced their parents' behavior?

3. Pattern of Overprotection

Still other parents think their children should be looked after and treated like fragile china. A pattern of overprotection is developed. Peter is never allowed to go out with his friends in case he hurts himself. He is never allowed to try to drive the car in case he has an accident, and he must always have the seeds taken out of his orange juice lest he swallow one and die! There is a pattern of anxiety and over concern. This produces a feeble and fumbling teenager who is afraid of the world, and who retreats at the slightest suggestion of adversity.

What kinds of behaviors do you think this might encourage in young people? Do you think the way the children behave could have influenced their parent's behavior?

4. Pattern of Rejection

(Use this section with caution in the event your class may have a member who is in this category.)

In some families there is a real pattern of rejection. The father or mother for some reason or other simply rejects the child. In one tragic case of this kind the father of the child turned his mind against the little girl baby and developed a rejecting and hostile attitude toward her. In extreme cases of rejection the parents may leave home and desert the child.

What kinds of behaviors do you think this might encourage in young people? Do you think the way the children behave could have influenced their parents' behavior?

5. Pattern of Mutual Respect, Confidence, and Love

In some relationships parents love and respect their children as human beings, as persons in their own right whose needs and wishes must be taken account of, but equally who are made to realize that others have needs and wishes also. There is give and take on both sides, but the young people grow up to respect their parents and to love them and vice versa.

What kinds of behaviors do you think this might encourage in young people? Do you think the way the children behave could have influenced their parents' behavior? Give examples of these kinds of parents.

Conclusion

There are a variety of relationships that people find themselves in. Initially children do not have any conscious control over the kind of relationship that is formed, although quite unknowingly they may have contributed to it, perhaps just by being born (an unwanted child).

However, this discussion is designed to make you aware and conscious of the fact that you too can play an important part in the relationship by trying to understand the reasons why parents behave as they do and trying to adjust your life accordingly.

Discussion Starters

PARENT-CHILD CONFLICTS

INSTRUCTIONS: Rate the five most serious causes of conflict between you and your parents from the following list. Put "1" alongside the most serious, "2" alongside the next most serious, and so on.

- _____ Going around with certain boys or girls
- _____ Boy-Girl relations in general
- _____ Getting to use the car
- _____ Time spent watching TV
- _____ Eating dinner with the family
- _____ Being home enough
- _____ Responsibility at home
- _____ Money
- _____ Understanding each other
- _____ Disobedience
- _____ Quarreling and fighting
- _____ Ridicule of ideas
- _____ Arguing
- _____ Attitudes towards parents
- _____ Favorites
- _____ Rivalry between brothers and sisters
- _____ School work
- _____ Neglecting work
- _____ Church attendance
- _____ Religious ideas

PARENT-TEEN RELATIONSHIPS

What Do You Think?

STATEMENT	AGREE	DISAGREE
• An argument is a destructive force in the home between parents and teens.	<input type="checkbox"/>	<input type="checkbox"/>
• Quarreling is wrong for a Christian family even though insights are gained thereby.	<input type="checkbox"/>	<input type="checkbox"/>
• The wisest course to take when an argument seems to be developing is to remain silent or leave the room.	<input type="checkbox"/>	<input type="checkbox"/>
• An adolescent should always obey a parent without questioning what he says or his authority	<input type="checkbox"/>	<input type="checkbox"/>
• Parents should have a voice in who their son or daughter dates.	<input type="checkbox"/>	<input type="checkbox"/>
• Teenagers will take responsibility when they are ready to do so.	<input type="checkbox"/>	<input type="checkbox"/>
• Most of the problems between parents and teenagers occur because the parents fail to listen to or understand the teenager.	<input type="checkbox"/>	<input type="checkbox"/>
• A good method of disciplining with teenagers is focusing upon what they did wrong so they will not do the same thing again.	<input type="checkbox"/>	<input type="checkbox"/>
• It is a sign of spiritual and emotional immaturity for a Christian to be angry with another person.	<input type="checkbox"/>	<input type="checkbox"/>

- A teenager should be given a choice when it comes to participating in family devotions or worship. He can choose whether he wants to or not.
- Nagging another person is sometimes necessary in order to get him to respond.
- It is all right to modify the truth to avoid unpleasantness in the home.
- Parents make lots of mistakes. Therefore teenagers should be careful to obey them only when they are right.
- Since parents brought their teenagers into the world, they owe it to them to give them clothes, food, a place to live, and plenty of attention.
- If a teenager obeys and respects his parents, he will always cooperate and be understanding.

How to Use the Agree-Disagree Questions

Have the teenagers work on the question individually. Give them enough time to think about the question carefully before deciding their answer.

Then you can go through the questions, asking all those who agree to raise their hand, then all those who disagree. Or you could have them stand when they agree or disagree with each question. You could have the “agrees” go to one side of the room and the “disagrees” to the other side. From time to time stop

and ask some of the participants to share their responses and their reasons. You should experience some good discussions through this process.

Ask the group to select the statements they feel are supported by biblical teaching. Have them spend time discovering, clarifying, and formulating this teaching. (It may be helpful if you would have a number of passages to share with the groups that cannot find biblical references. A list is provided for you at the end of this outline). Then ask the class members to select the five statements they would like to have answered, and take time to discuss their reasons and feelings for their answers.

References

- Anger:** Proverbs 15:1,18; 16:32; 19:11; 20:2; 22:24,25; 29:11,22; Mark 3:5; Ephesians 4:31; Colossians 3:8,21.
- Parent-Teen Relationships:** Ephesians 6:1-3; Colossians 3:21.
- Too Much Talk:** Proverbs 10:19; 11:12,13; 13:3; 17:27,28; 18:2; 20:19.
- Nagging:** Proverbs 17:1; 21:9.
- Calm, Soft Answers:** Proverbs 15:1, 4; 16:1; 25:15.
- Insults:** Proverbs 12:16; 19:11.
- Speaking the Truth:** Proverbs 12:17,22; 16:13; 19:5; 26:18,19,22; 28:23; 29:5; Ephesians 4:15,25; Colossians 3:9.

C. Earning and Spending Money

Objective

To provide opportunity for the Voyagers to discuss Christian attitudes towards money.

Discussion Helps

Be specific in exploring why teens want and need to spend money:

This topic may be combined as part of Requirement 3 of Leadership Development.

1. Teens need money - how do they get it?
2. Should a teen be paid for work that he does around the home?
3. Does a teen deserve an allowance in lieu of working and earning his own money? How much?

Be specific in exploring why teens want and need to spend money.

1. What do teens usually spend their money on?
2. Why do you value these items? What do they do for you? Are they essential?
3. Discuss the group's attitude about gifts to the Lord.

Evaluate teen skills at age 14:

1. What kind of job do you want? Are you capable of performing it and are you worth the wages paid?
2. What kind of jobs are available?

Buying habits and evaluation:

1. Do you "impulse" buy or plan your purchases?
2. Do you buy cheap or quality goods?
3. Do you feel satisfied after spending your money?

Goals for teens:

1. Should one have an objective or goal in earning and spending?
2. What goals are important to you?
3. What is most important - job satisfaction and the work you do, or the money earned?
4. Evaluate dropping out of school now for short term gain, over staying in school and long term gain.

Conclusion:

1. Those who have a goal in life recognize that it takes hard work and dedication to reach the objective.
2. Goals must be realistic and reachable.
3. Success in reaching goals breeds success.
4. Dropping out is only a short term solution or no solution in the long term. Life has too much to offer to throw it away for a few coins in the pocket.

Discussion Starters

..... **MONEY EARNED**

Scene for Role Play: The social room of the church. Most of the members have gone now that the meeting is over, and the few who have stayed to straighten up the room are just about to leave.

Wes: (pushing chair against wall) There, I guess everything's back in place. The deacons are meeting here tomorrow night and Dad said to be sure to leave the room in order.

Linda: Looks all right to me. This is a nice room for meetings now that the ladies' class fixed it up—you know, new curtains, lamps, and things.

Bob: It sure was a mess before they got started. Something like my room at home. Full of junk, I mean.

Mandy: Don't you ever clean your room, Bob?

Bob: Sure, Mom makes me clean it every Sunday. But it never does look good, even when I've cleaned it. None of my furniture matches. It looks more like a second-hand shop.

Wes: Oh well, that's easy to fix. You've got a part-time job. Why don't you save your money and buy some things you like?

Bob: Are you kidding? All the money I make goes into the bank!

Linda: Well, I try to save some of the money I make from baby-sitting, too. But if there's something I want very much, I buy it.

Wes: I don't save a cent! In fact, I'm always in a hole. Every time I get a dollar ahead, my old car needs a new tire or something. It looks like I'll be devoting my life to supporting that old car.

Mandy: You're a nut, Wes!

Bob: Even so, at least you can have a car. That's something!

Wes: Well, if you want one, why don't you buy it? You've been working after school for Mr. Tracy for almost three years. You should have enough to buy a car by now.

Bob: Oh, I've got more than enough to buy a car. But my Dad won't let me spend a cent of that money. When I get paid he lets me take a little out for spending, but the rest of it has to go right in the bank.

Linda: But it's your money, Bob.

Bob: I know. But my folks want me to go to college, and since they can't pay all the bills, I've got to save as much as possible.

Wes: I wouldn't like that at all. My folks don't care what I do with the money I earn. They say it's mine and I'm only young once, so I might as well have fun with it. When I run too short, Pop always slips me a dollar or two if he thinks Mom's not around. And sometimes she slips me money when she thinks Pop won't know.

Linda: My family's not like either of yours. They encourage me to take baby-sitting jobs when they know the family, but they said they'd rather I didn't get a regular job while I'm still in school. Mother wants me to concentrate on my studies, and Dad thinks I need some free time, too. So, if I want some extra clothes or something like that, I use some of the money I've earned, and the rest goes into a little bank I've got at home—for emergencies and Christmas shopping, things like that.

Mandy: Sounds reasonable. But your folks have more money than most around here, Linda. I need all the jobs I can get because I have to buy all my own clothes.

Wes: Wow! I'd be a real mess if I had to do that. But you're a good dresser. You dress like a model.

Mandy: Thanks, Wes. It's not that I have so many clothes, or that they're expensive. But I have learned one thing, and that's how to shop carefully. I think maybe having to buy my own clothes is really a good thing. Sometimes I feel...I feel...oh, I don't know. I'd like to have more money for records and stuff. But the one thing I mind most is that I don't have more money for church.

Wes: Do you put your own money in church?

Mandy: Sure. Don't you?

Wes: Ugh-no. Pop says he makes a pledge every year, and that covers the whole family. He says I'll have time to worry about stuff like that when I'm married and have my own family.

Bob: I wouldn't feel right if I didn't put something in church every week. Even though I don't have much to spend I sort of feel it's... well, it's my duty.

Linda: You know, this whole question of money is interesting. All four of us do things differently, don't we?

Wes: Say, (Looking at watch) it's not late and I've got my wheels outside. What do you say we drive out to an eatery and chew this over some more? Maybe we can figure out who has the right idea.

Discuss the various methods of handling money shown in the role play, and decide as a group some of the good methods of handling money used by these teenagers. Have the group give some of their own ideas and methods of handling money.

MONEY

The group may wish to discuss feelings about money, its meaning and value, by selecting one or more of the following questions and allowing each member of the group to respond. It is conceivable that the group might go through the entire list of questions in one program, or select several of them for more intensive discussion.

1. What do you like to do best with money?
2. What would you do if you had all the money you wanted?
3. How much money would you need to have enough?

4. Should you live on less than you do?
5. Where would you begin if you were to change to a simpler lifestyle?
6. What would life be like if you gave away all your money?
7. What would your town be like if everybody had enough and nobody had too much?
8. What would you be most reluctant to part with?
9. Is there something you would be better off giving up?
10. Who gave you whatever economic advantages you enjoy? Have you ever thanked them? Repaid them?
11. How closely is money tied to your self-esteem?
12. If someone asked where you bought your jacket and you had gotten it at a secondhand store, what would you reply?
13. What will happen when women get paid the same as men?
14. What is "living by faith" in relation to material possessions?
15. How are financial prosperity and God's blessings related?
16. If you tithe, are you free to spend the rest of your money as you choose?
17. What does Christian faith have to say about the distribution of wealth?
18. Where do you most enjoy giving money away?
19. What does your money mean to you?

D. PEER PRESSURE

Objective

To help the Voyager understand peer pressure and to learn how to relate to it in the varying circumstances of life.

Discussion Helps

When we are very young, sometimes as young as two, but more usually from about four or five years onward, we become conscious of other young people about our own size and age and we want to do the kinds of things they do and be like them. Pre-teens and teens are very conscious of their hair style, the clothes, and the "in thing" considered important by their peers. Each young person feels a sort of compulsion to be like and do those things that his age friends do - it's a real pressure. As an example, any suggestion that you should have long hair when most have short, or short when most have long, will be resisted most strenuously.

Note: Other Pathfinder classes also have requirements dealing with peer pressure, particularly as it affects development of lifestyle habits, AIDS, and other related issues. All classes could participate in this dialogue.

Evidence of Peer Pressure

Apart from the common sense evidence that we have cited that there is peer pressure to conform to the dress, behavior, and customs of others, psychologists have conducted experiments that show very clearly that you can influence people to change their judgment and opinions just because others have opinions different from those which you express.

Pressures Both Good and Bad

Peer group pressure of course can be a major source of good or a major source of bad habits and practices.

Think of some of the desirable things young people do that influence other young people to follow.

Think of some undesirable things young people do that influence other young people to follow.

Do you think the influences to conform to undesirable habits, customs, and practices are greater than those that influence conformity to the desirable?

Techniques for Resisting Social Pressure

What techniques can a person employ to resist the powerful pressure to do and act like one's friends? There are four techniques that can be used:

1. By placing a low value on the behavior of others and devaluing it, we can set up a defense not to be like them. So if the pressure is to let our hair grow long, we can devalue it.
2. Through open and frank discussion of the pros and cons of a particular form of behavior. Consider smoking: young people may come to appreciate the notion that it is a noxious and aggressive invasion of another's private air space, that it is a major factor in carbon monoxidation of the unborn, if used by the pregnant mother and a destructive agent if used by the person himself. An open discussion of such factors and values will help young people to make a decision against conformity to a destructive social practice.
3. Isolation from groups practicing a particular behavior is also an effective measure and is summed up in the saying, "What the eye does not see the heart does not grieve."
4. Setting up a counter peer group with counter values and practices is the final most effective way of preserving personal integrity and values and group belonging, but in a positive and constructive way.

Discussion

Think of circumstances in which these various techniques could be used. Which one of these techniques would be likely to be most effective?

Peer Pressure and Individual Freedom to Think and Do

If there are powerful forces that seem to compel us to do and behave like other people, does this mean that we don't have to think for ourselves? How is our individual freedom of choice and expression made evident? The answer is to be found not in the fact that we want to do what some other people do, but that we choose which kinds of behaviors and people we most wish to emulate.

Can we in fact choose to be like no other person in some respects? Would this show that we could resist peer pressure?

Discussion Starters

PEER GROUP PRESSURE

What Is Peer Group Pressure?

The pressure we receive from those around us to follow their standards of conduct, way of thinking, and values in life. This pressure can be either good or bad, depending upon the value system of the group.

Since peer group pressure is so strong, it is continually telling us:

- What we think of ourselves
- Whether or not to have team spirit
- What language we use
- What to wear
- What we think of our parents
- What's "in"
- Whether studies are important
- What's not "in"
- Whether or not to smoke
- What we think of our teachers
- What is right and wrong

- How to act
- What party to attend

Rank the above list numbering from 1- 13 in decreasing value as you feel you are affected by peer group pressure.

How Do I Resist Peer Group Pressure?

To overcome peer group pressure you must realize that the non-Christian way of thinking and acting is against God and will not work.

Wild Parties

To be "in" today, you must participate in the misuse of drugs and alcohol. Often this happens at a party where you are pressured to conform to your friend's actions.

For many students, a real yardstick for acceptance is whether or not they are invited to the right party. There is tremendous pressure at most of these parties to do just the opposite of what God wants us to do. Read Romans 13:13, 14.

Laziness

There is extensive pressure for a student not to work too hard but to just sort of get by as far as work and grades are concerned. Often, a person getting good grades is disliked because he does not go along with the crowd. Read Colossians 3:23.

Lust of the Eyes

This is the attitude or action that says the desire for wanting or owning things, is more important than knowing God.

Examples:

- Money

People will often form groups only including those who have access to a lot of money. This puts tremendous strain on the people who, because of background, cannot match up to such standards. Read 1 Timothy 6: 8-11.

- Clothes

The standard for acceptance can be one's ability to have a lot of clothes, or to dress in a certain way. Often, those who are involved in such a shallow criterion for acceptance have not thought through the silliness of such a standard. Read Matthew 6:28-30.

Boastful Pride of Life

This is an attitude where one uses anybody or anything to elevate himself above others.

Examples:

- Using People

It is interesting to watch people who don't know Christ relate to one another. One will often find that people make friends not out of sincerity, but in order to use them to move up the social ladder. There is evidence of this in the widespread acceptance of cliques or groups. Read Romans 12:9, 10.

- Athletics

Still other faulty pressure for acceptance at many schools is the over emphasis of popularity put on those who excel in athletics. God is not against athletics, but His standard for love is not how well you perform in a sport. Read Psalm 147:10, 11.

- Good Looks

A very frustrating pressure is put upon those who are not attractive by the world's standards. In many places, popularity and acceptance go hand-in-hand with good looks. Consequently, climbing up the social ladder is based on something a person can do very little about. Read 1 Samuel 16:7.

God in no way wants us to be conformed to the faulty reasoning of the non-Christian world because of peer group pressure. He wants us to see that materialism and pride are not involved in His plans for our lives; conforming to these thoughts and actions simply does not work. The reason these things do not work is because they mock God and soon pass away. Read 1 John 2:17.

“WILL YOU REMEMBER OR CARE?” TEST

Ten years after I've left school, will I still be able to remember or care about:

- The names of those in my class?
- The girl who was best dressed?
- The guy who mocked God and made me afraid to stand up for Christ?
- The top athlete in my school?
- The guy with the hottest car?
- The names of five people in a group who wouldn't let me in?
- The score of the fifth game in the basketball season?

Another way for a Christian student to overcome peer group pressure is to be prepared to be misunderstood, disliked, and unwelcome by others for living the true Christian life.

We can prepare ourselves for being misunderstood, disliked, and unwelcome by:

e. **Realizing that we might not win the popularity contest by living for Christ.** Ultimately, we must make a decision about our social standing. We must decide whether God is to be our God, or social acceptance is to be our god. The Bible teaches us that if we live the dynamic Christian life, we can expect to be rejected in some way by those who resent Jesus Christ. Read 2 Timothy 3:12. Jesus Christ, while praying for His disciples, was in no way awed or surprised that they were disliked. Nor is Jesus surprised when you or I are rejected by a hostile and Godless world. Read John 17:14, 15.

f. **Realizing that when people reject us for our walk with God, they are really rejecting Jesus Christ.**

There is not a person in this world who wants to be rejected by others. Being misunderstood and disliked by others goes against our emotional makeup. Jesus Christ, of course, knew this and told His disciples why they would be hated. Read John 15:19, 20.

It is no doubt easier to cope with rejection from others when we come to realize the main reason why a non-Christian may reject or dislike us. The Christian who is really right with God - letting Christ shine through him - becomes an unwelcome spotlight to a world that is trying to hide its sin in darkness. Read John 3:19, 20.

If we are walking in the light, we can make someone walking in darkness extremely nervous and hostile. Just remember, if someone should reject you because of your Christian life, it's not you they are rejecting, but Jesus Christ Himself.

g. **Realizing that Christ wants us to be very happy when we are rejected by others because of Him.**

God has a much different scoreboard than people of the world. He sees us being rejected because we refuse to conform to the world's peer group pressure. This is a sign that we are truly living for Him, and thus, we will be rewarded. Read Matthew 5:10-12.

h. **Another way to overcome peer pressure is to come to see people from God's point of view.** God does not want us to be awestruck by finite man. Read Isaiah 2:22.

What God wants from us is to have deep awe and respect for Him. We are to look at men and their abilities and needs from His perspective. When we see men the way God does, we are not as apt to fear them and, therefore, get our life's priorities all turned around. Read Proverbs 29:25.

i. *Man is small and weak in God's eyes*

God sees people who can threaten and influence us as very, very small in comparison to Himself. Isaiah 40: 15-17.

To clearly understand this thought from God, think for a moment of the five most influential and powerful people at your school. Then repeat the verses below, putting these people's names in the place of the names that are in the verses.

Psalm 146:3-4. Do not trust in _____, in _____, in whom there is no salvation. _____'s spirit departs, _____ returns to the earth, and that very day's thoughts perish.

Since God sees man as so very frail, He in no way wants us to worship or fear man. God does not want us to worry about man's opinion of us, but rather His opinion of us.

ii. *God sees man through the eyes of compassion.*

If we were only to look at the people around us as small and insignificant, it would be easy for us to become cynical and indifferent toward them. But God not only looks at man in his smallness, He looks at him also in His love. God has the eternal ability of seeing man for just who he is. Read Matthew 9:36.

Instead of being awestruck by the powerful people, God wants you to have deep compassion and love for them. Until you see the pitiful condition of people apart from Christ, you will never really influence anybody for Christ. Jesus Christ had this kind of compassion. He feared no man but, instead, was willing to die for the sins of mankind.

iii. *God sees man with an eternal perspective.*

God sees the whole picture and knows that man's influence amounts to nothing compared to His eternal plans. To us, life here on earth appears to be very long; but God says that - compared to eternity - our lives are but for a moment. Read James 4: 14.

God never puts primary emphasis on the temporary. He does not want us to get fooled into being overcome by peer pressure from people who will only be on the earth momentarily. Jesus wants us to decide if it makes more sense to trust Him and follow His eternal leading, or to follow the actions and values of our non-Christian peers. It's easy for us to think that the non-Christian really has it made in this life. The unbeliever often seems to have more popularity, influence and, in some cases, a better time in life. God warns against fooling ourselves by thinking the unbeliever is the winner, and the Christian is the loser in life. Read Psalm 37: 1-5.

RESOURCES

You may have someone in your church who is a specialist in teaching Values Clarification classes. Your local library will have books on the subjects chosen for discussion.

REQUIREMENT 2

List and discuss the needs of the handicapped, and help plan and participate in a party for them.

OBJECTIVE

To develop a responsibility toward those who may be different yet still have the same basic needs of friendship in spite of physical impairments that tend to isolate.

TEACHING METHODS

Contact a local organization or school that is involved in assisting the handicapped such as a school for the blind or deaf, or a service organization associated with paraplegics, etc. Sometimes Government Social Services have trained personnel as well. These may provide a guest speaker or an opportunity to "be handicapped" for a few hours and learn by direct role play. A party may be held for a group of handicapped or designed to facilitate a handicapped person to interact with more normal persons.

ADVANCED REQUIREMENT 1

Visit an institution for the physically or mentally challenged and present a report on the visit.

Note: Institutions could be hospitals, schools, government services, and others.

HEALTH AND FITNESS

The aim of this section is to provide creative learning experiences in the maintenance of good health and temperance principles. Three sessions have been allocated to complete this section.

REQUIREMENT 1

Choose and complete any two requirements from the Temperance Honor.

CLASS PERIODS: TWO

OBJECTIVE

To give opportunity for the Voyagers to examine and declare their personal reasons for choosing not to smoke, drink alcoholic beverages, or get involved with drugs.

TEACHING METHOD

Encourage your group to select relevant activities from Requirement 3, 4, 5, or 6 of the Temperance Honor as listed in the Pathfinder Honor Handbook.

Examples:

1. Have each class member make a king-size cigarette out of a large cardboard cylinder (approximately 600mm x 75mm in diameter). These cylinders should be painted white while flat and be ready for treatment during the class time. A filter can be painted on or made up out of orange colored paper and fixed into position. A color code can then be drawn down one side of the cylinder to represent the following poisons found in cigarette smoking (see diagram).

Nicotine	Carbon Monoxide	Carcinogens (cancer producing)
Phenols	Aldehydes	Benzopyrene
Cyanide	Hydrocarbons	Alcohols

Cigarette



Some of the poisons contained in cigarette smoking

Insert



Diseases caused by smoking cigarettes

The following week, an insert can be made of thick cardboard to go inside the cigarette with diagrams or pictures to represent the various diseases caused by cigarette smoking. Temperance magazines and supplements are a good source of picture material. The following supplements may be available from your local conference Health and Temperance Department.

- *Your Heart: What Smoking May Do*. Vol. 17, No.4
- *Smoking and Your Mouth. Alert*, Vol. 18, No.4
- *If You Smoke, Here's What Your Doctor May See*. Vol. 16, No.4

- *Starving For Air*. Vol. 24, No.2
 - *You Can Stop Smoking, Here's Health* No. 11
2. Have each class member buy a large rat trap and sand off all the advertising material. With wood burning tools, write on a variety of slogans that have references to getting "trapped" by the cigarette habit. In addition, a list of diseases caused by cigarette smoking can be included on the trap. Slogan examples:
 - The Family That Smokes Together, Chokes Together
 - Not All Traps are Baited With Cheese
 Make up an imitation cigarette and mount it on the trap.
 3. Collect a couple of suitable wine or spirit bottles and wash off the original labels. The class can then design their own labels to demonstrate the harmful effects of alcohol.

After working out your labels, stick them onto the bottles. Temperance magazines are an ideal source of pictures and information.
 4. With the following information, design a chart on alcohol's trip through the body.

Some may even like to copy this material when making up their labels. The guide to the chart may be rolled up and kept inside the bottle.

ALCOHOL'S TRIP THROUGH THE BODY

1. Mouth and Esophagus

Alcohol is an irritant to the delicate linings of the throat and food pipe. It burns as it goes down.

2. Stomach and Intestines

Alcohol has an irritating effect on the stomach's protective lining, resulting in gastric and duodenal ulcers. This condition, if it becomes acute, can cause peritonitis, or perforation of the stomach wall. In the small intestine alcohol blocks absorption of such substances as thiamine, folic acid, xylose, fat, vitamin B1, vitamin B12, and amino acids.

3. Bloodstream

Ninety-five percent of the alcohol taken into the body is absorbed into the bloodstream through the lining of the stomach and duodenum. Once in the bloodstream, alcohol quickly goes to every cell and tissue in the body. Alcohol causes the red blood cells to clump together in sticky wads, slowing circulation and depriving tissues of oxygen. It also causes anemia by reducing the production of red blood cells. Alcohol slows the ability of white cells to engulf and destroy bacteria and degenerates the clotting ability of blood platelets.

4. Pancreas

Alcohol irritates the cells of the pancreas, causing them to swell, thus blocking the flow of digestive enzymes. The chemicals, unable to enter the small intestine, begin to digest the pancreas, leading to acute hemorrhagic pancreatitis. One out of five patients who develop this disease dies during the first attack. Pancreatitis can destroy the pancreas and create a lack of insulin, thus resulting in diabetes.

5. Liver

Alcohol inflames the cells of the liver, causing them to swell and blocking the tiny canal to the small intestines. This prevents the bile from being filtered properly through the liver. Jaundice develops, turning the whites of the eyes and the skin yellow. Each drink of alcohol increases the number of liver cells destroyed, eventually causing cirrhosis of the liver. This disease is eight times more frequent among alcoholics than among non-alcoholics.

6. Heart

Alcohol causes inflammation of the heart muscle. It has a toxic effect on the heart and causes increased amounts of fat to collect, thus disrupting its normal metabolism.

7. Urinary Bladder and Kidneys

Alcohol inflames the lining of the urinary bladder, making it unable to stretch properly. In the kidneys alcohol causes an increased loss of fluids through its irritating effect.

8. Sex Glands

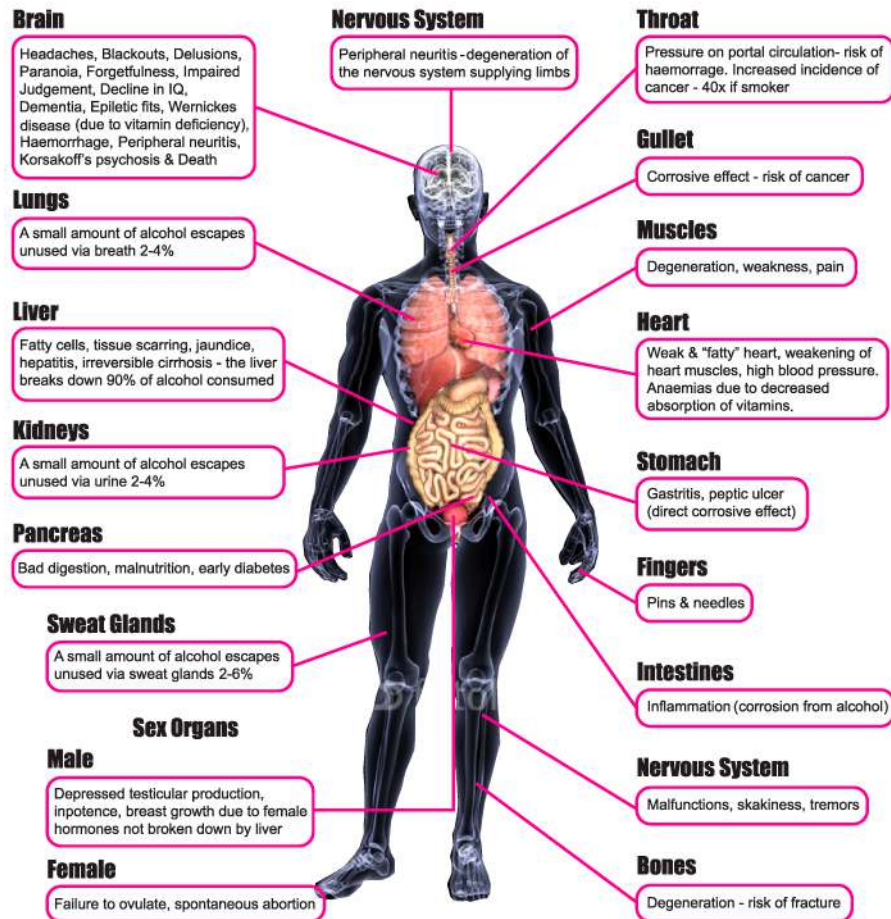
Swelling of the prostate gland caused by alcohol interferes with the ability of the male to perform sexually. It also interferes with the ability to climax during intercourse.

9. Brain

The most dramatic and noticed effect of alcohol is on the brain. It depresses the brain centers, producing progressively incoordination, confusion, disorientation, stupor, amnesia, coma, and death. Alcohol kills brain cells, and any brain damage is permanent. The brain cannot grow new cells. Drinking over a period of time causes loss of memory, judgment, and learning ability.

EFFECTS OF ALCOHOL

The below diagram illustrates some of the effects of alcohol upon the body.



http://www.alcohol-services-at-team.org.uk/effects_of_alcohol.html

Pledge

Following the discussion and activity showing their personal reasons for having chosen not to smoke or drink alcoholic beverages, have the Voyager write out a pledge, committing himself to a lifestyle free from the use of tobacco and alcoholic beverages. The pledge is to be signed by the Voyager in the presence of the teacher.

METHOD OF TESTING

Completion of selected requirements of the honor.

REQUIREMENT 2

Organize a health party. Include health principles, talks, displays, etc.

CLASS PERIODS: ONE

This is primarily a non-Sabbath activity; however, time can be taken on Sabbath to discuss good diet and its relationship to good health.

OBJECTIVE

To demonstrate that the ideals of healthful eating and good fun are harmonious.

TEACHING METHODS

Discussion of a good diet. Participation in the health party.

RESOURCE**A. Diet and Menu**

God's original diet for man was fruits, nuts, grains, and vegetables. These foods prepared in a simple and natural manner will provide nourishment, energy, and health to the individual.

In recent times the upsurge of heart disease, cancer, and mental diseases in man has shown that his diet of mainly refined foods, excess sugar, and highly concentrated and spiced foods has hindered his becoming a healthy, vital, and positive person.

Here are a few basic rules to follow for good health in the eating area:

1. Eat fruits and vegetables plentifully - obtain fresh, eat raw or steamed, avoid frying.
2. Eat whole grains moderately - use a variety; rolled oats, 100% whole meal bread.
3. Eat legumes more moderately - use a variety of peas, beans, etc. excellent proteins, low in fat.
4. Eat fats, fat/proteins and concentrates sparingly - cooking oils, butter, margarine, nuts, honey, malt, etc.
5. Eat refined foods very sparingly or not at all- white bread, sugar, refined breakfast cereals, spaghetti, ice cream, etc.
6. Eat with a relaxed frame of mind always.
7. Never eat between meals.

God wants us to come back to eating the foods He so generously gave us—fruits, vegetables, nuts, and grains. Here is a list of suggestions that are generally available. (Tropical regions may wish to present a different list.)

FRUITS	VEGETABLES	NUTS	GRAINS	LEGUMES*
Apples	Asparagus	Almonds	Brown Rice	Black Beans
Bananas	Beans	Brazil	Corn	Black-eyed Peas
Apricots	Broccoli	Cashews	Meal	Garbanzos (chick peas)
Peaches	Brussels Sprouts	Hazel	Wheat	Kidney Beans
Grapes	Carrots	Pistachios	Rye	Lentils
Oranges	Cabbage	Walnuts	Buckwheat	Lima Beans
Cherries	Cauliflower	Pecans		Pintos
Pineapples	Celery	Peanuts		Soyas
Strawberries	Cucumber			
Plums	Eggplant			
	Lettuce			
	Onions			

FRUITS	VEGETABLES	NUTS	GRAINS	LEGUMES*
Nectarines	Potatoes Pumpkin			
Grapefruit	Radishes			
Figs	Beets			
Melons	Spinach			
Pears	Corn			
	Tomatoes			

* **Legumes** are also listed as they are an excellent source of unrefined protein.

For simple recipes using all unprocessed ingredients, or for sweet recipes that have no sugar, refer to *Nature's Way Vegetarian Cookery In a Nutshell* or another similar book from your local Adventist Book Center.

Planning a Health Party

1. Determine how many people you want to cater for.
2. What will the age group be? You may like to organize a party for a group of local children who are underprivileged, your school friends, your younger brother or sister's birthday, the senior citizens who never get out of their homes. There is a wide scope for the type of party and who you will invite to it.
3. Will the party include a formal meal or a buffet meal?
4. Choose your color scheme: The color scheme can be shown in your choice of napkins, place mats, invitations, or in your choice of dishes, whether it be china, glass, wood or pottery. If it is a casual buffet style meal, in the color of paper plates and cups used.
5. Choose the menu according to the type of people you are having at your party, also whether it is a formal or buffet meal and according to the weather, hot or cold.
6. Give yourself plenty of time for the planning and preparation of your party and invite a friend or friends to assist you if you feel the need.

Remember that the ideal of this party is to show your guests how attractive and palatable a healthful diet can be. The *Nature's Way Cookbook* will give you all the ideas you need and you will be amazed how many of your own creative ideas you will be able to come up with. Just remember that the simpler and more natural the food is presented, the easier it is for you and the others to digest it. All paging referred to in the following suggested menus is from *Nature's Way Vegetarian Cookery in a Nutshell*.

Summer Formal Meal

- Appetizer - cool fruit drinks.
- Entree - fruit soup, one or two fruit sweets, or a very small salad serving.
- Main Course - A small variety of mixed salads, a plain salad platter, very attractively presented, with a high protein dish.
- Sweets - A summer fruit salad with yogurt or whipped cream or a halved melon filled with different varieties of chopped fruit topped with coconut or sunflower seeds.
- Nibbles for the Table - Mixed fruit balls or fruit logs made from dried fruit - page 141,142. Whole meal-oat crackers, p.126, and fruit spreads (dips) or avocado dip, pp. 80-84. Bowl of mixed nuts and if no fruit balls, have a bowl or platter of dried fruit.

Summer Buffet Meal

- Fruit drinks (have a punch bowl filled with fruit punch)
- Set up a table full of mixed salads, high protein dishes that suit salads, fried rice, platters of fresh fruit (pieces or whole).

Half a watermelon scooped out and filled with fresh fruit salad. Bowls of nuts, dried fruit, sunflower seeds and whole meal - oat crackers with fruit or savory dips.

Winter Formal Meal

- Appetizer - fruit drink
- Entree - hot soup, suggestion, sunflower soup.
- Main Course - Choose 3 or 4 vegetables including, green, yellow and starch vegetable and add a high protein dish. Do the vegetables very attractively and do not over-cook.

Winter Buffet Meal

- Have warm and cool drinks available.
- Have a table full of steamy hot vegetables, include bowl of corn on the cob. Have maybe two varieties of high protein dishes, (legumes, pp. 34-42), a platter of hot savory rolls, p. 51; maybe a whole meal pizza, p. 48; plate of sweet rolls and bowl of mixed fruit balls.

Books and Audio/visuals on Diet

Nutrition Series - Filmstrips and Cassettes

- *Nutritious Main Dishes* - Grains, fruits, nuts and vegetables are prepared in as simple and natural a manner as possible.
- *Gourmet Vegetarian Entrees* - You will be delighted with the delicious dishes made from recipes from around the world.
- *Soybean Magic* - Observe how to use soybeans in many delectable ways.
- *Desserts Low Sugar* - Delightful desserts that are nutritious, delectable and attractive.
- *Nature's Delightful Desserts* - Delicious cookies, pies and ideas for preparing fruit in a number of ways illustrated.
- *Pioneer Breads* - Learn how to make bread the way grandmother used to make it.
- *Quick Breads* - Soy oat waffles and other quick bread recipes make us realize that bread is truly "the staff of life."

Filmstrips and Cassettes:

- *Sugar Time* - What everyone should know about sugar in his diet.
- *I'm Tired* - Answers questions on fatigue and the stresses of everyday life.
- *Mr. Tense* - Specific instructions on simple techniques for relaxing.
- *The Spider's Web* - Research reveals the effects of stimulants like coffee on the heart, stomach, and brain.
- *The Bubble of Air* - See how each breath provides every living cell with the oxygen it needs.
- *Water, Water, Water* - How much water should one drink? Learn the facts.
- *Sunlight* - A guide to sunbathers and others showing the effects of sunlight.
- *Physically Fit?* - How exercise can prevent heart disease.
- *The Great Grain Robbery* - Learn how the grain has been robbed of its nutrients during milling.
- *The Living Tooth* - Learn how to protect and care for your wonderful teeth.
- *Just a Little out of Shape* - What may happen as a result of being "out of shape."
- *Let's Shape up* - Telling you what to do about the problems of being "out of shape."

Upjohn Triangle of Health Series of short films:

- *Steps Toward Maturity and Health*
- *The Social Side of Health*

- *Understanding Stresses and Strains*
- *Physical Fitness and Good Health*

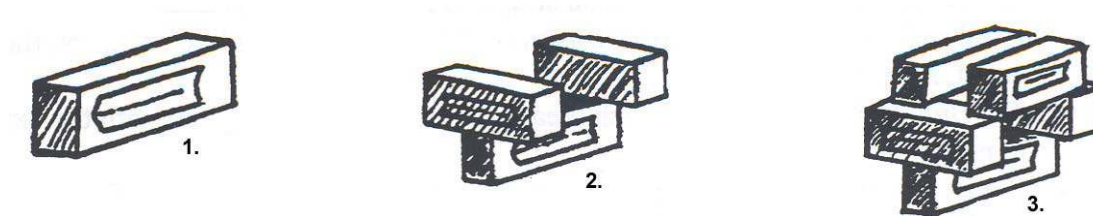
Check with your Conference Health and Temperance Department on availability of films.

Books: Available from your local Adventist Book Center

- *Nature's Way Vegetarian Cookery in a Nutshell*
- *Counsels on Diet and Foods*
- *Ministry of Healing* (the chapters relating to diet)
- *Tomorrow's Nutrition Today* (for the science of nutrition)

B. HEALTH ACTIVITIES

- Push up's
- Sit up relay (boys against girls - two teams. No. 1 team member does 20 sit ups, followed by No.2 member, etc.)
- Rope skipping marathon - 300 steps without a miss.
- Tug-o- war.
- Brick press - a competition to see who can lift the most bricks single handed. The first brick is put on its side so the contestant can use the "frog" as an aid in holding on. The other bricks are built up on the first brick so as to surround the contestant's arm.



- Snatch box - the contestant must stand behind a marked line and place a match box on the other side of the line using only one hand for support. Once the contestant has leaned out as far as he can, the hand he used for support must not be dragged back over the floor in any way. The hand used for placing the match box must not touch the ground. The contestant can only stand up with the aid of a spring action from the supporting arm and hand. The person who is successful at placing the match box the farthest away is the winner.
- Pull-up relay - boys only. Flex Arm Hang - girls only.
- Finish off with a fun run around the neighborhood (noncompetitive). Measure heart rate before the run and see whose rate gets back to normal quickest after the run.

This requirement can be made into a real family event suitable for inclusion in the church social calendar.

METHOD OF TESTING

Participation in organizing and conducting the health party.

ADVANCED REQUIREMENT 1

Study the effective refusal technique of Joseph and explain why it is important to use it today.

1. Know and practice "Effective Refusal."

Study the story of Joseph to see the effective refusal technique in his life.
2. Checklist to help you develop skills in saying "NO"
 - Does it break God's Law?
 - Will any of those who love me be disappointed in me - i.e. parent, teacher, relatives, and family?
 - Regardless of what others say, do you think it is the right thing to do?
 - Will it harm relationships with others?
 - How will it affect your friend?
 - Will you think well of yourself?
 - Hold up your decision to the light of publicity.
 - Would you be honoring your God, family, and friends if they knew?
 - Other?
3. How to say "NO"
 - Say a simple, forceful "NO"!
 - Ask, "How can I do this thing and sin against God?"
 - Leave the scene.
 - Ignore the suggestion - shrug it off.
 - Make an excuse.
 - Change the subject.
 - Act Shocked.
 - Use flattery.
 - Avoid persons and situations that weaken your resolve.
 - Talk to your parent, teacher, or pastor who will support your commitment.
 - Think of consequences:
 - ◊ Future happiness.
 - ◊ Years of regret for only a moment of pleasure.
4. Consider the consequences of premarital sex:
 - Premature responsibility of parenthood.
 - Guilty feelings.
 - Becoming emotionally attached and emotionally hurt.
 - Change in relationship with parents, family, and friends.
 - Pain associated with relinquishing a baby for adoption.
 - Canceling future plans.
 - Getting HIV/AIDS or STD.
 - Fear and worry about future.

ORGANIZATION AND LEADERSHIP DEVELOPMENT

The aim of this section is to provide the Voyager with a concept of church organization, its relationship to him personally, and the opportunities for involvement.

Three sessions have been allocated for this section.

REQUIREMENT 1

Discuss and prepare a flow chart on local church organization, and list the departmental functions.

CLASS PERIODS: ONE

OBJECTIVE

To enlarge the Voyager's understanding and appreciation of a divinely ordered church structure.

EXPLANATION

Most Voyager aged youth have little concept of organization within the denomination, except as it touches them in their local church, and even then it is often limited.

TEACHING METHODS

Bare and sterile facts can be terribly dull and uninteresting; therefore, your enthusiasm in the discussion group is essential in presenting church organization as a ministry to the community of believers as well as at large. Stories and reference to highlights from your own personal experience can be helpful in explaining purpose and function. Attending a special board meeting where each church officer gives details of their duties would be helpful.

METHOD OF TESTING

Presentation of a flow chart and participation in discussion.

FLOW CHART

Under the direction of the church board, chaired usually by their church pastor, the various departments function and fulfill their ministry to the church body and the community.

CONFERENCE		Governing body of a number of churches within a geographical area.
PASTOR		Representative of the conference, and leader of the church.
CHURCH BOARD		Governing body of the church.
ADMINISTRATION	ELDERS	Their function is the spiritual care of the church in association with the church pastor.
	TREASURER	Custodian of church funds and responsible for disbursement of funds to the local conference according to policy, and paying bills and special accounts as directed by the church board.
	CLERK	Keeps the records of all official meetings and actions, including church board and business meetings. Also keeps church membership rolls up to date.
	DEACONS	Care for the physical church plant and the comfort of church members during meetings, and make provision for the help of needy members.
	DEACONESSES	Assist in church functions, and in caring for needy church members, seek to make visitors and newcomers welcome.
CHURCH BODY	SABBATH SCHOOL	Provides for the weekly group Bible study.
	LAY ACTIVITIES	Co-ordinates the mission outreach of the church.
	YOUTH	Responsible for programs, outreach and recreational ministries for the 16-30 age group.
	PATHFINDERS	Provides programs, specialized skill and learning activities for the 10-15 age group.
COMMUNITY	COMMUNITY SERVICES	Seeks to serve community welfare needs.
	HEALTH AND TEMPERANCE	Provides a variety of informative/preventive Health and Temperance programs for the church and community.
	COMMUNICATIONS	Public relations for the church, giving news stories of activities of public interest to the media.

REQUIREMENT 2

Participate in local church programs on two occasions each, in two departments of the church.

CLASS PERIODS: TWO

One session to be used for planning the Voyager's participation and one for the group to share their experiences.

OBJECTIVE

To provide for the Voyager to experience the joy and satisfaction of sharing their faith and talents by involvement in church life.

TEACHING METHODS

1. Plan the group's participation well in advance and make any necessary arrangements with the church leaders.
2. Encourage individuals or groups to engage in projects that match their talents, e.g. music, story telling, Sabbath school teaching, mission reading, prayer, etc.
3. Allow opportunity for the Voyagers to share and assess their experiences.

Note: Completion of requirement 2 in the Health and Fitness section may be counted as one of the church programs required to complete this section.

METHOD OF TESTING

Participation in four programs as arranged.

REQUIREMENT 3

Fulfill requirements 3, 5, and 6 of the Stewardship Honor.

OBJECTIVE

An understanding of a Christian's relationship for his time and money is essential for strong church leadership.

TEACHING METHODS

The Stewardship Honor is one of those essential honors that every Pathfinder should complete sooner or later; this requirement could be the beginning of that effort or the conclusion of it.

The complete requirements are found in the *Pathfinder Honor Handbook*. Here we list only the three required:

3. Learn what is done with the tithe in your local church, your local conference, your union, and the General Conference (Division).
A presentation by your church treasurer or conference personnel is a good way to find out. A visit to your local conference office for a get-acquainted tour might also be a good idea.
5. Keep a chart on how you spend your time for one weekend and one week day. In the chart, make a list of how much time you spend in the following areas:

a. Work for pay	j. Sleep
b. Family time	k. Personal needs
c. Personal devotions	l. Class time
d. Public Worship	m. School study
e. Family Worship	n. Travel
f. Fun things	o. Music lessons
g. Reading	p. Music practice
h. Television	q. Home chores
i. Meals	r. Shopping

For each day, be sure your time adds up to 24 hours. After completing the chart, discuss with your pastor or counselor your responsibility in the stewardship of your time.

6. Do one of the following:
 - a. If you have an income-producing job or an allowance, make a list of how you spend your money for one month.
 - b. If you are not in the category above, make a list of how you would spend an income of \$50.00 a month in the following categories:
 - ◇ Clothes
 - ◇ Entertainment
 - ◇ Personal items (toiletries)
 - ◇ Gifts
 - ◇ School supplies
 - ◇ Tithe and offerings
 - ◇ Eating out
 - ◇ Transportation

From your list, determine what percentage of your total income is spent on each item. After completing the chart and percentages, discuss with your pastor or counselor the advantages of a budget and how to stay within a budget.

REQUIREMENT 4

Complete the Drilling and Marching Honor.

Note: Quite likely portions of the honor have been previously completed for earlier classes. If the honor has already been earned, this requirement has been met. Otherwise, the honor may be found in the Recreation section of the *Pathfinder Honor Handbook*.

ADVANCED REQUIREMENT 1

Complete the Junior Youth Witnessing Honor.

Note: If this honor has been earned previously, this requirement has been met.

NATURE STUDY

REQUIREMENT 1

Review the story of Nicodemus and relate it to the life cycle of the butterfly, or draw a life-cycle chart of the caterpillar, giving the spiritual significance.

CLASS PERIODS: 30-60 MINUTES

OBJECTIVE

To begin to develop in Friends a desire to study and to appreciate the handiwork of God in His creation.

TEACHING METHODS

"Create in me a clean heart, O God, and renew a right spirit within me" (Psalm 51:10).

¹ The heavens declare the glory of God; the skies proclaim the work of his hands. ² Day after day they pour forth speech; night after night they display knowledge. ³ There is no speech or language where their voice is not heard. ⁴ Their voice goes out into all the earth, their words to the ends of the world. In the heavens he has pitched a tent for the sun, ⁵ which is like a bridegroom coming forth from his pavilion, like a champion rejoicing to run his course. ⁶ It rises at one end of the heavens and makes its circuit to the other; nothing is hidden from its heat. ⁷ The law of the LORD is perfect, reviving the soul. The statutes of the LORD are trustworthy, making wise the simple. ⁸ The precepts of the LORD are right, giving joy to the heart. The commands of the LORD are radiant, giving light to the eyes. ⁹ The fear of the LORD is pure, enduring forever. The ordinances of the LORD are sure and altogether righteous. ¹⁰ They are more precious than gold, than much pure gold; they are sweeter than honey, than honey from the comb. ¹¹ By them is your servant warned; in keeping them there is great reward. ¹² Who can discern his errors? Forgive my hidden faults. ¹³ Keep your servant also from willful sins; may they not rule over me. Then will I be blameless, innocent of great transgression. ¹⁴ May the words of my mouth and the meditation of my heart be pleasing in your sight, O Lord, my Rock and my Redeemer" (Psalms 19, NIV).

Our Best Friend, Creator, King, and Judge is also our Savior. But Jesus doesn't save us in our sinful state and leave it at that. He has promised to show us all the way to perfection, if we will let Him.

When Jesus met with Nicodemus that night nearly two thousand years ago, He presented for our consideration a truth that has been very difficult to imagine—the fact that accepting Jesus as our personal Savior is like being reborn. Nicodemus asked the right question for one who hasn't yet accepted Jesus: "How can a person be born a second time when they have already been born?" Of course, Jesus was not talking about physical birth. He wanted Nicodemus, as well as you and me, to understand that becoming a Christian begins a life-long process; actually it is a process that will last forever—that of becoming more and more like Jesus in every way. There are several illustrations in the natural world that make this difficult concept easier to understand.

The transformation of a caterpillar into a butterfly must be the very best illustration in all of nature about the transformation of the sinner into a Christian. Other illustrations are the development of a seed into a full-grown plant, and the growth of an animal from conception and embryo to full adult. No matter which illustration you choose to use to make the point, it is important to relate to the concept of inheritance. Much of what we are is determined by the genes that we get from our parents. Since we are born into a sinful world and have inherited all of the inclinations and weaknesses that sin has brought upon the world, we have little hope in and of ourselves of ever attaining the qualities that will make us ready for heaven.

Jesus has promised to actually re-create us—to create us anew; to renew our minds. Jesus will work all manners of miracles within our being if we simply ask Him to and then cooperate with Him as He brings it about. Changes automatically occur in the caterpillar, but the caterpillar does have to eat in order to grow, and it has to grow in order to fulfill the cycle that eventually brings it to the butterfly stage. The caterpillar has inherited all of the characteristics and instructions to become a butterfly;

it simply follows the programmed directions and becomes a butterfly. We are born without the natural directions to become citizens of heaven. We must be born again so that we can inherit a new set of genes—a new set of directions for development into mature Christians. And when we have been born again in this manner—and Jesus is living within us—it is as natural for us to develop Christ-like characters as it is for the caterpillar to develop wings and flyaway as a butterfly.

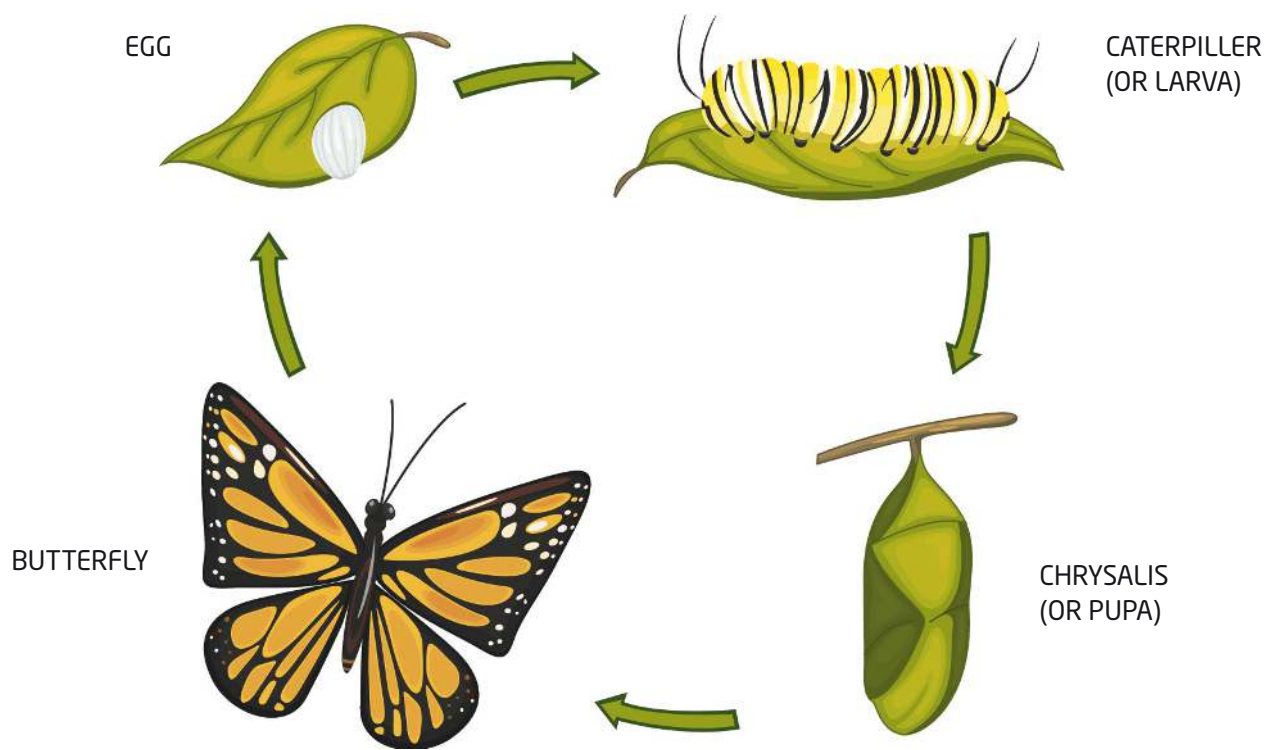
EXPLANATION

The aspiring Voyager has discovered that there is a Savior and is ready to tell the world about it. There is the need, however, of ready illustrations to use in describing the process that has taken place in his/her life. The process of birth and re-birth is a perfect illustration—one Jesus used, in fact. And the observations gained from watching the change from caterpillar to butterfly or moth will add considerably to the young person's ability to describe what God can do in one's life.

1. Encourage the participant to portray the lessons learned in accomplishing this requirement by presenting the illustrations from nature and their application in an evangelistic setting. If possible, have them accompany someone in a Bible study or assist in an evangelistic series by preparing a script and sharing their story with persons who may not know of the Lord's ability to transform our very lives.
2. Admittedly, this requirement will have to be done during a season when caterpillars are about and food is readily available. The farther north one is, the more restricted the time for accomplishing this task will be. Sometimes it is possible to obtain, even in mid-winter, caterpillars from biological supply houses; check with the biology department of a local college or high school for sources.

In raising caterpillars, it will add immeasurably if you can have the aspiring Voyager photograph the various stages in the life of the caterpillar/butterfly. If the photographs are in the form of 35mm color slides, they can later be used to illustrate a talk or vesper message that will be a blessing to all listeners.

Remember that the point of the requirement is to illustrate from nature the transformation from sinner to Christian. If the aspiring Voyager wishes to expand the requirement to include illustrations other than the caterpillar-to-butterfly story, he/she should be encouraged to do so.



REQUIREMENT 2

Complete a Nature Honor not previously earned.

CLASS PERIODS: THREE

OBJECTIVE

To broaden the Voyager's interests and develop a better understanding of their Creator and instill a sense of accomplishment.

TEACHING METHODS

The requirements for all honors are found in the Pathfinder Honor Handbook. Notes on specific honors are available from your youth director.

Make the teaching of these honors as interesting as possible. When possible, visit an actual location or invite a specialist to come and talk to the group.

METHOD OF TESTING

The instructor must satisfy himself that the individual has met all requirements requested in the honor. The leader should forward a list of successful candidates to the local conference youth ministries director.

Honor requirements correlating with school work can be credited if the teen obtains a signed agreement from the school that he has met the requirements.

ADVANCED REQUIREMENT 1

Plan a list of at least five nature related activities that may be used for Sabbath afternoons.

Note: There are many ideas that could be developed connecting nature and the Bible, various honor requirements that lend themselves to Sabbath afternoon activities, etc. These could be carried out on a campout, Sabbath outing, etc.

OUTDOOR LIFE

The aim of this section is to continue to enhance the Voyager's appreciation of the out-of-doors and to experience an increase of expertise in various skills.

REQUIREMENT 1

With a party of not less than four, including an experienced adult counselor, hike 25 km. in a rural wilderness area, including one night in the open or in tents. The expedition planning should be a joint effort of the party and all food needed should be carried. From notes taken, participate in a group discussion, led by your counselor, on the terrain, flora, and fauna, as observed on the hike.

OBJECTIVE

To increase out-of-door skills and to provide a deeper appreciation of flora and fauna.

EXPLANATION

In preparation for the expedition, include the following information and training:

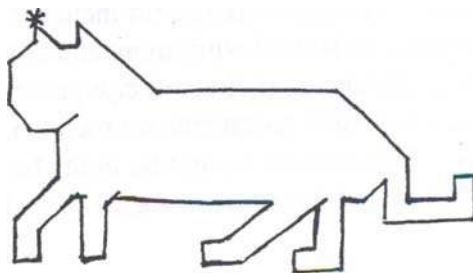
1. Practice the use of a compass in plotting a course on the survey maps and in the compass games included under the Teaching Methods. (Maps are 1:25,000 Topographical Maps).
2. Chart the course for the hike.
3. Plan the food supply, clothing, and equipment needed.
4. Take a small notebook and make a log of your hike. See example in AY Silver Award.

TEACHING METHODS

1. Demonstrate the care of the compass and survey maps.

For "compass drawings," prepare a piece of graph paper for each person. Mark a North pointer on it; it might also save time to mark the starting point. Issue each person graph paper and a pencil. Each call you make consists of a number and a direction. The number is the number of squares along the graph paper; the direction is the direction in which you draw the line. Don't tell the teen what they are drawing. Part of the fun is their guessing. Make sure you don't go too quickly, otherwise the teen will become confused. This is a fun way of learning.

CAT: 2SE, 2E, 2N, 6SE, 16E, 6SE, 48, 4E, 2N, 2E, 48, 8W, 4N, 28W, 2W, 68, 4W, 2N, 2E, 4N, 68W, 3W, 2N, 2E, 4NE, 13W, 38W, 38, 2W, 6N, 1W, 38W, 38, 2W, 4N, 4NE, 4N, 2NE, 28W, 2W, 2NW, 4N, 2NE, 2N.



Now try this one:

SHIP: 3E, 1SE, 3E, 1N, 1E,2N, 1E, 2N, 1E,2S, 1E, 1S, 3E, 1NE, 3E, 2S, 1SW, 1SW, 3NW.

2. Review the use of topographical maps and use one to plot your hike route, choose your campsite, etc.
3. Review the points of packing a pack and plan as a group what to take, both for personal and group use.

You will need:

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

Remember to keep things that may be urgently required in a location where they can be obtained quickly, e.g. first aid kit, flashlight, compass and map, raincoat or wind jacket, money, matches, toilet paper, handkerchief or tissues, sharp knife, rope.

4. Review the hiking rules, and know what to do if lost.
5. The report or log book should be written up as soon as possible after the hike while incidents are fresh and vivid in the mind. This will be easier to do if you have kept notes in your note book along the way. The log should be an interesting and useful record of the preparation as well as the actual journey. The opening section should set the scene and contain: title of group, party members, purpose of trip, dates, area and author. The main part of the log should be the actual record of the day's activity including weather, campsites, food, type of terrain, of trees, shrubs, flowers, interesting incidents, party reactions, use of equipment, maps, sketches, photos, etc. All log books should have a freehand sketch map of the route used including approximate scale, various land or sea marks, checkpoints, campsites, north point, and date. The log book should include full equipment/clothing lists, comments on adequacy or lack of equipment and clothing, food lists - menus, suitability of meals, usefulness of first aid equipment, etc. Tasks undertaken by party members and individual comments on members' expectations, reactions, and feelings on the trip. Presentation should be in the form of a note-book, loose-leaf folder, photographic record, tape recording, or other imaginative method.

METHOD OF TESTING

Participation in the planning of the activity, the actual hike, and the discussion following the hike.

REQUIREMENT 2

Complete one Recreational Honor not previously earned.

CLASS PERIODS: THREE SESSIONS PLUS OUT OF CLUB TIME

OBJECTIVE

To broaden the Voyager's interests and develop skills in the outdoors and instill a sense of accomplishment.

TEACHING METHODS

The requirements for all honors are found in the *Pathfinder Honor Handbook*. Notes on specific honors may be available from the youth department of your local conference.

Make the teaching of these honors as interesting as possible. When possible, visit an actual location or invite a specialist to come and talk to the group.

METHOD OF TESTING

The instructor must satisfy himself that the individual has met all requirements requested in the honor. The leader should forward a list of successful candidates to the local conference youth department, which will issue honor certificates.

REQUIREMENT 3

Pass a test in Voyager First Aid.

CLASS PERIODS: TWO

OBJECTIVE

To help the Voyager gain basic knowledge and skills in specific areas of first aid.

EXPLANATION

Do not hesitate to call for help from the community organizations who deal in health and first aid, e.g. Red Cross.

TEACHING METHODS

Communicating first aid principles is best achieved through:

1. Lecture
2. Observation
3. Demonstration
4. Practice

The instructor may also use films provided by various agencies, quizzes, and mock emergencies. Completion of the CPR Honor also satisfies this requirement.

Expired Air Resuscitation

E.A.R. (or Mouth to Mouth Resuscitation) must begin immediately when breathing stops, i.e. no rise and fall of chest is evident.

Method:

1. Clear mouth and airway – remove obstructions and debris.
2. Tilt head well back - opens airway and prevents relaxed tongue blocking airway.
3. With victim's nostrils pinched closed, the operator takes a breath, opens his mouth wide so as to make an airtight seal around the victim's mouth, and breathes into the victim - watch to see chest rise - takes about one second.
4. Operator removes his mouth from the victim's mouth and watches chest fall- takes about three seconds.
5. Repeat operations 3 and 4 until victim's breathing returns. Operations 3 and 4 constitute 1 inflation and takes 4 - 5 seconds for an adult and 3 - 4 seconds for a child. When beginning E.A.R. give 4 rapid inflations, then continue at a normal rate of 12 -15 inflations per minute for adult, 15-20 per minute for children, and 20-25 per minute for babies. Blow sufficient air to make victim's chest rise a "normal" amount - only a gentle puff will be needed for a baby.
6. When recovered, place victim in coma position and observe closely. Vomiting may accompany recovery.

Unless asphyxia is treated promptly, the heart will eventually stop beating and death will result.

Cardiac arrest may also occur in conditions such as heart attack, electric shock.

External Cardiac Compression

E.C.C. (Closed Chest Massage) must begin as soon as the heart stops beating - check for carotid pulse.

Method:

1. Lie victim on his back on a firm surface.
2. Kneel beside victim and locate the lower half of the sternum (breast bone).
3. Place the heel of one hand over the center of the lower half of the sternum, and the heel of the other hand on top of the first - keep fingers raised and off the chest.
4. Keeping arms straight, rock forward, pressing down briskly on the sternum to depress it about 5 cm in an adult.
For a child - press with one hand - depress sternum about 3 cm. For a baby - press in center of sternum with two fingers - depress sternum about 2 cm.
5. Rock back, releasing pressure but maintaining contact.
6. Repeat operations 4 and 5 at a rate of the normal pulse, i.e. about 80 per minute adult and 100 per minute child and baby.

Cardio-Pulmonary Resuscitation

C.P.R. - is the combination of E.A.R. and E.C.C. and needs to be used when the heart stops.

- **One Operator:** Give 15 heart compressions, then 2 quick inflations.
- **Two Operators:** Give 5 heart compressions, then 1 quick inflation.

Repeat until victim recovers. Check for pulse every two minutes while giving resuscitation.

Mouth-to-Nose

Procedure for mouth-to-nose is basically the same as for mouth-to-mouth.

- To seal airway, close victim's mouth and seal lips by pressing lower lip onto the upper lip with the thumb.
- Take a deep breath, open your mouth as wide as possible and place over victim's nose, but do not pinch nostrils together with you lips. Continue as for mouth-to-mouth.

Children - Handle Gently

After clearing the airway, support the jaw without tilting the head backwards. Keep your hand away from the soft tissue of the neck. It may be difficult to achieve a clear airway, but unless this is done, air will be blown into the stomach.

For babies and small children, it is necessary to cover both mouth and nose with your mouth before you blow into the lungs.

Over-blowing can cause distension of the stomach, so blow just enough to cause the chest to rise. Wait until the child exhales and repeat - 20 times a minute.

Call for help: If you are confronted with an emergency, stay with the victim, start resuscitation, and call for help.

Do NOT leave the victim.

Once breathing stops you have only four minutes before the brain suffers irreversible damage, so begin Expired Air Resuscitation immediately.

Practice

Be prepared for an emergency. Technical skill is achieved only by repeated practice. For information on classes, contact:

- Local Ambulance
- Red Cross Society
- National Heart Foundation

METHOD OF TESTING

The instructor will give an examination.

Voyager first aid does not complete the First Aid Honor, nor is a certificate awarded.

ADVANCED REQUIREMENT 1

Design and build five articles of camp furniture and design an entrance for your club camp that could be used for a camporee.



Note: Would you like your club entrance to appear in this space? Send a photo to:

GC Youth Department/Pathfinders

12501 Old Columbia Pike

Silver Spring, MD 20904

LIFESTYLE ENRICHMENT

REQUIREMENT 1

Complete one honor in Outreach Ministries, Health and Science, Household Arts, or Vocational categories not previously earned.

