

GUIDE

SAIL Pathfinders 2013-2014

I promise to take an active part in the youth ministry of the church

This is the core of the AY Pledge. As the AY Mission notes, youth ministry is the “work of the church that is conducted for, with, and by young people.” It is the youth who lead. You are called to take an active role in reaching out to other youth, guiding them as they grow spiritually, mentally, intellectually and physically.

A guide is a leader, someone who takes responsibility for others, directs their path, enlightens them with tales and information about where they are going and what they are seeing. A guide must be knowledgeable, patient, willing to learn, ready for surprises, full of energy, and generally excited about helping others accomplish and enjoy the journey.

In Pathfinders, the Guide is a leader, a teacher and a role model. The Guide program helps prepare you for these roles and more. We recognize that the youth are not the future, the youth are now. Are you willing to step up and be a guide?

There is a story in chapter 8 of the book of Acts. In it, Philip, one of the apostles, is sent by God on a mission, out into the desert between Jerusalem and Gaza. After walking the hot, dry road, Philip sees a chariot afar off, carrying the Queen of Ethiopia’s treasurer. God’s voice comes to Philip again, and tells him to run, and overtake the chariot. This is no small feat. Philip has been walking the desert road, and now must run to catch up with a horse-drawn chariot, kicking up a cloud of dust as it heads back to Ethiopia.

Through physical and spiritual strength, Philip overtakes the chariot, and finds the Ethiopian reading the book of Isaiah. Running alongside, Philip calls out to the man “Do you understand

what you are reading?” (Verse 30 NKJV). The Ethiopian replies, “How can I, unless someone guides me?” (verse 31 NKJV).

Philip rises to the challenge, joins the Ethiopian in the chariot, and explains the way the scriptures point to the life, death and resurrection of Christ. And along that very road, the Ethiopian gives his heart to Christ, and when they find some water, is baptized. What does he ask for? A guide; someone who can walk him through the scriptures, explain what they say, what they mean, and where they point to.

Being a Guide in this sense is more than just pointing the direction, or telling people to keep up with you on your journey. A true Guide helps them discern the path they should take, helps them discover the tools and strength to make the journey, and doesn’t walk ahead, but walks beside, directing them toward a better destination - eternity with Christ.

Are you ready for a challenge? Are you ready to guide the youth (and the adults at times) in their physical journey, their emotional journey, their mental journey, and most important, their spiritual journey?

Lead On!



Guide Investiture Achievement

This booklet contains the requirements to earn the Guide Investiture Achievement, as well as information and materials that can help you on your path. There are seven core components of the program, and each of these must be completed to earn the Guide Achievement level and insignia. If you are up for a challenge, also complete the advanced material at the end of this booklet to earn the Frontier Guide advanced ribbon.

Guide Investiture Achievement Requirements

Personal Growth (Page 4)

1. Be in Grade 10 or equivalent
- 2a. Develop your daily devotional life by studying the Senior Weekly Devotional Guide (weeks 27 – 52) and the book of Revelation utilizing printed or electronic resources.
- 2b. Journal your thoughts by asking questions like: “What did I learn about God?” “What did I learn about myself?” “How can I apply this to my life today?” You may journal through writing, drawing or electronic process.
3. Memorize the AY Motto.
4. Illustrate the meaning of the AY Motto in an interesting way.

Spiritual Discovery (Page 8)

1. Write and share your personal testimony.
2. Memorize one key text for each of the following Bible teachings: Second Coming of Christ, Seventh-day Sabbath, State of the dead, Law & Grace, Conversion, Judgment, Inspiration of the Bible, Spirit of Prophecy, The Saint’s Reward
3. Learn the principles of leading a person to Jesus
4. Tell a story of a church pioneer to a group.

Serving Others (Page 11)

1. Fulfill one of the following requirements: #3 of the ACS Crisis Intervention Honor, #3 of the ACS Community Improvement Honor, #3 of the ACS Tutoring Honor, #3 of the ACS Rural Development Honor.
2. Fulfill one of the following honor requirements: #4 of ACS Crisis Intervention Honor, #5 of ACS Community Improvement Honor, #5 or #6 of the ACS Tutoring Honor, #5 of the ACS Rural Development Honor.

Making Friends (Page 13)

1. Through discussion and personal research examine your attitudes on two of the following topics: Attitudes towards moral issues in sex and dating, Self concept as it affects choices of a husband/wife, How peer pressure affects relationships with parents, family, other relatives and friends.
2. Fulfill requirements #5 and #6 of the Language Study Honor

Health and Fitness (Page 15)

1. Under the guidance of an adult staff member, choose one of the following: Teach the Red Alert Honor, Teach Requirement #1 of Health & Fitness for Friend, Teach Requirement #1 of Health & Fitness for Companion
2. Complete a Health & Science honor not previously earned
3. Complete the Basic Water Safety Honor OR Beginner Swimming Honor, if not previously earned.

Nature Study (Page 18)

1. Read the story of Jesus’ childhood in The Desire of Ages, ch. 7, and relate it to the place of nature study in His education and ministry by giving orally before an audience an original nature lesson (parable) drawn from your observations.
2. Spiders/Rocks and Minerals: Complete a spider web study project OR Collect or obtain and identify 15 different kinds of rocks and minerals

Outdoor Living (Page 24)

1. Under the guidance of an adult staff member, teach the Knot Tying Honor

Frontier Guide (Page 25)

Personal Growth

1. Be in Grade 10 or its equivalent.

2a. Develop your daily devotional life by studying the Senior Weekly Devotional Guide (weeks 27 – 52) and the book of Revelation utilizing printed or electronic resources.

2b. Journal your thoughts by asking questions like: “What did I learn about God?” “What did I learn about myself?” “How can I apply this to my life today?”

You may journal through writing, drawing or electronic process.

Week 27 Attitudes

Mark 9:33-35
1 Thessalonians 5:18
Psalm 34
Ephesians 3
James 2

Week 28 Commitment

Isaiah 40
Genesis 17
Proverbs 4
Luke 9

Week 29 Growth

1 Corinthians 6
1 Corinthians 13
Psalm 53
Psalm 90
Ruth 1-4

Week 30 Faith

Jude 1
Romans 14
Matthew 9
Luke 17

Week 31 Praise

Psalm 108
Psalm 27
Psalm 56
1 Peter 5
Isaiah 63

Week 32 Prayer

Psalm 116
Matthew 6-7
1 Thessalonians 5
Luke 18
Psalm 20

Week 33 Trust

Proverbs 3:4-5
Psalm 62
Isaiah 30:19-26
Jeremiah 10
Exodus 33
Isaiah 38

Week 34 Salvation

John 1
Acts 2
Psalm 60
Haggai 1-2
Romans 3

Week 35 Forgiveness

Isaiah 38
Psalm 30
John 2
Psalm 40
Isaiah 1

Week 36 Abundant Life

Romans 5
John 15
Luke 19:1-27
Jeremiah 4:1-8
Ephesians 1-3

Week 37 Death

Hebrews 9
John 16
Revelation 17:14-17
Ecclesiastes 12

Week 38 Baptism

Romans 6
Matthew 3
Luke 3
Matthew 28
1 Peter 3

Week 39 Second Coming

1 Corinthians 15
Isaiah 64
Titus 1:3
Isaiah 25
James 5
Mark 13

Week 40 Judgement

Revelation 6-8
1 Peter 4:12-19
1 Peter 5:1-11
Romans 13
Job 14:1-7
Zephaniah 1-3

Week 41 Heaven

Revelation 21
Matthew 12
1 Peter 3
Hebrews 4
Isaiah 21

Week 42 Bible Study

Psalm 5
Psalm 32
2 Timothy 3
Isaiah 35
Acts 17

Week 43 Challenges

Matthew 22
Luke 14:26
2 Corinthians 7:1
Exodus 4
Matthew 24
Luke 24

Week 44 Calling

Isaiah 6
Matthew 4:12-25
Acts 15
1 Corinthians 3
Acts 1

Week 45 Redemption

Genesis 3
Exodus 15:1-18
Isaiah 59
Psalm 98
Hebrews 1
Galatians 3

Week 46 Beginnings

John 11
John 3
Isaiah 40
Philemon 1
1 Kings 10
Psalm 137

Week 47 Sabbath

Exodus 12-20
Matthew 12
Mark 1-2
Hebrews 3
Genesis 1-2
Isaiah 56

Week 51 Service

2 Corinthians 4
Mark 9
Matthew 25
1 Corinthians 12
Matthew 9

Week 48 Comfort

Psalm 27
Psalm 32
Psalm 25
Hosea 6:1-3
Psalm 117
Deuteronomy 10

Week 52 Discipleship

Mark 8
John 21
Isaiah 53
James 2
Revelation 22

Week 49 Future

Revelation 20
Psalm 46
Psalm 84
Psalm 90
Revelation 18

Week 50 Peers

1 John 4
Isaiah 55
Joel 2
Luke 15
Genesis 37-48

Introduction to the Book of Revelation, for the Guide Investiture Achievement

The Book of Revelation is the last in the New Testament, and was written by the Apostle John near the end of his life. Despite its apparent complexity, The Revelation really has a clear and simple message. It was a prophetic work written to the 7 churches of Asia Minor during a time of great persecution. It encourages the faithful to stand firm for what they know, and to be true against persecution and compromise. It promises a glorious future with the imminent return of Christ where the church will be victorious over evil. Ultimately it is a message of hope to God's people throughout the centuries promising them that the faithful will be triumphant!

Together with the Old Testament book of Daniel, Revelation is the basis for the distinct Adventist beliefs on last day events. Seventh-day Adventists have spent considerable time studying and understanding the symbols and events of Daniel and the Revelation, and there are frequent evangelistic seminars drawing on the imagery and significance of the prophecies of these two books. At times, though, in only focusing on the details, one can lose site of the clear message of hope that pervades Revelation; a hope for those of the early Christian church, and for those of us living today, in the ultimate triumph of Good over evil, of Christ over Satan, the triumph of the faithful.

In Revelation, we see the letters to the seven churches of Asia Minor. John spoke of issues specific to each of these real churches, but there is, as often seen in the Bible, a prophetic element that transcended the time of John's writing and gave additional insight into the future development of the Christian church throughout the centuries. As we read and study together, we will compare the state of the seven churches to different eras of Christianity, and see why we consider ourselves living in the time represented by the church of Laodicea, a church lukewarm in its faith. If we are in a general time of lukewarm Christianity, what can and should each of us do about this?

The Book of Revelation can be daunting for some, given the symbolism. In some respects, then, it is like the book Ezekiel, a book filled with odd images and mysterious creatures. We will spend time as we read together working through these symbols, understanding their significance, and keeping them in the context of the overall message of hope so prevalent in Revelation. This hope was needed in the First Century Christian church, which, at the time of John's writing, was facing persecution and in some cases, a trend toward compromise over steadfastness. It is a hope that is needed no less today.

Revelation gives us a glimpse of a New Heaven and a New Earth, the elimination of the blight of sin and the return of perfection. The descriptions of the future home of the saved at the end of the book of Revelation are beautiful, vivid images, made all the more glorious by the knowledge that God will dwell with us. Revelation gives us something to hold onto in the future, to help us hold fast to our beliefs, to overcome temptation, persecution and compromise. A place where *"God will wipe away every tear from their eyes; there shall be no more death, nor sorrow, nor crying. There shall be no more pain, for the former things have passed away."* (Revelation 21:4 NKJV)

3. Memorize the AY Motto.

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

AY AIM: The Advent message to all the world in my generation.

AY MOTTO: The love of Christ constrains me. (Alternate: The Love of Christ Compels Us)

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



- Blue: Loyalty
- Gold: Excellence
- Cross: Salvation
- Angels: Three Angels Message - Our message to tell to the World
- AY: Adventist Youth - Our identity
- Lines: Longitude and latitude, representing the whole globe, which is our mission field
- Oval: Unity

The youth of the Seventh-day Adventist church is a global movement of destiny: united in Love, Purpose and Mission, yet diverse in culture, language, geography, economy, and heritage. It is through the power of Christ and His Spirit that we can celebrate our unity in the midst of such diversity. In a world of ethnic and national divide, this exquisite expression of unity in Jesus is the most powerful expression of the reality of the gospel in the midst of God’s people.

4. Illustrate the meaning of the AY Motto in an interesting way.

Personal Growth:

1. Instructor _____ Date _____
2. Instructor _____ Date _____
3. Instructor _____ Date _____
4. Instructor _____ Date _____

2. Memorize one text for each of the following Bible teachings:

- | | |
|--|-------------|
| <i>Second Coming of Christ</i>
[1 Thess 4:16-17, Matt 24:30-31, Rev 1:7] | Text: _____ |
| <i>Seventh-day Sabbath</i>
[Ex 20:8-11, Gen 2:2-3, Mark 1:21] | Text: _____ |
| <i>State of the dead</i>
[Ecc 9:5, John 11:11-15] | Text: _____ |
| <i>Law & Grace</i>
[John 1:17, Gal 2:20-21] | Text: _____ |
| <i>Conversion</i>
[John 3:3-8, John 4:13-14] | Text: _____ |
| <i>Judgment</i>
[Rev 20:11-12] | Text: _____ |
| <i>Inspiration of the Bible</i>
[2 Tim 3:16-17, Acts 17:11, Ps 32:8-9] | Text: _____ |
| <i>Spirit of Prophecy</i>
[Rev 19:10, 2 Pet 1:21, 1 Cor 12:7-11] | Text: _____ |
| <i>The Saint's Reward</i>
[Ps 23:5-6, John 14:1-3] | Text: _____ |

3. Learn the principles of leading a person to Jesus.

4. Tell a story of a church pioneer to a group.

Who: _____

When: _____

What: _____

Where: _____

How: _____

Why: _____

Some Resources:

- * A Brief History of Seventh-day Adventists, by George R Knight
- * Tell it to the World: The Story of Seventh-day Adventists, by C. Mervyn Maxwell
- * The Great Second Advent Movement; Its Rise and Progress, by J.N. Loughborough
- * Playing Our Past, by the Canadian Union College Heritage Players, available online at <http://www.adventistheritage.org/article.php?id=68>
- * Historical Prologue to Early Writings by Ellen G. White, available online at <http://www.gilead.net/egw/books2/earlywritings/ewhistory.htm>
- * Pioneer Gallery and Biographical Sketches from Adventist Pioneer Library, available online at <http://www.aplib.org/Gallery.htm>
- * Lest We Forget periodical by Adventist Pioneer Library, available online at <http://www.aplib.org/Periodical.htm>
- * Some audio stories available at the White Estate Pathways of the Pioneers <http://www.whiteestate.org/pathways/pioneers.asp>
- * The Midnight Cry, by Francis D. Nichol, available online at <http://www.adventpioneerbooks.com/Text/pioneer/MISC-AUTHORS/The%20Midnight%20Cry-Nichol.pdf>
- * Search Adventist History on <http://teacherbulletin.ehclients.com/>

Spiritual Discovery:

1. Instructor _____ Date _____
2. Instructor _____ Date _____
3. Instructor _____ Date _____
4. Instructor _____ Date _____

Serving Others

1. Fulfill one of the following requirements: #3 of the ACS Crisis Intervention Honor, #3 of the ACS Community Improvement Honor, #3 of the ACS Tutoring Honor, #3 of the ACS Rural Development Honor.

Crisis Intervention 3. Describe for your instructor some of the human needs and crisis situations that teenagers in your community face today. Describe some of the crisis situations that families face. This may be done in a group discussion setting.

Community Improvement 3. Read the chapters in Ministry of Healing by Ellen White entitled “Help for the Unemployed and Homeless” and “The Helpless Poor” and write a one-page summary of the key points.

<http://www.whiteestate.org/books/mh/mh12.html>

<http://www.whiteestate.org/books/mh/mh13.html>

Tutoring 3. Describe the social conditions that make it more difficult for underprivileged children to achieve basic reading and math skills during elementary school

* University of Wisconsin-Madison’s Institute for Research on Poverty has some useful resources on this topic, including “Improving Educational Outcomes for Poor Children.”

<http://www.irp.wisc.edu/publications/focus/pdfs/foc262j.pdf>

Rural Development 3. Read what Ellen White has written about why we have the poor with us in Desire of Ages, Chapter 70, entitled “The Least of These My Brethren”. Summarize what you have learned from this chapter in 50 words or less.

<http://www.whiteestate.org/books/da/da70.html>

2. Fulfill one of the following honor requirements: #4 of ACS Crisis Intervention Honor, #5 of ACS Community Improvement Honor, #5 OR #6 of ACS Tutoring Honor, #5 of ACS Rural Development Honor.

Crisis Intervention 4: Discuss your own motives for wanting to help your friends when they face personal or family crisis. What about strangers? This may be done in a group discussion setting.

Community Improvement 5: Present a 10-minute report on how a youth group might help in the urban development problems the church is sponsoring. The report may be presented to a Pathfinder staff member, or it may be presented in a group setting.

Tutoring 5: Explain the difference between one-on-one tutoring and small-group classes, and list the pros and cons of each approach.

Tutoring 6: List the basic functions included in the job description of the volunteer tutor in a community-based tutoring program.

Rural Development 5: Participate in one of the following field trips or group projects:

- a. Go on a mission trip to a disadvantaged rural area in another country or within your own nation.
- b. Raise funds and contribute to the contents of an ADRA-kids-box of your choice (<http://kids.adra.org>).
- c. A 24-hour group fast and educational “lock-in” session with your youth group focused on understanding the needs of the poor in developing nations, and designed to raise funds for rural development.

Additional information on the ACS Honors can be found at: <http://www.communityservices.org/article.php?id=145>

Serving Others:

1. Instructor _____ Date _____

2. Instructor _____ Date _____

Making Friends

1. Through discussion and personal research examine your attitudes on two of the following topics:

Attitudes towards moral issues in sex and dating.

Self concept as it affects choices of a husband/wife.

How peer pressure affects relationships with parents, family, other relatives and friends.

2. Fulfill requirements #5 and #6 of the Language Study Honor.

5. Know and repeat from memory the Pathfinder Pledge and Law in [a] foreign language.

Pledge and Law in Spanish:

Por la gracia de Dios,
Seré puro, bondadoso, y leal.
Guardaré la ley del Conquistador.
Seré siervo de Dios
y amigo de todos.

1. Observar la devoción matutina.
2. Cumplir fielmente con la parte que me corresponde.
3. Cuidar mi cuerpo.
4. Tener una consciencia limpia.
5. Ser cortés y obediente.
6. Andar con reverencia en la casa de Dios.
7. Conservar una canción en el corazón.
8. Ir donde Dios me mande

Pledge and Law in German:

Im Vertrauen auf Gottes Hilfe will ich christliche Pfadfinderin/christlicher Pfadfinder sein und nach unseren Regeln mit Euch leben.

Das Pfadfinderregeln des BdP (Bund der Pfadfinderinnen und Pfadfinder)

- .. Ich will hilfsbereit und rücksichtsvoll sein.
- .. Ich will den anderen achten.
- .. Ich will zur Freundschaft aller Pfadfinderinnen und Pfadfinder beitragen.
- .. Ich will aufrichtig und zuverlässig sein.
- .. Ich will kritisch sein und Verantwortung übernehmen.
- .. Ich will Schwierigkeiten nicht ausweichen. (Ich will Problemen nicht aus dem Weg gehen)
- .. Ich will die Natur kennen lernen und helfen, sie zu erhalten.
- .. Ich will mich beherrschen.
- .. Ich will dem Frieden dienen und mich für die Gemeinschaft einsetzen, in der ich lebe.

And in French:

L'ENGAGEMENT DE L'EXPLORATEUR

Avec l'aide de Dieu, avec votre aide et dans la joie, je veux être le serviteur de Dieu, je veux respecter et aimer les autres, je veux observer la loi des Explorateur J.A. et en approfondir les valeurs.

LA LOI DE L'EXPLORATEUR

L'explorateur souhaite...

1. Rencontrer Dieu chaque jour dans la prière et l'étude de la Bible.
2. Respecter le lieu où, ensemble, nous adorons Dieu.
3. Être droits et sincère.
4. Être attentifs aux autres pour les aider.
5. Être purs dans nos pensées, nos paroles et nos actes.
6. Prendre soin de notre corps et dire non à tout ce qui le détruit (tabac, alcool, drogue, etc...)
7. Aimer la nature, la respecter et la protéger activement.

6. Write or tell orally about the foreign population in your vicinity and what opportunity you have to converse with those who speak the language you have studied.

Making Friends:

1. Instructor _____ Date _____
2. Instructor _____ Date _____

Health and Fitness

1. Under the guidance of an adult staff member, choose one of the following:

A. Teach the Red Alert Honor.

1. Tell what you should do to prevent injury and/or possible loss of life in the following situations:
 - a. A fire in your house, a neighbor's house, and a public building.
 - b. If you are stranded in a car in a blizzard or desert
 - c. Motor vehicle accident
 - d. Earthquake
 - e. Flood
 - f. Tornado
 - g. Hurricane
 - h. Thunderstorm
 - i. Atomic emergency
 - j. Rock or snow avalanche
 - k. Your boat or canoe capsizes in open water
2. When telephoning for help in an emergency situation, what essential information should be given and who should hang the telephone up last?
3. Demonstrate what emergency first aid measures you should take in the following situations?
 - a. Someone's clothes catch on fire
 - b. A severely bleeding wound
 - c. Someone is choking
 - d. Someone swallows poison
4. Do the following:
 - a. Draw an escape route for your family in case of fire in your home when your normal exits are blocked.
 - b. Practice with your family a home fire drill.
 - c. Discuss with your examiner the procedures for safely getting people out of your church and school in case of a fire. Consideration should be given as to how to prevent panic.
5. What should you and your parents do to prevent abduction of children in your family? What should you do if you are abducted?

B. Teach Requirement #1 of Health & Fitness for Friend.

1. Learn the value of good Nutrition & Water by: Describing the food pyramid guide. List the number of servings required from each group per day. Why is it important to eat a balanced diet? Why is it important to drink plenty of water every day? How much water should you drink every day?

C. Teach Requirement #1 of Health & Fitness for Companion.

1. Learn the value of Temperance by: Memorizing two of the following Bible texts:

- *I beseech you therefore, brethren, by the mercies of God, that you present your bodies a living sacrifice, holy, acceptable to God, which is your reasonable service. 2 And do not be conformed to this world, but be transformed by the renewing of your mind, that you may prove what is that good and acceptable and perfect will of God. (Romans 12:1-2 NKJV)*
- *Therefore, whether you eat or drink, or whatever you do, do all to the glory of God. (1 Corinthians 10:31 NKJV)*
- *Wine is a mocker, Strong drink is a brawler, And whoever is led astray by it is not wise. (Proverbs 20:1 NKJV)*
- *Beloved, I pray that you may prosper in all things and be in health, just as your soul prospers. (3 John 2 NKJV)*

Discuss all the following situations and role play one:

- Your best friend asks you to try a cigarette;
- An older relative offers you a drink of beer;
- The smoke from a stranger's cigarette is bothering you.

Memorize and sign the Temperance Pledge.

“Realizing the importance of healthy body and mind, I promise, with the help of God, to live a Christian life of true temperance in all good things and total abstinence from the use of tobacco, alcohol, or any other narcotic.”

2. Complete a Health & Science honor not previously earned.

Basic Rescue	CPR	Heredity
Blood & Body's Defenses	Digestion	Home Nursing
Bones, Muscles & Movement	First Aid (Basic)	Optics
Brain & Behavior	First Aid (Standard)	Physics
Chemistry	First Aid (Advanced)	Red Alert
	Health & Healing	

3. Complete the Water Safety Honor OR Beginner Swimming Honor, if not previously earned.

Basic Water Safety

1. Enter and exit the water un-assisted. The point is to teach how to get in and out of a pool without assistance and safely.
2. While holding your breath, fully submerge your face under water for five seconds.
3. Alternately inhale through the mouth above the surface and blow bubbles through the mouth/nose, with face completely submerged, seven time rhythmically and continuously.
4. Open your eyes under water and retrieve submerged objects two times.
5. Front float for five seconds.
6. Front glide for two body lengths.
7. Back float for fifteen seconds.
8. Holding on to the side of the pool, kick with your feet for twenty seconds.
9. Using arm and leg motion, swim five body lengths.
10. Learn to put on a Life Jacket and float for thirty seconds.
11. Demonstrate water safety by:
 - a. How to call for help in case of an emergency.
 - b. Learn how to release a cramp.
 - c. Demonstrate reaching assist.
 - d. Learn at least ten safety rules when around water.

Note: these requirements can be done in a backyard pool (2-3 feet deep) with adult supervision. They do not require a lifeguard or water safety instructor.

Beginner's Swimming

Complete the Red Cross Swim level III--Stroke Readiness or the following:

1. Retrieve an object from the bottom in chest-deep water, unsupported and with eyes open.
2. Bob submerging head completely 15 times in chest-deep water.
3. Bob in deep water (slightly over head) to travel to safe area or side of pool.
4. Jump into deep water from side of pool.
5. Dive from side of pool in kneeling and compact position.
6. Prone glide with push-off for two body lengths.
7. Supine glide with push-off for two body lengths.
8. Swim front crawl--ten yards.
9. Swim back crawl--ten yards.
10. Demonstrate elementary backstroke kick--ten yards.
11. Reverse direction while swimming on front.
12. Reverse direction while swimming on back.
13. Discuss safety diving rules.
14. Tread water.
15. Jump into deep water with life jacket.
16. Demonstrate H.E.L.P. position for one minute.
17. Demonstrate huddle position for one minute.
18. Demonstrate correct technique for opening the airway for rescue breathing.

Health and Fitness:

1. Instructor _____ Date _____
2. Instructor _____ Date _____
3. Instructor _____ Date _____

Nature Study

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

DESIRE OF AGES by Ellen G White

Chapter 7 As a Child [This chapter is based on Luke 2:39,40.]

The childhood and youth of Jesus were spent in a little mountain village. There was no place on earth that would not have been honored by His presence. The palaces of kings would have been privileged in receiving Him as a guest. But He passed by the homes of wealth, the courts of royalty, and the renowned seats of learning, to make His home in obscure and despised Nazareth.

Wonderful in its significance is the brief record of His early life: "The child grew, and waxed strong in spirit, filled with wisdom: and the grace of God was upon Him." In the sunlight of His Father's countenance, Jesus "increased in wisdom and stature, and in favor with God and man." Luke 2:52. His mind was active and penetrating, with a thoughtfulness and wisdom beyond His years. Yet His character was beautiful in its symmetry. The powers of mind and body developed gradually, in keeping with the laws of childhood.

As a child, Jesus manifested a peculiar loveliness of disposition. His willing hands were ever ready to serve others. He manifested a patience that nothing could disturb, and a truthfulness that would never sacrifice integrity. In principle firm as a rock, His life revealed the grace of unselfish courtesy.

With deep earnestness the mother of Jesus watched the unfolding of His powers, and beheld the impress of perfection upon His character. With delight she sought to encourage that bright, receptive mind. Through the Holy Spirit she received wisdom to co-operate with the heavenly agencies in the development of this child, who could claim only God as His Father.

From the earliest times the faithful in Israel had given much care to the education of the youth. The Lord had directed that even from babyhood the children should be taught of His goodness and His greatness, especially as revealed in His law, and shown in the history of Israel. Song and prayer and lessons from the Scriptures were to be adapted to the opening mind. Fathers and mothers were to instruct their children that the law of God is an expression of His character, and that as they received the principles of the law into the heart, the image of God was traced on mind and soul. Much of the teaching was oral; but the youth also learned to read the Hebrew writings; and the parchment rolls of the Old Testament Scriptures were open to their study.

In the days of Christ the town or city that did not provide for the religious instruction of the young was regarded as under the curse of God. Yet the teaching had become formal. Tradition had in a great degree supplanted the Scriptures. True education would lead the youth to "seek the Lord, if haply they might feel after Him, and find Him." Acts 17:27. But the Jewish teachers gave their attention to matters of ceremony. The mind was crowded with material that was worthless to the learner, and that would not be recognized in the higher school of the courts above. The experience which is obtained through a personal acceptance of God's word had no place in the educational system. Absorbed in the round of externals, the students found no quiet hours to spend with God. They did not hear His voice speaking to the heart. In their search after knowledge, they turned away from the Source of wisdom. The great essentials of the service of God were neglected. The principles of the law were obscured. That which was regarded as superior education was the greatest hindrance to real development. Under the training of the rabbis the powers of the youth were repressed. Their minds became cramped and narrow.

The child Jesus did not receive instruction in the synagogue schools. His mother was His first human teacher. From her lips and from the scrolls of the prophets, He learned of heavenly things. The very words which He Himself had spoken to Moses for Israel He was now taught at His mother's knee. As He advanced from childhood to youth, He did not seek the schools of the rabbis. He needed not the education to be obtained from such sources; for God was His instructor.

The question asked during the Saviour's ministry, "How knoweth this man letters, having never learned?" does not indicate that Jesus was unable to read, but merely that He had not received a rabbinical education. John 7:15. Since He gained knowledge as we may do, His intimate acquaintance with the Scriptures shows how diligently His early years were given to the study of God's word. And spread out before Him was the great library of God's created works. He who had made all things studied the lessons which His own hand had written in earth and sea and sky. Apart from the unholy ways of the world, He gathered stores of scientific knowledge from nature. He studied the life of plants and animals, and the life of man. From His earliest years He was possessed of one purpose; He lived to bless others. For this He found resources in nature; new ideas of ways and means flashed into His mind as He studied plant life and animal life. Continually He was seeking to draw from things seen illustrations by which to present the living oracles of God. The parables by which, during His ministry, He loved to teach His lessons of truth show how open His spirit was to the influences of nature, and how He had gathered the spiritual teaching from the surroundings of His daily life.

Thus to Jesus the significance of the word and the works of God was unfolded, as He was trying to understand the reason of things. Heavenly beings were His attendants, and the culture of holy thoughts and communings was His. From the first dawning of intelligence He was constantly growing in spiritual grace and knowledge of truth. Every child may gain knowledge as Jesus did. As we try to become acquainted with our heavenly Father through His word, angels will draw near, our minds will be strengthened, our characters will be elevated and refined. We shall become more like our Saviour. And as we behold the beautiful and grand in nature, our affections go out after God. While the spirit is awed, the soul is invigorated by coming in contact with the Infinite through His works. Communion with God through prayer develops the mental and moral faculties, and the spiritual powers strengthen as we cultivate thoughts upon spiritual things.

The life of Jesus was a life in harmony with God. While He was a child, He thought and spoke as a child; but no trace of sin marred the image of God within Him. Yet He was not exempt from temptation. The inhabitants of Nazareth were proverbial for their wickedness. The low estimate in which they were generally held is shown by Nathanael's question, "Can there any good thing come out of Nazareth?" John 1:46. Jesus was placed where His character would be tested. It was necessary for Him to be constantly on guard in order to preserve His purity. He was subject to all the conflicts which we have to meet, that He might be an example to us in childhood, youth, and manhood.

Satan was unwearied in his efforts to overcome the Child of Nazareth. From His earliest years Jesus was guarded by heavenly angels, yet His life was one long struggle against the powers of darkness. That there should be upon the earth one life free from the defilement of evil was an offense and a perplexity to the prince of darkness. He left no means untried to ensnare Jesus. No child of humanity will ever be called to live a holy life amid so fierce a conflict with temptation as was our Saviour.

The parents of Jesus were poor, and dependent upon their daily toil. He was familiar with poverty, self-denial, and privation. This experience was a safeguard to Him. In His industrious life there were no idle moments to invite temptation. No aimless hours opened the way for corrupting associations. So far as possible, He closed the door to the tempter. Neither gain nor pleasure, applause nor censure, could induce Him to consent to a wrong act. He was wise to discern evil, and strong to resist it.

Christ was the only sinless one who ever dwelt on earth; yet for nearly thirty years He lived among the wicked inhabitants of Nazareth. This fact is a rebuke to those who think themselves dependent upon place, fortune, or prosperity, in order to live a blameless life. Temptation, poverty, adversity, is the very discipline needed to develop purity and firmness.

Jesus lived in a peasant's home, and faithfully and cheerfully acted His part in bearing the burdens of the household. He had been the Commander of heaven, and angels had delighted to fulfill His word; now He was a willing servant, a loving, obedient son. He learned a trade, and with His own hands worked in the carpenter's shop with Joseph. In the simple garb of a common laborer He walked the streets of the little town, going to and returning from His humble work. He did not employ His divine power to lessen His burdens or to lighten His toil.

As Jesus worked in childhood and youth, mind and body were developed. He did not use His physical powers recklessly, but in such a way as to keep them in health, that He might do the best work in every line. He was not willing to be defective, even in the handling of tools. He was perfect as a workman, as He was perfect in character. By His own example He taught that it is our duty to be industrious, that our work should be performed with exactness and thoroughness, and that such labor is honorable. The exercise that teaches the hands to be useful and trains the young to bear their share of life's burdens gives physical strength, and develops every faculty. All should find something to do that will be beneficial to themselves and helpful to others. God appointed work as a blessing, and only the diligent worker finds the true glory and joy of life. The approval of God rests with loving assurance upon children and youth who cheerfully take their part in the duties of the household, sharing the burdens of father and mother. Such children will go out from the home to be useful members of society.

Throughout His life on earth, Jesus was an earnest and constant worker. He expected much; therefore He attempted much. After He had entered on His ministry, He said, "I must work the works of Him that sent Me, while it is day: the night cometh, when no man can work." John 9:4. Jesus did not shirk care and responsibility, as do many who profess to be His followers. It is because they seek to evade this discipline that so many are weak and inefficient. They may possess precious and amiable traits, but they are nerveless and almost useless when difficulties are to be met or obstacles surmounted. The positiveness and energy, the solidity and strength of character, manifested in Christ are to be developed in us, through the same discipline that He endured. And the grace that He received is for us.

So long as He lived among men, our Saviour shared the lot of the poor. He knew by experience their cares and hardships, and He could comfort and encourage all humble workers. Those who have a true conception of the teaching of His life will never feel that a distinction must be made between classes, that the rich are to be honored above the worthy poor.

Jesus carried into His labor cheerfulness and tact. It requires much patience and spirituality to bring Bible religion into the home life and into the workshop, to bear the strain of worldly business, and yet keep the eye single to the glory of God. This is where Christ was a helper. He was never so full of worldly care as to have no time or thought for heavenly things. Often He expressed the gladness of His heart by singing psalms and heavenly songs. Often the dwellers in Nazareth heard His voice raised in praise and thanksgiving to God. He held communion with heaven in song; and as His companions complained of weariness from labor, they were cheered by the sweet melody from His lips. His praise seemed to banish the evil angels, and, like incense, fill the place with fragrance. The minds of His hearers were carried away from their earthly exile, to the heavenly home.

Jesus was the fountain of healing mercy for the world; and through all those secluded years at Nazareth, His life flowed out in currents of sympathy and tenderness. The aged, the sorrowing, and the sin-burdened, the children at play in their innocent joy, the little creatures of the groves, the patient beasts of burden,--all were happier for His

presence. He whose word of power upheld the worlds would stoop to relieve a wounded bird. There was nothing beneath His notice, nothing to which He disdained to minister.

Thus as He grew in wisdom and stature, Jesus increased in favor with God and man. He drew the sympathy of all hearts by showing Himself capable of sympathizing with all. The atmosphere of hope and courage that surrounded Him made Him a blessing in every home. And often in the synagogue on the Sabbath day He was called upon to read the lesson from the prophets, and the hearts of the hearers thrilled as a new light shone out from the familiar words of the sacred text.

Yet Jesus shunned display. During all the years of His stay in Nazareth, He made no exhibition of His miraculous power. He sought no high position and assumed no titles. His quiet and simple life, and even the silence of the Scriptures concerning His early years, teach an important lesson. The more quiet and simple the life of the child,--the more free from artificial excitement, and the more in harmony with nature,--the more favorable is it to physical and mental vigor and to spiritual strength.

Jesus is our example. There are many who dwell with interest upon the period of His public ministry, while they pass unnoticed the teaching of His early years. But it is in His home life that He is the pattern for all children and youth. The Saviour condescended to poverty, that He might teach how closely we in a humble lot may walk with God. He lived to please, honor, and glorify His Father in the common things of life. His work began in consecrating the lowly trade of the craftsmen who toil for their daily bread. He was doing God's service just as much when laboring at the carpenter's bench as when working miracles for the multitude. And every youth who follows Christ's example of faithfulness and obedience in His lowly home may claim those words spoken of Him by the Father through the Holy Spirit, "Behold My Servant, whom I uphold; Mine Elect, in whom My soul delighteth." Isa. 42:1.

Report: _____

2. Spiders/Rocks and Minerals: Complete a spider web study project OR Collect or obtain and identify 15 different kinds of rocks and minerals
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Spiders Report (What type of spider, what shape web, what sort of prey, what behavior of spider, time of activity, etc):

How to capture a spider web:

http://www.wired.com/geekdad/2007/03/capturing_a_spi/

<http://www.sciencefairadventure.com/ProjectDetail.aspx?ProjectID=122>

To Photograph spider webs, dust them gently with cornstarch, or mist with water. Photograph against a dark background, shoot early in the day if possible (for natural dew), and be aware of the effect of even the slightest breeze in moving the web.

Rocks and Minerals Identification

1. Name: _____ Location Found: _____
 2. Name: _____ Location Found: _____
 3. Name: _____ Location Found: _____
 4. Name: _____ Location Found: _____
 5. Name: _____ Location Found: _____
 6. Name: _____ Location Found: _____
 7. Name: _____ Location Found: _____
 8. Name: _____ Location Found: _____
 9. Name: _____ Location Found: _____
 10. Name: _____ Location Found: _____
 11. Name: _____ Location Found: _____
 12. Name: _____ Location Found: _____
 13. Name: _____ Location Found: _____
 14. Name: _____ Location Found: _____
 15. Name: _____ Location Found: _____

Some additional Resources:

Texas Roadrunners’ Rock and Fossil hunting sites: <http://www.txroadrunners.com/rockhoundpages/TexasRockHuntingSites/TexasRockAndFossilSites.htm>
 Austin Gem and Mineral Society: <http://www.gemcapers.com/>
 Texas Natural Science Center: <http://www.utexas.edu/tmm/>
 Texas Junior Naturalists: http://www.tpwd.state.tx.us/learning/junior_naturalists/rocks.phtml
 Bureau of Economic Geology resources: http://www.beg.utexas.edu/edu/ed_res.php

Nature Study:

1. Instructor _____ Date _____
 2. Instructor _____ Date _____

Outdoor Living

1. Under the guidance of an adult staff member, teach the Knot Tying Honor.

1. Define the following terms:

- | | | |
|-------------------|------------------|-------------|
| a. Bight | e. Overhand loop | i. Splice |
| b. Running end | f. Turn | j. Whipping |
| c. Standing part | g. Bend | |
| d. Underhand loop | h. Hitch | |

2. Know how to care for rope.

3. Describe the difference between laid rope and braided rope and list three uses of each.

4. Identify the following types of rope:

- | | |
|-----------|------------------|
| a. Manila | c. Nylon |
| b. Sisal | d. Polypropylene |

5. What are some advantages and disadvantages of synthetic rope?

6. Do the following to rope:

- a. Splice
- b. Eye splice
- c. Back splice
- d. Finish the end of a rope with a double crown, whipping, or a Matthew Walker's knot.

7. Make a six-foot piece of three-strand twisted rope from native materials or twine.

8. From memory tie at least 20 of the following knots and know their common uses and limitations. Demonstrate how they are used.

Anchor bend	Figure eight	Sheepshank
Bowline	Fisherman's bend	Sheet bend
Bowline on a bight	Fisherman's loop	Slip knot
Butterfly loop knot or Alpine	Halter hitch	Slipped half hitch
Butterfly knot	Hunter's bend	Slipped sheet bend
Carrick bend	Lariat or Bowstring knot	Square knot
Cat's paw	Lark's head	Stevedore's knot
Clove hitch	Man harness knot	Strangle knot
Constrictor knot	Miller's knot	Surgeon's knot
Crown knot	Packer's knot	Tautline hitch
Double bow	Pipe hitch	Timber hitch
Double sheet bend	Prusik knot	Two half hitches

Outdoor Living:

1. Instructor _____ Date _____

FRONTIER GUIDE

The Frontier Guide Advanced Ribbon is awarded to all those who complete all the requirements for the Guide Investiture Achievement and all of the following:

1. Spiritual Discovery:

A. Complete one of the following honors: Personal Evangelism; Bible Evangelism; Literature Evangelism

B. Study and discuss two of the following life issues not previously studied with your Guide group and an adult: Teen Pregnancy, Abortion, Aids, Homosexuality, Pornography

2. Serving Others: Complete one of the following honors not previously earned: ACS Crisis Intervention Honor, ACS Community Improvement Honor, ACS Tutoring Honor, ACS Rural Development Honor.

3. Making Friends: Complete the Language Study Honor, if not previously earned.

4. Health and Fitness: Participate in a lifestyle fitness program for your age such as: President's Challenge Active Lifestyle Program, Live Healthy Bermuda Kids, Or similar program

5. Outdoor Living: 2. Complete one of the following Honors not previously earned: Pioneering, Backpacking, Winter Camping, Outdoor Leadership, Wilderness Living

6a. Nature Study: Ecology/Fungi: List 10 ways in which you might actively work to improve the environment in which you live. Put four into practice. OR Photograph or draw 15 different fungi and correctly identify them

6b. Complete a Skill Level 2 or 3 nature honor not previously earned.

Level II

Animal Tracking (Advanced)
Bats (Advanced)
Cats (Advanced)
Cetaceans
Dog Care and Training
Ecology
Edible Wild Plants
Endangered Animals
Environmental Conservation
Ferns
Fishes

Flowers
Fossils
Fungi
Geology (Advanced)
Houseplants
Insects (Advanced)
Livestock
Marine Invertebrates
Marine Mammals
Mammals (Advanced)
Microscopic Life

Moths and Butterflies
Poultry
Rocks and Minerals
Seeds (Advanced)
Shells
Small Mammal Pets
Spiders
Worms (Advanced)
Weather (Advanced)

Level III

Amphibians (Advanced)
Birds (Advanced)

Cacti (Advanced)
Ecology (Advanced)

Flowers (Advanced)
Grasses

Lichens, Liverworts and Mosses
Maple Sugars (Advanced)
Marine Algae (Advanced)

Reptiles
Rocks and Minerals (Advanced)
Shells (Advanced)

Stars (Advanced)

7. Honor Enrichment:

A. Complete a Skill Level 2 or 3 honor, not previously earned, in the area of Arts & Crafts or Household Arts.

Arts and Crafts Level II

Basketry	Lapidary	Plastic Canvas (Advanced)
Block Printing	Leather Craft (Advanced)	Pottery
Braiding (Advanced)	Lettering and poster Making	Scrapbooking (Advanced)
Cake Decorating	Metal Craft	Sculpturing
Ceramics	Model Boats	Silk Screen Printing
Counted Cross Stitch	Model Rocketry (Advanced)	Soap Craft (Advanced)
Crocheting	Model Railroad	Stamps
Currency	Native American Lore (Advanced)	Textile Painting
Digital Photography	Needlecraft	Whistles (Advanced)
Drawing and Painting	Paper Quilling	Wood Carving
Flower Arrangement	Photography	Wood Handicraft
Genealogy	Pinewood Derby (Advanced)	
Knitting	Plastics	

Arts and Crafts Level III

Copper Enameling (Advanced)	Genealogy (Advanced)	Silk Screen Printing (Advanced)
Crocheting (Advanced)	Knitting (Advanced)	Stamps (Advanced)
Currency (Advanced)	Lighthouses (Advanced)	

Household Arts Level II

Cooking (Advanced)	Food Drying	Quilting
Dressmaking (Advanced)	Freezing	
Food Canning	Housekeeping	

Household Arts Level III

Nutrition (Advanced)	Tailoring
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B. Complete a Skill Level 2 or 3 honor, not previously earned, in the area of Recreational, Vocational, or Outdoor Industries.

Recreation level II

Archery (Advanced)
 Backpacking
 Camp Safety
 Camping Skills III
 Camping Skills IV
 Canoeing
 Caving
 Community Water Safety
 Cycling (Advanced)
 Drilling and Marching (Advanced)
 Drumming and Percussion
 Fire Building and Camp Cookery
 Gold Prospecting (Advanced)
 Horsemanship (Advanced)
 Kayaking
 Knot Tying

Recreation Level III

Abseiling (Advanced)
 Camp Safety (Advanced)
 Caving (Advanced)
 Community Water Safety
 (Advanced)

Vocational Level II

Automobile Mechanics
 Bible Evangelism
 Bookkeeping
 Carpentry
 Christian Sales Principles
 Computer (Advanced)

Vocational Level III

Accounting
 Automobile Mechanics
 (Advanced)
 Barbering
 Bookbinding
 Communications (Advanced)
 Outdoor Industries Level II

Agriculture
 Beekeeping
 Cattle Husbandry

Letterboxing (Advanced)
 Mountain Biking
 Navigation
 Orienteering
 Physical Fitness
 Pioneering
 Power Boating
 Rock Climbing
 Rowing
 Sailing
 Skiing (Cross Country)
 Skiing (Downhill)
 Skin Diving
 Springboard Diving
 Swimming (Intermediate)
 Swimming

Outdoor Leadership
 Outdoor Leadership (Advanced)
 Rock Climbing (Advanced)
 Scuba Diving
 Scuba Diving (Advanced)

Communications
 Forestry
 Internet
 Journalism
 Printing
 Radio

Forestry (Advanced)
 House Painting (Exterior)
 House Painting (Interior)
 Internet (Advanced)
 Masonry
 Paperhanging

Dairying
 Fruit Growing
 Goat Husbandry

Swimming (Advanced)
 Track and Field
 Travel (Advanced)
 Triathlon (Advanced)
 Tumbling and Balance
 Tumbling and Balance
 (Advanced)
 Unicycling
 Water Skiing
 Water Skiing (Advanced)
 Wilderness Leadership
 Wilderness Living
 Wind Surfing
 Winter Camping

Wilderness Leadership
 (Advanced)

Radio (Advanced)
 Radio Electronics
 Small Engines
 Teaching
 Typewriting
 Woodworking

Plumbing
 Shoe Repair
 Shorthand
 Welding

Pigeon Raising
 Small Fruit Growing

Guide Investiture Achievement

- Personal Growth 1. Instructor _____ Date _____
- Personal Growth 2a. Instructor _____ Date _____
- Personal Growth 2b. Instructor _____ Date _____
- Personal Growth 3. Instructor _____ Date _____
- Personal Growth 4. Instructor _____ Date _____
- Spiritual Discovery 1. Instructor _____ Date _____
- Spiritual Discovery 2. Instructor _____ Date _____
- Spiritual Discovery 3. Instructor _____ Date _____
- Spiritual Discovery 4. Instructor _____ Date _____
- Serving Others 1. Instructor _____ Date _____
- Serving Others 2. Instructor _____ Date _____
- Making Friends 1. Instructor _____ Date _____
- Making Friends 2. Instructor _____ Date _____
- Health and Fitness 1. Instructor _____ Date _____
- Health and Fitness 2. Instructor _____ Date _____
- Health and Fitness 3. Instructor _____ Date _____
- Nature Study 1. Instructor _____ Date _____
- Nature Study 2. Instructor _____ Date _____
- Outdoor Living 1. Instructor _____ Date _____

Complete Guide Requirements:

Instructor _____ Date _____

Frontier Guide:

- Spiritual Discovery 1a. Instructor _____ Date _____
- Spiritual Discovery 1b. Instructor _____ Date _____
- Serving Others 2. Instructor _____ Date _____
- Making Friends 3. Instructor _____ Date _____
- Health and Fitness 4. Instructor _____ Date _____
- Outdoor Living 5. Instructor _____ Date _____
- Nature Study 6a. Instructor _____ Date _____
- Nature Study 6b. Instructor _____ Date _____
- Honor Enrichment 7a. Instructor _____ Date _____
- Honor Enrichment 7b. Instructor _____ Date _____

Complete Frontier Guide Requirements

Instructor _____ Date _____

