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Honors Handbook
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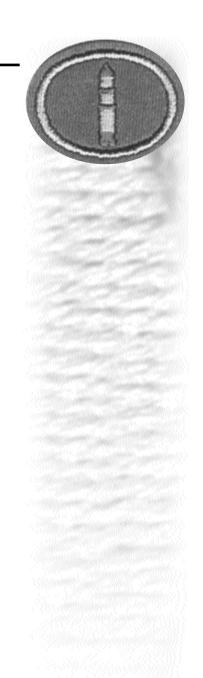
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Introduction

The Adventist Youth (AY) honors were introduced in 1928 with the objective of developing the physical, mental, and spiritual capacities of youth and adults. Each honor is designed to be a study that introduces a subject that has practical value, which will enhance the lifestyle of the person pursuing the honor. Honors are considered "windows to be opened in the mode of discovery" within the philosophical framework of the church.

This manual includes all honors currently recognized by the General Conference Youth Ministry department and also those specialized honors recognized by various Divisions. There is a wide selection of challenging honors to interest juniors through adults. Families, Pathfinder clubs, Master Guides and elementary school teachers can use honors as a tool to encourage the exploration of new interests and development of skills.

Skill Levels

Each honor is assigned a skill level to guide leaders in selecting grade-appropriateness. Skill levels are divided into Level 1 (Grade 5-6), Level 2 (Grade 7-10), and Level 3 (Grade 11 and above). These levels are recommendations designed to guide leaders in their choice of honors.

Instructors

Some honors require an instructor. The instructor may be a school teacher or a church or community friend who is qualified to give the necessary guidance to complete the honor. An individual who serves as the instructor for an honor receives a silver diamond pin that may be attached to their honor patch.

Honor Patches

The Conference Youth or Pathfinder Department is the source for honor patches, instructor diamonds, and advanced stars. Your Conference will have an order form and will give you directions on how to order. Patches are usually presented at Investiture or during a church service.

Advanced Honors

Many of the current honors have an advanced level. Over the next several years more advanced honors will be added. Honor patches are marked "advanced" with the addition of a small bronze star.

Master Awards

Master patches are earned by completing selected honors within a category. Requirements are listed at the beginning of each section.

Resources

In past editions, a resources section has been included with each honor. Because of the rapid change in availability of books, you will find the resources listed at the beginning of each section. (ie. Arts, Crafts & Hobbies, Nature, etc.)

Honor Requirement Updates

For the latest information on honor updates and new releases go to www.pathfinders.nadadventist.org





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Airplane Modeling

1.		Build and successfully fly an airplane from a kit made of balsa wood and tissue paper, and rubberband or gas powered.					
2.		l a balsa wood glider from a s related to the variable posi		d observe its flying characteris- of the wings.			
3.	of pa	2 2		styles of airplanes using sheets ourteen (35.6 cm) inches in width			
	Style	s: 1.	_	2			
4.		ne, locate, and explain the us nplete chart)	age of	the following basic items:			
	a. b.	Fuselage Wing	f. g.	Strut Cockpit			
	c.	Airelon	h.	Engine			
	d.	Rudder	i.	Landing gear			
	e.	Horizontal stabilizer	j.	Propeller			

Airplane Modeling Chart

Define, locate and explain the usage of the following

PART	DEFINITION	LOCATED (Y/N)	USAGE
Fuselage			
Wing			
Airelon			
Rudder			
Horizontal Stabilizer			
Strut			
Cockpit			
Engine			
Landing Gear			
Propeller			



Basketry

	1.	1. Know the names of two countries where Rattan (cane) is grown.			
		a		b	
0	2.	Expla	in how to treat pithcane (re	eed) before weaving.	
	3.	What	tools would you use for:		
		a.	Cane basket making?		
		b.	Raffia or Indian basket ma	aking?	
٥	4.	Defin	•		
		a.	weaver singening		
		b.	Crushing		
	5.	Expla	in how to:		
		a.	Mend a broken spoke (sta	nke)	
		b.	Join a weaving rod (reed).	·	
<u> </u>	6.		e two kinds of bases used in t each one can be used.	n baskets and tell in which type of	
		1.	Bases	Types of Baskets	
					
		2.			

7.	Descr	ibe how to lay:				
	a.	A footridge border				
	b.	A three-rod border				
8.		e following:				
	a. b.	simple weaving slewing and	c. d.	bispoking stitch a raffia base.		
9.	Make	e a cane sandwich tray with a wood base.				
10.	Make	e a hot roll basket with a woven base.				
11.		a round hot pad six in basketry.	iches (15.2 cm) in diameter in Raffia or		



Block Printing

	1.	List the tools and equipment necessary for block printing.
<u> </u>	2.	Write a paragraph on the principles of design and lettering as applied to block printing.
	3.	Using a potato, carve a design incorporating your initials into it, and use it to print your initials on paper.
	4.	Design and print at least one greeting card.
	5.	Design and print one bookplate or book cover.
	6.	Going through the steps of designing, carving, and printing, create another original piece of work of your choice



Bread Dough

0	1.	Make a list of materials and supplies needed for dough artistry.
	2.	Why is it important to have clean hands and use hand lotion while working with bread dough?
0	3.	Explain the different techniques of tinting and painting the dough.
۵	4.	What type of finish do you use to protect and give a glossy appearance?
۵	5.	Make at least two different flowers with leaves and arrange into a container of your choice.
	6.	Make one of the following using tinted dough:a. Sculpture arrangementb. Small wall plaque
	7.	Make one of the following: a. Kitchen refrigerator magnet b. Pin c. Choice of something you would like to make



Cake Decorating

	1.	List equipment necessary for cake decorating.					
a	2.	Learn from memory the two cake icings-butter cream and royal-and their proper uses.					
		Buttercream:					
		Uses:					
		Royal:					
		Uses:					
		Name one other icing used for frosting:					
	3.	Learn and demonstrate proper construction of the decorating tube using parchment, wax papers, or a disposable bag. Show proper method of inserting tip, brushing with color, filling with icing, and folding of top. What is the name of the top fold?					
	4.	Name three essential steps to good cake decorating.					
		1					
		2.					
		3.					

	5.	Demonstrate pressure control with tubes. Learn the technique and name the proper tip (tube) used to make the following:					
		a.	Techniques Star, fill-in and border			Tip	
		b.	Rosette				
		c.	Shell border				
		d.	"S" design				-
		e.	Ribbon				_
		f.	Zigzag border				_
		g.	Leaves				_
٥	6.		e four color techniques. D	emonstr	ate two,	including two-color	
		•		2.			
	7.		n to make the following fl				
	, •	a. b.	Sweet pea Rosebud	c. d.	Full A Drop 1	merican beauty rose flower	
	8.	Dem	onstrate writing technique	using tv	wo differ	ent tips and methods.	
			Technique Used]	Гір	Meothd	
		1					
	9.	Decorate a doll cake or a cake prepared in a specialty cake pan using star fill-in method. Use at least two colors to make the design or pattern					ι.
	10.	Make a special occasion cake of your choice using two or more borders of different types, and a floral arrangement.					
	11.	Make	e a heart cake using borde	rs, floret	s, string	work, and writing.	



Candlemaking

1.	Make at least five of the follows. Free-form sand candle b. Layered colored candle c. Candle made in a mole d. Ice candle e. Dipped candle f. Dribble-wax candle g. Perfumed candle h. Pair of beeswax candle i. Floating candle j. Candle in a container/k. Decorated candle	e d d ees
2.	Know the two kinds of wax	used for candle making and their uses.
	Waxes	Uses
3.	Know sizes of wicking and varicular candle.	which one will burn properly in each
	Size of wicking	Types of candles used in

	ahuiawaa af aad	م دا د سرماینی د	
5. Know the safety te	chniques of car	idle making.	

Date completed _____ Instructor's Signature _____

Candlemaking 2002 Edition



Ceramics

1.	Tell	briefly the history of early ceramics.
2.	Knov	w what is meant by the following terms:
	a.	Greenware
	b.	Bisque
	c.	Decal
	d.	Kiln
	e.	Glaze
	f.	Slip
	g.	Mender
	h.	Stain
3.	-	ain the use of cones in kilns.
4.	Knov	w how and when to use
	unde	erglaze
	glaze	 E
	stain	·
5.	Knov	w what tools are used in completing your projects in ceramics.

6.	Know the difference between glaze and food-safe glaze. Glaze
	Food-safe glaze
7.	Complete two of the following using underglaze on one, and the second one food-safe: a. Cookie jar b. Pie plate c. Vase d. Flower planter e. Candy dish f. Mug g. Item of your choice

Note: Candidate need not do the firing.



Counted Cross-Stitch

	1	Have a tota with areas stitch materials, including at least one has
_	1.	Have a tote with cross-stitch materials, including at least one hoop, masking tape or Fra-check, needles, and scissors.
	2.	What is the difference between cross-stitching, counted cross-stitch, and embroidery?
	3.	Know at least four stitches used in counted cross-stitch.
		1 2
		3 4
	4.	Cross-stitch a simple object in three different sizes of aida cloth. Mount and label the size and name of aida cloth used, stating how many floss strands are to be used with each.
	5.	Make a counted cross-stitch of a quote with a border and frame it for hanging, using at least three different stitches.
	6.	Make at least a 5 x 7 inches (12.7 x 17.8 cm) counted cross-stitch on aida-14 of a nature scene.



Crocheting

1.	Define and crochet the following:
	St
	Sp
	Sts
	Rnd
	Incl
	Dec
	Inc
2.	Make squares of at least 20 stitches of the following:
	a. SC
	b. DCc. HDC
	d. TR
	e. DTR.
3.	Show how to measure stitch gauge or row gauge on sample squares.
4.	Know how to care for items made out of the following:
	wool
	orlon
	nylon
	cotton
5.	Know how to make a granny square, and show something you have made using a granny square, such as a hat, scarf, pillow cover, etc.
6.	Show a sample of simple edging you have made out of thread.
7.	Crochet one of the following out of yarn: hat, scarf, sleeveless sweater, or slippers.

Crocheting, Advanced

1. Have the Crocheting Honor.
2. Crochet a round doily out of thread.
3. Make fancy hairpin lace for a pillow case or similar object.
4. Crochet a sweater (not sleeveless) or baby set.
5. Crochet an afghan or a throw rug.



Currency (Coins)

1.	Relate briefly the story of barter, showing three reasons why money came into being and naming at least ten strange forms of money used in place of coins or currency.
2.	Relate briefly the history of coinage and paper currency in your country, making sure to mention the dates of the establishment of any mints or engraving plants. Also discover some change in the metal composition of a coin, giving any interesting highlights concerning such a change.
3.	Explain how money is distributed in your country.

4.	Define the following terms: Alloy
	Altered Date
	Buffed Coins
	Cast Coins
	Clad Coinage
	Commemorative
	Die
	Field
	Inscription
	Lettered Edge
	Mint Mark
	Obverse
	Planchet
	Proof

Reverse			
Series			
Whizzed Co	ins		
		erse for paper mone	ey of the six lowe
denomination	ns currently in us	e in your country.	
denomination Den	ns currently in us nomination		Reverse
denomination Den 1.	ns currently in us	Obverse	Reverse
denomination Den 1 2	ns currently in us	Obverse	Reverse
Den 1 2 3	ns currently in us	Obverse	Reverse
denomination Den 1 2 4	ns currently in us	Obverse Obverse	Reverse

۵	6.	Kno	ow how coins are graded in quality by collectors.
٥	7.	rent	lect and mount a type set of coins from your country of any date cur- ly being minted or in circulation. Proof, commemorative, rare, sil- or expensive coins are not needed. In your collection: Possess at least one coin from each mint in the type set.
		b.	Locate and Identify the mint mark (if any) on each coin.
		c.	Locate and identify the initials (if any) of each coin's designer(s).
	8.	Do 1 a.	two of the following: Make enlarged drawings of both sides of ten different denominations or forms of coins for your country no longer in circulation.
		b.	Collect, identify, and mount 25 different foreign coins. No two coins alike.
		c.	Collect and mount a type set of coins from your country minted during the 20th Century.
		d.	Collect and mount a date set of series of coins for your country beginning with your birth year. (Commemorative, gold, proof, expensive, or rare coins need not be included.)
			at United States Money (free), Office of the Secretary of the Treasury, U.S. Treasury hington, D.C. 20025.
Facts	abou	t your	country's currency may be obtained from the government treasury department.
e comple	eted		Instructor's Signature Currency (Contract of the Contract of

Pathfinder's Name

Currency (Coins), Advanced 1. Have the Currency (Coins) Honor 2. Select a coin or note from your collection and present an oral or written report on the historical or other significance of the person(s), place(s), item(s) or symbol(s) found on both sides. 3. What are the laws regarding counterfeiting in your country and what devices are used in your nation's currency to prevent it? **4.** Attend a meeting of a local coin club and report on your experience. Possible items to consider: Level of expertise of members as demonstrated by presentations and dialogues. Average general age of attendees. b. Ideas which might help the club extend its collector interest to a c. wider audience. d. How newcomer friendly is the organization. Suggestions on how these people might be reached with the e. gospel through a manner which they would find attractive. 5. Select one of the three categories of your collection as required under the Currency Honor requirements 7 and 8, and increase your collection to include twice the total number of specimens.

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General Conference
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6. Add to your collection at least one of the unusual (odd and curious)

marizing how, when and where this item was used as currency.

forms learned about in requirement 1 of the Currency Honor requirements and have in your Currency Honor files, at least a paragraph sum-



Decoupage

1.	Give the meaning and history of decoupage Meaning:
	History:
2.	Make a list of the materials and equipment needed in decoupage.
3.	Describe how to prepare a wood or metal object for decoupage.
4.	Describe three ways in which a print may be used in decoupage. 1
	2
5.	 Use the basic steps in completing two of the following objects: a. Modpodge print b. Keyring c. Bookends d. Bottle e. Tissue box f. Reasonable choice
	 3. 4.



Drawing and Painting

1.	Make a freehand sketch of an animal, showing in values the distribution of color.
2.	Draw a cylindrical object and a rectangular object grouped together a little below the eye, showing proper perspective, light, and shade.
3.	Make a drawing of some landscape near your home.
4.	Make an original decorative design in color, using any motif, and state for what use it is intended.
5.	Paint in color a flower or leaf spray.
6.	Paint an outdoor scene in either water color or oil.



Felt Craft

What gives it its tensile	strength?
List 15 uses of felt.	
•	9
•	10
•	
•	
•	
•	
•	
S	
-	felt is a good material for hand
•	in felt manufacture.

5.	Make two of the following, using at least two different colors of felt: a. Pennant b. Bookmark c. Refrigerator magnet d. Needle case e. Similar item
6.	 Make one of the following, using at least four different colors of felt: a. Small wall mural b. Holiday decoration c. Hand puppet d. Kitchen knick-knack
7.	 Make one of the following, using sewing: a. Stuffed animal b. Stuffed toy c. Tote bag d. Bean bag



Flower Arrangement

			<u> </u>
_	1.	Name six perennials and six ann ment.	uals suitable for indoor flower arrange-
		Perennials	Annuals
		1	_
		3	
		4	_
	2.		bloom in the spring or early summer
		1	3
		2	_
	3.	Name at least three flowers that that do.	do not keep well when cut, and three
		Do not keep	Keep
		1	_
		2	_
		3	_
	4.	such as when to cut, how to cut,	•
		2	
		3.	
		4	
		5.	
		6	

5.	At what stage of development should roses, gladioluses, and dahlias be cut?
	Roses
	Gladiolus
	Dahlias
6.	Give three suggestions on the relation of containers to the flowers used, and three on the relation of arrangement to the room and furnishings.
	Containers to flowers
	1
	2
	3
	Arrangement to room
	1
	2
	3
7.	In flower arrangement, what should be the relation of:
	Dark and light shades
	Large and small flowers
	Open and partly open flowers
8.	Make two artistic flower arrangements in each of the following areas: (Fresh or silk flowers may be used.) a. Table decoration
	a. Table decorationb. General house use
	c. Public service

	home?		
	What combinations of these flowers can be used?		

Date completed _____ Instructor's Signature _____

Flower Arrangement 2002 Edition

Arts, Crafts & Hobbies

General Conference



Date

completed _____

Glass Craft

	1.	Name ten kinds of g	glass.	
		1		ó
		2		1
		3		3
		4)
		5)
	2.	Know what kind of		
		furniture		
		cloth insulation		
		airplanes		
		automobiles		
	3.	Prepare at least thre	e colors of glass for	picture making.
		1	2	3
	4.	Know the steps in making a picture with glass, and complete such a picture, using at least three colors.		
		Steps		
		Picture		
		Colors 1	2 .	3
	5.	Write a 300-word re of glass and how glass		-minute oral report on the history

Instructor's Signature _____



Glass Painting

	1.	Know the primary colors			
		1 3			
		2			
		Know the secondary colors			
		1 3			
		2			
		Know how to mix the primary colors to obtain the secondary colors.			
		Primary Secondary			
<u> </u>	2.	Know the materials used in painting, mounting, and hanging a glass painting.			
	3.	Make and display a glass painting for each of the following designs: animal, flower, and landscape or seascape.			
	4.	Make a silhouette painting and mount for hanging.			
	5.	Make a hand-painted mirror picture by removing the back coating of the mirror from the picture area and painting the design on the back of the mirror glass.			



Knitting

1.	Defin	e the following:		
	K			
)		
	T3 T G			
2.		onstrate the following:		
	a.	Cast on	e.	
		Bind off Cable stitch	f.	Stockinette stitch Pick up a dropped stitch
		Ribbing	g.	rick up a dropped stitch
3.	Know	how to care for these k	inds of ya	rn:
	Hair			
	Synth	etic		
4.	Show	how to join on a new ba	all of yarn	•

3.	Medi			ollowing weights of yarn:
	Sport	ES		
	Heav	у		
	Bulk	у		
6.	 Knit	two items from the fo	llowing:	
	a.	Slippers	е.	Scarf
	b.	Mittens	f.	Sleeveless sweater
	c.	Baby booties	g.	Reasonable choice
			_	

Pathfinder's Name

Knitting, Advanced

1.	Have the Knitting Honor.
2.	Knit a pair of argyle or patterned socks, gloves, or some other article, using four needles and yarn bobbins.
3.	Knit an afghan or a baby blanket.
4.	Knit a sweater with long sleeves or a baby set of sweater, bonnet, and booties.



Leather Craft

1.	List the necessary tools a beginner needs in leather craft and demonstrate the proper use of each.
2.	Know how to distinguish different kinds of leather, such as calf, goat, and imitation leather. What leathers are most suitable for tooling?
3.	Give the steps necessary in the preparation of leather.
4.	Transfer a design to leather, and tool and lace some object in leather, such as a billfold, magazine cover, belt, key keeper, or small purse.
5.	Show how to use leather dye.
6.	What kind of finish should be used on leather?

Pathfinder's Name

Leather Craft, Advanced

	1.	Have the Leather Craft Honor.		
0	2.	Show how to: a. punch holes b. set snaps c. do saddle stitching d. do two types of lacing.		
	3.	Make a sheath for a hatchet, knife, or ax.		
	4.	Complete a figure-carved belt, doing your own tooling.		
	5.	From your own design, cut from leather, tool, punch, and lace a project such as a case, purse, bag, or an equivalent.		
	6.	Show six leather items you have made.		
		1		
		2		
		3		
		4		
		5		
		6		



Lettering and Poster Making

1.	Write from memory the comple lowing: a. Gothic b. Roman c. Italic	te lower case alp	habet in two of the fol-		
2.	Demonstrate when the different	sizes and types of	of pens are to be used.		
3.	State at least four principles in making a poster attractive and distinctive.				
	1				
	2				
	3				
	4.				
	Know how to make correct margins for the size of paper you are using.				
4.	Make three posters in a variety ing groups: Sabbath School, chu Society. Use at least two differe	urch, school, Path	nfinder Club, or AY		
	Where Used	Size	Types Used		
	1				
	2				
	3				

5.	Make five additional posters on topics of your own choice. These posters will be judged for acceptance on the following three conditions: a. Arrangement b. Neatness
	c. Selection in type of lettering used.
	1
	2
	3
	4
	5
6.	Practice all strokes until they can be done smoothly and accurately.

Arts, Crafts & Hobbies General Conference

2002 Edition



Macramé

	1.	Give a brief history of the art of decorative knotting.
0	2.	What is a good macramé cord?
	3.	Know three kinds of cords that are good and why they are good. Cord Why
		1
	4.	Know the basic knots used in macramé. Know two variations of each of these knots.
	5.	How is the overhand knot useful in macramé?
<u> </u>	6.	How much cord is needed to reach the desired length of the finished product?
	7.	Make a sampler wall hanging using the essential knots and using at least two variations, such as the horizontal half-hitch, vertical half-hitch, or the half knot.
	8.	Make two other items of your choice using the square knot, the double half-hitch, and two variations of either or both items.

Date completed _____ Instructor's Signature _____



Metal Craft

	1.	Name the various metals that can be used in metal craft.		
	2.	Complete one project using metal foil tooling. Complete the project by antiquing and framing.		
		Project:		
	3.	Complete one project using metal punch.		
		Project:		
	4.	Complete one project using drilling, riveting, and bending of metal such as a simple candle holder.		
		Project:		
<u> </u>	5.	Demonstrate properly the use of the following: a. Tin Snips b. Pop rivet		
		c. Electric drill		
		d. Metal file		



Model Boats

- 1. Do two of the following:
 - a. Purchase and build one kit for a sailboat 10 to 15 inches (25.4 to 38.1 cm) long and about four to five inches wide and operate boat on the water for at least two minutes.
 - **b.** Build a model boat with an electric motor from your own plans or from a kit, size 10 to 18 inches, (25.4 to 45.7 cm) and operate the boat for three to five minutes.
 - e. Build a model boat 18 to 30 inches (45.7 to 76.2 cm) long from your own plans or from a kit. Install a small bore internal com bustion engine .029 or .049 and operate for at least two successful runs of three to five minutes each. Record in writing the operating characteristics of the model and state what you did to improve its performance.

2.	Identify and define these words:
	Displacement
	Center of gravity
	Propeller pitch
	Thrust and lift
	Mono hull
	Hydro
	Bow

Keel	· · · · · · · · · · · · · · · · · · ·		 	
Transom				
Cavitation _			 	
Heeling				
Planing		 	 	
Drag				



Model Cars

Build at least one plastic model car from the parts supplied in a kit. Car must be stock in every respect.
 Build a second car using extra accessories included in the kit or create alterations using putty and/or parts from other kits. (Decals don't count). Include paint job.
 Write or give orally a report on the history of automobiles. Be sure to include interesting steps in the development process such as notes on engine sizes, automatic transmissions, power steering, computerized controls, etc.



Model Railroading

		Give the	instory ar	nd deve	elopment	of mode	el railro	ading.	
							,		
							,		
2.	•	TC 11 41	1: 00						
2		operate:						e motive power	r uni
2		operate:						_	r uni
2		operate: Steam _						_	
2		operate: Steam _ Diesel _							
2		operate: Steam _ Diesel _							
		operate: Steam Diesel Electric							
		operate: Steam Diesel Electric	ne name, se	cale, ar	ıd track g	auge for		nodel railroad	gaug
		operate: Steam Diesel Electric		cale, ar	ıd track g	auge for	four m	nodel railroad	gaug
		operate: Steam Diesel Electric	ne name, se	cale, ar	ıd track g	auge for	four m	nodel railroad	gaug
		operate: Steam Diesel Electric	ne name, se	cale, ar	ıd track g	auge for	four m	nodel railroad	gaug

4.	Know the shapes and names of at least eight track plan arrangements.		
	1	5	
	2	6	
	3	7	
	4	8	

5.	Know at least six points to check for roading layout.	or the maintenance of a model rail-
	1	
	_	
	3.	
	4.	
6.	Identify and explain the use of: Five types of freight cars	
	Types Identified	Use
	1	
	_	
	Three types of passenger cars	
	Types Identified	Use
	1	
	2	
	3	
	Three types of steam engines accor	ding to their wheel arrangement
	Types Identified	Use
	1	
	2	
	Two types of grade crossing warning	ng devices
	Types Identified	Use
	2	

		Two types of railroad signals	
		Types Identified	Use
		1	
		2	
		Five types of railroad-related buildi	ngs or structures
		Types Identified	Use
		1	
		2	
		3	
		4	
		5	
0	7.	Know the meaning of the following Ballast	g model railroad terms:
		Blind drivers	
		Block	
		Bolster	
		Crossing	
		Crossover	
		Double header	
		Draft gear	
		Flange	
		-	

Frog
Gap
Gauge
Grade
Gravity yard
Hot box
Insulated rail joiner
Journal
Layout
J
Mainline
Prototype
Rail joiner
<u></u>
Reverse loop
Siding
Snur
Spur

		Switc	h
		Mach	ine
		Talgo	truck
		Talgo	truck
		Turno	out
		Two-1	rail
		Wye	
		Y sw	vitch
		Yard	
<u> </u>	8.	the fo	truct a portion of a model railroad layout. In your construction, do bllowing: Assist in assembling the framework
		b.	Install a section of ballast
		c.	Install a section of track
		d.	Install at least one turnout, including the wiring
		e.	Assist in making scenery, such as trees, rocks, mountains, or grass
		f.	Make one model railroading building or structure
		g.	Assist in the wiring to supply electrical power to the tracks
	9.		essfully operate a model railroad train on the layout you have ed in building.



Model Rocketry

(Inst		or Required) Know and explain the Model Rocketry Safety Code.
	2.	Know and explain the importance of the basic model rocket components.
٥	3.	Draw the following: The steps in the flight of a model rocket
		A cut-a-way view of a model rocket engine, labeling each part
		A schematic plan for a simple launch system using proper electrical symbols

4.	Define the following: Wadding
	Boost gliders
	Stall
	Payload
	Apogee
	Center of gravity
	Center of pressure
	Impulse
	Velocity
	Ejection

		Name	Description
		1	
		2	
		3	
		4	
0	6.	From a kit, build, finish, and paint a mum length of six inches with a rec streamer. Successfully launch and resystem deploying properly. Launch date:	overy system, such as a parachute or ecover the rocket with the recovery

Model Rocketry, Advanced

(Instru		Required) Have the Model Rocketry Honor.		
	2.	2. From a kit, build, successfully launch, and recover a boost glider.		
		Launch date:		
	3.	Design, build (not from a kit), finish, and paint a single-stage rocket. Check for stability, and successfully launch and recover this rocket.		
		Launch date:		
	4.	Do one of the following: a. From a kit build, finish, and paint a two-stage rocket. Successfully launch and recover this rocket.		
		b. From a kit, build, finish, and paint a three-engine clustered single-stage rocket. Successfully launch and recover this rocket.		
		Launch date:		
	5.	Design an electrical launch system. When this has been approved by your instructor, build this system and use it to launch rockets at least five times.		
		Launch date: 1		
		2		
		3		
		4		
		5		
	6.	Describe and demonstrate single station altitude tracking.		
		Date demonstrated:		

	h the aid of a helper, track erent sizes of engines and		
	Engine Size	A	Altitude
1.			
2.			
3.			
	mpare the velocity and alting the same size engine.	tude of two differe	nt weights of rockets
1	Rocket Weight	3	Altitude
1			_
2			
3			_



Music

(Instru	uctor	or Required)				
	1.	Play or sing a scale and know its composition.				
	2.	. Write a scale in both treble and bass cl	ef.			
	3.	6. Know the following				
		a. half-toneb. a whole tone				
		c. a third				
		d. a fifth				
		e. an octave.				
	4.	Distinguish a march from a waltz and	give the time of each.			
		March V	Valtz			
	5.	5. Define the following: Draw the symbo				
		A quarter note				
		1				
		A half note				
		A whole note				

	Composer	Composition
	1	
	2	
	3.	
	4.	
	5	
7.	Play with or without music or sing for stanza each) and/or other sacred sposer of each.	rom memory 15 hymns (one verse
	Hymn/Chorus	Composer
	1	
	2	
	3	
	4	
	5	
	_	
	9.	
	10	
	11.	
	12.	
	13.	
	14.	
	15.	

0	9.	Do o:	ne of the following: For instrumentalists, be able to sight-read and play a moderately difficult piece of music. Explain all signs and terms in it.
			Music:
		b.	For singers, show with baton or arm how to lead a group in singing compositions written in 3/4 and 4/4 time.
			Music:
	10.	Defir	ne orchestra
		Name	e at least five instruments in an orchestra.
		1.	
		•	
		4	
		_	
	11.	Do a	biographical sketch on a famous hymn writer and orally present it group.
		Hym	n writer:
			presented:



Needle Craft

	1.	Do tv		he following:		
		a.		oider one of the follo eon cloth, or other ed		dresser scarf, pair of pillowcases nt article.
		b.		-	_	ging, a set of four sachet pillows, y of the following methods:
		c.		a pillow cover, wall bench in needlepoir		eg, cover for chair, footstool, or bunted cross stitch.
		d.	Make (1) (2) (3) (4) (5)	an article using any Applique Fagoting Smocking Shirring Swedish weaving o		
	2.	Show	article	es you have made, us	ing ten	of the following stitches:
		a.	Back	,	Ĭ.	Herringbone
		b.	Blank	et	m.	Lazy daisy
		c.	Braid		n.	Long and short
		d.	Butto	nhole	0.	Outline
		e.	Roma	n	p.	Running
		f.	Chain	1	q.	Satin
		g.	Cross		r.	Split
		h.	Feath		S.	Star filling
		i.		one Stem	t.	Stem
		j.		h knot	u.	Whipping
		k.	Heavy	y chain		
	3.	Show edge.		orrect way of gathering	ng lace	and whipping it to hemmed
0	4.			satisfactory method o ipment.	f keepi	ng your fancy-work equipment

Arts, Crafts & Hobbies
General Conference
2002 Edition



Origami

	1.	What	is Origami?			
		Where did it come from?				
		How	was it used and develo	oped?		
<u> </u>	2.	Ident: a. b. c. d. e. f.	ify the symbols for the Valley fold Mountain fold Cut Existing crease Hold here Watch this spot	follow g. h. i. j. k.	ving terms: In front Behind Tuck in, open out, or apply force Fold over and over Turn model over	
	3.	Demo a. b. c.	onstrate folding the fol Reverse fold Squash fold Petal fold	lowing d. e. f.	g folds: Book fold Preliminary fold Blintz fold	
	4.	Demo a. b. c.	Onstrate folding the fol Bird base Waterbomb base Frog base	lowing	g bases:	
	5.	Do th a. b. c.	ree of the following m House Lotus blossom Cicada	d. e.	Housefly Butterfly	

6.	6. Choose three of the following models to fold or select similar models				
	from	Origami books:			
	a.	Jumping Frog	e.	Leaf	
	b.	Carrier Pigeon	f.	Walking dog	
	c.	Sailboat	g.	Duck	
	d.	Hen	<u> </u>		
7.	Fold	one model of your	choice fi	rom memory from requirement 5 or 6.	
	Mod	el			
8.	Illus	trate a Bible story u	sing seve	eral Origami models.	
Bible Story					
	Models used				
	_				





Photography

0	1.	Explain the principles of camera construction
		What the camera lens does
		The effect of light on light consisting files
		The effect of light on light-sensitive film
		The action of developers
	2.	What is meant by the "speed" of the film
		What does ASA/ISO mean?

	3. Hov	v are shutter speed, lens aperture, and film speed related?
_	4. Give	e the principal uses of photography.
	tech a. b. c. d. e. f. g. h. i. j. k.	e print or slide pictures illustrating at least eight of the following niques. Use comparison pictures for illustration: Framing Camera steadiness Direction of lighting - front, backlighting, side Panning - background blurred with subject in focus Rule of thirds Angle - eye level, high and low angle Level horizon Distance from subject - fill the frame Use of leading lines Quality of light - shade, sunlight, and time of day Correct exposure - underexposed, overexposed, and correctly exposed Use of flash - distance and reflective objects one of the following:
	a.	Tell how black and white film is developed into negatives and print eight of your own pictures.
	b.	Tell how slides are made and develop one roll of film.



Plaster Craft

0	1.	What is the principal ingredient of plaster of Paris?
	2.	Give the steps in pouring a plaster item and preparing it for painting.
	3.	Know how to remove air bubbles from a poured item.
<u> </u>	4.	Know how the setup time can be increased or decreased for plaster.
0	5.	What precautions should be taken when cleaning the mixing and pouring equipment?
<u> </u>	6.	When is a sealant applied to a plaster item and why?
ū	7.	What type of paint is best to use on plaster craft items?

8.	Paint three items that will include the following designs and technic	iques
	or equivalent:	
	a. Floral to show shading	
	b. Fruit to show highlighting	
	c. Animal to show fine line or detail	
	d. Religious motto to show letter highlighting	
	Items painted	
	1 3	
	2	
9.	Mold and paint two additional items of different designs.	
	Items molded and painted	
	1 2	



Dath	finda	w' 0	Name
Pain	1111111		14111E

Plastics

0	1.	Make a list of the materials and equipment used in making small castings in plastic molds.
۵	2.	Know how to clean and properly take care of plastic molds.
	3.	What safety precautions should be used when working with plastics?
	4.	Tell how to mix resin for casting and colored layers.
		Casting
		Colored layers
	5.	Why are the following used? Catalyst
		Surface hardener
		Pigments
	6.	What is meant by polymerization?

7.	Prepare and embed two nature items suitable for embedding. Nature items may be embedded in one or more castings.			
	Nature items: 1.		2	
8.	. Make three castings with at least one item embedded in each casting.			
	Castings		Item Embedded	
	1			
	2			
	3.			



Pottery

1.	Write or explain orally the different types and uses of pottery and the materials used in making it.
2.	What is the purpose of a glaze?
	Describe the specific dangers to be avoided.
3.	Design and draw two pottery forms, one of which must be decorated.
	Forms: 1 2
4.	Do three of the following. Each project is to be decorated, such as painted, glazed, or indented: a. Using the coil method, make a jar or vase. b. Using the slab method, make a box. c. Using the pinch pottery method, make one object. d. Design and make four different tiles. e Make a tray or dish. f. Throw a simple vase on a potter's wheel.



Sculpturing

1.	List the tools and materials used in simple sculpturing.
2.	Model two or more examples of toy animals, using a sculpture medium.
	1 2
3.	Make a model of the human hand or foot, using a sculpture medium.
4.	From a living model, make a statue "in the round" of the human head, using a sculpturing medium (not necessarily life size).



Silk Screen Printing

1.	List the tools and equipment necessary for silk screen printing.
2.	Name three kinds of inks suitable for silk screen printing.
	1 3
	2
3.	List at least three industrial uses of the silk screen process.
	1
	2
	3
4.	Tell how bottles and round surfaces are printed.
5.	Make a design, transfer the design to a screen, and screen print one of
	the following projects: a. At least ten greeting cards
	b. At least three posters
	c. Print a design on fabric
	d. Comparable project of your choice

Silk Screen Printing, Advanced

1.	. Have the Silk Screen Printing Honor.			
2. Properly stretch and secure silk screen fabric to a frame.				
3.	Know what fabrics can be used in silk screening and the advantages of each.			
	Fabric Advantage			
	What factors influence the choice of mesh count for the screen?			
4.	Understand and use each of the following silk screen printing tech - niques:			
	a. Hand cut film stencil method			
	b. Photographic methodc. Resist method			
5.	 Use two of the following techniques in meeting requirement 4: a. Print a design using two or more colors in proper registration b. Print a repeat or all-over design c. Print a three-color design using only two colors of ink 			
6.	Print on a material other than paper or fabric, such as glass, metal, or leather.			
	Project:			



Soap Craft

0	1.	. What ingredients are used to make soap?	
<u> </u>	2.	What is the difference between soap and detergent? Soap:	
		Detergent:	
0	3.	What causes the cleansing action of soap?	
٥	4.	Write or tell a story about the history and origin of soap.	
	5	Name seven forms of soap.	
	٥.	1 5	
		2 6	
		3 7 4	
	6.	6. What is scum?	

7.	Carve an	n object	from a bar of soap.
	Object:		
8.	Decorate	e a bar o	of soap for a gift.
	Decorat	ions: _	
9.	Make a	scene or	at of whipped soap, using at least three colors.
	Scene:		
	Colors	1	3
		2	
	8.	Object: 8. Decorat Decorat 9. Make a Scene:	8. Decorate a bar of Decorations:9. Make a scene of Decorations

			Soap Craft, Adv	/anced
			ap Craft Honor.	vino acon?
	2.	wnat types (of fats can be used in mak	sing soap?
	3.	What is used	l in making soap transpar	ent?
	4.	What are the	advantages and disadvar	ntages of soap and detergent?
			Advantages	Disadvantages
		Soap		
		Detergent		
<u> </u>	5	What are so	me cleaning aids added to	soan miytures?
	J•	——————————————————————————————————————	ne creaming ards added to	soap mixtures:
	6.	What makes	soap float?	
	7.	What makes	soap hard?	
	8.	Learn the for Jeremiah 2:2 Malachi 3:2.		

0	9.	these	ain two methods of making soap. Make a batch of soap by one of methods.
		2	
		Meth	nod used:
	10.	Do o	one of the following: Visit a soap-making establishment, commercial or non-commercial.
		b.	Obtain information from a soap-making firm about how soap is made.
		c.	Study and prepare from an encyclopedia or another source a one- to two-page report that explains how soap is made.



Stamps

1.	Relate briefly the story of the beginning of the postal service in your country.
2.	How is the history of your country told in postage stamps?
3.	What are the rates for first-class mail in your country?
4.	What country does not have its name on its stamps and why?
	Country:
	Why:
5.	Know the meaning of the following: Coil stamp
	Booklet stamp
	Perforations
	Perforation gauge
	 3. 4.

	Definitive stamps
	Commemorative stamps
	Hinges
	Plastic mounts
6.	Have a knowledge of how to soak stamps from paper and how to dry them.
7.	Make a collection of at least 750 stamps. (No two stamps alike.)
8.	Properly classify these stamps: a. As to country.
	b. In series; that is, according to year and design.
9.	Mount your stamps with gummed hinges or plastic mounts. (Plastic mounts are preferred for mint stamps.)
10.	Choose a topical idea and develop a display of at least nine pages, including a title page, suitable for a stamp club show, Pathfinder Fair, etc. Display should be artistically arranged, neatly labeled and mounted, showing careful thought and research. Be sure to include several covers or cachets.
	Topical idea:

Stamps, Advanced

	1.	Have the Stamp Honor.
	2.	Know the meaning of the following: Cancellation
		Perfins
		Blocks
		Plate blocks
		Precanceled
		First day covers
		Cachets
		Souvenir sheets
		Watermarks
		Tongs
0	3.	Make a display of at least 16 pages suitable for a stamp club show, Pathfinder Fair, or Junior Youth Philatelic Stamp Show. Display should be artistically arranged, neatly labeled and mounted, showing careful thought and research. Cachets and covers should be used as well.
	4.	Make a collection of 750 additional stamps with at least 50 stamps from each of five foreign countries.
	5.	Name two different catalogs for identifying stamps.
		1
		2.
	6.	Using a stamp catalog, identify and mount according to catalog number and country.
	7.	Mount your stamps with gummed hinges or plastic mounts. (Plastic mounts are preferred for mint stamps.)



String Art

	1.	Describe the following: string craft		
		symmography		
		geometric stitchery		
-	2.	Draw and stitch on cardboard in equally spaced points: a. A right angle b. An acute angle c. An obtuse angle		
	3.	Name three ways to prepare wood for string art. 1		
		2		
	4.	Using stringing methods on wood, do four of the following: a. Filled circle b. Hollowed circle c. Star d. Edging e. Curve from within f. Curve from without g. Filler h. Wing weave		
	5.	Complete one original string art hanging on wood for display.		



Textile Painting

■ 1. Know the best types of material for painting and how to prepa for painting.			
	2.	Know how to trace and transfer a pattern onto the material.	
	3.	How much time should be given for paint to dry?	
	4.	Demonstrate the centering of patterns on material.	
	5.	Properly clean brushes after they have been used, or if using tube paints, properly care for tubes and tips.	
	6.	Paint three different designs, using paint brushes on at least two, using the following techniques: a. Highlighting b. Shading c. Fine line	
		Designs: 1 3	
		2	
	7.	Using a stencil, paint an item with at least two colors.	
_	. •	Items: 1 2	



Weaving

1.	1. Describe the principle involved in most weaving procedures.		
2.	Define the following: Warp		
	Woof		
	Shuttle		
	Yarn beam		
	Heddle		
	Cloth beam		
3.	Make a cardboard hand loom on which an envelope purse can be woven.		
4.	Design and weave a table runner or towel, using at least three different colors.		
5.	Make a jersey looped potholder.		



Wood Carving

1.	Explain the qualities of hard and soft woods and the best woods for wood carving.
	Hardwood:
	Soft Wood:
	Best woods for carving:
2.	Describe the different wood carving tools and explain how to sharpen them.
3.	Explain the best methods of handling the grain of wood in designing.
4.	Design and carve a plaque in low relief.
	Design:
5.	Design and carve two of the following items: a. Whistle b. Letter opener
	c. Trayd. Bookends
	e. Clock case
	f. Equivalent items of your choice



Wood Handicraft

1.	Identify at least five common kinds of wood, such as pine, walnut, oak, and cedar.			
	Woods Identified:	1.		
		3		
		4		
2.	Know the characteristics for the woods identified, and know one use for each example.			
	Character	stics	Use	
	1.			
	4			
3.	What is the difference between hard and soft wood?			
	Hardwood:			
	Soft Wood:			
4.	Know how to prope a. Coping		ollowing tools in wood handicrafts:	
	b. Rasp	5 54 11		
	c. Plane			
	d. Knife			
	e. Chisel			
	f. Sandir	ng block		

۵	5.	Know at least two safety procedures for each of the above	e tools.
		a. 1	
		2	
		b. 1.	
		2.	
		c. 1.	
		2.	
		d. 1.	
		2.	
		e. 1.	
		2.	
		f. 1.	
		2.	
	6.	Cut out, assemble, and finish animal bookends or doorsto	
		Project:	•
	7.	Cut out and finish a garden stake or lawn marker, using a a child, bird, flower, or tree.	
		Project:	
	8.	Make a plaque, tray, notebook cover, or some other useful which wood burning is used.	l object in
		Project:	



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		(Continued next page)







Health & Science

Basic Rescue

Blood and the Body's Defenses

Bones, Muscles and Movement

Brain and Behavior

CPR

Chemistry

Child Care - Babysitting

Digestion

First Aid, Basic

First Aid, Standard

First Aid, Advanced

Health & Healing

Heart & Circulation

Heredity

Home Nursing

Optics

Physics Red Alert Euro Africa Division

North American Division North American Division



Basic Rescue

1.	What is the definition of an emergency rescue?
2.	 Show how to safely rescue a person from the following situations: a. Being in contact with a live electric wire b. A room filled with fumes or smoke c. Clothes on fire
	d. Drowning using a non-swimming rescuee. An ice accident
3.	Show three ways of attracting and communicating with rescue aircraft.
	1.
	2
4.	Know six indications for the need of an immediate rescue.
	1.
	2.
	3.4.
	4.5.
	5.6.
5.	Know six procedures to follow before moving a victim from a life-threatening situation.
	1.
	2
	3

		4
		5
		6.
	6.	Know five principles involved in moving a victim from a life-threatening situation
		1
		2
		3
		4
		5.
	7.	Know the proper ways to help a victim, without assistance, in the fol lowing: Pulling the victim
		Lifting the victim
		Assisting a victim in walking
_	8.	Know the proper way to help a victim, with assistance, in the following: Chair carry
		Fore-and -aft carry
		Two-handed and four-handed seats
		Blanket carry
		Three-man hammock carry with victim in supine and prone position

	Three- or four-man lift		
	Six-m	nan lift and carry	
9.	Know	how to properly use a stretcher and carry a victim on a stretcher.	
	Know	how to make an improvised litter.	
10.	Know a.	how to properly use ropes and knots as follows: Tie knots for joining ropes together	
		Knots Tied:	
	b.	Tie knots for shortening a rope	
		Knots Tied:	
	c.	Tie knots for use around a person for a rescue	
		Knots Tied:	
	d.	Coil and accurately throw a light and a heavy 50-foot (15.2 m) rope.	
11.	What	steps should be taken before reporting a lost person?	
W	hat inf	formation will be needed when reporting a lost person?	
_			

How is a search for a lost person conducted in a wilderness area?		

Date completed _____

Basic Rescue Instructor's Chart

	1				l	ı		ı	
ည	COIL & THROW LIGHT								
ILY USE	KNOTS AROUND PERSON FOR RESCUE								
PROPERLY USE ROPES AND KNOTS	KNOTS TO SHORTEN ROPE								
 - 8	KNOTS JOINING ROPE TOGETHER								
M. VAYS									
ATTRACT & COMM. WITH AIRCRAFT 3 WAYS									
ATTRAC TH AIRC									
×									
FROM IS:	ICE ACCIDENT								
SAFELY RESCUE PERSON FROM FOLLOWING SITUATIONS:	BESCUE DROWNING/NON-SWIM								
CUE PE NG SIT	CLOTHES ON FIRE								
LY RES	ROOM WITH SMOKE								
SAFE	WITH A LIVE ELECT WIRE								
	NAME								





Blood and the Body's Defenses

	1.	Have the Microscopic Life Hono	r.	
_	2.	Name the two major constituents each in normal blood.	of blood. What is th	ne percentage of
		Constituents	Perce	ntage
		1	 	
		2		
	3.	Be able to draw pictures of and indicate what each type does.	ame the 7 types of b	lood cells and
		1	5	
		2	6	
		3	7.	
				· · · · · · · · · · · · · · · · · · ·
		4	-	
			-	

	4.	white	rve some preserved human blood under a microscope. Count 100 blood cells and draw a graph showing the number of each of the ypes of white blood cells that you found.				
		Blood Cells					
		1.					
		2.					
		3.					
		4.					
		5.					
		Grap					
		r					
		Whic	h type is most common?				
			if type is most common:				
		Whic	h is least common?				
0	5.						
0	5.	— Do at	h is least common? t least one of the following and report on what you observed: Observe blood being drawn from someone's arm by a medical				
	5.	 Do at a.	h is least common? I least one of the following and report on what you observed: Observe blood being drawn from someone's arm by a medical professional. With the help of an experienced person, observe blood flowing through some capillaries (either on video tape or in a living organism (such as hamster cheek-pouch, frog skin, or goldfish tail)				
	5.	Do at a. b.	h is least common? I least one of the following and report on what you observed: Observe blood being drawn from someone's arm by a medical professional. With the help of an experienced person, observe blood flowing through some capillaries (either on video tape or in a living organism (such as hamster cheek-pouch, frog skin, or goldfish tail) using a microscope.				
		Do at a. b. c. d.	h is least common? I least one of the following and report on what you observed: Observe blood being drawn from someone's arm by a medical professional. With the help of an experienced person, observe blood flowing through some capillaries (either on video tape or in a living organism (such as hamster cheek-pouch, frog skin, or goldfish tail) using a microscope. Visit a medical laboratory where blood tests are performed.				

		Explain why blood appears blue/green in your veins but if you cut your-self, the blood that comes out is bright red.
		Explain why a lack of iron in your diet might make you have yellowish-colored blood.
<u> </u>	7.	Explain how blood clots when you are injured.
		How does typical "First Aid" help in this process?
<u> </u>	8.	What does it mean to be a blood donor?
		If possible, know your own blood type.
		What types of blood can be donated to you?
		Which blood types cannot be donated to you?
		Why?

	9.	Tell two stories in the Bible in which blood is involved.					
		Stories:	1				
			2.				
			at you know abo a symbol of Goo		rhy do you think that the Bible uses ower?		
٥	10.	List 10 specific health habits that can help your body stay healthy and fight off infection. Find a reference from the Spirit of Prophesy that supports each one of these.					
			Habits		References		
				 			
				 			
			 	 			
	11.		•	_	o the body's defenses:		
		pathogen	inflammation _				
		antibody					

		memory cells
		immunity
		vaccine
		allergy
		histamine
		antihistamine
	12.	Poison Ivy and poison Oak are plants commonly encountered by active Pathfinders.
		Identify Poison Ivy and Poison Oak
		Poison Ivy
		Poison Oak
		How to avoid an allergic reaction
		Explain what to do if you get an allergic reaction to either.
۵	13.	Make a list of as many as possible of the infectious diseases that you have had.
		Diseases

			to? Explain why or why not.
		Disease	Why or why not?
	14.		ds, list all the vaccines that you have or when your next vaccination should
		Vaccines	
		Next one:	
0	15.16.	Write or tell about one infectious of What is AIDS?	lisease (at least 250 words).
		How is it spread?	
		Is there a cure?	
		Why is it so devastating?	
<u> </u>	17.	Find three biblical references that control of or spread of disease.	nave to do with cleanliness and the
		1	3
		2	



Bones, Muscles, and Movement

1.	What's the difference between exoskeletons and endoskeletons? Exoskeltons				
	Endoskeletons				
	Which type of skeleton do humans have?				
2.	List three functions of the skeletal system				
	1				
	2.3.				
3.	Is bone a living tissue?				
	Explain why or why not.				
4.	Describe the structure and development of bone.				
5.	Identify the following bones of the skeletal system: Carpals				
	clavicle (collar bone)				

cranium
femur
fibula
humerus
mandible
maxillary bones
metacarpals
metatarsals
patella
pelvis
phalanges
radius
ribs
scapula (shoulder lade)
coccyx (tail bone)

		sternum (breast bone)	·
		tarsals	
		ulna	
		vertebrae	
ū	6.	What is a joint?	
	7.	List the three types of	joints found between bones.
		1	3
		2	
	8.	Name and describe six an example of each of	types of freely movable joints. Be able to locate these in your body.
		1	4
		2	
		3	
	9.		ruct a model of one of the six freely movable
	10.	What is another name	for a broken bone?
		List 3 types of breaks	that can occur in bones.
		1	3
		2	

		Describe how bones heal and	how doctors can help this process.
_	11.	What is osteoporosis?	
		Who can get it?	
		List at least 5 health habits the muscles.	nat deal with maintaining healthy bones and
		1	4
		2	5
		3	
-	12.	What is the function of the m	nuscular system?
-	13.	Name and describe three type each.	es of muscle tissue. Give one example of
		Muscle Tissue	Example
		1	
_	14.	Be able to identify the follow	
		a. Masseterb. Trapezius	
		c. Deltoid	
		d. Pectoralis	
		e. Biceps	

	 f. Abdominal g. Quadriceps h. Triceps i. Latissimus dorsi j. Gluteus maximus k. Hamstrings l. Gastrocnemius m. Soleus.
15.	Describe the process that causes a muscle to contract.
16.	Describe the difference between voluntary and involuntary muscles. Voluntary
	Involuntary
17.	Using your model in # 9, show how muscles, bones, and joints work together to produce movement.
18.	Find 3 texts in the Bible that mention bones and/or muscles. Tell about each one in your own words.
	1.
	2
	2
	3.





Brain and Behavior

0	1.	Be able to label a diagram or a model of a human brain including the following parts and tell briefly what each part does. medulla
		pons
		cerebellum
		midbrain
		thalamus
		hypothalamus
		pituitary gland
		cerebrum
0	2.	What is a neuron?
		Draw a picture of a typical neuron and label it's parts.

		Where does information enter a neuron and where does information leave from?
_	3.	Explain how drugs affect the function of neurons especially at the 'synapse'.
_	4.	Make a commitment never to take drugs except for medical reasons. What is a reflex?
		Perform a knee-jerk reflex test on someone. (Instructions: Gently tap someone just below the knee-cap while the person's leg is hanging over the edge of a chair.). Explain why it occurs (use the following terms in your answer: sensory neuron, motor neuron, spinal cord).
		Why do doctors use this test in a physical exam?
_	5.	What is a sensory neuron?
		What is "adaption". Demonstrate adaption by doing the following: a. Rest your arm on a table and then place a small cork (or some thing very light) on your arm. Notice how it feels at that time and how it feels one minute later after not moving.
		b. Place one finger of one hand in a bowl of cool water and another finger of the other hand into a bowl of warm water. After 30 seconds, put both fingers in to a bowl of water at room temperature. How does the water at room temperature feel on each finger?

		c. Wha	at spiritual le	sson can be	e drawn fro	om the cond	cept of ada	uption?	
<u> </u>	6.	6. How are the senses of taste and smell similar and how are the Similar							
		Different							
	Draw a map of which part of the tongue restastes. Instructions: Have someone dip a (ing: sugar water (for sweet), lemon juice (fter) or salty water (salt), and then lightly to tongue. Notice which areas of the tongue ta tested. Rinse with pure water between each each test.					-tip into on r sour), flat ch differen ste the solut	e of the fort tonic wat tonic wat tonic wat tonic wat tonic wat tonic tonic wat tonic	ollow- ter (bit- your being	
		Sweet			Sour				
		Ritter			Salt				

		a blind-spot. Find your blind-spot for one eye. Instructions: Place a very small black dot on the center of a white piece of paper. Close one eye and stare directly ahead. Hold the paper at arms length in front of you and move the paper until the spot "disappears" (usually this is occurs when the dot is just a bit below eye level—it is important).
-	8.	Describe the three basic parts of the ear and tell what each part does.
		Basic Parts Function
		1
		3
		Explain why the following activities can be bad for your hearing: listening to a "walkman"
		putting something long in your ear
		being in the front row at a loud music concert

7. Draw a picture of the various parts of the eye and explain why you have

	not t	reating an ear infection properly
	stand	ding behind a jet at an airport
9.	need	one or more of the following activities: (some of these activities will to be planned with a medical/dental professional or at a local col or university—they are usually very willing to assist you) Observe an electroencephalogram or one being performed on someone and describe what can be learned from this test.
	b.	Watch a "lie-detector" test being performed. Briefly explain how one works.
	c.	Observe an MRI or one being performed and explain what information can be learned from such a test.
	d.	Observe a neuron under a microscope.
	e.	Observe someone receiving an local or general anesthetic and explaining how an anesthetic works.
	f.	Observe a real human brain (fresh or preserved)
10.	List	at least 5 things that you can do to protect your brain from damage.
	1.	
	2.	
	3.	
	4.	
	5.	
11.	Do o	one of the following:
	a.	Visit and help care for someone (minimum of 2 hrs) who has a disease of the brain and report on their special needs.
	b.	Briefly describe the following disorders of the nervous system: Alzheimer's Disease
		Multiple Sclerosis
		_

	Epilepsy
	Major Depression
	Down Syndrome
	Huntington's Disease
	quadriplegic
	paraplegic
12.	Find at least three references from the Bible that refer to your brain
	and/or to decisions that you make in life.
	1 3
	2



CPR - Cardiopulmonary Resuscitation

1.	Successfully complete a class sponsored by either the American Heart Association, the American Red Cross, or an equivalent under a certified instructor in order to properly learn and demonstrate one-person CPR. This must be within the past 12 months.
	Date course completed:
2.	Know and understand the location and function of the heart and lungs.
	Location:
	Function:
3.	Define CPR and tell five conditions under which it would be used.
	Definition:
	Conditions of use:
	1
	2
	3
	4.
	5.
4.	Understand Prudent Heart Living.
	List five things a person can do to maintain a healthy heart.
	1
	2.
	3.
	1
	5
	J

5.		lop, maintain, and keep a record of a personalized program in exerhealth, and diet habits for one month.
6.	Learr	health, and diet habits for one month. In the significance of the colors and design used on the honor token his honor as follows: The person needing CPR is white, signifying no circulation. The person giving CPR is red, signifying a very alive person. The background of purple signifies loyalty or commitment. The border of gold speaks to the value of the human life. A heart is formed by the head, shoulders, and arms of the person performing the CPR, signifying compassion for another individual.



Chemistry

<u> </u>	1.	Define the following terms: Elements
		Compounds
		Chemical symbols
		Solutions
		Atoms
		Molecules
		Periodic table
		Combustion
		Acid
		Salt
		Proton
		Neutron

		Electron
		Distillation
		Fractional distillation
		Filtration
_	2.	What gases extinguish life, and how?
		Explain the principle of one kind of chemical fire extinguisher.
_	3.	Name two common sources of carbon monoxide.
		1 2
		Why is it dangerous?
<u> </u>	4.	What are the states of matter?
_		
	5.	Do five of the following, and explain the chemical action that takes place:
		a. Try to light a sugar cube, first without and then with some ash applied to the cube, thus showing the action of a catalyst. Chemical action:

	b.	Place an ice cube in a glass of water, place a four-inch (10.2 cm) string on top of the glass and ice, then solve the problem of taking the ice cube out of the water without touching it. Chemical action:
	c.	With the use of water, turpentine, and soap, transfer a newspaper picture to a blank sheet of paper. Chemical action:
	d.	With the use of a candle and a piece of cardboard, demonstrate visually the three parts of a candle flame. Chemical action:
	e.	With a bowl of water, wooden match sticks, a lump of sugar, and small amount soap, demonstrate the action of sugar and soap on the floating match sticks. Chemical action:
	f.	Place a fresh egg in fresh water and then salt water, noting the difference. Chemical action:
	g.	Demonstrate that rust uses up oxygen with the use of steel wool, a pencil, a rubber band, a water glass, and a dish of water. Chemical action:
	h.	Demonstrate the colors produced when the following are burned: salt, copper, sulfate, and boric acid. Chemical action:
	i.	Make an invisible ink. Chemical action:
	j.	Show that washing soda or sodium carbonate contains water. Chemical action:
Date completed		Instructor's Signature Chemistry 2002 Edition



Digestion

	1.	Have the Nutrition Honor.
	2.	Keep a record of what and how much food you eat for two weeks. Compare your diet to that of the food pyramid.
	3.	What is digestion?
		What is another name for the human digestive system?
۵	4.	Where does saliva come from?
		What are the three functions of saliva?
	5.	Be able to identify the following parts of the tooth: enamel, dentin, pulp, gum, cementum, and periodontal membrane.
		What role do the teeth play in digestion?
	6.	Be able to label a diagram or model of all the organs that help with digestion. Starting from where the food goes into the mouth to where is was expelled from the anus.
	7.	Know the difference between food bolus and chyme.
		Food bolus
		Chyme
		Chyme

8.	Where does bile come from?	
	Where is it stored?	
	What does it do in the duodenum?	
9.	What are villi?	
	What makes them absorb the nutrients so quickly?	
	At what point are all the nutrients removed from the food/chyme?	
	Compare the amount of water absorbed by plain paper compared to a similar sized paper towel using an 1/8 cup (17.2 ml) of water.	
	Plain Paper Paper Towel	
	Water	
10.	What happens if too much water is present in the large intestine?	
	What happens if not enough water is present?	

	11.	How does fiber in your diet aid in digestion?			
		How long should food remain in the digestive tract?			
		What happens if food stays in the digestive system too long?			
0	12.	Demonstrate the digestion of starch into simple sugar using the iodine test.			
	13.	What are the six basic nutrients that are essential for life and where does the bulk of their digestion/absorption take place?			
		Nutrients Disgestion/Absorption			
		1			
		2			
		3			
		4			
		5			
		6			
	14.	Know the difference between monosaccharide, disaccharide, and poly saccharide.			
		Monosaccharide			
		Disaccharide			
		Poly saccharide			
		What is the most important carbohydrate?			

	15.	What are amino acids?		
		How many are needed to make all the proteins in the body?		
		What is meant by essential amino acids?		
		How many of them are essential?		
		Where can you get all the essential amino acids?		
	16.	What is ATP?		
		What is it used for?		
		What does your body make ATP from?		
		What there are a Calcuminal mantions wells ATD in second a deep		
		What three sets of chemical reactions make ATP in your body? 1		
		2.		
		3		

		Why do we need to breathe oxygen?
<u> </u>	17.	Know the difference between water and fat soluble vitamins. Water saluble
		Fat saluble
		What are two common vitamins that are fat soluble?
		1
		What are two vitamins that are water soluble? 1.
ū	18.	
		2.
		3
		4
	19.	List five (5) E.G. White references that promote proper digestion. Choose a variety of topics.
		1
		2
		3.
		4
		5



First Aid, Basic

(Instructor for Skills Required)

If residing in the United States or another country where Red Cross instruction is given, satisfactorily pass the Red Cross Examination in Basic First Aid and receive your certificate.

In British countries pass the examination in St. John Ambulance and receive certificate for the same.

Or c □	omp	lete the following requirements: Know the causes of shock and demonstrate its proper treatment.
		Causes
		Treatment
<u> </u>	2.	Know the proper steps for rescue breathing.
	3.	Know the proper procedures to assist a choking victim.
_		
	4.	Know the proper procedures to assist a bleeding victim.

0	5.	5. Know the pressure points and how to correctly apply pressure at the points.	
0	6.	Know the proper procedure to assist a victim of poisoning.	
0	7.	Demonstrate the proper procedure in splinting various broken bones in the body.	
0	8.	Know the proper procedure to assist the burn victim. First degree	
		Second degree	
<u> </u>	9.	Know the proper procedure to assist a victim of a chemical burn.	
	10.	Know what situations are likely to cause carbon monoxide poisoning and the rescue and treatment techniques for such poisoning. Causes	

	Rescue to	echniques
	Treatmer	nt
11.	Know the injury.	e proper procedure for giving assistance to the victim of a head
12.	Know the injuries.	e proper procedure for giving aid to a victim of internal
13.	Know the	e difference between the following and the treatment of each
		ack
		Treatment
	Stroke _	
		Treatment
	Epilepsy	
		Treatment

		simple fainting
		Treatment
		Treatment
_	14.	Know how to prevent infection.
<u> </u>	15.	What is the proper treatment for a snake bite?
	16.	What is the proper treatment for animal bites?
_	17.	What is the proper treatment for insect and spider bites?
	18.	What is the difference between heat exhaustion and heat stroke, and what is the treatment for each?
		Heat exhaustion
		Tourism
		Treatment
		Heat stroke
		Treatment

	19.	What should you do if your clothes catch fire?
•	20.	What are the basic fire prevention principles for the home?
0	21.	What are the basic water safety principles?
0	22.	What are the ways to save a drowning victim without swimming?
0	23.	What are the basic electrical safety principles?
<u> </u>	24.	How can you prevent food poisoning?
No	te: T	he red oval on the patch designates "basic" level.
com	pleted	Instructor's Signature First Aid, Bas

Date completed _____



First Aid, Standard

(Instructor for Skills Required)

If residing in the United States or another country in which Red Cross instruction is given, satisfactorily pass the Red Cross Examination in Standard First Aid and receive your certificate.

In British countries pass the examination in St. John Ambulance and receive certificate for the same.

Or complete the following requirements:

1. Know the basic principles for mouth-to-mouth breathing and the treatment for an obstructed airway.

Principles

Treatment

2. What is the difference between a heart attack and a stroke and the treatment for each?

Heart attack

Treatment

Stroke

Treatment

Stroke

Treatment

3. Know the proper procedure for assisting a bleeding victim.

	4.	Know the pressure points and how to correctly apply pressure at those points.
-	5.	Know the proper method of applying a tourniquet and when to apply one.
	6.	Know the causes of shock and demonstrate its proper treatment.
_	7.	Know the proper procedure for assisting a victim of poisoning.
-	8.	Know the proper procedure for assisting a burn victim.
	9.	Know how to properly apply the following bandages: a. Open and closed spiral b. Figure-eight c. Fingertip d. Cravat bandage to the head

10.	 Know how to apply the following splints: a. Upper arm splint b. Forearm splint c. Ankle splint d. Kneecap splint
11.	Know the proper treatment for the following: Head injuries
	Internal injuries
	Gunshot wounds
	Injuries to the eye
	Animal and insect bites
	Fainting and epilepsy
	Effects of heat and cold
12.	Know what to do in an electrical emergency.
13.	Know how to escape from a fire.
14.	Know how to obtain help in an emergency

15.	Know the proper procedure to assist a radiation-exposure victim.		
16.	Know the following rescue ca	rries:	
	a. Drag by shoulder	e.	Improvised litter
	b. Blanket drag	f.	Three-person hammock carry
	c. Two-person carry	g.	Litter carry
	d. Carry by extremities	O	-

Note: The white oval on the patch designates "standard" level.

Date completed _	
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First Aid, Advanced

If residing in the United States or any other country in which Red Cross instruction is given, pass the American Red Cross exam in Advanced First Aid and receive your certificate.

Note: The yellow oval on the patch designates "advanced" level.

Health Science
General Conference
2002 Edition



Health and Healing

	1.	Be in at least the eighth grade.
0	2.	Through the Bible and/or Spirit of Prophecy learn how Jesus healed the sick and the procedure for church elders to use to anoint the sick and ask God for healing. Write a 250-word report or give a two-minute oral report on what you learned.
0	3.	What is continuing education as related to health careers?
	4.	Interview at least two people who work in a medical health career. One of the two must be someone other than a doctor or nurse, such as some one working in dentistry, physical therapy, respiratory therapy, radiology, nutrition, etc.
		People interviewed
		1
		2.
		In your interviews ask the following questions:
		a. Why did you choose your profession?
		b. What education is necessary to enter your profession?
		c. After education what amount of time does it take to become
		certified or proficient in your field?d. What part of your job do you like the best? The least?
		e. What days of the week and hours per day do you work at your
		job?
		f. What advancement is available in your field?
		g. What course of study in college would complement your chosen
		profession?List local schools that offer training in your profession?
		List local schools that offer training in your profession!

- **5.** Do one of the following:
 - **a.** Be a candy striper or a page in a hospital or medical facility.
 - **b.** Visit a medical or dental office and do the following:
 - (1) Observe the areas of operation, such as the business office, laboratory, examining rooms, x-ray room, etc.
 - (2) Be introduced to the equipment used in the office.
 - (3) Learn the steps of an office visit from when a patient comes into the waiting room until the time he leaves the office.
 - (4) Learn how the doctor does an examination from the taking of the patient's history to the diagnosis.
 - **c.** Go on a visit with a home nurse and do the following:
 - (1) Learn the steps of a home visit from when the nurse finds out about the patient to when the nurse reports to a doctor.
 - (2) Observe the nurse taking the vital signs.
 - (3) Observe the nurse giving instructions and medication.
 - **d.** Visit an outpatient department of a hospital, such as physical therapy, x-ray, laboratory, etc. Do the following:
 - (1) Observe the areas of operation in the department.
 - (2) (Be introduced to the equipment used in the department and how it works.
 - (3) Learn the steps a patient takes when visiting the department.
 - (4) How many people does it take to staff the department?
 - (5) Does the department operate at night?

Date completed	Instructor's Signature	Health and Healing
Dute completed	mstractor s signature	2002 Edition



Home Nursing

<u> </u>	1.	Have the First Aid Honor.
	2.	What foods are included in the following diets
		Liquid
		Soft
		Light
		Full
	3.	Know the symptoms of a fever.
		Know how to take person's temperature.
		Know how to bring a high temperature down.
<u> </u>	4.	Know what is a normal rate for
		pulse
		respiration
		temperature
		Practice taking the pulse rate, respiration rate, and temperature of a friend or classmate.
		Friend/Classmate
		Pulse Respiration Temperature
	5.	What is a communicable disease?
		How is it transmitted?

	What precautions should be followed to guard against communicable diseases?
	List safety measures to be observed when caring for a person with a communicable disease in the home.
6.	What symptoms tell you that a person is physically ill?
7.	Know how to help take care of a newborn and an aged person in your home.
	Newborn
	Ways to help
	Aged Person
	Ways to help
8.	Know when and how to wash your hands when caring for a sick person.
	When
	How

	9.	Know how to make a bedridden patient comfortable in bed.		
	10.	Show how to feed a helpless patient in bed.		
	11.	Show how to give liquid medicine and tablets, pills, or capsules to children and adults.		
		Know how to properly apply eye drops.		
	12	Demonstrate the mosth of a fairing formantations and foot both a		
_	12.	Demonstrate the method of giving fomentations and foot baths. Explain the value of their use and tell the conditions under which such treatments should be given.		
		Value		
		Conditions		
0	13.	Demonstrate the application of a heating compress and the use of heat and cold for the treatment of inflammation and bruises.		
	14.	Explain how the following natural remedies help in preventing disease: (Note how the first letter of each item spells NEW START). Nutrition		
		Exercise		
		Water		
		Sunshine		
		Temperance		

Air		 	 	
Rest				
Trust in	God			

Date completed _____



Optics

1	
I.	Define and/or draw a diagram of the following:
	Focal length
	Positive lens
	Negative lens
	Two kinds of distortion

Longitudinal color		
Lateral color		
Spherical aberration		
Achromatic lens		
Defraction of light		
Refraction of light		

2.	Explain how l feldspar, and a		kes or traverses water, oil,	
	Water			
	Oil			
	Feldenar			
	r cluspar			
	Mirror			
3.	Name and dra kinds of negat	•	ds of positive lenses and three	ee`
	Positive			
	1	2	3	
	Negative			
	1	2	3 .	
4.		oe the minimum distance for focal length?	of light source from the len	IS
5.	Find the focal	length of at least four le	nses, one being a negative l	ens.
	1	3		
	2	4		
6.	Explain by dia reversed and i		m a positive lens makes an i	mage

	7.	Show with diagrams how a prism works. State the angles at which the colors appear and disappear.
0	8.	Show and demonstrate what happens when light strikes one-way glass.
0	9.	Construct one optical instrument using mirrors or lenses, such as a periscope, a slide or opaque projector, or a simple telescope.
	10.	Explain what is meant by the term 6x35 and 7x50 as applied to binoculars.
	11.	Define the term "f/stop" as used in connection with cameras.
		What does it mean when a lens is fast or slow?
		Is an f/8.5 lens faster or slower than an f/8 lens?



Physics

Ph	efine the following: ysics
M	ass
W	ork
Fo	rce
Po	wer
Po	tential energy
— Ki	netic energy
W	eight
M	atter
Ine	ertia
— Fri	ction
Wa	ave

		Center of gravity
		Exponential notation
		Absolute zero
		Fulcrum
0	2.	What is the scientific method? How can the scientific method be used to study the Bible?
0	3.	What is a controlled experiment?
0	4.	Explain the terms in Albert Einstein's E=mc² equation.
<u> </u>	5.	What units of measure for mass, length, and time are used where you live?
		Mass Length Time
	6.	What units of measure are used for time prophecy in the Bible?
		What is the chapter and verse where they can be found?

	7.	List Newton's three laws of motion.
		1
		2
		3.
0	8.	Using a table cloth and several heavy books, demonstrate Newton's first law of motion.
	9.	Using an air-filled balloon, demonstrate Newton's third law of motion.
	10.	Demonstrate Galileo's falling body experiment by dropping two plastic beverage bottles (one full of water, the other half full) at the same time from a height of seven feet. Record the results and draw a spiritual application from this experiment.
		Results
•	11.	Demonstrate the mechanical advantage of levers by pulling a large nail, driven deeply into a board, using only a hammer. Pull a second nail using a hammer and a small block of wood, located near the nail, under the head of the hammer. Note the difference in force required to pull the nail with different positions on the hammer on the block (fulcrum) and draw a spiritual application from this experiment. Force required
		Position



Red Alert

1	. Tell what you should do to prevent injury and/or possible loss of life in the following situations:
	A fire in your house
	A neighbor's house
	A public building
	If you are stranded in a car in a blizzard or desert
	Motor vehicle accident
	Earthquake
	Flood
	Tornado
	Hurricane
	Thunderstorm
	Atomic emergency

		Rocl	k or snow avalanche
		You	r boat or canoe capsizes in open water
			1 1
	2.		en telephoning for help in an emergency situation, what essential rmation should be given and who should hang the telephone up last?
	3.		nonstrate what emergency first aid measures you should take in the owing situations? Someone's clothes catch on fire
		b.	A severely bleeding wound
		c.	Someone is choking
		d.	Someone swallows poison
	4.	Do t	the following: 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.
			Date of 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.
			Panic prevention
<u> </u>	5.		at should you and your parents do to prevent abduction of children our family?
		Wha	at should you do if you are abducted?

Household Arts Index

Baking

Basic Sewing

Cooking

Cooking, Advanced

Cultural Food Preparation South Pacific Div/Island Ed.

Dressmaking

Dressmaking, Advanced

Food - Canning Food - Drying Food - Freezing Housekeeping Laundering

Mat Making South Pacific Div/Island Ed.

Nutrition

Nutrition, Advanced

Quilting
Tailoring
Tana Clot

Tapa Cloth South Pacific Div/Island Ed.



Baking

1.	Explain the difference in food value between whole wheat flour and white flour.
	Whole wheat flour
	White flour
2.	Describe the effects of yeast in bread making.
3.	Give one Old Testament and one New Testament incident where leavening is mentioned.
	Old Testament
	New Testamant
4.	Prepare whole grain bread (can be wheat, rye, oatmeal, etc.).
	Type of bread
5.	Prepare two of the following: a. Yeast biscuits b. Unleavened bread c. Bread sticks d. Bagels e. Vegetable bread
6.	Explain why the use of baking powder and soda should be avoided and why the mixture of milk, sugar, and eggs is harmful to health.
	Baking powder and soda
	Milk, sugar and eggs

7.	How do you test a cake for being done?
	How do you keep a cake from "falling"?
8.	Prepare two of the following: a. Cake from basic ingredients (any flavor) b. Cake from a mix (any flavor) c. Fruit or nut cake or loaf cake d. Sponge cake
9.	 Make one pie in each of the following categories: a. Baked, any fruit, including lemon b. Unbaked (baked pie shell only), fresh fruit, gelatin, etc.
10.	Make and bake one recipe of cookies.
	Type of cookies
	Make one recipe of refrigerator cookies.
	Type of cookies
	It is preferable to use wholesome ingredients such as fruit, oatmeal, nuts, etc.
11.	Prepare recipe file for all of the items required above and any others desired. See how many recipes you can find using fruit without large amounts of sugar.



Basic Sewing

1.	Describe the proper use of the following:		
	Thimble		
	Tape measure		
	Scissors and shears		
	Pinking shears		
	Needles of various sizes and types		
2.	Become acquainted with the sewing machine in your home or school.		
	Identify: a. Balance wheel		
	b. Thread take-up		
	c. Presser foot		
	d. Presser foot lifter		
	e. Needle		
	f. Feed dogs		
	g. Bobbin		
	h. Control		
	i. Backspace lever		
3.	Demonstrate how to properly thread and run the machine.		
4.	Put a hem in one of the following items showing neat and even stitches.		
	a. Towel		
	b. Apron		
	c. Flannel baby blanket		
	d. Flannel lap blanket		
	Item hemmed		
5.	Demonstrate your ability to properly sew on buttons and snaps.		

	6. Tell what is meant by selvage, bias, and grain of fabric.
_	Selvage
	Bias
	Grain of fabric
	7. Make a laundry bag for camping, or a similar simple item.



Cooking

	1.	Know how to properly operate the kind of stove you have in your home. Know how to put out an oil or grease fire on your stove.		
		Know how to prevent such a fire.		
		Know safety precautions while cooking, including consideration of small children.		
۵	2.	Know how to properly use a. Measuring spoons b. Measuring cups c. An electric mixer d. A blender e. Food processor.		
	3.	What is meant by boiling		
		frying		
		fryingbaking		

		simmering		
		waterless cooking		
		microwave cooking	<u> </u>	
		Which are the most	t healthful ways of p	preparing common foods?
		Which are the mos	t unhealthful ways?	
0	4.		not drink, and cook of	repare two different kinds of hot eggs in two different ways other
		TT . 1 . 4	Methods	
		Hot cereal 1.		2
				2.
_	_		1.1.0.11.1	
ч	5.	Prepare potatoes he	2 2	
	(Cools there at here a		4 h a a 14h Ca1
_	0.	Cook three other vo		•
		Vegetable		Method cooked
П	7	Prepare a simple sa		
_	7 •	-	resh salads in our die	at?
		why do we need h	esii saiaus iii oui uic	ot!

8.	Know the food pyramid guide.
	Why is it important that we follow the food pyramid guide in our diet every day?
	Make a chart for one week of the foods you eat to see if you are following the food pyramid guide. (Complete Meal Chart)
9.	Set the table properly for your family for an evening meal.
	Serve a balanced meal that you have planned and prepared as much as possible by yourself. Include main dish, vegetable, and salad.
	Main dish
	Vegetable
	Salad
	Additional items
10.	Follow a recipe correctly in making a vegetarian entree or a vegetable casserole.
	Recipe
11.	Start a recipe file of your own. Put into it 10 recipes of dishes you have personally prepared from entrees, vegetables, salads, and beverages.

Cooking—Meal Chart

Make a chart for one week of the foods you eat to see if you are following the food pyramid guidelines

	MORNING	AFTERNOON	EVENING
Day 1			
day of the week			
Day 2			
doy of the work			
Day 3			
Day 3			
day of the week			
Day 4			
day of the week			
Day 5			
day of the week			
Day 6			
day of the week			
Day 7			
day of the week			

Cooking, Advanced

1.	Have the Cooking Honor.
2.	How many cups make a quart? (How many mls to make a liter?)
	How many table spoons to a cup?
	How many teaspoons to a table spoon?
3.	Prepare two main casserole dishes using macaroni, noodles, beans, or rice.
	Macaroni
	1 2
	Noodles
	1 2
	Beans
	1 2
	Rice
	1 2
4.	Prepare two different vegetable casserole dishes.
	1 2
5.	Prepare two kinds of salad.
	1 2
	How are salads kept crisp?

	6.	Know the difference in food value between whole milk, lowfat milk, and non-dairy milk.
		Whole milk
		Lowfat milk
		Non-dairy milk
	7.	Prepare a balanced breakfast using the food pyramid guide.
		Menu
_	0	
_	8.	Prepare a vegetarian entree dish.
		Entree
	9.	Plan menus for one week, choosing at least three dishes in which left overs may be used. (Complete Meal Chart)
		Leftovers
		1 2
		3
	10.	Prepare a balanced meal using a vegetarian entree, a vegetable casserole, and a salad.
		Vegetarian entree
		Vegetable caserole
		Salad
		Additional items
	11.	Know several reasons why vinegar is unhealthful.

12.	What does caffeine do to the body?
	List five foods that contain caffeine.
	1
	2
	3
	4
	5
13.	Have 25 recipes of personally-prepared dishes, not more than five of which are candies or desserts.

Cooking, Advanced—Meal Chart

Plan menus for one week, choosing at least three dishes in which leftovers may be used.

	MORNING	AFTERNOON	EVENING
Day 1			
day of the week			
Day 2			
day of the week			
Day 3			
Day 4			
Day 4			
day of the week			
Day 5			
day of the week			
Day 6			
day of the week			
Day 7			
day of the week			
day of the week			



Dressmaking

	1.	Have and review the Basic Sewing Honor.		
	2.	Have a practical sewing box for your sewing supplies. Include in it a pin cushion, tape measure, pins, needles, thread, scissors, seam gauge and seam ripper.		
	3.	Know how and when to:		
		Baste		
		Overcast		
		Zigzag		
		Blind hem		
0	4.	Identify (a) 5 natural fabrics such as a. cotton b. linen c. wool d. silk		
		 (b) synthetic fabrics such as a. rayon b. nylon c. dacron d. polyester. 		
	5.	Show and demonstrate how to straighten fabric before use.		
	6.	Choose a pattern for an item such as a shirt, blouse, skirt or shop apron.		
		Pattern		
		Properly lay your pattern on the material, cut it out, and sew your item to completion.		

Pati	ntin	der's	Name

Dressmaking, Advanced

	1.	Have the Dressmaking Honor.	
0	2.	Do the following: a. sew a seam with finished edges b. make darts c. gather d. bind e. topstitch f. make a French seam.	
	3.	Make a neat buttonhole.	
<u> </u>	4.	Demonstrate on another person how to measure for a. length of skirt or pant b. length of sleeve c. length from neck to waistline.	
	5.	Make a blouse or shirt with set-in sleeve and a collar, and explain how you would adjust the shoulders for persons of different build.	
	6.	Explain how to make at least four of the following alterations or modifications in patterns: a. shorten/lengthen waist b. shorten/lengthen sleeve c. waist size d. shorten/lengthen skirt or pants e. shorten/lengthen blouse.	
	7.	Make a pair of pants or shorts that fit properly.	
	8.	Make a skirt that fits properly.	
0	9.	Select from pictures or draw an outfit for yourself that shows proper color harmony and is complementary to your figure.	

Household Arts General Conference 2002 Edition

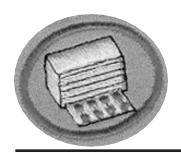


Food - Canning

1.	Define the following: Botulism
	Steam pressure canning
	Cold pack
	Sterilize
	Boiling water bath
	Steam canning
	Jelly
	Scald
	Open kettle canning
	Jam
	Pectin

		Hot pack
		Pickles
		Marmalade
<u> </u>	2.	List the equipment used in the following methods of canning: Pressure
		Boiling water bath
		Steam
		Open kettle
-	3.	Give directions for sterilizing
		filling
		sealing
		testing seals on jars
-	4.	When should food be steam pressure processed?

5.		the kinds of vegetables and used to freezing or drying.	fruits that are excellent for canning as
	орро	Vegetables	Fruits
	1		
6.		the following items:	
	a.	One fruit juice using the	open kettle method
		Juice	
	b.		he boiling water bath method, one by
		Boiling Water bath 1.	
	c.		using the pressure canning method, one
		Pressure canning method	1
			2
		Hot packing	1
		Cold packing	1
	d.	One jelly or jam	
		Jelly or jam	



Food - Drying

0	1.	List at least three different ways to dry foods.
		1
		3.
	2.	Why and how do you sulphur fruits?
		Why
		How
0	3.	How is dried fruit stored and protected from insects?
	4.	How are dried foods reconstituted?
_	_	
_	5.	What is important in selecting fruit to be used in making fruit leather?
	6.	How are dried nuts stored?

7. Dry	the following and provide samples for testing:
a.	Bread. Make crumbs and use in a recipe for sampling.
b.	Fruit leather
c.	Vegetable leather
d.	Fruit slices
e.	Vegetable slices (such as carrots) or pieces (such as peas)
f.	Vegetarian jerky
g.	Parsley or some other herb
8. Reco	onstitute a vegetable and cook for sampling.



Food - Freezing

	fine the following terms: Blanching
	Quick freeze
	Freezer burn
Wł	nat kinds of containers can be used for freezing foods?
	nat are the essential things to be considered when selecting vegetables or its for freezing?
Ho	w do you thaw frozen vegetables for the table?
Но	w do you thaw frozen fruits for the table?
	eze two vegetables (corn and another of your choice), then prepare and ve for sampling.
1st	Vegetable
	l Vegetable
	ick freeze a vegetable for easy pouring.
Veg	getable

Freeze some peaches in light syrup and also some in orange or pineapp juice.
What is the reason for using ascorbic acid in the syrup and not in the fr juice?
Why is ascorbic acid used in freezing peaches?
Freeze one type of berry without added sweeteners.
Berry
Make one kind of freezer jam.
Freezer jam



Housekeeping

	1.	Have the Laundering Honor.
	2.	List items used in keeping a house clean.
	3.	Describe the best way to keep stoves, microwave ovens, and refrigerators clean.
0	4.	Under what conditions do germs and pests thrive?
		Give ways of cleaning each of the following:
		basement
		closets
		aunhaarda
		cupboards
		sinks
		floors
		toilets

	5.	State the proper way to prepare dishes for washing, either in the sink or dishwasher.		
		State the order in wh washed.	ich silver, glass, table, and kitchen dishes should be	
		1st	2nd	
			4th	
	6.	How should the follo		
		rugs		
		carpets		
		upholstered furniture	, 	
		papered walls		
		floors		
		windows		
	7.	How is trash dispose	d of in your community?	

<u> </u>	8.	What precautions should be taken in cleaning out a fireplace?
۵	9.	What is meant by keeping a home "baby safe"?
<u> </u>	10.	Plan and do the work in a house for one week.



Laundering

1.	Why is it important to read the labels in garments before laundering them?
2.	What is the proper way to prepare clothes for washing?
3.	What types of clothes should be washed in hot, warm, and cold water?
	Hot
	Warm
	Cold
4.	What precaution should be used when using chlorine bleach?
	What are the advantages of powdered oxygen bleach?
	Why should chlorine bleach and ammonia never be mixed?
5.	What precautions should be taken when using liquid fabric softeners?

	6.	Know how to remove the following stains: blood				
		chewing gum				
		crayons				
		grass				
		grease				
		fruit				
		ink				
		rust				
		grape juice				
		Why must stains be removed before laundering?				
<u> </u>	7.	How are woolen and wool like garments laundered?				
0	8.	Why is it important to remove garments from a dryer immediately when the cycle is complete?				

9.		What points are to be considered in selecting a washing machine, dryer and iron? Washing machine		
		Dryer		
		Iron		
		How should these items be cared for?		
	10.	Know what type of materials should be dried only on the lowest heat setting of a dryer.		
	11.	Show a blouse or shirt that you have properly ironed.		
	12.	Properly launder and fold clothes for your family for one week.		



Nutrition

_	1.	Describe the food pyramid guide.
		List the number of servings required from each group per day.
		Food Pyramid Number of servings
		1
		2
		3
		4
		Why is it important to eat a balanced diet?
_	2.	Explain the difference between the following: Lacto-ovo vegetarian
		Ovo vegetarian
		Vegan vegetarian
	3.	Plan a two-day menu, containing a balanced lacto-ovo vegetarian diet utilizing the food pyramid guide. (Complete chart)
	4.	What is another name for
		Vitamin B1
		Vitamin B2

5.	List at least three sig	nificant food sou Source 1	rces of the following Source 2	ng nutrients: Source 3		
	Vitamin C					
	Vitamin A					
	Vitamin B1					
	Vitamin B2					
	Iron					
	Calcium					
6.	Why is it important t	o drink plenty of	water every day?			
	How much water sho	ould you drink ev	ery day?			
7.	Name three common	diseases that car	n be controlled by a	diet.		
	1		•			
	2.					
8.	What is the difference between whole wheat flour and white flour.					
	Whole wheat flour _					
	White flour					
	Which one has the hi	igher nutritive va	lue?			
9.	What does RDA stan	nd for?				
	What does it mean?					

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

Date completed _____ Instructor's Signature _____

2002 Edition

Nutrition Chart

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

	BREAKFAST	LUNCH	DINNER
Day 1			
Day 2			

Nutrition, Advanced

	1.	Have the Nutrition Honor.		
	2.	Read a book about Nutrition.		
	3.	Keep a food diary on yourself for one week. (See chart)		
	4.	Calculate the total nutrients of the following in your diet each day: (See chart) a. Calories b. Protein c. Iron d. Calcium e. Vitamin A f. Thiamine g. Riboflavin h. Niacin i. Vitamin C or ascorbic acid		
	5.	How do the number of nutrients in your diet compare with the Recommended Daily Allowance chart? (See chart)		
	6.	Explain why a high fiber diet is important, and tell how this can be obtained.		
7. Name three diseases due to malnutrition, each.		Name three diseases due to malnutrition, and describe the symptoms of each.		
		Diseases Symptoms		
		1		
		2		
		3		

8.	What are the symptoms of vitamin B12 deficiency?			
9.	What advice would you give a person who decided to be a total vegetarian?			
10.	What is the difference between saturated and unsaturated fats? Saturated fats			
	Unsaturated fats			
	Why			
11.	Why is it advisable to use less sugar in the diet?			
	List several ways in which this may be accomplished.			
12.	What are amino acids?			

		How many are needed to make all the proteins in the body?
		What is meant by essential amino acids?
		How many of them are essential?
		Where can you get all the essential amino acids?
<u> </u>	13.	Know the difference between water and fat soluble vitamins. Water soluble vitamins
		Fat soluble vitamins
		What are two common vitamins that are fat soluble?
		1 2
		What are two vitamins that are water soluble?
		1 2
<u> </u>	14.	Using the book <i>Counsels on Diet and Foods</i> by Ellen G. White, write a paragraph on the benefits of a lacto-ovo vegetarian diet.

Nutrition, Advanced Chart

Do the following:

- Keep a food diary for one week on yourself.
 Calculate the total nutrients each day
- 3. Compare the nutrients in your diet with the RDA.

Day 1	Calories			Totals	RDA
		Calories	Calories	Calories	
	Protein	Protein	Protein	Protein	
	Iron	Iron	Iron	Iron	
	Calcium	Calcium	Calcium	Calcium	
	Vitamin A	Vitamin A	Vitamin A	Vitamin A	
	Thiamin	Thiamin	Thiamin	Thiamin	
	Riboflavin	Riboflavin	Riboflavin	Riboflavin	
	Niacin	Niacin	Niacin	Niacin	
	Vitamin C	Vitamin C	Vitamin C	Vitamin C	
Day 2	Calories	Calories	Calories	Calories	
	Protein	Protein	Protein	Protein	
	Iron	Iron	Iron	Iron	
	Calcium	Calcium	Calcium	Calcium	
	Vitamin A	Vitamin A	Vitamin A	Vitamin A	
	Thiamin	Thiamin	Thiamin	Thiamin	
	Riboflavin	Riboflavin	Riboflavin	Riboflavin	
	Niacin	Niacin	Niacin	Niacin	
	Vitamin C	Vitamin C	Vitamin C	Vitamin C	
Day 3	Calories	Calories	Calories	Calories	
	Protein	Protein	Protein	Protein	
	Iron	Iron	Iron	Iron	
	Calcium	Calcium	Calcium	Calcium	
	Vitamin A	Vitamin A	Vitamin A	Vitamin A	
	Thiamin	Thiamin	Thiamin	Thiamin	
	Riboflavin	Riboflavin	Riboflavin	Riboflavin	
	Niacin	Niacin	Niacin	Niacin	
	Vitamin C	Vitamin C	Vitamin C	Vitamin C	
Day 4	Calories	Calories	Calories	Calories	
	Protein	Protein	Protein	Protein	
	Iron	Iron	Iron	Iron	
	Calcium	Calcium	Calcium	Calcium	
	Vitamin A	Vitamin A	Vitamin A	Vitamin A	
	Thiamin	Thiamin	Thiamin	Thiamin	
	Riboflavin	Riboflavin	Riboflavin	Riboflavin	
	Niacin	Niacin	Niacin	Niacin	
	Vitamin C	Vitamin C	Vitamin C	Vitamin C	

Nutrition, Advanced Chart (cont.)

Do the following:

- 1. Keep a food diary for one week on yourself.
- 2. Calculate the total nutrients each day
- 3. Compare the nutrients in your diet with the RDA.

	MORNING	NOON	EVENING	Nutrient Totals		RDA
Day 5	Calories	Calories	Calories		Calories	
	Protein	Protein	Protein		Protein	
	Iron	Iron	Iron		Iron	
	Calcium	Calcium	Calcium		Calcium	
	Vitamin A	Vitamin A	Vitamin A		Vitamin A	
	Thiamin	Thiamin	Thiamin		Thiamin	
	Riboflavin	Riboflavin	Riboflavin		Riboflavin	
	Niacin	Niacin	Niacin		Niacin	
	Vitamin C	Vitamin C	Vitamin C		Vitamin C	
Day 6	Calories	Calories	Calories		Calories	
	Protein	Protein	Protein		Protein	
	Iron	Iron	Iron		Iron	
	Calcium	Calcium	Calcium		Calcium	
	Vitamin A	Vitamin A	Vitamin A		Vitamin A	
	Thiamin	Thiamin	Thiamin		Thiamin	
	Riboflavin	Riboflavin	Riboflavin		Riboflavin	
	Niacin	Niacin	Niacin		Niacin	
	Vitamin C	Vitamin C	Vitamin C		Vitamin C	
Day 7	Calories	Calories	Calories		Calories	
	Protein	Protein	Protein		Protein	
	Iron	Iron	Iron		Iron	
	Calcium	Calcium	Calcium		Calcium	
	Vitamin A	Vitamin A	Vitamin A		Vitamin A	
	Thiamin	Thiamin	Thiamin		Thiamin	
	Riboflavin	Riboflavin	Riboflavin		Riboflavin	
	Niacin	Niacin	Niacin		Niacin	
	Vitamin C	Vitamin C	Vitamin C		Vitamin C	



Quilting

☐ 1. What is a quilt?						
		How is it used?				
	2.	Who introduced quilts to North America?				
	3.	What are three main fibers used in the interlining (middle layer) of a quilt?				
		1 3				
		2				
	4.	What are two common types of quilts?				
		1				
		2				
		What is a crazy quilt?				
	5.	What is the difference between yarn tying and quilting?				
		Yarn tying				
		Quilting				
	6.	What are the steps in making a quilt?				
	7.	Construct and finish a quilt, either as an individual or group project.				
		Develop a file of at least six quilt patterns, including two patchwork and				



Tailoring

	1.	a.b.c.d.	ify the following materials: Wool Worsted wool Cotton Linen Silk	f. g. h. i.	Artificial silk Rayon Polyester Synthetic wool			
	2.	Ident: a. b. c.	ify three of the following we Plain Basket Rib	aves: d. e. f.	Twill Herringbone Pile			
	3.	How	are the following used?					
		Interl	ining					
		Tailo	r tacks					
		Tailor canvas or other interfacing						
		Tanoi canvas of other interfacing						
		Pad stitching						
		Iron-o	on interfacing					
0	4.		he points to be considered witailored.	hen ma	aking a garment fit properly and			
				-				
	5.	Be fa	miliar with the following pre	essing	eauinment [.]			
	٥.	a.	Sleeve board	d.	Tailor's ham			
		b.	Press mitt	e.	Tailor's board			
		c.	Seam roll	f.	Needle board			

	Use at least two of these in pressing.
6.	Know at least two methods for making bound buttonholes.
	1 2
	Make a bound buttonhole using one of these methods.
7.	Make a slit pocket with a welt or a bound pocket.
8.	Demonstrate your skills in tailoring by making a man's or woman's suit that fits properly.

Nature Index

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Dog Care and Training

Dogs Ecology

Ecology, Advanced Edible Wild Plants

Environmental Conservation

Eucalypts South Pacific Division

Ferns Fishes Flowers

Flowers, Advanced

Fossils Fungi Geology

Geology, Advanced

Grasses

Herbs South Pacific Division

House Plants

Insects

Insects, Advanced

Lichens, Liverworts and Mosses

Livestock Mammals

Mammals, Advanced

Maple Sugar

Maple Sugar, Advanced

Marine Algae

Marine Invertebrates

Marine Mammals

Marsupials

Microscopic Life

Moths and Butterflies

Orchids

Palm Trees

Parrots and Cockatoos

Poultry Reptiles

Reptiles, Advanced Rocks and Minerals

Rocks and Minerals, Advanced

Sand Seeds

Seeds, Advanced

Shells

Shells, Advanced

Shrubs

Small Mammal Pets

Spiders Stars

Stars, Advanced

Trees

Trees, Advanced

Wattles

Weather

Weather, Advanced

South Pacific Division

South Pacific Div/Island Ed.

South Pacific Division

South Pacific Division



Amphibians

1. What are the characteristics of amphibians?				
2.	Name the two main orders of amphi between them.	bia and tell how to distinguish		
	1	2		
3.	Distinguish between toads and frogs			
	Toads			
	Frogs			
4.	How do amphibians protect themsel	ves?		
5.	Make a list of amphibians that should	d be found in your locality.		
				
	Identify five and tell where you four sketch five different amphibians whethey are found.			
	Type of Frog	Location		
	1			
	2.			
	3.			

		4						
		5						
				e life history of some amphibian.				
0	7.	Expla	Explain the economic value of amphibians.					
0	8.	When	re do to	oads spend the winter or dry season?				
ū	9.		-	o species of frogs by their sound or imitate the sounds of two secies of frogs.				
	10.	How	do fro	gs and toads sing?				
		What	Vhat makes the noise so loud?					
	11.	Do o	ne of t	he following:				
		a.	Obse	rve a toad in your yard or neighborhood to find out.				
			(1)	Where and when it sleeps				
			(2)	When it leaves its home for food				
			(3)	How fast it can travel				
			(4)	How far it can jump				
				and as many other interesting things as you can find out about it, and write an essay covering the details requested in the first section of this question.				
		b.		and write an essay covering the details.				
	Date hatched							

Path	finde	ar'e	Name

Amphibians, Advanced

	1.	Have	the	Am	phibians	Honor
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Note: Must have completed all requirements for the Amphibians Honor prior to working on this next level.

2. Design and carry out a study project based on natural or captive observation of a selected amphibian(s) and write a paper on the conclusions arrived at during the study. The parameters of the study should involve a minimum of 25 hours of actual observation time and no more than a maximum total duration of one season. Intentional harm/death of the study target is not permitted.

Note: Most amphibian species have had very little research carried out on them. It is a field wide open for study of even some of the simplest elements. For example very little data exists on the seasonal activities of frogs and the climatic factors that influence them. When does chorusing begin and stop, when does it reach its highest volume, what are the atmospheric conditions and variations associated with these. What are the dates for egg laying, hatching, transformation. What are the growth rates, age of sexual maturity, average and maximum longevity, average duration of breeding behavior, courtship behavior, rate of dispersal, location of brumation or estivation sites. Little is known about homing ability, territorial maintenance, interaction during breeding and non-breeding timesand many other issues. It is indeed a field wide open to the curious and fascinated.

Nature
General Conference
2002 Edition



Animal Tracking

	1.			ling two kinds of bird tracks.	
				6 _ 7	
				9	
				10.	
			e plaster casts of five.		
	2.	Name	e at least three things that the	racks tell us.	
		1			
		2			
		3			
	3.	Trail some animal tracks, identify the animal if possible, and tell whether it was running or walking. Measure between the tracks of one animal when running and walking. (See Chart #1)			
۵	4.	Main a.		t least three days (See Chart #2) some quiet place near your camp or	
		b.	Smooth out ground, mud,	sand, etc.	
		c.	Place food out for wildlife) .	
		d.	Check each day for tracks	and replenish food when necessary.	
	5.	Name	e two animals for each trace Flatfoots	king group.	
		1	_	_ 2	
			Toe walkers		
		1		_ 2	
			Toenail walkers		
		1		_ 2	

Bounders or long hindleggers 1. _____ 2. _____ **6.** Name four signs of the presence of mammals. 1. _____ 7. Distinguish between rabbit and squirrel tracks, and between dog and cat family tracks. Rabbit/Squirrel Tracks Dog/Cat Tracks 8. Name two groups of animals (mammals, birds, insects, etc.) that leave tracks or scent trails that another of their kind can follow. 1. ______ 2. _____ **9.** Name two birds for each of the following type of tracks: Hopping 1. _____ 2. ____ Walking 1. ______ 2. _____ Besides tracks, give two other signs of the presence of birds. 1. _____ Name two birds identified by their flying patterns. 1. _____

<u> </u>	12.	a. b. c.	Toad or frog Snake Turtle		d. e. f.	Earthworm Mole		
		Animal Observed Findings						
		rına	ings					

Animal Tracking Chart #1

Trail some animal tracks, identify the animal if possible, and tell whether it wasrunning or walking. Measure between the tracks of one animal when running and walking

Animal	
Walking or running	
Distance between tracks	
Animal	
Walking or running	
Distance between tracks	
Animal	
Walking or running	
Distance between tracks	
Animal	
Walking or running	
Distance between tracks	

Animal Tracking Chart #2

Maintain a tracking station for at least three days

Area chosen Types of food placed
Notes Day 1
Day 2
Day 3
Check each day for tracks and replenish food when necessary

Animal Tracking, Advanced

Q 1	. Have the Animal Tracking Honor.
	2. What is the difference between positive and negative casts of animal tracks?
	Positive casts
	Negative casts
□ 3	Make at least one positive cast from a negative cast or rubber mold. Positive Cast
- 4	What is scatology and why is it important in the study of animals? Scatology
	Why
<u> </u>	Find at least one trace of an animal other than its tracks. Through careful observation and/or analysis determine as many conclusions as possible from the evidence.
	Trace of animal
	Conclusions
	(1.6 km) which will include at least four change-of-directions utilizing traditional native signs and have at least two other persons successfully follow the route. Successfully follow a one mile (1.6 km) route set by someone else.
	Nature General Conference 2002 Edition
Date complet	ed Instructor's Signature



Bird Pets

1.	Keep one or a pair of birds for at least six months.
2.	 Show you have completed one of the following: a. If you have a cage bird, keep a record of its care for at least one month. Include food habits, water needs, cage cleaning, etc. (See Chart #1) b. If you do not have a cage bird now but completed requirement #1 in the past, take care of some one else's bird for at least one week while they are on vacation, etc., and maintain a record of the required care. (See Chart #2)
3.	Canaries Give the names of four varieties of canaries. 1 3
	2 4
	Give a brief history of the origin and development of canaries.
	Name and distinguish five seeds used in canary feeding. 1 4
	2 5
	3
	Describe briefly the general care of canaries.

	4.	Parakeets or love birds To what country are parakeets or love birds native? Describe briefly their habits of feeding, nesting, and general behavior.		
	5.	Pigeons Name and identify six varieties of pigeons.		
		1 4		
		2 5		
		3 6		
		Describe their kind of food and general management.		
	6.	What are the laws in your state or country regarding the capture, breeding, role and/or export of cage birds?		
		Be sure you are abiding by them while fulfilling the requirements of this Honor.		

Bird Pets Chart #1

If you have a cage bird, keep a record of its care for at least one month. Include food habits, water needs, cage cleaning, etc.

	ī	ī	ı	<u> </u>
Day 1	Day 8	Day 15	Day 22	Day 29
Day 2	Day 9	Day 16	Day 23	Day 30
Day 3	Day 10	Day 17	Day 24	Additional Notes:
Day 4	Day 11	Day 18	Day 25	
Day 5	Day 12	Day 19	Day 26	
Day 6	Day 13	Day 20	Day 27	
Day 7	Day 14	Day 21	Day 28	

Bird Pets Chart #2

If you do not have a cage bird now but completed requirement #1 in the past, take care of some one else's bird for at least one week while they are on vacation, etc., and maintain a record of the required care.

Day 7	
Day 6	
Day 5	
Day 4	
Day 3	
Day 2	
Day 1	Additional Notes:



Birds

1.	Give two characteri	stics which set birds apa	art from all other creatures.
	1	-	
2.	Name three flightles		liet consists of, and name the
	Bird	Diet	Country/Continent
	1		
3.		week when birds were	
	, and the second		
	Find in the Bible the memory.	e names of five birds an	d be able to name them from
	1	4	
	3.		
4.		three ways in which Go	od's love and purpose is
	1		

1	•	11.	21	
			22.	
			23	
			24	
			25	
6	•	16	26	
7	•	17	27	
8	•	18	28	
9	•	19	29	
10.	•	20	30	
		ve species of wild bi ied by sound out of	rds that you personally have doors.	
1	•	3 .	5	
2	•	4		
	7. Do one of the following:a. Set up a feeding station and report on the bird visitor for a period of seven days.			
b	of bird tha	t built it, describe th	desting season, identify the species are nest in detail, observe the nest for pened at the nest on each of the	

c.	In the month	Western Hemisphere: Maintain a hummingbird feeder for 2
	(1)	What does man-made nectar consist of?
	(2)	Why shouldn't you use food coloring or honey?
	(3)	When should the feeder fluid be changed?
	(4)	How should the feeder be cared for?
d.	in you	er areas of the world: Select at least three different habitats area and make comparative bird lists of them indicating fferences in birds expected and found.

Birds, Advanced

Have	Have the Birds Honor.		
Kno	w the l	aws protecting birds in your state, province, or country.	
Desc		bird accurately by using standard names for each part of its	
Find a.	In w	ers to either a. OR b. hat ways are the feet, legs, and beak of birds variously ified to adapt them to their environment?	
b.	On h (1)	what do hummingbirds eat in the wild and how often?	
	(2)	Why aren't hummingbirds afraid of large mammals or birds?	
	(3)	How do their wings move differently from other birds?	

	(4)	How fast do they fly?
	(5)	How fast do the wings and heart beat?
	(6)	How is the tongue shaped?
5.	Identify on a and alulae.	bird's wing the primaries, secondaries, coverts, axillars,
) .		functions and purposes of bird banding, telling in particular contributes to our knowledge about bird movements.
7.	Name the ma	ain migratory bird flyways used by birds in your continent.
3.	Give the mig	gration routes and terminal destinations for ten different rd species.
	Bire	d Routes/Destinations
1	0.	

_	λ.			ovements across the globe.
		1		3
		2		
	10.	Make a different identification of the second of the secon	a list of 60 spec nt families, that ed by sight out ng: (Complete Name Date observed Place observed Habitat (i.e., fie Status where ob	ties of wild birds, including birds from at least ten you personally have observed and positively of doors. For each species on this list note the
	11.	doors in a. (c) b. (c) Y	n: (Complete C One day (with a One week	showing the greatest number of species seen out of thart #2) at least six hours in the field) Il birds observed by you since you began birding
	12.	positive		cies of wild birds that you personally have y sound out of doors, and describe or imitate these ou can.
			Bird	Sound
		1		
		2		
		3		
	1	10.		

<u> </u>	13.	Lead a group in a bird observation walk or tell two Bible stories in which a bird was significant.
		Date of walk:
		OR
		Bible Stories
		1
		2

Birds, Advanced Chart #1

List 60 species of wild birds, including birds from at least ten different families, that you personally have observed and positively identified by sight out of doors.

Status Where Observed							
Habitat							
Place Observed							
Date							
Name/Order							

Birds, Advanced Chart #2

Present lists of birds, showing the greatest number of species seen out of doors in:

ONE DAY (with at least six hours	in the	field)			
	_				
	_				
	_				
	_				
ONE WEEK					
	_				
	_				
	_				
	_				
	_				
	_				
YOUR LIFETIME (All birds observed)	rved b	y you in yo	our lifetime	e to date)	
	_				
	_				
	_				
	_				
	_				
	_				
	_				



Cacti

1.	Name the chief characteristics of a cactus.	
2.	Name three uses of cacti.	
	1.	_
	2	
3.	In what places are cacti the most plentiful?	_
٥.	in what places are each the most prentitur.	
	Why?	
4.	Know and identify from life or pictures 15 species of cacti.	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
		TA. T

11
12
13
14
15
5. Photograph, observe or sketch at least 10 species of cacti and classify them or grow at least 3 different species of cacti.

Cacti, Advanced

Identify from plants or photos How are they different from ca	five succulents that are not cacti?
Succulents	Different
1	
3	
4	
5	
frame of reference.	
Cephalium	
Cephalium	

		Glochid	
		Nocturnal	
		Offshoot	
		Panicle	
		Scale	
		Stolon	
		Zygomorphic	
_	4.		uding cacti—they may be attacked by ommon and how can you prevent or cure
		the problems?	onimon and now can you prevent of cure
		the problems? Maladies	Prevent/Cure
		Maladies 1	Prevent/Cure
		Maladies 1 2	Prevent/Cure
		the problems?Maladies1	Prevent/Cure
		 the problems? Maladies 1	Prevent/Cure
	5.	the problems? Maladies 1 2 3 4 5	Prevent/Cure



Cats

<u> </u>	1.	What is the scientific name of the cat family?					
	2.	How is the structure of the paw similar in all cats?					
-	3.	How are the eyes of all cats alike?					
-	4.	What is the main food of the cat family?					
		How are the cat's teeth fitted for this?					
	5.	Of what use are the cat's whiskers?					
-	6.	How are the cat's ears protected?					
•	7.	Identify from pictures or personal observation four kinds of domesticated cats. Describe each one's temperament. Domesticated cats Temperaments					
		1					
		2					
		3.					
		4					

8.	Of what benefit to man are domesticated cats?
9.	Identify from pictures or personal observation seven kinds of undomesticated cats. Tell in what part of the world they are found.
	Undomesticated cats Where found
	1
	2
	3
	4
	5
	6
	7
10.	What animal is known as the king of beasts?
	Why does it have that title?
	What is it's temperament really like?
11.	Tell the story of Androcles and the Lion.
12.	Relate four stories from the Bible in which a member of the cat family is mentioned.
	1
	2
	3
	4

Cats, Advanced

$\overline{}$	la 1	4 TT	41 .	1 .		TT
ı		Have	the	hagic -	('at	Honor.
_		ı mavc	u	Dasic	Cat	TIOTION.

- 2. Know about cats "open-book" quiz. (This is not an instructional pass-atest requirement, it is designed to encourage research into the world of cats.) Enjoy new discoveries as you research the following questions about some unusual domestic cat breeds from around the world.
 - a. The domestic cat known as Sphynx first appeared in the late 1960s. Which of the following is true about this Canadian breed?
 - (1) It is too wild to be a proper house cat.
 - (2) It is the national pet of Canada.
 - (3) It appears to be hairless.
 - **b.** True or False: The Charteux, with its brilliant orange eyes and blue lips, is a breed closely associated with France.
 - **c.** Match the following cats with the special characteristics of their breed:
 - (1) Korat (Thailand)
- (a) Goes limp when picked up.
- (2) Ragdoll (USA)
- **(b)** Is traced to wild cats from Kenya.
- (3) Sokoke (Denmark) (c) Symbolizes good fortune.
- d. The Scottish Fold breed dates back to 1961. True or False: This cat acquired its name because it folds its body up to stay warm.
- e. One breed was developed from a type of cat which once roamed the streets of Singapore. Now called the Singapura, it is also known by which one of the following names?
 - (1) Drain cat
 - (2) Fat cat
 - (3) Flying cat
- f. The names of breeds do not always reflect their countries of origin. For example, the Nebelung (German for "creature of the mist") breed was developed in the USA. True or False: The Poodle cat was developed in Germany.

	g.	The English are renowned cat fanciers. Which one of the following is not a breed of domestic cat developed in the UK? (1) Abyssinian cat (2) Havana Brown cat (3) Geoffroy's cat					
	h.	Developed in the USA, the Ocicat is a wild-looking feline with spotted fur. True or False: it is illegal to keep the Ocicat as a house pet in most countries.					
	i.	Originally called the Spotted Mist, this Australian breed's name was changed when some were born with tabby-patterned coats. What is its new name? (1) Australian Mist (2) Dingo cat (3) Spotted and/or Marbled Mist					
	j.	The Japanese Bobtail cat originated in China centuries ago. True or False: It is the only breed of domestic cat with virtually no tail.					
3.	Keep a.	a cat for at least six months and do one of the following: If you currently have a cat, keep a record of the care for you cat for one month. Include in your record when it is watered and fed, how the liter box is taken care of. (Complete Chart #1)					
		Why should your cat not be allowed to roam the neighborhood free?					
	b.	If you do not currently have a cat but you owned one at sometime in the past for at least 6 months, take care of someone else's cat for at least one week. Record the care that was required and explain the relationship of house cats on the environment and why it is best they not be allowed to become feral. (Complete Chart #2)					
	c.	Participate in a cat related project of your choice in support of a local humane society or similar organization.					
		Project					

Cats, Advanced Chart #1

If you currently have a cat, keep a record of the care for you cat for one month. Include in your record when it is watered and fed, how the liter box is taken care of.

Day 1	Day 8	Day 15	Day 22	Day 29
Day 2	Day 9	Day 16	Day 23	Day 30
Day 3	Day 10	Day 17	Day 24	Additional Notes:
Day 4	Day 11	Day 18	Day 25	
Day 5	Day 12	Day 19	Day 26	
Day 6	Day 13	Day 20	Day 27	
Day 7	Day 14	Day 21	Day 28	

Cats, Advanced Chart #2

If you do not currently have a cat but you owned one at sometime in the past for at least 6 months, take care of someone else's cat for at least one week. Record the care that was required and explain the relationship of house cats on the environment and why it is best they not be allowed to become feral.

Day 7	
Day 6	
Day 5	
Day 4	
Day 3	
Day 2	
	onal
Day 1	Additional Notes:



Dog Care and Training

	1.	Describe the steps you should take in the following areas of dog care: Selection
		Registration
		Shots
<u> </u>	2.	Do at least two of the following: Describe what can be done to remove fleas, ticks, and lice from your dog.
		Mention some of the diseases, pests, and worms that dogs can get.
		Explain what you should do for a dog bite.
	3.	Describe how to housebreak a puppy.
	4.	Explain in detail how you would wash a dog and care for its general hygiene.

5. Take full responsibility for feeding and watering a dog for two or three months. 6. Train your dog until you can successfully demonstrate the following:* Heel: Your dog walks close to your left side and sits when you halt. Figure 8: Your dog stays close to your side without sniffing b. people, fire hydrants, or other dogs. Stand for examination: Your dog allows strangers to touch him. c. Recall: Your dog comes when called, sits directly in front of you, d. and moves to your left side on command. Long sit and long down: Your dog stays in either position while e. you attend to other business. * If at all possible, dogs and handlers should get instructions from a qualified teacher, preferably in a class. A certificate of completion of training in any dog obedience class with a qualifying score of 170 out of the possible 200 will be accepted for this honor.



Dogs

2. Nan	e five distinctive cha	racteristics of the dog fan	nily.
			-
3.			
_			
_		personal observation five v	
	amily.		
1		4	
2		5	
3			
J			
	ify from pictures or		ifferent breeds of
	ify from pictures or	personal observation 25 d	ifferent breeds of
. Iden dogs	ify from pictures or		
dogs 1	ify from pictures or	personal observation 25 d	
Iden dogs12	ify from pictures or	personal observation 25 d 14 15	
 Iden dogs 1 2 3 	ify from pictures or	personal observation 25 d 14 15 16	
 Iden dogs 1 2 3 4 	ify from pictures or	14.	
 Iden dogs 1 2 3 4 	ify from pictures or	14.	
 Idendogs 1 2 3 4 6 	ify from pictures or	14.	
. Iden dogs 1 2 3 4 5 7	ify from pictures or	14 15 16 17 18 19 20	
1 dogs 1 3 4 5 6 7 8	ify from pictures or	14 15 16 18 19 20 21 21 21	
. Iden dogs 1 2 3 4 5 6 7 9	ify from pictures or	14	
1 dogs 1 2 3 4 5 6 7 8 9 10.	ify from pictures or	14.	
. Iden dogs 1 2 3 4 5 6 7 9 10 11	ify from pictures or	14.	

	5.	Name five contributions the dog family has made to man.
		1
		2
		3
		4
		5
	6.	Give the name of the smallest and largest breed of dog.
		Smallest
		Largest
	7.	Write or describe orally the value to man of the following dogs: Seeing-eye
		· · · · · · · · · · · · · · · · · · ·
		Saint Bernard
		Shepherd
		Collie
		Eskimo
_		
	8.	Write or tell what special contribution dogs have made to man in wartime.
	9.	Identify from pictures or personal observation five dogs that are classed as "toy" dogs.
		1 4
		2 5
		3
	10.	What is the only dog that has a wholly blue or black tongue?
_	_ • •	and a seed compared to the com

11.	Which is the fastest-running dog?
12.	Which member of the "toy" dogs has become the most popular?
13.	What dog has been especially helpful in tracking criminals?
14.	Write or tell a dog story.





1.	Construct a diagram of animal cutouts.	a fresh-water pond ecosystem with pasted-on
2.		reptile, and amphibian from your home ch construct a diagram of its ecological pyramid.
	Mammal	Bird
	Reptile	Amphibian
3.	Know the meaning of the Ecology	ne following terms:
	Food chain	
	Commensalism	
	Ecological succession	
	Plankton	
	Conservation	
	Climax community	
	Eutrophication	
	Biome	

	4.	Make detailed field observations and a careful library book study of the habitat of some small animal in your own environment. Write a report of about 700 words, one-half from your field observations and one-half from your book study.
	5.	Define an ecosystem and state what the basic biological and physical factors are that keep it a balanced system.
		Ecosystem
		Biological factors
		Physical factors
0	6.	Investigate the disposal of trash in your community. How much is disposed per family per day?
		per week?
		per year?
		How better can it be taken care of?
<u> </u>	7.	Check the daily paper for one month for the nearest large city for the air
		pollution level or air quality and plot on graph paper the results for the month. Find out what caused the peaks on your graph.

	8.	List ten ways in which you might actively work to improve the
		environment in which you live. Put four of these into practice.
		1
		3.
		4
		5.
		6.
		7.
		8.
		9.
		10
<u></u>	9.	Find a Spirit of Prophecy quotation and a Bible text pertinent to ecology, and be able to explain their relevance and application to our day. Spirit of Prophecy
		Bible Text
		Explanation
		•

Ecology, Advanced

	1.	Have the Ecology Honor.	
	2.	State the first and second laws are important to ecology.	s of thermodynamics and explain how they
		First law	
		Second law	
		Explanation	
<u> </u>	3.	Explain the three basic trophic of a plant or animal for each.	c (feeding) levels and give a good example
		Levels	Example
		1	
		3	
	4.		ypes of ecological pyramids in the food
		1	
		2	
		3	

<u> </u>	5.	Define the biogeochemical cycle, and explain or diagram all the basic components the cycle passes through.
<u> </u>	6.	Diagram or explain the basic steps in the flow of energy through the biotic environment (element) of an ecosystem. Begin with the sun.
п	7	Explain Liebig's Law of The Minimum and Shelford's Law of
•	7.	Tolerance, and state how these laws tell us how and why certain plants and animals become endangered or are eliminated when their habitat or community gets disturbed OR out of balance. Liebig's Law
		Shelford's Law
<u> </u>	8.	Choose a biological community in your area, such as a forest or woods; a swamp, lake or pond; pasture or meadow grassland; or a canyon or creek woods, etc., that is disturbed or ecologically out of balance in some way.
		Make a description of it, including how and to what extent it is disturbed. Then make recommendations as to how the community could be improved and, where possible, follow through and help to improve it in some way.
0	9.	Spend a minimum of 20 hours doing active, productive work on an ecology project in your area. This may be done individually or as a group. Describe the project in general, but report specifically on your part in it.

10.	Define the following terms: Community
	Ecological balance
	Raw materials
	Saprobe
	Photosynthesis
	Decomposer
	Chemosynthesis
	Producer
	Autotrophy
	Consumer
	Heterotrophy
	Limited factor

11.	Find a Spirit of Prophecy quotation and a Bible text pertinent to ecology and explain their relevance and application to our day.
	Spirit of Prophecy
	Bible Text
	Explanation
C	outh leader. An instructor is recommended but not required for this honor. ounsel with your youth leader or instructor before beginning requirements ven, eight and nine.

Instructor's Signature _____

Date completed _____

Ecology, Advanced 2002 Edition



Edible Wild Plants

1.		ph, collect pictures of each plant in the wild.		ifteen edible wild plants.	
	•	1		11	
				12.	
				13	
				14	
				15	
2.		n the wild five trees a			
	-	Trees		Shrubs	
	1				
3.	Identify, 1	prepare, and eat three beverages, three salad	kinds of w	ild berries or fruits, three ee potherbs (greens), and	
		Wild Berries/Fruits		Beverages	
	1		_ 1		
	2		2		
	3		2		
		Salad Plants		Potherbs (greens)	
	1		1		
	2		2		
	2		2		

	Tubers or Roots 1
	2
4.	Demonstrate the preparation of wild foods in each of the following ways: a. Boiling b. Frying c. Roasting d. Baking e. Demonstrate how to prepare four parts of the common milkweed or day lily for food.
5.	Explain how to identify three "odd-shaped" edible fungi and how to identify the deadly mushroom amanitas.
	1 3
	2
	Amanitas
6.	What root plant can be dried and ground into meal?
7.	Know at least 8 families embracing the poisonous or doubtful plants.
	1 5
	2 6
	3 7
	4 8
8.	What is the cardinal edibility rule?



Environmental Conservation

-	1.	What is the conservation	difference between ecology and environmental n?
		Ecology	
			atal Canacamatica
		Environmen	ntal Conservation
_	2.		word essay on how the increase in human population is our existence on earth.
_	3.	What does t	the term "death" of a lake or river mean?
		Death of a l	ake or river
		Is there a la "dead"?	ke or river in your area or country which is classified as
_	4.	near your ho	stream investigation of a small stream flowing through or ome town. Check for the following: of Purity Abundance of small fish present
			Water visually clear and fresh smelling
			Stream banks covered with vegetation down to water's edge.
		٥	Small amounts of green algae in water (light green in color)
			Some aquatic plants present, such as cattails, arrow-leaf, or pickerel weed.
			Turtles present in the stream
			Crayfish under stones in the stream
		0	Sandbars covered with growing weeds indicating relatively stable water level

color)		Large masses of blue-green algae present (dark green in		
			Scoured banks from high water level during storms	
			Putrid smell of the water	
			Detergent foam present	
			Trash sticking out of mud and sand bars along the stream	
			Water loaded with silt	
			No aquatic insects or fish present	
			Presence of raw sewage	
			Presence of oil on the surface of the water	
			No salamanders or frogs under rocks along stream bank	
			Stores or small factories dumping their wastes into the stream	
0	thing ab what you group of	out cle u and/o f young	am is showing some of the above signs of death, do some- aning it up. Contact the closest government agency to ask or your group can do to help improve the stream. Organize a g people to help in cleaning the trash along your stream. If usinesses to help in your campaign.	
0	hand	led. Fi	it to the city or county trash dump to see how this waste is nd out the following: tons of trash are dumped daily?	
	Yearl	ly?		
	What attempts are made to recycle any of this trash?			
	Is an	y of th	e trash burned or is all of it buried?	

		What is the cost per person per year for handling the trash?
		What happens to junked autos in your area?
<u> </u>	7.	Make a visit to the nearest sewage plant. Draw and label a detailed diagram of what happens to the liquid and solid wastes from the time they come into the plant until they leave. In what form do they leave? Is any further use made of this waste?
a	8.	Visit the nearest water purification plant. Construct a flow diagram of the steps in water purification from the time the water enters the plant until it leaves for distribution to homes and stores. Through reading and discussion with water works officials, determine whether water resources in the future are going to be enough to meet the demand.
9.		d and write a book report on an environment issues book such as Rachel on's Silent Spring.

10.	What are rare and endangered species?
	Determine what efforts are being put forth to protect such species in your area.
	What can you do to help? Write a 300-500 word paper on your ideas.

Date completed _____ Instructor's Signature _____ 2002 Edition

Environmental Conservation



Ferns

1.	How are ferns different from flowering plants or trees? Ferns
	Flowering plants or trees
2.	Where is the true stem of a fern?
	What part grows above the ground?
	What is the most favorable environment in which ferns grow?
3.	How do ferns reproduce?
	Locate and describe three kinds of sori (from three kinds of ferns). 1
	
4.	How do spores travel from the parent plant to a new location?
	How long does it take a spore to develop into a mature plant?
	Observe from live ferns or pictures how a young fern is different from an adult fern.

5.	Know the medicinal uses of three	ferns.
	Ferns	Medical Use
	1	
	2	
	3	
6.	Draw or photograph ten kinds of f	
7.		nere are fernlike plants known as club recognize two club mosses and one
	Club Mosses	Horsetail Moss
	1	
	2	
	How are they similar to ferns?	



Fishes

1.	Name ten families of fi	shes.	
	1	6	
	2		
	3		
	4	9	
	5	10	
2.	2 1	1	1
	Fish	Breeding Habits	Habitat
	1		
	2		
1			
	2.	1	 2

	Fish	Feeding Habits	Breeding Habit
1	l .		_
2	2		
		·	
4	1		
5	5	·	
6	6		
9)		
10 4. I	Define the following	parts of a fish:	_
10 4. I	Define the following Dorsal fin		
10 4. II II	Define the following Dorsal fin Lateral line	parts of a fish:	
10 4. II II II	Define the following Dorsal fin Lateral line Pectoral fin	parts of a fish:	
10 4. II II 	Define the following Dorsal fin Lateral line Pectoral fin Description	parts of a fish:	
10 4. II II II II	Define the following Dorsal fin Lateral line Pectoral fin Define Pelvic fin	parts of a fish:	

		Swim bladder
		Caudal fin
		Gills
0	5.	State briefly the proper care and feeding of fishes of: Tropical zone
		Temperate zone
0	6.	Fill an aquarium containing at least five gallons of water with a balance of plants and fishes, either tropical or native, and maintain the same for at least six months.
	7.	Note the effect of the following on the fishes and aquarium in general: Too much light
		Too little light
		Overfeeding
		Excessive change in water temperature
		Too few plants and too many fishes



Flowers

	1.	Draw	v or photograph 35 kinds of flowers and idea	ntify them correctly.
	2.	Draw a.	v and properly label or point out the actual p Pistil	parts of a flower:
		b.	Stamen	
		c.	Petal	
		d.	Sepal	
	3.		e six flower families and their distinguishing ast two flowers in each family. (Complete C	
	4.		cribe the life history of a particular flower, in a sects or wind in pollination.	ncluding the part played
	5.		e at least two plants that are poisonous to to are found in your locality.	uch and state which, if
			Name I	Locality (Y/N)
		1		
		2		
0	6.	Do th	hree of the following: Arrange, draw, or photograph a series of a showing in order the colors of the rainbow green, blue and violet.	
		b.	Submit fresh, pressed, or dried flowers have petals, three petals, and no petals.	ving five petals, four
		c.	Distinguish and name two out of five wild by their odor while blindfolded	or cultivated flowers

Hone	ybees
Bumb	olebees
Butte	rflies
Moth	S
ten m	n a flower for at least ten minutes in the sunshine and a inutes after dusk, and report on any insect visitors. Sta er and kind of visitors and name of flower.
Flow	er
	nine: Number and types of insects
	dusk: Number and types of insects
7 111001	ausic. Evalue of and types of insects

Flowers Chart

2 Flowers in each family	1 2	1 2	1 2	1 2	1 2	1 2
Distinguishing Characteristics						
Flower Family						
	-	Ø	m	4	Ŋ	9

Flowers, Advanced

1.	Have the Flower Honor.				
2.	Photograph, collect pictures of a scrapbook from these and co	For sketch 75 species of flowers. Make rrectly label each flower.			
3.	Give the distinguishing characteristics of the flowers of each of the 12 common plant families.				
	Family	Distinguishing Characteristics			
	1				
	3				
	6				
	11				
	12				
	Prove ability to use plant keys				
5.	Tell the difference between pe	rfect and imperfect flowers.			
	Perfect				
	Imperfect				

	What is meant by pistil late a	and staminate flowers?			
	Pistil				
	Staminate				
	Give an example of monoecious and dioecious plants.				
Monoecious					
	Dioecious				
Tell the difference between monocotyledons and dicotyledons.					
	Monocotyledons				
6.	From the Bible point out two spiritual lessons in which writers used flowers for illustrations.				
	1				
	2				
7.	Name and describe eight poisonous plants, noting the particular part of the plant that is poisonous.				
	Plant	Part of plant poisonous			
	1				

	Plant	Part of plant used
1		
	1	that are edible in root, stem, or leaf. 6.
1		6.
1 2		6 7
1 2 3		6 7 8
1 2 3 4		6 6 7 8



Fossils

1.	Make a collection of at least ten different kinds of fossils and label each with its name and geographic location.
2.	Have a brief definition of each of the following in your notebook:
	Geology
	Calamite
	Fossils
	Foraminifera
	Catastrophism
	Radiolaria
	Paleontology
	Paleozoic
	Graptolite
	Mesozoic
	Trilobite
	Cenozoic
	Dinosaur
	Pleistocene
	Mammoth
	Paleobotany
	Mastodon
	Pelecypod
	Crinoid
	Brachiopod
	Lingula

3.	 Visit a museum where fossils are on display and make a written or or report of your trip. 				
4.	Describe the process of the proper removal of delicate specimens.				
	Tell how a skeleton of a dinosaur or other gigantic fossil would be removed.				
	Why should beginners not remove such specimens?				
	What should be done by the beginner when he finds what is obviously a valuable fossil?				
5.	Explain the difference in the account scientists give for the presence of fossils as related by evalutionists and erectionists				
	fossils as related by evolutionists and creationists. Evolutionists				
	Creationists				
6.	The Bible and writings of Ellen G. White cite statements to explain the origin of the following:				
	Coal				
	Petroleum				
	Fossils				
	Limestone				



Fungi

			<u>.a.</u>
	1.	Give the name of five classes of Class	f fungi and examples of each. Examples
		1	
		2	
		3	
		4	
		5	
-	2.	Identify fifteen common fungion them from live specimens.	of your locality. Draw or photograph
	3.	Name three important fungi and	tell what their value is.
		Fungi	Value
	4.	Tell the life history of one exam Rust	

	Mold
	Mushroom
	Yeast
5.	Identify five fungus plant diseases.
	1 4
	2 5
	3
	Know what safety precautions to observe when handling fungi.
	Know what safety precautions to observe when handling fungi.
	Know what safety precautions to observe when handling fungi.
	Know what safety precautions to observe when handling fungi.
	Know what safety precautions to observe when handling fungi.



Geology

1.	Give the geological meaning of the following words: Delta
	Cirque
	Sand spit
	Mesa
	Sinkhole
	Alluvial fan
	Oxbow lake
	Anticline
	Moraine
	Syncline
	1.

	2.	Desci a.	ribe the following: A shield-type volcano as compared to a composite volcano
			Shield
			Composite
		b.	How a glacier moves and what evidences it leaves behind
		c.	How sediments are laid down by water
		d.	The different types of mountains
		e.	Why a river or stream bank often keeps caving in on the outside of a bend
<u> </u>	3.	Know	w what category of rocks (sedimentary, metamorphic, or igneous)

	the fo	ollowing rocks are:
	Grani	Type
	Marb	
	Sands	
	Lava	
		lamarata
	·	lomerate
	Lime	stone
	Slate	
	Basal	t
	Shale	
	Gneis	ss
4.	Take featura.	a picture or make a sketch of each of the following geological res: A bed of sediment that is coarser at the bottom and finer toward
		the top (This is called normal graded bedding.)
	b.	Ripple marks in sand or mud (Show with an arrow the current direction if possible.)
	c.	Gulley erosion
	d.	Mud cracks (These can usually be found after a heavy rain or flood when mud starts to dry.)
	e.	Soil profile along a stream bank or road cut (You should be able to see how soil usually becomes lighter colored downward from the surface of the ground.)
	f.	Sand bar (Sand bars can be found in rivers or streams, or along the ocean.)

Geology, Advanced

2	1.	Have	the Geology Honor.
3	2.	Provi a.	de the following information: How do earthquakes tell us what the interior of the earth is like?
		b.	How can a lot of water (as in Noah's flood) do in a few months what a little water would require thousands or millions of years to do?
		c.	Why are evidences of glaciers seen in the temperate climes where there are now no glaciers?
		d.	How do creationists, who believe in a universal flood and in a young age for the earth since creation, understand and use the geological time chart?
		e.	What is the continental drift (plate tectonics) theory, and how can

		creationists fit such geological activity into time since creation?			
3.	Wher	e in the world would you likely see:			
	Large	glaciers			
	Faulth	olock mountains			
Active volcanoes					
Folded mountains					
		dunes			
		cliffs			
		oles			
		gs			
		S			
		S			
4.		a 500-word paper on one of the following: Describe the interesting geology you saw on a trip you took recently.			
	b	Describe the geological activity that happened because of a heavy rain, flood, or windstorm that you experienced.			



Grasses

1. What characteristics must a plant have to qualify as a grass?			
2.	What kind of roots do all grasses have?		
3.	About how many species around the world are there in the grass family called Gramineae or Poaceae?		
4.	Do the seeds of grasses have two halves as does the bean (a dicotyledon), or does the seed consist of just one part as do the lily, date, and coconut (monocotyle dons)?		
5.	What unique characteristic in the growth of grass leaves makes it possible for the plant to flourish even though continually mowed or grazed?		
6.	Name three annual grasses, that is, grasses that sprout from seeds, blossom, bear seeds, and then die the same summer.		
	1 3		

7.	Name three perennial grasses, that is, grasses whose roots live on from year to year, although the top dies down to the crown each autumn.						
	3						
	·						
8.	In each of the following cases name a single grass, or more where indicated, from which the product is made:						
	Bread (three grasses)						
	Brooms						
	Fishing poles						
	Gluten						
	Grain alcohol (two grasses)						
	Hay						
	Hominy						
	Molasses						
	Datmeal						
	Starch						
	Sugar						
	White flour						
9.	Do one of the following:						
	Collect and correctly label ten cultivated grasses.						
	Write an essay on the various uses of grasses by different people around the world.						
10.	Press or dry, mount, and correctly label the flower stalks or seed stalks of five pestiferous grasses that are commonly considered to be weeds.						
11.	n addition to your collection of flower or seed stalks of pestiferous kinds, press, mount, and correctly name the flower stalks or seed stalks of ten additional grasses that grow in your neighborhood. This collection may include some of the plants whose seeds are in your collection of cultivated grasses.						



House Plants

1.	Name at least five house plants raised for their foliage.
	1 4
	2 5
	3
2.	Name three house plants raised for their flowers.
	1 3
	2
3.	Name three house plants adapted to direct sunlight, dry soils, and very moist soils.
	Sunlight Dry soils Very moist soils
	1
	2
	3
4.	Most house plants like a 65-to 75-degree (18 C - 22 C) temperature. Name one that requires a cool room (45 to 55 degrees F.) (7 C - 13 C).
5.	Prepare a special potting mix soil including at least 3 different ingredients. Select two house plants from requirement two and grow them in this soil for three weeks.
6.	How much light does an African violet need?
	Where in the house is the best place to grow them?
	Grow two or more African violets

7. All gesneriads need approximately the do they come from originally?				y the s	the same growing conditions. Where			
		Wha	t kind of temperature, light, a	and hu	midity do they need?			
0	8.	Name two house plants that can be propagated from leaves, stem sec tions or divisions.						
		Leav	es					
		Stem	sections					
		Divis	sions					
					above, experiment with each of them growing for three months.			
	9.	Wha	t is a Bonsai?	 				
	10.	0. What is humidity?						
		How	is it important to house plan	nts? _				
	11.	Below is a lists of plants to chose from for requirement five and eight above:						
		a.	Narcissus	l.	Spider plant			
		b.	Aspidistra	m.	Geranium			
		c.	Philodendron	n.	Maidenhair fern			
		d.	Aluminum plant	0.	Begonia			
		e.	Daffodil	p.	Ficus			
		f.	Sanseveria	q.	Tulip			
		g.	Boston fern	r.	Iris			
		h.	Piggy-back plant	S.	Crocus			
		i.	Bird's nest fern	t.	Coleus			
		j.	Caladium	u.	Hyacinth			
		k.	Gloxinia					



Insects

- **1.** Do one of the following:
 - a. Mount a collection of 20 species of insects representing at least six different orders excluding moths or butterflies. (Carelessly mounted specimens will not be acceptable.)
 - Place under each specimen a label showing the locality where caught, the date caught, and the collector's name. Labels should not be larger than 1/4 x 3/4 inches (6 mm x 20 mm).
 - (2) Identify insects with common names and genus or species level on second labels to be mounted below the first.
 - (3) Arrange all specimens neatly in an insect box according to orders and families. Orders should be pinned to the box rather than attached to the individual insect pins.
 - b. Make colored drawings or paintings of 20 species of insects, representing at least six different orders. Drawings or paintings need to be life size or larger, to show the details of small insects, and in natural coloring. Label the drawings with common names and genus or species level names.
 - c. Take color pictures of 20 species of insects, representing at least six different orders. All pictures should be in focus, close-ups and properly labeled, showing where photographed, the date photographed, common names and genus or species level names.

2.	What are the distingui	shing characteristics of a	in insect?
3.	Name five species of	njurious insects and tell	how to control them.
	1	4	
	2		
	3.		
			

2.	
Control:	
. Tell two Bible stories in which insects played an important	tant part.
1	

Insects, Advanced

1.	Have	the Insects Honor.			
2.	Do or a.	Add to your collection 50 species of insects representing at least ten different orders. Labels must include collector's name, date, locality, order, family, and genus or species level name. (Carelessly mounted or broken specimens are not acceptable.)			
	b.	Add to your colored drawings or paintings 50 species of insects, representing at least ten different orders. Drawings or paintings need to be life size or larger, to show the details of small insects, and in natural coloring. Label drawings with date, order, family, and genus or species level name.			
	c.	Add to your colored pictures 50 species of insects, representing at least ten different orders. All pictures are to be infocuse, close-ups and properly labeled, showing where photographed, the date photographed, and order, family, and genus or species level name.			
3.	How of for life	do the special structures and habits of insects fit them so admirably e?			
4.	Explain the life cycle of four insects in four different families. 1				
	2				
	3				

	4.				
0	5.	Nam insec		inds of social in	nsects. How do they differ from nonsocial
		1			2
		Nons	social _		
	6.			st four insects the description in the state of the state	nat carry disease to man. Name at least one
				Insects	2 Disease
		1			
		2			/
		3			
	7.		e one o Aeria	f the following: l net	
		b.	Sweep	ping net	
		c.	Aquat	ric net	
	8.	Cons	struct an	nd use a trap for	night-flying insects.
	9.		Identi	ne following: fy from pictures following: Aquatic	s or from live insects one belonging in each
			(2)	Leaf mining	
			(3)	Leaf rolling	
			(4)	Wood boring	
			(5)	Paper eating	
			(6)	Parasites on the	e body of bird or mammal.

Honey Bees Compare the degree of intelligence exhibited by a grassh a beetle, and an ant, bee, or wasp. Grasshopper	
a beetle, and an ant, bee, or wasp.	
	opper (
Beetle	



Lichens, Liverworts, and Mosses

	1.	Know the life cycle of a moss, lichen, or liverwort.
	2.	What are lichens?
_		
	3.	Name at least two ways lichens have been of value to man.
		1
	4.	How are liverworts different than all other green plants?
		Name one used in aquariums
		What is its function?
	5.	Describe at least three significant ways moss has played in the economy of man.
		1.
		2
		3
	6.	Make a moss garden (small terrarium) or "eternal garden" using at least three different kinds of mosses and lichens.

	1
	2
	3.
	4.
	5.
	Liverwort
	1
	Mosses
	1
	2
	3
	4
	5
	6
8.	Observe the spore caps of several different kinds of moss under a magnifier to see the differences in "hair caps" and "teeth" that separa many species.



Livestock

(Cha	nge	d from Domestic Animals)				
1. Distinguish between the draft horse and the light horse		Distinguish between the draft horse and the light horse.				
		Draft Horse				
		Light Horse				
2 .		Identify from pictures or personal observation, and record the height, weight, color, and disposition of at least three of the following horses: a. Percheron				
		b. Belgina				
		c. Clydesdale				
		d. Arabian				
		e. Shetland				
		Breed Height Weight Color Disposition				
		1				
		2				
		3				
	3.	List four physical characteristics of the mule.				
_	٠.	1.				
		2.				
		3.				
		4.				
	4.	Identify a burro from a picture or live. Give its size, color, and usefulness.				
		Size				
		Color				
		Usefulness				

	5.	Identify from pictures or live animals four kinds of milk cattle and fou kinds of beef cattle.	r	
		Milk Cattle		
		1		
		2		
		3		
		4		
		Beef Cattle		
		1		
		2		
		3		
		4.		
	6.	Know the milk-producing qualities of the Jersey, Guernsey, and Holste breeds.	in	
		Jersey		
		Guernsey		
		Holstein		
	7.	What is the difference between the Angora and milch goats?		
		Angora		
		Milch		
		Give the distinguishing colors of at least three different breeds of goats such as Saanen, Toggenburg, Nubian, and British Alpine.	3,	
		Breed Color		
		1		
		2.		
		3.		

8.	Identify from pictures or live sheep and note wool and meat production, size, markings, and general appearance of three breeds of sheep, such as Merino, Rambouillet, Shropshire, Hampshire, and Lincoln.				
	Breed	Size	Markings	Appearance	
	1				
	2				
	3				



Mammals

1.	What Bible verse gives the	day mammals were crea	ated?
2.			
3.	Give one or more identifyin	g characteristics of eacl	h of the following of mammals found
	Chara	cteristics	Species
	Marsupialia		
	Rodentia		
	Lagomorpha		
	Chiroptera		
	Catagon		
4.	List four beneficial mamma	ls and tell how they are	beneficial.
	Mammals	How are they be	eneficial
	1		
	2		
	2.	2. List four characteristics of a 1	Characteristics Marsupialia Rodentia Insectivora Lagomorpha Chiroptera Artiodactyla Carnivora Sirenia Pinnipedia Cetacea 4. List four beneficial mammals and tell how they are Mammals 1

5.	List four things mamn	nals do that are ha	armful.	
	1			
	2.			
	3.			
6.	List four mammals that natural range.			ignate their
	1			
	2			
	3			
	4			
7.	Name the largest man feeds, and what it eats		and tell where i	t lives, how it
	Mammal			
	Lives			
	Feeds			
	_			
8.	List eight species of w least 5 hours searching	vild mammals tha	t are in your rea	
	1	5.		
	2	6.		
	3	7.		
	4	8.		
9.	Write or tell a stor			

Mammals, Advanced

	1.	Have the Mammals Honor
	2.	What mammals in your locality are protected by law?
		TALL O
		Why?
<u> </u>	3.	How do the processes of birth and care for the young differ in monotremes and marsupials from all other orders of mammals?
		Momotremes
		Marsupials
	4.	Name five different ways in which mammals protect themselves and their young, and cite an example of each.
		Ways of protection Examples
		1
		2
		3
		5
0	5.	What mammals are agents for the transmission of tularemia, bubonic plague, trichinosis, and rabies?
		Tularemia
		Bubonic plague
		Trichinosis
		Rabies

- 6.	and ic	5 species of wild mammals which you personally have dentified in the wild. For each one listed, include the f (Complete Chart #1) Name	
	b.	Date observed	
	c.	Locality	
	d.	Habitat (woods, field, swamp)	
	e.	Time of day	
	f.	Behavior (what the animal was doing)	
Date completed	d	Instructor's Signature	Mammals, Advanced 2002 Edition

Mammals, Advanced Chart #1

#	Name	Date Observed	Locality	Habitat	Time of day	Behavior
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						



Maple Sugar

	1.	What part of the world and time of year does the maple sugar industry function and why?			
		Part of the world			
		Time of year			
		Why			
	2.	Explain how sweet sap is made by the maple tree and how it is stored over the winter.			
		Made			
		Stored			
	3.	Identify the sugar maple tree by its bark and leaf.			
	4.	How deep into a maple tree does one drill for best results?			
0	5.	How long does it take for a healthy maple tree tap's hole to heal?			
	6.	How close to an old tap hole can a new tap hole be made?			
	7.	How many taps can be made on a healthy maple tree without injuring it?			
		a. 10 inch (25.4 cm) diameter tree			
		b. 12 inch (30.5 cm) diameter tree			
		c. 24 inch (61.0 cm) diameter tree			
		d. 36 inch (91.4 cm) diameter tree			
8. Tell how maple sugar is made from maple syrup?		Tell how maple sugar is made from maple syrup?			

	9.	What is the ideal weather for sap to flow?				
•	10.	Does a maple tree crown (limb & leaf area) affect the sap flow and sweetness?				
ū	11.	On an average, how much sap is needed to produce one gallon of syrup?				
	12.	Taste pure maple syrup or maple sugar.				
	13.	Observe and explain what the following maple sugaring equipment is used for:				
		Drill				
		Bucket				
		Bit				
		Bucket cover				
		Spigot				
		Evaporator				

Maple Sugar, Advanced

	1.	Have the Maple Sugar Honor.				
	2.	Make at least five taps and boil down at least two quarts of syrup.				
	3.	Collect a leaf and bark from two maples.				
	4.	List two usages of the sugar maple other than maple sugaring.				
		1				
		2				
	5.	What do you look for in tapping a maple tree?				
	6.	When is the right time to tap a maple tree in the spring?				
	7.	Name the four maples that produce sweet sap.				
		1 3				
		2 4				
	8.	What is the size of the drill bit? (2 sizes)				
		1 2				
	9.	How can sap spoil and how is it like milk?				
_						
	10.	What is the maple sugaring legend?				
_	11					
	11.	To make one quart of syrup, how many quarts of sap will you need?				
		Quarts				

<u> </u>	12.	How can one tell if syrup is ready or near ready during boiling without a thermometer or hydrometer?
0	13.	How did the early settlers become acquainted with maple sugaring?
	14.	Visit two sugar operations.
	15.	Use three recipes and display them at Investiture time.
	16.	Make one pound of maple sugar candy and explain how it was made.
0	17.	What is maple wax on snow?
0	18.	When the sap is yellow and/or moths collect in the buckets, what does that usually mean?



Marine Algae

1.	What is marine algae?
	Where is it found?
	What is the organ of attachment to the substratum called?
	How does it differ from a true root?
4.	How does size vary in marine algae?
5.	Name the four groups of marine algae, indicating opposite the name of each group whether it is unicellular, multicellular, or both.
	Group Unicellular, multicellular, both
	1
	2
	3
	4
6.	Is most green algae found in fresh or salt water?
	What are diatoms?
8.	Where does algae grow—the polar, temperate, or tropic zone?
9.	Where is brown algae most invariably found—in fresh or salt water?
10.	What is the greatest depth that algae grows in the ocean?
	Why can it not grow in deeper water?

2 3 3 12. Describe 1 2 13. What are each ground	e two ways that algae reproduce. me of the commercial values of algae? Give at least one for
2 3 3 12. Describe 1 2 13. What are each ground	e two ways that algae reproduce.
3 12. Describe 1 2 13. What are each ground	e two ways that algae reproduce.
 12. Describe 1 2 13. What are each ground 	e two ways that algae reproduce.
2. What are each grou	
2. What are each grou	
□ 13. What are each grou	
Green ord	
Green gre)
	ıp
☐ 14. Make a confidentified	ection of at least twenty specimen of marine algae properly nounted, and labeled. There must be at least four specimens een group, eight from the Brown group, and eight from the
□ 15. Be able to	dentify by generic name at least ten types of marine algae.



Marine Invertebrates

1.		le to identify at least one example o ore animals:	f fiftee	en of the following
	a.	Tunicate (Sea Squirt)	k.	Mussel or Clamworm
	b.	Anemone (Sea Flower)	l.	Sea Jelly
	c.	Chiton	m.	Limpet
	d.	Hermit Crab	n.	Tube Worm
	e.	Brittle Star or Serpent Star	0.	Oyster
	f.	Sea Urchin	p.	Amphipod (Sand Flea)
	g.	Sea Cucumber	q.	Sponge
	h.	Bryozoa colony (Moss animal)	r.	Sand Dollar
	i.	Barnacle	s.	Coral
	j.	Sea Star	t.	Ghost Crab
2.	Make a.	a collection or photographs of the Three kinds of crabs	follow	ring seashore animals:
	b.	One kind of sea star		
	c.	Any other five animals listed in reanimals, such as crabs, sea star, an 5% solution of formaldehyde or a then dried by a fire. The sun will bodied animals must be kept in a 3 a 70% solution of alcohol. If commof formaldehyde, the above percent	d chite 70% s cause 3% sol mercia	ons, may be killed in a olution of alcohol, and the color to fade. Softution of formaldehyde or I formalin is used in place
3.	Descr	ribe the following processes:		
	a.	The swimming action of a sea jell	ly	
	b.	The method of an anemone capture	ring fo	nod
	ν.	The memor of an anemone captar	5 10	

		c.	The running of a crab
		d.	How does a sea star digest a clam or oyster when it has such a small mouth opening?
	4.		e four low-tide animals and two high-tide animals.
		Low-	
			3
			4
		High-	
	_		2
ш	5.		ver the following questions on relationships:
		a.	What relationship do crabs and barnacles have to insects?
		b.	What relationship does the sea squirt have to man?
		c.	Name a common land dweller that is related to the clamworm.
		d.	The octopus belongs to the phylum Mollusca. Which two animals listed in No. 1 are related to the octopus?
			1 2
		e.	Sea star, sea cucumber, and sea urchin all belong to the phylum Echinodermata. Why do they belong together? (Clue: Find out what "Enchinodermata" means.)
			Enchinodermata
			Why together

<u> </u>	6. Give a.	e an oral report on two of the following activities: Visit a seashore at night and by means of a flashlight observe the activity of animals on shore and in the water. Notice the many plants and animals visible when the beam of light is directed into the water. These minute organisms are called plankton.
	b.	Tow a fine-mesh cloth or regular plankton net through the water and observe through a microscope the many tiny animals and plants that are collected.
	с.	Select three items under #1 that are important economically. Explain why they are important.

	Animal	Importance
1.		
2.		
3.		



Marine Mammals

	Where found	Scientific nan
a.	Toothed Whales	
b.	Baleen Whales	
c.	True Seals	
d.	Eared Seals	
e.	Dolphins/Porpoises	
f.	Walruses (one kind)	
g.	Sea Otter (one kind)	
h.	Manatees	
	the largest mammal in the sea?	
Explain	the largest mammal in the sea? the following words: ching	

	hopping
— Balo	een
2002	
Pod	
Har	em
Plar	nkton
	food chain of two different marine mammals.
What i	s the purpose of blubber?
Know	two reasons that seals are hunted.
1	
1 2	
1 2 Describ	be why seals and dolphins can move so quickly in the water. The of the following:
1 2 Describ	be why seals and dolphins can move so quickly in the water.
1 2 Describ	be why seals and dolphins can move so quickly in the water. of the following: Take a trip to an aquarium. Learn about and observe the dail



Microscopic Life

1 .		List four major types of micro characteristics of each? Be ablascopes from pictures, or visit a which has these microscopes.	scopics. What are some of the le to identify the different types of microal laboratory in a university or industry
		Types of Microscopes	Characteristics
-	2.	demonstrate the function of ea	ng parts of a microscope and explain or sch:
		objective	
		body tube	
		nosepiece	
		stage	
		diaphragm	
		base	

		focus knob
		arm
0	3.	Know how to calculate the magnification of a compound microscope. Calculate the magnification of the microscope you use for this honor.
0	4.	Define the following microscopic terms: slide
		coverslip
		wetmount
		fixing
		staining
		oil immersion
		unicellular
		multicellular
		cilia
		flagella

	plankton		
5.	Collect samples of water (from ponds, streams, ditches, gutters, puddles, etc.) And search for living organisms using a microscope with at least 100X magnification. Draw five of these organisms as accurately as possible. As far as possible, identify and label your diagrams (include the magnification used.)		
	Organisms drawn		
	1	4.	
	2		
	3		
6.	Draw and label a cell	which includes the following parts:	
	cell membrane		
	nucleus		
	cytoplasm.		

7.	Know the kingdoms that have microscopic life forms and know two members from each.		
	Kingdoms	Members	
	1	a	
		b	
	2		
		b	
	3	a	
		b	
	4	a	
		b	•
	5	a	
		b	
8.	Give at least one example of how microscopic life is important for: human food		
	human health		
	other organisms		
9.		bits that have been established as a direct bic life. Put these habits into practice.	-
	1.		
	2		
	3		, , , , , , , , , , , , , , , , , , , ,



Moths and Butterflies

	1.	What is the distinction between moths and butterflies? Moths		
		Butterflies		
<u> </u>	2.	Define the following terms: antennae		
		cocoon		
		pupa		
		larva		
		chrysalis		
.	3.	Be able to identify three moths an Moths	, and the second	
		2.	3.	
		Butterflies		
		1	3	
		2		

	Examine the powder of a bidescribe your findings.	outterfly or moth with	h a magnifying lens a
5	Name three harmful tree m	oths and one harmfu	il house moth and tel
5.	Name three harmful tree maduring what stage of their	lives they each do the	eir damage.
5.	during what stage of their large moths	lives they each do the Damage	eir damage. Stage of life
5.	during what stage of their large moths 1.	lives they each do the Damage	eir damage. Stage of life
5.	Tree moths 1 2	Damage	eir damage. Stage of life — —————
5.	during what stage of their large moths 1	Damage	eir damage. Stage of life — —————
5.	Tree moths 1 2	Damage	eir damage. Stage of life — —————

<u> </u>	7.	moths ar variety. Variety carbon to correctly	in the field, then draw, photograph or collect 25 species of and butterflies, with not more than two specimens of any one When collecting, specimens should be anesthetized by using etrachloride or other chemical in collecting jar. In either project label and include the following information:
		b. Da	ate observed
		c. Lo	ocation
		d. Tin	me of day
			ant on which the insect was feeding or the material on which it as perched
	8.		the life cycle of a butterfly or moth. What lesson can be n connection with the resurrection of the righteous.



Orchids

	1. Define the characteristics of an orchid.	
-	2.	What are the two main groupings of orchids? Name and show examples of each from a live plant or picture.
		1
-	3.	What are the differences between epiphytic, parasitic, and saprophytic orchids?
		Epiphytic
		Parasitic
		Saprophytic
	4.	Discuss the distribution of orchids, making particular reference to the occurrence of these in your area.
	5.	Name the main cultivated genera of orchids. Identify three from plants or picture.
		What is cultivar?

	6.	Discuss the main essentials to observe in the cultivation of orchids. Grow at least one orchid for at least six months.		
	7.	What are the main uses of orchids?		
		What orchid is used commercially?		
_	8.	Know the laws in your area (if any) that protect wild orchids.		



Poultry

	1.	Identify by description and from pictures at least five breeds of chickens such as: Plymouth Rock (any color)		
		Wyandotte (any color)		
		Rhode Island Red		
		Orpington (any color)		
		Leghorn (any color)		
	2.	State orally or write a short paragraph regarding the egg-laying or meat-producing qualities of each breed.		
	3.	Identify by description a Peking duck.		
0	4.	Identify by description and from pictures three breeds of large domestic foul such as the following turkeys: Mammoth bronze turkey		
		White Holland turkey		
		Bourbon Red turkey		

5.	Identify by description and from pictures two breeds of Domestic geese such as: Toulouse goose		
	Emden		
	Chinese Geese		
	Sebastopol Geese		
	Cape Barren Goose		
6.	Visit a poultry farm or Agricultural Fair and write a brief report on the various types of poultry observed.		



Reptiles

	1.	What characteristics must an animal have to be classed as a reptile?			
	2.	Name 15 reptiles (lizards, Tell where they live, their (Complete Chart #1)			
	3.		Name five venomous reptiles of your area describing each as to the location of their fangs and geographical distribution.		
		Reptile	Fang Position	Geographical Distribution	
		1	·		
		2			
0	4.	Tell what to do if you are		ake.	
a	5.	Tell what to do if you are	bitten by a non-venomou	s snake.	

_	a.	one of the following: Tell the life history of one representative of each:
		lizard
		snake
		turtle
		Compare lizards, snakes, turtles, and crocodiles as to life history, variation in eyes and ears, teeth, heart, lungs, limbs, tails, and scales (shells). (Complete Chart #2)
	b.	Keep a small reptile in a terrarium and maintain a record if its care for three months. (Complete Chart #3)
	7. Loc	ate two Bible stories in which a reptile played an important part.
	1.	

Reptiles, Chart #1

#	Reptile	Locality	Food Habits	Economic Importance
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Reptiles, Chart #2

	Lizards	Snakes	Turtles
Eyes			
Ears			
Teeth			
Heart			
Lungs			
Limbs			
Tails			
Scales or Shells			

Reptiles, Chart #3

Day 1	Day 8	Day 15	Day 22	Day 29
Day 2	Day 9	Day 16	Day 23	Day 30
Day 3	Day 10	Day 17	Day 24	Additional Notes:
Day 4	Day 11	Day 18	Day 25	
Day 5	Day 12	Day 19	Day 26	
Day 6	Day 13	Day 20	Day 27	
Day 7	Day 14	Day 21	Day 28	

Reptiles, Advanced

<u> </u>	1.	Have the Reptile Honor.
	2.	What is the study of Reptiles called?
	3.	Discover and record (or tell) at least three folk tales and three related facts about reptiles.
	4.	Why might it be that a major portion of humans fear reptiles and there are so many false stories involving reptiles?
	5.	How do reptiles protect themselves?
	6.	What are the two primary types of reptile poisons and how do they affect their target prey or enemy?
		Primary types Affect their targetprey or enemy
		1
		2
	7.	Identify in the wild at least half of your list from requirement 2 of the basic honor. (Complete Chart #1)
	8.	Find a reptile in the wild and record your observations of its activity during the daylight hours of one or more days. (Complete Chart #2)

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Reptiles, Advanced Chart #1

#	Reptile	Locality	Food Habits	Economic Importance
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Reptiles, Advanced Chart #2

Area chosen	_
Notes	
Day 1	_
	_
	_
	_
Day 2	_
	_
	_
	_
	_
Day 3	_
	_
	_
	_
	-



Rocks and Minerals

1.	What is the difference between rocks and minerals? Rocks
	Minerals
2.	Have a collection of at least 15 specimens correctly labeled with collector's name, date, and the locality in which it was found.
3.	Define and name two examples each (from specimens or pictures) of: Igneous
	Sedimentary
	Metamorphic
4.	What is meant by Mohs' scale of hardness?
	Name the minerals in order in Mohs' scale.
5.	Define the following: Cleavage
	Specific gravity
	Luster

Co.	lor		
Str	eak		
Tex	xture		
Cry	ystal		
		ocks and four uses for minerals.	,
	Rocks	Minerals	
1.			
2.			
3.			
••			
		idents in which a rock was signific	ant.
. Lo	cate four Bible inci		
1.	cate four Bible inci	idents in which a rock was signific	
1. 2.	cate four Bible inc	idents in which a rock was signific	
1. 2.	cate four Bible inc	idents in which a rock was signific	
1. 2. 3. 4.	cate four Bible inci	idents in which a rock was signific	
1. 2. 3. 4. Wh	hat are the foundati	idents in which a rock was signification stones of the New Jerusalem?	
1. 2. 3. 4. Wh	hat are the foundati	idents in which a rock was signification stones of the New Jerusalem?	
1. 2. 3. 4. Wh 1. 2.	hat are the foundati	ion stones of the New Jerusalem? 7.	
1. 2. 3. 4. Wh 1. 2. 3.	hat are the foundati	ion stones of the New Jerusalem? 7. 8.	
1. 2. 3. 4. Wh 1. 2. 3. 4.	hat are the foundati	ion stones of the New Jerusalem? 7. 8. 9.	

Rocks and Minerals, Advanced

	1	Have the Rocks and Miner	rals Honor			
0		Have a collection of 30 roo	cks and minerals properly name ted. Label with collector's nam			
	3.	Know two minerals that be	elong to each of the following c	rystal systems:		
			2			
			2			
			2			
	4.	Know Mohs' scale of hardness and the simplified field tests of hardness. By using these field tests, collect a scale range of specimens from your own region to form your own hardness test set.				
		Moh's Scale				
			6.			
		2.	7	· · · · · · · · · · · · · · · · · · ·		
			8.			
			9			
		5	10			
		Field tests				
	5.	Do one of the following:				
		a. Know and tell two dextracted from ores.	ifferent processes by which me	tals are		
		1				
		2				

	b.	Know eight mineral	s and tell how each is used.
		Minerals	Used
		1	
6.		ne the following: talline	
	Cryp	tocrystalline	
	Brec	cia	
	None	crystalline	
	Fibro	ous fracture	
	Vitre	ous luster	
	Geo	de	
	Petri	fication	
	Stala	ctite	
	Fluo	rescence	

	1.	3.	
	2	4.	
8.	Discuss the content White concerning re	of three statements from the writings of Elle ocks or minerals.	n G
	1		
	2		
	3.		



Sand

1.	Make a collection of 30 various colored sands. Correctly label with the name and locality where each was secured.
2.	What does the term "sand" mean?
	Name two kinds of sand.
	1
	2
3.	Give the origin of sand and mineral content.
4.	What is the difference between sand and soil?
	Sand
	Soil
5.	What is meant by
	shape
	surface
	grain fracture
	grain size

6.	Define the following and give the use of each: Glacial		
	Use		
	Calcareous		
	Use		
	Quicksand		
	Use		
	Glass sand		
	Use		
	Molding sand		
	Use		
	Polishing sand		
	Use		
	Building sand		
	Use		
	Filter sand		
	Use		
	Furnace sand		
	Use		
	Lake shore sand		
	Use		

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).	Memorize and discuss Genesis 22:17, Proverbs 27:3, and Ps. 139:17-18.
		their various characteristics.
	7.	Examine five types of sand specimens under magnification and observe



Seeds

1.	What is the main purpose of a seed?
2.	What foods were first given to man in the Garden of Eden?
3.	Identify from a seed or drawing and know the purpose of each of these parts of a seed:
	seed coat
	cotyledon
	<u></u>
	embryo
4.	List from memory four different methods by which seeds are scattered.
	1
	2
	3
	4
	Name three kinds of plants whos seeds are scattered by each method.
	1
	2.3.

5.	. List from memory ten kinds o	of seeds that we use for food.
	1	6
		7
		8
		9
		10
6.		of seeds that are used as sources of oil.
	1	4
		5.
	3	
7.		of seeds that are used for spices.
	1	4
		5.
	3	
8.	. What conditions are necessary	
9.	be collected from commercial	rent kinds of seeds, of which only ten may I seed packages, the other 20 you are to ind as follows: seed name, date collected, tor's name.

Seeds, Advanced

0	1.	Have the Seeds Honor			
	2.	Identify from drawings and know the purpose of each of the following parts of a seed: endosperm			
		radicle			
		plumule			
		micropyle			
<u> </u>	3.	Know several differences between a monocotyledon seed and a dicotyledon seed, and give three examples of each.			
		Monocotyledon Dicotyledon			
		Differences			
		Examples			

□ 4.	Explain the purpose and use of a "rag doll" seed tester. Use it to test the germination of 100 seeds of a wild plant and 100 seeds of a domestic plant. Report the results of each test.
	Purpose
	Wild plant
	Domestic plant
	Test results
- 5.	How does a seed differ from a spore?
	Seed
	Spore
- 6.	Write or tell orally two spiritual lessons we may learn from seeds. You will find help in <i>Christ's Object Lessons</i> by Ellen G. White, pages 33 to 89.
	Lesson 1
	Lesson 2
- 7.	Make a collection of 60 different kinds of seeds, of which only 15 may be collected from commercial seed packages, the other 45 you are to collect yourself. Label each kind as follows: seed name, date collected, location collected, and collector's name.
□ 8.	Have in your collection four kinds of seeds from each of two families of plants, showing the similarity between the seeds of plants in any one family.
Date complete	Seeds, Advanced
Date complete	a misu detoi s signature



Shells

<u> </u>	1.	What	What is the meaning of the term "mollusk?"		
	2.	Ident a.	ify from shells or drawings t Mantle	he foll	owing: Dorsal border
		b.	Foot	g.	Apex
		c.	Teeth	h.	Operculum
		d.	Ribs	i.	Canal
		e.	Valve		
	3.	Are a	all shells found on beaches?		
		When	re else are they found?		
		What	t areas of the world offer the	larges	t variety of shells?
	4	Desc	ribe the movement of shells	from r	place to place
_	••	Desc	The the movement of shells	nom p	race to place.
	5.	How	do shell animals protect ther	nselve	s?
	6.	How	are shells made and from wh	nat ma	terials are they made?

7.	List and explain five uses made of shells by man.					
	1					
	2					
	3					
	4					
	5					
8.	Explain the terms "univalve" and "bivalve" as applied to shells. Univalve					
	Bivalve					
9.	Name in common terms five different classes of shells and name in your collection a shell for each class.					
	Classes of shells Shell for each class					
	1					
	3					
	3.					
	5					
10.	Make a collection of 20 different shells, classify them, and tell where each is found and when it came into your possession.					

<u> </u>	11.	What is the source of pearls? What spiritual lessons does the pearl teach us? Read and discuss <i>Christ's Object Lessons</i> by Ellen G. White, pages 115 to 118. Lesson 1				
		Lesson 2				
	12.	 Match the Bible texts that best answers A-J: a. Water creatures were created on what day? b. The number of water creatures is innumerable. c. Water creatures perish out of water. d. Job considered coral of great value. e. Solomon was acquainted with marine life. f. Jesus twice used a shell product to teach a spiritual lesson. g. A businesswoman was engaged in selling the famous purple dyes secured from the shellfish Mediterranean Murex. h. Paul does not support the wearing of pearls. i. Shell creatures are unfit for food. j. The twelve gates of Holy City are twelve pears. 	Leviticus 11:9,10 Acts 16:14 Isaiah 50:2 Revelation 21:21 1 Timothy 2:9 Genesis 1:20, 21 1 Kings 4:33 Psalms 104:25 Matthew 7:6; 13:45,46 Job 28:18			

Shells, Advanced

_	1.	Have the Shell Honor.		
_	2.	Define the term "mollusca	" or "mollusk."	
		Mollusca		
		Mollusk		
a	3.	Learn the classification ter characteristics of each, and under each class.		
			Characteristics	Species
		1		
		2		
		3		
		4.		
		5		

	4.	Distinguish between univalve and bivalve mollusks from the following considerations:						
		a.	Shell	c.	Reproduction	e.	Securing food	
		b.	Mollusk body	d.	Movements	f.	Self-preservation	
		Univ	valve					
		Biva	alve					
.	5.	Identify from shells or drawings and know the meaning of the following conchological terms: Valve						
		Ape	rture					
		Byss	sus					
		Cana	al					
		Cone	centric lines					
		Epid	lermis					
		Foot	·					
		Lips						

		Mantel
		Mother of pearl
		Operculum
		Ribs
		Spines
		Teeth
		Whorls
_	6.	Explain the development of a shell.
		How long do mollusks live?
_	7.	Give some facts about the life of a strombus pugilis (fighting conch) and explain why this shell is so named.

8.	Expl	ain the activities of the shipworm.
9.	Wha	t accounts for the distribution of mollusks.
10.	Nam	e two mollusks that have no shells.
	1	2
11.		answers for the following interesting questions: How are bivalve and univalve animals fastened to their shells? Bivalve
		Univalve
	b.	How is shell color controlled?
	c.	What mollusk has four gills?
	d.	From what sea animal was India ink formerly made?
	e.	What mollusk spins a silken thread?
	f.	What shells were used for money by ancient tribes?
	g.	What shell is considered sacred by the Tibetans?
	h.	Purple dye of ancient times came from the secretion of what mollusk?
	i.	What is the source of pearls?

		How are they formed?
12.	Nam	e six commercial uses for shells.
	1	4.
	2	5.
	3	6.
13.		ne of the following: Personally find and collect 40 species of shells representing the five classifications. List each shell as to the place and date it was found, common name, scientific name, and class.
	b.	Make a collection of 50 species of shells you have found, received, or purchased representing the five classifications. List each shell collected as follows: if personally found, give the information called for under letter "a" above; if received or purchased, give the name of the person from whom the shell was received, the habitat of the shell, the date of its acquisition, and it common name, scientific name, and class.



Shrubs

	1.	Note three characteristics of shrubs that distinguish them from trees and herbs.
		1
		2.
		3.
		Why is a grape vine sometimes regarded as a shrub?
	2.	Name three important wild or cultivated food shrubs of your locality.
		1 3
		2
		Name a shrub that produces edible nuts.
0	3.	Name two cultivated shrubs and two wild shrubs of your locality that produce showy flowers.
		Cultivated Wild
		1
		2
	4.	Do most shrubs blossom in the spring, summer, or autumn?
		Name one shrubwhose flowers open before the leaves appear.
۵	5.	What parasitic shrub frequently used for indoor decoration grows on the high branches of different kinds of trees?
	6.	Give an example of a shrub whose leaves in autumn turn from green to brilliant shades of yellow, orange, or red.

7.	Observe some shrub which is in bloom and list as many kinds of insects as you can (at least three) which come to its blossoms for pollen or nectar.
	Shrub
	Insects
8.	From what shrubs do birds prefer to eat the fruit or seeds?
	Name a shrub whose flowers attracts birds.
9.	In what shrubs do birds prefer to build their nests?
10.	Collect, preserve, and correctly identify the flowers, leaves, seeds, seed pods, or twigs with buds of ten wild shrubs.



Small Mammal Pets

1.	Have the Mammal Honor.
2.	Keep a small mammal pet for at least six months. (Dogs and cats are not included as small mammal pets.) For a suggested list of pets to choose from, see #5 below.
3.	Complete one of the following: a. If you currently have a small mammal pet, keep a record of the care for your small mammal for one month. Include in your record when it is watered, fed, and when its cage is cleaned. (Complete Chart #1)
	b. If you do not currently have a small mammal pet, but you have kept one for at least six months, "babysit" someone else's small mammal pet for at least one week. Record the care that was required. (Complete Chart #2)
4.	Give an oral report (at least 3 minutes) on what you have observed about your small mammal pet. Include favorite foods, some of its habits, when it is most active, and favorite story about pet, etc.
5.	 a. Be able to distinguish between the following groups of small mammal pets: (1) Hamster (5) Guinea pigs (2) Gerbils (6) Chinchillas (3) Rats (7) Rabbits (4) Mice (8) Ferrets Note: If the list of domesticated small mammals above are not found in your area you may substitute local domesticated small mammals from
	 b. Describe the basic care for one of the above list and describe one way the care of another one of the list differs from the one you selected.
	c. Which two of these pets are not rodents?1.
	2
6.	Write a 200 word essay on the history and value of one of the above and what characteristics they have that make them good pets.

	7.	Be able to identify five varieties of hamsters and five varieties of rabbits.
		Hamsters Rabbits
		1
		2
		3
		4
		5.
	8.	Why is it not good to make pets out of small mammals taken from the wild?
	9.	Rabies: What is it?
		How is it amost do
		How is it spread?
		Can you get rabies from small mammals?
		Is it curable?
		How can you avoid getting it?
		Which small mammal pets can carry it?
<u> </u>	10.	Why should you not handle your small mammal pets when you have a cold?

Bible References	Clean/Unclean
1	
2	
3	

Date completed _____ Instructor's Signature ____

Small Mammal Pets

2002 Edition

Small Mammal Pets, Chart #1

If you currently have a small mammal pet, keep a record of its care for at least one month. Include food habits, water needs, cage cleaning, etc.

Day 1	Day 8	Day 15	Day 22	Day 29
Day 2	Day 9	Day 16	Day 23	Day 30
Day 3	Day 10	Day 17	Day 24	Additional Notes:
Day 4	Day 11	Day 18	Day 25	
Day 5	Day 12	Day 19	Day 26	
Day 6	Day 13	Day 20	Day 27	
Day 7	Day 14	Day 21	Day 28	

Small Mammal Pets, Chart #2

If you do not have a small mannal pet now but completed requirement #1 in the past, take care of some one else's small mammal pet for at least one week while they are on vacation, etc., and maintain a record of the required care.

Day 7	
D	
Day 6	
Day 5	
П	
Day 4	
Ď	
Day 3	
Day 2	
	al
Day 1	Additional Notes:



Spiders

<u> </u>	1.	Do or a.	ne of the following: Collect, identify, and preserve at least 16 species of spiders. Place on each specimen bottle a label showing the locality and date of capture and the spider's common or scientific name.
		b.	Make colored drawings or paintings of at least 16 species of spiders, life size or larger and in natural coloring. Label each with its common or scientific name.
		c.	Take color photos of at least 16 species of spiders. Identify each picture as to its locality, date taken and the common or scientific name of the spider.
	2.	What	t is the largest member of the spider family?
	3.		e or give orally a description (forty words or more) of a spider that ained notoriety in your region.
	4.	Give 1.	three ways in which spiders differ from insects.
		2.	
		3.	
	5.	Make	e a careful drawing of an orb web.
			other kinds of webs are there besides the orb web?
		-	

	7.	What do spiders eat?
		Make a list of victims found in spider webs.
o.	8.	For what is a spider web useful?
	9.	Find two references in the Bible to spiders and their webs.
		1
	10.	What are the chief enemies of spiders?
	11.	How do spiders: Help us?
		Hurt us and our property?
		That do did out property.



Stars

		Otalo
<u> </u>	1.	Answer the following questions: What is the earth's nearest celestial neighbor?
		What is its distance from the earth?
		What governs the tides?
		What causes an eclipse?
		What is a shooting star?
	2.	Make a diagram showing relative positions and movements of the earth, sun, and moon. Show positions and area events for eclipses of the sun and moon. One may demonstrate by using an orange, walnut, and marble, or similar objects, to show positions and movements of the earth, sun, and moon when there is an eclipse of the sun and when there is an eclipse of the moon.
	3.	Make a diagram of our solar system
		Name the planets in order from the sun.
		1 6
		2 7
		3 8
		4 9
		5
		

	4.	How fast does light travel?
		How far does light travel in a year?
	5.	What is the difference between planets and fixed stars?
		Identify in the sky eight fixed stars.
		1 5
		2 6
		3. 7.
		4 8
	6.	What is a constellation?
		Name and point out six.
		1 4
		2 5
		3 6
		Name two constellations visible throughout the year.
		1 2
	7.	For the Northern Hemisphere: draw a chart of the Big Dipper, Cassiopeia, and the North Star. For the Southern Hemisphere: draw a
		chart of the Southern Cross, Orion and Scorpio.
	8.	What is the Milky Way? Observe the Milky Way in the night sky.
	9.	What is the morning star and evening star?
_	•	Morning star
		Evening star
		Why does it carry both names?
		Observe the morning and evening star in the sky.
	10.	Explain zenith and nadir.
		ZenithNadir

11.	What is the aurora borealis?
	What causes it?
12.	Discuss the statement made by Ellen G. White in <i>Early Writings</i> , page 41, concerning the opening in Orion.

Stars, Advanced

1.	Have the Star Honor.
2.	How can you account for the apparent daily motion of the stars?
3.	What are each of the following:
	Planet
	Meteor
	Constellation
	Satellite
	Meteorite
	Fixed star
	Comet
	Nebula
	Sunspot

_	4.	Define the following terms:
		Celestial sphere
		Horizon
		Transit
		Celestial pole
		Right ascension
		Conjunction
		Celestial equator
		Declination
		Ecliptic
_	5.	Explain the major difference between a refractor and reflector type of telescope.
		Refractor
		Reflector
		Reflector
		Describe an equatorial telescope mounting

	Into what colors is sunlight dispersed when passed through a prism?				
	In what way are colors	s of stars used to indicate their temperature?			
7.	What connection is the autumnal equinoxes?	ere between the ecliptic and the vernal and			
		associated with the equinoxes?			
8.		tions called the signs of the zodiac.			
8.	Learn the 12 constellar Know the history of the	tions called the signs of the zodiac.			
8.	Learn the 12 constellat Know the history of th	tions called the signs of the zodiac. te signs of the zodiac. 7.			
8.	Learn the 12 constellat Know the history of the 1	tions called the signs of the zodiac. te signs of the zodiac. 7. 8.			
8.	Learn the 12 constellar Know the history of the 1. 2. 3.	tions called the signs of the zodiac. te signs of the zodiac. 7. 8. 9.			
8.	Learn the 12 constellar Know the history of the 1. 2. 3. 4.	tions called the signs of the zodiac. re signs of the zodiac. 7. 8. 9. 10.			
8.	Learn the 12 constellar Know the history of the 1. 2. 3. 4. 5.	tions called the signs of the zodiac. 7. 8. 9. 10. 11.			
8.	Learn the 12 constellar Know the history of the 1	tions called the signs of the zodiac. 7			
8.	Learn the 12 constellar Know the history of the 1	tions called the signs of the zodiac. te signs of the zodiac. 7. 8. 9.			

10.	Name five constellations that are your hemisphere during:	e visible between sunset and midnight in			
	a. The summer months.				
	b. The winter months.				
11.	At what time of year is the constellation Orion best seen? Locate and idenify in the sky the three brightest stars of this constellation.				
	Time of year	Time of year			
12.	How are the letters of the Greek alphabet used to name stars in a constellation?				
	Give five illustrations of the use naming the stars of a constellation	of the letters of the Greek alphabet in on.			
	Proper name	Constellation name			
	1				
	2				
	4.				
	5.				
13.		ars as they appear throughout the year.			
14.					

	15.	Describe the peculiar individual characteristics of the planets in our solar system.			
		Mercury			
		Venus			
		Earth			
		Mars			
		Jupiter			
		Saturn			
		Uranus			
		Neptune			
		Pluto			
		Which ones cannot be seen without the aid of a telescope?			
		Which two planets are seen only near the hours of sunrise or sunset?			
	16.	1 2 Where and in what way does the Bible refer to Orion, the Pleiades, and Arcturus?			
		Where What way			
		Orion			
		Pleiades			
		Arcturus			



Trees

٦.	1	Describe the ways in which trees and shrubs differ.
_	1.	·
		Trees
		Chruha
		Shrubs
-	2.	Collect and identify typical leaves from 15 different species of trees. Spread neatly, press dry, mount, and label in a suitable notebook or on uniform-size sheets of paper.
_	3.	Name two examples each of trees that have been named for:
		What they are used for
		1
		2
		The surroundings or environment in which they grow
		1
		2
		Some distinctive feature
		1
		2
		The geographic region in which they live
		1
		2
		Persons who first found and described them
		1
		2

_	4.	classes of trees.	e and tell the difference between the two great		
		1	2		
	5.		ce of forest conservation in your area.		
_	0.	Name several examples of the kinds of wood used in each of the following: Flooring for houses			
		1.	3		
		2.			
		Common plywood			
		1	3		
		2			
		Furniture			
		1	3		
		2			
		Ax handles			
		1	3		
		2	4		
		Fence posts			
		1	3		
		2			
		Railroad ties			
		1	3		
		2			
		Support beams for con			
		1	3 .		
		2.	4.		

	Bows and arrows	
	1	3
	2	4
	Ideal for use as kindling	
	1	3
	2	
	Burns slowly and leaves a b	
	1	3
	2	4
7.	Name two examples each o	f trees which:
	Grow best in wet lands	
	1	2
	Grow best at high levels in	
	1	2.

Trees, Advanced

1.	Have	Have the Trees Honor.					
2.		Collect, identify, press, and mount leaves of 35 different species of trees.					
3.	_	Separately collect, press, mount, and label specimens that demonstrate the following terms:					
	a.	Serrate	g.	Incise			
	b.	Doubly serrate	h.	Whorled			
	c.	Entire	i.	Opposite			
	d.	Crenate	j.	Alternate			
	e.	Dentate	k.	Pinnately compound			
	f.	Lobe	l.	Triple compound (if possible)			
4.	Desc	cribe the advantages	in using	the Latin or scientific names.			
	——	vhat use are the two	<u></u>	a scientific fiame?			
5.		ne six families of tre- gymnosperm class.	es in the	angiosperm class and three families in			
	Argi	osperm Class					
	1			4			
	2						
	3						
		nosperm class					
	-			3			

6.	Know and describe the function of leaves in the life of a tree.				
7.	Name the families of trees in your area which have opposite leaves.				
8.	Define the following terms: Stipule				
	Springwood				
	Petiole				
	Summerwood				
	Blade				
	Annual ring				
	Ditals				
	Pitch				
	Cambium				
	Heartwood				
	Xylem				

	Sapwoo	od		
	Phloem	1		
9.		amilies of tre		
10.				heir "winter" characteristics, (features nd bud, characteristic form, and growth
		Tree		Characteristics
	1			
	2			
	3			
	5			
	6			
	9			
	10		 	



Weather

<u> </u>	1.	Explain how each of the following is formed: Fog
		Sleet
		Rain
		Hail
		Dew
		Frost
		Snow
0	2.	Identify either in the sky or from pictures the following types of clouds: cirrus, cumulus, stratus, nimbus. What kind of weather is associated with each.
	3.	Explain the action of a mercury or spirit thermometer, a mercury barometer, an aneroid barometer, and a rain gauge.
		Mercury or spirit thermometer
		Mercury barometer
		Aneroid barometer

		Rain gauge
	4.	Why is it possible to be rainy on one side of the mountain range and dry on the other? Give an illustration for your country or region.
		Why is it cooler and more moist in the mountains than in the lowlands?
		From which direction do rain and clear weather usually come in your locality?
	5.	Show with the help of a diagram how the earth's relationship to the sun produces the seasons.
<u> </u>	6.	What causes lightning and thunder?

		What different kinds of lightning are there?
	7.	Show with the help of a diagram what a convection is.
		What is its relation to winds?
۵	8.	Explain how radar, satellites, and computers are used in weather forecasting.
		Radar
		Satllites
		Computers
	9.	Tell how the following can affect our weather: Jet stream
		Volcano eruption

10.	Make a drawing showing the water cycle in weather.
11.	Make a simple wind vane or rain gauge.
12.	Keep a weather chart for one week and record readings at 12-hour intervals. Include the following: (Complete Chart #1) Temperature
	Moisture (dew, fog, rain, frost, or snow)
	Cloud formation
	Wind direction

Date completed _____ Instructor's Signature _____

Weather

2002 Edition

Weather, Chart #1

Day/ Hour	Temperature	Moisture	Cloud Formation	Wind Direction

Weather, Advanced

1.	Have the Weather Honor.
2.	Explain cyclonic and anticyclonic weather conditions and know how they bring about weather changes.
	Cyclonic
	Anticyclonic
3.	What are cold fronts and warm fronts? How do they move and what weather conditions do they produce?
	Cold front
	Warm front
4.	Explain the following weather conditions: Chinook winds
	Trade winds
	Belt of calms
	Tornadoes
	Squall line
	Typhoons
	Hurricanes
	Blizzards
	Ice storm

5.	Explain the action of a registering thermometer, registering barograph, hygrometer, and an anemometer.
	Registering thermometer
	Registering barograph
	Hygrometer
	Anemometer
6.	Correctly read a daily weather map as published by the National Weather Service, explaining the symbols and telling how predictions are made.
7.	What is meant by relative humidity and dew-point?
	Relative humidity
	Dew point
8.	Draw a cross section of the atmosphere, showing its five layers and describe them.
	desertoe them.
9.	Keep a daily weather chart for three weeks. Include the following:
	(Complete Chart #1) Amount of precipitation (Secure this either from your own home-made device or from official records.)
	Barometer reading
	Cloud formation
	High and low temperature
	Wind speed and direction
	Weather forecasts and comparison to what real happened.
10.	Discuss the effect of mankind on weather.

Weather, Advanced Chart #1

Instructions

Keep a daily weather chart for three weeks to include the following:

Amount of precipitation

Barometer reading

Cloud formation

Cloud formation

Wind speed and direction

National Weather Service forecast with

What really happened

Use your own observation as wekk as information obtained from the radio, TV or newspaper.

Week #	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
High temperature (Fahrenheit degrees)							
Low temperature (Fahrenheit degrees)							
Current temperature (Fahrenheit degrees)							
Cloud type							
% cloud cover							
Air pressure							
Humidity							
Wind direction							
Wind speed (mph)							
Rain daily (inches)							
Rain total (inches)							
Prediction/ Actual Weather							

Outdoor Industries Index

Agriculture

Beekeeping

Cattle Husbandry

Dairying

Flower Culture

Fruit Growing

Gardening

Goat Husbandry

Horse Husbandry

Island Fishing South Pacific Div/Island Ed.

Pigeon Raising

Poultry Raising Sheep Husbandry

Small Fruit Growing

Subsistence Farming South Pacific Div/Island Ed.



Agriculture

1.	List the co	omponents of soil.			
					_
	Why is so	il important to plant	s?		
2.	-	e difference betwee grow well in each.	n clay, sand, and l	oam soils. List three	
	Clay				
				3	
	Sand				
	1	2		3	_
	Loam				
	1.	2		3.	
3.	Test the ge	ermination of three	varieties of seeds,	_	
		Variety #1 Type:	Variety #2 Type:	Variety #3 Type:	
	Day 3				
	Day 4				
	Day 5				

	oin the differences between	von primary good day, and microny				
-		veen primary, secondary, and micronu				
Seco.	ndary					
Micr	onutrients					
	Name and identify ton common woods of your community and tall 1					
Nam	e and identify ten comp	non weeds of your community and tel				
		non weeds of your community and tell g cultural or chemical methods.				
to be	st eliminate them, using Weeds	g cultural or chemical methods.				
1	st eliminate them, using Weeds	g cultural or chemical methods. Elimination				
1	st eliminate them, using Weeds	Elimination Elimination				
1 2 3 4	st eliminate them, using Weeds	Elimination Elimination				
1 2 3 4 5	st eliminate them, using Weeds	Elimination Elimination				
1 2 3 4 5 6	st eliminate them, using Weeds	Elimination Elimination				
1 2 3 4 5 6 7	st eliminate them, using Weeds	Elimination Elimination				
to be 1 2 3 4 5 6 7 8	st eliminate them, using Weeds	Elimination Elimination				

6.	Identify six common insect pests or diseases. Tell what plants they usually affect and how to eliminate or prevent their occurrence.						
	Pest/Disease Plants affected						
	1						
	2						
	3						
	4						
	5						
	6						
7.	7. Locate two sources of agricultural weather inform						
	1 3	· · · · · · · · · · · · · · · · · · ·					
	How is this information helpful to the farmer?						
8.	8. Assist in planting, cultivating, and harvesting at le crops. Maintain a log of work done and problems seeding to harvest.						
9.	9. Know the purpose of the following:	Know the purpose of the following:					
	Plowing						
	Disking						
	Cultivating						
	Irrigation						
	Harvesting						

			Birds	Value
		1.		
				·
				·
	1	0.		·
1				
		Но	w can it be prevented?	
1			2	ension service and find out how the Vrite a one-page report of your visit.
		012	amzation neips the farmer.	The a one page report of your visit.



Beekeeping

1.	Know a brief history of keeping bees for honey.
2.	List at least five uses of each of the following:
	Honey
	1
	2
	3
	4
	5
	Beeswax
	1
	2
	3
	4
	5
	Propolis
	1
	2
	3
	4
	5

	3.	Name ten foods that would be very difficult to grow if there were no honey bees.		
		1 6		
		2 7		
		3 8		
		4 9		
		5 10		
	4. List the duties of the drone, the worker, and the queen bees. Drone			
		Worker		
		Queen bee		
0	5.	Describe how bees build combs.		
		Why does the comb turn dark with age?		
	6.	What is meant by the following terms: Movable-frame hive		
		Crossed comb		
		Bee space		
		Swarming		

7. What is a smoker?		What is a smoker?
		What materials make good fuel for a smoker?
۵	8.	What consideration should be given when choosing a hive location?
0	9.	How are honey bee diseases spread from hive to hive?
0	10.	What is robbing?
		Describe a robber bee.
0	11.	Name four ways to help prevent swarming. 1
		2
		Why should swarming be prevented?
<u> </u>	12.	What three requirements must be met for the colony to successfully weather a winter?
		1
		2
		3

	13.	What is the advantage of using a double-brood chamber system?		
	14.	Carry out the following duties of successful beekeeping:		
		a.	Spring feed to stimulate brood production	
		b.	Supering and other swarm prevention techniques	
		c.	Extract honey and put into jars	
		d.	Fall feeding and "taking the hive down" to prepare it for the winter months	
0	15.		do you know when a frame is ready to be removed from the hive xtraction?	



Cattle Husbandry

1	t 25 parts of a steer.	
	14	
	15.	
	16	
4	17	
5	18	
6	19	
7	20	
8	21	
9	22	
10	23	
	24	
	25	
	r characteristics of a good heifer?	
	•	
1.		
2		
2 3		
2 3 4		
2 3		
2 3 4		
2 3 4	ation?	
2	ation?	

	4.	Why is dehorning done?		
		What age is best for deho	orning?	
	5.	What is creep feeding? _		
0	6.	When is a calf weaned?		
.	8.	Why is it best to put feed each other?	d and water at opposite ends of the pen from	
<u> </u>	9.	Identify live or from pict of dairy cattle. Beef Cattle	tures three breeds of beef cattle and three breeds	
			Dairy Cattle 1.	
		2.		
		3		
	10.	What type of feed is requ	uired during the following:	
		First 90 days		
		From 90 to 180 days		
		From 180 days to selling	5	
	11.	How can a heifer be train	ned to become a gentle cow?	
Ū	12.	Care for one or more cal	ves for a period of six months.	



Dairying

1.	Kno	w 25 parts of a dairy cow.	
	1		_ 14
	2		15
			21.
-			
		t considerations are made w	
			<i>S</i>
3.	follo	wing stages: (Complete Cha	and feeding of dairy cows during their art #1)
	a.	Calves	
	b.	Weaning to six months	
		Č	
	c.	Six months to fifteen mon	aths
		· ·	

4.	Know the proper feeding techniques for a lactating cow.	
5.	Know how milk is prod	luced in the cow.
6.	•	ing a cow either by hand or machine.
	By machine	
7.	Know eight parts of a m	_
	1	5 .
	2	6
	3	7 .
	4	8
8.	What is mastitis?	
	What steps can be taker	n to prevent mastitis?
9.	Know five herd health pand/or treat them. (Com	problems, their symptoms, and how to prevent aplete Chart #2)
10.	Know the meaning of the Concentrates	ne following terms:
	Crude protein	

	Cull
	Dry period
	Lactating
	Lactation cycle or period
	Oxytocin
11.	Explain the pasteurization of milk and the proper care of dairy utensils and appliances.
12.	Assist with the care and milking of a dairy herd of cows for at least three months.

Dairying, Chart #1

Know the care, management, and feeding of dairy cows during their following stages

	CARE	MANAGEMENT	FEEDING
Calves			
Weaning to 6 monthes			
6 months to 15 months			
15 months to springers			
Springers			

Dairying, Chart #2

Know the care, management, and feeding of dairy cows during their following stages

	CARE	MANAGEMENT	FEEDING
Calves			
Weaning to 6 monthes			
6 months to 15 months			
15 months to springers			
Springers			



Flower Culture

_	1.	Define each of the following Perennials
		Annuals
		Biennials
_	2.	Give general instructions for making a hotbed.
		What is the difference between a hotbed and a cold frame? Hotbed
		Cold frame
_	3.	What is drainage?
		Of what importance is it?

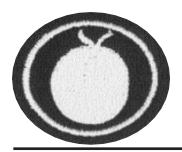
	4.	Name three plant pests and	tell how to control them.
		Pests	Control
		1	1
		2	2
		3	3
	5.	Give instructions for makir	ng a window box and tell its use.
		Instructions	
		Use	
	6.		ant, and grow to maturity three different kinds
		of annuals.	
	7	Cara for two or more parer	
_	7.	by fertilizing, watering, we	nnial flowers growing outdoors for one season eding, and treating for pests as needed. with weekly entries, listing work done.
			ny times as needed to complete the growing
		Perennials grown	
		1	
		2	
	8.		are most important to flowering plants?
		1	
		2	
		3	

	9.	Identify three flowering plants adapted to each of the following conditions:
		Shade
		1
		2
		3
		Dry soil
		1
		2
		3
		Full sun
		1
		2
		3
		Moist soil
		1
		2
		3
	10.	What is the purpose of a soil test?
ū	11.	Make a picture collection of ten annuals, five perennials, and two biennials. Label and know the name of each from memory.

Flower Culture, Chart #1

Care for two or more perennial flowers growing outdoors for one season by fertilizing, watering, weeding, and treating for pests as needed.

Perennial grown _____ Week # _____



Fruit Growing

-	1.	Why are fruit trees grafted?	,		
<u>.</u>	2.	What does hardiness mean?)		
<u> </u>	3.	What site and soil condition following:		~.	ee of the
		a. Apples	e.		
		b. Peaches	f.	\mathcal{C}	. 1
		c. Pears	g.	An equivale	nt choice
		d. Plums			
		Fruit	Site		Soil
		1			
		2			
		3			
_	4.	What is a dwarf fruit tree?			
		How is it dwarfed?			

٥	5.	Plant at least two fruit trees and train them by pruning for at least two seasons, or train and prune an existing tree. With supervision fertilize and spray as needed for one growing season. Show an example of harvested fruit to your examiner.
		Trees cared for
		1
		2
	6.	Answer the following questions:
		What is pollination?
		What is a pollinator?
		Which trees need a pollinator?
	7.	How are young trees protected from rodent damage?
		Protect your young trees from rodents.
	8.	Compare the qualities of flavor, texture, and appearance of two different varieties of the same fruit.
		Fruit compared
		Results



Gardening

<u> </u>	1.	square feet (30.5 square me	lant a vegetable plot of not less than 100 ters). Grow at least six different vegetables, from seedlings, through harvesting.
		Vegetables g	rown from:	
		Seeds	1	3
		Seedlings		3
	2.	List ways to		and/or disease in your garden.
		Ž		,
		Know when	and how to ann	oly insecticides and fungicides.
		TRIIO W WITCH	and now to app	Ty insocuracs and rangiciaes.
	2	What is mul	ah?	
_	3.	what is mun	CII!	
		How and wh	y is it used in t	ha gardan?
		How		
		Why		

4.	Wha	t is hardiness?
	——Whic	ch vegetables are considered hardy in your area?
5.	Do o a.	ne of the following: Test germination for 100 of the same kind of seeds.
	b.	Make and use a hotbed or cold frame.
	c.	Prepare any three varieties of vegetables for market.
	d.	Make and use a storage bin or pit for your vegetables.



Goat Husbandry

1.	Identify live or from pictures at least are raised for milk, meat, or wool.	at two breeds of goats. Tell if they
	Breeds identified	Reason Raised
	1	
	2	
2.	What type of housing should be pro-	
3.	What types of feed are used for the	following:
	First month	
	Second month	
	Pregnancy	
	Freshened doe	
	Yearling	
4.	Name three poisonous plants to goa	
	1.	
	2	
	3	
5.	When are kids weaned?	
6.	When must the buck kids be remov	ed from the does, and why?
	Why	
7.	How are goat's hoofs trimmed?	

	8.	Why are goats good for clearing brush land?
۵	9.	Name at least six items that are made from goat skins.
		1
		2
		3
		4
		5
		6.
0	10.	What are wattles?
a	11.	Raise at least two goats for six months.
		Dates of caring for goats
	12.	If milch goats are raised, answer the following questions:
		What are the points to consider when choosing a good milk goat?
		How is pasteurization done?
		What is its purpose?
0	13.	If milch goats are raised, do the following:
		a. Do the milking morning or evening for two goats, or morning and evening for one goat, for at least three months.
		Dates goat(s) milked
		b. Keep daily milk production records.



Horse Husbandry

0	1.	What line of profit is derived by the use of specially-selected mares?
<u> </u>	2.	Why is it preferable to raise purebred colts rather than common grades?
	3.	Name at least five points that are desirable in selecting a horse. 1
		2.
		3.
		4.
		5
	4.	What type of training will help colts to grow into gentle, dependable horses?
	5.	Describe the proper care and feeding of horses and give three different types of food for horses.
		Care
		Types of food
		1
		2.
		3

	6.	Know the following: Halter
		Bridle
		Saddle
<u> </u>	7.	Know how to properly put a halter, bridle, and saddle on a horse.
	8.	Know how to properly care for the hoofs of a horse.
		Know the parts of the hoof.
	9.	Care for a colt or horse for at least one week. Date of care



Pigeon Raising

	1.	Describe the proper type of pigeon house or loft, perch, trap, and nest box to use for pigeon raising.
		Loft
		Perch
		Trap
		Nest Box
		List the needed interior equipment for a loft.
	2.	Know a good formula for seeds, grain, and grit to be used for feed and in what proportions they should be mixed.
		Why should less corn be used in warm climates?
-	3.	What is the importance of the different parts of the pigeon's wing, especially the primary and secondary flight feathers?
	4.	What is the importance of proper molting?

		How can the molting season be controlled?		
	5.	Raise at least two pairs of pigeons. If homing pigeons, train them to return to their loft from a distance of 25 miles (40 km). If fancy or show pigeons, prepare them for exhibition and exhibit them in a fair or show.		
		Type(s) of pigeons raised		
٥	6.	Submit a brief report, covering your experience in the care and training of the above pigeons, including sanitation, avoiding disease, lice, mites, rats, mice, and other vermin.		



Poultry Raising

	1.	Have the Poultry Honor.
	2.	Tell briefly the egg-laying or meat-producing qualities of the following:
		Plymouth Rock
		Wyandotte
		Rhode Island Red
		Orpington
		Leghorn
		Peking duck
		Mammoth Bronze turkey
		White Holland turkey
		Toulouse goose
<u> </u>	3.	What is the purpose of the following:
		Incubators
		Hovers

	Sanitary fowl	houses		
	Coops			
	Runs			
4.			nding at least one	bad egg. What is the
5.	Outline the fee maturity.	eding program	for domestic fow	l, from hatching to
6.	the following	eggs:	•	er of days needed to hatch # of days
	D 1		•	# 01 days
	Googo			
	O '1			
7.	Make, buy, or	rent an incuba		
	Types hatched	1		
	Date of hatch			
8.				
	Date of care			
	 6. 7. 	Coops	Runs	Coops



Sheep Husbandry

	1.	What kinds of areas do sheep naturally inhabit?	
	2.	What kind of vegetation furnishes the feed most ideal for sheep?	
	3.	What type of shelter or barn should be provided for sheep?	
0	4.	How much space is needed for each animal in the following conditions: Loose barn space for adult sheep	
		Outside lot space for adult sheep	
		Loose barn space for large lamb	
		Loose barn space for small lamb	
		Pasture required for one ewe	
		Feed trough space for mature sheep	
		Feed trough space for lambs	
		Lambing	
	5.	What are the most favorable seasons of the year in which to make a start in sheep raising?	
	6.	What considerations should be taken into account when selecting the breed of stock?	
-	7.	What is the ideal size of flock for inexperienced beginners in sheep raising?	

8.	What winter feed is most ideal for sheep?
9.	What type of care should be given to lambs?
10.	Know the meaning of the following terms: Castration
	Commercial
	Concentrate
	Chara has d
	Cross bred
	Dam
	Dock
	Drench
	Ewe
	Flushing
	Forages or roughages
	Cain
	Gain
	Gestation

	Heat
	Lactation
	Polled
	Purebred
	Ram
	Ration
	Registered
	Scours
	Scurred
	Sire
	Wether
•	Care for two or more lambs until marketed or until three months of a Dates of care
	Number of lambs cared for



Small Fruit Growing

	1.	What are the soil requirements for growing
		Bramble berries
		Strawberries
		Grapes
		Blueberries
	2.	Write a one-page report telling how to grow one of the above fruits. Include the following: a. Variety selection b. Soil preparation c. Planting techniques d. Fertilizing e. Pruning (where applicable) f. Watering g. Pest control h. Harvesting
	3.	Name three varieties of each fruit that will grow well in your area.
		1
		2
		3.
0	4.	Prune two blueberry bushes, two grape vines, or a ten-foot row of bramble berries at the proper time in the family garden or for a friend or neighbor.
		Type trimmed
		Who trimmed for
	5.	What is a perishable crop?

6.	How long can the following be stored?
	Strawberries
	Bramble berries
	Blueberries
	Grapes
7.	Describe a serious insect or disease pest for each fruit. Include when the problem occurs, damage caused, and chemical or cultural treatments. Use as many pictures or drawings as possible. (Complete Chart #1)
8.	Take a soil test from a garden and determine which fruits will grow there. Ask for fertilizer recommendations for one of the crops and determine the cost of fertilizer needed for six 100-foot (30.5 meters) rows.
	Soil test results
	Fruits that will grow
	Fertilization recommendation
	Cost of fertilizer

Small Fruit Growing, Chart #1

Describe a serious insect or disease pest for each fruit. Include when the problem occurs, damage caused, and chemical or cultural treatments. Use as many pictures or drawings as possible.

Type o	f fruit	
Describe insect or disease		
When did problem occur		
Damage caused		
Chemical or cultural treatments		

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Adventurer for Christ

To get the full benefit of this honor it is essential that you spend at least six months to a year working on it. You must choose a date to start this honor, and only projects started after this date will apply toward the honor.

Star	t date	e
	1.	 Choose any two of the following and do them consistently for at least six months. a. Read the Junior Morning Devotional book each day. b. Faithfully study your Sabbath School lesson each week. c. Faithfully follow the Jr. Bible Year reading plan. d. Develop a personal prayer diary, listing people and requests you are praying for and answers to prayer. e. Plan and conduct at least one family devotion a week.
	2.	 Choose three from the following: a. Send five homemade cards with personal messages, poems, or Bible verses to people who are in need of encouragement. b. Visit ten or more people and invite them to a special church or Pathfinder event. c. Choose a friend and visit someone who was absent from Sabbath School or church. Take them a card and homemade treat. Have a sharing time about this experience with your family and pray for this person. d. For one month keep your bedroom clean, your bed made, and do at least three kindness projects for each parent that show that you love them. e. Collect fifteen left-over Guides and pass them out to absent Sabbath School members, children in hospitals, laundromats, etc. f. Take a cassette recording of your pastor's sermon and special music to a shut-in for three weeks. g. Call you pastor, church elder, or deacon and volunteer to help him with any task he wants you to do for a period of two hours each week for three weeks.
	3.	Choose one of the following and do it with a group. a. Look for yards that need raking, and rake and bag their leaves. In

the winter, shovel snow or split firewood. Leave a note and Steps

to Christ. Accept no money.

- **b.** Plan a birthday party with games, presents, and treats at a nursing home for a patient who has a birthday close to yours.
- c. Get the whole family involved in a witnessing project, such as giving Bible studies, passing out Steps to Christ to motels, adopting a needy family, doing a work project for an elderly person.
- d. Read Matthew 25:35-40, then take a walk through your neighborhood and make a list of the needs of your neighbors. (Lonely, grass needs cutting, weeds need pulling, etc.) Go about taking care of as many needs as you can.

Adventurer for Christ, Advanced

1.	Have the Adventurer for Christ Honor.		
2.	Complete this honor within nine months to a year. Choose a starting date to begin.		
	Start date		
3.	Choose three activities from Section 1 of the Adventurer for Christ Honor and do them consistently for at least nine months beyond the six months required for the basic Adventurer for Christ Honor.		
	Activities chosen		
	1		
	2		
	3		
4.	Choose and do one activity (not previously selected) from Section 2 of the basic Adventurer for Christ Honor.		
	Activity chosen		
	1		
5.	Choose and do two activities (not previously selected) from Section 3 of the basic Adventurer for Christ Honor.		
	Activity chosen		
	1		
	2.		
	 3. 4. 		

Date completed Date completed		structor's Signature tructor's Signature	Adventurer for Christ, Advance 2002 Editio
	3		
	2.		
		Cittures	
	Adv	ent time periods of two leads o	Dates

Adventurer for Christ, Advanced

2002 Edition



Christian Citizenship

_	1.	Describe the following flags
		National
		State of provincial
		AY
		Pathfinder
		Christian
_	2.	Know how to display the national flag with two other flags under the following situations:
		Camp out/camporee
		Fair
		Pathfinder Day program
		Parade
_	3.	Demonstrate how to fold and salute your national flag. Mention when and how it should be displayed.

4.	Explain the meaning of and reason for the National Anthem, and recite the words from memory.
	Meaning
	Reason for the National Athem
	Words of the National Athem
5.	Give the rights and responsibilities of a citizen of your country.
6.	Have an interview with a local, regional, or national official of your country, and learn about his duties.
	Person interviewed
	Office held
	Duties held
7.	Write a one-page essay or give a two-minute oral report about a famous person in your country. Mention what he has done to gain his recognition.
	Person written about

	Leader	Qutation
1.		
2.		
~• -		
3.		
4.		
5.		
6. _		
7.		
8.		
9.		
10.		
b.	Make a list of ten famous h	nistoric places in your country.
1.		
2		
3.		
4.		
5.		
(

	7.													
	8.													
	9.													, , , , , ,
	10.													
	c.					en famo								
				Eve	ent					Date	e of e	even	t	
	1.						 							
	2.													
	8.													
	9. 10.													
9	9. 10.													
10	9. 10. 9. De	escril	oe wl	hat yo	ou car		a citize	n to he	elp y	rour (ehurc	ch ar	nd cou	
	9. 10. 9. De	escril	oe wl	hat yo	ou car	n do as	a citize	n to he	elp y	rour (ehurc	ch ar	nd cou	
	9. 10. 9. De	escril	oe wl	hat yo	ou car	n do as	a citize	n to he	elp y	rour (ehurc	ch ar	nd cou	
	9. 10. 9. De	escril	oe wl	hat yo	ou car	n do as	a citize	n to he	elp y	rour (ehurc	ch ar	nd cou	

11.	Know how to explain the process of government in your country.
12.	Explain the meaning of this statement Jesus made in Matthew 22:21: "Render therefore unto Caesar the things which are Caesar's, and unto God the things that are God's.
13.	Explain why laws are established in your country.



Christian Grooming and Manners

0	1.	What well-balanced combination of strengths did Jesus develop as a growing youth? (Luke 2:52)
.	2.	According to Psalm 8 what estimate does God place on your personal worth?
	3.	Are names important to God?
		Does He know your name? (Isaiah 43:1, Exodus 33:17, Isaiah 45:4)
	4.	Demonstrate or discuss proper conversational skills, including:
		The proper way to talk to adults
		How to address people and make proper introductions
		Questions to avoid
		How to think of pleasant things to say
		How to show concern for the feelings of others

		What to say when you answer the door					
		How to answer the telephone correctly					
0	5.	If you want to use your gift of speech to God's glory, what should your prayer be? (Psalm 19:14)					
.	6.	List seven points showing the power of correct posture. 1.					
		2					
		5.6.					
		Check your posture and body profile. Demonstrate how to stand and sit correctly. Read <i>Education</i> , by Ellen G. White, page 198, paragraph 3, and note the benefits mentioned that come to you as a result of correct posture.					
	7.	Give two reasons why physical fitness is important. 1. 2.					

		Explain the relationship between proper diet, exercise, and weight control.
0	8.	Tell the importance of proper grooming, including bathing, body hygiene, breath, proper care of clothes, shoes, etc.
0	9.	Describe the proper way to wash your hair and care for your "hair tools."
0	10.	Describe the proper care for your hands and fingernails.
	11.	Know the importance of daily "soul-grooming" and of building a Christian character and why "belonging to Christ" makes a difference in the way you dress and act.

	12.	Discuss scriptural guidelines that will help you cope with your sexuality and keep your thoughts-life clean. Discuss intelligently the "dos and don'ts" of dating.
0	13.	List four reasons why your face is important to you 1
		What relationship do thoughts have to facial "print-out"? Describe proper facial care.

	14.	Know the rules of table etiquette which make it easier for you and those around you, such as what to do with your knife and fork after using them. Know how to be a welcome dinner guest and a joy to your hostess.
<u> </u>	15.	List ten principles to help you overcome self-consciousness and social
		embarrassment.
		1
		2
		4.
		5
		6
		7
		8
		9
		10

Fo:	<u>r You</u>	<u>ng Ladies</u>
	16.	Demonstrate two exercises that will improve your posture.
		1
		2
	17.	
	18.	Tell the proper style of clothes to wear if you are:
		Tall
		Plump
		Chart
		Short
		Thin
		Heavy hipline
		Full bosom
	19.	Demonstrate the correct way to put on a coat or outer wrap.

	<u>You</u> 16.	ng Men Tell how to have well-groomed hair and how to choose a hairstyle that makes you look your best.
- 1	17.	List clothing rules and the proper style of clothes to wear if you are: tall and thin
		short and stocky
- 1	18.	Tell why Christians should practice good manners.
		Demonstrate how to seat a girl or woman at a table and how to properly escort her from home to a social function.
te compl	eted _	Christian Grooming and Manners Instructor's Signature 2002 Edition

Date completed _____



Christian Storytelling

	1.	Name one source where you have found material for stories for each of the following categories. Tell a story from each category. (Begin Chart #1) a. Sacred history b. Church history c. Nature d. Character story e. Object lesson with visual aids
<u> </u>	2.	 For the above stories you tell, do the following: (Complete Chart #1) a. Tell one of your stories to children, aged five and under, for at least three minutes. b. Tell one of your stories to the 10-12 year olds for at least five minutes.
	3.	Make a written outline of a story you are to tell.
	4.	State how and under what circumstances course material is to be modified for the following: Telling the story in first person second person third person

	Different
	audiences
	ages
	purposes
	Making the story shorter
	Making the story longer
5.	Tell why a definite aim is necessary in telling a story.
6.	Tell one story of foreign missionaries, not less than five minutes in length.
	Story title
	Who told to
	Length of story
7.	Tell one story that teaches health principles.
	Story title/topic
	Who told to

Christian Storytelling, Chart #1

		omistian storytennig, onart #1	reillig, cilait	1#	
	Source	Story title	Who told to	Date told	Duration of story
Sacred History					
Church History					
Nature					
Character Story					
Object Lesson with visual Aid					



Cultural Diversity Appreciation

ped people in
ned people in
ned neonle in
oca people in
have a
Christ?

		Ephesians 2:14 What should be the result of accepting Christ Jesus into our lives?
		How do you plan to apply this message to your everyday life?
4	4.	Develop a friendship with a boy, girl or older person from your church sahool or community whose cultural background is different from your
		school or community whose cultural background is different from your and conduct research from the following: library, internet, videos, encyclopedia, etc, about the culture. Arrange an interview with this family and complete the following: Where did the culture originate?
		What language is spoken?
		What religions are prominent in that society?
		What foods are typically eaten for: (1) Breakfast
		(2) Lunch
		(3) Supper
		How are eating habits influenced by the food available in that country?

Are there cultural traditions that are different from yours?
What are they?
Do people of this culture celebrate the holidays that we celebrate?
What customs do they have for celebrating the different holidays?
What customs or traditions from the original culture have been continued by the family in this country?
Is the dress different from dress in your culture?
Identify at least 5 ways in which you are similar and 5 things which make you different.
Similar
1.
2
3.4.
45.

Different
1
2
3
4
5
Tell how your attitude or feelings towards people of different cultural backgrounds has effected you?
How do you feel about your differences?
Attend church with your friend if it is a different church than yours, or attend a church service of a different cultural group. Identify 3 similarities and 3 differences you observe in the church services.
Similarities
1
2
3
Differences
1
2
3



Family Life

<u> </u>	1.	Explain the roles of the father, mother, sister, and brother as given in the Bible and Spirit of Prophecy.
		Father
		Mother
		Sister
		Brother
	2.	What is the difference between self-respect and pride?
		Self-respect
		Pride
		Write a paragraph about some of the things that make you feel good about your family. Include the things you are proud of and your family's good qualities and accomplishments.

<u> </u>	3.	Do one of the following in your home for one week: a. Dust and keep the floors clean b. Wash the clothes c. Wash the dishes d. Properly dispose of garbage
	4.	Care for the younger members of your family or a neighbor's family for at least a couple of hours.
		Cared for
		Length of care
	5.	Make a list of some of the things your family spends money on.
		Explain your responsibility to the finances of your family.
	6.	Make a list of family activities that you think your family would enjoy.
<u> </u>	7.	How would you make a family worship meaningful for preschoolers, juniors, and teens?
		Preschoolers
		Juniors
		Teens
		Plan and conduct a family workshop for one of these age groups.
		Topic
		Date of worship
		Age group selected

8.	Know what to do in the following circumstances in your home: Accident
	Bad storm
	Financial crisis
	Fire
	Loss of a relative
	Loss of a relative
9.	Plan and conduct a fire drill in your home.
	Date of drill
10.	List five ways you can show concern for or interest in your neighbors.
	1.
	2
	3.
	4
11.	Study the recreational activities of your family. What improvements, if any, can be made?



Junior Witness

	Activities		Dates
	1		
	2.		
	3.		
	4.		
	5.		
3.	Enroll at least two people in		
	People enrolled	•	
	1.		
	2		
4.	Know from memory at least teachings:		
4.	Know from memory at least		
4.	Know from memory at least	two key texts for e Text 1	ach of the follo
4.	Know from memory at least teachings:	two key texts for e Text 1	ach of the follo
4.	Know from memory at least teachings: Second coming of Christ	two key texts for e Text 1	ach of the follo
4.	Know from memory at least teachings: Second coming of Christ Seventh-day Sabbath	two key texts for e Text 1	Text 2
4.	Know from memory at least teachings: Second coming of Christ Seventh-day Sabbath State of the dead	two key texts for e Text 1	Text 2
4.	Know from memory at least teachings: Second coming of Christ Seventh-day Sabbath State of the dead Law and grace	two key texts for e Text 1	Text 2
4.	Know from memory at least teachings: Second coming of Christ Seventh-day Sabbath State of the dead Law and grace Conversion	two key texts for e Text 1	Text 2
4.	Know from memory at least teachings: Second coming of Christ Seventh-day Sabbath State of the dead Law and grace Conversion Judgment	two key texts for e Text 1	Text 2

5.	Give at least two Bible studies, using the open-Bible method, using visual aids, audio or electronic equipment.
	Topics
	1
	2
	To whom given
	Dates given
6.	Make at least 50 one-to-one contacts using outreach literature, ADRA annual solicitation, health/church survey or other one-to-one contact programs.
	Literature used
	Activity



Junior Youth Leadership

	1.	Be a Master Guide
	2.	Read two books on junior youth leadership written in the last five years.
		Books read
		1
		2
0	3.	 Serve in any one of the following offices: a. Junior Youth Group leader for one year. b. Junior or Earliteen Sabbath School leader for one year. c. Staff member in an active Pathfinder club for one year. d. Staff member at a summer youth camp for a full summer.
0	4.	Prepare a group to be invested in one of the Adventist Youth/Pathfinder classes during the current year and assist in conducting the Investiture service.
		Group prepared
		Class prepared
		Date of investiture
	5.	Know at least ten qualities of a good youth leader. 1
		2.
		3.
		4.
		5
		6
		7
		8
		9
		10

	6.		ifference between junior n the following areas: Juniors	s (10-12 years old) and teens (13-15 Teens
		Physical		
		Emotional		
		Mental		
		Spiritual		
0	7.	Know princ	iples in the proper admir	nistration of discipline to youth.
			ollowing areas of disciplination prevent having to disciplination	
		1		
		8		
		9		
				Junior Youth Leaders

Nin	ne ways to have balanced discipline
1.	
_	
•	
_	
	e types of discipline
_	
_	
	e discipline procedures
3.	
5.	

Outreach Ministries General Conference

2002 Edition



Date completed _____

Language Study

	1.	Read and translate from sight a passage of at least 300 words from a
		book or magazine in a language not native to you.
		Material translated
	2.	Carry on a simple but sustained conversation in a modern foreign language for a period of not less than five minutes.
		Topic of conversation
		Length of conversation
<u> </u>	3.	Listen to an address or statement of not less than two minutes' duration made by a person to whom the foreign language is a native tongue, and translate the same into your own language.
		Person listened to
		Topic
	4.	Write a simple letter in the foreign language of your choice, telling what contacts you have been able to make with persons whose native tongue is the language you have chosen.
	5.	Know and repeat from memory the Pathfinder Pledge and Law in this foreign language.
0	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.
		ter your choice of a modern foreign language has been made, obtain a le textbook in that language and study it thoroughly.

Instructor's Signature _____



Literature Evangelism

1.	From the Bible and writings of Ellen G. White, write a summary, at least 250 words in length, on the importance of the use of literature in leading people to Christ.
2.	Name five essential qualifications of a colporteur.
	1
	2
	3
	4
	5.
3.	How is the colporteur supported?
4.	What four steps are taken in the sale of a book or magazine?
	1
	2.
	3.
	4.
5.	Briefly outline how to arouse an interest in purchasing a book or magazine?
6.	Know how to meet objections to purchasing a book or magazine.

- **7.** Do one of the following:
 - **a.** Maintain a literature rack for four months, keeping a log of which books are the most and least popular.
 - **b.** Do a project of house-to-house or mail distribution of literature in your community for ten hours. Include in the literature a response card for additional literature, Bible studies, and/or a Bible correspondence course.
 - **c.** Engage in selling Seventh-day Adventist books and/or magazines during a period of a least five weeks, or at least 20 hours each.
 - **d.** Do a project of distributing religious books to local government officials. Spend at least ten hours on your project.
 - e. Do a project of supplying religious literature to patients in a hospital or nursing home. Spend at least ten hours on your project.
 - Make a project of supplying a year's subscription to Liberty magazine to the judges and/or lawyers in your community. Raise the money or get contributions for the gift subscriptions.
 - g. Make a project of sending literature and/or Bibles to the mission field. Part of this project is collecting the literature and/or Bibles, determining where to send the material and packaging and sending the material.

Project selected	
Date completed	



Personal Evangelism

- 1. Through Bible and the writings of Ellen G. White study how Jesus treated people on a one-to-one basis. Write a 500-word report or give a five-minute oral report of what you learned.
- **2.** Show that you have a personal daily devotional life for at least six months.
- **3.** Do two of the following:
 - **a.** Take part in one of the following:
 - (1) Evangelistic meetings
 - (2) Youth Evangelistic meetings
 - (3) Community service van activities
 - (4) Cooking school seminars
 - (5) Stop Smoking seminars
 - (6) Weight loss seminars
 - (7) Stress management seminars

In your choice of the above, do the following:

- (a) Take part in the organization of the activity.
- **(b)** Take part in the setting up of the meeting place.
- **(c)** Assist in the advertising.
- (d) Find out where the finances came from for the outreach project and what expenses were incurred.
- (e) Be involved in the operation and running of the outreach project on a regular basis.
- **b.** Assist in the organization and planning of one of the following outreach projects and participate in the project at least ten hours:
 - (1) Community beautification project, such as landscaping or improving a public area
 - (2) Story hour
 - (3) Clown ministry
 - (4) Puppet ministry
 - (5) Prepare Christmas stockings for underprivileged children.
 - (6) Food and/or clothing distribution to the needy.
 - (7) Programs and visits to a nursing home, orphanage, or pediatrics ward of a hospital.
 - (8) Similar project approved by a Master Guide or AY leader.

- c. Do all of the planning and organization and participate at least 15 hours in one of the following outreach projects:
 - (1) Free yard care or housework for the elderly
 - (2) Teach in a lower division Sabbath School department.
 - (3) Temperance talks
 - (4) Tutoring of younger students
 - (5) Volunteer work in a hospital or nursing home
 - (6) Supplying books and games to a hospital
 - (7) Help with the rehabilitation of a physically handicapped person
 - (8) Make posters and are projects for a hospital, nursing home, or orphanage.
 - (9) Adopt a Grandparent Program.
 - (10) Similar project approved by a Master Guide, AY or Pathfinder leader.

		Personal Evangelism
Date completed	Instructor's Signature	2002 Edition



Sign Language

1.	Learn the manual alphabet used by the deaf.
2.	Have a minimum of three hours of instruction in signing.
3.	Send and receive finger spelling at the rate of five words per minute using a minimum of 25 letters.
	Message sent and received
4.	Learn at least 100 signs from one or more of the below referenced books. (Use chart #1)
5.	Learn and present in sign language (note finger spelling) at least two simple songs.
	1
	2
6.	Do one of the following: a. Explain the difference between Ameslam and signed English, and demonstrate the use of both.
	Ameslam
	English
	b. Read and give an oral or written report on a school in your country or state specializing in deaf education.

Sign Language and Sign Language Advanced, Chart #1

List at least signs that you have learned. Copy this page and use as many times needed.		
		

Sign Language, Advanced

1.	Have the Sign Language Honor.
2.	Have a minimum of 5 hours of instruction in signing.
3.	Send and receive finger spelling at a rate of 12 words per minute using a minimum of 50 letters.
	Message sent and received
4.	Learn at least 350 signs. (Use chart #1)
5.	Sign at least 6 songs to a hearing impaired friend.
	1
	2.
	3.
	4.
	5.
	6.
6.	Be able to sign to a hearing impaired friend: a. The Lord's Prayer - Matthew 6:9-13. b. Beatitudes - Matthew 5:3-12.
	c. Ten Commandments - Exodus 20:6-17.

Sign Language and Sign Language Advanced, Chart #1

List at least signs that you have learned. Copy this page and use as many times needed.				
				
		-		
				



Stewardship

0	1.	Discover the Bible principles of stewardship by answering the following questions: What does 1 Corinthians 6:19-20 say about the stewardship of the body				
		What does Matthew 25:15 tell us about the stewardship of talents?				
		What does Colossians 4:5 say about the stewardship of time?				
		What does John 3:16 tell us about who owns the earth?				
		What does Genesis 1:26 say about who is the steward over the earth?				
		What does Proverbs 3:9 say about who is always first?				
		How do we know that tithe means a tenth? Genesis 28:22				
		Who does Leviticus 27:30 say the tithe belongs to?				

How does M	Ialachi 3:8 say that God is robbed?
What does 1	Corinthians 9:13,24 say about the use of the tithe?
How do we	know that the tithe is different from offerings? Malachi 3:
What does 1 offerings?	Corinthians 16:2 say about how we are to give our
What does N	Matthew 6:20 say about where to keep our treasures?
What does 2	Corinthians 9:7 say about our attitude in giving?
What promi	sed blessing is given in Malachi 3:10?
What does F	Psalms 24:1 tell us about who owns the earth?
	Psalms 24:1 tell us about who owns the earth? scuss with your counselor or pastor the following:

2. p. 66 of Counsels on Stewardship written by Ellen G. White.

	3.	Learn what is done with the tithe in your local church, your local conference, your union, and the General Conference.			
		Local church			
		Local conference			
		Union			
		General Conference			
0	4.	From your pastor, church treasurer, or elder learn about your church budget, what finances your church must meet and the purpose of each item listed on your church tithe and offering envelope.			
	5.	Keep a chart on how you spend your time for one weekend and one week day. In this chart make a list of how much time you spend in the following areas: (Complete Chart #1) 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 lesson g. Reading p. Music practice h. Television q. Home chores i. Meals r. Shopping			
		For each of the three days 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: (Complete Chart #2) 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 a month in the following categories: (1) Clothes (2) Entertainment (3) Eating out (4) Gifts (5) Personal items (toiletries) 			
		Steward			

	(6) School supplies(7) Tithe and offerings(8) 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.
	From the Bible and the writings of Ellen G. White determine what instruction has been given concerning the variety and use of God-given talents.
-	
	List three talents or skills that you have, such as building things, mechanics, gardening, painting or drawing, writing, speaking, music, teaching, sewing, etc. Choose one of these three talents and do a project to help develop you talent further. Your project must follow these guidelines: a. The project is to be a benefit or outreach to others. b. The project is to be a new endeavor not previously accomplished. c. Spend at least five hours in the planning and implementation of the project. d. Present a written or oral report to your counselor about your project.
r	Talents/Skills
	1
	2
	Project

Stewardship,	Chart	#1
--------------	-------	----

Day		
-----	--	--

Keep a chart on how you spend your time for one weekend and one week day. In this chart make a list of how much time you spend in the following areas:

Work for pay, family time, personal devotions, family worship, fun things, reading, television, meals, sleep, personal needs, class time, school study, travel, music lessons, music practice, home chores, shopping

Morning	Activity	Time	Activity	Time
Afternoon	Activity	Time	Activity	Time
Evening	Activity	Time	Activity	Time

Stewardship, Chart #2

If you have an income-producing job or an allowance, make a list of how you spend your money for one month.

If you are not in the category above, make a list of how you would spend an income of \$50 a month in the following categories:

Clothes, entertainment, personal items (toiletries), gifts, school supplies, tithe and offerings, eating ou; transpotation

Expense	Itemized listing	Amount spent



Temperance

1. 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 things and to abstain from the use of tobacco, alcohol, or any other narcotic."

Your Signature

2. Memorize two of the following Bible texts and two of the following quotations from the writings of Ellen G. White:

Bible Texts

a.	Romans 12:1-2	d.	Proverbs 20:1
b.	1 Corinthians 10:31	e.	Galatians 5:22-23
	1 (0	c	2. 1. 1 2

c. 1 Corinthians 6:19-20 **f.** 3 John 2

Writings of Ellen G. White

- **a.** "True temperance teaches us to abstain entirely from that which is injurious, and to use judiciously only healthful and nutritious articles of food." *Temperance*, p. 3.
- **b.** "The only safe course is to touch not, taste not, handle not, tea, coffee, wines, tobacco, opium, and alcoholic drinks." *Counsels on Diet and Foods*, p. 428.
- c. "...temperance alone is the foundation of all the graces that come from God, the foundation of all victories to be gained." *Temperance*, p. 201.
- d. "A pure and noble life, a life of victory over appetite and lust, is possible to everyone who will unite his weak, wavering, human will to the omnipotent, unwavering will of God." *Temperance*, p.113.
- e. "Tobacco is a slow, insidious, but most malignant poison, in whatever form it is used, it tells upon the constitution; it is all the more dangerous because its effects are slow and at first hardly perceptible." *Ministry of Healing*, p. 327-328.

	3.		our of the following: Refer to Adventist Youth for Better Living (L) Manual for details. Write and deliver a five-to eight-minute speech (oration).
		b.	Write an essay on alcohol, tobacco, drugs, or physical fitness of 150 to 200 words and your commitment to a healthy lifestyle.
		c.	Write a four-line jingle on a Drug Prevention topic.
		d.	Draw/make a poster 22 x 28 inches (55.9 x 63.5 cm) that tells about the harmful effects of a drug, tobacco, or alcohol.
		e.	Make a substance abuse exhibit for a local shopping mall, library, or school.
		f.	Make a scrapbook of at least 20 pages showing various Drug Prevention advertisements.
		g.	Share with at least five other persons (excluding your immediate relatives) what you have accomplished from the above list and obtain their signed Temperance Pledges.
0	4.	Know a.	and explain: The reason behind the warning on the cigarette packet: "Warning—smoking is a health hazard."
		b.	Seven ingredients of tobacco smoke:
		b.	Seven ingredients of tobacco smoke: Nicotine
		b.	-
		b.	Nicotine
		b.	Nicotine Arsenic
		b.	Nicotine Arsenic Formaldehyde

			Phenolbenzophyrine
			Amonia
		c.	Know and explain
			Emphysema
			cirrhosis
			cirrhosis
			addiction
		d.	Know the effects of during pregnancy
			tobacco
			alcohol
			drugs
0	5.	able t	the chapter "Stimulants and Narcotics" in <i>Ministry of Healing</i> . Be to discuss briefly or provide a written summary approximately two ree paragraphs in length.

	6.	After studying the following materials, list three things that contribute to temperance and good health. (Other than abstaining from that which is harmful.)
		a. Temperance page 139 paragraph 1
		b. Counsels on Diet and Foods, page 406 paragraph 1
		c. Temperance page 140 paragraph 2
		d. Temperance page 143 paragraph 3
		e. Counsels on Health, page 127 paragraph 4
		f. Temperance page 148 paragraph 2
		1
		2
		3.
a	7.	Discuss the following situations and role-play what you would do if: a. Your best friend asks you to try a cigarette.
		b. A classmate offers you money to sell marijuana.
		c. An older relative offers you a drink of beer.
		d. The smoke from a stranger's cigarette is bothering you.
		3
		You are at a party with a friend, he gets drunk and insists on driving you home.
		driving you nome.

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North American Division

South Pacific Div/Island Ed.

South Pacific Division South Pacific Division



Archery

_ _ _	2.	Ident	ify the parts of a ify the parts of a e and explain the	
<u> </u>			ectly and safely stribe and show he Arm guard Finger tab or good Quiver Bow sling String kisser	ow to use the following:
	6.	Demo a. b. c. d. e. f. g.	The stance Nocking the art The draw The anchor The hold and a The release The follow-thro	im
a	7.	•	is it necessary to loned on the boy	o have an arrow "nocking point" properly v string?
3	8.	Using a. b.	g a standard (Oly Indoors: Outdoors:	ympic bow) score one of the following: 30 arrows (5 rounds) at 70.8 feet (18 meters) score 50 points on a 23.5 inch (60 cm) target. 30 arrows (5 rounds) at 98 feet (25 meters) score
۵	9.			170 points on a 48 inch (122 cm) target. the archery safety rules.

Archery Instructor's Chart

	Shoots required score						
	Follow-through						
	Release						
ATES	mis bns bloH						
DEMONSTRATES	Anchor						
ЕМО	мвтП						
	Mocking the arrow						
	Stance						
й	String kisser						
SHOWS HOW TO USE	gnils wod						
HOW.	Quiver						
OWS	Finger tab or glove						
SH	Arm guard						
TIFY:	Parts of an arrow						
IDENTIFY:	wod s to shaq						
	wod a pnint2						
	Practices safety rules						
	NAME						

Archery, Advanced

1.	Have the Archery Honor.
	Explain the advantages to be found by the target archer in making use of the following equipment:
	Aluminum shaft target arrows
	Bow level
	Bow sight
	Bow sling
	Bow square
	Bow stabilizer(s)
	Clicker
	Flexible arrow plate
	Kisser button
	Plastic arrow fletching
	String peep

	3.	Expla	in what is mear	nt by arrow spine.
<u> </u>	4.		the following cator's Manual: Problem Corre Advanced Sho Bow Tuning	
0	5.	Using a. b.	g a standard (Ol Indoors: Outdoors:	ympic bow) score one of the following: 30 arrows (5 rounds) at 70.8 feet (18 meters) score 200 points on a 23.6 inch (60 cm) target. 30 arrows (5 rounds) at 196.8 feet (50 meters) score 200 points on 48 inch (122 cm) target.
	6.	Revie	ew and practice	the archery safety rules.



Backpacking

	1.	Discuss with your instructor the meaning of the motto: "Take nothing but pictures and leave nothing but footprints."
	2.	Know the essentials of proper clothing, shoes, and rain gear to use in backpacking.
		Clothing
		Shoes
		Rain gear
	3.	Know the principles in selecting a good quality backpack.
		In an emergency, what might be used in place of a backpack?
	4.	Know the essential items to be taken on a backpack trip.
0	5.	What kind of sleeping bag and pad are best for your camping area?

	Knov	w at least three kinds of eac	h that	are available.
		Sleeping Bags		Pads
	1			
	2			
	3			
6.		w how to pack a pack proper		
7.	Wha	t types of food are best for b	ackpa	cking?
		a grocery store and list the packing. With your instructor		found there that are suitable for
	a.	Prepare a menu for a week from a grocery store. (Con		ackpack trip using foods obtained Chart #1)
	b.	Learn the techniques of me pack foods for your trip.	easurir	ng, packaging, and labeling back
	c.	Make a trail snack.		
8.		w the prevention and symptont #2)	oms of	c, and the first aid for: (Complete
	a.	Sunburn	f.	Heat exhaustion
	b.		g.	
		Frostbite	h.	1
	d. e.	Hypothermia Heat stroke	i.	Dehydration
9.	Have	e a first aid kit in your pack	and kr	now how to use it.
10.		ording to your weight, what is lid be allowed to carry?	is the 1	maximum number of pounds you
11.		w three ways to find directio two.	n with	nout a compass. Demonstrate at
	1			
	3			

٥	12.	Show the proper way to put on and take off a backpack alone and with a partner.
٥	13.	Participate in a weekend backpack trip of at least five miles (8 km) to a site not accessible by a vehicle and cook your own meals.
		Campout date
		Number of miles

Instructor's Signature _____

Date completed _____

Backpacking 2002 Edition

Backpacking, Chart #1

Menu for a weekend backpack trip

Breakfast	Lunch	Supper
		Friday
Saturday	Saturday	Saturday
Sunday	Sunday	

Backpacking, Chart #2

Know the prevention and sypmtoms of, and the first aid for:

Preve	ention	Symptoms	First Aid
Sunburn			
Blisters			
Frostbite			
Heat Stroke Hypothermia			
Heat Stroke			
Heat Exhaustion			
Snake Bite			
Camps			
Dehydration			



Campcraft

0	1.	Explain how and why weather, season, and water supply are considered when choosing a campsite.
		Weather
		Season
		Water
		Explain what care to take with regard to safe water, sanitary facilities, and emergencies.
		Safe Water
		Sanitary facilities
		Emergencies
	2.	Prepare a list of clothing you would need for an overnight camp in warm and cold weather.
		Warm

		Cold	
-	3.	Knov	w and practice the safety rules in camping.
	4.	Shov	v your ability to use a camp knife by demonstrating or explaining
			y rules for its use and making shavings for tinder.
	5.		are for an overnight camp with a group by making a list of personal s and group items that will be needed. (Complete Chart #1)
	6.		are balanced menus for one cooked breakfast, lunch, and supper. nplete Chart #2)
	7.	Com	plete the following while on an overnight camping trip:
		a.	Prepare ground properly for comfortable sleeping.
		b.	Correctly pitch and strike a tent.
		c.	Prepare a proper safe area for a campfire. Show proper use of wood tools in getting and preparing fuel for a fire.
		d.	Show how to protect your camp against animals, insects, and wet or bad weather.
		e.	Show how to take proper care of the environment as you camp and leave the area with no trace of having been there.
	8.	Knov	w eight things to do when lost.
		1	
		_	
		_	
		8	

9.	Camp for a continuous three days and two nights, sleeping each night under the stars or in a tent. Be actively involved in cooking at least two of the meals.
	Date of campout
	Meal cooked
	1
	2
10.	Considering the things learned in this honor and the camping done, what is the meaning and the reason of the Pathfinder Camping Code?
	Meaning
	Reason

Campcraft, Chart #1

Prepare for an overnight camp with a group by making a list of personal items and group items that will be needed

Personal Items	Group	Items
		
-		

Campcraft, Chart #2
Prepare balanced menus for one cooked breakfast, lunch and supper.

Breakfast	
Lunch	
Supper	



Camping Skills I

1.	Be at least in the 5th grade.
2.	Understand and practice wilderness and camping etiquette, regarding preservation of the outdoors.
3.	Know eight things to do when lost.
	1
	2
	3.
	4.
	5.
	6.
	7
	8.
4.	Be familiar with various types of sleeping equipment suitable to location and season.
5.	List personal items needed for a weekend campout. (Complete Chart #1)
6.	Plan and participate in a weekend camping trip. Campout date
7.	Know how to properly pitch and strike a tent. Observe fire precautions when tent is in use

8.		ow and practice the proper principles for camp sanitation for both nitive and established campsites.
	Prin	nitive
	Esta	ablished
9.	Prop	perly use the knife and hatchet. Know ten safety rules for their use.
	1.	
	10.	
10.	Fire	·S:
	a.	Demonstrate ability to choose and prepare a fire site.
	b.	Know fire safety precautions.

		c.	Know how to properly strike a match.
		d.	Practice building a fire with the use of one match, using only natural materials.
			Materials used
		e.	Demonstrate how to protect firewood in wet weather.
<u> </u>	11.	Bake	bread on a stick.
	12.		ribe the proper procedures for washing and keeping clean the ing and eating utensils.
<u> </u>	13.	Descr	ribe sleeping wear and how to stay warm at night.
	14.	Draw Lesso	a spiritual object lesson from nature on your camping trip.
-	15.	Expla prints	ain and practice the motto: "Take only pictures and leave only foot s."

Camping Skills 1, Chart #1

Prepare for an overnight camp by making a list of personal items that will be needed.

Person	al Items



Camping Skills II

1.	Be at least in the 6th grade.
2.	Develop a personal philosophy of outdoor etiquette, such as courtesy to other campers and outdoor conservation.
3.	Know and understand the following six W's for the selection of a good campsite: Water
	Weather
	Wild things
	Willingness
	Wind
	Wood
4.	Demonstrate your ability to protect the wilderness and your water source by proper personal hygiene and cooking sanitation.
5.	Participate in a weekend campout.
	Campout date
6.	Take part in a camp worship service to include one of the following: a. Leading song service
	b. Sabbath School lesson study
	c. Story
	d. Worship thought
7.	Know how to safely light and use a camp stove and lantern.

8.	Know safety rules and demonstrate your ability to properly cut fire wood.
	Demonstrate how to break dead wood properly.
9.	Using fuzz sticks or shaved sticks, build and know the use of a council or crisscross fire and one type of cooking fire.
	Use
	Council
	Crisscross
	Cooking
	Review firebuilding safety rules.
10.	Explain two ways to keep camp food cool.
	1
	2
11.	Build two different camp cranes.
	1
	2

۵	12.		are camp meals using boiling, frying, and baking. ng
			ng
			ng
	13.	Dem	onstrate tent site selection.
		Prope	erly pitch and strike a tent.
		What	t precautions should be taken when striking a wet tent?
		Prop	erly clean, dry, and store a tent.
	14.		
		a.	Show proper ways to stuff or roll your sleeping bag or bed roll for travel.
		b.	Tell how to keep a sleeping bag or bed roll dry on a camping trip.
		c.	Describe how to properly clean your sleeping bag or bed roll.



Camping Skills III

	1.	Be at least in the 7th grade.			
	2.	Review six points in the selection of a good campsite. Review the safety rules of firebuilding.			
		1			
		2.			
		3.			
		45			
		6.			
	3.	Go on a weekend campout.			
		Lay the following three fires and tell their uses:			
		Hunter's fire			
		Reflector fire			
		Star fire			
٥	5.	Know six ways to start a fire without a match. Build a campfire using one of these:			
		a. Compressed air d. Friction			
		b. Curved glass e. Metal match			
		c. Flint f. Spark			
	6.	Know how to properly sharpen a hatchet and knife.			
		Hatchet			
		Knife			
	7.	Cook a one-pot meal using fresh or dried food.			
		Meal			

	8.	Describe the various types of tents and their uses.
		Mountaineering
		Alpine
		Tube
		Backpack
<u> </u>	9.	How does condensation occur in tents, and how can it be prevented?
	10.	Demonstrate your ability to anchor a tent down, using the taut-line hitch and two half hitches.
	11.	While camping, plan and give a ten-minute devotional or organize and lead a nature or Bible game or lead out in Sabbath School, camp church, or camp vespers.
		Activity
		Date Completed
	12.	Properly locate and build one of the following and describe its importance to the individual and the environment:
		Camp sink and dishwashing area
		I otnino
		Latrine
		Shower

13.	Demonstrate four basic lashings and construct a simple object using these lashings.
	1
	2.
	3.
	4.
14.	Know how to replace the mantels on a camp lantern.
	Demonstrate how to refill gas in a camp lantern and stove.
	Know how to maintain the pressure pump on a camp stove in good working order.



Camping Skills IV

1.	Be in at least the 8th grade.
2.	Plan and execute a one-hour Sabbath camping activity other than worship to make the Sabbath a meaningful experience.
	Activity
3.	Write a 200-word report or give a two-minute oral presentation on the preservation of the wilderness, discussing etiquette and conservation.
4.	Plan your menu for a two-day camping trip and estimate the cost. (Complete Chart #1)
5.	Participate in two weekend campouts.
	Campout dates
	1
	2
6.	Start a fire in wet weather, knowing where to get tinder and how to keep your fire going.
	Date fire started
	Where tinder was found
	How fire was kept going
7.	Know the wood best suited for making a quick, hot fire.
8.	Know the wood best suited for making coals for cooking.
9.	Demonstrate how to split firewood.

	10.	Demonstrate the proper care and storage of camp foods and how to build various caches to protect food from animals.
	Prepare a camp dinner with soup, vegetables, entree, and drink, all of which must be cooked.	
		Menu
	12.	Bake your food in a reflector oven.
		Menu
	13.	Purify water by three different methods.
		1
		2
		3

Camping Skills IV, Chart #1

	Breakfast	Cost Estimate	Lunch	Cost Estimate	Supper	Cost Estimate
Day 1						
Day 2						

Total	Estimated	Cost:	\$_	



Canoeing

	1.	Have	the In	termediate level of the Swimm	ing Honor.				
	2.		onstrate od of:	e, first alone and then with a co	ompanion, the p	roper			
		a.	Enteri	ing and launching a canoe	Alone	Companion			
			(1)	From a beach					
			(2)	From a landing dock or pier.					
		b.	Landi	ng and leaving a canoe					
			(1)	On a beach					
			(2)	On a landing dock or pier.					
-	3.		mpanio wing st	ed by examining counselor, derrokes:	monstrate correc	etly the			
		Reve	rse half	fsweep					
		Diago	onal dra	aw					
		Push	over						
		Half	sweep						
		Full s	sweep						
		J-stro	ke						
		Combination draw and J-stroke							
<u> </u>	lef	in a s	straight abo e.	vith a companion in both the b course for 100 yards (91.4 me out. The paddle should be kep Demonstrate two kneeling	eters). Turn right t always on the s	about and same side of			
		Padd	le 100	yards in straight course					
		Turn	right a	bout					
		Turn	left ab	out					
		Keep	s padd	le on same side of canoe					
		Two	kneelin	ng positions for paddling					
						Reco General Conf 2002 I			

	With	a companion:	Bow	Stern	
	Padd	le 100 yards in straight course			
	Turn	right about			
	Turn	left about			
	Keep	s paddle on same side of canoe			
	Two	kneeling positions for paddling	· · · · · · · · · · · · · · · · · · ·		
5.		onstrate with a canoe the rescue canoe offshore by: Emptying the swamped canoe of across the gunwales of the rescue	of water by dra	_	
	b.	Launch the rescued canoe agair	1.		
	c.	Steady canoe while companion	climbs aboard		
6.	Jump out of a canoe in deep water and get back in again in the proper form without shipping water. (Candidate must be accompanied by life guard in an equipped lifeboat.)				
7.	With a.	clothes on: Capsize a canoe in deep water.			
	b.	Right canoe and stow paddles a	nd kneeling pa	ad.	
	c.	Get in canoe filled with water a 25 yards (22.9 meters).	nd paddle with	h hands or paddle for	
	d.	Disrobe, stow clothes and padd of canoe with one hand, swim a			
	e.	Empty canoe properly and land accompanied by a lifeguard in a	it. (Candidate an equipped lif	must be feboat.)	
8.	which	satisfy the examiner of a thorough will make the candidate a safe sout in a canoe. Promise to obse	canoeist and c	ompetent to take	
		lemnly swear that I will observe canoeing, whether alone or with			
	Cand	idate's Signature	Date	2	

9.	Expl a.	ain how to do the following emergency repair work: Repairing a one-inch hole in a canoe
		fiberglass
		canvas
		aluminum canoe
	b.	Repairing a broken paddle shaft



Caving

_	1.	Know at least three light sources for	caving.
		1	
		2	
		3.	
		Know the importance of having extra	light supplies and backup lights.
		Have an experienced person in caving works.	g show you how a carbide light
	2.	List all equipment needed for a succe equipment and start putting together	
a	3.	Locate an experienced caver and join three relatively easy caves accumulat caving time.	
			Hours completed
		1	
		2	
		3	
		Experienced caver	

4.	Keep a log of these explorations, noting date, cave locations, conditions, features, hours spent in each, names of other members in your party and trip leader's name. (Complete Chart #1)
5.	Learn, know well and practice caving safety rules.
6.	Practice "walking" yourself up a steep slope by pulling yourself along a rope.
7.	Describe several ways caves were used in Bible times.
8.	Participate in the mapping process of a small cave you have explored.
9.	Know the names of at least five different speleotherms and three cave dwelling animals. Include in your report those you have observed while caving.
	Speleothems
	1
	2
	3
	4
	5

		Animals 1.
		2.
		3.
0	10.	Write a report of at least 500 words on ten or more hours of your caving experiecnce and include all you have learned while carrying out the previous nine requirements.

Caving, Chart #1

Date :		_	Nu	umber of hours in	cave:	
Cave	location:					
SUC						
ditic						
Con						
Cave Conditions						
S						
4)						
Save						
ogc ures						
Interesting Cave Features						
nter F						
=						
_						
ns ir dr						
rsol						
f pe						
Names of persons in exploring group						
ame						
Z						
Signature of trip leader						

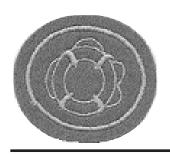
Caving, Advanced

_	1.	Have the Caving Honor.
	2.	Obtain geological survey maps of the area where you go caving. Map out on them the location of all known caves you have explored.
_	3.	Be able to give an explanation for:
		How these caves were formed
		What they have in common
		What can be expected in them in the way of physical characteristics:
		Types and extent of formations
		Effects of prior water activity
		Presence and nature of fossils
		Presence and nature of life forms including bats
-	4.	Obtain proper rappelling equipment and learn how to use it either by studying a book or mountain climbing techniques or locating a person or club group already experienced who are willing to instruct you.

	Plan and execute a cave trip where it is necessary to rappel at least forty feet (12 meters) and climb back out.
	Date of trip:
5.	Conduct a biological survey of a cave entrance, the cave twilight zone, the deep cave floor, the deep cave wall and the deep cave ceiling. Photograph single specimens of, and identify every form of plant and animal life in each of these troglodytic zones. Compare pictures with nearest natural history museum for help in identification. Publications on cave flora and fauna of the National Speleological Society will help also. Remember slogan, "Take nothing but photographs, leave nothing but footprints."
6.	Log 100 hours of caving experience. Keep accurate records of each caving trip. (Complete Chart #1)
7.	Conduct a caving course, to be climaxed by several field trips for a group of young people in your community or church.
8.	Make friends with at least one cave owner. Determine what he expects of cavers exploring his cave, and do more than he expects you to do in following these directions.
	Cave owner
	Expectations

Caving, Advanced, Chart #1

Date :	Number of hours in cave:
Cave	location:
ω	
ioi	
ndit	
Co	
Cave Conditions	
S	
e e	
Interesting Cave Features	
resting C Features	
est Fea	
nter 	
_	
ü	
dno	
ers	
of p ring	
es (
Names of persons in exploring group	
Ž	
Signatu	re of trip leader



Community Water Safety

1.	Have the Swimming Honor.
2.	Know the value of disrobing before making a swimming rescue.
	Practice disrobing on dry land in 20 seconds or less. Disrobe yourself of your shoes, socks, pants, belt, and shirt. Don't be alarmed-you are allowed a swimming suit underneath!
3.	Know the value of avoiding contact with a victim
	Know the tactics of leading and waiting
	Know the value of using equipment in a rescue
4.	Learn to properly do the following nonswimming rescues: a. Three different kinds of body reaching rescues b. A wading rescue c. Free-floating support rescue d. Three different kinds of throwing assists
5.	Know the points to be considered in the following when rescuing:
	Condition of the victim
	Condition of the rescuer

		Condition of the environment
٥	6.	Surface dive in eight feet of water, recovering various objects three times and a ten-pound weight once.
	7.	Swim 100 yards (91.4 meters), using the lifesaving stroke.
•	8.	Learn to properly do the following defenses: a. Block b. Block and carry c. Block and turn
	9.	Learn to properly do the following releases and escapes: a. Double-grip-on-one-wrist release b. Escape from double grip on wrist c. Front head-hold release d. Escape from front head hold e. Rear-head-hold release f. Escape from rear head hold g. Double drowning release
	10.	Learn to properly do the following assists: a. Arm assist on front b. Arm assist on back c. Arm assist by two rescuers d. Tired swimmer assist
0	11.	Learn to properly do the following approaches: a. Rear approach - armpit level-off b. Rear approach - chin level-off c. Rear approach with two-hand level-off d. Front surface approach e. Underwater approach f. Approach by diving to rear of victim
0	12.	Correctly approach 30 feet (9.1 meters) and correctly carry 30 feet (9.1 meters), using the following carries: a. Cross-chest b. Cross-chest control c. Hair d. Wrist e. Shirt or collar
	13.	Complete a minimum of three hours of being instructed in cardiopulmonary resuscitation, or have the CPR Honor.

Community Water Safety Instructor's Chart

l pt	Shirt/Collar								
h an	teirW								
Approach and Carries	Hair								
ppr C	Cross-Chest Control								
V	Cross-Chest								
	Approach Diving to Rear								
ies	Underwater Approach								
ach	Front Surface Approach								
Approaches	Rear Approach 2 Hand Lvl-Off								
Αp	Hear Approach-Chin LvI-Off								
	Rear Approach-Armpit LvI-Off								
	Tired Swimmer Assist								
Assists	Arm Assist - Two Resucers								
Ass	Arm Assist - Back								
,	Arm Asise - Front								
es	DBL. Drowning Rel.								
cap	Esc. Rear Head-Hold								
Es	Rear Head-Hold Rel.								
and	Es. From Front Head-Hold								
ses	Front Head-Hold Rel.								
Releases and Escapes	Escape DBL Grip on Wrist								
Re	DBL-Grip-one-one Wrist Rel.								
ses	Block and Turn								
Defenses	Block and Carry								
Ď	Block								
	100 Yards life saving srtoke								
	Surface Dive/Recover Obj								
<u> </u>	3 kinds of throwing assists								
Non swimming rescues	free-floating support								
Non vimmi rescue	wading rescue								
5	3 body reaching rescues								
	ų.								
	NAME								
	Ž								
	i	1	 1	1	1		1	1	

	Pathfinder's Name
Community Wat	er Safety, Advanced

☐ Have the Community Water Safety honor.

If residing in the United States or other country in which Red Cross instruction is given, satisfactorily pass the American Red Cross - Water Safety Instructor Aids

examination and receive your certificate.

Recreation
General Conference
2002 Edition



_	The last of the la	Cyclin	g
	1. Know th bicycle.	e name and explain the pu	erpose of the various parts of a
		Name	Purpose
	1		
			_
		punctured bicycle tire.	
	-	art, clean, and properly reas	ssemble a bicycle.
_	-	as brokes and front and rea	•

4. Adjust the brakes and front and rear derailer properly.

5.	Know and practice courtesy and safety rules in bicycling.
6.	What is the advantage of wearing a cycling helmet?
7.	Have the following riding record: a. Take three separate 10-mile (16.1 km) rides in different locations.
	Dates Locations
	1
	2
	3
	b. Take a 50-mile (80.6 km) ride in ten hours or less.
	Date
8.	Know how to read a road map by routing out your 50-mile (80.6 km) course and following it accurately on an actual ride.

Cycling, Advanced

0		Have the Cycling Honor. Describe how to select the correct frame size, handlebar, assemblying, and saddle height to fit one's body size. Frame Size					
		Handlebar					
		Assemblying					
		Saddle Height					
	3.	Describe briefly all the desirable features of a bicycle used for long distance touring.					

	4.		eels, headset, and bottom brackets.		
	5.	True	rue a rear wheel, making sure it is properly dished.		
	6.	Select the front and rear sprockets combination that would give the best results under the following conditions:			
			Conditions	Front/Rear sprocket combination	
		Ridin	g in hilly terrain		
		Touri	ng with packs on the bicycle		
		Ridin	g in level country		
	7.	Explain how the riding characteristics of a bicycle are affected by: a. The geometry of the bicycle frame including:			
			Head and seat tube angles _		
			Fork rate		
			Chain stay length		
			Bottom bracket height		
			Wheel base length		
		b.	The kind of wheels used inc	eluding:	
			Clincher or tubular tires		
			Small or large frame hubs _		
			Number of spokes used on o	each wheel	
			Number of spokes each spol	ke crosses	

8.	Make a list of desirable equipment items to be taken on a multi-day bicycle tour, including shelter and cooking equipment.		
9.	Know safety precautions to observe while bicycling.		
10			
10.	What are the advantages of drafting?		
	Know how to safely and properly draft.		

۵	11.	Know the different clothing and s the advantages of each.	afety equipment used in bicycling and
		Clothing/Equipment	Advantages
	12.	Have the following riding red	cord while working on this honor:
		a. Make three single-day 20-n locations.	nile (30.2 km) rides in different
		Dates	Locations
		1	
		2	
		3	
		b. Make a 100-mile (161.3 km	n) tour, involving three days of riding.
		Date	Location
۵	13.		give a three-minute oral report of the



Drilling and Marching

	<u> </u>
1.	Explain five or more objectives of drilling.
	1
	2.
	3.
	4
	5
2.	Define the following: Formation
	File
	Line
	Distance
	Rank
	Cover
	Interval
	Flank
	Column
	Cadence
3.	Explain the actions in each of the following groups:
	At Ease, Stand At Ease, and Parade Rest
	Mark Time, Quick Time, and Double Time
	Hand Salute and Present Arms
	Right (Left) Flank and Column Right (Left)

a.	y execute the following bank Attention	g.	Present Arms	
b.	Parade Rest	h.	Order Arms	
c.	Stand At Ease	i.	Right Face	
d.	At Ease	j.	Left Face	
e.	Dress Right Dress	k.	About Face	
f.	Prayer Attention	l.	Fall Out	
Properla.	y execute the following m Mark Time	ovements	3:	
b.	Forward March			
c.	Right Flank			
d.	Left Flank			
e.	Column Right (with col	umns of 1	three or four persons)	
f.	Column Left (with colu	mns of th	ree or four persons)	
g.	Rear March			
h.	Halt			
Explain flag.	n and demonstrate how to	use, displ	ay, fold, and care for the nation	ıal
Use _				
Display	and care			
How to	properly fold			
How to	properly fold			

Drilling and Marching, Advanced

	1.	Have the Drilling and Marching Honor.		
	2.	With a unit guidon, demonstrate the following basic positions: a. Order Guidon b. Carry Guidon c. Salute at Order f. Raise Guidon		
	3.	Demonstrate how and when to use the guidon's basic position during all drill commands.		
	4.	Be a member of an active drill team that has performed at least twice in the past year in a special community, conference, or public activity.		
		Dates Events		
		1		
		2		
0	5.	Demonstrate ability to keep in step with the drill team and move as a part of it at all times.		
	6.	As a member of a drill team, do four fancy (precision) drill routines, at least one of which includes combination commands.		
		1		
		2.		
		4		
	7.	Command a drill team of at least four people, putting the team through basic maneuvers, starting directional commands on the proper foot, and distinguishing between preparatory commands and commands of execution.		
	8.	Command an entire Pathfinder Club in at least ten basic drill movements, including Open Ranks.		
		1		
		2		
		3.		

	4	
	5	
	6	
	7.	
	8.	
	9.	
	10	
9.	national flag at a summer c Pathfinder Day program, ca	ag guard), formally raise and lower the amp ceremony, a special Pathfinder meeting, amporee, or some similar program or e posting the national and Pathfinder flag.
	Date	Event



Fire Building and Camp Cookery

1.	Lay five different kinds of fires and I must be cooking fires.	know their uses. Two of these fires
	Fires	Uses
	1	
	2	
	3	
	4	·
	5	
2.	Safely make wood shavings or fuzz s	
3.	Show correct techniques for starting	a fire.
4.	Start a fire with one match and keep	it going for at least ten minutes.
5.	Know and practice fire safety rules.	
	Show how to correctly and safely cut	t and split wood for a fire.
7.	Start a fire on a rainy day.	
8.	Demonstrate the following cooking t	echniques:
	a Doiling	
	a. Boilingb. Frying	
	b. Fryingc. Baking bread on a stick	
	b. Fryingc. Baking bread on a stickd. Aluminum foil baking	
	b. Fryingc. Baking bread on a stick	

1 0.		Know ways to keep your food and utensils safe from animals and insects.
_	4.4	
_	11.	Why is it important to keep your cooking and eating utensils clean?
<u> </u>	12.	Showing knowledge of proper nutrition and food groups, make up a complete and balanced menu for six camping meals. Include the following: (Complete Chart #1)
		a. A breakfast, lunch, or supper good for a trail hike where light weight is important. The meal should not need cooking but should be nutritious.
		b. The remaining five meals may be made up of any type of food: canned, fresh, frozen, or dried. One of the five must be a one-pot meal.
	13.	Make up a supply list of items that will be needed to prepare the above six meals. (Complete Chart #2)
	14.	Know how to:
		Properly and safely handle food
		Dispose of trash and garbage
		Wash your gear
		<i>y</i> &

Fire Building and Camp Cookery, Chart #1

Breakfast	Lunch	Supper
		Friday
Saturday	Saturday	Saturday
Sunday	Sunday	

Fire Building and Camp Cookery, Chart #2

Supper Friday		
Breakfast Saturday		
Lunch Saturday		
Supper Saturday		
Breakfast Sunday		
Lunch Sunday		



Hiking

1.	Explain and demonstrate the main points of good hiking practice: Pacing
	Speed
	Resting
	Etiquette
2.	Explain the importance and method of proper foot care with regard to: Cleanliness
	Care of nail
	Socks
	Shoe selection
	First aid of tender or blistered feet
3.	Make a list of proper clothing to be worn on a hike in both hot and cool weather.
	Hot Cold
	

		Hot	Cold
_	4.	Make a list of needed gear for a long short country hike.	g day hike in the wilderness and a
		Long day hike	
		Short country hike	
	5.	List five safety and courtesy rules to and road hiking.	be used in wilderness trail hiking
		Wilderness	
		1	
		2	
		3	
		4	
		5	
		Trail	
		1	
		2	
		3	
		4.	
		5	

	6.	Explain the importance of drinking contaminated water.	g water and list three signs of		
		Signs of contaminated water			
		1			
		2			
		3			
	7.	7. Explain the importance of proper eating while hiking.			
0	8.	Describe proper clothing and foot hiking.	gear for cold and hot wet weather		
		Clothing			
		Cold/Wet Weather	Hot/Wet Weather		
		Foot Gear			
		Cold/Wet Weather	Hot/Wet Weather		

0	9.	Submit a written plan for a 10-mile (16.1 km) hike which includes: map route, clothing list, equipment list, and water and/or food. (Complete Chart #1)								
	10.	Use a topographical map and/or a road map in planning and doing one of the hikes in Requirement 11.								
	11.	Have the following hiking record: a. One five-mile (8 km) rural or town hike								
			Date							
			Location							
		b.	One five-mile (8 km) hike on a wilderness trail							
			Date							
			Location							
		c.	Two 10-mile (16.1 km) day hikes on different routes							
			Date							
			Location							
			Date							
			Location							
		d.	One 15-mile (24.2 km) hike on a wilderness trail							
			Date							
			Location							
		e.	Within a month of each hike, write a short report, giving dates, routes covered, weather, and any interesting things you saw. (Complete Chart #2)							

Hiking, Chart #1

Map route	
Clothing list	
Equipment list	
Water and/or food	

Hiking, Chart #2

outes covered:
Veather:
hings of interest



Horsemanship

1. Label on an outline drawing of a horse, or point out on a live horse a minimum of 15 different parts of a horse.

2. Label on an outline drawing or point out on a real saddle and bridle: Western—minimum of 10 parts of the saddle and 6 parts of the bridle; English—minimum of 9 parts of the saddle and 7 parts of the bridle.

	3.	Demonstrate and explain the purpose of safety equipment while riding and working around horses—riding helmet and boots (or hard soled shoes with a heel). Helmet							
		Boots							
0	4.	Demonstrate and explain a minimum of 5 rules to safely approach and lead a horse.							
		1							
		2							
		3							
		4							
		5							
	5.	Demonstrate and explain a minimum of 5 safety rules for working around horses.							
		1							
		2							
		3							
		4							
		5							
	6.	Demonstrate and explain safe grooming of a horse using the 4 basic tools—mane and tail comb, curry comb, stiff brush, and soft brush.							

	7.	Demonstrate a safe mount (including tack check) and dismount.
	8.	Demonstrate a balanced seat while riding at a walk, including circles and reverses.
	9.	Demonstrate and explain start, stop, circles and reverses using the 4 natural aids—legs, hands, voice, and weight.
<u> </u>	10.	Demonstrate and explain 5 trail safety rules, including the following: Be attentive to leader and alert to danger Lise correct species.
		Do not let your horse eat along the trail
		Never move faster than a walk on paved surfaces
		Always walk your horse when approaching or leaving a group of riders
		Use correct position for hills and obstacles
٥	11.	Ride on a trail for a minimum of 3 cumulative hours following all safety rules and using correct position. Date of ride

Horsemanship Instructor's Chart

					_						
of dr	Demonstrated										
Demo 3 Safety Rules for Group Riders	:eluR										
no 3 Saf ss for Gr Riders	Demonstrated										
mo S fc	Rule:										
Der Sulk	Demonstrated										
	Rule:										
O B c	Trail Ride 4 Hours										
4)	Walk key-hole, Turn, Exit										
Obstacle Course	Zig-Zag Btwn Poles										
)bst	Pass Btwn 2 Barrels/Bales										
	Step over log or pole										
7 50	Passing other riders										
Area Setting	Reversing Direction										
\ \ × ×	Correct Spacing										
	Safety Consciousness										
	Ride 30 minutes at walk										
	Correct Leg-up Procedure										
ıte	Start, Stop & Turn										
ntrs	Safe, Well-balanced seat										
Demontrate	Mount and Dismount										
De	Saddle & Bridle a Horse										
	Grooming a Horse										
	Tie Bowline Knot										
	Tie Quick Rel Mgr Knot										
rate to ses											
Demonstrat 3 rules to lead horses											
Demonstrate 3 rules to lead horses											
ate & & rse											
nstra les to aach a ho											
Demonstrate 3 rules to approach & catch a horse											
C a											
	111										
	W										
	NAME										
	_										
		ı	ı	i	1	ı	1	ı	i	1	(

Horsemanship, Advanced

		11010011141101115, 71411411004
<u> </u>		Have the Horsemanship Honor.
	2.	Label on an outline drawing of a horse, or point out on a live horse a minimum of 30 different parts of a horse.
	3.	Demonstrate and explain how to care for tack.
_		
	4.	Demonstrate and explain how to catch and halter a horse safely.

	5.	Demonstrate and explain how to tie a horse safely with a manger knot and with a bowline knot using the correct length of rope and trying at the correct height from the ground.							
		Length of rope							
		Height from ground							
	6.	Demonstrate and explain how to correctly saddle and bridle a horse and adjust stirrup length.							
0	7.	Demonstrate the 3 correct positions while riding at a trot/jog including circles and reverses: a. sitting b. standing c. posting.							
	8.	Safely demonstrate an emergency dismount.							
	9.	Ride on a trail for a total of 7 cumulative hours, following all safety rules and using correct position.							
	10.	Demonstrate and explain how to use a hoof pick.							
	11.	Demonstrate proper method to turn out a horse.							
	12.	Identify a minimum of 8 common horse colors							
		1							
		2							
		3							
		4							
		5							
		6							
		7							
		8							

	5 common face markings
	1
	2.
	3.
	4.
	5
	5 common leg markings
	1
	2.
	3
	4
	5
13.	Demonstrate and explain correct spacing, reversing direction and passing other riders in an arena setting at the walk with at least one other rider, following all safety rules.
	Spacing
	Reversing
	Passing
1 4.	Negotiate a simple three element trail obstacle course set up on level
•	ground riding at a walk. Choose from the following:
	 a. Step over log or pole, maximum height of 16 inches (40.6 cm). b. Pass between 2 barrels or bales of hay spaced 45 inches (1.1
	meters) apart. c. Zigzag between poles set at 12 foot (3.6 meters) intervals.
	d. Walk into a large hey-hole, 15 foot (4.6 meters) circle, turn and exit without stepping on or crossing any borderline.
15.	Know how to cool down and care for a horse after a demanding ride.
	Horsemanship, Adva
ate completed	

Horsemanship Instructor's Chart

d d	Demonstrated						
Demo 3 Safety Rules for Group Riders	gnle:						
Sar Gres	Demonstrated						
no 3 Sa ss for G Riders	:əlnR						
Der	Demonstrated						
	:əlnЫ						
D e m	Trail Ride 4 Hours						
۵	Walk key-hole, Turn, Exit						
 tacl	Zig-Zag mwf8 gsZ-giZ						
Obstacle Course	Pass Btwn 2 Barrels/Bales						
	Step over log or pole						
2 g	Passing other riders						
Area Setting	Reversing Direction						
N N	Correct Spacing						
	Safety Consciousness						
	Ride 30 minutes at walk						
	Correct Leg-up Procedure						
ate	Start, Stop & Turn						
l ti	Safe, Well-balanced seat						
Demontrate	Innomsid bas InnoM						
) De	Saddle & Bridle a Horse						
	Grooming a Horse						
	Tie Bowline Knot						
	Tie Quick Rel Mgr Knot						
to to rses							
Demonstrate 3 rules to lead horses							
Den 3 1							
rate to to orse							
emonstrat 3 rules to pproach &							
Demonstrate 3 rules to approach & catch a horse							
	Ш						
	NAME						



Kites

	Name at least three ways kites have help how each has affected the world we live	
	Ways Helped	Affect
	1	
	2	
	3	
	Tell the story of Benjamin Franklin and l	
2	Name some of the years that kites might	be used today
2.	Name some of the ways that kites might	be used today.
2.	Name some of the ways that kites might	be used today.
2.	Name some of the ways that kites might	be used today.
	Name some of the ways that kites might Explain briefly how kites fly.	be used today.

4.	Define the following terms: Spine
	Spar
	Vent
	Bowstring
	Cover
	Frame
	Tail
	Keel
	Flying line
	Bridle
	Reel
5.	What is a common cause of kite failure?
6.	What should be done when a kite loops during flight?
7.	Why is a tail sometimes needed on a kite?
8.	Know at least three safety rules for kite flying.
	1
	2
	3
9.	Do the following:
	a. Correctly wind line on a stick.b. Tie broken ends with the fisherman's knot.
10.	Make and successfully fly two of the following kites:
	a. Sled kiteb. Flat kite
	c. Two-stick diamond kite
	d. Delta wing kite
	e. Eddy or Malay kitef. Box kite
	g. Tetrahedral kite



Knot Tying

1.	a. Bigb. Ruc. Stad. Ur	ne following terms: ght unning end anding part derhand loop verhand loop	f. g. h. i. j.	Turn Bend Hitch Splice Whipping
2.	Know ho	ow to care for rope.		
3.	Describe uses of e		aid rop	be and braided rope and list three
	Laid	Differences		Uses
	Braided			
4.		the following types of ropanila c. sal d.	Nylo	n propylene
5.	What are	some advantages and di		
	Advantaş	ges		
	Disadvar	ntages		
			-	Doow

0	 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 Matthew Walker's knot. 					
	7.	Make a six-foot piece of three-strand twisted rope from native materials or twine.				
		Materials Used				
	8.	From memory tie at least 20 of the followord common uses and limitations. Demonstration and the common uses are limitations.				
		Bowline	Man harness knot			
		Bowline on a bight	Miller's knot			
		Butterfly loop knot or Alpine	Packer's knot			
		Butterfly knot	Pipe hitch			
		Carrick bend	Prusik knot			
		Cat's paw	Sheepshank			
		Clove hitch	Sheet bend			
		Constrictor knot	Slip knot			
		Crown knot	Slipped half hitch			
		Double bow	Slipped sheet bend			
		Double sheet bend	Square knot			
		Figure eight	Stevedore's knot			
		Fisherman's bend	Strangle knot			
		Fisherman's loop	Surgeon's knot			
		Halter hitch	Tautline hitch			
		Hunter's bend	Timber hitch			
		Lariat or Bowstring knot	Two half hitches			



Navigation

_	1.	have the weather honor
	2.	Know at least 20 nautical terms used in navigation.

1 Horro the Weether Horror

Meaning Term 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ 11._____ 12. _____ 13. _____ 14. _____ 15. _____ 16. _____ 17. _____ 18. _____ 19. _____

20. _____

	Aids	Function	Maintained by		
1	•				
2	•				
4.		of buoys. What do they mean and how are they used? Give six you named. (Complete Chart #1)			
	How are buoys number	ed?			
	How do they mark char	nnels?			
5.	Box a compass with ei	ght cardinal points.			
	Why is it so important in navigation?				
	Where is it mounted in	the vessel, and why?			
6.	Name four of the most them and give their pri	useful knots in seamans	ship. Know how to tie		
	Knots	Tie	Uses		
1	•				
2					
		ith reading and interpret			
-					

Give some of the things a chart sh	lows.
Give the symbols used on a chart,	or two of the most used buoys.
Chart:	
Buoys 1:	2:

8.	When you are taking an active part in navigation, what are three of the best safety rules to follow?
	1
	2.
	3.
9.	What does it mean to be properly equipped?
	Illustrate
10.	What is meant by "rules of the road" and by "proper water etiquette?"

Navigation, Chart #1

	TYPES	MEANING	HOW USED	COLORS
1				
2				
3				
3				
4				
5				
6				



Orienteering

1.	Explain what a topographic map is, what you expect to find on it, and three uses for it.					
	Explan	ation				
	Finding	gs				
	Uses	1				
2.	Identif		signs and symbols used on topographic maps.			
	1		11.			
	2		12.			
	3		13			
	4		14			
	5		15			
	6		16			
	7		17			
	8		18.			
	9		19			
	10.		20.			

4.	Know the meaning of the following terms:
	Elevation
	Contour interval
	Magnetic North
	Declination
	Scale
	Measuring
	Back-azimuth
	True North
	Azimuth
	Distance
5.	Demonstrate how to shoot a magnetic azimuth.
6.	Demonstrate how to march on a magnetic azimuth.
7.	Know two methods to correct for declination
	1
	2.
	When is correction necessary?
8.	Be able to orient yourself and a map by inspection and by compass.
	Explain resection and its use.
	Use

•	10.	Prove your ability in the use of a map and/or a compass by following a one-mile (1.6 km) cross-country course with at least five given readings or control points.			
		Course location			
		Date			
		Given Readings			
		1			
		2			
		3			
		4			
		5			



Outdoor Leadership

1.	Have	Have the following honors: Camp Craft and Camping Skills I-III				
2.	Earn four of the following honors. From the list below restudy any previously earned honor so you can give a knowledgeable answer to the requirements.					
	a.	Backpacking	e.	Orienteering		
	b.	Camping Skills IV	f.	Pioneering		
	c.	Fire Building and Camp Cookery	g.	Winter Camping		
	d.	Hiking				
3.	Have	the First Aid Honor.				
4.	Knov	what to do to overcome fear when	ı lost.			
	Know at least four ways to signal for help if lost in the wilderness.					
	1.					
	2.					
	3.					
	4.					
5.	Know at least four secular activities and four Sabbath activities to use in an outdoor setting if you have a rainy day.					
	Secular					
	1					
	2.					
	3.					

	Sabba	ath
	1	
6.		e following in an outdoor setting:
	a.	Plan, organize, and do the teaching of one nature honor to a group of youth.
		Nature honor:
	b.	Assist in teaching camping skills required in any camping honor and/or AY Class requirements to a group of youth.
		Camping Skills:
	c.	Determine where the nearest hospital is located.
		Location
	d.	Determine where the nearest assistance from the police or a park ranger can be obtained.
		Location
7.		igh the Bible and/or the writings of Ellen G. White study and learn the outdoors influenced the following Bible characters:
	Mose	S
	David	I
	Elijah	

		John the Baptist
		Jesus
<u> </u>	8.	Know what considerations should be given in an outdoor setting with a group of youth in the following areas:
		Camping safety
		Fire safety
		Sanitation
		Swimming safety rules
		Rules for conduct
		Proper Sabbath observance

	to enjoy.
	1
	2
	3
	4
	5
	6
10.	Know at least ten qualities of a good youth leader.
	1
	2
	3
	4
	5
	6
	7
	8
	9.
	10.

Outdoor Leadership, Advanced

1.	Have the Outdoor Leadership Honor.
2.	Earn three honors, not preciously earned, from the Wilderness Master Award.
	1
	2
	3
3.	Have the First Aid and CPR Honors and a current certificate for them. In addition to these honors, know the prevention and symptoms of, and first aid treatment for the following: (Complete Chart #1) a. Hypothermia b. Venomous snake bite c. Heat and sun stroke d. Heat exhaustion e. Poison ivy & poison oak reaction f. Open wound infection g. Altitude sickness h. Dehydration
4.	Prepare outlines and present seven different worships to be shared during a camping experience. Utilize scriptural texts and principles, and illustrate these with examples available during the camping experience. 1
	7

5.	Outline a personal testimony that could be used to start a friendship between a person and Christ. The testimony could include how Jesus became your personal Savior, a miracle that has happened in your life, etc. Present this testimony to a group of youth in an outdoor setting.
	Date
	Setting
	Topic
6.	Know how to control the panic of someone who is lost.
7.	Develop a search and rescue plan for a specific location, 50 acres (hectors) or more, in your area. This plan should utilize at least ten individuals, and you should coordinate each one's activity and search zone. List specific equipment that might be needed for communication, first aid, and victim transport appropriate for the chosen location. (Complete worksheet #1)
8.	Outline your philosophy for wilderness etiquette. Participate in one to three hours of a wilderness conservation project.
	Date of participation
	Hours spent in participation
	1 1 1

9.	Teach at least one honor found in the Wilderness Master group.
	Honor(s)
10.	Know at least four objectives for outdoor leadership in each of the following categories: Physical
	1
	2
	3.
	4.
	Social
	1
	2.
	3.
	4.
	Personal
	1
	2
	3
	4
	Spiritual
	1
	2
	3
	4

1 1.	Know the difference between juniors (10-12 years old) and teens (13-15 years old) in the following areas:				
	Juniors	Teens			
	Physical				
	Emotional				
	Mental				
	Spiritual				

	12.	than t	re seven of the following honors. Any of the honors earned more two years ago should be restudied so that you can answer any of knowledge questions included in the honor. Animal Tracking Birds Ecology Edible Wild Plants Ferns Flowers Fungi		
		i.	Geology Grasses		
		j.	Insects		
		k.	Mammals		
		l.	Marine Invertebrates		
		m.	Reptiles		
		n.	Rocks and Minerals		
		0.	Shells		
		p.	Spiders Stars		
		q. r.	Trees		
		s.	Weather		
<u> </u>	13.		organize, and carry or up of not less than five Outdoor spiritual retr Canoe trip Bicycle trip Horseback trip Backpack trip	e:	ne of the following for one weekend with
			Date of activity		
			Group Members		
				4.	
				5.	

Outdoor Leadership, Advanced Chart #1

Know the prevention, symptoms of and the first aid for:

	Prevention	Symptoms of	First Aid
Hypothermia			
Venomous snalke bite			
Heat & Sun stroke			
Heat exhaustion			
Poison Ivy & Poison oak reaction			
Open Wound Infection			
Altitude sickness			
Dehydration			

Outdoor Leadership, Advanced Worksheet #1

Location				
Individuals	Activites	Search Zone		
Communication	Equipment			
First Aid				
Victim				



Physical Fitness

1.	List ten benefits of being physically fit.
	1
	2
	3
	4
	5
	6
	7.
	8.
	9.
1	0.
2.	Know how the following help to achieve a balance for your body:
	Exercise
	Proper eating
	Emotional stability
	7
3.	Define the following exercises:
	Isometric
	Isotonic
	Isokinetic

	Anaerobic
	Aerobic
4.	Know the meaning of the principles involved in the following exercise program:
	Warm up
	Aerobic exercises
	Cool down
	Calisthenics
5.	Know how to determine your heart rate at rest and after exercise.
	At rest
	After exercise
6.	Know how to determine the minimum rate at which your heart should be beating to obtain the best aerobic conditioning effect.
7.	Using the four steps given in requirement 4, do a regular exercise program at least four times a week for three months. Keep a chart of the following: (Complete Chart #1)
	 a. Type of warm-up exercises performed b. Type of aerobic exercises performed c. How long aerobic exercises were performed d. Type of calisthenics performed
	or each exercise period, maintain the minimum heart rate determined in equirement 7 for a period of at least 20 minutes.

Physical Fitness, Chart #1

Month:	

Record a regular exercise program for a least 4 times a week for 3 months

	1	st V	Vee	k	2nd Week				3rd Week			4th Week			k	
Type of warm up exercises																
Type of aerobic exercises																
How long aerobic exercises performed?																
Heart Rate																
Type of calisthenics exercises																



Pioneering

1.	Describe in writing, orally, or with pictures how the early pioneers me the following basic living needs:
	Housing and furnishings
	Clothing
	Food
	Cooking
	Warmth and light
	Tools and handiwork
	Sanitation
	Transportation

	2.	Construct a piece of useful furniture by lashing. Learn the following lashings:						
		Squar Diago Sheer Contin	onal					
		Furni	ture made:					
0	3.	Do or a. b. c. d.	Weave a basket using natural materials. Make a pair of leather moccasins. Make a lady's bonnet by hand sewing. Make a simple toy used by the pioneers.					
	4.	Know	how to make flour from at least one wild plant for use in baking.					
		Plant((s) used					
		How	made					
	5.	the fire: a. b.	a fire without matches. Use natural fire building materials. Keep re going for five minutes. You may use the following to start your Flint and steel Friction					
			Electric spark					
		d. e.	Curved glass Metal match					
			Compressed air					
		Method used						
		Materials used						
_								
u	6.	Show a.	axmanship knowledge in the following: Describe the best types of axes					
		b.	Show how to sharpen an ax properly					

c.	Know and practice safety rules in the use of an ax.
d.	Know the proper way to use an ax.
e.	Properly cut in two a log at least eight inches (20.3 cm) thick.
f.	Properly split wood that is at least eight inches (20.3 cm) in diameter and one foot (30.5 cm) long.
	two of the following:
a.	Make a ten-foot (3.0 meters) rope from natural material or twine.
b.	Tie ten knots useful to the pioneer and tell how they were used.
	Knots How Used
_	
8	
9	
10.	·
c.	Using rope and natural materials, make one device for moving heavy objects.
	Material Used
d.	Construct an adequate and comfortable latrine.
u.	Material Used

8.	Explain the need for proper sanitation relating to solid and human waste and the washing of body, clothes and dishes.									
	Solid and human waste									
	Washing of body, clothes and dishes									
9.	Assist in the construction of a ten-foot (3.0 meters) long log or rope bridge, using lashings.									
10.	Know four ways to keep the wilderness beautiful.									
	1									
	2									
	3									
	4									
11.										
12.	Know five home remedies from wild plants and explain their uses.									
	Remedy Wild Plants Uses									
	1									
	2									
	3									
	4									
	5									

□ 13. Do one of the following: Assist in constructing a raft, using lashings. Take a five-mile a. (8.3 km) trip on a river with this raft. With an experienced wrangler, participate in a two-day, 15-mile b. (25 km) horseback trip, carrying all needed supplies on a pack horse you have learned to pack. With an experienced leader, participate in a two-day, 15-mile c. (25 km) canoe trip, carrying all needed supplies properly. A short portage should be done. With an experienced leader, participate in a two-day, 15-mile d. (25 km) backpack trip, carrying all needed supplies. Type of trip _____ Date of trip _____

Location of trip _____

Leader/wrangler _____



Rock Climbing

_	1.	Know and practice the safety precautions that should be followed while rock climbing.
_	2.	Be familiar with and demonstrate the use of the following equipment: carabiners
		pitons (various types)
		jam nuts (various types)
		runners
		nylon climbing rope
	3.	Show how to care for and coil the climbing rope. Know how to tie and use the following knots: bowline on a coil, bowline on a bight, figure eight, ring bend, double fisherman's, and prussik.
		Tied Uses
		Bowline on a coil
		Bowline on a bight
		Figure Eight
		Ring Bend

		Double fisherman's
		Prussik
	4.	Know when to rope up into a rope team and type of rope team movement for class three, four, and five climbing.
		Know when to rope up
		Type of movement for:
		Class three
		Class four
		Class five
_	-	
_	5.	Describe the six different classes of climbing and methods of rating climbs.
		Classes of climbing
		1
		2.
		3
		4
		5
		6
		Methods of rating

	6.	Show how to static belay by belaying two climbers up in actual climbing. Show knowledge of proper body positions, braking surfaces, bracing and anchoring, and taking in the rope during the use of static belaying.
	7.	Know and use the following climbing signals
		belay on
		climbing
		climb
		up rope
		slack
		tension
		falling
		rock
		off belay
		belay off
		belay to point
	8.	Using prussik knots and slings, ascend 25 feet (7.62 meters) of vertical rope. Show how to use mechanical ascending devices such as jumars, Gibbs ascenders, etc.
	9.	Properly free climb up to 5.3 (F3) difficulty on two different pitches a distance of at least 50 feet (15.24 meters) with an upper belay. Understand and practice the following free climbing concepts: rhythm, looking ahead, weight over the feet, balance climbing, counterforce climbing, and jamming.
0	10.	Show how to set up a rappel. Rappel using figure eights or other mechanical brake methods. Do at least two 50-foot (15.24 meters) rappels.

Rock Climbing, Chart #1

	Two 50' rappels						
	Free climb 50' with upper belay						
	Ascend 25' of vertical rope						
	Taking in rope during SB						
	SB knowledge brace/anchor						
	SB knowledge braking surface						
	SB with proper body position						
	Static Belay (SB)						
	Prussik						
nots	Double Fisherman's						
se kı	Ping Bend						
Tie and use knots	Figure eight						
Tie 8	Bowline on a bight						
	Bowline on a coil						
	Care for and Coil Climbing Rope						
	Mylon Climbing Rope						
ıte	Bunners						
Demontrate	Jam nuts (Various types)						
Dem	Pitons (Various types)						
	Carabiners						
	Practices safety precations						
	ME						
	NAME						
	_						

Rock Climbing, Advanced

_	4	II. 4 D 1 01: 1: II
	1.	Have the Rock Climbing Honor.
	2.	Know and demonstrate the use of all special rock climbing equipment, such as bongs, RURP's, knifeblades, bolt equipment, hero loops, runners, etriers, and mechanical ascenders.
		Bongs
		RURP's
		Knifeblades
		Bolt equipment
		Hero loops
		Runners
		Etriers
		Mechanical ascenders
	3.	Show how to use all free climbing moves, including: foot edging; finger-tip clings; lay backs; hand, arm, foot, and leg jamming; and stimming while climbing at 5.6 (F6) difficulty on practice cliffs using an upper belay.
	4.	Show how to belay properly and safely a lead climber. Show that you can catch a falling lead climber during a practice fall.
	5.	Show how to lead and follow (by jumaring) a continuous Class 5 point 6 direct aid pitch of A2 difficulty of at least 20 feet (6.1 meters).
0	6.	Show how to raise and lower, using only normal climbing equipment, an injured climber safely and relatively comfortably. Construct a rope litter and demonstrate its proper use.
<u> </u>	7.	Participate in at least two multi-pitch climbs of 5.5 (F5) difficulty or above, involving at least 120 feet (36.6 meters) of climbing each and leading at least two of the pitches.
		Dates of climbs
		1
		2

<u> </u>	8.	Select a minimum of bivouac equipment, including food for a supper and breakfast, and spend one night bivouacked on a rock ledge at least 30 feet (9.1 meters) high and reached by moderate climbing, hauling equipment up by proper rope hauling methods. Equipment selected
		Date completed
	9.	Demonstrate basic map and compass use. Explain how the map can be useful to the rock climber and how to determine compass bearing from the map.
		Explanation of usefulness
		How to determine compass bearing



Rowing

	1.	Have the Intermediate Swimming Honor.					
	2.	 With your instructor or counselor in stern, and without assistance, row properly the following: a. A quarter of a mile on a straight course, stop, make a pivot turn, and return to the starting point. b. Back water in a straight line 200 yards (182.9 meters). Make a turn under way, still backing water, and return to the starting point. (Feather after each stroke. Pin rowlocks must not be used 					
	3.	Demonstrate the following: a. Properly launch and land a rowboat from and to shore. b. Safely assist a person to and from a rowboat alongside a pier. c. Tie a rowboat to a pier using each of the following: (1) Clove hitch (2) Round turn (3) Two half hitches (4) Bowline (5) Hitching tie or mooring hitch					
	4.	Alone, or with the assistance of a person who is a swimmer, swamp rowboat, turn it right side up, get in, and with your hands or an oar, paddle it for 30 feet (9.1 meters). Tell why you should hang onto or get into a swamped rowboat.					
0	5.	Shove off from shore or pier alone in a rowboat, approach a swimmer, and maneuver so that the swimmer can be safely towed ashore.					
	6.	Identify and describe:					
		Dory					
		Dory skiff					

		Dinghy
		Punt
		Pram
_	7.	Identify and describe:
		Tholepin rowlock
		Box rowlock
		Ring rowlock
		Open top rowlock
		Tell why pin-type rowlocks are not recommended.
_	8.	What is the advantage of feathering oars while rowing?
_	9.	How would you handle a rowboat in a sudden storm or high wind?
_	10.	How would you calculate the weight that can be safely carried under normal conditions in any given boat under oars?

•	11.	What lights are required on a rowboat at night, both with and without outboard motor? With outboard motor
		Without outboard motor
	12.	Know how to properly fit out a rowboat, and maintain and care for it during the boating season. Know how to prepare and store the rowboat when not in use.
		Fit out a rowboat
		Store a rowboat

Rowing Instructor's Chart

	Tow swimmer ashore						
	Swamp rowboart, get in, paddle 30'						
	Hitching tie or mooring hitch						
ره ا	Bowline						
Demontrate	Two half hitches						
non	Round turn						
Den	Clove hitch						
	Assist person to & from rowboat						
	Lanuch and land rowboat						
	Back water straight line 200 yrds						
	Row 1/4 mile, stop, pivot, return						
	NAME						



6.0	П	п	
Sa		п	 u
-			 -

	1.	Have	the Intermediate Swimming Honor.
	2.	Know	the "rules of the road" for boating.
0	3.		how weather conditions and high wave conditions can affect and sailing performance.
	4.	What	safety precautions should be followed when sailing?
	5.	With 1 a.	the help of a friend, do the following: Get a sailboat underway from a dock, mooring, or beach.
		b.	Properly adjust sails for the following conditions: (1) Beating the wind (2) Beam reach (3) Broad reach (4) Close reach (5) Downwind
		c.	Change tack by coming about and by jibing.
		d.	Return the sailboat to a dock, mooring, or beach, and prepare it for being unattended.

6.	Know how to tie and use the following	owing knots in sailing:
	Square	
	Bowline	
	Clove hitch	
	Figure-eight	
	Two half-hitches	
	Mooring hitch	
7.	List ways to care for your sailing	
8.	Have a knowledge of at least 20 meanings.	terms used in sailing and their
	Terms	Meaning
	1.	
	2	
	3.	<u> </u>
	4	
	5	
	8	
	12	
	13.	_
	14	

	15
	16
	17
	18
	19
	20
9	Identify at least 15 parts of a sailboat.
	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
	11
	12
	13
	14
	15
10.	Demonstrate the rescue of a person overboard.*
11.	Demonstrate what to do when a sailboat capsizes.*
	These requirements should be done under the supervision of an adult, ith a rescue boat, to give assistance if needed.

Sailing Instructor's Chart

	at	What to do when sailbo						
	Rescne a person overboard							
ıte		Mooring hitch						
Demonstrate		Two half-hitches						
emo		Figure-eight						
		Clove hitch						
		Bowline						
	t for	Return boat & prepare i being unattended						
end		Change tack						
a fri		bniwnwoQ						
lp of	s for	Close reach						
With the help of a friend	Adjust sails for	Broad reach						
ith tl	djust	Веат геасћ						
\$	- ▼	Beating the wind						
		Get sailboat underway						
		vewgebau teodlies teo						
		ME						
		Ž						



Pathfinder's Name

Scuba Diving

1	Instructor	Pac	mired)	۱
١	msuuctor	IVCC	uncu	J

Satisfactorily pass a standard SCUBA diving course taught by a certified SCUBA diving instructor.

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Scuba Diving, Advanced

(1	nstructor	Requirea)	
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- 1. Have the Scuba Diving Honor.
- **2.** Satisfactorily pass an advanced SCUBA diving course taught by a certified SCUBA diving instructor.



Skiing, Downhill

<u> </u>	1.	Know the advantages and disadvantages of metal and fiberglass skis.			
		Advantages Disadvantages			
		Metal			
		Fiberglass			
	2.	2. How does the sidecut of the skis help the skier turn?			
	3.	What general rules would you use in selecting the proper length of skis and poles for yourself?			
		Skies			
		Poles			
	4.	Know boot designs and how these features can affect your skiing.			

	5.	Why is proper binding adjustment so important?
		What determines proper adjustment?
-	6.	Know what a safety strap or ski break is and explain its purpose.
		Purpose
	7.	What should you do if you come upon an injured skier who has not yet received any help?
	8.	Discuss and practice good sportsmanship at ski areas.
	9.	What care should be given ski equipment after its use?
		What should be done with ski equipment before its use each season?

	10.	Ski ir	ntermediate slopes under control and execute turns in go	od form.
۵	11.	demo	whow to get on and off a chairlift, T bar, or J bar correct instrate through experience, without endangering yourselability to ride this equipment.	
		a. b. c.	Charilift T bar J bar	
			3 Out	
				Skiiing, Downhill
Date comp	oleted		Instructor's Signature	2002 Edition



Skin Diving

1.	Have the Intermediate Swimming Honor.
2.	Name three prerequisites for a person who wishes to engage in skin diving.
	1
	2
	3
3.	What equipment is essential for skin diving?
4.	Know the effect of the following factors on skin diving:
	Types of beaches
	Surfs and currents
	Marine life
5.	What are the rules of good sportsmanship in skin diving?

۵	6.	What safety precautions should be followed while skin diving?							
0	7.	Describe the skills involved in Communications							
		Hyperventilation prevention							
		Mask clearing							
	8.	Demonstrate a practical test in waist-deep water and a qualifying dive in open water.							



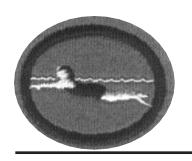
Springboard Diving

	1.	Have the Advanced Beginners Swimming Honor.
	2.	Demonstrate properly the following dives:* a. Swan b. Front somersault (tuck) c. Half twist
	3.	Demonstrate properly two of the following dives:* a. Half twist b. Cutaway c. Somersault front one and one-half d. Back dive e. Back jackknife f. Half gainer (tuck, pike, or layout)
	4.	State the safety depths of water under:
		One-meter board
		Three-meter board
		Tower
□ 3. □ 4.		How far should the board project over the pool?
		What boards are recommended?
Note:		Basis of Judging: Attention position for running dives; attention position end of board for standing dives based on the following: a. Approach
		 b. Spring c. Way body is carried through the air (layout, tuck, or pike) d. Entry into water
		d. Entry into water

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Springboard Diving, Chart #1

		1			Г	Г	I	Ι
	Layout/ti							
θημαίλησι	Spring							
Ч								
inoitie								
INE SELECTED								
O Water	ini {ritn∃							
	Layout/ti							
	Spring							
ų	Approac							
noifi	eo9 nttA							
INE SELECTED	а							
Entry into water								
Гауоиt/tuck/pike	HALF TWIST							
Spring	1 ≥							
Approach	ALF							
noitiso9 nttA								
Entry into water								
Гауопt/tuck/pike	FRONT SOMERSAULT							
9ning8								
Approach								
noitieo9 nttA	S							
Entry into water								
Гауоиt/tuck/pike								
Spring	SWAN							
Approahc	S							
noitiso9 nttA								
ПОВСІИС	DIVE							
NAME								



Swimming—Beginner's

Receive the American Red Cross Level III Stroke Readiness or YMCA certificate or equivalent in Swimming–Beginner's OR pass the following requirements:

Swim	ming-	-Beginner's OR pass the following requirements:
	1.	Breath Holding. Face fully submerged, breath to be held at least ten seconds.
	2.	Rhythmic Breathing. Alternately inhale through the mouth above the surface and exhale through the mouth and nose, with head completely submerged, ten times rhythmically and continuously.
	3.	Prone Float. In waist-deep water lie face down on the water and return to standing position without assistance or support.
	4.	Prone Glide. Push off face down in waist-deep water, take a prone position, glide a distance of at least two body lengths, and recover to a standing position.
	5.	Supine Float. Assume a supine floating position face up in waist-deep water, hold the position with the face above water for at least ten seconds, and return to a standing position unaided.
	6.	Supine Glide. From a position in waist-deep water, with arms at sides, sit back, push off, glide a distance of at least one body length, and resume standing position in a confident and easy manner.
0	7.	Kick Glide on the Front. In waist-deep water push off in prone gliding position, pick up the beginner's leg stroke in a smooth and unhurried manner, and kick a distance of three body lengths before resuming standing position.
	8.	Kick Glide on the Back. In waist-deep water take a supine gliding position, using the beginner's leg stroke while supine for a distance of three body lengths, and recover to standing position with ease.
0	9.	Arm Stroke. (Human Stroke or Dog Paddle) In waist-deep water assume a prone position with face buried and, with legs trailing or kicking gently, do the arm stroke in series, pull and recover the arms, and make progress thereby.
	10.	Arm Stroke Supine. In waist-deep water start back glide, then propel self using "fin" method.
	11.	Combine Stroke on the Front. In water of standing depth swim a coordinated beginner's stroke continuously for a distance of 20 to 25 yards (18.3 to 22.9 meters). Recreation

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_	12.	minimum distance of ten yards comfortably and somewhat easily using finning and the beginner's flutter kick in combination.
	13.	Change of Direction. In water of standing depth start swimming the beginner's stroke prone and, in stroke, make an abrupt right angle turn. Repeat the test, making a turn to the left. Finally, demonstrate ability to make a complete turn.
	14.	Turning Over. Start swimming prone in water chest deep. From the front swimming position, roll onto the back and remain there floating motionless or resting in a floating position, then resume swimming position and continue swimming.
	15.	Leveling Off. Wade to position in neck-deep water, then turn and face the shallow water. With a minimum of push-off from the bottom, swim to waist-deep water before standing.
	16.	Survival Float. Start in deep water over the head; assume the resting position with the body vertical in the water and the face also in the water; by motion of the arms and legs, raise the head out of the water; exhale and inhale and resume resting position.
	17.	Feet Foremost Jump Into Waist-deep Water. This test should finish with a glide, a kick glide, or the combined beginner's stroke prone.
	18.	Jump Into Deep Water, Level, and Swim.
<u> </u>	19.	Plain Front Header. This test should be done from a solid deck at a low elevation over water neck deep. Finish by emerging and swimming a little way along the surface.
	20.	Jump into deep water, level off, and swim 15 yards (13.7 meters). Without stopping or touching, turn about and swim back to the starting point.
<u> </u>	21.	Do a plain front header from a deck or dock, level off, and swim 15 yards (13.7 meters), turn about, and start swimming back. Halfway back, turn to the supine position and rest either motionless or with gentle paddling movements for 15 seconds. Turn back again to front swimming position and swim to starting point.
	22.	On land, demonstrate the proper way to put on a personal flotation device.
	23.	Show how to release a cramp from a survival float position in neck-deep water and progress to deep water.
	24.	From a deck or dock do an arm and leg extension rescue. Do an extension rescue using a pole, towel, or shirt.

	Demonstrate artificial respiration								
26.	Know the causes of and methods occur in or near the water.	nethods for the prevention of accidents that can:							
	Causes	Prevention							
									
									

Beginner's Swimming Instructor's Chart

	_		_		_	

Swimming—Beginner's Advanced

	American Red Cross Level IV Stroke Development or YMCA certificate or equivalent in – Beginner's Advanced OR pass the following requirements:
1.	Bobbing. Practice bobbing in neck-deep water prior to going into deep water. Demonstrate bobbing in deep water with a definite rhythm, inhaling when the mouth clears the water and exhaling as the head goes below the water.
2.	Breath Control. Stand in chest-deep water and demonstrate rhythmic breathing at the rate of 24 to 26 times in two minutes.
3.	Swimming in Place. Remain afloat in a confined area (within an eightfoot circle) by using a modified human stroke for a period of one minute.
4.	Changing Positions. Change from a prone swimming position to a vertical position and then to a supine position. Change from a supine to a vertical position, and then to a prone position.
5.	Elementary Backstroke. Swim 25 yards (22.9 meters) using the elementary back stroke.
6.	Crawl Stroke. Swim 25 yards (22.9 meters) using the crawl stroke.
7.	Survival Stroke. Swim 25 yards (22.9 meters) using the survival stroke.
8.	Use of Personal Flotation Device. Jump into water from a deck or dock while wearing a personal flotation device. Show how to be comfortable while in the prone, vertical, and supine positions. Each position should be held for at least one minute. Use a seat cushion to support the body correctly in the water.*
9.	Survival Float. In deep water over the head, do a survival float for two minutes.
10.	Know how to release a cramp while in deep water.
11.	Rescue Technique. Demonstrate a rescue involving the use of a reaching pole and one involving the use of an article of clothing.

	12.	minimum of three body	nto deep water from a decky lengths below the surface, fined 20 yards (18.3 meters or crawl stroke.	come to the surface,						
	13.	Know the causes of and methods for the prevention of accidents that car occur in or near the water.								
		Accidents	Causes	Prevention						
	14.	Demonstrate artificial r	respiration.							
* N	ote: A	Any Coast Guard-approv	ved personal flotation device	e may be used.						
No	te: Al	l participants must wear	life jackets.							

Swimming—Beginners, Advanced Instructor's Chart

Artificial Respiration						
Prevent accidents						
Sombined test						
Rescue technique						
Release a cramp						
Survival stroke						
Personal float device						
Survival stroke						
Crawl stroke						
Elementary backstroke						
Changing positions						
Swimming in place						
Breath Control						
Bobbing						
NAME						
Z						



Swimming, Intermediate

Receive the American Red Cross - Level V Stroke Refinement or YMCA certificate or equivalent in Intermediate Swimming OR pass the following requirements:

1.	Using a kick board for arm support, swim 20 yards (18.3 meters) employing a scissors stroke of the legs, 20 yards (18.3 meters) using a flutter kick, and 20 yards (18.3 meters) using the breaststroke kick. The three leg strokes do not have to be performed consecutively.
2.	Using some form of leg support or trailing the legs with minimum motion, swim ten yards employing the side stroke of the arms, ten yards using the crawl stroke, and ten yards using the breaststroke arm pull. The arm strokes do not have to be performed consecutively.
3.	Swim 50 yards (45.7 meters) continuously using the elementary back stroke.
4.	Swim 100 yards (91.4 meters) continuously on the front or the side using a fully-coordinated style of swimming.
5.	Demonstrate correctly a simple turn for swimming on front or side in a closed course.
6.	Float motionless or rest in a supine-floating position with minimum hand and foot movement in deep water for at least three minutes.
7.	By sculling with the hands only, move backward through the water on the back for a minimum distance of ten yards.
8.	Tread water using auxiliary arm movements continuously for one minute.
9.	Duck beneath the surface of the water and swim at least two body lengths under the water.
10.	Do a fully-coordinated standing front dive into deep water in reasonably good form.
11.	Do a running jump from a low elevation into deep water, level off, and swim.
12.	Put on a personal flotation device in deep water.

<u> </u>	13.	a. Wading rescue using extensionb. Use of heaving linec. Swimming rescue using swire	Swimming rescue using swim board or ring buoy One method of artificial respiration						
	14.	Swim continuously for five minute the side, and the back may be used	•						
	15.	Know the causes and prevention of the water.	accidents that can occur in or near						
		Causes	Prevention						

Intermediate Swimming Instructor's Chart

	sətunim 3 miw2						
Rescue Techniques	Artificial respiration						
echn	Swimming rescue						
one T	Heaving line						
Res	Wading rescue						
	Personal float device on in deep water						
	miws ,fto level ,dmub						
	Standing front dive						
	Swim under water						
	Tread water-1 minute						
СК	Backward thru water on ba						
S	Float motionless-3 minute:						
	Simple Turn						
	100 yards. Cont. Fully- Coordinated style						
	Elementary Back Stroke						
	Arm strokes: Side, Crawl, Breaststroke						
	Kick: Scissors, Flutter, Breaststroke						
	NAME						



Swimming

Receive the American Red Cross Level VI Skill Proficiency or YMCA certificate or equivalent in Swimming OR pass the following requirements:

Swi	mming	OR pass the following requirements:
	1.	Swim continuously in a coordinated and effective manner the following strokes and distances: a. Breaststroke for 50 yards (45.7 meters) b. Sidestroke for 100 yards (91.4 meters) c. Back crawl for 50 yards (45.7 meters) d. Crawl for 100 yards (91.4 meters)
	2.	Swim 25 yards (22.9 meters) continuously on the back, legs alone, using either the inverted breaststroke kick or the inverted scissors kick.
	3.	Demonstrate an effective turn in a closed course on the following: a. Front b. Side c. Back
	4.	Surface dive in good form to a depth of 8 feet (2.4 meters) and swim a minimum distance of 20 feet (6.1 meters) under water.
	5.	In good form, do a pike and tuck surface dive.
	6.	In good form, do a shallow plunge dive (racing start) and continue in stroke.
	7.	In good form, do a running front dive off both feet from a deck and from a springboard.
	8.	Demonstrate sidestroke turn.
	9.	Demonstrate speed turn and pull-out for breaststroke.
	10.	Demonstrate flip turn for front crawl.
	11.	Demonstrate pike surface dive.
	12.	Demonstrate tuck surface dive.
	13.	Tread water for three minutes (one minute with no hands.)
	14.	Demonstrate throwing rescue.
	15.	Demonstrate rolling spinal injury victim to face up.

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Swimming Instructor's Chart

Spinal injury victim to face u											
Throwing Rescue											
Tread water-3 minutes											
Tuck surface dive											
Pike surface dive											
Flip turn for front crawl											
Speed turn/pull out breastst											
Sidestroke turn											
Running front dive— springboard											
Running front dive-deck											
Shallow plunge dive											
Pike and tuck service dive											
Surface dive to 8 feet, swim											
Back turn											
nıuT əbi2											
Front Turn											
On back, legs alone, kick breaststroke/Inv scissors											
Crawl-100 yards											
Васк сгам1—50 уагда											
Sidestroke-100 yards											
Breaststroke-50 yards											
NAME											
	Breaststroke—50 yards Sidestroke—100 yards Back crawl—50 yards Crawl—100 yards Crawl—100 yards Dreaststroke/Inv scissors breaststroke/Inv scissors Side Turn Side Turn Back turn Back turn Shallow plunge dive	Breaststroke—50 yards Sidestroke—100 yards Back crawl—50 yards Crawl—100 yards Crawl—100 yards Dn back, legs alone, kick breaststroke/Inv scissors Side Turn Side Turn Back turn Shallow plunge dive	Breaststroke—50 yards Sidestroke—100 yards Back crawl—50 yards Crawl—100 yards On back, legs alone, kick breaststroke/lnv scissors Bront Turn Front Turn Back turn Back turn Side Turn Side Turn Sidestroke turn Shallow plunge dive Shallow plunge dive Shallow plunge dive Brike and tuck service dive Shallow plunge dive Sidestroke turn Sidestroke turn Sidestroke turn Sheed turn/pull out breastst Brike surface dive Tuck surface dive Tuck surface dive Tread water—3 minutes Tread water—3 minutes	Breaststroke—50 yards Sidestroke—100 yards Back crawl—50 yards Crawl—100 yards Crawl—100 yards On back, legs alone, kick breaststroke/lnv scissors Front Turn Front Turn Side Turn Shallow plunge dive Shallow plunge dive Shallow plunge dive Sheed turn/pull out breastst Back turn Shallow plunge dive Sheed turn Flip turn for front crawl Tuck surface dive Sidestroke turn Sheed turn Sheed turn Tuck surface dive Tuck surface dive Sidestroke turn Sheed turn Sheed turn Sidestroke turn	Breaststroke—50 yards Sidestroke—100 yards Sidestroke—100 yards Crawl—100 yards Crawl—100 yards Crawl—100 yards Dreaststroke/Inv scissors Back furn Front Turn Surface dive to 8 feet, swim Surface dive to 8 feet, swim Shallow plunge dive Shallow plunge dive Shallow plunge dive Back furn Back furn Back furn Shallow plunge dive Shallow plunge dive Shallow plunge dive Shallow plunge dive Back furn Thick surface dive Tuck surface dive Tuck surface dive Tuck surface dive Tuck surface dive	Breaststroke—50 yards Sidestroke—100 yards Back crawl—50 yards Crawl—100 yards Crawl—100 yards Dreaststroke/Inv scissors Front Tum Front Tum Side Tum Back turn Shallow plunge dive Shallow plunge dive Shallow plunge dive Shallow plunge dive Brite and tuck service dive Shallow plunge dive Speed turn/pull out breastst Speed turn/pull out breastst Speed turn/pull out breastst	Breaststroke—50 yards Sidestroke—100 yards Sidestroke—100 yards Crawl—100 yards On back, legs alone, kick breaststroke/Inv scissors Front Tum Front Tum Back turn Back turn Surface dive to 8 feet, swim Pike and tuck service dive Shallow plunge dive Shallow plunge dive Bring front dive—spring front dive—spring board Bring front dive—spring front orawl Brick surface dive Tuck surface dive	Breaststroke—50 yards Sidestroke—100 yards Back crawl—50 yards Crawl—100 yards Crawl—100 yards Crawl—100 yards Crawl—100 yards Don back, legs alone, kick Front Tum Front Tum Back tum Side Tum Back tum Shallow plunge dive Bringboard Springboard Springboard Bringboard B	Breaststroke—50 yards Sidestroke—100 yards Crawl—100 yards Crawl—100 yards Crawl—100 yards Dreaststroke/Inv acisors Eront Tum Side Tum Side Tum Side tum Shallow plunge dive	Breasfatroke—50 yards Sidestroke—100 yards Back crawl—50 yards Crawl—100 yards Crawl—100 yards Crawl—100 yards Crawl—100 yards Don back, legs alone, kick Pront Tum Front Tum Back furm Surface dive to 8 feet, swim Surface dive to 8 feet, swim Back furm Surface dive to 8 feet, swim Bruning front dive—deck Bruning front dive—deck Speed furn/bull out breasfat Speed furn/bull out breasfat Brite surface dive Speed furn/bull out breasfat Tuck surface dive Tuck surface dive Tuck surface dive Tread water—3 minutes	Breaststroke—50 yards Sidestroke—100 yards Back crawl—50 yards Crawl—100 yards On back, legs slone, kick breaststroke/lnv scissors Front Tum Front Tum Back tum Back tum Back tum Back tum Change dive to 8 feet, swim Shallow plunge dive Anning front dive—deck Bringhow plunge dive Statingboard Bringhown plunge dive Statingboard Throwing front crawl Throwing stating breastst Tuck surface dive

Dot	hfin	dor'o	Name
Pau	nun	ner s	Name

Swimming, Advanced

Receive the American Red Cross Level VII Advanced Skills or YMCA certificate or equivalent in Advanced Swimming OR pass the following requirements.: 1. Swim a coordinated and effective stroke continuously for the following strokes and distances: Elementary backstroke for 50 yards (45.7 meters) Breastroke for 100 yards (91.4 meters) b. Inverted breaststroke for 50 yards (45.7 meters) c. Sidestroke for 100 yards 91.4 meters) d. Overarm sidestroke for 100 yards (91.4 meters) e. Tudgen stroke for 50 yards (45.7 meters) f. Back crawl for 100 yards (91.4 meters) Crawl for 100 yards (91.4 meters) h 2. Do the following dives in good form: Standing front dive a. Running front dive b. Pike surface dive c. Tuck surface dive d. **3.** Do a survival float for ten minutes while fully clothed. **4.** Do a survival stroke for ten minutes while fully clothed. **5.** Do a surface dive and swim underwater for ten yards. **6.** Swim continuously for 30 minutes using one or more styles of swimming. Hanging onto the sides (resting) or touching the bottom with the feet is not permitted. 7. Know the causes and prevention of accidents that can occur in or near the water.

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Swimming, Advanced Instructor's Chart



Track and Field

	Know the basic rules, safety considerations, and warm-up exercises for the six track and field events listed below. Rules										
F	Rules _										
-	Safety considerations										
_											
7	Warm-uj	exerc	cises _								
_											
_											
	Run the and age			7 meters)	dash in th	ne time	e (seco	nds) for your se			
	BOYS					GIRLS					
	10 11	8.2	14 15	Sec. 7.1 6.9 6.7	Age 10 11 12 13	8.5	15	8.0			
	Your	Time									
								during the strid			
	10 11 12 13	8.2 8.0 7.8 7.5 Time	14 15 16	7.1 6.9 6.7	10 11 12 13	8.5 8.4 8.2 8.1	14 15 16	8.0 8.1 8.3			

		BOYS		GIRLS						
	Age	Min/Sec Age		Age	Min/Sec Age					
	10	2' 33" 14		10	2' 48" 14					
	11	2' 27" 15			2' 49" 15 2' 49" 16	2' 46" 2' 49"				
	12 13	2' 21" 16 2' 10"	1' 51"	12 13	2' 49" 16 2' 52"	2. 49				
	Your	Time								
5.	Answer t	he following q	uestions ab	out distar	nce running:					
	Find two	Bible stories t	hat mention	n distance	runners?					
	1									
	2.									
	What are your area		thes, includ	ling shoes	, for distance	running in				
	your area How long	? g is the averag	e track?							
	your area How long	?	e track?							
	How long	? g is the averag	e track? ace?							
	How long How far i Which pa	g is the averag s a marathon r	e track? ace? should touc	h first du	ring the stride	??				
	How long How far i Which pa	g is the averag s a marathon r	e track? ace? should touc n and head	h first dur	ring the stride	??				
	How long How far i Which pa What are What is the	g is the averag s a marathon r art of the foot s the proper arm	e track? ace? should touc n and head to breathe?	h first dur	ring the stride	ee running?				
	How long How far i Which pa What are What is the	g is the averages a marathon rart of the foot state the proper arm	e track? ace? should touc n and head to breathe?	h first dur	ring the stride	ee running?				

6.	Run one of the following events at least twice and record the best time:
	a. 50-yard (45.7 meters) dash with four hurdles.
	Your best time
	b. 70-yard (64.0 meters) dash with six hurdles.
	Your best time
7.	Do the high jump with good form at least five times and record the highest jump.
	Your highest jump
8.	Do a running broad jump three times and record the best length.
	Your best length
9.	Run the following relays:
	a. Visual pass relayb. Blind pass relay

Track and Field Instructor's Chart

	Blind pass relay						
	Visual pass relay						
Running Broad Jump	Record best length						
High Jump	Record highest jump						
	əmit təəB						
	50-yard or 70 yard dash						
I Time	Run 600-yard run-walk						
Record Time	Run 50-yard dash						
	Boy/Girl						
	NAME						



Tumbling and Balancing

(Ins	tructor Re	quired)										
1.	List saf	ety precautions each performer and spotter should follow.										
2.	Describ	e the basic positions:										
	Tuck											
		Pike										
	Lay-	out										
	Нур	Hyper-extension (arch)										
	Squat											
	Strac											
	Stan	ding position (extension)										
3.	Perform	Perform the following individual stunts with form and poise:										
	a.	Tuck forward roll from squat										
	b.	Pike forward roll from standing position										
	c.	Dive roll (length equal to one's height)										
	d.	Tuck backward roll from squat										
	e.	Backward roll from standing position										
	f.	Straddle legged backward roll from extension										
	g.	Swedish fall										
	h.	Frogstand (knee-elbow stand)										
	i.	Headstand from frogstand										
	j.	Headstand										
	k.	Handstand										
	ı	Cartwheel										

	D 0	
4.	Perform	with form and poise any six of the following stunts with a partner:
	a.	Chest stand
	b.	Thigh stand
	c.	Knee-shoulder balance
	d.	Front angel balance
	e.	Shoulder stand
	£	Low know support

- g. h.
- Low knee support Thigh balance Front angel straddling waist

Tumbling and Balancing		
2002 Edition	Instructor's Signature	Date completed

Tumbling and Balancing Instructor's Chart

Knee-shoulder balance Front angel balance Shoulder stand Low knee support Thigh balance Front angel straddling waist										
Knee-shoulder balance Shoulder stand Low knee support										
Knee-shoulder balance Front angel balance										
Knee-shoulder balance Front angel balance										
Knee-shoulder balance										
Thigh stand										
Chest stand										
СаґімһееІ										
Handstand										
hnstsbseH										
Headstand from frogstand										
Frogstand										
Ilst ribew?										
Straddle legged backward roll										
Backward roll										
Tuck backward roll										
Dive roll										
Pike forward roll										
Tuck & Roll From Squat										
NAME										
	Tuck & Roll From Squat Pike forward roll Dive roll Tuck backward roll Straddle legged backward roll Swedish fall Frogstand Headstand Headstand Cartwheel	Tuck & Roll From Squat Pike forward roll Dive roll Tuck backward roll Straddle legged backward roll Swedish fall Frogstand Headstand from frogstand Headstand Headstand Cartwheel	Tuck & Roll From Squat Pike forward roll Dive roll Tuck backward roll Backward roll Straddle legged backward roll Swedish fall Frogstand Headstand from frogstand Headstand Cartwheel	Tuck & Roll From Squat Pike forward roll Dive roll Tuck backward roll Straddle legged backward roll Swedish fall Frogstand Headstand Headstand Headstand Cartwheel	Tuck & Roll From Squat Pike forward roll Dive roll Tuck backward roll Backward roll Swedish fall Swedish fall Headstand Headstand Headstand Headstand Cartwheel	Tuck & Roll From Squat Pike forward roll Dive roll Tuck backward roll Straddle legged backward roll Swedish fall Headstand from frogstand Headstand Headstand Cartwheel	Tuck & Roll From Squat Pike forward roll Dive roll Tuck backward roll Backward roll Straddle legged backward roll Swedish fall Frogstand Headstand from frogstand Headstand Headstand Cartwheel	Tuck & Roll From Squat Pike forward roll Dive roll Tuck backward roll Backward roll Straddle legged backward roll Swedish fall Headstand Headstand Headstand Cartwheel	Tuck & Roll From Squat Pike forward roll Dive roll Tuck backward roll Backward roll Straddle legged backward roll Swedish fall Frogstand Headstand Headstand Handstand Cartwheel	Tuck & Roll From Squat Pike forward roll Dive roll Tuck backward roll Stradele legged backward roll Stradele legged backward roll Swedish fall Frogstand Headstand from frogstand Headstand Headstand Handstand

Tumbling and Balancing, Advanced

(T	D 1\
(Instructor	K eallirea i
(IIISH uctor	requirea,

- **1.** Have the Tumbling and Balancing honor.
- **2.** Perform the following individual tumbling stunts with form and poise:
 - a. Kip
 - **b.** One-handed Cartwheel (both ways)
 - **c.** Front handspring
 - **d.** Back handspring
 - **e.** Round off (must execute step in the approach)
- **3.** Perform any four of the following individual tumbling stunts with form and poise.
 - **a.** Front somersault (sometimes called air spring or front flip)
 - **b.** Headspring
 - **c.** One-handed handspring
 - **d.** Aerial cartwheel
 - **e.** Tinserca
 - **f.** Front walkover
 - **g.** Back walkover
 - **h.** Aerial walkover
 - i. Baroni
 - j. Neckspring
 - **k.** Butterfly
- **4.** Perform any three of the following balances with form and poise:
 - **a.** Press to handstand from headstand or frogstand.
 - **b.** One-handed handstand; alternate for girls: back walkover to headstand
 - c. Pirouette
 - **d.** Straight-armed planche (two arm); alternate for girls: control straddle down from handstand.
 - **e.** Bent arm planche (one arm); alternate for girls: three-second handstand and controlled roll out.
 - f. Yogi handstand
 - g. Straight arm-straight leg press to handstand; alternate for girls: straight arm-straddle leg press to handstand.

•	form a. b. c.	form any three of the following partner stunts and balances with m and poise: Toe pitch (back flip) Low arm to arm High arm to arm Low hand to hand High hand to hand Front angel balance on hands
	6. Peripois a. b. c. d. e. f.	form any one of the following combination stunts with form and se: Round off/back handspring/backward somersault Round off/two back handsprings Borani/back handspring Round off/backward somersault/back handspring Tinserca/front somersault Backward somersault/back handspring

Tumbling and Balancing, Advanced Instructor's Chart

	LED	COMPLET						
	Stunt Identify by Letter	3 noitsnidmo						
	TED	COMPLET						
	n	yc						
	erforr	Identify by Letter						
	Perform With Partner	lde L						
_		COMPLET						
Perform	pə	<u>~</u>						
Peri	3 Balanced	Identify by Letter						
	3 Ba	Idei						
	TED	COWbre.						
	হা	- L						
	dual Stun	' Lette						
	4 Individual Tumbling Stunts Identify by Letter							
	4 li Tumb	ldent						
		∄O bnuoЯ						
E	Back Handspring							
Perform		Front Hand						
"	(Both Ways)	Cartwheel						
		Kip						
NAME								



Water Skiing

	1.	Have the Intermediate Swimming Honor.
	2.	 know and practice the following safety rules: a. Never ski at night. b. Never ski during an electrical storm. c. Always wear a ski vest while skiing. d. Check to be sure the vest buckle is securely locked. e. Make sure the ski rope is in good condition. f. Make sure the ski bindings are in good condition. g. Have a spotter or a mirror in the ski boat. h. Stay clear of objects, such as other skiers, swimmers, docks, or floating objects. i. If a fall occurs, let go of the rope. j. After a fall, raise a hand to indicate you are all right. k. Do not stand in the ski boat while it is moving.
	3.	 Know the following hand signals: a. Slower b. Speed okay c. Faster d. Back to dock e. Stop f. Turn
	4.	Put on skis in deep water. Execute a deep water start on two skis with a full-line rope.
	5.	Successfully cross both wakes.
0	6.	Identify the following: a. Double ski b. Slalom ski c. Trick ski d. Kneeboard

Water Skiing Instructor's Chart

strate	Cross both wakes						
Demonstrate	Put on skis in deep water						
	ldentifies skiis						
	Knows hand signals						
	No standing in moving boat						
	After fall-Raised hand						
lщ	Fall—Lets go of rope						
ΙĔ	Stay clear of objects						
IM I	Spotter or mirror						
	Ski bindings good condition						
AN	Ski rope good condition						
I≷	Vest buckle locked						
KNOW AND PRACTICE	Wear ski vest						
	Mever ski when electric storm						
	Never ski at night						
	Wears Life Jacket						
NAME							

Dathfi	inder's	Name

Water Skiing, Advanced

1.	Have the Water Skiing Honor.
2.	Always wear a ski vest while skiing.
3.	Successfully slalom ski, starting from deep water on a full line rope.
4.	Cross both wakes on a slalom ski.
5.	Make a full 360-degree turn around on one of the following:
	a. Kneeboard
	b. Trick skis
	c. Wakeboard

Water Skiing, Advanced Instructor's Chart

	360 Degree Turn Performed on:					
DEMONSTRATE	360 Degree turn					
	Cross both wakes—Slalom Ski					
	Slalom ski					
	Wears life jacket					
	NAME					



Wilderness Leadership

0	1.	Have the following honors: a. Backpacking b. Camping Skills I-IV c. Fire Building and Camp Cookery d. First Aid e. Hiking f. Orienteering
	2.	Know and practice the principles of health, safety, and rules of conduct to be used when in the wilderness with a youth group.
		Princples of health
		Safety
		Rules of conduct
	3.	Know and demonstrate the principles of signaling and rescue.
_		
_	4.	Assist in planning and participate with a group in a mock demonstration of what to do if lost, stranded, or injured in the wilderness.
		Date completed
		Assist in planning and participate as a leader in a search and rescue operation involving a hidden "injured" person.
		Date completed
	5.	Demonstrate some skills necessary for wilderness leadership in one of

a. Tropical b. Desert c. Swamp d. Mountain (rocks, ice, high altitude) e. Temperate forest f. Plain and tundra Area chosen Skills demontrated Skills demontrated On the preservation of the outdoors. I		the following areas:
c. Swamp d. Mountain (rocks, ice, high altitude) e. Temperate forest f. Plain and tundra Area chosen Skills demontrated 6. Understand and demonstrate wilderness and camping etiquette regarding the preservation of the outdoors. 7. Identify in the wild, prepare, and eat ten varieties of wild plants. 1. 2. 3. 4. 5. 6. 7. 8. 9.		•
d. Mountain (rocks, ice, high altitude) e. Temperate forest f. Plain and tundra Area chosen Skills demontrated 6. Understand and demonstrate wilderness and camping etiquette regarding the preservation of the outdoors. 7. Identify in the wild, prepare, and eat ten varieties of wild plants. 1. 2. 3. 4. 5. 6. 7. 8. 9.		
e. Temperate forest f. Plain and tundra Area chosen Skills demontrated Oher the preservation of the outdoors. 7. Identify in the wild, prepare, and eat ten varieties of wild plants. 1		±
Area chosen		
Skills demontrated 6. Understand and demonstrate wilderness and camping etiquette regarding the preservation of the outdoors. 7. Identify in the wild, prepare, and eat ten varieties of wild plants. 1		
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the preservation of the outdoors. 7. Identify in the wild, prepare, and eat ten varieties of wild plants. 1		
the preservation of the outdoors. 7. Identify in the wild, prepare, and eat ten varieties of wild plants. 1		
1	6.	
1		
1		
1		
2. 3. 4. 5. 6. 7. 8. 9.	7.	
3. 4. 5. 6. 7. 8. 9.		1
4. 5. 6. 7. 8. 9.		2
5		3
6		4
6		5.
7		
8		
9		
10.	1	0.

8.	Learn some of the wilderness leadership qualites of two of the following: a. Moses b. David c. Elijah d. Joshua				
	e. John the Baptist				
	1				
	Qualities				
	2				
	Qualities				
9.	Lead a group in a weekend wilderness camping experience, applying the principles and skills learned in this honor.				
	Date completed				

Wilderness Leadership, Advanced

1.	 Have the following honors: a. Edible Wild Plants b. Outdoor Leadership c. Wilderness Leadership d. Wilderness Living
2.	Know and practice the principles of camouflage and tracking.
3.	What physical and mental preparations are necessary before a wilderness experience? Physical
	Mental
4.	Demonstrate some skills necessary for wilderness leadership in two of the following areas not completed for the Wilderness Leadership Honor: a. Desert b. Mountain (rocks, ice, high altitude) c. Plain and tundra d. Swamp e. Temperate forest f. Tropical
	Areas chosen 1.
	2

	5.	Demonstrate the construction and operation of two types of snares or traps. 1		
		2		
<u> </u>	6.	Know the points of consideration in the following types of travel: Glacial		
		Mountain		
		Snow		
		Water		
0	7.	Understand the principles of developing a faith in divine leadership as outlined in Psalms 91.		
۵	8.	Understand what steps should be taken for the survival of the wilderness.		
	9.	Assist in instructing one honor listed in requirement 1 of the Wilderness Leadership Honor.		
		Date completed		

	10.	Build a shelter from non-living but natural materials (such as a debris hut).
		Materials used
0	11.	Plan and participate in a week's wilderness camping experience, applying the principles and skills learned in this honor. Date completed



Wilderness Living

	1.	Go on at least two weekend campouts during which you learn the skills called for in this honor.
		Campout dates 1.
		2.
۵	2.	Tell five things to do if lost in the wilderness. Know three methods of determining directions without a compass.
		Things to do if lost
		1
		2
		3.
		4.
		5.
		Methods of determining direction
		1
		2.
		3.
	3.	Demonstrate three ways to purify drinking water.
		1
		2.
		3.
	4.	Know three ways to collect drinking water in the wilderness and demonstrate two of these methods.
		1
		2
		3.

5.	Demonstrate to of a stream.	wo methods of judg	ing the height of a tree and the width
	Tree height	1	
	Stream width		
6.	Identify four w	vild animal or bird t	
	1		
7.	Using a compa		for more than 100 yards (91.4 meters)
8.	Identify in the	wild, prepare, and	eat ten varieties of wild plants.
	1		
1	0.		
9.	Have a person item.	al survival kit of 15	items and know how to use each
		Item	Use
	1		
	2		
	2		
	4		

		5	
8		6	
8		7	
9		0	
10			
11			
12			
13			
14			
□ 10. Explain the necessity in wilderness living of adequate sleep personal hygiene, and proper exercise. Adequate sleep			
personal hygiene, and proper exercise. Adequate sleep Proper diet Personal Hygiene Proper exercise Proper exercise 11. Have the First Aid honor. In addition to the First Aid honor prevention, symptoms, and the first aid treatment for the for (Complete Chart #1) a. Hypothermia b. Venomous snake bite c. Heat and sunstroke g. Altitude sickness d. Heat exhaustion h. Dehydration 12. Demonstrate two ways to signal for help.		15	
Proper diet	10.		
Proper diet		Adequate sleep	
Proper exercise 11. Have the First Aid honor. In addition to the First Aid honor prevention, symptoms, and the first aid treatment for the for (Complete Chart #1) a. Hypothermia b. Venomous snake bite c. Heat and sunstroke d. Heat exhaustion 12. Demonstrate two ways to signal for help.			
Proper exercise 11. Have the First Aid honor. In addition to the First Aid honor prevention, symptoms, and the first aid treatment for the for (Complete Chart #1) a. Hypothermia b. Venomous snake bite c. Heat and sunstroke d. Heat exhaustion 12. Demonstrate two ways to signal for help.		Proper diet	
Proper exercise 11. Have the First Aid honor. In addition to the First Aid honor prevention, symptoms, and the first aid treatment for the for (Complete Chart #1) a. Hypothermia b. Venomous snake bite c. Heat and sunstroke d. Heat exhaustion 12. Demonstrate two ways to signal for help.			
Proper exercise 11. Have the First Aid honor. In addition to the First Aid honor prevention, symptoms, and the first aid treatment for the for (Complete Chart #1) a. Hypothermia b. Venomous snake bite c. Heat and sunstroke d. Heat exhaustion 12. Demonstrate two ways to signal for help.		Personal Hygiene	
 □ 11. Have the First Aid honor. In addition to the First Aid honor prevention, symptoms, and the first aid treatment for the for (Complete Chart #1) a. Hypothermia b. Venomous snake bite c. Heat and sunstroke d. Heat exhaustion d. Dehydration □ 12. Demonstrate two ways to signal for help. 			
 □ 11. Have the First Aid honor. In addition to the First Aid honor prevention, symptoms, and the first aid treatment for the for (Complete Chart #1) a. Hypothermia b. Venomous snake bite c. Heat and sunstroke d. Heat exhaustion d. Dehydration □ 12. Demonstrate two ways to signal for help. 		Proper exercise	
prevention, symptoms, and the first aid treatment for the for (Complete Chart #1) a. Hypothermia b. Venomous snake bite c. Heat and sunstroke d. Heat exhaustion 1. Demonstrate two ways to signal for help.			
 b. Venomous snake bite c. Heat and sunstroke d. Heat exhaustion d. Dehydration Demonstrate two ways to signal for help. 	1 11.	prevention, symptoms, and the first	
 c. Heat and sunstroke d. Heat exhaustion p. Altitude sickness h. Dehydration 12. Demonstrate two ways to signal for help.		• •	<i>J</i> 1
 d. Heat exhaustion Dehydration Demonstrate two ways to signal for help. 		TT 1 1	1 4 1 . 1 . 1 . 1
1			
1	12.	Demonstrate two ways to signal for	help.
		1	
2		2	

	13.	Demonstrate the principles of stalking and concealment.
	14.	Explain how to prepare and provide shelter on the following: Snow slopes
		Rocky areas
		Swamps and marshes
		Forests and tundra
0	15.	Prepare a balanced menu for two people for a weekend. Prepare these meals while on a campout over an open fire or a camp stove. (Complete Chart #2)
	16.	Know ways to observe wilderness etiquette and how you can contribute to wilderness conservation.
	17.	Demonstrate how to tie the following knots and know their uses: Bowline
		Bowline on a bight
		Clove hitch
		Double fisherman's
		Figure eight
		Prusik
		Taut-line hitch
		Two half hitches
		Square

Wilderness Living, Chart #1

Know the prevention, symptions of and the first aid for :

	Prevention	Symptoms of	First Aid
Hypothermia			
Venomous snake bite			
Heat and Sun stroke			
Heat exhaustion			
Poison My and Poison Oak			
Open wound infection			
Altitude			
Dehydration			

Wilderness Living, Chart #2

	Breakfast	Lunch	Supper
Day 1			
Day 2			



Windsurfing

1.	Have the Intermediate Swimming Honor.
2.	Learn the meaning of the following terms:
	Across the wind
	Backhand
	Basic starting position
	Beginner's checklist
	Board control
	Centerboard
	Center line
	Center plane
	Clew
	Forward
	Forward hand
	In
	Jibe
	Mast position
	Out
	Points of the clock
	Sail trim
	Self rescue
	Scissor technique
	Tack
	Uphaul
	Visual reference point

	3.	Know the names of the board parts and demonstrate how to rig your own sail.
	4.	Explain the basics of sailing theory.
	5.	Define and demonstrate the basic starting position.
<u> </u>	6.	Define and demonstrate the four steps to tacking. 1
		2.3.4.
	7.	Define and demonstrate the four steps to jibing. 1
		2
	8.	List the seven starting sequence steps used to start a sailboard moving through the water.
		1
		3
		4

		5
		6.
		7.
	9.	Answer the following questions about safety:
		What safety equipment should be worn while wind surfing?
		Why is it important to know the local weather forecast before going out on the water?
		When first learning to windsurf, why is it important to be in an enclosed or protected area?
		What are the hand signals for "Everything is okay" and "I need help"?
<u> </u>	10.	How should the sail and sailboard be cared for to keep them in good working order?
<u> </u>	11.	Successfully sail a sailboard to a visual point of reference and return to the starting position.



Winter Camping

1.	Earn the Camp Craft Honor.
2.	Make up a complete list of necessary camping equipment for winter conditions, such as possible sub-zero (-18° c) temperatures, storms, and snow. (Complete Chart #1)
3.	Explain the principles of maintaining body warmth and dryness through the proper use of clothing and sleeping gear under all temperatures down to zero while traveling, resting, and sleeping.
	Traveling
	Resting
	Sleeping
4.	List and explain the characteristics of winter campsite selection.
5.	Describe, or show where possible, the preparation of a level tent site in snow and pitch a tent in winter conditions.
6.	Prepare a balanced three-day menu to be used in your winter camping experience (Complete Chart #2)

7.	Know	how to get wa	ter from snow.	
8.		-	es of winter camping.	
	_			
9.		n the proper st		without equipment in winter
10.	frostbi		and ability to prevent, r a, mild snow blindness	ecognize, and care for mild and dehydration.
11.	a. <i>b</i> .	All nights shou Iwo nights sho	ays and nights in cold all have temperature lould have temperature lould be spent in tents, tar	ws in the 40's $(5^{\circ} c)$. ows below freezing $(0^{\circ} c)$.
	I	Dates	Temperatures	Night spent in
				_
				_
		· · · · · · · · · · · · · · · · · · ·		_

Winter Camping, Chart #1

List necessary camping equipment for winter conditions, such as possible subzero temperatures, storms and snow

Subzero Temperatures	Storms	Snow

Winter Camping, Chart #2

Balanced three-day menu for winter camping

	Breakfast	Lunch	Supper
Day 1			
Day 2			
Day 3			

Winter Camping, Chart #3

Know how to prevent, recognize and care for:

	Prevention	Recognition	Care for
Mild frostbite			
Hypothermia			
Mild snow blindness			
Dehydration			

Vocational Index

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Automobile Mechanics

Automobile Mechanics, Advanced

Barbering/Hairstyling

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Bookbinding

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Carpentry

Christian Sales Principles

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Journalism Masonry

Native Brush Construction

Paperhanging Plumbing Printing Radio

Radio, Advanced Radio Electronics

Shoe Repair Shorthand Small Engines

Teaching
Typewriting
Upholstery

Video Welding

Woodworking

North American Division North American Division

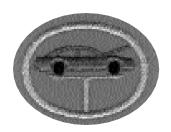
South Pacific Div/Island Ed.

South Pacific Division South Pacific Division



Accounting

		quirements:
	1.	Show transactions necessary for acquisition or deposit of assets, and acquisition and disposal of liability.
		Completion date
		Show transactions necessary to close income and expense accounts at year end.
		Completion date
<u> </u>	2.	Be able to correctly classify balance sheet items with short term asset, long term asset, contra asset, short term liability, long term liability, and equity.
		Completion date
	3.	Be able to write an income statement from a trial balance.
		Completion date
<u> </u>	4.	Be able to reconcile bank balance to book balance in checking accounts including deposit in transit, service charge, returned NSF, interest on account, and checks in transit.
		Completion date



Automobile Mechanics

1.	Properly start an automobile or light truck engine with an automatic transmission and one with a standard transmission.
	Explain why it is necessary for the engine to have the proper oil, water, fuel, and battery pressures and levels for proper engine operation.
	Oil
	Water
	Fuel
	Battery Pressure
2.	Explain the principles of: Four-cycle engines
	Two-cycle engines
	Explain the difference between:
	Gasoline engines
	Diesel engines
	Explain the major differences between:
	Carburetor fuel systems

	Fuel-injection systems
3.	Describe the construction of a typical gasoline engine
	Explain briefly the function of these units:
	Engine: Crankshaft
	Connecting rods
	Pistons
	Camshaft
	Valves
	Oil pump
	Carburetor

Fuel injectors
Ignition distributor
Fuel distributor
Electrical system including alternator
Battery
Regulator
Difference between:
Standard transmission
Automatic transmission
How the engine torque is transmitted to both kinds of transmissions:
Standard
Automatic
The purpose of overdrive

	Difference between: Rear wheel drive
	Front wheel drive
	Difference between:
	Drum brakes
	Disk brakes
	Standard brakes
	Power brakes
	Parking brake
4.	Perform typical automotive maintenance as listed below: a. Check engine and transmission oil levels.
	b. Check water/anti-freeze level. Change and flush the cooling
	system. Change engine oil and filter
	 c. Change engine oil and filter. d. Change a tire/wheel assembly, following proper safety procedure. e. Lubricate the chassis according to the vehicle service manual.
5.	How often should the engine oil, transmission oil, and cooling fluid be changed?
	Engine Oil
	Transmission Oil
	Cooling Fluid

Interior			
	 		 ,
Exterior _			
-		, , , , , , , , , , , , , , , , , , , ,	

Instructor's Signature _____

Date completed _____

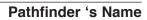
Automobile Mechanics

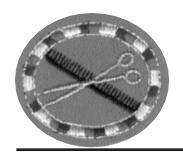
2002 Edition

Pathfinder's Name

Automobile Mechanics, Advanced

1.	Have the Automobile Mechanics Honor
2.	Disassemble, inspect, and reassemble an automobile or light truck engine. Replace any defective or worn parts. Rebuild, start, and operate the vehicle. Keep a complete log of events during the overhaul.
3.	Remove and replace a standard or automatic transmission assembly.
4.	Rebuild the brake assembly on an automobile or light truck, following proper safety procedures. Demonstrate proper brake bleeding and adjustment. Properly repack a wheel bearing.
5.	Perform a minor tune-up, including the replacement of spark plugs and visually checking the electrical system.





Barbering/Hairstyling

1.	Spend a minimum of five hours observing a licensed master barber/hair stylist while at work.
2.	Name three essentials in the care of hair.
	1
	2
	3
3.	Demonstrate the ability to give a shampoo correctly.
4.	Be able to explain and demonstrate at least two methods of cutting hair.
	1
	2
5.	Explain and demonstrate the purpose of at least two different kinds of combs used in cutting hair.
	1
	2
6.	Explain and demonstrate the purpose of two different kinds of scissors.
	1
	2.
7.	Explain and demonstrate at least two purposes for the use of a clipper.
	1.
	2.
8.	Write 500 words on what you learned during your apprenticeship.



Bible Evangelism

_	1.	Be in at least the eighth grade.
_	2.	Go on a visit with your pastor to a Bible study, a hospital visit, and a visit to a church member.
		Person(s) studies with
		Person(s) visited in hospital
		Church member(s) visited
_	3.	Arrange with your pastor to attend a church board meeting and a church business meeting. Make a written report of your visits to both meetings.
		Board Meeting date
		Business Meeting date
_	4.	List the steps in church organization from the member to the General Conference and know their relationship to each other.
_	5.	Find out what your church spends money on and what percentage of the budget goes to what expenses.
		Total annual budget
		Expense Report

6.	Write a report of an interview with your pastor in which you asked him					
		ollowing questions:				
	a.	What is your daily routine like?				
	b.	What is your weekly routine like?				
	c. d.	What education is required to become a minister?				
	u.	What education outside of theology would complement a minister?				
	e.	From what source is the pastor paid?				
	f.	What is the most rewarding part of your ministry?				
	g.	What is the hardest part of your ministry?				
	h. i.	What are beneficial vocations for a pastor's wife to have?				
	j.	How did you know that God called you to the ministry? How would I know if God were calling me to the ministry?				
	J· k.	How do you do soul winning?				
	l.	How does evangelism enter into your soul winning?				
	m.	What advice would you give to someone who was thinking about				
		becoming a minister?				
7.	Do two of the following:					
	a.	Participate in the presentation of a youth evangelistic series.				
		Date of meetings				
	b.	Give two Bible studies.				
		1				
		2				
	c.	Make four hospital visits, presenting a devotional thought and				
		prayer at each one.				
		Persons visted and dates				
		1				
		2				
		3				
		4				
	d.	Give a sermon of at least 20 minutes in length.				
		Subject				
		Date presented				

		e.	Give two evening and two morning devotionals for a camp out.
			Camp out date
			Subjects presented
			1
			2
			3
			4
		f.	Give devotional worships for five days at a school.
			School
			Classroom
			Date completed
		g.	Earn the Pathfinder Evangelism Award.
			Date completed
		appli	your choice of the above, a thorough preparation is needed. Where cable, outlines or memorized material should be used. A reading of resentation is not permitted.
נ	8.	appli the p	cable, outlines or memorized material should be used. A reading of
נ	8.	appli the p	cable, outlines or memorized material should be used. A reading of resentation is not permitted. ugh Bible and the writings of Ellen G. White study and learn how
נ	8.	appli the p	cable, outlines or memorized material should be used. A reading of resentation is not permitted. ugh Bible and the writings of Ellen G. White study and learn how
נ	8.	appli the p	cable, outlines or memorized material should be used. A reading of resentation is not permitted. ugh Bible and the writings of Ellen G. White study and learn how
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ס	8.	appli the p	cable, outlines or memorized material should be used. A reading of resentation is not permitted. ugh Bible and the writings of Ellen G. White study and learn how a treated crowds of people in ministering to them.
	8.	appli the p Thro Jesus	cable, outlines or memorized material should be used. A reading of resentation is not permitted. ugh Bible and the writings of Ellen G. White study and learn how a treated crowds of people in ministering to them.
		appli the p Thro Jesus Sour	cable, outlines or memorized material should be used. A reading of resentation is not permitted. ugh Bible and the writings of Ellen G. White study and learn how a treated crowds of people in ministering to them. ces v that you have a personal daily devotional life for at least six



Bookbinding

1.	Be able to identify the following terms: Foredge
	Gutter
	Endsheet
	Flysheet
	Signature
	Mull
	Backbone
	Head
	Foot
	D. 11 1
	Deckle edge
	Carondina also eta
	Guarding sheets
	Coging in
	Casing-in

	Buchram			
2.	Describe the difference between the following binding methods:			
	Perfect binding			
	Hard bound			
	Single signature			
	Spiral (metal and plastic)			
	Saddle stitch			
3.	Perform the following:			
	a. Bind a single signature hand binding "manuscript".b. Bind a blank book using at least four signatures and a permanent			
	cloth hard board binding, using a "case" method.			
	c. The proper way to "break in" a new binding.d. Make a "slip case" for your blank book of at least four signatures.			
4.	Identify and describe the uses for the following binder's tools:			
	Bone folder			
	Kick press			
	1			
	Folding needle			
	Awls			
	Sewing frame			
	Squared card			

		Punch
0	5.	Define the difference of paper weight in relationship to a ream of paper.
	6.	Describe the color and properties of three types of adhesives used in the binding process and where they are used:
		Hot melt animal glue
		Used
		Casing-in paste
		III
		UsedResin Glues
		Used
	7.	Know and list the five principal stages of hand binding
		Preparing the signatures
		Sewing up the signatures
		Gluing up the back
		Attaching the boards (covers)
		Attaching the boards (covers)
		Finishing



Bookkeeping

0	1.	What is the difference between bookkeeping and accounting? Bookkeeping
		Accounting
	2.	Define the following terms:
		Asset
		Liability
		Credit
		Debit
		Dogting
		Posting
		Trial balance
		Voucher
		Invoice
		Interest

	3.	What is the difference between double-entry bookkeeping and single-entry bookkeeping?				
		Dou	ible Entry			
		Sing	gle Entry			
0	4.	Wha	at education is necessary to be a bookkeeper?			
		Wha	at other education is helpful to a bookkeeping career?			
	5.	Wha	at are some career fields that are related to bookkeeping?			
<u> </u>		Conduct an interview with your church treasurer, asking the following nestions:				
		a.	How much time do you spend each week at your job as church treasurer?			
		b.	What do you do with the money collected in the offering plates?			
		c.	How do you keep track of who contributed how much money?			
		d.	What money is sent to the conference?			
		e.	What money is kept in our local church?			

f.	Are your records ever reviewed by an accountant?
— Hov	v often?
g.	How do you report the church finances to the church board?
— h.	How do you report the church finances to the conference?



Carpentry

<u> </u>	1.	Describe the function of the following tools:				
		Band sa	W			
		Belt san	nder			
		Jig saw				
		Miter saw				
		Radial arm saw				
		Router				
		Shaper				
		Wood lathe				
	2.	Demonstrate how to use the following tools:				
			lock plane			
			ircular saw (cut a straight line)			
			raming square			
			ammer			
			and saw (cut a straight line) evel			
			Ieasuring Tape			
			ail set			
			lumb bob			
			Vood chisel			

	3.	Describe the use of and distinguish between the following types of nails:			
		20 penny			
		16 penny			
		12 penny			
		8 penny			
		6 penny			
		Finish			
		Brad			
		Roofing			
		Screw nail			
		Sinker			
		Commone			
		Galvanized			
	4.	Assist in erecting a frame building not less then 6 x 8 feet (1.8 meters x 2.4 meters) in ground dimensions, with a gable roof, and with at least one door and one window, demonstrating ability to measure and use of tools from requirement 2.			
		Completion date			
	5.	When building the above project, use all of these features:			
		 a. Floor joist b. Sub floor c. Shoe plate d. Top plate e. Double plate f. Conventional roof or trusses g. Felt roof h. Shingles i. Window with weight-bearing header j. Door with weight-bearing header k. Fascia on eaves l. Siding 			
Note:	Parti	cipants must be 16 years and older to use power tools.			



Christian Sales Principles

0	1.	Explain the responsibilities of a Christian salesperson as related to how they treat their customers and boss.		
	2.	List the points in the steps of a sale.		
	3.	Give a statement on how to meet objections.		
0	4.	How are the following points valuable to a salesperson? Researching the market to see how an item or service will sell		
		Proper training and knowledge about the item or service to be sold		
		A visit to the plant or home office that produces the item or service		
		Voc		

	Follow-up visits with first-time customers				
5. Using actual or hypothetical education and experience, write a resu which could be used in applying for a job.					
6.	Find out what education is most beneficial for a career in sales.				
	What aspects of sales are available to a Christian salesperson?				
7.	Do one of the following:				
	a. Help raise funds through sales of either services, merchandise, or tickets to a Pathfinder, AY Society, or school activity accounting for more than your proportionate share of the sales.				
	b. Earn money for yourself through the selling of merchandise or a service.				
8.	Make a practice sales presentation to your counselor, teacher, or parent on the above item that you are selling.				
	Item being sold				
	Person solicited				
9.	Interview a Christian salesperson and a Christian retailer regarding the following points:				
	For the Salesperson: Is a lot of traveling involved in the profession of selling?				
	What other ways does the job of a salesperson affect family life?				
	How are sales people paid?				

What opportunities for advancement are there in sales?
What does the future hold for a career in sales?
How do you get customers?
What do you like the most about your job?
The least?
Does being a Christian make a difference in the way you do your job?
For the Retailer: What type of education and training is helpful for a retail sales career?
What advancement opportunities are available in retail sales?
When you place an order, which do you rely on most, service of the sales person, price, market characteristics, or the quality of the product?

What do you do when a customer complains about an error he thinks your store has made when he is actually the one at fault?
Does being a Christian make a difference in the way you run your store?
What do you like the most about your job?
The least?



Communications

1. Do one of the following: Send and receive by International Morse Code at the rate of three words per minute using flashlight, whistle, mirror, buzzer, or key. (Five-letter words, minimum of 20 words.) Send and receive by semaphore code at the rate of seven words b. per minute using semaphore flags. (Five-letter words, minimum of 20 words.) Send and receive by International Morse Code at the rate of three c. words per minute using wigwag flags. (Five-letter words, minimum of 20 words.) Message sent _____ Message received _____

Pathfinder's Name

Communications, Advanced

1.	Have	Have the Communications Honor				
2.	Do or a.	ne of the following: Send and receive by International Morse Code at the rate of eight words per minute using flashlight, whistle, mirror, buzzer, or key. (Five-letter words, minimum of 20 words.)				
	b.	Send an receive by semaphore code at the rate of 12 words per minute using semaphore flags. (Five-letter words, minimum of 20 words.)				
	c.	Send and receive by International Morse Code at the rate of eight words per minute using wigwag flags. (Five-letter words, minimum of 20 words.)				
	Mess	age sent				
	Message received					



Computer

1.	Write 200 words or give a three-minute oral report about the history of computers.
2.	What is the definition of the following terms:
	Hardware
	Software
	Floppy Disk
	Hard Drive
	Mainframe
	Desktop Computer
	Laptop Computer
	ROM
	RAM
	Alphanumeric
	CPU

	Circuit board		
	Cursor		
	Port		
	Program		
	DOS or OS		
	CD Rom		
3.	What are the proper ha	andling and storage techn	iques of disks?
4.	Describe the function of and point out the following components of a personal computer:		
	Keyboard		
	_		
	Printer		
5.	Know the difference b		he following printers:
		Differences	Uses
	Letter Quality		
	Dot Matrix		
	Laser		
	Plotter		
	Ink Jet		
	Thermal		
	4.	Port	Cursor

Date com	pleted	Compute Instructor's Signature 2002 Editio
u	11.	Tell several ways an individual or family could use a personal computer other than for games.
П	11	for use in a computer system. (No computer games.)
٥	10.	Successfully boot, load (install), and use a prepared software program
		Why is it important?
	9.	What is computer preventive maintenance?
		Why is it important?
0	8.	What does it mean to back up a disk or a file?
		3
		2
	7.	Name at least four input devices for computers. 1
		Other potentially dangerous factors that could hamper or hurt a computer system.
		power surges and outages
		static electricity
		dustdirt
	6.	Show or describe how to protect a computer system from:

Computer, Advanced

_	1.	Have the Computer Honor.
_	2.	What is the definition of the following terms:
		Baud rate
		Dip switch
		Data base
		Word processing
		Nanosecond
		DOS
		Internal modem
		External modem
		Peripheral
		Default disk drive
		A "K" of memory
		Screen saver
		Byte
		Scanner
		E-mail
		Font
	3.	What is the work of the following people associated with computers:
		Operator
		Data-entry
		Programmer

		Systems Analyst
		Consultant
	4.	How can it be determined when the computer is reading or writing on a disk?
		What precautions should be taken while the computer is performing this function?
-	5.	What is the difference between serial and parallel communications? Serial
		Parallel
-	6.	What does it mean for a computer to be compatible?
-	7.	What legal responsibility applies to software with the following designation: Public domain
		Shareware
		Copyright

8.	Successfully using the operation	ating system of a person	nal computer, do the		
	following:				
		e computer without tur			
		a diskette on the comp			
	c. Prepare a diskette for "Pathfinders."	use in disk drive givin	g it the label name of		
	d. Do the same as above	e again, but this time place ally when preparing (for			
		or bad sectors on a disk	rette or hard drive		
		disk to a different name			
		nts of one disk to anoth			
	h. Show that you have s	uccessfully completed			
	having the computer difference between th	"compare" the two disk em.	s and show no		
	i. Show how to copy a :	file onto a disk.			
	j. Show how to delete a	file from a disk.			
	VISUAL BASIC, PASCAL, C-C++) to find out why they were developed and for what type of application they are used. Type a 200-word report on your findings or give a three-minute oral report.				
	Languages	Why developed	Uses		
	1.				
	2.				
	3.				
	4.				
	•	·			
	Report:				
	r·				

10. Show proficiency in the use and operation of three of the following: A Word Processing program by doing the following: Type and print a letter to at least five different people using the same text. but personalizing each letter with the addressee's name appearing at least three times and using the following functions of the Word Processing program. Right justify **(1) (2)** Center title Change margins and page length **(3)** Move paragraph **(4) (5)** Save **(6)** Copy and paste b. A data base program by making a list of at least 15 people, their addresses, phone number, birth date, and age. Perform a sort function which will list the people alphabetically by last name, list by zip code, list by age, and list by birth date. Make a printout of each list. An accounting program by doing one of the following: c. Perform invoice entry and bill printing of accounts receivable. **(2)** Perform invoicing and check printing of accounts payable. **(3)** Perform journal entry and financial reports of the general ledger. d. A newsletter program by preparing three pages of double column text with at least four different computer-generated graphics (such as graphs or clip art), two different fonts, and one headline. e. A spreadsheet program by showing how to add columns, move columns, put a calculation in the field, save, reload, and print. Also perform the function of adding column A and B, dividing the sum by column C, and placing the answer in column D. An educational program by teaching any student in grades 1 to 4 f. how to successfully do a solo operation of a program designed for their age level. 11. Visit the computer department of any business or have someone from a business computer department visit your classroom or club. At a minimum, gather the following information: What type of computers are used?

For what applications are the computers used in the business?
Do the computers communicate with each other and how?
How does the business service, maintain, change, and upgrade their hard ware and software?
What percentage or amount is budgeted for the computer purchases and maintenance?
What kind of backup procedures and other precautionary measures are used?
What kind of education is needed and/or useful for a career with computers?



Electricity

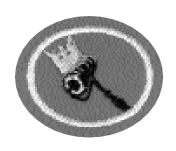
(Inst	ructo	or Required)
	1.	Explain and illustrate an experiment by which the laws of electrical attraction and repulsion are shown.
		Experiment
		Explanation
	2.	Explain the difference between direct and alternating current, and demonstrate the uses to which each is adapted. Give a method of determining which kind flows in a given circuit.
		Direct
		Alternating
		Method of determining kind of flow
	3.	Connect a buzzer, bell, or light with a battery using a switch in line.
	4.	Make and run a simple electric motor from a kit or take apart a motor and identify the parts, and explain how it works.
	5.	Make a simple battery cell.
	6.	Demonstrate ability to replace fuses or reset breakers and demonstrate a National Electric Code (NEC) approved splice using insulated wires.
	7.	Show how you would rescue a person in contact with a live electric wire, and have a knowledge of the method of reviving a person insensible from shock.
	8.	Make a simple diagram of a lighting system of an automobile.
	9.	Make a diagram that properly shows the lights, switches, and convenience outlets controlled by each breaker in a house.

1 0.	Read an electric meter correctly, and compute a residence bill at the rate charged in your community.
	Meter reading =
	Community rate =
	Bill =
	Electricity

Instructor's Signature _____

2002 Edition

Date completed _____



Housepainting—Exterior

_	1.	Know and explain the difference in composition of exterior paints versus interior paints.
_	2.	Tell how to prepare the outside of a house for painting by doing such items as preparation for new and old work, paint removal, priming, put tying, finishing, etc.
<u> </u>	3.	List ten proper color schemes for house painting (if possible, use color charts from a paint shop in making the display). 1.
_	3.	charts from a paint shop in making the display). 1
-	3.	charts from a paint shop in making the display). 1. 2.
-	3.	charts from a paint shop in making the display). 1. 2. 3.
_	3.	charts from a paint shop in making the display). 1. 2. 3.
	3.	charts from a paint shop in making the display). 1
	3.	 charts from a paint shop in making the display).
_	3.	 charts from a paint shop in making the display). 1
	3.	 charts from a paint shop in making the display).

4.	Tell how to prepare and paint metal properly.
5.	Name at least three paint thinners and give their specific uses.
	Paint Thinners Uses
	1
	2
	3
6.	Show ability to properly use brush, roller, and spray equipment in outside work.
7.	Paint the outside of a house with at least four rooms (if possible, make this a group project for a special-needs person in the church or community).
	Project



Housepainting-Interior

1.	Explain and demonstrate how to prepare and finish new or old woodwork in the following ways:
	Staining
	Varnishing
	Painting
2.	Give two methods of stippling.
	1.
	2
3.	When should a paint spray gun be used?
4.	Describe the proper methods for cleaning and care of paint and varnish brushes.
5.	Show how to use putty properly.
6.	Explain the difference between exterior and interior paints.

	7.	Make a list of ten proper color schemes for interior house painting using color swatches from a paint shop.
		1
		2. 3.
		4.
		5.
		6.
		7.
		8.
		9.
	1	0.
		Why are bright/loud colors not preferred?
	8.	Explain the composition of and when you use the following paints:
		Oil based
		Water based
	9.	Paint the woodwork of at least four rooms.
	10.	Paint at least one room, showing skill in keeping paint where it belongs.
	11.	Tell and show how to properly store unused paint.
com	pleted _	Housepaingtin—Interior Instructor's Signature 2002 Edition

Date completed _____



Journalism

1.	Describe the elements of a good lead paragraph and the use and importance of headlines.
	Elements
	Use
	Importance
2.	Write a news article of at least three paragraphs, using a good lead paragraph about something interesting that has happened in your church school, home, or Pathfinder Club.
	Title of article
3.	What are the essentials for writing a good story?
4.	Know the difference between passive and active verbs, and give three comparative examples.
	Passive
	Active
	Examples: 1.
	2
	3
5.	Write to a publisher, requesting story-writing guidelines.**
	Publisher written to

	6.	Write a story on one of the following:
		a. How your family first accepted Christ, whether it was you, your
		parents, your grandparents, etc.b. Personal experiences of answered prayer or divine guidance.
		c. An interesting pet that you have had.
		d. An experience you have had while at summer camp or on a camping trip.
		e. When God first became real to you as a friend and personal Savior.
		f. The most difficult thing about being a Christian today.
		Title of story
	7.	Submit a story or article to a Seventh-day Adventist publication.**
		Title of story/article
		Date submitted
		Publication submitted to
	8.	Know how to write a cover letter to the editor for submitting your story or article and write a cover letter to the editor to include with your story or article.
	9.	What education is helpful for getting into the career of journalism?
-	10.	What types of jobs are available for anyone who is interested in journalism?
NT.	4 - 44	Communication of the Communica
No		Story-writing guidelines are available free from the Review and Herald blishing Assn., 55 West Oak Ridge Drive, Hagerstown, Maryland 21740
No		ood foundation work in grammar is a fundamental must for this honor.
110	0	our rounding in our in Seminary to a randominary interest of this Hollot.



Masonry

	1.	Name at least six materials commonly used by masons in the erection of walls or buildings.
		1
		2
		3
		4
		5
		6
	2.	Demonstrate ability to use properly a plumb line, line stretcher (chicken legs), level, trowel, s-tool, and mason hammer.
	3.	Demonstrate a knowledge of building cement characteristics (know how to prevent sweating, cracking, shrinking, crumbling, and loss of strength).
	4.	Make useable mortar and state proper proportions of ingredients (lime, sand, etc.).
	5.	Lay a straight stone, brick, or block masonry wall at least four feet (1.2 meters) high and ten feet (3.0 meters) long, including an inside or outside corner (surface must be struck and broomed).
	6.	Pour a level footing, using hand mixed cement and proper reinforcement.
	7.	Make the forms and lay a piece of concrete walk or floor, using commercially mixed cement. Finish it and rule it.
	8.	Write a paragraph describing the behavior of cement; that is, its reaction to water, its adhesive qualities, how long it takes to set, etc.
		orking with a master mason will help tremendously in fulfilling the rements of this honor.
1	-quii	Voca General Confe
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Paperhanging

1.	State how to properly choose designs and combinations of wallpaper for the following:
	Living room
	Dining room
	Bedroom
	Dothroom
	Bathroom
	Kitchen
	Children's play room
	Church
2.	Record in a notebook the answers to the above questions and on #3 include your design, color and material chosen for each room.
3.	Show proper wall preparation for paper hanging.
4.	Explain how to hang wallpaper.
	Describe at least two methods.
	1
	2
	se one method to paper at least two walls of a home, such as in bedrooms, ring rooms, etc. Show proper pattern matching.

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Plumbing

1.	Make a diagram showing the plumbing system of a four-room house which includes fixtures for the kitchen, bathroom, and laundry.
2.	Submit two pieces of iron pipe that you have threaded and connected with proper fitting.
	1
	2
3.	Submit a repaired plastic (PVC), iron, or copper pipe, and tell how to repair all three.
	1
	2
	3.
4.	Demonstrate ability to repair a leaky sink faucet and replace or repair toilet flush mechanisms.
5.	Describe the proper drainage system of the house in #1 and explain the use of traps and vents.
6.	Have a knowledge of the ordinary hot and cold water system of a house and explain how to make the system safe from freezing if the house has to be left without heat during the winter.
7.	Diagram at least one type of passive water heating system, such as the use of solar energy.



Printing

1.	Know how the following printing devices work: Web press
	Offset press
	Photocopy machine
	Letterpress
2.	Know what the reference of pound means in determining the weight of paper.
	Know what the following paper types are used for:
	Offset
	Bond
	Coverweight
	Index
3.	Tour a print shop or newspaper company.
	Shop/company toured
	Write a 300-word report or give a three-minute oral report on the steps taken in the printing process that you observed.

u	4.	Do some research to learn abou development of printing by lear gressed to the present.	t the history of printing. Trace the ning how printing presses have pro
	5.	Know the different inks availab	le for printing and their characteristics.
		Inks	Characteristics
	6.	Know the meaning of the follow	ving terms:
		Backing up	
		Blanket	
		Bleed	
		Boldface	
		Camera ready art	
		Caption	
		- CII	
		Clip art	
		C 11 4	
		Collate	

Color separations
Contact print
Debossing
Embossing
Engraving
Font
Ghosting
Intaglio
Jog
Matte
Negative
Paste-up
Register
Set-Off
Show Through

	Thermography
	Water mark
	Work and turn
7.	Know the difference between half-tones, duo-tones, and the four-color process.
	Half-tones
	Duo-tones
	Four-color process
8.	Interview a printer to find out the following:
	What education is needed to get into the printing field?
	What advancement opportunities are available in printing?
	What does the future hold for the printing industry?
	What do you do in your business to keep customers happy?
	What career opportunities related to printing are available?





Radio

1. Pass a test and receive your license for the Technical Class Amateur Radio License

OR

Technician Class Amateur Radio License.

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Pathfinde	r's N	ame

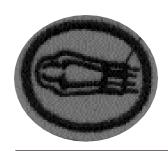
Radio, Advanced

	1	Have	the	Radio	Honor
_		Have	u	Nauio	11(7)1(7)

2.	Pass a test	t and rece	eive you	r license	for the	General	Class	Amateur
	Radio Lic	ense	_					

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Date (compl	eted	
Date (compi	етеа	



Radio Electronics

_	 Identify at least 20 sy 	mbols used in electronics	
	2.		
	3.		
	4		
	5		
	6		
	7.		
	8.		
	9.		
	10.		
		resistors by the color code.	
	3. Demonstrate proper s	oldering techniques.	
	4. Explain use and operate electronics such as	ation of various important components in	
	electronics such as	ation of various important components in	
	electronics such as		
	electronics such as Resistors	ation of various important components in	
	electronics such as Resistors	ation of various important components in	
	electronics such as Resistors Variable capacitors	ation of various important components in	
	electronics such as Resistors Variable capacitors	ntion of various important components in	
	electronics such as Resistors Variable capacitors Fixed capacitors	ation of various important components in	
	electronics such as Resistors Variable capacitors Fixed capacitors	ntion of various important components in	
	electronics such as Resistors Variable capacitors Fixed capacitors Coils	ation of various important components in	
	electronics such as Resistors Variable capacitors Fixed capacitors Coils	ation of various important components in	
	electronics such as Resistors Variable capacitors Fixed capacitors Coils Transistors	ation of various important components in	

		Diodes
		Transformers
_	5.	Know and understand Ohm's law.
_	6.	Determine how to correctly place or pin integrated circuits, transistors, diodes, and capacitors in a circuit board.
_	7.	What is meant by a parallel and a series circuit?
_	8.	From a kit or from scratch make two of the following:
		 a. Photocell guard or counter b. Siren c. Simple voltmeter d. Pressure sensor e. Simple DC power supply
		f. Simple De power suppry Simple transistor radio
_	9.	Draw from memory, using proper symbols, the complete wiring diagram of the devices constructed in requirement 8.

1.	
2.	
3.	
4.	
5.	·
6.	
7.	
8.	
9.	
10.	



Shoe Repair

1.	Name at least five essential parts of a shoe and explain their uses.
	Parts Uses
	1
	2
	3
	4
	5
2.	What is the difference:
	Hand-turned soles
	Goodyear welt soles
	McKay sewed soles?
	Which is the easiest to repair?
3.	Properly wax the thread, and with two needles or waxed ends, mend a pair of shoes that have rips in them. Use the double-stitch method of sewing.
4.	Satisfactorily half-sole a pair of shoes by nailing the soles on. Make sure the nails are of the proper length.
5.	Fit and attach a pair of rubber heels.
6.	What kind of leather should be used in repairing the soles of shoes?
	How is such leather generally tanned?

7.	Specify at least three factors that should be taken into account in the selection of shoes.
	1
	2.
	3
8.	Spend a minimum of five hours observing shoe repair specialists at their work shop.
	Date completed
9.	Write or tell the examiners the proper methods of cleaning and caring for shoes.





Shorthand

- 1. Be able to take dictation on new material at 80 words per minute for three consecutive minutes and transcribe accurately the notes taken.
- **2.** Have available a shorthand dictionary (usually provided by course publishers).



Small Engines

1.	Describe the design and operation of cycle engine.	the two-cycle engine and the four-
	Two-cycle engine	
	Four-cycle engine	
2.	Name the parts of the two-cycle engi	ne and tell what each part does.
	Parts	Usage

		Fuels	
		rucis	Uses
		1	
		2	·
		3	
		4	
	4.	Show care and safety in fuel handling	and storage.
	5.	Describe three types of ignition system	ns.
		1	·
		2	
		3	
	6.	Explain why gasoline is an improper c	leaning fluid.
_			
_	7.	List two acceptable cleaning fluids for	
		1.	
_		2.	
_	8.	List and tell how three basic lubricatio	n systems operate.
		1	
		2	

	3
9.	List in order the steps of a general trouble-shooting procedure.
	1
	2
	3
	4
	5
	6
	7
	8.
10.	Demonstrate that you can overhaul, inspect, and properly tune any small engine.
11.	Demonstrate that you know how to test and clean spark plugs and glo plugs.



Teaching

	1.	What education is needed for teaching the following:
		Elementary school
		Secondary school
		College
0	2.	What is re-certification?
		Interview at least two teachers with the following questions: (Complete Chart #1 at least twice) a. Why did you choose to become a teacher? b. What part of teaching do you like the best? c. What part of teaching do you like the least? d. What do you do to get ready for a school year? e. What do you do to get ready for a school day? f. What teacher-related activities do you do after school is out each day? g. What are some qualities of a good teacher? h. What are the responsibilities and duties of a teacher? Explore the Bible and the book Education by Ellen G. White to learn
		what teaching methods Jesus used. Present a three-minute oral report on what you learned.
0	5.	 If you are 16 years old or younger, do the following for a minimum of 40 minutes per week for three weeks: a. Assist a teacher in designing and preparing a bulletin board. b. Assist a teacher in preparing learning aids. c. With the supervision of a teacher, teach a child or class at least one concept. Teacher assisted

	How you helped		
6.	If you are older than 16 years, do three of the following:		
	Teach an adult's or children's Sabbath School class for a minimu of six weeks.		
	Teach in one day in each department of Vacation Bible School.		
	Teach two Honors from the Honors Handbook.		
	Assist in teaching requirements for one of the AY classes, culminating in investiture.		
	Teach at least one year in an elementary or secondary school or		

Teaching Chart #1

Interview at least two teachers with the following questions: Teacher interviewed _____ Teacher's specialty or level _____ Why did you choose to become a teacher? What part of teaching do you like the best? Why? _____ What part of teaching do you like the least? _____ Why? _____ What do you do to get ready for a school year? What do you do to get ready for a school day? What teacher-related activities do you do after school is out each day? What are some qualities of a good teachers? _____ What are the responsibilities and duties of a teacher?



Typewriting

1.	Show how to clean, type properly and change ribbon on a typewriter.
2.	Know the difference between a fabric and a carbon ribbon.
	Fabric
	Carbon
3.	Identify the following parts of the typewriter and know their function:
	Frame
	Keyboard
	Space bar
	Backspace key
	Shift keys and lock
	Platen
	Impression control
	Margin stops
	Paper release
	Leverline-space lever
	Line-finder control
	Paper centering scale
	Cardholder
	Paper bail lever
	Pitch selection lever
	Margin release
4.	Know how to set tabs for tabulation. Properly type a tabulated page with at least four columns.
5.	Show how to center information horizontally and vertically on paper.

6.	Show how to construct block and indented style letters.
7.	Operate a typewriter at a speed of forty words a minute on new material for five minutes with no more than five errors.
	Speed
	Number of errors

Instructor's Signature _____

Date completed _____

Typewriting 2002 Edition



Welding

(Instru	ctor	Required)	
0	1.	 Identify all parts of the following: a. Welding and cutting torches b. Oxygen and acetylene gauges and their differences c. Oxygen and acetylene hoses and their differences d. Oxygen and acetylene tanks and their differences 	
	2.	Explain the safe working pressures of oxygen and acetylene, as per your instructor's directions, for various procedures.	
	3.	While blindfolded, demonstrate ability to hook up an entire oxyacetylene kit, including tanks, gauges, hoses, and torches, and light the same.**	
	4.	As per your instructor's directions, weld two mild steel test plates $(1/8 \text{ inch } x \text{ 1 inch } x \text{ 8 inches}) (0.3 \text{ cm } x \text{ 2.5 cm } x \text{ 20.3 cm})$ in horizontal, and vertical positions.	
	5.	Use a cutting torch and demonstrate your skill by making one 12 inches (30.5 cm) straight-line cut, one circle cut of at least 3 inches (7.6 cm) in diameter and one 3 inch (7.6 cm) star cut. The cuts are to be made on mild steel plate at least 1/4 inch (0.6 cm) thick.	
	6.	Demonstrate your ability to braze a cast-iron object with at least 1/4 inch (0.6 cm) double bevel butt weld 2 inches (5 cm) long.	
	7.	Explain the safety precautions and safety equipment normally used in electric welding in relation to eyes, hands, and exposed skin areas.	

		Why should the tank valves never be oiled?			
8.		Explain the difference between oxyacetylene and electric arc welding. Oxyacetylene			
		Electric arc			
	9.	Demonstrate ability to select from an electrode guide the proper amper age and electrode for various types and thicknesses of metal.			
	10.	Demonstrate ability to weld flat, vertical, horizontal, and overhead on (1/8 inch x 1 inch x 8 inches) (0.3 cm x 2.5 cm x 20.3 cm) mild steel test plates.			
No	and is rivets, not pr	instructor is a must. Welding is a very critical and serious skill to learn not a home-type course. Welding essentially takes the place of bolts and and if not properly done, is most dangerous. Example: A trailer hitch operly bonded, or machinery exposed to the strain of pull or weight, is ritation to disaster.			
No	Note: ** This requirement demonstrates one's skill in working in darkness, such as in an emergency. All acetylene connection threads are left-handed, while all oxygen connection threads are right-handed.				



Woodworking

1.	Tell how the following proprocess is done:	ocesses are related to lum	nber and how each
	Growing trees		
	Harvesting of trees		
	Milling		
	Curing		
	Seasoning		
	Grading		
	g: :		
	Sizing		
2.	Collect and label five different Tell the advantages and distance and distance are the control of the control o		l in woodworking.
	Wood	Advantages	Disadvantages
	1		
	2		

		3	
		4	
		4	
		5	
<u> </u>	3. List the basic hand and power tools necessary to do woodworki Know how to safely use each tool and how to keep it in proper order, including sharpening, if applicable.		
	4.	Explain the following joints:	
		Butt	
		Dado and groove	
		Dovetail	
		Dowel	
		Lap	
		Miter	
		Morist and tenon	
		Rabbet	
	5.	Know the characteristics of and how to work with the following:	
		Hardboard	
		Particleboard	

	Plywood
6.	Know at least two ways to finish the edges of plywood.
	1
	2
7.	Demonstrate the proper technique of gluing and clamping wood.
8.	Choose a plan for and complete an article of household furniture, such as a small table, footstool, writing desk, or bookcase. List the materials needed for your project.
	Article completed
	Materials needed
0	Vnow and use the proper stans in finishing a wood project with either
9.	Know and use the proper steps in finishing a wood project with either natural finish or a stain.
	Steps
10.	Do two of the following:
	a. Make a project with a door or lid with inset hinges.
	b. Make a scale model of a house or building with a cutaway view showing the interior detail.
	c. Assist in making and/or repairing wooden toys for needy children.
	d. Make a project using dowel, miter, or mortise and tenon joints.e. Make a project using curved cuts, or beveled or rounded edges.
	Projects Completed 1 2.

East Africa Division Honors

Africa Lore Antelopes Antelopes, Advanced Paper Maché Thatching



African Lore

	Tribes	eral outstanding features of each. Outstanding features
1		
2.		
2.		
3		
4.		
		
5		
6		
7		
-		
8		

	9
	10
	10
	
2.	a. Select for study an African Tribe. (If you belong to an African Trib select one other than your own.)
	Tribe Selected
	b. Find out detailed information on the tribe selected, in the following areas.
	Eating Habits
	Initiation ceremonies
	Witch doctors
	T' 1 1 1'
	Living and worship conditions
	Education
	Education
	Burials

	Money
	Dress
	Industry
3.	Tell an African folk story bringing out its moral.
	Date presented
4.	Make a collection of at least 15 objects manufactured by African tribes (other than your own)
	1.
	2
	3
	4
	5
	6
	7
	8
	9
1	0
	1
1	2
1	3
1	4
1	5



Antelopes

	1.	Give the general character	ristics of antelopes.
	2.	Give three size-groups of	these animals, with two examples of each
		Groups	Examples
		1	
		2	
		2	
		3.	
	3	Be able to identify at least	15 different antelones
_	٥.	-	. 13 different unteropes.
		2.	
		3.	
		4.	
		5.	
		6.	
		7.	
		8.	
		9	

	1	0
	1	1
	1	2
	1	3
	1	4.
	1	5.
	4.	What do they eat?
		How do they digest their food?
٥	5.	Name three ways in which one benefits from having these animals in the country where one lives.
		1
		2.3.
	6.	What are "false hoofs?"
		Which members of this family do not have them?
<u> </u>	7.	Which antelopes are classed as rare South African animals now?
		Where can they be seen, outside of the zoo and the museum?
0	8.	What natural enemies do the antelopes have?
		How do antelopes protect themselves and their young?

9.	Which is:	
	The largest antelope?	
		is?
		Union of South Africa?
10.		te to watch most. Tell five of its habits.
	Antelope	Habits
	•	

Antelopes, Advanced

2.	Give the distinguishing chexamples of each.	naracteristics of the diffe	erent sub-families, with	
	Sub families	Characteristics	Examples	
3. Which large antelope differs from most of the others in appearan				
	What are some of its pecu	ıliar habits?		
4.	What are some of its pecu. What is the function of m		pes?	
4.		usk glands in the antelo		

6. Which species could	you expect to find in:						
Bush, or reed beds, n	ear water						
Aridregioins?							
Scrub and forest areas	Scrub and forest areas?						
The vicinity of rocky	The vicinity of rocky kopjes, or on hillsides?						
Describe the horns, in entelopes.	n both sexes of each specie	s, of 15 different					
Antelope	Female	Male					
1							
7							
8.							
0.							
9.							
9 10		_					
9							
9							
9							

		What is the structure of these horns?
		Are there any deer in South Africa?
		What is the structure of their horns?
0	7.	Name at least 20 species of antelope that you have observed and can identify out-of-doors, not more than 5 of which are in captivity.
		1
		2
		3
		4
		5
		6
		7
		8
		9
		0
	1.	
	1	2
	1.	3
	1	4
		5
	1	6
	1	7.
	18	8.
	1	9.
	2	0.

8.	What is a gazelle?
	Where would you find this animal?
9.	Name some diseases associated with wild bovies.
	How are they transmitted?
	Of what economic importance are they to man?
10	Know the game laws of your province.
10.	Know the game laws of your province.





Paper Maché

1.	Name at least three kinds of bases upon which paper models may be shaped.
	1.
	2.
2.	There are two main types of paper maché:
	a. Know how to prepare successful pulpb. Know how to prepare the glue
3.	Be familiar with all ingredients and know why they are used.
	Ingredients Used
	
4.	Make, paint and varnish at least two articles from pulp.
	Articles made
	1
	2
5.	Make, paint and varnish at least two articles from paste and paper strips.
	Articles made
	1.
	2
6.	Submit articles to examiner and have workmanship approved.
	Signature of Examiner

Date completed	
----------------	--



Thatching

1.	Make a list of the various tools needed for thatching, stating their uses, and show a "dekspaan" and a "needle" you have made. Tools Uses
2.	State what materials are needed in erecting the framework of a roof ready for thatching.
	Tell briefly how you go about erecting the framework of a rondavel.
3.	Name the various materials required for thatching, including several kinds of thatching "grasses" and thatching "threads." Show samples of these.

	When is the grass cut and how is it stacked for storing?
	How is the grass "combed" and made ready for thatching?
	How is thatching rope made?
	What raw materials are used in your locality?
5.	Can any shape of roof be thatched?
	Which is the easiest roof to thatch?
	What are some of the advantages of a thatched roof?
	What are some of the things that damage thatch?
	How would you protect a thatched roof against such?
6.	Have some practical knowledge on how to thatch and demonstrate

]	Describe how you would start thatching a rondavel?
	Tell, if possible demonstrate, how you would finish off: (1) a round roof
-	
((2) a gabled roof

Euro-Africa Division Index

Child Care (Babysitting)



Child Care (Babysitting)

	1.	Be able to look after a baby during several hours in the absence of its mother.
	2.	List all the precautions to be taken when preparing the baby's bottle; prepare it and give it to the baby.
۵	3.	Prepare, bath, change and dress the baby.
	4.	Prepare the baby's bed and put it to bed for the night.
	5.	Know how to weigh a baby and to fill in the weigh schedule form.
	6.	Explain why breast-feeding is superior to bottle-feeding.
	7.	What is weaning?
	8.	What is the fontanel (soft spot)?
		At about what age does it disappear?
	9.	Interview staff at a local day care center regarding their organization and the help they offer to mothers.
		Interviewed
		Date

North American Division Index

Basketball

Bats

Bats, Advanced

Braiding

Braiding, Advanced

Camp Safety

Camp Saftey, Advanced

Christian Drama

Community Assessment

Community Service

Copper Enameling

Copper Enameling, Advanced

Crisis Intervention

Digital Photography

Disaster Reponse

Drumming and Percussion

Drumming and Percussion, Advanced

Dutch Oven Cooking

Endangered Species

Genealogy

Genealogy, Advanced

Geocaching

Geocaching, Advanced

Glass Etching

Gold Prospecting

Gold Prospecting, Advanced

Heart and Circulation

Heredity

Hot Air Balloon

Hunger Relief

Indian Lore

Indian Lore, Advanced

Internet

Internet, Advanced

Lapidary

Letter Boxing

Letter Boxing, Advanced

Lighthouses

Lighthouses, Advanced

Mountain Biking

Paper Quilling

Paper Quilling, Advanced

Parade Float

Parade Float, Advanced

Peace Maker

Peace Maker, Advanced

Pinewood Derby

Pinewood Derby, Advanced

Plastic Canvas

Power Boating

Preach It

Preach It, Advanced

Refugee Resettlement

Rural Development

Sanctuary

Scrapbooking

Scrapbooking, Advanced

Skiing, Cross Country

Slow-Pitch Softball

Soccer

Soils

Tie Dye

Travel

Travel, Advanced

Tutoring

Unicycle

Urban Development

Wakeboading

Whistles

Whistles, Advanced

Worms

Worms, Advanced



Basketball

1.	Know the basic rules of basketball.
2.	What is the meaning of "Good Sportsmanship?"
3.	Define the following terms:
	Air ball
	Backboard
	Back court
	Front court
	Baseline
	Block
	Bounce pass
	Double dribble
	Dribbling
	Fake
	Fast break
	Field Goal
	Fouled out
	Give and go
	Inbound
	Intentional Foul
	Jump ball
	The Key
	Loose ball foul
	Man to man
	One and one

Perimeter
Pick
Press
Rebound
Shot clock
Steal
Team fouls
Trap
Traveling
Turnover
Zone defense
Center
Forwards
Guards
Jump shot
Lay up
Bank shot
Dunk
Hook shot
Free throw
Personal foul
Charging
Blocking
Technical foul
Three second violation
Five second rule
Ten second rule
Back court violation
Inbound violation
League

		Three point shot
	4.	Demonstrate an understanding of the different skills required at each position.
	5.	Demonstrate reasonable skill in the following areas: a. Shooting from the free throw line. b. Shooting from different positions around the basket c. Dribbling d. Passing
	6.	Spend at least 4 hours helping a less skilled or younger player improve their skills.
		Date
	7.	Play at least 5 games with family or friends. Show good sportsmanship during your practice and games.
		Date of games
	8.	Write a one page report on a famous basketball player. Discuss why they are or are not a good Christian role model.
<u> </u>	9.	Discuss with your Pathfinder leader, pastor or teacher the problems facing a Seventh-day Adventist youth considering sports in Jr. High, High School and college. What alternatives are there that allows for continued activity in sports.
		Discussion date
		Person
	10.	Make a scale drawing of a basketball court properly laid out.
	_ 3•	

Basketball Instructor's Chart

	=						
	Passing						
	gnildding						
	Shooting from different positions						
Demontrate	Shooting from free throw line						
nont	Power Forward						
Den:	Forward						
	Center						
	Shooting guard						
	Ponit guard						
	NAME						



Bats

<u> </u>	1.	Why are bats classified as mammals and not birds?
<u> </u>	2.	What is the main characteristic that separates bats from all other mammals?
	3.	What is the name of the order that bats belong to and what does it mean?
	4.	What are the largest and smallest bats and where do they live?
		Largest
		Live?
		Smallest
		Live?
	5.	How many different types of bats are there worldwide?
o o	6.	Bats are divided into 2 suborders. What are their names?
		a
		b

7.	Which suborder of bats uses echolocation and which suborder use eyesight to find their food?
8.	What is the diet of the Megabats?
9.	What is the diet of the Microbats?
10	How many babies does a bat have each year and what are the babies called?
11.	Find three Bible texts that mentions bats.
	Which text uses bats in an end time prophecy?
12	.Do bats hibernate or migrate for the winter?

14.	How many insects can a microbat eat in an hour?
15.	What are the 2 main benefits bats provide for man?
4.	Build or purchase a bat box, know the best place to put it and insta

Record for 3 months what kind and how many bats have made it their home.

Day 1	Day 8	Day 15	Day 22	Day 29
Day 2	Day 9	Day 16	Day 23	Day 30
Day 3	Day 10	Day 17	Day 24	Additional Notes:
Day 4	Day 11	Day 18	Day 25	
Day 5	Day 12	Day 19	Day 26	
Day 6	Day 13	Day 20	Day 27	
Day 7	Day 14	Day 21	Day 28	

Bats, Advanced

	1.	Earn the bat honor.
	2.	What are caves, attics, bridges, or tunnels where bats hibernate called?
	3.	Give 3 examples of colonizing bats.
	4.	Give 3 examples of solitary roosting bats.
	5.	What is meant by delayed implantation?
	6.	How long is the gestation period for bats?
	7.	What is bat guano and why was it important during the war of 1812 and the Civil War?
<u> </u>	8.	What disease can be contracted from large quantities of guano?

9. What is the life-span of a bat?
10. Do all bats have rabies?
11. How good is the vision of microbats and megabats?
12. What North American bat is pictured on the honor?





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п	ra			
	··		_	ч

	1.	Make a three-strand braid, using hair, rope, or cord.
		Date completed
	2.	Make a zipper pull or a key chain using the four-strand round or square braid.
		Date completed
	3.	Make a four-strand hanger cover.
		Date completed
	4.	Make a four-strand round braid lanyard.
		Date completed
ū	5.	Know how to start and end all projects.

Braiding, Advanced

	1.	Have the Braiding Honor.				
	2.	Make a six- or eight-strand zipper pull or key chain.				
		Date completed				
	3.	Make a six- or eight-strand zipper pull or key chain showing zigzag technique by reversing direction of braid, or make a project showing the three-part inside or trick braid.				
		Date completed				
0	4.	 Do one of the following: a. Six-strand lanyard b. Bookmark using at least six strands c. Four-strand dog leash using twine or wire for a core to braid around 				
		Project				
		Date completed				
	5.	Know how to start and end all projects.				



Camp Safety

1.	Why is it important to find out what the local laws are before starting a camp fire?
W	here should you get that information?
2.	Identify 3 reasons why a camp fire should never be left unattended. 1
	2
	3
3.	List 10 rules for fire safety to consider when camping.
	1
	2
	4
	5.
	6.
	7.
	8
	9
	10

	4.	Identify the temperature the following foods should be kept at, and explain why this is important when camping:
		Hot foods
		Cold foods
	5.	List 5 things you can do to prevent animals from coming into your campsite.
		1
		2
		3.
		4
_		5
	6.	What safety precautions should you consider when building a latrine?
	7.	Make a list of items that should be in a "First Aid Kit" and inspect your Pathfinder Club's camping first aid kit and make recommendations of any missing items as applicable.

3. List 5 things to consider when practicing good hygiene at a campsite where there is no running water (ie showers, flush toilets, sinks, or	
faucets).	
1	
2	
3	
4	
5	
9. Demonstrate 3 ways you can purify water when camping.	
1	
2.	
3	
10. Identify 2 types of fuel used for camp cooking and explain what precautions should be used when using each type of fuel.	
1	
2	
Discuss 5 guidelines for safely handling the following camping items:	
knives	
avac	
axes	-
saws	
hatchets	,
machetes	

٠	using the current Ad Inspection Form or tistrisk.com) http://v	or conference leadership in dventist Risk Management l its equivalent. (available fo www.adventistrisk.org/pdfs/ xplain the score/report given	r download from adven- camp_inspectionform.pdf.	
			Camp Safet	
Date comple	eted	Instructor's Signature	2002 Editio Updated 200	

Pathfinder's	Name
i attititiaci 3	Hallic

Camp Safety, Advanced

		· · · · · · · · · · · · · · · · · · ·
<u> </u>	1.	Earn the following honors if not already earned: a. Camping Skills I-IV b. Camp Safety
a	2.	What is meant by "Pathfinders are a sacred trust" and how does camp safety support that aspect of ministry in the church?
	3.	Train a Pathfinder Unit or its equivalent in the Camping Safety Honor
	4.	Conduct 5 camp site inspections (on at least two camping experiences) using the current Adventist Risk Management Pathfinder Camp Safety Inspection Form or its equivalent. (available for download from adventistrisk.com) http://www.adventistrisk.org/pdfs/camp_inspectionform.pdf



Christian Drama

0		Memorize and apply 1 Corinthians 10:31. Describe each of the following categories of Drama. Human Videos
		Worship Skits/Drama Sketches
		Pantomime
		Dramatic Reading/monologue, duet, or group
		Musical/Drama
0	3.	Describe how each of these areas of Drama listed above can be used to reach people for God. Human Videos
		Worship Skits/Drama Sketches

————— Dramati	c Reading/m	onologue, du	et or group	
210,111001	- 1100.31118, 111		, 01	
Musical	/Drama			

- **4.** Know the following rules for acting.
 - **a.** Never turn your back to the audience.
 - **b.** Speak slow during a line and fast between the line (no dead space between characters speaking)
 - **c.** Enunciate and pronounce words clearly (unless it states differently in the stage directions)
 - **d.** No dairy products or sweets (chocolate, soda pop) before speaking lines or singing.
 - **e.** Keep in character (don't laugh or smile unless stated in stage directions)
 - **f.** Stay in your space (unless stated to move in stage directions)
 - **g.** Do not block other characters from the audience.
 - **h.** Use your hands and eyes.
 - i. There is no such thing as over acting.
 - **j.** Nothing blocking your mouth (gum, etc. Unless other wise directed)
- **5.** Know and understand why the following rules for pantomiming are important. Practice these rules to a simple Bible story.
 - **a.** Pantomiming used as an outreach ministry should never be a guessing game. It should clearly state the theme.
 - **b.** It is important to remember that in dramatic work, the thought comes first. Let your eyes respond first, then the rest of your face and head, and finally, the rest of your body. This is called motivated sequence.
 - **c.** Your actions should always be simple and clear cut.
 - **d.** Every movement and expression should always be visible.
 - **e.** There should be a reason to every gesture or movement.
 - **f.** Only one gesture or movement should be made at a time.
 - **g.** Rehearse until you have created a clear-cut characterization.

Know the following acting terminology. Ad-lib
backstage
cross
cue
downstage
upstaging
Exit
holding it
left and right
set
tempo

		upstage
		getting up in a part
		Left center and right center
0	7.	From the categories listed in #2, plan and perform two from the categories of Drama in a worship setting, church, or youth group.
	8.	As a group create one drama presentation and perform it.

Pathfinder's Name



Community Assessment

	1.	Select an urban or suburban neighborhood, a small town or a rural region to focus on in the completion of the requirements for this honor.
		Community selected
	2.	Compile a file folder of information on the selected community, including:
		 a. A map of the area b. A demographic profile c. Public health statistics d. Economic indicators e. Housing information f. Environment and transportation
0	3.	With a friend or assigned partner take an awareness walk of at least 45 minutes through a specific part of the selected community with the goal in mind of seeing human needs. List all of the needs you see such as yards and public areas that could be cleaned up, litter that could be picked up, lonely or aged people that could be helped, low-income families with children that could be assisted, etc.

	4.	Interview at least one civic leader or community professional in the selected community. Ask this person about the needs in the community, the various organizations that provide services in the community, and how a Christian youth group might make a contribution to the community. Take notes during the interview.
0	5.	Prepare a report of at least 10 pages on the selected community based on the information that you have collected and suggesting specific projects that ADRA or the local Adventist Community Services organization, or Youth Emergency Service (YES) Corps unit might provide which are needed in the community.
<u> </u>	6.	Make a presentation of at least 15 minutes based on the report to a local church committee, Adventist Community Services unit, or similar group.



Community Service

1.	Read the following Bible texts and explain what they teach about the role God expects each Christian to play in meeting the needs of the poor and suffering in the community: Isaiah 58:3-12
	Luke 10:25-37
	Matthew 25:31-46
2.	Read Chapter 54 (entitled "The Good Samaritan) from The Desire of Ages by Ellen White and write a list of five key points in the chapter.
	1
	2
	4
	5
3.	Explain to your instructor the following:
	The name of the local Adventist organization that serves the poor and suffering in your town or metropolitan area. What kinds of services does it provide?

		What the letters ADRA stand for. Give a brief explanation of each word represented, and explain the difference between "development" and "relief"
	4.	Pack an ADRA box, using the proper procedures for contents, method of packing, and labeling of the box.
	5.	Meet with the Adventist Community Services leader in your area and ask about projects that your Pathfinder unit or class might be able to accomplish that would help meet needs in your community.
_		
	6.	Plan a community service project with your Pathfinder unit or class and complete it.
		Service Project
0	7.	Complete at least 10 hours of volunteer service, including both time invested in the project mentioned in requirement number six and time donated to other community service activities.



Copper Enameling

a	1.	Know the difference between low-temp and high-temp enameling. Low-temp
		High-temp
-	2.	Name the materials on which the low-temp process can be used.
	3.	What is the proper method of cleaning items to be enameled?
		Why is it important to clean items to be enameled?
	4.	How is copper finished to prevent tarnishing?
	5.	Name the tools used in enameling.
	6.	What heat sources can be used for low-temp enameling?

	Wha	t safety precauti	ons should b	e followed?	
7.	How	are pin backs a	nd magnets a	attached to the back o	f metal pieces?
	Pin	backs			
	Mag	nets			
8.	Mak	e at least five ite	ems using the	e following techniques	S:
	a. b. c.	Swirling Stencil Threads		Mosaic Scraffito	
	Item	s made			
	1				
	4				
	5				

NOTE: The high-fire firing for this honor need not be done by the candidate. This honor may be earned using either the high-fire or the low-fire enameling.

Pathfinder's Name

Copper Enameling, Advanced

	1.	Have	the Copper Enameling Ho	onor.	
	2.	Expla	ain the use of a trivet.		
	3.		materials can be used to dique?	lecorate	enameled pieces for the applique
	4.				completing requirement 5:
		a. b. c.	Counter enameling Applique Cloisonne	d. e.	Dry painting Scraffito
	5.		e four of the following proj	ects:	
_	٥.			e.	Metal bookends
			Kitchen decoration	f.	Metal switch plate
			Foil flower	g.	Three-dimensional item
		d.	Pin or stick pin	h.	Similar item of your choice
		Proje	cts made		
		1			
		4.			



Crisis Intervention

1.	Be at least in the 10th grade.
2.	Explain how Christ encouraged people in crisis in at least two of the following Bible stories. Identify the nature of the crisis or human needs in each story that you explain.
	John8:1-11
	Matthew 18: 1-6
	John 4: 1-26
	John 1:35-42
	N. 1.0.10.15
	Mark 2:13-17
	Acts 9

	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.
<u> </u>	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.
_	_	
_	5.	Describe the types of human needs and give a real-life example of each.

	6.	Explain the steps in crisis intervention process and apply each step to a case study supplied by your instructor.
0	7.	Demonstrate a grasp of basic listening skills by conducting an interview of at least 30 minutes duration. This interview must either be observed by an observer who can recognize listening skills, or taped for review by your instructor. The interview does not have to be with a person who is in crisis, but it must be a real conversation not pretend or role-playing.
	8.	Explain how to make a referral to a professional counselor or pastor.





Digital Photography

What are the effect of light on an image sensor? How color images are created from the BW image the sensor captures What the camera lens does; what focal length means?	How color images are created from the BW image the sensor captures		he principles of digital camera construction and how a ks?
What the camera lens does; what focal length means?	What the camera lens does; what focal length means?	What are th	e effect of light on an image sensor?
		How color	images are created from the BW image the sensor captures
	How are lens aperture and depth of field related?	What the c	mera lens does; what focal length means?
	How are lens aperture and depth of field related?		

2. Na	ame and describe three types of image formats.
1.	
2.	
3.	
3. Gi	ve the principle uses of photography:
	ke pictures illustrating at least eight of the following techniques. Use mparison pictures for illustration.
	mparison pictures for illustration.
co	mparison pictures for illustration. Framing Camera Steadiness
co a. b. c.	mparison pictures for illustration. Framing Camera Steadiness Direction of lighting - front, side, or backlighting
a. b. c. d.	mparison pictures for illustration. Framing Camera Steadiness Direction of lighting - front, side, or backlighting Quality of light - shade, sunlight, and time of day
a. b. c. d. e.	Framing Camera Steadiness Direction of lighting - front, side, or backlighting Quality of light - shade, sunlight, and time of day Rule of thirds
a. b. c. d. e. f.	mparison pictures for illustration. Framing Camera Steadiness Direction of lighting - front, side, or backlighting Quality of light - shade, sunlight, and time of day Rule of thirds Angle - eye level, high and low level
a. b. c. d. e.	Framing Camera Steadiness Direction of lighting - front, side, or backlighting Quality of light - shade, sunlight, and time of day Rule of thirds Angle - eye level, high and low level Level horizon
a. b. c. d. e. f. g. h. i.	Framing Camera Steadiness Direction of lighting - front, side, or backlighting Quality of light - shade, sunlight, and time of day Rule of thirds Angle - eye level, high and low level Level horizon Distance from subject - fill the frame Use of leading lines
a. b. c. d. e. f. g. h.	mparison pictures for illustration. Framing Camera Steadiness Direction of lighting - front, side, or backlighting Quality of light - shade, sunlight, and time of day Rule of thirds Angle - eye level, high and low level Level horizon Distance from subject - fill the frame

۵	5. Learn how to place photos in PowerPoint. Create a PowerPoint presentation showing the pictures you took using the above techniques.
	6. Using a photo editing program on a computer, show ability to crop, color correct, sharpen, and adjust brightness/contrast to photos.
	7. Complete at least three creative photographic projects in a photo editing program; such as a CD cover, a photo scrapbook page, a collage, etc.
	8. Have a basic understanding of file organization techniques.
	Digital Photograph



Disaster Response

<u> </u>	1.	Explain the type of damage most likely to occur to homes and individuals for each of the following major types of disaster, and indicate for each in which parts of the world does it occur most frequently:
		Hurricane/Typhoon
		Tornado
		Elas da
		Floods
		Earthquake
		Wildfire
		Chemical spill
		Nuclear agaident
		Nuclear accident

2.	Describe briefly the types of services provided to survivors of disasters in your nation by ADRA or Adventist Community Services (ACS).
3.	View a video report from ADRA or ACS concerning a recent disaster response project and discuss with your instructor, Pathfinder Club counselor, teacher or group the key roles that would be necessary in the disaster response team in order to accomplish the work described in the video.
4.	Complete the official ADRA introductory training unit provided by your national ADRA office or ACS organization.
5.	Describe at least one of these other major disaster response organizations and the kind of relationship that ADRA or ACS has with it:
	Red Cross
	UNHCR _
	Food banks

	6.	Explain the role of government officials when a disaster occurs, identify the key government agency in your nation that manages emergency response, and describe the nature of the relationship that your ADRA or ACS country office has with this government agency.
	7.	Find a Bible text that you might use to comfort and encourage an individual of your same age and gender who has just experienced the total loss of their home, and tell why you chose that text.



Drumming & Percussion

	1.	Write a one page paper demonstrating your knowledge of how a drum corps can be used to minister within your: a. local church b. community
	2.	What are the four families of rudiments?
		1
		2
		3
		4
<u> </u>	3.	Be able to name five rudiments from each of the four families of rudiments.
		1.
		2.
		3
		4
		5
_	4.	Demonstrate ability to keep in step with the drum corps by taking part in at least one outreach program. (ex. Pathfinder Day, Conference or Local church sponsored event)

5.	What is the difference between drum carriers and drum straps?
	Demonstrate with drum equipment in a formation.
6.	What are the seven essential rudiments? Why are they essential?
	1
	2
	3
	4
	5
	6
	7
7.	What is the difference between playing open vs. closed?
	Open
	Closed

	8.	Using the open/closed method, demonstrate your knowledge of the seven essential rudiments. Execute: Open to Closed to Open
	9.	What is the difference between traditional style and matched style stick holding?
		Traditional
		Matched
		Demonstrate each style by playing a sequence consisting of no less than three rudiments.
	10	What is the difference between drumsticks used for a drum corps and those used for a percussion drum set?
	11	. What are the sections that make up a drum corps?
_		
_	12	Based on the previous question, what purpose does each section serve?

equipment. 14 What are the		zes of drumsticks used for a	drum
corps?	ne various types and siz	zes of drumsticks used for a v	ai uiii
	t tools and equipment u	used for drum practice sessio	ns.

Drumming & Percussion, Advanced

0		Have the Drumming & Percussion Honor. Demonstrate ability to keep in step with the drum corps by taking part in at least three outreach programs. (ex. Pathfinder Day, Conference or Local church sponsored event), in which one must be a parade no less than? of a mile.
		1
		2
		3
	3.	Know the Standard 26 American Drum Rudiments.
	4.	Demonstrate knowledge of the rudiment families by free styling for at least 60 seconds. Your routine must contain at least 3 rudiments from each rudiment family.
	5.	Discuss the proper steps in tuning a drum. Demonstrate by tuning a drum from any section of your drum corps.
	6.	Demonstrate ability to maintain drum equipment by replacing and retuning a drumhead from any section of your drum corps.
	7.	What types of fluids or solvents are used to clean drum equipment?

8.	Demonstrate ability to secure drum equipment in storage or when traveling.
9.	Know the area of the drumhead to strike from each section of your drum corps.
10	Demonstrate ability to keep in step with the drum corps (with equipment) by executing the following commands:
	Forward March Right Flank March Left Flank March Eyes Right Attention Right Face Left Face Parade Rest At Ease About Face To the Rear March Present/Order Arms
11	Demonstrate some useful exercises used by drum corps. Be able to explain their purpose.
12	.Using rudiments, create a drum cadence not previously performed. Each section of the drum corps must execute a part of the cadence.
13	Demonstrate the difference between full-step marching vs. half-step marching with regard to playing cadences.



Dutch Oven Cooking

_	1.	Earn the Cooking honor and the Camping Skills 3 honor.
_	2.	Give a brief history of Dutch ovens and their role in American history.
_	3.	Know the difference between a bread oven, a stew/meat oven, pot/stove top oven and a camp oven.
		Bread oven
		Stew/meat oven
		Pot/stove top oven
		Camp oven

	4.	In what way are ovens sized?
	5.	Know and demonstrate fire and Dutch oven handling safety and the proper use of equipment.
	6.	What types of fuels are used to cook with an oven?
<u> </u>	7.	What are the advantages of charcoal over wood as fuel?
0	8.	How do you control temperature?
0	9.	What do ashes do to the efficiency of the coals?
0	10.	If using wood, what types are best for cooking?
<u> </u>	11.	Demonstrate how to properly season a new Dutch oven.
	12.	Demonstrate how to properly clean a Dutch oven after each use.
	13.	Demonstrate how to properly transport Dutch ovens.
	14.	Demonstrate how to properly store a Dutch oven for a short term and long term.

15. Cook one of each category using Dutch ovens:
Soup/Stew Casserole Vegetable Bread Dessert
16. Cook with the lid only as a griddle.
17. Name the six different ways to cook in a Dutch oven.
1
2
3
4
5
6.
18. What is meant by stack cooking?



Endangered Species

1.	Define the following terms.
	Endangered
	Extinct
	Habitat
	Biomes
	Food chain
	Poacher
2.	Write Genesis 1:28 in your own words.
3.	List four factors that have caused animals to become endangered.
4.	Name four animals that are now extinct.

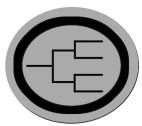
	5.	List four things that are being done to save endangered animals.
	6.	List four activities you can do to help wild animals.
_	_	
	7.	List ten endangered animals. Tell where they live and why they have become endangered. 1
		2
		3
		4
		5
		6
		7
		8
		9
		 10
		10

- **8.** Do two of the following activities:
 - Visit a zoo or animal preserve that has one or more endangered a. animals in residence. List what animal(s) you saw, where they normally live, and why they have become endangered.
 - b. Watch a video about an endangered animal. List what animal(s) you saw, where they normally live, and why they have become endangered.
 - Choose an endangered animal and write or give orally a short c. report about it. Tell where it normally lives, why it has become endangered, what is being done to save it, and any other special details about this particular animal that you have learned.
 - d. Make a scrapbook about endangered animals. This may include newspaper articles, stories, pictures, stamps, or drawings. This may be a group project.
 - Do an environment circle. With a group of 10-20 persons, form a e. loose circle with people evenly spaced within. Have each person represent something in the environment such as animals, grass lands, forests, etc. Then take a spool of heavy thread or string and connect each person to others in the circle. Have the leader start cutting the connections and start taking individuals out of the circle and see how the remaining persons are affected by the loss. Help the group to see that each thing in nature is very necessary to the survival of everything else in nature.

Endangered Sp	
2002 Ed	

Instructor's Signature

Date completed



Genealogy

<u> </u>	1.	Define the following words:
		genealogy
		ancestor
		descendant
		spouse
		sibling
_	2.	Read the genealogy of Christ
		Be able to tell where it is found in the New Testament
		Write out the genealogy of Christ – beginning with Adam
_	3.	List five ways to obtain family genealogy information
		1
		2.
		3.
		4
		5

4.	Know at least three societies that help with genealogy research 1.
	2
	3.
5.	Learn four steps important to genealogy research
	1
	2.
	3
6.	What is the purpose of documentation?
7.	Define a primary source versus a secondary source for documentation.
8.	Prepare a four-generation family chart – beginning with your self
9.	List ways to record your genealogy information.

	10. Rese	arch your family history by talking/writing to your oldest living ve
		e following: memory
	When	n and where you were born?
	First	church you remember attending?
	Name	es of schools, and location, you attended
	When	re you lived at age ten and age fourteen
	From	what country did our ancestors emigrate?
	When	re and when were you married
	If you	u had children please give their names, place and date of birth
	yours	e a thank you to your relative for their time and include a photo of self and ask them if they would be willing to share a copy of an family photo with you.
	11. Make	e a historical record of your life including:
	a. b. c. d. e.	genealogical chart Records that pertain to your life Pictures Stories Share this with your group/club/school
<u> </u>	12. Visit	a City/County Library – Genealogy Section (or other Genealogy arch Center) and write a paragraph on your visit including:
	a. b.	Types of information available Any New information you discovered about your family
	13. Visit	a cemetery and learn by copying the headstones:
	a. b. c.	The names of three different families The dates of birth and death for these family members The average length of life for these family members
	and a	k with your local cemetery officials to learn how upkeep is done ask them how you can help with clean-up in a cemetery in your Then do it!

Genealogy, Advanced

1. Ha	ve the Genealogy Honor
2. De	fine a primary source versus a secondary source for documentation.
3. Wl	nat is the purpose of documentation?
of	monstrate a census extraction for one branch of your family from six the following census: (for NAD find year of immigration and list the y from where they immigrated)
a. b.	1840 1850
c.	1860
d. e.	1870 1880
f.	1900
g. h.	1910 1920
5. She inf	ow a pedigree chart you have filled out for 7 generations. List the formation you have been unable to learn and what efforts you have de to locate this information.

6.	Show 42 family group records you have filed out and the documentation notes to go with the family group record.
7.	Find military records/pension records on one of your family members. If your family has none, then show military/pension records on any person.
8.	Show vital records you have obtained for one person from item # 5 including:
	a. birthb. marriagec. death
9.	Show a copy of 3 obituaries on relatives with documentation where you found them.
10	List four web sites/or libraries where you have been able to locate information for your family research.
	1
	2
	3
	4.
11	Where in the Bible does it say not to spend time on fables and endless genealogies?
	What does the Seventh-day Adventist Commentary list as the reason



Geocaching

0	1.	Define Geocaching.
	2.	What is a GPS receiver?
	3.	Demonstrate 2 ways of finding the location of a Geocache in your area on a Geocache website.
	4.	Demonstrate entering the latitude and longitude coordinates into the GPS to find a Geocache in your area.
	5.	Define the following terms
		Traditional cache
		Micro-cache
		Virtual-cache
		Multi-level cache
		Travel Bug
		Geomuggle/muggle

	What items may be left in a geo-cashe? Which items may not? Wh usually in a cache?
7.	Know and practice good Travel Bug Etiquette
8.	What is meant by Cache In, Trash Out?
9.	Find 3 Geocaches in your area, at least one of which must be a regularizational) cache.
	1
	2
	3
10	Write about your geocache find in your logbook on a geocache wel
11.	Discuss Matthew 6:19-21 and Jeremiah 29:13 and compare them to geocaching.
12	Discuss safety concernns you should consider when geocaching.

Geocaching, Advanced

their history—when and how did they get there? By whom? 3. Define latitude, longitude. What is meant by degrees, minutes, seconds? 4. Complete two or more of the following:. a. Establish and maintain a new geocache in your area for at least 6-months. b. Send out and follow a TB (travel bug) for 6 months. c. Find 2 travel bags and follow for 6 months. d. Participate in a geocache meeting or event in your area (attend). 5. What are the laws/rules/guidelines for placing caches in the following locations? State Parks National Park Service	 4. Complete two or more of the following:. a. Establish and maintain a new geocache in your area for a months. b. Send out and follow a TB (travel bug) for 6 months. c. Find 2 travel bags and follow for 6 months. d. Participate in a geocache meeting or event in your area (5. What are the laws/rules/guidelines for placing caches in the follocations? 	lites? What is	Have the Basic Geocaching Honor Briefly describe the origin of the global positioning sate
 4. Complete two or more of the following:. a. Establish and maintain a new geocache in your area for at least 6-months. b. Send out and follow a TB (travel bug) for 6 months. c. Find 2 travel bags and follow for 6 months. d. Participate in a geocache meeting or event in your area (attend). 5. What are the laws/rules/guidelines for placing caches in the following locations? 	 4. Complete two or more of the following:. a. Establish and maintain a new geocache in your area for a months. b. Send out and follow a TB (travel bug) for 6 months. c. Find 2 travel bags and follow for 6 months. d. Participate in a geocache meeting or event in your area (5. What are the laws/rules/guidelines for placing caches in the follocations? 		
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 a. Establish and maintain a new geocache in your area for at least 6-months. b. Send out and follow a TB (travel bug) for 6 months. c. Find 2 travel bags and follow for 6 months. d. Participate in a geocache meeting or event in your area (attend). 5. What are the laws/rules/guidelines for placing caches in the following locations? 	 a. Establish and maintain a new geocache in your area for a months. b. Send out and follow a TB (travel bug) for 6 months. c. Find 2 travel bags and follow for 6 months. d. Participate in a geocache meeting or event in your area (5. What are the laws/rules/guidelines for placing caches in the follocations? 		
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locations?	locations?	area (attend).	<u> </u>
State Parks National Park Service	State Parks National Park Service		What are the laws/rules/guidelines for placing caches in
			State Parks National Park Service

	Roads and Railroad Right-of-Ways
	Placing caches while traveling
	Wilderness Areas while traveling
	USDA Forest Service
6.	Find and record at least 18 geocaches; include:
	Traditional cache with 3-star difficulty. One Multi-level. One virtual.
	One micro.
	1
	2
	3
	4
	4.
	5
	6
	7.
	7

8			
11			
14	 	 	
15	 	 	
16.		 	
17	 	 	 .
18	 	 	

North American Division

2002 Edition



Glass Etching

1.	. Na	ame the tools and items needed for Glass Etching.
2		4. 1
2.		ame the eleven steps of Glass Etching.
	3. 4.	
	11.	
3.	. W	That is the technique of applying velvet etch?
4		ake a project on clear glass.
		Lettering or verses Flowers, animals, or people.
		roject made
5.		ake a project on a mirror. Include the following: Lettering, verses, flowers, animals, or people.
6	. M	ake a project on a glass, jar, or oval object.
	Pr	roject made

Date completed _____ Instructor's Signature ____



Gold Prospecting

_	1.	Create a list of equipment used for gold panning. Describe each item and tell what it is used for. The list should include at least the following.
		Gold Pan
		Classifier
		Snuffer Bottle
		Shovel
		Pick
		Bucket
		Troval
		Trowel
		Pry bar

	Rock hammer
	Crevice Tool
	Crevice Tool
	Drinking Water
2.	Define the following:
	Pay Dirt
	Quartz
	Pyrite
	Blond Sand
	Black Sand
	Placer

Lode
Nugget
Flake
Mercury (historical use) DO NOT USE TODAY
Dust
Specific Gravity
Specific Gravity
Wet and Dry Panning
Gold Fever
Goid 1 ever
Troy Pound
Troy Ounce

		Penny weight (dwt)
		Grain
	3. V	What are the following identifying characteristics of Gold.
		Specific Gravity
		Color of streak
		Color
_	4	
	4.	Where are some good places on a river or stream to look for gold?
	5.	Make a timeline containing at least 15 items about the history of gold prospecting from 1600 until the present day, including the following rushes: California Gold Rush, Klondike/Yukon Gold Rush, Witwatersrand Gold Rush and the Victorian Gold Rush.
	6.	Learn about gold panning by doing one of the following:
		 a. Do some gold panning. (preferred). b. Practice panning using flattened lead or tungsten shot mixed with sand (preferably from a river bank).

36.41.46	
Matthew 13:44-46	
Matthew 6:19-21	

Instructor's Signature _____

Update 2008

Date completed _____

Gold Prospecting, Advanced

2	 Have the Gold Prospecting Honor. Describe the following types of prospecting equipment.
_	
F	Rocker box
_	
ŀ	High banker
-	
E	Bucket dredge
_	
S	Suction dredge
_	
I	Ory washer
_	
- Т	Frommel
_	Trommel
_	
F	Beach box
-	

Me	etal detector
J1g	
Sha	aker table
3.	What government requirements, if any, are associated with the equipment listed in number 2 above?
Slu	ice box
Ro	cker box
Hig	gh banker
Bu	cket dredge
Suc	ction dredge
Dr	y washer

Trommel	
Beach box	
Metal detector	r
Jig	
Shaker table _	
4. What are the number 2 a	he advantages or disadvantages to the equipment listed in above?
Sluice box	
Rocker box	
High banker	
_	
Bucket dredge)
J	

Suction dredge
Dry washer
Trommel
Beach box
Metal detector
Jig
Shaker table
5. Use at least two of the types of equipment listed in number 2 above to prospect for gold.
6. Pathfinders are supposed to take only pictures and leave only footprints, but prospecting requires moving rocks and digging large holes. How can you reconcile these two conflicting requirements?

Heart and Circulation

lanant	
neart	
blood ve	eccelo
blood v	essels
blood	
_	
lungs _	
2. Desc	cribe the major difference between arteries and veins.
What is	a capillary and what is its function?

3.	Identify two locations for measuring your pulse. Demonstrate your ability to accurately take someone's pulse.
4.	Record your resting pulse rate, then exercise strenuously (ie jog, swim laps, climb stairs, etc.) for 10 minutes. Retake your pulse immediately after exercising, and then again after five minutes. Do this each day for one week recording your results on a chart or a graph. Did the exercise effect your heart rate?
5.	Make a simple stethoscope and listen so someone's heart beat.
6.	List at least five things you can do to keep your heart healthy. Put these into practice if you have not been doing so already.
	1
	2
	3
	4
	5
7.	What is cholesterol and how is it related to arteriosclerosis?
8.	What is a heart attack and what are its symptoms? How can CPR help?

10. Fine	d five verses in the Bible that refer to your heart. Memorize tw
them	, and the second se
them.	
1.	
1. 2.	
1. 2.	
1. 2. 3.	

Record for 1 week your resting heart rate then exercise strenuously (ie jog, swim laps, climb stairs, etc.) for 10 minutes. Retake your pulse immediately after exercising, and then again after five minutes. Do this each day for one week recording your results on a chart or a graph. Did the exercise effect your heart rate?

Day 1			
Resting Exercise Heart rate Heart rate			
Day 2			
Resting Exercise Heart rate Heart rate			
Day 3			
Resting Exercise			
Heart rate Heart rate			
пеантаце			
Day 4			
Resting Exercise			
Heart rate Heart rate			
Day 5			
Resting Exercise			
Heart rate Heart rate			
Day 6			
Resting Exercise			
Heart rate Heart rate			
Day 7			
Resting Exercise			
Heart rate Heart rate			

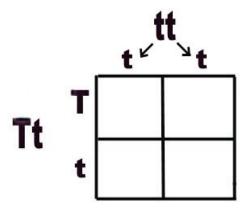




	Heredity
0	1. What is meant by the term "heredity"?
	2. Draw a picture of an animal cell and label the following parts: Cell membrane, cytoplasm, nucleus, nuclear membrane, ribosomes
<u> </u>	3. What is a chromosome and where are they located?
	What is a gene and where is it found?
-	4. What is meant by the term "allele"?

How does a dominant allele differ from a recessive allele?
Determine which allele you have of the following genetic traits:
Widow's peak
Free earlobe
Dimples
Curved Thumb
Bent pinky
Digit hair
Rolling tongue
Second toe longer

Using a punnet square, predict the ratio of offspring produced from these monohybrid crosses: TT (tall) crossed with tt (short), Tt (tall) crossed with Tt (tall), Tt (tall) crossed with tt (short)



	equence of cells , metaphase, ana			tosis including:
Briefly e process.	xplain how the D	NA in the chro	omosomes is o	copied during th

	a sequence ase I & II,						
Do the	cells resu	lting fron	n meiosi	s remain	haploid?	Explain	•

4 7	Describe how DNA encodes the specific proteins that result in genetic traits. Demonstrate you knowledge of this process by using diagrams or paper models.
- 8 - 8	• What is a mutation? Using the diagrams or models created in question 7 to illustrate the effect of a mutation on the genetic trait.
_ _ 9	 Know at least five genetic disorders and tell a story about a famous person or someone that you know who has had one of these disorders. 1.
	2. 3.
	4
- 1	0. Is Biological Heredity the only factor contributing to your character, i.e., what makes you who you are?
- - - 1	1. Find 3 statements from Ellen Whites writings that relate to the previous
	question 1 2
	3.4.
e completed	Her 2002 Ed



Hot Air Balloon

1.	State the role each of the following played in the development of flying balloons.				
	Joseph Michel Montgolfier and Jacques-Etienne Montgolfier				
	Jean François Pilatre de Rozier and François Laurent Marquis d'Arlandes				
	Jacques Alexandre Cesar Charles and Nicolas Louis Robert				
	Ben L. Abruzzo, Maxie L. Anderson, and Larry Newman				
	Bertrand Piccard and Brian Jones				
2	Cita the principle of Archimedes, and briefly describe heavit applies to				
۷.	Cite the principle of Archimedes, and briefly describe how it applies to each of the following:				

		A piece of cork floating in a bowl of water
		A ship floating in the ocean
		A hot air balloon floating in the atmosphere
-	3.	Using a textbook of Chemistry, or a reference book of scientific tables, draw up a simple table showing the composition of air by weight and by volume.
a	4.	Draw up a simple table showing a comparison of the atomic number, atomic weight, and density of hydrogen, helium, nitrogen, and oxygen.

	5.	Name two gases that are used in flying gas filled balloons. 1.
		1
<u> </u>	6.	Explain how heat/temperature affect the density of air, and how this applies to flying hot air balloons.
	7.	Explain the role of each of the following in the structure and flying of a hot air balloon.
		Envelope
		Support structure
		Throat
		Fuel source
0	8.	Name two materials that may be used for the envelope of a hot air balloon, and compare the advantages each cords because of its properties.

	9.	Describe how flying balloons have served a useful function in Military campaigns
		Scientific research
0	10	At what time of the day do most sport balloon flights take place? Why?
<u> </u>	11.	Describe how a pilot controls the vertical movement of A hot air balloon
		A gas filled balloon
<u> </u>	12.	Describe how a pilot controls the lateral or horizontal movement of a flying balloon.
-		Build to completion one model hot air balloon (or two if working in irs).
	•	Successfully launch, fly, and recover the model hot air balloon(s) which you have built.



Hunger Relief

	_	
<u> </u>	1.	View an ADRA video on the topic of world hunger and discuss with your Pathfinder Club unit or class the methods shown in the video which ADRA is using to combat hunger.
	2.	Interview the person who directs the community food pantry in your local church or another local church in your area. Ask this person about the types of people they serve, what causes food needs in the community, and how they meet these needs. Take notes during the interview.
	3.	Visit a food bank and talk with the staff, and then explain to your instructor how the food bank gathers donated groceries and provides supplies to food pantries, soup kitchens, etc.
	4.	Describe in an essay of at least 500 words the causes of hunger in each of the following situations:
		Developing nations overseas Inner-city and other disadvantaged areas in this country
		Alternate requirement: Make a presentation of at least 10 minutes during a Sabbath School program, Pathfinder Club Devotional, to a school assembly or civic club on the same topics.
		Alternate requirement: Create a video tape, slide and sound show, or presentation software production on the same topics and show the production to a Sabbath School group, school assembly or civic club.
	5.	Collect at least 50 non-perishable food items for the community food pantry in your local church or the nearest Adventist Community Services center.
	6.	Volunteer in a soup kitchen for at least two meals, This can be done as a group project with others in your Pathfinder Club or school. If there is no Soup Kitchen in your area, prepare and distribute six sack lunches to the needy or homeless.



Indian Lore

	1.	Name five uses made of natural materials by the Northwest Indians.
		1
		2
		3
		4
_	2	None Comment of the control of the C
	2.	Name five uses made of the yucca plant by the Southwest Indians.
		1
		2
		3
		5
	3.	Name five uses made of the birch tree by the Eastern Woodland Indians.
		1
		2
		3.4.
		4.
	4.	Know 15 plant foods introduced to us by the Indians. Include four plant names used today.
		1
		2
		3
		4
		5
		6
		7

		8
		9
		10
		11
		12
		13
		14.
		15.
	5.	Describe Indian stalking and tracking.
		Stalking
		C
		Tracking
_	6.	Name five rocks and/or minerals and uses made of them by the Indians.
		Rocks/Minerals Uses
_	7	
_	7.	Explain one way in which arrowheads were made by the Indians.
_	_	
_	8.	Define pictograph.
		What are Indian petroglyphs and where can you find them?

o	9.	Describe the use of seashells by the Indians.
	10.	Name at least ten materials used in making Indian arts and crafts.
		1
		2
		3.
		4.
		5.
		6.
		7
		9.
		10
0	11.	
		Craft made

Indian Lore, Advanced

1	21
	22
3	23
4	24
5	25
6	
7	
8	28
9	29
10.	
11	31
12.	32
13	33
14	34
15	
16	36
17	37
18	38
19.	
20.	40.

3. Participate in a meal using as many Indian foods and cooking methods as possible.

ш	4. Name five drugs or medicine plants used by the Indians.	
	1	
	2	
	3	
	4.	
	5.	
	5. Discuss the Indians of your area with regard to:	
	a. Tribes located there	
	b. Homes and clothingc. Native crafts performed, such as basketry, pottery, mats, etc.	
	d. Religious practices	
	e. Form of Government	
	6. Name ten articles used by the Indians in their religious ceremonies.	
	1	
	2	
	3	
	4	
	5	
	6	
	7.	
	8.	
	9	
	7. Explain two methods of mounting and displaying arrowheads.	
	1	
_		
_	8. Explain one method of restoring and mending damaged arrowhead ollas, blankets, and baskets.	5,
	Arrowheads	
	1	
	Ollas	
	1.	

	Blan	nkets	
	1.		
	Bas		
	1.		
9.	Nan		fferent tribes of the present day and tell
		Tribes	Noted for
	1		·
			·
	9		
10.	Exp		used by the Indians and try to obtain at
	Col	ors/Shades	
	1.		
	2.		
11.	a. b. c.	one of the following: Visit an Indian museum Visit Indian ruins or mou Make a personal visit wi	h an Indian
	d.	Visit an Indian village or	reservation



Internet

2 .	Define the following terms and give examples of each: mail		
	Web browser		
	Web browser		
	IRC/IM (Instant Messenger) client		
	Streaming		
	Search Engine & Search Directories		
	Antivirus software		
	Firewall		
	Firewall		
_			
3 .	Complete one of the following:		

- - Write a brief 250-300 word history of the Internet. a.
 - Present a 2-3 minute talk concerning the history of the internet. b. Regardless of the option chosen, include date/events surrounding its origin, the major landmark events, the birth and growth of web browsers (such as Mosaic, Netscape, Internet Explorer), and what it is doing today. Remember, this is not a history of computers, but rather a brief history of the Internet. You should list at least 2 online resources from which you found information relevant to your report.

	4.	Why is antivirus software important? Include in your answer: What are some ways you can receive virus' via the Internet? How is having up-to-date antivirus software important for keeping your computer files safe? How can not being protected lead to sharing the virus with other family and riends? What harm can a virus do to your computer or to other people's computers?
<u> </u>	5.	In what ways does filterware / Parental controls (programs like Net Nanny TM or AOL Parental Control) protect your family? With your family, develop & sign a Covenant of Family Internet Usage including the following elements:
		 a. Never reveal personal information b. Remember that people may not be who they say they are c. Never meet an online friend in the flesh for the first time without a parent present
		d. Never respond to flames
		e. Stop immediately if you see or read anything that upsets you.
		f. Time each member of the family may spend on the internet per week. Set boundaries that encourage time for family, homework, and other necessary family activities.
		Types of websites that are acceptable/unacceptable to view. What are the principles that your family will use to determine what are acceptable? Base these principles on the Bible.
	6.	Show your ability to navigate your way around the internet by demonstrating the following:

Visit at least 3 different websites (distinct domain names). Print out or show the front page of each site for your instructor.

a.

Demonstrate your ability to use a search engine to find an online b. Bible website. Go to the website, look up at least 3 different Bible memory texts in 3 different versions, and print or show your results to your instructor. Find 3 websites created by the Seventh-day Adventist Church. c. Print out or show the front page of each site for your instructor. Download a compressed file from the internet (tar, zip, etc.) to d. your hard drive and uncompress it and operate the program or file. **1** 7. Demonstrate your ability to use email by demonstrating the following to your instructor. (If necessary, create an email account, with a distinct username and password): Create and send email a. Receive and download email b. Download/view an attachment c. Know 5 principles of operating email safely. d. **8.** Memorize Philippians 4:8. How does this Bible text guide a Christian's use of the internet?

*Throughout this honor, the term "virus" represents the traditional virus, as well as trojans, worms, and other malicious code.

Internet
2002 Edition
Updated 2006

Internet, Advanced

1.	Have the Internet Honor
2.	Have the Basic Computer Honor
3.	Define the following terms (or their equivalents) and tell when and how they are used:
	HTTP
	Hyperlink
	HTML
	Browser safe colors and hex codes
	URL
	Gif
	JPEG

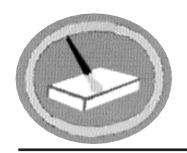
- 4. Learn and demonstrate the use of these HTML tags OR demonstrate equivalent website construction commands in one of the current website development languages (PHP, XML, etc.)
 - **a.** <html></html>
 - **b.** <head></head>
 - **c.** <body></body>
 - **d.**
 - e. <i></i>
 - **f.**
 - **g.**
 - **h.**

/br>
 - i.
 - i. <hr></hr>
 - **k.**
 - **l.**
 - **m.**
- 5. Make a simple table include text, a graphic, a horizontal rule, and a link. Use hex Codes to color your text. Make your title larger then the main document text.
- **□ 6.** Learn about:
 - **a.** Web graphics and be able to explain the process used to make them down load quickly.
 - b. Web safe colors and know when to use them. Use this knowledge to create a jpg and a gif that are both under 15k, but that are still easily viewable on a website, and to create at least five graphical navigation buttons and a title header for your website.
- Individually or as a family, unit, or other group, develop a functioning website. All the pages of the website should be "linked" together so that someone visiting your "Homepage" may click to each of the other pages on your website. The web site should be composed of no less than 4 pages. The website should include:
 - **a.** A welcome page that states the reason for the website & includes at least one image or photograph.
 - **b.** A photos page that shows activities/events you, your family, or group have enjoyed
 - c. A guest book or contact page where people can "sign in" that they have visited OR where a contact email address is listed where people can email you when they visit your website.
 - **d.** A links page to other websites that you enjoy. This page should contain at least 8 links.

e.	If your page is for Pathfinders/Youth group/Church or similar
	organization, create a calendar page that contains upcoming
	events.

f.	Maintain the above website for at least 3 months. Keep the
	website information current by changing and editing the content
	often (Add pictures, update the calendar, etc.).

		Internet, Advanced
		2002 Edition
Date completed	Instructor's Signature	Updated 2006



Lapidary

1.	Name four safety precautions to be taken when sawing rocks.
	1
	2
	3
	4.
2.	Name two types of diamond saw lubricating and cooling solutions and their purpose.
	1
	2.
	Purpose
3.	Explain how a diamond saw cuts rocks, how it gets dull, and how it can be sharpened.
	Cuts Rock
	Gets dull
	Sharpened
	1
4.	Describe the five basic steps to follow in bringing a slab or a flat surface to a polish.
	1
	2.
	3.
	4.
	5.
	

	5.	What important precaution should be taken between each stage of grinding and sanding?
	6.	What is a template, and how is it used?
	7.	What is a cabochon, and what is the usual thickness of the slab from which it is made?
	8.	How do you decide the best angle or position to slab a specimen?
0	9.	Explain two methods of wet sanding while shaping and polishing the rock.
		1
		2
	10.	From what material are polishing compounds made?
		If a scratch appears while polishing, how is it removed?
0	11.	Saw, trim, properly dop, and carry a cabochon through the necessary grinding, sanding, and polishing stages to a high gloss or glassy finish.
	12.	Mount the cabochon on some type of backing, such as a stick pin, sweater pin, key ring, etc., with cement.





Letter Boxing

<u> </u>	1.	Define the following
		Cache
		Letterbox
		Trail name
		Personal log book
		Stamp in
		Hitchhiker
		Hybrid box
		Bonus box

		Exchange
	2.	List at least five behaviors you should practice while letterboxing.
		1
		2.
		3
		4
		5
	3.	Know the basic orienteering skills of
		Pacing Compass use Know how to find the four major directions without a compass
	4.	Design, create and carve your own personal stamp.
0	5.	As a unit, club or family find the clues and then locate at least ten letterboxes, four which can be part of a series. Individually "stamp in" your stamp, imprint the letterbox stamp in your log book and record your find on the web site.

Pathfinder's Name

Letter Boxing, Advanced 1. Complete the Letterboxing honor. 2. Create a letterbox stamp, post clues on a web site, establish and maintain a letterbox for six months. 3. As a unit, club or family find the clues and then locate an additional twenty letter boxes not found for the basic honor, eight which can be part of two or more series. Individually "stamp in", imprint the letterbox stamp in your log book and record your find on the web site. 4. Design, create and carve your own hitchhiker stamp. Hide in a letterbox, post on a web site and track its travels for six months. 5. Participate in an exchange with letterboxers other than your local club members and obtain a minimum of 20 stamp images.



Lighthouses

1.	Describe the following in detail concerning lighthouses:
a.	What is the function of a lighthouse?
b.	When were the first lighthouses of record built?
c.	What is the name of the most famous ancient lighthouse?
d.	What are people called who study lighthouses? Why?
e.	Do all lighthouses have keepers? If not, how are they run?
2.	Research the structure and function of Fresnel lenses. Explain what makes these lenses so effective.

	3.	Throughout history, what fuels were used for lighthouse lights?
0	4.	Are all lighthouses located along ocean shores? If not, list other locations where you would find a lighthouse.
<u> </u>	5.	What is the lighthouse service called in your country? What organization or branch of government is responsible for maintaining lighthouses in your country?
	6.	When a lighthouse is a visible landmark seen from the ocean during the day it can be identified by certain markings. What are these called?
-	7.	What is a foghorn? Why would one be used at a lighthouse? What are three things that affect how far away a foghorn can be heard?

	8.		lighthouses are often called "lights, explore the concept of s" in scripture by doing the following:
		a.	Look in the Bible Concordance to find "lights" and discuss lights as referred to in the Bible
		b.	Explain why you think God's word is like a lighthouse.
		c.	Memorize John 8:12.
	9.		a poem or a story about a lighthouse light. Include thoughts of "light". Read your story or poem to your group.
			or photograph five lighthouse forms/types being used today. ne of the following:
		a.	List the names and locations of 5 lighthouses in your state / province.
		b.	Locate on a map the location of 10 lighthouses in your country / division
	12	List tl	ne references you used to learn about lighthouses.
complet	ted		Lighthouse 2002 Editio Instructor's Signature Update 200

Date completed _____

Lighthouses, Advanced 1. Have the Lighthouses Honor **2.** Make a scrapbook including the following: Pictures, post cards or drawings of twenty-five lighthouses. Label should include a brief description of: location, year built, active / non-active status, and order of the lens. Write up a short history of the above lighthouses. b. Include drawings/pictures and answers to all the requirements for c. this honor in your scrapbook. 3. List the development of a Fresnel lens, including: Name of the gentleman that invented it, country that he came from, year developed. 4. Draw a Fresnel lens: Show how prisms are used to concentrate light,

draw a bull's eye lens and state its purpose.

	5.	Make a chart showing each class of Fresnel lens:			
		a. Define order and list by sizeb. Name at least one lighthouse using each order			
	6.	Research and describe the history of the mechanism for rotating lights.			
	7.	Make a chart of six lighthouses showing nighttime (light) and daytime (day mark) signature.			
	8.	What is a lightship? Why and where are lightships needed?			
	9.	Read about lighthouse keepers and list some of the hazards they faced in			
_	,	completing their duties.			
	10	Study quotes by Ellen White mentioning lighthouses and discuss the meaning. Place a copy of the quotes in your scrapbook.			
	11	Obtain a "Lighthouse Passport" and have it stamped at 10 different lighthouse locations.			
		Build a lighthouse modeled after a real lighthouse using a lighthouse kit, wood, or other medium. Know the name, location, and date when the actual lighthouse was originally built.			

Make a chart of six lighthouses showing nighttime (light) and daytime (day mark) signature

	Night Time	Daytime
Lighthouse 1		
Lighthouse 2		
Liebth area 2		
Lighthouse 3		
Lighthouse 4		
Lighthouse 5		
Lighthouse 6		



Mountain Biking

1.	Earn the Cycling Honor.			
2.	Using a mountain bike and a road bike as examples, show and describe five differences between mountain and road bicycles.			
3.	Demonstrate the function and advantages of cleats, bar ends and a front shock on a mountain bike.			
4.	List at least three materials that mountain bike frames are made from and explain why new materials are always being tested for mountain bike frames. 1			
	2.			
	3.			
5.	Explain differences between single track, double track, and fire roads.			
	Single track			
	Double track			
	Fire roads			
6.	Give the definition for the terms "hard tail" and "full suspension" and explain the advantages and disadvantages of a full-suspension bike compared to a hard tail.			
	Hard tail			

		Full suspension
		Advantages
		Advantages
		Disadvantages
0	7.	Describe the basic rules of courtesy that should be followed when doing off road riding.
	8.	List 3 basic pieces of safety equipment that should be worn when mountain biking.
		1
		2
		3
	9.	Know the 3 most commonly broken bones in mountain biking accidents and how to prevent these injuries from occurring.
		1
		2.
		2
		3
	10.	Demonstrate how to properly clean, polish and lube your bike after you ride it.

11.	some for m	plete the following riding requirements: All rides must be done on a sort of off-road trail like single track and a given trail may be used nore than one ride or repeated to make a ride long enough to meet equirements (if needed). Three 5 mile rides.
		Date completed
	b.	Two 10 mile rides.
		Date completed
	c.	One 20 mile ride.
		Date completed



Paper Quilling

0	1.	What	was paper quilling called when the craft first began?
0	2.	Know	v the history of quilling.
	3.	Know	the tools used in quilling.
	4.	Know	and be able to correctly make each of the following rolls:
		a.	Tight Circle
		b.	Loose Circle
		c.	Teardrop
		d.	Shaped Teardrop
		e.	Marquise
		f.	Shaped Marquise
		g.	Crescent n Holly Leaf
		h.	Square
		i.	Rectangle
		j.	Triangle
		k.	Bunny Ear
		l.	Half Circle
		m.	Rolled Heart (Arrow)

	5.	Know and be able to correctly make each of the following scrolls:
		 a. Loose Scroll b. Open Heart c. V Scroll d. S Scroll e. C Scroll
	6.	Make a simple floral design by using at least three of the methods above.
0	7.	Make a filled-in picture or ornament.

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Pain	IIN	aeı	S	INA	me

Paper Quilling, Advanced

1.	Know and be able to correctly make each of the following Eccentric shapes.	
	e.	Eccentric Loose Circle Eccentric Teardrop Eccentric Marquise Eccentric Fan Eccentric Crescent Eccentric Bunny Ear Eccentric Tulip
2.	Know	and complete three of the following shaping techniques.
	a. b. c. d. e. f. g. h. i. j.	Fringed Flower Grape Roll Spiral Loop Method Pegs Weaving Paper Twisted Loop Huskings Folded Roses Curled Flowers
3.	Make	a picture or ornament using at least three of the Eccentric Shapes.
4.	Make	a three-dimensional object.



Parade Floats

	1.	Learn and implement the following safety rules in the creation of a parade float.
	2.	List at least five materials that can be used in your float building and decorating.
		1
		2.
		3.
		4.
		5.
	3.	Help build a float by:
		a. Helping design a float for your Pathfinder Club/Church youth
		 group Assist in planning materials needed and be involved in collecting those items
		c. Decorating a float for at least 4 hours
0	4.	Be in a parade experience with the float you have helped to build and decorate, and as appropriate, hand out pamphlets that explain the youth/Pathfinder ministry of your group.
	5.	Photograph your float during its creation and during the parade and share the experience in one of the following ways.
		a. With at least two shut-ins how your group witnessed in the
		 community Report with pictures and stories for a church or Sabbath School program and for a Pathfinder club worship program
0	6.	Memorize Mark 16:15 and discuss with a group how the honor's parade float project helps fulfill this biblical command.

Parade Floats, Advanced

		raidao riodio, riavaniood
	1.	Complete the Parade Floats honor.
	2.	Review with your team the basic safety requirements concerning usage of ladders, hand tools, knives, and other power equipment used to complete this honor.
		ladders
		hand tools
		knives
		other equipment
		Demonstrate safety in all aspects of creating your float.*.
	3.	Build a float (with your Pathfinder/youth group) not previously used for completing honor requirements with the following minimum specifications:
		 a. 6' x 10' minimum base size b. Mechanically moving float display parts (not including axles, wheels, etc. used to transport the float
	4.	Be centrally involved in the design of the float. As part of this involvement.
		a. Plan materials needed and delegate collection of those itemsb. Decorate a float for at least 6 hours
		 b. Be involved in directing the development and creation of at least one portion of the float
	5.	Enter a float, not previously used, in two parades. One of the parades may be a Pathfinder Fair or its equivalent.
Note:		isk Management (adventistrisk.com) has guidelines listed on their web- e concerning safety management

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Peace Maker

1.	Define conflict and discuss the difference between good and bad conflict.		
2.	Identify the 4 causes of conflict as described in the Bible. Read the following passages for assistance:		
	Acts 15:22-20		
	1 Corinthians 12:12-31		
	Genesis 13:1-12		
	James 4:1-3		

	experiences.	.,
	a. Escape – Denial• Blame Game• Run Away	
	b. AttackFightGossipPut Downs	
	 c. Conciliation Over look Talk it out Negotiate 	
4.	Reverse role-play a conflict from your own life and identify vare on the "slippery slope" and what possible conciliation opt might try.	
		Peace Maker
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3. Identify each segment of the slippery slope of addressing conflict, and discuss examples of each type from the Bible and your own

Peace Maker, Advanced

Instru	cto	r Required
	1.	Complete the Peace Maker honor
	2.	Define mediation and arbitration and discuss the similarities and differences between them.
	3.	Identify and demonstrate the role and responsibilities of an effective mediator and arbitrator.
	4.	Discuss the difference between litigation (an adversarial relationship) and Christian conciliation.
	5.	Identify what types of conflicts should be:
		Mediated
		Arbitrated
		Litigated
		Negotiated
	6.	Participate in mediating a conflict (i.e. role play) between two people or groups and discuss the process, identifying what worked. What didn't work, and why.
	7.	Participate in arbitrating a conflict (i.e. role play) between two people or groups and discuss the process, identifying what worked. What didn't work, and why.

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Pinewood Derby

	1. N	ame the four basic components of a Pinewood Derby car.
	1.	
	2.	
	4.	
_		
	2. Ca	ars must meet the basic following requirements: Must be made during the current calendar year or Pathfinder club year.
	b.	
	c.	Length of car shall not exceed 7" or 178 mm
	d.	
	e.	Width between wheels shall be 1-3/4" or 44 mm
	f.	Height from bottom of car to bottom of tires shall be 3/8" min. or 10 mm
	g.	Use only axles, wheels, and wood provided in the kit you purchase.
	h.	1
	3. K	now how to use safely the following while building your project:
	a.	Saw
	b.	Wood rasp
	c.	Course sandpaper
	d.	Fine sandpaper
	e.	Wood plane
	f.	
	g.	Shaping stick
	4. K	now the basic steps in designing a car:
	a.	Design
	b.	\mathcal{E}
	c.	
	d.	
	e.	Adding weight
	f.	Lubrication

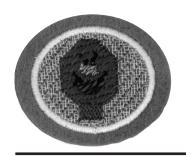
	5.		etion a Pinewood Derby car from a basic kit kit or if no instructions, follow the
	6.	Participate in a sponsored P in number five (5).	Pinewood Derby event using the car you built
		Event	
		Date of event	
	7.	Define and practice good spwalk.	portsmanship as it relates to your Christian
su	ire y		ate in a conference Pinewood Derby event be ions from your conference because some use above.
Whe	re t	o Order:	
I	PO b	W Crafts Manufacturing or box 5501 dena, CA 91117	Pine Car PO Box 98 Linn Creek, MO 65052

Note: Pinewood Derby cars are usually available through the Boy Scout organization.

Pinewood Derby, Advanced

<u> </u>		Have the Pinewood Derby Honor. Know the Pinewood Derby race regulations for your district, area, or conference. NOTE: Many conferences have special Pinewood Derby events and the rules may vary as to length, weight and wheels.
_	3.	Be aware of the following: a. Cars shall not ride on any kind or type of springs.
		 b. No loose materials of any kind are allowed in or on the car. c. Official number must be clearly marked and visible.
	4.	Review tool safety.
	5.	Know the various ways to prepare and finish your project: a. Sanding wood b. Filling holes c. Sealing new wood d. Coloring wood e. Gloss finishes f. Enamel finishes g. Stain finishes h. Wax finishes i. Acrylic finishes j. Water colors k. Leather look on wood l. Decoupage m. Forged foil
	6.	Know the principle meaning of friction and how it can effect the performance of your car.

	7.	 Know the three best ways to reduce friction on your car. a. Axle lubrication b. Aerodynamic design c. Smooth finish d. Proper wheel/axle clearance e. Reduce wheel shaking
	8.	Know the three theories of weight distribution and how it could affect the performance of your car. 1
		2.
		3.
-	9.	 Design and build to completion the following (not previously built): a. Basic car kit with complete exterior finish b. Deluxe/fancy car kit with complete exterior finish and decals c. Be creative by building one of the following: tank, submarine, airplanes, piano, ice cream sandwich, fire engine, vege-link, school bus, baby carriage, etc.
0	10.	Use details on your project such as steering wheel, driver, decals, and etc. as long as these details do not exceed the maximum length, width, and weight specification.
	11.	Participate in a club, district, or conference sponsored Pinewood Derby event with a current car.
		Event
_	10	Date of event
u	12.	Define and practice good sportsmanship as it relates to your Christian walk.



Plastic Canvas

1.	What is plastic canvas?
2.	Name four (4) types of plastic canvas and give a brief description of each. 1
	2
	3
	4
3.	Which type of yarn is best for use on plastic canvas?
4.	Describe the following types of yarn and say on which type of canvas they work best.
	Worsted Weight Yarn
	Sport Weight Yarn

		Tapestry Yarn
		Persian Wool
		Pearl Cotton
		Embroidery Floss
-	5.	What type of needle is used on plastic canvas? Which size needle is used on each type of plastic canvas?
0	6.	Which instruments are used for cutting plastic canvas? How do you cut plastic canvas?
	7.	Name at least ten (10) stitches and make a one-inch sample of each. 1.
		2.3.
		4. 5.
		6.
		7
		8
		9

□ 8.	a. b.	e two of the following items using three different stitches. Coaster Bookmark Picture Frame Refrigerator Magnet Christmas Ornament Door Hanger
9.	Make a. b. c. d.	Tissue Box Cover Tote Bag Floppy Disk Holder Trinket/Coaster Box

Pathfinder's Name

Plastic Canvas, Advanced

	1.	Earn the Plastic Canvas honor.
	2.	Name six (6) stitches (not previously used in Plastic Canvas, Basic) and make a two-inch sample of each.
		1
		2
		3
		4
		5.
		6.
0	3.	Use four (4) of these stitches to design your own round Plastic Canvas basket. The basket should have a handle and a cover. Be as creative as possible.
	4.	Make a six-piece coaster set with a matching coaster box for your kitchen.
	5.	Make an item of your choice. Use your imagination, be creative and moreover have fun!



Power Boating

0		Have the Advanced Beginner's Level of the Swimming Honor. Know the laws regulating pleasure boating in your state or province.
0	3.	Know what hazards of weather can affect boating safety and performance.
	4.	Know the nautical rules of the road and waterway aids to navigation. Rules

		Aids		
	5.	Know what safety equon Class A and Class		ces, and lights are required
			Class A	Class 1
		Safety Equipment		-
		Signaling Devices		
				_
				_
		Lights		
_	6.	Know and practice bo	pating safety rules.	
	7.	What should the pass	engers do if the boat cap	osizes?

8.	What is the General Prudential Rule?
9.	Know the meaning of the following boating terms:
	Abaft
	Abeam
	Ahoard
	Aboard
	Aft or After
	Amidships
	Astern
	Beam
	Below
	Bend
	Bend
	Bilge
	Bow
	Bulkhead
	Cleats

		Draft
		Freeboard
		Keel
		Leeward
		Port
		Starboard
		Stern
		Trim
		Windward
	10.	
		a. Assist in putting a boat in the water from a boat trailer.
		b. Check for all safety equipment. Check fuel and motor. Stort motor and get underway from a beach or deal.
		 Start motor and get underway from a beach or dock. Drive boat in a straight line for one fourth of a mile. Make a 90-degree turn to the left and right. Make a 180-degree turn.
		e. From a stop, drop and retrieve the anchor.
		f. Dock or beach with proper tie up.g. Assist in loading a boat from the water onto a boat trailer.
_	11	•
Ц	11.	Know how to prepare and store a boat and motor for the off season.



Preach It

(instructor required)*

Note: Unlike many AY Honors, this honor does not have "knowledge" requirements categorized separately from action requirements. Rather, the requirements for honor completion are listed categorically.

1.	Spiritual Preparation What is intentional spiritual preparation?
	Discuss with your instructor the role of spiritual preparation in Evangelism.
2.	Seed Sowing What is seed sowing?
	Name 5 examples of "seed sowing" 1
	2
	3
	4
	5
	Participate in at least one "seed sowing" event
3.	Invitation — Demonstrate and/or explain three ways to invite someone to an evangelistic meeting.
	1
	2
	3
	2.

4.	 Understand a Budget Develop a budget with the Pastor or your evangelistic team leader Know how much money you have to work with and how to a djust your planning based on your budget Unless it is already available at your venue, find out the costs of: Equipment Printed materials Mailing and postage costs Advertising TV Radio announcements Building rent
5.	Know the law/code regarding holding public meetings in your area.
6.	Equipment Knowledge List, describe the use of, and specialized care for the equipment needed in a media based evangelistic series, such as the following: Projector: Know proper care of equipment, How to protect from dust (especially in 3rd world countries), Demonstrate ability to properly connect to computer and operate.
	Computer: Know proper care (protection from dust etc.) Demonstrate ability to hook up and use with projector. Understand the program for using a "split screen" Be familiar with the various plug adapters for use in other countries Power Inverter

7.	 Sermon Preperation — Using Media type split screen computer evangelist sermons: 1. Demonstrate ability to edit 2. Use the "1st time translation sheet" and learn spacing 3. Work with a translator* 4. Practice the sermon 3-5 times out loud with a translator* 5. Work with your instructor for advice and input to improve your presentation.
8.	Getting Decisions — Alater Calls What is an altar call?
	What are some key ingredients of an altar call?
9.	Present a five minute sermon you have edited
10.	Evangelist Meeting Follow-up
	What does the term Disciple mean?
	What was Christ method of discipling?
	Name five things a church can do to disciple a new believer. 1
	2.
	3.
	4.
	5.

Date	4:	٠. ما م		NI-	
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Preach It, Advanced

Complete the basic Preach It honor
 Participate in a Media type evangelistic series:

 in any country
 preach at least 6 of the sermons in that series

 Read *Evangelism* pp 628-683 The Worker and His Qualifications



Refugee Resettlement

	1.	Be at least in the 8th grade.
0	2.	Explain why refugees from other countries arrive in your nation. What are the causes and what governmental authorities must certify each case before the individual or family is allowed to travel?
<u> </u>	3.	List the immediate needs that a refugee has when they arrive in your country. Describe the feelings that the refugee may have about a new language, culture and environment.
-	4.	Find out about the organizations in your community that assist refugees and immigrants. Use the telephone or visit the office of at least one such organization and ask how they would assist if your local church were to cosponsor a newly-arrived refugee with ADRA or Adventist Community Services.
	5.	Write a plan of at least 500 words describing the arrangements that your local church could make if it were the cosponsor with ADRA or Adventist Community Services for a refugee arriving in your community
	6.	Interview a person who immigrated to your country. Ask them about the contrast between the culture in your community and the community where they were raised. Ask them to describe the process they went through to become comfortable in your community. Take notes during the interview.
	7.	Give a report of at least 10 minutes duration to a Sabbath School program, Pathfinder Club church committee or civic club on what you have discovered in completing the requirements for this honor. Tell why the refugee situation is so important and make specific recommendations to the group of ways in which they can help meet the needs of refugees.

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Rural Development

1.	Explain to your instructor why some nations in our world are called "developing" countries and why others are called "developed" countries.
2.	Name ten developing countries and list two things that ADRA is doing in these countries that would fall under the description of "relief" and three things that would fall under the description of "development." 1
	2
	3
	4
	5
	6
	7

		8
		9
		10.
0	3.	Read what Ellen White has written about why we have the poor with us in <i>Desire of Ages</i> , Chapter 70, entitled "The Least of These My Brethren." Summarize what you have learned from this chapter in 50 words or less.
	4.	View an ADRA video reporting on development activities in other countries than your own, and participate in a discussion about what you see for at least 20 minutes following the video.
	5.	Participate in one of the following field trips or group projects:
		a. Work as a volunteer in ADRA's Global Village program when it is operating.
		b. Go on a mission trip to a disadvantaged rural area in another country or within your own nation.
		c. A project in your community to collect a truck-load of clothing, hand tools, medical supplies, tents or other items that ADRA can use in rural development projects overseas. This includes raising sufficient donations to transport the collected items to the nearest
		ADRA warehouse. d. 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.

	6.	Write a letter to a person of your same age and gender in a rural, under developed area in another country. Ask questions to learn about how they live their life and express your concern for supporting development in their country without using condescending language.	
Date comple	ted_	Rural Develop 2002 Ed Instructor's Signature Update	dition



Sanctuary Honor

1	Na	me the three main parts of the sanctuary and the court yard.
Tell what was in each part. 2. Tell what each piece of furniture represents. 1. 2. Tell what each piece of furniture represents.	1.	
Tell what was in each part. 2. Tell what each piece of furniture represents. 1. 2. Tell what each piece of furniture represents.	2.	
2		
2	Tel ¹	I what was in each part
2		
Tell what each piece of furniture represents. 1		
Tell what each piece of furniture represents. 1		
Tell what each piece of furniture represents. 1	2.	
Tell what each piece of furniture represents. 1		
Tell what each piece of furniture represents. 1		
Tell what each piece of furniture represents. 1. 2.	٠.	
1		
1	T 1	
2.		
3	2.	
3		
3.		
	3.	

4	 	
5		
6	 	

2. Draw a scale model of the sanctuary, the court yard and the position of all the furnishings. (Remember to add N, S, E, W)

3.	3. How many coverings were over the sanctuary?			
	List the type of coverings in the order from inside to outside.			
	Tell what each covering represented.			
	1			
	2			
4.	The following colors were used in the sanctuary and in the priests clothing. Tell what each color represented. Red			
	Blue			
	Purple			
	White			
	Black			
	Gold			
	Silver			
	Brass			
_	Discuss and memorize 1 John 1:0 Daniel 8:14 and Evodus 25:8			

5. Discuss and memorize 1 John 1:9, Daniel 8:14, and Exodus 25:8.

0.	The priests were from which of the 12 tribes?
	Why?
7.	Describe the robe of the common priest.
	The high priest.
8.	Read and discuss The Great Controversy page 488 and Hebrews 4:14-16.
9.	What kinds of animals were brought daily to the courtyard?
10	Write a paragraph or tell how you see Christ represented in the sanctuary and its services.
	7. 8. 9.





Scrapbooking

		- Cord Document
	1.	What is the purpose of Scrapbooking?
-	2.	Why journal?
<u> </u>	3.	What is cropping and why is it done?
	4.	What are the four (4) main types of scrapbooks used? 1
		2
		3
		4
	5.	What is the purpose of using acid-free products?

	6.	What are the four (4) different types of acid-free adhesive?
		1
		2.
		3.
		4.
	7.	What 'tool' is used to sharpen scissors and punches when they get dull?
-	8.	Name five (5) different types of acid-free paper used in Scrapbooking. 1
		2
		3.4.
		5
	9.	Make a scrapbook of at least 12 pages (8 ½ x 11 or larger) on one of the following themes, and incorporating the use of colored paper, stickers, decorative scissors, matting and journaling.
		 School Year Sporting Events Vacations Holidays Building Projects (mission trips, new home, ECT.) Wedding Birthday Party All About Me (birth to now) Family Reunions
-	10	.Memorize Joel 1:3

		Scrapbooking, Advanced
	1.	Have the Scrapbooking Honor.
	2.	What is lignin?
	3.	What plastic is safe to use in Scrapbooks?
	4.	What plastic is not and why not?
	5.	Describe the value of Scrapbooking to future generations.
_	(
_	0.	How do you fix a journaling error?

	using techniques the Matting Double Matting Border Designation of the Matting Border Borde	gns Soxes er er uts ed Die Cuts	
te complete	d I1	nstructor's Signature	Scrapbooking, Advanced 2002 Edition

Date completed _____



Skiing, Cross-country

		<u> </u>
0	1.	List and describe the principle characteristics, qualities, and sizing of the following cross-country skiing equipment: (Complete Chart #1) a. Skis (both waxable and unwaxable) b. Bindings c. Shoes d. Poles
	2.	Describe and demonstrate how the above gear would be prepared for use and cared for both on the field and during the off season. (Complete Chart #2)
0	3.	What consideration should be made when selecting clothing to be worn while cross-country skiing?
		What features would you look for when selecting a pack for cross-country ski touring?
	4.	Demonstrate properly on skis the following travel techniques:
		a. Flat striding with good kick, purchase, and form
		b. Single poling, change-up, and double poling
		c. Side stepping up and down slopes
		d. Herringbone slope climbing
		e. Traverse-side stepping up slope with kick turnsf. Straight up slope climbing
		f. Straight up slope climbingg. Straight downhill running under control, 20 degree slope (schuss)
		h. Moving step turning down slope
		i. Snow plowing for slowing speed and stopping
		j. Sitback stopping
	5.	Explain the purpose of waxing.

	criefly explain the need for different waxes for different snow typemperatures.	es and
- 6.	xplain basic safety precautions to follow in cross-country skiing.	
- 7.	Inow and explain the official National Ski rules for conduct in crosountry skiing.	S-
3 8.	Demonstrate skiing ability by doing the following: Take three separate three-mile trail tours with another individual possible, have varying snow conditions. Dates Other individual 1. 2. 3.	
	Take a ten-mile tour over varying terrain. Date of tour	
	During all tours carry necessary gear (safely) and wear prop clothing for conditions demonstrating ability to maintain pro- body temperature, dryness, and condition.	
Date completed	Skiing, Instructor's Signature	Cross-Country 2002 Edition

Skiing, Cross-Country Chart #1

Item	Characteristics	Qualities	Sizing
Skis Waxable			
Skis Unwaxable			
Bindings			
Shoes			
Poles			

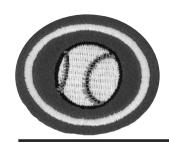
Skiing, Cross-Country, Chart #2

Item	Preparations for use and care on the field	Preparations for use and care during the off season	Demonstrated
Skis Waxable			
Skis Unwaxable			
Bindings			
Shoes			
Poles			

Skiing, Cross-Country Instructor's Chart

Demontrate

 1						
Sitback stopping						
gniwolq won2						
Adols nwob gnimut qets gnivoM						
Straight downhill (Schuss)						
Straight up climbing						
Traverse-side step						
Herring bone climb						
gniqqət2 əbi2						
Single poling, chgn-up & dbl poling						
Flat striding						
NAME						



Slow-Pitch Softball

1.	Know the basic rules of slow-pitch softball.
2.	What is the meaning of "Good Sportsmanship?"
3.	Name and demonstrate your understanding of the skills required for the ten (10) softball playing positions.
	1
	2
	3.4.
	5
	7
	8.
	9.
	10.
4.	Identify the following:
	Bat
	,
	Batter's box
	Coaches' box

Diamond Bags			
Glove	 		
Home base			
Infield			
Left field			
On deck circle	 		
Outfield	 		
Pitcher's mound	 		
Pitching rubber	 		
Right field			
	 		

tball	
fine or explain the following game term	s:
ses Loaded	
nt	
lder's choice	
Ball	
rce Play	
ıl tip	
and Slam	
ounder	
	Slamder

Home run
Home team
Innings
Lineup
Popup
Run
Score
Strike zone
The count
Walk

DOUDLE PLAY
Double Play
Error
Fair ball
Foul hall
Foul ball
Ground rule double
Infield fly rule
Out
Safe
Jaic

	8. List and describe five (5) responsibilities of an umpire.	
	1	
	2	
	3	
	4	
	5.	
	9. Name 5 mental and physical attributes to be gained from slov softball.	
	Mental	
	1	
	2.	
	3.	
	4.	
	5.	
	Physical	
	1	
	3	
	4	
0	 10. As a team or individual, develop a plan to practice outreach vector completing the requirements for this honor. Possible options of include the following: a. Invite 3 friends not from your church to play a game. b. Have prayer before each game. c. Exhibit good sportsmanship and fair play. 	
0	11. Play three (3) slow-pitch official games with an umpire and dreasonable skills.	lemonstrate
	12. Write a one page report on a famous athlete. Discuss why the are not a good Christian role model.	ey are or
0	13. Discuss with your Pathfinder leader, pastor or teacher the proble a Seventh-day Adventist youth considering participating in spor High, High School of college. What alternatives are there to allow continued activity in sports?	ts in Jr.
Date complet	continued activity in sports? red Instructor's Signature	Slow-Pitch Softball 2002 Edition Update 2006



Soccer

<u> </u>		Know the basic rules of soccer.What is the meaning of "Good Sportsmanship?"					
_	4.	——————————————————————————————————————	nearing of Good Spo				
0	3.	Make a draw	ving of the soccer play	ing field.			
	4.	Demonstrate	reasonable skill in pla	ying the game of soccer			
	5.	Describe the	different skills require	ed at each position.			
		Goaly					
		Forward					
		Mid-fielder					
		Defensemen					
<u> </u>	6.	Know the m	eaning of and the Refe	ree signals for the follow	ving:		
		Off sides	Meaning	Refer	ree Signal		
		Holding					
					Jorth American D		

	Corner kick	
	Indirect kick	
	Direct kick	
	, 	
	Goal	
- 7.	Define the following terms:	
	Advantage	
	Booking	
	Clearing	
	Corner Arcs	
	Cross	
	D '111	
	Dribble	
	Duon hall	
	Drop ball	
	Dron kiek	
	Drop kick	

Dummy
Half volley
Touch
Volley
Heading
Juggling
Marking
Nutmeg
Out-of-bounds
Passback
Penalty area
Slide tackle
Tackle
Throw
Trapping
11 C

	Wall
8.	Spend at least 4 hours helping less skilled or younger players improve their skills.
	Date completed
9.	Play a least 5 games with family or friends. Show good sportsmanship during your practice and games.
	Date of games
10.	Write a one page report on a famous soccer player. Discuss why they are or are not a good Christian role model.
11.	Discuss with your Pathfinder leader, pastor or teacher the problems facing a Seventh-day Adventist youth considering sports in Jr. High, High School or college. What alternatives are there that allows for continued activity in sports.
	Discussion date
	Person



Soils

	1.	Define what "soil" means?
	2.	Where on earth is all soil located?
_		
a	3.	What are 5 key factors in soil formation? 1
		2
		3
		4
		5
	4.	Define the following terms:
		A-Horizon
		B-Horizon
		C-Horizon
		Organic layer
		Mineral layer
		Clay

		Leaching
		Silica
		Humus
		Soil Profile
		Parent Material
		Pedologist
<u> </u>	5.	Define the term "Soil Classification". Why are soils classified?
	6.	Discuss three differences between the following soil types:
_	•	Desert
		1
		2
		3
		Temperate 1
		2.
		3.
		Tropical
		1
		2.
		3

	7.	Examine a 2-foot vertical section of soil. Label the different types of organic matter found, identify the different soil horizons, and mark the transition from the soil layer to the mineral layer.	
	8.	Draw, photograph, or collect and correctly label 5 different soil types.	
			Soils
Date compl	eted _.		Sons 2 Edition 1ate 2007



Tie-Dye

	1.	Know what the best types of materials are for dyeing and how to prepare them for dyeing.
-	2.	Know what the purpose of the Soda Ash is and how long the fabric is to soak.
	3.	Know the purpose of the Urea that is mixed with the Dye.
<u> </u>	4.	What safety equipment should be worn when mixing up the dye for Tie-Dyeing? Why?.
	5.	Determine what the three primary colors are. 1
		2
		3
	6.	Verbally describe what primary colors of dye will be needed to make the following secondary colors. <i>Orange, Green, & Purple</i> .
	7.	Verbally describe what the outcome will be if two secondary colors are mixed.

8. Use a Kleenex tissue & colored marker to demonstrate two different types of folds one could do on a T-shirt.	
9. Once you have seen the outcome of the different folds you have created on tissue, fold & dye an item for yourself. <i>Bandana, t-shirt, pillowcase, etc</i> Always keep in mind, no two items will be identical, nor will they be perfect. Each item will be as unique as the individual who made it.	
10. Wear or bring this item to the next meeting for your club members to see.	



Travel

1.	List as many modes of transportation you can think of that people use to get around the planet.
	Narrow down the previous list to a "Top Five" most common modes of transportation. List the pros and cons of each of the "Top Five."
	1
	2
	3
	4
	5
2.	List some of the pros and cons of the following types of lodging:
	Hotel/motel
	Pros
	Cons

Youth hostel
Pros
Cons
Friends/family
Pros
Cons
RV/trailer/camping
Pros
Cons
Resorts
Pros
Cons

	3.	What types of documentation may be necessary for travel? Explain the purpose of each type of document.
_	4.	Watch a travelogue program that shows travel scenery and geography of a unique location.
	5.	Discuss in a group setting what kind of attitude travelers should have when traveling abroad.
_	6.	Create a simple 7-day trip plan for a "family vacation." As part of your plan, create a 7-day trip planner and include:
		Details on one historic place to visit Details on two natural sites to visit Details on one recreational site to visit Note: the first and last days may be travel days

	7.	List a few different ways people got around in Bible times.
0	8.	Calculate approximately how long it would take to walk between Jerusalem and Damascus.
	9.	Sketch a map of a trip mentioned in the Bible:
		Show name of person(s) and path taken including notable stops made. Show different types of lines for each different mode of transport taken. Show a "legend/key" for identifying markings and transport types. Note: You may have to logically guess some aspects of the information if not mentioned directly in scripture.

Travel, Advanced

	1.	Earn the Travel honor.
0	2.	View a travelogue program not previously watched, of a unique location you would like to visit.
	3.	What safety considerations should you think of when traveling?
0	4.	What health recommendations or requirements are recommended by your country's health depart/office when traveling internationally?
_	_	
	5.	Create a 7-day international trip plan for a "family vacation":
		Create a 7-day planner and include: A description of one historic site to visit
		ii. A list and description of two natural sites to visit
		iii. A description of one recreational site to visit
		Note: First and last days may be travel days

Create a 7-day budget for the "family vacation" and include projected financial figures for a "family group" of four people: Round trip airfare to that country Automobile Rental (economy/compact) ii. Legitimate gas costs (remember that many countries list gas prices iii. per liter) Determine an average per night hotel expense iv. Determine an average per day food expense V. Budget costs for sites you plan to visit vi. Legitimate souvenir expenses vii. Include 10% for miscellaneous expenses viii.

٥	6.	Write a 100-word description or discuss in a group what you think traveling around in Bible times was like. Discussion topics might include:
		contrasting distances traveled then vs. now expectations of what you'd have available to you at your lodging (bathing, beds, # of people lodging together, etc.) food eaten during a journey (no refrigeration or grocery stores back then) why you would travel (recreation vs. necessities)



Tutoring

1.	Be at least in the 8th grade.
2.	Describe the social conditions that make it more difficult for underprivileged children to achieve basic reading and math skills during elementary school.
3.	Explain the major types of community-based tutoring programs:
	In-school, cross-age tutoring
	After-school or weekend program
	Community homework center
4.	Explain the difference between one-on-one tutoring and small-group classes, and list the pros and cons of each approach.

□ 5	List the basic functions included in the job description of the volunteer tutor in a community-based tutoring program.
- 6	Describe the resources or tools that a volunteer tutor uses in a community-based tutoring program.
□ 7	Complete at least ten tutoring sessions with a younger child.



Unicycle

1.	Know the name and purpose of the various parts of a unicycle.	
2.	Define these basic unicycle terms:	
	free mount	
	,	
	idle	
	UPD	
3.	Know what safety gear one should use while unicycling and why one should use it.	

	1
	2
	3
	4
	5
5.	How is unicycling thought to have been invented?
6.	Repair a punctured unicycle tire.
7.	Be able to free mount, ride 50 meters/150 feet, turn right and left, a gracefully dismount, all without falling off.



Urban Development

.	1.	Explain the process of urbanization and list some of the human needs that it creates, especially for the poor.		
-	2.	Read the chapters in <i>Ministry of Healing</i> by Ellen White entitled "Help for the Unemployed and Homeless" and "The Helpless Poor," and write a one-page summary of the key points.		
	3.	Interview the pastor or Adventist Community Services leader or Inner City Program coordinator in an inner-city Seventh-day Adventist Church arid ask how the church is meeting the needs of the poor in the community. Take notes during the interview.		
	4.	Present a 15-minute report on how a youth group might help in the urban development problems the church is sponsoring. The report may be presented one-on-one to your instructor or youth-group adult sponsor, or it may be presented in a group setting.		
	5.	Spend at least four hours in one of the following field trips as a participant observer:		
		Go out with a street ministry team that provides food and/or blankets or coats to the homeless in an urban neighborhood,		
		Go out with a health screening van that operates in an urban neighborhood.		
		Go out with a Christian work team that is repairing or building urban housing for the poor.		
		Work in a soup kitchen or homeless shelter in an urban neighborhood.		
		Volunteer in an Adventist Community Services center located in an urban neighborhood.		

0	6.	Attend a worship service in a church in an urban neighborhood made up of a different ethnic group than your own. List for your instructor the things you observed that were different than what you have grown up to be used to in your own culture. Then list the things that were similar to what you are used to.
	7.	what you are used to. Write a proposal of at least four pages for an urban development project that could be conducted largely by teen and/or young adult volunteers. Include objectives, action plan, personnel needed, schedule and budget. This proposal may be written by an individual or as a team project in a work team of no more than four persons.
		Urban Development
		2002 Edition

Instructor's Signature _____

Update 2008

Date completed _____





Wakeboarding

	На	ve the Advanced Beginner's Swimming Honor.
	1.	Know and practice the following safety rules:
		 a. Never wakeboard at night. b. Never wakeboard during an electrical storm. c. Always wear a ski vest while wakeboarding. d. Make sure the wakeboarding rope is in good condition. e. Make sure the wakeboarding bindings are in good condition. f. Always have a spotter and flag in the boat. g. Stay clear of objects, such as other skiers, swimmers, tubers, docks or loating objects. h. If you fall let go of the rope. i. After a fall, raise a hand to indicate you are all right. j. Do not stand in the boat while it is moving.
	2.	Know the following hand signals:
		 a. Slower b. Speed is OK c. Faster d. Back to dock e. Stop f. Turn
	3.	Put on the wakeboard by yourself. Be able to remove the wakeboard in deep water by yourself.
	4.	Execute a deep-water start on the wakeboard on a full line rope.
	5.	Successfully cross both wakes and return to center without falling.
	6.	Do a small jump off the wake and land without falling.
*NOT vest.	TE:	All wakeboarders in AY sponsored wakeboarding class must wear a ski

North American Division 2002 Edition Update 2006



Whistle

1.	Relate briefly the history of whistle making and tell why whistles were invented.
2.	Explain the importance of conservation in regard to whistle making.
3.	What do the seasons of the year have to do with making a willow whistle?
4.	Name two (2) trees that make the best whistles and why. List three (3) other trees that can be used to make whistles.
	1
	2.

3	
4	
5	
Give a brief description of the following styles of whistles	3:
Tube Whistles	
Pan Whistles	
Flute Whistles	
Name five (5) types of modern whistles and their uses.	
1	
2	
 3.	
J	

		4
		5
	7.	What modern musical instrument is a sophisticated whistle?
	8.	How does a whistle work?
	9.	What is the most common equipment used in making whistles?
<u> </u>	10	Explain the importance of wood grain in whittling a whistle.
	11.	Why must the size of the holes and chamber be proportional to the amount of airflow?
	12	. How do you tune a whistle?
_		

13. Demonstrate that you can make a two-handed whistle using your hand and a piece of grass.
14. Demonstrate the technique and try to accomplish a whistle using your hands (s) or fingers.
15. Review and demonstrate the proper first aid and safety rules for the usage of a pocketknife.
16. Know how to sharpen a pocketknife using a whetstone or oil sharpening stone.
17. Make the following whistles:
Pan (Tubes) whistle
Flute Whistle
18. Learn to play a simple song on each whistle you have made.

Path	าtin	der's	s Na	me

Whistle, Advanced

		Willotto, Advantoca
<u> </u>	1.	Have the Whistle Honor
	2.	What is a sliding bark whistle and who first made this type of whistle?
	3.	What happens when a branch for making a sliding bark whistle is too large or too small?
	4.	What is a recorder whistle?
	5.	Make the following whistles:
		willow (sliding bark) whistle
		recorder whistle
	6.	Demonstrate your ability to correctly use each of the whistles you have made.





Worms

<u> </u>	1.	What is a worm?
0	2.	Where do worms live?
.	3.	What do worms eat?
0	4.	What kingdom are worms found in?
0	5.	Name the 3 major phyla (the next largest category of classification) that contain worms, and describe them.
		1.
		2
		3

	6.	What do "free living" and "parasitic" mean?
	7.	Which phyla, mentioned in question 5, are free living or parasitic?
_	0	A (1 C 11 ' (1 1 1)
_	8.	Answer the following questions about earthworms.
		Where do they live?
		What do they eat?
		How are they helpful to humans?
		How short and how long do they get?
		How many are there in one square meter of soil?
		How many species are there?

		What is the clitelum?
0	9.	Find an earthworm outside and do the following:
		a. Be able to distinguish the following parts: Head end, Tail end, and clitelum.
		b. Observe, and describe how it moves.
		c. How long does it take your worm to move one foot?
		d. Race your earthworms!
	10	. Answer the following questions about leeches.
		Where do they live?
		What do they eat?
		How are they harmful to humans?
		How are they helpful to humans?
0	11	Find a verse in the bible where worms are mentioned and demonstrate the story (through music, poem or drama)

Worms, Advanced

1.	What are the 3 major classes of platyhelminthes and describe them. 1
	2
	3.
2.	Name an example of a nematoda and describe its lifecycle.
3.	What are the three major classes of annelida and how do they move? 1
	2
	2
	3

4.	Answer the following:
	Distinguish between the following body structures: coelomates, pseudocoelomates, and acoelomates
	Which body structures are common in the three phyla of worms?
5.	Be able to demonstrate three ways to purify water.
6.	Complete the following:
	From what you have learned about worms. Why is the availability of fresh water so important to human health, especially in third world countries?
	Organize a fund raise to support organizations that strive to provide fresh water to third world counties.
8.	Describe a spiritual lesson about living water from the Bible.

South Pacific Division Honors

Aboriginal Lore

Abseiling

Abseiling, Advanced

Abseiling, Instructor

Bible Marking

Bible Marking, Advanced

Cetaceans

Eucalypts

Herbs

Kayaking

Maori Lore

Marsupials

Music, Beginners

Music

Music, Advanced

Parrots and Cockatoos

Puppetry

Puppetry, Advanced

Skateboarding*

(* Voted not to be used in North American because of insurance regulations.)

Triathlon

Triathlon, Advanced

Upholstery

Video

Wattles



Aboriginal Lore

<u> </u>	1.	Who are the Aborigines and where did they come from?
		How many tribes were there when European colonization commenced?
	2.	Discuss the tribal system. What are totems?
	3.	Discuss the food of the Aborigines: Kinds
		How obtained
		How prepared
		• • • • • • • • • • • • • • • • • • • •
	4.	Discuss their homes. Of what are they made and why are they not permanent?
		Where do the young men and boys sleep?

	5.	How do they communicate with other tribes who may not understand their language?
		How do they send signals within the tribe?
		What is the purpose of the Tjuringa (or Churinga)?
a	6.	What are some of the articles of trade and exchange?
		What domestic utensils do they use.
-	7.	Describe some of the weapons used in hunting and warfare.
	8.	What is a corroboree?
		Explain its purpose.

	What are clap sticks and the didgeridoo?
9.	What games to children play?
	How are young men trained?
	How are they initiated?
	What is the bora ground?
	What is a bull roarer?
10.	Discuss the two main types of Aboriginal art.
	1
	2
11.	Briefly relate the history of the Aborigines since the white man arrived in Australia, mentioning the government policies through the years and the work of missions.



Abseiling

		3
<u> </u>	1.	a. List and explain the safety rules
		b. Explain the "dangers of falling" chart.
_	2.	Explain the uses of the following knots:
		Tape
		Alpine butterfly
		Figure of eight loop
		Double fishermans
		Prussik
		Bowline

- □ 3. Draw the diagrams for the setting up of the following abseil descents:
 - a. Single rope technique

b. Canyoning setup

_	4.	Know the ways to identify safe anchors in various circumstances. Trees				
		Boulders				
		Bollards				
ב	5.	Explain the various verbal calls.				
2	6.	Explain the principle of belaying and the three methods used.				
		Give the advantages and disadvantages of each method:				
		Advantages Disadvantages Body belay				
		Mechanical belay				
		Base belay				

	7.	List t	he rules for care of ropes.
0	8.	Expla	ain the difference between dynamic and static rope.
0 0	9. 10.		v the right type of equipment needed for abseiling. v the best way to store your ropes, e.g. coiling and chaining.
	11.	a.	Know which descending device to use in different abseils.
		b.	Give reasons why you chose that device On/off time
			Heat Versatility
<u> </u>	12.		v about how to treat a patient for the following injuries: ns
		Conc	ussion
		Нурс	othermia

		Broken bone						
		Shock						
	13.	Explain how to perform the following rescues:						
		The pulley system						
		The change-over method						
SEC	CTIC	ON TWO-PRACTICAL						
	1.	Pass the abseiling exam with a pass mark of 60%. The exam is available from the conference youth ministries office, or through the instructor.						
		Date of examine						
		Mark						
0	2.	Answer the questions on the following topics: a. Uses of the six abseiling knots b. What are, and give the meaning of the standard climbing calls c. Uses of various descenders d. Give seven rules for are of rope e. Give seven rules for safety f. Know about first aid and how to treat patients g. Give five ways to detect faults of ropes						
0	3.	Perform the following tasks: a. Tie the six knots b. Set up the single rope setup and canyoning setup c. Witness a cliff rescue demonstrated by the instructor d. Coil and chain a rope e. Set up the belay methods						
0	4.	From a minimum height of 10 meters, complete two abseils on each of the following devices, and know how to attach them to the rope: a. Whale tail b. Robot c. Harpoon (easy access) d. Figure of eight						

-	5.	 e. Piton-brake bar f. Rappel-rack g. Harpoon (conventional) h. Cross karabiner Explain how to do the classic abseil, and over the shoulder abseil, for emergency use.
0	6.	Be able to prussik a ten-meter cliff.

Abseiling Instructor's Chart

	Cross karabiner						
	Harpoon (conventional)						
	Ыарреі-гаск						
	Piton-brake bar						
4.	Figure of eight						
rate	Harpoon (easy access)						
Demontrate	fodoR						
Dem	Vhale tail						
	Set up the belay methods						
	Coil and chain a rope						
	Cliff rescue by instructor						
	Single rope & canyoning setup						
	Tie the six knots						
	NAME						

Pathfinder's Name

Abseiling, Advanced

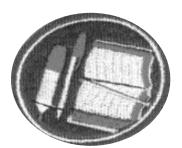
<u> </u>	1.	Repeat the theory and practical requirements for the Abseiling Honor
		Date completed
	2.	Pass the exam with 80% pass mark.
		Date of examine
		Mark
	3.	Abseil over a knot in the rope.
		Date completed
	4.	Abseil over an overhand or cave.
		Date completed
	5.	Demonstrate the pulley method of cliff rescue.

Pati	hfin	der's	Name

Abseiling, Instructor

1.	Instruct how to abseil, being confident in every aspect of the Abseiling Honor.
	Date completed
2.	Demonstrate all the theory to a class.
	Date completed
3.	Teach abseiling first aid to a class.
	Date completed
4.	Lead at least two abseiling expeditions checking the safety of each individual.
	Date completed
	Date completed
	2.





Bible Marking

<u> </u>	1. a.	Name five different methods of Bible Marking.
	_	
	4	
	_	
		Explain how each method would be used.
	1.	
	2.	
	3.	
	· -	
	4.	
	5.	
		List advantages and disadvantages of seel-
	c. 1	List advantages and disadvantages of each.
	2.	
	 -	

<u> </u>	4.	a. What methods would you use for ongoing devotional study and why?
		1
		1
		b. And mark your Bible for two topics/subjects using this method. Topics/Subjects
	3.	a. What method would you follow for giving a Bible study and why?
		5.
		4.
		3.
		2
		1
	2.	List five guidelines you would consider before starting to mark your Bible.
		5.
		5.
		4.
		4
		3
		3.
		2

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

Topics/Subjects

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

Bible Marking, Advanced

	11
	11
	12
3	13
4	14
5	15.
6	<u> </u>
7	17
	18.
	19.
	20.
	11
2	12
3	13
	14
	15
	16.
	17.
	18.
	19.
10	

2.	Using a concordance mark	ten texts for devotional study	
	1	6.	
	2	7 .	
		8	
		9	
		10.	
3.	In writing:		
	a. State the guidelines t	aken to maintain a clear marking pro	cedure.
	b. Provide a key to und	erstanding your Bible markings.	
4.	Give a Bible study from an Date of Bible study	· ·	



Cetaceans

	1.	In what way is the Cetaceans family different to most other sea life?						
	2.	Explain the difference between Baleen and Toothed Whales. Baleen						
		Toothed						
0	3.	In what way have Whales and Dolphins been a benefit to man?						
0	4.	Explain how it is that a Whale which breeds in the warm waters of the tropics can also survive the ice cold water of the Antarctica where they go to feed, (considering the whale is a warm blooded mammal like humans).						
	5.	Memorize the following Scriptures concerning whales: a. Genesis 1:21 b. Ezekiel 32:2 d. Matthew 12:40						
	6.	Write and read to a group, or tell from memory, the story of Jonah.						

	7.		_	n Whal	e and identify where the following
		a.	parts are: Baleen Plates	g.	Flukes
		b.	Blowhole	h.	Flippers
		c. d.	Dorsal Fin Ear	i. j.	Genital Slit Median Notch
		e.	Eye	k.	Peduncle
		f.	Throat Pleats		
_	0	D :		C C	
ш	8.		ble to identify at least		
		1			9
					10.
		3			11
		4			12
		5		 	13
		6			14
					15



Eucalypts

	1.	How many different species of Eucalypts have been named in Australia?									
0	2.	Where does the name Eucalypt come from?									
		To what family do Eucalypts belong?									
	3.	In what other parts of the world do Eucalypts grow?									
		In how many are they indigenous to that country?									
	4.	Which country has the tallest Hardwood?									
		Where is it growing?									
		How tall is it?									
		Which country has the tallest flowering trees?									
٥	5.	Into what groups are Eucalypts divided and what feature is used for this purpose?									
	6.	How do Eucalypts adapt to									
		Frequent bush fires?									
		Arid regions?									

7.	From what species do they extract Eucalyptus oil?
	Where is it done in Australia?
8.	Name ways in which Eucalypts help man, animals, birds, insects.
9.	Make a collection of 15 different species of Eucalypts that you can identify and draw or trace or collect the fruit of each showing date and place and name of collector.
	8.



Herbs

	Culinary Herbs	Uses
1		
2	· · · · · · · · · · · · · · · · · · ·	
3		
4. _		
5		
6. _		
7		
3. _		
)		
10.		
_		
–		
_		
18.		
10 19.		
_		
20	4.25	
. LIS	t 25 medicinal herbs and their u	
1.	Medicinal Herbs	Uses
·		

	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	• •	
		ook one dish using herbs.
		cooked
П		Take one of the following herbal products:
_	a.	
	а. b.	
	c.	
	d.	171 1
_		roduct made
		Take one batch of potpourri.
_		fake one pomander.
		fame and identify 5 herbs growing wild near you.
		4
	2	5
	3	

8.	Name 5 herbs you can use for dying and state the color they give.
1.	4
2.	5 .
3.	
9.	Name 5 herbs that can be used in insect control.
1.	4.
2.	5
3.	
	Grow 5 culinary herbs for 3 months.
1.	4
2.	5
3.	
11.	Name 5 herb plants that particularly attract bees.
1.	4
2.	5
3.	
12.	Name 5 herbs mentioned in the Bible and give the Bible references for them.
	Herbs Bible reference
1.	
2.	
3.	
4.	
5.	



Kayaking

Qualified Instructor Required Prerequisite: Intermediate Swimming Honor 1. Satisfy the examiner that you have knowledge of different types of kayaks (Slalom, river, touring, sea); the uses for each and the equipment necessary for safe kayaking (helmet, life jacket, sprayskirt, bow and stern loops, floatation in kayak). Examiner's signature **2.** Demonstrate an ability to enter and exit a kayak. From a beach a. From a pier or landing b. From deep water c. **3.** Demonstrate ability to complete the following strokes: Straight forward and backward paddle a. Left and right turn by forward and back paddling b. c. Draw (sweep) stroke Support stroke d. Cross current paddling e. 4. Explain the steps involved in Eskimo rolling and demonstrate the proper method of doing this. **5.** Explain how to repair a hole in fiberglass: Permanently in a workshop (fiberglassing)

	Emergency repair on the riverbank (duct tape)
6.	After completing a minimum of 2 training sessions complete either
	a. An overnight kayak trip
	b. Two day trips (one including some white water)
	Trip chosen
	Date of trip

Kayaking Instructor's Chart

		 	 			_	
	Cross current paddling						
	Support stroke						
	ргаw (sweep) stroke						
Demontrate	Left & right turn by forward and back paddling						
)em	Straight frwrd & bckwrd paddle						
	From deep water						
	From a pier or landing						
	Егот а beach						
	NAME						





Maori Lore

1	1.	Define the following commonly used terms: Maree
		Powhiri
		Karakia
		Mate
		Waiata
		Korero
		Haka
		Kuia
		Tane
		Wero
		Mana
		Manuhiri

Hongi
Hui
Poroporoaki
Whanau
Tangi
Aroha
Whakaino
Koro
Kaumatua
Wahine
Wahine
Mihi
Whaikorero
Tangata whenua
Taonga

	2.	a.	Draw or trace a map of the world and show with arrows the directions of Polynesian settlement.
		b.	Where do Maoris consider themselves to have come to New Zealand from?
		c.	Explain what the Great Migration Myth is.
			Who was the originator of the myth?
			What were the canoes that arrived in this migration and where did they come from?
		d.	Draw or trace a map of New Zealand showing all the major tribal areas, and make in the canoe for each. (SIC)
		e.	Why was Rangitoto named "Rangitoto"?
<u> </u>	3.	on the	a marae with a group that has been called to a hui. Write a report e events that take place from the time you arrive at the marae to the you leave. State the name of the marae, its locality and the tribe to a it is affiliated.
0	4.		y relate the customs observed at each of the following events:
		Meal	times

	Speeches			
	Slee	eping		
5.	a.	What are the two Maori religions currently in use today, and what are some of their characteristics?		
		Religions Characteristics		
	_			
	_			
	b.	Briefly describe the Maori story of creation.		
	c.	Briefly outline the story of Seventh-day Adventism among the Maori people.		
	d.	What is the Maori attitude to religion in general?		

6.		ake a sample tukutuku panel (approx 30cm x 30cm) OR a tipare OR a all flax mat/basket.	
7.	Know a. b.	w how to correctly: Greet people in Maori Hongi	
8.	a.	What are five different pastimes enjoyed by Maori children in former times? 1	
		2	
		3.	
		4.	
		5	
	b.	Learn how to do three string figures and walk on stilts.	
9.		an old pa site in your locality and make a brief written report on you could see.	





7	-	Ma	arsupials
<u> </u>	1.	Distinguish:	
		a. Mammal from other	animals.
		b. Placentals, marsupial	s and monotremes from one another.
_	2.	•	s are classified into families and describe, in
		Families	Habits
		_	
		-	
		-	
		-	
<u> </u>	3.		abitat (i.e. type of country they live in), diet as any other interesting information of twelve als and monotremes.
		Marsupials/Monotremes	Description
		1	
		-	
		-	
		2	
		-	
		-	

3.	
4	
7.	
_	
5.	
6.	
7.	
8.	
•	
0	
9.	
10.	
11.	
12.	

	4.	Be able to explain the difference between marsupial reproduction and that in true mammals (i.e. placentals).		
	5.	Explain the significance of the direction of opening of the pouch and the number of young per litter in marsupials.		
	6.	Give an explanation of the unique occurrence of marsupials in Australia.		
	7.	Be able to explain the need for conservation of our marsupials.		

I 8.	Write a report of your visit to a natural history museum, wild-life sanctuary, zoo, etc. indicating in about 10-15 lines, the extent of your observations.



Music, Beginners

- 1. Pass in Grade 2 Practical AMEB, or Trinity College, or Royal Schools of Music, or Suzuki Method Graduation Level 1.
- 2. Pass in Grade 1 Theory and Musicianship.
- **3.** Play or sing ten choruses or hymns.

		Music		
<u> </u>	1.	Complete the Beginners Music Honor.		
	2.	a. Pass in Grade 5 Practical AIMEB, or Trinity College, or Royal Schools of Music, or Suzuki Graduation Level 3.		
		b. Pass in Grade 3 Musicianship or Theory.		
	3.	Submit a list of thirty hymns and/or choruses you can play or sing and be tested on these at random.		
OR				
	1.	Play or sing a scale, and know its composition.		
	2.	Write a scale in both treble and bass clefs.		
	3.	Know a half tone, a whole tone, a third, a fifth and an octave.		
	4.	Be able to distinguish a march from a waltz, and give the time of each.		
		March Waltz		
	5.	Define the following. Draw the symbols for each		
		What is a quarter note?		
		A half note?		

A whole note?

	Composer	Composition
Play (choru	a hymn), or sing from memorses.	ry one stanza of thirty hym
	Hymn/Song/Chorus	Composer
	-	

18	8
19).
20	
21	
22	,
23	3.
24	4.
25	,
20	
27	,
28	
29	
30	
8.	Play, or sing from memory, one piece of good music.
	Music
9.	For instrumentalists: play at sight a moderately difficult piece and explain all signs and terms in it.
	Music
10.	For singers: Show with a baton how to lead a group in singing compositions written in 3/4 and 4/4 time.
11.	Define orchestra
	Name at least five instruments in an orchestra.
	1 4
	2 5
	3
	

Pathfinder's Name
rallilliuel 3 Naille

Music, Advanced

1.	Complete the Music Honor.
2.	Pass in Grade 7 Practical AMEB, or Trinity College, or Royal Schools of Music, or Suzuki Graduation Level 5.
3.	Be able to play or sing any hymn chosen at random from the Church Hymnal or Sabbath School chorus books.



Parrots and Cockatoos

Parrots		
1	9	
	10	
3	11	
4	12	
5	13	
6	14	
7	15	
8		
Cockatoo		
1	4	
2	5	
3		
2. Name two species tell where each is	of parrot that builds its nest in a termite mound a found.	and
Species 1.	Location	
2.		
3. Where in Australi the natural diet of	a would you find each of the following and descreach.	ibe
Long Billed Corel	a	
.	Natural Diet	
Location		

		Great Palm Cockatoo	
		Location	Natural Diet
		Gang Gang Cockatoo	
		Location	Natural Diet
	4.	Which three species of coc 1	ckatoo are known as the most rare?
		2.	
		3	
	5.	Which is the largest specie	
		Where does it come from a	and what is its usual food?
	6.		as a Rosella that is common to that State. an one State but there is one that is your State. Which is it?
0	7.	When the Eclectus parrot vand Female were of different	was first found it was thought that the Male ent species. Why was this?
		Where are they found and	what is their usual diet?

	8.	What Australian cock world?	catoo is regarded as the most beautiful in the
		Describe what it look	as like and where it is found.
_	0	Name Com different I	
	9.	Lonikeets	Lorikeets and tell why they all have brush tongues. Why
		2	
		2.	
		3.	
		4	
<u> </u>	10.	Be able to describe the and also tell the color	ne nest of any one of the above parrots or cockatoos of the egg.
		Color of egg	
		1.	
		2.	

		3
		4
<u> </u>	11.	Make a list of all the parrots and cockatoos that are common to your area.



Puppetry

1.	Make at least one puppet, and make/or buy two other puppets.
2.	Develop at least three puppet characters with their own voices.
	Characters
	1
	2
	3
3.	Write three, two to three minute scripts.
	Scripts
	1
	2
	3.
4.	Perform to any audience (not family or immediate friends) at least three times.
	Dates of performances
	1
	2.
	3.
5.	Obtain an assessment of each performance, by someone not related to the puppeteer.
	Person

Puppetry, Advanced

Prere	quis	site: Puppetry Honor
	1.	Make at least two or more additional puppets.
	2.	Develop characters and voices for these puppets.
		Characters
		1
		2
	3.	Write a ten-minute script.
	4.	Construct your own staging.
	5.	Give at least one church or public performance.
		Dates of performance



Skateboarding

1.	Use the following safety gear and know why it should be worn when skateboarding.
	Helmet
	Elbow pads
	Knee pads
	High top boots
	Wrist support gloves
2.	Name all the parts of a skateboard.
	1
	2
	3
	4.
	5.
	6.
	7.
	8.
	9.
	10.

4.	Demonstrate eight skateboarding skills which will include some of the following and do them to the instructors satisfaction on authorized property. Five of these should be demonstrated on a skateboarding ramp.
	Tick Tack— from a standing start to a minimum of 10 meters on level ground
	Ollie—minimum of 10 centimeters
	Rail Slide—minimum of 1 meter
	Drop In—off a ramp 2-3 meters high
	Gurreo Slide
	4-Wheel Look Up
	Pump on a ramp up to the Coping
	Acid Drop
	Kick Flip
	Ollie up a Gutter
	Front-Back side grind
	Carve
	Pump

** **Note:** The Skateboarding honor is not available in the North American Division because of insurance regulations.

Skateb	oarding
2002	Edition

Skateboarding Instructor's Chart

	Pump						
	Carve						
	Front-back side grind						
	Ollie up a gutter						
	Kick flip						
ate	Acid drop						
ontr	Pump on a ramp up to the coping						
Demontrate	4-Wheel look up						
	Gurreo slide						
	Drop in						
	Rail slide						
	əillO						
	Tick tack						
	NAME						





Triathlon

1.		three Bible principles and two Spirit of Prophecy principles to ort exercise.
	Bible	principles
	1	
		t of Prophecy principles
	1	
2.	Give how	a report on the correct diet to maintain peak physical condition and this was maintained for the duration of training. Include fluid e during and precompetition, and in-competition food intake.
3.	a.	Give guidelines for correct training, including warm-up, stretching, injury prevention, prevention of overtraining, etc.
	b.	Present your regular training program.
	c.	List the correct equipment, including bike, shoes, clothing.
4.	Exhib	oit knowledge of the techniques of swimming, cycling and running.
5.		pete in all three aspects of a recognized triathlon event, either solo a team member, where the triathlon is similar to:
	a.b.c.d.	Swim—500m Cycle—15km Run—10km within 4.5 hours
		Date completed

Pathfinder's Name

Triathlon, Advanced

1.	Have the Triathlon Honor.						
2.	Developing a training schedule for yourself.						
3.	Keep a training log for two months. (Complete Chart #1)						
4.	Participate in an Advanced Triathlon as a solo participant, where the triathlon is similar to:						
	 a. Swim—1.5km b. Cycle—40km c. Run—10km d. within 4.5 hours 						
	Date completed						

Triathlon, Advanced, Chart #1

Month: _____

Day 1	Day 8	Day 15	Day 22	Day 29
Swim:	Swim:	Swim:	Swim:	Swim:
Bike:	Bike:	Bike:	Bike:	Bike:
Run:	Run:	Run:	Run:	Run:
Day 2	Day 9	Day 16	Day 23	Day 30
Swim:	Swim:	Swim:	Swim:	Swim:
Bike:	Bike:	Bike:	Bike:	Bike:
Run:	Run:	Run:	Run:	Run:
Day 3	Day 10	Day 17	Day 24	Additional
Swim:	Swim:	Swim:	Swim:	Notes:
Bike:	Bike:	Bike:	Bike:	
Run:	Run:	Run:	Run:	
Day 4	Day 11	Day 18	Day 25	
Swim:	Swim:	Swim:	Swim:	
Bike:	Bike:	Bike:	Bike:	
Run:	Run:	Run:	Run:	
Day 5	Day 12	Day 19	Day 26	
Swim:	Swim:	Swim:	Swim:	
Bike:	Bike:	Bike:	Bike:	
Run:	Run:	Run:	Run:	
Day 6	Day 13	Day 20	Day 27	
Swim:	Swim:	Swim:	Swim:	
Bike:	Bike:	Bike:	Bike:	
Run:	Run:	Run:	Run:	
Day 7	Day 14	Day 21	Day 28	
Swim:	Swim:	Swim:	Swim:	
Bike:	Bike:	Bike:	Bike:	
Run:	Run:	Run:	Run:	



Upholstery

Know five of the following terms used in upholstery to describe the tools and give their uses:
Tack Claw
Lica
UseStaple Remover
Use
Regulator, Mattress Needle
Use
Magnetic Hammer
Use
Sharp Knife or "Snap" blade knife
Use
Work Table
Use
Industrial Sewing Machine
Use
Sundry Items
Use

2.	Explain the use of the following items:
	Webbing
	Staples and Tacks
	Hessian
	Duttoning Cond on Would Flow
	Buttoning Cord or Waxed Flax
	Calico
	Fibre
	Flock
	Foam Sheeting
	Glues
	De els Te elsin e Ctuin
	Back Tacking Strip
3.	Name two types of material used for upholstery.
	1.
	2
4.	Explain how to fit the top cover to a lid.

5.	What is the name of the material used for the base of lounges and the base of your box etc., and what is its purpose?			
6.	Name two methods of attaching covers to chairs.			
	1			
	2			
7.	Complete a or b: a. Ottoman b. Toybox			
	Project			
	Date completed			
8.	Complete a Feature Panel.			
	Date completed			



Video

0	1.	Be familiar with the type of videos available. Know the difference between VHS-C and Video 8 tapes. VHS-C
		Video 8
	2.	Identify the following parts on a video camera and know how to use them: a. Viewfinder
		b. Record button
		c. Lensd. Zoom button
		e. Power on/off switch
		f. Manual focus and zoom levers/rings
		g Tape loading doorh Time lapse switch
	3.	Know what the viewfinder messages mean.
		Identify and change the battery. Know how to charge up the battery and when to replace-recharge the battery. Know how to get the best life from the Ni-cad battery.
	5.	How else can the camera be powered?
0	6.	Video a five minute segment them view with your instructor. Discuss your technique including the following and learn how to correct if necessary: a. Zooming b. Lighting c. Panning
		d. Steadiness of camera
		Date completed
	7.	Demonstrate how to set up and use a tripod.
		Date completed

8.	Demonstrate how to edit video using a VCR by editing segment taken for requirement 6.					
	Date completed					
9.	Demonstrate your ability to use titles and design your own by hand or computer.					
	Date completed					
10.	Complete one of the following and show it in a public place. Length of video clip must be 4-7 minutes.					
	 a. Object lesson b. Music video clip c. Bible story (dramatized, puppets, acted etc.) d. Nature e. Modern life dilemma f. Advertisement for church program, publication, etc. Project Date shown					
	Date Shown					



Wattles

	1.	What is the approximate number of named varieties of wattles in Australia?
0	2.	What are phyllodes?
		What work do they do for the plant?
		Why are phyllodes so important in the study of acacias?
0	3.	How are acacias classified into two major groups?
<u> </u>	4.	How does the shape of the seed pod and the way the seeds lie in the pad help in identification?
<u> </u>	5.	How many acacias in your state have true leaves (bipinnate) when adults?
0	6.	In seeding acacias what is seen first, true leaves or phyllodes?
0	7.	How many have true leaves? What must happen to an acacia seed before it will germinate and grow?

ū	8.	What acacias phyllodes are used to feed stock in times of drought?
ū	9.	What is the bark of some acacias used for in Australia?
0	10.	What species of acacias are used for furniture making?
	11.	How do acacias help and benefit man, animals, insects, birds?
0	12.	Make a collection of 10 or more dried pressed wattles with flowers and phyllosed and where possible pods and seeds. Show dates, place collected, common and scientific names. Some must be spike type flowers, some raceme type or single balls and some bipinnate leaves. (Complete Chart #1)
		OR 20 or more close-up photographs you have taken of wattles showing the above details.

Wattles Chart #1

Common/Scientific Name							
Place Collected							
Date							
Name							

South Pacific Division/Island Ed. Index

Canoe Building
Cultural Food Preparation
Cultural Heritage
Island Fishing
Mat Making
Native Bush Construction
Palm Trees
Subsistence Farming
Tapa Cloths
Tree Climbing



Canoe Building

1.	What trees in your area are used for building canoes?						
	Name them in your language.						
	Are they considered softwoods or hardwoods?						
2.	What trees are used for building canoes, softwoods or hardwoods?						
3.	What tools are used for building canoes?						
	Start with felling the tree up to completion.						
4.	Choose a good canoe tree about four meters in length and observe the correct felling of it. Explain what happened.						
5.	Describe how a log is prepared to build a canoe.						

6.	With the help of others properly shape the outside of the canoe and hollow out the inside. Correctly smooth both surfaces inside and outside.
	Date completed
7.	Assist in the making of paddles, seats, poles and fittings for the canoe.
	Date completed
8.	Assist in the construction of decking, outrigger, mast and sail if the canoe is of a double hull or outrigger type.
	Date completed
9.	Make a tree model of the type of canoe used in your district.
	Date completed



Cultural Food Preparation

COOK	Cook a meal using local methods and loods by yoursell.				
See e	See example below.				
Mate					
	1.	Raw foods (e.g. Dalo, cassava, yams, sweet potatoes, taro leaves, etc.)			
	2.	Banana leaves or other leaves used in your area.			
	3.	Stones			
	4.	Firewood			
	5.	Banana stems			
	6.	Coconut leaves			
Meth	ods				
	1.	Light the fire first.			
	2.	Pile the firewood in order (criss-cross method).			
	3.	Put all the stones on top of the firewood.			
	4.	Let the fire completely burn the wood until you notice that the stones are red-hot.			
	5.	Clean the lovo/oven.			
	6.	Put the smashed up banana stems on top of the stones.			
	7.	Start to put all the raw foods on top of the banana stems,			
	8.	Cover it up first with green coconut leaves before you completely cover it with leaves and leave it for one to one and a half hours.			
	9.	Uncover the lovo/oven and the food is ready.			

		South Pacific Division/Island Ed
Date completed	Instructor's Signature	2002 Edition



Cultural Heritage

_	1.	Outline why it is important to know about our cultural heritage.
	2.	List the special ceremonies for
		The birth of a child
		Becoming an adult
		Death and burial
_	3.	List the customary ways of dressing for everyday life and two special occasions.
		1
		2
		Special Occasions
		1
		2.
		b. Draw, explain or present in pictures these customary dresses.

	4.	What is or was the customary pre-marriages for young people in your area?
		How is/was marriage arranged?
٥	5.	List the advantages of traditional marriages over western style marriages and courtship.
0	6.	Explain briefly the meaning of the term "bride price."
		What are the advantages of bride price.
		Explain the disadvantages of bride price.
0	7.	Explain the leadership structure in your village area. (Include the chiefly system and the extended family.)
Date comp	oleted _.	Cultural Heritag Instructor's Signature 2002 Editio



Island Fishing

1.	Name five native methods that are used for island fishing.
	1
	2.
	3.
	4.
	5.
2.	Demonstrate your ability to make at least one type of fishing gear out o native material used in your area.
	Types of fishing gear made
	1
3.	In your cultural setting identify types of fishing according to tides and phases of the moon.
4.	Display and label a collection of baits, lures and hooks traditionally used in your area.
5.	Participate in a fishing trip and catch two fish using two different traditional methods.
	Fish Methods used
	1
	2
6.	a. Collect pictures of ten tropical fish and identify their local names and their habitation.
	Name ten poisonous or dangerous fish in your area.1
	2
	3
	4
	5
	6



Mat Making

1.	In your culture name the materials	which are used in mat making.
2.	Explain and demonstrate how to pr	repare this material.
3.	Name plants that can be used for n where they come from and how to Chart #1)	naking dyes in your culture. Tell prepare them for dying. (Complete
4.	Show how to use native and synthematerial.	etic dyes in dyeing mat making
5.	Make two mats showing two differ mats must have a reasonably fine v	, i
	Mats	Types of Weaving
	1	
	2	

Mat Making, Chart #1

Prepare for dying							
Place							
Plants							



Native Bush Construction

1.	Assist in setting out the ground of a simple house squarely and accurately.				
2.	Assist with choosing and cutting proper timber from the bush for posts, floor, rafters, wall plates, studs, steps and doors.				
3.	a. Plait local materials for walls.				
	b. Make sections for a wall 1m x 1m and show two different wall patterns.				
4.	Show ability to thatch a roof correctly, especially the ridge and hips using kunai grass, sago palm leaves, coconut palm leaves or any other materials.				
5.	Where applicable select, prepare and use vines for tying and lashing.				
6.	Take part in building a house not less than 4m x 2m using native materials. In building the house practice all demonstrations nos. 1-5. Show while building the house that you have taken measures to keep it free from termites.				
7.	Demonstrate ability to name, use and care for the following tools: ax, saw, hammer, chisel, bush knife, ruler and tape spade.				



Palm Trees

	1.	Give the general character following parts:	eristics of the palm tree referring to the				
		Stem or trunk					
		Roots					
		Leaves					
		Inflorescence or flowers					
		Fruits					
۵	2. What happens when the crown of a palm is cut out?						
		What happens when the	trunk of a palm is damaged?				
	3.	re are several species of palm trees which are to of these and list as many ways as you can					
		Palm Trees	Helpful to man				
		1.	•				
		2.					
							

4.	Identify by sight six different types of palms which grow in your area. Do this in any language.
	1
	2.
	3.
	4.
	5.
	6.
5.	Draw and name the six palm trees you have identified showing clearly the leaf formation, flowers and seed shape as well as the fruit.
6.	Parts of palms are used for food or to help with the preparation of food. From your culture tell how a palm tree or part of it is used as food or in food preparation e.g. sago palm, coconut palm. Tell how to prepare it.



Subsistence Farming

1.	Participate in the preparation of a food garden nine meters square. Cover the following points. a. Choosing the site b. Clearing the bush c. Cleaning the area d. Preparation of the soil for planting				
2.	Through a practical demonstration show how you will make and use compost in your garden.				
3.	plant families you will plant in your ou can do this.				
	Root crops—e.g. cassave, sweet potatoes, carrots				
	Plants	Time of year			
	Grass—e.g. corn, sugar cane Plants	Time of year			
	Legumes—e.g. beans, peanuts Plants	Time of year			

	Leafy vegetables—e.g. cabbage varieties, aibika				
	Plants Time of year				
	·				
	-				
	Fruit—e.g. Bananas, pawpaw, tomatoes, egg plant, pumpkins, cucumber				
	Plants Time of year				
4.	Show by practical demonstration and by diagram how you will divide your garden to plant your crops.				
5.	What crops will best grow where you have burnt out stumps and logs?				
6.	Show and demonstrate how you will keep your garden free from weeds and garden pests.				
7.	Demonstrate how you will plant your crops to have a continual supply.				
8.	Show how to harvest crops for family use and commercial sale.				
9.	Show how you will rotate your crops.				
10.	Outline what you would do with your garden area after several seasons of cropping.				



Tapa Cloths

		t are the main uses of Tapa cloth?
2 .		w three different ways that Tapa cloth is made in the Pacific Islands.
	2	
3 .	3 Knov	w the trees used for making Tapa cloth in your area.
- 4.	a.	Explain the steps in making tapa cloth and then demonstrate your knowledge by making a 1/2 meter square tapa cloth.
	b.	Explain the process of dying tapa cloth using natural dyes and decorate your tapa cloth.
□ 5.		e a collection of a number of different types of tapa cloth designs outline the purpose for which they were used.
	and (buttile the purpose for which they were used.



Tree Climbing

1.	Practice your tree climbing skills a number of times on a 10-15 foot tree.			
2.		Climb a 20-foot coconut tree. Demonstrate the manner of getting back lown to the ground safely.		
3.	3. a. Climb a tree using any one of four common methods.			
		Method used		
	b.	Describe the other	r meth	nods in details to the instructor.
4.	The instructor should select trees suitable for climbing; one with lots of branches, the other a coconut tree.			
				e on each of the two trees how to apply bing (squat hopping and monkey type.)
		Tree		Method used
	1		1	
			2	
	2			
5.	Demo	onstrate how you v		safely carry a bush knife and an axe up a
6.	a.	Climb a coconut t	tree de	emonstrating how you would carry a bag.
	b.			out using a knife or sharp instrument using urn to the ground with it in your bag.
7.	Know	how to remove a	n inju	red person from a tree.

North American Division of the Seventh-day Adventist Church Honor Submission Form

Date Submitt	ed:		
Submitted by	·· ·		
Conference N	Name:		
Piloted by:	Director Name	Pathfinder Club	Number of Participants
I,		_, Pathfinder Director of the	Conference
recommended	d this Honor to the I	NAD Pathfinder Honors Committee	e on
			Date
			Signed

Process:

- 1. The Conference Director of Pathfinder Ministries will submit the Honor proposal by January 1, to the NAD Director of Pathfinder Ministries.
- 2. The new Honor proposal will be considered by the NAD Pathfinder Honor Committee. Recommendations on whether to accept the honor proposal as submitted, or indicate the need for possible changes, or rejection of the proposal will be made to the NAD Pathfinder Committee.
- **3.** The NAD Director of Pathfinder Ministries will write the Conference Director of Pathfinder Ministries with information on the recommendations made by the NAD Pathfinder Committee on the Honor proposal submitted.

Continued on next page

4. Honor proposals need to be type written and double spaced. Please submit hard copy and electronic version of the requirements and answers to requirements, along with a proposed patch design.



General Conference and Division honor patch sample of size and shape



Union, Conference and club honor patch sample of size and shape

5. New Honor proposals should be submitted after Honors have been piloted by at least three (3) local Pathfinder Clubs in the Conference submitting the honor. A written statement by the Conference's Director of Pathfinder Ministries to the NAD Director of Pathfinder Ministries stating that the Honor being proposed has been piloted, needs to accompany the new Honor proposal.

Check List for Evaluating Honors

 1.	All requirements uphold the basic standard and philosophy of the Seventh-day Adventist Church.	
 2.	Requirements include a balance of theory and "hands on" experience.	
 3.	If possible, requirements have been developed in the areas of Basic and Advanced. Having the Basic Honor should be the pre-requisite for earning the Advanced Honor in a given subject.	The second secon
 4.	Requirements are usable in a group setting or by a single individual.	-25
 5.	Requirements can be fully completed in less then three months.	
 6.	Requirements clearly state in simple terminology exactly what is to be accomplished. (Avoid ambiguous words or phrases such as: explain briefly, submit, explain orally, or demonstrate ability.)	
7.	Activity requirements of extended time are worded so as to avoid conflicts with school or work schedules. (Examples: a four day campout could be done in two weekends.	
 8.	Requirements avoid destruction of animal or plant life. (Ask for photos or drawings as opposed to collections.	
9.	Requirements avoid involvement in armed or unarmed defenses.	
 10.	. Requirements can be accomplished without unduly affecting the safety of its participants.	



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Abseiling South Pacific Division
Abseiling, Advanced South Pacific Division
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