



## **PATHFINDER LEADERSHIP AWARD**



**PTHOPS001**

# **Pathfinder Curriculum**

**Resource Material**

**January 2009**



Resource Material for the Pathfinder Leadership Award.

The Resource Material, Review Booklet and Assessment tools were produced by the Seventh-day Adventist Church Youth Ministries of the South Pacific Division (SPD). We pay tribute to Pastor John Wells, the main contributor in the reshaping, rewriting and adapting of this material. He was assisted by a number of other experienced leaders and an editorial team brought the task to completion. We wish to express our deepest thanks to them all.

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The Unit Outline is unchangeable. However, Conferences/Missions in the SPD are encouraged to be creative in the delivery of the training to suit their local needs. Photocopying of this material is permitted in the context of leadership training. It is not to be used for commercial purposes.

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# Orientation

Welcome to the resource material for PTHOPS001 Pathfinder Curriculum.

## Purpose

This unit covers the specific training skills needed to understand the different Pathfinder Curricula, available to local clubs.

## The Resource Material

This Resource Material contains the essential information required to meet the competencies outlined for this unit. It should help you to:

- Gain a comprehensive understanding of the Pathfinder Curricula.
- Understand curricular issues as they relate to a Pathfinder Club.
- Prepare for the PLA training/review/assessment program.
- Acquire knowledge that will help with your Pathfinder Ministry.

A basic Review Booklet has been developed for this unit. It contains a small number of worksheets that, once completed, provide evidence that you understand the material. The Review Booklet needs to be completed before the assessment and forms part of the requirements to gain competence in this unit.

Note: If you have any questions, please consult your District Director or your local Conference/Mission Youth Department.

## What Additional Resources Do I Need?

- Bible.

## What Do I Need to Bring for the Training/Review/Assessment Program?

- Resource material (if received beforehand).
- Review Booklet (completed, if required).
- Pencil/pen.
- Any other resources or equipment as specified by your Assessor.

## How Will I Be Assessed?

At the Conference/Mission training/review/assessment program your competency will be assessed by one or more of the following methods:

- Written/oral questioning.
- Completed Review Booklet.
- Simulation activities.
- Project/assignment.

## Reassessment Process

- You will be given the opportunity for reassessment if you are not found competent.
- There will be no limit to the number of opportunities for re-assessment.

## Appeal Process

If you are not satisfied with your assessment you can:

- Discuss the issue with your Assessor.
- Discuss the issue with your District Director.
- Request the mediation of another Assessor.
- Report your concern to the Conference/Mission Youth Director.

## Unit Outline

The Unit Outline summarises the requirements (Elements) of this unit. Each Element requires completion of various tasks (Performance Criteria).

PTHOPS001	Pathfinder Curriculum
PLA	Pathfinder Leadership Award

**DESCRIPTION:** This unit has been developed by the Adventist Youth Ministries of the South Pacific Division (SPD). It covers the specific training skills needed to understand the different Pathfinding curricula available to local clubs.

The Competency Based Training (CBT) method has been adopted for the delivery of this unit.

Element	Performance Criteria
1. Summarise the development of the Pathfinder curricula throughout history.	1.1. Outline the main points that influence the Pathfinding curricula, from the following books: <ul style="list-style-type: none"> <li>• The four Gospels.</li> <li>• Steps to Christ.</li> </ul> 1.2. Outline the early Pathfinder curriculum. 1.3. Analyse the differences between a school and church-based program. 1.4. Explain why the South Pacific Division has introduced alternative curricula.
2. Explain the Standard Curriculum.	2.1. Identify each of the Pathfinder classes. 2.2. Explain how the Standard Curriculum is implemented in the local club. 2.3. Identify the strengths and weaknesses of the Standard Curriculum.
3. Explain the Specialty Curriculum.	3.1. Identify the Pathfinder class structure. 3.2. Explain how the Specialty Curriculum is implemented in the local club. 3.3. Identify the strengths and weaknesses of the Specialty Curriculum.
4. Explain the Way to Go Curriculum.	4.1. Identify the philosophy behind the Way to Go Curriculum. 4.2. Explain how the Way to Go Curriculum is implemented in the local club. 4.3. Identify each of the Pathfinder levels. 4.4. Identify the strengths and weaknesses of the Way to Go Curriculum.

# CHAPTER 1: Development of the Pathfinder Curriculum

The Pathfinder curriculum has been the most integral part of the Pathfinder organisation from its inception in 1909. It has provided a framework on which a Pathfinder club can base its program. The curriculum has been one of the means through which the church has been able to pass on its beliefs to our children, in conjunction with Sabbath School lessons, the home environment and the Seventh-day Adventist (SDA) Education System.

‘But watch out! Be very careful never to forget what you have seen the Lord do for you. Do not let these things escape from your mind, as long as you live! And be sure to pass them on to your children and grand children’. Deut 4:9

‘Repeat it again and again to your children’ Deut 6:7

Despite amendments to the curriculum taking place (since 1922), common threads such as the Bible, SDA doctrines, salvation, life skills, community awareness, an appreciation of nature and a study of outdoor skills have remained constant. The diagram in Figure 1.1 illustrates their influence.

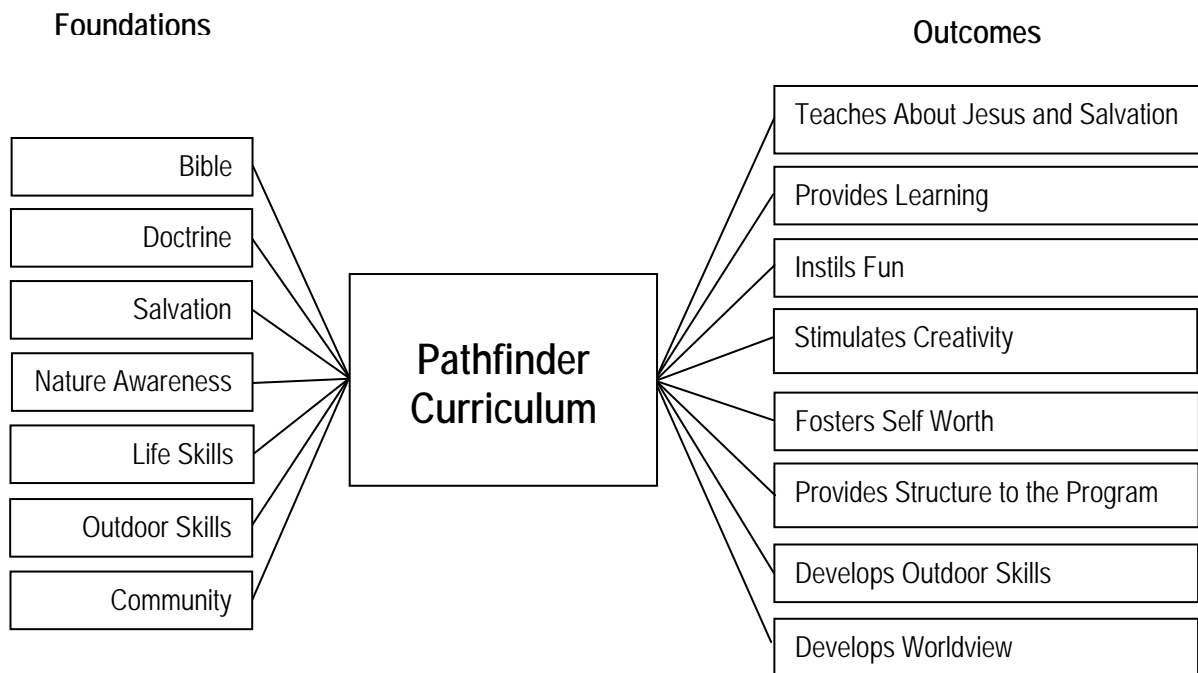


Figure 1.1: The influence of the Foundations on the Pathfinder Curriculum.

The Foundations listed in Figure 1.1 form important part in the development of the Pathfinder curriculum. They draw inspiration from two important resources used in each version of the curriculum; primarily the Bible (especially the stories of Jesus told in the Gospels) and the writing of Ellen G. White. Selected passages of the Gospels and the book “Steps To Christ” are listed as pre-reading for this unit.

It has been suggested that the first curriculum was written by Harriet Holt in 1922, in response to an action by a General Conference Council in Indianapolis, Indiana, in 1920. This action called for the

introduction of “<sup>1</sup>physical and technical training” to the junior youth program, which had been operating since 1909.

The first Junior Missionary Volunteer (JMV) classes progressed through four developmental levels - Friends, Companions, Comrades and Master Comrades. The curriculum was written as a result of a meeting of youth leaders in Washington DC. Their resolution called for “recognising the active physical nature of the budding youth, their curiosity, their need for the ideal, their love of order and ritual, and their easily enlisted sympathies and group co-operation<sup>2</sup>”. The curriculum has been adapted over the years, but the basic principle of meeting the needs of Pathfinders has been maintained since the early beginnings.

In the North American Division, the JMV program was originally attached to the church school in response to specific circumstances as many Youth Directors were also Education Directors and most Adventist children attended Adventist schools. The JMV program was incorporated into the school program, with the class teacher taking on the role of the JMV leader. However, in the course of time, the JMV program extended it’s movement to the local churches across the division.

In the South Pacific Division, right from the beginning, most JMV programs were based at the church and were part of the local church program for the Juniors and Teens. The program operated each Sabbath afternoon, either at the same time as MVs or immediately after.

Not only are there different locations that Pathfindering can be operated, but the original curriculum itself have evolved in response to the changing needs of Pathfinders and the organisation. The original Pathfinder curriculum was designed in 1921 to meet the needs of the JMV’s and Pathfinders of the time. Much has changed since then.

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<sup>1</sup> Oliver, We Are The Pathfinders Strong p41,42

<sup>2</sup> Oliver, We Are The Pathfinders Strong p42



## CHAPTER 2: The Standard Curriculum

The Standard Curriculum describes what many know as the traditional card system. Each class is developed for the special needs of the age group and contains requirements in the areas of spiritual and physical development, history, nature and outdoor skills.

Each class is completed within one year and corresponds to a particular age group. Each class is developed for the special needs of that age group and is self-contained, with requirements in the areas of spiritual, physical, history, nature and outdoor skills. Classes or individuals may also choose to complete extra requirements to achieve an Advanced level.

The classes are age-specific:

### Junior Classes:

Friend	10 years old.
Companion	11 years old.
Explorer	12 years old.

### Teen Classes:

Ranger	13 years old.
Voyager	14 years old.
Guide	15 years old.

This program utilizes the system of record cards to keep track of individual Pathfinders achievements throughout the year. The record cards are shown in Figure 2.1.



Figure 2.1: Record Cards

The Standard Curriculum requires a separate teacher for each class. The teacher works out a yearly timetable, outlining when different requirements are to be met. The teacher is then responsible for keeping the cards up to date by signing off requirements as they are completed. Most clubs have their Pathfinders complete a logbook/scrapbook as further evidence of completion. The division developed resources for teachers called "The Teachers Resource Manuals". It comes in two volumes – a blue one for the Junior classes and a silver one for the Teen classes (see Figure 2.2).

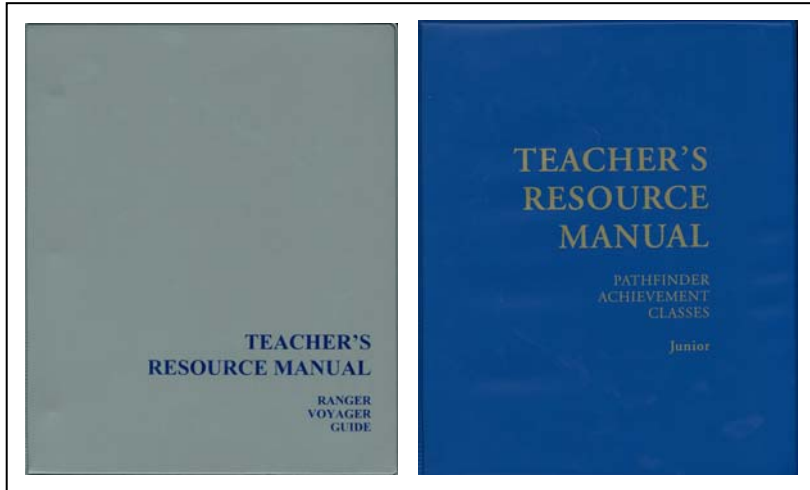


Figure 2.2: Teacher's Resource Manual – Junior and Teen

In 1989, the “Keepers of the Flame” video series, produced by the Division, was incorporated into the Heritage section of the requirements.

Every curriculum has its advantages and disadvantages. The table below outlines some of these for the Standard Curriculum:

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Most leaders are familiar with this method and achieved their own class badges under this curriculum.</li> <li>• Good resource manuals and workbooks are available.</li> <li>• The curriculum is straightforward to implement.</li> <li>• Only basic administration is required as record cards only need to be signed once requirements have been met.</li> <li>• Requirements may be caught up in preparation for Investiture.</li> <li>• Each Pathfinder is taught in a small group according to their age.</li> <li>• This curriculum is used world wide.</li> <li>• This curriculum is adaptable for people with English as a second language.</li> </ul>	<ul style="list-style-type: none"> <li>• A staff member is required for every class.</li> <li>• There is a tendency to recreate a classroom environment that the Pathfinders already experience during the week</li> <li>• Because the curriculum is fully resourced, teachers may be inclined to teach the class without preparation and creativity.</li> <li>• Classes can become boring for the Pathfinders.</li> <li>• The responsibility is on the teacher to make the class creative and interesting.</li> </ul>

## CHAPTER 3: The Specialty Curriculum

In 1990, the Specialty Curriculum, designed by Arnold Turner, a District Director in NSW, was added to the pathfinder curriculum as an alternative for the Teens. No change was proposed for Junior pathfinders (Friends, Companions and Explorers). It was felt that the teens (Rangers, Voyagers, Guides) needed to have a more focused and specialised program to cater for their developmental needs. A wide range of specialties that could be completed in half a year were developed and made available to clubs.

The basic concept of this curriculum was to: -

- Have a more practical, physical program.
- Provide the Pathfinders with choices for their learning.
- Make the program more relevant for Teens.
- Complete activities as a group.
- Provide Teens choice in selecting their specialties.
- Make requirements activity-based.
- Provide more camping opportunities.
- Reduce the number of staff required to run a Pathfinder Club.
- Ensure some activities involve the whole club.

### Class Structure

The Junior classes (Friends, Companions and Explorers) still have their separate classes. The Teen class (Rangers, Voyagers and Guides) fulfil the requirements of the Specialty Curriculum as one group. They choose from a range of specialties that are specifically developed for this program. The specialties are: -

- Bushcraft
- Campcraft
- First aid
- Communications
- Personal development
- Nature
- Recreation
- Wilderness living
- Craft
- Drill and marching

Pathfinder Honours are also included.

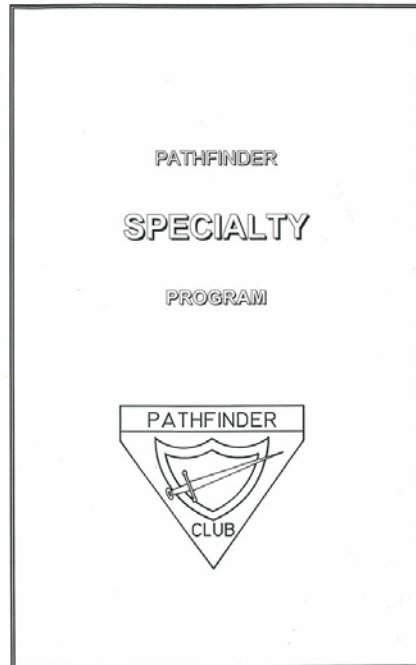
Teens chose one of the following options for the year:

- Complete two specialties.
- Complete one specialty and 2 honours.
- Complete 4 honours.

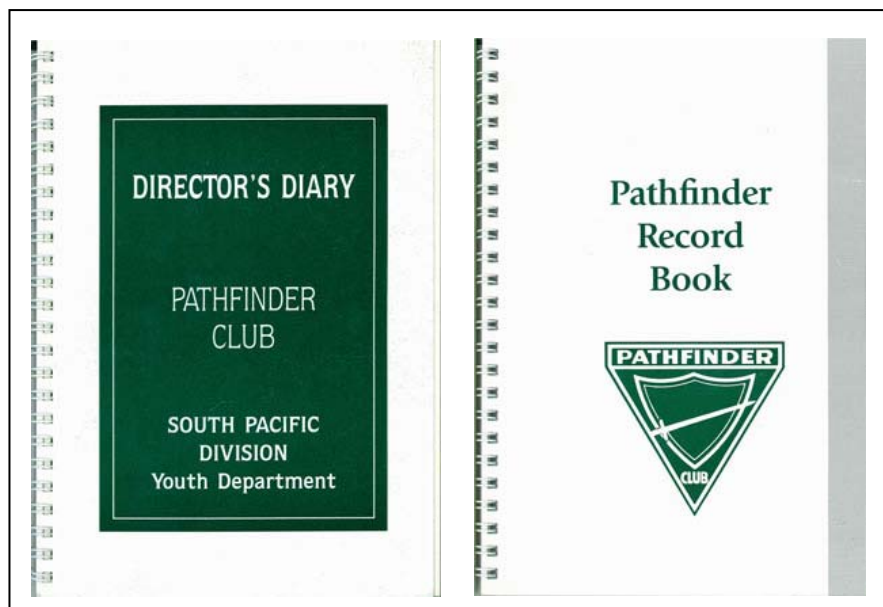
Teens also need to complete the Teen Core Cycle, which covers issues such as relationships, doctrine, personal development and group development. The Teens are then invested for that year as a Ranger, Voyager or Guide, depending on their age.

## Supporting Resources

The “Specialty Program” Manual was developed containing over 60 pages of information about how the program runs, followed by over 300 pages of program specialties and activity ideas. In conjunction with the manual (Figure 3.1), two other resources exist; namely the Director’s Diary and the Pathfinder Record Book (Figure 3.2). These three resources are shown below.



*Figure 3.1: Pathfinder Specialty Manual*



*Figure 3.2: Director's Diary and Pathfinder Record Book*

## Advantages and Disadvantages

Every curriculum has its strengths and weaknesses. The table below summarises these aspects of the Specialty Curriculum:

Advantages	Disadvantages
<ul style="list-style-type: none"><li>• The different needs of Juniors and Teens are recognised.</li><li>• Teens can do Specialties together regardless of age or class.</li><li>• Pathfinder Class names remain.</li><li>• Teens choose which Specialties or Honours they want to study for the year.</li><li>• The curriculum provides more camping opportunities and hence more opportunities to teach camping skills.</li><li>• An average size club would only need four staff because only one teacher is required for the teen group.</li></ul>	<ul style="list-style-type: none"><li>• More Administration is required of the Director.</li><li>• The number of Specialties available is limited and furthermore, the club staff may not have the skills to teach all of them.</li><li>• Not everyone enjoys camping.</li><li>• There is no ongoing resource development. Limited creative teaching resources are available for the curriculum.</li></ul>

## CHAPTER 4: The Way To Go Curriculum

A Pathfinder revision committee, under the chairmanship of Pr Alan Walshe and subsequently Pr Andrew Kingston, was commissioned by the SPD Youth Ministries Committee to develop an alternative curriculum based on the Active Learning Method. The new curriculum, Way To Go, centred on faith development principles. It was released in the Australian Union Conference and New Zealand in 2001. Mrs Lanelle Cobbin, Pr Ian Howie and Mr Jerry Unser were major contributors to the project.

Research in developmental theories reveals three important findings about the Pathfinder age group:

1. They learn by doing things.
2. They learn by having fun.
3. They learn better when they need to know something.

These three principles laid the foundation for the Way To Go Curriculum.

The Way To Go Curriculum:

1. Is activity-based in its learning style.
2. Is carefully designed so that values and attitudes intended, are readily internalised.
3. Is based on activities called Pursuits.
4. Contains a wide range of Pursuits that are level-specific (age), theme-specific (topic) and Pathway-specific (God, Community, Self and Nature).
5. Focuses on Debriefing during and after each Pursuit as a vital component of activity-based learning.<sup>3</sup>
6. Retains the 6 standard Pathfinder classes.
7. Retains the Advanced level option for each class.
8. Each club develops its own unique program within the curriculum framework, in view of meeting the specific needs of the Pathfinders.

### Pursuits

The Pursuits are the actual learning activities upon which the Way To Go Curriculum is based. Each Pursuit is carefully designed to teach a value, attitude or skill. Each one of the 402 Pursuits includes all the information needed to conduct the activity and enable Pathfinders to achieve the Learning Outcomes.

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<sup>3</sup> Way to GO CD Version 2

## Levels

Levels are based on Pathfinder ages and developmental stages. Each Pursuit is categorised according to the following Levels:

Level:	Class:	Age:	Developmental Stage:
Level 1	Friend	10-11 years	Industry (activity)
	Companion		
Level 2	Explorer	12-13 years	Initiative (adventure)
	Ranger		
Level 3	Voyager	14-15 years	Identity (self-worth)
	Guide		

Most Pursuits are designed for a specific Level (as outlined at the beginning of each Pursuit). Some can be used for multiple Levels or can be run for the whole club (eg. in smaller clubs). Even though a Pursuit is listed as multi-level, it does not mean the whole club must participate. A multi-level Pursuit simply means that it can be implemented at any Level successfully as illustrated in Figure 4.1. Figure 4.1 show the title block for the 'Thankyou' Pursuit. This particular Pursuit can be implemented at Level 1, 2 and 3 as shown by the boxes in the top right corner.

# Thankyou

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Level: 1, 2, 3  
 Strand: Identity  
 Theme: Random Act of Kindness  
 Rigour Rating: 4  
 -- Suitable for Small Groups

Anticipated Time:  
3 hours

Pathway:  
Community: Church Community

Figure 4.1: Title Block of Thankyou Pursuit.

## Strands

The Strands relate to the developmental stage of a Pathfinder (industry, initiative and identity).



## Pathways

Pathways contain all the themes, topics and other aspects of the teaching curriculum and hence provide another method for categorising Pursuits. Each Pursuit is designed for a specific Level (age) and Strand (developmental stage) and Pathway. The Pathways are:



### God - Tracks Up

- Faith development
- Heritage (SDA)
- Scriptural knowledge
- Worship
- Moral development



### Community - Tracks Out

- Citizenship (including marching)
- Fund raising
- Service
- Church community



### Self - Tracks In

- Belief and responsibility
- Friends and relationships
- Co-operation and problem solving
- Feelings and self esteem
- Goals and values
- Health and lifestyle



### Nature - Off the Track

- Survival skills
- Camping outdoor
- Cooking
- Nature Study
- Conservation
- Navigation
- Safety



## Time Requirement

A club program must operate for a minimum of 230 hours per year. These 230 hours are distributed as follows:

- Indoors: 50 hours
- Outdoors: 180 hours

Of the 230 hours, 40 hours must be dedicated to Pursuits. At least 8 hours of Pursuits must be spent on each one of the 4 Pathways:

- Tracks Up – God: 8 hours
- Tracks Out – Community: 8 hours
- Tracks In – Self: 8 hours
- Tracks Off – Nature: 8 hours

The final 8 hours comes from any of the Pathways: it's your choice.

Figure 4.2 illustrates this distribution of the 230 hours (minimum) time requirement.

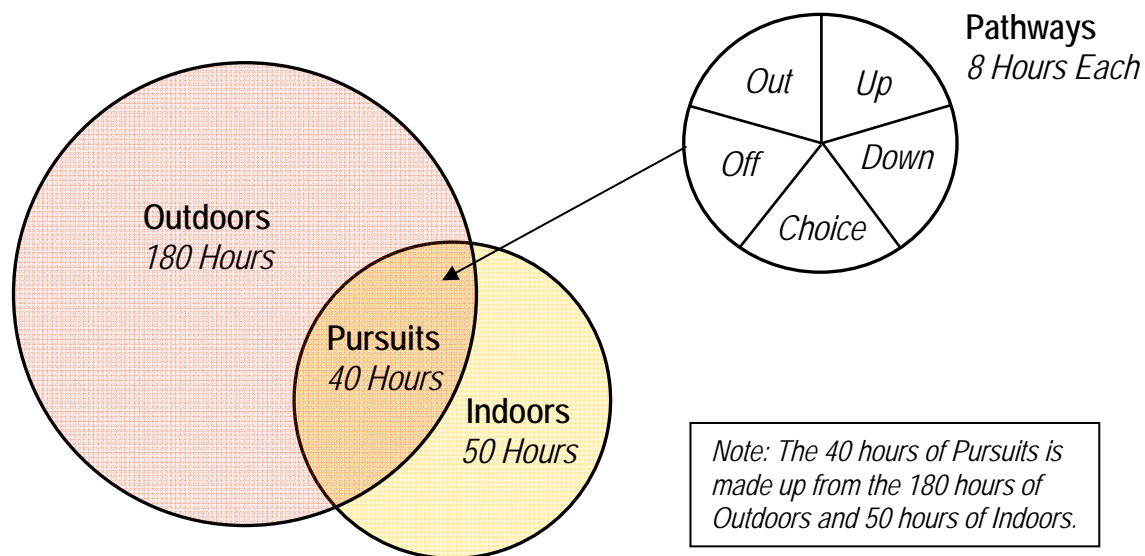


Figure 4.2: Diagram of time distribution in the Way To Go Curriculum.

## Core Pursuits

In view of maintaining the essence of Pathfinding and achieving a balanced program, a number of Pursuits have been designated as Core Pursuits in each one of the 4 Pathways. It is required that out of the 8 hours set aside to each Pathway, 2 hours be dedicated to Core Pursuits (refer to Appendix 1 for the list of Core Pursuits and recommended time allocations).

## Choosing the Pursuits

In choosing the 40 hours of Pursuits, follow the guidelines outlined above, giving first priority to the Core Pursuits. Ensure the Pursuits are achievable by your club in terms of skills and resources. Ensure that you factor in Pursuits that will equip your Pathfinders required for camping, Camporees, Pathfinder Fairs (eg. marching, parades, knots, lashing, cooking, safety, working together, navigation and problem solving).

## Honours

Time must be set aside for the achievement of Honours. It is required that at least 2 Honours be completed per year in order to be Invested. 5 Honours need to be completed for those who wish to achieve the Advanced bar. Refer to the Appendix 2 for details of the Core Honour requirements.

## Debriefing: The Vital Ingredient

The debriefing experience allows Pathfinders to connect with what they have learned or experienced in an activity or simulation, with real life. Discussion questions and response devices focus on what happened and then invite the participants to reflect on how they felt, what they thought or what they believe about a certain concept or experience.

The reflection time after the Pursuit is completed is the most important part of the whole experience. The Way To Go Manual deals comprehensively with the nature, purpose and process of debriefing.

## Supporting Resources

Three resources exist for this curriculum:

1. The Way To Go Staff Manual (Figure 4.3).
2. The Way To Go CD (Figure 4.4).
3. The Journal (Figure 4.5).

The Way To Go Staff Manual will provide you with all the information you require to organise and run your club. The CD contains a copy of the Manual as well as all the Pursuits designed for the program.

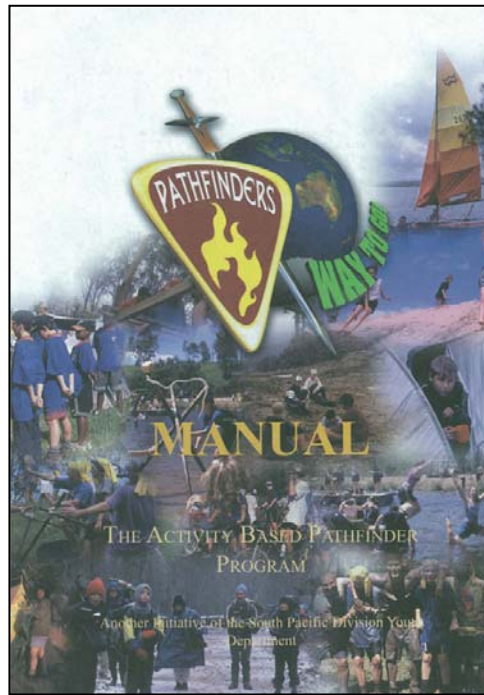


Figure 4.3: *The Way To Go Staff Manual.*

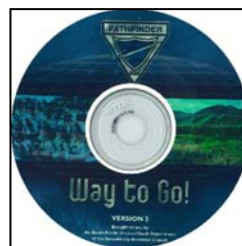


Figure 4.4: *The Way To Go CD.*



Figure 4.5: *The Way To Go Journal.*

A vital part of the Way To Go Curriculum is the Journal. Every Pathfinder is required to complete the journal and guidelines on completing the Journals are outlined within.

The Journal is important because:

- It is the official record of work completed in preparation for the Investiture.
- It records the Pathfinder's personal reflections on what they learned from participating in the Pursuits. .
- It records other Pathfinder Club events (eg. Pathfinder Fairs and Rallies).
- It lists the Bible texts to be remembered.
- It records details about the Investiture and other important events.

## The Investiture

In order to be invested, Pathfinders need to:

- Participate in at least 75% of the 40 hours of Pursuits.
- Participate in at least 75% of the program per year.
- Complete at least 2 Honours.
- Learn, know and understand 10 Bible texts (chosen from Pursuits completed).
- Maintain a personal Journal.
- Exhibit the spirit of Pathfinding.

## Advanced Class Award

Advanced Class Awards are available for each class. Requirements are outlined in the Way to Go Pathfinder Manual.

## Teaching Method

The teaching method used for this curriculum is the Active Learning Method. This is discussed in the unit PTHOPS002 Pathfinder Active Learning Method.

## Advantages and Disadvantages

Some advantages and disadvantages of the Way To Go program are outlined in the following table:

Advantages	Disadvantages
<ul style="list-style-type: none"><li>• Each Club is able to develop the curriculum to meet the specific needs of their Pathfinders, based on the course requirements.</li><li>• The program is activity-based.</li><li>• Learning takes place in an enjoyable setting.</li><li>• There are a wide range of activities.</li><li>• The program takes into account the Developmental Stages of Pathfinders.</li><li>• The program is fully resourced.</li><li>• Advanced classes are available.</li><li>• Pursuits can be run for individual Levels or for the whole Club.</li><li>• Pathways provide a balanced curriculum.</li></ul>	<ul style="list-style-type: none"><li>• The program requires a fair level of organisation to construct a year's program.</li><li>• The teacher needs pre-meeting time to prepare for the Pursuits.</li><li>• The curriculum is based on time requirements. There is a risk that traditional elements of Pathfinding can be overlooked (eg. Parades, Unit System, Honour work, Unit Campouts, etc).</li><li>• Specific skills are required for debriefing.</li><li>• The fun aspect of the program can overshadow the learning aspect.</li><li>• It is difficult for Pathfinders to catch up if they miss specific activities.</li></ul>

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## Appendix 1: Core Pursuits

It is a requirement that Core Pursuits are completed within each Pathway. Table A1 outlines the “themes” for each Pathway with a corresponding code which is then seen in Table A2 to A5. Tables A2 to A5 outlines the Core Pursuits which should be completed for each Pathway. The codes from Table A1 have been included to highlight the category of the pursuit, as well as recommended durations for each pursuit.

Note that each pursuit needs to be chosen so that each Pathway “theme” is covered within the 2-year period. Also, note that in some cases the duration of the pursuit is over the 2 hour limit. Hence an adjustment can be made by reducing the remaining 6 hours of Pursuit time accordingly.

Table A1: Pathway - THEMES

Code	GOD	Year 1	Year 2	Code	SELF	Year 1	Year 2
FD	Faith Development				Belonging and Responsibility		
H	Heritage			CPS	Friends and Relationships		
MD	Moral Development			FSE	Cooperation and Problem-Solving		
SK	Scriptural Knowledge			GV	Feelings and Self-Esteem		
W	Worship			HL	Goals and Values		
					Health and Lifestyle		
	<b>COMMUNITY</b>				<b>NATURE</b>		
C	Citizenship			SS	Survival Skills		
FR	Fund Raising				Conservation		
CC	Church Community Service				Camping		
					Safety		
					Navigation		
				OC	Outdoor Cooking		

Table A2: Core Pursuits for Pathway “GOD”

	Code	Year One	Time	Code	Year Two	Time
Level 1		<b>Friends</b>			<b>Companions</b>	
	W	Jigsaw	30m	FD	Pondering Prayer	1hr
	H	Safe Passage	2hr	SK	Memory Mayhem	1hr
Level 2		<b>Explorers</b>			<b>Rangers</b>	
	FD	God Pictures	1hr	FD	Guide-book Guide	1hr
	FD	Free Pass	1hr	SK	Memory Mayhem 1	1hr
Level 3		<b>Voyagers</b>			<b>Guides</b>	
	FD	Project: Faithtalk	1hr	FD	Testimony	1hr
	FD	Bottom Line Christianity 1	45m	SK	The Book	1hr

Table A3: Core Pursuits for Pathway "SELF"

	Code	Year One	Time	Code	Year Two	Time
Level 1	FSE	<b>Friends</b> In-vested	45m	GV	<b>Companions</b> Pledged on the Inside	1hr
	GV	Pursuit No One	1hr	FSE	Put Downs Put-downs	1hr
Level 2	FSE	<b>Explorers</b> An Angry Workshop	1.5h	HL	<b>Rangers</b> Drink-up Showdown	1hr
	FSE	Mirror Mirror on the Wall	45m	GV	Ready Set Grow	1hr
Level 3	CPS	<b>Voyagers</b> Kid Kapers	1.5hr	FSE	<b>Guides</b> Depression Set Up	1.5m
	FSE	Me: Inside out	45m	FSE	The Journey	1.5m

Table A4: Core Pursuits for Pathway "COMMUNITY"

	Code	Year One	Time	Code	Year Two	Time
Level 1	C	<b>Friends</b> March 2,3,4	30m	S	<b>Companions</b> Easter Message	1hr
	S	Project Delight	1.5hr	C	Our Flag	1.5hr
Level 2	S	<b>Explorers</b> Adopt-a-SM	1hr	CC	<b>Rangers</b> Project Affirmation	2hr
	S	Stop Think Do	1.5hr			
Level 3	C	<b>Voyagers</b> March 8,9,10	30m	CC	<b>Guides</b> Visualise It	2hr
	C	City in Crisis	1.5hr			

Table A5: Core Pursuits for Pathway "NATURE"

	Code	Year One	Time	Code	Year Two	Time
Level 1	C	<b>Friends</b> Knot Difficult	1hr	N	<b>Companions</b> Lost	1hr
	S	Doctor Doctor 1	1hr	N	Knuckle Mountain	1hr
Level 2	S	<b>Explorers</b> Doctor Doctor 6	1hr	N	<b>Rangers</b> *Lunar Landscape	2hr
	C,S	Walk Safe	1hr	N	*Follow that Bearing	2hr
Level 3	S	<b>Voyagers</b> Doctor Doctor 7	1hr	S	<b>Guides</b> Take 10	4hr
	C	Designer Pack Attack	1.5hr			



## Appendix 2: Core Honours

The Way To Go Curriculum states that a minimum of 2 honours (the Core Honours) must be completed for Investiture at the Standard level. The Core Honours are listed in the table below:

	Year One	Year Two
Level 1	<b>Friends</b> Campcraft Beginners Swimming or Advanced Beginners Swimming	<b>Companions</b> Nature Honour Arts & Craft Honour
Level 2	<b>Explorers</b> Knot Tying Outreach Honour	<b>Rangers</b> Fire Building & Camp Cookery Nature Honour
Level 3	<b>Voyagers</b> Hiking Arts & Craft	<b>Guides</b> Map & Compass Outreach Honour

Pathfinder clubs are at liberty to complete any other honours in addition to these, if they wish.

## Appendix 3: Master Awards

When planning to complete honours, keep in mind the Master Awards that are given when 7 honours are completed within a particular area. Currently there are 11 Master Awards listed at the end of the Red Manual, and they are worth pursuing.

In the table above, the recreational skill honours are based on the core honours as listed in the Wilderness Master Award in the Pathfinder Staff Manual (red folder). This is done to provide some added motivation!

# Notes

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