

# Friend Class

# FRIEND TEACHING HELPS

IN PREPARATION FOR THIS COURSE, TEACHERS SHOULD READ:

"How To Use The Manual"	Page 10
"The Role of The Teacher"	Page 20
"Class Work Charts"	Page 28
"How to Teach a Class"	Page 34
"How to use the Teaching Plans"	Page 43
"Junior Youth Ministry"	Page 13
"Understanding Junior Youth"	Page 17

Twenty-six class periods (approximately 30 minutes) have been allocated to complete the basic Friend Class, and seven periods to the Advanced Requirements.

# How to use the Teaching Plans

To assist class teachers in the work of organising the curriculum into a teaching plan, you will find included a comprehensive suggestion on how to go about designing and completing this work in 20 meetings. When organising your plan, remember that the Pathfinder year commences in February and concludes in November. This means 43 weekends are available in this period.

During that time however, most conference youth departments conduct three combined events such as rallies, fairs, and camporees. This means three less weekends are available for the local church, bringing the number down to 40. As Pathfinders meet fortnightly, this reduces the number of weekends available to 20.

The teaching plans are organised so that there is work for the Pathfinder to complete on days that they are on campouts.

Bi-monthly outings are required by the conference and teachers should try to utilise these to meet requirements from time to time. For further details on bi-monthly outings see the Australasian Pathfinder Staff Manual.

You will notice one Teaching Plan for use in Model A, and two parts to the Teaching Plan for Model B. (This is because there is one to cover the work required for Segment 1 and another for Segment 2.)

To assist the teacher the requirements met in each session are listed on the right hand edge of each teaching plan. The following symbols are used:

- G - General
- BS - Bible Search
- SO - Serving Others
- CH - Church Heritage
- HF - Health and Fitness
- NS - Nature Study
- CS - Camping and Survival Skills
- ADV - Advanced

NOTE: These plans are suggestions only. By all means modify or adapt them to suit your own requirements.

PROGRAM  
or  
WEEK

MODEL A

REQUIREMENTS  
COVERED

1	Pledge - explain & start learning Identify 5 wildflowers/5 insects <u>Introduce The Happy Path</u> Introduce Book Club Certificate Membership & dues	G3 NS3 G4 G5 G2
2	Revise and hear Pledge. Explain Law Pathfinder song & National Anthem Introduction to rope and knots	G3 G ADV CS1
3	O.T. books - explain history and start learning Knots continue Encourage bringing of two visitors	BS1 CS1 SO ADV
4	O.T. books Revise and complete knots Introduce nature honour-to be completed at home How to pitch tent and make camp bed	BS1 CS1 NS2 CS4
5	CAMPOUT - overnight Review knots Review O.T. books Review flowers and insects Pitch and strike tent and make camp bed 2 km track and trail	CS2 CS1 BS1 NS3 CS4 CS6
6.	Test on finding O.T. books Check on <u>The Happy Path</u> readers Check on Book Club reading Principles of healthful diet and start project on food groups (to be completed at home)	BS1 G4 G5 HF2
7	BI-MONTHLY 1 hour nature walk Observe flowers/insects	NS1 NS3
8	Daniel 1:8 - explain, memorise, activity Honour - arts and crafts	HF1 CS7
9	CAMPOUT Explain and learn Ps. 23 or Ps. 46 Start fires - keep going 8 Things to do when lost Purify water. Discuss Jesus as Water of Life	BS3 CS ADV1 CS5 BS ADV
10	Choose and discuss O.T. characters Hiking rules	BS4 CS5



<u>PROGRAM or WEEK</u>	<u>MODEL A</u>	<u>REQUIREMENTS COVERED</u>
11	Revise and hear Ps. 23 or Ps. 46 Review O.T. books General Safety	BS3 BS1 CS3
12	BI-MONTHLY 3 km hike in one hour	HF4
13	General safety exam Revise Knots, Five speed knots	CS3 CS1,ADV3
14	Audio/visual Church Heritage Plan 2 hours of service Discuss good citizenship at home and at school	CH1 SO1 SO2
15	CAMPOUT Review O.T. books Review Ps. 23 and Ps. 46, Review Daniel 1:8 Build camp shelter, discuss Jesus as our Shelter Bake, boil, fry, camp food	BS1 BS3 HF1 BS ADV HF ADV
16	Church Heritage - discussion Christ to 1844 Reports on results of 2 hours service	CH1 SO1
17	Church Heritage - complete Memory Gem exam	CH1 BS2
18	BI-MONTHLY Swimming Honour	HF3
19	Church Heritage crossword Check honours & see work is complete Check on <u>The Happy Path</u> reading - complete Check on Book Club reading - complete	CH ADV CS7 NS2 HF3 G4 G5
20	10 Safety rules - knife and axe 10 flowers/10 insects	CS ADV2 NS ADV

<u>PROGRAM or WEEK</u>	<u>MODEL B - SEGMENT 1</u>	<u>REQUIREMENTS COVERED</u>
1	Commence <u>The Happy Path</u> and Book Club reading	G4,5
2	O.T. Books and history and groups	BS1
3	Review and test on O.T. books	BS1
4	Psalm 23 or 46	BS3
5	Commence Nature Honour	NS2
6	CAMPOUT	
7	Continue Honour	NS2
8	Continue Honour	NS2
9	Memorise and explain Daniel 1:8 and activity	HF1
10	View audio/visual of Great Controversy	CH
11	Pledge card on temperate lifestyle	HF1
12	CAMPOUT	
13	Discuss audio/visual on Great Controversy	CH
14	Book Club reading Memory Gem Exam	G5 BS2
15	Discussion on time from Ascension to 1844 Complete crossword puzzle on audio/visual	CH CH ADV
16	Complete Nature honour. Refer to nature objects ready for nature walk	NS2 NS1
17	Discuss O.T. character	BS4
18	CAMPOUT	
19	Visiting speaker, catch up on work, etc	
20	Visist someone who needs friendship	SO1

PROGRAM  
or  
WEEK

MODEL B - SEGMENT 2

REQUIREMENTS  
COVERED

1	Pathfinder song and National Anthem Membership and fees	G ADV G2
2	List requirements and plan for campout	CS2
3	BI-MONTHLY - Swimming Honour	HF3
4	General Safety	CS3
5	Test in General Safety	CS3
6	CAMPOUT Pitch and strike tent Use of knife and axe, safety rules Learn what to do if lost	CS2 CS4 CS ADV2 CS5
7	Memorisation of Law and Pledge Discussion on citizenship	G3 SO2
8	Discuss the Church Heritage topic	CH1
9	Work on arts/crafts honour	CS7
10	BI-MONTHLY - 3 km Hike	HF4
11	Ropes and Knots	CS1
12	CAMPOUT - Baking, boiling and frying camp food How to start fire with 1 match/natural materials Make camp bed	HF ADV CS ADV1 CS4
13	Principles of diet and basic food groups	HF2
14	Review knots 5 speed knots	CS1 CS ADV3
15	Plan nature walk 5/10 wildflowers and 5/10 insects	NS1 NS3, ADV
16	BI-MONTHLY - 1 hour nature walk	NS1
17	Special program - visiting speaker or catch up on work, etc.	
18	CAMPOUT - track and trail - 2km Hiking Rules Purifying water and camp shelter and spiritual emphasis	CS6 CS5 BS ADV
19	Friendship to someone in community Plan and arrange activities, visits or party for final week	SO1
20	Break up party, games. Demonstrate activities to parents. Bring two visitors to meeting	SO ADV

# REQUIREMENTS

## GENERAL

- |   | <u>PAGE</u> |
|---|-------------|
| 1. Be 10 years old and/or in Grade 5 or its equivalent. | 50          |
| 2. Be an active member of Pathfinders.                  | 50          |
| 3. Memorise and explain the Junior Pledge and Law.      | 51          |
| 4. Read the book "The Happy Path".                      | 55          |
| 5. Have a current Book Club Certificate.                | 55          |

## ADVANCED

*Know, sing or play, and explain the meaning of the Pathfinder Song and the first stanza of the National Anthem.* 55

## BIBLE SEARCH

- |   |    |
|---|----|
| 1. Memorise the Old Testament books of the Bible and know the five areas into which the books are grouped. Demonstrate your ability to find any given book.   | 57 |
| 2. Have a current Memory Gem Certificate.   | 62 |
| 3. Know and explain Psalm 23 or Psalm 46.   | 64 |
| 4. In consultation with your leader choose one of the following Old Testament characters: Joseph, Jonah, Esther or Ruth. Discuss with your group, Christ's loving care and deliverance as shown in the story. | 66 |

## ADVANCED

*Know different methods of purifying water and demonstrate your ability to build a camp shelter. Consider the significance of Jesus as the water of life and as our refuge place.* 70

## SERVING OTHERS

- |  |    |
|--|----|
| 1. By consultation with your leader, work out ways to spend at least two hours expressing your friendship to someone in need in your community by doing any <u>two</u> of the following: | 78 |
| A. Visit someone who needs friendship.   |    |
| B. Help someone in need.   |    |
| C. Help organise and run a Friend's party.   |    |
| 2. Prove yourself a good citizen at home and at school.  | 84 |

## ADVANCED

*Bring at least two visitors to Sabbath School or Pathfinder meetings.* 86

## CHURCH HERITAGE

View the audio/visual presentation entitled "The Great Controversy", and discuss as a class the period of time from the Ascension of Christ to 1844. 87

## ADVANCED

*Complete the crossword puzzle based on the audio/visual "The Great Controversy".* 104

HEALTH AND FITNESS

- |    |    |  |     |
|----|----|--|-----|
| 1. | A. | Discuss the temperance principles in the life of Daniel, or participate in a presentation or role play on Daniel 1.  | 107 |
|    | B. | Memorise and explain Daniel 1:8, and either sign the appropriate pledge card or design your own pledge card showing why you choose a life style in harmony with the true principles of temperance. |     |
| 2. |    | Learn the principles of a healthful diet and engage in a project preparing a chart of basic food groups.   | 109 |
| 3. |    | Complete the honour in Beginner's Swimming.  | 110 |
| 4. |    | Hike 3 km. in one hour.  | 112 |

ADVANCED

- |  |  |  |     |
|--|--|--|-----|
|  |  | <i>Demonstrate baking, boiling and frying camp food.</i> | 113 |
|--|--|--|-----|

NATURE STUDY

- |    |  |   |     |
|----|--|---|-----|
| 1. |  | Participate in a one hour nature appreciation walk and observe nature objects that relate to a Bible passage. | 114 |
| 2. |  | Complete one of the following honours: Cats, Dogs, Mammals, Seeds, Bird Pets.                                 | 115 |
| 3. |  | Know and identify five wildflowers and five insects in your area.   | 118 |

ADVANCED

- |  |  |  |     |
|--|--|--|-----|
|  |  | <i>Know and identify ten wildflowers and ten insects in your area.</i> | 118 |
|--|--|--|-----|

CAMPING AND SURVIVAL SKILLS

- |    |  |  |     |
|----|--|--|-----|
| 1. |  | Know how ropes are made and demonstrate how to care for rope in the correct manner. Tie and know the practical use of the following knots: Overhand, Granny, Square, Slip, Double Bow, Two Half Hitches, Clove Hitch, Bowline. | 119 |
| 2. |  | Participate in an overnight campout.   | 123 |
| 3. |  | Pass a test in general safety.   | 125 |
| 4. |  | Pitch and strike a tent and make a camp bed.   | 133 |
| 5. |  | Know ten hiking rules, and know what to do when lost.  | 138 |
| 6. |  | Learn the signs for track and trail. Be able to lay a 2 km. trail that others can follow and be able to track a 2 km. trail.   | 142 |
| 7. |  | Complete one honour in Arts and Crafts.  | 143 |

ADVANCED

- |    |  |  |     |
|----|--|--|-----|
| 1. |  | <i>Start a fire with one match, using natural materials, and keep that fire going.</i> | 144 |
| 2. |  | <i>Properly use the knife and axe, and know ten safety rules in their use.</i>         | 146 |
| 3. |  | <i>Tie five speed knots.</i>   | 148 |

# GENERAL

One class period has been allocated to this section, plus one class to the advanced section.

## Requirement 1

BE 10 YEARS OLD AND/OR IN GRADE 5  
OR ITS EQUIVALENT.

### EXPLANATION

This course is designed for the average 10 year old child and is structured in keeping with their physical and mental abilities. Commencing this course before the ideal time of 10 years may cause some hardship and will, most likely, detract from the child's interest in future courses during the important teen years. A junior nine years of age may only commence the course:

1. When they are in Grade 5 or its equivalent.

State equivalents to Grade 5 are:

Queensland	Grade 6	South Australia	Grade 5
New South Wales	Grade 5	West Australia	Grade 6
Australian Capital Territory	Grade 5	Tasmania	Grade 5
Victoria	Grade 5	New Zealand	Standard 4
Northern Territory	Grade 6		

2. At the commencement of the Quarter in which their 10th birthday falls. Conferences operating a July-June church year may approve a twice-yearly induction period.

## Requirement 2

BE AN ACTIVE MEMBER OF PATHFINDERS.

### EXPLANATION

To be an active member the junior should:

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

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

# Requirement 3

MEMORISE AND EXPLAIN THE JUNIOR  
PLEDGE AND LAW.

## CLASS PERIODS

One

This period is allocated to introduce and explain the Junior Pledge and Law. The memory work is usually done outside of the class.

## EXPLANATION

Every boy and girl should have a code by which to shape his life. For the Adventist junior, the Pledge and Law is that code. These must be learned and their principles put into practice. Just like any nation that has a constitution, the Junior Pledge and Law is the constitution of our Pathfinder program around the world. All Pathfinders should abide by this constitution which regulates all activities. Every boy and girl should live their Pledge and Law. Pathfinders in uniform should raise their right hand to shoulder height as a salute when reciting the Pledge.

## THE JUNIOR PLEDGE

By the grace of God,  
I will be pure and kind and true.  
I will keep the Junior Law.  
I will be a servant of God and a friend to man.

## MEANING OF THE PLEDGE

"By the grace of God" means that I will rely on Him, realising that His strength is made perfect in my weakness. It means that only as I rely on God can I do His will. It means that only through grace are we saved from our sins through the power of Jesus Christ our Saviour and Redeemer.

"I will be pure" means I will fill my mind with everything that is right and true and spend my time in activities that will build a strong, clean character.

"I will be kind" means that I will be considerate and kind not only to my fellow men but to all of God's creation as well.

"I will be true" means that I will be honest and upright in study, work and play and can always be counted on to do my very best.

"I will keep the Junior Law" means that I will seek to understand the meaning of the Junior Law and will strive to live up to its spirit, realising that obedience to law is essential in any organisation.

"I will be a servant of God" means that I pledge myself to serve God first, last and best in everything I am called upon to be or do.

"I will be a friend to man" means that I will live to bless others and do unto them as I would have them do unto me.

THE JUNIOR LAW is for me to.....

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

#### MEANING OF THE LAW

Keep the Morning Watch. Every boy and girl should have prayer and Bible study every day. The best way to start the day is by studying the Morning Watch which has been prepared as a daily devotional for every Seventh-day Adventist junior boy and girl.

The first food I need is the Word of God. I will study and meditate upon it and make it part of my daily devotions.

I will pray, thanking God for His blessings and asking Him for the things I and others need. God has promised to hear me.

I will share what I have learned in the Word of God with my family and others. I want Jesus to come soon, and I want others to know Him personally as I do.

I will keep the Morning Watch because it is the plan of God to enrich my life and prepare me for His kingdom.

Do My Honest Part. "The world does not so much need men of great intellect as of noble character." Education, page 225.

"A character formed according to the divine likeness is the only treasure that we can take from this world to the next. Those who are under the instruction of Christ in this world will take every divine attainment with them to the heavenly mansions. And in heaven we are continually to improve. How important then, is the development of character in this life." Messages to Young People, pages 100, 101.



Recognising this great need in the world and in my life I will not be afraid of anything that is my duty. I will cheerfully carry all my responsibilities at home, in school, and in the church. I will show good sportsmanship in play and always strive to do my best.

I will do my honest part by keeping out of trouble, taking care of my money, respecting that which is not mine and faithfully carrying out all my responsibilities.

Care for My Body. "One of the greatest aids in perfecting pure and noble characters in the young, strengthening them to control appetite and refrain from debasing excesses, is sound physical health." Messages to Young People, page 233.

I recognise that the time to establish good habits, to learn self-control and to keep a healthy body is in my youth. I also recognise that my body is the temple of the Holy Spirit and that I have been entrusted with its care. It is my responsibility to learn principles and norms which will help me live happily and free from the vices and corruptions of the world.

I will endeavour to keep my body strong by deep breathing, exercise, proper diet and dress, and by refraining from the use of alcohol, tobacco, tea, coffee and drugs.

I will not shorten my life and my opportunity to serve God by debasing and misusing my body.

Keep a Level Eye. At Fort Lincoln, Washington, DC, there is a statue of Christ which appears to look in all directions. No matter where you stand the eyes of the Lord are upon you. The Bible says: "The eyes of the Lord are in every place beholding the evil and the good." Proverbs 15:3.

Keeping a level eye means that no matter where we are, out in the open or in the dark alleys of life, we can look at Jesus straight in the eye and not be afraid. Adam and Eve ran from the presence of God. They could not face Him because they had sinned.

In order to keep a level eye, I must not lie or deceive. I will tell the truth even if it hurts. I will despise filthy thinking and dirty talk.

Be Courteous and Obedient. "The golden rule is the principle of true courtesy, and its truest illustration is seen in the life and character of Jesus. Oh, what rays of softness and beauty shone forth in the daily life of our Saviour! What sweetness flowed from His very presence! The same spirit will be revealed in His children." Messages to Young People, page 420.

I want to be courteous because courtesy is love shining out of a heart that reflects the love of Jesus. I will always give a kindly greeting and ever be ready to help the stranger, the aged, the sick, the poor, and the little ones.

I realise that obedience to God must come first, obedience to parents next and obedience to teachers and officers follows. I want to follow the example of Jesus, who was obedient even unto death on the cross. He came to fulfill a mission and was obedient to His heavenly Father.

Walk Softly in the Sanctuary. When Moses went into the presence of God to receive the Ten Commandments the people were told to sanctify themselves and to wash their clothes. They were to be reverent before the God of the universe. "Children and youth should never feel that it is something to be proud of to be indifferent and careless in meetings where God is worshipped." Messages to Young People, page 266.

I will walk softly in the sanctuary, making my feet, my hands, and my heart fit the time and place. God is in the church building, because it is dedicated to His service. In the church I will be quiet, careful and reverent in all I do and say.

I will be reverent in prayer; I will close my eyes and have a proper posture as I talk to God.

I will respect the sanctuary, its buildings, its furniture; I will not talk to my peers; I will remember that the angels cover themselves in humility as they approach the throne of God.

Keep a Song in My Heart. "The melody of praise is the atmosphere of heaven; and when heaven comes in touch with the earth there is music and song - thanksgiving, and the voice of melody." Messages to Young People, page 291.

We know that music is as much an act of worship as is prayer. Many times youth do not understand this and songs are sung without meaning. We must learn to praise God here on earth, for this will be one of the themes of eternity. There should be joy in our hearts because Jesus came and died on the cross for all of us.

I will keep a song in my heart because I am happy, because I've been redeemed. I will sing while I am alone and while I am with others. I want them to feel the joy of salvation with me, the joy of being a Christian, the happiness one experiences with Christ. I will sing when things are right and I will sing when things are wrong. I know that trials and tribulations are God's way of teaching and moulding me.

"Let there be singing in the home, of songs that are sweet and pure, and there will be fewer words of censure, and more of cheerfulness and hope and joy. Let there be singing in the school, and the pupils will be drawn closer to God, to their teachers, and to one another." Messages to Young People", page 292.

Go On God's Errands. The supreme purpose of every Adventist Junior Youth is to do God's work. "Children can be acceptable missionary workers in the home and in the church. God desires them to be taught that they are in this world for useful service, not merely for play. In the home they can be trained to do missionary work that will prepare them for wider spheres of usefulness. Parents, help your children to fulfil God's purpose for them." Messages to Young People, page 225.

What a tremendous opportunity to have a part in the finishing of God's work on earth! Angels would be happy to have this work. But it was given to men, to youth, to boys and girls.

#### METHOD OF TESTING

Memorisation.

## Requirement 4

READ THE BOOK "THE HAPPY PATH".

#### EXPLANATION

This volume is written by Lawrence Maxwell, and may be ordered from the local Adventist Book Centre. It may be read individually or as a class project. It is a detailed explanation of the Pledge and Law in story form.

## Requirement 5

HAVE A CURRENT BOOK CLUB CERTIFICATE.

#### EXPLANATION

The Book Club selections are chosen to give the juniors a well-rounded reading program of adventure, nature, biography, and inspirational stories. A list is provided by the Adventist Book Centre each year and books are purchased through your local Lay Activities Secretary. A "current" certificate applies to the church year in which one completes his work for investiture. A Book Club Certificate reported for a class, may not be used a second time for any other class. When a junior has completed reading the Book Club selections, his name should be forwarded by the leader to the local Conference Youth Department, which will issue a Book Club Certificate.

# Advanced

## Requirement

KNOW, SING OR PLAY, AND EXPLAIN THE MEANING OF THE PATHFINDER SONG AND THE FIRST STANZA OF THE NATIONAL ANTHEM.

## CLASS PERIODS

One

## EXPLANATION

This requirement could be worked into the opening exercises of each meeting. Sing each song then have a junior give the explanation of one or the other.

If your group is small, have them give only part of the song at one time. Example, "Oh, we are the Pathfinders strong." Then would follow an explanation of two minutes on how a Pathfinder is interested in and tries to develop a strong body, good health habits, good food, clean clear minds, etc.

### Pathfinders

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H. T. B.

Henry T. Bergh

Oh, we are the Path-finders strong, The serv-ants of God are we—

Faith-ful as we march a - long, In truth and pur - i - ty.

A mes-sage to tell to the world, A truth that will set us free,

King Je - sus the Sav-iour's com-ing back for you and me.

# BIBLE SEARCH

The purpose of the Bible Search section is to familiarise the junior with the Old Testament and to help him recognise the Saviour in its stories. The theme is CHRIST IN THE OLD TESTAMENT.

Five half hour class periods have been allocated for the basic course and two for the advanced section.

## Requirement 1

MEMORISE THE OLD TESTAMENT BOOKS OF THE BIBLE AND KNOW THE FIVE AREAS INTO WHICH THE BOOKS ARE GROUPED. DEMONSTRATE YOUR ABILITY TO FIND ANY GIVEN BOOK.

### CLASS PERIODS

Two. Plus out of class time to do memory work.

### OBJECTIVE

To help the Friend become acquainted with the location of the Old Testament Books.

### TEACHING METHODS

Repetition and association are among the best methods of memorisation. Following, are several ways to assist you in teaching this requirement:

1. Memory Chart
2. What's In A Name?
3. Bible Sword Drill
4. Learn The Books of the Bible to Music
5. Book Shelves

### 1. MEMORY CHART

Copy the memory chart on a blackboard or duplicate the material and give it to the class.

After discussion, the books of the Old Testament can be learned in their various sections.

# Memory Chart

M	Genesis
O	Exodus
S	Leviticus
E	Numbers
S	Deuteronomy

5

BOOKS OF MOSES

L	Joshua
I	Judges
F	Ruth
E	I Samuel
I	II Samuel
N	I Kings
C	II Kings
A	I Chronicles
N	II Chronicles
A	Ezra
A	Nehemiah
N	Esther

12

BOOKS OF HISTORY

P	Job
O	Psalms
E	Proverbs
T	Ecclesiastes
S	Song of Solomon

5

POETS

M	Isaiah
A	Jeremiah
J	Lamentations
O	Ezekiel
R	Daniel

5

MAJOR PROPHETS

AND	Hosea
T	Joel
W	Amos
E	Obadiah
L	Jonah
V	Micah
E	Nahum
M	Habakkuk
I	Zephaniah
N	Haggai
O	Zechariah
R	Malachi

12

MINOR PROPHETS

## 2. WHAT'S IN A NAME?

Every part of the Old Testament tells us something about Jesus, and the plan of Salvation. The juniors will have fun finding the characteristics of Jesus in the books of the Bible.

Have them look up the following names, preferably in the SDA Bible Dictionary, to discover the meaning of the names, and how these names reflect how God cares for His people. Have them use pictures and drawings to illustrate what they have found.

The meanings are given here for the teacher's guidance.

JOSHUA	(Yahweh is deliverance)	SAMUEL	(God has heard)
EZRA	(God has helped)	NEHEMIAH	(God has comforted)
ISAIAH	(God will strengthen)	DANIEL	(God is my judge)
HAGGAI	(Born on a special day)	AMOS	(Burden bearer)
MALACHI	(My messenger)	ZEPHANIAH	(Yahweh had protected)
ZECHARIAH	(Yahweh has remembered)	HOSEA	(Yahweh saves)

## 3. BIBLE SWORD DRILL

This is a group activity to give the Friends practise in locating the books of the Old Testament quickly. Ephesians 6:13-17 describes the Christian 'armour' of which the Sword is the Word of God (verse 17).

### OPERATION

1. Select participants:
  - a. Two Friends to hold the rope
  - b. As many participants as desired
2. Participants will form one straight line behind a rope held immediately in front of them approximately 500 mm from the floor. Their Bible is to be held (sheathed) under their left arm.
3. Leader will give the commands: "ATTEN-TION"  
"DRAW SWORDS"  
Friends quickly bring their right hand across their body - draw their sword (Bible) and hold it in front of them, closed, waist high, ready to find the reference.
4. Leader announces the reference, eg. "The Book of Psalms" (begin with the large well known books), or ask for a book from one of the sections, eg. History, Poets. The exercise becomes more difficult as you call the Minor Prophets or ask for specific chapter and verse.

5. No Friend moves until the order is given: "CHARGE". The rope is dropped to their feet while the Friends quickly find the reference. Immediately the reference is found, take one pace forward, keeping one hand on the open page of the Bible.
6. A ten second time limit is given from the command "CHARGE" to find the reference and step one pace forward. (Vary the time limit to suit the experience of your group.)
7. The time keeper will call "TIME" as the time limit expires. The rope will immediately be raised perhaps catching some Friends part way across. They should return behind the line.
8. Each participant who steps across the line before the time limit is reached is a winner.
9. An appointed judge will inspect the references.
10. An award of two points can be given to each winner. See who is the first to get twenty points.
11. The leader shall call "ONE PACE BACKWARD MARCH". Rope keepers shall lower the rope and raise it again after the Friends have crossed it.
12. The leader shall call "SHEATH SWORDS". Friends quickly tuck their Bibles under their left arm and return right hand to their side.
13. They are ready now to repeat the activity from "DRAW SWORDS".

#### Personnel

1. Leader - who gives commands; prepare references before the meeting.
2. Two people to hold and drop the rope.
3. Two judges. One to watch the crossing of the rope, especially those who only get halfway when "TIME" is called. Second judge to check accuracy of references.
4. Time keeper, who with stop watch, or seconds on wrist watch, calls "TIME".
5. Score keeper to keep track of scores.

#### 4. LEARN THE BOOKS OF THE BIBLE TO MUSIC

"Happy Songs for Boys and Girls", No. 115. Available from Adventist Book Centres.



OR: the following Books of the Bible can be sung to the melody of "Battle Hymn of the Republic."

#### VERSE 1

Gen-es-is & Ex-od-us, Le-vit-ic-us & Num-bers,  
Deut-er-on-omy, Josh-ua, Jud-ges, Ruth & Sam-uel.  
Kings, Chronicles, Ez-ra, Neh-em-i-ah, Es-ther, Job, Psalms.  
Pro-verbs, Ec-clesi-as-tes.

#### VERSE 2

Song of Solomon, I-sai-ah, Jer-e-mi-ah, Lam-en-ta-tion,  
Ezek-iel, Dan-iel, Hose-a, Jo-el, Am-os, Oba-diah.  
Jo-nah, Mi-cah, Na-hum, Hab-ak-kuk & Zeph-an-i-ah,  
Hag-gai, Zech-ariah, Mal-a-chi.

#### VERSE 3

Matthew, Mark, Luke, John, Acts, Ro-mans, Cor-in-thi-ans,  
Gal-atians, Ephesians, Phil-ippians, Col-oss-ians, Thes-sa-lo-ni-ans,  
Tim-othy, Ti-tus, Phil-emon, He-brews, James & Pe-ter.  
John, Jude, Rev-e-la-tion.

### 5. BOOK SHELVES

Have cartons or blocks of wood with names of the books of the Bible printed clearly on the narrow edges. If possible, place them on book shelves.

- a) Mix them up and have juniors sort them into correct order.
- b) Empty shelves completely, and have juniors put them in the shelves in order.
- c) Do either of the above, using a stop watch to time them.

#### RESOURCES

"Bible Books" by Zondervan. Available from Adventist Book Centres.

#### METHOD OF TESTING

1. Be able to repeat the Books in order, OR
2. The leader conducts a Bible Drill game in which Friends are required to find 15 Old Testament Books in two minutes.

# Requirement 2 HAVE A CURRENT MEMORY GEM CERTIFICATE.

## CLASS PERIODS

One

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

## OBJECTIVE

To provide opportunity for text memorisation leading to spiritual growth through personal application of the memory gem.

## TEACHING METHODS

1. Each child can make up an art folder with the texts recorded and illustrated with pictures from magazines, etc. To be done during the week as a regular project at home.
2. In addition to learning the memory gem each child can bring a picture that illustrates the text so that a poster can be made up from the group collection each week. Posters can then be used to decorate the meeting place.
3. Encourage the junior to learn the memory gem as part of his daily worship.
4. Recite memory gems as a voice choir.

## Suggestions for the Weekly Review of the Memory Gems:

1. REPETITION REVIEW: After having a few juniors say the verse for the day, call on all to say it together, then all the girls, then the boys, then perhaps the teachers. Close by having all say it together, and see if all can take part. If possible, continue until they can. (Always have reference repeated each time the verse is said.)
2. MISSING WORD REVIEW: Write text clearly on board before meeting, and rub out about every second word, particularly any catch ones, and usually the first one, which is not always easy to remember. Ask different ones to supply the missing words, requesting that only the one asked should respond. In small groups, juniors may be asked sometimes to come out and write in the word.
3. COMPETITION REVIEW: When there are about equal numbers of girls and boys, draw a line down centre of the blackboard, heading sides respectively GIRLS - BOYS. Then put a mark for each one that correctly recites the verse for the day, under the proper heading, and see which side will win.

4. WORD REVIEW: Have text repeated by two or three, or by all together once or twice, then ask for each one in rows to repeat the following word without hesitancy. Then move about from one to another, pointing to the one you wish to supply the word. Only the one to whom you point should respond but pass on fairly quickly, so that the review will be brisk and interesting.
5. QUESTION REVIEW: Ask as many questions as you can on the texts from the first of the quarter. In some instances two or three questions can be asked on one text, but mix them among questions on other texts. Request that answers be given if possible in the exact words of Scripture.
6. TEXT BEE REVIEW: Divide the group in about half. Then have members of one side call for a text or ask a question of a member on the other side. If answered, that side do the asking, if not, same side ask again. (Conduct something after style of a Spelling Bee.)
7. SURPRISE REVIEWS: Have references to date written clearly on different slips of folded paper. Give one to each member before meeting, asking them not to open until asked to do so. For review call names one by one, ask them to rise, open slip, and say the verse called for. The reference should be read aloud so that all can determine if the right text is quoted.
8. During another period write out the texts on slips of paper, as in No. 7 and have the references given in same way.
9. REFERENCE TEST: Put on blackboard something like the following:

	29:11	Psalm	:8
Isa.	:12	Timothy	5:
	11:		:58

Ask different ones to fill in as for "Missing Word" review.

10. WRITTEN TEST: Before the meeting put two or three questions on the board in clear script, and hand out paper and pencil. Reveal questions on the board and ask all to try and answer them. Tell them it is not an examination, and that each person will correct his or her own answers.
11. THOUGHT REVIEW: Put a thought from each verse on board, and ask members to tell which texts contain these thoughts or statements.
12. BIBLE STUDY REVIEW: Devote last meeting of quarter to full Bible Study review. This could be worked up in the form of a dialogue, or delivered as a study by one or more members of the group, the remaining members, or a few specially chosen ones, to form the audience. These could be encouraged to ask questions which it would be possible to answer with the texts learned during the quarter.

## RESOURCE

"Remembering Bible Texts for Children". Publisher: Scripture Union.  
Available from Christian Book Shops.

## METHOD OF TESTING

Pass one quarterly test provided by the Conference Youth Department.

# Requirement 3

KNOW AND EXPLAIN PSALM 23 OR PSALM 46.

## CLASS PERIODS

One

## OBJECTIVE

To enable Friends to know Jesus as Friend and Protector, and to discover personal meaning in the Scriptures.

## EXPLANATION

PSALM 23: Probably the best known and best loved of all the psalms is Psalm 23, universally known as The Shepherd Psalm. It is at once the delight of childhood and the consolation of old age. It has been variously called The Pearl of Psalms, The Nightingale Psalm, The Shepherd's Song About His Shepherd, etc. Augustine noted that this psalm was the hymn of the martyrs. Undoubtedly more books and articles have been written on this psalm and more poems and hymns composed on its theme than on any other of the psalms. It has a message for men of every age.

But it is more than The Shepherd Psalm. It paints not only the picture of the tender Shepherd, leading His flock to rest and feed "in green pastures" "beside the still waters" and protecting them from the perils of the wilderness, but also the picture of the gracious Host, providing superabundance of food and solicitous care for His guest. The psalm closes with a profession of absolute confidence in Jehovah to lead His child lovingly through this life and to entertain him as His guest to the end of his days.

The poem falls into three stanzas. The first two (vs. 1-3 and v.4) present the ideas of loving guidance and protection; the third (vs.5,6) presents the idea of hospitality provided by a host.

Ps. 23 has no touch of nationalism. It is universal in its appeal. The experiences of David as a shepherd in the ruggedness of the Judean hills, and later as a royal host in the opulence of the Oriental court in the capital city, surely fitted him for writing this sweetest of sacred lyrics.

PSALM 46: Has been designated Luther's Psalm because the great reformer, who was accustomed to singing it in time of trouble, paraphrased it in his hymn, "A Mighty Fortress", No. 261 in The Church Hymnal. The psalm is a glorious hymn on the theme that, in the midst of the upheavals of nations, God's people are safe. To express this theme, so pertinent also to the last days, the psalmist chose a form of verse unusually regular for Hebrew poetry. Three stanzas practically equal in length, with refrain and Selah appropriately placed, present pictures involving striking contrasts: roaring waters and rocking mountains, and a quiet river; nations in turmoil, and the earth melting at the voice of the Lord; the desolation of war, and God ruling quietly above the nations. After a notable victory in the days of Jehoshaphat, the Israelites sang this hymn (see PK 201-203). Ps. 46, 47, 48 are closely related in thought and probably share the same background. That David was the author of Ps. 46 may be inferred from PK 203.

Oliver Cromwell, it is said, asked the people to sing this psalm, saying: "That is a rare psalm for a Christian. God is our refuge and strength, a very present help in trouble. If pope and Spaniard and devil set themselves against us, yet in the name of the Lord we shall destroy them. The Lord of hosts is with us, the God of Jacob is our refuge." Ps. 46 was sung in Paris by the revolutionists of 1847; in India, by the hard-pressed British in the Sepoy rebellion. It may well be the hymn of God's people during the increasing perils of the last days. Compare Isaac Watt's hymn, "God Is the Refuge", No. 89 in The Church Hymnal.

#### TEACHING METHODS

1. Rewrite the Psalm in your own words on a large piece of paper, leaving room to illustrate with drawings or pictures.
2. Have the Friend class become a voice choir and present the Psalm as an item during a church service.
3. Divide up the verses amongst the Friend class and have each member make up a visual aid to demonstrate his understanding of his particular section. Spend a meeting putting it all together with each child explaining his own discoveries.
4. Write out the Psalm by hand from a modern translation and illustrate verse by verse.
5. The author of Ps. 23 and Ps. 46 was a man who enjoyed the out-of-doors experience. It would be very appropriate for the juniors in their study and memorising of these chapters to have it included as part of a campout program.

#### RESOURCES

Creative Bible Study Methods      Pub. Moody.    Author: Ray Baughman.

#### METHOD OF TESTING

Repeat from memory the psalm of your choice and successfully show your understanding of this psalm.

# Requirement 4

IN CONSULTATION WITH YOUR LEADER CHOOSE ONE OF THE FOLLOWING OLD TESTAMENT CHARACTERS: JOSEPH, JONAH, ESTHER OR RUTH. DISCUSS WITH YOUR GROUP, CHRIST'S LOVING CARE AND DELIVERANCE AS SHOWN IN THE STORY.

## CLASS PERIODS

One

## OBJECTIVE

To draw out the Friend's impressions of God's care in the lives of the characters in these Old Testament stories, and to discover how they point to and parallel the life and ministry of Jesus.

## TEACHING METHODS

### 1. For Joseph and/or Ruth:

Tell a condensed story of Joseph (Genesis 37 to 50) or Ruth (Book of Ruth), and write on the blackboard a list of the main events as listed below. Then explain to the juniors that many events in the lives of Old Testament characters point forward to the life of Jesus and our relationship to Him. Now ask the juniors to describe how each point demonstrates what Jesus did when he lived on this earth.

#### JOSEPH

Loved by his father

Sent to see his brothers

Because they hated Joseph, his brothers sold him as a slave

Suffered in prison

His father believes he is dead

Brought out of prison

Becomes Prime Minister

Saves his family from starvation

#### JESUS

Much loved Son of His Father

Sent to help his human brothers on earth

Treated like an enemy

Suffered on the cross

Really does die and is separated from His Father

Resurrection of Jesus

Ascended to a place of honour on the Right Hand of God

Is able to save His brothers

## RUTH

Naomi and family leave  
the promised land

Death and tragedy strike

Naomi and Ruth return

Ruth gleanes in the fields of  
Boaz who is a mighty man of  
wealth

Boaz related to Ruth

Boaz loves and marries Ruth

## OUR RELATIONSHIP TO JESUS

Sometimes we leave the protection  
of God's plan

Trouble always comes as a result

Suffering problems and trials often  
turns us back to Jesus and His plans

Jesus gives us special privileges

Jesus is our brother

Jesus loves and cares for us forever

## 2. Joseph

Have your class make a list of the characters and discover the hidden meaning behind their names with the use of a Bible Dictionary. Explain how each name is designed to tell us something about God or Jesus and how they care for us. Answers are listed for teacher's help.

JOSEPH	He shall add	ISRAEL	As a prince you have
JUDAH	Praise		power with God and with men
GAD	Armed and prepared	ASHER	Happy/blessed
NAPHTALI	Wrestling	MANASSEH	Forgetting the past
SIMEON	Listening and	LEVI	Attached to God
	hearing with	ISSACHAR	The reward is mine
	acceptance	BENJAMIN	Son of the right hand

## 3. Jonah

The book of Jonah is the only one of the twelve so-called Minor Prophets that is strictly narrative in form. It is an account of Jonah's mission to the city of Nineveh to announce its speedy destruction because of its sins. The prophet entertains misgivings and perplexities as to his carrying out the charge of God to go to Nineveh. The very thought of journeying to this great metropolis, the difficulties and seeming impossibilities of the task, made him shrink from undertaking the divine commission and question its wisdom. Failing to rise to that strong faith that should have led him to realise that with the divine command came the divine power to accomplish it, Jonah sank into discouragement, dread, and despair (see PK 266). Knowing the loving-kindness and long-suffering of God, Jonah was also afraid that if he delivered the divine message and the heathen accepted it, the threatening doom he pronounced upon them would not come to pass. This would be a deep humiliation to him, as it thus turned out to be, and

this he could not endure (ch. 4:1,2). He at first disobeyed, but through a series of events was led to carry out the commission. The inhabitants of Nineveh repented, and for a time turned from their sins. Jonah was angry, but God justified His gracious dealings.

Among the lessons taught by Jonah's prophecy is the truth that God's grace brings salvation to all (Titus 2:11), that it was indeed not confined to the Jews, but was also to be revealed among the heathen. God has "also to the Gentiles granted repentance unto life" (Acts 11:18). Like Peter (Acts 10), Jonah came to realise reluctantly that God was willing to receive those of every nation who turned to Him. By referring to "the men of Nineveh" who responded to Jonah's call to repentance, Jesus condemned the pharisaical and prideful Jews of His day (see Matt. 12:41; Luke 11:32) and all others who, in their religious complacency and false sense of soul security, deceive themselves into thinking that they are the favoured people of God, and thus assured of salvation.

Jesus used the experience of Jonah in the sea as an illustration of His death and resurrection (Matt. 12:39,40). His reference to the book of Jonah established the veracity of the book.

#### 4. Esther

Considered as literature the book of Esther is at once both an idyl and an epic. It depicts a crisis in the fortunes of God's people that threatened them with annihilation. The instrument of deliverance is a Jewess, elevated from a quiet life with her cousin and foster father, Mordecai, to be queen of a world empire. The narrative displays Esther as a woman of clear judgement, remarkable self-control, and noble self-sacrifice. The challenge of Mordecai, "Who knoweth whether thou art come to the kingdom for such a time as this?" (ch. 4:14), projected the youthful queen to the heights of heroic action. In solemn dignity her spirit rose to answer the demand of the hour in the courageous and thrilling words, "If I perish, I perish." When at the critical moment the scepter was held out to her she did not immediately identify the villain, but with remarkable restraint and deliberate care guided the king and Haman into a situation calculated to be most favourable to her purpose. Fiction could not conceive of a more dramatic and surprising series of coincidences than those that led up to the exposure and death of Haman. In Purim, the Feast of Lots, the Jews ever commemorate Heaven's disposal of Haman's evil plan, which a "lot" had presumably indicated would succeed (see ch. 3:7).

The religious character and moral teaching of the book of Esther may be summarised thus:

1. Though God's name does not appear in the entire book, His providence is manifest throughout. No disbeliever in God could possibly have written the book; no believer can read it without



finding his faith strengthened. Deliverance is presented by the writer as the result of a living faith in God.

2. The book of Esther provides an account of the origin of an important Jewish national festival, the Feast of Purim, which is still observed with rejoicing each year.
3. A vital moral lesson pervades the narrative. With the passing of Haman's brief day of popularity the transitory nature of earthly power and prosperity becomes painfully evident. God humbles the proud and exalts those who trust in Him.
4. The providence of God is strikingly displayed. Divine power is united with human effort. The means used are human, but the deliverance itself is divine.

#### Comparisons of Human Nature

<u>ESTHER</u>	<u>MORDECAI</u>	<u>HAMAN</u>
Shy and timid	God's representative	Devil's character
Loved God	Similar work to Holy Spirit	Full of hatred
Accepted responsibility	Refused to support evil	Planned to murder
Depended on Mordecai for guidance	Humble - deep conviction	Full of pride
Honest	True hearted	Deceitful
Courageous	Knew the peril faced	Impatient to destroy
Ready to die	No compromise	No truth in him
Victorious	Victorious	Defeated for his sin

#### RESOURCES

"Bible and Story Hour Series" Currently available from your ABC on record and cassette. "Bible in Living Sound" soon to replace the above.

SDA Bible Dictionary; Patriarchs and Prophets; God Sent a Man; Christ in All the Scriptures.

#### METHOD OF TESTING

Complete the exercise in the desired manner.

# Advanced Requirement

KNOW DIFFERENT METHODS OF PURIFYING WATER AND DEMONSTRATE YOUR ABILITY TO BUILD A CAMP SHELTER. CONSIDER THE SIGNIFICANCE OF JESUS AS THE WATER OF LIFE AND AS OUR REFUGE PLACE.

## CLASS PERIODS

Two

## OBJECTIVE

To help the junior associate some of the basic and important lessons of survival with spiritual truths about Jesus.

## TEACHING METHOD

This requirement could be divided into three sessions as follows:

- One class period - instruction on purifying water and building a camp shelter.
- One out of class period - for practical application of skills.
- One class period - for spiritual applications.

## RESOURCE

### 1. METHODS OF PURIFYING WATER

The only way to be sure that water is safe for drinking and cooking or washing dishes is to chemically test it. If this has not been done, you must sterilise it, no matter how clean it looks, for it may carry serious diseases, such as typhoid fever.

- A. Boil the water for twenty minutes (from the time it actually starts to boil). This will cause the water to taste flat because the air has been removed, but you can restore its good flavour by stirring it vigorously or pouring it back and forth several times from one container to another.
- B. Use one to two drops of iodine in a litre of water and let it stand for thirty minutes. Iodine Purification Tablets may be obtained.
- C. Use one part chlorine to 100 parts water. Let stand 30 minutes. Laundry bleach is commonly used.

- D. Halizone or Puritabs are water-purifying tablets which depend on the release of chlorine gas. Therefore, if used, these tablets should be fresh. Keep the bottle tightly closed, with some cotton in it to absorb the moisture. Place the number of tablets directed on the label, in the water, and let stand for thirty minutes.

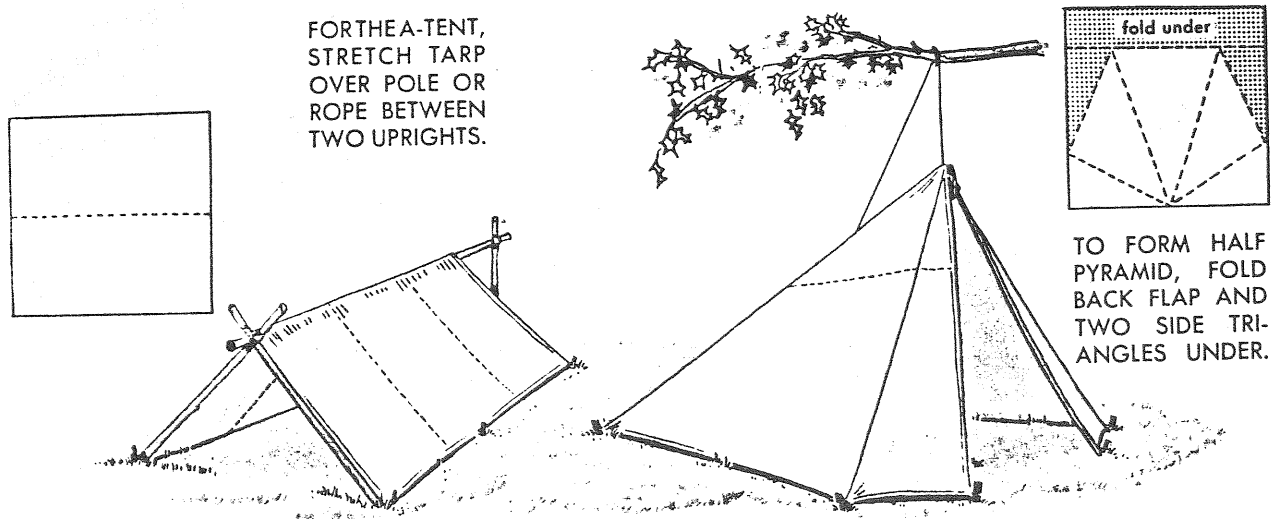
## 2. CAMP SHELTER

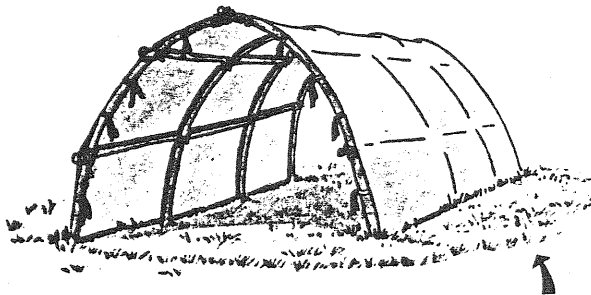
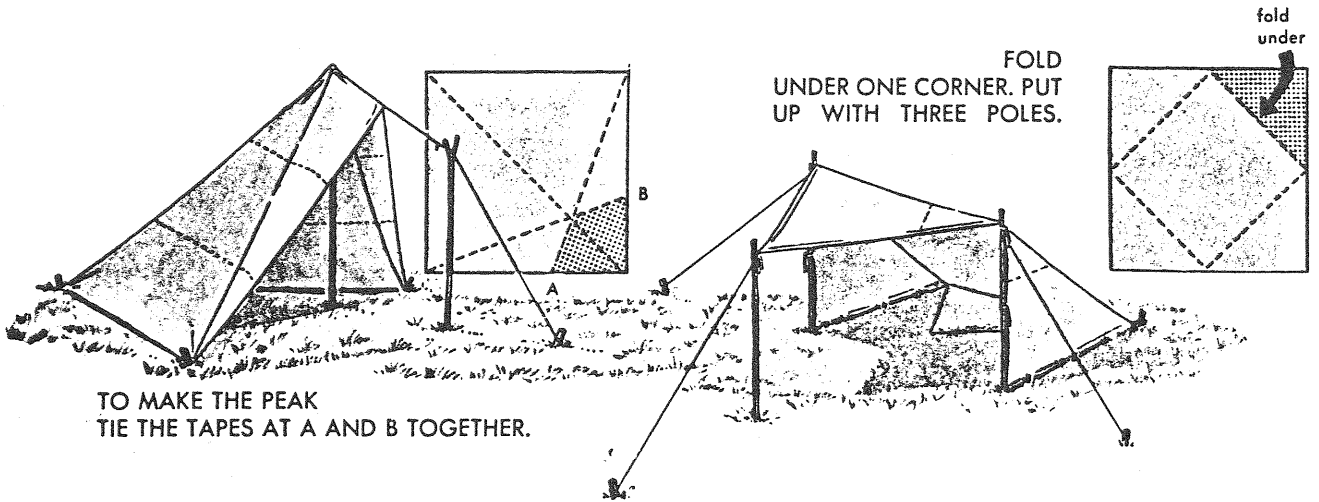
The simplest type of shelter is the lean-to. It may be made by placing a rope or ridgepole about 2 metres above the ground between two trees or two stakes and about 2 metres apart. When selecting forked stakes to drive be sure that there is a straight drive from head to toe, that the head is bevelled and the toe pointed. Drape a sheet of plastic, tarpaulin, etc. over the ridgepole. The corners and sides may be held down with pegs or stones. More elaborate lean-tos may have sturdier frames and thatched roofs. A framework of battens is lashed across two forked sticks and long grass, reeds, rushes, ferns, palm leaves or leafy branches may be used as thatching. The thatching may be sewn, tufted or tied on to the battens. The method used will depend on the material available.

If you need warmth, keep your lean-to fairly small. It is better to build two lean-tos for four people than one for them all. Always build a lean-to so that its front opening is cross-wind.

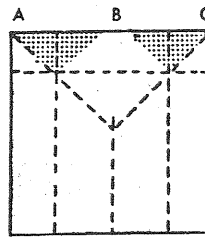
A rubber liferaft or a canoe or boat turned over or propped against a rock or log may provide a rough shelter, and can be made into a better one with the aid of a sheet of plastic or a tarpaulin or a wall of stones or branches.

### SOME METHODS OF USING A TARPAULIN TO MAKE A CAMP SHELTER

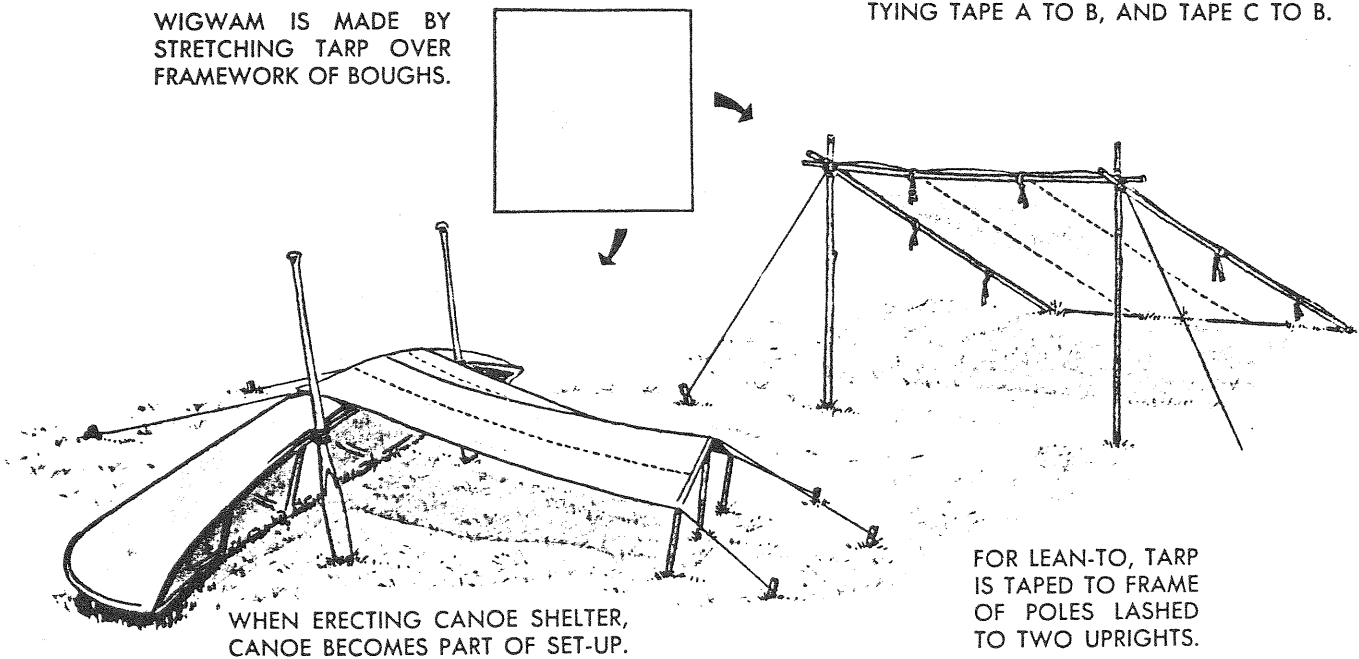




WIGWAM IS MADE BY STRETCHING TARP OVER FRAMEWORK OF BOUGHS.



MAKE BOX-CORNERS BY TYING TAPE A TO B, AND TAPE C TO B.



### 3. JESUS AS THE WATER OF LIFE

#### A. John 4:4-42 Story of Woman at the Well

*This water represents the life of Christ, and every soul must have it by coming into living connection with God. (Test. to Ministers, p.266.)*

*"Whosoever drinketh of this water shall thirst again: but whosoever drinketh of the water that I shall give him shall never thirst."*

*He who seeks to quench his thirst at the fountains of this world will drink only to thirst again. Everywhere men are unsatisfied. Only One can meet that want. The need of the world, "The Desire of all nations," is Christ. The divine grace which He alone can impart, is as living water, purifying, refreshing, and invigorating the soul.*

*Jesus did not convey the idea that merely one draught of the water of life would suffice the receiver. He who tastes of the love of Christ will continually long for more; but he seeks for nothing else. And He who reveals to the soul its necessity is waiting to satisfy its hunger and thirst. The cisterns will be emptied, the pools become dry; but our Redeemer is an inexhaustible fountain. We may drink, and drink again, and ever find a fresh supply. He in whom Christ dwells has within himself the fountain of blessing, - "a well of water springing up into everlasting life." From this source he may draw strength and grace sufficient for all his needs. (DA p.187)*

*The Saviour is still carrying forward the same work as when He proffered the water of life to the woman of Samaria. To every soul, however sinful, Jesus says, If thou hadst asked of Me, I would have given thee living water.*

*The gospel invitation is not to be narrowed down, and presented only to a select few, who, we suppose, will do us honour if they accept it. The message is to be given to all. To them, as to the woman at the well, He says, "I that speak unto thee am He."*

*He did not neglect the opportunity of speaking to one woman, though she was a stranger, an alien from Israel, and living in open sin.*

*Often He began His lessons with only a few gathered about Him, but one by one the passers-by paused to listen, until a multitude heard with wonder and awe the words of God. The worker for Christ should not feel that he cannot speak with the same earnestness to a few hearers as to a larger company. There may be only one to hear the message; but who can tell how far-reaching will be its influence? (DA p.194)*

## B. John 7:37-44 Last Day of the Feast

"If any man thirst, let him come unto Me, and drink." If, with this promise before us, we choose to remain parched and withered for want of the water of life, it is our own fault. If we would come to Christ with the simplicity of a child coming to its earthly parents, and ask for the things that He has promised, believing that we receive them, we should have them. (9T p.179)

Jesus lifted up His voice, in tones that rang through the courts of the temple: "If any man thirst, let him come unto Me, and drink. He that believeth on Me, as the scripture hath said, out of his belly shall flow rivers of living water." The condition of the people made this appeal very forcible. They had been engaged in a continued scene of pomp and festivity, their eyes had been dazzled with light and colour, and their ears regaled with the richest music; but there had been nothing in all this round of ceremonies to meet the wants of the spirit, nothing to satisfy the thirst of the soul for that which perishes not. Jesus invited them to come and drink of the fountain of life, of that which would be in them a well of water, springing up unto everlasting life.

"If any man thirst, let him come unto Me." The rich, the poor, the high, the low, are alike welcome. He promises to relieve the burdened mind, to comfort the sorrowing, and to give hope to the despondent. Many of those who heard Jesus were mourners over disappointed hopes, many were nourishing a secret grief, many were seeking to satisfy their restless longing with the things of the world and the praise of men, but when all was gained, they found that they had toiled only to reach a broken cistern, from which they could not quench their thirst. The Holy Spirit presented the symbol before them until they saw in it the offer of the priceless gift of salvation.

The cry of Christ to the thirsty soul is still going forth, and it appeals to us with even greater power than to those who heard it in the temple on that last day of the feast. The fountain is open for all. The weary and exhausted ones are offered the refreshing draught of eternal life. Jesus is still crying, "If any man thirst, let him come unto Me, and drink." "Let him that is athirst come. And whosoever will, let him take the water of life freely." "Whosoever drinketh of the water that I shall give him shall never thirst; but the water that I shall give him shall be in him a well of water springing up into everlasting life." Rev. 22:17, John 4:14. (DA pp 453,454.)

## C. Exodus 17:6, Numbers 20:8 Smiting The Rock

The flowing of the water from the rock in the desert was celebrated by the Israelites, after their establishment in Canaan, with demonstrations of great rejoicing. In the time of Christ this celebration had become a most impressive ceremony. It took place on the occasion of the Feast of Tabernacles, when the people from all the land were assembled at Jerusalem. On each of the seven days of the feast the priests went out with music and the choir of Levites to draw water in a golden vessel from the spring of Siloam. They were followed by multitudes of the worshipers, as many as

could get near the stream drinking of it, while the jubilant strains arose, "With joy shall ye draw water out of the wells of salvation." Then the water drawn by the priests was borne to the temple amid the sounding of trumpets and the solemn chant, "Our feet shall stand within thy gates, O Jerusalem." The water was poured out upon the altar of burnt-offering, while songs of praise rung out, the multitudes joining in triumphant chorus with musical instruments and deep-toned trumpets. (P.P. p.412)

The priest had that morning performed the ceremony which commemorated the smiting of the rock in the wilderness. That rock was a symbol of Him who by His death would cause living streams of salvation to flow to all who are athirst. Christ's words were the water of life. There in the presence of the assembled multitude He set Himself apart to be smitten, that the water of life might flow to the world. In smiting Christ, Satan thought to destroy the Prince of life; but from the smitten rock there flowed living water. (D.A. p.454)

Christ combines the two types. He is the rock, he is the living water. The same beautiful and expressive figures are carried throughout the Bible. Centuries before the advent of Christ, Moses pointed to him as the rock of Israel's salvation; the psalmist sung of him as "my Redeemer," "a rock of habitation," "rock of my heart," "rock of my refuge." In David's song his grace is pictured also as the cool, "still waters," amid green pastures, beside which the heavenly Shepherd leads his flock. Again, "Thou shalt make them," he says, "drink of the river of thy pleasures. For with thee is the fountain of life." And the wise man declares, "The wellspring of wisdom is as a flowing brook." To Jeremiah, Christ is "the fountain of living waters;" to Zechariah, "a fountain opened..for sin and for uncleanness."

Isaiah describes him as the "rock of ages," and "the shadow of a great rock in a weary land." And he records the precious promise, bringing vividly to mind the living stream that flowed for Israel: "When the poor and needy seek water, and there is none, and their tongue faileth for thirst, I the Lord will hear them, I the God of Israel will not forsake them." "I will pour water upon him that is thirsty, and floods upon the dry ground;" "in the wilderness shall waters break out, and streams in the desert." The invitation is given, "Ho, every one that thirsteth, come ye to the waters." And in the closing pages of the sacred word this invitation is echoed. The river of the water of life, "clear as crystal," proceeds from the throne of God and the Lamb; and the gracious call is ringing down through the ages, "Whosoever will, let him take the water of life freely." (PP p.413)

#### 4. JESUS AS OUR REFUGE

##### A. General Scriptures

Romans 8:1 "No condemnation for those..in Christ Jesus."  
Hebrews 6:18 "We who have fled to take hold of the hope."

2 Samuel 22:3 "...my rock, in whom I take refuge."  
Psalm 9:9 "The Lord is a refuge for the oppressed."  
Psalm 91:2,9 "He is my refuge and my fortress."

We must know our real condition, or we shall not feel our need of Christ's help. We must understand our danger, or we shall not flee to the refuge. We must feel the pain of our wounds, or we should not desire healing.  
(C.O.L. p.158)

#### B. Lessons from Cities of Refuge Numbers 35:6-28

The cities of refuge appointed for God's ancient people were a symbol of the refuge provided in Christ. The same merciful Saviour who appointed those temporal cities of refuge, has by the shedding of his own blood provided for the transgressors of God's law a sure retreat, into which they may flee for safety from the second death. No power can take out of his hands the souls that go to him for pardon. "There is therefore now no condemnation to them which are in Christ Jesus." "Who is he that condemneth? It is Christ that died, yea rather, that is risen again, who is even at the right hand of God, who also maketh intercession for us;" that "we might have a strong consolation, who have fled for refuge to lay hold upon the hope set before us. (PP pp 516,517)

The Lord made provision to insure the safety of those who should take life unintentionally. Six of the cities assigned to the Levites - three on each side the Jordan, were appointed as cities of refuge, to which the manslayer might flee for safety.

The cities of refuge were so distributed as to be within a half day's journey of every part of the land. The roads leading to them were always to be kept in good repair; all along the way, sign-posts were to be erected bearing the word "Refuge" in plain, bold characters, that the fleeing one might not be delayed for a moment. Any person - Hebrew, stranger, or sojourner - might avail himself of this provision. But while the guiltless were not to be rashly slain, neither were the guilty to escape punishment. The case of the fugitive was to be fairly tried by the proper authorities, and only when found innocent of intentional murder was he to be protected in the city of refuge. The guilty were given up to the avenger. And those who were entitled to protection could receive it only on condition of remaining within the appointed refuge. Should one wander away beyond the prescribed limits, and be found by the avenger of blood, his life would pay the penalty of his disregard of the Lord's provision. At the death of the high priest, however, all who had sought shelter in the cities of refuge were at liberty to return to their possessions. (P.P. pp 515,516)

He who fled to the city of refuge could make no delay. Family and employment were left behind. There was no time to say farewell to loved ones. His life was at stake, and every other interest must be sacrificed to the one purpose - to reach the place of safety. Weariness was forgotten, difficulties were unheeded. The fugitive dared not for one moment slacken his pace until he was within the walls of the city.



The sinner is exposed to eternal death, until he finds a hiding-place in Christ. Just as loitering and carelessness might rob the fugitive of his only chance for life, so delays and indifference may prove the ruin of the soul. Satan, the great adversary, is on the track of every transgressor of God's holy law, and he who is not sensible of his danger, and does not earnestly seek shelter in the eternal refuge, will fall a prey to the destroyer.

The prisoner who at any time went outside the city of refuge was abandoned to the avenger of blood. Thus the people were taught to adhere to the methods which infinite wisdom appointed for their security. Even so, it is not enough that the sinner believe in Christ for the pardon of sin; he must, by faith and obedience, abide in him. "For if we sin willfully after that we have received the knowledge of the truth, there remaineth no more sacrifice for sins, but a certain fearful looking for of judgement and fiery indignation, which shall devour the adversaries."

# SERVING OTHERS

The purpose of this section is to provide opportunity for the Friend class to experience the joy and happiness of serving others.

Two class periods plus out-of-class activity is involved in this section. Use the class periods to select and plan the service activity and to share experiences.

## Requirement 1

BY CONSULTATION WITH YOUR LEADER, WORK OUT WAYS TO SPEND AT LEAST TWO HOURS EXPRESSING YOUR FRIENDSHIP TO SOMEONE IN NEED IN YOUR COMMUNITY BY DOING ANY TWO OF THE FOLLOWING:

- A. VISIT SOMEONE WHO NEEDS FRIENDSHIP.
- B. HELP SOMEONE IN NEED.
- C. HELP ORGANISE AND RUN A FRIEND'S PARTY.

### CLASS PERIODS

One. Plus out-of-class activity time.

### PART 1: VISIT SOMEONE WHO NEEDS FRIENDSHIP

### OBJECTIVE

To give opportunity for the Friend to experience the joy of sharing.

### EXPLANATION

Friend age level children are among the most participative of all church members in outreach activities and can therefore be directed and led into meaningful service that will forever affect their lives.

### TEACHING METHOD

1. Encourage the Friends to visit children of families who have recently moved to their street or area, and welcome them to the neighbourhood. They may be shown around the area including parks, ovals, etc. and invited to church and youth activities.
2. The Friends can visit a lonely older person or shut-in and brighten their day with a bouquet of flowers, a loaf of bread or sweet roll, or other suitable article, made by the Friend if possible.
3. Open the class for discussion and ask for their suggestions.

### METHOD OF TESTING

Participation.

## PART 2:       HELP SOMEONE IN NEED

### OBJECTIVE

To give opportunity for the Friend to experience the pleasure of service.

### TEACHING METHODS

1. Seek the help of the Church Community Services director to locate someone in need.
2. You may contact other Civic organisations who specialise in community services for the names of people in need.
3. Invite the Friends to think of other ideas of service to someone in need and permit them to choose the areas of their interest, which may include lawn mowing, running an errand or message for an older person, housework for shut-in and yard clean-up for an elderly person.

### METHOD OF TESTING

Participation

## PART 3:       HELP ORGANISE AND RUN A FRIEND'S PARTY

### OBJECTIVE

To give the Friends opportunity to participate in planning and running a party, to realise the growth experience of responsibility, and at the same time, enjoy it.

### EXPLANATION

A fellowship party is organised by the Friends as a group, under the direction of their leader. Guests may include non-Adventist friends from their neighbourhood or folk whom they have helped in other service activities.

### TEACHING METHOD

#### How to Organise:

Juniors always love to attend parties, and especially so if they have a part in the planning. The leader therefore, will begin organising the event with an open discussion with the juniors to set up guidelines and principles and to incorporate as many ideas as possible from the juniors, and include them in the various responsibilities. Organisation will include at least the following essential points:

- a. Meeting place, date and time
- b. Party theme and decoration needs
- c. Who will be invited to attend
- d. Games to be played
- e. Food preparation and service

### Involvement of Juniors:

It is intended that the Friends will have a voice in planning the party and that they will be involved in all aspects of organisational responsibilities and in conducting in part at least, the activities.

Following are suggested party outlines that will serve as a stimulator of ideas for the Friends in organising their own party:

#### FRIENDSHIP - GET ACQUAINTED PARTY

(New Year)

DECORATION:	Being the New Year, it would be well to decorate the hall with bells, streamers, calendars, hour glasses, scythes, and clocks. These can be made of paper and cardboard and painted with appropriate water colour paints.
WELCOME:	Prayer Be seated in pre-arranged chairs around hall
GAMES:	1. Find the Name (Games can be timed with an hour glass) 2. Dog and the Bone
STORY:	Short Story (10 minutes)
GROUP SING:	"Old McDonald Had A Farm"
GAME:	Action Words
TREATS:	Fruit Punch
BENEDICTION:	Dismissal

#### GAMES:

Find The Name: A sheet of paper, printed, duplicated or copied, with the letters of the alphabet listed on it is given to each person. He tries to fill in after the letters the names of Friends that start with the letter. (ILLUSTRATION: S- Suzy). First, middle, or last names can be used. One who gets the most in time limit wins. When Friend is asked his name he must tell. It must be designated though whether first, last or middle name, by the one asking. This is a good "get acquainted" game.

Dog and The Bone: Friends, in two teams, line up with ten metres between the lines. Teams face each other and number through, thus there are two Friends for each number - one in each line. The 'bone' - a neckerchief - lies on the floor in the centre. The leader calls "SIXES" and the two "Sixes" dash out, each trying to grab the 'bone' and get 'home' before the other "six" tags him. Score: One point for getting safely home, or for tagging Friend carrying the 'bone'.

Action Words: A set of alphabet cards is the first requirement. These can be purchased or easily made by the leader and should be of cardboard heavy enough to be thrown. The players should be in a straight line or seated closely together in a group. The leader has a subject in mind and announces this. He then quickly flashes a letter, and the first player

to name a word in that subject receives the card. For instance, the leader is thinking of birds. He flashes the letter 'O' and the first player to name a bird beginning with 'O' receives the card. The player with the most cards wins.

This game has almost limitless possibilities. Some of the suggested subjects might fall under the following headings:

BIBLE:	Books of the Bible, famous characters, famous places, denominational terms and leaders.
NATURE:	Birds, flowers, insects, trees, animals, fish, reptiles, fruit, vegetables.
GEOGRAPHY:	Cities, states, rivers, lakes, mountains, nations.
PHYSIOLOGY:	Bones of the body, diseases, medicines.
LITERARY:	Books, poems, authors, poets.
HISTORICAL:	Prime Ministers, Parliamentarians, bush rangers, explorers.
ART:	Artists, sculptors, paintings, statues.

If the leader wishes, he may make up a story as he goes along, and if his subject is nature, for instance, he may flash a card for the names of trees, animals, and flowers as they occur in the story.

Where there are larger numbers - two groups could run simultaneously.

#### HARVEST FESTIVAL PARTY

DECORATIONS:	Brown, orange, black and green crepe paper streamers. Large horn-of-plenty filled with all sorts of vegetables, fruits, nuts, and canned goods. Sheaves of wheat, pumpkins, etc.
DRESS:	Dressed like old-timers and early settlers.
WELCOME:	Include a prayer and be seated. Group Sing.
GAMES:	1. Find the Birds 2. Pointer
ACTION STORY:	Early Settler Story or Folk Story (10 Minutes)
GAME:	3. Goal 4. Steal the Cheese
POTLUCK TEA:	Variety of goodies
BENEDICTION:	Dismissal

#### GAMES:

Find the Birds: Identify the names of 10 birds as you read through the following sentences: Names are underlined for teacher's help.

1. Beth rushed down the steps and got into the sleigh.
2. She said, "Here, Rob, in you go".

3. She lifted her little brother into the seat. "I will drive awhile, Ole," she said to the coachman. "Or I, Ole", said little Rob.
4. The mountains in the distance were part ridged with snow, although it was midsummer.
5. As they reached the shore, a boat with a single spar rowed silently out to sea.
6. While returning, the horse became frightend and Ole wrenched the lines from Beth's hands.
7. This saved the sleigh from running into an old poplar, knotty and tough.
8. "If that had been a wobbly spar, rotten and weak, it would have been more dangerous", said Beth.
9. "Ow, let's hurry home", cried Rob.
10. His golden crown of hair was all covered with mud.

ANSWERS: 1. Thrush; 2. Robin; 3. Oriole; 4. Partridge; 5. Sparrow; 6. Wren; 7. Lark; 8. Parrot; 9. Owl; 10. Crow.

Pointer: Form a circle and have one player stand in the middle blindfolded. He holds a pointer or baton in his hand. Those in the circle skip slowly around, humming a designated tune, and stop at a specified time. When they stop, the player in the middle points his baton at someone who must immediately begin to sing the tune. He of course tries to disguise his voice, but if the blindfolded player guesses who it is, the two players must exchange places.

Goal: Arrange the players in a circle and have them stand with their legs wide apart. Secure a large ball for this game, such as a soccer ball or basketball. One player stands in the centre with the ball and tries to score a goal by rolling the ball between the outstretched legs of some player in the circle. Those who are in the circle may only defend the "goal" by using their hands to prevent the ball passing between their legs and must not at any time of the game move their legs. Unless the ball is coming toward a player, he should have his hands on his hips. When the player in the centre scores a goal, the player on whom the score is made must take his place in the centre and must stay there until he succeeds in scoring.

Steal the Cheese: Steal the Cheese is a favourite game for juniors. As many as twenty-four or more can participate in one game. Two persons choose and form two sides of twelve each. They line up as follows:

1	2	3	4	5	6	7	8	9	10	11	12
12	11	10	9	8	7	6	5	4	3	2	1

The two sides stand about 6 metres apart. Any object may be the "cheese". The referee calls the numbers and decides points in dispute. When the game starts, the referee calls a number, the numbers called from each side, make a run for the cheese. The person who gets it makes one point for his side. The game should continue until at least each one has had a chance to grab for the "cheese".

## FRIENDSHIP CHRISTMAS PARTY

DECORATIONS	Christmas tree, holly, wreaths, bells, red ribbons, evergreen boughs, and candles.
DRESS:	Casual for games
WELCOME & GREETINGS:	Prayer. Be seated in chairs
GROUP SING:	Christmas Carols
GAMES:	1. Candle Relay Race 2. Cross Examination
STORY:	Christmas Story (10 minutes)
GROUP SING:	Christmas Carols
GAMES:	3. Circular Gift Chairs 4. Rabbit
TREATS:	Christmas treats, biscuits, and punch
STORY:	Christ's love for us
BENEDICTION:	Dismissal

### GAMES

Candle Relay Race: Divide in teams - each team with a different coloured candle. Light candle and run to point and back. If the candle goes out the individual starts again. Pass the candle to the next team member on return. First team finished, wins.

Cross Examination: Have the group form in two rows facing each other and with enough space between for the person acting as judge to pass between them. The judge addresses a remark to one of the persons present or asks a question or calls his name. The one spoken to is not to answer, but the one sitting opposite him must reply to the question. The object of the game is to get the one who is not supposed to reply to answer; and the one who is, not to speak. The judge therefore should be quick in hurrying from one to another with his question. No one must be allowed to remind another of his turn to speak. Those who miss, take the place of the judge.

Circular Gift Chairs: Make a large circle of chairs. Place a gift on each chair. Have girls play game first and have only girls gifts on chairs. Have juniors each bring a gift. Play music and have them march around. When music stops they take the gift in front of them.

Rabbit: Players divide into groups of threes and scatter into groups around the playground. Two of the three form a "home" by facing each other, joining hands. The third one will be the "rabbit" simply standing in this house.

In addition there should be two extra players, a homeless rabbit and a hunter. The hunter starts the game by chasing homeless rabbit around, in and out of groups. When the rabbit has grown tired, he may go into one of the homes,

and at once the rabbit who was already there must leave, and is chased by the hunter. When the hunter catches a rabbit, the two change places, the hunter becoming the rabbit, and the rabbit becoming the hunter.

### RESOURCES

Additional game and party resources may be found in the Australasian Pathfinder Staff Manual.

### METHOD OF TESTING

Participation.

## Requirement 2

PROVE YOURSELF A GOOD CITIZEN AT HOME  
AND AT SCHOOL.

### CLASS PERIODS

One

### OBJECTIVE

To give study to those character qualifications that are vital to the Christian young person's influence at home and at school.

### TEACHING METHOD

Discuss with your group the following thoughts about citizenship at home and at school.

You are going to be a man or woman in a very few short years. What kind of man or woman do you want to be? Look around and find the qualities you would like to see in yourself.

Firstly you will want to be as fit and active as your body will allow you to be. The person who can't jump up and run a message for his mother because he is too tired, is not of great value in the home.

Secondly you will want to complete the message to the best of your ability. If the shop doesn't have the article you have been asked to purchase, then you will choose the nearest alternative, or try the shop down the road.

So in this simple task are some of the qualities of a good citizen:

Obedience: you went straight away.

Self reliance: you knew where to go and how to get there.

Thoughtfulness: you were only asked once.

Dependability: you certainly carried out your job.

Co-operation: you would help anyone to the best of your ability.



What other qualities do you see around you in other people? Your father's devotion to the family; your religious leader's understanding; your teacher's enthusiasm.

Why is it necessary to become a good citizen? You are a part of your country, and as you grow up you will want to take your share of what life has to offer you. What you take and give will depend on the qualities that you put to work for yourself.

Be a thinking citizen, not a thoughtless one. Keep yourself informed of the happenings of the day, in your own community, your country, and throughout the world. Learn how your country, your state, your city, town or shire is governed and how you fit into that government. Discover where the government is strong and where it is weak. Do your part as a citizen in the big task of upholding its strengths and overcoming its weaknesses.

Be prepared to do your part in smaller tasks - in such every day things as obeying traffic regulations, observing the rules of the game when you play, and many other things.

Your teachers have a great responsibility and have a big influence on your life. What is their responsibility? There are many different teachers who teach many subjects at all levels of our educational growth: kindergarten, primary school, secondary school, technical school, university and adult education. Teachers respond to the interest you show in the subject. Therefore your desire to learn and advance will encourage the teacher to give of his best to help you.

Discuss the following questions:

1. Give the rights and responsibilities of a citizen of your country.
2. Describe what you can do as a citizen to help your church and country.
3. Go through the steps of an individual acquiring citizenship in the country and learn how this is done.
4. Know how to explain the process of government in your country.
5. Explain why laws are established in your country.

(These questions are part of the Christian Citizenship Honour.)

#### METHOD OF TESTING

Participation in group discussion.

# Advanced Requirement

BRING AT LEAST TWO VISITORS TO  
SABBATH SCHOOL OR PATHFINDER MEETINGS.

## EXPLANATION

- A. *Your meetings should be soul-saving projects.*
- B. *You might offer a special inducement to bring visitors. They can be either from the church or outside the church.*
- C. *Have members conduct the entire Sabbath School program one Sabbath. Have them give the special music, mission story, and above all, have them in uniform. Your Sabbath School officers will be glad to co-operate, if you plan with them well ahead of time. Visitors will be no problem.*

# CHURCH HERITAGE

Three class periods have been allocated to teach this section, plus one class for the advanced section.

## Requirement

VIEW THE AUDIO/VISUAL PRESENTATION ENTITLED "THE GREAT CONTROVERSY" AND DISCUSS AS A CLASS THE PERIOD OF TIME FROM THE ASCENSION OF CHRIST TO 1844.

### CLASS PERIODS

Three

### OBJECTIVE

To help the Friends understand the background of events that led to the establishment of the Seventh-day Adventist Church.

### TEACHING METHODS

The material supplied for this requirement is designed to be a supplementary aid to the teacher and therefore not all sections need necessarily be completed. It is suggested that individual teachers use the sections as they best fit their own style. Some may choose to complete all sections, others may not.

It is hoped however, that by the end of the sessions each student would be able to successfully complete the student's questionnaire consisting of ten basic questions which are covered in the unit.

- Sections:
- A. Audio/Visual Script. The slides and cassette audio/visual is available from your local Conference Youth Department.
  - B. Student's Questionnaire.
  - C. Vocabulary Sheet.
  - D. Teacher's copy of Activity Sheet. Discussion topics and suggested activities are given throughout the questionnaire answer sheet.

SECTION A: SCRIPT - THE GREAT CONTROVERSY

<u>NO. OF</u> <u>SLIDE</u>	<u>DESCRIPTION</u> <u>OF SLIDE</u>	<u>SCRIPT</u>
1.	Title	The Great Controversy
2.	Christ Ascending	"This same Jesus who has been taken into heaven will come back in the same way you have seen Him go into heaven."
3.	Disciples preaching	As Jesus promised, the Holy Spirit came on the disciples and they began to preach boldly in Jerusalem.
4.	Holy Spirit at Pentecost	More than 3,000 people were converted in one day, were baptised, and became followers of Jesus. But these people were hated and as more people were baptised, many of them were persecuted.
5.	Saul blinded	While going to Damascus to arrest more Christians, Jesus appeared to Saul. In that blinding flash, Saul was converted. His name was changed to Paul and he became a great missionary.
6.	Man on horse	The Emperor, Marcus Aurelius, delighted in tying Christians to the heels of wild horses and then watching as they were torn apart.
7.	Colosseum	Thousands more were thrown to the lions in the Colosseum in Rome.
8.	Tomb	Afterwards their bodies were picked up and buried in the catacombs. Here for hundreds of miles under the city are long tunnels and rooms. The Christians would hide here to escape persecution and here they would bury their dead loved ones.
9.	Cathedral	In many countries there were missionaries for God. In England a man called Alban was converted by a missionary. He was arrested and executed on this hill because of his faith in Jesus.
10.	Sunset	The gospel light in Ireland began with a 16-year old boy called Patrick, who in later years of his life did a great work for God, building training-schools for other missionaries, and preaching about Jesus.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
11.	Monastery	Up in Scotland on a lonely little island called Iona, a man called Columba established a missionary centre. Here the seventh-day Sabbath was kept and from here missionaries were sent all over Europe.
12.	Monastery on hill	A missionary outreach centre on another island off the coast of England called Lindisfarne, became the centre for translating parts of the Bible into the Anglo-Saxon language.
13.	Ruins	But back in Rome, changes were taking place. The old pagan religion was declining and Christianity was growing rapidly.
14.	Pantheon	The heathen people were encouraged to bring their pagan beliefs into the church. Pagan sun temples like this one in Rome were sprinkled with holy water and declared to be Christian churches.
15.	Statue-Mithra	Heathen statues to Mithra and other gods were re-named for Jesus and Mary, or the twelve disciples. The birthday of the sun god on December 25 became Christmas Day.
16.	Papal delegates	The day for worshipping the sun became an imperial holiday in honour of the emperor himself. The emperor wanted everyone to be united as Christians and even persecuted pagans to force them to become Christians.
17.	St. Pauls	In Rome the church became strong and by the year 538 the pope had become the most powerful king in Europe. Because he was a king, he had armies with which to enforce religious decrees. This combination of the church with the government became an institution known as "The Papacy".
18.	Ruins on a hill	Over in Syria, there were Christians who believed the same things that the apostles taught. These cities in Syria are the silent remains of those believers.
19.	Mountain scene	Another group of people who continued to keep their faith in Jesus were the Waldenses. During the next few centuries that we call "The Dark Ages" the Waldenses kept alight the truth of the Bible.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
20.	Inside church	These people worshipped in their own churches. They refused to have images and statues and trusted in God alone for their salvation.
21.	Mountain building	Because they refused to obey the church in Rome, they suffered intense persecution. They were forced to leave their homes and flee into the mountains of northern Italy to escape death.
22.	Inside cave	They would have to hide in caves or hidden valleys. Their only crime was their refusal to obey man and their decision to obey God.
23.	Ornaments on a Wall	Here are some of the weapons, the swords and cannon balls that were used against them.
24.	Bible on table	Using these flat slabs of rock as desks, they would copy out parts of the Bible. Then they would go out as missionaries to share with people the good news about Jesus.
25.	Bible monument under Tree	This monument has been erected to remember these faithful people. It shows the open Bible - a fitting symbol of the Waldensian faith in God's Word alone.
26.	Chart - 1260 years	The Bible foretold a period of 1260 days. Since in prophecy a day symbolises a year, this is really a period of 1260 years. During this time the papacy in Rome had great power. The period began in the year 538 AD and finished in 1798 AD.
27.	Lake City - Switzerland	But despite the darkness, there were men who were great preachers and reformers. In Switzerland Henry of Lausanne was arrested for preaching against false doctrines.
28.	Country scene	At Brescia in Italy, Arnold, a reformer, was siezed, burnt at the stake and his ashes thrown into the River Tiber.
29.	Avignon	For a time France controlled the papacy and the Popes had to live at a place called Avignon in Southern France.
30.	European town	In an attempt to stop the popes fighting each other, Emperor Sigismund called a church council at Constance and had three popes deposed and a fourth pope chosen.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
31.	Monument - Jan Huss	It was before this council that John Huss was summoned to appear on trial. John Huss was a mighty preacher and reformer from Bohemia in what we now call Czechoslovakia.
32.	3-storey building	Because of his preaching, he was called to Constance where he stayed in this house.
33.	House across water	The Emperor at last had him brought before the council which met in this great hall. Here he was accused of teaching heresy and was condemned to death.
34.	Persecution	He was first tortured cruelly. Then he was tied to the stake, the wood was piled around him and lit.
35.	Monument in park	As the flames licked up around his chest and face he repeated over and over again the prayer: "Jesus, thou Son of David, have mercy on me....." This is the memorial stone on the site of his execution.
36.	Town buildings	In the 15th Century, in Norway the Sabbath was kept in the villages around the fishing town of Bergen.
37.	Inside cathedral	Because of this the Church Council held at Bergen in 1435 condemned Sabbath-keepers and commanded that from then on, Sunday was to be observed.
38.	Street scene	Meanwhile over in Spain, Sabbath-keepers lived in the little town of Sabadell, a stronghold for Bible truth.
39.	Building site	Because of their refusal to give up their beliefs, thousands of such people were arrested and tried before the infamous Inquisition and were burned to death in this square in Madrid.
40.	Novogorod	In Russia the monks in the monastery of Novogorod were keeping the Sabbath until the leaders were taken to Moscow. Here they were tried and condemned to be burned in cages in the main square of the city
41.	Savanarola	An early forerunner of the Reformation was Savanarola. Disgusted by all the wealth and immorality of the world, he became a monk.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
42.	City	He was sent to Florence and became a great preacher in this church - St. Marks, and the whole city was reformed.
43.	Wycliffe	Over in England John Wycliffe sent out groups of preachers to teach the ordinary people about Jesus.
44.	Open Book	His greatest work however, was in translating the New Testament into English for the first time. For this reason John Wycliffe has been called "The Morning Star of the Reformation".
45.	Statue of Luther	The Reformation really began with Martin Luther. In an attempt to find peace and salvation, Luther had become a monk. For years he tried every way the church taught, trying to feel forgiven.
46.	Church	He became a teacher in the University of Wittenberg, and while preparing his lectures he read what the Bible said: "The just shall live by faith."
47.	Indulgences	Soon afterwards a man called Tetzel was selling pardons for sins, called indulgences. Full forgiveness for any sin was guaranteed as long as the proper money was paid.
48.	Thesis nailed to door	Angry, Luther wrote out 95 reasons why indulgences were wrong. These 95 Theses, as they are called, were nailed to the door of the church in Wittenberg, which was the noticeboard of the University.
49.	Door to Cathedral	Soon people were reading them and agreeing with Luther. Within months they had been translated and were being discussed all over Europe.
50.	Cathedral	His action sparked off a great religious revival and reform. Luther continued to write and preach from the Bible and many people joined his movement.
51.	Luther at a Council	Finally, in 1521, Luther was summoned to appear before the council called the Diet which was meeting at a place called Worms. "First, are these your writings?" "Yes, they're mine."



NO. OF SLIDE	DESCRIPTION OF SLIDE
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SCRIPT

		<p>"His Majesty's second question is, 'will you retract what you have written, and the errors they contain?'"</p> <p>"Unless I am so convinced that I am wrong I am bound to my beliefs by the texts of the Bible. My conscience is captive to the Word of God and to go against conscience is neither right, nor safe! Therefore, I cannot and I will not, recant! Here I stand. I can do no other. So help me God. Amen."</p>
52.	Manuscript	Luther escaped from Worms and although a papal decree declared him to be a heretic who should be put to death, he managed to live in hiding while he translated the Bible into German.
53.	4-man group	Because of the <u>protest</u> that he started against Catholic doctrine and practice, the reformers and their followers were called Protestants.
54.	Old building	Switzerland became a centre for the Protestant movement. Ulrich Zwingli was a great reform leader. He was born in this house high in the mountains of Switzerland.
55.	Church	Most of his work was in Zurich where he preached in this cathedral in the city.
56.	Wall	In southern Switzerland the City of Geneva was totally reformed under the preaching of John Calvin. Today the City Council of Geneva has erected this "Reformation Wall" to commemorate the work done by John Calvin and his fellow reformers.
57.	River boat	In France the Huguenots, as the French Protestants were called, became the champions for Bible truth.
58.	Graveside	In Finland the seventh-day Sabbath was still being kept. This church was the centre for a revival which emphasised the Second-Coming of Christ and the observance of Saturday as the Sabbath.
59.	Monastery Trent	At the Catholic Church Council held here at Trent, Church tradition was upheld as being equal with the Bible, the evidence being that the Church had changed the Sababth from Saturday to Sunday.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
60.	Man in street	In England two reformers called Latimer and Ridley were tied to the stake in the middle of Broad St. in Oxford. As the flames were burning them, Latimer cried out: "Play the man Master Ridley - this day we shall light a candle in England that shall never be put out."
61.	Open book	His words came true for within a few years it was commanded that a Bible be placed in every church in England. This Bible was the one translated by William Tyndale and was the forerunner of the famous King James Version of the Bible.
62.	Monument - Statue of Knox	North of England, in Scotland, John Knox was preaching about the prophecies of Daniel and Revelation.
63.	Cathedral - Edinburgh	This is the cathedral in Edinburgh in which the Queen, hearing about the prophecies for the first time, was so frightened that it is said her knees knocked together as Knox spoke.
64.	Sundial	Persecution broke out against the Protestants in Scotland. Many Scottish Protestants were burned at the stake, some at this spot in the old Grass Market in Edinburgh.
65.	Street scene and trees	Others were thrown into gaol for signing an agreement called the National Covenant in which they pledged to defend their liberties and religion.
66.	County of Wigtown	At a place called Wigtown, the two Margarets were condemned to die by drowning.
67.	Coastal scene	They were taken down to the sea at low tide. The older Margaret, a widow of 60, was tied to a stake farthest out on the sand while the other Margaret, only 18 years old, was tied closer to the shore. Then the tide came in. The older Margaret drowned first, while the priests tried to persuade the younger Margaret to give up her religious beliefs.
68.	Gravestone	She refused and as the waters washed over her head she only repeated the text from the Bible: "I am crucified with Christ, nevertheless, I live, yet not I, but Christ liveth in me." In the churchyard at Wigtown the two Margarets lie buried, side by side.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
69.	Windmill	But the reformation continued to spread and Holland became a Protestant country.
70.	Tomb	In Bohemia the town of Tabor became a centre of revival. Here under the town are tunnels where people had to hide in times of persecution.
71.	Preaching	In the 17th Century there was a great reform all over Europe called the Anabaptist movement. Some of these Baptists also kept the seventh-day Sabbath and were called "Seventh-day Baptists".
72.	Tombstone	Dr. Peter Chamberlain, the court doctor to three kings of England, was a Sabbath-keeper. On his tomb you can still read the inscription: "As for his religion, he was a Christian, keeping the commandments of God and faith of Jesus, being baptised about the year 1648 and keeping the seventh day for the Sabbath above 32 years".
73.	Wesley	John Wesley was a great preacher in England who travelled the length and breadth of the country, preaching to large crowds out in the open air.
74.	Drawn sword	In 1798 French soldiers invaded Rome and took the Pope prisoner. The papacy was stripped of the political power it had held during the Dark Ages. For this reason the date 1798 marks the end of the 1260 years of prophecy.
75.	Earthquake	To mark this "time of the end" great signs took place. There was a great earthquake around Lisbon in 1755;
76.	Dark moon	The sun was mysteriously darkened in May 1780, and the same night the moon was blood red.
77.	Falling stars	The last great sign took place on the night of November 13, 1833, when the sky was filled with falling stars.
78.	High Priest in Sanctuary	God's prophetic hour had struck. The 2,300 years prophesied by Daniel were to finish in 1844. Then Jesus would commence His last work in heaven before coming to earth.
79.	Christ & man	God's judgement hour has come and people must get ready for Jesus' coming.