

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
80.	Orebro	In Sweden those who preached about the Second-Coming of Jesus were put into this jail in Orebro, but in their place God used boys and girls to preach instead.
81.	Pioneer Preacher	In America, a farmer who studied the prophecies of Daniel also became convinced that Jesus was coming soon. His name was William Miller, but with him starts a whole new story - the story of Seventh-day Adventists.

SECTION B: STUDENT'S QUESTIONNAIRE

This is a basic question sheet which should be administered to the students after they have viewed the audio/visual at least once. The teacher may feel it is best to administer this questionnaire towards the end of the unit. It is suggested that this would be a good way of evaluating knowledge upon the completion of the unit. Answers to the questions are supplied on the teacher's copy.

"THE GREAT CONTROVERSY" QUESTIONNAIRE

- How many people were baptised in what city at the time of pentecost?  
\_\_\_\_\_
- How did the church of Rome encourage pagans to join the church?  
\_\_\_\_\_
- Why did the Waldenses have to escape to the mountains?  
\_\_\_\_\_
- Name a reformer of the Dark Ages?  
\_\_\_\_\_
- Why was John Wycliffe called the "morning star" of the reform?  
\_\_\_\_\_
- Martin Luther found these words in the Bible. They were to change his whole life. Complete the sentence.  
"The Just shall \_\_\_\_\_ by \_\_\_\_\_."

7. Why did people protest against the church of Rome?  
\_\_\_\_\_
8. What name was given to those who protested against the church of Rome?  
\_\_\_\_\_
9. Why did the two Margarets from Wigtown have to die?  
\_\_\_\_\_
10. There was a terrible \_\_\_\_\_ at Lisbon. The sun darkened and the moon was as red as \_\_\_\_\_, \_\_\_\_\_ fell from the sky. All these things tell us that Jesus \_\_\_\_\_.

Activity Sheet (extra questions)

1. In what city were people brought to Christ at the time of Pentecost?  
\_\_\_\_\_
2. How many people were baptised at Pentecost? \_\_\_\_\_
3. How were the early Christians treated?  
\_\_\_\_\_
4. Who became the first great missionary? \_\_\_\_\_
5. Name some of the countries that were visited by early missionaries.  
\_\_\_\_\_
6. From which pagan god's birthday do we get Christmas? \_\_\_\_\_
7. Who, after uniting the church and government was the most powerful king in Europe?  
\_\_\_\_\_
8. How did the church of Rome encourage pagans to join it?  
\_\_\_\_\_
9. Why did the Waldenses have to escape to the mountains?  
\_\_\_\_\_
10. Name a reformer of the Dark Ages. \_\_\_\_\_
11. List some countries where there were Sabbath keepers in the Dark Ages.  
\_\_\_\_\_

12. Why was John Wycliffe called the "Morning Star of the Reformation?"  
\_\_\_\_\_
13. Martin Luther found these words in the Bible, they were to change his whole life. Complete the sentence:  
"The just shall \_\_\_\_\_ by \_\_\_\_\_."
14. At the Diet of Worms what was Luther asked to do about what he believed?  
\_\_\_\_\_
15. What was going to happen to Luther if he did not go back on what he believed?  
\_\_\_\_\_
16. Luther did not go back on what he believed and he did not die. What does this tell you about God's love?  
\_\_\_\_\_
17. Why did some people protest against the church of Rome?  
\_\_\_\_\_
18. What name was given to those people who protested against the church of Rome?  
\_\_\_\_\_
19. Who were some of the people who protested against the church of Rome?  
\_\_\_\_\_
20. Who was responsible for causing the queen's knees to knock?  
\_\_\_\_\_
21. There were two ladies from Wigtown who shared the same name, what is it?  
\_\_\_\_\_
22. What happened to these two ladies from Wigtown?  
\_\_\_\_\_
23. Why did this happen to them?  
\_\_\_\_\_
24. Do you think God did the right thing in letting the two Margarets die? Say why.  
\_\_\_\_\_

25. There was a terrible \_\_\_\_\_ at Lisbon. The sun darkened and the moon was as red as \_\_\_\_\_. \_\_\_\_\_ fell from the sky too. All these things tell us that Jesus \_\_\_\_\_
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SECTION C: VOCABULARY LIST  
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The main aim of this vocabulary sheet is to help youth develop a meaningful vocabulary with which to expand their understanding and appreciation of their church. This sheet, while written for the youth, is for the teacher's use only and is designed as an aid for explaining the terms. It is suggested that teachers read through this sheet prior to presentation as "reading" to the students may tend to lose their attention. Each term is supplemented with further references.

PENTECOST: When Jesus went to Heaven, after His life on Earth, there was no-one left to look after Man, and the apostles were afraid of what the soldiers might do to them - so they hid. But then Jesus sent the Holy Spirit to help Man and to give him courage. On the day that the Holy Spirit came, men were filled with strength and were no longer afraid. The day the Holy Spirit came was a very special day because God could now live right with His people. This day was called Pentecost. You can read about this in the Bible (Acts 2:1, Acts 20:16. 1 Corinthians 16:8).

MISSIONARY: Have you ever had a job to do for mum or dad? When they give you a job, they are setting a task for you. Another name for this job is a "mission". Somebody who does jobs or missions without being paid is called a missionary. We sometimes hear of people going to places like New Guinea to do special jobs for God, like looking after sick people. They have a very special job to do and they are called missionaries. There are some missionaries talked about in the Bible (see Matther 19:1,2), when Christ went about caring for others and telling them about God.

CHRISTIAN: If we break up the word Christian into parts, we can find out what it really means. The first part is "Christ" and this is the big clue - so we know it has something to do with Him - but what? Let's look at the last part of the word. "ian" - when we find this at the end of a word it means a follower of, or something related to the first part of the word. That means then that a Christian is a follower of or related to Christ. How do we follow Christ and how are we related to Him? Does this mean that we are Christians? (see Gospels and Acts to see about some Christians who are talked about).



PAGAN: If we call people who love Christ and follow Him, Christians, what do we call those people who don't love Christ or follow Him? They are called pagans or heathens. There were people in Samaria and Galilee who were pagans. (see Luke 17:12-19, and find out how Jesus treated pagans).

PAGAN GOD: A god is something or someone that is looked to for support or satisfaction in some way. Christians look to God for this, but others have gods here on Earth. Some people worship money or power over other people. In Bible times, some of these gods were the sun, the moon, or the rain. They were worshipping the THINGS our God made instead of worshipping the God who made them. The Bible talks about what some of these people did in Acts 7:41.

PAPACY: When there is a group of people working together, we often find that there is one person who is in charge. Think of what your classroom would be like if there were no teacher to help you or tell you how to do things. When the Roman church was accepted by the people they felt that they needed a leader. They chose a fellow and called him the Pope (this means father). When we talk about his line of work we talk about the Papacy. He was and is a very rich man with a lot of power. He was said to take Christ's place on earth. Read Matthew 8:20 and see who you think was the best leader.

DARK AGES: Close your eyes for a moment and think "black". It's dark isn't it? If you were told to find your way home like this, you probably wouldn't be able to do it, because it's dark and you can't see. Imagine then, what it would have been like for the early Christians. They were trying to get home too - only they were thinking of their home in heaven. They were going well for a while learning about God from the Bible. Then the Papacy kept all the Bibles and ordinary people were not allowed to read it. These Christians looked upon the Bible as the light to lead them home to heaven. With this gone, they were truly in the dark. Many terrible things were suffered by these people during these times. It was a time when God's light was hidden and there was no learning, and that is why this time in History is called the Dark Ages.

REFORMER: Do you remember making things out of plasticine or play dough? You probably made some very interesting things. Remember changing the shape from one thing to another? First it might be a ball, then it might be a dog! You were shaping it - you were forming it. Just around the close of the Dark Ages there were some men who wanted to do some shaping and some changing too. The Holy Spirit led them to change and shape people's lives so that God and the Bible would be at the centre of these people's lives. They were re-forming Christianity according to the Bible. These men were called re-formers.

SECTION D: TEACHER'S COPY OF QUESTIONNAIRE

Suggested activities and discussion topics are given after question and answer. To aid in easier reference most questions have beside them a corresponding slide number. All answers are supplied in brackets below the questions.

Discussions:

In these sections each discussion topic has been stated in question form. This is so that the students are encouraged to make their own responses and conclusions. The teacher should guide their comments (by further questioning) rather than stating the answers.

SLIDE

NUMBERS

QUESTIONS AND ANSWERS, AND DISCUSSION TOPICS (marked with '\*')

- |       |   |
|-------|---|
| 1-8   | <ol style="list-style-type: none"><li>1. In what city were people brought to Christ at the time of Pentecost? (JERUSALEM)<ul style="list-style-type: none"><li>* Why did Jesus send the Holy Spirit?</li><li>* Is the Holy Spirit still with us today? How do we know?</li><li>* What do you think you would have felt if you had been there when God sent the Holy Spirit?</li></ul></li><li>2. How many people were baptised at Pentecost? (3,000)</li><li>3. How were the early Christians treated? (POORLY)<ul style="list-style-type: none"><li>* What kind of person do you think Paul would have been?</li><li>* How do you think he would have felt travelling to different places telling people about Christ?</li><li>* How do you think you would have felt?</li></ul></li><li>4. Who became the first great missionary? (PAUL/SAUL)<ul style="list-style-type: none"><li>* It has been said that if something is worth living for, then it is worth dying for. Can you think of anything you would die for?</li><li>* The early Christians were fed to the lions, burned at the stake and drowned. They had something to live for, so they were prepared to die for it.</li><li>* Why do you think God allowed them to die?</li></ul></li></ol> |
| 9-12  | <ol style="list-style-type: none"><li>5. Name some of the countries that were visited by early missionaries. (IRELAND, SCOTLAND, ENGLAND)</li></ol>   |
| 13-17 | <ol style="list-style-type: none"><li>6. From which pagan god's birthday do we get Christmas? (THE SUN GOD'S BIRTHDAY)</li></ol>  |

SLIDE  
NUMBERS

QUESTIONS AND ANSWERS, AND DISCUSSION TOPICS (marked with '\*')

13-17

7. Who, after uniting the church and government, was the most powerful king in Europe? (THE POPE)

- \* How did Jesus look after His church on earth?
- \* The papacy is a very wealthy, powerful organisation. The Roman Catholics say that the Pope takes the place of God here on earth. What do you think about this?

8. How did the church of Rome encourage people to join it? (IT PERSECUTED THEM IF THEY DIDN'T JOIN)

18-25

9. Why did the Waldenses have to escape to the mountains? (TO ESCAPE ROME AND PERSECUTION)

26-40

10. Name a reformer of the Dark Ages. (HUSS)

- \* Why were the Dark Ages so named?
- \* What was the "light" that was taken away from God's people?

11. List some countries where there were Sabbath keepers in the Dark Ages. (NORWAY, SPAIN, RUSSIA)

41-52

12. Why was John Wycliff called the "morning star" of the reform? (HE TRANSLATED THE BIBLE INTO ENGLISH)

- \* What is a morning star?  
(The last star in the sky before the sun rises)
- \* When do we see it?  
(Just before dawn and the light of day)
- \* What does it announce?  
(The coming of a brand new day - new light)
- \* How is it then that John Wycliff was called the morning star of the reform?

13. Martin Luther found these words in the Bible, they were to change his whole life. Complete the sentence.  
("THE JUST SHALL LIVE BY FAITH")

14. At the Diet of Worms, what was Luther asked to do about what he believed? (HE WAS ASKED TO DENY GOD'S LOVE)

15. What was going to happen to Luther if he did not go back on what he believed? (HE WOULD BE KILLED)

- \* What do you think faith is?
- \* When do you use faith?
- \* Where does faith come from?
- \* What did God mean when He said "The Just shall live by faith"?

SLIDE  
NUMBERS

QUESTIONS AND ANSWERS, AND DISCUSSION TOPICS (marked with '\*')

41-52

16. Luther did not go back on what he believed and he did not die. What does this tell you about God's love?  
(HE HAD SPECIAL PLANS FOR LUTHER AND PROTECTED HIM FROM HARM)

53-59

17. Why did some people protest against the church of Rome?  
(BECAUSE IT WAS KEEPING THE BIBLE AWAY FROM THE PEOPLE AND TELLING THE PEOPLE OF GOD'S LAWS, NOT HIS GRACE & LOVE)
18. What name was given to those who protested against the church of Rome? (PROTESTANTS)
19. Who were some of the people who protested against the church of Rome? (CALVIN, ZWINGLI)

60-68

20. Who was responsible for causing the queen's knees to knock? (KNOX)
21. There were two ladies from Wigtown who shared the same name. What was it? (MARGARET)
- \* Did the Margaret's have faith in God?
22. What happened to these two ladies from Wigtown? (DROWNED)
- \* How do you think you would have felt if you had been the first one to drown?
- \* How do you think you would have felt if you had been the second one to drown?
- \* How would you have felt towards God?
23. Why did this happen to them? (BECAUSE OF THEIR RELIGIOUS BELIEFS)
24. Do you think God did the right thing in letting the two Margarets die? Say why.
- (ROOM FOR PERSONAL OPINION - TEACHER MAY GUIDE RESPONSE TOWARDS THAT OF ALLOWING THEM TO DIE AS A "WITNESS TO OTHERS")

69-81

25. There was a terrific earthquake at Lisbon. The sun darkened and the moon was as red as blood. Stars fell from the sky too. All these things tell us that Jesus will come again soon
- \* Did people know beforehand that these terrible things were going to happen?

SLIDE  
NUMBERS

QUESTIONS AND ANSWERS, AND DISCUSSION TOPICS (marked with '\*')

- 69-81
- \* Where in the Bible can we read about them? Matt. 24.
  - \* What signs do we have today to tell us that Christ is coming again?
  - \* How will we know He is coming?
  - \* What will be the first thing you think you will say to Jesus when He comes?

RESOURCE

'The Great Controversy' E.G. White.

METHOD OF TESTING

Viewing of audio/visual, and participation in group discussion. No written test is required.

# Advanced Requirement

COMPLETE THE CROSSWORD PUZZLE BASED  
ON THE AUDIO/VISUAL "THE GREAT  
CONTROVERSY".

CLASS PERIODS

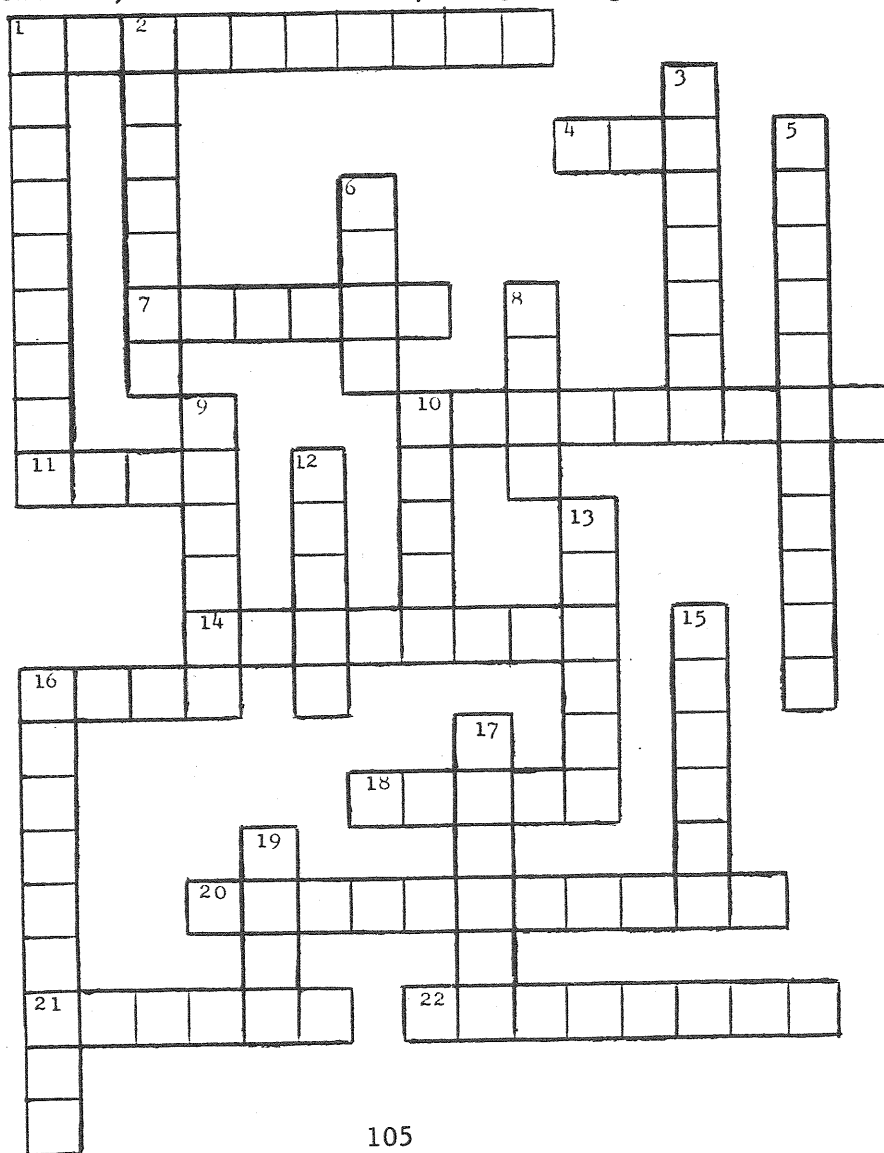
One

CLUES ACROSS

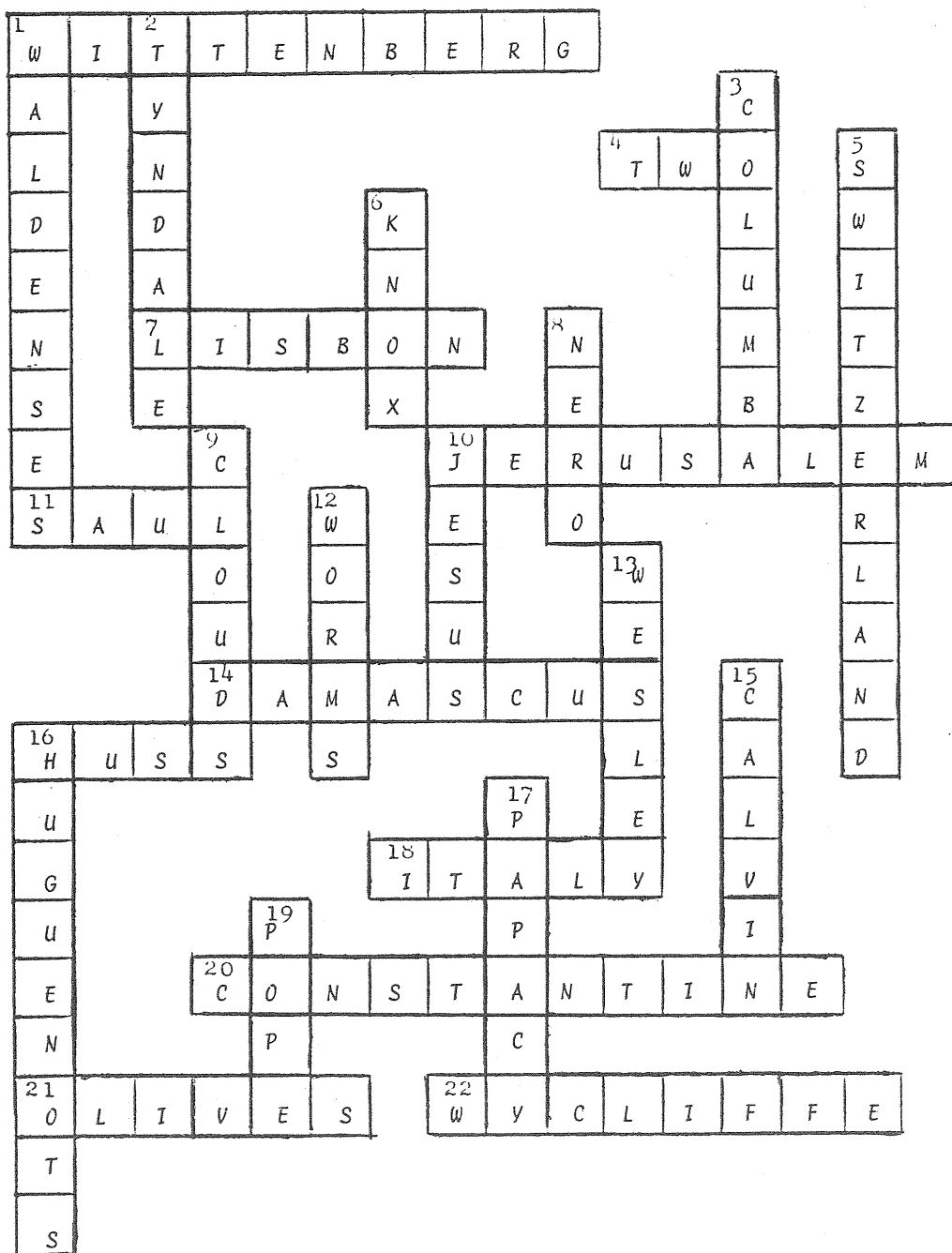
1. At which University was Martin Luther teaching?
4. How many angels said "This same Jesus, which is taken up from you into heaven, shall so come in like manner as ye have seen him go into heaven"? (Acts 1:10,11)
7. In 1755 a great earthquake occurred where?
10. Where did the disciples preach boldly? (3,000 converted in one day)
11. Who was among the persecutors of the newly converted Christians?
14. On what road was Saul when he was converted?
16. Who was the mighty preacher and reformer of Bohemia, who was burned at the stake?
18. Where was Arnold of Brescia from?
20. Which Emperor paid people to become Christians?
21. What Mount did Jesus frequent?
22. Who was called "The Morning Star of the Reformation"?

# CLUES DOWN

1. Which group of people fled into the mountains of Northern Italy to escape persecution during the "Dark Ages"?
2. Who was a famous English Bible Translator?
3. In Scotland who was responsible for establishing a missionary centre?
5. What country became a centre for the Protestant Movement?
6. Which Scot preacher, preached about the prophecies of Daniel and Revelation?
8. Before which Emperor was Paul tried and executed?
9. What took Jesus to heaven?
10. Who had twelve Disciples?
12. In 1521 Martin Luther was summoned to appear before the council, called a Diet. This meeting was held in what place?
13. Who was a great English preacher?
15. The city of Geneva was totally reformed under the preaching of whom?
16. The French Protestants were known as?
17. What name is given to the institution of the Church with the Government combination?
19. By the year 538, who was the most powerful king in Europe?



# ANSWERS



# HEALTH and FITNESS

The purpose of this section is to learn the general principles of temperance and good health and how they lead to the development of a strong mind and body.

Two class periods have been allocated to teach this section, plus out-of-class time for activities. One period has been allocated for the advanced work.

## Requirement 1

- A. DISCUSS THE TEMPERANCE PRINCIPLES IN THE LIFE OF DANIEL OR PARTICIPATE IN A PRESENTATION OR ROLE PLAY ON DANIEL 1.
- B. MEMORISE AND EXPLAIN DANIEL 1:8, AND EITHER SIGN THE APPROPRIATE PLEDGE CARD OF DESIGN YOUR OWN PLEDGE CARD, SHOWING WHY YOU CHOOSE A LIFE STYLE IN HARMONY WITH THE TRUE PRINCIPLES OF TEMPERANCE.

### CLASS PERIODS

One

### OBJECTIVE

To inspire the Friends to understand the meaning of the word "temperance" and to make a commitment to follow the example of Daniel.

### EXPLANATION

"Temperance" is abstaining from those substances and actions which are harmful, and using moderately and carefully those things which are good.

### TEACHING METHOD

#### Some Meanings of "Temperance":

- \* Temperance is self-control through the power of the Holy Spirit.
- \* As we ask, God through His Spirit guides us in the choices we make.
- \* We first choose to serve Him.
- \* We choose to say "no" to Satan.
- \* As we ask Him, God gives power to resist temptation.
- \* We choose to eat and drink those things that are healthful in a way that will honour God.
- \* We choose not to eat or drink anything that would be harmful.
- \* We choose to allow God to guide in all our daily activities.
- \* Man was created perfect in the image of God; healthy; free from disease.



- \* Adam and Eve had natural appetites given by God to enjoy what God had made.
- \* God also gave them the power of reason, choice, self control.
- \* They were tempted by Satan to eat the fruit of the tree of the knowledge of good and evil.
- \* Being deceived, they used the power of choice wrongly.
- \* They lost their self-control, came under the influence of Satan.
- \* This is evidence of lack of self-control.

## Role Play

### Description:

- \* A role play is an unrehearsed dramatic enactment of a particular situation.
- \* Participants may either choose or be assigned roles.
- \* Roles should be written or outlined by the leader.
- \* Let the participants get together for a few minutes to discuss what they will do.
- \* Act out the situation extemporaneously (without preparation).
- \* Cut off the action at the proper time and discuss the situation.

Write each of the following characters names on a separate piece of paper: Daniel, Shadrach, Meshach, Abednego, Nebuchadnezzar, Servant.

Give each class member a character to play. Read the story found in Daniel chapter 1, and ask the class to act out the drama in two different ways to illustrate the contrast between:

- a. Daniel and his three friends as if they were rebellious captives.
- b. Daniel and his three friends as true Israelites ready to speak up for God.

## Daniel 1:8

1. Have the class read Daniel chapter 1, and imagine they are judges in a competition. Daniel and his three friends have been voted ten times better than all the rest. Have each judge make a list of all the characteristics that made the Hebrew young men outright winners. The class can then compare their findings.
2. Have each class member complete a word study of Daniel 1:8, using a Bible Dictionary and Bible Commentary to draw out the total meaning of the verse. Their discoveries can be drawn up in a project or chart form.

### Pledge:

Design and sign your own pledge card indicating why you have chosen a lifestyle in harmony with the true principles of temperance.

### RESOURCES

Contact your local Conference Health Department, or the Adventist Book Centre, for suggestions of films or books to use as resource material for teaching this requirement.

### METHOD OF TESTING

Participation in discussion or role play, signing of a pledge, and memorisation of Daniel 1:8.

## Requirement 2

LEARN THE PRINCIPLES OF A HEALTHFUL DIET AND ENGAGE IN A PROJECT PREPARING A CHART OF BASIC FOOD GROUPS.

### CLASS PERIODS

One

### OBJECTIVE

To help Friends become aware of the basic dietary factors involved in maintaining a healthful lifestyle.

### TEACHING METHOD

1. Give your class the following basic information and ask them to draw up a three-day vegetarian menu based on God's original instruction found in Genesis 1:29,30.

#### A Balanced and Healthful Diet will Daily Include:

Two or more servings of PROTEIN.

Four or more servings of BREAD AND CEREAL (preferably Whole Grain).

Four or more servings of FRUIT AND VEGETABLES (you must include one citrus or tomato for Vitamin C and one deep yellow or deep green leafy vegetable for Vitamin A).

Three or more servings from the MILK GROUP.

2. Supply your class with the same basic information as above and have them prepare a poster or chart to illustrate the basic food groups using pictures from magazines, etc. and display the posters.

### RESOURCE

Ministry of Healing; Three Week Vegetarian Menus; and other books available from your Adventist Book Centre.

### METHOD OF TESTING

Participation in discussion and preparation of chart.

# Requirement 3

COMPLETE THE HONOUR IN BEGINNER'S SWIMMING.

## OBJECTIVE

To teach the art of swimming for personal pleasure and safety.

## BEGINNER'S SWIMMING HONOUR REQUIREMENTS

1. Breath Holding. Face fully submerged, breath to be held ten seconds at least.
2. Rhythmic Breathing. Alternately inhale through the mouth above the surface and exhale through the mouth and nose with head completely submerged ten times rhythmically and continuously.
3. Prone Float. In waist-deep water, lie face down on the water and return to standing position without assistance or support.
4. Prone Glide. The learner pushes off face down in waist-deep water, takes a prone position, glides a distance of at least two body lengths and recovers to standing position.
5. Back Float. Assume a back floating position in waist-deep water, hold the position with the face above water for at least ten seconds, and return to standing position unaided.
6. Back Glide. From a position in waist-deep water, with arms at sides, sit back, push off, glide a distance of at least one body length, and resume standing position in a confident and easy manner.
7. Kick Glide on the Front. In waist-deep water demonstrate ability to push off in prone gliding position, pick up the beginner's leg stroke in a smooth and unhurried manner, and kick distance of three body lengths before resuming standing position.
8. Kick Glide on the Back. In waist-deep water demonstrate ability to take a back gliding position, use the beginner's leg stroke while on back for a distance of three body lengths, and recover to standing position with ease.
9. Arm Stroke (Human Stroke or Dog Paddle), In waist-deep water assume prone position with face buried and, with legs trailing or kicking gently, do the arm stroke in series, demonstrate ability to pull and recover the arms, and make progress thereby.
10. Arm Stroke on Back. In waist-deep water start back glide; then propel self with hands using 'fin' method.
11. Combined Stroke on the Front. In water of standing depth demonstrate ability to swim a co-ordinated beginner's stroke continuously for a distance of 20 metres along shore.

12. Combined Stroke on the Back. In water of standing depth, swim a minimum distance of 10 metres comfortably and somewhat easily, using finning and the beginner's flutter kick in combination.
13. Change of Direction. In water of standing depth start swimming the beginner's stroke on the front and in stroke make an abrupt right angle turn toward shallow water. Repeat the test, making turn to the left. Finally, demonstrate ability to make a complete turn.
14. Turning Over. Start swimming on the front in water chest deep parallel to shallow end of pool. From the front swimming position, roll onto the back and remain there floating motionless or resting in a floating position. Then resume swimming position and continue swimming.
15. Levelling Off. Wade to position in neck-deep water, then turn and face the shore. With a minimum of push-off from the bottom, swim to waist-deep water before standing.
16. Feet-foremost Jump Into Waist-deep Water. This test should finish with a glide, a kick glide, or the combined beginner's stroke on the front.
17. Jump Into Deep Water, Level, and Swim.
18. Plain Front Header. This test should be done from a solid deck at a low elevation over water neck-deep. Finish by emerging and swimming a little way along the surface.
19. Jump into deep water, level off, and swim 14 metres. Without stopping or touching, turn about and swim back to starting point.
20. Do a plain front header from deck or dock, level off and swim 14 metres, turn about and start swimming back. Halfway back, turn on the back and rest either motionless or with gentle paddling movements, for a quarter of a minute. Turn back again to front swimming position and swim to starting point.

#### EXCEPTIONS

The local Conference Youth Director should be consulted if there are any problems in meeting this requirement. A youth who is declared by a physician to be physically unable to swim, may substitute any honour not previously earned.

#### TEACHING METHOD

If there is no one sufficiently proficient to teach this honour to your class, then you should refer your group to a recognised swimming school, or life saving society.

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

The instructor should:

1. Make sure there is plenty of supervision.
2. Watch for currents and holes at beaches.
3. Be careful of snags, rocks and holes at rivers.
4. Wherever possible use swimming pools as the water is clear and its depth regulated.

#### RESOURCES

Royal Life Saving Society Manual  
Australasian Pathfinder Staff Manual

#### METHOD OF TESTING

Demonstration of proficiency.

Upon completion of requirements the supervisor should supply a list of successful participants to the leader. The leader should then forward the list to the local Conference Youth Department requesting certificates for the honour.

Honour certificates only will be returned to the leader unless honour tokens are specifically requested and money is enclosed with request. Once a junior has the honour certificate, the token may be purchased from the Adventist Book Centre any time, upon presentation of the card.

## Requirement 4

HIKE 3KM IN ONE HOUR.

#### OBJECTIVE

To show Friends the need for practical activities as well as the need for an understanding of the theory of true temperance.

#### EXPLANATION

There is no exercise that can take the place of walking. By it the circulation of the blood is greatly improved. Through the exercise of walking all organs of the body are brought into use. 3T p.78.

Walking is preferable to riding or driving, for it brings more of the muscles into exercise. The lungs are forced into healthy action, since it is impossible to walk briskly without inflating them. MH p.240.

#### METHOD OF TESTING

Participation.

# Advanced

## Requirement

DEMONSTRATE BAKING, BOILING AND FRYING  
CAMP FOOD.

CLASS PERIODS

One

### EXPLANATION

Baking. There are many different ways of baking food with camping equipment. In fact, you can bake almost anything on a campfire that you can bake at home in an oven. There are commercial camping ovens that are excellent, but bulky to carry. There are also commercial reflector ovens that fold up and are very light, fitting easily into a pack. These are used with a reflector fire that reflects the heat into the oven for baking.

Another method of baking is with a Dutch oven. To make a Dutch oven, place one of the larger camp pots on four stones over hot ashes and coals, and cover it with a frying pan for a lid. Then heap hot ashes and coals on top of the frying pan. This makes a good substitute for a Dutch oven. These ovens may also be purchased commercially. The more things the Pathfinders can substitute or make themselves, rather than furnishing them with commercially made items, the more interesting the campout will be.

One rule about fires in baking is that very hot coals are needed. Coals give a much more even temperature than flame.

Boiling. Little need be said about boiling, for this is one of the simplest methods of cooking over a campfire. Any container that will hold liquid and will not burn may be used for boiling. The best fire is one that produces a hot flame. Remember that in a high altitude water boils at a much lower temperature, so that cooking food requires more time.

Frying. Frying is another simple method of cooking over a campfire. Of all commercial utensils that campers usually carry, the most used is the frying pan. As one generally has to hold a frying pan to use it over an open fire, it is best to have a fire of hot coals rather than flames that will leap up and burn one's hand.

### RESOURCES

Australasian Pathfinder Staff Manual

# NATURE STUDY

The purpose of this section is to introduce the Friend to the thrill of discovering God's Book of Nature and to develop a sense of accomplishment by completing Pathfinder Honours.

Six class periods have been allocated to teach this section, with the understanding that some of the Honours may require out-of-class work.

## Requirement 1 PARTICIPATE IN A ONE HOUR NATURE APPRECIATION WALK AND OBSERVE NATURE OBJECTS THAT RELATE TO A BIBLE PASSAGE.

### OBJECTIVE

To teach the juniors to be more aware of the things of nature around them and to encourage them to relate these common things of life to the things of Scripture.

### TEACHING METHOD

Remember to choose your location and arrange transport well in advance. Preferably visit the site before-hand so you have some idea of the nature objects the class is likely to find.

1. Preparation before the nature excursion. Some time before leaving for the nature excursion, have the juniors record the things they would be likely to find. Then with the use of a Concordance find the texts where the object is mentioned. eg. Leaves - Revelation 22:2 'Leaves of the tree were for the healing of the nations'.
2. Explain the activity on arrival. On arrival at the nature location, divide the group into pairs, each pair to have a Bible, pencil and paper. Ask the pairs to discover and record as many objects of nature as they can equate with a Bible passage. The leaders could have a Concordance to assist with the location of texts.

Examples are as follows:

Unusual	Jawbone	(of ass)	Judges 15:15
Small	Seed	(good seeds)	Matthew 13:24
Living	Bird	(ravens fed Elijah)	1 Kings 17:6
Non-Living	Rock	(Moses struck)	Numbers 20:11

3. Other good ideas can be found in the Australasian Pathfinder Staff Manual.

### RESOURCES

Australasian Pathfinder Staff Manual  
Cruden's Concordance  
Niave's Topical Concordance

### METHOD OF TESTING

Participation

## Requirement 2

COMPLETE ONE OF THE FOLLOWING HONOURS:  
CATS, DOGS, MAMMALS, SEEDS, BIRD PETS.

### CLASS PERIODS

Four

### OBJECTIVE

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

### TEACHING METHODS

The requirements are listed for your convenience. Teacher's notes have been prepared and are available for your use from the Youth Department of your local Conference. Do not just read the notes. Make the classes more interesting by using samples, pictures, or going on field trips.

Enquiries may reveal that you have someone in your church or community who is a specialist on one or several of these topics.

### CATS

Requirements:

1. What is the scientific name of the cat family?
2. How is the structure of the paw similar in all cats?
3. How are the eyes of all cats alike?
4. What is the main food of the cat family? How are the cat's teeth fitted for this?
5. Of what use are the cat's whiskers?
6. How are the cat's ears protected?
7. Name four kinds of domesticated cats. Describe each one.
8. Of what benefit to man are domesticated cats?
9. Name seven kinds of undomesticated cats. Identify each and tell in what part of the world they are found.
10. What animal is known as the "king of beasts"? Name six other large cats worldwide.
11. Tell the story of Androcles and the lion.
12. Relate four stories in the Bible in which a member of the cat family is mentioned.



## DOGS

### Requirements:

1. Give the scientific name of the dog family.
2. Name five distinctive characteristics of the dog family.
3. Name five wild members of the dog family.
4. Name twenty-five different kinds of common dogs.
5. Name five contributions the dog family has made to man.
6. Give the name of the smallest breed of dogs; the largest.
7. Write or describe orally the value to man of the following dogs - Seeing Eye, Saint Bernard, Shepherd, Collie, Eskimo.
8. Write or tell what special contribution dogs have made to man in wartime.
9. Name five dogs that are classed as 'toy' dogs.
10. What is the only dog that has a wholly blue or black tongue?
11. Which is the fastest running dog?
12. Which member of the 'toy' dogs has become the most popular?
13. What dog has been especially helpful in tracking criminals?
14. Write or tell a dog story.

## MAMMALS

### Requirements:

1. List five characteristics of a mammal and name ten species that you have observed and can identify out of doors or in their natural environment.
2. List four beneficial mammals, and tell how they are beneficial.
3. List some of the things that animals do that are harmful.
4. Name one or more species in each of the following orders and know something of their habits: Carnivora, Rodentia, Marsupialia, Insectivora, Lagomorpha, Artiodactyla.
5. Write or give orally to the examiner a brief report on "Animals I have observed in their natural environment".

## BIRD PETS

### Requirements:

1. Canaries:
  - a. Give the names of four varieties of canaries.
  - b. Give a brief history of the origin and development of canaries.
  - c. Name and distinguish five seeds used in canary feeding.
  - d. Describe briefly the general care of canaries.
2. Parakeets, or love birds:
  - a. To what country are parakeets, or love birds, native?
  - b. Describe briefly their habits of feeding, nesting, general behaviour.
3. Pigeons:
  - a. Name and identify six varieties of pigeons.
  - b. Describe their kind of food and general management.
4. Successfully keep one or a pair of birds for six months.

## SEEDS

### Requirements:

1. What is the main purpose of a seed?
2. What foods were first given to man in the Garden of Eden?
3. Know the purpose of each of these parts of a seed: seed coat, cotyledon, embryo.
4. Know four different methods by which seeds are scattered by the plant. Name three kinds of plants that scatter their seeds by each method.
5. Know ten kinds of seeds that we use for food.
6. Know five kinds of seeds that are used as sources of oil.
7. Know five kinds of seeds that are used for spices.
8. Explain why a seed can sprout in darkness.
9. Write or tell orally in three hundred words how you have collected some of your seeds; how you have cleaned them. Tell an interesting experience you have had while collecting seeds.
10. Make a collection of thirty different kinds of seeds, twenty of which you have collected yourself. Label each kind with its name, the date collected, the locality and the collector. You may glue them on heavy paper or put them in clear vials.

## RESOURCES

Australasian Pathfinder Staff Manual

Additional resource books may be obtained from established book shops or from your local library.

## METHOD OF TESTING

The instructor must satisfy himself that the individual has met all requirements requested in the honour. The instructor requests the director to forward to the local Conference Youth Department, a list of successful candidates, requesting certificates for the honour concerned. Honour tokens will only be sent if specifically requested and payment is enclosed. Once a junior has the honour certificate the token may be purchased from the Adventist Book Centre at any future time, upon presentation of the certificate.

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

# Requirement 3

KNOW AND IDENTIFY FIVE WILDFLOWERS AND  
FIVE INSECTS IN YOUR AREA.

## CLASS PERIODS

Two. One for each topic.

## OBJECTIVE

To help Friends gain a greater appreciation of the smaller things of creation.

## RESOURCE

Contact your local library or Conference Youth Department for source material for meeting this requirement.

## METHOD OF TESTING

Demonstration of general knowledge and identification of requirements.

# Advanced

# Requirement

KNOW AND IDENTIFY TEN WILDFLOWERS AND  
TEN INSECTS IN YOUR AREA.

## CLASS PERIODS

*To be done simultaneously with the basic requirement.*

# CAMPING AND SURVIVAL SKILLS

The purpose of this section is to expand and develop the Friend's interests and skills through active recreational pursuits and to appreciate the out-of-doors.

Seven class periods have been allocated for this class work, plus out-of-class time. Two periods have been suggested for the advanced requirements.

## Requirement 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.

### CLASS PERIODS

Two

### OBJECTIVE

To teach the value of rope and how to become skilful in tying basic knots and to understand their uses.

### TEACHING METHOD

#### A. ROPES

Before the modern rope of today, man undoubtedly used vines, reeds, fibres and leather thongs. These materials served primitive man and not until wool and cotton were spun into yarn and these in turn into cords, did man search for a better material for rope.

Today rope is made from Manila fibre, sisal fibre, hemp or wire. It is also made from nylon and plastic which is highly resistant to rot or mildew, but these do have a feature, however, which is questionable for some uses. Hot weather makes it quite elastic and repeated heating and cooling damages it.

The best rope is made from hemp. True hemp is rather scarce so the better ropes we find on the market are made from Manila fibre. Sisal is only about two-thirds as strong as Manila.

Rope is one of the most convenient materials for effecting temporary joints in many materials. It is also an essential item in camping, sailing, and many other activities. In construction it is ideal for fastening odd sizes of awkward shapes of saplings and logs for temporary structures.

## Rope Care

The life of a rope may be prolonged if it is properly used and cared for. Good rope care only involves following a few simple rules, which are:

1. Keep ropes as dry as possible. Never store a rope when it is wet, especially if it is Manila or sisal. Dampness in these ropes leads to a weakening of the fibres. Natural drying in the sun is best. Oven drying is to be avoided as this may damage the fibres.
2. Inspect ropes periodically for signs of damage along their length. A thorough examination will require you to look at the inside of the rope, as well as the outside. The inner fibres should stay bright and new in appearance.
3. When not in use, coil a rope and keep it dry. A regular coil should be clockwise, or to the right, because of the natural twist in the rope. If the rope kinks when coiled, it is because a reverse twist has been given it while in use. To remove this, coil it counter-clockwise.

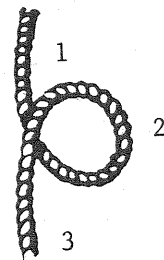
## B. KNOTS

The most efficient method of teaching knot tying is by:

1. Demonstrating the procedure.
2. Having the class follow the instructor, using their own rope.
3. Practicing procedure until proficient.
4. Using ropes of different colours.

To understand directions for knot tying, three definitions are first necessary:

1. The standing part. The long part of the rope on which the individual works in forming the knot.
2. The bight. Turning the rope back on itself forms a loop. This is known as a bight.
3. The running end. The part with which the individual works.



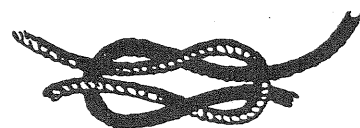
THE OVERHAND KNOT - Make a bight, bring the end of the rope up through it and draw it tight. This is the common knot used by all.



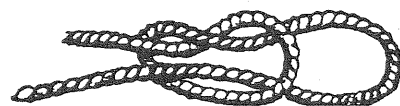
THE SQUARE KNOT/REEF KNOT - Never slips or jams, and is easy to untie. It should be used on all packages. Make an overhand knot. Now make a second overhand, crossing the end over the standing part in the opposite direction from the way it was done first. The beginner often thinks he is tying the second knot backward. Right over left, then left over right.



THE GRANNY KNOT - Make an overhand knot. Now make a second overhand, crossing the end over the standing part in the same way it was done before.

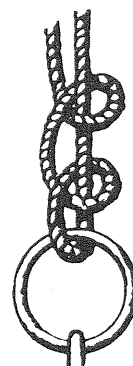


THE SLIPKNOT - The slipknot can be used to hitch a horse to a post. The knot slips, but if properly tied, becomes tighter the more the end is pulled. Make a bight, and instead of bringing the end up through it, as in the case of the overhand, bring a loop through.

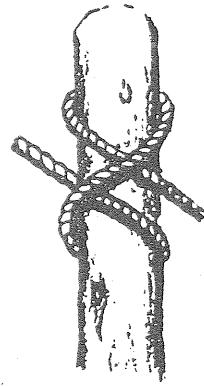


THE DOUBLE BOW - The common knot tied by all boys and girls every time they tie their shoelaces. It is so common that no drawing is necessary. It should follow the square knot principle and not the granny.

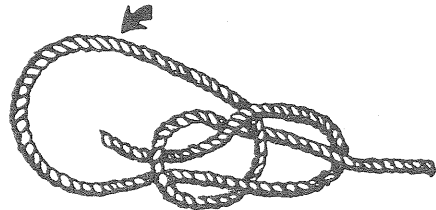
TWO HALF HITCHES - Useful because they are easily made and will not slip under any strain. Pass the rope through the ring and around the standing part, bringing it through the bight thus formed. Repeat as shown in diagram. Often used for tying ropes on a trailer, or with a round turn, for securing a tent rope to a peg.



CLOVE HITCH - As the name suggests this knot is used to fasten the end of a rope to a pole or fixed object and is used for commencing and ending the square lashing. Pass the rope around the pole so that the end with which you are working passes under the standing part. Pass the rope around the pole a second time, above the standing part, making a turn that brings the end through the loop in the opposite direction from the standing part.



BOWLINE - This is used for tying a person or an animal when it is important that the noose shall not become tight, as in lowering a person from a burning building, staking out an animal, etc., a noose that neither slips nor jams. It is one of the most valuable of knots. Make a small bight on the standing part, leaving the end long enough to pass around the person or animal to be tied. Pass the end up through the bight around the standing part and down through the bight again. To tighten, hold the noose and pull the standing part. The object tied should then be in the loop marked by the arrow.



#### ADDITIONAL TEACHING METHODS FOR PROFICIENCY ARE:

1. Use the knots in games.
2. Make knot boards which can be added to as the juniors progress in their class work.
3. Teach some knots as speed knots.

#### RESOURCES

Australasian Pathfinder Staff Manual; Pathfinder Field Guide, Scout Handbook. Bushcraft Series - Knots; Girl Guide Knot Book; Contact your local Conference Youth Department for information on kits for making a knot board.

#### METHOD OF TESTING

Demonstration of ability to understand the care of ropes and to tie the required knots.

# Requirement 2

PARTICIPATE IN AN OVERNIGHT CAMPOUT.

## OBJECTIVE

To help the juniors learn some of the practical out-of-doors camping skills and to develop an appreciation of the natural world.

## EXPLANATION

God comes very close to a junior while he sits round a campfire or lies beneath a star-studded sky, so campouts are a great time for spiritual growth.

- \* Plan your spiritual activities before you go
- \* Plan for your camp to be more than a recreational outing
- \* Be familiar with the area
- \* Prepare the site as much as possible the week before
- \* This is a class, not a club activity

## TEACHING METHOD

The class under your guidance, should be responsible for planning the camp program and also the menus. You pre-select two or three sites, then allow the class to choose the best location. Group should set up the camp, prepare and cook the meals.

## SUGGESTED MENUS:

### 1. FOR CAMPOUT OVER SABBATH

FRIDAY	TEA	Each child take own cut meal
SABBATH	BREAKFAST	Cereal and milk Preserved peaches Toast, marmite, honey, peanut butter, raisins, fresh fruit Hot drink
	LUNCH	Salad with fried potatoes Bread roll, marmite, peanut butter Instant pudding 'Treat', eg nuts, dried apricots Cold drink
	TEA	Soup Bread, peanut butter and honey Apple pie and cream Yeast bun Hot drink

If you stay over Saturday night, then use menu two as well.



## 2. FOR CAMPOUT OVER SUNDAY

SATURDAY	TEA	Have before you leave
SUNDAY	BREAKFAST	Granola cereal with milk Stewed apples Scrambled eggs or spaghetti on toast Toast, marmite, honey and peanut butter Fresh fruit Hot drink
	LUNCH	Camp stew Bread rolls or damper Golden syrup and marmite Creamed rice and pineapple Wholemeal biscuits Cold drink
	TEA	Soup Bread roll, peanut butter and honey Salad with hot corn (cob or patties) Hot drink

### SUGGESTED PROGRAMS:

#### 1. OVER SABBATH

FRIDAY	Arrive site, set up camp Campfire and stories Worship
SABBATH	Rise and personal devotions Worship and prayer bands Breakfast and duties Sabbath School Walk (short) Church service Lunch and duties Quiet time Get-together period Walk Tea Closing Sabbath Pack up and return OR Campfire and games Worship
SUNDAY	As in Program Two

## 2. OVER SUNDAY

SATURDAY Arrive site, set up camp  
NIGHT Campfire and games  
Worship

SUNDAY Rise and personal devotions  
Worship and prayer bands  
Breakfast and duties  
Activities: could attempt requirements from  
Friend class  
Lunch and duties  
Activities: games with plenty of exercise  
Short worship  
Pack up and return home

### RESOURCE

Australasian Pathfinder Staff Manual

### METHOD OF TESTING

Participation in planning and attendance at campout.

# Requirement 3

PASS A TEST IN GENERAL SAFETY.

### CLASS PERIODS

Two

### OBJECTIVE

To help the Friends understand and practice simple general safety standards.

### TEACHING METHOD

1. The instructional material in the following pages is designed to be used as helps in teaching the various aspects of safety.
2. Where possible invite guest speakers such as electricians, ambulance team members, life saving club members, a policeman or a representative from the road safety council to lecture to the Friends.
3. Films on "safety" are available from the state film libraries.

4. Set up mock situations to dramatise a problem. Discuss possible solutions. The more practical the subject, the more the juniors will enjoy it.

### WATER SAFETY

#### A. WHERE TO SWIM

- \* Wherever you may be, never swim alone. A companion may save your life.
- \* Avoid all but the best known and safest swimming spots.
- \* The safest beach is the one patrolled by lifesavers.
- \* Young children should always be supervised by adults.

#### B. WHEN TO SWIM

- \* You should not swim for at least one hour after a meal, but as a hungry swimmer soon gets tired, swim well before the next meal is due.
- \* Do not enter the water straight after vigorous exercise.
- \* Bathing at night is very dangerous. If you go under, no rescuer could find you.

#### C. WHERE DANGER LURKS

- \* Never dive into strange water as there may be snags, rocks, broken glass and rubbish on the bottom.
- \* Inflatable rubber toys are dangerous. An unexpected current or breeze can carry these toys, and their passenger, away from shore in a matter of moments.
- \* Don't get too cold as this can bring on cramps.
- \* When surfing, it is easy for the current, unknown to the swimmer, to gradually drag you away from the other bathers. Check your position frequently and stay close to the main group of bathers.
- \* Where a beach is patrolled by lifesavers, never swim outside the flags - the lifesavers know the beach better than you.
- \* On surf beaches, don't swim in the area set aside for board riders. Many swimmers have been badly injured by surfboards.

#### D. WHEN IN DIFFICULTIES

- \* The first rule is DON'T PANIC.
- \* An arm held straight up in the air is the recognised sign of a swimmer in distress.
- \* If caught in a current or undertow, do not try to swim against it - swim with it, and at the same time diagonally towards the shore.
- \* Learn how to tread water and float, exhaustion is the biggest danger to a swimmer in difficulties.
- \* When seized by cramp, turn on your back, float and shout for help. Throwing your arms about wildly will only make you sink.
- \* If caught in weeds (a common danger when swimming in rivers and water-holes) don't struggle; slow, gentle movements will quickly free you.

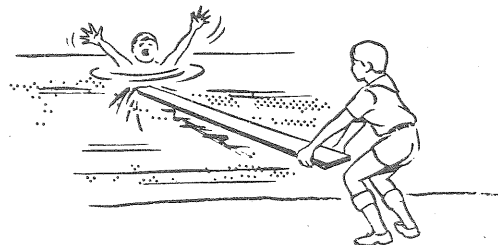
#### E. PROTECT YOURSELF AND OTHERS

- \* When at a swimming pool watch where you jump, as it is very easy to injure someone else.
- \* If you get too far out from shore you may have trouble in getting back as well as inviting danger from sharks.
- \* When in the water, play sensibly. "Ducking" and other foolish habits are both frightening and dangerous.

#### F. BUOYANT AID RESCUE

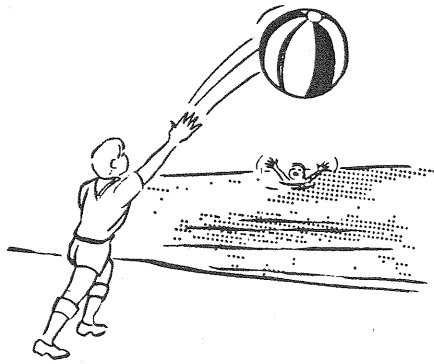
- \* Always try to throw or push something out to the patient before attempting to rescue on your own. There are a number of articles you can use that will keep the patient afloat.

Push out a long board or wooden pole from the bank.



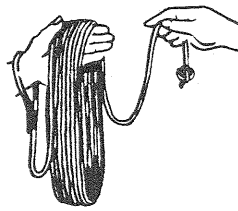
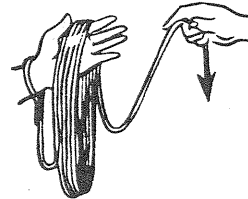
Trap air in a pair of pants. An upturned bucket will also work. Then swim out to the patient.

Some games balls will float. Swim or toss it to the victim.



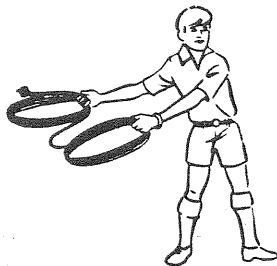
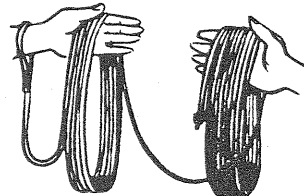
#### G. THROWING A RESCUE LINE

1. Good throwing depends on the care you take in coiling and handling the line.

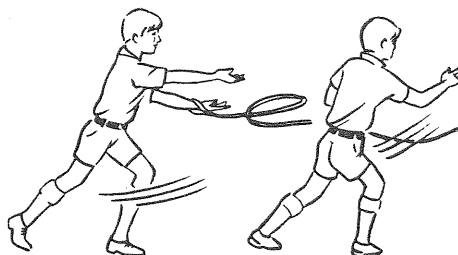


2. Coil the turns alongside each other without crossing, working towards the tips of the fingers turning it so that the free end is nearest the fingers.

3. Without disturbing the arrangement of the turns transfer  $\frac{2}{3}$  of the coil to the throwing hand.



4. When ready to throw, stand with the left shoulder towards the target area. Swing both arms together across the body (under arm) and throw with a good follow-through. Constant practice and a good follow-through right over the target are the secrets of hitting the target.



### ROAD SAFETY

1. Look carefully in both directions before crossing the road and cross at right angles.
2. Do not cross the road behind or in front of a parked car. If you have to do this, be very careful.
3. Use a pedestrian crossing where one is provided.
4. Do not attempt to get on or off a moving vehicle.
5. Always walk along a footpath instead of the road.
6. Where there is no footpath, walk on the right-hand side of the road, facing on-coming traffic.
7. Always play in safe places, never on a road.
8. Remember your kerb drill - At the kerb, stop: eyes right, eyes left, eyes right again, then if the road is clear, quick march and walk straight across. Don't run across the road.

### BICYCLE SAFETY

1. Learn to ride in your yard or on a nearby reserve where riding is permitted. Don't ride on the road until Mum or Dad say so.
2. Avoid busy roads.
3. Ride on the left hand side of the road, close to the kerb.
4. Watch for parked cars pulling out, or doors opening suddenly.
5. Never ride on the footpath.
6. Obey all traffic signs and signals.
7. Stop, look and listen before entering a road.
8. Give correct hand signals for turning and stopping.
9. Never double or carry another person on your bicycle. No large parcels.
10. Never ride more than two abreast. Remember it's much safer riding single file.
11. Keep your bicycle in good condition.
12. Keep your bicycle under control - no stunting.
13. Have good lights for night riding and a reflector and bell are compulsory.

## SAFETY IN THE HOME

### ELECTRICAL DON'TS

YOUR MAIN  
EARTH WIRE

Every house MUST have a main earth wire. The earth wire is usually connected to a water pipe or a metal rod driven into the ground. It is extremely important that this earth wire be properly secured and maintained. (Anything electrical is dangerous. This is a specialised area for experienced electricians only.)

OVERHEAD  
WIRES ARE  
DANGEROUS

Keep impressing on children the danger of going near overhead wires. If a kite or other object lodges in guttering, tell children to leave it there and let Dad get it. Be careful yourself - especially when painting or carrying out repairs.

FALLEN  
WIRES ARE  
DANGEROUS

Remember the Safety Rules:

1. Stand well clear.
2. Stand guard and prevent other people approaching the wires.
3. Send someone to call the electricity department or the police.

Each broken wire has two ends - both may be alive.

IF YOU  
DON'T KNOW

Most electrical fatalities are caused by meddling with appliances, wrongly wired plugs, makeshift leads, home made hand lamps. Be wise, play safe and get a competent tradesman to do the job.

EVEN A  
SLIGHT  
TINGLE

The slightest shock is your warning that something is wrong with an installation or appliance. Don't ignore it - immediately switch off the electricity and pull out the plug. Call your electrician or electricity department at once.

DON'T  
MEDDLE  
WITH THE  
POWER  
STILL ON

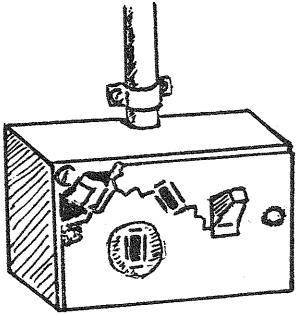
Prising open points, attempting to adjust or repair any appliance or plug while it is still connected at the power point, is just inviting disaster. You expose yourself to great danger by meddling with electrical equipment. Disregard of elementary precautions is the cause of most accidents. Be wise and leave all repairs to your electrician.

POWER  
APPLIANCE  
TO A LIGHT  
SOCKET

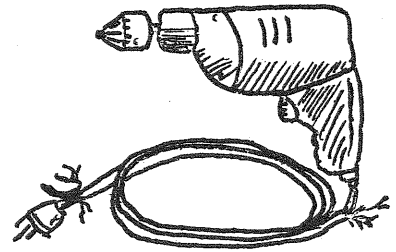
Moveable electrical appliances must be earthed. Never plug into a light socket, or extend your lead with two-core flex. Use only three-core flex, wired correctly to a three-pin plug, and plug into an earthed three-pin power point. If you are in doubt ask your electrician or the electricity department.

## FAULTY ELECTRICAL INSTALLATIONS

Frayed or kinked cords, chipped or broken fittings and makeshift joints are dangerous. Repair all damaged cords and fittings. To join flexible cords, use a three-pin plug and cord extension socket.



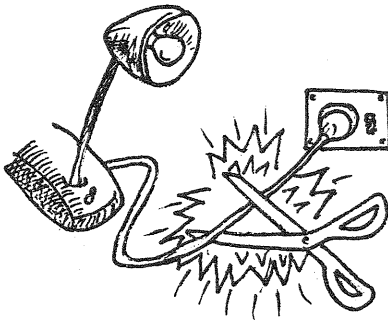
Do not use  
damaged  
plug socket



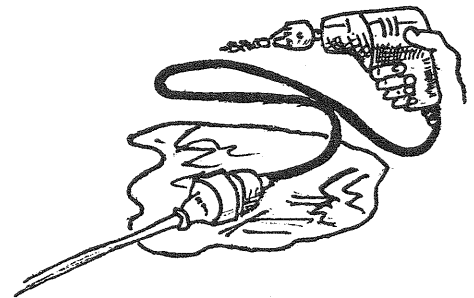
Incorrectly  
wired plug

Loose wires in  
plug or socket

Frayed electrical  
leads or plugs

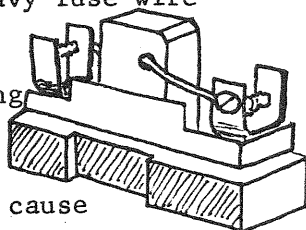


NEVER cut electrical  
cords with scissors



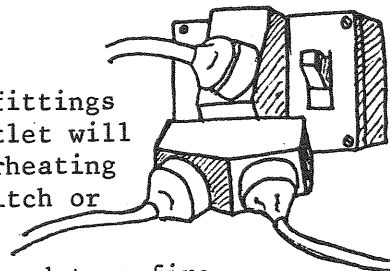
Socket in pool of water

Use correct fuse wires.  
A too heavy fuse wire  
does not  
protect  
the wiring



This can cause  
fires.

Too many fittings  
to one outlet will  
cause overheating  
in the switch or  
wires.



This can lead to a fire.



## SAFETY IN YOUR MEETING HALL

Inspect your meeting place and list the things which might be dangerous. There are many situations which can be dangerous. The place we live in, where we play, or our own hall, can easily be a hazard.

Here are ten points for you to look for in a meeting place. There could be many more. How does your hall rate?

1. Objects left lying about can lead someone to fall over them. Put things away in their places, especially after you have used them.
2. Broken or cracked glass or louvres in windows can easily cut someone.
3. Are there any loose light fittings or broken switches? Are the correct fuses being used?
4. If your hall has polished boards, watch any mats. They can cause an accident if they slip easily.
5. Is the camping gear stacked correctly? Can it fall down off shelves? Are some things so high that you may injure yourself getting them out?
6. What about fire extinguishers? Does your hall have any? If so, does everyone know how to use them? When were they last serviced by the Fire Authority? How about trying a fire drill?
7. Objects on the wall at head height could cause you to injure yourself while playing a game.
8. Have the gas lanterns been checked for leaks? Is there a ventilated place to store them?
9. Are all fuel bottles, food containers, camping gear, etc. suitably labelled so other users don't get confused?
10. That urn for heating water in the kitchen. Can it be knocked over and scald anyone?

### RESOURCES

Australasian Pathfinder Staff Manual; Scout Handbook; St. John's First Aid Manual.

### METHOD OF TESTING

The local Conference Youth Department will supply the examination paper. The paper should be marked by the instructor of the group. A pass mark of 75% is required. All used exam papers should be destroyed by the instructor and unused exam papers should be return to the Conference Youth Department. No certificate is issued.

# Requirement 4

PITCH AND STRIKE A TENT AND MAKE A CAMP BED.

CLASS PERIODS

Two

OBJECTIVE

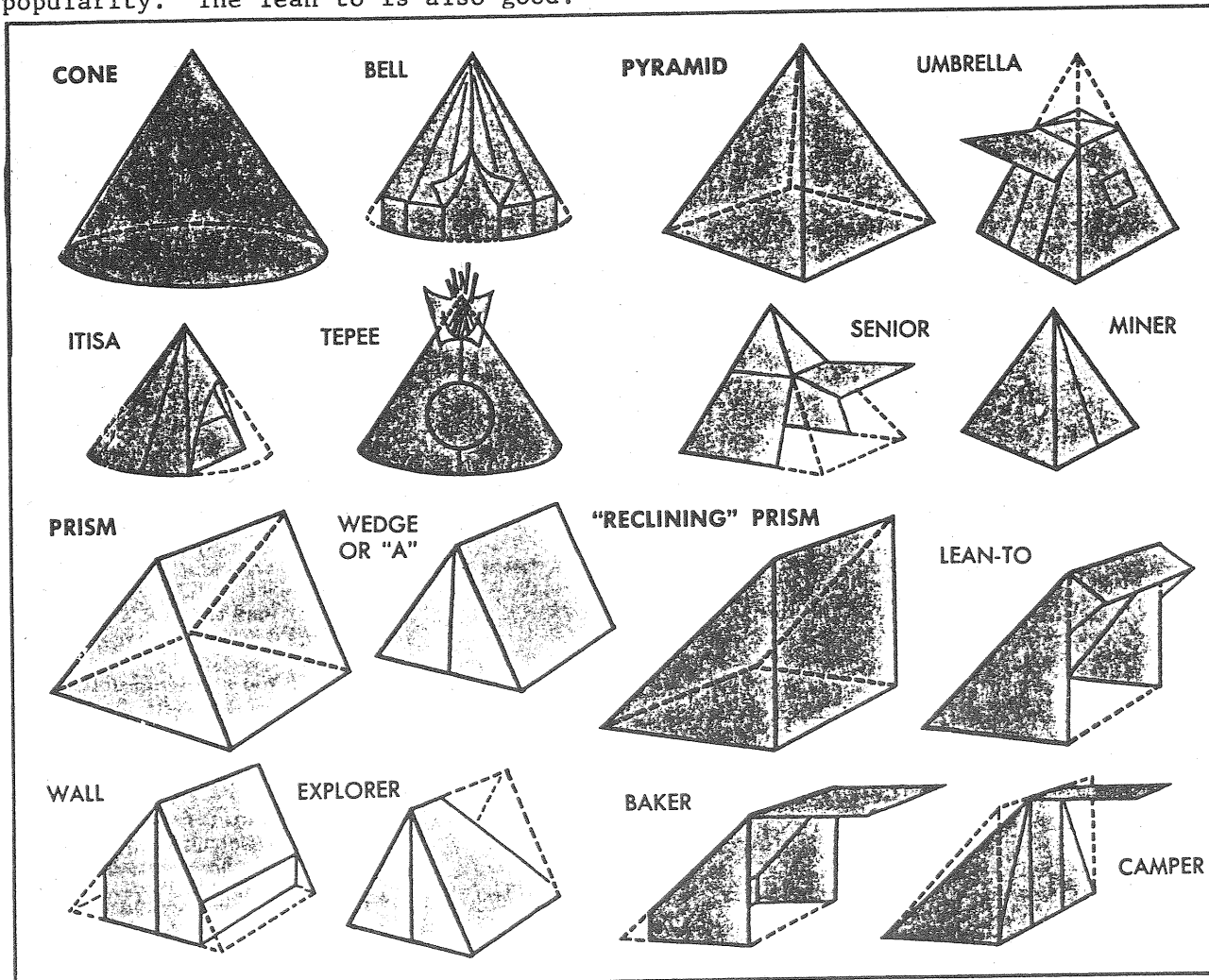
To familiarise Friends with specialised skills in outdoor living.

TEACHING METHODS

## TENTS

Types of Tents: Most types of tents are based on simple geometrical patterns: the pyramid, the cone, and the prism. When you are familiar with these designs, it becomes fairly easy for you to decide which kind will suit you best.

For lightweight camping, variations of the wall tent rank high in popularity. The lean-to is also good.



### Care of Tent:

#### A. IN CAMP

1. Level the ground for your tent.
2. Remove all sharp rocks and fill in all holes or depressions. Otherwise, a tent pole or a boot heel may punch a hole in the floor.
3. To save floor wear, many campers carry an extra piece of canvas to use as a rug on the floor. It also makes cleaning the tent easy. Just roll up the canvas and shake it outside.
4. Also, longer life for your tent can be had by placing pieces of plywood or cardboard under centre pole and all bed legs.
5. If it is very windy, collapse your tent for the day to protect it, particularly an umbrella tent. A sudden gust of wind may blow it down, break a pole, or tear the fabric.
6. Watch for canvas shrinkage during a rain storm. At the first sign of a storm, you should loosen all guy ropes.

#### B. AT HOME

1. Never store a tent when wet.
2. Before putting away, check tent for tears, missing grommets, worn ropes, etc.
3. If waterproofing is needed, do it before storing.
4. Make sure you store it in a dry place.

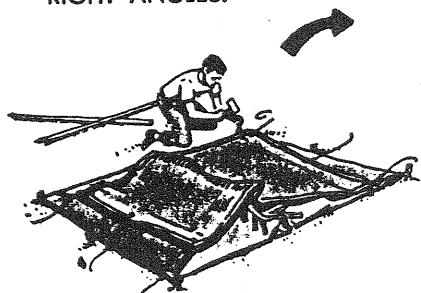
### Pitch and Strike a Tent Correctly:

In camp, you don't "put up" a tent - you pitch it. You don't "take it down" - you strike it.

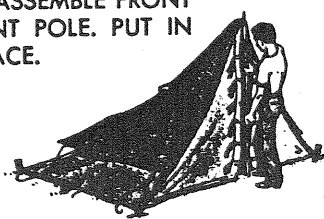
It is easy to pitch a tent if there are half a dozen people to help, but an experienced camper can do it alone by following a simple routine.

Even the best-pitched tent will sag eventually, so tighten the lines from time to time to keep the roof taut. During rain, on the other hand, slacken the lines deliberately to offset the shrinking of wet lines and tent material.

1. CLOSE DOOR FLAPS. PEG DOWN FOUR CORNERS AT RIGHT ANGLES.



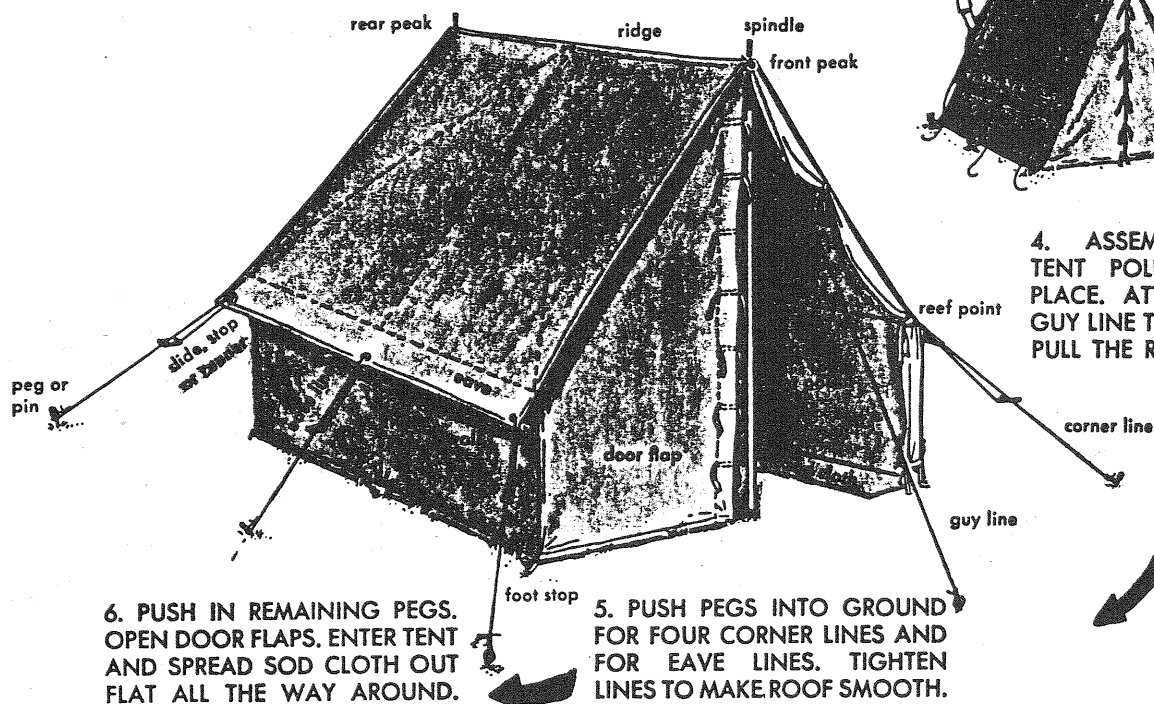
2. ASSEMBLE FRONT TENT POLE. PUT IN PLACE.



3. PUSH DOWN PEG FOR FRONT GUY LINE AND ATTACH LINE.



NOTE THAT ALL LINE PULLS START FROM CENTER OF TENT.

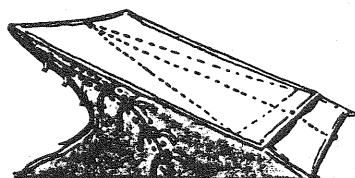


4. ASSEMBLE REAR TENT POLE, PUT IN PLACE. ATTACH REAR GUY LINE TO PEG AND PULL THE RIDGE TAUT.

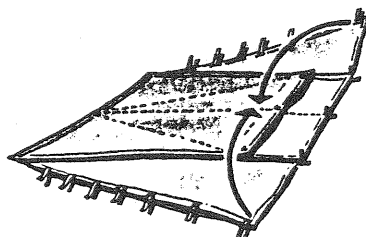


6. PUSH IN REMAINING PEGS. OPEN DOOR FLAPS. ENTER TENT AND SPREAD SOD CLOTH OUT FLAT ALL THE WAY AROUND.

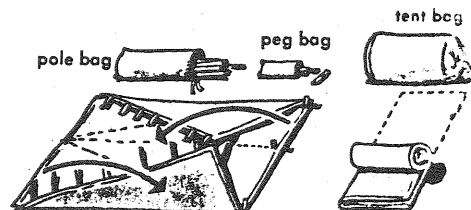
5. PUSH PEGS INTO GROUND FOR FOUR CORNER LINES AND FOR EAVE LINES. TIGHTEN LINES TO MAKE ROOF SMOOTH.



1. TO STRIKE TENT, CLOSE DOOR, LOOSEN LINES AND PULL OUT ALL PEGS. LAY TENT DOWN FLAT.



2. FOLD DOOR FLAPS TO MIDDLE OF TENT. TUCK IN ALL LINES.

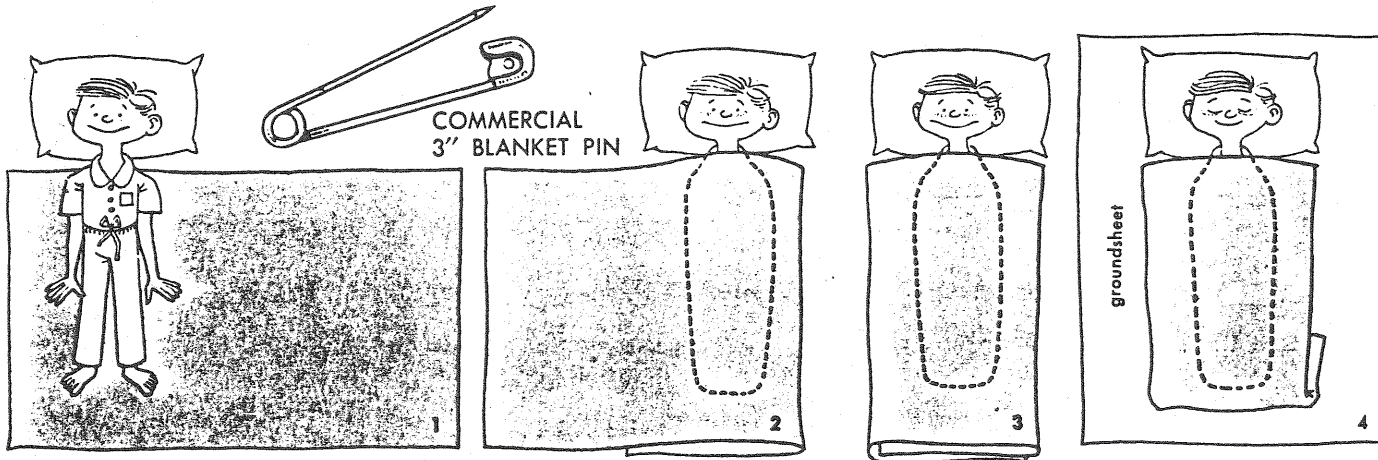


3. FOLD TOP AND BOTTOM OVER. FOLD FURTHER TO SIZE OF TENT BAG.

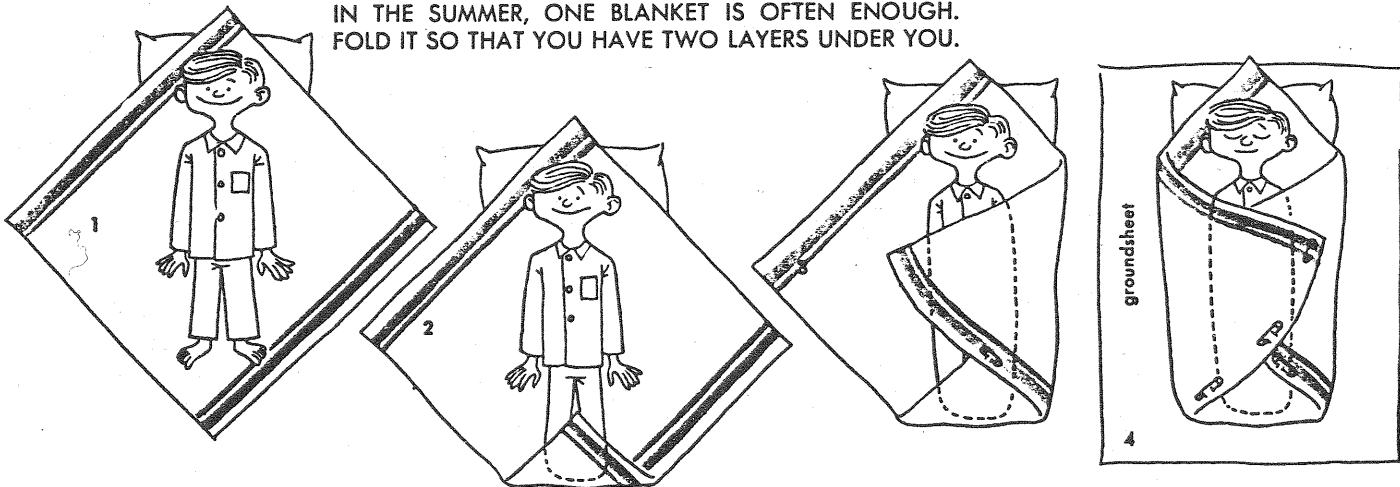
4. ROLL UP POLE AND PEG BAGS IN TENT. PUT TENT IN BAG.

## CAMP BED

For an overnight camping trip, prepare your bed at home before starting out. It does not have to be very elaborate. But if you are staying for awhile on the same site, the extra time you spend making a camp bed will be repaid by the added comfort you will have. But be sure to use only dead wood, or branches from fallen timber.

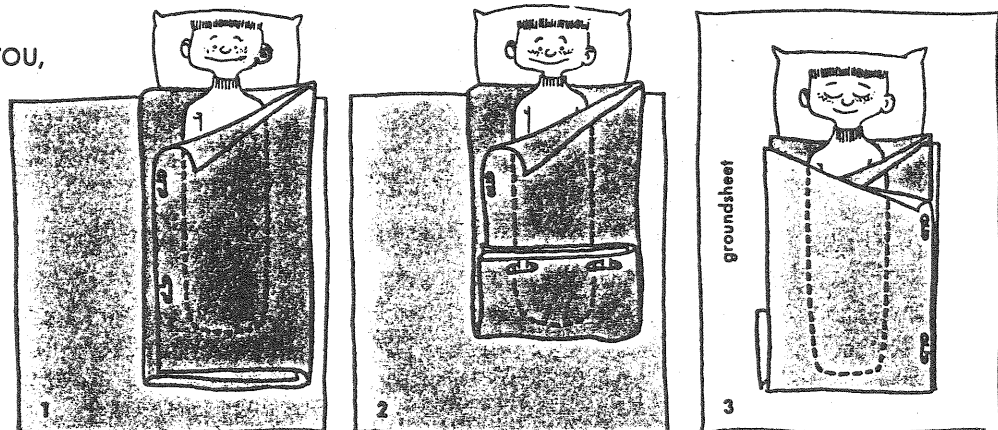


IN THE SUMMER, ONE BLANKET IS OFTEN ENOUGH. FOLD IT SO THAT YOU HAVE TWO LAYERS UNDER YOU.



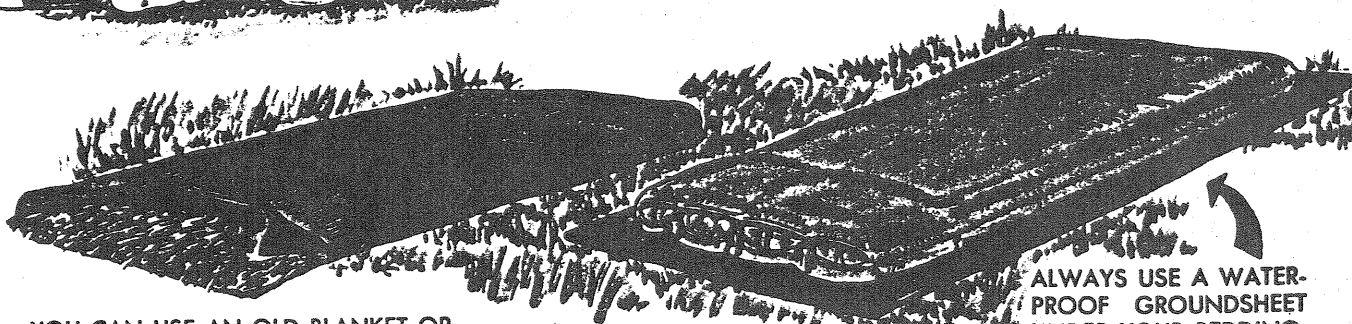
FOLD A SQUARE BLANKET WITH ONE LAYER UNDER YOU, TWO ON TOP.

IN COOLER WEATHER, YOU NEED AT LEAST TWO BLANKETS. FOLD FIRST BLANKET WITH TWO LAYERS UNDER YOU. THEN BRING BOTTOM UP OVER YOUR FEET. SWING HALF OF SECOND BLANKET OVER YOU, AND FOLD BOTTOM UNDER YOUR LEGS.



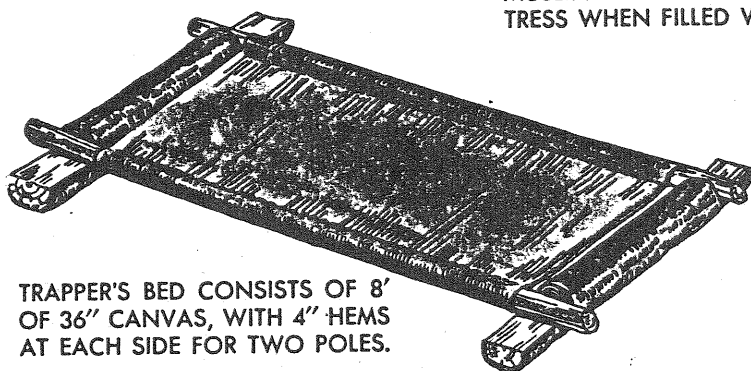


A TRAINED OUTDOORSMAN CAN SLEEP IN COMFORT DIRECTLY ON THE GROUND. HE DIGS A HOLE FOR HIS SHOULDERS AND ANOTHER FOR HIS HIPS, SPREADS HIS GROUND SHEET AND BLANKET OVER THEM, LIES DOWN, AND DROPS OFF TO SLEEP.

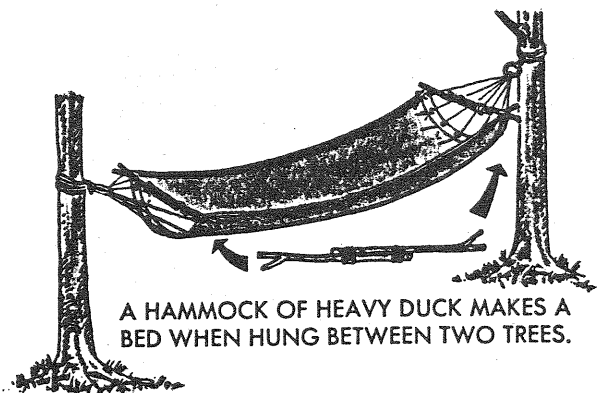
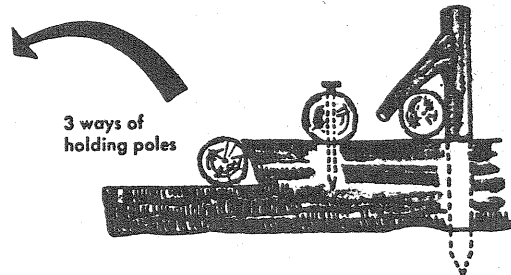


YOU CAN USE AN OLD BLANKET OR A PIECE OF CANVAS OR PLASTIC TO MAKE A PRIMITIVE MATTRESS.

A STRAW TICK IS A BAG, 30" x 70", MADE OF MUSLIN OR AN OLD SHEET. IT BECOMES A MATTRESS WHEN FILLED WITH STRAW OR DRY LEAVES.

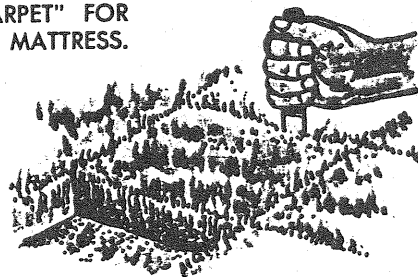


TRAPPER'S BED CONSISTS OF 8' OF 36" CANVAS, WITH 4" HEMS AT EACH SIDE FOR TWO POLES.

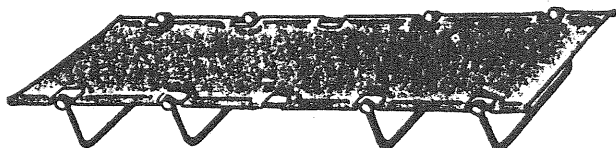
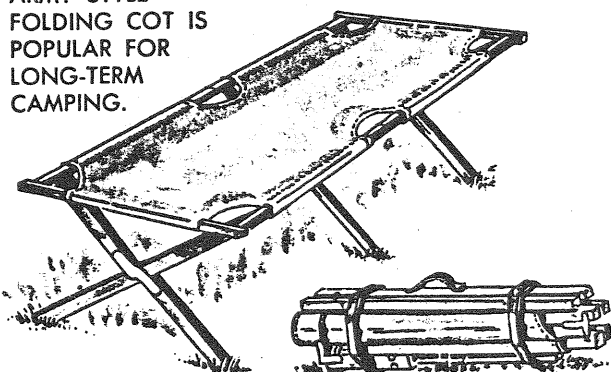


A HAMMOCK OF HEAVY DUCK MAKES A BED WHEN HUNG BETWEEN TWO TREES.

IN EVERGREEN WOODS, YOU CAN CUT TURFS OUT OF THE SPONGY FOREST "CARPET" FOR A SPRINGY MATTRESS.



ARMY STYLE FOLDING COT IS POPULAR FOR LONG-TERM CAMPING.



CAMP STORES SELL A VARIETY OF LIGHT, FOLDING CAMP BEDS MADE OF CANVAS AND ALUMINUM TUBING.

## RESOURCE

Pathfinder Field Guide; Australasian Pathfinder Staff Manual; Scout Shops, Camping and Sporting Gear Shops.

## METHOD OF TESTING

Demonstration and participation in activity.

# Requirement 5

KNOW TEN HIKING RULES, AND KNOW WHAT TO DO WHEN LOST.

## CLASS PERIODS

One

## OBJECTIVE

To teach Friends the basic rules of hiking and bush walking.

## TEACHING METHOD

A hike is not a walk. A walker may shuffle along all day, scarcely knowing where he's going and come home at night without knowing where he's been. But a hiker steps along with a purpose in view. He knows where he is going and why. He keeps right on until he gets there, and when he comes home he is satisfied.

Rules are made for the protection of all persons and they must be followed in order to have a safe, interesting and thereby an enjoyable hike. Every club should have a set of rules to control a hike, and these may vary from group to group, but there are ten basic rules for hiking and these are listed.

1. The hike must be planned. You must make plans for the hike in advance. You must consider the interests and ability of the hikers with respect to the kind of hike (pack, night, etc.) and the place of the hike (the type of country - hilly or flat, etc.) and also the expected weather conditions (hot, cold, raining, etc.). When planning you must consider the length of the hike and the amount of time that each leg of the hike should take. This is a matter of experience. Also, obviously, when planning, you must plan a route, make a list of the items to be taken, and provide transportation if it is needed. The last thing to do when planning is to see that every hiker is fully informed concerning the nature of the hike, the time and place of the meeting and returning. They should be made aware of the hiking rules, and any food or equipment they should bring with them.

2. A hike is not a race. The hiking party must be kept together. The pace of the party is determined by the slowest member. A steady pace with frequent rests is desirable. An experienced person should be placed at the lead, and at the rear of the party, and there should be frequent communication between both persons.
3. The hiker should have good health. This is not to say that asthmatics and diabetics, etc. should not go hiking. They can, provided they take along their medication and know how to use it, and also have informed the hike leader of their condition. This rule applies to people who are just getting over some sickness or who are 'run down', etc. We all know how a cold or the flu can sap a person's energy. People in these conditions should withdraw from the hike.
4. The hiker must carry a first aid kit. Each hiker should carry a small personal first-aid kit. It should consist of bandaids, antiseptic cream, needle, tweezers, etc. As well as a personal first-aid kit, another group kit should be taken. This kit should consist of extras as in the personal kit, plus slings, roller bandages, pins, etc.
5. Wear the correct clothing. The type of clothing will depend upon the weather and the type of country. Hats are always a must for hiking. Depending upon the duration of the hike, warm and wet weather clothes, even in warm weather, should be taken. Wear something white if hiking at night.
6. Wear the correct footwear. Your feet make it possible for you to hike, so give them the care they deserve. Choose the right shoes. They should be smooth inside and fit snugly in the heel, but with plenty of room for the toes to wriggle. Thick woollen socks are the best. Woollen because they keep you warm even when wet, and also because they give padding. Many hikers wear two pairs of socks, a woollen pair with a nylon pair next to the skin.

Blisters, while still in the red stage should be protected with a bandaid. Protect fully-formed blisters by building a ring of cotton around them, or applying a corn plaster. Although it is not correct to do under normal events, some hikers break the fully formed blisters to let out the fluid, then apply some antiseptic and a bandaid.

7. The hiker should carry navigation equipment. Each hiker should carry a map, with the hiking route marked, and a compass, on every hike. Each hiker should know exactly where they are on the map at all times.
8. The hiker should obey all safety rules. Some of the safety rules are as follows: Drink only water that is known to be pure. Walk on the right of the road, facing the on-coming traffic. Go in single file if you must walk near a road. Hitch-hiking is forbidden.



9. The hiker is always courteous and cheerful. Respect all "NO TRESPASSING:", "KEEP OFF" and "PRIVATE" signs. Always get the owner's permission before crossing private land. He'll probably appreciate your asking him and be very co-operative. He could have you arrested otherwise. Check your rest areas for paper and other litter before moving on.
10. The hiker "goes all the way". Every hiker wants to go all the way, and every hiker can. Start out slowly, even if you feel like a just-launched rocket. The fellow who starts out like a jet, frequently comes home like a tortoise, ashamed that someone else is carrying his pack.

Sometimes things go wrong, even with the best made plans, and you may get lost. By following a few simple rules, this need not be as serious as it seems. Every group should have a code or set of rules that each member knows thoroughly. This will enable others to know just what a person is going to do in case he does get lost and will enable them to find him more easily.

The things that you do when lost are:

1. Sit down and think, don't panic. You will think of many fearful things, like being attacked by a wild animal, or slowly dying of starvation. Most people think such thoughts during the first anxious moments after they realise they don't know where they are. But suppress them as quickly as you can, for they are foolish. You are certain to be found.  
  
Force yourself to sit still until you can think clearly. Don't try to remember details, but general landmarks. Work out whether it would be better to go on, go back, or stay put. If you have food and water it will probably be better to stay put, and try and attract attention with a fire - a smoky fire during the day, and a blazing fire at night.
2. Pray. Kneel down and talk to God. Remember some of His promises: "I am with you always." "The angel of the Lord encampeth round about them that fear Him, and delivereth them." Jesus is watching over you. The angels are taking care of you.
3. Mark the spot where you are at the moment. Don't move from the point where you are until you mark it well. Blaze a tree, place a rag on a stick in the ground, or put your hat on a stump. Do something to mark your spot. This will aid searchers when looking for you, if you move on.
4. Climb a tree or hill. From the top you may see a landmark that you recognise. If so, and you are now sure which way to go to get you back safely, proceed towards that landmark. But if you are not sure of any landmarks, STAY WHERE YOU ARE.

At the same time, when you are up at your high point, look for smoke. This usually means people are there.

5. Use your map and compass. If you are smart enough to have brought a map and compass, use them. Spread out the map and orient it, either with the compass or by checking the landmarks.

Think of the last landmark you passed. That bridge, perhaps an old cabin, a hill, a sharp turn in the trail. Find it on the map. With your compass mark out a route, to the recognised landmark on your map. Follow the compass to the recognised landmark. Again, if you are not sure completely where the landmark is on the map, or you are not sure how to use a map and compass, STAY WHERE YOU ARE.

6. STAY WHERE YOU ARE. If you are unable to locate a familiar landmark than can lead you home either by sight or by map and compass, STAY WHERE YOU ARE. Wait for help to come. Listen for the calls of searchers. Collect enough wood to build a signal fire and to last you through the night if required. If you have to leave the position for some reason, such as shelter or water, etc. mark clearly the direction in which you have gone, and mark clearly the trail as you move.
7. Light a fire. Build a safe fire. Have enough wood on hand to keep it going all night if required. During the day, once the fire is established, add green leaves to create smoke. Send your own smoke signals. At night keep the fire burning bright, it will create warmth and also the glow will attract attention. Keep an eye on your fuel, you may need it later.
8. Give out distress signals. The following are some search and rescue signals:

Distress signal by lost party:	Three signals together, regularly spaced.
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Searchers looking for lost party:	One signal at irregular intervals.
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Acknowledgement of distress signal:	Searchers will give one signal.
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Recall Signal:	Two signals at short intervals, followed by a minute without, and then repeated.
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Form of signals: These may be given by smoke, i.e. blanketing a smokey fire, or by shouts, shots, whistles, flashing of mirror or torch, or by distinctive waving of cloth. The chief characteristic of these signals is their regularity, and any signal repeated at any regular interval should be investigated.

## RESOURCES

Australasian Pathfinder Staff Manual; Pathfinder Field Guide; Scout Handbook.

## METHOD OF TESTING

Participation in discussion, and demonstration of your knowledge of the rules.

# Requirement 6

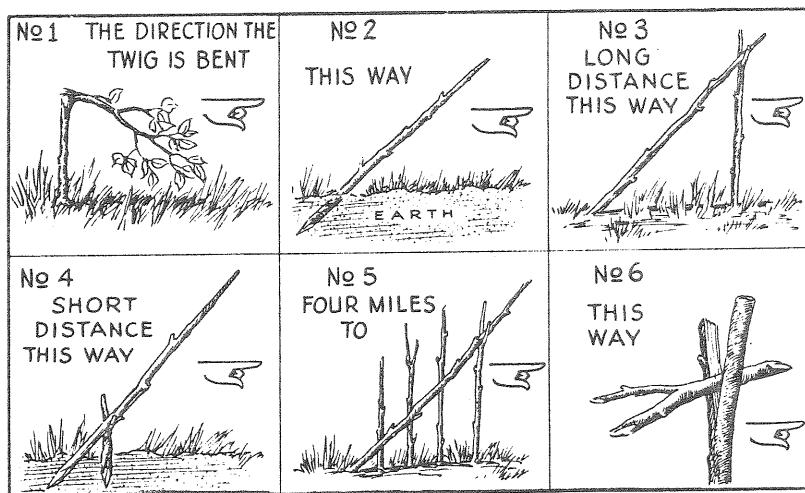
LEARN THE SIGNS FOR TRACK AND TRAIL.  
BE ABLE TO LAY A 2KM TRAIL THAT OTHERS  
CAN FOLLOW AND BE ABLE TO TRACK A 2KM  
TRAIL.

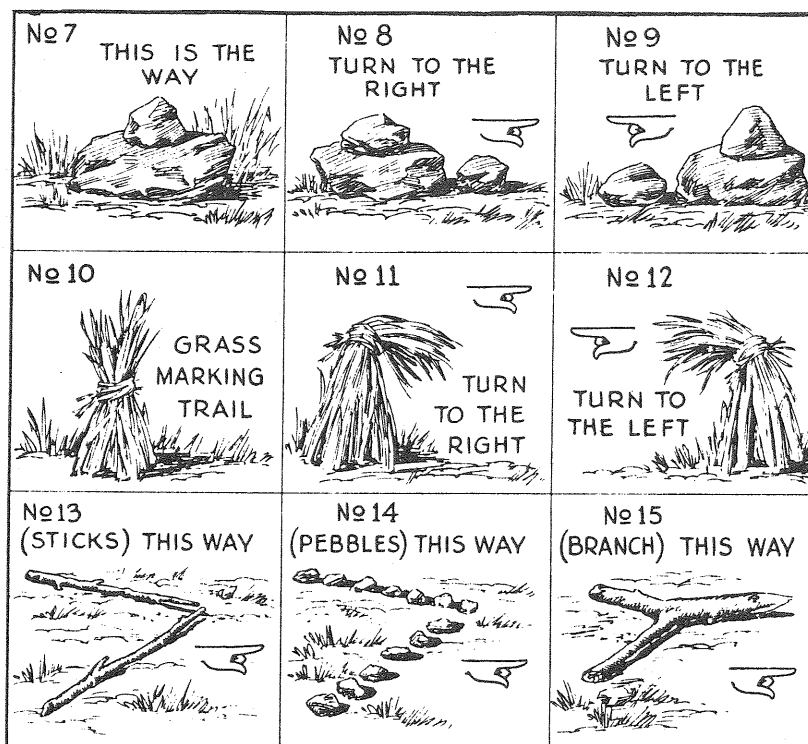
## OBJECTIVE

To develop a concept of safety in the pleasurable activity of walking.

## TEACHING METHOD

This activity will be done on a campout. Tracking is a test of observation. An adult should supervise the laying of a trail in rolling country with shrubs and trees, if possible. Several different signs may be used, such as the wood arrow, the three rocks, the blazed tree, broken twig, or small pieces of string tied to branches. When the trail is layed the juniors are given a demonstration of the signs used. Then at five minute intervals they are timed and started on the trail in pairs. Someone should be assigned to check them in at the end of the trail, getting names and times.





### RESOURCE

Pathfinder Field Guide.

### METHOD OF TESTING

Demonstrate your ability and knowledge of track and trail.

## Requirement 7

COMPLETE ONE HONOUR IN ARTS AND CRAFTS.

### OBJECTIVE

To broaden the Friends interests and develop personalised skills, which will instill a sense of accomplishment.

### TEACHING METHOD

The requirements for all honours are found in the honours section of the Australasian Pathfinder Staff Manual. Notes on specific honours are available from the youth department of your local conference office.

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

## RESOURCE

Your local library will have books on the subject you choose to study.

## METHOD OF TESTING

The instructor must satisfy himself that the individual has met all requirements requested in the honour. The leader should forward a list of successful candidates to the local Conference Youth Department, which will issue Honour Certificates. Tokens will not be sent unless specifically requested and payment is enclosed with order. The holder of an Honour Certificate may purchase an Honour token from the Adventist Book Centre at any time.

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

# Advanced

## Requirement 1

START A FIRE WITH ONE MATCH, USING NATURAL MATERIALS, AND KEEP THAT FIRE GOING.

### NATURAL MATERIAL

#### A. Kindling

##### IN AUSTRALIA

*Discarded nests of small birds, dried grass, moss, pine needles, She-Oak needles, teased Stringybark, Banksia cones, Tea-Tree leaves, dried Gum leaves, shavings from dead twigs.*

##### IN NEW ZEALAND

*Dry bracken, inner Totara bark, Snow Grass, Gorse twigs, Koromiko pods, Broom, Mahoe twigs, split Supplejack, split Beech twigs.*

#### B. Firewood

##### IN AUSTRALIA

*Resinous trees provide the quickest burning fuel and will not smoke, even if slightly green. They include all pines, Cypress, Wild Cherry, She-Oak, Yellow Box, Sydney Redgum.*

High carbohydrate trees (trees with sweet sap) include many Eucalypts and Acacias.

Open-grained timbers burn well. These include Mountain Ash, Apple Box, Red Box, Peppermint, Spotted Gum, Stringybark, Tea Tree, Kurrajong, Lillipilli, Queensland Kauri.

Close-grained timbers - the real hardwoods, burn well but are hard to get alight. They include Red Gum, Blue Gum, Mahogany Gum, Snow Gum, Red Ironbark. Absolutely dry and in small sticks they burn well, but other fuel is to be preferred.

#### IN NEW ZEALAND

For a quick blaze for boiling - Supplejack is good.

For great heat - Manuka, Gorse, Hahoe, Tauhinu, Rata, Black Maire.

For producing hot embers - Pinus Insignis and other pines, Rata, Tawa.

Woods that will burn green or wet - Tawa and Spider wood.

- C. Make a list of fire materials that are available in your area, and make a collection of the woods, so you can become familiar with them.

#### LIGHTING THE FIRE

Before lighting a fire, first clear the ground, ten feet around, of all grass and leaves.

What you need:

1. Tinder - dry. Bark, anything that's small and flammable and dry. Fluffy weed seeds, tiny twigs the size of straw. Dead leaves and brown grass can be used if necessary but they do not last long, but smolder and go out.
2. Kindling.
3. Firewood.

The "Song of the Firebuilders" may help you remember what it takes to make a good fire:

"Collect a pile of tinder that is very, very dry,  
Then snap a log of kindling from evergreens up high -  
The smallest like a pencil, the largest like your thumb -  
Then feed the flames with hardwood and hear your kettle hum."

Pile the tinder in the centre of the cleared ground. Then place the kindling around it like a wigwam - not too close together, for a fire needs lots of air. Around the wigwam place the split firewood - first, two large pieces to make a foundation, then smaller pieces, layer on layer, till you have a cube twelve or eighteen inches on a side. Face the pile with your back to the wind, strike a match, hold it a moment cupped in your hands till the flame has caught in the wood, then place it against the tinder. In a few minutes you have a roaring fire.

### CARE OF MATCHES

Teach careful use and care of matches. Never throw a match down, burn it up. A 35mm film can, makes an excellent container for carrying matches. These have a tight lid and are waterproof. Place a tiny roll of emery cloth in the can for a striker when things are wet. A piece of bamboo makes a good case also. You can make a leather cover for your match case when you do Leathercraft, and this can fit on your belt.

To waterproof matches, dip them in shellac or varnish that has been thinned 50%. Thin shellac with alcohol, and thin varnish with thinner. Paraffin melted, makes a good dip also.

When lighting matches, have back toward wind and hands cupped. Carry lighted match with flame toward wind, this will tend to force flame up the match. Break match between thumb and forefinger to make sure it is out.

### RESOURCE

Pathfinder Field Guide; Australasian Pathfinder Staff Manual.

## Requirement 2

PROPERLY USE THE KNIFE AND AXE AND  
KNOW TEN SAFETY RULES IN THEIR USE.

### CLASS PERIODS

One

The knife is an important piece of equipment for the camper and bush-walker. Start with a pocket knife. It is best to have one with a large and small blade. Begin by making "fuzz sticks" - use either knife or axe. Save these for campfire work. Try carving a camp spoon, fork and knife. Use soft wood for first try.

In the Spring, make willow whistles. Practice making slicing cuts, not just forcing your knife straight through the wood. Wood fibres are tough. They will slice but don't try to cut them as if they were cheese.

For axemanship, make and do the following: with a hand axe, make six well-cut tent pegs. Split wood properly. Fell a small tree properly. Trim off branches properly. Chop through a log properly.

### SAFETY RULES FOR AXE

1. Keep your axe sharp.
2. Keep the handle tight.
3. Keep the axe off the ground.
4. Never cut live trees unless you have use for them and you have permission.
5. Carry your axe safely.
6. Clear around you before cutting.
7. Keep all onlookers back a safe distance, and have no-one in line with the cutting.
8. Do not use your axe as a hammer or mallet.
9. It is dangerous to work with an axe when one is tired, for he may lose control. Always rest when tired.
10. When handing the axe to someone else, always pass it handle first and head down.

### SAFETY RULES FOR KNIFE

Juniors should be trained in the proper use of a knife. Every class or group should have a set of rules to govern members who wish to carry and use a knife. This should be accepted and enforced so any infringement or breaking of the rules will result in the member forfeiting his or her privilege to carry this equipment for a given period.

The best way to select the rules is to have each member bring a set of ten rules to the meeting. From these lists choose ten that best fit your needs. Following are some suggestions:

1. When not in use, keep your knife in its sheaf.
2. Never put a wet knife away in the sheaf.
3. Never use your knife as a screwdriver.
4. Do not hammer the back of the blade when cutting wood.
5. Never clean a knife by jabbing it into turf or grass. The blade edge will be spoilt.
6. Cut away from your body.
7. Don't use your knee as a bench when cutting an object with a knife.
8. Keep your knife sharp.
9. Keep fingers out of the way.
10. Do not poke around in a fire with your knife, as excessive heating will destroy its temper.
11. Choose a rough-handled knife so that you can maintain a good grip.



# Requirement 3

## TIE FIVE SPEED KNOTS.

### CLASS PERIODS

One

Use this requirement as a basis for fun learning. Any knot can be a speed knot. We will suggest only a few. Practice and keep searching. Learn well one knot at a time and do not go to the next until the first is mastered. As new knots are added, review the ones previously learned. A junior who can tie a knot blindfolded and then behind his back knows the knot and will not forget it. He has the feel of knot tying.

Suggested games to play using speed knots.

**BOWLINE RELAY** - Arrange the teams in parallel rows, each player having a 1.5 metre long rope. At the signal, No. 1 in each team ties a bowline knot in his rope and hands it to No. 2. The second player runs his rope through the loop formed by the bowline and ties a bowline in his own rope. Continue until all have tied, and the string of bowlines is on the floor. Score one point for each correctly tied bowline, plus one point for finishing first.

**CLOVE HITCH RELAY** - Arrange the players in two rows and give the first player of each team a 1.5 metre long rope. Station a player 5 metres in front of each team to act as judge. The judges hold their arms straight out to the side.

At the signal the first player of each team runs to the judge and ties a clove hitch around one of his arms, returns, and touches off the second player. The second player removes the clove hitch and ties it around the judge's other arm. Continue until all have run. Score one for each correctly tied knot and one for the team finishing first.

**KNOT TYING GAME** - Arrange the units in parallel rows. The first person in each row starts by tying a knot stated by the leader. The second person unties it, the third person ties it, the fourth person unties it, and so on until the rope is at the end of the line. The first group finished is the winner.

**KNOT TYING RELAY** - Arrange the teams in parallel rows. Give the first player of each team a 1.5 metre long rope. At the turning line, 5 or 6 metres from the teams, place a judge for each team.

The leader announces a knot, and at the signal the first player of each team runs forward, tying the knot as he goes. The judge examines it, and the player returns, untying the knot as he goes, and hands the rope to the second player who repeats the action. Continue until all have run. Score one point for each correctly tied knot, plus one for finishing first.

**KNOT TYING ONE-STEP FORWARD RACE** - This is one of the most fascinating of the knot-tying contests. The players are lined up along one end of a large room, each holding a rope 1.5 metres long in his left hand with the rope hanging down at his side. The leader determines the number of seconds which should be required to tie the knot in question, and when he calls the knot, he immediately starts counting off the seconds. For example, three seconds might be considered sufficient time for the square knot, considering the ability of the players. The leader would then say, "Square knot - one, two, three." The players should have their knots on the floor before the count of three.

The leader examines the knots and those whose knots are correctly tied and were on the floor within the time allowed, take one step forward. Repeat with other knots. The player reaching the other end of the room first wins. The leader should allow plenty of time for the knots at the start and speed up the tying later.

**ENDLESS ROPE** - Divide the players into two or three groups, and arrange each group in a circle. Give each player a rope. At the signal each ties the end of his rope using a pre-selected knot, to the end of the rope of the player at his right. A continuous ring is thus made of the ropes. Upon finishing, each circle holds its rope over head. Score one point for each correctly tied knot, and add one point for finishing first.

**TRUST MY KNOT** - Divide your group into two teams. At a signal the first person of each team will run to a bag and sit down in the middle of it and tie a Slipknot round the neck of the bag. When the knot is tied he raises both hands as a signal to the second in line to run forward and tie his rope to the rope of person No. 1 using a Sheet Bend. He then runs back and touches off the third in line who ties his rope to that of person No. 2 using a Square Knot. He then runs back touching off person No. 4 who ties his rope to that of person No. 3 using a Fisherman's Knot. No. 4 returns touching off No. 5 who runs forward and ties a Sheep Shank in the rope of No. 4 shortening the rope and returns touching off No. 6. No. 6 ties a rope around his waist using a Bowline and ties the rope of No. 5 to his rope using a Sheet Bend and pulling on the rope with his body he pulls person No. 1 on the bag, across a designated line. If a knot comes loose it must be retied by the person who tied it originally.

Some suggested knots to be used in Speed Knot Tying:

**SHEEP SHANK: SLIP KNOT: SQUARE KNOT: FISHERMAN'S-EYE KNOT: BOWLINE.**



F R I E N D  
GENERAL SAFETY TEST

Possible 28 Marks  
Pass 21 Marks

NAME \_\_\_\_\_ CLUB \_\_\_\_\_

1. Which is the best place to swim: a quiet spot, or a popular spot? \_\_\_\_\_
2. How long should you allow after a meal before going swimming? \_\_\_\_\_
3. Why should you NOT dive into strange water? \_\_\_\_\_
4. What can happen if you get too cold while swimming? \_\_\_\_\_
5. What should you check constantly while surfing? \_\_\_\_\_
6. What is the recognised signal for a swimmer in distress? \_\_\_\_\_
7. What should you do if you get cramps while swimming? \_\_\_\_\_
8. If there is no footpath, where should you walk? \_\_\_\_\_
9. What should you be alert for when riding your bicycle past parked cars? \_\_\_\_\_
10. How many people should be on a bicycle on the road? \_\_\_\_\_
11. Are hand signals necessary on a bicycle? \_\_\_\_\_
12. What do you do when you find fallen electricity wires?
  - (i) \_\_\_\_\_
  - (ii) \_\_\_\_\_
  - (iii) \_\_\_\_\_
13. When you feel only a light tingle if you touch an electrical appliance, what does it mean? \_\_\_\_\_
14. How many cores should be in an extension cord? \_\_\_\_\_
15. What do you do with a frayed lead on an electrical appliance? \_\_\_\_\_
16. Name 3 points of safety you could look for in a hall?
  - (i) \_\_\_\_\_
  - (ii) \_\_\_\_\_
  - (iii) \_\_\_\_\_
17. What are the first 2 things to do if you become lost?
  - (i) \_\_\_\_\_
  - (ii) \_\_\_\_\_
18. What should you do if you are lost and it gets dark? \_\_\_\_\_
19. Name 3 things you can use to signal when you are lost?
  - (i) \_\_\_\_\_
  - (ii) \_\_\_\_\_
  - (iii) \_\_\_\_\_
20. How many signals do you give when you are lost? \_\_\_\_\_
21. If people are out searching and they wish to recall all searchers, how many signals are given? \_\_\_\_\_

