

Companion Class

COMPANION TEACHING HELPS

IN PREPARATION FOR THIS COURSE, TEACHERS SHOULD READ:

"How To Use The Manual"	Page 10
"The Role of The Teacher"	Page 20
"Class Work Charts"	Page 28
"How to Teach a Class"	Page 34
"How to use the Teaching Plans"	Page 153
"Junior Youth Ministry"	Page 13
"Understanding Junior Youth"	Page 17

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

How to use the Teaching Plans

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

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

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

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

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

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

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

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

<u>PROGRAM or WEEK</u>	<u>MODEL A</u>	<u>REQUIREMENTS COVERED</u>
1	Pledge - discuss meaning and illustrate and learn Identify and describe 7 birds/12 birds Introduce <u>The Happy Path</u> Introduce Book Club reading Membership and dues	G3 NS1/ADV G4 G5 G2
2	N.T. books - discuss and commence learning Commence reading of Matthew and Mark Physical fitness and exercise - healthful living	BS1 BS4 HF2
3	Revise N.T. books Identify and describe 7 trees /12 trees	BS1 NS1/ADV
4	Test on N.T. books Points on campsite selection Plan to attend 5 Day Plan or make poster, etc.	BS1 CS2 HF ADV2
5	CAMPOUT Review N.T. books Build 5 different fires, know uses, safety rules	CS2 BS1 CS ADV1
6	1 Cor. 9:24-27 - explain and learn National Flag - composition and proper use Check reading of Matthew and Mark	HF1 G ADV BS4
7	BI-MONTHLY 1 hour nature walk/nature games Review birds and trees	NS3 NS1 ADV
8	Effects of smoking Introduce nature honour Revise 1 Cor. 9:24-27	HF3 NS2 BS1
9	CAMPOUT Review 1 Cor. 9:24-27 Eight general directions without compass Review Friend knots	BS1 CS1 CS3
10	Introduce Bible discussion-set homework Companion knots	BS3 CS3
11	Results of Bible homework, discussion etc. Plan Community service Knots / knotboard with 15 knots	BS3 SO1 CS ADV3
12	BI-MONTHLY -8 km hike and keep a log Revise birds/trees	HF ADV1 NS1

<u>PROGRAM or WEEK</u>	<u>MODEL A</u>	<u>REQUIREMENTS COVERED</u>
13	Audio/Visual - "Midnight Cry" Nature Honour	CH NS2
14	Bible memory sections Discuss results of Community Service Check all reading work	BS4 ADV SO2 G4,5 BS5
15	CAMPOUT Revise Bible memory section Cook a camp meal without utensils Learn 3 basic lashings	BS4 ADV CS ADV2 CS3
16	Discuss events and personalities in SDA Church First Aid	CH CS4
17	Complete Church Heritage Complete First aid - Test	CH CS4
18	BI-MONTHLY Advanced Beginners Swimming Honour	HF4
19	Church Heritage crossword puzzle Memory Gem Exam	CH ADV BS2
20	Check work. Complete unfinished work Review memory sections - complete honours	

<u>PROGRAM or WEEK</u>	<u>MODEL B - SEGMENT 1</u>	<u>REQUIREMENTS COVERED</u>
1	Introduce reading - "The Happy Path", Book Club	G4,5
2	Teach N.T. books and four groups of NT books	BS1
3	Demonstrate ability to find NT books Bible Memory work	BS1 BS4
4	Begin nature honour	NS2
5	Learn and discuss Bible passages	BS ADV
6	CAMPOUT	
7	Continue honour work	NS2
8	Continue honour work	NS2
9	Choose and discuss area of Bible study Check on reading of Matthew and Mark	BS3 BS4
10	Discuss events and personalities in history SDA church	CH
11	Activity on Bible work	BS3
12	CAMPOUT	
13	View audio/visual "The Midnight Cry"	CH
14	Check on Book Club reading and "The Happy Path" Memory Gem Exam	G4,5 BS2
15	Discuss audio/visual Complete crossword puzzle on church heritage	CH CH ADV
16	Complete honour work	NS2
17	Special program. Visiting speaker, or catch up on work	
18	CAMPOUT	
19	Memorise and explain 1 Corinthians 9:24-27 Plan and begin selected health activity - advanced	HF1 HF ADV
20	Final meeting. Visit someone who needs friendship	SO1

<u>PROGRAM or WEEK</u>	<u>MODEL B - SEGMENT 2</u>	<u>REQUIREMENTS COVERED</u>
1	Composition and proper use of National flag Collect dues	G ADV G2
2	Plan for coming campout Teach eight general directions, and directions by stars	CS1
3	BI-MONTHLY - Advanced Beginners Swimming Honour	HF4
4	First aid instruction	CS4
5	Complete first aid and test	CS4
6	CAMPOUT - 2 night and selection of campsite points Finding directions with and without compass	CS2 CS1
7	Discuss physical fitness and regular exercise	HF2
8	Teach or review Junior Pledge and illustrate	G3
9	Discuss effects of smoking on health and fitness & Pledge	HF2
10	BI-MONTHLY - Hike 8 km and keep a log or Attend a 5 Day Plan (hike could be included in campout if 5 Day plan attended)	HF ADV1 HF ADV2
11	Review Friend knots, Learn 5 new knots	CS3
12	CAMPOUT - 5 different fires, uses, safety rules Cook camp meal without utensils	CS ADV1 CS ADV2
13	Revise knots. Teach 3 basic lashings Commence knot board with 15 knots	CS3 CS ADV3
14	Complete knot board (15 knots)	CS ADV3
15	Prepare for campout Recognise and describe 7 trees and 7 birds	NS1
16	BI-MONTHLY - 5 hours community or church project	SO2, ADV
17	Participate in nature games	NS3
18	CAMPOUT - 1 hour nature walk Recognise and describe 12 birds and 12 trees Review and test knots, 3 basic lashings, demonstrate use	NS3 NS ADV CS3
19	Visiting speaker, or catch-up on work	
20	Final meeting. Break-up party, games Demonstrate activities learned during year	

REQUIREMENTS

GENERAL

- | | <u>PAGE</u> |
|--|-------------|
| 1. Be 11 years old and/or in Grade 6 or its equivalent. | 160 |
| 2. Be an active member of Pathfinders. | 160 |
| 3. Learn or review the meaning of the Junior Pledge and illustrate its meaning in an interesting way. | 160 |
| 4. Read the book "The Happy Path" if not previously read. | 162 |
| 5. Have a current Book Club Certificate and write at least a paragraph of review on one book of your choice. | 162 |

ADVANCED

- | | |
|---|-----|
| <i>Know the composition and proper use of your National Flag.</i> | 162 |
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BIBLE SEARCH

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|--|-----------------------|
| 1. Memorise the New Testament books and know the four areas into which the books are grouped. Demonstrate your ability to find any given book. | 165 |
| 2. Hold a current Memory Gem Certificate. | 169 |
| 3. Choose in consultation with your leader, one of the following areas: | 172 |
| A. One of His Parables | |
| B. One of His Miracles | |
| C. Sermon on the Mount | |
| D. Second Advent Sermon | |
| and show your knowledge of what Christ taught in one of the following ways: | |
| A. Discussion with the leader | |
| B. Group activity | |
| C. Giving a talk. | |
| 4. Read the gospels of Matthew and Mark in any translation. Commit to memory any two of the following: | 175 |
| A. Beatitudes | Matthew 5:3-12 |
| B. Lord's Prayer | Matthew 6:9-13 |
| C. Christ's Return | Matthew 24:4-7, 11-14 |
| D. Gospel Commission | Matthew 28:18-20 |

ADVANCED

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| <i>Commit to memory A,B,C, and D, of Requirement Four above.</i> | 175 |
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SERVING OTHERS

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| 1. By consultation with your leader, work out ways to spend at least two hours in your community demonstrating in a consistent manner, real companionship to someone else. | 176 |
| 2. Spend at least one hour participating in a project that will benefit the community or your church. | 176 |

ADVANCED

- | | |
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| <i>Spend at least five hours in community service.</i> | 177 |
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	<u>PAGE</u>
<u>CHURCH HERITAGE</u>	
View the audio/visual presentation entitled "The Midnight Cry", and discuss as a class, the events and personalities which led to the establishment of the Seventh-day Adventist Church.	178
ADVANCED	
Complete the crossword puzzle based on the audio/visual "The Midnight Cry".	190
<u>HEALTH AND FITNESS</u>	
1. Memorise and explain 1 Corinthians 9:24-27.	193
2. Discuss with your leader physical fitness and regular exercise as they relate to healthful living.	194
3. Learn about the detrimental effects of smoking on health and fitness, and write your own pledge of commitment to abstaining from the use of tobacco.	195
4. Complete the Advanced Beginner's Swimming Honour.	196
ADVANCED	
1. Hike eight kilometres and keep a log.	198
2. Attend a Five Day Plan, OR View two films, OR make a poster, OR help prepare a display for a show, etc.	198
<u>NATURE STUDY</u>	
1. Identify and describe seven birds and seven trees.	199
2. Complete one of the following honours: Birds, Domestic Animals, Ferns, Insects, Poultry, Shells, Trees and Shrubs.	200
3. Participate in nature games OR participate in a one hour nature walk.	204
ADVANCED	
Identify and describe twelve birds and twelve trees.	205
<u>CAMPING AND SURVIVAL SKILLS</u>	
1. Find the eight general directions without the aid of a compass, by using the stars, and by using a watch.	206
2. Participate in a two night campout. Know at least six points relative to the selection of a campsite.	209
3. Learn or review the Friend knots. Tie and know the practical use of the following knots: Sheet Bend, Sheepshank, Fisherman's Knot, Timber Hitch, Taut Line Hitch. Learn three basic lashings.	212
4. Pass a test in Companion first aid.	217
ADVANCED	
1. Build five different fires and describe their uses. Discuss the safety rules in lighting fires.	222
2. Cook a camp meal without utensils.	224
3. Prepare a knot board with at least fifteen different knots.	226

GENERAL

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

Requirement 1

BE 11 YEARS OLD AND/OR IN GRADE 6
OR ITS EQUIVALENT.

EXPLANATION

State equivalents to Grade 6 are:

Queensland	Grade 7	South Australia	Grade 6
New South Wales	Grade 6	West Australia	Grade 7
Australian Capital Territory	Grade 6	Tasmania	Grade 6
Victoria	Grade 6	New Zealand	Form I
Northern Territory	Grade 7		

New members may join on a quarterly basis or at any time suitable to your organisation.

Requirement 2

BE AN ACTIVE MEMBER OF PATHFINDERS

EXPLANATION

To be an active member the junior should:

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

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

Requirement 3

LEARN OR REVIEW THE MEANING OF THE
JUNIOR PLEDGE AND ILLUSTRATE ITS
MEANING IN AN INTERESTING WAY.

CLASS PERIODS

One

TEACHING METHOD

Juniors may illustrate the Pledge segments by drawing, painting or cutting out pictures. You may choose however, to make this a class project. Have each junior choose a segment he/she would like to illustrate. At the conclusion, invite them to explain their illustration.

THE JUNIOR PLEDGE

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

MEANING OF THE PLEDGE

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

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

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

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

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

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

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

METHOD OF TESTING

Memorisation and illustration.

Requirement 4

READ THE BOOK "THE HAPPY PATH",
IF NOT PREVIOUSLY READ.

EXPLANATION

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

Requirement 5

HAVE A CURRENT BOOK CLUB CERTIFICATE
AND WRITE AT LEAST A PARAGRAPH OF
REVIEW ON ONE BOOK OF YOUR CHOICE.

EXPLANATION

The Book Club selections are chosen to give the teen a well-rounded reading program of adventure, nature, biography, and inspirational stories. A "current" certificate for the Class, means for the church year in which one completed the work for Investiture. A Book Club Certificate reported for one class may not be used a second time for any other class. When a teen has completed reading the Book Club selections, his/her name should be forwarded by the leader to the local Conference office youth department, which will issue a Book Club Certificate.

METHOD OF TESTING

A verbal report of the book titles, and at least one paragraph of review on one of these books.

Advanced

Requirement

KNOW THE COMPOSITION AND PROPER USE OF
YOUR NATIONAL FLAG.

CLASS PERIODS

One

EXPLANATION

THE AUSTRALIAN NATIONAL FLAG

History. On January 1, 1901, the first Commonwealth Parliament was opened by the Duke of York, later to become King George V. The young nation as yet had no flag.

A nation-wide contest was organised for a suitable design for a national flag. Over 30,000 designs were submitted, the prize being equally divided among five persons whose designs were practically identical. One of these was a school-boy, Ivor Evans, aged 14.

The design selected was similar in almost all respects to that of the present Australian National Flag. The Union Jack showing Australia's link with the United Kingdom was in the place of honour in the design. The Constellation of the Southern Cross, the symbol of our great south land, was included in the fly. A six-pointed star representing the six states occupied the third quarter. In 1908 a seventh point was added to the star to represent the Commonwealth territories. This is the only change that has been made to the flag.

Description of the Australian National Flag: It consists of a blue field with the Union Jack occupying the upper hoist; a seven-pointed star in the lower hoist pointing directly to the centre of the Union Jack; and in the fly, 5 stars representing the constellation of the Southern Cross, all stars are white. The length of the flag is twice the depth at the hoist. Four of the stars of the Southern Cross, (Alpha, Beta, Gamma, Delta), have seven points; Epsilon has five points. In each star, one of the points is at the very top. The Red as well as the Blue Ensign may be flown by any Australian citizen, but it is usual for the Blue Ensign to be flown by public services.

THE NEW ZEALAND NATIONAL FLAG

New Zealand was granted Dominion status in 1907. It has not always had its present flag. At one time, the New Zealand flag was a St. George's cross, red on a white field, and in its canton a smaller St. George cross, red on a blue field with a white star in each of its quarters.

The present New Zealand flag is very similar to the Australian flag having a blue field, the Union Jack in the canton and the Southern Cross in the fly.

It differs from the Australian flag, however, in that the Southern Cross consists of only the four stars, Alpha, Beta, Gamma and Delta Crucis, these being red with a white fimbriation, instead of white. Unlike the stars on the Australian flag, these all have five instead of seven points, and are somewhat larger.

FLAG ETIQUETTE

It has not always been the privilege of the individual to fly his country's flag. On land, during the Middle Ages, banners were flown from forts, and as colonisation swept forward, the flag was flown as a symbol of possession. It was always the state or its representatives that hoisted the flag. The flag was not really the property of the people.

The desire on the part of the individual to hoist his country's flag as an expression of his patriotism started in most countries after the Napoleonic Wars, and although many reigning monarchs tried to stop this development, their efforts were in vain. In some countries, it is still completely forbidden to fly flags privately.

In many countries rules and regulations have been formulated for private flag flying. On land these rules vary from country to country, but on sea strict rules have been developed and these are accepted everywhere. A country's national flag has now become an honoured symbol.

RESOURCE

See the Drill and Flag Ceremony section of the Australasian Pathfinder Staff Manual for further instruction on the proper use of your national flag.

BIBLE SEARCH

The purpose of the Bible Search section is to familiarise the junior with the New Testament and to help him understand the meaning of some of Christ's teachings. The theme is CHRIST OUR TEACHER.

Five class periods have been allocated for this section

Requirement 1

MEMORISE THE NEW TESTAMENT BOOKS AND
KNOW THE FOUR AREAS INTO WHICH THE BOOKS
ARE GROUPED. DEMONSTRATE YOUR ABILITY
TO FIND ANY GIVEN BOOK.

CLASS PERIODS

One

OBJECTIVE

To help the Companion become acquainted with the location of the books of the New Testament.

TEACHING METHODS

Repetition and association are among the best methods of memorisation.

Following are several methods to assist you in teaching this requirement.

1. Memory Chart
2. Media Report
3. Bible Sword Drill
4. Learn the Books of the Bible to Music
5. Book Shelves

1. MEMORY CHART

Copy the Memory Chart onto a blackboard or duplicate the material and give it to the class.

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

Memory Chart

MATTHEW

MARK

LUKE

JOHN

4

G O S P E L S

ACTS

1

H I S T O R Y

ROMANS

I CORINTHIANS

II CORINTHIANS

GALATIANS

EPHESIANS

PHILLIPIANS

COLOSSIANS

I THESSALONIANS

II THESSALONIANS

I TIMOTHY

II TIMOTHY

TITUS

PHILEMON

HEBREWS

BY
PAUL

21

L E T T E R S

JAMES

I PETER

II PETER

I JOHN

II JOHN

III JOHN

JUDE

REVELATION

1

P R O P H E C Y

2. MEDIA REPORT

Choose one New Testament author and either:

- a. Write a brief newspaper report

OR

- b. Record a TV Style interview on a cassette recorder

on how and when he met Jesus the Great Teacher. Identify the books the author wrote.

Some points to consider:

- * What kind of person were you before you met Jesus?
- * Occupation
- * Where you met
- * How did He teach you
- * What was your reaction
- * Why and what did you write
etc.

3. BIBLE SWORD DRILL

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

OPERATION

1. Select participants:
 - a. Two Companions to hold the rope
 - b. As many participants as desired
2. Participants will form one straight line behind a rope held immediately in front of them approximately 500 mm from the floor. Their Bible is to be held (sheathed) under their left arm.
3. Leader will give the commands:
"ATTEN-TION"
"DRAW SWORDS"
Companions quickly bring their right hand across their body - draw their sword (Bible) and hold it in front of them, closed, waist high, ready to find the reference.
4. Leader announces the reference, eg. "The Book of Mark" (begin with the well known books), or ask for a book from one of the sections, eg. Gospels, Letters. The exercise becomes more difficult as you call the smaller books, or ask for specific chapter and verse.
5. No Companion moves until the order is given: "CHARGE". The rope is dropped to their feet while the Companions quickly find the reference. Immediately the reference is found, they take one pace forward, keeping one hand on the open page of the Bible.

6. A ten second time limit is given from the command "CHARGE" to find the reference and step one pace forward. (Vary the time limit to suit the experience of your group.)
7. The time keeper will call "TIME" as the time limit expires. The rope will immediately be raised perhaps catching some juniors part way across. They should return behind the line.
8. Each participant who steps across the line before the time limit is reached is a winner.
9. An appointed judge will inspect the references.
10. An award of two points can be given to each winner. See who is the first to get twenty points.
11. The leader shall call "ONE PACE BACKWARD MARCH". Rope keepers shall lower the rope and raise it again after the juniors have crossed it.
12. The leader shall call "SHEATH SWORDS." Juniors quickly tuck their Bibles under their left arm and return right hand to their side.
13. They are ready now to repeat the activity from "DRAW SWORDS."

Personnel

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

4. LEARN THE BOOKS OF THE BIBLE TO MUSIC

"Happy Songs for Boys and Girls", No. 115. Available from A.B.C.

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

VERSE 1

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

VERSE 2

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

VERSE 3

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

5. BOOK SHELVES

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

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

RESOURCES

"Bible Books" by Zondervan. Available from A.B.C.

METHOD OF TESTING

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

Requirement 2

HOLD A CURRENT MEMORY GEM CERTIFICATE.

CLASS PERIODS

One

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

OBJECTIVE

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

TEACHING METHODS

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

Suggestions for the Weekly Review of the Memory Gems:

1. **REPETITION REVIEW:** After having a few juniors say the verse for the day, call on all to say it together, then all the girls, then the boys, then perhaps the teachers. Close by having all say it together, and see if all can take part. If possible, continue until they can. (Always have reference repeated each time the verse is said.)
2. **MISSING WORD REVIEW:** Write text clearly on board before meeting, and rub out about every second word, particularly any catch ones, and usually the first one, which is not always easy to remember. Ask different ones to supply the missing words, requesting that only the one asked should respond. In small groups, juniors may be asked sometimes to come out and write in the word.
3. **COMPETITION REVIEW:** When there are about equal numbers of girls and boys, draw a line down centre of the blackboard, heading sides respectively GIRLS - BOYS. Then put a mark for each one that correctly recites the verse for the day, under the proper heading, and see which side will win.
4. **WORD REVIEW:** Have text repeated by two or three, or by all together once or twice, then ask for each one in rows to repeat the following word without hesitancy. Then move about from one to another, pointing to the one you wish to supply the word. Only the one to whom you point should respond but pass on fairly quickly, so that the review will be brisk and interesting.

5. QUESTION REVIEW: Ask as many questions as you can on the texts from the first of the quarter. In some instances two or three questions can be asked on one text, but mix them among questions on other texts. Request that answers be given if possible in the exact words of Scripture.
 6. TEXT BEE REVIEW: Divide the group in about half. Then have members of one side call for a text or ask a question of a member on the other side. If answered, that side do the asking, if not, same side ask again. (Conduct something after style of a Spelling Bee.)
 7. SURPRISE REVIEWS: Have references to date written clearly on different slips of folded paper. Give one to each member before the meeting, asking them not to open until asked to do so. For review call names one by one, ask them to rise, open slip, and say the verse called for. The reference should be read aloud so that all can determine if the right text is quoted.
 8. During another period write out the texts on slips of paper, as in No. 7 and have the references given in same way.
 9. REFERENCE TEST: Put on blackboard something like the following:

	29:11	Psalm	:8
Isa.	:12	Timothy	5:
	11:		:58
- Ask different ones to fill in as for "Missing Word" review.
10. WRITTEN TEST: Before the meeting put two or three questions on the board in clear script, and hand out paper and pencil. Reveal questions on the board and ask all to try and answer them. Tell them it is not an examination, and that each person will correct his or her own answers.
 11. THOUGHT REVIEW: Put a thought from each verse on board, and ask members to tell which texts contain these thoughts or statements.
 12. BIBLE STUDY REVIEW: Devote last meeting of quarter to full Bible Study review. This could be worked up in the form of a dialogue, or delivered as a study by one or more members of the group, the remaining members, or a few specially chosen ones, to form the audience. These could be encouraged to ask questions which it would be possible to answer with the texts learned during the quarter.

RESOURCE

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

METHOD OF TESTING

Pass one quarterly test provided by the Conference Youth Department.

Requirement 3

CHOOSE IN CONSULTATION WITH YOUR LEADER,
ONE OF THE FOLLOWING AREAS:

- A. ONE OF HIS PARABLES
- B. ONE OF HIS MIRACLES
- C. SERMON ON THE MOUNT
- D. SECOND ADVENT SERMON

AND SHOW YOUR KNOWLEDGE OF WHAT CHRIST
TAUGHT IN ONE OF THE FOLLOWING WAYS:

- A. DISCUSSION WITH THE LEADER
- B. GROUP ACTIVITY
- C. GIVING A TALK

CLASS PERIODS

Two

OBJECTIVE

To help the Companion share in the creative teaching methods of Jesus.

TEACHING METHODS

1. Discussion with your leader. To make it easier for the Companions to discuss their chosen subject with you we suggest one of the following:
 - A. Have each Companion make up their own time line or picture project which in turn is to be explained verbally to the teacher.
 - B. Make up a chart to illustrate Christ's Second Advent sermon using a collection of old newspaper headlines. Each headline should be supported by an appropriate part of Matthew 24 or Mark 13.
2. Group Activities.
 - A. Role Play. As a group the Companion class may like to act out the topic they have chosen with each person making up their own lines and costumes.
 - B. Divide the class up into small groups, and for:
 - a. The Prodigal Son, make up a mural depicting:
 - * The farm and house he left
 - * Where he went and what he did
 - * Where he ended up
 - * The home coming

When the mural is completed each junior can explain what his part of the mural means.

Conclude with a film on the subject.

b. Second Advent Sermon:

- Divide the class into groups and make up a time line
- Each member of the class explains his part of the time line
- Screen a film on the subject.

3. Reproduce the following discussion guide for each class member. After they have read it through and made their choices, spend time as a group exchanging reasons for the choices they made. This is a values clarification exercise.

IT HAPPENED AT THE WEDDING

On the third day there was a wedding at Cana-in-Galilee. The mother of Jesus was there, and Jesus and His disciples were guests also. The wine gave out, so Jesus's mother said to Him "They have no wine left". He answered, "Your concern, mother, is not mine. My hour has not yet come." His mother said to the servants, "Do whatever he tells you." There were six stone water-jars standing near, of the kind used for Jewish rites of purification; each held from twenty to thirty gallons. Jesus said to the servants, "Fill the jars with water," and they filled them to the brim. "Now draw some off," he ordered, "and take it to the steward of the feast", and they did so. The steward tasted the water now turned into wine, not knowing its source, though the servants who had drawn the water knew. He hailed the bridegroom and said, "Everyone serves the best wine first, and waits until the guests have drunk freely before serving the poorer sort, but you have kept the best wine till now."

This deed at Cana-in-Galilee is the first of the signs by which Jesus revealed his glory and led his disciples to believe in him.

John 2:1-11 NEB

1. If I had been at the wedding when Jesus turned the water into wine, I would have been: (Circle one)
- a. suspicious
 - b. shocked
 - c. skeptical
 - d. delighted
 - e. amazed
 - f. intrigued
 - g. overwhelmed

2. My guess as to the reasons why Jesus turned the water into wine is as follows:

..... He wanted to get the wedding party out of an awkward situation
..... He wanted to make his mother happy
..... He wanted to demonstrate his power
..... He wanted to bring more joy to the wedding occasion
3. Circle the statement that brings out the real meaning of this story for you:

a. Jesus can turn something ordinary into something special
b. When Jesus gives the instructions, do whatever he tells you
c. For Jesus, nothing is impossible
4. The place in my life where I need to see a miracle is in my:
(circle one)

a. Home life
b. Personal development
c. Future
d. Devotional life
e. Work situation
f. School

RESOURCES

1. "Planning A Celebration" Patricia Baker
"Youth Work Guides" prepared and published by the Joint Board of Christian Education of Australia and New Zealand.
2. "FIESTA" - A 25 minute film on the prodigal son. Available through Religious Film Society.
3. Check with your local conference Youth Department and film libraries for films available on the topics.

METHOD OF TESTING

Participation in discussion, group activity or talk. Present to the teacher your notes outlining what you talked about or learned from the group activity.

Requirement 4

READ THE GOSPELS OF MATTHEW AND MARK IN ANY TRANSLATION. COMMIT TO MEMORY ANY TWO OF THE FOLLOWING:

- | | |
|----------------------|-----------------------|
| A. BEATITUDES | MATTHEW 5:3-12 |
| B. LORD'S PRAYER | MATTHEW 6:9-13 |
| C. CHRIST'S RETURN | MATTHEW 24:4-7, 11-14 |
| D. GOSPEL COMMISSION | MATTHEW 28:18-20 |

CLASS PERIODS

One

Encouragement for learning and the testing, is to be done in class. Reading and memory work is done out of class.

OBJECTIVE

To encourage Companions to form the habit of daily Bible reading and to memorise for present and future benefit, some of the important Bible passages.

TEACHING METHODS

1. To make the reading of Matthew and Mark more meaningful have each Companion work out a colour code to distinguish between the variety of methods that Jesus used when he taught the people. As they read the gospels through they can underline or colour in the appropriate passages with the colours they have selected, e.g. Parables - Red, Miracles - Blue, Special Sermons - Yellow, Promises - Green.
2. Encourage the class to share with each other some of the important discoveries they have made during their reading.
3. The class may like to draw their own pencil sketches in the margin of their Bibles to indicate the various subject matters covered, e.g. loaves and fishes, boat in a storm, lame man, empty tomb, etc.
4. Have the class make a log of their reading of Matthew and Mark. They should set out clearly a daily log, including the date, plus the passage read for that day, e.g. May 24 Matthew 19:1-30
May 25 Matthew 20:1-34

METHOD OF TESTING

Completion of reading Matthew and Mark, and memory work.

Advanced Requirement

COMMIT TO MEMORY A,B,C, AND D OF REQUIREMENT FOUR, ABOVE.

CLASS PERIODS

To be completed simultaneously with Requirement 4.

SERVING OTHERS

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

One class period, plus out-of-door activity is involved in this section. Use the class period to select and plan the activity and to share experiences.

Requirement 1

BY CONSULTATION WITH YOUR LEADER, WORK OUT WAYS TO SPEND AT LEAST TWO HOURS IN YOUR COMMUNITY DEMONSTRATING IN A CONSISTENT MANNER, REAL COMPANIONSHIP TO SOMEONE ELSE.

CLASS PERIODS

One

OBJECTIVE

To help the juniors to understand and develop their possible casual friendships, to the deeper level of companionship.

TEACHING METHODS

1. The companionship should be directed to someone in need such as shut-ins, disabled elderly, new-comers to the community, the shy and bashful of the same age, and the "difficult/left out" boy or girl.
2. The companionship can include little favours and inner circle group activities for the same age, and extend to very meaningful areas for the elderly. Reading, letter writing, sharing and talking with an elderly person will be most significant.

METHOD OF TESTING

Participation in two hours of practical companionship. Have Companions give a report describing the effect or result of their activity on the people they shared with and describe how much they enjoyed this activity, if they learned anything, and if it was worthwhile.

Requirement 2

SPEND AT LEAST ONE HOUR PARTICIPATING IN A PROJECT THAT WILL BENEFIT THE COMMUNITY OR YOUR CHURCH.

CLASS PERIODS

Out-of-class time.

OBJECTIVE

To help the Companion to develop an interest in helping others.

TEACHING METHODS

1. Activities can include a civic project which will necessitate a visit by the leader to the authorities to arrange for an approved project, e.g. clean-up campaign, Red Shield Appeal, etc.
2. The leader could also arrange with the Pastor/Church Board for a church project that will benefit from their service. The Church School can also be included as a beneficiary of the Companion's service.

METHOD OF TESTING

Participation in community or church project. Have Companions give a brief report on the actual project they were involved in and describe how it benefited the community.

Advanced Requirement

SPEND AT LEAST FIVE HOURS IN COMMUNITY
SERVICE.

CLASS PERIODS

Out-of-class time.

CHURCH HERITAGE

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

Requirement

VIEW THE AUDIO/VISUAL PRESENTATION ENTITLED "THE MIDNIGHT CRY", AND DISCUSS AS A CLASS THE EVENTS AND PERSONALITIES WHICH LED TO THE ESTABLISHMENT OF THE SEVENTH-DAY ADVENTIST CHURCH.

CLASS PERIODS Three

OBJECTIVE

To help the Companion to understand the events surrounding the establishment of the Seventh-day Adventist Church.

TEACHING METHODS

The material supplied for this requirement is designed to be a supplementary aid to the teacher and therefore not all sections need necessarily be completed. It is suggested that individual teachers use the sections as best fit their own style. Some may choose to complete all sections, others may not. It is hoped however, that by the end of the sessions each student would be able to successfully complete the student's questionnaire consisting of ten basic questions which are covered in the unit.

- Sections:
- A. Script for Audio/Visual. The slides and cassette for the audio/visual are available from your local conference youth department.
 - B. Student's Questionnaire
 - C. Vocabulary Sheet
 - D. Teacher's copy of Questionnaire, Discussion topics and suggested activities.

SECTION A: SCRIPT: "THE MIDNIGHT CRY"

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
1.	Text	"Unto two thousand, three hundred days, then shall the sanctuary be cleansed.
2.	Text	"Know therefore and understand that from the going forth of the commandment to restore and to build Jerusalem unto the Messiah the Prince;
3.	1844	"Shall be seven weeks and....."18441844
4.	Title (music)	THE MIDNIGHT CRY
5.	Miller	William Miller, an ex-soldier turned farmer, believed in the Bible as the Word of God, and decided to read no other book.
6.	Image	The prophecies of Daniel intrigued him. He reasoned that if so many other prophecies had been fulfilled, then the one concerning the coming of Jesus would be also.
7.	Diagram	His study of the Bible convinced him that the end of the world would come in 1844 with the "cleansing of the sanctuary".
8.	Second Coming	Miller guessed that the "cleansing of the sanctuary" meant the cleansing or destruction of the earth by fire, at the Second Coming of Jesus. A growing conviction possessed him - he must tell other people. But he was only a farmer. How could he stand up and preach? For five years he refused to obey the call.
9.	House	One Saturday morning as he rose from his knees after prayer, his nephew brought a message. Would he come and talk at Dresden next morning, as their minister wasn't able to preach?
10.	Barn	Without a word he stumbled out behind the barn. "Oh God, I cannot go. Send someone else!" For an hour he wrestled in prayer. Back came the answer, "Go and tell it to the world".
11.	Miller preaching	With these words ringing in his ears, Miller went to Dresden and preached there every night for a whole week, and when he returned home other invitations were mysteriously waiting for him.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
12.	New England	Everywhere he went, people were converted to Christ. Soon he was preaching full-time all over New England.
13.	Falling Stars	Then one night, in November 1833, millions of people saw the fantastic falling stars. It was a direct fulfillment of Jesus' own prediction about the end of the world. Jesus <u>must</u> be coming soon!
14.	Himes	Another preacher, Joshua Himes, brought Miller to the large cities and soon thousands more were converted and baptised.
15.	Litch/Fitch	A Methodist preacher, Josiah Litch, on the right of this picture, joined Miller and wrote a book about the prophecies. He even persuaded his young friend Charles Fitch to join him in preaching.
16.	1843 Chart	With the help of another preacher, Appollos Hale, Fitch designed the famous chart showing how all the Bible prophecies pointed to the Second Coming of Jesus.
17.	Group Studying	But all around the world there were other men, who, like Miller, were studying the same prophecies and were preaching about the coming of Jesus.
18.	Prison in Sweden	In Sweden, two teenage boys were arrested for preaching that Jesus was coming.
19.	Tent	Across North America, the Advent revival grew by leaps and bounds. The largest tent in America was especially made and vast campmeetings took place, with crowds of up to 30,000 people attending the meetings.
20.	E. Kingston	At the camp in East Kingston a special railway line was even built to bring in the people to the meetings.
21.	Campmeeting	In August of 1844, another campmeeting was in progress. Joseph Bates was preaching when suddenly a man strode into the tent.
22.	Man	He marched right up to the pulpit and then began to preach, pointing out that the "cleansing of the sanctuary" must take place on the 'day of atonement'.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
23.	Date	This day would be on October 22, in 1844! People left that campmeeting with the urgent message on their lips. "Behold the bridegroom cometh, go ye out to meet him!"
24.	Angel	This "midnight cry" leapt from New England to Canada, from the Atlantic to the Pacific, as if carried on angel's wings. October 22. Only days until the end! What a time to be alive!
25.	Fruit trees	As the last days of time ran out, shopkeepers closed their stores. Crops were left unharvested. The presses stopped running. The preachers all went home to their families. Outside the world waited in suspense, fearful that it all might be true.
26.	Ascension Rock	As the morning of October 22 dawned, people gathered in homes and churches for prayer and singing. A few friends of Miller stood on the rocks behind his barn where he'd prayed some thirteen years before. The sun rose higher and higher but still no sign of Jesus. Mid-day passed, and finally October 22 had ended! Jesus hadn't come! What a terrible disappointment.
27.	Potato field	But God had not forgotten His people. This field of potatoes, although left unharvested, was miraculously preserved while all the other crops around were destroyed by disease.
28.	Edson's house	On the morning after the Great Disappointment, Hiram Edson and his friends set out from his house to encourage other Advent believers.
29.	Barn	Passing Edson's barn they stopped to pray. Still struggling to believe, they poured out their disappointment to God in prayer.
30.	Prayer	They prayed for further light until they felt a certainty that God would answer their prayer. They got up from their knees and walked on across the cornfields.
31.	Christ	Suddenly, Edson stopped. "Heaven seemed open to my view," he said later, "and I saw that Jesus had a work to do in cleansing the heavenly sanctuary before coming to the earth."

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
32.	Judgment	Edson suddenly understood the meaning of the Bible texts which came flooding into his mind. They may have misunderstood the place of Jesus' work but there was no mistaking the time.
33.	Studying	Edson and his two friends hurried home to study the subject more and published their results in a widely circulated paper.
34.	Oakes & Wheeler	Meanwhile, in a little country church in Washington, New Hampshire, a Seventh-day Baptist widow, Rachel Oakes, witnessed to Frederick Wheeler about keeping the Ten Commandments, especially the fourth one. After much study and prayer Wheeler decided to begin keeping the Sabbath.
35.	Washington church	He preached about it to his congregation and gradually the whole church became Sabbath-keepers. Thomas Preble wrote a tract about the Sabbath which eventually
36.	Bates	came to Joseph Bates. Hearing of this Sabbath-keeping group in Washington, Bates made the long journey to meet with them. After several days he returned home, wrestling with this new truth.
37.	Fairhaven Bridge	As he was crossing the bridge into the town of Fairhaven a friend called out, "What's the news Captain Bates?" Bates replied, "The news is that the seventh day is the Sabbath of the Lord."
38.	Sabbath	Bates wrote a book called, "The Seventh Day Sabbath, A Perpetual Sign."
39.	Whites	This book came to a newly-wed couple, James and Ellen White, who after much prayerful study began to keep the Sabbath in August of 1846.
40.	House	Mrs White had been born Ellen Harmon in 1827 in this house in the town of Gorham in Maine.
41.	House	While Ellen was still young the Harmon family moved to the city of Portland and here they lived in a two-storey house.
42.	School	The children attended the Brackett Street School and it was while coming home from school that a freak accident changed Ellen's life.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
43.	Church	When she was twelve Ellen heard William Miller preach. She believed that the end of the world was then only four years away.
44.	Portland Bay	Ellen made her decision for Christ, and at the age of twelve she was baptised by immersion, at her own request, in the bay at Portland.
45.	Mrs White studying	When October 22 passed, the Harmon family was as disappointed as any other Adventist family.
46.	House	But a few weeks later as Ellen was praying with a few friends at the home of Elizabeth Haines, the Holy Spirit drew close and she received her first vision.
47.	Vision	She saw a path, high above the world, on which the Advent believers were travelling to the Holy City. At the beginning of the path was a bright light. The angel told her that this was the "midnight cry".
48.	Vision	Evidently October 22 was really the beginning and not the end, as they had expected.
49.	Angel	A week later the angel returned, bidding Ellen to tell others what she had seen but Ellen shrank away in terror. Again the angel gently called her to be God's messenger. Finally she surrendered her life fully to God.
50.	E.G. White Speaking	At a gathering of friends a few days later she began to talk to them about her vision.
51.	E.G. White writing	Ellen began to write out what she had seen: "I seemed to be rising, higher and higher, far above the dark world. I turned to look for the Advent people but could not find them, when a voice said to me,
52.	Writing	"Look again and look a little higher" I raised my eyes and saw a straight and narrow path. On the path, the Advent people were travelling to the Holy City....."
53.	Three Angels	Thus began a life-long work of proclaiming God's messages. No-one could see how the messages of the Three Angels would encircle the globe. But today we can see the results of that foundation. Now there are millions of Sabbath keepers around the world proclaiming the same hope - Jesus is coming very soon!

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 MIDNIGHT CRY" QUESTIONNAIRE

1. What special event did William Miller study in the Bible?

2. Complete the following sentence from Daniel 8:14
"Unto _____, then shall the _____ be cleansed."
3. In what year did the stars fall? _____
4. People believed that Jesus was coming on October 22, 1844. This great event was called " _____ Cry"
5. When Jesus didn't come on October 22, who did the people turn to for advice and help?

6. From October 22, 1844 Jesus had a work to do, before coming to this earth. What was this?

7. State the fourth commandment. _____

8. Finish Joseph Bates famous statement. "The news is that the _____ is the Sabbath."
9. How old was Ellen White when she was baptised? _____
10. Describe what Ellen White saw in her first vision.

Activity Sheet (Student's Copy)

1. What special event did William Miller study in the Bible?

2. Complete the following sentence from Daniel 8:14:
Unto _____ days, then shall the _____ be cleansed.
3. What did William Miller think was going to happen in 1844?

4. How did William Miller feel at first about being called to preach about Christ coming again?

5. What was God's answer to Miller? _____

6. In what year did the stars fall? _____
7. What happened to two teenage boys who were preaching in Sweden?

8. People believed that Jesus was coming on October 22, 1844. This great event was called „ _____ CRY"
9. What is meant by the "midnight cry"?

10. There was much excitement for the Millerites just prior to October 22, 1844. And on that day many people prepared to meet Jesus. This meant that many ordinary things of the day had to be left undone. Name at least two of these:

11. When Jesus didn't come on October 22, 1844, people were disappointed of course, and wanted to know where they went wrong. Who did they turn to for advice and help?

12. Miller had mistaken what Jesus was going to do on October 22. He thought Jesus was going to come back to earth to take His people home. This was not so. From October 2, 1844, Jesus had a work to do, before coming to this earth. What was this?

13. State the 4th commandment. _____
14. Finish Joseph Bates' famous statement: "The news is that the _____ is the Sabbath."
15. Ellen and James White learned about the Sabbath from the Bible as well as a book by Joseph Bates called _____
16. How old was Ellen White when she was baptised? _____
17. What did Ellen White see in her first vision?

SECTION C: VOCABULARY LIST

The main aim of this list is to help the youth develop a working and 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 word is supplemented with further references.

SANCTUARY. Have you ever felt that you needed to be by yourself - to be away from the pressures - to be able to go where you can be yourself, and it's O.K. to be you? Maybe at these times you go to your room and talk things over with God.

But have you ever wondered where people went and who they spoke to before Jesus died for them? They didn't know when He would come.

God not only wanted to tell them that Jesus was coming, He wanted to show them too, so He asked them to build a place where He could live with them and tell them about Jesus. The place was called the sanctuary, which means a holy place.

Inside the sanctuary there were certain sacrifices that the people had to make which represented Jesus dying on the cross. But when Christ died for our sins these sacrifices were no longer necessary and the sanctuary was done away with.

Sometimes you may hear of our churches being called a sanctuary. This is because they too, are a holy place where people come to worship and talk things over with God. If you want to find out more about the sanctuary, read about it in Exodus 40.

PROPHECY. Ever heard these words? "Keep your fingers away from that stove, you'll get burnt." Mum was right wasn't she? She knew about stoves and she knew what would happen if you touched it. She made a prediction, in a way, she was making a prophecy - telling us what was going to happen.

Seeing God made the earth, I'd say He has a pretty good idea of what it's all about and of what is going to happen, and just as mum warned us, so we wouldn't get hurt, so God warns us too.

He tells us what things will be like on earth before Jesus comes back. He's making prophecies. God's people can read these in the Bible. In the last days God's people will be able to tell others about the things that will happen at the end of time. This is called the 'gift of prophecy'.

CONVERTED. There was once a young fellow who hoped to make his name well known. He was tough, he was shrewd and he was going to make it to the top. It was part of his job to keep the people in order. He had a special dislike of Christians and would deliberately break up their meetings and give them a hard time.

On a particular day he was sent into another town to keep the peace. While travelling along he had to stop - there was such a tremendously bright light coming from the sky he couldn't go on. "Man", he thought, "what's going on here?" He was pretty scared especially when he realised that he couldn't see any more. Imagine all of a sudden not being able to see anything. But the biggest shock was yet to come.

He heard a voice that said "Why are you always giving my people a hard time?" And then he realised that it was God who was talking to him and it was then that he was converted. He no longer hated Christians - he was now one of them. A conversion had taken place.

To convert means to change completely. When God showed himself to Paul and allowed him to see how terrible he had been to God's people, then Paul was converted. He was completely changed. (see Acts 9:1-21)

MIDNIGHT CRY. There were ten young ladies who were waiting for the bridegroom to appear. They were hoping to be chosen by him, but he took such a long time coming that they all fell asleep. Then at midnight they heard a cry - the bridegroom is coming - he is here. But only five young ladies were ready to meet him - the others missed out.

Sometimes this bridegroom has been compared to Jesus coming to earth for His people and so when the midnight cry is heard to go out and meet the bridegroom - Christ - there will be some who will be ready and some who will not. Some people believed that this event was going to occur on October 22, 1844. That is why this date is sometimes referred to as the time of the "midnight cry". (see Matthew 25:6)

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 '*')

- | | |
|-------|---|
| 1-7 | 1. What special event did William Miller study in the Bible?
(THE SECOND COMING OF CHRIST)

2. Complete the following sentence from Daniel 8:14.
(Unto <u>2,300</u> days, then shall the <u>sanctuary</u> be cleansed.)

3. What did William Miller think was going to happen in 1844?
(JESUS WOULD RETURN) |
| 8-10 | 4. How did William Miller feel at first about being called to preach about Christ coming again?
(HE DID NOT WANT TO DO IT. HE WANTED GOD TO CHOOSE SOMEONE ELSE)

5. What was God's answer to Miller?
(GO TELL IT TO THE WORLD)

* How do you think you would have felt if God had asked you to preach about Christ?
* Would you have done it? Why?/Why not? (see Jonah) |
| 11-13 | 6. In what year did the stars fall? (1833)

* Create a role play situation where a man who has just seen the stars fall is trying to convince a group of neighbours that this is a sign of Christ's soon return. (see Matthew 24:29) Try to make the situation as life-like as possible with some of the non-believers heckling and jeering at the believer, etc. |
| 18 | 7. What happened to two teenage boys who were preaching in Sweden? (THEY WERE ARRESTED) |

SLIDE
NUMBER

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

- 19 * Where did the idea of camp meetings come from?
 * Is it still a good idea to have them now?
 Why?/Why not?
- 23 8. People believed that Jesus was coming on October 22, 1844.
 This great event was called "THE MIDNIGHT CRY"
9. What is meant by the "midnight cry"? (see vocabulary
 list and Matthew 25:6)
- 25 10. There was much excitement for the Millerites just prior
 to October 22, 1844, And on that day many people prepared
 to meet Jesus. This meant that many ordinary things of
 the day had to be left undone. Name at least two:
- SHOPS WERE CLOSED, CROPS WERE LEFT UNHARVESTED. PREACHERS
 LEFT THEIR CHURCHES AND WENT HOME.
- 30 11. When Jesus didn't come on October 22, 1844, people were
 disappointed of course, and wanted to know where they went
 wrong. Who did they turn to for advice and help?
 (THEY PRAYED AND READ THEIR BIBLES)
- * Describe what you would have done on October 22.
 * How would you have felt the next day having to go to
 school the same as always, especially when some of the
 others at school didn't believe that Jesus was coming?
- 32 12. Miller had mistaken what Jesus was going to do on October
 22, 1844. He thought Jesus was going to come back to earth
 to take His people home. This was not so. From October 22,
 1844 Jesus had a work to do, before coming to this earth.
 What was this? (THE CLEANSING OF THE HEAVENLY SANCTUARY)
- 34 13. State the fourth commandment. (REMEMBER THE SABBATH DAY
 TO KEEP IT HOLY)
37. 14. Finish Joseph Bates' famous statement.
 "The news is that the (SEVENTH DAY) is the Sabbath."
- 39 15. Ellen and James white learned about the Sabbath from the
 Bible as well as a book by Joseph Bates called (THE
 SEVENTH DAY SABBATH).
42. 16. How old was Ellen White when she was baptised? (TWELVE)

SLIDE
NUMBER

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

- * What do you think would lead a person to want to be baptised? (There are only two requirements that have to be filled before we can be baptised - see Acts 8:37-38).

- 46 17. What did Ellen White see in her first vision?
(A NARROW PATH THAT LEADS TO GOD. ONLY GOD'S PEOPLE
COULD WALK ON IT)

RESOURCES

"The Great Advent Movement" Emma Howell Cooper.
"Origin and History of Seventh-day Adventists, Vols. 1-4" A.W. Spalding.
"Autobiography of Joseph Bates"
"Footprints of the Pioneers" A.W. Spalding.

METHOD OF TESTING

Viewing of audio/visual and participation in group discussion.

Advanced Requirement

COMPLETE THE CROSSWORD PUZZLE BASED
ON THE AUDIO/VISUAL "THE MIDNIGHT CRY".

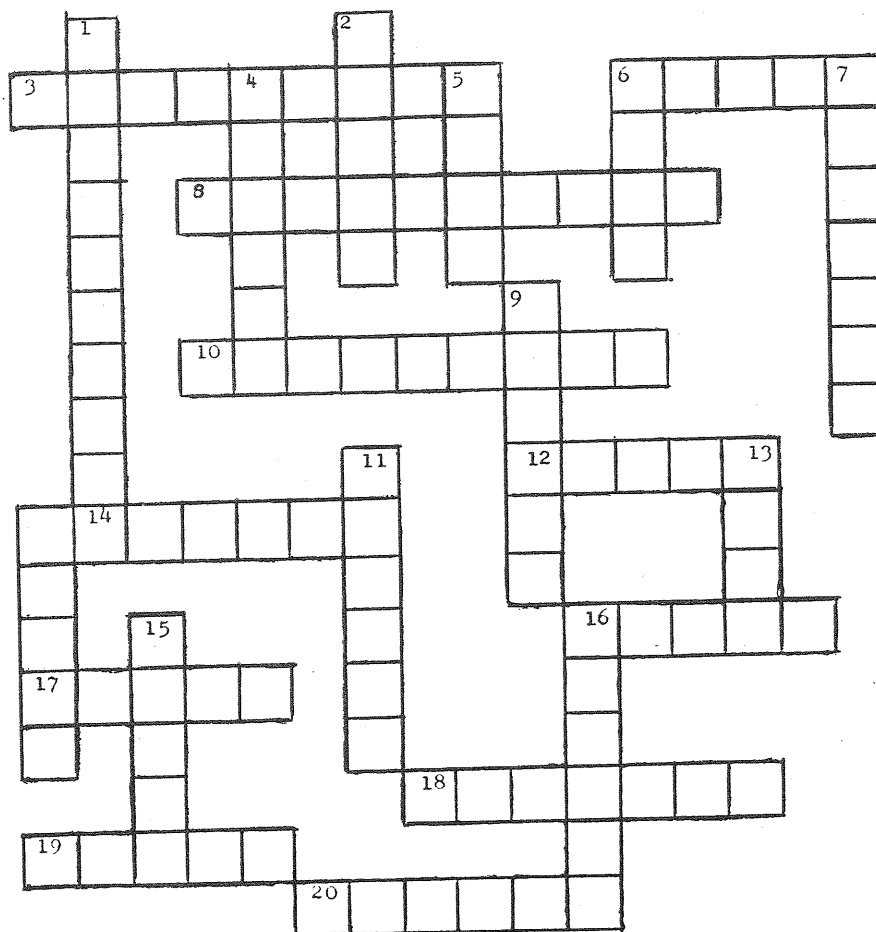
CLASS PERIODS One

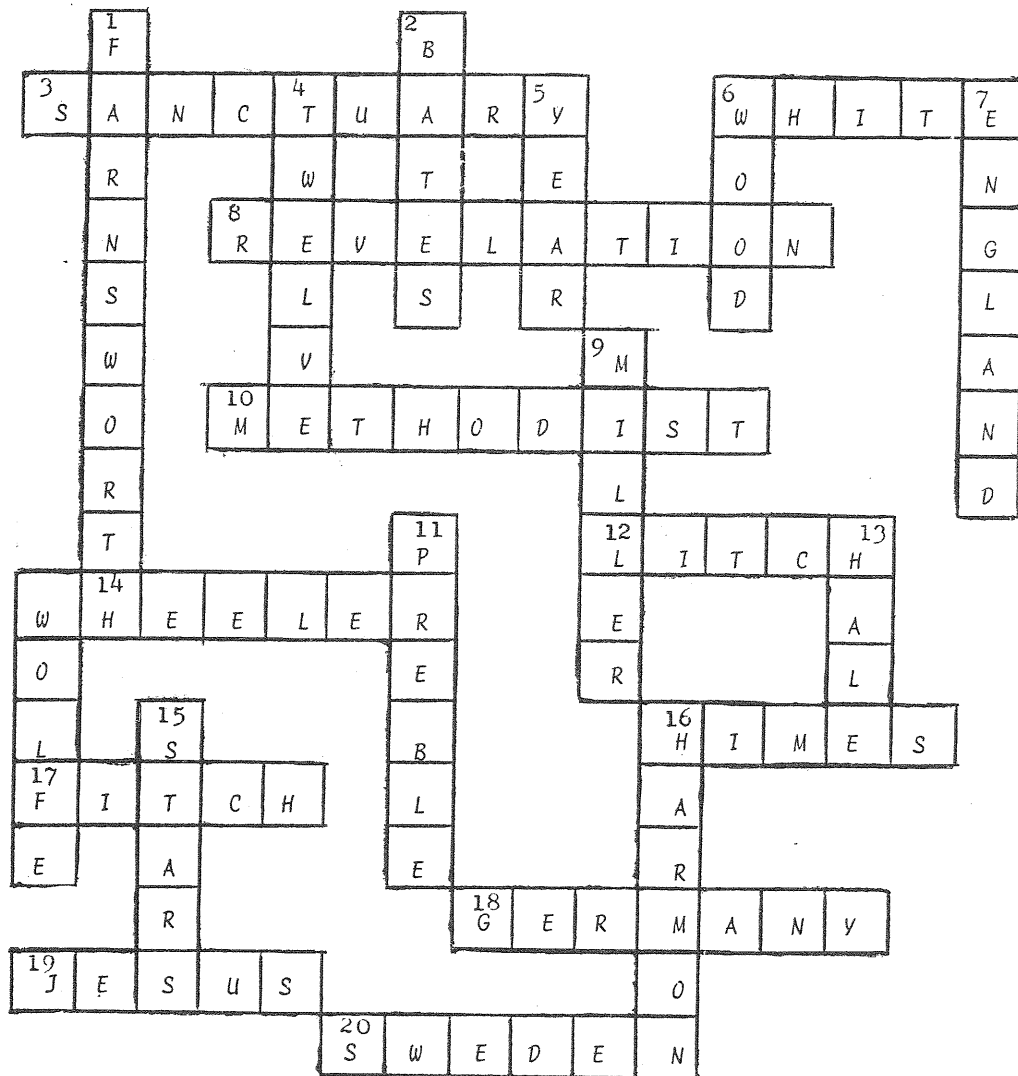
CLUES ACROSS

3. What prophecy was misunderstood that led to the great disappointment?
6. To whom was the "midnight cry" revealed?
8. In what book of the Bible is the great disappointment prophesied?
10. What church were Josiah Litch, the Harmon Family, members of before accepting the Sabbath truth?
12. Who was known for the book he wrote about prophecies?
14. To whom did a seventh-day Baptist widow woman, Rachel Oakes, witness for her faith?
16. Who printed "The Signs of the Times"?
17. Who is known for the prophetic chart on the second coming of Jesus?
18. From what country did Johann Petri come?
19. For Who's return are Sabbath keepers looking?
20. Where did two teenage boys get arrested for preaching the second coming?

CLUES DOWN

1. Which brothers made a decision to keep God's Sabbath holy and as a result converted their whole church to keeping Sabbath?
2. Who in SDA history was known as "Captain of the pioneers"?
4. How old was Ellen Harmon when she was baptised by immersion?
5. A day in prophecy equals a _____?
6. Who was a reformer in Ireland?
7. From what country did Henry Drummond, Edward Irving, William Cunningham come?
9. Who in SDA history was known as "the morning star" of the movement?
11. Who wrote a tract about the Sabbath which eventually came to Joseph Bates?
13. Who helped Charles Fitch design a chart featuring Bible prophecies pointing to the second coming of Jesus?
14. Who was the converted German Jew who travelled over Europe and the Middle East preaching about the second coming?
15. What happened on 13th November, 1833?
16. Who was born in Gorham, Maine, on November 26, 1827?





HEALTH and FITNESS

The purpose of this section is to create an awareness that the body is the temple of God and to learn the harmful effects of smoking on health and fitness.

Three class periods have been allocated to teach this section.

Requirement 1

MEMORISE AND EXPLAIN 1 CORINTHIANS
9:24-27.

CLASS PERIODS

One

OBJECTIVE

To give a Biblical reason and study on temperate living.

TEACHING METHODS

1. To help the Companions memorise 1 Corinthians 9:24-27, provide paper or cardboard big enough for each verse to be written out and illustrated with either drawings or pictures. Explain to the class how Paul is using the Olympic Games as a symbol of health and fitness. Upon completion each Companion has both written out and illustrated the texts, and he will have a set of aids to take home, that will help him memorise the scripture passage.
2. To make the work of Temperance more meaningful, have a special project for the class to engage in during the year. Here are a number of suggestions:
 - a. Periodic Distribution of Temperance Literature. Apply to the Church Board through the Health and Temperance Director for an appropriation of funds for the purchase of special tracts. Some of the literature available from the Conference Temperance Department comes under the following titles:
 - "Effects of Alcohol on the Body"
 - "Is Moderate Drinking Harmful?"
 - "Nicotine Knock Out"
 - "Drink Without Becoming Drunk"
 - "You can Overcome the Drink Habit"
 - "It Costs a Girl Too Much to Smoke"
 - Back issues of "Alert" and "Good Health"

- b. Have a Temperance Bulletin Board. Class members can bring in newspaper clippings on the subject of temperance and pin them on the board as a special project, e.g. road toll information, cancer and smoking, heart disease statistics, diet information, drunken driving charges, etc.
- c. A Five Minute Temperance Segment. The segment could be included as an educational feature, a quiz, brief discussion about newspaper clippings, etc.

METHOD OF TESTING

Memorisation of 1 Corinthians 9:24-27, and explanation of the meaning of 'temperance'.

Requirement 2

DISCUSS WITH YOUR LEADER PHYSICAL FITNESS AND REGULAR EXERCISE AS THEY RELATE TO HEALTHFUL LIVING.

CLASS PERIODS

One

OBJECTIVE

To help the Companion understand the meaning and value of regular exercise.

TEACHING METHODS

1. Discussion led by teacher to imagine and record the basic changes in the lifestyle of someone living 100 years ago as compared to today. e.g. changes in transportation; changes in job occupation, i.e. from rural-based existence to urban; growth in automation and technology in the home and on the job; changes in ratio of "free or leisure" time to "work" time; changes in recreational pursuits. Arriving at the conclusion that today we do not meet basic exercise needs in our lifestyle either at home or on the job.
2. Discussion of the principles of physical fitness, based upon the booklet "Fitness and Your Heart" (National Heart Foundation), e.g.
 - a. What activities are best suited to improve cardio-vascular fitness?
 - b. How much time needs to be spent in exercise?
 - c. How hard (i.e. intense) does an individual need to exercise for the exercise to be beneficial?
 - d. Importance of building habit patterns and developing recreational skills early in life.

3. Have junior compile a collection of advertisements from magazines and the press which tend to promote a sedentary lifestyle.
4. Ask each junior to list his present exercise program and make suggestions where improvements could be made.
5. Invite a doctor or nurse to give a talk on physical fitness. Suggest that the speaker add impact to his talk by conducting a few simple tests e.g. pulse rate before and after exercise; lung capacity; blood pressure.
6. The junior may graph over a period of time, his or her heart rate response to various daily activities.

RESOURCE

"Fitness and Your Heart" - National Heart Foundation. Available on request from your local Conference Temperance Department.

"The Aerobics Way", Kenneth Cooper - Bantam Paperbacks.

"Future Shock", by Alvin Toffler - Pan Paperback.

Film "Run Dick, Run Jane" - Brigham Young University.

Film "The Physical Side of Health" - Walt Disney Production

Slide or film strip with cassette (Loma Linda Series) "Let's Shape Up" or "Physically Fit", available from your local Conference Temperance Dept.

METHOD OF TESTING

Participation in discussion and activities.

Requirement 3

LEARN ABOUT THE DETRIMENTAL EFFECTS OF SMOKING ON HEALTH AND FITNESS, AND WRITE YOUR OWN PLEDGE OF COMMITMENT TO ABSTAINING FROM THE USE OF TOBACCO.

CLASS PERIODS

One

OBJECTIVE

To discover the physical effect that smoking has on the lungs, heart and general fitness.

TEACHING METHODS

1. View and discuss a film such as "Dying For A Smoke". Ask your local Conference Temperance Department for a list of films available.

2. Smoking machines can be obtained from the local Conference Temperance Department, to demonstrate the tar content of cigarettes:

The Mechanical Smoker - uses a paper filter through which the smoke is drawn. The clean filter can then be compared with a coloured chart showing various discolourations according to the tar content of the cigarette.

The Humpty Dummy - blows the smoke into a small plastic envelope containing a drawing of lungs. The tar condenses and stains the lungs. This can then be passed around the group.

Smoking Sam - has glass jars filled with cotton wool through which the smoke passes - the tar stains the cotton wool.

3. After the juniors have studied about the harmful effects of tobacco, have them write their own pledge of commitment to a lifestyle abstaining from the use of tobacco.

RESOURCES

Check with your Temperance Director, and local Conference Temperance Department for other aids.

METHOD OF TESTING

Participation in activity, and writing and signing of pledge.

Requirement 4

COMPLETE THE ADVANCED BEGINNER'S
SWIMMING HONOUR.

CLASS PERIODS Out-of-class time.

OBJECTIVE

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

ADVANCED BEGINNER'S SWIMMING HONOUR REQUIREMENTS:

1. Breath Control. Stand in chest-deep water and demonstrate rhythmic breathing at the rate of twenty-four to twenty-six times in two minutes.
2. Swimming in Place. Remain afloat in a confined area (within a 2.5 metre circle) by using a modified human stroke for a period of one minute.
3. Changing Positions. Change from a prone swimming position to a vertical position and then to a supine position. Change from a supine swimming position to a vertical position and then to a prone position.

4. Elementary Backstroke. Swim 23 metres, using elementary backstroke.
5. Hand-over-hand Stroke. Swim 23 metres, using hand-over-hand stroke.
6. Diving and Underwater Swimming. Dive from the deck and swim 7 metres below the surface.
7. Use of Life Jacket. Jump into water from deck while wearing life jacket. Demonstrate ability to be comfortable while in prone, vertical, and supine positions. Each position should be held for at least one minute. NOTE: Any approved life jacket, vest, or seat cushion may be used.
8. Rescue Technique. Demonstrate rescue involving use of reaching pole, and rescue involving use of article of clothing.
9. Combined Test. Dive into deep water and swim a minimum of three body lengths below the surface; then come to surface and stay afloat in a confined 18 metres, using either the elementary backstroke or hand-over-hand stroke.

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 an honour not previously earned.

TEACHING METHOD

Having already completed the Beginner's Swimming Honour, the Companions are likely to be a little self-confident and may need extra supervision.

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.

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 names 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.

Advanced

Requirement 1

HIKE EIGHT KILOMETRES AND KEEP A LOG.

THE REPORT OR LOG BOOK should be written up as soon as possible after the hike or expedition while incidents are fresh and vivid in the mind. It should be an interesting and useful record of preparation and the actual journey. The opening section should set the scene, and contain: title of group, party members, purpose of trip, dates, area and author. The main part of the log should be the actual record of the day's activity including weather, campsites, food, type of country, outstanding landmarks, places to be avoided, animal and bird life, types of trees, shrubs, flowers, interesting incidents, party reactions, use of equipment, maps, sketches, photos, etc. All log books should have a freehand sketch map of the route used including approximate scale, various land or sea marks, checkpoints, campsites, north point and date. The log book should include full equipment/clothing lists - comments on adequacy or lack of equipment and clothing, food lists - menus, suitability of meals, usefulness of first aid equipment, etc. Tasks undertaken by party members and individual comments on member's expectations, reactions and feelings on the trip. Presentation should be in the form of a note-book, loose-leaf folder, photographic record, tape recording or other imaginative method. (Taken from The Duke of Edinburgh's Award Programmes Manual).

Requirement 2

ATTEND A FIVE DAY PLAN, OR
VIEW TWO FILMS, OR
MAKE A POSTER OR HELP PREPARE A DISPLAY
FOR A SHOW, ETC.

Contact your local Conference Temperance Department for advice and suggestions for fulfilling this requirement.

NATURE STUDY

The purpose of this section is to introduce the Companion to the thrill of discovering God's Book of Nature and to develop a sense of accomplishment by completing Adventist Youth 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. One class has been allocated to the advanced section.

Requirement 1

IDENTIFY AND DESCRIBE SEVEN BIRDS AND SEVEN TREES.

CLASS PERIODS

Two

OBJECTIVE

The purpose of this requirement is to introduce the Companion to the elementary step in nature appreciation which is the ability to identify specific flora and fauna.

TEACHING METHODS

Field observation is the best method for teaching this requirement. Pictures are only second best. A visit to a museum will also make a worth-while outing. You may consider this is an excellent time to earn Adventist Youth Honours in Birds and Trees.

The following are supportive teaching methods:

1. Play a game of "identify". See who can accurately identify the greatest number of birds in a given time. You could do this by book or loose pictures before or after your field outing.
2. Slides for instruction purposes are also usable in your game.
3. An aviary, if available, can be visited to great advantage.
4. Park Rangers in forest service areas would be happy to talk to your juniors and help them to identify the trees.
5. Extend the junior's knowledge and interest by identifying bark off different trees; and nests and eggs of different birds.
6. There are also interesting details on bird migration that again show God's great love and concern.

RESOURCES

Contact your local library, or your local Conference Youth Department for suggested books and resources in your area.

METHOD OF TESTING

Demonstration of ability to identify seven birds and seven trees.

Requirement 2

COMPLETE ONE OF THE FOLLOWING HONOURS:
BIRDS, DOMESTIC ANIMALS, FERNS, INSECTS,
POULTRY, SHELLS, TREES AND SHRUBS.

CLASS PERIODS

Four

OBJECTIVE

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

TEACHING METHOD

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.

Have the Companions do research themselves and encourage them to make up personal books on the honour. These will be good for reference if the juniors become teachers later on.

BIRDS

1. Make a list of twenty species of wild birds that you personally have observed and positively identified out of doors.
2. Make a list showing the greatest number of species seen out of doors in one day.
3. What flight habit of a bird in your locality (peregrin falcon) distinguishes it from all other birds of its size?
 - a. How does this bird carry its food?
 - b. Of what does its food consist chiefly?
4. Name two birds that are expert at soaring.
 - a. What bird can fly backward?
 - b. What large bird doubles its neck into an S-curve while flying?

5. Name two or more birds that:
 - a. Feed chiefly on the wing.
 - b. Feed chiefly on the ground.
 - c. Feed chiefly from the bark of trees.
6. Locate and describe, sketch, or photograph five nests of birds, and identify the kind of bird that built each.
7. Write or give orally three ways in which God's love and purpose is shown in the creation of birds.
8. Set up a feeding station and report on the bird visitors observed over a period of five days.

DOMESTIC ANIMALS

1. Distinguish between the draught horse and the light horse.
2. Give the height, weight, colour and disposition of the following breeds of horses: Percheron, Belgian, Clydesdale, Arabian, Shetland.
3. List four physical characteristics of the mule.
4. Describe the donkey as to size, colour, and usefulness.
5. Name two general types of cattle and give four examples of each.
6. Write a two-hundred-word report or describe orally the characteristics and qualities of the Jersey, Guernsey, and Freezian breeds.
7. Differentiate between the Anglo-nubian and milch goats. Give the distinguishing colour of the Saanen, the Toggenburg, the Nubian and the British Alpine goats.
8. Identify as to wool and meat production, size, markings, and general appearance, the following breeds of sheep: Merino, Corriedale, Polworth, Dorset Horn, and Southdown.

FERNS

1. How are ferns different from flowering plants or trees?
2. Where is the stem of a fern? What part grows above the ground? What is the most favourable environment in which ferns grow?
3. How do spores travel from the parent plant to a new location? How long does it take a spore to develop into a mature plant? Find a picture of a young fern and notice how it is different from the adult plant.
4. How do ferns reproduce? Locate and describe three kinds of sori (from three kinds of ferns).
5. Name one medicinal use of ferns or for what medicinal purpose is the "milk" of the fern used?
6. In addition to the common ferns there are fernlike plants known as club mosses. Be able to recognise two club mosses.
7. Draw or photograph ten kinds of ferns properly identified.

INSECTS

1. Mount a collection of 20 species of insects representing at least six different orders. (No moths or butterflies and no carelessly mounted or broken specimens will be accepted.)
 - a. Place on each specimen a label showing the collector's name, date caught, locality where caught. Labels should not be larger than 6mm x 12mm.
 - b. Identify insect down to genus-species level on a second label to be mounted below the first, including authority.
 - c. Arrange all specimens neatly in an insect box according to orders and families. Orders should be pinned to the box rather than attached to the individual insect pins.
2. What are the distinguishing characteristics of an insect?
3. Name five species of useful insects.
4. Name five species of injurious insects, and tell how to control them.
5. Be able to tell two Bible stories in which insects played an important part.

POULTRY

1. Identify by description: a. Plymouth Rock (any colour); b. Wyandotte (any colour); c. Rhode Island Red; d. Orpington (any colour); e. Leghorn (any colour).
2. State orally or write a short paragraph regarding the egg-laying or meat-producing qualities of the above breeds.
3. Identify by description a Peking duck.
4. Identify by description: a. Mammoth Bronze Turkey; b. White Holland Turkey; c. Broad Breasted White.
5. Identify by description any three of the following: Toulouse Goose, Embden, Chinese Geese, Sabastopol Geese, Cape Barren Goose.
6. Successfully incubate a clutch of eggs or raise day old chicks to the age of three months.

SHELLS

1. What is the meaning of mollusk?
2. What part of a mollusk are the following:
 - a. Mantle
 - b. Foot
 - c. Teeth
 - d. Ribs
 - e. Valve
 - f. Apex
 - g. Canal
 - h. Dorsal border
 - i. Operculum
3. What seashores nearest you in your country furnish the best shelling beaches?
 - a. Locate these beaches on a map.
 - b. Are all shells found on beaches? Where are they found?
 - c. What areas of the world offer the largest variety of shells?

4. Describe the movement of shells from place to place.
5. How do shell animals protect themselves?
6. How are shells made and from what materials are they made?
7. Name in common terms five different classes of shells, and show a shell for each class.
8. List and explain five uses made of shells by man.
9. Make a collection of twenty different shells and tell where each is found, when it came into your possession, and classify it.
10. Explain the terms univalve and bivalve as applied to shells.
11. What is the source of pearls? What striking lesson does the pearl teach us? (Read Christ's Object Lessons, Pages 115-118)
12. Which of the Bible texts given below tell us that:-
 - a. water creatures were created the fifth day?
 - b. the number of water creatures is innumerable?
 - c. water creatures perish out of water?
 - d. Job considered coral of great value?
 - e. Solomon was acquainted with marine life?
 - f. Jesus twice used a shell product to teach a spiritual lesson?
 - g. a businesswoman was engaged in selling the famous purple dyes secured from the shellfish Mediterranean murex?
 - h. Paul condemns the wearing of pearls?
 - i. shell creatures are unfit for food?
 - j. the twelve gates of the Holy City are twelve pearls?

Lev. 11:9,10; Acts 16:14; Isa. 50:2; Rev. 21:21; 1 Tim. 2:9;
 Gen. 1:20,21; 1 Kings 4:33; Ps. 104:25; Matt. 7:6, 13:45,46;
 Job 28:18.

TREES AND SHRUBS

1. Describe the ways in which trees and shrubs differ.
2. Collect and identify typical leaves from fifteen different species of trees and/or shrubs. Spread neatly, press dry, mount, and label in a suitable notebook or on uniform-size sheets of paper.
3. Know your specimens from memory and upon request be able to identify similar specimens in the field.
4. Name two examples each of trees that have been named for:
 - a. What they are used.
 - b. The surroundings or environment in which they grow.
 - c. Some distinctive feature.
 - d. The geographic region in which they live.
 - e. Persons who first found and described them.
5. Give the common name and tell the difference between the two great classes of trees and shrubs.
6. Describe the importance of forest conservation in your state.
7. Name several examples of the kinds of wood used in each of the following:

- a. flooring for houses.
 - b. common plywood.
 - c. furniture.
 - d. axe handles.
 - e. fence posts.
 - f. railway sleepers.
 - g. support beams for construction work.
 - h. bows and arrows.
 - i. ideal for use as kindling.
 - j. burn slowly and leave a bed of hot coals.
8. Name two examples of each of trees and/or shrubs which:
- a. grow best in wet or marsh places.
 - b. grow best at high levels in mountains.
 - c. are poison to the touch or irritate the skin.

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 society leader should write to the local Conference Youth Department, sending a list of successful candidates' names and 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 the school, that he has met the requirements.

Requirement 3

PARTICIPATE IN NATURE GAMES OR
PARTICIPATE IN A ONE HOUR NATURE WALK.

CLASS PERIODS

Out-of-class time.

OBJECTIVE

To teach the Companions to familiarise themselves with God's Second Book.

TEACHING METHODS

1. Refer to the Australasian Pathfinder Staff Manual for Nature Games.
2. Use the hour nature walk to do the practical work involved in Requirement 1, or some other Nature Honour.

RESOURCES

Australasian Pathfinder Staff Manual.

TEACHING METHOD

Participation in chosen activity.

Advanced Requirement

IDENTIFY AND DESCRIBE TWELVE BIRDS
AND TWELVE TREES.

CLASS PERIODS

One

CAMPING AND SURVIVAL SKILLS

The purpose of this section is to have the Companions continue developing their outdoor living and safety skills.

Six classes have been allocated for the basic course, and three for the advanced segment. Out-of-class time will be needed for practical work.

Requirement 1

FIND THE EIGHT GENERAL DIRECTIONS WITHOUT THE AID OF A COMPASS, BY USING THE STARS, AND BY USING A WATCH.

CLASS PERIODS

One

OBJECTIVE

To teach the junior how to use the natural laws for his own, and perhaps others, advantage and protection.

TEACHING METHOD

A variety of teaching ideas are listed. You may give your class a working knowledge of them all, but encourage them to specialise in at least one.

It may be a good idea to invite someone from a Hiking Club to give the class a talk; show some films from the State Film Library; or encourage the juniors to read such books as "Stay Alive". Be sure to take the juniors out on at least one practical exercise.

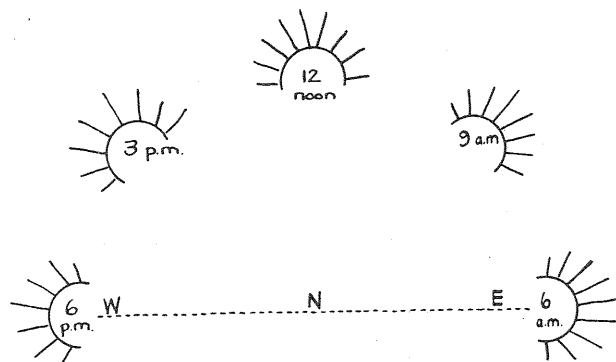
DIRECTION FINDING WITHOUT THE AID OF A COMPASS

All of us are likely, at some time or another, to get lost. With the aid of a compass, of course, this need never happen, because the needle of the compass will never fail to point to the North. However, even without the aid of a compass, it is still possible to find one's directions. For hundreds of years before the discovery of the compass, man has been able to navigate by means of the sun and stars. Juniors can learn to do just that. There are several methods, some that are useful in the daytime, and others at night.

1. DIRECTION FINDING BY DAY

A. By the Time:

At 6 am the sun is due East
At 9 am it is North East
At 12 noon, it is due North
At 3 pm it is North West
At 6 pm it is due West



In the wintertime, the sun rises later than 6 am and sets earlier than 6 pm in Southern latitudes, but it is still due East at 6 am and due West at 6 pm even though it cannot be seen.

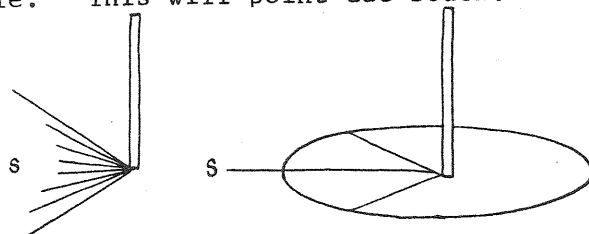
B. By Shadows:

This method is useful only when you spend many hours through the middle of the day in the one spot, on a cloudless day. Poke a stick in the ground and make a line on the ground along the shadow that it casts. At intervals throughout the day, repeat this.

You will notice that the lines that you have drawn on the ground will gradually diminish in length, and then will increase again. The shortest line will be the one that was cast when the sun was at its highest point, therefore this line will be the one that is most nearly pointing North and South.

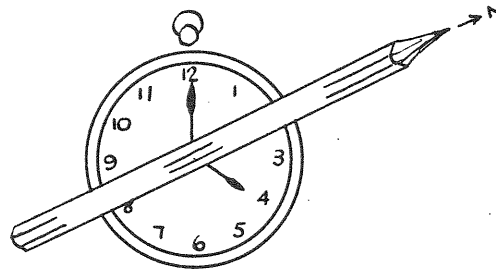
If you have a piece of string to aid you to draw a circle around the stick, you can get an even more accurate result. Tie one end of a piece of string to the stick in the ground, and attach another stick to the free end. Use this to draw the circle, first noticing where the shadow ends. This shadow will be the radius of the circle. Owing to the movement of the sun, the shadow will leave the circle, becoming smaller, and will return to the circle later in the day.

Mark the point at which the shadow meets the circle again, then draw a line from the centre of the circle half-way between the two points on the circle. This will point due South.



C. With a Watch:

Should you have a watch, it is a simple matter to find North and South. Point the figure 12 towards the sun. Place a pencil or stick across the face of the watch, half-way between the figure 12 and the hour hand. This will give you North and South. In the morning the North will be on the left-hand side and in the afternoon, on the right.



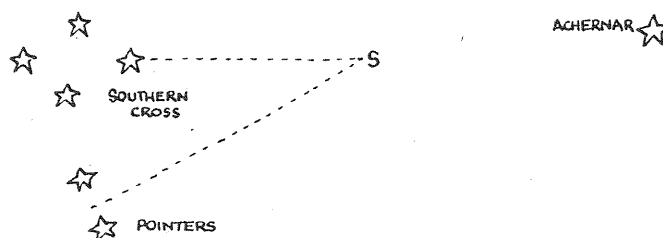
2. DIRECTION FINDING BY NIGHT

A. By the Southern Cross and Pointers:

If you carry your eye along in the same direction as the long arm of the Southern Cross for a distance of about four times its length, this point will be about due South.

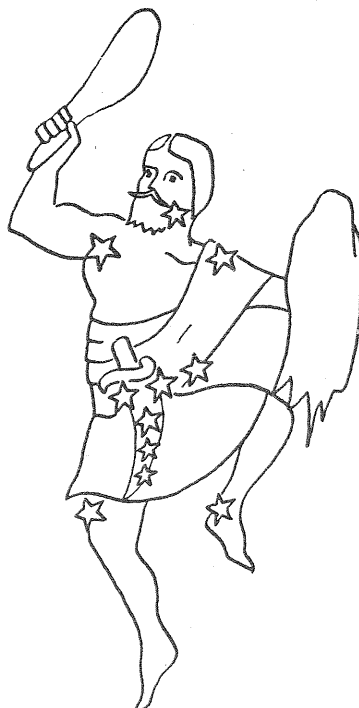
Or, if you imagine a line extending from between the Pointers to a point where it cuts this line, you will get South.

If Achernar is visible, a point half-way between it and the Southern Cross will be approximately the position of the South Celestial Pole.



B. By Orion

This constellation represents a man wearing a sword and belt. In this hemisphere, he is seen standing upside down. The belt and sword of Orion are sometimes known as "the pot" or "saucepan", and are very easily recognised. The belt consists of three bright stars in a line, and the sword, another three fainter stars at an angle to the belt. Two bright stars to the right and left, above the sword, are his feet, and two more below the belt represent his shoulders. Between, and a little below the shoulders are some stars representing his head. A line drawn through the stars in the head, and the stars of the belt points South.



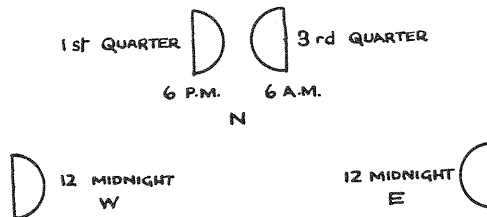
C. By the Moon:

When the moon is full, it is quite easy to find the North with a watch, following the method used for finding North by the sun.

Regarding the times when the moon is in its other phases, it is possible to find various points of the compass at certain times only.

The following "fixed standards" are helpful:

At 6 pm (Full Moon) and 12 midnight (3rd Quarter) the moon is EAST.
At 12 midnight (Full Moon), 6 pm (1st Quarter), and 6 am (3rd Quarter) the moon is NORTH.
At 6 am (Full Moon) and 12 midnight (1st Quarter) the moon is WEST.



RESOURCES

"Stay Alive", Government Printing Press, Australia.
"Survival" New Zealand.
Films from the State Film Library.

METHOD OF TESTING

Demonstration of ability to find general directions by both methods.

Requirement 2

PARTICIPATE IN A TWO NIGHT CAMPOUT.
KNOW AT LEAST SIX POINTS RELATIVE TO
THE SELECTION OF A CAMPSITE.

CLASS PERIODS

One, plus out-of-class time.

OBJECTIVE

To teach self reliance and team work in the out-of-doors, thus helping the juniors to gain a sense of responsibility.

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

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. The group should set up the camp, prepare and cook the meals.

SUGGESTED MENU

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
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 PROGRAM

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
Campfire and games
Worship

SUNDAY

Rise and personal devotions
Worship and Prayer Bands
Breakfast and duties
Activities: could attempt requirements from
Companion class
Lunch and duties
Activities: games with plenty of exercise
Short worship
Pack up and return home

RULES FOR CHOOSING A CAMPSTIE

1. Choose well-drained level ground.
2. Choose a dry area. Always check the ground carefully, for if it is the least bit damp, the warmth of a body in a sleeping bag will bring the moisture up from the ground and through the bag. Of course, a ground sheet should always be used under a sleeping bag, even if the ground is dry, for there is always a certain amount of moisture in the soil.
3. Stay away from mosquito-infested swamps if at all possible.

4. Never camp under an overhanging ledge or cliff. There is danger of landslides or falling rocks. You may build your campfire near the face of the cliff and take advantage of the reflected heat.
5. In setting up a campsite in a wooded area, be sure the tents are not placed under trees with large dead branches that might break off in the wind.
6. Pick a warm area. Remember that water and cold air both run downhill, and that warm air runs uphill. Because of this law of cold air drainage, where would be the best place to choose a campsite - a hilltop, a hillside, or a basin? A hilltop would be warmer and drier, and it would also have strong breezes to keep away mosquitoes. A hillside would be a little colder, but not too bad, and if very strong winds were blowing, this might be the best spot. In a basin? - never, for here the dampness of fog will lie, and the cold frost crystals will form. Also, in a heavy rain such a campsite would be flooded.
7. Hard, rocky, dusty terrain makes a poor campsite.
8. Pitch your tent toward the southeast so that the morning sun will help keep it dry.
9. If there is a prevailing wind, pitch the tent with the door away from the wind.
10. A plentiful wood supply is important.
11. Pick a camping area where plenty of safe drinking water is available.

RESOURCES

Australasian Pathfinder Staff Manual
Pathfinder Field Guide

METHOD OF TESTING

Companion should participate in the planning of and attend the campout. He should show his knowledge of the selection of a good campsite.

Requirement 3

LEARN OR REVIEW THE FRIEND KNOTS. TIE AND KNOW THE PRACTICAL USE OF THE FOLLOWING KNOTS: SHEET BEND, SHEEPSHANK, FISHERMAN'S KNOT, TIMBER HITCH, TAUT LINE HITCH. LEARN THREE BASIC LASHINGS.

CLASS PERIODS

Two

OBJECTIVE

To help the Companion to become more skilful in the use of ropes and in tying basic knots and lashings, and to understand their uses.

TEACHING METHODS

The most efficient method of teaching knot tying and lashings is to:

1. a. Demonstrate the procedure.
b. Have the class follow the instructor, using their own rope.
c. Practice procedure until proficient.
2. Use ropes of different colours as it makes the knots and lashings a lot easier to follow.
3. If the junior started the knot board in his Friend class, then he will now be able to add to that board. If he has not already started a board, get him to do so now. Lashings can also be placed on this board.
4. Have a day in the bush where the Companions can naturally use the knots and lashings for practical reasons, e.g. pitching tent - taut line hitch; bringing firewood - timber hitch; throwing a light rope across river, followed by heavy rope - sheet bend; and various articles of camp furniture using the basic lashings.
5. This part of their work also lends itself to use in games and challenges the Companions to proficiency.
6. Knots and lashings must be used again and again, if they are to be remembered.

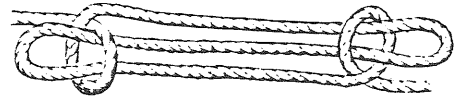
KNOTS

THE SHEET BEND - This knot is used in bending the sheet to the clew of a sail. It is used also when tying two ropes of different thickness together. For example, if a rope needs to be thrown some distance, a string is first tied to a weight of some kind and thrown. Then use this knot to tie the string to the rope. This knot is also valuable in stretching a sheet for a projector screen, or in any other case where a cloth must be tied by the corners with a rope or a string.

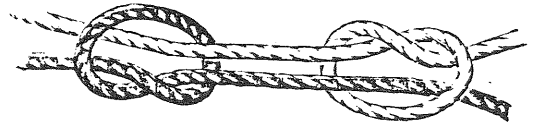
Make a loop with rope, pass the end of the other rope up through and around the whole loop, then bend it under its own standing part.



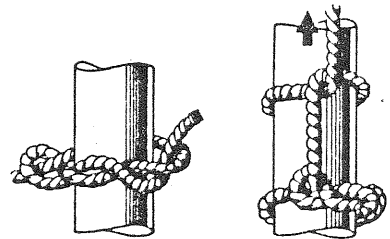
THE SHEEPSHANK - This knot is valuable for taking up a slack when both ends of the rope are tied, or for strengthening a weakened rope. Gather up the amount to be shortened, then make a half hitch around each of the bends.



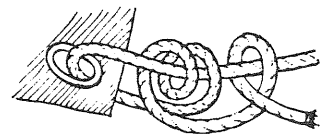
FISHERMAN'S KNOT - Useful in tying together anything smooth and stiff, such as silkwork gut. It does not slip and is easily untied. Lay the two ropes parallel, then with the end of each, tie an overhand knot about the other. Pull the two standing parts.



TIMBER HITCH - Used in hauling timber and for commencing the diagonal lashing. Pass the end of the rope around the timber. Bring it up and around the standing part, then twist it back about itself two or more times. The weight of the timber will hold it securely. When the knot is used for pulling a log along the ground, at least an extra half hitch should be tied along the log in the direction of travel.

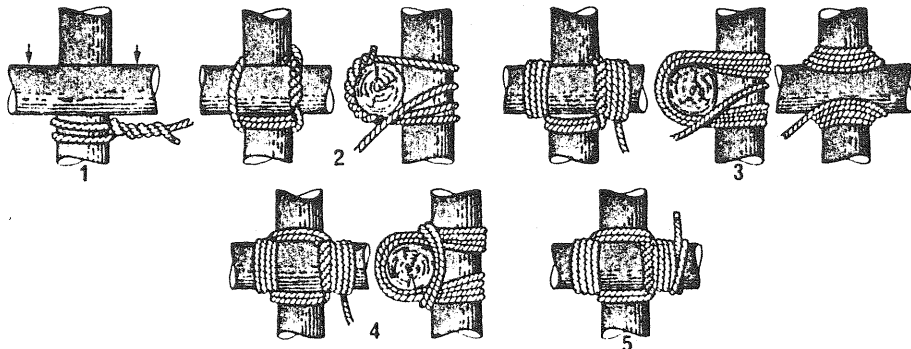


TAUT LINE HITCH - Used in tying tent ropes to pegs. Pass rope round peg. Tie half hitch then tie second half hitch further up rope. Pass end round standing part once again locking rope into half hitch. A round turn on the peg may be added if desired.



LASHINGS

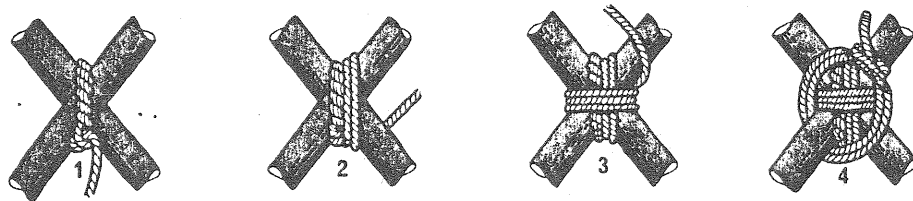
SQUARE LASHING. This is used whenever spars cross at an angle, touching each other where they cross. It is started with a clovehitch around the upright spar immediately under the spot where the cross piece is to be.



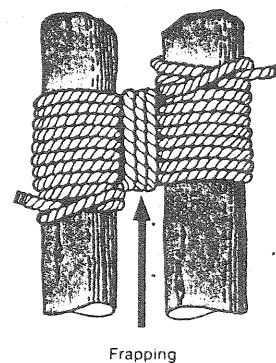
Square Lashing (continued)

Twist the end of the rope into the standing part then 'wrap' the rope around the cross piece and upright binding them together. In wrapping, rope goes outside the previous turn around the cross piece and inside the previous turn around the upright. After three or four right wrapping turns, make two 'frapping' turns between the timbers. Strain them tightly. Finish with clovehitch around end of cross piece. Remember: 'Start with clove, wrap thrice, frap twice, end with clove'.

DIAGONAL LASHING. This is used to 'spring' two spars together, that is, to lash together two spars which tend to spring apart and which do not touch where they cross. The lashing is started with a timberhitch around both spars. The timberhitch is tightened so as to bring the two spars together. Three or four turns of the lashing are then taken around one fork and three or four turns around the other fork. Two frapping (tightening) turns are taken about the lashing at the point where the spars cross and the lashing is finished off with a clovehitch around the most convenient spar.



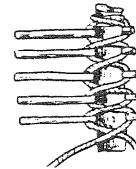
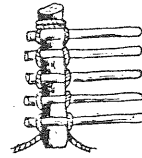
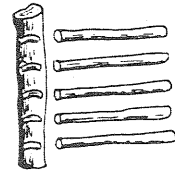
ROUND OR SHEAR LASHING. This lashing is used for binding together parallel spars and for forming 'shear legs' which support bridges and the like. Place the two timbers next to each other. Tie clovehitch around one of them at appropriate place from the top. Bind the two timbers together by laying seven or eight turns of the rope around them, one turn beside the other. Make two frapping turns around the lashing turns between the timbers. Fasten rope with a clovehitch around the second timber. Open out the timbers. NOTE: two shear lashings without frappings are used to lash two timbers into one long one.



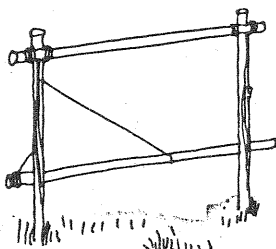
CONTINUOUS LASHING. Continuous lashing holds small sticks at right angles to long sticks and is useful in making table tops, seats, etc. Follow these steps in laying a table top.

- a. Cut sticks to desired size and trim ends. Next notch the frame and place the cross pieces in correct position.

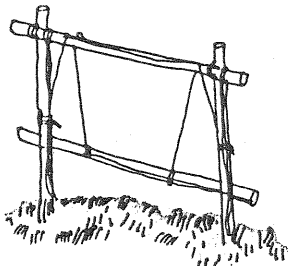
- b. Make clove hitch on the frame, in middle of the rope, with knot underneath and ends out to sides. There should be equal lengths of rope on either side of the long stick. The hitch should be placed so that the ends of the rope pull the knot tight as they come up from under the long stick.
- c. With one end in each hand, pull rope over one crosspiece and down under frame.
- d. Cross rope, making an 'X'. Pull rope tight.
- e. Bring up and over second crosspiece. Repeat this procedure until all the crosspieces are lashed.
- f. End with two half hitches or clove hitch and tuck ends of rope under last small stick.



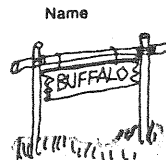
CAMP FURNITURE. With skills you have just learned in lashing, try making the following camp furniture. If materials are scarce, these models may be built in miniature.



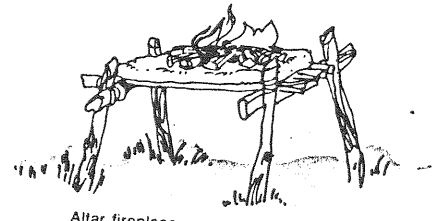
Hinged Gate — the hinge is actually a rope!



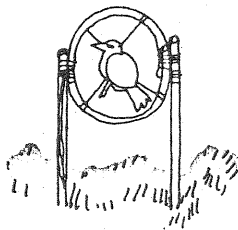
Lift up Gate — Needs two sentries



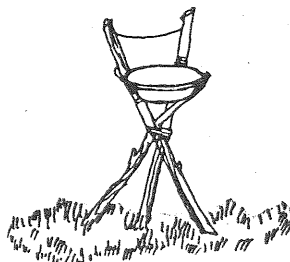
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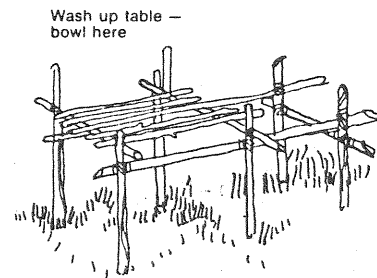
Altar fireplace — use 100 mm mud or clay



Sign — use pliable green sticks

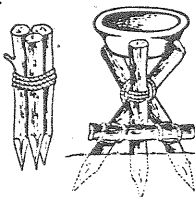


Washup bowl stand — with towel rail

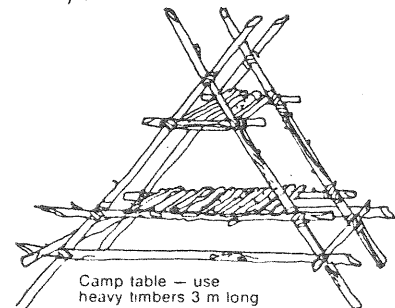
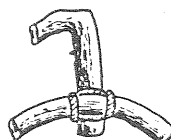


Wash up table — bowl here

Camp Basin



Coat Hanger



Camp table — use heavy timbers 3 m long

RESOURCES

Australasian Pathfinder Staff Manual; Bushcraft Series-Knots; Scout Handbook; Girl Guide Knot Book. Contact your local Conference Youth Department for details for a "knot kit" and lashings to assist you in making a Knot Board.

METHOD OF TESTING

Demonstration of proficiency and understanding of the requirements.

Requirement 4

PASS A TEST IN COMPANION FIRST AID.

CLASS PERIODS

Two

OBJECTIVE

To teach the Companion basic knowledge and skills in specific areas of first aid.

EXPLANATION

The material for teaching the classes is taken from the St. John Ambulance First Aid Manual. The use of professionals to teach the class is not mandatory, but preferred. Do not hesitate to call for help from the community organisations who deal in Health and First Aid.

TEACHING METHODS

Communicating the principles of First Aid is best achieved through:

1. Lecture
2. Observation
3. Demonstration
4. Participation

The instructor could also use films provided by various agencies, quizzes, and mock emergencies, and Public Health Department films.

FIRST AID

First Aid is the emergency first care given to the sick or injured.

The aims of first aid are:

1. Preserve Life
2. Promote Recovery
3. Prevent the injury or illness from becoming worse

The rules of first aid are:

(Remember: "D A N G E R")

- | | | |
|----------|-----------------|---|
| <u>D</u> | <u>DANGER</u> | Urgently assess the situation and beware of dangers to self, onlookers and casualty. |
| <u>A</u> | <u>A.B.C.D.</u> | of life-sustaining first aid.

Act quickly and confidently to check:-

<u>A</u> irway - clear and tilt head back if necessary

<u>B</u> reathing - restore if necessary

<u>C</u> irculation - check pulse, control haemorrhage

<u>D</u> egree of Consciousness - note cause, give treatment |
| <u>N</u> | <u>NEVER</u> | leave an unconscious person - place in the coma position and check pulse and breathing regularly |
| <u>G</u> | <u>GET</u> | medical assistance when necessary |
| <u>E</u> | <u>EXAMINE</u> | the patient for further injuries and treat according to severity |
| <u>R</u> | <u>REASSURE</u> | the casualty, handle him gently, and make arrangements to send patient to hospital, home, etc. |

The first aider must be able to assess:

- | | | |
|----|----------|--|
| 1. | HISTORY | The story behind the accident or illness. |
| 2. | SIGNS | Differences from normal that can be detected - pallor, pulse, etc. |
| 3. | SYMPTOMS | Sensations described by the patient - thirst, pain, nausea. |

<u>Diagnosis</u>	Making a decision as to what is the matter with the patient.
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<u>Treatment</u>	Decide on priorities and act quickly.
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KNOW HOW TO:

1. Take the pulse in the radial and carotid arteries
2. Measure the respiration rate
3. Take the temperature of a patient

	PULSE	RESPIRATION RATE	TEMPERATURE
ADULTS	60-80/minute	12-15/minute	36.9°C
CHILDREN	100/minute	15-20/minute	36.9°C
INFANTS	120/minute	20-25/minute	36.9°C

FIRST AID KIT

Avoid elaborate equipment and treatment. Remember this is "First Aid". Add to this basic list as local conditions indicate.

- 1 pair scissors. Surgical type with one round end.
- 1 pair forceps. For removing splinters and handling non stick dressings.
- Band Aids, safety pins, cotton wool.
- General antiseptic. Do not use undiluted. 1 teaspoon to 300 mls of water.
- Sticking plaster or elastic plaster.
- Bandages - 4 triangular bandages (sufficient to cover most emergencies)
 - 2x25mm bandages; 2x50mm bandages; 2x75mm bandages;
 - 2x75mm or 100mm crepe bandages.
- Eye wash. Especially useful for chemicals, smoke, etc.
- Non stick dressings. Individual packs. Teflon or Tulle Gras type.
- 1 Combine Dressing or Field Dressing.
- Syrup of Ipecacuanha, 100 mls.
- 1 packet sterile gauze squares.
- Calomine lotion.
- Methylated Spirits.

TREATMENT FOR SHOCK (Now called Circulatory Collapse)

This term refers to a condition met with in all medical emergencies. It is a state of collapse with a reduction of blood volume circulating to the brain and heart.

Shock is caused by loss of body fluid from bleeding, burns, vomiting or diarrhoea, heart attack and poisoning, nervous reaction, and infection.

It is recognised by a cold clammy skin, rapid feeble pulse, rapid shallow breathing, and finally unconsciousness. The patient often feels faint or giddy, nauseated and maybe thirsty.

It is best handled by treating the cause as well as:

<u>R</u>	<u>REST</u>	Lie the patient down, legs elevated.
<u>A</u>	<u>AIR</u>	Ensure adequate airway. Loosen clothing around the neck, chest and waist.
<u>W</u>	<u>WARMTH</u>	Do not over-heat the body.

WOUNDS, BRUISES

A wound is a break in the skin allowing entry of germs or damage to deeper tissues.

Cuts of any kind are best treated by:

Cleaning the surrounding area and the application of a mild antiseptic.
Covering the wound with a suitable sterile dressing if available.
If there are embedded objects, do not remove. Apply a ring pad or built up dressing to the area.
Use gauze dressings direct on a wound, never cotton wool.
If stitches (sutures) appear necessary, they should be done as soon as possible.
Medical advice re tetanus injections should be sought.

Bruises

A bruise is a minor haemorrhage into the tissues.
It can be recognized by pain, swelling, discolouration, and tenderness.
The best treatment is elevation, application of an evaporating dressing and the application of a firm bandage.
To reduce swelling, evaporating dressing should be applied for 20 minutes.
Ice packs, gel packs, water, may also be used, if correctly applied.

BLEEDING

Bleeding (haemorrhage) is the loss of blood from the circulation causing reduced blood pressure (weak pulse) and reduced supply of oxygen.

Blood can be lost internally or externally.

External bleeding can be from Arteries (usually bright red and spurts out), Veins (usually darker red and pours out) and Capillaries (as in gravel rash, oozes out).

Treatment:

Act quickly as blood loss aggravates shock.
Stop the bleeding using direct pressure on the wound where appropriate.
Bandage, using pad, ring pad, or built up dressing, and elevate the affected part.
If bleeding persists after the application of a pad and bandage, add another pad and bandage firmly. Together with rest and elevation, this usually suffices.
By resting the patient, we help to reduce blood pressure.
Do not disturb clots.

Internal bleeding has all the usual signs of shock, plus the following:

Severe thirst, restlessness, and air hunger.
Bright frothy red blood coughed up, indicates bleeding from the lung.
Blood vomited like coffee grounds, indicates bleeding in the area of the stomach.
Rest the patient, and secure medical aid speedily.

CONTROL OF BLEEDING FROM SPECIAL AREAS

Bleeding from the Nose. This can be serious if not stopped quickly.

Sit patient with the head slightly forward.
Loosen clothing around the neck, chest and waist.
Instruct the patient not to blow through the nose.
Instruct the patient to breathe through the mouth.
Apply pressure to flap of nostril for at least ten minutes.
Apply cold packs or wet towels to neck, forehead and bridge of nose.

Bleeding from Tooth Socket.

Place a firm pad of gauze (not cotton wool) over the socket and ask the patient to bite on it.

Bleeding from Palm of Hand.

Place a dressing in the hand.
Have the patient close hand firmly.
Bandage the fist.
Elevate in a triangular arm sling, and rest the patient.

RESOURCES

St. John Ambulance First Aid Manual; Scout Handbook; Holiday Safety and First Aid Hints from Public Health Department.

METHOD OF TESTING

The local Conference Youth Department will provide, upon request, an examination based on the material in the Manual. The instructor will give the examination. Unused exam papers must be returned to the Conference Office, while used papers should be destroyed. Companion First Aid does not complete the First Aid Honour, nor is a certificate awarded.

Advanced

Requirement 1

BUILD FIVE DIFFERENT FIRES AND DESCRIBE THEIR USES. DISCUSS THE SAFETY RULES IN LIGHTING FIRES.

CLASS PERIODS

One

OBJECTIVE

1. To teach the use of fire to one's advantage, such as warmth, protection and prepare food.
2. To instruct that fire can be a friend, as well as an enemy.

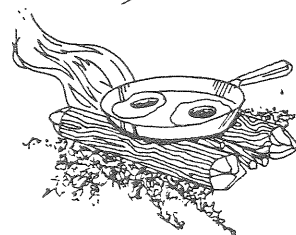
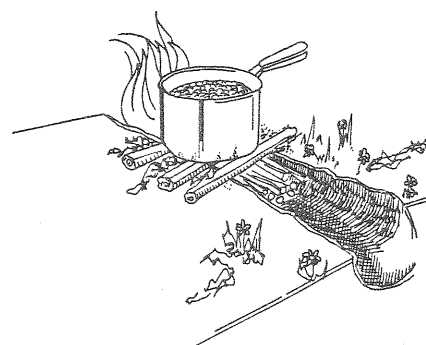
TEACHING METHOD

Select your fires and demonstrate in the out-of-doors. Have the Companions practice building their own fires.

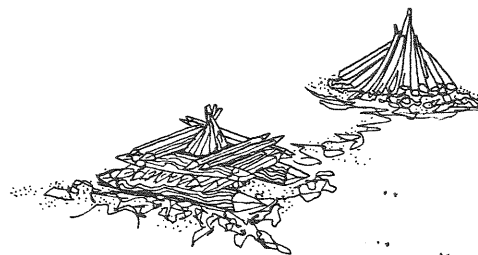
1. FIRE BUILDING

Trench Fire. Dig a trench about 13 cm wide, sloping from ground level at the windward end to 13cm wide and 17-22cm deep at the leeward (away-from-the-wind) end. Place five or six cross branches across trench to set pots and pans on for cooking. These cross branches should be wet or green. Trench fires are fine for windy places or areas of fire danger. But they flood quickly when it rains.

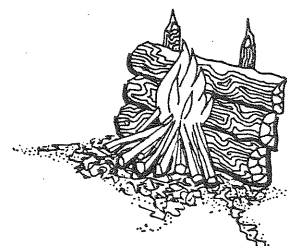
Hunter's Fire. Use two green slow-burning logs for sides. Line them up so the wind blows between them. Logs should be 33-35cm apart at the wide end, close enough at narrow end for the smallest size cooking pan. (Rocks may be substituted for green logs.)



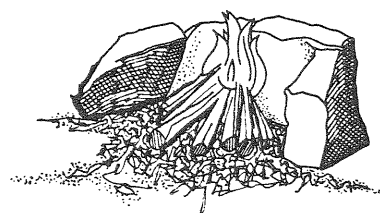
Indian Fire. Start with a tepee. Add hardwood sticks in a criss-cross fashion around the tepee. This fire is simple and quick. It gives good ventilation and long-lasting coals.



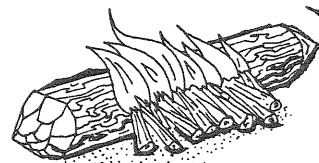
Log Reflector Fire. Use green logs for the reflector. Put mud in the cracks. Build fire on windward side of reflector, so smoke will blow away from you. For cooking, rake out a bed of coals to cook over.



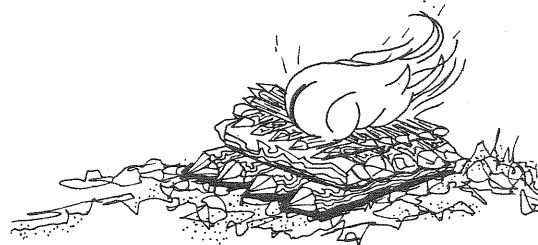
Rock Reflector Fire. Good heating fire. The rocks keep radiating heat as the fire dies. For best reflection, place rocks on three sides of fire. Or use a natural cliff face or bank.



Backlog Fire. Cozy council fire for a few campers - also good for heating. Use a big log for the backlog. Lean several tepee fires against the backlog.



Log Cabin Fire. Best kind of fire for a large group to sit around. Build this solidly, not as a log cabin with a hollow room. Place tinder and kindling high. Light this fire near its top. This fire can be built large or small, depending on the size of your group.



Brush Fire. Cut brush into convenient lengths and pile pieces parallel. A parallel fire burns hotter and faster. Start with small tepee fire on windward side. Don't make the pile too large, and don't burn on a windy day.



2. SAFETY RULES

1. Always check with a ranger or the forest service in the area where you plan to camp and learn the fire regulations. In different parts of the country the requirements vary, and equipment needed will vary accordingly. Some areas require fire permits. In such cases be sure you have a valid one.

2. Always clear an area at least 3 metres in diameter of all leaves and other materials that might spread a fire.
3. If the area has no fire regulations stating tools and equipment needed in case of emergency, one should at least have a shovel or trenching tool handy before a fire is started.
4. Never build a fire under low-hanging branches of a tree.
5. Keep the fire small. A huge fire accomplishes nothing except driving you away from it.
6. Never play with fire, such as making torches and swinging them around or stirring the fire so that hot ashes are carried by the wind into an area that might burn.
7. When through using a fire, put it out. A fire is not out until you are sure the last spark has been drowned by water. Sprinkle water on the fire, do not pour it. Then stir the ashes and sprinkle more water on them until all the ashes are soaking wet. The Indians did not consider a fire out until they could put their hands into the ashes. If they could find no fire, they would place two dry sticks in a cross where the fire had been, indicating that the fire was out when they left. This is a good rule for juniors.
8. Never leave a fire unattended.
9. Never build a fire in heavy wind.

RESOURCES

Pathfinder Field Guide; Scout Handbook.

Requirement 2

COOK A CAMP MEAL WITHOUT UTENSILS.

CLASS PERIODS

One

TEACHING METHOD

Not even aluminium foil is used. Below are some instructions on how and what to cook. This is a real "cooking fun" requirement for all.

Potatoes. Bring two or more potatoes. Get your firewood together. Scoop a shallow hole in the ground a little deeper than the thickness of your potatoes. If possible, line the bottom with flat stones. Start a fire in the hole and keep it going for half an hour. Now push the fire aside with a stick, place your potatoes in the hole, cover them with a layer of dirt,

and push the fire back over them. Put more wood on and keep your fire going for about an hour more. Test the potatoes in the coals by pushing a sharp pointed stick into them. When the stick goes into the potatoes readily, they are done.

Kabob. Make a skewer from a straight stick, as long as your arm from elbow to fingertips, and as thick as a lead pencil. Sharpen the thinner end of the stick to a point. Peel an onion, cut it lengthwise through the middle, and separate the leaves. String onion alternately onto the stick with small tomatoes, pieces of gluten steaks, slices of cucumber, or pieces of green pepper. Broil next to the fire, turning repeatedly.

Vegetables In The Ground. Carrots, beets, small turnips, and onions, can be baked in the fire in the same way you do potatoes, keeping the fire going from fifty minutes to an hour.

You can even make baked tomatoes and apples that way, if you wrap them in large green leaves and tie them around with strips of green bark from a thick stick.

Corn may be baked in the same manner in its own husks. Clean out the silk first. You can also dip corn in water, husks and all, and roast it on hot coals, for about eight minutes, turning it occasionally. Or husk your corn, spear the ear on a stick and hold it over the coals, turning slowly. Baked banana for dessert: rake coals over bananas. Bake until outside skin is charred. Open up, spread with butter and eat.

Camp Bread. Bring along a flour bag made from a piece of muslin. In this bag, keep prepared biscuit flour, or a mixture of 1 cup of ordinary flour, $\frac{1}{4}$ teaspoon salt, and $1\frac{1}{2}$ teaspoons of shortening. To make the dough, poke a hole in the flour mixture right in the flour bag and pour in $\frac{1}{2}$ cup of water. With a stick stir the water around, mixing the flour into it, until a lump of rather stiff dough hangs onto the stick.

Ash Bread. The easiest way to bake your bread is to pat the dough into a loaf about 3cm thick, sweep coals and ashes to one side, and place the dough directly on the ground where the fire was. Cover with grey ashes, and rake back the fire on top of it. After about ten minutes, test the baking by pushing a grass straw into the bread. If it comes out clean, the bread is done.

Twist. Cut a straight stick as long as a Kabob stick, but as thick as two fingers. Point both ends. Peel it and dry it over the fire for a moment. Then grease it slightly. Shape the dough into a long sausage, as wide as two fingers and as thick as one finger. Twist it in a spiral around the stick. Push the stick in the ground, slanting over the hot coals. Regulate the baking by turning the stick in the ground, and by pulling it out and pushing the other end into the ground, until the twist is baked to a nice brown. Test with a grass straw as for ash bread.

Eggs in Onion Shells or Orange Cup. Onion shells are perfect containers for egg cooking. Scoop out half a large onion so that only about three outside leaf layers remain. Crack egg into shell, place it in coals. When cooked, remove outside onion layer.

Eggs Supreme. This is a good way of cooking eggs on a spit. With a knife point pick a tiny hole in each end of egg. Push a thin green wood skewer through holes. Place on forks over coals. Cook 10 minutes.

IMU - pronounced emoo. Dig a hole in the ground $\frac{1}{2}$ metre square and $\frac{1}{2}$ metre deep. Build a crisscross fire on a platform of split wood across hole. On the third layer of wood, place a layer of stones, one half brick size. Light and keep fire blazing for about $1\frac{1}{2}$ hours, until the stones are almost at white heat and have fallen into the hole.

Now, working rapidly, shovel out burning pieces of wood and level stones and coals on the bottom of the hole. Throw in some vegetable tops or sweet leaves (wild grape, maple, sweet gum, sycamore), moistened with water. Place on the leaves 1 large can protein for every four campers and, for each camper, 1 potato, 1 sweet potato, 1 carrot, 2 ears of corn, 1 green banana, and for dessert, 1 apple.

Cover with more leaves, then close the hole with a heavy, wet burlap bag or gunny sack. Bury completely with dirt, so that no steam can escape. After about two hours of cooking, open up your Imu carefully. Serve, and watch it disappear!

Flat Stone Cookery. Good picnic suppers may be cooked in this way. A flat stone should be carefully selected and placed upon four cornerstones. It should be carefully brushed, washed and dried before any heat is placed near it. A good steady fire is then kindled and kept at a fairly equal temperature. Eggs and griddle cakes can be cooked all at the same time. A little shortening may be used to grease the "griddle".

Requirement 3

PREPARE A KNOT BOARD WITH AT LEAST FIFTEEN DIFFERENT KNOTS.

CLASS PERIODS

One

A good knot board should be at least 1 metre square and 1.25 cm thick. Plywood is a good material to use.

Have each junior make his own board. Square it perfectly, sand it well, do all lettering by woodburning and finish it the way he or she wishes.

Contact your local Conference Youth Department for information on obtaining a knot kit for making up a knot board.

Encourage the juniors to complete the Knot Honour, which involves twenty five different knots.

COMPANION FIRST AID

1. What are the three main aims of First Aid as listed in your booklet? (6 marks)
 1.
 2.
 3.
2. What do the letters A. B. C. D. stand for in First Aid? (8 marks)

A.	C.
B.	D.
3. What three things can aid the First Aider in his diagnosis of a patient? (6 marks)
 1.
 2.
 3.
4. List eight items that the course suggests should be part of a First Aid kit. (8 marks)

1.	5.
2.	6.
3.	7.
4.	8.
5. Shock can be caused and aggravated by the loss of body fluid. List three possible causes of loss of body fluid. (6 marks)

1.	3.
2.	
6. The best treatment of shock will be given by following the treatment suggested by the letters below. Expand each one. (6 marks)

R.	
A.	
W.	
7. Shock is easily recognised by the following signs. List three. (6 marks)

1.	3.
2.	

Companion First Aid - 2

8. How would you treat a bruise? (4 marks)

.....
.....

9. How would you recognise bleeding from the following? (6 marks)

Artery
Vein
Capillary

10. How would you recognise bleeding from the following regions? (4 marks)

Lung
Stomach

PRACTICAL

- (a) Your patient has cold clammy skin, shallow rapid breathing and a rapid weak pulse. Demonstrate your treatment. (20 marks)
- (b) Demonstrate the correct method of controlling bleeding from either the nose or the palm of the hand. (20 marks)

COMPANION FIRST AID

ANSWER SHEET

QUESTION 1

1. To preserve life.
2. To promote recovery.
3. To prevent injury becoming worse.

QUESTION 2

- A. Airway. B. Breathing. C. Circulation. D. Degree of unconsciousness.

QUESTION 3

1. Signs. 2. Symptoms. 3. History.

QUESTION 4

Any of the following: Bandages: roller, triangular; antiseptic, methylated spirits, cotton wool, bandaids or similar, non-stick dressings, scissors, forceps, eye wash, Syrup of Ipecac, Calomine lotion, safety pins, gauze.

QUESTION 5

1. Bleeding. 2. Burns. 3. Vomiting. 4. Diarrhoea.

QUESTION 6

- R. Rest. Lie the patient down. Reassure.
A. Air. Loosen clothing around the neck, chest and waist, keep crowd back.
W. Warmth. Keep patient warm but do not make hot.

QUESTION 7

1. Cold clammy skin. 2. Weak rapid pulse. 3. Rapid shallow breathing

QUESTION 8

Elevation, evaporating dressing, form bandage. Dressing for 20 minutes.

Companion First Aid - Answer Sheet - 2

QUESTION 9

Artery - blood spurts out. Bright red.
Vein - blood pours out. Darker red.
Capillary - blood oozes out.

QUESTION 10

Lung - coughing up bright frothy red blood.
Stomach - vomiting blood like coffee grounds.

PRACTICAL

(a) Patient is suffering from shock.

Lie the patient down, elevate the legs, loosen the clothing around the neck, chest and waist. Keep warm but do not overheat.

(b) Bleeding from the nose.

Sit with head slightly forward. Loosen clothing around neck and waist. Instruct not to blow through nose. Breathe through the mouth. Pressure to flap of nostril for 10 minutes. Cold packs to forehead or bridge of nose.

Bleeding from palm of hand.

Place dressing in the hand. Patient closes hand firmly. Bandage the fist. Elevate in triangular arm sling. Rest.

