

Ranger

RANGER TEACHING HELPS

IN PREPARATION FOR THIS COURSE, TEACHERS SHOULD READ:

"How To Use The Manual"	Page 9
"Teen Youth Ministry"	Page 13
"Functions of the Leader"	Page 19
"How to Teach a Class"	Page 22
"Class Work Charts"	Page 32
"Presenting the Classwork"	Page 38
"How to use the Teaching Plans"	Page 49

Twenty-eight class periods (approximately 30 minutes) have been allocated to complete the basic Ranger 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
- SD - Spiritual Discovery
- CO - Community Outreach
- CL - Church Life
- HP - Historical Perspective
- PG - Personal Growth
- HF - Health and Fitness
- OL - Outdoor Living
- ADV - Advanced

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

<u>PROGRAM/WEEK NUMBER</u>	<u>MODEL A</u>	<u>REQUIREMENTS COVERED</u>
1	Memorise and discuss Aim and Motto Introduce "Book Club" books Principles of physical fitness discussion Membership and dues	G2 G4 HF1 G3
2	Colour Guard - formation and movements Advantages of Christian lifestyle Daily exercise program - pledge	G ADV HF2 HF1
3	Personal Growth - topic 1 Make plans for a social activity for each quarter	PG CL2
4	Personal Growth - topic 1 Introduce honour - nature or recreation	PG OL3
5	CAMPOUT - 2 night Back-pack and carry own food Build and demonstrate a reflector oven Properly tighten and replace axe handle	OL2 OL1 OL ADV2
6	Spiritual Discovery - What Christianity Is Enrol 3 people in correspondence course Sit a Memory Gem examination	SD1a CL ADV SD4
7	BI-MONTHLY - orienteering honour	OL ADV1
8	Spiritual Discovery - True Discipleship Honour work	SD1b OL3
9	CAMPOUT Be able to light a fire in rain and/or snow 10 wild food plants Check on honour work Revise orienteering work	OL ADV2 OL ADV3 OL ADV1
10	Spiritual Discovery - Becoming a Christian Report on a church business meeting Two Bible Studies	SD1c CL1 CL ADV
11	Audio/visual "Spread of the Advent Message" Discuss major highlights from audio/visual	HP
12	BI-MONTHLY - 15km hike and log/15km horse ride/ canoe trip/80km cycle/1km swim	HF ADV
13	Personal Growth - topic 2 Complete crossword activity - historical perspective	PG HP ADV
14	Personal Growth - topic 2 Outreach program	PG CO1

<u>PROGRAM/WEEK NUMBER</u>	<u>MODEL A</u>	<u>REQUIREMENTS COVERED</u>
15.	CAMPOUT Christian youth sharing and witnessing at school - discussion Advanced signalling, etc.	CO2 OL ADV3
16	Audio/visual on creation - how life began Ranger first aid	SD3 OL4
17	Discuss creation - evolution Ranger first aid test	SD3 OL4
18	BI-MONTHLY One of those in No. 12, not already done	HF ADV
19	Inspiration of Bible - Bible marking program Complete honours	SD2 OL3
20	Outreach program Complete all work	CO1

<u>PROGRAM/WEEK NUMBER</u>	<u>MODEL B - SEGMENT 1</u>	<u>REQUIREMENTS COVERED</u>
1	Explain Adventist Youth Aim and Motto Introduce Teen Book Club books	G2 G4
2	Discussion - What is Christianity? Plan community outreach	SD1a CL1
3	Discussion - Personal Growth topic	PG
4	Discussion - becoming a Christian Organise attendance at church business meeting	SD1c CL1
5	Discuss how Christian relates to others at school, etc. Encourage enrolment of friends in Bible Corr. Course	CO2 CL3
6	CAMPOUT	
7	Check-up week - Community Outreach/Book Club Books Bible Corr. Course enrolments/ Report on business meet. Sit a Memory Gem Examination	CL1 G4 CL3 CL1 SD4
8	Bible marking - inspiration of Bible Check memorisation and understanding of Aim and Motto	SD2 G2
9	Audio/visual - Creation	SD3
10	Discussion on Creation/Evolution /how life began Discussion - Personal Growth topic	SD3 PG
11	Discussion - Personal Growth topic	PG
12	CAMPOUT	
13	What are the marks of a true disciple?	SD1b
14	Check-up week - help organise two Bible studies Check book club progress Discussion - Personal Growth topic	CL ADV G4 PG
15	Audio/visual - Spread of Advent Message	HP1
16	Discussion - major highlights of Spread of Advent Message Complete Crossword on audio/visual	HP1 HP ADV
17	Discussion - Principles of physical fitness	HF1
18	CAMPOUT	
19	Discussion - advantages of Adventist lifestyle	HF2
20	Final check-up week	

<u>PROGRAM/WEEK NUMBER</u>	<u>MODEL B - SEGMENT 2</u>	<u>REQUIREMENTS COVERED</u>
1	Check Aim and Motto Plan program - socials, bi-monthly, campouts events Collect fees	G2 CL2 G3
2	Select and begin work on nature honour	OL3
3	Nature honour work	OL3
4	BI-MONTHLY	
5	Nature honour - complete work	OL3
6	CAMPOUT - Build & demonstrate reflector oven/cook something Lighting fire in rainy conditions	OL1 OL ADV2
7	Work on advanced outdoor living	OL ADV2
8	Formation/Movements of Colour Guard	G ADV
9	BI-MONTHLY	
10	Ranger first aid	OL4
11	Ranger first aid - test	OL4
12	CAMPOUT - 2 night - back pack and carry food Advanced work - Health and Fitness	OL2 HF ADV1
13	Work on advanced outdoor living	OL ADV3
14	Advanced outdoor living	OL ADV3
15	BI-MONTHLY	
16	Orienteering honour	OL ADV1
17	Orienteering honour	OL ADV1
18	CAMPOUT - practical - orienteering honour	OL ADV1
19	Test Colour Guard movements	G ADV1
20	Check all work	

REQUIREMENTS

PAGE

GENERAL

- | | |
|---|----|
| 1. Be a teenager 13 years of age and/or in Year 8 or its equivalent. | 56 |
| 2. Memorise and understand the Adventist Youth Aim and Motto. | 56 |
| 3. Be an active member of Pathfinders. | 57 |
| 4. Select and read three books of your choice from the Teen Book Club list. | 57 |

ADVANCED

- | | |
|---|----|
| Know the proper formation and movement of the Colour Guard. | 58 |
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SPIRITUAL DISCOVERY

- | | |
|---|----|
| 1. Discover in group discussion: | 59 |
| A. What Christianity is. | |
| B. The marks of a true disciple. | |
| C. The forces involved in becoming a Christian. | |
| 2. Participate in a Bible marking program on the inspiration of the Bible. | 72 |
| 3. View an audio/visual on creation, and discuss the arguments for evolution and Biblical creation, and how life began. | 74 |
| 4. Have a current Memory Gem Certificate. | 84 |

COMMUNITY OUTREACH

- | | |
|--|----|
| 1. Under the direction of your leader participate at least once in two different types of outreach programs. | 85 |
| 2. Discuss how a Christian Adventist youth relates to others at school, including sharing and witnessing. | 86 |

CHURCH LIFE

- | | |
|---|----|
| 1. Attend at least one church business meeting. Prepare a brief report for discussion in your group. | 90 |
| 2. With your group make plans for a social activity at least once a quarter. | 91 |
| 3. ✕ Enrol at least three people in a Bible Correspondence Course.
or Prepare 3 Bible Studies & present one to your peer group | 95 |

ADVANCED

- | | |
|---|----|
| Conduct two Bible studies with non-Seventh-day Adventists.
attend " " " conducted by your pastor | 96 |
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HISTORICAL PERSPECTIVE

- | | |
|--|----|
| View the audio/visual presentation on "The Spread of the Advent Message", and discuss as a group the major highlights from it. | 97 |
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ADVANCED

- | | |
|--|-----|
| Complete the crossword puzzle which is based on the audio/visual "The Spread of the Advent Message". | 108 |
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PERSONAL GROWTH

In group discussion and by personal enquiry examine your attitudes to two of the following topics:

- | | |
|----------------------|-----|
| A. Self Confidence | 111 |
| B. Friendship | 116 |
| C. The Social Graces | 122 |
| D. Will Power | 127 |

HEALTH AND FITNESS

- | | |
|---|-----|
| 1. Discuss the principles of physical fitness. Provide an outline of your daily exercise program. Write out and sign a personal pledge of commitment to a regular exercise program. | 131 |
| 2. Discuss the natural advantages of living the Adventist Christian lifestyle in accordance with Biblical principles. | 132 |

ADVANCED

- | | |
|---|-----|
| Participate in one of the following activities: | 134 |
| A. Hike 15km and keep a log. | |
| B. Ride a horse 15km. | |
| C. Go on a one day canoe trip. | |
| D. Cycle 80km. | |
| E. Swim 1km. | |

OUTDOOR LIVING

- | | |
|--|-----|
| 1. Build and demonstrate the use of a reflector oven by cooking something. | 135 |
| 2. Participate in a two night campout. Be able to pack a pack or ruck sack correctly. Include personal gear and food sufficient for your participation in a two night campout. | 135 |
| 3. Complete one nature or recreation honour not previously earned. | 138 |
| 4. Pass a test in Ranger first aid. | 139 |

ADVANCED

- | | |
|---|-----|
| 1. Complete the Orienteering Honour. | 146 |
| 2. Be able to light a fire on a rainy day or in the snow. Know where to get the dry material to keep it going. Demonstrate ability to properly tighten and replace axe or tomahawk handle. | 147 |
| 3. Complete one of the following requirements: | 148 |
| A. Know on sight, prepare and eat ten varieties of wild plant foods. | 149 |
| B. Be able to identify through photographs, sketches, pictures or real life, one of the following categories: 25 tree leaves; 25 rocks and minerals; 25 wildflowers; 25 butterflies; 25 moths; 25 shells. | |
| C. Be able to send and receive 35 letters a minute by semaphore code. | 155 |
| D. Be able to send and receive 15 letters a minute by wigwag using the international Morse code. | 156 |
| E. Be able to send and receive Matthew 24 in sign language for the deaf. | 159 |
| F. Take part in a simple emergency search and rescue operation using two way radios. | |

GENERAL

One class period has been allocated to complete the basic requirements, and one for the advanced section.

Requirement 1

BE A TEENAGER 13 YEARS OF AGE, AND/OR
IN YEAR 8 OR ITS EQUIVALENT.

EXPLANATION

State equivalents are:

Queensland	Year 9	Northern Territory	Form 2
New South Wales	Year 8	West Australia	Form 2
Australian Capital Territory	Year 8	Tasmania	Form 2
Victoria	Form 2	New Zealand	Form III
South Australia	Form 2		

Requirement 2

MEMORISE AND UNDERSTAND THE
ADVENTIST YOUTH AIM AND MOTTO.

TIME ALLOCATED

One session

OBJECTIVE

To become aware of our mission to the world and the motivating power of Love.

EXPLANATION

The teen is now encouraged to begin identifying with the Senior Youth Ministry objectives.

AIM: "The Advent Message to all the world
in this generation."

MOTTO: "The Love of Christ Constraineth Us."

TEACHING METHODS

1. Adventist Youth who are constrained by the love of Christ will accept the responsibility and opportunity of joining with their fellow youth in giving the everlasting gospel to all the world.
2. Have your teens discuss the meaning and relevance of the aim and motto. Listed below are some discussion starters:

What is the Advent Message?
What is the world?
What is my relationship to it?

3. The meaning of 'constraineth': 2 Corinthians 5:14.

This word has completely changed its meaning over the years. It's Old English meaning was "to urge, or compel".

METHOD OF TESTING

Memorisation of Aim and Motto, and explanation of their meaning will satisfy this requirement.

Requirement 3

BE AN ACTIVE MEMBER OF PATHFINDERS.

EXPLANATION

To be an active member the teen should:

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

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

Requirement 4

SELECT AND READ THREE BOOKS OF YOUR CHOICE FROM THE TEEN BOOK CLUB LIST.

OBJECTIVE

To introduce the Rangers to new fields of interest, to strengthen their spiritual development, and to help them experience the enjoyment and pleasure of reading good books.

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.

Rangers usually select and read three books each year, one of which may be from the Book Club's listings of the previous four years, providing the book has not been read before.

METHOD OF TESTING

A verbal report of book titles and content is sufficient confirmation for qualification for the Book Club Certificate.

Advanced

Requirement 1

KNOW THE PROPER FORMATION AND MOVEMENT
OF THE COLOUR GUARD.

TIME ALLOCATED

One session.

RESOURCE

See The Drill and Flag Ceremony section of the Australasian Pathfinder Staff Manual.

SPIRITUAL DISCOVERY

The purpose of this section is to renew and develop the teenagers confidence in the Bible as the Word of God, and to help them discover a saving relationship in Jesus, leading to a decision of commitment and baptism.

Six class sessions have been allocated for this section.

Requirement 1

DISCOVER IN GROUP DISCUSSION:

- A. WHAT CHRISTIANITY IS.
- B. THE MARKS OF A TRUE DISCIPLE.
- C. THE FORCES INVOLVED IN BECOMING A CHRISTIAN.

TIME ALLOCATED Three sessions.

OBJECTIVE

To help the Ranger understand and experience what Christianity is and to discover what God is really like, leading to a discovery of his personal worth in the Lord.

TEACHING METHOD - A

1. Have the Ranger class imagine that they have been on an overseas trip to the Middle East. While wandering around some ancient ruins they discover an inscription carved on the foundation stone of a great monument. The inscription tells of a new religion. Have the class prepare a report on their findings.

Reproduce for your group "The Colossian Inscription", or have them read Colossians 1:15-23 in Good News for Modern Man. Then have them write their observations and conclusions

To add more interest, you could write out "The Colossian Inscription" in an easy code and have the Rangers decipher the passage, and then discuss and write out their observations.

THE COLOSSIAN INSCRIPTION

OBSERVATIONS & CONCLUSIONS

"Christ is the visible likeness of the invisible God. He is the firstborn Son, superior to all created things. For by him God created everything in heaven and on earth, the seen and the unseen things, including spiritual powers, lords, rulers, and authorities. God created the whole universe through him and for him. He existed before all things, and in union with him all things have their proper place. He is the head of his body, the church; he is the source of the body's life; he is the firstborn Son who was raised from death, in order that he alone might have the first place in all things. For it was by God's own decision that the Son has in himself the full nature of God. Through the Son, then, God decided to bring the whole universe back to himself. God made peace through his Son's death on the cross, and so brought back to himself all things, both on earth and in heaven. At one time you were far away from God and were his enemies because of the evil things you did and thought. But now, by means of the physical death of his Son, God has made you his friends, in order to bring you, holy, pure, and faultless, into his presence. You must, of course, continue faithful on a firm and sure foundation, and not allow yourselves to be shaken from the hope you gained when you heard the gospel. It is of this gospel that I, Paul, became a servant - this gospel which has been preached to everybody in the world."

- 1 Colossians 1:15-23 -

2. HUMPTY DUMPTY REVISITED

*Humpty Dumpty sat on the wall.
Humpty Dumpty had a great fall.
All the King's horses and all the King's men
Couldn't put Humpty together again.*

But soon the King himself heard of Humpty's fate. And he was deeply disturbed. So, setting aside his royal finery, disguised as a common peasant, the King slipped unnoticed through the majestic palace gates and into the rough-and-tumble street life of his kingdom.

The King meandered through the back streets and alleys in search of Humpty. After several days and nights the persistent monarch found him. Humpty's shattered body was scattered over a ten-foot circle amidst the broken glass and flattened beer cans of a back alley.

Though weak from his searching, the King was overjoyed at the sight of Humpty. He ran to his side and cried, "Humpty! It is I - your King! I have powers greater than those of my horses and men who failed to put you together again. Be at peace. I am here to help!"

"Leave me alone," Humpty's mouth retorted. "I've gotten used to this new way of life. I kind of like it now."

"But..." was all the King could get out before Humpty continued.

"I tell you, I'm fine. I like it here. That trash can over there.... the way the sun sparkles on the broken glass. This must be the garden spot of the world!"

The King tried again. "I assure you my kingdom has much more to offer than this back alley - there are green mountains, rolling surf, exciting cities....."

But Humpty would hear none of it. And the saddened King returned to the palace.

A week later one of Humpty's eyes rolled skyward only to see once again the concerned face of the King standing over his fractured pieces.

"I've come to help," firmly stated the King.

"Look, leave me alone, will you?" said Humpty. "I've just seen my psychiatrist, and he assures me that I'm doing a find job of coping with my environment as it is. You're a cop-out. A man has to deal with life as it comes. I'm a realist."

"But wouldn't you rather walk?" asked the King.

"Look," Humpty's mouth replied, "once I get up and start walking I'll have to stay up and keep walking. At this point in my life I'm not ready to make a commitment like that. So, if you'll excuse me - you're blocking my sun."

Reluctantly the King turned once again and walked through the streets of his kingdom back to the palace.

It was over a year before the King ventured to return to Humpty's side.

But, sure enough, one bright morning one of Humpty's ears perked up at the sure, steady strides of the King. This time he was ready. Humpty's eye turned toward the tall figure just as his mouth managed the words, "My King!"

Immediately the King fell to his knees on the glass-covered pavement. His strong, knowing hands gently began to piece together Humpty's fragments. After some time, his work completed, the King rose to full height, pulling up with him the figure of a strong young man.

The two walked throughout the kingdom. Together they stood atop lush green mountains. They ran together along deserted beaches. They laughed and joked together as they strolled the gleaming cities of the King's domain. This went on forever. And to the depth, breadth, and height of their friendship there was no end.

Once while walking together down the sidewalk in one of the King's cities, Humpty overheard a remark that made his heart leap with both the joy of his new life and the bitter memory of the back alley. Someone said, "Say, who are those two men?"

Another replied, "Why, the one on the left is old Humpty Dumpty. I don't know the one on the right - but they sure look like brothers!"

Vic Pentz

Discuss the following questions:

1. What does the parable say about:
 - a. What God is like? (1 John 1:5-20; 4:21-27)
 - b. What I am like? (Rom. 3:9-20)
 - c. What the GOOD NEWS about God is? (Mark 1:14, Eph. 1:13, 2 Cor. 4, Eph. 3:6-8)
 - d. How God deals with me? (Rom. 3:21-27)
 - e. How we walk with God? (1 Peter 4:1-3, Col. 3:17)
2. Define what Christianity is, and what it offers you personally.

3. After reading the short story "God Leads A Pretty Sheltered Life", invite the class to draw their conclusions on how much God really cares for us and is prepared to give all to save us.

GOD LEADS A PRETTY SHELTERED LIFE

At the end of time, billions of people were scattered on a great plain before God's throne. Some of the groups near the front talked heatedly - not with cringing shame, but with belligerence.

"How can God judge us? How can He know about suffering?" snapped a joking brunette. She jerked back a sleeve to reveal a tattooed number from a Nazi concentration camp. "We endured terror, beatings, torture, death!"

In another group, a black man lowered his collar. "What about this?" he demanded, showing an ugly rope burn. "Lynched for no crime but being black! We have suffocated in slave ships, been wrenched from loved ones, toiled till only death gave release."

Far out across the plain were hundreds of such groups. Each had a complaint against God for the evil and suffering He permitted in His world. How lucky God was to live in heaven where all was sweetness and light, where there was no weeping, no fear, no hunger, no hatred. Indeed, what did God know about what man had been forced to endure in this world? "After all, God leads a pretty sheltered life," they said.

So each group sent out a leader, chosen because he had suffered the most. There was a Jew, a black, an untouchable from India, an illegitimate, a person from Hiroshima, and one from a Siberian slave camp. In the centre of the plain they consulted with each other. At last they were ready to present their case. It was rather simple: Before God would be qualified to be their judge, He must endure what they had endured. Their decision was that "God should be sentenced to live on earth - as a man!"

But, because He was God, they set certain safeguards to be sure He could not use His divine powers to help Himself.

Let Him be born a Jew.

Let the legitimacy of His birth be doubted, so that none will know who is really His father.

Let Him champion a cause so just, but so radical, that it brings down upon Him the hate, condemnation, and eliminating efforts of every major traditional and established religious authority.

Let Him try to describe what no man has ever seen, tasted, heard, or smelled - Let Him try to communicate God to men.

Let Him be betrayed by His dearest friends.

Let Him be indicted on false charges, tried before a prejudiced jury, and convicted by a cowardly judge.

Let Him see what it is to be terribly alone and completely abandoned by every living thing.

Let Him be tortured, and let Him die! Let Him die the most humiliating death - with common thieves.

As each leader announced his portion of the sentence, loud murmurs of approval went up from the great throng of people. When the last had finished pronouncing sentence, there was a long silence. No one uttered another word. No one moved. For suddenly all knew God had already served His sentence.

TEACHING METHOD - B

1. Invite the Ranger class to make up a newspaper advertisement for the "WANTED" section of the classifieds. The wanted item is a 'Disciple for Christ'. To help them find the qualifications necessary, have them look up such texts as: Matthew 6:19-34, Luke 14:26-33.
2. After reading the parable of "The Distant City", discuss how we can best follow Jesus. Use the parable to illustrate.

PARABLE OF THE DISTANT CITY

I was in a lift going up the Empire State building in the city of New York headed for the top floor so that I could look at the magnificent view. At the 66th floor the lift stopped and the door opened. Up until this time I had been alone. When the door opened at the 66th floor I walked someone I recognised as one of the richest men in the world (he was dressed in yellow). I don't know if you know much about this man, but he's worth a cool 1½ million dollars and as he walked in and stood beside me my heart jumped a beat. We continued on together up to the top floor and as I stared at him he said to me "Do you know who I am?" Rather dumfounded, I just said "Well, I'm not sure". At that moment we reached the top floor and the lift doors opened and I stepped aside to let the millionaire out first.

We then walked over to the edge of the building and looked down at the streets below. It looked like 10,000 kilometres down to the bottom, and as we looked the millionaire turned to me and he said "I've got a proposition to make to you". He said: "I want to give you a million dollars". Now I understand that if anyone has a million to give, this man does. He isn't quite as rich as J.D. Rockefeller, who when he died was worth about 2 billion dollars. Incidentally, do you know how long it would take me to save up as much money as Rockefeller was worth? If I was to put into the bank every year, \$1,000 (I wish I could), it would take me 2 million years - and that's a long time.

You might be interested in this little piece of information too. One of those shieks over in Arabia that is in the oil business, makes 2 billion dollars every 30 days.

Well, I stood there at the top of that building looking down. I like the idea of having the million dollars, as I've been wanting to buy a new car, perhaps one of those small Mazdas or maybe a Datsun and as I thought about the million dollars I could almost see Susie at the wheel and I said to the millionaire, "Ah, yes I'm interested". And he said to me: "There are two conditions. Number one, you will have to spend the whole million in one year."

Well, I'd really like to spread it over a longer period of time, but if that's one of the conditions I'll go along with it.

He said: "I don't care how you spend it, you can buy anything you want, go anywhere you please. No rules and regulations. You can travel. Buy boats and planes - anything. YOU HAVE TO SPEND IT ALL IN ONE YEAR." And he said, "at the end of the year" (the other condition) "you meet me back here at this same spot and jump off the edge of this building, to go splat on the cement below".

I began to think what I could do with the million dollars - I could be so far away that he could never find me, BUT he assured me there was no way out. I was going to die at the end of that one year.

It didn't take me very long to think, and I turned to Harry Hughes and said "Hughes, you're mad". I turned around, got into the lift, and headed down to the ground floor. When I got to the 77th floor the lift stopped. I had been thinking about Hughes' proposition. ANYBODY WOULD BE STUPID to accept what he offered and live only one year when you could go on to live happily on an average income for many years. A PERSON WOULD BE STUPID TO ACCEPT THAT WOULDN'T HE?

As I stood in the lift, I couldn't think of any person who in their right mind would accept that offer. Well, as I said, I got to the 77th floor, the door opened, and in walked a man dressed in white. He had the clearest, penetrating eyes. He had the friendliest look on his face, and as we continued down to the bottom floor of the Empire State, he began to tell me about this fantastic city ... I had never heard of such a city ... it was so huge that this one city itself was the size of the whole of New Zealand. It had this fantastic river in it with a huge tree spanning the entire river, a trunk each side; it had streets that looked like gold. THE MOST BEAUTIFUL PART ABOUT THIS CITY WAS THAT, IN THIS CITY YOU DIDN'T LIVE FOR THREE SCORE YEARS AND TEN, YOU LIVED FOREVER!

And as we were going down we got to the 66th floor again - the door opened and in walked a man dressed in BLACK. He looked a little bit like Harry Hughes' father. He had a high hat on his head, it looked like he was trying to cover something up under there, and he had kind of beady eyes. He stood over in the corner of the lift as we went down, and listened to the description of the beautiful city. Just before we got to the bottom floor, I said to the man in white, "How far is it to this city?" And he said "It's 105 trillion kilometres." "105 trillion kilometres?" "yes" He said: "Do you want to go?" And I said: "I'll have to think about it."

Well we got down to the bottom floor and the man standing over in the corner of the lift came over to me and said "I can tell you about a fabulous city too". "A fabulous city - lights like you've never seen at night - you can't believe it, and you can have fun there - really have fun." I said: "What's the name of the city?" and he said: "Las Vegas". And I said: "How far is it?" and he said "You can be there in four hours" ... "four hours". "Would you like to go?" and I said, "yes, I would".

So he escorted me to the airport and we got on board the plane and headed for Las Vegas. I was going to have fun! But after a week or two it began to eat into my brain that there are a lot of things that are fun while they are on, but THEY DON'T LAST. That's the problem:- you know it really breaks me up when I hear people say with their long faces that "there's no fun out there". There is fun out there. Let's not be so foolish to think that there's no fun out there in the world - there's plenty of it!

But I've never seen anyone yet who wouldn't admit that it's only fun as long as it lasts and then it's over. IS THAT RIGHT? AND I DISCOVERED THAT - that's what Las Vegas is all about. People from all over the place were there trying to forget that yesterday's fun was gone. Trying to forget that yesterday's fun didn't last. And just in case there's no fun tomorrow, better get some more today.

One day I was walking along and I passed a Datsun dealer in Las Vegas and I went in and to my amazement I discovered that I could buy the latest sports model for a dollar down and a dollar a week. So it wasn't long before I was behind the wheel of my Datsun 260 Z. And I burned up the streets of Las Vegas for a few days, and then as the days went by it all began to turn sour. And I said to myself: "I'm going to leave this town; I'm going to head out of here and find some better place." And so I left the city lights behind and started down this highway. I got to the edge of town and there was a sign - and sure enough, there was that distant city that I had been told about 105 trillion kilometres away - and I said "that's where I want to go, I'm going to get there, even if it's the last thing I do." I stepped onto the accelerator and headed out onto the expressway, and to my amazement discovered that it was like driving on a one way street - the wrong way. Most of the traffic was coming against me into Las Vegas. It was a lovely highway - four lanes without any centre divider, however, and most of the traffic had spilled over on to my side of the road, and I had to drive on the curb - right over on the edge. I had intended to drive at top speed out there in the desert, but on this part of the road I couldn't get above 10 k.p.h. NOW YOU DON'T GO 105 TRILLION KILOMETRES THAT WAY!

As I was getting discouraged with this, to add insult to injury, around the bend up ahead came this huge Kenworth Diesel truck loaded with hay. He was over on my side of the road, he saw me there on the curb, and then deliberately headed straight for me. I didn't like the idea of a head-on collision with a Kenworth Diesel truck, so I swerved into the ditch beside the road, JUST IN TIME, AND THE KENWORTH WHIZZED BY LEAVING ONLY A FEW SCRATCHES ON MY NEW DATSUN. And I sat there wondering what to do next, and then I began to think about that distant city. "I've got to get there. This one that I've just come from, and everyone else is going to - THERE'S NOTHING THERE."

So I edged back carefully onto the freeway and started off again. And for days I couldn't go any faster than 10 k.p.h. Those big diesel trucks continually and almost deliberately were trying to sideswipe me and kept forcing me into the ditch. I reckoned that there must have been a whole fleet of those huge Kenworth diesels - all bent on my destruction. I was resting in the ditch, having dodged one more Kenworth, when there was a knock on the window. I opened the window and looked out, and there was....guess who? My friend dressed in white that I had seen back at the Empire State building - He said: "Would you like me to drive for you?" "Well", I said, "I've sure been making a mess of things". He said "I've been over the road". "You have?" I opened the door and slid across to the passenger side, and let him in to the DRIVER'S SEAT. He took the wheel, stepped on the accelerator and we were off.

He had his sleeves rolled up and I couldn't help but notice his huge muscular arms, and I asked him "What kind of work have you been doing most of your life, anyway?" He said: "I've been working in a carpenter's shop." With that he eased the car away from the very edge of the freeway and into the outside lane and pretty soon we were going 100 k.p.h. The conditions were exactly the same as before with us driving against the traffic, however this time all the Cadillacs, Mustangs, Lincoln Continentals, buses, and even the V.W.'s and Minis were trying to dodge us and stay out of our way.

100 k.p.h. on our way to the distant city; I could hardly believe it. I began to take courage. We went along like this for several days and then on one occasion around the bend, up ahead, came one of those huge diesel trucks loaded with hay....Now I didn't like the idea of running into a diesel truck loaded with hay at 100 k.p.h., so as we got closer, all of a sudden I made a lunge across the seat and grabbed the steering wheel, and when I did this, my friend in white immediately relaxed his grip on the steering wheel and I was in charge. And so before we hit the diesel truck I whipped the wheel around and we went roaring into the ditch at 100 k.p.h. When you go into the ditch at 100 k.p.h. that is not too good. In fact there was gravel and dust and dirt everywhere. The car spun around. We bashed against the bank. We smashed in the mudguards and as the dust was settling my friend was tapping me on the shoulder and he said: "WOULD YOU LIKE ME TO DRIVE AGAIN?" And I said: "Well, I don't know how you're going to drive this thing with the mudguards beat in like this, you can't even turn the wheels." He said: "I've been over this road". He got out of the car. I DON'T KNOW HOW HE DID IT, BUT IT WASN'T LONG BEFORE I DISCOVERED THAT HE WAS AN EXCELLENT PANEL BEATER. How he ever learned that in a carpenter's shop I don't know.

We got back in the car and He was driving out onto the freeway at 100 k.p.h. headed toward this distant city again. And I was excited to think that He could get that car going again and back onto the highway. And away we went for several days, in fact it was two weeks; we were making good time now; I was happy to let him drive.When around the bend up ahead came another diesel truck - loaded with hay. He headed straight for us again - but this time I said to myself: "Don't take this car into the ditch again. He said he's been over the road, let him do the driving, leave him in the driver's seat."

WELL IT TOOK EVERY OUNCE OF SELF DISCIPLINE AND WILL POWER AND BACKBONE AND DETERMINATION THAT I HAD to leave him in the driver's seat. Have you ever heard the expression, "Don't just stand there, do something?"Well, this was just the opposite. "Don't just do something - SIT THERE."

I discovered that the biggest battle I had was to keep my hands off the steering wheel. I clenched my fist, I chewed my nails, I fidgeted in the seat, I closed my eyes and opened them again. I had to hold back my natural inclination to grab the wheel. And what's more, the closer we got to the diesel truck with him driving, the faster he went until we were going 120 k.p.h. - and headed straight for the diesel. Just before we hit the diesel went into the ditch. I COULDN'T BELIEVE IT. As we flashed past I got a look at the driver of the diesel and guess who he was? ...He had a high hat on and he had a pitch fork there beside him in the cab (I guess it was for loading the hay). As we continued down the highway making tremendous time - I wanted to shout out the window "YOU SHOULD SEE MY DRIVER, YOU PEOPLE DON'T KNOW WHAT DRIVING IS UNTIL YOU SEE MY DRIVER." I wanted to shout it to everyone to think that he could handle these kind of problems.

We continued on our journey toward the distant city, until one day I don't know how to explain it; there's really no excuse for it. But I got bored - I got tired - I wanted a change. One of the things I got most tired of was the continued effort it took to stay out of the driver's seat. I discovered that it took every ounce of backbone I had to do that AND THERE WERE TIMES WHEN I WANTED TO DRIVE. When there were no diesel trucks I wanted to drive, after all it was my Datsun 260 Z. And then one day as we went down the highway I noticed up ahead on the left, an amusement park. It had exciting things in it. It had things like ROLLER COASTERS, HAUNTED HOUSES, GHOST TRAINS, SIDE SHOWS, and much worse.....and I wanted to stop and have some fun. BUT I KNEW THERE WAS ONLY ONE WAY I COULD DO THAT, I'd have to ask him for the wheel and then I could do what I liked. So I tapped my friend in white on the shoulder and said "Could I drive?" "Sure", he replied - in fact he always let me drive when I wanted to. He never made any objection, I was no puppet and I was no machine. I always had the power of choice to take the wheel ANY TIME I WANTED IT. He moved over, I took the wheel. I was able to slow down to a turning speed. I put on my indicator and turned left off the freeway down toward this amusement park. I came up round a curve and over a bump, and not realising what was there, I drove off over a cliff.

Everything went black, but when I came too again, bruised and battered, looking up into the sky, I looked to one side and noticed that my friend was still there. He tapped me on the shoulder and said "Would you like me to drive again?" And I said: "As a matter of fact, the thought did cross my mind." But how was he going to get my car back on the road - the engine was smashed. But I discovered that not only was he an excellent panel beater, but he was also a master mechanic AND IT WASN'T LONG BEFORE THAT CAR WAS BACK TOGETHER AGAIN AND BACK ON THE FREEWAY, and I was glad to let him drive this time.

We kept going and then one day I tapped him on the shoulder and I said, "Could I drive, I'm tired of sitting over here." He moved over, I took the wheel. THERE WERE NO DIESELS; it was rather quiet. The only thing that

went past us heading for Las Vegas was an occasional V.W. and one or two Toranas and a few motor scooters. And as we were driving along AND I WAS DOING REAL WELL, around the bend up ahead came this diesel truck. Another one of that fleet. AND YOU KNOW WHAT CAME TO MY MIND? "You saw how he did it, you saw exactly what he did, there's no reason why you can't do exactly the same thing". AND SO I STEPPED ON THE GAS UP TO 120 k.p.h. and I headed straight for the diesel. He tapped me on the shoulder, but I wasn't interested - if he could do it, I could too:- YOU KNOW WHAT HAPPENED.there was a terrible head-on collision. I would have lost my life EXCEPT that he was still in the car with me. And so I determined that I wanted to invite him to stay in the car with me every day, every day all the time. But even so, I couldn't get over this urge to want to keep taking the wheel. Again after the head-on collision he put the car back together, and again we were on our way and little by little, I began to learn that when he was driving and a diesel came around the corner up ahead, I was quite content to leave Him in charge and for me to stay where I belonged. And if per chance I happened to be over in the driver's seat and I saw a diesel truck coming, I always slid out of the driver's seat and let him take over. I HAD NO MORE TIME - NO MORE USE FOR THAT!

So whenever the diesel trucks were coming he was doing the driving. But I had this feeling that I could handle the V.W.'s - the Toranas - and the motor scooters, but then I discovered that the V.W.'s, Toranas, and motor scooters were every bit as bad as the diesel trucks - that's the way it went. Little by little we kept going down this freeway, until we came to a Y-fork in the road, and there going off to the left was a bridge to a beautiful parkland and pools - the most fantastic gardens I have ever seen. The road to the right led down off the tar seal onto a dirt road full of pot-holes - HUGE POT HOLES and wound back and forth up and around this mountain.

Guess which road he took?He took the dirt road with all the pot-holes. I tapped him on the shoulder and said: "DO YOU KNOW WHERE YOU'RE GOING?" "Yes, I've been over this road." "Did you see the other road?" "Yes". "Are you sure you know where you are going?" "You want me to drive?" "Well, yes." So I stayed on my side of the car and we headed up this road, and as we got part way up the mountain with him taking us over those pot-holes, I looked back and I could see something on the other side of that beautiful garden - huge billows of smoke coming up like the smoke from burning diesels loaded with hay.

And I said to myself: "Yes, He does know where he's going. HE DOES." And the further we got up this mountain, the more I began to see the beautiful light - a glorious light - coming from the other side of the mountain. And I had a feeling that that light was the light from the distant city. I could hardly wait to see what was on the other side of the Mountain. CAN YOU?

- Morris Venden -

TEACHING METHOD - C

1. Invite the Ranger class to imagine that they have a very close friend who is sitting in death row waiting for execution, or perhaps they have a terminal illness, and they have only 6 weeks to live. They know that their friend isn't a Christian, but they want to tell them how to be saved. The only way they can communicate with their friend is by telegram. Have each Ranger read through Romans 3:20-24, 31 in a modern translation and then communicate their findings by telegram to their dying friend. The telegram should contain 25 words or less. Take time to discuss the telegrams with the class afterwards. To add interest, obtain telegram forms from the Post Office.

"No one can ever be made right in God's sight by doing what the law commands. For the more we know of God's laws, the clearer it becomes that we aren't obeying them; his laws serve only to make us see that we are sinners. But now God has shown us a different way to heaven - not by "being good enough" and trying to keep his laws, but by a new way (though not new, really, for the Scriptures told about it long ago). Now God says he will accept and acquit us - declare us "not guilty" - if we trust Jesus Christ to take away our sins. And we all can be saved in this same way, by coming to Christ, no matter who we are or what we have been like. Yes, all have sinned; all fall short of God's glorious ideal; yet now God declares us "not guilty" of offending him if we trust in Jesus Christ, who in his kindness freely takes away our sins. Well then, if we are saved by faith, does this mean that we no longer need obey God's laws? Just the opposite! In fact, only when we trust Jesus can we truly obey him.

ROMANS 3:20-24, 31 L.B.

2. After reading the Parable of TWO LOST DONKEYS, discover through group discussion the methods God uses to help us become and stay part of His family.

TWO LOST DONKEYS

Two lost donkeys wandered aimlessly through field and wood until found one morning by two neighbouring farmers. Each farmer picked a donkey, led him to his farm, and hitched him to an apple cart. It was apple-picking season, and the donkeys could not have been found at a better time.

Now, up to this point the fortunes of the two donkeys had been identical. They had been lost, then found and given a job to do. But the way in which the two farmers motivated their respective donkeys to pull an apple cart was quite different.

The first farmer encouraged his donkey by tying a large, red, delicious apple to a string, and the string to a long pole. Then he would sit on the apple cart and dangle the apple in front of the hungry donkey, but just out of reach. The donkey, of course, could see the value of the apple and could almost taste its juicy deliciousness. And in his effort to reach the apple, he would lurch forward and thereby pull the apple cart. He never got a bite of the apple, but he worked hard trying to achieve that goal.

The second farmer took a beautiful apple and stood by his donkey and gave him the apple to eat. The donkey was so grateful for this gift that he pulled the apple cart anywhere the farmer wanted him to.

Now, the first donkey kept trying for some time to reach that unattainable apple. And for some time both donkeys were able to accomplish a lot of apple-cart pulling. Then, about midday, the first donkey began to wonder whether he ever would reach that beautiful apple. Soon he discovered the way the farmer had been keeping it out of his reach.

This caused the donkey to think some strange thoughts. First of all, he began to doubt that the apple was really worth all the work he was doing, if indeed the farmer was planning to give it to him at the end of the day. It was very likely quite dry and tasteless, he mused to himself. But he was grateful to the farmer for giving him a home and work to do, so he pretended for a while that he wanted that apple by pulling the apple cart.

With these doubts taking a lot of energy, he began to wonder whether he was really cut out to pull apple carts. When he began to slow his pace and stumble, the farmer would shine the apple again to convince the donkey how wonderful it would be if he could reach that apple. The donkey, thusly motivated, would lurch toward the unattainable goal and thereby pull the apple cart.

Near the end of the day the poor starving donkey was able to pull the apple cart no longer, in spite of whipping and encouragement from the farmer. And when he could go no farther and slumped down at the edge of the road, he was declared useless and sent to the glue factory.

- Dennis N. Carlson -
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RESOURCES

"Steps to Christ", E.G. White; "Messages to Young People", E.G. White.

METHOD OF TESTING

Participation in group discussion and activities outlined by the teacher. Invite the class to write down their brief thoughts and reactions to these three questions.

Requirement 2

PARTICIPATE IN A BIBLE MARKING PROGRAM
ON THE INSPIRATION OF THE BIBLE.

TIME ALLOCATED

One session.

OBJECTIVE

To understand, aided by a Bible marking program, God's gift of Scripture through the process called Revelation/Inspiration. To be able to share the Word of God with persons seeking truth.

TEACHING METHODS

1. Invite the Church Pastor, Elder or someone else capable of sharing with the class, how he marks his Bible. After a brief discussion he can then demonstrate how he proves the Bible true and lead out in the marking of seven to ten key texts.
2. Discuss with your class the meaning of Revelation/Inspiration. You may wish to use 1 Corinthians 2, in a recent translation. Notice, for instance, the way the Revised Standard Version expresses:

Our Human Need: Paul says that none of the rulers of this age understand "the secret and hidden wisdom of God", vs 6-8.

God's Gift of Revelation: "What no eye has seen, nor ear heard, nor the heart of man conceived, what God has prepared for those who love him, God has revealed to us through the Spirit", vs. 9-10.

God's Help with the Communication of Truth: "And we impart this in words not taught by human wisdom but taught by the Spirit, interpreting spiritual truths to those who possess the Spirit", vs. 13. This part of the process we often call "Inspiration".

God's Help with the Understanding of Truth: "So also no one comprehends the thoughts of God except the Spirit of God....

The unspiritual man does not receive the gifts of the Spirit of God, for they are folly to him, and he is not able to understand them because they are spiritually discerned". vs. 11-14.

Through Revelation God showed His truth to the writers of the Bible. These chosen penmen told His truth with the help of the Holy Spirit. We understand this revealed/inspired truth by the help of the Holy Spirit.

The revelator claims that his message had its source in God, and came to him through an angel.

God seems to have employed a variety of means in inspiring the writers of the Bible and others of His servants. To some He gave visions and dreams. To others He gave a spirit of understanding - an insight into the mysteries of God. Others were guided in their recording of events and historical incidents. The human personality was not blotted out or short-circuited, but was enhanced and stimulated.

So showing, telling, understanding are three important steps in the process by which God meets our need for saving truth. Now let us ask some more vital questions of Scripture.

- a. In what way does God make Himself known? See Numbers 12:6, John 1:18, 2 Peter 1:20-21, 1 John 5:20.
 - b. What is truth? See Psalm 119:160 and John 17:17. Compare Jeremiah 23:29, Luke 21:33, Hebrews 4:12.
 - c. Why are the truths of the Bible written? See John 20:30-31, Romans 15:4, 2 Timothy 3:16-17.
3. Select seven or more Bible texts that help you understand the divine origin and purpose of the Bible. Each Ranger may then state and defend his/her understanding to the class with the teacher or a class member taking the role of judge, with the rest of the class as a jury, to determine if the Ranger is using the Bible correctly. When the class members have all shared their chosen texts, and these have been evaluated by the group, each person can then mark the texts in his/her own Bible, using a chain-reference system.

RESOURCE

- a. "Encounter Series" Lesson 1 or "Profiles of Faith" Lesson 1. Available from the Conference Office.
- b. Bible Readings for the Home, published by Review and Herald, and available from your Adventist Book Centre. Read the first part of

the book on "Searching the Scriptures" and "The Sure Word of Prophecy". Other books like the SDA Bible Commentary, the SDA Bible Dictionary, and Your Bible and You, can give you more help.

- c. Ellen G. White has written much good material on this theme. See her introduction to The Great Controversy and also Selected Messages, Vol. 1, pp. 15-23.

METHOD OF TESTING

Involvement in and completion of the requirement.

Requirement 3

VIEW AN AUDIO/VISUAL ON CREATION, AND DISCUSS THE ARGUMENTS FOR EVOLUTION, AND BIBLICAL CREATION, AND HOW LIFE BEGAN.

TIME ALLOCATED

Two sessions.

OBJECTIVE

To gain from the Bible and the natural world, an understanding of God as Creator. To relate to the frequent discussions of Special Creation and Evolution in a mature manner, so that faith is affirmed and needless conflict is avoided.

TEACHING METHODS

1. Read the story of how life began in a recent translation of Genesis 1:1 - 2:3. Note the Bible does not address many scientific issues that interest our generation. Rather the Scripture focusses on the basic truth that God is the originator of life in general and of man and woman in particular. Compare John 1:1-3, Romans 1:18-23, and Revelation 4:9-11.
2. Read the mature description of God as Creator given by Ellen G. White in Patriarchs and Prophets, pp. 44-51.
3. Dr. Harold G. Coffin, a marine biologist, writes:

"The time has come for a fresh look at the evidence Charles Darwin used to support his evolutionary theory, along with the great mass of new scientific information. Those who have the courage to penetrate through the haze of assumptions which surrounds the question of the origin of life will discover that science presents substantial evidence that creation best explains the origin of life. Four considerations lead to this conclusion:

1. Life is unique.
2. Complex animals appeared suddenly.
3. Change in the past has been limited.
4. Change in the present is limited.

Anyone interested in truth must seriously consider these points. The challenge they present to the theory of evolution has led many intelligent and honest men of science now living to re-evaluate their beliefs about the origin of life." These Times, January 1971, p.11.

"Limitations of evolution. Most creationists today recognise that the principle of natural selection works to some degree. Animals and plants do change in time. Disagreement persists over the extent to which variation can occur, but very few contemporary Christians argue that the Genesis "kind" (1:11,21, 24) demands the same notion of absolute fixity of species that prevailed among religious people a century ago.

By the same token, many scientists concede that there are problems for which the theory of evolution by natural selection cannot provide satisfactory answers.

1. One is similar to the chicken-and-egg problem: Which came first, proteins or nucleic acids such as DNA and RNA? Proteins are made by nucleic acids, which themselves require proteins for their manufacture. If proteins cannot be made without nucleic acids, yet nucleic acids are themselves dependent on other proteins for their own existence, where did the first nucleic acid or protein come from to start the cycle? And which came first? This is a difficult question to answer without resorting to the Designer.

2. Another problem for evolutionists is the apparent inadequacy of natural selection as a mechanism for the evolution of complex organisms. Natural selection occurs when a mutation confers a characteristic on an organism that gives it a greater advantage for survival in its environment than is possessed by other members of the same species.

All evolutionists recognise that new organs and members of the body could not have sprung into existence all at once on particular creatures, and natural selection is the only mechanism for slow change in organisms that has been demonstrated scientifically.

However, most organs and members of the body are useless till fully developed. In their immature state they might actually constitute a disadvantage for survival.

The male/female reproductive system is useless till both sets of organs are fully developed. What advantage would a half-developed male or female organ have that would push it in the direction of a fully developed organ capable of union with the opposite sex? The idea of a designer sounds more reasonable, with variation in species following the original design rather than creating it." These Times, February 1981, pp.17,18.

After an extended discussion of the uniqueness of life, the way in which complex animal forms appear suddenly in the fossil records, and the limitations of change in the past and the present, Dr. Coffin concludes:

"Constant exposure to one theory of origins, and only one, has convinced many that no alternative exists and that evolution must be the full and complete answer. How unfortunate that most of the millions who pass through the educational process have little opportunity to weigh the evidences on both sides!

Examinations of the fossils, stony records of the past, tell us that complicated living things suddenly (without warning, so to speak) began to exist on the earth. Furthermore, time has not modified them enough to change their basic relationships to each other. Modern living organisms tell us that change is a feature of life and time, but they also tell us that there are limits beyond which they do not pass naturally and beyond which man has been unable to force them. In consideration of past or present living things, man must never forget that he is dealing with life, a profoundly unique force which he has not been able to create and which he is trying desperately to understand.

Here are the facts; here are the evidences; here, then, are the sound reasons for believing life originated through a creative act. It is time that each individual has the opportunity to know the facts and to make an intelligent choice." These Times January 1971, p.25.

4. In discussion with your group, evaluate the following ideas. (The quotations are from some of the authors of Creation: Nature's Design and Designer. You can find the context of these statements on the pages listed in that book.)

- A. "A bird flying, propelling itself by its own coordinated muscular efforts, is surely one of Nature's masterpieces. To me, the whole phenomenon of bird flight is so fantastically intricate that I can only conclude that its origin must lie, not in the realm of haphazard chance, but in the intelligence of the Designer and Creator." page 19.

- B. "Years ago scientists thought of the cell as a mere blob of jelly. Then it was easy to imagine that the first living cell sprang to life in some warm pool. But now that we know something of the amazing complexity of each tiny cell, we can no longer place such implicit faith in chance events occurring in primeval pools." page 37.
 - C. "As we dig into the rocks and look at the fossils buried in these uplifted sediments, we come away convinced that no gradual development from simple to complex has occurred in the history of life on the earth. An intelligent Creator filled the seas with swarms of living creatures of many diverse types. When they died and were buried in the accumulating ocean sediments, they left no traces of evolutionary ancestors because they had none." page. 65.
 - D. "Surely the facts of molecular biology cry out to us that there is a God, a great Engineer who planned and executed all of the wonders which we contemplate in this scientific age." page 79.
 - E. "Those who are impressed by the failure of paleontology to solve some of the fundamental problems of evolution, and equally impressed by the order and intricacy of living things, may reasonably view the origin and diversity of life as the work of a Creator. If it takes a high degree of intelligence even to understand the phenomena of nature, it may take a much higher degree to design these phenomena." page 115.
 - F. "A study of the properties of the mind, the way the brain is put together, and what it can do, can give us a real trust in the creative performance of our Creator. The existence of the human brain can, in fact, be one of the strongest evidences that there is a Creator. For the God who made us gave us minds to appreciate His creatures and designs in nature and to fit us to ponder what He made." page 133.
5. Finally, discuss with your peers how to best relate to classwork on, and discussion of, the subject of evolution. The Seventh-day Adventist message calls us to "worship him who made heaven and earth, the sea and the fountains of water" (Revelation 14:7, RSV) in an age when many people think they are merely children of chance. Understanding God as Creator, we can affirm:

"Worthy art thou, our Lord and God, to receive glory and honour and power, for thou didst create all things, and by thy will they existed and were created." Revelation 4:11, RSV.

"The creationist must remember that science is a different way of discovering truth from revelation. Science is based entirely on human observation, whereas revelation comes from God. The creationist must ask himself if he really believes the Bible to be God's Word, and if so, whether he will accept it as more reliable than human observation or less so. Does he believe in the Bible plan of salvation, or is he willing to give that up to accommodate evidence in the natural world?"

"The Bible teaching about sin and salvation is based on the Genesis account of Creation and the fall of man. It is logically inconsistent to accept what the Bible teaches about salvation while rejecting what it says about creation, to accept Christ as Saviour but to reject Him as Creator. How can the Bible be wrong about the cause of sin yet right about the cure? I find great meaning in the Bible's prescription for a happier life now and an eternal life in the future, and I would have to give that up if I accepted the theory of evolution. The real question involves authority, not origins. Shall I accept the Bible or science as most right? God's observations or man's?" These Times, February 1981, pp 19,15,16.

AUDIO VISUAL - CREATION

TEACHING METHOD

View audio visual. Complete activity sheet, and discuss and analyse suggested discussion questions.

SCRIPT CREATION

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
1.	Title - One Week	"In the beginning God created the heavens and the earth."
2.	God & Universe	But before there was even a beginning, God was there already, maintaining the universe in perfect order.
3.	Text: John 1:1-3	And not only God, but His Son, the Word of God, by whom all things were made.
4.	Earth	The first chapter of the Bible gives us a vivid description of the creation of the world.
5.	Text: Genesis 1:5	"Let there be light", and suddenly, earth can be seen, covered in a bluish-green halo of dawn. As the earth completes its first rotation, God

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
		calls the light "day" and the darkness "night". "And the evening and the morning were the first day."
6.	Cloud	Again God commands: "Let there be a firmament to divide the waters", and the atmosphere came into being, separating the clouds from the oceans on the surface of the planet. And so passed the second day.
7.	Sea	Then God again commanded, "Let the water below the sky come together in one place, and let the land appear."
8.	Mountain/Lake	And so continents arose, mountains were built, lagoons and bays, valleys and plains, beaches and coastlines.
9.	Bluebells	God went on: "Let the earth produce all kinds of plants." And instantly the bare hillsides are covered in green.
10.	Rose	Interspersed with the green are brilliant rays of colour.
11.	Trees	Trees appear, some suggesting by their height, a hundred previous seasons.
12.	Atoms	God built system after system according to His divine plan - this world was not just an accident.
13.	Crystals	Crystals and cells; enzymes, tissue and life.
14.	Chipmunk	And through it all, He laced divine concepts like duty and obedience, loyalty and love, so that even inanimate nature can be relied upon to faithfully follow known laws.
15.	Seed pods	Year after year we enjoy the warmth of sun-light and the certainty of life from something as humble as a seed.
16.	Evening and Morning	The third day ended as the first two, with day following night.
17.	Sun	Then on the fourth day, God turned His attention to the giant nuclear explosion called the sun, to provide all the energy and light for the planet.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
18.	Moon	And to light the evening sky the moon to reflect the light of the sun.
19.	Fish	On the fifth day God spoke again: "Let the waters be filled with many kinds of living beings,
20.	Birds	and let the air be filled with birds."
21.	Birds nest	-
22.	Green earth	Then on the sixth day, across the rolling green earth, God made animals of every size, shape and colour.
23.	Zebra	From the simplest forms of life, to the great herds commanding the plains;
24.	Elephants	The mighty giants of the jungle;
25.	Koala	And the humble forest dwellers with their dens;
26.	Kangaroo	and quiet homes.
27.	Man - lying	And now a special work was about to be carried out. God the Son stooped down, and with His own hands, moulded clay into a form so like His own that even the angels gasped in wonder. Then placing His lips onto the silent form, He gently breathed into the still figure.
28.	Man - sitting	And in a split second, man became a living person and he rose to gaze into the eyes of his Maker.
29.	Man & Animals	Made in the image of God, Adam was designed to reason, to decide, to choose between right and wrong, good and evil.
30.	Woman	But he was not to have this responsibility alone. He was to share it with another equal to himself. God took from Adam a rib, and around this He formed a creature more beautiful than any other on the earth.
31.	Adam & Eve	As Adam and Eve drew closer to each other in awareness of their divine mission, the Creator took their hands and Himself joined them as man and wife.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
32.	Lion	The story of creation ends with a fascinating insight into the character of God. For six literal days He had worked, but on the seventh day He rested.
33.	Sunset	Everywhere there was beauty. He who made the atmosphere also painted upon it the colours of a sunset.
34.	Waterfall	Water, flowing into a waterfall explodes like diamonds.
35.	Christ & week	With a shining world before Him and humanity's parents at His side, the Creator rested - a moment of supreme reflection on the completion of the beautiful truths He had woven into a world of life.
36.	Moon walk	In a small way, man would know such moments. The silent crunch of lunar soil;
37.	Mother and baby	And the warmth of new life in a mother's arms. But this Sabbath was God's moment, shared by two wondering people on a place called earth.
38.	Lake	How much this moment meant to God we cannot know, but we do know that He left it behind for us to share.
39.	Jesus & calendar	The Sabbath means nothing unless you know the One who made it and then it means everything.
40.	Text: Ex. 20:8-11	"Remember the sabbath day to keep it holy... wherefore the Lord blessed the sabbath day and hallowed it."
41.	Sun	And so God called Adam and Eve to set aside this day as a reminder of the worship due to God.
42.	Serpent	For even then, God knew that a plot was being formed to deprive the newly married pair of their happy home.
43.	Christ	The rest of God and man was not simply physical rest, but also a time of sharing, talking and learning. Therein lies the real meaning of the Sabbath rest.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
44.	Sunset	As that Sabbath closed in another fading sunset, Adam and Eve knew that God had accepted them and together they expressed their love and gratitude to the One who had made them and placed them in this wonderful home.
45.	Second Coming	How wonderful it would have been had Adam and Even remained loyal to God, but how wonderful also the thought that one day, very soon, we shall all be together again with our Creator;
46.	New Earth	In the new world He has promised to create for us. Then we shall once more gaze in wonder at the perfection of His handiwork and study with awe the mysteries of His creation.

ACTIVITY SHEET (student's copy)

- All things _____. John 1:3
- And the even and the morning were _____.
Genesis 1:5
- The cycle of the _____ is based on Creation.
- God has given us the _____ to help us remember that He is our Creator.
- List what God made on each of the six days of Creation:
 Day ONE _____
 Day TWO _____
 Day THREE _____
 Day FOUR _____
 Day FIVE _____
 Day SIX _____
 (see Genesis 1)

ACTIVITY SHEET (teacher's copy)

1. (Slide 3) All things WERE MADE BY HIM. John 1:3
2. (Slide 5) And the even and the morning were THE FIRST DAY.
Genesis 1:5
3. (Slide 35) The cycle of the SEVEN DAYS is based on creation.
4. God has given us the SABBATH to help us remember that He is our Creator.
5. List what was created on each of the six days of creation:

Day ONE - NIGHT AND DAY

Day TWO - HEAVEN AND EARTH

Day THREE - LAND AND SEA - GRASS AND FRUITS

Day FOUR - SUN AND MOON

Day FIVE - FISH AND BIRDS

Day SIX - CREATURES - ANIMALS AND MAN

(see Genesis Chapter 1)

DISCUSSION TOPICS

1. The chance of life beginning by accident is more than a trillion to one. Would you agree? Why?/Why not?
2. How would you have felt spending the first day of your life with God?
3. How tall do you think Adam and Eve were? How old were they when they died?
4. Discuss what teens are taught at school about creation.
5. What particular thing in creation speaks to me most of God and His love?

RESOURCES

Bible - Genesis chapters 1 & 2; Patriarchs and Prophets, E.G. White;
If You Were Creator; Books by Frank March; Moody Bible Institute films;
Cassette - "Loopholes in Evolution" - D. Coltheart.

METHOD OF TESTING

Viewing of audio visual, and discussion on creation and evolution, will satisfy this requirement.

Requirement 4

HAVE A CURRENT MEMORY GEM CERTIFICATE.

CLASS PERIODS One

Of the total class periods, 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. Encourage the teen to learn the memory gem as part of his daily worship.
2. Plan an interesting method of review each week.

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.

COMMUNITY OUTREACH

The aim of this section is to develop within the Rangers the skills and enjoyment of sharing their Christian beliefs.

Three sessions have been allocated to complete this section.

Requirement 1

UNDER THE DIRECTION OF YOUR LEADER
PARTICIPATE AT LEAST ONCE IN TWO
DIFFERENT TYPES OF OUTREACH PROGRAMS.

TIME ALLOCATED

Two sessions.

OBJECTIVE

To provide opportunity for the Rangers to participate in, and experience, the thrill of sharing the gospel in various outreach ministries.

EXPLANATION

Leaders will find Rangers quite receptive to Outreach Ministries, but it is essential to plan the activities for groups, rather than for individuals. The first bit of reluctance begins to demonstrate itself concerning individuals going up-front or doing things alone before the public, due to physiological and emotional growth patterns. Thus, leaders will want to think in terms of outreach ministries for groups with a minimum of 2 to 4, thus this activity will help to sustain outreach ministries as a natural, normal life-style.

TEACHING METHODS

Following each period of participation, have a sharing time to tell of the results to the community and the effect upon the participating Rangers.

Explain the areas available for outreach ministries and choose those most suited to the needs of the group. Discuss how to engage in each activity and plan your participation accordingly.

The outreach ministries may include the following programs:

- a. Five Day Plan
- b. Evangelistic Mission
- c. Vacation Bible School
- d. Letter Boxing
- e. Other activities as selected

METHOD OF TESTING

Participation. Record the outreach programs you were involved in, and your reactions to the value of these exercise.

Requirement 2

DISCUSS HOW A CHRISTIAN ADVENTIST YOUTH RELATES TO OTHERS AT SCHOOL, INCLUDING SHARING AND WITNESSING.

TIME ALLOCATED: One session

OBJECTIVE

To identify some of the factors that aid in Christian growth and to help the Rangers take a positive attitude towards sharing their faith.

EXPLANATION

Teenagers face problems whether they attend a State or Church School. They need support and encouragement to stand for what they know to be right. Peer pressure and the natural desire to be accepted and not be different, creates tensions in the minds of youth.

TEACHING METHODS

1. Identify problems that Rangers may meet at school
2. Open the problems up to the group for discussion and solutions. See the resource section for suggested discussion items and solutions for both state and church schools. Seek counsel from your Church Pastor or Conference Youth Director if you feel that some item has not been adequately answered.
3. Discuss conduct and relationships that promote a positive witness and ease the factors or peer pressure on campus.
4. Discuss share-your-faith ideas.

RESOURCES

1. SUGGESTED QUESTIONS AND ANSWERS FOR STATE SCHOOLS

- A. Should I join a sports team at school since it may present Sabbath problems?

If you are athletic and excel at any sport then there is nothing to stop you joining a sports team as long as:

- i. the sports master understands before you join that you won't be available Friday nights and Sabbath.
- ii. the teacher acknowledges your principles and assures you that he will not ask you to transgress them.
- iii. the activity doesn't come to mean more to you than your Christian experience.

- B. What will I do if the class goes away for a camp either during the week or over a weekend?

Go with them if at all possible during the week. Once again you will need to explain before going, your diet needs, and obtain permission to take your own substitutes if necessary.

On weekend camps you may be able to arrange with the teacher to have the Sabbath free, or to join the activity on Saturday night.

- C. How should I respond to an invitation to a school dance?

Firstly, thank the person for the invitation and then share your convictions regarding recreational activities. If this doesn't satisfy your friend, be more specific.

- D. Your friends are all going to a school function on Friday night and want to know why you aren't coming. What will you say?

Be honest and don't try to cover up. Explain in a simple way that Friday sunset commences the Bible Sabbath. Share your reasons for keeping the Sabbath as a time dedicated to worship.

- E. You come against kids in the school using drugs. What would you do?

Here are two things you should do:

Firstly, make sure they know that you will not become involved.

Secondly, take the opportunity to share with those involved reasons why you refuse to participate. The effect upon the body, especially the mind, and the possible after effect on children.

- F. Your teachers make fun of creation and/or Christianity. Will you quietly take it, or....?

You should always treat your teacher with respect, therefore:

- i. tell him personally and privately of your convictions and ask him to respect the beliefs you and others in the class hold. Don't

- embarrass your teacher before the class.
- ii. take given opportunities that arise in class discussion to express your convictions.
- iii. in your test papers give the answers the teacher is seeking. You may conclude by stating your personal belief as based upon your creationist view.

2. SUGGESTED QUESTIONS AND ANSWERS FOR CHURCH SCHOOLS

Suggested method: Multiple Choice Answers

A = Answer

WHAT WOULD YOU DO IF SOME OF THE STUDENTS AT YOUR SCHOOL:

- A. Tried to get you to smoke and/or drink?
 - a. Tell the teacher
 - b. Do nothing
 - c. Preach to them
 - d. Talk to each one personally, expressing your concern (A)
- B. Didn't respond in a Week of Prayer?
 - a. Talk about him
 - b. Chide him for not doing so
 - c. Try to befriend him (A)
 - d. Pray for him (A)
 - e. Tell your friends to have nothing to do with him
- C. Weren't Seventh-day Adventists?
 - a. Keep well away from them
 - b. Invite them to church (A)
 - c. Make them feel they belong (A)
 - d. Encourage them to join Pathfinders (A)
 - e. Tell them they'd be better at a State school
- D. Were very lonely and felt left out?
 - a. Ignore them
 - b. Try to befriend them (A)
 - c. Encourage others to take an interest in them (A)
 - d. Poke fun at them
 - e. Include them in every activity you can (A)
- E. Asked you to go to a movie with them?

- a. Tell them that you'll tell on them
- b. Pretend you didn't hear
- c. Go rather than create a fuss
- d. Preach at them
- e. Say a polite 'no' and express why you choose not to go (A)
- f. Go and enjoy it

SHARE YOUR FAITH SUGGESTIONS

1. Magazines in Libraries - Health, Alert, Signs
2. Books in Libraries - Highways to Happiness
 - Everything a Boy/Girl Should Know
 - Desire of Ages
 - Great Controversy
 - Steps to Christ
3. Film Screenings - Health and Temperance Topics
4. School Five Day Plan
5. One-to-one Evangelism - talks, literature
6. Encourage students to watch our TV shows, or listen to our radio programs
7. Invite teachers and students to special meetings
8. Make yourself available for school committees of concern for others
9. Meet with other Christians to pray for students and staff
10. Commit your life to God daily and ask Him to use you. He will!

Other books for resource purposes are:

"New Testament Witnessing", Waldon - Available from the Adventist
 "Orientation for New Adventists", Dick Jewett - Book Centres

METHOD OF TESTING

Participation in discussion of the above requirement.

CHURCH LIFE

The aim of this section is to develop a sense of belonging and purpose through an understanding of the administrative functions of the church, and by participating in recreational fellowship.

Two sessions have been allocated to complete this section, remembering that the social activity will be planned and conducted outside of Sabbath hours.

Requirement 1 ATTEND AT LEAST ONE CHURCH BUSINESS MEETING. PREPARE A BRIEF REPORT FOR DISCUSSION IN YOUR GROUP.

TIME ALLOCATED

One session for discussion.

OBJECTIVE

To gain an elementary understanding of how the church organisation functions and to experience a participative role.

EXPLANATION

Most teen youth have a very limited understanding concerning the methods of operation of the church business session or its purposes. Church Life requirements are designed to introduce at least some understanding to the Ranger who is baptised or is planning for this rite, so that he can be a participative and active member of the Church.

Your Church Pastor and Officers should be informed of this requirement and a request lodged to attend as a group, well in advance of the quarterly business meeting, so that a suitable agenda can be arranged.

TEACHING METHOD

The participants can be directed to write their brief report for discussion from a selection of the following areas:

- a. Opening meeting procedures.
- b. Subjects covered and how they were presented.
- c. Amount of participation from the audience.
- d. Actions taken, and how they affect me.

Group discussion should be used for the presentation of what each participant considers the highlight of the meeting and to explain why.

Emphasis on the democratic procedure followed, as well as God's leading in the lives of His stewards, can reinforce faith and confidence in the Church and its mission in young lives.

RESOURCES

Church Manual; section: Business Meetings

METHOD OF TESTING

Attendance at the business meeting, writing a report on the business session, and participation in the group discussion will fulfil this requirement.

Requirement 2

WITH YOUR GROUP MAKE PLANS FOR A SOCIAL
ACTIVITY AT LEAST ONCE A QUARTER.

TIME ALLOCATED

One session.

OBJECTIVE

To demonstrate that Rangers can enjoy happy recreation and fellowship in the Christian context.

TEACHING METHODS

1. Discuss the principles of Christian recreation. Set in the proper context this is an excellent Sabbath activity.

i.)

THE TEST OF RECREATION

The following social and recreational tests are based on the Bible:

- A. "Does the pleasure in question tend to enslave me? If so, then it shall not be permitted to come into my life." (1 Cor. 6:12)
- B. "Does the pleasure in question help in building up my body, my mind, and my heart? If not, then in justice to my own welfare, my own character, and my influence, I cannot give it a place in my life." (1 Cor. 10:32)
- C. "Does the pleasure in question cause others to stumble over my example. If so, then I will turn my back upon it, even though there be no harm in it to me." (1 Cor. 8:12,13)
- D. "Can the pleasure in question be fitted into the glory of God? If not, then it is not worthy of me, for I can go to no place and can take part in no thing and can continue in no habit upon which I cannot ask His blessing. I love my Father too much to bring reproach upon Him by anything in my life." (1 Cor. 10:31)

- E. "If I am not sure as to the answer which must be given to the above four questions, and if I am in doubt, I will take the safe side and give my Father the benefit of the doubt. If I cannot be sure as to the pleasure in question, then I will not allow myself to be untrue to the one I love, and grieve Him by showing that I only need half an excuse to go into wrong." (Romans 14:23)

ii.)

THE YOUTH SOCIAL DECALOGUE

1. Be guided by principle, rather than by impulse, in all your social activities.
2. Practice total abstinence from that which is evil, remembering that on religious questions compromise is treason to right.
3. Be temperate in your use of that which is good.
4. Never let social requirements lead you to disregard the laws of health.
5. Set a high social standard before yourself, and always observe the rules of propriety.
6. Never deal in counterfeits, such as flattery and flirtation, but exemplify Christian simplicity in all things.
7. Deny self for the sake of others, and for the sake of your influence over them.
8. Never seek pleasure for its own sake, use it as an agency for doing good.
9. Do all things for the glory of God and for the good of others.
10. Make your social activities a subject of prayer, never losing sight of the great aim, to make them an agency for blessing others.

iii.)

THOUGHT QUESTIONS ON OUR RECREATION

1. What will be the effect of this activity on my body?
2. What will be the effect of this activity on my brain and thinking?
3. What opportunities do I have in this activity for witnessing?
4. What principles of Christianity can I learn or illustrate from this activity?
5. What will be my influence on others when I participate in this activity?
6. What relationships exist between this activity and Christianity?
7. Do the benefits of this activity outweigh the disadvantages?
8. How can I maximize the benefits of this activity and minimize the disadvantages?
9. Do they make resistance to temptation easier or more difficult?
10. Do they increase or lessen love for virtue, purity, temperance and justice?
11. Do they give inspiration and quicken enthusiasm, or stupify the intellect and harden the moral nature?
12. Do they increase or diminish respect for manhood and womanhood?
13. Do they draw one nearer to or remove one farther from Christ?

The church cannot and should not attempt to compete with the world in "wreck-creation", but the church does have a specific social responsibility to the youth. Often we hear our youth express the feeling that the church does nothing to reach them socially. Sometimes this is an excuse for their own feelings; but frequently it may be an index to the failure of the church, specifically the Adventist Youth Society, to plan an attractive and meaningful social calendar that will reach the youth and strengthen them spiritually as well as socially.

'Fellowship' on the part of youth often comes after one has sensed fellowship, or a spirit of belonging. The recreational plans of the AY Society play an important part in this setting. And what a thrill it is to see a youth or young adult take the step from 'Christian fellowship' to a more positive participation in the evangelistic and devotional life of the society.

As we plan an effective recreational calendar that will provide maximum experience and involvement for young people in the joys of Christian fellowship, let us keep uppermost in our minds the goal of saving our youth through these plans.

Just what is a "Social to Save"? It is a recreational gathering planned and conducted with three specific goals:

1. Honouring the Lord and the church and its standards.
2. Strengthening the participating members in wholesome fellowship.
3. Providing an atmosphere where the 'miracle of salvation' may take place in the lives of youth in attendance.

To accomplish these goals, the majority of the socials and recreational features in a year's calendar will provide specific plans for devotional periods on 'Share Your Faith' features. These features will lead the participants to decisions which will affect their relationship to Christ and to others.

In this connection some may feel one cannot mix the devotional with the secular. This is no problem, however, when the program is planned in such a way that those who participate leave the social with the feeling of satisfaction, not only because of the wholesome period of fellowship, but because basic decisions were made affecting their spiritual growth.

Planning a social around a specific theme is the key. This enables both the 'secular' activities and 'devotional' activities to blend together in a complete whole. Here are some specific rules that will enable you to plan such a social activity:

1. Plan with and through a social committee in which there is maximum youth involvement.

2. In most cases pick a theme for your social. This will set the direction for the entire evening's activities and will blend all of the 'parts' together.
3. Be specific in your plans. Assign definite duties to youth.
4. Publicise your social or recreational activities with freshness and colour.
5. Encourage the inviting of non-member friends to the socials.
6. Have everything and every person assisting in conducting your recreational activities in complete readiness at least thirty minutes before the time to begin.
7. Begin on time. Choose a beginning activity in which various members can participate, so that those who arrive on time can become involved immediately.
8. Have a signal you will use for silence and communication during the course of the recreational activity so that you can proceed with dispatch if the program should involve several varied activities and games.
9. Use a quiet mental type game before the devotional or 'Share Your Faith' feature, and, where possible, have your youth seated in a group for this activity. At this time make use of visual aid materials, choruses, and specific music to set the atmosphere for decision, or a sharing experience.
10. Where refreshments are served, make sure they are in keeping with the health standards of your church and at a time corresponding to the normal eating hour.

Naturally, for any recreational or social function to be a success, you must have maximum participation. You must know when most of the youth can come to the planned activities. Make a social survey of the activities the youth of your society would be most interested in, particularly in the summer months.

v.)

SUGGESTIONS FOR GAMES LEADER

1. Write out a list of games which you intend to use, including more than you think you will have time for.
2. Know the game yourself before you attempt to teach it.
3. Have all necessary equipment ready before beginning the game.
4. Get group into formation before explaining the game. This makes it easier for the players to understand.
5. Make explanations as simple and concise as possible. Lengthy explanations create rapid loss of interest.
6. Demonstrate, using as few words as possible in explanation.
7. As little time as possible should be used in getting ready to play a game.
8. Once rules are established for a given condition, they should be observed.

9. Be resourceful in adapting games to prevailing conditions.
 10. Keep in mind the objectives of recreation - to promote physical development, and to refresh the mind.
 11. Emphasise character and sportsmanship values.
 12. Do not tolerate cheating or bullying.
 13. Guard against players overstraining.
 14. Have a whistle available, but use only when necessary.
 15. When the whistle is blown, demand immediate and absolute attention.
 16. Play the game with the group as far as possible.
 17. When officiating, make quick, accurate and just decisions.
 18. Watch closely for waning interest.
 19. Change the game when the interest is at its height.
2. OUTSIDE THE SABBATH HOURS, have the group plan their activity in keeping with the principles of Christian recreation. Suggestions for activities include:

Games Evening
 Progressive Tea
 Hay Ride
 Hobby Night
 Concert
 Display Night
 (gymnastics, etc.)

Barbeque and Bonfire
 Homes Evening
 Film Night
 Sports Centre
 Reverse Night
 Moonlight Hike
 Observation Evening

RESOURCES

Aust. Pathfinder Staff Manual; Enc. of Games, Doris Anderson, Zondervan; Good Times for God's People, Zondervan; Far Out Ideas for Youth Groups, Way Out Ideas for Youth Groups, Wayne Rice, Bruce Yaconelli; Messages to Young People, E.G. White; Camp Director's Manual;

METHOD OF TESTING

Participation in both the planning and carrying out of the activity.

Requirement 3

ENROL AT LEAST THREE PEOPLE IN A
 BIBLE CORRESPONDENCE COURSE.

EXPLANATION

In view of the fact that most of Jesus' ministry was on a personal basis, opportunity is now given for the Ranger to enrol at least three friends or contacts in a Bible Correspondence Course and introduce them to a meaningful method of studying Bible topics. Contact your Lay Activities leader for instruction and supply of enrolment cards, and have him come and discuss with the group, methods of witnessing.

Advanced

Requirement

CONDUCT TWO BIBLE STUDIES WITH
NON-SEVENTH-DAY ADVENTISTS.

HISTORICAL PERSPECTIVE

The purpose of this section is to provide a renewed interest in church heritage through an understanding and appreciation of major events and people of the past.

Two sessions have been allocated to complete this section.

Requirement

VIEW THE AUDIO VISUAL PRESENTATION ON THE "SPREAD OF THE ADVENT MESSAGE" AND DISCUSS AS A GROUP THE MAJOR HIGHLIGHTS FROM IT.

TIME ALLOCATED

Two sessions.

OBJECTIVE

To provide an opportunity for Rangers to see the rapid growth of their church since 1874, thus inspiring them to take their place in spreading the Gospel.

TEACHING METHODS

1. View the audio visual at least twice.
2. Complete the activity sheet.
3. Discuss the growth of your local church and conference.
4. Complete the crossword puzzle - advanced section.

SCRIPT

SPREAD OF THE ADVENT MESSAGE

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>
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<u>SCRIPT</u>

1.	Title
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Spread of the Advent Message

2.	EGW Vision
----	------------

In the 1850's Ellen White had seen the Advent message going like "streams of light, clear around the world". She urged the believers to expand their vision and to send missionaries out, not only across America but overseas as well.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
3.	Csechowski	The first unofficial Seventh-day Adventist missionary was Michael Czechowski.
4.	Torre Pellice	He went to Italy where he started a small company of Sabbath-keepers in the Waldensian Valley at Torre Pellice.
5.	Tramelan	Then he went on to Switzerland where a church was started in Tramelan.
6.	Erzberger	The Swiss sent a young man - James Erzberger - to America to learn about the message more thoroughly. When he returned a year later, it was as a Seventh-day Adventist minister.
7.	J.N. Andrews	However, the General Conference of 1874 decided to send out a missionary to Switzerland. The one chosen was John Nevin Andrews. Andrews left America with only his two children, Charles and Mary, and the Swiss Adventists who had come to America for further training.
8.	Vuilleumier	When Andrews arrived, a conference was held, of Adventists gathered from the six small churches in Switzerland.
9.	Mrs Revel	At this conference plans were laid for preaching the message right across Europe.
10.	Germany	A company of 46 Sabbath keepers was found in Germany so Erzberger was left to pioneer the work there.
11.	Basel	In Switzerland, Andrews tirelessly led out in preaching and teaching. In 1876 he started printing the magazine, "Signs of the Times" in French.
12.	Bourdeau	Another missionary, Daniel Bourdeau, was sent from America to help, and to pioneer the work in France and Italy.
13.	Press - Basel	It was decided to build a printing plant and offices in Basel, on the border between Switzerland, France, and Germany.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
14.	J.N. Andrews & daughter	John Andrews was a man who sacrificed much for the cause he loved. On a visit back to America his daughter died, and after he returned to Switzerland, Andrews own health began to weaken. He died in 1883 in Basel, where he lies buried today.
15.	E.G.White & Map	Only two years later Ellen White was asked by the General Conference to go to Europe to help the work there. She spent the next two years in Europe, travelling from the headquarters in Basel to England, Germany, France, Italy and Scandinavia.
16.	Waldensian Valleys	Particularly interesting were her visits to the Waldensian valleys where she recognised many of the places shown to her in the vision about the Dark Ages and the Reformation.
17.	Publishing house	While in Europe, Ellen White was able to give advice and helped establish plans for preaching the message in Europe.
18.	John Matteson	Meanwhile missionaries were now being sent to other countries. John Matteson sailed from America to Denmark where he worked for a while and then moved on to Norway.
19.	Ostland	Another man - David Ostland - travelled from Denmark to begin the work in Iceland.
20.	William Ings	The first Seventh-day Adventist missionary to England was an Englishman - William Ings. Baptised in America, he returned home to England in 1878.
21.	Loughborough	A year later J.N. Loughborough, in response to Ing's earnest appeals, was sent from America to help.
22.	Russia	In Russia, Gerhardt Perk and Pastor Conradi suffered greatly in gaol for preaching and baptising.
23.	Turkey	About the same time, R.S. Anthony left America and went back to his homeland, Turkey, being joined there by a young Armenian called Baharian.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
24.	Corliss	In 1884 John Corliss and others travelled to Australia in response to advice given by Ellen White in vision.
25.	Haskell	They decided to start work in Melbourne under the leadership of Stephen Haskell. To begin with they sold books and magazines, led by William Arnold - the first colporteur in Australia. Soon the first church was organised at North Fitzroy, a suburb of Melbourne.
26.	Parramatta	Other churches followed in Victoria and in New South Wales, including this one at Parramatta in Sydney.
27.	Echo Publishing House	The early missionaries decided to print their own magazine called "The Bible Echo". A second magazine, the "Australasian Record" soon followed.
28.	Signs Publishing Company	Today the publishing house is at Warburton and is called the Signs Publishing Company.
29.	Hare	Meanwhile Pastor Haskell travelled across to New Zealand and there met some Christians who were interested in his message. Several of them began to keep the Sabbath, among whom was Edward Hare.
30.	Ponsonby	The first church in the Southern Hemisphere was built at Ponsonby in Auckland.
31.	E.G. White	Ellen White came to Australia in 1891. She urged that a training school for ministers be established and so a temporary school met in Melbourne.
32.	Farm	It was recognised that a permanent place would have to be found. One such site was at Cooranbong but the soil experts declared the land to be so infertile that a bandicoot, if forced to cross it, would have to carry his lunch with him.
33.	Bush	But Ellen White in vision, had been shown a ploughed furrow in the land.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
34.	Monument	When the furrow was found the next day, they were convinced that this was the place God had chosen for the college.
35.	Sunnyside	Ellen White bought some land nearby and designed her own house which she named - "Sunnyside".
36.	Avondale	Today Avondale College, with over 600 students, serves the Australasian Division with ministers and teachers who work for God both at home and overseas.
37.	Longburn	Other colleges and schools have followed - such as at Longburn in New Zealand and at Carmel in West Australia.
38.	Tamworth	Primary and High schools have also been added to form a complete chain of Christian education.
39.	S.H.F.	Much of the financing of mission work has been done by the sale of health foods.
40.	S.H.F.	The first Melbourne bakery was moved to the college at Cooranbong and called the Sanitarium Health Food Company.
41.	S.A.H.	In January 1903 Dr. Kress opened the Sydney Sanitarium and Hospital. Today it is known as the Sydney Adventist Hospital. This beacon light on the hill at Wahroonga has served faithfully in teaching people how to live healthfully and well.
42.	Robinson	In Africa a boy called Peter Wessels was healed of a sickness through prayer. This set him to studying the Bible in which he discovered the importance of baptism and of the keeping of the Sabbath. He immediately wrote to America and asked for a minister to be sent. The General Conference responded by sending two - Elders Robinson and Boyd, as well as two colporteurs who arrived in Cape Town in 1887.
43.	Church	The work among the English and Dutch settlers there developed rapidly.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
44.	Solusi	The first mission station among non-Christians established by Adventists was at Solusi, now in Zimbabwe.
45.	Prayer flags	In the years since then the Advent message has touched and changed the lives of missions in every corner of the world, even on the borders of Tibet where the prayer flags wave in the wind.
46.	Shive Dagon	In Burma where the gold covered Shive Dagon pagoda dominates the skyline there are people here who need to learn about God.
47.	Bangkok	In Thailand the Adventist Hospital in Bangkok brings health and healing to the people of that land.
48.	Abram La Rue	It was Abram La Rue who first went as a volunteer missionary to Hong Kong, working alone there until help arrived.
49.	John Tay	In the dark South Pacific islands work began with a desire by John Tay, to visit Pitcairn Island in 1886. His work on the island was rewarded when all the people living there decided to be Seventh-day Adventists.
50.	Pitcairn	In 1880 a mission ship called "The Pitcairn" was built with the first Sabbath School offerings, and sailed for Pitcairn Island.
51.	Ship	Thus commenced a fruitful work amongst the most primitive people on earth. John Tay sailed on from Pitcairn to other islands, like Tonga, Samoa and the Cook Islands.
52.	Fiji	The last place he visited was Fiji where he died only 5 months later.
53.	Fulton	The real pioneer to Fiji was James Fulton who went there in 1896. He printed a monthly magazine called "Ramara", meaning "light". Fulton stayed in Fiji for 10 years. For this reason he has been called the Adventist Apostle to Fiji.
54.	Fulton College	Today, Fulton College, named after him, trains young people to be workers in the South Pacific.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
55.	G.F. Jones	A sea captain - G.F. Jones - was converted by picking up a copy of an Adventist magazine he found on the deck of his ship. Later as a missionary he worked on Pitcairn Island, in the Cook Islands, New Hebrides, as well as Papua New Guinea.
56.	Singsing	In Papua New Guinea, Pastor Carr established a mission station in 1880, near Port Moresby, while R.H. Tutty went to southern Bougainville.
57.	Boat	The work was established in the coastal areas by the use of small boats.
58.	Plane	In previous years missionaries spent many weeks walking the narrow trails from one valley to another, but today travel is much quicker and easier with the help of small mission planes.
59.	Gods	Here the missionary is demonstrating two of the New Guinea gods once worshipped by people only a step from stone-age cannibalism.
60.	Leprosy	Leprosy is a dreadful disease that affects the nerves of people and is common in New Guinea.
61.	Hospital	Leprosy hospitals treat patients with this disease and train them with work they can do with their finger-less hands and stunted feet. Many of them even go out as missionaries themselves.
62.	Native	A few years ago this man was a cannibal but today he is an Adventist missionary.
63.	Loma Linda	In order to train medical missionaries for their work, Seventh-day Adventists have over one hundred hospitals and universities where doctors, dentists and nurses learn how to heal people physically and spiritually. This is one of the hospitals in America - at Loma Linda.
64.	Skodsborg	The Adventist Sanitarium in Denmark is on the edge of the sea at Skodsborg and is famous all over Europe.
65.	Newbold	Adventists also operate colleges that train teachers, pastors and evangelists. In England there is Newbold College.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
66.	P.U.C.	While this is a college in America.
67.	Finland	In Finland we have Toivonlinnan;
68.	France	And in France, Cologne.
69.	Hamburg	The church operates publishing houses from where books, magazines and tracts can be sent everywhere in as many languages as possible. This publishing house is in Germany.
70.	R & H	While one of the biggest, the Review and Herald Publishing Company, is in Washington D.C.
71.	African print shop	Whether it be from a small print shop in Africa;
72.	Pacific Press	or the huge plant in California at Pacific Press, the message is still the same.
73.	General Conference Office	To direct all this work there are offices in different countries to systematically organise the witness of the church. The main office is the General Conference office in Washington D.C.
74.	Australasian Division Office	In different areas of the world there are divisions of the General Conference, such as the Australasian Division with its headquarters in Wahroonga.
75.	Union - Gordon	Within each division there are a number of union conferences. In Australasia there are five, such as the Trans-Tasman Union Conference in Gordon, a suburb of Sydney.
76.	Nth New Zealand Office	Each union consists of a number of conferences, like the one in North New Zealand, located in Auckland.
77.	Wahroonga Church	All around the world are thousands of churches where people worship on Sabbath. This is a large one at Wahroonga.
78.	Dunedin Church	But the churches can be very small, like this one.
79.	Ethnic	Wherever churches are built, it is important to remember that the church is people. You are the

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>
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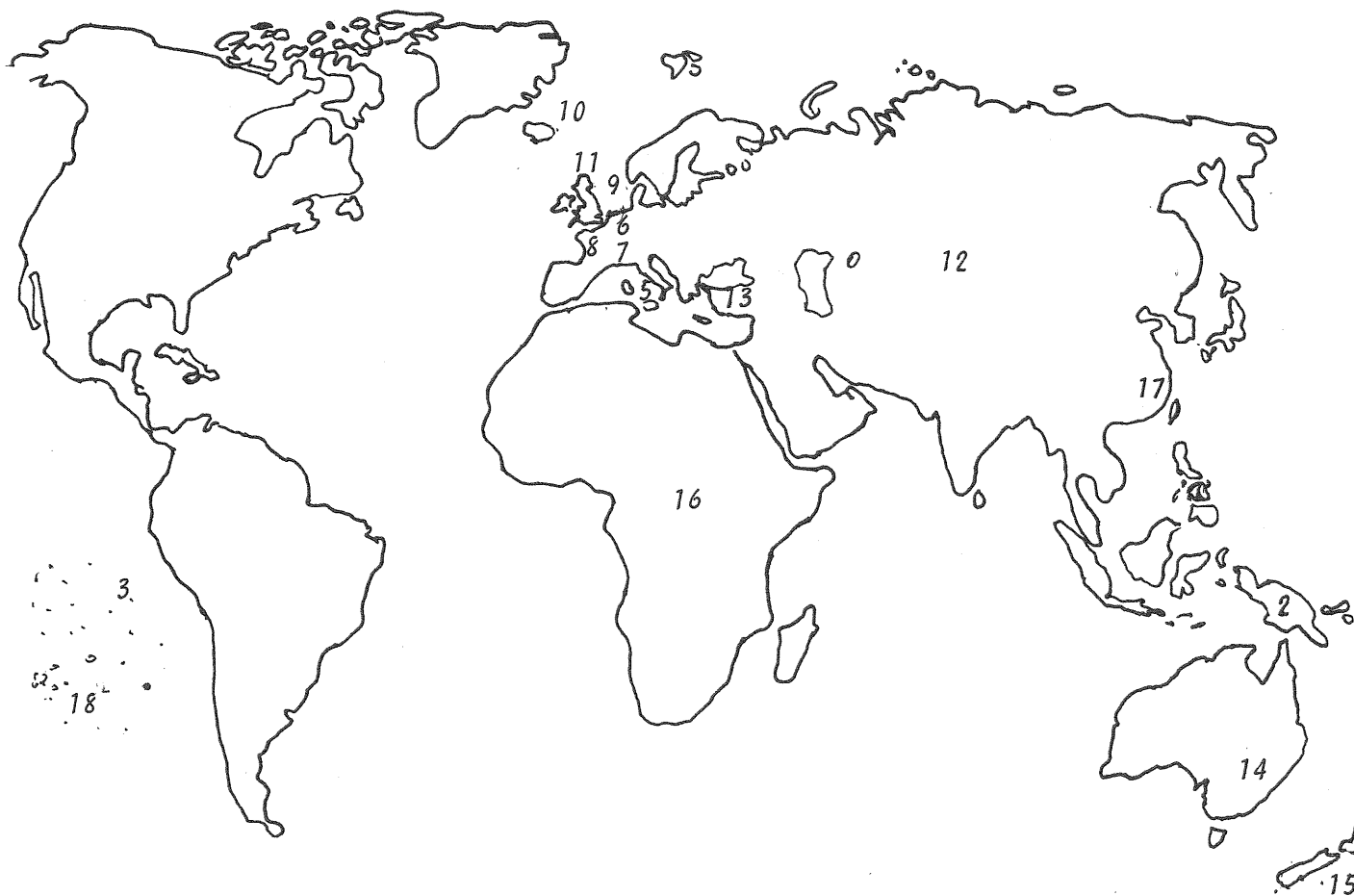
SCRIPT

church because the church is made up of more than three million people like you - young and old, black and white, Australian and Chinese, Indians and Americans, Brazilians and every other nation you can think of. We are all the church.

80. Kata Rangoso

We have a mission to carry out. Not all of us have to go to other countries to be missionaries, but all of us are missionaries right here; to your friends and neighbours, to tell them that God loves people and wants to save them. We are to tell them about Jesus and that the One who died for us is coming back soon to take us to heaven.

ACTIVITY SHEET (teacher's copy)



MISSIONARIESCOUNTRYMAP REFERENCE NO.

Tutty	Bougainville	1
Carr	Papua New Guinea	2
Jones	Pacific Islands	3
Fulton	Fiji	4
Czechowski	Italy	5
Erzberger	Germany	6
J.N. Andrews	Switzerland	7
Bourdeau	France	8
Matterson	Denmark	9
Osthund	Iceland	10
Ings & Loughborough	England	11
Conradi & Perk	Russia	12
Anthony & Baharian	Turkey	13
Corliss, Haskell, Arnold	Australia	14
Hare	New Zealand	15
Robinson & Boyd	Africa	16
La Rue	Hong Kong	17
Tay	Pacific Islands	18

ACTIVITY SHEETS (student's copy)

On the map below, place the names of the first SDA missionaries on the countries to which they were sent. Use the list provided.



ACTIVITY SHEET (student's copy)

Answer the following questions:

1. Who first influenced SDA's to send out missionaries? _____
2. Who was the first official SDA missionary? _____
3. Who were the first missionaries to Australia? _____
How did they commence their work? _____
4. What vision did Ellen White have which convinced the church that Cooranbong was to be the place for a college? _____

5. Name two institutions by which the church tries to teach people better health. _____
6. What do you know about Pitcairn Island? Discuss _____

7. What part can I play to help people get ready for Jesus? Discuss. _____

ACTIVITY SHEET (teacher's copy)

Answers:

1. Ellen G. White
2. J.N. Andrews
3. Haskell, colporteur
4. Furrow
5. Sanitarium Health Food Company, Sydney Adventist Hospital
6. What do you know about Pitcairn Island? Discuss
7. What part can I play to help people get ready for Jesus? Discuss

DISCUSSION TOPICS

1. Imagine that you received a call from God to go to New Guinea as a missionary. How would you react? What would you say to:
a) your parents? b) your friends? c) God?

2. Why has sending out missionaries been one of the major reasons for the church's growth?

RESOURCES

"The Angel Said Australia" S.R. Goldstone. "Yesterday, Today In South New Zealand", S.R. Goldstone. "The Great Advent Movement", Emma Howell Cooper. "Origin and History of Seventh-day Adventists", Vol 1-4, Arthur W. Spalding. Available from Adventist Book Centres.

METHOD OF TESTING

Viewing of audio visual and participation in discussion.

Advanced Requirement

COMPLETE THE CROSSWORD PUZZLE WHICH IS BASED ON THE AUDIO/VISUAL ON THE "SPREAD OF THE ADVENT MESSAGE".

CLASS PERIODS One

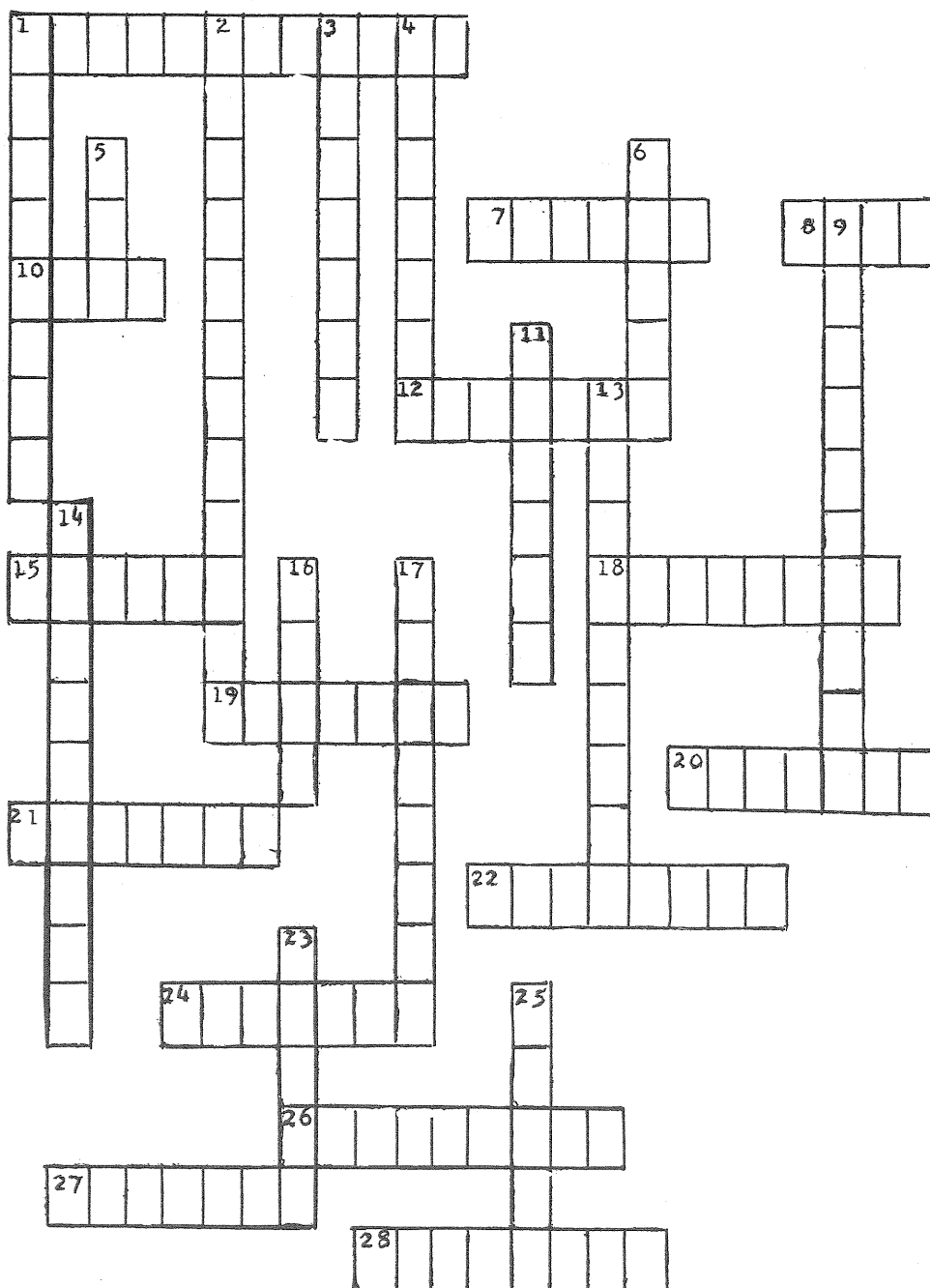
CLUES ACROSS

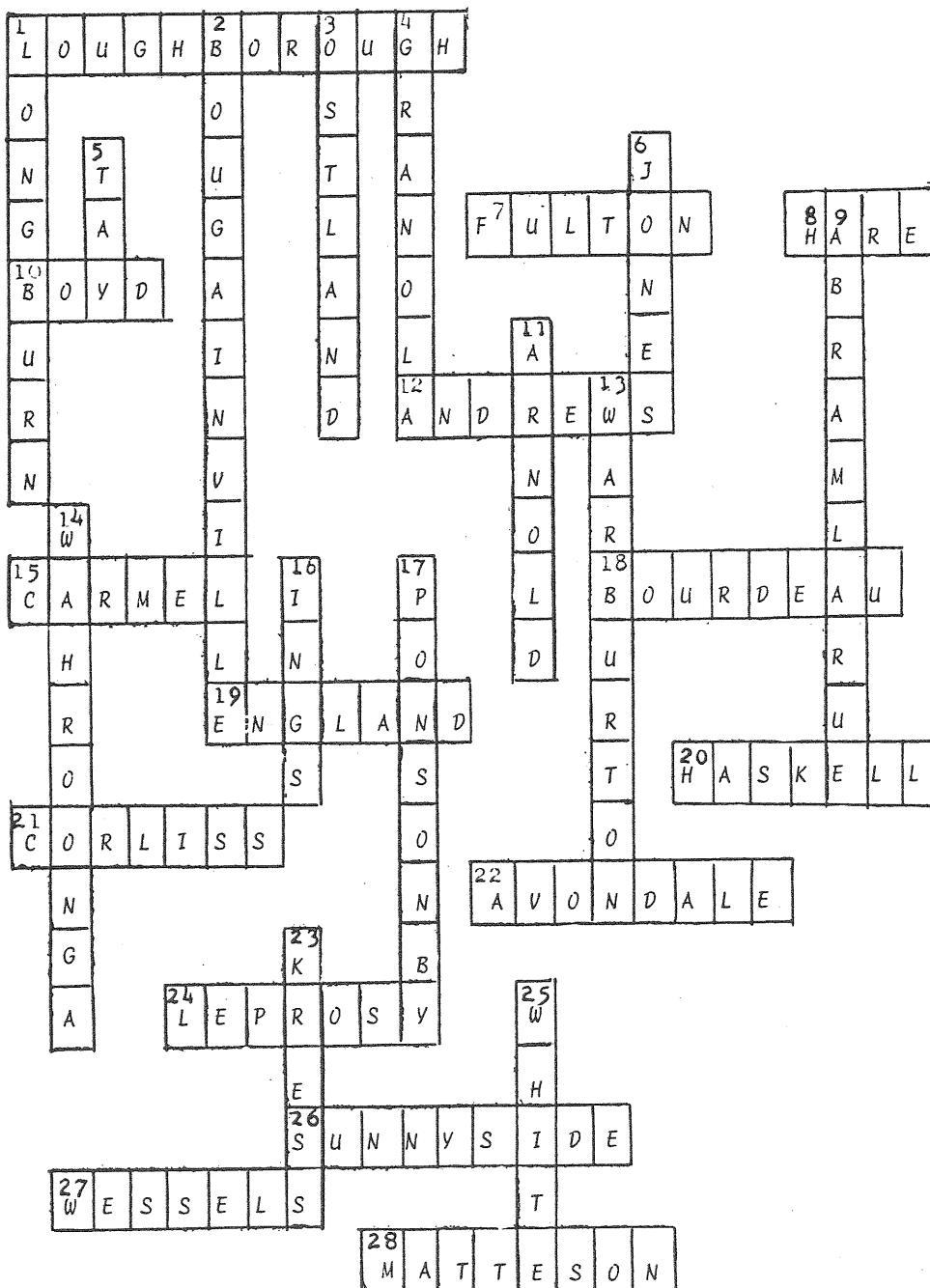
1. Who was another well known English worker?
8. What family was prominent in early N.Z. SDA History?
10. Who was sent in response to the African boy's letter?
12. Who was the first official missionary sent to Switzerland in 1874?
15. What is the name of the West Australian college that commenced operations in 1907?
18. Who pioneered work in France and Italy?
19. Where is Newbold College?
20. Who was an early pioneer in Australian SDA history?
21. Who in 1874 volunteered to go to Australia?
22. Name the Senior Adventist College in Australasia.
24. What dreadful disease was common in New Guinea?
26. Where did Mrs. White establish a home for herself during her ten years in Australia.
27. In Africa, who was the boy healed of sickness through prayer, and later finding Sabbath truth and SDA magazines, wrote to the church in America for a minister?
28. Who is associated with the work in Denmark?

CLUES DOWN

1. What is the name of the N.Z. College that was opened in 1913?
2. In what area did R.H. Tutty work?
3. Who travelled from Denmark to begin work in Iceland?

4. What is the name of the first health product sold in Australia?
5. Who pioneered the work in the Tonga, Samoa and Cook Islands?
6. Who was known as a great pioneer in the Pacific?
9. Who was the first missionary to Hong Kong and China?
11. Who was the first colporteur in Australia?
13. Where is the Signs Publishing Company found?
14. Where are the headquarters of the Australasian Division found?
16. Who was the first SDA Missionary in England?
17. Where was the first church built in the Southern Hemisphere?
23. Who officially opened the Sydney Sanitarium and Hospital, now known as the Sydney Adventist Hospital?
25. Who is considered the prophetess of the SDA Church?





PERSONAL GROWTH

Physical growth is the natural process of the Teen Adolescent. When coupled with subtle mental and emotional growth factors, these contribute to their personality and character development.

Often the combination of these growth cycles produce the elements of confusion which are frequently demonstrated in abnormal behaviour patterns. This section has been produced by specialists in the various fields concerned, and is intended to be a simplified introduction to the elements that characterise personal development.

Rangers are permitted to choose two of the four subjects. Two sessions are allowed for each topic. Four sessions have been allocated to complete this section.

Requirement

IN GROUP DISCUSSION AND BY PERSONAL ENQUIRY
EXAMINE YOUR ATTITUDES TO TWO OF THE
FOLLOWING TOPICS:

- A. SELF-CONFIDENCE
- B. FRIENDSHIP
- C. THE SOCIAL GRACES
- D. WILL POWER

TIME ALLOCATED

Two sessions per topic.

TEACHING METHOD

1. Familiarise yourself with the script and teacher's helps.
2. Choose a discussion starter or topic from the material supplied and use it as an introduction to the topic selected.
3. Lead the group into a discussion of the topic.
4. The wise leader will conclude the group discussion by re-emphasising the positive aspects of the topic.

A. SELF CONFIDENCE

OBJECTIVE

To give the Rangers an understanding of the factors that build or limit self-confidence and to teach them how to use them to advantage.

TOPIC INTRODUCED BY AN EXAMPLE OF LOW SELF CONFIDENCE

Peter was 16 years old and belonged to a nature club. He was asked by the leader to get up in front of the group and talk for 'five minutes' about 'horses', one of his favourite interests. He pondered all the week what he should say. After all, he knew an awful lot about horses and had agreed to give the talk. As the week went by, however, he became more and more frightened. What would he say? How would he say it? Above all, what would they think about what he would say? Perhaps they knew a lot more about horses than he did.

The doubts about his ability to stand up in front of the group became overwhelming and the night before he became so scared, that he phoned to say he wasn't well and wouldn't be able to come.

You will be able to think of lots of situations in which young people would like to do something but feel for some reason, terribly inadequate and unable to begin.

DISCUSSION ON SITUATIONS WHERE SELF CONFIDENCE IS REQUIRED

Let's think of some different kinds of situations in which you might feel like this. Who would like to offer a suggestion? Mary, have you ever felt like that? In what kind of situations?

We have a number of suggestions. Are there factors in common amongst the situations mentioned?

DISCUSSION ON POSSIBLE CAUSES AND ROOTS OF LOW SELF CONFIDENCE

I wonder why people get like this? Does anyone have any suggestions or ideas? (Wait for suggestions) - (ask various young people what they think of Mary's suggestion, Bill's suggestions, etc.)

Would you feel that a life history of being 'brow beaten' or being 'made to feel a failure' would have anything to do with it? In what way might this be so?

Could it be that one has simply lacked the chance or not had sufficient experience in using one's talents? What do you think? Or do you think we might simply have been born that way?

DISCUSSION ON POSSIBLE REMEDIES

Now we have a number of suggestions as to why we might be like this, but does this really help us solve the problem? Does looking back for causes help us in the here and now? Often in human behaviour it merely gives us an understanding as to the conditions that give rise to behaviours in the first place but offers little in the way of solutions. Think of specific examples of where people lack confidence and see if you can suggest some solutions.

SUMMARY

Like every other facet of human personality, confidence lies along a range. At the one end there is the overconfident person who puts you off by his overconfidence. At the other extreme is the person who is so lacking in confidence that his very abilities shrivel through insufficient use. Somewhere in between these two extremes is the person with 'normal confidence'. We all have abilities which, if given an opportunity to grow and develop under favourable conditions would grow and flourish.

June was a young girl with considerable musical ability. However every time she made a mistake when she was young and learning, her teacher would scold her. In so doing her 'confidence' in her ability to play was so severely shattered that 10 years later she would start and give up.

Repeated failure is the greatest destroyer of self confidence. Everyone needs a certain measure of success in life to have a sense of personal worth and confidence in their ability to do certain things. Nothing succeeds like success. We learn to swim by gaining a little success in the water. Our confidence grows and develops till one day we are able to venture out alone and know that we can swim to the other shore. This is true of all of life's skills - learning to read, learning maths, learning to row a boat, learning to surf, learning to sew and learning to spin.

The opposite side of confidence is fear - fear of failure, fear that you can't, fear that you will look silly, fear that you will make a fool of yourself, fear of criticism. Fear is self destructive - confidence is constructive. Low self confidence breeds a timidity and fear to even try, through previous experiences of failure.

DISCUSSION STARTERS

PERSONAL PROFILE TEST

	DEFINITELY	PROBABLY	NEUTRAL	UNLIKELY	NEVER
1. I am terribly hurt if someone criticises me or scolds me.					
2. I find it hard to talk when I meet new people.					
3. I often feel lonely.					
4. I don't like to contribute to discussions in class.					
5. I doubt if I will be as successful as most people.					
6. I am deeply concerned when someone has a poor opinion about me.					
7. I do not want a job that demands a lot of competition.					
8. I tend to be a rather shy person.					
9. I tend to daydream a lot.					
10. I am eager to get along with others.					

MY STRENGTHS

The following are some areas in which strengths can be found. Some of us may have most of our strengths in one area, such as sports, others may have one or two strengths in a number of areas. Use this guide to think of all the possible strengths you may have. Those listed are only examples, so include any which have not been mentioned. Remember they are to be your strengths - it doesn't matter if you have a long or a short list of important strengths - no-one else can have quite the same mixture as you.

AREAS OF PERSONAL STRENGTHS

Using your Reasoning Abilities:

1. Solving problems. You can stick at a problem until you've sorted it out.
2. You can pick up plots of films, plays and books easily.
3. Curious mind. You can accept new ideas.
4. You can talk or write clearly about your ideas.
5. You sometimes have new ideas of your own.

Special Abilities:

1. Able to do sums quickly in your head.
2. Able to write clearly about facts or ideas.
3. Able to work well with your hands in making or repairing things.
4. Able to persuade others about the value of an idea.
5. Able to talk easily to different kinds of people.
6. Able to make the most of your appearance.
7. Able to make plants grow.
8. Able to cook well.
9. Able to speak foreign languages.
10. Able to climb mountains.

School Strengths:

1. What were you good at in primary school?
2. What are you good at in secondary school?
3. Any exams or other achievements such as music or drama.

Activities: What activities do you enjoy?

1. Reading.
2. Making things, e.g. pottery,
3. Being with other people.
4. Solving puzzles and problems,
5. Selling things.
6. Outdoor activities and sports.
7. Helping people.
8. Listening to or playing music, singing.
9. Watching or helping in plays,
10. Writing poems or stories.
11. Painting or designing things.
12. Speaking other languages.