

### Social Strengths:

1. Helping other people, e.g. old people.
2. Active in local community or church.
3. Able to make friends easily.
4. Sense of humour.
5. Understanding people's feelings.
6. Getting on at home with parents, brothers and sisters.

### Sports and Outdoor Activities:

1. Good at any sports.
2. Enjoy outdoor activities such as walking, camping, visiting historic or beautiful places, travelling.

### Work Strengths:

What you might do well and enjoy at work. e.g. using a skill, selling things, meeting people, travelling.

### A SELF PROFILE

INSTRUCTIONS: Consider yourself honestly. For each of the following attributes, put a cross in one of the boxes numbered 1-5. Make a profile of yourself by joining the crosses with a line.

1 2 3 4 5

Being able to accept criticism						One who reacts against criticism
Self confident						Lacking in self confidence
Tolerant						Intolerant
One who likes making friends and mixing with people						A person who likes to keep to himself
Having a good sense of humour						Lacking a good sense of humour
Trusting						Suspicious
Honest						Dishonest
One who generally accepts what teachers and leaders say						One who usually challenges what others say
Imaginative						Unimaginative
One who is easily hurt emotionally						Not very easily hurt, rather "tough skinned"
One who knows just where he is going and what he wants out of life						Crazy mixed-up kid

	1	2	3	4	5	
One who has sorted out any problems in his relationship with his parents						One who is not interested in sorting out his relationship with his parents
Interested in helping others with their problems whenever possible						Have enough of your own problems and can't be bothered with others
Generally a happy person						Find nothing much to be happy about
Look forward to things to come in the future						Find nothing much to look forward to

## B.                                      FRIENDSHIP - HOW TO MAKE FRIENDS

### OBJECTIVE

To help the Rangers become aware of the dynamics of friendship.

### EXPLANATION

The purpose of this material is to have the young people become more aware of the dynamics of friendship. Frequently, a person will make unwise decisions and even compromise their personal standards of conduct in order to gain friends. Leaders can advise or forewarn young people of this kind of thing, but words are of little value in most instances. What is more helpful in the long term is for a young person to understand that the strong needs for fellowship with others, is part of being human, and discover how to meet that need in sensible and legitimate ways.

The subject will probably be best handled through discussions with the young people taking a lead in the overall planning. You as leader can give your group the opportunity to set their own goals in this segment, adding your own ideas to theirs. Ask them what they would like to get out of such an exercise and see if you can meet their needs through discussion and sharing of ideas.

The program outline should serve as a guide and fill in gaps if the group are not forthcoming with their own ideas. If you are pressed for time however, it will be important to cover the areas raised by the group rather than try to get through the outline.

## Friendship and Communication

Writers and students of methods of communication, have recognised five levels at which people communicate with each other.

1. Cliché conversation is a superficial interaction between people we meet daily but with whom we are not deeply involved.

"Good Morning"

"Nice Day"

"Any letters for me?"

"Have a good weekend"

are all forms of recognition but at a very superficial level. This kind of talk has been called "ritual" and forms an important part of our contact with others.

2. The second level is concerned with the passing of information and facts from one to another:

"Here is the news....."

"How much is that doggie in the window?"

"Can you hear me at the back?"

are all examples of fact seeking or delivery.

3. The third level relates to thoughts and ideas and is much more significant where friendship is concerned. Here we begin to reveal ourselves, what we believe, our values, hopes and goals. In other words, what lies beneath the surface is involved and we begin to take risks as we tell others who we really are.
4. Level four concerns our feelings and goes a step deeper in uncovering the real "me". Frequently people try to cover up their feelings for fear that they may be rejected if others know what really makes up the person to whom they were speaking.
5. Finally, to a few trusted and true friends we may reveal ourselves fully and in complete honesty.

In discussing this topic, and in choosing friends, try to fully comprehend what is going on when you first meet a person and see how your relationship changes as you begin to move through these stages.

Ask yourself:

- \* What do I talk about when I meet someone for the first time?
- \* What governs the way I feel as I get to know someone?
- \* What makes me feel safe with a person and give me confidence to share more of myself?
- \* If I never tell how I feel or think can another person really understand me?
- \* If I am not understood - how do I feel?
- \* If another person is reticent to tell me about him/her self, why might that be?
- \* What relationship is there between my willingness to talk about my ideas and values and another person's willingness to disclose how they "tick"?

See if you can generate other questions surrounding the matter of communicating with others and developing rich and meaningful friendship.

- \* How many real friends do you have?
- \* How many people really know you?
- \* How many people do you really know?

DEFINITION: What is a Friend?

1. A person who knows and likes another.  
"A friend should bear his friends infirmities" Shakespeare
2. A person who favours and supports.  
"He was a generous friend to the poor"
3. A person who belongs to the same side or group.  
"Are you friend or foe - speak out!"

SYNONYMS: Comrade; Chum; Croney; Companion; Supporter; Patron; Helper; Advocate.

### Why We Need Friends

1. We cannot develop our talents alone.
2. We cannot know how others feel and what they need without friends to tell us.
3. We need friends so that we can enjoy good times - new experiences and places, by sharing our happiness. ie. our happiness is multiplied when shared with someone else.
4. We need someone to share problems with. (Remember sharing goes both ways)
5. Friends expand our interests and ideas.
6. Friends help us overcome our faults.
7. Friendship may not lead to marriage; but marriage without friendship in the fullest sense, is not true marriage.



Make a list of the characteristics you think are:

1. essential in a friend.
2. desirable but not essential.

### Bible Principles Relating to Friendship

* Loveth at all times	Proverbs 17:7
* Shows friendship	Proverbs 18:24
* Faithful in wounding - ie. tells you the truth about yourself	Proverbs 27:6
* Gives good advice - is wise and sensible	Proverbs 27:9
* Should show pity and be kind	Job 6:14
* Sticks closer than your brother	Proverbs 13:24

What do you think are the most important conditions for a real friendship?

Include here, if not raised by the group, such matters as the ability to keep a confidence, to be able to be open and honest, even when the other person is hurting you. Trustworthiness - ability to live with your mistakes.

### DISCUSSION STARTERS

#### FRIENDS

One of the factors that erodes self concept is the inability of some people to make and keep friends. The following activities are designed to help the teen expand his repertoire of skills in building and enhancing relationships with his peers.

1. Have the class discuss the methods they use to make friends. Take some time to brainstorm some new ways. Role-play the best ones.
2. Ask the students to draw a picture of a friend. Underneath the picture ask them to write a paragraph beginning with "A friend is..." Some students may protest that they have no friends. If this happens ask them to draw a picture of friends they would like to have. You may wish to have the teens share their paragraphs verbally or by posting their completed projects on the bulletin board.
3. Lead a class discussion around the following questions: Do you have a best friend? Do you like to do the same things? Did you ever want to do something that he didn't want to do? What happened? Were you still friends?
4. Ask the teens to write a paragraph answering the following question: "What is there about you that makes your friend like you?"
5. How do you make friends? What is a friend? Do you have a friend? What makes a good friend? How do you find a friend? Is it better to have a lot of friends or just a few friends?

6. When you first came to school, how did you make a friend? Have you ever moved into a new neighbourhood and had no friends at all? How did you find a friend there? What do you do when someone new moves into your neighbourhood - do you wait for him to come over to your house or do you go over to his house and try to make friends with him? Do you ever make an effort to help him become friendly with others?

"FRIENDLY" SENTENCE STUBS

The world would be a better place if everyone.....  
One thing I like about my friends is.....  
Cooperation is important because....  
Other people are important to me because.....  
One thing I like to do in groups is.....  
I like my family because.....  
Helping others is.....  
My best friend can be counted on to .....  
If I could teach everyone in the world one thing, it would be.....  
I can help other people most by.....  
I like my best friend because.....  
I like my mother when.....  
When somebody is nice to me, I.....  
One way I am like everybody else is.....  
One way I am different to everyone else is.....  
A person I learn a lot from is.....  
One important thing I'm learning in school is.....  
One thing I could teach someone else is.....  
I like being with people when.....  
I like my parents when.....  
People are.....  
My friends are.....  
The thing that makes me a good friend is.....  
The things I look for in a friend are.....  
My parents.....  
My brother(s)/sister(s) are.....  
Other people make me feel.....

Older people are.....  
Younger people are.....  
I wish people would....  
I wish my family would....  
I like people who.....  
I believe.....  
I value.....  
I make friends by....  
My best friend....  
I wish my teacher would....  
Other students in this class.....  
Girls....  
Boys.....  
People can get to me by....  
Teasing people is....  
When people tease me I.....  
When someone tells me they like me, I.....  
People like me because.....  
People think I am....  
I think I am.....  
Someone I would like to know better is....  
Something I do for my mother is....  
Something I do for my father is....  
I like it when someone says to me....  
I wish I had told.....  
I stop myself from talking in class by imagining that....  
I resent.....for.....  
I appreciate.....  
I demand.....  
I pretend to be.....when I'm really.....  
If I were an adult I would....  
My best asset is....  
I feel brave when....  
If I could have one wish, it would be.....

OBJECTIVE

To create an awareness of the affect that etiquette and courtesy have on interpersonal relationships.

DISCUSSION HELPS

Etiquette and courtesy are things that seem to be out of fashion as the twentieth century moves to its close. While no one wants to go back to the exaggerated customs and manners (to say nothing of the prudery) of the "olden days", there is much truth in the old saying, "Manners maketh the man". And manners also make a lady out of a girl or a woman.

Etiquette is courtesy and good manners as accepted in a given society. It is important to remember that what is acceptable in one society is completely unacceptable in another. For example, in some ethnic groups, a hearty belch at the end of a meal is an indication that the meal has been enjoyed, and the hostess expects this as a token of satisfaction and a meal well appreciated. In our society, such behaviour is quite unacceptable and is regarded as the height of vulgarity.

Again, in some societies, to visit someone's home means that etiquette demands that you eat some food with your hosts. To refuse the offer of food, however politely, is regarded as an unfriendly gesture, even as a hostile act. In our society, a brief, casual visit will not, quite often, bring forth an offer of food, and no offence is taken by the visitor; and if food is offered, a polite refusal is not regarded as a snub. For example; "Thank you, but I have just had lunch", is regarded as quite adequate as an explanation for refusal.

Not only does etiquette differ from ethnic group to ethnic group, but from time to time. There was a time when, in our society, it was etiquette for a younger lady to curtsy to an older lady or one of superior social level. However, we live today in a rather more classless society, and ladies curtsy only to royalty or their vice-regal representatives, as a general rule.

It is a sad thing that good manners are ignored by so many today, for etiquette is simple courtesy and good manners in action, in a way acceptable to the society in which we find ourselves.

The Christian will always try to show consideration for others. The basis for his or her behaviour will always be the Golden Rule: "And as ye would that men should do to you, do ye also to them likewise." Luke 6:31

Someone with an enquiring turn of mind might ask, "What is the difference between courtesy, manners and etiquette?" Then this statement might be helpful: "Character is the foundation.... Courtesy and unselfishness the groundwork.... Manners the tools or expression.... Etiquette the rules of the game. With these ingredients you will have the finished temple in the form of a charming and gracious man or woman."

You might like to think about that statement.

Here is a brief list of breaches of etiquette that the writer has noticed in the last few months. You might like to comment on them:

- \* Men remaining seated when a lady enters the room.
- \* Men remaining seated in public transport when ladies are standing. (One lady was holding a small baby)
- \* A young man sitting in his car outside his girlfriend's house, blowing the horn, by which he was saying: "I'm here waiting for you. Hurry up and come out here to me."
- \* Young people (and especially one glaring case of an older and well-dressed lady) chewing gum throughout a church service.
- \* A couple in faded jeans and unironed shirt/blouse, with only thongs on their feet, in church.
- \* A man who was "told off" by his wife when they were visiting friends for a meal. (He had forgotten to bring back a book which their hosts had lent them.)
- \* A car-driver who leaned out of his car and yelled at a lady driver who had changed lanes, causing him to brake suddenly.
- \* A man at a party telling a story about his wife (who was also present) which made her look foolish.
- \* A visitor who remained for five hours (7.30 pm till 12:30 am) even though his host went to sleep in his chair. (He kept on talking to his hostess.)
- \* A spectator at a cricket match who, when a catch was dropped, yelled "Get a bag".

All of the breaches of etiquette show basic flaws in the training of the people concerned. It is quite general, when such breaches of etiquette occur, for onlookers to think that the person concerned has come from a poor type of home, and that the parents must have been lacking in their training of the person. Whether this is justified or not, an ill-mannered person reflects adversely on his or her parents.

Here are some important aspects of etiquette which people ought to know and practice:

1. The basics of etiquette demand that we keep ourselves clean, neat and tidy at all times, but especially so when we are in company; and we must manifest particular care of our dress, deportment and person when we are in the house of God.

2. We must understand the importance of punctuality. Carelessness about this insults other people, especially if you keep them waiting long. If you are late for some unavoidable reason, an apology and explanation is required.
3. At the table, manners are apt to be forgotten, especially in the family situation. The home is a fortunate one where the mother and father insist on punctuality, dignity and consideration for others at the table. Meals ought to be eaten in a cheerful atmosphere and without hurry. At the end, a word of appreciation for the one who prepared the meal is a gracious gesture.

Here are some aspects of table etiquette which you might think about:

- a. Do not slouch over the table, resting your arms on the table and bringing your mouth down to the fork or spoon. Sit erect, feet on the floor.
  - b. Learn to use a serviette; handkerchiefs (or sleeves!) should not be used as serviettes.
  - c. Do not begin eating before others. (Of course, you will wait until grace is said.) Each course should be begun together, unless your hostess (or mother) suggests that you do not wait and gives a particular reason.
  - d. Learn to think of others at the table. Anticipate their needs - the salt, the sauce, bread, butter, etc. should be offered as you see they might be required.
  - e. Do not monopolise the conversation. On the other hand, do not be grumpy and ignore the others at the table.
  - f. Do not "play" with the cutlery, the glassware, or crumbs on the table, etc.
  - g. Do not reach for things; ask for them to be passed to you.
  - h. Do not put too much food into your mouth at once.
  - i. Place your knife and fork, or spoon and fork, together on the plate when you have finished a particular course.
  - j. It is regarded as the height of bad manners to make slurping noises as you eat, or to chew with your mouth open, or to talk when you have food in your mouth.
4. Introductions can be tricky. Here is a good general rule:

Introduce the man to the lady; the younger to the older; the less important to the more important.

Here is an example: If you are introducing Charles Jones, aged 17, to your grandmother, you should say, "Grandma, may I introduce Charles Jones to you?" Or you could say, "Charles, I would like you to meet my Grandmother, Mrs Smythe." (This latter method has

the advantage of giving you the opportunity to mention the lady's name.) Then you would say: "Grandma, this is Charles Jones". (She'll want to know his name too.) Never put it around the other way like this: "Grandma, meet my friend Charles".

There are exceptions to the above. For instance, in the case of royalty, heads of state, high officials of the church, etc. the woman would be introduced to a man.

A man should always rise when being introduced; a lady may remain seated.

The matter of shaking hands is sometimes a problem. To shake or not to shake is often a question which can prove difficult on the spur of the moment. Here is a good, simple rule to follow: If a hand is held out to you in greeting, shake it. The question as to whether you should offer your hand first may trouble you. Here is a quote from a book on courtesy: "Men always shake hands (when they meet) although it is not necessary when taking leave. A woman does not shake hands with a man unless he happens to be an intimate friend. In this case, she may offer her hand if she wishes. However, under no circumstances may she ignore the overture should the hand be extended to her. And when you do take an outstretched hand, do it with a firm grip and with sincerity. There is nothing quite so distasteful as the limp handclasp. But a man must never exert too much muscular effort."

There are many other instances where etiquette should be followed, but time does not permit us to look into any more. However, here are some things to think upon. Perhaps we could call them.....

#### DISCUSSION TOPICS

1. What do you do when you yawn, cough or sneeze in company?
2. How should you treat elderly people?
3. When should you write a "thank you" letter?
4. What examples of 'bad taste' in dressing could you give?
5. What is the worst example of bad manners you have ever seen? What is the worst breach of etiquette of which you have been guilty?
6. What should you try to avoid if you are bored when in company?
7. How do smokers often commit breaches of etiquette? How could you, as a non-smoker, commit similar breaches of etiquette?
8. Give some examples of breaches of etiquette you have observed.
9. Why is it important to know the rules of etiquette - and to practise them?

#### DO YOU KNOW WHAT A PERSON WITH GOOD MANNERS DOES?

How well can you answer these questions? Check your selections. (There may be more than one right answer to a question.) When marking your answers, mark each right answer with a "C" so that you will be able to use the answers as a guide to what the well mannered person should do.

1. When does the well-mannered person start eating?

At a small dinner party of 6 or fewer guests:

- A. ☐ Whenever you feel like it, depending on how hungry you are.
- B. ☐ After everyone else has been served and the hostess has begun.
- C. ☐ As soon as you are served your food.

At a large dinner party:

- A. ☐ After everyone has been served and the hostess has begun.
- B. ☐ After 4 or 5 have been served, or the hostess says, "Please go ahead, so the food won't get cold."

2. Do you ever place your elbows on the table?

- A. ☐ Yes, when you are tired.
- B. ☐ No, never!
- C. ☐ Never while you are eating, but perhaps while resting between courses or conversing at the end of the meal.

3. Where do you leave your serviette throughout the meal?

- A. ☐ On your lap.
- B. ☐ Tucked under your chin.
- C. ☐ Tied around your neck.
- D. ☐ On the table.

4. What do you do with your serviette when you leave the table?

- A. ☐ You refold it the same way you found it.
- B. ☐ You wad it up and put it on your chair.
- C. ☐ You lay it in loose folds beside your plate.

5. How do you pass a jug?

- A. ☐ You hand it to the next person with the handle turned toward that person.
- B. ☐ You set it on the table in front of the next person.

6. What do you do if the hostess serves food you don't like?

- A. ☐ You tell her that you won't eat any of that particular food because you can't stand it.
- B. ☐ You keep quiet about it and take a small portion anyway.
- C. ☐ You take some, but hide it in your serviette.



7. How do you serve yourself gravy from the gravy boat?
- A. \_\_\_\_ You simply pour it out.
  - B. \_\_\_\_ You spoon it out with your own spoon.
  - C. \_\_\_\_ You dip gravy with the gravy ladle.
8. When butter or jam is passed, where do you place it?
- A. \_\_\_\_ You put in on your plate, then transfer it to your bread or roll.
  - B. \_\_\_\_ You place it directly onto your bread or roll.
9. When "finger foods" such as olives, biscuits, or sandwiches are passed around the table, what do you do with them?
- A. \_\_\_\_ You place them on your plate, then transfer them to your mouth.
  - B. \_\_\_\_ You put them directly into your mouth.
  - C. \_\_\_\_ You put them on the table beside your plate to eat later.
10. How do you know which cutlery to use?
- A. \_\_\_\_ As a general rule, you start with the cutlery closest to your plate, then work toward the outside as the meal progresses.
  - B. \_\_\_\_ You start at the outside and work in toward your plate as the meal progresses.
  - C. \_\_\_\_ When in doubt, you follow the lead of your hostess.
11. What do you do with your knife and fork after using them?
- A. \_\_\_\_ You lay them down on the tablecloth, flat.
  - B. \_\_\_\_ You prop the utensils against your plate with the handles resting on the table.
  - C. \_\_\_\_ You lay them flat down the middle of your plate.
  - D. \_\_\_\_ You return them to the same position they came from, beside your plate.
12. What do you do with your cutlery when passing your plate for 'seconds'?
- A. \_\_\_\_ You hold them upright in your hand.
  - B. \_\_\_\_ You lay your knife and fork side by side across your plate.

D. \_\_\_\_\_ WILL POWER

#### OBJECTIVE

To help the Ranger to understand the role of the will and how one develops will power.

## DEFINITION OF THE WILL

Every human being is endowed with the power to choose. This is one of the important differences between man and the lower species - the greater flexibility to choose. You will notice however, that some people can make up their minds very easily and stick to their decisions. Others have very great difficulty and ponder the pros and cons of a particular problem and even after a great deal of thought are unable to make up their minds.

We normally think of "will power" as that energy which is released to back up a decision that has been made. Some people are referred to as having strong will power - that is they can make a decision and once having made it, they seem to be able to have the personal resources to carry it out.

Recently a young girl had been smoking a lot; in fact she was smoking more than one packet a day. One day she was telling a friend how she wanted to make a trip to Alice Springs at Christmas time but she did not think she could because she wouldn't have any money. Her friend said that he had an idea. Every time she went to buy a packet of cigarettes, he suggested that instead she give him the money and he would put it in a special savings account and just before Christmas he would take it out and give it to her. In this way he calculated that she would have saved enough money to pay for her fare. She listened intently to his suggestion and said she needed a couple of days to think about it. They met again four days later and her decision? No! She couldn't do it! The decision was too difficult for her to make even though in some ways it was made easy for her.

Another young chap however made a decision to stop smoking one weekend and has never smoked since.

## QUESTIONS FOR DISCUSSION

- \* Do you find it easy to make decisions?
- \* Does it depend on the kind of situation you have to think and decide about?
- \* Do you know other young people who find decision making easy? difficult?

## WHAT MAKES DECISION MAKING DIFFICULT?

People learn to make decisions just as they learn anything else, that is, by having an opportunity to grapple with decision making situations. Thus if you have been allowed and guided in decision making as a young child and your parents have let you both suffer and enjoy the consequences of your own decision making, then you are likely to have some experience and feel stronger and more able to do so when there are difficult decisions to make.

We have difficulty in making decisions in situations where we have little knowledge or no experience?

Can you think of some situations in which it would be difficult to make a decision because of our lack of knowledge or lack of experience?

How might we better prepare ourselves for situations in which we can't easily have experience until we have made a decision?

### SOME DIFFICULT DECISION MAKING SITUATIONS

Choosing a career. Because of the great uncertainty of the job market, and because we have to choose at a young age to specialise at school, we may find that we have chosen the wrong subjects - that we are not suited to doing Science or Maths, but would be better suited to plumbing and carpentry, or music and art. Exposure to as many varieties of careers as possible and discussion with those in particular careers will help.

The other most important decision that you will have to make is about finding the right partner for a mate in life. This will need a lot of careful thought and consideration of the kinds of things that go into making life happy and satisfying.

Perhaps you can think of some of those things which are important?

Once we studied most of the inmates in the Geelong Prison in Victoria, and asked them, among many other things, what advice they would give to young people to prevent them ending up in a life of crime? Most of them answered, "Don't keep the wrong kind of company" and "Don't drink alcohol".

You will have to make decisions about the kind of company you keep and about drink. A decision to keep the company of good mates and keep away from alcohol will be two of the best decisions you will ever make.

### HOW DO YOU BECOME STRONG THEN IN YOUR DECISION MAKING?

Although it is important to be liked and to have friends it is much more important to make a decision to do what is right and if necessary give up your friends who don't support the good values of life. That can be a very difficult decision to make. Try making it. Notice what happens to your ability to do it the second time and the third time! It gets easier, just like doing multiplication sums get easier the more practice you have.

## DISCUSSION STARTERS ON WILLPOWER

### 1. Will and Health

Man's will aids in maintaining health.  
Man's will aroused and rightly directed, is potent soother of nerves.  
Man's will is a potent means of resisting mental and physical disease.  
Man's will can prevent the blood from flowing readily.  
Man's will is powerful in healing disease.

### 2. Self Will

Manifestations of self will destroy peace and happiness in the home.  
Failure to correct a self willed child could be classified as greatest cruelty.  
Would you agree that a self willed person cannot meet the demands of this present time?

### 3. Control of Will

Breaking of a person's will is contrary to Christ's principle.  
A will that is controlled by religion has transforming power.  
God cannot save man against his will.  
God will not thrust salvation upon man against that person's will.  
Man's will is a governing power in man's nature.  
Should we ask God to concede to our will?  
The unaided human will, is powerless to resist and overcome evil.  
The surrender of the will to God is a step in reformation of character.  
Pure religion has to do with man's will.  
A rebellious will is the only thing that can keep a young person away from God.

## RESOURCES

You may have someone in your church who is a specialist in teaching Values Clarification classes. Your local library will have books on the subject.

## METHOD OF TESTING

Participation in discussion on the topics of choice; two sessions per topic.

# HEALTH and FITNESS

The aim of this section is to give practical guidelines which will help to strengthen the Ranger's desire to care for his mind and body.

Two sessions have been allocated to teach the basic requirements, and one session to the advanced section.

## Requirement 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.

TIME ALLOCATED                      One session.

### OBJECTIVE

To help the Ranger become aware of the need for a program of physical exercise.

### TEACHING METHOD

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

4. The Ranger may graph over a period of time, his or her heart rate response to various daily activities.
5. Following your discussion of "Fitness and the Heart" under Section 2, ask the Ranger to study what he or she considers is a daily exercise program best suited to his body needs. When this program has been finalised, ask the Ranger to write out a pledge, committing himself to this daily exercise program outline. Pledge to be signed by the Ranger in the presence of the teacher.

#### RESOURCE

Booklet "Fitness and Your Heart". National Heart Foundation. Available upon request from your local Conference Health and Temperance Department.  
 "The Aerobics Way" Kenneth Cooper - Bantam Paperbacks.  
 "Future Shock" by Alvin Toffler - Pan Paperback.  
 Film - "Run Dick, Run Jane" - Brigham Young University.

#### METHOD OF TESTING

Participation in discussion. Provide outline of daily exercise program, and written and signed pledge.

## Requirement 2

DISCUSS THE NATURAL ADVANTAGES OF LIVING  
 THE ADVENTIST CHRISTIAN LIFESTYLE IN  
 ACCORDANCE WITH BIBLICAL PRINCIPLES.

#### TIME ALLOCATED

One session.

#### OBJECTIVE

To highlight the benefits in health as a result of living a Biblically-centred lifestyle.

#### TEACHING METHOD

1. Present the essentials of the Adventist lifestyle as is contained in Ministry of Healing, page 127:

"Pure air, sunlight, abstemiousness, rest, exercise, proper diet, the use of water, trust in divine power - these are the true remedies".

2. One of the principal aids to good appearance is good health. The divine will for us is also "that you may....be in health, just as your soul prospers." (3 John 2, NKJB)

Among Christians, Seventh-day Adventists are noted for their emphasis on health. One extensive study showed that they suffer only 20 percent as much lung cancer related to smoking, 13 percent as many deaths from

cirrrosis of the liver, which is related to drinking, and 48.6 percent as many deaths from all leading causes as the general public. As a result Adventist women were found to live three years longer and Adventist men six years longer than non-Adventists. Their complete abstinence from alcohol, tobacco, and harmful drugs, their emphasis on healthful diet (vegetarian where possible), avoidance of coffee and tea, promotion of exercise, adequate rest, and trust in God, doubtless account for what has become known as "the Adventist advantage".

This advantage is available to everyone who will accept the divine invitation: "Whether you eat or drink, or whatever you do, do all to the glory of God" (1 Cor. 10:31, R.S.V.). For example, Trappist monks, who eat no meat, have about one-fifth as much heart disease as Benedictines, who eat an average diet. Research indicated that a vegetarian diet may prevent 97 percent of coronary heart attacks. The World Health Organisation estimates that up to 85 percent of all cancer is a result of poor health habits.

Lack of exercise is probably reducing the American male's life expectancy by as much as five years. The United States Surgeon General concludes that a diet containing less meat, saturated fat, sugar, and salt, and more fruits, vegetables, cereals, and whole grains, is the diet that promotes optimum health. This is essentially the diet Adventists have followed for 100 years.

Most people know they should live better, but lack the inner strength to make needed changes. What better motivation could they have than the realisation that their "body is a temple of the Holy Spirit....You are not your own; you were bought with a price. So glory God in your body." ((1 Cor 6:19,20 RSV).

Jesus declared, "I am come that they might have life.....more abundantly." (John 10:10). Reform without Christ is legalism. But Christ without reform is mere sentimentalism. Divine Wisdom says, "By me thy days shall be multiplied, and the years of thy life shall be increased." (Proverbs 9:11). Here is both the promise and the power for a happier, healthier life.

### RESOURCES

"Ministry of Healing" E.G. White. "Better Living" Wayne McFarland. Contact your local Conference Health and Temperance Department for suggested books or films.

### METHOD OF TESTING

Participation in discussion.

# Advanced Requirement

PARTICIPATE IN ONE OF THE FOLLOWING  
ACTIVITIES:

- A. HIKE 15 KM AND KEEP A LOG.
- B. RIDE A HORSE 15 KM.
- C. GO ON A ONE DAY CANOE TRIP.
- D. CYCLE 80 KM.
- E. SWIM 1 KM.

TIME ALLOCATED

*One session*



# OUTDOOR LIVING

The purpose of this section is to develop a love for the out-of-doors and a greater appreciation of flora and fauna. Some of this work can be taught during the Sabbath hours.

Seven class periods have been allocated to the basic course, and three to the advanced work.

## Requirement 1

BUILD AND DEMONSTRATE THE USE OF A REFLECTOR OVEN BY COOKING SOMETHING.

TIME ALLOCATED One session

### OBJECTIVE

To learn specific skills in campcooking.

### TEACHING METHODS

A reflector oven is simple to make by cutting a square petrol or kerosene tin in halves, diagonally, fitting a wire shelf to hold the food, and placing it close to the fire.

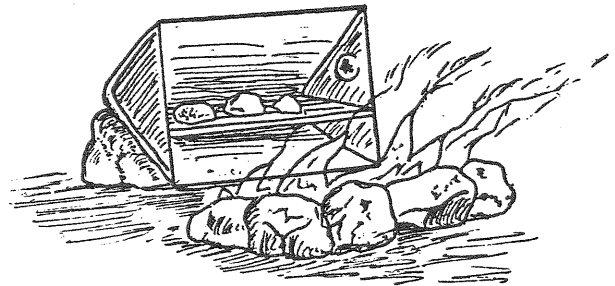
### Camp Recipe for Biscuits

2 fistfuls flour  
2 2-finger pinches salt  
2 3-finger pinches baking powder  
2 1-finger margarine or butter  
Enough water to make dough.

Shape dough into biscuits. Place on a greased sheet. Bake in reflector oven.

### METHOD OF TESTING

Participation in activity.



## Requirement 2

PARTICIPATE IN A TWO NIGHT CAMPOUT. BE ABLE TO PACK A PACK OR RUCKSACK CORRECTLY. INCLUDE PERSONAL GEAR AND FOOD SUFFICIENT FOR YOUR PARTICIPATION IN A TWO NIGHT CAMPOUT.

## TIME ALLOCATED

One session.

## OBJECTIVE

To allow participation in a campout, and to teach the importance of placing articles in their correct order in a pack.

## TEACHING METHOD

Present yourself with a fully packed pack to the group. Unpack the pack in front of the group and indicate the reason for each item in the pack, the best way to pack that item, and the part of the pack that that item should be packed in. When unpacking the pack, place each item in their groups, i.e. for eating, sleeping, wearing, miscellaneous, etc. The type of pack used for this demonstration should be the type of pack most used by the group.

Give some thought to the personal equipment you take to camp. Ask yourself, "What do I really need?" and remember that you have to carry it.

You will need:

- Something to eat with
- Something to sleep in
- Something to keep dry in
- Something to keep warm in
- Something to have fun in
- Something to keep clean with

The backpack or rucksack is the most suitable thing to carry your gear in. You will want one which is large enough to hold your gear, but not so large that it is difficult to carry when it is full.

A well packed pack looks neat, is evenly balanced and has nothing hanging outside. In good packing the rule is "last wanted first in", remembering where possible to place lighter, bulky articles at the bottom, the heavier ones at the top, and the soft ones folded neatly at the back. A top-heavy pack is easy to carry. Polythene bags make packing much easier. Spare bags can be taken for soiled clothes, damp articles, and the frying pan.

The things you might need urgently, should go on the top, or in easy-to-get-at pockets. Pack something soft against your back, and distribute the load evenly through the pack so that it is comfortable on your shoulders and back.

## Gear List

Gear that should be placed in a position so that it can be obtained easily if required urgently would be:

- \* First Aid Kit - each person should carry their own personal first aid kit, which should contain at least some bandaids, scissors, tweezers, antiseptic cream, safety pins. These should be packed together in a water-tight container.

- \* Torch - small hand type. The batteries should be turned about when being carried in the pack to avoid accidental turning on while carrying.
- \* Compass and Map - Pathfinders should never go on a pack camp without a map and compass. The map should be kept in a plastic bag.
- \* Raincoat or windjacket - ideally should be waterproof and windproof. Oilskin is the best type of jacket to get to serve both purposes, but it is the most expensive.
- \* Money - a small amount of money should be carried for emergencies, including the correct change for a 'phone call.
- \* Matches - two sets of matches should be carried, both in waterproof containers. They should be packed in separate positions in the pack.
- \* Toilet paper - an item that should be kept handy. Should be packed in a plastic bag for waterproofing.
- \* Handkerchief or tissues - again an item that you may need urgently. Toilet paper can also double for this item.
- \* Sharp knife - the pocket knife type with pouch.
- \* Rope - a couple of metres of rope, twine or string should be carried for emergencies.

#### Something to eat with

Knife, spoon, fork, cup, plate, bowl, billy, frypan, detergent, scouring pad, tea towel and food.

The outside of the billy should never be washed during the camp. A black billy will boil faster than a shiny one. The billy when black should be wrapped in newspaper, placed in a plastic bag and placed back inside the pack for carrying. The frypan can also double as a main plate and should be treated the same as the billy. Detergent and scouring pads are luxuries and may not be required.

Food is one of the most important items in the pack and it must be packed properly. The meals should be planned before the camp and individual camp meals should be prepared and packed separately where possible. Tins should never be considered to be taken on a camp. Dried foods now available in a wide variety, last well, are extremely light, and take up very little space. Every-day food stuffs, such as salt, flour, sugar, milo, sauces, butter, etc. should be stored in screw cap aluminium or plastic containers well labelled. Bread, vegetables, fruit, etc. can be placed in a plastic bag. Breakable items such as eggs, tomatoes, etc. or items that could cause a mess in your pack if broken or split, should be packed in your billy.

#### Something to sleep in

Tent, groundsheet, sleeping bag, mattress, Bible and lesson pamphlet.

A tent may be too much for one person to carry, and a fly and poles evenly split between two is more convenient. A close-cell foam mattress is always a good idea. It keeps you away from the cold ground and also provides some padding.

### Something to keep warm in

When selecting clothes it is always a good idea to take clothes to cover all temperatures. In other words always take cold weather gear. You can take clothes off if you are hot, but you cannot put them on if you don't have them when you are cold. You will need a woollen jumper, woollen because wool maintains its warmth when wet. You will need an extra two pairs of socks, and of course you will need the regular shirts, pants, underclothes, etc. It is always advisable to have a complete set of clothes separate in a water-proof plastic bag.

### Something to keep clean with

Soap, towel, washcloth, comb, toothbrush, toothpaste, mirror.

### Miscellaneous

Insect repellent, sunburn lotion, axe, sharpening stone, note book and pencil, sewing kit - buttons, pins, thread, needles, etc.

These items are only taken if there is room in the pack or if they are necessary for your situation.

### RESOURCE

Pathfinder Field Guide; Australasian Pathfinder Staff Manual; Scout Handbook. Your local library will have books on this subject.

### TEACHING METHOD

Participation in all activities.

## Requirement 3

COMPLETE ONE NATURE OR RECREATION  
HONOUR NOT PREVIOUSLY EARNED.

### TIME ALLOCATED

Three sessions.

### OBJECTIVE

To broaden the Ranger's interests and develop skills for the service of the church and instill a sense of accomplishment.

### TEACHING METHOD

The requirements for all honours are found in the honours section of the Aust. Pathfinder Staff Manual. Notes on specific honours are available from the Youth Department of your local Conference.

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

## RESOURCE

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

## METHOD OF TESTING

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

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

# Requirement 4

PASS A TEST IN RANGER FIRST AID.

## TIME ALLOCATED

Two sessions.

## OBJECTIVE

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

## EXPLANATION

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

## TEACHING METHODS

Communicating the principles of First Aid is best achieved through:

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

The instructor could also use films provided by various agencies; quizzes; and mock emergencies.

## FIRST AID NOTES

### ELECTRICAL SHOCK

Turn off the current if possible, but always disconnect the victim from the contact using a dry stick, coat or other non-conductive material. Do not use unprotected hands or feet. It is no use having two casualties.

If the casualty has stopped breathing then commence Expired Air Resuscitation immediately and check the carotid pulse. Remember your A,B,C,D, procedure.

If the casualty's heart has stopped and you have been trained in external cardiac compression, then continue with cardio-pulmonary resuscitation.

All electrical burns are more severe than they first appear. Even if the victim recovers it is essential that they seek medical advice.

### POISONING

Poisons may be solids, liquids or gases.

They may be - Taken by mouth - swallowed.  
- Inhaled through the nose.  
- Absorbed or injected through the skin.

CALMNESS - not panic - is the essential in the treatment of poisoning. As prevention is better than cure, make sure all poisons are correctly labelled and stored out of reach of children. Never leave poisonous substances in an open container.

#### General rules for treatment of poisoning:

1. Protect yourself from being overcome by the poison.
2. Remove the casualty from the danger source.
3. Wash off any poison from the skin.
4. Arrange for medical aid.
5. Dilute, eliminate or neutralise the poison.
6. DO NOT....Give fluids if the casualty is unconscious.
7. DO NOT....Give an emetic if the poison is a corrosive.
8. DO.....Save samples of the poison or vomit for doctor.

#### Common Poisons

Kerosene - Petrol - Turps.....NO EMETIC. Plenty of milk.  
Acids.....NO EMETIC. Milk or water and beaten egg whites.  
Alkalis.....NO EMETIC. Milk or water. Lemon juice,  
egg whites.  
Bleach or Phenol.....NO EMETIC. Milk, beaten egg whites.  
Alcohol, Insecticides, Match Heads, Tablets...GIVE AN EMETIC.

REMEMBER: If the poison is a corrosive (Burns on way down)  
DO NOT GIVE AN EMETIC  
If in doubt, then give plenty of milk.

EMETIC: Use Syrup of Ipecac from your first aid kit.

In all cases, seek medical aid. If breathing fails, commence E.A.R.

For Pesticides absorbed through the skin:

- \* Wash the affected area with soap and water. Take a shower if possible.
- \* Discard the clothes.
- \* Get patient to drink plenty of water or milk.
- \* Induce vomiting if a chemical has been swallowed.
- \* If breathing stops commence E.A.R.

For Noxious Gases

- \* Quickly remove the patient to fresh air.
- \* Commence E.A.R. if necessary.

For Food Poisoning

- \* Indicated by abdominal pains, vomiting and diarrhea.
- \* Give nothing by mouth.
- \* Seek medical help.

FITS

Epileptic fits are not uncommon. The victim may utter a sigh or cry, fall to the ground, remain rigid for sometime, then begin thrashing around. It is possible they may froth at the mouth and become cyanosed. It is not unusual for the patient to be incontinent.

Protect the casualty from danger, but do not restrict movements. If the opportunity arises, place something soft between the teeth. If the patient becomes limp, place in the recovery position. Seek medical aid. Do not awaken if they fall asleep.

CONVULSIONS

These usually occur in young children, and may be caused by a digestive upset, teething, high temperature, or constipation. The child may arch his back, twitch his limbs, roll the eyes and even become cyanosed.

Loosen the clothing, ensure a clear airway, reduce the temperature by sponging the child, and seek medical aid.

### FOREIGN BODY IN EYE

Do not rub the eye. Rinse with a gentle stream of tap water into the inner corner of the eye. Eye baths should be clean.

If an assistant can see the foreign body, moisten a wisp of cotton wool or the corner of a clean handkerchief and gently lift the foreign body away from the surface of the eye.

If the foreign body is on the window of the eye (pupil) or stuck to the surface of the eye, or is known to be a sharp object, medical help should be sought urgently.

Chemical burns - wash with water immediately and seek medical help urgently.

### FOREIGN BODY IN NOSE AND EARS

Foreign bodies in the ear or nose should be removed by a doctor.

### FRACTURES

Fractures can be caused by direct action (such as a blow or a fall), indirect action (where the break occurs away from the site of the direct blow), or muscular action (where the kneecap or thigh may break due to a jerk or a trip). Fractures will be recognised by pain or discomfort in the region affected, swelling, loss of power of the limb, deformity, irregularity of the bone, unnatural movement and a bony grating which the injured person may feel. The last two signs should never be sought deliberately.

Fractures are classified as closed when the skin surface is not broken, open when a wound is present, and complicated when a fracture, either closed or open, is associated with an injury to a more important part of the body such as the brain, lungs, a major blood vessel or nerve, the treatment of which has priority.

If in doubt, treat injury as a fracture and unless life is endangered by fire, rising water or other hazards, DO NOT MOVE the patient before treating his injuries and immobilising any fracture. In all cases of fracture there is a danger that further injury may be caused if a limb or part is moved before being immobilised.

Immobilising can be achieved by supporting the injured limb or part in as natural a position as possible with bandages, slings and padding.

#### Fractured Collarbone (clavicle):

This is often recognised by the patient supporting the elbow on the injured side to relieve pain, and inclining the head to the injured side. A common cause is falling on the outstretched hand or shoulder. A very common foot-ball injury.



- \* Remove or loosen clothing on injured side.
- \* Pad under the armpits and the chest wall both back and front.
- \* Place a broad bandage under the armpit on the right side, over the shoulder and tie at the back.
- \* Repeat this on the left side.
- \* Take a third bandage and lash the loops together tightly between the shoulder blades.
- \* Check to see that the circulation is normal at the pulse in both arms.

#### Fractured upper arm (humerus):

- \* Apply a collar and cuff sling.
- \* Place soft padding between the elbow and the chest.
- \* Bind the limb firmly to the body first above the fracture and next below the fracture.
- \* Check the pulse rate at the wrist to ensure that the blood is circulating through the arm.

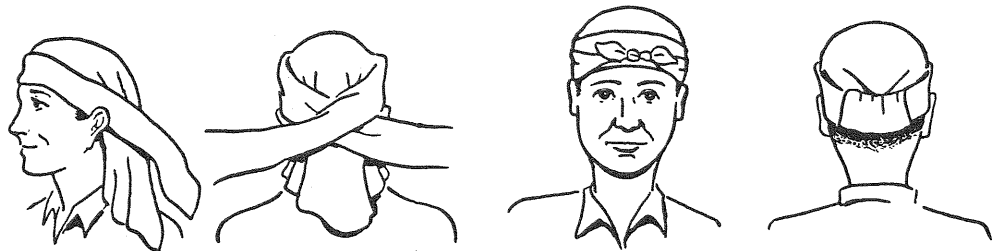
#### Fractured forearm or wrist:

- \* Apply a padded splint on the front or back of the forearm - the splint must extend from the elbow to the finger tips.
- \* Bind the limb firmly to the splint with three bandages, the first between the fracture and the elbow, the second between the fracture and the hand, the third supporting the hand with the splint.
- \* Apply an arm sling.
- \* Check the pulse.

### BANDAGING AND SPLINTS

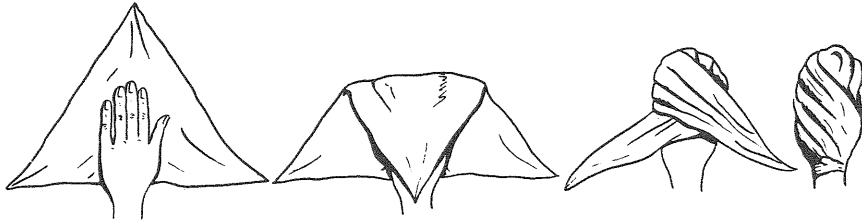
#### Triangular bandage to the head:

- \* Fold a hem inwards along the base of the bandage.
- \* Place the base of the triangle on the forehead and bring the ends around the head, crossing over the apex at the rear, and meeting again at the centre of the forehead.
- \* Tie the ends.
- \* Bring the apex up and fasten with a safety pin.



### Open-hand Bandage:

- \* Fold a hem along the base of the bandage.
- \* Place the hand, palm down, on the bandage so that the wrist lies on the base of the triangle and the fingers point toward the apex.
- \* Bring the apex over the back of the hand.
- \* Fold the extra cloth in neatly.
- \* Tie the ends on the outside of the wrist.



### Open-foot Bandage:

This is similar to the open-hand bandage.

- \* Place the foot on the bandage so that the heel is toward the base and the toes point to the apex.
- \* Bring the apex up over the top of the foot.
- \* Fold the ends over the apex, crossing them on top of the foot.
- \* Wrap the ends around the ankle and tie.

### Arm Sling:

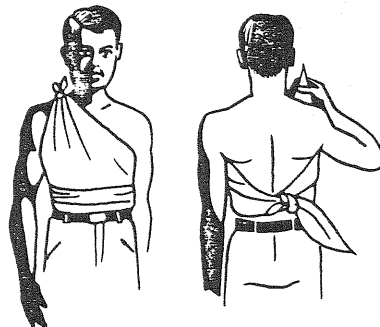
- \* Place one end of a triangular bandage over the shoulder of the injured side.
- \* Let the bandage hang down over the chest with the apex level with the elbow of the injured arm.
- \* Bend the elbow of the injured arm, bringing the forearm up in front of the bandage, with the hand elevated about four inches above the elbow and the tips of the fingers extending just beyond the base of the bandage.
- \* Bring the lower end of the bandage up over the forearm and over the shoulder of the injured side, and tie the two ends at the side of the neck.
- \* Bring the apex of the bandage forward and fasten with a safety pin.
- \* If the shoulder is injured also, bring the lower end of the bandage up over the forearm and under the shoulder of the injured side and tie the two ends with a knot. Thus all the weight of the injured arm will be borne by the uninjured shoulder.
- \* You should be able to apply a sling with the injured person lying down.

### Collar and Cuff Sling:

- \* Place the forearm across the chest with the fingers pointing towards the opposite shoulder.
- \* Pass a clove hitch over the hand and round the wrist, the knot of the clove hitch on the thumb side of the wrist, and a fold of the cuff on either side of the wrist.
- \* Tie the ends of the bandage in the hollow just above the collarbone on either side.
- \* Check the circulation.
- \* This sling supports the wrist.

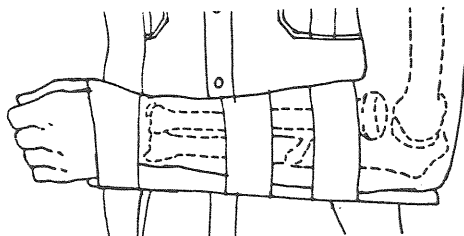
### Chest or Back Bandage:

- \* Place a triangular bandage against the chest (or back) so that the apex is at the shoulder.
- \* Have the patient hold the apex there.
- \* Now fold the base inward as far up as you desire.
- \* Carry the ends around the body and tie directly below the shoulder. You will always have one protruding long end after you tie.
- \* Take this end and bring it up to the shoulder, tying it and the apex of the bandage together.



### Splint to the Forearm:

- \* Don't twist or turn the arm to see whether it is broken.
- \* Apply a padded splint on front or back of forearm. It must extend from elbow to finger tips.
- \* Immobilise the limb with broad or narrow bandages:
  - First between fracture and elbow.
  - Second between fracture and hand.
  - Third securing hand to splint.
- \* After the splint is applied, put on an arm sling to support the arm.
- \* Check the pulse.



### Splint to the Palm or Wrist:

- \* In case of a palm or wrist injury, one splint is sufficient. It should be padded and should extend from the elbow to the finger tips.
- \* Place it on the palm side and bandage securely in place.
- \* Then put on an arm sling.

### RESOURCE

St. John Ambulance Association First Aid Manual.

### METHOD OF TESTING

The Conference Youth Department will provide upon request, an examination based on the material in the Manual. The instructor will give the exam. Ranger first aid does not complete the First Aid Honour, nor is a certificate awarded. If one chooses to complete the current St. John or Red Cross First Aid Certificate, then this will meet the requirements for Ranger, Voyager and Guide.

# Advanced

## Requirement 1

COMPLETE THE ORIENTEERING HONOUR.

TIME ALLOCATED      Two sessions

### REQUIREMENTS

1. Explain what a topographic map is, what you can expect to find on it, and three uses for it.
2. Identify at least 20 signs and symbols used on topographic maps.
3. Know and explain the following:
  - a. Elevation
    - i) contour interval
    - ii) ground forms
  - b. Distance
    - i) scale
    - ii) measuring
  - c. Demonstrate ability to orient yourself by inspection and by compass readings.
    - i) what is the grid coordination system?
    - ii) rule for reading.
4. Give the nomenclature of an orienteering compass.

## RANGER FIRST AID

### ANSWER SHEET

At the time of attempting this test each candidate should be able to satisfy the examiner that he is competent in the First Aid knowledge that forms part of the earlier awards. This should be a prerequisite to carrying out any further tests at higher levels. The practical tests should be carried out by a holder of the St. John First Aid certificate whenever possible. All Master Guides should hold this qualification.

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#### THEORY

- |        |         |
|--------|---------|
| 1. (b) | 9. (c)  |
| 2. (b) | 10. (b) |
| 3. (c) | 11. (b) |
| 4. (c) | 12. (c) |
| 5. (d) | 13. (b) |
| 6. (c) | 14. (b) |
| 7. (d) | 15. (a) |
| 8. (d) | 16. (c) |

#### PRACTICAL

In practical section look for:

1. Correct pressure control of bleeding from palm.  
Should also be placed in St. John sling to give elevation.  
Patient should be treated for shock.
2. Correct treatment of collar bone fracture.  
Treatment for shock.  
Suitable dressing and open bandages to knees.
3. Pad and bandage to control bleeding from leg. Elevate.  
Treat suspected fracture of wrist with splint. Sling.  
Treat shock.



## RANGER FIRST AID

### THEORY (Multiple choice. Attempt all questions.)

1. You discover a hiker along a track near the camp. He is unconscious. You know that there will be a group returning from their walk in 20 minutes. What would you do?
  - (a) Place the patient on his back and stay with him.
  - (b) Place the patient in the recovery position and stay with him.
  - (c) Place the patient in the recovery position and run back to the camp for help.
  - (d) Do nothing until the camp director or doctor arrives.
2. In attempting to free a person from a live electrical wire which it has been impossible to turn off at the source, it is best to:
  - (a) Hold him firmly by the hand before attempting to release him.
  - (b) Use a dry coat or other non-conductive material in helping to release him.
  - (c) Leave the person till the rescue van or ambulance arrives.
  - (d) Ring 000 for help.
3. You have commenced Expired Air Resuscitation. You have already given the first five quick breaths. What should be your next action?
  - (a) Loosen the clothing around the neck, chest and waist.
  - (b) Cover the patient with a coat or blanket to prevent shock.
  - (c) Check the carotid pulse.
  - (d) Commence Closed Chest Massage.
4. In giving E.A.R. to a small baby you should:
  - (a) Blow as hard as possible.
  - (b) Blow as if you were blowing crumbs off the table.
  - (c) Simply puff out the air that is in your cheeks.
  - (d) Blow until you can feel the air coming back to you.
5. You are called to treat a person who is suspected of having taken some corrosive poison. The person is conscious, lying on his back and is obviously in shock. Your first action would be to:
  - (a) Give an emetic, preferably Syrup of Ipecac.
  - (b) Give copious amounts of milk.
  - (c) Give plenty of water.
  - (d) Ask the person what happened.





Ranger First Aid - 2

6. To obviate the dangers of poisoning especially with small children, it is best to store poisons:
  - (a) In open containers, properly labelled.
  - (b) In sealed containers, properly labelled.
  - (c) In a locked cupboard.
  - (d) On a high shelf in the garage.
7. The most important thing in the treatment of poisoning is:
  - (a) To save any containers that may be near the patient.
  - (b) To wash the skin so that all trace of the poison disappears.
  - (c) To remain calm and not panic.
  - (d) To make certain that an emetic is not given for a corrosive poison.
8. Kerosene is a common poison. It is best treated by:
  - (a) Giving an emetic such as Spirit of Ipecac.
  - (b) Rushing the patient to the casualty ward of the hospital.
  - (c) Giving an emetic and then plenty of milk.
  - (d) Giving plenty of milk but definitely no emetic.
9. If a poison, such as a pesticide, is absorbed through the skin and not taken through the mouth you should first:
  - (a) Get the patient to drink plenty of milk and water.
  - (b) Give an emetic as quickly as possible.
  - (c) Remove clothing and shower as quickly as possible.
  - (d) Check with the poisons clinic before taking any action.
10. When a person suffers from food poisoning the usual symptoms are:
  - (a) The person takes fits.
  - (b) There are abdominal pains, vomiting and diarrhoea.
  - (c) The person suffers from headaches.
  - (d) The person complains of sore legs and arms.
11. An epileptic may take a fit at any place or time. Your main aim is to see that:
  - (a) Clothing around the neck, chest and waist is loosened.
  - (b) The casualty is protected from danger but movements are not restricted, with the head kept low whenever possible.
  - (c) Bystanders are removed from the scene.
  - (d) Froth is wiped away from the mouth.



Ranger First Aid - 3

12. A young child suffering from convulsions is most likely suffering from:
- (a) A very bad headache.
  - (b) The after effect of tantrums.
  - (c) A high temperature.
  - (d) Lack of attention.
13. The best way to treat convulsions is to:
- (a) Ensure there is a clear airway and place the child in a warm bath.
  - (b) Ensure that there is a clear airway and reduce the temperature by sponging.
  - (c) Wrap the child in a towel to keep him warm and at the same time restricting his movements.
  - (d) Give plenty of cool drinks.
14. If there is a foreign body on the window (pupil or cornea) of the eye, your first action should be:
- (a) Try to remove it with the corner of your handkerchief.
  - (b) Seek medical help.
  - (c) Rinse the eye under a tap.
  - (d) Cover with a moist pad and rest the eye.
15. Which of the following would be the best indication of a fracture?
- (a) Pain, swelling, loss of power, deformity and unnatural movement.
  - (b) Headaches, pain and swelling.
  - (c) Fixity of the joint, pain and swelling.
  - (d) A rapid pulse, flushed face and bad headaches.
16. In all fractures the main aim of the First Aider is to:
- (a) Keep the patient quiet and relaxed.
  - (b) Assure the patient there is nothing to worry about and keep him still.
  - (c) Steady and support the injured limb and keep the joint above and the joint below the fracture at rest.
  - (d) Reduce the pain by giving headache powders or tablets.

PRACTICAL (Examiner chooses one case.)

1. One of your fellow pathfinders has been wood carving. The wood carving tool has slipped tearing a deep gash in the palm of the hand. The patient is cold with clammy skin and rapid pulse when you arrive. Treat ready to transport to hospital.



Ranger First Aid - 4

2. While scrambling over rocks one of your group trips and in an attempt to steady himself puts the right arm out and falls heavily. The patient complains of severe pain in the area of the collar bone and you note some deformity and swelling in the area. Both knees are skinned. Treat ready to transport to hospital.
3. While trying to leap over a log one of your group falls heavily on his wrist. When you pick him up he is cold and in severe pain. The wrist is badly swollen. You also note bleeding from a gash on the lower right leg. Treat ready to transport to hospital.



5. Know and explain the following:
  - a. Circle method of determining direction
  - b. Azimuth
  - c. Back azimuth
6. Name the 6 major points of the compass and the degrees for the 4 major points.
7. Be able to orient a map by:
  - a. Inspection
  - b. Compass
8. Explain resection and its use.
9. Demonstrate how to shoot a magnetic azimuth.
10. Demonstrate how to march on a magnetic azimuth.
11. Explain the following:
  - a. Grid north
  - b. True north
  - c. Magnetic north
  - d. Declination
12. Find direction without a compass by using the following methods:
  - a. Watch method
  - b. North Star or Southern Cross method
  - c. Moon shadow
  - d. Shadow tip
13. Make a topographic map of an open country area in your own locality, using information you have learned in map making.
14. Prove your ability in the use of the compass by following a five kilometre cross-country orienteering course with at least 5 given compass readings.
15. Run a predetermined orienteering course with at least four check points for about five kilometres.

## Requirement 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.

If the snow is deep, lay some logs side by side to make a platform on top of the snow, and then build the fire on top of the platform. Look for shelter from rain, such as caves, ledges, large logs, trees, etc.

To find dry fuel when everything seems wet, look for dead limbs on standing trees. The inner wood will generally be dry, and so will small twigs hanging in the air. Many stumps or dead trees lying on the ground have dry wood inside them or dry leaves underneath them, where rain or snow have not reached. Caves and ledges in rocks are a catchall for leaves and bits of wood. Don't neglect the shredded bark of trees. It is wise to lay in a supply of wood under canvas if you are going to camp any length of time.

Carry sufficient matches for all probable emergencies, preferably in several places throughout your pack and pockets. A 35mm film-can makes an excellent container for carrying matches. These have a tight lid and are waterproof. Place a tiny roll of emery paper in the can for a striker when things are wet. To waterproof matches, dip them in shellac or varnish that has been thinned 50% with alcohol. Thin varnish with thinner. Paraffin melted, makes a good dip also.

### How to Replace an Axe or Tomahawk Handle

A broken helve or handle is often most difficult to remove. The best and easiest way is to burn it out. A single bit axe need only be buried in the earth up to the helve and then a fire made over it. The earth will protect the temper of the blade. For a double bit axe make a trench and leave the eye of the head open in the middle of the trench. Cover both blades well with earth on each side of trench, and then make fire over the eye of the axe.

If you need a new handle in the bush, be sure to make a good one. Spotted Gum is recommended as one of the finest woods for axe handles. Shave the handle into shape and scrape ridges of cuts down with a piece of broken glass. Insert the handle into the axe after you have barely started a split in the end to be inserted. Drive home a wedge made from dry hardwood but do not trim until the axe has been used for a few times, then drive solid again and trim.

A tight handle is important. If the handle is not tight, drive it out and make two saw cuts crossways. Put it back and drive in two hardwood or iron wedges. Saw off any projecting part. A crooked or warped handle must certainly be replaced.

## Requirement 3

COMPLETE ONE OF THE FOLLOWING REQUIREMENTS:

- A. KNOW ON SIGHT, PREPARE AND EAT TEN VARIETIES OF WILD PLANT FOODS.
- 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.
- D. BE ABLE TO SEND AND RECEIVE 15 LETTERS A MINUTE BY WIGWAG USING THE INTERNATIONAL MORSE CODE.
- E. BE ABLE TO SEND AND RECEIVE MATTHEW 24 IN SIGN LANGUAGE FOR THE DEAF.
- F. TAKE PART IN A SIMPLE EMERGENCY SEARCH AND RESCUE OPERATION USING TWO-WAY RADIOS



## TIME ALLOCATED

One session, plus out of class time.

### A. Know on sight, prepare and eat ten varieties of wild plant foods.

The bush is full of edible plants. This may not be very apparent to the casual observer, but after all, the Aborigines of Australia, the Maoris of New Zealand, and the peoples of the South Seas, were all able to "live off the land" before the advent of the white man to these shores.

Of course, many of the foods to be found in the bush may not be very acceptable to our palates, but no doubt a taste could be acquired for them if the necessity arose. Explorers like Burke and Wills perished, not because there was no food to be had, but because they did not recognise it.

In Australia and New Zealand, Pathfinders will not wontonly destroy the native vegetation, and will eat native foods only when absolutely necessary. Remember, many of the edible plants are protected, and it is illegal to pick them.

### Southern Australia

Heart of Grass-Tree. Cut out the heart of young leaves and eat the soft base of the white stalks either raw or boiled.

Bulrush Root. Pull up young sprouts, bake in ashes, peel off the outer leaves and eat the centre. This is like asparagus.

Fringed "Violet". Very pretty mauve flower with three petals, each fringed with delicate hairs. Roast and eat the tiny, potato-like bulbs found below the ground.

Pig-face. Found mostly on coastal sand-dunes. After the flower petals have fallen, the flower stalk swells and assumes a waxy-yellow colour when ripe. Cut open this swelling, inside will be found tiny seeds in a sweet, syrupy juice. Somewhat like a fig.

Muntri (Kunzea pomifera). Small creeping ground plant, bearing fruit exactly like a tiny apple in appearance, smell and flavour. Can be eaten raw, but is better stewed.

Quandong or Wild Peach (Eucarya). Small tree bearing a red fruit with a large, hard, wrinkled nut inside. Eat raw, stewed or make into jam.

Sandalwood Nut or Bitter Peach. Like the Quandong, but the flesh of the fruit is hard and bitter. Roast nuts in ashes before eating.

Kurrajong. This tree is used extensively for planting in streets and parks. It bears bunches of brown pods which split open to reveal the

yellow seeds inside prickly husks. Remove husks by rubbing and winnowing, then crush the seeds and boil as porridge, or roast on a heated stone and crush, then use in place of coffee. Flame tree seeds may be used in the same way. The young shoots of the Kurrajong may be boiled and eaten like spinach or cabbage.

Spinach. Use the leaves of "Old Man" Saltbush, stinging nettle, milk thistle, lucerne or clover.

Wattle Seeds. When crushed and washed in many changes of water and then baked in the form of little cakes, can be eaten, but any species of wattle whose seeds have an unpleasant odour when they get wet while lying on the ground, should be left alone. The gum of some wattle trees contains a certain amount of nutriment.

Nut Grass. A sedge with thin, wiry leaves, which is a pest in lawns and gardens. Its small, onion-like bulb can be eaten raw or roasted.

Chestnut Yam. Has a leaf like a single onion sprout, with a similar hollow centre, but yellow in colour. Grows in damp spots. It is ripe when the tip of the leaf withers. Roast the chestnut-like bulb.

Jewbuck. Small plant with leaf like that of buffalo grass, but larger. Grows on sandhills, and has a small bulb which forms a good, though watery substitute for potatoes.

Daisy Yam or Murrnong. Is one of the most plentiful tuber-bearing plants in grasslands. It has a small tuberous yam very rich in sugar, and can be eaten raw. Roasted, it is like the garden sweet potato.

Ground Orchids. All have yam-like roots which may be roasted or eaten raw.

Murray Lily and Garland Lily. Roots can be ground into flour after drying, and then baked.

Marsh Club Rush. Has edible tuberous roots.

Common Reed. Has starchy underground roots which can be dried and made into flour.

Nardoo. Is a fern-like plant living in damp places. The bulbous underground nodules are eaten by the aborigines, but are not a complete food.

Grasses. Many grasses have edible grain, among them, Native Millet, Panic Grass, Pale Pigeon Grass, Plains Grass. The seeds of these and many other grasses and sedges may be de-husked, ground into flour, moistened and baked.

Lignums. Have edible seeds.

Ferns. The young tips just curled above the ground, underground stems and the heart of tree ferns, may be boiled. However, if the heart of the

tree fern is used, it will destroy the plant, hence care should be taken to avoid using these except in direct extremity.

Amaranthus or Prince of Wales Feathers is a very common weed, which can be recognised by its purple stems. When boiled is a good substitute for cabbage.

Edible Seaweed. May be found along the coast in many places.

Purslane (Wild Portulaca). Yields a large number of tiny seeds which can be pounded and made into a cake. The leaves and stems may be boiled and used as a green vegetable.

Green Salad Plants. Watercress, shepherd's purse, purslane, plantain, young dock leaves, dandelion, when young and tender, may be eaten raw, but must be washed thoroughly in several changes of water.

Fat Hen. Is another common weed that can be boiled as spinach.

Mouse-eared Chickweed. Can be eaten raw or boiled. This is a fragile plant which grows prostrate on the ground and has small white flowers. It must not be confused with milkweed spurge, which is sometimes called chickweed.

Geebungs. Certain species of Geebungs have edible fruits, but on the other hand, some are very acrid and should not be eaten. Those with succulent fruit may be eaten. The Geebungs may be recognised by the small, regular-shaped yellow flowers and berry-like fruit. *Persoonia arborea*, a tree about 9 metres high, growing in Victoria, and several other species, have edible fruit.

Five Corners. Have edible fruits. *Styphelias* have long tubular flowers with turned-back hairy lobes. The flowers may be pink, red, white, yellow or green. The leaves are prickly.

Lillipillis. Edible fruit growing on a handsome tree. The fruits may be white to deep purple in colour, and have a turpentine flavour.

Brush Cherry. Has pretty, small, pear-shaped deep pink fruits, very similar in flavour to the Lillipilli. These both belong to the genus, *Eugenia*.

Grewie. This is a highly ornamental tree growing in the interior of New South Wales and Queensland. It produces an abundance of rich, crimson-coloured fruit with a hard stone inside. It is also known as Colane, Emu Apple and Sour Plum.

Native Currant (*Leptomaria*). Small green fruit the size of currants, can be eaten raw or made into jelly. The tree has no leaves, but has green stems that take the place of leaves.

Wild Cherry (*Exocarpus*). This is another tree that has no leaves. The hard "seed" grows on the outside of the swollen, succulent receptacle, which

is red in colour. The wild Cherry tree is actually a parasite growing on the roots of certain gum trees.

Zamia Palm. Has seeds and tuberous stems rich in starch. The seeds are available until autumn. These grow around the Hawkesbury district and other places.

Bloodwood Galls. These taste rather like coconut. They grow to about 5cm in diameter, and are made by an insect. Do not eat the inner green centre - it is the insect itself. Mulga galls may also be eaten.

These plants are not all to be found in the one locality, but Pathfinders living in the southern states of Australia will be able to find at least ten from this list that grow where they live. Between the east coast of New South Wales and the Blue Mountains, a distance of about 100 kms inland, bush plants capable of nourishing a man are very scarce. They can be found, but are scattered very sparsely over the area and provide food only in season.

### Northern Australia

To the north of Australia, there is a much greater abundance of native foods. One doctor has listed 240 species of plants used for food by the Aborigines in Queensland. About a dozen or so would be available in any one area during each season. They include many of the plants already listed, such as palms, orchids, eucalypts, wattles, wild apple, mushrooms, fungi, ferns, water-lillies, sedges, kurrajongs, bloodwoods, yams and tubers.

The fruits, berries and seeds form the main sources of food, but nuts, buds, pods, shoots, leaves, stalks, manna, roots, bulbs, gum and honey are utilised. Poisonous secretions are soaked out of seeds and nuts. Here are some of the best sources of food found in Queensland:

Bunya Bunya Nuts. Are very pleasant to eat. Every third year, the trees bear very prolifically. The Bunya Bunya trees are the only instance of hereditary property of the Aborigines, each tribe having its own particular trees.

Queensland Nut, Popple Nut or Macadamia Nut. This is worth all the trouble to crack the very hard shell. The tree has leaves which look very much like a Banksia.

Wild Passionfruit. Somewhat similar to the domestic variety, but smaller, and yellow when ripe.

Wild Figs. Some of which are better than others, are to be had practically all around the year.

Native Orange. Has green fruit marked with a few red flecks when ripe. It grows on a tree up to 7 metres high.

Koonkerberry, is a shrub with thin spines and milky juice. It has sweet little berries like sultana grapes.

Wild Grapes. Very much like the cultivated types, and pleasant while you are eating them, but leave your throat dry afterwards.

Wild Cucumbers. Look very like the cultivated varieties, but there is one species which is very bitter. Most, however, are edible.

Epiphytic Orchids and Rock Lilies have edible roots and tubers.

Native Bananas. These may be cooked, or ripened by burying in a leaf-lined hole for a few days and then eaten raw.

Waterlily roots and seeds also provide quite good nourishment.

#### Western Australia

Many of the food plants already mentioned are also available in Western Australia. Among them are:

Tubers of yams and orchids; seeds of Acacia, Spinifex, Nardoo and Hakea; fruits and berries of Sandalwood, Quandong, Emu Apple, Astrolomia, Styphelia; leaves of "Black Boy", Bracken and grasses; inside scrapings of Acacia bark.

#### New Zealand

Nikau Palms. The heart is cooked like cabbage and is pleasant to eat.

Karaka. The fruit is highly poisonous, but when treated is edible. It was one of the staple foods of the Maoris. The fruits were first baked for some hours in an earthen oven, and then placed in baskets and soaked for a day or two in the waters of a stream. The kernels were then washed and knocked about to rid them of adhering flesh and skin.

Tawa. Has edible fruit resembling a damson, about 2 cms. long.

Taraire. Has a fruit 4 cms. long, purple, plum-like and poisonous to man except when boiled.

Mako-mako berries are edible.

Tataramoa or Bush Lawyer belongs to the same family as the raspberry. It has juicy red fruit similar to a small raspberry or blackberry.

Kohia or New Zealand Passion-flower has handsome orange-coloured fruit.

Kotukutuku or Native Fuschia has very pleasant small berries called "Konini" berries.

Ta-totara has a small orange-coloured edible drupe. The plant is small and straggling with needle-like leaves.

Rinu has small edible fruits.

Kahikatea has small, red berries.

Miro has bright red fruit as large as plums with the odour of turpentine. Native pigeons are very fond of them. They ripen in the winter.

Kumara or sweet potato was introduced into New Zealand in very early times. It has large edible tubers.

Cabbage Tree. Young, tender leaves are eaten like cabbage. The roots are also edible.

Kohaka or Astelia has long sprays of red, yellow and green sweet berries. It is an epiphyte.

In New Zealand, there are many other wild plants, not necessarily native, which can be eaten, either raw as salad, or cooked as spinach. Among these are: Dock, purslane, mouse-eared chickweed, shepherd's purse, fat hen, clover, mallow, plantain, dandelion, nettles, bracken, common reeds. The tubers of reeds and nut-grass, and the seeds of pines and grasses may also be collected.

### TESTS OF UNKNOWN FOODS

A safe rule is to avoid unknown vegetation if other food is available. Testing unknown foods is not a job for an amateur. However, if stranded in the bush without food, it is well to know what tests to apply:

- a. Red colour in a fruit (except raspberry types) is usually a danger signal. Avoid fungi and plants with a milky-coloured sap.
- b. Crush and smell unknown foods. If they have a smell of peach leaves or bitter almonds, this reveals the presence of Prussic acid, a deadly poison.
- c. If it smells all right, rub it on the skin inside your elbow. If it does not raise a blister or irritate the skin, try some on your tongue.
- d. If it does not sting or burn and the flavour seems all right, chew a little, gargle the juice in the back of the throat and spit it out.








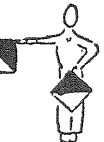




























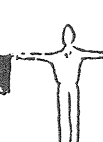


- e. If your throat does not become sore, eat a little and wait for four hours, and see if there are any ill effects in the way of vomiting, giddiness, internal pains, etc.
- f. If there are no ill effects, it may be safe to eat a quantity of it.

### RESOURCES

"Wildfood in Australia"

Audio/Visual - "Wildfood - Bush Medicine" - John Zambo. Available from North New South Wales Conference Youth Department.

C. Be able to send and receive 35 letters a minute by semaphore code.

 A	 I	 G	 7	 M	 S	 Y
 B	 2	 H	 8	 N	 T	 Z
 C	 3	 I	 9	 O	 U	 ATTENTION
 D	 4	 J	 O	 P	 V	 INTERVAL
 E	 5	 K	 Q	 W	 NUMERAL	
 F	 6	 L	 R	 X		

D. Be able to send and receive 15 letters a minute by wigwag using the international morse code

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Samuel F.B. Morse invented the Morse code, a code of dots and dashes, in 1832. It is the internationally accepted code.

A · —	J · — — —	S ...
B — ...	K — · —	T —
C — · — ·	L · — ...	U .. —
D — ..	M — —	V ... —
E ·	N — ·	W · — —
F .. — ·	O — — —	X — · · —
G — — ·	P · — — ·	Y — · — —
H ....	Q — — · —	Z — — ..
I ..	R · — ·	

### Learning the Code

Learn the code by sound, NOT by memorizing the little dots and lines on a code chart. Make yourself a simple buzzer and get your friend to do the same; then sit in different rooms and signal each other. Take your time, go slowly, learn to hear the letters. Make a 'dah' the length of three 'dits', and pause between letters the length of a 'dah'. Get it right the first time, speed will come with practice.

The following eleven letters can be learned in a few minutes:

E dit	T dah	A di-dah
I di-dit	M dah-dah	N dah-dit
S di-di-dit	O dah-dah-dah	R di-dah-dit
H di-di-di-dit		K dah-di-dah

Now practice using them by sending and receiving some of these sentences:  
THE KIT IS A HIT: TIM IS NOT HERE: HE IS AT HOME: THE MEN ARE NEAR:  
RENT A TENT TO HIM: THIS TENT HAS A TEAR IN IT.

Make up sentences of your own. You will have a lot of fun sending messages with whatever letters you know. Do not try to learn all the code in one sitting. Add a few letters at a time, and before you realise it you will have learned the whole code and can send and receive with the experts.

### Wigwag Sending

For wigwagging you need two flags each 60cm square. One is red with a



white 20cm square in the middle, the other is white with a red square in the middle. Each is fastened by ties to a pole approximately one metre long. Taller juniors may want a longer pole.

Choose the flag that stands out clearer against your background. White is better in front of trees; red is usually better against the open sky.

The Morse code is used. The flag is dipped to the right for a 'dit' and to the left for a 'dah'. (To help you remember, notice that 'dit' and 'right' sound quite a lot alike).

For the upright position, hold the butt end of the pole in your left hand over your belt buckle. Hold the right hand 30cm above the left, with the pole in front of your nose and leaning forward slightly.

To make a 'dit' keep the left hand where it is and swing the pole down level on the right and up again. Move with a figure-of-eight motion, keeping the pole always leading the way so the flag does not tangle.

To make a 'dah', make the same motion but to the left. When 'dit' and 'dah' come together, make just one long figure of eight motion from low on one side to low on the other and up again.

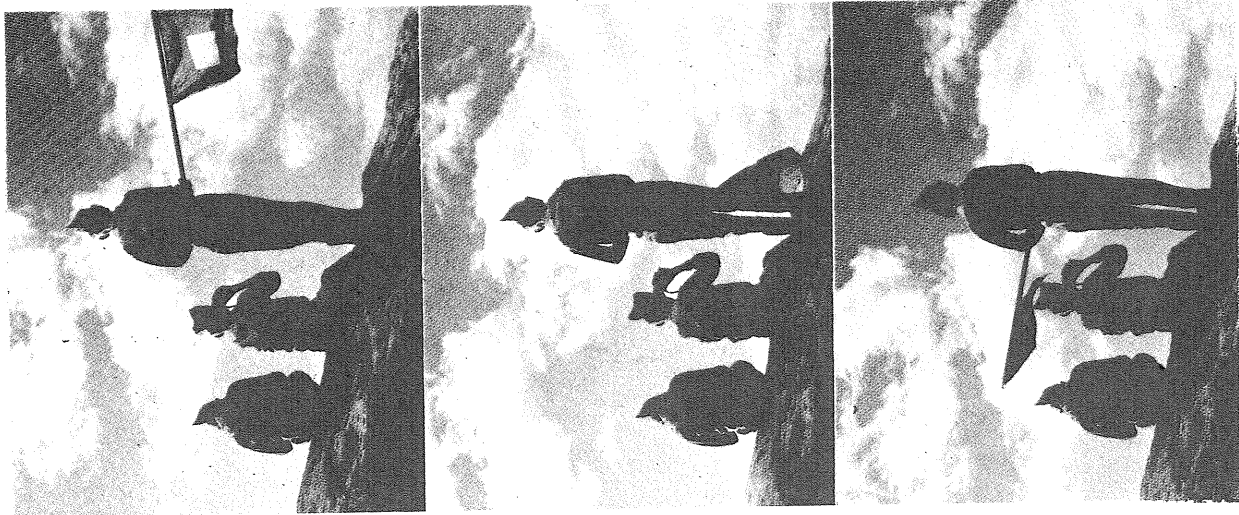
For a 'front' swing the flag down in front of you.

The signalling team consists of two juniors; the 'signalman' and the 'recorder'. In sending, the recorder dictates the message word by word to the signalman, who sends it. When receiving, the signalman receives the message and dictates it to the recorder, who writes it down. When signalling over long distances where binoculars are necessary, add an 'observer' as third man with binoculars.

To establish contact, the sending team take their positions in an exposed place and choose the flag that makes the better contrast with the background. The signalman begins to send a long series of "A's". When the receiving team notices, they take their position and the receiving signalman waves "K" (klear), meaning he and his recorder are ready to receive.

The sending recorder pronounces the first word, and the signalman sends it. He makes a complete letter, with all its dits and dahs, without stopping. But he comes to the upright position briefly at the end of each letter and makes a front at the end of each word, then stops with the flag down and watches the receiving signalman. If the receivers got the signal clearly, they wave back "E", and the senders go ahead with the next word.

At the end of a sentence the signalman makes two fronts. At the end of the message he signals "AR" as one letter. This time he waits until the receivers have checked the message through and wave back "R", meaning that they received the whole message clearly. Now, and only now, do the signallers leave - unless they wish a reply, in which case they had better wait.



## SIGNALING

### ATTENTION!

Before sending a message the sender attracts the receiver's attention by sending a series of A's as one letter. As soon . . .

### THE MESSAGE

The sender signals the first word, ending each letter with an upright, each word with a front. He pauses after each word for the receiver to signal E, meaning he understood. If the . . .

### SIGNING OFF

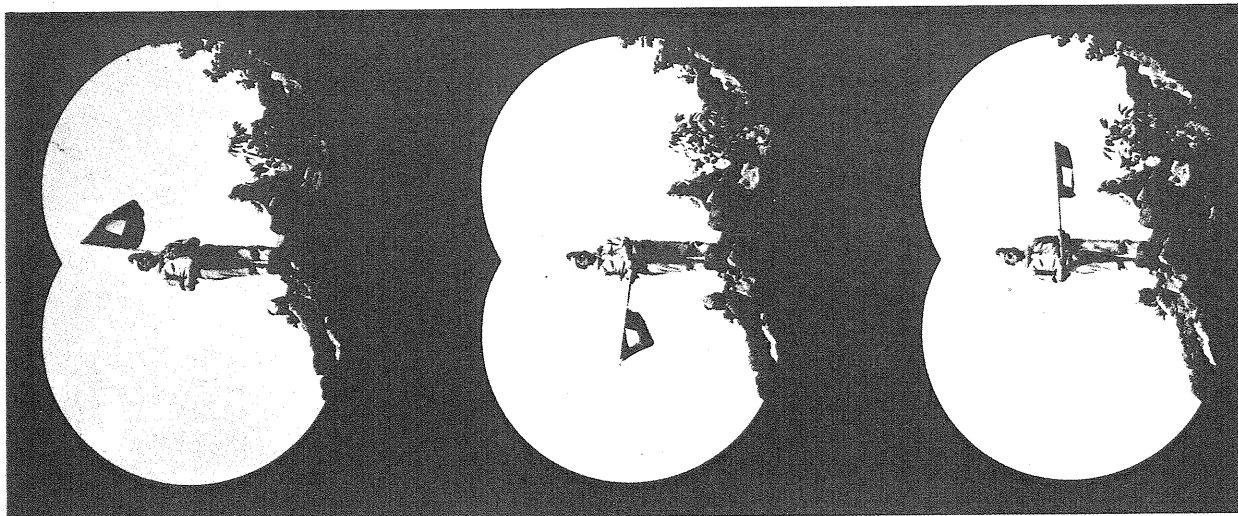
At the end of the message, sender waves AR as one letter and waits for the receiver to signal back R. Only . . .

## WITH FLAGS

as receiver notices the signal he stands in a position where he can see the signal. Sender easily, sends K, meaning "All is Klear for receiving."

sender makes a mistake, he stops, signals eight E's as one letter, and then repeats the last word. If receiver does not understand, he signals IMI (I Missed It), and the sender repeats.

after this is the message considered officially received. Sender now waits for a reply if one is expected.



The signaller may make a mistake. If so, he immediately drops the flag in a front, then makes eight dits and a front and waits for an answering "E". Then he starts over on the word he was sending. If the receiver does not understand a word, he signals "IMI" as one letter, and the sender repeats the last word he sent.

In all signalling, accuracy is more important than speed. Speed will come naturally with practice.

E. Be able to send and receive Matthew 24 in sign language for the deaf.

# DEAF ALPHABET

