

Explorer Class

EXPLORER TEACHING HELPS

IN PREPARATION FOR THIS COURSE, TEACHERS SHOULD READ:

"How to Use The Manual"	Page 10
"The Role of The Teacher"	Page 20
"Class Work Charts"	Page 28
"How to Teach a Class"	Page 34
"How to use the Teaching Plans"	Page 229
"Junior Youth Ministry"	Page 13
"Understanding Junior Youth"	Page 17

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

How to use the Teaching Plans

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

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

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

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

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

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

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

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

<u>PROGRAM or WEEK</u>	<u>MODEL A</u>	<u>REQUIREMENTS COVERED</u>
1	Law - discuss and learn, and activity Introduce reading-"The Happy Path", Book Club Discussion/audio/visual - drugs, alcohol Membership and dues	G3 G4,5 HF1 G2
2	Use of concordance Design pledge card Plan participation in 3 church programs Read Luke before next meeting	BS1 HF1 SO2 BS3
3	Choose and discuss Scripture segment from Luke Introduce nature honours Read John before next meeting	BS3 NS2 BS3
4	Choose and discuss Scripture segment from John Topographical map - uses, 20 signs and symbols Enrolment of new members, Pathfinders or S.S., etc.	BS3 CS4 SO ADV
5	CAMPOUT - 2 nights, campsite selection, 2 meals Review basic lashings and build 1 article camp furniture	CS1 CS ADV 1
6	Discuss salvation story from Luke or John Nature honour	BS4 NS2
7	BI-MONTHLY Identify 6 animal/bird tracks - make 3 plaster casts	NS ADV
8	Learn and explain Proverbs 20:1 and 23:29-32 Stars, planets and constellations	BS5 NS1
9	CAMPOUT Revise Proverbs 20:1 and 23:29-32 Identify stars, planets and constellations Topographical map and symbols - practical	BS5 NS1 CS4
10	Audio/visual - "Tell It to The World" Honour work	CH NS2
11	Discuss 1844 to J.N. Andrews Honour work	CH NS2
12	BI-MONTHLY - 8km hike and log 16km hike and list of clothing to be worn, and report	HF2 HF ADV
13	Church Heritage test Recreation or Arts and Crafts Honour	CH CS3

<u>PROGRAM or WEEK</u>	<u>MODEL A</u>	<u>REQUIREMENTS COVERED</u>
14	Pathfinder flag and guidon - composition and use Plan menu for 3 day camping trip for 4 people using 3 different dehydrated foods	G ADV CS ADV2
15	CAMPOUT - Identify "advanced" stars - Spiritual significance of Orion Introduce signalling - semaphore, morse, sign, etc	BS ADV CS ADV3
16	Learn about Community Services in area and discuss ways of giving assistance First aid	S01 CS2
17	Memory Gem Exam Complete first aid and test	BS2 CS2
18	BI-MONTHLY - signalling - semaphore, morse, etc	CS ADV3
19	Church Heritage crossword puzzle Recreation or arts and crafts honour - complete	CH ADV CS3
20	Report on community services project Complete honours and check all work completed	S01 NS2,CS3

<u>PROGRAM or WEEK</u>	<u>MODEL B - SEGMENT 1</u>	<u>REQUIREMENTS COVERED</u>
1	Promote "The Happy Path" Encourage Memory Gem learning	G4 BS2
2	Teach law and its meaning, and activity Introduce Book Club books	G3 G5
3	Familiarise class with Community services in area and plan to participate in one	SO1
4	Demonstrate how to use a Concordance Discuss participation in three church programs	BS1 SO2
5	Commence personal reading of Luke and John Discuss physical effect of alcohol, Pledge	BS3 HF1
6	CAMPOUT	
7	Check on all reading Report on Community service project Discussion on alcohol	G4,5 BS3 SO1 HF1
8	Discussion on Scripture sections from Luke and John Report on participation in church programs	BS3 SO2
9	Review use of Concordance Promote Memory Gem	BS1 BS2
10	Introduce nature honour	NS2
11	Nature honour	NS2
12	CAMPOUT	
13	Nature honour	NS2
14	Nature honour - complete	NS2
15	Discuss Salvation story from Luke and John	BS4
16	View audio/visual "Tell It To The World"	CH
17	Discuss 1844 to departure of J.N. Andrews - missionary	CH
18	CAMPOUT	
19	Memorise and explain Proverbs 20:1 and 23:29-32	BS5
20	Show again audio/visual "Tell It To The world" Complete crossword puzzle	CH CH ADV

<u>PROGRAM or WEEK</u>	<u>MODEL 1 - SEGMENT 2</u>	<u>REQUIREMENTS COVERED</u>
1	Membership and fees Composition and use of Pathfinder flag and guidons	G2 G ADV
2	Commence recreation or arts and crafts honour Review Junior Law, and activity	CS3 G3
3	Honour work - recreation, or arts and crafts Community Service promotion	CS3 SO1
4	Discussion on choice of good campsite. Plan campout Commence nature honour	CS1 NS2
5	Nature honour Plan meals for campout	NS2 CS1
6	CAMPOUT - 2 nights, cook two meals Hike 8 kms and write report Identify 6 tracks animals or birds and make casts Nature honour	CS1 HF2 NS ADV NS2
7	Nature honour - complete	NS2
8	First aid	CS2
9	First aid and exam	CS2
10	Teach planets, stars and constellations	NS1
11	Continue with planets, stars and constellations Discuss clothing ready for 16 km hike Enrolment of new members in SS/Path/Correspondence course	NS1 HF ADV SO ADV
12	CAMPOUT - participate in 16 km hike Test on planets, stars and constellations	HF ADV NS1
13	Topographical maps and symbols	CS4
14	Topographical maps and symbols	CS4
15	Lashings to be reviewed	CS ADV1
16	Teach Semaphore, Morse Code, etc	CS ADV3
17	Plan menu for 4 people for 3 day camp, dehydrated food	CS ADV2
18	CAMPOUT - build required camp furniture Practice semaphore, etc	CS ADV1 CS ADV3
19	Extra stars and constellations, significance of Orion	BS ADV
20	Review and check all work	

REQUIREMENTS

PAGE

GENERAL

- | | | |
|----|--|-----|
| 1. | Be 12 years old and/or in Year 7 or its equivalent. | 236 |
| 2. | Be an active member of Pathfinders. | 236 |
| 3. | Learn or review the meaning of the Junior Law and demonstrate your understanding by participating in one of the following activities: Role Play, Panel Discussion, Essay, or Prepare a Project of Your Choice. | 236 |
| 4. | Read the book "The Happy Path" if not previously read. | 241 |
| 5. | Have a current Book Club Certificate and write at least a paragraph of review on each book. | 241 |

ADVANCED

<i>Know the composition and proper use of the Pathfinder Flag and Unit Guidon.</i>	241
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BIBLE SEARCH

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|----|---|-----|
| 1. | Become familiar with the use of a Concordance. | 244 |
| 2. | Hold a current Memory Gem Certificate. | 245 |
| 3. | Read the gospels Luke and John in any translation, and discuss in your group any three of the following:
Luke 4:16-19 The Scripture Reading
Luke 11:9-13 Ask, Seek, Knock
Luke 21:25-28 Signs of Second Coming
John 13:12-17 Humility
John 14:1-3 Lord's Promise
John 15:5-8 Vine and Branches | 247 |
| 4. | Choose in consultation with your leader one of the following areas:
A. John 3 Nicodemus
B. John 4 The Woman at the Well
C. Luke 15 The Prodigal Son
D. Luke 10 The Good Samaritan
E. Luke 19 Zacchaeus
and share your understanding of how Jesus saves individuals by using one of the following methods:
A. Group discussion with your leader.
B. Giving a talk at Pathfinders.
C. Writing an essay.
D. Making a series of pictures, charts or models.
E. Writing a poem or song. | 249 |
| 5. | Memorise and explain Proverbs 20:1 and Proverbs 23:29-32. | 251 |

ADVANCED

<i>Be able to identify Achernar, The Southern Cross, The Pointers, Orion. Know the spiritual significance of Orion as told in "Early Writings".</i>	252
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SERVING OTHERS

- | | | |
|----|---|-----|
| 1. | Be familiar with the community services in your area and give assistance to at least one. | 253 |
| 2. | Participate in at least three church programs. | 254 |

ADVANCED

<i>Enrol a new member in Sabbath School, Pathfinders, or a Bible Correspondence Course.</i>	254
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CHURCH HERITAGE

View the audio/visual presentation entitled "Tell It To The World" and discuss as a class the period of time from 1844 to the departure of J.N. Andrews as the first Adventist missionary.

255

ADVANCED

Complete the crossword puzzle based on the audio/visual "Tell It To The World".

272

HEALTH AND FITNESS

1. Complete one of the following activities, and design a Pledge Card choosing a life style free from alcohol.
 - A. Participate in a class discussion on the physical effects of the drug alcohol on the body.
 - B. View an audio/visual on alcohol and other drugs, and discuss the effects on the human body.
2. Participate in an eight kilometre hike and write a brief report.

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ADVANCED

Participate in a sixteen kilometre hike and make a list of clothing to be worn.

281

NATURE STUDY

1. Identify three planets, five stars, and five constellations.
2. Complete one of the following honours: Amphibians, Birds, Flowers, Stars, or Weather.

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ADVANCED

Identify six tracks of animals or birds. Make a plaster cast of three tracks.

292

CAMPING AND SURVIVAL SKILLS

1. Participate in a two night campout. Review the points of a good campsite. Plan and cook two camp meals.
2. Pass a test in Explorer first aid.
3. Complete one recreational, or arts and crafts honour, not previously earned.
4. Explain what a topographical map is, what you can expect to find on it, and its uses. Identify at least twenty signs and symbols used on topographic maps.

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302

ADVANCED

1. Review the basic lashings and build one article of camp furniture.
2. Plan a menu for a three day camping trip for four people, using at least three different dehydrated foods.
3. Be able to send and receive the semaphore alphabet, OR Be able to send and receive the international Morse code by wigwag, OR Know the alphabet in sign language for the deaf, OR Have a basic knowledge of procedures of two-way radio communication.

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GENERAL

One class has been allocated to this section, and one class to the advanced requirement.

Requirement 1

BE 12 YEARS OLD AND/OR IN YEAR 7
OR ITS EQUIVALENT.

EXPLANATION

State equivalents are:

Queensland	Year 8	South Australia	Form I
New South Wales	Year 7	West Australia	Form I
Australian Capital Territory	Year 7	Tasmania	Form I
Victoria	Form I	New Zealand	Form II
Northern Territory	Form I		

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

Requirement 2

BE AN ACTIVE MEMBER OF PATHFINDERS.

EXPLANATION

To be an active member the junior should:

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

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

Requirement 3

LEARN OR REVIEW THE MEANING OF THE
JUNIOR LAW AND DEMONSTRATE YOUR
UNDERSTANDING BY PARTICIPATING IN
ONE OF THE FOLLOWING ACTIVITIES:

ROLE PLAY, PANEL DISCUSSION, ESSAY,
OR PREPARE A PROJECT OF YOUR CHOICE.

CLASS PERIOD

One

THE JUNIOR LAW is for me to

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

MEANING OF THE LAW:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Go On God's Errands. The supreme purpose of every Adventist junior is to do God's work. "Children can be acceptable missionary workers in the home and in the church. God desires them to be taught that they are in this world for useful service, not merely for play. In the home they can be

trained to do missionary work that will prepare them for wider spheres of usefulness. Parents, help your children to fulfil God's purpose for them."

Messages to Young People, page 225.

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

TEACHING METHODS

A variety of activities are listed from which your class may choose to demonstrate segments of the Junior Law.

1. ROLE PLAY:

- a. Have your class select a segment of the Law from which they will act out a situation that demonstrates an understanding of its meaning.
- b. Develop the story outline as a group.
- c. Assign the character parts.
- d. Engage in spontaneous practice without a written script.
- e. Demonstrate before a class group.

2. PANEL DISCUSSION:

A panel consists of two or more Explorers who give their point of view in response to questions asked by the leader and/or the class.

3. ESSAY:

The essay shall consist of a minimum of 250 words and is to be presented to the leader.

4. PROJECT:

Using illustrations which may consist of drawings, pictures, diagrams, or any other form or cutout, demonstrate your understanding of the Law.

METHOD OF TESTING

Participation in selected activity, and memorisation of the Junior Law.

Requirement 4

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

EXPLANATION

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

Requirement 5

HAVE A CURRENT BOOK CLUB CERTIFICATE
AND WRITE AT LEAST A PARAGRAPH OF
REVIEW ON EACH BOOK.

OBJECTIVE

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

METHOD OF TESTING

One paragraph of review on each book read will qualify the junior for a Book Club Certificate.

Advanced Requirement

KNOW THE COMPOSITION AND PROPER USE
OF THE PATHFINDER FLAG AND UNIT GUIDON.

CLASS PERIODS

One

EXPLANATION

The Drill and Flag Ceremony section of the Australasian Pathfinder Staff Manual has instruction on the proper use of the Pathfinder Flag and Unit Guidon.

Composition of the Pathfinder Flag

The Pathfinder flag is made from one of several materials, cotton bunting, rayon, or nylon. The flag is divided through the centre both vertically and horizontally making four equal parts. The background colours are royal blue and white alternately sewed together with the upper left hand corner being royal blue. Pathfinder emblem is centred in the heart of the background. The colours are descriptive of the purposes and ideals of Pathfindering.

WHITE.....Purity

"Blessed are the pure in heart for they shall see God." Matt. 5:8

BLUE.....Loyalty

"And Daniel purposed in his heart that he would not defile himself." Dan. 1:8

RED.....Shed blood
of Christ

"The blood of Jesus Christ His Son cleanseth us from all sin." Rev. 3:18

GOLD.....Faith and Love

"I counsel thee to buy of me gold tried in the fire." Rev. 3:18

Within the Pathfinder emblem we have represented that which is a bulwark for every Pathfinder living in these uncertain times.

SHIELD.....Shield of Faith "The just shall live by Faith". Heb. 10:38

SWORD.....Sword of the Spirit.

"For the word of God is quick and powerful, and is sharper than any twoedged sword..."
Heb. 4:12.

The triangle shape calls our attention to the triple purpose for which our Pathfinder organisation is ordained: to aid in the spiritual, mental and physical development of our boys and girls around the world.

The Pathfinder flag is 1 metre by 1½ metres in size.

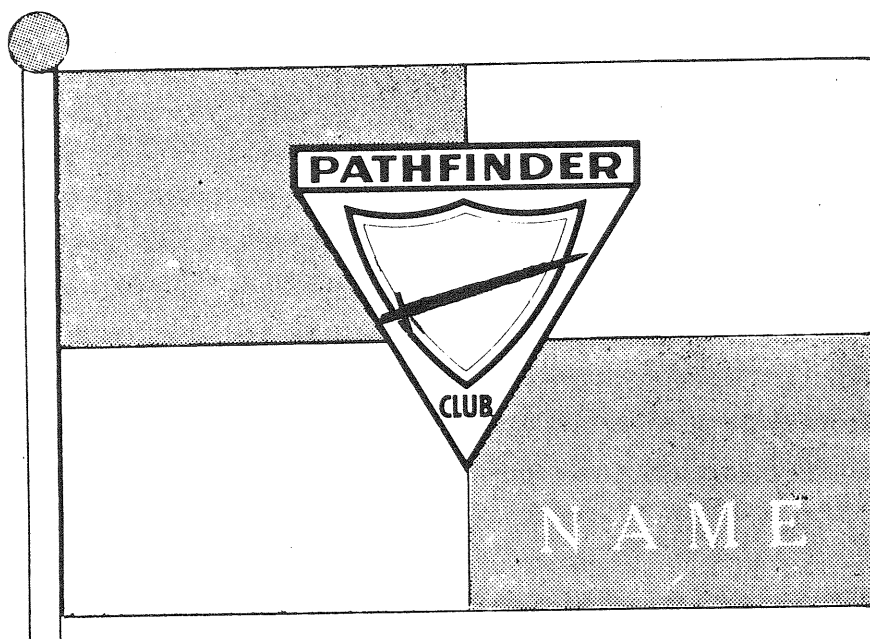
It is proper to display the Pathfinder flag at such occasions as Pathfinder Fairs, Pathfinder Camporees, Pathfinder Day in the church, civic parades, etc.

Composition of the Unit Guidon

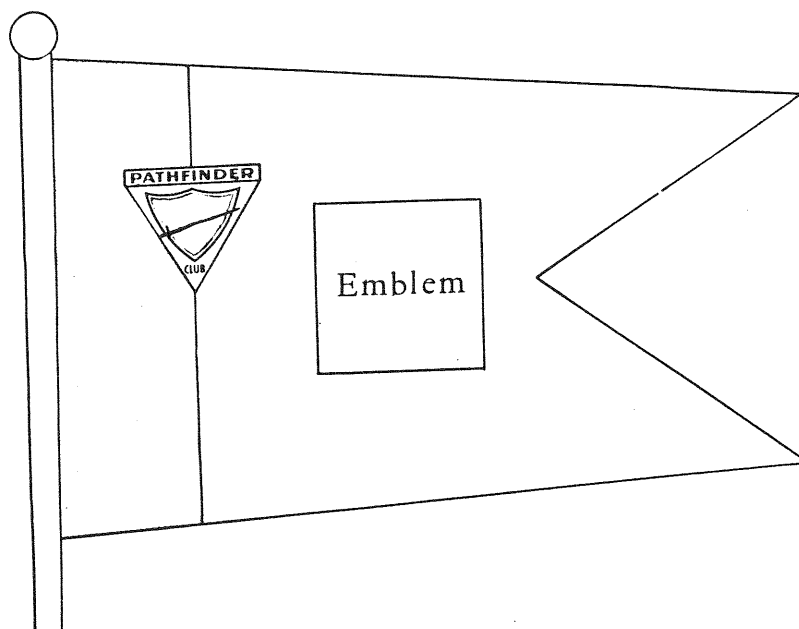
Each Pathfinder Club unit has its own guidon. The guidon is 35cm wide and 55 cm long with the shorter dimension attached to a staff at least 1½ metres long, with a diameter of 2cm. The width of the guidon tapers to 28cm and has a cleft that indents 20cm. A blue panel 10cm wide parallels the staff.

A 10cm Pathfinder triangle emblem is located $7\frac{1}{2}$ cm from the top edge so that the median line of the emblem falls vertically along the outer edge of the blue panel. The space to the right of the blue panel is white. The embroidered or colour-sketched emblem representing the name of the unit (bear, lion, bird, etc.) shall be inserted midway between the panel of blue and the indented point and between top and bottom and the over-all width or height shall not exceed 13cm.

PATHFINDER FLAG



PATHFINDER CLUB UNIT GUIDON



BIBLE SEARCH

The purpose of the Bible Search section is to familiarise the Explorer with the use of a concordance and to help them discover Christ as Saviour through the reading of the Gospels and the understanding of how Jesus relates to the individual.

Five class periods have been allocated for the basic course, and one for the advanced section.

Requirement 1 BECOME FAMILIAR WITH THE USE OF A CONCORDANCE.

CLASS PERIODS One

OBJECTIVE

To learn the value and practical application of this Bible Study tool.

TEACHING METHODS

1. A concordance is an alphabetical listing of every word found in the Bible. Depending on the size of the concordance each word is not only listed but also has a reference for every time the word appears in either the Old Testament or the New Testament.

It will help to have a variety of different concordances on hand for the Explorers to examine for themselves.

2. After demonstrating how to use a concordance ask each Explorer to select a topic and to find the related texts on the subject and to make up a list.

For example: If they choose the topic of 'Happiness', they should look up the words having to do with the subject. e.g. Happy, Happiness, Joy.

3. A form of Bible drill could also be used by giving a topic such as joy, peace, hope for the Explorer to first look up in his concordance and then to find a verse containing this word in his Bible and then read it aloud. The first to complete the sequence scores a point.
4. Explain how to use a concordance when you know the text but not the reference. For example: if you know the text says ".....in all thy ways acknowledge him and he shall direct thy paths...."; demonstrate how to pick out a key word - look it up in the concordance and locate the reference. A list of texts without references could be given and the Explorers set to work.

RESOURCES

A concordance, such as Strong's, Young's, Cruden's.

METHOD OF TESTING

Participation in the activities, demonstrating ability to use a concordance. Where necessary, design your own short quiz, to see if the Explorer has achieved a working understanding of how a concordance should be used. e.g.

1. Quote a few well known texts and ask the juniors to find the references.
2. Select a topic (e.g. Faith) and ask them to give several texts on what faith is, according to the Scripture.

Requirement 2

HOLD A CURRENT MEMORY GEM CERTIFICATE.

CLASS PERIODS

One

Of the total class periods allocated for the Explorer Course, one is set aside for a Quarterly examination.

OBJECTIVE

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

TEACHING METHODS

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

Suggestions for the Weekly Review of the Memory Gems:

1. REPETITION REVIEW: After having a few juniors say the verse for the day, call on all to say it together, then all the girls, then the boys, then perhaps the teachers. Close by having all say it together, and see if all can take part. If possible, continue until they can. (Always have reference repeated each time the verse is said)

2. **MISSING WORD REVIEW:** Write text clearly on board before meeting, and rub out about every second word, particularly any catch ones, and usually the first one, which is not always easy to remember. Ask different ones to supply the missing words, requesting that only the one asked should respond. In small groups, juniors may be asked sometimes to come out and write in the word.
3. **COMPETITION REVIEW:** When there are about equal numbers of girls and boys, draw a line down centre of the blackboard, heading sides respectively GIRLS - BOYS. Then put a mark for each one that correctly recites the verse for the day, under the proper heading, and see which side will win.
4. **WORD REVIEW:** Have text repeated by two or three, or by all together once or twice, then ask for each one in rows to repeat the following word without hesitancy. Then move about from one to another, pointing to the one you wish to supply the word. Only the one to whom you point should respond but pass on fairly quickly, so that the review will be brisk and interesting.
5. **QUESTION REVIEW:** Ask as many questions as you can on the texts from the first of the quarter. In some instances two or three questions can be asked on one text, but mix them among questions on other texts. Request that answers be given if possible in the exact words of Scripture.
6. **TEXT BEE REVIEW:** Divide the group in about half. Then have members of one side call for a text or ask a question of a member on the other side. If answered, that side do the asking, if not, same side ask again. (Conduct something after style of a Spelling Bee.)
7. **SURPRISE REVIEWS:** Have references to date written clearly on different slips of folded paper. Give one to each member before meeting, asking them not to open until asked to do so. For review call names one by one, ask them to rise, open slip, and say the verse called for. The reference should be read aloud so that all can determine if the right text is quoted.
8. During another period write out the texts on slips of paper, as in No. 7 and have the references given in same way.
9. **REFERENCE TEST:** Put on blackboard something like the following:

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

Ask different ones to fill in as for "missing word" review.

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

RESOURCE

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

METHOD OF TESTING

Pass one quarterly test provided by the Conference Youth Department.

Requirement 3

READ THE GOSPELS LUKE AND JOHN IN ANY TRANSLATION, AND DISCUSS IN YOUR GROUP ANY THREE OF THE FOLLOWING:

LUKE 4:16-19	THE SCRIPTURE READING
LUKE 11:9-13	ASK, SEEK, KNOCK
LUKE 21:25-28	SIGNS OF SECOND COMING
JOHN 13:12-17	HUMILITY
JOHN 14:1-3	LORD'S PROMISE
JOHN 15:5-8	VINE AND BRANCHES

CLASS PERIODS One

Much of the reading should be done out of class.

OBJECTIVES

To help maintain a daily Bible reading routine in the lives of the Explorers and to retain an interest in God's Word.

To provide opportunity for the Explorers to share with their friends their personal Bible study discoveries.

TEACHING METHODS

A. For Reading the Gospels

1. Instruct each Explorer to work out a colour code similar to that already done in the Companion class. New colours can be added to draw attention to the specific theme of Christ as Saviour, e.g. Divinity of Jesus - Purple, Humanity of Jesus - Brown, Humility of Jesus - Orange.
2. Encourage the class to share with each other some of the important discoveries they have made during their reading.
3. Pencil sketches may be entered in the margin to highlight the subject matter, e.g. a vine, foot washing, a well.
4. Have the Explorers make a log of their reading of Luke and John. Clearly set out a log, including the date and the passages read for that day, e.g.
June 5 Luke 21
June 6 Luke 22

B. For discussion of Three Bible Passages

1. When discussing the three passages you may like to have each Explorer draw up a chart to outline the simple steps of Salvation. Encourage class members to be original in their approach and to give a report on their particular chart or diagram.
2. Have your Explorers convert each of the selected passages into a twenty-five word telegram. These telegrams are to be sent to a dying friend who needs to find out how Jesus can save. Actual telegram forms obtained from the Post Office will add extra interest to this exercise.
3. Have the class produce a one-minute commercial that sums up all the information contained in the passage of scripture they choose. For added interest use a cassette recorder to record the commercial and play it back to the complete junior group.
4. Collect a large quantity of family photos, pictures of people, etc. Read the passage about the Lord's supper (John 13) with the group. Then encourage them individually or in pairs to choose different pictures for the various personalities in the story, i.e. what kind of look does the scripture story suggest. Use different Bible translations for clues. After the juniors have made up their own portrayal of the event, invite each group or individual to explain their work. Encourage discussion on the subject of which disciple they identify themselves with.

METHOD OF TESTING

Participation in discussion, and fulfilment of reading requirement.

Requirement 4

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

- A. JOHN 3 NICODEMUS
- B. JOHN 4 THE WOMAN AT THE WELL
- C. LUKE 15 THE PRODIGAL SON
- D. LUKE 10 THE GOOD SAMARITAN
- E. LUKE 19 ZACCHAEUS

AND SHARE YOUR UNDERSTANDING OF HOW JESUS SAVES INDIVIDUALS BY USING ONE OF THE FOLLOWING METHODS:

- A. GROUP DISCUSSION WITH YOUR LEADER.
- B. GIVING A TALK AT PATHFINDERS.
- C. WRITING AN ESSAY.
- D. MAKING A SERIES OF PICTURES, CHARTS OR MODELS.
- E. WRITING A POEM OR SONG.

CLASS PERIODS

One

OBJECTIVE

To enable Explorers to understand that God is personally interested in them by studying how Jesus dealt with individuals.

TEACHING METHODS

1. Draw up a 'Life Line' for the individual chosen and mark out all the different things that have happened in their life. Care should be taken to include other important information such as how the various events affected them and how their lives were changed.

EXAMPLE: a. An individual life

Life before they met Jesus	How and where they met Jesus	What Jesus said	FINAL RESULT
How they must have felt	Why they went to see Him	Individual's reaction	

EXAMPLE: b. A Parable

Life at home - desires thoughts & actions	What you thought it would be like away from home	What it was really like	How you decided to come home	Feelings on the way home	What happened when you arrived back home

2. Using a piece of graph paper plot the experience of your chosen individual before and after he meets Jesus. Then in a different colour, plot the attitude of Jesus toward that person's life. Invite the Explorer to explain their graph.
3. Pre-record the voice of a young man who has supposedly run away from home and has gotten into trouble. He rings home and says he's sorry and that he might come home. Have each Explorer role play the situation of answering the call in the manner of the worst possible parent.

After making a list of the different responses replay the phone call encouraging the group to answer in the role of the kindest possible parent. Keep a list of the responses and compare them in the light of the parable of the Prodigal Son. For added interest work out a system where-by you can actually play the pre-recorded message over a telephone.

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

WHEN A LITTLE MAN MET JESUS

Entering Jericho Jesus made his way through the city. There was a man there named Zacchaeus; he was superintendent of taxes and very rich. He was eager to see what Jesus looked like; but, being a little man, he could not see him for the crowd. So he ran on ahead and climbed a sycamore tree in order to see him, for he was to pass that way. When Jesus came to the place, he looked up and said, "Zacchaeus, be quick and come down; I must come and stay with you today." He climbed down as fast as he could and welcomed him gladly. At this there was a general murmur of disapproval. "He has gone in", they said, "to be the guest of a sinner." But Zacchaeus stood there and said to the Lord, "here and now, sir, I give half of my possessions to charity; and if I have cheated anyone, I am ready to repay him four times over." Jesus said to him, "Salvation has come to this house today! - for this man too is a son of Abraham, and the Son of Man has come to seek and save what is lost."

Luke 19:1-10 NEB

- A. If I had been Zacchaeus when Jesus stopped and asked me to come down, I would have been: (circle one)
 - a. shocked
 - b. scared off
 - c. overwhelmed with joy
 - d. embarrassed
 - e. excited and afraid at the same time

- B. When Jesus called Zacchaeus by name and asked to have dinner with him, he probably wanted to: (circle one)
- a. talk to him about his shady tax collecting
 - b. satisfy his curiosity
 - c. be his friend
 - d. make him feel worthwhile
- C. For me the greatest thing about Jesus in this story is the way he: (circle one)
- a. is on the lookout for people "up a tree"
 - b. can change a 'taker' into a 'giver'
 - c. can make a 'little man' big
 - d. doesn't care what other people think
 - e. sees in every sinner a 'son of Abraham'
 - f. walks into your life and things happen
- D. If Jesus were to pass my way today, he would probably: (circle one)
- a. ask me, "Why are you always dodging me?"
 - b. put his arm around me
 - c. give me a real telling off for the way I've been living
 - d. invite me to dinner - to show me he was really my friend
 - e. slap me on the shoulder and tell me I'm OK
 - f. pass on without saying a word

METHOD OF TESTING

Completion of the exercise with meaningful discussion or activity.

Requirement 5

MEMORISE AND EXPLAIN PROVERBS 20:1 AND
PROVERBS 23:29-32.

CLASS PERIODS

One

OBJECTIVE

To help the Explorer visualise the imagery used by Solomon when warning of the dangers of alcoholic beverages.

TEACHING METHODS

1. Initiate a "Poster Competition" on the subject of Temperance, using the two memory texts as the basic theme. The Church Board may be asked to supply a suitable prize for the winning entry. Posters can be displayed in the church foyer and on the day of judging, each entrant could repeat the memory texts before the winner is announced.

2. Have each class member produce a scrapbook with a minimum of six A4 pages on the theme of the two memory texts.

METHOD OF TESTING

Memorisation of texts and adequate display of knowledge.

Advanced Requirement

BE ABLE TO IDENTIFY ACHERNAR, THE SOUTHERN CROSS, THE POINTERS, ORION. KNOW THE SPIRITUAL SIGNIFICANCE OF ORION AS TOLD IN "EARLY WRITINGS".

CLASS PERIODS

One

TEACHING METHODS

1. Read "Early Writings", page 41.
2. Take the group out and find the Southern Cross and Pointers. Make a map of them in relation to the earth's surface as they see it. Give date and hour of observation.
3. Have the group repeat this activity six hours later the same night. Have them explain the change.
4. Tell why the North Star is used for navigation, and explain how the southern sky is different.
5. Have the group discover by their own observation if the Southern Cross ever sets as seen in your latitude.
6. Locate Achernar and fix the location in the heavens as compared to the Southern Cross and Pointers.
7. Try to have someone with a telescope for observation of the stars.
8. Plan a trip to a planetarium.

RESOURCES

Contact your local library for books and information on star study.

SERVING OTHERS

The purpose of this section is to provide opportunity for the Explorer to engage personally in service ministries to his church and community.

One class period, plus out-of-class activity is involved with this section. Use the class time to instruct and plan your involvement, and to share experiences of participation.

Requirement 1

BE FAMILIAR WITH THE COMMUNITY SERVICES IN YOUR AREA AND GIVE ASSISTANCE TO AT LEAST ONE.

CLASS PERIODS

One

OBJECTIVE

To give the Explorer a wider understanding of the activities your community uses to aid those in need, and to foster a desire to share in some of these responsibilities.

TEACHING METHODS

Your list of Community Services could include:

- National Heart Appeal
- Freedom From Hunger
- Red Cross
- Red Shield (Salvation Army)
- Smith Family

If possible visit at least three of the agencies in your local area, so that you are familiar with where they are and what they do. Invite at least one of the representatives from a community organisation to explain to your group, what their organisation does. Assistance may be given, by participating in one of their appeals or assisting in one of their services or headquarters activities, for no less than one hour.

METHOD OF TESTING

1. Participation.
2. Presentation of list of local community services.
3. A verbal or written report of the community service participated in.

Requirement 2 PARTICIPATE IN AT LEAST THREE CHURCH PROGRAMS.

CLASS PERIODS

Out-of-class activity.

OBJECTIVE

To develop the experience of joy in serving the church.

TEACHING METHODS

The Explorers may engage in active participation and/or planning in some part of the following church ministries:

- Sabbath School
- Junior Meetings
- Pathfinder Day
- Junior Voice of Youth
- Appeal for Missions
- Vacation Bible School
- Distribution of Literature or Enrolment Cards

METHOD OF TESTING

Participation.

Advanced Requirement

ENROL A NEW MEMBER IN SABBATH SCHOOL, PATHFINDERS, OR A BIBLE CORRESPONDENCE COURSE.

CHURCH HERITAGE

Three class periods have been allocated for this section, and one for the advanced requirement.

Requirement

VIEW THE AUDIO/VISUAL PRESENTATION ENTITLED "TELL IT TO THE WORLD" AND DISCUSS AS A CLASS THE PERIOD OF TIME FROM 1844 TO THE DEPARTURE OF J.N. ANDREWS AS THE FIRST ADVENTIST MISSIONARY.

CLASS PERIODS Three.

OBJECTIVE

To create an understanding of the events leading to the establishment of the Seventh-day Adventist church and its first missionary outreach.

TEACHING METHODS

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

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

Sections:

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

SECTION A: SCRIPT - "TELL IT TO THE WORLD"

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
1.	Title	TELL IT TO THE WORLD
2.	1844	When October 22, 1844, had passed and Jesus had not come, happiness turned to bitter disappointment for thousands of faithful Christians.
3.	Christ in Sanctuary	Although the Bible clearly told that time would continue beyond 1844, they hadn't understood. Disappointment however, drove them back to study more.
4.	Edson	It was Hiram Edson, who with two friends, studied about the sanctuary in heaven and came to the conclusion that Christ had come - to the Most Holy Place that is, in heaven.
5.	Wheeler	It was Fredrick Wheeler in Washington, New Hampshire, who studied his Bible to find out whether Mrs Oakes was right in keeping Saturday as Sabbath.
6.	Bates	It was Joseph Bates who studied his Bible to find out about the same truth and wrote about it so that hundreds of others would know it too.
7.	Text and E G White	And God had not forsaken His people. The Bible predicted that the remnant church of the last days would have the "testimony of Jesus" or in other words, the gift of prophecy.
8.	Vision	This is why Ellen White was called to give the messages shown to her. At first not everyone accepted them as being from God.
9.	Sign	Two men, Sargent and Robbins, declared them to be from the devil and arranged a secret meeting here to cause trouble. But God directed Ellen to the meeting.
10.	Meeting	While there she was taken into vision and holding a large family Bible at arm's length, declared: "This is the inspired testimony from God."
11.	Meeting	While in vision she exposed the dangerous and fanatical teachings of Sargent and Robbins, who tried to drown her voice by singing loudly.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
12.	J & E White	Ellen travelled widely to talk with and encourage other Advent believers. In August 1846 she married James White and after much prayer and Bible study they began to keep the seventh day holy.
13.	House	While living in Topsham, Maine, Ellen White met Joseph Bates. Bates, an ex-sea captain and amateur astronomer turned preacher, experienced disbelief in Ellen's visions.
14.	Stars	However, her description of the open spaces in Orion, seen in vision, caused him to change his mind.
15.	Manuscript	While still living at Topsham, Ellen received another vision: "I saw an angel flying swiftly to me;
16.	Ark	"He carried me into the temple in heaven. I passed into the Most Holy Place and saw there the Ark covered with gold. Inside were two tables of stone containing the Ten Commandments.
17.	Ten Commandments	"The four on one side shone brighter than the other six, but the Sabbath commandment shone above them all."
18.	Railway	Because in those days ministers were not paid a salary, James had to support his family by working here on the railroad.
19.	Letter	This is a letter Ellen wrote at this time to Joseph Bates: "My faith is still strong, that Jesus will come very, very soon."
20.	Conference	During 1848 a number of meetings took place, called Sabbath Conferences. Here they would take one subject at a time and then find out what the Bible taught.
21.	Conference	Ellen White could not understand the truths being discussed, as if her mind was locked. When the doctrine had been established from the Bible, then she was shown it in vision and she was able to understand it.
22.	Nichol's Home	During one Sabbath Conference, at the home of Otis Nichols, Ellen was given a very important vision.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
23.	Vision	Turning to her husband she said: "I have a message for you. You must begin to print a little paper and send it out to the people. Let it be small at first, but as the people read, they will send you money to pay for it and it will be successful from the first."
24.	Belden's House	Six months passed but it seemed impossible for this to happen. The Whites shifted again, and now lived here, with Albert Belden, in the town of Rocky Hill.
25.	Present Truth	Here the world-wide publishing work was born, with the publishing of a newspaper called "The Present Truth"
26.	Praying	The papers were printed, brought home, folded and addressed and then they prayed over them. Soon money was coming in to pay for it and James was kept busy writing more editions of the paper.
27.	Advent Review	Soon he began to edit a second paper called the "Advent Review". Both papers were combined when the Whites shifted to the town of Paris. The paper was then renamed "The Second Advent Review and Sabbath Herald."
28.	Review	From that day in 1850 the <u>Adventist Review</u> has been the main magazine for Seventh-day Adventists.
29.	Book - "Christian Experience"	The Whites shifted again to Saratoga Springs and here James arranged to print Ellen's first book, "A Sketch of the Christian Experience and View of Ellen G. White."
30.	Press	The believers felt, however, that it would be better to have their own printing press. It was set up at Rochester in a rambling old house. Uriah Smith became the editor of the Review, a position he was to hold for almost fifty years!
31.	Youth's Instructor	From Rochester were sent out the first copies of another magazine, called "The Youth's Instructor", which was printed regularly until it became "Insight" magazine a few years ago.
32.	School House - Lovetts Grove	While speaking at a funeral service in this school house at Lovett's Grove, Ellen was given another vision.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
33.	War - Christ/Satan	The congregation waited expectantly while for two hours Ellen was shown the great controversy between Christ and Satan.
34.	Christ	She saw the events of Old Testament history unfold as the whole controversy was outlined.
35.	Heaven	She saw the last days and the Second Coming of Christ and then on into the future.
36.	Writing	When the vision was over she was told to write down what she had seen, but at first this was impossible. Satan attacked her with paralysis but by the power of God she gradually received from Him the strength to write.
37.	Advertisements	Using the back of advertisements for hats, she wrote her account of the vision.
38.	Great Controversy	When completed, this book called "Spiritual Gifts" was the result. On every page there occurs at least once, the words, "I saw", or "I was shown".
39.	Conflict Series	Later visions and further writing expanded further the story, until we have today the five volumes of the Conflict of the Ages: "Patriarchs and Prophets", "Prophets and Kings", "The Desire of Ages", "Acts of the Apostles", and "The Great Controversy".
40.	Parksville	Ellen White came to Parksville for the dedication of this little church and during the service was given a vision.
41.	Candle and Mirror	A Dr. Brown, who claimed that Ellen was a spirit medium attempted to bring her out of vision, but failed.
42.	Church pulpit	After the vision she described a coming civil war between the states of America and the bloodshed and horror of the battlefields.
43.	Church	The church spread further afield. This is the Roosevelt church, erected in 1858. Here Ellen White had another of her visions.
44.	Edson's grave	In the graveyard nearby, Hiram Edson is buried. His grave records a lifetime of faithful service.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
45.	Bates' grave	In 1852 Joseph Bates, as the result of a dream, went to Battle Creek and there asked the Postmaster the name of the most honest man in town.
46.	Hewitt's Grave	He was directed to David Hewitt and by that evening had convinced him of the Sabbath truth also.
47.	Site - Hewitt's House	Hewitt's house, on this site, served as the meeting place for the first Sabbath believers.
48.	First church	Four years later they built their own church at a cost of \$300.
49.	White Home	James and Ellen White moved to Battle Creek, which became the centre for the rapidly growing work.
50.	Inside White's Home	It was here, in Wood Street, that the Whites built their own home in 1856. In this upstairs bedroom Ellen spent many hours a day in writing.
51.	Home - Battle Creek	Some of the members in the Battle Creek church built a two-story house in which to put the printing press.
52.	Press	The old hand press was gone and now a steam operated printing press was printing all the books and papers. But it became obvious that some organisation should own the printing press rather than private individuals.
53.	Church	And so a meeting was held in 1860 in a church which used to stand where this church is built today. Here, James White said that it was embarrassing not being able to tell people the name of the movement to which he belonged.
54.	Name - SDA	Thus it was that David Hewitt proposed the name Seventh-day Adventist. At the same time a publishing association was formed to legally own the printing press.
55.	1863.	Three years later, in 1863, the next step was taken. The General Conference of Seventh-day Adventists was formed. John Byington was elected as the first President, and Uriah Smith became the first Secretary.
56.	Press	Later, the publishing house moved into a large three-storey brick building.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
57.	R & H Building	Additions had to be made to this until it occupied a whole city block.
58.	Fire	The building was destroyed by disastrous fire in 1902.
59.	Smith's House	Uriah Smith built his own house in Battle Creek, just across from the first Seventh-day Adventist College. It was here that he wrote his famous book, "Daniel and The Revelation."
60.	Loughborough	Nearby is the house where J.N. Loughborough lived. It was in this house that the plan of giving offerings was worked out, called Systematic Benevolence. Later the church adopted the plan of tithing.
61.	Family Picture	The Whites moved again, to be near the Review and Herald office. But while here, two of their sons died. These were the terrible days when modern medicines were unknown.
62.	Hilliard's House	God was about to correct the situation. While staying here at the home of their friends the Hilliards, Ellen was given a vision lasting three quarters of an hour. But today there are five whole books and hundreds of articles which contain the wealth of instruction on the subject of healthful living.
63.	W.H.R. Institute	To put these health principles into practice the church bought a large house in Battle Creek and established the Western Health Reform Institute.
64.	Kellogg	The man who helped the health work of the church more than any other was John Harvey Kellogg. At the age of twenty-four he became the medical director of the new health institute.
65.	Battle Creek	For the next twenty years more buildings were added as the health work grew.
66.	Doctors	At the height of its popularity the Sanitarium, as it was known, had room for 1,000 patients. A disastrous fire in 1902 destroyed most of the old Sanitarium.
67.	New Hospital	Kellogg, ever an ambitious man, drew up plans for an even larger building. Against the advice of the Conference leaders and Ellen White, he built this huge and magnificently furnished building. But Ellen White's words came true. The Sanitarium went bankrupt during the Great Depression.

<u>NO. OF SLIDE</u>	<u>DESCRIPTION OF SLIDE</u>	<u>SCRIPT</u>
68.	Building	Today the Battle Creek Sanitarium still operates in a building across the street and is only one of hundreds of hospitals owned by the Seventh-day Adventist church.
69.	College	Battle Creek College was founded in 1874 to meet the need for training ministers. But it was soon apparent that the land was too small, a fact Ellen White had warned about years before.
70.	Andrews University	And so eventually, in 1901, the college was moved into the country to Berrien Springs and was called Emmanuel Missionary College. Today it is Andrews University.
71.	J.N. Andrews	The University is named after John Nevin Andrews. John was only seventeen years old when he borrowed a tract about the seventh-day Sabbath, and became a Seventh-day Adventist.
72.	History of Sabbath	It was John Andrews in particular who became a leader in the church, editor and author, including his famous book "The History of the Sabbath". Andrews was a mighty preacher and scholar,
73.	1874	but is remembered most as our first foreign missionary. In 1874 he left America for Switzerland to fill the need as a worker for God overseas.
74.	Trunk	This is Andrew's luggage trunk. With J.N. Andrews the church moved forward into a new era - the era of overseas missions and world-wide expansion.
75.	Congregation	The words that rang in William Miller's ears over a hundred years ago are now coming true: "Go and tell it to the World."

B. STUDENT's QUESTIONNAIRE

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

Questionnaire - Student's Copy

"TELL IT TO THE WORLD"

1. What is the testimony of Jesus?

2. What special thing did Ellen White notice about the Ten Commandments she saw in vision?

3. How would you have felt if you were present while Ellen White was having a vision?

4. How did James White know he was to start the publishing work for the Adventist Church?

5. What special thing did James and Ellen do before they distributed their first paper?

6. What do you think is meant by the term Great Controversy?

7. Name three of Ellen G. White's books _____

8. What name did Adventists invent for their first hospital?

9. What is the name of the Adventist University now situated near Battle Creek? Who was it named after?

10. Who was the first Adventist overseas missionary?

Activity Sheet - Student's Copy

(Fill in while watching the audio/visual)

1. What is the testimony of Jesus? _____

2. What would be your testimony of Jesus if you were talking to someone who had never heard of Him before?

3. What are some of the things that happened to Ellen White whilst having a vision?

4. What did Ellen White see in vision that convinced Joseph Bates that she was truly a messenger from God?

5. What special thing did Ellen White notice about the Ten Commandments she saw in vision?

6. How would you have felt if you were present while Ellen White was having a vision? Would you have been worried, anxious, happy, confused?

7. What was the message Ellen White had for her husband?

8. What was this little paper called and what was it the beginning of?

9. What are these people doing? Why? (See slide 26)

10. What is the name of the SDA Church paper now? _____
11. Describe what is happening here - slide 36. _____

12. What was Ellen White told to do after this vision?

13. Name three of Ellen G. White's books. _____

14. How did Dr. Brown try to prove that Ellen White was not breathing?
Why did he want to do this? _____

15. What name did David Hewitt propose for the band of believers?

16. In what year was the General Conference formed? _____
17. Uriah Smith's book was called.... _____
18. What famous company in Australia reminds us of the name of our first
medical pioneer? _____
19. What name did Adventists invent for their first hospital?

20. What is the name of the Adventist University now situated near Battle
Creek? _____
21. Who was the first Adventist overseas missionary? _____

C. VOCABULARY LIST

The main aim of this sheet is to help youth develop a working and meaningful vocabulary with which to expand their understanding and appreciation of their church.

This list, while written for the youth, is for the teacher's use only and is designed as an aid for explaining the terms. It is suggested that teachers read through this sheet prior to presentation as "reading" to the students may tend to lose their attention.

Each term is supplemented with further references.

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

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

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

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

Sometimes you may hear of our churches being called a sanctuary. This is because they too, are a holy place where people come to worship and talk things over with God.

If you want to find out more about the sanctuary, read about it in Exodus 40.

REMNANT: If you have ever cut out pictures for a project you will have had quite a few little pieces left over that usually find their way into the bin. Next time you go to throw these out, think of them as a remnant or left over.

People can be remnants too. When God told His people about His love and how they should live, He gave them some guidelines to follow. It's rather the same as following a manual if we want our car to run properly.

As time went by many of God's suggestions were ignored and people began to make up their own ways of living and of worshipping God - so they weren't really listening to Him at all. And sure enough, as soon as the manual was thrown out, things started to go wrong - and they have continued that way.

But God has said that despite all this, there are still some people left over (a remnant) who have followed His guidelines and have kept their love for Him. This remnant people will be met by Jesus and taken to heaven when He comes back, (see Romans 9:27, 11:5, Ezekiel 6:8).

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

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

He tells us what things will be like on Earth before Jesus comes back. He's making prophecies. God's people can read these in the Bible.

In the last days God's people will be able to tell others about the things that will happen at the end of time. This is called the 'gift of prophecy'.

TESTIMONY: You're back at school and you've just seen your friends after two weeks holiday. You're dying to tell them about your experiences. This re-counting of experiences is called giving a "testimony" - you're telling of your experiences.

What do you think it would mean then if we said that we had the testimony of Jesus? Right - it means we are able to tell of His life and what it means to man, and more than that, we can tell of the experiences we have had concerning Him. (See Revelation 19:10).

ARK: Inside the sanctuary there are two rooms or apartments which hold different types of furniture. In the second apartment which is called the Most Holy Place (because no-one is allowed in there except the High Priest) there is an object that looks rather much like a golden box with two golden angels on top.

It is inside this box - which is called the Ark - beneath the wings of the angels, that God kept His Ten Commandments.

CONFERENCES: When our church people had their first meetings on Sabbaths these meetings were called Sabbath Conferences. A conference means a meeting.

As the church grew it became necessary to adopt some formal style of organisation so we established a system of running the church which was called the General Conference.

GREAT CONTROVERSY: Have you ever seen two people arguing about something and they both feel they are right. This argument or dispute can also be called a controversy. A controversy is a disagreement.

Throughout our lives we have probably been through or seen several controversies but there is one going on right now that is bigger than any of us and involves all of us. It is the controversy that is going on between Christ and Satan. It is called the Great Controversy - and we can see why.

There's been a good book written about this battle between God and Satan. It too is called the Great Controversy. See if you can get hold of it some-time and read through it.

TELL IT TO THE WORLD

...TIMELINE

1844	The Great Disappointment	1846	James and Ellen White marry	1848	Sabbath Conference	1850	Publishing work begun "Present Truth" "Review" EG White's first book	1852	Bates to Battle Creek	1858	Great Controversy vision	1860	SDA Name chosen	1863	General Conference formed. Health reform vision	1866	Western Health Reform Institute established	1874	JN Andrews to Switzerland. Founding of Battle Creek College
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D. TEACHERS COPY OF QUESTIONNAIRE

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

Discussions:

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

<u>SLIDE NUMBERS</u>	<u>QUESTIONS AND ANSWERS, AND DISCUSSION TOPICS (marked with '*')</u>
1-7	<p>1. What is the testimony of Jesus? (See vocabulary list). * Compare Revelation 12:17 with Revelation 19:10.</p> <p>2. What would be your testimony of Jesus if you were talking to someone who had never heard of Him before? * Create a role play of the above situation where one child takes the role of Christian while the other is the person who does not know of Christ.</p>
10	<p>3. What are some of the things that happened to Ellen White whilst having a vision? (See particularly slide 10 - ABLE TO HOLD BIBLE). * Take up a large heavy object (e.g. a brick) and see how many can hold it at arm's length for any length of time.</p>
14	<p>4. What did Ellen White see in vision that convinced Joseph Bates that she was truly a messenger from God? (ELLEN WHITE TOLD BATES ABOUT THE DISCOVERY OF THE OPEN SPACE IN THE STAR CONSTELLATION ORION - ONLY GOD COULD HAVE LET HER KNOW THIS.)</p>
17	<p>5. What special thing did Ellen White notice about the Ten Commandments she saw in vision? (THE FOURTH COMMANDMENT WAS SHINING BRIGHTER THAN THE REST - THIS WAS THE SABBATH COMMANDMENT.) * Why is the Sabbath Commandment such a special one? Mention such things as: - God's special day of rest for us - It is the one commandment where many other churches</p>

SLIDE
NUMBER

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

have ignored the Bible and changed to Sundays for worship.

- It will be on the Sabbath issue that the events of the end of the world will hinge.

(Try to direct your discussion so that the students are giving you the answers. Ask questions that they will have to answer.)

- 23 6. How would you have felt if you were present while Ellen White was having a vision? Would you have been worried, anxious, happy, confused?
7. What was the message Ellen White had for her husband?
 (YOU MUST BEGIN TO PRINT A LITTLE PAPER)
- * How do you think you would have reacted if Ellen White had said to you "I have a message for you"?
8. What was this little paper called, and what was it the beginning of?
 ("THE PRESENT TRUTH" - THE ADVENTIST PUBLISHING WORK)
- 26 9. What are these people doing? Why?
 (PRAYING OVER THE LEAFLETS BEFORE THEY ARE DISTRIBUTED)
10. What is the name of the SDA Church paper now?
 (ADVENTIST REVIEW)
- 33 11. Describe what is happening here.
 (THE GREAT CONTROVERSY - SATAN CAST FROM HEAVEN)
- 36 12. What was Ellen White told to do after the vision?
 (SHE WAS TO WRITE IT DOWN)
- 39 13. Name three of Ellen G. White's books.
 (DESIRE OF AGES, PATRIARCHS & PROPHETS, GREAT CONTROVERSY)
- 41 14. How did Dr. Brown try to prove that Ellen White was not breathing? Why did he want to do this?
 (BY PUTTING A MIRROR TO HER MOUTH. TO PROVE SHE WAS A SPIRITUALIST MEDIUM)
- * It is really God who keeps us alive - not just the oxygen in our lungs. Ellen still alive hours after not breathing (3 minutes to be pronounced clinically dead).

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

- 271

RESOURCES

"The Great Advent Movement" Emma Howell Cooper
"Origin & History of Seventh-day Adventists, Vol. 1-4" A.W. Spalding
"Flame for The Lord" Virgil Robinson
"Footprints of The Pioneers" A.W. Spalding
"James White" Virgil Robinson

METHOD OF TESTING

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

Advanced Requirement

COMPLETE THE CROSSWORD PUZZLE BASED
ON THE AUDIO/VISUAL "TELL IT TO THE
WORLD".

CLASS PERIODS

One

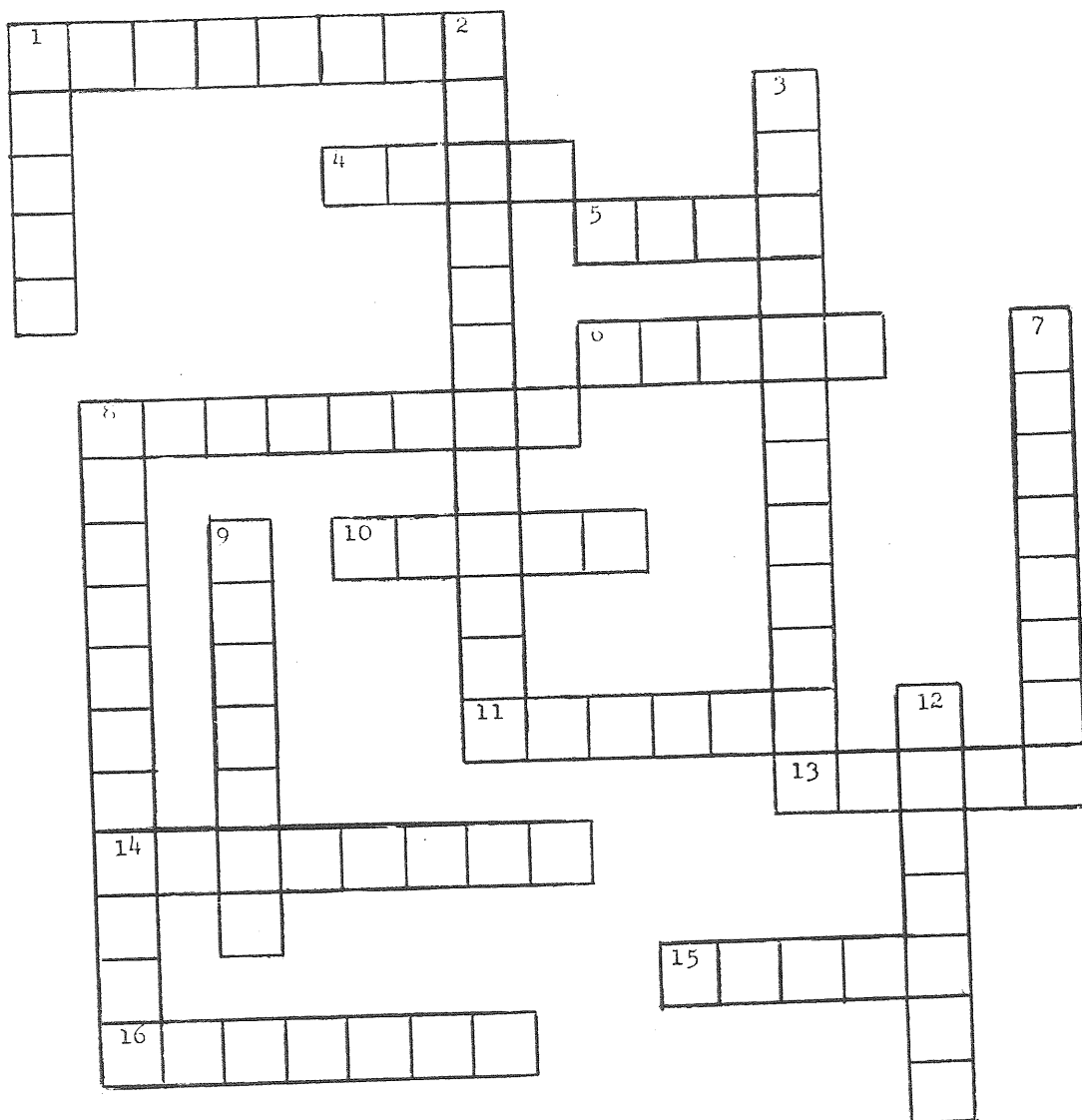
CLUES ACROSS

1. What was the name of the college started in 1901, which is now Andrews University?
4. For how many hours was Ellen White in vision at Randolph?
5. How many kilograms did the Bible weigh that Mrs White is known to have held during a vision?
6. Whose tract did Ellen and James White read which resulted in them keeping the seventh day Sabbath?
8. Who was the first elected president of the SDA Church?
10. Who claimed Ellen White was a spirit medium?
11. In 1852 who did the Battle Creek Postmaster recommend to Joseph Bates as the most honest man in town?
13. What was the name of Ellen and James White eldest son?
14. What town was Ellen White told to visit to see Mr Sargent and Mr Robbins, who thought Mrs White's visions were of the devil?
15. To what were people driven back, as a result of the great disappointment?
16. Who helped in the health work of the Church, when it first began?

CLUES DOWN

1. Whose study following the Great Disappointment, concluded that Christ had come to the Most Holy Place in Heaven?
2. A meeting at whose house resulted in "Systematic Benevolence"?

3. What was the name of the "Little Paper" Ellen was told in vision to ask her husband to print?
7. What gift was the remnant church to have?
8. Where was the first Hospital run by the SDA Church built?
9. What Biblical name is given to the last-day church?
12. Who was the author of "The History of the Sabbath"?





HEALTH and FITNESS

The purpose of this section is to create an awareness of the dangers involved in the use of alcohol.

Two class periods have been allocated for the basic course, and one for the advanced section, plus out-of-class time for activities.

Requirement 1

COMPLETE ONE OF THE FOLLOWING ACTIVITIES, AND DESIGN A PLEDGE CARD CHOOSING A LIFESTYLE FREE FROM ALCOHOL.

- A. PARTICIPATE IN A CLASS DISCUSSION ON THE PHYSICAL EFFECTS OF THE DRUG ALCOHOL ON THE BODY.
- B. VIEW AN AUDIO/VISUAL ON ALCOHOL AND OTHER DRUGS, AND DISCUSS THE EFFECTS ON THE HUMAN BODY.

CLASS PERIODS

Two

OBJECTIVE

To clarify the many misunderstandings related to the physical effects of alcohol and drugs.

TEACHING METHOD

PART A. Reproduce for each class member the FLOW CHART on how alcohol affects the body. With the use of a blackboard, discuss and outline in brief detail the actual effect alcohol has on the major organs of the body. The class can then transfer the information to their chart. The following week, you can conduct a True/False quiz as a discussion starter and revision aid.

TRUE/FALSE QUIZ (Answers supplied for teacher's help)

- (F) 1. Alcohol is a stimulant.
- (T) 2. Alcohol increases confidence but decreases judgment.
- (F) 3. Alcohol warms the body.
- (F) 4. Alcoholics drink every day.
- (F) 5. Drinking coffee, having a cold shower, fresh air, etc. will quickly make a drunk person sober.
- (T) 6. Alcohol problems can be found amongst almost all classes of people.
- (T) 7. Alcohol destroys the cells in the liver.
- (F) 8. 95% of alcohol taken into the body is absorbed into the blood stream through the intestines.
- (T) 9. Alcohol irritates the kidneys causing an increased loss of fluid.
- (F) 10. Alcohol only effects people who have no will power.

FLOW CHART - Alcohol Affects These Parts of the Body
(to be used with diagram provided)

1. BRAIN

- * Alcohol depresses brain centres producing incoordination, confusion, poor judgment, etc.
- * Alcohol kills brain cells. These cannot be replaced.
- * Drinking over a period of time causes loss of memory, judgment, and learning ability.

2. LIVER

- * Alcohol inflames liver cells causing them to swell.
- * As drinking continues, the number of cells destroyed increases, eventually causing cirrhosis of the liver.

3. HEART

- * Alcohol inflames the heart muscle.
- * Has a toxic effect and causes increased amounts of fat to collect.

4. STOMACH

- * Alcohol irritates the stomach's protective lining resulting in gastric or duodenal ulcers.

5. KIDNEY AND BLADDER

- * Alcohol irritates the lining of the bladder preventing it from stretching properly.
- * It irritates the kidneys causing an increased loss of fluid.

6. MOUTH AND OESOPHAGUS

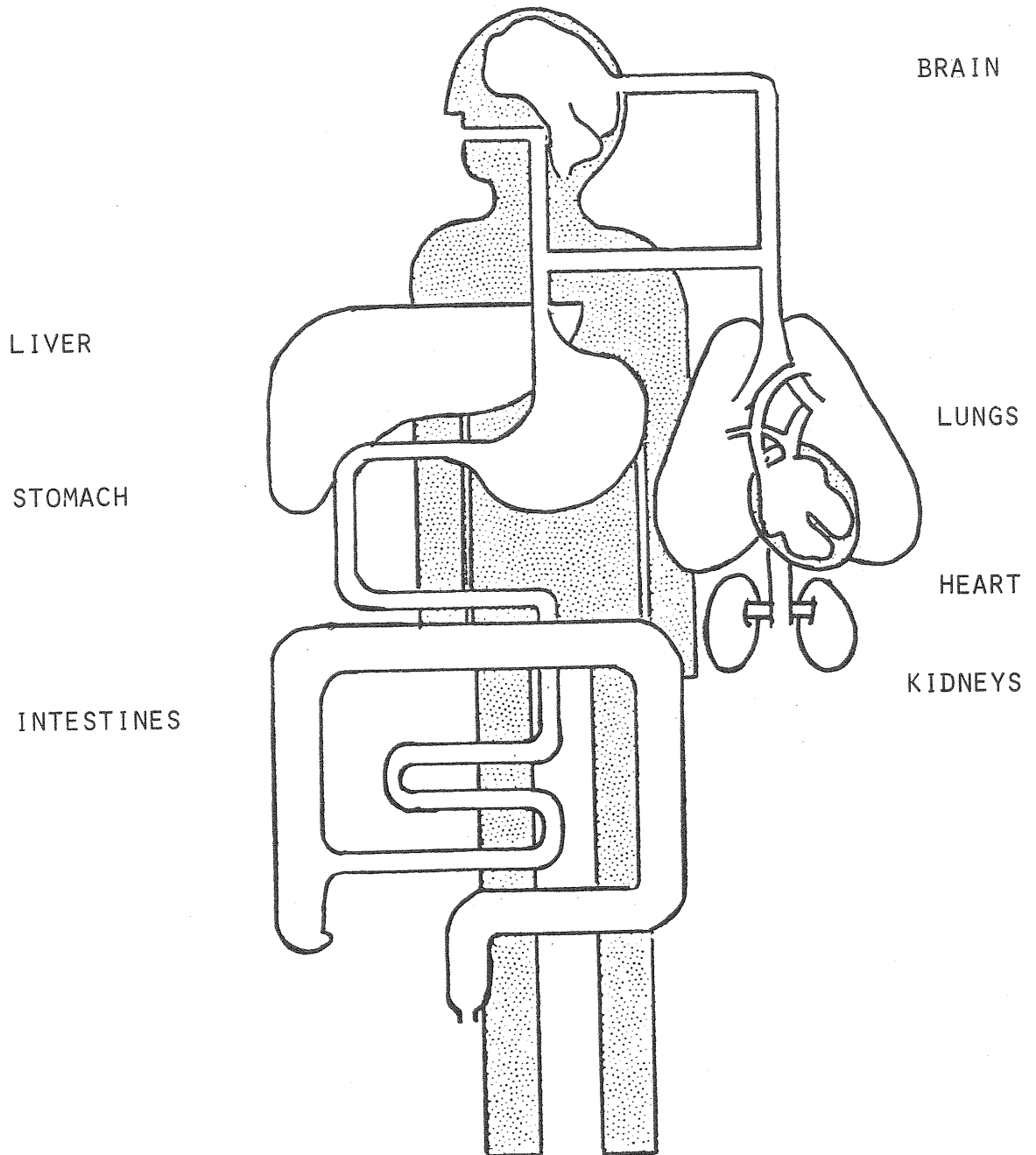
- * Alcohol is an irritant to the delicate linings of the throat and food pipe. It burns as it goes down.

7. BLOOD VESSELS

- * 95% of alcohol taken into the body is absorbed into the blood stream through the lining of the stomach and duodenum.
- * Therefore it travels rapidly to every cell and tissue in the body.
- * Alcohol causes red blood cells to clump together in sticky wads slowing circulation and depriving tissues of oxygen.
- * It causes anemia by reducing the production of red blood cells.
- * Alcohol slows the ability of white cells to destroy bacteria and inhibits clotting ability of blood platelets.

FLOW CHART

ALCOHOL AFFECTS THESE PARTS OF THE BODY



MYTHS AND FACTS ABOUT ALCOHOL

1. Myth Alcohol is a stimulant.
 Fact Alcohol may appear to stimulate because it releases inhibitions.
 Alcohol is a depressant.
2. Myth A few drinks can improve your skills.
 Fact Alcohol does not normally increase physical or mental skill.
 It may increase confidence but decreases judgment and self-criticism and self-control. Drinkers may feel their performance has improved when in reality it may have declined.
3. Myth Alcohol warms the body.
 Fact Alcohol may make a drinker feel warmer because it causes blood to rise to the skin surface. This lowers body temperature because the surface heat is lost.
4. Myth Drinking beer won't cause you to become an alcoholic.
 Fact Beer still contains the potentially addicting ingredient - ethyl alcohol. Because the alcohol content is lower, it simply means more beer will be consumed to make a person drunk as compared with wine or whisky.
5. Myth Alcoholics drink every day.
 Fact Some alcoholics only drink on weekends. Alcoholism simply means a person cannot control his drinking.
6. Myth Alcohol cures colds.
 Fact Some symptoms may be temporarily relieved but alcohol does not cure colds.
7. Myth Drinking coffee, having a cold shower, fresh air, etc. will quickly make a drunk person sober.
 Fact These methods may arouse an individual and the person could be simply a wide-awake drunk. This can be more dangerous as he can feel more capable and attempt tasks such as driving with drastic results. It takes time for alcohol to be eliminated from the body.
8. Myth All alcoholics are skid row types.
 Fact Alcohol problems can be found amongst all classes of people. Only about 3% of alcoholics are actually skid row types.
9. Myth Alcoholics are morally weak.
 Fact This is not necessarily true, as alcohol affects the brain centres controlling judgement, reason and willpower.
10. Myth Women don't become alcoholics.
 Fact Women do become alcoholics, but are not so easily recognised as their problem drinking is often hidden at home. In recent years the number of women alcoholics has increased.

The following chart may be used as a discussion point.

COMPARISON OF PROPERTIES RELATING TO FOOD AND ALCOHOL

	FOOD	ALCOHOL
Body growth and maintenance	Promotes	Can retard
Can be stored in the body	Yes	No
Effect on physical and mental activity	Aids	Hinders
Repair of tissues	Essential	Useless
Influence on body heat	Maintains	Causes loss
Vitamin content	High	Traces only
Resistance to infection	Increases	Lowers

PART B: View and discuss a film or film strip on the subject of alcohol and other drugs.

Recommended films on alcohol:

"Verdict at 1:32"	16mm, 22 minutes, colour
"Just One"	16mm, 24 minutes, colour
"From 5 - 7:30"	16mm, 28 minutes, colour
"Becky"	16mm, 12½ minutes, colour

Recommended audio-visuals on drugs: "Drugs: A Trick - A Trap"
Community Health Series,
Britannica Films.

(This is a series of five filmstrips covering medicine, alcohol, tobacco, marijuana, glue and the hard drugs.)

RESOURCES

Contact your local Conference Health and Temperance Department for the above films and film strips, and for other suggestions on the topic. ALERT magazines are also good resource centres for these topics. Various government and health centres may also be able to provide films.

METHOD OF TESTING

Participation.

Requirement 2 PARTICIPATE IN AN EIGHT KILOMETRE HIKE, AND WRITE A BRIEF REPORT.

CLASS PERIODS

Out-of-class time.

OBJECTIVE

To teach skills in observation and accurate recording of major items of interest, and to help develop physical stamina.

EXPLANATION

Know the area where you plan to hike and inform the juniors of the type of flora and fauna they are likely to see in the area. It is much easier to find something if you know what you are looking for.

TEACHING METHOD

Have the juniors write up a report of the trip in a notebook and encourage them to include among the facts, pictures taken on the trip and drawings of the various things they saw.

Suggest to them that if they make the hike twenty-five kilometres, they could also use it to fulfil one of the requirements for the Hiking Honour. You may also have an aim for the hike, eg. discovering the history of the area.

"The Report or Log Book of an Expedition" (taken from the Duke of Edinburgh's Award Scheme Manual)

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

RESOURCES

Australasian Pathfinder Staff Manual, Bushwalking Films from the State Film Library, Books on local walking tracks, local history, etc. from your local library.

METHOD OF TESTING

Participation and written report.

Advanced Requirement

PARTICIPATE IN A SIXTEEN KILOMETRE HIKE,
AND MAKE A LIST OF CLOTHING TO BE WORN.

CLASS PERIODS

One

EXPLANATION

Suitable underwear, long-sleeved shirts, long slacks, woollen sweaters, rain/windproof protective clothing, sturdy shoes or boots, hat; with the emphasis on comfortably fitting clothing.

Correct Shoes: smooth inside and snug fitting in the heel, but with plenty of room for the toes to wriggle. The sole should be strong but pliable, the uppers soft and flexible. Leather is the best material, with broad, low rubber heels.

Socks: thick wool is best, preferably white, and a little too big.

RESOURCE

Pathfinder Field Guide. Check with your local library for books on hiking and preparation for hikes, etc.