

In some families there is a real pattern of rejection. The father or mother for some reason or other simply rejects the child. In one tragic case of this kind the father wanted a boy and he got a girl. From that moment onwards after the birth of the child, he turned his mind against the little girl baby and developed a rejecting and hostile attitude towards her. In extreme cases of rejection the parents may desert and leave home.

What kinds of behaviours do you think this might encourage in young people? Do you think the way the children behave could have influenced their parents' behaviour?

E. PATTERN OF MUTUAL RESPECT, CONFIDENCE AND LOVE

In some relationships parents love and respect their children as human beings, as persons in their own right, whose needs and wishes must be taken account of, but equally who are made to realise that others have needs and wishes also. There is give and take on both sides, but the young people grow up to respect their parents and to love them and vice versa.

What kinds of behaviours do you think this might encourage in young people? Do you think the way the children behave could have influenced their parents' behaviour? Give examples of these kinds of parents.

CONCLUSION

There are a variety of relationships that people find themselves in. Initially children do not have any conscious control over the kind of relationship that is formed although quite unknowingly, they may have contributed to it in many ways, perhaps just by being born (an unwanted child).

However, this discussion is designed to make you aware and conscious of the fact that you too can play an important part in the relationship by trying to understand the reasons why parents behave as they do, and trying to adjust your life accordingly.

DISCUSSION STARTERS

PARENT-CHILD CONFLICTS

INSTRUCTIONS: Rate the five most serious causes of conflict between you and your parents from the following list. Put '1' alongside the most serious, '2' alongside the next most serious, and so on.

- _____ Going around with certain boys or girls
- _____ Boy-Girl relations in general
- _____ Getting to use the car
- _____ Time spent watching T.V.

_____	Eating dinner with the family
_____	Being home enough
_____	Responsibility at home
_____	Money
_____	Understanding each other
_____	Disobedience
_____	Quarrelling and fighting
_____	Ridicule of ideas
_____	Arguing
_____	Attitudes towards parents
_____	Favourites
_____	Rivalry between brothers and sisters
_____	Schoolwork
_____	Neglecting work
_____	Church attendance
_____	Religious ideas

PARENT-TEEN RELATIONSHIPS

WHAT DO YOU THINK?

<u>STATEMENT</u>	<u>AGREE</u>	<u>DISAGREE</u>
An argument is a destructive force in the home between parents and teens.	_____	_____
Quarrelling is wrong for a Christian family even though insights are gained thereby.	_____	_____
The wisest course to take when an argument seems to be developing is to remain silent or leave the room.	_____	_____
An adolescent should always obey a parent without questioning what he says or his authority.	_____	_____
Parents should have a voice in who their son or daughter dates.	_____	_____
Teenagers will take responsibility when they are ready to do so.	_____	_____
Most of the problems between parents and teenagers occur because the parents fail to listen to or understand the teenager.	_____	_____
A good method of disciplining with teenagers is focusing upon what they did wrong so they will not do the same thing again.	_____	_____

<u>STATEMENT</u>	<u>AGREE</u>	<u>DISAGREE</u>
It is a sign of spiritual and emotional immaturity for a Christian to be angry with another person.	_____	_____
A teenager should be given a choice when it comes to participating in family devotions or worship. He can choose whether he wants to or not.	_____	_____
Nagging another person is sometimes necessary in order to get him to respond.	_____	_____
It is all right to modify the truth to avoid unpleasantness in the home.	_____	_____
Parents make lots of mistakes. Therefore teenagers should be careful to obey them only when they are right.	_____	_____
Since parents brought their teenagers into the world they owe it to them to give them clothes, food, a place to live, and plenty of attention.	_____	_____
If a teenager obeys and respects his parents, he will always cooperate and be understanding.	_____	_____

How to use the Agree-Disagree Questions

Have the teenagers work on the questions individually. Give them enough time to think about the question carefully before deciding their answer.

Then you can go through the questions, asking all those who agree to raise their hand, then all those who disagree. Or you could have them stand when they agree or disagree with each question. You could have the 'agrees' go to one side of the room and the 'disagrees' to the other side. From time to time stop and ask some of the participants to share their responses and their reasons. You should experience some good discussions through this process.

Ask the group to select the statements they feel are supported by biblical teaching. Have them spend time discovering, clarifying, and formulating, this teaching. (It may be helpful if you would have a number of passages to share with the groups that cannot find biblical references. A list is provided for you at the end of this outline). Then ask the class members to select the five statements they would like to have answered, and take time to discuss their reasons and feelings for their answers.

REFERENCES

Anger: Proverbs 15:1,18; 16:32; 19:11; 20:2; 22:24,25; 29:11,22;
Mark 3:5, Ephesians 4:26,31, Colossians 3:8,21.

Parent-Teen Relationships: Ephesians 6:1-3. Colossians 3:21.

Too Much Talk: Proverbs 10:19, 11:12,13, 13:3, 17:27,28, 18:2, 20:19.

Nagging: Proverbs 17:19, 21:9.

Calm, Soft Answers: Proverbs 15:1,4, 16:1, 25:15.

Insults: Proverbs 12:16, 19:11.

Speaking the Truth: Proverbs 12:17,22, 16:13, 19:5, 26:18,19,22, 28:23,
Proverbs 29:5. Ephesians 4:15,25, Colossians 3:9.

C. ----- EARNING AND SPENDING MONEY -----

OBJECTIVE

To provide opportunity for the Voyagers to discuss Christian attitudes towards money.

DISCUSSION HELPS

1. Teens need money - how do they get it?
2. Should a teen be paid for work which he does around the home?
3. Does a teen deserve an allowance in lieu of working and earning his own money? How much?

Be specific in exploring why teens want and need to spend money:

1. What do teens usually spend their money for?
2. Why do you value these items? What do they do for you? Are they essential?
3. Discuss the groups attitude about gifts to the Lord.

Evaluate teen skills at age 14:

1. What kind of job do you want? Are you capable of performing it and are you worth the wages paid?
2. What kind of jobs are available?

Buying habits and evaluation:

1. Do you 'impulse' buy or plan your purchases?
2. Do you buy cheap or quality goods?
3. Do you feel satisfied after spending your money?

Goals for Teens:

1. Should one have an objective or goal in earning and spending?
2. What goals are important to you?
3. What is most important - job satisfaction and the work you do, or the money earned?
4. Evaluate dropping out of school now for short term gain, over staying in school and long term gain.

Conclusion:

1. Those who have a goal in life recognise it takes hard work and dedication to reach the objective.
2. Goals must be realistic and reachable.
3. Success in reaching goals breeds success.
4. Dropping out is only a short term solution or no solution in the long term. Life has too much to offer to throw it away for a few coins in the pocket.

DISCUSSION STARTERS

MONEY EARNED

SCENE FOR ROLE PLAY: The social room of the church. Most of the members have gone, now that the meeting is over, and the few who have stayed to straighten up the room are just about to leave.

WES: (pushing chair against wall). There, I guess everything's back in place. The Deacons are meeting here tomorrow night and Dad said to be sure to leave the room in order.

LINDA: Looks all right to me. This is a nice room for meetings, now that the Ladies' Class fixed it up. You know, new curtains, lamps, and things.

BOB: It sure was a mess before they got started. Something like my room at home. Full of junk, I mean.

MANDY: Don't you ever clean your room, Bob?

BOB: Sure, Mum makes me clean it every Sunday. But it never does look good, even when I've cleaned it. None of my furniture matches. It looks more like a second-hand shop.

WES: Oh well, that's easy to fix. You've got a part-time job. Why don't you save your money and buy some things you like?

BOB: Are you kidding? All the money I make goes into the bank!

LINDA: Well, I try to save some of the money I make from baby-sitting, too. But if there's something I want very much, I buy it.

WES: I don't save a cent! In fact, I'm always in a hole. Every time I get a dollar ahead, my old jalopy needs a new tire or something. It looks like I'll be devoting my life to supporting that old car.

MANDY: You're a nut, Wes!

BOB: Even so, at least you can have a car. That's something!

WES: Well, if you want one, why don't you buy it? You've been working after school for Mr. Tracy for almost three years. You should have enough to buy a car by now.

BOB: Oh' I've got more than enough to buy a car. But my Dad won't let me spend a cent of that money. When I get paid he lets me take a little out for spending, but the rest of it has to go right in the bank.

LINDA: But it's your money, Bob.

BOB: I know. But my folks want me to go to college, and since they can't pay all the bills, I've got to save as much as possible.

WES: I wouldn't like that at all. My folks don't care what I do with the money I earn. They say it's mine and I'm only young once, so I might as well have fun with it. When I run too short, Pop always slips me a dollar or two if he thinks Mum's not around. And sometimes she slips me money when she thinks Pop won't know.

LINDA: My family's not like either of yours. They encourage me to take baby-sitting jobs when they know the family, but they said they'd rather I didn't get a regular job while I'm still in school. Mother wants me to concentrate on my studies, and Dad thinks I need some free time, too. So, if I want some extra clothes or something like that, I use some of the money I've earned, and the rest goes into a little bank I've got at home. For emergencies and Christmas shopping, you know, things like that.

MANDY: Sounds reasonable. But your folks have more money than most around here, Linda. I need all the jobs I can get, because I have to buy all my own clothes.

WES: Wow! I'd be a real mess if I had to do that. But you're a good dresser. You dress like a model.

MANDY: Thanks Wes. It's not that I have so many clothes, or that they're expensive. But I have learned one thing, and that's how to shop carefully. I think maybe having to buy my own clothes is really a

good thing. Sometimes I feel.....I feel....oh, I don't know. I'd like to have more money for records and stuff. But the one thing I mind most is that I don't have more money for church.

WES: Do you put your own money in church?

MANDY: Sure. Don't you?

WES: Uh-no. Pop says he makes a pledge every year, and that covers the whole family. He says I'll have time to worry about stuff like that when I'm married and have my own family.

BOB: I wouldn't feel right if I didn't put something in church every week. Even though I don't have much to spend I sorta feel it's - well - it's my duty.

LINDA: You know, this whole question of money is interesting. All four of us do things differently, don't we?

WES: Say, (looking at watch) it's not late and I've got my buggy outside. What say we drive out to a take-away and chew this over some more. Maybe we can figure out who has the right idea.

Discuss the various methods of handling money shown in the role play, and decide as a group some of the good methods of handling money used by these teenagers. Have the group give some of their own ideas and methods of handling money.

MONEY

The group may wish to discuss feelings about money, its meaning and value, by selecting one or more of the following questions and allowing each member of the group, in turn, to respond. It is conceivable that the group might go through the entire list of questions in one program, or select several of them for more intensive discussion.

1. What do you like to do best with money?
2. What would you do if you had all the money you wanted?
- X 3. How much money would you need to have enough?
4. Should you live on less than you do?
5. Where would you begin if you were to change to a simpler lifestyle?
- X 6. What would life be like if you gave away all your money?
- X 7. What would your town be like if everybody had enough and nobody had too much?
- X 8. What would you be most reluctant to part with?
- X 9. Is there something you would be better off giving up?
10. Who gave you whatever economic advantages you enjoy?
Have you ever thanked them? Repaid them?

11. How closely is money tied to your self-esteem?
12. If someone asked where you bought your jacket and you had gotten it at a secondhand store, what would you reply?
- ✓ 13. What will happen when women get paid the same as men?
- ✓ 14. How much money should a wife have to spend as she pleases?
15. What is "living by faith" in relation to material possessions?
16. How are financial prosperity and God's blessings related?
17. If you tithe are you free to spend the rest of your money as you choose?
- ✓ 18. What does Christian faith have to say about the distribution of wealth?
19. Where do you most enjoy giving money away?
- ✓ 20. What does your money mean to you?

D. PEER PRESSURE

OBJECTIVE

To help the Voyager understand peer pressure, and to learn how to relate to it in the varying circumstances of life.

DISCUSSION HELPS

When we are very young, sometimes as young as two, but more usually from about 4 or 5 years onwards, we become conscious of other young people about our own size and age and we want to do the kinds of things they do and be like them. Twelve, thirteen, fourteen, fifteen year olds and onwards are very conscious of their hairstyle, the clothes and the 'in thing' considered important by their age mates - these age mates are called 'peers'.

Each young person feels a sort of compulsion to be like and do those things that his age mates do - it's a real pressure. As an example, any suggestion that you should have long hair when most have short, or short when most have long, will be resisted most strenuously.

Evidence of Peer Pressure

Apart from the common sense evidence which we have cited that there is peer pressure to conform to the dress, behaviour and customs of others, psychologists have conducted experiments which show very clearly that you can influence people to change their judgements and opinions just because others have opinions different from those which you express.

Pressures Both Good and Bad

Peer group pressure of course, can be a major source of good or a major source of bad habits and practices.

Think of some of the desirable things young people do which influences other young people to follow.

Think of some undesirable things young people do which influences other young people to follow.

Do you think the influences to conform to undesirable habits, customs and practices are greater than those which influence conformity to the desirable?

TECHNIQUES FOR RESISTING SOCIAL PRESSURE

What techniques can a person employ to resist the powerful pressure to do and act like one's age mates? There are four techniques which can be used:

1. By placing a low value on the behaviour of others and devaluing it, we can set up a defence not to be like them. So if the pressure is to let our hair grow long, we can devalue it.
2. By open and frank discussion of the pros and cons of a particular form of behaviour. Consider smoking: young people may come to appreciate the notion that it is a noxious and aggressive invasion of another's private air space, that it is a major factor in carbon monoxidation of the unborn, if used by the pregnant mother, and a destructive agent if used by the person himself. An open discussion of such factors and values will help young people to make a decision against conformity to destructive social practice.
3. Isolation from groups practising a particular behaviour is also an effective measure and is summed up in the saying, "What the eye does not see the heart does not grieve."
4. Setting up a counter peer group with counter values and practices is the final most effective way of preserving personal integrity and values and group belonging, but in a positive and constructive way.

Discussion

Think of circumstances in which these various techniques could be used. Which one of these techniques would be likely to be most effective?

Peer Pressure and Individual Freedom to Think and Do

If there are powerful forces which seem to compel us to do and behave like other people, does this mean that we don't have to think for ourselves? How is our individual freedom of choice and expression made evident? The answer is to be found not in the fact that we want to do what some other people do but that we choose which kinds of behaviours and people we most wish to emulate.

Can we in fact choose to be like no other person in some respects? Would this show that we could resist peer pressure?

DISCUSSION STARTERS

PEER GROUP PRESSURE

What is Peer Group Pressure?

The pressure we receive from those around us to follow their standards of conduct, way of thinking, and values in life. This pressure can be either good or bad, depending upon the value system of the group.

Since peer group pressure is so strong, it is continually telling us:

- What we think of ourselves
- What language we use
- What we think of our parents
- Whether studies are important
- X Whether or not to smoke
- What is right and wrong
- Whether or not to have team spirit
- What to wear
- What's "in" TRENDY
- What's not "in"
- What we think of our teachers
- How to act
- What party to attend

Rank the above list numbering from 1 to 13 in decreasing value, as you feel you are affected by peer group pressure.

How Do I Resist Peer Group Pressure?

To overcome peer group pressure you must realise that the non-Christian way of thinking and acting is against God and will not work.

Wild Parties

To be "in" today, you must participate in the misuse of drugs and alcohol. Often this happens at a party where you are pressured to conform to your friend's actions.

For many students, a real yardstick for acceptance is whether or not they are invited to the right party. There is tremendous pressure, of course, at most of these parties to do just the opposite of what God wants us to do.

Read Romans 13:13,14.

Laziness

There is extensive pressure for a student not to work too hard but to just sort of get by as far as work and grades are concerned. Often, a person

getting good grades is disliked because he does not go along with the crowd. Read Colossians 3:23.

Lust of the Eyes

This is the attitude or action that says the desire for wanting or owning things, is more important than knowing God.

Examples:

Money

People will often form groups only including those who have access to a lot of money. This puts tremendous strain on the people who, because of background, cannot match up to such standards. Read 1 Timothy 6:8-11.

Clothes

The standard for acceptance can be one's ability to have a lot of clothes, or to dress in a certain way. Often, those who are involved in such a shallow criterion for acceptance have not thought through the silliness of such a standard. Read Matthew 6:28-30.

Boastful Pride of Life

This is an attitude where one uses anybody or anything to elevate himself above others

Examples:

Using People

It is interesting to watch people who don't know Christ relate to one another. One will often find that people make friends not out of sincerity, but in order to use them to move up the social ladder. There is evidence of this in the wide-spread acceptance of cliques or groups. Read Romans 12:9,10.

Athletics

Still another faulty pressure for acceptance at many schools is the over-emphasis of popularity put on those who excel in athletics. God is not against athletics, but His standard for love is not how well you perform in a sport. Read Psalm 147:10,11.

Good Looks

A very frustrating pressure is put upon those who are not attractive by the world's standards. In many places, popularity and acceptance go hand-in-

hand with good looks. Consequently, climbing up the social ladder is based on something a person can do very little about. Read 1 Samuel 16:7.

God in no way, wants us to be conformed to the faulty reasoning of the non-Christian world because of peer group pressure. He wants us to see that passion, materialism, and pride are not involved in His plans for our lives. Not only is passion, materialism, and pride not part of God's system, but also conforming to these thoughts and actions simply does not work. The reason these things do not work is because they mock God and soon pass away. Read 1 John 2:17.

"WILL YOU REMEMBER OR CARE" TEST

Ten years after I've left school, will I still be able to remember or care about:

The names of those in my class?

The girl who was best dressed?

The guy who mocked God and made me afraid to stand up for Christ?

The top athlete in my school?

The guy with the hottest car? (He'll probably be dead by then!)

The names of five people in a group who wouldn't let me in?

The score of the fifth game in the basketball season?

ANOTHER WAY FOR A CHRISTIAN STUDENT TO OVERCOME PEER GROUP PRESSURE -

Is to be prepared to be misunderstood, disliked, and unwelcomed by others for living the true Christian life.

We can prepare ourselves for being misunderstood, disliked, and unwelcomed by.....

- A. Realising that we might not win the popularity contest for living for Christ.

Ultimately, we must make a decision about our social standing. We must decide whether God is to be our God, or social acceptance is to be our god. The Bible teaches us that if we live the dynamic Christian life, we can expect to be rejected in some way by those who resent Jesus Christ. Read 2 Timothy 3:12.

Jesus Christ, while praying for His disciples, was in no way awed or surprised that they were disliked. Nor is Jesus surprised when you or I are rejected by a hostile and Godless world. Read John 17:14,15.

Since Jesus Christ was in no way surprised that we might face hassles in living for Him, we too must be prepared to face problems with His power and His love.

- B. Realising that when people reject us for our walk with God, they are really rejecting Jesus Christ.

There is not a person in this world who wants to be rejected by others. Being misunderstood and disliked by others goes against our emotional makeup. Jesus Christ, of course, knew this and told His disciples why they would be hated. Read John 15:19,20.

It is no doubt easier to cope with rejection from others when we come to realise the main reason why a non-Christian may reject or dislike us. The Christian who is really right with God - letting Christ shine through him - becomes an unwelcomed spotlight to a world that is trying to hide its sin in darkness. Read John 3:19,20.

If we are walking in the light, we can make someone walking in darkness extremely nervous and hostile. Just remember, if someone should reject you because of your Christian life, it's not you they are rejecting, but Jesus Christ Himself.

- C. Realising that Christ wants us to be very happy when we are rejected by others because of Him.

God has a much different scoreboard than people of the world. He sees us being rejected because we refuse to conform to the world's peer group pressure. This is a sign that we are truly living for Him, and thus, we will be rewarded. Read Matthew 5:10-12.

- D. Another way to Overcome Peer Group Pressure is to come to see people from God's point of view.

God in no way, wants us to be awestruck by little finite man. Read Isaiah 2:22.

What God wants from us is to have deep awe and respect for Him. We are to look at men and their abilities and needs from His perspective. When we see men the way God does, we are not as apt to fear them and, therefore, get our life's priorities all turned around. Read Proverbs 29:25.

- i) Man is small and weak in God's eyes

God sees people that can threaten and influence us as very, very small in comparison to Himself. Isaiah 40:15-17.

To clearly understand this thought from God, think for a moment of the five most influential and powerful people at your school. Then repeat the verses below, putting these peoples names in the place of the names that are in the verses.

Psalm 146:3-4. Do not trust in _____, in _____, in whom there is no salvation. _____'s spirit departs, _____ returns to the earth, and that very day _____'s thoughts perish.

Since God sees man as so very frail, He in no way wants us to worship or fear man. God does not want us to worry about man's opinion of us but, rather, His opinion of us.

ii) God sees man through the eyes of compassion

If we were only to look at the people around us as small and insignificant, it would be easy for us to become cynical and indifferent toward them. But God not only looks at man in his smallness, He looks at him also in His love. God has the eternal ability of seeing man for just who he is. Read Matthew 9:36.

Instead of being awestruck by the powerful people, God wants you to have deep compassion and love for them. Until you see the pitiful condition of people apart from Christ, you will never really influence anybody for Christ. Jesus Christ had this kind of compassion. He feared no man but, instead, was willing to die for the sins of mankind.

iii) God sees man with an eternal perspective

God sees the whole picture and knows that man's influence amounts to nothing compared to His eternal plans. To us, life here on earth appears to be very long; but God says that - compared to eternity - our lives are but for a moment. Read James 4:14.

God never puts primary emphasis on the temporary. He does not want us to get fooled into being overcome by peer pressure from people who will only be on the earth momentarily. Jesus wants us to decide if it makes more sense to trust Him and follow His eternal leading, or to follow the actions and values of our non-Christian peers. It's easy for us to think that the non-Christian really has it made in this life. The unbeliever often seems to have more popularity, influence and, in some cases, a better time in life. God warns against fooling ourselves by thinking the unbeliever is the winner, and the Christian is the loser in life. Read Psalm 37:1-5.

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 subjects chosen for discussion.

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 provide creative learning experiences in the maintenance of good health and temperance principles.

Three sessions have been allocated to complete this section.

Requirement 1

COMPLETE ONE OF THE FOLLOWING ACTIVITIES:

- A. FROM ALERT MAGAZINES AND OTHER MATERIAL, MAKE UP A PROJECT BOOKLET ON THE REASONS WHY YOU HAVE CHOSEN NOT TO SMOKE OR DRINK INTOXICATING BEVERAGES.
- B. CONSTRUCT A VISUAL AID TO DEMONSTRATE THE DANGERS OF ALCOHOL AND TOBACCO.

WRITE OUT AND SIGN A PERSONAL PLEDGE OF COMMITMENT TO REFRAINING FROM THE USE OF TOBACCO AND ALCOHOLIC BEVERAGES.

TIME ALLOCATED

Two sessions.

OBJECTIVE

To give opportunity for the Voyagers to examine and declare their personal reasons for choosing not to smoke or drink alcoholic beverages.

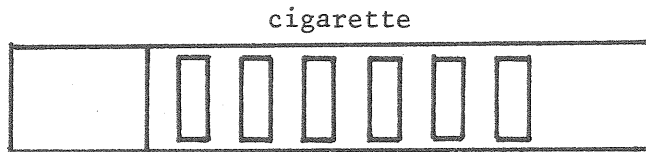
TEACHING METHOD

- A. Encourage your group to select relevant material from the ALERT magazine. The material gathered from ALERT can be in the form of clippings taken from the articles or a written summary of relevant information. Illustrations and cartoons will liven up the project. Additional information can be gained from other Temperance magazines or the daily newspapers. Stress the fact that they are gathering material that supports their own personal choice not to smoke or drink alcoholic beverages.
- B.
 - 1. Have each class member make a king-size cigarette out of a large cardboard cylinder, (approximately 600mm x 75mm in diameter). These cylinders should be painted flat white ready for treatment during the class time. A filter can be painted on or made up out of orange coloured paper and fixed into position. A colour code can then be drawn down one side of the cylinder to represent the following poisons found in cigarette smoking (see diagram).

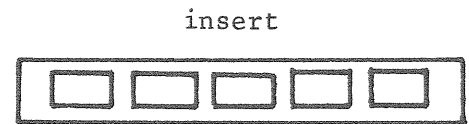
Nicotine
Phenols
Cyanide

Carbon Monoxide
Aldehydes
Hydrocarbons

Carcinogens (cancer producing)
Benzopyrine
Alcohols Tar



some of the poisons contained
in cigarette smoking



diseases caused by smoking
cigarettes

The following week, an insert can be made of thick cardboard to go inside the cigarette with diagrams or pictures to represent the various diseases caused by cigarette smoking. Alert magazines and supplements are a good source of picture material. The following supplements are available from your local Conference Health and Temperance Department.

Your Heart: What Smoking May Do. Vol. 17, No. 4
Smoking and Your Mouth. Alert, Vol. 18, No. 4
If You Smoke, Here's What Your Doctor May See. Vol.16, No.4
Starving For Air. Vol. 24, No. 2
You Can Stop Smoking, Here's Health No. 11

2. Have each class member buy a large rat trap and sand off all the advertising material. With poker work machines write on a variety of slogans that have references to getting "trapped" by the cigarette habit. In addition a list of diseases caused by cigarette smoking can be included on the trap. Slogan examples:
The Family That Smokes Together, Chokes Together
Not All Traps Are Baited With Cheese

Make up an imitation cigarette and mount it on the trap.

3. Have each class member collect a couple of suitable wine or spirit bottles (or even better, get them yourself) and wash off the original labels. The class can then design their own labels to demonstrate the harmful effects of alcohol. After working out your labels, stick them onto the bottles. ALERT magazines and ALERT supplements, are an ideal source of pictures and information. Examples:

Alert Supplement, March/April 1975, Road Safety & Alcohol
Alert Supplement, Vol. 19, No.5 - Alcohol the Inside Story

These are available from your local Conference Health and Temperance Department.

4. With the following information, design a chart on alcohol's trip through the body. Some may even like to copy this material when making up their labels. The guide to the chart may be rolled up and kept inside the bottle.

ALCOHOL'S TRIP THROUGH THE BODY

1. MOUTH AND ESOPHAGUS

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

2. STOMACH AND INTESTINES

Alcohol has an irritating effect on the stomach's protective lining, resulting in gastric or duodenal ulcers. This condition, if it becomes acute, can cause peritonitis, or perforation of the stomach wall. In the small intestine alcohol blocks absorption of such substances as thiamine, folic acid, xylose, fat, vitamin B₁, vitamin B₁₂, and amino acids.

3. BLOODSTREAM

Ninety-five percent of the alcohol taken into the body is absorbed into the bloodstream through the lining of the stomach and duodenum. Once in the bloodstream, alcohol quickly goes to every cell and tissue in the body. Alcohol causes the red blood cells to clump together in sticky wads, slowing circulation and depriving tissues of oxygen. It also causes anemia by reducing the production of red blood cells. Alcohol slows the ability of white cells to engulf and destroy bacteria and degenerates the clotting ability of blood platelets.

4. PANCREAS

Alcohol irritates the cells of the pancreas, causing them to swell, thus blocking the flow of digestive enzymes. The chemicals, unable to enter the small intestine, begin to digest the pancreas, leading to acute hemorrhagic pancreatitis. One out of five patients who develop this disease dies during the first attack. Pancreatitis can destroy the pancreas and create a lack of insulin, thus resulting in diabetes.

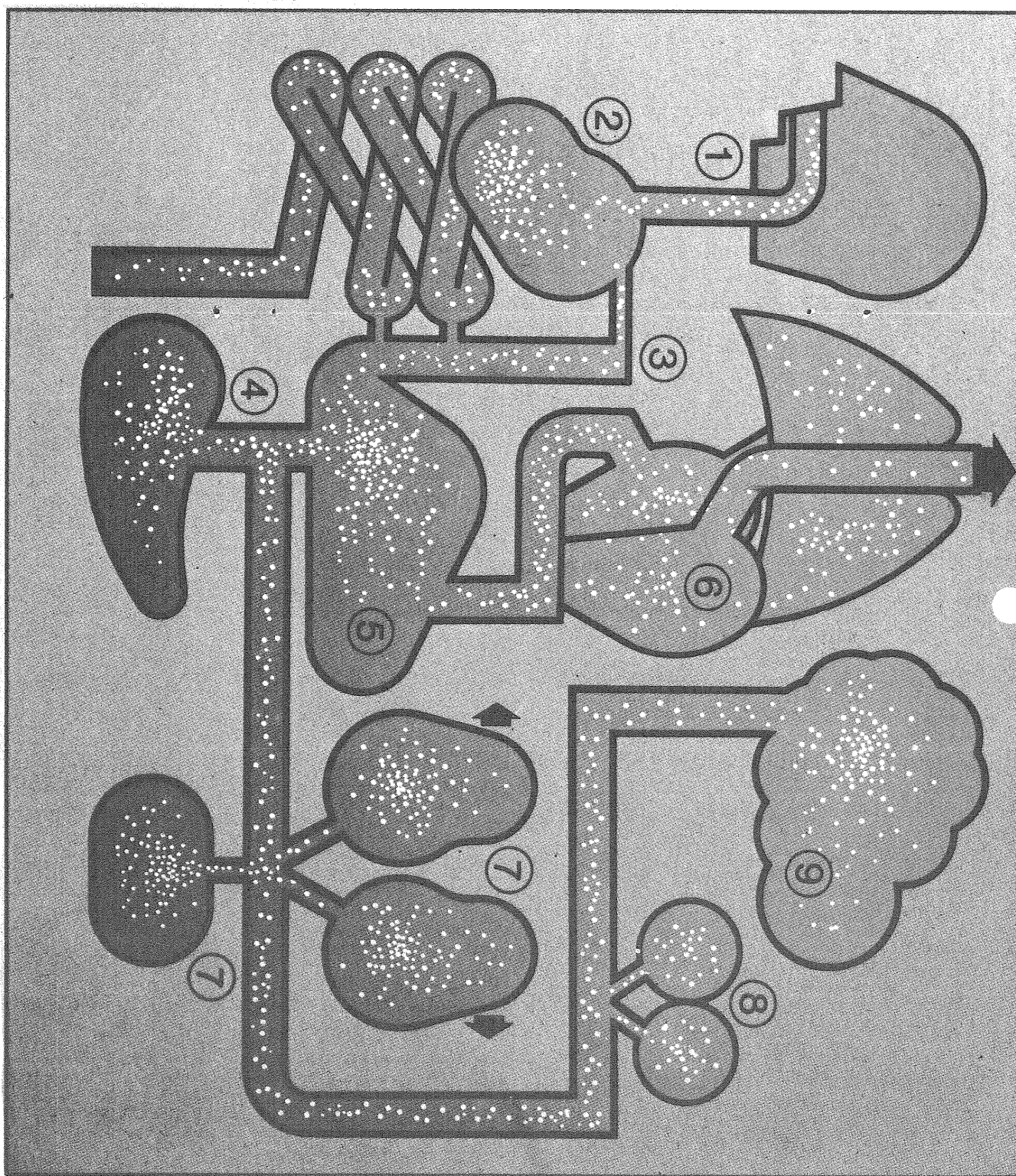
5. LIVER

Alcohol inflames the cells of the liver, causing them to swell and blocking the tiny canal to the small intestines. This prevents the bile from being filtered properly through the liver. Jaundice develops, turning the whites of the eyes and the skin yellow.

Each drink of alcohol increases the number of liver cells destroyed, eventually causing cirrhosis of the liver. This disease is eight times more frequent among alcoholics than among nonalcoholics.

6. HEART

Alcohol causes inflammation of the heart muscle. It has a toxic effect on the heart and causes increased amounts of fat to collect, thus disrupting its normal metabolism.



7. URINARY BLADDER AND KIDNEYS

Alcohol inflames the lining of the urinary bladder, making it unable to stretch properly. In the kidneys alcohol causes an increased loss of fluids through its irritating effect.

8. SEX GLANDS

Swelling of the prostate gland caused by alcohol interferes with the ability of the male to perform sexually. It also interferes with the ability to climax during intercourse.

9. BRAIN

The most dramatic and noticed effect of alcohol is on the brain. It depresses the brain centres, producing progressively incoordination, confusion, disorientation, stupor, anesthesia, coma, and death. Alcohol kills brain cells, and any brain damage is permanent. The brain cannot grow new cells. Drinking over a period of time causes loss of memory, judgement, and learning ability.

PLEDGE

Following the discussion and activity showing their personal reasons for having chosen not to smoke or drink alcoholic beverages, have the Voyager write out a Pledge, committing himself to a lifestyle free from the use of tobacco and alcoholic beverages. Pledge to be signed by the Voyager in the presence of the teacher.

METHOD OF TESTING

Presentation of project or visual aid, and signature on personal commitment card.

Requirement 2

ORGANISE A HEALTH PARTY. INCLUDE HEALTH PRINCIPLES, TALKS, DISPLAYS, ETC.

TIME ALLOCATED

One session

This is primarily a non-Sabbath activity, however, time can be taken on Sabbath to discuss good diet and its relationship to good health.

OBJECTIVE

To demonstrate that the ideals of healthful eating and good fun are harmonious.

TEACHING METHOD

Discussion of a good diet. Participation in the health party.

RESOURCE

A. DIET AND MENU

God's original diet for man was fruits, nuts, grains and vegetables. These foods prepared in a simple and natural manner will provide nourishment, energy and health to the individual.

In recent times the upsurge of heart disease, cancer and mental diseases in man has shown that his diet of mainly refined foods, excess sugar and highly concentrated and spiced foods has hindered his becoming a healthy, vital and positive person.

Here are a few basic rules to follow for good health in the eating area:

1. EAT FRUIT AND VEGETABLES PLENTIFULLY - obtain fresh, eat raw or steamed, avoid frying.
2. EAT WHOLE GRAINS MODERATELY - use a variety; rolled oats, 100% whole meal bread.
3. EAT LEGUMES MORE MODERATELY - use a variety of peas, beans, etc. excellent proteins, low in fat.
4. EAT FATS, FAT/PROTEINS AND CONCENTRATES SPARINGLY - cooking oils, butter, margarine, nuts, honey, malt, etc.
5. EAT REFINED FOODS VERY SPARINGLY OR NOT AT ALL - white bread, sugar, refined breakfast cereals, spaghetti, ice cream, etc.

6. EAT WITH A RELAXED FRAME OF MIND ALWAYS.

7. NEVER EAT BETWEEN MEALS.

God wants us to come back to eating the foods He so generously gave us, fruits, vegetables, nuts and grains.

Here is a list of suggested fruits, vegetables, nuts and grains generally available in Australia/New Zealand.

<u>FRUITS</u>	<u>VEGETABLES</u>	<u>NUTS</u>	<u>LEGUMES</u> *
Apples	Asparagus	Almonds	Black Beans
Bananas	Beans	Brazil	Blackeye Peas
Apricots	Beetroot	Cashews	Borlotti Beans
Peaches	Broccoli	Hazel	Broad Beans
Grapes	Brussel Sprouts	Macadamia	Brown Beans
Oranges	Cabbage	Pistachios	Cannellini Beans
Mandarins	Capsicum	Walnuts	Garbanzos (chick peas)
Cherries	Carrots		Haricot Beans
Pineapples	Cauliflower	<u>GRAINS</u>	Kidney Beans
Strawberries	Celery	Brown Rice	Lentils
Plums	Cucumber	Maize Meal	Lima Beans
Nectarines	Eggplant	Corn Meal	Mung Beans
Figs	Lettuce	Millet Meal	Peanuts
Custard Apples	Marrow	Wheat	Peas
Rockmelons	Onions	Rye	Pinto Beans
Watermelons	Peas	Buckwheat	Soya Beans
Paw Paws	Potatoes		Split Peas
	Pumpkin		
	Radishes		
	Silverbeet		
	Spinach		
	Sweet-Corn		
	Sweet-Potato		
	Tomatoes		

* Legumes are also listed as they are an excellent source of unrefined protein.

For simple recipes using all unprocessed ingredients, also many sweets recipes, that have no sugar, refer to "Natures Way Vegetarian Cookery In A Nutshell". Available through your local Conference Adventist Book Centre.

PLANNING A HEALTH PARTY

1. Determine how many people you want to cater for.
2. What will the age group be. You may like to organise a party for a group of local children who are underprivileged, or your school friends, your younger brother or sister's birthday, the senior citizens who never get out of their homes. There is a lot of scope for the type of party and who you will invite to it.
3. Will the party be a formal meal or a buffet meal.
4. Choose your colour scheme: The colour scheme can be shown in your choice of serviettes, place mats, invitations, or in your choice of dishes, whether it be china, glass, wood or pottery. Or if it is a casual buffet style meal, in the colour of paper plates and cups used.
5. Choose the menu according to the type of people you are having at your party, also whether it be a formal or buffet meal and according to the weather, hot or cold.
6. Give yourself plenty of time for the planning and preparation of your party and invite a friend or friends to assist you if you feel the need.

Remember that the ideal of this party is to show your guests how attractive and palatable a health party can be. The Nature's Way Cookbook will give you all the ideas you need and you will be amazed how many of your own creative ideas you will be able to come up with. Just remember, the simpler and more natural the food is presented, the easier it is for you and the others to digest it. All paging referred to in the following suggested menus, is from "Nature's Way Vegetarian Cookery in a Nutshell".

SUMMER FORMAL MEAL

Appetiser - cool fruit drinks.

Entree - fruit soup, one or two fruit sweets, or a very small salad serving.

Main Course - A small variety of mixed salads, a plain salad platter, very attractively presented, with a high protein dish.

Sweets - A summer fruit salad with yoghurt or whipped cream or a halved rockmelon filled with different varieties of chopped fruit topped with coconut or sunflower seeds.

Nibbles for the Table - Mixed fruit balls or fruit logs made from dried fruit - page 141,142. Wholemeal-oat crackers, p 126, and fruit spreads (dips) or avocado dip, pp 80-84. Bowl of mixed nuts and if no fruit balls, have a bowl or platter of dried fruit.

SUMMER BUFFET MEAL

Fruit drinks (have a punch bowl filled with fruit punch) pp 144-146.

Set up a table full of mixed salads pp 85-98; high protein dishes that suit salads pp 27, fried rice; platters of fresh fruit (pieces or whole). Half a watermelon scooped out and filled with fresh fruit salad. Bowls of nuts, dried fruit, sunflower seeds and wholemeal-oat crackers with fruit or savoury dips.

WINTER FORMAL MEAL

Appetiser - warm blackcurrant and lemon drink if very cold, otherwise a fruit drink.

Entree - hot soup, suggestion, sunflower soup p 99.

Main Course - Choose 3 or 4 vegetables including, green, yellow and starch vegetable and add a high protein dish. Do the vegetables very attractively and do not over cook, pp 65-72.

WINTER BUFFET MEAL

Have warm and cool drinks available.

Have a table full of steamy hot vegetables, include bowl of corn cobs. Have maybe two varieties of high protein dishes, (legumes, pp 34-42), a platter of hot savoury rolls, p 51; maybe a wholemeal pizza, p 48; plate of Chelsea Buns, p 139; and bowl of mixed fruit balls.

BOOKS AND AUDIO/VISUALS ON DIET

Nutrition Series - Filmstrips and Cassettes

NUTRITIOUS MAIN DISHES - Grains, fruits, nuts and vegetables are prepared in as simple and natural a manner as possible.

GOURMET VEGETARIAN ENTREES - You will be delighted with the delicious dishes made from recipes from around the world.

SOYBEAN MAGIC - Observe how to use soybeans in many delectable ways.

DESSERTS....LOW SUGAR - Delightful desserts that are nutritious, delectable and attractive.

NATURE'S DELIGHTFUL DESSERTS - Delicious cookies, pies and ideas for preparing fruit in a number of ways illustrated.

PIONEER BREADS - Learn how to make bread the way grandmother used to make it.

QUICK BREADS - Soy oat waffles and other quick bread recipes make us realise that bread is truly 'the staff of life'.

Filmstrips and Cassettes:

- SUGARTIME - What everyone should know about sugar in his diet.
I'M TIRED - Answers questions on fatigue, pep-me-ups, and the stresses of every day life.
MR TENSE - Specific instruction on simple techniques for relaxing.
THE SPIDER'S WEB - Research reveals the effects of stimulants like coffee on the heart, stomach and brain.
THE BUBBLE OF AIR - See how each breath provides every living cell with the oxygen it needs.
WATER, WATER, WATER - How much water should one drink? Learn the facts.
SUNLIGHT - A guide to sunbathers and others showing the effects of sunlight.
PHYSICALLY FIT? - How exercise can prevent heart disease.
THE GREAT GRAIN ROBBERY - Learn how the grain has been robbed of its nutrients during modern milling.
THE LIVING TOOTH - Learn how to protect and care for your wonderful teeth.
JUST A LITTLE OUT OF SHAPE - What may happen as a result of being 'out of shape'.
LET'S SHAPE UP - Telling you what to do about the problems of being 'out of shape'.

Upjohn Triangle of Health Series of short films:

STEPS TOWARD MATURITY AND HEALTH
THE SOCIAL SIDE OF HEALTH
UNDERSTANDING STRESSES AND STRAINS
PHYSICAL FITNESS AND GOOD HEALTH

Check with your Conference Health and Temperance Department on availability of films.

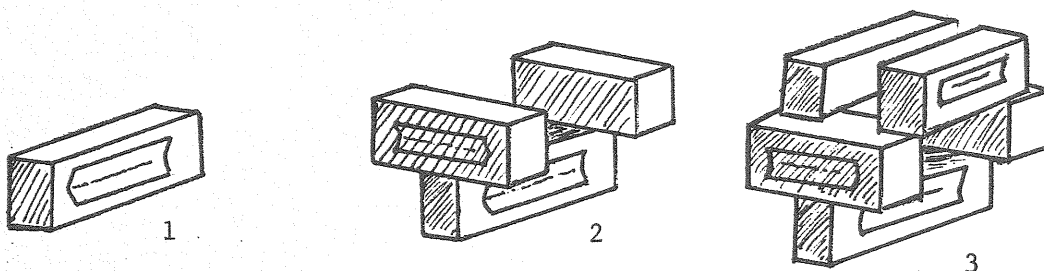
Books: Available from your local Adventist Book Centre.

- 'Nature's Way Vegetarian Cookery In A Nutshell'
'Counsels on Diet and Foods'
'Ministry of Healing' (the chapters relating to diet)
'Tomorrow's Nutrition Today' (for the science of nutrition)

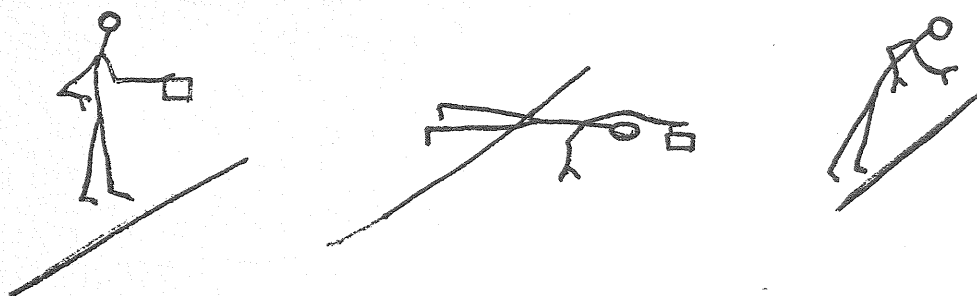
B. HEALTH ACTIVITIES

1. An Indian arm wrestling competition.
2. Push up enduro.
3. Sit up relay (boys against girls - two teams. No. 1 team member does 20 sit ups, followed by No. 2 member, etc.)
4. Rope skipping marathon - 300 steps without a miss.
5. Tug 'o' war.
6. Knee-bender - 6 or more participants form a circle and link arms. At the leader's cue, everyone does a knee bend together. The leader who is part of the group can go as fast or as s-l-o-w as he likes - if you can make it to twenty you're doing fine.

7. Brick press - a competition to see who can lift the most bricks single handed. The first brick is put on its side so the contestant can use the 'frog' as an aid to holding on. The other bricks are built up on to the first brick so as to surround the contestant's arm.



8. Snatch box - the contestant must stand behind a marked line and place a match box on the other side of the line using only one hand for support. Once the contestant has leant out as far as he can the hand he used for support must not be dragged back over the floor in any way. The hand used for placing the match box must not touch the ground. The contestant can only stand up with the aid of a spring action from the supporting arm and hand. The person who is successful at placing the match box the farthest away is the winner.



9. Pull-up relay - boys only. Flex Arm Hang - Girls Only.
10. Finish off with a fun run around the neighbourhood (non competitive).

A few films that would be suitable for the occasion are:

Sun Seekers - 16mm 30 min. Australian Religious Films
Sports Odyssey - 16mm 40 mins. Australian Religious Films
Outward Bound - 16mm 40 mins. Bank of NSW
Step Over the Edge - 16mm 75 mins. Gospel Films
Solo - 16mm 25 mins. Australian Religious Films

This requirement can be made into a real family event suitable for inclusion in the Church Social Calendar.

METHOD OF TESTING

Participation in organising and conducting the Health Party.

OUTDOOR LIVING

The aim of this section is to continue to enhance the Voyager's appreciation of the out-of-doors and to experience an increase of expertise in various skills.

Six sessions have been allocated to this section.

Requirement 1

WITH A PARTY OF NOT LESS THAN FOUR, INCLUDING AN EXPERIENCED ADULT COUNSELLOR, HIKE 25 KMS. IN A RURAL WILDERNESS AREA, INCLUDING ONE NIGHT IN THE OPEN OR IN TENTS. THE EXPEDITION PLANNING SHOULD BE A JOINT EFFORT OF THE PARTY AND ALL FOOD NEEDED SHOULD BE CARRIED. FROM NOTES TAKEN, PARTICIPATE IN A GROUP DISCUSSION LED BY YOUR COUNSELLOR, ON THE TERRAIN, FLORA AND FAUNA, AS OBSERVED ON THE HIKE.

TIME ALLOCATED

One session.

OBJECTIVE

To increase out-of-door skills and to provide a deeper appreciation of flora and fauna.

EXPLANATION

In preparation for the expedition include the following information and training:

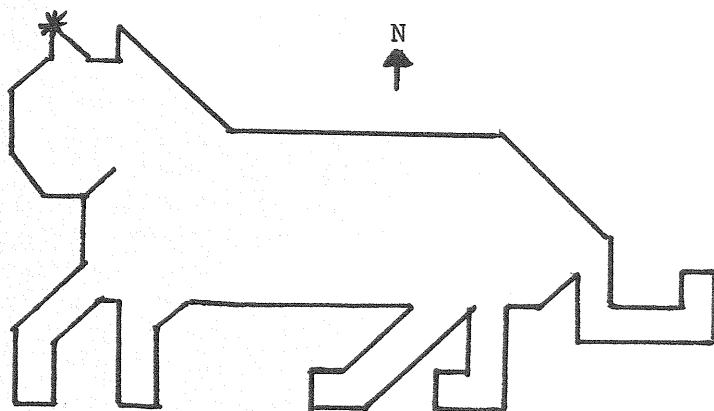
1. Practice the use of a compass in plotting a course on the survey maps. Participate in the compass games included under the Teaching Methods. (Maps are 1:25,000 Topographical Maps)
2. Chart the course for the hike.
3. Plan the food supply, clothing and equipment needed.
4. Take a notebook and make a log of your hike. See example in Silver Award.

TEACHING METHOD

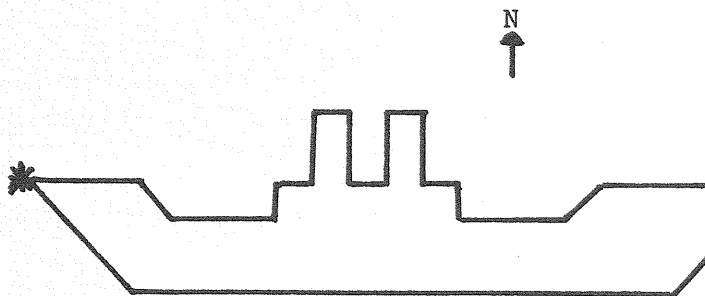
1. Demonstrate the care of the compass and survey maps.

For 'compass drawings' prepare a piece of graph paper for each person. Mark a North pointer on it, it might also save time to mark the starting point. Issue each person with the graph paper and a pencil. Each call you make consists of a number and a direction. The number is the number of squares along the graph paper, the direction is the direction in which you draw the line. Don't tell the teen what they are drawing. Part of the fun is their guessing. Make sure you don't go too quickly, otherwise the teen will become confused. This is a fun way of learning.

CAT: 2SE,2E,2N,6SE,16E,6SE,4S,4E,2N,2E,4S,8W,4N,2SW,2W,6S,4W,2N,2E,4N,6SW,3W,2N,2E,4NE,13W,2SW,3S,2W,6N,1W,3SW,3S,2W,4N,4NE,4N,2NE,2SW,2W,2NW,4N,2NE,2N.



SHIP: 3E,1SE,3E,1N,1E,2N,1E,2S,1E,2N,1E,2S,1E,1S,3E,1NE,3E,2S,1SW,15W,3NW.



2. Review the use of topographical maps, and use one to plot your hike route, choose your campsite, etc.
3. Review the points of packing a pack, and plan as a group what to take, both for personal and group use.

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

Remember to keep things which may be urgently required, in a position where they can be obtained quickly. e.g. first aid kit, torch, compass and map, raincoat or windjacket, money, matches, toilet paper, handkerchief or tissues, sharp knife, rope.

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

RESOURCE

"Stay Alive", Pathfinder Field Guide, Australasian Pathfinder Staff Manual.

METHOD OF TESTING

Participation in the planning of the activity, the actual hike, and the discussion following the hike.

Requirement 2

COMPLETE ONE RECREATIONAL OR NATURE
HONOUR NOT PREVIOUSLY EARNED.

TIME ALLOCATED

Three sessions.

OBJECTIVE

To broaden the Voyager's interests and develop skills for the service of the church and to 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 3

PASS A TEST IN VOYAGER FIRST AID.

TIME ALLOCATED

Two sessions.

OBJECTIVE

To help the Voyager gain 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

RESPIRATION is the process of expansion (inhalation) and relaxation (exhalation) of the lungs in which oxygen passes from the air into the blood, while carbon dioxide is expelled from the blood via the lungs. Cells require a constant supply of oxygen - the brain will suffer permanent damage if deprived of oxygen for more than 3 minutes. Shortage of oxygen is called ASPHYXIA and may be caused by conditions such as: drowning, choking, strangulation, heart failure, diseases of the lungs, electric shock, collapsed lungs, some poisons, shock, polio.

EXPIRED AIR RESUSCITATION - E.A.R. (or Mouth to Mouth Resuscitation) must be commenced immediately breathing stops, i.e. no rise and fall of chest is evident.

- Method:
1. Clear mouth and airway - remove obstructions and debris.
 2. Tilt head well back - opens airway and prevents relaxed tongue blocking airway.
 3. With casualty's nostrils pinched closed, the operator takes a breath, opens his mouth wide so as to make an airtight seal around the casualty's mouth, and breathes into the casualty - watch to see chest rise - takes about 1 second.
 4. Operator removes his mouth from the casualty's mouth and watches chest fall - takes about 3 seconds.

5. Repeat operations 3 and 4 until casualty's breathing returns. Operations 3 and 4 constitute 1 inflation and takes 4-5 seconds for an adult and 3-4 seconds for a child. When commencing E.A.R. give 4 rapid inflations, then continue at a normal rate of 12-15 inflations per minute for adults, 15-20 per minute for children, and 20-25 per minute for babies. Blow sufficient air to make casualty's chest rise a "normal" amount - only a gentle puff will be needed for a baby.
6. When recovered, place casualty in coma position and observe closely. Vomiting may accompany recovery.

Unless asphyxia is treated promptly, the heart will eventually stop beating and death will result.

Cardiac arrest may also occur in conditions such as heart attack, electric shock.

EXTERNAL CARDIAC COMPRESSION - E.C.C. (Closed Chest Massage) must be commenced as soon as the heart stops beating - check for carotid pulse.

- Method:
1. Lie casualty on his back on a firm surface.
 2. Kneel beside casualty and locate the lower half of the sternum (breast bone).
 3. Place the heel of one hand over the centre of the lower half of the sternum, and the heel of the other hand on top of the first - keep fingers raised and off the chest.
 4. Keeping arms straight, rock forward, pressing down briskly on the sternum to depress it about 5cm in an adult.

For a child - press with 1 hand - depress sternum about 3cm.
For a baby - press in centre of sternum with 2 fingers - depress sternum about 2cm.

5. Rock back, releasing pressure but maintaining contact.
6. Repeat operations 4 and 5 at a rate of the normal pulse, i.e. about 80 per minute adult and 100 per minute child and baby.

CARDIO-PULMONARY RESUSCITATION - C.P.R. - is the combination of E.A.R. and E.C.C. and needs to be used when the heart stops.

One Operator: Give 15 heart compressions, then 2 quick inflations.

Two Operators: Give 5 heart compressions, then 1 quick inflation.

Repeat until casualty recovers. Check for pulse every 2 minutes while giving resuscitation.

MOUTH-TO-NOSE

Procedure for mouth-to-nose is basically the same as for mouth to mouth. To seal airway, close victim's mouth and seal lips by pressing lower lip onto the upper lip with the thumb.

Take a deep breath, open your mouth as wide as possible and place over casualty's nose, but do not pinch nostrils together with your lips. Continue as for mouth-to-mouth.

Children - handle gently

After clearing the airway, support the jaw without tilting the head backwards. Keep your hand away from the soft tissue of the neck. It may be difficult to achieve a clear airway, but unless this is done, air will be blown into the stomach.

For babies and small children, it is necessary to cover both mouth and nose with your mouth before you blow into the lungs.

Over-blowing can cause distension of the stomach so blow just enough to cause the chest to rise. Wait until the child exhales and repeat.

CALL FOR HELP

If you are confronted with an emergency, stay with the casualty, start resuscitation and call for help.

DO NOT LEAVE THE CASUALTY

Once breathing stops, you have only 3 minutes before the brain suffers irreversible damage, so begin E.A.R. immediately.

PRACTICE

Be prepared for an emergency. Technical skill is achieved only by repeated practice. For information on classes, contact: Local Ambulance Brigade, Red Cross Society, National Heart Foundation, Royal Life Saving Association, St. John Ambulance Association, Surf Life Saving Association.

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.

Voyager 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

IT IS RECOMMENDED, THAT FOR THOSE WHO WISH TO DO ADVANCED WORK IN THE VOYAGER CLASS, THEY DO THE FOLLOWING REQUIREMENTS WHICH WILL FULFIL HALF THE REQUIREMENTS FOR THE A.Y. SILVER AWARD PLAN. IF THEY DO THE ADVANCED REQUIREMENTS FOR THE GUIDE CLASS, THIS WILL ENTITLE THE TEEN TO THE A.Y. SILVER AWARD MEDAL.

THE PLAN

The Adventist Youth Silver Award is presented to any person 14 years and over who has demonstrated exceptional qualities of physical, mental and cultural development. Sponsored by the Youth Department of the Seventh-day Adventist Church, the plan gives an opportunity to find satisfaction in worthwhile achievement.

Each participant and A.Y. Silver Award recipient will be better prepared to take his place as a constructive member of his church and community. The sincere effort and perseverance required to qualify in the various activities will develop qualities of character much needed in today's generation.

The future of our church depends upon the ability and willingness of young people to serve their fellow men by living Christ-guided lives. Under God these Christian youth have a high destiny in the final climactic hours of history. Because demands upon God's people will be great, only those youth who have a firm foundation on the Word of God and have chosen a moral platform which reflects the purity of the Lord Jesus, will be able to stand. Good health, clear thinking, and keenness of spiritual perception are closely linked together. The AY Silver Award plan has been established to give strength to these important elements of life.

TESTS, AWARDS, AND RECORDS

The Conference Youth Director directs the plan and supervises the tests. He may designate certain qualified individuals to act for him in administering the program.

Youth desiring to qualify for the AY Silver Award should register with the Pathfinder Leader or the Conference Youth Director in order that adequate supervision may be arranged. Although the AY Silver Award Plan is designed primarily for Seventh-day Adventists, it is not required that one who receives the award, be a member of the Seventh-day Adventist Church.

An accurate record of the candidate's completion of each requirement is to be kept in the AV Silver Award Booklet. Space is provided in columns to the right of each requirement for entering (1) the date completed, (2) score (where indicated), and (3) certification signature of examiner authorised by the local AV Society. The AV Silver Award Booklets are available from your Conference Youth Department.

PRESENTATION

The presentation of the AV Silver Award should be an impressive occasion at which a General Conference, Division, Union Conference or local Conference Youth Director should be in charge. Other officials of the church or community may be invited to participate in the ceremony. The presentation of the AV Silver Award should be the principal event of the program. It should not be combined with an Investiture service for Pathfinder Classes or the Master Guide ceremony.

THE SCOPE OF THE PLAN

The AV Silver Award Plan consists of five divisions:

1. Physical Fitness - There are a number of optional provisions, but it is very important that each individual who qualifies have the certification of an officially designated examiner when his final records are turned in.
2. Skills - The development of skills follows the outline as represented in the Pathfinder Honours program. Twenty Honours are designated from which the participant will qualify in two.
3. Expedition - The directions are given for a rather strenuous outdoor expedition, and it is very important that those who anticipate making such an expedition, check with a qualified examiner to be sure that all conditions are met and certified.
4. Service Projects - This requires the participant to have a record of leadership in which he has successfully discharged his responsibilities.
5. Cultural Improvement - There is a choice on the part of the participant. Recognised certification for the completed activities is a necessity.

REQUIREMENTS

The following requirements are to be completed for the Voyager Class Advanced work.

SECTION 1 - PHYSICAL FITNESS

MEN - pass in two of the five groups listed.

GROUP 1 - TRACK (any four of the following)

- A. 50 metre dash in 6.8 seconds.
- B. 100 metre dash in 13.7 seconds.
- C. 200 metre dash in 29.0 seconds.
- D. 400 metre dash in 1 minute, 7 seconds.
- E. 550 metre run-walk in 1 minute, 40 seconds.
- F. 1.50 km in 5 minutes, 30 seconds.
- G. 3.25 km in 13 minutes, 10 seconds.
- H. 5.00 km in 23 minutes, 30 seconds.

GROUP 2 - FIELD (any three of the following)

- A. Standing broad jump - 2.2 metres.
- B. Running broad jump - 4.45 metres.
- C. High jump - 1.3 metres.
- D. Shot put - 5.5 kg - 7.9 metres.
- E. Softball throw - 48 metres.

GROUP 3 - ENDURANCE-STRENGTH (any two of the following)

- A. Sit-ups - 55 in 2 minutes.
- B. Pull-ups - 12.
- C. Push-ups - 30.
- D. Rope climb - 6.5 metres (hands only).

GROUP 4 - CO-ORDINATION-AGILITY-BALANCE (any three of the following)

- A. Basketball free throw - 9 out of 10 shots.
- B. Shuttle run - 2 trips, 9 metres, in 10.4 seconds.
- C. Squat-thrusts - 21 in 30 seconds.
- D. Rope skipping - minimum of 300 skips without miss.

GROUP 5 - SWIMMING (any one of the following)

- A. Free style, 100 metres, in 1 minute, 40 seconds.
- B. Back stroke, 100 metres, in 1 minute, 55 seconds.
- C. Breast stroke, 100 metres, in 2 minutes.

WOMEN - pass in two of the five groups listed.

GROUP 1 - TRACK (any two of the following)

- A. 50 metre dash in 7.5 seconds.
- B. 200 metre dash in 32 seconds.
- C. 550 metre run-walk in 2 minutes, 23 seconds.

GROUP 2 - FIELD (any two of the following)

- A. Standing broad jump, 1.88 metres.
- B. Running broad jump, 3.9 metres.
- C. Softball throw, 41.00 metres.

GROUP 3 - ENDURANCE-STRENGTH (any two of the following)

- A. Sit-ups, 40 in 2 minutes.
- B. Flexed-arm hang, 19 seconds.
- C. Push-ups, modified, 22.

GROUP 4 - CO-ORDINATION-AGILITY-BALANCE (any three of the following)

- A. Basketball, free throw, 7 out of 10 shots.
- B. Shuttle run, 9 metres in 2 trips, 10.4 seconds.
- C. Squat-thrusts, 16 in 30 seconds.
- D. Rope skipping, minimum of 300 skips without miss.

GROUP 5 - SWIMMING (any one of the following)

- A. Free style, 100 metres in 1 minute, 50 seconds.
- B. Back stroke, 100 metres in 2 minutes, 5 seconds.
- C. Breast stroke, 100 metres in 2 minutes, 24 seconds.

EXPLANATION

MEN:

Pull-ups - (Proper grip is reverse grip). Chin must clear bar on pull-up. Arms must be nearly extended, with elbows slightly flexed in down position.

Push-ups - weight equally distributed. Hands just below shoulders. Feet together. Push straight up, keeping body rigid. Arms extended till elbows are straight. In returning to down position, continue to keep body rigid and straight and lower body close to floor without touching it except with hands and feet. Must be continuous.

WOMEN:

Flexed-arm hang. Starting position: a horizontal bar approximately 4cm in diameter should be adjusted to a height approximately equal to the youth's standing height. The youth grasps the bar with an overhand grasp.

- Action:
1. With the assistance of two spotters, one at front and one at back of student, the youth raises her body off the floor to a position where the chin is above the bar, the elbows flexed and the chest close to the bar.
 2. The student must hold this position for at least 19 seconds to pass the test.

- Rules:
1. A stop watch is started as soon as the student takes the hanging position.
 2. The stop watch is stopped when (a) the youth's chin touches the bar, (b) the youth's head tilts backward to keep chin above the bar, or (c) when the youth's chin falls below the level of the bar.
 3. Record in seconds to the nearest second, the length of time the student holds the hanging position.

Push-ups (modified). Starting position: extend arms, place hands, fingers pointing forward on floor just under and slightly outside shoulders. Knees on floor, body straight from head to knees. Bend knees and raise feet.

- Action:
1. Keeping body tense and straight, bend elbows and touch chest to floor.
 2. Return to original position. (keep body straight, don't raise buttocks; abdomen must not sag.)

MEN AND WOMEN:

Sit-ups (bent-knee position). Starting position: youth lies on his back with legs bent, knees up, and feet flat on floor. The hands, with fingers interlaced, are grasped behind the neck.

- Action:
1. Sit up and lower legs flat as you reach toward toes with elbows
 2. Return to starting position, raising knees as you lower trunk of body.
 3. Repeat the required number of times.
 4. One complete sit-up is counted each time the student returns to the starting position.

Squat Thrust. Equipment: a stop watch, or a watch with a sweep second hand.

Starting position: youth stands at attention.

- Action:
1. Bend knees and place hands on the floor in front of the feet. Arms may be between, outside, or in front of the bent knees.
 2. Thrust the legs back far enough so that the body is perfectly straight from shoulders to feet (the push-up position).
 3. Return to the squat position.
 4. Return to erect position.

Scoring: The teacher carefully instructs the youth how to correct squat-thrusts. The teacher tells the youth to do as many correct squat-thrusts as possible within a 30-second limit. The teacher gives the starting signal, "Ready! Go!". On "Go" the youth begins. The partner counts each squat-thrust. At the end of 30 seconds the teacher says "Stop".

Shuttle Run. Starting line: two erasers or similar sized blocks are placed 9 metres from starting line. Run, pick up one block, run back across starting line, set block down. Run back, pick up other block, run back across starting line, holding the block.

SECTION II - SKILLS

Complete one of the following Honours not previously done;

Canoeing
Cycling
Drill and Marching (Advanced)
Fire Building and Camp Cookery
Hiking
Home Nursing
Lifesaving (Advanced)
Navigation
Orienteering
Pioneering

Rock Climbing
Scuba Diving
Senior Life Saving
Snow Skiing
Standard First Aid
Swimming
Tumbling
Water-skiing (Advanced)
Wilderness Living
Winter Camping

SECTION III - EXPEDITION

REQUIREMENT: Undergo appropriate training, carry out at least one practice journey, and complete an expedition on foot, by cycle, in canoes, or on horse-back, having some preconceived purpose of discovery.

The expedition should present a challenge in terms of physical effort and fulfillment of its purpose.

TYPES OF EXPEDITIONS: Complete one of the following types of expeditions:

- | | |
|-------|-------|
| (i) | foot |
| (ii) | cycle |
| (iii) | canoe |
| (iv) | horse |

CONDITIONS: All types of expeditions are to be carried out in unfamiliar surroundings with consideration of the following principles:

- a) Hike in wilderness country at least 32 kms., including two nights in the open or in tents, these two nights to be spent in separate camps at least 8kms. apart (or if over a weekend, 8 kms. to be hiked on Saturday night).
- b) Full and interesting log and map of journey must be submitted, with observations of wild life, plants or some other study auxilliary to the expedition. Full log should be kept and written up in accordance with sample given on page 359 of this manual. Logs should be filled out on the hour every hour of the trip. Each stop should include the following information:

GR: Grid Reference - use 1:25,000 topographic map
TA: Time of Arrival.
PARTY: Condition of
TERRAIN: Description of
PERSONAL REACTION: Own feelings and condition
TD (estimated next GR stop): Time of departure

- c) Not less than three and not more than six must be in the party, though it is not necessary for all participants to be under test.

- d) Planning should be a joint effort, and all plans must be approved in full by the conference youth director or his designated representative before starting. This is to be prepared as a pre-log.
- e) All food needed should be carried. Use dehydrated foods as needed for balanced menus.
- f) Normal personal kit plus lightweight camping equipment, compass, cooking utensils, and first aid kit must be carried by members of the expedition.
- g) Undergo appropriate pre-expedition training, carry out at least one practice journey (preliminary training should include first aid, map reading, country code, safety precautions, search and rescue procedures, use of compass, campcraft cookery).
- h) Every expedition must have a preconceived purpose, such as visiting places of interest or discovering useful information.

TYPE OF EXPEDITION	MINIMUM DISTANCE	TYPE OF COUNTRY OR WATERWAY
Walking	32 kms.	Normal country - roads to be used as little as possible.
Cycle	113 kms.	Minor roads, lanes or tracks. Route may include small towns.
Canoe	48 kms.	Suitable inland waterways or sheltered coastal waters.
Horseriding	65 kms.	Normal country, using lanes, tracks or bridle paths where necessary.

SECTION IV - SERVICE PROJECTS

During at least one semester or quarter, discharge satisfactorily the duties of an officer of the AY Society or Youth Council, Sabbath School, Student Association, Pathfinder Club, or other personal service that in the estimation of the conference youth director is the equivalent of the duties mentioned above.

Voyager First Aid - 2

8. What is the ratio when there is only one operator?

.....

9. Breathing and pulse have been restored. What should be done now?

.....

.....

10. What do the letters A.B.C.D. stand for in First Aid?

A.

C.

B.

D.

PRACTICAL

Each candidate should be able to demonstrate the correct method of placing a patient in the recovery position and of applying either E.A.R. or C.P.R.

VOYAGER FIRST AID

ANSWER SHEET

Because of the importance of this section it is most desirable that the examiner be the holder of a current St. John Ambulance First Aid certificate, or a current award from the Royal Life Saving Society. Lives may depend on correct knowledge, understanding and action. Competency should be the only criteria for awarding a pass in this requirement.

THEORY

1. Baby: Directly between the nipples.
Adult: Lower half of the sternum.
2. Baby: Do not tilt back the baby's head.
Adult: Tilt the head back.
3. Baby: Simply blow the air from your cheeks.
Adult: Blow strongly making chest rise and fall.
4. Baby: Depress the sternum about one centimetre.
Adult: Depress the sternum 3-5 centimetres.
5. Baby: About 100 per minute.
Adult: About 60 per minute.
6. The stomach will inflate. To get rid of the air, press the stomach and the air will burp out.
7. With two operators, one inflation to five compressions.
8. With one operator, two inflations to fifteen compressions.
9. Patient should be placed in the recovery position. Patient should be advised to seek medical help.
10. Airway. Breathing. Circulation. Degree of Unconsciousness.

VOYAGER FIRST AID

THEORY

What is the difference in your action in the following cases? The first patient is a three months old baby, the second patient is a fully grown adult.

1. Finding the correct spot to apply pressure for E.C.C. (Closed Chest Massage).

Baby:

Adult:

2. Preparation of the patient's head to begin E.A.R.

Baby:

Adult:

3. Pressure used to blow into the patient's mouth.

Baby:

Adult:

4. Pressure used in administering C.P.R. to the sternum.

Baby:

Adult:

5. Speed at which pressure is applied.

Baby:

Adult:

The next five questions require a simple, straightforward answer.

6. How do you know that you are blowing too hard into a patient when giving E.A.R.?

.....
.....

7. What is the ratio for E.A.R. and E.C.C. with two operators?

.....

