

# PERSONAL GROWTH

## INTRODUCTION

Guide Personal Development studies are a continuation of attitudinal growth from the Ranger and Voyager concepts. Guide enquiry however is much more intense and will reveal greater interest and anxiousness for answers and solutions. Facilitators in this study group should permit opportunity for larger time frames for open discussion with careful emphasis on guidelines of spiritual and moral values.

The aim of this section is to continue to enlarge the awareness of, and to increase the evaluation of attitudes which contribute to positive character development.

Guides are permitted to choose two of the four subjects. Two sessions are allocated for each topic. Four sessions have been allocated to complete the segment.

## Requirement

IN GROUP DISCUSSION AND BY PERSONAL ENQUIRY,  
EXAMINE YOUR ATTITUDES TO TWO OF THE FOLLOW-  
ING TOPICS:

- A. CHOOSING YOUR CAREER.
- B. MORAL BEHAVIOUR.
- C. SEX AND DATING.
- D. CHOOSING YOUR LIFE PARTNER.

## TIME ALLOCATED

Two sessions per topic.

## TEACHING METHOD

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

## A. CHOOSING YOUR CAREER

### OBJECTIVE

To identify the factors involved in choosing a career and to consider them in relationship to one's abilities.

### DISCUSSION HELPS

Some young people today are tempted to feel that it isn't worth pursuing a career. Others have no desire to follow a career because they feel that the world owes them a living. They didn't ask to be born and their parents have been paying taxes for years, so why shouldn't they get something back?

Some have spent a whole year at the beach, pooling their social service cheques and "living free" as they call it. However, let's have a look at some relevant matters.

#### 1. THE BIBLE ENCOURAGES WORK:

Genesis 2:15	To dress and keep Eden
Genesis 3:23	To till the ground
Exodus 20:9	Six days shalt thou labour
1 Thess 4:11	Work with your own hands
II Thess 3:10-12	Would not work neither should he eat
Isaiah 65:22	Long enjoy work of their hands

The Spirit of Prophecy Index gives fourteen columns of references for the word "work". Many are specifically for youth and are found in the book "Messages to Young People". One illustration is "God designs that man should find happiness in work". MYP 365.

#### 2. WHAT WORK WILL PROVIDE:

##### A. Satisfaction: Nothing is more fulfilling.

"Not more surely than there is a place prepared for us in Heaven than is a place designated here on earth where we are to work for God."

It is great to be where God wants you to be, doing what God wants you to do.

##### B. Sustenance: For self, companion and family.

A stable position will be important when you marry and have a family, and it depends on what you do now. Many marriages break up because of instability and lack of sufficient sustenance. Even

now it is important to you to have material things such as clothing, entertainment and transportation.

- C. Service: Directly in many cases such as a doctor, minister, teacher, and similar professions. Also indirectly, such as providing essential services.

Remember Christ's whole life was spent in the interest of others.

3. QUALITIES THAT MAKE FOR SUCCESS:

- A. Integrity - honesty, truthfulness
- B. Dependability - reliability, punctuality, assumption of responsibility.
- C. Emotional Stability and Maturity - self-control, good judgement, mental health.
- D. Perseverance - stick-to-itiveness, drive and enthusiasm.
- E. Ability to Communicate - both oral and written expression.
- F. Attitude toward work - willingness to learn, interest in career as opposed to mere salary, and loyalty to employer.
- G. Physical Appearance - cleanliness, well-dressed presentation, poise, self-confidence.
- H. Sense of Humour - not taking self too seriously, ability to be laughed at, genuine humility.
- I. Normal Family Life - happy marriage to the "right" partner.
- J. Wise Choice of Friends and Extra-curricular Activities.
- K. Active Participation in Community.

4. HOW WILL I CHOOSE?

- A. Ask yourself, 'Am I interested in ideas, people, or things?'

Depending on your answer, you may narrow your choices. For example, if your answer is:

IDEAS: then pursue work such as art, designing, journalism,.

PEOPLE: then pursue work such as a doctor, minister, teacher, social worker.

THINGS: then pursue work such as mechanics, plumbing, or trades in general.

B. You should select a career within your educational limits, thus the more schooling you have, the wider the choice of careers.

C. Evaluate your potential:

- i. Look at your natural abilities.
- ii. Seek advice from your teacher who knows your aptitude.
- iii. Counsel with your parents who know your temperament.
- iv. Ask a friend who knows your likes and dislikes.
- v. Talk to someone through whom you feel God can speak.

D. Pray about it.

E. Look around, visit, enquire.

5. POSSIBLE CAREERS WITHIN THE ORGANISATION:

The Seventh-day Adventist Church needs:

Ministers: as pastors, evangelists, youth leaders, and departmental directors.

Teachers: primary  
secondary: language and humanities, science and maths, manuals, art and music, commercial subjects.  
tertiary, Avondale College, Andrews University, etc.

Literature Evangelists

Accountants, secretaries, telephonists, clerks, administrative personnel, managers for Adventist Book Centres, etc.

The Medical Institutions need

Doctors, nurses, physiotherapists, dietitians, occupational therapists, dentists, Xray and laboratory technicians, health educators, nurse educators, pharmacists, pathologists, telephonists, secretaries, porters, service personnel for food service, laundry, maintenance, plumbing, gardens, cleaning, housekeepers, etc.

The Signs Publishing Company employs:

Editors, administrative and clerical staff, printers, bookbinders, proof-readers, camera operators, artists, machine operators, storemen, maintenance men for building and machinery.

The Sanitarium Health Food Company employs:

Managers, storemen and packers, process workers, sales representatives, accountants, secretaries, clerks, drivers, mechanics, fitters and turners, scientists, laboratory technicians, quality controllers, draughtsmen, electricians, plumbers, maintenance men, cleaners, gardeners, printers.



Colleges employ:

Teachers, accountants, secretaries, deans, maintenance men, farm managers, business managers, gardeners, cafeteria supervisors, etc.

Other possibilities:

Pilots, builders, tradesmen, agriculturalists, etc. for the missionfield. Church camps and other properties need caretakers and maintenance men.

5. CAREERS OUTSIDE THE ORGANISATION

A. For those interested in IDEAS - Creative Careers

advertising occupations	painter and decorator
architect	pastrycook
cook/chef	photographer
draughtsmen	printer
dressmaker	signwriter
florist	tailor
interior decorator	taxidermist
landscape gardener	textile designer
musician	

B. For those interested in PEOPLE - Professional Careers

accountant	microbiologist
ambulance officer	nurse
biochemist	nurse aid
biologist	occupational therapist
book keeper	optometrist
cardiac technician	pathologist
childcare worker	personnel officer
chiropodist	pharmacist
clerk	physiotherapist
clergyman	private secretary
comptomotrist	public relations officer
dental nurse	radiographer
dental therapist	real estate agent
dietitian	receptionist
librarian	teacher
manager	telephonist
medical orderly	typist
medical practitioner	social worker

C. For those interested in IDEAS - Trade Careers

agricultural scientist	farmer
automotive engineer	fitter and turner
boiler attendant	motor mechanic
boiler maker	panel beater
bread maker/baker	plasterer
bricklayer	plumber
business machine technician	refrigeration mechanic
cabinet maker	spray painter
carpenter	surveyor
carpet layer	watch and clock repairer
electrician	welder
engineer	

6. SUMMARY

Work was planned by God.  
Work is noble and beneficial.  
We all have a work to do.  
If we don't work we shouldn't eat.  
It provides satisfaction, sustenance and opportunity to serve.  
There are guidelines for choosing a career.  
Many careers are available within the organisation, and  
the number of careers grows daily.

Remember that no matter what we do in life, we should be foremost, a Christian. When we have Christian farmers, Christian mechanics, Christian typists, as well as Christian teachers, doctors and ministers, then the work will soon be finished.

Paul says, "Whether therefore you eat or drink or whatever you do, do all to the glory of God." I Corinthians 10:31

B. MORAL BEHAVIOUR

OBJECTIVE

To help the Guide understand the term 'morality' and to learn to distinguish between it and customs, and to realise that a response to God based on right principles rather than obedience to a set of rules is what constitutes morality.

DISCUSSION HELPS

One of the problems we face when discussing the subject of moral behaviour concerns the way moral values are communicated. There are two basic approaches we may take.

1. We may attempt to teach a set of rules as either restrictions or obligations that direct the individual in the choices he makes. In so doing, we may appeal to reason or logic, but the overall goal and effect is to place a person within certain prescribed boundaries. It is something like placing a fence around a person so that he may only move within its limits.
2. The second approach is to endeavour to expose the person to experiences that will give an awareness of moral obligation, (right or wrong) and encourage a decision based on values that the person has discovered which are important to him personally, and society in general. In this setting he is challenged to make his own decisions on the basis of what he has experienced to be best, rather than an external code imposed by someone else.

As Christians we believe Jesus' life is a perfect example of how to live. He demonstrated what is right and wrong by His life and teachings. In turn, these teachings were based on principles revealed through the prophets to Israel. They tell us how to relate to God and how to treat our fellow man. Naturally each prophet spoke within the context of his times and social customs but the principles are summarised in Luke 10:25-28; "Thou shalt love the Lord with all thy heart and thy neighbour as thyself".

To illustrate this passage further, Jesus told the story of the "Good Samaritan", who risked his life to save a Jew, while two very religious people who specialised in the law, left him to die. The Priest and Levite who are mentioned in the story could not find a rule which related to the specific situation and failed to grasp the general principle of loving your neighbour as yourself. The principle of the sixth commandment not only forbade killing a man, but involved the principle of the sanctity of life and therefore required that the victim be helped as the Samaritan so recognised. This again can only be fulfilled when we truly value other people as children of God.

In scripture a person who makes decisions as the Samaritan did, is said to have the law of God "written on the heart". (Compare Psalm 119 where the writer dwells on the principles of God's law, not from a sense of obligation but delight. He sees the benefits of observing the law, and longs to understand it more fully).

In the New Testament the same thought is expressed by Paul when he says, "the written code kills, but the Spirit gives life", 2 Corinthians 3:6. Obviously the great underlying principle of God's government is love, not force, and when this truth is grasped and implanted in the hearts of men, ie. when they experience His love, motivation is provided which enables us to serve God and love our neighbour as ourselves, which to the Christian is the basis of all true morality.

Unlike mathematics, then, morality cannot be taught in the sense that you can learn formulae. Rather it must be discovered and experienced and then becomes a part of the total personality as opposed to something apart and separate. When we understand this distinction we can see how it is possible for a person to be a thief yet never steal. However, when law enforcement bodies go on strike, suddenly so-called honest people are unmasked. Because "the fence" is removed they automatically cross the boundaries. "The fence" was restricting the truly honest man. His own internal control kept him from taking that which belonged to another.

As we come to understand these principles we also see how immoral we have often been or as Paul declares in Romans 3:20 (Taylor's paraphrase) "or the more we know of God's laws the clearer it becomes that we aren't obeying them; His laws serve only to make us see that we are sinners".

When in your discussion you arrive at this point, the leader must be careful to ensure that the young person does not drown in a sea of guilt. He needs to see moral development as a life-long journey. It is a goal toward which we strive and involves maturity, growth, and a heightened awareness and sensitivity to the issues of justice, mercy and love. Above all, he needs to know that his failure to reach the goal does not cut him off from the forgiveness of an understanding Heavenly Father.

From the point of view of any group of people, it is often necessary to restrain or compel members of that group to comply with the rules of the group. This is like putting the "fence" around them. It becomes necessary in a society because as Martin Luther King has said: "Law may not change the heart but it can restrain the heartless". It is because men and women are so often heartless, that law enforcement bodies are required. However, when we are encouraging moral development in young people, it is never our goal to depend on the "fences", but rather to have the Spirit of God to soften their hearts that the principles of true morality can be written on them. These are those of whom it is said that they will "stand for the right though the heavens fall".

"The severe training of youth - without properly directing them to think and act for themselves as their own capacity and turn of mind will allow, that by this means they may have growth of thought, feelings of self respect, and confidence in their own ability to perform -- will ever produce a class who are weak in mental and moral power. And when they stand in the world to act for themselves, they will reveal the fact that they were trained, like the animals, and not educated." E.G. White, Child Guidance, page 227.

"The effort to "break the will" of a child is a terrible mistake.... while force may secure outward submission, the result with many children is a more determined rebellion of the heart....the teacher should make obedience to his requirements as easy as possible." E.G. White, Education pp 288,289.

"Every human being....is endowed with the power....of individuality, power to think and to do. It is the work of true education to develop this power to train the youth to be thinkers, and not mere reflectors of other men's thoughts." E.G. White, Education p 17.

"True education is not the forcing of instruction on an unready and unreceptive mind. The mental powers must be awakened, the interest aroused."  
E.G. White, Education, page 41.

"I found a significant correlation between the concept of religion held and alienation from religion. Students who see religion as a system of rules and regulations are more likely to be alienated from it than those who understand religion to consist of a personal relationship with God."  
"Why Teenagers Reject Religion and What To Do About It", p 72  
R.L. Dudley, Review and Herald Publishing Association.

Have you ever heard someone say "It isn't fair!" Of course you have, but have you ever thought what this person is really saying? (Solicit responses, eg. It's not right; He's getting an advantage, etc.)

People say this kind of thing often, and when they do they are appealing to a standard that is agreed upon by the parties in dispute. The interesting thing is that when this is said, people rarely try to show that "it is fair", they usually make excuses or give reasons as to why they did what ever it was that is causing the trouble.

This shows us that within every group, there is an accepted way of behaving. Sometimes the behaviour is not important, such as whether or not you eat with a fork as the Americans do, or use a knife and fork as most do in Australia. Other times the matter is much more important, as for example, whether or not students should cheat in exams or steal from a supermarket.

On still other occasions the issues are less clear, as when we discuss whether or not people convicted of murder should be executed or given life imprisonment.

How you judge each of these situations will depend on many factors. What your parents believe about it will be important to you. How your friends think may influence you. What you were taught in school will also contribute to your beliefs on any subject.

We want to discuss some of these areas to see if we can sharpen our awareness of the issues involved and understand more clearly what principles should guide us in making any decision concerning right and wrong. This kind of situation involves what we call "moral issues".

The dictionary defines morals as "Having to do with character or with the difference between right and wrong. Right - just. Based on the principles of right conduct rather than on law or custom".

Other issues where we must make decisions concern customs (sometimes called mores or folkways). Customs are not moral issues in the sense that they are right or wrong, but they describe what is customarily done in a group. Customs are defined as "Traditional rules - or ways. Manners. The way that things are done".

You may be able to think of customs in present or past use which you believe are not morally right. For example, in the last century many people (even Christians) owned slaves - do you think that was right? As Christians, we believe God has revealed what is right and wrong, but more in the sense of outlining principles rather than telling us what to do in every situation. There are only ten commandments, and even these can be reduced to two - loving God and our neighbour.

We have been given a mind to use and apply to even the most difficult decisions, for example, it is usually considered humane and right to kill an animal that is badly injured and cannot get well, but few people agree (although some do) that this should be done to human beings in a similar situation. It is conceivable that a person may only be able to save a life by stealing the medicine that will cure a sick person. What should he do in this kind of dilemma?

As you get older there will be many hard decisions for you to make. The Bible does not tell us exactly what to do in every case of this type, and therefore we must decide what we believe is right and why it is right, basing our conclusions on principles that God has revealed.

Let's look at the Ten Commandments and see if we can discover what principle lies behind each of these. See Exodus 20 and Patriarchs and Prophets, pages 305-309.

#### COMMANDMENT 1:

Thou shalt have no other gods before me.

Recognising a Creator and Sustainer of our life. Men and women are individually responsible to the Creator first.

#### COMMANDMENT 2:

Thou shalt not make unto thee any graven image...

Recognising the futility and impossibility of attempting to reduce the Creator to the level of any creature of human conception.

#### COMMANDMENT 3:

Thou shalt not take the name of the Lord thy God in vain...

Recognising the need to respect the character and nature of an omnipotent being. NOTE: "Name" in Old Testament times was representative of the character of the bearer.

#### COMMANDMENT 4:

Remember the Sabbath Day to keep it holy...

Recognising the need for worship and contemplation of the character of God.

COMMANDMENT 5:

Honour thy father and thy mother...

Recognition of the respect due to parents and authority figures that operate within the framework of mutual respect and love. NOTE: This is not a blanket statement requiring obedience to all authority figures, but those who reflect the will of God. "We ought to obey God rather than man" where conflict of this sort surfaces.

COMMANDMENT 6:

Thou shalt not kill.

Recognition of the sanctity of life, and our need to preserve life wherever possible.

COMMANDMENT 7:

Thou shalt not commit adultery.

Recognition of the need for purity, honesty and loyalty in human relationships.

COMMANDMENT 8:

Thou shalt not steal.

Recognition of the property rights within a society. Acknowledgment of the rights of others in business dealings, and employer or employee relationships.

COMMANDMENT 9:

Thou shalt not bear false witness...

Recognition of the need for honesty in human relationships, and condemnation of gossip or innuendo.

COMMANDMENT 10:

Thou shalt not covet...

Condemnation of clinging to selfish desires, that is seeking that which belongs rightfully to another. Condemnation of cherished desires which can only be satisfied at the expense of someone else.

Discuss some of the following questions, or case studies:

How do you like others to treat you?

Write down the characteristics of those people you most respect and trust. Try to be specific and say what the person does rather than for example, "he's always fair".

Moral behaviour is concerned with issues that are right and wrong. Try to think of some matters that could be said to be moral, and some that are based on social custom.

What areas of moral behaviour are concerned with what we do?  
eg. paying bills, keeping promises.

What areas of moral behaviour deal with what we fail to do?  
eg. the person who does nothing to help someone in need through no fault of his own, or the Rich Fool in Luke 12:16-21.

Am I ever responsible for the decisions of another adult person?  
If you say "Yes", on what occasions?

What does it mean to be responsible? (Look up the dictionary definition and discuss)

Does a person have a responsibility to treat himself/herself well? If so, what should he/she do to be fair to himself/herself? For instance, if you treated others as you treat yourself, would you be acting sympathetically or harshly?

We have thought of and discussed the ways people make decisions and why we think a certain kind of behaviour is right or wrong. Sometimes our ideas change as time goes by because we may see things from a different point of view or we may discover new information which alters how we think. This is part of developing experiences and growing older. As we try to become more aware of the needs of others and the will of God concerning all we do, we will be able to fulfil his purpose for our lives more accurately and become more sensitive to what we should do. This development should continue throughout our lives.

The mature person of any age will try to make decisions on the basis of what is honest, responsible, and in the best interest of all concerned. It is for this reason that God gave us principles for daily living through His servants. As Moses put it thousands of years ago: "The Lord commanded us to do all these statutes, to fear the Lord our God, for our good always, that he might preserve us alive, as at this day: Deuteronomy 6:24 RSV.

#### CASE STUDY - NO 1

Sharon is 18 and has just got her driver's licence. Her father has allowed her to borrow his car for the first time, so she invites her best friend, Donna, to come for the ride.

The girls are so busy talking and laughing as they drive along, that Sharon doesn't stop at a stop sign. She collides with another car, and although the damage is minor, knows this will mean that she won't be able to borrow



the car again. She blames the other driver for speeding up on approaching the intersection and that she would have had time to cross it safely if he had been obeying the speed limit.

Donna knows this is not true, and as there are no other witnesses she'll be the one to have to testify.

Should Donna tell the truth - risk Sharon losing the use of the car, and possibly her licence if the police are called?

Should she lie to protect her friend and her valued friendship with Sharon?

#### CASE STUDY - NO 2

Mary is an attractive 19 year old. There is a housewarming party on Saturday night and she knows Keith, a guy who she really likes, will be there. She badly wants to go so when Geoff rings her up and asks her to go, although she doesn't really like him, accepts his offer.

The next night, Keith rings her and invites her to the same party. She tells him she will call back in an hour.

Should she break the date with Geoff, although he asked her first, knowing that he will be there anyway? Why?

Should she accept Keith's offer even though it means turning back on a date already made? Why?

#### CASE STUDY - NO 3

Emma has just got a job, her first, at Cheap Jeans. She had been unemployed for six months since leaving school, which didn't help matters at home. Since she belongs to a large family and her parents have been struggling to pay bills, this job was really important for them all.

One day her friend came into the shop and took three T-shirts into the fitting room. She came out holding only one, obviously she had put the other two on under her jumper. Leanne brought the shirt to the counter and got out the money to pay for it.

Emma asked Leanne to return the T-shirts to the racks but she said that the store made plenty of money, so why bother?

Should Emma report the theft to the manager thereby losing a friendship with Leanne?

Should she let Leanne get away with it and risk it happening again, remembering that if discovered, it would mean loss of a valuable job?

## C.       SEX AND DATING

### OBJECTIVE

To assist teenagers to recognise that their sexual development and their relationships with members of the opposite sex are a normal part of growing up, and are within God's plans for their lives.

### DISCUSSION HELPS

#### Introduction

Our talk today is on the subject of sex and dating and I think you are going to find these topics very interesting. Most young people are interested in the changes that are taking place in their bodies at this time of life and many are wondering about the emotional changes. What is the purpose of all this you might wonder. Well, all of these changes are part of God's plan to help you to choose a girlfriend or boyfriend to court each other, to marry, and eventually to become parents.

#### God's Creation

In the beginning God created a man and a woman, with physical and emotional differences that their bodies and their natures might together bring a completeness to their union, and God called His creation good.

#### Mature at Different Ages

Boys and girls mature at different ages. Sometimes a girl might appear to be quite a young woman by the age of 12, whereas often we find boys develop and mature at a later stage.

#### Boys Development

Naturally you are all interested in the changes that took place in your bodies as you passed through puberty. As far as the boys are concerned your bodies have grown taller and developed more muscular physiques, your voices have broken and become much deeper, like a man's voice. We find too, that hair has appeared on the face and on the upper lip, and you find it occasionally necessary to go and borrow dad's razor to shave it off.

#### Girls Development

Girls too go through bodily changes and develop the contours that indicate that they have become women. Now, quite a lot of young people feel awkward and unsure of themselves with this new body image. Do you ever get tired of people commenting on your growth, or lack of it? Be reassured that you are not the only ones who feel self-conscious about your new shape and size. Many other teenagers do too. Don't let it worry you.

### Sexual Urges

Not only do your bodies change during these adolescent years but both boys and girls possibly have begun to feel certain sexual urges and drives. These urges are powerful and they form a very real part of life. We have all experienced them and you have to learn what to do about them.

### God Given for a Purpose

Remember that these forces are God-given, they are very powerful, but until they can be used wisely in the relationship of marriage then they should be harnessed and controlled.

These are the very forces which draw men and women together in love, marriage and family life. God has placed in each one of us the reproductive powers that make parents co-creators with God in bringing babies into the world. It is very important that you should understand yourselves and your sexual natures for each one of us is a sexual individual.

### Girls Sexual Urges

With girls the sexual urge is not as intense or as powerful as it is with a boy. Girls imagine themselves frequently in a romantic love situation. They indulge in day-dreaming, imagining themselves as the centre of attraction in somebody's life. They want a boy to love them, ie. to be attentive and affectionate, and they want to choose a partner and settle down in a secure marriage relationship and bear children. This is the ultimate aim of practically every girl. To this end she endeavours to make herself attractive to the boys, taking particular care with her dressing and grooming.

### Boys Sexual Urges

As we've mentioned, boys on the other hand have a more urgent sexual drive which can be aroused more easily. This can be by means of pictures of partially clad girls, by pin-ups, or by talking or reading about intimate matters, or just by thinking about them. Many things may stimulate a boy's sexual urge which will have little or no effect on the average girl.

### Sex Used in Advertising - TV

Possibly you have observed the way that sex is used in advertising to sell all manner of commodities and the columns of sexual matters that appear in today's magazines. Let's face it - the commercial world uses the strongest possible means to influence you to buy their products and they know that sex is of tremendous interest to people so that's why they take advantage of it. Television programs frequently deal with sex but usually in a manner that is far from the Christian ideal of chastity before marriage and faithfulness after marriage.

## Bible

As we think about sex, let's see what the Bible says. In Matthew 5:8 we are told "Blessed are the pure in heart for they shall see God", and Paul says "Finally brethren, whatsoever things are true, honest, just and pure, whatsoever things are lovely and of good report, think on these things", Philippians 4:8. Do the TV programs that you watch help you towards this end?

## Pornography

Pornography is published expressly with the aim of stimulating a reader's sexual urges in a manner that is far from the pure and lovely thoughts that Paul suggests we should have.

By reading pornographic books and magazines your regard for members of the opposite sex is lowered so that they become sexual objects rather than people whose bodies were created to be temples of the Holy Ghost.

## Emotional Changes

So far we have talked about the physical changes and the emergence of new sexual feelings. But let's think now about your emotions. Emotions are the feelings you have that are caused by situations in daily life. These may be feelings of anger, fear, worry, happiness, sadness, love, hate, revenge and the like. In your teen years surges of emotion seem to be stronger than formerly, and you could have periodical swings of emotion which may leave you on a high, or depressed. Fortunately maturity usually brings a levelling out of feelings.

## Crushes

Back in the early teen years, you might have had crushes. This is a normal part of your emotional development in seeking other loves outside your home where Mum and Dad, brothers and sisters had previously played a large part in your affections. At this time in your lives it may be that your attention is focused on an older person, possibly a teacher at school, or somebody at church who takes an interest in you, or an entertainer, or a sporting personality, and you find you think often about this person. Then too, you tend to go around in groups - boys with boys and girls with girls. You often have a particular friend of your own sex and you can become quite possessive of this friend so that sometimes you might feel jealous, perhaps when you see your special friend talking to, or going around with other people. You feel that this person should be your own friend exclusively.

## Transfer of Feelings to the Opposite Sex

As you pass through these mid-teen years you will find that you will experience feelings of warmth and tenderness, excitement and sexual attraction, infatuation, and even love towards many people of the opposite sex before you finally meet the one with whom you will want to settle down and marry.

### Illustration

Young Brian is a good illustration because he had different love feelings for a number of different girls and I would like to tell you about them. He had known Ann for years. They'd grown up together and he could talk over anything with her. He'd take her home after a bike ride and squeeze her hand with a warmth that he felt he could never express in a kiss, for it wasn't that kind of love.

But then, when he went out with Sue, she brought out an entirely different kind of feeling in him. She made him feel such a MAN, a real hero and he wondered if the kind of love he felt for her was the real thing - the kind he'd heard about but had never experienced before.

Brian's third love was still different. This was Pam who went to his church and when they stood to sing a hymn, side-by-side and holding the same hymn book a feeling went through Brian that made him want to go out and do great things and become worthy of Pam. She was good for him and she appealed to the very best in him. Now Brian had three different kinds of feelings for these three girls. The warm companionship of Ann's company, the exciting sexy feelings he knew with Sue, and the spiritual inspiration that Pam was to him.

Finally he found Jacqueline. Jacky was all of those and more. Satisfying so many of his love needs that it was she that he chose to marry.

So you see that each person you become fond of, brings out a particular kind of response in you, so that you never love two persons in exactly the same way. However, at the moment you are not choosing Anne, or Sue, or Pam or Jacky to marry, because this is the time of life when you should be making lots of friends and probably are going about in a mixed group of boys and girls. This group dating in the mid-teen years is an ideal way to avoid making the mistakes that can be made on double or single dates. This single dating should occur in the later teen-age years.

### Social Development - Groups

However, at this group friendship stage, you have a good opportunity to develop the social graces and learn how to behave without shyness and awkwardness towards members of the opposite sex. With a group of boys and girls all together if you find you are self conscious, then you can retreat and find companionship with members in the group of your same sex, and then perhaps as your confidence builds up, you can make further approaches to other young people. Many teenagers are too shy to engage in this type of activity. If you should notice someone who is shy and stands off alone, invite him to join in with your group, because this is the most satisfying way at this time to make friendships. Knowing how to talk comfortably with both boys and girls, and knowing how to treat them courteously will come as you pass through this phase. This is part of your social development.

## Group Activities

Group outings may be part of your school's or church's program, or you can arrange some other activity for yourselves. This may be a barbeque, a picnic, a church social, or some sporting event. Don't forget too, that your parents are very interested in the friends that you make, so how about asking them home for an evening, to listen to records, chat together, to sing or play games, or even to bake some biscuits or something of that nature. What fun it can be just making lamingtons for a united fund-raising effort.

## Teasing - Family

As you start talking at home about one special boy or girl, (and because this person is in your thoughts a lot, then naturally you will want to talk about your friend), be prepared for some teasing from your brothers and sisters. You may even be called girl-mad or boy-crazy, or terms like that. Don't mind the teasing - it's all part of growing up.

## Groups Leading to Independence

By associating with other young people in your group, you are also beginning to loosen the apron strings as it were. You are becoming more independent of those at home, and you are learning to make your own decisions and take some responsibility for yourselves. But meanwhile Mum and Dad are still deeply interested in you as a person.

## Dating Different People

This is the time too, when it is not wise to just ask out one particular person. Boys, it's a good idea to date a number of different girls. It's only in this way that you are going to know their different personalities, and characteristics. Some have a happy outgoing disposition, while others are shy and reserved; some may be sporty, some studious, some talkative, while some are quiet. If you just date one person then you are not going to meet the variety of people that you should be meeting.

## Girls Not One Date

Girls too, will wonder if they should wait for only a special boy to ask her out repeatedly, or should she accept other invitations. I believe it is a good idea to meet as many people as you can. Some people would call this experience 'window shopping'. However, it's only by meeting and getting to know many different people of the opposite sex that you are going to find the kind of person that you will want to eventually marry.

## Dating Only One Person

By going about only with one person at an early age, you may be cutting yourself off from knowing a number of people with whom you may find you have more in common, than the one you are dating at the moment.

## Conclusion

This really is a very exciting time of your lives and this is the time that we adults look back on, remembering all the fun we had in those years. Make the most of it because it only comes once in a lifetime.

## 2. DISCUSSION TOPICS FOR SEX AND DATING

- A. Discuss the ideal age at which to commence dating. For discussion consider -
  - 13 and under - no dates
  - 13 - 16 - group dating
  - 16 and over - single dates
- B. Suggest possible activities for dating - aim to develop a wide variety of interests.
- C. Discuss a possible code for dating, guidelines, limits, etc.
  - e.g. a. Relationships with parents -
    - should parents meet date before going out
    - should parents be told where you are going and what time to expect you home
  - b. What etiquette and courtesies do you expect from your date? e.g. neat appearance, to be called for properly at the door, not with the sounding of the car horn, boys to open/close car door, don't talk about previous dates, etc.
- D. Discuss the limits you think should apply to:
  - a. time to conclude the date.
  - b. restrictions re places of amusement.
  - c. parked cars.
  - d. personal limits - e.g. kissing is not a boy's right nor is it to be expected as payment for an evening out.

## 3. BOOKS

"Sense and Nonsense About Sex", Evelyn Duvall  
"Sex and The Adolescent", Maxine Davis  
"What Every Teenage Boy Should Know", John F. Knight  
"What Every Teenage Girl Should Know", John F. Knight

## 4. CASSETTE

The Discussion Helps written here, are available on cassette. The cassette was recorded by Dr. Noelene Cappe, and is available from your local Conference Youth Department.

## D. CHOOSING YOUR LIFE PARTNER

### OBJECTIVE

To begin to evaluate the qualities most desired in a person that will contribute to a successful marriage.

### DISCUSSION HELPS

#### INTRODUCTION

You may wonder why we should want to have a period devoted to the subject of "Your Life Partner", and "Looking Ahead to Marriage" when you are still only in your mid-teen years, and possibly have not even begun to date as yet. The choice of a marriage partner is one of the most vital decisions that any person makes in a life-time, so it is wise to think about it, and have some ready-made ideas on the subject long before the time for marriage actually arrives.

#### PREPARATION FOR MARRIAGE BEGINS AT BIRTH

All your life, you have been gaining impressions about what it is like to be married. If you have been brought up in a home where your mother and father showed tenderness and respect for one another, you have already learned a great deal. Where there is this mutual regard between parents, children grow up to expect this sort of relationship for themselves.

If you want to find out something about your future home, look at your present home - the family in which you live will have its influence on the family that you may someday create.

If you are a girl, you have been schooled by the example of wife and motherhood that you have seen in your own mother. How you have seen your mother treating your father will influence how you will treat your future husband.

The same is true if you are a boy. The things you have observed in the way your Dad treats Mum, and the children, are going to be an influence on your habit patterns towards your future wife and children.

When these influences have been good, there is usually no difficulty. But it may be that if problems exist in your present home, then similar problems may be created in your new home.

#### PURPOSE OF DATING

Teen - age dating is not for marriage or romance, but is for developing your personality. All marriages are preceded by dating, but naturally all dating does not lead to marriage.

Eventually, dating can and should lead to marriage - the right marriage, at the right time.



Early dating is usually a case of "playing the field", enjoying outings and activities with a number of people. As we progress, we begin to date a particular person more or less regularly and this passes into a "going steady" relationship. At this stage it is clear that we are not interested in dating with others.

It is quite likely that after a time, one or other of the couple may cool off, and so the pair may decide to break up. Often the breaking up can cause heartache, especially if one of the couple is still keen on the other. But a relationship can be broken off tactfully with consideration for the other person's feelings.

Young people often have several "going steady" relationships before they find the person whom they can continue to enjoy, and to come to love.

So dating, and going steady, are stages in the development of love feelings and knowledge of a person, which may be followed by courtship, engagement and marriage.

#### TRIAL AND ERROR PERIOD OF RELATIONSHIPS

Adolescence is a time for learning, for finding out what you like and do not like, about people of the opposite sex as friends, and ultimately as husbands and wives. It is a time of trial and error, a period for developing your own behaviour and attitudes and for learning about the qualities in your friends. Qualities in the person you would like to marry.

#### PHYSICAL ATTRACTION

Usually a boy and girl will first find an attraction for one another. They like the look of the other person and this is what draws them together. The feeling is not "love" - it is a physical attraction on which basis love may grow and develop with time. This physical attraction is commonly known as "falling in love" or "love at first sight", ideas which are popularised in many modern songs. Granted that this attraction is very important, just remember however, that a lifetime of marriage is built on other important characteristics as well.

Actually the one you choose to marry is the person whom you should relate to as your best friend. Attraction may be spontaneous, but friendship must be cultivated.

#### AGE

A couple need to be reasonably close to each other in years, with perhaps the girl slightly the younger. If there is a difference of more than a few years in teen or early twenty friendships, there can be problems. Remember you are looking for a partner, not another mother or father.

## INTELLIGENCE

It is a good idea to choose someone who has a mental capacity at least reasonably close to your own. If you are interested in reading good books but your friend's reading only extends to the comics, soon you will find that the relationship will become boring.

Conversation occupies a lot of time in any relationship so by taking an intelligent interest in reading and world events, you will develop the art of conversation. What kind of language does he use; is his speech acceptable to you?

## BACKGROUND

If you both have similar social backgrounds, success in marriage is more likely to be assured. Different cultural or racial backgrounds need to be carefully thought about.

## RELIGIOUS BACKGROUND

Religion plays an important part in our lives and the spiritual interests of your prospective partner need to be carefully considered. Does your date have similar religious beliefs to you?

## HEALTH

It is a good idea to know something of the physical, emotional and mental health of your prospective marriage partner, and something of the family health history, too. Are there any diseases that may be passed on if you have children? Does your friend care about proper diet and exercise - or is he/she satisfied with 'junk' foods.

What about his temperament? Does he get angry and fly off the handle easily, or is he calm and placid and easy to get along with? Is he optimistic, or a cynic? Is he free from excessive tensions, fears and anxieties, or is he an emotional and mental wreck? How does he cope with disappointments or crises?

What about a sense of humour? In courtship and marriage, shared laughter builds strong ties.

## CHARACTER

This is the most important point to consider. A marriage is a life-time relationship, so when choosing a partner you have to be prepared to think fifty years ahead. That isn't easy.

If the person you live with is loving, considerate, kind and understanding, it soon ceases to matter much whether he/she is tall or short, fat or thin, handsome or plain, clever or of average intelligence.

If you choose someone who is selfish, deceitful, irresponsible, you are asking for trouble. To think "I'll change him - when we get married", is courting disaster. These words fall into the category of "famous last words".

You can be quite sure that someone who behaves badly when he or she is very much in love and out to make the best possible impression, will behave just as badly and probably much worse when there is no longer need to keep up appearances.

So the qualities to look for in marriage partners are the qualities that will matter as much in another 10, 20, 30, 40 years, as they do now.

Recognise that every person has faults. You will never find a perfect person to marry, so, recognising their imperfections, can you adjust to living with them? Accept your prospective partner for what he is and don't expect to change him once married.

### LOVE

Young people ask how they will know when they are in love. To begin with, love needs time to develop, it doesn't happen in a flash. To love someone means to unselfishly put their interests first. Each partner cares more for the other than for himself. A girl who cares deeply for a young man will want him to achieve his ambitions and so will give up the idea of a certain outing so that he can stay home and study for his exams. Then, when he has passed, she is bursting with pride because it is their success.

Infatuation, often called "puppy love", is the name given to the feelings you have when there is a strong physical attraction and no real knowledge of the other person's character. Infatuation has about the same relationship to mature love that a puppy has to a mature dog - that is, it may become mature if it keeps on growing. But as one young person said: "It looks as though if you got married on puppy love, you'd be sure to lead a dog's life".

Three good tests are:

1. The test of time - remember it takes time for love to grow.
2. The test of separation - will you feel the same way about a person after you have been separated for weeks or months.
3. The test of companionship. Do you find that you have a lot in common? If you enjoy doing all sorts of things together as friends, that is a good sign.

### FRIENDS

It is important you should be good friends with the one that you choose as your life partner. Friends always enjoy being together and doing things together, whether it is gardening, playing sports or visiting. Talking about friends - do you like the friends of your prospective mate? You can expect that friendships developed during school and at work will continue after marriage, so you need to like one another's friends.

## MONEY MATTERS

This is an area where many marriages falter, so it is a good idea to find out how your prospective mate handles money. Is he or she thrifty, or extravagant? Does your girl-friend always expect to be taken to an expensive restaurant or is she happy with only a meagre amount of money being spent on her? Is she prepared to go "dutch" if she knows that pay-day is a week away? Does your friend have a savings account?

## FAMILY BACKGROUND

It is a good idea to spend time in the home of the person that you are considering as a life partner. Observe the way he treats his parents, and his brothers and sisters. Is he helpful at home, and does he do his fair share of the chores? Does he reflect love, respect and appreciation for members of his family?

Dr. Henry Bowman, who studied the problem of divorce for ten years, found that most divorce is due not to marriage failure, but to courtship failure. If the couple had a really successful courtship, either they would have been better prepared for marriage, or they would have discovered that they did not have the common interests, ideals, religious and social backgrounds, which tend to assure marriage success.

## SEEK COUNSEL

When the time comes that you are ready for marriage with the person you believe to be right for you, seek counsel from both your parents firstly, and then from relatives and friends. They know you very well indeed, and will give wise counsel about the matter. Then, too, pray and seek God's guidance in the selection of a mate.

## BECOMING THE RIGHT PERSON

A happy marriage is not so much dependent on "finding the right person" as "becoming" the right person. The type of person I am determines the kind of person I will attract. So you can begin today to be the kind of person whom more and more people would like to be around, and whom eventually a number of people might like to have for a partner. Strive to live up to the ideal you have in mind for a marriage partner.

## SUMMARY

1. Recognise that preparation for marriage begins from birth.
2. Understand the process of selection and rejection that is involved in finding a life partner.
3. Formulate ideas about the type of person you would like to marry.
4. Understand that becoming the right person is as important as finding the right person.

## DISCUSSION TOPICS FOR CHOOSING YOUR LIFE PARTNER

1. From this list of qualities - ask teens to rank in order (1-12) the qualities they would choose in their life partner:

...good looks	...patient	...popular
...money	...understanding	...loves God
...flash car	...dresses neatly	...good family
...healthy	...modest	...diligent and industrious
2. Can you think of other qualities you would hope to find in your partner?
3. What characteristics should young people avoid in selecting a marriage companion?
4. When should a couple go steady?
5. Discuss the advantages of going steady, e.g. security in having someone to go out with, status, etc.
6. Can you think of any problems in going steady, e.g. too restrictive, may lead to early marriage.
7. Can a couple "break up" after going steady and still remain friends? How?
8. What kind of experiences are most likely to help young men and young women know each other better and to develop appreciation and respect for each other?

## BOOKS

"The Dating Game", Herbert J. Miles, Zondervan Publishing House  
"Youth Looks Toward Marriage", David R. Mace, Delter Books  
"God, Sex and Youth", William E. Hulme, Concordian Publishing House  
"Breaking Up", Wayne Judd, Pacific Press Publishing House

## CASSETTE

The material written here is available on cassette. Dr. Noelene Cappe has recorded a cassette, which is available from your local Conference Youth Department.

## RESOURCES

Someone in your church may be qualified to teach values clarification classes, Material on the topics you choose to discuss, should be available from your local library.

## METHOD OF TESTING

Participation in discussions; two topics, two sessions per topic.

# HEALTH and FITNESS

The aim of this section is to create a desire to choose a healthful lifestyle which will result in lifelong benefits.

Three sessions have been allocated to complete this section.

## Requirement 1

PRESENT TO YOUR GROUP, WITH SUPPORTING MATERIAL FROM ALERT, GOOD HEALTH, OR OTHER RESOURCE MAGAZINES, YOUR PERSONAL REASONS WHY A TEMPERATE, HEALTHFUL LIFE IS BEST FOR YOU. WRITE OUT AND SIGN A PERSONAL PLEDGE OF COMMITMENT TO A TEMPERATE, HEALTHFUL LIFESTYLE.

TIME ALLOCATED            One session, plus out-of-class time.

### OBJECTIVE

To discover supportive data which will strengthen the attitudes of the Guide to continuing to choose a healthful lifestyle.

### TEACHING METHODS

1. Obtain a supply of back copies of ALERT and GOOD HEALTH for teens who do not have the magazines coming regularly to their homes.
2. Ask the teens to prepare a short talk or written report on the topic, drawing points and evidence from articles in the magazines.
3. Allow time for each of the Guides to express their point of view to the group. If there is time, encourage the group to comment on the material each person has presented.
4. Following the discussion and presentation by the Guide of his personal reasons for choosing a healthful lifestyle, have the Guide write out a Pledge, committing himself to a lifestyle which is temperate and healthful. Pledge to be signed by the Guide, in the presence of the teacher.

### RESOURCE

ALERT and GOOD HEALTH magazines. Both published by the Signs Publishing Company, and available through the Adventist Book Centres.

### METHOD OF TESTING

Presentation of the talk or written report, and signing of the pledge, will satisfy the requirement.

# Requirement 2

COMPLETE TWO OF THE FOLLOWING ACTIVITIES:

- A. WRITE A POEM OR ARTICLE FOR POSSIBLE SUBMISSION TO THE ALERT OR GOOD HEALTH MAGAZINE.
- B. AS A GROUP, PREPARE OR PARTICIPATE IN A PROGRAM ON HEALTHFUL LIVING AND PRESENT IT TO YOUR SOCIETY, CHURCH OR A PUBLIC GROUP.
- C. INDIVIDUALLY OR AS A GROUP, ORGANISE AND PARTICIPATE IN A "FUN RUN" OR SIMILAR ACTIVITY. DISCUSS AND RECORD YOUR PHYSICAL TRAINING PROGRAM IN PREPARATION FOR THIS EVENT.
- D. READ PAGES 102-125 IN THE BOOK "TEMPERANCE" BY E.G. WHITE, AND PASS THE TRUE/FALSE QUIZ.

TIME ALLOCATED      Two sessions.

## OBJECTIVE

To enable the Guides to express in a creative manner their personal witness for good health.

### A. POEM OR ARTICLE

## EXPLANATION

- 1. Encourage teens who have an interest in writing, to attempt this requirement.
- 2. Select the best of your submissions and forward them to your local Conference Youth Director, who will decide which ones will be submitted to the Editor of the ALERT and GOOD HEALTH magazines.

## METHOD OF TESTING

Submission of a poem or article to the leader will satisfy this requirement.

### B. PROGRAM ON HEALTHFUL LIVING

## TEACHING METHODS

- 1. If the class wants to create their own style of program, have a brain-

storming session where they can pool all their ideas. From this pool the class can decide on their style of program and allocate activities.

2. Your class may like to choose a suitable program from the following list of suggestions:

- a. cooking demonstration.
- b. bread making demonstration.
- c. physical fitness demonstration and assessment.
- d. take part in a local Five Day Plan, Heart Beat, Stress Control, or other suitable program.
- e. Help out with preparation and the manning of a stand or Health Hut at your local Show.

### RESOURCES

The following film strips and cassettes are available from your local Conference Health Department:

### NUTRITION SERIES

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".

### PREVENTION SERIES

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.

MT. 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.



Reader's Digest Reprint Article: "Measure Your Own Physical Quotient", available from your Conference Health Department.

#### METHOD OF TESTING

Participation in discussion and presentation of the program.

#### C. "FUN RUN" OR SIMILAR ACTIVITY

#### TEACHING METHOD

1. Get the group enthusiastic - show by example if possible.
2. Choose the location for the activity.
3. If there is sufficient interest open the "run" to both men and women, and differing age groups.
4. Take a personal interest in each Guide as they prepare themselves for this activity. Have them keep a record of their training program.

#### METHOD OF TESTING

Participation in organisation, event and presentation of physical training record, will satisfy this requirement.

#### D. PAGES 102-125 "TEMPERANCE" AND TRUE/FALSE QUIZ

#### EXPLANATION

Give quiz orally or copy on sheet without answers:

#### QUIZ

- |   |                |
|---|----------------|
| 1. The purpose of Temperance is to allow the grace of Christ to bring us into a living connection with God. | True, p 102/1  |
| 2. Habits which weaken us physically have no effect on the mind.  | False, p 102/3 |
| 3. Controlling desires is not so very important because we are free to do as we please.                     | False, p 103/1 |
| 4. Satan has no power over us when we have the courage to positively say "no".                              | True, p 103/3  |

- |     |  |                  |
|-----|--|------------------|
| 5.  | People who sincerely ask God for help to overcome smoking will receive it.                               | True, p 104/1    |
| 6.  | God has promised a way out of every temptation.  | True, p 105/4    |
| 7.  | There are many and varied remedies for the sin problem.  | False, p 106/2   |
| 8.  | Good resolutions, made in one's own strength, will always fail.  | True, p 106/1    |
| 9.  | God doesn't require perfect obedience because He knows we are sinners.                                   | False, p 106/5   |
| 10. | When we feel discouraged it is not much use praying. We should wait until we are feeling better.         | False, p 107/5   |
| 11. | Physical health improves by realising we have security in Christ.  | True, p 108/2    |
| 12. | It is impossible to present our bodies acceptable to God while continuing to indulge intemperate habits. | True, p 108/3    |
| 13. | We cannot, on our own, have victory over temptation.   | True, p. 109/1   |
| 14. | Victory comes mainly as a result of our own efforts.   | False, p 111/1,2 |
| 15. | Some people just can't resist evil.  | False, p 112/1   |
| 16. | Everyone who unites his will to the will of God can overcome habits like smoking, drinking, etc.         | True, p 113/1    |
| 17. | Even the feeblest cry for help is heard by God.  | True, p 114/1    |
| 18. | Ignoring the laws of health can lead to liquor drinking.   | True, p 115/2    |
| 19. | It was impossible for man outside Eden to resist Satan's temptations.                                    | True, p 121/3    |
| 20. | Christ refused to heal some people because they had brought disease upon themselves.                     | False, p 121/4   |

#### METHOD OF TESTING

Pass true/false quiz with 75% minimum pass.

# OUTDOOR LIVING

The aim of this section is to develop necessary skills for proficient pack camping, and to widen the interests of the Guides in nature.

Six sessions have been allocated to this section.

## Requirement 1

PARTICIPATE IN A TWO-NIGHT PACK CAMP.  
DISCUSS THE EQUIPMENT TO BE TAKEN.

TIME ALLOCATED            One session.

### OBJECTIVE

To give the Guide experience and knowledge in the preparation and successful completion of a pack camp.

### EXPLANATION

This campout is different and more involved than previous requirements, because all the gear, food, tents and clothing is to be carried in packs. Two separate camp sites will be required, i.e. a different site each night.

Prior to the activity you will need to discuss the menu so that you can decide on food to be taken.

Let the group decide on location but be sure to visit the area prior to time set for activity, and determine actual camping sites.

You may choose to follow the campout format from the Explorer class. If so, you would need to for-go the Saturday night campfire to pack up camp and move to the second site. Do not plan to pack and move on the Sabbath.

### TEACHING METHOD

1. Demonstrate the correct method of packing haversack and have a "dry run" so teens can be prepared for the real event.
2. Try and arrange for a guest speaker from a bush walking club.
3. Revise the use of a compass.
4. Review the use of topographical maps, and use one to plot your hike route, choose your campsites, etc.
5. Review the list of clothing to be taken on a campout. e.g.

good walking shoes, shorts and jeans, woollen socks (2 pairs), T-shirt, woollen jumper, hat or beanie, change of underclothes, light plastic raincoat. Take as little as possible but always remember that it may turn cold even in summer.

6. Food: Take as much dried food as possible. Tins are heavy and difficult to dispose of. Obtain aluminium cans with screw on lids. Fresh fruit is not easy to carry so use dried fruit.

Some suggested food to take: dried peas, potatoes, onions, carrots; dried soups - vegetable, mushroom, celery; dried fruits - apricots, pears, sultanas, raisins; nuts - cashews and almonds. powdered milk, tubes of condensed milk; biscuits - dry and sweet; drinks - Quench, Tang, Milo, Ovaltine, etc.; sweets - custard powder, instant mix puddings, snack packs; put sugar and butter in screw lid cans.

Remember to pack your cooking utensils and dishes. Work out your menu, then food quantities, and then share the load over the group. Keep a list of who has what.

7. Revise the hiking rules, and know what to do if lost.
8. Make a written report of the trip. Write a pre-log and a log. The log 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 activities, 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 Program Manual).

#### 9. Suggested Program

<u>FRIDAY</u>	Set up camp
	Tea
	Open Sabbath
	Sing Time
	Vespers

SABBATH Rise and personal devotions  
Worship  
Breakfast  
Sabbath School  
Service  
Lunch

Rest  
Afternoon Meeting  
Nature Treasure Hunt  
Tea  
Closing Sabbath  
Pack up camp  
Hike to next Campsite  
Set up camp

SUNDAY Rise and personal devotions  
Worship  
Breakfast  
Fair Practice  
Campcraft activities  
Classwork requirements  
Lunch  
Pack up  
Games till home time

#### RESOURCES

Pathfinder Field Guide, Australasian Pathfinder Staff Manual, Scout Handbook.

#### METHOD OF TESTING

Participation in preparation and activity, and discussion.

## Requirement 2

PLAN AND COOK IN A SATISFACTORY MANNER  
A THREE-COURSE MEAL ON AN OPEN FIRE.

TIME ALLOCATED Out-of-class time.

#### OBJECTIVE

To give the Guides the opportunity to learn the art of preparing a nourishing meal out-of-doors.

#### EXPLANATION

This should be done on a normal club or unit campout rather than at the pack camp. Thus the teens will have greater scope with the menu. Help them to select food which will give a balanced diet.

#### TEACHING METHODS

Review the different types of fires and also the use of the reflector oven. Have a competition to see who can come up with the most nutritious meal. Invite parents or other guests to share the meal.

### Some Suggested Menus

- A. First Course - mushroom soup  
Second Course - dumplings, mashed potatoes, peas, carrots  
Third Course - creamed rice and fruit
- B. First Course - potato and leek soup  
Second Course - vegelinks, potatoes in foil, beans, carrots  
Third Course - butterscotch pudding

### RESOURCE

Pathfinder Field Guide, Australasian Pathfinder Staff Manual.

### METHOD OF TESTING

Preparation of and cooking satisfactorily, a three-course meal.

## Requirement 3

COMPLETE AN OBJECT OF LASHINGS OR  
ROPEWORK, SUCH AS A TOWER, BRIDGE, ETC.

### TIME ALLOCATED

Out-of-class time.

### OBJECTIVE

To demonstrate the Guide's skill in ropework and to learn how to build major constructions.

### EXPLANATION

This requirement is to test what has been learned in earlier classes and to provide fun activities. It can be taught at the meeting place, but the teens would have more fun in the bush. The teens must master the basic lashings before attempting the activity.

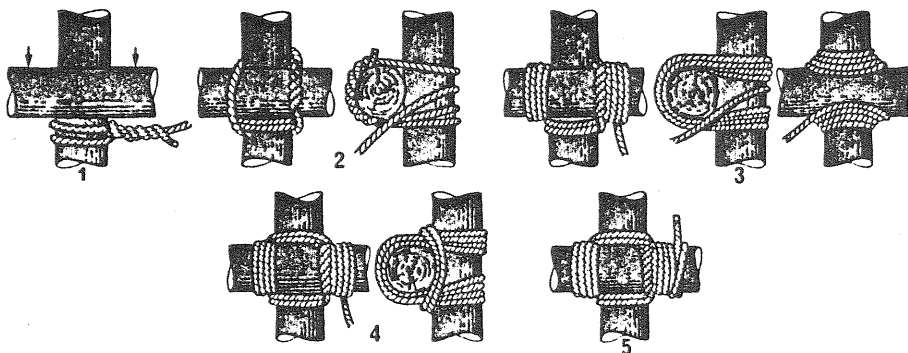
### TEACHING METHODS

The best method of presentation is:

1. Demonstration
2. Observation
3. Application

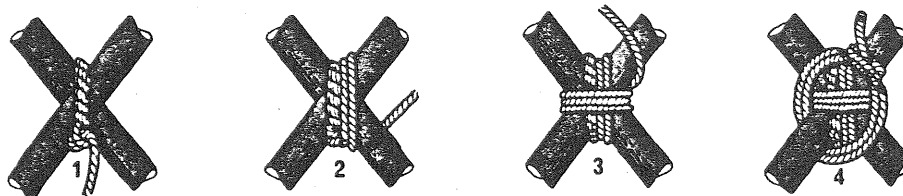
Set times in which to accomplish the task. Give fun things to build. Have them build actual articles for use at a campout, such as a table, bridge, shower cubicle, or look-out tower, etc.

**SQUARE LASHING.** This is used whenever spars cross at an angle, touching each other where they cross. It is started with a clove-hitch around the upright spar immediately under the spot where the cross piece is to be. Twist the end of the rope into the standing part then 'wrap' the rope around the cross piece and upright binding them together.

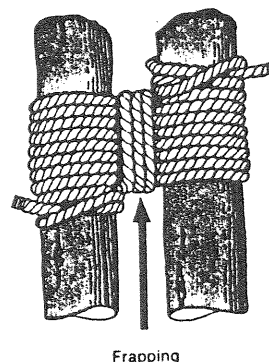


In wrapping, rope goes outside the previous turn around the cross piece and inside the previous turn around the upright. After three or four right wrapping turns make two 'frapping' turns between the timbers. Strain them tightly. Finish with clovehitch around end of cross piece. Remember: 'Start with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

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



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



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

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

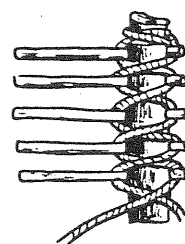
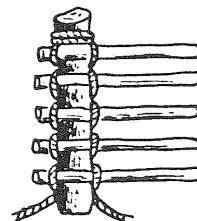
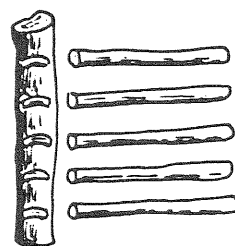
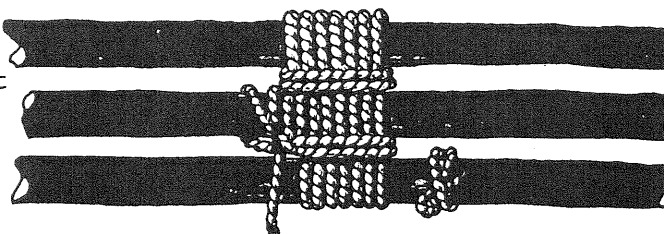


FIGURE OF EIGHT LASHING. Place three timbers next to each other and attach rope to outside leg with clovehitch at proper place. Bind poles with seven or eight loose figure-8 turns and two frapping turns between the poles to form the hinge pivots. Finish off lashing with clovehitch on the other outside leg. Spread legs to proper position for use.

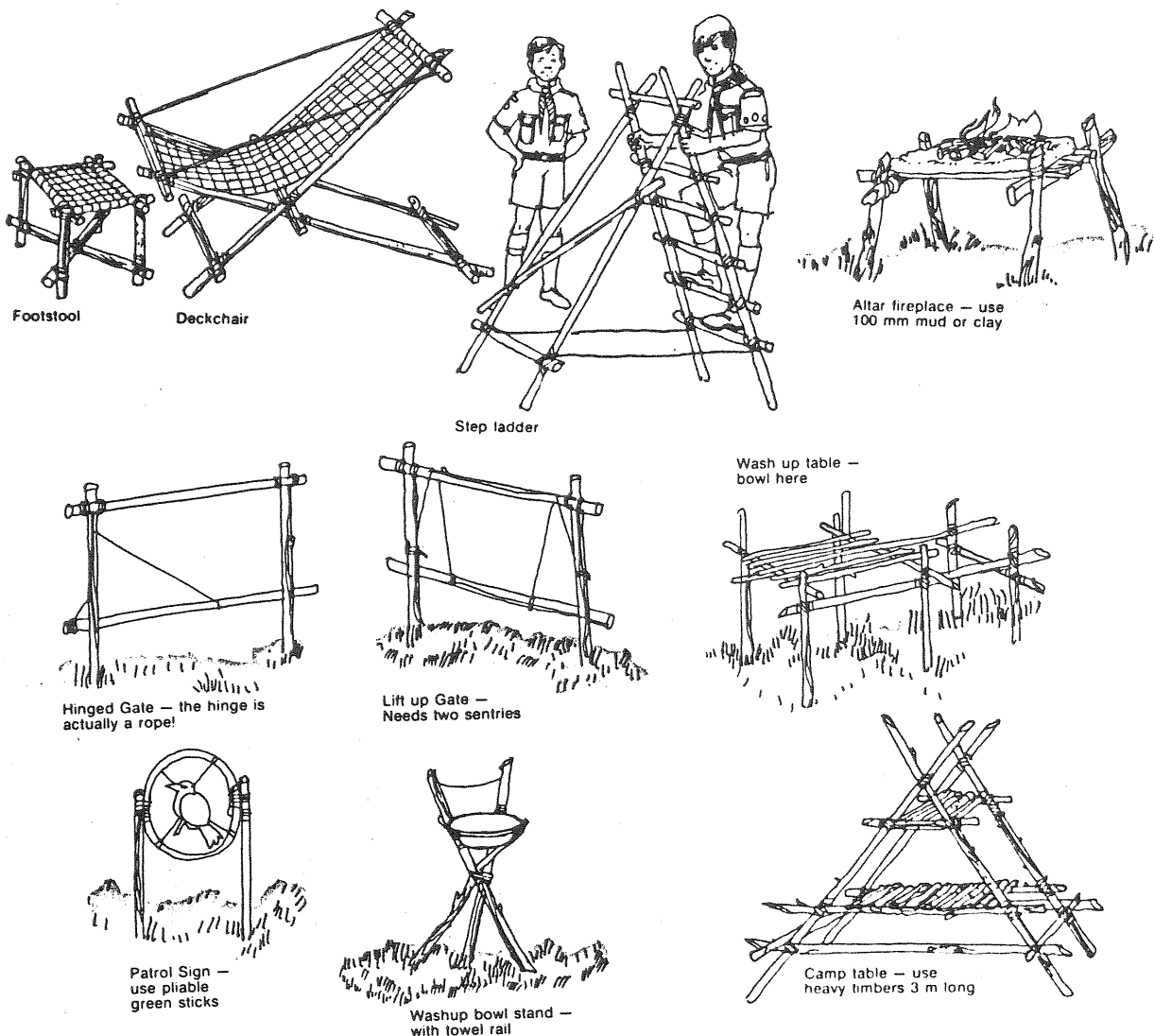




IDEAS FOR CONSTRUCTION PROJECTS. Construction is an activity which you can only enjoy by building projects. Pathfinders have always had great fun by building with ropes and spars, and have displayed great ingenuity in devising structures to cope with a variety of problems. Modern materials and methods can also be applied to many Pathfinder projects. This section gives a few ideas on construction projects you can build, but remember that you will get more satisfaction from inventing than from copying.

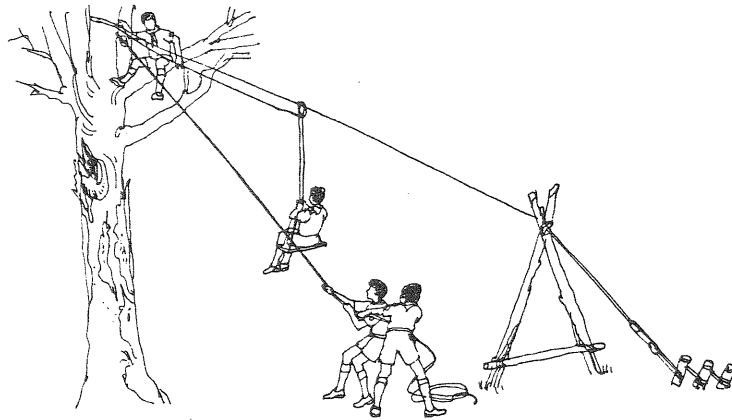
Camp Projects. The step ladder requires the use of lashings - shear lashing for the legs and square lashings for the rungs. The two strings joining the feet of the ladder are essential, and a diagonal brace should be added to the legs for stability.

The foot stool is also an exercise in lashing, but the hardest part is making the seat reasonably comfortable! For the deck chair, the seat can be either of string or canvas, but get the sag correct. The gate is an exercise in the use of lashings.

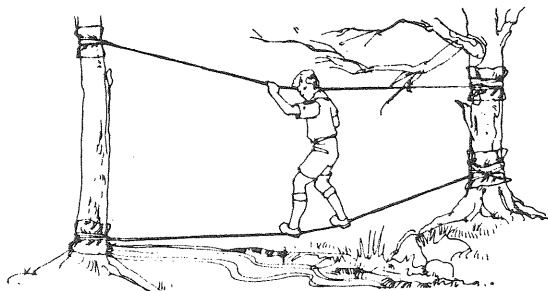


Flying Fox. Is the best known and most popular of all pioneering projects. The job can be broken down into four separate parts: shear legs; anchorage; platform and fixing the rope in the tree; bosun's chair.

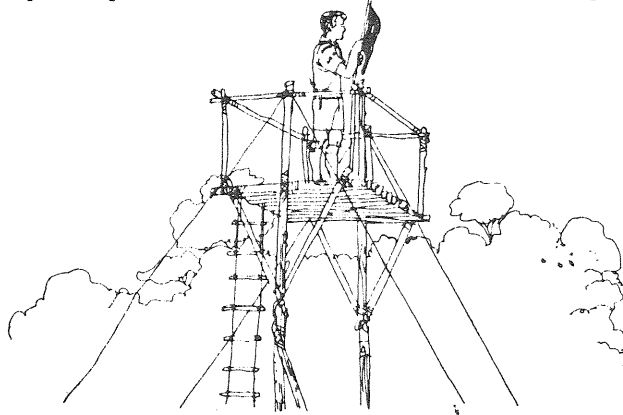
The shear legs must be high enough for the bosun's chair to clear the ground at the lowest point. To stop the shear legs from sliding under the rope and collapsing, brace them securely with guy lines. The anchorage should be one which you can tighten, as the rope stretches with use. Do not forget sacking where the main rope is fixed to the tree and at the shear legs. The main rope should not be too tight, as a small degree of slack assists in the slowing down. However, there is a fair load on the rope, so make sure the rope is in good condition. Keep the pulley block oiled, otherwise it will be too hard to get it back. For best results the runaway needs to be at least 20 metres long and the angle of descent not too steep.



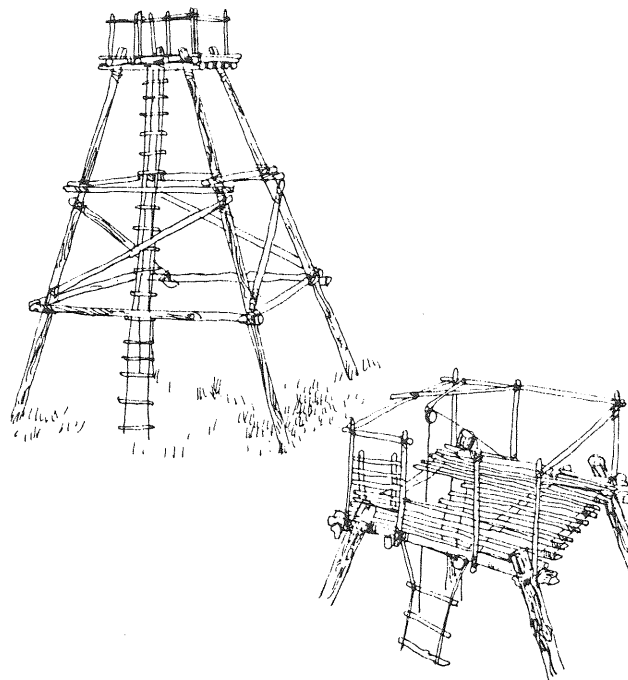
Simple Rope Bridge. All that is required for this bridge is two ropes, and of course, two stout trees! If the bridge is to cross a stream you should plan a method for getting one of your units across. You may have to throw one rope into the far tree with a short stick attached so that it wedges in the branches tightly, and then either swing across or go hand over hand. The most important thing is to get both ropes to the same degree of tightness. The best method of tightening would be by using a block and tackle. If the ropes are at all loose, the bridge will sag, and the top rope may even go out of reach! The protection round the tree is vital. To secure the ropes, make a round turn and one and a half hitches, or alternatively a clovehitch.



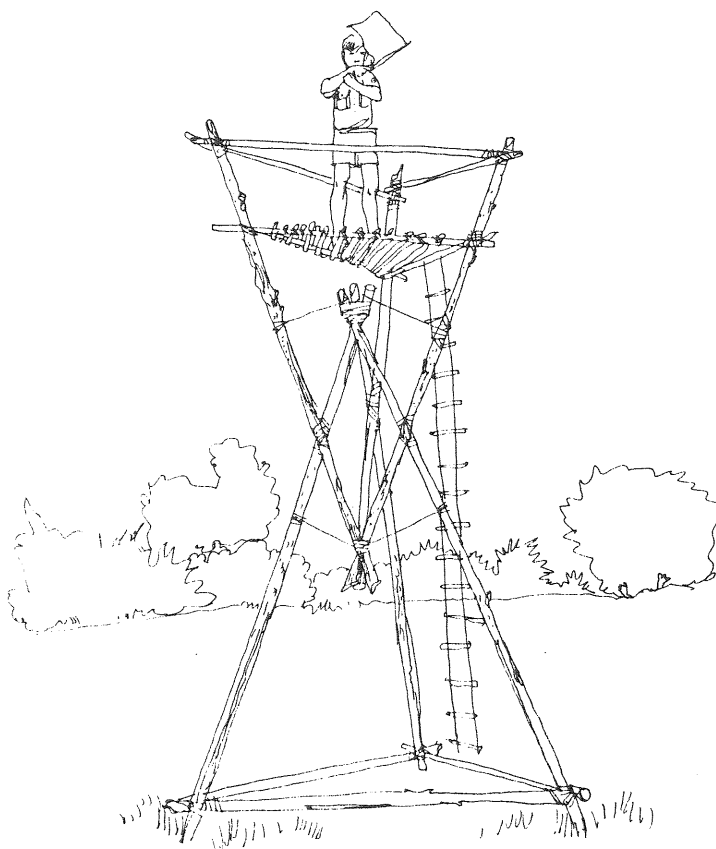
Platform. The main requirements of this structure are two long and fairly stout spars to carry the platform. The whole tower can be built on the ground and pulled erect such that the main legs drop into holes in the ground about 30 to 50 cm deep. To be successful, the lashings for both the platform supports and also the diagonal bracings need to be well made. The rope ladder is attached before the tower is erected, but it should be pegged to the ground so that it can be climbed easily. The four main guys should be tightened evenly to prevent the tower from twisting.



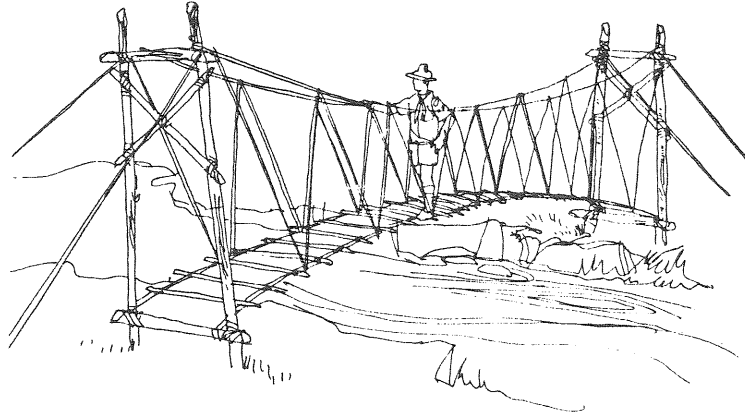
Lattice Tower. This tower has many uses, and provides a rigid platform which can be up to 6 metres above the ground. It can be made as a permanent structure if the joints between the spars are bolted, or alternatively it can be dismantled if rope lashings are used. As in the previous tower, the actual building is best carried out on the ground and then pulled upright. You may find this part of the job is most easily carried out with the aid of some auxiliary guy poles.



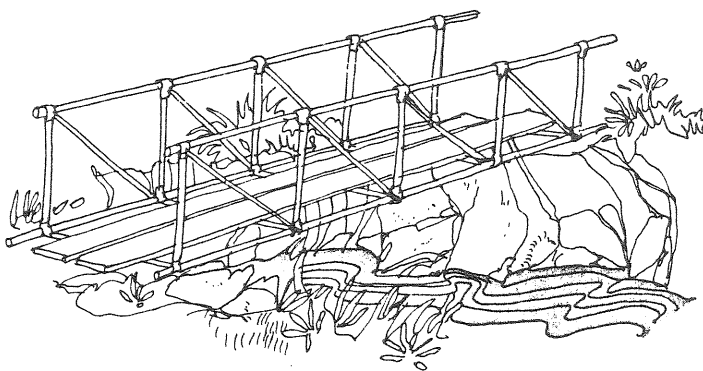
Pyramid Tower. The structure shown here is composed of two similar three-sided pyramids, which are lashed together and held in place by short guy ropes. The easiest way of building it is to construct the two pyramids separately, with the longest sides on the ground and to join them with figure of eight lashings where the three main spars meet. The whole tower can then be pulled erect with long guy ropes. Make sure the rope ladder is in position before erection. Depending on the length of your spars, a tower up to about 6 metres high can be built.



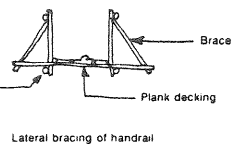
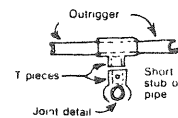
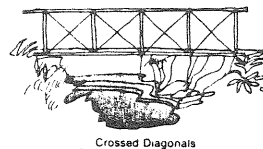
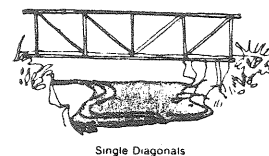
Rope Suspension Bridge. This bridge uses the same principles as those in the world's great suspension bridges. The loads are carried entirely by tension in the main top ropes, and the footway is merely suspended from the main ropes and lightly stretched between the trestles. The loads in the main ropes are transferred to the trestles, which require some diagonal braces to stop them collapsing sideways, and to the end anchorages. The latter must be perfectly secure, and allow for some tensioning adjustments in the ropes. One difficulty often encountered is that of getting the strings between the top rope and the footway exactly equal on each side of the bridge. The trestles must be securely fixed in the ground so they will not slip, and must be tall enough to give sufficient clearance over the water. Remember this bridge may sag appreciably as you walk across, but if built properly, it has adequate safety.



Lattice Girder Bridge. Here is a bridge which can be built with either the traditional ropes and spars, or from steel waterpipe, or even from slotted steel angle section. The latter materials would be ideal for longer lasting structures, although the project could also be constructed in timber with bolted joints. With lashed joints, spans up to about 6 metres are easily achieved, and with bolted joints much greater spans are feasible. If the bridge is to be built from waterpipe, standard clip fittings are available for the joints. In each panel the diagonals can be either single 25mm x 3mm steel flats, or they can be crossed between each corner from loops of fencing wire which are tightened by twisting. Notice how the handrail can be braced by outriggers at each vertical member. This is necessary to prevent its buckling sideways under load. You will find it easy to build this bridge on the bank of the stream. One method of launching would be to build it upside down, and then turn it over on its end so that it lands over the stream into its final position.



The bridge can be braced 2 ways



## RESOURCE

Pathfinder Field Guide, Scout Handbook, Australasian Pathfinder Staff Manual.

## METHOD OF TESTING

Completion of project selected.

# Requirement 4

COMPLETE ONE HONOUR NOT PREVIOUSLY EARNED, WHICH CAN COUNT TOWARDS THE NATURE OR RECREATION MASTOR AWARD.

TIME ALLOCATED Three sessions.

## OBJECTIVE

To encourage Guides to be aware of the challenge of nature, and to endeavour to involve them in a lifelong study of these activities.

## 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 5

PASS A TEST IN GUIDE FIRST AID.

TIME ALLOCATED Two sessions.

## OBJECTIVE

To gain basic knowledge and skills in a specific area of first aid.

## EXPLANATION

Contact should be made with St. John's Ambulance, Red Cross, Heart Association, or a doctor, to make arrangements for specialised instruction of this class.

## TEACHING HELPS

Heart Attack: Occurs because of the failure of the blood supply to the heart. If patient collapses follow the A.B.C.D. procedure. Get medical aid.

Angina: is recognised by pain in the heart area. The pain travels up the arm and into neck area and is aggravated by exertion. Loosen the clothing and place the patient in the half sitting position. Check to see if the patient has any tablets to take. Get medical aid.

Coronary Occlusion: Vice-like pain behind breastbone resembling acute indigestion. Similar signs to Angina with dilation of pupils. The patient is very distressed and pulse may be absent. If in shock, with weak rapid pulse, treat in recovery position. Get medical aid.

Congestive Cardiac Failure: caused by insufficient oxygen in blood. Patient may cough up blood, become giddy, neck veins swell, cyanosis may occur. Sit the casualty in half sitting position, loosen clothing, wipe away secretions, and seek medical aid.

## IMPORTANT

Do not waste time calling the local doctor if it is possible to transport the casualty to hospital by ambulance. Specialised and intensive care given early in heart conditions, saves lives.

## RESOURCE

A local source of specialised instruction should be sought for the teaching of this requirement.

## 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. The instructor will also examine the Guide on the information he has taught the class.

Guide 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 GUIDE CLASS, THEY DO THE FOLLOWING REQUIREMENTS WHICH WILL COMPLETE THE REQUIREMENTS FOR THE A.Y. SILVER AWARD PLAN. IF THEY HAVE COMPLETED THE ADVANCED REQUIREMENTS FOR THE VOYAGER CLASS, THEY WILL BE ENTITLED TO THE AY SILVER AWARD MEDAL UPON COMPLETION OF THIS SECTION.

## 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 A.Y. Silver Award plan has been established to give strength to these important elements of life.

## TESTS, AWARDS, AND THE 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 A.Y. Silver Award should register with the Pathfinder Leader or the Conference Youth Director in order that adequate supervision may be arranged. Although the A.Y. 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 A.Y. 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



AY Society. The AY Silver Award Booklets are available from your Conference Youth Department.

## PRESENTATION

The presentation of the AY 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 AY 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 AY 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 Guide Class Advanced work:

## SECTION 1 - PHYSICAL FITNESS

MEN - pass in one 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. 1.5 km in 5 minutes, 30 seconds.
- G. 3.25 km in 13 minutes, 10 seconds.
- H. 5 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 one 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 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	Rock Climbing
Cycling	Scuba Diving
Drill and Marching (Advanced)	Senior Life Saving
Fire Building and Camp Cookery	Snow Skiing
Hiking	Standard First Aid
Home Nursing	Swimming
Lifesaving (Advanced)	Tumbling
Navigation	Water-skiing (Advanced)
Orienteering	Wilderness Living
Pioneering	Winter Camping

## SECTION V - CULTURAL IMPROVEMENT

AIM: To enable young people to conduct themselves with confidence and poise in social situations.

REQUIREMENT: (i) Choose two of the following activities and follow a course of practical instruction for a minimum of six sessions.

(ii) Demonstrate in a practical way, that a reasonable degree of skill and knowledge has been acquired.

### ACTIVITIES:

1. The art of entertaining: Plan and conduct a teen formal party. Boys invite girls, take to party, etc. Girls plan menu, prepare meal, etc.
2. Furnishing for the home: Each boy and girl team plan what they will need to furnish a home, go to shops, and get costs, etc.
3. Floral art and decorating: Participate in six sessions of floral art instruction by a qualified instructor. Keep a scrap book. Be responsible for flower arrangement in church for one month.

OR

Participate in six sessions of interior decorating instruction. Try paper hanging, etc. Help decorate a Sabbath School room or hall for a function.

4. You and Your Money: Participate in six sessions of instruction on finance, budgeting. Also how to go about applying for a job.

ASSESSMENT: Awardees are to be assessed on their regular attendance and the evidence of practical work done.

## GUIDE FIRST AID

### THEORY

1. What do you consider is the actual cause of a heart attack?  
.....
2. What procedure should be followed in the case of all heart attacks?  
.....  
.....
3. If pain travels from the heart area, up the arm and into the neck area, what type of heart problem is indicated, especially if the problem is aggravated by exertion?  
.....  
.....
4. What treatment would you give in this case? .....  
.....
5. What does a vice-like pain behind the breastbone usually indicate? This pain may be like acute indigestion.  
.....
6. What other signs or symptoms may be present in this case?  
.....  
.....
7. What treatment would you give? .....  
.....
8. How would you recognise congestive cardiac failure? .....  
.....
9. How would you treat this condition? .....  
.....  
.....



Guide First Aid - 2

10. Which should be done first in case of a heart attack?
- (a) Begin treatment. (b) Call a doctor.
11. What is the most important reason for carrying out First Aid?
- (a) To promote recovery. (b) To sustain life.
12. Which do you consider the most important priority in rendering First Aid?
- (a) Sufficient oxygen.  
(b) Blood replacement.  
(c) Control of bleeding.

PRACTICAL

The candidate must be able to demonstrate the:

- (a) Half sitting position.  
(b) Recovery position.  
(c) Administration of C.P.R.





## GUIDE FIRST AID

### ANSWER SHEET

#### THEORY

1. Failure of blood supply to the heart.
2. Always follow the A.B.C.D. procedure.
3. Angina.
4. Place the patient in the half sitting position, check to see if they have tablets to take and get medical aid.
5. This is possibly a coronary occlusion.
6. Dilated pupils, patient distressed and in severe cases no pulse.
7. Treat in the recovery position except if no pulse.  
Give C.P.R. in such cases. Seek medical aid.
8. Patient may cough up blood, veins in neck swell and cyanosis may occur.
9. Half sitting position as for angina. Loosen clothing around the neck, chest and waist. Seek medical help. Be prepared to apply A.B.C.D. procedures.
10. (a) Begin treatment immediately.
11. (b) To sustain life.
12. (a) Sufficient oxygen.

