PATHFINDER LEADERSHIP AWARD

PTHOPS001

Pathfinder Curriculum

Resource Material

January 2009
Resource Material for the Pathfinder Leadership Award.

The Resource Material, Review Booklet and Assessment tools were produced by the Seventh-day Adventist Church Youth Ministries of the South Pacific Division (SPD). Tribute is paid to Pastor John Wells, the main contributor, in the rewriting and adapting of this material. He was assisted by a number of other experienced leaders. An editorial team brought the task to completion. Deepest thanks is expressed to them all.

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Welcome to the resource material for PTHOPS001 Pathfinder Curriculum.

Purpose
This unit covers the specific training skills needed to understand the different Pathfinder Curricula, available to local clubs.

The Resource Material
This Resource Material contains the essential information required to meet the competencies outlined for this unit. It should help the trainee to:
- Gain a comprehensive understanding of the Pathfinder Curricula.
- Understand curricular issues relative to a Pathfinder Club.
- Prepare for the PLA training/review/assessment program.
- Acquire knowledge that will help the trainee in Pathfinder Ministry.

A basic Review Booklet has been developed for this unit. It contains a small number of worksheets that, once completed, provide evidence that the material is understood. The Review Booklet needs to be completed before the assessment and forms part of the requirements to gain competence in this unit.

Note: For answers to any questions, please consult your District Director or your local Conference/Mission Youth Department.

What Additional Resources are needed?
- Bible.

What Needs to be brought for the Training/Review/Assessment Program?
- Resource material.
- Review Booklet (completed, if required).
- Pencil/pen.
- Any other resources or equipment as specified by the Assessor.

How Will the Trainee be Assessed?
At the Conference/Mission training/review/assessment program competency will be assessed by one or more of the following methods:
- Written/oral questioning.
- Completed Review Booklet.
- Simulation activities.
- Project/assignment.

Reassessment Process
- The trainee will be given the opportunity for reassessment if found not competent.
- There is no limit to the number of opportunities for re-assessment.

Appeal Process
If the trainee is not satisfied with the assessment they can:
- Discuss the issue with the Assessor.
- Discuss the issue with your District Director.
- Request the mediation of another Assessor.
- Report their concern to the Conference/Mission Youth Director.
## Unit Outline

The Unit Outline summarises the requirements (Elements) of this unit. Each Element requires completion of various tasks (Performance Criteria).

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| **1. Summarise the development of the Pathfinder curricula throughout history.** | 1.1. Outline the main points that influence the Pathfinder curricula, from the following books:  
- The four Gospels.  
- Steps to Christ.  
1.2. Outline the early Pathfinder curriculum.  
1.3. Analyse the differences between a school and church-based program.  
1.4. Explain why the South Pacific Division has introduced alternative curricula.  
1.5. Create a plan to complete a curriculum within a Pathfinder year. |
| **2. Explain the Standard Curriculum.** | 2.1. Identify each of the Pathfinder classes.  
2.2. Explain how the Standard Curriculum is implemented in the local club.  
2.3. Identify the strengths and weaknesses of the Standard Curriculum. |
| **3. Explain the Specialty Curriculum.** | 3.1. Identify the Pathfinder class structure.  
3.2. Explain how the Specialty Curriculum is implemented in the local club.  
3.3. Identify the strengths and weaknesses of the Specialty Curriculum. |
| **4. Explain the Way to Go Curriculum.** | 4.1. Identify the philosophy behind the Way to Go Curriculum.  
4.2. Explain how the Way to Go Curriculum is implemented in the local club.  
4.3. Identify each of the Pathfinder levels.  
4.4. Identify the strengths and weaknesses of the Way to Go Curriculum. |

**DESCRIPTION:** This unit has been developed by the Adventist Youth Ministries of the South Pacific Division (SPD). It covers the specific training skills needed to understand the different Pathfindering curricula available to local clubs.

The Competency Based Training (CBT) method has been adopted for the delivery of this unit.
CHAPTER 1: Development of the Pathfinder Curriculum

The Pathfinder curriculum has been the most integral part of the Pathfinder organisation from its inception in 1909. It has provided a framework on which the Pathfinder club can base its program.

The curriculum has been one of the means through which the church has been able to pass on its beliefs to its children, in conjunction with Sabbath School lessons, the home environment and the Seventh-day Adventist (SDA) Education System.

‘But watch out! Be very careful never to forget what you have seen the Lord do for you. Do not let these things escape from your mind, as long as you live! And be sure to pass them on to your children and grand children’. Deut 4:9

‘Repeat it again and again to your children’ Deut 6:7

1. Despite amendments to the curriculum taking place (since 1922), common threads such as:
   a. the Bible, SDA doctrines, salvation,
   b. life skills, community awareness,
   c. an appreciation of nature and a study of outdoor skills have remained constant.

   The diagram in Figure 1.1 illustrates their influence.

2. The Foundations listed in Figure 1.1 form important part in the development of the Pathfinder curriculum.

3. They draw inspiration from two important resources used in each version of the curriculum; primarily the Bible (especially the stories of Jesus as told in the Gospels) and the writing of Ellen G. White. Selected passages of the Gospels and the book ‘Steps To Christ’ are listed as pre-reading for this unit.

Figure 1.1: The influence of the Foundations on the Pathfinder Curriculum.
4. It has been suggested that the first curriculum was written by Harriet Holt in 1922, in response to an action by a General Conference Council in Indianapolis, Indiana, in 1920. 
   a. This action called for the introduction of “physical and technical training” to the junior youth program, which had been operating since 1909.

5. The first Junior Missionary Volunteer (JMV) classes progressed through four developmental levels - Friends, Companions, Comrades and Master Comrades.
   a. The curriculum was written as a result of a meeting of youth leaders in Washington D.C.
   b. Their resolution called for “recognising the active physical nature of the budding youth, their curiosity, their need for the ideal, their love of order and ritual, and their easily enlisted sympathies and group co-operation”.
   c. The curriculum has been adapted over the years, but the basic principle of meeting the needs of the Pathfinder has been maintained since the inception of the ministry.

6. In the North American Division, the JMV program was originally attached to the church school in response to specific circumstances as many Youth Directors were also Education Directors and most Adventist children attended Adventist schools.
   a. Under this arrangement, the class teacher took on the role of the JMV leader.
   b. In the course of time, the JMV program extended to the local churches across the division.

7. In the South Pacific Division (SPD), from its inception, the JMV program was based at the local church as part of its program for the Juniors and Teens.
   a. The program operated each Sabbath afternoon, either at the same time as the Missionary Volunteer programme for senior youth (MVs) or immediately after.

8. The original curriculum was designed in 1921 to meet the needs of the J MVs of the time.
   a. Over time the curriculum evolved in response to the changing needs of the JMV organisation.

9. Following the establishment of the Pathfinder organisation in the SPD in 1953 both the JMV and Pathfinder organisations operated in parallel.
   a. The J M V s meeting on Saturday afternoon and concentrating on the spiritual aspects of the programme while the Pathfinder Club operated on the Saturday evening and dealt with the physical and outdoor aspects of the programme.
   b. After some years the JMV programme was absorbed into the Pathfinder programme as it is currently operated.

10. With the commencement of the Cold War at the end of WW11 and the practice of the Communist Party to refer to their members as “Comrade” it was thought prudent to change the name of the Comrade and Master Comrade classes to Guide and Master Guide.
   a. This change took place in 1951.

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1 Oliver, We Are The Pathfinders Strong p41,42
2 Oliver, We Are The Pathfinders Strong p42
CHAPTER 2: The Standard Curriculum

The Standard Curriculum describes what is known as the traditional card system, spiritual and physical development, history, nature and outdoor skills.

1. Each class is completed within one year and corresponds to a particular age group.
2. Each class curriculum is developed for the special needs of that age group and is self-contained, with requirements in the areas of spiritual, physical, history, nature and outdoor skills.
3. Classes or individuals may also choose to complete extra requirements to achieve an Advanced level.

   a. The classes are age-specific:
      1. Junior Classes:
         - Friend – 10 years old.
         - Companion – 11 years old.
         - Explorer – 12 years old.
      2. Teen Classes:
         - Ranger – 13 years old.
         - Voyager – 14 years old.
         - Guide – 15 years old.

4. This program utilizes the system of record cards to keep track of individual Pathfinders achievements throughout the year. The record cards are shown in Figure 2.1.

   ![Figure 2.1: Record Cards](image)

5. The Standard Curriculum requires a separate teacher for each class.
6. The teacher works out a yearly timetable, outlining when different requirements are to be met.
7. The teacher is responsible for signing off requirements as they are completed.
   a. It is good practice to have the Pathfinder complete a logbook/scrapbook as further evidence of completion.
8. It is the responsibility of the teacher to make the class work creative and interesting.
9. The division developed resources for teachers called “The Teachers Resource Manuals”.
   a. It comes in two volumes – a blue one for the Junior classes and a silver one for the Teen classes (see Figure 2.2).
10. In 1989, the “Keepers of the Flame” video series, produced by the Division, was incorporated into the Heritage section of the requirements.

11. Every curriculum has its advantages and disadvantages. The table below outlines some of these for the Standard Curriculum:

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Most leaders are familiar with this method and achieved their own class badges under this curriculum.</td>
<td>• A staff member is required for every class.</td>
</tr>
<tr>
<td>• Good resource manuals and workbooks are available.</td>
<td>• There is a tendency to recreate a classroom environment that the Pathfinders already experience during the week</td>
</tr>
<tr>
<td>• The curriculum is straightforward to implement.</td>
<td>• Because the curriculum is fully resourced, teachers may be inclined to teach the class without preparation and creativity.</td>
</tr>
<tr>
<td>• Only basic administration is required as record cards only need to be signed once requirements have been met.</td>
<td>• Classes can become boring for the Pathfinders.</td>
</tr>
<tr>
<td>• Requirements may be caught up in preparation for Investiture.</td>
<td></td>
</tr>
<tr>
<td>• Each Pathfinder is taught in a small group according to their age.</td>
<td></td>
</tr>
<tr>
<td>• This curriculum is used worldwide.</td>
<td></td>
</tr>
<tr>
<td>• This curriculum is adaptable for people with English as a second language.</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER 3: The Specialty Curriculum

In 1990, the Specialty Curriculum, designed by Arnold Turner, a District Director in NSW, was added to the Pathfinder Curriculum as an alternative for the Teens.

1. No change was proposed for Junior Pathfinders (Friends, Companions and Explorers).
2. It was felt that the teens (Rangers, Voyagers, Guides) needed to have a more focused and specialised program to cater for their developmental needs.
3. A wide range of specialties that could be completed in half a year were developed and made available to clubs.
4. **The basic concept** of this curriculum was to: -
   a. Have a more practical, physical program.
   b. Provide the Pathfinders with choices for their learning.
   c. Make the program more relevant for Teens.
   d. Complete activities as a group.
   e. Provide Teens choice in selecting their specialties.
   f. Make requirements activity-based.
   g. Provide more camping opportunities.
   h. Reduce the number of staff required to run a Pathfinder Club.
   i. Ensure some activities involve the whole club.

5. **Class Structure**
   a. The Junior classes (Friends, Companions and Explorers) still have their separate classes.
   b. The Teen class (Rangers, Voyagers and Guides) fulfil the requirements of the Specialty Curriculum as one group.
   c. There is a choice from a range of specialties that are specifically developed for this program.
      The specialties are:
      I. Bushcraft
      II. Campcraft
      III. First aid
      IV. Communications
      V. Personal development
      VI. Nature
      VII. Recreation
      VIII. Wilderness living
      IX. Craft
      X. Drill and marching

6. **Pathfinder Honours** are also included.
   a. Teens choose one of the following options for the year:
      I. Complete two specialties.
      II. Complete one specialty and 2 honours.
      III. Complete 4 honours.

7. Teens also need to complete the Teen Core Cycle, which covers issues such as relationships, doctrine, personal development and group development.
8. The Teens are then invested for that year as a Ranger, Voyager or Guide, depending on their age.
9. Supporting Resources
a. The “Specialty Program” Manual was developed containing information about how the program runs, followed by program specialties and activity ideas.
b. In conjunction with the manual (Figure 3.1), two other resources exist; namely the Director’s Diary and the Pathfinder Record Book (Figure 3.2). These three resources are shown below.

![Figure 3.1: Pathfinder Specialty Manual](image1)

![Figure 3.2: Director’s Diary and Pathfinder Record Book](image2)
10. Every curriculum has its strengths and weaknesses. The table below summarises these aspects of the Specialty Curriculum:

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The different needs of Juniors and Teens are recognised.</td>
<td>• More Administration is required of the Director.</td>
</tr>
<tr>
<td>• Teens can do Specialties together regardless of age or class.</td>
<td>• The number of Specialties available is limited</td>
</tr>
<tr>
<td>• Pathfinder Class names remain.</td>
<td>• The club staff may not have the skills to teach all of the Specialties.</td>
</tr>
<tr>
<td>• Teens choose which Specialties or Honours they want to study for the year.</td>
<td>• Not everyone enjoys camping.</td>
</tr>
<tr>
<td>• The curriculum provides more camping opportunities and hence more opportunities to teach camping skills.</td>
<td>• There is no ongoing resource development.</td>
</tr>
<tr>
<td>• An average size club would only need four staff because only one teacher is required for the teen group.</td>
<td>• Limited creative teaching resources are available for the curriculum.</td>
</tr>
</tbody>
</table>
CHAPTER 4: The Way To Go Curriculum

A Pathfinder Revision Committee, under the chairmanship of Pr Alan Walshe and subsequently Pr Andrew Kingston, was commissioned by the SPD Youth Ministries Committee to develop an alternative curriculum based on the Active Learning Method. The new curriculum, to be known as, Way To Go, centred on faith development principles. It was released in the Australian Union Conference and New Zealand in 2001. Mrs Lanelle Cobbin, Pr Ian Howie and Mr Jerry Unser were major contributors to the project.

1. Research in developmental theories reveals three important findings about the Pathfinder age group:
   a. They learn by doing things.
   b. They learn by having fun.
   c. They learn better when they need to know something.
   These three principles laid the foundation for the Way To Go Curriculum.

2. The Way To Go Curriculum:
   a. Is activity-based in its learning style.
   b. Is carefully designed so that the intended values and attitudes, are readily internalised.
   c. Is based on activities called Pursuits.
   d. Contains a wide range of Pursuits that are level-specific (age), theme-specific (topic) and Pathway-specific (God, Community, Self and Nature).
   e. Focuses on Debriefing during and after each Pursuit as a vital component of activity-based learning.3
   f. Retains the six (6) standard Pathfinder classes.
   g. Retains the Advanced level option for each class.
   h. Each club develops its own unique program within the curriculum framework, with the view to meet the specific needs of the Pathfinders within the Club.

3. Pursuits
   a. The Pursuits are the actual learning activities upon which the Way To Go Curriculum is based.
   b. Each Pursuit is carefully designed to teach a value, attitude or skill.
   c. Each one of the 402 Pursuits includes all the information needed to conduct the activity and enable the Pathfinder to achieve the Learning

3 Way to GO CD Version 2
4. Levels
   a. Levels are based on Pathfinder ages and developmental stages.
   b. Each Pursuit is categorised according to the following Levels:

<table>
<thead>
<tr>
<th>Level</th>
<th>Class</th>
<th>Age</th>
<th>Developmental Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Friend</td>
<td>10-11 years</td>
<td>Industry (activity)</td>
</tr>
<tr>
<td></td>
<td>Companion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>Explorer</td>
<td>12-13 years</td>
<td>Initiative (adventure)</td>
</tr>
<tr>
<td></td>
<td>Ranger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>Voyager</td>
<td>14-15 years</td>
<td>Identity (self-worth)</td>
</tr>
<tr>
<td></td>
<td>Guide</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   a. Most Pursuits are designed for a specific Level (as outlined at the beginning of each Pursuit).
   b. Some can be used for multiple Levels or can be run for the whole club (eg. in smaller clubs).
   c. A Multi-level Pursuit does not mean the whole club must participate in it.
   d. A multi-level Pursuit can be implemented at any Level successfully as illustrated in Figure 4.1.
   e. Figure 4.1 show the title block for the ‘Thankyou’ Pursuit.
   f. This particular Pursuit can be implemented at Level 1, 2 and 3 as shown by the boxes in the top right corner.

5. Strands
   a. The Strands relate to the developmental stage of the Pathfinder (industry, initiative and identity).
6. Pathways
   a. Pathways contain all the themes, topics and other aspects of the teaching curriculum and provide another method for categorising Pursuits.
   b. Each Pursuit is designed for a specific Level (age) and Strand (developmental stage) and Pathway.
   c. The Pathways are:

   **God - Tracks Up**
   a. Faith development
   b. Heritage (SDA)
   c. Scriptural knowledge
   d. Worship
   e. Moral development

   **Community - Tracks Out**
   a. Citizenship (including marching)
   b. Fund raising
   c. Service
   d. Church community

   **Self - Tracks In**
   a. Belief and responsibility
   b. Friends and relationships
   c. Co-operation and problem solving
   d. Feelings and self esteem
   e. Goals and values
   f. Health and lifestyle

   **Nature - Off the Track**
   a. Survival skills
   b. Camping outdoor
   c. Cooking
   d. Nature Study
   e. Conservation
   f. Navigation
   g. Safety
7. **Time Requirement**
   a. A club program must operate for a minimum of 230 hours per year. These 230 hours are distributed as follows:
      i. Indoors: 50 hours
      ii. Outdoors: 180 hours
   b. Of the 230 hours, 40 hours must be dedicated to Pursuits.
   c. At least 8 hours of Pursuits must be spent on each one of the 4 Pathways:
      i. Tracks Up – God: 8 hours
      ii. Tracks Out – Community: 8 hours
      iii. Tracks In – Self: 8 hours
      iv. Tracks Off – Nature: 8 hours
   d. The final 8 hours can come from any of the Pathways.

   Figure 4.2 illustrates this distribution of the 230 hours (minimum) time requirement.

8. **Core Pursuits**
   a. With the view to maintain the real meaning of the Pathfinder organisation and achieving a balanced program, a number of Pursuits have been designated as Core Pursuits in each one of the 4 Pathways.
   b. It is required that out of the 8 hours set aside to each Pathway, 2 hours be dedicated to Core Pursuits (refer to Appendix 1 for the list of Core Pursuits and recommended time allocations).

9. **Choosing the Pursuits**
   a. When choosing the forty hours of Pursuits, follow the guidelines outlined above, giving first priority to the Core Pursuits.
   b. Ensure the Pursuits are achievable by the club in terms of skills and resources.
c. Ensure that the Pursuits will equip the Pathfinders to meet the requirements for camping, Camporees, and Pathfinder Fairs (eg. marching, parades, knots, lashing, cooking, safety, working together, navigation and problem solving).

10. Honours
a. The programme must allow time for the attainment of Honours.
b. It is required that at least two Honours be completed per year in order to be Invested.
c. Five Honours need to be completed to achieve the Advance bar.
d. Refer to the Appendix 2 for details of the Core Honour requirements.

11. Debriefing: The Vital Ingredient
a. The debriefing experience allows the Pathfinder to connect with what was learned or experienced in the activity or simulation, with real life.
b. Discussion questions and response devices focus on what happened and then invite the participants to reflect on how they felt, what they thought or what they believe about a certain concept or experience, and how they can apply it to their life.
c. The reflection time after the Pursuit is completed is the most important part of the whole experience. The Way To Go Manual deals comprehensively with the nature, purpose and process of debriefing.

12. Supporting Resources
a. Three resources exist for this curriculum:
   i. The Way To Go Staff Manual (Figure 4.3).
   ii. The Way To Go CD (Figure 4.4).
   iii. The Journal (Figure 4.5).
b. The Way To Go Staff Manual will provide all the information required to organise and run the club.
c. The CD contains a copy of the Manual as well as all the Pursuits designed for the program.

Figure 4.3: The Way To Go Staff Manual.
13. The Journal is a vital part of the Way To Go Curriculum.
   a. Every Pathfinder is required to complete the journal and guidelines on completing the Journals are outlined within.
   b. The Journal is important because:
      i. It is the official record of work completed in preparation for the Investiture.
      ii. It records the Pathfinder’s personal reflections on what was learned from participating in the Pursuits.
      iii. It records other Pathfinder Club events (eg. Pathfinder Fairs and Rallies).
      iv. It lists the Bible texts to be remembered.
      v. It records details about the Investiture and other important events.

14. The Investiture
   a. To be invested, the Pathfinder needs to:
      i. Participate in at least 75% of the 40 hours of Pursuits.
      ii. Participate in at least 75% of the program for the year.
      iii. Complete at least 2 Honours.
      iv. Learn, know and understand 10 Bible texts (chosen from Pursuits completed).
      v. Maintain a personal Journal.
      vi. Exhibit the Pathfinder spirit (This needs to be defined to be measurable).

15. Advanced Class Award
   a. Advanced Class Awards are available for each class.
   b. Requirements are outlined in the Way to Go Pathfinder Manual.
16. Teaching Method
   a. The teaching method used for this curriculum is the Active Learning Method.
   b. This is discussed in the unit PTHOPS002 Pathfinder Active Learning Method.
   c. Some advantages and disadvantages of the Way To Go program are outlined in the following table:

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Each Club is able to develop the curriculum to meet the specific needs of its Pathfinders, based on the course requirements.</td>
<td></td>
</tr>
<tr>
<td>● The program is activity-based.</td>
<td></td>
</tr>
<tr>
<td>● Learning takes place in an enjoyable setting.</td>
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</tr>
<tr>
<td>● There are a wide range of activities.</td>
<td></td>
</tr>
<tr>
<td>● The program takes into account the Developmental Stages of Pathfinders.</td>
<td></td>
</tr>
<tr>
<td>● The program is fully resourced.</td>
<td></td>
</tr>
<tr>
<td>● Advanced classes are available.</td>
<td></td>
</tr>
<tr>
<td>● Pursuits can be run for individual Levels or for the whole Club.</td>
<td></td>
</tr>
<tr>
<td>● Pathways provide a balanced curriculum.</td>
<td></td>
</tr>
<tr>
<td>● The program requires a higher level of organisation to construct the year’s program.</td>
<td></td>
</tr>
<tr>
<td>● The teacher needs pre-meeting time to prepare for the Pursuits.</td>
<td></td>
</tr>
<tr>
<td>● The curriculum is based on time requirements. There is a risk that traditional elements of Pathfinder programme can be overlooked (eg. Parades, Unit System, Honour work, Unit Campouts, etc).</td>
<td></td>
</tr>
<tr>
<td>● Specific skills are required for debriefing.</td>
<td></td>
</tr>
<tr>
<td>● The fun aspect of the program can overshadow the learning aspect.</td>
<td></td>
</tr>
<tr>
<td>● It is impossible for Pathfinders to catch up if they miss specific activities.</td>
<td></td>
</tr>
</tbody>
</table>
Bibliography


Appendix 1: Core Pursuits

1. It is a requirement that Core Pursuits are completed within each Pathway.
2. Table A1 outlines the “themes” for each Pathway with a corresponding code which is then seen in Table A2 to A5.
3. Tables A2 to A5 outlines the Core Pursuits which should be completed for each Pathway.
4. The codes from Table A1 have been included to highlight the category of the pursuit, as well as recommended durations for each pursuit.
5. Note that each pursuit needs to be chosen so that each Pathway “theme” is covered within the 2-year period.
6. Also, note that in some cases the duration of the pursuit is over the 2 hour limit.
7. Hence an adjustment can be made by reducing the remaining 6 hours of Pursuit time accordingly.

Table A1: Pathway - THEMES

<table>
<thead>
<tr>
<th>Code</th>
<th>GOD THEMES</th>
<th>Year 1</th>
<th>Year 2</th>
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<td>H</td>
<td>Heritage</td>
<td>CPS</td>
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<tr>
<td>MD</td>
<td>Moral Development</td>
<td>FSE</td>
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</tr>
<tr>
<td>SK</td>
<td>Scriptural Knowledge</td>
<td>GV</td>
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<td>W</td>
<td>Worship</td>
<td>HL</td>
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</tr>
<tr>
<td>C</td>
<td>COMMUNITY</td>
<td>SS</td>
<td></td>
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<tr>
<td>FR</td>
<td>Citizenship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC</td>
<td>Fund Raising</td>
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<td>Survival Skills</td>
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<td>Navigation</td>
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<td>Outdoor Cooking</td>
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Table A2: Core Pursuits for Pathway “GOD”

<table>
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<th>Code</th>
<th>Year Two</th>
<th>Time</th>
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<tr>
<td>W</td>
<td>Friends</td>
<td>30m</td>
<td>FD</td>
<td>Companions</td>
<td>1hr</td>
</tr>
<tr>
<td>H</td>
<td>Jigsaw</td>
<td>2hr</td>
<td>SK</td>
<td>Pondering Prayer</td>
<td>1hr</td>
</tr>
<tr>
<td>Level 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FD</td>
<td>Explorers</td>
<td>1hr</td>
<td>FD</td>
<td>Rangers</td>
<td>1hr</td>
</tr>
<tr>
<td>FD</td>
<td>God Pictures</td>
<td>1hr</td>
<td>SK</td>
<td>Guide-book Guide</td>
<td>1hr</td>
</tr>
<tr>
<td>Level 3</td>
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<td>FD</td>
<td>Voyagers</td>
<td>1hr</td>
<td>FD</td>
<td>Guides</td>
<td>1hr</td>
</tr>
<tr>
<td>FD</td>
<td>Project: Faithtalk</td>
<td>45m</td>
<td>SK</td>
<td>Testimony</td>
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<td></td>
<td>Bottom Line Christianity 1</td>
<td></td>
<td></td>
<td>The Book</td>
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Table A3: Core Pursuits for Pathway “SELF”
<table>
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<th>Code</th>
<th>Year Two</th>
<th>Time</th>
</tr>
</thead>
<tbody>
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<td><strong>Friends</strong></td>
<td></td>
<td><strong>Companions</strong></td>
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<tr>
<td>FSE</td>
<td>In-vested</td>
<td>45m</td>
<td>GV</td>
<td>Pledged on the Inside</td>
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</tr>
<tr>
<td>GV</td>
<td>Pursuit No One</td>
<td>1hr</td>
<td>FSE</td>
<td>Put Downs Put-downs</td>
<td>1hr</td>
</tr>
<tr>
<td>Level 2</td>
<td><strong>Explorers</strong></td>
<td></td>
<td><strong>Rangers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSE</td>
<td>An Angry Workshop</td>
<td>1.5h</td>
<td>HL</td>
<td>Drink-up Showdown</td>
<td>1hr</td>
</tr>
<tr>
<td>FSE</td>
<td>Mirror Mirror on the Wall</td>
<td>45m</td>
<td>GV</td>
<td>Ready Set Grow</td>
<td>1hr</td>
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<tr>
<td>Level 3</td>
<td><strong>Voyagers</strong></td>
<td></td>
<td><strong>Guides</strong></td>
<td></td>
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<tr>
<td>CPS</td>
<td>Kid Kapers</td>
<td>1.5hr</td>
<td>FSE</td>
<td>Depression Set Up</td>
<td>1.5m</td>
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<tr>
<td>FSE</td>
<td>Me: Inside out</td>
<td>45m</td>
<td>FSE</td>
<td>The Journey</td>
<td>1.5m</td>
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Table A4: Core Pursuits for Pathway “COMMUNITY”

<table>
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<th>Code</th>
<th>Year Two</th>
<th>Time</th>
</tr>
</thead>
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<td>Level 1</td>
<td><strong>Friends</strong></td>
<td></td>
<td><strong>Companions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>March 2,3,4</td>
<td>30m</td>
<td>S</td>
<td>Easter Message</td>
<td>1hr</td>
</tr>
<tr>
<td>S</td>
<td>Project Delight</td>
<td>1.5hr</td>
<td>C</td>
<td>Our Flag</td>
<td>1.5hr</td>
</tr>
<tr>
<td>Level 2</td>
<td><strong>Explorers</strong></td>
<td></td>
<td><strong>Rangers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Adopt-a-SM</td>
<td>1hr</td>
<td>CC</td>
<td>Project Affirmation</td>
<td>2hr</td>
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<tr>
<td>S</td>
<td>Stop Think Do</td>
<td>1.5hr</td>
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<tr>
<td>Level 3</td>
<td><strong>Voyagers</strong></td>
<td></td>
<td><strong>Guides</strong></td>
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<tr>
<td>C</td>
<td>March 8,9,10</td>
<td>30m</td>
<td>CC</td>
<td>Visualise It</td>
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<tr>
<td>C</td>
<td>City in Crisis</td>
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Table A5: Core Pursuits for Pathway “NATURE”

<table>
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<th>Code</th>
<th>Year Two</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Level 1</td>
<td><strong>Friends</strong></td>
<td></td>
<td><strong>Companions</strong></td>
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</tr>
<tr>
<td>C</td>
<td>Knot Difficult</td>
<td>1hr</td>
<td>N</td>
<td>Lost</td>
<td>1hr</td>
</tr>
<tr>
<td>S</td>
<td>Doctor Doctor 1</td>
<td>1hr</td>
<td>N</td>
<td>Knuckle Mountain</td>
<td>1hr</td>
</tr>
<tr>
<td>Level 2</td>
<td><strong>Explorers</strong></td>
<td></td>
<td><strong>Rangers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Doctor Doctor 6</td>
<td>1hr</td>
<td>N</td>
<td>*Lunar Landscape</td>
<td>2hr</td>
</tr>
<tr>
<td>C,S</td>
<td>Walk Safe</td>
<td>1hr</td>
<td>N</td>
<td>*Follow that Bearing</td>
<td>2hr</td>
</tr>
<tr>
<td>Level 3</td>
<td><strong>Voyagers</strong></td>
<td></td>
<td><strong>Guides</strong></td>
<td></td>
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</tr>
<tr>
<td>S</td>
<td>Doctor Doctor 7</td>
<td>1hr</td>
<td>S</td>
<td>Take 10</td>
<td>4hr</td>
</tr>
<tr>
<td>C</td>
<td>Designer Pack Attack</td>
<td>1.5hr</td>
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</tbody>
</table>
Appendix 2: Core Honours

1. The Way To Go Curriculum states that a minimum of 2 honours (the Core Honours) must be completed for Investiture at the Standard level.
2. The Core Honours are listed in the table below:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Year One</th>
<th>Year Two</th>
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<tbody>
<tr>
<td>Friends</td>
<td>Campcraft</td>
<td>Companions</td>
</tr>
<tr>
<td></td>
<td>Beginners Swimming or Advanced</td>
<td>Nature Honour</td>
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<tr>
<td></td>
<td>Beginners Swimming</td>
<td>Arts &amp; Craft Honour</td>
</tr>
<tr>
<td>Level 2</td>
<td>Explorers</td>
<td>Rangers</td>
</tr>
<tr>
<td></td>
<td>Knot Tying</td>
<td>Fire Building &amp; Camp Cookery</td>
</tr>
<tr>
<td></td>
<td>Outreach Honour</td>
<td>Nature Honour</td>
</tr>
<tr>
<td>Level 3</td>
<td>Voyagers</td>
<td>Guides</td>
</tr>
<tr>
<td></td>
<td>Hiking</td>
<td>Map &amp; Compass</td>
</tr>
<tr>
<td></td>
<td>Arts &amp; Craft</td>
<td>Outreach Honour</td>
</tr>
</tbody>
</table>

Pathfinder clubs are at liberty to complete any other honours in addition to these.
Appendix 3: Master Awards

1. When planning honours, it should be noted that the Master Awards are given when 7 honours within a particular area are completed. Currently there are 11 Master Awards listed at the end of the Red Manual.

2. In the table above, the recreational skill honours are based on the core honours as listed in the Wilderness Master Award in the Pathfinder Staff Manual (red folder).
Notes

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