

Winter Camp - January 24-26, 2025.

Athens, Tx Lone Star Camp!!!

TLT Pledge

Loving the Lord Jesus, I promise
to take an active part in the work
of the Teen Leadership Training
program, doing what I can to
help others and to finish the work
of the gospel in all the world

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Southwest Region Conference

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TLTs / Teenagers: Responsibilities for Winter Camp 2025

Registration of clubs arriving on campground for Winter Camp:

TLTs / Teenagers will oversee the registration process.

Master Guides will mentor TLTs / Teenagers during the registration process.

Master Guides will mentor Master Guide Candidates during the registration process.

Training for registration will be on the SWRC Pathfinder Website.

Club Campsite Setup

TLTs / Teenagers will be in charge of the setup of their campsite for Winter Camp.

Master Guides will mentor TLTs / Teenagers with the campsite setup.

Pathfinder Honors

TLTs / Teenagers will provide the Pre-Honor Requirements that will prepare the pathfinders to earn the honors on the SWRC Pathfinder Website.

TLTs / Teenagers will teach the skills requirements of the honors to the pathfinders at Winter Camp 2025.

Master Guides will mentor the TLTs / Teenagers with the Pre-Honor Requirements and the skills requirements.

Master Guides will be mentors for the Honors.

TLTs / Teenagers: Responsibilities for Winter Camp 2025

Modern Technology Master Award

TLTs / Teenagers will provide the Modern Technology Master Award requirements that will prepare the pathfinders to earn the Modern Technology Master Award on the SWRC Pathfinder Website.

TLTs / Teenagers will teach the skills requirements of the Modern Technology Master Award to the pathfinders at Winter Camp 2025.

Master Guides will mentor the TLTs / Teenagers during the entire process of facilitating the Modern Technology Master Award requirements.

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Modern
Technology
Master Award

- 1) To receive the Modern Technology Master Award, you must earn the following honors:
 - 1 Media Broadcast Ministry
 - 2 Social Media
 - 3 Internet
 - 4 Video
 - 5 Computers
 - 6 Mobile Technology
 - 7 Computers and Mobile Devices
- 2) TLTs / Teenagers will teach the honors that will earn the Modern Technology Master Award.

Media Broadcast Ministry

Spiritual Growth, Outreach and Heritage



1. Name five examples of how media can be used in ministering beyond the sanctuary walls.
2. Discuss how the increasing use of media and live streaming can play a crucial role in your local church ministry.
3. Share examples from a variety of sources that show how the use of technology is being integrated into ministry to move the gospel throughout the world.
4. Discuss some of the positive and negative impacts that technology has brought into the church.
5. Contrast and compare how church-supportive media has changed the traditional culture of worship in our local churches' praise and worship services.
6. In a group, read Matthew 28:19-20 and discuss how media ministry is attempting to fulfill the Great Commission.
7. Discuss with a group how each of the following forms of Christian media methods listed in #1 can be used as a part of a worship experience in sharing the gospel:
 - a. Live streaming broadcast
 - b. Archived media services
 - c. Radio webcasting
 - d. Multi-site churches or districts
8. Attend a service presented via media or live streaming. Prepare and present your overall experience to a group, highlighting observances of the following (or similar equivalents):
 - a. Sources from where pastoral notes are taken.

- b. Acknowledgment by speakers of those who are watching via the internet.**
- c. Placement of screens used for music and biblical references.**
- d. Number of attendees who use physical Bibles and hymnals.**
- e. Behavior and dress code of those who are administering the service.**

9. Interview an individual or a team that is responsible for media streaming at a church. Prepare and present your findings to a group.

- a. What are some of the advantages to a weekly broadcast?**
- b. What are some of the obstacles in producing a weekly broadcast?**
- c. What do you enjoy most about media ministry?**
- d. How long does it take to create a program (from start to finish)?**
- e. What tools (hardware, software, etc.) do you use on a weekly basis?**
- f. What advice would you give to someone who wants to start his or her own media ministry?**

10. Interview a long-time church member and ask the following:

- a. How has media changed church worship services over the years?**
- b. What do you think media broadcast ministry has done to help people worship?**
- c. Are there challenges you see in media broadcast ministry?**
- d. What advice would you give me for using media for its best usefulness for the gospel ministry?**
- e. How can a media broadcast ministry be used to spread the gospel in contrast to traditional methods?**
- f. Based on your observations and experience, what are some ways that media ministry can be used to engage your church congregation?**
- g. Do you believe media ministry is helping to fulfill the Great Commission?**

11. Do one of the following individually or with a group:

- a. Be regularly involved in the operation of your church's media department for a minimum of three months. During that time, discover and/or evaluate the following:**
 - i. What media types the media department has chosen to invest in and why**
 - ii. What the media department is doing well**
 - iii. What the media department wishes it had resources to do better**

iv. What audience the media department is reaching (and wishes to reach)

b. Watch and/or listen to five online media ministry programs. Answer the following questions for each (share your research with an instructor, adult leader, or group):

i. What is the format of the program? (interview, group discussion, individual giving a presentation, etc.)

ii. How long is the program?

iii. What is the purpose of the program or the information presented?

iv. How many times has it been watched or played? Or how many people have tuned in? (If applicable)

v. Do the speakers acknowledge the online or remote audience?

vi. How many times are Bible verses referenced?

vii. Is this something you would like to watch or listen to again?

viii. What important experiences are lost by simply attending services via media?

Social Media

Vocational



1. What is social media?
2. Define the following types of social media. Give a current example of each one as applicable.
 - a. Internet Forum
 - b. Text Messaging
 - c. Social Network Service
 - d. Social Blogs
 - e. Podcast
 - f. Social Bookmarking
3. What are some advantages, disadvantages, and pitfalls one should be made aware of when using social media?
4. Discuss with a group the importance of maintaining your integrity when posting information about yourself as well as responding to posted information about others. Include the following topics as a part of your discussion:
 - Ethics
 - Personal Safety
 - Parental Accountability
5. Discuss with a group how social media can be used to engage the following different types of learners:
 - Visual
 - Auditory

Read/Write**Kinesthetic**

- 6. Create a presentation, speech, or game that shows what you have learned about social media while earning this honor. Share this presentation with a group.**
- 7. Discuss with a group the biblical context of the following text as it relates to social media.**
 - a. Matthew 24:14**
 - b. Matthew 28:19**
 - c. Mark 16:15**
- 8. Read Philippians 2 concerning the character of Jesus Christ.**
 - a. Review your social media profile to see if it reflects those characteristics that you would want others to view.**
 - b. Create steps to enhance your profile and related content that can reflect the character of Christ.**
- 9. Demonstrate your ability to use a social media by posting a spiritually based message that will encourage a response from those who are connected to your profile. Observe these responses from your messages, and prepare to discuss with a group.**

Internet

Vocational



1. Define the following terms:

- a. Internet**
- b. World Wide Web (WWW)**
- c. Chat Room**
- d. Download**
- e. Upload**
- f. Website**
- g. Email**
- h. Virus**

2. Define the following terms and give examples of each:

- a. Webmail / POP3 / IMAP mail**
- b. Web browser**
- c. IRC/IM (Instant Messenger) client**
- d. Streaming Media**
- e. Search Engine & Search Directories**
- f. Antivirus software**
- g. Firewall**

3. Complete one of the following:

- a. Write a brief 250-300 word history of the Internet.**
- b. Present a 2-3 minute talk concerning the history of the internet. Regardless of the option chosen, include date/events surrounding its origin, the major landmark events, the birth and growth of web browsers (such as Mosaic, Netscape, Internet Explorer), and what it is doing today. Remember, this is not a history of computers, but rather a brief history of the Internet. You should list at least 2 online resources from which you found information relevant to your report.**

4. Why is antivirus software important? Include in your answer:

- a. What are some ways you can receive viruses via the Internet?**
- b. How is having up-to-date antivirus software important for keeping your computer files safe?**
- c. How can not being protected lead to sharing the virus with other family and friends?**
- d. What harm can a virus do to your computer or to other people's computers?**

5. In what ways do content filters(programs like Net Nanny™ or AOL Parental Control) protect your family? With your family, develop & sign a Covenant of Family Internet Usage including the following elements:

- a. Never reveal personal information.**
- b. Remember that people may not be who they say they are.**
- c. Never meet an online friend in the flesh for the first time without a parent present.**
- d. Never respond to flames.**
- e. Stop immediately if you see or read anything that upsets you**
- f. Time each member of the family may spend on the internet per week. Set boundaries that encourage time for family, homework, and other necessary family activities.**
- g. Types of websites that are acceptable/unacceptable to view. What are the principles that your family will use to determine what are acceptable? Base these principles on the Bible.**

6. Show your ability to navigate your way around the internet by demonstrating the following:

- a. Visit at least 3 different websites (distinct domain names). Print out the front page of each site for your instructor.**

- b. Demonstrate your ability to use a search engine to find an online Bible website. Go to the website, look up at least 3 different Bible memory texts in 3 different versions, and print your results for your instructor.**
 - c. Find 3 websites that talk about the Seventh-day Adventist Church. Print out the front page of each site for your instructor.**
 - d. Download a compressed file from the internet (tar, zip, etc.) to your hard drive and uncompress it and operate the program or file.**
- 7. Demonstrate your ability to use email by demonstrating the following (If necessary, create an email account, with a distinct username and password):**
- a. Create and send email**
 - b. Receive and download email**
 - c. Download/view an attachment**
 - d. Know 5 principles of operating email safely**
- 8. Memorize Philippians 4:8. How does this Bible text guide a Christian's use of the internet?**

Video

Vocational



1. Describe two current video formats and how increased resolution affects storage requirements.
2. Identify the video file format that your video equipment can produce.
3. Demonstrate how to start/pause/stop a video recording on a camera.
4. Describe what the following terms mean and demonstrate them:
 - a. Panning
 - b. Tilting
 - c. Zooming
5. Using equipment on hand, demonstrate how to set up a tripod and mount a camera. Use the built-in level bubble if equipped.
6. Verify that any video or audio used in your clip complies with applicable copyright law.
7. Create a short, simple clip and show it in a public place, like church, or social media. Video ideas include:
 - a. Object lesson
 - b. Music video clip
 - c. Bible story (dramatized, puppets, acted, etc.)
 - d. Nature
 - e. Modern life dilemma
 - f. Advertisement for church program, publication
 - g. Etc.
8. Discuss how streaming video technology contributes to the spreading of the gospel of Jesus, as found in Mark 16:15.

Computers

Vocational



1. Describe the function of and point out the following components of a personal computer:

- | | |
|--------------------------|--------------------------------|
| a. CPU | i. Input devices |
| b. Memory (RAM) | j. Monitor |
| c. Mother board | k. Keyboard |
| d. Hard Drive | l. Printer |
| e. External Drive | m. Mouse |
| f. Internal Drive | n. Modem / Network Card |
| g. USB | o. Digital Camera |
| h. Optical Drive | p. Scanner |

2. Describe the proper handling and storage techniques of disks, CDs, CDR's, DVDs, Flash/USB drives, and other equivalent optical media devices.

3. Explain the difference between read-only, write once, and write-rewrite media. What are examples of each?

4. Determine the following on a computer system:

- a. Processor speed**
- b. Storage capacity of the hard drive**
- c. Memory capacity (RAM)**

5. What are the advantages of increasing processor speed, hard drive storage capacity and RAM on a computer?

- 6. List two different types of printers and explain the uses and advantages of each type.**
- 7. Explain how each of the following elements helps protect a computer system. Why is computer safety so important?**
 - a. Backup of personal files**
 - b. Whole system image backup**
 - c. Surge protection**
 - d. Internet safety hardware/software**
- 8. Write a 250-word essay or give a three-minute oral report about the history of computers. Include prominent events and personalities that are significant to the development of the computer, both hardware and software. This report should focus on the development of the personal computer, not the internet or other accessory functions related to computing.**
- 9. Spend one week charting the time you spend on a computer. List what time was spent on schoolwork, gaming, online, etc. At the end of the week, evaluate with your counselor, family, or group leader how your management of computer time relates to the Bible's instructions on stewardship of our time and resources (Romans 14:12; Psalms 31:15; Ecclesiastes 31:1-8; Ephesians 5:15-16).**
- 10. Dialogue with a long-term computer user about the advantages/disadvantages of Macs and PCs. Some questions you should ask include:**
 - a. What operating system does each use? What are some advantages of that OS?**
 - b. What compatibility issues do these two types of computers have in relation to data sharing and program installation?**
 - c. What type of industries / careers tend to use each type of computer system?**

Mobile Technology

Vocational



1. What is a mobile device? Provide four examples of a mobile device you may have seen or utilized.
2. Draw a diagram showing how mobile technology uses cell sites (and why they use the word "cell"). Use this diagram to explain the factors that affect the following:
 - a. Coverage
 - b. Density
 - c. Location tracking
 - d. Call hand-off
3. Discuss with a group some safety precautions that should be considered concerning the use of a mobile device.
4. Create a list of different types of mobile devices.
 - a. Discuss with a group the advantages and disadvantages of each mobile device listed.
 - b. Discuss with a group how mobile devices can be used to spread the gospel of Jesus.
5. With a group, discuss ways in which mobile technology can be used to benefit society and industry such as:
 - a. Business
 - b. Personal Recreation
 - c. Safety and Protection
 - d. Education
 - e. Health Care
 - f. Transportation
 - g. Homework
6. Describe the following types of cell sites.
 - a. Camouflage
 - b. Off-grid System
 - c. Temporary Setup
7. Illustrate through drawings, sketches, or photographs a cell tower. Be able to identify a cell tower in an open area.

8. Create a speech, presentation, video, or game that illustrates what you have learned about mobile technology while earning this honor. Share your creation with a group.

9. Discuss with a group some of the ways in which mobile technology can be integrated into ministry to share the gospel throughout the world.

10. Discuss with a group how mobile technology can be used to enhance the following aspects of your spiritual life:

- a. Devotionals**
- b. Inspirational songs**
- c. Prayer reminder**
- d. Join worship services**
- e. Share inspirational messages**

11. Discuss with a group how the following Bible passages apply to the use of mobile technology.

- a. Matthew 24:1**
- b. 1 Corinthians 6:12**

12. Evaluate how being a Christian should affect your use of mobile technology. Be detailed and honest, taking into account what you have experienced in this honor. Share your evaluation in written form with a trusted friend or leader.

13. Do the following individually or with a group:

- a. Create a temporary contact list of your friends. Gain permission to send them a daily text message. At a selected time each day, share an inspirational text with those on the contact list for a minimum of one week. Respect any requests to be removed from the list.**
- b. Over a period of three worship services, evaluate when people use their devices during a worship service, and for what purposes.**

Computers and Mobile Devices

Vocational



- 1. Discover the following information: What kinds of computers (both laptops and desktops) and/or mobile devices (phones, tablets) does your community use.**
- 2. Describe the function and point out at least 10 of the following components of a computer (either desktop or laptop). Some parts may require disassembling an old desktop case or laptop for identification.**
 - a. Case/Chassis**
 - b. Monitor**
 - c. Keyboard**
 - d. Mouse/Trackpad**
 - e. CPU**
 - f. Memory/RAM**
 - g. Motherboard**
 - h. Hard drive/Internal drive**
 - i. USB port/HDMI port/Equivalent data port**
 - j. Network Interface**
 - k. Power supply and power cable**
 - l. Speakers, headset, microphone**
 - m. Webcam**

3. Describe the function and point out at least 10 of the following components of a mobile device (smartphone, tablet, etc.). Some parts may require disassembling an old tablet or phone for identification.

- a. Touch screen**
- b. Circuit board**
- c. Accelerometer**
- d. GPS/Location locator**
- e. Graphics processor**
- f. Flash-based memory**
- g. Wi-Fi and/or cellular chip and antenna**
- h. USB dock (if applicable)**
- i. Storage expansion slot**
- j. Battery**
- k. Power supply**
- l. App icons**
- m. Status bar**
- n. Volume buttons**
- o. Speakers**
- p. Camera lens (including selfie lens if applicable)**
- q. Flash**
- r. Audio inputs**
- s. Microphone**
- t. Home button or equivalent sensor**

4. Describe the proper handling and storage techniques to keep computers, mobile devices, and their input/output devices safe.

5. Complete one of the following:

- a. Determine the following on a computer system:**
 - i. Operating System name and version**
 - ii. Processor speed**

iii. Storage capacity of non-volatile storage

iv. Memory capacity (RAM)

v. Internet strength/connectivity

vi. Power source/Battery level

b. Determine the following on a mobile device (tablet or smartphone):

i. Operating System name and version

ii. Storage capacity

iii. Storage used

iv. Remaining battery life

v. Time usage of top five apps in the past week/month

6. In your family/community, discover the following and bring back a report.

a. What kinds of computers (both laptops and desktops) do they use? What types of mobile devices?

b. Which Operating Systems do their computers and mobile devices use?

7. Demonstrate the ability to identify and describe how at least five of the following external tools assist the user's experience with their computer or mobile device (or equivalent connected mobile devices):

a. Digital camera

b. External drive/Flash drive

c. External monitor

d. Audio system

e. Docking station

f. Printer (inkjet, laser, 3D)

g. Scanner

h. Projector

i. VR headset

j. Smart environment device of your choice

k. Other input or output devices your community uses

8. Do one of the following as you research the history of computers:

- a. Create a presentation (written, visual, poster, timeline) that includes at least 10 prominent events or persons that are significant to the development of the computer, both hardware and software.**
- b. Research specific individuals from computer history and create a group visual, poster, or timeline report (Note: Your report should focus on the development of the personal computer and mobile devices, not the internet or other accessory functions).**
- c. Visit a computer history exhibit at a museum. Create a slideshow or other report to demonstrate at least 10 things you learned during your visit.**

9. Do the following:

- a. Spend one week charting the time you spend on computing devices. List what time was spent on schoolwork, gaming, movies/shows, religious activities, etc. and on which computing devices.**
- b. Memorize 1 Corinthians 10:31 and Matthew 6:33.**
- c. At the end of the week, evaluate with your counselor, family, or group leader how your management of computer time relates to the Bible's instructions on stewardship of our time and resources (1 Corinthians 10:31; Matthew 6:33). Evaluate how these Bible texts could influence your tech-time and entertainment choices in coming weeks.**

10. Interview an adult parent or other relative/community friend who uses a computer in their workplace. Ask them questions such as:

- a. When did you first start using computing devices for work? What type was it?**
- b. What kind of computer do you use at work? At home? Why do you use those particular computer systems?**
- c. Which computing activities that you do during a typical week are best done on a computer? On a mobile device? Evaluate reasons for each decision.**
- d. What are things you do on mobile devices that you used to need a computer for?**
- e. How do you balance your screen time with your "real world" interactions with people? What advice would you give about how to choose screen time?**
- f. What Bible counsel or stories do you try to remember when balancing your screen time and entertainment choices?**

11. Explain how computers and mobile devices make it easier to spread "the Advent Message to all the world in my generation."

Prayer

Spiritual Growth, Outreach and Heritage



1. As a group or with a friend discuss:
 - a. What do you think prayer is?
 - b. Why do you believe prayer is important?
 - c. Do you think a person can be a Christian and not pray?
2. Individually or as a group, examine the two versions of the Lord's Prayer (Matthew 6:9-13 and Luke 11:2-4) found in the gospels.
 - a. What are the differences?
 - b. When might one of the versions be more appropriate than the other in your spiritual life?
 - c. Why do you think the Lord's Prayer is important to Christianity? To you?
3. Locate six prayers in the Bible (at least 2 of Jesus' and 2 in the Old Testament), then:
 - a. Read / listen to each prayer
 - b. Discover who prayed, what they prayed for, and why they prayed.
 - c. Discover the result of each prayer
4. Learn the A C T S for prayer and list an example of a prayer of each type in the Bible.
 - a. A – Adoration (Praise)
 - b. C – Confession
 - c. T – Thanksgiving
 - d. S – Supplication (Requests)

5. As a group or with a friend, read / listen to and discuss the chapter on Prayer in the book Steps to Christ.

6. As a group or with a friend, discuss how you have seen God answer personal prayer, whether your prayers or those of a friend or family member.

7. Develop a personal prayer life by praying daily for a month for:

A mission / missionary

Person(s) who are ill

A church or school leader

An issue(s) affecting the neighbors of your community.

Share your experience with your group and/or instructor.

8. Pray with someone that has a physical, emotional, or spiritual need.

Alive Bible

Spiritual Growth, Outreach and Heritage



1. What is meant by the term "Alive Bible"? (see Psalms 119:11 and Hebrews 4:12)
2. Learn and practice at least four shortcuts to learning extensive Bible passages by heart.
3. Demonstrate several movement-based ways to warm up your brain (i.e. the "Sparky" method).
4. Using your skills and your understanding of how people commit texts to memory, explore two of the following Scripture adventures:
 - a. Scripture Adventure: God Ruins the Bullies' Evil Trick
 - i. Read aloud the story from Daniel 6:1-23.
 - ii. Using your own words, prepare a brief introduction to the main story. Please refer to Daniel 6:1-13.
 - iii. Learn by heart the main part of the story in Daniel 6:13-23.
 - b. Scripture Adventure: The "Ghost" on the Water
 - i. Read aloud the story from Matthew 14:13-33.
 - ii. Using your own words, prepare a brief introduction to the main story. Please refer to Matthew 14:13-21.
 - iii. Learn by heart the main part of story in Matthew 14:22-33.
 - c. Pathfinder Bible Experience Scripture Adventure
 - i. Read aloud the passages/book you are preparing to memorize.

ii. Using your own words, prepare a brief introduction to the main story. Consult the SDA Bible Commentary as necessary.

iii. Learn by heart the chapter(s) you have agreed to learn as part of your PBE team. **

5. Do the following:

a. Share your Scripture adventure at least twice. One sharing must be done by yourself. This may be done in a public recitation, small group sharing, or as part of PBE game preparation. Bring to life the main story. You may use props, displays, or multimedia as part of your adventure-sharing.

b. Create an "Alive Bible Sharing Log" where you document the time spent memorizing the Bible passages. Have an adult listener sign off on your log.

6. List three possible effects of a young Christian learning God's Word by heart and performing scripture to an audience.

7. Share some experiences of what doing this honor has meant to you:

a. What was the hardest thing about doing this honor? Please explain why.

b. What part/s of the adventure talked to your heart the most? Please explain why.

c. How did this honor help you to become a "Forever Friend" of Jesus?

Peace Maker

Spiritual Growth, Outreach and Heritage



1. Define conflict and discuss the difference between good and bad conflict.
2. Identify the 4 causes of conflict as described in the Bible. Read the following passages for assistance:

a. <u>Acts 15:1-20</u>	c. <u>Genesis 13:1-12</u>
b. <u>1 Corinthians 12:12-31</u>	d. <u>James 4:1-3</u>
3. Identify each segment of the slippery slope of addressing conflict, and discuss examples of each type from the Bible and your own experiences.
 - a. ESCAPE
 - i. Den
 - ii. Blame Game
 - iii. Run Away
 - b. ATTACK
 - i. Put Downs
 - ii. Gossip
 - iii. Fight
 - c. WORK-IT-OUT/CONCILIATION
 - i. Overlook
 - ii. Talk-It-Out
 - iii. Get Help

4. Reverse role-play a conflict from your own life and identify where you are on the “slippery slope” and what possible conciliation options you might try.

Christian Storytelling

Spiritual Growth, Outreach and Heritage



- 1. Name one source where you have found material for stories for each of the following categories. Tell a story from each category.**
 - a. Sacred history**
 - b. Church history**
 - c. Nature**
 - d. Character story**
 - e. Object lesson with visual aids**
- 2. For the above stories you tell, do the following:**
 - a. Tell one of your stories to children, aged five and under, for at least three minutes.**
 - b. Tell one of your stories to the 10-12 year olds for at least five minutes.**
- 3. Make a written outline of a story you are to tell.**
- 4. State how and under what circumstances course material is to be modified for the following:**
 - a. Telling the story in first person, second person, and third person**
 - b. Different audiences, ages, and purposes**
 - c. Making the story shorter**
 - d. Making the story longer**
- 5. Tell why a definite aim is necessary in telling a story.**
- 6. Tell one story of foreign missionaries, not less than five minutes in length.**
- 7. Tell one story that teaches health principles.**

Camp Safety

Recreation



1. Why is it important to find out what the local laws are before starting a camp fire? Where should you get that information?
2. Identify 3 reasons why a camp fire should never be left unattended.
3. List 10 rules for fire safety to consider when camping.
4. Identify the temperatures the following foods should be kept at, and explain why this is important when camping:
 - a. Hot foods
 - b. Cold foods
5. List 5 things you can do to prevent animals from coming into your campsite.
6. What safety precautions should you consider when building a latrine?
7. Make a list of items that should be in a “First Aid Kit” and inspect your Pathfinder Club's camping first aid kit and make recommendations of any missing items as applicable.
8. List 5 things to consider when practicing good hygiene at a campsite where there is no running water (ie showers, flush toilets, sinks, or faucets).
9. Demonstrate 3 ways you can purify water when camping.
10. Identify 2 types of fuel used for camp cooking and explain what precautions should be used when using each type of fuel. Discuss 5 guidelines for safely handling the following camping items:
 - a. Knives
 - b. Axes
 - c. Saws

d. Hatchets

e. Machetes

11. Assist your club or conference leadership in a campsite safety inspection using the current Adventist Risk Management Pathfinder Camp Safety Inspection Form or its equivalent. Be able to briefly explain the score/report given concerning the safety of the campsite.

Fire Building & Camp Cookery

Recreation



1. Lay five different kinds of fires and know their uses. Two of these fires must be cooking fires.
2. Safely make wood shavings or fuzz sticks.
3. Show correct techniques for starting a fire.
4. Start a fire with one match and keep it going for at least ten minutes.
5. Know and practice fire safety rules.
6. Show how to correctly and safely cut and split fire wood.
7. Start a fire on a rainy day.
8. Demonstrate simmering, boiling, frying, baking bread on a stick, aluminum foil baking, reflector oven baking.

9. Know one method of keeping food cool while camping other than with ice.
10. Know ways to keep your food and utensils safe from animals and insects.
11. Why is it important to keep your cooking and eating utensils clean?
12. Showing knowledge of proper nutrition and food groups, make up a complete and balanced menu for six camping meals. Include the following:
 - a. A breakfast, lunch, or supper good for a trail hike where light weight is important. The meal should not need cooking but should be nutritious.
 - b. The remaining five meals may be made up of any type of food: canned, fresh, frozen, or dried. One of the five must be a one-pot meal.
13. Make up a supply list of items that will be needed to prepare the above six meals.
14. Know how to properly and safely handle food, dispose of trash and garbage, and wash your gear.

Camping Skills I

Recreation



1. Be at least in the 5th grade.
2. Understand and practice wilderness and camping etiquette, regarding preservation of the outdoors.
3. Know eight things to do when lost.
4. Be familiar with various types of sleeping equipment suitable to location and season.
5. List personal items needed for a weekend campout.
6. Plan and participate in a weekend camping trip.
7. Know how to properly pitch and strike a tent. Observe fire precautions when tent is in use.
8. Know and practice the proper principles for camp sanitation for both primitive and established campsites.
9. Properly use the knife and hatchet. Know ten safety rules for their use.
10. Fires:
 - a. Demonstrate ability to choose and prepare a fire site.
 - b. Know fire safety precautions.
 - c. Know how to properly strike a match.
 - d. Practice building a fire with the use of one match, using only natural materials.
 - e. Demonstrate how to protect firewood in wet weather.
11. Bake bread on a stick.

12. Describe the proper procedures for washing and keeping clean the cooking and eating utensils.

13. Describe sleeping wear and how to stay warm at night.

14. Draw a spiritual object lesson from nature on your camping trip.

15. Explain and practice the motto: "Take only pictures and leave only footprints."

Note: The tent color for Camping Skills #1 is blue.

Camping Skills II

Recreation



1. Be at least in the 6th grade.
2. Develop a personal philosophy of outdoor etiquette, such as courtesy to other campers and outdoor conservation.
3. Know and understand the following six W's for the selection of a good campsite: Wind, Water, Weather, Wild things, Wood, Willingness.
4. Demonstrate your ability to protect the wilderness and your water source by proper personal hygiene and cooking sanitation.
5. Participate in a weekend campout.
6. Take part in a camp worship service to include one of the following:
 - a. Leading song service
 - b. Sabbath School lesson study
 - c. Story
 - d. Worship thought
7. Know how to safely light and use a camp stove and lantern.
8. Know safety rules and demonstrate your ability to properly cut firewood. Demonstrate how to break dead wood properly.
9. Using fuzz sticks or shaved sticks, build and know the use of a council or criss cross fire and one type of cooking fire. Review firebuilding safety rules.

- 10. Explain two ways to keep camp food cool.**
- 11. Build two different camp cranes.**
- 12. Prepare camp meals using boiling, frying, and baking.**
- 13. Demonstrate tent site selection. Properly pitch and strike a tent. What precautions should be taken when striking a wet tent? Properly clean, dry, and store a tent.**
- 14. Bedding:**
 - a. Show proper ways to stuff or roll your sleeping bag or bed roll for travel.**
 - b. Tell how to keep a sleeping bag or bed roll dry on a camping trip.**
 - c. Describe how to properly clean your sleeping bag or bed roll.**

Note: The tent color for Camping Skills #2 patch is red.

Camping Skills III

Recreation



1. Be at least in the 7th grade.
2. Review six points in the selection of a good campsite (Wind, Water, Weather, Wild things, Wood, Willingness). Review the safety rules of firebuilding.
3. Go on a weekend campout.
4. Lay the following three fires and tell their uses:
 - a. Hunter's fire
 - b. Reflector fire
 - c. Star fire
5. Know six ways to start a fire without a match. Build a campfire using one of these:
 - a. Compressed air
 - b. Curved glass
 - c. Flint
 - d. Friction
 - e. Metal match
 - f. Spark
6. Know how to properly sharpen a hatchet and knife.
7. Cook a one-pot meal using fresh or dried food.

- 8. Describe the various types of tents and their uses.**
- 9. How does condensation occur in tents, and how can it be prevented?**
- 10. Demonstrate your ability to anchor a tent down, using the taut-line hitch and two half hitches.**
- 11. While camping, plan and give a ten-minute devotional or organize and lead a nature or Bible game or lead out in Sabbath School, camp church, or camp vespers.**
- 12. Properly locate and build one of the following and describe its importance to the individual and the environment:**
 - a. Camp sink and dishwashing area**
 - b. Latrine**
 - c. Shower**
- 13. Demonstrate four basic lashings and construct a simple object using these lashings.**
- 14. Know how to replace the mantels on a camp lantern. Demonstrate how to refill gas in a camp lantern and stove. Know how to maintain the pressure pump on a camp stove in good working order.**

Note: The tent color for Camping Skills #3 is green.

Camping Skills IV

Recreation



1. Be in at least the 8th grade.
2. Plan and execute a one-hour Sabbath camping activity other than worship to make the Sabbath a meaningful experience.
3. Write a 200-word report or give a two-minute oral presentation on the preservation of the wilderness, discussing etiquette and conservation.
4. Plan your menu for a two-day camping trip and estimate the cost.
5. Participate in two weekend campouts.
6. Start a fire in wet weather, knowing where to get tinder and how to keep your fire going.
7. Know the wood best suited for making a quick, hot fire.
8. Know the wood best suited for making coals for cooking.
9. Demonstrate how to split firewood.
10. Demonstrate the proper care and storage of camp foods and how to build various caches to protect food from animals.
11. Prepare a camp dinner with soup, vegetables, entree, and drink, all of which must be cooked.
12. Bake your food in a reflector oven.
13. Purify water by three different methods.

Note: The tent color for Camping Skills #4 is silver.

Cold Weather Survival

Recreation



1. Know three most important survival items that you can carry in your pocket.
2. Research and discuss the following regarding cold weather apparel.
 - a. Benefits and disadvantages of clothing made of wool, polypropylene, cotton, nylon or combinations. How does each type affect the body when it is wet? What other/newer clothing materials are recommended for cold weather survival? Why?
 - b. Benefits of layering clothing. What clothing materials work next to your skin? On the outer levels? In-between? Why?
3. Choose from some of the items on the following list and create your own survival kit that can be carried in a Hydro-pack or Fanny-pack. Tell how each item would be useful.
4. Discuss the hazards of hypothermia, a condition in which the body's core temperature drops below the required temperature for normal metabolism and body functions. Body temperature is usually maintained near a constant level of 98–100 °F.
 - a. MILD symptoms
 - b. MODERATE symptoms
 - c. SEVERE symptoms
5. Discuss with your group each phrase of the following statement.

“One of the most difficult survival situations is cold weather. Cold is a far greater threat to survival than it appears. It decreases your ability to think. It weakens your will to do anything except get warm. It numbs the mind and body. It subdues the will to survive.”
6. Discuss the following:
 - a. Why you need calories
 - b. The Buddy System and why it is important

- 7. Memorize the Hypothermia “Umbles” and which stage they occur in: (Mumble, Grumble, Fumble, Stumble Tumble).**
- 8. Watch a quality video/documentary on Survival and Hypothermia.**
- 9. Contact your local Search & Rescue and ask them to speak to your club.**
- 10. Review and demonstrate the following instructions for survival and rescue.**
 - a. Evaluate to determine if you are lost.**
 - b. Blow your whistle. Remember that three of anything is universally recognized as a call for help.**
 - c. (If you are cold, wet or hungry skip this step, build a fire and spend the night). Mark your location with something unmistakable. Venture out, and circle your marker while blowing your whistle and praying. Move your marker when you recognize something or if you lose sight of the marker.**
 - d. Light a fire and build a shelter if it is afternoon (timing is dependent on your specific gear and environment). Stop trying to find your way out and plan to spend the night. Remember that possibly nobody is looking for you yet. Your ability to start a fire and be prepared for the night can make the difference between living and dying. Fire can provide warmth, companionship, comfort and safety. Your smoke and flames may signal a rescuer.**
- 11. Practice the following survival skills on a club outing.**
 - a. Finding direction without a compass.**
 - b. Starting a fire using: Flint & magnesium, steel wool & battery.**
 - c. Keeping a fire going using fuzz sticks, shaved sticks, moss, your tinder. Practice in wet conditions.**
 - d. Demonstrating how to build a rescue fire (lots of smoke).**
- 12. Complete the following Group Activity or its equivalent within a Cold Weather Survival context.**
 - a. Build 3 shelters such as: a snow cave, a shelter with tree branches, a shelter with a tarp or rain poncho. Include proper placement of your fire in each situation.**
 - b. Make your own fire starter using items such as paper egg carton, sawdust and wax, or other materials of your choosing that will last at least 10 minutes.**
- 13. Use the following subjects for worship talks:**
 - a. Spiritual Hypothermia**

b. Spiritually Lost

c. Spiritual Preparedness

14. Memorize at least two Bible texts that you feel might bring you comfort in a Cold Weather Survival situation such as [Psalms 34:7](#); [Matthew 28:20](#).

Make check payable to SWRC Pathfinder Federation.

NAME _____

ROLE: (Pathfinder, Master Guide, Staff)

[illegible]

Winter Camp 2025

Medical Consent & Release Form

Guardian and Emergency Contact Information

*This form must be filled out at the beginning of every year to cover the activities for the year.
A copy of each student's form must be taken on off-campus activities.*

Please print.

Attendee's Name _____ Age _____ D.O.B. _____ / _____ / _____ Gender: M F
Month Day Year

Address _____
Street City St Zip

Parent/Guardian Name _____ Relationship _____

Father/Guardian _____ Work Phone _____ Home Phone _____

Mother/Guardian _____ Work Phone _____ Home Phone _____

Emergency Contact _____ Work Phone _____ Home Phone _____

Attendee's Health Record and Medical Information

Attendee's Physician's Name _____ Physician's Phone () _____

Insurance Carrier _____ Health Card No. _____ Group No. _____

Does the attendee have any medical restrictions? ☐ Yes ☐ No Does the attendee have any activity restrictions? ☐ Yes ☐ No

Explain: _____ Explain: _____

History	Shots	Allergies - List specifics.
<input type="checkbox"/> Sore Throats <input type="checkbox"/> Sinusitis <input type="checkbox"/> Bronchitis <input type="checkbox"/> Fainting <input type="checkbox"/> Upset Stomach <input type="checkbox"/> Kidney Trouble <input type="checkbox"/> Convulsions <input type="checkbox"/> Sleepwalking <input type="checkbox"/> Heart Trouble <input type="checkbox"/> Diabetes <input type="checkbox"/> Asthma <input type="checkbox"/> Bedwetting <input type="checkbox"/> Dietary restrictions <input type="checkbox"/> Psychological needs Explanations: _____	Date of last tetanus shot _____	<input type="checkbox"/> Drugs <input type="checkbox"/> Food <input type="checkbox"/> Plants <input type="checkbox"/> Animals <input type="checkbox"/> Bee/Insect stings <input type="checkbox"/> Dietary restrictions <input type="checkbox"/> Other Anidote: _____ <input type="checkbox"/> Nurse Administered <input type="checkbox"/> Self Care

Medications

Is the attendee currently taking medications? ☐ Yes ☐ No

Explain: _____

Drug Name: _____ Dosage: _____

Drug Name: _____ Dosage: _____

Drug Name: _____ Dosage: _____

Medical and Liability Release

I am applying to participate in an activity of the Youth Ministries Department as scheduled by the Southwestern Union Conference of Seventh-day Adventists (SWUC), and I will abide by all local state laws, rules, regulations, policies and directives of the officials of the SWUC. I understand that as an attendee, I may be photographed and video-taped during this event. I hereby give to the SWUC Youth Ministries my permission to use this material and release them from all liability and give the rights for publication of said materials for future promotions and advertising. Further, I consent and give the SWUC Youth Ministries authority and permission to select a medical treatment facility, physician, and all necessary emergency medical care required in case of an accident or emergency illness for me/or my minor child.

Note: Every effort will be made to contact me in case of an emergency; however, I will hold the SWUC Youth Ministries forever harmless for supervising all required emergency care. I will be responsible for all payments of all treatments, hospitalization, anesthesia or surgery in respect to the emergency care on my behalf (Parent/Guardian signature required for person under the age of 18 years old).

Attendee's Signature: _____ Date _____

Parent/Guardian Signature: _____ Date _____

Check List for Winter Camp 2025

General Campsite Items

Axe
Bucket
Complete adequate First-Aid Kit
Ground Cloths
Shovel
Tent
Tent Pegs
Tent Poles
U. S. and Pathfinder Flags

Personal Items

Bible
Canteen Cup
Dirty Clothes Bag
Extra Batteries and Bulbs
Flashlight
Fork
Gloves
Ground Cloth
Hat/Cap

Insect Repellent

Mess Kit
Notebook
Pack or Duffle Bag
Pajama or night wear
Pathfinder Dress Uniform
Pencil
Pillow (foam or air)
Rain Parka
Sabbath School Lesson
Shoes
Sleeping Bag
Soap
Socks
Spoon
Toothbrush
Toothpaste
Towel
Underwear
Warm Jacket
Washcloth
Whistle