



AWARDS & HONOURS CREATION GUIDELINE



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1.0 PHILOSOPHY OF THE PATHFINDER AND ADVENTURER HONOURS AND AWARDS

- Honours and awards should be designed as an introductory course of study on a new subject. Subjects should have a practical value.
- Honours and awards should be holistic and enhance the Christian lifestyle; they should promote the social, emotional, physical, and spiritual aspects of life.
- Honours and awards should direct people to a deeper love for the Creator Jesus Christ, by promoting a committed life of service to Him and their community.
- Honours and awards should aid participants “increase in wisdom and stature and in favour with God and man”.
- Honours and awards should be designed to a high standard of excellence, by clearly stating all requirements and tasks to be accomplished. Fulfilling the requirements should be interesting and fun, whilst simultaneously instilling a sense of achievement.
- Honours and awards should provide a person with an appealing way to learn about their surroundings or widen their exposure to new horizons of adventure. Such study topics might include learning about hobbies, a special interest or introduce a new vocation. Still, subjects should be avoided that can only be studied by a small group of people in a single locality.
- Honours and awards should be versatile and appropriate for group, family, or individual study. Ideally, they should not take more than three months to complete.
- Honours and awards should work in harmony with basic Biblical values, as they are a church-sponsored programme. Therefore, studies would normally avoid requirements calling for the destruction of plant or animal life, as well as types of armed or unarmed defence.

1.1 Advanced Honours and Awards

It is possible to write advanced levels for every honour and award (for those seeking even greater challenges). When these requirements are achieved, a silver star will be pinned to existing patches (which reduces manufacturing costs)

2.0 SCOPE

This is the defined area of knowledge under discovery. The scope should introduce Pathfinders and Adventurers to developmentally appropriate topics of lasting value and breadth. It must be consistent with the fundamental beliefs of the Seventh-day Adventist Church, as well as local, state and/or national expectations.

The primary goals are to:

- Create a balance of theory and hands on experience
- Determine teaching time frames
- Avoid repetition (with pre-existing honour/award requirements)
- Promote different learning styles
- Consider a broad base of life experiences
- Provide skills and experiences of long-term value
- Consider urban, suburban, and rural locations
- Consider a variety of cultural environments
- Encourage environmentally friendly ideals
- Never promote violence
- Consider and adapt to any special educational needs and disabilities (SEND)

3.0 PREREQUISITES TO HONOUR/AWARD DEVELOPMENTS

- Build a Philosophy Statement
- Have a List of Objectives
- Produce a Statement of Value

The list above is one of the most essential parts of any honour/award application.

3.1 Philosophy Statement

The purpose of this statement is to identify the field of study and explain how requirements will be fulfilled. Remember it is important to consider different learning styles.

3.2 Objectives

This list states what participants will ultimately learn, and be able to demonstrate upon completion of the honour/award. The list can be built by using the 'L-K-N CHART' (**See Appendix A**)

3.3 Statement of Value

The statement should essentially answer the following questions:

- Why should this honour/award proposal be approved?
- How is this honour/award going to make a difference to the Pathfinder and Adventurer ministry (and encourage young people to spend time in meaningful activities)?

Furthermore, consider how this honour/award proposal:

- Upholds the standards of the Seventh-day Adventist Church
- Promote physical, mental, and spiritual experiences
- Help young people love Jesus and become more involved in church ministries
- Help young people learn new skills and discover different fields of interest
- Provide new unique opportunities
- Change how young people interact with their world
- Develop mentoring relationships between young people and adults
- Cover new territory not already addressed by other Honours and Awards
- Accommodate all learning styles and limitations
- Protect the natural environment (e.g., ask for photos or drawings, rather than collections)
- Avoid conflicts with school or work schedules (e.g., a four-day campout could be done in two weekends)
- Maintain a safe and supervised environment that complies with legal requirements
- Cover the category the honour/award applies to (e.g., nature, recreation or vocational)
- Challenge the appropriate skill level
- Build on the fundamental beliefs that support it
- Creates the possibility of a Master Award inclusion

4.0 ESSENTIAL ELEMENTS FOR HONOUR/AWARD REQUIREMENTS

4.1 Theoretical Knowledge

Should include:

- Definitions - relevant vocabulary
- Uses – how the honour/award could be used
- Safety – where relevant
- Historical background

Theoretical aspects of an honour/award should not take up more than 30% of requirements. Varied instruction methods, such as the use of visual aids and technology, is encouraged.

4.2 Engagement and Instructions – Hands on Activities

Do the instructions and hands-on activities for the honour/award:

- Consider the level the honour/award is pitched at
- Ensure all learning styles are met, to enable effective learning
- Maintain the attention span of each learner
- Promote critical thinking skills, by devising teaching strategies to tap into their knowledge on the subject area
- Include the use of independent learning activities
- Encourage group discussions/interaction, experiments, team building activities etc.
- Create opportunities for outdoor activities
- Promote 'hands on learning' e.g., through experimentation, designing, collating, through art and design
- Ensure that SMART goals are met (i.e., is the honour/award Specific, Measurable, Achievable, Realistic and Time bound?)
- Guarantee that the needs of the target audience are served, across every social stratum

4.3 Spiritual Application

Honours and awards ought to draw on biblical verses to aid with spiritual development, promote outreach and spiritual community growth.

4.4 Assessment and Delivery

Each Pathfinder and Adventurer should be given the opportunity to choose their preferred method of learning, whether it be:

- Visual
- Practical
- Testing
- Audio
- Written

Therefore, to fulfil the honour/ award, the instructions should allow candidates to complete with any of the above learning methods. If possible, requirements should be developed on two levels of study:

- Basic (for Pathfinders ages 10-15 and for Adventurers 4-9)
- Advanced (for Pathfinders only ages 16 and above)

Completing the basic honour/ award must be a pre-requisite for earning the advanced honour on a given subject.

Requirements should:

- Outline learning objectives i.e., what do you want the participants to know upon the completion of the honour/award.
- Clearly state, in simple terminology, what exactly will be accomplished. Therefore, ambiguous words or phrases (such as, 'explain briefly' or 'demonstrate ability') **should be avoided**.
- Be achievable in a group setting.
- Allow Pathfinder and Adventurers to complete them in less than three months. However, some Honours and awards (e.g., in the outdoor industry category) may need more time.

5.0 SEQUENCE

The Sequence is the order in which the objectives of the honours/awards are taught. AY Honours should follow a sequence to allow for quality learning and the best use of time.

- History (where applicable)
- Theory
- Practical
- Spiritual Aspects
- Summary

6.0 PILOTING YOUR HONOURS AND AWARDS

After considerable preparations, writing honour/award requirements and answers, is vital to pilot (practise) the effectiveness of the honour/award. Ensure that feedback is gathered from counsellors, but especially participating learners. Surveys can be generated online (using [surveymonkey.com](https://www.surveymonkey.com) or Google Forms for example). Include a summary of results when submitting applications too (results can be screen shots, photos, interview quotes, PDFs etc).

Evaluation questions can cover History:

- Was the information provided adequate/appropriate?
- Did you learn something new about the origins of the subject?

Theory:

- Did you get enough theory on the subject?
- How did this honour/award fill a learning void?
- How is this honour/award covering new territory?
- How did this honour/award provide learning experiences, for those with different learning styles?
- What amount of knowledge did individuals already possess?

Practical:

- Did it encourage group activity?
- Did you enjoy the practical elements of the honour/award?
- Were the practical parts of the honour/award engaging?
- Was it safe?
- Are the materials easily accessible?

- Was it possible to complete this honour/award individually?
- Did it provide new exceptional opportunities?
- Did you spend time participating in meaningful activities?

Spiritual Aspects:

- Did this honour/award uphold the standards of the Seventh-day Adventist Church?
- Did it fit the Pathfinder and Adventurer philosophy?
- Did the honour/award help young people love Jesus, and become more involved in community services?
- Did it change how learners interacted with their world?
- Did it develop mentorship opportunities?
- How did this honour/award bring Pathfinder and Adventurers closer to Jesus and His church?

General:

- Was it relevant to the target audience (e.g., the age group it was aimed at)?
- Was the honour/award impactful? Did it encourage you to learn more about this topic (later)?
- Did you learn new skills and discover different fields of study?
- Did you learn something new/interesting about the subject?
- Would you want to teach it to others?
- Is this honour/award affordable to complete?
- How much time did it take to complete the full honour/award?
- Did the students achieve the objectives of the honour/award?
- Did learners need to know anything, prior to completing this honour/award?
- Was the honour/award adaptable to those with SEND needs?
- What would you change?

All submissions must include an adaptation summary, explaining the changes made following feedback

6.1 Piloting Methods

- Several clubs (at least three)
- Conference Pathfinder and Adventurer programmes (camporees, curriculum camps, honour/award days etc.)
- Home schools
- Small schools
- Other groups of Pathfinder and Adventurer participants (e.g., youth clubs)

7.0 HONOUR/AWARD SUBMISSION PROCESS

- Candidate Submit Detailed and Piloted Honour/award proposals, with all supporting documentation, to their local Club Director (use the 'Honour/award Creation Checklist' for assistance. **(SEE APPENDIX C)**)
- Club Directors will then submit honour/award proposals to the SEC Honour/award Committee for approval.
- The Honour/award may undergo a series of returns and re-submissions, subject to incomplete information or final tweaks. Honours/awards and awards that are returned to their author, will be accompanied with written explanations for reasons of rejection or need for revision. A copy of this letter will be sent to the Pathfinder and Adventurer Director too.

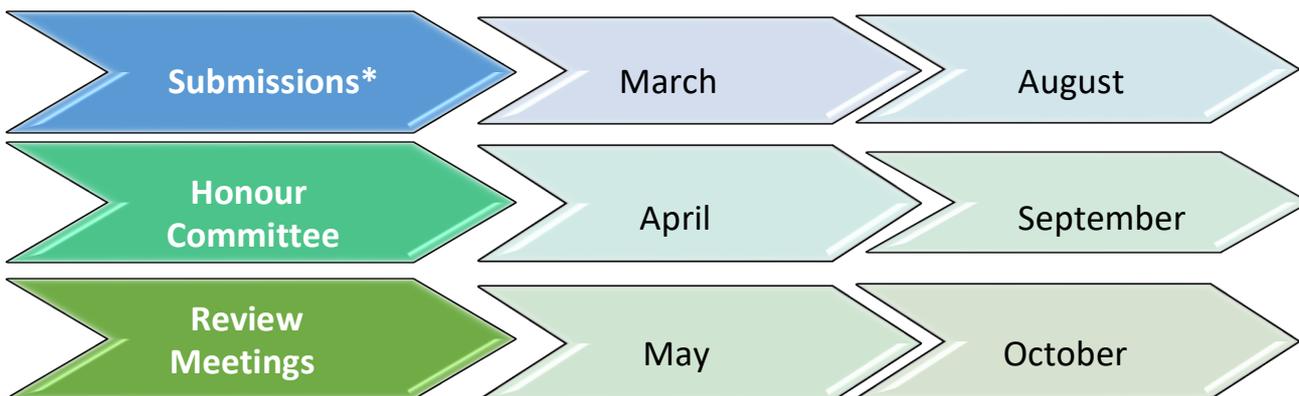
- The honour/award may also be subject to possible returns for re-submission following assessment from the TED Honour and Awards Committee.
- Approved Honours and awards will be submitted to the General Conference Honour/award Committee for final approval and processing
- A letter of recognition and thanks will be sent to the author by the Honour and Award Committee Chairman.

7.1 Supporting Documentation

Ensure that all the documents below are sent to the Club Directors (who will then forward it to the Honour and Award Committee):

- Checklist (See Appendix)
- Philosophy Statement
- Statement of Value (See Sample)
- Teaching Plan (See sample)
- Work Sheets (See sample)
- Answer Sheets (See sample)
- Badge Design (See Appendix C)
- Piloting Results (See sample)
- Copyrighted material or quotes from Copyrighted materials, will not be accepted.

7.2 Timescales



*Level 2 TLTs and PLPs are the main developers of Honours and awards. TLT assessors can assist with the pre-work. The TLT Manual (Teaching Operations) may need to be changed, for new cohorts, to adjust to the changes to new honour/award applications above. The planning committee will decide when TLTs are told of the honour/award submission process (whether at the training weekend or at the end of level 1)

7.3 Approval Committee

- Pr. Clifford Herman, SEC Pathfinder and Adventurer Director (Standing)
- Marcia John, Pathfinder and Adventurer Area 6B Coordinator (Standing)
- Kessia Ducasse, Pathfinder and Adventurer Area 3 Coordinator (Standing)
- Kim Roberts-Waldron, Pathfinder and Adventurer Area 8 Coordinator (Standing)
- MIT/PLP/Associate PAC (Rotating)
- Master TLT (Rotating)
- Committee members will be reviewed

8.0 APPENDICES

8.1 Appendix A

Here each participant will have the opportunity to identify their skill base and the variety of knowledge available.

L-K-N CHART

Factors to consider when creating and developing an honour/award:

- What they ultimately learn
- What amount of knowledge the individuals already possess
- What the individual want to know about the topic

Learn –

What do you want the individual to learn in the process?

Know –

What initial factors does the individual need to know?

Need –

What would the individual need to be aware of?

8.2 Appendix B

(NAD examples) - Below are two Philosophy statements provided to the NAD AY Honours Taskforce in recent years. Your Philosophy Statement can be even better?

8.2.1 Business Philosophy and Purpose (2015)

Several opportunities exist for owning and operating a business of some kind, especially small and micro businesses. It could be easy for one to focus on the financial benefits of such a venture and not pay as much attention to the responsibilities and obligations involved.

This business honour aspires to educate Pathfinders about financial, moral, and ethical issues involved in starting and operating a business. It promotes responsibility, cooperation, service and dedication by encouraging the youth to work together to initiate a business, plan for its success, and execute the plan. The skills taught and practiced can be applied to the business as well as one's personal life.

The honour will focus on four main educational areas:

- Starting and operating a business
- Developing management and leadership skills
- Making profits and investing the money
- Reinforcing the importance of giving back to God and to the community.

The Pathfinders will learn about the basic terms used, and the principles and methods involved in starting, owning, and operating a profitable business. Individually or collectively, they will brainstorm ideas for possible products and/or services. They will select the most feasible for a business that fits their resources and needs, devise a plan and implement it. All the activities will be founded on Christian business principles.

8.2.3 Blacksmithing Philosophy and Purpose (2014)

The purpose of the beginning blacksmithing honour is to expose the student to the art of blacksmithing and allow the student to have a hands-on introduction to working with iron. In completing the honour, the student will develop increased self-confidence, patience and ingenuity. Furthermore, they will have a sense of accomplishment having hand crafted a truly useful item.

Over the last several years a great void has been created between the value of hands-on technical art skills and scientific book knowledge. The honour was developed so that teens can have fun and be exposed to a skill that they can choose to develop further if they would like. It exposes them to an art form that is useful, and a possible career option.

While many modern honours utilise the skills and experiences of kids who are primarily urban or suburban this one is different. Many rural participants will find the skills very easy, while some suburban ones will find it a rather different experience than they are used to. This honour can be earned by a variety of learners and is especially appealing to those Pathfinders with learning difficulties such as dyslexia and Asperger's.

“God desires His workers to look to him as they give of all they possess, to remember that all they have and are comes from Him who is wonderful in counsel and excellent in working. The delicate touch of the physician's hand, his power over nerve and muscle, his knowledge of the delicate organism of the body, are the wisdom of divine power, to be used on behalf of suffering humanity. The skill with which the carpenter uses the hammer, the strength with which the blacksmith makes the anvil ring, come from God. He has entrusted with the talents, and He desires them to look to Him for counsel. Thus they may use His gifts with unerring aptitude, testifying that they are workers together with God” R&H April 9, 1901.

8.3 Appendix C

8.3.1 Honour/award Creation Outline

	FAQs	
Statement of Value	Why should this honour/award be approved?	
Objective	What would you like participants to achieve?	
Skill Level A general conference term which broadly describes typical, physical, and mental development.	Level 1 (Friends, Companions) Level 2 (Explorers, Rangers) Level 3 (Voyagers, Guides)	
Pre-Requisites	Do Pathfinders/ Adventurers need to do some research prior to competing this honour/award?	
Preparation Time	How much time will this honour/award take for teachers to prepare for?	
Completion Time	How long do you anticipate this honour/award to take to complete?	
Safety and Legal Requirements	Have you completed a risk assessment?	
Physical Requirements	Does this honour/award involve lots of vigorous activity?	
Location	Would be best to complete it indoors or outdoors?	
Materials Required	What needs to be purchased to complete this honour/award?	
Spiritual Application	(What areas of the Bible does this honour/award relate to?)	
Sabbath Appropriateness	Can this honour/award be completed after worship services?	
Links to Curriculum	What unit/requirement does this honour/award relate to?	
Suggested Teaching Method	What have you found to be the best way to teach this honour/award?	
Accessibility (SEND) Provisions	What adaptability/inclusivity measures must be considered?	
Recommended Assessment	What is the best way to measure understanding?	

I have met all SEC deadlines and have been in communication, at each step of the way, with the SEC Honours/Awards Committee.

I have submitted all documentation for my proposal in a digital and editable format (word document, email text, jpeg image for patch). I wish it to be considered by the SEC Honours/awards Committee.

Please complete the table above and include the following items in your application:

- Teaching Resources
- Answer Sheet
- Badge Design
- Piloting Results

8.3.2 Submission - Statement

I have met all deadlines and have been in communication at each step with the SEC AY Honours/awards taskforce leadership.

I have submitted all documentation for my proposal in a digital, editable format (Word document, email text, jpeg image for patch). I wish it to be considered by the SEC Honours/awards Committee.

Acknowledgement:

I have read the AY Honour Development Guidelines & Checklist in its entirety and attest that the proposed SEC AY Honour fulfils the set requirements.

Further, with my printed or signed name, I release all images used in my proposal that I own, to Pathfinder Ministry for use in a variety of print and online media as the SEC deems fit.

_____ (signature/printed name of author)

_____ (Date)

Note: The honour/award’s proposal process is often lengthy. Please see the Standard Operating Policy Guidebook for the SEC Honour/award’s Taskforce, for all the process steps that take place in receiving, reviewing, and potentially accepting and implementing a new AY Honour.

8.3.3 Guidance for developing your Badge Design

- Honour/award token shapes for Pathfinder and Adventurers are to be oval.
- Honour/award shapes for adventurers are to be triangle.
- Submit a suggested sketch for the honour/award.
- Indicate design colours (patch designs should include no more than three colours plus the background colour).
- Use the background colour that is associated with the category as outlined below
- For the banding within the oval / triangle, this can be any of the colours used within the colour scheme of the patch.

Category	Background colour	Example
Arts, crafts & Hobbies	Light Blue	
Health & Science	Purple	
Household Arts	Gold / orange	
Nature Honours and awards	White	
Outdoor Industries	Brown	
Spiritual Growth, Outreach & Heritage Honours and awards	Dark Blue	
Recreation Honours and awards	Dark Green	
Vocational Honours and awards	Red	
Regional Honours and awards	Varies	

Adventurer Award Categories (no colours for Adventurers)

8.3.4 Lesson Plan

A lesson plan is a teacher's daily guide for what students need to learn, how it will be taught, and how learning will be measured. Lesson plans help teachers/ instructors to be more effective in the classroom by providing a detailed outline to follow each class period.

Lesson Plan Template
Instructors Name
Date
Course / Topic
Aim
Lesson Objective – Describe what participants should know or be able to do at the end of the course that they couldn't do before
Assumed Prior Knowledge - Information or context participants may have before course. Does the course require prior knowledge?
Resources / materials needed – Items needed for delivery during and in advance
Structure / Activity – Brief outline and activities that will be utilised
Differentiation – Considerations given for varying learning styles / Addressing all learning needs
Assessment – How will learning be recognised?

8.4 Appendix D - Honour Proposal Example Christian Citizenship

8.4.1 Philosophy Statement

- The main field of study for the Christian Citizenship honour is community service, heritage, and spiritual growth.
- The requirement will be fulfilled by completing several questions and puzzles, as well as several practical elements, all to be documented in an answer booklet.
- The honour covers all four core learning styles.

8.4.2 Statement of Value (*See sample*)

The following honour proposal should:

- Be approved, as it will help Pathfinders, increase their knowledge of past and current events in the United Kingdom around governmental processes.
- Highlight why it is important to be a valued member of society, and what the bible teaches us on the moral obligations of being a Christian.
- Will make a difference to the Seventh-day Adventist Youth Ministry, by encouraging young people to expand their spiritual growth, community spirit and develop a sense of loyalty and respect for God and all His Creations.

8.4.3 Objectives

- To encourage young people to, love Jesus and become more involved in their community and church ministries.
- To support young people better understand governmental processes and thus change how they interact with their world.
- To provide young people with new and unique opportunities, particularly by interviewing a government official.

8.4.4 Theory

- The Christian Citizenship honour was designed to aid Pathfinders better understand the officialities of their country, the use of flags, the rationale behind the national anthem, the process of acquiring citizenship, and how laws are established.
- More broadly, it also delves into the rights and responsibilities of citizens and what they can do to better assist their country and church.
- It should be an opportunity to learn about important officials (past and present), besides some history of the country too.
- Ultimately, it is an introductory course of study designed to teach Pathfinders about the country they reside in, as well as how to be like Jesus (i.e. helpful, compassionate and faithful).
- The requirements are as follows:
 - Describe the national, state or provincial, AY, Pathfinder and Christian flags.
 - Know how to display the national flag with two other flags under the following events:

- Campout / camporee
 - Pathfinder Day Programme
 - Parade
- Demonstrate how to fold and salute your national flag. Mention when and how it should be displayed.
 - Explain the meaning and reason for the National Anthem and recite the words from memory.
 - Give the rights and responsibilities of a citizen of your country.
 - Have an interview with a local, regional or national official of your country and learn about his duties.
 - Write a one-page essay or give a two-minute oral report about a famous person in your country. Mention what he/she has done to gain recognition.
 - Do **one** of the following:
 - Make a list of ten famous quotations from leaders of your country.
 - Make a list of ten famous historic places in your country.
 - Make a list of ten famous historic events in your country.
 - Describe what you can do as a citizen to help your church and country.
 - Go through the steps of an individual acquiring citizenship in the country and learn how this is done.
 - Know how to explain the process of government in your country.
 - Explain the meaning of the statement Jesus made in, **Matthew 22:21: “Render therefore unto Caesar the things which are Caesar’s; and unto God the things that are God’s.”**
 - Explain why laws are established in your country.
- All requirements and tasks to be accomplished (including a proposed answer booklet and teaching plan) can be found here:



Christian
Citizenship Question



PF VOYTP -
Christian Citizenship

- The honour can be completed in one club meeting, but may be best to cover in two. It should not conflict with school or work schedules.
- The honour was designed for all pathfinders, but ideally it would be best for those a little older (from Rangers onwards), as it may require a significant amount of research and writing ability. However, it covers all four core learning styles: reading and writing (all questions), visual (questions 1,2 and 10 particularly), auditory (questions 3 and 6) and kinaesthetic (especially question 2).
- The honour would be best completed as part of a group, to better share (and thus gain) ideas. Questions 1, 5 and 11 will require Pathfinders to have problem solving skills, which would be made easier if they are part of a team. Still, the honour should aid Pathfinders develop their independent critical thinking and problem-solving skills too, by enabling them to think about the process of government, volunteering and developing their spirituality to name a few. Pathfinders will be encouraged to communicate and share their views, as they discuss how they can be of better help in their communities, and learn more about the role of a government official.
- They should also develop their public speaking skills too, when they give an oral presentation.
- A question booklet was produced for ease, and to accommodate to all learning styles, as it orders the honour into more manageable pieces of work. Pathfinders will be encouraged to fill it out completely; this will be the main form of marking their work.

- Note, the answers to the Christian Citizenship honour are dependent on the country in which one lives.
- The honour should fall under the ‘Spiritual Growth, Outreach and Heritage’ category.

8.4.5 Practical Value

- Pathfinders will learn more about the country they reside in, including its history, responsibilities and governmental processes.
- The honour encourages Pathfinders to learn more about their surroundings, including sites of historical importance. To make the experience even more practical, they could visit some of these sites, in both urban and rural locations. However, this should be done under supervision and with the necessary risk assessment and safety checks.
- Still, participants will be encouraged to engage and research with one another in class. They will complete practical activities together e.g., folding flags, reciting the national anthem and completing quizzes (on paper and online).
- Pathfinders will also develop their interview and note taking skills, when they do their interview. It would be even more fun to invite a more prominent person to talk with them, and thus provide an opportunity for even more creativity, as the children could develop their own spontaneous questions as discussions flow. The interview can be accomplished during a club meeting, and multiple Pathfinders can ask questions. A visit by an official would be a very good reason to have everyone in full dress uniform.
- Pathfinders could also be creative as they present their oral report; it would be an excellent opportunity to present at worship during the opening exercises of a regular club meeting or even in a church service.
- Upon the completion of the honour, Pathfinders should develop their sense of hard work, dedication and accomplishment. They could also be encouraged to sign up to help at events and volunteering opportunities in their local community and in church (which would have wider benefits such as to put on university or job applications as extracurricular activities).
- It would prepare them a little for the future, as it would open their eyes to adulthood i.e. what it means to participate in public meetings, stay informed about the issues of the day, vote if eligible, and pay taxes.

8.4.6 Spiritual Aspects

- The Christian Citizenship honour works in harmony with basic Biblical values by promoting the social, emotional, physical, and spiritual aspects of life. The honour promotes, group Bible study, a reflection on Adventist beliefs and values and spending time with those who can inspire us to be beacons in our communities.
- The honour will direct Pathfinders to a deeper understanding of Biblical truths and the standards of the Seventh-day Adventist Church by focusing on **“Matthew 22:21”**. The verse teaches that governmental authority is to be respected (as long as it is not in conflict with the moral obligations of Christianity). Also, government serves a holy purpose by preserving order, promoting the wellbeing of its citizens and protecting their safety. If Pathfinders mention corruption found in today’s world, they can be encouraged to research other historical governments and their forms of justice too.
- In terms of church it means: attending services regularly, monetary support with tithes and offering, showing up for business meetings and volunteering their services and skills. Pathfinders can be encouraged to speak with the pastor, an elder, deacon, or deaconess. It should inspire

them to find their church ministry, and hence fulfil the need to “increase in wisdom and stature and in favour with God and man”.

8.4.7 Piloting

- Feedback from the test was positive. The children were engaged, as shown in the photos below. Although, the children did find the honour long, it was made easier by completing the activities and question booklet (which broke down the tasks into manageable chunks).
- The children felt that they learnt something new about the history of the United Kingdom (including their county) and the government, that they could take with them as they matured and gained more knowledge and experiences. They were also surprised at the complexities of the immigration system and had fun completing a practise ‘Life in the UK’ test (which was harder than they first thought).
- The children would recommend this honour to others, and felt confident they could even teach it themselves.



8.4.8 Summary

- The Christian Citizenship honour will be interesting and fun, whilst simultaneously instilling a sense of achievement. The requirements are a balance of theory and hands on experience (via physical, mental, and spiritual exercises), that should not take too long to complete. The requirements also promote both teamwork and independent study.
- Feedback from the pilot was positive.

-
- Checklist (See sample below)
 - Teaching Plan (See sample attached)
 - Work Sheets (See sample) attached)
 - Answer Sheets (See sample attached)
 - Badge Design (See appendix)
 - Piloting Results (See sample attached)

8.5 Appendix E – Honour/award Creation Outline Checklist

	FQAs	
Statement of Value		The following honour proposal should be approved, as it will significantly increase a Pathfinder's knowledge of the country they reside in (<i>including its governmental practises and history</i>), show why it is important to be a valued member of society and what the Bible teaches on the moral obligations of being a Christian.
Objective	What would you like the participants to achieve?	To encourage young people to love Jesus and become more involved in their community and church ministries.
Skill Level A general conference term which broadly describes typical, physical, and mental development.	Level 1 (Friends/Companions) Level 2 (Explorers/Rangers) Level 3 (Voyagers/Guides)	Ideally, Rangers and above.
Pre-Requisites	Are Pathfinders required to do some research prior to completing honour/award?	No
Preparation Time	How much preparation time will teachers need to prepare for this honour/award?	Approx. 2hrs
Completion Time	What is the anticipated timescale to complete this honour/award?	Approx. 2.5 - 3hrs
Safety and Legal Requirements	Have you completed a risk assessment?	If it is decided that visits will be made to historical sites, legal supervision levels, necessary risk assessment, and safety checks must be completed. Guest visitors must be DBS checked.
Physical Requirements	Does honour/award involve lots of vigorous activity?	No
Location	Would it be best to complete it indoors or outdoors?	It can be completed in church or on a local historical site.
Materials Required	What needs to be purchased to complete this honour/award?	Work booklets/worksheets Pens Camera (optional)
Spiritual Application	(What areas of the Bible does this honour/award relate to?)	Primarily, (<i>Matthew 22:21</i>)
Sabbath Appropriateness	Can honour/award be completed after worship services?	Yes
Links to Curriculum	What unit/requirement does this honour/award relate to?	Spiritual Discovery and/or Serving Others
Suggested Teaching Method	What have you found to be the best way to teach this honour/award?	Face-to-face as part of a presentation, with additional group activities and guest speakers. A computer will be required.
Accessibility (SEND) Provisions	What adaptability/inclusivity measures must be considered?	Question booklet Online activities Interview
Recommended Assessment	What is the best way to measure understanding?	Completed booklet.

I have met all SEC deadlines and have been in communication, at each step of the way, with the SEC Honour/award's Committee.

I have submitted all documentation for my proposal in a digital and editable format (word document, email text, jpeg image for patch).

I wish it to be considered by the SEC Honour/award's Committee

Please complete the table above, and include the following items in your application:

- Teaching Resources
- Answer Sheet
- Badge Design
- Piloting Results

