



Investiture Achievement Levels

Years ago, when your fathers and mothers were boys and girls, there came a call through the Spirit of Prophecy to organize all the young people into an army that should help finish the task of carrying the Advent message to all the world in this generation. It was in response to these and other similar messages that the Adventist Youth Society came to be formed. And so the years have passed and the boys and girls of all lands have met and prayed and studied and gone out from their meetings to work. A great work has been accomplished, and the one-time small band has grown to number many thousands and to stretch round the world.

But how did there come to be *Investiture Achievement Levels*? As our boys and girls met and worked and became interested in the AY/AJY activities, leaders felt the need of providing additional ways of helping them in their preparation for efficient service and the development of strong Christian character, that they might better know how to pioneer for God when He needs them. During the earnest study given to the question many pointed and helpful suggestions were found in the writings of the Spirit of Prophecy, and a few of these are quoted here for your inspiration and encouragement:

“The children are to be trained to become missionaries; they must be helped to understand distinctly what they must do to be saved.”

—COUNSELS TO PARENTS TEACHERS AND STUDENTS, p. 168.

And the best preparation “is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.”

—EDUCATION, p. 13.

“Children are to be instructed in the special truths for this time and in practical missionary work. They are to enlist in the army of workers to help the sick and the suffering. Children can take part in the medical missionary work and by their jots and tittles can help to carry it forward. Their investments may be small, but every little bit helps, and by their efforts many souls will be won to the truth. By them God’s message will be made known, and His saving health to all nations.”

—COUNSELS TO PARENTS, TEACHERS, AND STUDENTS, pp. 176-177.

“While the Bible should hold the first place in the education of children and youth, the book of nature is next in importance...In itself the beauty of nature leads the soul away from sin and worldly attractions and toward purity, peace, and God. For this reason the cultivation of the soil is good work for children and youth. It brings them into direct contact with nature and nature’s God.”

—COUNSELS TO PARENTS, TEACHERS, AND STUDENTS, pp. 185, 186.

“As a rule, the exercise most beneficial to the youth will be found in useful employment. The little child finds both diversion and development in play; and his sports should be such as to promote not only physical, but

Apply your heart to instruction and your ears to words of knowledge.

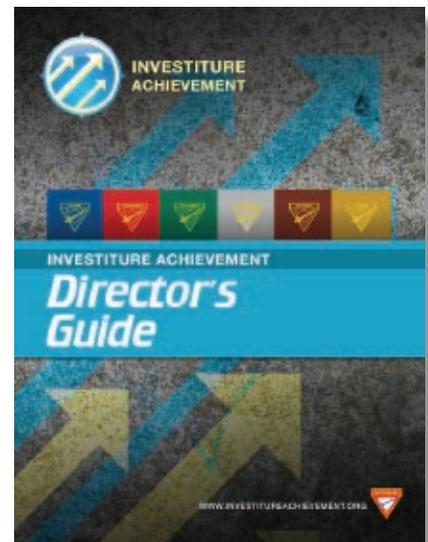
—PROVERBS 23:12 NIV

Don’t be afraid to expect great things from your Pathfinders.

Don’t let them off easy.

—BOB HOLBROOK,

WORLD PATHFINDER DIRECTOR



New IA materials

Visit investitureachievement.com for all the latest info on the new Pathfinder curriculum.

To download the *Director's Guide*, go to: http://www.investitureachievement.com/site/1/docs/IA_DirectorsGuide_web.pdf

IA Class organization

There are six classes. To complete a class you must fulfill about 70% of the requirements. If you complete 100% you are invested in the standard class as well as its advanced counterpart.

Friend (Trail Friend)
Companion (Trail Companion)
Explorer (Wilderness Explorer)
Ranger (Wilderness Ranger)
Voyager (Frontier Voyager)
Guide (Frontier Guide)

Each class has 8 tracks. In some tracks, all items are required. In others the Pathfinder may choose between some of the requirements. See page 7 for details.

mental and spiritual growth. As he gains strength and intelligence, the best recreation will be found in some line of effort that is useful. That which trains the hand to helpfulness, and teaches the young to bear their share of life's burdens, is most effective in promoting the growth of mind and character...

"It is essential for every youth to have a thorough acquaintance with everyday duties. If need be, a young woman can dispense with a knowledge of French and algebra, or even of the piano; but it is indispensable that she learn to make good bread, to fashion neatly fitting garments, and to perform efficiently the many duties that pertain to homemaking...

"Since both men and women have a part in homemaking, boys as well as girls should gain a knowledge of household duties. To make a bed and put a room in order, to wash dishes, to prepare a meal, to wash and prepare his own clothing, is a training that need not make any boy less manly; it will make him happier and more useful. And if girls, in turn, could learn to harness and drive a horse, and to use the saw and the hammer, as well as the rake and the hoe, they would be better fitted to meet the emergencies of life."

—EDUCATION, PP. 215-217.

It was from the study of these and other similar messages that the *Investiture Achievement Levels* were developed, and all the requirements for these classes are based on this instruction. They include, therefore, Bible and nature study, the learning of useful and helpful things to do about the home, out-of-door activities, first aid, and personal and home hygiene. All of which are to help the boys and girls find true happiness in missionary service.

IA track objectives (intent)

Personal Growth

Developing an awareness of personal worth and accomplishment is very important to the development of a well-adjusted, happy Christian young person.

A personal relationship with Jesus is basic to Christianity and essential to salvation in the spiritual development of the young person.

As a result of this learning experience, I want my participants to:

- Know Jesus as their personal Savior of the Christian way of life. That Jesus is relevant in all facets of living.
- Feel the joy of a faith relationship and be comfortable in sharing it.
- Respond by accepting Jesus Christ as a personal Savior; by developing personal devotional habits; and by becoming involved in the church and its mission.

Spiritual discovery

Recognizing the leading of Jesus and the Holy Spirit in the lives of Biblical characters introduces our youth to the reality of the presence of Jesus and the Holy Spirit in their own lives.

This will, to a great degree, determine the depth of spiritual commitment in their lives.

Young people need to become familiar with the structure of the Bible, appreciate its relevance, and apply its principles.

As a result of this learning experience, I want my participants to:

- Know how to discover God's will for their lives through the study of the Bible; how to find chapters and verses; how to understand Bible maps; and that the Bible is a guide for life.
- Feel comfortable and competent in using the Bible as a source of spiritual guidance.
- Respond by believing it, using it, and sharing it.

Serving others

As a young person begins to recognize and focus on the needs of others, the thoughts that are naturally self centered diminish and service begins to widen in scope, eventually embracing the complete family of God.

God wants young people to be helpful and to witness for Him.

As a result of this learning experience, I want my participants to:

- Know that all are called to serve, and that they should

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- know their spiritual gifts and how to use them.
 - Feel a love for others, and a desire to respond to God's call to service and witness.
 - Respond by using their spiritual gifts, by developing witnessing skills; and by encouraging their friends to serve and witness.

Making friends

Youth are social creatures that readily respond to peer pressure. Developing good Christian friendships encourages spiritual and social growth patterns that are positive in nature and eternal in scope.

We should appreciate the peoples and cultures which make up our nation.

As a result of this learning experience, I want my participants to:

- Know the symbols of their national heritage.
- Feel patriotism for their nation and responsibility to uphold law and order.
- Respond by demonstrating respect for national symbols and government.

Health and fitness

Healthy bodies enable youth to develop healthy minds. The mind and body are so totally intertwined that each determines, to a great extent, the effectiveness and worth of the other.

Good health and physical fitness is an integral part of practical religion.

As a result of this learning experience, I want my participants to:

- Know God has given them principles for the maintenance of good health; and the practice of these principles brings health and happiness.
- Feel thankful for God's plan of health and physical fitness.
- Respond by choosing a healthy lifestyle; by following the principles of hygiene and good nutrition; and a reasonable program of physical fitness.

Nature study

God speaks to the youth, as a whole, through nature more effectively than through any other medium. In nature, the character and love of God are displayed more graphically than in any other medium or method. The heart of the youth, removed from all that is artificial, will naturally reach out to God when He is displayed in this manner.

God's character is revealed in nature.

As a result of this learning experience, I want my participants to:

- Know that Nature teaches them about God and Christian living; that sin has spoiled beauty, but God promises to restore it.
- Feel the exhilaration of being part of the natural world, and appreciate for God's gifts in nature.
- Respond by learning to observe nature; by taking an interest in animate and inanimate things; by being kind to living creatures; and by taking care of their environment.

Outdoor activities

As our youth learn to overcome physical problems in the out-of-doors, they will transfer the successes gained and the lessons learned here to other problems they face, regardless of the source. The self-image will improve and the effectiveness will increase by an observable degree.

Leisure-time activities are guided by Christian standards.

As a result of this learning experience, I want my participants to:

- Know that recreation is part of God's plan and young people should know the Biblical principles that affect their choice of activities.
- Feel happy in the knowledge that God can bless their recreational activities.
- Respond by choosing suitable recreational activities in harmony with Biblical principles.

Honor enrichment

Growth at each stage of development is an essential experience for the youth in personal development. Public acknowledgment of this growth increases the awareness of personal growth and value in the youth. The honor program partially supplies this need.

Developing life skills prepares young people to meet a variety of situations and encourages resourcefulness.

As a result of this learning experience, I want my participants to:

- Know basic emergency, survival, and hobby skills.
- Feel the joy of Pathfinding, and the pleasure of acquiring skills.
- Respond by developing and using manual, outdoor, and survival skills; and by earning selected Adventist Youth honors.

In the beginning God created the heavens and the earth....So God created humans in his own image, in the image of God, he created them;...

—GENESIS 1

Creativity

Few of us think of ourselves as creative. It is not the same as being artistic. Creativity is the learned ability to put things together in new and useful combinations.

Getting creative

1. Think of yourself as creative.
2. Get out of the “it worked before” mode
3. Change your setting: fly, go to the park, museum
4. Keep looking for better answers
5. Try a new activity
6. Play devil’s advocate
7. Believe it will come. Pray for it.
8. ACT
9. Evaluate
10. Formalize the Creative Process

No problem can withstand the assault of sustained thinking.

—VOLTAIRE

Points to ponder

Creativity is rearranging the old into the new.

It is a skill and can be learned, but it must be practiced.

Ideas are made more than discovered.

An idea is focused thinking aimed at specific dilemmas, problems, or needs. The sharper the focus, the clearer the ideas.

4 BST: *Investiture Achievement Levels*

Formalized creative process

1. Identify the issue (Director)

Triggers

- P** People (actions)
- R** Resources (needs)
- O** Opportunities (timing)
- B** Bombardment (accumulation)
- L** Low Tide (burn out)
- E** Essence (issues)
- M** Methods (procedures)
- S** Salvation from sin (relationship with Christ)

2. Brainstorm (Explorer)

Rules for brainstorming:

- Group size of 5 to 12
- no idea is a bad idea
- think off the wall
- no criticism allowed
- no evaluation.

3. Clarify (Reorganizer)

4. Rearrange (Artist)

5. Evaluate (Judge)

6. Act (Warrior)

7. Reevaluate (Consultant)

Helpful info from the old AY book

Organize!

There are some basic concepts that you need to understand:

- You need to have a sense of the general framework of the curriculum. The more you understand it, the easier it will be to find overlapping or complimentary activities.
- You need to determine if you are going to teach all the levels or alternating ones, as though you had two school grades in one classroom.
- You need to determine how much of the curriculum you will use and how hard you will push it.
- You need to determine the teaching structure. The number of Pathfinders you have and the number of staff who are willing to teach will be the primary factors.
 - Will you have one coordinator or will each teacher do their own thing?
 - Will you have a teacher for each level, or each track?
 - Will you do class work every meeting, every other meeting?
 - Will you send it as homework? Will you do it as club activity and never even mention “class work?”
 - Will you use *Activity diaries, record cards, record posters,....*
- You need to understand the objectives of each requirement, so that you can feel free to alter the actual requirement to make it more interesting, or to fit a specific situation in which you find yourself.
- You need practice creative teaching.
- You need to schedule the activities ahead, and do your prep work.
- You need to make all the requirements as active as possible.

Concepts and Objectives

Achievement

Young people need to experience successful completion of worthwhile tasks with a sense of purpose.

Objectives: As a result of this learning experience I want my AY/Pathfinders to:

1. Know that the joy of achievement is the fruit of faithful effort.
2. Feel the satisfaction of achievement.
3. Respond by setting high personal goals, and by faithfulness in performance.

Responsibility

Young people should learn to accept and faithfully carry responsibility in accordance with age and experience.

Objectives: As a result of this learning experience I want my AY/Pathfinders to:

1. Know that fulfilling and discharging responsibility is an important part of life, is pleasing to God, and brings us joy.
2. Feel willing to accept responsibility.
3. Respond by faithfully and cheerfully performing their duties.

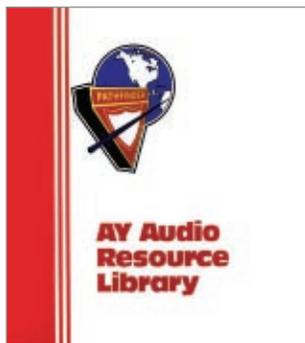
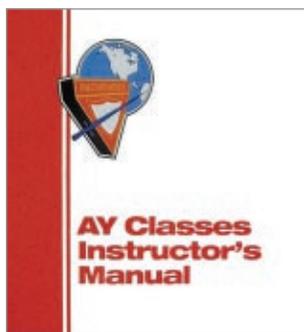
Respect for Authority

Young people need to understand and accept the principle of authority.

Objectives: As a result of this learning experience I want my AY/Pathfinder to:

1. Know that respect for authority is a Biblical principle, that God’s laws come first, and that just rules enhance their happiness.
2. Feel comfortable and secure in accepting and relating to authority.
3. Respond by showing respect for authority; by obeying God, parents, teachers and those in authority.

This information is taken from ldpride.net a web site dedicated to helping foster an understanding of learning disabilities.



A lot of good resource material can be found in the old *AY Classes Instructor's Manual*. This manual is available from AdventSource.org.

The *AY Classwork Audio Resource Library* is also a useful tool in planning your teaching schedule with some modifications for the new curriculum.

What are learning styles?

Learning styles are simply different approaches or ways of learning. There are three basic learning styles:

Visual Learners: learn through seeing...

These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flip charts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

Auditory Learners: learn through listening...

They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

Tactile/Kinesthetic Learners: learn through , moving, doing and touching...

Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

What is Multiple Intelligence?

Conceived by Howard Gardner, Multiple Intelligences are seven different ways to demonstrate intellectual ability.

Visual/Spatial Intelligence

The ability to perceive the visual. These learners tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos, and movies.

Their skills include: puzzle building, reading, writing, understanding charts and graphs, a good sense of direction, sketching, painting, creating visual metaphors and analogies (perhaps through the visual arts), manipulating images, constructing, fixing, designing practical objects, interpreting visual images.

Verbal/Linguistic Intelligence

The ability to use words and language. These learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than pictures.

Their skills include: listening, speaking, writing, story telling, explaining, teaching, using humor, understanding the syntax and meaning of words, remembering information, convincing someone of their point of view, analyzing language usage.

Logical/Mathematical Intelligence

The ability to use reason, logic and numbers. These learners think conceptually in logical and numerical patterns making connections between

pieces of information. Always curious about the world around them, these learners ask lots of questions and like to do experiments.

Their skills include: problem solving, classifying and categorizing information, working with abstract concepts to figure out the relationship of each to the other, handling long chains of reason to make local progressions, doing controlled experiments, questioning and wondering about natural events, performing complex mathematical calculations, working with geometric shapes

Bodily/Kinesthetic Intelligence

The ability to control body movements and handle objects skillfully. These learners express themselves through movement. They have a good sense of balance and eye-hand coordination. (e.g. ball play, balancing beams). Through interacting with the space around them, they are able to remember and process information.

Their skills include: dancing, physical coordination, sports, hands on experimentation, using body language, crafts, acting, miming, using their hands to create or build, expressing emotions through the body

Musical/Rhythmic Intelligence

The ability to produce and appreciate music. These musically inclined learners think in sounds, rhythms and patterns. They immediately respond to music either appreciating or criticizing what they hear. Many of these learners are extremely sensitive to environmental sounds (e.g. crickets, bells, dripping taps).

Their skills include: singing, whistling, playing musical instruments, recognizing tonal patterns, composing music, remembering melodies, understanding the structure and rhythm of music

Interpersonal Intelligence

The ability to relate and understand others. These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They are great organizers, although they sometimes resort to manipulation. Generally they try to maintain peace in group settings and encourage cooperation. They use both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, body language) to open communication channels with others.

Their skills include: seeing things from other perspectives (dual-perspective), listening, using empathy, understanding other people's moods and feelings, counseling, cooperating with groups, noticing people's moods, motivations and intentions, communicating both verbally and non-verbally, building trust, peaceful conflict resolution, establishing positive relations with other people.

Intrapersonal Intelligence

The ability to self-reflect and be aware of one's inner state of being. These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses.

Their Skills include: Recognizing their own strengths and weaknesses, reflecting and analyzing themselves, awareness of their inner feelings, desires and dreams, evaluating their thinking patterns, reasoning with themselves, understanding their role in relationship to others.

AY Curriculum subjects

Personal Growth: Involvement, Commitment, Growth

Spiritual Discovery: Scripture, Church Heritage, Christian Heritage

Serving Others: One to One, Group Witness, Community Outreach

Making Friends: Building Relationships, Christian Lifestyle, Good Citizenship

Health and Fitness: Health Principles, First Aid/Safety, Fitness/Exercise

Youth Organization: Leadership, Club Awareness, Pathfinder Programming

Nature Study: Spiritual Lessons, Nature Appreciation, Nature Honor

Outdoor Living: Outdoor Skills, Outdoor Activity

Honor Enrichment: AY Honors

IA Curriculum subjects

Personal Growth

Spiritual Discovery

Serving Others

Making Friends

Health and Fitness

Nature Study

Outdoor Living

Honor Enrichment

Teaching styles

This information is from library.thinkquest.org. It has been edited for Pathfinder use.

Direct Instruction

The traditional instructor-centered technique is called direct instruction. The instructor provides the Pathfinders with much of the information they need, often through lectures, explanations, examples, and problem-solving. This technique only allows minimal Pathfinder-instructor interaction, and need to be supplemented by review, practice, and group discussions, much like regular school.

It is efficient, especially in quickly providing information to the Pathfinders. It is also an effective way to allow Pathfinders to achieve mastery when learning fundamental facts, rules, formulas, or sequences.

However, direct instruction is not an effective way to teach higher-level thinking, analysis or evaluation. It cannot be used to teach material over a long period of time, or present additional details to Pathfinders who have already mastered the basic concepts. When direct instruction repeats material that has already been covered, it becomes redundant and boring for the Pathfinders. However, repetition helps Pathfinders learn material thoroughly, so the review must become “creative redundancy”. Content needs to be repeated in novel ways to keep the Pathfinders interested.

Indirect Instruction

The indirect approach to teaching presents Pathfinders with instructional stimuli in the form of materials, objects, and events, and requires Pathfinders to go beyond the basic information that they are given to make their own conclusions and generalizations. Indirect instruction allows instructors to engage their Pathfinders in activities which require the Pathfinders to learn independently.

Pathfinders take an active role in their learning by developing ideas, testing their own conclusions, and

discussing their results. This allows Pathfinders to independently discover patterns and relationships in their learning and knowledge. Pathfinders go beyond the basic problems presented to them, allowing them to develop advanced levels of thinking and analysis. Indirect instruction is most effective at teaching a process or method of learning, and allows for a dynamic teaching and learning environment.

Discussion

Discussion involves free, interactive dialogue between instructors and Pathfinders. It is more than just a question-answer period, and requires the instructor to give control to the Pathfinders. The Pathfinders guide the discussion, meaning that it may not always progress in the direction the instructor anticipated.

A successful discussion requires that all Pathfinder responses and ideas be accepted and considered, even those that are immature or have not been thought out. Instructors and Pathfinders need to be open-minded and willing to consider perspectives different from their own.

Cooperative Learning

Cooperative learning is a technique that encourages collaboration, competition, and independence. Instructors encourage independence among the Pathfinders in terms of achieving their learning goals, and interdependence through interaction.

One strength of cooperative learning is its social nature. Pathfinders are encouraged to interact and share with one another, which helps reduce the Pathfinders’ desire to talk or gossip with one another about unrelated topics. With interaction constantly occurring, a cooperative learning session tends to be somewhat noisy, but group management is easier.

Cooperative learning helps Pathfinders develop conceptual reasoning and problem-solving skills. It also helps create a warmer relationship among Pathfinders and a positive attitude towards the subject matter.

Self-Directed Instruction

Pathfinders need to be encouraged to actively participate in their own learning process through self-directed instruction.

Metacognitive strategies—mental processes Pathfinders use to understand and remember information—are often used in self-directed instruction. Pathfinders often model their strategies after those of an instructor who taught by explaining the reasoning involved and then focused the class on applying that reasoning to a variety of problems.

Predicting, questioning, summarizing, and clarifying are four important activities that shift the responsibility of the learning to the Pathfinders.



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