

AY Honor Development Guidelines & Checklist

Creating a new NAD AY Honor proposal is not an “easy Sunday afternoon” activity. It requires a significant amount of time and other resources and must be evaluated at many stages as to whether the proposal is valid for an audience that encompasses the entire North American Division (United States, Canada, St Pierre and Miquelon, Bermuda, Guam, North Mariana Islands, Palau, The Marshall Islands, Wake Island, and the Federated States of Micronesia).

In nearly 100 years of Pathfinder honor development, only about 400 honors have been approved. Thus, reaching that level of excellence is a special “honor.” However, as is evidenced by an honors comparative scarcity, not all fun activities, skills, or lessons are “worthy” to become AY Honors.

If you wish to learn more about the process of AY Honor Development, these guidelines are for you.

Philosophy & Purpose of NAD AY Honors

The philosophy and purpose of NAD AY honors is to:

1. Uphold the standards of the Seventh-day Adventist Church.
2. Promote physical, mental and spiritual experiences.
3. Help young people love Jesus, and become more involved in service.
4. Learn new skills and discover different fields of study.
5. Change how a young person interacts with his/her world.
6. Provide new opportunities not normally experienced.
7. Develop relationships among young people and adults through mentoring.
Spend time participating in meaningful activities.

Scope and Sequence of NAD AY Honors:

1. Scope is the defined area of knowledge that we are discovering. It should cover a defined area of knowledge that introduces Pathfinder-aged young people to a developmentally appropriate topic of lasting value and breadth so as to improve their understanding. This area of knowledge should be consistent with the fundamental beliefs of the Seventh-day Adventist Church and local, state and/or national expectations.

2. The Sequence is the order in which the objectives of the honor are taught. AY Honors should follow a sequence to allow for quality learning and the best use of time. *See Guidelines “Essential Elements” for details.*
3. The primary goal of scope and sequence in AY honors is to:
 - a. Create balance of theory and hands on-experiences.
 - b. Determine teaching timeframes.
 - c. Avoid repetition with pre-existing honor requirements.
 - d. Promote different learning styles and modes (Figure B).
 - e. Consider a broad base of life-experiences.
 - f. Provide skills and experiences with a long-term value.
 - g. Take into account urban, suburban and rural locations as well as a variety of cultural environments.
 - h. Encourage environmentally friendly ideals.
 - i. Never promote violence.

Guidelines to Develop an AY Honor

This checklist should be utilized by any individual, club, or conference who wishes to submit a proposed honor to the North American Division. Proposed Honors received without this checklist may be returned to the submitter without being considered for Honor publication.

This checklist has the purpose to provide:

- Guidance
- Support
- Assessment

AY Honors give the participants the opportunity to investigate different ideas of knowledge and skills. When writing and developing an AY Honor the developer should keep in mind the background **knowledge** participants have, what they **want** to know about the subject and lastly what will they **learn** about the subject (KWL).subject.

Know (what do the participants already know?)

Want (what do the participants want to learn?)

Learn (what will the participants learn by the end of the process?) (see KWL chart in **Appendix A** for sample brainstorm document)

Specific Steps for Honor Proposal

1. Develop Pre-Requisites

We want to maximize the time expended for honors development. Therefore, this process has several steps with “check-ins” to verify quality and the perceived NEED for an honor of the type proposed. The NAD AY Honors taskforce knows how much time is invested in honor development and want to be sure you don’t waste any time!

All honor proposals should be preceded by a:

- a. **Philosophy Statement:** The philosophy should include (one paragraph each):
 - 1) Purpose of the honor and field of study it covers.
 - 2) Brief explanation on how the honor fulfills the Philosophy and Purpose Guidelines.
 - 3) Learning Styles Addressed *See Figure A*

Figure A: Learning Styles:

Physical/Kinesthetic – prefer using body, hands, and sense of touch

Visual – prefer using pictures, images, and activities with structure

Verbal – prefer using words both in speech and writing

Musical/Auditory – prefer sound and music

Logical/Mathematical – prefer using logic, reasoning, and systems

Social – prefer to learn in groups with other people

Solitary – prefer to work alone and use self-study

- b. **List of Objectives:** what do you want the participants to know by the end of the honor (See K-W-L statement & Appendix A).
- c. **Statement of Value:** Why do you feel this proposed honor is “valuable enough” to be included as an AY Honor, what makes it stand out from other proposals or other possible honor topics? *See Appendix B1 & B2*

Note: These must be completed and submitted to the Honors task force early in the proposal process, **PREFERABLY** before written Honor

requirements are even partially developed.

2. Make Contact with NAD Honors Taskforce Chair

The honors taskforce chair will take your developed pre-requisites and submit them to the honors task force that meets via phone in May and September of each year. They will look over the pre-requisite and see whether they feel that you should pursue the proposed honor and give you any guidance they can.

- Contact NAD Chair webmaster@pathfindersonline.org
- Don't know where to start? Our Online tutorials & Appendices to this document are provided as coaching tools.
- We will take the Title, Philosophy Statement, List of Objectives, and Statement of Value to the Honors taskforce via phone conference/email by early October. We will then communicate with you about whether the task force considers this topic valid across the NAD or whether we wish to decline the proposal at this step.

Initial contact is necessary by AUGUST 15 (5-months prior to final projected submission deadline)

3. Written Honor Requirements:

After the above documentation is submitted & you receive the go-ahead (email response will give you a timeline) along with any task force suggestions, You should formally develop your proposed honor requirements. *See the extensive tutorials in the Appendices.*

3. Essential elements for Honor Requirements:

- a. ***Theoretical Knowledge***: it should be presented making use of varied instructions methods. It should not be more than 25-30% of the honor. Creativity through a variety of methods including the use of visual aids and technology is strongly encouraged. Theoretical knowledge should include:
 1. Definitions or characteristics (Specific vocabulary or terms)
 2. Uses
 3. Safety (if applicable)
 4. Historical background (if applicable)

- b. **Engagement and Instruction (Hands-on):** engagement and instruction should promote critical thinking skills, and use both independent and group learning activities. It should be done in a way that will encompass as many learning styles as possible. It should demonstrate through the requirements an awareness/answer to the following questions:
1. How are you going to spark the interest of the participants?
 2. How are you going to tap their prior knowledge?
 3. How are learning styles used? How can all learning style benefit from the honor?
 4. Where are explicit teaching strategies being used? Examples may include but are not limited to: group discussion, games, group activities, field trips, experiments, team building activities, etc.
 - a. Requirements involving hands-on experiences often begin “visit,” “make,” “design,” “experiment,” “draw,” or “collect.”
 - b. Providing options for honor completion are essential to these requirements
 5. Can any/some/all of the following audiences logically meet it: urban, suburban, rural, affluent, non-affluent, multi-racial, specific racial group.
 6. Does the honor follow environmental and non-combative principles?
- c. **Spiritual Application:** Most honor proposals should have an application that will draw participants to reflect how it will assist them in spiritual growth and sharing the Gospel with others. Critical thinking of Biblical passages is preferred. Some honor proposals (often Arts, Crafts, and Hobbies) do not lend themselves naturally to spiritual application, yet care should still be given to ways the honor could be used to benefit spiritual community and growth. Remember, Pathfinders is a spiritual community before it is ANYTHING else!
- d. **Other Information**
1. Category it applies to (background patch color)
 - a. Arts, Crafts, & Hobbies (light blue)

- b. Health & Science (purple)
 - c. Household Arts (orange)
 - d. Nature (white)
 - e. Outdoor Industries (brown)
 - f. Spiritual Growth, Outreach, and Heritage (dark blue)
 - g. Recreation (dark green)
 - h. Vocation (red)
2. Level it belongs to
 - a. Skill 1: Grades 5-6 (or can be done within a few hours or class periods)
 - b. Skill 2: Grades 7-8 (requires an at-home or multi-experience project or equivalent)
 - c. Skill 3: High School
 3. Indicates whether safety or topic matter is specific to an “Instructor Required” situation.
- e. **Assessment:** to determine if a participant has learned the concept assessment methods should be tailored to different learning styles. Examples of assessments can be: visual presentations, projects, art, poetry, timelines, social media initiatives, exams, etc. Creativity is strongly encouraged. Pen-to-paper “testing” is discouraged in most instances.

4. Supporting Documentation

Provide each of the following documents/images and have them uploaded/emailed to the coach or honors taskforce committee chair as instructed by the coach, secretary, or chair.

- f. **Answer Key** – an answer key must be developed for all requirements. This may be done once the Coach has helped you reach a realistic pilotable draft.
1. Author use own vocabulary and explanations rather than quoting from copyrighted sources.
 2. Author supplies supporting diagrams / images / pictures from non-copyrighted sources (own camera, creative commons). Author releases all photos for use on Pathfinder media.

- 3. Answers demonstrate an understanding from multiple points of views or potential life experiences. (ex. Varieties of animals from around the NAD if created a Nature honor for specific species)
- g. **Honor Patch design proposal** even if it is simply a sketch, it helps the task force envision the honor.
- h. **Summary of piloting** is an overview of assessment results as piloted within your conference. *See Appendix D: Piloting*
- i. **Letter of support from Conference Pathfinder leadership** *Sample letter Appendix F*
- j. **Email Addresses** for each person, both author(s) and conference Pathfinder/Youth leadership whom wish to receive a copy of the letter noting whether the proposal was passed, tabled, or rejected.

5. Submission:

I have met all deadlines and been in communication at each step with the NAD AY Honors taskforce leadership. I have submitted ALL documentation for my proposal in a digital, editable format (Word document, email text, jpg image for patch) by January 15 of the year I wish it considered by the NAD Honors taskforce.

Acknowledgement:

I have read the *AY Honor Development Guidelines & Checklist* in its entirety and attest that the proposed NAD AY Honor fulfills 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 NAD deems fit.

_____ (signature/printed name of author)

_____ (Date)

Note: The honors proposal process is often lengthy. Please see the Standard Operating Policy Guidebook for the NAD Honors Taskforce (http://www.pathfindersonline.org/pdf/Honors_Com_SOP2013.pdf) for all the process steps that take place in receiving, reviewing, and potentially accepting and implementing a new AY Honor.

Honor Proposal Checklist:

The following Checklist must have all portions completed in order for an honor proposal to be considered.

Please read the entire document for explanations of checklist requirements.

<input checked="" type="checkbox"/>	<u>Step 1: Pre-Req Checkoff:</u>
	Philosophy Statement
	List of Objectives
	Statement of Value
	<u>Step 2: Contact NAD Chair Checkoff: DEADLINE AUGUST 15</u>
	NAD Honors Chair contacted - what is your proposal IDEA?
	Submit the Philosophy Statement / Objectives / Statement of Value via email - webmaster@pathfindersonline.org
	<u>Step 3: Written Requirements Check-off DEADLINE JANUARY 15</u>
	Theoretical knowledge requirements
	Engagement and instruction requirements
	Spiritual application requirements (as possible)
	Other Information: Skill level - _____
	<u>Step 4: Supporting Documentation Check-off DEADLINE JANUARY 15</u>
	Answer key
	Patch design
	Summary of piloting
	Letter of recommendation from conference administration
	<u>Step 5: Submission</u>
	Signed or typed name of submitter

Appendix A: K-W-L for AY Honor Development

Know (what do the participants already need to know?)	Want (what do the participants want to learn?)	Learn (what will the participants learn by the end of the process?)

Appendix B: Building a Philosophy Statement, List of Objectives, and Statement of Value

These statements are the most essential part of the Honors submission and should be submitted to the coach with the very first round of proposal documents.

What should your Philosophy Statement have in it?

- Purpose of the honor and field of study it covers (detailed in the List of Objectives).
- Brief explanation on how the honor fulfills the Philosophy and Purpose (See Guidelines document)
- Learning Styles Addressed

What should your List of Objectives have in it?

This list can be built by using Appendix A “K-W-L Chart. In this list you state what the participants will know and be able to demonstrate by the time they have earned the honor. The “K” lists what the Pathfinder should already know or be aware of before beginning the honor (if applicable).

What should your Statement of Value entail?

- Essentially, this is where you answer the question: “Why your honor proposal should be approved! How is your proposal going to make a difference for Pathfinder ministry?”
- Guiding Philosophy questions (not all may apply): How does this honor proposal...
 - 1) Uphold the standards of the Seventh-day Adventist Church.
 - 2) Promote physical, mental and spiritual experiences.
 - 3) Help young people love Jesus, and become more involved in service.
 - 4) Learn new skills and discover different fields of study.
 - 5) Change how a young person interacts with his/her world.
 - 6) Provide new opportunities not normally experienced.
 - 7) Develop relationships among young people and adults through mentoring.
 - 8) Spend time participating in meaningful activities.
- Guiding Scope & Sequence questions:
 - 9) How is this honor covering valuable territory not already addressed by other honors?
 - 10) How does this honor fill a learning void?
 - 11) How does this honor bring Pathfinders closer to Jesus and His church?
 - 12) How does this honor supply learning experiences for all learning styles?

Also Included:

- Category it applies to. (Nature, Arts, Crafts and Hobbies, etc.)
- Possible Master Award inclusion
- Skill Level it belongs to.
- Fundamental Beliefs that support it.

Appendix C: Using the Proper Action Verbs to Make Honors Fun & Applicable

Flags

1. Describe what a flag is and list three uses of flags.
2. Know and locate the following parts of a flag:
 - a. Canton
 - b. Field
 - c. Finial
 - d. Flagstaff
 - e. Fly
 - f. Fly end
 - g. Halyard
 - h. Hoist side
 - i. Truck
3. Know three important guidelines for the care and handling of your national flag.
4. Learn how to and practice folding your national flag.
5. Practice proper etiquette when saluting your national flag.
 - a. In uniform while standing
 - b. In uniform while marching
 - c. In field uniform
 - d. While wearing headgear
 - e. When not in uniform
6. Draw the Pathfinder flag with emblem.
 - a. Learn who designed the Pathfinder flag and who sewed the first Pathfinder flag
 - b. Color your drawing with appropriate colors.
 - c. Know the meaning of the emblem.
7. Draw the Christian Flag.
 - a. Explain what the colors represent.
 - b. Know what the emblem represents.
8. Know how to display the national, state and /or province, Christian, AY, and Pathfinder flags for each of the following occasions:
 - a. Campsite when camping
 - b. Platform for special ceremonies
 - c. Church service for Induction, Investiture, and or Pathfinder Sabbath.
 - d. Fair booth
 - e. Pathfinder/AY Club meeting
9. Learn and share with your group the history of your country/island's flag and what the colors and symbols on it represent.
10. Identify the flags of your Division and know what countries they represent

Skill Level 1
New in 2013



Different ages of Pathfinders demonstrate learning in different ways, based on their developmental level and skills they've previously mastered. Gone are the days when "Know" or "learn"

Bloom's Taxonomy

(google "blooms taxonomy action verbs") uses six level to divide the levels of learning students should master within a educational system.

of "What" were the ways to start honor requirements! None of those words allow the instructors to be able to assess whether a Pathfinder has learned anything! Instead, action verbs that have

Pathfinders DEMONSTRATING their knowledge include:

"locate," "practice," "Draw," "share," and "identify."

Consistently using a diversity of these action verbs helps us create honors that push our Pathfinders to "be thinkers and not merely reflectors of other men's thoughts." (Education, 17, Ellen White)

Skill Level 1 honors focus on Knowledge, Comprehension, and Application. **Skill Level 2** honors build a deeper understanding by including Analysis. **Skill Level 3** honors concentrate on taking acquired knowledge from the earlier learning levels and Synthesizing and Evaluating it.

Bloom’s Taxonomy & Action Verbs - Try to use as many of these to help MEASURE the learning of the Pathfinders.

<p>1 - Knowledge Arrange - define - describe - identify - label - list - match - memorize - name - order - outline - recall - repeat - reproduce - state</p>	<p>4 - Analysis Categorize - compare/contrast - apply - demonstrate - modify - (many of the other verbs used with “Application”)</p>
<p>2 - Comprehension Explain - summarize - illustrate - classify - describe - discuss - estimate - explain - infer - predict - review</p>	<p>5 - Synthesis <i>(combining separate items into a new project)</i> create - design - invent - develop - arrange - assemble - collect - construct - connect - develop - explain - plan</p>
<p>3 - Application Use - solve - demonstrate - construct - choose - demonstrate - discover - dramatize - illustrate - practice - produce - show - sketch</p>	<p>6 - Evaluation judge - recommend - critique - argue - compare/contrast - evaluate - explain - justify - support</p>

Now for the fun!

Activity: Rewrite requirements 3 & 8 of the Flags honor, using better verbs than the word “know.” Consult the Action verbs lists.

Goal: to help instructors truly see that Pathfinders fully understand and have internalized the requirement.

Appendix D: Sample Philosophy Statements:

Below are two Philosophy statements provided to the NAD AY Honors Taskforce in recent years. How will your Philosophy Statement be even better?

Business Philosophy and Purpose (2015)

Several opportunities exist for owning and operating a business of some kind, especially small and micro business. 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 honor 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 honor will focus on four main educational areas 1) starting and operating a business 2) developing management and leadership skills 3) making profits and investing the money, and 4) 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.

Blacksmithing Philosophy & Purpose (2014)

The purpose of the beginning blacksmithing honor 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 honor, 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. This honor 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 honors utilize 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 honor 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 the giver 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 in 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 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.

Activity:

Print out **Appendix B - Building a Philosophy State, List of Objective, and Statement of Value**. Underline, circle, and comment on WHICH of the current expectations were done by these authors (even though they didn't have the guidance you do)? How could they have clarified, explained, or provided better support?

Now it is your turn....

Appendix E: Piloting

Dear Proposed Honor Author,
You've spent considerable time writing honor requirements and answers. Now you're ready to pilot (practice) the honor in at least three clubs, and you need to get feedback (evidence of piloting).

Here are some suggestions/forms that you might find helpful:

- Survey (below are several suggestions)
- Online Survey (see "Survey" and use such services as surveymonkey.com) – results emailed (screenshots or pdf) or linked to in submission
- Email collection from piloting club leadership (printed together as a single file or in a single folder)
- Summary of piloting for each SITE or EVENT where the honor was piloted. This would include quotes or specific feedback from individuals who experienced it. Pictures might also be a part of this type of summary.

ALL piloting submissions MUST INCLUDE an evidence of adaptation summary that tells how the feedback affected the requirements and/or answer keys of your proposed document.

Piloting Methods:

1. Work with several clubs or units to teach and evaluate the honor. Have counselors AND especially participants evaluate its effectiveness (based on Philosophy and Objectives documents)
2. Work with a conference Pathfinder program and pilot the honor at an event (Camporee, Classoree, Honors day, etc.)
3. Home schools, small schools, or other groups of Pathfinder-aged participants can also assist you in piloting your proposed honor.

PILOTING SURVEY (Staff & Instructors)

Proposed honor name: _____ Date(s) Piloted: _____

How long I have been a Pathfinder staff ____ years *OR I have been a TLT ____ years.*

Scale: 5=absolutely 4= usually 3= adequately 2= sometimes 1= rarely 0=not at all

1. The requirements uphold the fundamental beliefs of the Seventh-day Adventist Church.
5 4 3 2 1 0

2. The requirements cover a developmentally appropriate topic of lasting value and breadth so as to improve their understanding.
5 4 3 2 1 0

3. The topic matter is appropriate and meaningful for a Pathfinder-aged participant.
5 4 3 2 1 0

4. The honor had a balance of theory and hand-on experiences.
5 4 3 2 1 0

5. The requirements were clear and concise (easy to understand).
5 4 3 2 1 0

6. I believe the honor is in the correct category and ranked at the correct skill level.
Yes No

7. *(circle all that apply)* The honor was earned by individuals that were from a(n) _____ background.
urban suburban rural

8. *(circle all that apply)* The honor was earned by clubs that are affluent (honor was expensive to earn non-affluent (honor was free or nearly free to earn) Multiracial mono-racial (primarily one ethnic group) _____

9. Instructors: The answer key was adequate and allowed me to successfully teach the honor.
5 4 3 2 1 0

Instructors: I had previous significant knowledge of the honor's field of coverage
Yes No

PILOTING SURVEY (Pathfinders)

Proposed honor name: _____

Date(s) Piloted: _____

How long I have been a Pathfinder (years) *first year / second year / third year / more than three years*

Scale: 5=absolutely 4= usually 3= adequately/maybe 2= sometimes 1= rarely 0=not at all ?=I don't know

1. The requirements uphold the fundamental beliefs of the Seventh-day Adventist Church.

5 4 3 2 1 0 ?

2. The goal of the honor was clear

5 4 3 2 1 0 ?

Goal (in your words) _____

3. Would you tell your friends about this honor?

5 4 3 2 1 0

4. I believe the honor was made with ME in mind (it had stuff I enjoyed learning about)

5 4 3 2 1 0

5. How hard was the honor for you to complete?

Too hard About right Too easy

6. What did you like most about the honor

7. What did you like least about the honor?

8. (opt.)What advice do you have for the teacher to make the honor even better?

Appendix F: Sample Letter from Conference Pathfinder Director

This letter could be emailed to webmaster@pathfindersonline.org or uploaded to the requested online Cloud folder (such as Google Drive). If it is an email, the email origination address acts as a verifiable signature. If uploaded a pen signature is required.

Essential elements:

- 1) Recommendation to the Honors task force / Pathfinder Advisory
- 2) Statement of piloting awareness or equivalent
- 3) Evidence of knowledge of the requirements
- 4) Conference signature(s)

Sample:

Date *mm/dd/yyyy or dd/mm/yyyy*

To Whom It May Concern;

<<name of proposing party>> has piloted the *<<<name of proposal>>>* honor proposal in the *<<conference name>>* conference. It was piloted at *<<locations>>*.

I recommend the proposal to the honors taskforce and Pathfinder Advisory. I feel it would benefit Pathfinders because *<<<be specific, show evidence of knowledge or requirements and their value>>*.

Signatures