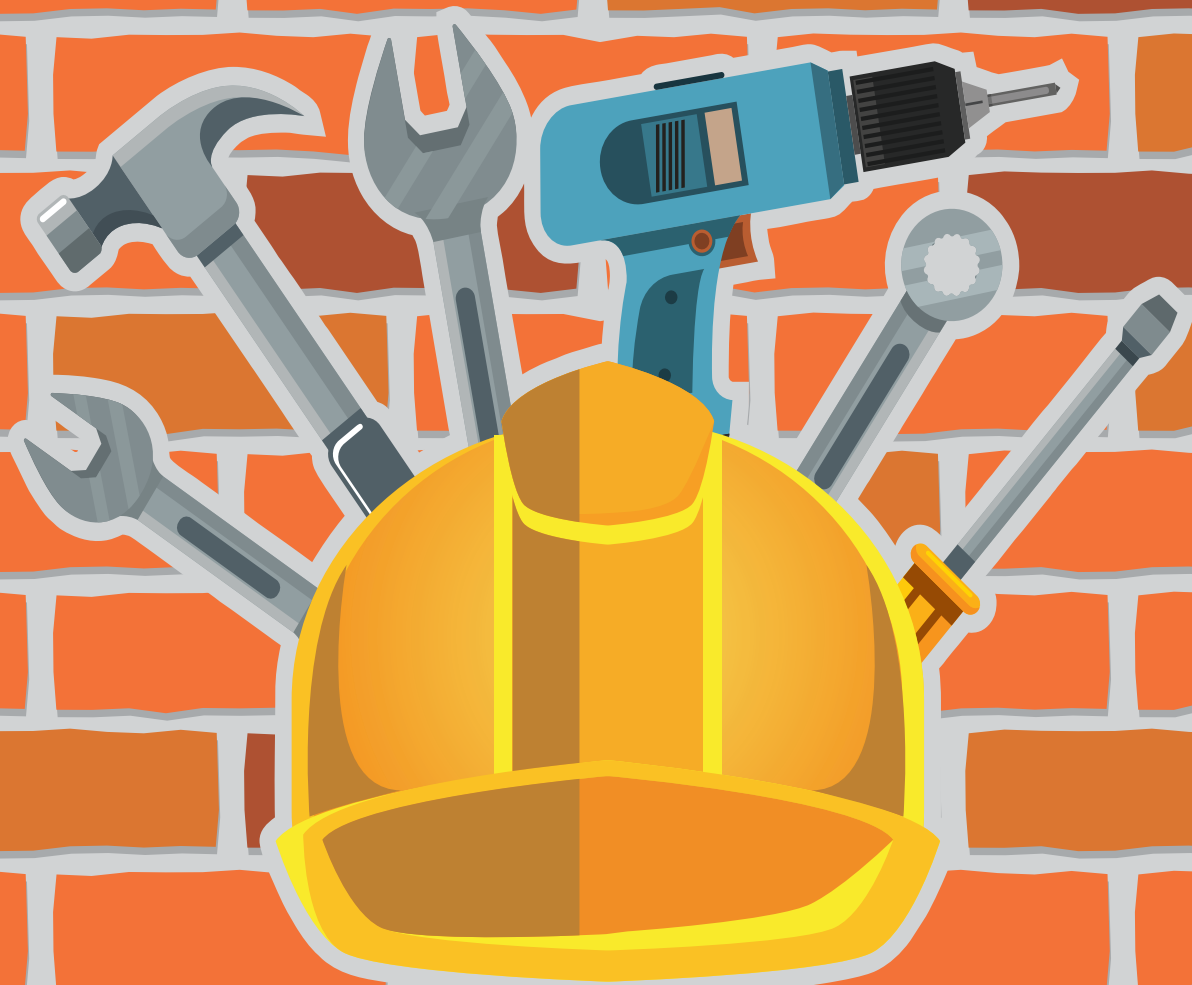


Builder

Activity Book



This book belongs to _____

Builder

Activity Book



General Conference Youth Ministries Department

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Resources:

Gomez, Ada. "Adventist Adventurer Awards." Adventist Adventurer Awards - Wikibooks.org. North American Division Club Ministries, 2014. Web. 26 July 2017. <https://en.wikibooks.org/wiki/Adventist_Adventurer_Awards>.

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Dear Adventurers, Parents, and Leaders,

Thank you for being a part of our newly released Adventurer Curriculum. We have remastered, reengineered, and at times started over to make sure that this new curriculum is fun, uplifting, appropriate for each age level, and most importantly, Jesus-centered. We wanted to build a curriculum that can be done with a small group, large group, family and children, Children's ministry group, even Bible School group!

We have used several criteria in building this curricula. We worked with Adventist educators and youth leaders to make sure we had the best resources available for our Adventurers. First, we have used Bloom's taxonomy, a broad ranging methodology especially appropriate for 7 year olds and up, that helps us ask the children to do things that they are truly developmentally capable of doing. For example, we ask Little Lambs to listen to a story, while we ask 8 and 9 year olds to read age-appropriate stories. In addition, we have used a multi-modal learning philosophy, meaning that we realize that Adventurers learn in different ways. Thus, we have requirements that appeal to children who learn best through listening, playing, drawing, singing, organizing, moving, and so-on. We also filtered our requirements through developmental filters. Spiritual stages of development, originally developed by Dr. John W. Fowler, have been well explained and demonstrated in Youth Ministry by Adventist Youth Innovator Steve Case of Involve Youth.

Adventurers - each lesson is meant to be mostly hands-on. That means most of the time you will be actively doing something to learn about the topic. Sometimes, you'll have to take notes, or check a box (to remember what you did), but most of the time you will be jumping, running, crafting, drawing, exercising, singing, praying, or reading something! In many cases, your adult caregivers, whether they be your parents, grandparents, guardians, or favorite neighbor, can help you accomplish the "jobs." Help them feel involved and be sure to always say thank you!

Parents - we value the time you have invested in Adventurers. Many of you are doubling as leaders for Adventurers. We thank you. We have created a curricula that is safe yet adventurous, varied, but specific in its Christ-centered goal. We hope the children will bring home new found truths they can put into action about "My Self, My God, My Family, and My World." Please have your Adventurer share their experiences with you by showing you the pages they worked through (and the games/stories they learned along the way). Know that a lot of it is experiential so they won't write a lot. They will instead experience a great deal.

Leaders - Before the student worksheet pages come a variety of 'big picture' helps to guide you as you create a safe environment for your group of Adventurers. Developmental stages, working with special needs children in your unit, and much



more is included here. In addition, this curricula has a huge number of teaching ideas in the back pages of the booklet (if you printed it out) or PDF (digital). Each time there is a graphic in the kids' booklet section with "helps see page #" you'll know that is your clue for hands-on field-tested ideas that you can use with a little bit of prep and a few tools. We have tried to think of things that can be done with few resources, limited spaces, and limited budget. However, your club is different from any other, so please feel free to adapt the ideas to meet the needs of your group. At the front of the book are additional ideas on how to format meetings and unit time so that within about 15 meetings, all the curricula requirements are done and you can award your Adventurers with their pins and patches. Of course, that means that you may also have other meetings that are primarily field trips, group awards, or other activities -- that's GREAT!

The Curriculum in this book, if completed (yes, all of it) by the young Adventurer, is eligible for a special pin that matches the name and image located on the book cover. There are a total of six years worth of curriculum, each one age appropriate. The first, Little Lamb is for 4 year olds, the second, Early Birds, for 5 year olds, Busy Bee, for 6 year olds, Sunbeam, for 7 year olds, Builder, for 8 year olds, and Helping Hands, for 9 year olds. Many kids will turn from one age to the next while working on the curriculum, but should work to complete it before starting the next book. Some Adventurer programs last during the school year, others from January to December. Either way, there are usually 20-25 meetings in an Adventurer year. Each meeting usually has time to complete one or more sessions of the book.



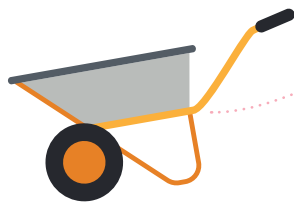
Patches (called awards) and pins (for finishing all the classwork in this book) are available through your Division office for Adventurer ministry. They usually take orders from local conferences (who have contacted each local club leader), and when they visit World Headquarters in Washington D.C., they bring the order list to my office. We fulfill the orders and send thousands of patches back home to your Division for you to distribute to your deserving kids!

Thanks for joining us in the journey!



Pastor Andres Peralta
General Conference
Director for Club Ministries





Adventurer Club History

The history of Adventurers started back in 1917 when the Primary Reading Course was introduced. This certificate eventually became part of the class requirements. In 1924 the Sunbeam class was taught in a second-grade classroom and a pin was awarded for completing the requirements. The awarding of the Busy Bee pin first appeared in 1928 as part of the commencement exercises at school, and by 1929 the term “Investiture Service” was used to describe the event where they awarded certificates and pins. The Busy Bee Pledge and Law also first appeared in 1929.

The names used for this age group have varied over time and location and included Preparatory classes, Pre-Juniors, Pre-Friends, Pre-JMV, Pre-AJY, Pre-Pathfinders, Achievement classes, and Adventurers.

By 1933, this group was known as “Preparatory Members.” The two predominant classes taught on the West Coast of the United States were Busy Bee and Helping Hand, while to the East they were known as Sunbeam and Builder. All of these classes used the same Pledge and Law, with only slight differences in the other requirements.

By 1938 the term “Progressive Class Work” was used when referring to all the classes from Busy Bee up to Master Comrade.

In 1940 the General Conference outlined two Missionary Volunteer Progressive Classes that were below the Friend class. They were Sunbeams and Builders. They had simple celluloid pins, and where neckerchiefs were desired, tan was used for the Sunbeams and jade green for the Builders.

Because of so many other names being used for these classes, both in the U.S. and overseas, such as “Upstreamer,” “Junior Light Bearers,” “Sunshine Club,” and “Golden Rule,” the MV committee voted on June 10, 1946 that the Pre-Junior classes be named Busy Bee, Sunbeam, Builder, and Helping Hand.

In 1953 there was first seen a pre-Pathfinder Adventurers group, and by 1954 Adventurer camps started up in different conferences for boys and girls age 9, and later on for both 8- and 9-year-olds.

The name Adventurers was used again in 1963 for a pre-Pathfinder group, this time at the Pioneer Memorial Church at Andrews University.



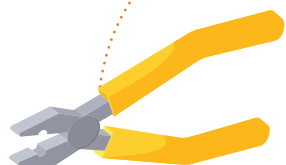
In 1974 in the Washington Conference, for the previous 5 years a group called Beavers for the 6 to 9-year-old kids was going on. They had their own uniforms, consisting of yellow shirts or blouses and brown trousers or skirts.

By 1976 the Youth Leaders' Handbook mentioned the newly revised pre-JMV Classes, and by 1979 in the NAD, "pupils in grades one to four are designated as Adventurers."

The General Conference Committee minutes of 1985 mentions the Adventurer Class Requirements. The SDA Church Manual of 1986 again says, "Pupils in grades one to four are designated as Adventurers," and by 1989 the General Conference Committee voted to approve organizing the Adventurer Club as part of the Pathfinder program and voted in the official Adventurer Emblem.

In 1990 several Conferences tried out a pilot program of the new Adventurer Club materials from the GC which included their own navy blue and white uniforms, their own award patches (triangle in shape), and their own club structure. The following year Norman Middag introduced the new Adventurer Club program to those who attended the Children's Ministries Convention held at Cohutta Springs, GA.

In 1999 the GC Annual Council recommended that a new section, Adventurer club, be added to the Church Manual.



Builder Checklist

Name: _____ Date Started: _____ Date Completed: _____

Basic Requirements

1. Recite the Adventurer Pledge
2. Complete the Story Listening I award
3. Complete the Wooly Lamb award

My God

1. God's Plan to Save Me
 - a. Color a story chart or lapbook about the following: The days of Creation
 - b. Tell an adult one of the stories of Creation: Creating animals, creating people, creating the Sabbath
2. God's Message to Me
 - a. Complete the My Friend Jesus award OR
 - b. Complete the Little Boy Jesus award
3. God's Power in My Life
 - a. Have a regular family worship time in your home. Keep a record.
 - b. Ask a parent or guardian what their favorite day of creation is.
 - c. Complete the Bible Friends award.

My Self

1. I Am Special
 - a. Complete the Finger Play award
2. I Can Make Wise Choices
 - a. Complete the Sharing award
3. I Can Care for My Body
 - a. Complete the Healthy Foods award

My Family

1. I Have a Family
 - a. Complete the My Family award special about each member of your family.
2. Families Care for Each Other
 - a. Complete the Special Helper award
3. My Family Helps Me Care for Myself
 - a. Complete the Healthy Me award

My World

1. The World of Friends
 - a. Complete the Creation award.
2. The World of Other People
 - a. Complete the Community Helpers award.
3. The World of Nature
 - a. Complete at least two of the following Little Lamb level awards:
 - Bodies of Water,
 - Insects,
 - Stars,
 - Weather or
 - Zoo Animals

Instructor Checklist

Basic Requirements

1. _____
2. _____
3. _____

My God

1.
 - a. _____
 - b. _____
2.
 - a. _____
 - b. _____
3. _____
 - a. _____
 - b. _____
 - c. _____

My Self

1.
 - a. _____
2. _____
 - a. _____
3. _____
 - a. _____

My Family

1.
 - a. _____
2. _____
 - a. _____
3. _____
 - a. _____

My World

1.
 - a. _____
 - _____
 - _____
 - _____
 - _____
 - _____

INTRODUCTION

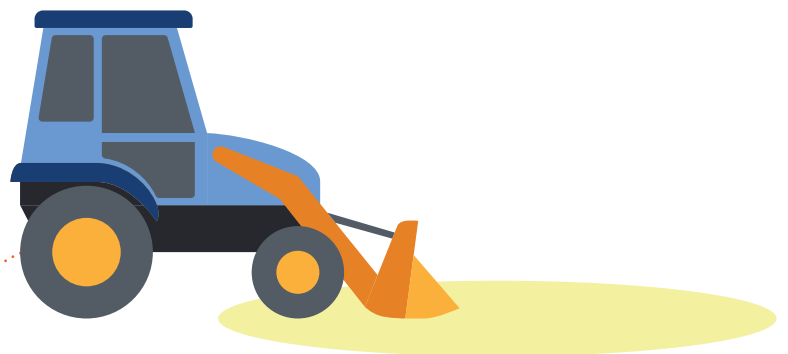
But Jesus said, "Let the little children come to Me, and do not forbid them; for of such is the kingdom of heaven."

—Matthew 19:14 (NIV)

This passage is often illustrated with a group of angelic children sitting attentively at Jesus' feet. Perhaps this was the first picture that popped into your mind when you agreed to lead out with Builders. However, now that you've had time to think about it, the picture may have quickly changed a herd of out of control third graders jumping up and down yelling, "Pick me! Pick me!" Hopefully the reality will be somewhere in between these two pictures!

This guide was developed to assist parents and Builder level leaders who want to work with children as they develop physically and spiritually. The Builder curriculum can be used as part of the Adventurer Club in your church or by a group of parents who want to use a curriculum to assist them in teaching their children skills and values.

All Builder activities should be fun and kid-centered. Remember that children of this age look to adults to set the pace of the meetings and model how they should respond to situations. So . . . take a deep breath, say a prayer, and keep your sense of humor. Your adventures with Builders are about to begin!



SECTION

1

The Builder Level

This section contains an overview of the Builder level. You'll get a quick look at where Builders fit into Adventurer Club Ministries, the goals, Pledge, Law, song, and more!



New Adventurer Logo



Little Lamb Goals

01

Demonstrate God's love for children.

02

Promote the values expressed in the Adventurer Pledge and Law.

03

Create an environment where all children can contribute.

04

Encourage children to have fun.



Adventurer Pledge

Because Jesus loves me,
I will always do my best.

Adventurer Law

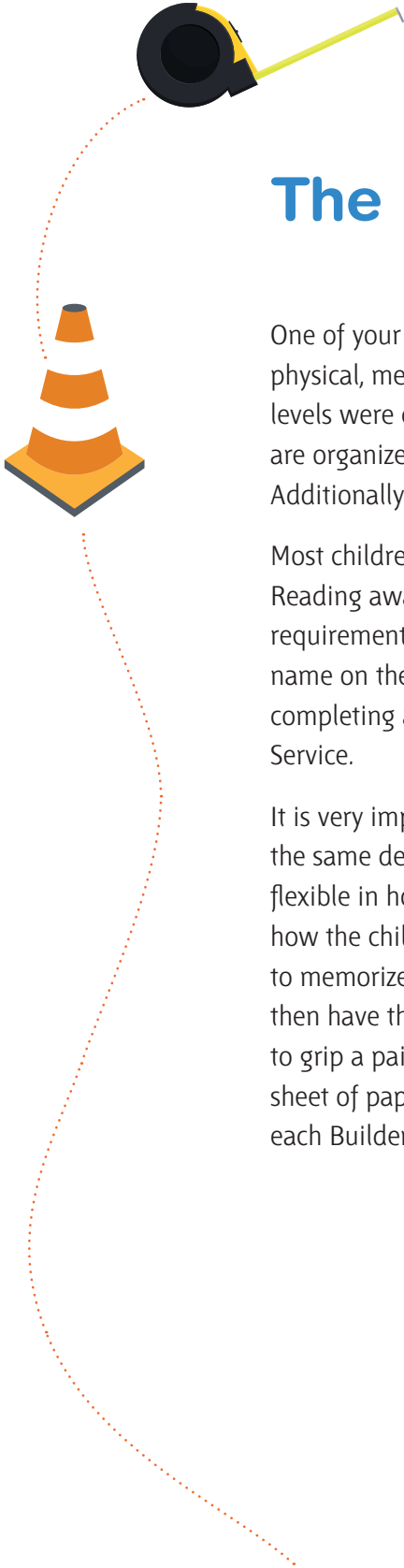
Jesus can help me to:

- Be obedient
- Be pure
- Be true
- Be kind
- Be respectful
- Be attentive
- Be helpful
- Be cheerful
- Be thoughtful
- Be reverent



Adventurer Song

We are Adventurers
At home, at school, at play
We are Adventurers
We're learning every day
To be honest, kind, and true
To be like Jesus through and through
We are Adventurers!

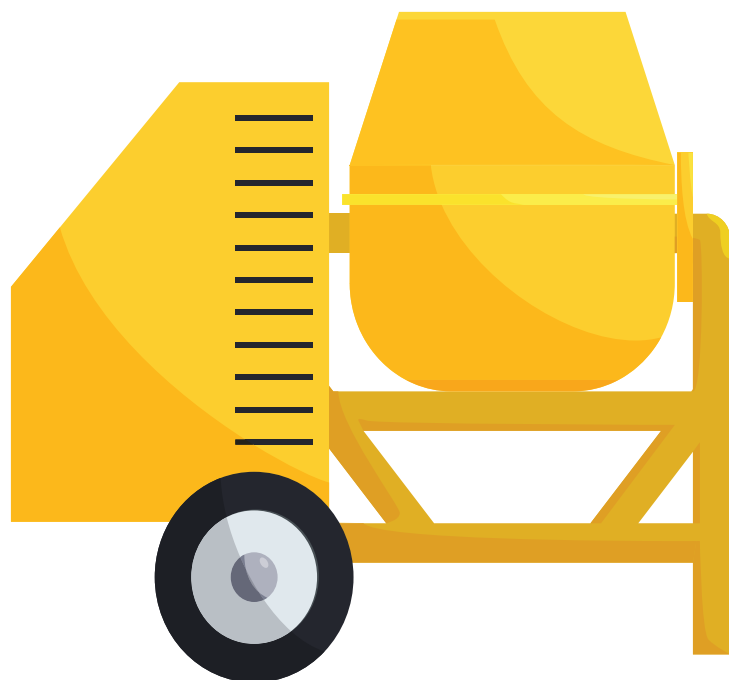


The Builder Curriculum

One of your responsibilities as Adventurer parents and staff is to encourage the physical, mental, and spiritual development of each child. The Adventurer curriculum levels were created to assist you with this responsibility. The Builder requirements are organized into five areas: Basic, My God, My Self, My Family, and My World. Additionally, there are lots of fun and educational awards the children can earn.

Most children will complete the program requirements, except for the Builder Reading award*, as part of the Builder lessons (pp. 29-116). The completion of each requirement will be noted in the lesson so you can put a star or sticker by the child's name on the Builder chart and/or card. At the end of the Adventurer year, each child completing all the requirements will receive the Builder pin during the Investiture Service.

It is very important for Adventurer staff to understand that not all Builders will be at the same developmental level or have the same physical abilities, so you'll need to be flexible in how the children complete these requirements. It is up to you to interpret how the children fulfill these requirements. For example, not all children will be able to memorize or read Bible verses. Instead, you can explain the verse to the child and then have the child draw a picture illustrating the verse. A child might not be able to grip a paintbrush but, instead, could dip a large sponge into paint and decorate a sheet of paper. Again, flexibility and creativity are the keys to ensuring the success of each Builder.



Adventurer Awards

Builder patches are called awards. There are lots of awards and each one is designed to encourage your Builders to explore, learn, and play. Once a Builder has completed all the required activities for an individual award he or she can receive that patch.

Many awards are completed as part of the Builder curriculum and your club will probably set aside time just for awards.

When working on awards it is up to the leader to adapt the requirements to the club and children's needs. For example, an award may require the child to play an action game using a community helper's skills. As parent or leader, you might choose to watch a video or visit a community helper.

It is also up to you to decide when a child has met the intent of the award. Remember that not all children will be capable of completing all award requirements as written. It is more important that the children are encouraged to try new things and have fun than compete with each other to receive the most awards or become frustrated by requirements that are beyond their abilities. Flexibility on your part will make the experience more enjoyable and positive for both children and parents!

Builder-age children like immediate rewards but are able to understand delayed recognition better than the younger age groups. When they complete an award you could give them a picture of the award or write on their record card or activity book and let them know they will receive the patch at the Investiture Service.



SECTION 2

Characteristics of Builders

This section gives you and your staff a quick overview of what to expect and what not to expect from Builders.





What You Need to Know About Builders



In the book *Child Guidance* (Review and Herald, 1954), Ellen White encourages parents to understand the developmental needs of their children.

This section helps you with just that—understanding the physical, cognitive, and social characteristics of Builders. Remember that children develop at their own pace, so some children in your club may not have reached these markers, and others will have passed them. Also, abilities that children don't have at the beginning of the Adventurer year, they may obtain later in the year. Builders are quickly growing and learning. Make sure you focus on the specific needs of each child and not the stages.



Physical Characteristics

- Have improved coordination and reaction time.
- Have different rates of maturation; girls are often taller and more coordinated.
- May be fidgety and have poor posture; it is difficult for them to sit still.
- Have high energy and may play until they are exhausted.



Cognitive Characteristics

- Are beginning to reason logically and can organize thoughts.
- Learn best through active and concrete activities.
- Are beginning to be more responsible and independent.
- Value being trusted.
- Like collecting things and having hobbies.
- Are able to understand the perspectives of others.
- Enjoy facts and the real world more than fantasy.
- May be negative (I can't, that's boring), especially when trying new things.
- See things as right or wrong.



Social Characteristics

- Define themselves by attributes and achievements.
- May be self-conscious.
- Value friendships but may not have the skills to make friends.
- Enjoy humor and telling jokes.
- Are less dependent on adults and more dependent on peers.
- Begin to test authority and push limits.
- May overestimate their abilities.
- Appreciate rules and rituals.
- Tend to play with the same gender friends.
- May have one best friend.
- Want to do things right and well.
- Do not handle criticism and failure well.
- Feel a sense of security in groups, organized play, and clubs.
- Squirm while sitting, run instead of walk, and skip, tumble, and throw.
- Enjoy learning through active discovery.
- Need opportunities to use up their endless supply of energy.
- Need positive attention and praise from adults.
- Need opportunities to practice independence in a positive environment.
- Need to know the rules.





Do's and Don'ts of Discipline

One of the best ways to prevent disciplinary problems is to keep Adventurers busy and on task. The following strategies will help you manage your Adventurers. And remember, you're there to help the children and their families learn to love Jesus; therefore, it is important that you model love, patience, and a cheerful attitude. You want the Adventurer Club to be a fun experience for everyone, so try to keep your sense of humor and compassion even when an Adventurer's behavior is a problem.

DO

- Have a few short, simple rules and post them. Sample rules: Be kind to others. Use good manners. Listen quietly to others. Follow directions. Be positive.
- Use signals to let the children know when you want their attention. Signals can be just about anything, such as quickly turning a light on and off, turning a flashlight on and off, raising your hand, or using a clicker.
- Use silence. Stop what you are doing and stay quiet until the children's focus is back on you.
- Make eye contact. Often getting a child to look at you is a good way to get her to stop what she is doing and focus on you.
- Use names. If you say an Adventurer's name followed by a question or directions, you can usually get him back on track.
- Stand near an Adventurer to get her back on task.
- Ask adults to interact with the children. If adults are happily participating in the activities, the Adventurers are more likely to model the adults' behavior. Additionally, having adults involved can prevent misbehavior from escalating.



DON'T

- Embarrass or shame a child in front of others or privately
- Overreact
- Lose your temper—no screaming, using threats or nagging
- Hit or spank
- Insult a child by saying “you’re stupid,” “you’re useless,” “you’re a klutz”
- Use sarcasm
- Compare children
- Label children
- Demand respect—respect is earned
- Expect children to behave as adults



SECTION 3

Little Lambs with Disabilities

Learn how every Builder can fully participate in your club by understanding each child and knowing how to plan inclusive activities.





Including Builders with Disabilities

When you learn that a child with a disability will be a member of your club, you might initially feel overwhelmed. Don't worry. Often simple changes to an activity or requirement are all that is needed. Kids this age with disabilities can generally tell you when they require assistance and if they can't their parents or guardians can. Remember that parents or guardians are not looking to you to discredit a diagnosis or to offer a "cure" for a condition; rather they are looking to you to welcome and include their child. Additionally, the other children and adults look to you to see how to act, so make sure you treat the child with a disability with the same openness and ease that you show all of the children.

DO's

- Speak directly to the child, not to the adult.
- Recognize that a child's physical disabilities don't indicate mental disabilities.
- Ask about the child's medical or special equipment needs.
- Explain special equipment to all children to alleviate fears.
- Take extra care in planning for the safety of the child with a disability.
- Ensure the meeting facility is accessible.
- Ask the child how they would prefer to complete a task.
- Foster independence.
- Focus on all children's strengths.
- Expect reasonable behavior from all children.
- Be flexible.

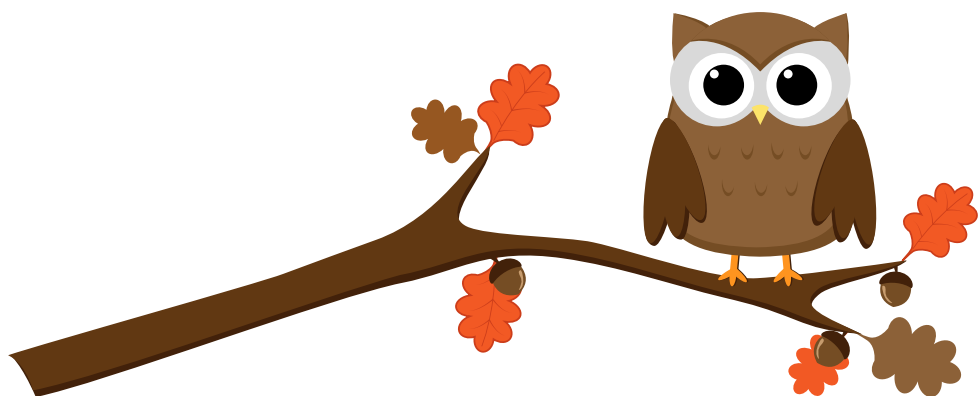




Planning Inclusive Activities

At times you will need to substitute or change program requirements in order for children with disabilities to participate. However, this may require some creative thinking on your part. Remember that the point is for the activity to be fun and meaningful for the child. Here are some ideas to get you started..

- Instead of requiring the child with a learning disability to memorize Bible verses, let her draw pictures of the themes of verses: Jesus cares for me today, Jesus comes again, and Jesus will take me to Heaven.
- For the autistic child over-stimulated by others and noise, let him sort beads instead of making one of the bead crafts.
- If a child has a balance problem, provide a bike with training wheels for the bike rodeo.
- Instead of making a Christian history poster, a blind child can sing a hymn that is historically significant.
- A child with cerebral palsy and poor fine motor skills may not enjoy coloring, so let him or her use extra-large beads and thick yarn to create a bead project.
- Teach all children to use sign language for the Adventurer Pledge. This will allow a deaf child or a child with a speech impairment to participate.
- A child with Down syndrome may need directions broken down into simple steps and given one step at a time. (Modeling each step is helpful!)



Resources

Check out these websites or search the Internet to find information about specific disabilities:

- disabilityresources.org
- canchild.ca

ADDITIONAL IDEAS

- Invite a special education teacher to talk to the Adventurer staff.
- Visit your local library for books about children with disabilities.

SECTION

4

Builder Meetings

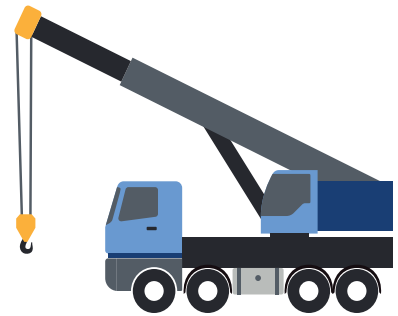
Builders like to create and learn. These lessons let your Builders have fun exploring their world and growing closer to Jesus.



Builder Meetings

The meetings are the core of your program—this is where things really happen! Each meeting includes the following:

- Theme
- Resources
- Stories, crafts, games, and songs
- List of materials



Activity Tips

Builder meetings should be designed to meet your church's mission, your goals, and, most importantly, the children's needs. With this in mind, the activities in this section are designed to be flexible. Don't feel as if you must replicate each of them, although you can. Instead, adapt the meeting themes and activities to best suit your club by changing the order of the meetings; combining, deleting and adding activities; or by using them as inspiration for creating your own activities.

While all of the activities in this section are designed to maximize fun, they also lead the children to Jesus and enable them to learn about their world, their families, and themselves. You can intentionally assist the children in recognizing these connections to Jesus and their world by specifically stating the purpose of the meeting, connecting the activities to the meeting theme, and asking the children questions that encourage them to summarize the themes in their own words.

Each meeting fulfills a program requirement or the requirements





for an award. At times, the activities may vary from the actual program or award requirements. However, all suggested activities honor the intent of the requirements. It's up to you as the leader to decide how and if requirements are met.


Whatever themes and activities you select, consider using the same organizational structure for each meeting since children this age benefit from consistency. Make sure the children know what to do while waiting for instruction, rules for behavior during activities, and clean-up procedures. This structure helps the children know what to expect and how to act throughout the meeting.

Also, be aware that the pace of activities will differ from club to club and meeting to meeting. Sometimes the children will quickly complete everything you planned. It's good to have a back-up game or activity for when this happens. Other times, the children may really enjoy an activity and not want to stop. It's okay to omit activities that you've planned and continue with something that everyone is enjoying. And if something isn't going smoothly, you can stop the activity and redirect the children to something new.

Finally, flexibility and enthusiasm are the keys to conducting successful Builder meetings!

Builder Scope and Sequence

Area	Basic	Basic	My God God's Plan to Save Me	My God God's Message to Me
Requeriments	Recite the Adventurer Pledge	Recite the Adventurer Pledge	Color a story chart or lap-book about: The Days of Creation. Tell an adult one of the stories of Creation: Creating animals, creating people, creating the Sabbath.	
Award	Story Listening I 	Wooly Lamb 		My Friend Jesus OR Little Boy Jesus  
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Area	My God God's Power in My Life	My Self I Am Special	My Self I Can Make Wise Choices	My Self I Can Care for My Body
Requeriments	<p>Have a regular family worship time in your home. Keep a record.</p> <p>Ask a parent or guardian what their favorite day of creation is.</p>			
Award	Bible Friends 	Finger Play 	Sharing 	Healthy Foods 
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Area	My Family I Have a Family	My Family Families Care for Each Other	My Family My Family Helps Me Care for Myself	My World The World of Friends
Requeriments				
Award	My Family 	Special Helper 	Healthy Me 	Creation 
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Area	My World The World of Other People	My World The World of Nature	My World The World of Nature	
Requeriments				
Award	Community Helpers 	Teach one of the following Little Lamb level awards: Bodies of Water, Insects, Stars, Weather or Zoo Animals     	Teach one of the following Little Lamb level awards: Bodies of Water, Insects, Stars, Weather or Zoo Animals     	
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BASIC

1

○ Recite the Adventurer Pledge

Adventurer Pledge

“Because Jesus loves me, I will always do my best.”

2

Complete the Story Listening I award

Help
in page 67

○ 1. Listen to two age-appropriate books, not read before, from the following categories:

Bible



Missions



Friends and Family



Nature



VECTOR ILLUSTRATION

- 2. Tell the person who read to you what you like most about each story.
- 3. Tell the person who read to you "thank you" OR make a craft that you give them that tells them you are thankful.

Thank You!!!



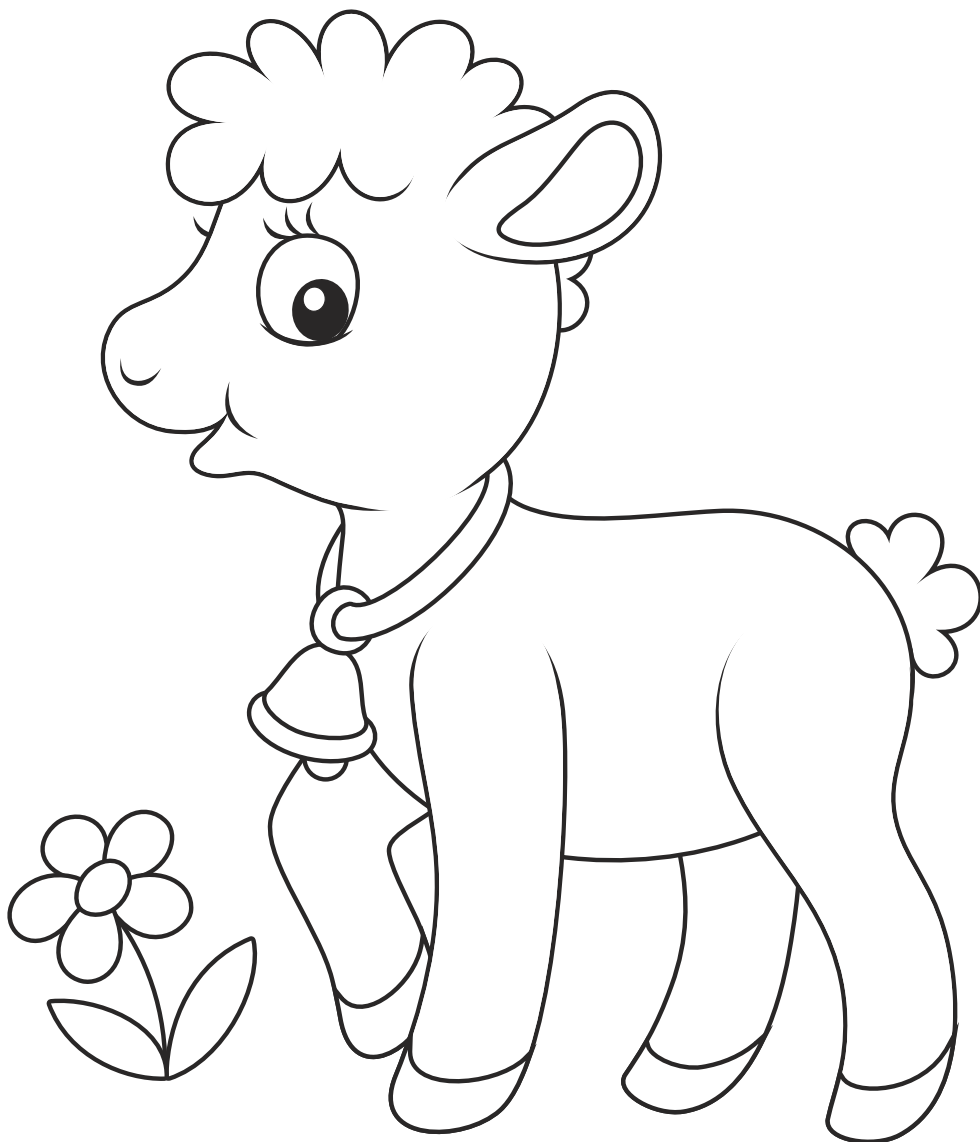
2

Complete the Woolly Lamb award

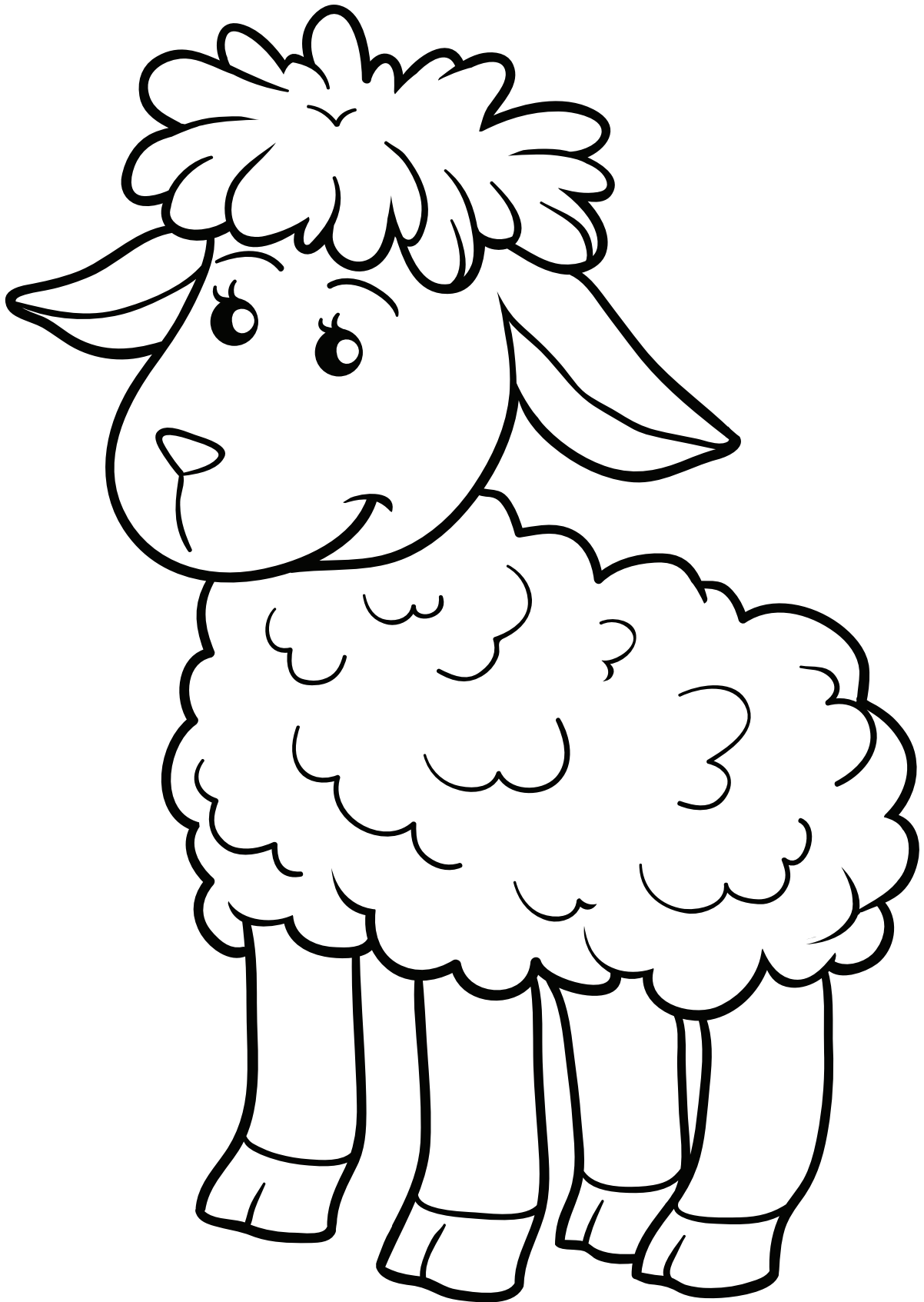
- ☐ 1. Listen to a book about lambs.
- ☐ 2. Say three things you learned about lambs.

- _____
- _____
- _____

- ☐ 3. Play a game about lambs.

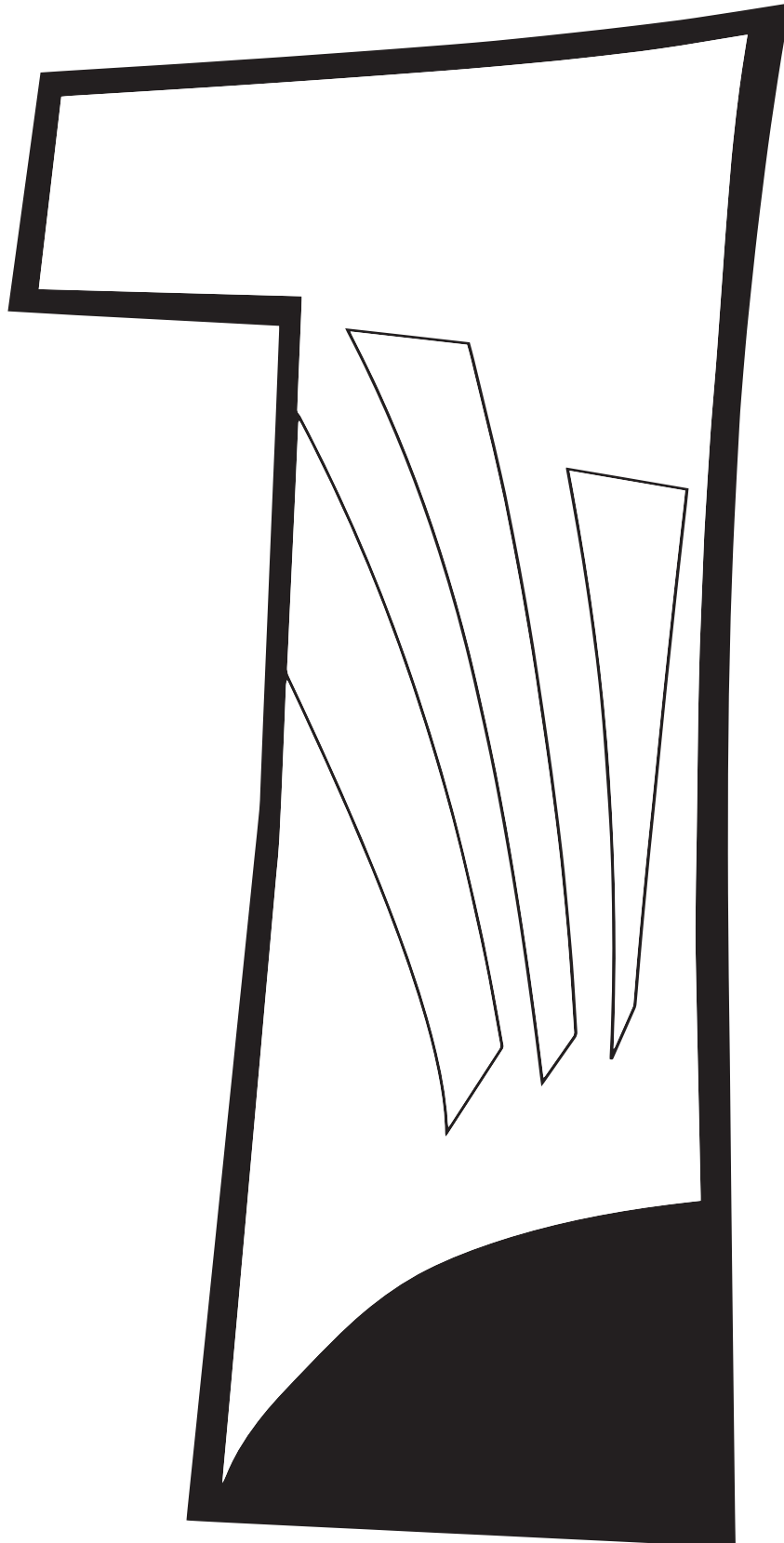


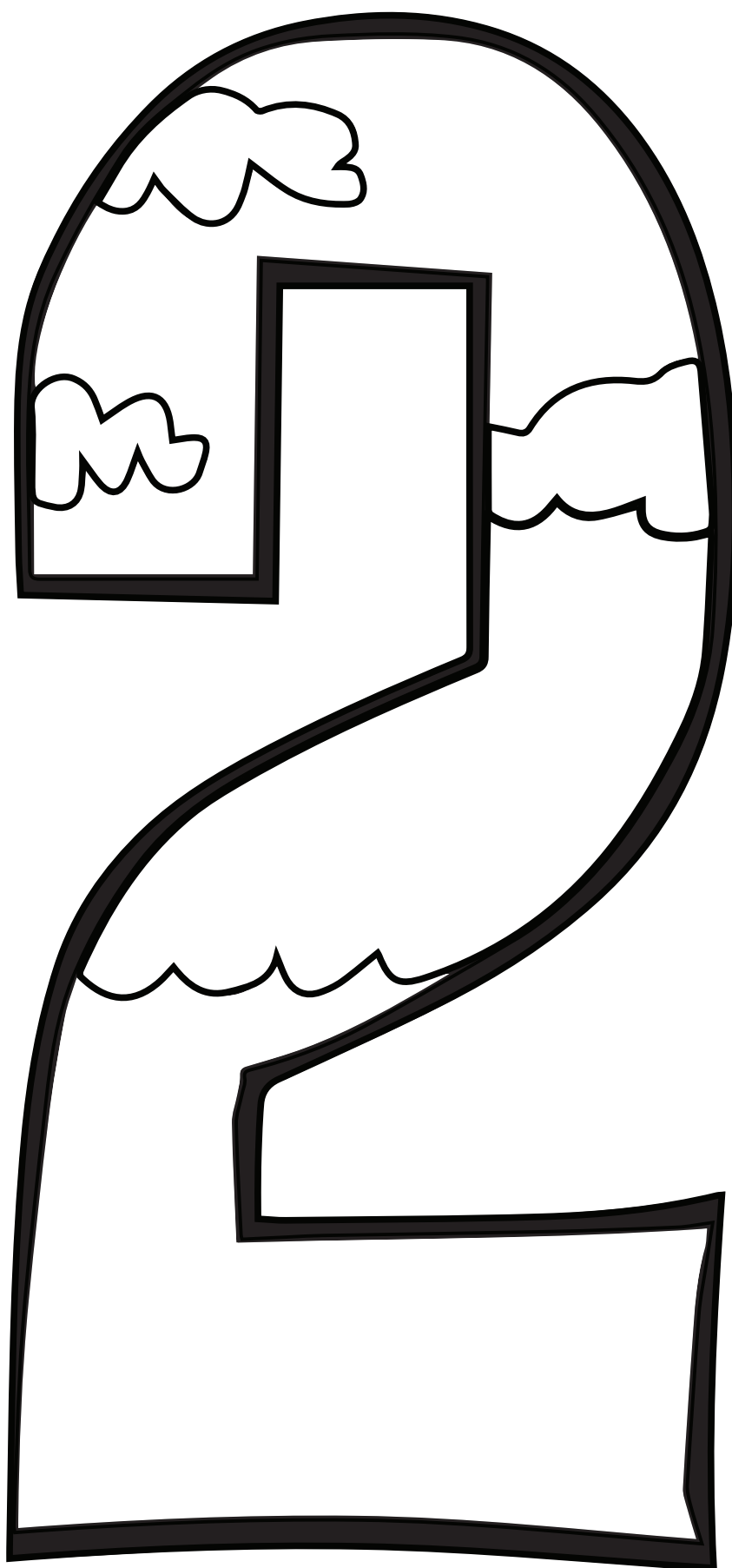
- 4. Make a lamb craft.

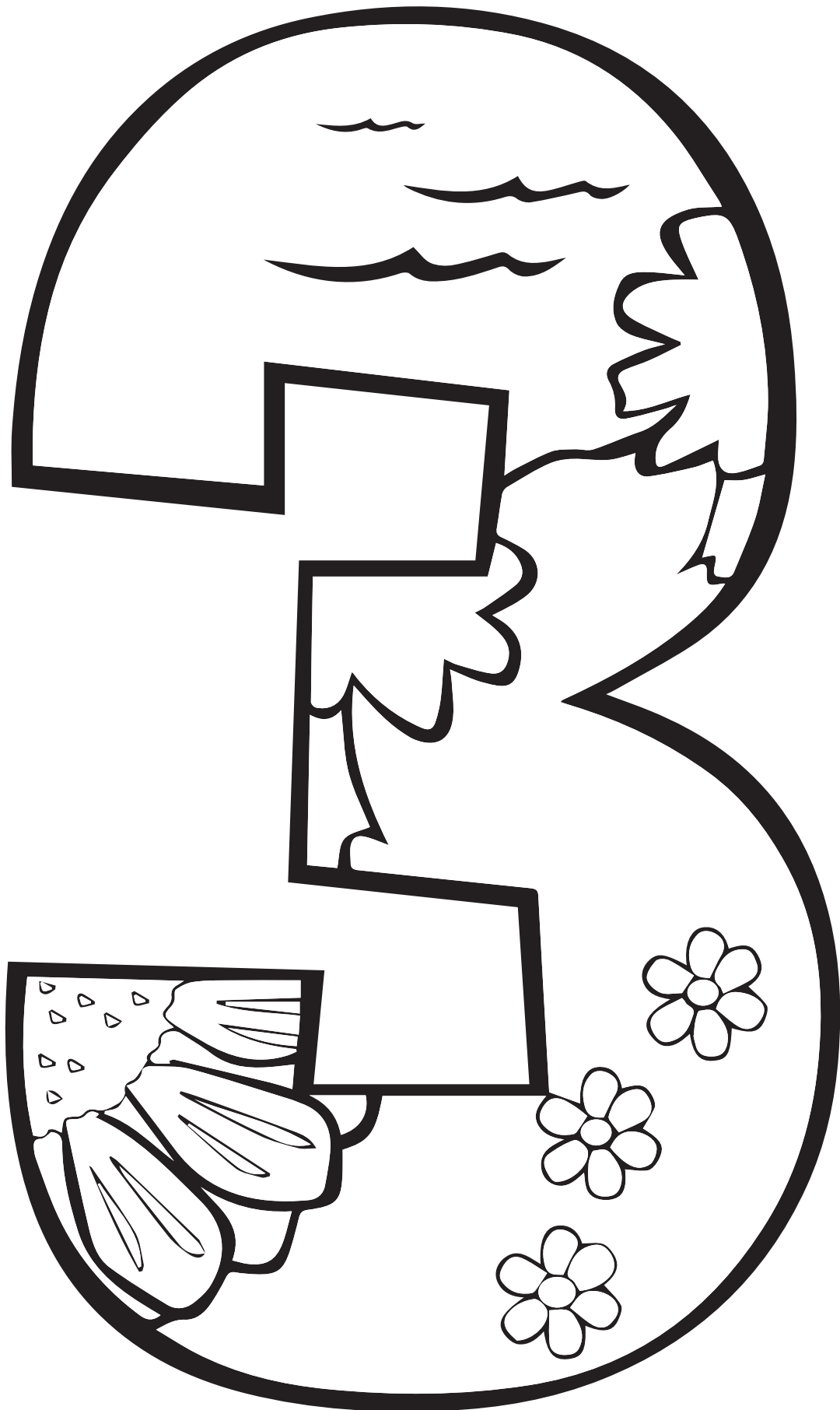


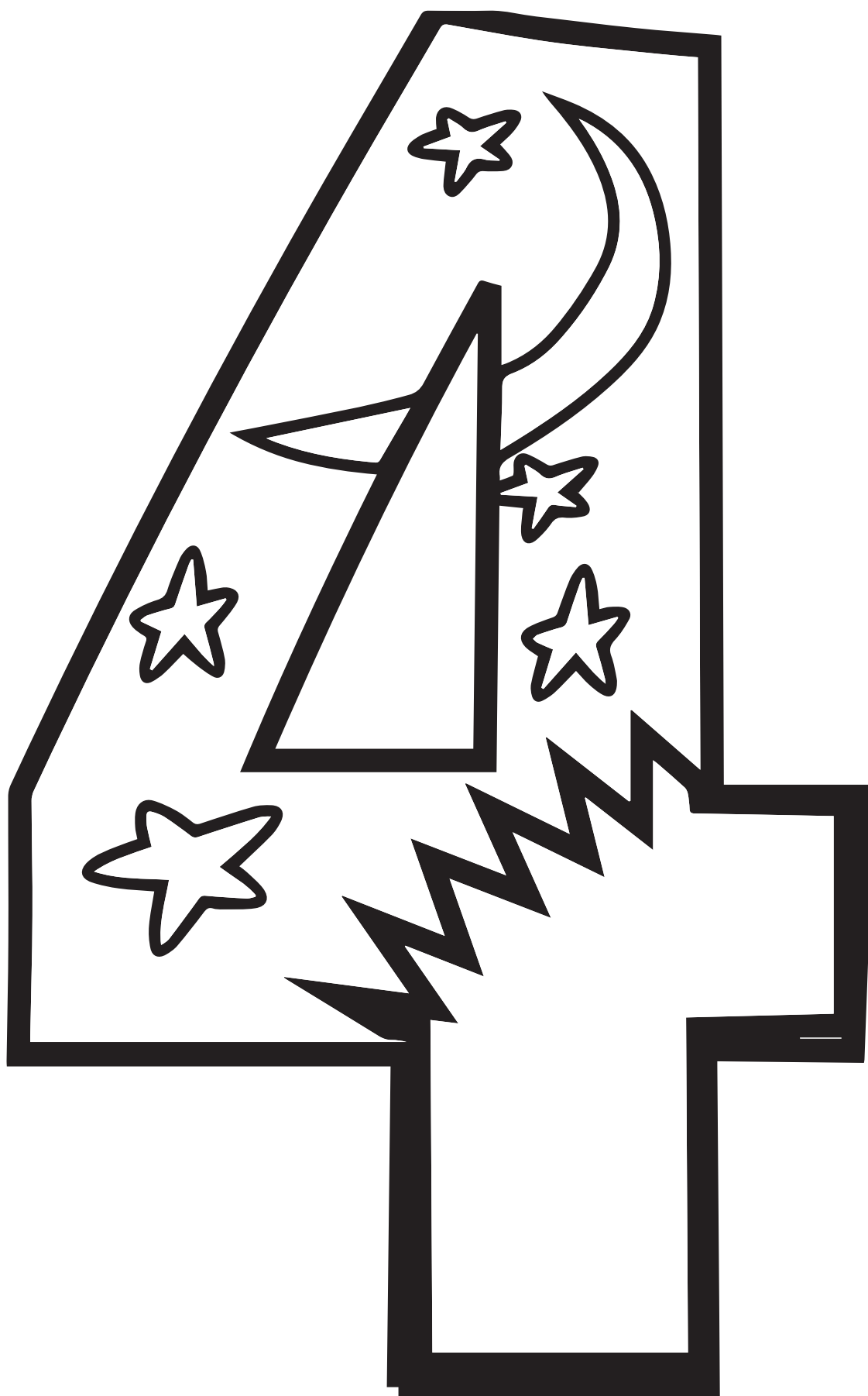
1

○ Color a story chart or lap-book about: The Days of Creation.









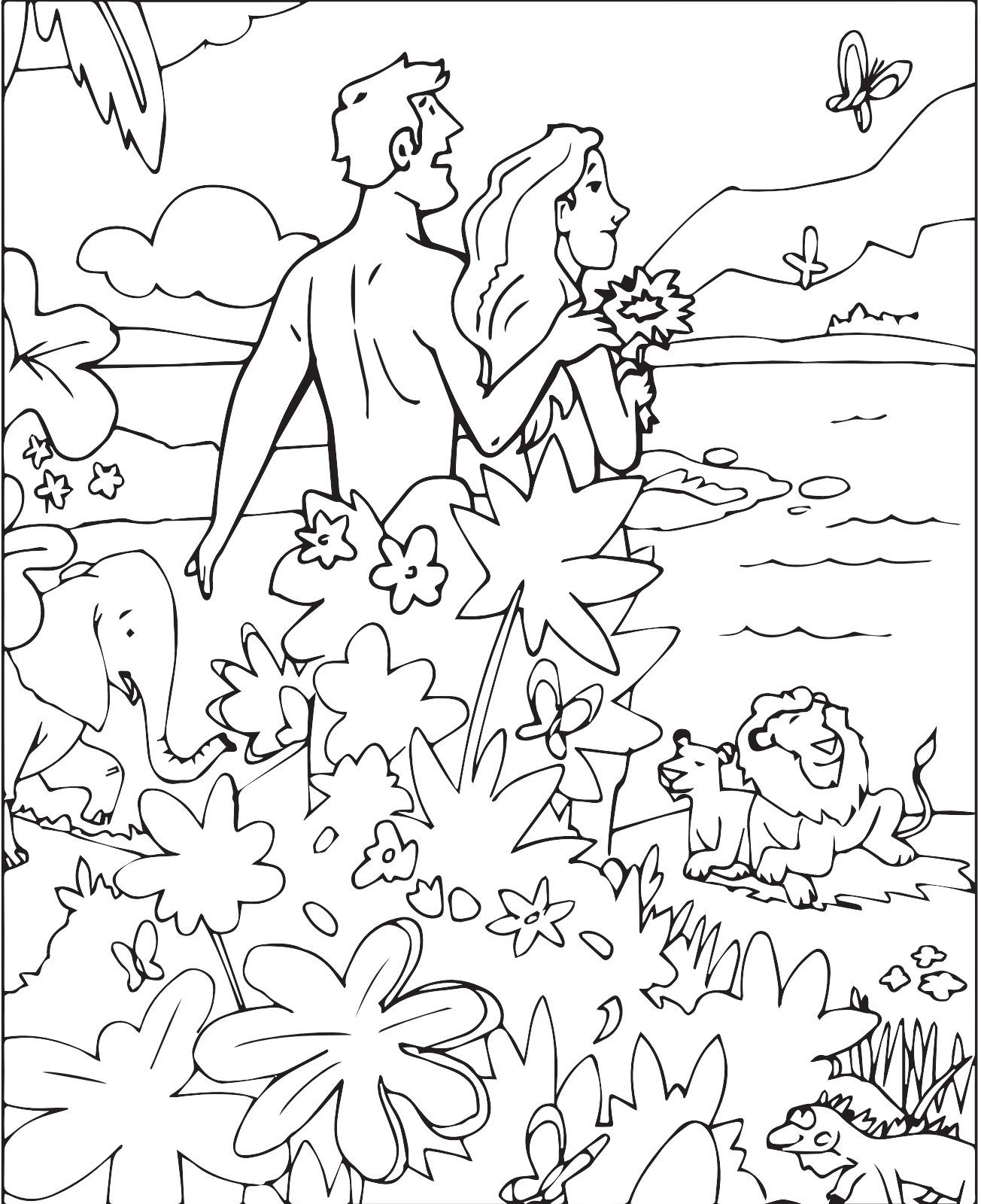






2

○ Tell an adult one of the stories of Creation: Creating animals, creating people, creating the Sabbath.



1

Complete the My Friend Jesus award OR. Complete the Little Boy Jesus award (two pages farther).

- ☐ 1. Listen to a book about Jesus.
- ☐ 2. Sing a song about Jesus.



- ☐ 3. Play a game about Jesus.
- ☐ 4. Learn how Jesus grew up helping/obeying his parents.
- ☐ 5. Learn to be friends with peers as Jesus was.



- 6. Make a friend craft.

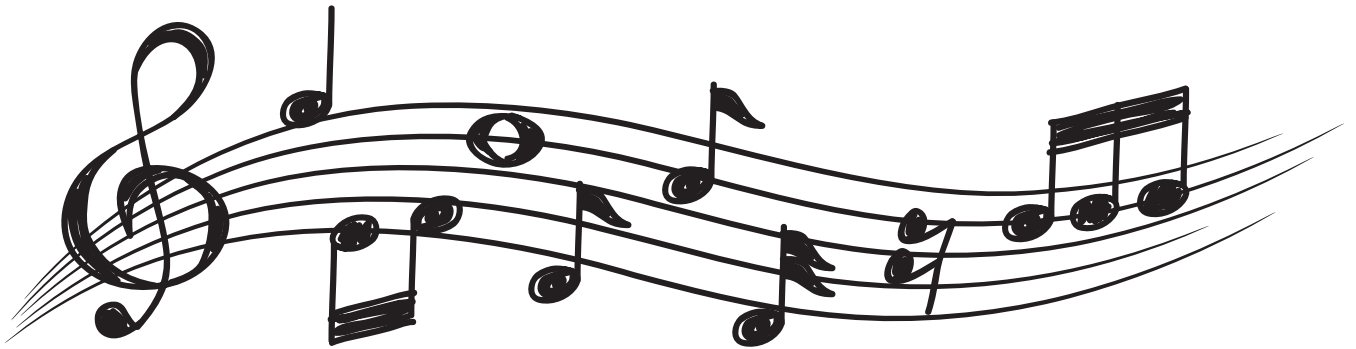
Trace your hand and a friend's hand, and color it.



2

Complete the Little Boy Jesus award.

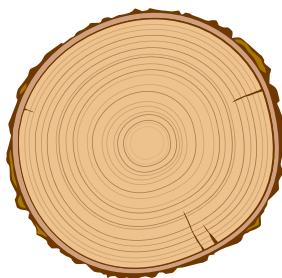
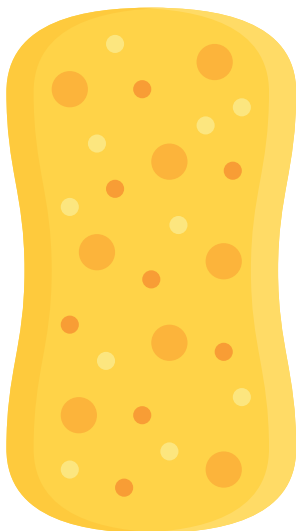
- ☐ 1. Listen to a book about little boy Jesus.
- ☐ 2. Sing a song about little boy Jesus.



- ☐ 3. Play a game about little boy Jesus.



4. Make a little boy Jesus craft.



1

○ Have a regular family worship time in your home. Keep a record.

FAMILY *worship* TIME RECORD

	<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>
Sun				
Mon				
Tue				
Wed				
Thu				
Fri				
Sat				

2

○ Ask a parent or guardian what their favorite day of creation is.

3

Complete the Bible Friends award.

○ 1. Listen to a book about Bible friends.



- ☐ 2. Sing a song about Bible friends.
- ☐ 3. Play a game about Bible friends.
- ☐ 4. Make a Bible friend craft.



1

Complete the Finger Play Award.

- ☐ 1. Listen to a story about hands.



- ☐ 2. Say three things you learned about hands.

- _____
- _____
- _____

- 3. Say a poem and use your hand to act it out.



- 4. Make a craft that uses your hands as part of the project. (i.e., finger-paint, trace hands)



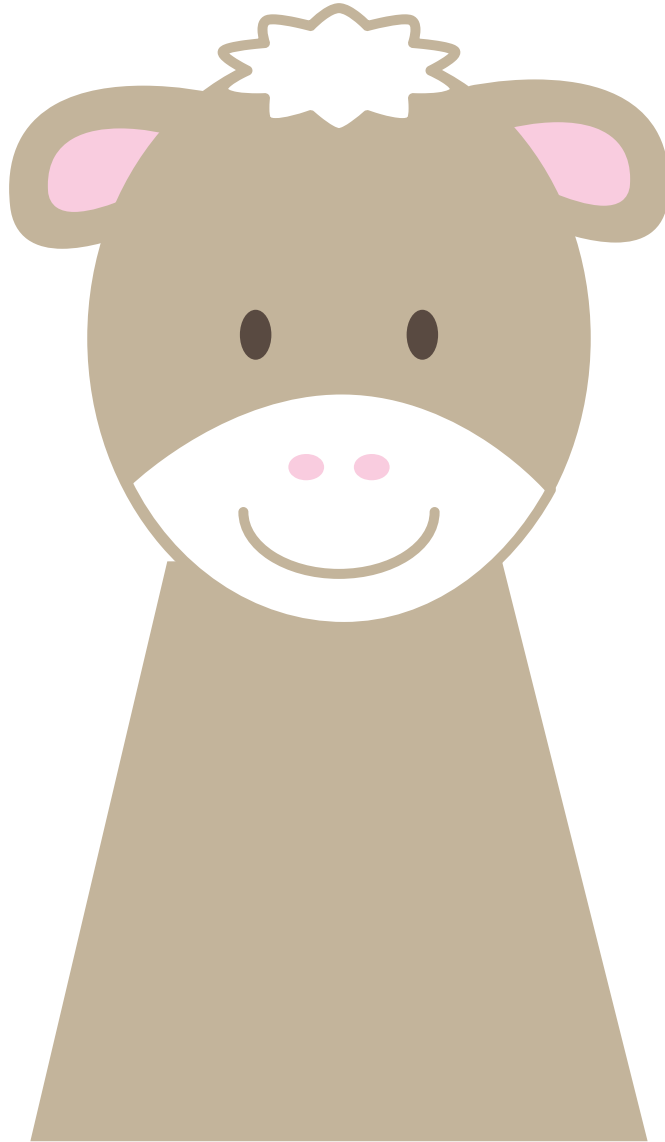
- 5. Complete an activity using your fingers. (i.e., build something with blocks, knead bread.)



1

Complete the Sharing Award.

- ☐ 1. Listen to a book about sharing.

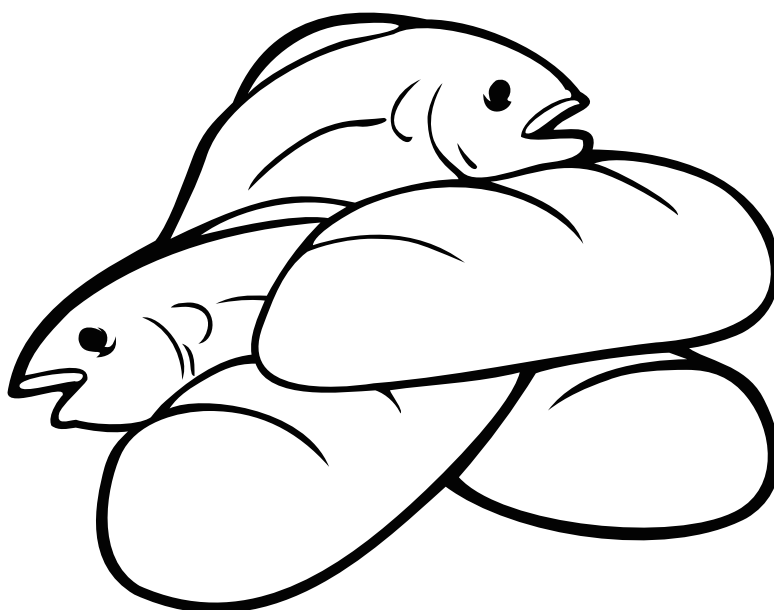


- ☐ 2. Sing a song about sharing.

3. Play a game about sharing.



4. Make a craft and share it with someone.



1

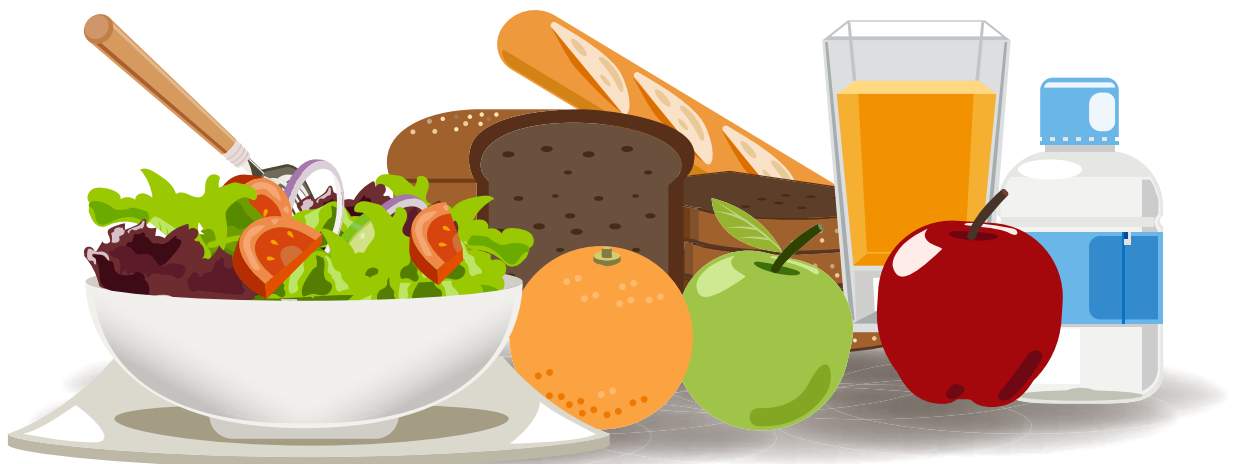
Complete the Healthy Foods Award.

- ☐ 1. Listen to a book about healthy foods.



- ☐ 2. Say three things you learned about healthy foods.

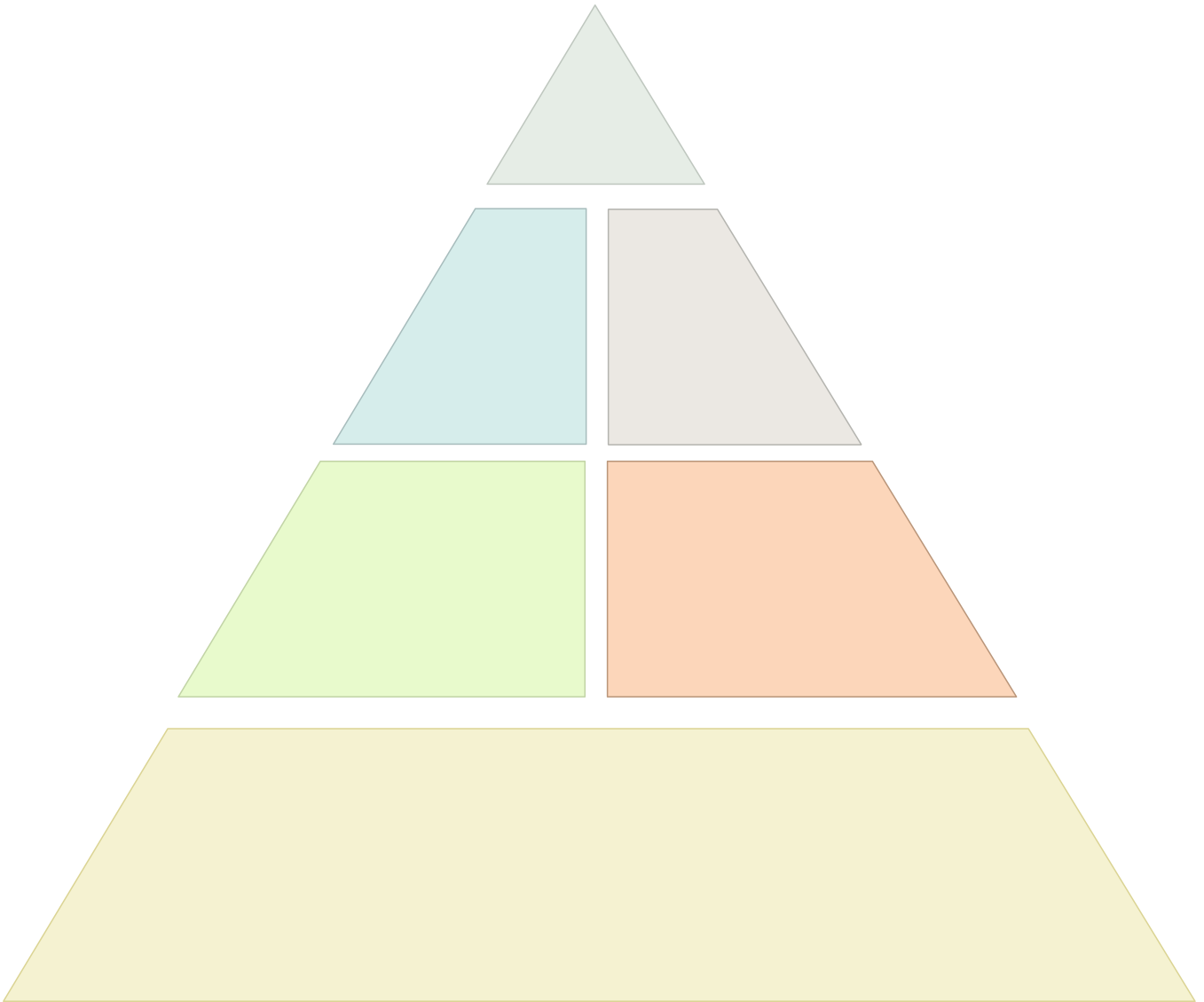
- _____
- _____
- _____



3. Play a game about healthy foods.



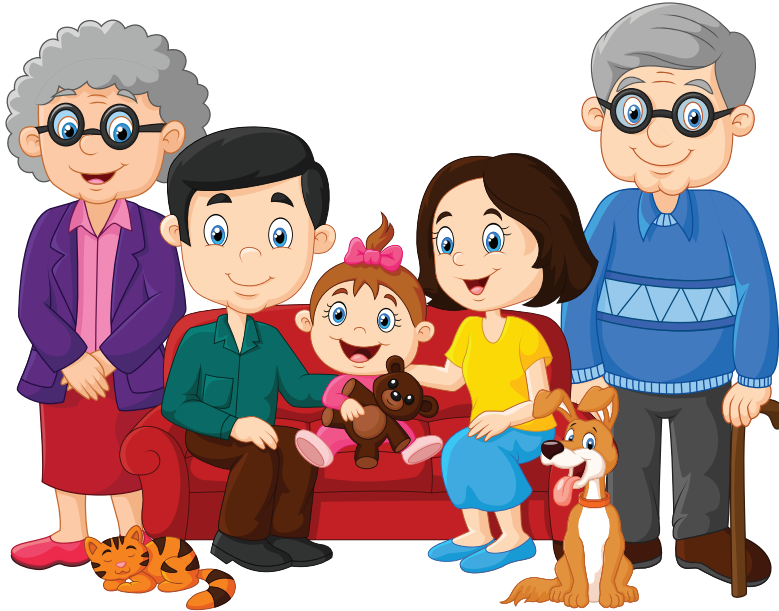
- 4. Make a healthy foods craft or chart.



1

Complete the My Family award.

- 1. Sing a song about families.



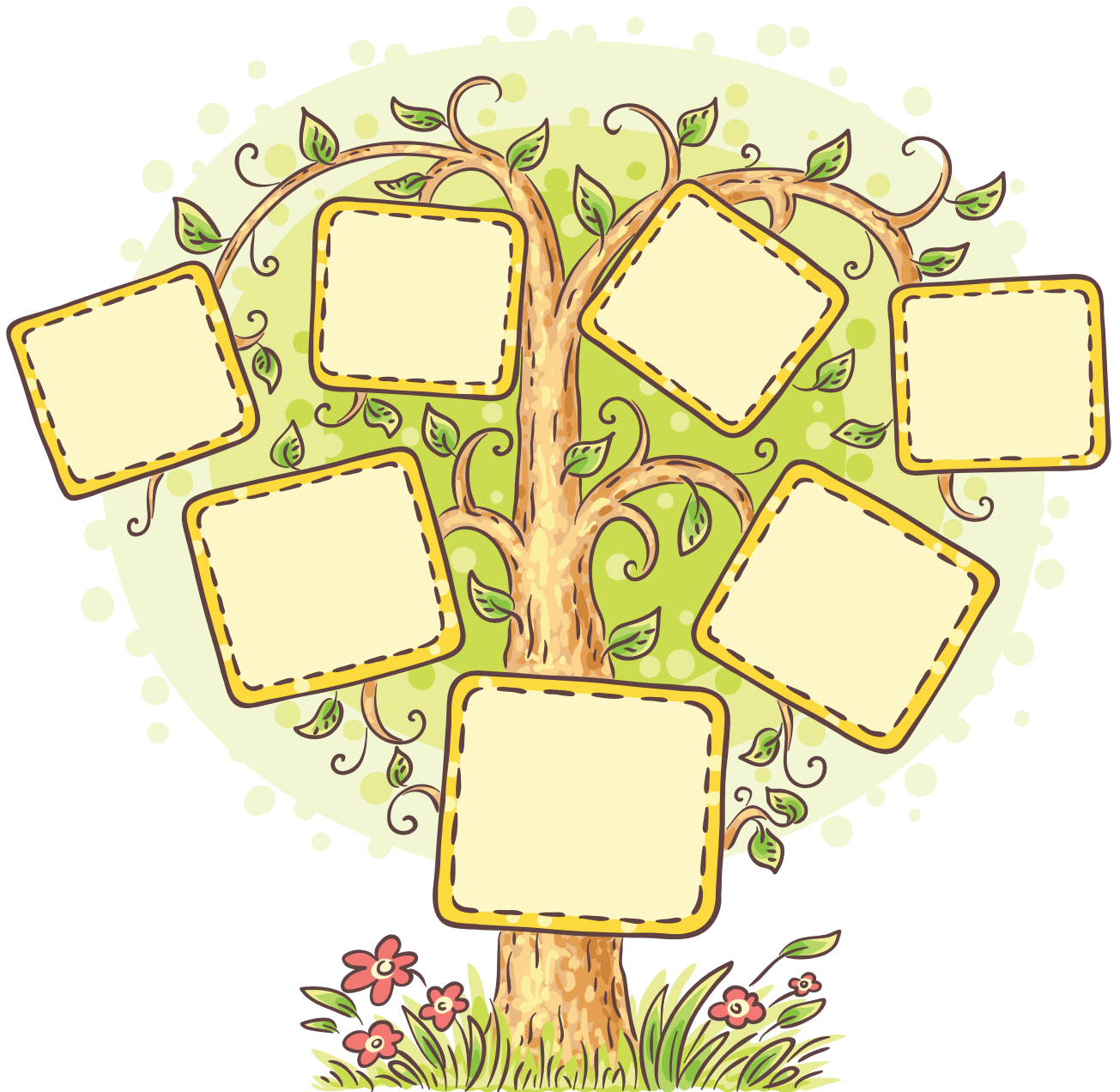
- 2. Listen to a story about families.



○ 3. Say three things you learned about about families.

- _____
- _____
- _____

○ 4. Make a craft about families.



- 5. Complete an activity about families.

A large, empty rectangular box with a blue border, intended for a family activity. The box is designed for a student to draw or write about their family.

1

Complete the Special Helper award.

- ☐ 1. Listen to a book about being helpful.



- ☐ 2. Sing a song about being helpful.
- ☐ 3. Play a game about being helpful.

○ 4. Make a craft about families.

○ 5. Help a family member with a special chore for one week. (i.e., feed a pet)



1

Complete the Healthy Me award.

- ☐ 1. Listen to a story about being healthy.
- ☐ 2. Say 3 things you've learned about families.
 - _____
 - _____
 - _____
- ☐ 3. Play an action game about being healthy.

- 4. Complete an art project about being healthy

A large, empty rectangular box with a blue border, intended for an art project. The box is designed to be hand-drawn, with a slightly irregular, sketchy border. It occupies most of the page below the instruction.

1

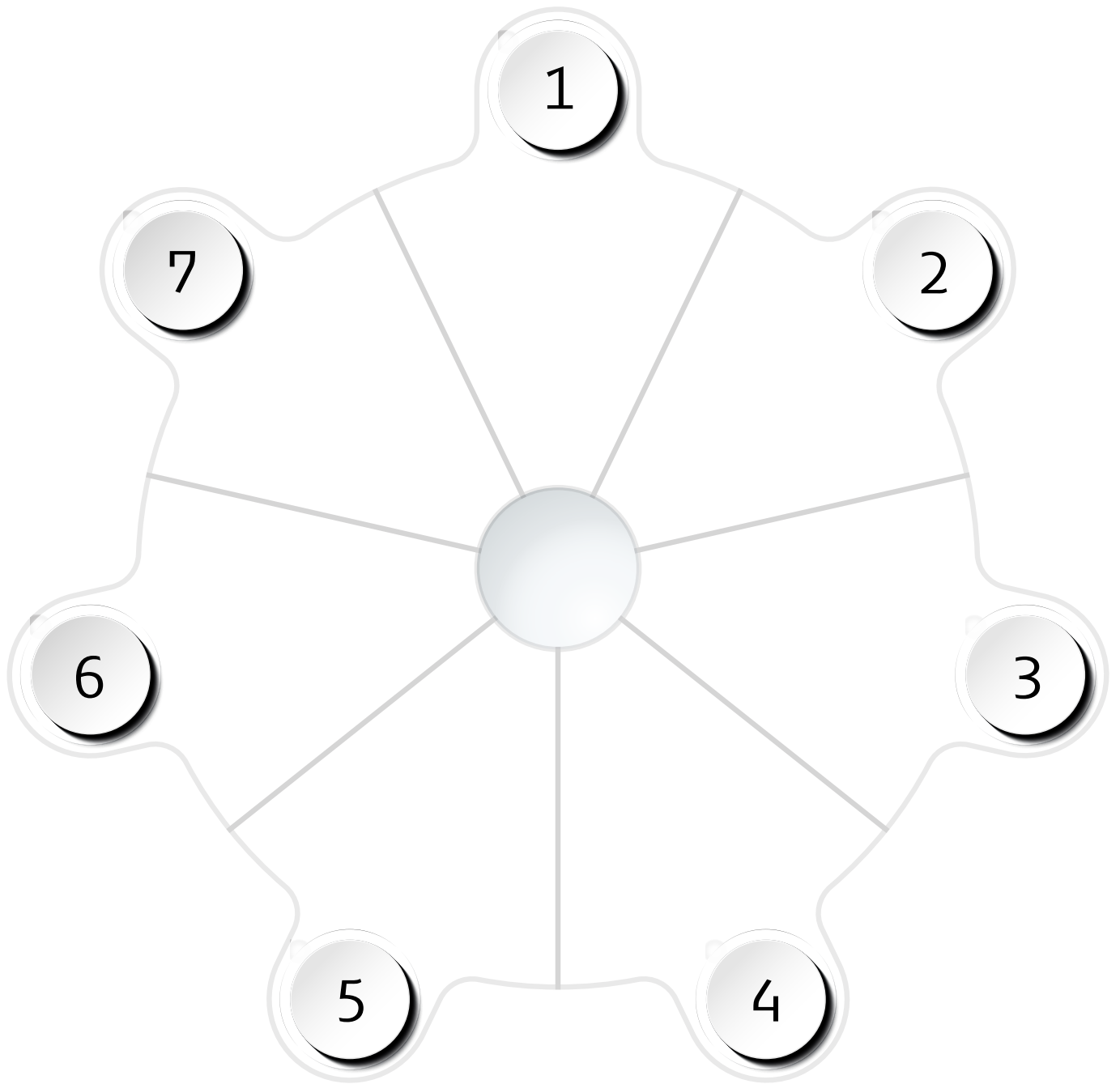
Complete the Creation award.

- ☐ 1. Sing a song about creation.
- ☐ 2. Listen to a story about creation.
- ☐ 3. Say 3 things you've learned about creation.

- _____
- _____
- _____

- ☐ 4. Make a craft about creation (Fill the creation wheel in next page).
- ☐ 5. Complete an activity about creation.





1

Complete the Community Helpers award.

- ☐ 1. Listen to a story about community helpers.
- ☐ 2. Pretend to be community helpers.
- ☐ 3. Play an action game using community helpers' skills.
- ☐ 4. Complete an art project about community helpers.



1

Complete at least two of the following Little Lamb level awards:

○ **Bodies of Water**

Requirements:

1. Listen to a book about lakes, streams, rivers, and oceans.
2. Sing a song about lakes, streams, rivers, and oceans.
3. Play a game about lakes, streams, rivers, and oceans.
4. Make a lakes, streams, rivers, and oceans craft.

○ **Insects**

Requirements:

1. Listen to a book about insects.
2. Say three things you learned about insects..
3. Play an action game about insects.
4. Make an insect craft.

○ **Stars**

Requirements:

1. Listen to a book about stars.
2. Say three things you learned about stars..
3. Play an action game about stars.
4. Make a stars craft.
5. Sing a song about stars.

○ **Weather**

Requirements:

1. Listen to a book about weather.
2. Say three things you learned about weather.
3. Play an action game about iweather.
4. Make a weather craft.

○ **Zoo Animals**

Requirements:

1. Take a trip to the zoo, if possible, or watch a video or movie about a zoo
2. What animals did you see?
3. What kind of food did most of them eat?
4. Did you see any birds? If so, what were they? Name them
5. Draw or color two things you saw at the zoo
6. Who made everything you saw at the zoo? Can you find the answer in the Bible? If so, where is it found?

Builder Instructor Help

General notes

General notes: If you are able to decorate a space for the builders each meeting, it will help those who learn by experiencing to learn more readily. Decorating with building tool cut outs, construction signs, or posters with messages about building character all set a theme for the year!

You could even include a wall check off chart with sticker to use as your group completes requirements (we would suggest that it mirrors a google sheets (or equivalent) file that is shared with all the Builder parents so they know what their child has not completed if they miss a meeting).

If your space allows, having a “story center,” “game center,” and “craft center” each set up ahead of time (and staffed by adults) will help your meeting go quickly and smoothly.

Basic

I. Do the Following,

A. Recite from memory the Adventurer Pledge and Law.

Adventurer Pledge

Because Jesus loved me, I will always do my best.

Adventurer Law

Jesus can help me to:

Be obedient

Be pure

Be true

Be kind

Be respectful

Be attentive

Be helpful

Be cheerful

Be thoughtful

Be reverent

By the time Helping Hands repeat the Adventurer Pledge and Law for you, they may have been Adventurers for their 6th year. That means they have it memorized (potentially better than you do).

However, it is key that they understand what it means to maturing “almost Pathfinder” young people.

Challenge them to think outside themselves and imagine what THEIR community would be like if everyone accepted (and lived in accordance with) the Pledge and Law.

Have a discussion. That means the leader does questions (open ended) and the kids do most of the talking!

Creating an environment where discussion is fun and positive is essential. You can do that by helping all feel involved (even the quiet ones), not allowing one or two to dominate the discussion, and affirming all answers, even those that need guided to be more directly appropriate to the questions asked.

If you have several parent volunteers and a larger group, more people can discuss if the groups are smaller (2-3 kids and an adult).

Questions you might ask:

1. How would church be different if everyone lived out the pledge and law?
 2. Are there things you or your family would do more often if....
 3. Are there good things that would happen in our neighborhood/village/town/city if most of the leaders lived by the words in the Pledge and Law?
 4. What is your favorite line in the law? Why? How does it help you be a better person?
 5. Why does God need to help us do the things in the law? When have you felt God helping you keep the law?
- B. Demonstrate real life situations where the Pledge and Law help you respond to situations in a Christ-like way. Illustrate or act out those situations.

After you have discussed the questions listed above or similar “application” questions, encourage kids to “write or plan” a short skit OR make an illustrated artistic rendering (poster, sand art, sidewalk art, song, digital media, etc.) that shows situations where the Pledge and Law would be helpful.

If you have a large group, divide up the different law portions to different groups of 2-3 kids. If you have smaller HH groups, either choose some favorites. Don’t let the “planning” drag on too long.

Some teachers enjoy miming (silent acting) different scenarios, then letting the HH’s guess which law should be applied AND WHY they think so.

Most of the statements in the law are social expectations by many people, regardless of spiritual awareness, so having a non-Christian audience to see the acts, art, or other depictions might do a lot to advertise the value of your adventurer club.

II. Complete the Reading IV award

Requirements:

Awarded to Adventurers who read, or listen while someone else reads:

1. 1 Samuel 1-3 from a modern translation of the Bible.
2. A Bible story or book about Jesus.
3. A book on health or safety.
4. A book on family, friends, or feelings.
5. A book on history or missions.
6. A book on nature.

Helps:

1. 1 Samuel 1-3 is the story of Hannah and the birth and giving of Samuel to God. Bible apps such as Youversion, Biblegateway, Olive Tree, and others all make it easy to read this story in the translation of your choice. Bible gateway has an extensive list of languages from around the world as part of a free download. Several websites also make it easy to listen to or read the passage on their website.
2. There are many books about Jesus. The important part is to find one for your child's developmental level.

Bible App for Kids is a ministry of Youversion Bible Inc. and provides nearly 50 interactive Bible stories for kids. There is an animated storybook app with vivid illustrations and sound as well as interactive touch screen interactions. The games and activities help kids remember what they learn. The navigation is simple for kids and there are no in-app purchases. There is also a printed kid's Bible that has the same stories and graphics. See your device's app store.

Bibleforchildren.org has illustrated and color pages for sixty different Bible stories available for download and printing in 132 different languages. There are 18 stories about Jesus (including Powerpoint, coloring pages, and storybook pages) <http://bibleforchildren.org/> or your device's App store.

Book Reading is usually "assigned" and done as a parent-child activity. As the children complete the activity have them REPORT their findings at club meetings.

Idea: Main character charade - have the parent and child work together to tell you ONE STORY from their reading award book about the MAIN character.

III. Complete the Hands of Service Award

Requirements:

1. Read aloud the following Bible verses about service:
 - a. Acts 20:35
 - b. 1 Peter 4:10, 11
 - c. Galatians 5:13, 14
 - d. Matthew 20:28
 - e. Mark 10:44, 45
 - f. Philippians 2:1-11
2. Discuss the parable found in Matthew 25:31-46. Use the following questions in your discussion.
 - a. What do you think the "sheep" and "goats" represent?
 - b. What actions are different between the "sheep" and the "goats" in this parable?
 - c. What actions of "service" does the king say are "blessed"? Why do you think these actions are blessed?
 - d. What actions does your group, club, Sabbath School, and church do that are similar to those talked about in this parable?
 - e. Does it sound like the sheep are in the "habit" of serving? How can we get in the "habit" of serving?
 - f. How does it feel to serve others?
3. Create a list of at least 10 things that Helping Hands could do to serve other people. Include things that would help:
 - a. Your family
 - b. Your church community
 - c. Your school community
 - d. Your Neighborhood / the Neighborhood near your church
 - e. People in need

4. With your leaders, plan and carry out one of the service projects that you brainstormed for “d. or e.” in the list above. Report to your Director, or as a club worship what you did and the difference you feel it made for others and for yourself.

Helps:

My God: Paul and Modern Spiritual Heroes

I. God’s Plan to Save Me

- A. Create a story chart showing the order in which these events took place: Paul, Martin Luther, Ellen White, Yourself.

A story chart is simply a variation on a “coloring book.” The story chart is cumulative, meaning that when the story pages are put together (see Activity book for each year), the story of the Bible is told from Creation, to the cross, to the second coming. Each story chart has a minimum of four pages, though some may have six or seven.

Sample Creative Common Lapbook image: https://commons.wikimedia.org/wiki/File:Lapbook_space_open.jpg

A lapbook is similar in many ways to a scrapbook or portfolio, but a younger version. Search online using the terms “what is a children’s lapbook” for definitions and a lot of new ideas on how to make one with your child(ren).

The chart topic for Busy Bee is an overview of missions and heroes from the book of Acts, through the ages to the modern era. For the first time, the child gets to see herself/himself as a part of the story of Jesus/God.

Seventh-day Adventists believe that spiritual gifts, including the gift of prophecy is a mark of the remnant church. That is why Ellen White is included in the list of story heroes. For some of your Helping Hands, this may be their first exposure to Ellen White. If so, reading a simple book about her life and role might be helpful. “Who Was Ellen White for Kids” by Jerry D. Thomas (Pacific Press) gives an extensive introduction over several lessons.

The Ellen White Estate offers several books in e-text format on their website, that tell stories about Ellen White or stories from her life and experience. These texts range in application and reading complexity, and thus will require pre-selection.

Resource: <https://m.egwwritings.org/en/folders/11>

You may use the pictures in the Activity Book to color or paint (choose what types of paint carefully), or you may find images for each of the seven days (including the Sabbath rest) on the internet or Christian coloring book.

Bibleforchildren.org has illustrated and color pages for sixty different Bible stories available for download and printing in 132 different languages. <http://bibleforchildren.org/>

Teaching Idea: Learning Cubes

Materials: Pre-assembled paper cubes, one set per 4-5 Helping Hands plus their parent/instructor; markers;

Ahead of time: The first cube should be decorated with the name of a hero on each side, on the second cube write one of the following words: who, what, when, where, why, how -- one-per-side.

This activity can be done as an introduction prior to the creation of the story chart, or as a way to share the stories they have remembered while creating the chart.

Note: Since several of these heroes are not ones that many Helping Hands know very much about, reading stories or informing the kids ahead of time who/what/why/when/where/how for each of the characters might be necessary.

Process: Have the Helping Hands sit in a circle on the floor. Give the cubes to one child and have him or her roll them. That child will now ask a question based on the word and picture/person that is facing up. For example, if "why" and "Martin Luther" land face up, the child might ask, "Why did Martin Luther translate the Bible into German?" The other Helping Hands can answer the question. Continue around the circle until time is up. You will find the need to GUIDE the discussion of "Yourself" to be sure that they remember that they are the spiritual heroes today and into the future -- thus questions should focus on how their lives and experience help others know Jesus.

- B. Plan and act out a skit or write a news story about one of the stories above, to show how that person is a spiritual hero.

Adults can help the child remember the parts of the story by asking questions to guide their storytelling and/or providing hands-on reminders of the day or event they are talking about.

If working with a group of children, have individuals or pairs (with a parent-helper) each create a picture or a short skit/story summary, so that each of the stories in the series is reported on!

If the group decided to write news stories, paper and pencils should be supplied. Some Helping Hands might even have the ability to create news stories for sharing verbally or visually using apps on their electronic devices. Plan ahead for ways you can guide their creation process without causing chaos or using up too much club time.

II. God's Message to Me

A. Complete the Bible III award

Requirements:

1. Earn the Bible II award.
2. Recite in order the books of the Old Testament.
3. Tell or act out the following Bible stories:
 - a. Noah
 - b. Abraham

- c. Moses
 - d. David
 - e. Daniel
4. Read or listen to a Bible story.
 5. Memorize and explain three of the following verses about living for Jesus:
 - a. Exodus 20:11-17
 - b. Philippians 4:13
 - c. Philippians 2:13
 - d. 1 John 2:1, 2
 - e. Jude 24
 - f. Your choice
 6. Play two games to help you remember the Bible stories.

Helps:

1. Bible II award could be taught as part of the church school or Sabbath School Bible class.
2. Teach with songs, games, felts, etc.
3. Encourage creativity and learn the special Bible lessons from the stories.
4. Make sure your children have hands-on experience using their Bibles, but also use Bible Story books, videos, and cassette tapes to teach them these stories in an interesting way.
5. Help the children understand the meaning of the passages and how they can apply to their lives.
6. Bible game books are available at Christian book stores as are Bible color books and felt sets.

Teaching Idea: <<Title>>

Materials: Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do

Procedure: Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

III. God's Power in My Life

Spend regular quiet time with Jesus to talk with Him and learn about Him. Keep a record.

C. Complete the Prayer award

Requirements:

1. Explain why we pray and what things we pray for and how we pray. Read Isaiah 40:31
2. Read Matthew 6:5-15, the Lord's Prayer.
3. Pray to God and Jesus 3 times a day for one week. Read 1 Thessalonians 5:17
4. Teach someone you know about praying and say a prayer with him/her.
5. Do 3 or more of the following:
 - a. Make a prayer request chart and ask people if they have a prayer request and pray for them.
 - b. Lead out in a club opening or closing prayer.
 - c. Make a card with a prayer in it and give it to someone.
 - d. Ask the Pastor about prayer.
 - e. Have a prayer breakfast for kids and parents.
 - f. Make a prayer journal and see how God answers prayer.

Helps:

1. We pray to stay close to Jesus because He is our very best friend and to be like Jesus, Read Mark 1:35 We pray to thank Him for his love and care, to ask for forgiveness, and to help others and ourselves. James 5:16. We should have a quiet time each day with Jesus, but we can pray anytime, anywhere.
2. Discuss the Lord's Prayer with children.
3. Ask parents to encourage children to pray and to make it a daily habit. Send to parents Ideas for Teaching Parent About Quiet Time.
4. Discuss how to teach someone to pray.
5. All activities included in worksheet. Discuss with children how each of these activities can be done.
6. For the prayer breakfast invite kids of all ages to attend and have a child give the message.

Resources:

1. Ideas for Teaching Parents About Quiet Time in Adventurer Manual pg. 459
2. Prayer award worksheet.

My Self:

I. I Am Special

- A. Put together a scrapbook, poster, or collage, showing some things you can do to serve God and others.

II. I Can Make Wise Choices

- A. Complete the Media Critic award

Requirements:

1. Explain what is meant by the term “media.” Cite four examples.
2. Memorize Philippians 4:8 and discuss three principles that help us form good reading, viewing and listening habits.
3. Keep a log of the time you spend each day with the different types of media. Note whether the media is Christ-centered or secular. Do this for two weeks.
4. Do one of the following with an adult then become a “media critic” and discuss the merits of each:
 - a. watch television
 - b. read a story
 - c. listen to a recording
5. With an adult, use a television guide, book club listing, etc., to choose what you will read or watch next week.
6. After your teacher reads the beginning of a short story, make up your own ending.

Helps:

1. Media are forms of communication that reach a large number of people, such as newspapers and magazines, television, films and videos, books, radio and musical recordings. Explain to the children that the media are in themselves, neutral, and that they can be used for good or bad. Explain to them that in today’s society they will be bombarded by media messages, and that it is hard not to be affected by what they see and hear and read. That’s why it is important to learn to control the media by choosing what

they will expose themselves to.

2. Read Philippians 4:8 and teach the children to use it as a guideline in making choices about what to do and see. Discuss these principles with the children, explaining them to the children and asking them to tell you what they have learned from this Bible verse.
3. Teach the children to be aware of time spent with Jesus compared with secular activities. Have each child make a chart keeping track of their viewing and reading activities for at least two weeks.
4. Select a story or program that the child feels will meet the standards of Philippians 4:8. You cannot always tell by reading a review or advertisement if it will be good by Jesus' standards. When you begin reading or viewing, if it is not proper, stop! Find something else. Encourage the child to make good choices.
5. Choosing ahead helps us realize how much time we spend in these activities and helps us to be more selective.
6. Reinforce the principles of good reading and viewing habits as they complete the story. Encourage imagination!

B. Complete the Wise Steward award

Requirements:

1. Find a Bible verse which tells who owns everything on earth.
2. Describe a wise steward.
3. Find, read and explain Malachi 3:8-10.
4. Fill out your own tithe envelope and give it at church in the offering plate.
5. Make and decorate a place to keep your:
 - a. spending money.
 - b. Savings.
 - c. Tithe.
6. Make a poster showing some of the things Sabbath School offerings are used for.
7. Listen to the story of a widow in the Bible and her small offering.
8. Tell how and why wise stewards will care for their belongings

Helps:

1. Genesis 1,2; Psalms 24:1; John 1:1-3
2. A wise steward is responsible and faithful to God and others. I Corinthians 4:2, I Peter 4:10
3. The Bible says that we are to give tithes and offerings to God as a response of gratitude. He promises a special blessing for those who are faithful.
4. Enlarge your church's tithe envelope to 8 1/2 by 11 inches and help the children fill out one as they learn

to give an honest tithe and offering to Jesus.

5. Help children understand the method and purpose of budgeting. See that every child has some money to put in the container(s) they decorate. (Children may give offering from spending money.)
6. Use magazine pictures or draw and color items that our Sabbath School offerings can buy (Bibles, Sabbath School papers, felts and pictures to illustrate Bible stories, Sabbath School meeting areas and much more).
7. Read Counsels on Stewardship by Ellen G. White, pages 174-176 and then retell the story of the widow and her two mites in language that the children will understand.
8. Wise and faithful stewards will manage their lives, time, talents, and money that God has given them.

III. I Can Care for My Body

A. Complete the Temperance award

Requirements:

1. Read and discuss I Corinthians 6:19, 20 and I Corinthians 3:17.
2. What is meant by “drug” abuse and temperance.
3. Talk to a doctor/nurse or discuss with an adult the use and effects of tobacco, alcohol, and drugs.

OR

4. Watch and discuss a film or video on the dangers of using any of the above.
 - a. Tell why some people choose to smoke, drink alcohol or use drugs. Tell how we can choose not to use them ourselves.
 - b. Plan a skit or play encouraging others to say “NO” and perform it with your group.
 - c. Design an anti-smoking, anti-drug, anti-alcohol slogan and paint it on a T-shirt.

OR

5. Create a poster or illustration showing the dangers of drug abuse.
 - a. Identify two famous people or athletes who are the best in their area and tell why they do not use tobacco, drugs or alcohol.

OR

6. Interview two people you know who live happily and healthfully without using tobacco, drugs or alcohol, and discuss with them their reasons for being temperate.
7. Participate in a recognized fitness test:
 - a. President’s Challenge
 - b. An equivalent program

Helps:

1. Encourage the Adventurer to memorize and understand the meaning of these texts.

2. There are many good drugs, like penicillin, which have saved many lives; aspirin, which relieves headaches, and drugs that help cure cancer, etc. When someone uses drugs in harmful doses or in ways not prescribed by a doctor it is called drug abuse. Discuss drugs children are familiar with and how they can be abused. Recommend a special speaker to talk to the children about drugs and the effects of drugs.
3. People and materials are available through your conference health director, local library and community health department.
4. In a social setting, encourage the Adventurer to express themselves. Have them share what they have learned. Serve popcorn and fruit juice.
5. Let the Adventurer be creative and let them develop a play illustrating the importance of saying "NO" to drugs in a polite way.
6. Have fun becoming involved with your children. A local craft or art store will have the needed supplies.
7. The local newspaper will give you names of people and stories. Invite a policeman or doctor to share his/her story about the harmful effects of tobacco, drugs and alcohol. Use Listen or Winner magazines from the Review & Herald Publishing Association.
8. Use the President's Challenge or Canadian Fitness test. Set goals and practice to improve. NOTE: THESE PROGRAMS DO NOT EXIST ANY MORE IN US OR CANADA.

My Family

I. I Have a Family

A. Share one way your family has changed. Tell how you felt and what you did.

Helps:

B. Find a story in the Bible about a family like yours.

Helps:

II. Families Care for Each Other

- A. Learn how to play a game through which each of your family member show appreciation to each of the other members of the family.

Helps:

- B. Complete the Family Helper award

Requirements:

Helps:

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III. My Family Helps Me Care for Myself

- A. Complete the First Aid Helper award

Requirements:

1. Demonstrate how to treat an abrasion or a cut, and describe the dangers of a dirty dressing.
2. Describe how to care for a nosebleed.
3. Identify and make a display of different types of bandages.
4. Make a simple first-aid kit and learn uses of included items.
5. Sterilize one of the following and tell why each is an important item to have in your first-aid kit.
 - a. Tweezers

- b. Thermometer
 - c. Needle
6. Visit an emergency-care facility to learn about some of the emergencies they care for.
 7. Play “hospital” and practice your skills on the above emergencies.
 8. Describe and draw the First Aid symbol.
 9. Name a time when Jesus gave first aid to someone who was bleeding badly.

Helps:

1. A dirty dressing can cause infection. Clean a cut or abrasion with running water and cover with a clean bandage.
2. Sit down, lean forward and apply pressure on the side that is bleeding. Apply a cold compress to nose and face.
3. Triangular bandage, adhesive-strip dressing, figure of eight, fingertip, spiral, and circular bandages are good ones to teach children how to make. Practice applying these bandages.
4. Even a simple kit needs the following items: Adhesive compress bandage compress, 2” by 2” plain gauze pads, gauze roller bandage, triangular bandages, needle, scissors, tweezers, thermometer, disinfectant, calamine lotion, insect repellent and an ace bandage.
5. Wash with soap and water, then sterilize with alcohol. Needle could be used to remove a sliver, tweezers for stickers or glass. Teach children to read a thermometer and explain when one is used and why.
6. Plan to visit a hospital or fire station or have a community worker come to talk with your group about the different emergencies (s)he handles as part of his/her job.
7. Bring clean sheets and bandages and let the children “treat” the different problems with simple care.
8. The award design is the recognized first-aid symbol.
9. See Matthew 26:51.

My World

I. The World of Friends

A. Complete the Caring Friend award

Requirements:

1. Explain how you can be a Caring Friend. Find, read and memorize I Peter 5:7.
2. Talk to a person and ask the following:

- a. the day and month (s)he was born
 - b. his/her favorite animals
 - c. two of his/her favorite colors
 - d. three favorite foods
 - e. four things that are important to him/her
 - f. have your new friend tell you about his/her last trip
3. Visit a shut-in and take something to him/her. Use the questions in #2 as a basis for your conversation.
 4. Tell one of the persons in #2 or #3 above how Jesus loves you and that He loves him/her also.
 5. Show how you can become a caring person to your parents by:
 - a. helping to keep your room clean
 - b. helping in the kitchen with preparation or cleanup
 - c. doing extra chores without being told
 6. Tell of something special you have done for a friend.

Helps:

1. Discuss ways the children can be Caring Friends, such as being kind to an older person, your playmates or siblings; taking a cool glass of water or a bouquet of flowers to someone that is ill; sharing a book or game. Make a list for the children showing ways to be a Caring Friend at home, church, school, the park, etc. Learn and discuss I Peter 5:7.
2. Have the children write down the birthday (month and day) so they can send or take a card or flowers to surprise their new friend on his/her birthday. The questions are designed to encourage the children to visit with their new friend.
3. Encourage the children to take something to a shut-in and to visit him/her using the questions in #2 as a basis for their conversation. Suggestions: A May basket with flowers, a picture you have drawn and colored, or a craft item you have created.
4. Discuss with the children their feelings toward God and how they can express to others His love.
5. Encourage the children to do "sweet surprises" or find ways in which they can be helpers at home, without being asked to do a certain task.
6. As a group, family or individual, plan and do something helpful for someone special. Have fun doing it and see what reactions you receive after doing it.

II. The World of Other People

- A. Know and explain your national anthem and flag.

Helps:

1. This will vary from country to county.

Teaching Idea: I Can Remember My Flag Challenge

Materials: A coloring page of your national flag, crayons or colored pencils matching the colors in the flag, an actual national flag.

Procedure: Have the Builders study carefully the flag you have brought for them to look at. When they believe they know the flag, have the Builders go to a table where they cannot see the flag. Have the coloring pages of the flag and the crayons or colored pencils laid out on the table. Instruct the Builders to color the flag just like the one they just studied. After they are done, have them compare their colored version back to the original flag they studied. How did they do? What will they need to remember next time?

B. Name your country's capital, and the leader of your country.

Helps:

1. This will vary from country to country.

Teaching Idea: Map Study and Picture Recognition

Materials: Map of your country with the capital marked on it, a picture of your country's current leader.

Procedure: Ask the Builders to find several things on the map, where you all live, where the capital is located, other major landmarks that make your country special. If they need help, show them each location. Talk about how far the capital is from where you live and about the distances to other things on the map. Show the picture of your country's leader and ask the Builders to explain who this is and what this person does.

III. The World of Nature

A. Complete a nature award not previously earned.

Helps:

1. Have your Builders review a list of all the nature awards and mark the ones they have completed.
2. Select an award to accomplish together which no one has done already.

Resources:

Gomez, Ada. "Adventist Adventurer Awards." Adventist Adventurer Awards - Wikibooks.org. North American Division Club Ministries, 2014. Web. 26 July 2017. <https://en.wikibooks.org/wiki/Adventist_Adventurer_Awards>.

