

# Helping Hands

## Activity Book



This book belongs to \_\_\_\_\_

General Conference Youth Ministries Department



# Helping Hands

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General Conference Youth Ministries Department

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**Resources:**  
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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.

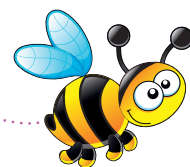
By 1938 the term "Progressive Class Work" was used when referring to all the classes from Busy Bee up to Master Comrade.

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.



# Helping Hands Checklist

Name: \_\_\_\_\_ Date Started: \_\_\_\_\_ Date Completed: \_\_\_\_\_

## Basic Requirements

1. Repeat from memory and accept the Adventurer Pledge
2. Complete the Reading I award
3. Complete the Flowers award

## My God

1. God's Plan to Save Me
  - a. Create a story chart or lap-book showing the order in which these events took place:
    - Creation,
    - The first sin,
    - Jesus cares for me today,
    - Jesus comes again,
    - Heaven.
  - b. Draw a picture or tell about one of the stories above to show someone how much Jesus cares for you.
2. God's Message to Me
  - a. Complete the Bible I award.
3. God's Power in My Life
  - a. Spend regular quiet time with Jesus to talk with Him and learn about Him. Keep a record.
  - b. Ask two people how they show other people that Jesus cares for them.
  - c. Complete the Delightful Sabbath award.

## My Self

1. I Am Special
  - a. Make a booklet showing different people who care for you as Jesus would.

2. I Can Make Wise Choices
  - a. Name at least four different feelings.
  - b. Play the feelings game.
3. I Can Care for My Body
  - a. Complete the Health Specialist award.

## My Family

1. I Have a Family
  - a. Draw or cut out a picture showing something special about each member of your family.
2. Families Care for Each Other
  - a. Discover what the fifth commandment (Exodus 20:12) tells you about families.
  - b. Act out three ways you can honor your family.
  - c. Complete the Home Helper award.
3. My Family Helps Me Care for Myself
  - a. Complete the Safety Specialist award.

## My World

1. The World of Friends
  - a. Complete the Listening award.
2. The World of Other People
  - a. Tell about the work people do in your church. Find a way to help them.
3. The World of Nature
  - a. Complete the Friend of Animals award.

## Instructor Checklist

### Basic Requirements

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### My God

1.
  - a. \_\_\_\_\_
    - \_\_\_\_\_
    - \_\_\_\_\_
    - \_\_\_\_\_
    - \_\_\_\_\_
    - \_\_\_\_\_
  - b. \_\_\_\_\_
2.
  - a. \_\_\_\_\_
3.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

### My Self

1.
  - a. \_\_\_\_\_
2.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
3.
  - a. \_\_\_\_\_

### My Family

1.
  - a. \_\_\_\_\_
2.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
3.
  - a. \_\_\_\_\_

### My World

1.
  - a. \_\_\_\_\_
2.
  - a. \_\_\_\_\_
3.
  - a. \_\_\_\_\_

# INTRODUCTION



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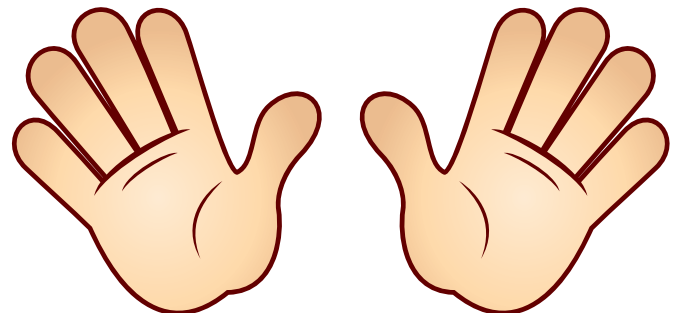
*"Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."*

–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 Helping Hands. However, now that you've had time to think about it, the picture may have quickly changed to a group of noisy fourth graders running around the room or huddled in the corner planning their next conquest. Hopefully the reality will be somewhere in between these two pictures!

This guide was developed to assist parents and Helping Hand level leaders who want to work with children as they develop physically and spiritually. The Helping Hand 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 Helping Hand 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 Helping Hands are about to begin!



# SECTION

# 1

## The Helping Hands Level

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



# New Adventurer Logo



Nature  
Oriented  
Ministry

Jesus  
Centered  
Ministry

Family  
Focused  
Ministry



# Helping Hands 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 Helping Hands 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 Helping Hand 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 Helping Hand Reading award\*, as part of the Helping Hand 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 Helping Hand chart and/or card. At the end of the Adventurer year, each child completing all the requirements will receive the Helping Hand pin during the Investiture Service.

It is very important for Adventurer staff to understand that not all Helping Hands 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 Helping Hand.



# Adventurer Awards

Helping Hands patches are called awards. There are lots of awards and each one is designed to encourage your Busy Bees to explore, learn, and play. Once a Busy Bee 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 Helping Hands curriculum but your club will probably set aside time just for awards.

It is important to note that the awards have levels that correspond with the Adventurer levels. When you are selecting an award to complete, make sure that you choose age-appropriate 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 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!

Helping Hand 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 Helping Hands

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





## What You Need to Know About Helping Hands

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 Helping Hands. 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. Helping Hands are quickly growing and learning. Make sure you focus on the specific needs of each child and not the stages.



## Physical Characteristics

- Have high energy levels and may play until exhausted.
- Girls are usually ahead of boys in physical development.
- Experience growth spurts and may be unsure about their bodies.
- May complain of stomachaches, headaches, and leg pains caused by growing pains and anxiety.
- Have improved fine motor skill development.
- May have poor posture and squirm a lot as they adjust to body changes.



## Cognitive Characteristics

- Can think independently but care what peers think.
- Are developing a strong ethical sense of right and wrong.
- Can understand cause and effect.
- Value being trusted.
- Are concrete learners.
- Enjoy memorizing but may not understand the meaning behind what they memorize.
- Like to organize and categorize information and objects.
- Are frequently anxious and stressed. They want to succeed.
- Can prioritize and set goals.

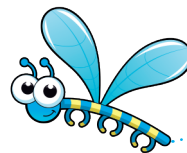


# Social Characteristics



- Need lots of opportunities for success.
- Appreciate behavior and new tasks being modeled so they know what to expect and how to do it.
- Benefit from competition being minimized.
- Do well in a cheerful and fun environment where they are encouraged to try new things.
- Need to follow the rules.
- Benefit from schedules and routines.
- Learn by doing: acting in plays, writing stories, building things, painting, and playing games.
- Like to make choices.
- May need rest breaks or high energy activities followed by low energy activities.
- Like to collect things.





## 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 their 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 instructions, 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

## Helping Hands with Disabilities

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



# Including Helping Hands 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 special needs.
- Ensure the meeting facility is handicapped 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.

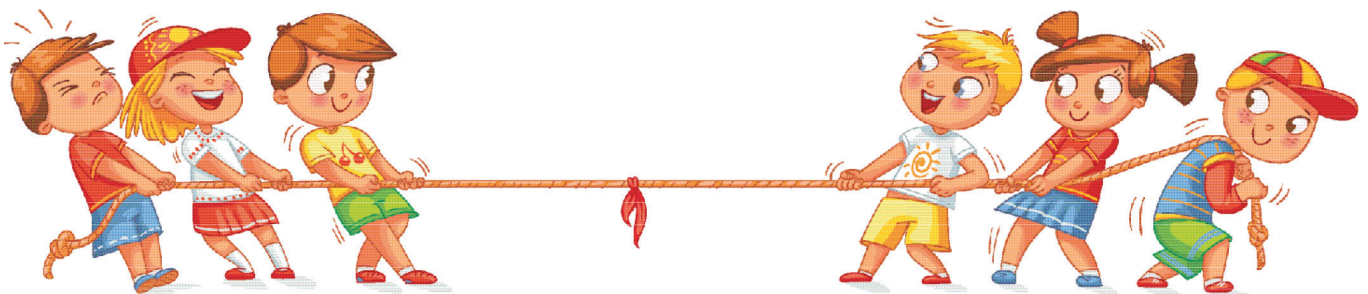




## Planning Inclusive Activities

At times you will need to substitute or change program requirements in order for children with disabilities to participate. 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 colored buttons instead of playing a button game with other children.
- If a child has a balance problem, provide a bike with training wheels for the bike rodeo.
- Instead of making a creation story chart, a blind child can make a creation collage, using small plastic animals and other tactile objects.
- A child with cerebral palsy and poor fine motor skills may not enjoy coloring. Try enlarging the coloring sheet and taping it to the table so it won't slip. Large crayons might be easier for her to use than small crayons.
- 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 who exhibits delayed speech can act out feelings and have an adult take a picture. Then the child can glue the picture onto construction paper with the help of an adult.



- [disabilityresources.org](http://disabilityresources.org)
- [canchild.ca](http://canchild.ca)

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



# SECTION 4

## Helping Hands Meetings

Helping Hands enjoy hands-on activities that are fun and engaging. These lessons let your Helping Hands have fun exploring their world and growing closer to Jesus.



# Helping Hands 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

Helping Hand 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.






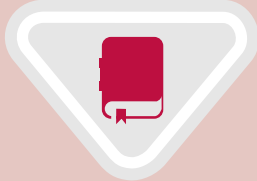
Whatever themes and activities you select, consider using the same organizational structure for each meeting, since children this age benefit from consistency. Make sure the children know what to do while waiting for instruction, rules for behavior during activities, and clean-up procedures. This structure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


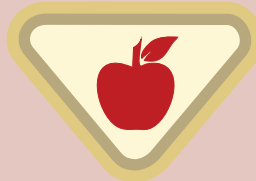
Also, be aware that the pace of activities will differ from club to club and meeting to meeting. Sometimes the children will quickly complete everything you planned. It's good to have a back-up game or activity for when this happens. Other times, the children may really enjoy an activity and not want 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.


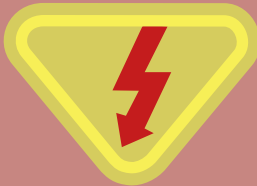

Finally, flexibility and enthusiasm are the keys to conducting successful Helping Hands meetings!




# Helping Hands Scope and Sequence

Area	Basic	Basic	My God God's Plan to Save Me	My God God's Message to Me
Requirements	Repeat from memory and accept the Adventurer Pledge	Repeat from memory and accept the Adventurer Pledge	<p>Create a story chart or lap-book showing the order in which these events took place:</p> <ul style="list-style-type: none"> <li>• Creation,</li> <li>• The first sin,</li> <li>• Jesus cares for me today,</li> <li>• Jesus comes again,</li> <li>• Heaven.</li> </ul>	Draw a picture or tell about one of the stories above to show someone how much Jesus cares for you.
Award	Reading I 	Flowers 		Bible I 
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Area	<b>My God</b> God's Power in My Life	<b>My Self</b> I Am Special	<b>My Self</b> I Can Make Wise Choices	<b>My Self</b> I Can Care for My Body
Requirements	a. Spend regular quiet time with Jesus to talk with Him and learn about Him. Keep a record. b. Ask two people how they show other people that Jesus cares for them.	Make a booklet showing different people who care for you as Jesus would.	a. Name at least four different feelings. b. Play the feelings game.	
Award	Delightful Sabbath 			Health Specialist 
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
Requirements	Draw or cut out a picture showing something special about each member of your family.	a. Discover what the fifth commandment (Exodus 20:12) tells you about families. b. Act out three ways you can honor your family.		
Award		Home Helper 	Safety Specialist 	Listening 
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Area	<b>My World</b> The World of Other People	<b>My World</b> The World of Nature		
Requirements	Tell about the work people do in your church. Find a way to help them.			
Award		Friend of Animals 		
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1

○ Repeat from memory and accept the Adventurer Pledge & Law



loves \_\_\_\_\_, very much.

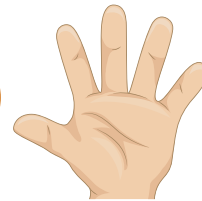
child name



will

help \_\_\_\_\_ to be a

child name



for Him.

## 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



2

## Complete the Reading IV award

1. Awarded to Adventurers who read, or listen while someone else reads (check on the squares when you finish each one):

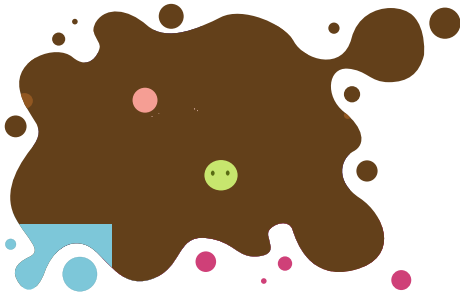
- ☐ 1 Samuel 1-3 from a modern translation of the Bible



- ☐ A Bible story or book about Jesus



- ☐ A book on health or safety



- ☐ A book on family, friends, or feelings



- ☐ A book on history or missions



- ☐ A book on nature





Name: \_\_\_\_\_ Month: \_\_\_\_\_

Name of Book	Author	Date Completed	Comments

## 3

### Complete the Flowers award

○ 1. List five flowers mentioned in the Bible.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

○ 2. Identify 10 of the following (adapt the list depending on your country flowers):

☐ Daffodil

☐ Pansy

☐ Gladiolus

☐ Daisy

☐ Chrysanthemum

☐ Lily

☐ Geranium

☐ Rose

☐ Iris

☐ Tulip

☐ Carnation

☐ Petunia

○ 3. Tell what attracts bees and insects to flowers and what it is they get from flowers.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



○ 4. Describe three ways in which flower seeds are scattered.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



○ 5. Play a "Pollen Game".

○ 6. Make a bookmark using dried flower petals (see next page for templates).

○ 7. Take a bouquet of garden flowers to share with someone.





1

Create a story chart or lap-book showing the order in which these events took place (write or ask somebody to write the numbers in the order these events took place/or will take place):

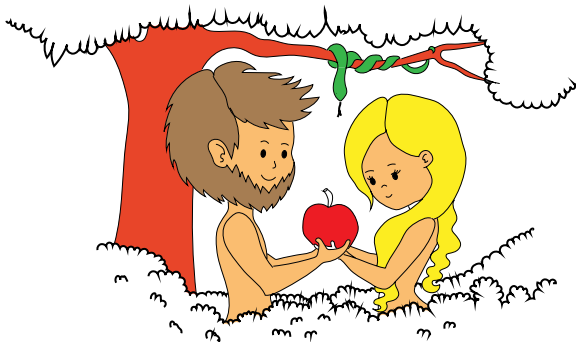
○ Creation



○ Jesus Cares for Me Today



○ The First Sin

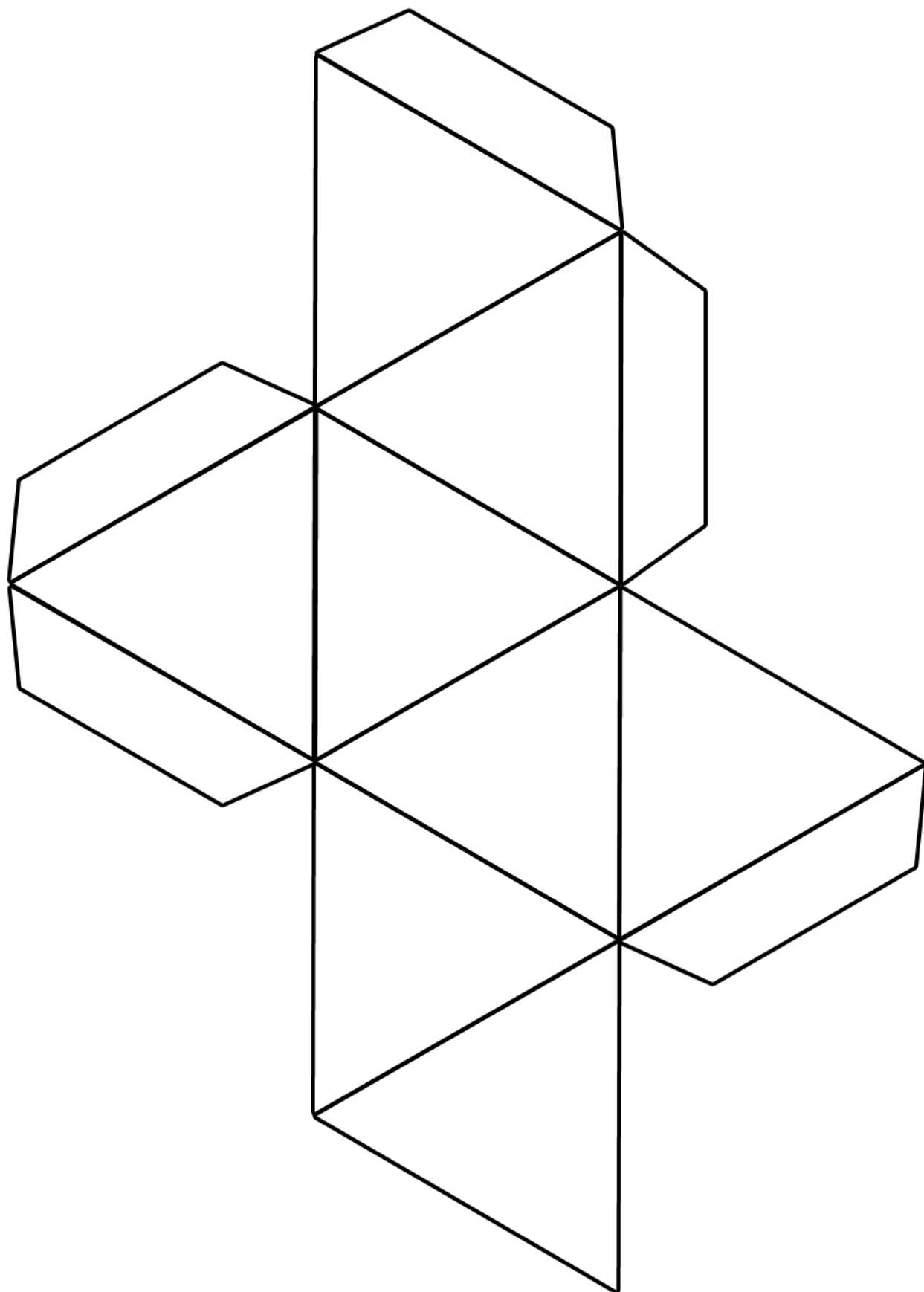


○ Jesus Comes Again



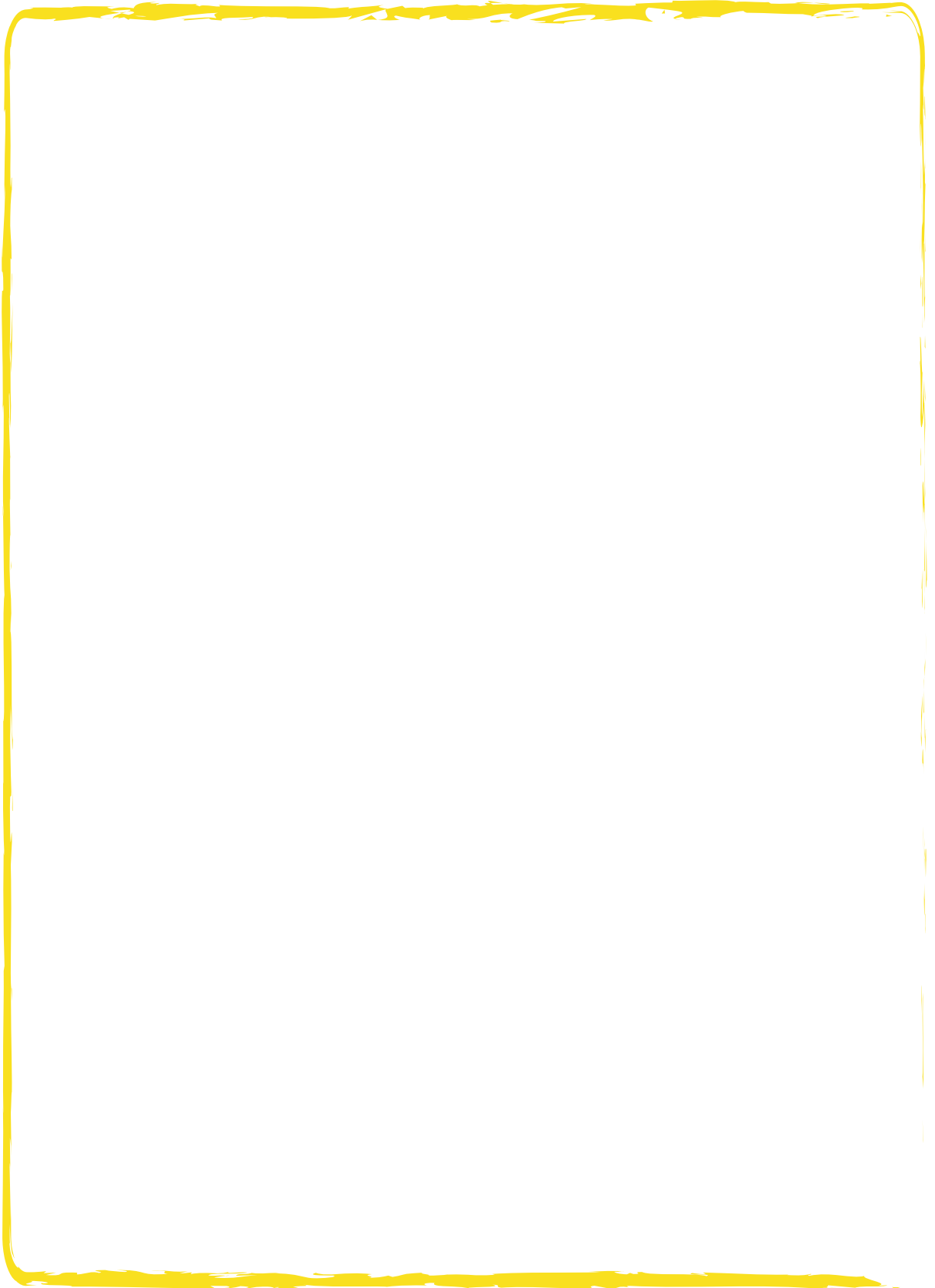
○ Heaven





**2**

Draw a picture or tell about one of the stories above to show someone how much Jesus cares for you.



1

Complete the Bible I award

- ☐ 1. Own or have use of a Bible.
- ☐ 2. Explain how to show respect for the Bible and how to care for it.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



- ☐ 3. Name the first and last books of the Bible and tell who wrote them.



First 5 Books of the Bible

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Who Wrote the Book

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Last 5 Books of the Bible

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Who Wrote the Book

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

4. Locate, read, and discuss the following Bible verses about Jesus' love for you. Memorize and repeat two of them (in the blank there is a space for two of your choice).

☐ John 3:16

☐ Psalm 23:1

☐ Psalm 91:11

☐ \_\_\_\_\_

☐ John 14:3

☐ \_\_\_\_\_

5. Prepare and act out a Bible story or parable of your choice OR, with a group, recreate a Bible story in some sand.



1

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



Fill in or mark a square each time you have a quiet time.

2

- Ask two people how they show other people that Jesus cares for them.

### 3

Complete the Delightful Sabbath award.

1. Read Exodus 20:8-11, Isaiah 58:13-14, and Isaiah 66:22-23 and answer the following:

What day of the week is Sabbath?

---

What is the first word of the 4th Commandment?

---

Whom does the 4th Commandment say created everything?

---

Will the Sabbath ever cease to exist? Explain.

---

Based on what you read, why should we look forward to the Sabbath?

---

2. Decorate a Sabbath box and place items inside that will help make your Sabbaths more enjoyable. Some examples are:

- Bible stories books
- List of Sabbath activities
- Clay or play dough to illustrate Bible stories
- Christian activity books
- Your ideas



- 3. Complete two or more of the following projects that can be added to your Sabbath box:
  - Start a mini scrapbook or photo album to save special Sabbath pictures and memories in.
  - Decorate a small votive candle holder with beads, gems, or other embellishments to be used on Friday night to welcome in the Sabbath.
  - Make a Sabbath banner.
  - Start a Sabbath sermon sketchbook to record notes and small drawings for at least 2 sermons that you attend.
  - Make a Sabbath door hanger to use as a reminder of Sabbath.
  - Make a Sabbath/Creation-themed mobile with colorful beads and nature items.
- 4. Tell a friend some of your favorite things about Sabbath and show your Sabbath box to them.
- 5. Have a "Welcome Sabbath" get together on Friday night with some friends, Adventurer families, or your own family at home.



1

○ Make a booklet showing different people who care for you as Jesus would.

Nurses



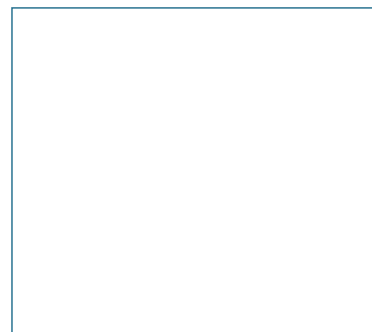
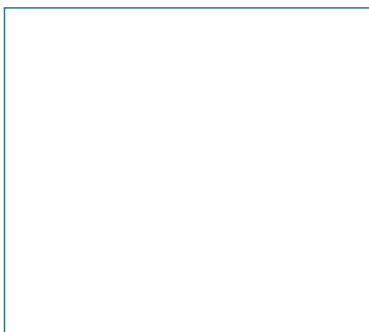
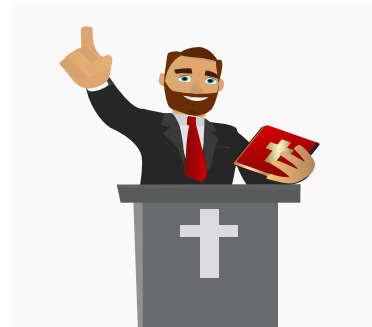
Doctor



Teacher



Pastor



Police Officer



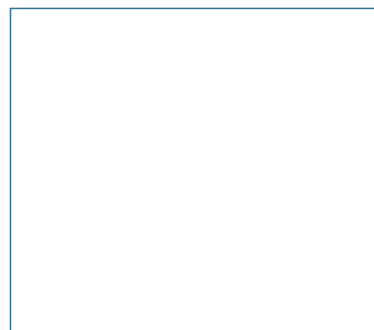
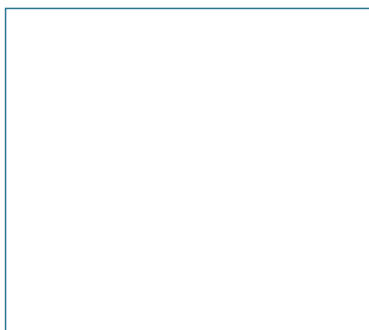
Fireman



Business Person



Mail Carrier









1

○ Name at least four different feelings.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

Share with the group or with your leader when you had one of these feelings.

2

○ Play the feelings game.



# 1

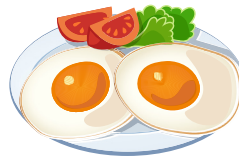
Complete the Health Specialist award.

- ☐ 1. Memorize and repeat 1 Corinthians 6:19, 20.

1 Corinthians 6:19, 20

“<sup>19</sup> Or do you not know that your body is the temple of the Holy Spirit who is in you, whom you have from God, and you are not your own? <sup>20</sup> For you were bought at a price; therefore glorify God in your body and in your spirit, which are God’s.”

- ☐ 2. Cut out pictures and make a poster to show the four basic food groups. Arrange the pictures to show three healthy meals you could eat.



Cross out the diets that will hurt you.

- ☐ 3. Explain why your body needs exercise.

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4. For one week, record the hours you sleep. Tell why you need rest.



# SLEEPING HOURS



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

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5. Explain why you need fresh air and sunlight.

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6. Explain why water is important for your body. Tell the number of glasses of water you should drink each day.

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7. Describe and practice good dental hygiene.




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8. Name three things that might destroy your health.

1. \_\_\_\_\_

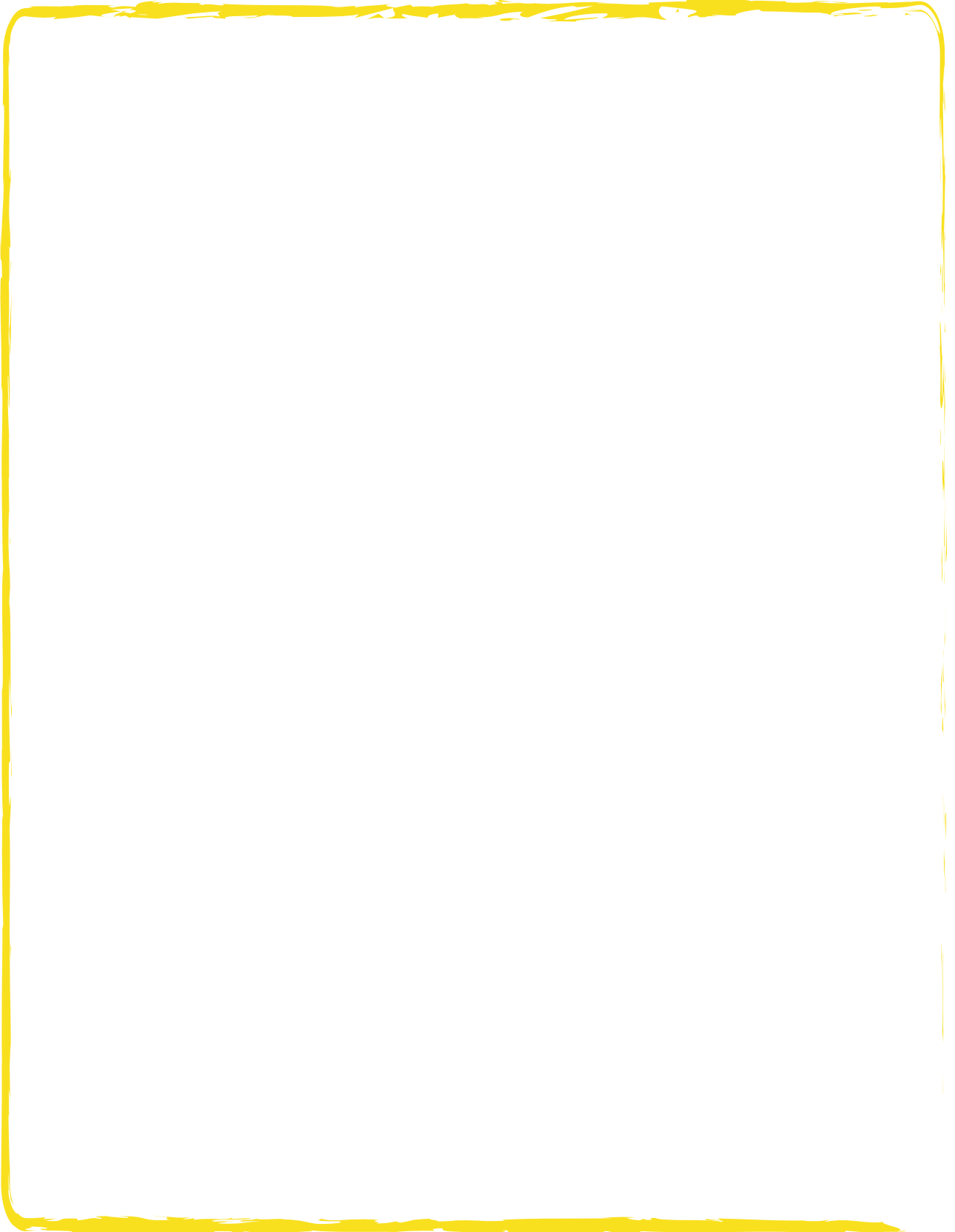
2. \_\_\_\_\_

3. \_\_\_\_\_



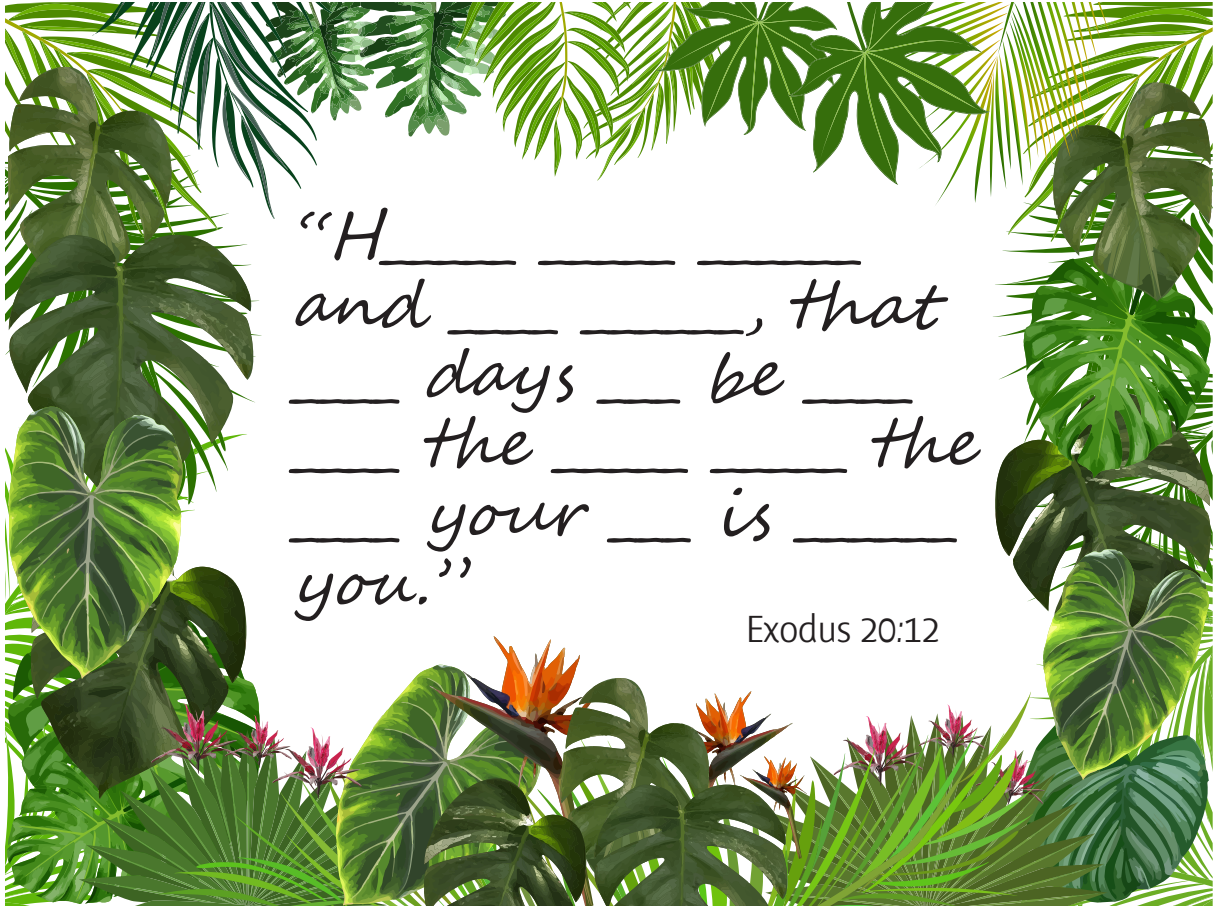
1

- Draw or cut out a picture showing something special about each member of your family.



1

- Discover what the fifth commandment (Exodus 20:12) tells you about families.



2

- Act out three ways you can honor your family.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



3

Complete the Home Helper award.

☐ 1. Assist with two of the following chores:

- ☐ Laundry
- ☐ Preparing a meal
- ☐ Washing the car
- ☐ Grocery shopping



☐ 2. Set the table and help do the dishes four times in one week.

☐ 3. Make your bed and help to clean your room for three weeks.



☐ 4. Demonstrate your ability to do two of the following:

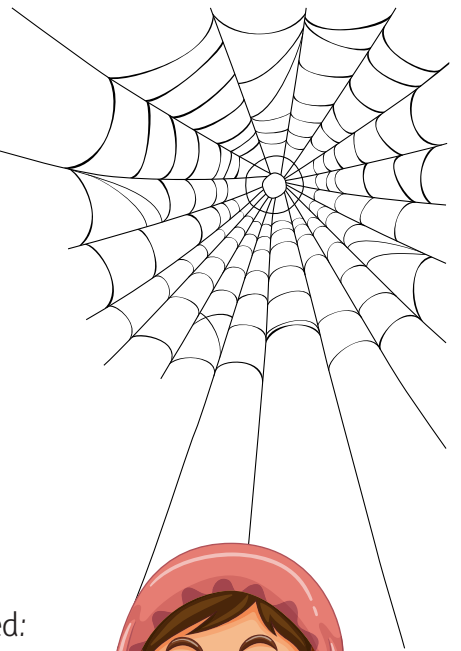
- ☐ Vacuum the carpet or beat a rug
- ☐ Dust furniture
- ☐ Sweep or mop



- 5. Be responsible for emptying the wastebaskets or trash container for one week. Separate all recyclable materials.



- 6. Discuss the following and learn to:
  - a. Dust window sills
  - b. Remove spider webs
  - c. Wash windows
  - d. Clean woodwork
  - e. Separate all recyclable materials



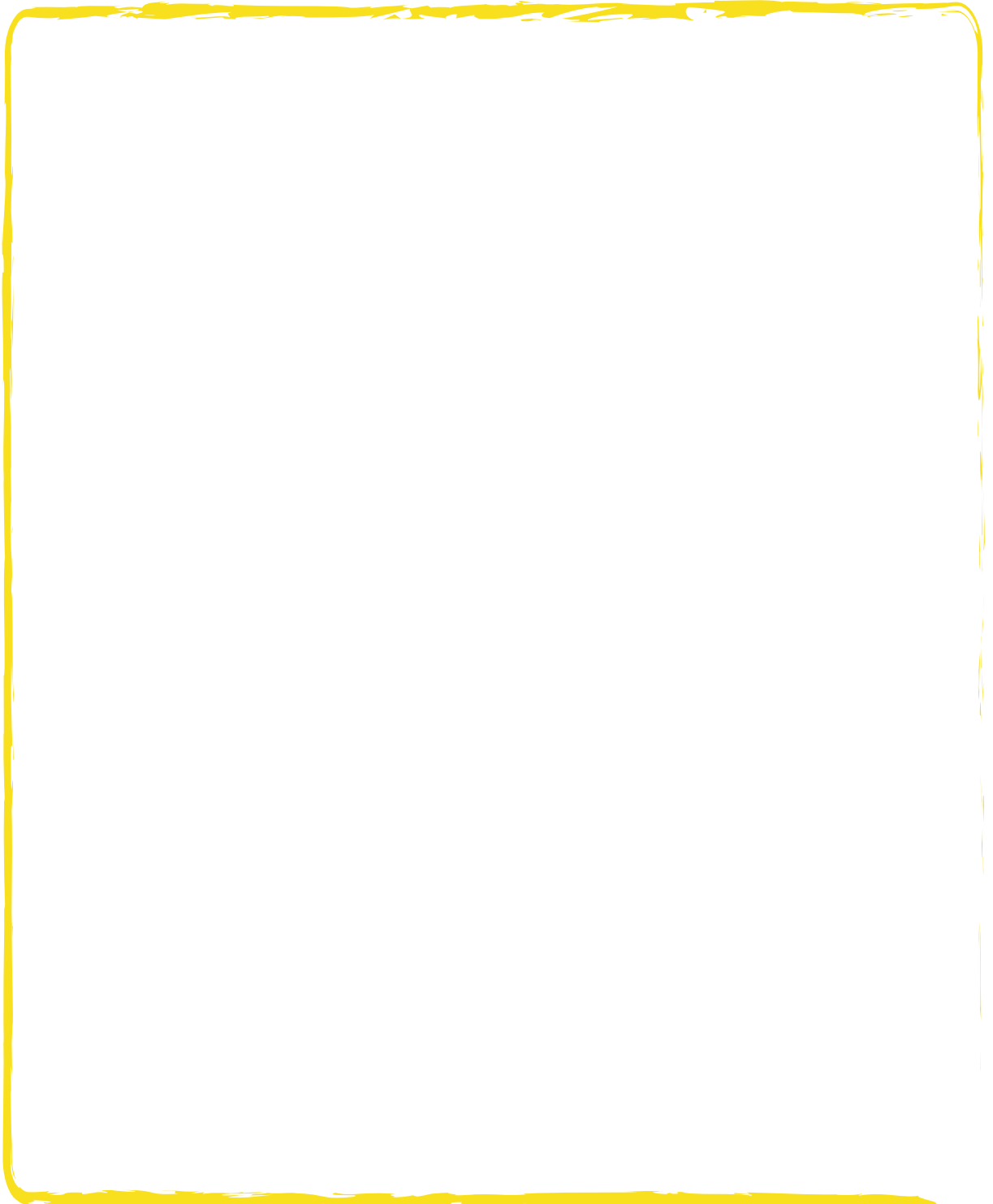
- 7. Listen to the story of one of these children who helped:
  - Samuel
  - Namaan's servant girl
  - Jesus



1

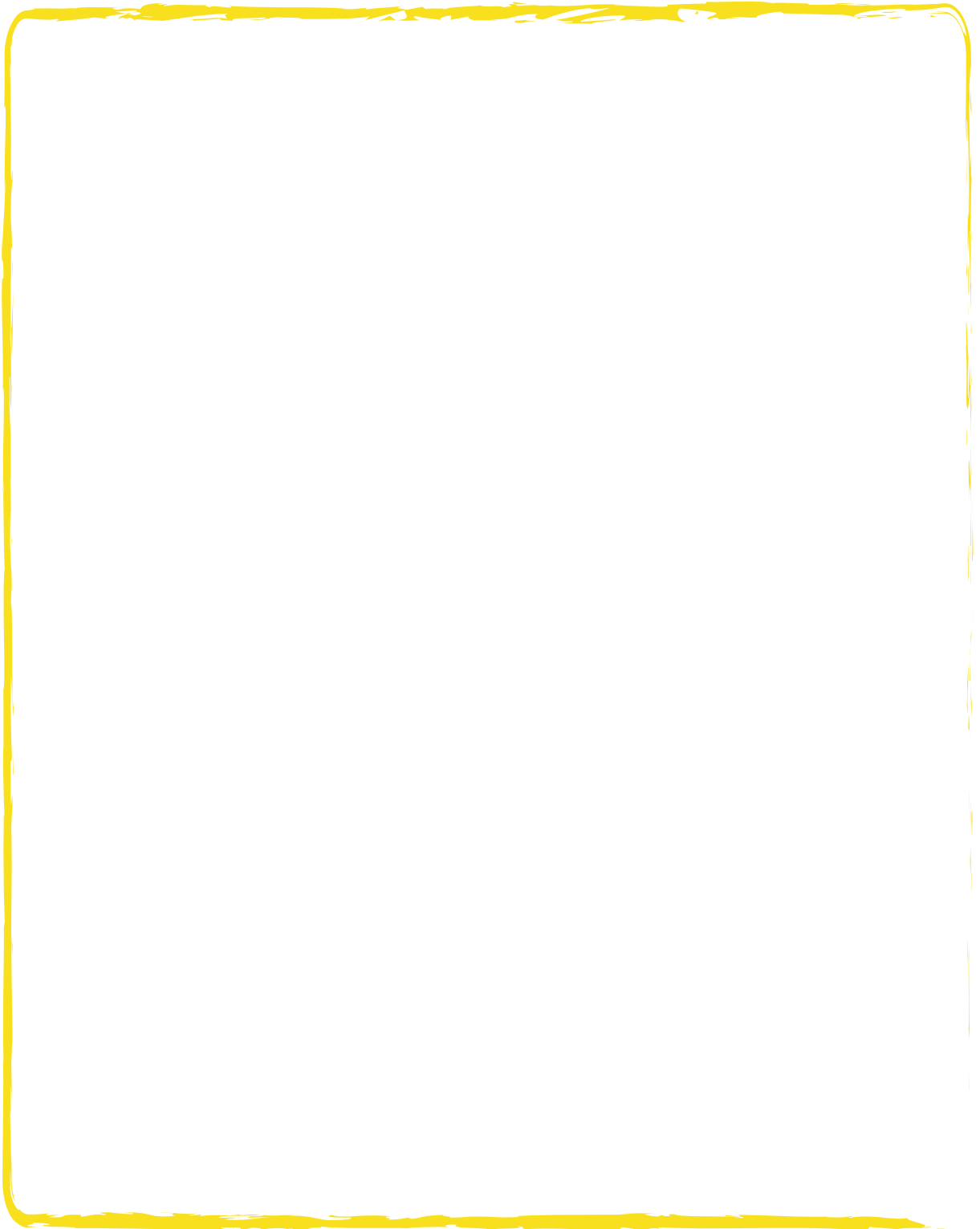
Complete the Safety Specialist award.

- ☐ 1. Watch a video or movie on Home Safety and discuss what you learned.
- ☐ 2. With your parents, develop a home fire-safety plan. Describe where the household fire extinguisher(s) is/are kept and how to use it/them.



☐ 3. Practice a fire drill for at least one of the following places:

- ☐ Home
- ☐ School
- ☐ Church (if possible)



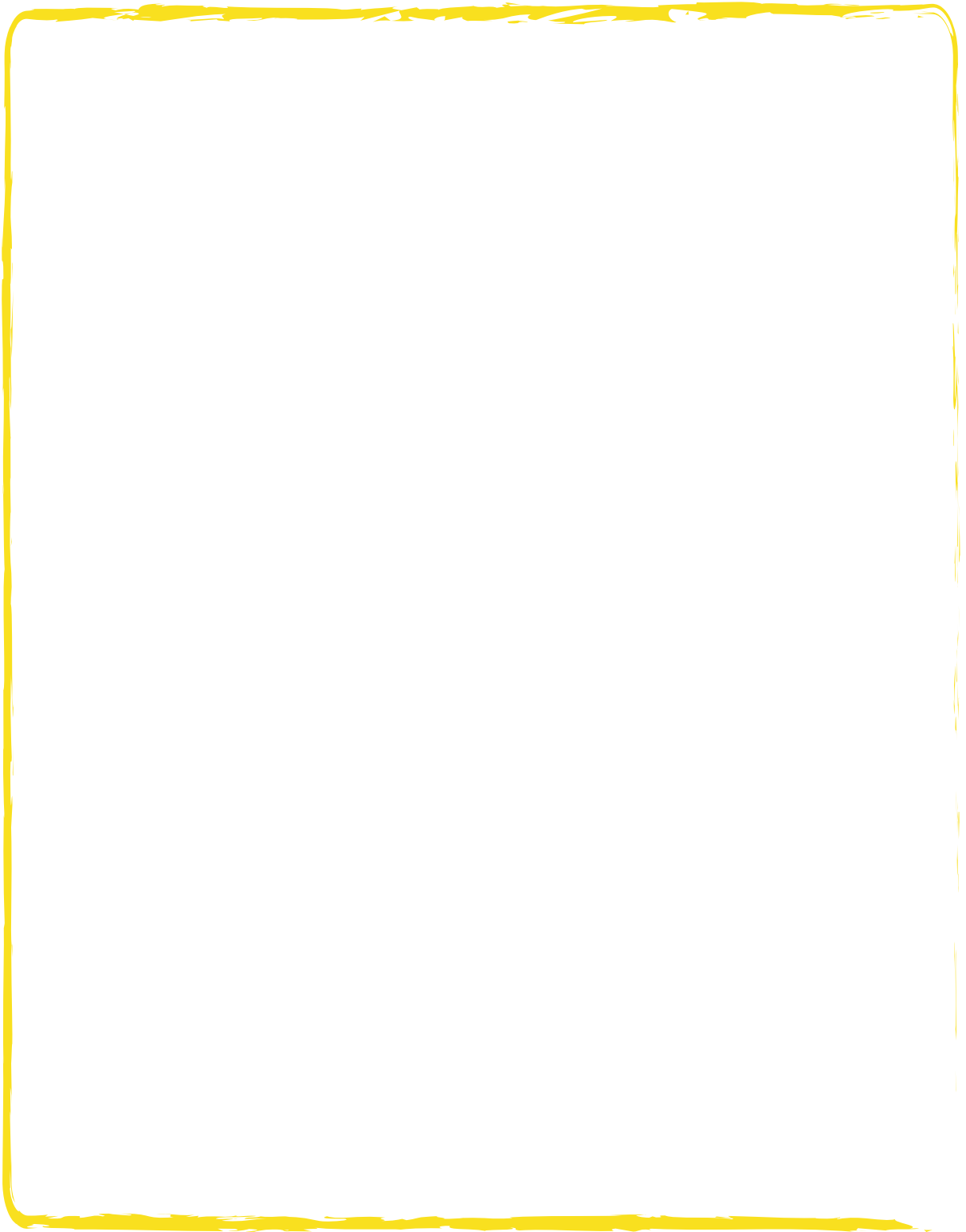
☐ 4. As appropriate for your area, practice the following drills:

- ☐ Hurricane
- ☐ Tornado
- ☐ Earthquake
- ☐ Flood
- ☐ Volcano
- ☐ Lightning and thunder

☐ 5. Be a "Safety Detective" for one week.



- 6. Make a safety poster showing dangerous situations and tell or show what you can do about them.



- 7. Participate in a safety game.

1

Complete the Listening award.

- ☐ 1. Memorize and explain two of the following listening Bible verses.:

- ☐ James 1:19
- ☐ Jeremiah 29:11-12
- ☐ Jeremiah 13:15
- ☐ Proverbs 1:8
- ☐ Isaiah 59:1



- ☐ 2. Tell one of the following listening Bible Stories.

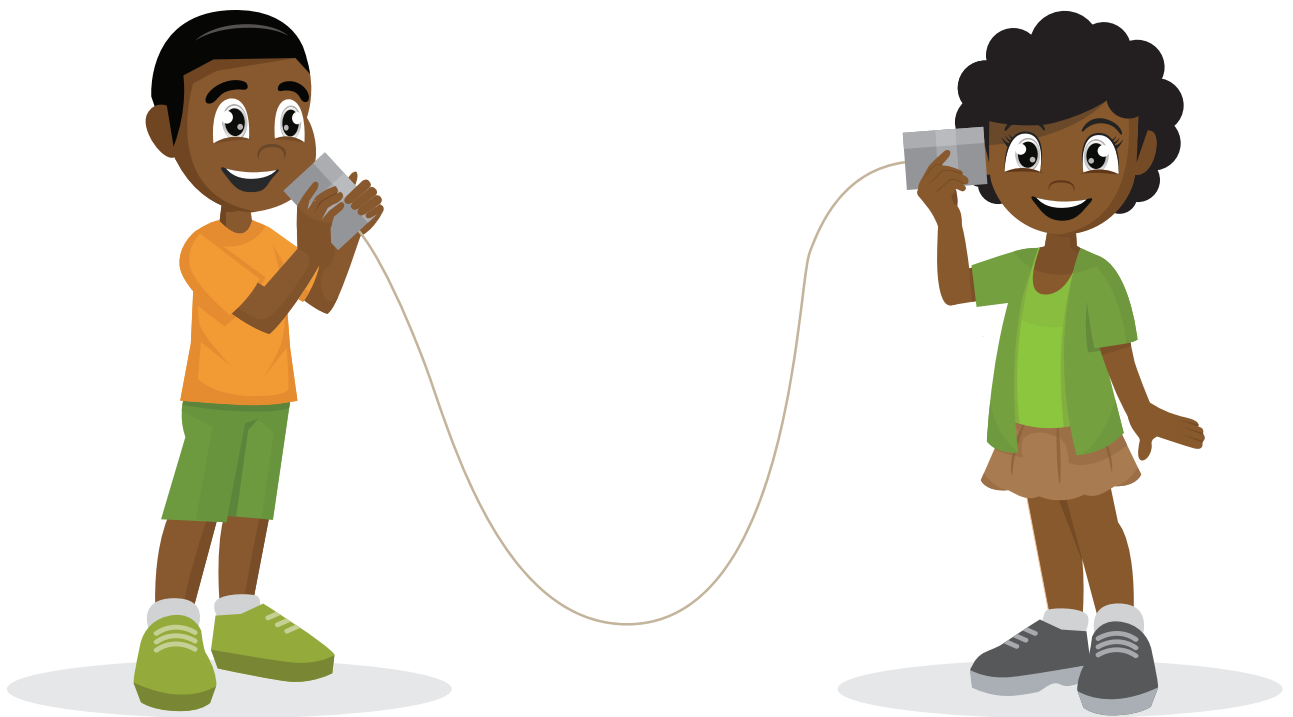
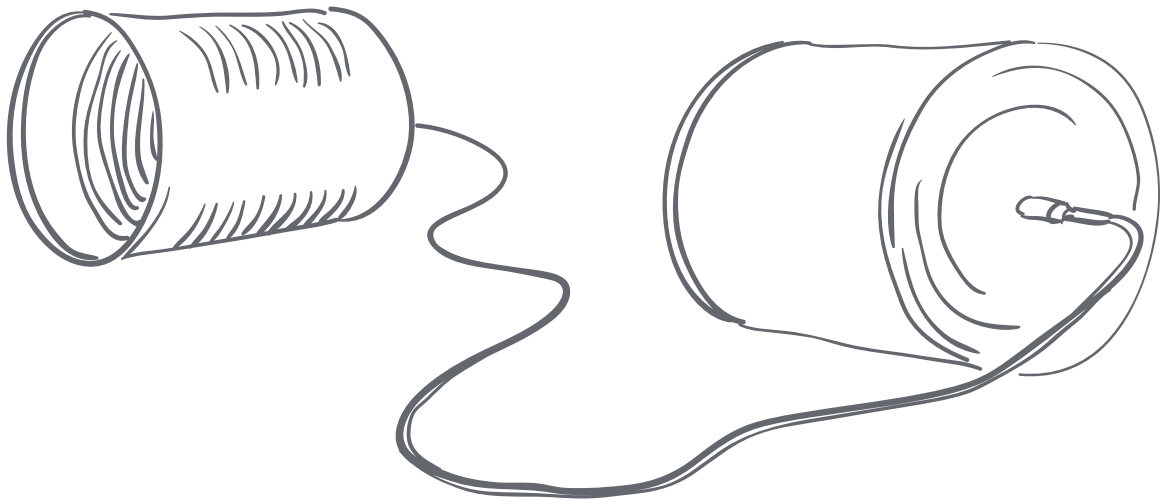
- ☐ Samuel listening – 1 Samuel 3
- ☐ Jesus listening – Luke 2:41-49

- ☐ 3. Learn the following principles of listening:

- a. Listen to God.
- b. Always be ready to listen. "My dear brothers, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry." James 1:19
- c. Be patient. Listening takes time, but the reward far exceeds the investment.
- d. Be obedient. Listen and respond the first time instruction is given.
- e. Be kind. Listening is a gift, so be the first one to lead out in listening. Be a listening role model.
- f. Be respectful. Listen to others and let them finish their story before you talk.
- g. Be attentive. Pay attention while others are speaking.



4. Make a craft that relates to listening.

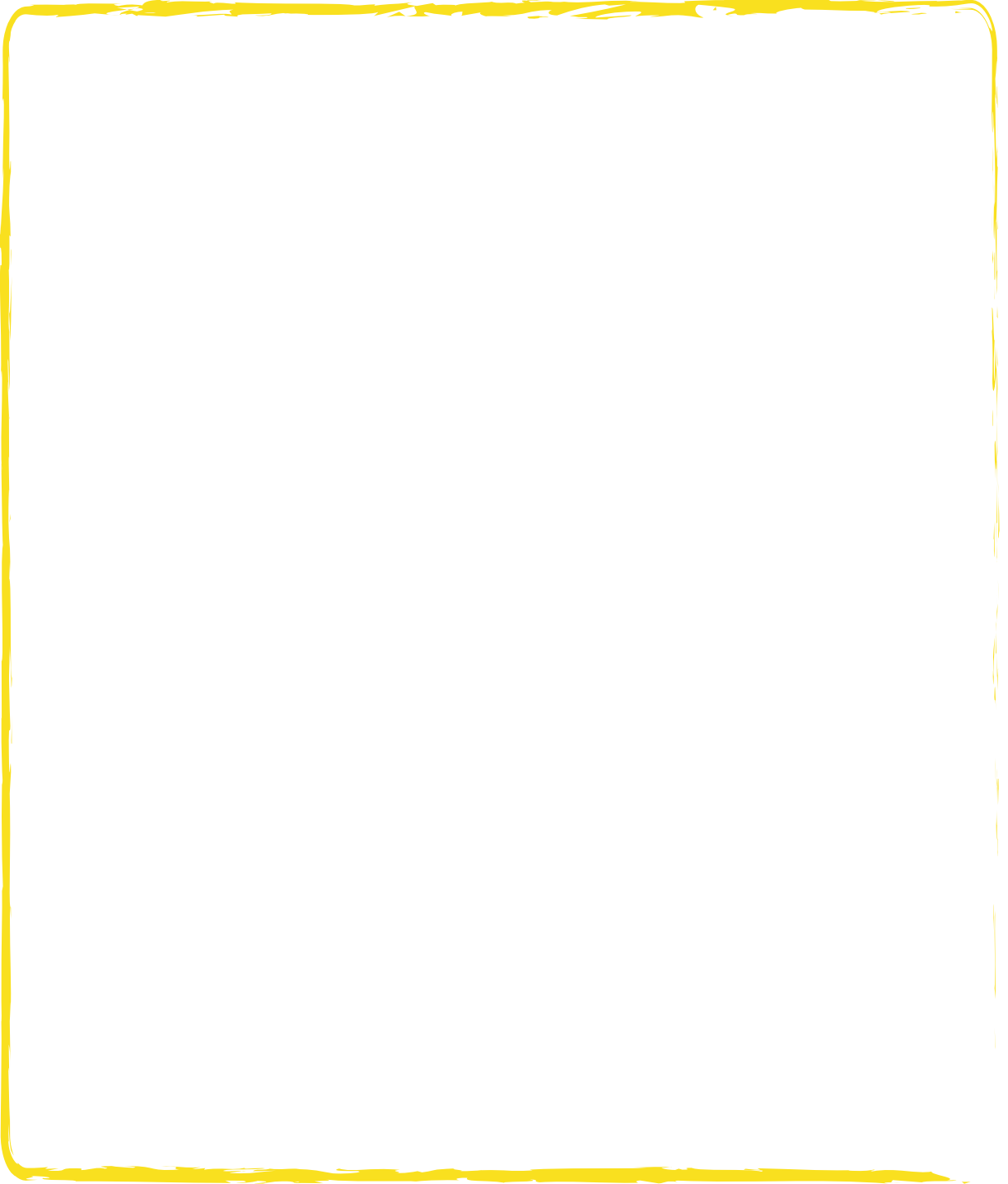


5. Play a listening game.

1

- Tell about the work people do in your church.

*Draw what you did to help*



2

- Find a way to help them.

# 1

Complete the Friend of Animals award.

- ☐ 1. Do one of the following:
  - ☐ Take care of an animal or bird for four weeks.
    - ☐ Feed it and be certain it has fresh water.
    - ☐ Keep its cage or resting place clean.
  - ☐ Put out scraps or seeds for birds or animals in your neighborhood or school.
    - ☐ Identify creatures that eat these scraps
    - ☐ Draw and color pictures of them.

- ☐ 2. List creatures that live in your neighborhood.

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- ☐ 3. Match 10 animals with their houses.
- ☐ 4. Make an animal mask.



- ☐ 5. Play an animal game.

- ☐ 6. Make a stuffed animal. Describe how this animal would be cared for if it were real.  
OR
- ☐ Visit one of the following:
- ☐ zoo
  - ☐ kennel
  - ☐ museum
  - ☐ Farmyard
  - ☐ Aviary
  - ☐ pet shop
- ☐ 7. On what day of creation did God create the animal you cared for?





Additional Awards Designed for Busy Bees:

- ☐ **Artist**
- ☐ **Butterfly**
- ☐ **Buttons**
- ☐ **Fish**
- ☐ **Guide**
- ☐ **Music**
- ☐ **Potato**
- ☐ **Sand Art**
- ☐ **Spotter**
- ☐ **Swimmer I**



# Helping Hands Instructor Help

## General notes

If you are able to decorate a space for the Helping Hands each meeting, it will help those who learn by experiencing to learn more readily.

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. Repeat from memory and accept the Adventurer Pledge & Law

Pledge: Because Jesus loves me I will always do my best.

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:

Missing Help for this section.

## 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.

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 (white) Bible IV award.

### Requirements:

1. Own or have use of a Bible.
2. Identify from a list the names of the books in the New Testament that tell the stories or are letters from Paul and the Apostles.
3. Play a game or sing a song that helps you become acquainted with the books of the New Testament in standard order.
4. Look at a Bible or modern map and find three cities that Paul visited on his journeys.
5. Retell or act out the story of Paul on the road to Damascus (Acts 9) when he encountered Jesus and decided to follow Him. In your skit/story, explain why Paul's conversion (accepting Jesus as His Lord) is so important for Christianity and for you and your friends today.
6. Choose one of the stories of someone TELLING someone else about Jesus found in the book of Acts. Do one of the following:
  - a. Identify the main character(s) and summarize the story briefly in written form.
  - b. Draw a cartoon/comic strip that tells the story and its value to us today.
  - c. Build a 3-D project that tells the value of the story today
7. Find, memorize, and explain three of the following Bible verses about giving your life to Jesus:
  - a. Acts 16:31
  - b. John 1:12
  - c. Galatians 3:26
  - d. 2 Corinthians 5:7
  - e. Psalm 51:10
8. Brainstorm a list of modern spiritual heroes that you and your group admire. Share why you have chosen each person you placed on the list.
9. Learn to find texts in the Bible quickly and accurately. Use a game or activity while learning this skill. Set goals and improve.

## Helps:

1. This is a requirement that is essential for training our young people to open God's word. Electronic and print Bibles that they own or have access to both apply.
2. Acts-Jude all are books that are either stories or letters about Paul and the apostles. Acts is narrative, while the remaining books are letters (epistles).

3. **Teaching Idea:**

**Song:** There are a number of songs that you can use to help learn these. Use your preferred search engine and search "song books of the New Testament."

**Game:** Collect household boxes of a variety of sizes (large cereal boxes to tiny baking boxes) or sized slips of paper to represent the relative size of each book - each team then races the others to put them in standard order as quickly as possible.

4. Acts 13-25 show the four trips of Paul, and the sub-headings in each chapter tell you where Paul is visiting. Maps usually appear in the back of many print Bibles. Usually there is a map labeled "Paul's Missionary Journeys." For digital maps search "bible map paul missionary journeys."
5. Helping Hands should be applying this story to THEIR life. Make sure the discussion is KID centered with guidance....but don't give away the "answers"!
6. Colored paper and markers will help with "b." Three options are given to address different learning styles.
7. Help the children understand the meaning of each passage and how it can apply to their lives.
8. None available.
9. Bible sword drill is a fun and interactive way for the whole class to learn this skill. It will require practice at home with families too.

**Teaching Idea: Read-aloud**

**Materials:** Three or four of the Bible passage printed out in LARGE PRINT so that the whole group can read the words. Use the easiest reading version of scripture allowed in your church context. Among English translations, the New International Revised Version, and International Children's Bible are both written with short sentences and simple words.

**Procedure:** Read the texts aloud and discuss them quickly. Don't spend too long on each text. The goal is to introduce kids to lots of different parts of the Bible that are useful for lots of different kinds of things (2 Timothy 3:16-17). Enjoy the quick trip through the Bible with your children's group.

#6-#7 - NOTE: The goal is to do a craft / activity to help the children remember the THEME or MAIN POINT of a few of the Bible texts. "Memorize" doesn't mean that the child remembers it word for word weeks or months later in order to achieve the award!

## III. God's Power in My Life

- A. Spend regular quiet time with Jesus to talk with Him and learn about Him. Keep a record.  
"The family that prays together, stays together" is a saying that has been a part of Christian homes for generations.

Adventurer meetings can model HOW to complete a successful family worship during Little Lamb class time or during a Parent Training meeting.

### ***Teaching Idea: Model a Family Worship***

**Materials:** Bible story books appropriate for the age group. Be sure the story books are interesting to this age group, are written for them (so as to avoid “adult” topics that are present in Bible stories but which are not appropriate to read at this age level), and simpler sentences than older kids or adults would read for their own devotions. Musical tools (instrument or simply kid’s song book or DVD/Youtube for kids songs) are a great way to include music in your worship..

#### **Procedure:**

Note: The worship should last no longer than 10-12 minutes, with each element no longer than the age of the participants +1.

Ask each child for a favorite Jesus song. Use musical tools to sing it together. Next, read a single story (or even a couple of pages if the story is long). Have each child and adult say a simple one or two sentence prayer. “Thank you” prayers that help the child review the events of her day in light of God’s guidance and care are especially appropriate for this age group.

The Activity Book contains a page for recording the regularity. The instructor should NOT force every day, since the child is not the one in charge, but instead should encourage regularity and, if applicable, an improved habit.

- B. Ask three people (other than family) why they decided to give their life to Jesus OR earn the Steps to Jesus award.

#### **Helps:**

Coach the child, if needed, with simple questions like “how do you show other people that Jesus cares for them?” or “what are ways you show Jesus’ love to people?”

Also coach the children on how to say “thank you” for the meaningful conversation.

If this is a group exercise, be aware of time and don’t let this discussion degrade to disfunction. My Friend Jesus award (optional)

#### **Requirements:**

1. Understand the steps to salvation:
  - a. God is love (1 John 4:8). God loves me very much (Jer. 31:3). God loves everyone (John 3:16).
  - b. I am a sinner. Everyone does wrong and is a sinner, thus everyone needs salvation because sinners will die forever (Rom 3:23).
  - c. God sent Jesus to die so I wouldn’t have to die forever (John 3:16). Then He rose again as my Saviour (1Cor.5:3, 4). When I receive Jesus, all my sins will be forgiven (Isa. 1:18; Ps. 51:7-11; 1 John 2:1, 2).
  - d. Salvation is a gift God gives me. I must personally ask Jesus to be my Saviour
  - e. God hears me when I pray. (John 1:12).
  - f. If I have accepted Jesus, I have become a new person, one who doesn’t want to do wrong because I love Jesus and Jesus loves me (John 3:3-7; 2 Cor. 5:17).
  - g. I can be sure that I am saved when I have asked Jesus to be my Saviour (John 3:26; Heb. 13:5). Because I am sinful, I will still make mistakes. But I if I confess my sins to Jesus, He will forgive me and remove my guilt completely (Jer. 31:34). God wants me to confess to others who are hurt by my actions (1 John 1:9) and make restitution to them (Luke 19:8), and then totally turn away from sin (John 8:11).
2. Read and discuss with an adult four of the following Bible stories on conversion/salvation.
  - a. The Ethiopian converted (Acts 8:26-40)
  - b. Naaman washed clean (2 Kings 5)

- c. Jesus loves children (Matt. 19:13-15)
  - d. The lost coin, sheep and son (Luke 15)
  - e. Zacchaeus (Luke 19:1-10)
  - f. Jailer converted (Acts 16:21-34)
3. Memorize John 3:16, Acts 16:31, and 1 John 1:9.
  4. Spend a regular quiet time with Jesus.
  5. Make a personal choice to accept Jesus as Saviour and Lord. Discuss your decision with a parent or club teacher
    - a. Trace around your foot on paper and decorate any way you like, including the words of commitment: I \_\_\_\_\_(your name) have taken my first steps to Jesus today\_\_\_\_(date) with \_\_\_\_\_(adult witness' name).
    - b. Show the foot (commitment response to a club teacher, to receive a certificate and award patch..

### **Helps:**

1. Make these concepts as simple as needed for the child to grasp. The most important concept is that she/he recognize the nature of sin (wrong doing) and its consequences (eternal death), and then ask Jesus to forgive and be his/her Saviour.
  2. These stories would make a great children's church sermons, club devotionals or family worship. Create wonder-inspiring moments for the child to understand God's great interest in his/her salvations.
  3. Suggestion: illustrate the texts on a bookmark for their personal Bible or give to someone who wants to know more about Jesus
  4. Encourage a planned, regular time with God—can be with parent, family worship, club, or alone. Commitment is key, foundational, and needs to be continuing through a personal relationship growth.
  5. Personal commitment in young children is often spontaneous and publicly shown. But this award encourages a personal decision made contemplatively at home with parents. However, when a home-inspired decision is not possible, a teacher or other caring individual may be the best one to nurture this first step as privately as possible. Warmly welcome the child as the newest member of the family of God, assuring them of God's unfailing love, acceptance, forgiveness, and great care. Recommended an extra project. Encourage the child to further respond in their own way—create a song, poem, painting, drawing, sculpture or express themselves with video, camera or computer. (But never force). .
- C. Complete the My Church award.

### **Requirements:**

1. Understand the meaning and memorize I Corinthians 3:16 and learn the song "Lord, Prepare Me to Be a Sanctuary."
2. Know the name of your church, and write the address. As a club, draw a mural with the church in the center and include each Adventurer's house in relation to your church, naming all roads and streets as a map to the church.
3. Who is your pastor and what is his/her responsibility? Ask the following questions.
  1. Why did you decide to become a pastor?
  2. At what age did you decide to become a pastor?
  3. Was there something that happened in your life that caused you to want to be a pastor?
  4. Can I be a pastor, if God calls me?

5. How can I prepare for a life to serve God?
6. How can I be a minister right now?
4. Draw the floor plan of your church. If your church has the following, label them on your map.
  - a. Sanctuary
  - b. Church Office
  - c. Your Sabbath School Room
  - d. Fellowship Hall
  - e. Restrooms
  - f. Adventurer Room
  - g. Community Service Room
5. What is a church board and what is its function?
6. Name 10 members on the church board. What position(s) do they hold?
7. Explain how you can help God in your church every week starting this week?

**Helps:**

1. Use your favorite search engine to find a video "lord prepare me to be a sanctuary lyrics"
2. Parents help their children.
3. Make a list of questions for your pastor prior to arrival. Examples are listed. This activity may be done as a unit or when the Pastor comes to visit the club. Many Helping Hands share the questions, or even give the questions to the pastor ahead of time so that he/she has well thought out answers to give. Your pastor may be willing to help you complete the other requirements for this award!
4. Leader, give the Adventurers a tour of the church. Then have the Adventurers act as tour guides to the different rooms or areas of the church. Next ask the Adventurers to label a pre-drawn map of the church inserting the different rooms into the correct localities.
5. Invite the Pastor and board members to model a board meeting during an Adventurer club meeting. Optional – role-play a board meeting using a child-friendly agenda. Ask the Adventurers to pretend to be adults sitting as active members on a board. Optional – have a staff meeting so the Adventurers may see all that goes into getting a meeting ready for them. (Suggestion: On the Adventurer Sabbath, say "Thank you for guiding our church.")
6. Discuss work done, type of personality and experience needed for each position. Help the Adventurers choose different people for interviewing. Create a list of questions together and use them while interviewing. Think about the following:
  - a. Talk about each position and explain each roll and the service given to God. (Most church positions are volunteer
  - b. What position would each child prefer most? And why?
  - c. Discuss with the children how to prepare for a life of service dedicated to God. Discuss what kind of education would help each child prepare for their favorite job.
7. Details
  - a. Children help the teacher by leaving each room neat and orderly after Sabbath school.
  - b. Never leave stray items, paper, bulletins, hymnals, Bibles, or other items out of place in the \_\_\_\_\_ Sanctuary as you leave the church service.
  - c. Be helpful and cheerful to \_\_\_\_\_ everyone you meet at church.

## I. I Am Special

- A. List some special interests and abilities God has given you.

### ***Teaching Idea: U R Special Name Acronym***

**Procedure:** Read Ephesians 2:10 and discuss it with the Helping Hands: “We are God’s accomplishment, created in Christ Jesus to do good things.” Then give each child a sheet of construction paper. Place the sheet of construction paper lengthwise and have each child use stencils to write her or his name down the left side of the paper. Children with short names can write their middle and/or last name too. For each letter of their names, the children should write a word, phrase, or sentence that describes themselves. For example, a child named Anna might write A = artistic, N = nice to others, N = never whines, A = always happy. Once they have written the words, have them color each letter of their name.

A variation of this game is to put their name paper on their back with masking tape, then have their friends come and write in the acronym (with more than one option written for each letter). ALL must be affirming! After all letters are full for everyone, they can remove the paper from their back and read about themselves!

- B. Demonstrate and share your talent by earning one of the Adventurer awards that allow expressions of personal talents.

### ***Teaching Idea: Talent Show-n-Tell***

**Materials:** those brought in by the Helping Hands (see procedure description)

**Procedure:** Ahead of time: Ask the children to bring in objects that represent their talents. They may bring musical instruments, crafts they have made, sports equipment, etc.

Begin by reading Timothy 4:4 “Everything that has been created by God is good.” (CEB). Remind the Helping Hands that God created them with the talents and abilities that they have. THEIR combination of talents and abilities is unique to them!

Have the children share their talents through a talent show or show and tell. If a child is stuck, have an adult brainstorm with him or her. NOTE: This game does NOT complete all of the requirement.

### **Awards that might apply to this requirement include:**

Carpenter, Environmentalist, Reporter, Sign language, Stamping Fun Art, Technology, or other awards from previous years.

## II. I Can Make Wise Choices

- A. Learn the steps of good decision-making. Explain or demonstrate how to use them to solve two real-life problems.

Steps:

1. Define the problem
2. Brainstorm all possible solutions
3. Consider the consequences for yourself and others
4. Decide on a solution and carry it out

Note to leader -- For young children, adults are affirmed for helping kids choose a list of positive, good choices from which to choose from. Personal growth is learning to choose good from among bad, but as children 10 years of age or younger, guidance is necessary!

**Teaching Idea: Role Play**

**Ahead of Time:** Write out scenes on the index cards about making decisions for the children to role play. On a dry erase board, write out the following steps for making good decisions:

**Materials:** Index pens, dry erase board, markers

**Procedure:** Randomly pull these scenarios from the bag and have Helping Hands discuss. This might be a good meeting to have a Bible worker, pastor, or Bible teacher assisting, just in case the discussions need deeper guidance from Biblical sources.

Begin by reading over the four steps of good decision making (posted /printed for all to see) Then divide the children into small groups, giving each group a card that has a decision-making dilemma written on it. Have one group at a time read their card out loud and then respond to the scenario by role playing a bad choice and then a good choice. Use role playing situations that are relevant to your Helping Hands. Here are some examples to get you started: REVISE for your situation!

- You're sitting with two friends at lunch, Alexi and Zac. Alexi leaves to throw away some trash and Zac starts to tell you a story about Alexi. The story sounds like gossip that would hurt Alexi's feelings.
- You're watching your classmates do math problems on the board. You think the problems are easy, but some students are having a hard time. Then one student, who isn't very popular because she thinks she has all the answers, makes a simple mistake.
- A water pipe broke at your school, ruining books, computers, and carpeting. The school asks for volunteers to help clean up the mess. Your friends say that it's the school's problem and they are going to stay at home.
- You try to throw an apple core in the trash, but it lands on your teacher's open grade book, making a sticky mess. When she sees it, she blames the wrong student, someone who has bullied you in the past.
- You find out that English isn't the first language of a new boy in your class. You tell a couple of your friends. Now whenever they see the new kid, they make fun of his accent and pretend they can't understand him. This activity was adapted from Think It Through at [teacher.scholastic.com](http://teacher.scholastic.com).

### III. I Can Care for My Body

#### A. Complete the Hygiene award

**Requirements:**

1. Find, read and discuss Psalm 119:11, 51:10, and 19:14.
2. Learn about personal cleanliness.
3. Discover three important times for washing your hands.
4. Practice proper brushing of teeth.
5. Discuss regular bathing and how to keep your hair clean.
6. How many glasses of water should you drink daily?
7. Is it important to keep your clothing clean?

**Helps:**

1. Discuss importance of using kind and "clean" words as Jesus would have us do. Locate the texts, discuss what they say.

2. Make it interesting while you learn—remember that many may not be taught the basics of cleanliness at home. Play games, sing songs or make posters to instill the basic principles. You may choose to see a video, read a book or have a health specialist come talk with the children.
3. Teach the importance of clean hands before eating, after going to the rest room, and before handling food. Using a microscope look at their hands. Have them wash with soap as they would normally wash, place them under a microscope again, wash again carefully and look at the difference.
4. Brush your teeth, for two minutes, at least twice each day. Eat a balanced diet, cut back on sugary and starchy foods, don't chew on hard substances such as ice or popcorn kernels. Have a dental person come to show proper brushing (they may be willing to give each child a tooth brush or other items).
5. A clean body is healthier. Share with the children some problems if they do not keep clean. For example, lice, colds, etc. Play beauty shop and show how to properly wash hair, dry and comb it. You may wish to have a beauty operator talk to them and show good health habits for their hair and hands.
6. The outside of your body needs water to keep clean and the inside of your body needs water to keep healthy. You need sufficient liquids each day to stay hydrated. The old rule was 8 x 8 oz (240 ml x 8), but recent studies say that a person's needs vary widely, since water is found in fruits, vegetables, and other liquids. The important part is to stay hydrated, watching your body for signs of dehydration. Share with them how God made their body and planned it the way it is.
7. It is also important to keep our clothing clean so we will look and feel healthy. After playing or working it is important to bathe and put on clean clothing.

**Caution to leaders:** It is easy for this to become a “you should do this” lecture rather than a learning experience. This award is best taught interactively and creatively instead of as a “simple discussion” or lecture.

### ***Teaching Idea: Glitter Hands (requirements 2 & 3)***

#### **Materials:**

Glitter, in a variety of colors; Large clear plastic baggies; Soap; Towels; Hand-washing station; Dry erase board or large sheet of paper; Marker

#### **Procedure:**

Ahead of time: Write the steps for good hand-washing on the dry erase board:

- Wet hands with warm running water
- Add soap and lather to the front and back of hands, between fingers, and around nails
- Rinse hands with warm running water
- Pick up a clean towel and use it to turn off the faucet
- Dry hands

Begin by having each child stick his or her hands in the glitter. (Only one color of glitter per child.) Next have the children shake hands with each other. Have the children check how many different colors of glitter they now have on their hands. Explain that 80% of germs that cause infectious diseases like colds or the flu are spread by touch.

Using the dry erase board, talk about how to correctly wash hands to get rid of as many germs as possible. Then have the children wash all of the glitter off their hands, following the steps for good hand-washing.

Source: NAD Helping Hands Guide

**Teaching Idea: Visiting Dentist | Dental Medical Worker**

**Materials:** none NOTE - some dental offices will send tooth brushing supplies for all the Helping Hands to use with their dental worker.

**Procedure:** Ask the dental presenter to demonstrate and talk about the value of dental hygiene. Make sure you leave time for questions! Encourage the dental hygiene presenter to be creative and hands-on for their presentation. If possible have a “game” to help kids demonstrate dental hygiene. Factoid: an International Camporee in Oshkosh WI, USA attempted to break the Guinness World Record for the most people brushing their teeth simultaneously.

## I. I Have a Family

### A. Make a family flag or banner.

Using your favorite search you can find several applicable teaching ideas: using search terms: teaching idea elementary + “family flag”

**Teaching Idea: Family Flag**

**Materials:** 9 × 12 in (23 × 30.5 cm) sheets of construction paper in a variety of colors; Additional construction paper; Scissors; Glue; Markers; Yarn; Scraps of fabric; Additional objects that can be used to decorate the flags; Dry erase board or large sheet of paper.

**Procedure:** Ahead of time: Read about your country’s flag and find out what its colors and symbols mean.

Ask the children why countries or organizations have flags. On the board write some colors and some of their associated meanings, such as:

- Red: passion, action, bravery
- Orange: optimism, warmth, energy
- Yellow: hope, happiness, enthusiasm
- Green: growth, nature, renewal
- Blue: trust, peace, loyalty
- Purple: uniqueness, creativity, imagination
- Pink: love, compassion, playfulness
- White: purity, innocence, cleanliness
- Black: strength, protection, mystery

Common flag symbols are stars, stripes, the sun, the moon, crosses, triangles, and squares and their meanings vary from country to country. Share what the colors and symbols on your country’s flag represent.

Ask the children to think about what is important to their family (honesty, helping each other, being kind). Then have the children create a flag that represents their family.

Have each child select a sheet of construction paper for the background of the flag. The color should represent an important trait about his or her family. Then have the children decorate their flags with symbols that represent a value that’s important to their family or an activity their family likes doing together. The children can make up the meanings for their symbols. Have the children share

the meaning of the colors and symbols on their flags. Also, encourage them to share the flag and its meaning with their family.

Source: NAD Helping Hands Guide

B. Complete the Picture Book award, using pictures from your family's history.

Picture Book Award Requirements:

**Requirements:**

1. Make a picture book of at least 6 pages.
2. All pages must have some form of decoration on it.
3. Describe each picture in the book.
4. Memorize Joel 1:3 and discuss the meaning.
5. Share your picture book with others and explain why you picked these pictures. Did sharing your book help you understand Joel 1:3?

**Helps:**

1. Create a family picture book or chose any subject, object or theme as the basis for your book. Include photos, magazine pictures and/or drawings.
2. Use a variety of materials to decorate the book.  
Items could include: colored or printed paper, stickers, punch-outs, decorative scissors, buttons, foam cut-outs, embellishments, beads, confetti or other cut-outs. REMEMBER: There is no requirement to buy expensive or fancy scrapbooking supplies!
3. A short description of the picture can be included in print/script OR be part of a book verbal show-n-tell.
4. Joel 1:3 (ESV) Tell your children of it, and let your children tell their children, and their children to another generation.

Meaning points: picture books help us remember important points in our lives. It gives us a chance to tell people about something important a long time from now. The discussion could evaluate what important events they are wanting to put in their book match the Bible text (and how).

Important events such may include baby dedications, baptism, public speaking, performing for church or school, family vacations, mission trips.

Share your book with family, club, school or with friends.

## II. Families Care for Each Other

- A. Help plan a special family worship, family night, or family outing. Report what you did to your group.

The overarching goal of this requirement: Children are gifted and capable of being part of the planning for family activities, whether spiritual, recreational, of social. Giving the kids tools to lead or actively assist in making family activities happen is the MOST IMPORTANT goal. In many cultures, the role of the instructor will be to not only help them find a plan that works, but also convince the parents to let the Helping Hand follow through with enacting the plan.

**Teaching Idea: Build a Blessings Box**

**Materials:** craft boxes to decorate “paper mache” style, that can hold 3 x 5 cards or other small cards.

**Goal:** Families choose a regular time each week to write down how God has blessed them during the week.

**Procedure:** Give each child a box and a paper plate with some craft glue. Then give the children pieces of paper they can tear to create a mosaic on their boxes. To attach the paper to the box, lay the torn piece of paper flat on the glue and then place the paper on the box and smooth it out. The entire box should be covered with torn pieces of paper. Give each child 20 notecards to take home to use for the notes of blessings.

Show the children 2-3 verses from the Bible that encourage us to say thank you for our blessings. Have each Helping Hand choose a passage and create a short plan of how to have a worship thought with their family to introduce their “Blessings Box” to their family.

The goal during the meeting is to not only do the cute craft, but to also teach the kids how to lead their family in an INTENTIONAL and systematic family worship activity.

### ***Teaching Idea: Bible Scrolls***

**Materials:** small pieces of paper prepared to look like scrolls, crayons, markers.

**Goal:** Help the Helping Hands each choose a picture or quote that illustrates the Bible passage the group reads together.

**Procedure:** Many Bible passages work for this option. In fact, family small groups have found this a way to have whole-family small group instead of “babysitting.” The passage the adults are reading and discussing has the layer of application for the kids through reading aloud and choosing the themes to illustrate. That same choice of theme will help the adult study focus on the theme(s) of the passage, leading to a deeper discussion for everyone.

**Note:** use your favorite search engine “diy craft old scroll paper” to make the experience even more authentic for your young worshipers. The Helping Hands can take the active role of making a significant quantity of the paper scrolls and choosing the passages to use. The leader should provide a letter to the parents explaining when/how the Helping Hand(s) will be working with their family(ies) to complete the worship.

### ***Teaching Idea: Trip Planning***

**Materials:** maps, tourist guides, trips for families online guides or brochures, poster board.

**Goal:** Help the Helping Hands each choose a location that they would like to take their family to visit.

**Procedure:** This requirement can give instructors the opportunity to teach some basic map reading skills, help kids see that many fun family outings can be free or low-cost, give kids guidelines of how to start conversations with their families about spending quality time together. Be sensitive during this multi-stage, multi-step hands-on exercise that is so dependant on discussion and understanding.

## **III. My Family Helps Me Care for Myself**

A. Complete the Cooperation award.

### **Requirements:**

1. Read and discuss Acts 4:32-37, Exodus 35:20-29, Exodus 36:2-7.

2. What is cooperation?
3. Why is cooperation important in your family, school, and church?
4. Role play a Bible story about cooperation.
5. Sing a cooperation song.
6. Play a cooperative game.
7. Make a cooperative craft with your group.

### **Helps:**

Note: This award requires cultural and group sensitivity. Please treat our suggestions as a starting point. The actions that indicate cooperation vary dramatically in different cultures around the world!

1. These Bible texts tell us about times in the Bible where cooperation resulted in great success for the group of God-followers. Read the texts as a group, then discuss.

Example questions include:

1) what was accomplished when people worked together? 2) Did cooperating mean everybody did the same things? What talents did they use individually to work together? 3) what was the group goal in each story? 4) What evidence do you see about whether they accomplished their goal? 5) What goals does our club/group have that we can help with? Would we consider that cooperating? 5) Colossians 3:23-24 read aloud together is an application challenge for today!

Biblgateway.com search "Acts 4:32-37, Exodus 35:20-29, Exodus 36:2-7" with your favorite version selected.

2. Willingness to work together; give and take. Learning to cooperate is when a person thinks about and balances their own needs and wants with another person's needs and wants. Some people think that cooperation means a child does what the adult wants. That's not the case. True cooperation is a give and take between people that ends up with something they both agree on. Cooperation is a skill that must be learned.
3. Discuss. This requirement may be combined with the Bible discussion in requirement 1.
4. Have the kids brainstorm a list of stories. Some stories: Paralyzed man brought to Jesus by Friends (Mark 2:1-12), Nehemiah building the wall (Nehemiah 3-4), Marching around Jericho (Joshua 6), Noah and his family build a boat (Genesis 6), Gideon and 300 men conquer their enemies (Judges 6).

### **Teaching Idea: Brown Bag Role Play**

**Materials:** Brown paper bag with slips of paper. Each slip of paper contains a Bible story (and reference) about cooperation that can be acted out.

**Goal:** Groups of Helping Hands silently perform Bible stories about cooperation for the other kids to guess.

**Procedure:** Have each group choose a slip of paper. Give the groups five minutes to plan how they will portray the story without using any words. Have each group perform. Remind the other kids NOT to guess until the performance is over. This may be a great worship leading opportunity for Helping Hands.

5. Youtube.com or your favorite search engine will give you choices from which you may choose one relevant to your group. Search phrase: "cooperation song kids" or "cooperation song kids Christian"
6. **Teaching Idea: Spaghetti Towers**

**Materials:** dry spaghetti noodles, tiny marshmallows

**Goal:** Create a tower as tall as possible that can stand self-supported.

**Procedure:** Give each team of 3-4 Helping Hands 100g of spaghetti and 50 grams of mini marshmallows. Tell them that they are attempting to create a tower out of marshmallows and spaghetti noodles that is as tall as possible. They may cut or divide any of the pieces but cannot add anything, including water. If needed, assign an adult to each group with the clear instructions that adults are NOT allowed to guide the decisions or creation but only assist. Give 10-20 minutes to the groups to plan and create their tower. Give them a 5 minute warning before calling time and measuring the towers.

**Discussion:** What worked well in your group? Did you team cooperate well? Poorly? How did cooperation affect your project's success?

## My World

### I. The World of Friends

A. Complete the Early Adventist Pioneer award.

**Requirements:**

1. Name five Adventist Pioneers and tell something about each.
2. Read a story about an Adventist Pioneer.
3. Learn an early Adventist hymn. Memorize the first verse.
4. Make and taste a batch of granola; tell what granola had to do with the pioneers.
5. Paint, tie-dye, or decorate a plain bandana or similar "costume" item. Use the costume item created to dress-up as a pioneer.
6. Memorize Rev. 14:12.
7. Hold a large book like Ellen White did in her vision and time yourself.
8. Play an early American game.
9. Do an early American craft.

Note: Doing this award with "dress up" and "skit" elements will make what some consider "just boring old history" have a better chance of coming alive and being a positive experience for your Helping Hands. BE SURE that this is one award that you have planned ahead for and planned thoroughly. Because Adventism began in North American over 150 years ago, expect many of the requirements to be culturally different than your culture today.

**Helps:**

1. Ellen White, James White, William Miller, Joseph Bates, J.N. Andrews, Hiram Edson, etc. RESOURCES: William Miller Heritage Farm (8" x 10" color pictures and bios, available from the ABC); "Life of the Pioneers" audio series from Michigan Conference.

2. Books for requirement #2 include: Ellen, by Mable Miller Camp Meeting Angel, by (R&H), etc.

Online stories: [guidemagazine.org](http://guidemagazine.org) search "ellen white" and "james white" and "captain bates" will give you short stories published in Guide magazine.

Use your favorite search engine to search "adventist pioneer stories for kids" for other online options.

Remember that Helping Hands are capable of listening to a story of greater complexity than other groups of Adventurers. However, they are NOT adults and thus stories about Adventist Pioneers written for adults are not appropriate. Your goal is to make the Adventist Pioneers' lives interesting and exciting. Most kids who have grown up Adventist don't know much about their churches' history, and those who are club members but who do not have an Adventist heritage need to hear that Adventists have cool and special people in their history! Be a "heritage missionary"!

3. There are several songs that were written or sung by early Adventists. Songs from SDA Hymnal: "Tis Love That Makes Us Happy," No. 579; "You Will See Your Lord A Comin'," No. 438; "I Saw One Weary," No. 441; "What Heavenly Music," No. 452; "Don't You See My Jesus Coming?" No. 454.

***Teaching Idea:***

Have musicians from your church come in to demonstrate what the songs sounded like. Some might be even willing to "dress up" for their performance.

4. Did you know that breakfast cereals (the dry cereals in a box) are a product of the Adventist health message?

Talk about the importance of breakfast and breakfast foods. Mention some history of breakfast—Councils on Diets & Food, and Adventist Home. Check any cookbook for a granola recipe, such as, Century 21 - 375 Meatless Meats.

If it is impossible to make granola, purchase the granola bars and talk about the ingredients that make granola healthy for us. (Whole grains that are precooked and quick to prepare.) Make at meeting, send some home with each family along with the recipe.

For more information use your favorite search engine "history breakfast cereal adventist"

5. Make bandanas by cutting a 24" square of plain cotton cloth in half, diagonally (from corner to corner); stamp or stencil pictures on it, in the shape of animals, wagons, or children. For dress-up, provide long dresses, bib overalls, cowboy hats, etc. Other costume parts that would match this era include bonnets, aprons, and work smocks. Online patterns for "early american costume craft" may give you ideas of what would work for your group.
6. The story of Ellen White holding a large Bible up during vision is referenced on the official White Estate website. "The Big Bible" (<http://www.whiteestate.org/issues/faq-egw.html>)

The Bible in the story was 18 lb / 8 kg.

***Teacher Idea:***

Bring a large book to attempt to use in the same way Ellen did. Weigh the book. Is your book smaller or larger than Ellen's? Take turns holding it out at a 45-90 degree angle for as many moments as possible. Talk about God's strength that is greater than human strength. Compare to Samson's strength if necessary.

7. Jump rope, tug of war, falling off the stars, hop scotch, tag games, button-button, drop the hanky, milk the cow, obstacle course.
8. Spoon dolls, needlepoint, simple wooden toy creation, puzzles, corn doll, and many more. Search engine "early american toy craft" or "early american toy craft for kids".

## II. The World of Other People

- A. Complete the Country Fun award.

**Requirements:**

1. Pick a country you want to study.
2. On a world map find the location of the country and identify what continent it is on.
3. Find, draw or trace a map and flag of your country.
4. Learn six facts about the country, such as those suggested below.
  - a. Draw or find a picture of the native dress
  - b. Learn a Sabbath or secular song.
  - c. Listen to the national anthem.
  - d. Learn to play a Sabbath or secular game.
  - e. Name the main religion(s).
  - f. Collect a stamp, postcard or coin.
  - g. Read or listen to a legend, myth or story.
5. Make a simple craft or food from the country.
6. Read in the Bible how languages originated at the tower of Babel. (Genesis 11:1-19).

**Helps:**

**Note:** this award doesn't have an answer key because there are hundreds of countries around the world that can be chosen.

**Hints:** Choose a country as a unit or as smaller groups within the Helping Hands group. One adult per group will be helpful.

When searching online for resources, add the words "for kids" to most searches to get information written for kids.

### III. The World of Nature

- A. Complete two nature awards not previously earned.

**Additional Awards Designed for Helping Hands:**

- Basket Maker
- Bible Royalty
- Carpenter
- Environmentalist
- Fruits of the Spirit
- Geologist
- Habitat
- Honey Bee
- Outdoor Explorer
- Pearly Gate
- Prayer Warrior
- Rainbow Promise
- Reporter
- Safe Water
- Sign Language
- Skater
- Stamping Fun Art
- Steps to Jesus

- Tabernacle
- Technology

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