

Adventurer Club Manual



North American
Division
Adventurer
Ministries

Resources for a club: Curriculum, awards, and parent network.

From the Adventurer Committee

We believe success goes to the committed, and we admire your active commitment to children in grades 1-4 and to their families whom you serve. People like you are making positive contributions as youth ministers in teaching a spiritual life-style to your participants in the Adventurer program.

If at any time you have a serious problem, you can feel free to contact either your conference Adventurer Director or the NAD Adventurer Director whose address is 12501 Old Columbia Pike, Silver Spring, MD 20904-6600. It is the business of the NAD Adventurer Ministries Department to be of help to you.



Change of Address

I am a registered owner of the Adventurer Staff Manual. **I have moved recently and my new address is:**

Adventurer Staff Manual owner's name _____

Address _____ P.O. Box _____

City _____ State _____ ZIP _____

Phone: Area code _____ Number _____

Return this form to AdventSource, 5040 Prescott Avenue, Lincoln, NE 68506.



DETACH THIS PORTION ONLY

Register this Manual

We encourage you, as the owner of this Adventurer Staff Manual, to register with us today to become a part of the Adventurer Staff Network System. We propose to keep you informed and assist you with information that will aid you in running a quality program. Further, we desire your input with any comments or materials that you feel would be beneficial to other Adventurer leaders within our network system:

Adventurer Staff Manual owner's name _____

Address _____ P.O. Box _____

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A D V E N T U R E R M A N U A L



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Silver Spring, MD 20904-6600

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North American Division of Seventh-day Adventists

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North American Division of Seventh-day Adventists
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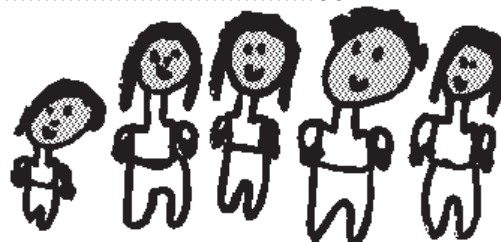
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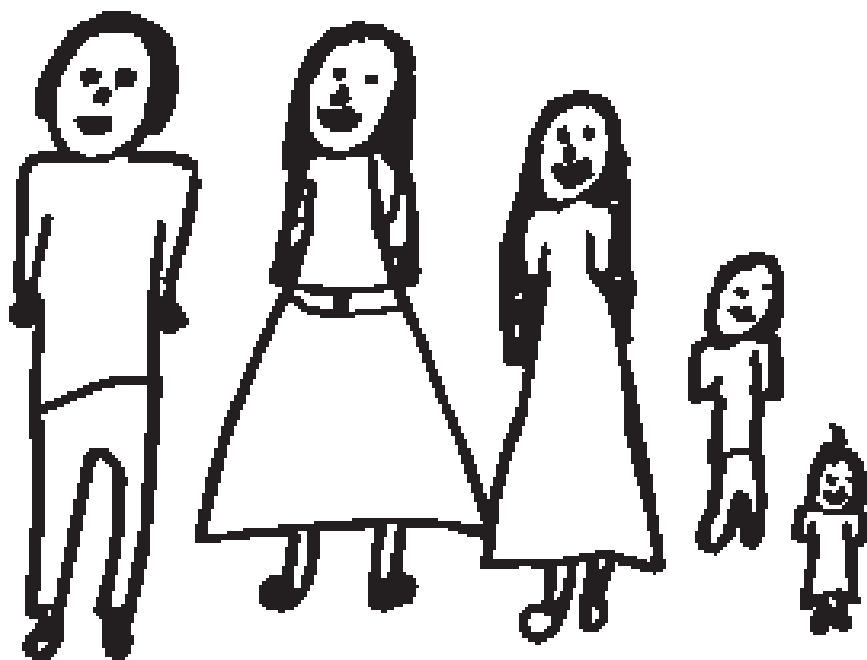
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Introduction

Philosophy of the Adventurer Program

The Adventurer program was created to assist parents in their important responsibilities as a child's primary teachers and evangelizers. The program aims to strengthen the parent/child relationship and to further the child's development in spiritual, physical, mental, and social areas. Through the Adventurer Program, the church, home, and school can work together with the parent to develop a mature, happy child.

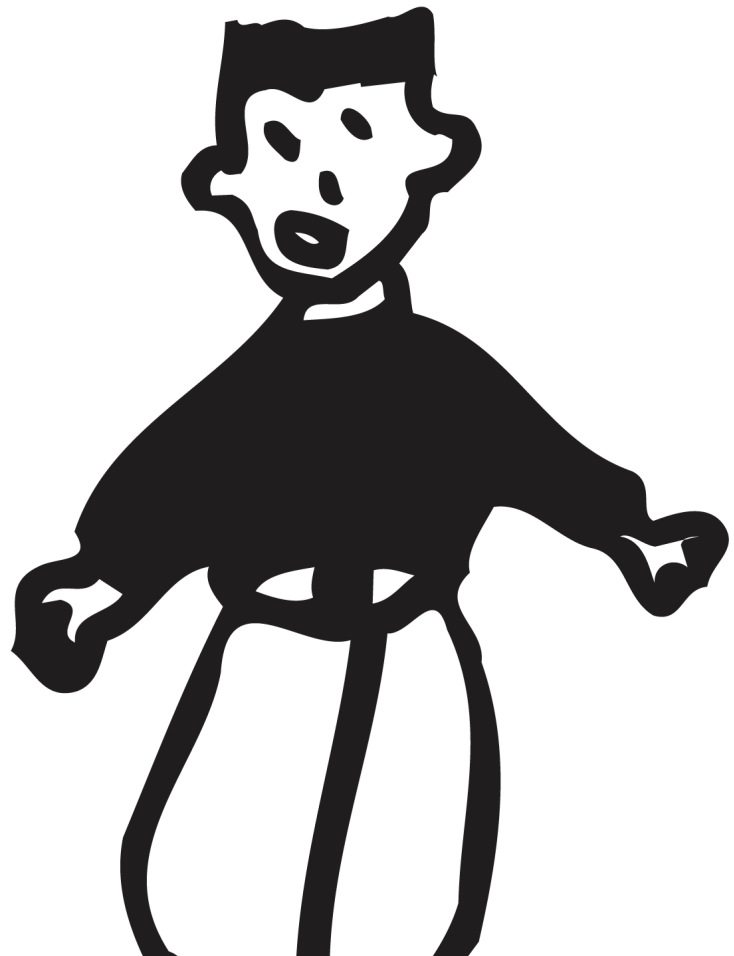
The church's greatest resource is our children; therefore, it is imperative that as a church we meet the challenge to provide a program for our children during their early, formative years. We want right habits, thoughts, motives, dispositions, and attitudes to be established. The Wise Man wrote, "Bring up a child in the way he should go, and when he is old he will not turn from it." Prov. 22:6 (NIV). This is more than a cliché—it is a scientific formula.

The Uniqueness of the Adventurer Club

The Adventurer Club was created to give children an opportunity to belong to an organized peer group. To join, children are invited to participate in various activities which will improve their social skills. From the time children start school until they reach puberty, their need to be with and be accepted by their peer group is increasingly strong.

The Adventurer Club involves children in grades 1-4 and their parents. The programming and planning for Adventurers should be simple and short, but creative. Parental involvement provides opportunities for parents to participate in the learning experience.

One of the Adventurer Club objectives is to provide a meaningful and exciting experience as the children look forward with anticipation to some day being Pathfinders.



Adventurer Club Membership

The Adventurer Club is a Seventh-day Adventist Church-sponsored ministry open to all families of children in grades 1-4 who agree to keep the Adventurer Pledge and Law. The Adventurer children and parents are encouraged to attend all designated meetings and functions sponsored by the Adventurer Club.

History of the Adventurer Program



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The Adventurer program was created to assist parents in their important responsibilities as a child's primary teachers and evangelizers. The program aims to strengthen the parent/child relationship and further the child's development in spiritual, physical, mental, and social areas. In this way, the church and school can work together with the parent to develop a mature, happy child.

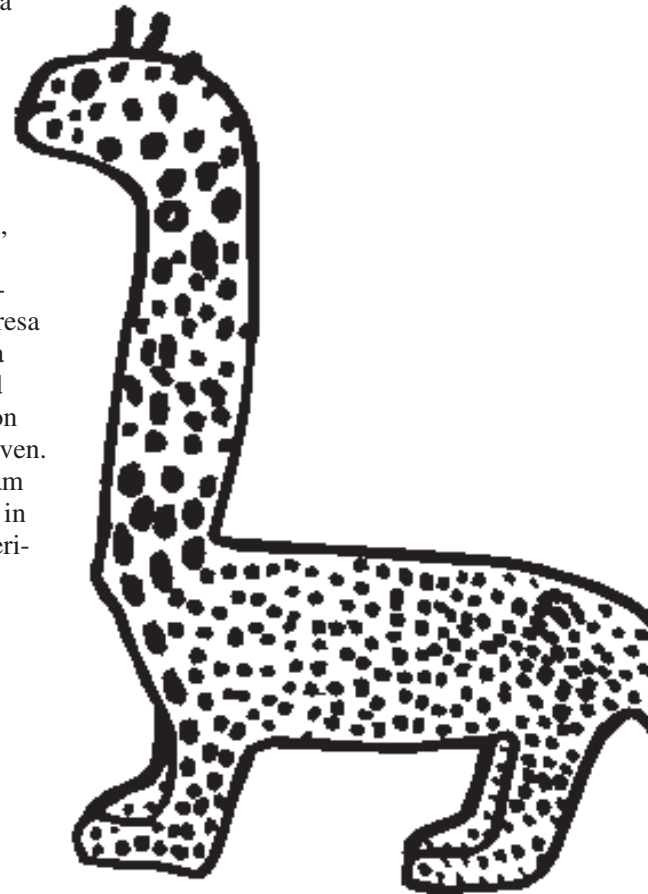
In order to help children learn more about the Bible, health, and nature, and to help them develop their people skills, the General Conference, in 1939, endorsed the idea of the Adventurer classes of Busy Bee, Sunbeam, Builder, and Helping Hand.

In 1972 the Washington Conference sponsored a club for children called "Beavers," the forerunner of Adventurers, under the direction of Carolee Riegel. The Northeastern Conference is reported to have had a children's club concept program by 1975. By 1980 many conferences were sponsoring a club for children.

In 1988 the North American Division Church Ministries Department invited interested conferences and child specialists to study and evaluate the Adventurer Club concept. A committee met in 1989 to update the Adventurer curriculum, develop Adventurer awards, and write guidelines for the Adventurer Club organization.

The committee involved children's Sabbath School leaders, educational personnel, conference and union Children's Ministries coordinators, and child and family specialists. Chaired by Norman Middag, the committee membership included Debra Brill, Terry Dodge, Sarah Fanton, Merrill Fleming, Joyce Fortner, Donna Habenicht, Jasmin Hoyt, Noelene Johnsson, Kathie Klocko, Barbara Manspeaker, Kathy Martin, Dixie Plata, Julia Raglin, Toini Shobe-Harrison, Emily Tillman, Claude Thomas, Ruth Walker, Al Williamson, and Bob Wong.

The Adventurer curriculum, written by Teresa Reeve, is designed as a vehicle for sharing and discovery in preparation for life here and in heaven. The Adventurer program piloting process began in 1990 in the North American Division.



A D V E N T U R E R M A N U A L
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How to Use This Manual



The Adventurer Manual contains everything teachers, leaders, and parents need to know to successfully lead Adventurer children (grades 1-4) in an Adventurer Club or in completing the Adventurer curriculum. There are many activities and resources available in this manual to help you make the Adventurer program as interesting and valuable as possible.

The Adventurer Manual describes how to begin and organize an Adventurer program and suggests various activities and materials that can help to make your club a great one. You are welcome to use and adapt any suggestions which may be useful in helping your group to meet the goals and requirements successfully.

This manual has been prepared in loose-leaf format in order to enable leaders to insert additional information, activities, and resources that they find useful. New and updated material will also be available periodically from the conference or NAD Adventurer Department.

Club Organization

This section of the manual describes how to start and run an Adventurer Club.

Adventurer Club activities include:

- club meetings
- field trips
- nature activities
- crafts
- games
- parent meetings
- miscellaneous planned club programs

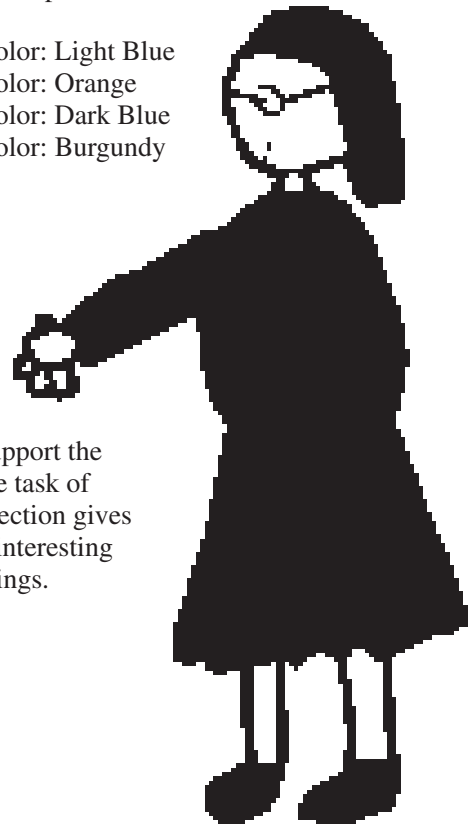
Adventurer Curriculum

The Adventurer Curriculum is designed for children in grades 1-4. The curriculum requirements are divided into four major tracks: My God, My Self, My Family, and My World. The Adventurer curriculum section of this manual explains in detail the requirements for each class. Children complete the activities at their own grade level in order to earn each Adventurer pin.

Grade 1 Busy Bee	Color: Light Blue
Grade 2 Sunbeam	Color: Orange
Grade 3 Builder	Color: Dark Blue
Grade 4 Helping Hand	Color: Burgundy

Adventurer Family Network

In this section you will find suggestions to help you work with and support the Adventurers' parents in the task of Adventurer-raising. This section gives simple ideas for planning interesting and enriching parent meetings.



Adventurer Awards

The requirements for each Adventurer Award are listed here, along with ideas and suggestions for teaching each award.

Classroom Resources

This section contains helps especially for the school teacher, suggesting ways the Adventurer Curriculum requirements can easily fit with the present classroom curriculum.

Appendix

The Appendix contains additional helps and materials in each of the above areas. There are many form, chart, poster, and letter originals for you to reproduce. There is also an index to help you quickly find what you need.

Mission Statement



AD Adventurer Ministries Mission Statement

The North American Division Adventurer program serves an intercultural community of children in grades 1-4 and their parents and care-givers through a holistic ministry.

The purpose of the program is to support parents and care-givers in leading and encouraging their children in a growing, joyful love relationship with Jesus Christ.

It offers instructional curriculum, family enrichment, supplementary resources, and volunteer training from within the Seventh-day Adventist philosophy.

The Adventurer program should work to fulfill the gospel commission (Matthew 28:18-20) and depends on the support of a congregation strong in mission and empowered by the Holy Spirit.

A D V E N T U R E R M A N U A L
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Goals and Objectives



Why have an Adventurer program?

The Adventurer program is designed to support parents in assisting children with the challenging task of developing fully as followers of Christ in today's world.

What is the Adventurer curriculum designed to accomplish?

1. Children will, at their own level, commit their hearts and lives to Jesus Christ.
2. Children will gain a positive attitude toward the benefits, joys, and responsibilities of living a Christian life.
3. Children will acquire the habits, skills and knowledge needed to live for Jesus today.
4. Parents and other primary care-givers will become more confident and effective as co-laborers with Christ for their children.



Objectives

The Adventurer Club provides fun and creative ways for children

1. to develop a Christ-like character;
2. to experience the joy and satisfaction of doing things well;
3. to express their love for Jesus in a natural way;
4. to learn good sportsmanship and strengthen their ability to get along with others;
5. to discover their God-given abilities and to know how to use them to benefit self and serve others;
6. to improve their understanding of what makes families strong.

A D V E N T U R E R M A N U A L
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Adventurer Pledge and 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

The words of the pledge and law have been set to music. Copies are located in the Administration section of the Appendix.

A D V E N T U R E R M A N U A L
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Adventurer Organization

What is an Adventurer

An Adventurer is a child in grades 1-4. Each Adventurer is a unique and special person. Still there are several characteristics which are typical of Adventurer-age children

Characteristics of the Adventurer How to Respond

Physical Characteristics

- I have boundless energy
- I am developing coordination

Mental Characteristics

- I learn by doing
- I am curious about everything
- I understand what I can see and touch
- I am imaginative
- I memorize easily
- I like variety

Socio-Emotional Characteristics

- I am learning social skills
- I am becoming more independent
- I need success and approval from you
- I am easily overexcited
- I am very social

How to Respond

Please don't ask me to sit still for very long. I want to DO things.

Let me improve coordination through games and creative activities.

Don't just tell me things. Let me try them and get involved with them.

I do want to know about my world. Tell me in an interesting way.

Show me what you want me to know. Don't expect me to understand long explanations.

Show me fun ways to use my good memory for a good purpose.

I like stories and inventing things.

Use many kinds of stories, songs, games, and activities.

Give me lots of chances to relate to others in my peer group.

Let me discover and do things by myself whenever possible.

Help me find things I can do well, and let me know that you approve of me.

I need structure and guidance to control my impulses and activities.

I love to play and talk with my friends.

Spiritual Characteristics

- I am concerned with distinguishing right from wrong
- I am still motivated by self-advantage
- I soak up Biblical knowledge

Help me understand fairness and why rules are important.
Lead me to make decisions based on love and sensitivity to others.
I need a strong foundation of Biblical understanding.
I am ready to accept Jesus Christ as Savior.
I can learn to pray and to make decisions based on the Bible.

Discipline and the Adventurer

Providing discipline for the Adventurer child is a positive contribution to his happiness and well-being. Discipline is not primarily punishment, but a way of helping the child to learn self-control and caring for others as a disciple of Jesus.

Model the Behavior You Want

Any behavior or attitude expected of the children must first be modeled consistently by their leaders. If Adventurers are expected to act in a respectful way, they must be treated with respect. If they are expected to be caring and sensitive toward others, they must feel cared for themselves.

Provide a Peaceful, Organized Room

Adventurers are affected by the things around them. If the environment is simple, neat, and attractive, the children will be able to concentrate and enjoy the program. If it is chaotic and unappealing, they will often be distracted and uninterested.

Be Prepared

Plan interesting materials and activities beforehand so that the children's attention will be drawn to the theme of the lesson rather than distracted to unacceptable behavior. If the leader stops in the middle of a presentation to decide what to do next, the children will find something to do.

Set Specific Expectations

Children may help to set up a few simple guidelines for behavior which will be firmly and consistently enforced. (i.e. You may not

hurt yourself, You may not hurt others, You may not hurt things.) Regularly recognize and affirm children when they follow the guidelines.

Consistently Redirect Misbehavior

Children may misbehave for many reasons, including forgetfulness, excess energy, and defiance. Often misbehavior can be redirected by a gentle touch, a moment of silence, a firm look, or redirection to a more positive activity. If necessary, quietly remind him/her of your expectations or remove him/her from the activity for a short time.

How to Start a Club

1. Counsel with the conference Adventurer Specialist or Children's Ministries Director.

The conference Adventurer specialist is responsible for guiding all clubs in the conference.

2. Present the plan to the pastor, church board, and parents.

Upon the recommendation of the conference Adventurer specialist, make an appointment with the pastor. Explain the Adventurer Club ministry and how you plan to implement it in your church.

Then submit plans to the church board for authorization to organize an Adventurer Club. The conference Adventurer specialist should be invited to attend.

It is important that the parents of Adventurer-age children support the plan to organize an Adventurer Club.

3. Inform the congregation during the worship service.

It is important that all church members be informed about the Adventurer Club's objectives and its program. A conference Adventurer person qualified by experience to speak in behalf of the Adventurer Club and the needs of children should present this information to the entire church, preferably during the worship hour on Sabbath.

4. Call a special organizational meeting.

A special meeting, preferably on Sabbath afternoon, should be scheduled to bring together those who would be interested in organizing an Adventurer Club. Invite all Master Guides, all parents of Adventurer children, all teachers in the appropriate Sabbath School divisions, and others interested in working with children. During this meeting explain the details in regard to the Adventurer organization. A few Adventurers visiting from some neighboring club might demonstrate some of their accomplishments and display the uniform. An appeal should be made for volunteers to help in the Adventurer Club, and an informational questionnaire should be circulated.

5. Teach the basics of Adventuring.

The Adventurer Basic Staff Training course should be taught to the club leadership personnel. Adventurer Club depends on an adequate number of trained staff. The conference Adventurer specialist is responsible to make available this course and necessary resource materials.

6. Elect a director and associate directors.

The nominating committee/ church board should become familiar with those who are best qualified to lead out in the Adventurer Club and recommend to the church a director and associate directors as needed.

7. The Adventurer Club Executive Committee.

The Adventurer Club Executive Committee consists of the Adventurer Club leadership, pastor, primary Sabbath School leader, teachers of the involved church school grades, and an Adventurer mother and father. The Adventurer director is chairperson. This group sets major policies for the operation, goals, and objectives of the club, and selects counselors and instructors.

8. Build the program.

This may be the most important step in the entire organizational process. Program building consists of long-range planning. The objectives of the club over a period of months and years should be brought into focus. The club activities should conform to these overall objectives. Each meeting should be planned in detail weeks in advance. Recognition of the characteristics of children will lead the staff to break the year's program into three or four segments, each with distinct activities and objectives. These segments give flexibility to the year's program, allowing new ideas and features to be introduced from period to period.



9. Hold a guest program.

A guest program is a general activity approximately two or three weeks before enrollment. Each Adventurer may invite one of his special community friends to this “guest program” club meeting. The director should become acquainted with each visiting child. During the conversation the director should ask, “Would you like to join our Adventurer Club?” If the answer is “Yes”, visit the home the very next week and explain

the complete program, showing a willingness to work with the family about their spiritual faith or feelings.

Additional guest programs may be held for the non-registered parent and child to attend and receive incentive to join.

10. Hold a Registration Meeting.

- a. Send letters to potential Adventurer families four weeks before enrollment night.

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STEP BY STEP

Denominational Flow Chart

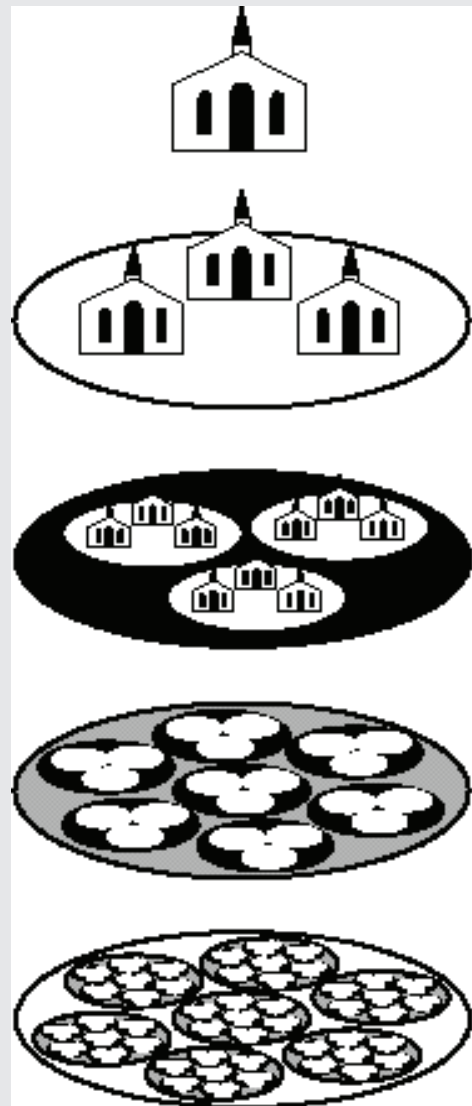
The **Local Church** is governed by elected officers and departmental leadership. The Adventurer Club Director is elected each year.

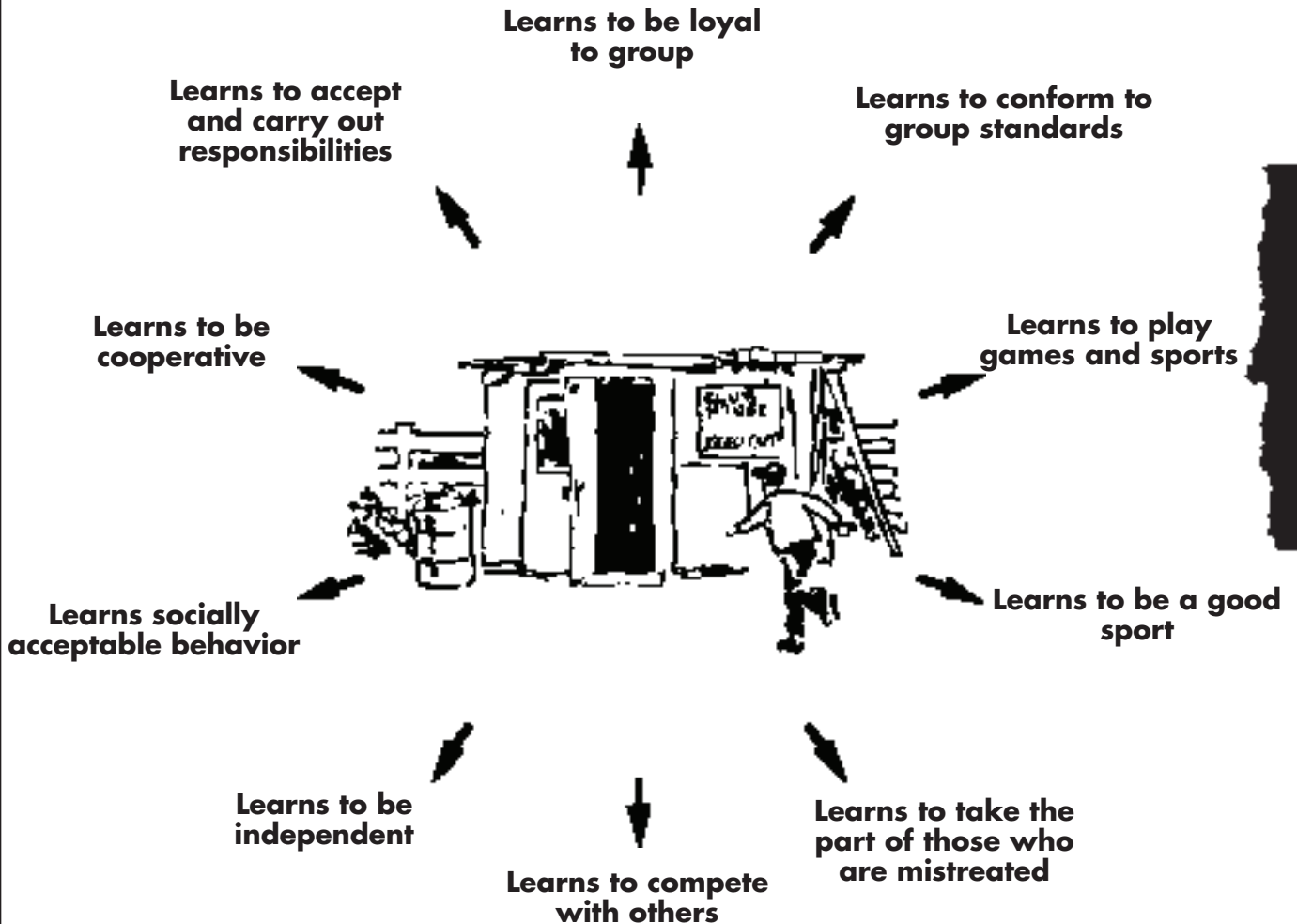
The **Local Conference** is made up of all local churches in a specific area and is responsible for all church and evangelistic work. The conference Adventurer Director is either elected or appointed every three years.

The **Union Conference** is composed of several local conferences in a specific territory.

The **North American Division** is comprised of all nine North American Unions, which includes the countries of Bermuda, Canada and the United States. The NAD headquarters is in Silver Spring, Maryland in the General Conference building. The division has departments which are responsible for specific areas of Christian service. The Adventurer Director is appointed every five years.

The **General Conference** is comprised of ten divisions. It coordinates church work worldwide. Headquarters are in Silver Spring, Maryland. The Adventurer Director is appointed every five years.





Administration

- b.** Advertise Adventurer program.
- c.** Receive membership application and health record forms.
- d.** Train and uniform staff before enrollment night. The director, associate directors, counselors and instructors form the staff of the club. There should be a number of occasions when the staff comes together for training so that each person becomes familiar with his/her duties and the overall scope of the club activities. These staff members should secure uniforms and place insignia on the uniform properly.
- e.** Publicity for the weeks before enrollment night.

Four weeks before:
Church bulletin announcements
Three weeks before:
Attractive bulletin boards

Two weeks before:
Children's Sabbath School program
Church missionary period
Director's letter for parents of potential Adventurer

One week before:
Pastor's letter to parents of potential Adventurer
Church service emphasizing program

- f.** Hold a Registration Meeting. (see the index for a description of the Registration Meeting)

11. Implement a home visitation program.

Counselors should visit the home of each Adventurer in his/her unit immediately after registration, introducing himself/herself as the child's counselor.

- a.** Finish filling out their application and health record.

- b.** Remind the family of club calendar appointments.
- c.** Answer all questions concerning uniforms, outings, etc. Before leaving emphasize the fact that as a counselor you want to help the parent in any way you can.
- d.** Once the Adventurer program has started, each home represented in club membership is to be contacted by the counselor a minimum of once per quarter.

12. First club meeting

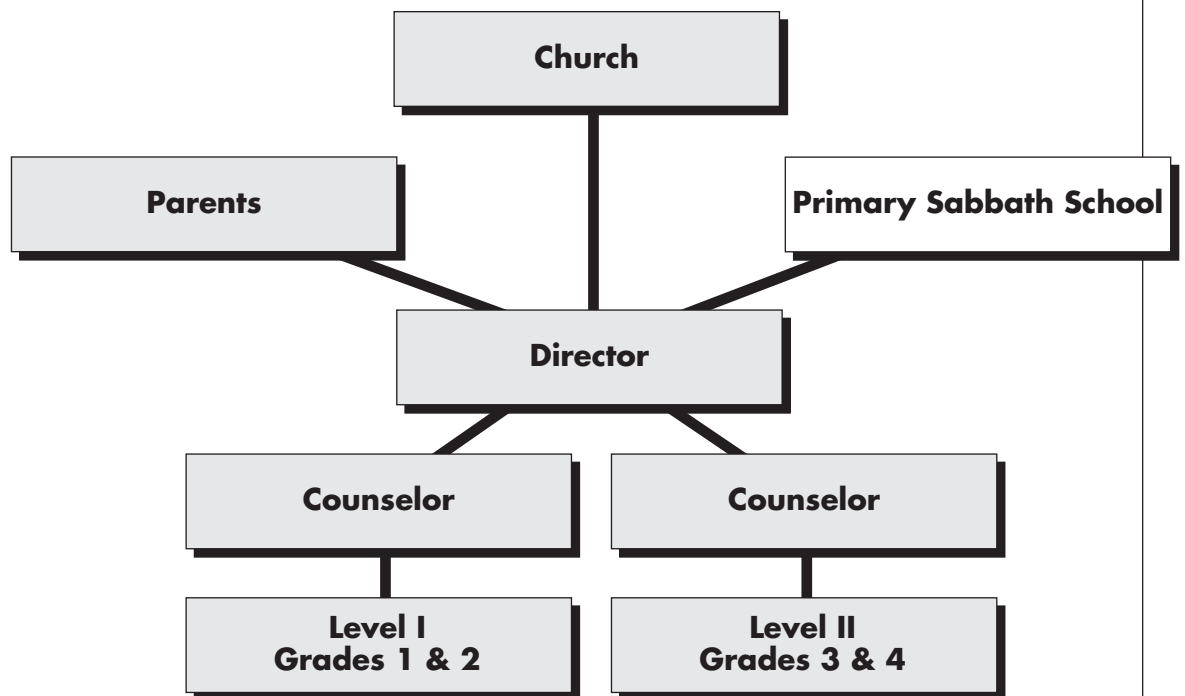
It is important that this club meeting be one of fun and excitement, with members and staff involved in the activities.

13. Hold an induction program approximately three weeks after enrollment night.

14. Community and church interest

Once an Adventurer Club is established, appeal to church members and community friends that have not previously been interested. The director should make friends with every Adventurer family, assisting them in their family goals for their child. Help each non-Seventh-day Adventist Adventurer family to become acquainted with the pastor. These families can then be invited to hear what the church has to offer them. The Adventurer Club should be evangelistic.

Adventurer Club Organizational Flow Chart for a Small Church



Adventurer Staff

Director
 Counselors

Gray Boxes

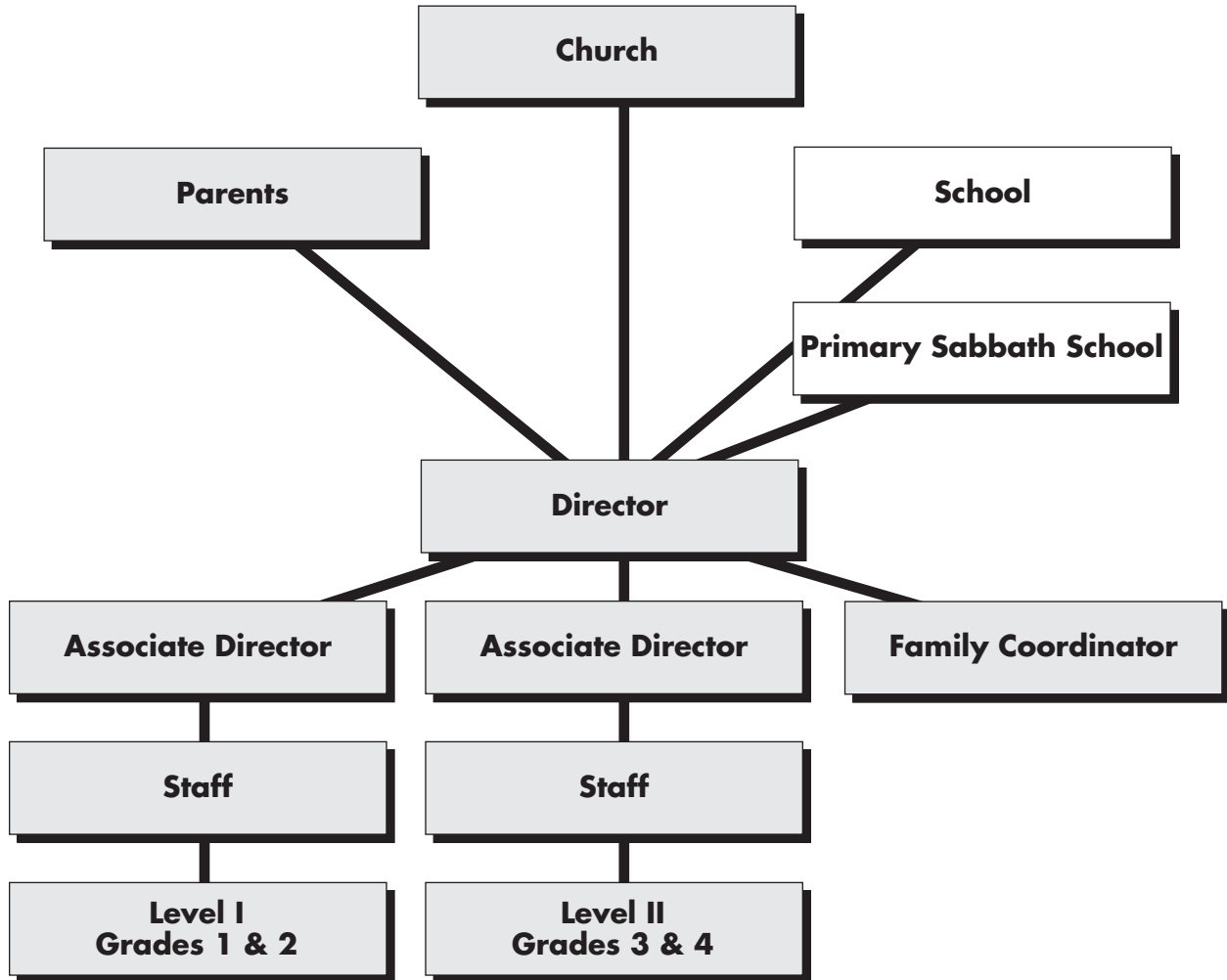
Primary attention or most important

White Boxes

Support group



Adventurer Club Organizational Flow Chart for a Large Church



Administration

Adventurer Staff

- Counselors
- Family Network Coordinator
- Award Instructors
- Curriculum Instructors
- Secretary
- Treasurer

Gray Boxes

Primary attention or most important

White Boxes

Support groups

Club Administration

The Adventurer Club gives the adult members of the church an excellent opportunity to work with their children.

Program

The Adventurer Club staff is responsible for planning the program of the club. The director is chairperson. Suggestions are welcomed from all sources. For best results the staff includes the parents of Adventurers in planning the club's program. It is realistic to think of the Adventurer year as paralleling the school year; however, the calendar year January to December may also be used.

Club Staff

Director

The Adventurer Club director is responsible for leading out in providing a program for the club that reaches the objectives successfully. The Adventurer Club director presides at the staff meetings. He/she keeps in touch with the conference Adventurer director and sends in reports as required. He/she should be a person who understands kids, works well with a staff, carries responsibility, possesses an eagerness to recognize new ideas, and shows initiative in implementing those ideas. Above all, the director is a sincere Seventh-day Adventist Christian whose life demonstrates what God can do. The Adventurer Club director is a member of the church board.

The parent is the primary target audience of the Adventurer Club.

Associate Directors

Associate directors accept assignments from the director and share in the leadership responsibilities of the club. The associate directors keep records and compile regular reports for the conference. They can assume the responsibilities of the finance officer, secretary, and chaplain. In larger clubs an associate can be added to plan activities and nature projects, supervise crafts, and plan special events.

Adventurer Counselors

The Adventurer counselor is a key member of the staff. He/she is assigned to a unit of four to eight members, a male counselor for boys, and a female counselor for girls. The counselor becomes acquainted with each member and shares with the unit in the various activities. The counselor knows the parents and home conditions of each unit member and talks to unit members about social, emotional, and spiritual needs. The counselor is present at each club meeting and activity and plans unit events that the staff authorizes. The adult counselor is responsible for the attendance of the unit membership and the Adventurer class curriculum requirements completed by the Adventurer and parental support of the Adventurer member.

Adventurer Family Network Coordinator

The Adventurer Family Network coordinator is a member of the Adventurer administrative staff and serves as the director of the Family Network curriculum. In some clubs, the coordinator may also serve as the Associate Director. The coordinator is responsible for organizing Family Network learning experiences, where parents can:

- Be affirmed that their ministry is of primary importance
- Improve their understanding of what makes families strong
- Find support for the training of their children
- Share the frustrations and triumphs of parenting
- Discover new ideas and skills for making their families even better places to live and grow



Curriculum and Award Instructors

Instructors for Adventurer classes and awards can be drawn from the church, but specialists in certain fields may be selected from the community to conduct courses. The instructor’s responsibility is to teach the class and reflect Seventh-day Adventist ideals.

Staff Preparation

It is the responsibility of each Adventurer staff person to experience the Adventurer Basic Staff Training course as sponsored by your conference.

The subjects are:

- History, Philosophy, & Purpose of the Adventurer Club
- Understanding the Adventurer
- Club Leadership
- Club Organization
- Club Programing
- Adventurer Curriculum
- Adventurer Awards
- Adventurer Family Network
- Resources

Staff Improvement

The members of the Adventurer staff fortify themselves with continued study to better their understanding of the elementary-age child and Adventurer programming methods.


Examples: Reading books on children and programming; attending Adventurer staff counseling courses, staff retreats, conventions sponsored by the local or union conference, and staff meetings with the conference Adventurer director.

Uniforms

The staff wears the official Adventurer staff uniform, as specified by the local conference, complete with all Adventurer Club and staff insignia—director, associate director, counselor, and instructor.

Success on any major scale requires you to accept responsibility... in the final analysis, the same quality that all successful people have...is the ability to take on responsibility.

Administration



Adventurer Club Staff Recruitment

.....

I would be willing to help in the following areas of the Adventurer Club ministries.

- Craft instructor
- Classwork instructor
- Adventurer Awards Instructor
- Nature Instructor
- Driver for field trips
- Play piano
- Song leader
- Help with field trips
- Provide food for special meetings
- Serve as an “adopted” father, mother
- Serve as an “adopted” grandfather, grandmother
- Serve as a “big brother,” “big sister”
- Help with games and recreation
- Other _____

Name _____ Phone _____

Signature _____ Date _____

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This is a sample of the Staff Recruitment form. A reproducible copy can be found in the “Administration” section of the Appendix.

Adventurer Staff/Volunteer Service Information Form

Processing Guidelines

The NAD Pathfinder and Adventurer Advisory Committees encourage all conferences to process a Pathfinder/Adventurer Staff/Volunteer Service Information Form for all regular Pathfinder/Adventurer staff in their conference.

Purpose

The form will provide the club director with a wealth of information about staff and potential staff, including:

1. Family status
2. Church family
3. Health history as it would affect Pathfinder/Adventurer activities
4. Education, experience, and instructional abilities to assist the club director in planning for Pathfinder/Adventurer classes, honors, and events
5. Unlawful conduct including accusations and charges of any child abuse or child sexual abuse
6. References for people who have known the applicant and can assist in substantiating guilt, innocence, and/or redemption

Without question, it was Item #5 above that prompted the development of the information form. As a nation and as a church, we are facing an epidemic of child abuse, and Pathfinder/Adventurer clubs are not exempt.

Normally, the church is dragged along by the government and forced to comply with

this type of procedure. It is encouraging that in this case, the church (and specifically Pathfinders/Adventurers) is leading the way.

This form will help every club director to have the best qualified personnel available for his/her club.

Conference Preparation

- A.** Club staff, especially club directors, should be educated on a yearly basis regarding:
1. recognizing child abuse
 2. assisting the victim and the victim's family
 3. assisting the perpetrator and the perpetrator's family
 4. state and local laws regarding the reporting of child abuse
 5. how staff can:
 - a. protect themselves from becoming an abuser
 - b. protect themselves from unjust accusations and charges

Where do you find people to train and educate your staff?

Contact the local child protective services and ask for possible lecturers.

Contact the local mental health departments.

Definitely look for lecturers with a Christian perspective.

- B.** Designate someone at the conference to process the applications. This person does not have to be a professional or a trained counselor, but he or she must understand the processes, particularly in the area of confidentiality.
- C.** Make the forms available and periodically remind club directors that they must have a form on file for all their regular staff. You might recommend a period of six weeks for the staff person to serve until the form is processed.

Process

- A.** Director gives form to staff/potential staff and instructs them to completely fill in the form and mail it to the local

At this point, you might be thinking, “This is a lot of work!” True, there is time involved here. But if you have ever had a child abuse case in your club and seen the devastation for the victim, the perpetrator, their families, the club, the church family, the embarrassment, the expense, the court trial, the legal liability, etc., this will seem like a small investment of your time.

conference Pathfinder/Adventurer Director. Instructions are on the back of the form.

- B.** Staff completes the form. References, signature, and Section VI are mandatory.
- C.** Staff sends form directly to the conference in order that local club staff do not have access to the confidential information on the back of the form.
- D.** Conference Pathfinder/Adventurer Secretary
 - 1.** dates form when received
 - 2.** checks for:
 - a.** signature
 - b.** completion of Section VI
 - c.** references
 - 3.** sends reference forms to three references
 - 4.** files form in confidential location to await references and future processing
 - 5.** tracks reference forms to make sure they are returned in a timely manner. If, after three or four weeks, the references have not been returned, the secretary mails them again.

If the conference Adventurer Director knows the applicant and/or references well, the applicant might be approved without three references. Or the conference Adventurer Director might call for additional references if necessary. If so, the name of the reference, date, time, and response should be noted, attached to the form, and filed.

Are you required by your state or conference to have the Adventurer Staff Volunteer Service Information Form on file? Contact your Conference Adventurer Director.

Office Use Only Date Received _____ Date Approved _____
 Recommended Not Recommended Recommended w/conditions noted
 Conf. Adventurer Director Signature _____

Section I Date of Record

Name _____ Birth date _____
 Address _____
 Street _____ City _____ State _____ Zip _____
 Home Phone _____ Work Phone _____
 Church _____ Adventurer Club _____
 Marital Status: Married Single Divorced Name of Spouse _____
 Children: Name _____ Birth date: Month _____ Day _____ Year _____
 1. _____
 2. _____
 3. _____

Section II Health History
 Do you now have or have you had any injury/sickness that might limit your involvement in Adventurer Club activities? Yes No If yes, how would it hinder? _____

Section III Educational Record

Highest Degree/diploma held _____ Year degree/diploma received _____
 School granting degree/diploma _____
 College major/minor _____

Section IV Experience
 List all experience (Pathfinders, scouting, Sabbath School, etc.) that might qualify you for Adventurer leadership.

Position/Type of Work	Church/Organization	Date of Service
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

Section V Award Instruction Ability
 Please list the awards/crafts which you are interested in teaching. Circle: T-capable of teaching. A-able to assist. I-interested in teaming to teach.

Honor/Craft	Honor/Craft	T A I	T A I
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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This is a sample of the Staff/Volunteer Service Information form. A reproducible copy can be found in the “Administration” section of the Appendix.

E. Conference Pathfinder/Adventurer Director

1. Evaluates form, noting particularly:

- a. *SDA membership (Section I)*—If not SDA, it should be noted in the box at the top of the form, *Office Use Only*. According to the Pathfinder/Adventurer Staff Manual, some club positions require SDA membership. If necessary, check *Recommended w/conditions noted* and write a note.
- b. *Health History*—If there is a health disability, you must judge whether this is cause for *Not recommended* (which would be unusual) or *Recommended w/conditions noted* and then suggest activities or types of activities that the applicant should avoid or be cautious.

It is important that you remember that you are only recommending. The club director will make the assignment. Nonetheless, it does not hurt to be on the cautious side.

- c. *Unlawful Conduct (Section VI)*—This is obviously the most difficult section to deal with if the form shows some reason for caution. You may find that as many as 1 out of 200 indicate an admission in this section of unlawful conduct. That's not the end of the world. Keep in mind that this is a

ministry of protection and healing and that you are accomplishing at least three different things:

- 1. *Protecting the child*—The argument that some abusers may slip through the process is legitimate. It is also true that some drunk drivers are not caught. But that does not mean that the highway patrol should give up the pursuit of dangerous drivers. Neither should we give up. Some abusers have been weeded out in the pilot program. Many more will be. Some eliminated themselves because they did not want to admit their history of abuse.
- 2. *Protecting the church from liability*—This is the least important reason. However, courts do look more favorably on groups who have attempted to educate their staff and eliminate potential abusers.
- 3. *Redemption for the abuser*—At times you will find an application that indicates a history of abuse. Your goal is to find redemption for this individual. Most likely, if the accusation or charge was accurate, they will not be able to serve the club. But you can offer or recommend professional and/or pastoral counseling.



What should I do if the application shows an abusive history?

- A.** Contact the individual personally. Let them know you are interested in his/her spiritual life and redemption. Ask for any additional history/information regarding the incident that might help you make your decision.
- B.** Ask him/her to provide you with:
 - 1.** dates and places of abuse events
 - 2.** agencies and investigators of the abuse events
 - 3.** names, addresses, and phone numbers of any counselors involved
 - 4.** notarized letters to each of the involved agencies/investigators and counselors giving them permission to share with you:
 - a.** contents of their files
 - b.** the results of their investigations
 - c.** their opinions regarding the abuser's fitness for service in an organization like Pathfinder/Adventurers
- C.** If the accused was charged unjustly, he/she can be recommended for Pathfinder/Adventurer service unless it would cause adverse controversy in the church and the community. If so, the conference Pathfinder/Adventurer director should seek careful counsel, probably with the conference President.
- D.** If there were just charges and/or legal discipline, and if a reputable counselor indicates in writing that there is genuine healing, the applicant might be used in Pathfinder/Adventuring. The conference President's counsel would be important here also. Again, there must be an assessment of whether the recommendation will cause undue controversy within the church and/or community.

This process is not for staff presently involved in abuse, only for those with a history of abuse. Processing a present abuse case must follow the policy guidelines of the NAD Sexual Harassment and Abuse Guidelines, voted by the NAD Adventurer Committee in January of 1994.

Qualities of a Good Leader

“He who cooperates with the divine purpose in imparting to the youth a knowledge of God, and molding the character in harmony with His, does a high and noble work. He awakens a desire to reach God’s ideal, he presents an education that is as high as heaven and as broad as the universe.” *Education, p. 19*

- 1. Love God supremely.** It takes Christian leaders to produce Christian men and women. The Adventurer leader’s life is marked by Christ-centered living. He/she must model what he/she expects his/her Adventurers to become.
- 2. Love children sincerely.** The only satisfactory motive for serving in the Adventurer Club is love for children. This love will be expressed more in action than by words. The Adventurer notices when an adult gladly shares time, energy, and companionship with him/her. This love perseveres, even when the children are unappreciative.
- 3. Serve with enthusiasm.** A vibrant, enthusiastic personality is a great asset to the Adventurer leader. Enthusiasm is contagious. Adventurers quickly follow optimistic leadership. The successful leader emphasizes the positive and supports the program with energy.
- 4. Possess emotional stability.** A leader has to learn to master emotions. A leader needs self-discipline, temperance, faith, and trust in God and a sense of responsibility. Outbursts of ill temper, anger, or depression destroy the image of a competent Christian leader. Everyone is human, though, and sometimes leaders react in anger. A Christian leader will learn to apologize and ask forgiveness when he/she fails to exhibit Christian standards. A leader who can admit he/she is wrong is much more effective than one who pretends everything is perfect.
- 5. Enjoy being outdoors.** Many Adventurer Club activities may be done outdoors. The Adventurer leader should enjoy outdoor activities and learn the skills required.
- 6. Know the essential characteristics of children.** A successful leader understands the characteristics common to Adventurer children. Read current books, make observations, and work in harmony with prevailing trends.
- 7. Learn a variety of skills.** A leader who is versatile and diverse always has something new to introduce to the group. Like any good teacher, the leader should be knowledgeable about and prepared for the activities he/she leads the Adventurers in. The leader should be able to discover the joy of new experiences in the Adventurer Staff Training Course.
- 8. Develop the ability to organize.** Leaders need to be organized. First the





leader sets up goals and evaluates all the factors needed to reach these goals. Next, the leader outlines definite steps to accomplish these goals. Then, the leader delegates responsibility to other individuals. Finally, the leader coordinates these people and encourages and facilitates their progress step by step until the objective has been reached. This is organization.

9. Maintain good relations with fellow workers. As a leader, personal relations are exceedingly important. A leader has the responsibility of seeing that the staff is happy and working effectively. Problems among the staff cripple the entire program. The leader models good people skills, being tactful and diplomatic in handling personal problems. A leader must use the principles of love as the basis for everything done. A leader should never show jealousy or partiality in dealing with the staff or with the Adventurers. A leader's job is to facilitate those who are under his/her supervision so that they will do the best job possible. The leader is responsible for training future leaders of the Adventurer Club.

10. Radiate a dignity of presence that assures order. A leader has a commanding (not domineering) personality. This means that he/she has a dignity that commands respect without resorting to other methods. A leader should also be warm and friendly, someone whom an Adventurer feels comfortable approaching. A leader needs to balance firmness with kindness.

11. Sense of humor. In dealing with kids a sense of humor is important. Using humor to handle irritating or upsetting incidents or teasing from Adventurers will keep things in perspective.

12. Be resourceful and creative. A leader has to be capable of reaching an objective despite various obstacles and difficulties. He/she is resourceful and has alternate options ready in an emergency. The leader is creative and determined in accomplishing goals. He/she also welcomes new ideas.

Goal Setting Questions

1. What is to be accomplished?
2. How is it to be accomplished?
3. When is it to be accomplished?
4. Who will accomplish it?
5. Control measures identified?
6. Steps of communication?

This one step—choosing a goal and sticking to it—changes everything.

—Scott Read

Conference Adventurer

Month _____
 Club name _____
 Director _____
 Directors' phone _____
 Number of Adventurer children _____ Number of staff _____
 Number of families served _____
 Meeting Day _____ Meeting Time _____

Number of meetings this month _____
 Working on classwork this month? Yes No

	Boys	Girls
How many in each class	Busy Bee _____	_____
	Sunbeam _____	_____
	Builder _____	_____
	Helping Hand _____	_____

Working on Awards Yes No If yes, please list the Awards.

Crafts completed Yes No If yes, please list the crafts.

Field trip _____

Held a child/parent activity this month Yes No
 Held a Family Network Meeting this month Yes No If yes, please list the topics:

Mail this report by the 5th of each month.

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This is a sample of the Conference Monthly Report. A reproducible copy can be found in the "Administration" section of the Appendix.

Finances

The Adventurer Club is financed by the local church and club membership fees. All monies collected or spent should be channeled through the church treasurer so there will be an "audit trail". This protects the club leadership.

Planning an Adventurer Budget

- 1. Who plans the budget?**
It is the responsibility of the club director and staff.
- 2. When?**
The budget is planned at the organizational staff meeting.
- 3. What is involved?**
Answer the following questions when planning the budget:
 - a.** What are the programs for the coming year?
 - b.** How much will it cost?
 - c.** The budget expenses should include:
 1. Adventurer awards
 2. Certificates
 3. Craft supplies

4. Outreach projects
 5. Conference events
 6. Field trips
 7. Family Network
 8. Insurance (check with your conference Adventurer Director for information)
- d.** The budget income includes:
1. Application fees
 2. Dues
 3. Subsidy
 4. Fund-raising

Club Dues

Every family pays a moderate amount per Adventurer quarter or year as a part of membership obligations. The dues should not cause any prospective member to forego the privilege of membership, but each member must realize that everything worthwhile costs something.

Contributions

Friends and patrons often contribute toward supplying specific needs in the Adventurer Club program. Booster membership cards should be presented to each contributor.

S T E P B Y S T E P

Sample Adventurer Club Budget

This budget is based on a new club of fifteen members.

Expected Yearly Income:

Application fees	75.00
Dues	315.00
Church subsidy	180.00
Fund-raising projects	240.00
Reserves	100.00
TOTAL	910.00

Expected Yearly Expenses:

Uniform insignia	60.00
Outreach project	30.00
Program material (crafts, etc.)	250.00
Equipment (flags, balls, pledge and law)	210.00
Field trips	60.00
Conference Adventurer Family event	180.00
Miscellaneous secretarial supplies, promotional	120.00
TOTAL	910.00

This budget is based on a club of seven members.

Expected Yearly Income:

Application fees	35.00
Dues	147.00
Church subsidy	120.00
Fund-raising projects	148.00
TOTAL	450.00

Expected Yearly Expenses:

Uniform insignia	40.00
Outreach projects)	14.00
Program materials (crafts, etc.)	125.00
Equipment (flags, pledge/law, etc.)	125.00
Field trips	71.00
Conference Adventurer Family event	71.00
Miscellaneous	75.00
TOTAL	450.00

Relating to the Parents of Adventurers:

Parents are to be recognized as the key “Relational Ministers,” those who more than anyone else can create the sense of trust, love, and concern that is foundational to the development of “openness” to faith. Parents must be seen as the “primary evangelizers” of their children. No single factor influences the faith development of children more than does the witness and faith life of parents. Those in children’s ministries must help parents to fulfill this vital role by offering programs to the parent in child development.

The Adventurer leader needs to understand the world of the Adventurer parent. He/she must be able to relate effectively to the parent’s thinking, desires, and emotional or psychological stresses in order to work with the parent for the good of the Adventurer. He/she should recognize and understand that there are at least six different types of parents.

1. Strict disciplinarian
2. Overly permissive
3. Believes child is more important than adult
4. Desires strict supervision of all Adventurer functions (nothing left to chance)
5. Academic parents—have studied human development or child psychology, know needs of children and are prepared to evaluate your program
6. Loyal, orthodox parents—“If it is an official program of the church, it is all right, and I want my child in it.”

By understanding the parent, the Adventurer leader can more readily understand the

A “parent” may be defined as the adult caretaker or sponsor of the Adventurer child.

reasons parents put their children in the club.

Some proven methods to assure parents of your interest in their child are:

1. Telephone calls
2. Letter once a month
3. Person-to-person discussions

The personal touch means much to the parent. In addition to the above, leaders (director, deputy director, or counselor) should:

1. Acquaint parents with Adventurer Club’s plans for the month or year.
 - a. Explain the purpose and aims of Adventuring
 - b. Have a program to honor parents monthly, quarterly, or annually.
2. Invite parents to help in specific ways, such as:
 - a. Driving a car on outings
 - b. Using talents or skills in the club
 - c. Offering their home for parties or socials
 - d. Giving money for club expenses
3. Express gratitude and explain how contributions help their children.
4. An essential for strong parental support is the Adventurer Family Network (AFN).

Refer to the Adventurer Family Network section for more information on working with Adventurer parents.

Types of Families

- Non-Christian families
- Christian families
- Multiple-income families
- Disabled (challenged) family members
- Gay couples
- Grandparents as parents
- Divorced or separated parents
- Single-parent father
- Single-parent mother
- Teen parent
- Blended family

(See the “Family Network” section of the Appendix.)



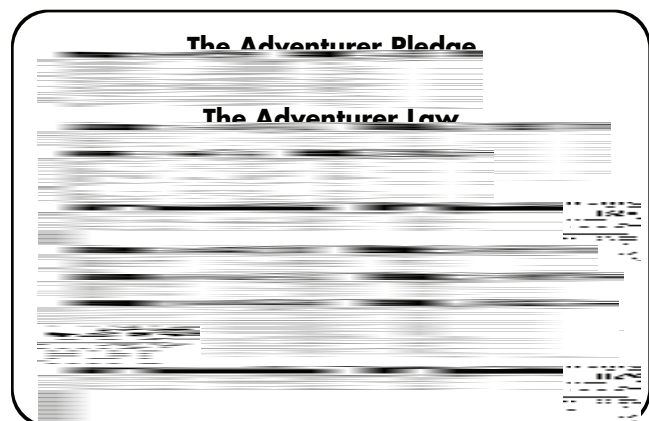
Requirements for Club Membership

1. Families of children in grades 1-4 are eligible for Adventurer membership.
2. Club activities include Adventurer awards, field trips, and regular club and Family Network parent meetings. The Adventurer parent will participate and cooperate in these activities as a member of the Adventurer Club.
3. Members are faithful in attendance at club-sponsored activities. Many clubs establish limits on absences and tardinesses, and Adventurers who do not comply with these regulations are asked to withdraw from the club.
4. The parents of the Adventurers will cooperate with the regulations and activities of the club, as agreed on in the Adventurer application blank. They will be asked to supply money and time to support their child's club involvement. It is also important that

they attend parent meetings sponsored by the Adventurer Club.

5. New members will pay a registration fee (which may include insurance), and pay club dues on a quarterly or yearly basis, as directed by the Adventurer director.
6. Adventurers will own and regularly wear an Adventurer uniform. They come to meetings and club-sponsored events in designated uniform.
7. Adventurers will obey all regulations and instructions of the Adventurer staff.
8. Adventurers and parents will participate in community projects.
9. Adventurers will learn and live by the principles of the Adventurer Pledge and Law.
10. The club membership is presented with the Adventurer I.D. card at the induction program.

Note: The Adventurer membership cards are available from the local conference Adventurer office or AdventSource, 5040 Prescott Avenue, Lincoln, NE 68506.



This is a sample of the membership card. Actual cards are available from your conference office.

Safety and Your Club

Each director or counselor, at whatever level of organization, must accept the moral obligation of protecting from physical injury those who are under his/her care. This moral duty of care is reinforced by a legal liability, and while a moral obligation may be shrugged off, leaders cannot escape legal liability for injuries resulting from their actions or omissions.

What standard of care is required of leaders and counselors? There is no easy answer, for the duty of care to an Adventurer will vary in degree from that which is due to an older child. The aim must always be to operate an injury-free program, and consideration needs to be given to the following:

- 1. Premises.** Are the premises free of physical hazards? If not, existing hazards should be immediately removed.
- 2. Equipment.** Is all equipment in good repair? Is it safe? Is safety equipment suited to the activity always provided?
- 3. Supervision.** The required degree of supervision will vary according to the grades of those being supervised. Naturally a 1st grader will require closer supervision than a 4th grader who must accept a greater degree of responsibility for his/her own actions. But supervision must always be provided.
- 4. Types of activity.** High-risk activities should be avoided, and consideration should be given to:
 - a.** Suitability of the activity to the grade group involved.
 - b.** The personal ability and experience of supervisors, e.g., the gymnastic type program should be operated only if there is a skilled, qualified gymnast available to supervise.
 - c.** The provision of appropriate safety equipment.

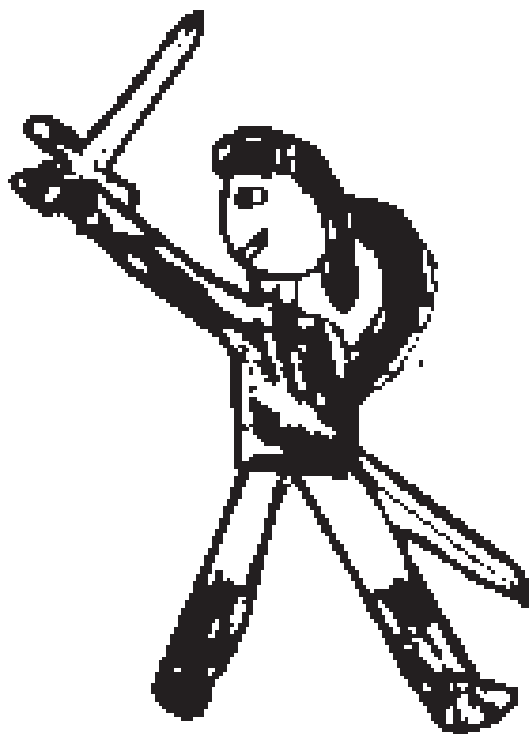
The North American Division can arrange full liability insurance that

is extended to cover leaders and counselors, whether they are paid employees or volunteers, but this provision of insurance must never result in relaxation of the duty of care owed to the Adventurers. No level of insurance can satisfactorily compensate for death or injury.

Adventurer leaders must educate themselves to observe and recognize potential hazards. As an Adventurer leader or counselor you are in a position of trust for those under your care, and you cannot delegate your legal or moral duty of care to anyone else.

Accidents will happen. Injuries will occur. But don't let them happen through your negligence in allowing the use of dangerous premises or faulty equipment or lack of skilled and adequate supervision.

Ask your conference Adventurer Director for training/information on infection control and blood-borne pathogens.



Child Abuse

Child abuse has become a major problem in the United States today. There are over 1,500,000 cases of child abuse reported annually, and 5,000 children die each year in America as a result of abuse by their parents. With such high statistics it is important that the Adventurer staff be aware of what constitutes child abuse and what needs to be done if child abuse is suspected.

Definition

Researchers have designated eight types of neglect and abuse. They are: physical neglect, moral neglect, medical neglect, educational neglect, physical abuse, sexual abuse, community neglect, and emotional neglect. The most serious, the easiest to prove, and the most dealt with are physical and sexual abuse.

Physical abuse involves physical injury to the child in some manner that was not accidental. This includes multiple fractures in the long bones, fractures of the skull, soft tissue injuries and bruises, and subdural hematoma.

Physical neglect, which is much harder to prove, includes inadequate nutrition, unsuitable clothing for the weather, substandard housing, and unhealthful living conditions.

The definition of sexual abuse includes everything from indecent exposure to full intercourse and rape. Statistics show that 1 out of every 4 girls (some statistics say 1 out of 3) are abused sexually before they reach 18 years of age, and 1 out of 8 boys are abused sexually before 18. Some estimate that this number is low because sexual abuse is often not reported. Eighty percent of all abuse is instigated by a relative. In 90 percent of the cases the offender is a male and the victim is a female.

What to Look For

The Adventurer leaders come into contact with children for extended and intimate periods of time, such as on outings. The staff should know what signs to be aware of that indicate the possibility of abuse, either physical or sexual. Remember, there can be other circumstances that can cause

any of these symptoms. However, when several symptoms are present, there is a possibility of sexual abuse, and you have a responsibility to investigate.

Physical Abuse

Physical signs

- ◆ Cuts, welts, or swelling
- ◆ Burns: Cigarette burns or “doughnut-shaped” burns from immersion in scalding liquids
- ◆ Burns with a pattern, such as from an iron
- ◆ Fractures
- ◆ Scars with a peculiar pattern; looped or rounded
- ◆ Bruises
- ◆ Bite marks
- ◆ Physically abused children will often have successive injuries. One will not have healed before they have another one.

Behavioral characteristics:

- ◆ Sleep difficulties
- ◆ Thumb sucking and nail biting
- ◆ Fearfulness
- ◆ Listlessness and apathy
- ◆ Aggression and violence or withdrawal

Sexual Abuse

Physical indicators

- ◆ Torn or stained underclothing
- ◆ Difficulty with bowel or bladder control
- ◆ Soreness, bleeding, or discharges from a non-menstruating girl
- ◆ Trauma to breasts, buttocks, lower abdomen, thighs, genitals, or rectal area
- ◆ Evidences of self-mutilation (cuts, sores, cigarette burns)

Behavioral characteristics:

- ◆ Regressive behavior, such as thumb sucking or bed wetting
- ◆ Refusal to undress under normal circumstances (getting ready for bed)
- ◆ Avoiding physical contact
- ◆ Poor personal hygiene
- ◆ Obsessively good behavior

- ◆ Frequent unprovoked anger, such as mutilation of toys
- ◆ Panicking or flinching when being touched, like when being tucked in at bedtime
- ◆ Continually falling asleep during the day
- ◆ Seductive behavior
- ◆ Fire setting
- ◆ Cruelty to smaller children and animals
- ◆ Obsession with punctuality
- ◆ Frequent sore throats, difficulty swallowing or choking
- ◆ Sudden weight gain or extreme weight loss

When there is abuse within a family, there is usually more than one child involved. If a child comes to you with a story of abuse, remember that in only 1 in 1,000 instances is a self-reported abuse false and falsifying an abuse is virtually nonexistent in preadolescents.

A victim of abuse will tell, on an average, nine people about the abuse before the victim is believed. It is because of this disbelief that abusers get away with the abuse they inflict. If you do not investigate a potential abuse, consider the fact that an abuser will abuse an average of 70 different individuals over his lifetime. If he can be stopped and helped before he gets to the other 69, you will have spared many people a lot of pain.

Being Prepared

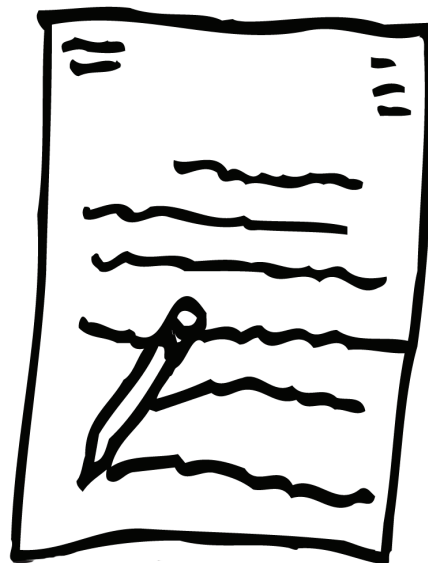
As an Adventurer staff you need to be prepared to deal with this problem. There is a list of resources and help hotlines for abuse listed at the end of this chapter. The important thing to remember is: most state laws require abuse to be reported to the police. If you suspect abuse, and especially if a child has told you he/she is being abused, you must report it to the police and to a local social agency in your town. Do not go to the potential abuser for confirmation. They will almost always deny it, and that will place the child in a dangerous situation. Report the abuse to an agency that is equipped to deal with the situation.

You might also want to inform the pastor of your church so he can be aware of the

situation, since the abuser will, most likely, be a member of your church. The pastor can provide counsel or recommend a qualified Christian counselor for the family. Even if you feel revulsion at the events that have happened, remember that the whole family is suffering and is in need of Christian love and support during this time.

As an Adventurer director you need to be aware of potential hazards in dealing with children. When choosing your staff be especially careful to check out staff that will be working closely with Adventurers. Child abusers are difficult to spot. They are often considered “upstanding” people within the community, are members of a church, and often find work in situations that bring them access to children, such as Adventurers. Child abusers were often abused as children. If you are aware that someone has suffered abuse as a child, be hesitant to put them in positions where they will have direct access to children. In the majority of abuse situations the child knows and trusts the adult, which makes it much more difficult for the child to be believed. The abuser will often threaten the child not to tell.

If an Adventurer comes to you, as the director, with a story of abuse from a staff member, do not tell the Adventurer he/she is lying and ignore the problem, no matter how reputable the staff member may be. Children rarely make up stories of abuse. You must (in some instances you may even be legally liable) report the incident to the proper authorities.



Are you required by your state or conference to have the Adventurer Staff Volunteer Service Information Form on file? Contact your Conference Adventurer Director.

Training the Staff

With the heightened awareness of child abuse in this country today, many parents will be on the lookout for potential abuse in their children. As an Adventurer director you can help to protect yourself, your staff, your church, the Adventurer name, and your children by providing staff training. Teach your staff watch to look for in potential child abuse and tell them to come directly to you if they suspect anything. They should not hesitate to tell you if they feel another staff is exhibiting improper behavior with the Adventurers.

Not only should you and your staff be aware of signs of abuse; the staff needs to be trained how and when to touch a child. A casual touch can easily be misinterpreted by a child or a parent. Do not touch a child anywhere near their private parts. Do not fondle them or hug them excessively, ask them to sit on your lap, or instigate any other sexually suggestive acts. Even done in innocence, a certain touch or act can easily be misinterpreted.

Nor should the staff ever physically punish a child. Corporal punishment, except by a parent or guardian, is against the law. Even if a child “deserves” punishment, they should not be physically punished by anyone in the Adventurer staff. The staff should never hit or push a child for any reason or physically endanger them in any way.

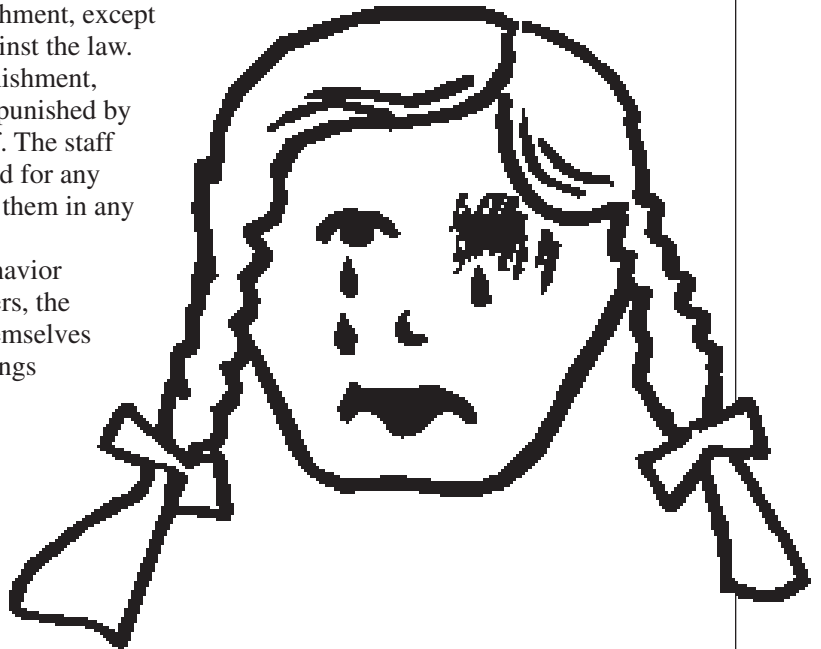
By being aware of their behavior toward the Adventurer members, the staff can do a lot to protect themselves from potential misunderstandings or even lawsuits. If a situation develops where a staff has physically harmed a child, the director should immediately report it to the parent

and not try to “cover it up.” There can be potentially serious consequences from physical action toward a child.

Preventive Training for Children and Parents

The Adventurer Club may consider holding child abuse awareness classes. These classes can be held for the children themselves to teach them that their bodies are sacred and should not be touched in certain ways and certain places and that they have the right to say “no” to an adult who approaches them in an improper way. The best resource available for this kind of class is the book: *A Very Touching Book*. Simply read the book to children in small groups. Keep in mind that research does not show a significant effect in preventative training for children under six.

Another beneficial class can be held for parents reading *A Very Touching Book* and giving them information on child abuse provided in the resource list on the next page. (Special note of *Sins of the Father*.)



Resources

Organizations

24-Hour Child Abuse Hotline
1-800-4 A Child

National Clearinghouse on Child
Abuse and Neglect Information
P. O. Box 1182
Washington, D.C. 21103
703-821-2086
202-224-3121

National Center on Child Abuse and
Neglect
202-245-2859

American Association for Protecting
Children
9725 East Hampden Avenue
Denver, CO 80231
1-800-227-5242; in MD 301-695-0811

National Committee for Prevention
of Child Abuse
332 S. Michigan Avenue
Chicago, IL 60604
312-663-3520

Childhelp USA
6463 Independence Avenue
Woodland Hills, CA 91367
1-800-4 A Child

Parents Anonymous
7120 Franklin Avenue
Los Angeles, CA 90046
1-800-421-0353
213-410-9732

Parents Against Molesters
P. O. Box 12951
Norfolk, VA 23502
804-465-1582

Books and Resources

Jan Hindman, *A Very Touching
Book* (McClure Hindman Assoc.)
Available from Alexandria
Association, 911 SW 3rd Street,
Ontario, OR 97914.

Andres D. Lester, *Pastoral Care with
Children in Crisis* (Louisville, KY;
John Knox/Westminster Press),
1985.

Wesley R. Monfalcone, *Coping with
Abuse in the Family* (Louisville,
KY; John Knox/Westminster Press),
1980.

Marianne Morris, *Sins of the Father*,
Pacific Press.

He Told Me Not to Tell, "Parents'
Guide for Talking to Your Child
About Sexual Assault". Available
from King County Rape Relief,
305 S. 43rd St., Renton, WA 98055.
206-226-7273.

Pat Palmer, *Liking Myself and The
Mouse, the Monster, and Me*
(San Louis Obispo, CA; Impact
Publishers), 1977.

Linda Tschirhart Sanford, *The Silent
Children: A Parent's Guide to the
Prevention of Child Sexual Abuse*
(New York: Doubleday), 1980.

Dealing with Sexual Abuse Pamphlets:
*Help for the person who has been
Sexually Abused; My Child has been
Sexually Abused; Ministering to the
Sexually Abused*, AdventSource,
5040 Prescott Avenue, Lincoln,
Nebraska 68506

Public Relations

The church membership is kept informed concerning the local Adventurer Club by the use of a bulletin board, church bulletin announcements, letters to the church constituency, church board meetings, lay activity periods, Adventist Youth meetings, and personal home contacts.

1. News increases interest.
2. Parents like to see their child's name in print.
3. Pictures add interest to the news.
4. An enlightened church congregation and community draws ready support for club needs.
5. What seem to be insignificant news items may prove to be of great interest to many people.
6. Keep news fresh, up-to-date, and cover various club activities: field trips, crafts and skills, and all special events.

Publicize your activities through local newspapers.

1. Activities worth reporting in an Adventurer newsletter are news to the public also.
2. By providing news of Adventurer activities to the public press, you may interest non-Adventist young people in participating in your Adventurer programs.

Publicize your activities by radio and television.

1. When the secretary receives information about your Adventurer Club activities, you may request that a public service announcement be prepared for local stations. You may wish to invite all young people of a certain age group.
 - a. Public service spots should be short—around 250 words.
 - b. They should include only the most pertinent facts: Who, what, when, where, why, and how.
 - c. Announcements should be given to the station at least two weeks in advance of the planned activity.

2. If your station has an interview program, your church communication secretary can arrange for an interview with the Adventurer leader and perhaps some of the Adventurers.
 - a. Let the communication secretary know of the desire and your willingness to be interviewed.
 - b. Plan several months ahead of the time you wish to be on the air.
 - c. Keep all appointments. Be early.
 - d. Prepare suggested questions for the one who will do the interviewing.

Share the activities of your Adventurers through personal invitation.

1. A personal invitation from one young person to another to "come along" to a club meeting or some club outing or activity is very effective.
2. Young people moving to a new community are looking for friends. Adventurers should be friendly at all times, but especially when welcoming a new person to the neighborhood.

Publicize your activities through the church bulletin.

1. Arrange with the church pastor to make a weekly announcement in the bulletin of the time and highlights of the Adventurer meeting or activity.
2. Put reports in the bulletin about the success of various club activities and the amounts raised through fund-raising.
3. Keep the church members aware of the various Share Your Faith activities of the Adventurers.
4. Give periodic expressions of thanks for the church members' moral and financial support of the program.

Adventurer Club bulletin board

1. A well-kept bulletin board will attract interest in the Adventurer Club activities.
2. Assign a club staff member to keep news up-to-date and change pictures periodically.

Planning the Program

Ellen White's counsel to church administrators could also be applied to Adventurer leaders: "There must be far more personal responsibility, far more thinking and planning, far more mental power brought into the labor put forth for the Master." *Testimonies to Ministers, page 498.*

"God's work is perfect as a whole because it is perfect in every part, however minute: . . . If we desire to be perfect, even as our Father in heaven is perfect, we must be faithful in doing little things. That which is worth doing at all is worth doing well." *Messages to Young People, pages 144, 145.*

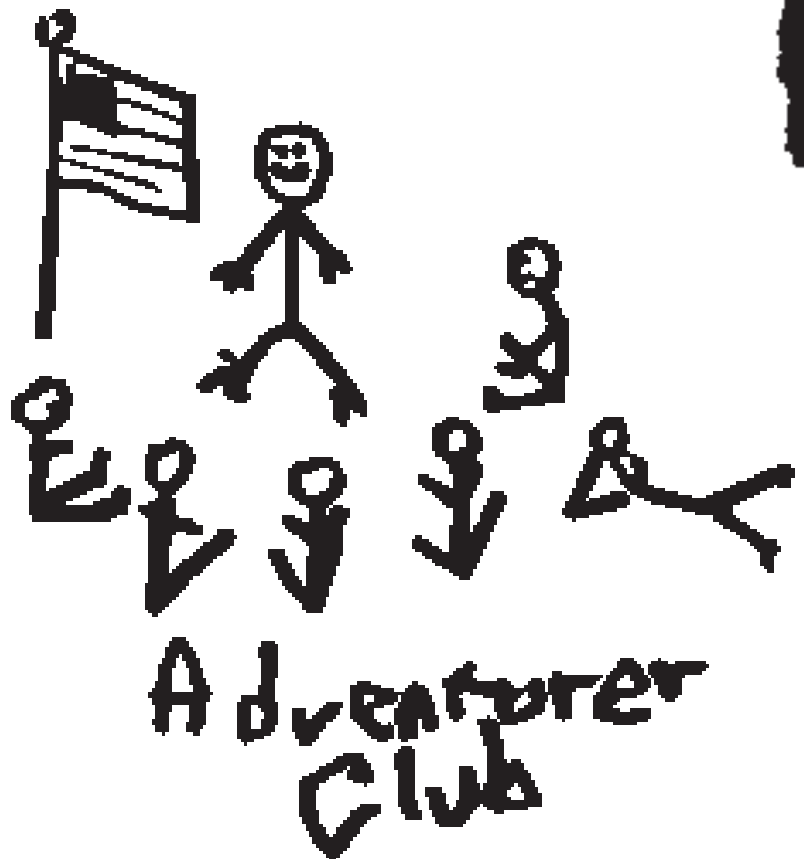
Guiding youthful lives toward eternal life is the most important work given to man and should be planned well. Plan a balanced program with emphasis on spiritual, physical, mental, and social pursuits.

A plan needs to be outlined and followed with care. Good programming is one of the most important factors in the successful operation of an Adventurer Club. A program with broad objectives should first be developed for the year, then for the quarter or trimester, and then for the weekly or bimonthly meeting.

The Adventurer Club staff is responsible for planning the program. The director is chairperson. Suggestions should be welcomed from all sources.

In setting up a program, the staff should consider the following:

1. Leaders' expectations for the coming year.
2. Adventurer and parent expectations for the coming year.
3. Specific plans for annual events, such as Adventurer Day, Thanksgiving, Christmas, vacations, New Year's, an investiture ceremony, an induction ceremony, camp meeting and Fun Day, etc.
4. Surprises, variety, action, achievements, and fun.
5. The constant and steady advancement of Adventurers in the Adventurer curriculum.
6. Consulting the local conference Adventurer director for program ideas.
7. Using a specific theme as a focus for yearly or quarterly planning.
8. Always start and end each meeting on time.
9. Be creative by fitting the program to the club's particular conditions and needs of the club membership.
10. Showing belief in and enthusiasm for the Adventurer program.
11. Schedule parent training seminars. (Can be in conjunction with Home and School director or church Family Life director)



Guidelines to keep in mind:

- 1.** Club programming must not bring unnecessary pressure on the family, club members, or staff.
- 2.** Undue stress should not be brought on the child.
- 3.** Keep the program family-oriented. This is the objective of the Adventurer Club.
- 4.** It is suggested that drilling and marching not be stressed due to lack of coordination within this age group. If the club does want to do some marching, make it a fun experience.
- 5.** Keep the program within the grade and physical limitations of the child.

Programming Ideas

Physical

- 1.** Domestic skills or tasks: Make own beds, dust, wash dishes, wash windows, lawn and garden work, wash clothes, iron, vacuum, properly set a table, learn light cooking, etc.
- 2.** Practice domestic skills in the club meeting in order to reinforce the skills.
- 3.** Relays: Use domestic skills in group participation.
- 4.** Games: Make a fun experience out of the skill.
- 5.** Field trips: Visit a park, zoo, horse stable, police station, etc. Have as many family members participate as possible.
- 6.** Family picnics. Club campouts are discouraged unless it is a family camping experience.
- 7.** Crafts: Keep them simple to help the child develop neat and careful work (quality rather than quantity).
- 8.** Family Fun Night: Everyone brings a supper ingredient. The group has vespers, does some curriculum work, and has a special activity.

Mental

- 1.** Achievements: Keep simple, neither taxing to the mind nor competitive.
- 2.** Nature: Stop, look, listen, and discover. Teach less and experience more.

Social

- 1.** Sharing: Help them to take turns in activities and give away toys, food, etc.
- 2.** Games: Use games to teach children how to be good losers or winners and how to get along with people.
- 3.** Courtesy: Encourage children to perform one courteous act each day (keep personal charts).

Spiritual

- 1.** Quizzes
- 2.** Memory gems
- 3.** Skits and stories
- 4.** Songs
- 5.** Involve children and family



Outreach

1. Visit nursing homes
2. Adopt grandparents
3. Teach how to make and write “thank you” notes, “I love you” notes, and cards for special days.
4. Be involved with neighborly activities.
5. Take something to the homeless on a monthly basis as parent child pairs.

Suggested Field Trips

Adventurer — Quarter

- ➔ Fire station
- ➔ Animal hospital
- ➔ Nature exhibit
- ➔ City office
- ➔ Bakery

Adventurer — Quarter

- ➔ Hospital
- ➔ Greenhouse
- ➔ Public library
- ➔ Train ride
- ➔ Power plant

Adventurer — Quarter

- ➔ Television station
- ➔ Floral shop
- ➔ Craft store
- ➔ Semi-trailer truck ride
- ➔ Planetarium

Adventurer — Quarter

- ➔ City bus ride
- ➔ Factory
- ➔ Police station
- ➔ Historic place of interest
- ➔ Emergency center

Sample: Adventurer Club Meeting

Theme: Nature

Time	Activity
10 min.	Opening exercise: i.e. Pledge of Allegiance Adventurer Pledge and Law Pledge to the Bible Devotional
3 min.	Attendance record
17 min.	Ice Breaker activity Unit activity
15 min.	Nature game
30 min.	Adventurer class work
14 min.	Closing ceremony Music Object lesson
1 min.	Prayer and dismissal
90 min.	Total time



Calendar Options

The Adventurer Club year consists of a minimum of nine months, but you may wish to have a 12-month program.

Adventurer Curriculum

Incorporate the Adventurer class work into the monthly/quarterly calendar.

Quarters and Trimesters

An Adventurer quarter consists of three calendar months. A trimester consists of four calendar months.

Meetings

Each club meeting is 90 minutes maximum in length. The Adventurer Club staff provides a minimum of one regularly scheduled club meeting per month.

Three suggested quarterly meeting plans:

Plan 1: 7 meetings/quarter

- 3 meetings — children
- 3 meetings — children/family
- 1 meeting — parents only

Plan 2: 8 meetings/quarter

- 6 meetings — children
- 1 meeting — children/family
- 1 meeting — parents only

Plan 3: 9 meetings/quarter

- 3 meetings — children
- 3 meetings — children/family
- 3 meetings — parents only

Sample Calendar

Option for a Nine-Month Program

September	Registration Club meeting Child-parent Activity Staff meeting
October	Club meeting Parent meeting Child-parent Activity Induction
November	Club meeting Parent meeting Child-parent Activity Outreach
December	Club meeting Parent meeting Child-parent Activity Vacation
January	Registration Club meeting Parent meeting Child-parent Activity
February	Club meeting Parent meeting Child-parent Activity Outreach
March	Club meeting Parent meeting Child-parent Activity Staff meeting
April	“Fun Day” (Sunday) Club meeting Parent meeting Child-parent Activity
May	Club meeting Parent meeting Child-parent Activity Final meeting

S T E P B Y S T E P

Guest Event

Because the Adventurer Club is for members only, the guest event is a “show and tell window” to the Adventurer Program. Guest events may be scheduled once a calendar quarter, or a maximum of 6 times per year. Hopefully these occasions will create within the children and parents a desire to become a part of the Adventurer Club Program.

The annual “Fun Day” can be used as a guest event.

Sample Calendar

Option for a Twelve-Month Calendar

Meetings per quarter:

- a. Six meetings with children (except during fourth quarter)
- b. Three meetings with children and parents
- c. Two meetings with parents
- d. Other activity

First quarter (September to November)

September: Registration
 Club meeting
 Parent meeting
 Child-parent activity
 Club meeting
 October: Club meeting
 Child-parent activity
 Fun Day
 Club meeting
 November: Club meeting
 Parent meeting
 Child-parent activity
 Club meeting

Second quarter (December to February)

December: Club meeting
 Child-parent activity
 Club meeting
 Christmas party
 January: Club meeting
 Parent meeting
 Child-parent activity
 Club meeting
 February: Club meeting
 Parent meeting
 Child-parent activity
 Club meeting

Third quarter (March to May)

March: Club meeting
 Parent meeting
 Child-parent activity
 Club meeting
 April: Club meeting
 Child-parent activity
 Field trip
 Club meeting
 Investiture program
 May: Club meeting
 Parent meeting
 Child-parent activity
 Club meeting
 Summer quarter registration

Fourth quarter (June to August)

June: Club meeting
 Parent meeting
 Child-parent activity
 Picnic
 July: Club meeting
 Parent meeting
 Child-parent activity
 Registration for new Adventurer year
 August: Club meeting
 Parent meeting
 Child-parent activity
 Club meeting



S T E P B Y S T E P

Child/Parent Activities

The purpose of this activity is to strengthen the child/parent relationship by having them share a meaningful “life” experience in each other’s world. Examples:

<p>Child Activities</p> <ul style="list-style-type: none"> Recreational Table games Story Telling Playing with toys Let’s Pretend Exploring Other _____ 	<p>Adult Activities</p> <ul style="list-style-type: none"> Grocery Shopping Yard Work Housework Food preparation Washing/Ironing Clothes Car Washing Other _____
---	--

The activities alternate every other month. Though this is not a club meeting, it is considered a monthly Adventurer Club appointment.

Registration Meeting Procedures

Get-acquainted time for parents and Adventurers; serve refreshments

Welcome

Agenda:

1. Explain Adventurer Club program and curriculum.
2. Review monthly, quarterly and yearly calendar.
3. Fill out Adventurer registration forms.
4. Explain medical consent form and

Adventurer insurance information.
(If state requires a notary seal, have a notary present at registration.)

5. Explain club fees. Collect fees.
6. Provide *Parent/Support Staff Recruitment Information* form.
7. Uniform information
8. Measure for uniforms.

Medical Consent Form Information

In these days of lawsuits, medical consent forms are a necessity to have on file and to take on all outings. The basic idea of the form is that it gives parental authorization for a doctor to treat a minor. It also provides information on where the parents and family doctor can be located.

The consent form provides protection for the doctor, the child, and the club director.

1. The Doctor

A doctor who would give medical assistance to a child without the knowledge of the parents would take a tremendous risk. If the results are serious, or even fatal, the parents may sue. A signed consent form may be enough to persuade a doctor that the parents are unlikely to sue.

2. The Child

Leaders who take a child on an outing have an obligation to provide the best medical care. Not having a consent form would severely reduce that chance. You **MUST** carry consent forms on all Adventurer outings.

3. The Director

If a child is injured and is not able to get proper medical care because the director did not bother to require medical consent forms, that director would certainly be a handy target for a liability suit.

Adventurer Club Letterhead



(Date)

(Name)
(Address)
(City, state, zip)

Dear (name):

Hi! You and your Adventurer age child are invited to join our Adventurer Club. New members can join our club at (time, date, place).

Here are a few things you need to know:

1. New members can join the club twice a year.
2. A parent/guardian must accompany the child upon registration.
3. If you have family friends who would like to join, bring them with you to the registration program.

Your Adventurer Club staff is looking forward to having a good time with you as a family. Our staff has planned a fun program for you, and you won't want to miss it! See you on (date) at (place)!

Your friend and club director,
(Name) (Phone Number)

Enclosed:

- Club program for the next three months
- Adventurer registration form
- Uniform information
- Registration fee information
- Insurance information

Family Invitational Letter

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This is a sample of the Club Director's letter to prospective club members. A reproducible copy can be found in the "Administration" section of the Appendix.

Induction Service

Induction is a special Adventurer meeting during which club members and their parents are formally dedicated to the Lord. Each child is to have a part in the service, although not all may have speaking parts. Family members and other interested people are invited to attend.

An Induction Service is usually held within two months from the time your club has started. If this is a first-year club, then all the Adventurers and staff are inducted into the club. If it is an established club, then just the new Adventurers and staff are inducted.

Adventurers like pageantry, so make it as impressive as possible. Keep the program short. At this age, Adventurers have a short attention span and get restless quickly, and we want them to understand the meaning of the program.

Encourage your Adventurers to wear their class-A uniform (dress uniform). Before the

ceremony begins, present Adventurers with a scarf, slide, and sash.

1. Play music while getting Adventurers together.
2. Have Adventurers march in with flags and place them between the audience and Adventurers so they look at the flags while reciting the pledge, etc.
3. Salute and pledge allegiance to the American flag.
4. Pledge to the Christian flag.
5. Pledge to the Bible (optional)
6. Sing the Adventurer theme song.
7. Offer an invocation prayer.
8. Welcome the parents/guardians, Adventurers, and guests to the program.

CHRISTIAN FLAG PLEDGE

I pledge allegiance to the Christian flag and to the Savior for whose kingdom it stands. One brotherhood uniting all mankind in service and love.

BIBLE PLEDGE

I pledge allegiance to the Bible, God's Holy Word, and will take it as a lamp unto my feet, a light unto my path, and hide its words in my heart that I may not sin against God.



Adventurer Club Letterhead

(Date)

(Name)
(Address)
(City, state, zip)

Dear (name):
It is a privilege to pastor a church that feels a responsibility to help you prepare your son/daughter for a home with our Heavenly Father.

Our Adventurer Club director and associates have one purpose in working with you and your children. They desire to help you lead them into a deeper experience with Jesus Christ. By involving Adventurers and their parents in a four-fold program of spiritual, mental, recreational and social activities, they will help you guide them up the ladder of character growth and development.

Registration will be (date, time, place). We will be looking forward to seeing you and (child's name). Let us remember God's promise—"Train up a child in the way that he should go, and when he is old, he will not depart from it." Proverbs 22:6

Your brother in Christ,

(Pastor's name)

Parent's Invitational Letter

This is a sample of the Pastor's letter to prospective club member parents. A reproducible copy can be found in the "Administration" section of the Appendix.

9. Either, the Adventurer Director, or your pastor should give a short talk about the meaning of the altar. Tell how Biblical figures such as Isaac, Moses, and Esther dedicated their lives to God, and explain how the Adventurers are going to dedicate ourselves to God and the Adventurer Club. Show them that they are building an altar, just like the people in Bible times did.

The foundation of the altar is built on the Adventurer law. What does the Adventurer law mean and how important is it in our lives? Ask designated people to come forward and read what each section of the Law means.

10. Ask those individuals being inducted to come forward and face the audience. The Adventurer Director will ask them to confirm their dedication to the principles of the Adventurer Club. They do so by repeating the Adventurer Pledge and Law.

Adventurer Pledge Recitation


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

Adventurer Law Recitation

The following is a suggested explanation of each part of the law, to be recited from memory as the altar is built at Induction. It is intended that seasoned club members will recite, but in a small club everyone may have a part.

Jesus can help me to...

- A. **Be obedient** - I will obey God's laws and cheerfully do what my parents and teachers ask me to do. I will obey the laws of my country.
- B. **Be pure** - My body is the temple of God, so I want to keep it clean. I will not swear, smoke, drink alcohol, do drugs, or do any other thing God says is disgusting.
- C. **Be true** - I will always tell the truth and never try to deceive - even if I may get in trouble for it.
- D. **Be kind** - I will look for ways to make other people happy. I will never hurt a person or animal intentionally. I will share my toys too.
- E. **Be respectful** - I will be courteous to those whom God put in authority over me (like parents and teachers) and to



Adventurer Club Registration Form

Child's Name _____ Birth date _____ Age _____ Grade _____
 Parent(s) Name(s) _____
 Address _____
Street City State Zip
 Home Phone _____ Emergency Phone _____
 Church _____ School _____

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.

Applicant Information
 Check class(es) you have been invested in: Busy Bee Sunbeam Builder Helping Hand
 I, _____ want to join the _____
name of applicant club name
 I will attend meetings, activities, field trips, and other club activities. I will proudly wear my Adventurer uniform and obey club guidelines. I will be cheerful, helpful, honest, kind and courteous.
signature of Adventurer

Approval/Consent of Parent/Guardian
 As parent/guardian, we understand that the Adventurer program is an active one which includes many opportunities for service, adventure, fun, and learning. I will support the program by:

1. Encouraging my Adventurer to take an active part in all club meetings and functions.
2. Attending events to which parents are invited in support of my Adventurer.
3. Assisting club leaders by serving as a helper when needed.
4. Not holding any individual club staff member liable in the event of an accidental injury.
5. Giving my permission for the above-named Adventurer to attend Adventurer activities.

signature of parent/guardian

Name _____ Work Phone _____
 Address _____
Street City State Zip

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This is a sample of the Registration form. A reproducible copy can be found in the "Administration" section of the Appendix.

those who are younger and weaker than me (like little brothers and sisters). I will take good care of other people's property, even something as small as a borrowed pencil.

- F. Be attentive** - I will listen when someone is talking to me at home, at school, and at church. I will especially listen for God to tell me what to do with my life.
- G. Be helpful** - I will look for ways to help and not wait to be asked. I can help family at home, teachers and friends at school, and other people other places. I can even help God.
- H. Be cheerful** - I will not grumble or complain when I don't get my way or when I have work to do. I will remember that God made me; God doesn't make junk, so I'm not junk! Knowing that makes me happy.
- I. Be thoughtful** - I will make courtesy a habit, both in words and actions. I will look for ways to be nice to people. I will not be rude or irritating.
- J. Be reverent** - I will listen carefully to God, His word, and His messengers. I will take good care of my Bible and church property. I will never make fun of holy things.

The leader then states: "We hereby declare these candidates to be accepted into the fellowship of the _____ Adventurer Club." At this time, each child and staff member, places his or her name on one of the rocks of the altar.

- 11.** The leader then asks that parents/guardians to come forward and stand behind their Adventurer(s). Each parent/guardian is given a lighted candle. The leader reads the challenge to them: "The child that stands before you needs the warmth, security, and love of your their parent. The Adventurer Club is to encourage you in your care of this child but not to take your place. Do you pledge



Adventurer Club Health Record

.....

Name _____ Birth date _____

Address _____
Street City State Zip

Home Phone _____ Social Security Number _____

Date of Last Tetanus Booster _____

Allergies to drugs or foods _____

Any special medications or pertinent information _____

List any restrictions _____

Telephone numbers where parents may be reached:

Father _____
Name Home Phone Business Phone

Mother _____
Name Home Phone Business Phone

Emergency phone (friend or relative) _____

Family Physician _____
Name Business Phone

Physician's Address _____
Street City State Zip

Insurance Company _____ Policy _____

Authorization to Treat a Minor

I (we) the undersigned parent, parents or legal guardian of: _____
Name of Adventurer

In case of emergency, I hereby give permission to the physician selected by the club directors to hospitalize, secure proper treatment for, and to order injection, anesthesia or surgery for my child.

As parent or legal guardian of the applicant, I am in favor of him/her attending club functions and accept the conditions named. The health history stated is correct ~~far~~ as I know, and the person herein described has permission to engage in all prescribed club activities except as noted. In addition I have read and understand the Emergency Authorization statement and give my full consent to the terms found therein. Permission for photocopying of this health record is granted.

signature of parent/guardian

.....
date

.....

This section is for the notary to sign if your state requires it.

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This is a sample of the Health Record form. A reproducible copy can be found in the "Administration" section of the Appendix.



A sample altar.

your participation in fulfilling your child's pledge of commitment to the Adventurer Club?" (Parents say "We do!")

12. Offer a Dedication prayer.

Induction may not take the whole meeting time, so other activities should be planned that will include visitors, such as games and refreshments. If visitors are not expected to stay the regular program could begin once induction has been finished.

Instructions for Building the Altar

Materials:

Black foam board - Black background provides a stone mortar effect): Can be obtained at an office supply or building supply store)

Floor Tile - Armstrong Imperial Texture Standard Excelun Tile works well. You can get this tile in several shades at a Home Depot or other building supply store.

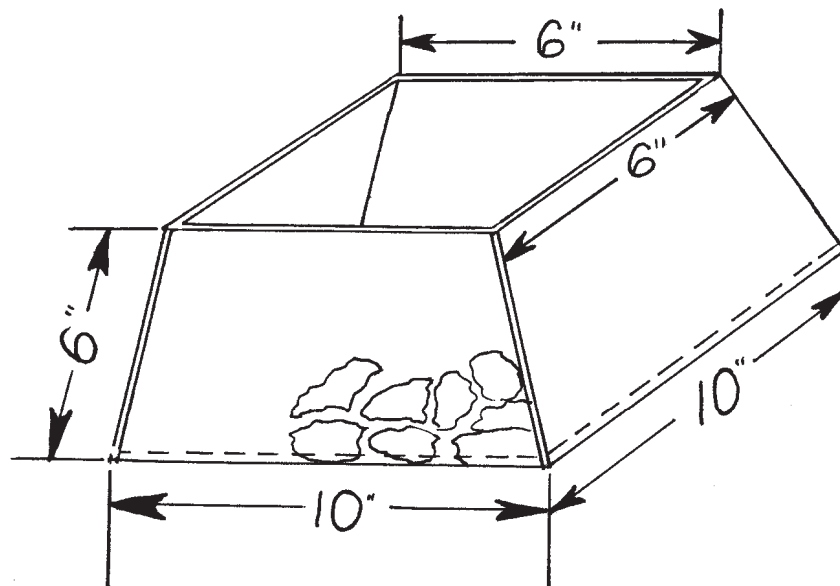
Construction Information

Foam Board - Use a utility knife and a straight edge to cut the material. Subtract the width of the walls for the floor (9 1/2" x 9 1/2"). Two sides need to be 1/2" shorter also. Use a felt pen to blacken the white edges because the edges will show through the tile. Use the leftover foam board to internally brace the corners. Insert small brad nails to hold the sides together while the hot glue is setting.

Tile - Break the tile into small pieces with pliers or wire cutters. The tile can be trimmed to fit the spaces to resemble stones. Start from a corner and use a hot glue gun to adhere the tile. Continue to fit and glue new pieces of different color tile to give the altar a stone effect.

Letters - Use a tape label and place the Adventurer Law on the bottom row of the altar. The words may need to be distributed on every other stone.

Induction - Prepare the Adventurers' names by a tape label machine or other adhesive for the child to place their name on the stone tiles.



Dimensions for a typical altar.

Investiture

The Investiture service is a time at which the children are given the Adventurer awards and Adventurer Class insignia they have earned during the year.

It is vitally important that this service be conducted in a dignified manner and in a way that will stir in every heart a desire to do more for the encouragement and salvation of our boys and girls.

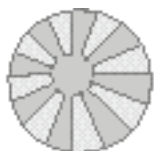
A basic program of 20 to 30 minutes is given here for the benefit of any who may need some guidance.

- Song
- Adventurer Pledge and Law
- Prayer
- Special music
- Memory work
- Practical demonstration or skits
- Parental recognition (pin)
- Charge and presentation of Adventurer awards, certificates and parent pins
- Song
- Prayer

Optional: If there is a Pathfinder club or a church school in your church, the Investiture service can be held, as an option, in conjunction with the other organizations. The Sabbath worship hour is a very good time to have an Investiture.



Busy Bee



Sunbeam



Builder



Helping Hand



Advanced Helping Hand



Parent Pin

Family Blessing Service

To encourage and uplift the families of your Adventurer Club, try this special service. It could take the place of induction, or it could be used during a parent meeting or Adventurer Sabbath during the year.

The Adventurer Blessing Service is a special ceremony which gives parents the opportunity to bless their children by affirming to them their value in the eyes of their parents and in the eyes of God. During this service, parents recommit themselves to stand by children in good times and in bad times, and to always seek to model for their children the great and unfailing love of God.

The Adventurer Blessing Service consists of the following:

- Entrance of Families
- The Tradition of Blessing
- Readings from Scripture
- Affirmation of Value
- Family Pledge
- Song of Blessing
- Dedicatory Prayer

Entrance of Families

Parents and children enter in an informal procession, each carrying their Bible. They may be seated at the front in the circle or reserved seats.

Plan a special song or piece of music to play as the families enter. (This may be the same as the song used later for the *Song of Blessing*.)

The Tradition of Blessing

This section of the program is meant to inspire participants with the value of the family blessing as it was done in Scripture and in more recent orthodox Jewish families.

The Old Testament patriarchs often blessed each one of their children, in addition to a special birthright blessing for the firstborn. (See Genesis 27 and 49.) These blessings show the high regard and hopes the father had for his children and were pronounced with the utmost solemnity.

Orthodox Jews have continued this tradition of blessing right up into modern



Every person needs to know that they are loved. When God gave you to your parents, He gave them a very special person to love for the rest of their lives.

_____(child's name)_____, I pledge to you the blessing of my love, always, no matter what.

In order to grow, every person needs food and shelter. Every person needs to be taught how to live in a happy loving way.

_____(child's name)_____, I pledge to you the blessing of my help, in every way I can give it, so you can grow strong in Jesus.

Every child makes mistakes and needs to know that they are forgiven. Every parent makes mistakes too.

_____(child's name)_____, I pledge to you the blessing of forgiveness when you make mistakes and apologies when I make mistakes.

Adventurers, you are a very important part of your family. You have the power to help make your family a happy place or a sad place. Do you pledge to do your part to make your family a happy family?

We do.

At this point, invite any friend or family member who is willing to aid and support the Adventurer families in fulfilling their pledges to come forward and stand behind the families. Then invite all members of the church family who desire to support the pledges made during this service to stand.

We are not alone in our pledges. God has given us these members of our church family to support and stand behind us as we seek to bring a blessing for our families.

If there is no audience, invite the Adventurer parents and children to make one circle and hold hands during the song and prayer as a symbol of mutual support.

Song of Blessing

Use one of the songs listed below or choose another song which the parents or families (and their supporters) can sing to affirm their blessing.

SDA Hymnal 653, "Lead Them My God to Thee"

He is Our Song 119, "Family"

Dedicatory Prayer

Ask the pastor to pray for God's blessing on these Adventurer families as they strive, in His power, to fulfill the pledges they have made.

Adventurer Family

Families Enter

"The Tradition of Blessing" Talk

Readings from Scripture
Parents: "These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up."—*Deuteronomy 6:6-7*

Adventurers: "Children, honor your parents in the Lord, for this is right. 'Honor your father and mother'—which is the first commandment with a promise—that it may go well with you and that you may enjoy long life on the earth."—*Ephesians 6:1-3*

Affirmation of Special Attributes

Family Pledge
 Adventurers, you are growing to be such fine young boys and girls! Now that you are old enough to understand, your parents want you to know about the blessings they want to give you with God's help.

Every person needs to know that they are loved. When God gave you to your parents, He gave them a very special person to love for the rest of their lives.

_____(child's name)_____, I pledge to you the blessing of my love, always, no matter what.

In order to grow, every person needs food and shelter. Every person needs to be taught how to live in a happy loving way.

_____(child's name)_____, I pledge to you the blessing of my help, in every way I can give it, so you can grow strong in Jesus.

Every child makes mistakes and needs to know that they are forgiven. Every parent makes mistakes too.

_____(child's name)_____, I pledge to you the blessing of forgiveness when you make mistakes and apologies when I make mistakes.

Adventurers, you are a very important part of your family. You have the power to help make your family a happy place or a sad place. Do you pledge to do your part to make your family a happy family?

We do.

Song of Blessing
 Family, we are family,
 Jesus, He is our God.
 And I'm so glad He's brought us all together.
 I'm so glad that the Father is our God.

We share good times together.
 We share the bad times, too.
 And we all know our family always loves us.
 That's because we were all first loved by You.

Dedicatory Prayer

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This is a sample of the Family Blessing Service program. A reproducible copy can be found in the "Administration" section of the Appendix.

Afterward

After the Family Blessing Service, the church may choose to celebrate and affirm the blessings which the Adventurer parents have chosen to bestow upon their children. Some ways of affirming the Adventurer families are to:

- Give each family a plant to symbolize the growth they can make together in Jesus;
- Give each family a certificate of recognition and support, signed by the pastor of the church; or
- Host a celebration dinner or potluck for the Adventurer families.

In Advance

Prepare parents for the service by meeting with them and going over the parts of the service and their part in it. Ask all participants to bring *New International Version* Bibles or to copy the required texts on an index card to insert in their Bibles. Copy the program outline on nice paper the size of bulletin inserts so that it can be kept unobtrusively in the Bibles for use during the service and kept afterwards as a remembrance.

If the Family Blessing Service is to be done in front of an audience, reserve the front rows for the families involved. Otherwise, place chairs in a circle for the families. Mark a circle or semicircle on the floor to help families know where to stand during the blessing service. Use masking tape, or plastic tape that is a similar color to the floor covering so it will not be easily noticeable.

Suggested Resources

Excellent information and background material on the family blessing may be found in *The Blessing* by Gary Smalley and John Trent. It is published by Thomas Nelson and may be found in most Christian bookstores.

Special Events

Adventurer "Fun Day"

This can be a conference-wide event or a regional event. It can be run like a small fair at which the clubs display the projects and crafts they have worked on during the year. The activities for the day can include:

1. Opening program
2. Outdoor events in which Adventurers and parents participate
3. Lunch
4. Craft display
5. Closing exercise

Give a number of take-home items, such as buttons, balloons, etc. This is not a time for inter-club competition but a time to create a feeling of good sportsmanship and camaraderie.

Sample "Fun Day" Program

- ✿ Post colors
- ✿ Adventurer theme song
- ✿ Pledge and Law
- ✿ Opening remarks
- ✿ Prayer
- ✿ Welcome
- ✿ Special feature
- ✿ Activities:
 - Sack race
 - Obstacle course
 - Backward race
 - Jump rope
 - Frisbee toss
 - Stilt walking
 - Bunny hop
 - Softball throw
 - Kickball
 - Hopscotch
- ✿ Crafts
- ✿ Closing exercise

Family Outings

This is a weekend when families attend the outing. It is imperative that the Adventurer is accompanied by a parent or an adult.

Adventurer Sabbath

The purpose of an Adventurer Sabbath is to promote church awareness of Adventurer

Ministries. It illustrates that, as a church, we recognize the parental responsibilities to “train up a child in the way he/she should go,” (Proverbs 22:6), as well as teach children to love God “with all your heart and with all your soul and with all your strength” (Deuteronomy 6:4).

Adventurer Sabbath gives church members a unique opportunity to recognize and support parents. It may include one or more of these activities:

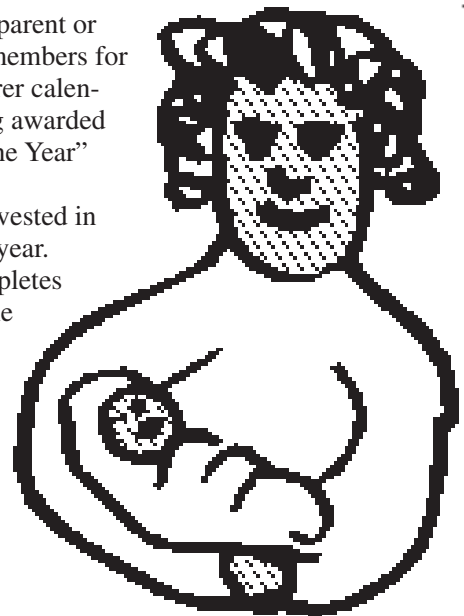
- Children performing through music, skit, or voice
- Sermon geared to children or about positive parenting
- Adventurers involved in meaningful activities such as Scripture reading, storytelling, ushering, greeting, etc.
- Sponsoring the church bulletin, church flowers, etc.

Program Outline

- Have Adventurers march in with flags and other club items.
- Repeat the Adventurer Pledge and Law.
- Speaker: Choose either the pastor or a guest who relates well to this age group.
- For Scripture, ask a parent and child to read it together.
- Ask a child to offer opening prayer, or have a parent and child offer prayer together.
- Ask either fathers and Adventurers to collect the offering, or have the Adventurers collect it alone. (Suggestion: Have Adventurers stand by the doors after church to collect an offering for the club.)
- Ask Adventurers to have special music.
- Select an Adventurer parent to have the children’s story, or ask an Adventurer to help with a children’s story.
- Have a special potluck for Adventurers and their parents.
- Some clubs go to a nursing home after the potluck.

Adventurer Parents of the Year

1. The Adventurer and parent are to be present and on time at no less than 85 percent of all duly called meetings and club assignments.
2. The Adventurer owns a complete, clean, and pressed uniform and wears it when required. He/she knows the meaning of the insignia on the uniform.
3. The Adventurer and parents attend the “Fun Day.”
4. The Adventurer parent takes part in the outreach projects with the club during the club year.
5. The Adventurer is courteous, kind, obedient, and an example to others at home, school, church, and Adventurer meetings.
6. The Adventurer and parent or guardian are active members for at least one Adventurer calendar year before being awarded the “Adventurer of the Year” award.
7. The Adventurer is invested in one class during the year.
8. The Adventurer completes five awards within the current Adventurer year.
9. The Adventurer parent demonstrates his/her support by attending the parental meetings.



Program

A “parent” may be defined as the adult caretaker or sponsor of the Adventurer child.

Adventurer Evangelism

Requirements

1. Be an Adventurer or staff member.
2. Attend at least ten meetings (evangelistic meetings, Daniel or Revelation seminars, etc.). If less than ten are conducted, attend at least two-thirds of them.
3. Participate at each of the meetings attended.
4. Wear your Adventurer uniform (including scarf and sash) while participating.
5. Participate in at least four of the following:
 - a. Be an usher.
 - b. Pick up the offering.
 - c. Have Scripture or prayer.
 - d. Assist in the set-up/take-down of the meeting hall.
 - e. Hand out the evening programs, brochures, etc.
 - f. Give a testimony of what Jesus has done for you recently.
 - g. Be a greeter.
 - h. Help operate an Adventurer booth showing what the church has for its young people.
 - i. Invite a non-SDA guest to attend the meetings and host them throughout the evenings.
 - j. Contact at least ten individuals by phone or in person inviting them to attend the meetings.
 - k. Assist in the children's meetings, if available.

Recognition

1. Patches will be presented to each Adventurer and staff member who completes the requirements. This should be done at an appropriate time, such as:
 - a. During the last evangelistic meeting
 - b. A follow-up baptism Sabbath
 - c. Another appropriate time
2. During this time, an invitation should be extended to all parents of young people of Adventurer age (grades 1-4) to join the club.

3. Patches may be ordered from AdventSource, 5040 Prescott Avenue, Lincoln, Nebraska 68506. Phone: 1-800-328-0525
4. This is not an Adventurer Award, but a special Adventurer patch for third- or fourth-grade kids.

Excellence in Reading

This challenge project is designed to encourage families to spend quality time reading aloud together; to encourage the child with more advanced reading skills; and to challenge "eager readers"—children who desire to excel in reading and to accomplish an award on their own.

Requirements:

The Adventurer must read two books, not previously read, in each of the following categories:

1. Nature
2. Mission or Biography
3. Bible
4. New books—family choice of subject (books published in the last 2 years)

Helps

Books may be selected from recommended reading lists published by or listed on the Gateway to Reading list (for Adventist schools), or from the NAD Adventurer/Primary Book Club List.

Eager Readers should select books that are at or slightly above their reading level.

Books that are selected for families to read aloud together, should be at or slightly above the child's listening level. (Typically, the listening level is 2-3 years above the child's reading level.)

*The
Adventurer
Evangelism
Patch.*





The uniform makes the organization real and visible. It becomes emblematic and representative of an ideal, a standard. One of the ways to set up a standard and bring the members of an organization up to that standard is through the uniform. It should stimulate loyalty toward that standard by building morale and binding members into closer fellowship. It also appeals to those not already members to join. The uniform becomes a builder of club spirit.

The uniform is always neat and clean. Because the Adventurer Club program is valuable to each member, the uniform will be acquired and worn with enthusiasm.

Uniform should be worn

Uniforms should be worn on the following occasions:

- At regular Adventurer meetings, when applicable
- At special programs (Adventurer Day, Induction, Investiture, etc.)
- At Investiture services
- At any public gathering when any or all act as:
 - Messengers
 - Ushers
 - Guards of honor
 - Color guards
 - First-aid volunteers
- While engaging in missionary activities, such as Ingathering, distributing food baskets, bouquets, literature, or church announcements, band work, such as singing bands and sunshine bands
- On occasions as specified by Adventurer staff officers

Types of Uniforms

1. The dress uniform for the Adventurer boy and girl

Girls

- Navy blue pleated jumper
- Light blue blouse (Peter Pan collar shirt-type blouse with short sleeves)
- Optional: white blouse

Boys

- Navy blue pants
- Light blue shirt (straight shirt with short sleeves and regular collar)
- Optional: white shirt

Boys/Girls

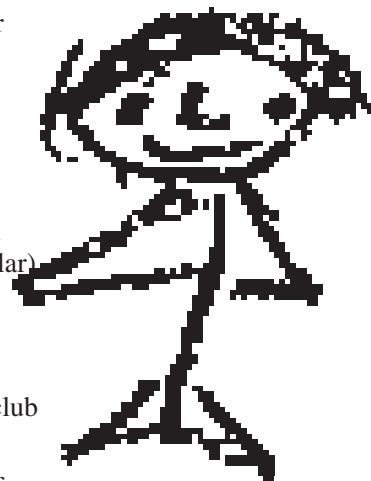
- Black shoes: uniform within club
- Navy blue socks: uniform within club

Scarf

Adventurer scarf is part of the uniform worn with an Adventurer slide

Sash

The sash is navy blue and part of the uniform



2. The dress uniform for Adventurer staff

Ladies

- Navy blue skirt
- Light blue blouse (shirt type blouse with short or long sleeves and regular collar)
- Navy blue tie
- Optional: White shirt, Light blue tie

Men

- Navy blue slacks
- Blue shirt with short or long sleeves
- Navy blue tie
- Optional: White shirt, Light blue tie

Men/Ladies

- Black shoes: Uniform within club
- Black belt: Uniform within club

Scarf

The Adventurer scarf is part of the uniform and worn with an Adventurer slide. (Available in child or adult size.) Staff members who are Master Guides may wear their Master Guide scarf, slide, and pin.



Sash

Sash is navy blue and worn at appropriate times. AY honors are *not* to be worn on the Adventurer sash; only Adventurer awards are to be worn on sash.

3. Uniform Insignias

- Adventurer Patch On right sleeve
- Adventurer World On left sleeve
- Crescent On right sleeve
above Adventurer patch
- Adventurer awards Worn on the sash

(Master Guide crest can be worn on the sash.)

4. Field uniform for the Adventurers and staff is a T-shirt and blue jeans. Each club can create its own design for field uniform T-shirt and sweatshirts. A few suggestions for designs on T-shirts are:

- a.** Adventurer logo
- b.** Local club name
- c.** Adventurer and local club logo

Order these items from:

AdventSource
 5040 Prescott Avenue
 Lincoln, NE 68506

.....
S T E P B Y S T E P

Insignia Placement

Right sleeve

1/2" down from shoulder place the club name crescent

2" down from the top of the club name crescent, place the Adventurer Patch.

Staff rank stripe goes between the club name and the Adventurer Patch. Move the Adventurer Patch down an extra inch.

Sash

Adventurer Awards (AY honors are not to be placed on the Adventurer sash.)

Left front, chest

Adventurer Pins on the pocket or the jumper. Class stripe above pocket for Master Guide.

Left sleeve

1 1/2" down from the shoulder, place the Adventurer World.



Adventurer Supplies

Uniform Patches and Pins

- 2900 Uniform Patch
- 2910 World Patch
- 2930 Membership Pin
- 2940 Director Sleeve Strip
- 2945 Associate Director Sleeve Strip
- 2950 Counselor Sleeve Strip
- 2955 Instructor Sleeve Strip
- 2920 Club Name Crest (blank)
- 2965 Adv. Logo Bullion Emblem

Scarf and Award Sash

- 3752 Burgundy Scarf and Slide (child size)
- 3753 Burgundy Scarf and Slide (adult size)
- 2205 Slide only
- 3750 Burgundy Child Scarf only
- 3751 Burgundy Adult Scarf only
- 3711 Award Sash - Small (21½ inches)
- 3712 Award Sash - Medium- (24½ inches)
- 3113 Award Sash - Large (28 inches)

Staff Uniforms

- 3970 Men's Dress Uniform (blazer and slacks)
- 3977 Women's Dress Uniform (blazer and skirt)

Curriculum Manual and Record Cards

- 1049 Adventurer Club Manual - Complete with binder
- 1045 Adventurer Club Manual only
- 1505 Adventurer Award Poster
- 1124 Busy Bee Record Card
- 1126 Sunbeam Record Card
- 1125 Builder Record Card
- 1127 Helping Hand Record Card

Activity Book

- 1212 Busy Bee Activity Book
- 1213 Sunbeam Activity Book
- 1215 Builder Activity Book
- 1214 Helping Hand Activity Book

Parent Manuals

- 1225 Busy Bee Parent Manual
- 1226 Sunbeam Parent Manual
- 1227 Builder Parent Manual
- 1228 Helping Hand Parent Manual

Brochures and Bulletin Covers

- 1175 English Adventurer Brochure
- 1191 Spanish Adventurer Brochure
- 1193 French Adventurer Brochure
- 1197 Bulletin Cover

Flags and Banners

- 0080 Outdoor Nylon Flag 3' X 5'
- 0085 Indoor and Parade Flag with Gold Fringe 3' X 5'
- 0086 Pledge and Law Banner set

Order these items from:

AdventSource

5040 Prescott
Lincoln, NE 68506

Phone: 1-800-328-0525
1-402-486-2519

Fax: 1-402-486-2572

Other companies that specialize in Adventurer Club Uniform supplies:

Florida Gulf Coast Signs (Name Tags)

P.O. Box 295
Mango, FL 33550
Phone: 813-689-1666

Alex's Engraving (Name Tags)

342 Canyon View Drive
Calamesa, CA 92320
Phone: 909-795-6013
Fax: 909-795-8585

Pathfinder Names (Club Name Crescents and Rectangle Sleeve Strips)

P.O. Box 2738
Longview WA 98632
Phone: 360-414-9484



Order from Conference

Please order these items from your local conference.

Adventurer Pins

- 2110 Busy Bee
- 2111 Sunbeam
- 2112 Builder
- 2113 Helping Hand
- 2114 Helping Hand, Adv.

Adventurer Patches

- 2915 Adventurer Evangelism

Parent "Anchoring in Christ" Pins

- 2105 Busy Bee
- 2106 Sunbeam
- 2107 Builder
- 2108 Helping Hand

Reading Certificates

- 1089 Busy Bee
- 1090 Sunbeam
- 1091 Builder
- 1092 Helping Hand

Reading Award

- 4820 Reading I
- 4821 Reading II
- 4822 Reading III
- 4823 Reading IV

Adventurer Awards

- 4500 Artist
- 4510 Astronomer
- 4522 Baker
- 4520 Basket Maker
- 4525 Bead Craft
- 4530 Bible I
- 4532 Bible II
- 4533 Bible Royalty
- 4780 Build and Fly
- 4534 Building Blocks
- 4535 Butterfly
- 4538 Buttons
- 4560 Camper
- 4610 Caring Friend
- 4370 Carpenter
- 4580 Collector
- 4585 Computer Skills
- 4590 Cooking Fun
- 4592 Country Fun
- 4595 Courtesy
- 4600 Cyclist
- 4612 Disciples
- 4615 Early Adventist Pioneer
- 4620 Environmentalist

- 4540 Feathered Friends
- 4630 First Aid Helper
- 4635 Fish
- 4710 Fitness Fun
- 4640 Flowers
- 4660 Friend of Animals
- 4650 Friend of Jesus
- 4670 Friend or Nature
- 4672 Fruits of the Spirit
- 4680 Gardener
- 4690 Geologist
- 4695 Glue Right
- 4700 Guide
- 4720 Gymnast
- 4725 Habitat
- 4735 Hand Shadows
- 4730 Handicraft
- 4740 Health Specialist
- 4760 Homecraft
- 4750 Home Helper
- 4739 Honey
- 4526 Honey Bee
- 4770 Hygiene
- 4741 Ladybugs
- 4742 Lizards
- 4795 Magnets
- 4796 Magnets #2
- 4800 Media Critic
- 4810 Music Maker
- 4811 My Church
- 4812 My Picture Book
- 4743 Olympic
- 4745 Outdoor Explorer
- 4747 Pearly Gate
- 4746 Postcard
- 4825 Prayer
- 4828 Prayer Warrior
- 4748 Rainbow Promise
- 4940 Reporter
- 4850 Road Safety
- 4860 Safety Specialist
- 4890 Sewing Fun
- 4895 Sign Language
- 4910 Skater
- 4920 Skier
- 4930 Spotter
- 4933 Stamps Fun Art
- 4935 Steps for Jesus
- 4940 Swimmer I
- 4950 Swimmer II
- 4955 Temperance
- 4957 Tin Can Fun
- 4960 Trees
- 4970 Troubadour
- 4975 Weather
- 4985 Whale
- 4990 Wise Steward

Adventurer Curriculum



Introduction

The Adventurer curriculum is the foundation of the Adventurer program. It takes the goals of the Adventurer program—that children will commit their hearts and lives to Jesus Christ and that they will acquire the habits, skill and knowledge to live for Jesus today—and turns them into fun and practical activities that Adventurers will enjoy.

The Adventurer curriculum is based on the questions: “What things do children have to deal with in their daily lives that their families, schools or Sabbath Schools might not have prepared them for?” and “What is so important that it is worth spending time in Adventurer Club making sure that children understand and appreciate it?”

The Adventurer curriculum uses an active learning approach. Instead of asking children to learn a great deal of factual information, it introduces them to general concepts. The children learn to apply these concepts to their own lives by participating in a wide variety of experiences.

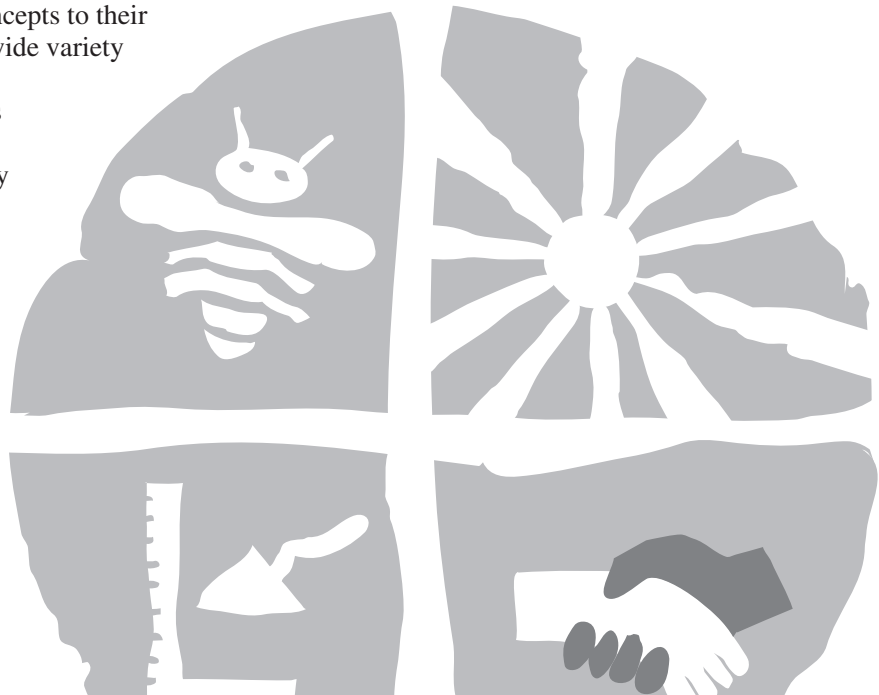
The Adventurer curriculum is organized around the four basic relationships in a child’s life: My God; My Self; My Family; and My World. In the “My God” section, children learn the exciting story of the great controversy, and how to build a relationship with the God who has done so much for them. In the “My Self” section, each child takes part in activities which help him/her to appreciate and develop his/her

own specialness. The “My Family” section helps children to understand and participate in positive family relationships. The “My World” section leads children to experience the excitement of the world God has made for them and their responsibility for its care.

The Adventurer curriculum is divided into four levels: the Busy Bee level is designed for first-graders; the Sunbeam level for second-graders; the Builder for third-graders; and the Helping Hand level for fourth-graders. Each level builds on the levels which came before it and is especially designed to interest, challenge, and provide successful experiences for children of that grade level.

ADVENTURER PLEDGE

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



Overview of the Adventurer Curriculum

The Adventurer curriculum focuses upon the four different aspects of the child’s world which are listed below. Each of these four tracks is further divided into three separate components. In addition, a Basic Track leads children to learn the Adventurer Pledge and Law and to read books which reinforce what they are learning. The goals, components, concepts, and objectives are also listed here.

Track and Goal

Components, Concepts and Objectives

Basic

To ensure that the children have the background necessary to receive maximum benefit from the Adventurer program.

I. Responsibility - Commitment to the common goals of the group

- Know: the meaning and purpose of the Adventurer pledge and law;
- Feel: a sense of determination to make the Pledge of Law a part of their lives; and
- Act: to live by these principles.

II. Reinforcement - Introduction and review of the Adventurer concepts through reading

- Know: and understand more about their God, themselves, their families, and their world;
- Feel: the value and joy of reading; and
- Act: by continuing to use books for knowledge and pleasure.

My God

To facilitate the development of a growing and fruitful relationship between the child and Jesus Christ.

I. His Plan to Save Me - God’s love, sin and forgiveness, conversion, obedience

- Know: the broad outlines of God’s plan of salvation and how to experience this gift personally;
- Feel: the assurance of God’s love and salvation which produces joyful praise and a strong determination to live for Him;
- Act: by accepting Jesus Christ’s gift of forgiveness and new life.

II. His Message to Me - Memory verses, Bible books, using and trusting the Bible

- Know: how to learn of God’s love and His plan for us through history and the Bible;
- Feel: the desire and confidence to come closer to God through studying the Bible;
- Act: by studying the Bible regularly, easily and with understanding.

III. His Power in My Life - Prayer, Bible study, witness, living for Christ

- Know: how to build a growing relationship with God;
- Feel: the joy which comes from living for Him, and a determination to persevere; and
- Act: by spending quiet time with God and growing more like Him every-day.

Track and Goal

Components, Concepts and Objectives

My World

To enable the children to encounter God's world with confidence and compassion.

I. The World of Friends - Social skills, courtesy, prejudice, peer pressure

- Know: how to develop and participate in friendships in a positive way;
- Feel: a confidence in dealing with social situations which will enable them to act with compassion and courage; and
- Act: to enjoy fulfilling friendships by applying Christian social skills.

II. The World of Other People - Serving the church, community, country, world

- Know: the wide variety of people and groups in God's world and how they fit in with them;
- Feel: a respect and compassion for each individual and group; and
- Act: wisely to provide a model of God's love and plan for His people.

III. The World of Nature - God and nature, nature study, nature recreation, concern for the environment

- Know: some of the special things which God's creation has to offer;
- Feel: an appreciation and concern for the natural world; and
- Act: wisely, to enjoy and care for nature.

Basic Requirements

Busy Bee Grade 1 **Sunbeam** Grade 2 **Builder** Grade 3 **Helping Hand** Grade 4

I. Responsibility

Recite and accept the Adventurer Pledge.

Recite and accept the Adventurer Law.

A. Recite the Adventurer Pledge and Law.

A. Recite the Adventurer Pledge and Law.

B. Explain the Pledge.

B. Explain the Law.

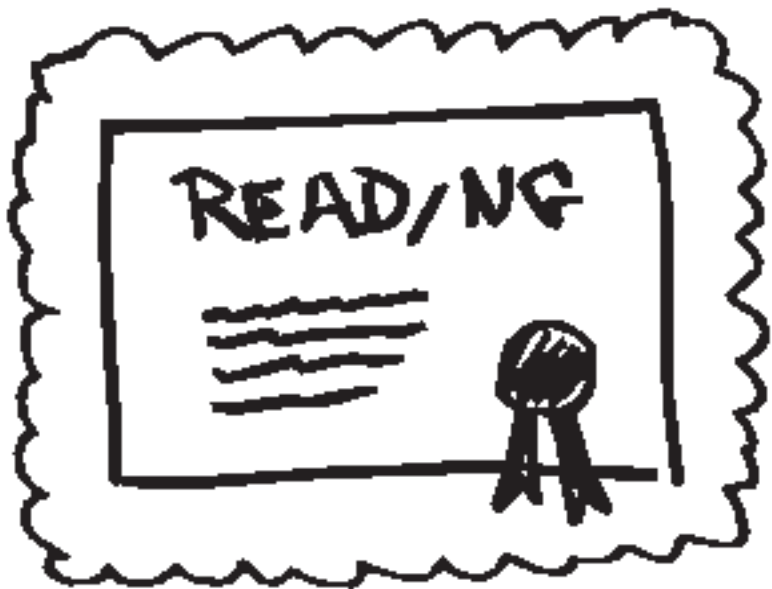
II. Reinforcement

Earn the Busy Bee Reading Award.

Earn the Sunbeam Reading Award.

Earn the Builder Reading Award.

Earn the Helping Hand Reading Award.



My God Requirements

Busy Bee Grade 1

Sunbeam Grade 2

Builder Grade 3

Helping Hand Grade 4

I. His Plan to Save Me

A. Create a story chart or booklet showing the order in which these events took place:

- Creation
- Sin and sadness begin
- Jesus cares for me today
- Jesus comes again
- Heaven

OR the Bible stories you are studying in your classroom or Sabbath School.

B. Use your story chart or booklet to show someone how much Jesus cares for you.

A. Create a story chart or booklet showing Jesus':

- Birth
- Life
- Death
- Resurrection

OR the Bible stories you are studying in your classroom or Sabbath School.

B. Use your story chart or booklet to show someone the joy of being saved by Jesus.

A. Create a story chart or booklet showing the order in which these stories took place:

- Paul
- Martin Luther
- Ellen White
- Yourself

OR the Bible stories you are studying in your classroom or Sabbath School.

B. Use your story chart or booklet to show someone how to give one's life to Jesus.

A. Create a story chart or booklet showing the order in which these stories took place:

- Noah
- Abraham
- Moses
- David
- Daniel

OR the Bible stories you are studying in your classroom or Sabbath School.

B. Use your story chart or booklet to show someone how to live for God.

II. His Message to Me

Earn the Bible I Adventurer Award

A. Memorize and explain two Bible verses about being saved by Jesus.

- Matthew 22:37-39
- 1 John 1:9
- Isaiah 1:18
- Romans 6:23
- Your choice

B. Name the two major parts of the Bible and the four gospels.

A. Find, memorize, and explain three Bible verses about giving your life to Jesus.

- Acts 16:31
- John 1:12
- Galatians 3:26
- 2 Corinthians 5:17
- Psalm 51:10
- Your choice

B. Name the books of the New Testament.

Earn the Bible II Adventurer Award

III. His Power in My Life

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

B. Ask three people what they pray about.

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

B. Ask three people why they study the Bible.

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

B. Ask three people why they are glad to belong to Jesus.

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

B. With an adult, choose one thing in your life which Jesus has promised to help you improve. With His help, pray, plan, and work together to reach your goal.

My Self Requirements

Busy Bee Grade 1

Sunbeam Grade 2

Builder Grade 3

Helping Hand Grade 4

I. I Am Special

Make a booklet showing different people who care for you.

Make a tracing of yourself. Decorate it with pictures and words which tell good things about yourself.

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

- A.** List some special interests and abilities God has given you.
- B.** Share your talent using one of the following:
 - Talent show
 - Show and Tell
 - Earn an Adventurer Award.

II. I Can Make Wise Choices

Name at least four different feelings. Play the "Feelings" game.

Play the "What-If?" game.

Earn the Media Critic Adventurer Award.

- A.** Learn the steps of good decision-making.
- B.** Use them to solve two real-life problems.

III. I Can Care for My Body

Earn the Health Specialist Adventurer Award.

Earn the Fitness Fun Adventurer Award.

Earn the Temperance Adventurer Award.

Earn the Hygiene Adventurer Award.





My Family Requirements

Busy Bee Grade 1

Sunbeam Grade 2

Builder Grade 3

Helping Hand Grade 4

I. I Have a Family

Paint or draw a picture showing something you like about each member of your family.

Ask members of your family to tell some of their favorite memories.

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

Make a family flag or banner, **OR** collect stories or photographs about your family history.

B. Find a story in the Bible about a family that changed.

II. Family Members Care for Each Other

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

Show how Jesus can help you deal with disagreements. Use:

- Puppets
- Role playing
- Your choice

Play the “I Care” game by having each family member plan a special way to show appreciation to each of the other members of the family.

Help plan a special family worship, family night, or family outing.

B. Act out three ways you can honor your family.

III. My Family Helps Me Care for Myself

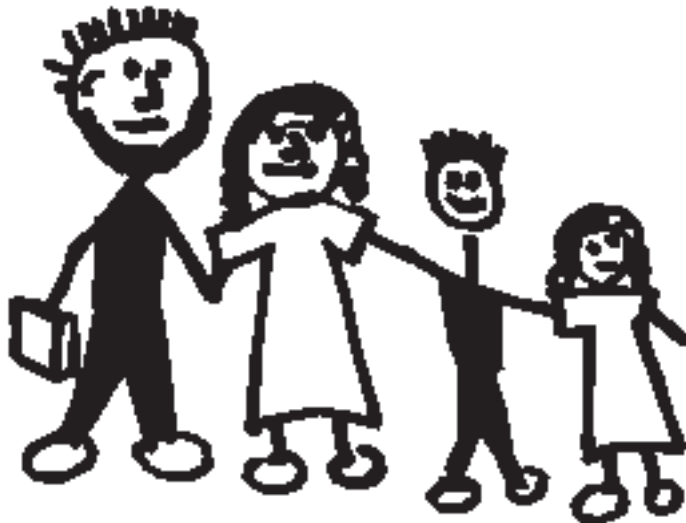
Complete one requirement of the Safety Specialist Adventurer Award.

Complete one requirement of the Road Safety Adventurer Award.

Complete one requirement of the Wise Steward Adventurer Award.

Earn an Adventurer Award, not previously earned, in one of the following areas:

- Finance
- Safety
- Indoor Skills
- Outdoor Skills



My World Requirements

Busy Bee Grade 1

Sunbeam Grade 2

Builder Grade 3

Helping Hand Grade 4

I. The World of Friends

Tell how you can be a good friend. Use:

- Puppets
- Role-playing
- Your choice

Complete requirements #1 and #6 of the Courtesy Adventurer Award.

A. Make friends with a person of another culture or generation, or with someone who is handicapped.

Earn the Caring Friend Adventurer Award.

B. Invite that person to a family or church event.

II. The World of Other People

A. Discuss the work people do for your church.

B. Learn about one job by helping the person do it.

A. Explore your neighborhood. List things that are good and things you could help make better.

B. From your list, choose ways and spend time making your neighborhood better.

A. Know and explain your national anthem and flag.

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

Choose a world culture to study. Find a way to share Jesus' love with some of the people of that culture.

III. The World of Nature

Earn a Friend of Animals Adventurer Award.

Earn a Friend of Nature Adventurer Award.

Earn an Adventurer Award for nature, not previously earned.

Earn the Environmentalist Adventurer Award.



Busy Bee Class Requirements

Basic Requirements

- I. Responsibility**
Recite and accept the Adventurer Pledge.
- II. Reinforcement**
Earn the Busy Bee Reading Award.

My God

- I. His Plan To Save Me**
 - A.** Create a story chart or booklet showing the order in which these events took place:
 - Creation
 - Sin and sadness begin
 - Jesus cares for me today
 - Jesus comes again
 - Heaven**OR** the Bible stories you are studying in your classroom or Sabbath School.
 - B.** Use your story chart or booklet to show someone how much Jesus cares for you.
- II. His Message to Me**
 - A.** Earn the Bible I Adventurer Award
- III. His Power in My Life**
 - A.** Spend a regular quiet time with Jesus to talk with Him and learn about Him.
 - B.** Ask three people what they pray about.

Reproducible checklists (English, Spanish, and French) are located in the curriculum section of the Appendix.

My Self

- I. I Am Special**
Make a booklet showing different people who care for you.
- II. I Can Make Wise Choices**
Name at least four different feelings. Play the “Feelings” game.
- III. I Can Care for My Body**
Earn the Health Specialist Adventurer Award.

My Family

- I. I Have a Family**
Paint or draw a picture showing something you like about each member of your family.
- II. 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.
- III. My Family Helps Me Care for Myself**
Complete one requirement of the Safety Specialist Adventurer Award.

My World

- I. The World of Friends**
Tell how you can be a good friend. Use:
 - Puppets
 - Role playing
 - Your choice
- II. The World of Other People**
 - A.** Discuss the work people do for your church.
 - B.** Learn about one job by helping the person do it.
- III. The World of Nature**
Earn a Friend of Animals Adventurer Award.



Class Color: Light Blue

Sunbeam Class Requirements

Basic Requirements

- I. Responsibility**
Recite and accept the Adventurer Law.
- II. Reinforcement**
Earn the Sunbeam Reading Award.

My God

- I. His Plan to Save Me**
 - A.** Create a story chart or booklet showing Jesus':
 - Birth
 - Life
 - Death
 - Resurrection**OR** the Bible stories you are studying in your classroom or Sabbath School.
 - B.** Use your story chart or booklet to show someone the joy of being saved by Jesus.
- II. His Message to Me**
 - A.** Memorize and explain two Bible verses about being saved by Jesus.
 - Matthew 22:37-39
 - 1 John 1:9
 - Isaiah 1:18
 - Romans 6:23
 - Your choice
 - B.** Name the two major parts of the Bible and the four gospels.
- III. His Power In My Life**
 - A.** Spend a regular quiet time with Jesus to talk with Him and learn about Him.
 - B.** Ask three people why they study the Bible.

My Self

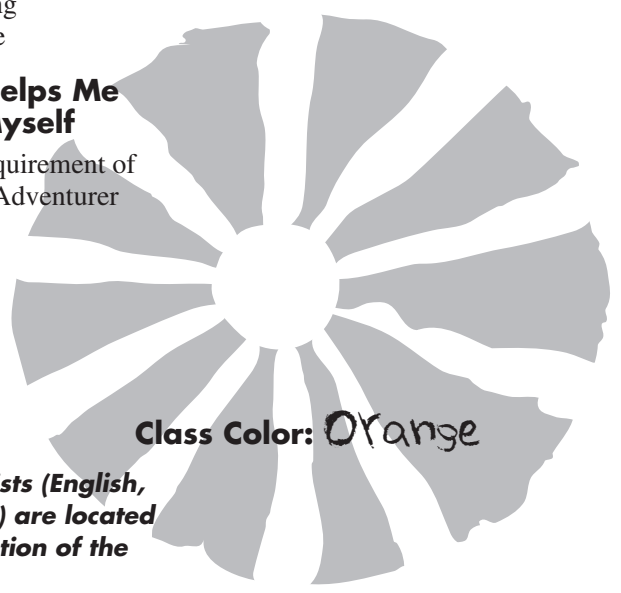
- I. I Am Special**
Make a tracing of yourself. Decorate it with pictures and words which tell good things about yourself.
- II. I Can Make Wise Choices**
Play the "What-if?" game
- III. I Can Care for My Body**
Earn the Fitness Fun Adventurer Award.

My Family

- I. I Have a Family**
Ask members of your family to tell some of their favorite memories.
- II. Families Care for Each Other**
Show how Jesus can help you deal with disagreements. Use:
 - Puppets
 - Role-playing
 - Your choice
- III. My Family Helps Me Care for Myself**
Complete one requirement of the Road Safety Adventurer Award.

My World

- I. The World of Friends**
Complete requirements #1 and #6 of the Courtesy Adventurer Award.
- II. The World of Other People**
 - A.** Explore your neighborhood. List things that are good and things you could help make better.
 - B.** From your list, choose ways and spend time making your neighborhood better.
- III. The World of Nature**
Earn a Friend of Nature Adventurer Award.



Class Color: Orange

Reproducible checklists (English, Spanish, and French) are located in the curriculum section of the Appendix.

Builder Class Requirements

Basic Requirements

I. Responsibility

- A. Recite the Adventurer Pledge and Law.
- B. Explain the Pledge.

II. Reinforcement

Earn the Builder Reading Award.

My God

I. His Plan to Save Me

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

OR the Bible stories you are studying in your classroom or Sabbath School.

- B. Use your story chart or booklet to show someone how to give one's life to Jesus.

II. His Message to Me

- A. Find, memorize, and explain three Bible verses about giving your life to Jesus:
 - Acts 16:31
 - John 1:12
 - Galatians 3:26
 - 2 Corinthians 5:17
 - Psalm 51:10
 - Your choice

- B. Name the books of the New Testament.

III. His Power in My Life

- A. Spend a regular quiet time with Jesus to talk with Him and learn about Him.
- B. Ask three people why they are glad to belong to Jesus.

My Self

I. I Am Special

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

II. I Can Make Wise Choices

Earn the Media Critic Adventurer Award

III. I Can Care for My Body

Earn the Temperance Adventurer Award.

My Family

I. I Have a Family

- A. Share one way your family has changed. Tell how you felt and what you did.
- B. Find a story in the Bible about a family that changed.

II. Families Care for Each Other

Play the "I Care" game by having each family member plan a special way to show appreciation to each of the other members of the family.

III. My Family Helps Me Care for Myself

Complete one requirement of the Wise Steward Adventurer Award.

My World

I. The World of Friends

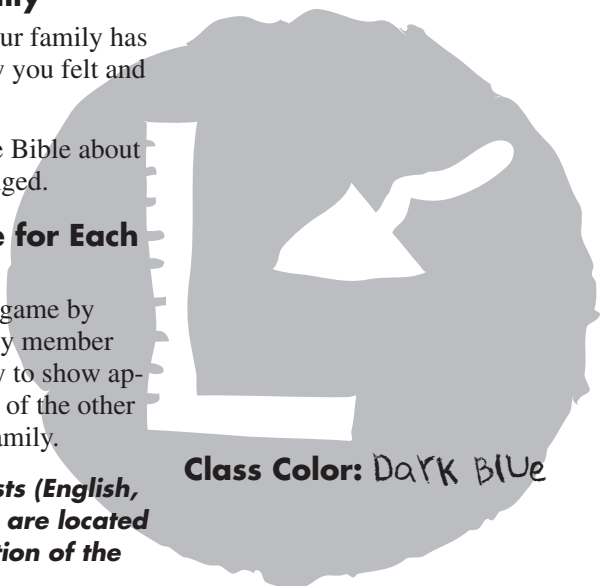
- A. Make friends with a person of another culture or generation, or someone who is handi-capped.
- B. Invite that person to a family or church event.

II. The World of Other People

- A. Know and explain your national anthem and flag.
- B. Name your country's capital and the leader of your country.

III. The World of Nature

Earn an Adventurer Award for nature, not previously earned.



Class Color: DARK BLUE

Reproducible checklists (English, Spanish, and French) are located in the curriculum section of the Appendix.

Helping Hand Class Requirements

Basic Requirements

I. Responsibility

- A. Recite the Adventurer Pledge and Law.
- B. Explain the Law.

II. Reinforcement

Earn the Helping Hand Reading Award.

My God

I. His Plan to Save Me

- A. Create a story chart or booklet showing the order in which these stories took place:
 - Noah
 - Abraham
 - Moses
 - David
 - Daniel

OR the Bible stories you are studying in your classroom or Sabbath School.

- B. Use your story chart or booklet to show someone how to live for God.

II. His Message to Me

Earn the Bible II Adventurer Award

III. His Power in My Life

- A. Spend a regular quiet time with Jesus to talk with Him and learn about Him.
- B. With an adult, choose one thing in your life which Jesus has promised to help you improve. With His help, pray, plan, and work together to reach your goal.

My Self

I. I Am Special

- A. List some special interests and abilities God has given you.
- B. Share your talents using one of the following:
 - Talent show
 - Show and Tell
 - Earn an Adventurer Award.

II. I Can Make Wise Choices

- A. Learn the steps of good decision-making.
- B. Use them to solve two real-life problems.

III. I Can Care for My Body

Earn the Hygiene Adventurer Award.

My Family

I. I Have a Family

Make a family flag or banner, OR collect stories or photographs about your family history.

II. Families Care for Each Other

Help plan a special family worship, family night, or family outing.

III. My Family Helps Me Care for Myself

Earn an Adventurer Award, not previously earned, in one of the following areas:

- Finance
- Safety
- Indoor skills

- Outdoor skills

My World

I. The World Of Friends

Earn the Caring Friend Adventurer Award.

II. The World Of Other People

Choose a world culture to study. Find a way to share Jesus' love with some of the people of that culture.

III. The World Of Nature

Reproducible checklists (English, Spanish, and French) are located in the curriculum section of the Appendix.

Class Color: *BURUNDY*



How to Teach an Adventurer Class

- 1.** Begin with good overall planning. Set up a yearly timetable. Know how much time is available to complete each requirement.
- 2.** Know your requirement. Understand the requirement you are working on and how it fits into the overall goal of the Adventurer program.
- 3.** Consider your children. Find out what information and experiences the children will need in order to complete the requirement. What will they be interested in?

- 4.** Schedule your class work. Review how much time is available to complete the requirement. Plan what information and skills you wish to present during each period.
- 5.** Plan the class period.
(The time suggested here is based on a class time of 30 minutes.)
 - Catch their interest - Get the children interested in the information by presenting an interesting object, demonstration, or problem to solve. (2 minutes)
 - Present information - Present the necessary information in an interesting way. Use a variety of methods, such as visual aids, pictures, films, stories, special objects, or visitors, discussions, demonstrations, etc. (5 minutes)
 - Practice - Use a variety of active experiences to make learning fun and successful for the children. (20 minutes)
 - Apply to life - Help children apply what they have learned to the things they do each day. (3 minutes)
 - Evaluate - Check to see if each child has completed the requirement and reached your objectives. Stress participation and improvement rather than perfection.
- 6.** Collect resources. Gather the information, supplies, books, and audiovisual materials you need to make the activities exciting and practical.
- 7.** Teach the class. Your enthusiasm for the subject and for Jesus Christ is what will make a difference in the children's lives.
- 8.** Evaluate the class. After the class ask yourself, "Did this class period help the children love and live for Jesus? What things worked well? What could have made it better?" Let the children tell you how they liked the activity.

Class Planning Sheet
Award or Requirement to be taught _____

DATE	SKILL/INFORMATION TO PRESENT	ACTIVITY FOR FUN & LEARNING	MATERIALS NEEDED

This is a sample of the planning sheet. A reproducible copy is located in the "Curriculum" section of the Appendix.

Month-to-Month Teaching Guide

This month-by-month guide has been developed to assist you in completing the Adventurer curriculum requirements. The responsibility for assisting the child in completing his/her curriculum is divided between the Adventurer Club and the parents and is marked in the column to the left to indicate to whom the responsibility belongs.

During the parents' meeting, it is recommended that you spend a few minutes explaining what will be expected of them during the next month. Be sure you provide them with the resources they need to help their child get the most from each requirement. A list of suggested materials is provided for each month.

You will note that a parent/child activity is listed for each month. This is not an activity planned by the club; rather, the activity is planned by the parent and child together. One month the child is to choose the activity, and the next month the activity is chosen by the parent.

This curriculum guide has been correlated with the teacher's curriculum in the church schools. If you are directing a club that has some or all of the children in church school, you should discuss with the teacher how you can best work together. The teacher should provide you with verification of the curriculum completed. If the teachers are teaching the curriculum requirements in school, you may want to offer additional awards in the club. However, we still recommend that the parents fill out the parents' sign-off sheet each month.

If you choose not to teach all four class requirements each year but alternate between Busy Bee/Builder one year and Sunbeam/Helping Hand the next, you should alternate in harmony with the already-in-place alternating schedule in the church schools. The schedule would be:

Odd years (such as 1997-98)

Busy Bee and Builder

Even years (such as 1996-97)

Sunbeam and Helping Hand.

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This is a sample of the Monthly Parents' Sign-off form. Reproducible copies of all the monthly forms and the responsibility charts can be found in the "Curriculum" section of the Appendix.

Suggested Summer Activities

For clubs that provide Adventurer activities during the summer, it is recommended that the following curriculum requirements be done for all four classes.

My Self III - I Can Care for My Body
 Busy Bee Health Specialist Award
 Sunbeam Fitness Fun Award
 Builder Temperance Award
 Helping Hand Hygiene Award

My World III - The World of Nature
 Busy Bee Friend of Animals Award
 Sunbeam Friend of Nature Award
 Builder Trees Award
 Helping Hand Environmentalist Award

You may want to take more than one of the nature field trips suggested in the requirements.

Earn an extra nature and/or physical activity award and/or craft award.

Suggested Craft Awards

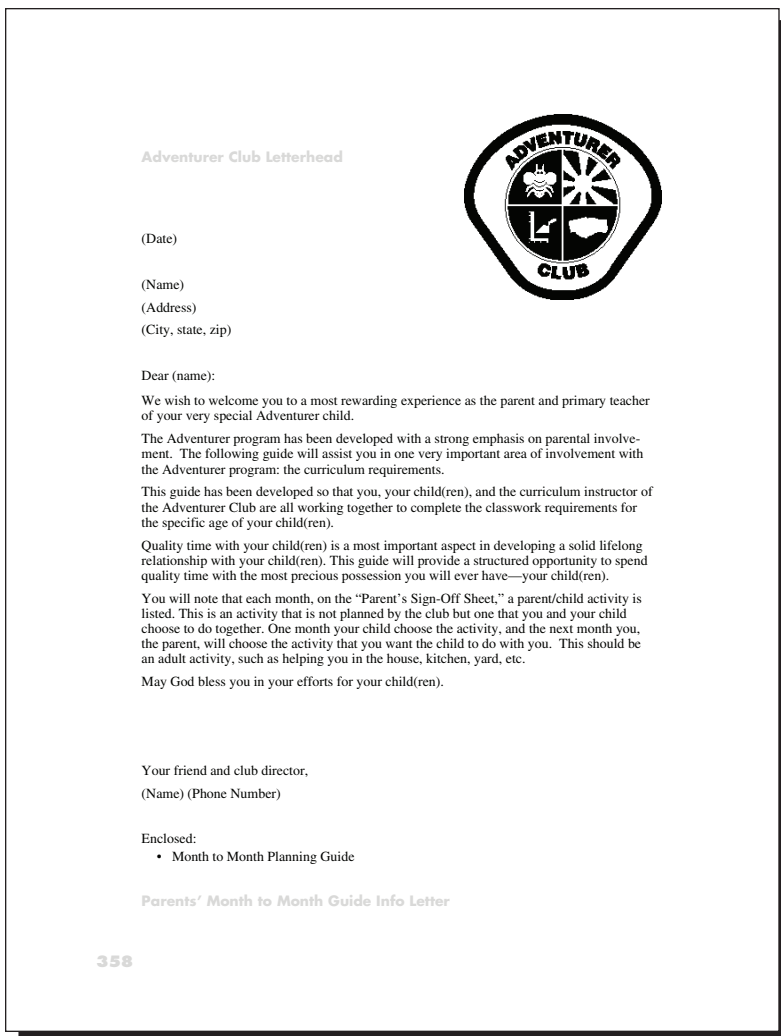
- ▼ Artist
- ▼ Basket Maker
- ▼ Build and Fly (Kite Award)
- ▼ Cooking Fun
- ▼ Handicraft
- ▼ Home Craft
- ▼ Music Maker
- ▼ Sewing Fun

Suggested Nature Awards

- ▼ Astronomer
- ▼ Feathered Friends
- ▼ Flowers
- ▼ Geologist
- ▼ Outdoor Explorer

Suggested Physical Activity Awards

- ▼ Camper
- ▼ Cyclist
- ▼ Gardener
- ▼ Gymnast
- ▼ Skater
- ▼ Swimming I
- ▼ Swimming II



This is a sample of the letter to go to parents introducing Monthly Parents’ Sign-off forms. A reproducible copy of this letter can be found in the “Curriculum” section of the Appendix.

Busy Bee Curriculum



Basic Requirements

I. Responsibility

Requirement

Recite and accept the Adventurer Pledge.

The Adventurer Pledge

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

Background Information

The Adventurer pledge will serve as a regular reminder of the importance of striving for excellence and as a spoken commitment to work toward this goal. The words, “Because Jesus loves me,” provide the children with the ultimate reason for doing their best. “Whether you are rich or poor, great or humble, God calls you into active service for Him. It will be by doing with your might what your hands find to do that you will develop talent and aptitude for the world” (9T, p. 129). Each child’s best is different and valuable to God.

Teaching Tips

- ⇒ Introduce the pledge in a way which will inspire the children to understand it and strive to fulfill it. Several related Bible stories, songs, and

texts for discussion are suggested in the Resource List on the next page.

- ⇒ The techniques listed in the Appendix for learning Bible verses can be useful in learning the Adventurer Pledge.
- ⇒ Repeat the pledge at every Adventurer meeting.
- ⇒ Refer to the pledge at appropriate times during the course of other activities. Thus it will become

••••• A D V E N T U R E R P L E D G E •••••

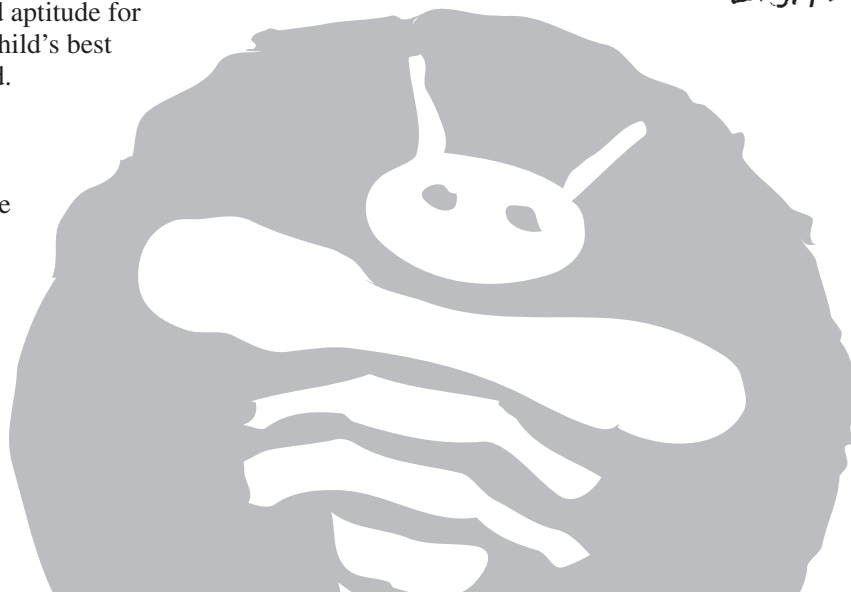
Because Jesus loves me, I will always do my best.

a part not only of the children’s rote memory but also of their daily thoughts, actions and choices.

Evaluation

The children will repeat the Adventurer Pledge to an adult and indicate a commitment to follow it.

Class Color:
Light Blue



II. Reinforcement

Requirement

Earn the Busy Bee Reading Award.

Background Information

The Busy Bee Reading Award is awarded to children who read or who listen while someone else reads:

1. Genesis 1:1-2:3 or Revelation 21:1-22:5 from a simple, modern translation of the Bible
2. A Bible story book or a 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

The Busy Bee reading requirements are directed specifically toward the topics the children will be covering in the Adventurer curriculum.

Teaching Tips

- ⇒ A parent, teacher, leader, older Adventurer, Pathfinder, or grandparent may read to the Busy Bee.
- ⇒ Reading lists may be distributed at the beginning of the summer so books may be completed over the summer months.
- ⇒ Many good story books are available that deal with the topics listed above in a truthful and sympathetic way. Read any new book carefully to determine whether it is appropriate for the Busy Bee age group and upholds Christian beliefs and standards. (More detailed criteria are provided in the Appendix.)
- ⇒ A simple reading motivator can be made by adding a new link to a reading chain each time a book is completed. Photocopy links on colored paper with space for the name of the book, the topic and the child's name. Join the links to each other in the manner of a real chain, or cut them in a special shape (such as smiley faces, etc., to fit a theme) and post them on a wall to stretch around the room. (See Appendix for examples.)

R E S O U R C E L I S T

Basic Track

I. Pledge and Law

A. Bible Stories and Texts

- Genesis 39-41: Joseph and Potiphar
 Matthew 25:14-30: Parable of the Talents
 Ecclesiastes 9:10: "Whatsoever thy hand findeth to do..."
 Luke 16:10: "He that is faithful in that which is least..."
 Colossians 3:23: "Whatsoever you do, do it heartily..."

B. Songs

1. *Sing for Joy* (Review and Herald Publishing Association)
 "The Wise May Bring Their Learning"148
 "I Want to Be"124
2. *Kids Sing Praise* (Brentwood Publishing)
 "With My Whole Heart"69

C. Ellen G. White Quotes

"Never underestimate the importance of little things. Little things supply the actual discipline of life. It is by them that the soul is trained that it may grow into the likeness of Christ, or bear the likeness of evil." *Child Guidance*, page 129, 130

"Be faithful. Put your heart into your work. Imitate none who are slothful, and who give divided service . . . So long as you undervalue the importance of faithfulness in the little duties, your character-building will be unsatisfactory." *Messages to Young People*, page 148

Evaluation

The children will turn in lists, signed by an adult, giving the name and topic of each book read.



My God

I. His Plan to Save Me

Requirement

- A.** Create a story chart or booklet showing the order in which these events took place:
- Creation
 - Sin and sadness begin
 - Jesus cares for me today
 - Jesus comes again
 - Heaven
- OR** the Bible stories you are studying in your classroom or Sabbath School.
- B.** Use your story chart or booklet to show someone how much Jesus cares for you.

Background Information

One of the greatest needs of the young child is the need for security and the ability to trust. This security and trust can be fastened safely on Jesus. The basic goal of the Busy Bee requirements is to teach the children that Jesus loves and cares for each of them personally.

Recognizing the major events in the battle between good and evil will make it possible for the children to understand how they fit into God's great plan to save us from evil. This understanding will help to relieve the self-doubt and confusion they feel when faced with the selfishness and suffering they see in themselves and in the world around them. They need to know that each person can choose between the good things which make people happy and the evil (or bad) things that hurt people. They need to know that God does not make bad things happen but that these things happen because of Satan's and people's poor choices. Children must know that regardless of why bad things happen, Jesus will always help those who love Him. (Stories from the classroom or Sabbath School Bible curriculum can be used to emphasize these same concepts.)

The Bible story chart or booklet makes it possible for the children to become familiar with the basic outline of the Great Controversy in a visual and sensorial way. They will learn the basic sequence of these

events by hearing the stories told, arranging the pictures, and discussing and illustrating the stories. (During the next three years of Adventurer classes, the children will fill in more details to complete this basic framework.) Sharing this new understanding of Jesus' love will make it more solid in their minds and strengthen the habit of speaking to others about Him.

Teaching Tips

- ⇒ Follow the "Step by Step" instructions for how to assemble the Bible story chart. (A similar chart relating to the stories covered in the classroom or Sabbath School may be made by following the same basic instructions and inserting pictures from other sources.)
- ⇒ The story chart may be used in three different ways:
 - 1.** Place the pictures on a large wall story chart, adding each new picture as you tell the story. The children may refer to this chart as they work on their own chart(s) and as they learn about other stories from the Bible and from history.
 - 2.** Provide the children with a practice activity by making available a blank chart and the pictures, stories and labels provided on the following pages. The children may set the blank chart on the floor and place the pictures, stories and labels in order on the chart.
 - 3.** Children may also color the pictures and use the stories and labels to create their own story charts or story chart booklets.
- ⇒ In the first presentation, use the Bible story chart to give an overview of the battle between good and evil. Place pictures on the story chart while telling how:
 - God created a beautiful new planet;
 - Satan disobeyed and brought evil to our world;





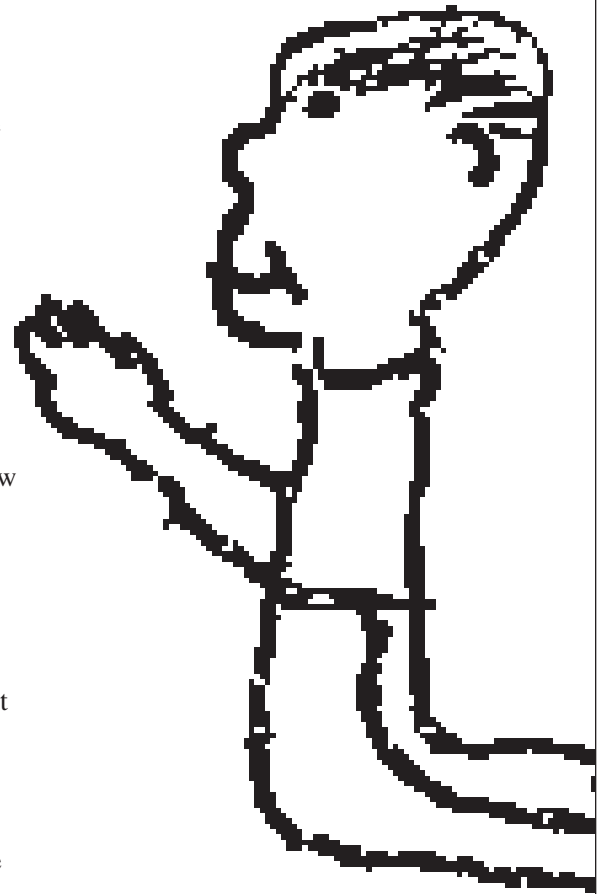
- We now live in an evil world under God’s protection; and
 - Someday soon He will come back and make everything new for those who love Him.
- ⇒ This requirement may be presented in one or two short lessons or over a whole series of lessons. The impact will be greater if the lessons are dealt with over a span of one to three months. The material can be expanded to fit the amount of time and impact desired for each lesson. If possible, devote at least one worship or class period to each story.
 - ⇒ The story chart could be discussed in daily classroom worships for one month by spending one week on creation; one week on the beginning of evil; one week on Jesus’ love and watchcare for us today; and one week on His coming again to destroy evil and take us home to live with Him.
 - ⇒ The story chart could be covered in weekly worships over three months by spending one month on creation and the fall; one month on Jesus’ watchcare; and one on heaven.
 - ⇒ In addition to the story chart, other activities may be added. To stress the wonder and excitement of creation, do special activities for each day of creation:

- First day:** Work with prisms, blind walks, or plants set in darkness to emphasize the beauty and importance of light.
- Second day:** Place a candle in a jar or breathe into a balloon to show the importance of air.
- Third day:** Trace foods back to their origins as plants.
- Fourth day:** Study the night sky, enjoy a book or film about planets and stars.
- Fifth day:** Identify birds or visit a pet store.
- Sixth day:** Learn new things about a local animal.
- Seventh day:** Hold a celebration picnic. Have a creation treasure hunt with different groups searching for things representing each day of creation.

- ⇒ Children can do art projects such as murals or accordion booklets to illustrate each day of creation.
- ⇒ Jesus’ second coming and heaven can be brought to life using various accounts of the wonders of heaven. Discuss and portray what the children would like most to see and do in heaven.
- ⇒ To emphasize the importance of these activities, display the children’s work in a special place.
- ⇒ The children may share their story charts or booklets with another individual or during a club or classroom worship or Sabbath School special feature.

Evaluation

The children will place the pictures and labels correctly on the Bible story chart. They will discuss their experiences of using their chart to share Jesus’ love with others.



Making a Bible Story Chart

The Bible Story Chart will help children understand Bible history by experiencing it visually and actively. A simple method for making a basic story chart is described below. It is designed for use within the smaller pictures and labels provided. The measurements may need to be larger if you desire to use larger pictures.

Materials

- Six sheets of 9" x 12" purple construction paper
- Two sheets of 9" x 12" yellow construction paper
- Rubber cement or craft glue
- Pictures provided on the following pages or collected to illustrate the stories studied in the classroom or Sabbath School
- Clear contact paper or laminating film

Directions

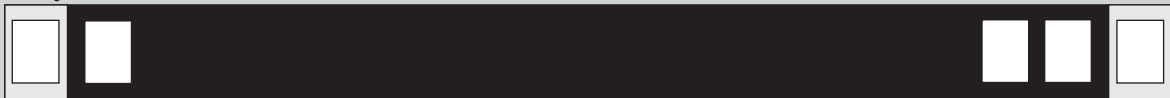
1. Glue the purple paper together end to end to make a long, narrow length of paper, as illustrated on the following page. The six sheets represent the 6,000 years of Biblical history. The dark color represents the earth suffering from evil and sin.
2. Next, glue one sheet of yellow paper to each end

of the purple paper. Yellow represents the time of joy and happiness before sin entered, and the time when Jesus comes again to destroy sin and take us to heaven. Cut the yellow sheets in a wavy line. This shows that time continues forever in both directions.

3. Copy the smaller pictures, labels and stories provided. Color them, cut them out, and mount them on heavier paper.
4. The chart may now be hung on the wall or used in presenting or practicing the story. The story chart and its parts may be laminated or covered with clear contact paper to allow children to manipulate it freely without fear of damage.
5. The children may create their own smaller charts in this way. They may use smaller dimensions. The diagram on the next page shows how the stories for each year fit together on the story chart to make a whole.
6. Large pictures are located in the appendix section at the end of the manual.

Four Year Composite Wall Chart

Busy Bee



Sunbeam



Builder



Helping Hand





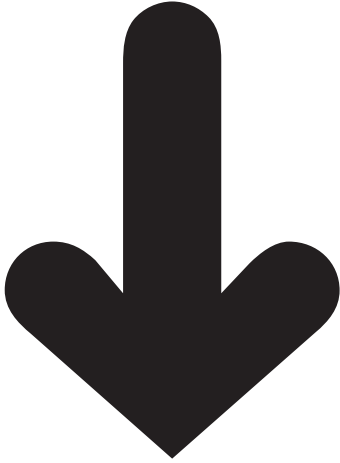
Sin & Sadness Begin

Adam and Eve chose to disobey God and do things their own way. This caused terrible things to happen to God's planet and His people.



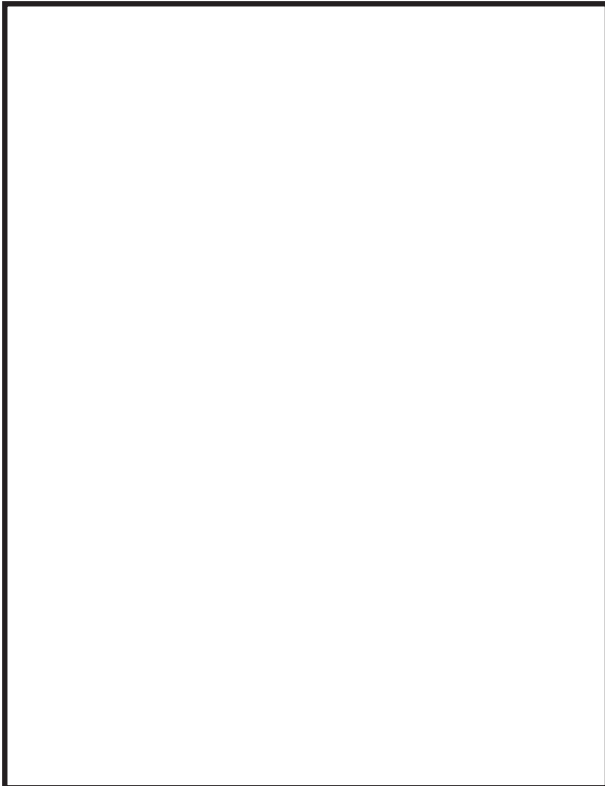
Creation

God created a beautiful new planet for people to live on. He asked them to care for it for Him.



The children may draw pictures of themselves in the empty picture box or insert recent pictures of themselves. They may insert their own name into the blanks in the story.

If these smaller story chart pictures are being used by the whole class, a photograph or drawing of the whole class may



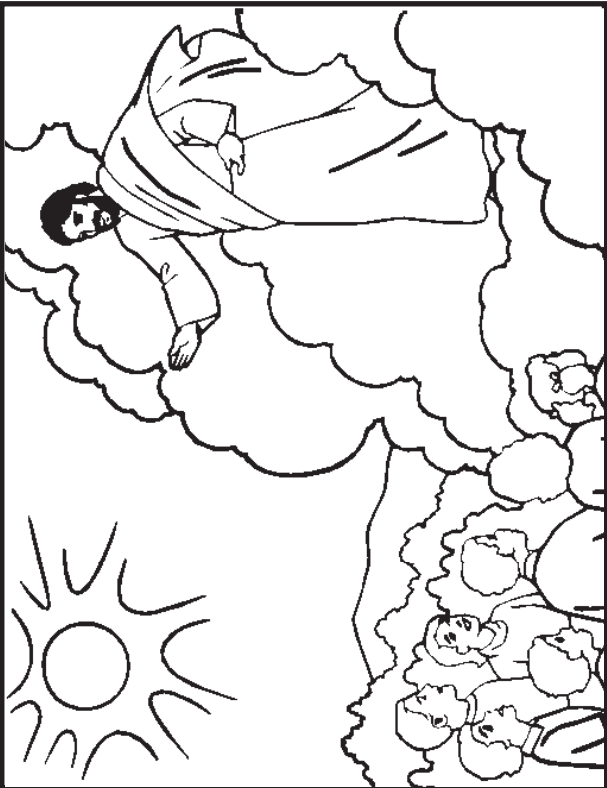
Jesus Cares for Me Today

Jesus' angels are with _____
right now. Jesus will help _____
whenever _____ asks Him to.



Heaven

We will live in heaven with Jesus forever. There will be many fun things to do. We will never be hurt or sad again.



Jesus Comes Again

Very soon, we will see Jesus come down from the sky on a cloud. He

II. His Message to Me

Requirement

Earn the Bible I Adventurer Award

Background Information

In order to earn the Bible I Adventurer Award, the children will need to complete the requirements listed below. Additional information about the award is located in the Award section.

Bible I Adventurer Award



1. Own 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.
4. Tell or act out the following stories:
 - a. Creation
 - b. Sin and Sadness begin
 - c. Jesus cares for me today
 - d. Jesus comes again
 - e. Heaven
5. Locate, read and discuss three of the following Bible verses about Jesus' love for you:
 - a. John 3:16
 - b. Psalms 91:11
 - c. John 14:3
 - d. Psalms 23:1
 - e. Your choice

Memorize and repeat two of them.

6. Make masks to illustrate a Bible story or parable.

OR

Create a Bible story in a sandbox or with felts.

Teaching Tips

- ⇒ The memory verses may be chosen by the child with the help of the leader or by the leader alone. Choose verses that will be most helpful to the child at this point in his/her experience with Jesus. The foremost goal in learning the memory verse is for the child to understand its meaning and its application to his/her life.

- ⇒ A wide variety of techniques for teaching the memory verses are explained in the "My God" section of the Appendix.
- ⇒ Children can become familiar with the contents of the books of Genesis and Revelation by referring to them frequently while working with the Bible story chart (in requirement I A). If this is done, memorization of these two books will be a fast and simple process of review.

Evaluation

The children will repeat the Bible verses and name the books.

III. His Power in My Life

Requirements

- A. Spend a regular quiet time with Jesus to talk with Him and learn about Him.
- B. Ask three people what they pray about.

Background Information

If a child learns at an early age to set aside daily time for private devotions, and if he/she is helped to make this a habit, it will be easier to avoid that long, uphill battle that most Christians face in making a habit of "finding" time for God.

Because families have widely differing schedules and levels of commitment, and because children have differing levels of ability and interest, the requirement leaves the frequency, length and format of these "quiet" times open. These factors can be decided upon by the child in consultation with a parent or leader, ranging from the ideal of



Continued on page 71

My God Track

I. His Plan to Save Me

A. Other Bible Stories About Jesus' Love

1 Kings 17:1-16 Elijah and the Ravens
Mark 4:35-41; Luke 8:22-25

Jesus Calms the Storm
Luke 15:8-10 Lost Coin

B. Songs About The Assigned Stories

1. *Sing for Joy*
Creation "Can You Imagine?"29
"Can You Count the Stars?"35
"This Is a Lovely World"52
Shepherd "The Lord Is My Shepherd"48
Heaven "Do Lord"91
"Jesus Is Coming Again"92
"When He Cometh"93

C. Books and Materials About the Assigned Stories

1. Adults
White, E. G., *Patriarchs and Prophets, Desire of Ages*, Pacific Press Publishing Association.
Creation Numbers Felt Set, (Sun World Graphics).
Second Coming Felt Set, NAD Distribution Center.
23rd Psalm: Teaching Posters (Marvel).
The Lord Is Your Shepherd, Be Happy, God Loves You - (Standard).
2. Children
Maxwell, Arthur, *The Bible Story*, vols. 1-10. (Pacific Press Publishing Association).

II. His Message to Me

A. Other Bible Texts About Jesus' Love

Genesis 1:1 "In the beginning..."
Psalm 34:7 "The angel of the Lord encampeth..."
Matthew 19:14 "Suffer the little children..."
Matthew 28:20 "Lo, I am with you always..."
John 10:27,28 "My sheep hear my voice..."
Romans 8:38,39 "I am persuaded, that neither death..."

B. Songs About Jesus' Love

1. *Sing for Joy*
"Jesus Loves Me"27
"O, How He Loves You and Me"28
"I Am So Glad"30
"Anywhere With Jesus"45
"God Knows Me"47
"All Through the Day"49

2. *Kids Sing Praise*
"He's Got the Whole World"4
"Jesus Loves the Little Children"27

C. Ellen G. White Quotes

"Only the sense of God's presence can banish the fear that, for the timid child, would make life a burden." *Education*, page 255
"Fathers and mothers should teach the infant, the child, and the youth of the love of Jesus. Let the first baby lispsings be of Christ." *Child Guidance*, page 487

III. His Power in My Life

A. Bible Stories and Texts

1 Kings 18 Elijah on Mt. Carmel
Acts 16:19-34 Paul and Silas delivered
Matthew 6:9-13 Lord's Prayer
Psalm 95:6 "Let us kneel before the Lord..."
Psalm 145:18 "The Lord is nigh unto all that call..."
I Thess. 5:17 "Pray without ceasing..."
James 5:16 "The effectual fervent prayer..."
John 14:14, 15 "If we ask anything..."

B. Songs

1. *Sing for Joy*
"Whisper a Prayer"96
"With Folded Hands"97
"A Little Talk With Jesus"98
"The Lord's Prayer"99
"The Lord Hears Me"105
"Into My Heart"125
2. *Kids Sing Praise*
"Standing in the Need of Prayer"64

C. Ellen G. White Quotes

"Teach them to look to God for strength. Tell them that He hears their prayers . . . Lead them to unite with God, and then they will have strength to resist the strongest temptation." *Child Guidance*, pp. 172, 173.
"In every Christian home God should be honored by the morning and evening sacrifices of prayer and praise. Children should be taught to respect and reverence the hour of prayer." *Counsels to Parents and Teachers*, page 110.
"Jesus knows the needs of children, and He loves

Continued on page 71

R E S O U R C E L I S T

daily morning and evening devotions to a minimum of weekly Sabbath, school, or club worship for those who are unable to participate in any other way. Teach the child how to enjoy spending time with Jesus.

The prayer requirement encourages children to recognize and learn about the importance of prayer in the life of a Christian.

Teaching Tips

- ☞ Present the importance of private devotions after the child has become acquainted with Jesus' love and plan for him. Establishing a habit of spending time with Jesus as a friend requires dedicated guidance and supervision from both parents and leaders.
 - ☞ Ideas for teaching parents about quiet time for children are provided in the "My God" section of the Appendix, along with several suggestions for planning family worships.
 - ☞ The Adventurer leader can encourage private devotions by
 - a. sharing some of his/her own experiences with private devotions;
 - b. talking of the benefits of a regular quiet time;
 - c. providing frequent occasions for children to discuss their experiences;
 - d. frequently discussing times, places and methods for enjoying the quiet time;
 - e. making available a wide variety of devotional reading;
 - f. helping and encouraging parents to assist their child in regular private (and family) devotions.
 - ☞ The children or the leader may invite several adults to come in and talk about their experiences with prayer. Keep it short (5-10 minutes). Afterwards, discuss the speaker's ideas. The children can make a chart showing what they learn from each person,
- OR**
- Each child may write his/her question(s) on a card and present them to the adults of his/her choice.

My God Track (continued)

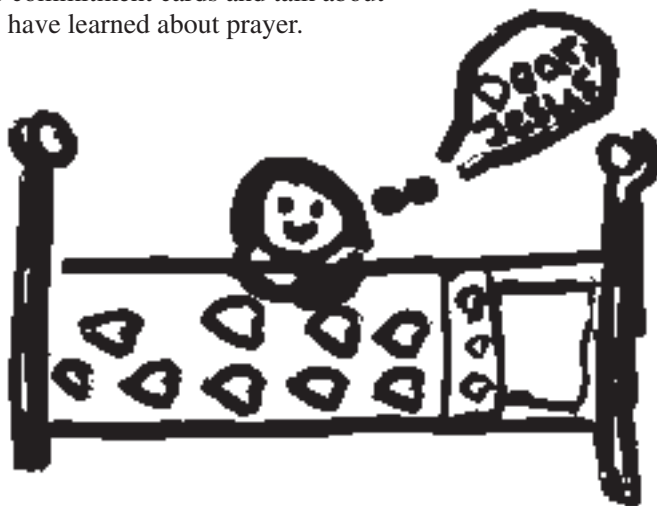
to listen to their prayers. Let the children shut out the world and everything that would attract the thoughts from God; and let them feel that they are alone with God... Then, children, ask God to do for you those things that you cannot do for yourselves. Tell Jesus everything... When you have asked for the things that are necessary for your soul's good, believe that you receive them, and you shall have them." *Adventist Home*, p. 299.

D. Books and Materials

1. Adult
 - White, E. G., *Education*, pp. 253-261 (Pacific Press Publishing Association).
 - Ibid*, *Messages to Young People*, pp. 247-253 (Pacific Press Publishing Association).
2. Children
 - Groomer, Vera, *Quiet Because, Talking to My Friend Jesus* (Review and Herald Publishing Association).
 - Ricchiuti, Paul, *My Very Best Friend* (Pacific Press Publishing Association).

Evaluation

The children will present and discuss their quiet time commitment cards and talk about what they have learned about prayer.



My Self

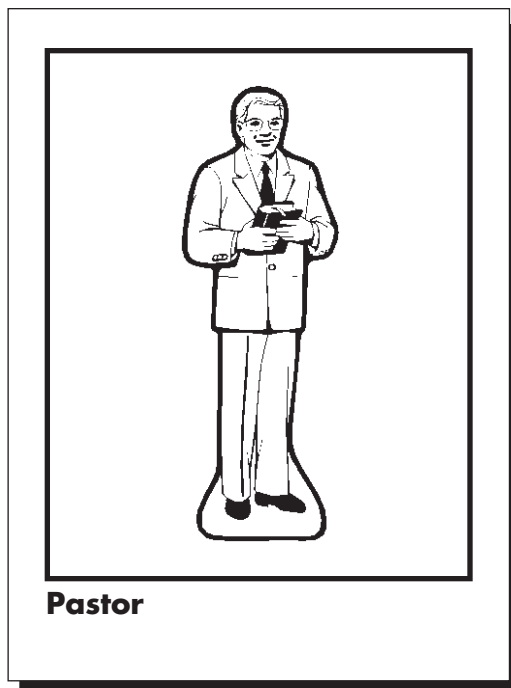
I. I Am Special

Requirement

Make a booklet showing different people who care for you.

Teaching Tips

- ⇒ Introduce this requirement by bringing real “caring people” to talk to the children OR by using large, colorful pictures and descriptions. Caring people include:
 - Jesus
 - teachers (school and church)
 - pastor
 - friends
 - family members (also discussed in the family requirements)
 - community service people
- ⇒ A booklet may be made by having the children draw their own pictures of caring people or by copying the pictures and captions from the sample pages are located in the “My Self” section of the appendix.



Large panels for drawing community helpers are in the “My Self” section of the Appendix.

- ⇒ It would be extra special if some of the caring people wrote notes in the booklet telling the child why they care for the child. Friends could dictate or write notes to put in each other’s booklets.

Evaluation

The children will complete the booklet.

II. I Can Make Wise Decisions

Requirement

Name at least four different feelings. Play the “Feelings” game.

Background Information

A person’s feelings have a strong influence on the decisions and actions he makes. Recognizing and naming these feelings is the first step in being able to deal with them successfully.

Children experience both positive and negative feelings. A multitude of words describe these feelings.

Some positive feelings the children might express include love, pride, confidence, excitement, enjoyment, happiness, courage, and security. These positive feelings may be dealt with by being thankful for them, enjoying them and sharing them with others.

Negative feelings which the children may recognize include anger, guilt, jealousy, sadness, loneliness, embarrassment, fear, disappointment, discouragement, anxiety, frustration and grumpiness. Children can be led through the following steps in dealing with these feelings:

- 1.** Tell Jesus how you feel. Ask Him for help.
- 2.** Ask yourself:
 - “What am I feeling?”
 - “Why am I feeling this way?”
 - “What shall I do about it?”
 - “Is this a good thing to do?”
- 3.** Do what you have decided to do.

Hurting oneself or other people or things is not a good way to deal with negative feelings. Neither is lying, running away from the problem, or thinking a lot of negative thoughts about yourself or others. Negative feelings can be dealt with by looking for a solution such as:

- ⇒ Talking honestly with someone about your negative feelings
- ⇒ Finding out more about the problem and working to change it
- ⇒ Being alone for a while
- ⇒ Working out your feelings in a harmless way, such as crying, drawing or writing, or kicking a ball; or
- ⇒ Telling yourself positive, helpful things

Obviously, different solutions are appropriate for different situations, feelings and people.

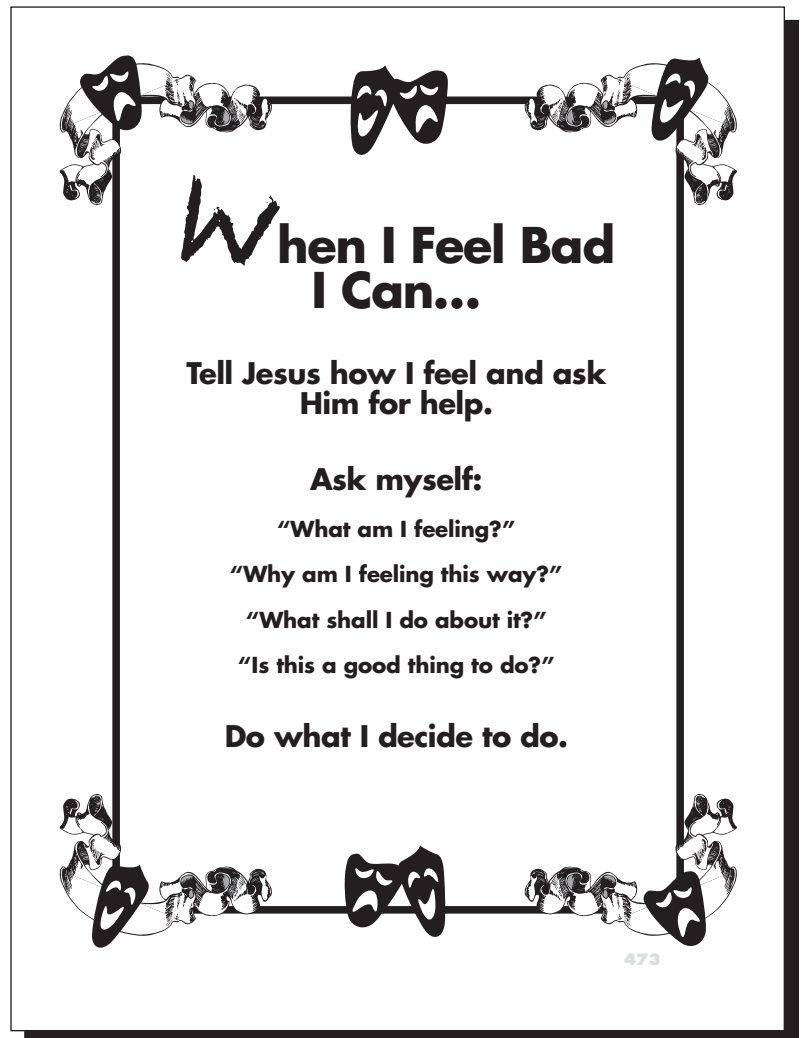
At a very early age, children can begin to learn to recognize their feelings and to talk with someone about the feelings they have and how they can deal with these feelings. They can learn to communicate their feelings in a kind way to helpful adults and to the person(s) who provided those feelings. Kind communication of feelings involves both choosing the words carefully and speaking in a kind manner. An adult can help the child decide how to communicate his/her feelings by helping him/her to choose appropriate words as well as an appropriate time and place to share such feelings.

Teaching Tips

The Feelings Game

1. With the children, brainstorm different kinds of feelings and write each one on a small card or piece of paper.
2. Place the feelings cards in a bag or box.
3. Divide the children into groups of two or three and allow each group to draw a feelings card.
4. Instruct the groups to practice showing how they might look when they have that feeling (body language). Each group should also be ready to tell or act out a situation in which they have felt that way.
5. After each group presents their feeling to the entire group, talk about ways in which God can help us deal with

that feeling. (You may use the steps for dealing with negative feelings suggested in the **Background Information**, along with the accompanying poster in the “My Self” section of the appendix.)



This is a sample of the “When I feel Bad I Can...” poster. A reproducible copy can be found in the “My Self” section of the Appendix.

Other Methods

- ⇒ Help children build the habit of recognizing, naming, and dealing positively with their feelings whenever possible by:
 - spotting children who appear to be upset
 - encouraging them to talk about what they are feeling and why
 - accepting the feelings they express without condemning
 - helping them to choose a positive way of dealing with the feeling.
- ⇒ Another type of feeling game may be played by discussing, acting, or writing about feeling reactions and solutions to specific situations, such as getting an “A,” being teased, having a birthday, fighting with a sibling, or feeling left out.
- ⇒ Children may also enjoy listing and/or discussing their happiest moment, saddest moment, etc.

Evaluation

The children will name four feelings and participate in role playing and discussion about handling feelings.

III. I Can Care for My Body

Requirement

Earn the Health Specialist Adventurer Award.

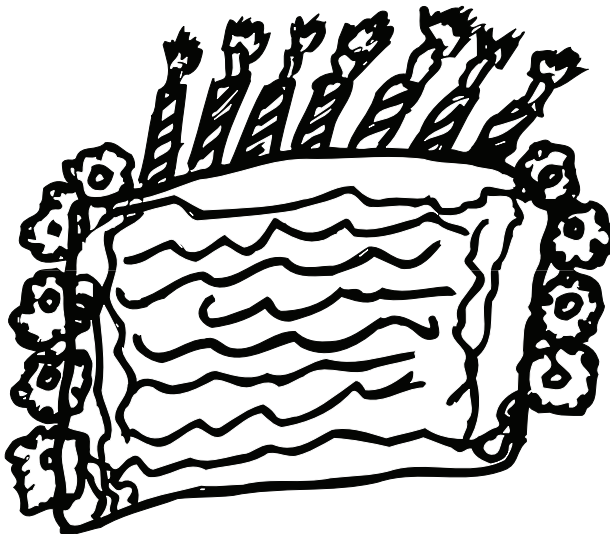
Background Information

In order to earn the Health Specialist Adventurer Award, the children will complete the requirements listed below: Additional information may be found in the Awards section of this manual.

Health Specialist Adventurer Award



1. Memorize I Corinthians 6:19, 20.
2. Describe a proper diet, and list the basic food groups.
3. Explain why your body needs exercise.
4. Record the hours you sleep, and tell why you need rest.
5. Explain why you need fresh air and sunlight.
6. Explain why water is important for your body. List the number of glasses of water you should drink each day.
7. Describe and illustrate good dental hygiene.
8. Name three things that may harm your health.
9. Participate in a recognized fitness test.
 - a. President’s Challenge
 - b. An equivalent program



RESOURCES LIST

My Self Track

I. I Am Special

A. Bible Stories and Texts

- 2 Samuel 9 Mephibosheth
- 2 Kings 4 Elisha and the Widow’s Son
- Esther 2:5-7 Esther Adopted
- Proverbs 17:17 “A friend loveth at all times...”
- John 15:17 “...Love one another.”
- Philippians 4:19 “My God shall supply all your need...”

B. Songs

- Sing for Joy*
- “Alone We Could Not Learn to Read”31
- “God Bless Families”..... 138
- “Family of God” 139

II. I Can Make Wise Choices

A. Bible Stories and Texts

- Happy/Cheerful: Psalm 144:15; Proverbs 29:18; John 13:17
- Excitement/Joy: Miriam at Red Sea; Deuteronomy 12:7
- Anger/Hatred: Cain; Haman; Matthew 5:44; Proverbs 14:17; Proverbs 16:32; Ephesians 4:26,31
- Fear: David and Goliath; Esther; Gideon; Psalm 56:3; Joshua 1:9
- Shame/Embarrassment: Peter; 2 Chronicles 7:14; Romans 1:16
- Sadness: Job; Psalm 30:5; Psalm 34:14; Psalm 126:5
- Jealousy/Coveting: Joseph’s brothers; Ahab and the Vineyard; Exodus 20:17;

- Colossians 3:2; James 3:16
- Discouragement: Joseph in prison; John on Patmos; Romans 8:28; Proverbs 24:10
- Worry: Matthew 11:28; Proverbs 3:5, 6
- Complaining/Grumbling: God sends the quail; Philippians 2:14; Philippians 4:11

B. Songs

1. *Sing for Joy*
 - “Fill Your Heart With Joy” 3
 - “Peace Perfect Peace”44
 - “Smile”107
 - “Peace Like a River”.....108
 - “I Have the Joy”109
 - “Trust in the Lord” 111
 - “Dare to Be a Daniel” 116
2. *Kids Sing Praise*
 - “Kumbayah”3
(try adding verses about various feelings)
 - “Sunshine Mountain”43
 - “Grumblers”47

C. Ellen G. White Quotes

- “There is no such thing as following Christ unless you refuse to gratify inclination and determine to obey God.” *Messages to Young People*, p. 154.
- “Without divine help they will be unable to control human passions and appetites. In Christ is the very help needed...” *Child Guidance*, p. 467.

III. I Can Care For My Body

See the Award section, Health Specialist Award, for resource suggestions.

My Family

I. I Have a Family

Requirement

Paint or draw a picture showing something you like about each member of your family.

Background Information

Every child has a family of some kind. The purpose of this activity is to help the child appreciate his family. A family may be defined as a group of people who care for each other and live together in a home. Families are usually related. A family may be a “natural,” step, adoptive, or foster family. There are no perfect families. God wants to help each family to be what He designed them to be—a place where people cooperate, share, and support each other, even when they disagree.

Teaching Tips

- ⇒ Encourage each child to share something special about his/her family. Challenge the children to think of what a family is and how many different kinds of families there are.
- ⇒ Give a quiz, testing how much the children know about their family members. Questions could include eye color, favorite color, food, subject in school, place, thing to do, person, song or book; birth date, future goal, etc.
- ⇒ Be sensitive to children who do not have “normal” or “happy” families. Some children may choose to use substitute families such as: the Adventurer Club “family,” the church “family,” or any other family that cares about them.
- ⇒ The children’s art projects may be mounted as a mural, stretching the length of a wall or hallway. Follow this with a discussion of how the various families and family members are similar and different and how they are valuable.

Evaluation

The children will complete a family picture.

II. Families Care for Each Other

Requirements

1. Discover what the fifth commandment (Exodus 20:12) tells you about families.
2. Act out three ways you can honor your family.

Background Information

One of the main ways in which children honor their mothers and fathers is by obeying them. Family rules are essential because they describe how people can live safely and happily together within their environment. Families have rules concerning: the use of space (such as where to eat or play); time schedules (such as when to get home after school); belongings (such as borrowing or sharing); work (such as chores); play (such as what or where); and habits or customs of the family (such as ways of doing different things). Parents are responsible for the well-being of the family (caring for, teaching, and encouraging). They have the final responsibility for setting the rules.

The words we speak and the way we say them also may honor or dishonor our parents. It is important to speak to parents and family members in a respectful, kind way. Disagreements and feelings may be expressed in a reasonable way, but then the parent’s decision must be accepted.

Carrying one’s fair share of family responsibility is another way to honor one’s family. There are many responsibilities that need to be taken care of for the benefit of the whole family, and it is unrealistic and unfair to expect that one or even two people should shoulder the burden for tasks that will benefit all. This attitude is as unhealthy for the nonparticipant as it is for the person left to do all the work.

Some of the types of responsibilities that must be taken care of in the average family are listed below.

- ☞ keep track of finances
- ☞ car maintenance
- ☞ shop
- ☞ outdoor upkeep
- ☞ earn money
- ☞ household repairs
- ☞ food preparation
- ☞ child care
- ☞ cleaning
- ☞ pet care

Teaching Tips

- ☞ Help children understand what “honor” means in the memory verse. Brainstorm with the children how we can honor our parents today. Divide into groups to act out several of these suggestions.
- ☞ Children may dramatize:
 - obedience to several specific family rules, even when it is hard;
 - how they will act toward their parents when they feel grumpy, angry, or sad;
 - ways to help parents with family responsibilities;
- ☞ Follow the dramatizations with a discussion of why these things are important and how they plan to put them into practice in the future. Each child may choose one area that he/she especially plans to work on.

Evaluation

The children will share ways in which they may honor their families.

III. My Family Helps Me Care for Myself

Requirement

Complete one requirement of the Safety Specialist Adventurer Award.

Background Information

Choose the requirement from those listed below that most suits the need of your children. If desired, the children may complete the rest of the requirements in order to earn the Safety Specialist Adventurer Award. Additional information may be found in the Awards section of this manual.



Safety Specialist Adventurer 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 extinguishers are kept and how to use them.
3. Practice a fire drill at:
 - a. home
 - b. school
 - c. church (if possible)
4. As appropriate for your area, practice the following drills:
 - a. hurricane
 - b. tornado
 - c. earthquake
 - d. flood
 - e. volcano
 - f. 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.



My Family Track

I. I Have a Family

A. Bible Stories and Texts

- | | |
|-------------|---|
| Genesis 2 | The First Family |
| Luke 2 | Jesus' Family |
| Psalms 68:6 | "God setteth the solitary in families..." |

B. Songs

- Sing for Joy*
"God Bless Families"..... 138
- Kids Sing Praise*
"He's Got the Whole world"..... 4

C. Ellen G. White Quote

"The family ties are the closest, the most tender and sacred, of any on earth." *Ministry of Healing*, p. 356, 357.

D. Books and Materials

- Adults
Bisignano, Judy, *Appreciation, Belonging* (Good Apple) - worksheets for children.
- Children
Horlacher, Bill and Kathy, *I'm Glad We're a Family* set (Standard).

II. Families Care for Each Other

A. Bible Stories and Texts

- | | |
|-----------------|--|
| Judges 13-16 | Samson |
| Exodus 2 | Miriam watches Moses |
| 1 Samuel 16 | David tending sheep |
| Exodus 20:12 | "Honor thy father and thy mother..." |
| Ephesians 6:1-3 | "Children, obey your parents..." |
| Proverbs 1:8 | "Hear the instruction of thy father..." |
| Psalms 19:7 | "The law of the Lord is perfect..." |
| Hebrews 13:17 | "Obey them that have the rule over you..." |
| Galatians 6:2 | "Bear one another's burdens." |

B. Songs

- Sing for Joy*
"Happy Home" 136
"Join With Us" 20
"We Are His Hands" 129
"God Bless Families" 138
- Kids Sing Praise*
"Grumblers" 47
"I'll Be a Sunbeam" 52

C. Ellen G. White Quotes

"Administer the rules of the home in wisdom and love, not with a rod of iron. Children will respond with willing obedience to the rule of love." *Counsels for Parent and Teachers*, p. 114.

"Every principle involved in (our rules) should be so placed before the student that he may be convinced of its justice. Thus he will feel a responsibility to see that the rules which he himself has helped to frame are obeyed. Rules should be few and well-considered, and when once made, they should be enforced." *Education*, p. 290.

"The object of discipline is the training of the child for self-government. He should be taught self-reliance and self-control. Therefore as soon as he is capable of understanding, his reason should be enlisted on the side of obedience. Let all dealings with him be such as to show obedience to be just and reasonable. Help him to see that all things are under law, and that disobedience leads, in the end, to disaster and suffering." *Child Guidance*, p. 223.

"If children were taught to regard the humble round of everyday duties as the course marked out for them by the Lord, as a school in which they were to be trained to render faithful and efficient service, how much more pleasant and honorable would their work appear." *Adventist Home*, p. 287.

"Children may be taught when young, to lift daily their light burdens, each child having some particular task for the accomplishment of which he is responsible to his parents or guardian. They will thus learn to bear the yoke of duty when young." *Adventist Home*, p. 286.

"The faithful mother will not, cannot...be a domestic slave, to humor the whims of her children and excuse them from labor." *Child Guidance*, p. 349.

D. Books and Materials

- Children
Hare, Eric B., *Pip Pip the Naughty Chick*.

III. My Family Helps Me Care for Myself

Use your creativity by contacting your Adventist Book Center, local book stores or the public library; there is a wealth of information there.

My World

I. The World of Friends

Requirement

Tell how you can be a good friend. Use:

- ⇒ Puppets
- ⇒ Role playing
- ⇒ Your choice

Background Information

For the first-grade child, “A friend is someone who likes you, and whom you like.” As the child first becomes aware of friends, he/she thinks of a friend as someone who does what he/she wants him/her to do. By the time the child is a Busy Bee, he/she is beginning to understand that being a friend involves some give and take, but it will be several years before he/she is able to fully understand that friendship is a mutual exchange of caring, respect and trust.

In order to help the Busy Bee develop the skills needed for good social relationships, we can capitalize on his/her interest in fairness. The child needs to learn how to relate in a fair and friendly way to all people and to form strong relationships with playmates and close friends. The child who does not easily learn these basic social skills needs extra guidance so that he/she will not become unhappy and negative toward himself/herself and others.

To make friends, children can be taught to:

1. Remember that every person is special and important, and so are you.
2. Be friendly—let others know that you care about them.
3. Be interested—listen and do things with the person that he/she enjoys.
4. Be independent—not everyone needs to be your close friend or playmate.
5. Trust God to help you find the right friends.

To maintain and grow a friendship, encourage children to:

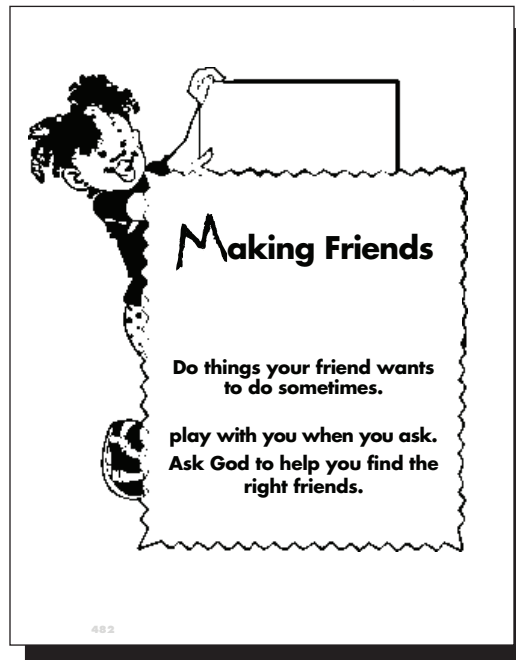
1. Try to understand your friend’s feelings. (Don’t always insist on having your own way.)

2. Encourage and praise your friend whenever you can.
3. Don’t nag or argue—tell your feelings and listen to your friend’s feelings.
4. Do nice things for your friend.
5. Don’t try to keep your friend only for yourself.

Encourage children to remember that Jesus is their first and best friend. They will want to choose friends who will help them to be His friend. Being a friend can help others to know what Jesus is like and to want to be His friend.

Teaching Tips

- ⇒ Introduce the activity by telling and discussing a story of a Bible friendship. Make a poster illustrating some principles in the story for making and keeping friends. Some unfinished sentences that can be used to facilitate discussion include:
 - To me, a friend is...
 - I make friends most easily when ...
 - My friends hurt me when...
 - I like it when my friend...
 - I can be a better friend by ...



This is a sample of the “Making Friends” poster. A reproducible copy can be found in the “My World” section of the Appendix.

- ⇒ To act out the principles for being a good friend, children may:
 - make their own puppets (from paper bags or sticks and cut-out pictures)
 - use simple store-bought puppets
 - plan small role plays or skits
- ⇒ Situations such as those listed below may be written on separate cards in simple language and read with the children.
 - You are going on a field trip and don't have anyone with whom to sit.
 - One of the girls in your class is having a picnic for several friends, and you're not invited.
 - You just moved to a new town, and this is your first day in a new school.
 - Your friend shows you his new toy, and you have a better one at home.
 - A friend asks if he can copy answers from your paper.
 - Some of the other kids in your class tease you because you're short.

- One of your friends broke your new game accidentally.
- One of your friends broke your new game on purpose.

⇒ After the children have tried a few situations, they may want to make up some of their own for their friends to solve. Children may also enjoy audio or videotaping their performance.

Evaluation

The children will participate in the discussion and role playing.

II. The World of Other People

Requirement

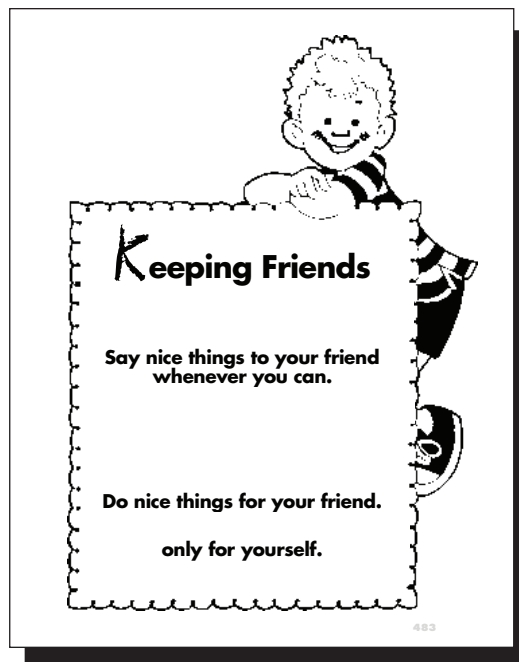
- A.** Discuss the work people do for your church.
- B.** Learn about one job by helping the person do it.

Background Information

Six-year-olds can begin to understand the purpose of the local church (to worship Jesus, to love and care for each other, and to tell others about Jesus). Help them recognize the importance of each member in the work of the church. They need to know that they can contribute to their church even when they are young.

The tasks in the local church may be explained by dividing them into categories, such as:

- 1.** Leaders: pastor, elders, church board members
- 2.** Caretakers: deacons, treasurer, clerk, secretary
- 3.** Teachers: Sabbath School teachers
- 4.** Church Ministries: personal ministries, community services, AY/Pathfinder leader, Adventurer leader, musicians



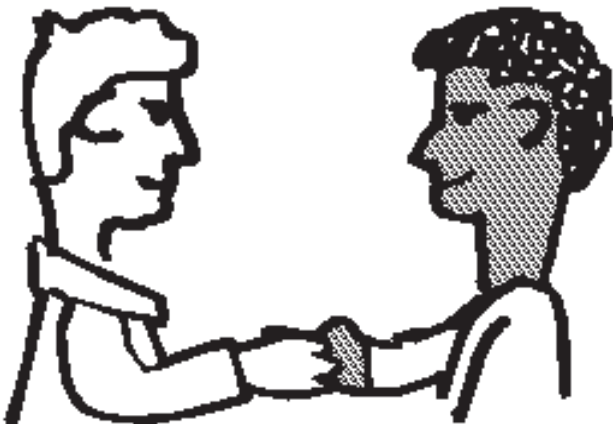
This is a sample of the "Keeping Friends" poster. A reproducible copy can be found in the "My World" section of the Appendix.

Teaching Tips

- ⇒ Ask the pastor and/or a representative from each job category to give a *brief* (five minutes) description of their job and why they do it.
- ⇒ Children can learn actively about these jobs by visiting the various areas in the church. They may see where the work is done and examine the materials used for doing it. This is also an opportunity to teach reverence in the sanctuary.
- ⇒ The Busy Bee leader may wish to:
 - assign each child to a different job
 - have the whole group work together
 - take turns on a single project
 - allow children to sign up for or arrange a job
- ⇒ Possible jobs include assisting with:
 - VBS or the younger Sabbath School divisions
 - Visiting missing members
 - Ingathering and community service projects
 - Church upkeep and beautification
 - Greeting or ushering
 - Special music

Evaluation

The children will talk about the work of the local church and the jobs they performed.



III. The World of Nature

Requirement

Earn a Friend of Animals Adventurer Award.

Background Information

In order to earn the Friend of Animals Adventurer Award, the children will complete the requirements listed below. Additional information may be found in the Adventurer Awards section of this manual.

Friend of Animals Adventurer Award



1. Take care of a pet for four weeks.
 - a. Feed it and be certain it has fresh water.
 - b. Brush your pet, give it a bath or clean its resting place,
- OR
- Put out scraps or seeds for birds or animals in your neighborhood or school.
 - a. Identify creatures that eat these scraps.
 - b. Draw and color pictures of them.
2. List creatures that live in your neighborhood.
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:

a. zoo	d. farmyard
b. kennel	e. aviary
c. museum	f. pet shop
7. On what day of creation did God create the animal you cared for?

R E S O U R C E L I S T

My World Track

I. The World of Friends

A. Bible Stories and Texts

- 1 Samuel 18-20 David and Jonathan
- Psalms 1:1 "Walk not in the counsel of the ungodly"
- Proverbs 16:28 "A whisperer separateth chief friends"
- Proverbs 17:17 "A friend loveth at all times"
- Proverbs 18:24 "A man that hath friends must shew himself friendly."

B. Songs

1. *Sing for Joy*
 - "Smile, Smile, Smile" 107
 - "I Would Be True" 117
 - "Cross Over the Road" 131
2. *Kids Sing Praise*
 - "Grumbler" 47
 - "I'll Be a Sunbeam" 52

C. Ellen G. White Quote

"Christian sociability is altogether too little cultivated by God's people. This branch of education should not be neglected or lost sight of." *Messengers to Young People*, p. 405.

D. Books and Materials

1. Children
 - Bible in Living Sound: *David and Jonathan* (Chapel Records).
 - Silverstein, Shel, *The Giving Tree*.

II. The World of Other People

A. Bible Stories and Texts

- 1 Samuel 1-3 Samuel
- Psalms 73:16, 17 "It was too painful for me until I went into the sanctuary."
- Isaiah 56:7 "My house shall be a house of prayer."
- Matthew 18:19, 20 "Where two or three are gathered..."
- Hebrews 10:25 "Not forsaking the assembling..."

B. Songs

1. *Sing for Joy*
 - "The Family of God" 139
 - "Blest Be the Tie That Binds" 140
 - "We Are the Church" 141
 - "What Joy It Is to Worship Here" 142
 - "We Are the Church, Everyone" 143
 - "I Was Glad" 144
 - "This Is God's House" 145

C. Ellen G. White Quote

"The Lord desires us to understand that we must place our children in right relation to the world, the church, and the family." *Child Guidance*, p. 99.

D. Books and Materials

These resources are only suggestions. Use your creativity by contacting your Adventist Book Center, your local book stores or the public library; there is a wealth of information there.

Sunbeam Curriculum



Basic Requirements

I. Responsibility

Requirement

Recite and accept the Adventurer Law.

The Adventurer Law

Jesus can help me to

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

Background Information

The Adventurer Law provides children with a set of simple principles that they can use to govern their choices and actions. It can serve as a reference point, helping children to understand ways in which a person who loves Jesus will want to act. They are an ideal to strive for *because* we love Jesus, not in order to earn His love. Only His constant help and power can enable anyone to keep the Adventurer Law.

“**Be Obedient**” is one of the few passages in the Bible directed specifically toward children (Ephesians 6:1). It is one of the first lessons that the child should be taught. (*Child Guidance*, p. 82)

“**Be Pure**” means that the children will keep their lives clean by putting into their minds and bodies only those

ideas and things that are good and true and healthful.

“**Be True**” means that the children will be honest and upright in study, work, and play and will be loyal to their families and friends, to their fellow people, and to their God.

“**Be Kind**” means that the children will be considerate, gentle, and affectionate, not only to the people they like but also to every person and to all of God’s creation.

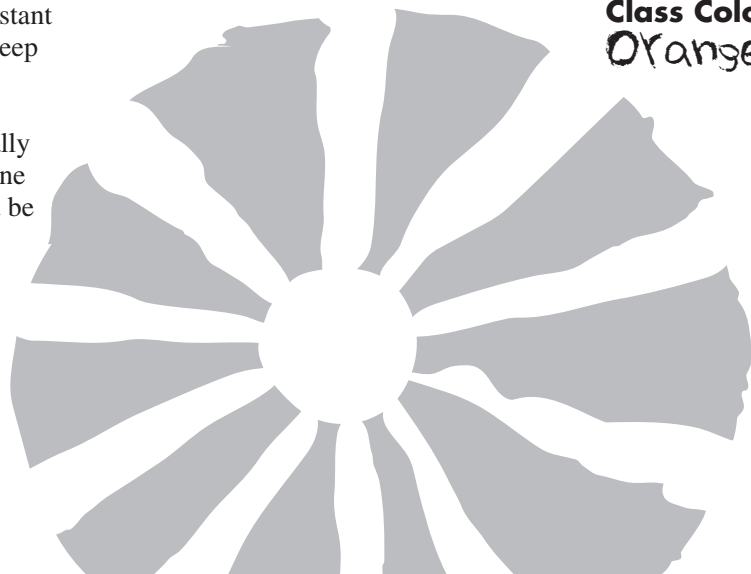
“**Be Respectful**” means that the children will show respect, first to the authorities whom God has placed over them and also to each person whom God has created in His image. Respect involves recognizing the value in each person and acting courteously toward him/her.

A D V E N T U R E R L A W

Jesus can help me to

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

Class Color:
Orange



“**Be Attentive**” means that the children will pay close attention to what is happening around them, especially in reference to obeying God and to the feelings and needs of others.

“**Be Helpful**” means that the children will seek opportunities to be of help at home and at school. True helpfulness is done, not reluctantly, but for the joy of pleasing another person, pleasing Jesus, and making oneself a better person.

“**Be Cheerful**” means that the children will cultivate the habit of thankfulness for the things and opportunities that they have rather than dwelling on those things that may displease them. It means putting a smile on one’s face and in one’s voice in order to make others feel happy and thankful as well.

“**Be Thoughtful**” means that the children will choose to think before acting and to base their actions upon careful consideration of the consequences to others and to themselves rather than simply reacting to feelings and impulses.

“**Be Reverent**” means that the children will show the highest respect and honor to God. This includes speaking and walking quietly in the sanctuary, treating His Bible gently as the best and most important of all books, and closing one’s eyes and using appropriate posture when conversing in prayer with God.

Teaching Tips

- ⇒ As you introduce the Law, explain what it means, why it is important and how it relates to the Pledge and to the lives of the children.
- ⇒ Introduce the Law one section at a time, taking a few minutes at the beginning or end of the Adventurer meeting to discuss and illustrate it. Bible stories and songs appropriate for each section of the Law are listed in the **Resource List** at the end of the Basic Requirements section. (Many of the sections of the Law relate to other Sunbeam requirements and may be introduced or reviewed in conjunction with those requirements.)
- ⇒ The techniques for memorization of Bible verses, listed in the **Appendix**, are useful in helping the children to learn the Adventurer Law.

- ⇒ Repeat the Pledge and Law at the beginning of every Adventurer meeting, along with occasional review and discussion of its meaning (in both planned and spontaneous ways). This will encourage the children to use these principles in their own daily decision making.
- ⇒ Hang the Adventurer Law in a prominent place where the children can refer to it at appropriate times during the day.

Evaluation

The children will repeat the Adventurer Law to an adult and indicate a commitment to follow it.

II. Reinforcement

Requirement

Earn the Sunbeam Reading Award

Background Information

The Sunbeam Reading Award is awarded to children who read:

- 1.** Two chapters from the book of Mark from a simple modern translation of the Bible
- 2.** A Bible story or a 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

The Sunbeam reading requirements are directed specifically toward the topics the children will be covering in the Adventurer curriculum.

Continued on page 86.



R E S O U R C E L I S T

Basic Track

I. Pledge and Law

“Be Obedient”

A. Bible Stories and Texts

- Numbers 20 Moses Strikes Rock
- 1 Samuel 15 Saul Disobeys
- Jonah Jonah
- Ecclesiastes 12:13
- Acts 5:29

B. Songs

Sing for Joy

- “Teach Me Lord” 110
- “Trust and Obey” 113
- “A Happy Home” 136

“Be Pure”

A. Bible Stories and Texts

- Philippians 4:8
- Psalm 24:3,4
- Matthew 5:8

B. Songs

Sing for Joy

- “Dare to Be a Daniel” 116

“Be True”

A. Bible Stories and Texts

- Genesis 27 Jacob and Esau
- Acts 5 Ananias Lies
- Ephesians 4:25

B. Songs

Sing for Joy

- 1. “I would Be True” 117
- 2. *Kids Sing Praise*
- “Truth” 35

“Be Kind”

A. Bible Stories and Texts

- Ephesians 4:32
- Matthew 5:44
- Romans 12:10

B. Songs

Sing for Joy

- “A Happy Home” 136

“Be Respectful”

A. Bible Stories and Texts

- 1 Sam. 17-31 David and Saul
- 2 Kings 2 Elisha and Bears

“Be Attentive”

A. Bible Stories and Texts

- 1 Sam. 2 God Calls Samuel
- Matthew 25 Ten Virgins
- Matt. 26:36-46 Gethsemane (Matthew 26:36-46)

“Be Helpful”

A. Bible Stories and Texts

- Genesis 18 Abraham and Angels
- 1 Samuel 25 Abigail
- Luke 10:25 Good Samaritan

B. Songs

Sing for Joy

- “Cross Over the Road” 131

“Be Cheerful”

A. Bible Stories and Texts

- Exodus 13 Israelites Grumble
- 2 Corinthians 9:7

B. Songs

- 1. *Sing for Joy*
- “Smile” 107
- 2. *Kids Sing Praise*
- “Grumblers” 47
- “I’ll Be a Sunbeam” 52

“Be Thoughtful”

A. Bible Stories and Texts

- Mark 12:42 Widow’s Mite

B. Songs

Sing for Joy

- “Love at Home” 137
- “God Bless Families” 138

“Be Reverent”

A. Bible Stories and Texts

- Isaiah 6 Isaiah’s Vision’s
- Luke 6:7 Building Temple
- John 2:13 Moneychangers

B. Songs

Sing for Joy

- “God Is in This Place” 46
- “I was Glad” 144
- “This Is God’s House” 145



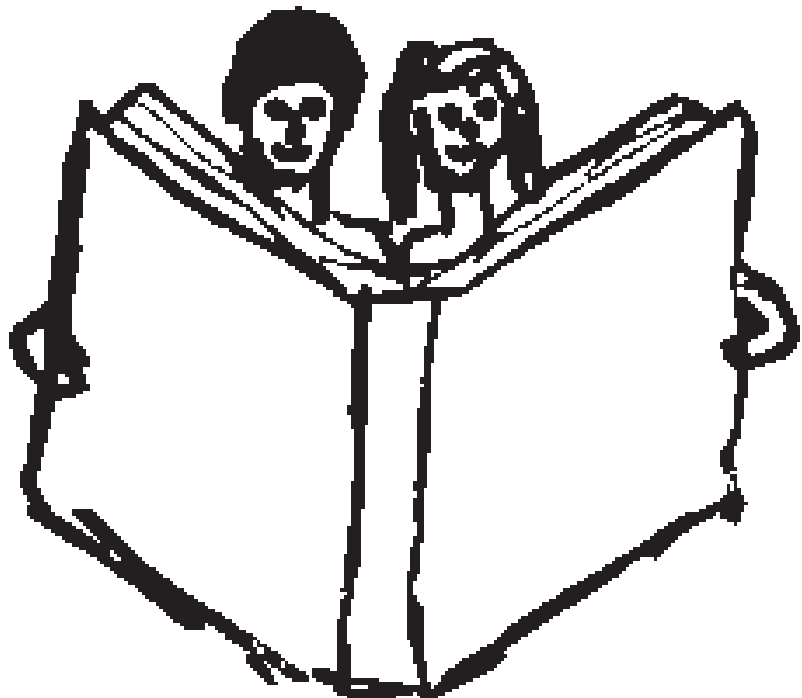
Teaching Tips

- ⇒ A parent, teacher, leader, older Adventurer, Pathfinder, or grandparent may read to the Sunbeam if necessary.
- ⇒ Reading lists may be distributed at the beginning of the summer so books may be completed over the summer months.
- ⇒ Many good storybooks are available that deal with the topics listed above in a truthful and sympathetic way. Read any new book carefully to determine whether it is appropriate for the Sunbeam age group and upholds Christian beliefs and standards. (More detailed criteria are provided in Appendix.)

- ⇒ A simple reading motivator can be made by adding a new link to a reading chain each time a book is completed. Photocopy links on colored paper with space for the name of the book, the topic and the child's name. Join the links to each other in the manner of a real chain, or cut them in a special shape (such as smiley faces, etc., to fit a theme) and post on a wall to stretch around the room. (See Appendix for examples.)

Evaluation

The children will turn in lists, signed by an adult, giving the name and topic of each book read.



My God

I. His Plan to Save Me

Requirement

- A.** Create a story chart or booklet showing Jesus':
- ⇒ Birth
 - ⇒ Life
 - ⇒ Death
 - ⇒ Resurrection
- OR** the Bible stories you are studying in your classroom or Sabbath School.
- B.** Use your story chart or booklet to show someone the joy of being saved by Jesus.

Background Information

The Sunbeam requirement builds upon the Busy Bee emphasis on Jesus' love and care for them and His plan to save them from evil. The basic concepts emphasized in this requirement are the ugliness of sin and evil and our need of Jesus' forgiveness for, and help in overcoming sin.

The coming of Jesus to earth is one of the most amazing events in the history of the universe. The Son of God came as a human being and suffered from the awful effects of sin in order to save the very sinners who destroyed His world by disobeying Him. He chose to be born as a human child to a poor family to show us what God is like and what each one of our lives can be like if we follow Him. He acted in love toward people by feeding or healing them and by telling them the exciting news of His wonderful plan to rescue us from sin and make us a part of His own kingdom.

During His life on earth He demonstrated His love and forgiveness in many ways. He helped Mary Magdalene to understand His love and forgiveness and helped her choose to live as a good and happy person. The paralytic made himself sick from the bad

things he had done, but Jesus told him that his sins were forgiven. Jesus gave him the strength to get up and to live a good life. Jesus told the story of the prodigal son to teach His followers that even though we may do many foolish things, He is always waiting and eager to forgive us and help us to live more happily.

The horribleness of sin is shown by the willingness of the people to hurt and kill Jesus, the Son of God, in order to get what they wanted for themselves. His death on the cross gave Him the right to forgive us and showed how much He really loves us. When He rose again He showed His power over death and the life He will bring to all who love Him when He comes again. (Stories from the classroom or Sabbath School Bible curriculum may be chosen to emphasize these same concepts, if you prefer.)

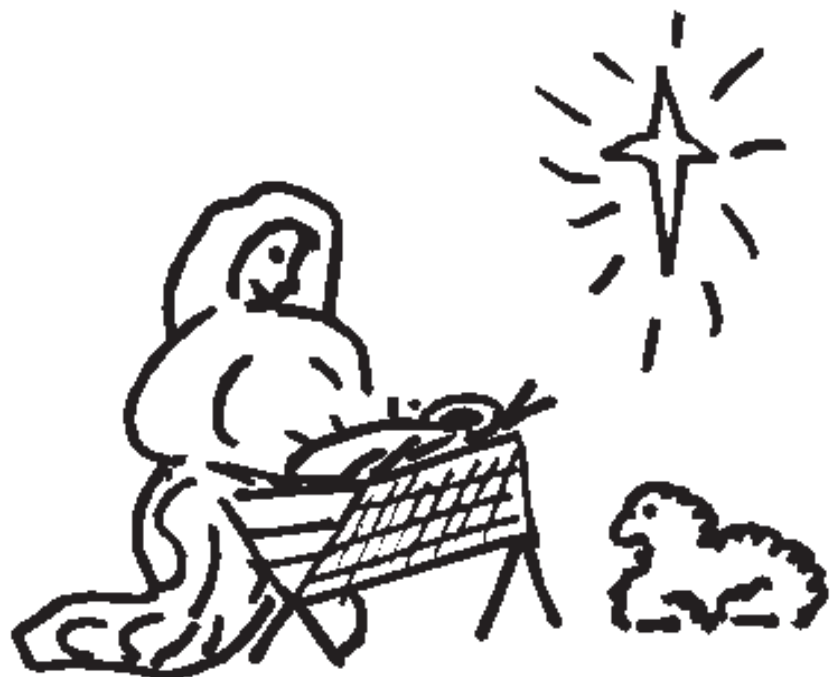
Teaching Tips

- ⇒ Check the description of how to assemble the Bible story chart at the end of the teaching tips. (A similar chart, relating to the stories covered in the classroom or Sabbath School, may be made by following the same basic instructions and inserting pictures from other sources.)
- ⇒ The story chart may be used in three different ways:
 - 1.** The leader may put the chart up on a wall, adding each new picture as he or she tells the story. The children may refer to this chart as they work on their own chart(s) and as they learn about other stories from the Bible and from history.
 - 2.** Children may also color the pictures and use the stories and labels to create their own story charts or story chart booklets.

- ⇒ Present the Bible story chart as an opening activity to help the children understand Jesus' life as the center of the plan of salvation. Review the major events of earth's history introduced at the Busy Bee level: creation, sin and sadness begin, Jesus cares for me today, Jesus comes again, and heaven. (The pictures and labels describing these events may be placed on the story chart in black and white.) Color the new Sunbeam pictures and add them to the story chart as you tell about the life of Jesus.
- ⇒ Stories giving the life of Jesus in more detail may be presented to the children as a series of worship talks. (This could easily fit in with the SDA Bible curriculum during those years that deal with the life of Jesus.) The stories of Mary Magdalene, the paralytic and the prodigal son are especially useful in helping children understand the results of sin and the forgiveness and salvation available through Christ.
- ⇒ Make the stories real by learning more about the world Jesus lived in. Children could follow Jesus' journeys on a map, build models of typical homes or villages of Jesus' day, or try some of the foods or daily activities of the time. Reinforce their understanding by having one child or team name a place on the map of Jesus' world and having a second player or team attempt to find it within 30 seconds.
- ⇒ A mural showing a story of Jesus can be made in a small way as a comic strip or series of scenes to wind through a cereal box "television" or be painted or colored on a long sheet of paper that could be put up in a hallway.
- ⇒ The children may share their story charts or booklets with another individual or before a group during a club or classroom worship or Sabbath School special feature.

Evaluation

The children will place the pictures and labels correctly on the Bible story chart. They will discuss their experiences of using their chart to share the joy of Jesus' salvation with others.



S T E P B Y S T E P

Making a Bible Story Chart

The Bible Story Chart will help children understand Bible history by experiencing it visually and actively. A simple method for making a basic story chart is described below. It is designed for use within the smaller pictures and labels provided. The measurements may need to be larger if you desire to use larger pictures.

Materials

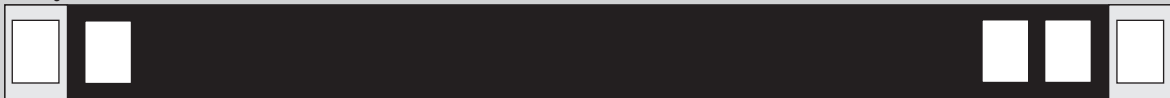
- Eight sheets of 9" x 12" purple construction paper
- Two sheets of 9" x 12" yellow construction paper
- Rubber cement or craft glue
- Pictures provided on the following pages or collected to illustrate the stories studied in the classroom or Sabbath School
- Clear contact paper or laminating film

Directions

1. Glue the purple paper together end to end to make a long, narrow length of paper, as illustrated on the following page. The six sheets represent the 6,000 years of Biblical history. The dark color represents the earth suffering from evil and sin.
2. Next, glue one sheet of yellow paper to each end of the purple paper. Yellow represents the time of joy and happiness before sin entered, and the time when Jesus comes again to destroy sin and take us to heaven. Cut the yellow sheets in a wavy line. This shows that time continues forever in both directions.
3. Copy the smaller pictures, labels and stories provided. Color them, cut them out, and mount them on heavier paper.
4. The chart may now be hung on the wall or used in presenting or practicing the story. The story chart and its parts may be laminated or covered with clear contact paper to allow children to manipulate it freely without fear of damage.
5. The children may create their own smaller charts in this way. They may use smaller dimensions. The diagram on the next page shows how the stories for each year fit together on the story chart to make a whole.
6. Large pictures are located in the appendix section at the end of the manual.

Four Year Composite Wall Chart

Busy Bee



Sunbeam

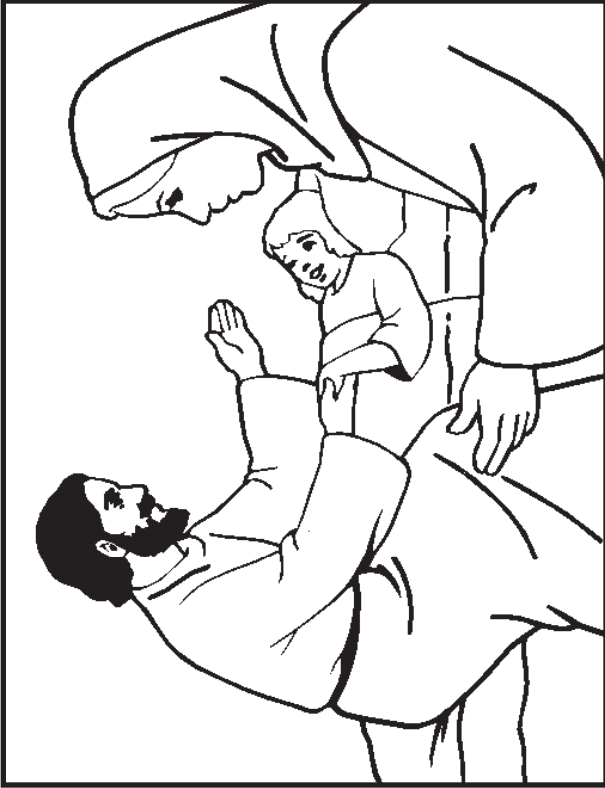


Builder



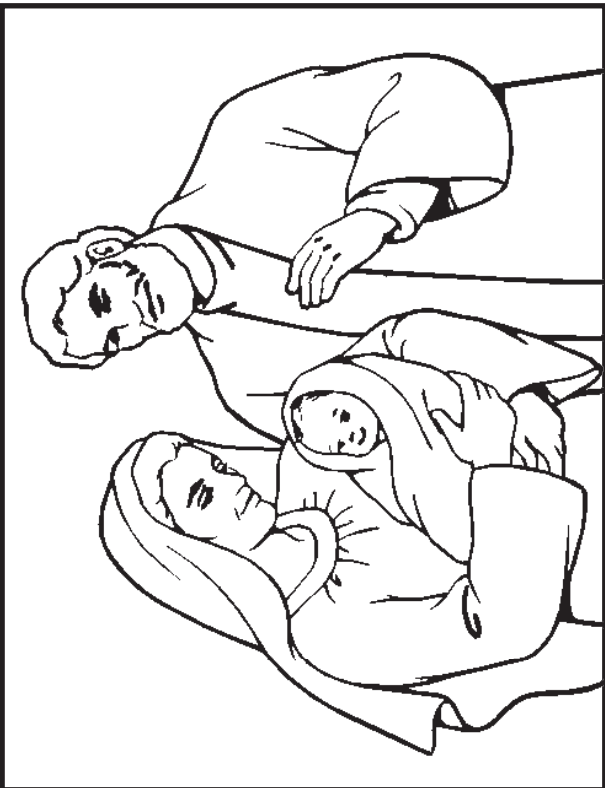
Helping Hand





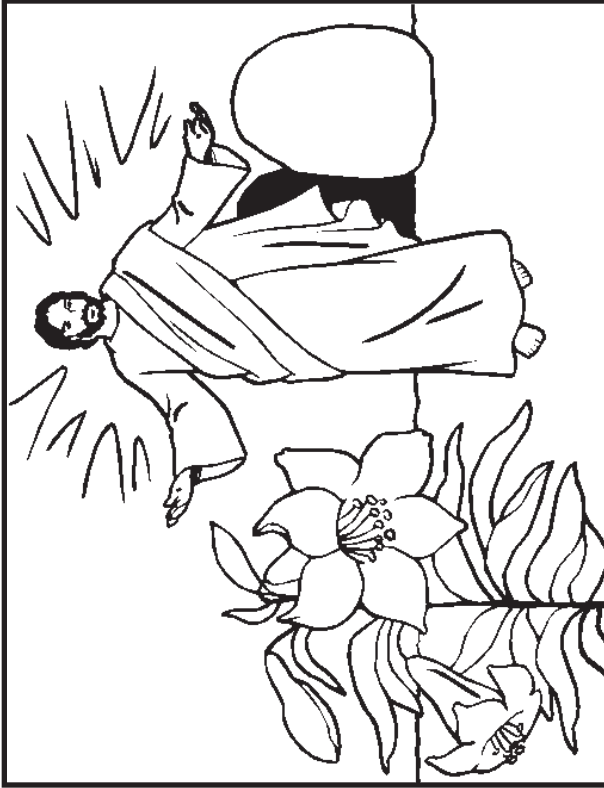
Jesus' Life

Jesus showed people how much He loves them. He showed how happy we can be if we obey Him.



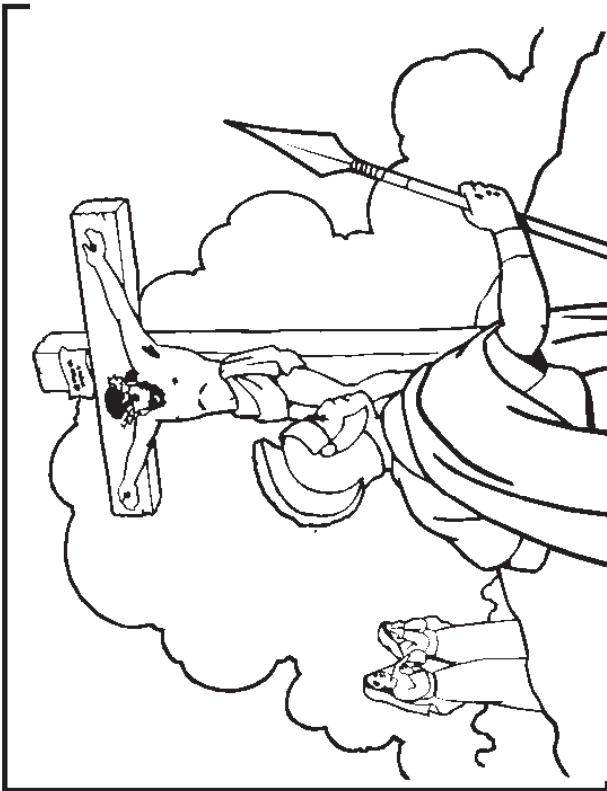
Jesus' Birth

Jesus, God's Son, came to earth as a baby to help people.



Jesus' Resurrection

Jesus came back to life after three days. He is in heaven, now, watching over us.



Jesus' Death

Jesus let evil men kill Him on a cross because He wanted to take away our sins.

II. His Message to Me

Requirement

A. Memorize and explain two Bible verses about being saved by Jesus.

- Matthew 22:37-39
- 1 John 1:9
- Isaiah 1:18
- Romans 6:23
- Your choice

B. Name the two major parts of the Bible and the four gospels.

Background Information

The memory texts have been chosen to emphasize the key Sunbeam concepts of the meaning and results of sin and the sacrifice of Jesus to forgive us and to rescue us from sin. Other verses which teach these concepts may also be used.

The second grade child is ready to understand the chapter and verse division in the Bible and to begin learning to use the Table of Contents to find Bible books. They should be encouraged and assisted in finding their own verses whenever possible.

The Sunbeam Bible story chart is based on the life of Jesus told in the Gospels. Children should know the names of these four books and become familiar with them as they work with the stories.

They will find it easier to get around in the Bible once they know its two major parts, the Old and New Testaments, and recognize that the Old Testament refers to things that happened before Jesus came and the New Testament refers to what happened during and after Jesus' life on earth. Reinforce this understanding by showing the place of the Old and New Testament on the Bible story chart.

Teaching Tips

- ⇒ The memory verses may be chosen by the child with the help of the leader or by the leader alone. Choose verses that will be most helpful to the child at this point in his/her experience with Jesus. The foremost goal in learning the memory verse is for the child to understand its meaning and its application to his/her life.
- ⇒ A wide variety of techniques for teaching the memory verses are explained in the "My God" section of the Appendix.
- ⇒ Refer to the gospels and Testaments frequently while working with the Bible story chart. In this way memorization of these two books will be a fast and simple process of review.

Evaluation

The children will repeat and explain the Bible verses and name the books.



My God Track

I. His Plan to Save Me

A. Other Bible Stories About Salvation

- Genesis 6-8 Noah
- Matt. 9:1-8 Paralytic Healed
- John 3:19-21 Parable of Light

B. Songs About the Assigned Stories

1. *Sing for Joy*
 Jesus' death and resurrection:
 "God Is So Good" 13
 "John 3:16" 24
 "For God So Loved the World" 26
 "O, How He Loves You and Me" 28
 "He's Alive" 84
 "This Is the Day" 86
 "He Is Lord" 87

C. Books And Materials About the Assigned Stories

1. Adult
Bible Teaching picture. Several sets on the life of Christ (Standard)
Giant Bible Visuals: Jesus (Rainbow)
 White, E. G., *Desire of Ages*
2. Children
Storytime Adventures in the Life of Christ. Cassettes and puzzle book (Voice of Prophecy)
 Maxwell, Arthur S., *Jesus, Friend of Children*
 Reece, Colleen, *Julie's Three Special Letters*
Jesus Coloring Book, The Life of Jesus (Standard)

II. His Message to Me

A. Other Bible Texts About Salvation

- Psalm 32:5 "I acknowledged my sin unto Thee."
- 1 John 3:4, 5 "Sin is the transgression of the law."
- Isaiah 44:22 "I have blotted out thy transgressions."
- John 14:1-3 "I go to prepare a place for you."
- Romans 34:23 "All have sinned."
- Galatians 1:3, 4 "[He] gave Himself for our sins."
- James 4:17 "To him that knoweth to do good..."

B. Songs About Salvation

1. *Sing for Joy* (Review and Herald Publishing Association)
 "His Banner Over Me Is Love" 25
 "I'm So Happy" 65
 "Redeemed" 68
 "Amigos do Cristo" 69
2. *Kids Sing Praise* (Brentwood)
 "Assurance March" 13

- "Thank You, Lord" 30
- "We'll Call Him Jesus" 55

C. Ellen G. White Quotes

- "If properly instructed, very young children may have correct views of their state as sinners and of the way of salvation through Christ." *Vol. 2, Testimonies*, p. 396
- "Teach them that the Savior is calling them." *Desire of Ages*, p. 517.
- "They will learn to hate sin and to shun it, not merely for hope of reward or from fear of punishment, but from a sense of its inherent baseness—because it is degrading to their God-given powers..." *Counsel to Parents, Teachers, and Students*, p. 21
- "God wants every child of tender age to be His child, to be adopted into His family.... The whole current of their thought may be changed, so that sin will not appear a thing to be enjoyed, but to be shunned and hated." *Child Guidance*, p. 486

D. Books and Materials About Salvation

1. Children
God's Perfect Measuring Stick—flannelgraph story on Ten Commandments and need for salvation (Standard)

III. His Power in My Life

A. Bible Stories and Texts

- 2 Kings 22, 23 Scriptures Found
- Acts 17:10-13 Bereans
- Deut. 6:4-9 "These words shall be in thine heart..."
- Psalm 119:9-11, 105 "Thy work is a lamp unto my feet..."
- Psalm 19:7-11 "The law of the Lord is perfect..."
- 2 Timothy 2:15 "Study to shew thyself approved..."

B. Songs

1. *Sing for Joy*
 "The Bible, God, Is Wise And True" 19
 "I Am So Glad" 30
 "Saints of God" 61
2. *Kids Sing Praise*
 "The B-I-B-L-E" 16
 "Thy Word Have I Hid in My Heart" 67
 "Wonderful Words of Life" 71

Continued on next page.

III. His Power in My Life

Requirement

- A. Spend a regular quiet time with Jesus to talk with Him and learn about Him.
- B. Ask three people why they study the Bible.

Background Information

If a child learns at an early age to set aside daily time for private devotions, and if he/she is helped to make this a habit, it will be easier to avoid that long uphill battle that most Christians face in making a habit of “finding” time for God.

Because families have widely differing schedules and levels of commitment, and because children have differing levels of ability and interest, the requirement leaves the frequency, length, and format of these “quiet times” open. These factors can be decided upon by the child in consultation with a parent, or leader, ranging from the ideal of daily morning and evening devotions, to a minimum of weekly Sabbath School, or club worship for those who are unable to participate in any other way. In the beginning, a parent or other adult will need to spend the quiet time with the child, teaching him/her how to enjoy spending time with Jesus.

There are many different ways in which children learn more about Jesus. By listening to other Christians talk about their experiences with Bible study, the children

R E S O U R C E L I S T

My God Track (continued)

C. Ellen G. White Quotes

- “That spirit loves to address the children and discover to them the treasures and beauties of the word. The promises spoken by the Great Teacher will captivate the sense and animate the soul of the child with a spiritual power that is divine.” *Counsels to Parents, Teachers, and Students*, p. 172
- “The best way to prevent the growth of evil is to pre-occupy the soil. The greatest care and watchfulness is needed in cultivating the mind and sowing therein the precious seeds of Bible truth.” *Messages to Young People*, p. 282
- “We should make the Bible our study above every other book.” *Ibid*, p. 426.
- “In arousing and strengthening a love for Bible study, much depends on the use of the hour of worship.” *Education*, p. 186.
- “In its wide range of styles and subjects, the Bible has something to interest every mind and appeal to every heart.” *Child Guidance*, p. 505.

D. Books and Materials

- 1. Adults
 - White, E. G., *Education*, pp. 85-194.
 - Ibid.*, *Messages to Young People*, pp. 253-264.
 - Ibid.*, *Child Guidance*, pp. 41-44, 505-515.

can see that it is an important thing to real people and become aware of some of the ways in which they can approach Bible study.

Teaching Tips

- ☞ Present the importance of private devotions after the child has become acquainted with Jesus' love and plan for him/her.

Establishing a habit of spending time with Jesus as a friend requires dedicated guidance and supervision from both parents and leaders.

- ☞ Ideas for teaching parents about quiet time for children are provided in the "My God" section of the Appendix, along with several suggestions for planning family worships.
- ☞ The Adventurer leader can encourage private devotions by:
 - a. sharing some of his/her own experiences with private devotions;
 - b. talking of the benefits of a regular quiet time;

- c. providing frequent occasions for children to discuss their experiences;
- d. frequently discussing times, places and methods for enjoying the quiet time;
- e. making available a wide variety of devotional reading;
- f. helping and encouraging parents to assist their child in regular private (and family) devotions.

- ☞ The children or the leader may invite several adults to come in and talk about their experiences with Bible study. Keep it short (5-10 minutes). Afterwards, discuss the speaker's ideas. The children can make a chart showing what they learn from each person,

OR

Each child may write his/her question(s) on a card and present them to the adults of his/her choice.

Evaluation

The children will present and discuss their quiet time commitment cards and talk about what they have learned about Bible study.



My Self

I. I Am Special

Requirement

Make a tracing of yourself. Decorate it with pictures and words which tell good things about yourself.

Background Information

This activity is designed to help children think about themselves as individuals, and to recognize some of the similarities and differences they share with other people. Young children tend to focus on external similarities and differences but also enjoy talking about favorite likes and dislikes.

Some of the similarities that children may find as they work on their tracings include the fact that we all: 1) have bodies, with similar needs and abilities; 2) have feelings, needs, and desires; 3) make wrong choices and mistakes sometimes; and 4) are special because God made us and loves each of us.

The children will recognize many differences in size, skin, hair, and eye color, general interests, and special abilities. Differences and handicaps can be recognized as things that help each of us to be special (not as bad or scary things). The similarities we share make each of us a part of the great human family who can appreciate each other's differences and care for each other because we are all important to God.



Teaching Tips

⇒ The tracings can be made in two ways:

1. If there is sufficient paper and space, have each child lie on a large sheet of butcher paper while another child traces around his body with a water-color marking pen.
2. Tracings may also be done by using a strong light to project a profile of each child onto a piece of paper that has been taped to the wall. Another child can trace around the shadow with a pencil.

⇒ Next, have each child describe himself/herself using some of the following ideas. This may be done together at the teacher's direction, or various ideas may be written on cards for the children to work with individually. Drawings, cut-out pictures or written words and phrases may be used.

1. **Child's name**, its meaning, how parents chose it
2. **Physical Characteristics**
 - eye/hair color
 - length of foot, hand, arm
 - fingerprint, footprint
 - clothing
 - age
 - height
 - weight
 - birthday (earliest memory...)
 - home address
 - phone number
 - heart rate (sitting, running)
3. **Likes and Dislikes**
 - food
 - color
 - animal
 - things to do (alone, with friends or family)
 - game or sport
 - book
 - tree or flower
 - month or day
 - number
 - weather
 - holiday
 - hero
 - Bible verse
 - people
 - Bible character



place
 song
 subject
 things to make

4. Feelings

I feel ____ when ____
 lonely
 worried
 thankful
 happy
 angry
 embarrassed
 sad
 excited
 rejected
 afraid
 important

5. Special Abilities

best/nicest thing I ever did
 things I'm good at
 I feel good about me because...

6. Ideas and Dreams

day dreams
 three wishes
 when I grow up I will be...
 I believe in...
 someday I hope...
 something I want to change
 about myself is...
 in 5-25 years I want to...

- ⇒ Emphasize the importance of “internal” characteristics by first putting only physical things on the tracings. Ask whether the children can tell, from those things, whether a person would make a good friend or neighbor. (See 1 Samuel 16:7).
- ⇒ Display the tracings for children to discuss and enjoy. A picture of Christ and a heading such as “Jesus Made Us Special” may be hung above them.
- ⇒ Take time to discuss similarities and differences with the children to help them learn to accept and appreciate each other for their uniqueness. Discuss any prejudices or stereotypes the children might face, and help them deal with them.

Evaluation

The child will complete a body tracing.

II. I Can Make Wise Choices

Requirement

Play the “What-if?” game.

Background Information

The choices we make daily are based upon those things that we consider to be truly valuable. These values strongly influence our feelings and thoughts. They influence our decisions even though we may be unaware of it. Often people claim to value something very highly but their actions show that there is a difference between what they **claim** to value and what they **actually** value. One example would be the mother who tells her child that honesty is a priority but who keeps extra change accidentally given her by a grocery store clerk. A drastic example of this problem is provided by the Biblical Pharisees. They claimed to love God at the same time they were crucifying Him.

Examining the things we value is one of the first steps in wise decision-making. When faced with a decision, third-grade children can learn to say to themselves, “What is most important to me?” This activity enables children to practice decision-making based upon their decisions to commit their lives to Jesus.

Teaching Tips

- ⇒ Some problems which the children might consider in the “What-If?” Game include:
 - What if you had \$50; how would you spend it?
 - What if you had only one week to live; what would you do with it?
 - What if you could choose only three people in all the world; which three would you choose as friends?

The children or leader may suggest other problems. The leader may read a story to the children, stopping at the point where the problem is introduced to discuss solutions.

- ⇒ Go over one of the problems listed above with the children, modeling how they can make a wise decision. Encourage them to ask:
 - What does the Bible say about this?
 - Is this just fun for now or will it help me live happily forever?
 - Is this really important to me?
- ⇒ Allow children to work as pairs or individuals on the problem of their choice. As they present their solution to the group, they should use the questions above to explain why they think their solution is a good one. Allow for group discussion of each solution. There is no one right answer.

Evaluation

The children will present and justify a solution to one of the problems listed above.

III. I Can Care for My Body

Requirement

Earn the Fitness Fun Adventurer Award

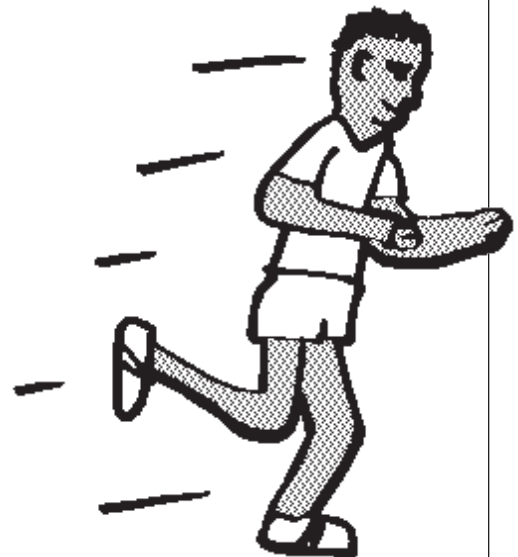
Background Information

In order to earn the Fitness Fun Adventurer Award, the children will complete the requirements listed below. Additional information may be found in the Awards section of this manual. Information about the President's and the Canadian Physical Fitness Tests may be found in the "My Self" section of the Appendix.

Fitness Fun Adventurer Award



- 1.** List at least four things that contribute to physical fitness.
- 2.** Do three different stretches. Hold a minimum of 15 seconds.
 - a.** Leg
 - b.** Back
 - c.** Arms/shoulders
- 3.** Do three of the following:
 - a.** Run, jog or walk one-half mile.
 - b.** Make a high jump. Record the highest of four jumps.
 - c.** Jump rope for three minutes.
 - d.** Climb a pole, rope or tree.
- 4.** Participate in two of the following:
 - a.** Obstacle course
 - b.** Leap frog
 - c.** Relay race
- 5.** Demonstrate your ability to do four of the following:
 - a.** Forward roll
 - b.** Ten sit-ups
 - c.** Cartwheel
 - d.** Handstand or headstand
 - e.** Hang from a bar with hands and knees
 - f.** Back bridge
- 6.** Participate in an organized game that requires physical exercise.
- 7.** Participate in a recognized fitness test:
 - a.** President's Challenge
 - b.** An equivalent program



My Self Track

I. I Am Special

A. Bible Stories and Texts

- Genesis 1, 2 Creation
 Psalm 139:14 “I am fearfully and wonderfully made...”
 1 Samuel 16:7 “Man looketh on the outward appearance...”

B. Songs

- Sing for Joy*
 “Lord, I Love to Stamp and Shout” 56
 “We Grow in Many Different Ways” 58
- Kids Sing Praise*
 “He’s Still Workin’ on Me” 26
 “Being Big” 54

C. Ellen G. White Quotes

- “To know oneself is great knowledge. True self-knowledge leads to humility that will open the way for the Lord to develop the mind and mold and discipline the character.” *Counsels to Parents, Teachers, and Students*, p. 419.
- “While we should not think of ourselves more highly than we ought, the word of God does not condemn a proper self-respect. As sons and daughters of God we should have a conscious dignity of character in which pride and self-importance have no part.” *Review and Herald*, March 27, 1888.
- “The Lord is disappointed when His people place a low estimate upon themselves. He desires His chosen heritage to value themselves according to the price He has placed upon them.” *Desire of Ages*, p. 668.

D. Books and Materials

- Adult
 Kuzma, Kay, *Developing Your Child’s Self-Worth*
- Children
You Are a Very Special Person (Pacific Press)

II. I Can Make Wise Choices

Your choice.

III. I Can Care for My Body

A. Ellen G. White Quotes

- “Every child and every youth should have a knowledge of himself. He should understand the physical habitation that God has given him and the laws by which it is kept in health.” *Ministry of Healing*, p. 402.
- “The student of physiology should be taught that the object of His study is not merely to gain a knowledge of facts and principles...The great requisite in teaching these principles is to impress the pupil with their importance, so that he will conscientiously put them in practice.” *Education*, p. 200.
- “There are but few among the young who have any definite knowledge of the mysteries of life. The study of the wonderful human organism, the relation and dependence of all its complicated parts, is one in which most mothers take little if any interest...Teach your children to reason from cause to effect. Show them that if they violate the laws of their being they must pay the penalty in suffering.” *Counsels to Parents, Teachers, and Students*, p. 126.

B. Books and Materials

- Adults
 Schultz, Terry Louis and Linda M. Sorenson, *The Organic Puppet Theatre: Children’s Exercises in Health Awareness*, (Night Owl Press).
 Carratello, Patricia, *My Body*, Sheets you can copy with body organs (Crachioli/Smith) American Heart Foundation, National Center, 7320 Greenville Avenue, Dallas, TX 75231. Write for information.
- Children
Bodywise - Workbook for elementary-age children (Concerned Communications)

My Family

I. I Have a Family

Requirement

Ask members of your family to tell some of their favorite memories.

Background Information

Every family has enjoyed experiences that were extra-special. These may be times that were particularly enjoyable or meaningful or that helped them to feel close to each other. Often families have not considered which of their activities may be important to other family members. Many family members may have experiences which they treasure but that other members have not recognized as special.

Be sensitive to the children who do not have “normal” or happy families. Emphasize that there are various kinds of families. Some children may choose to use substitute families such as the Adventurer Club “family,” the church “family,” or another family that cares about them.

Teaching Tips

- ⇒ Notes may be sent home with the children explaining the activity and its purpose.
- ⇒ Children may talk individually with each family member about their favorite memories and share their findings with the entire family afterwards OR the activity can be part of a family worship, supper-table discussion, or Adventurer Club family activity.

Evaluation

The children will share—by telling, drawing, or writing—some of their families’ favorite memories.

II. Families Care for Each Other

Requirement

Show how Jesus can help you deal with disagreements. Use:

- ⇒ Puppets
- ⇒ Role-playing
- ⇒ Your choice

Background Information

The home is the place where children first learn how to deal with disagreement and conflict. Techniques for conflict resolution are very seldom explicitly taught to children, but children pick up the habits of their parents and siblings by observing them deal with disagreement and conflict in their own lives. This modeling, whether positive or negative, has more effect on the way a young child deals with problems than does anything else. The child first develops his own personal techniques of dealing with conflict during disagreements with brothers and sisters.

This activity is designed to help every child learn positive ways of dealing with conflict and to begin to build his/her own personal habits of conflict resolution.

One of the first things that should be understood about disagreement is that disagreement is okay and normal. A disagreement does not indicate that anyone is bad, wrong, or stupid. Disagreements can be very positive because they allow people to bring problems and feelings into the open so that they can be solved. Problems or feelings that are kept inside and not dealt with can cause a person to take out his/her feelings on an innocent person or object (scapegoat), argue about insignificant details, or build up negative feelings that will damage himself/herself or someone else later on. Jesus never avoided speaking about those things that were important to Him, even though what He had to say often angered or disturbed His listeners.



What is important in dealing with disagreements is recognizing which feelings and ideas are worth bringing into the open and how this can be done in a positive way. Many conflicts can be avoided altogether, and others can be handled and solved as small disagreements by following some simple Christian principles. A Christian will seek to:

- ⇒ respect other people’s feelings and opinions, recognizing that we do not always have to agree but can often find a way to compromise or agree to disagree.
- ⇒ agree on basic rules of conduct (including God’s law) and avoid those who are not willing to follow them;
- ⇒ act toward others with kindness, support, and cooperation;
- ⇒ uphold a commitment not to harm other people or their belongings;
- ⇒ practice gentle honesty and accuracy concerning facts, feelings, and goals;
- ⇒ be willing to admit when he/she is wrong;
- ⇒ recognize that no one else is perfect either.

Children can learn a few simple steps for solving disagreements that they can use to solve a majority of their own disagreements, if they practice them with the encouragement of leaders and parents. These steps can be explained in many ways, but the basic idea is outlined below.

When you feel unhappy with someone:

FIRST: Think about it. Ask yourself: Why am I feeling this way? What is the disagreement about? Why might the other person be acting this way? Is it something I can ignore or solve myself? Am I doing something to create the problem?

SECOND: Talk about it privately. Listen. Choose a good time and place. Tell how you feel and specifically why you feel that way. Listen carefully to the other person’s feelings and try to understand why he/she is feeling that way. Never interrupt the other person when she is talking.

THIRD: Look for solutions. Together think of ways to solve the problem. This might include doing what you or the other person wants, finding a compromise, thinking of other ideas, or agreeing to disagree. Choose one solution and act on it.

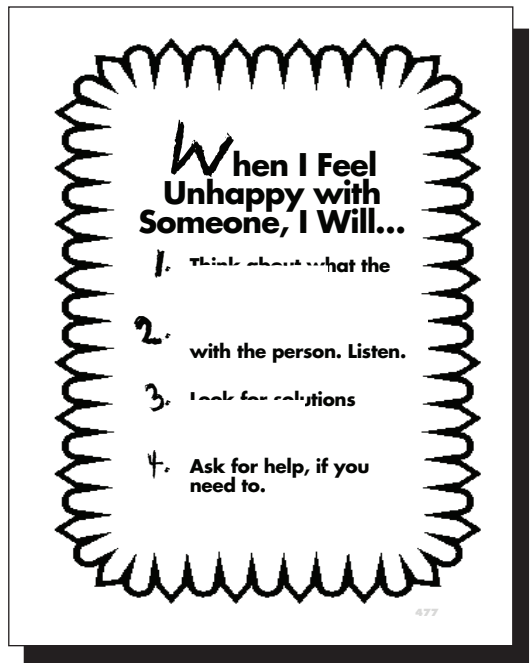
FOURTH: Ask for help if you need it. Tell your problem to an adult you trust and ask him/her to help you find a solution.

This process helps children to follow the steps of conflict resolution that Jesus gives in Matthew 18. Rather than running immediately to friends or adults with a problem, or avoiding it altogether, children learn to go to the person with whom they have the problem and try to work it out on their own. Parents and leaders must help and allow children to use these techniques to solve their own interpersonal problems.

By learning to handle small disagreements with siblings and friends as a young child, the Sunbeam will have gained the basic skills he/she will need to handle problems and conflicts he/she meets as he/she grows into a productive member of the church and of the world around him/her.

Teaching Tips

- ⇒ Make a poster presenting the steps that children can follow to solve their disagreements. Discuss these steps with the children.
- ⇒ As each step is discussed, the children may use puppets or role playing to show different ways in which they can carry out that step. It will be easier for the children



The When I Feel Unhappy with Someone, I Will... poster can be found in the “My Family” section of the Appendix.

to visualize if they are given a specific situation to deal with as they go through the steps; e.g., someone cuts in line at the drinking fountain, or your brother borrowed your crayons without permission and broke them.

- ⇒ When the children have a basic understanding of the steps, give them a variety of different conflict situations to role play, using puppets or acting out. Each child should have the opportunity to be part of a group dealing with one of the conflicts.
- ⇒ The children must practice these steps on several occasions before they begin to become a part of their thought processes.
- ⇒ The children's knowledge of these steps will have no meaning until they begin to practice the steps themselves. To do this:

- 1.** Refuse to hear children's tattling or complaints about each other until they have attempted to solve the problem themselves (except in emergency situations).
- 2.** If the child has not yet attempted to follow the problem solving steps, remind him/her to do so and be sure he remembers how.
- 3.** Supervise the child's attempts to follow the steps, if necessary. Many times children can solve the problem alone when reminded, but occasionally (especially at first) they may need some kind of supervision. The leader may need to ask the child to wait until a time when he/she can sit down with them, or he/she may supervise the problem-solving discussion by standing nearby and listening "with one ear" while supervising the rest of the group.

- ⇒ The "When You Feel Unhappy With Someone" poster may be sent home with children, together with a note explaining how it may be used.

Evaluation

The child will demonstrate positive ways of dealing with disagreement.

III. My Family Helps Me Care for Myself

Requirement

Complete one requirement of the Road Safety Adventurer Award.

Background Information

Choose the requirement from those listed below which most suits the needs of your children. If desired, the children may complete the rest of the requirements in order to earn the Road Safety Adventurer Award.



Road Safety Adventurer Award

- 1.** Identify and explain 10 important road signs.
- 2.** Tell when and where to cross the road safely.
- 3.** Give four road safety rules for:
 - a.** walking along the road by yourself
 - b.** riding your bicycle
 - c.** riding a horse
 - d.** walking with a group
- 4.** Explain why you should wear a seatbelt when riding in a car.
- 5.** Listen to a Highway Patrol Officer or other safety officer talk about safety for children.
- 6.** Play a safety game.

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R E S O U R C E L I S T

My Family Track

I. I Have A Family

II. Families Care for Each Other

A. Bible Stories and Texts

- 1 Samuel 18:31 David and Saul
- Matthew 5:9 “Blessed are the peacemakers...”
- Matthew 5:23-24 “Be reconciled to thy brother...”
- Matthew 5:43-44 “Love your enemies...”
- Matthew 18:15-20 “Tell him his fault between he and thee alone...”
- Matthew 18:21-35 “Forgive until seventy times seven...”
- Romans 12:18 “Live peaceably with all men...”
- James 4:11 “Speak not evil of one another...”

B. Songs

- 1. *Sing for Joy*
 - “I Would Be True”117
 - “Blest Be the Tie”140
- 2. *Kids Sing Praise*
 - “He’s Still Workin’ on Me”26
 - “This Is My Commandment”29

C. Ellen G. White Quote

“The word of the parents should be law, precluding all arguments or evasions. Children should be taught from infancy to implicitly obey their parents.” *Child Guidance*, p. 85.

D. Books and Materials

- 1. Adults
 - Bisignano, Judy, *Relating, Communicating*
 — worksheets for children (Good Apple).

III. My Family Helps Me Care for Myself

Please Note: These resources are only suggestions. Use your creativity by contacting your Adventist Book Center, your local book stores or the public library. There is a wealth of information there.



My World

I. The World of Friends

Requirement

Complete requirements #1 and #6 of the Courtesy Adventurer Award.

Background Information

Choose the requirement from those listed below which most suits the needs of your children. If desired, the children may complete the rest of the requirements in order to earn the Courtesy Adventurer Award.



Courtesy Adventurer Award

1. Explain what "courtesy" means.
2. Recite and explain the Golden Rule.
3. Be able to demonstrate good table manners.
 - a. properly set the table
 - b. correctly ask for and pass food
 - c. properly excuse yourself from the table
4. Make a telephone call using good telephone manners:
 - a. to an adult
 - b. to a friend of your choice

OR introduce:

 - c. an adult to a friend
 - d. your teacher to a parent
5. Share an experience:
 - a. when an adult was courteous to you
 - b. when you were courteous to another person
6. Show acts of courtesy as you:
 - a. ask for a drink
 - b. say thank you
 - c. apologize
 - d. greet a friend
 - e. share and take turns

II. The World of Other People

Requirements

- A. Explore your neighborhood. List things that are good and things you could help make better.
- B. From your list, choose ways and spend time making your neighborhood better.

Background Information:

"The children should be so educated that they will sympathize with the aged and afflicted and will seek to alleviate the sufferings of the poor and distressed. They should be taught to be diligent in missionary work; and from their earliest years, self-denial and sacrifice for the good of others and the advancement of Christ's cause should be inculcated, that they may be laborers together with God." (*Adventist Home*, pp. 486-487)

Children, from a very early age, need to begin to understand and enjoy their Christian responsibility to care for those around them. Strong habits of service can be built in early childhood by involving children in small duties and kindnesses in the home. As they get older, they can include in their concern the people around them, and they can learn to recognize and be interested in the needs of those they meet. By having the children visit people and places in their own neighborhoods, the leader can train the eyes and hearts of the children to see these needs and to direct their minds toward ways in which they can be of service to others. The neighborhood walk can also be a time of appreciation and learning about the special characteristics of their neighbors and neighborhood and to gain a better understanding of what a neighborhood is like and how it functions.

Teaching Tips

- ⇒ To prepare children for this activity, review Jesus' special trip to our earth to help us, and point out some of the many places in the Bible where He asks us to help our neighbors (See Resource List).

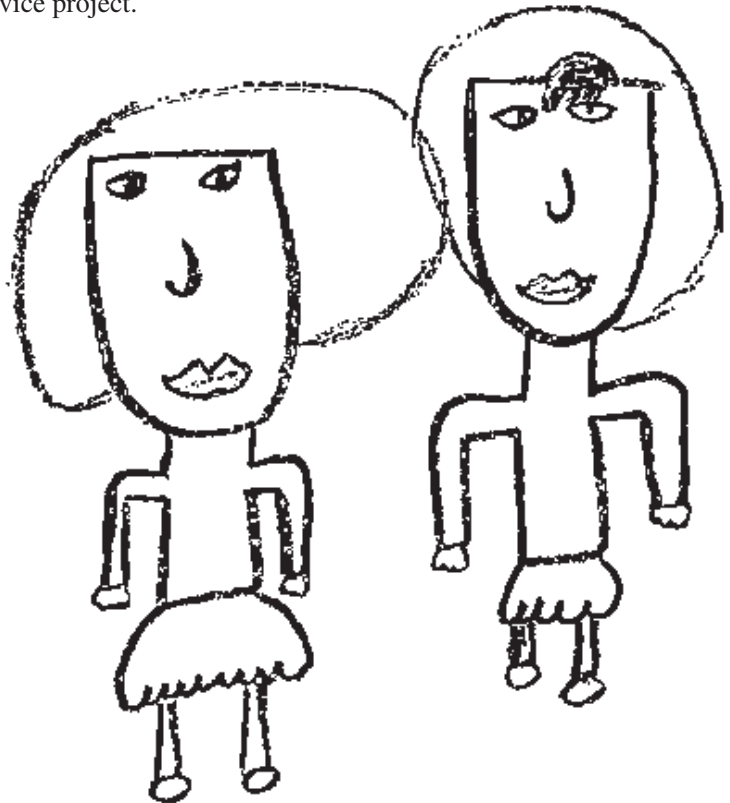
- ☞ Many Adventurer groups come together from a variety of neighborhoods. Choose one neighborhood that is representative of the rest and that is easily accessible from the Adventurer meeting place.
- ☞ Become familiar with the neighborhood before taking the children out to explore. Make a list of some of the things you want the children to see.
- ☞ The children's walking tour should be leisurely and not more than an hour and should not try to cover a whole neighborhood but rather see some of the representative parts. Part of the tour may be completed by car or bus.
- ☞ Children's lists might include: community services, such as a fire or police station or grocery store; a special landmark, such as a park, river, or special building; a particularly nicely kept home or garden (not expensive, but orderly). Help the children to find as many of these things as possible on their own so they can enjoy a sense of exploration and discovery.
- ☞ Of the things the children could help make better, physical needs such as litter and orderliness will be most obvious. They may note a lack of places to play or a need for plants and other pretty things to look at. They may be led to recognize a lack of churches in the neighborhood and be led to consider the spiritual needs of their neighbors. Many discoveries, such as angry or unhappy-looking people, will be spontaneous and should be handled with care to prevent embarrassment or offense.
- ☞ Upon returning to the meeting room, discuss and list the good things and needs the children have seen. Many neighborhood needs may be beyond the scope of the Sunbeam to solve. Nevertheless, there are things that the Sunbeam can do, and the group should be led to recognize that they are serving Jesus and making a difference through anything, big or small, that they choose to do with a caring heart.
- ☞ The children can list a number of

different projects to help the needs they have seen. Then lead them to decide upon an activity or project they can do well and feel a sense of accomplishment in completing. A few possibilities include:

- **Beautification:** Clean up a road, park, or vacant lot; plant flowers or trees.
- **Visit shut-ins:** Present programs for nursing homes or children's wards; adopt a grandparent; do yard work; wash windows; read letters and cards; make phone calls; create May baskets.
- **Help those in need:** Collect clothing or food; raise funds for a special project; tutor first graders.
- **Spiritual assistance:** Form special prayer bands; help with VBS, fair booth, neighborhood Bible club; literature distribution.

Evaluation

The child will participate in the neighborhood walk and assist with the service project.



III. The World of Nature

Requirement

Earn a Friend of Nature Adventurer Award.

Background Information

In order to earn the Friend of Nature Adventurer Award, the children will complete the requirements listed below. Additional information may be found in the Adventurer Awards section of this manual.

Friend of Nature Adventurer Award

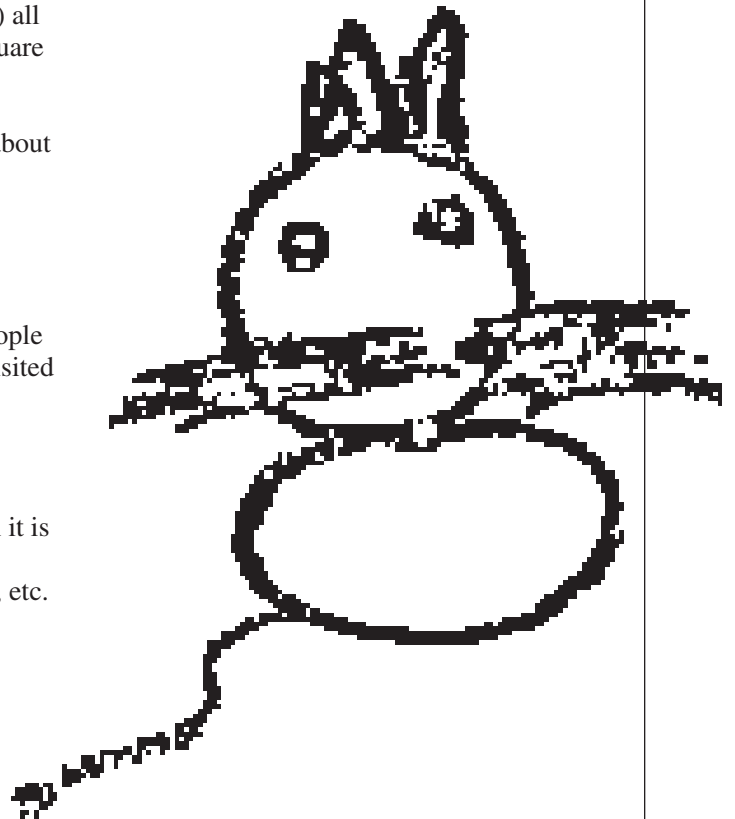


1. Take a nature walk and discover items of interest.
 - a. Show or tell what you found.
 - b. Make these items into a collage or poster.
2. List the names of three different trees and do a bark rubbing of each.
3. Collect four different kinds of leaves and compare.
4. Go on a critter hunt. Explore (or observe with a magnifying glass) all the things you can see in a 10 square foot area.

OR

Explore a yard or park and talk about what you see.

5. Visit one of the following:
 - a. zoo
 - b. park
 - c. wildlife area
6. Write a thank-you note to the people who took you to the place you visited in #5.
7. Explain:
 - a. How to become a friend of nature.
 - b. How to pick a flower when it is allowed
 - c. How to protect trees, nests, etc.



R E S O U R C E L I S T

My World Track

I. The World of Friends

II. The World of Other People

A. Bible Stories and Texts

- Luke 10:25-37 Good Samaritan
- Acts 9:36-42 Dorcas
- Matthew 25:31-46 "I was an hungred, and ye gave me meat..."
- James 2:15,16 "If a brother or sister be destitute..."

B. Songs

1. *Sing for Joy*
 - "God Made Our Hands" 57
 - "We Are His Hands" 129
 - "God Calls Us" 130
 - "Cross Over the Road" 131
2. *Kids Sing Praise*
 - "This Little Light of Mine" 40
 - "Is There Anything I Can Do" 48
 - "Jesus Bids Us Shine" 58

C. Ellen G. White Quotes

- "There are many lines in which the youth can find opportunity for helpful effort. Let them organize into bands for Christian service, and the cooperation will prove an assistance and an encouragement." *Education*, p. 269.
- "No recreation helpful only to themselves will prove so great a blessing to the children and youth as that which makes them helpful to others. Naturally enthusiastic and impressible, the young are quick to respond to suggestion." *Education*, p. 212.
- "The children should be so educated that they will sympathize with the aged and afflicted and will seek to alleviate the sufferings of the poor and distressed. They should be taught to be diligent in missionary work; and from their earliest years self-denial and sacrifice for the good of others and the advancement of Christ's cause should be inculcated, that they may be laborers together with God." *Adventist Home*, pp. 486-487.
- "Take up the work that should be done in your neighborhood, for which you are held responsible. Wait not for others to urge you to take advance steps." *Adventist Home*, p. 488.

III. The World of Nature

A. Bible Stories and Texts

- Parables of Jesus
- Psalms

B. Songs

1. *Sing for Joy*
 - "I See the Love of God" 34
 - "Can You Count the Stars" 35
 - "God Knows Me" 47
 - "Every Flower That Grows" 55
 - "The Wise Man and the Foolish Man" 62
 - "Water of Life" 66
2. *Kids Sing Praise*
 - "Step Into the Sunshine" 23
 - "Wide As the Ocean" 38
 - "Praise God" 56

C. Ellen G. White Quotes

- "The heart not yet hardened by contact with evil is quick to recognize the Presence that pervades all created things." *Education*, p. 100.
- "So far as possible, let the child from his earliest years be placed where this wonderful lesson book shall be opened before him." *Education*, pp. 100-101.
- "Let the little ones play in the open air; let them listen to the songs of the birds, and learn the love of God as expressed in His beautiful works. Teach them simple lessons from the book of nature..." *Counsels to Parents, Teachers, and Students*, p. 146.
- "Children should be encouraged to search out in nature the objects that illustrate Bible teachings, and to trace in the Bible the similitudes drawn from nature. They should search out, both in nature and in Holy Writ, every object representing Christ, and those also that He employed in illustrating truth." *Education*, p. 120.

D. Books and Materials

1. Adults
 - Coleman, William L., *Listen to the Animals: Devotionals for Families with Young Children* (Bethany House)



Builder Curriculum



Basic Requirements

I. Responsibility

Requirements

- A. Recite the Adventurer Pledge and Law.
- B. Explain the Pledge.

The Adventurer Pledge

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

The Adventurer Law

Jesus can help me to:

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

Background Information

The Adventurer Pledge serves as a regular reminder of the importance of striving for excellence, and as a spoken commitment to work toward this goal. The words, “Because Jesus loves me,” provide the children with the ultimate reason for doing their best. “Whether you are rich or poor, great or humble, God calls you into active service for Him. It will be by doing with your might what your hands find to do that you will develop talent and aptitude for the work.” (9 Testimonies, p. 129) Each child’s best is different and valuable to God.

By the time children reach the Builder level, they will be thoroughly familiar with the Adventurer Pledge and Law. They should have had many opportunities to discuss and apply them to their daily lives. Explaining the Pledge to another person will help children think more deeply and clearly about it.

Teaching Tips

- ⇒ Review the pledge and law in a way that will inspire the children to understand it and strive to fulfill it. Related Bible stories, songs, and texts for discussion are suggested in the **Resource List** at the end of the Builder section.
- ⇒ Each Builder may choose one person such as a leader, family member, younger

.....
A D V E N T U R E R P L E D G E

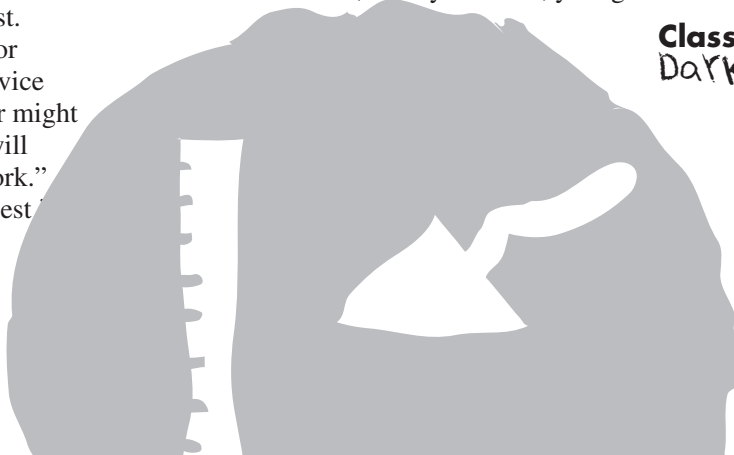
Because Jesus loves me, I will always do my best.

.....
A D V E N T U R E R L A W

Jesus can help me to:

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

Class Color:
Dark Blue



Adventurer or friend to explain the Pledge to.

- ⇒ Repeat the Pledge and Law at every Adventurer meeting. Refer to the pledge at appropriate times during the course of other activities. Thus it will become a part not only of the children’s rote memory but also of their daily thoughts, actions and choices.

Evaluation

The children will repeat the Adventurer Pledge and Law and explain the steps.

II. Reinforcement

Requirement

Earn the Builder Reading Award

Background Information

The Builder Reading Award is awarded to children who read:

- 1.** Three chapters from the book of Acts in a modern translation
- 2.** A Bible story book or a 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

The Builder reading requirements are directed specifically toward the topics the children will be covering in the Adventurer curriculum.

Teaching Tips

- ⇒ Many good storybooks are available that deal with the topics listed above in a truthful and sympathetic way. Read any new book carefully to determine whether it is appropriate for the Builder age group and upholds Christian beliefs and standards. (More detailed criteria are provided in Appendix.)
- ⇒ A simple reading motivator can be made by adding a new link to a reading chain each time a book is completed. Photocopy links on colored paper and allow space for the name of the book, the topic and the child’s name. Join the links to each other in the manner of a real chain or cut them in a special shape (such as smiley faces, etc., to fit a theme) and post them on a wall to stretch around the room. (See Appendix for examples.)
- ⇒ Reading lists may be distributed at the beginning of the summer so books may be completed over the summer months.
- ⇒ A parent, teacher, leader, older Adventurer, Pathfinder, or grandparent may read to the Builder, if necessary.

R E S O U R C E L I S T

Basic Track

I. Pledge and Law

A. Bible Stories and Texts

- Genesis 39-41 Joseph and Potiphar
- Matt. 25:14-30 Parable of the Talents
- Ecclesiastes 9:10 “Whatsoever thy hand findeth to do...”
- Luke 16:10 “He that is faithful in that which is least...”
- Colossians 3:23 “Whatsoever you do, do it heartily...”

B. Songs

1. *Sing for Joy* (Review and Herald Publishing Association)
 - “The Wise May Bring Their Learning”148
 - “I Want to Be”124
2. *Kids Sing Praise* (Brentwood Publishing)
 - “With My Whole Heart”69

C. Ellen G. White Quotes

- “Never underestimate the importance of little things. Little things supply the actual discipline of life. It is by them that the soul is trained that it may grow into the likeness of Christ, or bear the likeness of evil.” *Child Guidance*, pages 129, 130.
- “Be faithful. Put your heart into your work. Imitate none who are slothful, and who give divided service... So long as you undervalue the importance of faithfulness in the little duties, your character-building will be unsatisfactory.” *Messages to Young People*, page 148.

Evaluation

The children will turn in lists, signed by an adult, giving the name and topic of each book read.

My God

I. His Plan to Save Me

Requirements

- A.** Create a story chart or booklet showing the order in which these stories took place:

- Paul
- Martin Luther
- Ellen White
- Yourself

OR

the Bible stories you are studying in your classroom or Sabbath School.

- B.** Use your story chart or booklet to show someone how to give one's life to Jesus.

Background Information

The Builder requirement expands upon the basic understandings of salvation that were presented at the Sunbeam level. Throughout the Adventurer classwork, beginning with the Busy Bee, the children have been encouraged to make decisions for Jesus. At the earliest levels, children were encouraged to choose to be thankful for Jesus' watchcare and to obey His good rules. Later they learned to choose to let Jesus rescue them from sin by asking for His forgiveness and accepting His help to do better.

Most Builders have reached a level where they are ready to accept Christ as their personal Savior and commit their lives to Him. Whether or not they have already done so, they need to review the steps that inform their decision. This requirement emphasizes the central importance of giving one's life to Jesus and helps children understand how this can be done.

Some simple steps may be outlined for them to follow in giving their lives to Jesus.

Steps to Jesus

- 1.** Recognize GOD'S LOVE for them. (1 John 4:8)
- 2.** Admit THEIR NEED; all have sinned and deserve to die. (Romans 3:23, Revelation 21:27, John 8:21,24)

- 3.** JESUS is the WAY. The sinless Son of God died for our sin. He is the only way to heaven. (John 3:16, I Corinthians 15:3, 4)
- 4.** Help them RECEIVE JESUS. They admit their need and ask forgiveness. They state their belief in Jesus and ask Him into their lives. (John 1:12, Revelation 3:20)
- 5.** Give them ASSURANCE that they are God's children and have a place in heaven. (John 3:36, 3:16, 1:2)

Each of the stories used on the builder's story chart provides an example of how a Bible character has committed his/her life to Jesus.

The experience of Paul, in his conversion, demonstrates how dramatically a commitment to Jesus Christ can change one's life. Until Paul discovered who Jesus really was, he was dedicated to doing things that were harmful and cruel (even though he thought they were right). When Paul met Jesus on the road to Damascus, he recognized his mistake and was very sorry for what he had done. He chose to be baptized in order to show his decision to die to his old life and to live a new life for Jesus. Because Paul chose to believe in Jesus and to live for Him, Jesus changed Paul. Paul became one of His greatest witnesses.

The Philippian jailer saw that Paul and Silas seemed to be happier and kinder than anyone he had ever met. He was impressed by the way they behaved in the jail and asked them why they acted that way. Paul and Silas told him all about Jesus and how He had helped them to become good and happy. The jailer decided that he wanted to belong to Jesus, too. He was baptized and, instead of hurting Paul and Silas again, he cared for their wounds and listened carefully to what they had to say.



The stories of Martin Luther and Ellen White show that God's interest in the people of earth did not end with the New Testament. Both experienced a conversion to Jesus Christ. They stood firmly for Him through many difficult trials to make great contributions to God's work of preparing people for His coming. (Stories from the classroom or Sabbath School Bible curriculum may be chosen to emphasize these same concepts, if you prefer.)

The story chart activity gives the children an understanding of how these stories, and how our own personal stories, fit into the span of history since Jesus lived on earth. These stories illustrate the experiences of: 1) the New Testament church; 2) the church of the Middle Ages; 3) the beginnings of the Adventist church; and 4) the child's personal place in history. This brings us back to the second coming of Jesus that was introduced at the Busy Bee level, which may be reviewed and reappreciated here.

Teaching Tips

- ⇒ Follow the description at the end of the teaching tips for the Bible story chart. (A similar chart, relating to the stories covered in the classroom or Sabbath School, may be made by following the same basic instructions and inserting pictures from other sources.)
- ⇒ The story chart may be used in three different ways:
 1. Place the pictures on a large wall story chart, adding each new picture as you tell the story. The children may refer to this chart as they work on their own chart(s) and as they learn about other stories from the Bible and from history.
 2. Children may also color the pictures and use the stories and labels to create their own story charts or story chart booklets.

⇒ In the first presentation, use the Bible story chart to give an overview of the battle between good and evil and to show how the Builder stories fit into that battle.

1. Review the sections of history covered in Busy Bee (creation and Jesus' second coming), and Sunbeam (life, death, and resurrection of Jesus). The pictures and labels describing these events may be placed on the story chart in black and white.

2. Color the new Builder pictures and add them to the story chart as you briefly describe how they fit into God's plan of salvation. Briefly discuss the stories and pictures from these levels.

- ⇒ After giving children an overview of the Bible story chart, deal with the stories in more detail by spending one or more worships or class periods working with each story. Help the children to identify with each Bible character and to understand the steps that the characters went through as they committed their lives to Jesus.
- ⇒ Participation in a skit can help the children become more personally involved in the Bible story. An impromptu skit may be enacted by allowing children to take the parts of the various characters and acting and speaking in the way they feel the character would have done. Present the skit immediately or practice several times. A prepared skit may also be used in which the children practice reading or learning the lines. Props may be as simple or complex as desired.
- ⇒ The children may also prepare a "newspaper" from the time in which the story took place. Some may write articles from different perspectives (e.g., a head priest, a soldier, or a Christian writing about Paul's conversion). Others may prepare pictures, articles, advertisements, etc., that fit in with that time and place.

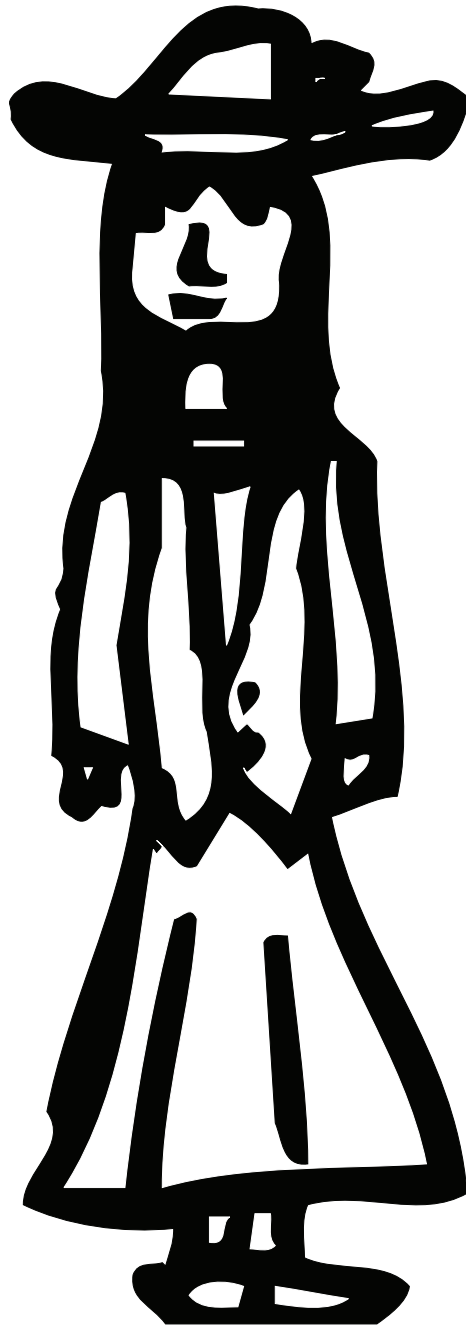
☞ The primary focus of these stories is to help and encourage the children to give their lives to Jesus. Not all will be ready or willing to commit their lives at this time, but the children should understand what it means and how they can do so. Do not pressure them to make a decision before they are ready. To help them do this:

1. Pray yourself for the Holy Spirit's leading.
2. Take the children through the Steps to Jesus on page 99.
3. Ask the children if they would like to make a decision to give their lives to Jesus. If so, ask them if they would stay and talk to you after class.
4. Take children individually through the steps of receiving Jesus. Help them pray their own prayer, telling God that they admit their need, ask forgiveness, state their belief, and ask Jesus into their life.
5. Many children will find it easier to take this step if they have previously made private, inner decisions. They now follow up by making their decision public— by telling a parent, a leader, and their pastor. They may start planning to join a baptismal class. (But avoid hurrying them into the tank without adequate preparation.)
6. Plan to review the Steps to Jesus more than once.

☞ The children may share their skits or newspapers with other individuals or with groups during a club or classroom worship or Sabbath School special feature.

Evaluation

The children will place the pictures and labels correctly on the Bible story chart. They will tell how they used their story chart or booklet to show someone else how to give his/her life to Jesus.





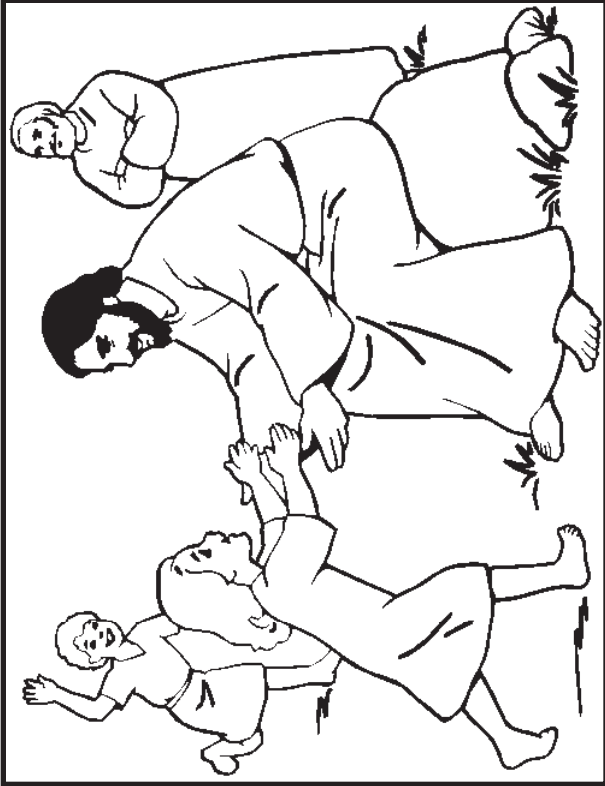
God's Church Disobeys

Many people began to disobey what Jesus taught in the Bible. But Martin Luther was excited when he read what the Bible really said about God's love and forgiveness.

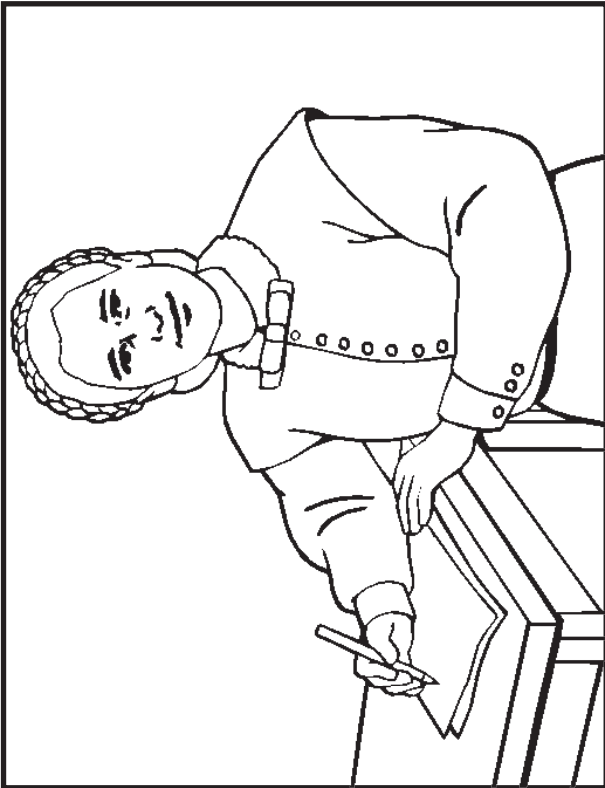


The Disciples Share Jesus' Love

The disciples shared Jesus' love with everyone. Because Paul and Silas were so joyful and kind, the Philippian jailer decided to live for Jesus, too.



Gets Ready to Meet Jesus



God's Church Prepares for His Coming

Over 150 years ago, people who were studying their Bibles realized that Jesus would come very soon. They began to get ready to meet Him. God gave Ellen White special dreams to help them.

II. His Message to Me

Requirement

A. Find, memorize, and explain three Bible verses about giving your life to Jesus.

- Acts 16:31
- John 1:12
- Galatians 3:26
- 2 Corinthians 5:17
- Psalms 51:10
- Your choice

B. Name the books of the New Testament.

Background Information

The memory verses listed in this requirement have been chosen to reinforce the Helping Hand's understanding of the basic concepts of Christian living: 1) I want to obey God and escape from evil; 2) I can commit my life to Jesus and He will forgive and help me; 3) I do my best to live for Him, and He is always there to forgive and help me when I ask; and 4) I am becoming the person He wants me to be. Other verses that cover these concepts may also be used to meet this requirement. (See the Resource List at the end of this section.)

Learning the books of the Old Testament completes the Adventurer's memorization of the Bible books. The Helping Hands will be dealing with these books as they work with their Bible verses and the story chart.

Teaching Tips

- ⇒ The memory verses may be chosen by the child with the help of the leader. Read and discuss each verse before choosing three verses that will be most helpful to the child at this point in his/her experience with Jesus. The foremost goal in learning the memory verse is for the child to understand its meaning and its application to his/her life.
- ⇒ As the child repeats the memory verse, ask him/her to explain what it teaches him/her about how to live for Jesus.
- ⇒ A wide variety of techniques for teaching the memory verses are explained in the "My God" section of the Appendix.

- ⇒ Refer to the Scriptures frequently while working with the Bible story chart. In this way memorization of the Old Testament will be made simpler and more meaningful.

Evaluation

The children will find, repeat, and explain the Bible verses and name the books of the Old Testament.

III. His Power in My Life

Requirements

- A.** Spend a regular quiet time with Jesus to talk with Him and learn about Him.
- B.** Ask three people why they are glad to belong to Jesus.

Background Information

If a child learns at an early age to set aside daily time for private devotions, and if he/she is helped to make this a habit, it will be easier to avoid that long uphill battle which most Christians face in making a habit of finding time for God.

Because families have widely differing schedules and levels of commitment, and because children have differing levels of ability and interest, the requirement leaves the frequency, length and format of these "quiet times" open. These factors can be decided upon by the child in consultation with a parent or leader ranging from the ideal of daily morning and evening devotions to a minimum of weekly Sabbath School, or club worship for those who are unable to participate in any other way. In the beginning, a parent or other adult will need to spend the quiet time with the child, teaching him/her how to enjoy spending time with Jesus.

There are many different ways in which children learn more about Jesus. By listening to other Christians talk about their experiences with Bible Study, the children can see that He is an important person to real people and become aware of some of the ways they can find to live for Him.

Teaching Tips

- ⇒ Present the importance of private devotions after the child has become acquainted with Jesus' love and plan for him/her. Establishing a habit of spending time with Jesus as a friend requires dedicated guidance and supervision from both parents and leaders.
- ⇒ Ideas for teaching parents about quiet time for children are provided in the "My God" section of the Appendix, along with several suggestions for planning family worships.

- ⇒ The Adventurer leader can encourage private devotions by:
 - a. Sharing some of his/her own experiences with private devotions
 - b. Talking of the benefits of a regular quiet time
 - c. Providing frequent occasions for children to discuss their experiences
 - d. Frequently discussing times, places and methods for enjoying the quiet time
 - e. Making available a wide variety of devotional reading
 - f. Helping and encouraging parents to assist their child in regular private (and family) devotions.
- ⇒ The children or the leader may invite several adults to come in and talk about why they are thankful to be Christians. Keep it short (5 to 10 minutes). Afterwards, discuss the speaker's ideas. The children can make a chart showing what they learn from each person. Or each child may write his/her question(s) on a card and talk to the people of his/her choice.

Evaluation

The children will present and discuss their quiet time commitment cards and talk about what they have learned about the joy of living for Jesus.



My God Track

I. His Plan to Save Me

A. Other Bible Stories About Joining God's Family

- John 3 Nicodemus
 Acts 8 Philip and the Ethiopian
 Eze. 37:1-14 Ezekiel and the bones

B. Songs About the Assigned Stories

1. *Sing for Joy*
 "Saints of God"61
2. *Kids Sing Praise*
 "Zacchaeus Was a Very Little Man"73

C. Books and Materials About the Assigned Stories

1. Adult
 Ingle, Clifford, *Children and Conversion* (Broadman)
Children's Bible Lessons. Seven basic colorful Bible studies. General Conference Church Ministries).
New Testament Maps and Charts (Standard).
2. Children
The Day Betty Was Born, The Only Way Out, Sam and the Scarecrow. Flannelgraph stories on the steps of salvation (Bible Club Ministries).

II. His Message to Me

A. Other Bible Texts About Joining God's Family

- Ezekiel 36:26, 27 "A new heart also will I give you..."
 John 1:12, 13 "But as many as received Him, to them gave He Power to become the sons of God..."
 Hebrews 10:16, 17 "I will put My laws into their hearts..."
 Revelation 3:20 "Behold, I stand at the door and knock..."

B. Songs About Joining God's Family

1. *Sing for Joy*
 "From the Darkness Came Light"53
 "Redeemed!"68
 "Give Your Heart to Jesus"118
 "I Have Decided"119
 "Right Now"123
 "Into My Heart"125
 "You Must Open the Door"128
2. *Kids Sing Praise*
 "Grace Is Bigger"60
 "Amazing Grace"62

C. Ellen G. White Quotes

- "[The children] must understand distinctly what they must do to be saved." *Counsels to Parents Teachers and Students*, p. 168.
 "... Very young children may have a correct view of their state as sinners and of the way of salvation through Christ." *Child Guidance*, p. 491.
 "Teach them that the Saviour is calling them." *Desire of Ages*, p. 517.

III. His Power in My Life

A. Bible Stories and Texts

- John 17:13 "They might have My joy fulfilled in themselves..."
 I John 5:11-13 "He that hath the Son hath life..."

B. Songs

1. *Sing for Joy*
 "Think of a World Without Any Flowers" ..60
 "I'm So Happy"65
 "Soon and Very Soon"89
2. *Kids Sing Praise*
 "Climb, Climb Up Sunshine Mountain"43
 "Standing in the Need of Prayer"64

C. Ellen G. White Quotes

- "Teach them to look to God for strength. Tell them that He hears their prayers . . . Lead them to unite with God, and then they will have strength to resist the strongest temptation." *Child Guidance*, pp. 172, 173.
 "In every Christian home God should be honored by the morning and evening sacrifices of prayer and praise. Children should be taught to respect and reverence the hour of prayer." *Counsels to Parents and Teachers*, page 110.
 "Jesus knows the needs of children, and He loves to listen to their prayers. Let the children shut out the world and everything that would attract the thoughts from God; and let them feel that they are alone with God... Then, children, ask God to do for you those things that you cannot do for yourselves. Tell Jesus everything... When you have asked for the things that are necessary for your soul's good, believe that you receive them, and you shall have them." *Adventist Home*, p. 299.

Continued on page 120.

My God Track (continued)

D. Books and Materials

1. Adult

White, E. G., *Education*, pp. 253-261 (Pacific Press Publishing Association).

Ibid, *Messages to Young People*, pp. 247-253 (Pacific Press Publishing Association).



My Self

I. I Am Special

Requirement

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

Background Information

Children gain a sense of self-worth and meaning in their lives when they know that they are important and needed. Each child has a contribution to make to the world. An analogy can be made to the parts of the human body or the notes in a musical score. Every part is of vital importance. Without the unique contribution of each part, the “whole” would be incomplete and unable to function properly.

God gives each child the ability to act in loving and caring ways. Some types of service, such as courtesy, encouraging words, willingness to help with tasks, a simple smile or standing for what is right, are available to us all. Other types of service are done best by those gifted with particular talents, such as tutoring in math, fixing a broken toy or creating artwork. Thinking about ways of serving others can be of great value to the children, molding their minds to think as Jesus did.

Teaching Tips

- ⇒ The “Resource List” at the end of the **Builder** section contains stories, songs, and texts that may be used in motivating children to recognize the importance of Christian service.
- ⇒ Together, list various ways to be of service to God and others. Encourage the children to search for new ways they can be involved in service. Let children choose several ways to illustrate their projects. They may want to create a class display or to work on their own projects individually.
- ⇒ The children may use a simple camera to add excitement as children “catch each other” in acts of service OR they may work together to set up and

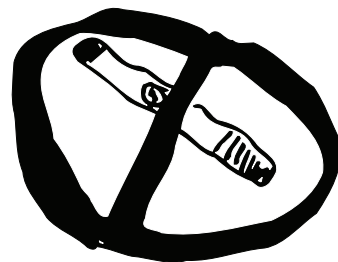
photograph scenes of various ways they can be of service.

- ⇒ Provide note paper for the children to write “happygrams” or appreciation notes for acts of helpfulness and service they have observed in each other. These may be written throughout the day and read together at the end of the Adventurer time or done as a group with each child writing a note to each of the other children and then exchanging them.
- ⇒ The scrapbook, collage, or poster may contain photographs, appreciation notes, drawings and written descriptions of ways the children can be of service. If done well, the children will treasure these projects for years to come.

Evaluation

The child will make a scrapbook.

**NO
SMOKING**



II. I Can Make Wise Choices

Requirements

Earn the Media Critic Adventurer Award.

Background Information

In order to earn the Media Critic Adventurer Award, the children will complete the requirements listed below. Additional information may be found in the Awards section of this manual.

Media Critic Adventurer Award



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

III. I Can Care for My Body

Requirement

Earn the Temperance Adventurer Award.

Background Information

In order to earn the Temperance Adventurer Award, the children will complete the requirements listed below. Additional information may be found in the Awards section of this manual. Information about the President’s and the Canadian Physical Fitness Tests may be found in the “My Self” section of the Appendix.

Temperance Adventurer Award



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

OR

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

OR

 Create a poster or illustration showing the dangers of drug abuse.

7. Identify two famous people or athletes who are the best in their area and tell why they do not use tobacco, drugs, or alcohol,

OR

Interview two people you know who live happily and healthfully without using tobacco, drugs, or alcohol, and discuss with them their reasons for being temperate.

8. Participate in a recognized fitness test:
- a. President's Challenge
 - b. An equivalent program



RESOURCES LIST

My Self Track

I. I Am Special

A. Bible Stories and Texts

- 2 Kings 5 Naaman's Maid
- 2 Samuel 1, 2 Young Samuel
- Jer. 1:1-10 Young Jeremiah
- Isaiah 58:6-12 "Is not this the fast that I have chosen..."
- Matthew 10:42 "Whosoever shall give to drink unto one of these little ones..."

B. Songs

- 1. *Sing for Joy*
 - "God Made Our Hands" 57
 - "We Are His Hands" 129
 - "God Calls Us" 130
 - "Cross Over the Road" 131
 - "A Happy Home" 136

C. Ellen G. White Quotes

- "Study how to teach the children to be thoughtful of others. The youth should be early accustomed to submission, self-denial, and regard for others' happiness." *Counsel to Parents, Teachers, Students*, pp. 123-124.
- "A hearty, willing service to Jesus produces a sunny religion." *Adventist Home*, page 431.
- "God's purpose for His children growing up beside our hearths is wider, deeper, higher than our restricted vision has comprehended. From the humblest lot, those whom He has seen faithful have in times past been called to witness for Him in the world's highest places." *Adventist Home*, p. 484.
- "Those who, so far as it is possible, engage in the work of doing good to others by giving

practical demonstration of their interest in them, are not only relieving the ills of human life in helping them bear their burdens, but are at the same time contributing largely to their own health of soul and body." *Messages to Young People*, p. 209.

II. I Can Make Wise Choices

A. Bible Stories and Texts

- 2 Kings 5 Gehazi
- Daniel 3 Daniel's Friends
- Matt. 13:44-46 Pearl parable
- Matthew 6:33 "Seek ye first the kingdom of God..."
- Mark 9:35 "The first shall be last..."
- I Timothy 6:10 "Love of money is the root of all evil..."

B. Songs

- 1. *Sing for Joy*
 - "Seek Ye First" 67
 - "I Would Be True" 117
 - "I Have Decided" 119
- 2. *Kids Sing Praise*
 - "Boys and Girls for Jesus" 13
 - "Jesus in the Morning" 52
 - "Only One Way" 63

C. Ellen G. White Quotes

"Christ calls everyone to consider. Make an honest reckoning. Put into one scale Jesus, which means eternal treasure, life, truth, heaven and the joy of Christ in souls redeemed; put into another every attraction the world can offer." *Messages to Young People*, p. 130.

My Family

I. I Have a Family

Requirements

- A.** Share one way your family has changed. Tell how you felt and what you did.
- B.** Find a story in the Bible about a family that changed.

Background Information

Nothing in life is static. Every family undergoes changes. Some of these changes are good and others are painful, but all of them require adjustments for the child. Helping children to talk about their feelings and thoughts is one of the first steps in dealing with the stress caused by change. Some things that can help children deal with change—

1. Accept the fact that the change has happened.
2. Find out if you helped to cause it (children often blame themselves for problems and need to know it is not their fault).
3. Do anything you can to help (action makes us feel effective and helps to heal the pain).
4. Talk about your thoughts and feelings with someone you trust.



5. Cry if you feel like it.
6. Share love with others.

Major changes in the family are caused by additions to the family.

Bible stories illustrating these changes include:

- ⇒ New Siblings: Baby Moses
- ⇒ Foster or Adoptive Children: Samuel, Moses, Esther
- ⇒ Blended Families: Jesus
- ⇒ Other additions to the family: Timothy's grandmother

Other dramatic changes in the family are caused by separation or loss. Bible stories dealing with these changes include:

- ⇒ Death: Isaac, Lazarus, Jesus
- ⇒ Divorce: David and Michael
- ⇒ Rebellion: Cain, Jacob, Joseph and his brothers
- ⇒ Illness: The people Jesus healed
- ⇒ Moving: Adam and Eve, Abraham and Sarah

Another very happy change that happens to some families is conversion to Jesus Christ and joining a church. The story of the Philippian jailer, which the Builders are studying this year, provides an excellent example of this.

Teaching Tips

- ⇒ This activity may be introduced by telling a simple story about a change that happened in your family and how you reacted to it. This will help the children to understand the purpose of the activity and to feel more comfortable in talking about their feelings.
- ⇒ Ask each child to think of one change that has happened in his family recently. Then help him/her to choose one of the Bible families most similar to his/her own.
- ⇒ The child may then read about that Biblical family and tell or write about what he/she can learn from that family.

Evaluation

The child will tell or write about a Bible family similar to his/her own.

II. Families Care for Each Other

Requirement

Play the “I Care” game by having each family member plan a special way to show appreciation to each of the other members of the family.

Background Information

The family is a special blessing that God has given to each of us. This activity can help children to remember the specialness and value of each of their family members, and to practice showing appreciation for each person’s contribution.

Teaching Tips

- ⇒ Introduce this activity by reviewing with the children some of the reasons to appreciate their parents, siblings, and other family members. Discuss different ways of showing their appreciation. Send a note home with the children explaining to parents how to play the “I Care” game at home. A sample letter is provided on the following page.
- ⇒ This activity should be presented to the family at one of the Adventurer parent meetings. Use stories, discussion, or a film to help families focus on reasons to appreciate each of their members. Then provide time at the end of the meeting to plan and initiate their ways of showing appreciation.
- ⇒ Have children report back to the class



things they especially liked about playing the “I Care” Game with their family. In this way, the teacher can keep track of each family’s participation.

- ⇒ Be sensitive to the children who do not have “normal” or happy families. Emphasize the various kinds of families and, if necessary, allow children to use substitute families. Examples of substitute families include: the Adventurer Club “family,” the church “family,” or another family that cares about them.

Evaluation

The children will play the “I Care” Game with their family and share the results.

Date

Dear Parent,

One of the requirements that your child must complete this year in order to earn the Builder pin in Adventurer Club involves participating in a special activity with the family. This activity is designed to help family members recognize and express their appreciation for each other.

The “I Care” Game works best when all the family members play it together. It can be played at family worship, family meeting, Sabbath afternoon, or as a special family night. Sit down together and list some of the special reasons for appreciating each of the members of your family. Then allow each family member to plan a special way to show his or her appreciation to each of the other members of the family. Some ways of showing appreciation to family members might include writing notes telling what you especially appreciate about each other or planning a special activity, favor, or gift for each member of the family. These may be given to each other in the form of a specially designed coupon that may be redeemed at a later date.

When all the notes or coupons are complete, it is fun to sit down with the entire family to read them. You will enjoy the feelings of pride and appreciation. You may want to discuss how each person’s special attributes contribute to family happiness.

I hope you find the “I Care” Game a valuable experience for your family. Please let me know if you have any questions.

Sincerely,

“I Care” Letter

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A reproducible copy of this “I Care” letter can be found in the “My Family” section of the Appendix.

My Family Track

I. I Have a Family

A. Bible Stories and Texts

Additions:

- Foster Care/Adoption: Samuel, Moses, Esther
- New Sibling: Moses, Cain
- Blended Family: Jesus, Isaac and Ishmael

Separation and Loss:

- Death: Jesus
- Missing Members: Jacob and Esau, Joseph, Absalom
- Moving: Adam and Eve, Abraham, Lot
- Illness: Widow of Zerepath

B. Books and Materials

1. Children
 - Earnhardt, Crystal, *Annie's Secret*. Alcoholic parent.
 - Leaf, VaDonna Jean, *A Father for Jason*. Augsburg Fortress, Minneapolis, MN 1994.

II. Families Care for Each Other

A. Bible Stories and Texts

Exodus 20:12 "Honor thy father and thy mother"

B. Songs

1. *Sing for Joy*
 - "A Happy Home"136
 - "Love at Home"137
2. *Kids Sing Praise*
 - "This is My Commandment"29

C. Ellen G. White Quotes

"Those who cherish the spirit of Christ will manifest politeness at home, a spirit of benevolence even in little things. They will be constantly seeking to make all around them happy, forgetting self in their kind attention to others." *Adventist Home*, p. 423.

"Children and youth, in your earliest years you may be a blessing in the home." *Messages to Young People*, p. 332.

"The life of Christ teaches you, children, that it should be the study of your life to make your parents happy. It is your privilege to be a comfort and a joy..." *Youth Instructor*, September 1873.

D. Books and Materials

1. Adults
 - Faber, Adele and Elaine Mazlish, *Siblings Without Rivalry*.

III. My Family Helps Me Care for Myself

Requirement

Complete one requirement of the Wise Steward Adventurer Award.

Background Information

Choose the requirement from those listed below that most suits the needs of your children. If desired, the children may complete the rest of the requirements in order to earn the Adventurer Award. Additional information may be found in the Awards section of this manual.

Wise Steward Adventurer Award



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

My World

I. The World of Friends

Requirements

- A.** Make friends with a person of another culture, generation, or someone who is handicapped.
- B.** Invite that person to a family or church event.

Background Information

Children learn prejudice toward others from the people and places around them. Their experiences or lack of experiences with different kinds of people may cause them to make inaccurate stereotypes about what an entire group of people is like. It is through learning about and associating with a wide variety of people that prejudices can be broken down. In this way a more accurate understanding of people as valuable individuals develops.

To be prejudiced toward someone means to pre-judge that person and to treat him/her in a different way. The problem with pre-judgments is that they are often untrue and they cause us to treat people unfairly. Prejudice may involve stereotypes about age, race, country of origin, religion, looks, intelligence, gender, political beliefs, culture, or economic status.

Children may become aware of prejudice and learn to avoid it by:

- 1.** Recognizing that everyone has the same basic feelings and needs and that everyone wants to be loved, trusted and respected.
- 2.** Learning to tell the difference between a fact and an opinion.
- 3.** Keeping an open mind about each person they meet.
- 4.** Spending time with people who are different from them.

Teaching Tips

- ⇒ Use a story or personal example to help the children understand what prejudice is and why it is so damaging. See the “Resource List” at the end of the **Builder** section for suggestions.
- ⇒ Work with the children individually or as a group to choose a person or group of people to make friends with. Tact should be used in helping the children realize and communicate the fact that they are doing this activity to learn more about some very special people and not to put anyone down in any way.
- ⇒ The children can become involved with:
 - a nursing home
 - a school for the blind, deaf, or mentally challenged
 - a church club, Sabbath School class, or school of another race, etc;
 - their own neighborhood.
- ⇒ After spending time with these people and building a friendship, the children may invite them to a special program at the church, school, or home or may invite them to join the Adventurer Club or Sabbath School. The Busy Bee chapter, “World of Friends” section contains information on how to make new friends.

Evaluation

The children will tell about their new friends and the activity they took part in together.

earth



II. The World of Other People

Requirements

- A. Know and explain your national anthem and flag.
- B. Name your country's capital and the leader of your country.

Background Information

Builders need to have a beginning awareness of their country and what it stands for.

Teaching Tips

- ⇒ The children may prepare a booklet or bulletin board about their country. The booklet can include:
 - a copy of the national anthem
 - a drawing of the flag, with parts and symbols labeled
 - a map of the country showing the capital
 - a picture or description of the country's leader
 - pictures of interesting places
 - other interesting information

Evaluation

The child will demonstrate knowledge of his/her country's flag, anthem, capital and leader.

III. The World of Nature

Requirement:

Earn an Adventurer Award for nature, not previously earned.

Background Information

Adventurer Awards in nature that are appropriate for the Builder age level include:

- Astronomer
- Camper
- Birds
- Kite Fun
- Flowers
- Cyclist
- Gardener
- Geologist
- Hiking Fun
- Outdoor Explorer
- Trees
- Skier

The requirements for these awards can be found in the Award section of this manual.



R E S O U R C E L I S T

My World Track

I. The World of Friends

A. Bible Stories and Texts

- 2 Samuel 9 Mephibosheth
- Galatians 3:28 “There is neither Jew nor Greek...”

B. Songs

- 1. *Sing for Joy*
- “We Grow in Many Different Ways”58, 59
- “We Are the Church”141

C. Ellen G. White Quotes

- “Students are to be taught the Christlikeness of exhibiting a kindly interest, a social disposition, toward those who are in the greatest need, even though these may not be their own chosen companions.” *Messages to Young People*, p. 406.
- “In your association with others, put yourself in their place. Enter into their feelings, their difficulties, their disappointments, their joys, and their sorrows.” *Messages to Young People*, p. 420.
- “And God has especially enjoined tender respect toward the aged... Help the children to think of this, and they will smooth the path of the aged by their courtesy and respect, and will bring grace and beauty into their young lives as they heed the command...” *Education*, p. 244.
- “Those who are fighting the battle of life at great odds may be refreshed by little attentions which cost nothing.” *Adventist Home*, p. 485.

D. Books and Materials

- 1. Children
- Zelonky, Joy, *I Can't Always Hear You* (David C. Cook).

II. The World of Other People

A. Bible Stories and Texts

- Mark 12:17 “Render unto Caesar the things that are Caesar’s.”
- Romans 13:1-7 “Render therefore to all their dues...”
- Acts 5:29 “We ought to obey God rather than men.”

B. Songs

- 1. *Sing for Joy*
- “All Nations of the Earth”22
- 2. *Kids Sing Praise*
- “America the Beautiful”78

Helping Hand Curriculum



Basic Requirements

I. Responsibility

Requirements

- A. Recite the Adventurer Pledge and Law.
- B. Explain the Law.

The Adventurer Pledge

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

The Adventurer Law

Jesus can help me to:

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

Background Information

The Adventurer Law provides children with a set of simple principles to govern their choices and actions. These principles help children understand some of the ways in which a person who loves Jesus will choose to act. They are an ideal to strive for **because** we love Jesus, not in order to earn His love. Only His constant help and power can enable anyone to keep the Adventurer Law.

By the time children reach the Helping Hand level, they will be thoroughly familiar with the Adventurer Pledge

and Law. They should have had many opportunities to discuss and apply the Law to their daily lives.

They will learn to think more deeply and clearly about the law by explaining it to another person.

“Be Obedient”

is one of the few passages in the Bible directed specifically toward children.

(Ephesians 6:1). It is one of the first lessons that the child should be taught (*Child Guidance*, p. 82). Obedience refers to a willingness to obey, or submit to, the decisions of our rightful authorities, just as Jesus did.

ADVENTURER PLEDGE

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

ADVENTURER LAW

Jesus can help me to:

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

Class Color:
BUGSUNDY



“**Be Pure**” means that the children will keep their lives clean by putting into their minds and bodies only those ideas and things that are good and true and healthful.

“**Be True**” means that the children will be honest and upright in study, work, and play and will be loyal to their families and friends, to their fellow people, and to their God.

“**Be Kind**” means that the children will be considerate, gentle, and affectionate, not only to the people they like but also to every person and to all of God’s creation.

“**Be Respectful**” means that the children will show respect, first to the authorities whom God has placed over them and also to each person whom God has created in His image. Respect involves recognizing the value in each person and acting courteously toward him/her.

“**Be Attentive**” means that the children will pay close attention to what is happening around them, especially in reference to obeying God and to the feelings and needs of others.

“**Be Helpful**” means that the children will seek opportunities to be of help at home and at school. True helpfulness is done, not reluctantly, but for the joy of pleasing another person, pleasing Jesus, and making oneself a better person.

“**Be Cheerful**” means that the children will cultivate the habit of thankfulness for the things and opportunities that they have rather than dwelling on those things that may displease them. It means putting a smile on one’s face and in one’s voice in order to make others feel happy and thankful as well.

“**Be Thoughtful**” means that the children will choose to think before acting and to base their actions upon careful consideration of the consequences to others and to themselves rather than simply reacting to feelings and impulses.

“**Be Reverent**” means that the children will show the highest respect and honor to God. This includes speaking and walking quietly in the sanctuary, treating His Bible gently as the best and most important of all books, and closing one’s eyes and using appropriate posture when conversing in prayer with God.

Teaching Tips

- ⇒ Review the Law in a way that will inspire the children to understand it and strive to fulfill it. Several related Bible stories, songs, and texts for discussion are suggested in the Helping Hand Resource List at the end of the **Helping Hand** section.
- ⇒ Each Helping Hand may choose one person such as a leader, family member, younger Adventurer or friend to explain the Law to.
- ⇒ Repeat the Pledge and Law at every Adventurer meeting. Hang them in a prominent place where they can be referred to easily.
- ⇒ Refer to the Pledge at appropriate times during the course of other activities. Thus it will become a part not only of the children’s rote memory but also of their daily thoughts, actions and choices.

Evaluation

The children will repeat the Adventurer Pledge and Law and explain the Law.



R E S O U R C E L I S T

Basic Track

I. Pledge and Law

“Be Obedient”

A. Bible Stories and Texts

- Numbers 20 Moses Strikes Rock
- 1 Samuel 15 Saul Disobeys
- Jonah (Jonah)
- Ecclesiastes 12:13
- Acts 5:29

B. Songs

- 1. *Sing for Joy*
 - “Teach Me Lord” 110
 - “Trust and Obey” 113
 - “A Happy Home” 136

“Be Pure”

A. Bible Stories and Texts

- Philippians 4:8
- Psalms 24:3,4
- Matthew 5:8

B. Songs

- 1. *Sing for Joy*
 - “Dare to Be a Daniel” 116

“Be True”

A. Bible Stories and Texts

- Genesis 27 Jacob and Esau
- Acts 5 Annanias Lies
- Ephesians 4:25

B. Songs

- 1. *Sing for Joy*
 - “I Would Be True” 117
- 2. *Kids Sing Praise*
 - “Truth” 35

“Be Kind

A. Bible Stories and Texts

- Ephesians 4:32
- Matthew 5:44
- Romans 12:10

B. Songs

- 1. *Sing for Joy*
 - “A Happy Home” 136

“Be Respectful”

A. Bible Stories and Texts

- 1 Samuel 17-31 David and Saul
- 2 Kings 2 Elisha and Bears

“Be Attentive”

A. Bible Stories and Texts

- 1 Samuel 2 God Calls Samuel
- Matthew 25 Ten Virgins
- Matthew 26:36-46 Gethsemane

“Be Helpful”

A. Bible Stories and Texts

- Genesis 18 Abraham and Angels
- 1 Samuel 25 Abigail
- Luke 10:25 Good Samaritan

B. Songs

- 1. *Sing for Joy*
 - “Cross Over the Road” 131

“Be Cheerful”

A. Bible Stories and Texts

- Exodus 13 Israelites Grumble
- 2 Corinthians 9:7

B. Songs

- 1. *Sing for Joy*
 - “Smile” 107
- 2. *Kids Sing Praise*
 - “Grumblers” 47
 - “I’ll Be a Sunbeam” 52

“Be Thoughtful”

A. Bible Stories and Texts

- Mark 12:42 Widow’s Mite

B. Songs

- 1. *Sing for Joy*
 - “Love at Home” 137
 - “God Bless Families” 138

“Be Reverent:

A. Bible Stories and Texts

- Isaiah 6 Isaiah’s Vision
- Luke 6:7 Building Temple
- John 2:13 Moneychangers

B. Songs

- 1. *Sing for Joy*
 - “God Is in This Place” 46
 - “I was Glad” 144
 - “This Is God’s House” 145

II. Reinforcement

Requirement

Earn the Helping Hand Reading Award.

Background Information

The Helping Hand Reading Award is awarded to children who read:

1. 1 Samuel 1-3 from a modern translation of the Bible
2. A Bible story book or a 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

The Helping Hand reading requirements are directed specifically toward the topics the children will be covering in the Adventurer curriculum.

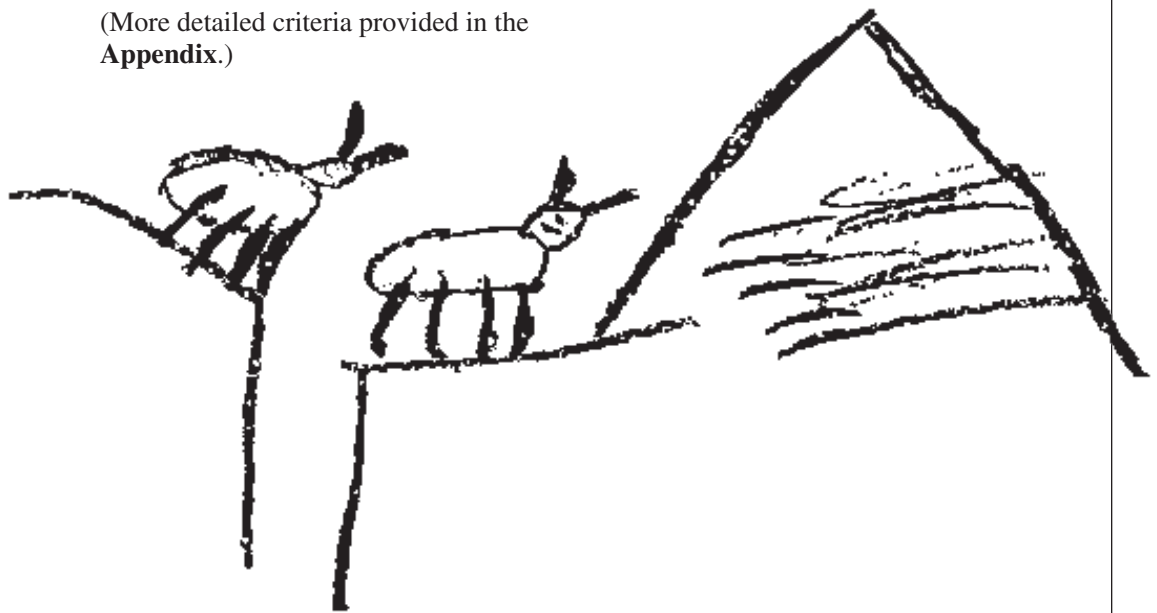
Teaching Tips

- ⇒ Many good storybooks are available that deal with the topics listed above in a truthful and sympathetic way. Read any new book carefully to determine whether it is appropriate for the Helping Hand age group and upholds Christian beliefs and standards. (More detailed criteria provided in the Appendix.)

- ⇒ A simple reading motivator can be made by adding a new link to a reading chain each time a book is completed. Photocopy links on colored paper with space for the name of the book, the topic and the child's name. Join the links to each other in the manner of a real chain or cut them in a special shape (such as smiley faces, etc., to fit a theme) and post on a wall to stretch around the room. (See Appendix for examples.)
- ⇒ Reading lists may be distributed at the beginning of the summer so books may be completed over the summer months.
- ⇒ A parent, teacher, leader, older Adventurer, Pathfinder, or grandparent may read to the Helping Hand, if necessary.

Evaluation

The children will turn in lists, signed by an adult, giving the name and topic of each book read.





However, God provided a symbol of His forgiveness through the sacrificial service. The sacrifice required for every sin helped the Israelites to remember the seriousness of sin. This sacrifice pointed toward the death of Jesus on the cross to forgive all our sins. The sanctuary and the services surrounding it hold a wealth of knowledge for the Helping Hand as he/she seeks to grow in his/her understanding of how to live for God. (Stories from the classroom or Sabbath School Bible curriculum may be chosen to emphasize these concepts, if you prefer.

The Bible story chart activities for the Helping Hand complete the overview of history provided in the Adventurer curriculum. The events designating the different periods in Old Testament history are: 1) Noah and the flood, 2) Abraham and Sarah, 3) Moses and the Exodus, 4) David, and 5) the Babylonian captivity.

Teaching Tips

- ⇒ A description of how to assemble the Bible story chart may be found at the end of the Teaching Tips. A similar chart, relating to the stories covered in the classroom or Sabbath School, may be made by following the same basic instructions and inserting pictures from other sources.
- ⇒ The story chart may be used in three different ways:
 - 1.** Place the pictures on a large wall story chart, adding each new picture as you tell the story. The children may refer to this chart as they work on their own chart(s) and as they learn about other stories from the Bible and from history.
 - 2.** The leader may provide the children with a practice activity by making available a blank chart and the pictures, stories and labels provided on the following pages. The children may set the blank chart on the floor and place the pictures, stories, and labels in order on the chart.
 - 3.** Children may also color the pictures and use the stories and labels to create their own story charts or story chart booklets.

⇒ In the first presentation, use the Bible story chart to give an overview of the battle between good and evil and to show how the Helping Hand stories fit into that battle.

- 1.** Review the sections of history covered previously: creation and the fall; Jesus' life and death; the Christian church; and Jesus' second coming and heaven. The pictures and labels describing these events may be placed on the story chart in black and white.
- 2.** Color the new Helping Hand pictures and add them to the story chart as you briefly describe how they fit into God's plan of salvation. Briefly discuss the stories and pictures from these levels.

⇒ After giving children an overview of the Bible story chart, deal with the stories in more detail by spending one or more worships or class periods working with each story. Help the children to identify with each Bible character and to highlight the parts of the lesson that teach children how to live for God. The Helping Hands are mature enough to do much of their own research. They can participate in the presentation of the story by reading from the Bible or by making maps or drawings showing the places discussed.

- ☞ Verbally oriented children will enjoy the opportunity to write a poem. Many styles of poetry may be used, including free verse, haiku, or rhymed verse.
- ☞ Songs may be “written” in a simple manner by using a previously written melody (or verse) and making up a verse (or melody) to go with it.
- ☞ More spatially-oriented children may want to build a diorama of the sanctuary, Abraham’s encampment, or a scene from the life of David.
- ☞ The children may share their dioramas, poems, or songs with other individuals or with groups during a club or classroom worship or Sabbath School special feature.

Evaluation

The children will place the pictures and labels correctly on the Bible story chart. They will explain how they used their story chart or booklet to show others how to live for Jesus.



Making a Bible Story Chart

The Bible Story Chart will help children understand Bible history by experiencing it visually and actively. A simple method for making a basic story chart is described below. It is designed for use within the smaller pictures and labels provided. The measurements may need to be larger if you desire to use larger pictures.

Materials

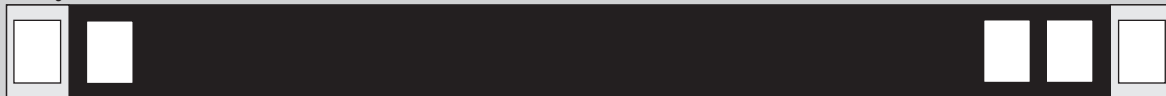
- Eight sheets of 9" x 12" purple construction paper
- Two sheets of 9" x 12" yellow construction paper
- Rubber cement or craft glue
- Pictures provided on the following pages or collected to illustrate the stories studied in the classroom or Sabbath School
- Clear contact paper or laminating film

Directions

1. Glue the purple paper together end to end to make a long, narrow length of paper, as illustrated on the following page. The six sheets represent the 6,000 years of Biblical history. The dark color represents the earth suffering from evil and sin.
2. Next, glue one sheet of yellow paper to each end of the purple paper. Yellow represents the time of joy and happiness before sin entered, and the time when Jesus comes again to destroy sin and take us to heaven. Cut the yellow sheets in a wavy line. This shows that time continues forever in both directions.
3. Copy the smaller pictures, labels and stories provided. Color them, cut them out, and mount them on heavier paper.
4. The chart may now be hung on the wall or used in presenting or practicing the story. The story chart and its parts may be laminated or covered with clear contact paper to allow children to manipulate it freely without fear of damage.
5. The children may create their own smaller charts in this way. They may use smaller dimensions. The diagram on the next page shows how the stories for each year fit together on the story chart to make a whole.
6. Large pictures are located in the appendix section at the end of the manual.

Four Year Composite Wall Chart

Busy Bee



Sunbeam



Builder



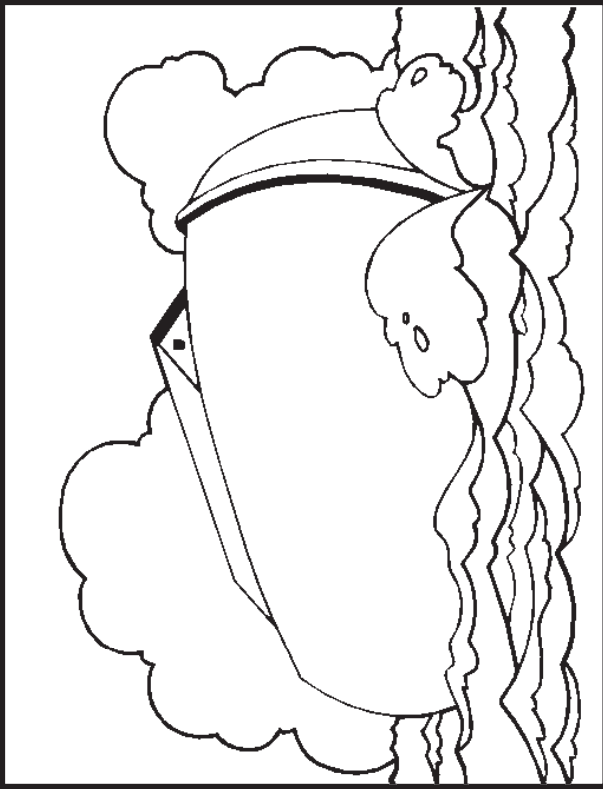
Helping Hand





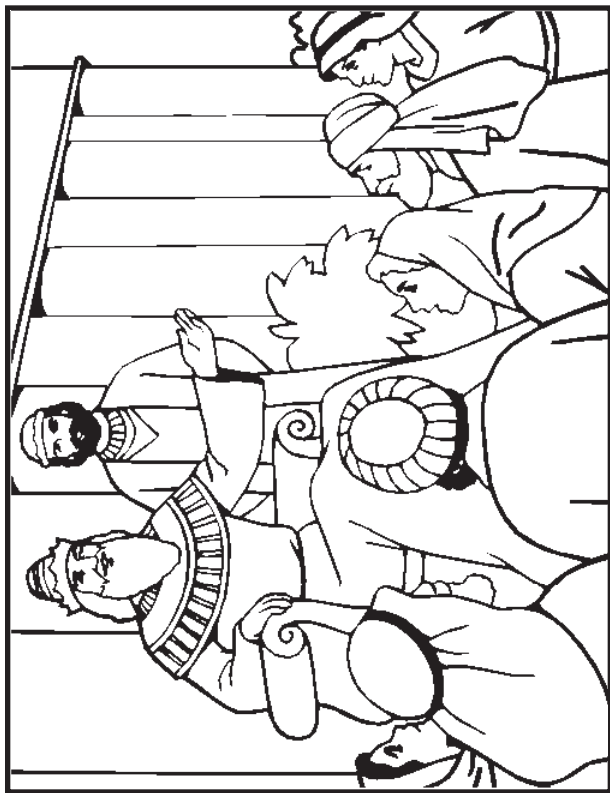
God Calls a People

God decided to choose a special group of people to teach the world about Him. He called Abraham and Sarah to a new country and made them the “father” and “mother” of His new nation.



Water Cleanses the Earth

People became so disobedient that they were destroying everything. God decided to wash away all the sin and evil and try again. He saved everyone who would listen by asking Noah to build a special ark for them.



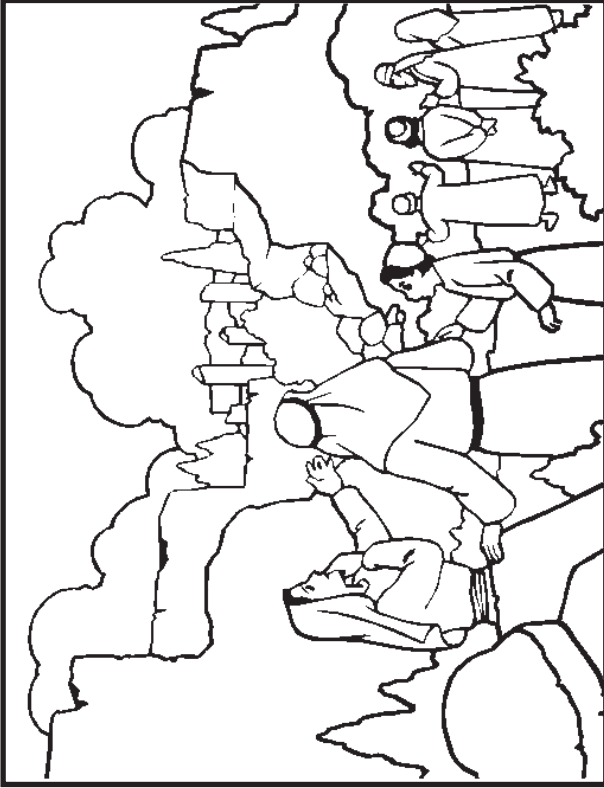
God Works with His People

God's people, Israel, were not always obedient, but He continued to help those who would listen. David and Solomon were good kings who tried to follow God. Many of the kings chose to be wicked and cruel.



A Promised Land for God's People

God rescued His people from slavery just as He had promised. He brought them to a beautiful "Promised Land." He told them how to live so they would be happy and healthy.



God's People Disobey

Israel refused to obey God. He finally let them be taken captive, hoping they would realize their mistake. Some listened to God and returned to Israel, but they never became what God had planned.

II. His Message to Me

Requirements

Earn the Bible II Adventurer Award

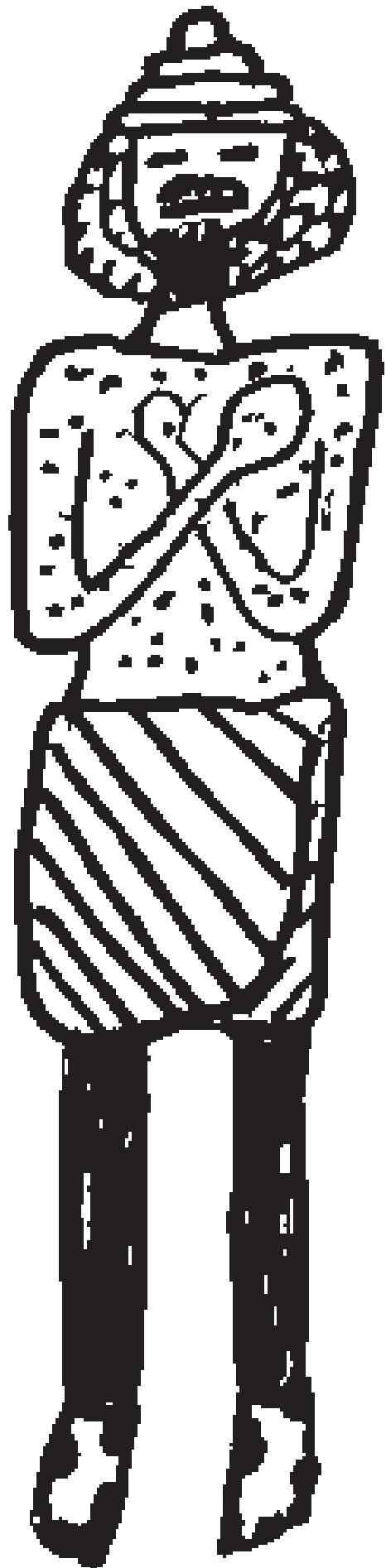
Background Information

In order to earn the Bible II Adventurer Award, the children will complete the requirements listed below. Additional information may be found in the Adventurer Awards section of this manual.

Bible II Adventurer Award



1. Earn the Bible I Award.
2. Recite in order the books of the Old Testament.
3. Tell or act out the following Bible stories:
 - a. Noah
 - b. Abraham
 - c. Moses
 - d. David
 - e. Daniel
4. Read or listen to a Bible story.
5. Memorize and explain three of the following verses about living for Jesus:
 - a. Exodus 20:11-17
 - b. Phil 4:13
 - c. Phil 2:13
 - d. 1 John 2:1,2
 - e. Jude 24
 - f. Your choice
6. Play games to help the children enjoy and retain the Bible stories.



III. His Power in My Life

Requirements

- A.** Spend a regular quiet time with Jesus to talk with Him and learn about Him.
- B.** With an adult, choose one thing in your life Jesus has promised to help you improve. With His help, pray, plan, and work together to reach your goal.

Background Information

If a child learns at an early age to set aside daily time for private devotions, and if he/she is helped to make this a habit, it will be easier to avoid that long, uphill battle that most Christians face in making a habit of “finding” time for God.

Because families have widely differing schedules and levels of commitment, and because children have differing levels of ability and interest, the requirement leaves the frequency, length, and format of these “quiet times” open. These factors can be decided upon by the child in consultation with a parent or leader, ranging from the ideal of daily morning and evening devotions to a minimum of weekly Sabbath School, or club worship for those who are unable to participate in any other way. In the beginning, a parent or other adult will need to spend the quiet time with the child, teaching him/her how to enjoy spending time with Jesus.

One of the greatest challenges of Christian living is to learn to change unproductive habit patterns and to build positive ones. This responsibility often seems overwhelming to a young Christian. The presence of an older experienced Christian may provide a great deal of help and encouragement.

Teaching Tips

- ⇒ Present the importance of private devotions after the child has become acquainted with Jesus’ love and plan for him/her. Establishing a habit of spending time with Jesus as a friend requires dedicated guidance and supervision from both parents and leaders.
- ⇒ Ideas for teaching parents about quiet time for children are provided in the “My God” section of the Appendix, along with several suggestions for planning family worships.

Ideas for About Quiet Time

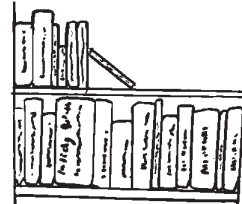
Because the children will normally be spending their quiet time at home, it is very important to enlist the parents’ enthusiasm and cooperation in helping children choose and reach their goals. A letter may be drafted and sent home, but a better approach for arousing enthusiasm would be to plan a special parent meeting which is focused entirely upon helping children build the habit of regular personal Bible study and prayer. This meeting should include a time of sharing and discussion which will remind parents of the central importance of Bible study and prayer in the life of the Christian. Ideas and suggestions may be shared by leaders and parents as to how time can be set aside for family and personal worship and what activities would be most meaningful for the Adventurer-age group. Family worship with the Adventurer child should be active and fun.

Children should spend personal quiet time in a place where they feel comfortable but not distracted. Quiet times may focus on the Sabbath School lesson, Bible story book, or simple passages of Scripture from a modern translation of the Bible. Children may enjoy drawing pictures, singing songs, writing verses, going for walks, or other creative activities which apply to the Bible readings. These quiet times should always begin with a prayer of thanksgiving and petition, and end with a consideration of how the material considered during the quiet time should affect the way the child chooses to behave today.

Initially, a parent or other adult will need to join the child during the quiet time to help him read the Bible passage or story and to model and train him as to how to enjoy meaningful quiet time with God. As the child becomes more independent and establishes positive habits of Bible study and prayer, the parent may decrease his participation at a pace with which both the parent and child are comfortable. The suggestions for parents given below are taken from

“Reaching Children to Worship and Pray” by Eleanor Hance (in Clark, Robert et al *Childhood Education in the Church* Chicago, Moody Press, 1986).

1. Take worship a part of the family living pattern through sharing both spontaneous worship moments and scheduled family worship.
2. Set aside time for your own private devotions and help children become aware of the joy and strength they supply.
3. Help children establish a time for daily prayer from their earliest years. Bedtime is most common. It is particularly valuable for a father to take a few quiet moments with his children to talk over the day’s experiences and then encourage them to talk to the Lord personally.
4. Guide the child in reading devotional literature on his/her own level as soon as he develops his reading skill to the point of ease and enjoyment. A modern language Bible may encourage a systematic program of Bible reading. There is an increasing number of devotional reading materials available from Christian bookstores.
5. Try to start the evening bedtime rituals soon enough to allow for warm, intimate, companionable guidance in devotions without nagging the child to hurry.



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“Ideas for Teaching Parents About Quiet Time” is located in the “My God” section of the Appendix.

- ⇒ The Adventurer leader can encourage private devotions by: a) sharing some of his/her own experiences with private devotions; b) talking of the benefits of a regular quiet time; c) providing frequent occasions for children to discuss their experiences; d) frequently discussing times, places and methods for enjoying the quiet time; e) making available a wide variety of devotional reading; and f) helping and encouraging parents to assist their child in regular private (and family) devotions.

- ⇒ To introduce requirement **B**, discuss the power of habit and tell a realistic story of how you or someone else worked with Jesus to change a habit.
- ⇒ Assist each Helping Hand in choosing a caring and mature Christian adult whom he/she feels comfortable talking with. If parents do not meet the above criteria, other people such as a pastor, Sabbath School teacher, Adventurer leader or counselor, school principal, or family friend may be suggested. The child and adult should meet together several times to share feelings and ideas, assess the success of the project, and make necessary changes in plans. The meetings may be terminated when child and adult agree that the goal has been reached and acted upon successfully for a reasonable length of time.
- ⇒ The project sheet shown on this page may be used by the Helping Hand and his/her adult helper to guide him/her in working on this project. The adult helper should assist the child in choosing an individually meaningful and reachable goal. They may want to plan a way in which the child can reward himself/herself for making progress toward the desired goal.
- ⇒ The Adventurer leader may hold one or more “debriefings” to allow the children to talk about the feelings and experiences they have had as they worked on their projects.

Growing with Jesus

You are about to start a project that can help you become more like Jesus. Your adult helper will help you choose your project and encourage you as you follow each step together.

Pray for God's leading in your project.

Name one thing in your life that you would like to improve.

Use your concordance to find and read what the Bible has to say about this. List the texts.

- 4 Explain exactly what you would like to do better. Choose something that will help you serve Jesus and others better, something that is truly important to you. Pray for God's help and blessing on your decision.
- 6 List things that can be done to help you make this change. Your adult helper can give some suggestions. Act on your decision. Caution! Changing a habit is hard. If you make a mistake, ask God's forgiveness. Learn from your mistake, then don't think about it anymore. Plan to do it right next time instead. Thank Him every time you do it right. Meet with your adult helper at least once a week to talk about how it's going. If you need to, make changes in your goal and what you are doing to reach it. Be sure to pray together for God's help.
- 0 It takes at least three weeks to begin to change a habit. You will have to keep praying and working hard, even after you begin to see changes. When you have been meeting your goal for three weeks, have a special celebration and a prayer of thanksgiving with your adult partner.

_____ has successfully “completed” his/her project.

Prayer Partner's signature

Helping Hand's signature

Sample “Growing with Jesus” project sheet. Reproducible copies are located in the “My God” section of the Appendix.

R E S O U R C E L I S T

My God Track

I. His Plan to Save Me

A. Other Bible Stories About Living for God

Genesis 25-50	Jacob
Exodus-Deuteronomy	Moses
Exodus 2, 15; Numbers 12, 20	Miriam
Joshua (especially 7)	Joshua
Luke 10, John 11,12	Martha

B. Songs About the Assigned Stories

1. *Sing for Joy*
 - “Saints of God” 61
 - “The Lord Hears Me” 105
 - “Samuel” 112
 - “Dare to Be a Daniel” 116
2. *Kids Sing Praise (Brentwood Publishing)*
 - “Little David”
 - “Joshua Fit the Battle of Jericho” 8
 - “Noah” 11
 - “Only a Boy Named David” 18
 - “Being Big” 54
 - “Solomon” 66

C. Books and Materials About the Assigned Stories

1. Adult
 - Old Testament Maps and Charts (Standard)*
2. Children
 - Bunyan, John, *Pilgrim’s Progress in Today’s English* (Moody).

II. His Message to Me

A. Other Bible Texts About Living for God

Ecclesiastes 12:1	“Remember now thy Creator...”
Isaiah 55:6, 7	“Seek you the Lord while He may be found...”
Micah 6:8	“He has shown thee, O man, what is good...”
Luke 2:52	“Jesus increased in wisdom and stature...”
2 Corinthians 3:18	“We are changed into the same image . . .”
Galatians 5:22, 23	“But the fruit of the Spirit is love...”
Philippians 1:6	“He which hath begun a good work in you...”
Philippians 4:13	“I can do all things through Christ...”
Jude 24, 25	“Now unto Him who is able to keep you...”

B. Songs About Living for God

1. *Sing for Joy*
 - “In His Time” 42
 - “He’s Everything to Me” 43
 - “I Want to Love You, Lord” 106
 - “Teach Me, Lord” 110
 - “Trust and Obey” 113
 - “Be Like Jesus” 115
 - “The Journey of Life” 122
2. *Kids Sing Praise*
 - “Boys and Girls Medley” 13
 - “He’s Still Working on Me” 26
 - “That Is the Reason” 70

C. Books and Materials About Living for God

1. Adults
 - Following Jesus Object Talks, Books of the Bible.*
 - Flannelgraph materials (Standard).
2. Children
 - Bothwell, Roger, *My First Book on Communion.* (Review and Herald Publishing Association).

III. His Power in My Life

A. Bible Stories and Texts

See stories and texts listed above. Also use:
 Psalm 146:3-5 “Put not your trust in princes...”
 1 Corinthians 10:13 “God will not suffer you to be tempted above that ye are able...”

B. Songs

1. *Sing for Joy*
 - “He’s Able” 40
 - “A Little Talk With Jesus” 98
 - “God Is With Us” 104
2. *Kids Sing Praise*
 - “Wanna” 6
 - “There Is Power in the Name of Jesus” 24
 - “Standing in the Need of Prayer” 64

C. Ellen G. White Quotes

“Each is to improve his talents to the uttermost; and faithfulness in doing this, be the gifts few or many, entitles one to honor.” *Child Guidance*, pp. 293-294.
 “Have you only one talent? Put it out to the exchangers, by wise investment increasing it to two. Use your talent wisely so that it will fulfill its appointed mission.” *Messages to Young People*, p. 301.

Continued on page 146.

My Self

I. I Am Special

Requirements

- A.** List some special interests and abilities God has given you.
- B.** Share your talent using one of the following:
 - Talent show
 - Show and Tell
 - Earn an Adventurer Award

Background Information

Our society often leads children to believe that they are not really talented unless they are good in school, sports, or the arts. This is misleading, because there are many areas in which the children may excel. Each is a gift from God and is given for a special purpose. Children may have:

- 1.** Physical Talents: Athletic or work ability (strength, coordination, speed or agility); pleasing appearance; working with one's hands.
- 2.** Intellectual Talents: Remembering and understanding, writing, planning and organizing, decision-making.
- 3.** Interpersonal Talents: Speaking, sensitivity, humor, leadership, making friends.
- 4.** Artistic/Creative Talents: Art, music, poetry.

Teaching Tips

- ⇒ Discuss with the children some of the kinds of talents they may have, where they come from, and how they can be used for God. Help children name one or two talents each of them may have. Children who are shy or unsure may be assisted by their classmates or teacher.
- ⇒ Children may plan together their choice of a talent show (this is most appropriate for performance-type talents), a show-and-tell (this highlights creativity talents), an Adventurer Award (this helps children to further develop a talent), or some combination of the three.
- ⇒ Adventurer Awards may be pursued individually with assistance from the leader or parent where needed, or children can work together on an award for which they all show special ability.

Evaluation

The child will list some of his/her talents and complete the requirements for one Adventurer Award.

II. I Can Make Wise Choices

Requirements

- A.** Learn the steps of good decision-making.
- B.** Use them to solve two real-life problems.

Background Information

Children make many small decisions each day. Each of these decisions affects the course of their future lives. Children need to learn to look forward to the long-term consequences of their decisions rather than reaching for immediate gratification. They need to evaluate whether they, as Christians, can feel comfortable with a particular action and its consequences.

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R E S O U R C E L I S T

My God Track (continued)

“It is a fearful thing to use God-given abilities in such a way as to scatter blight and woe instead of blessing in society. It is also a fearful thing to fold the talent entrusted to us in a napkin and hide it away in the world.”

Messages to Young People, p. 37.

“All that we are, all the talents and capabilities we possess, are the Lord's to be consecrated to His service.” *Messages to Young People*, p. 161.

There are many different ways to describe the steps a person goes through in making a good decision:

1. What is the problem?
2. What are several possible solutions?
3. What might be the consequences of each solution? How would it affect myself, God, and other people? I can go to the Bible, parents, friends, or books to get help in finding the answers to these questions.
4. What is the best solution? What am I trying to do? What is most important to me? What shouldn't I do?

Teaching Tips

- ☞ Present the steps of decision-making one at a time. Discuss their meaning and how they may be used to solve a simple problem situation. Use several examples.
- ☞ Next, introduce several different problem situations and go through the problem solving steps. Use such situations as:
 - a. It's a stormy day and the TV and telephone are not working. What will you do?
 - b. Your uncle gave you money to buy a new piece of clothing. What should you buy?
 - c. You were planning to go swimming with your cousins when some old friends came to visit. What should you do?
- ☞ When the children understand each step, lead them to think of a real situation and work on it together. The children may choose a problem that is taking place at the Adventurer meeting, such as teasing or not taking turns. It may relate to a decision they need to make, such as what game to play, or where to go on a field trip. Allow them to proceed through the steps on their own, with as little intervention as possible. As in real life, there may be more than one correct answer!
- ☞ The worksheet shown on this page may be used by the children to solve

two of their own problems, such as: how to use leisure time, what TV programs or music to listen to, how to spend money, what clothing to wear, what to eat for lunch, or choosing friends.

Evaluation

The child will complete two decision-making worksheets. Evaluate the decision-making process rather than the final decision. If the child can justify and explain his/her decision-making steps, his/her decision should be accepted. If necessary, the leader may share his/her disagreement and the reasons why he/she disagrees.

The worksheet is titled "Think About Each Step Prayerfully" and contains the following steps:

1. What is the problem?
2. What are several possible solutions?
 - a. _____
 - b. _____
 - c. _____
3. What might be the consequences of each solution? How would it affect myself, God, and other people?
 - a. _____
 - b. _____
 - c. _____
4. What is the best solution? Cross off the unwise solutions, star the best one.
5. How did it work? What will you do different next time?

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Sample "When You Make a Choice" worksheet. Reproducible copies are located in the "My Self" section of the Appendix.

III. I Can Care for My Body

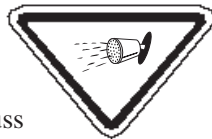
Requirement

Earn the Hygiene Adventurer Award.

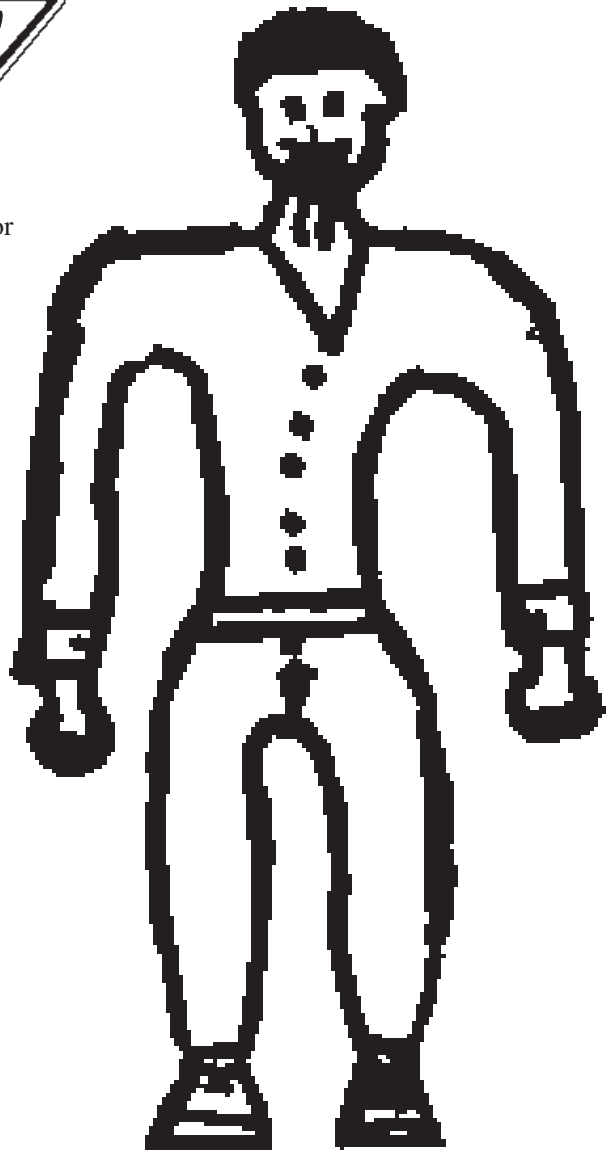
Background Information

In order to earn the Hygiene Adventurer Award, the children will complete the requirements listed below. Additional information may be found in the Adventurer Awards section of this manual. Information about the President's and the Canadian Physical Fitness Tests may be found in the "My Self" section of the Appendix.

Hygiene Adventurer Award



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?
8. Participate in a recognized fitness test:
 - a. President's Challenge
 - b. An equivalent program



R E S O U R C E L I S T

My Self Track

I. I Am Special

A. Bible Stories and Texts

- 2 Samuel 9 Mephibosheth
- 2 Kings 4 Elisha and the Widow’s Son
- Esther 2:5-7 Esther Adopted
- Proverbs 17:17 “A friend loveth at all times...”
- John 15:17 “...Love one another.”
- Philippians 4:19 “My God shall supply all your need...”

B. Songs

- Sing for Joy*
- “Alone We Could Not Learn to Read”31
- “God Bless Families”..... 138
- “Family of God” 139

II. I Can Make Wise Decisions

A. Bible Stories and Texts

- 1 Kings 2-10 Solomon
- Daniel 1, 2, 6 Daniel
- Luke 10:38-42 Mary and Martha
- Joshua 24:15 “Choose you this day whom ye will serve...”
- Proverbs 3:5,6 “Lean not unto thine own under standing...”

B. Songs

- 1. *Sing for Joy*
- “A Little Talk With Jesus”98
- “Trust in the Lord” 111

C. Ellen G. White Quotes

- “All are by their own choice deciding their own destiny and God is overruling all for the accomplishment of His purpose.” *Education*, p. 178.
- “Remember, dear young friends, that each day, each hour, each moment, you are weaving the web of your own destiny. Each time the shuttle is thrown, there is drawn into the web a thread which either mars or beautifies the pattern.” *Messages to Young People*, p. 212.

III. I Can Care for My Body

Your choice.

My Family

I. I Have a Family

Requirement

Make a family flag or banner, **OR** collect stories or photographs about your family history.

Background Information

Knowledge of family values and backgrounds help the child to better appreciate his/her family and what makes each member special.

Teaching Tips

- ⇒ Be sensitive to children who do not have “normal” or happy families. Emphasize the fact that there are different types of families, and allow children to choose substitute families such as the Adventurer Club “family,” the church “family,” God’s family, or another family that cares about them.
- ⇒ Make a family flag or banner that represents the family’s values and unique qualities. Choose colors, symbols and words showing:
 - country(countries) of ancestry
 - occupations and hobbies
 - favorite activities and interests
 - favorite Bible texts
 - motto
 - family traditions
 - special achievements

- ⇒ Children may interview parents, grandparents or other relatives to discover stories about their family history using a tape recorder or taking notes. Plan with the children some of the questions they will ask. These could relate to: childhood experiences, where their ancestors came from, old family traditions, or happy, funny, or sad memories. Family histories may be recorded on a timeline or map showing important events or travels in the life of the family.

Evaluation

The child will complete a family history project.

II. Families Care for Each Other

Requirement

Help plan a special family worship, family night, or family outing.

Background Information

This activity gives children the opportunity to become involved in promoting the happiness and togetherness of their own family.

Teaching Tips

- ⇒ Work with the children to list a variety of activity ideas before asking them to choose one they would like to do.
 - Worships may include a skit or favorite Bible game.
 - Family night activities may include such things as a special dinner or a living room picnic.
 - Family outings may be to the zoo, park, or special friend’s home.

Evaluation

The child will report on the worship or family night event he/she planned.

.....
R E S O U R C E L I S T

III. My Family Helps me Care for Myself

Requirement

Earn an Adventurer Award, not previously earned, in one of the following areas:

- ⇒ Finance
- ⇒ Indoor Skills
- ⇒ Outdoor Skills
- ⇒ Safety

Background Information

Adventurer Awards in each category that are appropriate for the Helping Hand age level include:

Indoor Skills

- Cooking Fun
- First Aid Helper
- Homecraft
- Home Helper
- Sewing Fun

Safety

- Safety Specialist I and II
- Road Safety

Outdoor Skills

- Carpenter
- Guide
- Gardener

The requirements for these awards can be found in the Awards section of this manual.



My Family Track

I. I Have a Family

A. Songs

1. *Sing for Joy*
 “God Bless Families”.....138

B. Books and Materials

1. Adult
 Weitzman, David, *My Backyard History Book* (Little, Brown and Company).

II. Families Care for Each Other

A. Bible Stories and Texts

- Deuteronomy 6 “Thou shalt teach [the law] diligently unto thy children...”

B. Ellen G. White Quotes

- “... Make the evening a pleasant social season, a family reunion after the day’s duties.” *Adventist Home*, p. 110.
- “On these days where there is danger that our children will be exposed to evil influences, let the parents study to get up something to take the place of more dangerous amusements. Give your children to understand that you have their good and happiness in view.” *Messages to Young People*, p. 392.
- “It was God’s plan for the members of the family to be associated in work and study, in worship and recreation, the father as priest of the household, and both father and mother as teachers and companions of their children.” *Child Guidance*, p. 535.
- “In every family there should be a fixed time for morning and evening worship.” *Child Guidance*, p. 520.
- “It should be the special object of the heads of the family to make the hour of worship intensely interesting.” *Child Guidance*, p. 521.

C. Books and Materials

1. Adults
 Gaither, Gloria and Shirley Dobson, *Let’s Make a Memory* (Word).

III. My Family Helps Me Care for Myself

Your choice.

My World

I. The World of Friends

Requirement

Earn the Caring Friend Adventurer Award.

Background Information

In order to earn the Caring Friend Adventurer Award, the children will complete the requirements listed below. Additional information may be found in the Awards section of this manual.

Caring Friend Adventurer Award



1. Explain how you can be a Caring Friend. Find, read and memorize 1 Peter 5:7.
2. Talk to a person and ask the following:
 - a. The day and month he/she was born
 - b. His/her favorite animals
 - c. Two of his/her favorite colors
 - d. Three favorite foods
 - e. Four things that are important to him/her
 - f. Have your new friend tell you about his/her last trip.
3. Visit a shut-in and take something to him/her. Use the questions in #2 as a basis for your conversation.
4. Tell one of the persons in #2 or #3 above how Jesus loves you and that He loves him/her also.
5. Show how you can become a caring person to your parents by:
 - a. Helping to keep your room clean
 - b. Helping in the kitchen with preparation or cleanup
 - c. Doing extra chores without being told
6. Tell of something special you have done for a friend.

II. The World of Other People

Requirement

Choose a world culture to study. Find a way to share Jesus' love with some of the people of that culture.

Background Information

"It is acquaintance that awakens sympathy, and sympathy is the spring of effective ministry. To awaken in the children and youth sympathy and the spirit of sacrifice for the suffering millions in the 'regions beyond', let them become acquainted with these lands and their peoples." *Education*, p. 269. Children should be led to respect the unique achievements of the people of every culture as well as to feel sympathy for the problems they face. Every culture, including our own, has its strengths and its weaknesses. The only solution to the problems we see is found in Jesus Christ.

Teaching Tips

- ⇒ Children may choose a culture and do research individually or in a small group. The research questions should focus on the people of the culture rather than on dry information. Questions may include: Nationalities, foods, religions, holidays, customs, ways of life, physical geography, plants and animals. Write these topics on a poster or research sheet. Organize the pictures and information in a scrapbook or on a bulletin board.
- ⇒ The culture the children are studying may be brought to life by sampling games, crafts, or foods of the culture. Invite someone who has lived in that culture to visit the classroom and share information, a special tradition, or a delicacy. Old *Mission Spotlights* and mission quarterlies may be obtained from the church.

My World Track

I. The World of Friends

II. The World of Other People

A. Bible Stories and Texts

- Genesis 12-25 Abraham
Exodus to Deuteronomy Moses
Jonah Jonah
Acts Paul
Isaiah 45:22, 23 “Look unto Me, and be ye saved, all the ends of the earth...”
Matthew 24:14 “Go ye therefore, and teach all nations...”
Acts 1:8 “Ye shall receive power...”

B. Songs

- Sing for Joy*
 - “All Nations of the Earth”22
 - “God Calls Us”130
 - “Jesus Loves Children”137
 - “Cross Over the Road”131
 - “Jesus Bids Us Shine”133
- Kids Sing Praise*
 - “Jesus Loves the Little Children”27

C. Ellen G. White Quotes

“Our schools are the Lord’s special instrumentalities to fit the children and youth for missionary work.” *Child Guidance*, p. 311.

D. Books and Materials

- Adult
 - Lee, Nancy and Linda Oldham, *Hands on Heritage*. Foods, crafts and celebrations from different cultures (Hands On Publications).
- Children
 - Carmichael, Amy, *God’s Missionary*.

III. The World of Nature

Your choice.

The Adventurer Family Network

The Adventurer Family Network Is...

- **A regular event** which may be held monthly during the children's Adventurer Club meeting, or at any other convenient time. It may involve special speakers, videos, book study groups, or sharing times.
- **An opportunity**, especially for parents and other caregivers of Adventurers, to share inspiration, support, and information which will help to make their families happy, healthy places for kids to grow in Jesus.
- **Parent-based.** Parents have a part in choosing topics and activities, finding speakers and resources, and sharing and listening from their own experience.
- **Worthwhile.** Adventurer Family Network affirms the ministry of parents to be of first importance. Parents' confidence and peace of mind will grow as they share the joys and frustrations of parenting with other parents in the AFN group.
- **Simple to start.** The Adventurer Club director or Adventurer Family Network coordinator meets with parents to set the direction for the club, then uses parent input, and the AFN materials, to find people and the resources who will help to make it happen.



Steps for Organizing an Adventurer Family Network

1. Learn about the Adventurer Family Network by: studying the resource materials in this section; attending an Adventurer Staff Training event; and/or consulting with your conference Adventurer director.
2. Talk with Adventurer staff and parents about the Adventurer Family Network.

3. Obtain the approval of your local pastor, family ministries director, and church board. Discuss how to coordinate with the other ministries of the church.
4. Look over the list of suggested topics for the first year (See example). Adjust the list to the needs of your group by:
 - a. Adding topics you know your parents are interested in
 - b. Eliminating topics you choose not to deal with this year
 - c. Changing the wording of topic titles to make them more attractive to your group of parents
5. Set a date for opening night and plan your program.
6. Distribute flyers and Adventurer Family Network topic sheets to all Adventurer parents.
7. During the opening program, select the topics to be discussed during the coming year. Ask the parents to suggest how they would like the topics addressed, who they know could help, what materials are available, and how often and when they would like to meet.
8. Make up a schedule of Adventurer Family Network meeting dates and topics for the coming year.
9. Plan your first Adventurer Family Network meeting. Choose the learning outcomes you want for the parents, then plan the program around your goals.
10. Arrange publicity, speakers, and needed materials for each meeting. Get feedback from parents to help you know what is working and what needs to be improved.



This is a sample of the AFN Introduction flyer. A reproducible copy can be found in the "Family Network" section of the Appendix.

Parents are expected to attend AFN meetings as part of their Adventurer Club membership responsibility

What Parents will Experience in Training Their Children

Properly training a child is the greatest expression of true love that parents can give their children. No amount of material possessions can ever take the place of truly caring parents. If you truly love your children, train them. Both parents and children will receive blessings that are promised by God. Training develops a child's character to reflect Godliness and godlikeness. It is the most important work that God has entrusted to parents.

Blessing

- ✠ **Proverbs 10:1** - A wise son brings joy to his father...
- ✠ **Proverbs 23:24-25** - The father of a righteous man has great joy; he who has a wise son delights in him. May your father and mother be glad; may she who gave you birth rejoice!
- ✠ **Proverbs 29:17** - Discipline your son and he will give you peace; he will bring delight to your soul.
- ✠ **Proverbs 31:28** - Her children arise and call her blessed; her husband also, and he praises her.
- ✠ **Isaiah 8:18** - Here I am, and the children the Lord has given me. We are signs and symbols in Israel from the Lord Almighty, who dwells on Mount Zion.

Curse

- & **Proverbs 10:1** - ...but a foolish son [is] grief to his mother.
- & **Proverbs 17:21** - To have a fool for a son brings grief; there is no joy for the father of a fool.
- & **Proverbs 29:15** - The rod of correction imparts wisdom, but a child left to himself disgraces his mother.

Parent Accountability

God Entrusted You

- ✠ **Job 33:4** - The Spirit of God has made me; the breath of the Almighty gives me life.
- ✠ **Psalm 139:13-16** - For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. My frame was not hidden from you when I was made in the secret place. When I was woven together in the depths of the earth, your eyes saw my unformed body. All the days ordained for me were written in your book before one of them came to be.

Accountable to God

- ✠ **Psalm 127:3** - Sons are a heritage from the Lord, children a reward from Him.
- ✠ **Jeremiah 13:20** - Lift up your eyes and see those who are coming from the north. Where is the flock that was entrusted to you, the sheep of which you boasted?

Children Are to be Trained by Their Parents

- ✠ **Deuteronomy 6:4-7** - ⁴Hear, O Israel: The Lord our God, the Lord is one. ⁵Love the Lord your God with all your heart and with all your soul and with all your strength. ⁶These commandments that I give you today are to be upon your hearts. ⁷Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.
- ✠ **Ephesians 6:4** - Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord.
- ✠ **Proverbs 22:6** - Train a child in the way he should go and when he is old he will not turn from it.

Heaven's Blessing

God's Promise of Blessing for Children

- ✦ **Ephesians 6:2-3** - Honor your father and mother, which is the first commandment with promise; that it may be will with thee, and thou mayest live long on the earth.
- ✦ **Exodus 20:12** - Honor your father and mother, so that you may live long in the land the Lord your God is giving you.
- ✦ **Proverbs 3:1-2** - My son, do not forget my teaching, but keep my commands in your heart, for they will prolong your life many years and bring you prosperity.
"Some households have a little church in their home. Mutual love binds heart to heart, and the unity that exists among the members of the family preaches the most effectual sermon that could be preached on practical godliness. As parents faithfully do their duty in the family, restraining, correcting, advising, counseling, guiding, the father as a priest of the household, the mother as a home missionary, they are filling the sphere God would have them fill. By faithfully doing their duty in the home, they are multiplying agencies for doing good outside the home. They are becoming better fitted to labor in the church. By training their little flock discreetly, binding their children to themselves and to God, fathers and mothers become laborers together with God. The cross is erected in their home. The members of the family become members of the royal family above, children of the heavenly King" (manuscript 56, 1899).

The Adventurer Parent Pin

A handsome series of small pins are available for the purpose of recognizing parents who have demonstrated commitment through regular participation in the Adventurer Club and in the Adventurer Family Network.



These four pins are crafted of brass and enamel fill in each of the four colors of the Adventurer classes. Parents of Busy Bees receive a light blue pin, parents of Sunbeams a yellow pin, parents of Builders a blue pin, and parents of Helping Hands receive a red pin. These pins may be awarded at Investiture.

Criteria for receiving a pin may include:

- Regular attendance at Adventurer Family Network meetings
- Supporting the Adventurer Club leadership
- Participation in Adventurer Club functions
- Child participation and investiture in the Adventurer Club class curriculum.

FURTHER INFORMATION

The Family and the Adventurer Club

The purpose of the Adventurer Club is to support parents and caregivers as they seek to raise happy, healthy, and committed children for Jesus Christ. The Adventurer Club does not seek to take over this responsibility from the parents, or to further separate parents from the lives of their children. Instead, families are a central part of the Adventurer program.

Communication

Establish communication and understanding between the club and parents through regular personal talks, phone calls, and letters. Make parents aware of the goals of the Adventurer Club and take time to listen to their thoughts and concerns. (There are many reasons why parents may place their children in the Adventurer Club, including: for the child's enjoyment; to know where the child is during the Adventurer Club time; to prepare for Investiture; to facilitate social skills; because of the spiritual help the club affords; or simply because other parents are doing it.)

The Adventurer Club is a Family Club

In an Adventurer Club, parents use their special gifts and abilities to help with the club in some way. For example,

parents may teach an Adventurer Award, make advertising posters, type letters, be counselors, plan special events, or supervise games. Parents also attend family nights and special events.

The Adventurer Curriculum

Because the Adventurer concept emphasizes the centrality of the family, several areas of the curriculum require the children to work with their families on particular projects. The "My Family" track, in particular, provides parents with an opportunity to take part in helping their children reach the Adventurer goals. Where the Adventurer classwork is taught outside the home, use letters, flyers, or family meetings to inform parents about a project, its purpose, and how they can help their child enjoy the curriculum. Several sample letters are provided in this manual.

The Adventurer Family Network

The Adventurer Family Network is a part of the Adventurer Club, designed specifically for the Adventurer's parents or other caregivers. It seeks to provide the opportunity to share the frustrations and triumphs of parenting, and to share new ideas and skills for making each family an even better place to live and grow.

How to Plan an Adventurer Family Meeting

As you plan meetings for the Adventurer Family Network keep these points in mind.

- 1.** Decide what you want to accomplish and then plan your meeting.
- 2.** Provide parents with lots of positive strokes. Never allow negative criticism or words that will make people feel unsuccessful. Parents need all the encouragement they can get.
- 3.** Realize that although a lecture is the most common way of teaching a subject, it is not the only way or even the best way. (You do not need to get nervous about having to come up with a lecture series.)

Main Event Activities

Here are a few learning activities which may be used instead of, or in addition to, a lecture.

- 1.** Invite a panel of “experts” (older parents who have been “through it”, kids, or knowledgeable people) to discuss the topic. Lead off with some questions that will provide a general discussion of the topic, then allow parents to ask specific questions. (These may be written beforehand or be asked spontaneously.)
- 2.** Have a book-study group. Choose a good book on the topic and assign 1-3 chapters to be read for each meeting. At the meeting discuss what you have read and how it applies to your families.
- 3.** Show a video, then discuss its positive and negative aspects and how it can make a difference in your families.

- 4.** If you use a lecture format, provide illustrations (use a chalkboard, overhead projector, pictures or objects), handouts, examples, etc. Try modeling or demonstrating the suggestions you present.
- 5.** For parents who are comfortable with each other and discussion-oriented, try a support group format. This is less structured and focuses on sharing thoughts, feelings, and experiences. It may focus on a particular topic and use some of the follow-up activities suggested below.
- 6.** If you cannot find a knowledgeable individual to speak on a specified topic, you may choose to do it yourself. In this situation read all you can find on the subject, then share what you have learned and tell how it worked for you. Finally, do a follow-up activity together.
- 7.** Go together to a special parent event offered in the community. Return to the church for refreshments and discussion of what you learned.

Active Learning and Follow-up Activities

- 1.** Give parents an opportunity to practice what they have learned by role-playing. Assign parents to take the role of mother, father, child, etc., showing what they would do in various situations, based on what they have learned.
- 2.** Provide a bibliography list. Show some books and materials which parents might find helpful.
- 3.** Brainstorm solutions together. Present a problem or question and write as many solutions as possible. (Don't critique the ideas when you're brainstorming, just right them down.) You might try asking the first person who gives an idea to call on someone else to give their idea and so on.
- 4.** Introduce an activity by doing a poll. Ask the group several short-answer questions and keep a tally of the results. (i.e. “How many of the families eat supper together every day?”)



5. Provide a worksheet such as an outline for parents to fill in during the lecture or by looking in a Bible or other book.
6. Build a recipe book of ideas together, sharing different ways of addressing an aspect of family life.
7. Go on a field trip.
8. At the beginning of the meeting divide parents into small groups of 6-8. Have each parent write on an index card a question about the topic, then pass the card to each member of the group. Have the parents read the questions and put a check mark by the ones that interest them most. The small groups then share their most popular questions with the rest of the group.
9. Try a "fishbowl". Place 6-8 parents in the center in a circle with the rest of the parents seated behind them. The center circle discusses the topic while the rest look on. Parents may exchange places occasionally.
10. Assign thought or application questions to small groups. Then mix up the groups and have each person report to their new group what the small group came up with.
11. Ask parents to summarize to a person sitting near them what they have learned.
12. Use ice-breakers to help the group feel comfortable with each other. Allow five minutes to learn everyone's name, *OR* have small groups invent a "group resumé", compiling resumé information, such as schools attended, years of professional experience, positions held, professional skills, hobbies, family, talents, etc., for all the parents in the group.
13. Provide case studies (specific examples) for parents to discuss.
14. Use a Suggestion Circle. Choose one person to briefly and clearly present a problem or question to the group. Go around the circle, allowing each parent to make a short suggestion or to pass. (Offer to have someone write down the suggestions.) After each suggestion the focus person should simply thank the person for offering a suggestion. (No

one else should comment.) When each person has had an opportunity to make a suggestion, give a second chance to those who passed.

15. Emphasize prayer at every meeting. It will make more of a difference than everything else put together. Pray in pairs, small groups, silently, in sentence prayers, etc.

Using Local Resources

There may be several officers in your church who are also working to assist and support parents and families. Plan together to enhance each other's ministry, rather than competing. Some programs may be offered as a joint effort, and you may want to promote each other's activities. These leaders may be able to speak for one of your meetings or help you find speakers and resources. These officers include:

- Home and School leaders
- Family Life Coordinator
- Church School staff
- Pastor

There are many places to find speakers. Start by looking within your local community: Doctors and other health professionals, psychologists, psychiatrists, social workers, teachers, principals, experienced parents, and pastors.

Try local conference and union officers from the departments of: Church Ministries, Family Ministries, Children's Ministries, Education, and Health.

When considering outside speakers who are skilled in various areas, be aware that some speakers appreciate an Honarium fee (\$25.00). Be certain that



any speaker or resource you bring in does not conflict with Adventist philosophies and values. Take the time to talk carefully with non-Adventist speakers and to investigate their basic ideas and philosophies.

Some places to look for outside speakers include: Family life leaders and ministers in other local churches, professors from local colleges and university departments, such as: Psychology, Sociology, Education, Home Economics, Early Childhood Religious Education, Child and Family Studies.

Local: Child psychologists, child psychiatrists, YMCA, hospital educators; public school: counselors, psychologists, principals, advisors, and social workers. Look for books and videos at: Christian bookstores, bookstores, libraries.

Create an interest/specialty list of people you can call on for various topics.

Parents with Special Interests

In choosing topics for your Adventurer Family Network, do not overlook parents with special interests. Several of the suggested topics have been designed with these parents in mind. These include:

Year One: Single Parenting

Year Two: Christian Mothering, Christian Fathering

Year Three: Blended Families, Sibling Rivalry, Loss and Grieving

Year Four: Keeping Marriage Fresh, Special Needs Children

Even though these topics may not be chosen by a majority of parents, there may be a group who would very much like to discuss one of these topics. You can provide for these needs in a variety of ways.

- 1.** Be aware of which topics are special-interest topics. Watch to determine if one may interest a significant number of parents.
- 2.** Schedule a special interest topic as a special event and make it available to the church and community.
- 3.** Schedule several special-interest groups to meet in different parts of the room or building on the same night. You may want to meet as a large group for prayer and a devotional, then split for the main topic. For example, book-study groups on “Keeping Marriage Fresh”, and “Single Parenting” may be conducted simultaneously.

Other parents may have needs based on their cultural background, level of education, or knowledge of English. Be aware of these needs and structure topics, titles, and activities which will appeal to them.

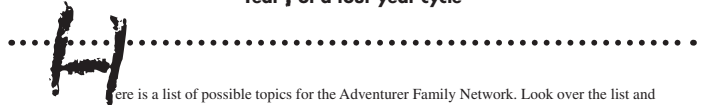
Opening Program

(Sample Program)

1. Have fruit juice, hot drinks, crackers and dip, or a healthy sweet (such as sliced fruit) available as parents enter.
2. Begin with prayer and a short devotional (Discuss Deuteronomy 6:4-6, and how Adventurer Family Network can be helpful to parents in following these instructions.)
3. Take time for an icebreaker to help parents know and feel more comfortable with each other.
 - a. Ask parents to find a partner they do not know well.
 - b. Interview their partner to find one thing in their family about which they are most proud.
 - c. Allow time for parents to share with their group what they discovered.
4. Go over the topic list together. (Place the list on an overhead or chalkboard in advance.) Take time for discussion of each topic and be aware of parents with special needs, such as single parents.
5. Discuss when and how often parents would like to meet. Vote on a basic schedule.
6. Ask parents to prioritize the topics they would like to discuss during the year. (Choose approximately the number needed to fit the schedule they have chosen.) Encourage parents to think about any people or resources they may know that would be helpful for the topics they have chosen.
7. Announce probable first topic and meeting time. (Choose a simple topic and activity, such as a video and discussion, for your first meeting.) Ask parents to each share one thing they would like to know about the topic.
8. Close with prayer.

Adventurer Family Network Topics

Year *I* of a four year cycle



Here is a list of possible topics for the Adventurer Family Network. Look over the list and mark the ones that would most interest you and your group. If there's a topic you would particularly like to learn more about, write it on one of the blank spaces. Bring your list to the opening program.

You and Your Family Relationships

- Positive Parenting
- Family Fun Activities
- Time Management: Finding time for what's important
- Respect is for Everyone
- _____
- _____

Anchoring Children In Christ

- Leading Your Child to Christ
- Raising Kids Who Really Care
- Teaching Kids About Prayer
- Making Christian Standards Make Sense
- _____
- _____

The Developing Child

- Physical Development: Growing Healthy Kids
- How Children Differ: Temperament and Personality
- Teaching Kids About Sexuality
- Setting Realistic Expectations
- _____
- _____

Growing Through Challenges

- Discipline as Discipling: Sharing the Victorious Christian Life
- Single Parenting
- Safety Issues in Today's World
- Peer Pressure
- _____
- _____

This is a sample of one of the AFN Topics forms. A reproducible copy can be found in the "Family Network" section of the Appendix.



Coming
Soon

Time Management: Finding Time for What's Important

Have you ever been frustrated because you never seem to have time for your family, yourself, or your God?

Don't miss this great program!

Place:

Date:

Time:

Sponsored by the Adventurer Family Network
of the Seventh-day Adventist Church.

Because you care about your children today
and for all their tomorrows.



*This is a sample of a AFN meeting flyer.
A reproducible copy can be found in the
"Family Network" section of the Ap-
pendix.*

Adventurer Family Network Meeting

Sample Program #1

Teaching Kids About Sexuality

Chosen Outcome For Parents

Parents will feel more comfortable about how and when to talk with their child about sex.

In Advance

Bring pens and 3x5 index cards. Rent a video on the topic of "Teaching Kids About Sexuality", such as the one by James Dobson. (This may be rented at your local Christian bookstore or obtained from Focus On the Family {1-800-232-6459}.)

1. Have juice or hot drinks available as parents enter.
2. Open with prayer.
3. Distribute a 3x5 index card to each parent and ask them to write on the card one of their biggest questions or problems they have encountered as they tried to help their kids learn about sexuality from a Christian perspective. Pass the cards around and ask parents to put a check mark on the three cards which describe problems that are most important to them. When the cards come back to their original writers, ask parents to read the cards which had the most checks.
4. Show the video. Encourage parents to watch specifically for answers to the questions they wrote on their cards.
5. After the video, discuss what parents learned from the video that would apply to the problems they face. Ask for additional ideas and suggestions from their own experience.
6. Close with prayer.

Year 1: Family Relationships

Positive Parenting

Outcomes for Parents

(Choose one or several)

- Recognize that parents are the first and most important teachers of their children.
- Understand that no parent is perfect. All parents deal with challenges which may include high stress; low education level; low self-esteem; difficult family background; etc.
- Recognize that children are resilient and able to overcome a large number of obstacles when given a foundation of loving support.
- Make it possible to be positive parents by: 1) taking care of their own needs; 2) placing a high priority on their marriage relationship; 3) developing other relationships for mutual support; 4) learning to handle stress positively; 5) accepting the fact that they will not always feel calm and loving; and 6) building their relationship with Jesus Christ.
- Incorporate within their family more of the characteristics which make up strong and resilient families. In these families, family members: 1) count on each other for support, loyalty, and love; 2) express appreciation to each other; 3) show a team spirit of commitment to the family; 4) enjoy time together regularly and often; 5) communicate openly and genuinely; 6) have routines and traditions which provide structure; 7) pull together to handle crises confidently as opportunities for growth; 8) participate in sound financial management; and 9) accept each member as an individual and encourage them to develop to their own unique potential.

Adventurer Curriculum Related to the Topic

My Family II. "Families Care for Each Other."

Specific Active Learning Activities

- ✂ On a chalkboard or chart paper make a heading for each of the characteristics of strong and resilient families (listed above under *Outcomes For Parents*). Brainstorm together how to make these things real in their families.
- ✂ Provide stationery for each parent to write a letter to herself (or himself), reassuring herself that she is a good parent and that God understands firsthand the struggles of parenting and wants to comfort and support her.

Recommended Materials

Ellen G White

Mind, Character, and Personality, Vol 1, pages 174-180; *Child Guidance*, pages 63-76; *Fundamentals of Christian Education*, pages 149-161; *Acts of the Apostles*, pages 31-39.

Curran, Dolores, *Traits of a Healthy Family*, Winston Press, Minneapolis, 1983.

Jeremiah, David with Carlson, Carole, *Exposing The Myths of Parenthood*, Word.

Wilson, Sandra D., *Shame-Free Parenting*, Inter-Varsity Press, Downers Grove, IL 1992.

Video or Audio Cassettes

McDowell, Josh & Day, Dick, *How To Be A Hero To Your Kids*, 4 sessions of 24 minutes; Word Ministry Resources, Waco TX.

Smalley, Gary, *Hidden Keys to Successful Parenting*, 1-800-232-3232.

Winn, Dick, *Super Love vs Super Kids*, Childcrafting Video Series (45 min, \$19.95), The Quiet Hour.

Other Materials

Plain Talk: About How To Be A Perfect Parent free brochure; Minnesota. Department of Human Services, Form Supply Unit, 444 Lafayette Rd, St Paul, MN 55155-3804.

Year 1: Family Relationships
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Family Fun Activities

Outcomes for Parents

(Choose one or several)

- Appreciate the warmth of family togetherness, and the joy of pleasant memories shared through family fun activities.
- Recognize the security and enjoyment that the family can discover through family rituals and traditions.
- Share some of their own fun family traditions (such as special meals, Sabbath or holiday traditions, etc) with the group and appreciate their contribution to family togetherness.
- Share ideas on other fun activities to enjoy as a family.
- Consider scheduling a weekly family night, or family time, as a time when the family can enjoy activities together and build family bonds. (Family night activities may include crafts, games, food, service activities, hobbies, or anything else family members would enjoy together.)

Adventurer Curriculum Related to the Topic

Sunbeam

My Family I. Ask each member of your family to tell some of their favorite memories.

Helping Hand

My Family I. Make a family flag or banner OR collect stories or photographs about your family history.

My Family II. Help plan a special family worship, family night, or family outing.

Specific Active Learning Activities

- ✂ *Brainstorm and Share Icebreaker:* Participants list as many traditions as possible which are already observed in their family. Share a favorite tradition with a partner. Partners explain their partner's family tradition to the group.
- ✂ *Homework:* Each parent chooses a family fun activity to test and report on at the next meeting. OR Have each family member share their favorite family memory.
- ✂ *Recipe Book:* List family fun activities that can be done for under \$5, and for under \$10.
- ✂ *Coupons:* Write family fun ideas on coupons that family members can choose from when choosing an activity for a family night or family together time. Make some blank coupons so other family members can add ideas. (Family members may take turns choose the activity for family night.)

Recommended Materials

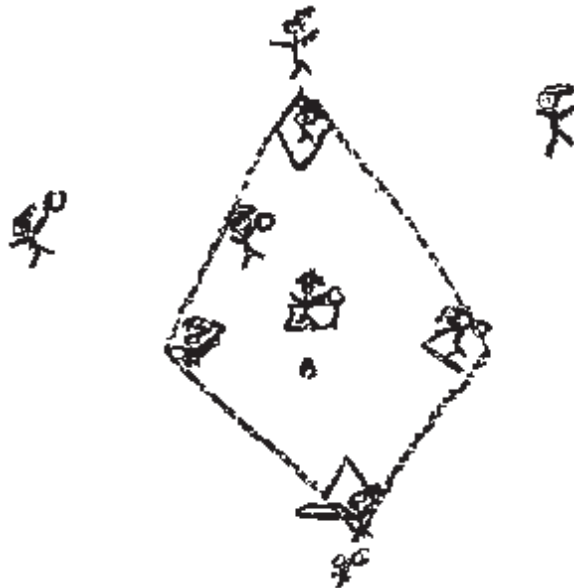
Ellen G. White References

Adventist Home, pp. 493-530.

Books

Erickson, Donna, *Prime Time Activities With Kids*, Augsburg Press, Minneapolis 1992.

Gaither, Gloria & Dobson, Shirley, *Let's Make A Memory Word Books*, Waco TX.



Year 1: Family Relationships

Time Management: Finding Time for What's Important

Outcomes for Parents

(Choose one or several)

- Know how to use several time management skills such as: prioritizing and goal-setting, basing plans and activities on priorities, rewarding oneself for completing a task, and completing one thing fully before starting another.
- Practice balancing priorities of time spent for God, self, family, work and church.
- Develop ways to ensure time for their own family using ideas such as: a family calendar, taking advantage of present moments, and prioritizing family activities.
- Seek for more simplicity in living.
- Consider the following stress-busting strategies for busy families: 1) listen to your children; 2) every family member helps with the family work; 3) don't look for short-cuts to values or discipline; 4) don't try to protect children from mistakes, or solve their problems for them; 5) give love unconditionally, not based on performance; 6) establish regular family times; 7) occasionally do something special with each kid, just the two of you.

Adventurer Curriculum Related to the Topic

Builder

My Self III.

Specific Active Learning Activities

- ⌘ *Priorities List:* List priorities down one side of the paper. List time spent in various activities down the other side of the paper. Compare perceived priorities with how time is actually spent. Share with a partner or small group one thing you learned and one change you plan to make.

⌘ *Goal Setting:* On a piece of paper write two long-range goals ["How I would like my life to be in five years"] and two short-range goals ["If I had only a month to live...."] Compare your goals with the way you are currently spending your time. Discuss with a partner: "Am I acting in a way that will help me accomplish my goals?"

⌘ *Family Calendar Homework:* For a specific period of time, keep a family calendar on which you plan ahead for family events and outings. Each family member may record activities which involve other members of the family.

Recommended Materials

Biblical References

Jethro and Moses (Exodus 18)

Ellen G. White References

Christ's Object Lessons pp. 342-346

Books

Baker, Pat A., *A Frazzled Mother's Guide*, Baker Book House, Grand Rapids, MI 1989.

Thomsen, Halvard, *How To Manage Your Time*, Pacific Press, Boise, ID Lifestyle booklets series.

Weising, Gwen, *Finding Time For Family Fun*, Fleming H Revell, Tarrytown, NY 1991.

Video or Audio Cassettes

Kimmel, Tim, *The Hurried Family Video*, Dallas Christian Video (based on Kimmel's book, *Little House on the Freeway*).

Van Pelt, Nancy L., *Personalized Home Organization*, six cassettes by Nancy Van Pelt (\$30)

Other Materials

Hawks, Dr. Paul, *Time and Priority Management Seminar*, Concerned Communications, Hwy 59N, Siloam Springs, Arkansas 72761. 800-447-4332.

A 10-session outreach seminar.

Creative Family Organizers System (\$19.95) 368 South 850 West, Orem, UT 84058. Includes weekly household scheduler, family job chart, shopping lists, etc for hanging on refrigerator.

Year 1: Family Relationships

Respect is for Everyone

Outcomes for Parents

(Choose one or several)

- Recognize that mutual respect is an essential part of a strong Christian family. Mutual respect encourages children to show respect to parents and others, and to build a healthy self-respect.
- Know that respect is based on the golden rule. Ways of building respect in the family includes such things as listening for understanding; accepting children as they are; being open to questions, ideas and differing opinions; recognizing individuality; taking time to understand before reacting; recognizing efforts and accomplishments; encouraging children to make choices appropriate to their age level; being considerate of feelings; admitting when you're wrong; and providing privacy and keeping secrets.
- Choose two ways to build greater mutual respect in their family by: modeling it in their behavior toward each other and toward the child(ren).
- Expect respectful behavior from their children.
- Consider the following survey of "the most unappreciated things parents do":
 1) make you break plans you have already made; 2) yell at you in front of your friends; 3) sign you up for something without asking; 4) interrupt; 5) break promises; 6) don't listen; 7) don't include you in conversation; 8) don't consult you in family plans; 9) throw out your old toys and clothes without asking.

Adventurer Curriculum Related to the Topic

Busy Bee

My Family II. A. Discover what the fifth commandment (Exodus 20:12) tells you

about families. B. Act out three ways you can honor your family.

Specific Active Learning Activities

- ≪ *Respectful Notes:* Provide sheets of paper with outlines of ribbons or trophies. Ask parents to pair up and write a note to their partner, inside the outline, beginning with the words: "I respect you because...." Discuss how it felt to receive the note. Provide time for parents to write a respectful note to each person in the family.
- ≪ *Children's Rights?* Put the following quote on the chalkboard or overhead projector. "Remember that children have rights which must be respected." AH 306 Brainstorm together what some of these rights might be. Have each person tell someone next to them what right they plan to respect more in their family during the next week.

Recommended Materials

Biblical References

See Jesus' treatment of Zaccheus, of the adulterous woman and of Mary at Simon's feast, of mothers and their children seeking blessing.

Ellen G. White References

"... all desire to be treated with confidence and respect, and this is their right."
Education 289-292.
Child Guidance, pp.97-100; *Adventist Home*, pp. 279-281; 292-296; 421-430.

Books

Dreikurs, Rudolf, *Children: The Challenge*, (New York: EP Dutton, 1989).
 Faber, Adele & Mazlish, E., *How To Talk So Kids Will Listen and Listen So Kids Will Talk*, Avon Books, New York, 1980.
 Ginott, Haim G., *Between Parent and Child*, Avon Books, New York, 1980.
 Smalley, Gary, *The Key To Your Child's Heart*, Word, Dallas, 1992.

Year I: Anchoring In Christ

Leading Your Child to Christ

Outcomes for Parents

(Choose one or several)

- Embrace their children's salvation as the most basic goal of Christian parenting.
- Be alert to appropriate times to ask children for a decision to accept Christ (without pushing).
- Recognize that Adventurer children are ready to understand salvation in a simple way and to give their hearts to Him. Readiness to accept salvation is influenced by: mental maturity, religious background, ability to love and trust, scripture knowledge, and home environment.
- Understand the steps of salvation and be prepared to lead the child to Christ. Prayerfully lead the child to: understand his sinfulness (Rom.3:23); understand the way of salvation (John 3:16); repent of his sins (1 John 1:9); ask Jesus to be his Savior (John 1:12); feel a sense of assurance (John 3:36); and walk with Jesus and grow through prayer and scripture.

- Be aware of the Valuegenesis research which found that a majority of Seventh-day Adventist young people believe that they can earn salvation through personal effort, and that the way to be accepted by God is to live a good life. Plan ways to deal with this trend.
- Recognize the reality of childhood conversion and how it differs from adult conversion. (Both need to recognize their need, repent of their sin, accept the gift of salvation, commit their lives to God and show evidence of a new life. Children have fewer wrong habits and scars, as well as a less deep understanding of the gospel.)
- Identify when their children are ready for baptism and formal church membership. (Children are ready when they: understand the significance of baptism; have surrendered their lives to Christ; understand the doctrines of the church; and understand the responsibility and meaning of membership.
- *The Amazing Book* is an excellent video introducing children to the Bible. Your child will delight in the exciting adventures of Doc Dickory, River, and their "book-mole" friend, Dewey Decimole, as they explore the fascinating world of the Bible. They'll learn about its authors, its history, its books, its stories, and why it is all important. They'll sing upbeat, catchy songs, too. (See recommended materials)



Adventurer Curriculum Related to the Topic

Busy Bee

My God I. Create a story chart...to show someone how much Jesus cares for you.

My God II. Earn the Bible I Adventurer Award.

Year 1: Anchoring In Christ

Raising Kids Who Really Care

Outcomes for Parents

(Choose one or several)

- ☒ Recognize that young children are centered on their own needs and learn gradually to be aware of others' needs. A toddler begins to show empathy to other's pain and an eagerness to be helpful, but his "love" is given in return to those who show him love. At the age of 8 1/2 to 10, children begin to be aware of other's needs and the fact that they can choose to show love by their own activity.
- ☒ Be aware of the Valuegenesis research which suggests that about 1/3 of SDA youth feel a responsibility and interest in helping to reduce the pain and suffering in the world.
- ☒ Consider ways to help their children grow in compassion. Research suggests that children of Adventurer-age are extremely interested in heroes. Compassionate people and stories from the family, church and community as well as Bible stories and other biographies may be made available to the children.
- ☒ Be aware of research which suggests that children's caring and empathy is not significantly affected by the amount of religiousness or self-confidence in the home. Rather it is most positively influenced by:
 1. the use of discipline which uses explanation to help children understand others' feelings
 2. lots of affection at home
 3. de-emphasizing competition
 4. modeling (and rewarding) concern and action for others
 5. exposing children to a wide variety of people and their needs.

Adventurer Curriculum Related to the Topic

Sunbeam

- My World II. A.* Explore your neighborhood. List things that are good and things that you could help make better.
- My World II. B.* From your list, choose ways and spend time making your neighborhood better.

Helping Hand

My World I. Earn the Caring Friend Adventurer Award.

Specific Active Learning Activities

- ∞ *Memories:* Ask parents to share experiences in their own lives that helped them to become caring people.
- ∞ *Event Planning:* Plan a special or ongoing service activity that Adventurers and their families of your church may take part in monthly or quarterly.

Recommended Materials

Biblical References

John 6:1-13, The little boy's lunch

Ellen G. White Reference

"If we wish our children to possess the tender spirit of Jesus, and the sympathy that angels manifest for us, we must encourage the generous, loving impulses of childhood." *DA* 516

Books

Howard, Tracy Apple, *Kids Ending Hunger*, Andrews & McMeel, Kansas City, 1992.

Other Materials

Dobson, James, *Teaching Children to Be Kind*, (brochure \$.35) Focus on the Family.

Year 1: Anchoring In Christ
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Teaching Kids About Prayer

Outcomes for Parents

(Choose one or several)

- ☒ Better understand how to help children develop in their understanding of prayer.
- ☒ Use a variety of times, occasions, and models to enjoy prayer with their children.
- ☒ Make prayer a regular part of their own daily life and model for their children and help them learn that prayer is not just “kid stuff”.
- ☒ Be aware of three general stages in children’s understanding of prayer.
 - At ages 5-7, children have only a vague understanding of prayer. They assume that all kids pray, and pray mainly to gratify their personal desires. They may be deeply distressed by unanswered prayers.
 - At ages 7-9, children pray very concrete and specific prayers. They may talk with God about the activities of the day and express thankfulness and empathy. They are aware that not everyone prays, but are confused by the idea that God can be everywhere at once.
 - At ages 9-12, they recognize that prayer is a private conversation with God which has many purposes. They have made prayer a part of their personal belief system and recognize that God hears everyone who calls on Him.

Adventurer Curriculum Related to the Topic

Busy Bee

My God III. B. Ask three people what they pray about.

Specific Active Learning Activities

- ✂ *Art Time:* Parents organize a worship time at home at which the children draw a picture of God and a picture of Jesus. Bring pictures to the next meeting and talk about how children relate to God. (OR Have kids draw pictures at Adventurer Club for use at this meeting.)
- ✂ *Discussion Planning:* Parents write three questions to ask their kids about prayer, then discuss these with their children to discover what is in their minds and how they can help them learn more.

Recommended Materials

Ellen G. White Reference

Child Guidance, pp.517-526.

Books

Hromas, Roberta, *52 Simple Ways To Teach Your Child To Pray*, Thomas Nelson, Nashville, 1991.

Wooden, Keith, *Teaching Children To Pray*, Zondervan, Grand Rapids, MI 1992.

Video or Audio Cassettes

Kuzma, Kay, *Living With God’s Kids Video Seminar*, “Teaching Children to Talk to God” P.O. Box 7000, Cleveland TN 37320.

Year 1: Anchoring In Christ

Making Christian Standards Make Sense

Possible Outcomes

(Choose one or several)

- ☒ Parents will be aware that SDA youth are often confused by differing standards between home and school and church. They feel that we emphasize rules and standards so strongly that the basic good news of Christianity is forgotten.
- ☒ Parents will commit themselves to keeping the gospel first and foremost in their teaching of their children.
- ☒ Parents will encourage children to understand the meaning behind the rules by listening to children's questions and giving answers based on God's desire to make us happy, and the principles He has given to help us.
- ☒ Parents will re-examine their own approach to rules, and evaluate their current standards and life-style practices. They will be sure that their rules and actions are based firmly on principle, and decide what is really central to Christian living.

Adventurer Curriculum Related to the Topic

Helping Hand

My God I. Create a story chart...to show someone how to live for God.

My God II. Earn the Bible IV Adventurer Award.

My God III. B. With an adult, choose one thing in your life which you would like to improve. With Jesus help pray, plan, and work together to reach your goal.

Specific Active Learning Activities

- ✂ *Exploring Dialogue:* Choose a rule or church standard that the Adventurer children are dealing with. Use role-playing to explore different ways of dealing with children's challenges to, and questions about, the rule.
- ✂ *Rule-Making:* Develop a few basic rules for your family. Implement them in your family and report at the next meeting how they worked in your family. (Kay Kuzma suggests three basic rules: 1) You may not hurt yourself; 2) You may not hurt others; 3) You may not hurt things.)

Recommended Materials

Ellen G. White Reference

Child Guidance, pp. 413-468.



Year 1: The Developing Child
.....

Physical Development: Growing Healthy Kids

Outcomes for Parents

(Choose one or several)

- ☒ Understand the basic physical development to expect during the Adventurer years. Children will: continue to grow steadily in height and weight; have sudden bursts of energy and tire easily; lose many teeth; be quite susceptible to colds and communicable diseases; like to handle objects; acquire a more mature distribution of fat.
- ☒ Recognize the poor state of physical fitness among children today and make a plan to combat the problem in their families. 1 in 4 children is overweight. 50% of 6-11 year-old girls can't do one pull-up while boys can't run a mile in less than 10 minutes.
- ☒ Realize that Adventurer-age children are setting their eating and activity patterns for the rest of their lives.
- ☒ Learn ways to make healthy eating, exercise, and living habits attractive to their children.
- ☒ Be aware that over-reacting to moderate overweight in children may cause later obesity. Instead help the child to: be relaxed and comfortable about eating; aware of when he's hungry or full; set a regular pattern of meals with no food at other times; enjoy eating slowly; and gradually substitute low-fat for high-fat foods. Being too restrictive about food can cause later self-image and food-related problems.

Adventurer Curriculum Related to the Topic

Busy Bee

My Self III. Earn the Health Specialist Adventurer Award.

Sunbeam

My Self III. Earn the Fitness Fun Adventurer Award.

Builder

My Self III. Earn the Temperance Adventurer Award.

Helping Hand

My Self III. Earn the Hygiene Adventurer Award.

Specific Active Learning Activities

- ☞ *"Taste"-testing:* Try out some fun games or recipes children will benefit from and enjoy.
- ☞ *Special Guest:* Invite a health expert to address your group. Check with a doctor or professional within your church or call a local YMCA or YWCA, hospital educator, American Heart Association, American Cancer Society, or conference health department.

Recommended Materials

Biblical References

Samson, John the Baptist

Ellen G. White Reference

Child Guidance, pp. 103-105, 339-410, 371-412; Education pp. 195-222; *Fundamentals of Christian Education*, pp.139-144.

Year 1: The Developing Child

How Children Differ: Temperament and Personality

Outcomes for Parents

(Choose one or several)

- Know that children's temperaments differ in many ways even from birth.

These ways include: activity level; regularity of body functions; response to new people and things; adaptability; how quickly and strongly they respond to things; negative or positive outlook, and persistence.

- Discover some ways to adjust their parenting practices to fit individual needs.
- Be assured that when parents are doing their best and children are not responding well, the problem is often not that they are doing it "wrong" but they need to adjust the "goodness of fit" between their way of handling the child and the child's temperament and personality.

Adventurer Family Network Activity Worksheet

Mark the level of activity for your child, for each of the following activities.

Activity Level

slow  fast

Regularity of bodily functioning

regular  irregular

Response to new person or thing

cautious  impulsive

Adaptability

high  low

Responsiveness

high  low

Mood or outlook

negative  positive

Distractibility

low  high

Persistence

high persistence  low persistence

Adventurer Curriculum Related to the Topic

Sunbeam

My Self I. Make a tracing of yourself.

Decorate it with pictures and words which tell good things about you.

Specific Active Learning Activities

- ✂ *Temperament Chart*: Give each parent a chart like the one shown on this page.

Recommended Materials

Biblical References

Jacob & Esau, Cain and Abel

Ellen G. White Reference

Books

Dobson, James, *The Strong-willed Child*, Tyndale House.

LaHaye, Bev, *How To Develop Your Child's Temperament*, Harvest House, Tappan, NJ 1978.

Other Materials

Dobson, James, *Understanding Your Child's Personality*, (brochure \$.35) Focus on the Family.

This is a sample of the Activity Worksheet. A reproducible copy can be found in the "Family Network" section of the Appendix.

Year 1: The Developing Child

Teaching Kids About Sexuality

Outcomes for Parents

(Choose one or several)

- ☒ Feel more comfortable about how and when to talk with their child about sex. Both parents should be involved and should begin “the day the child comes home from the hospital.” Take advantage of events and spontaneous questions to talk simply and directly. Teach that God created sex and that it is good.
- ☒ Help their first grader to understand the difference between boys and girls bodies, the correct names for body parts and functions, how a baby develops inside its mother, that family hugs and kisses are great, and that nobody should touch their private parts.
- ☒ Help Adventurers prepare for puberty by talking with them (by 4th grade) about how animals are born, how the father fertilizes the egg, how the baby is born through an opening in its mothers body.
- ☒ Communicate to children that sex is a good and special thing, created by God, especially to be enjoyed by a man and woman who are married to each other; that sex is the seal of a “forever relationship” not the reason for a relationship.
- ☒ Parents will help children realize that boys and girls are more alike than different. They are intellectually even (girls may be slightly higher verbally, while boys are higher mathematically). Boys are still more physical and aggressive while girls are more apt to follow rules and be sensitive to other’s feelings.

- ☒ Parents will teach their children not to put down the opposite sex, expecting equal help with household chores, and not push boys and girls to play separately or together. They will offer alternative views to stereotypes but avoid arguing or forcing the issue.
- ☒ Parents will recognize and evaluate the sexual and sexist messages their children receive through the media, and plan ways to deal with these messages.

Recommended Materials

Biblical References

Samson

Ellen G. White Reference

Books

Buth, Lenore, *How To Talk Confidently With Your Child About Sex*, Concordia, St. Louis 1988. (The Concordia Sex Education series is a set of books for children beginning with: *Why Boys and Girls Are Different*, for ages 3-6, and including *Where Do Babies Come From*, for ages 6-8, *How You Are Changing, Sex and the New You*, and *Love, Sex and God*.)

Calderone, Mary S., *Talking With Your Child About Sex*, Random House, New York 1982.

Cole, Joanna, *How You Were Born*, William Morrow and Co, New York, 1984.

Spears-Stewart, Reta, *Before I was a Kid*, Pacific Press, Bosie, ID, 1991

Video or Audio Cassette

McDowell, Josh, *How to Help Your Child Say “No” to Sexual Pressure*, Word Video, two 2-hour sessions.

Sex and the Young Child, (108 min. \$89.95 purchase price) Franciscan Communications/Teleketics.

Other Materials

Dealing With Sexual Abuse, (\$2.50) NAD Distribution Center, set of 3 pamphlets including “*My Child Has Been Sexually Abused.*”

Year 1: The Developing Child

Setting Realistic Expectations

Outcomes for Parents

(Choose one or several)

- ☒ Recognize that Adventurer children shouldn't have to look like adults, react emotionally like adults or achieve like adults. Adventurers developmental tasks include:
 - to learn skills, to learn from mistakes and to decide to be adequate;
 - to learn to listen in order to collect information and think;
 - to practice thinking and doing; to reason about wants and needs;
 - to check family rules and learn about structures outside the family;
 - to learn the relevancy of rules; to experience the consequences of breaking rules;
 - to disagree with others and still be loved; to develop internal controls;
 - to test ideas and values and learn value options beyond the family;
 - to learn what is one's own responsibility and what is others' responsibility;
 - to develop the capacity to cooperate; to give and receive love;
 - to identify with the same sex; to test abilities against others;
 - to free oneself from a primary identification with parents, and to form friendships with peers.

- ☒ Understand and plan to deal with typical behaviors of the Adventurer child:
 - asks questions and gathers information; practices and learns skills;
 - belongs to same-sex groups or clubs; challenges parent values, argues, & hassles;
 - compares, tests, disagrees with, sets, breaks, and experiences consequences of rules;
 - may be open & affectionate or seem cantankerous, self-contained, or alternate.
- ☒ Improve their own helpful behaviors in dealing with Adventurer characteristics:
 - continue to offer love, safety, & protection; be clear about who's responsible for what;
 - affirm children's efforts to learn to do things their own way;
 - give lots of love and positive strokes for learning skills;
 - be a reliable source of information about people, the world, and sex;
 - challenge behavior and decisions; encourage cause and effect thinking;
 - affirm children's ability to think logically and creatively; offer problem-solving tools;
 - set and enforce needed non-negotiable and negotiable rules;
 - allow children to experience non-hazardous natural consequences for their choices;
 - point out that you continue to care for them even when you disagree with each other;
 - encourage the separation of reality from fantasy in their conversation with you;
 - be responsible yourself and encourage children to be responsible for their decisions, thinking and feeling;

- ☒ encourage development of special skills by providing an enthusiastic & encouraging teacher; then one who teaches skills & quality performance; and, later, a model/mentor.
- ☒ avoid: uneven enforcement of rules; insisting on perfection; expecting child to learn without instruction, help, and standards; filling a child's time with lessons, teams, and activities, leaving no unstructured time to explore interests and relax; unwillingness to allow child to feel miserable for brief times; rules and values too rigid or lacking; unwillingness or lack of ability to discuss beliefs and values, to re-evaluate rules, and to expect the child to develop skills for personal responsibility.
- ☒ Compare children's independence skills with general guidelines and plan adjustments. By the age of 6 many children:
 - dress and undress self, put away own clothes and toys;
 - wash face and hands, brush teeth, trim nails;
 - set table and clear table, wipe up a spill;
 - pick up trash in yard, shake rugs, feed pets, empty trash;
 - know basic food groups, make sandwich or juice;
 - know names of coins and have freedom to use own allowance;
 - know address, phone number, emergency numbers.
- ☒ By the age of 10 many children:
 - wash and dry own hair, clean drawers and closet;
 - operate washer and dryer, fold laundry, sweep, vacuum, & scrub floors;
 - load and run dishwasher, wash and dry dishes by hand, put away dishes and groceries;
 - clean bathroom, change bed, care for pets and plants, wash and clean car;
 - use recipe; cook soup, pancakes, cookies, canned vegetables; pack lunch;
 - make and count change, compare quality and prices, use savings or checking account;
 - swim; check out library books; know basic first aid.

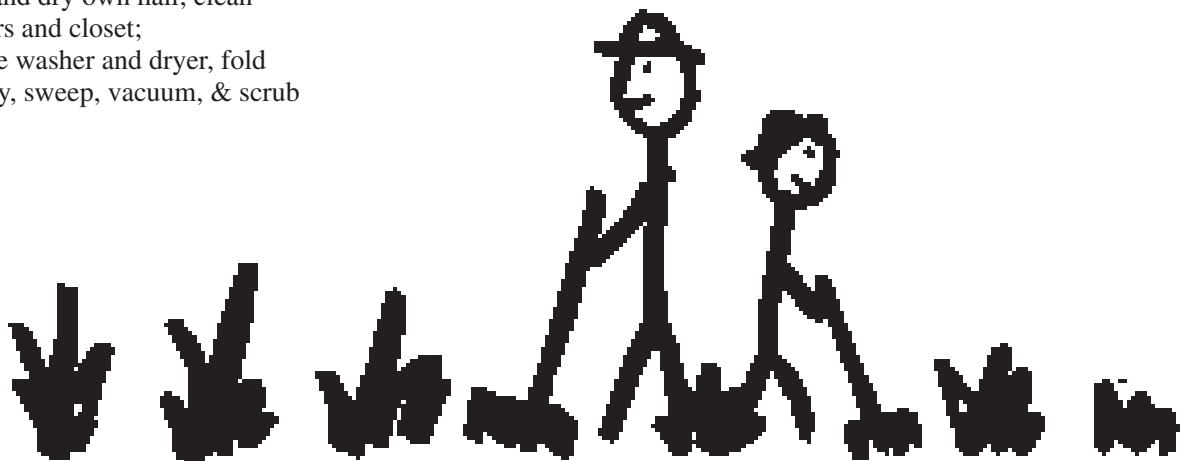
Specific Active Learning Activities

- ☞ *Expectations Worksheet*: Across the top of a sheet of paper, write the following headings: Name; Age; Behavior; Helpful Handling. Distribute worksheets to parents, and ask them to list some of their children's behaviors which bother them. As you discuss realistic expectations of children they may write down ideas they like.

Recommended Materials

Books

Elkind, David, *The Hurried Child: Growing Up Too Fast, Too Soon*, Addison-Wesley, Reading, MA 1982.



Year 1: Growing Through Challenges

Discipline as Discipling: Sharing the Victorious Christian Life

Outcomes for Parents

(Choose one or several)

- ☒ Understand that the goals of discipline are to teach the child to guide her own behavior; to make good decisions; to reason clearly about choices and consequences; to base her moral decision-making on the word of God; and to depend on Christ for the power to act according to His word.
- ☒ Consider some aspects which contribute to discipling discipline such as: showing the character of Christ through loving concern rather than anger and harsh words; help children see the Biblical and logical reasons for a particular behavior; use positive and negative consequences to help the child choose to build a habit of good behavior in this area; lead the child to Christ for forgiveness and power.

Adventurer Curriculum Related to the Topic

Helping Hand

My God: III. B. Work with an adult to choose one thing in your life which you would like to improve. With Jesus' help, pray, plan, and work together to reach your goal.

Recommended Materials

Ellen G. White Reference

Child Guidance, pp.91-96

Books

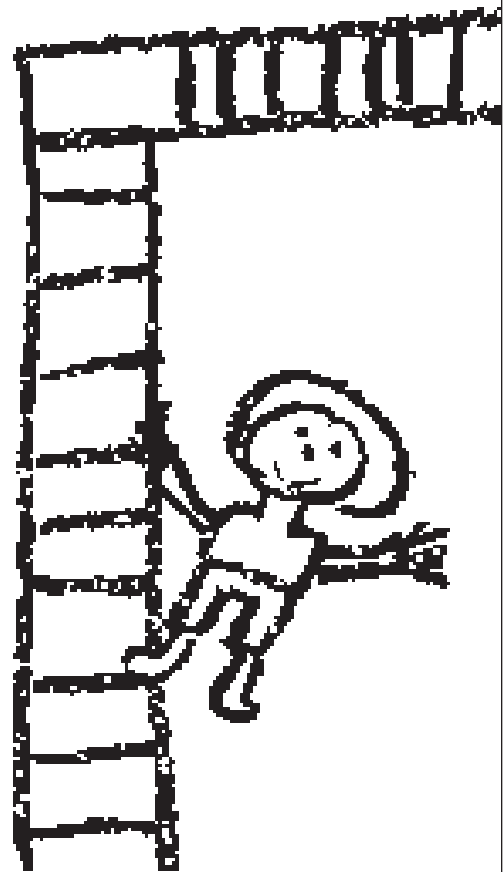
Murray, Andrew, *How to Raise Your Children For Christ*, Bethany Fellowship, Minneapolis, MN, 1975.

Video or Audio Cassettes

McArthur, John, *Spiritual Parenting*, Moody Press.

Other Materials

Your choice.



Year 1: Growing Through Challenges

Single Parenting

Outcomes for Parents

(Choose one or several)

- ☒ Recognize their own needs as single parents. Newly single parents go through stages of denial, anger, bargaining and depression before they are able to accept what has happened and grow in forgiveness and faith. They need to know they are still loved and accepted by their friends and their church and can count on support and listening from their close friends.
- ☒ Share creative ways of dealing with their needs. These may include a parent’s night out; co-op babysitting; building support networks
- ☒ Recognize the needs of the children of single parents. Children who lose a parent go through some of the same stages of grieving as adults. The need to know: that the loss is not their fault; that they will always be taken care of; that it’s OK to feel scared, sad, and angry and to talk about it; and that they won’t always feel this bad. The effect of the loss of a parent does not just go away in a few years. It drastically changes the “picture frame” of one’s life. Adventurer-age children may show their frustrations by acting frightened, bitter or angry and by stealing or lying, or by frequent headaches and stomachaches.
- ☒ Discover creative ways of dealing with their children’s special needs.
- ☒ Be aware that research suggests that children often fare better in single parent homes than in homes with constant conflict and abuse.

Adventurer Curriculum Related to the Topic

Builder

My Family I. A. Share one way your family has changed. Tell how you felt and what you did. B. Find a story in the Bible about a family like yours.

Specific Active Learning Activities

- ☞ *Suggestion Circle:* (The Suggestion Circle is explained earlier in the chapter under *Activities for the Adventurer Family Network*)
- ☞ *Support Group:* If you have a significant number of single parents, they may enjoy meeting regularly as a support group to share ideas, experiences, and frustrations of single parenting.
- ☞ *Panel Discussion:* Gather a group of parents who have successfully raised children in varied situations.

Recommended Materials

Books

Anderson, Hal & Anderson, Gil, *Mom and Dad Are Divorced, But I’m Not: Parenting After Divorce*, Nelson-Hall, Chicago, 1981.
About Single Parenting, About Divorce
 Channing L Bete (\$1).

Video or Audio Cassettes

No Fault Kids, (27 min, \$40 rental) Presents the feelings of children of divorce and how to help them cope.

Other Materials

Dealing With Divorce, (\$19.95), AdventSource, manual for seminar or support group.
You Are Not Alone, (\$19.95), AdventSource, looseleaf with cassettes and program outlines for singles and single parents.

Year 1: Growing Through Challenges

Safety Issues in Today's World

Outcomes for Parents

(Choose one or several)

- Know the home, traffic, fire, weather, earthquake, and/ or abuse problems Adventurers may face.
- Plan how their families will deal with these problems.
- Plan how to creatively teach their families about the safety plan without making them fearful.
- Create an appropriate first aid kit and teach the children how to use it.
- Review emergency plans periodically.

Adventurer Curriculum Related to the Topic

Busy Bee

My Family III. Complete one of the requirements of the Safety Specialist Adventurer Award.

Sunbeam

My Family III. Earn the Road Safety Adventurer Award.

Specific Active Learning Activities

- ✕ *Safety Poster:* Make a home safety plan in poster form. Teach this plan to a partner, as though she were an Adventurer child.

Recommended Materials

Books

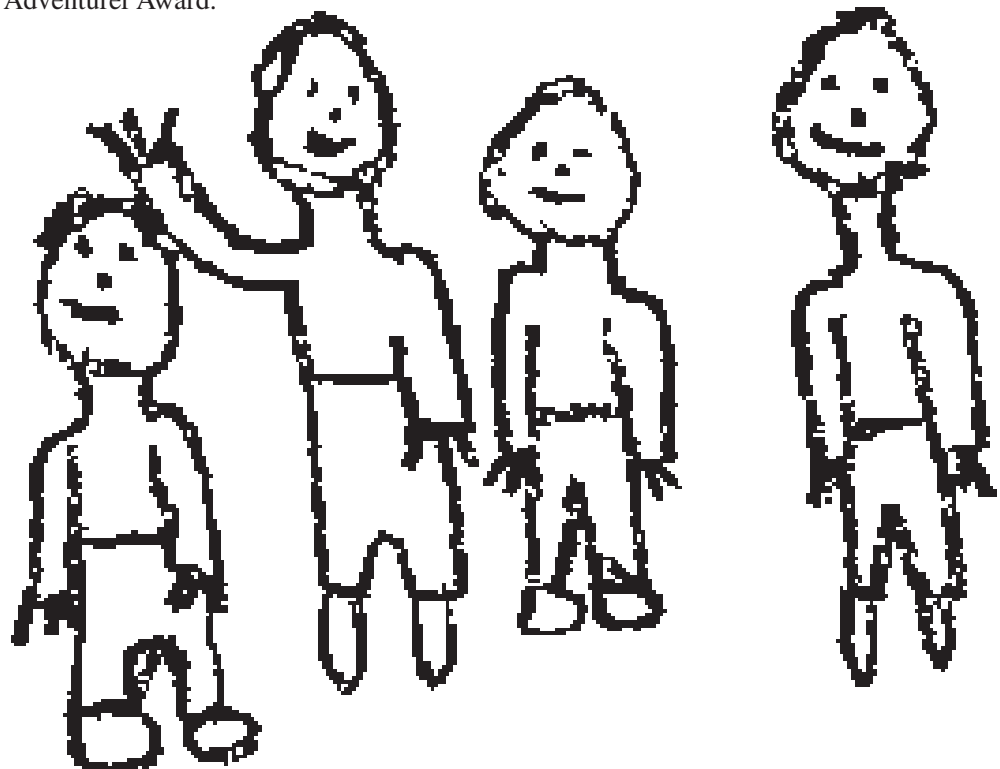
Franks, E. Gordon and Erling, Susan, *Safe And Sound: A Parent's Guide on Self-Protection For Kids*, Safe and Sound Productions.

Video or Audio Cassettes

Better Safe Than Sorry, 14 min film to help children deal with dangerous situations at the hands of adults, Filmfair Communications (Rental \$25).

Other Materials

Your choice.



Year 1: Growing Through Challenges
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Peer Pressure

Outcomes for Parents

(Choose one or several)

- ☒ Be aware that children are most conforming during the Adventurer and early Pathfinder ages of middle childhood and become less so as they grow older.
- ☒ Be aware of the positive potential of peer groups and peer pressure to: encourage participation in positive activities; encourage reaching for and achieving goals; provide children with a realistic gauge of their skills and abilities; provide emotional security and friendship; learn how to get along in society; support the child in his transition toward independence.
- ☒ Choose to help their child deal with peer pressure by improving one or more of the following: making the home the most attractive place on earth; listening with a nonjudgmental ear; having a warm supportive home atmosphere and fun family activities; inviting friends home; helping the child value himself; helping the child develop talents, having interests and career goals; and avoiding overcontrolling the child.
- ☒ Anticipate problem areas before they come up, and discuss with their children various situations in which they will encounter peer pressure. Help them evaluate the situation and its consequences. Encourage them to clarify their own values and make a decision based upon Biblical principles. Help the child practice stating his/her positive decision and following through on it.

Adventurer Curriculum Related to the Topic

Helping Hand

My Self II. A. Learn the steps of good decision-making. B. Use them to solve two real-life problems.

Specific Active Learning Activities

- ☞ *Hospitality Activity:* Plan for one activity during the next week or two in which you will encourage your children to invite friends home OR plan one alternative way to encourage positive friendships for your kids.

Recommended Materials

Biblical References

Ellen G. White Reference

Books

Glenn, H. Stephen & Nelsen, Jane, *Raising Self-Reliant Children In A Self-Indulgent World*, Prima Publishing, P.O. Box 1260 SR, Rocklin, CA 95677.

What Every Teenager Should Know About Peer Pressure, Channing L Bete, South Deerfield, MA 01373-1989.

Scott, Sharon, *Peer Pressure Reversal*, Human Resources Development Press, 22 Amherst Rd, Amherst, MA 01002 (1988).

Video or Audio Cassettes

Other Materials

Your choice.

Year 2: Family Relationships

How Your Family of Origin Can Affect Your Family Today

Outcomes for Parents

(Choose one or several)

- Consider ways in which their families of origin may influence their families today.
- Recognize and express thankfulness for positive influences from the past. Plan how to carry them on in their families.
- Build connections between the generations within their family.
- Identify those influences from the past which they would like to change. These may include influences related to spiritual allegiance, physical or mental health, unhealthy emotions or desires, irresponsibility, abusiveness, or immorality.
- Make a plan for change. Consciously choose to live in God's way rather than in the negative family pattern. In prayer, take authority over the negative influence in Jesus' name. Live under the authority and power of Jesus.

Adventurer Curriculum Related to the Topic

Helping Hand

My Family I. Make a family flag or banner OR collect stories or photographs about your family history.

Specific Active Learning Activities

- ✕ *Panel of "Experts"*: Invite a panel of people who have overcome difficult influences from their family of origin, or have taken advantage of positive influences.
- ✕ *Family Sculpture*: Volunteers from the group may create family sculptures of their family of origin. A family sculpture may be created by using members of the group to represent each family member. Arrange people in poses and positions to show the characteristics and relationships among family members. Share a little about the positive and negative influences involved.

Recommended Materials

Biblical References

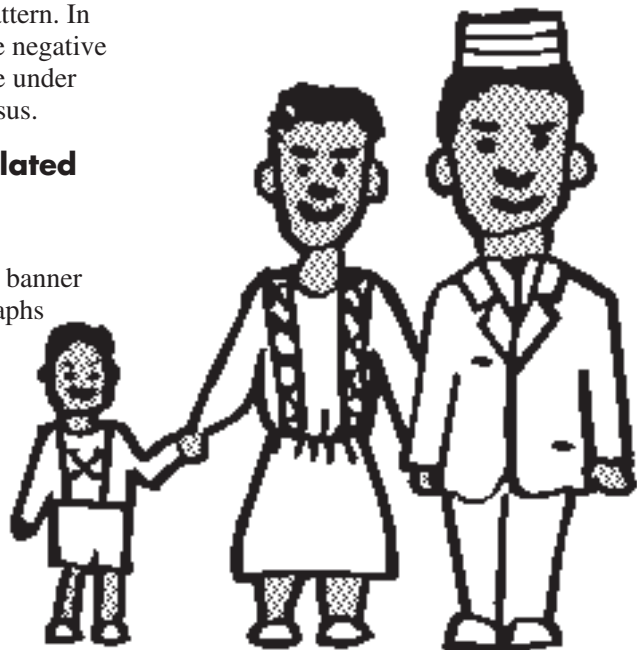
Ezekiel 18; Joash, Eli

Books

Wassil-Grimm, Claudette, *How to Avoid Your Parents' Mistakes When You Raise Your Children*, Pocket Books, NY 1990.

Other Materials

Your choice.



Year **2**: Family Relationships

Enhancing Sibling Relationships

Outcomes for Parents

(Choose one or several)

- ☒ Appreciate the fact that sibling relationships provide children with an unparalleled opportunity to learn attachment and loyalty, to practice social skills and conflict resolution, and to learn from the example and teaching of older siblings.
- ☒ Recognize that every child needs regular assurance that they are safe and beloved.
- ☒ Recognize that each child is different and needs to be loved uniquely by providing encouragement for his/her special talents and interests and giving time and resources according to each child's own needs rather than treating each the same.
- ☒ Encourage positive sibling relations by: providing responsibilities and fun activities for siblings to do together; sharing stories of your experiences with your own siblings when you were a child and now that you are an adult; establishing house rules that are age-appropriate and assure respect for all family members; showing no favoritism; spending time alone with each child on a regular basis and providing each child with some privacy (protection for belongings and a place to be alone).
- ☒ Be aware of birth order research which suggests that the first-born is often more achievement-oriented and responsible, while later-borns are more socially confident.
- ☒ Recognize that sibling conflict is normal, and is based on: the eldest child's hurt at losing the parents' exclusive attention; the children's need to define a space of their own and a sense of their own autonomy; the personality and age differences between children; outside pressures which bring stress on one or more of the siblings.
- ☒ Take advantage of sibling disagreements to teach children how to resolve conflict and be sensitive to each other's needs. Insist that children follow your basic house rules of respect. Don't try to solve their disagreements for them, but teach them how by listening to their reasons for anger, helping restate the problem specifically, affirming their ability to think of a solution, and helping them to think of several possible solutions. Children who are not yet ready and willing to work out their disagreements reasonably may be separated and isolated until they are willing to do so.

Adventurer Curriculum Related to the Topic

Busy Bee

My Family I. Paint or draw a picture showing something you like about each member of your family.

Sunbeam

My Family II. Show how Jesus can help you deal with disagreements. Use:

- puppets,
- role-playing,
- other.

Builder

My Family II. Play the "I Care" game by having each family member plan a special way to show appreciation to each of the other members of the family.

Specific Active Learning Activities

✂ *Role Play:* Ask parents to suggest several typical examples of sibling conflict. Choose volunteers to act the part of the children and others to act the part of the parents. Try out various ways of handling sibling conflict. Discuss the feelings of being a parent and a child in each situation. Practice helping children solve their own conflicts without taking sides.

Recommended Materials

Biblical References

Jacob & Esau; Joseph & his brothers; Cain & Abel; James & John; Lazarus, Mary and Martha.

Books

Faber, Adele and Mazlish, Elaine, *Siblings With Rivalry: How to Help Your Children Live Together So You Can Live Too*, WW Norton & Co.
Leman, Kevin, Dr., *The Birth Order Book; Why You Are the Way You Are*, Fleming H. Revell.



Year **2**: Family Relationships
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Growing a Support Network

Outcomes for Parents

(Choose one or several)

- ☒ Know that a support network is made up of caring relationships with friends and relatives within one's family, church, and community. The value of a support network is not based upon the number of people one knows, but in how close the relationship, how well the relationship fits one's needs, and whether one believes in the people who make up the support network.
- ☒ Recognize that a support network of caring relationships provides affection, affirmation and aid and increases one's ability to successfully deal with stress. Research has found that individuals with a strong support network have better physical and emotional health while those lacking close relationships are more likely to have serious physical problems in mid-life as well as significant emotional distress.
- ☒ Be aware that having several people within one's support network helps to assure that one person will not get worn out, that you will not be left supportless when that person is ill, grumpy, or away, and that various needs can be met most easily by a variety of people.

- ☒ Develop a stronger support network by choosing a few people to develop friendships with and being a good supporting friend to them. Take the initiative to develop friendships by inviting the person to do something with you and by showing caring, acceptance, and appreciation toward them. Strengthen and deepen friendships by listening, talking about, and participating in each other's interests, and by showing care and concern and openness toward them. Good relationships take time.

Specific Active Learning Activities

- ☞ *Support Network Lists:* Ask parents to write down the people they feel they could turn to if there was a serious crisis in the family, people they feel comfortable with in discussing a personal problem, people they feel comfortable asking a favor of, people they enjoy doing things with often, and the people they would enjoy knowing better. Discuss what they learned from their lists. (You might also try listing the names of people who would turn to us for these various things.)

Recommended Materials

Biblical References

Jesus and His disciples; Ruth and Naomi, David & Jonathan

Year 2: Family Relationships

Strengthening Family Communication

Outcomes for Parents

(Choose one or several)

- ☒ Practice giving directions effectively by being specific about the behaviour desired, stating the direction in positive terms (as something to do rather than something not to do), and giving reasons for the direction.
- ☒ Concentrate on developing the lost art of listening. Interest and concern for another person is shown by eye contact and leaning toward the speaker; trying to understand what they are saying and feeling; not interrupting, correcting or arguing; using words to show that you are listening and understanding; and keeping questions to a minimum.
- ☒ Learn to share feelings and desires without threatening other people by avoiding value judgments and put-downs. Instead, describe your feelings and what you see as the problem. (For example, "I feel frustrated when I have to call you more than once to come to supper" rather than "Why don't you ever come when you're called?")
- ☒ Establish a regular family council or family meeting where family members can talk about feelings, problems, and plans. During a family council, all members are free to speak honestly and participate equally in decision-making. No one may be allowed to use put-downs. Problems are resolved and plans made by discussing the problem and considering various alternatives

before deciding as a group (not by parental decree) what should be done. Family councils may be held weekly at a specific time when everyone is at home. Decisions made at family council are binding and may not be discussed until the next family council. (Special family councils may be called in emergencies.)

Adventurer Curriculum Related to the Topic

Sunbeam

My God II. Show how Jesus can help you deal with disagreements. Use:

- puppets
- role-playing
- other.

Specific Active Learning Activities

- ✂ *Communication Quiz:* Give parents a quiz based on information about positive family communication. Begin each question with: "How often do you...?" and ask them to respond by writing: "Often", "Sometimes" or "Seldom."

Recommended Materials

Ellen G. White Reference

Adventist Home, pp. 430-444.

Books

Faber, Adele and Mazlish, Elaine, *How To Talk So Kids Will Listen*, and *Listen So Kids Will Talk*, Avon Books, NY 1980 (a study guide is also available).

Year **2**: Anchoring Children in Christ
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Exploring Nature: God's Second Book

Outcomes for Parents

(Choose one or several)

- ☒ Be aware that research has found a relationship between time spent in nature and a person's self-concept, mental health, character development, tranquility, joy, and awareness of God.
- ☒ Consider various ways to bring the benefits of nature to their family such as: nature stories; hiking, biking, boating, and camping trips; home gardening; learning to care for the environment; and learning to find and interpret God's object lessons in the Bible and nature.
- ☒ Implement at least one nature activity with their family within the next month.

Specific Active Learning Activities

- ☒ *Object Lessons:* Provide parents with 5-10 minutes to spend outdoors in nature, or looking through nature pictures in magazines or books. Ask each parent to choose one object from nature and explain one thing that they have learned about God by studying that object. Discuss how this activity could be used with children.

Recommended Materials

Biblical References

Romans 1:20

Ellen G. White Reference

Child Guidance, pp.45-60; *Education*, pp. 100-101.

Books

Cornell, Joseph Bharat, *Sharing Nature With Children*, Dawn Publications, 14618 Tyler Foote Rd, Nevada City, CA 95959.

Adventurer Curriculum Related to the Topic

Busy Bee

My World III. Earn a Friend of Animals Adventurer Award.

Sunbeam

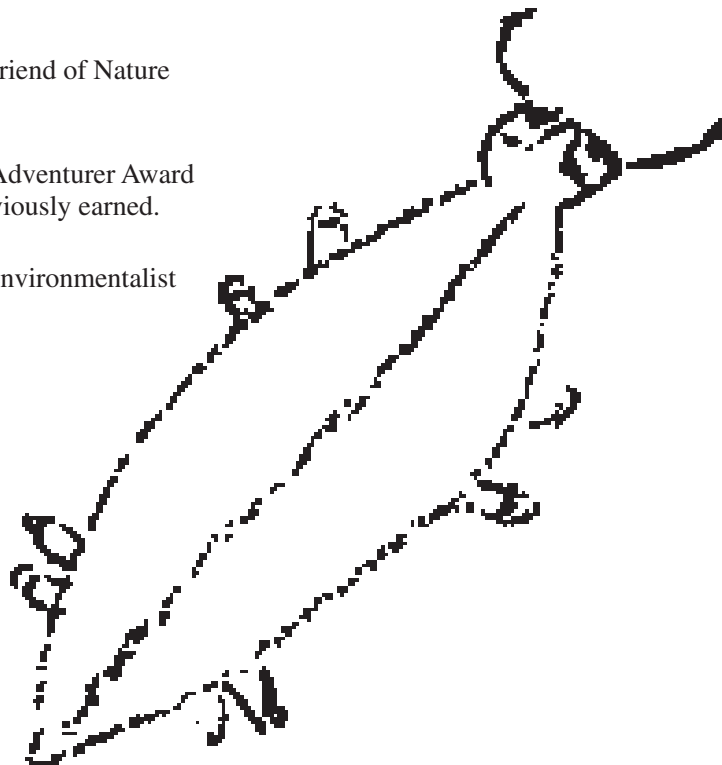
My World III. Earn the Friend of Nature Adventurer Award.

Builder

My World III. Earn one Adventurer Award for nature, not previously earned.

Helping Hand

My World III. Earn the Environmentalist Adventurer Award.



Year 2: Anchoring Children in Christ

Helping Kids Deal with Prejudice

Outcomes for Parents

(Choose one or several)

- ☒ Recognize that prejudice is a value-judgment about a person or group of people based on stereotypes rather than facts. Stereotypes are assumptions about a person or group based on the real or imagined general characteristics of some of the people within the group. Prejudices are an unfair way to deal with people because they do not treat people as they really are but as we imagine they might be.
- ☒ Be aware of prejudices within their own home and community which may include negative judgments about people of other races or cultures or ages, people with disabilities, or people of the opposite sex .
- ☒ Counter prejudice in the family or community by using one or more of the following techniques: 1) expose children to a people of a wide variety of races, backgrounds, and disabilities; 2) read and tell stories which give a positive and clear understanding of different kinds of people; 3) subtly affirm and encourage children when they choose to play and interact with people who are different from them; 4) stress relationships and similarities between people and their cultures; 5) explore and appreciate various ethnic customs, foods, songs, and games; 6) help the child explore his own ancestry; 7) Teach children to question their own and others' statements and opinions about others; 8) Use open-ended stories and questions to help children explore what it would be like to be in another person's place; and 9) recognize that it is natural to feel more comfortable, initially, with people who are "like yourself."

Adventurer Curriculum Related to the Topic

Builder

My World I. A. Make friends with a person of another culture, handicap, or generation. B. Invite that person to a family or church event.

Recommended Materials

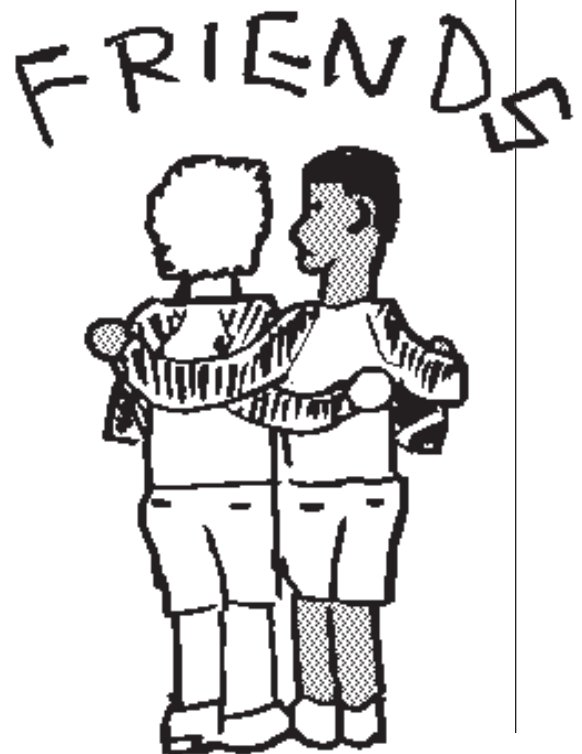
Books

All Kinds of People: Coloring and Activities Book, Channing L Bete, \$1. On prejudice.

Everyone is Special! Coloring and Activities Book, Channing L Bete, \$1. On people with disabilities.

Hopson, Dr. Darlene Powell & Hopson, Dr. Derek S., *Different and Wonderful: Raising Black Children in A Race-Conscious Society*, Simon & Schuster, NY 1992.

Spier, Peter, *People* (An excellent children's



Year **2**: Anchoring Children in Christ
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Teaching Kids How to Use the Bible

Outcomes for Parents

(Choose one or several)

- ☒ Make sure each child owns a Bible which they can enjoy and understand.
- ☒ Teach children to believe that the Bible is the word of God and that we can trust and believe what it says because He said it.
- ☒ Take time to be sure children have a basic understanding of: how to find particular verses and information in the Bible, how the Bible was written and how it fits together; the basic truths of salvation found in the Bible.
- ☒ Set an example of love and respect for God's word and a determination to commit important portions of it to memory.
- ☒ Teach children to obey God's word by acting on what they believe to be true and using the Bible as the basis for how they choose to act and live. Help children to realize that God's word shows us the things that will make us truly happy, and that He promises to help us "delight to do His will".

Adventurer Curriculum Related to the Topic

Busy Bee

My God I. Create a story chart...to show someone how much Jesus cares for you.

My God II. Earn the Bible I Adventurer Award.

Sunbeam

My God I. Create a story chart...to show someone the joy of being saved by Jesus.

My God II. Earn the Bible II Adventurer Award.

My God III. B. Ask three people what they study about in the Bible.

Builder

My God I. Create a story chart...to show someone how to give one's life to Jesus.

My God II. Earn the Bible III Adventurer Award.

Helping Hand

My God I. Create a story chart...to show someone how to live for God.

My God II. Earn the Bible IV Adventurer Award.

Specific Active Learning Activities

- ∞ *Sharing Circle:* Use the Sharing Circle (described on p. 8 in the section *Activities for the Adventurer Family Network*) to explore some of the challenges of teaching kids about the Bible.

Recommended Materials

Ellen G. White Reference

Child Guidance, pp.41-44, 505-516.

Year 2: Anchoring Children in Christ

Positive Sabbath Keeping

Outcomes for Parents

(Choose one or several)

- ☒ Plan ahead to make Sabbath the most joyful day of the week by: having the house clean and inviting; preparing an attitude of relaxation and anticipation; planning an activity for the family to enjoy together.
- ☒ Incorporate one or more Sabbath traditions such as a traditional Friday night meal (soup, sweet rolls, and candles); a special Sabbath prayer; sundown worships; or whatever fits their families needs and interests.
- ☒ Make time on Sabbath afternoon for both a quiet, restful time, and a fun family activity. Family activities may include: a service activity such as visiting shut-ins or making get-well cards; nature games and activities; and Bible stories and games.

Specific Active Learning Activities

- ✕ *Sabbath "Recipe Book:"* Ask each parent to contribute a description of one or two activities which their children particularly enjoy on Sabbath. Copy the ideas to make a "recipe book" to send home with everyone.

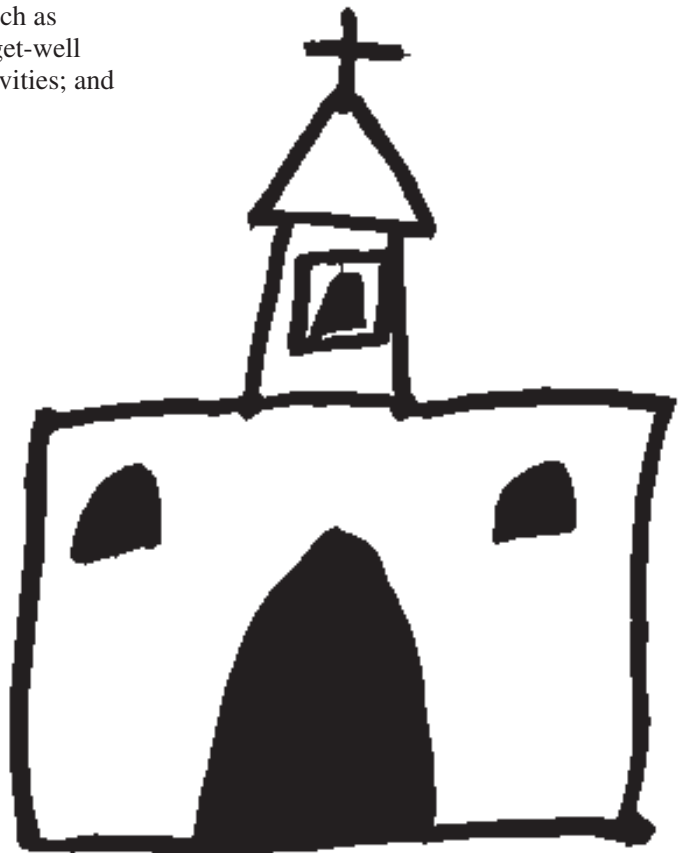
Recommended Materials

Ellen G. White Reference

Child Guidance, pp.527-537.

Books

Robinson, Glen, *Fifty-two Things To Do On Sabbath*, (1983) Review & Herald, Hagerstown, MD.



Year **2**: The Developing Child

Social Development: Helping Your Child be a Friend

Outcomes for Parents

(Choose one or several)

- ☒ Know the types of friendship an Adventurer-age child will take part in. From ages 3-7 children consider their friends to be whoever they are playing with at the moment. Between the ages of 4 and 9, children often consider someone to be their friend if that person is willing to do what they want to do. During the ages of 6-12, children learn to treat friendship more as a give and take, cooperative relationship, and by ages 9-15 children recognize friendship as an ongoing systematic relationship in which friends enjoy doing things for each other.
- ☒ Be aware of some of the social skills children need, including: how to initiate play activities, cooperation, communicating needs, giving help, attention and approval, resolving conflict, taking turns and sharing.
- ☒ Recognize the characteristics which other children find attractive in a friend. Popular children tend to be: active, but not hyper; outgoing and good-natured; alert and peppy; cheerful; helpful; self-assured, but not boastful; and friendly without too obviously or aggressively seeking attention. Unpopular children often appear listless and apathetic; timid and withdrawn or overbearing, aggressive and egocentric.

- ☒ Be aware of ways to help a child who is shy. Support the shy child by showing her that you care for her, no matter what. Never make her feel rejected for something she has done. By your own actions, show her how to share her belongings, her thoughts and feelings with others. Gently encourage small risk-takings (try a new food or project, say “Hi” to someone) and listen empathetically to her attempts to express her feelings and hopes.
- ☒ Consider ways to help a child when he feels “unliked” by the other children. Assure the child of your love and listen and support him by recognizing his pain and avoiding pressure and criticism. Help him check his personal grooming to be sure that they are neat, clean, and reasonably in style. Help him evaluate his own social skills by listening, sympathizing, asking questions and making suggestions, and providing practice, rather than by using criticism and sarcasm. Encourage (but don’t pressure) your child to spend time with friends and make it pleasant for him to invite them over. Accept your child’s friends and don’t embarrass him in front of them. Affirm him when you see him using good social skills, but don’t give him attention for negative behaviors.

Adventurer Curriculum Related to the Topic

Busy Bee

My World I. Tell how you can be a good friend. Use:

- Puppets
- Role-playing
- Other

Year **2**: The Developing Child

Building Self-Esteem

Outcomes for Parents

(Choose one or several)

- ☒ Know that a child's self-esteem is based on her feelings about her own: significance (love and acceptance); competence (in performing tasks); virtue (in attaining moral standards); and power (to influence her own and others' lives).
- ☒ Recognize that high self-esteem is most often found in children whose parents: have high levels of self-esteem; accept them the way they are; enforce clearly defined limits; encourage them to make decisions and consider alternatives; respect his rights and opinions; and provide a warm, loving home atmosphere.

Adventurer Curriculum Related to the Topic

Busy Bee

My Self I. Make a booklet showing different people who care for you as Jesus does.

Sunbeam

My Self I. Make a tracing of yourself. Decorate it with pictures and words which tell good things about you.

Specific Active Learning Activities

- ☞ *Homework:* Trace the profile or silhouette of each member of the family. Hang each silhouette in a special place for a day or a week and encourage family members to write or draw things they appreciate about that person.

- ☞ *Object Lesson:* Ask the parents to list some of the put-downs we give our kids. When you have a long list written down, stand at the front wearing a sign which says "I am loving and capable", and ask the parents to read the put-downs to you one at a time. Each time you hear a put-down, tear off a part of your sign until it is all gone. Discuss with the parents how our words affect our children.
- ☞ *Year-Round Valentines:* Provide materials for parents to create "valentines" for their children, sharing with them one thing they appreciate about them, such as a special talent or an improvement in a particular area. Suggest that parents send valentines regularly to their children.

Recommended Materials

Ellen G. White Reference

Child Guidance, pp.156-158; *Mind, Character, and Personality*, Vol.1, pp.255-260.

Books

Kuzma, Kay, *Developing Your Child's Self-Worth*, (\$2, 32-page booklet) Family Matters.

Clarke, Jean I., *Self-Esteem: A Family Affair*, Winston Press, Minneapolis, MN, 1985.

Dobson, James, *Hide or Seek*, Revell.

Other Materials

Dobson, James, *Self-Esteem for Your Child*, (brochure \$.35) Focus On the Family.

Year **2**: The Developing Child

Teaching Kids About Money

Outcomes for Parents

(Choose one or several)

- ☒ Consider several ways of providing children with spending money, and advantages and disadvantages of each: 1) In the “Hand-out Method”, parents provide money whenever they believe the children need it (while this is the simplest method, it does not give the children the opportunity to learn by experience responsible ways of handling money; 2) in the “Allowance Method”, parents provide a fixed amount of money once a week or month (children learn to budget, save, and consider purchases carefully); and 3) in the “Earnings Method”, parents help children to think of jobs which may be done in the home or neighborhood to earn money (children appreciate the value of money and the fact that it must be earned, but children should not come to think that every job they do within the family should be a paid job). Parents may begin to use one (or a combination of) these methods as soon as the child is able to count and distinguish between one coin and another.
- ☒ Use various methods for teaching children about money, including: personal example and observation, questions and discussion, consequences of children’s own choices, planned experiences, and participation in family decision-making.
- ☒ Teach children about tithes and offerings as soon as they begin receiving money. Have a special place to keep tithe, offering, savings and spending money.

- ☒ Be aware of ways in which children can earn money, such as yard work (leaf raking, snow shoveling, car washing, lawn mowing and raking); pet care (grooming, walking, babysitting); garden work (weeding, picking, preserving, selling produce or sprouts); or Christmas activities (addressing cards, baking goodies, making decorations).
- ☒ Help children learn: to distinguish between needs and wants, to plan ahead about budgeting, saving and spending, to compare prices and quality, and to take increasing responsibility for buying the things they need.

Adventurer Curriculum Related to the Topic

Sunbeam

My Family III. Complete one requirement of the Wise Steward Adventurer Award.

Recommended Materials

Biblical References

Luke 10:10

Books

Bernstein, Daryl, *Better Than A Lemonade Stand: Small Business Ideas For Kids*, Beyond Words Publishing, Hillsboro, OR 1992.

McDiarmid, Teena, *Making Money*, CHP Books, Niagara Falls, NY 1988.

Video or Audio Cassettes

Blue, Ron, *Common Cents: Training Your Children to Mange Money* (60 minutes, \$25) Focus On the Family.

Year 2: The Developing Child

Play is for Real: Encouraging Healthy Play

- ☒ Be aware of the child's need for unstructured time and protect her schedule from becoming overcrowded.
- ☒ Take time to play with the child to understand and become a part of his world.

Outcomes for Parents

(Choose one or several)

- ☒ Realize that play is a large part of a child's "work", that is important to the child because it provides him with: an opportunity to learn and practice skills in a relaxed, enjoyable way; opportunities to enhance and satisfy his curiosity, creativity, and cognitive development; an opportunity to practice building relationships with others; a way of trying out various roles; and a means of dealing with emotional stress and needs.

Adventurer Curriculum Related to the Topic

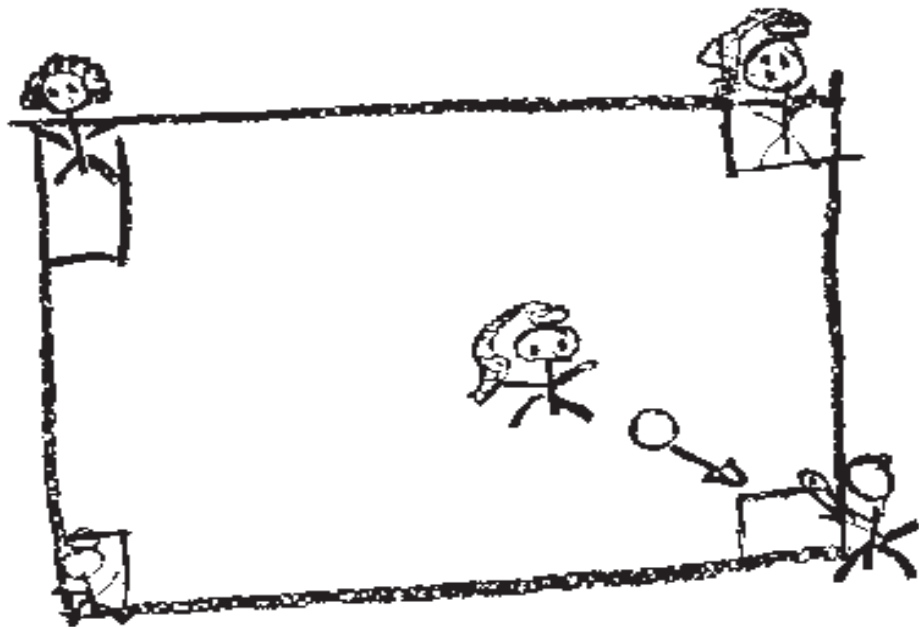
Helping Hand

My Family II. Help plan a special family worship, family night, or family outing.

Recommended Materials

Video or Audio Cassettes

Is Childhood A Sin?, Childcrafting Video Series (\$14.95), *The Quiet Hour*.



Year 2: Growing Through Challenges

Constructive Discipline: Encouraging Positive Behavior

Outcomes for Parents

(Choose one or several)

- ☒ Recognize that discipline does not mean only punishment. Good discipline is mostly positive and preventive.
- ☒ Make obedience as easy as possible for children by setting realistic expectations and by establishing a few clear, simple rules.
- ☒ Explain and demonstrate alternatives to unacceptable behavior (i.e. asking politely rather than whining for something they want), then ignoring the unacceptable behavior and giving attention and affirmation only when they use a positive alternative.
- ☒ Teach kids to be aware of their own feelings, and be able to name them and talk about them in order to diffuse them before they become a problem.
- ☒ Make mealtimes pleasant by outlawing negative discussions, and rewarding positive table manners and conversation. Provide attractive food and encourage children to try each thing before choosing what they will eat.
- ☒ Simplify bedtime by warning children several minutes before it is time to clean up, then following a consistent ritual of bedtime activities. (For example brush teeth, put on pajamas, put away clothes, read bedtime story, have prayer, go to sleep.) Ignore any non-emergency attempts for attention after bedtime.
- ☒ Prevent negative behavior by anticipating it in advance and planning ways to keep it from happening. (For example, if your child becomes grumpy after more than an hour of shopping, keep shopping trips to 45 minutes.)

Specific Active Learning Activities

- ☞ *Challenge Questions:* Before the session starts, ask parents to write some of their biggest behavior problems on 3x5 index cards. Later apply some of the principles discussed, to help solve the problems they wrote down.

Recommended Materials

Ellen G. White Reference

Child Guidance, pp.79-88; 271-290.

“Arbitrary measures and direct denunciation may not avail in leading the youth to relinquish that which they hold dear. Let them be directed to something better than display, ambition or self-indulgence. Bring them in contact with truer beauty, with loftier principles, and with nobler lives.” *Education*, 257.

The true object of reproof is gained only when the wrongdoer himself is led to see his fault and his will is enlisted for its correction.” *Education*, 291.

Books

Dobson, James, *Dare to Discipline*, Tyndale House.

Leman, Kevin, *Making Children Mind Without Losing Yours*, Revell.

Videos or Audio Cassettes

Kuzma, Kay, *Living With God's Kids Video Seminar*, Cleveland, TN, Eight 30-min. programs.

McArthur, John, *Spiritual Parenting*, Moody Press.

Winn, Dick, *How Much Freedom Is Too Much*, Childcrafting Video Series (45 min, \$19.95) The Quiet Hour.

Other Materials

Dobson, James, *Discipline From 4 to 12* (brochure, \$.35) Focus On the Family.

Year **2**: Growing Through Challenges

How to Thrive as a Non-Traditional Family

Outcomes for Parents

(Choose one or several)

- ☒ Accept that families come in a wide variety of shapes and sizes other than the traditional, nuclear family that most people think of when they think of family. Families may include blended families in which the father and mother each bring children from a previous relationship; adoptive and foster families in which some of the children are not genetically related; and extended families in which family members other than the birth parents share or take primary responsibility for raising the children.
- ☒ Realize that these families can be “good”, healthy, life-giving families.
- ☒ Recognize that in “blended families” boys generally fare very well, while girls are often more anxious but fare no worse than they do in single parent homes. Research has found that step-parents are generally caring and competent people who face special challenges including: merging two households with two sets of rules; defining their nebulous role of step-parent; establishing authority; dealing with family finances; and handling expectations and criticisms from those

outside the family circle. Parents of “blended families” often tend to be more creative, honest, and tolerant than many other adults.

Adventurer Curriculum Related to the Topic

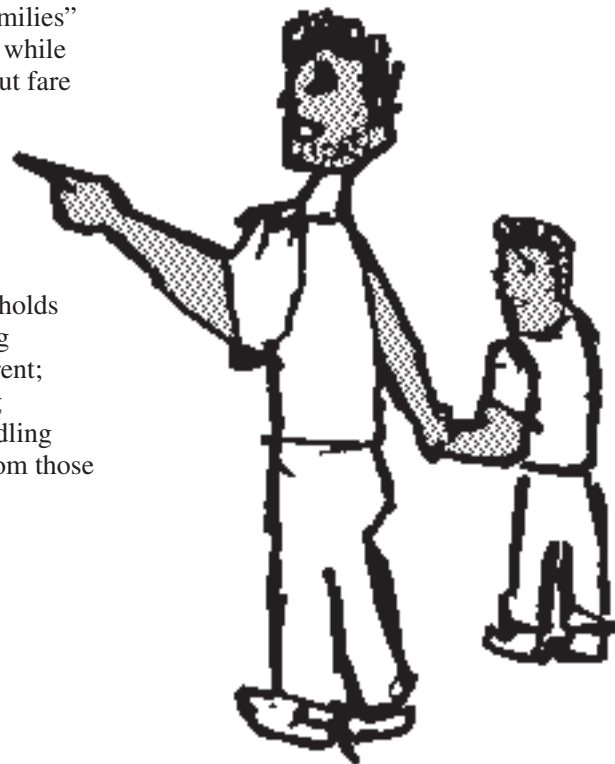
Builder

My Family I. A. Share one way your family has changed. Tell how you felt and what you did. B. Find a story in the Bible about a family like yours.

Recommended Materials

Books

- Berman, Claire, *Making It as a Stepparent*, (1986) Doubleday & Co, Garden City, NY.
- Houck, Don & LaDean, *ReMarried With Children*, Here’s Life Publishing, San Bernardino, CA, 1991.
- Simon, Norma, *All Kinds of Families*, Albert Whitman & Company, Morton Grove, IL, 1976, a book for children.



Year **2**: Growing Through Challenges
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Raising Drug-Proof Kids

Outcomes for Parents

(Choose one or several)

- ☒ Understand that parents must practice what they preach in regard to drugs, alcohol and health principles, if they want their children to practice it.
- ☒ Be aware that Adventurer-age children need to know: what an illicit drug is; how it differs from legitimate medicines and foods; why it is illegal; what it may look like; why they should avoid unknown substances; how to get help from adults; the value of nutritious food and exercise; the rules about drugs in their home and school; and that alcohol and illicit drugs are illegal for all children.
- ☒ Help their children deal with the possibility of being tempted to try drugs or alcohol by: talking straightforwardly about conditions in their community and school; letting children know what drugs and alcohol are and what they do; helping them anticipate pressure to try drugs and alcohol and plan how to handle it; building their self-esteem, which is the backbone of independence; keeping kids involved in family life and communication; encouraging positive and goal-oriented activities; and being alert for signs that children are considering trying, or have tried, drugs.
- ☒ Suspect drug use if they see: major changes in school behavior and achievement; major withdrawal, hostility, or apathy; deteriorating family relationships; children dropping all their old friends and interests; or changed eating and sleeping habits.

- ☒ If drug use is suspected: talk honestly with the child (tell him what you are observing and ask him what his thoughts and feelings are); if necessary, ask the child if he has been experimenting with drugs; be prepared for just talking about, not change anything; and get help from someone who knows how to handle the problem.

Adventurer Curriculum Related to the Topic

Builder

My Self III. Earn the Temperance Adventurer Award.

Specific Active Learning Activities

- ∞ *Special Guest:* Arrange for a special speaker who is aware of the drug and alcohol problems and solutions within your local community.

Recommended Materials

Books

Growing Up Drug Free: A Parent's Guide To Prevention, U.S. Department of Education; Washington, D.C.

Drug-Free Kids: A Parent's Guide, Scott Newman Center, 6255 Sunset Blvd, Suite 1906, Los Angeles, CA 90028 1986.

Robertson, Joe K., *Kids Don't Want to Use Drugs*, Thomas Nelson, Nashville, 1992.

Other Materials

National Federation of Parents for Drug-Free Youth, Inc. P.O. Box 3878, St Louis, MO 63122 (314) 968-1322.

National Clearinghouse for Alcohol and Drug Information. Call 1-800-SAY-NOTO for free materials.

Year **2**: Growing Through Challenges

Creative Conflict Resolution

Outcomes for Parents

(Choose one or several)

- ☒ Recognize that conflict is a normal part of any close relationship. When handled with caring confrontation, conflict can be transformed into a clearer understanding of each person and their needs.
- ☒ When there is a problem: 1) Choose to seek a peaceful, loving solution; 2) Identify the problem and whose problem it is; 3) Speak only with the person with whom you are having the problem by describing the problem without attacking the person; 4) Verbalize your feelings, then listen carefully and try to understand the other persons feelings; 5) Admit your part in the problem; 4) Avoid exaggerating, bringing up past or unrelated problems or using silence as a weapon; 5) Discuss possible solutions; 6) Choose a solution which satisfies everyone involved; 7) Follow through on your decision.
- ☒ Teach children to: 1) Check to see if they are causing part of the problem; 2) Try to avoid the problem; 3) Tell the person specifically what the problem is; 4) Listen to what they have to say; 5) try to agree on a solution; 6) get help from someone they trust.

- ☒ When someone within the family is being physically, emotionally or sexually abused: talk with someone you can trust and who will recognize the abuse as wrong; find out about shelters and hotlines where you can go for help; pray for God's wisdom and support; stop tolerating the abuse. Don't accept the blame for abuse against yourself.

Adventurer Curriculum Related to the Topic

Sunbeam

My Family II. Show how Jesus can help you deal with disagreements. Use:

- puppets;
- role-playing;
- other.

Specific Active Learning Activities

- ✂ *Think Sheet:* Give each parent a worksheet with the following items: 1) List 3 times in which you or your kids have been angry in the last week; 2) How you could tell the person about the problem and your feelings without attacking the person; 3) List 3 possible solutions for the problem.

Recommended Materials

Biblical References

Matthew 18:15-17; 7:1-5; Galatians 6:1; Romans 2:1; Colossians 3:13; 2 Corinthians 5:18,19; Philippians 2:3,4.

Books

Augsburger, David, *Caring Enough to Confront*, (1987) Regal Books, Ventura, CA.
 Crary, Elizabeth, *Kids Can Cooperate: A Practical Guide to Teaching Problem Solving*, 1984.

Year 3: Family Relationships

Styles of Parenting

Outcomes for Parents

(Choose one or several)

- ☒ Know that there are at least three different styles of parenting.
- ☒ Understand the Permissive Parenting style and recognize when and why they use it. The permissive parent is warm and affectionate, but tends to be inconsistent in discipline, often resorting to bribery and idle threats he hopes to keep the child happy. Or perhaps he does not have the emotional energy to deal with conflict. Often the Permissive Parent swings back and forth between permissiveness and the authoritarian style when he loses patience with the child’s behavior. Children under the Permissive parenting style often react with open rebellion, stubborn self-will, and deceit or evasion.
- ☒ Understand the Authoritarian Parenting style and recognize when and why they use it. The authoritarian parent sets up rules that the family must follow in every area of their lives. He finds it hard to see the exceptions to these rules or to allow family members to make choices of their own. He also finds it hard to show love and affection. The Authoritarian parenting style often causes children to be rebellious, indecisive or lacking in ambition and will power.
- ☒ Understand the Authoritative Parenting style and recognize when and why they use it. The authoritative parent combines warmth and flexibility

with consistent enforcement of a few carefully thought-out guidelines for behavior. She encourages cooperation and respect between family members. Research suggests that the Authoritative Parenting style encourages children to develop self-discipline, to work toward long-term goals, to respect themselves, and to obey from love and principle.

- ☒ Make goals to make their parenting style more consistently the way they want it to be.

Specific Active Learning Activities

- ✂ *Parenting Style Rating Scale:* Provide parents with a rating scale (a horizontal line drawn across the paper with the words Permissive Polly on the left hand side, Authoritative Alma in the center and Authoritarian Andy on the right.) Suggest various situations and have parents mark on their scale what style they would be closest to in that situation. (i.e. “You just got home from a ten-hour work day and are trying to make supper when your eight-year-old skates through the kitchen on his roller blades.”)
- ✂ *Worksheet:* Provide a worksheet with 5-10 examples of how each parenting style talks to children. Parents match their personal speaking style with the worksheet.

Year 3: Family Relationships

Latchkey Kids and Other Child-Care Issues

Outcomes for Parents

(Choose one or several)

- ☒ Evaluate options for child care while parents are working or need to be away from the child.
- ☒ Take the necessary precautions to ensure that the child is safe and supported while alone or with the babysitter.
- ☒ Know how to choose a good babysitter for their children.
- ☒ Evaluate when a child is mature enough to stay by herself at home.

Specific Active Learning Activities

- ☞ *Brainstorm:* Write the characteristics of a good child caretaker.
- ☞ *List:* List the requirements for being safe at home alone. (i.e. Know how to use 911 for emergencies; how to answer the telephone; how to answer the door; etc.)
- ☞ *Discussion:* Discuss the characteristics to look for in determining whether a child is mature enough to stay home alone.

Recommended Materials

Books

Banks, Ann, *Alone at Home*, a workbook for parents and kids, Puffin, NY 1989.

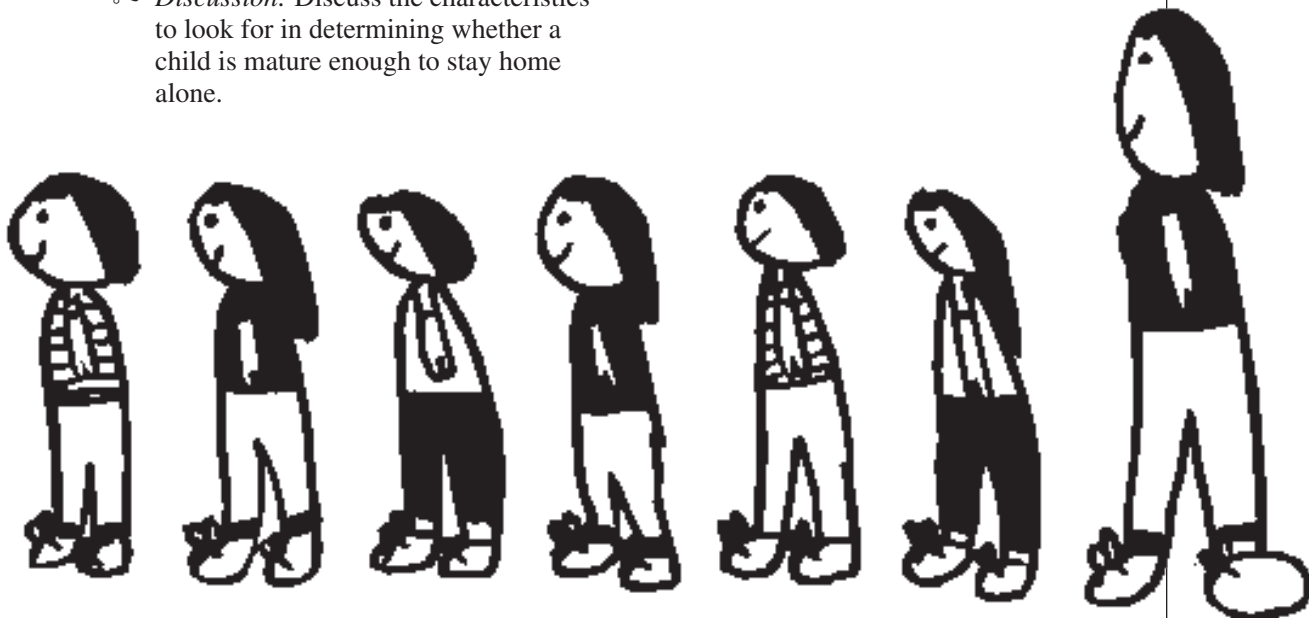
Video or Audio Cassettes

In Charge at Home (film - 20 min, \$40 rental) Teaches children how to handle situations which may arise while they are home alone.

Salk, Lee, *Dr. Lee Salk's Super Sitters* (\$30), includes a resource guide for parents and a video for training babysitters, Focus On the Family.

Other Materials

Working Mothers Seminar (\$30.00; video seminar \$100) Family Matters.



Year 3: Family Relationships
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Keeping Marriage Fresh

Outcomes for Parents

(Choose one or several)

- ☒ Recognize that a good marriage includes: total commitment; fun and romantic times alone together; warm, supportive communications; prayer and spiritual times spent together; willingness to accept your partner the way she is; the ability to disagree and confront with love; the ability to say “I’m sorry” or “Maybe you’re right”; shared decision-making; creative conflict resolution; healthy sexuality; household management; shared interests; social companionship; shared financial goals; and lots of listening.
- ☒ Make specific plans to improve their marriage in one of these areas.

Specific Active Learning Activities

- ☞ *Teamwork*: Have each spouse make a list of their three most important marital goals. Have a “feedback” session to share these goals and evaluate your marriage according to these goals.
- ☞ *Field Trip*: Plan a weekend of fun and romance without the kids.
- ☞ *Affirmations*: Write a resolution to give your spouse at least one specific and sincere positive affirmation each day.

Recommended Materials

Books

- Godek, Gregory J.P., *Romance 101: Lessons In Love*, Casablanca Press, Waymouth, MA 1993.
- Gray, John, *Men are from Mars, Women are from Venus*, Harper Collins, NY 1992.
- Harley, Willard F., *Five Steps to Romantic Love*, Revell, Grand Rapids, MI 1993.
- Ibid., *His Needs, Her Needs: Building An Affair-Proof Marriage*, Revell, Old Tappan, NJ 1986.
- Van Pelt, Nancy, *The Compleat Marriage*, a book, workbook, set of tapes, and teacher’s manual are available from Nancy Van Pelt.

Video or Audio Cassettes

- Van Pelt, Nancy & Harry, *Blueprint For Family Happiness series*, \$25.00, The Quiet Hour.

Other Materials

- Caring For Marriage* (\$19.95)
AdventSource, Program materials and resources for marriage strengthening seminars.
- Marriage Encounter Seminars* (contact your local conference office).
- Marriage Commitment Seminars* (contact your local conference office).

Year 3: Family Relationships
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Family Meetings

Outcomes for Parents

(Choose one or several)

- ☒ Recognize that the family meeting provides a way of solving family problems and making family plans which includes and shows respect for the opinions and feelings of each member of the family. The family meeting helps family members learn how to handle emotions and express strong feelings without hurting others. It models the steps of good decision-making.
- ☒ Establish a regular family council, or family meeting, where family members can talk about feelings, problems, and plans. Family meeting may be held weekly at a specific time and place when everyone is at home. Simple family meetings may be started when the child is very young.
- ☒ During a family meeting all members are free to speak honestly and participate equally in decision making. Family members are expected to listen carefully to each other. No one may be allowed to use put-downs. Problems are resolved and plans made by discussing the problem and considering various alternatives before deciding as a group (not by parental decree) what should be done. Problems which cannot be resolved at one meeting may be held until the next. Decisions made at family meeting are binding and may not be discussed until the next family meeting. (Special family meetings may be called in emergencies.)

Adventurer Curriculum Related to the Topic

Sunbeam

My Family II. Show how Jesus can help you deal with disagreements. Use:

- puppets;
- role-playing;
- other.

Specific Active Learning Activities

- ✂ *Brainstorm:* In groups of two or three brainstorm a list of family meeting ground rules.
- ✂ *Homework:* Hold a family meeting according to the following agenda. At the first family meeting you may want to do the ideas suggested here.
 1. Talk about good things each family member has done this week.
 2. Go over ground rules. (For the first meeting, use this time to explain your goals for the family meeting, and what each person will get out of it.)
 3. Review last week's decisions, and anything not completed at the last meeting. (Skip this step at your first meeting.)
 4. Discuss new business. (Discuss and choose ground rules for family meetings.)
 5. Family Fun Activity and Treat.

Recommended Materials

Books

Dreikurs, Rudolf, *Children: The Challenge*, Dutton, NY 1987.

Year 3: Anchoring Children in Christ

Directing Your Child's Spiritual Growth

Outcomes for Parents

(Choose one or several)

- ☒ Recognize that the Bible makes the parents responsible for directing their children's spiritual growth.
- ☒ Understand that the foundation is built for spiritual understanding by providing the preschooler with a strong sense of love and security, and a habit of willing obedience to authority. As children experience their Adventurer years, they are ready to learn about the basic plan of salvation as parents explain in simple terms about sin and forgiveness, confession, salvation, and God's guidelines for happy living. Between the ages of 7 and 9, children generally: want to be good and please adults; are rule-oriented; want to apply Bible knowledge practically; need to practice virtues to build habits; need heroes; understand simple symbols; memorize easily; want to accept Jesus as Savior; and are able to gain a strong foundation of Bible knowledge.
- ☒ Make use of the information research has collected which suggests some key factors to make a family effective in building a strong faith in their children. Important factors include: the example of parents who look to the Bible and prayer for answers and who practice what they preach; loving, supportive, enjoyable atmosphere in the home; loving discipline in which expectations are clear and consistently enforced while protecting self-esteem; daily family worship which is made interesting and meaningful to every family member; children who are brought under as many spiritual influences as possible through such things as the church, church school,

friends, and camp; time for basic priorities, such as adequate rest, exercise and nutrition; and parents who share their faith with the child.

Adventurer Curriculum Related to the Topic

Busy Bee

My World II. Tell about the work people do in your church. Find a way to help.

Specific Active Learning Activities

- ∞ *Homework:* Plan a weekend or a special time devoted to a spiritual-growth experience that is child-centered for your specific-aged child.
- ∞ *Discussion:* Establish the practice of having a "talk time" for about 15 minutes with just you and your child before bedtime.

Recommended Materials

Biblical References

Deuteronomy 6:6-9

Ellen G. White Reference

Child Guidance, pp.471-450.

Books

Building Your Child's Character From the Inside Out (\$14.00), Family Matters. Inspiration and ideas for developing a character-building plan.

Video or Audio Cassettes

Growing Kids, , Leaders Guide (\$12.95), video series (\$69.95), and audio cassette soundtrack (\$24.9 AdventSource for six-session seminar emphasizing spiritual and moral development. *A Child's Eye View of God* from the Child-crafting video series (\$14.95), The Quiet Hour.

Other Materials

Dobson, James, *A Checklist For Spiritual Training* (brochure, \$.35), Focus On the Family.

Year 3: Anchoring Children in Christ

Fostering a Mission Spirit

Outcomes for Parents

(Choose one or several)

- ☒ Help children to understand through parents' example and conversation that every person has a service to do for God and that He has given each child special gifts and talents which they can use to help others at home, in their community, and maybe some day far away. Make children aware of the ways their parents participate in the mission of the church and include them in it by inviting them to help you complete necessary work at home, giving them simple tasks to do to help you with your ministry, and allowing them to accompany you.
- ☒ Be aware of other ways to enhance children's determination to serve and witness for Jesus such as: opening their home to people in need and to those who serve as missionaries and outreach leaders; making available books, stories and magazines about missions and outreach; bringing children into contact with other cultures; bringing children into contact with other's needs and helping them find a way to be helpful (for example, by making simple gifts or singing songs for shut-ins); going on a nearby Maranatha or other service project; or sponsoring a specific child or missionary.

Adventurer Curriculum Related to the Topic

Sunbeam

My World II. Tell about the work people do in your church. Find a way to help.

Helping Hand

My World II. Earn the Caring Friend Adventurer Award.

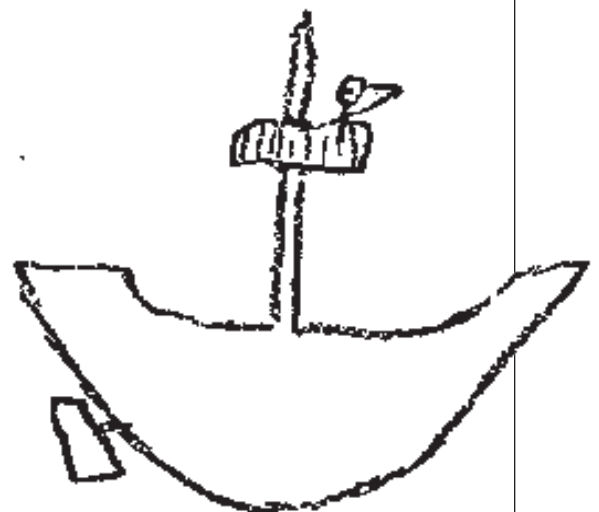
Specific Active Learning Activities

- ✕ *Homework:* Challenge parents to think of someone they know, or find someone who is or has been a missionary or involved in an interesting ministry or service project and invite them home for Sabbath dinner for the kids to meet and learn from.
- ✕ *Homework:* Hold a family meeting to choose one of the ideas suggested above to try as your family's mission outreach.
- ✕ *Homework:* Engage child in a specific "job" when entertaining guests.
- ✕ *Homework:* Adopt an older person at a retirement center. Make visits and bring food treats, drawings, etc.

Recommended Materials

Ellen G. White Reference

Adventist Home, pp.484-490.



Year **3**: Anchoring Children in Christ
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Creative Family Worships

Outcomes for Parents

(Choose one or several)

- ☒ Make family worships a reality in their family by setting a regular and realistic time and place and deciding who will be responsible to make each one happen.
- ☒ Be assured that there is no one right way to do worship but that each family needs to find their own way to make it a regular and fun part of each day.
- ☒ Recognize the many advantages of family worship which include: stimulating children's spiritual growth; establishing parents as spiritual leaders; providing a time for religious education; providing a spiritual defense against the onslaughts of Satan and the modern world; giving first priority to spiritual matters; ensuring the spiritual unity of the family; and giving the Holy Spirit opportunity to work in a special way on the heart of the family. Family worship also provides: a regular family time together; time for communication; security and structure; a positive way to start the day; and a peaceful way to end the day.
- ☒ Be reminded of Adventurer-age children's need for action, participation and involvement and consider ways to provide this in family worship by inviting them to: illustrate or dramatize the story; read the scripture; help keep

a prayer notebook; show the story on a flannel board; share what they are thankful for each day; mark their Bibles; make a booklet of favorite promises; learn to use a concordance to find out about topics of interest, study their Sabbath School lesson and do the activities; or do Bible games and other activities.

Adventurer Curriculum Related to the Topic

Helping Hand

My Family II. Help plan a special family worship, family night, or family outing.

Specific Active Learning Activities

- ∞ *Homework*: Establish a creative worship at home at a regular time, or enhance your present worship. Report successful activities at the next AFN meeting.

Recommended Materials

Ellen G. White Reference

Child Guidance, p. 520; *Testimonies*, Vol.1, pp. 397, 398.

Other Materials

Families at Worship (\$14.95) AdventSource. Program materials for six-session seminar on family worship.

Year 3: Anchoring Children in Christ

Occult, New Age, and Kids

Outcomes for Parents

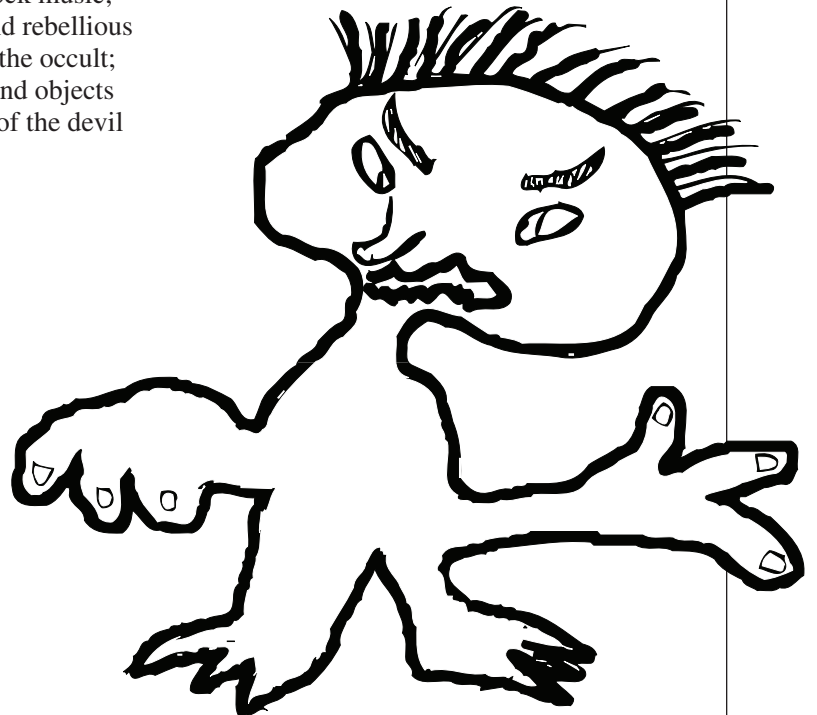
(Choose one or several)

- ☒ Realize clearly that the devil is waging all-out war against their children and that one of his most powerful tools against children today is through the temptations of the occult and new age philosophies. The occult and the new age are not just a sensational fad but are a real threat to our children. One study counted 40 to 50,000 active witches in the United States and suggested that up to 40% of high school students were experimenting with this in some way.
- ☒ Become aware of some of Satan's tactics for attracting our children through: the horror movies and even seemingly innocuous TV shows; games like Dungeons and Dragons; "harmless" stories of witches and ghosts; certain types of rock music; the attraction to power and rebellious independence offered by the occult; and by various symbols and objects which are representative of the devil and his work.

- ☒ Take the time to prayerfully acquaint the children with the hatred and scheming tactics of the devil without arousing an unhealthy interest or curiosity.
- ☒ Daily protect their family from Satan's power through vigilant prayer and alertness.

Specific Active Learning Activities

Suggestion Circle: Use a suggestion circle, described in "Activities for Adventurer Family Network," to discuss one of the problems related to the occult.



Year 3: The Developing Child

Emotional Development: Nurturing Your Child's Emotional Health

Outcomes for Parents

(Choose one or several)

- ☒ Know that one of the challenges which most concerns the Adventurer-age children is whether they are able to be productive and industrious and accomplish what they, and others, set out for them to do. A feeling of failure in this area will lead to feelings of inferiority and low self-esteem. Adventurer-age children should have already established a basic sense of trust and security, and of their own ability to act independently and make their own choices.
- ☒ Help children understand their emotions by listening to and accepting their feelings and by helping them: give their feelings an accurate name; understand why they are feeling those feelings; know social and moral rules governing the expression of feelings; find creative and positive outlets for their feelings; understand others' feelings; and recognize that it is possible to have several different or conflicting feelings at the same time.
- ☒ Help children deal with their fears by allowing them to feel free to talk about their fears without the danger of ridicule or criticism. Children can be helped to overcome fears by: helping them acquire skills that may be helpful; getting them accustomed to the thing they fear a little at a time; as-

sureing them that they are safe; providing a comforting presence; teaching them how to relax when they feel the fear; and letting them see others handling the thing they fear. Avoid using sarcasm, teasing, ignoring, or force to make the child overcome the problem.

- ☒ Be aware that serious behavior problems often signal emotional distress. Recognize that there are people in the community who are trained to help children and families in distress. These people include school counselors, psychologists, psychiatrists, pediatricians and social workers.

Adventurer Curriculum Related to the Topic

Busy Bee

My Self II. Name at least four different feelings. Play the Feelings Game.

Specific Active Learning Activities

- ☞ *Family Worship Homework:* Suggest that families make feeling books for a worship or family council project. Each day they could talk about a different feeling, find out what God has to say about it or hear a story about someone who experienced it, then add a page to the book by finishing the sentence: "I feel... when...." and, "When I feel... I...." Discuss the consequences of various ways of acting out our emotions.
- ☞ *Homework:* Listen to your child's emotions carefully during the next week, and report what you learned at the next AFN meeting.

Year 3: The Developing Child

Developing Talents and Gifts

Outcomes for Parents

(Choose one or several)

- ☒ Take the opportunity to identify one or more of their child's talents or gifts and help them to develop it by 1) Recognizing it; 2) Nurturing it through using it enjoyably and acquiring greater skills; 3) Providing people and materials to help the talent or gift to grow; and 4) Making opportunities for her to use her talent or gift to bless others.
- ☒ Avoid turning talents and gifts into curses by pressuring and overstructuring its use and making its use into a drudgery instead of a joy.
- ☒ Be aware of various types of talents and gifts including: intellectual gifts and talents; practical gifts and talents; artistic gifts and talents; caring gifts and talents; or spiritual gifts and talents.

Adventurer Curriculum Related to the Topic

Builder

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

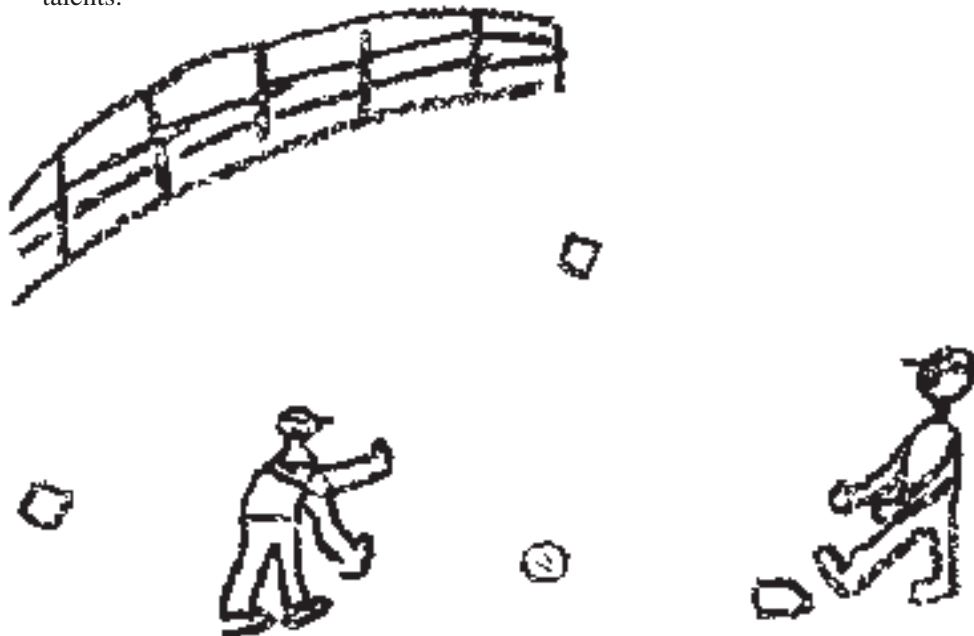
Helping Hand

My Self I. A. List some special abilities God has given you. B. Share your talent using one of the following:

- Talent Show;
- Show and Tell;
- Earn an Adventurer Award.

Specific Active Learning Activities

- ✕ *Writing Assignment:* Identify your child's gifts. Write down one way you will reinforce his use of one of them this week.



Year 3: The Developing Child

Teaching About Work and Responsibility

Outcomes for Parents

(Choose one or several)

- ☒ Recognize that every person in the family has a responsibility toward the other family members. While parents feed and clothe the family, children have a responsibility to help and respect their parents. Carrying out duties in the home encourages a basic sense of responsibility and trains children against indolence.
- ☒ Know that children who are less responsible with decision-making and self-control have parents who ignored successes and punished failures and who overprotected the children by solving their problems for them and set few standards for their behavior.
- ☒ Compare children's independence skills with general guidelines and plan adjustments. By the age of 6 many children:
 - dress and undress self, put away own clothes and toys;
 - wash face and hands, brush teeth, trim nails;
 - set table and clear table, wipe up a spill;
 - pick up trash in yard, shake rugs, feed pets, empty trash;
 - know basic food groups, make sandwich or juice;
 - know names of coins and have freedom to use own allowance;
 - know address, phone number, emergency numbers.

By the age of 10 many children:

- wash and dry own hair, clean drawers and closet;
- operate washer and dryer, fold laundry, sweep, vacuum, & scrub floors;
- load and run dishwasher, wash and dry dishes by hand, put away dishes and groceries;
- clean bathroom, change bed, care for pets and plants, wash and clean car;
- use recipe; cook soup, pancakes, cookies, canned vegetables; pack lunch;
- make and count change, compare quality and prices, use savings or checking account;
- swim; check out library books; know basic first aid.

Specific Active Learning Activities

- ∞ *Family Job Chart:* Provide several examples of job charts and a blank outline. Give parents time to create a job chart for their own family. Discuss how they plan to use it.
- ∞ *Discussion:* Determine what are realistic and developmentally-appropriate jobs for your children.

Recommended Materials

Ellen G. White Reference

Child Guidance, pp.101-116, 119-142; *Adventist Home*, pp.282-291.

Year 3: The Developing Child

Preparing Kids for Adulthood in the 21st Century

Outcomes for Parents

(Choose one or several)

- ☒ Consider various aspects of life in the 21st century which children will have to confront, such as careers and societal changes.
- ☒ Help children live with a sense of the immediacy of Christ's coming and an assurance of their salvation when He comes.
- ☒ Provide children with skills they will need to live successfully in the 21st century, including flexibility, adaptability, self-teaching and research skills, inclusiveness and peacemaking skills.

Specific Active Learning Activities

- ✕ *Family Meeting*: Play charades about "careers of the future" during a family meeting.
- ✕ *Family Meeting*: Plan how the family may specifically prepare for Christ's coming.

Recommended Materials

Books

Naisbitt, John, *Megatrends Two Thousand*, Avon Books, 1991 (or whatever is the most up-to-date of this type of book).



Year 3: Growing Through Challenges

Dealing Positively with Negative Behavior

Outcomes for Parents

(Choose one or several)

- ☒ Take the time to listen to and understand the purposes which the child may have for misbehavior: a desire for power; a desire for attention; a desire to get even; an inability to understand or carry out expectations; or a desire to gain something he wants.
- ☒ Act so that the misbehavior no longer gains the child the thing he is seeking to achieve.
- ☒ Be sure that expectations are clear, simple, and reachable.
- ☒ Reward and affirm children when they act in accordance with expectations.
- ☒ Consider ignoring a misbehavior which is done mainly for the purpose of gaining attention.
- ☒ Avoid nagging, repeated reminders, sarcasm and put-downs, lectures, and idle threats.
- ☒ Back up expectations by being alert to the children's behavior and using consequences for misbehavior. Consequences often begin with providing a time-out for the child to recognize the misbehavior and to reason with the child about why it is a problem. If the misbehavior is repeated, parents may choose to use various negative consequences such as: 1) Loss of privilege (such as the use of the phone, early bedtime, having friends over, allowance, going out, or toys); 2) Extra chores (such as laundry, floor scrubbing or dishwashing); 3) Natural consequences (allowing the child to face the consequences of his own action without intervention from the parent—this is an excellent consequence as long as it is not

hazardous or too difficult for the child to recognize cause and effect); or 4) Logical consequences (in which consequences are given by the parent to be directly related to the misbehavior. For example, a child who writes on the walls would have the job of cleaning the walls.)

- ☒ Lead children to understand that when they choose to misbehave, they choose to face the consequences of their misbehavior. The negative consequence is their choice. Administer it with a firm, friendly demeanor.
- ☒ Expect testing, but follow through.
- ☒ Point the child to God as the source of forgiveness, willingness to understand, and power to change.

Adventurer Curriculum Related to the Topic

Sunbeam

My Family II. Show how Jesus can help you deal with disagreements. Use:

- Puppets;
- Role-playing;
- Other.

Specific Active Learning Activities

- ⌘ *Problem Solving Exercise:* Distribute blank paper. Ask parents to write at the top of the paper the behavior of their child that they see as the biggest problem. Next ask them to list: 1) their usual response to the behavior; 2) what their child's purpose is for the behavior; 3) changes they could make to be sure that the purpose is no longer fulfilled and/or the behavior is discouraged; and 4) the change they plan to make first. At the bottom write the date they plan to evaluate how well the change is working.
- ⌘ *Planning Ahead:* Think of three of your child's behaviors which are the most damaging. Plan a consequence to deal with each one.

Recommended Materials

Ellen G. White Reference

Child Guidance, pp.150-155, 223-268. *Education*, pp. 290-291.

Books

Dreikurs, Rudolf, *Children: The Challenge*, Dutton, NY 1987.

Leman, Kevin, Dr., *Making Children Mind Without Losing Yours* (1984), Fleming H. Revell.



Year 3: Growing Through Challenges
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Nurturing the Special Needs Child

Outcomes for Parents

(Choose one or several)

- ☒ Be aware of the resources in the community for diagnosis, education and therapy for the special needs child and for emotional and financial support for the child and his parents.
- ☒ Recognize that every child has some special needs and that serious special needs are found in varying degrees in the areas of learning disabilities, mental retardation, physical handicaps, and emotional and behavioral disturbance.
- ☒ Understand the potential of their child and the best ways to help her reach it.

Adventurer Curriculum Related to the Topic

Builder

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

Specific Active Learning Activities

- ☞ *Special Guest:* Invite a worker from a local human services department to talk to the parents about the help and resources available to the parents of special needs children.

Recommended Materials

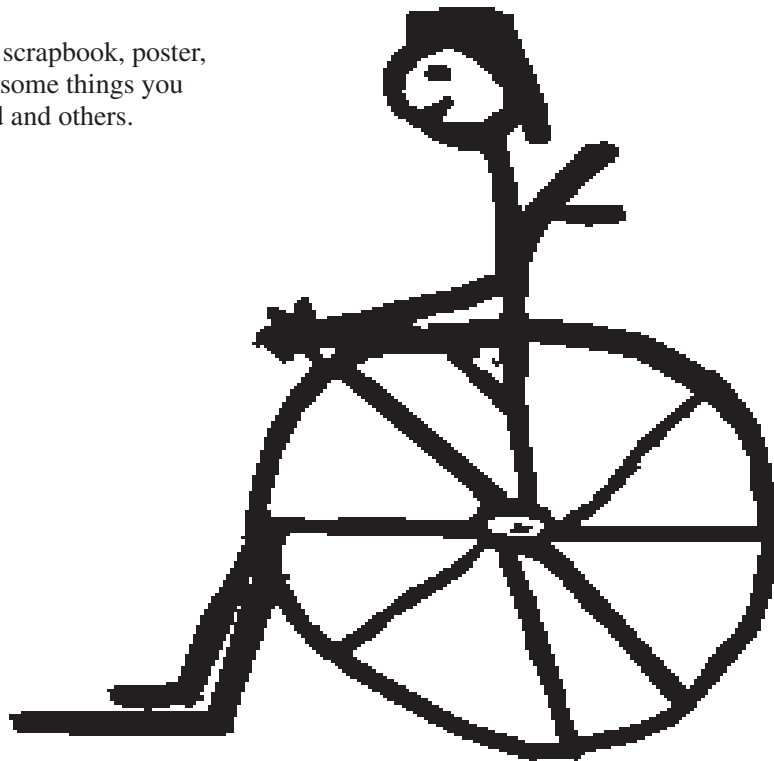
Video or Audio Cassettes

The Hurting Child (\$34.95 for 40 min), Franciscan Communications Recognizing and Protecting Against Child Abuse.

Other Materials

Disabilities Resource List and Referrals, Focus on the Family.

Dobson, James, *The Hyperactive Child* (brochure \$.35), Focus on the Family.



Year 3: Growing Through Challenges

What You Need to Know About Child Abuse

Outcomes for Parents

(Choose one or several)

- ☒ Know that physical abuse may be defined as doing actual, observable bodily harm to the child. Symptoms of physical abuse include unexplained bruises, cuts and burns, fear of physical contact, and extreme behavior.
- ☒ Know that emotional abuse involves damaging a child's emotional development by continual belittling, blaming and rejection. Symptoms of emotional abuse include extremely aggressive or compliant behavior, overly childish or adult behavior, or attempted suicide.
- ☒ Recognize that parents who are under a great deal of stress, who feel isolated and depressed, or who were mistreated as children may need to struggle very hard at times to resist reacting to their children's misbehaviors in an abusive way. Such parents may handle this challenge by: taking part in a support group (such as Parents Anonymous); learning more about parenting and child development (through books and classes); taking good care of themselves (including times for fun away from the children); going to counseling; and using anger management methods (such as holding one's breath, counting to 20; repeating the alphabet; taking a walk; writing one's feeling; or calling a friend).
- ☒ Know that up to 1/4 of women and 1/10 of men in America today have been sexually abused. Sexual abuse includes any type of sexual contact with a minor or with an unconsenting

person. Symptoms of sexual abuse include: torn or stained underclothing; sore or itchy or damaged genitals; poor peer relations, avoidance of physical contact; delinquency; sexual promiscuity and acting out; or running away.

- ☒ Be aware that kids often don't tell about sexual abuse because they have been threatened not to; they feel a lot of guilt and fear; they think no one will believe them; or because an authority figure is the abuser. Children very rarely lie about sexual abuse.
- ☒ Kids should know: the proper names of body parts; that touch can be good or bad and they have the right to say "no" and expect people not to touch them in a way that feels bad; that it's not OK for others to touch their private parts; that they should refuse to be alone or take rides with strangers; that if someone does touch them in a "bad" way they should scream, run, and tell an adult they can trust; that unhappy secrets are not OK; and that even if someone does touch them, it is not their fault.
- ☒ If a child has been sexually abused: contact authorities; arrange for counseling to help them deal with the trauma; help them explore how and why it happened so they can prevent it from happening again, help them put their feelings into words and accept what they say without shock or criticism; let them show their feelings through drawings or puppets; lead them to scripture promises and prayer for healing; affirm their innocence; and seek to raise their self-esteem.
- ☒ Do one's part to prevent abuse by: knowing where one's children are; paying attention to what children are trying to tell you by their words and behavior; screening caregivers carefully; and educating children about abuse prevention.

Adventurer Curriculum Related to the Topic

Busy Bee

My Family III. Complete one of the requirements of the Safety Specialist Adventurer Award.

Specific Active Learning Activities

- ✂ *What-If Game:* Teach parents to play the What-If game with their children by suggesting possible situations and asking children what they would do? Try playing the What-If game together as parents and discuss various situations.

Recommended Materials

Books

Girard, Linda W., *My Body is Private* (\$11), Family Matters. Children's book on how to protect themselves from child abuse.

Video

Dealing With Child Abuse (\$19.95), AdventSource, history, myths, definition, prevention of abuse.

Other Materials

My Child Has Been Sexually Abused, brochure from Pacific Union Conference, P.O. Box 505, Westlake Village, CA 91359.

Sexual Abuse And Your Child, brochure from CARE Productions, Box L #8-12th St, Blaine, WA 98230 (604) 581-5116.

What Everyone Should Know About Child Abuse, and *What Everyone Should Know About The Sexual Abuse of Children*, Channing L. Bete.



Year 3: Growing Through Challenges

Stress and the Family

Outcomes for Parents

(Choose one or several)

- ☒ Know that stress is a normal part of daily life and may be good or bad. Stress can act as a positive motivator. Everyone has a coping threshold below which they can handle stress successfully.
- ☒ Stress may be caused by: overwork, moving, additions to the family; someone leaving the family; illness or injury; a special needs child; death; a new job; increased conflict; social relationships; academic problems; physical problems; someone in jail; marriage or separation; noise; under-exercise; or over or under-eating.
- ☒ Some symptoms of overstress in kids include: aggressive behavior; irritability; general hostility; withdrawal; nightmares and sleep problems; discomfort with trying new things; extreme cautiousness; stomach or headaches; loss of interest in usual activities; less contact with friends; and general anxiety.
- ☒ Prepare kids for stressful changes by: talking positively and accurately in advance about the change; being truthful about the consequences of the change; helping children plan for change; being alert to child's concerns; anticipating problems children may encounter; spending extra time with the child; treating anxiety about the change with respect; being willing to discuss the change as much as necessary for the child's security; and taking extra precautions with sleep, exercise and nutrition.

- ☒ Help children deal with stress by helping them to: develop a strong self-esteem; enjoy good secure family relationships; have successful experiences with small stresses; be positive about their ability to handle it; talk about their feelings; learn problem-solving skills; examine and correct the messages they are sending to themselves; have proper nutrition, rest and exercise.
- ☒ Deal with stress as adults by: reaching out to others who care about you; talking about one's feelings; using relaxing techniques, such as controlled breathing and muscle relaxation; attending to the causes of stress; and caring for your exercise, rest and nutrition.

Adventurer Curriculum Related to the Topic

Builder

My Family I. A. Share one way your family has changed. Tell how you felt and what you did. B. Find a story in the Bible about a family like yours.

Specific Active Learning Activities

- ✂ *Stress Inventory:* List the common causes of stress and ask parents to add up the number of stress factors in their lives. Discuss the stresses they feel and how they handle them.
- ✂ *Brainstorming:* List the resources your family has to deal with stress.
- ✂ *Family Meeting:* At a family meeting, think of activities you can do together for less than \$5 to help you relieve stress. Try one and report on it at the next AFN meeting.
- ✂ *Family Meeting:* Choose one specific stress area. Determine steps to resolve or deal with it.

Recommended Materials

Books

Curran, Dolores, *Stress and the Healthy Family*, Harper & Row, Minneapolis, MN, 1987.

Year 4: Family Relationships
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Family Bonding: Growing Warm Relationships

Outcomes for Parents

(Choose one or several)

- ☒ Be committed to building strong, warm, relationships between family members. These relationships are the cement which holds the family together and allows it to function effectively.
- ☒ Recognize that bonds between a parent and child must be built and strengthened repeatedly at each stage of development. The strength of the bonding relationships is related to warmth, love demonstrated, and time spent together.
- ☒ Pay attention to the little ways of showing love, such as a little note in the lunch box, a squeeze on the shoulder...

Adventurer Classwork Related to the Topic

Builder

My Family II. Play the “I Care” Game by having each family member plan a special way to show appreciation to each of the other members of the family.

Helping Hand

My Family I. Make a family flag or banner, OR collect stories or photographs about your family history.

Specific Active Learning Activities

- ☞ *Buzz Groups:* Divide parents into small groups of 3-5. Ask each group to brainstorm ways to show love in one particular part of family life. (For example, one group might talk about mealtimes, one might talk about bedtime, and so on.)

Recommended Materials

Ellen G. White Reference

Mind, Character, and Personality, Vol. 1, pp.152-162.

Books

Campbell, Ross, *How To Really Love Your Child* (1984), Victor Books, Wheaton, IL.

Video or Audio Cassettes

Famous Fathers (four 28-minute video presentations) David C. Cook, Elgin, IL 60120, six well-known Christian dads share their experiences.

Winn, Dick, *Super Love vs. Super Kids*, Childcrafting Video Series (45 min. \$19.95) Quiet Hour.

Year 4: Family Relationships

Changing Family Roles

Outcomes for Parents

(Choose one or several)

- ☒ Be aware of some of the ways in which the family has changed in recent years, and ways in which it has stayed the same.
- ☒ Consider how each family member's role within the family might be adapted and refined to fit their needs and the needs of their family.
- ☒ Examine the traditional roles of mother, father, and child and compare with their beliefs and needs today.
- ☒ Examine the way the media portrays family roles and deliberately decide whether to accept these portrayals as accurate.

Adventurer Curriculum Related to the Topic

Builder

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

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

Specific Active Learning Activities

- ✕ *TV Guide Assignment:* Divide parents into groups to look through TV Guides, and evaluate how the various programs portray families. Discuss whether these are an accurate representation of what family life is really like.

Recommended Materials

Books

Kuzma, Kay, *Prime-Time Parenting*, (\$10, also available on cassette), Family Matters. How to create quality time when everyone's busy.

Kuzma, Kay, *Working Mothers and Guilt*, (\$2, 32-page booklet).

Video or Audio Cassettes

Brazelton, T. Berry, *On Being A Father*, Family Home Entertainment.



Year 4: Family Relationships
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Taking Care of You

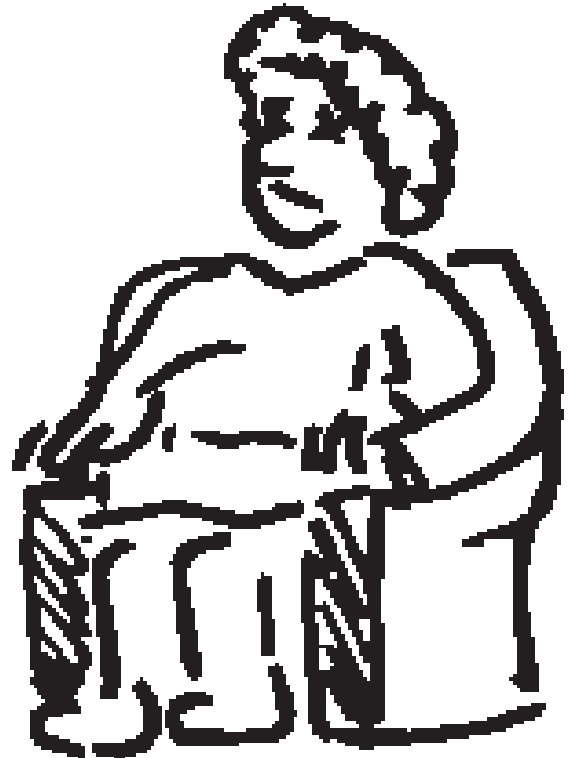
Outcomes for Parents

(Choose one or several)

- ☒ Recognize that their self-esteem, contentedness, and joy are what create the atmosphere for the rest of the family.
- ☒ Be aware that burnout happens when a person is expending more energy than he is replacing.
- ☒ Keep emotional health strong by affirming the people around you and seeking out people who affirm you.
- ☒ Keep spiritual health strong by regular devotions.
- ☒ Keep physical health energized by good nutrition, rest, and exercise.

Specific Active Learning Activities

- ☞ *Strategic Planning:* Have parents list five things that they formerly enjoyed doing but no longer seem to have time for; five things they'd like to do when they retire; and five things they'd love to do right now if they had time. Discuss whether it is possible to find the time to do things that are important to us and how this can be done. Suggest that each parent choose one thing from their list and make some time to enjoy it.



Year 4: Family Relationships

Encouraging Statements: Words that Make a Difference

Outcomes for Parents

(Choose one or several)

- ☒ Be aware that encouraging statements are most helpful to a child when the parent: describes what he sees (“You made a very colorful picture”); doesn’t exaggerate or praise falsely (avoid “That’s the most beautiful picture I’ve ever seen”); expresses his positive feelings about the child’s accomplishment or behavior (“The colors in your picture help me feel bright and cheery”); or uses descriptive words to help talk about what the child has accomplished (“You colored your picture very creatively”).
- ☒ Avoid using comparing a child with someone else (either positively or negatively) or using statements which judge the child’s personal worth (“You’re a great person” or “What a lazy kid you are.”).

- ☒ Make encouraging statements as meaningful as possible by: getting close to the child; establishing eye contact, focusing all your attention on the child, having a sincere manner, and giving him a hug or touch.

Adventurer Curriculum Related to the Topic

Busy Bee

My Family I. Paint or draw a picture showing something you like about each member of your family.

Builder

My Family II. Play the “I Care” Game by having each family member plan a special way to show appreciation to each of the other members of the family.

Specific Active Learning Activities

- ∞ *Affirmation Ideas:* Have parents work in pairs to write down 20 ways to affirm a child. Have each pair share their favorite idea with the group.
- ∞ *Practicing Encouraging Statements:* Divide parents into pairs. Ask each person to practice giving 10 encouraging statements to his partner as if the partner was an Adventurer-age child. Ask the partner to try to imagine how he would feel if he was the child, and give feedback.

Year 4: Anchoring In Christ

Passing on Christian Values

Outcomes for Parents

(Choose one or several)

- ☒ Be aware that Adventurer-age children generally have a strong respect for rules and tend to take the rules quite literally and rigidly. They are very concerned about what is “fair” and are busy developing their sense of right and wrong. They are beginning to be interested in understanding the reasons behind adult and moral rules and will become more and more concerned with knowing “why” a rule is important as they grow toward adolescence. The Adventurer is easily motivated by a desire for reward or fear of punishment, but also often modifies his behavior in order to please other people and have them think well of him.
- ☒ Help children begin to establish their own lifetime values by stressing the principles behind rules and actions; by helping them explore alternative choices and what their consequences would be; by encouraging open discussion about the values and behaviors they are observing in the school, church and community; and by clearly explaining your own values and the reasons why you believe in them.
- ☒ Use reason and a sense of fair play as much as possible in disciplining the child toward good behavior. This is much more effective than force or withdrawal of love in helping children to adopt good values.

Adventurer Curriculum Related to the Topic

Sunbeam

My Self II. Play the What If? Game.

Specific Active Learning Activities

- ☒ *Character Trait Discussion:* Ask parents to list the five character traits that they value most. Have each person choose one character trait and tell three things he is doing at home which help his child(ren) to develop this character trait.
- ☒ *Family Meeting:* At a family meeting choose one value that is important to your family. (i.e. education). Choose a specific goal related to that value (i.e. higher education for each family member). List three steps you will take as a family to reach that goal. Make a poster or sign to help you remember to follow the steps.

Recommended Materials

Ellen G. White Reference

Child Guidance, pp.161-220.

Books

- Bennett, William J., *The Book of Virtues*, Simon & Schuster, NY 1993.
- Dudley, Roger L., *Passing the Torch*, R&H, Hagerstown, MD, 1986.
- Edwards, Josephine Cunningham, *Teaching Old-Fashioned Values to New Fashioned Kids*, R&H, Hagerstown, MD, 1992.
- Lickona, Thomas, *Raising Good Children*, Bantam Books, NY 1983.
- Kuzma, Kay, *Building Your Child's Character From the Inside Out*, Family Matters, Cleveland, TN.

Video or Audio Cassettes

Communicating Values to Your Children, Moody Contemporary Issues.

Other Materials

Passing the Torch (\$9.95), AdventSource. Small group study guides, sermon outlines...on sharing beliefs with children.

Year 4: Anchoring In Christ

Teaching Christian Courtesy

Outcomes for Parents

(Choose one or several)

- Recognize that all the principles and rules of courtesy are more elaborate ways of explaining the Golden Rule: "Do unto others as you would have them do unto you."
- Make it a point to teach children the rules of courtesy in areas such as: mealtime manners; telephone use; church; public programs; hospitality; and so on.
- Share ideas for the most effective ways and times to teach courtesy.

Adventurer Curriculum Related to the Topic

Sunbeam

My World I. Complete one requirement of the Courtesy Adventurer Award.

Specific Active Learning Activities

- ✂ *Homework Assignment:* Challenge parents to try setting up a tape recorder in their home during a meal or time when most of the family is home in order to evaluate what kind of example they are setting for their children in the area of courtesy.

Recommended Materials

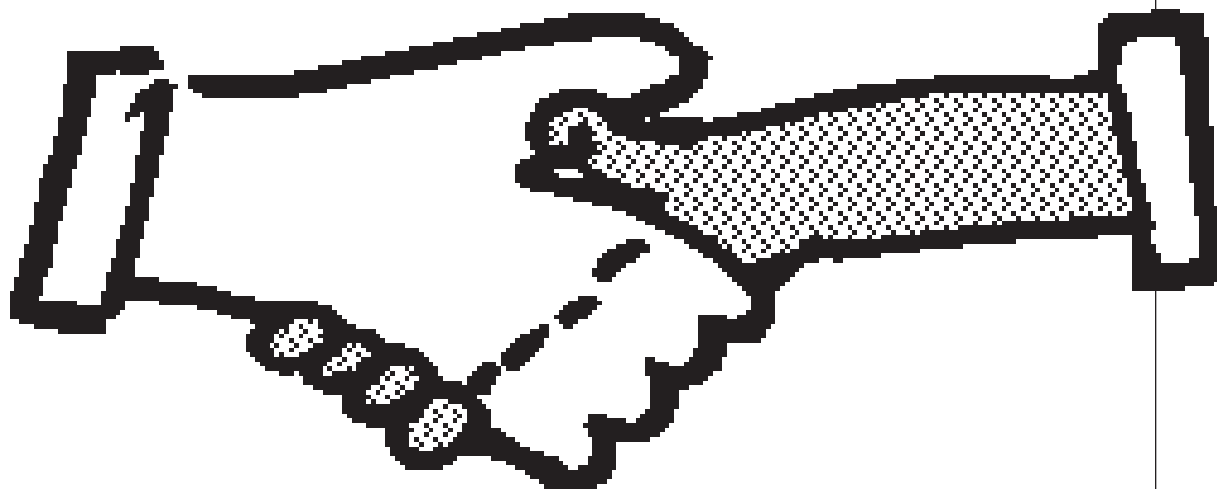
Ellen G. White Reference

Child Guidance, pp.143-149.

Books

Aliki, *Manners*, Greenwillow Books, NY, 1990, a book for kids.

Brainard, Beth & Behr, Sheila, *Soup Should be Seen and Not Heard: The Kids Etiquette Book*, Dell, NY 1990.



Year **4**: Anchoring In Christ
.....

Growing a Spiritual Life: Involving Kids in Private Devotions

Outcomes for Parents

(Choose one or several)

- ☒ Demonstrate the importance of private devotions by making children aware of your own private devotions and the value you place on them, and by occasionally sharing the insights and inspiration you find in your private devotions.
- ☒ Lead the child to recognize that strong spiritual muscles are developed just like physical muscles: by exercise. Help him see that strong spiritual muscles are essential in order to be able to: say no when tempted; do right when he doesn't feel like it; and show God's mighty power by obeying Him even when it's hard.
- ☒ Set aside a time daily to help the child have his own devotions. When the child is younger, parents may read the Bible or devotional book for the child while making him aware that some day she will be ready to have his own private devotions alone with Jesus.
- ☒ Gradually train the child to read a Bible passage or portion of a devotional book, thinking about what it means, and then about what God might want him to learn from the passage. Parents can discuss the meanings of words and ideas with children and encourage them to write a few words, or to draw, what it means to them.
- ☒ Teach the child to ask God daily to guide him in his reading, and to give him the power to do what He wants him to do.

Adventurer Curriculum Related to the Topic

Busy Bee

My God III. A. Spend a regular quiet time with Jesus to talk with Him and learn about Him.

Sunbeam

My God III. A. Spend a regular quiet time with Jesus to talk with Him and learn about Him.

Builder

My God III. A. Spend a regular quiet time with Jesus to talk with Him and learn about Him.

Helping Hand

My God III. A. Spend a regular quiet time with Jesus to talk with Him and learn about Him.

Specific Active Learning Activities

- ∞ *Demonstrate Materials:* Ask several people to bring to class materials and books which children might use to help them with their private devotions.

Recommended Materials

Biblical References

Psalm 1:2, 119; Matthew 4:4

Other Materials

White, Mary, *Developing Your Child's Devotional Life* (brochure, \$.35), Focus On the Family.

Year 4: The Developing Child

Teaching Kids to be Faithful Stewards

Outcomes for Parents

(Choose one or several)

- Devise a way to help the child build a habit of giving a tithe and offering. (Some parents provide separate envelopes or jars for tithe, offering, savings, and spending money.)
- Set an example of stewardship of God's creation by avoiding those things and activities which damage the earth and waste its resources.

Adventurer Curriculum Related to the Topic

Builder

My Family III. Complete one requirement of the Wise Steward Adventurer Award.

Recommended Materials

Ellen G. White Reference

Child Guidance, pp.134-136.

Books

About Caring and Sharing: A Coloring and Activities Book, Channing L. Bete (\$1), a booklet parents can use to teach their children about stewardship.

About Our Environment: A Coloring and Activities Book, Channing L. Bete.

Other Materials

Managers For Jesus, AdventSource; 10 days of activities designed to teach children about stewardship.



Year 4: The Developing Child

Intellectual Development: Learning in and Beyond School

Outcomes for Parents

(Choose one or several)

- ☒ Evaluate their highest priorities and goals for their child in order to wisely choose the educational program that will accomplish them. If salvation and a commitment to Christ are the highest goals for one's child, research has shown that this is much more likely to occur when children are given a Christ-centered educational program.
- ☒ Recognize that children have very different styles of learning, and help each child to take advantage of her unique learning style. Some children learn best by listening, others by seeing and reading, and others by touching and moving. Some children do well in a room full of action and movement while others need a quiet undistracting place to learn. Some children prefer to learn by reasoning step-by-step, others prefer to experiment; others like to use their imaginations and creativity; and others prefer to work in learning teams and develop ideas in cooperation with other people.
- ☒ Help the child build good homework habits by providing a regular time and place for homework to be done and making certain that it is completed before the child goes on to anything else.
- ☒ Show the importance of academics by taking time to praise the child for academic successes and helping her with academic problems.
- ☒ Enjoy reading to the child or spending time together, with each person absorbed in a book of her choice. Visit the library together often.

- ☒ Recognize that the Adventurer age children still understand things very literally, and dealing with things that are far in the future or are symbolic or hypothetical are difficult for them. For the Adventurer, things are most easily understood if they are *Here and Now*.
- ☒ Recognize that a great proportion of learning occurs out of school, and involve the child with you in a wide variety of experiences.
- ☒ Recognize that a parent does not need a university education or even a high school diploma to provide him with a variety of experiences, priority on academic achievement, and love of reading which promotes academic success.

Adventurer Curriculum Related to the Topic

Builder

My World II. A. Know and explain your national anthem and flag.

My World II. B. Name your country's capital and the leader of your country.

Helping Hand

My World II. Choose a world culture to study. Find a way to share Jesus' love with some of the people of that culture.

Recommended Materials

Ellen G. White Reference

Child Guidance, pp.17-40, 293-336; *Mind, Character, and Personality*, Vol.1, pp. 359-369.

Books

Fuller, Cheri, *Motivating Your Kids From Crayons to Career*, Honor Inc.

Greene, Lawrence J., *1001 Ways to Improve Your Child's Schoolwork*, Dell, NY, 1991.

Other Materials

Schools Resource List, Focus on the Family.

Year 4: The Developing Child

Nurturing Creativity

Outcomes for Parents

(Choose one or several)

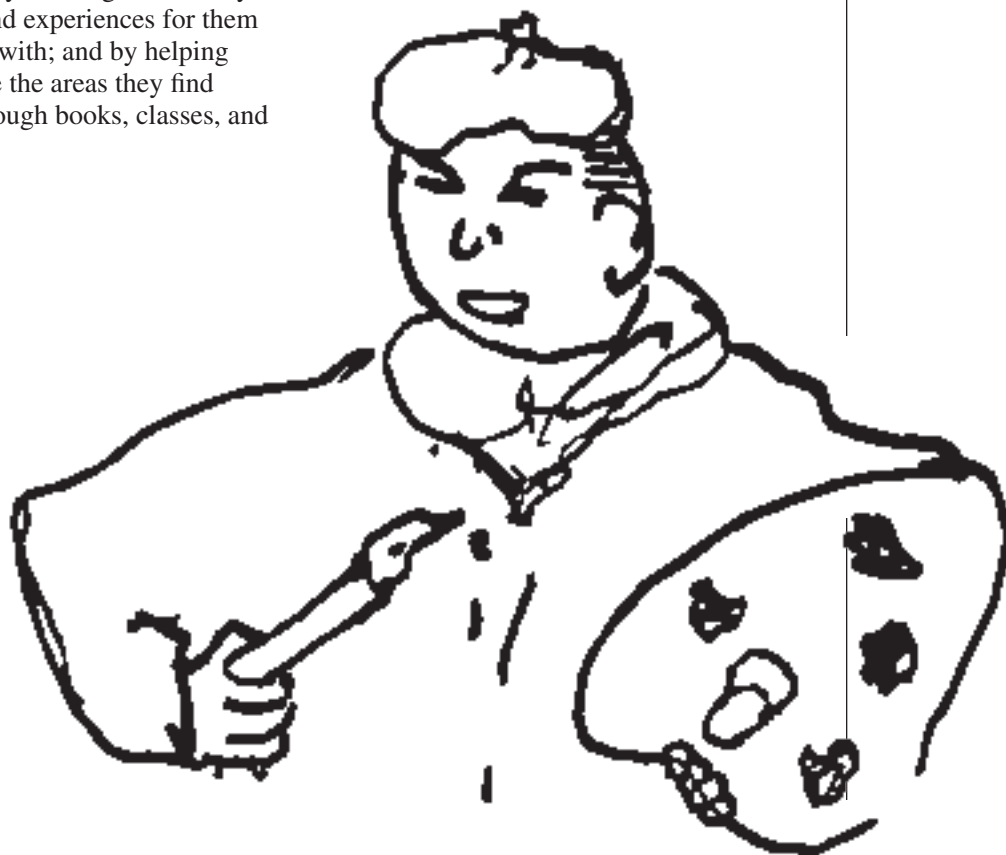
- ☒ Think of creativity as the ability to find new solutions to problems, often by breaking with established ways of thinking. Creativity may be thought of as play grown up.
- ☒ Be aware that, according to research, families who produce creative children: may be any size; encourage children to try things their own way; help children to develop their own interests; provide plenty of unstructured time for play and exploration; treat each child with respect and confidence; aren't overly worried about what other people think; and don't aim for rigid control of the child's every thought and action.
- ☒ Encourage children to develop their own interests by offering a rich array of materials and experiences for them to experiment with; and by helping them to pursue the areas they find interesting through books, classes, and exploration.

- ☒ Expose children to the arts by: capitalizing on things that interest them (an art such as singing, or a topic such as animals which could be viewed at an art museum or read about in poetry); avoiding pushing kids to attend to "the arts" when they would rather be doing something else; preparing kids before going on an outing by helping them know what to expect and what to look for; and choosing activities that fit their age and attention span.

Recommended Materials

Books

Fritz, Robert, *The Path of Least Resistance*, Fawcett Columbine, NY 1989



Year 4: The Developing Child

Steps to Independence

Outcomes for Parents

(Choose one or several)

- ☒ Recognize that a child's desire for independence is a healthy expression of her need to prepare for attitude.
- ☒ Recognize the reasons why parents often resist a child's struggle for independence. Parents may feel a desire to protect the child from mistakes and a sense of loss as they see the little child take their first steps toward adulthood.
- ☒ Consider ways to gradually train and allow a child increasing independence in various areas of life.
- ☒ Praise and reward children for showing positive independence and achievement. Say as little as possible about a child's mistakes in working toward independence, and concentrate on the positive.
- ☒ Begin teaching children how to make independent decisions wisely. 1) Begin by allowing the child to choose between two simple alternatives which are equally acceptable. Accept the child's choice and help him follow through on it. Give lots of opportunities and practice at this. 2) Gradually allow children to make more difficult decisions that are within their capabilities to think about. Help them to think about their alternatives and the possible consequences of their decision. Keep clear about what is allowed by the family rules and what is not. Help them to consider how God's word and prayer can help them make a wise decision. Then let them make their own decision. Do not protect them from the natural consequences of their decision (unless for safety's sake). 3) Express confidence in the child's ability to make a decision and follow through on it.

Adventurer Curriculum Related to the Topic

Helping Hand

My Self II. A. Learn the steps of good decision-making. B. Use them to solve two real-life problems.

My Family III. Earn an Adventurer Award, not previously earned, in one of the following areas:

- safety,
- indoor skills,
- outdoor skills.

Specific Active Learning Activities

- ∞ *Role-Play*: Choose a parent to represent a child and one to represent a parent. Give the "child" a decision to make, and ask the "parent" to show how he would lead the child to learn how to make his own thoughtful decision.
- ∞ *Decision Reminders*: Hand out several sheets of "sticky-tab" (memo pads with sticky backs) paper to each parent. Ask them to think of three decisions that they believe their children are ready to make intelligently in the next month. Ask them to take the papers home and put them on the fridge as a reminder to lead the child in making these decisions herself.

Recommended Materials

Books

- Dobson, James, *Preparing for Adolescence*, Tyndale House, Wheaton, IL 1989
- Glenn, Stephen H. & Nelsen, Jane, *Raising Self-Reliant Children in a Self-Indulgent World*, Prima Publishing, Rocklin, CA, 1989.

Video or Audio Cassettes

- Dobson, James, *How to Prepare For Adolescence*, Word Life Ware Video, Waco, TX.
- Winn, Dick, *How Much Freedom Is Too Much?*, Childcrafting Video Series (\$14.95), The Quiet Hour, Redlands, CA.

Other Materials

- Dobson, James, *Overprotection: The Error of Dedicated Parents* (brochure \$.35), Focus on the Family.

Year 4: The Developing Child

Toys and Things for Kids

Outcomes for Parents

(Choose one or several)

- ☒ Be aware that every aspect of our environment affects our emotions and behavior. People, and especially children, are affected by color, texture, shape, order, and spaciousness in their environment.
- ☒ Look at the home and community environments from a 3-foot-tall child's point of view. The child often has difficulty seeing, reaching and manipulating the things around him. He feels frustrated by the number of things he is not allowed to touch and the places he is not allowed to play. Consider how this may affect their thoughts and behaviors, and implement ways to better adapt the home and play areas to the needs of children.

- ☒ Discuss what types of toys and materials can stimulate children to grow in a positive direction. Recognize that these materials are often very simple and inexpensive.
- ☒ Consider ways of surrounding the child with pleasant things while avoiding the materialistic attitude that one's happiness is dependent on what things they have.
- ☒ Consider reasons for Ellen White's suggestion that families move to the country and how they apply today.

Specific Active Learning Activities

- ∞ *Discussion:* Discuss how color, furniture, space, and orderliness affects children's feelings and behavior.

Recommended Materials

Biblical References

The care God took in designing the temple.

Ellen G. White Reference

Adventist Home, pp.15-31, 131-156.



Year 4: Growing Through Challenges
.....

Anger Management for Parents and Kids

Outcomes for Parents

(Choose one or several)

- ☒ Recognize that feelings of anger are normal. Anger is not wrong in itself, but must be dealt with carefully in a positive way. It is a powerful energy which can be used hurtfully or creatively. Anger which is not expressed or dealt with in any way builds up inside of people and can cause many physical and emotional problems.
- ☒ Be aware that anger may be caused by hurt, frustration, or fear. The surge of energy which accompanies anger is designed to help us deal with the problems which caused our hurt, frustration, or fear. Some specific hidden causes of anger include: 1) displacement (in which the individual is actually angry about something other than what he appears to be angry about); 2) repression (in which the individual refuses to admit his angry feelings to himself, to God, or to anyone else, and they eventually mount up inside until the person is ready to burst at any little thing); 3) mirroring (in which the action or event reminds you of another action or event which upset you); 4) unrealistic expectations (frustration occurs when these expectations are not met); 5) lack of communication (not taking time to listen and understand); and 6) low self-esteem (which causes a person to feel threatened by small problems and events).

- ☒ Deal with anger by: 1) recognizing the reality of the anger; 2) resisting the first impulse to act (call on God for His power); 3) taking time and actions to cool down (try counting to 20, repeating the alphabet; taking a walk or bath; breathing deeply; writing down your thoughts; reading a Bible passage; putting yourself in the other person's place); 4) identifying the real reason for one's anger; 5) communicating your anger gently and clearly by describing that situation and your feelings about it without attacking the person; and 6) choosing an action which will deal with your anger and the problem that caused it (find a compromise, administer a consequence, use your anger energy creatively).
- ☒ Help children keep from building up a lot of anger by: encouraging him to talk about his feelings; catching him being good and affirming him; ignoring inappropriate behavior when possible; making it easy to be good; using closeness and touching; working to build up his self-esteem; and being a good model of how to handle and express anger.
- ☒ When a child is angry help him to: take time out to cool down (use gentle physical restraint when necessary, help him to deal with his anger energy by running, throwing or hitting a ball, singing loudly, or relaxing by reading a book or drawing a picture); identify what the problem is; think about the problem from the other person's perspective; deal with the feelings and problem by talking respectfully and seeking a solution.

Adventurer Curriculum Related to the Topic

Busy Bee

My Self II. Name at least four different feelings. Play the Feelings Game.

Sunbeam

My Family II. Show how Jesus can help you deal with disagreements. Use:

- Puppets;
- Role-playing;
- Other.

Specific Active Learning Activities

- ✂ *Fill In The Blanks:* Provide parents with the following sentences on a sheet of paper, and ask them to fill in the blanks: "Next time I feel angry about _____, I will first _____. I will recognize that I am angry about this because _____. I will share my feelings with _____ by saying _____. I will use my anger energy to _____."
- ✂ *Homework:* Keep anger journal listing: the situation; why I was angry; how I felt physically and emotionally; what I did; what I'll do next time.

Recommended Materials

Biblical References

James 1:19; Proverbs 15:1; Philippians 4:13; Ephesians 4:26.

Ellen G. White Reference

Mind, Character, and Personality, Vol.2, pp.516-523.

Books

Crary, Elizabeth, *I'm Frustrated*, and *I'm Mad*, Parenting Press, Seattle, 1992, for kids.
Rubin, Theodore Isaac, *The Angry Book*, (1970), Macmillan Books, NY.

Adventurer Family Network

Next Time Worksheet

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Next time I feel angry about _____

_____, I will first _____.

I will recognize that I am angry about this because _____

_____.

I will share my feelings with _____

by saying _____

_____.

I will use my anger energy to _____

This is a sample of the "Next Time" worksheet. A reproducible copy can be found in the "Family Network" section of the Appendix.

Year 4: Growing Through Challenges

Dealing with Grief

Outcomes for Parents

(Choose one or several)

- ☒ Recognize that it is normal for grief to include: depression, shock and disbelief; fear and panic; disorientation; self-blaming; searching; denial; helplessness; self-pity; and physical reactions. Children and adults usually go through stages of: disbelief and protest; followed by pain, despair, and anger; and gradual reinvolvement in daily life.
- ☒ Understand the way in which grief and loss affect children at different stages of development. When a child is 0-3 years old he is aware of the change even though he does not understand the death and may react with tears, tantrums, misbehavior and clinginess. He is unable to talk about his loss and needs to be held, reassured and provided with plenty of comfortable structure and routine. A child who is 4-8 years old is only gradually beginning to understand that death is not reversible and that it happens to everyone. They may blame themselves or seek to avoid death by staying away from people who have been close to it. They need you to give them the basic facts about the death in simple language, and to be willing to talk and reminisce about the person. They need to see from your example how to grieve. The 9-12 year old focuses on the disruptive change in his life and may feel angry at God or at the person who died. He may want to deny that it has happened or suppress his feelings about it. Parents can encourage questions and expressions of feelings. Share your faith in God, that death is not His fault or choice, but that He is sad just like we are.

- ☒ When someone dies, talk to children simply about what has happened and what will be different because of the death. Encourage him to ask questions and express his feelings. Check his understanding of death and correct any misconceptions. Don't be afraid to show emotion.
- ☒ Be aware that support groups are available for people who have undergone loss. (One national support group is called "Compassionate Friends" and is made up of parents who have lost a child.)
- ☒ Know how to relate to a friend or relative who is dealing with grief. Above all, do not avoid the person. Seek him out, show genuine concern and be willing to listen to him. Offer to help in specific ways and don't pressure him to "get over it" and get on with life; grieving takes a lot of time and energy.

Adventurer Curriculum Related to the Topic

Busy Bee

My Self II. Name at least four different feelings. Play the Feelings Game.

Builder

My Self I. A. Share one way your family has changed. Tell how you felt and what you did. B. Find a story in the Bible about a family like yours.

Recommended Materials

Biblical References

Romans 8:31,32; Isaiah 1:2,3; Psalm 56:8.

Ellen G. White Reference

Mind, Character, and Personality, Vol.2, pp. 458-465.

Books

- Kuzma, Kay, *Helping Kids Deal With Death*, (\$2.00) Family Matters.
- Huntley, Theresa, *Helping Children Grieve*, Augsburg, Minneapolis, MN 1991.

Year †: Growing Through Challenges

Guiding Entertainment Choices

Outcomes for Parents

(Choose one or several)

- ☒ Consider the difference between recreation (an enjoyable activity which builds up one's body, mind, or spirit and helps him return to daily life with new vigor) and amusement (an enjoyable activity which diminishes a person's energy and interest in daily life.) Evaluate various entertainment options by these standards.
- ☒ Evaluate entertainment options based on their moral influence, long-term effects, expense, and value to the Christian life.
- ☒ Recognize that research suggests that TV and movies: prevent family interaction (such as talking, playing, and working together); increase the aggressiveness and violent actions of children who watch violent shows; desensitize people so that they are no longer as sensitive to others' needs and suffering; perpetuate stereotypes about women and minorities; treat drinking and immoral sexuality as the enjoyable and right thing to do; suggest that having "things" can make you happy; and give an unreal picture of what life is really like with the danger of creating a distaste for dull everyday life and an increasing appetite for the exciting life glimpsed through the television.
- ☒ Evaluate TV programs for children according to: how well they distinguish between the real and pretend; how the characters solve their problems; the types of role models presented;

how the world is portrayed; the commercials associated with the program; the childrens' response to the program; and whether it inspires Christian living according to God's word.

- ☒ Consider possible remedies for the misuse of TV such as: the parents setting an example of Christ-controlled TV use; watching specials only; locking or putting away the TV except at agreed upon times; limiting TV viewing to weekends or 1/2 hour a day; planning at the beginning of the week what programs to watch; trying a week or two without TV; or emphasizing other fun family activities.
- ☒ Develop principles for evaluating music, games, sports and other entertainment activities.

Adventurer Curriculum Related to the Topic

Builder

My Self II. Earn the Media Critic Adventurer Award.

Recommended Materials

Ellen G. White Reference

Adventist Home, pp.401-418, 493-530.

Books

Bennett, Steve & Ruth, *Kick the TV Habit!*, Viking Penguin, NY 1994.

Duckert, Mary, *Who Touched the Remote Control? Television and Christian Choices for Children and Adults Who Care About Children*, Friendship Press, 1990.

Phillips, Phil, *52 Things for Your Kids to Do Instead of Watching TV*, Thomas Nelson, 1992.

Video or Audio Cassettes

Kids For Sale (film—11 min; \$30 rental) on children and advertising.

Other Materials

Dobson, James, *The Impact of TV on Young Lives* (brochure, \$.35), Focus on the Family.

Year 4: Growing Through Challenges
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Family Finance

Outcomes for Parents

(Choose one or several)

- ☒ Consider the difference between the family's needs and wants.
- ☒ Evaluate whether the family's spending habits fit their stated priorities.
- ☒ Consider their use of credit, and whether it is a benefit or problem to the family.
- ☒ Be aware of creative ways to cut costs in the home.
- ☒ Be aware of creative ways to bring in extra income.
- ☒ Start a systematic savings plan to save for future goals such as children's education, retirement, handling emergencies, or purchasing a home.
- ☒ Take God at His word when He promises to bless and care for those who choose to return their tithes and offerings to Him.

Adventurer Curriculum Related to the Topic

Specific Active Learning Activities

- ☞ *Homework Assignment:* Ask parents to read *Adventist Home*, pp. 367-398 before coming to the meeting. Ask them to be prepared to tell 4 basic principles they discovered in their reading.

- ☞ *Family Activity:* Parents may ask each member of their family to make a list of the things they would buy and do if they had enough money. Figure out how much money the family brings in each month. Use play money to distribute an equal portion of this income to each family member. List together the actual expenses that the family must pay with their income and have each member pay equally from their portion of the play money. If there is any money left-over, discuss how it might be used. If there was not enough money to go around, discuss how the family could cut expenses.

Recommended Materials

Ellen G. White Reference

Adventist Home, pp.367-398.

Books

Reid, G. Edward, *It's Your Money! Isn't It?*, R&H, Hagerstown, MD 1993.

Video or Audio Cassettes

Burkett, Larry, *Your Finances in Changing Times Video Series: A Seminar on Biblical Principles of Finance* Christian Financial Concepts, P.O. Box 2377, Gainesville, CA 30503, 1990.

Reid, G. Edward, *It's Your Money! Isn't It?*, Video Series, R&H, Hagerstown, MD.

Other Materials

Reid, G. Edward, *You and Your Money*, R&H, Hagerstown, MD 1995. (small booklet)

Address List

AdventSource

5040 Prescott Avenue
Lincoln, NE 68506
800-328-0525

Avon Books

1350 Avenue of the Americas
New York, NY 10019

Channing L Bete

200 State Road
South Deerfield, MA 01373-0200

Dallas Christian Video

12077 N. Collins Boulevard
Suite 202L
Richardson, TX 75080-9990

Family Matters

P.O. Box 7000
Cleveland, TN 37320

Filmfair Communications

10900 Ventura Boulevard
Studio City, CA 91605

Focus On The Family

Colorado Springs, CO 80995
1-800-232-6459

Franciscan Communications/ Teleketics

1229 South Santee Street
Los Angeles, CA 90015-2566

Nancy Van Pelt

366 N. Lind
Fresno, CA 93727
(209) 251-9790

Quiet Hour

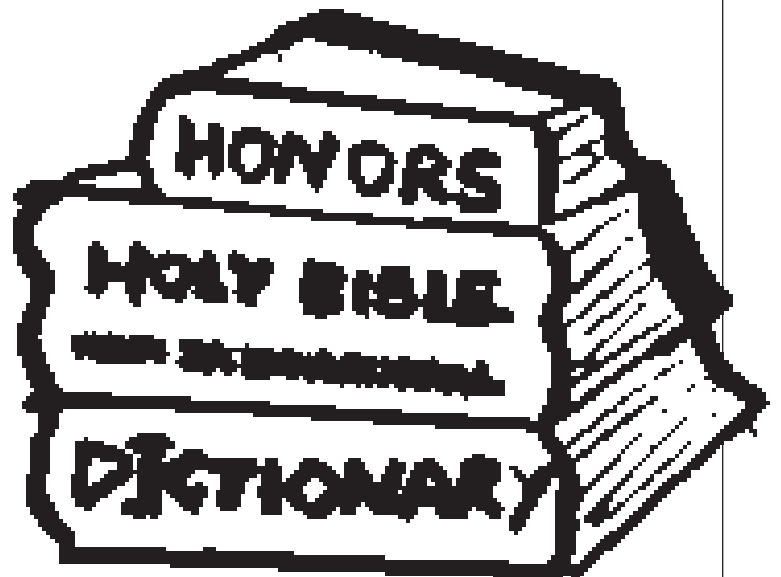
P.O. Box 3000
Redlands, CA 92373
1-800-444-8007

Word Life-Ware Video

4800 West Waco Drive
Waco, TX 76796

Word Ministry Resources

P.O. Box 2518
Waco, TX 76702-2518
1-800-299-9673



General Resources for the Adventurer Family Network

Parenting Newsletters

Creative Parenting (SDA)

P.O. Box 126
Cedar Lake, MI 48812
\$9.95 for individual subscriptions, substantial discounts for groups.
Contact Cari at (517) 427-3062.

Dad's Newsletter

College of Fathering
P.O. Box 270616
San Diego, CA 92198-1616
(619) 487-7099

Family Times/Family Matters (SDA)

P.O. Box 7000
Cleveland, TN 37320
\$2.00 for subscription. May be ordered with blank spaces for local advertisements and announcements, and distributed as an outreach and community service. (Also ask for a catalogue of books and materials.)

Seminars

The Compleat Parent

Nancy Van Pelt
366 N. Lind
Fresno, CA 93727
(209) 251-9790
book, workbook and tapes available—may use study group format

Family Seminar

Revelation Seminars
P.O. Box 66
Keene TX 76059
1-800-982-3344
17 lessons designed for church families and outreach. #4.95

Marriage Commitment Seminars

(contact your local conference office)

Marriage Encounter Seminars

(contact your local conference office)

Positive Parenting

Concerned Communications
Hwy 59N, Siloam Springs AR 72761

1-800-447-4332
5 sessions. \$5.95 per person, \$39.50 for instructor's kit.

Family Seminar (by Rocky and Christine Gale of Florida Conference)

Southern Union Revelation Seminar
Resource Center
4280 Memorial Drive
Decatur, GA 30032
(404) 296-6102
\$5.75 for student booklets, \$10 for instructor's.

What Is A Family (Karen Flowers, 1980)

AdventSource
5040 Prescott Avenue
Lincoln, NE 68506
Basic seminar on family as place for belonging, feeling special... Includes stories, discussion ideas, exercises, 45 pages, looseleaf

Catalogues of Free or Inexpensive Materials

Office of Child Development

P.O. Box 1182
Washington, D.C. 20013

US Dept of Health, Education & Welfare

Office of Child Development
Government Printing Office
Washington, D.C. 20402

Catalogues of Recommended Materials

Family Life Resources 199_, AdventSource (free)
Family Matters Catalog, Family Matters (free)
Tools For Family Ministries, AdventSource (\$3.95)

Recommended Reading

Lewis, Paul, *The Five Key Habits of Smart Dads*.
Confred, Ken R., *The 7 Secrets of Effective Father: Becoming the Father You Want to Be*, Wheaton: Tyndale House Publishers, 1992.
MacDonald, Gordon, *The Effective Father*, Wheaton: Living Press, 1977.

All three are available from:
AdventSource
5040 Prescott, Lincoln, NE 68506
(402) 486-2519 1-800-328-0525



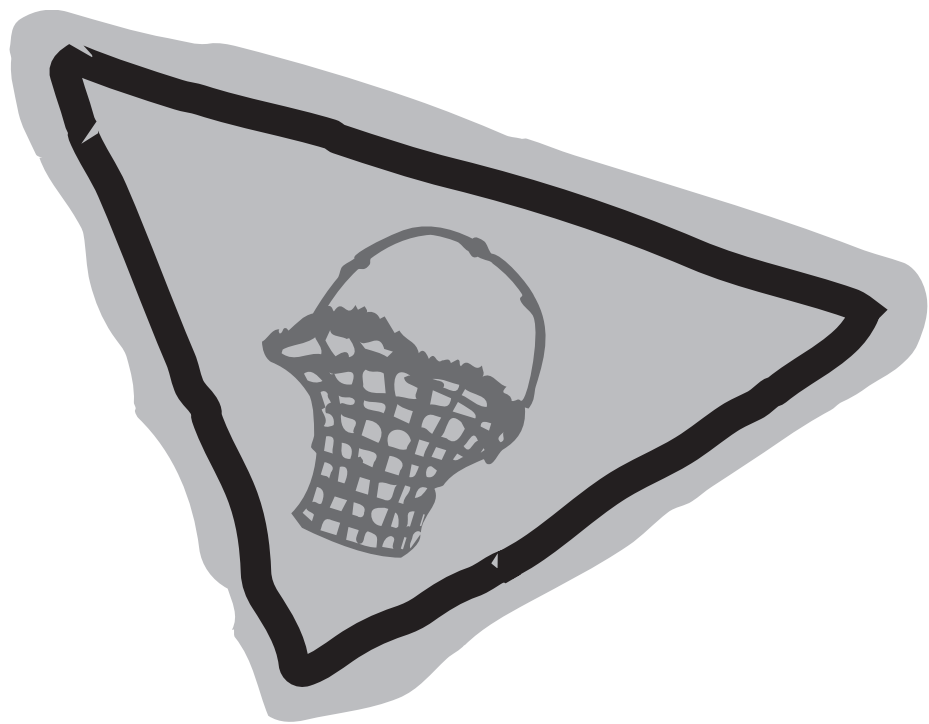
Adventurer Awards



The Adventurer awards are designed to be used in connection with the Adventurer curriculum. It is recommended that a variety of awards be offered to help each child have a well-rounded understanding of many interests.

It is the desire of the committee that the teacher will be creative and make the award meaningful to the Adventurer child. Remember to challenge the more advanced child without discouraging the lesser achiever.

The goal is to help each child experience achievement and to learn new activities and ideas in an interesting and fun way. Affirm each child, remembering that there is more than one right way. Encourage each child to do his/her best. We do not need to be perfect. God is not finished with us yet.



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Artist

1. Explain who an artist is. Name Creation's Master Artist.
2. Name and know the primary colors.
 - a. Mix these colors to make three new colors.
 - b. Use these six colors to make a picture.
3. Demonstrate how to sharpen pencils and clean brushes.
 - a. Sharpen two pencils.
 - b. Using water, clean your brush.
4. Make a design with each of the following:
 - a. Finger paints
 - b. Colored pencils
 - c. Felt markers
5. Learn an art technique and demonstrate two of the following:
 - a. Potato prints
 - b. Stencil
 - c. Papier-mache or clay model
 - d. Bread dough art
6. Make two of the following:
 - a. An invitation
 - b. A book mark
 - c. A greeting card
 - d. A poster

Helps

1. One who professes and practices an imaginative art. Discuss with the children what type of artist they are. Do they sing, play an instrument, draw, play act, do crafts well, etc. In different ways we are all artists.
2. Red, yellow and blue are the primary colors. Mix red and yellow to make orange, mix yellow and blue to make green and blue and red to obtain violet.
3. Teach how to sharpen pencils, stress cleaning brushes thoroughly and safety in handling pencils and brushes.
4. Wear aprons when working with finger paints or felt markers. Kids may make designs of things God made and tell the day He made it.
5. Teach children to make fun designs and to clean up after their project is completed. Craft books or your local library will have resources that will be helpful.
6. The invitation to an Adventurer meeting, church program, etc. Make a card, bookmark or other items that may be given as a gift to an older person or shut-in.



Grade

Updated in 1996.



Astronomer

1. Name several stargazers of the Bible.
2. Identify one planet, two stars, and three constellations in the sky at night and give their correct names.
3. Make a constellation peep box.
4. Explain the difference between a planet and a star.
5. Observe planets and stars in the night sky.
6. Observe two of the following and make a crayon resist:
 - a. moon rise
 - b. sunrise
 - c. sunset
7. Find three texts in the Bible that refer to the heavens.



Grade 3

S T E P B Y S T E P

Crayon Resist

Make a picture with wax crayons on a sturdy piece of paper. Leave some parts of the picture uncolored. Paint over the picture with tempera paints or water color. (Use black or dark blue for the night sky.) The paint will not stick to the crayoned part of the picture only to the blank paper, so the picture will stand out clearly against the painted background.

Helps

1. Adam and Eve (Education, page 21); Abraham (Genesis 15:5); Joseph (Education, page 52); Jesus (SDA Commentary, Volume 5, page 1117); Moses (Patriarchs & Prophets, page 475); Wise Men (Matthew 2:2).
2. Go out at night to observe the sky and draw a picture of the planet, stars and the constellations you saw. When possible visit a planetarium.
3. Take a small shoe box, oatmeal box, etc. Have the children choose which constellation they wish to make. Draw the constellation on the outside end of the container. Poke a small hole where each star is located. Turn to other end and cut two medium eye-size holes to peek into. Hold peep box to light and view the constellations. Encourage variety in the constellations so when finished each child may guess what one (s)he is viewing.
4. Observe and recognize some prominent stars and constellations. A star is a single body, such as the North Star. A constellation is a group of stars, such as the Big Dipper. Some of the brightest stars are Polaris, Castor, Regulus, Deneb, Altair, Rigel, Capella, and Vega. Orion, Leo, Libra, Lyra, Virgo, Taurus, Ursa Major, Ursa Minor, and Canis Major and Minor are a few of the constellations. Choose several of each, locating ones that are easiest to find and identify in your area during the time of year you are taking the class.
5. Go away from city lights to view the night sky. Or watch a program, video, etc. on the sky. Spend the night. Enjoy!
6. Observe the sky at sunrise, sunset and/or moon rise. Make it a fun time together to watch the wonder of God's large lights.
7. A Bible concordance lists many texts. Choose, read, and explain. e.g., Genesis 1:16, Deuteronomy 10:22, Isaiah 13:10, Matthew 2:10.

Baking

1. What is the definition for baking?
2. Describe ways to be safe in the kitchen while baking.
3. Define the following baking terms: batter, beat, coating pan, cream, dough, fold, preheat and stir.
4. Name at least 8 utensils that are used in many baking projects?
5. Read four stories in the Bible where baking was mentioned.
6. Who does Jesus say He is in John 6:35? Discuss how this is important to you.
7. Bake two items of your choosing.

Purpose:

To understand the fundamentals of baking.

Curriculum Connection:

My Family

Resources:

<http://www.homebaking.org>

<http://www.joyofbaking.com>

<http://familyfun.go.com/recipes>

Library books

Helps

1. Baking is preparing an item by heating it in an oven at the proper temperature. (In baking food, there is a change of liquids into solids through a chemical reaction. In order for this chemical reaction to occur the proper combination of ingredients, in the right proportions must be used for the desired outcome.)
2. Always start by washing your hands with soap and water. Begin with a clean counter and utensils. Have an adult in the kitchen at all times. Demonstrate how to be safe in the kitchen by adding other suggestions.
3. Search the internet or look in a cookbook for additional terms.
4. Mixing bowls, measuring spoons, measuring cups, mixing spoons, rubber spatula, whisk, baking pan/sheet, pie pan, cake pan, rolling pin, parchment paper, cooling rack, mixer, sifter, etc.
5. Genesis 12:20, 18:6, 19:3 NIV; Leviticus 9:31 NIV; 2 Samuel 13:8 NIV; 1Chronicles 9:31 NIV; other stories.



Grade 2

New in 2010



Basket Maker

1. Explain what a basket is.
2. Name several baskets found in your home.
3. Know the tools of a basket maker.
4. Describe how materials are prepared for basket weaving.
5. Make a simple basket of natural grasses, reeds, or other local material.

OR
Decorate a basket to be used for: sewing, trash, berries or flowers.

6. Decorate a basket to be given as a gift.
7. Tell some ways baskets were used in the Bible. Give at least one text.



Grade 4

Updated in 1996.



Helps

1. A basket is a receptacle (container) made from interwoven material.
2. Baskets: laundry, shopping, fruit, berry, sewing, waste basket, etc.
3. Sharp pair of scissors, sharp knife, round and flat nose pliers to bend spokes, an awl or knitting needle to make spaces in the weaving, water pail and waterproof cover for area where you are working. You may wish to invite an experienced basket maker to come and demonstrate.
4. The natural materials are soaked in water, until they are flexible.
5. Instructor: Please choose a simple design so Adventurers will not become discouraged. Work with each child so that (s)he may complete his/her project. Use local materials such as grape vine, reeds, grasses, etc.
6. Decorate a basket, e.g., sewing basket, fruit basket, flower basket, or berry basket, to be given as a gift. If you have already decorated a basket under #5, this is to be an additional basket.

Bead Craft

1. What is a bead?
2. Where did the word "bead" come from?
3. Name some of the materials that are used to make beads.
4. Tell at least two interesting facts about the history of beads.
5. Name at least three things you can do with beads.
6. Make four (4) or more different objects with beads.
7. Give one of your bead projects to someone, such as an elderly person. Tell them what you've learned about beads, and explain what's special about the gift you have made for them.

Helps:

1. A bead is a small object with a hole in it so that it can be fastened with thread or string. (Most beads are round.)
2. The word "bead" comes from an Old English word—"gebed", or "bede"—which means "prayer."
3. Beads can be made out of things like seeds, wood, stone, plastic, glass, metal, ceramic, pearls, shells, berries, beans, ivory, coral, amber or precious stones.
4. Historical facts about beads include:
 - People made things out of beads in Egypt in Bible times.
 - The world's first calculator was an abacus, which is made out of beads. It is still used in many countries.
 - Beads were used as money by American Indians and other native peoples. "Wampum" or

Indian money beads, were often made out of shells. Indians used beads to trade with the Pilgrims.

- Some Indians used porcupine quills or pieces of bone for needles to string beads on thread made out of horse hair or cotton.
 - People who are Catholic or Buddhist often use beads to help them remember and count their prayers.
 - Beads have been used to decorate clothes for more than 400 years.
5. Some things that you can do with beads are:
 - Glue them onto something for decoration.
 - Perle (melt beads.)
 - String them together.
 - Use them to trade, or for play money.
 - Decorate clothes.
 - Make pot holders or other things to decorate your home.
 - Count things.
 6. Suggested bead projects.
 - String beads onto a pipe cleaner and shape it into a heart, cross or shepherd's rod.
 - Sew beads on piece of cloth in the shape of your name (or initials).
 - Trace a picture or design onto heavy paper or cloth. Glue or sew beads onto it.
 - Make a refrigerator magnet using beads. (Glue them onto a clothespin or piece of felt, or string them on thread or wire.)
 - Decorate a bean bag with beads.
 - Sew beads on shoes or moccasins.
 - String beads onto thread or ribbon and wrap them around the outside of a picture frame.
 - Make a sculpture by stringing beads onto copper wire and shaping it.





Bible I

1. Own 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.
4. Tell or act out the following stories:
 - a. Creation
 - b. Sin and sadness begin
 - c. Jesus cares for me today
 - d. Jesus comes again
 - e. Heaven
5. Locate, read and discuss three of the following Bible verses about Jesus' love for you:
 - a. John 3:16
 - b. Psalms 91:11
 - c. John 14:3
 - d. Psalms 23:1
 - e. Your choice

Memorize and repeat two of them.
6. Make masks to illustrate a Bible story or parable.
OR
 Create a Bible story in a sandbox or with felts.



Grade 1



Requirement

Updated in 1996.

Helps

- 1-2. If possible, see that each child has his/her own Bible. Teach that nothing is ever set on a Bible and to keep the Bible clean. Show him/her how to be careful and handle it reverently.
3. Help the Adventurers locate the books of Genesis and Revelation. Encourage them to locate each book in their Bible while the child tells the story of the author. Play Bible games, use felts, etc. Make this a fun learning experience.
4. Have the children pantomime. Adventurers enjoy play acting. Encourage them to make the story "come alive." Keep a box of props to help in illustrating the Bible characters, such as bath robes, scarves and a cane.
5. Practice finding the texts in the Bible. Explain each part so the children can understand the meanings. Read together.
6. Use paper plates to make animal or people masks to illustrate stories such as Daniel and the lion's den, creation, and Garden of Eden. Act out the story of their choice.

Bible II

1. Earn the Bible I Award.
2. Recite in order the books of the Old Testament.
3. Tell or act out the following Bible stories:
 - a. Noah
 - b. Abraham
 - c. Moses
 - d. David
 - e. Daniel
4. Read or listen to a Bible story.
5. Memorize and explain three of the following verses about living for Jesus:
 - a. Exodus 20:11-17
 - b. Philippians 4:13
 - c. Philippians 2:13
 - d. 1 John 2:1, 2
 - e. Jude 24
 - f. Your choice
6. Play games to help the children enjoy and retain the Bible stories.

Helps

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



Grade 4



Requirement

Updated in 1996.



Bible Royalty

1. Memorize Psalm 100:4.
2. Name 5 Bible kings. Which kings were the best rulers and why?
3. Tell the stories about 2 of the kings as the children act out the stories.
4. Name at least 4 queens in the Bible. Why are these queens important.
5. Write a story about queens and read it to the class.
6. Make two of the following:
 - a. A throne room using a shoe box
 - b. Make crowns and explain what decorations mean to the king
 - c. Decorate a chair for a king
 - d. Make a mural of a throne room
 - e. Other



Grade 4

New in 2008

Purpose:

Following Jesus makes a difference on our lives.

Curriculum Connection:

My World

Resources:

- Bible concordance
- My Bible Stories
- My Bible Friends

Helps

2. First king – Saul; second king – David; third king – Solomon. Joash was 7 yrs. old when he started his reign; Josiah was eight when he became king, King Jesus, these are just a few examples, list more if possible.
3. Use costumes, crowns, throne chair, etc. if possible.
4. Vashti, Esther, Bathsheba, Queen of Sheba, Jezebel, etc.
5. May work in small groups to write the story. Then share the story with the class.
6. Use Bible story books for picture ideas. Possibilities include throne, carpet, pictures, vases, jewels, velvet, etc.

Build and Fly

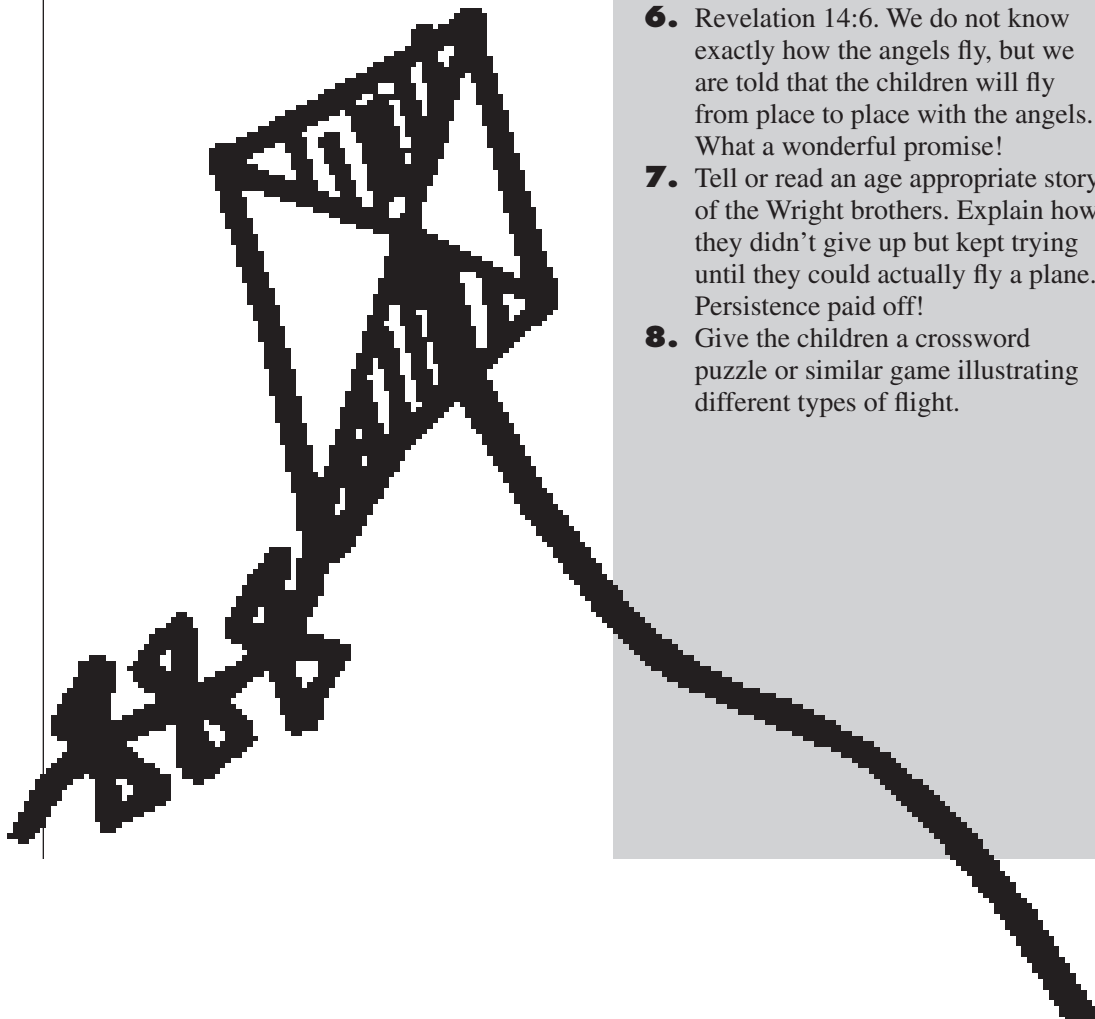
1. Make paper airplanes and fly them.
2. Make a simple glider and fly it.
3. Make a simple kite, fly it, and explain the safety rules.
4. Observe four different animals that fly and tell how they fly.
5. Draw a picture of your favorite flying animal.
6. Know where the Bible speaks of an angel flying.
7. Know who were the first successful, motorized, airplane pilots.
8. Work a crossword puzzle about types of flying.

Helps

1. Teach the children to make their own paper airplanes. Color or otherwise decorate them and have fun flying them. Have contests where you see which one flies the farthest, longest, etc.
2. You may wish to use a simple balsa wood kit or make your own from scratch. Have each child put his/her name or initials on his/her glider. Fly the gliders and record the longest flight.
3. Make a simple, standard kite. Include family help when making and flying the kites. Never fly kites near electric power lines, buildings, trees or around a crowd of people. Use strong string and read the instructions on a purchased kite.
4. Visit the zoo or see a video about birds, insects, bats, squirrels, fish, etc.
5. Discuss each picture and let the child tell why (s)he likes the particular creature (s)he drew.
6. Revelation 14:6. We do not know exactly how the angels fly, but we are told that the children will fly from place to place with the angels. What a wonderful promise!
7. Tell or read an age appropriate story of the Wright brothers. Explain how they didn't give up but kept trying until they could actually fly a plane. Persistence paid off!
8. Give the children a crossword puzzle or similar game illustrating different types of flight.



Grade 3



Building Blocks

1. Find in the Bible and review 3 or more of the stories listed below:
Noah (Gen 6-7); Tower of Babel (Gen 11:1-9); Abram's tent (Gen 12:1-8); Wilderness tabernacle (Ex 25-27); Solomon's temple (1 Chronicles 28:1-10, 2 Chronicles 3-5); Manger (Luke 2:1-20); Wise man and foolish man (Luke 6:47-49); New Jerusalem (Rev. 21-22).
2. Invite a builder or carpenter to talk about the:
 - a. tools he uses (display and demonstrate)
 - b. kinds of things he builds
 - c. safety rules he follows
 - d. values like being honest, measuring carefully, following instructions/plans, setting a strong foundation
3. Share 2 choices that you can make this week that will build up and not breakdown your character. A building's foundation is the most important part of the building. Our foundation is our character. Jesus, the master builder, will help us make good choices that will build a strong character.
4. Read Revelations 21-22 and learn about the heavenly home that God is making for all who choose His gift of eternal life. What building materials is He using?
5. Construct one or more buildings of any size or type. May work individually or in teams.

Purpose:

Compare similarities between building a structure and building good character.

Resources needed:

Bible, building materials as available, a creative mind and encouraging words.



Grade 3

New in 2004

Helps

1. As you review the stories emphasize the items built and encourage the children to discuss the choices the Bible characters made.
 - a. God asked Noah to build an ark. It took Noah 120 years to build the ark and he lived on it for over 1 year. Extra: How big was the ark? Use a long measuring tape to find out.
 - b. Babel—God knew the best thing for the people at that time was to live in tents so they could spread across the earth. Not to build the tower of Babel.
 - c. Abram's home was a tent. Extra: Make Abram's tent out of sheets and chairs.
 - d. God asked Moses to build a portable tabernacle.
 - e. God asked Solomon to build a tabernacle in Jerusalem.
 - f. God sent Joseph and Mary to a stable.
 - g. At the end of the Sermon on the Mount, Jesus refers to a man who built a house by first laying a strong foundation on a rock.
 - h. God wants you to live in the house he is building for you in heaven.
 2. Questions you might ask: What materials do you build with? How do you know where to build? What is this tool used for? What do you need to learn to be a good builder? Alternatives: take a trip to a construction site, interview a workman and ask questions about the building.
 3. Ways to share choices (you may work in teams):
 - a. Draw a brick wall on a poster and write one choice or characteristic on each brick.
 - b. Mime or act out a choice.
 - c. Illustrate a choice in a painting, drawing, sculpture, on a computer, video or camera.
 - d. Sing a song describing good character-building choices.
 - e. Privately, write a poem, or journal reflecting on your choice.
 4. Bring gemstones to touch and see or show pictures of the New Jerusalem.
 5. Any type of building materials may be used. Toys like Lego, Lincoln Logs or Tinker Toys. Craft sticks, play dough, foam board or construction paper. Real building materials such as sticks, straw, mud or bricks.
- Suggestions for types of buildings: Bible-buildings, your home, school, favorite shop, church, imagined heavenly home.

Butterfly

1. Learn how butterflies live and eat.
2. Collect pictures, stickers or photos of butterflies that live in your state.
3. Discuss and draw the life cycle of the butterfly.
4. Memorize John 3:7 and discuss the story of Nicodemus in John 3.
5. Make one of the following crafts:
 - a. A butterfly on the sidewalk with chalk.
 - b. A torn construction paper picture of a butterfly
 - c. A butterfly in the sand or snow
 - d. A butterfly mobile
 - e. A butterfly magnet
 - f. A butterfly made with beads
 - g. A butterfly made of colored tissue clipped together with a clothes pin.
6. Learn a song about butterflies.

Resources:

www.npwrc.usgs.gov/resource/distr/lepi
(Picture and information on butterflies in United States by state).

www.wildlifewebsite.com/butterflies
(Picture and information on butterflies in Canada).

www.enchantedlearning.com (Picture of butterflies, life cycle and pictures to color).

Helps

1. The butterfly is solitary except during migration, gathering on the damp ground to find water or nocturnal roosting. You may see male butterflies circling around each other to defend their territory. Butterflies and moths have a “coiled up drinking straw” below their heads called a proboscis. It is used to draw up nectar, water and other liquids. The length of the proboscis helps determine from which flowers they take nectar. Each type of butterfly picks flowers and usually stay on the same level, either low to the ground or higher. Very seldom will butterflies drink from flowers that face down..
2. Check with your library.
3. (A) Egg; (B) Larva or caterpillar; (C) Pupa or chrysalis; (D) Adult.
4. (Put your hands flat together in front of you, as in prayer. Open and close the top of your hands like a butterfly’s wings) When a butterfly sits and opens and closes its wings it warms its muscles and takes energy from the sun and stores it in its body. When we pray to Jesus we feel warm and good inside and we receive energy from Him to be happy, strong and do what is right. Continue to move your hands like a butterfly as we pray.
6. Option: “If I were a butterfly, I’d thank the Lord for my mighty fine wings. . .”.



Grade 1

New in 2003



Buttons

1. Create and decorate a clothing button container.
2. Start a collection of clothing buttons. Variety is more important than quantity, though each child should have approximately 50 buttons.
3. Decorate with buttons and/or complete a button craft.
4. Play “Button, button, who has the button” game.
5. Have a ‘Button Trade Night.’
6. Read and discuss Hebrews 13:16.



Grade |

New in 2006

Purpose:

Bring the children together in a common practice of sharing.

Resources:

Library for button crafts and history.

History of buttons:

<http://www.worldcollectorsnet.com/buttons/buttonsarticle.html>

Crafts:

<http://www.craftyjan.com/page13.html#Button%20Star>

Helps

1. Can container of our choice, such as oatmeal box, tin, shoe box, cloth bag. Decorate with buttons, paint, paper, etc.
2. Ask family, friends and church members for buttons.
3. Suggestions are: Sew buttons on clothing, glue buttons on to a frame, punch holes in heavy card stock and secure button on back to create a card to send someone or to display buttons. Sew on small buttons to decorate napkins, place mats or napkin rings. Stamp a design on cloth and add buttons. See resources for more button crafts.
4. Stand in circle and start passing the button around. When stop someone in middle of circle tries to guess where the button is. If guesses right, person holding button goes to the center.
5. It is important to make this a sharing event and avoid competition. Suggestion: Make teams, giving each team a specific amount of buttons and specific designs to make, but they have the option of trading buttons with other teams different to complete their projects, which gives them a sense of sharing with others.
6. Talk about how the children can be like Jesus by sharing with others.

Camper

1. Discuss with your family important rules for camping.
2. Go on a campout with your family and Adventurer group.
3. Help to pitch a tent.
4. Help to set up your stove or to build a campfire.
5. Help to prepare at least one meal while camping.
6. After your trip, help to put camping supplies away.
7. Memorize Psalm 34:7.

Helps

1. Camp away from streams and bodies of water. Do not harm the environment: Do not cut or destroy trees, bushes or plants. Never leave a fire without putting it out. Never camp or hike alone. Do not run while carrying a sharp object. Check with the local Forestry Service for guidelines for your area.
2. Camp out at least one night, making this a special time to enjoy nature (trees, flowers, stars, birds, etc.).
3. Clear the ground, lay out a ground cloth, help to properly set up your tent. Learn to take care of all camping items, including tent zippers, tabs, and stakes.
4. Learn safety when handling stoves, fuel, matches, and fire. Learn how to clear the area around a campfire and when and where it is safe to have a campfire.
5. Learn to safely heat water, boil, fry or bake food.
6. When you arrive home, help to clean and store camping supplies. Put your dirty clothes where they belong.



Grade 2

Updated in 1996.



Caring Friend

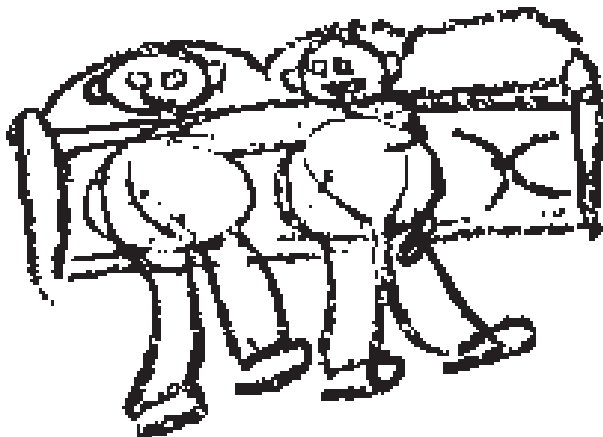
1. Explain how you can be a Caring Friend. Find, read and memorize I Peter 5:7.
2. Talk to a person and ask the following:
 - a. the day and month (s)he was born
 - b. his/her favorite animals
 - c. two of his/her favorite colors
 - d. three favorite foods
 - e. four things that are important to him/her
 - f. have your new friend tell you about his/her last trip
3. Visit a shut-in and take something to him/her. Use the questions in #2 as a basis for your conversation.
4. Tell one of the persons in #2 or #3 above how Jesus loves you and that He loves him/her also.
5. Show how you can become a caring person to your parents by:
 - a. helping to keep your room clean
 - b. helping in the kitchen with preparation or cleanup
 - c. doing extra chores without being told
6. Tell of something special you have done for a friend.



Grade 4



Requirement



Helps

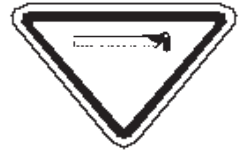
1. Discuss ways the children can be Caring Friends, such as being kind to an older person, your playmates or siblings; taking a cool glass of water or a bouquet of flowers to someone that is ill; sharing a book or game. Make a list for the children showing ways to be a Caring Friend at home, church,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

Carpenter

1. Explain what a carpenter does.
2. Recite what the carpenter built in the following Bible texts:
 - a. Genesis 6:14-16
 - b. Exodus 30:1-3
 - c. II Samuel 5:11
3. Identify the basic tools required for simple woodworking and explain how to take care of them.
4. Name three things a carpenter builds.
5. Visit one of the places listed below:
 - a. lumber yard
 - b. hardware store
 - c. woodworking shop
 - d. sawmill
6. Using carpenter tools, make one of the following:
 - a. bird house or feeder
 - b. key holder
 - c. napkin holder
7. Discuss Jesus the Carpenter and things He may have made.

Helps

1. A carpenter is a person who builds or repairs wooden structures and other articles of wood.
2. Help the children look up each Bible text: a. the ark, b. the temple, c. an altar.
3. Hammer, hand saw, measuring tape, screw driver, chisel, boring tools, and planes. Clean and put away tools after each use. You may wish to have a carpenter come to demonstrate the use and care of these tools.
4. Buildings, furniture, toys, etc.
5. This may be done as a group, with parents, or you may have a carpenter visit your group and show them types of wood, etc.
6. Make a birdhouse or feeder, using a simple design. Hang for use after projects have been completed. Or make a key rack or napkin holder. Help the children safely handle nails, wood and tools.
7. Mark 6:3 speaks of Christ as a carpenter. Discuss items He may have helped his earthly father make, such as: tables, benches, cabinets, stairs, door and window frames, etc.



Grade 4



Collector

1. Explain who a collector is.
2. Name five popular articles that people are collecting today.
3. Listen to an adult collector as (s)he shows and talks about his/her collection.
4. As a group plan what you want to collect and gather native items in one of the following ways:
 - a. play a game of A to Z Collection
 - b. have a nature treasure hunt

OR

Make two very different collections with at least 20 items in each.

- a. Objects: stamps, postcards, photographs, coins, etc.
 - b. Nature: leaves, minerals, feathers, shells, etc.
5. Have a collector's show and display two collections neatly arranged with objects well identified.
 6. Show and explain something you have learned about one of your collections.



Grade 2



Helps

1. A collector is a person who gathers things (s)he is interested in and learns about them.
2. Stamps, stickers, buttons, coins, dolls, model cars, baseball cards, etc.
3. You may choose to bring in several different collectors and have them give an age-appropriate talk about their collection.
4. Make sure that it is permissible to collect in the area you go to. You may wish to collect items such as rocks, leaves or seeds. (A) Collect one item for each letter of the alphabet, as an apple for A, a bug for B, crabgrass for C, etc. (You may need to include non-nature items.) (B) A preplanned treasure hunt with written clues for the children to follow with a "treasure" at the end of the hunt (could be a toy, a game, food, etc.).
5. Let the children choose items that they may have started collecting already or something that would fit your area, such as a collection of buttons, stickers, cat pictures, miniature figures, etc.
Use the show as a parent or family meeting or as a nursing home program.
6. Encourage the children to share their collections after they have been neatly displayed, telling their reason for liking this particular collection and new things they have learned about their collection.

Computer Skills

1. Explain the purpose of each item:
 - a. Computer system
 - b. Monitor
 - c. Mouse
 - d. Keyboard
 - e. Central Processing Unit
 - f. Hard disk
 - g. Scanner
 - h. CD ROM
 - i. Modem
 - j. Printer
 - k. Network
 - l. Diskette
2. What are computers good for?
 - a. Documents and books
 - b. Databases
 - c. Calculations
 - d. Communications
 - e. Research
 - f. Fun
3. Do one of the following:
 - a. Type and print a thank-you note.
 - b. Play an educational game.
4. Do one of the following:
 - a. Visit an office and see how a computer helps that person with their work.
 - b. Visit a computer sales person and have them give a demonstration of the latest technology.
5. Know the home row of the keyboard.
 - a. Show the proper hand position on the keyboard.
 - b. Explain why proper hand position is important.
 - c. Type on an elementary typing program such as Sticky Bear or Mavis Beacon.

Helps

1. Find a current computer book or dictionary with the definitions. Use correct terminology, but find illustrations to help children understand the concepts.
2. **a.** Documents and books—Word processors are primarily designed to create letters, reports, and documents. Desktop publishing programs help combine graphics with text.

- b.** Databases—Programs that allow you to manipulate, store, record, and retrieve information from a collection of related files: like addresses, memberships, or store inventories.
- c.** Calculations—Spreadsheets are made for math calculations for accounting or record-keeping purposes.
- d.** Communications—Cover the Internet, E-mail, and the world wide web. Talk about the need to use discipline to bypass the bad information and how to use the good information.
- e.** Research—Current resource materials for research are available in minutes through the Internet services. You can also use material from CD-ROMs or other resource software. Computerized searches are fast, and sometimes give you more ideas. One such CD is the E. G. White Library or an encyclopedia CD.
- f.** Games—There will always be games. Computer games can be good if they challenge your mind and mental skills as well as your dexterity. Put it to the test of Phillipians 4:8. All of our computer work should meet that standard.

Resource Material

Computers Don't Byte. Linda Piriera, Teacher Created Materials, Inc., P.O. Box 1040, Huntington Beach, California 92647. © 1996. ISBN 1-55734-813-8. This book has good simple definitions and examples to make learning the computer easier.

Computer Activity Book "Computers" IBM compatible. Robert A. Sadler, Ph.D. Mark Twain/Carson- Dellosa Publishing Company, Inc., ©1996. Printing No. CD-1846. Technically for grades 5-8. But can be supplemental material for this award.



Grade 4

New in 1996.

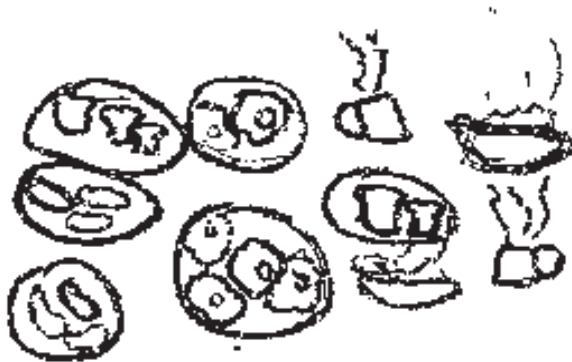


Cooking Fun

1. Name the four food groups.
 - a. Collect pictures from each of these food groups.
 - b. Use your pictures to make a collage or poster to be displayed at your club, school or church.
 2. Describe a complete, balanced daily menu.
- OR**
- Compose a complete dinner menu.
3. Help prepare, serve, and clean up a four-course dinner.
 4. Make two different kinds of sandwiches.
 5. Prepare two different salads.
 6. Help to prepare and pack a picnic lunch.
 - a. Include foods from the four food groups.
 - b. Share this picnic with family or friends.



Grade 2



Helps

1. **Vegetable-fruit group:** Citrus, tomatoes, peppers, melons, cabbage, berries, dark-green or deep-yellow vegetables, potatoes, etc.
Bread-cereal group: Breads, cereals and other grain products made from whole, enriched or restored grains.
Protein group: Dried beans, dried peas, lentils, garbanzos, nuts, peanuts, peanut butter, eggs, soy cheese, and vegetable proteins.
Milk group: Whole, evaporated, or skim milk, reconstituted dry milk, buttermilk, soybean milk, cottage cheese, yogurt.
 Resources: Magazines and seed catalogs
2.
 - a. **Vegetable-fruit group:** four or more servings daily
Bread-cereal group: four or more servings daily
Protein group: two or more servings daily
Milk group: children need three to four cups, adults need two or more daily
 - b. Dinner Menu: Soup, salad, entree, vegetables and dessert.
3. This dinner can be the result of requirement #2. Helping make the dinner and clean up are fun experiences. Give a special hug to the child.
4. Make two sandwich fillings or use prepared items such as jam, peanut butter, etc.
5. Make a simple relish tray and/or a tossed or jelled salad. Encourage creativity.
6. Prepare a picnic lunch and go on that picnic with your group, even if it is just under a tree on the church lawn.

Resources

Betty Crocker's New Boys and Girls Cookbook, Golden Press, New York, or other children's cookbooks.

Country Fun

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.
 - 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

1. Use local church members, library or website for information. Recommended book and website are listed below. You may wish to make a country scrapbook.

Resources:

[Around the World Crafts, Games and Activities for Children Ministry](#) by Jane Choun.

www.countryreports.org Flags, information and anthems.

www.yahooligans.com link to flags of the world. Mythology and folklore (nine countries).

www.multcolib.org/homework Information on countries and flags among many other topics.



Grade 2

New in 2003.



Courtesy

1. Explain what “courtesy” means.
2. Recite and explain the Golden Rule.
3. Be able to demonstrate good table manners.
 - a. Properly set the table
 - b. Correctly ask for and pass food
 - c. Properly excuse yourself from the table
4. Make a telephone call using good telephone manners:
 - a. To an adult
 - b. To a friend of your choice
 - c. Be able to answer the phone correctly

OR introduce:

 - d. An adult to a friend
 - e. Your teacher to a parent
5. Share an experience:
 - a. When an adult was courteous to you
 - b. When you were courteous to another person
6. Show acts of courtesy as you:
 - a. Ask for a drink
 - b. Say thank you
 - c. Apologize
 - d. Greet a friend
 - e. Share and take turns



Grade 2



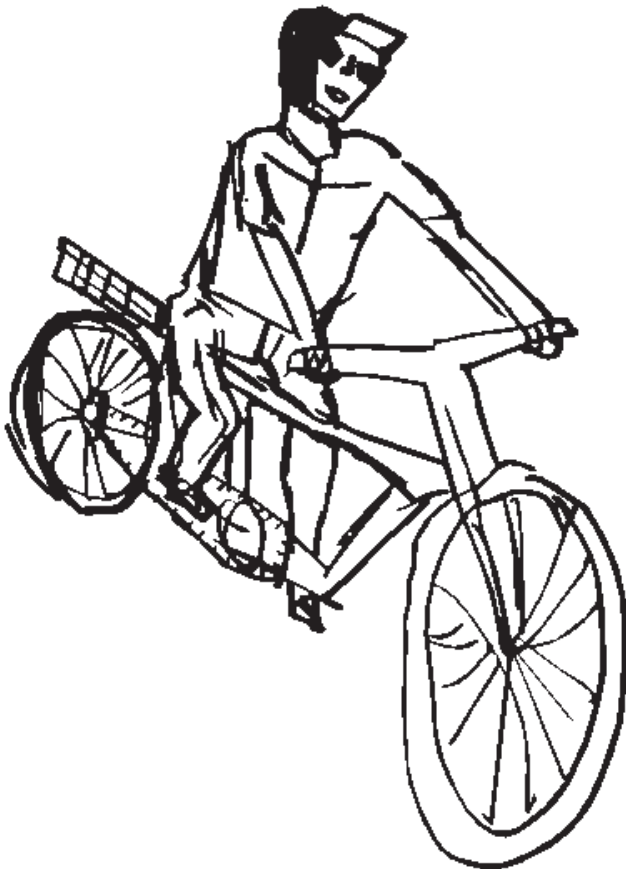
Requirement

Helps

1. Showing consideration to others as in good manners and proper behavior. Show examples of courteous behavior.
2. The Golden Rule is a precept, or rule of life, set forth by Jesus Christ in the Sermon on the Mount, according to Matthew 7:12. In different versions it is stated as, “Do to others what you want them to do to you.”
3. Encourage good manners by having a pretend meal, with table setting, showing the children proper table etiquette such as not talking with their mouth full, using utensils correctly, saying please and thank you, etc. You may wish to have a “banquet” for the children and put into practice what they have learned.
4. Teach the children to talk distinctly when they answer the telephone, to ask the caller whom they wish to speak with, and to quickly relay the message. Also teach them how to call in case of an emergency. If telephones are not available, teach them how to make introductions properly.
5. Give the children a few minutes to tell their story. At first you may need to share an experience to get them thinking, e.g., a time you were lost and a policeman was kind, or you fell and a neighbor helped you up. Encourage the children to be kind to each other as well as to adults.

Cyclist

1. Earn the Road Safety Award.
2. Demonstrate:
 - a. How to keep the bike clean
 - b. How to safely ride the bike
 - c. Turn signals while riding
 - d. How to take care of the bike
3. Participate in a bike activity
4. Do a five-mile bike ride.
5. Make a map of where you went.
6. With your family, use your map to retrace your route.



Helps

2.
 - a. Clean and polish the bikes. Then decorate them and have an inspection.
 - b. Set up a barrel race to practice.
 - c. During the above race, use hand singles.
 - d. Have small groups act out good and bad ways of caring for a bike. Have them wear plastic garbage bags and oil the chain.
3. Hold a Bicycle Derby Day:
 - Bike inspection by the police or fireman
 - Have a "pit" area for preparing bikes for inspection.
 - Plan a parade for decorated bikes. Give a prize.
 - Play games using the bike: Fast race, slow race, relay race, paper boy throw, obstacle race, etc.
4. Plan a five mile bike hike. Decorate your bike, then go to a park with paved trails. After the ride have a picnic or go swimming. Have a special reward for those who successfully complete the hike.
5. Map-making is fun. Keep it simple. Use pencils and rulers.



Grade **3**

Updated in 1996.



Disciples

1. What is a disciple?
2. Find in the Bible the names and occupation of the disciples and put each name and occupation on a separate card. (Matthew 10:2-4, Mark 3:14-19, Luke 6:13-16, John 1:41-48). Mix up the cards on the floor and see how many names you can match with an occupation.
3. Name two sets of disciples that were brothers. See Matt. 10:2.
4. Discover which disciple was called first to follow Jesus? Read to find what that disciple did when he discovered Jesus was the Messiah? John 1:35-42.
5. What did the disciples ask Jesus to teach them to do? See Luke 11:1.
6. Repeat the Lord's Prayer.
7. Choose a disciple and learn three things about him.
8. Sing a song about the disciples and/or do a short skit.
9. Be a disciple for Jesus.

Resources:
 SDA Commentary
 SDA Encyclopedia
 Ellen White's books



Grade 3

New in 2005

Helps

1. One who is a student or follower and keeps the teacher's rules and sayings.
2. Andrew, Simon (Peter), James, John, Philip, Nathaniel (Bartholomew), Matthew (Levi), Thomas, James, Simon, Judas, and Judas Iscariot. We do not know occupations of all the disciples. What do you think they did?
3. The brothers were Peter and Andrew; James and John the sons of Zebedee or the Sons of Thunder.
4. Andrew was called first to follow Jesus. He ran to get his brother so he could become a disciple of Jesus.
5. The disciples asked Jesus to teach them to pray.
6. Luke 11:2-4
7. See resources
8. "There Were 12 Disciples" song in "Sing for Joy" page 53. "Peter James and John in a Sailboat", CD by CedarMont Kids. # 8 on Little David Presents Bible Songs CD by Christian Songs for Kids.
9. Perform an act of kindness, such as preparing packages for the homeless.

Early Adventist Pioneer

This award is designed to create in children a growing awareness of their Adventist heritage, helping them feel good about being Adventist, and encouraging them to value the contribution of the pioneers.

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-die, or decorate a plain bandana. Use the bandana 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.

Granola Recipe:

7 c. old fashioned oats (1/2 box)

1 c. brown sugar

1 c. wheat germ

1 c. sesame seeds

2 tsp. salt

1 c. shredded coconut

1 c. pecan pieces

*Mix the above dry ingredients.

1 Tbs vanilla

3/4 c. water

3/4 c. oil

*Sprinkle wet ingredients over the dry; stir well. Bake at 275 degrees F 60 min. Stir every 15 minutes.

Yield: 12 cups

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" tape series from Michigan Conference.
2. Books for requirement #2 include: Ellen, by Mable Miller; Camp Meeting Angel, by (R&H), etc.
3. 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.
4. 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.
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.
7. Weigh the book. Is your book smaller or larger than Ellen's. (*The Early Years 1827-1862*).
8. Jump rope, tug of war, falling off the stars, hop scotch, tag games, button-button, drop the hanky, milk the cow, obstacle course.
9. Spoon dolls, needlepoint, make bread or granola and place in bandana, make a wagon using cardboard, spray paint, etc.



Grade 3

Updated in 1999.

Environmentalists

1. Recite Genesis 1:26. Explain our role in protecting wildlife.
2. List three animals that are endangered and explain why.
3. List three birds that are endangered and explain how you can help protect birds.
4. Study endangered trees in your area. Plant or adopt a tree.
5. In your area:
 - a. What causes pollution, and list ways you can prevent pollution
 - b. Investigate how and why the pollution happened
 - c. Explain how you can keep from polluting water
 - d. What dangers threaten the quality of air.
6. Participate in one of the following community activities to help clean the environment:
 - a. Take part in Earth Day events
 - b. With your group help clear the trash from a roadside or stream
 - c. Help collect paper, cans or other materials for recycling
7. Create a mural of the earth made new.



Grade 4



Requirement

Updated in 1996.

Helps

1. Discover your responsibility to help care for God's world.
2. Draw pictures of and list endangered animals in your area. Check the library for current listings.
3. Ways to protect birds: Do not harm with sticks, rocks, or guns; never bother or destroy their nests or eggs.
4. Learn about endangered trees and what causes them to die. Plant or adopt a tree. (Call City Hall if you need help in learning where your community needs a tree.) Or find a green plant and care for it.
5. Help prevent pollution by: turning off lights, recycling paper, plastics, glass, aluminum cans, using white paper goods, not wasting water, not polluting our water with trash, human or chemical waste. Have children make a poster depicting what they have learned.
7. Read together some verses from Rev. 21, 22, and Isa. 11:6.

Information

Information on endangered species may be found at a teacher supply store or through the Audubon Society or other environmental organizations, including the publishers of *Ranger Rick*, *Nature Scope*, and *National Geographic World*. Also call NASCO and request a science catalogue.

Suggested, The Webbing Game in *Sharing Nature With Children* by Joseph Bharat Cornell. (Ananda Publications, 1983). Many other nature activities are included.

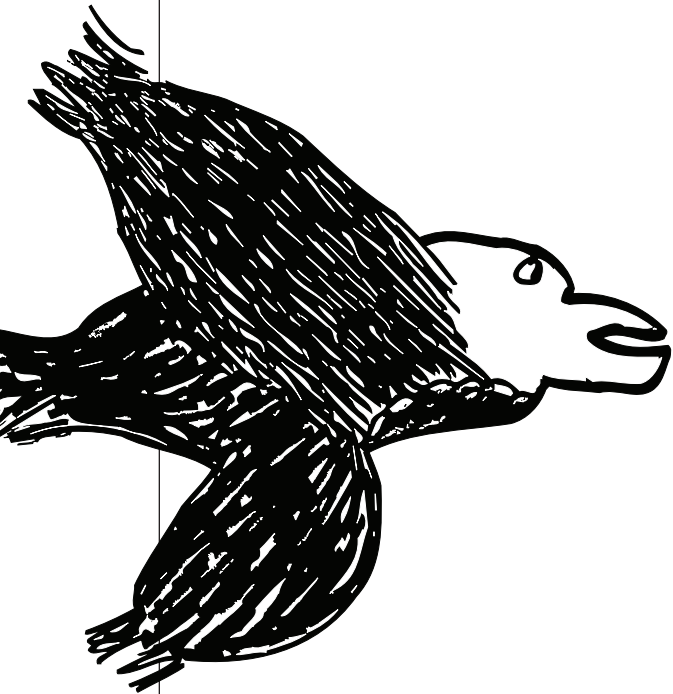
50 Ways You Can Help Save the World, by Tony Compolo and Gordon Aeschlimang. Published by Intervarsity Press, 1992.

Contact the US Department of Fish and Game or the EPA for educational materials about our environment. The state of California has a newsletter called *Going Wild* and many other useful materials. Write to your state requesting conservation education materials.



Feathered Friends

1. Tell how God cares for birds.
2. Make a simple bird feeder or pinecone feeder.
3. Be able to recognize 10 different birds.
4. Play a bird game.
5. Draw and/or color pictures of the following:
 - a. two water birds
 - b. two seed eaters
 - c. one predator
6. Be able to make five bird sounds.
7. Make a Christmas tree or an Easter basket for birds.
8. Observe some live birds, imitate their movements, and collect feathers whenever possible. Keep in mind that keeping the feathers of migratory birds is illegal in some, if not all, U.S.A. places.



Helps

1. Discuss God's care, citing Matthew 10:28, 31 and Luke 12:24. God created birds to care for themselves (feathers, beak, migration, etc.).
2. Make a simple milk-carton bird feeder by cutting the milk carton so seeds may be placed inside or make a pinecone feeder by rolling a pine cone in peanut butter and bird seed. Hang your feeder so the birds may enjoy their treat.
3. Whenever possible, include birds from your locality. Play recognition games using pictures or flashcards. Invite a local museum or Audubon Society representative to make a presentation.
4. Possible games include: Bird lotto, dominoes, or a birds card game available from your Adventist Book Center.
5. Resources: a teacher supply store, coloring books, magazines, books or videos.
6. Check your public library or Audubon Society for tapes. Select birds that have distinct habits and sounds such as owls, doves, crows, chickadees, killdeer, whippoorwills, etc.
7. Tie bird seeds and fruits to a tree as a special treat for the birds. Decorate an Easter basket (berry basket) with materials that the birds could use for building their nests, such as hair, yarn, string, etc. Hang basket where the birds can borrow materials for nesting.
8. Go to the zoo, aviary, park, or neighborhood birding area to observe and collect (see note above) feathers. In class, act out bird movements.



Grade 2

Updated in 1996.



First Aid Helper

1. Demonstrate how to treat an abrasion or a cut, and describe the dangers of a dirty dressing.
2. Describe how to care for a nosebleed.
3. Identify and make a display of different types of bandages.
4. Make a simple first-aid kit and learn uses of included items.
5. Sterilize one of the following and tell why each is an important item to have in your first-aid kit.
 - a. tweezers
 - b. thermometer
 - c. needle
6. Visit an emergency-care facility to learn about some of the emergencies they care for.
7. Play "hospital" and practice your skills on the above emergencies.
8. Describe and draw the First Aid symbol.
9. Name a time when Jesus gave first aid to someone who was bleeding badly.



Grade 3

Updated in 1996.

Helps

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

Fish

1. Find three of the "fish stories" in the Bible.
 - a. Loaves and fishes (Mark 6:34-44 and Matthew 14:13-21).
 - b. Father knows best (Luke 11:11-13).
 - c. Jonah (Jonah 1-2).
 - d. Breakfast with Jesus (John 21:8-113).
 - e. Fishers of men (Matthew 4:18-22).
2. Learn how fish served an important part in providing food for the pilgrims.
3. Learn how to care for a pet fish.
4. Learn about 2 fish that live in a lake or ocean that is closest to you and how to protect them.
5. Play a fish game or complete a fish craft.

Resources:

Squanto's life:
www.joyfulheart.com/holiday/squanto/html

Squanto helps the pilgrims grow corn with fish:
www.gomilpitas.com/homeschooling/explore/pilgrims.html

Fish Crafts
www.enchantedlearning.com/crafts/fish/

www.orientaltrading.com

(search for fish crafts)
www.dltk-kids.com/animals/fish/html

Visit a fish hatchery, aquarium or pet store in your area.

Give each child a bag of fish crackers.

Helps

1. Help the children find the scripture and review the stories.
2. See resources below on the Indian Squanto.
3. TAsk someone who has a pet fish or works in a pet store to talk to the children. Or get general fish care instructions from a pet store or library and discuss these with the children. Learn about care, food (when and what to feed a fish) and aquariums. Remember, our pet fish depends on us to care for them—they cannot care for themselves.
4. Learn about 2 types of fish that live naturally. Discuss how we can help by keeping the water clean. Never put garbage in lakes or the ocean.
5. Fish game:

Make a stick fishing pole with a string and magnet on the end. "Go fish" for goodies like little Bibles, stickers, gummie fish, etc. Crafts: (also see resources below).

 - a. Make a paper plate aquarium—use 2 paper plates, cut a round circle in one, put clear or blue-clear plastic wrap on it to make it look like a window into an aquarium. Place fish sticker and draw seaweed/plants on the uncut plate. Glue both plates together, so it is like an aquarium with seethrough glass.
 - b. Felt fish. Prepared pre-cut felt fish shapes and have the children decorate them with sequins.



Grade 1

New in 2004

Fitness Fun

1. List at least four things that contribute to physical fitness.
2. Do three different stretches. Hold a minimum of 15 seconds.
 - a. Leg
 - b. Back
 - c. Arms/shoulders
3. Do three of the following:
 - a. Run, jog or walk one-half mile
 - b. Make a high jump. Record the highest of four jumps
 - c. Jump rope for three minutes
 - d. Climb a pole, rope or tree
4. Participate in two of the following:
 - a. Obstacle course
 - b. Leap frog
 - c. Relay race
5. Demonstrate your ability to do four of the following:
 - a. Forward roll
 - b. Ten sit ups
 - c. Cartwheel
 - d. Handstand or headstand
 - e. Hang from a bar with hands and knees
 - f. Back bridge
6. Participate in an organized game that requires physical exercise.
7. Participate in a recognized fitness test:
 - a. President's Challenge
 - b. An equivalent program



Grade 2



Requirement

Updated in 1996.



Helps

1. "Fitness" means: proper nutrition, rest, water, exercise, strength, cardiovascular fitness, flexibility, endurance.
2. When stretching, use static stretches (hold stretch for 15 seconds without bouncing). Do stretches both before exercise, to avoid injury and after, when muscles are warmed up, to help cool down to avoid strains.
3.
 - a. Jog or run as a group with adult supervision several times.
 - b. Jump onto a mat or other soft material such as sand or sawdust. Be certain the "bar" the children jump over is set lightly on pegs and is not a solid piece that could cause injury.
 - c. Play several jump rope games, allowing for practice, as many may have never jumped rope before.
 - d. Learn to climb safely, always with adult supervision.
4. Set up an obstacle course on which Adventurers can run around, under, over and through objects such as tires, cardboard boxes, pylons, ropes and poles. Teach the Adventurers to play Leap Frog. Encourage fair play. Each child crouches in the "frog" (fetal) position. The last child stands and, lightly touching the back of the person in front, "leaps" over that "frog" and each of the others until there are no more, then assumes the "frog" position. The next in line does the same, calling "rrri-bbit" as (s)he jumps.
- 5-6. These activities should be done under adult supervision.
7. Use The President's Challenge or the Canadian Fitness Test. Set goals and practice to improve. (See Appendix)

Flowers

1. List five flowers mentioned in the Bible.
2. Identify 10 of the following:

a. Daffodil	g. Rose
b. Daisy	h. Carnation
c. Geranium	i. Gladiolus
d. Tulip	j. Lily
e. Pansy	k. Iris
f. Chrysanthemum	l. 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.
7. Take a bouquet of garden flowers to share with someone.

Helps

1. Use a Bible dictionary or concordance to look up texts, list: Song of Solomon 2:1, 2, 5:13 and 6:2; Matthew 6:28, 29 etc.
2. You may substitute garden flowers common to your area. Show live flowers whenever possible, although flashcards, magazine or seed-catalog pictures may be used.
3. Colors, smell and motion attract insects to flowers. Nectar, pollen and water is taken from the flowers.
4. Flower seeds are scattered by birds, wind, insects and animals. Check with your state agricultural department for educational materials.
5. Using butcher paper or newspaper, cut a flower shape that is at least four feet in width, and lay it flat on the floor. In the center of the flower place a cup of sugar water. Sprinkle powder on the rest of the flower. Give each child a straw and let them one at a time try to get the "nectar" from the cup without touching the "pollen" powder. Most flowers are pollinated successfully when an insect drinks the nectar, though sometimes insects are able to bypass the pollen.
6. Pick and dry petals from several different flowers. Cut white paper 2" by 7" and arrange petals on it. Cover with clear contact paper and trim excess material. Your bookmark may be given as a gift for Mother's Day, a birthday, etc.
7. Pick a bouquet of garden flowers, arrange them nicely and take them to someone to make him/her happy. OR make a silk flower arrangement and share it (could be taken to Sabbath School).



Grade 1

Friend of Animals

1. Take care of a pet for four weeks.
 - a. Feed it and be certain it has fresh water
 - b. Brush your pet, give it a bath or clean its resting place

OR

Put out scraps or seeds for birds or animals in your neighborhood or school.

- a. Identify creatures that eat these scraps
 - b. Draw and color pictures of them
2. List creatures that live in your neighborhood.
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:

- | | |
|-----------|-------------|
| a. zoo | d. farmyard |
| b. kennel | e. aviary |
| c. museum | f. pet shop |
7. On what day of creation did God create the animal you cared for.



Grade 1



Requirement

Updated in 1996.

Helps

1. Help each child to learn responsibility and care of a pet. (You may purchase a group pet and take turns caring for it.) Talk about what is good for their pet and what foods, toys, etc. are not.
2. Teach the children to be observant of nature and where to obtain helps in identifying animals, such as a library or museum.
3. Play games matching animals and their homes. Use felt "Animals and Homes" set, pictures, etc. Explain an interesting fact about each animal, such as when a crab grows, it needs to find a new and larger home; the turtle's home grows with the turtle; etc.
4. Let the children choose an animal they enjoy learning about. Using a paper plate, draw and color this animal, cutting eyes so they can see out. You may want to tell a story about animals so the children may take part as the animal they made. AND/OR play the animal sounds game: Someone makes the sound and the animal answers and tells what it is, or everyone guesses.
5. Choose from different animal games, such as Animal Lotto, Animal Dominoes, and Birds and Animals game available at the Adventist Book Center.
6. Use coloring books for simple animal shapes. Enlarge the pattern and cut two identical animal shapes from newspaper. Paint the animals and staple them together, then stuff with more paper. Include family members. Talk about what you saw and learned.
7. See Genesis 1:20-2:1.

Resources

Does Any One Know Where a Hermit Crab Goes, by Michael Gloser, Knicker-Bocker Publishing Company.

Friend of Jesus

1. Tell a friend about Jesus and how good He is to you.
2. Invite a friend to a meeting at your church.
3. With adult help, prepare a devotional or a prayer to be given at Sabbath School, a club meeting or school.
4. Visit a shut-in or older person from your community. Take him/her a picture or card you have made.
5. Tell why you should be kind to animals.
6. Attend a baptism and discuss what it means.
7. Explain what it means to be a friend of Jesus and name five of Jesus' friends listed in your Bible.
8. Be able to say a prayer at mealtime and one at bedtime.
9. Speak kindly to your family and friends. Discuss how being kind to others is also being a friend of Jesus.

Helps

1&8.

Help children learn to verbalize their love for Jesus and to share that love with others. Pray simple prayers to show their love for Jesus.

2. Encourage the children to invite a non-SDA friend. Discuss how they can be a good example by sitting quietly in church, walking softly, whispering only, singing, kneeling for prayer, being kind, etc.
3. Show the children how to prepare a simple talk or prayer. Keep it age appropriate, encouraging their own ideas.
4. Visit shut-ins and have the children take something they have made to them. The shut-in may be an adult or child. Help your children realize that caring for this friend of Jesus is loving Jesus, too.
5. Teach kindness to animals, as in regular feeding, clean water, handling carefully, speaking softly.
6. Explain baptism, that it was Jesus' example for us, and attend one. Read and share *My First Book About Baptism*.
7. Children may list disciples or other friends such as Mary, Martha, Lazarus, etc.
9. Jesus knows our thoughts and actions. Be kind as Jesus was.



Grade 1



Friend of Nature

1. Take a nature walk and discover items of interest.
 - a. Show or tell what you found.
 - b. Make these items into a collage or poster.
2. List the names of three different trees and do a bark rubbing of each.
3. Collect four different kinds of leaves and compare.
4. Go on a critter hunt. Explore (or observe with a magnifying glass) all the things you can see in a 10 square foot area.

OR

Explore a yard or park and talk about what you see.

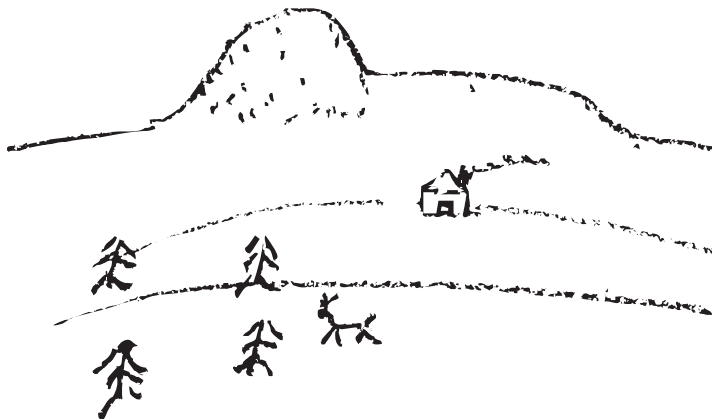
5. Visit one of the following:
 - a. zoo
 - b. park
 - c. wildlife area
6. Write a thank-you note to the people who took you to the place you visited in requirement #5.
7. Explain:
 - a. How to become a friend of nature
 - b. How to pick a flower when it is allowed
 - c. How to protect trees, nests, etc.



Grade 2



Requirement



Helps

1. The aim is to develop observation skills, explore, collect, and share nature in the out-of-doors.
2. A naturalist may help you with identification. Place the paper on tree bark and lightly rub crayon over it. Talk about the different rubbings and how each tree is unique and special in its own way, just as people are unique and special.
3. Collect at least four leaves from different trees. You may wish to teach the children to properly press, dry and preserve them. Compare and study the leaves through a magnifying glass.
4. Your critter hunt may be for any item of nature found on your walk or just live creatures, such as worms, caterpillars, ants, or beetles. Allow the children time to express what they saw.
5. When you visit a zoo, park or wildlife area, etc., search for the smaller, often unnoticed creatures, including small birds.
6. Teach thoughtfulness by writing thank-you notes to the people or persons that care for the area you visited.
7. Tell how most pollutants are caused by man and his disregard for the creatures God has created. A child is not too young to help by taking proper care of trash and human waste. Teach your group to protect plants, trees, birds and animals.

Fruits of the Spirit

1. Choose a “Fruit of the Spirit” from Gal. 5:22 and 23, then memorize the verses.
2. Find a Bible verse that explains your specific “Fruit of the Spirit.”
3. Find in the Bible a story depicting your chosen “Fruit of the Spirit.” Roll-play the story.
4. Draw a picture depicting your chosen “Fruit of the Spirit” in action.
5. Learn a song or make-up a song depicting your chosen “Fruit of the Spirit.”
6. Tell a story about when you displayed or acted out your chosen “Fruit of the Spirit” without being told to do it.
7. Make a craft that represents or helps you to understand the meaning of your chosen “Fruit of the Spirit.”

Purpose:

To understand the fruits of the spirit.

Curriculum Connection:

My God

Helps

1. The fruits are: love, joy, peace, patience, kindness, faithfulness, gentleness and self-control. N.I.V.
2. Check in your Bible concordance.
5. Steve Green has a tape “HIDE’EM IN YOUR HEART”. 1992 The Sparrow Corp. With “The Fruits of the Spirit” song.

Resources:

Bible concordance
My Bible Stories
My Bible Friends



Grade 4

New in 2008



Gardener

1. Describe what a gardener does.
2. Name three different types of gardens, and describe the items that grow in each.
3. Name two gardens mentioned in the Bible.
4. List at least three tools you need for gardening.
5. Demonstrate how to use these tools properly and how to take care of gardening tools after use.
6. Do one of the following:
 - a. Take care of a small plot of land, including planting, transplanting and cultivating flowers or vegetables.
 - b. Using window boxes, flower pots, milk cartons or cans, plant and care for three different plants.
 - c. Make a terrarium and care for it.
7. Share a plant, garden produce or flower from your garden with your family or with a friend or neighbor.

OR

Draw and color a picture of a flower to give to someone.



Grade 2

Helps

1. A gardener cultivates the soil, plants seeds and plants, and feeds, waters, weeds, transplants, and cares for the garden.
2. Vegetable garden: foods such as peas, carrots, beans, etc. (it may also contain fruits such as berries and tomatoes).
Flower Garden: bulb and seed flowers such as tulips or pansies.
Herb Garden: plants for cooking such as parsley, thyme or mint.
3. Genesis 2:8: Eden; John 18:1 and Matthew 26:36: Gethsemane
4. Garden tools, such as shovel, rake, hoe, trowel, hose, wheelbarrow, and watering can.
5. Careful usage to prevent injury, such as never leaving tools face up where a person may step on or fall over them. Clean and store tools in a dry place.
6. Teach children to enjoy the feel of soil, the excitement of watching living things grow, and the responsibility to care for a garden by weeding and watering. Regarding “c,” help the children select an attractive variety of plants for the terrarium.
7. Share garden produce, plants or flowers with someone.



Geologist

1. Describe a Geologist and his/her work.
2. Recite a text in the Bible telling about rocks or minerals. Tell a Bible story where rocks or stones were used.
3. Experiment with soil, sand, gravel, rocks and water. OR Make a crystal garden.
4. Collect and display five different types of rocks. Identify and label them.
5. Read together Revelation 21.
 - a. Look up the precious stones listed.
 - b. Draw a picture of the heavenly city and color it.
6. Use stones or rocks to make an art picture or paint a rock.

Helps

1. A person studying the formation and origin of the earth's layers.
2. Help children to use a concordance and look up the words: stones and rocks. Revelation 21 tells of the stones used in the New Jerusalem. Encourage the use of different Bible stories.
3. Place sand, soil, gravel, rocks, and water in a quart jar and gently shake it. Let it stand for one hour and observe. Layers are called sedimentary rocks. OR grow a crystal garden. Wet several large chunks of rock thoroughly. Arrange rocks on the bottom of a large glass bowl. Pour over the rocks four tablespoons (1/4 cup) of water. Add four tablespoons (1/4 cup) liquid laundry bluing. Hold your nose and add four tablespoons ammonia. Sprinkle four tablespoons of salt evenly all over the rocks. Put a few drops of food coloring and a few drops of bluing on one or two rocks. In about three days add a mixture of two tablespoons water and two tablespoons ammonia and very carefully pour it into a puddle in the bowl. (If you pour it directly on the crystals you will melt them). Keep adding this water and ammonia mixture every few days.
4. Bring a collection of rocks and minerals to share with your group. Show children how to neatly label and display the ones they find and ways to store them.
5. Write the names on a blackboard so children may copy them down and learn a bit about each precious stone. Show a real stone whenever possible or show pictures and use a rocks and mineral book to help identify them.
6. Paint a face or animal on a rock. Glue rocks on a simple picture to make a design. Glue rocks on a jar or can to make a vase or pencil holder, etc.



Grade 4



Glue Right

1. Practice controlling the glue on scratch paper.
2. Learn how to control the glue by practicing different methods of apply glue.
3. Child may glue a star, sequin or other items on the line they think they learned the most about controlled the glue and tell why.
4. Read and discuss Proverbs 18:24.
5. Make craft or picture using glue the right way.
6. Put glue evenly in a small circle on the back of your hand. Wait for it to dry. Can you pull the glue off your hand in one piece?



Grade 2

New in 2004

Purpose: To teach techniques to control the glue.

1. _____

2. _____

3. _____
4. _____
5. _____
6. _____

Fill each circle with glue

Glue a small magazine picture here

Make a design with stars, sequins and jewels
put glue on lines cover glue with glitter.

Helps

1. Providing glue containers with undamaged tips is important for the success of this award. Instruct children to practice squeezing the glue bottle lightly to make a thin line and then squeeze a little more to make a thick line. When they feel they have control of the glue they are ready to practice on the form.
2. Create a glue right form similar to the sample or find this form on the NAD Adventurer website under awards.
 - a. Lines 1 & 2 Make the glue flow in a thick line to fill the space without going past the end of the lines.
 - b. Lines 3 & 4 Squeeze the glue very lightly and hold the tip of the container above the paper. Make the glue flow only on top of the thin lines without going past the end of the lines.
 - c. Lines 5 & 6 Cover each dash without going past the end of the dash by stop squeezing and raising the container up when the first dash ends and putting it down squeezing again to make the next dash.
 - d. Circles Put the glue in the middle of the circle and, squeeze the container lightly and let the glue spread out to the edges. Fill in each circle without going past the lines.
 - e. Magazine pictures Thin paper takes very little glue. Put just a small touch of glue on your finger and touch lightly the corners of the picture so the glue will not show through to the front side.
 - f. Design Use any type of sequins, gems or small trinkets. Squeeze a small amount of glue on scratch paper. Use a toothpick to put glue on the items like sequins. Larger, heavier items will take more glue.
 - g. Outline the star in glue and cover with glitter. For best results do one angle at a time or use a toothpick. Recommend staff set up one location where glitter is applied
3. Never judge the success of this award by how neatly they completed the Glue Right form. The award is a success if they understand the techniques and know it is their job to learn ways to control glue
4. The friend that stays faithful, even when all others turn away, is Jesus. He is the true and faithful Friend, the One who never fails.
5. Any craft that require glue is appropriate.
6. No purpose—just fun.

Guide

1. Describe what a guide does.
2. Draw a map or give your group directions to your house.
3. Be able to lead someone to the following locations:
 - a. post office
 - b. grocery store
 - c. phone booth
 - d. police station
 - e. church
 - f. school
4. Demonstrate how to ask directions, and list people whom you can safely ask.
5. As a group, organize a trip to and visit one of the following:
 - a. museum
 - b. fire station
 - c. art festival
 - d. water-treatment plant
 - e. monument
 - f. police station
 - g. factory
6. You have been a guide to different places, but who is our guide according to Psalm 48:14?

Helps

1. A guide is a person that shows the way.
2. Learning to give simple directions is the goal. Children at times have to give directions to emergency personnel as well as to a visiting family. Have a map of your area to help them understand north and south or left and right.
3. Using butcher paper, draw a large “map” of your town that shows the places listed. Show street names necessary to reach the different places.
4. Practice asking courteously and listening carefully to directions. Play a “directions” game. Divide the group into teams. Teacher will hide an object in the room and one person on each team will know where the object is. These people will give oral directions only once to the first member of their team. These team members will try to find the object without further instructions. Give each child a chance to find the object or give instructions.
5. Explain how you make arrangements to visit one of the places listed. Before the trip, give the children information as to expected behavior and what to be looking for.
6. Help the youngsters understand that God is with us and is our Guide throughout our lives. He really knows and cares about each one of us.



Grade 1



Gymnast

1. Have the Fitness Fun Award.
2. Perform at least five different warm-ups.
3. Lead out in warm-ups and stretches at the start of three classes.
4. Be able to do seven of the following movements and practice to improve.
 - a. Backward roll
 - b. Cartwheel
 - c. Backbend
 - d. Backward stretch straddle roll
 - e. Dive roll
 - f. Head stand
 - g. Handstand
 - h. Beam walk
 - i. Forward straddle roll
5. Participate in a recognized fitness test:
 - a. President's Challenge
 - b. or an equivalent



Grade 3

Updated in 1996.

Helps

2. Ideal warm-ups for children: skip, hop, jumping jacks, animal walks (elephant, crab, kangaroo, frog, bunny)
3. Have each child lead out in three warm-up sessions with jumping jacks, jogging in place, skipping, jumping rope, etc. Lie down, tighten all muscles and hold (squeeze your fanny). Stretches: legs, back, wrists, hands, ankles (rotate in circles), head (lean from side to side and hold).

5. Positions: stretch/lay out, pike, tuck, Regarding the movements:

- a. For safety, make sure your hands are placed on the floor by your shoulders when you perform a backward roll.
- b. Keep arms and legs straight, fingers toward each other.
- c. Stand and slowly lean backward, lowering hands to the floor. Back bridge: Push up from the floor. Back bend: from a standing position, slowly arch back until hands touch the floor.
- d. From a standing position, lean back placing hands between legs, as you roll hands go to the shoulders, as in a back roll, and end in straddle stretch.
- e. Practice dive rolls, staying tightly tucked for safety.
- f. From a three-point frog stand, slowly rise legs to a straight position.
- g. From a standing straddle position, place hands between legs with fingers facing forward, tuck head and roll. Hands push off the floor and end with a standing stretch.
- h. Walk on a "beam," touching foot to knee each time you step.
- i. Execute a handstand, kicking up and down by yourself. Practice with a spotter until you can do handstands alone.

Some youngsters will be more limber and will find gymnastics easier than others. Make it fun, and praise their efforts. Have an adult "spotter" nearby to minimize injuries.

5. Use the President's Challenge test or the Canadian Fitness Test. (See Appendix)

* Updated from the 1993 *Adventurer Manual*.

Habitat

1. Define habitat and select one to study.
2. Learn about your habitat. Record the day and time you looked at it and what you saw.
3. Name, photograph or draw a picture of the animals, insects, etc that you see.
4. Name, photograph or draw a picture of the plants that you see.
5. Describe your habitat and tell about interesting things that you learned.
6. Find verses in the Bible that tell about your habitat.
7. On which day did God create your habitat?
8. Describe what you think the habitat of Heaven will be like.
9. Create a habitat.

Helps

1. Habitat: Distinctive and characteristics surroundings, such as a pond or deciduous woodland. A habitat is determined chiefly by the vegetation. It can be a woodland area, a back yard, fruit orchard or vacant lot. It can be as small as a tree or a rose bush and even be inside your home.
2. This can be done in one outing, but more interesting if the habitat is visited more than once and at different times of day or night.
7. Genesis 1:9-13.
8. Isaiah 65:17-25; Revelation 22:1-5.
9. Suggestions for creating a habitat:
 - a. Plant flowers that will attract butterflies.
 - c. Use real or artificial items to create a show box scene of the habitat you studied.
 - a. Have the class create a mural that combines all the habitats studied.



Grade 4

New in 2003



Hand Shadows

1. Teach each child how to make several hand shadow pictures.
2. Once they have learned to make the hand shadows, ask the following questions:
 - a. Which hand shadow do you most enjoy?
 - b. Which was the hardest to learn?
 - c. Why was it more difficult?
 - d. Were there some shadows that you couldn't make?
3. Let children discuss how they would teach this skill to other children.
4. Practice with adult supervision on how to teach others to make hand shadows.
5. Teach someone how to make 2 or more hand shadows.



Grade 3

New in 2004

Purpose:
Helps children understand they have gifts to give to others.

Curriculum Connection:
This is not a required award, but may be used to complete the Helping Hand, My Self, I Am Special, requirement B

Resources:
www.myrdal.com/shadfig.htm
www.kellys.com/ashley/shadow.html

Library books.

Helps

1. Create light and shadow indoors with a flashlight attached to the back of a high-back chair, over-head project or lamp. Shine a light on the wall, a screen or bed sheet that is stretched tight. Handshadows can be done outside with natural sunlight and a backdrop of your choice.
2. Discuss the questions. Help them understand how they learned and that all people learn at a different pace and in different ways.
3. Work with the children to develop rules for teaching others how to make hand shadows. Rules should include:
 - a. asking the student how they learn best, such as, listening to instruction, watching you do it, or doing it themselves.
 - b. be patience.
 - b. be kind and encouraging.
 - b. congratulate them when completed.
4. Parent assistance would allow one-on-one attention for each child as they practice teaching.
5. Teach hand shadows to another child or an adult.

Handicraft

1. Pick six of the following to make:
 - a. A get-well card, and give it to someone
 - b. A dried or silk flower arrangement
 - c. A bread-dough or clay figure
 - d. A shell picture
 - e. A string sculpture
 - f. A mobile
 - g. An item from papier-mache
 - h. A picture using egg shells or seeds
 - i. Covers for an autograph or photo album
 - j. A collage using six different materials
 - k. A poster inviting people to an event
 - l. An article of your own choosing
2. Give at least two of the above items to:
 - a. A family member
 - b. An elderly person in your church or a nursing home
3. Have an art show.



Helps

1.
 - a. Use paper, lace, material, etc., to decorate a card. Include a get-well message and give to someone who is ill.
 - b. Collect dried or silk flowers to arrange.
 - c. Encourage each child to be creative. Bake and paint.
 - d. Design a picture using shells and glue. Display at the club.
 - e. Make a simple string-art pattern.
 - f. Design and make a mobile using at least three patterns.
 - g. Use papier-mache to make a model of an animal or car.
 - h. Use eggshells glued to cardboard to make and paint a design of their choice.
 - i. Cover an autograph or photo album with material.
 - j. Make a collage using a variety of materials, e.g., felt, wool, cotton, straw, bark, dried flowers.
 - k. Make your poster easy to read and colorful.
 - l. You may choose to have the children make the same type of craft item or give them several choices.
2. Encourage neatness and originality of design.
3. Hold the show during a Parent's night or meeting, or during a nursing home visit.



Grade 2

Updated in 1996.

Health Specialist

1. Memorize I Corinthians 6:19,20.
2. Describe a proper diet, and list the basic food groups.
3. Explain why your body needs exercise.
4. Record the hours you sleep, and tell why you need rest.
5. Explain why you need fresh air and sunlight.
6. Explain why water is important for your body. List the number of glasses of water you should drink each day.
7. Describe and illustrate good dental hygiene.
8. Name three things that may harm your health.
9. Participate in a recognized fitness test:
 - a. President's Challenge
 - b. An equivalent program



Grade 1



Requirement

Updated in 1996.

Helps

1. Talk together as a group or family about the principles of the text.
2. Have a tasting party that includes foods from the four main food groups. Blindfold the children and have them guess what food they are smelling, then enjoy tasting them. OR cut out pictures of food, arrange them on paper plates and discuss what makes a balanced meal. (see Cooking Fun)
3. Exercise keeps muscles strong, strengthens your heart, improves your lung capacity, makes you look and feel better. Do several exercises for fun and health. "Tortoise and Hare" is a running-in-place exercise. First you "run" 50 steps slowly as a tortoise, then 50 steps

fast as the hare would run. Repeat three times. Have a wheelbarrow race in which one child holds the ankles of the first child. They both walk forward, one on hands, the other on feet. Then they change places.

4. When you sleep your muscles and your whole body relax, and your heart and breathing slow. Your body uses this time to recover and repair itself.
5. Without fresh air you cannot live. Breathe deeply and enjoy! Sunlight contains vitamin D, which helps to form strong bones. Sunlight is a disinfectant. Exercise in the sunlight as in the "Russian Hop." Get into a squat position with your arms folded across your chest. Hop up and forward with both your feet. At the end of each hop, you are back in the starting position. Hop around in a circle.
6. We lose water when we breathe, sweat or urinate, and it must be replaced. Your body is about two-thirds or 65 percent water. We must drink two and one-half quarts of water daily to remain healthy. Many foods have water; lettuce is nine-tenths water.
7. Your family dentist has educational materials that are available for children.
8. Contact your family doctor, county health department or public library for a video that will make this a fun learning experience.
9. Complete the President's Challenge test or the Canadian Fitness test. Set goals and practice so you may improve. (See Appendix)

Homecraft

1. Design and build a sculpture, using toothpicks.
2. Do or make two of the following:
 - a. A crocheted piece
 - b. A cross stitched piece
 - c. A knitted piece
 - d. An embroidered piece
 - e. Thread a needle and sew on buttons
3. Cover a bottle to be used as a vase.
4. Design and make a “refrigerator” magnet.
5. Make a picture from household items or foods.
6. Make two items from things that would normally be thrown away.
7. Start a collection of “throwaway home items” that may be reused for craft projects.

Helps

1. Using cardboard as a base, take glue and toothpicks and build a tower, animal or other design of the child’s choice. Size may depend on the patience of the child.
2. This is a great opportunity for the family to work together on a project of their choice.
3. Cut small pieces of construction paper or pictures from a magazine. Cover bottle or jar with glue and place paper or pictures on it, pressing it smooth. Cover lightly with white glue and let dry before using. Makes an attractive gift for Mother’s Day or to use for flowers for a shut-in.
4. Let the children design and make with felts or other material scraps, buttons, etc., a magnet for the refrigerator or other metal surface.
5. Let children make up designs or trace a design on a paper plate or cardboard and use glue to make a picture using beans, macaroni and other dried foods.
6. Use bottle caps, milk or egg cartons, popsickle sticks, cardboard, nut shells, lint, bottles, cans, material scraps, etc. (Vacation Bible School teachers’ guides regarding crafts contain good ideas for this sort of thing.)
7. Teach the children to save and store in a craft box, items they could use again for inexpensive craft projects. Be prepared to give examples of types of items to save. Encourage reuse of these items so they will not be thrown away and added to landfills. Every little bit helps the environment. Be creative!



Grade 3





Home Helper

1. Assist with two of the following chores:
 - a. Laundry
 - b. Preparing a meal
 - c. Washing the car
 - d. 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:
 - a. Vacuum the carpet or beat a rug
 - b. Dust furniture
 - c. 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:
 - a. Samuel
 - b. Namaan's servant girl
 - c. Jesus



Grade 1

Updated in 1996.

Helps

1. Work is always more fun when shared. Teach the children to be helpful at home by assisting a parent or sibling.
2. Teach the children to properly set a table: fork to left of plate, knife and spoon to right, cup or glass on right above knife, napkin folded and set on plate or left of fork. Teach children to do dishes safely and to do their tasks willingly and with a smile.
3. Children may need assistance with bed making and keeping their rooms clean, but they definitely need to be taught these important responsibilities and good habits.
4. Household chores can be fun and are encouraged as ways a child can do his/her part around the home. Learning to dust, sweep and vacuum safely and without causing more dust is important.
5. Teach the children to help with emptying wastebaskets and placing contents in larger trash container. Talk about how trash that isn't cared for properly makes a messy world.
6. You may set up a "house" during Adventurer time. Encourage the children to work together to make the "house" spic and span, and show them how to perform necessary tasks neatly. Woodwork and window sills need to be dusted with a clean cloth or, if they are washable paint, a damp cloth. Place a clean rag or pillow slip over a broom to clean away spider webs. Use water or window cleaner with clean cloth or paper towels to clean windows.
7. The story may be told by a parent, Helping Hand, or grandparent.

Hygiene

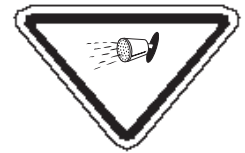
1. Find, read and discuss Psalm 119:11, 51:10, and 19:14.
2. Learn about personal cleanliness.
3. Discover three important times for washing your hands.
4. Practice proper brushing of teeth.
5. Discuss regular bathing and how to keep your hair clean.
6. How many glasses of water should you drink daily?
7. Is it important to keep your clothing clean?
8. Participate in a recognized fitness test:
 - a. President's Challenge
 - b. An equivalent program

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 at least eight glasses of water each day. 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.
8. Use the President's Challenge test or the Canadian Fitness test. Set goals and practice so you may improve. (See Appendix)



Grade 4



Requirement

Updated in 1996.





Honey

1. Where does honey come from?
2. How does the bee make honey?
Understand the terms: super, extractor, nectar, pollen.
3. What is the role of the beekeeper?
4. Make two crafts from the following list:
 - a. Bee hive
 - b. Honey comb
 - c. Bee
 - d. Flower
 - e. Your choice
5. Taste three flavors (types) of honey. Discover which you like best. Why?
6. Memorize two of the following Bible verses:
 - a. Exodus 3:8
 - b. Psalms 19:7-10
 - c. Psalms 34:8
 - d. Proverbs 24:13
 - e. Proverbs 25:16 & 27
 - f. Matthew 3:4
 - g. Your choice



Grade 3

New in 2008

Purpose:

To discover how the Bible talks about honey; with the character of Jesus, we too can be sweet as honey.

Helps

1. Explain where nectar is in flowers.
2. Explain the honey making process. The bees put the flower nectar in a sack in their throat. The bee transfers the nectar to a hive cell, fans the honey with its wings to remove moisture, which makes the honey thicker.
3. The beekeeper tends to the bees. The keeper removes the honey filled frames from the super, and then whirls them in an extractor to get the honey out. The honey is then strained and bottled or canned to be sold. Have someone come wearing a bee suit to explain this process, if possible.
4. Craft should be fun and educational.
5. Check your local area market.

Additional enrichment ideas (not required)

- *Have a beekeeper give the presentation.
- *Go visit a place that has an indoor viewable hive with protective plastic sides.
- *Visit a bee store and discover the products available. The storekeeper may have free honey samples.

Resources:

- www.honey.com
- www.enchantedlearning.com/crafts/honey
- www.orientaltrading.com (bee crafts)
- www.dltk-kids.com

Honeybee

1. Find in the Bible several verses that speak about bees.
2. Draw the honey bee and tell how it is different from other bees and other insects. Color your picture.
3. Within a colony, name the 3 types of bees and what are their responsibilities.
4. Explain and draw the life cycle of the honeybee.
5. What is the purpose of the scout bee's dance?
6. Make 2 bee crafts.
7. Observe bees, if possible.

Purpose:

To understand God's insects.

Curriculum Connection:

My World

Resources:

<http://www.enchantedlearning.com>

<http://www.honey.com/kids>

<http://ag.arizona.edu/pubs/insects/ahb/inf7.html>

<http://www.daniellesplace.com/html/bugs.html>

<http://familycrafts.about.com/cs/beecrafts>

http://www.christiancrafters.com/buzzing_bees.html

Helps

1. Judges 14:8, Ps 118:12.
2. Provide a picture for the children to observe while they draw the honeybee. Talk about what makes them special.
3. Queen, Drone, worker.
4. This cycle is similar to other insects.
5. The scout bee (worker) the direction, the quality and quantity of the pollen and nectar. The goal of this project is to share with others.



Grade 4

New in 2008



Ladybugs

1. Learn about the ladybug. What are the characteristics of the ladybug?
2. Describe the lifecycle of the ladybug. Make a poster.
3. Are all ladybugs red? Explain.
4. Make 2 ladybug pet rocks. Give one away.



Purpose:

Learn to appreciate and care for wildlife.

Grade 2

New in 2005

Resources:

Books

Library

Painting on Rocks for Kids. Lin Wellford, North Light Books, Cincinnati, Ohio.

Wesites:

Ladybug facts:

<http://www.nysaes.cornell.edu/ent/biocontrol/predators/ladybintro.html> includes pictures.

Koday s Kids Amazing Insects includes quick fact list and pictures. <http://insects.ummz.lsa.umich.edu/MES/notes/entnotes6.html> discusses protection and shows wing patterns.

www.enchantedlearning.com life cycle coloring picture true story of Ladybugs on the space shuttle

Helps

1. Ladybugs are a type of beetle. They have 6 short legs, 2 antennae, their top flying speed is about 15 miles per hour, they hibernate in winter, they let out a yellowish bad smelling liquid when they are mad. (See websites for more info).
2. The female will lay 3-20 football shaped orange eggs in a circular cluster on the underside of leaves. Eggs are not visible to the naked eye. In 2-5 days the eggs turn into larva and consume up to 400 aphids in 21 days. They next turn into a pupa. After 2-5 days the adults come out and continue to eat. Adult ladybugs eat during the day and will consume over 5000 aphids each.
3. There are over 450 species in North America. Some are black or vary from reddish-orange to pale yellow. The most common in the US is the Convergent Lady Beetle, which is orange with black spots and the number of spots vary per species. There are 5 states in the U.S. that have the Ladybug as the state insect.
4. God shared the ladybug with us, now we can share the ladybug with someone else.
5. Ladybug was created on the 6th day.

Additional Activities:

Release real ladybugs. Color pictures of the ladybug and/or lifecycle. Use pom-poms to make ladybugs

Lizards

1. What is a Herper and how can you become a Herper?
2. Learn about lizards in your area.
3. Learn how to care for a lizard.
4. Catch a lizard or see them in a pet store, on a video, at a nature center, zoo or books. Invite herpetologist or knowledgeable guest to talk to Adventurers.
5. Paint a lizard on a rock.
6. Read Leviticus 11:29-30.

Purpose:

Learn to appreciate and care for wildlife.

Curriculum Connection:

Builders must earn a nature award for My World III

Resources:

Reptiles & Amphibians for Dummies. Patricia Bartlett. Coauthor of Lizard Care from A to Z. Wiley Publishing, Inc.

Reptiles and Amphibians Peterson Field Guides. Houghton Mifflin Company, Boston New York. 2003.

Painting on Rocks for Kids. Lin Wellford, North Light Books, Cincinnati, Ohio www.artistsnetwork.com

Websites:

Search for (name of your state or province, Lizards) Example: "New York Lizards" Library or Nature Center

Helps

1. Reptiles (lizards, snakes and turtles) and Amphibians (salamanders, toads and frogs) are called herps, which means crawling things. If you really like herps, and watch and learn about them you are a herper. If you go to college and study herps you can become a herpetologist and teach, or work in a museum or a zoo.
2. If you do not have lizards in your area you may study salamanders. If neither is available go to pet stores, museums, use books, videos, etc.
3. Before you catch a lizard, you must prepare for this special guest.
 - a. If keeping the lizard for a short time, use a plastic see-through jar with air holes.
 - b. If you keep the lizard for more than a few hours you must (1) know what type of lizard it is and how to care for it. (2) provide a larger container, water and food. (3) place newspaper or sand in the bottom of the container to keep it dry.
4. Observe the lizard in its habitat or other locations as mentioned in Helps #2. Try catching a lizard by hand or by using a noose (noose described in Peterson Field Guide).
5. Paint a lizard on a rock. See resources: Painting on Rocks for Kids
Draw, stencil, or stamp the outline of a lizard on the rock, using pencils or acrylic paint. For details, use paint brush, Que tips or toothpicks. If you want to put the rock lizard in your yard, apply clear spray for acrylic paint to preserve the art work.



Grade 3

New in 2005



Magnet Fun

1. What is a magnet made of?
2. Read the Greek story/legend of how the first magnet was found and named.
3. What are the 3 main types of magnets? Permanent magnets, Temporary magnets Electromagnets.
4. What are magnets used for?
5. Complete 3 magnet experiments, such as listed below:
 - a. Magnet treasure hunt—Place around the room objects that will and will not magnetize. See how many different objects they can pick up with their magnet. Suggest: nuts, bolts, tin foil, safety pins, etc.
 - b. Mineral rocks with iron—Lay various mineral rocks on a table and see if children can select the ones with iron in them and then try to pick them up with their magnet. (See resource #2).
 - c. Move an object with a magnet —Have a friend hold a sheet of paper between his/her two hands, place paper clip on top of the paper and a magnet below. Move the paper clip from one end of the other and back again with your hand. Repeat this experiment by having your friend hold a plastic ruler, mirror, cardboard, etc instead of paper. Did it work?
 - d. Create a magnet - Stroke a steel-nail against the magnet 25-30 times. Stroke it in only one direction.
 - How many paper clips can you pick up at one time?
 - Is the nail as strong as your magnet?
6. Read/memorize Hebrews 7:19 and James 4:8.



Grade 3

New in 2006

Helps

1. A magnet is made of magnetite, a natural magnetic material that will create a magnetic field. A magnetic field is the force surrounding a magnet that draws objects to the magnet. You can feel this force when using a magnet.
2. Many year ago there was a shepherd named Magnes. Each day he kept watch over his flocks. One cold, blustery day one of Magnes' lambs was missing from it mothers' side. Neither Magnes nor the mother could locate the little lamb. He looked behind rocks, in the thicket, near the stream, behind the bushes, and soon he realized it as really lost. He didn't believe a wild animal had stolen it or eaten it. He was sure he could find it, if only he looked in all the right places. He stood on a large rock so he could look upon the landscape of the pasture in hopes of finding "whitey," the lost little lamb. As Magnes stood on a rock his sandals stuck to the rock where the nails in his sandals were located. He had never noticed that strange power before. Over a period of days and weeks, he brought other metal objects to the "magic rock" and found that iron, regardless of the size, would stick to the "magic rock." He took some of the stone to his village and children, moms and dads played with it. It became know as "Magnes' stone." Today it bears part of his name in honor of his discovery – Magnet. We call his "magic stone" a lodestone, which is made of magnetite, a natural magnetic material.
 3. (A) Permanent: once it is magnetized, it retains a level of magnetism. (B) Temporary: acts like a permanent magnet when it is within a strong magnetic field, but lose its magnetism when the magnetic field disappears. (C) Electromagnet: a special wire which acts like a permanent magnet when electrical current is flowing in the wire. For more detail see resource #1.
 4. Refer to resource #1.
 6. Hebrew 7:19 "..... Christ makes us acceptable to God, and now we may draw near to him." James 4:8 "And when you draw close to God, God will draw close to you....." (Living Bible).

Magnet Fun #2

1. Earn the Invisible Force 1 Award.
2. Play with two magnets making them attract each other. Play with two magnets making them repel each other. All magnets have a _____ and _____ pole. Opposite poles attract each other, same poles repel each other.
3. Make an Electromagnet.
4. Use a compass to find all eight directions. Draw them on a Compass Rose.
5. Make a compass using a magnet, pan of water, long sewing needle, cork slice (or waxed Paper), candle wax, and compass.
6. What happens when one drops a magnet?
7. Learn Proverbs 18:24.
“A man that hath friends must show himself friendly; and there is a Friend that sticks closer than a brother.”

Who loves us so much that He will always stick closer than our real brother? In fact, Jesus is our brother, because His Father is our Father. He is our Best Friend.

“Even though we are all different, we can still be attracted to God and to each other when we have one goal in mind—Heaven and pleasing Jesus”

Purpose:

To learn about magnetism and use as an object lesson of how we should all stick together and point to God when we are His.

Curriculum Connection:

My World

Helps

1. Adventurer-club.org website for completed list of helps.

Resources:

www.enchantedlearning.com

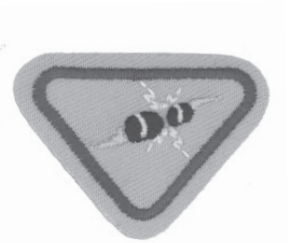
The Complete Book of Science for Grades 3 & 4 p. 265-280. By American Publishing

Man and Machines

World Book Encyclopedia, Vol. M.

The Book of Knowledge

The Book of Popular Science, Vol. 8, pp. 142-150.



Grade 3

New in 2007



Media Critic

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



Grade 3



Requirement

Updated in 1996.

Helps

1. Media are forms of communication that reach a large number of people, such as newspapers and magazines, television, films and videos, books, radio and musical recordings. Explain to the children that the media are in themselves, neutral, and that they can be used for good or bad. Explain to them that in today’s society they will be bombarded by media messages, and that it is hard not to be affected by what they see and hear and read. That’s why it is important to learn to control the media by choosing what they will expose themselves to.
2. Read Philippians 4:8 and teach the children to use it as a guideline in making choices about what to do and see. Discuss these principles with the children, explaining them to the children and asking them to tell you what they have learned from this Bible verse.
3. Teach the children to be aware of time spent with Jesus compared with secular activities. Have each child make a chart keeping track of their viewing and reading activities for at least two weeks.
4. Select a story or program that the child feels will meet the standards of Philippians 4:8. You cannot always tell by reading a review or advertisement if it will be good by Jesus’ standards. When you begin reading or viewing, if it is not proper, stop! Find something else. Encourage the child to make good choices.
5. Choosing ahead helps us realize how much time we spend in these activities and helps us to be more selective.
6. Reinforce the principles of good reading and viewing habits as they complete the story. Encourage imagination!

Music Maker

1. Discuss guidelines for Christians to follow in choosing music.
2. Name and identify six different musical instruments.
3. Make a poster or collage showing the above instruments.
4. Name three musical instruments mentioned in the Bible.
5. Demonstrate how to play a musical instrument.
6. Learn two songs and play or sing them.

OR

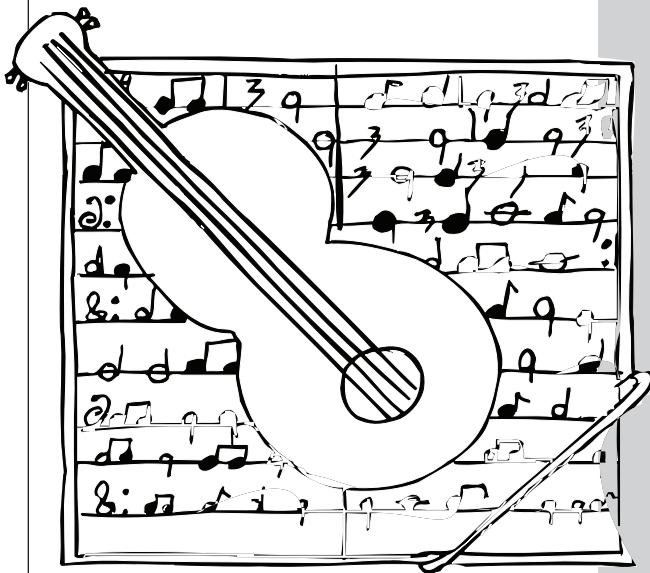
Play in a rhythm band or participate in making music with family or friends.

Helps

1. Would Jesus listen to this music? Does the music glorify God in Heaven? (Leader should read *Messages to Young People*, pages 292-296, and share concepts with Adventurers.)
2. Piano, trumpet, clarinet, cymbals, flute, saxophone, etc.
3. Make a poster or collage including favorite instruments drawn or cut from magazines.
4. Exodus 28:33, 34: bells
I Kings 10:12: harp
Isaiah 30:29: flute
I Chronicles 15:16: cymbals
Isaiah 5:12: clarinet
Numbers 10:1-10: trumpet
5. Practice and play a recorder, kazoo, harmonica, etc., OR piano, violin or other instrument the children are learning to play. Make this fun, using simple instruments for those who may be less musical and yet can enjoy a joyful noise.
6. Learn two new songs together and sing or play them for others. Use rhythm instruments or kitchen utensils to make "music." Play together and practice to play for others.



Grade 1



My Church

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.
 - a. Why did you decide to become a pastor?
 - b. At what age did you decide to become a pastor?
 - c. Was there something that happened in your life that caused you to want to be a pastor?
 - d. Can I be a pastor, if God calls me?
 - e. How can I prepare for a life to serve God?
 - f. 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?

Purpose:

To understand the many roles of church members in the function of the church.

Resources:

- The SDA Church Manual
- The Nominating Committee’s Report
- The Pastor



Grade 4

New in 2007

Helps

1. Exodus 25:8
2. Parents help their children.
3. Make a list of questions for your pastor prior to arrival. Examples are listed.
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.
 - 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.

My Picture Book

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?

Purpose of award:

Building memories, developing appreciation for family or learning more about a specific subject.

Curriculum Connection:

Helping Hand, My Family, I.

Resources:

Websites, books, library.

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. Such as: colored or printed paper, stickers, punch-outs, decorative scissors, buttons, foam cut-outs, embellishments, beads, etc.
3. A short description of the picture.
4. May choose different Bible versions, such as, KJV, NKJV, Clear Work, etc.
5. Share your book with family, club, school or with friends.

**Grade 4****New in 2005**



Olympic

1. Learn a little about the Olympic Games:
 - a. Where were they first held?
 - b. When?
 - c. Where will the next Games be held?
2. Make an Olympic banner.
3. Make an Olympic torch.
4. Play an Olympic game.
5. Make an Olympic color chain.
6. Memorize II Timothy 4:7.
7. Who in the New Testament talks about running a race?
8. Discuss with your parent or teacher what I Corinthians 9:24-26 means.



Grade 3

New in 1996.

Helps

1. Use an encyclopedia to answer (a) and (b).
2. This banner can be an 8½" x 11" or everyone can work on one together as a club.
3. Each person makes a torch. It can be made out of a Styrofoam cone, papier maché, etc.
4. Games like a baton race, javelin throw (Nerf javelin), sock throw, standing broad jump, etc.
5. The chain can be made out of chenille. Use the Olympic colors (black, yellow, green, and blue). Twist each chenille strip in a circle, attach the circle to another strip of chenille, twist and continue until all colors are used. Can be worn on the Adventurer's head.
7. Paul

Outdoor Explorer

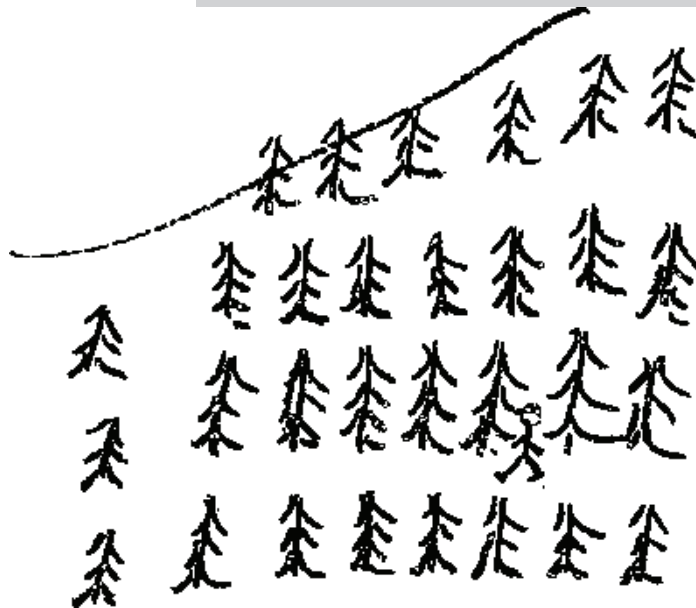
1. Take a nature walk and collect items of interest:
 - a. a leaf, and share why you like that particular one
 - b. a feather, and discover what bird it is from
 - c. a rock, and learn what type it is
 - d. a seed, and identify the plant it comes from
2. Recite the golden rules for hiking:
 - a. Never cut trees
 - b. Never pull up live plants
 - c. Do not remove any type of markers
 - d. Stay off "No Trespassing" property
 - e. Ask permission before walking on private property
 - f. Don't litter
3. Explain what side of the road to walk on and why.
4. Walk half a mile to a picnic area. Carry and eat your own lunch.
5. Walk one mile and find nature items for each letter of the alphabet, such as: A = acorn; B = butterfly; C = cattail; D = duck; etc.
6. Take two walks of at least two miles each and talk about what you see. Tell what day of the week each item was created on.
7. Recite five safety rules for walking:
 - a. Always walk with at least one partner
 - b. Carry water when going for a walk
 - c. Wear comfortable walking shoes
 - d. Wear proper clothing
 - e. Watch where you walk so you won't become lost

Helps

1. Aim: To develop observation skills; to explore and share.
2. Learn and abide by the "golden rules" of hiking.
3. Check with your area's Motor Vehicle Department, as laws may differ, but always walk well off to the side of the road.
4. Enjoy the walk and picnic together, making sure the children learn to carry their own food, jackets, etc.
5. When playing a game, the distance and time will quickly pass. Be creative and make it fun!
6. Walk and enjoy discussing when what you see was created, e.g., trees, birds, fish, butterflies, horses, etc. One walk should be with the club or class and one walk with the child's family.
7. Children are never too young to learn the safety rules of walking with a partner, carrying water, wearing comfortable shoes and clothing, and watching so as not to become lost.



Grade 4





Pearly Gate

This award is intended to make children aware of and look forward to the Second Coming and Heaven.

1. Find and read a promise of Jesus' Second Coming in the Bible.
2. Act out a parable from the Bible about Jesus' Second Coming.
3. Name a Bible book and chapter that describes Last Day events.
4. Make a list of the signs of Jesus' Second Coming, found in Matt. 24:3-14.
5. Describe Jesus' ascension of Heaven and tell how it is like or unlike the way He will return.
6. Find and read in the Bible a description of the Holy City or New Earth.
7. Complete and memorize John 14:2,3 using one of the following activities:
 - a. Fill in the blanks:
 "In my Father's _____ are many _____; if it were not so I would have _____ I go to _____ for you. And if I go and _____, I will _____, and receive you unto _____; that where _____, there _____ may be also."
 - b. Put each word on an index card (one word/card), and have the children put the cards in order).
 - c. Help make a rebus of the memory verse; say the verse, with help from the rebus.
 - d. Hide pieces of the puzzle and make a game for the Parable of Lost Coins with them.
8. Close your eyes and imagine meeting Jesus at the Pearly Gate, then either draw a picture of what you imagined or create what the Pearly Gate would look like.



Grade †

New in 1999.

Helps

1. John 14:1-3; Acts 1:11
2. The Ten Virgins, Matt. 25:1-13; The Net, Matt. 13:47,48; The Wicked Tenants, Matt. 21:33; Mark 12:1-10; Luke 20:9-16; The Great Banquet, Luke 14:16-24; Matt. 22:1-14; The Lost Coin, Luke 15:8-10; The Narrow Door, Matt. 7:13,14; Luke 13:22-30; The Weeds, Matt. 24-30; The Lost Sheep, Luke 15:3-7; The Sower, Matt. 13:3-23; Others.
3. Matt. 24
4. False Christs (v.5), wars and fall of kingdoms (v.6-7), famine & earthquakes (v.7), persecution (9), turning away (v.10), false prophets (v.11), increased wickedness and love growing cold (v.12), gospel to all the world (v.14).
5. 1 Thessalonians 4:15-18, Acts 1:1-8
6. Isaiah 65:17-25; Rev. 21, 22.
7. Provide heavy paper, markers, scissors.
8. Have available paper, markers/ crayons, popsicle sticks, glitter, construction paper, pearls, foil, etc.

Songs

- "In My Father's House."
- "Countdown."
- "I'm Going to Heaven."

Postcards

1. What is a postcard? How is it different from a letter? Tell about the Pony Express. Memorize first part of Esther 3:13 KJV.
2. Learn and recite 3-4 facts about postcards.
3. How much did it cost to mail a postcard when it was first issued? How much does it cost to send a postcard today?
4. Write and send 4 postcards to people you know.
5. Make, decorate, and send a card to a missionary school or church. Display on your church bulletin board to what country it was sent and how much it cost to send.
6. Do at least two of the following:
 - a. Visit a post office
 - b. Invite a post office employee to come and give a presentation
 - c. Make your own post office using shoe boxes or other mail box dividers
 - d. Discuss what happens at a post office
 - e. Collect three antique post cards
 - f. Your choice
7. Learn the stories about Joseph Bates and James White's visits to the post office. Read and discuss how to begin a greeting 1 Timothy 1:2 & Philemon 1:1 & Philippians 1:2.

Purpose:

Connect with people of other cultures.

Curriculum Connection:

My World

Helps

1. A postcard is a single piece of cardstock mailed without an envelope. The Pony Express was the first cross country letter carriers. Look up more information on the internet. "And the letters were sent post..." Esther 3:13 KJV.
2. <http://en.wikipedia.org/wiki/Postcard>.
3. John P. Charlton of Philadelphia patented the postcard in 1861, selling the rights to H. L. Lipman, whose postcards, complete with a decorated border, were labeled "Lipman's postal card." Nine years later, European countries were also producing postcards.
4. May send postcards to other Adventurers in your club, family, friends, or a missionary of your director's choosing in another country. You may make your own cards out of old greeting cards, by cutting off the cover and using the back of the cover to write the message and address. Make sure each postcard meets the post office standards for size and weight.
5. Chart information such as; when it was sent; how much it cost; the date the card arrived; who all might have read the card.
6. Be creative and have fun.
7. Tell how God provided funds for mailing documents, when there was a need for money.
8. Other Bible texts: 2 Peter 3:1 and 2 Corinthians 13:10.

Resources:

History of post cards (same as for greeting cards)

<http://www.emotionscards.com/museum/history.html>

<http://www.ket.org.trips/postoffice/>

<http://www.usps.com/communications/community>

- Greetings from America
- Greetings across America



Grade 3

New in 2007



Prayer

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



Grade 3

New in 2006

Resources:

Ideas for Teaching Parents About Quiet Time in Adventurer Manual pg. 459

Prayer award worksheet.

Helps

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

For the prayer breakfast invite kids of all ages to attend and have a child give the message.

Prayer Worksheet

1. Why do we pray? _____

What do we pray for? _____

How do we pray? _____

2. What did the Lord's Prayer teach me? _____

3. Prayer chart

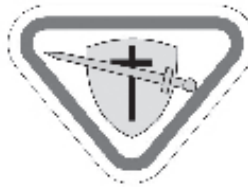
Date	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
1							
2							
3							

4. How to teach others how to pray

5. a. Prayer request chart

Name	Prayer request	Answer to prayer

Activity	Completed
b. Led out in a club opening or closing prayer.	
c. Made a card with a prayer in it and gave it to someone.	
d. Listened to Pastor talk about prayer	
e. Participated in prayer breakfast for kids and/or parents	
f. Made a prayer journal and showed how God answered prayer	



Grade 4

New in 2005

Prayer Warrior

1. Read what Paul said about the armor of God (Ephesians 6:11-18) and make a poster or craft showing the armor of God:
2. Name 5 Bible Old Testament prayer warriors and read one of their stories from the Bible. How were their lives changes by talking with God?
3. Discuss how and where to pray.
4. Learn who we should pray for and write a prayer of your own. Read this prayer in the Adventurer Club, Sabbath School Class, or during church service.
5. Discuss why you pray.
6. Take a prayer walk with the Adventurers or your family. Talk about the way you felt during the walk.

Purpose:
Encourage daily prayer.

Curriculum Connection:
Helping Hand, My God III "His Power in My Life"

Resources:
SDA Commentary
Ephesians 6:10-18
Roman Soldiers
Museums.ncl.ac.uk/archive/arma/wel/beginner/faq1.htm
Armor of God Playing Cube
www.cgrustuabCrafters/Com/armor_pattern4u.gif
Roman Soldier Paper Craft
http://bj.canon.co.jp/english/3D-paper-craft/costume/roma_e.html

Helps

1. Belt of truth; breastplate of righteousness; boots of peace; shield of faith; helmet of salvation; sword of the Word of God.
2. Examples: Abraham (Gen. 12); Joseph (Gen.41); Moses (Exodus 16); Joshua (Joshua 5); Gideon (Judges 6); Samuel (I Samuel 3); David (Psalms 41 & I Samuel 17); Daniel (Daniel 6).
3.
 - a. Ways – Pray out loud or silently; pray with others or by yourself; sing; journaling (writing down your prayers); telephone prayer (pray with someone on the phone).
 - b. Places – By your bed; at the breakfast table; in the car; on your bike; while taking a walk; in Sabbath School; at a hospital; or anywhere!
4. Pray for yourself, family members, friends, enemies, pets, church family, church workers, the unsaved, the sick, or neighbors.
5. To praise God, to say I'm sorry, please forgive me, tell God thank you, and pray for others and yourself.
6. Did you feel better after the walk? Did you feel close to God? Did what you see make you feel thankful or give you things to pray about?

Rainbow Promise

1. Show the two elements that make a rainbow.
2. Find who saw their very first rainbow in Gen. 9:8-17.
3. What is a covenant?
4. What does the rainbow promise us?
5. What colors make up the rainbow? Create your own rainbow with the colors in their right order.
6. Where will we find a rainbow in heaven?

Helps

1. Create a rainbow with water and light or demonstrate with a prism.
2. Put each event of the story of Noah on index cards. Have children draw a card from a box or container and put in correct sequence.
3. Find covenant in an elementary dictionary. Discuss the meaning with children until they understand that it means "promise". Have the children print the word "PROMISE" on a card.
4. Read Gen. 9:11 and/or Gen. 8:21.
5. Red, orange, yellow, green, blue, indigo, and violet. An easy way to remember the order is to think of the order as a man's name—Roy G. Biv.

The following are the colors and examples of God's awesome character:

Red—Redeemer—Ephesians 1:7,

Orange—Offering—John 1:29.

The Lamb was a sacrifice offering for sin.

Yellow—YEAH!—God is always cheering for us. He is always there cherring for us. (Example: The Lost Coin, Luke 15:8-10)

Green—Giving—John 3:16

Blue—BIG—Our God is awesome (Example: Moses and the Red Sea—others)

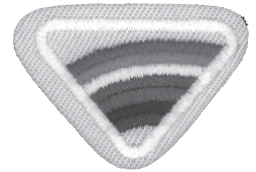
Ingido—Immanuel—Matt. 1:23

Violet—Victorious—Psalm 60:12

Rainbow craft: Using the felt strips, glue, dowel, glitter and printed words for God's character, make a beautiful rainbow.

Each of us are like little drops of "rain" that God uses to refresh the earth (our family, our home, our friends, our neighbors). When we let the light of Jesus shine through us, others will see the "rainbow" of His love. Invite children to let Jesus make their life like a rainbow.

6. Revelation 4:3



Grade 4



Reporter

1. Give a report to your parents about an Adventurer function. Make a “Reporter” scrapbook of three Adventurer outings.
2. Look up information on a toy or musical instrument. Report to the group two things you discovered.
3. Listen to announcements and read the church bulletin.
 - a. Put bulletin announcements in your scrapbook.
 - b. Circle the events you were most interested in.
4. Talk with your pastor, Sabbath School or school teacher. In your scrapbook put:
 - a. a drawing of the person and where he/she works
 - b. a note describing what he/she likes best about his/her job
5. Keep your “Reporter” scrapbook for at least two months.
6. Name some reporters in the Bible and tell what they reported.



Grade 4

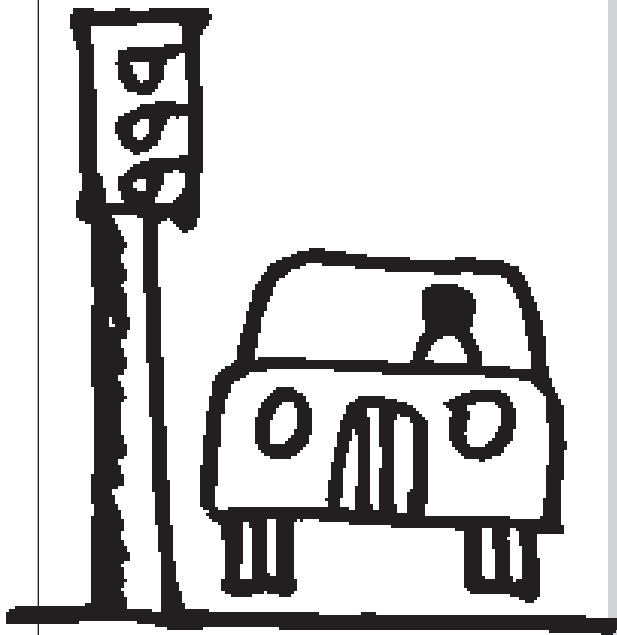
Updated in 1996.

Helps

1. Have a sharing time in your Adventurer meeting so each child will have practice in sharing a “report” with others. Help them learn to put events in order, and encourage them to tell their parents about an Adventurer function. Start a simple “Reporter” scrapbook. Let the children design a cover with their name on it; typing paper or unlined notebook paper would be fine. Give the children a copy of an Adventurer announcement to place in their scrapbooks for starters.
2. Make a scrapbook story, using magazine pictures or drawn and colored ones. A sibling, parent or friend may need to help with research, or you may do research during club time. Have the children print captions below the pictures to tell what they like about the items. Have the children share what they learned.
3. Encourage the children to acquire good listening skills. Have them cut announcements from school or church bulletins to be placed in their scrapbooks. Circle the activities they would most enjoy. Put an X by activities that they attended.
4. Talk with a favorite person asking them what they like best about their job. Draw the person, and color and make a picture of what (s)he likes best to do and where (s) he works. Again encourage listening skills, demonstrating how to make a few notes to help them remember what they are told as well as to help them remember what questions to ask.
5. Work on the “Reporter” scrapbook for at least two months. Add clippings of interesting school, church, club and community activities.
6. See Luke 24:33, 35; Mark 16:9, 10; Acts 12:11-16; Neh. 1:1; Luke 1:1-4; etc.

Road Safety

1. Identify and explain 10 important road signs.
2. Tell when and where to cross the road safely.
3. Give road safety rules for:
 - a. Walking along the road by yourself
 - b. Riding your bicycle
 - c. Riding a horse
 - d. Walking with a group
4. Explain why you should wear a seat-belt when riding in a car.
5. Listen to a Highway Patrol Officer or other safety officer talk about safety for children.
6. Play a safety game.



Helps

1. Some examples:
 - a. Stop
 - b. Railroad Crossing
 - c. Wrong Way
 - d. Walk
 - e. No Left Turn
 - f. Don't Walk
 - g. No U Turn
 - h. One Way
 - i. School Crossing
 - j. Sharp Turn
 - k. Speed Limit
 - l. Yield
2. Cross the road at an intersection or crosswalk. If there is a traffic light, cross only when it is green for your direction.
3. Walk to the side of the road going against traffic. The rules may vary in your area. Check with the Department of Motor Vehicles for regulations for: walking, riding a horse or bicycle or skateboard and walking in a group. Abide by traffic rules, watching carefully for traffic.
4. Watch a movie or listen to a police officer talk about seatbelt safety. We wear safety belts so we will experience less injury in an accident. It is the law in many areas.
5. Have a safety expert talk with the children at their age level, stressing what children can do to be safe.
6. Make posterboard signs and play "Simon Says," holding signs up. Having the children do what the sign says, either on foot or on a bicycle, is a fun way to learn road safety. Or play other safety games.



Grade 2



Requirement



Safety Specialist

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 at:
 - a. Home
 - b. School
 - c. Church (if possible)
4. As appropriate for your area, practice the following drills:
 - a. Hurricane
 - b. Tornado
 - c. Earthquake
 - d. Flood
 - e. Volcano
 - f. 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.



Grade 1



Requirement

Helps

1. Materials are available from your local library or Police Department. Encourage discussion so you know the children are aware of the need for fire safety.
2. Encourage parents to help the children with a fire-safety plan.
3. Make plans for your school, club, and/or church, drawing where and how to go out of the area. Practice these drills.
4. Local Police or Fire Departments or your local library will have information for your particular area and the disasters that may appear so you can inform and prepare the children without frightening them.
5. Make up a "Safety Detective" button or ribbon that the children may wear the week they are recording potential problems at home or school, e.g., a broken latch on a cabinet that has cleaning fluids or medicine in it, frayed wires or broken electrical plugs, a rake lying face up, board in the sidewalk, a broken water faucet, unlabeled containers holding paint thinner, gasoline, broken glass, etc.
6. Ask permission for the posters to be in a public place for adults to see.
7. Give the children safety situations to answer yes or no, or "I'll ask Mom and Dad."

Sewing Fun

1. Tell what the first sewing needles were made of.
2. Tell what was first used as thread.
3. State when sewing machines first came into existence.
4. Demonstrate how to thread a needle.
5. Knot the end of some thread and sew on a button.
6. Make a bean bag.
7. Make a useful article using at least two different stitches.
8. Read the story in Acts 9:36-41 and plan a way to do something similar.

Helps

1. The first sewing needles were made of bone.
2. Horsetail hairs were probably the first thread.
3. Sewing machines were first used in the 1850's.
4. Show safety when threading a needle.
5. Practice tying a knot at the end of the thread and sewing a button on a piece of material or clothing, teaching the children to take small, even stitches.
6. Make a simple bean bag by cutting two pieces of material. Facing right sides together, stitch by hand with small, even stitches on three sides. Turn inside out, fill with beans and hand stitch the last seam. Enjoy playing catch with the bean bags.
7. **Scissor holder** - Cut the pattern, place material together and stitch by hand, making even, neat stitches. Include loop at top of scissor container for hanging.
Pincushion - Fill pin cushion with sand or small seeds.
8. Children may:
 - Make and give away pot-holders or pincushions.
 - Make a quilt as a group project.
 - Collect used clothing to give away.



Grade 3

Updated in 1996.



Sign Language

1. Learn the manual alphabet used by the deaf, and the rules pertaining to it.
2. Learn how to send the receive words, using the manual alphabet.
3. Learn at least 50 words.
4. Learn and present at least one simple Christian song.
5. Where possible, have the Adventurers meet a deaf person and sign with them.
6. Sign a simple Bible verse.



Grade 4

New in 1996.

Helps

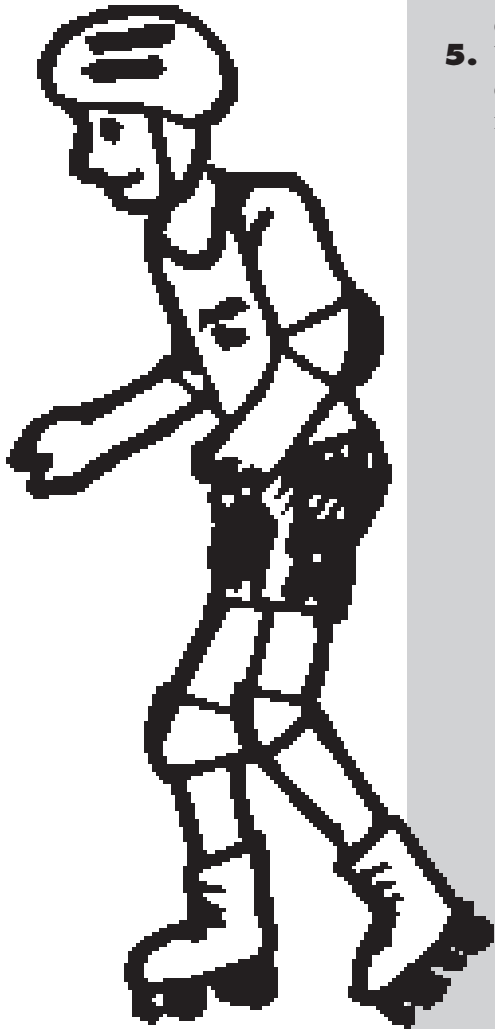
1. As available (from your local Association of the Deaf), use the two-sided manual alphabet cards. That way the children can see what the signs look like from both the sender's and receiver's angle.
2. First they can have fun learning to spell their names. Print words on a sheet of paper, and then have the children take turns spelling and receiving the words. Have children get in groups of two and send and receive words of their choice.
3. Words young people really like to learn are the animals and foods. The book *Joy of Signing* is a good book to learn these signs, as well as the other signs. It gives both a word and a picture description of each sign. It also tells the sign's origin (example: Jesus—origin: indicating the nail prints).
4. *Jesus Loves Me* and *Into My Heart* are two examples. Remember to explain the origins when needed.
5. Have someone from your deaf community come in and share a bit of their life with the children, and teach them a few words. This will really bring this award to life.

Resources

- The local chapter of the National Association of the Deaf.
- Christian Record Services International, Inc., P.O. Box 6097, Lincoln, Nebraska 68506. Phone: (402) 488-0981.
- National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20190
- The book *Joy of Signing* (by Lottie Riekshof) is available at most book stores.

Skater

1. Describe where and when it is safe to skate.
2. Demonstrate the care of a pair of skates.
3. Learn to skate forward, backward, to the right, to the left, and know how to cross over.
4. Skate through a curve, come to a full stop, and coast.
5. Skate a slalom course with at least six obstacles.
6. Participate in a game played on skates.



Helps

1. If ice skating, be certain an adult has told you the ice is safe. Never skate alone. Roller skating can be done at a gym, a rink or sidewalk, depending on the type of skates you have.
2. Dry and clean your ice skates after each use. Wipe your roller skates clean and check for loose wheels. Replace skate laces whenever needed. Wheel bearings may need to be oiled, depending on type of roller skate.
3. Practice skating so that the young people get a good feel of skating. Stress safety and caution to prevent injuries while skating.
4. Encourage the children to skate carefully, watching for other skaters at all times.
5. Use soft obstacles for your slalom course so if a child falls (s)he will not be injured.



Grade 4

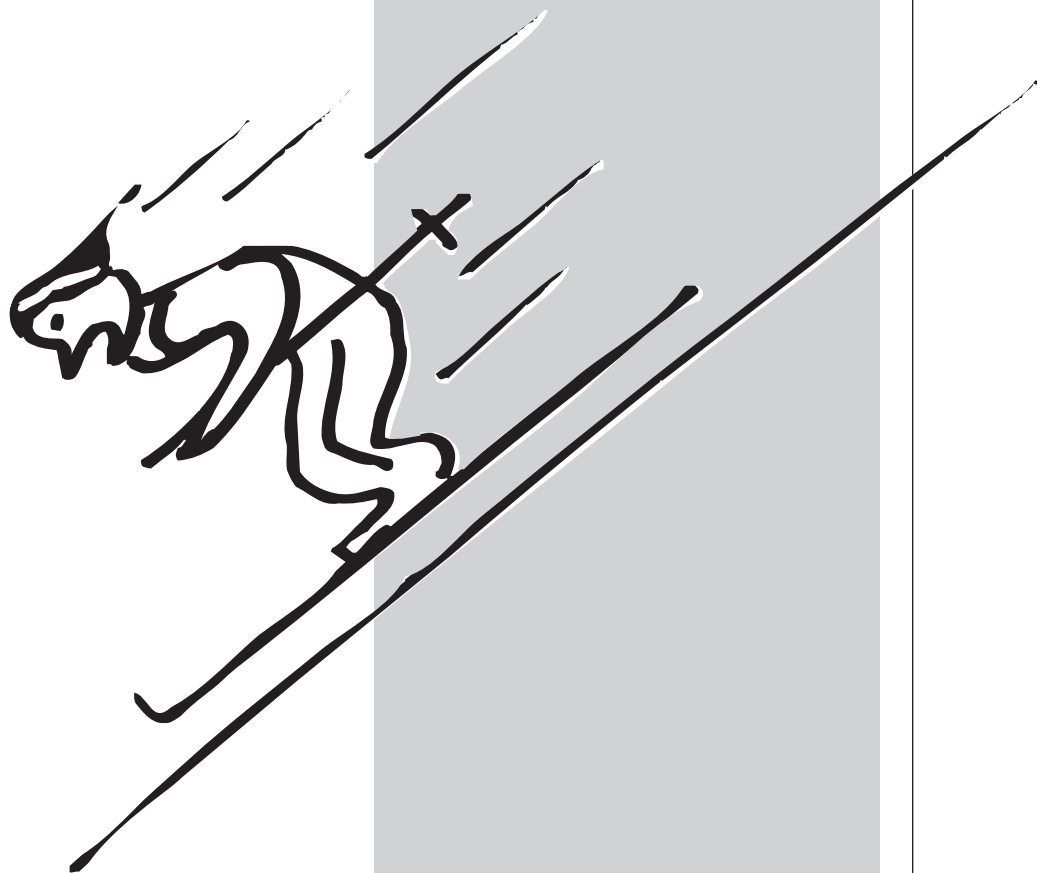


Skier

1. Describe how to take care of your skis and boots.
2. Demonstrate the following:
 - a. How to carry your skis
 - b. How to put them on
 - c. How to fasten them
3. Demonstrate how to climb in steps, in scissors and how to make a kick turn.
4. Perform the following movements:
 - a. Continuous turns without stopping
 - b. Sideslip and go over bumps
5. Ski on a beginners lift and hill under control and in good form.



Grade 2



Spotter

1. Spot, identify, and collect a picture of the following:
 - a. four different animals
 - b. four different types of motor vehicles
 - c. two different types of airplanes
 - d. four different nature items
 - e. four different birds
2. Observe three of the following people in uniform:
 - a. policeman
 - b. fireman
 - c. nurse
 - d. postman
 - e. ambulance worker
 - f. traffic warden
3. Find, read, and explain what the text Matthew 28:20 is telling us.
4. Observe your church. Is there anything you can do to keep it clean? Write or draw what you can do to help.
5. Look at your room and draw a picture of it for your scrapbook. Clean your room and draw a second picture and color it.
6. Remember 10 or 15 items after looking at them for two minutes.

Helps

The goal is to help the children to become more aware of people and things around them. They can help change things for the better if they are aware of a problem.

1. Draw a picture for your scrapbook of items you find or cut pictures from magazines.
2. Have each child draw, photograph or cut out magazine pictures of uniformed workers and place in his/her "Reporter" scrapbook.
3. Find, read together, discuss and explain Matthew 28:20.
4. Help your group learn to spot potential problems and what they may do to help, e.g., pick up trash, straighten song books, etc.
5. Explain how we can be good spotters, but unless we do our part to clean our area, we have not earned our award.
6. Encourage a "good spotter" by placing familiar items on a desk or table. After two minutes, cover items and have children tell you or write down items they remember. Play this game several times, teaching the children to be more observant.



Grade 1



Stamping Fun Art

1. What letter did God send to us?
Memorize: Exodus 32:16 KJV
Read Exodus 34:4 & Esther 3:10
Was there something stamped or written in the 2 above text?
2. Find in the Bible three or more people who wrote a letter to personal friends or churches.
Name a few projects you can do using rubber stamps.
What material do you need to do a rubber stamp project?
Learn and demonstrate 3 to 5 stamping techniques such as Suggested below:
 - a. Two step stamping
 - b. Decorating with chalk
 - c. Decorating with markers
 - d. Using water color pencils
 - e. Masking image
6. Explain how to care for rubber stamps.
7. Make 3 different projects to give to a friend or family members.



Grade 4

New in 2008

Purpose:

To remind us that God wants to stamp His character on each of our hearts and lives. God wrote the Bible as a love letter to us.

Helps

1. The Bible. God's second book is nature.
2. In the New Testament Paul, James, Peter and Jude wrote letters to friends and churches.
3. You can use rubber stamps for art projects that show love, appreciation, and creativity through.
 - a. Hand made greeting cards
 - b. Book marks, tags, decorating paper, bags to wrap gifts
 - c. Scrap booking supplies
4. Basic Materials:
White card or different colors of craft cards, rubber stamps, stamp pads, Versa mark pad, stamping sponges, sponge tip applicators, Q-tips. Stamp cleaner, stamping chalks, markers, wa-

ter color pencils, blender pen, glue stick or pen, double stick adhesive tape, mounting squares, glitter, punches, decorative ribbons.

5. Stamping techniques.
 - a. Two step stamping: stamp the base image with lighter ink and overlay or adjoining image with darker ink
 - b. Decorating with chalk: stamp image with a Versa mark ink pad or whisper craft stamping pad then apply chalk color using sponge tip or cotton swab to fill in color
 - c. Decorating with markers: use different color markers to apply color directly to the stamp, blow onto the ink image to remoisten the ink with your breath; before stamping onto paper
 - d. Using water color pencils: Stamp image onto paper. Outline a section of the stamped image with a water color pencil, then use a damp brush or blend pen to move color where desired.
 - e. Masking image: stamp image on cardstock, stamp it again on a piece of scratch paper. Cut carefully around the scratch paper image cutting just inside the lines, this will be the mask. Place the mask on top of the cardstock image and stamp the desired image over the mask. Remove the mask so the new image will "disappear" behind the first one.
6. **Clean the stamps after each use, especially the changing colors.**
Use a stamp cleaner bottle with scrubber or roll on applicator top. A cellulose sponge works best because it does not break down. The sponge may be dampened with plain water, or add 1 or 2 drops of dish soap to the water, then blot dry with paper towel. Alcohol-free baby wipes also work well for cleaning stamps. **Never soak rubber stamps in water or use oil based solvent to clean the stamps.**

Steps to Jesus

1. Understand the steps to salvation:
 - God is love (1 John 4:8). God loves me very much (Jer. 31:3). God loves everyone (John 3:16).
 - I am a sinner. Everyone does wrong and is a sinner, thus everyone needs salvation because sinners will die forever (Rom 3:23).
 - 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).
 - Salvation is a gift God gives me. I must personally ask Jesus to be my Saviour
 - (John 1:12). God hears me when I pray.
 - 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).
 - 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 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.
 - The Ethiopian converted (Acts 8:26-40)
 - Naaman washed clean (2 Kings 5)
 - Jesus loves children (Matt. 19:13-15)
 - The lost coin, sheep and son (Luke 15)
 - Zachacus (Luke 19:1-10)
 - 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
 - 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).
 - 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 homeinspired 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).

Resources

Recommended reading:

- "My God" curriculum information and teaching tips in the Adventurer manual.
- A Child's Steps to Jesus by L. P. Carlyle (a 12 books series teaching steps to Jesus)
- How to Help Your Child Really Love Jesus by D. Habenicht.

Curriculum Connection:

1. The "Friend of Jesus" award provides excellent opportunities for active responses to this award's commitment to Jesus.
2. My God III, His Power in My Life requires spending a quiet time with Jesus.



Grade 4

New in 2004



Swimmer I

Complete the Red Cross Swim Level I—Water Exploration or the following:

1. Learn seven safety rules for swimmers.
2. Fully submerge face for three seconds.
3. Experience buoyancy. Bounce up and down in chest-deep water, maintaining an upright position for ten bounces.
4. Demonstrate support float on front and back.
5. Demonstrate bubble-blowing.
6. Enter and exit water independently using ladder, ramp, steps, or side of pool.
7. Walk five yards in chest-deep water maintaining balance, or move five yards along the side of the pool maintaining contact with the wall.
8. Demonstrate kicking on front and back.
9. Walk five yards in chest-deep water using alternating arm strokes.
10. Discuss the importance of following rules.
11. Discuss the role of safety personnel and EMS.
12. Demonstrate reaching assists without equipment.
13. Demonstrate how to relieve a cramp.
14. Demonstrate wearing a life jacket on desk and enter shallow water.



Grade 1

Updated in 1996.

Helps

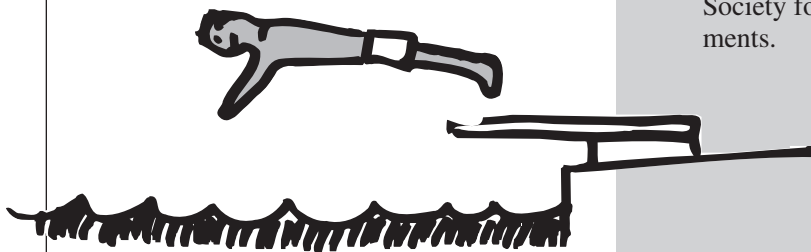
The goal is to introduce children to water and to help them get over any fear they may have.

1. Do not swim without an adult present. Do not run near water. Do not dunk another person. Do not push or shove another person. Do not play in water over your head until you can swim. Do not depend on flotation devices; learn to swim. Do not jump into water without knowing it is safe.
2. Along with the children, make a game of ducking and holding your breath. You may also want to have them practice holding their breath out of the water first.
3. Teach the children to jump safely into water after the area is clear of rocks, other swimmers, etc.
4. Play a water game in which the children will get some water splashed on them without scaring them.
5. Show the children how to hold the edge of the pool or a paddle board while developing a proper and strong kick.
6. Show them how to push off, hold their breath, and kick under water.
7. Teach children safety rules for where and when it is safe to swim: never without an adult present; not when it is stormy; never jump or dive into water without checking out the area first; only in clean pools, lakes, and rivers where it is safe to swim and where you have permission to swim, etc.
8. Text resource: the American Red Cross Water Safety Instructor's Manual or contact the Canadian Red Cross and the Life-Saving Society for equivalent requirements.

Swimmer II

Complete the Red Cross Swim Level II—Primary Skills or the following:

1. Complete and receive the Swimmer I Award.
2. Hold your breath and fully submerge your head for three seconds.
3. Submerge and retrieve objects in chest-deep water.
4. Explore deep water with support.
5. Prone float or glide unsupported for five seconds and recover to standing.
6. Supine float or glide unsupported for five seconds and recover to standing.
7. Demonstrate leveling off from a vertical position.
8. Rhythmic breathing with or without support (bob ten times).
9. Step from side into chest-deep water and recover to a vertical position.
10. Get out at side of the pool.
11. Flutter kick on front and back.
12. Demonstrate finning on back.
13. Demonstrate back crawl arm action.
14. Perform combined stroke on front, using kick and alternating arm action, for five yards.
15. Perform combined stroke on back, using kick and choice of arm action, for five yards.
16. Demonstrate turning over front to back and back to front.
17. Put on life jacket in shallow water and float for one minute with face-up position.
18. Demonstrate reaching and extension assist from deck.
19. Demonstrate assisting nonswimmer to feet.
20. Become familiar with rescue breathing.



Helps

1. Encourage the children to complete both Swimmer Awards so they will be ready to go on to Beginner's Swimming using the American Red Cross instruction or its equivalent.
2. Impress upon the children that safety is very important: no jumping into water without knowing it is safe and free from rocks and sticks, etc.; no swimming during a storm; no swimming unless an adult is present; no depending on flotation devices for safety.
3. Work with the children so they may each float without fear.
4. Have them practice holding their breath and floating face down, then come up for air and keep floating.
5. Place two stones without sharp edges in water just over their heads. Have each child dive down to pick them up.
6. Play a ball game in the water so the children will have a good time while they are learning to be less afraid of water.
7. Other than yourself or normal water safety gear, three things you could do to help a person that is drowning include: running for help, reaching a stick out for him/her to grab onto, throw a rope out to him/her.
8. Teach proper kicking and arm and hand strokes. Become enthusiastic about the Adventurers' willingness to achieve.
9. Text resource: the American Red Cross Water Safety Instructor's Manual or contact the Canadian Red Cross and the Life-Saving Society for equivalent requirements.



Grade 3

Updated in 1996.



Temperance

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

OR

Watch and discuss a film or video on the dangers of using any of the above.

4. Tell why some people choose to smoke, drink alcohol or use drugs. Tell how we can choose not to use them ourselves.
5. Plan a skit or play encouraging others to say “NO” and perform it with your group.
6. Design an antismoking, antidrug, anti-alcohol slogan and paint it on a T-shirt.

OR

Create a poster or illustration showing the dangers of drug abuse.

7. Identify two famous people or athletes who are the best in their area and tell why they do not use tobacco, drugs or alcohol.

OR

Interview two people you know who live happily and healthfully without using tobacco, drugs or alcohol, and discuss with them their reasons for being temperate.

8. Participate in a recognized fitness test:
 - a. President’s Challenge
 - b. An equivalent program



Grade 3



Requirement

Updated in 1996.

Helps

1. Encourage the Adventurer to memorize and understand the meaning of these texts.
2. There are many good drugs, like penicillin, which have saved many lives; aspirin, which relieves headaches, and drugs that help cure cancer, etc. When someone uses drugs in harmful doses or in ways not prescribed by a doctor it is called drug abuse. Discuss drugs children are familiar with and how they can be abused. Recommend a special speaker to talk to the children about drugs and the effects of drugs.
3. People and materials are available through your conference health director, local library and community health department.
4. In a social setting, encourage the Adventurer to express themselves. Have them share what they have learned. Serve popcorn and fruit juice.
5. Let the Adventurer be creative and let them develop a play illustrating the importance of saying “NO” to drugs in a polite way.
6. Have fun becoming involved with your children. A local craft or art store will have the needed supplies.
7. The local newspaper will give you names of people and stories. Invite a policeman or doctor to share his/her story about the harmful effects of tobacco, drugs and alcohol.

Use *Listen or Winner* magazines from the Review & Herald Publishing Association.

8. Use the President’s Challenge or Canadian Fitness test. Set goals and practice to improve. (See Appendix)

Trees

1. Read several Bible verses about leaves. List the kinds of leaves you find.
2. Collect 10 leaves from different trees.
 - a. Press and dry
 - b. Identify
3. Paint one leaf with chocolate.
4. Tell how trees scatter their seeds and collect or draw five different seeds.
5. Make two different leaf rubbings.
OR
Make two pieces of stationery, using a leaf design.
6. Discover the trees and leaves in your neighborhood. Learn something special about each one. Report your findings to the class.
7. Put your dried leaves in a “Leaves” Scrapbook.

Helps

1. Genesis 3:7, Genesis 8:11, Ezekiel 47:12, Revelation 22:2. Encourage the children to look up the texts (they may need help), and read and discuss them together. Children may put their lists in their leaf scrapbooks.
2. Encourage variety in shape, color, and size identifying as you collect. Place leaves between a newspaper or paper towel with cardboard top and bottom—place a weight on the top, dry flat and wait until they are dry before placing in LEAVES scrapbook. Neatly identify them.
3. Melt semisweet chocolate. Using a small brush paint a leaf (maple leaf or other leaf with deep veins works best) set on a tray covered with wax paper and refrigerate. When chilled, help to gently remove leaf and discover the leaf pattern in chocolate. Discuss God’s love of nature. The “leaves” may then be eaten.
4. At the right time of the year, help the child to see how the wind blows the seeds from a nearby tree.
5. Place a leaf under white paper and gently rub a color crayon over the paper—watching the leaf pattern appear on your paper. Experiment with different sizes and types of leaves.
Glue a pressed leaf on a corner of a sheet of paper. An envelope may have a matching leaf attached OR stamp the leaves with ink and transfer to paper and envelope.
6. Some plants need shade, others full sunlight, some much water, others may be drought resistant. Trees have different types of seeds, leaves or needles, etc.
7. Make a neat scrapbook, identify each leaf. Repeat names so they may learn the ones that are common to your area.



Grade 2

Updated in 1996.



Tin Can Fun

- 1.** What is the earliest known use of tin and how is it used today?
- 2.** Play "Mystery Can Fun" game.
- 3.** Keep a record of how many cans your family uses this next week.
- 4.** How were things preserved in Jesus' day?
- 5.** How was tin used in Bible times?
- 6.** Make a telephone or stilts with tin cans.
- 7.** Bring three cans of food to donate.



Grade 3

New in 2003

Helps

- 1.** The earliest known use of tin was around 3500 B.C. where the people of Ur (now Iraq) made bronze articles. Bronze is an alloy of tin and copper. Today, tin is used mainly in the production of "tin plate," which is steel coated on both sides with an extremely thin film of tin. Tin cans are made of "tin plate."
- 2.** Remove labels from a few cans and guess their contents.
- 3.** Share results with club.
- 4.** Things were preserved by drying them using salt. Dried fish, figs, and other fruits were common. Today most of the "tin plate" is used to coat the steel cans to give them an attractive appearance and protect the cans from rust. These cans are for packing food and other items that would quickly spoil.
- 5.** Bronze is an alloy of tin. Offerings were brought of bronze; (Exodus 25:3). 50 bronze clasps for the tabernacle were made; (Exodus 26:11). Moses made a bronze serpent, and put it on a pole (Numbers 21:9).
- 6.** To make a telephone: Poke a small hole in the bottom of two empty (and clean) cans. Put one end of a long string into each can end and tie a knot. Stretch the string tight and talk. One person will talk while the other person listens to create a "telephone." God communicates with us like the telephone. We can not see Him, but He is always ready to listen and help us. To make stilts: Poke a small hole on the two sides at the top of two cans. Tie a string to each can to create "stilts." For stilt safety, use cans no smaller than 20 oz. and always wear shoes. "And walk in love. . ." Ephesians 5:2.

Troubadour

1. Play a song on a simple instrument or mark the rhythm of a tune with a tambourine, triangle, etc.
 2. Act out a character or animal with costume or gestures so the group can recognize it.
 3. Act out, with a group, a story.
 4. Name three people of the Bible who were musical.
 5. Make up a poem about nature.
 6. Sing two traditional songs of your country.
 7. With a few friends, organize 15 minutes of entertainment for a group.
- OR**
Tell a story to a group.
8. Find, read, and explain the meaning of Psalm 66:1-2.

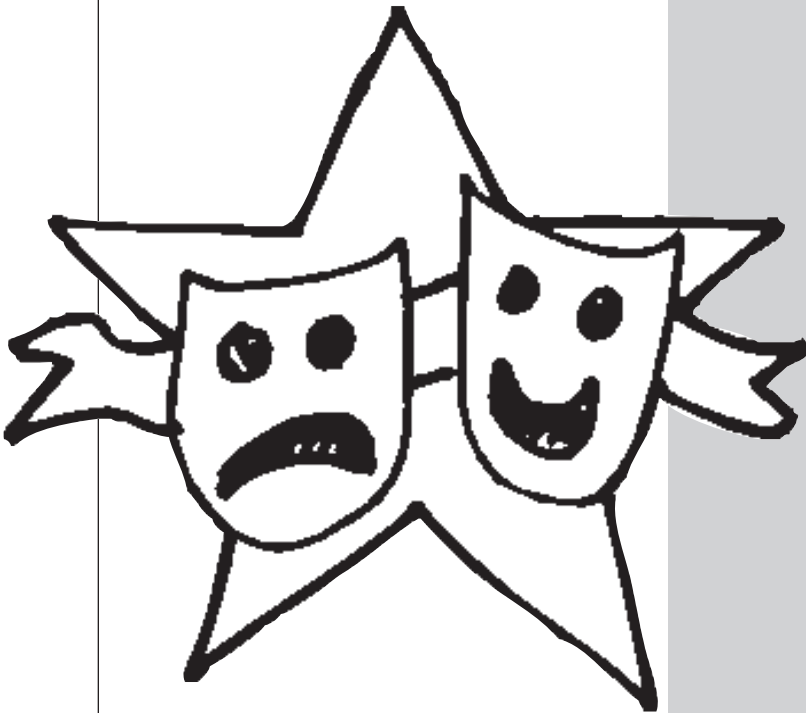
Helps

1. Use a reed pipe, flute, harmonica, recorder, piano, etc.
2. Encourage children to use their imaginations creatively.
3. Help the children to share and take turns.
4. Miriam, David, Lucifer, Jubal, etc.
5. The poem should have four to eight lines.
6. Teach the children some traditional songs. If your class includes children from many nationalities, learn songs of different countries and sing them as a group.
7. Teach children to work together and organize a program.
8. Discuss together and share how to make a joyful “noise.”



Grade 3

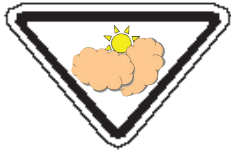
Updated in 1996.





Weather

1. Observe the actual weather for one day. Chart it and compare it to the weather report.
2. Describe the following: wind, clouds, fog, rain, sunshine, and atmosphere.
3. Identify three instruments used to predict the weather.
4. Learn how the water cycle works and why it is so important to us.
5. Describe how the temperature is measured.
6. Find and read about the day God created the air (firmament).
7. Read Mark 4:38-39 and tell what Jesus did.
8. Make a wind pinwheel.



Grade 4

Purpose:

To identify what weather is and how it affects our environment.

Curriculum Connection:

My World

Resources:

Local news stations
<http://www.weather.com>

New in 2010

Helps

1. Review with the children the weather report. Let them chart what they heard and what they saw.
2. Wind is air in motion. The uneven heating of the earth's surface by the sun produces wind. A cloud is a large collection of very tiny droplets of water or ice crystals. The droplets are so small and light that they can float in the air. Fog is a cloud close to the earth. Rain is a water droplet forming from warm air. As the warm air rises in the sky it cools. When the drops get heavy, they fall because of gravity, and you see and feel rain. Sunshine is solar energy from the sun used to heat the earth. The atmosphere is a layer of gases surrounding a planet (air).
3. THERMOMETER measures the air temperature. BAROMETER measures air pressure. WEATHER SATELLITES are used to photograph and track large-scale air movements. DOPPLER RADAR detects precipitation intensity, wind direction and speed, and provides estimates of hail size and rainfall amounts. An ANEMOMETER measures wind speed. The cups catch the wind, turning a dial attached to the instrument. The dial shows the wind speed. YOUR EYES are one of the best ways to help detect the weather.
4. This is what happens to the water in our creeks, streams, rivers, lakes and oceans. The water evaporates into the air and rise with the heat of the sun. It condenses into small droplets into what we see as clouds. When the droplets become too heavy, they fall to the ground as rain or snow. It refills the water in our creeks, streams rivers lakes and oceans. Without it we will not have enough water to survive.
5. Temperature is a degree of hotness or coldness it can be measured using a thermometer. Temperature is measured in degrees on the Fahrenheit, Celsius, and Kelvin scales.
6. Day 2; Genesis 1: 6-8.
8. Search the internet for "pinwheel" or look in craft books.

Whale

1. Pick one whale to study.
2. Is a whale a mammal or a fish?
3. What is the size of the whale when full grown?
4. Draw full size whale in a parking lot with sidewalk chalk?
5. Learn five facts about your whale, such as suggested below?
 - a. What it eats
 - b. Where it lives or migrates
 - c. How it interacts with other whales
 - d. How long it lives
 - e. How many babies it has and how are they born.
 - f. Listen to whale sounds
6. In damp sand or clay sculpt your whale.
7. Read or listen to the story of Jonah and act out the story

Only information on the blue whale are included in these helps.

<http://www.omplace.com/omsites/discover/index.html> (Whale migration routes).

www.enchantedlearning.com (pictures to color, anatomy drawings and information sheets. Wonderful source for any subject)

www.seaworld.org/infobooks (Whale information and a few children activities).

www.acsonline.org/factpack (1-2 page overview of each whale).

Helps

1. Search the library or websites for information on the whales.
2. Whales, porpoises and dolphins are the only mammals that live entirely independent of land. Like land mammals, they are warmblooded vertebrate animals that have hair and breathe air. The baby whale develops in the mother and after birth, the mother cares for it and feeds it milk.
3. When a blue whale is born its coat of blubber is 1 inch (2 1/2 cm.) thick. It gains seven pounds (3 1/4 Kg.) a day and the blubber is one foot (30 1/2 cm.) thick and the whale weighs 30 ton (27,279 Kg.) when full grown. It is the largest, living animal and may be as much as 90 feet (27 meters) long and weight 110 tons (100,000 Kg.) or more. Its flippers can be 10 feet (3 meters) long and it flukes 15 feet (4 1/2 meters) from tip to tip. The heart is the size of a Volkswagen and a human could crawl through the aorta. The tongue is as heavy as an elephant.
4. Place a few marks (dot-to-dot concept) as guides for drawing the actual outline of a whale or draw just a straight line to show the length of the whale.
5. The blue whale is called the moustache whale because it uses the baleen inside its mouth to strain the water out its mouth and to keep plankton and small fish inside. The blue whale swims at 15 miles per hour (30 Kph) and migrates throughout the year to find food. It eats up to two tons (1800 Kg.) of food a day and may live to be 60 years old. Blue whales give birth once every two years. All whales are very social. They travel in schools, and love to play with each other.



Grade 2

New in 2003

Wise Steward

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



Grade 3



Requirement

Updated in 1996.

Helps

1. Genesis 1,2; Psalms 24:1; John 1:1-3
2. A wise steward is responsible and faithful to God and others. I Corinthians 4:2, I Peter 4:10
3. The Bible says that we are to give tithes and offerings to God as a response of gratitude. He promises a special blessing for those who are faithful.
4. Enlarge your church's tithe envelope to 8 1/2 by 11 inches and help the children fill out one as they learn to give an honest tithe and offering to Jesus.
5. Help children understand the method and purpose of budgeting. See that every child has some money to put in the container(s) they decorate. (Children may give offering from spending money.)
6. Use magazine pictures or draw and color items that our Sabbath School offerings can buy (Bibles, Sabbath School papers, felts and pictures to illustrate Bible stories, Sabbath School meeting areas and much more).
7. Read *Counsels on Stewardship* by Ellen G. White, pages 174-176 and then retell the story of the widow and her two mites in language that the children will understand.
8. Wise and faithful stewards will manage their lives, time, talents, and money that God has given them.



Procedure for Submitting a New Adventurer Award

Those wishing to submit a proposal for a new NAD Adventurer Award must follow the steps listed below:

1. To submit a proposal for a new North American Division (NAD) Adventurer award, send the following materials to your conference Adventurer Director:
 - a. Name of the Award
 - b. Sample design of the Award patch
 - c. Statement as to the purpose or need for the award (what benefit should the Adventurers receive physically, mentally and/or spiritually?)
 - d. Award requirements
 - e. Answers (or description) for the requirements
 - f. For what grade is this award intended?
 - g. List of resource materials

If this award was tested in a club, complete an evaluation form and submit it with the above materials. Send copy of all materials to the two Adventurer Clubs selected by your conference's Adventurer Director. Continue to work closely with your Director to complete the award process.

2. Your conference Adventurer Director will:
 - a. Select two Adventurer clubs to evaluate the proposed award:
 - One club in your conference.
 - One club from another conference, with assistance

from that conference's Adventurer Director.

- b. Gather evaluations forms from both Adventurer Clubs and letter of recommendation from the other conference's Adventurer Director.
- c. Send copy of all materials mentioned above, including a personal letter of recommendation to the NAD Adventurer Director.

All accepted proposals for an Adventurer award become the exclusive property of the NAD Youth Ministries Department. Such proposals may be altered or changed in any way deemed appropriate by the NAD Adventurer Awards Committee.

If the award is approved, the clubs that participated will receive award patches with a special border that represents their contribution in test-piloting this award. The number of special awards each club receives is based on the number of Adventurers and adults that completed the award, as designated on the evaluation form.

The Adventurer committee meets each year in February. At that time, the final approval of awards for the next year is made. The award process should be completed and all materials sent to the NAD Adventurer Director prior to that meeting.

Evaluation Form for

.....

Name of Award _____


Originating Conference _____

1. How many Adventurers completed this Award? _____
2. How long did it take to complete this Award? _____
3. Describe the interest of the Adventurers while completing this Award: _____

4. Describe how the Award met its purpose: _____

5. What suggestions would improve this Award? _____

6. Would you recommend this Award for a NAD Adventurer Award? Yes No

7. Sketch your suggestion for the design of this Award. 

Name of Your Club or Group _____

Name of Your Conference _____

Evaluator's Name (please print) _____

500

This is a sample of the "Evaluation Form for Proposed Adventurer Awards." A reproducible copy can be found in the "Awards" section of the Appendix.

A D V E N T U R E R M A N U A L
• • • • •



Adventurer Classroom Resources



Introduction to the Classroom Resources

The Adventurer curriculum is the foundation of the Adventurer program. Fun and practical activities Adventurers will enjoy are used to achieve the goals of the program. Children commit their hearts and lives to Jesus Christ and acquire habits, skills and knowledge to live for Jesus today.

The Adventurer curriculum is divided into four levels:

Busy Bee	- First Grade
Sunbeam	- Second Grade
Builders	- Third Grade
Helping Hand	- Fourth Grade

The Classroom Resource section is designed just for classroom teachers. It highlights specific resources from your current school curriculum which will meet the needed requirements. Teachers who piloted the material are thrilled with the results!

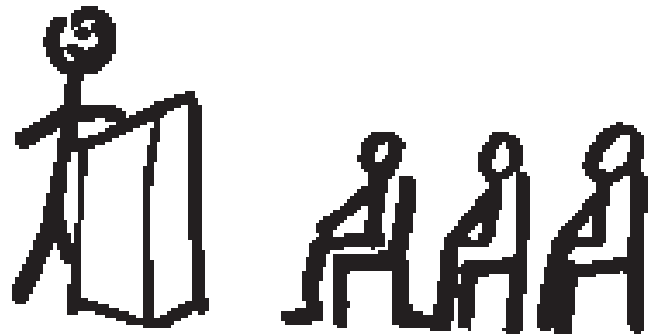
In this section the Adventurer class requirements are on the left-hand side, and the school curriculum which may be used to fulfill these requirements is on the right-hand side.

Since Bible is taught on a four-year cycle, we have used all four books for resources at different times. If you are not using the specific book which is recommended, an alternate activity is often suggested which can be used with the current cycle, or you may wish to choose from a variety of activities found in the Adventurer Manual.

If you are using "Habits and Habitats," for example, and we have suggested an activity from "Rockets and Raisins," again you may choose to use the activity from Rockets and Raisins, or you may want to wait until the next year and choose instead from the variety of activities found in the Adventurer Manual. The manual is a tremendous aid, filled with an assortment of activities.

In summarizing, we have used all of the books in the curriculum as resources, which makes it much easier for teachers to integrate the material with school work. Another idea is to use the class work for nine weeks of worship. The children enjoy the variety and change of pace. Regardless of how you decide to use the material, it is now right there at your fingertips. We encourage you to work with us in helping the students get to know Christ as their personal Savior.

May you find this as another useful tool in guiding your boys and girls to know Jesus as their Friend and begin building a real relationship with Him.





Busy Bee Requirements & Curriculum

(Cycle I)

Basic Requirements

I. Responsibility

Recite and accept the Adventurer Pledge.

II. Reinforcement

Earn the Busy Bee Reading Award.

1. Genesis 1:1-2:3 or Revelation 21:1-22:5 from a simple, modern translation of the Bible
2. A Bible story book or a 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

Basic Resource

I. Responsibility

Discuss and learn the Pledge during worship periods.

II. Reinforcement

Read Genesis 1:1-2:3 or Revelation 21:2-22:5 for worships or in the Bible class. Make a book list for the other four required books.

Read the first four books are read for the “Book-It” or similar reading program.

Important: Begin reading the first of the school year. Books can be read by the teacher during story time.

My God

I. His Plan To Save Me

A. Create a story chart or booklet showing the order in which these events took place:

- Creation
- Sin and sadness begin
- Jesus cares for me today
- Jesus comes again
- Heaven

OR the Bible stories you are studying in your classroom or Sabbath School.

B. Use your story chart or booklet to show someone how much Jesus cares for you.

II. His Message to Me

A. Earn the Bible I Adventurer Award.

My God Resource

I. His Plan To Save Me

A. Year I-Unit I, Creation mobile, lesson 9. Unit II, lesson 5, “Salvation Jesus.”

Year IV-Unit II, lesson 2, “Jesus Chain of Events.” Unit IV, lesson 7, “Sabbath Booklet.”

Atlantic Union 1992 pictures or other picture stories pertaining to the topics required.

B. Reinforcement of many of our Bible stories on how Jesus cares for us.

II. His Message to Me

A. Learn the books of the Bible through song.

During worship time act out stories and learn memory verses.

School Curriculum



III. His Power in My Life

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

- B. Ask three people what they pray about.

III. His Power in My Life

- A. Use one week of worship as a time for reading a worship book. *The Bible Story* or the Bible. Have the children pray their own silent prayer at the end. Discuss ways for them to continue this practice at home.

- B. Have student do the interviews and take turns sharing their findings during the worship period.

My Self

I. I Am Special

Make a booklet showing different people who care for you.

II. I Can Make Wise Choices

Name at least four different feelings. Play the “Feelings” game.

III. I Can Care for My Body

Earn the Health Specialist Adventurer Award.

My Self Resource

I. I Am Special

Habits & Habitats Series B, Unit II, p. 57-71, “Best Wish of All.” Use Health Workers activity sheets.

II. I Can Make Wise Choices

The subject on feelings is covered in the Social Studies book *In Families and Their Needs*, Unit 1.

III. I Can Care for My Body

The Health Specialist award can be earned when using the *Science and Health Series A*, Unit 5, picture A-18 and p. 14-16, “*Living Things Grow*”

My Family

I. I Have a Family

Paint or draw a picture showing something you like about each member of your family.

II. 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.

III. My Family Helps Me Care for Myself

Complete one of the requirements of the Safety Specialist Adventurer Award.

My Family Resource

I. I Have a Family

Rockets and Raisins Series A, Unit 5, p. 198-206, “Under the Family Tree.”

II. Families Care for Each Other

Families and Their Needs, Social Studies book, Unit I, covers about families and individuals caring for each other.

III. My Family Helps Me Care for Myself

New NAD unit on Sexual Abuse.
 Fire Prevention week
 Poison Control. *Habits and Habitats*, Unit II, p. 58-71, “The Best Wish.”

My World

I. The World of Friends

Tell how you can be a good friend. Use:

- Puppets
- Role-playing
- Your choice

II. The World of Other People

- A. Discuss the work people do for your church.
- B. Learn about one job by helping the person do it.

III. The World of Nature

Earn a Friend of Animals Adventurer Award.

My World Resource

I. The World of Friends

Worship ideas. (Using puppets, etc.)
Habits and Habitats Series B, Unit V, p. 188-205,
“Tools for Making Decisions.”

II. The World of Other People

Career awareness. Invite parents, pastor, etc. to tell about their careers.

Habits and Habitats Series B, Unit II, p. 80-87,
“Best Wish of All,” part 3.

III. The World of Nature

Friend of Animals award can be earned when teaching “Care of Animals” in the first-grade curriculum.

SCHOOL CURRICULUM

Notes:

Regular Bible curriculum is on a four-year cycle. If the requirements aren't the same as the Bible cycle, use the stories in the same cycle.

Regular curriculum is on a two-year cycle and will alternate every other year except for Bible.



Sunbeam Requirements & Curriculum

Basic Requirements

I. Responsibility

Recite and accept the Adventurer Law.

II. Reinforcement

Earn the Sunbeam Reading Award.

1. Two chapters from the book of Mark from a simple, modern translation of the Bible
2. A Bible story book or a 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

Basic Resource

I. Responsibility

Learn and discuss one section of the Adventurer Law each day for worship. Repeat the one learned from the previous day and add a new one.

II. Reinforcement

Read two chapters from Mark during worship. Make a book list for the other four required books for the certificate.

Read the first four books are read for the “Book-It” or similar reading program.

Important: Begin the above reading program by the first of the school year. Books can be read by teacher during story time.

My God

I. His Plan to Save Me

- A.** Create a story chart or booklet showing Jesus’:
- Birth
 - Life
 - Death
 - Resurrection

OR the Bible stories you are studying in your classroom or Sabbath School.

- B.** Use your chart or booklet to show someone the joy of being saved by Jesus.

II. His Message to Me

- A.** Memorize and explain two Bible verses about being saved by Jesus.
- Matthew 22:37-39
 - 1 John 1:9
 - Isaiah 1:18
 - Romans 6:23
 - Your choice

- B.** Name the two major parts of the Bible and the four gospels.

My God Resource

I. His Plan to Save Me

- A.** Cycle VI of Bible covers “Life of Christ.”
OR

Use the Bible stories you are now using to do the chart.

- B.** This activity can be used in Bible class, worship, art class or even as part of a program for Sabbath School or Home and School.

II. His Message to Me

Can use the memory verses you are currently doing in your Bible program or *Reason for Writing* lessons.

Make and take cards to shut-ins at Christmas, birthdays, etc.

Reason for Writing sheets can be given to the pastor to give to those he visits.

School Curriculum

III. His Power In My Life

- A.** Spend a regular quiet time with Jesus to talk with Him and learn about Him.
- B.** Ask three people why they study the Bible.

III. His Power In My Life

Use one week of worship as a time for reading a worship book, *The Bible Story* or the Bible. Have the children pray their own silent prayer at the end. Discuss ways for them to continue this practice at home.

During the following week for worship have the students do the interviews and take turns sharing their findings.

My Self

I. I Am Special

Make a tracing of yourself. Decorate it with pictures and words which tell good things about x

II. I Can Make Wise Choices

Play the “What-if?” game

III. I Can Care for My Body

Earn the Fitness Fun Adventurer Award.

My Self Resource

I. I Am Special

Rockets and Raisins, Unit I, p. 3-48, “A Full Team.”

Bible - “Adam,” Unit I, lesson 13, do a life-size silhouette of Adam and tell of the wonderful ways he was created and how the body works.

II. I Can Make Wise Choices

The subject of choices is covered in the Science book, *Habits and Habitats*, Unit 5.

Small Schools may use the book *It’s Up To You*.

III. I Can Care for My Body

The Fitness Fun award can be worked into Health or Science classes.

My Family

I. I Have a Family

Ask each member of your family to tell some of their favorite memories.

II. Families Care for Each Other

Show how Jesus can help you deal with disagreements. Use:

- Puppets
- Role-playing
- Your choice

III. My Family Helps Me Care for Myself

Complete one requirement of the Road Safety Adventurer Award.

My Family Resource

I. I Have a Family

Rockets and Raisins, Unit V, p. 197-233, “Under the Family Tree.”

Habits and Habitats, Unit III, heirloom stories passed down.

II. Families Care for Each Other

Science and Health Series A, Unit, Picture 13 or Science book, *Rockets and Raisins*, under the Family Tree, p. 217 talks about handling disagreements.

III. My Family Helps Me Care for Myself

Have police talk to the class.

Learn about road signs, safety rules, seatbelts and

My World

I. The World of Friends

Complete requirements #1 and #6 of the Courtesy Adventurer Award.

II. The World of Other People

- A. Explore your neighborhood. List things that are good and things you could help make better.
- B. From your list, choose ways and spend time making your neighborhood better.

III. The World of Nature

Earn a Friend of Nature Adventurer Award.

My World Resource

I. The World of Friends

Telephone courtesy and introductions are covered in the English Unit.

II. The World of Other People

Community Service Day: look for a project that could be done by students, such as planting flowers, cleaning up trash, etc. Encourage parents to help.

Spend time doing projects on which they can see results soon after the project is completed.

III. The World of Nature

To earn the Friend of Nature award take a field trip to a zoo, farm museum, or pet store.

Go on nature walks after lunch to look for required items.

SCHOOL CURRICULUM

Notes:

Regular Bible curriculum is on a four-year cycle. If the requirements aren't the same as the Bible cycle, use the stories in the same cycle.

Regular curriculum is on a two-year cycle and will alternate every other year except for Bible.



Builder Requirements & Curriculum (Cycle 3)

Basic Requirements

I. Responsibility

- A. Recite the Adventurer Pledge and Law.
- B. Explain the Pledge.

II. Reinforcement

Earn the Builder Reading Award.

- 1. Three chapters from the book of Acts from a simple, modern translation of the Bible
- 2. A Bible story book or a 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

Basic Resource

I. Responsibility

Learn and discuss one section of the Adventurer Law each day for worship. Repeat the one learned from the previous day and add a new one.

Use the suggestions in the index for a suitable story from *Uncle Arthur's Stories*, C-IV-51 to illustrate.

II. Reinforcement

Read a chapter a day from Acts for worship. Make a book list for the other four required books for the certificate.

Read the first four books are read for the "Book-It" or similar reading program.

Important: Begin the above reading program by the first of the school year. Some books can be read by the teacher during story time.

My God

I. His Plan to Save Me

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

OR the Bible stories you are studying in your classroom or Sabbath School.

- B. Use your story chart or booklet to show someone how to give one's life to Jesus.

My God Resource

I. His Plan to Save Me

- A. *God's Messenger*, Book III, Unit 1, Lesson 10, (student activity sheet) p. 25, "God Helps the Widow" has material for making a picture viewer.

God's Messenger, Book III, Unit 4, Lesson 13, pp. 221-223, "Storm that Taught a Lesson."

- B. *God's Messenger*, Book III, Unit 4, Lesson 4, pp. 193-195, has a newspaper worksheet about the life of Jesus.

SCHOOL CURRICULUM

II. His Message to Me

- A.** Find, memorize, and explain three Bible verses about giving your life to Jesus:
- Acts 16:31
 - 2 Corinthians 5:17
 - John 1:12
 - Psalm 51:10
 - Galatians 3:26
 - Your choice
- B.** Name the books of the New Testament.

III. His Power in My Life

- A.** Spend a regular quiet time with Jesus to talk with Him and learn about Him.
- B.** Ask three people why they are glad to belong to Jesus.

II. His Message to Me

May substitute the Bible verses with the ones in your Bible textbook.

III. His Power in My Life

- A.** Use one week of worship as a time for reading a worship book, *The Bible Story* or the Bible. Have them pray their own silent prayer at the end. Discuss ways for them to continue this practice at home.
- B.** Have students do the interviews and take turns sharing their findings during worship period.

My Self**I. I Am Special**

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

II. I Can Make Wise Choices

Earn the Media Critic Adventurer Award

III. I Can Care for Body

Earn the Temperance Adventurer Award.

My Self Resource**I. I Am Special**

This activity makes an excellent bulletin board. Use **National Geographic** or other magazines to make a collage covering a small board. Put up a border and letters saying “Serving God and Others.” *God’s Messenger*, Unit 1, Lesson 2, pp. 31, 32 has a sharing book project.

II. I Can Make Wise Choices

Important: At the beginning of the school year start working on the Media Critic award during your Bible period. It will take some planning, but it is worth it.

III. I Can Care for My Body

Rocket and Raisins, Unit I, “A Full Team,” pp. 3-48, is all about health. Although this subject isn’t specifically mentioned, it could be used very well. A story and tape entitled “Hoody the Owl” is excellent for this award. “Hoody the Owl” is obtained from the ABC.

My Family**I. I Have a Family**

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

My Family Resource**I. I Have a Family**

- A.** *Rocket and Raisins*, Unit 5, pp. 197-233, “Under the Family Tree,” completely covers the family.



- B.** Find a story in the Bible about a family that changed.

II. Families Care for Each Other

Play the “I Care” game by having each family member plan a special way to show appreciation to each of the other members of the family.

III. My Family Helps Me Care for Myself

Complete one requirement of the Wise Steward Adventurer Award.

- B.** From magazine pictures make a bulletin board telling about their family.

II. Families Care for Each Other

Rocket and Raisins, Unit 5, covers this topic very well.

III. My Family Helps Me Care for Myself

Choose one requirement. The Wise Steward award is an excellent one to do during worship time. It will take a week to complete it.

My World

I. The World of Friends

- A.** Make friends with a person of another culture or generation, or someone who is handicapped.
- B.** Invite that person to a family or church event.

II. The World of Other People

- A.** Know and explain your national anthem and flag.
- B.** Name your country’s capital and the leader of your country.

III. The World of Nature

Earn an Adventurer Award for nature not previously earned.

My World Resource

I. The World Of Friends

- A.** This person could be chosen from your church family and community.
- B.** Invite him to come and do a worship for you. Define the length and topics beforehand.

II. The World Of Other People

- A.** See page 225 of “*Our Country’s Communities*” for the national anthem and history of the flag.
- B.** “*Our Country’s Communities*,” pp. 223-229 is about our nation’s capital.

III. The World Of Nature

Feathered Friends, one of the Adventurer nature awards goes with Unit 4, pp. 168-177, in this cycle’s science book.

School Curriculum

Notes:

Alternate Year: Cycle I

Choose the memory verses from this year’s memory work.

How It All Began, Unit I, Lesson 3, pp. 39-41, has sheets for learning the books of the Bible.

How It All Began, Unit II, Lesson 12, pp. 125-126, a news story about the flood.

How It All Began, Unit IV, Lesson 8, pp. 221-225, filmstrip on “Story of Joseph.”

How It All Began, Unit IV, Lesson 13, pp. 240-242, a skit about Joseph and his brothers.

Regular Bible curriculum is on a four-year cycle. If the requirements aren’t the same as the Bible cycle, use the stories in the same cycle.

Regular curriculum is on a two year cycle and will alternate every other year except for Bible.



Helping Hand Requirements & Curriculum

(Cycle I)

Basic Requirements

I. Responsibility

- A. Recite the Adventurer Pledge and Law.
- B. Explain the Law.

II. Reinforcement

Earn the Helping Hand Reading Award.

1. 1 Samuel 1-3 from a simple, modern translation of the Bible
2. A Bible story book or a 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

My God

I. His Plan to Save Me

- A. Create a story chart or booklet showing the order in which these stories took place:
 - Noah
 - Abraham
 - Moses
 - David
 - Daniel

OR the Bible stories you are studying in your classroom or Sabbath School.

- B. Use your story chart or booklet to show someone how to live for God.

II. His Message to Me

Earn the Bible II Adventurer Award

Basic Resource

I. Responsibility

Learn and discuss one section of the Adventurer Law each day for worship. Repeat the one learned from the previous day and add a new one.

Use the suggestions in the index for a suitable story from *Uncle Arthur's Stories*, C-V-63.

II. Reinforcement

Read I Samuel, chapters 1-3 during worship. (Read one chapter a day.) Make a book list for the other four required books.

See that the required books are the first ones read for the "Book-It" or similar reading program.

My God Resource

I. His Plan to Save Me

- A. *When God Chose a People*, Unit IV, is all about David. Do story chart at this time. Index has instructions for assembling story chart.

- B. *When God Chose a People*, Unit IV, Lesson 9, pp. 246-249 is about David and has instructions on making a diorama.

II. His Message to Me

- A. You may substitute the Bible verses learned in Bible class for the verses required in the Bible II Award.
- B. *When God Chose a People*, p. 276, has a song for learning the books of the Bible. A requirement.

SCHOOL CURRICULUM

III. His Power in My Life

- A.** Spend a regular quiet time with Jesus to talk with Him and learn about Him.

- B.** With an adult choose one thing in your life which Jesus has promised to help you improve. With His help, pray, plan, and work together to reach your goal.

My Self

I. I Am Special

- A.** List some special abilities God has given you.
- B.** Share your talent using one of the following:
 - Talent show
 - Show and Tell
 - Earn an Adventurer Award.

II. I Can Make Wise Choices

- A.** Learn the steps of good decision-making.
- B.** Use them to solve two real-life problems.

III. I Can Care for My Body

Earn the Hygiene Adventurer Award.

My Family

I. I Have a Family

Make a family flag or banner,
OR collect stories or photographs about your family history.

II. Families Care for Each Other

Help plan a special family worship, family night or family outing.

III. His Power in My Life

- A.** Use as a quiet time activity with a devotional book. Allow 5 minutes to meditate and then have them pray their own silent prayer at the end. Discuss ways for them to continue this practice at home.
- B.** Use the goal setting sheet from the index (See A, C-V-39) privately with the student. Remind him to think and pray about this during worship time.

My Self Resource

I. I Am Special

Reader IV would be good for a child who likes to read.

Choose an Adventurer Award that goes with an activity going on in your classroom.

II. I Can Make Wise Choices

Use worksheet from the index C-V-47.

Habits and Habitat, Unit 5, "It's Up to You," pp. 187-233, covers the topic of solving problems and making wise choices.

III. I Can Care for My Body

Habits and Habitat, Unit 2, p. 57-98, excellent for earning the Hygiene Award.

Get started early practicing for Presidential Physical Fitness Award (A Hygiene Award requirement). Children need to build up skills throughout the year for the test at the end of the year.

My Family Resource

I. I Have a Family

Use as a writing activity for language class and put together to make a bulletin board.

II. Families Care for Each Other

Use *Let's Make a Memory* by Gloria Gaither and Shirley Dobson, an excellent resource book. This is a requirement.

SCHOOL CURRICULUM



III. My Family Helps Me Care for Myself

Earn an Adventurer Award, not previously earned, in one of the following areas:

- Finance
- Safety
- Indoor skills
- Outdoor skills

III. My Family Helps Me Care for Myself

Habits and Habitat, Unit 2, “Best Wishes to You,” pp. 57-98, gives the resource for the Adventurer Safety award.

Habits and Habitat, Unit 1, “Green Thumb,” pp. 1-56, excellent for earning the Gardening award.

My World

I. The World Of Friends

Earn the Caring Friend Adventurer Award.

II. The World Of Other People

Choose a world culture to study. Find a way to share Jesus’ love with some of the people of that culture.

III. The World Of Nature

Earn the Environmentalist Adventurer Award.

My World Resource

I. The World Of Friends

Start at the beginning of the year with the Caring Friend award.

II. The World Of Other People

Use *Geography of States and Regions* to choose a culture of study, China or Russia, for example. Plan a project to go along with the unit. Decide on the project early in the year so you will have plenty of time to work on it.

III. The World Of Nature

Habits and Habitat, Unit 3, “Treasure Chest,” pp. 99-150, will cover the requirements for the Environmentalist Award.

Earn and celebrate this award in April as part of Earth Day.

SCHOOL CURRICULUM

Notes:

Alternate Year: Cycle 1

Use memory verses from this year’s memory work.

Walking in His Steps, Unit 1, Lesson 3, pp. 35-37 - Choral reading about Jesus.

Walking in His Steps, Unit 1, Lesson 4, pp. 38-40 - Skit about Zacchaeus.

Walking in His Steps, Unit 1, Lesson 5, pp. 41-44 - Suggests a diorama.

Walking in His Steps, Unit 2, Lesson 1, pp. 70-72 - Strip viewer pictures about Jesus.

Walking in His Steps, Unit 2, Lesson 11, pp. 105-107 - Chain of events on last days of Jesus.

Walking in His Steps, Unit 3, Lesson 10, pp. 149-152 - Skit about Peter.

Regular Bible curriculum is on a four-year cycle. If the requirements aren’t the same as the Bible cycle, use the stories in the same cycle.

Regular curriculum is on a two-year cycle and will alternate every other year except for Bible.

Monthly Planning Calendar

Adventurer Classroom Curriculum

Month	Busy Bee	Sunbeam	Builder	Helping Hand
September	All Classes -Memorize and explain Pledge and Law			
September	Read Gen. 1:1-2:3 or Rev. 21:1-22:5. My God Do #1-A.	Read two chapters from Mark My God Do #1-A.	Read three chapters from Acts. My God Do #1-A.	Read first three chapters of I Samuel My God Do #1-A.
October	My Self Do #1. Read a book on Creation. My God Do #1-B.	My Self Do #1. Read a book on Jesus. My God Do #1-B.	My Self Do #1. Read a book on Church History. My God Do #1-B. My Family Do #1 A, B.	My Self Do #1- A,B. Read a book on an OT character. My God Do #1-B. My Family Do #1 A,B.
November	My Self Do #2. Read a book on feelings. Award - Bible I , #3, 5. Do - memorize 2 verses; know first and last book of Bible.	Read book on Care for my Body. Award - Courtsey My God Do #2-A.	Read a book on How the Body works. Award - Media Critic My God Do #2 A,B. My Family Do #2.	Read a book on growing up. Award - Bible II
December	Award - Health Specialist Award - Complete Bible I . Make a gift for shut-in.	Read a book on Nature. My God - Do #2-A. My Family - Do #1.	Read a History book. Award - Nature (your choice)	Award - Hygiene
January	Read a book about Safety. My God - Do 3- A,B.	Read a book on Nature. Award - Fitness Fun . My Family - Do #2, 3.	Read a book about your Country. Award - Temperance My World - Do #1- A,B.	Read a book on Missions. My God - Do #3 A,B. My Self - Do #1 A,B. My World - Do #1 A,B.
February	My Family - Do #1 & 3. Read a book about Friends.	My God - Do #3 A,B. Award - Road Safety.	My God - Do #3 A,B. Award - Nature (your	Plan a special family worship. My World - Do #2,3. Award - Environment
March	My Family - Do #2- A,B. My World - Do #1.	My World - Do #2- A,B.	My World - Do #2 A,B. Award - Wise Steward	My Family - Do #3
April	My World - Do #2- A,B. Award - Friend of Animals	Award - Friend of Nature	My World - Do #3.	Award - Do an award not previously earned.



Weekly Planning Calendar

Adventurer Classroom Curriculum

September	Busy Bee	Sunbeam	Builder	Helping Hand
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<p>1st Week</p> <ul style="list-style-type: none"> • Introduce Activity Books to all classes. • Page numbers refer to Activity books throughout the Planner. 	<ul style="list-style-type: none"> • Color cover page. • Fill in page 1. 	<ul style="list-style-type: none"> • Color cover page. • Fill in page 1. • Award - <i>Friend of Nature</i> • Do #3, page 35. Look at four different kinds of leaves using magnifying glass. 	<ul style="list-style-type: none"> • Color cover page. • Fill in page 1. 	<ul style="list-style-type: none"> • Color cover page. • Fill in page 1.
<p>2nd Week</p> <ul style="list-style-type: none"> • (All classes learn Pledge and Law) 	<ul style="list-style-type: none"> • Learn Pledge, p. 4. 	<ul style="list-style-type: none"> • Learn Pledge and Law, p. 4. • Adventurer Law booklet, p. 5-6. 	<ul style="list-style-type: none"> • Learn Pledge and Law, p. 4. • Award - <i>Trees</i> Do req. #6. 	<ul style="list-style-type: none"> • Learn Pledge and Law, p. 4. • Adventurer Law project, p. 5-6.
<p>3rd Week</p> <ul style="list-style-type: none"> • (Items needed for Helping Hand to make family banner for the 4th week) 	<ul style="list-style-type: none"> • Learn Pledge and Law, p. 4. • Award - <i>Bible I</i>, p. 15, #1-3, color pictures. 	<ul style="list-style-type: none"> • Learn Pledge and Law, p. 4. • My God - #2-A. Activity book, p.#15 (A & B). Look up texts, match, choose one to memorize for next week. 	<ul style="list-style-type: none"> • Repeat Pledge and Law. • My Family - #1-A. Activity book p. 25. (See p. 26 for help.) • My Family - #1-B. Story in Bible that tells of family change. 	<ul style="list-style-type: none"> • Repeat Pledge and Law. • Award - <i>Bible II</i> - Do #3, p. 17. Choose two charades to work up and present today.
<p>4th Week</p> <ul style="list-style-type: none"> • (Home Safety video needed for week #5) 	<ul style="list-style-type: none"> • Recite from memory the Pledge and Law. • Reading Requirements - Color p. 9; Read or listen to Genesis 1:1-2:3, p. 5. 	<ul style="list-style-type: none"> • Recite from memory the Pledge and Law. • Recite from memory one Bible verse from from 3rd. week. p. 15, #3. • Award - <i>Courtesy</i>, p. 31, #1. Color p. 31. 	<ul style="list-style-type: none"> • Repeat from memory Pledge and Law. • Families Care for Each Other - p. 27. (Builders think of ideas and make things to use in the “I Care” game. Take and do at home.) 	<ul style="list-style-type: none"> • Repeat from memory Pledge and Law. • Make a family flag or banner, p. 29.

October Busy Bee Sunbeam Builder Helping Hand

5th Week

- (Invite a Safety officer to speak on the 8th week)

- **Award - Safety Specialist**
#1, watch a video on Home Safety.
- Color picture, p. 29 (**Homework** - p. 29, #2 and Home fire safety plan.)

- **Award - Safety Specialist**
Watch safety video
- **Award - Road Safety**
- Do #s 2,3,4, p. 30.
- copies of road safety signs needed for next week.

- **Award - Safety Specialist**
Watch safety video
- Color picture of Ellen White, p. 11.
- **Award - Trees**
Do requirement #2 and # 4.

- **Award - Safety Specialist**
Watch safety video
- Color picture of the ark, p. 11.
- **Award - Bible II**
Do requirement #3 (pick two stories.)

6th Week

- (All classes learn Pledge and Law.)

- **Award - Safety Specialist**
During school year #3 & #4 on p. 30 are covered.
- Do safety poster, #6, p. 30.
- Do #5, p. 30.

- **Award - Safety Specialist**
Do #1 & #6, p. 29-30. Road Signs Play game "Simon Says" relating to road signs.

- **Reading Requirements**
- Begin reading a book on "Health & Safety."
- **Award - Temperance.** Do #1 & #2, p. 21.

- **Award - Safety Specialist**
Work with Sunbeams on road signs.
- **Reading Requirement** Read

7th Week

- (Items needed for Helping Hand to make family banner for the 4th week)

- **Award - Safety Specialist**
Discuss findings of being a Safety Detective.
- Do #7, p. 30.
- Color p. 30.

- **Reading Requirement -**
Read a Health & Safety book, p. 7.

- **His Plan to Save Me,** Color picture of Martin Luther, p. 10.
- Ask Busy Bees safety questions.

- **Reading Requirement**
Read a Health & Safety book, p. 7.
- Color page 12.

8th Week

- (If possible invite treasurer or pastor to work with Builders on *Wise Steward* Award for week 9)

- **Award - Safety Specialist**
Have Safety officer, patrolman, fireman, etc., talk to the Adventurers or take them to a fire station.

- **Award - Road Safety,** do #5, p. 30.

- Safety officer

- Safety officer



November **Busy Bee** **Sunbeam** **Builder** **Helping Hand**

9th Week

- **My God** - Color p. 10.
- **Award - Bible I** Do #4, p. 16. Tell or act out about creation, sin and sadness.
- **Families Care for Each Other** - Do p. 27. After making poster discuss. For suggestions refer to p. 28.
- **Homework** - Do p. 25. Talk with family members about their favorite memories.
- **Award - Wise Steward** Do #1, 2, 3, 4, on p. 29. If possible have treasurer to pastor assist.
- **My Family** - Do p. 30.
- Do p. 31. Plan a family worship or an outing with the family or at school.

10th Week

- **Award - Bible I** Do #4, p. 16. Tell or act out Jesus cares for me today.
- Do p. 11.
- **My Family** - Do p. 26. Draw a picture of your family car or favorite flower.
- **Award - Courtesy** Do #2 & #5 on p. 30.
- **Award - Wise Steward** Do #6 & #7, on p. 29.
- **Award - Trees** Do #7.
- **My Family** - Do p. 31. Fill out chart.
- Choose an Award on p. 33 to work on at home.
- **Reading Requirement** Read I Samuel 1:2.

11th Week

- **Award - Bible I** Do #5, p. 16. Choose memory verse to repeat on the 12th week.
- Tell story about Jesus Coming Again.
- Color p. 12.
- **My Self** - Play the game "What If?" directions on p. 22. and use it with p. 21.
- Draw a picture of your favorite toy, p. 18.
- **Award - Wise Steward** Do #5, p. 29.
- Draw a picture of what work you would like to do when you grow up, p. 30.
- **Award - Bible II** Do #2, p. 17. Begin learning OT books - recite on week 13.
- Do #3, 4, p. 17.

12th Week

- **Award - Bible II** Repeat memory verse which was chosen last week.
- Color picture of Heaven, p. 13.
- Do #4, p. 16.
- **I am Special** - Do p. 19. Make a tracing of yourself. (See p. 20 for suggestions.)
- **Award - Temperance** Do #5, #6 on p. 21. Make poster during conference Temperance week.
- **Award - Bible II** Continue learning books of OT.
- Do #3, p. 17. Choose one for charade and act out.

December **Busy Bee** **Sunbeam** **Builder** **Helping Hand**

13th Week

- **My God** - Draw a picture of something we want to see in heaven, p. 14
- **Award - Bible I** Do #5, p. 16. Choose one memory verse.
- **Reading Requirement** - Read one chapter from Mark to students, p. 7.
- Color p. 12.
- **His Message to Me** - Choose one memory verse for next week, p. 15.
- **His Message to Me** - Do #3, p. 13. Begin memorizing NT books. (Due on week 15th)
- Do p. 14, "NT Word Find."
- **Award - Bible II** Do #2, p. 17. Recite OT books.
- Do #3, p. 17. Choose one for charade and act out.

14th Week

- **Award - Bible I** Do #5, p. 16. Recite memory verse chosen last week.
- Color p. 15-16.
- **His Message to Me** - Recite memory verse chosen last week, p. 15.
- **Award - Courtesy** Do #3, p. 31. Talk about good table manners and practice at lunch.
- **His Message to Me** - Continue learning NT books.
- Color p. 9
- **Award - Nature** (your choice)
- **Award - Temperance** Do #7, p. 21. Identify two famous people or athletes and tell why they don't use drugs, etc.
- **Award - Hygiene** Do #1, p. 27. Find and discuss texts.
- Color p. 13.

15th Week

- (Invite a nurse to come and talk about hygiene on week 17)
- **I am Special** - Make booklet of community helpers, p. 19-20.
- **Award - Courtesy** Do #4, on p. 31. Telephone manners.
- Color p. 11.
- **His Message to Me** - Recite NT books, #3, on p. 13.
- **I am Special** - Do p. 19. Make a scrapbook or etc., showing things you can do to serve God.
- **I am Special** - Do A, B on p. 23. Choose a way to share talent next week.
- **Reading Requirement** I Samuel 3.

16th Week

- **I am Special** - Play the "Feelings Game" on p. 21-22. (Directions on p. 22.)
- **Award - Courtesy** Do #6, p. 32. Fill in dialog and color.
- **His Plan to Save Me** - Color Martin Luther, p. 10.
- **Award - Media Critic** Do #1, p. 23.
- **Homework** - Do #3, p. 23. Make a copy of p. 24 to send home. (Due on week 18.)
- **I am Special** Do B. Draw a picture of what you did, p. 23.
- Color p. 14.



January **Busy Bee** **Sunbeam** **Builder** **Helping Hand**

17th Week

- (Find several adults to work with Helping Hands on week 19.)

- **Award - Health Specialist**
Do #1, 2, 3, 4, 5 on p. 23.

- **Award - Fitness Fun**
Do #1, p. 23.
List four things that contribute to physical fitness.

- **Award - Temperance**
Do #3, p. 21. Have either a nurse or doctor speak to the Adventurers.

- **Award - Hygiene**
Speaker should cover, #2, 3, 4, 5, 6, 7 on p. 27.
- **Award - Bible II**
Do #3, p. 17.
(another charade)

18th Week

- **His Power in My Life -**
Introduce personal devotions, p. 17.
- **Homework -** xerox and send home.
Color p. 18.
- **Homework -** Ask three people what they pray about, p. 18.

- **His Power in My Life -**
- **Homework -** p. 16, copy so student can take home and due back on week 22nd.
- **Homework -** p. 17.

- **Award - Media Critic**
Turn in Media Critic log.
- **His Power in My Life**
Xerox and take home, p. 15.
- **Award - Temperance**
Do #4, p. 21.

- **His Power in My Life**
Introduce personal devotions, p. 19.
- **Homework -** p. 19, copy and take home to complete within two months.
- **World of Other People**
Do p. 37.

19th Week

- **Award - Bible I**
Do #5, p. 16.
Choose another memory verse to memorize.
- **I Have a Family -**
Draw and color, p. 25. See p. 26 for suggestions.

- **Award - Fitness Fun**
Can do #2-6, p. 23. in PE class with the other students.
- Color p. 23.

- **His Message to Me -** Do #2, p. 13.
Choose a verse.
- **Homework -** #4 & #5 on p. 13.
- **I am Special -**
Do p. 20.

- **His Power in My Life -** Do p. 21 and work with adults for the next three weeks.
- Color p. 21.

20th Week

- (Collect materials for Busy Bees to make puppets.)

- **Award - Bible I**
Repeat the memory verse chosen last week.
- **Families Care for Each Other**
Do p. 27.

- **The World of Other People -**
Introduce p. 33.
- **Homework -** Color p. 33.

- **His Message to Me -** Do #2, p. 13.
Choose another verse.
- **Award - Nature**
(Your choice)

- **Award Media Critic**
Do #6, p. 23.
- Continue with p. 21.
- Do p. 16.

February Busy Bee Sunbeam Builder Helping Hand

21st Week

- | | | | |
|--|---|---|---|
| <ul style="list-style-type: none"> • World of Friends
-
Do p. 31.
Suggestions on p. 32. • Finish next week. | <ul style="list-style-type: none"> • His Plan to Save Me - Color p. 13. • Reading Requirement
Read another chapter from Mark, p. 7. | <ul style="list-style-type: none"> • His Message to Me - Do #2, p. 13.
Choose another memory verse. • Homework - p. 17, B. (Do preliminary work on p. 17 in class.) | <ul style="list-style-type: none"> • His Power in My Life - Continue with p. 21. • Award - Bible II
Do p. 18. • Do requirement #4, memorize another Bible verse. |
|--|---|---|---|

22nd Week

• (Collect materials for Busy Bees to make animal masks on week 23rd.)

- | | | | |
|--|--|--|---|
| <ul style="list-style-type: none"> • World of Friends
- Finish activity on p. 31 from last week. • Award - Friend of Animals • Homework - #1, p. 34. | <ul style="list-style-type: none"> • His Plan to Save Me - Turn in p. 16.
Color p. 14. • Reading Requirement
Read a book on History or Missions, p. 7. | <ul style="list-style-type: none"> • His Power in My Life
Do p. 18.
Color p. 12. • Award - Media Critic
Do #5. | <ul style="list-style-type: none"> • His Power in My Life - Continue with p. 21. • Do p. 34. |
|--|--|--|---|

23rd Week

• (Arrange for someone to take the Sunbeams on a nature walk on week 25.)

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • Award - Friend of Animals
Do #2 & #3 on p. 34. Make an animal mask. | <ul style="list-style-type: none"> • His Plan to Save Me
Do B, p. 7. Use story chart to show someone to give life to Jesus. • Do p. 7. Choose one picture to do a newspaper story. | <ul style="list-style-type: none"> • His Power in My Life - Finish with p. 21. • Reading Requirement
Read a Bible story book. • Award - Bible II
Do #6, play Bible games. |
|--|---|---|

24th Week

• (Invite pastor, treasurer, elder, deacon to come the 26th week to discuss jobs to Busy Bees.)

- | | | | |
|---|--|--|---|
| <ul style="list-style-type: none"> • Award - Friend of Animals
Do #4,5, p. 35.
Play an animal game. | <ul style="list-style-type: none"> • Reading Requirement
Read a book about Nature. | <ul style="list-style-type: none"> • Reading Requirement
Read a chapter from Acts, p. 5 • Begin reading a book about Nature. Assign a due date. | <ul style="list-style-type: none"> • I Can Make Wise Choices -
Work on p. 25. Be ready to write about how you used the problem-solving technique next week. |
|---|--|--|---|



March **Busy Bee** **Sunbeam** **Builder** **Helping Hand**

25th Week

- (Arrange to visit Nursing home or shut-ins on the 27th week.)

- **Award - Friend of Animals**
Do p. 36. Draw a picture of one of their favorite pets.

- **Award - Friend of Nature**
Do #1, 2, 4, & 7, p. 35. Go on a nature walk.

- **Reading Requirement**
Read another chapter in Acts, p. 5.
- Do p. 30. Draw a picture of what work you would like to do when you grow up.
- **Award - Media Critic**
Do requirement #4.

- **I Can Make Wise Choices -**
Work on p. 26. Write how you used the problem solving technique.
- **Award - Caring Friend**
Do #1, p. 35.
- **Homework -**
Do #5, p. 35.
- **Award - Bible II**
Do #5, p. 17.

26th Week

- **World of Other People -**
Do p. 33. Discuss the work of other people. Have the people you invited to come and share about their work.

- **Reading Requirement**
Read a book on Friends or Feelings, p. 7.

- **Reading Requirement**
Read another chapter in Acts, p. 5.
- **World of Other People** Do A, p. 31. Prepare for Nursing Home visit.
- Point out action strip. (For more background see

- **I Can Make Wise Choices -**
Finish problem solving on p. 26.
- **Award - Caring Friend**
Report on #5, p. 35.
- Repeat I Peter 5:7, p. 35.
- Make a card to take to the Nursing Home.

27th Week

- (Nursing Home visits)

- Visit Nursing Home (Bible labs).

- Visit Nursing Home (Bible labs).

- Visit Nursing Home (Bible labs) (When visiting Nursing Home keep requirement on p. 31 in mind.)

- **Award - Caring Friend**
Do #2, p. 35. Write out questions to ask at Nursing Home.
Do #3, 4, p. 35.

28th Week

- **World of Other People**
Do B, p. 33 and work with church officers.
- Draw what you did, p. 33.

- **Reading Requirement**
Read a Bible story book, p. 7.

- **World of Other People**
Fill in answers on p. 31.

- **Award - Caring Friend**
Do #6, p. 35.
- Draw a picture, p. 36.



April **Busy Bee** **Sunbeam** **Builder** **Helping Hand**

29th Week

- Make plans for a zoo trip for Busy Bees and Sunbeams

- **World of Other People**
Do A, p. 33.
Know and explain National anthem and flag. Fill in appropriate page.

- **Award - Environmentalist**
Do # 1, 2, & 3, p. 39.

30th Week

- Take everyone on a trash pick-up or other activity.

- **World of Other People**
Do B, p. 33.
- Finish p. 33.

- **Award - Environmentalist**
Do #4, p. 39.

31st Week

- **World of Other People** - copy p. 34 and make cube.

- **Award - Environmentalist**
Do #5, p. 39.
Discuss water pollution.

32nd Week

- **Award - Friend of Animals**
Field trip to zoo or another area so to complete #6, p. 35.

- **Award - Friend of Nature**
Visit a zoo to complete #5, p. 36.
- Do #6, p. 36.

- **Award - Environmentalist**
Do #6, p. 39.

Appendix

-
- Adventurer Club Staff Recruitment**
 - Adventurer Pledge**
 - Adventurer Law**
 - Adventurer Staff/Volunteer Service Information Form**
 - Child's Invitational Letter**
 - Pastor's Invitational Letter**
 - Adventurer Club Registration Form**
 - Adventurer Club Health Record**
 - Adventurer Games**
 - Adventurer Family Blessing Service Letter**
 - Adventurer Family Blessing Service Program**
 - Conference Adventurer Monthly Report**
 - Adventurers for Jesus Music**
 - Adventurers Song** (Reeves)
 - Adventurers Song** (Cooper & Griffith)
 - Adventurer Pledge Song**

.....
A D V E N T U R E R

Pledge

**Because Jesus
Loves Me**

**I Will Always
Do My Best.**



.....
A D V E N T U R E R

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



Office Use Only Date Received _____ Date Approved _____
 Recommended Not Recommended Recommended w/conditions noted
 Conf. Adventurer Director Signature _____



Adventurer Staff/Volunteer Service Information Form

Section I Date of Record

Name _____ Birth date _____
 Address _____ Street _____ City _____ State _____ Zip _____
 Home Phone _____ Work Phone _____
 Church _____ Adventurer Club _____
 Marital Status: Married Single Divorced Name of Spouse _____
 Children: Name _____ Birth date: Month Day Year
 1. _____
 2. _____
 3. _____

Section II Health History

Do you now have or have you had any injury/sickness that might limit your involvement in Adventurer Club activities? Yes No If yes, how would it hinder? _____

Section III Educational Record

Highest Degree/diploma held _____ Year degree/diploma received _____
 School granting degree/diploma _____
 College major/minor _____

Section IV Experience

List all experience (Pathfinders, scouting, Sabbath School, etc.) that might qualify you for Adventurer leadership.

Position/Type of Work	Church/Organization	Date of Service
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

Section V Award Instruction Ability

Please list the awards/crafts which you are interested in teaching. Circle: T-capable of teaching. A-able to assist. I-interested in teaming to teach.

Honor/Craft	Honor/Craft	Honor/Craft
_____	T A I _____	T A I _____
_____	T A I _____	T A I _____
_____	T A I _____	T A I _____
_____	T A I _____	T A I _____

.....

Section VI Unlawful Conduct

Have you been accused, charged, or disciplined for any unlawful sexual conduct, child abuse, and/or child sexual abuse? YES. NO. If yes, please explain, and, if possible, give the name and address of a reference/professional who can verify that you are now suitable for Adventurer leadership.

Date Place _____

Type of Conduct _____

Reference name, address and phone _____

Section VII References

Please list below three individuals who know you well enough to recommend you as an Adventurer staff person.

	Name	Address	Phone
1. Pastor	_____	_____	_____
2. Local teacher	_____	_____	_____
3. Other	_____	_____	_____

Section VIII Statement of Accuracy

The above information is accurate to the best of my recollection. I understand this is strictly a volunteer position, and I will receive no remuneration for services and time volunteered.

Applicant's Signature Date

Notes

Please make sure you have checked the appropriate box in Section VI and signed your name in Section VIII.

Mail the completed form to: Adventurer Ministries, (Mail to your conference Adventurer Director.)

Section VI deals with unlawful conduct. This section has been included to protect the Adventurer Club members from abuse and protect the Seventh-day Adventist church organization from recommending any staff member who has a problem in this area.

If the conference Adventurer director recommends the applicant, information in Sections I through V will be copied and sent to the local Adventurer Club for the director to use in determining staff qualification. If the applicant has not been approved, none of the information will be forwarded.

When a local club director requests a recommendation from the conference Adventurer director, he/she may not release any specifics and may respond only with 'recommended', 'not recommended', or 'recommended with conditions noted'.

All information on this application will become a permanent record and should include updates. In the event of accusations against the applicant, opportunity should be given for response by the accused. This response also becomes a part of the record.

We regret having to include a section on unlawful conduct, however, understanding the epidemic

Adventurer Club Letterhead



(Date)

(Name)

(Address)

(City, state, zip)

Dear (name):

Hi! You and your Adventurer age child are invited to join our Adventurer Club. New members can join our club at (time, date, place).

Here are a few things you need to know:

- 1.** New members can join the club twice a year.
- 2.** A parent/guardian must accompany the child upon registration.
- 3.** If you have family friends who would like to join, bring them with you to the registration program.

Your Adventurer Club staff is looking forward to having a good time with you as a family. Our staff has planned a fun program for you, and you won't want to miss it! See you on (date) at (place)!

Your friend and club director,

(Name) (Phone Number)

Enclosed:

- Club program for the next three months
- Adventurer registration form
- Uniform information
- Registration fee information
- Insurance information

Family Invitational Letter

Adventurer Club Letterhead



(Date)

(Name)

(Address)

(City, state, zip)

Dear (name):

It is a privilege to pastor a church that feels a responsibility to help you prepare your son/daughter for a home with our Heavenly Father.

Our Adventurer Club director and associates have one purpose in working with you and your children. They desire to help you lead them into a deeper experience with Jesus Christ. By involving Adventurers and their parents in a four-fold program of spiritual, mental, recreational and social activities, they will help you guide them up the ladder of character growth and development.

Registration will be (date, time, place). We will be looking forward to seeing you and (child's name). Let us remember God's promise—"Train up a child in the way that he should go, and when he is old, he will not depart from it." Proverbs 22:6

Your brother in Christ,

(Pastor's name)

Parent's Invitational Letter

Adventurer Club Registration Form



Child's Name _____ Birth date _____ Age _____ Grade _____

Parent(s) Name(s) _____

Address _____
Street City State Zip

Home Phone _____ Emergency Phone _____

Church _____ School _____

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.

Applicant Information

Check class(es) you have been invested in: Busy Bee Sunbeam Builder Helping Hand

I, _____ want to join the _____
name of applicant club name

I will attend meetings, activities, field trips, and other club activities. I will proudly wear my Adventurer uniform and obey club guidelines. I will be cheerful, helpful, honest, kind and courteous.

signature of Adventurer

Approval/Consent of Parent/Guardian

As parent/guardian, we understand that the Adventurer program is an active one which includes many opportunities for service, adventure, fun, and learning. I will support the program by:

1. Encouraging my Adventurer to take an active part in all club meetings and functions.
2. Attending events to which parents are invited in support of my Adventurer.
3. Assisting club leaders by serving as a helper when needed.
4. Not holding any individual club staff member liable in the event of an accidental injury.
5. Giving my permission for the above-named Adventurer to attend Adventurer activities.

signature of parent/guardian

Name _____ Work Phone _____

Address _____

Adventurer Club Health Record



Name _____ Birth date _____

Address _____
Street City State Zip

Home Phone _____ Social Security Number _____

Date of Last Tetanus Booster _____

Allergies to drugs or foods

Any special medications or pertinent information

List any restrictions

Telephone numbers where parents may be reached:

Father _____
Name Home Phone Business Phone

Mother _____
Name Home Phone Business Phone

Emergency phone (friend or relative) _____

Family Physician _____
Name Business Phone

Physician's Address _____
Street City State Zip

Insurance Company _____ Policy _____

Authorization to Treat a Minor

I (we) the undersigned parent, parents or legal guardian of: _____
Name of Adventurer

In case of emergency, I hereby give permission to the physician selected by the club directors to hospitalize, secure proper treatment for, and to order injection, anesthesia or surgery for my child.

As parent or legal guardian of the applicant, I am in favor of him/her attending club functions and accept the conditions named. The health history stated is correct so far as I know, and the person herein described has permission to engage in all prescribed club activities except as noted. In addition I have read and understand the Emergency Authorization statement and give my full consent to the terms found therein. Permission for photocopying of this health record is granted.

signature of parent/guardian

date

.....
This section is for the notary to sign if your state requires it.

Adventurer Games

Objective

1. Learn and play SIMON SAYS.
2. Watch and play FOLLOW THE LEADER.
3. Listen and play IN THE RIVER - ON THE BANK.
4. Do three group marching activities.

The goal is to help the Adventurer to listen and obey simple commands quickly, to learn left from right, to execute “left face” and “right face”, to start together on the command “forward march” and stop together on the command “Adventurers halt”, to instill in each Adventurer that march is fun, to prepare each Adventurer for the basics of “drill and marching” that will be taught in Pathfinders, and to build esprit de corps (working together-group spirit).

Simon Says

Leader calls out commands with Adventurer answering only commands beginning with “Simon Says”, i.e., “Simon says, left face; Simon says, right face, Simon says, jump up”, etc. Anyone who moves on a command not prefaced by “Simon Says” is out (to wait on the sidelines until the game is over). Leader continues to call commands until only one or two are left and then, time permitting, play the game again so all will be given another chance to listen for Simon Says.

Follow the Leader

Adventurer copies exactly what the leader does or says, i.e., leader hops on right foot ... leader skips ... leader walks around one or two chairs ... leader says halt ... leader says forward march. Adventurer youth enjoy being “leader” and are quite creative.

In the River - On the Bank

Adventurers line up along a rope or a line on the floor. One side is the bank and the other side the river. Leader calls “in the river”, and all jump on the river side of the line. Leader calls “on the bank” and everyone jumps back. Confusion makes for fun when the leader calls the same command twice in a row. Jumpers are out when they jump the wrong way on a command. Calls should be made loudly, distinctly, and rapidly.

Group March

Two leaders and two rows of Adventurers “march” in patterns. All start out on the left foot with the leader calling out “left, left” from time to time. After the group has made several patterns, following the leaders, the leaders stop and join hands above their heads to form an arch. As each couple goes through the arch, they also stop and join hands to form an arch. After everyone has gone through the arch, the leaders go through and continue to march with everyone following. Additional patterns include the cross-over (a figure eight), a square, diagonal, serpentine, and flank.

Adventurer Club Letterhead



(Date)

(Name)

(Address)

(City, state, zip)

Dear Adventurer Parent,

On (day), (date) at (time) we will present a special ceremony of blessing for the families and children who are a part of our Adventurer Club. At the ceremony will have the opportunity to reaffirm to your Adventurer child(ren) your love and commitment to them, and to affirm them for the special contributions which they have brought to your family.

As you can see from the enclosed program, a short talk will be given about the meaning of the family blessing in Scripture, then parents and children will read some scripture verses aloud together. Next there will be a time for you, as parents, to tell your Adventurer child(ren) about the special attributes which you especially appreciate in them.

Please take some time to come prepared to this very special ceremony by:

- Making a list of three or four things you especially appreciate in your child and writing them down in the form of a letter on special stationery, and
- At the bottom of your letter draw or glue a picture of an object or animal which represents, for you, the special qualities of your child. (For example, you may choose a kitten to represent that your child is playful and curious and likes to learn.)

In addition to this special letter, bring your Bibles and have Adventurers in their dress uniforms. We will meet at (when) in the (where) to prepare for the ceremony. We look forward to being part of this blessing service with you.

Sincerely,

Your friend and club director,

(Name) (Phone Number)

Family Blessing Service Invitational Letter

Adventurer Family Blessing Service



Families Enter

“The Tradition of Blessing” Talk

Readings from Scripture

Parents: “These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.”—*Deuteronomy 6:6-7*

Adventurers: “Children, honor your parents in the Lord, for this is right. ‘Honor your father and mother’—which is the first commandment with a promise—that it may go well with you and that you may enjoy long life on the earth.”—*Ephesians 6:1-3*

Affirmation of Special Attributes

Family Pledge

Adventurers, you are growing to be such fine young boys and girls! Now that you are old enough to understand, your parents want you to know about the blessings they want to give you with God’s help.

Every person needs to know that they are loved. When God gave you to your parents, He gave them a very special person to love for the rest of their lives.

 (child’s name) , I pledge to you the blessing of my love, always, no matter what.

In order to grow, every person needs food and shelter. Every person needs to be taught how to live in a happy loving way.

 (child’s name) , I pledge to you the blessing of my help, in every way I can give it, so you can grow strong in Jesus.

Every child makes mistakes and needs to know that they are forgiven. Every parent makes mistakes too.

 (child’s name) , I pledge to you the blessing of forgiveness when you make mistakes and apologies when I make mistakes.

Adventurers, you are a very important part of your family. You have the power to help make your family a happy place or a sad place. Do you pledge to do your part to make your family a happy family?

We do.

Song of Blessing

Family, we are family,
Jesus, He is our God.
And I’m so glad He’s brought us all together.
I’m so glad that the Father is our God.

We share good times together.
We share the bad times, too.
And we all know our family always loves us.
That’s because we were all first loved by You.

Dedicatory Prayer

Conference Adventurer Monthly Report



.....

Month _____

Club name _____

Director _____

Directors's phone _____

Number of Adventurer children _____ Number of staff _____

Number of families served _____

Meeting Day _____ Meeting Time _____

.....

Number of meetings this month _____

Working on classwork this month? Yes No

		Boys	Girls
How many in each class	Busy Bee	_____	_____
	Sunbeam	_____	_____
	Builder	_____	_____
	Helping Hand	_____	_____

Working on Awards Yes No If yes, please list the Awards.

Crafts completed Yes No If yes, please list the crafts.

Field trip

Held a child/parent activity this month? Yes No

Held a Family Network Meeting this month? Yes No If yes, please list the topics:

Mail this report by the 5th of each month.

The Adventurer Theme Song

Adventurers for Jesus

by Hope Publishing

Ad - ven - tur -
ers for Je - sus. This our ear - nest
pray'r. Ad - ven - tur - ers for Je -
sus, Home, at school, at play, and ev' - ry - where We'll tell the
world of life in Je - sus, He is
all our song. There is all you
need in Je - sus. Won't you come a - long?

Music Copyright © 1944, Renewal 1972 by Hope Publishing Co., Carol Stream, IL 60188
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Adventurers Song

by Kathy Reeves

K. R. Kathy Reeves

1. We are the Ad-ven-tur -ers; the Word of God we will o—bey.
2. Come join the Ad-ven-tur -ers; we're marching to that heavn'ly land.

We are the Ad-ven-tur -ers, do-ing our best as we work and play.
Climb-ing on the mountaintops, or catching the breeze on the desert sand.

Cheerfulness & kindness we'll impart, for Je-sus lives within our hearts. O
Helping one anoth -er on our way, we'll be like Je-sus more each day. O

We are the Ad-vent -ur -ers, AD-VEN-TUR-ING WITH GOD!
We are the Ad-vent -ur -ers, AD-VEN-TUR-ING WITH GOD!

© 1990

(Music edited by Jacqueline McDonald and
arranged by Lois C. Hall.)

Adventurers Song

by Yvette Cooper and Carmen Griffith

Yvette Cooper, Carmen Griffith
Em

The musical score is written in 2/4 time with a key signature of one sharp (F#). It consists of four systems of music, each with a vocal line and a bass line. The lyrics are: 'Ad-ven-tur-ers for Je-sus, We love in ev'-ry way. We al-ways try to do our best for Je-sus' sake. We'll help our friends and neigh-bors, Be kind in all we do. We're the Bu-sy Bees, Sun-beams, Buil-ders, Help-ing Hands too.' The chords are indicated by letters above the notes: D, Em, A7, D, D, Em, G, D, B7, A7, D.

Ad-ven-tur-ers for Je-sus, We love in ev'-ry way. We

al-ways try to do our best for Je-sus' sake. We'll

help our friends and neigh-bors, Be kind in all we do. We're the

Bu-sy Bees, Sun-beams, Buil-ders, Help-ing Hands too.

Adventurer Pledge Song

by Jacqueline McDonald

Adventist Youth Society

Jacqueline McDonald

Be—cause Je—sus loves, Jesus loves me, I will al—ways

Chords: C, Dm, G, G7

The first line of music is in 3/4 time. The melody is on a treble clef staff, and the bass line is on a bass clef staff. The lyrics are written below the melody. Chords are indicated above the staff.

do my best. Be—cause Je—sus loves me,

Chords: G7, C, G, C

The second line of music continues the melody and bass line. The lyrics are written below the melody. Chords are indicated above the staff.

I will al—ways do my best.

Chords: C, C7, F, C, G7, C

The third line of music concludes the phrase. The lyrics are written below the melody. Chords are indicated above the staff.

Music Copyright, Jacqueline McDonald, 1981, 1990. Arr. by Lois C. Hall

Adventurer Law Song

by Jacqueline McDonald

Adventist Youth Society

Jacqueline McDonald

Be o — bed — i — ent, Be pure, Be true, Be kind. —

Chords: C, F, C, G7

— Be re — spect — ful, Be at — ten — tive, Be help — ful, Be

Chords: G7, C, F

cheer — ful, Be thought — ful, Be rev — er — ent.

Chords: G7, C, Dm, G, C

Arranged by Lois C. Hall, 1991

Appendix

Letter of Parental Involvement

Busy Bee Checklist

Sunbeam Checklist

Builder Checklist

Helping Hand Checklist

Requisitos Para Las Abejitas Laboriosas (Checklist)

Requisitos Para Los Rayitos De Sol (Checklist)

Requisitos Para Los Constructores (Checklist)

Requisitos Para Manos Ayudadoras (Checklist)

Exigences Pour les Abeilles Actives (Checklist)

Exigences Pour les Rayons de Soleil (Checklist)

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Sunbeam Class Checklist

Builder Class Checklist

Helping Hand Class Checklist

Adventurer Class Planning Sheet

How to Teach an Adventurer Class

Month-to-Month Planning Guide

Date



Dear Parents:

One of the goals your child is working hard on is to earn his/her Adventurer achievement pin by the end of the year. This pin is given in recognition of successfully completing a variety of activities in the areas of spiritual, emotional, and social development.

We want to be sure that every child has an opportunity to participate in these valuable learning activities and to earn his/her pin. Most children complete part of their Adventurer classwork at home and part at the Adventurer club, which meets at _____(place) every _____ night. Since your child is not currently attending both of these programs, he/she is missing out on some of the activities.

The next page lists requirements which must be completed before the child receives his/her class pin at the end of the year. (The activities which your child is missing are highlighted.) These are fun activities that can be completed as part of family worships or Sabbath afternoon activities. We encourage you to do them with your child and to make possible for him/her the sense of growth and accomplishment he/she will feel when he/she completes the activities and earns the pin.

If you are interested in working with your child on these activities and would like an activity packet to assist you, contact either of us (our phone numbers are listed below).

When your child has completed the activities, initial them on the requirement sheet and return it to us.

Sincerely,

Name
Adventurer Club
Director Phone No.

Name
1st and 2nd grade teacher
Phone No.

Letter of Parental Involvement

Busy Bee Checklist

Basic Requirements

- I. Responsibility**
Recite and accept the Adventurer Pledge.
- II. Reinforcement**
Earn the Busy Bee Reading Award.

My God

- I. His Plan To Save Me**
 - A.** Create a story chart or booklet showing the order in which these events took place:
 - Creation
 - Sin and sadness begin
 - Jesus cares for me today
 - Jesus comes again
 - Heaven

OR the Bible stories you are studying in your classroom or Sabbath School.
 - B.** Use your story chart or booklet to show someone how much Jesus cares for you.
- II. His Message to Me**
Earn the Bible I Adventurer Award
- III. His Power in My Life**
 - A.** Spend regular quiet time with Jesus to talk with Him and learn about Him.
 - B.** Ask three people what they pray about.

My Self

- I. I Am Special**
Make a booklet showing different people who care for you.
- II. I Can Make Wise Choices**
Name at least four different feelings. Play the "Feelings" game.
- III. I Can Care for My Body**
Earn the Health Specialist Adventurer Award.

My Family

- I. I Have a Family**
Paint or draw a picture showing something you like about each member of your family.
- II. 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.
- III. My Family Helps Me Care for Myself**
Complete one of the requirements of the Safety Specialist Adventurer Award.

My World

- I. The World of Friends**
Tell how you can be a good friend. Use:
 - Puppets
 - Role-playing
 - Your choice

II. The World of Other People

- A.** Discuss the work people do for your church.
- B.** Learn about one job by helping the person do it.

III. The World of Nature

Earn a Friend of Animals Adventurer Award.



Instructor Checklist

Basic Requirements

- I. _____
- II. _____

My God

- I. A. _____
- B. _____
- II. _____
- III. A. _____
- B. _____

My Self

- I. _____
- II. _____
- III. _____

My Family

- I. _____
- II. A. _____
- B. _____
- III. _____

My World

- I. _____
- II. A. _____
- B. _____
- III. _____

Sunbeam Checklist

Basic Requirements

- I. Responsibility**
Recite and accept the Adventurer Law.
- II. Reinforcement**
Earn the Sunbeam Reading Award.

My God

- I. His Plan to Save Me**
 - A.** Create a story chart or booklet showing Jesus':
 - Birth
 - Life
 - Death
 - Resurrection**OR** the Bible stories you are studying in your classroom or Sabbath School.
 - B.** Use your chart or booklet to show someone the joy of being saved by Jesus.
- II. His Message to Me**
 - A.** Memorize and explain two Bible verses about being saved by Jesus.
 - Matthew 22:37-39
 - 1 John 1:9
 - Isaiah 1:18
 - Romans 6:23
 - Your choice
 - B.** Name the two major parts of the Bible and the four gospels.
- III. His Power In My Life**
 - A.** Spend regular quiet time with Jesus to talk with Him and learn about Him.
 - B.** Ask three people why they study the Bible.

My Self

- I. I Am Special**
Make a tracing of yourself. Decorate it with pictures and words which tell good things about yourself.
- II. I Can Make Wise Choices**
Play the "What-if?" game
- III. I Can Care for My Body**
Earn the Fitness Fun Adventurer Award.

My Family

- I. I Have a Family**
Ask members of your family to tell some of their favorite memories.
- II. Families Care for Each Other**
Show how Jesus can help you deal with disagreements. Use:
 - Puppets
 - Role-playing
 - Your choice
- III. My Family Helps Me Care for Myself**
Complete one requirement of the Road Safety Adventurer Award.

My World

- I. The World of Friends**
Complete requirements #1 and #6 of the Courtesy Adventurer Award.

II. The World of Other People

- A.** Explore your neighborhood. List things that are good and things you could help make better.
- B.** From your list, choose ways and spend time making your neighborhood better.

III. The World of Nature

Earn a Friend of Nature Adventurer Award.



Instructor Checklist

Basic Requirements

- I. _____
- II. _____

My God

- I. A. _____
- B. _____
- II. A. _____
- B. _____
- III. A. _____
- B. _____

My Self

- I. _____
- II. _____
- III. _____

My Family

- I. _____
- II. _____
- III. _____

My World

- I. _____
- II. A. _____
- B. _____
- III. _____

Builder Checklist

Basic Requirements

I. Responsibility

- A.** Recite the Adventurer Pledge and Law.
- B.** Explain the Pledge.

II. Reinforcement

Earn the Builder Reading Award.

My God

I. His Plan to Save Me

- A.** Create a story chart or booklet showing the order in which these stories took place:
 - Paul
 - Martin Luther
 - Ellen White
 - Yourself

OR the Bible stories you are studying in your classroom or Sabbath School.

- B.** Use your story chart or booklet to show someone how to give one's life to Jesus.

II. His Message to Me

- A.** Find, memorize, and explain three Bible verses about giving your life to Jesus:
 - Acts 16:31
 - John 1:12
 - Galatians 3:26
 - 2 Corinthians 5:17
 - Psalm 51:10
 - Your choice

- B.** Name the books of the New Testament.

III. His Power in My Life

- A.** Spend regular quiet time with Jesus to talk with Him and learn about Him.
- B.** Ask three people why they are glad to belong to Jesus.

My Self

I. I Am Special

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

II. I Can Make Wise Choices

Earn the Media Critic Adventurer Award

III. I Can Care for Body

Earn the Temperance Adventurer Award.

My Family

I. I Have a Family

- A.** Share one way your family has changed. Tell how you felt and what you did.
- B.** Find a story in the Bible about a family that changed.

II. Families Care for Each Other

Play the "I Care" game by having each family member plan a special way to show appreciation to each of the other members of the family.

III. My Family Helps Me Care for Myself

Complete one requirement of the Wise Steward Adventurer Award.

My World

I. The World of Friends

- A.** Make friends with a person of another culture or generation, or someone who is handicapped.
- B.** Invite that person to a family or church event.

II. The World of Other People

- A.** Know and explain your national anthem and flag.
- B.** Name your country's capital and the leader of your country.

III. The World of Nature

Earn an Adventurer Award for nature, not previously earned.



Instructor Checklist

Basic Requirements

- I. A. _____
- B. _____
- II. _____

My God

- I. A. _____
- B. _____
- II. A. _____
- B. _____
- III. A. _____
- B. _____

My Self

- I. _____
- II. _____
- III. _____

My Family

- I. A. _____
- B. _____
- II. _____
- III. _____

My World

- I. A. _____
- B. _____
- II. A. _____
- B. _____
- III. _____

Helping Hand Checklist

Basic Requirements

I. Responsibility

- A. Recite the Adventurer Pledge and Law.
- B. Explain the Law.

II. Reinforcement

Earn the Helping Hand Reading Award.

My God

I. His Plan to Save Me

- A. Create a story chart or booklet showing the order in which these stories took place:
 - Noah
 - Abraham
 - Moses
 - David
 - Daniel

OR the Bible stories you are studying in your classroom or Sabbath School.

- B. Use your story chart or booklet to show someone how to live for God.

II. His Message to Me

Earn the Bible II Adventurer Award

III. His Power in My Life

- A. Spend regular quiet time with Jesus to talk with Him and learn about Him.
- B. With an adult choose one thing in your life which Jesus has promised to help you improve. With His help, pray, plan, and work together to reach your goal.

My Self

I. I Am Special

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

- B. Share your talent using one of the following:
 - Talent show
 - Show and Tell
 - Earn an Adventurer Award.

II. I Can Make Wise Choices

- A. Learn the steps of good decision-making.
- B. Use them to solve two real-life problems.

III. I Can Care for My Body

Earn the Hygiene Adventurer Award.

My Family

I. I Have a Family

Make a family flag or banner,
OR collect stories or photographs about your family history.

II. Families Care for Each Other

Help plan a special family worship, family night or family outing.

III. My Family Helps Me Care for Myself

Earn an Adventurer Award, not previously earned, in one of the following areas:

- Finance
- Safety
- Indoor skills
- Outdoor skills

My World

I. The World Of Friends

Earn the Caring Friend Adventurer Award.

II. The World Of Other People

Choose a world culture to study. Find a way to share Jesus' love with some of the people of that culture.

III. The World Of Nature

Earn the Environmentalist Adventurer Award.



Instructor Checklist

Basic Requirements

- I. A. _____
- B. _____
- II. _____

My God

- I. A. _____
- B. _____
- II. _____
- III. A. _____
- B. _____

My Self

- I. A. _____
- B. _____
- II. A. _____
- B. _____
- III. _____

My Family

- I. _____
- II. _____
- III. _____

My World

- I. _____
- II. _____
- III. _____

R Requisitos Para Las Abejitas Laboriosas

Requisitos Basicos

I. Responsabilidad

Recitar y aceptar el voto de los Aventureros

II. Enfasis

Obtener el certificado de lectura de Abejitas Laboriosas

II. Yo soy capaz de hacer elecciones sabias

Nombra por lo menos cuatro sentimientos diferentes. Juega el juego de "los sentimientos".

III. Yo soy capaz de cuidar mi cuerpo

Trabaja para Obtener la especialidad de Especialista en Salud de los Aventureros.

B. Ayúdale a alguien a hacer su trabajo y así aprendes cómo él lo hace.

III. El mundo de la naturaleza

Trabaja para obtener la especialidad Amigo de los Animales de los Aventureros.

Mi Dios

I. Su plan para salvarme

A. Diseña un cartel o folleto que relata en orden los siguientes eventos:

- La Creación
- El comienzo del pecado y de la tristeza
- Jesús se preocupa por mí hoy
- Jesús volverá
- El cielo

O puedes colocar las historias bíblicas que estás estudiando en tu escuela o en la escuela sabática.

B. Utiliza este cartel o folleto para mostrarle a alguien cuánto te ama y cuida Jesús.

II. Su mensaje para mí

Ganar la especialidad Biblia I de los Aventureros.

III. Su poder en mi vida

A. Acostúmbrate a tener regularmente un momento tranquilo para hablar con Jesús y aprender de él.

B. Pregúntale a tres personas cuáles son sus motivos de oración.

Yo

I. Soy especial

Prepara un folleto donde muestres las diferentes personas que te cuidan.

Mi Familia

I. Tengo una familia

Pinta o dibuja un cuadro donde muestres algo de lo que te gusta de cada miembro de tu familia.

II. En la familia cada uno se preocupa por el otro.

A. Descubre lo que te dice el quinto mandamiento (Exodo 20:12) acerca de las familias.

B. Representa tres formas en que puedes honrar a tu familia.

III. Mi familia me ayuda a cuidarme

Completa uno de los requisitos para Especialistas en Seguridad de los Aventureros

Mi Mundo

I. El mundo de mis amigos

Menciona las formas en que puedes ser un buen amigo. Utiliza:

- Títeres
- Dramatización
- Tú elección

II. El mundo de las otras personas

A. Comenta el trabajo que las personas hacen por tu iglesia.



Lista de revisión para el instructor

Requisitos Basicos

- I. _____
II. _____

Mi Dios

- I. A. _____
B. _____
II. _____
III. A. _____
B. _____

Yo

- I. _____
II. _____
III. _____

Mi Familia

- I. _____
II. A. _____
B. _____
III. _____

MI Mundo

- I. _____
II. A. _____
B. _____
III. _____

Requisitos Para Los Rayitos De Sol

Requisitos Basicos Yo

- I. Responsabilidad**
Recita y acepta la ley de los Aventureros
- II. Enfasis**
Trabaja para conseguir el certificado de lectura de los Rayitos de Sol

Mi Dios

- I. Su plan para salvarme**
- A.** En un cartel o en un folleto, crea una historia acerca de Jesús donde se muestre:
- Su nacimiento
 - Su vida
 - Su muerte
 - Su resurrección
- O puedes colocar las historias bíblicas que estás estudiando en tu escuela o en la escuela sabática.
- B.** Utiliza tu cartel o folleto para mostrarle a alguien, la alegría que sientes porque Jesús te salvó.
- II. Su mensaje para mí**
- A.** Memoriza y explica dos versículos bíblicos que hablen de ser salvos por Jesús.
- Mateo 22:37-39
 - 1 Juan 1:9
 - Isaías 1:18
 - Romanos 6:23
 - Tú elección
- B.** Nombra las dos secciones principales de la Biblia y los cuatro evangelios.
- III. Su poder en mi vida**
- A.** Acostúmbrate a tener regularmente un momento tranquilo para hablar con Jesús y aprender de él.
- B.** Pregúntale a tres personas por qué estudian la Biblia.

- I. Soy especial**
Haz un dibujo de tí mismo y adórnala con fotos y palabras que digan algo bueno de tu persona.
- II. Yo soy capaz de hacer elecciones sabias**
Juega el juego "¿Qué pasaría si?"
- III. Yo soy capaz de cuidar mi cuerpo**
Trabaja para conseguir la especialidad de Cultura Física de los Aventureros

Mi Familia

- I. Tengo una familia**
Pídele a cada miembro de tu familia que te cuente su recuerdo favorito.
- II. En la familia cada uno se preocupa por el otro.**
Muestra la forma en que Jesús te puede ayudar a tratar los desacuerdos.
Utiliza:
- Títeres
 - Dramatización
 - Tú elección
- III. Mi familia me ayuda a cuidarme**
Completa uno de los requisitos para la especialidad de Especialistas en Seguridad de los Aventureros.

Mi Mundo

- I. El mundo de mis amigos**
Completa los requisitos #1 y #6 de la especialidad Cortesía de los Aventureros.
- II. El mundo de las otras personas**
- A.** Explora tu vecindario. Enumera cosas que están bien y otras que

tú podrías ayudar para que estuviesen mejor.

- B.** De la lista que preparaste elige lo que vas a hacer y toma el tiempo para conseguir que tu vecindario luzca mejor.

III. El mundo de la naturaleza

Trabaja para conseguir la especialidad, Amigo de la Naturaleza de los Aventureros.



Lista de revisión para el instructor

Requisitos Basicos

- I. _____
II. _____

Mi Dios

- I. A. _____
B. _____
II. A. _____
B. _____
III. A. _____
B. _____

Yo

- I. _____
II. _____
III. _____

Mi Familia

- I. _____
II. _____
III. _____

Mi Mundo

- I. _____
II. A. _____
B. _____
III. _____

Requisitos Para Los Constructores

Requisitos Basicos

I. Responsabilidad

- A. Recitar la ley y voto de los Aventureros
- B. Explicar el voto

II. Enfasis

Trabaja para conseguir el certificado de lectura de los Constructores

Mi Dios

I. Su plan para salvarme

- A. En un cartel o en un folleto crea una historia donde se muestren en orden las vidas de:
 - Pablo
 - Martin Luther
 - Ellen White
 - Tú

O pueden ser las historias bíblicas que estás estudiando en tu escuela o en la escuela sabática.

- B. Utiliza tu cartel o folleto para mostrarle a alguien cómo entregar su vida a Jesús.

II. Su mensaje para mí

- A. Encuentra, memoriza y explica tres versículos bíblicos que hablen de cómo entregar tu vida a Jesús:
 - Hechos 16:31
 - Juan 1:12
 - Gálatas 3:26
 - 2 Corintios 5:17
 - Salmos 51:10
 - Tú elección

- B. Nombra los libros del Nuevo Testamento

III. Su poder en mi vida

- A. Acostúmbrate a tener regularmente un momento tranquilo para hablar con Jesús y aprender de él.
- B. Pregúntale a tres personas por qué están contentas de pertenecer a Jesús.

Yo

I. Soy especial

Pone en un album, poster, o collage, cosas que muestren lo que

puedes hacer para servir a Dios y a los demás.

II. Yo soy capaz de hacer elecciones sabias

Trabaja para conseguir la especialidad Analista de Comunicación de los Aventureros.

III. Yo soy capaz de cuidar mi cuerpo

Trabaja para conseguir la especialidad de Temperancia de los Aventureros.

Mi Familia

I. Tengo una familia

- A. Comparte una de las formas en que tu familia ha cambiado. Explica cómo te sientes y qué fue lo que hiciste.
- B. Encuentra en la Biblia la historia de la transformación de una familia.

II. En la familia cada uno se preocupa por el otro.

Juega el juego "Yo me importo". Consigue que cada miembro de tu familia planifique una forma especial de mostrar su aprecio a cada uno de los otros miembros de la familia

III. Mi familia me ayuda a cuidarme

Completa uno de los requisitos para la especialidad de "Mayor-domo Sabio" de los Aventureros.

Mi Mundo

I. El mundo de mis amigos

- A. Trata de hacerte amigo de una persona de otra cultura o generación, o de alguien que es lisiado.
- B. Invita a esta persona a un evento especial de tu familia o de la iglesia.

II. El mundo de las otras personas

- A. Conoce y explica el himno nacional y la bandera.
- B. Nombra la capital y el presidente de tu país.

III. El mundo de la naturaleza

Trabaja para conseguir una especialidad en naturaleza de los Aventureros que no tengas.



Lista de revisión para el instructor

Requisitos Basicos

- I. A. _____
- B. _____
- II. _____

Mi Dios

- I. A. _____
- B. _____
- II. A. _____
- B. _____
- III. A. _____
- B. _____

Yo

- I. _____
- II. _____
- III. _____

Mi Familia

- I. A. _____
- B. _____
- II. _____
- III. _____

Mi Mundo

- I. A. _____
- B. _____
- II. A. _____
- B. _____
- III. _____

R Requisitos Para Manos Ayudadoras

Requisitos Basicos

I. Responsabilidad

- A. Recita la ley y voto de los Aventureros
- B. Explica la ley

II. Enfasis

Consigue el certificado de lectura de Manos Ayudadoras.

Mi Dios

I. Su plan para salvarme

- A. En un cartel o en un folleto, crea una historia para presentar en orden los siguientes relatos:
 - Noé
 - Abraham
 - Moisés
 - David
 - Daniel

O puedes colocar las historias bíblicas que estás estudiando en tu escuela o en la escuela sabática.

- B. Utiliza tu cartel o folleto para mostrarle a alguien cómo vivir para Dios.

II. Su mensaje para mí

Trabaja para conseguir la especialidad Biblia II de los Aventureros

III. Su poder en mi vida

- A. Acostúmbrate a tener regularmente un momento tranquilo para hablar con Jesús y aprender de él.
- B. Con la ayuda de un adulto elige una cosa de tu vida que Jesús ha prometido ayudarte a mejorar. Con su ayuda, ora, hace planes y trabajen juntos para alcanzar tu meta.

Yo

I. Soy especial

- A. Enumera algunas habilidades especiales que Dios te ha dado.

- B. Comparte tus talentos en una de las siguientes formas:
 - Show de talentos
 - Muestra y dice
 - Trabajando para conseguir una especialidad de Aventureros.

II. Yo soy capaz de hacer elecciones sabias

- A. Aprende cuáles son los pasos para hacer una buena decisión.
- B. Utilízalos para solucionar dos problemas reales de tu vida.

III. Yo soy capaz de cuidar mi cuerpo

Trabaja para conseguir la especialidad de Higiene de los Aventureros.

Mi Familia

I. Tengo una familia

Haze una bandera o un estandarte de tu familia
O colecciona historias o fotografías de tu familia

II. En la familia cada uno se preocupa por el otro.

Ayuda a planificar un culto especial de tu familia, una noche familiar o una salida de toda la familia

III. Mi familia me ayuda a cuidarme

Trabaja para conseguir una especialidad de los Aventureros que no tengas, en una de las áreas siguientes:

- Finanzas
- Seguridad
- Habilidades de casa
- Habilidades de campo

Mi Mundo

I. El mundo de mis amigos

Trabaja para conseguir la espe-

cialidad de Amigo Cariñoso de los Aventureros.

II. El mundo de las otras personas

Elige una de las culturas del mundo y estúdiala. Descubre la manera de compartir el amor de Jesús con alguien de esa cultura.

III. El mundo de la naturaleza

Trabaja para conseguir la especialidad de Ecólogo de los Aventureros.



Lista de revisión para el instructor

Requisitos Basicos

- I. A. _____
- B. _____
- II. _____

Mi Dios

- I. A. _____
- B. _____
- II. _____
- III. A. _____
- B. _____

Yo

- I. A. _____
- B. _____
- II. A. _____
- B. _____
- III. _____

Mi Familia

- I. _____
- II. _____
- III. _____

Mi Mundo

- I. _____
- II. _____
- III. _____

Exigences Pour les Abeilles Actives

Exigences de Base

- I. Responsabilité**
Réciter et accepter la loi des Aventuriers.
- II. Affermissement**
Obtenir le certificat de lecture des Abeilles Actives.

Mon Dieu

- I. Son plan pour me sauver**
 - A.** Faire un graphique ou préparer un livret plaçant ces événements dans l'ordre où ils se sont produits.
 - Création
 - Début du péché et de la tristesse
 - Jésus veille sur moi aujourd'hui
 - Jésus revient
 - Ciel

OU Les histoires de la Bible que vous étudiez en ce moment dans votre classe d'École du Sabbat.

 - B.** Utilisez votre dessin ou votre livret pour montrer à quelqu'un combien Jésus s'occupe de vous.
- II. Son message pour moi**
Obtenir la distinction Bible I.
- III. Sa puissance dans ma vie**
 - A.** Passer régulièrement du temps à parler avec Jésus tranquillement pour apprendre à le connaître.
 - B.** Demander à trois personnes à quel sujet elles prient.

Moi-même

- I. Je suis particulier**
Faire un petit livre montrant les diverses personnes qui veillent sur vous.
- II. Je puis faire de bons choix**
Nommer au moins quatre sentiments différents. Jouer au jeu des "sentiments"
- III. Je peux m'occuper de mon corps**
Obtenir la distinction d'Aventuriers sur la santé.

Ma famille

- I. J'ai une famille**
Dessiner une chose que vous aimez dans chaque membre de votre famille.
- II. Dans ma famille chacun veille sur les autres**
 - A.** Découvrir ce que le cinquième commandement dit sur la famille (Exode 20:12)
 - B.** Mimer trois manières d'honorer votre famille.
- III. Ma famille m'aide à veiller sur moi-même**
 - A.** Compléter une exigence de la distinction Sécurité des Aventuriers.
 - B.** Apprendre un travail en aidant une personne à le faire.

Mon monde

- I. Un monde d'amis**
Dire comment vous pouvez être un bon ami. Utiliser:
 - Des marionnettes
 - Un mime
 - Votre choix

II. Le monde des autres gens

- A.** Discuter du travail que les gens font pour votre église.
- B.** Apprendre un métier tout en aidant la personne à le faire.

III. Le monde de la nature

Obtenir la distinction d'ami de la nature pour Aventurier.



Liste Pour L'Instructeur

Exigences de Base

- I. _____
- II. _____

Mon Dieu

- I. A. _____
- B. _____
- II. _____
- III. A. _____
- B. _____

Moi-même

- I. _____
- II. _____
- III. _____

Ma Famille

- I. _____
- II. A. _____
- B. _____
- III. _____

Mon Monde

- I. _____
- II. A. _____
- B. _____
- III. _____

Exigences Pour les Rayons de Soleil

Exigences de Base

I. Responsabilité

Réciter et accepter la loi des Aventuriers.

II. Affermissement

Obtenir le certificat de lecture des Rayons de Soleil.

Mon Deu

I. Son plan pour me sauver

A. Faire un graphique ou un livret montrant.

- Naissance
- Vie de Jésus
- Mort
- Résurrection

OU Utiliser les histoires bibliques que vous étudiez à présent dans votre classe de l'École du Sabbat.

B. Utilisez votre dessin ou votre livret pour montrer à quelqu'un la joie d'être sauvé par Jésus.

II. Son message pour moi

A. Mémoriser et expliquer deux des versets suivants sur le salut par Jésus.

- Matthieu 22:37-39
- Ésaïe 1:18
- 1 Jean 1:9
- Romains 6:23
- Votre choix

B. Donner le nom des deux parties principales de la Bible et des quatre évangiles.

III. Sa puissance dans ma vie

A. Passer régulièrement du temps à parler avec Jésus tranquillement pour apprendre à lui parler et à le connaître.

B. Demander à trois personnes pourquoi elles étudient la Bible.

Moi-même

I. Je suis particulier

Faire le portrait de vous-même. Décorez-le avec des photos et des mots qui disent de bonnes choses à votre sujet.

II. I Can Make Wise Choices

Jouer le jeu "Et si?"

III. Je peux prendre soin de mon corps

Obtenir la distinction sur la forme physique.

Ma famille

I. J'ai une famille

Demander à chaque membre de votre famille de vous raconter quelques-uns de leurs meilleurs souvenirs.

II. Les membres d'une famille veillent les uns sur les autres

Montrer comment Jésus peut vous aider à faire face aux divergences d'opinion. Utiliser:

- Marionnettes
- Mime
- Votre choix

III. Ma famille m'aide à prendre soin de moi-même

Obtenir une distinction Sécurité routière.

Mon monde

I. Le monde des amis

Compléter les exigences #1 et #6 de la distinction sur la courtoisie.

II. Le monde des autres gens

A. Étudier votre voisinage.

Établir la liste des bonnes choses et de celles que vous pourriez aider à améliorer.

B. À partir de votre liste, trouver des moyens et prendre du temps à rendre meilleur votre voisinage.

III. Le monde de la nature

Obtenir la distinction sur la nature.



Liste Pour L'Instructeur

Exigences de Base

- I. _____
 II. _____

Mon Dieu

- I. A. _____
 B. _____
 II. A. _____
 B. _____
 III. A. _____
 B. _____

Moi-même

- I. _____
 II. _____
 III. _____

Ma famille

- I. _____
 II. _____
 III. _____

Mon monde

- I. _____
 II. A. _____
 B. _____
 III. _____

Exigences Pour les Constructeurs

Exigences de Base

I. Responsabilité

Réciter et accepter la loi des Aventuriers.

II. Affermissement

Obtenir le certificat de lecture des Constructeurs.

Mon Deiu

I. Son plan pour me sauver

A. Faire un graphique ou un livret montrant les événements suivants dans leur ordre chronologique.

- Paul
- Ellen White
- Martin Luther
- Vous

OU Utiliser les histoires bibliques que vous étudiez à présent dans votre classe de l'École du Sabbat.

B. Utiliser votre graphique ou votre livret pour montrer à quelqu'un comment donner sa vie à Jésus.

II. Son message pour moi

A. Trouver, mémoriser et expliquer trois textes bibliques sur la façon de donner son coeur à Jésus.

- Actes 16:31
- Psaume 51:10
- Jean 1:12
- Galates 3:26
- 2 Corinthiens 5:17
- Votre choix

B. Nommer les livres du Nouveau-Testament.

III. Sa puissance dans ma vie

A. Passer régulièrement du temps à parler avec Jésus tranquillement pour apprendre à le connaître.

B. Demander à trois personnes pourquoi elles sont heureuses d'appartenir à Jésus.

Moi-même

I. Je suis particulier

Monter un album, une affichette, ou un collage montrant certaines choses que vous pouvez faire pour servir Dieu et autrui.

II. Je puis faire de bons choix

Obtenir la distinction de Critique des médias.

III. Je peux prendre soin de mon corps

Obtenir la distinction sur la Tempérance.

Ma famille

I. J'ai une famille

A. Parler d'un point sur lequel votre famille a changé.

Dire ce que vous ressentiez et ce que vous faisiez.

B. Trouver dans la Bible l'histoire d'une famille qui a changé.

II. Les membres d'une famille veillent les uns sur les autres

Jouer au jeu "Je prends soin" en demandant à chaque membre de la famille de manifester d'une façon spéciale son appréciation pour chacun des autres membres de la famille.

III. Ma famille m'aide à prendre soin de moi-même

Compléter l'un des pré-requis pour la distinction de l'Économe.

Mon monde

I. Un monde d'amis

A. Devenir ami d'une personne appartenant à une autre génération ou à une autre culture, ou quelqu'un d'handicapé.

B. Inviter cette personne à un événement dans l'Église ou dans votre famille.

II. Le monde des autres gens

A. Connaître et expliquer le drapeau et l'hymne national de votre pays.

B. Donner le nom de la capitale et du premier ministre de votre pays.

III. Le monde de la nature

Obtenir une distinction sur la nature que vous n'avez pas encore.



Liste Pour L'Instructeur

Exigences de Base

- I. A. _____
 B. _____
 II. _____

Mon Dieu

- I. A. _____
 B. _____
 II. A. _____
 B. _____
 III. A. _____
 B. _____

Moi-même

- I. _____
 II. _____
 III. _____

Ma famille

- I. A. _____
 B. _____
 II. _____
 III. _____

Mon monde

- I. A. _____
 B. _____
 II. A. _____
 B. _____
 III. _____

Exigences Pour les Mains Utiles

Exigences de Base

I. Responsabilité

Réciter et accepter la loi des Aventuriers.

II. Affermissement

Obtenir le certificat de lecture des Mains Utiles.

Mon Dieu

I. Son plan pour me sauver

- A.** Faire un graphique ou un libret montrant l'ordre dans lequel ces histoires ont eu lieu.
- Noé
 - Abraham
 - Moïse
 - David
 - Daniel

OU Utiliser les histoires bibliques que vous étudiez à présent dans votre classe de l'École du Sabbat.

- B.** Utiliser votre graphique ou votre livret pour montrer à quelqu'un comment vivre pour Dieu.

II. Son message pour moi

Obtenir la distinction Bible II.

III. Sa puissance dans ma vie

- A.** Passer régulièrement du temps à parler avec Jésus tranquillement pour apprendre à le connaître.
- B.** Choisissez avec l'aide d'un adulte, une chose que Jésus a promis de vous aider à améliorer dans votre vie. Avec son aide, prier, planifier, et travailler pour atteindre votre but.

Moi-même

I. Je suis particulier

- A.** Établir la liste des intérêts particuliers et des aptitudes que Dieu nous a donnés.

- B.** Partager vos talents en utilisant l'une des choses suivantes:

- Démonstration de talents
- Montrer et raconter
- Obtenir une distinction

II. Je puis faire de bons choix

- A.** Apprendre les diverses étapes à suivre pour prendre une bonne décision.
- B.** Les utiliser pour solutionner deux problèmes de la vie réelle.

III. Je peux prendre soin de mon corps

Obtenir la distinction sur l'hygiène.

Ma famille

I. J'ai une famille

- A.** Faire un drapeau ou une bannière pour la famille.
OU Rassembler des histoires ou des photos sur l'histoire de votre famille.
- B.** Trouver dans la Bible une histoire sur une famille qui a changé.

II. Les membres d'une famille veillent les uns sur les autres

Aider à planifier un culte familial particulier, une soirée ou une sortie en famille.

III. Ma famille m'aide à prendre soin de moi-même

Obtenir une distinction sur les sujets suivants:

- Finance
- Sécurité
- Aptitudes pour l'intérieur
- Aptitudes pour l'extérieur

Mon monde

I. Un monde d'amis

Obtenir la distinction Ami prévenant.

II. Le monde des autres gens

Choisir une culture pour l'étudier. Trouver un moyen de parler de l'amour de Jésus avec une personne de cette culture.

III. Le monde de la nature

Obtenir la distinction Écologiste.



Liste Pour L'Instructeur

Exigences de Base

- I. A. _____
B. _____
II. _____

Mon Dieu

- I. A. _____
B. _____
II. _____
III. A. _____
B. _____

Moi-même

- I. A. _____
B. _____
II. A. _____
B. _____
III. _____

Ma famille

- I. _____
II. _____
III. _____

Mon monde

- I. _____
II. _____
III. _____



usy Bee Class Checklist

Name

I. Responsibility

Recite and accept the Adventurer Pledge.

II. Reinforcement

Earn the Busy Bee Reading Award.

I. His Plan to Save Me

A. Create story chart or booklet of Biblical events
OR illustrate studied Bible stories.

B. Share story chart or booklet with someone to show how much Jesus cares for you.

II. His Message to Me

Earn the Bible I Adventurer Award.

III. His Power in My Life

A. Spend regular quiet time with Jesus.

B. Ask three people what they pray about.

I. I Am Special

Make a booklet showing people who care for you.

II. I Can Make Wise Choices

Name four different feelings. Play the "Feelings" game.

III. I Can Care for My Body

Earn the Health Specialist Award.

I. I Have a Family

Draw pictures of something you like about each family member.

II. Families Care for Each Other

A. Discover what Exodus 20:12 says about families.

B. Act out three ways you can honor your family.

III. My Family Helps Me Care for Myself

Complete one requirement of the Safety Specialist Adventurer Award.

I. The World of Friends

Tell how you can be a good friend.

II. The World of Other People

A. Discuss the work people do for your church.

B. Learn about one job by helping another person do it.

III. The World of Nature

Earn the Friend of Animals Adventurer Award.

(Requirements have been abbreviated)

Sunbeam Class Checklist

Name

I. Responsibility

Recite and accept the Adventurer Law.

II. Reinforcement

Earn the Sunbeam Reading Award.

I. His Plan to Save Me

A. Create story chart or booklet of Jesus' life
OR illustrate studied Bible stories.

B. Share chart or booklet with someone to show them
the joy of being saved by Jesus.

II. His Message to Me

A. Memorize and explain two Bible verses about being saved
by Jesus.

B. Name the two major parts of the Bible and the four gospels.

III. His Power in My Life

A. Spend regular quiet time with Jesus.

B. Ask three people why they study the Bible.

I. I Am Special

Trace yourself. Decorate tracing with pictures and words
which tell good things about yourself.

II. I Can Make Wise Choices

Play the "What-if?" game.

III. I Can Care for My Body

Earn the Fitness Fun Adventurer Award.

I. I Have a Family

Ask family members to tell their favorite memories.

II. Families Care for Each Other

Tell how Jesus helps you deal with disagreements.

III. My Family Helps Me Care for Myself

Complete one requirement of Road Safety Adventurer Award.

I. The World of Friends

Complete requirements #1 and #6 of the Courtesy Adventurer
Award.

II. The World of Other People

A. Explore your neighborhood. List its good points and dis-
cuss how you can make it better.

B. Choose several ways to make your neighborhood better.

III. The World of Nature

Earn the Friend of Nature Adventurer Award.

(Requirements have been abbreviated)



Builder Class Checklist

Name

I. Responsibility

A. Recite the Adventurer Pledge and Law.

B. Explain the Pledge.

II. Reinforcement

Earn the Builder Reading Award.

I. His Plan to Save Me

A. Create a story chart or booklet of church leaders
OR illustrate studied Bible stories.

B. Share your chart or booklet with someone to show how
to give your life to Jesus.

II. His Message to Me

A. Find, memorize, and explain three Bible verses about
giving your life to Jesus.

B. Name the books of the New Testament.

III. His Power in My Life

A. Spend regular quiet time with Jesus.

B. Ask three people why they are glad they belong to Jesus.

I. I Am Special

Make a scrapbook, poster, or collage of things you can
do to serve Jesus.

II. I Can Make Wise Choices

Earn the Media Critic Adventurer Award.

III. I Can Care for My Body

Earn the Temperance Adventurer Award.

I. I Have a Family

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

B. Find a story in the Bible about a changed family.

II. Families Care for Each Other

Play the "I Care" game.

III. My Family Helps Me Care for Myself

Complete one requirement of the Wise Steward Adventurer
Award.

I. The World of Friends

A. Make friends with someone from another culture or
generation, or someone who is handicapped.

B. Invite that person to a family or church event.

II. The World of Other People

A. Know and explain your national anthem and flag.

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

III. The World of Nature

Earn an Adventurer Award for nature, not previously earned.

(Requirements have been abbreviated)

Helping Hand Class Checklist

Name _____

I. Responsibility

A. Recite the Adventurer Pledge and Law.

B. Explain the Law.

II. Reinforcement

Earn the Helping Hand Reading Award.

I. His Plan to Save Me

A. Create story chart or booklet to illustrate Bible characters' lives

OR to illustrate studied Bible stories.

B. Use chart or booklet to share with someone how to live for God.

II. His Message to Me

Earn the Bible II Adventurer Award.

III. His Power in My Life

A. Spend regular quiet time with Jesus.

B. Work with an adult to improve something in your life, with Jesus' help.

I. I Am Special

A. List some special abilities God has given you.

B. Share your talents in a talent show, a show-and-tell, or by earning an Adventurer Award.

II. I Can Make Wise Choices

A. Learn steps for good decision-making.

B. Use these steps to solve two real-life problems.

III. I Can Care for My Body

Earn the Hygiene Adventurer Award.

I. I Have a Family

Make a family flag or banner OR collect stories and pictures of your family history

II. Families Care for Each Other

Help plan a special family night, worship, or outing.

III. My Family Helps Me Care for Myself

Earn an Adventurer Award not previously earned in finance, safety, indoor skills, or outdoor skills.

I. The World of Friends

Earn the Caring Friend Adventurer Award.

II. The World of Other People

Study another culture and find a way to share Jesus with some people in that culture.

III. The World of Nature

Earn the Environmentalist Adventurer Award.

(Requirements have been abbreviated)

Class Planning Sheet

Award or Requirement to be taught

DATE	SKILL/INFORMATION TO PRESENT	ACTIVITY FOR FUN & LEARNING	MATERIALS NEEDED



How to Teach an Adventurer Class

- 1.** Begin with good overall planning. Set up a yearly timetable. Know how much time is available to complete each requirement.
- 2.** Know your requirement. Understand the requirement you are working on and how it fits into the overall goal of the Adventurer program.
- 3.** Consider your children. Find out what information and experiences the children will need in order to complete the requirement. What will they be interested in?
- 4.** Schedule your class work. Review how much time is available to complete the requirement. Plan what information and skills you wish to present during each period.
- 5.** Plan the class period.
(The time suggested here is based on a class time of 30 minutes.)
 - Catch their interest - Get the children interested in the information by presenting an interesting object, demonstration, or problem to solve. (2 minutes)
 - Present information - Present the necessary information in an interesting way. Use a variety of methods, such as visual aids, pictures, films, stories, special objects, or visitors, discussions, demonstrations, etc. (5 minutes)
 - Practice - Use a variety of active experiences to make learning fun and successful for the children. (20 minutes)
 - Apply to life - Help children apply what they have learned to the things they do each day. (3 minutes)
 - Evaluate - Check to see if each child has completed the requirement and reached your objectives. Stress participation and improvement rather than perfection.
- 6.** Collect resources. Gather the information, supplies, books, and audio-visual materials you need to make the activities exciting and practical.
- 7.** Teach the class. Your enthusiasm for the subject and for Jesus Christ is what will make a difference in the children's lives.
- 8.** Evaluate the class. After the class ask yourself, "Did this class period help the children love and live for Jesus? What things worked well? What could have made it better?" Let the children tell you how they liked the activity.

Month to Month Planning Guide



This month-to-month guide has been developed to assist you in completing the Adventurer classwork requirements. The responsibility for assisting the child to complete his/her classwork is divided between the Adventurer Club and the parents and is marked in the column to the left to indicate to whom the responsibility belongs.

During the parents' meeting, it is recommended that you spend a few minutes explaining what will be expected of them during the next month. Be sure you provide them with the resources they need to help their child get the most from each requirement. A list of suggested materials is provided for each month.

You will note that a parent/child activity is listed for each month. This is not an activity planned by the club; rather, the activity is planned by the parent and child together. One month the child is to choose the activity, and the next month the activity is chosen by the parent.

This curriculum guide has been correlated with the teacher's curriculum in the church schools. If you are directing a club that has some or all of the children in church school, you should discuss with the teacher how you can best work together. The teacher should provide you with verification of the classwork completed. If the teachers are teaching the curriculum requirements in school, you may want to offer additional awards in the club. However, we still recommend that the parents fill out the parents' sign-off sheet each month.

If you choose not to teach all four class requirements each year but alternate between Busy Bee/Builder one year and Sunbeam/Helping Hand the next, you should alternate in harmony with the already-in-place alternating schedule in the church schools. The schedule would be:

Odd years (such as 1997-98)

Busy Bee and Builder

Even years (such as 1996-97)

Sunbeam and Helping Hand

May God bless your efforts for the Adventurer children in your club.

Adventurer Club Letterhead



(Date)

(Name)

(Address)

(City, state, zip)

Dear (name):

We wish to welcome you to a most rewarding experience as the parent and primary teacher of your very special Adventurer child.

The Adventurer program has been developed with a strong emphasis on parental involvement. The following guide will assist you in one very important area of involvement with the Adventurer program: the curriculum requirements.

This guide has been developed so that you, your child(ren), and the curriculum instructor of the Adventurer Club are all working together to complete the classwork requirements for the specific age of your child(ren).

Quality time with your child(ren) is a most important aspect in developing a solid lifelong relationship with your child(ren). This guide will provide a structured opportunity to spend quality time with the most precious possession you will ever have—your child(ren).

You will note that each month, on the “Parent’s Sign-Off Sheet,” a parent/child activity is listed. This is an activity that is not planned by the club but one that you and your child choose to do together. One month your child will choose the activity, and the next month you, the parent, will choose the activity that you want the child to do with you. This should be an adult activity, such as helping you in the house, kitchen, yard, etc.

May God bless you in your efforts for your child(ren).

Your friend and club director,

(Name) (Phone Number)

Enclosed:

- Month to Month Planning Guide

Parents’ Month to Month Guide Info Letter

Month to Month Planning Guide/ Material List for Club and Parents



The following is a list of materials that should be provided to the parents on a monthly basis. They can either be copied from the Adventurer Manual or each parent could be provided a Busy Bee Parents Manual available at *AdventSource*.

September

1. Busy Bee requirements
2. Busy Bee Adventurer Curriculum Guide for club and parents
3. Pledge and Law
4. Busy Bee reading requirement list
5. Bible I Award requirements

October

6. Safety Specialist Award

November - No additional materials needed

December

7. Copy of Feelings Game for I am Special II (Copy from activity book)

January

8. Health Specialist Award - Presidential Challenge requirements

February

9. Friend of Animals Award

March - No additional materials needed

April - No additional materials needed

May - No additional materials needed

Notes

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #9 of the Health Specialist Award.
- It is recommended each child have a My God I story chart in his or her bedroom (in the event that the child does not own an Adventurer workbook)

Adventurer Curriculum Guide

September

Club & Parent Responsibility



Club	Parent	Activity
	<input type="checkbox"/>	Complete club application forms
	<input type="checkbox"/>	Registration
	<input type="checkbox"/>	Hand out registration packet
	<input type="checkbox"/>	Explain Adventurer philosophy, family network, parent participation and activity books
	<input type="checkbox"/>	Complete club registration forms
	<input type="checkbox"/>	Discuss assignment for the month with parents
	<input type="checkbox"/>	Learn Adventurer Pledge
	<input type="checkbox"/>	Repeat Pledge to counselor and/or do Pledge page in activity book
	<input type="checkbox"/>	Read Genesis 1:1-2:3 and Revelation 21:1-22:5
		<i>Bible I Award</i>
	<input type="checkbox"/>	Requirement 1 Own a Bible
	<input type="checkbox"/>	Requirement 2 How to show respect for Bible
	<input type="checkbox"/>	Requirement 3 Know first and last book of Bible
	<input type="checkbox"/>	Requirement 6 Use masks, a sandbox, or felts to illustrate a Bible story
		<i>My God I — His Plan for Me</i>
	<input type="checkbox"/>	Requirement A Discuss and color “Creation” for story chart
	<input type="checkbox"/>	Do parent/child activity (child’s choice)
	<input type="checkbox"/>	Obtain a video on home safety for use in October
	<input type="checkbox"/>	Start preparation for fall conference activity

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #9 of the Health Specialist Award.

Adventurer Curriculum Guide

September

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
1. Complete application form	_____	_____	
2. Attend club registration	_____	_____	
3. Help your child memorize the Adventurer Pledge - "Because Jesus loves me, I will always do my best."	_____	_____	Basic I
4. Read with your child from simple modern version of the Bible			
Genesis 1:1-2:3	_____	_____	Basic II
Revelation 21:1-22:5	_____	_____	Basic II
5. Provide your child with his/her own Bible	_____	_____	Bible I Award Requirement 1
6. Help your child name the first and last books in the Bible and who wrote them	_____	_____	Bible I Award Requirement 3
7. Do parent/child activity (child's choice)	_____	_____	
What did you do? _____			

This handout needs to be completed and returned to the club director by the first week in October.

Adventurer Curriculum Guide

October

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in Family Network meeting
<input type="checkbox"/>		Discuss assignment for month with parents
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
	<input type="checkbox"/>	Read with child one book from reading list
<i>Safety Specialist Award</i>		
<input type="checkbox"/>		Requirement 1 Watch home safety video
	<input type="checkbox"/>	Requirement 2 Develop home safety plan
	<input type="checkbox"/>	Requirement 3 Practice fire drill at home
<input type="checkbox"/>		Requirement 3 Practice fire drill at club
<input type="checkbox"/>		Requirement 4 Discuss and practice drills for hurricanes, tornadoes, earthquakes, floods, volcanoes, thunder and lightning
	<input type="checkbox"/>	Requirement 5 Be a "safety detective" for one week
<input type="checkbox"/>		Requirement 5 Discuss results of being a safety detective
<input type="checkbox"/>		Requirement 6 Make safety poster
<input type="checkbox"/>		Requirement 7 Play safety game
	<input type="checkbox"/>	Do parent/child activity (parent's choice)
<input type="checkbox"/>	<input type="checkbox"/>	Attend fall conference activity

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #9 of the Health Specialist Award.

Adventurer Curriculum Guide

October

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
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1. Attend and participate in Family Network meeting _____

2. Read with child one book from reading list _____

Title _____

Author _____

Topic _____

Tell briefly what the book is about _____

3. Do the following requirements _____ Safety Specialist Award

Develop home safety plan _____ Requirement 2

Practice home fire drill _____ Requirement 3

Play safety detective for one week _____ Requirement 5

List things that were seen that were not safe

4. Do parent/child activity (parent's choice) _____

What did you do? _____

5. Attend fall conference activity with your child _____

This handout needs to be completed and returned to the club director by the first week in November.

Adventurer Curriculum Guide

November

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with parents
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
	<input type="checkbox"/>	Read with child one book from reading list
<i>My God I - His Plan for Me</i>		
<input type="checkbox"/>	Requirement A	Discuss and color "Sin and Sadness" - begin story chart
<input type="checkbox"/>	Requirement A	Discuss and color "Jesus Cares For Me" for story chart
<input type="checkbox"/>	Requirement A	Discuss and color "Jesus Comes Again" for story chart
<input type="checkbox"/>	Requirement A	Discuss and color "Heaven" for story chart
<i>Bible I Award</i>		
<input type="checkbox"/>	Requirement 4	Tell or act out "Creation"
<input type="checkbox"/>	Requirement 4	Tell or act out "Jesus Comes For Me"
<input type="checkbox"/>	Requirement 4	Tell or act out "Story About Heaven"
	<input type="checkbox"/>	Requirement 5 Discuss Bible verses that tell of Jesus' love
	<input type="checkbox"/>	Requirement 5 Choose one Bible verse and memorize it
	<input type="checkbox"/>	Do parent/child activity (child's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #9 of the Health Specialist Award.

Adventurer Curriculum Guide

November

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
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- Attend and participate in Family Network meeting _____
- Read with child one book from reading list _____ Basic II
 Title _____
 Author _____
 Topic _____
 Tell briefly what the book is about _____

 -
- Discuss the following Bible verses with your child _____ Bible I Award
 John 3:16 _____ Requirement 5
 Ps. 91:11 _____ Requirement 5
 John 14:3 _____ Requirement 5
 Ps. 23:1 _____ Requirement 5
- Choose one verse from #3 above and memorize it _____ Bible I Award Requirement 5
 List verse chosen _____
- Do parent/child activity (child's choice) _____
 What did you do? _____

This handout needs to be completed and returned to the club director by the first week in December.

Adventurer Curriculum Guide

December

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Plan Christmas party for children and parents
	<input type="checkbox"/>	Attend Christmas party with children
	<input type="checkbox"/>	Read with child one book from book list
		<i>My God I - His Plan to Save Me</i>
	<input type="checkbox"/>	Requirement B Use story chart to tell someone how much Jesus cares for you
		<i>Bible I Award</i>
	<input type="checkbox"/>	Requirement 5 Choose another Bible verse from list and memorize it
		<i>My Self I - I Am Special</i>
<input type="checkbox"/>		Make booklet showing people who care for you
		<i>My Self II - I Can Make Wise Choices</i>
	<input type="checkbox"/>	Discuss feelings with child
	<input type="checkbox"/>	Play feelings game
	<input type="checkbox"/>	Do parent/child activity (parent's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #9 of the Health Specialist Award.

Adventurer Curriculum Guide

December

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
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- Attend and participate in Christmas party with child _____
- Read with child one book from reading list _____ Basic II
 Title _____
 Author _____
 Topic _____
 Tell briefly what the book is about _____

 -
- Help your child to use story chart to tell someone how much Jesus means to him/her _____ My God I B
- Memorize another Bible verse _____ Bible I Award Requirement 5
 List verse chosen _____
- Do parent/child activity (parent's choice) _____

This handout needs to be completed and returned to the club director by the first week in January.

Adventurer Curriculum Guide

January

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in Family Network meeting
<input type="checkbox"/>		Discuss assignment for month with parents
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
<i>Health Specialist Award</i>		
<input type="checkbox"/>	Requirement 2	Discuss diet
<input type="checkbox"/>	Requirement 3	Discuss exercise
<input type="checkbox"/>	Requirement 4	Discuss sleep
<input type="checkbox"/>	Requirement 5	Discuss fresh air
<input type="checkbox"/>	Requirement 6	Discuss water
<input type="checkbox"/>	Requirement 7	Discuss proper dental care
<i>My God III - His Power in My Life</i>		
<input type="checkbox"/>	Requirement A	Discuss quiet time with Jesus
	<input type="checkbox"/>	Requirement A Encourage child to spend quiet time with Jesus
	<input type="checkbox"/>	Requirement B Ask three people what they pray for
<i>My Family I - I Have a Family</i>		
<input type="checkbox"/>		Draw pictures showing what you like about each family member
<i>My Family II - Families Care for Each Other</i>		
<input type="checkbox"/>	Requirement A	Read fifth commandment - Exodus 20:12
<input type="checkbox"/>	Requirement B	Act out ways you can honor your family
<i>Safety Specialist Award</i>		
<input type="checkbox"/>	Requirement 6	Make a safety poster
<input type="checkbox"/>		Do parent/child activity (child's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #9 of the Health Specialist Award.

Adventurer Curriculum Guide

January

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
1. Attend and participate in Family Network meeting _____	_____	_____	
2. Encourage child to spend quiet time with Jesus _____	_____	_____	My God III A
3. Assist child in asking three people what they pray for _____	_____	_____	My God III B
4. Help your child understand the fifth commandment (Exodus 20:12) _____	_____	_____	My Family II A
5. Teach your child how to act out ways he or she can honor the family _____	_____	_____	My Family II B
6. Make a safety poster _____	_____	_____	Safety Award Requirement 6
7. Do parent/child activity (child's choice) _____	_____	_____	
What did you do? _____			

This handout needs to be completed and returned to the club director by the first week in February.

Adventurer Curriculum Guide

February

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in Family Network meeting
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with parents
	<input type="checkbox"/>	Read with child one book from reading list
		<i>My World I - The World of Friends</i>
<input type="checkbox"/>		Make puppets to role play good friend
		<i>Friend of Animals Award</i>
	<input type="checkbox"/>	Requirement 1 Take care of pet or feed birds
	<input type="checkbox"/>	Requirement 2 List animals in neighborhood
<input type="checkbox"/>		Requirement 3 Match animals with homes
<input type="checkbox"/>		Requirement 4 Make animal masks
<input type="checkbox"/>		Requirement 5 Play animal game
	<input type="checkbox"/>	Do parent/child activity (parent's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #9 of the Health Specialist Award.

Adventurer Curriculum Guide

February

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
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1. Attend and participate in Family Network meeting _____

2. Read with child one book from reading list _____ Basic II

Title _____

Author _____

Topic _____

Tell briefly what the book is about _____

-

3. Encourage your child to care for a pet for the month or feed birds _____ Friend of Animals Award Requirement 1

4. Help child list animals in neighborhood _____ Requirement 2

What are they?

5. Do parent/child activity (parent's choice) _____

This handout needs to be completed and returned to the club director by the first week in March.

Adventurer Curriculum Guide

March

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with the parents
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
<i>Health Specialist Award</i>		
<input type="checkbox"/>		Requirement 8 Discuss three things that can destroy health
<i>My World II - The World of Other People</i>		
<input type="checkbox"/>		Requirement A Discuss or have church leader discuss church jobs
	<input type="checkbox"/>	Requirement B Help a church leader with his/her job
<input type="checkbox"/>		Requirement B Inform church leaders that children will be asking to assist them with their jobs
<input type="checkbox"/>		Plan and start preparation for spring conference activity
	<input type="checkbox"/>	Parent/child activity (child's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #9 of the Health Specialist Award.

Adventurer Curriculum Guide

March

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
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1. Attend and participate in Family Network meeting _____

2. Encourage your child to contact church leader to help with his/her job _____ My World II B

Who helped? _____

What did you do? _____

3. Assist in preparation for spring conference activity _____

4. Do parent/child activity (child's choice) _____

What did you do? _____

This handout needs to be completed and returned to the club director by the first week of April.

Adventurer Curriculum Guide

April

Club & Parent Responsibility



Club	Parent	Activity
	<input type="checkbox"/>	Prepare for Family Network Meeting.
	<input type="checkbox"/>	Attend and participate in Family Network Meeting
	<input type="checkbox"/>	Provide children's activity while parents attend Family Network meeting
	<input type="checkbox"/>	Discuss assignment for the month with parents.
		<i>Friend of Animals Award</i>
	<input type="checkbox"/>	Requirement 6 Plan a trip to the zoo, kennel, museum, farmyard, aviary, or pet shop.
	<input type="checkbox"/>	Requirement 6 Accompany your child if zoo or other trip is not planned.
	<input type="checkbox"/>	Attend spring conference Adventurer activity.
	<input type="checkbox"/>	Participate in spring conference Adventurer activity.
	<input type="checkbox"/>	Prepare for spring conference Adventurer program.
	<input type="checkbox"/>	Do parent/child activity (parent's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #9 of the Health Specialist Award.

Adventurer Curriculum Guide

April

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
1. Attend and participate in Family Network meeting _____	_____	_____	
2. Accompany child on animal field trip _____	_____	_____	Friend of Animals Award Requirement 6
3. Attend spring conference Adventurer activity with your child _____	_____	_____	
4. Do parent/child activity (parent's choice) _____	_____	_____	
What did you do? _____			

This handout needs to be completed and returned to the club director by the first week of May.

Adventurer Curriculum Guide

May

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for the Family Network meeting.
	<input type="checkbox"/>	Attend and participate in the Family Network meeting.
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
<input type="checkbox"/>		Discuss plans for participating in conference activity with parents.
	<input type="checkbox"/>	Participate in the Adventurer spring conference activity.
<input type="checkbox"/>		Sponsor the spring Adventurer Investiture program.
	<input type="checkbox"/>	Attend the spring Adventurer Investiture program.
	<input type="checkbox"/>	Do parent/child activity.

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #9 of the Health Specialist Award.

Adventurer Curriculum Guide

May

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
1. Attend and participate in Family Network meeting _____	_____	_____	
2. Attend the spring Adventurer Investiture program _____	_____	_____	
3. Do parent/child activity (child's choice) _____	_____	_____	
What did you do? _____			

This handout needs to be completed and returned to the club director by the last week of May.

Month to Month Planning Guide/ Materials List for Club and Parents



The following is a list of materials that should be provided to the parents on a monthly basis. They can either be copied from the Adventurer Manual or each parent could be provided a Sunbeam Parents Manual available at *AdventSource*.

September

1. Sunbeam requirements
2. Sunbeam Adventurer Curriculum Guide for club and parents
3. Pledge and Law
4. Sunbeam reading requirement list
5. Friend of Nature Award requirements
6. Courtesy Award requirements

October

7. Road Safety Award requirements

November

8. Copy of instructions for “What if?” game from Sunbeam activity book
9. Quiet Time with Jesus chart

December - No additional materials needed

January

10. Fitness Fun Award requirements - Presidential Challenge requirements
11. Copy of “World of Other People” from Sunbeam activity book

February - No additional materials needed

March - No additional materials needed

April - No additional materials needed

May - No additional materials needed

Notes

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #7 of the Fitness Fun Award.
- It is recommended each child have a My God I story chart in his or her bedroom (in the event that the child does not own an Adventurer workbook)

Adventurer Curriculum Guide

September Club & Parent Responsibility



Club	Parent	Activity
	<input type="checkbox"/>	Complete application form
	<input type="checkbox"/>	Registration
	<input type="checkbox"/>	Hand out registration packet
	<input type="checkbox"/>	Explain Adventurer philosophy, Family Network, parent participation, and activity books
	<input type="checkbox"/>	Provide children's activity while parents attend Family Network meeting
	<input type="checkbox"/>	Discuss assignment for the month with parents
	<input type="checkbox"/>	Learn Adventurer Law
	<input type="checkbox"/>	Repeat Law to counselor and/or do Law page in activity book
	<input type="checkbox"/>	Read two chapters from the book of Mark
		<i>My God III - His Message to Me</i>
	<input type="checkbox"/>	Requirement A Choose and memorize one verse from the list
	<input type="checkbox"/>	Requirement B Name the two major parts of the Bible and the four Gospels
		<i>Friend of Nature Award</i>
	<input type="checkbox"/>	Requirement 3 Collect four different kinds of leaves and compare them
		<i>Courtesy Award</i>
	<input type="checkbox"/>	Requirement 1 Explain what "courtesy" means
	<input type="checkbox"/>	Obtain a video on home safety to use in October
	<input type="checkbox"/>	Prepare for and attend the fall conference Adventurer leadership activity
	<input type="checkbox"/>	Do parent/child activity (child's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #7 of the Fitness Fun Award.

Adventurer Curriculum Guide

September

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
1. Complete registration forms	_____	_____	
2. Attend registration	_____	_____	
3. Help your child memorize the Adventurer Law	_____	_____	Basic I
4. Read with your child two chapters from the book of Mark	_____	_____	Basic II
5. Choose one text from list and help your child memorize it	_____	_____	My God, II A
6. Help your child learn the two major parts of the Bible and the names of the four Gospels	_____	_____	My God, II B
7. Assist your child in collecting four different leaves and prepare for them 3	_____	_____	Friend of Nature Requirement
8. Help your child explain what "courtesy" means 1	_____	_____	Courtesy Award Requirement
9. Do parent child activity (child's choice)	_____	_____	
What did you do? _____			

This handout needs to be completed and returned to the club director by the first week in October.

Adventurer Curriculum Guide

October

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in Family Network meeting
<input type="checkbox"/>		Discuss assignment for month with parents
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting.
	<input type="checkbox"/>	Read with child one book from reading list
<input type="checkbox"/>		Watch a safety video
		<i>Road Safety Award</i>
<input type="checkbox"/>		Requirement 1 Identify road signs
	<input type="checkbox"/>	Requirement 2 Tell when it is safe to cross the street
	<input type="checkbox"/>	Requirement 3 Learn the safety rules for walking, riding bikes, riding a horse, or walking with a group
	<input type="checkbox"/>	Requirement 4 Explain the reasons for wearing a seat belt
<input type="checkbox"/>		Requirement 5 Listen to a safety officer
<input type="checkbox"/>		Requirement 6 Play a safety game
<input type="checkbox"/>		Attend the fall conference Adventurer leadership activity
	<input type="checkbox"/>	Attend fall conference activity
	<input type="checkbox"/>	Do a parent/child activity (parent's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #7 of the Fitness Fun Award.

Adventurer Curriculum Guide

October

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
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1. Attend and participate in Family Network meeting _____
2. Read with child one book from reading list _____ Basic II
 Name of book _____
 Author _____
 Topic _____
 Tell briefly what the book is about _____
3. Discuss with child when it is safe to cross the street _____ Road Safety Award Requirement 2
4. Discuss with child safety rules when walking, riding bikes, riding a horse, or walking with a group _____ Road Safety Award Requirement 3
5. Explain the reason to use seat belts _____ Road Safety Award Requirement 4
6. Attend fall conference activity with your child _____
7. Do parent/child activity (parent's choice) _____
 What did you do? _____

This handout needs to be completed and returned to the club director by the first week in November.

Adventurer Curriculum Guide

November

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with parents
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
	<input type="checkbox"/>	Read with child one book from reading list
		<i>My Family I - I Have a Family</i>
	<input type="checkbox"/>	Discuss favorite family memories
		<i>My Family II - Family Members Care for Each Other</i>
<input type="checkbox"/>		Use puppets or role play to teach children how to solve disagreements
		<i>My Self II - I Can Make Wise Choices</i>
	<input type="checkbox"/>	Play the "What if?" game
		<i>My God III - His Power in My Life</i>
<input type="checkbox"/>		Discuss with child the importance of quiet time with Jesus
	<input type="checkbox"/>	Encourage child to spend quiet time with Jesus
		<i>My Self I - I Am Special</i>
<input type="checkbox"/>		Make a tracing of each child and tell good things about yourself
		<i>Courtesy Award</i>
	<input type="checkbox"/>	Requirement 2 Recite and explain the Golden Rule
<input type="checkbox"/>		Requirement 5 Share experience when you were courteous and when the child was courteous
	<input type="checkbox"/>	Do a parent/child activity (child's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #7 of the Fitness Fun Award.

Adventurer Curriculum Guide

November

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
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1. Attend and participate in Family Network meeting _____
2. Read with child one book from reading list _____ Basic II
 Name of book _____
 Author _____
 Topic _____
 Tell briefly what the book is about _____

4. Discuss favorite family memories _____ My Family I
5. Play "What if?" game _____ My Self II
6. Encourage quiet time with Jesus _____ My God III
7. Recite and explain Golden Rule Matthew 7:12 _____ Courtesy Award Requirement
2
8. Do parent/child activity (child's choice) _____
 What did you do? _____

This handout needs to be completed and returned to the club director by the first week in December.

Adventurer Curriculum Guide

December

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Plan Christmas party for children and parents
	<input type="checkbox"/>	Attend Christmas party with children
<input type="checkbox"/>		Discuss with parents the assignment for the month
	<input type="checkbox"/>	Read with child one book from book list
		<i>My God I - His Plan to Save Me</i>
<input type="checkbox"/>		Color story chart — Birth
<input type="checkbox"/>		Color story chart — Live
		<i>My God II - His Message to Me</i>
	<input type="checkbox"/>	Choose and memorize one verse from list
		<i>Courtesy Award</i>
	<input type="checkbox"/>	Requirement 3 Good table manners
	<input type="checkbox"/>	Requirement 4 Telephone manners
<input type="checkbox"/>		Requirement 6 Show acts of courtesy
	<input type="checkbox"/>	Do parent/child activity (parent's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #7 of the Fitness Fun Award.

Adventurer Curriculum Guide

December

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
1. Attend and participate in Christmas party with child	_____	_____	
2. Read with child one book from reading list	_____	_____	Basic II
Name of book _____			
Author _____			
Topic _____			
-			
Tell briefly what the book is about _____			
-			

-			
3. Choose and memorize one verse from the list	_____	_____	My God II A
List verse chosen _____			
4. Discuss, practice, and learn good table manners with your child	_____	_____	Courtesy Award Requirement 3
5. Discuss, practice, and learn good telephone manners with your child	_____	_____	Courtesy Award Requirement 4
6. Do parent/child activity (parent's choice)	_____	_____	
What did you do? _____			

This handout needs to be completed and returned to the club director by the first week in January.

Adventurer Curriculum Guide

January

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in the Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with parents
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
<i>Fitness Fun Award</i>		
	<input type="checkbox"/>	Requirement 1 List four things that contribute to physical fitness
<input type="checkbox"/>		Requirement 2 Do three stretches
<input type="checkbox"/>		Requirement 3 Run, high jump, jump rope, climb pole
<input type="checkbox"/>		Requirement 4 Obstacle course, leap frog, relay race
<input type="checkbox"/>		Requirement 5 Forward roll, sit-ups, cartwheel, hand/head stand
<input type="checkbox"/>		Requirement 6 Organized exercise game
<i>My God III - His Power in My Life</i>		
	<input type="checkbox"/>	Requirement A Continue quiet time and quiet time chart
	<input type="checkbox"/>	Requirement B Ask three people why they study the Bible
<i>My World II - The World of Other People</i>		
	<input type="checkbox"/>	Requirement A Explore neighborhood for good and bad
	<input type="checkbox"/>	Requirement B Choose ways to make your neighborhood better
	<input type="checkbox"/>	Do parent/child activity (parent's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #7 of the Fitness Fun Award.

Adventurer Curriculum Guide

January

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
1. Attend and participate in Family Network meeting	_____	_____	
2. Discuss with your child four things that contribute to physical fitness	_____	_____	Fitness Fun Award Requirement 1
3. Continue to encourage child to spend quiet time with Jesus	_____	_____	My God III A
4. Encourage child to ask three people why they study the Bible	_____	_____	My God III B
5. Help your child explore your neighborhood and make a list of its good and bad aspects	_____	_____	My World II A
6. Help your child choose from the above list ways to improve your neighborhood	_____	_____	My World II B
7. Do parent/child activity (child's choice)	_____	_____	
What did you do? _____			

This handout needs to be completed and returned to the club director by the first week in February.

Adventurer Curriculum Guide

February

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in Family Network meeting
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with parents
	<input type="checkbox"/>	Read with child one book from reading list
		<i>My God I - His Plan to Save Me</i>
<input type="checkbox"/>	Requirement A	Color Jesus' death on story chart
<input type="checkbox"/>	Requirement B	Color Jesus' resurrection on story chart
	<input type="checkbox"/>	Requirement B Using story chart, show someone the joy of being saved by Jesus
	<input type="checkbox"/>	Do parent/child activity (parent's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #7 of the Fitness Fun Award.

Adventurer Curriculum Guide

February

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
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1. Attend and participate in Family Network meeting _____

2. Read with child one book from reading list _____ Basic II

Title _____

Author _____

Topic _____

Tell briefly what the book is about _____

3. Help your child show someone the joy of being saved by Jesus (use story chart) _____ My God I B

4. Do parent/child activity (parent's choice) _____

What did you do? _____

This handout needs to be completed and returned to the club director by the first week in March.

Adventurer Curriculum Guide

March

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with the parents
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
	<input type="checkbox"/>	Read with child one book from the book list
<i>Friend of Nature Award</i>		
<input type="checkbox"/>		Requirement 1 Nature walk
<input type="checkbox"/>		Requirement 2 Do bark rubbings of three kinds of trees
	<input type="checkbox"/>	Requirement 4 Critter hunt
	<input type="checkbox"/>	Requirement 6 Write a thank-you note to someone who did something nice for you
<input type="checkbox"/>		Requirement 7 Explain how to be a friend of nature, and pick a plan to protect trees and nests
<input type="checkbox"/>		Plan and start preparation for spring conference activity
	<input type="checkbox"/>	Assist in preparation for spring conference Adventurer activity.
	<input type="checkbox"/>	Do parent/child activity (child's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #7 of the Fitness Fun Award.

Adventurer Curriculum Guide

March

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
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1. Attend and participate in Family Network meeting _____

2. Read with child one book from the reading list _____ Basic II

Title _____

Author _____

Topic _____

Tell briefly what the book is about _____

3. Go on a critter hunt with your child _____ Requirement 4

4. Assist your child in writing a thank-you note _____ Friend of Nature Award Requirement 6

5. Assist in preparation for spring conference activity _____

6. Do parent/child activity (child's choice) _____

What did you do? _____

This handout needs to be completed and returned to the club director by the first week of April.

Adventurer Curriculum Guide

April

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>	<input type="checkbox"/>	Prepare for Family Network Meeting.
	<input type="checkbox"/>	Attend and participate in Family Network Meeting
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with parents
		<i>Friend of Nature Award</i>
<input type="checkbox"/>		Requirement 5 Plan a trip to the zoo, park, or wildlife area
	<input type="checkbox"/>	Requirement 5 Accompany child on zoo, park, or wildlife area trip
<input type="checkbox"/>		Attend spring conference Adventurer activity
	<input type="checkbox"/>	Participate in spring conference Adventurer activity with your child
<input type="checkbox"/>		Prepare for spring Adventurer Investiture program
	<input type="checkbox"/>	Do parent/child activity (parent's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #7 of the Fitness Fun Award.

Adventurer Curriculum Guide

April

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
1. Attend and participate in Family Network meeting _____	_____	_____	
2. Accompany child on zoo, park, or wildlife trip _____	_____	_____	Friend of Nature Award Requirement 5
3. Assist in preparation for spring conference activity _____	_____	_____	
4. Attend spring conference activity with your child _____	_____	_____	
5. Do parent/child activity (parent's choice) _____	_____	_____	

What did you do? _____

This handout needs to be completed and returned to the club director by the first week of May.

Adventurer Curriculum Guide

May

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for the Family Network meeting
	<input type="checkbox"/>	Attend and participate in the Family Network meeting
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
<input type="checkbox"/>		Discuss plans for participating in conference activity with parents
<input type="checkbox"/>		Sponsor the spring Adventurer Investiture program
	<input type="checkbox"/>	Attend the spring Adventurer Investiture program
	<input type="checkbox"/>	Do parent/child activity (child's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #7 of the Fitness Fun Award.

Adventurer Curriculum Guide

May

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
1. Attend and participate in Family Network meeting	_____	_____	
2. Attend the spring Adventurer Investiture program	_____	_____	
3. Do parent/child activity(child's choice)	_____	_____	
What did you do?_____			

This handout needs to be completed and returned to the club director by the last week of May.

Month to Month Planning Guide/ Materials List for Club and Parents



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The following is a list of materials that should be provided to the parents on a monthly basis. They can either be copied from the Adventurer Manual or each parent could be provided a Builder Parents Manual available at *AdventSource*.

September

1. Builder requirements
2. Builder Adventurer Curriculum Guide for club and parents
3. Pledge and Law
4. Builder reading requirement list
5. Trees Award requirements

October

6. Temperance Award requirements - Presidential Challenge requirements
7. Wise Steward Award requirements

November - No additional materials needed

December

8. Word Find page from activity book for New Testament books
9. Media Critic Award requirements
10. Media log sheet from activity book
11. Quiet time sheet from activity book

January - No additional materials needed

February

12. Asking people sheet from activity book

March - No additional materials needed

April - No additional materials needed

May - No additional materials needed

Notes

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #8 of the Hygiene Award.
- It is recommended each child have a My God I story chart in his or her bedroom (in the event that the child does not own an Adventurer workbook)

Adventurer Curriculum Guide

September

Club & Parent Responsibility



Club	Parent	Activity
	<input type="checkbox"/>	Complete application form
	<input type="checkbox"/>	Hand out registration packet
	<input type="checkbox"/>	Explain Adventurer philosophy, Family Network, parent participation, and activity books
	<input type="checkbox"/>	Provide children's activity while parents attend Family Network meeting
	<input type="checkbox"/>	Discuss assignment for the month with parents
	<input type="checkbox"/>	Memorize the Pledge and Law
	<input type="checkbox"/>	Read three chapters from the book of Acts
	<input type="checkbox"/>	Repeat Pledge and Law to counselor
	<input type="checkbox"/>	Explain Pledge
		<i>My Family I</i>
	<input type="checkbox"/>	Requirement A Share ways your family has changed
	<input type="checkbox"/>	Requirement B Discuss a Bible story that tells how a family changed
		<i>My Family II</i>
	<input type="checkbox"/>	Plan special ways to show appreciate to your family members
		<i>Trees Award</i>
	<input type="checkbox"/>	Requirement 6 Discover trees in your neighborhood
	<input type="checkbox"/>	Prepare for and attend fall conference Adventurer leadership activity
	<input type="checkbox"/>	Do parent/child activity (child's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #8 of the Hygiene Award.

Adventurer Curriculum Guide

September

Parent Sign-off Sheet

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	Date Completed	Parents' Initials	Fulfill Requirement #
1. Complete application form	_____	_____	
2. Attend registration meeting	_____	_____	
3. Help your child memorize the Adventurer Pledge and Law	_____	_____	Basic I
4. Read with your child three chapters from the book of Acts	_____	_____	Basic II
5. Have each family member plan ways to show appreciate to other family members	_____	_____	My Family II
What did you do? _____			

6. Help your child discover the trees in your neighborhood and Trees Award something special about them	_____	_____	Requirement 6
7. Do parent/child activity (child's choice)	_____	_____	
What did you do? _____			

This handout needs to be completed and returned to the club director by the first week in October.

Adventurer Curriculum Guide

October

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with the parents
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
	<input type="checkbox"/>	Read with child one book from the book list
		<i>My God I - His Plan to Save Me</i>
<input type="checkbox"/>	Requirement A	Color Ellen White for color chart
<input type="checkbox"/>		Color Martin Luther for color chart
		<i>Temperance Award</i>
<input type="checkbox"/>	Requirement 1	Read and explain I Corinthians 6:19 and 3:17
	<input type="checkbox"/>	Memorize I Corinthians 6:19 and 3:17
	<input type="checkbox"/>	Requirement 2 Explain drug abuse and temperance
<input type="checkbox"/>		Listen to a safety officer
		<i>Trees Award</i>
	<input type="checkbox"/>	Requirement 2 Collect, press, dry, and identify ten different leaves
	<input type="checkbox"/>	Requirements 3, 5 Collect, press, and dry leaves to be used in December and January
<input type="checkbox"/>	Requirement 4	Tell how trees scatter their seeds and collect or draw five different seeds
<input type="checkbox"/>		Attend fall conference Adventurer leadership activity
	<input type="checkbox"/>	Do parent/child activity (parent's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #8 of the Hygiene Award.

Adventurer Curriculum Guide

October

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
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- Attend and participate in Family Network meeting _____
- Read with child one book from reading list _____ Basic II
 Title _____
 Author _____
 Topic _____
 Tell briefly what the book is about _____
- Explain and help child memorize I Cor. 6:19 and I Cor. 3:17 _____ Temperance Award Requirement 1
- Explain and discuss with child drug abuse and temperance _____ Temperance Award Requirement 2
- Help your child collect ten leaves and identify them _____ Trees Award Requirements 3 & 5
 Press and dry leaves to be used in December/January _____
- Do parent/child activity(parent's choice) _____
 What did you do? _____

This handout needs to be completed and returned to the club director by the first week in November.

Adventurer Curriculum Guide

November

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with parents
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
	<input type="checkbox"/>	Read with child one book from reading list
<i>Wise Steward Award</i>		
<input type="checkbox"/>		Requirement 1 Bible verse
<input type="checkbox"/>		Requirement 2 Describe a wise steward
	<input type="checkbox"/>	Requirement 3 Read and explain Malachi 3:8-10
	<input type="checkbox"/>	Requirement 4 Fill out a tithe envelope
<input type="checkbox"/>		Requirement 5 Poster on Sabbath School offering
<input type="checkbox"/>		Requirement 6 Story of widow's offering
	<input type="checkbox"/>	Requirement 7 Stewardship and belongings
<input type="checkbox"/>		Have pastor or church treasurer talk to children (optional)
<i>Temperance Award</i>		
<input type="checkbox"/>		Requirement 5 Skit or play - "Say No to Drugs"
	<input type="checkbox"/>	Requirement 6 Make a poster or design for T-shirt
<i>Trees Award</i>		
<input type="checkbox"/>		Requirement 7 Put dry leaves in scrapbook
	<input type="checkbox"/>	Do a parent/child activity (child's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #8 of the Hygiene Award.

Adventurer Curriculum Guide

November

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
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1. Attend and participate in Family Network meeting _____

2. Read with child one book from reading list _____ Basic II
 Title _____
 Author _____
 Topic _____
 Tell briefly what the book is about _____

3. Look up and discuss with your child Malachi 3:8-10 _____ Wise Steward Award Requirement 3

4. Help your child fill out a title envelope _____ Wise Steward Award Requirement 4

5. Discuss with your child the stewardship of caring for belongings _____ Wise Steward Award Requirement 7

6. Assist your child in drawing a poster or design for a T-shirt _____ Temperance Award Requirement 6

7. Do parent/child activity(child's choice) _____
 What did you do? _____

This handout needs to be completed and returned to the club director by the first week in December.

Adventurer Curriculum Guide

December

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Plan Christmas party for children and parents
	<input type="checkbox"/>	Attend Christmas party with children
		Discuss with parents the assignment for the month
<input type="checkbox"/>		Read with child one book from book list
		<i>My God II - His Message to Me</i>
<input type="checkbox"/>	Requirement B	Start memorizing the books of the New Testament
		<i>Trees Award</i>
	<input type="checkbox"/>	Requirement 1 Read Bible verses about trees
<input type="checkbox"/>	Requirement 3	Paint leaf with chocolate
		<i>Temperance Award</i>
<input type="checkbox"/>	Requirement 7	Discuss famous people who do not use tobacco, drugs, or alcohol
		<i>My Self I - I Am Special</i>
	<input type="checkbox"/>	Make scrap book of things you can do to serve God
		<i>Media Critic Award</i>
<input type="checkbox"/>	Requirement 1	Explain "media."
	<input type="checkbox"/>	Requirement 2 Memorize Philippians 4:8
	<input type="checkbox"/>	Requirement 3 Keep a log of time spent with media
		<i>My God I - His Plan to Save Me</i>
<input type="checkbox"/>		Color "Paul" and "Yourself" for story chart
	<input type="checkbox"/>	Do parent/child activity (parent's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #8 of the Hygiene Award.

Adventurer Curriculum Guide

December

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
1. Attend and participate in Christmas party with child	_____	_____	
2. Read with child one book from reading list	_____	_____	Basic II
Title _____			
Author _____			
Topic _____			
Tell briefly what the book is about _____			

3. Help your child begin to memorize the books of the New Testament	_____	_____	My God II B
4. Read and discuss one Bible verse about trees	_____	_____	Trees Award Requirement 1
List verse chosen _____			
5. Help your child make a scrap book on how he or she can serve God	_____	_____	My Self I
6. Help your child memorize Philippians 4:8	_____	_____	Media Critic Award Requirement 2
7. Help your child keep a log of time spent with media	_____	_____	Media Critic Award Requirement 3
8. Do parent/child activity (parent's choice)	_____	_____	
What did you do? _____			

This handout needs to be completed and returned to the club director by the first week in January.

Adventurer Curriculum Guide

January

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in the Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with parents
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
<i>Temperance Award</i>		
<input type="checkbox"/>		Have a doctor or nurse discuss with the children the effects of tobacco, alcohol, and drugs
<input type="checkbox"/>	Requirement 4	Discuss why some people choose to use drugs
<i>My God III - His Power in My Life</i>		
	<input type="checkbox"/> Requirement A	Continue quiet time and quiet time chart
	<input type="checkbox"/> Requirement B	Memorize the names of the New Testament books
<i>My God II - His Message to Me</i>		
	<input type="checkbox"/> Requirement A	Choose and memorize another text from the list
<i>Media Critic Award</i>		
<input type="checkbox"/>	Requirement 6	Read a story and make up the ending
<i>Trees Award</i>		
<input type="checkbox"/>	Requirement 5	Make leaf rubbings
	<input type="checkbox"/>	Finish memorizing the New Testament books
	<input type="checkbox"/>	Do parent/child activity (parent's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #8 of the Hygiene Award.

Adventurer Curriculum Guide

January

Parent Sign-off Sheet

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	Date Completed	Parents' Initials	Fulfill Requirement #
1. Attend and participate in Family Network meeting _____	_____	_____	
2. Continue to encourage child to spend quiet time with Jesus and fill out quiet time chart _____	_____	_____	My God III A
3. Choose and memorize another verse from the list _____	_____	_____	My God II A
Which verse did you learn? _____			
4. Complete the memorization of New Testament books _____	_____	_____	My God II B
5. Do parent/child activity (child's choice) _____	_____	_____	
What did you do? _____			

This handout needs to be completed and returned to the club director by the first week in February.

Adventurer Curriculum Guide

February

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in Family Network meeting
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with parents
	<input type="checkbox"/>	Read with child one book from reading list
		<i>My God III - His Power in My Life</i>
	<input type="checkbox"/>	Requirement A Ask three people why they love Jesus
		<i>My God I - His Plan to Save Me</i>
<input type="checkbox"/>		Requirement B Use story chart to show someone how to give his or her life to Jesus
		<i>My God II - His Message to Me</i>
	<input type="checkbox"/>	Requirement A Choose and learn another memory verse from list
		<i>Media Critic Award</i>
	<input type="checkbox"/>	Requirement 5 With adult, choose what to read or watch
	<input type="checkbox"/>	Do parent/child activity (parent's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #8 of the Hygiene Award.

Adventurer Curriculum Guide

February

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
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- Attend and participate in Family Network meeting _____
- Read with child one book from reading list _____ Basic II
 Title _____
 Author _____
 Topic _____
 Tell briefly what the book is about _____

- Encourage your child to ask three people why they love Jesus (complete the sheet provided) _____ My God III A
- Choose and learn another verse from the memory verse list _____ My God II A
- Help your child choose what to read and watch. Record his or her choices and turn them in _____ Media Critic Award Requirement 5
- Do parent/child activity (parent's choice) _____
 What did you do? _____

This handout needs to be completed and returned to the club director by the first week in March.

Adventurer Curriculum Guide

March

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with parents
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
		<i>My World I - The World of Friends</i>
	<input type="checkbox"/>	Requirement A Make friends with someone of a different culture or a different age
	<input type="checkbox"/>	Requirement B Invite your new friend to your home or church
		<i>Media Critic Award</i>
	<input type="checkbox"/>	Requirement 4 With adult, listen to or watch a television program and discuss its merits
	<input type="checkbox"/>	Requirement 5 With your child, choose what to listen to, or watch on television during the next week
<input type="checkbox"/>		Prepare for spring conference Adventurer activity
	<input type="checkbox"/>	Assist in preparation for spring conference Adventurer activity
	<input type="checkbox"/>	Do parent/child activity (child's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #8 of the Hygiene Award.

Adventurer Curriculum Guide

March

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
1. Attend and participate in Family Network meeting _____	_____	_____	
2. Encourage your child to make friends with someone of a different culture or age _____	_____	_____	My World II A
3. Encourage your child to invite the new friend to a family or church event _____	_____	_____	My World II B
4. With your child, choose what to listen to or watch on television during the next week _____	_____	_____	Media Critic Award Requirement 5
5. Watch or listen to a program with your child and discuss its merits or faults _____	_____	_____	Media Critic Award Requirement 4
6. Assist in preparation for spring conference activity _____	_____	_____	
7. Do parent/child activity (child's choice) _____	_____	_____	
What did you do? _____			

This handout needs to be completed and returned to the club director by the first week of April.

Adventurer Curriculum Guide

April Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network Meeting.
	<input type="checkbox"/>	Attend and participate in Family Network Meeting
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with parents
		<i>My World II - The World of Other People</i>
<input type="checkbox"/>		Requirement A Know and explain the national flag and anthem
<input type="checkbox"/>		Requirement B Know the name of your country's capital and leader
<input type="checkbox"/>		Attend spring conference Adventurer activity
	<input type="checkbox"/>	Participate in spring conference Adventurer activity
<input type="checkbox"/>		Prepare for spring Adventurer Investiture program
	<input type="checkbox"/>	Do parent/child activity (parent's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #8 of the Hygiene Award.

Adventurer Curriculum Guide

April

Parent Sign-off Sheet

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	Date Completed	Parents' Initials	Fulfill Requirement #
--	----------------	-------------------	-----------------------

1. Attend and participate in Family Network meeting _____
2. Attend spring conference activity with your child _____
3. Do parent/child activity (parent's choice) _____

What did you do? _____

This handout needs to be completed and returned to the club director by the first week of May.

Adventurer Curriculum Guide

May Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for the Family Network meeting
	<input type="checkbox"/>	Attend and participate in the Family Network meeting
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
<input type="checkbox"/>		Discuss plans for participating in conference activity with parents
<input type="checkbox"/>		Sponsor the spring Adventurer Investiture program
	<input type="checkbox"/>	Attend the spring Adventurer Investiture program
	<input type="checkbox"/>	Do parent/child activity (child's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #8 of the Hygiene Award.

Adventurer Curriculum Guide

May

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
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1. Attend and participate in Family Network meeting _____

2. Attend the spring Adventurer Investiture program _____

3. Do parent/child activity (child's choice) _____

What did you do? _____

This handout needs to be completed and returned to the club director by the last week of May.

Month to Month Planning Guide/ Materials List for Club and Parents



The following is a list of materials that should be provided to the parents on a monthly basis. They can either be copied from the Adventurer Manual or each parent could be provided a Helping Hand Parents Manual available at *AdventSource*.

September

1. Helping Hand requirements
2. Helping Hand Adventurer Curriculum Guide for club and parents
3. Pledge and Law
4. Helping Hand reading requirement list
5. Bible II Award requirements

October

6. First Aid Helper Award requirements OR other optional award from My Family II

November - No additional materials needed

December

7. Hygiene Award requirements - Presidential Challenge requirements

January

8. Supplemental sheet to keep track of dental care, bathing, and shampoo, and water per day

February

9. Copy of His Power in My Life, Requirements A and B, from activity book
10. Copy of "I Can Make Wise Choices," Requirements A and B, from activity book

March

11. Caring Friend Award requirements

April

12. Environmentalist Award requirements

May - No additional materials needed

Notes

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #8 of the Hygiene Award.
- It is recommended each child have a My God I story chart in his or her bedroom (in the event that the child does not own an Adventurer workbook)

Adventurer Curriculum Guide

September

Club & Parent Responsibility



Helping Hand

Club	Parent	Activity
	<input type="checkbox"/>	Complete application form
	<input type="checkbox"/>	Registration
	<input type="checkbox"/>	Hand out registration packet
	<input type="checkbox"/>	Explain Adventurer philosophy, Family Network, parent participation, and activity books
	<input type="checkbox"/>	Provide children's activity while parents attend Family Network meeting
	<input type="checkbox"/>	Discuss assignment for the month with parents
	<input type="checkbox"/>	Memorize Pledge and Law
	<input type="checkbox"/>	Repeat Pledge and Law to counselor
	<input type="checkbox"/>	Read 1 Samuel 1-3
		<i>Bible II Award</i>
	<input type="checkbox"/>	Requirement 3 Two Bible charades
		<i>My Family I - I Have a Family</i>
		Make family flag or banner
	<input type="checkbox"/>	OR
		Collect stories or photographs of family history
	<input type="checkbox"/>	Plan and attend fall conference Adventurer leadership activity
		<i>Trees Award</i>
	<input type="checkbox"/>	Requirement 6 Make a list of the trees in your neighborhood
	<input type="checkbox"/>	Do parent/child activity (child's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #8 of the Hygiene Award.

Adventurer Curriculum Guide

September

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
1. Complete application form	_____	_____	
2. Attend registration meeting	_____	_____	
3. Help your child memorize the Adventurer Pledge and Law	_____	_____	Basic I
4. Read 1 Samuel 1-3	_____	_____	Basic II
5. Make a family banner OR Collect stories and photographs of your family history	_____	_____	My Family I A
	_____	_____	My Family I B
What did you do? _____			

6. Help your child discover the trees in your neighborhood and something special about them	_____	_____	Trees Award Requirement 6
7. Do parent/child activity (child's choice)	_____	_____	
What did you do? _____			

This handout needs to be completed and returned to the club director by the first week in October.

Adventurer Curriculum Guide

October

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with the parents
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
	<input type="checkbox"/>	Read with child one book from the book list
		<i>My God I - His Plan to Save Me</i>
	<input type="checkbox"/>	Requirement A Discuss and color "Noah" for story chart
	<input type="checkbox"/>	Discuss and color "Abraham" for story chart
		Bible II Award
<input type="checkbox"/>		Requirement 3 Act out the stories of Moses and David
		<i>First Aid Helper Award</i>
	<input type="checkbox"/>	Requirement 1 Treat an abrasion
<input type="checkbox"/>		Requirement 2 Care for a nose bleed
<input type="checkbox"/>		Requirement 5 Stabilize first aid equipment
<input type="checkbox"/>		Listen to a safety officer
	<input type="checkbox"/>	Do parent/child activity (parent's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #8 of the Hygiene Award.

Adventurer Curriculum Guide

October

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
1. Attend and participate in Family Network meeting _____	_____	_____	
2. Read with child one book from reading list _____	_____	_____	Basic II
Title _____			
Author _____			
Topic _____			
Tell briefly what the book is about _____			

3. Color "Noah" and "Abraham" for story chart _____	_____	_____	My God I
4. Discuss and illustrate with your child how to treat an abrasion _____	_____	_____	First Aid Helper Requirement 1
5. Do parent/child activity (parent's choice) _____	_____	_____	
What did you do? _____			

This handout needs to be completed and returned to the club director by the first week in November.

Adventurer Curriculum Guide

November

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with parents
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
	<input type="checkbox"/>	Read with child one book from reading list
		<i>My Family II - Family Members Care for Each Other</i>
	<input type="checkbox"/>	Plan a special family event
		<i>First Aid Helper Award</i>
<input type="checkbox"/>		Requirement 3 Identify and display different types of bandages
	<input type="checkbox"/>	Requirement 4 Make a first-aid kit and know the uses of its contents
<input type="checkbox"/>		Requirement 8 Describe and draw the First Aid symbol
		<i>Bible II Award</i>
	<input type="checkbox"/>	Requirement 2 Start memorizing the names of all the Old Testament books
<input type="checkbox"/>		Requirement 3 Act out one story from the requirements
	<input type="checkbox"/>	Requirement 4 Read or listen to a Bible story
	<input type="checkbox"/>	Do parent/child Adventurer activity (child's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #8 of the Hygiene Award.

Adventurer Curriculum Guide

November

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
--	----------------	-------------------	-----------------------

1. Attend and participate in Family Network meeting _____

2. Read with child one book from reading list _____ Basic II
 Title _____
 Author _____
 Topic _____
 Tell briefly what the book is about _____

3. Help your child plan a special family worship, family night, or family outing _____ My Family II
 What did you do? _____

4. Help your child make a first aid kit and know the uses of its contents _____ First Aid Helper Awrd. Requirement 4

5. Help your child to start memorizing the names of the Old Testament books _____ Bible II Requirement 2

6. Read or listen to a Bible story _____ Bible II Requirement 4

7. Do parent/child activity (child's choice) _____
 What did you do? _____

This handout needs to be completed and returned to the club director by the first week in December.

Adventurer Curriculum Guide

December

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
--	----------------	-------------------	-----------------------

- Attend and participate in Christmas party with child _____
- Read with child one book from reading list _____ Basic II
 Title _____
 Author _____
 Topic _____
 Tell briefly what the book is about _____
- Help your child finish memorizing the names of the Old Testament books _____ Bible II Award Requirement 2
- Help your child find Psalm 119:11, Proverbs 25:22, and Psalm 19:14. Discuss these verses with your child _____ Hygiene Award Requirement 1
- Discuss with your child the special abilities and talents God has given him or her _____ My Self I A
 List some of your special talents

- Do parent/child activity (parent's choice) _____
 What did you do? _____

This handout needs to be completed and returned to the club director by the first week in January.

Adventurer Curriculum Guide

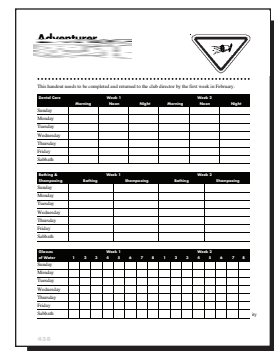
January Club & Parent Responsibility



Helping Hand

Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in the Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with parents
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
<i>Hygiene Award</i>		
<input type="checkbox"/>		Requirements 2-7 Ask a special speaker to cover these requirements
	<input type="checkbox"/>	Requirements 4-6 Help your child keep a record of dental care, bathing, shampooing, and water drinking (chart is provided at the end of this section.)
<i>My God III - His Power in My Life</i>		
<input type="checkbox"/>		Requirement A Introduce private devotions
	<input type="checkbox"/>	Requirement A Encourage your child to spend quiet time with Jesus
	<input type="checkbox"/>	Requirement B Choose one thing in your life to improve
<i>Bible II Award</i>		
<input type="checkbox"/>		Requirement 3 Act out another story from your list
	<input type="checkbox"/>	Requirement 5 Memorize one Bible verse from list
<i>My World II - The World of Other People</i>		
<input type="checkbox"/>		Study world cultures
	<input type="checkbox"/>	Do parent/child activity (child's choice)

Sample "Hygiene Chart." Reproducible copy at the end of this section.



Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #8 of the Hygiene Award.

Adventurer Curriculum Guide

January

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
1. Attend and participate in Family Network meeting _____	_____	_____	
2. Encourage your child in the following and help him or her keep record on a chart sheet _____	_____	_____	Hygiene Award
Brushing teeth properly _____	_____	_____	Requirement 4
Bathing and shampooing _____	_____	_____	Requirement 5
Drink 8 glasses of water _____	_____	_____	Requirement 6
3. Continue to encourage your child to spend quiet time with Jesus and fill out quiet time chart _____	_____	_____	My God III A
4. Discuss with your child one thing in his or her life to improve. Complete worksheet to hand in next month. _____	_____	_____	My God III B
5. Help your child memorize one Bible verse from list _____	_____	_____	Bible II Award Requirement 5
6. Do parent/child activity (child's choice) _____	_____	_____	
What did you do? _____			

This handout needs to be completed and returned to the club director by the first week in February.

Adventurer Curriculum Guide

February

Club & Parent Responsibility



Helping Hand

Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in Family Network meeting
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with parents
	<input type="checkbox"/>	Read with child one book from reading list
		<i>My God III - His Power to Save Me</i>
	<input type="checkbox"/>	Requirement A Encourage your child to spend quiet time with Jesus
		<i>My God III - His Power in My Life</i>
	<input type="checkbox"/>	Requirement B Continue working on one thing to improve
		<i>Bible II Award</i>
<input type="checkbox"/>		Requirement 3 Act out two more Bible stories from list
	<input type="checkbox"/>	Requirement 5 Memorize another Bible verse from list
<input type="checkbox"/>		Requirement 6 Play Bible games
		<i>My God I - His Plan to Save Me</i>
	<input type="checkbox"/>	Requirement A Color "Daniel" for the story chart
		<i>My Self II - I Can Make Wise Choices</i>
<input type="checkbox"/>		Requirement A Discuss steps in decision-making
	<input type="checkbox"/>	Requirement B Use steps in solving two real-life problems. Turn sheet in next month
		<i>My Family III - I Can Care for Myself</i>
<input type="checkbox"/>		Requirement 6 Visit a hospital emergency room
<input type="checkbox"/>		Requirement 7 Play hospital
	<input type="checkbox"/>	Do parent/child activity (parent's choice)

Note

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Adventurer Curriculum Guide

February

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
--	----------------	-------------------	-----------------------

1. Attend and participate in Family Network meeting _____
2. Read with child one book from reading list _____ Basic II
 Title _____
 Author _____
 Topic _____
 Tell briefly what the book is about _____

3. Continue working with your child to improve something in his or her life. Hand in worksheet _____ My God III B
4. Continue to encourage your child to spend quiet time with Jesus and complete the quiet time chart. _____ My God II A
5. Memorize one more Bible verse from the list _____ Bible II Award Requirement 5
6. Color Daniel for your story chart _____ My God I A
7. Help your child with solving real-life problems. Turn in worksheet next month _____ My Self II B
8. Do parent/child activity (parent's choice) _____
 What did you do? _____

This handout needs to be completed and returned to the club director by the first week in March.

Adventurer Curriculum Guide

March

Club & Parent Responsibility



Helping Hand

Club	Parent	Activity
<input type="checkbox"/>	<input type="checkbox"/>	Prepare for Family Network meeting
	<input type="checkbox"/>	Attend and participate in Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with parents
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
<i>My Self II - I Can Make Wise Choices</i>		
	<input type="checkbox"/>	Requirement B Complete problems solving real-life problems
<input type="checkbox"/>		Discuss with Adventurers the results of their problem-solving
<i>Bible II Award</i>		
	<input type="checkbox"/>	Requirement 5 Learn one more verse from the list
<i>Caring Friend Award</i>		
	<input type="checkbox"/>	Requirement 1 Explain how to be a Caring Friend
	<input type="checkbox"/>	Memorize 1 Peter 5:7
<input type="checkbox"/>		Requirement 2 Discuss conversation questions
	<input type="checkbox"/>	Make a new friend by asking conversation questions
<input type="checkbox"/>		Requirement 3 Visit a shut-in
<input type="checkbox"/>		Requirement 4 Using your story chart, tell how Jesus loves you and how to live for God (Requirement 4 also fulfills My God II - His Message to Me)
	<input type="checkbox"/>	Requirement 5 Report how child has been a caring person to his or her parents
<input type="checkbox"/>		Requirement 6 Tell something special you have done for a friend
<input type="checkbox"/>		Plan and prepare for spring conference Adventurer activity
	<input type="checkbox"/>	Assist in preparation for spring conference Adventurer activity
	<input type="checkbox"/>	Do parent/child activity (child's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #8 of the Hygiene Award.

Adventurer Curriculum Guide

March

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
--	----------------	-------------------	-----------------------

1. Attend and participate in Family Network meeting _____
2. Help your child complete problem-solving activity, and turn in worksheet _____ My Self II B
3. Learn one more Bible verse from the list _____ Bible II Award Requirement 5
4. Help your child memorize 1 Peter 5:7 _____ Caring Friend Award Requirement 1
5. Help your child ask a new friend conversation questions _____ Caring Friend Award Requirement 2
6. Report how child has been a Caring Friend to parents _____ Caring Friend Award Requirement 5

How was he/she a Caring Friend? _____

7. Assist in preparation for spring conference activity _____
8. Do parent/child activity (child's choice) _____
 What did you do? _____

This handout needs to be completed and returned to the club director by the first week of April.

Adventurer Curriculum Guide

April

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for Family Network Meeting.
	<input type="checkbox"/>	Attend and participate in Family Network Meeting
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
<input type="checkbox"/>		Discuss assignment for the month with parents
<i>Environmentalist Award</i>		
	<input type="checkbox"/>	Requirement 1 Memorize Genesis 1:26
<input type="checkbox"/>		Requirement 2 Name three endangered animals
<input type="checkbox"/>		Requirement 3 Name three endangered birds
	<input type="checkbox"/>	Requirement 4 Adopt an endangered tree
	<input type="checkbox"/>	Requirement 5 Discuss the effects of pollution and what can be done to improve it
<input type="checkbox"/>		Requirement 6 Participate in a community improvement activity
<input type="checkbox"/>		Discuss with parents plans for participating in conference activity
<input type="checkbox"/>		Attend spring conference Adventurer activity
	<input type="checkbox"/>	Participate in spring conference Adventurer activity
<input type="checkbox"/>		Prepare for spring Adventurer Investiture program
	<input type="checkbox"/>	Do parent/child activity (parent's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #8 of the Hygiene Award.

Adventurer Curriculum Guide

April

Parent Sign-off Sheet



	Date Completed	Parents' Initials	Fulfill Requirement #
1. Attend and participate in Family Network meeting _____	_____	_____	
2. Help your child memorize Genesis 1:26 _____	_____	_____	Environmentalist. Award Requirement 1
3. Adopt an endangered tree, or plant or nurture a tree to good health _____	_____	_____	Environmentalist. Award Requirement 4
4. Discuss the effects of pollution and what can be done to improve it _____	_____	_____	Environmentalist. Award Requirement 5
5. Attend spring conference activity with your child _____	_____	_____	
6. Attend parent/child activity(child's choice) _____	_____	_____	
7. Do parent/child activity (parent's choice) _____	_____	_____	

What did you do? _____

This handout needs to be completed and returned to the club director by the first week of May.

Adventurer Curriculum Guide

May

Club & Parent Responsibility



Club	Parent	Activity
<input type="checkbox"/>		Prepare for the Family Network meeting
	<input type="checkbox"/>	Attend and participate in the Family Network meeting
<input type="checkbox"/>		Provide children's activity while parents attend Family Network meeting
<input type="checkbox"/>		Discuss plans for participating in conference activity with parents
<input type="checkbox"/>		Sponsor the spring Adventurer Investiture program
	<input type="checkbox"/>	Attend the spring Adventurer Investiture program
	<input type="checkbox"/>	Do parent/child activity (child's choice)

Note

- This outline does not include the Presidential Challenge. This should be worked on as an outdoor activity other than the regular Adventurer meeting, but it must be done to complete Requirement #8 of the Hygiene Award.

Adventurer Curriculum Guide

May

Parent Sign-off Sheet



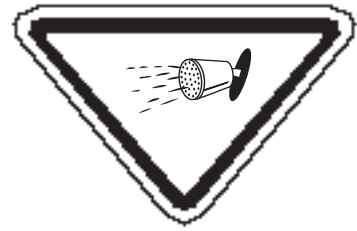
	Date Completed	Parents' Initials	Fulfill Requirement #
--	----------------	-------------------	-----------------------

- 1. Attend and participate in Family Network meeting _____
- 2. Attend the spring Adventurer Investiture program _____
- 3. Do parent/child activity(child's choice) _____

What did you do? _____

This handout needs to be completed and returned to the club director by the last week of May.

Adventurer Hygiene Chart



This handout needs to be completed and returned to the club director by the first week in February.

Dental Care	Week 1			Week 2		
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Sunday						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Sabbath						

Sunday						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Sabbath						

Sunday														
Monday														
Tuesday														
Wednesday														
Thursday														
Friday														
Sabbath														

Appendix

Creation Picture

The First Sin

Jesus Cares for Me Today Picture

Jesus Comes Again Picture

Heaven Picture

Jesus' Birth Picture

Jesus' Life Picture

Jesus' Death Picture

Jesus' Resurrection Picture

The Disciples Share Jesus' Love Picture

God's Church Disobeys Picture

God's Church Prepares for His Coming Picture

Ready to Meet Jesus Picture

Water Cleans the Earth Picture

God Calls a People Picture

A Promised land for God's People Picture

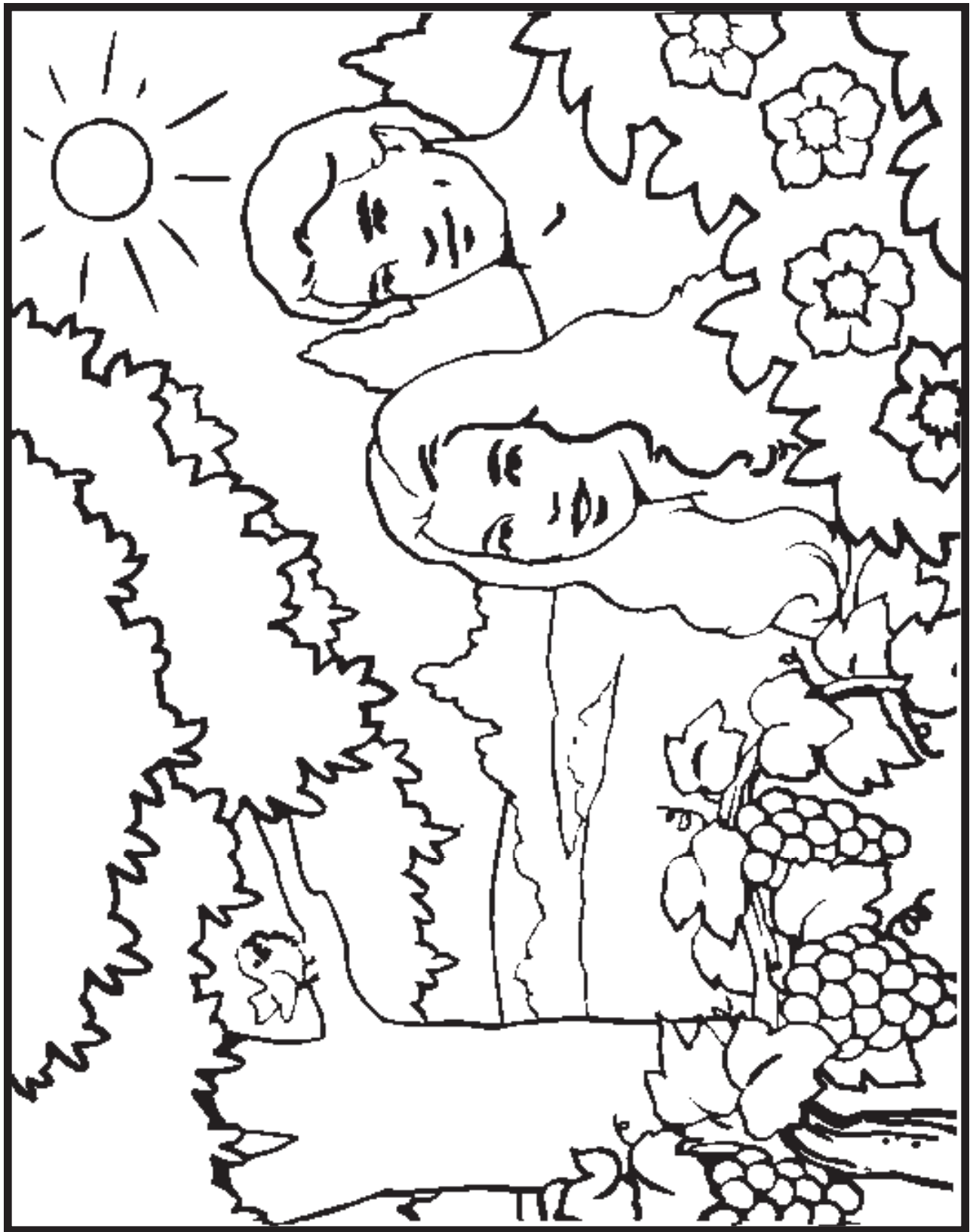
God Works with His People Picture

God's People Disobey Picture

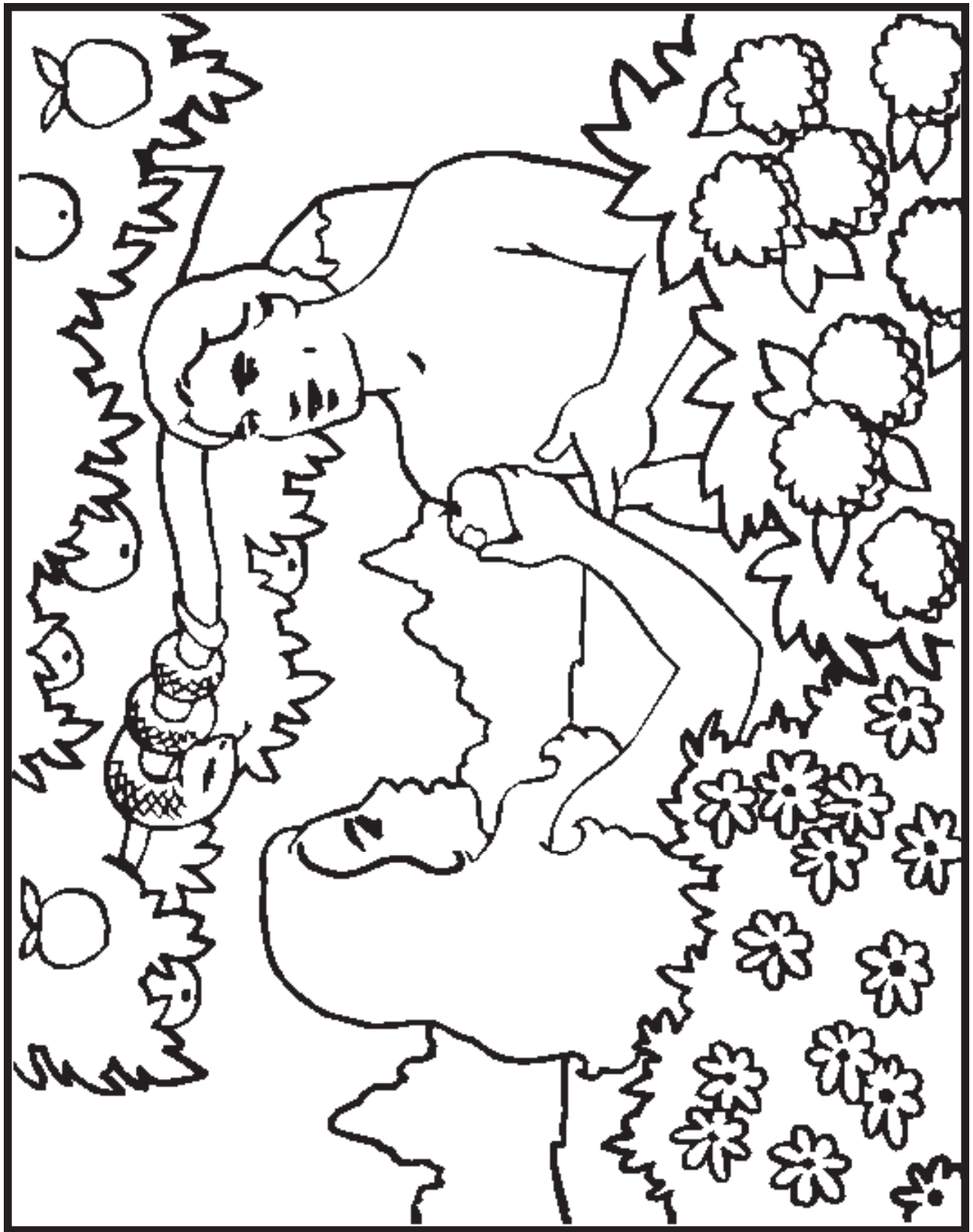
Suggetions for Memorization

Ideas for Teaching Parents About Quiet Time

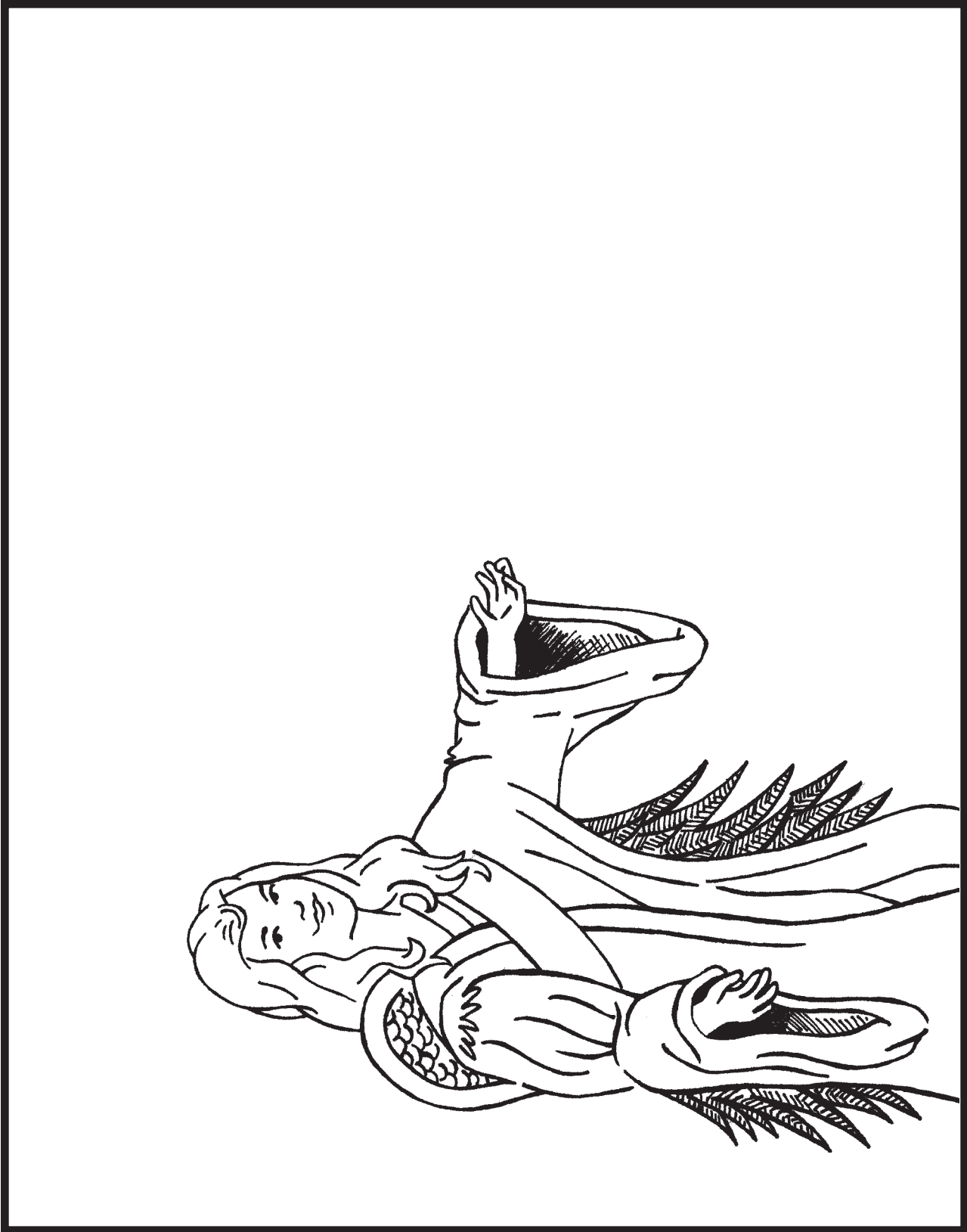
Growing with Jesus



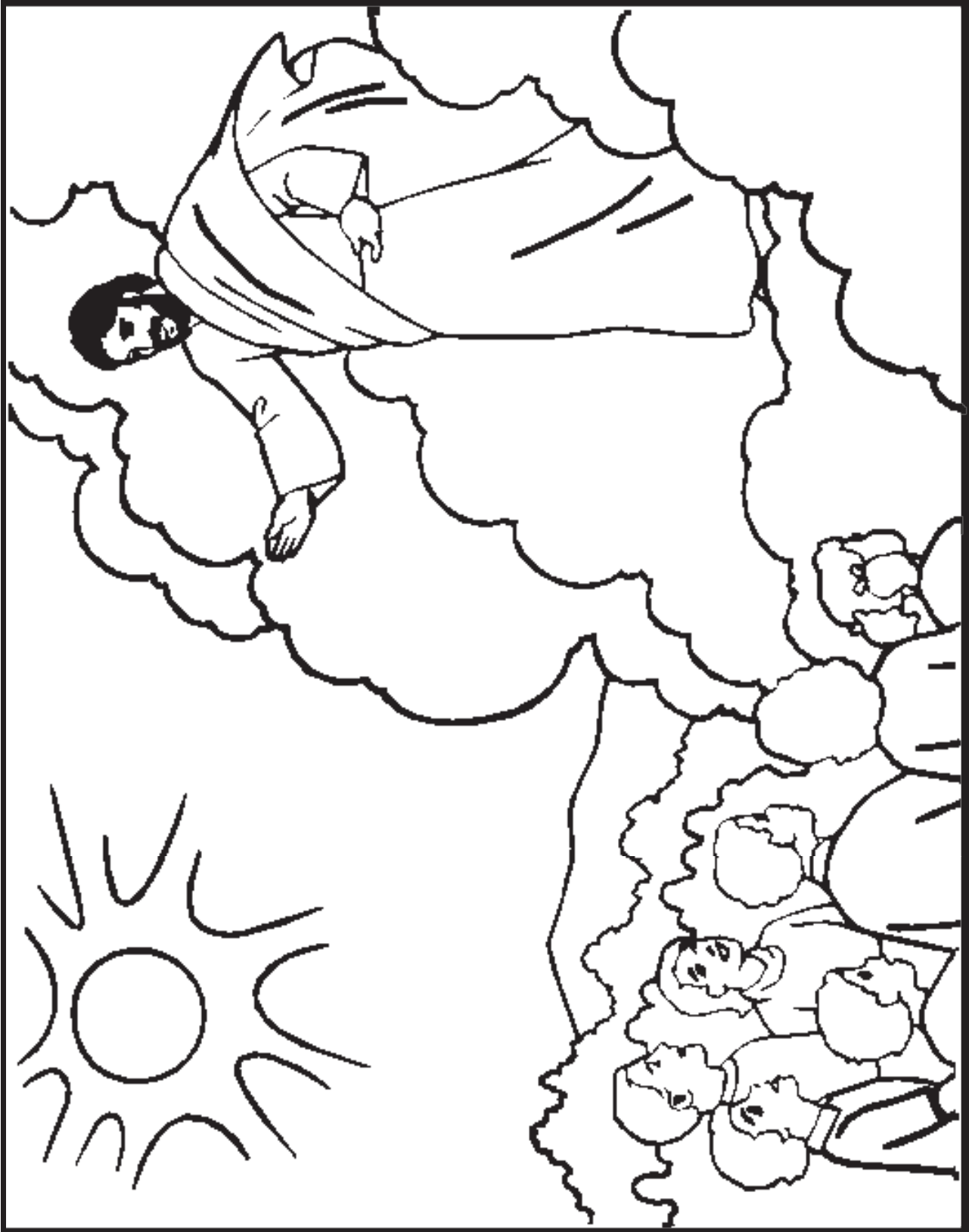
Creaton



The First Sin



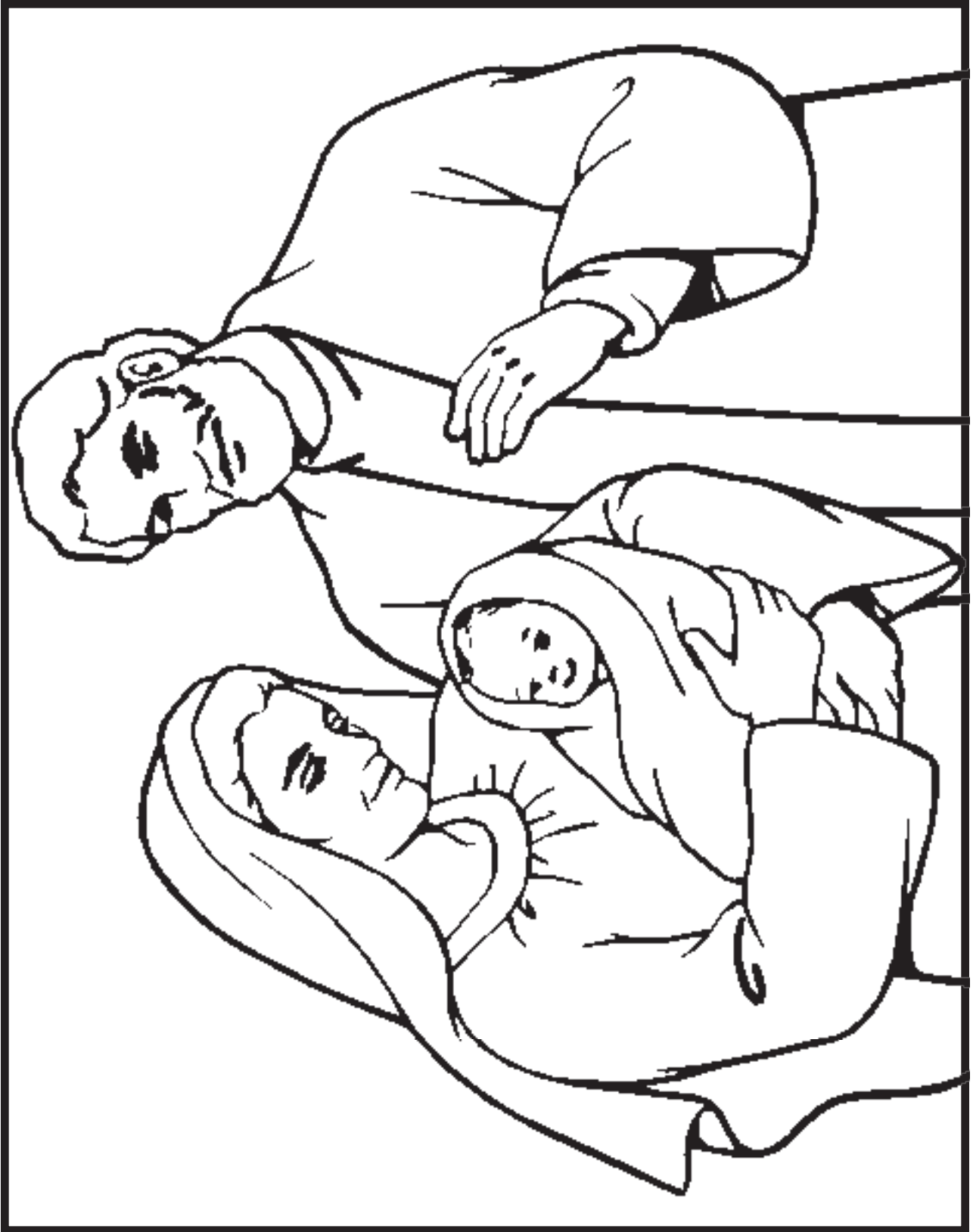
Jesus Cares for Me Today



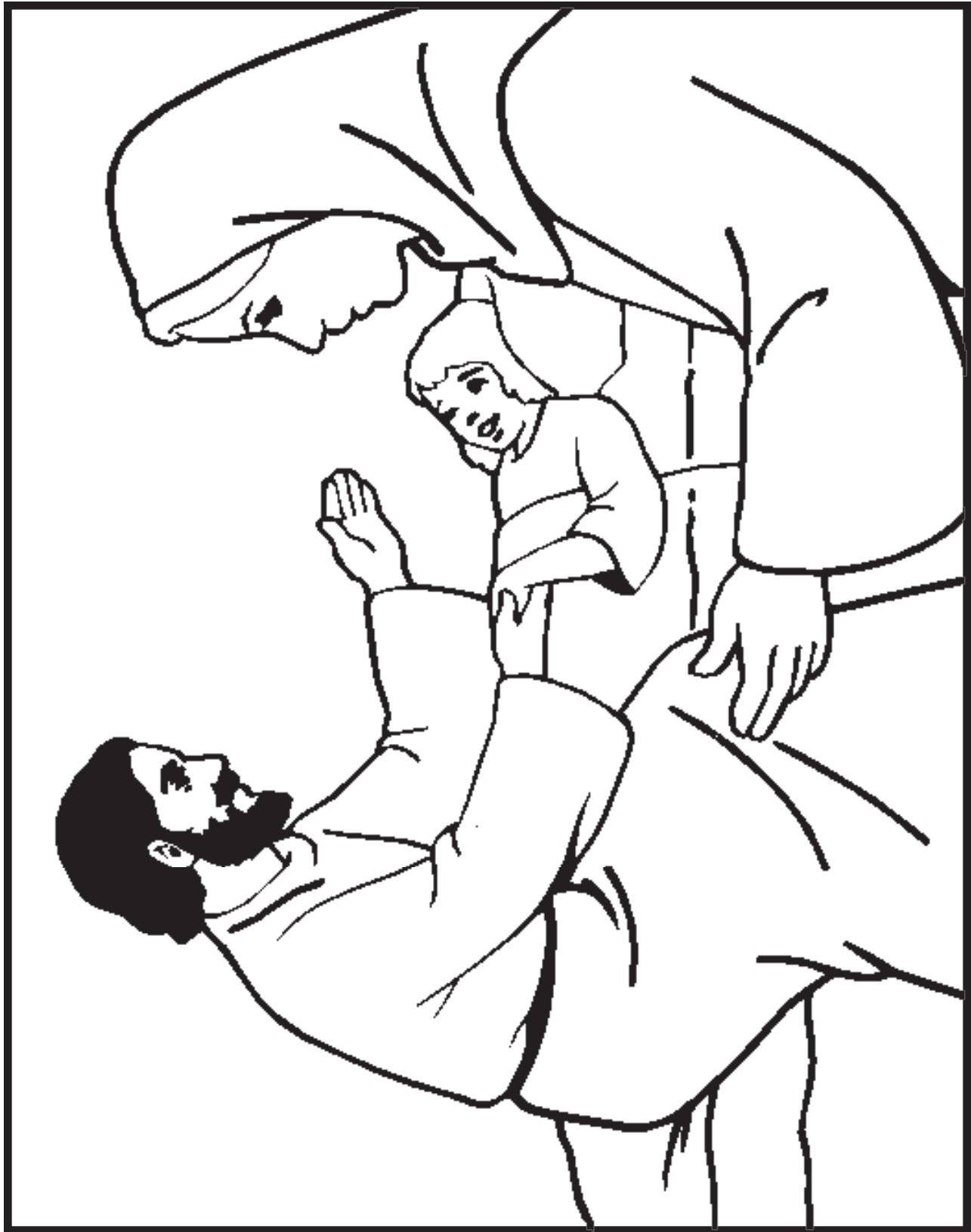
Jesus Comes Again



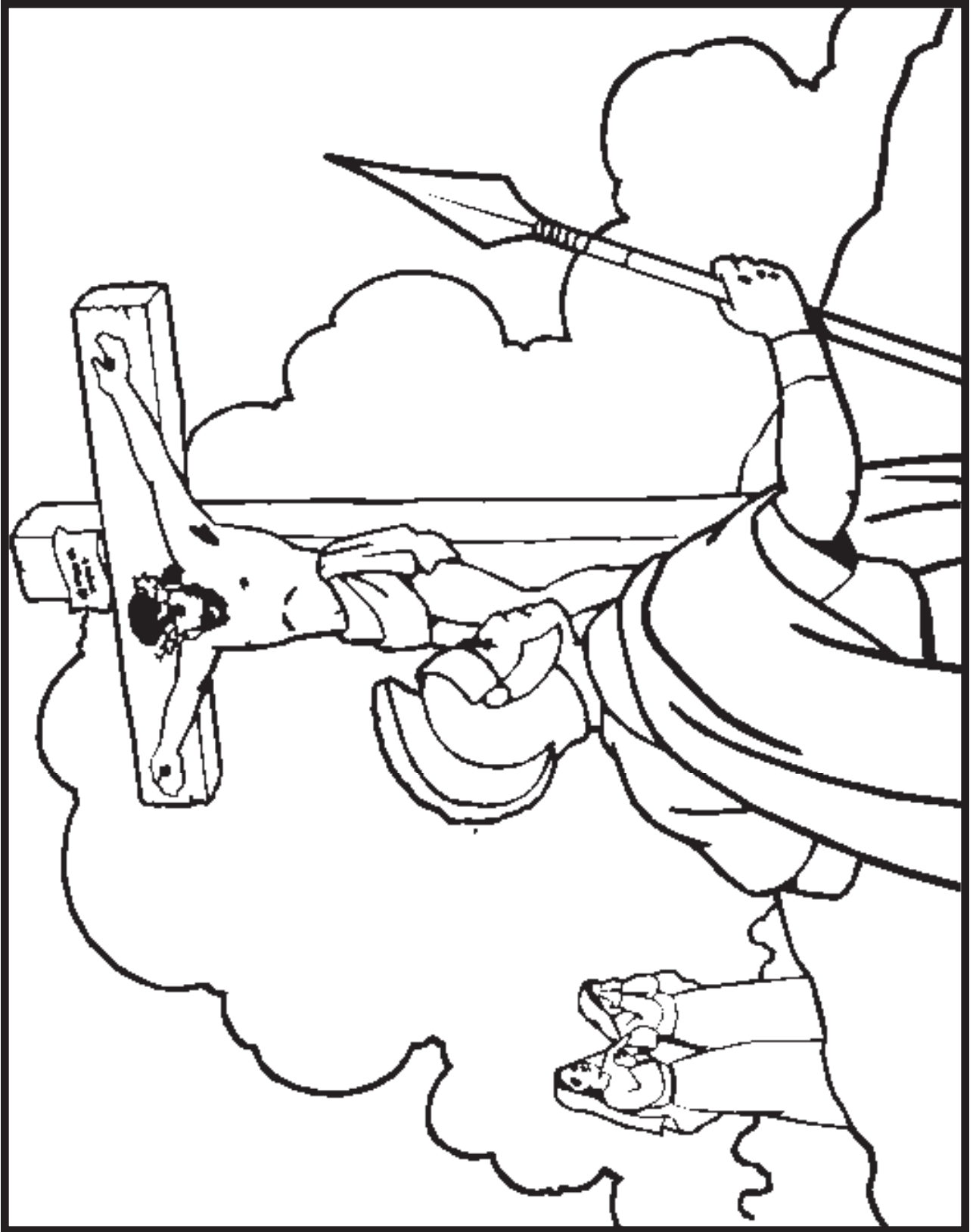
Heaven



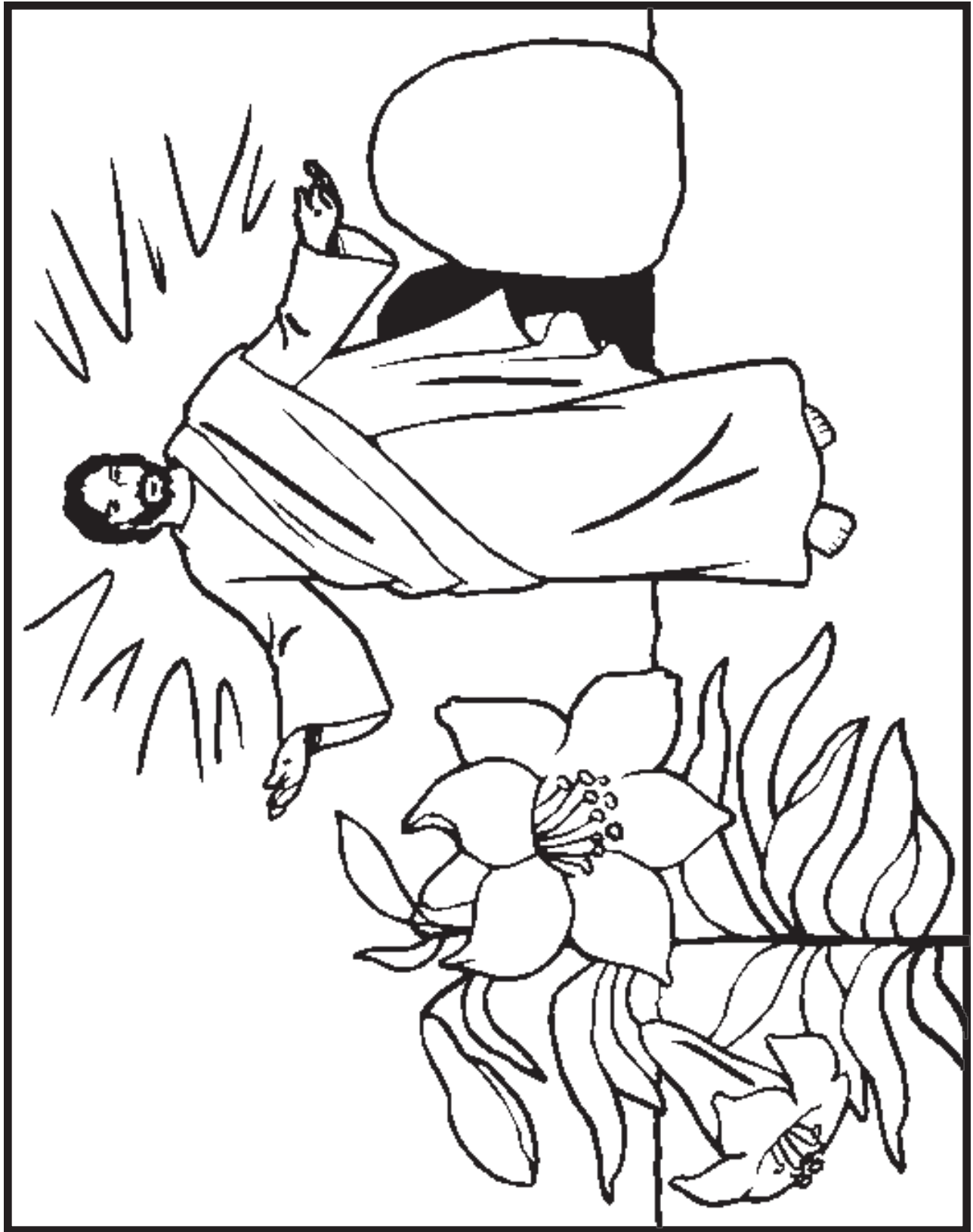
Jesus' Birth



Jesus' Life



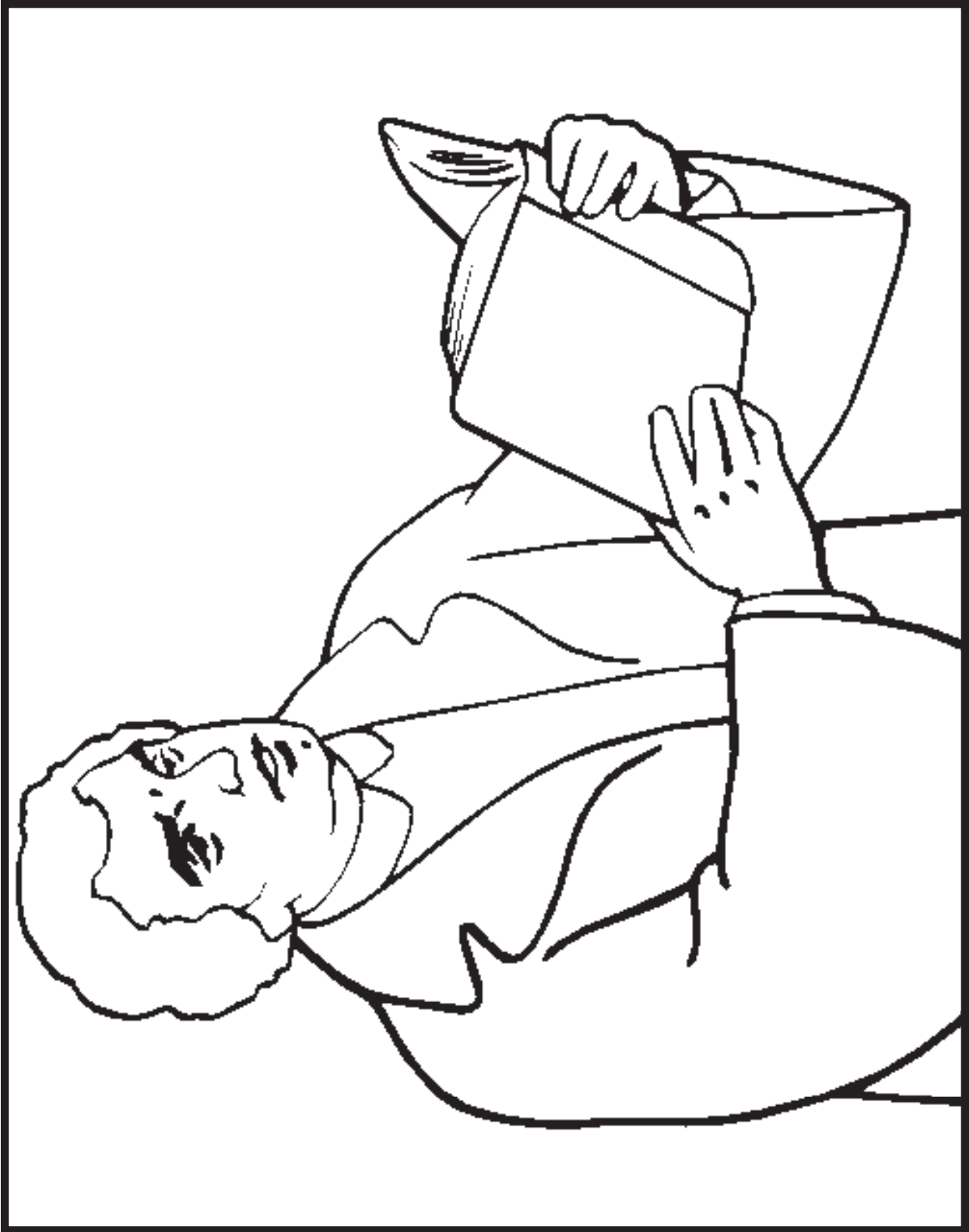
Jesus' Death



Jesus' Resurrection



The Disciples Share Jesus' Love



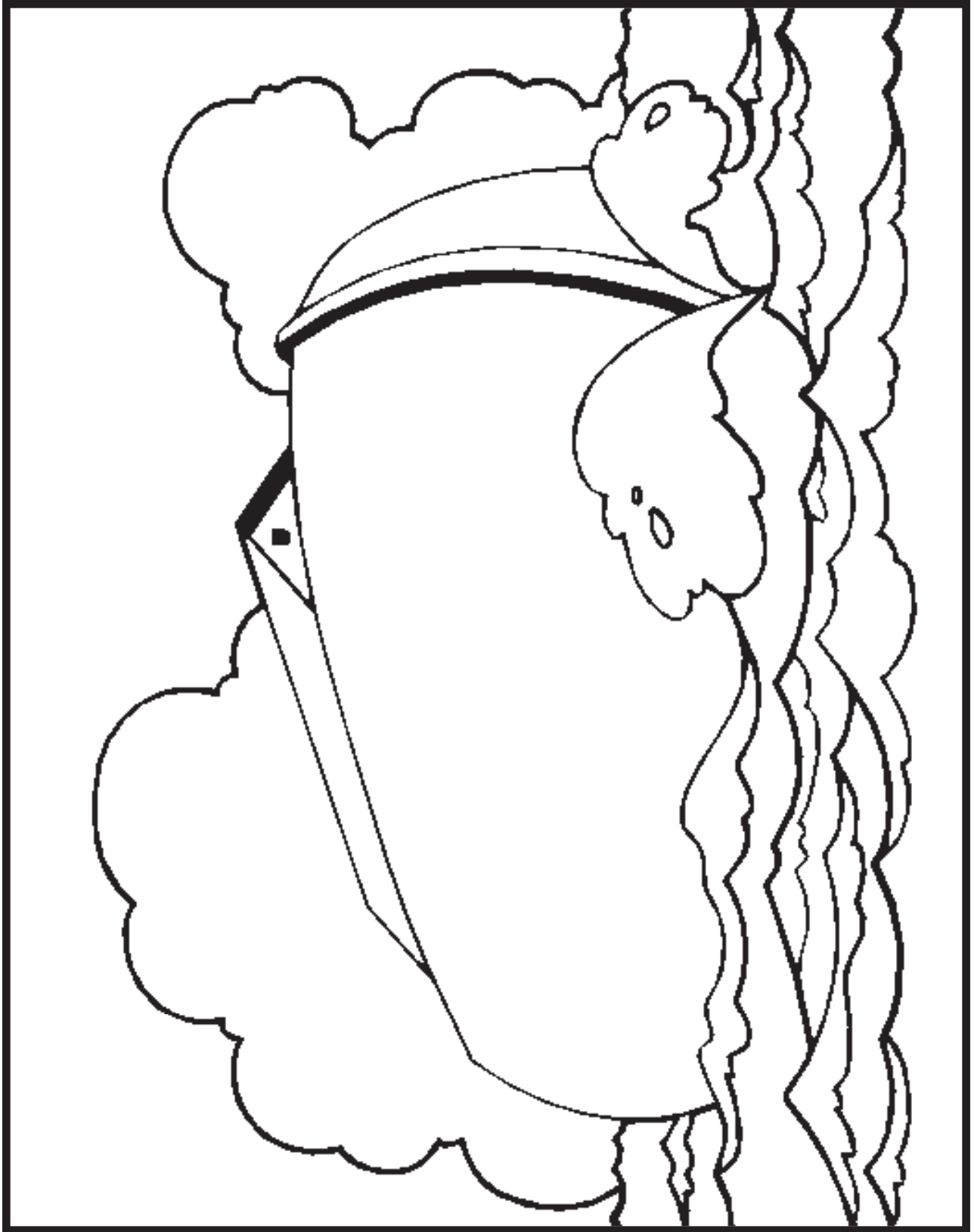
God's Church Disobeys



God's Church Prepares for His Coming



Ready to Meet Jesus



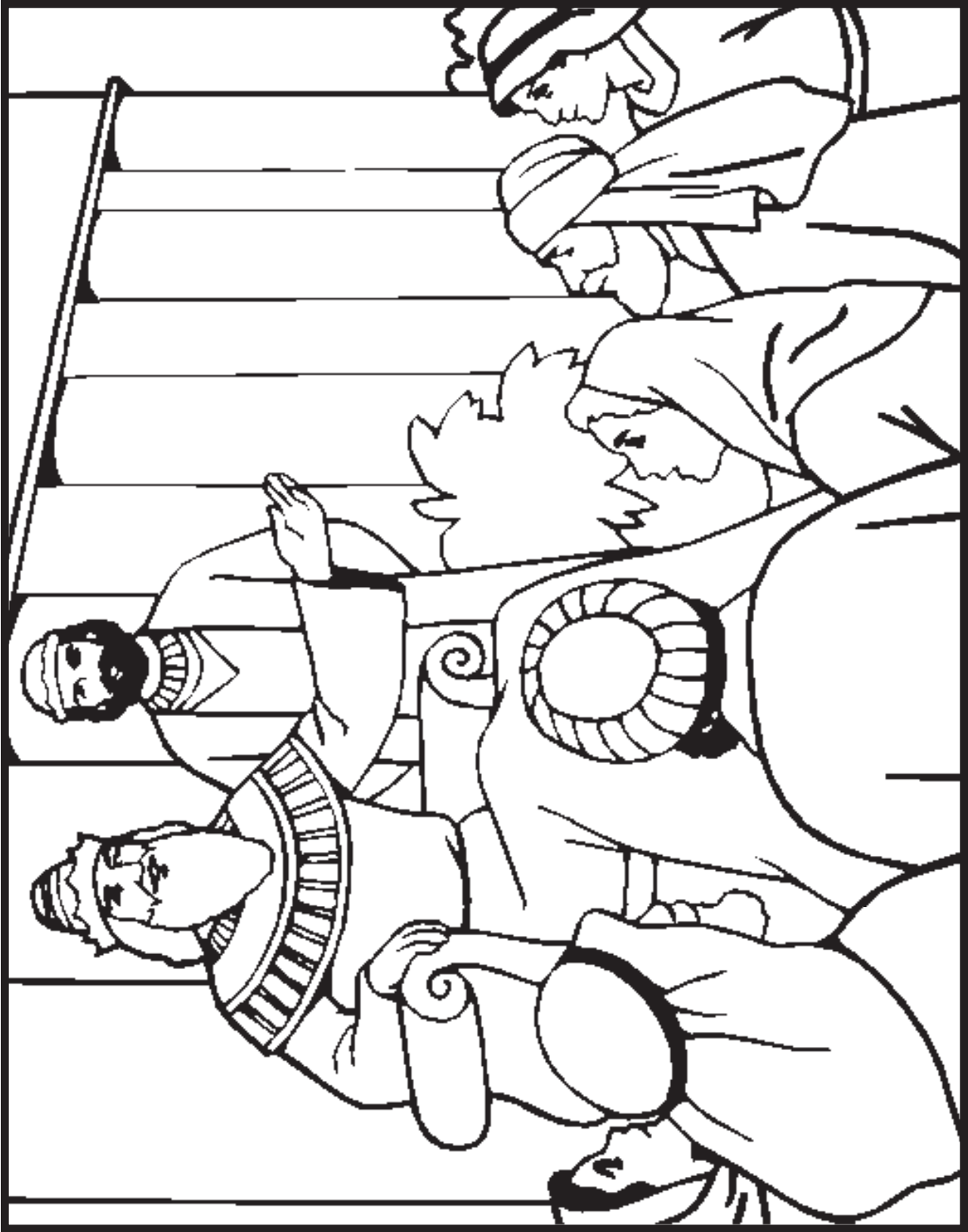
Water Cleans the Earth



God Calls a People



A Promised Land for God's People



God Works with His People



God's People Disobey

Suggestions for Memorization

Memory Verse

There are many enjoyable and valuable techniques for helping children memorize Bible verses. Some techniques are listed below, and in rough order from simplest to most difficult:

1. Introduce the verse as a whole, being sure that the children understand the vocabulary and concepts it contains. Children may paraphrase the verse by writing or repeating it in their own words.
2. Use pictures and stories to illustrate the meaning of the verse. If one particular picture is used for each verse, it can help to stimulate memory of the verse when children look at it.
3. Verses can be learned with great ease when they are set to music. Many Bible verse songs are available with the elementary school and Sabbath School curriculums, and many Bible verse song books are available commercially. Musically-oriented leaders may also set verses to simple tunes.
4. Younger children can draw a picture or make a collage illustrating the meaning of a verse while older children can write and illustrate or decorate the verse. These illustrated verses can be kept on the school desk or attached to a door to keep the verse fresh in the children's minds.
5. Verses can be reviewed by having boys, girls, people wearing red, etc., repeat the verse. The leader may do a word-by-word review by pointing to different children to supply each word of a verse.
6. Each word of a verse may be written on separate cards and scrambled on a ledge or table. They can be put in order as an individual puzzle or a group activity with children taking turns putting the verse in order while the group repeats the verse as soon as the child gets it right. Word cards may also be handed out to individuals and children invited to find the word on either side of them and link arms to make a memory verse chain. When the entire verse is linked together in the correct order, the children should assemble at the front of the classroom and repeat the verse.
7. Hand out, or write on the board, verses with key words missing. Have individuals or groups work to figure out what words are missing.
8. The entire verse may be written on the board and the teacher may erase one word each time the group repeats the verse until all words are gone and they are repeating the entire verse from memory.
9. Verses may be cut in half, taped into plastic egg halves, and hidden. The children should find and match the various verses, and each person should read aloud the verses they found.
10. A concept or problem may be suggested and the children should repeat the memory verse which gives the answer or describes the concept.

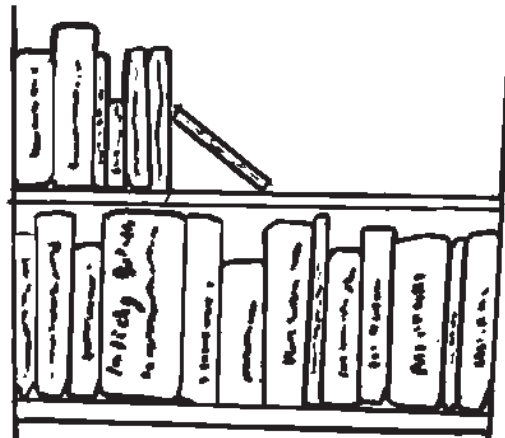
Bible Books

1. The most essential step in learning the Bible books is a regular use of the Bible, which provides the children with the motivation for wanting to learn the books.
2. The Bible books may also be set to music for easier memorization. One song is available in the book *Happy Songs for Boys and Girls*, available at the ABC, while another can be found in the *SDA Bible Curriculum*.
3. Each book to be learned may be written on a separate card and used for several different activities. The cards may be distributed to the children, and the person with the first card (Genesis, for example) must find the person with the second card (Exodus). The second person must then locate the person with the third card. Children may also form a Bible book chain by linking arms with the Bible book which belongs on either side of them.
4. Bible books cards may also be set out upside-down on a table for a game of Concentration. Children may take turns turning over two cards in search of two consecutive Bible books. Children who find two consecutive books may take another turn.
5. Children may play a simple sword drill by having the leader call a particular Bible book. The first person to find that book may stand and read the first verse. That person may then choose the next verse.

Ideas for Teaching Parents About Quiet Time

Because the children will normally be spending their quiet time at home, it is very important to enlist the parents' enthusiasm and cooperation in helping children choose and reach their goals. A letter may be drafted and sent home, but a better approach for arousing enthusiasm would be to plan a special parent meeting which is focused entirely upon helping children build the habit of regular personal Bible study and prayer. This meeting should include a time of sharing and discussion which will remind parents of the central importance of Bible study and prayer in the life of the Christian. Ideas and suggestions may be shared by leaders and parents as to how time can be set aside for family and personal worship and what activities would be most meaningful for the Adventurer-age group. Family worship with the Adventurer child should be active and fun. Children should spend personal quiet time in a place where they feel comfortable but not distracted. Quiet times may focus on the Sabbath School lesson, Bible story book, or simple passages of Scripture from a modern translation of the Bible. Children may enjoy drawing pictures, singing songs, writing verses, going for walks, or other creative activities which apply to the Bible readings. These quiet times should always begin with a prayer of thanksgiving and petition, and end with a consideration of how the material considered during the quiet time should affect the way the child chooses to behave today. Initially, a parent or other adult will need to join the child during the quiet time to help him read the Bible passage or story and to model and train him as to how to enjoy meaningful quiet time with God. As the child becomes more independent and establishes positive habits of Bible study and prayer, the parent may decrease his participation at a pace with which both the parent and child are comfortable. The suggestions for parents given below are taken from "Reaching Children to Worship and Pray" by Eleanor Hance (in Clark, Robert et al, Child-hood Education in the Church, Chicago, Moody Press, 1986).

1. Take worship a part of the family living pattern through sharing both spontaneous worship moments and scheduled family worship.
2. Set aside time for your own private devotions and help children become aware of the joy and strength they supply.
3. Help children establish a time for daily prayer from their earliest years. Bedtime is most common. It is particularly valuable for a father to take a few quiet moments with his children to talk over the day's experiences and then encourage them to talk to the Lord personally.
4. Guide the child in reading devotional literature on his/her own level as soon as he develops his reading skill to the point of ease and enjoyment. A modern language Bible may encourage a systematic program of Bible reading. There is an increasing number of devotional reading materials available from Christian book-stores.
5. Try to start the evening bedtime rituals soon enough to allow for warm, intimate, companionable guidance in devotions without nagging the child to hurry.





Growing with Jesus

You are about to start a project that can help you become more like Jesus. Your adult helper will help you choose your project and encourage you as you follow each step together.

- 1.** Pray for God's leading in your project.
- 2.** Name one thing in your life that you would like to improve.
- 3.** Use your concordance to find and read what the Bible has to say about this. List the texts.
- 4.** Explain exactly what you would like to do better. Choose something that will help you serve Jesus and others better, something that is truly important to you.
- 5.** Pray for God's help and blessing on your decision.
- 6.** List things that can be done to help you make this change. Your adult helper can give some suggestions.
- 7.** Act on your decision.
- 8.** Caution! Changing a habit is hard. If you make a mistake, ask God's forgiveness. Learn from your mistake, then don't think about it anymore. Plan to do it right next time instead. Thank Him every time you do it right.
- 9.** Meet with your adult helper at least once a week to talk about how it's going. If you need to, make changes in your goal and what you are doing to reach it. Be sure to pray together for God's help.
- 10.** It takes at least three weeks to begin to change a habit. You will have to keep praying and working hard, even after you begin to see changes.
- 11.** When you have been meeting your goal for three weeks, have a special celebration and a prayer of thanksgiving with your adult partner.

has successfully "completed" his/her project.

Prayer Partner's signature

Helping Hand's signature

Appendix

Age-Level Characteristics Community Helpers Pictures

- Nurse
- Doctor
- Teacher
- Pastor
- Policeman
- Fireman
- Neighbor
- Bus Driver
- Mayor
- Blanks

When I Feel Bad I Can...

When You Make a Choice, Make It Smart

Age Level Characteristics Grade

Physical

6-7 years: Small muscle coordination is developing and improving. Girls are ahead of boys at this stage of development.

8-9 years: Now have good large/small muscle coordination. The girls are still ahead of the boys. Children can work diligently for longer periods but can become impatient with delays or their own slowness.

10-11 years: They have a mastery of physical skills; are active and curious; seek a variety of new experiences. Physical changes cause 11-year-olds to tire easily.

Teaching Tips

Use activities that involve cutting and writing skills; give children opportunities to move about; vary the activities. Children can sing rounds with some guidance.

Give clear, specific instructions and allow children more independence in preparing materials. Let them assume the responsibility for clean-up.

10-year-old boys will still participate in activities with girls, but, by 11 years old they tend to work/play better with their own sex. Good age for explore/ research activities. Use creative ways to memorize Bible verses. Example: Decoding, Rebus; games.

Emotional

6-7 years: The child is experiencing new and frequently intense feelings. There is a deep need for approval from adults/peers. Sometimes he finds it hard to control his behavior.

8-9 years: The age of teasing, nicknames, criticism and increased verbal skills to vent anger. At 8 years the child is developing a sense of fair play and a value system of right and wrong. At 9 years he is searching for identity.

10-11 years: There is a good emotional balance in a 10-year-old. He is usually cooperative, easy-going, content, friendly and agreeable. The 11-year-old is experiencing unsteady emotions. Peer acceptance is vitally important.

Be sure each child in your class KNOWS and FEELS you love him. Show genuine interest in him and his activities and accomplishments. Learn children's names and use them frequently.

A marvelous opportunity for the teacher to present a Christian model at the home the child is eagerly searching for a model! Provide experiences that encourage his creativity and his self-concept.

10-11-year-olds need a loving, accepting relationship with significant adults. They still need to share problems and successes with understanding people.

Social

6-7 years: The child is concerned with pleasing his teacher. He is struggling to become socially acceptable to the peer group. However, the Golden Rule, is a tough concept. Being first and winning are still important. Taking turns is hard. This improves toward the end of the 7th year.

8-9 years: The desire to have status within the peer group becomes more intense. The child decreases dependence on adults.

10-11 years: Friendships and activities with age mates flourish. Children draw together and away from adults in the desire for independence. The child wants to be a part of the group and does not want to stand alone in competition.

Provide opportunities for children to practice turn taking. Help each child respect others' opinions and wishes and to consider the welfare of the group as well as his own. Call attention to times when the group cooperated successfully. A child's social process moves from / to You to We.

This is a good time to use activities where pairs of children can work together.

They no longer think aloud and so, keeping the communication open is prime. Listen, ask questions and avoid being judgmental.

Intellectual

6-7 years: There is an intense eagerness to learn and they ask lots of questions. The child likes to repeat stories/activities. There is a limited concept of time...thinking is here and now rather than past or future. Listening/speaking skills are developing rapidly. Girls are ahead of boys. The child thinks everyone shares his view. He sees parts rather than how the parts make up the whole. He thinks very literally.

8-9 years: The child is beginning to realize there may be other valid opinions. He is becoming a reasoning person; beginning to think in terms of "the whole"; he thinks more conceptually and has a high level of creativity.

10-11 years: They are verbal! Making ethical decisions becomes a challenging task. They are able to express ideas and feelings in a creative way. At 11 years the child begins to reason abstractly. He begins to think of himself as an adult and questions adult concepts. Hero worship is strong.

Spiritual

6-7 years: The child can sense the greatness, wonder and love of God when helped with visual and specific examples. The non-physical nature of God is teaming, but, omnipresence is generally accepted because parents and teachers communicate this belief by their attitudes and actions. The child can think of Jesus as his friend, but needs specific examples of how Jesus expresses love and care. He can comprehend talking to God anywhere, anytime in his own word, and he needs regular opportunities to pray. He can also know that the Old Testament tells what happened before Jesus was born and the New Testament tells of His birth, work on earth and return to heaven and the works that occurred afterwards on earth.

8-9 years: He is beginning to sense the need for God's continuous help and guidance. He can recognize the need for a personal Savior. There is a desire to become a member of God's family. Children who indicate an awareness of sin and concerned about accepting Jesus as Savior, need careful guidance without pressure.

10-11 years: They can have deep feelings of love for God; can share the "Good News" with a special friend and are capable of involvement in evangelism and service projects. The child may seek guidance from God to make everyday and long-range decisions.

Teaching Tips

Consider the skill/ability levels of the children. Some can handle reading/writing activities and others may do better with music or art. Use pictures to help them understand Bible times and people. Avoid symbolism!

Encourage them to look up information: discover their own answers to problems, use art, music, and drama. Help children learn Bible information and concepts. Allow them to use their Bibles by finding and reading portions. Bible reading games are good for this age and these are good years for Bible memory work. Help children understand the meaning of the verses they memorize.

Include lots of opportunities for talking, questioning and discussing. These are good years for poetry, songs, drama, stories, drawing and painting. Give guidance in a way that does not destroy the child's efforts in becoming a thinking, self-directed person.

The gospel becomes real as the child feels love from adults. Teachers who demonstrate their faith in a consistent, loving way may become channels through which the loving nature of God can be made known to a child.

Help children develop a feeling for communication with God through prayer.

Help them understand the forgiving nature of God. Provide opportunities to make choices and decisions based on Bible concepts.

Provide opportunities for children to participate in prayer, Bible reading and worship. Involve them in work and service projects.

Taken from *Creative Bible Learning for Children*, © copyright 1977 by Regal Books, a division of Gospel Light Publications., Ventura, CA 93006.

About Six

Physical Development

Growth proceeding more slowly, and lengthening out.
Large muscles better developed than small ones.
Eleven to twelve hours of sleep needed.
Eyes not yet mature. Tendency toward farsightedness.
Permanent teeth beginning to appear.
Heart in period of rapid growth.
High activity level-can stay still only for short periods.

Characteristics Behavior

Eager to learn, exuberant, restless, overactive, easily fatigued.
Self-assertive, aggressive, wants to be first, less cooperative, than at five, keenly competitive, boastful.
Whole body involved in whatever he does.
Learns best through active participation.
Inconsistent in level of maturity evidenced- regresses when tired, often less mature at home than with outsiders.
Inept at activities using small muscles.
Relatively short periods of interest.
Has difficulty making decisions.
Group activities popular, boys' and girls' interests beginning to differ.
Much spontaneous dramatization.

Special Needs

Encouragement, ample praise, warmth, and great patience from adults.
Ample opportunity for activity of many kinds, especially for use of large muscles.
Wise supervision with minimum interference.
Friends-by end of period, a best friend.
Concrete learning situations and active, direct participation.
Some responsibilities, but without pressure and without being required to make complicated decisions or achieve rigidly set standards.
Help in developing acceptable manners and habits.

About Seven

Physical Development

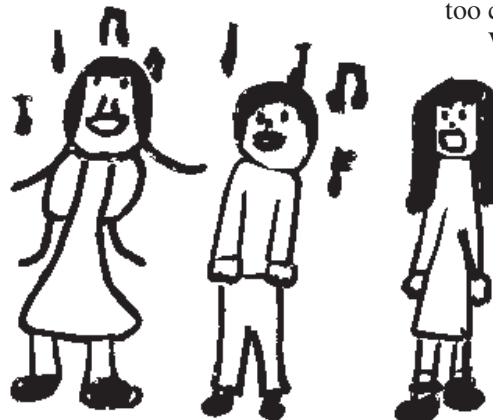
Growth slow and steady
Annual expected growth in height-two or three inches. In weight- three to six pounds.
Losing teeth. Most seven-year-olds have their six-year molars.
Better eye- hand coordination.
Better use of small muscles.
Eyes not yet ready for much close work.

Characteristics Behavior

Sensitive to feelings and attitudes of both other children and adults. Especially dependent on approval of adult.
Interest of boys and girls diverging. Less play together.
Full of energy but easily tired, restless and fidgety, often dreamy and absorbed.
Little abstract thinking. Learns best in concrete terms and when he can be active while learning.
Cautious and self-critical, anxious to do thing well likes to use hands.
Talkative, prone to exaggerate, may fight verbally instead of physically, competitive.
Enjoys songs rhythms, fairy tales, myths, nature stories, comics, television, movies.
Able to assure some responsibility.
Concerned about right and wrong, but often prone to take small things.
Rudimentary understanding of time and monetary values.

Special Needs

The right combination of independence and encouraging support.
Chances for active participation in learning situations with concrete objects.
Adult help in adjusting to the rougher ways of the playground without becoming too crude or rough.
Warm, encouraging, friendly relationships with adults.
Acceptance at own level of development.



About Eight

Physical Development

Growth still slow and steady—arms lengthening, hands growing
Eyes ready for both near and far vision.
Nearsightedness may develop this year.
Permanent teeth continuing to appear.
Large muscles still developing. Small muscles better developed, too. Manipulative skills are increasing.
Attention span getting longer.
Poor posture may develop.

Characteristic Behavior

Often careless, noisy, argumentative, but also alert, friendly, interested in people.
More dependent on his mother again, less so on his teacher. Sensitive to criticism.
New awareness of individual differences.
Eager, more enthusiastic than cautious. Higher accident rate.
Gangs beginning. Best friends of same sex.
Allegiance to other children instead of to an adult in case of conflict.
Greater capacity for self-evaluation.
Much spontaneous dramatization, ready for simple classroom dramatics.
Understanding of time and of use of money.
Responsive to group activities. Both spontaneous and adult-supervised.
Fond of team games, comics, television, movies, adventure stories, collections.

Special Needs

Praise and encouragement from adults
Reminders of his responsibilities.
Wise guidance and channeling of his interests and enthusiasms rather than domination or unreasonable standards.
A best friend.
Experience of belonging to peer group—opportunity to identify with others of same age and sex.
Adult-supervised groups and planned after school activities.
Exercise of both large and small muscles.

About Nine or Ten

Physical Development

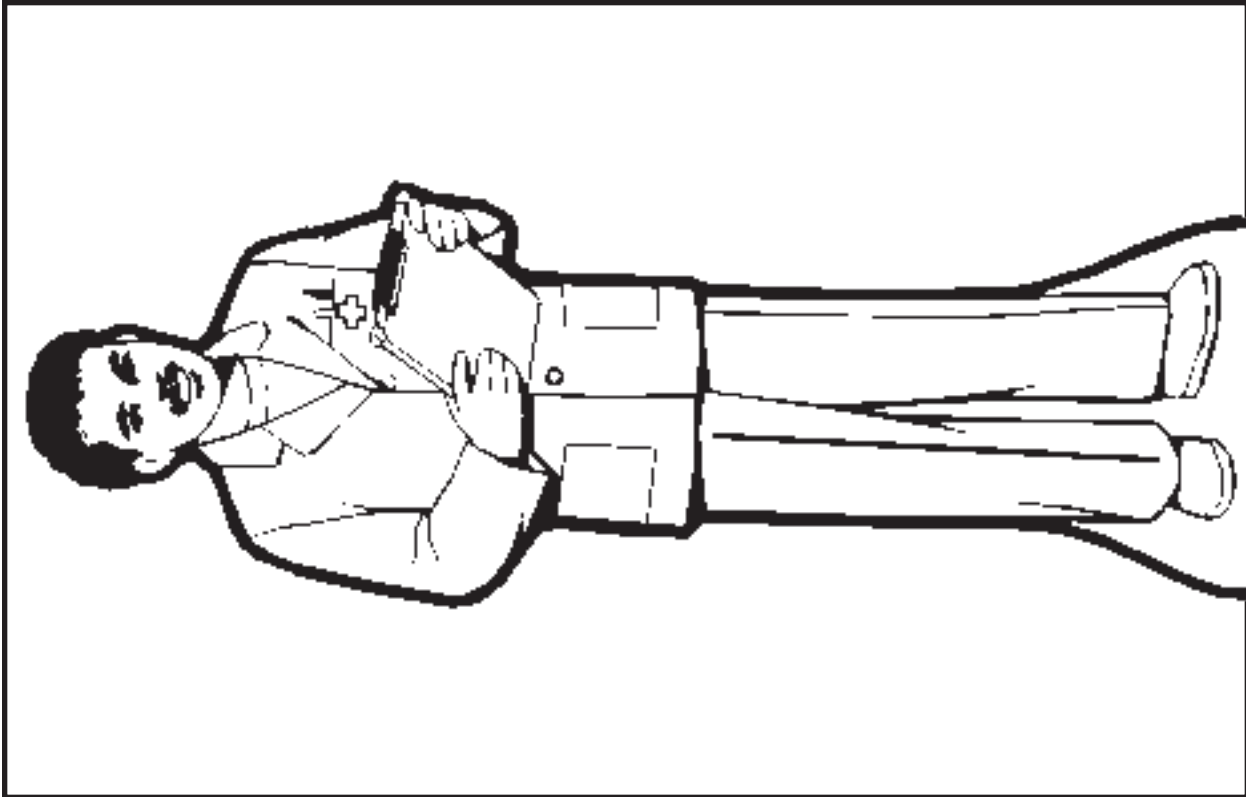
Slow, steady growth continues—girls forge further ahead. Some children reach the plateau preceding the preadolescent growth spurt.
Lungs as well as digestive and circulatory systems almost mature. Heart especially subject to strain.
Teeth may need straightening. First and second bicuspid appearing.
Eye-hand coordination good. Ready for crafts and shop work.
Eyes almost adult size. Ready for close work with less strain.

Characteristic Behavior

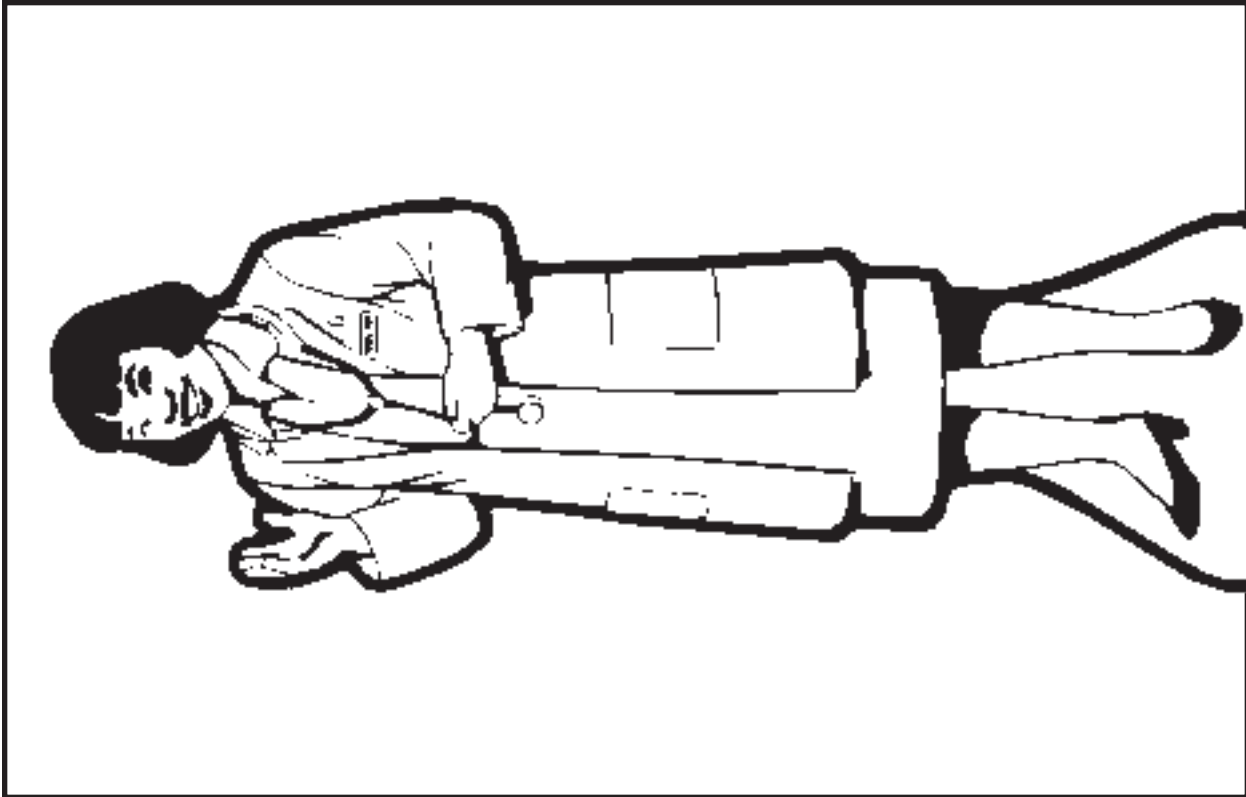
Decisive, responsible, dependable, reasonable, strong sense of right and wrong.
Individual differences distinct, abilities now apparent.
Capable of prolonged interest. Often makes plans and goes ahead on his own.
Gangs strong and of one sex only, of short duration and changing membership.
Perfectionist—wants to do well, but loses interest if discouraged or pressured.
Interested less in fairy tales and fantasy, more in his community and country and in other countries and peoples.
Loyal to his country and proud of it.
Spends a great deal of time in talk and discussion. Often outspoken and critical of adults, although still dependent on adult approval.
Frequently argues over fairness in games.
Wide discrepancies in reading ability.

Special needs

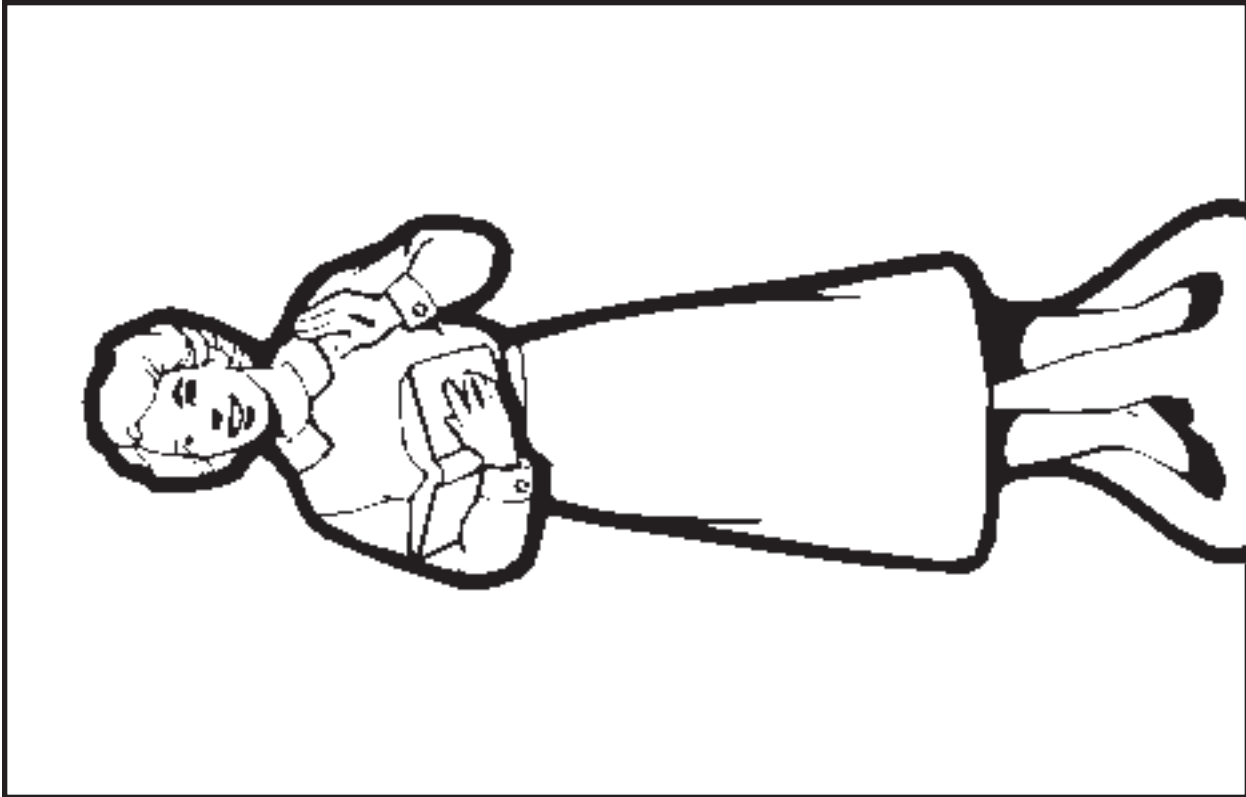
Active rough and tumble play.
Friends and membership in a group.
Training in skills, but without pressure.
Books of many kinds, depending on individual reading level and interest.
Reasonable. Explanations without talking down.
Definite responsibility.
Frank answers to questions about coming physiological changes.



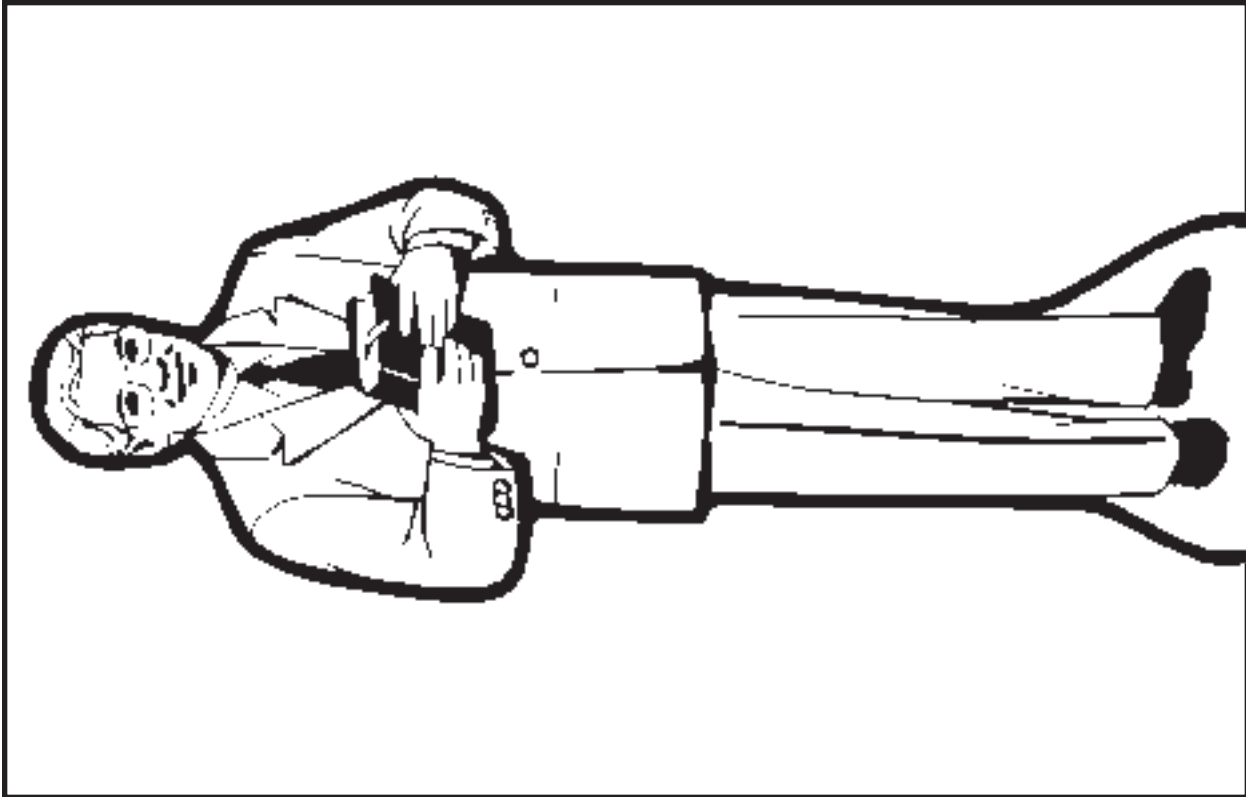
Nurse



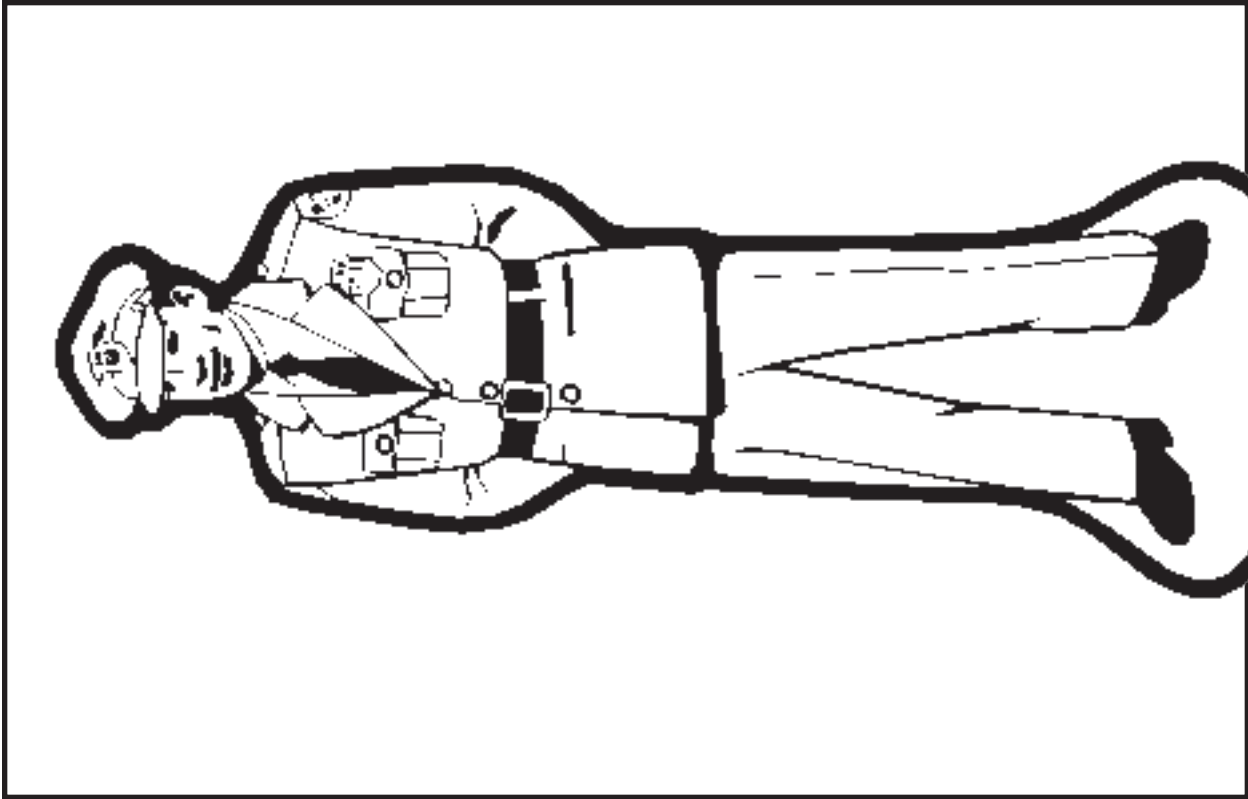
Doctor



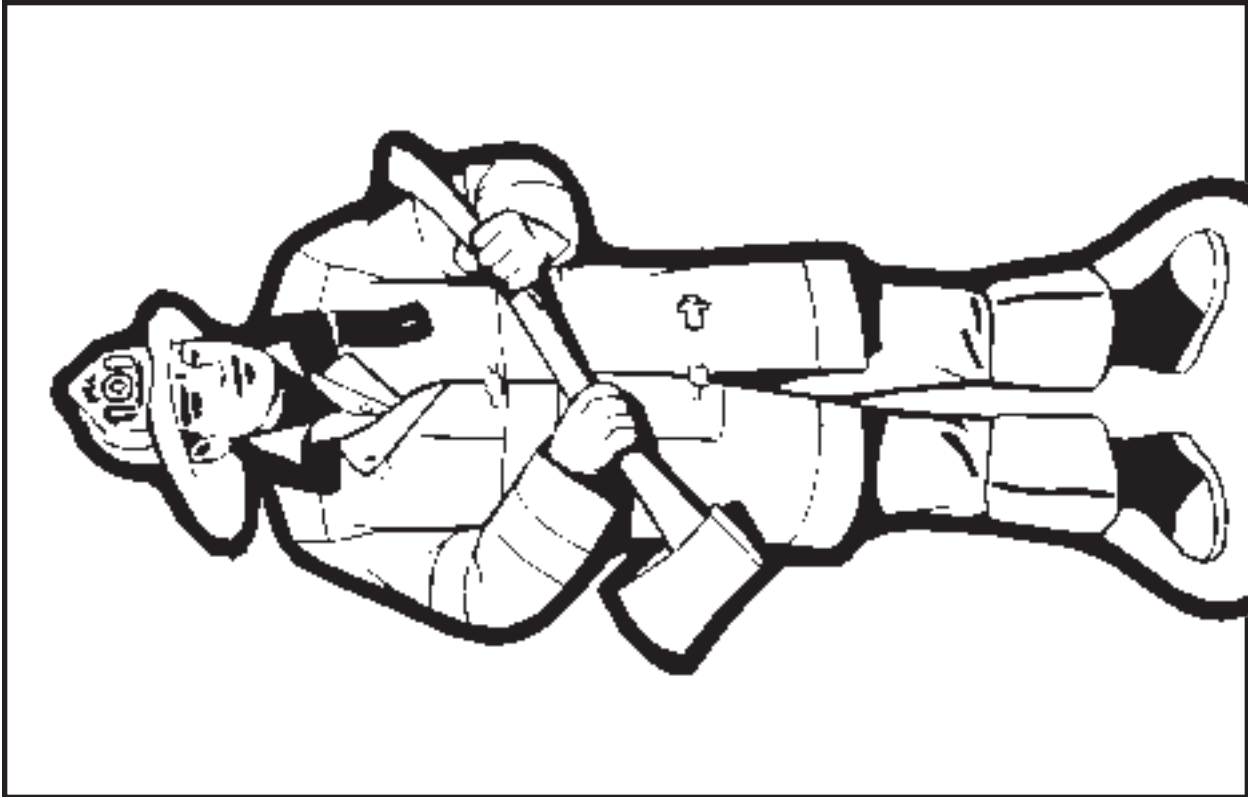
Teacher



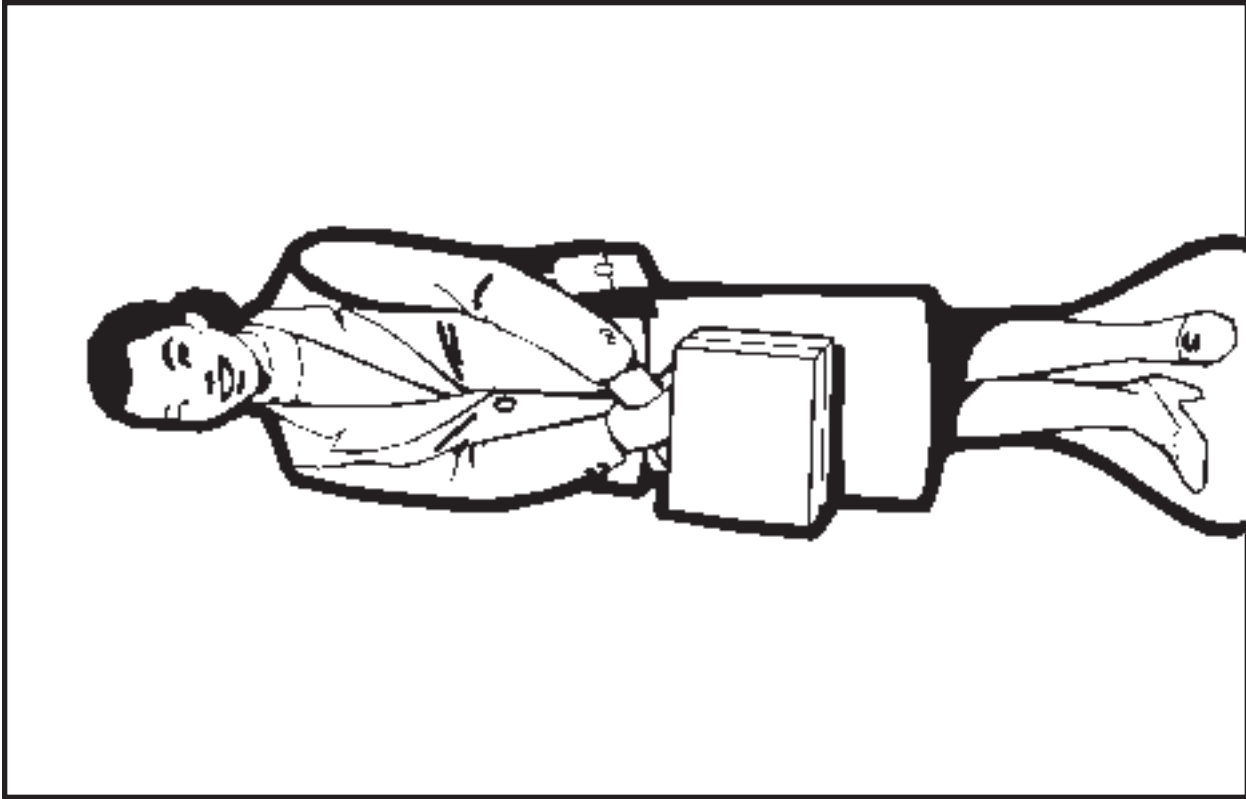
Pastor



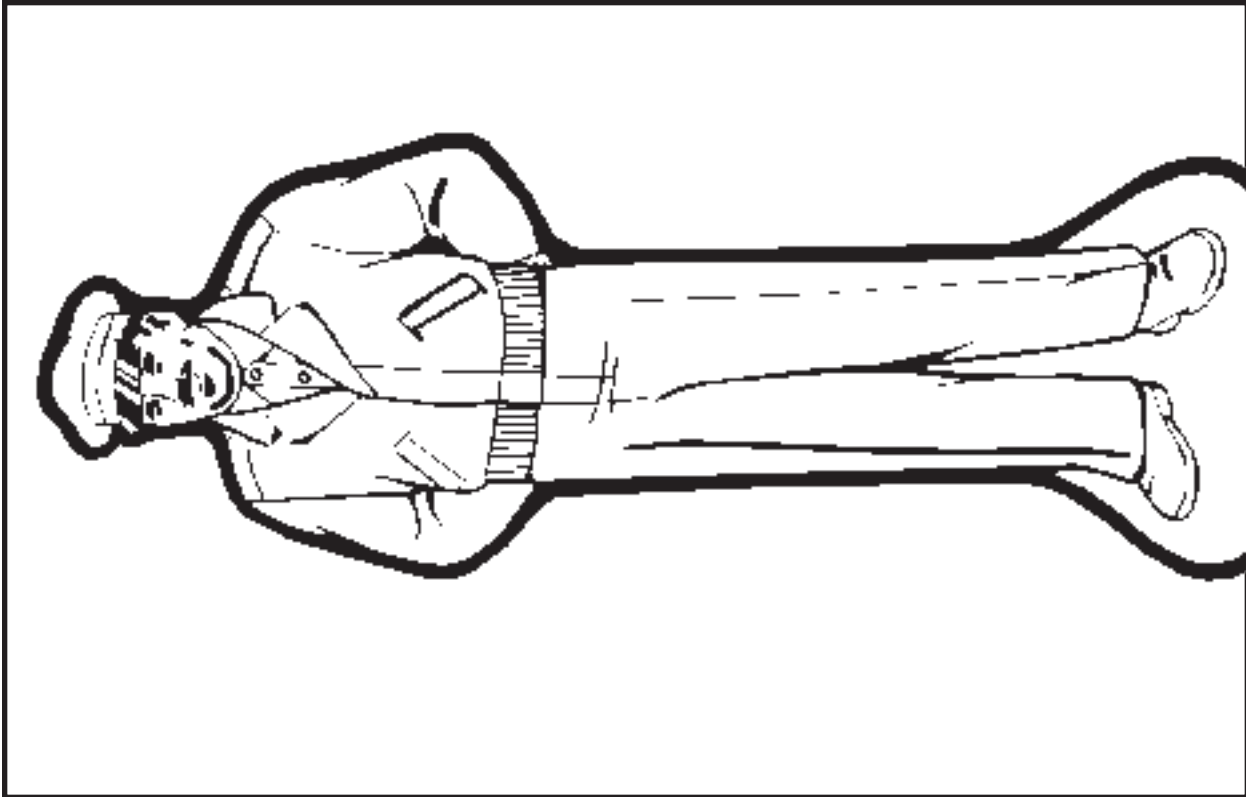
Policeman



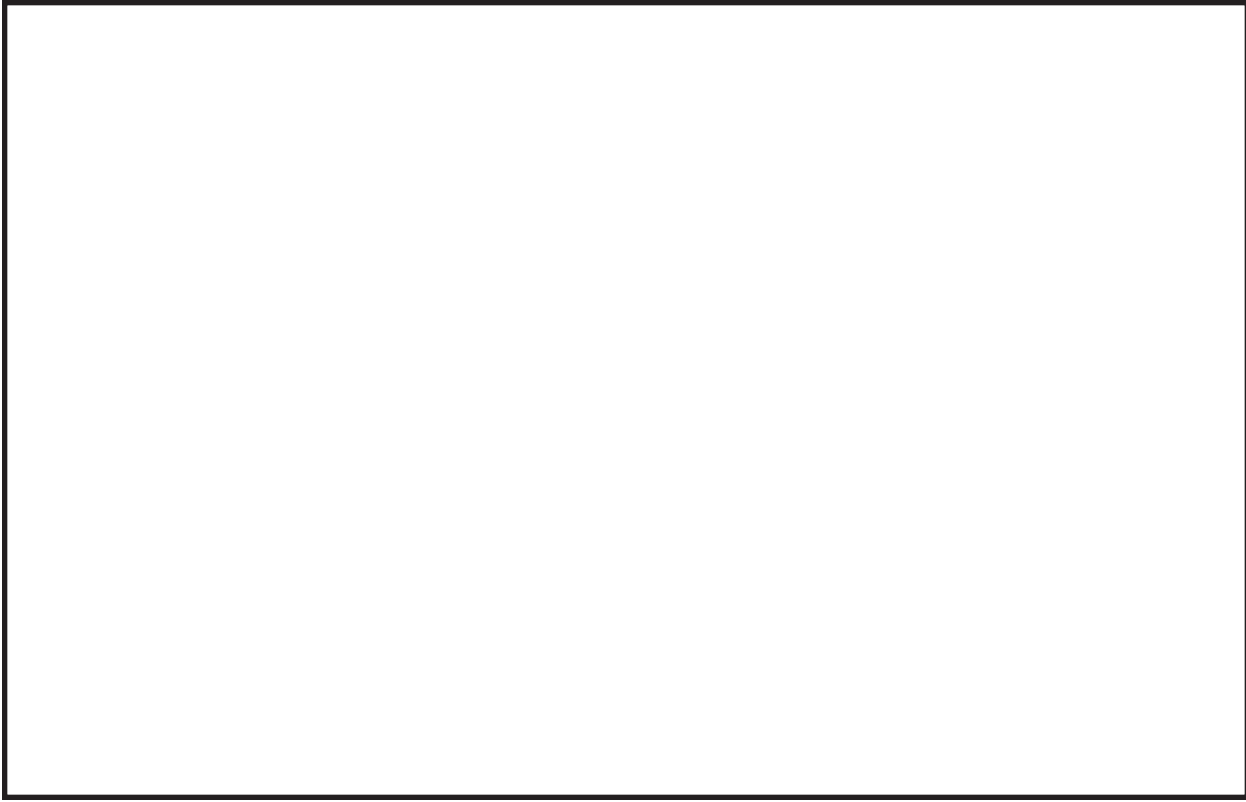
Fireman



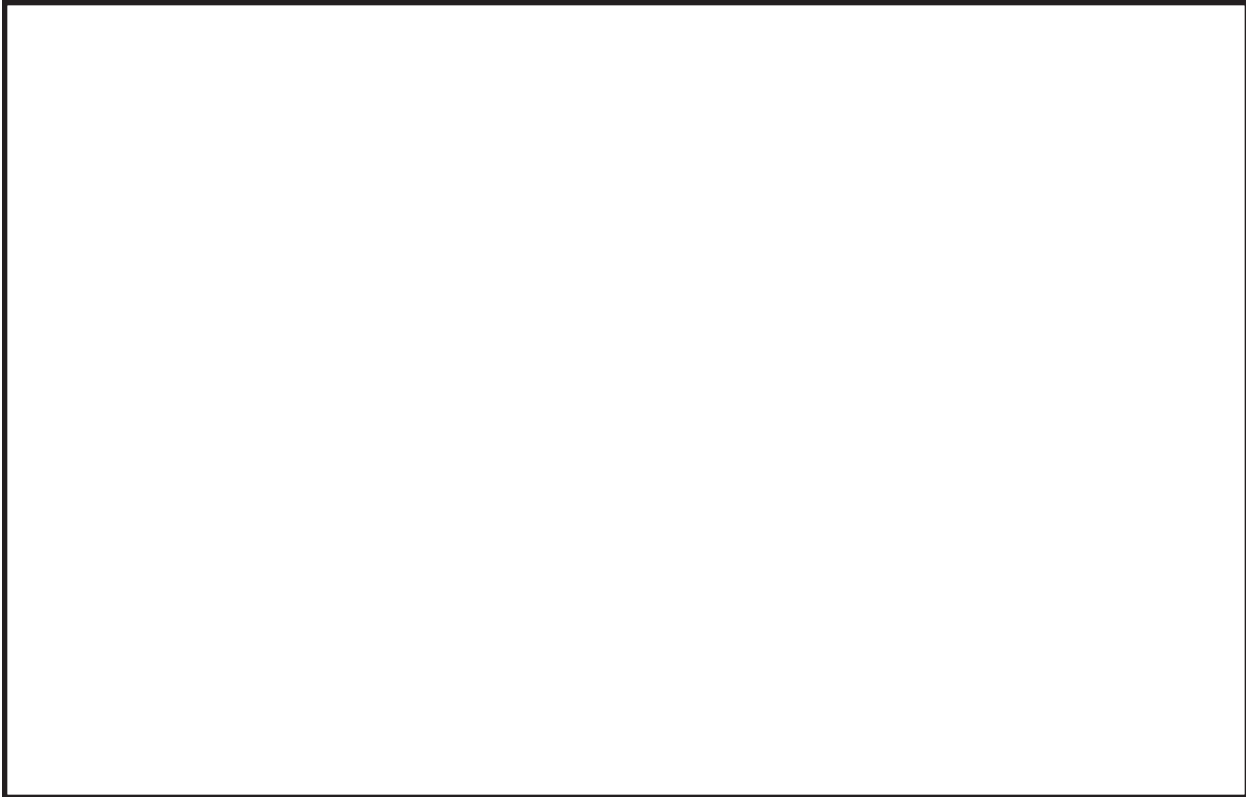
Mayor



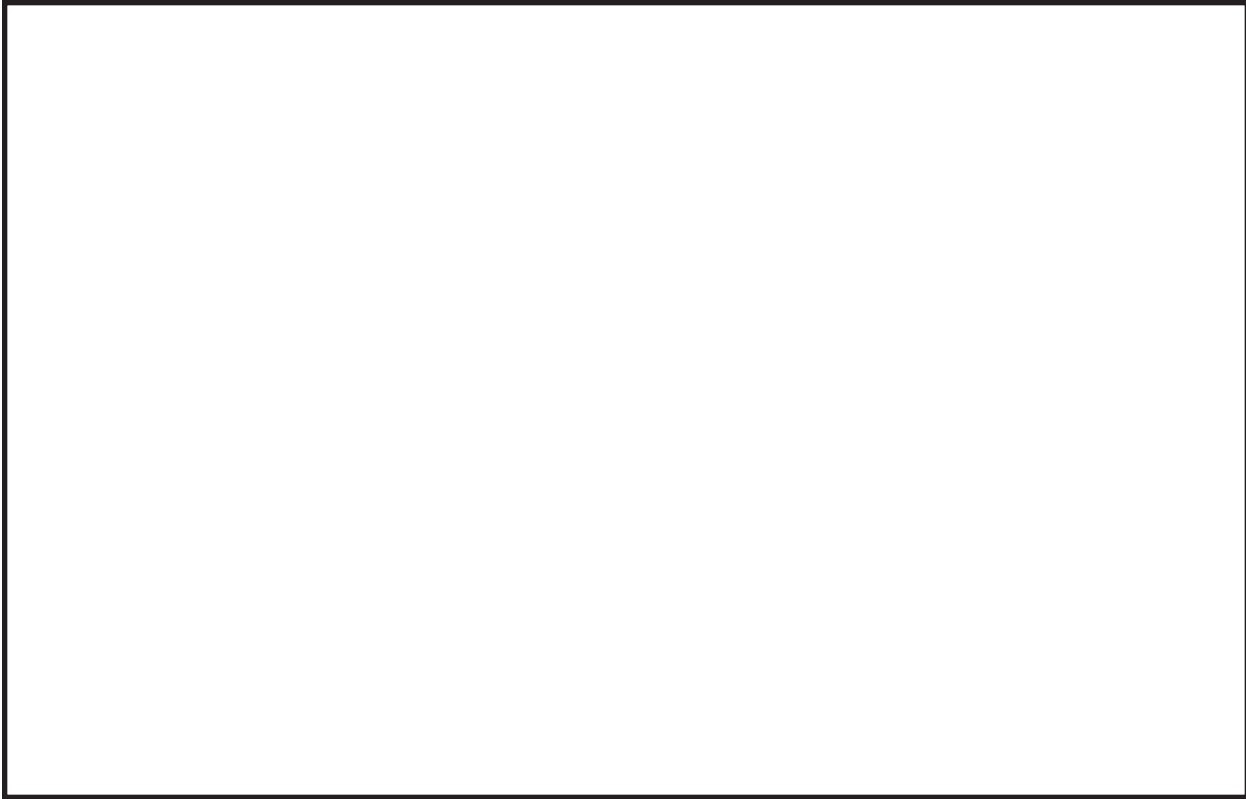
Bus Driver



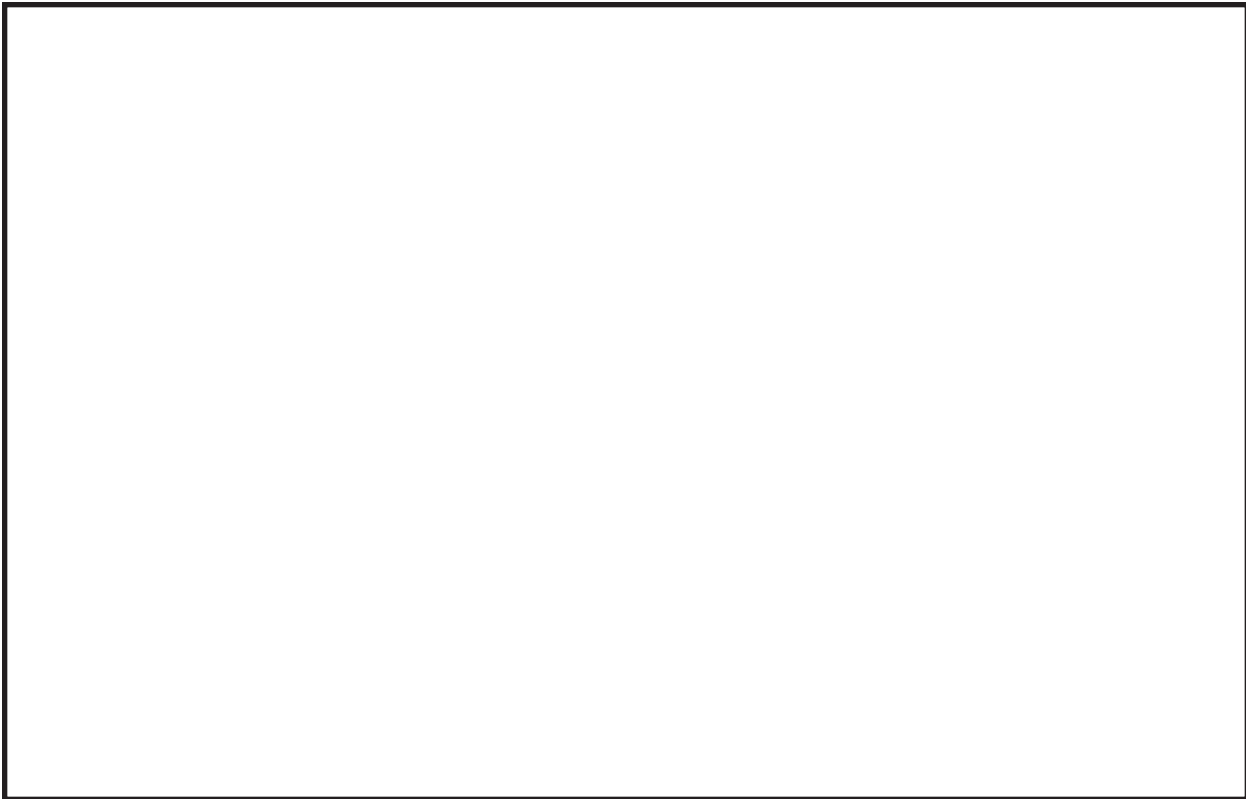
Your choice



Your choice



Your choice



Your choice



When I Feel Bad I Can...

**Tell Jesus how I feel and ask
Him for help.**

Ask myself:

"What am I feeling?"

"Why am I feeling this way?"

"What shall I do about it?"

"Is this a good thing to do?"

Do what I decide to do.

When You Make a Choice, Make It Smart

Think About Each Step Prayerfully

1. What is the problem?

2. What are several possible solutions?

a. _____

b. _____

c. _____

3. What might be the consequences of each solution? How would it affect myself, God, and other people?

a. _____

b. _____

c. _____

4. What is the best solution? Cross off the unwise solutions, star the best one.

Act on Your Decision

5. How did it work? What will you do different next time?

Appendix

Master Plan for the Family

When I Feel Unhappy with Someone, I Will...

Letter to Parents Introducing the “I Care” game

President’s Challenge

The Master Plan for the Family

The Purpose of the Family

A happy home life increases the likelihood that children will experience wholesome emotional development, relate well to others, and make parents' values their own.

Children are a gift from God (Ps. 127:3). They are the “younger members of God’s family” (*The Adventist Home*, pg. 161). To find Christ, to trust Him, to be reborn in Him, to grow in Him, and to follow Him is a journey that God has not left children to make alone. As God is a parent to us, so earthly parents are to

provide for, train, and correct their children. They, too, are to be adopted into the heavenly family.

“As workers for God, our work is to begin with those nearest. It is to begin in our own home. There is no more important missionary field than this” (*Child Guidance*, p. 476).

“It (the family) is a place where disciple-like relational skills are learned, and it is a primary group in which disciple-making takes place.” *A New Design for Family Ministry*, Dennis Guernsey (David C. Cook, Publisher)

The Big Picture of the family

		1	2	3	4
Family	Objectives	To Reflect a Godly Image	To Conduct a Godly Government	To Multiply a Godly Heritage	To Nurture a Godly People
	Strategy	To Establish Identity	To Establish Harmony	To Establish Intmacy	To Establish Security
Gender Roles	Male	To Lead Your Family	To Bond Your Family	To Love Your Family	To Equip Your Family
	Female	To Report to Husband	To Complete Husband	To Respond to Husband	To Amplify Husband



When I Feel Unhappy with Someone, I Will...

- 1. Think about what the problem is.**
- 2. Talk about it privately with the person.
Listen.**
- 3. Look for solutions together.**



Date

Dear Parent,

One of the requirements that your child must complete this year in order to earn the Builder pin in Adventurer Club involves participating in a special activity with the family. This activity is designed to help family members recognize and express their appreciation for each other.

The "I Care" Game works best when all the family members play it together. It can be played at family worship, family meeting, Sabbath afternoon, or as a special family night. Sit down together and list some of the special reasons for appreciating each of the members of your family. Then allow each family member to plan a special way to show his or her appreciation to each of the other members of the family. Some ways of showing appreciation to family members might include writing notes telling what you especially appreciate about each other or planning a special activity, favor, or gift for each member of the family. These may be given to each other in the form of a specially designed coupon that may be redeemed at a later date.

When all the notes or coupons are complete, it is fun to sit down with the entire family to read them. You will enjoy the feelings of pride and appreciation. You may want to discuss how each person's special attributes contribute to family happiness.

I hope you find the "I Care" Game a valuable experience for your family. Please let me know if you have any questions.

Sincerely,

"I Care" Letter

President's Challenge

You need to order the *President's Challenge Packet* for the full explanation of the President's Challenge. Write to: the President's Challenge, Poplars Research Center, 400 East 7th Street, Bloomington, IN 47405, or call 1-800-258-8146.

Appendix

Making Friends Poster
Keeping Friends Poster



Making Friends

Treat yourself and every other person as important.

Be friendly.

Do things your friend wants to do sometimes.

Don't expect everyone to play with you when you ask.

Ask God to help you find the right friends.



Keeping Friends

Don't always insist on having things your own way.

Say nice things to your friend whenever you can.

Listen to your friend's feelings and tell yours kindly.

Don't argue; find a compromise.

Do nice things for your friend.

Don't try to keep your friend only for yourself.

Appendix

Meeting the Needs of Non-Traditional Families

Adventurer Family Network Topics: Year 1

Adventurer Family Network Topics: Year 2

Adventurer Family Network Topics: Year 3

Adventurer Family Network Topics: Year 4

Opening Night Flyer

Meeting Flyer

30-Day Family Goals

Activity Chart

Next Time Worksheet

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Meeting the Needs of Non- Traditional Families

Insert Page 1

Meeting the Needs of Non- Traditional Families

Insert page 2

Meeting the Needs of Non- Traditional Families

Insert Page 3

Adventurer Family Network Topics

Year 1 of a four year cycle



Here is a list of possible topics for the Adventurer Family Network. Look over the list and mark the ones that would most interest you and your group. If there's a topic you would particularly like to learn more about, write it on one of the blank spaces. Bring your list to the opening program.

You and Your Family Relationships

- Positive Parenting
- Family Fun Activities
- Time Management: Finding time for what's important
- Respect is for Everyone
- _____
- _____

Anchoring Children In Christ

- Leading Your Child to Christ
- Raising Kids Who Really Care
- Teaching Kids About Prayer
- Making Christian Standards Make Sense
- _____
- _____

The Developing Child

- Physical Development: Growing Healthy Kids
- How Children Differ: Temperament and Personality
- Teaching Kids About Sexuality
- Setting Realistic Expectations
- _____
- _____

Growing Through Challenges

- Discipline as Discipling: Sharing the Victorious Christian Life
- Single Parenting
- Safety Issues in Today's World
- Peer Pressure
- _____
- _____

Adventurer Family Network Topics

Year 2 of a four year cycle



Here is a list of possible topics for the Adventurer Family Network. Look over the list and mark the ones that would most interest you and your group. If there's a topic you would particularly like to learn more about, write it on one of the blank spaces. Bring your list to the opening program.

You and Your Family Relationships

- How Your Family of Origin Can Affect Your Family Today
- Enhancing Sibling Relationships
- Growing A Support Network
- Strengthening Family Communication
- _____
- _____

Anchoring Children In Christ

- Exploring Nature: God's Second Book
- Helping Kids Deal With Prejudice
- Teaching Kids How To Use The Bible
- Positive Sabbath Keeping
- _____
- _____

The Developing Child

- Social Development: Helping Your Child be a Friend
- Building Self-Esteem
- Teaching Kids About Money
- Play is for Real: Encouraging Healthy Play
- _____
- _____

Growing Through Challenges

- Constructive Discipline: Encouraging Positive Behavior
- How to Thrive as a Non-Traditional Family
- Raising Drug-Proof Kids
- Creative Conflict Resolution
- _____
- _____

Adventurer Family Network Topics

Year 3 of a four year cycle



Here is a list of possible topics for the Adventurer Family Network. Look over the list and mark the ones that would most interest you and your group. If there's a topic you would particularly like to learn more about, write it on one of the blank spaces. Bring your list to the opening program.

You and Your Family Relationships

- Styles of Parenting
- Latch-key Kids And Other Child-Care Issues
- Keeping Marriage Fresh
- Family Meetings
- _____
- _____

Anchoring Children In Christ

- Directing Your Child's Spiritual Growth
- Fostering A Mission Spirit
- Creative Family Worships
- Occult, New Age and Kids
- _____
- _____

The Developing Child

- Emotional Development: Nurturing Your Child's Emotional Health
- Developing Talents and Gifts
- Teaching About Work and Responsibility
- Preparing Kids For Adulthood in the 21st Century
- _____
- _____

Growing Through Challenges

- Dealing Positively With Negative Behavior
- Nurturing The Special Needs Child
- What You Need to Know About Child Abuse
- Stress and the Family
- _____
- _____

Adventurer Family Network Topics

Year 4 of a four year cycle



Here is a list of possible topics for the Adventurer Family Network. Look over the list and mark the ones that would most interest you and your group. If there's a topic you would particularly like to learn more about, write it on one of the blank spaces. Bring your list to the opening program.

You and Your Family Relationships

- Family Bonding: Growing Warm Relationships
- Changing Family Roles
- Taking Care of You
- Encouraging Statements: Words That Make a Difference

- _____
- _____

Anchoring Children In Christ

- Passing On Christian Values
- Teaching Christian Courtesy
- Growing A Spiritual Life: Involving Kids in Private Devotions
- Teaching Kids to be Faithful Stewards

- _____
- _____

The Developing Child

- Intellectual Development: Learning in and Beyond School
- Nurturing Creativity
- Steps to Independence
- Toys and Things For Kids

- _____
- _____

Growing Through Challenges

- Anger Management For Parents and Kids
- Dealing With Grief
- Guiding Entertainment Choices
- Family Finance

- _____
- _____



Introducing Adventurer Family Network

- a monthly get-together for the parents of Adventurer children (grades 1-4)
- for the purpose of sharing inspiration, support, and information
- and addressing topics of particular interest to you as you strive to raise kids who will love and live for Jesus in the 21st century.

Don't miss our Opening Program!

Place:

Date:

Time:

Refreshments will be served

Because you care about your children today
and for all their tomorrows.





Coming
Soon

Time Management: Finding Time for What's Important

Have you ever been frustrated because you never seem to have time for your family, yourself, or your God?

Don't miss this great program!

Place:

Date:

Time:

Sponsored by the Adventurer Family Network
of the Seventh-day Adventist Church.

Because you care about your children today
and for all their tomorrows.



30-Day Family Goals

<i>Goal</i>	<i>Steps to Fulfillment</i>	<i>Week of</i>							<i>Results</i>
My fathering practices									
My mothering practices									
Relationship with (child's name)									
Relationship with (child's name)									
Relationship with (child's name)									
Relationship with (child's name)									

Adventurer Family Network Activity Worksheet

Mark the level of activity for your child, for each of the following activities.

Activity Level

slow  fast

Regularity of bodily functioning

regular  irregular

Response to new person or thing

cautious  impulsive

Adaptability

high  low

Responsiveness

high  low

Mood or outlook

negative  positive

Distractibility

low  high

Persistence

high persistence  low persistence

Adventurer Family Network

Next Time Worksheet



ext time I feel angry about _____

_____, I will first
_____.

I will recognize that I am angry about this because

_____.

I will share my feelings with _____

by saying _____

_____.

I will use my anger energy to _____

_____.”



Appendix



Evaluation Form for Proposed Adventurer Awards

Evaluation Form for Proposed Adventurer Award

.....



Name of Award _____

Originating Conference _____

1. How many Adventurers completed this Award? _____

2. How long did it take to complete this Award? _____

3. Describe the interest of the Adventurers while completing this Award:

4. Describe how the Award met its purpose:

5. What suggestions would improve this Award?

6. Would you recommend this Award for a NAD Adventurer Award? Yes No

7. Sketch your suggestion for the design of this Award.



Name of Your Club or Group _____

Name of Your Conference _____

Evaluator's Name (please print) _____

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Camper
Caring Friend
Carpenter
Collector
Computer Skills
Cooking Fun
Country Fun
Courtesy
Cyclist
Disciples
Early Adventist Pioneer
Environmentalist
Feathered Friends
First Aid Helper
Fish
Fitness Fun
Flowers
Friend of Animals
Friend of Jesus
Friend of Nature
Fruits of the Spirit
Gardener
Geologist
Glue Right
Guide
Gymnast
Habitat

Hand Shadows	
Handicraft	
Health Specialist	
Homecraft	
Home Helper	
Honey	
Honey Bee	
Hygiene	
Ladybugs	
Lizards	
Magnets	
Magents #2	
Media Critic	
Music Maker	
My Church	
My Picture Book	
Olympic	
Outdoor Explorer	
Pearly Gate	
Postcards	
Prayer	
Prayer Warrior	
Rainbow Promise	
Reporter	
Road Safety	
Safety Specialist	
Sewing Fun	
Sign Language	
Skater	
Skier	
Spotter	
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