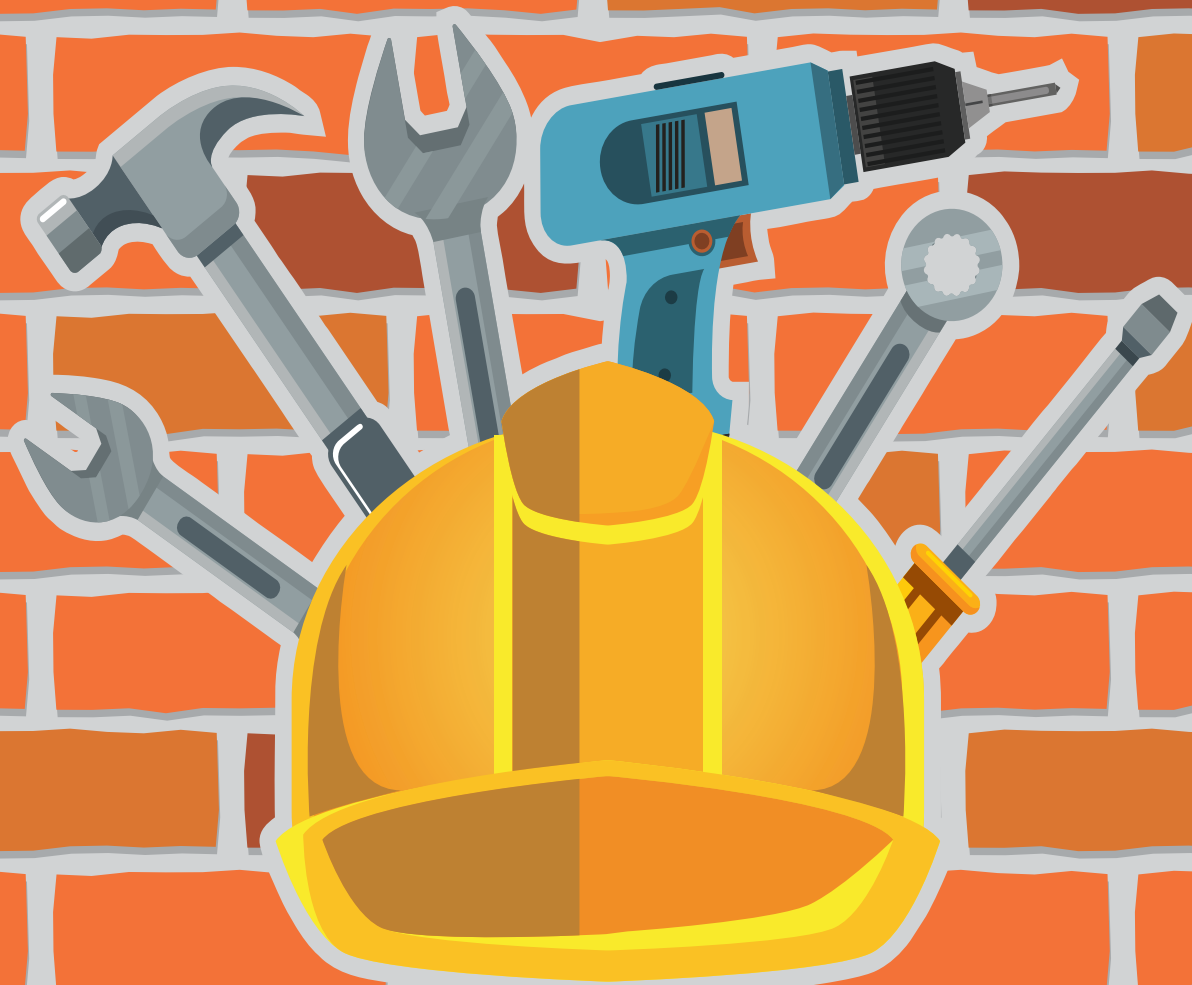


Builder

Instructor Manual



This book belongs to _____

SOUTH PACIFIC DIVISION EDITION

General Conference Youth Ministries Department

Builder

Instructor Manual



SOUTH PACIFIC DIVISION EDITION

General Conference Youth Ministries Department

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Dear Adventurers, Parents, and Leaders,

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

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

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

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



Leaders - Before the student worksheet pages come a variety of 'big picture' helps to guide you as you create a safe environment for your group of Adventurers. Developmental stages, working with special needs children in your unit, and much more is included here. In addition, this curriculum has a huge number of teaching ideas in the back pages of this booklet. These teaching suggestions are hands-on field-tested ideas that you can use with a little bit of prep and a few tools. We have tried to think of things that can be done with few resources, limited spaces, and limited budget. However, your club is different from any other, so please feel free to adapt the ideas to meet the needs of your class. At the front of the book are additional ideas on how to format meetings and unit time so that within about 15 meetings, the class requirements are done and you can award your Adventurers with their class pin and awards. Of course, that means that you may also have other meetings that are primarily field trips, group awards, or other activities -- that's GREAT!

The young Adventurer, is eligible for a special pin that matches the name and image located on the book cover. There are a total of six years worth of classes, each one age appropriate. The first, Little Lamb is for 4 year olds, next are the Early Birds for 5 year olds, Busy Bee for 6 year olds, Sunbeam for 7 year olds, Builder for 8 year olds, and Helping Hands for the 9 year olds. Many kids will turn from one age to the next during the Adventurer year but should work to complete that years class. Usually there are 10-25 meetings in an Adventurer year, a number based on the clubs availability to meet.



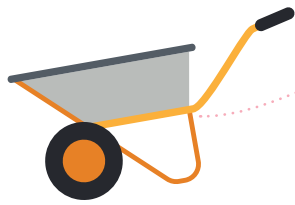
Patches (called awards) and pins (for finishing the classwork in this book) for Adventurer ministry are available through your local Youth Department or Adventist Book Centre. Division Youth Teams usually take orders from local conferences/missions and then at the World Headquarters in Washington D.C., the order list to brought my office. We fulfill the orders and send thousands of patches back home to your Division for you to distribute to your deserving kids!

Thanks for joining us in the journey!



Andrés J. Peralta
Associate Youth Director





Adventurer Club History

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

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

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

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

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

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

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



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

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

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

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

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

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



Builder Checklist

Name: _____ Date Started: _____ Date Completed: _____

Basic Requirements

1. Repeat from memory the Adventurer Pledge and Law
2. Explain the Pledge and Law through art or skit
3. Complete the Reading III award
4. Complete the Building Blocks award

My God *[choose at least one section]*

1. God's Plan to Save Me
 - a. Create a story chart showing the order in which these stories took place: Noah, Abraham, Moses, Ruth, David, Daniel, Esther
 - b. Make a diorama, poem, or song about one of the stories above to show someone how to live for God
2. God's Message to Me
 - a. Complete the Bible III (red) (formerly titled Bible II) award
3. God's Power in My Life
 - a. Spend regular quiet time with Jesus to talk with Him and learn about Him. Keep a record
 - b. Ask three people who their favourite Bible hero is (other than Jesus) and why
 - c. Complete the Prayer award

My Self *[choose at least one section]*

1. I Am Special
 - a. Put together a scrapbook, poster, or collage, showing some things you can do to serve God and others
2. I Can Make Wise Choices
 - a. Complete the Media Critic award
 - b. Complete the Wise Steward award

3. I Can Care for My Body
 - a. Complete the Temperance award

My Family *[choose at least one section]*

1. I Have a Family
 - a. Share one way your family has changed over time. Share how these changes make you feel
 - b. Find a story in the Bible about a family like yours
2. Families Care for Each Other
 - a. Learn how to play a game through which each of your family members show appreciation to each of the other members of the family
 - b. Complete the Family Helper award
3. My Family Helps Me Care for Myself
 - a. Complete the First Aid Helper award

My World *[choose at least one section]*

1. The World of Friends
 - a. Complete the Caring Friend award
2. 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
3. The World of Nature
 - a. Complete a nature award not previously earned, such as:
 - Bodies of Water
 - Insects
 - Stars
 - Weather or
 - Zoo Animals

Instructor Checklist

Basic Requirements

1. _____
2. _____
3. _____
4. _____

My God

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

My Self

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

My Family

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

My World

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

INTRODUCTION

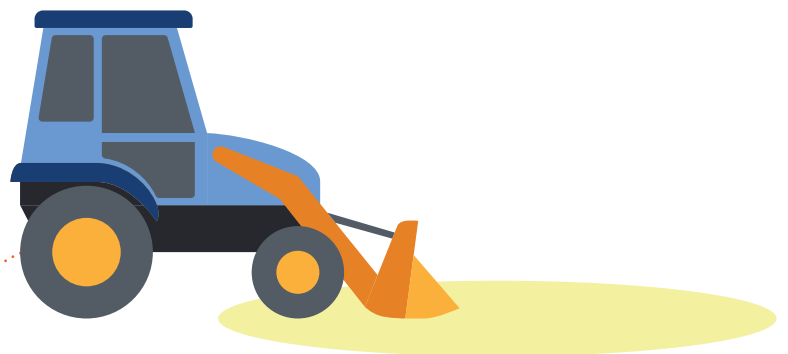
But Jesus said, "Let the little children come to Me, and do not forbid them; for of such is the kingdom of heaven."

—Matthew 19:14 (NIV)

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

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

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



SECTION

1

The Builder Level

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



New Adventurer Logo



Nature
Oriented
Ministry

Jesus
Centred
Ministry

Family
Focused
Ministry



Builder Goals

01

Demonstrate God's love for children.

02

Promote the values expressed in the Adventurer Pledge and Law.

03

Create an environment where all children can contribute.

04

Encourage children to have fun.



Adventurer Pledge

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

Adventurer Law

Jesus can help me to:

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

Adventurer Song*

(Wanderson Paiva)

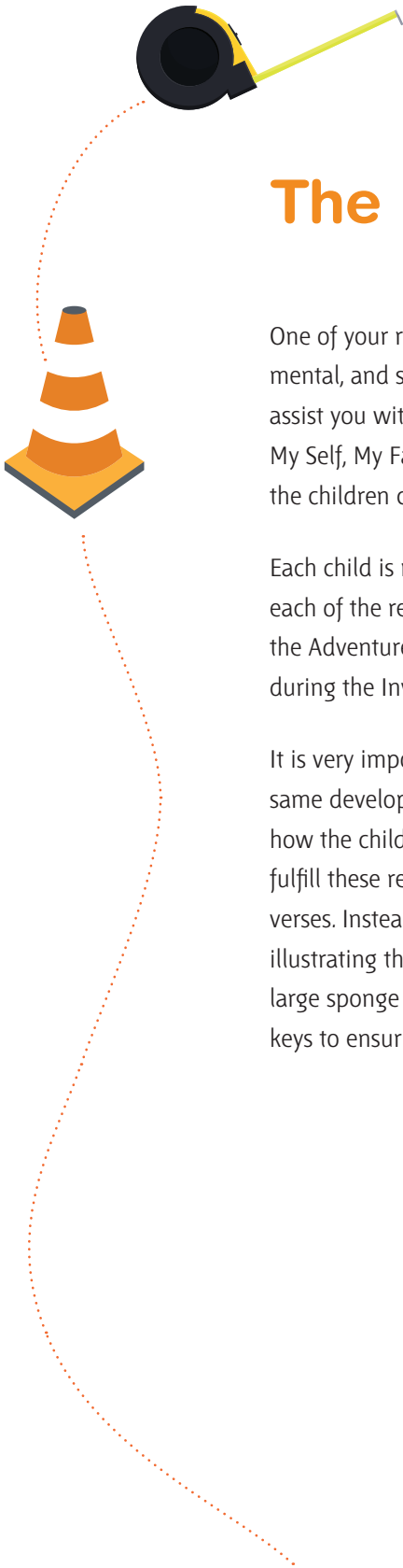
We are joyful and faithful adventurers
Always trusting our friend, Jesus Christ;
And we know that our lives are a blessing
When we shine like a beacon of light.
We can see all the beauty around us
From the hand of a great living God
If we live to proclaim His creation
We will see all the wonders of love.



Adventurer Song*

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

*Both Adventurer songs have been approved by the General Conference (GC) Youth Ministries department.. Sheet music & resources are available via the GC Youth website.

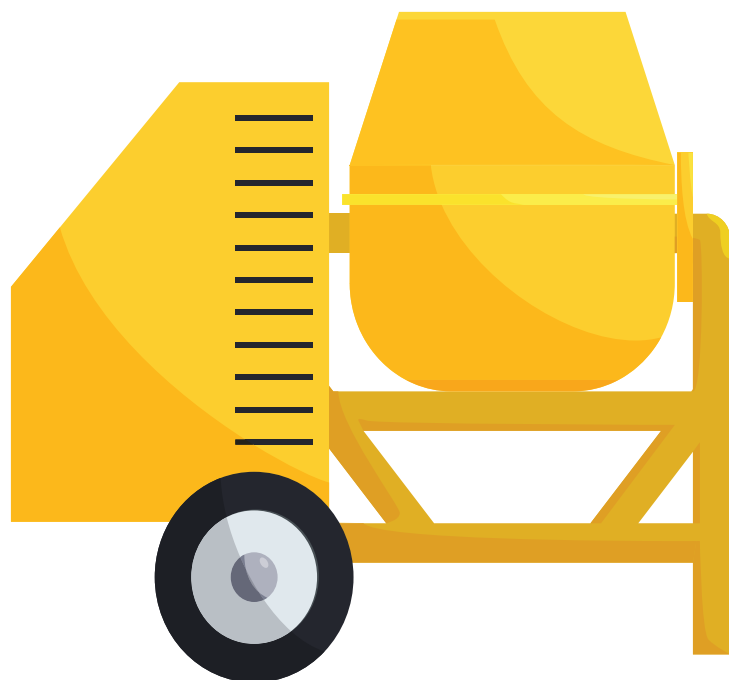


The Builder Curriculum

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

Each child is required to complete all Basic requirements and at least one requirement from each of the remaining four areas (My God, My Self, My Family, and My World). At the end of the Adventurer year, each child that complete these requirements will receive the Builder pin during the Investiture Service.

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



Adventurer Awards

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

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

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

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

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



SECTION 2

Characteristics of Builders

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





What You Need to Know About Builders

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

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



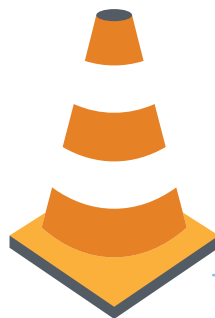


Physical Characteristics

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

Cognitive Characteristics

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



Social Characteristics

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



Spiritual Characteristics

James Fowler, a Christian counsellor, researcher, and specialist in children's development, has identified seven stages in the development of faith; three of which are closely associated with and parallel cognitive and psychological development in childhood.

These stages are:

Primal Faith (ages 0-2)

1-Intuitive-Protective Faith (ages 3-5)

2-Mythical-Literal Faith (ages 6-11)

3-Synthetic-Conventional Faith (age 11-Adolescence)

4-*Individuative-Reflective Faith

5-*Conjunctive Faith

6-*Universalising Faith

Stage 0 “Primal Faith” is the beginning steps of faith within the arms of their parents. Stages 3-6 are the faith stages of Pathfinders and adults. He has done research and sees that many individuals, even adults, may never develop stages 4-6 unless intentional ongoing spiritual development is a chosen part of their ongoing deepening relationship with God. In Adventurers we are working with children who are learning to experience God through stages 1 & 2.

Stage 1 (Little Lambs and Early Birds)

- Shared experiences - kids love having a community to share their spiritual learning with.
- Parental - parents are involved in the Adventurer experiences and provide a lot of the spiritual modeling
- Love & Security - God is real because of the love and security supplied by caregivers, such as parents and Adventurer leaders
- Concrete Meaning - Truth about the Bible makes sense because of things they can touch and Bible stories they can relate to. They are unable to think abstractly and are generally unable to see the world from anyone else’s perspective.
- Experienced Traditions - opening exercises that are always the same, the Adventurer Pledge and Law that are learned and repeated each session throughout the years of Adventurers are a part of this experienced tradition. God becomes more real when things are predictable and they know what to expect from spiritual activities. Faith is not a thought-out set of ideas, but instead a set of experienced impressions WITH parents and influencers.



Stage 2 Mythical-Literal (Busy Bees - Helping Hands)

- Compared - Children at this age are able to start to work out the difference between verified facts and things that might be more fantasy or speculation.
- Trust Circle - Source of religious authority starts to expand past parents and trusted adults to others in their community like teachers and friends.
- Religion as their Experience - Kids in this age group have a strong interest in religion. Later in this stage children begin to have the capacity to understand that others might have different beliefs than them.
- Duty - following God and his teaching is seen as a duty and honour.
- Concrete Meaning - By default, children in this age group see that prayer to God is important and expected. They believe that good behaviour is rewarded, and bad behaviour is punished. If I am good to God, God will be good to me. Teaching the reality of God's GRACE beginning at this stage will allow them to further deepen their relationship with Jesus as they enter stages 3 & 4.
- Experienced Traditions = Symbol's Meaning - Symbols of scripture are literal without added meaning. Bible stories are powerful and real motivators.





Do's and Don'ts of Discipline

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

DO . . .

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





DON'T . . .

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

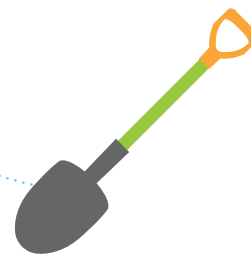


SECTION 3

Builders with Disabilities

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





Including Builders with Disabilities

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

DO's

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





Planning Inclusive Activities

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

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



ADDITIONAL IDEAS

- Invite a special education teacher to talk to the Adventurer staff.
- Visit your local library for books about children with disabilities.
- Look within your local church community for any experienced individuals who work in this area and would be willing to help or offer advice to yourself and the team but also in consultation with the child's parents.

SECTION

4

Builder Meetings

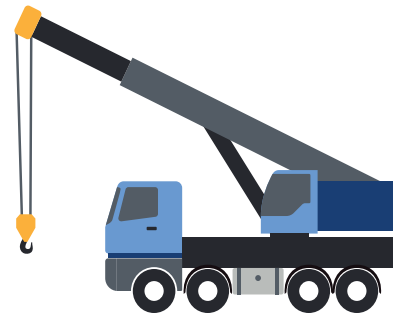
Builders like to create and learn. These lessons let your Builders have fun exploring their world and growing closer to Jesus.



Builder Meetings

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

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



Activity Tips

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

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

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





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

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

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



Parent Networks

“The Adventurer program was created to assist parents in their important responsibilities as a child’s primary teachers and evangelisers. ...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.”

In Adventurer ministry, “staff” and “parents” are often synonyms. Many clubs around the world are created and run by groups of parents with a shared goal -- a club ministry for their kids.

However, in modern settings, parenting is complex. Adventurers provides a great and safe refuge to help provide a structure, time, as well as spiritual and emotional resources to assist parents. All parents want to succeed! Adventurers, if planned correctly can provide resources to help all of us succeed!

Parents are strongly encouraged to be completely involved in the Adventurer program -- volunteering to help with their child’s group, collecting the supplies, providing or serving snacks, or leading out in field trips. At this stage of development, parents are essential to the developmental, spiritual, and emotional growth of the children!

In addition, providing parenting seminars, social events, and shared experiences to build the adult - parent community will make the Adventurer program even strong. Friends (parents) working together, in a shared community, make things happen!

Ideas for parent involvement:

- Telling a story / reading a story to the group of Adventurers
- Playing an instrument for singing time
- Field trip planning and implementing
- Snacks
- Crafts and games set up / clean up
- Leading a game or craft
- Telling a story

Ideas to build successful parent communities:

- Family events outside of Adventurers
- Planning and carrying out service projects
- Planting a garden as a group (involve kids, share stories)
- Eat together
- Small group Bible studies after a meeting or on another evening. Study stories of successful (and unsuccessful) parents in the Bible, Teachings of Jesus, or other subjects the group is interested in
- Arrange prayer breakfasts, pray chats / texting, prayer times -- to pray for each other, their spouses, relationships, and children.
- Assisting other families groups in need







Builder Scope and Sequence

Area	BASIC - COMPLETE ALL SECTIONS		MY GOD - CHOOSE AT LEAST ONE SECTION	
	Basic	Basic	My God God's Plan to Save Me	My God God's Message to Me
Requirements	Repeat from memory the Adventurer Pledge and Law	Explain the Pledge and Law through art or skit	<p>a. Create a story chart showing the order in which these stories took place: Noah, Abraham, Moses, Ruth, David, Daniel & Esther.</p> <p>b. Make a diorama, poem, or song about one of the stories above to show someone how to live for God.</p>	
Award	Reading III 	Building Blocks 		Bible III 
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



MY SELF - CHOOSE AT LEAST ONE SECTION

Area	My God God's Power in My Life	My Self I Am Special	My Self I Can Make Wise Choices	My Self I Can Care for My Body
Requirements	<p>a. Spend regular quiet time with Jesus to talk with Him and learn about Him. Keep a record.</p> <p>b. Ask three people who their favourite Bible hero is (other than Jesus) and why.</p>	Put together a scrap book, poster, or collage, showing some things you can do to serve God and others.		
Award	<p>Prayer</p> 		<p>Media Critic</p>  <p>Wise Steward</p> 	<p>Temperance</p> 
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My Family - CHOOSE AT LEAST ONE SECTION

My World -

Area	My Family I Have a Family	My Family Families Care for Each Other	My Family My Family Helps Me Care for Myself	My World The World of Friends
Requirements	<p>a. Share one way your family has changed over time. Share how these changes make you feel.</p> <p>b. Find a story in the Bible about a family like yours.</p>	Learn how to play a game through which each of your family members show appreciation to each of the other members of the family.		
Award		<p>Family Helper</p> 	<p>First Aid Helper</p> 	<p>Caring Friend</p> 
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CHOOSE AT LEAST ONE SECTION

Area	My World The World of Other People	My World The World of Nature		
Requirements	<p>a. Know and explain your national anthem and flag.</p> <p>b. Name your country's capital, and the leader of your country.</p>			
Award		<p>Complete a nature award not previously earned, such as:</p> <ul style="list-style-type: none"> *Bodies of Water *Insects *Stars *Weather or *Zoo Animals   		
Done	<input type="radio"/>	<input type="radio"/>		

Builder Instructor Help

General notes

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

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

Basic Requirements

COMPLETE ALL SECTIONS

I. Repeat from memory the Adventurer Pledge and Law.,

Adventurer Pledge

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

Adventurer Law

Jesus can help me to:

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

II. Explain the Pledge and Law through art or skit.

Helps:

1. This is the application section for a discussion about the Adventurer Pledge and Law which they have memorised. The Builder will be able to explain what the various parts of the Pledge and Law mean. You may need to help them with everyday examples of what it looks like to follow the pledge and law in their lives. Help them create a skit or art piece that depicts some things they could do to live the pledge or law.

III. Complete the Reading III Award

Requirements:

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

Three chapters from the book of Acts from a modern translation of the Bible.

1. A Bible story or book about Jesus.
2. A book on health or safety.
3. A book on family, friends, or feelings.
4. A book on history or missions.
5. A book on nature.

Helps:

1. Be sure that whatever version of the Bible you select, is in language which is easily understood by the Builders. Also, select a section of Acts which will interest them. Take time to ask questions as you read like: What do you think it would have smelled like, sounded like, felt like? Why do you think this person did what they did?

2. **There are many books about Jesus. The important part is to find one for your child's developmental level.**

Printed Children Bibles and books are available to purchase at most Christian Book stores.

Bible App for Kids is a ministry of [Youversion Bible Inc.](http://Youversion Bible Inc) and provides nearly 50 interactive Bible stories for kids. There is an animated storybook app with vivid illustrations and sound as well as interactive touch screen interactions. The games and activities help kids remember what they learn. The navigation is simple for kids and there are no in-app purchases.

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

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

IV. Complete the Building Blocks Award

1. Find in the Bible and review 3 or more of the stories listed below:
 - a. Noah (Gen 6-7);
 - b. Tower of Babel (Gen 11:1-9);
 - c. Abram's tent (Gen 12:1-8);
 - d. Wilderness tabernacle (Ex 25-27);
 - e. Solomon's temple (1 Chronicles 28:1-10, 2 Chronicles 3-5);
 - f. Manger (Luke 2:1-20);
 - g. Wise man and foolish man (Luke 6:47-49);
 - h. New Jerusalem (Rev. 21-22).

2. After reading the Bible stories in requirement 1, List some things that were the same and things that were different about all the building projects (materials, location, size, purpose). Why was each building project built?
3. 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
4. Share 2 choices that you can make this week that will build up and not break down your character.
5. Discuss how a building and its foundation are a lot like our lives and our choices. Read & discuss 1 Corinthians 3:11 and Phillippians 4:8 as part of your answer.
6. Read Revelations 21-22
 - a. Learn about the heavenly home that God is making for all who choose His gift of eternal life.
 - b. What building materials is He using?
 - c. Why should we wish to be in heaven?
7. Construct one or more buildings of any size or type. You 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.

Helps:

1. As you review the stories, emphasise 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 more than one 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. Using the Venn Diagram provided (Builder Activity Book, pg 10) compare & contrast the buildings. The places outside each circle are what is unique to that building project. The places that interlock are similar to two or all three projects.
3. 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?
 - a. Alternatives: take a trip to a construction site, interview a workman and ask questions about the building.
4. 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, or 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.
5. This is a discussion. The goal is to connect the Bible texts to the character building development of each child. Maybe you could show pictures of houses with JUST the slab, then with just some walls but no roof, then still not really done on the inside. Talk about how each stage of a house or building is more complete. Their lives are developing. If Jesus is their “master builder” their characters will be absolutely Christ-like!
6. Bring gemstones to touch and see or show pictures of the New Jerusalem. The gemstones used in the New Jerusalem are rather pricey, so finding different coloured stones/minerals that help the Builders see a variety of stones is more viable for most. There are few great images of artwork of the New Jerusalem, but several artists, including Adventist Nathan Greene have painted images of the New Jerusalem. “The Blessed Hope” shows the second coming with the New Jerusalem in the sky above the scene for example
7. Any type of building materials may be used, such as toys like Lego, Lincoln Logs, or Tinker Toys, or craft sticks, play dough, foam board, or construction paper. There are even models of homes that can be printed on card stock and folded.

[Search engine:foldable houses templates city](#)

Real building materials such as sticks, straw, mud, or bricks may also be used (but have some serious clean-up downsides).

Suggestions for types of buildings: Bible buildings, your home, your school, a favourite shop, your church building or your imagined heavenly home.

My God

CHOOSE AT LEAST ONE SECTION

I. God's Plan to Save Me

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

Teaching Idea: Bible Story Timeline

In third grade, you can expect that they will be able to draw and colour simple pictures to represent each person in the order their story happened.

Challenge your Adventurers to be creative with the picture they draw to depict each person in the timeline. Let each Builder create their picture timelines then ask each one to share what they did with the group.

- B. Make a diorama, poem, or song about one of the stories above to show someone how to live for God.

Teaching Idea: Four Door Diorama

Materials: Construction paper, paper glue, materials to place in the diorama.

Procedure: Construct the diorama (either the square four door here:

<https://snapguide.com/guides/make-a-four-door-diorama/> or

<http://ilove2teach.blogspot.com/2011/10/create-animal-create-plant-freebie.html> or

the easier to assemble "3 sided" triorama here -

<http://www.stormthecastle.com/diorama/make-a-triorama.htm>

You may want to get each Builder to select a different person in the list so that there is variety in the subjects for this application requirement.

Search Engine "foldable four door diorama" or "foldable tri frame diorama paper"

II. God's Message to Me

A. Complete the Bible III award

Requirements:

1. Earn the Bible II award.
2. Recite in order the books of the Old Testament.
3. Tell or act out the following Bible stories:
 - a. Noah
 - b. Abraham
 - c. Moses
 - d. David
 - e. Daniel
4. Read or listen to a Bible story.
5. Memorise and explain three of the following verses about living for Jesus:
 - a. Exodus 20:11-17
 - b. Philippians 4:13
 - c. Philippians 2:13
 - d. 1 John 2:1, 2
 - e. Jude 24
 - f. Your choice
6. Play two games to help you remember the Bible stories.

Helps:

1. The Bible III 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 colour books and felt sets. Search engine "Bible story active game third grade"

Teaching Idea: Samuel Balloon Game (#4)

Materials: balloons, markers, air pup (opt.)

Procedure: Have your kids blow up large balloons and write things on the balloons that God tells us to do. Help your children come up with ideas and write them on the board. Use this activity to introduce the Bible lesson about Samuel Listening to God

III. God's Power in My Life

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

Helps:

B. Ask three people who their favourite Bible hero is (other than Jesus) and why.

Note: This can be adults or other children. Family groups make an ideal discussion circle for this activity!

Teaching Idea: Molding Art

Materials: Moldable medium, such as Playdoh, Modeling Magic, air-dry clay or homemade "playdough" (recipe below).

Procedure: Give each Adventurer 1 or more SMALL lumps. Give them time to MAKE A FIGURE OR ITEM that their Bible hero might have used. Eg. Moses - staff, David - Harp, Samson - pillars, Esther - food, Peter - fish, John - pillow (visions). Talk about what makes a Bible hero a good hero. Focus on dependency on God, trust in God, willingness to obey God, etc. Be sure to acknowledge questions about whether you have to be PERFECT to be God's hero (NO!). Have each show-n-tell their item. Air dry on a cookie wrack or equivalent (so that the bottom of the model dries too).

Encourage the Adventurers to take their DRIED object home to share the Bible story with friends and family. Then after sharing they can ask who their favourite Bible character is.

If working with a largely bible-illiterate group, use the Bible App or other bible story device/system to share several short Bible stories, then have each choose a different one to illustrate.

Recipe for Homemade Playdough

2 cups all-purpose flour.

3/4 cup salt.

4 teaspoons cream of tartar.

2 cups lukewarm water.

2 Tablespoons of vegetable oil / canola oil

Food colouring, optional.

Quart / liter sized zip-bags

- Mix ingredients. Stir, then knead.
- Divide into smaller lumps before adding food colouring.
- Start with 4-5 drops, knead colour into dough inside the zip-bags to avoid staining, add more colour as desired. Food colouring is washable from hands BUT may stain some fabrics.
- The dough will store for 2-3 months in the zip-bag.
- This recipe is enough for 4-6 Adventurers.

C. Complete the Prayer award

Requirements:

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

Helps:

1. Isaiah 40:35 - We pray for patience and strength from the Lord
Also Mark 1:35 - We should have a quiet time each day with Jesus, but we can pray anytime, anywhere. We pray to stay close to Jesus because He is our very best friend and to be like Jesus.
Also James 5:16 - We pray to thank Him for his love and care, to ask for forgiveness, and to help others and ourselves. . Discuss the Lord's Prayer with children.
2. Ask parents to encourage children to pray and to make it a daily habit. Send to parents Ideas for Teaching Parent About Quiet Time.
3. Discuss how to teach someone to pray. Sending a note home to alert parents/caregivers that their Adventurer is going to attempt to start a conversation about prayer with them might help parents be ready and help the kids be more successful. Include in the note tips on how to start the prayer conversation with their children.
4. Plan ahead. Because Builders are older, they may be willing and able to HELP PLAN for the Prayer Breakfast or card event!
5. For the prayer breakfast invite kids of all ages to attend and have a child give the message.

Teaching Idea: Five Finger Prayer Guide (Builder Activity Book, pg 19)

Procedure: Have kids outline their fingers/hand on a paper plate (NOT foam plate) OR if you wish a more permanent take-home reminder, mix of plaster-of-paris in a form such as a deeper plate. Just as it begins to thicken, place their hand in it to create the impression of their outspread fingers.

Each of the fingers represents part of the Lord's Prayer (Model Prayer) and can be used in the same format for prayers by young people today. Go slow for each step, giving sample prayers for each part. Since the children can write, have them use words like "Thanks" or "Sorry / Power" to label each finger on their drawing or plaster craft.

Begin with prayer & thanksgiving (thumb)

Matthew 6:9 Pray then like this: "Our Father in heaven, hallowed be your name.

Pray for God's will & for opportunities for ministry (index finger)

Matthew 6:10 Your kingdom come, your will be done, on earth as it is in heaven.

Pray for God to provide your needs, spiritual & physical (middle finger)

Matthew 6:11 Give us this day our daily bread,

Ask for forgiveness, and pray for others who have mistreated you (ring finger)

Matthew 6:12 and forgive us our debts, as we also have forgiven our debtors.

Pray for spiritual growth and the power of the Spirit of God to lead us and deliver us (pinkie)

Matthew 6:13 And lead us not into temptation, but deliver us from evil.

Note: This prayer format using our finger guide was first stated by Francis of Assisi, so children of other faith backgrounds may already be familiar with the format, and thus may be even able to share ways their family has used this model.

I. I Am Special

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

Teaching Idea: Magazine Scramble / Gallery Walk

Materials: Old magazines or stack of old news clippings (photos). Glue, poster board.

Procedure: Have children brainstorm on one side of the poster board what KINDS of things they think would make a great collage of 'Ways We Serve God'. After they come up with a list, they can look through the kid-safe magazines or pre-sorted news clippings (WARNING, most magazines and newsprint should be sorted for images that are NOT kid appropriate). They can then glue these clippings onto the OTHER side of the poster board. Title for poster board "Ways We Serve God", then they can label their drawing with specific tasks or roles the pictures represent. Ex. a picture of boxed/canned food = "collecting non-perishable food for the less privileged."

II. I Can Make Wise Choices

A. Complete the Media Critic award

Requirements:

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

Helps:

1. Media are forms of communication that reach a large number of people, such as newspapers and magazines, television, films and videos, books, radio and musical recordings. Explain to the children that the media are in themselves, neutral, and that they can be used for good or bad. Explain to them that in today's society they will be bombarded by media messages, and that it is hard not to be affected by what they see and hear and read. That's why it is important to learn to control the media by choosing what they will expose themselves to.
2. Read Philippians 4:8 and teach the children to use it as a guideline in making choices about what to do and see. Discuss these principles with the children, explaining them to the children and asking them to tell you what they have learned from this Bible verse.
3. Teach the children to be aware of time spent with Jesus compared with secular activities. Have each child make a chart keeping track of their viewing and reading activities for at least two weeks.
4. Select a story or program that the child feels will meet the standards of Philippians 4:8. You cannot always tell by reading a review or advertisement if it will be good by Jesus' standards. When you begin reading or viewing, if it is not proper, stop! Find something else. Encourage the child to make good choices.
5. Choosing ahead helps us realise how much time we spend in these activities and helps us to be more selective.
6. Reinforce the principles of good reading and viewing habits as they complete the story. Encourage imagination!

B. Complete the Wise Steward award**Requirements:**

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

Helps:

1. Genesis 1,2; Psalms 24:1; John 1:1-3
2. 'A wise steward is responsible and faithful to God and others'. I Corinthians 4:2, I Peter 4:10. Find synonyms for "steward" that make sense for your Adventurers. Looking up the Bible text in a paraphrase version of the Bible, such as the Modern English Version, The Message, The Clear Word, or other such modern translation might be helpful!

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. Prepare ahead of time by getting your church's tithe envelope. Help the children fill out one as they learn to give an honest tithe and offering to Jesus.

<https://children.adventistchurch.com/resources/tithe-envelope/>

5. Use magazine pictures or draw and colour 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).
6. Mark 12:41-44
7. Wise and faithful stewards will manage their lives, time, talents, and money that God has given them. Many kids "tell by doing" so have them mime or skit answers in real life for this requirement! Make it FUN!

Resources can be found on these websites that may assist with teaching of this award.

SPD Stewardship website

<https://stewardship.adventistchurch.com>

SPD Children's Ministry resource

<https://children.adventistchurch.com/resources/tithe-envelope/>

Extra Activity: Cans for God (#5) Materials:

A larger soup can and two smaller soup cans for each Adventurer. Glue, colouring materials, strips of paper long enough to wrap around the cans (for new self-decorated labels).

Procedure:

Prior to the meeting: Remove the labels from all cans and use goo-gone or equivalent petroleum product to remove the glue remnants on the can. Make strips of paper the size of the can. You can either let the kids paint the labels and affix them at the end OR affix the labels and have them paint them once they are on the can.

Meeting: Have kids write "Tithe" and "Offerings" on the two smaller wrappers and "God Gave Me" on the largest wrapper. They then decorate the label with paints, crayons, or markers as they wish. For example some may wish to decorate with pictures that match the word on the label. TEACHER GOAL is to help kids see that ALL the money is the Lord's but that he trusts us to use the majority of it for our purposes.

III. I Can Care for My Body

Complete the Temperance award

Requirements:

1. Read and discuss:
 - a. 1 Cor. 6:19, 20
 - b. 1 Cor. 3:17
2. Tell what is meant by:
 - a. Drug abuse
 - b. Temperance
3. Do one of the following:
 - a. Talk to a doctor/nurse or discuss with another adult the harm in using:
 - i. Tobacco
 - ii. Alcohol
 - iii. Other drugs
 - b. 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 encouraging others to say “NO” and perform it with your group.
6. Make an anti-smoking, anti-drug, or anti-alcohol design and paint it on a T-shirt. OR Create a poster showing the dangers of drug abuse.
7. Identify two famous persons who do not use any tobacco, drugs, or alcohol, and who are among the best in their field. OR Interview two people you know who live happily and healthfully without using tobacco, drugs, or alcohol, and discuss with them their reasons for not using those things.

Helps:

1. Use a modern version of the Bible so the Adventurers will understand its language.
2. Drug abuse is the misuse of any drug or medication. Temperance means self-control in any aspect of life, including the use of harmful substances.
3. Invite a doctor or nurse to your group meeting. If that is not possible, view one of the many videos on the subject that are available from public health offices or public libraries.
4. Encourage each Adventurer to participate in this discussion.
5. The skit or play may be performed at school or in a church related activity.
6. Provide the necessary materials and supervise this activity carefully.
7. Sports magazines will be helpful. If you choose to have the Adventurers interview people, help them make a list of questions and make the necessary appointments well in advance.

My Family

CHOOSE AT LEAST ONE SECTION

I I Have a Family

- A. Share one way your family has changed. Share how these changes make you feel.

Teaching Idea: Photo Safari

Materials: PRE-PLAN to ask parents of the kids to have the Adventurers bring TWO photos - one before and one after a family change. Family changes include adding siblings, wedding, graduations, grandparents passing, etc. Remind parents to be wise in which photos they send. If preferred they could email or text the photos for an online digital shared experience.

Procedure: Have each Adventurer tell the about what the change is between the pictures AND identify the family members in the photo. Be sensitive as you ask other questions, but allow them to share how the changes have changed their family.

- B. Find a story in the Bible about a family like yours (if possible).

Teaching Idea: Families are Varied!

Materials: Bibles / Bible story books.

Procedure: The wise teacher will find the stories in advance with several extra options. Many children don't know how to identify their families. Do they focus on number of kids or divorce/remarriage aspects? We have young people from a wide variety of backgrounds. Help them focus on aspects that CAN be found in scripture. Fortunately, most stories in the Bible tell stories of less-than-the-biblical-ideal-real-life-families.

Family stories in scripture include:

- Hannah and Samuel (Loving mother, step-siblings, adoption);
- Mary & Joseph, Jesus (loving family who trusts and cares for their child);
- Samson and parents (one child family, overly permissive parents);
- Adam & Eve, Cain, Abel (loss of siblings, siblings who make poor choices);
- Zechariah and Elizabeth, John (one child, older parents);
- James and John and their mother (growing up with one parent, helicopter parent);
- Abraham & Sarah, Isaac (love of family, older parents, step-sibling, etc.)
- Jacob and Esau (twins, parental favouritism).

II Families Care for Each Other

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

Search engine: "gratitude +game craft family third grade"

Teaching Idea: Gratitude Photo

Materials: Paper, pen/markers, photo taking device, photo printing device, (opt.) framing or matting for paper

Procedure: Have each Adventurer write ways he or she is thankful for their family/parents/grandparents/guardians on a large piece of paper. Challenge them to write neatly and carefully. Then take a picture of the Adventurer holding up his or her paper. Either digitise and send or print and frame it and send it home as a gift.

Teaching Idea: Gratitude Relay

Materials: Flag to pass from one to the other OR stack of papers and pen.

Procedure: Put paper and pen or flag at the start line. Have teams line up. Place a jar / can about 30 feet / 9 meters away. The goal is to either shout out (flag) or write down and put in the jar (paper / pen) something they appreciate about their family, then come back and tag the next person.

B. Complete the Family Helper award

Requirements:

1. Read and discuss the following Bible verses:
 - a. Philippians 2:14
 - b. John 15:12
 - c. Psalm 118:7
 - d. Galatians 6:9
2. Who is a family helper?
3. Discuss things I can do to be a helper.
4. Keep a log for 3 weeks listing how you have been a helper.
 - a. Each week, discuss with your mentor the progress you have made that week.
 - b. Discuss the ways you have helped and which was your favourite.
 - c. Discuss what ways you could have helped differently.
5. Make a thank you card/note for your parent/guardian thanking them for everything they do for you.

Helps:

1. Bible Verses: (NIV)
 - a. Philippians 2:14 -- Do everything without complaining or arguing.
 - b. John 15:12 -- Here is my command. Love one another, just as I have loved you.
 - c. Psalm 118:7 - The Lord is with me. He helps me. I win the battle over my enemies.
 - d. Galatians 6:9 - Let us not become tired of doing good. At the right time we will gather a crop if we don't give up.
2. A family helper is ANYONE, regardless of age or gender, who helps in the "operation" of the home and family work. For example, when a child takes out the trash, helps a sibling do homework, take out the pet, does their laundry, or ANYTHING else, they are being a family helper! CELEBRATE our role in helping our families often!

3. This is a discussion -- there are VERY FEW things in a home/family life that wouldn't belong here. Appreciation for how often parents help in the family is a good thing to include in this discussion.
4. Keep a log of being a helper over a three (3) week period. May need to request help from the parent/s for assistance to record help at home. See 'Teaching Idea's' below for helpers during class time.
5. The teacher can have basic card making supplies such as construction paper, scissors, crayons/markers, stamps or stickers, and other card making items. Success happens when we help the children say "Thank You" immediately.

Teaching Idea: Prepare the Classroom/Class space

Materials: the materials used to prepare the Builder learning space for each meeting.

Procedure: Assign different helpers for each of several upcoming meetings. These helpers and their parents come early and the children help set up and put away the classroom for the day. The more involved they are the better! Make it fun by even having them help make the "demonstration crafts" for the days work.

Teaching Idea: Put Away Tag

Materials: items to hide that MATCH family helper tasks. Example broom and scoop, bucket & sponge, toy box and toys; Lots of toys, a toy box. BE SURE you have enough items for each child to find several.

Procedure: Hide half of each matching set around the room or area. Display the "matches" in the front of the room. On a signal, Builders rush around the room to connect the parts up front. Discuss how the game of life is a game too but with a better and happier goal -- a happy mommy and daddy when things are neat and clean.

III My Family Helps Me Care for Myself

Complete the First Aid Helper award

Requirements:

1. Demonstrate how to treat an abrasion or a cut, and describe the dangers of a dirty dressing.
2. Describe how to care for a nosebleed.
3. Identify and make a display of different types of bandages.
4. Make a simple first-aid kit and learn uses of included items.
5. Sterilise one of the following and tell why each is an important item to have in your first-aid kit.
 - a. Tweezers
 - b. Thermometer
 - c. Needle
6. Visit an emergency-care facility to learn about some of the emergencies they care for.
7. Play "hospital" and practice your skills on the above emergencies.

8. Describe and draw the First Aid symbol.
9. Name a time when Jesus gave first aid to someone who was bleeding badly.

Helps:

1. A dirty dressing can cause infection. Clean a cut or abrasion with running water and cover with a clean bandage.
2. Sit down, lean forward and apply pressure on the side that is bleeding. Apply a cold compress to nose and face.
3. Triangular bandage, adhesive-strip dressing, figure of eight, fingertip, spiral, and circular bandages are good ones to teach children how to make. Practice applying these bandages.
4. Even a simple kit needs the following items: Adhesive compress bandage compress, 2" by 2" plain gauze pads, gauze roller bandage, triangular bandages, needle, scissors, tweezers, thermometer, disinfectant, calamine lotion, insect repellent and an ace bandage.
5. Wash with soap and water, then sterilise. Needle could be used to remove a splinter, 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 (if possible) 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.

Teaching Idea: Doctors' Office

Materials: cloth and one-use bandages; crutches or wheelchair, any other items to help kids "play doctor."; Make sure each young person has the ability to be the doctor, nurse, patient.

Procedure: Use the materials gathered in the first aid kids for #4. Have three coloured/ marked cards that can be randomly drawn OR assign groups and rotate through the three different roles. Injuries can be planned beforehand or imagined at the time of the game (depending on your group). BE SURE to cover as many of the requirements that have verbal learning requirements WHILE they are pretending to be medical personal Kinesthetic learning will especially benefit from this combined learning style.

8. The award design is the recognised first-aid symbol.
9. See Luke 22:49-51.

I The World of Friends

Complete the Caring Friend award

Requirements:

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

Helps:

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

II The World of Other People

A. Know and explain your national anthem and flag.

Helps:

1. This will vary from country to country.

Teaching Idea: I Can Remember My Flag Challenge

Materials: A colouring page of your national flag, crayons or coloured pencils matching the colours in the flag, an actual national flag.

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

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

Helps:

1. This will vary from country to country.

Teaching Idea: Map Study and Picture Recognition

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

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

III The World of Nature

Complete a nature award not previously earned.

Helps:

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

Suggested awards:

- | | |
|-------------------|-----------|
| > Bodies of Water | > Insects |
| > Stars | > Weather |
| > Zoo Animals | |

Resources:

Wikibooks.org. North American Division Club Ministries, 2014. Web. 4 February 2019.
<https://en.wikibooks.org/wiki/Adventist_Adventurer_Awards>.

