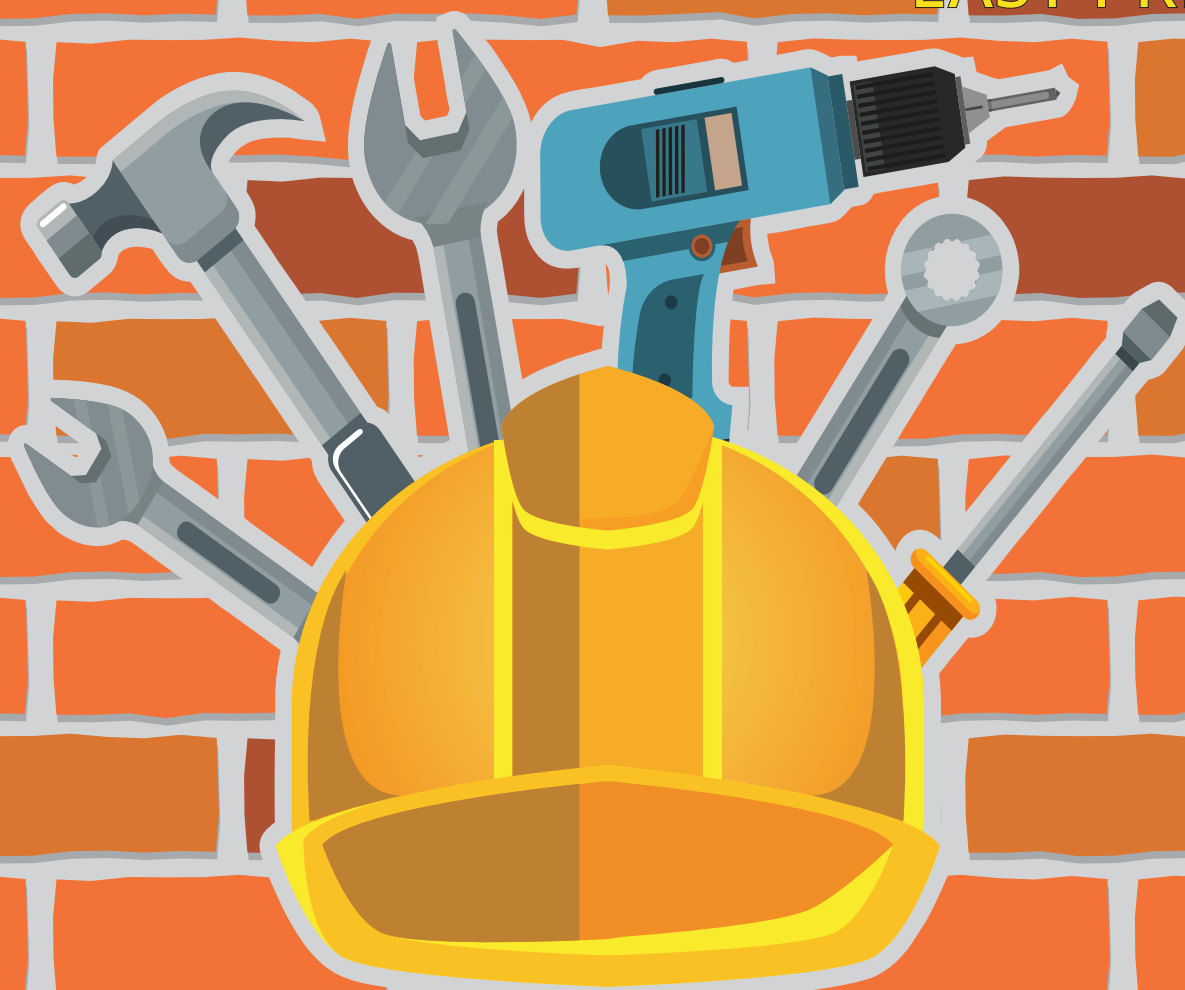


# Builder

Instructor Manual  
EASY PRINT



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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# 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. \_\_\_\_\_

# 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 &amp; 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"/>


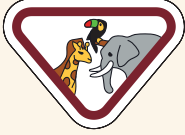
*My Family - CHOOSE AT LEAST ONE SECTION*

*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	<b>My World</b> The World of Other People	<b>My World</b> 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"> <li>*Bodies of Water</li> <li>*Insects</li> <li>*Stars</li> <li>*Weather or</li> <li>*Zoo Animals</li> </ul>   		
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](http://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 Phillipians 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](https://en.wikibooks.org/wiki/Adventist_Adventurer_Awards)>.

