

# Helping Hands

Instructor Manual  
EASY PRINT



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

**SOUTH PACIFIC DIVISION EDITION**

**General Conference Youth Ministries Department**



# Helping Hands

## Instructor Manual



**SOUTH PACIFIC DIVISION EDITION**

**General Conference Youth Ministries Department**

---

**Produced by:**

**General Conference Youth Ministries Department**  
12501 Old Columbia Pike  
Silver Spring, MD 20904

**Departmental Director:** Gary Blanchard  
**Associate Youth Director:** Pako Mokgwane  
**Associate Youth Director:** Andrés J. Peralta  
**Editor-in-Chief:** Andrés J. Peralta  
**Departmental Advisor:** Abner De Los Santos  
**Senior Editorial Assistant:** Kenia Reyes-de León

**Project Manager:** Mark O'Ffill  
**Content Contributors:** Mark O'Ffill  
Ted & Betsy Burgdorff

**Copy Editor:** Mark O'Ffill

**Cover & Interior Designer:**

Jonatan Tejel  
Isaac Chia  
Adrian Gutierrez Perez  
Wilbert Hilario (ClicArt)  
**Had Graphic Inc.**  
hadgraphic@gmail.com

**Photos by:** © Shutterstock

**Division Correspondents:**

Al Powell (IAD)  
Alastair Agbaje (TED)  
Armando Miranda (NAD)  
Benoy Tirkey (SUD)  
Busi Khumalo (SID)  
Carlos Campitelli (SAD)  
Gennady Kasap (ESD)  
Ron Genebago (SSD)  
Jonatan Tejel (EUD)  
Magulilo Mwakalonge (ECD)  
Nak Hyung Kim (NSD)

Nick Kross (SPD)  
Peter Bo Bohsen (TED)  
Tihomir Lazic (TED)  
Tracy Wood (NAD)  
Udolcy Zukowski (SAD)  
Ugochukwu Elems (WAD)  
Vandeon Griffin (NAD)  
Zlatko Musija (TED)

**Resources:**

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

Gooch, Jennifer A. Eager Beaver Leader's Guide with 23 Themed Meeting Plans. 3rd ed. Lincoln, Neb.: Advent-Source, 2007, 2015. Print.

**For information**

**Email:** youth@gc.adventist.org

**Website:** youth.adventist.org

**Mailing Address:**

Adventist Youth Ministries  
General Conference of Seventh-day Adventist  
12501 Old Columbia Pike,  
Silver Spring, MD 20904-6600, USA

**SOUTH PACIFIC DIVISION EASY PRINT EDITION:****Adapted by SPD Discipleship Youth Team**

148 Fox Valley Road, Wahroonga  
NSW 2076, Australia

**Director/Specialist:** Nick Kross

**Dept. Assistant:** Diane Samani Eke

**Email:** youth@adventist.org.au

**Website:** youth.adventistchurch.com

# Helping Hands Checklist

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

## Basic Requirements

1. Repeat from memory and accept the Adventurer Pledge
  - a. Demonstrate real life situations where the Pledge and Law help you to respond to situations in a Christ-like way. Illustrate or act out those situations
2. Complete the Reading IV award
3. Complete the Hands of Service award

## My God *[choose at least one section]*

1. God's Plan to Save Me
  - a. Create a story chart or lap-book showing the order in which these events took place:
    - Paul,
    - Martin Luther,
    - Ellen White &
    - Yourself.
  - b. Plan and act out a skit or write a news story about one of those stories above, to show how a person is a spiritual hero.
2. God's Message to Me
  - a. Complete the Bible IV 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 (other than family) why they decided to give their life to Jesus OR earn the Steps to Jesus award.
  - c. Complete the My Church award.

## My Self *[choose at least one section]*

1. I Am Special
  - a. List some special interests and abilities God has given you.

- b. Demonstrate and share your talent by earning one of the Adventurer awards that allow expressions of personal talents.
2. I Can Make Wise Choices
    - a. Learn the steps of good decision-making. Explain or demonstrate how to use them to solve two real-life problems.
  3. I Can Care for My Body
    - a. Complete the Hygiene award.

## My Family *[choose at least one section]*

1. I Have a Family
  - a. Make a family flag or banner.
  - b. Complete the My Picture Book award.
2. Families Care for Each Other
  - a. Help plan a special family worship, family night or family outing. Report what you did to your group.
3. My Family Helps Me Care for Myself
  - a. Complete the Cooperation award.

## My World *[choose at least one section]*

1. The World of Friends
  - a. Complete the Early Adventist Pioneer award.
2. The World of Other People
  - a. Complete the Country Fun award.
3. The World of Nature
  - a. Complete two Nature awards not previously earned.

## Instructor Checklist

### Basic Requirements

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

### 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. \_\_\_\_\_
3. \_\_\_\_\_
  - a. \_\_\_\_\_

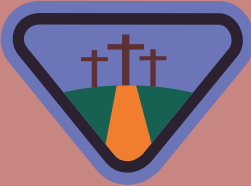

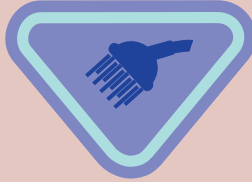
### My World

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

# Helping Hands Scope and Sequence

Area	<i>BASIC - COMPLETE ALL SECTIONS</i>		<i>MY GOD - CHOOSE AT LEAST ONE SECTION</i>	
	Basic	Basic	My God	My God
Requirements	<p>Repeat from memory and accept the Adventurer Pledge</p> <p>a. Demonstrate real life situations where the Pledge and Law help you respond to situations in a Christ-like way. Illustrate or act out those situations.</p>		<p>God's Plan to Save Me</p> <p>a. Create a story chart showing the order in which these events took place:</p> <p>Paul, Martin Luther, Ellen White &amp; Yourself</p> <p>b. Plan and act out a skit or write a news story about one of those stories above, to show how that person is a spiritual hero.</p>	<p>God's Message to Me</p>
Award	<p>Reading IV</p> 	<p>Hands of Service</p> 		<p>Bible IV</p> 
Done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MY SELF - CHOOSE AT LEAST ONE SECTION

Area	<b>My God</b> God's Power in My Life	<b>My Self</b> I Am Special	<b>My Self</b> I Can Make Wise Choices	<b>My Self</b> I Can Care for My Body
Requirements	1. Spend regular quiet time with Jesus to talk and learn about Him. Keep a record. 2. Ask three people (other than family) why they decided to give their life to Jesus OR earn the Steps to Jesus award.	1. List some special interests and abilities God has given you. 2. Demonstrate and share your talent by earning one of the Adventurer awards that allow expressions of personal talents	Learn the steps of good decision-making. Explain or demonstrate how to use them to solve two real-life problems.	
Award	Steps to Jesus  My Church 			Hygiene 
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>










*MY FAMILY - CHOOSE AT LEAST ONE SECTION*

*MY WORLD -*

Area	<b>My Family</b> I Have a Family	<b>My Family</b> Families Care for Each Other	<b>My Family</b> My Family Helps Me Care for Myself	<b>My World</b> The World of Friends
Requirements	Make a family flag or banner	Help plan a special family worship, family night, or family outing. Report what you did to your group.		
Award	My Picture Book 		Cooperation 	Early Adventist Pioneer 
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



CHOOSE AT LEAST ONE SECTION

<p><b>Area</b></p>	<p><b>My World</b> The World of Other People</p>	<p><b>My World</b> The World of Nature</p>		
<p><b>Requirements</b></p>		<p>Complete two nature awards not previously earned</p>		
<p><b>Award</b></p>	<p>Country Fun </p>	<p>Basket Maker </p> <p>Bible Royalty </p> <p>Carpenter </p>	<p>Environmentalist </p> <p>Fruits of the Spirit </p> <p>Geologist </p>	<p>Habitat </p> <p>Honeybee </p> <p>Outdoor Explorer </p>
<p><b>Done</b></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>



# Helping Hands Instructor Help

## General notes

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

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

## Basic Requirements

COMPLETE ALL SECTIONS

### I. Repeat from memory and accept the Adventurer Pledge & Law

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

Law:

Jesus can help me to:

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

### *Helps for life application of Pledge & Law*

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

Here is an additional activity for the Helping Hand class to do so we can challenge them to think of ways the Pledge & Law has real life application.

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

Create an environment where discussion is fun and positive contribution is essential. You can do that by helping everyone feel involved and able to contribute (even the quiet ones), not allowing one or two dominate the discussion and affirming all answers.

If you have several parent volunteers and a larger group, feel free to break out into smaller groups (2-3 kids and an adult) so there is more opportunity for the children to talk.

Questions you might ask:

1. How would church be different if everyone lived out the pledge and law?
2. Are there things you or your family would do more often if...
3. Are there good things that would happen in our neighbourhood/village/town/city if most of the leaders lived by the words in the Pledge and Law?
4. What is your favourite line in the Adventurer law? Why? How does it help you be a better person?
5. Why does God need to help us do the things in the Adventurer law? When have you felt God help you keep the Adventurer law?

**A. Demonstrate real life situations where the Pledge and Law help you respond to situations in a Christ-like way. Illustrate or act out those situations.**

After you have discussed the questions listed above or similar “application” questions, encourage kids to create a short skit OR draw a picture that will illustrate situations where the Pledge and Law would be helpful.

If you have a large group, divide up the different law portions to different groups of 2-3 kids.

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

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

## II. Complete the Reading IV award

### Requirements:

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

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

### Helps:

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

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.](#) 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.**

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

### III. Complete the Hands of Service award

#### Requirements:

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

#### Helps:

- 2 Visual Aids may be needed when teaching about ‘sheep and goats’
- 3 Encourage the class to talk and share ideas

## I. God's Plan to Save Me

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

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

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

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

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

The Ellen White Estate (<https://ellenwhite.org/pioneer-adventures>) offers several books in e-text format on their website, that tell stories about Ellen White or stories from her life and experience. These texts range in application and reading complexity, and thus will require pre-selection.

### *Teaching Idea: Learning Cubes*

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

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

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

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

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

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

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

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

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

## II. God's Message to Me

### A. Complete the (white) Bible IV award.

#### Requirements:

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

#### Helps:

1. This is a requirement that is essential for training our young people to open God's word. Electronic and print Bibles that they own or have access to both apply.

2. Acts-Jude all are books that are either stories or letters about Paul and the apostles. Acts is narrative, while the remaining books are letters (epistles).
3. **Teaching Idea:**  
**Song:** There are a number of songs that you can use to help learn these. Use your preferred search engine and search "song books of the New Testament."  
**Game:** Collect household boxes of a variety of sizes (large cereal boxes to tiny baking boxes) or sized slips of paper to represent the relative size of each book - each team then races the others to put them in standard order as quickly as possible.
4. Acts 13-25 show the four trips of Paul, and the sub-headings in each chapter tell you where Paul is visiting. Maps usually appear in the back of many print Bibles. Usually there is a map labeled "Paul's Missionary Journeys." For digital maps search "bible map Paul missionary journeys."
5. Helping Hands should be applying this story to THEIR life. Make sure the discussion is KID centered with guidance....but don't give away the "answers"!
6. Example - Acts 8:26-40 Philip and the Ethiopian eunuch.  
 Coloured paper and markers will help with "b."  
 Three options are given to address different learning styles.
7. Help the children understand the meaning of each passage and how it can apply to their lives.
8. Names may include various members/leaders of your Adventurer club, the local church, the greater church community, speakers, christian singer/songwriters and more.
9. Bible sword drill is a fun and interactive way for the whole class to learn this skill. It will require practice at home with families too.

**Teaching Idea: Read-aloud**

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

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

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

### III. God's Power in My Life

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

"The family that prays together, stays together" is a saying that has been a part of Christian homes for generations.

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



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

**Materials:** Bible story books appropriate for the age group. Be sure the story books are interesting to this age group, are written for them with simpler sentences than older kids or adults would read for their own devotions. Musical tools (eg. instruments or a kid's song book, DVD and Youtube for kids songs are a great way to include music in your worship.

#### **Procedure:**

Note: The worship should last no longer than 10-12 minutes.

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

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

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

#### **Helps:**

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

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

If this is a group exercise, be aware of time.

#### **Steps to Jesus award (optional)**

#### **Requirements:**

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

2. Read and discuss with an adult four of the following Bible stories on conversion/salvation.
  - a. The Ethiopian converted (Acts 8:26-40)
  - b. Naaman washed clean (2 Kings 5)
  - c. Jesus loves children (Matt. 19:13-15)
  - d. The lost coin, sheep and son (Luke 15)
  - e. Zacchaeus (Luke 19:1-10)
  - f. Jailer converted (Acts 16:21-34)
3. Memorise John 3:16, Acts 16:31, and 1 John 1:9.
4. Spend a regular quiet time with Jesus.
5. Make a personal choice to accept Jesus as Saviour and Lord. Discuss your decision with a parent or club teacher
  - a. Trace around your foot on paper and decorate any way you like, including the words of commitment: I \_\_\_\_\_(your name) have taken my first steps to Jesus today\_\_\_\_\_(date) with \_\_\_\_\_(adult witness' name).
  - b. Show the foot (commitment response to a club teacher, to receive a certificate and award patch..

### Helps:

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

### C. Complete the My Church award.

#### Requirements:

1. Understand the meaning and memorise I Corinthians 3:16 and learn the song "Lord, Prepare Me to Be a Sanctuary."
2. Know the name of your church, and write the address. As a club, draw a mural with the church in the center and include each Adventurer's house in relation to your church, naming all roads and streets as a map to the church.

3. Who is your pastor and what is his/her responsibility? Ask the following questions.
  - a. Why did you decide to become a pastor?
  - b. At what age did you decide to become a pastor?
  - c. Was there something that happened in your life that caused you to want to be a pastor?
  - d. Can I be a pastor, if God calls me?
  - e. How can I prepare for a life to serve God?
  - f. How can I be a minister right now?
4. Draw the floor plan of your church. If your church has the following, label them on your map.
  - a. Sanctuary
  - b. Church Office
  - c. Your Sabbath School Room
  - d. Fellowship Hall
  - e. Restrooms
  - f. Adventurer Room
  - g. Community Service Room
5. What is a church board and what is its function?
6. Name 10 members on the church board. What position(s) do they hold?
7. Explain how you can help God in your church every week starting this week?

**Helps:**

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

# My Self

CHOOSE AT LEAST ONE SECTION

## I. I Am Special

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

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

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

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

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

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

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

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

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

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

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

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

## II. I Can Make Wise Choices

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

Steps:

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

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

### **Teaching Idea: Role Play**

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

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

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

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

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

This activity was adapted from 'Think It Through' game

## III. I Can Care for My Body

### A. Complete the Hygiene award

#### **Requirements:**

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

## **Helps:**

1. Discuss importance of using kind and “clean” words as Jesus would have us do. Locate the texts, discuss what they say.
2. Make it interesting while you learn. Play games, sing songs or make posters to teach the basic principles. You may choose to see a video, read a book or have a health specialist come talk with the children.
3. Teach the importance of clean hands before eating, after going to the rest room, and before handling food. Using a microscope look at their hands. Have them wash with soap as they would normally wash, place them under a microscope again, wash again carefully and look at the difference.

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

#### **Materials:**

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

#### **Procedure:**

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

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

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

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

4. Brush your teeth, for two minutes, at least twice each day. Eat a balanced diet, cut back on sugary and starchy foods, don't chew on hard substances such as ice or popcorn kernels. Organise for a dentist/dental worker to come and show proper brushing (they may be willing to give each child a tooth brush or other items).

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

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

**Procedure:** Ask the dental presenter to demonstrate and talk about the value of dental hygiene. Make sure you leave time for questions! Encourage the dental hygiene presenter to be creative and hands-on for their presentation. If possible have a “game” to help kids demonstrate dental hygiene.

5. A clean body is healthier. Share with the children some problems if they do not keep clean. For example, lice, colds, etc. Play beauty shop and show how to properly wash hair, dry and comb it. You may wish to have a beauty operator talk to them and show good health habits for their hair and hands.

6. The outside of your body needs water to keep clean and the inside of your body needs water to keep healthy. You need sufficient liquids each day to stay hydrated. The old rule was 8x 8oz (240 ml x 8), but recent studies say that a person's needs vary widely, since water is found in fruits, vegetables, and other liquids. The important part is to stay hydrated, watching your body for signs of dehydration. Share with them how God made their body and planned it the way it is.
7. It is also important to keep our clothing clean so we will look and feel healthy. After playing or working it is important to bathe and put on clean clothing.

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

Source: NAD Helping Hands Guide

## I. I Have a family

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

Using your favourite search you can find several applicable teaching ideas: using search terms: teaching idea elementary "family flag"

#### **Teaching Idea: Family Flag**

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

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

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

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

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

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

Have each child select a sheet of construction paper for the background of the flag. The colour should represent an important trait about his or her family. Then have the children decorate their flags with symbols that represent a value that's important to their family or an activity their family likes doing together. The children can make up the meanings for their symbols. Have the children share the meaning of the colours and symbols on their flags. Also, encourage them to share the flag and its meaning with their family.

Source: NAD Helping Hands Guide

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

Picture Book Award Requirements:



### **Requirements:**

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

### **Helps:**

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

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

Important events such may include baby dedications, baptism, public speaking, performing for church or school, family holidays, church camps, Adventurer camp outs and/or mission trips.

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

## **II. Families Care for Each Other**

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

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

### ***Teaching Idea: Build a Blessings Box***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **A. Complete the Cooperation award.**

## Requirements:

1. Read and discuss Acts 4:32-37, Exodus 35:20-29, Exodus 36:2-7.
2. What is cooperation?
3. Why is cooperation important in your family, school, and church?
4. Role play a Bible story about cooperation.
5. Sing a cooperation song.
6. Play a cooperative game.
7. Make a cooperative craft with your group.

## Helps:

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

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

Example questions include:

- 1) what was accomplished when people worked together? 2) Did cooperating mean everybody did the same things? What talents did they use individually to work together? 3) what was the group goal in each story? 3) What evidence do you see about whether they accomplished their goal? 4) What goals does our club/group have that we can help with? Would we consider that cooperating? 5) Colossians 3:23-24 read aloud together is an application challenge for today!
2. Willingness to work together; give and take. Learning to cooperate is when a person thinks about and balances their own needs and wants with another person's needs and wants. Some people think that cooperation means a child does what the adult wants. That's not the case. True cooperation is a give and take between people that ends up with something they both agree on. Cooperation is a skill that must be learned.
3. Discuss. This requirement may be combined with the Bible discussion in requirement 1.
4. Have the kids brainstorm a list of stories. Some stories: Paralyzed man brought to Jesus by Friends (Mark 2:1-12), Nehemiah building the wall (Nehemiah 3-4), Marching around Jericho (Joshua 6), Noah and his family build a boat (Genesis 6), Gideon and 300 men conquer their enemies (Judges 6).

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

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

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

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

5. [Youtube.com](https://www.youtube.com) or your favourite search engine will give you choices from which you may choose one relevant to your group. Search phrase: "cooperation song kids" or "cooperation song kids Christian".

An example of a cooperation song is :

*When we all pull together, together, together,  
When we all pull together, how happy we'll be!  
For your work is my work and our work is God's work.  
When we all pull together, how happy we'll be!*

## 6. **Teaching Idea: Spaghetti Towers**

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

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

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

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

## I. The World of Friends

### A. Complete the Early Adventist Pioneer award.

#### Requirements:

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

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

#### Helps:

1. Ellen White, James White, William Miller, Joseph Bates, J.N. Andrews, Hiram Edson, etc.
2. Book suggestion: *Ellen, The Girl With Two Angels*, by Mabel R Miller

Online resources for Req. 1 & 2:

- [Youtube.com](https://www.youtube.com/watch?v=...) - ‘Lineage Journey | Season II’ are short video’s that feature stories of the early Adventist pioneers on location. Pre-viewing would be needed by the teacher/staff to see if these video’s are suitable/ appropriate for their Helping Hand class;
- <https://ellenwhite.org/pioneer-adventures> is another online resource where stories may be found.
- Online stories: [guidemagazine.org](http://guidemagazine.org) search “ellen white” and “james white” and “captain bates” will give you short stories published in Guide magazine.
- Online book available: ‘*Campfire Junior Stories from the Days of S.D.A. Pioneers*’ - google search this title and the book is available to download
- Use your favourite search engine to search “adventist pioneer stories for kids” for other online options.

Note: Helping Hands are capable of listening to a story of greater complexity than other groups of Adventurers. However, they are NOT adults and thus stories about Adventist Pioneers written for adults are not appropriate. Your goal is to make the Adventist Pioneers’ lives interesting and

exciting. Most kids who have grown up Adventist don't know much about their churches' history, and those who are club members but who do not have an Adventist heritage need to hear that Adventists have cool and special people in their history! Be a "heritage missionary"!

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

**Teaching Idea:**

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

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

Talk about the importance of breakfast and breakfast foods. Mention some history of breakfast—Councils on Diets & Food, and Adventist Home.

Recipe for granola <https://www.weetbix.com.au/recipes/oven-baked-granola/> or look in cookbooks. For more information use your favourite search engine "history breakfast cereal adventist"

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

5. Make bandanas by cutting a 24" square of plain cotton cloth in half, diagonally (from corner to corner); stamp or stencil pictures on it, in the shape of animals, wagons, or children. For dress-up, provide long dresses, bib overalls, cowboy hats, etc. Other costume parts that would match this era include bonnets, aprons, and work smocks. Online patterns for "early american costume craft" may give you ideas of what would work for your group.
6. The story of Ellen White holding a large Bible up during vision is referenced on the official White Estate website. "The Big Bible" (<http://www.whiteestate.org/issues/faq-egw.html>). The Bible in the story was 18 lb / 8 kg.

**Teacher Idea:**

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

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

## II. The World of Other People

### A. Complete the Country Fun award.

#### Requirements:

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

#### Helps:

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

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

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

## III. The World of Nature

### A. Complete two nature awards not previously earned.

#### Additional Awards Designed for Helping Hands:

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

**Editors/Contributors:** Mark & Sherilyn O'Ffill.

#### Resources:

Gomez, Ada. "Adventist Adventurer Awards." Adventist Adventurer Awards - Wikibooks.org. North American Division Club Ministries, 2014. Web. 26 July 2017.

<[https://en.wikibooks.org/wiki/Adventist\\_Adventurer\\_Awards](https://en.wikibooks.org/wiki/Adventist_Adventurer_Awards)>.

