

# Teacher's Resource Manual



## How to Teach the Adventurer Classes

General Conference  
Youth Ministries Department  
2004

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# **INTRODUCTION**

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

## **Philosophy of the Adventurer Club**

The Adventurer Club is a Seventh-day Adventist church-sponsored ministry open to all children ages 5-9, in which the church, home and school join together to help children grow joyfully in wisdom and stature and in favor with God and man.

The Adventurer Club is to assist parents in making the development of their children a richer and more meaningful experience.

## **Objectives**

The Adventurer Club provides fun and creative ways for children...

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

## **Nondiscrimination Policy**

It is the policy of the Seventh-day Adventist Church to admit children to all the rights, privileges, programs and activities made available by the church, regardless of race, gender, handicap, or religion.

## **Difference Between Pathfinders and Adventurers**

The Adventurer Club has been created so younger children may have a club of their own. The programming and planning for the Adventurer Club should be simple and short, but creative. In some ways the Pathfinder and Adventurer Clubs are similar, but the Adventurer program is to be unique in its own way and should be kept separate. **One of the Adventurer Club objectives is to provide a meaningful and exciting experience as the children look forward with anticipation to being a Pathfinder in the future.**

It is not intended that we duplicate all the experiences of Pathfinding, but rather that by providing a separate Adventurer Club many needs of the youth aged 5-9 will be met in an exciting and enjoyable way within the framework of their psychological needs and thus they will be ready to enjoy the Pathfinder experience when that time arrives.

In many instances parents have children in both clubs and may be involved themselves. Therefore, it may be necessary to operate the Adventurer and Pathfinder club meetings at the same hour and day, but this does not mean that the clubs should be combined.

## **Adventurer Club and Adventist Youth Ministry**

The church provides three different and distinct programs for the progressive development of its youth.

*Level 1* — THE ADVENTURER CLUB — A separate club for children ages 5-9. The club has its own uniform and awards, insignia, and class curriculum.

*Level 2* — THE PATHFINDER CLUB — A separate club, designed to foster the spiritual, mental, physical, and social development of the 10-15-year-old. This club has its own honors, classes, and a uniform different from that worn by members of the Adventurer Club.

*Level 3* — The Adventist Youth Society for those in the 16 - 30+ years age group.

## **Goals of the Adventurer Club**

These three levels have a common purpose in the salvation of our youth. Their development and operation share a common theology of ministry that is rooted in Scripture and expanded in the Spirit of Prophecy.

### **Why Have an Adventurer Club?**

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

### **What Is the Adventurer Curriculum Designed to Accomplish?**

1. Children will, at their own level, commit their hearts and lives to Jesus Christ.
2. Children will gain a positive attitude toward the benefits, joys and responsibilities of living a Christian life.

3. Children will acquire the habits, skills and knowledge needed to live for Jesus today.
4. Parents and other primary care-givers will become more confident and effective as co-laborers with Christ for their children.
5. The church will accept its responsibility in assisting to care for the youth by providing and implementing a planned curriculum of religious education for this age level.
6. The club will strengthen the bond between parent and child.

## **Adventurer Classes**

### **Adventurer Class Work**

"The children are to be trained to become missionaries; they must be helped to understand distinctly what they must do to be saved" (*Counsels to Parents, Teachers, and Students*, page 168). And the best preparation "is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come" (*Education*, page 13).

"Since both men and women have a part in homemaking, boys as well as girls should gain a knowledge of household duties. To make a bed and put a room in order, to wash dishes, to repair a meal, to wash and prepare his own clothing, is a training that need not make any boy less manly; it will make him happier and more useful. And if girls, in turn, could learn... to use the saw and hammer, as well as the rake and the hoe, they would be better fitted to meet the emergencies of life" (*Education*, pages 216-217).

It was from the study of these and other similar passages that the Adventurer classes Busy Bee, Sun-beam, Builder, and Helping Hand—were developed, and all the requirements for these classes are based on this instruction. They include Bible and nature study, the learning of useful and helpful things to do about the home, outdoor activities, first aid, personal and home hygiene, physical fitness, and service to others. Recently a 5<sup>th</sup> set of curriculum has been added as an optional program for 5 year olds – The Eager Beavers.

For each class the requirements include five tracks: (A) Basic (or general) requirements, (B) My God, (C) My Self, (D) My Family, (E) My World. The intention of each is to stimulate the interest of the Adventurers in their world. This will lay a strong spiritual foundation in the life of the individual. All this may be achieved in a fun atmosphere created by the family, the church, and the school working in cooperation.

The Adventurer Club, the Church, Sabbath School, and the home work closely together to help the Adventurers complete their class requirements. The club is responsible for teaching the class work, but should work closely with other bodies working for this age group and cooperate and coordinate their efforts. Parents should be directly involved to ensure that requirements are completed at home when necessary and should be willing to participate extensively in club activities thus strengthening their bonds with their children. Adventurer is NOT a babysitting service.

## **The Family and the Adventurer Club**

The Adventurer Club exists for the purpose of supporting parents in the task of raising children for Jesus Christ. It does not seek to take over this responsibility for the parents or to exclude the parents from the activities of the children. For this reason, parents are an integral part of the Adventurer program from the MY FAMILY track in the children's class work to the FAMILY track designed especially for parents.

Parents are welcomed and urged to take part in the life of the club. Besides regular parent meetings, they are welcome and valued at club meetings for their companionship, influence, and assistance. Many clubs ask parents to commit themselves to attending and assisting with at least one club meeting per quarter, in addition to the regular parent nights.

## **The Family and the Adventurer Class Work**

The world of the Adventurer-age child is centered around the family. In order to change children's lives for God, the cooperation of the parents and family must be enlisted wherever possible.

Where the Adventurer class work is taught outside of the home, parents should be made aware of the Adventurer program and its goals from the very beginning. A special parent meeting may be held, or letter sent home, to explain the goals and methods of the Adventurer curriculum.

The MY FAMILY track, in particular, provides parents with an opportunity to take part in helping their children reach the Adventurer goals. Several letters are provided in the Instructor's Manual to introduce parents to specific parts of the Adventurer curriculum.

## **How to Teach an Adventurer Class**

1. **Begin with good overall planning.** Set up a yearly timetable. Know how much time is available to complete each requirement.
2. **Know your requirements.** Understand the requirement you are working on, and how it fits into the overall goal of the Adventurer program.
3. **Consider your children.** Find out what information and experiences the children will need in order to complete the requirement. What will they be interested in?
4. **Involve the parents.** Let them know and be familiar with the requirements and how they can assist.
5. **Schedule your class work.** As you prepare to help the children meet the Adventurer requirements for their level, it will be helpful to draw up an overall timetable. This will help you decide how much time may be spent on each requirement in order to complete all of the level requirements within the year.

Review how much time is available to complete the requirement. Plan what information and skills to present during each period. (Adventurer class time is usually about 30 minutes, with a few minutes for information-giving and the rest of the time spent in active learning.)

6. **Plan the class period.**
  - a. *Catch their interest.* Get the children interested in the information by presenting an interesting object, demonstration, or problem to solve. Show how it will have meaning for their lives (2 minutes)
  - b. *Present information.* Present the necessary information in an interesting way. Use a variety of methods such as visual aids, pictures, films, stories special objects or visitors, discussion, demonstration, etc. (5 minutes)
  - c. *Practice.* Use a variety of active, dramatic, and artistic experiences to make the learning fun and successful for the children. (20 minutes)
  - d. *Apply to life.* Help children to apply what they have learned to the things they do each day. (3 minutes)
  - e. *Evaluate.* Check to see if each child has completed the requirement and reached your objectives. Stress participation and improvement rather than perfection.
7. **Collect resources.** Gather the information, supplies, books and audiovisual materials you need to make the activities exciting and practical. Use this manual as your resource library.
8. **Teach the class.** Your enthusiasm for the subject and for Jesus Christ is what will make the greatest difference in the children's lives. "He taught in a way that made them feel the completeness of His identification with their interest and happiness. His instruction was so direct, His illustrations were so appropriate, His words so sympathetic and cheerful, that His hearers were charmed" (The Ministry of Healing, page 24).
9. **Evaluate the class.** After the class, ask yourself, "did this class period help the children to love and live for Jesus? What things worked well? What could have made it better?" Let the children tell you how they liked the activity.



# OVERVIEW OF THE ADVENTURER CLASSWORK

The Adventurer curriculum focuses upon the four different aspects of the child's world which are listed below.  
Each of these five tracks is further divided into three separate components. The goals and concepts to be covered are also listed on this page.

TRACKS	THE GOAL OF EACH TRACK	MAJOR COMPONENTS OF EACH TRACK	CONCEPTS INCLUDED IN EACH COMPONENT
<b>BASIC</b>	To ensure that the children have the background necessary to receive maximum benefit from the Adventurer program.	<b>I. Responsibility</b> <b>II. Reinforcement</b>	I. Commitment to the common goals of the group II. Introduction and review of the Adventurer concepts through reading
<b>MY GOD</b>	To facilitate the development of a growing and fruitful relationship between the child and Jesus Christ.	<b>I. His Plan To Save Me</b> <b>II. His Message To Me</b> <b>III. His Power In My Life</b>	I. God's love, sin and forgiveness, conversion, obedience II. Memory verses, Bible books, using and trusting the Bible III. Prayer, Bible study, witness, living for Christ
<b>MYSELF</b>	To enhance the children's care and appreciation for the individuals God created them to be.	<b>I. I Am Special</b> <b>II. I Can Make Wise Choices</b> <b>III. I Can Care For My Body</b>	I. Uniqueness and value of each person, responsibility for service, talents II. Feelings, values, decision-making, media III. Health, fitness, anatomy, temperance, sexuality
<b>MY FAMILY</b>	To empower the children to be happy and productive members of the families God gave them.	<b>I. I Have A Family</b> <b>II. Families Care For Each Other</b> <b>III. My Family Helps Me Care For Myself</b>	I. Uniqueness of families, family changes, roles and responsibilities II. Authority and respect, appreciation, family activities III. Safety, stewardship, indoor skills, outdoor skills
<b>MY WORLD</b>	To enable the children to encounter God's world with confidence and compassion.	<b>I. The World Of Friends</b> <b>II. The World Of Other People</b> <b>III. The World Of Nature</b>	I. Social skills, courtesy, prejudice, peer pressure II. Serving the church, community, country, world III. God and nature, nature study, nature recreation, concern for the environment

# BASIC-REQUIREMENTS

**BUSY BEE—6 years**

**SUNBEAM—7 years**

**BUILDER—8 years**

**HELPING HAND—9 years**

**RESPONSIBILITY**

Repeat from memory, and accept the Adventurer Pledge.

Repeat from memory and accept the Adventurer Law.

- A. Repeat from memory the Adventurer Pledge and Law.
- B. Explain the Pledge.

- A. Repeat from memory the Adventurer Pledge and Law.
- B. Explain the Law.

**II. REINFORCEMENT**

Earn the Busy Bee Reading Certificate.

Earn the Sunbeam Reading Certificate

Earn the Builder Reading Certificate.

Earn the Helping Hand Reading Certificate.

## RESPONSIBILITY

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Upon completion of the Adventurer requirements the children will:

**Know:** the meaning and purpose of the Adventurer pledge and law;

**Feel:** a sense of determination to make the Pledge and Law a part of their lives; and

**Act:** to live by these principles.

## REINFORCEMENT

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Upon completion of the Adventurer requirements the children will:

**Know:** and understand more about their God, themselves, their families, and their world;

**Feel:** the value and joy of reading; and

**Act:** by continuing to use books for knowledge and pleasure.

# MY GOD-REQUIREMENTS

MY GOD-REQUIREMENTS			
BUSY BEE	SUNBEAM	BUILDER	HELPING HAND
<b>I. HIS PLAN TO SAVE ME</b>			
<p>A. Create a story chart showing the order in which these events took place:</p> <ul style="list-style-type: none"> <li>◆ Creation</li> <li>◆ Sin and sadness begin</li> <li>◆ Jesus cares for me today</li> <li>◆ Jesus comes again</li> <li>◆ Heaven</li> </ul> <p>OR the Bible stories you are studying in your classroom or Sabbath School.</p> <p>B. Draw a picture or tell about one of the stories above to show someone how much Jesus cares for you.</p>	<p>A. Create a story chart showing Jesus':</p> <ul style="list-style-type: none"> <li>◆ Birth</li> <li>◆ Life</li> <li>◆ Death</li> <li>◆ Resurrection</li> </ul> <p>OR the Bible stories you are studying in your classroom or Sabbath School.</p> <p>B. Make a mural or tell about one of the stories above to show someone the joy of being saved by Jesus.</p>	<p>A. Create a story chart showing the order in which these stories took place:</p> <ul style="list-style-type: none"> <li>◆ Paul</li> <li>◆ Martin Luther</li> <li>◆ Ellen White</li> <li>◆ Yourself</li> </ul> <p>OR the Bible stories you are studying in your classroom or Sabbath School.</p> <p>B. Plan a skit or newspaper story about one of the stories above to show someone how to give one's life to Jesus.</p>	<p>A. Create a story chart showing the order in which these stories took place:</p> <ul style="list-style-type: none"> <li>◆ Noah</li> <li>◆ Abraham</li> <li>◆ Moses</li> <li>◆ David</li> <li>◆ Daniel</li> </ul> <p>OR the Bible stories you are studying in your classroom or Sabbath School.</p> <p>B. Make a diorama, poem, or song about one of the stories above to show someone how to live for God.</p>
<b>II. HIS MESSAGE TO ME</b>			
<p>Earn the Bible I Adventurer Award</p>	<p>A. Memorize and explain two Bible verses about being saved by Jesus.</p> <ul style="list-style-type: none"> <li>◆ Matthew 22:37-39</li> <li>◆ 1 John 1:9</li> <li>◆ Isaiah 1:18</li> <li>◆ Romans 6:23</li> </ul> <p>B. Name the two major parts of the Bible and the four gospels.</p> <p>C. Earn the Friend of Jesus Adventurer Award.</p>	<p>Earn the Bible II Adventurer Award</p>	<p>A. Find, memorize, and explain three Bible verses about living for Jesus.</p> <ul style="list-style-type: none"> <li>◆ Exodus 20:11-17</li> <li>◆ Philippians 2:13</li> <li>◆ Philippians 4:13</li> <li>◆ 1 John 2:1,2</li> <li>◆ Jude 24</li> </ul> <p>B. Name the books of the Old Testament.</p>

BUSY BEE	SUNBEAM	BUILDER	HELPING HAND
<b>HIS POWER IN MY LIFE</b>			
<p>A. Spend regular quiet time with Jesus to talk with Him and learn about Him.</p> <p>B. Ask three people why they pray.</p>	<p>A. Spend regular quiet time with Jesus to talk with Him and learn about Him.</p> <p>B. Ask three people why they study the Bible.</p>	<p>A. Spend regular quiet time with Jesus to talk with Him and learn about Him.</p> <p>B. Ask three people why they are glad to belong to Jesus.</p>	<p>A. Spend regular quiet time with Jesus to talk with Him and learn about Him.</p> <p>B. Work with an adult to choose one thing in your life which you would like to improve. With Jesus' help, pray, plan, and work together to reach your goal.</p>

## HIS PLAN TO SAVE US

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Upon completion of the Adventurer requirements the children will:

**Know:** the broad outlines of God's plan of salvation and how to experience this gift personally;

**Feel:** the assurance of God's love and salvation which produces joyful praise and a strong determination to live for Him;

**Act:** by accepting Jesus Christ's gift of forgiveness and new life.

## HIS MESSAGE TO US

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Upon completion of the Adventurer requirements the children will:

**Know:** how to learn of God's love and His plan for us through history and the Bible;

**Feel:** the desire and confidence to come closer to God through studying the Bible;

**Act:** by studying the Bible regularly, easily and with understanding.

## HIS POWER IN OUR LIVES

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Upon completion of the Adventurer requirements the children will:

**Know:** how to build a growing relationship with God;

**Feel:** the joy which comes from living for Him, and a determination to persevere;  
and

**Act:** by spending quiet time with God and growing more like Him everyday.

# MY SELF-REQUIREMENTS

MY SELF-REQUIREMENTS			
BUSY BEE	SUNBEAM	BUILDER	HELPING HAND
<b>I. I AM SPECIAL</b>			
<p>Make a booklet showing different people who care for you as Jesus would.</p>	<p>Make a tracing of yourself. Decorate it with pictures and words which tell good things about you.</p>	<p>Put together a scrapbook, poster, or collage showing some things you can do to serve God and others.</p>	<p>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 talent.</p>
<b>II. I CAN MAKE WISE CHOICES</b>			
<p>Name at least four different feelings. Play the Feelings' Game.</p>	<p>Play the What-If? Game.</p>	<p>Earn the Media Critic Adventurer Award.</p>	<p>A. Learn the steps of good decision-making. B. Use them to solve two real-life problems.</p>
<b>III. I CAN CARE FOR MY BODY</b>			
<p>Earn the Health Specialist Adventurer Award.</p>	<p>Earn the Fitness Fun Adventurer Award.</p>	<p>Earn the Temperance Adventurer Award.</p>	<p>Earn the Hygiene Adventurer Award.</p>

## I AM SPECIAL

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Upon completion of the Adventurer requirements the children will:

- Know:** that God created each person in a special way for a special purpose;
- Feel:** the assurance of their own unique value as children and co-workers of God;
- Act:** by discovering some of their own special strengths striving to improve them; by recognizing their weaknesses and striving to effect change.

## I CAN MAKE WISE CHOICES

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Upon completion of the Adventurer requirements the children will:

- Know:** the basic principles of wise decision-making;
- Feel:** the value of determining their own happiness and success by making wise choices in Christ;
- Act:** by using decision-making skills to make choices in everyday life.

## I CAN CARE FOR MY BODY

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Upon completion of the Adventurer requirements the children will:

- Know:** God's guidelines for a happy healthy body, and why they're necessary;
- Feel:** the importance and value of good health;
- Act:** by choosing to follow the basic principles of health so that they become life long habits.



# MY FAMILY-REQUIREMENTS

**BUSY BEE**

**SUNBEAM**

**BUILDER**

**HELPING HAND**

## I. I HAVE A FAMILY

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

Ask each member of your family to tell some of their favorite memories.

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

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

## II. FAMILIES CARE FOR EACH OTHER

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

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

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

- ◆ Puppets
- ◆ Role playing
- ◆ Other

Play the Love Game.

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

## III. MY FAMILY HELPS ME CARE FOR MYSELF

Earn the Safety Specialist Adventurer Award.

Earn the Road Safety Adventurer Award.

Complete the Wise Steward Adventurer Award.

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

- ◆ Craft
- ◆ Indoor Skills
- ◆ Outdoor Skills

### I HAVE A FAMILY

Upon completion of the Adventurer requirements the children will:

- Know:** that God made each family for a special reason and that each member has a part to play;
- Feel:** appreciative of their own families and comfortable with their role in them;
- Act:** by responsibly performing their own roles in the family.

### FAMILY MEMBERS CARE FOR EACH OTHER

Upon completion of the Adventurer requirements the children will:

- Know:** what family members must do in order to live, work, and play together happily for God's glory;
- Feel:** a growing love for family members and ease in communicating with them;
- Act:** by working to enhance positive relationships with each member of the family.

### FAMILY HELPS ME CARE FOR MYSELF

Upon completion of the Adventurer requirements the children will:

- Know:** the skills needed for the independence appropriate to their age level;
- Feel:** confidence and fulfillment in their growing ability to manage their own lives with Jesus' help;
- Act:** by regularly practicing their growing independence skills.

# MY WORLD-REQUIREMENTS

BUSY BEE	SUNBEAM	BUILDER	HELPING HAND
<b>THE WORLD OF FRIENDS</b>			
Tell how you can be a good friend. Use: ♦ Puppets ♦ Role-playing ♦ Other	Complete the Courtesy Adventurer Award.	A. Make friends with a person who has a handicap or a person of another culture, or generation.  B. Invite that person to a family	Earn the Caring Friend Adventurer Award.
<b>II. THE WORLD OF OTHER PEOPLE</b>			
Tell about the work people do in your church. Find a way to help.	A. Explore your neighborhood. List things that are good and things you could help make better. B. From your list, choose ways and spend time making your neighborhood better.	A. Know and explain your national anthem and flag. B. Name your country's capital and the leader of your country.	Choose a world culture to study. Find a way to share Jesus' love with some of the people of that culture.
<b>III. THE WORLD OF NATURE</b>			
Earn the Friend of Animals Adventurer Award.	Earn the Friend of Nature Adventurer Award.	Earn an Adventurer Award for nature, not previously earned.	Earn the Environmentalist Adventurer Award.

## WORLD OF FRIENDS

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Upon completion of the Adventurer requirements the children will:

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

## WORLD OF OTHER PEOPLE

---

Upon completion of the Adventurer requirements the children will:

- Know:** that they are a part of the wide variety of people and groups in God's world;
- Feel:** a respect and compassion for individuals and groups; and
- Act:** wisely to become a model of God's love and plan for His people.

## THE WORLD OF NATURE

---

Upon completion of the Adventurer requirements the children will:

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



**BASIC REQUIREMENTS**

**I. Responsibility**

Repeat from memory and accept the Adventurer Pledge.

**II. Reinforcement**

Earn the Busy Bee Reading Certificate.

**MY GOD**

**I. His Plan To Save Me**

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

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

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

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

**II. His Message To Me**

Earn the Bible I Adventurer Award.

**III. His Power In My Life**

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

B. Ask three people why they pray.

**MY SELF**

**I. I Am Special**

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

**II. I Can Make Wise Choices**

Name at least four different feelings. Play the Feelings Game.

**III. I Can Care for My Body**

Earn the Health Specialist Adventurer Award.

**IV. AIDS**

**MY FAMILY**

**I. Families Care For Each Other**

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

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

**III. My Family Helps Me Care For Myself**

Complete the Safety Specialist Adventurer Award.

**MY WORLD**

**I. The World Of Friends**

Tell how you can be a good Friend. Use:

- ◆ puppets
- ◆ role playing
- ◆ other

**II. The World Of Other People**

Tell about the work people do in your church. Find a way to help.

**III. The World Of Nature**

Earn a Friend of Animals Award.

**INSTRUCTOR CHECK-OFF LIST**

**BASIC REQUIREMENTS**

I. \_\_\_\_\_

II. \_\_\_\_\_

**MY GOD**

I. A. \_\_\_\_\_

B. \_\_\_\_\_

II. \_\_\_\_\_

III. A. \_\_\_\_\_

B. \_\_\_\_\_

**MY SELF**

I. \_\_\_\_\_

II. \_\_\_\_\_

III. \_\_\_\_\_

IV. \_\_\_\_\_

**MY FAMILY**

I. \_\_\_\_\_

II. A. \_\_\_\_\_

B. \_\_\_\_\_

III. \_\_\_\_\_

**MY WORLD**

I. \_\_\_\_\_

II. \_\_\_\_\_

III. \_\_\_\_\_

# BASIC REQUIREMENTS

## I. Responsibility

### Requirement

Repeat from memory and accept the Adventurer Pledge.

### THE ADVENTURER PLEDGE

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

### Background Information

The Adventurer pledge will serve as a regular reminder of the importance of striving for excellence and as a spoken commitment to work toward this goal. The words, "Because Jesus loves me," provide the children with the ultimate reason for doing their best. "Whether you are rich or poor, great or humble, God calls you into active service for Him. It will be by doing with your might what your hands find to do that you will develop talent and aptitude for the work" (*Testimonies, vol. 9, page 129*). Each child's best is different and valuable to God.

### Teaching Tips

- Introduce the pledge in a way that will inspire the children to understand it and strive to fulfill it. Several related Bible stories, songs, and texts for discussion are suggested in the **Resource list** at the end of this Busy Bee section.
- The techniques for learning Bible verses that are listed in **Appendix III** can be useful in learning the Adventurer Pledge.
- Repeat the pledge at every Adventurer meeting.
- Refer to the pledge at appropriate times during the course of other activities. Thus it will not only become a part of the children's rote memory but also of their daily thoughts, actions and choices.

### Evaluation

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

## **II. Reinforcement**

### **Requirement**

Earn the Busy Bee Reading Certificate.

### **Background Information**

The Busy Bee Reading Certificate is awarded to children who read or have read to them the items listed below.

1. Genesis 1:1-2:3 or Revelation 21:1-22:5 from a simple, modern translation of the Bible
2. Two books, selected from the following categories:
  - ◆ Creation, Jesus' care for children, or heaven
  - ◆ Feelings
  - ◆ Staying safe
  - ◆ Friends
  - ◆ Missions

The Busy Bee reading requirements are directed specifically toward the topics the children will be covering in the Adventurer curriculum. **(Readily available books that may be used to fulfill these requirements are to be selected and recommended within each division.)**

### **Teaching Tips**

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

### **Evaluation**

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

# MY GOD

## I. His Plan to Save Me

### Requirements

A. Create a story chart showing the order in which the following events took place.

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

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

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

### Background Information

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

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

The Bible story chart makes it possible for the children to become familiar with the basic outline of the Great Controversy in a visual and sensorial way. They will learn the basic sequence of these events by hearing the stories told, arranging the pictures, and discussing and illustrating the stories. **(During the next three years of Adventurer classes, the children will discover more details to complete this basic framework.)** Sharing this new understanding of Jesus' love will make it firmer in their minds and strengthen the habit of speaking to others about Him.

### Teaching Tips

- The material that follows contains a description of how to assemble the Bible story chart. A similar chart, relating to the stories covered in the classroom or Sabbath School, may be made by following the same basic instructions and inserting pictures from other sources.
- The story chart may be used in three different ways.



1. Place the pictures on a large wall story chart, adding each new picture as you tell the story. The children may refer to this chart as they work on their own chart(s) and as they learn about other stories from the Bible and from history.
  2. Provide the children with a practice activity by making available a blank chart and the pictures, stories and labels provided on the following pages. The children may set the blank chart on the floor and place the pictures, stories and labels in order on the chart.
  3. Children may also color the pictures and create their own story charts or story chart booklets.
- In the first presentation, use the Bible story chart to give an overview of the battle between good and evil. Place pictures on the story chart while telling how:
    - ◆ God created a beautiful new planet;
    - ◆ Satan disobeyed and brought evil to our world;
    - ◆ We live in an evil world under God's protection; and
    - ◆ Someday soon Jesus will come back and make everything new for those who love Him.
  - This requirement may be presented in one or two short lessons or over a whole series of lessons. The impact will be greater if the lessons are dealt with over a span of one to three months. The material can be expanded to fit the amount of time and impact desired for each lesson. If possible, devote at least one worship or class period to each story.
  - The story chart could be discussed in daily classroom worships for one month by spending one week on Creation, one week on the beginning of evil, one week on Jesus' love and watch-care for us today, and one week on His coming again to destroy evil and take us home to live with Him.
  - The story chart could be covered in weekly Adventurer Club worships over three months by spending one month on Creation and the Fall, one month on Jesus' watch-care, and one month on heaven.
  - In addition to the story chart, other activities may be added. To stress the wonder and excitement of Creation, do special activities for each day of Creation week.

First day: Work with prisms, blind walks, or plants set in darkness to emphasize the beauty and importance of light.

Second day: Place a candle in a jar or breathe into a balloon to show the importance of air.

Third day: Trace foods back to their origins as plants.

Fourth day: Study the night sky, enjoy a book or film about planets and stars.

Fifth day: Identify birds or visit a pet store.

Sixth day: Learn new things about a local animal.

Seventh day: Hold a celebration picnic. Have a creation treasure hunt with different groups searching for things representing each day of Creation week.

Children could do art projects such as murals or accordion booklets to illustrate each day of Creation week.

- God's watch-care may be demonstrated by using the story of the Good Shepherd. Dramatize this story using a sheepfold made of craft (Popsicle) sticks and pipe-cleaner sheep. Sheep pictures may be created using cotton or wool and twigs, or other readily available materials.
- Jesus' Second Coming and heaven can become real to children as they listen to various accounts of the wonders of heaven. Discuss and portray what the children would like most to see and do in heaven.
- To emphasize the importance of these activities, display the children's work in a special place.
- The children may share their stories or art work with another individual or before a group during a club or, classroom worship or during a Sabbath School special feature.

### **Evaluation**

The children will place the pictures and labels correctly on the Bible story chart and tell or make a picture of one of the stories. In class or with an adult, they will discuss their experiences of sharing Jesus' love with others.

## **MAKING A BIBLE STORY CHART**

The Bible story chart will help children understand Bible history by experiencing it visually and actively.

### **Materials**

- Six sheets of 9" X 12" (22.5 X 30 cm) purple construction paper
- Two sheets of 9" X 12" (22.5 X 30 cm) yellow construction paper
- Rubber cement or craft glue
- Pictures provided on the following pages or others collected to illustrate the stories studied in the class or in Sabbath School
- Clear Contact paper or laminating film

### **Directions**

1. Glue the purple paper together end-to-end to make a long, narrow length of paper, as illustrated on the following page. (The six sheets represent the 6000 years of biblical history. The dark color represents the earth suffering from evil and sin.)
2. Next, glue one sheet of yellow paper to each end of the purple paper. (Yellow represents the time of joy and happiness before sin entered, and the time when Jesus comes again to destroy sin and take us to heaven.) Cut the end of each yellow sheet in a wavy line. (This shows that time continues forever in both directions.)

(Optional: A long, narrow strip of yellow may be placed along the top of the purple section, representing God's presence with us throughout history.)

3. Copy the smaller pictures, labels and stories provided on the following pages. Have the children color them, cut them out, and mount them on heavier paper.
4. The pictures may now be added to the chart (which may be hung on the wall) or used in presenting or practicing each story. The story chart and its parts may be laminated or covered with clear plastic (Contact paper) without fear of damage.
5. The diagram on the next page shows how the stories for each year fit together on the story chart to make it complete.

# Putting Together the Bible Story Chart

## Busy Bee

Creation	Sin and sadness begin		Jesus cares for me today	Jesus' second coming	Heaven
----------	-----------------------	--	--------------------------	----------------------	--------

## Sunbeam

		Jesus' birth	Jesus' life	Jesus' death	Jesus' resurrection	
--	--	--------------	-------------	--------------	---------------------	--

## Builder

			Paul	Martin Luther	Ellen White	Myself	
--	--	--	------	---------------	-------------	--------	--

## Helping Hand

		Noah	Abraham	Moses	David	Daniel	
--	--	------	---------	-------	-------	--------	--

## Bible Story Chart Pictures



### CREATION

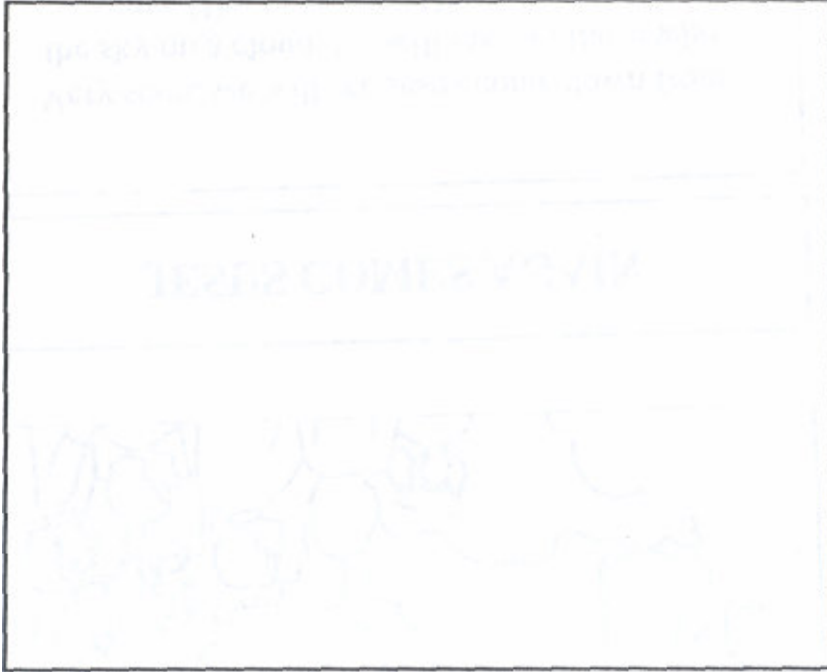
God created a beautiful new planet for people to live on. He asked them to care for it for Him.



### SIN AND SADNESS BEGIN

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

## Bible Story Chart Pictures



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

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

### **JESUS CARES FOR ME TODAY**

Jesus' angels are with \_\_\_\_\_ right now.  
\_\_\_\_\_ whenever asks Him  
to.

## Bible Story Chart Pictures



**JESUS COMES AGAIN**

Very soon, we will see Jesus come down from the sky on a cloud. He will take all those who love Him to be with Him in heaven.



**HEAVEN**

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

## CREATION





SIN AND SADNESS BEGIN



# JESUS CARES FOR ME TODAY



## JESUS COMES AGAIN



## II. His Message to Me

### **Requirement**

Earn the Bible I Adventurer Award.

### **Background Information**

The Busy Bee needs to understand that the Bible is God's book that tells us about Him and how to love Him. The verses listed in the Bible I Adventurer Award requirements (see below) underscore the key Busy Bee concept of Jesus' love and care for us and His desire to save us from evil. These verses reinforce this concept in a way that most six-year-olds can understand and apply. Other verses that reinforce these concepts may also be used.

The books of Genesis and Revelation contain most of the stories on the Busy Bee's Bible story chart, referring to the creation and re-creation of our world. These books provide a simple and appropriate introduction to learning the books of the Bible.

Additional helps for the Bible I Adventurer Award may be found in the *Manual of Adventurer Awards*.

### **BIBLE I**

1. Own or have use of a Bible.
2. Explain how to show respect for the Bible and how to care for it.
3. Name the first and last books of the Bible and tell who wrote them.
4. Tell or act out the following stories:
  - a. Conversion of Paul
  - b. Zacchaeus
  - c. Raising of Lazarus
5. Locate, read and discuss the following Bible verses about Jesus' love for you. Memorize and repeat two of them.
  - a. John 3:16
  - b. Psalm 91:11
  - c. John 14:3
  - d. Psalm 23:1
6. Prepare and act out a Bible story or parable of your choice.  
**OR**  
With a group recreate a Bible story in some sand.

### **Teaching Tips**

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

- A wide variety of techniques for teaching the memory verses are explained in **APPENDIX III**.
- Children can become familiar with the contents of the books of Genesis and Revelation by referring to them frequently while working with the Bible story chart (requirement I.A.).

### **Evaluation**

The children will complete all the requirements and receive the Bible I Adventurer Award.

## **III. His Power in My Life**

### **Requirements**

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

### **Background Information**

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

Because families have widely differing schedules and levels of commitment, and because children have differing levels of ability and interest, the requirement leaves the frequency, length and format of these "quiet" times open. These factors can be decided upon by the child in consultation with a parent or leader, ranging from the ideal of daily morning and evening devotions to a minimum of weekly Sabbath, class, or club worship for those who are unable to participate in any other way. In the beginning, teach by example and help the child enjoy spending time with Jesus.

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

### **Teaching Tips**

- Present the importance of private devotions after the child has become acquainted with Jesus' love and plan for him or her. Establishing a habit of spending time with Jesus as a friend requires dedicated guidance and supervision from both parents and leaders.
- A sample letter enlisting the leadership of parents and a commitment card for children are provided in **Appendix III**, along with several suggestions for planning family worships.
- The Adventurer leader can encourage private devotions in a number of ways.
  1. Share some personal experiences with private devotions.
  2. Talk of the benefits of a regular quiet time.
  3. Provide frequent occasions for children to discuss their experiences.
  4. Frequently discuss times, places and methods for enjoying the quiet time.
  5. Make available a wide variety of devotional reading material.

6. Help and encourage parents to assist their child in regular private (and family) devotions.
- The children or the leader may invite several adults to come and talk about their experiences with prayer. Keep it short (5-10 minutes). Afterwards, discuss the speaker's ideas. The children could make a chart showing what they learn from each person.

**OR**

Each child may write a question on a card and present it to the adult of his or her choice.

**Evaluation**

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

## MY SELF

### **I. I Am Special**

**Requirement**

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

**Teaching Tips**

- Introduce this requirement by bringing real "caring people" colorful pictures and descriptions. Caring people include:
  - ◆ Jesus
  - ◆ Teachers (school and church)
  - ◆ Pastor
  - ◆ Friends
  - ◆ Community service people (doctor, police, etc.)
  - ◆ Family members (also discussed in the family requirements)
- A booklet may be made by having the children draw their own pictures of caring people or by copying the pictures and captions on the following pages. If you copy the pictures, have the children color them.
- It would be special for the child if some of the caring people wrote notes in the booklet telling the child why they care for him or her. Classroom/club friends could dictate or write notes to put in one another's booklets.

**Evaluation**

The children will complete the booklet as outlined above.

## COMMUNITY HELPERS



**1. Doctor**

**2. Nurse**

**3. Teacher**

**4. Policeman**

**COMMUNITY HELPERS**

<p><b>5. Fireman</b></p>	<p><b>6. Pastor</b></p>
<p><b>7. Neighbor</b></p>	<p><b>8. Bus Driver</b></p>



COMMUNITY HELPERS

<p><b>9. Mayor</b></p>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

## II. I Can Make Wise Decisions

### **Requirement**

Name at least four different feelings. Play the Feelings Game.

### **Background Information**

How to play *The Feelings Game*.

1. With the children, talk about different kinds of feelings and write each one on a small card or piece of paper.
2. Place the "feelings" cards in a bag or box.
3. Divide the children into groups of two or three and allow each group to draw a "feelings" card.
4. Instruct the groups to practice showing how they might look when they have that feeling (body language). Each group should also be ready to tell or act out a situation when they have felt that way.
5. After each group presents their "feeling" to the entire group, talk about ways in which God can help us deal with that feeling. (You may use the steps for dealing with negative feelings suggested later in the **Background Information**, and/or the poster that immediately follows this section.)

One's feelings have a strong influence on the decisions and actions one makes. Recognizing and naming these feelings is the first step in being able to deal with them successfully.

Children experience both positive ("comfortable") and negative ("uncomfortable") feelings. A multitude of words describe these feelings.

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

Negative feelings that the children may recognize include anger, guilt, jealousy, sadness, loneliness, embarrassment, fear, disappointment, discouragement, anxiety, frustration and grumpiness. Children can be led through a series of steps in dealing with these feelings. (See box.)

1. Tell Jesus how you feel. Ask Him for help.
2. Ask yourself:
  - ◆ "What am I feeling?"
  - ◆ "Why am I feeling this way?"
  - ◆ "What shall I do about it?"
  - ◆ "Is this a good thing to do?"
3. When you believe it is a good thing, do what you have decided to do.

Hurting oneself or other people or things is not a good way to deal with negative feelings. Neither is lying, running away from the problem, or thinking a lot of negative thoughts about yourself or others. Negative feelings can be dealt with by looking for solutions. It may be helpful to lead the children through the steps noted in the box that follows.

1. Talk honestly with someone about your feelings.
2. Find out more about the problem and work to change it.
3. Be alone for a while.
4. Work out your feelings in a harmless way, such as crying, drawing or writing, or kicking a ball.
5. Tell yourself positive, helpful things.

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

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

### Teaching Tips

- Help children build the habit of recognizing, naming, and dealing positively with their feelings whenever possible by
  - ◆ Recognizing children who appear to be upset;
  - ◆ Encouraging them to talk about what they are feeling and why;
  - ◆ Accepting the feelings they express without condemning the child or children;
  - ◆ Helping the children choose a positive way of dealing with the feeling(s).
- Another type of feeling game may be played by discussing, acting, or writing about

feeling reactions and solutions to specific situations, such as getting an "A," being teased, having a birthday, quarreling with a sibling, or feeling left out.

- Children may also enjoy describing and/or discussing their happiest moment, saddest moment, etc.
- A matching card game could be made with cards showing various situations, feelings and solutions.

### **Evaluation**

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

### **WHEN I FEEL BAD I CAN**

- ❖ Tell Jesus how I feel and ask Him for help.
- ❖ Ask myself:
  - ◆ "What am I feeling?"
  - ◆ "Why am I feeling this way?"
  - ◆ "What shall I do about it?"
  - ◆ "Is this a good thing to do?"
- ❖ Do what I decide to do.

## **III. I Can Care for My Body**

### **Requirement**

Earn the Health Specialist Adventurer Award.

### **Background Information**

In order to earn the Adventurer Award the children will complete the requirements listed below. Additional information about Adventurer Awards is found in the *Manual of Adventurer Awards*.

## **HEALTH SPECIALIST**

1. Memorize and repeat 1 Corinthians 6:19, 20.
2. Cut out pictures and make a poster to show the four basic food groups. Arrange the pictures to show three healthy meals you could eat.
3. Explain why your body needs exercise.

4. For one week, record the hours you sleep. Tell why you need rest.
5. Explain why you need fresh air and sunlight.
6. Explain why water is important for your body. Tell the number of glasses of water you should drink each day.
7. Describe and practice good dental hygiene.
8. Name three things that might destroy your health.

## IV. AIDS

# MY FAMILY

## I. I Have a Family

### Requirement

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

### Background Information

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

### Teaching Tips

- Encourage each child to share something special about his or her family. Challenge the children to think about what a family is and how many different kinds of families there are.
- A quiz that "tests" how much the children know about their family members can be fun and stimulating. Questions could include eye or hair color; favorite food, subject in school, color, place, thing to do, person, song, or book; birth date; future goal; etc.
- **Be sensitive to children's family situations (single parent, divided homes, extended family, etc.). Some children may choose to use substitute families such as the Adventurer Club "family," the church "family," or any other family that cares about them.**
- The children's art projects may be mounted as a mural stretching the length of a wall or hallway. Follow this with a discussion of how the various families and family members are similar and different, and how they are valuable.

## Evaluation

The children will complete a family picture.

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

### Requirements

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

### Background Information

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

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

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

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

- manage finances
- shop
- earn money
- food preparation
- cleaning
- car maintenance
- yard and garden work
- household repairs
- child care
- pet care

Parents are also responsible for caring for the children and making sure that they are safe and healthy and that they have what is necessary for them to grow into happy and successful Christians. Parents must teach the children how to care for themselves, how to treat others, and how to handle the problems and challenges they will face in their lives. Above all they must encourage and affirm the children in their struggle to grow and learn. It is for this reason that parents are given authority over their children—to care for and encourage them as they learn to be responsible Christian individuals.

"But let them also learn, even in their earliest years, to be useful. Train them to think that, as members of the household, they are to act an interested, helpful part in sharing the domestic burdens, and to seek healthful exercise in the performance of necessary home duties" (*Child Guidance*, p. 301). Keep in mind, also, the maturity level and abilities of each child and the responsibilities for growth through school and play that are essential at this age.

### **Teaching Tips**

- Study Exodus 20:12 using the suggestions for memorizing Scripture in **Appendix III**.
- Help children understand what the word *honor* means in the text. Discuss with the children how we can honor our parents today. Divide into groups to act out several of these suggestions.
- Children may dramatize the following:
  - ◆ obedience to several specific family rules, even when it is hard;
  - ◆ how they will act toward their parents when they feel grumpy, angry, or sad;
  - ◆ ways to help parents with family responsibilities.
- Follow the dramatizations with a discussion of why these things are important and how they plan to put them into practice in the future. Each child may choose one special area and make plans to work on it.

### **Evaluation**

The children will correctly demonstrate to the group ways in which they may honor their families.

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

### **Requirement**

Complete the Safety Specialist Adventurer Award.

### **Background Information**

For teaching helps, see the *Manual of Adventurer Awards*.

## **SAFETY SPECIALIST**

1. With your parents, discuss your home fire-safety plan. Select two of the following areas and give four safety rules for each area.
  - a. Home safety
  - b. Outdoor safety (city or country)
  - c. Weather safety
  - d. People safety
2. Practice a fire drill for at least one of the following places.
  - a. Home
  - b. School

- c. Church (if possible)
3. As appropriate for your area, practice the following drills OR discuss what you would do in the following emergencies.
  - a. Hurricane
  - b. Tornado
  - c. Earthquake
  - d. Flood
  - e. Volcano
  - f. Lightning and thunder
4. Be a Safety Detective for one week. Check the people and places that you are learning about and list any hazards.
5. Make a mural or safety poster showing dangerous situations and what you can do about them.
6. With your club, play the Safety Game. Give each other safety situations to answer with Yes, No, or I'll ask my mom.

## MY WORLD

### I. The World of Friends

#### **Requirement**

Tell how you can be a good friend. Use:

- puppets
- role playing
- other

#### **Background Information**

For six-year-old children, "A friend is someone who likes you, and whom you like." As the children first become aware of friends, they think of a friend as someone who does what they want. By the time the children become Busy Bees, they are beginning to understand that being a friend involves some give and take, but it will be several years before they are able to fully understand that friendship is a mutual exchange of caring, respect and trust.

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



Children can be taught to make friends. Help them remember the "rules" outlined below.

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

To develop and maintain a friendship, encourage children to remember the following suggestions.

1. Try to understand your friend's feelings. (Don't always insist on having your own way.)
2. Encourage and praise your friend whenever you can. (Be honest about it.)
3. Don't nag or argue—tell your feelings and listen to your friend's feelings.
4. Do nice things for your friend.
5. Don't try to keep your friend only for yourself.

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

### Teaching Tips

- Introduce the activity by telling and discussing a Bible story about friendship. Make a poster illustrating some principles in the story for making and keeping friends. Some unfinished sentences that can be used to facilitate discussion include:
  - ◆ To me, a friend is...
  - ◆ I make friends most easily when...
  - ◆ My friends hurt me when...
  - ◆ I like it when my friend...
  - ◆ I can be a better friend by...
- To act out the principles for being a good friend, children may:
  - ◆ Make their own puppets (from paper bags or sticks and cut-out pictures);
  - ◆ Use simple store-bought puppets; or
  - ◆ Plan small role plays or skits.
- Situations such as those suggested here may be written on separate cards in simple language and read with the children.
  - ◆ You are going on a field trip and don't have anyone with whom to sit.
  - ◆ One of the girls in your class is having a picnic for several friends, and you're not invited.
  - ◆ You just moved to a new town, and this is your first day in a new school.
  - ◆ Your friend shows you his new toy, and you have a better one at home.
  - ◆ A friend asks if he can copy answers from your paper.
  - ◆ Some of the other kids in your class tease you because you're short.
  - ◆ One of your friends broke your new game accidentally.
  - ◆ One of your friends broke your new game on purpose.
- After the children have tried a few situations, they may want to make up some of their own for their friends to solve. Children may also enjoy taping their performance (audio or video).

### Evaluation

The children will participate in the discussion and role playing.

# MAKING FRIENDS



Treat yourself and every other person as important.

Be friendly.

Do things your friend wants to do sometimes.

Don't expect everyone to play with you when you ask.

Ask God to help you find the right friends.



## KEEPING FRIENDS



Don't always insist on having things your own way.


Say nice things to your friend whenever you can.

Listen to your friend's feelings and tell yours kindly.

Don't argue; find a compromise.

Do nice things for your friend.

Don't try to keep your friend only for yourself.



## II. The World of Other People

### **Requirement**

Tell about the work people do in your church. Find a way to help.

### **Background Information**

Six-year-olds can begin to understand the purpose of the local church (to worship Jesus, to love and care for each other, and to tell others about Jesus). They should recognize the importance of each member in the work of the church. If children begin to learn these principles at a young age, they may take church responsibilities more seriously as they grow older. They need to know that they can contribute to their church even when they are young.

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

1. **Leaders:** pastor, elders, church board members, Sabbath School Superintendent and division leaders;
2. **Caretakers:** deacons, deaconesses, treasurer, clerk, secretary;
3. **Teachers:** Sabbath School teachers, Church School teachers, Club instructors;
4. **Church Ministries workers:** personal ministries, community services, AY/Pathfinder Club leader, Adventurer Club leader, musicians.

### **Teaching Tips**

- Ask the pastor and/or a representative from each category to give a *brief* (five minutes) description of their responsibility and tell why they do it.
- Children can learn actively about these jobs by visiting the various areas in the church. They may see where the work is done and examine the materials used for doing it. This is also an opportunity to teach reverence in the sanctuary. Be sure to make arrangements with the appropriate church officer before assigning children to any tasks.
- The Busy Bee leader may wish to:
  - ◆ Assign each child to a different church responsibility;
  - ◆ Have the whole group work together;
  - ◆ Take turns on a single project; or
  - ◆ Allow children to sign up for or arrange to do a specific task.
- Possible responsibilities include assisting with Vacation Bible School or the younger Sabbath School divisions, visiting missing members, Ingathering and community service projects, church upkeep and beautification, greeting or ushering, or special music.

### **Evaluation**

The children will describe the work of the local church officer(s) and the tasks the children performed. This may be an oral activity or the children may make pictures to illustrate what they have learned.

### **III. The World of Nature**

#### **Requirement**

Earn a Friend of Animals Adventurer Award.

#### **Background Information**

In order to earn the Adventurer Award the children will complete the requirements listed below. Additional information about Adventurer Awards and specific helps for teaching them are found in the *Manual of Adventurer Awards*.

#### **FRIEND OF ANIMALS**

1. Take care of an animal or bird for four weeks.
  - a. Feed it and be certain it has fresh water.
  - b. Keep its cage or resting place clean.

#### **OR**

Put out food scraps or seeds for animals or birds in your neighborhood. Keep careful watch for four weeks.

- a. List and identify creatures that feed there.
  - b. Draw or color pictures of them.
2. Identify three different birds. Observe them and study their habits.
  3. Identify and describe characteristics of three breeds of dogs and two breeds of cats.
  4. Visit one of the following and write a report of what you do and see.
    - a. a zoo
    - b. a natural history museum
    - c. an aviary
    - d. a kennel
    - e. a farmyard
    - f. a pet shop
  5. Set up a feeding station for birds or animals.
  6. Play an animal game.

# BUSY BEE RESOURCE LIST

**NOTE: The resources listed here are only suggestions, not requirements. Not all resources will be available in your division. Select and substitute local resources as available.**

## BASIC TRACK

### I. The Adventurer Pledge

#### **Bible stories and texts**

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

#### **Songs**

*Sing for Joy* — (Review and Herald)

"The Wise May Bring Their Learning" No. 148  
"I Want to Be" No. 124

*Kids Sing Praise* — (Brentwood Publishing)

"With My Whole Heart" No. 69

#### **E. G. White quotations**

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

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

## II. Reinforcement

See **Appendix II**, "Earning the Reading Certificate."

# **MY GOD TRACK**

## **I. His Plan to Save Me**

### **Other Bible stories about Jesus' love**

Elijah and the Ravens (1 Kings 17:1-16)  
Jesus Calms the Storm (Mark 4:35-41; Luke 8:22-25)  
The Lost Coin (Luke 15:8-10)

### **Songs about the assigned stories**

*Sing for Joy*

#### ***Creation***

"Can You Imagine" No. 29  
"Can You Count the Stars?" No. 35  
"This Is a Lovely World" No. 52

#### ***Shepherd***

"The Lord Is My Shepherd" No. 48

#### ***Heaven***

"Do Lord" No. 91  
"Jesus Is Coming Again" No. 92  
"When He Cometh" No. 93

### **Books and materials about the assigned stories**

*Adults*

Lantry, Eileen, *A Family Guide to Sabbath Nature Activities*, pages 49-62, (Pacific Press)  
White, E. G., *Patriarchs and Prophets*  
\_\_\_\_\_, *The Desire of Ages*  
*Creation Numbers*, Felt Set, (Sun World Graphics)  
*Second Coming*, Felt Set, (NAD Distribution Center)  
*23rd Psalm*, Teaching Posters (Marvel)  
*Be Happy* (Standard)  
*God Loves You* (Standard)  
*The Lord Is Your Shepherd* (Standard)

*Children*

Berry, Nancee. *At Home With Jesus*  
\_\_\_\_\_. *Jesus Cares For Me*  
\_\_\_\_\_. *When Jesus Comes*  
Maxwell, Arthur. *The Bible Story*, vols. 1-10. (Pacific Press)  
Rau, Lois E. *You Live on a Very Special Planet*  
\_\_\_\_\_. *A Very Special Day* (Pacific Press)  
Stump, Gladys Sims. *The Bible Tells Me About When Satan Tried to Rule*



## II. His Message to Me

### **Other Bible texts about Jesus love**

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

### **Songs about Jesus' love**

#### *Sing for Joy*

"Jesus Loves Me" No. 27  
"O, How He Loves You and Me" No. 28  
"I Am So Glad" No. 30  
"Anywhere With Jesus" No. 45  
"God Knows Me" No. 47  
"All Through the Day" No. 49

#### *Kids Sing Praise*

"He's Got the Whole World" No. 4  
"Jesus Loves the Little Children" No. 27

### **E. G. White quotations**

"Only the sense of God's presence can banish the fear that, for the timid child, would make life a burden" (*Education*, page 255).

"Fathers and mothers should teach the infant, the child, and the youth of the love of Jesus. Let the first baby lipings be of Christ" (*Child Guidance*, page 487).

### **Books and materials about Jesus' love**

#### *Adults*

*Rhymes and Crafts: Discovering God's Love* (Rainbow Books)

#### *Children*

Schaffer, N. J. Makovsky. *I Love Jesus, Jesus Loves Me* (Pacific Press)

## III. His Power in My Life

### **Bible stories and texts**

Elijah on Mt. Cannel (1 Kings 18)  
Paul and Silas delivered (Acts 16:19-34)  
Lord's Prayer (Matthew 6:9-13)  
Psalm 95:6 "Let us kneel before the Lord ..."  
Psalm 145:18 "The Lord is nigh unto all that call ..."

1 Thessalonians 5:17 "Pray without ceasing ..."  
James 5:16 "The effectual fervent prayer .."  
1 John 5:14, 15 "If we ask anything ..."

## **Songs**

### *Sing for Joy*

"Whisper a Prayer" No. 96  
"With Folded Hands" No. 97  
"A Little Talk With Jesus" No. 98  
"The Lord's Prayer" No. 99  
"The Lord Hears Me" No. 105  
"Into My Heart" No. 125

### *Kids Sing Praise*

"Standing in the Need of Prayer"—No. 64

## **E. G. White quotations**

"Teach them to look to God for strength. Tell them that He hears their prayers.... Lead them to unite with God, and then they will have strength to resist the strongest temptation" (*Child Guidance*, pages 172, 173).

"In every Christian home God should be honored by the morning and evening sacrifices of prayer and praise. Children should be taught to respect and reverence the hour of prayer" (*Counsels to Parents, Teachers, and Students*, page 110).

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

## **Books and materials**

### *Adults*

White, E. G. *Education*, pages 253-261 (Pacific Press)  
\_\_\_\_\_. *Messages to Young People*, pages 247-253 (Pacific Press)

### *Children*

Groomer, Vera. *Quiet Because*  
\_\_\_\_\_. *Talking to My Friend Jesus*, (Review and Herald)  
Ricchiuti, Paul. *My Very Best Friend* (Pacific Press)

# MY SELF

## I. I Am Special

### **Bible stories and texts**

Mephibosheth (2 Samuel 9)  
Elisha and the widow's Son (2 Kings 4)  
Esther adopted (Esther 2:5-7)  
Proverbs 17:17 "A friend loveth at all times ..."  
John 15:12 "... love one another."  
Phil. 4:19 "My God shall supply all your need..."

### **Songs**

*Sing for Joy*

"Alone We Could Not Learn to Read" No. 31  
"God Bless Families" No. 138  
"Family of God" No. 139

## II. I Can Make Wise Choices

### **Bible stories and texts**

Happy/Cheerful:

Psalm 144:15  
Proverbs 29:18  
John 13:17

Excitement/Joy: Miriam at Red Sea

(Exodus 15:19-21)

Anger/Hatred: Cain, Haman

Matthew 5:44  
Proverbs 14:17  
Proverbs 16:32  
Ephesians 4:26 and 31

Fear: David and Goliath, Esther, Gideon

Psalm 56:3 Joshua 1:9

Shame/Embarrassment: Peter

2 Chronicles 7:14  
Romans 1:16

Sadness: Job

Psalm 30:5 Psalm 34:14 Psalm 126:5

Jealousy/Coveting: Joseph's brothers, Ahab and the Vineyard

Exodus 20:17  
Colossians 3:2  
James 3:16

Discouragement: Joseph in prison, John on Patmos

Romans 8:28  
Proverbs 24:10

Worry:

Matthew 11:28  
Proverbs 3:5, 6

Complaining/Grumbling: God sends the quail

Philippians 2:14  
Philippians 4:11

## **Songs**

### *Sing for Joy*

"Fill Your Heart With Joy" No. 3  
"Peace, Perfect Peace" No. 44  
"Smile" No. 107  
"I've Got Peace Like a River" No. 108  
"I Have the Joy" No. 109  
"Trust in the Lord" No. 111  
"Dare to Be a Daniel" No. 116

### *Kids Sing Praise*

"Kumbayah"—No. 3 (try adding verses about various feelings)  
"Sunshine Mountain"—No. 43  
"Grumblers"—No. 47

## **E. G. White quotations**

"There is no such thing as following Christ unless you refuse to gratify inclination and determine to obey God" (*Messages to Young People*, page 154).

"Without divine help they will be unable to control human passions and appetites. In Christ is the very help needed . . ." (*Child Guidance*, page 467).

## **Books and Materials**

### *Adults*

Bisignano, Judy. *Feelings* (Good Apple). Contains work sheets for children.

### *Children*

Wilt, Joy. *Handling Your Ups and Downs* (Word)  
\_\_\_\_\_ *Saying What You Mean* (Word)

Handling Our Feelings Sticker Fun Series:  
*When I Feel Sad*  
*When I Feel Hurt*, etc. (Warner Press)

### **III. I Can Care for My Body**

See the *Manual of Adventurer Awards* for resources and more information and helps in teaching the Health Specialist award.

## **MY FAMILY TRACK**

### **I. I Have a Family**

#### **Bible stories and texts**

The First Family (Genesis 2)  
Jesus' Family (Luke 2)  
Psalm 68:6—"God setteth the solitary in families ..."

#### **Songs**

*Sing for Joy*

"God Bless Families"—No. 138

*Kids Sing Praise*

"He's Got the Whole World"—No. 4

#### **E. G. White quotation**

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

#### **Books and materials**

*Adults*

Bisignano, Judy. *Appreciation* (Good Apple)  
\_\_\_\_\_. *Belonging* (Good Apple) worksheets for children

*Children*

Horlacher, Bill and Kathy. *I'm Glad We're a Family* set of books  
(Standard) Wilt, Joy. *The Nitty Gritty of Family Life* (Word)

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

#### **Bible stories and texts**

Samson (Judges 13-16)  
Miriam watches Moses (Exodus 2)  
David tending sheep (1 Samuel 16)

Boy Jesus (Luke 2)  
Exodus 20:12—"Honor thy father and thy mother..."  
Ephesians 6:1-3—"Children, obey your parents ..."  
Proverbs 3:11, 2—"Whom the Lord loveth He correcteth..."  
Proverbs 1:8—"Hear the instruction of thy father ..."  
Psalm 19:7—"The law of the Lord is perfect ..."  
Hebrews 13:17—"Obey them that have the rule over you..."  
Galatians 6:2—"Bear one another's burdens."

## Songs

### *Sing for Joy*

"Happy Home" No. 136  
"Join With Us" No. 20  
"We Are His Hands" No. 129  
"God Bless Families" No. 138

### *Kids Sing Praise*

"Grumblers" No. 47  
"I'll Be a Sunbeam" No. 52

## E. G. White quotations

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

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

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

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

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

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

## **Books and materials**

### *Adults*

Anderson, Jean. *Seven Days to Better Discipline* (publisher unlisted)  
Bisignano, Judy. *Cooperating* (Good Apple) Worksheets for children

### *Children*

Ashton, Leila, *Today Is Sabbath*  
Hare, Eric B. *The Naughty Chick*  
\_\_\_\_\_. *The Nitty Gritty of Family Life* (Word)  
Kotrba, Danella Groomer. *God's Helper*  
Kraemer, Bonita. *Rules Mean Happiness*  
Wilt, Joy. *A Kid's Guide to Handling Parents* (Word)

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

See the *Manual of Adventurer Awards* for resources and helps in teaching the Safety Specialist award.

## **MY WORLD TRACK**

### **I. The World of Friends**

#### **Bible stories and texts**

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

#### **Songs**

##### *Sing for Joy*

"Smile, Smile, Smile" No. 107  
"I Would Be True" No. 117  
"Cross Over the Road" No. 131

##### *Kids Sing Praise*

"Grumbler" No. 47  
"I'll Be a Sunbeam" No. 52

#### **E. G. White quotation**

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

## **Books and materials**

### *Children*

Bible in Living Sound: David and Jonathan (Chapel Records)  
Groomer, Vera. *Kind Kristy* (Review and Herald)  
Kotrba, Dannella Groomer. *God's Helper* (Review and Herald)  
Silverstein, Shel. *The Giving Tree*  
Wilt, Joy. *Needing Each Other, A Kid's Guide to Making Friends* (Word)

## **II. The World of Other People**

### **Bible stories and texts**

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

### **Songs**

#### *Sing for Joy*

"The Family of God" No. 139  
"Blest Be the Tie That Binds" No. 140  
"We Are the Church" No. 141  
"What Joy It Is to Worship Here" No. 142  
"We Are the Church, Everyone" No. 143  
"I Was Glad" No. 144  
"This Is God's House" No. 145

### **E. G. White quotation**

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

## **Books and materials**

### *Children*

Davis, Susan. *I Choose to Belong* (Review and Herald)





<p><b>BASIC REQUIREMENTS</b></p> <p><b>I. Responsibility</b> Repeat from memory and accept the Adventurer Law.</p> <p><b>II. Reinforcement</b> Earn the Sunbeam Reading Certificate.</p> <p><b>MY GOD</b></p> <p><b>I. His Plan To Save Me</b> A. Create a story chart showing Jesus':  <ul style="list-style-type: none"> <li>◆ Birth</li> <li>◆ Life</li> <li>◆ Death</li> <li>◆ Resurrection</li> </ul>                     Or the Bible stories you are studying in your classroom or Sabbath School                      B. Make a mural or tell about one of the stories above to show someone the joy of being saved by Jesus.</p> <p><b>II. His Message To Me</b> A. Memorize and explain two Bible verses about being saved by Jesus.  <ul style="list-style-type: none"> <li>◆ Matthew 22:37-39</li> <li>◆ 1 John 1:9</li> <li>◆ Isaiah 1:18</li> <li>◆ Romans 6:23</li> </ul> </p>	<p>B. Name the two major parts of the Bible and the four gospels. Earn the Friend of Jesus Adventurer Award.</p> <p><b>III. His Power In My Life</b> A. Spend a regular quiet time with Jesus to talk with Him and learn about Him.                      B. Ask three people why they study the Bible.</p> <p><b>MY SELF</b></p> <p><b>I. I Am Special</b> Make a tracing of yourself. Decorate it with pictures and words which tell good things about you.</p> <p><b>II. I Can Make Wise Choices</b> Play the What If? game.</p> <p><b>III. I Can Care For My Body</b> Earn the Fitness Fun Adventurer Award.</p> <p><b>IV. AIDS</b></p> <p><b>MY FAMILY</b></p> <p><b>I. I Have A Family</b> Ask each member of your family to tell some of their favorite memories.</p>	<p><b>II. Families Care For Each Other</b> Show how Jesus can help you deal with disagreements. Use:  <ul style="list-style-type: none"> <li>◆ Puppets</li> <li>◆ Role playing</li> <li>◆ Other</li> </ul> </p> <p><b>III. My Family Helps Me Care For Myself</b> Earn the Road Safety Adventurer Award.</p> <p><b>MY WORLD</b></p> <p><b>I. The World Of Friends</b> Complete the Courtesy Adventurer Award.</p> <p><b>II. The World Of Other People</b> A. Explore your neighborhood. List things that are good and things you could help make better.                      B. From your list, choose ways and spend time making your neighborhood better.</p> <p><b>III. The World Of Nature</b> Earn the Friend of Nature Adventurer Award.</p>	<p><b>INSTRUCTOR CHECK-OFF LIST</b></p> <p><b>BASIC REQUIREMENTS</b></p> <p>I. _____</p> <p>II. _____</p> <p><b>MY GOD</b></p> <p>I. A. _____                      B. _____</p> <p>II. A. _____                      B. _____</p> <p>III. A. _____                      B. _____</p> <p><b>MY SELF</b></p> <p>I. _____</p> <p>II. _____</p> <p>III. _____</p> <p><b>MY FAMILY</b></p> <p>I. _____</p> <p>II. _____</p> <p>III. _____</p> <p><b>MY WORLD</b></p> <p>I. _____</p> <p>II. A. _____                      B. _____</p> <p>III. _____</p>
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# BASIC REQUIREMENTS

## I. Responsibility

### Requirement

Repeat from memory and accept the Adventurer Law.

#### THE ADVENTURER LAW

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

### Background Information

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

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

**Be pure** means that the children will keep their lives clean by putting into their minds and bodies only those ideas and things that are good and true and healthful.

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

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

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

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

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

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

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

### Teaching Tips

- As you introduce the Adventurer Law, explain what it means, why it is important, and how it relates to the Pledge and to their lives.
- Introduce the Adventurer Law one section at a time, taking a few minutes at the beginning or end of the Adventurer Club meeting to discuss and illustrate it. Bible stories and songs appropriate for each section of the law are suggested in the **Resource List** at the end of the Sunbeam section. (Many of the sections of the Adventurer Law relate to other Sunbeam requirements and may be introduced or reviewed in conjunction with those requirements.)
- The techniques for memorization of Bible verses listed in **Appendix III** are useful in helping the children learn the Adventurer Law.
- Repeat the Pledge and Law at the beginning of every Adventurer Club meeting, along with occasional review and discussion of its meaning (in both planned and spontaneous ways). This will encourage the children to use these principles in their own daily decision making.
- Hang a copy of the Adventurer Law in a prominent place where the children can refer to it at appropriate times during the day.

### Evaluation

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

## **II. Reinforcement**

### Requirement

Earn the Sunbeam Reading Certificate.

### Background Information

The Sunbeam Reading Certificate is awarded to children who read or have read to them the items listed below.

1. Two chapters of the book of Mark from a simple, modern translation of the Bible
2. Two books, selected from the following categories:
  - ◆ A book about Jesus
  - ◆ A book about how your body works
  - ◆ A book about families

- ◆ A book about nature
- ◆ A book about missions

The Sunbeam reading requirements are directed specifically toward the topics the children will be covering in the Adventurer curriculum. **Readily available books that may be used to fulfill these requirements are to be selected and recommended within each division.**

### Teaching Tips

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

### Evaluation

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

## MY GOD

### I. His Plan to Save Me

#### Requirements

- A. Create a story chart showing Jesus'
  - ◆ birth
  - ◆ life
  - ◆ death
  - ◆ resurrection

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

- B. Make a mural or tell about one of the stories above to show someone the joy of being saved by Jesus.

## Background Information

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

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

During His life on earth He demonstrated His love and forgiveness in many ways. He helped Mary Magdalene understand His love and forgiveness and helped her choose to live as a good and happy person. The paralytic made himself sick from the bad things he had done, but Jesus told him that his sins were forgiven. Jesus gave him the strength to get up and to live a good life. Jesus told the story of the prodigal son to teach His followers that even though we may do many foolish things, He is always waiting and eager to forgive us and help us to live more happily.

The horribleness of sin is shown by the willingness of the people to hurt and kill Jesus, the Son of God, in order to get what they wanted for themselves. His death on the cross gave Him the right to forgive us and showed how much He really loves us. When He rose again He showed His power over death and the life He will bring to all who love Him when He comes again.

## Teaching Tips

- **The following pages contain a description of how to assemble the Bible story chart. A similar chart, relating to the stories covered in the classroom or Sabbath School, may be made by following the same basic instructions and inserting pictures from other sources.**
- The story chart may be used in three different ways.
  1. The leader may put the chart up on a wall, adding each new picture as he or she tells the story. The children may refer to this chart as they work on their own charts and as they learn about other stories from the Bible and from history.
  2. The leader may provide the children with a practice activity by making available a blank chart and the pictures, stories, and labels provided on the following pages. The children may set the blank chart on the floor and place the pictures, stories, and labels in order on the chart.
  3. Children may also color the pictures and create their own story charts or story chart booklets.
- Present the Bible story chart as an opening activity to help the children understand Jesus' life as the center of the plan of salvation. Review the major events of earth's history introduced at the Busy Bee level: Creation, sin and sadness begin, Jesus cares for me today, Jesus comes again, and Heaven. (The pictures and labels describing these events may be placed on the story chart in black and white.) Have the children color the new Sunbeam

pictures. Add them to the story chart as you tell about the life of Jesus.

- Stories that give the life of Jesus in more detail may be presented to the children as a series of worship talks. (This could easily fit in with the SDA church school Bible curriculum during those years that deal with the life of Jesus.) The stories of Mary Magdalene, the paralytic, and the prodigal son are especially useful in helping children understand the results of sin and the forgiveness and salvation available through Christ.
- Make the stories real by learning more about the world Jesus lived in. Children could follow Jesus' journeys on a map, build models of typical homes or villages of Jesus' day, or try some of the foods or daily activities of the time. Reinforce their understanding by having one child or team name a place on the map of Jesus' world and having a second player or team attempt to find it within 30 seconds.
- A mural, showing a story of Jesus, can be made in a small way as a comic strip or series of scenes to wind through a cereal box "television" or be painted or colored on a long sheet of paper that could be put up in a hallway.
- The children may share their stories or art work with another individual or before a group during a club or classroom worship or Sabbath School special feature.

### **Evaluation**

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

## **MAKING A BIBLE STORY CHART**

A simple method for making a basic story chart is described below. It is designed for use with the smaller pictures and labels provided. The measurements may need to be larger if you desire to use larger pictures.

### **Materials**

- Six sheets of 9" X 12" (22.5 X 30 cm.) purple construction paper
- Two sheets of 9" X 12" (22.5 X 30 cm.) yellow construction paper
- Rubber cement or craft glue
- Pictures provided on the following pages or collected to illustrate the stories studied in the classroom or Sabbath School
- Clear Contact paper or laminating film

### **Directions**

1. Glue the purple paper together end-to-end to make a long, narrow length of paper, as illustrated on the following page. (The six sheets represent the 6,000 years of biblical history. The dark color represents the earth suffering from evil and sin.)
2. Next, glue one sheet of yellow paper to each end of the purple paper. (Yellow represents the time of joy and happiness before sin entered, and the time when Jesus comes again to destroy sin and take us to heaven.) Cut the end of the yellow sheets in a wavy line. (This shows that time continues forever in both directions.)

Optional: The pictures of Jesus' life are smaller than the other three levels because they occupy much less time in history. They may be emphasized by placing a yellow background behind them as shown.

3. Copy the smaller pictures, labels and stories provided. Have the children color them, cut them out, and mount them on heavier paper.
4. The chart may now be hung on the wall or used in presenting or practicing the story. (The story chart and its parts may be laminated or covered with clear Contact paper to allow children to manipulate it freely without fear of damage.)
5. The diagram on the next page shows how the stories for each year fit together on the story chart to make a whole. (The pictures and labels from previous years may be copied and fastened permanently to the story chart in black and white form. This will help the children understand how the stories they are now learning fit in with the Bible stories they learned previously.)

# Putting Together the Bible Story Chart

## Busy Bee

Creation	Sin and sadness begin		Jesus cares for me today	Jesus' second coming	Heaven
----------	-----------------------	--	--------------------------	----------------------	--------

## Sunbeam

		Jesus' birth	Jesus' life	Jesus' death	Jesus' resurrection		
--	--	--------------	-------------	--------------	---------------------	--	--

## Builder

			Paul	Martin Luther	Ellen White	Myself	
--	--	--	------	---------------	-------------	--------	--

## Helping Hand

		Noah	Abraham	Moses	David	Daniel	
--	--	------	---------	-------	-------	--------	--



## Bible Story Chart Pictures



**JESUS' BIRTH**

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



**JESUS' LIFE**

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

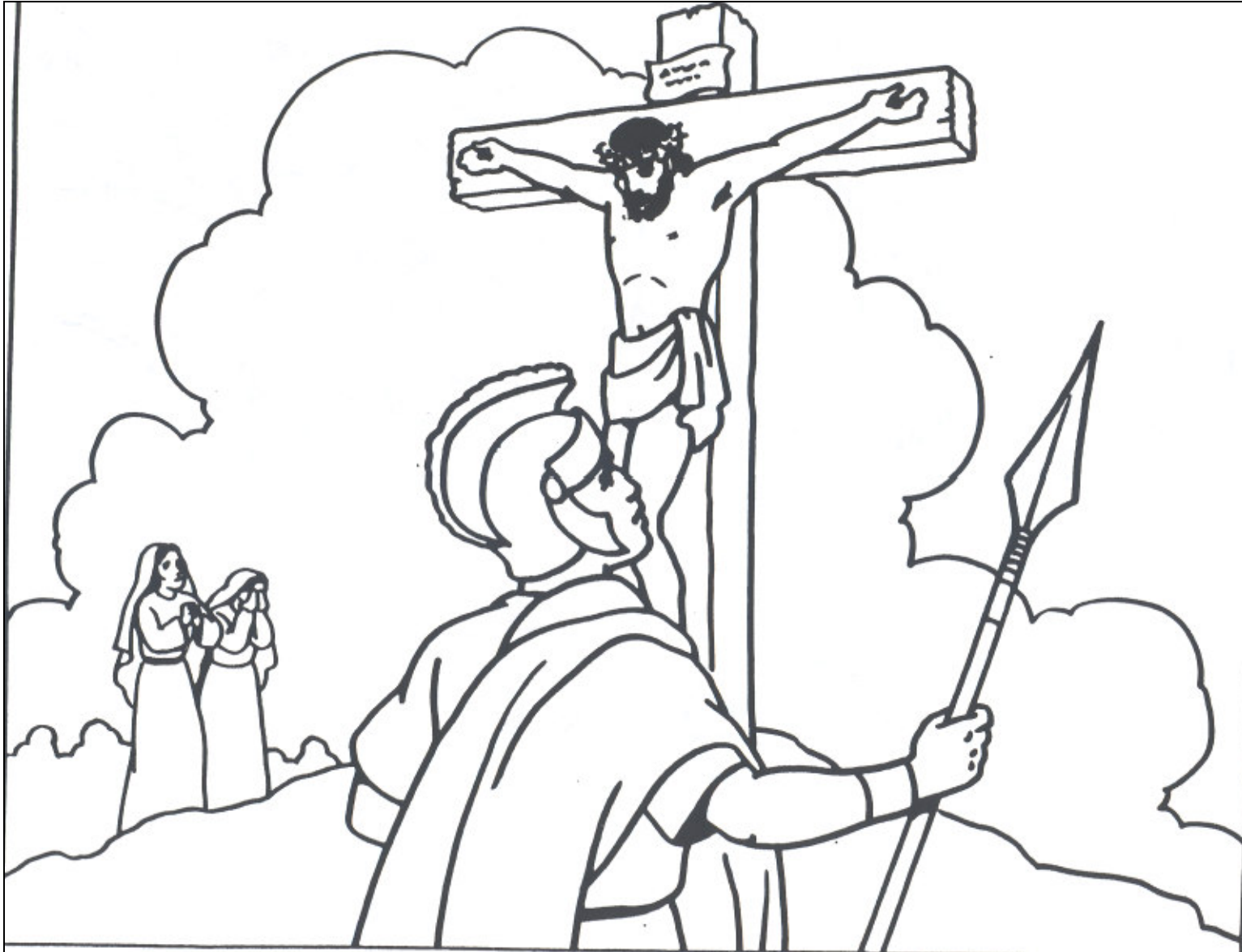
## JESUS' BIRTH



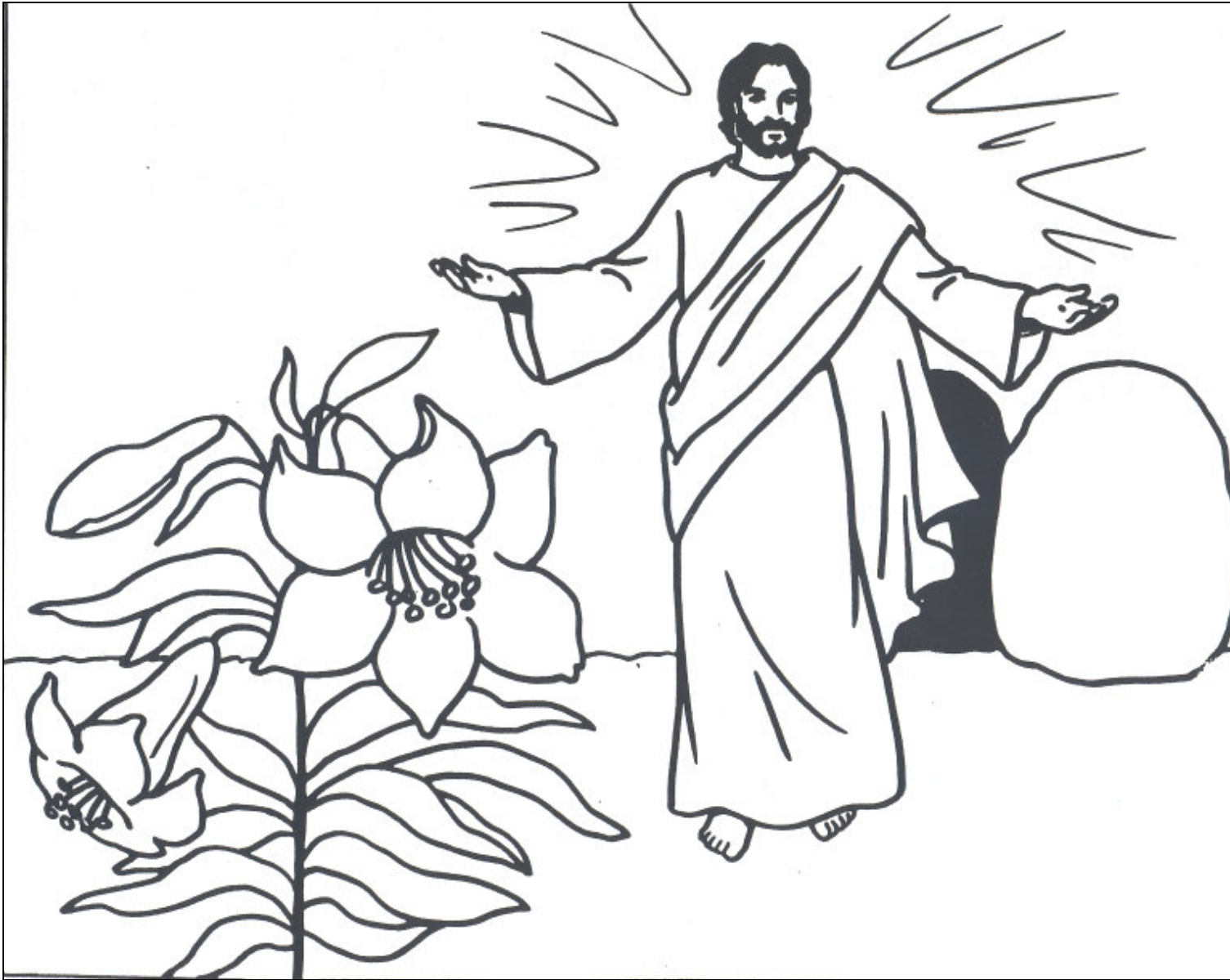
## JESUS' LIFE



## JESUS' DEATH



## JESUS' RESURRECTION



## II. His Message to Me

### **Requirements**

- A. Memorize and explain two Bible verses about being saved by Jesus.
  - Matthew 22:37-39
  - Isaiah 1:18
  - (Your choice)
  - 1 John 1:9
  - Romans 6:23
- B. Name the two major parts of the Bible and the four gospels.
- C. Complete the Friend of Jesus Adventurer Award.

### **Background Information**

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

The seven-year-old child is ready to understand the chapter and verse division in the Bible and to begin learning to use the table of contents to find Bible books. These children should be encouraged and assisted in finding their own verses whenever possible.

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

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

### **FRIEND OF JESUS**

1. Tell a friend about Jesus and how good He is to you.
2. Invite a friend to a meeting at your church.
3. With your counselor or other adult helper, prepare a devotional or a prayer to be given at Sabbath School, a club meeting or school.
4. Take part in a missionary (outreach or witnessing) activity.
5. Attend a baptism and discuss what it means.
6. Explain what it means to be a Friend of Jesus and name five Friends of Jesus listed in your Bible.
7. Speak kindly to your family and friends. Discuss how being kind and courteous is also being a Friend of Jesus.
8. Be able to pray at mealtime and at bedtime.

## Teaching Tips

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

## Evaluation

The children will repeat and explain the Bible verses, and name the two major parts of the Bible and the books that make up the four Gospels.

## III. His Power in My Life

### Requirements

- A. Spend a regular quiet time with Jesus to talk with Him and learn about Him.
- B. Ask three people why they study the Bible.

### Background Information

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

Because families have widely differing schedules and levels of commitment, and because children have differing levels of ability and interest, the requirement leaves the frequency, length, and format of these "quiet times" open. These factors can be decided upon by the child in consultation with a parent, or leader, ranging from the ideal of daily morning and evening devotions, to a minimum of weekly Sabbath, class, or club worship for those who are unable to participate in any other way. In the beginning, a parent or other adult will need to spend the quiet time with the child, teaching him or her how to enjoy spending time with Jesus.

Children can learn more about Jesus in many different ways. By listening to other Christians talk about their experiences with Bible study, the children can see that it is an important thing to real people and will become aware of some of the ways in which they can approach Bible study.

### Teaching Tips

- Present the importance of private devotions after the child has become acquainted with Jesus' love and plan for him or her.

- Establishing a habit of spending time with Jesus as a friend requires dedicated guidance and supervision from both parents and leaders.
- Sample guidelines for enlisting the leadership of parents and a commitment card for children are provided in **Appendix III**, along with several suggestions for planning family worships.
- The Adventurer leader can encourage private devotions in a number of ways.
  1. Share some personal experiences with private devotions.
  2. Talk of the benefits of a regular quiet time.
  3. Provide frequent occasions for children to discuss their experiences.
  4. Frequently discuss times, places and methods for enjoying the quiet time.
  5. Make available a wide variety of devotional reading.
  6. Help and encourage parents to assist their child in regular private (and family) devotions.
- The children or the leader may invite several adults to come and talk about their experiences with Bible study. Keep it short (5-10 minutes). Afterward, discuss the speaker's ideas. The children could make a chart showing what they learn from each person.

OR

Each child may write a question on a card and present it to the adult of his or her choice.

### **Evaluation**

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

## **MY SELF**

### **I. I Am Special**

#### **Requirement**

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

#### **Background Information**

This activity is designed to help children think about themselves as individuals, and to recognize some of the similarities and differences they share with other people. Young children tend to focus on external similarities and differences, but also enjoy talking about favorite things and things they dislike.

Some of the similarities that children may find as they work on their tracings include the fact that we all 1) have bodies, with similar needs and abilities; 2) have feelings, needs, and desires; 3) make wrong choices and mistakes sometimes; and 4) are special because God made us and loves each of us.



The children will recognize many differences in size; skin, hair, and eye color; general interests; and special abilities. People's differences and handicaps can be recognized as things that help each of us to be special (not as bad or scary things). The similarities we share make each of us a part of the great human family who can appreciate one another's differences and care for each other because we are all important to God.

### Teaching Tips:

- The tracings can be made in two general ways.
  1. If there is sufficient paper and space, have each child lie on a large sheet of white (butcher) paper while another child traces around his or her body with a water-color marking pen or dark crayon.
  2. Tracings may also be done by using a strong light to project a profile of each child onto a piece of paper that has been fastened to the wall. Another child can trace around the shadow with a pencil, crayon, or water-color marking pen.
- Next, have each child describe himself or herself using the following form. This may be done together at the teacher's direction, or various ideas may be written on cards so other adults may work with individuals. Drawings, cut-out pictures or written words and phrases may be used.

1. *Child's name, its meaning, how parents chose it*

2. *Physical Characteristics*

- ◆ eye/hair color
- ◆ length of foot, hand, arm
- ◆ fingerprint, footprint
- ◆ clothing
- ◆ age
- ◆ height
- ◆ weight
- ◆ birthday (earliest memory ...)
- ◆ home address
- ◆ phone number
- ◆ heart rate (sitting, running)

3. *Feelings*

I FEEL \_\_\_\_\_ WHEN \_\_\_\_\_

- ◆ lonely
- ◆ worried
- ◆ thankful
- ◆ happy
- ◆ angry
- ◆ embarrassed
- ◆ sad
- ◆ excited
- ◆ rejected
- ◆ afraid
- ◆ important

#### 4. *Special Abilities*

- ◆ best/nicest thing I ever did
- ◆ things I'm good at
- ◆ I feel good about me because ...

#### 5. *Likes and Dislikes*

- ◆ food color 4 animal
- ◆ things to do (alone, with friends or family)
- ◆ game or sport
- ◆ book
- ◆ tree or flower
- ◆ month or day
- ◆ number
- ◆ weather
- ◆ holiday
- ◆ hero
- ◆ Bible verse
- ◆ people
- ◆ Bible character
- ◆ Place
- ◆ song subject
- ◆ things to make

#### 6. *Ideas and Dreams*

- ◆ day dreams
- ◆ three wishes
- ◆ when I grow up I will be ...
- ◆ I believe in ...
- ◆ someday I hope ...
- ◆ something I want to change about myself is ...
- ◆ in 5/25 years I want to...

- Emphasize the importance of "internal" characteristics by first putting only physical things on the tracings. Ask whether the children can tell, from those things, whether a person would make a good friend or neighbor (see 1 Samuel 16:7).
- Display the tracings for children to discuss and enjoy. A picture of Christ and a heading such as "Jesus Made Us Special" may be hung above them.
- Take time to discuss similarities and differences with the children to help them learn to accept and appreciate each other for their uniqueness. Discuss any prejudices or stereotypes the children might face, and help them to deal with them.

### **Evaluation**

The child will complete a body tracing and decorate it with pictures and words that describe himself or herself.

## **II. I Can Make Wise Choices**

### **Requirements**

Play the What-if? Game.

### **Background Information**

The choices we make daily are based upon those things that we truly consider to be valuable. These values priorities strongly influence our feelings and thoughts. They influence our decisions even though we may be unaware of it. Often people claim to value something very highly but their actions show that there is a difference between what they claim to value and what they actually value. One example would be the mother who tells her child that honesty is a priority but who keeps extra change accidentally given her by a grocery store clerk. A drastic example of this problem is provided by the biblical Pharisees. They claimed to love God at the same time they were crucifying Him.

Examining the things we value is one of the first steps in wise decision-making. When faced with a decision, seven-year-old children can learn to say to themselves, "What is most important to me?" This activity enables children to practice decision-making based upon their decisions to commit their lives to Jesus.

### **Teaching Tips**

- Some problems that the children might consider in the "What-If? Game" include:
  - ◆ What if you had \$50, how would you spend it?
  - ◆ What if you had only one week to live, what would you do with it?
  - ◆ What if, of all the people in the world, you could choose only three friends. Which three would you choose?

The children or leader may suggest other problems. (The leader may read a story to the children, stopping to discuss solutions at the point where the problem is introduced.)

- Go over one of the problems listed above with the children, modeling how they can make a wise decision. Encourage them to ask:
  - ◆ What does the Bible say about this?
  - ◆ Is this just fun for now or will it help me live happily forever?
  - ◆ Is this really important to me?
- Allow children to work as pairs or individuals on the problem of their choice. As they present their solution to the group, they should use the questions above to explain why they think their solution is a good one. Allow for group discussion of each solution. (There is no single right answer.)

### **Evaluation**

The children will present and justify a solution to one of the problems listed above.

### **III. I Can Care for My Body**

#### **Requirement**

Earn the Fitness Fun Adventurer Award.

#### **Background Information**

In order to earn the Adventurer Award the children will complete the requirements listed below. See the *Manual of Adventurer Awards* for teaching helps and resources.

#### **FITNESS FUN**

1. List at least four things that contribute to physical fitness.
2. Run or jog 800 meters (approximately one-half mile)  
OR  
Run 50 meters in 10 seconds.
3. Make a high jump. (Record highest of four jumps.)
4. Jump or skip rope for three minutes.
5. Do three different stretches. Hold each for a minimum of 10 seconds.
  - a. Leg
  - b. Back
  - c. Arms/shoulders
6. Participate in an obstacle course.
7. Demonstrate your ability to do the following:
  - a. Ten sit-ups
  - b. Climb a pole, rope or tree
  - c. Hang from a bar with hands and knees
8. With your group, participate in an organized game that requires physical fitness; for example, ball game, relay race, leapfrog, etc.

#### **IV. AIDS Requirement**

## **MY FAMILY**

### **I. I Have a Family**

#### **Requirement**

Ask each member of your family to tell some of their favorite memories.

## Background Information

Every family has enjoyed special experiences. These may have been times that were particularly enjoyable or meaningful or that helped family members to feel close to each other. Often families have not considered which of their activities may be important to other family members. Many family members may have experiences that they treasure but that other members have not recognized as special.

**It is essential to be sensitive to the children's family situations (single parent, divided home, extended family, etc.). The various kinds of families should be emphasized, and some children may choose to use substitute families such as the Adventurer Club "family," the church "family," or another family that cares about them.**

## Teaching Tips

- Notes may be sent home with the children explaining the activity and its purpose.
- Children may talk individually with each family member about their favorite memories and share their findings with the entire family afterward; or the activity could be part of a family worship or supper-table discussion.

## Evaluation

The children will share by telling, drawing, or writing some of their family's favorite memories.

## II. Families Care for Each Other

### Requirement

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

- puppets
- role playing
- other

## Background Information

The home is the place where children first learn how to deal with disagreement and conflict. Techniques for conflict resolution are very seldom explicitly taught to children, but children pick up the habits of their parents and siblings by observing them deal with disagreement and conflict in their own lives. This modeling, whether positive or negative, has more effect on the way a young child deals with problems than does anything else. The child first develops his or her own personal techniques of dealing with conflict during disagreements with brothers and sisters.

This activity is designed to help every child learn positive ways of dealing with conflict and to begin to build personal habits of conflict resolution.

One of the first things that should be understood about disagreement is that disagreement is normal. A disagreement does not indicate that anyone is bad, wrong, or stupid. Disagreements can be very positive because they allow people to bring problems and feelings into the open so they can be resolved. Problems or feelings that are kept inside and not dealt with can cause a person to take out personal feelings on an innocent person or object (scapegoat), argue about insignificant details, or build up negative feelings that will

damage himself or herself, or someone else later on. Jesus never avoided speaking about those things that were important to Him, even though what He had to say often angered or disturbed His listeners.

What is important in dealing with disagreements is recognizing which feelings and ideas are worth bringing into the open and how this can be done in a positive way. Many conflicts can be avoided altogether, and others can be handled and resolved as small disagreements, by following some simple Christian principles. Some of these are listed here. If you choose to teach these principles, adapt the language to the children's level of understanding and use concrete examples or role playing.

- Respect other people's feelings and opinions, recognizing that we do not always have to agree but can often find a way to compromise or agree to disagree.
- Agree on basic rules of conduct (including God's law) and avoid people who are not willing to follow them.
- Act toward others with kindness, support, and cooperation.
- Uphold a commitment to not harm other people or their belongings.
- Practice gentle honesty and accuracy concerning facts, feelings, and goals.
- Be willing to admit it when you are wrong.
- Recognize that no one else is perfect either.

Children can learn a few simple steps that they can use to resolve a majority of their own disagreements, if they practice them with the encouragement of leaders and parents. These steps can be explained in many ways, but the basic idea is outlined below.

#### **WHEN YOU FEEL UNHAPPY WITH SOMEONE:**

**FIRST:** Think about it. (Ask yourself: Why am I feeling this way? What is the disagreement about? Why might the other person be acting this way? Is it something I can ignore or solve myself? Am I doing something to create the problem?)

**SECOND:** Talk about it privately. Listen. (Choose a good time and place. Tell how you feel and specifically why you feel that way. Listen carefully to the other person's feelings and try to understand why he or she is feeling that way. *Never* interrupt the other person when he or she is talking)

**THIRD:** Look for solutions. (Think of ways to solve the problem. This might include doing what you or the other person wants, finding a compromise, thinking of other ideas, or agreeing to disagree.) Choose one solution and act on it.

**FOURTH:** Ask for help if you need it. (Tell your problem to an adult you trust and ask that person to help you find a solution.)

This process helps children to follow the steps of conflict resolution that Jesus gives in Matthew 18. Rather than running immediately to friends or adults with a problem, or avoiding it altogether, children learn to go to the person with whom they have the problem and try to work it out on their own. Parents and leaders must allow and help children to use these techniques to solve their own interpersonal problems, only stepping in to help them use the steps, or if they have reached the fourth step.

By learning to handle small disagreements with siblings and friends as a young child, the Sunbeam will have gained the basic skills needed to handle problems and conflicts that will arise as he or she grows into a productive member of the church and of the world.

### Teaching Tips

- A poster is provided at the end of this section, presenting the steps that children can follow to solve their disagreements. Discuss these steps with the children.
  - As each step is discussed, the children may use puppets or role playing to show different ways in which they could carry out that step. It will be easier for the children to visualize if they are given a specific situation to deal with as they go through the steps (for example, someone cuts in line at the drinking fountain, or your brother borrowed your crayons without permission and broke them).
  - When the children have a basic understanding of the steps, give them a variety of different conflict situations to practice with, using puppets or pretending. Each child should have the opportunity to be part of a group dealing with one of the conflicts.
  - The children must practice these steps on several occasions before the steps will begin to become a part of their thought processes.
  - The children's knowledge of these steps will have no meaning until they begin to practice the steps themselves. To do this, adults will have to practice some steps too, including those that follow.
1. Refuse to hear children's tattling or complaints about each other until they have attempted to solve the problem themselves (except in emergency situations).
  2. If the child has not yet attempted to follow the problem solving steps, remind him or her of the steps and how to follow them.
  3. Supervise the child's attempts to follow the steps, if necessary. Many times children can solve the problem alone when reminded, but occasionally (especially at first) they may need some kind of supervision. The leader may need to ask the children to wait until a time when he or she can sit down with them, or it may be possible to supervise the problem-solving discussion by standing nearby and listening "with one ear" while supervising the rest of the group.
- The "When I Feel Unhappy With Someone" poster may be sent home with the children, together with a note explaining how it may be used.


### Evaluation

The child will demonstrate positive ways of dealing with disagreement, either in role playing or actual experience.

## WHEN I FEEL UNHAPPY WITH SOMEONE,



### I WILL:

1. Think about it.
  2. Talk about it privately with that person. Listen.
  3. Look for solutions.
  4. Ask for help, if necessary.
- 

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

#### Requirement

Earn the Road Safety Adventurer Award.

#### Background Information

The Road Safety Adventurer Award may be taught at home, at school, or as a part of the Adventurer Club activities. For teaching helps, see the *Manual of Adventurer Awards*.



## ROAD SAFETY

1. Identify and explain ten important road signs.
2. Tell when and where to cross the road safely.
3. Give road safety rules for:
  - a. Walking along the road.
  - b. Riding your bicycle.
  - c. Riding a horse.
  - d. Walking with a group.
4. Explain why you should wear a seat belt when riding in a car.
5. Listen to a highway patrol or other safety person talk about safety for children.
6. Play a safety game.

## MY WORLD

### I. The World of Friends

#### **Requirement**

Complete the Courtesy Adventurer Award.

#### **Background Information**

For additional information and helps to teach the Courtesy award, see the *Manual of Adventurer Awards*.

## COURTESY

1. Explain what *courtesy* means.
2. Explain the Golden Rule.
3. Learn and demonstrate good table manners.
4. Demonstrate how to answer the phone correctly. Demonstrate good telephone manners by
  - a. Making a telephone call to an adult, and
  - b. Making a telephone call to a friend of your choice.

OR

- a. Introduce an adult to a friend.
- b. Introduce your teacher to a parent.

5. Share an experience about a time
  - a. When an adult was courteous to you;
  - b. When you were courteous to another person.
  
6. Show acts of courtesy as you.
  - a. Ask for a drink,
  - b. Say thank you,
  - c. Apologize,
  - d. Greet a friend,
  - e. Share and take turns.

## **II. The World of Other People**

### **Requirements**

- A. Explore your neighborhood. List things that are good and things you could help make better.
- B. From your list, choose ways and spend time making your neighborhood better.

### **Background Information**

"The children should be so educated that they will sympathize with the aged and afflicted and will seek to alleviate the sufferings of the poor and distressed. They should be taught to be diligent in missionary work; and from their earliest years self-denial and sacrifice for the good of others and the advancement of Christ's cause should be inculcated, that they may be laborers together with God" (*The Adventist Home*, pages 486-487).

From a very early age, children need to begin to understand and enjoy their Christian responsibility to care for those around them. Strong habits of service can be built in early childhood by involving children in small duties and kindnesses in the home. As they get older, they can include in their concern the people around them, and they can learn to recognize and be interested in the needs of those they meet. By having the children visit people and places in their own neighborhoods, the leader can train the eyes and hearts of the children to see these needs and to direct their minds toward ways in which they can be of service to others. The neighborhood walk can also be a time of appreciation and learning about the special characteristics of their neighbors and neighborhood and to gain a better understanding of what a neighborhood is like and how it functions.

### **Teaching Tips**

- To prepare children for this activity, review Jesus' special trip to earth to help us, and point out some of the many places in the Bible where He asks us to help our neighbors. (See Resources for Sunbeam Classes, section entitled "My World Track, Part II, The World of Other People." This material appears at the end of the Sunbeam Class section of this manual.)
  
- Many Adventurer groups come together from a variety of neighborhoods. If you do this activity as a group, choose one neighborhood that is representative of the rest and that is easily accessible from the Adventurer meeting place.

- Become familiar with the neighborhood before taking the children out to explore. Make a list of some of the things you want the children to see.
- The children's walking tour should be leisurely and not more than an hour. Do not try to cover a whole neighborhood, but rather see some of the representative parts. Part of the tour may be completed by car or bus.
- Good things children might list include: community services, such as a fire or police station or grocery store; a special landmark such as a park, river, or special building; or a particularly nicely kept home or garden (not expensive, but orderly). Help the children to find as many of these things as possible on their own so they can enjoy a sense of exploration and discovery.
- Of the things the children could help make better, physical needs such as litter and orderliness will be most obvious. They may note a lack of places to play or a need for plants and other pretty things to look at. They may be led to recognize a lack of churches in the neighborhood and be led to consider the spiritual needs of their neighbors. Many discoveries, such as angry or unhappy-looking people, will be spontaneous and should be handled with care to prevent embarrassment or offense.
- Upon returning to the meeting room discuss and list the good things and the needs the children have seen. Many neighborhood needs may be beyond the scope of the Sunbeam to solve. Nevertheless, there are things that the Sunbeam can do, and the group should be led to recognize that they are serving Jesus and making a difference through any thing, big or small, that they choose to do with a caring heart.
- The children can list a number of different helping projects based on the needs they have seen. Then lead them to decide upon an activity or project they can do well and will feel a sense of accomplishment in completing. A few possibilities are suggested here. Encourage the children to add others that will be relevant to needs they have observed.

**Beautification.** Clean up a road, park, or vacant lot; plant flowers or trees.

**Visit shut-ins.** Plan programs for nursing homes or children's wards; adopt a grandparent; do yard work; wash windows; write letters and cards; make phone calls; make and deliver food or flower baskets.

**Help those in need.** Have clothing or food drives; raise funds for a special project; tutor first graders.

**Spiritual assistance.** Have special prayer bands; help with Vacation Bible School; have a fair booth; organize a neighborhood Bible club; distribute literature.

## Evaluation

The child will participate in the neighborhood walk and assist with the service project.

### **III. The World of Nature**

#### **Requirement**

Earn a Friend of Nature Adventurer Award.

#### **Background Information**

In order to earn the Friend of Nature Adventurer Award the children will complete the requirements listed below. Additional information and teaching helps are found in the *Manual of Adventurer Awards*.

#### **FRIEND OF NATURE**

1. Explain:
  - a. How to become a friend of nature.
  - b. How to pick a flower and when it is allowed.
  - c. How to protect trees, nests, etc.
2. List the names of three different trees and do a bark rubbing of each.
3. Collect four different kinds of leaves and compare them.
4. Explore (or observe with a magnifying glass) all the things you can see in a ten-square-foot area.

OR

Explore a yard or park and talk about what you see.

5. Take a nature walk and collect items of interest.
    - a. Show or tell about the items you found, and
    - b. Make them into a collage or poster.
- OR
- Visit one of the following and tell what you saw.
- a. Zoo
  - b. Park
  - c. Wildlife area
7. Grow one plant or one bulb and make drawings of it at three different stages of its growth.

### **SUNBEAM RESOURCE LIST**

**NOTE: The resources listed here are only suggestions, not requirements. Not all resources will be available in your division. Select and substitute local resources as available.**

# **BASIC TRACK**

## **I. The Adventurer Law**

### ***Be Obedient***

#### **Bible stories and texts**

Moses strikes the rock (Numbers 20)  
Saul Disobeys (1 Samuel 15)  
Jonah (Jonah)  
Ecclesiastes 12:13 "Fear God and keep his commandments  
Acts 5:29 "We must obey God ..."

#### **Songs**

##### *Sing for Joy*

"Teach Me Lord" No. 110  
"Trust and Obey" No. 113  
"A Happy Home" No. 136

### ***Be Pure***

#### **Bible texts**

Philippians 4:8 "... Whatsoever is pure..."  
Psalm 24:3, 4 "He who has clean hands and a pure heart ..."  
Matthew 5:8 "Blessed are the pure in heart ..."

#### **Songs**

##### *Sing for Joy*

"Dare to Be a Daniel" No. 116

### ***Be True***

#### **Bible stories and texts**

Jacob and Esau (Genesis 27)  
Ananias lies (Acts 5)  
Ephesians 4:25—"Put off falsehood and speak truthfully ..."

#### **Songs**

##### *Sing for Joy*

"I would Be True" No. 117

##### *Kids Sing Praise*

"Truth" No. 35

### ***Be Kind***

#### **Bible stories and texts**

The Widow of Zarephath (1 Kings 17:7-24)

David and Mephibosheth (2 Samuel 9:3-13)  
Ephesians 4:32 "Be kind...to one another ..."  
Matthew 5:44 "Love your enemies ..."  
Romans 12:10 "Be devoted to one another in brotherly love."

## **Songs**

*Sing for Joy*

"A Happy Home"—No. 136

## ***Be Respectful***

### **Bible stories and texts**

David and Saul (1 Samuel 17-31)  
Elisha and the bears (2 Kings 2:23)

## ***Be Attentive***

### **Bible stories and texts**

God calls Samuel (1 Samuel 3)  
Ten virgins (Matthew 25:1-13)  
Gethsemane (Matthew 26:36-46)

## ***Be Helpful***

### **Bible stories and texts**

Abraham and angels (Genesis 18:1-14)  
Abigail (1 Samuel 25:1-35)  
Good Samaritan (Luke 10:25-37)

## **Songs**

*Sing for Joy*

"Cross Over the Road" No. 131

## ***Be Cheerful***

### **Bible stories and texts**

Israelites grumble (Exodus 14:1-13)  
2 Corinthians 9:7

## **Songs**

*Sing for Joy*

"Smile" No. 107

*Kids Sing Praise*

"Grumblers" No. 47  
"I'll Be a Sunbeam" No. 52

## ***Be Thoughtful***

### **Bible stories and texts**

Widow's mite (Mark 12:41-44)

### ***Songs***

#### *Sing for Joy*

"Love at Home" No. 137

"God Bless Families" No. 138

### ***Be Reverent***

#### **Bible stories and texts**

Isaiah's vision (Isaiah 6:1-8)

Jesus in the temple (Luke 6:6-10)

Money changers (John 2:13-16)

### ***Songs***

#### *Sing for Joy*

"God Is in This Place" No. 46

"I was Glad" No. 144

"This Is God's House" No. 145

## **II. Reinforcement**

See **Appendix II**, "Earning the Reading Certificate," for resources and helps.

## **MY GOD TRACK**

### **I. His Plan to Save Me**

#### **Other Bible stories about salvation**

Noah (Genesis 6-8)

Paralytic healed (Matthew 9:1-8)

Parable of light (John 3:19-21)

#### **Songs about the assigned stories**

##### *Sing for Joy* —(Review and Herald)

"God Is So Good" No. 13

"John 3:16" No. 24

"For God So Loved the World" No. 26

"O, How He Loves You and Me" No. 28

"He's Alive" No. 84

"This Is the Day" No. 86

"He Is Lord" No. 87

## **Books and materials about the assigned stories**

### *Adults*

*Bible Teaching Pictures*. Several sets on the life of Christ. (Standard)

*Giant Bible Visuals: Jesus* (Rainbow)

White, E. G. *The Desire of Ages*, (Pacific Press)

### *Children*<sup>1</sup>

\*Maxwell, Arthur S. *Jesus, Friend of Children*

\*Morse, Joyce. *Where Is Jesus?* (Southern Publishing Assn.)

Reece, Colleen. *Three Special Letters*

\_\_\_\_\_ *About Jesus*

Storytime Adventures in the Life of Christ. Cassettes and puzzle book. (Voice of Prophecy)

\*Stump, Gladys Sims. *Baby Jesus* (Southern Publishing Assn.)

*The Life of Jesus* [A coloring book] (Standard)

<sup>1</sup> \* indicates a book that may be used to fulfill requirements for the Sunbeam Reading Certificate.

## **II. His Message to Me**

### **Other Bible texts about salvation**

Psalm 32:5 "I acknowledged my sin unto Thee ..."

1 John 3:4, 5 ". . . Sin is the transgression of the law."

Isaiah 44:22 "I have blotted out . . . thy transgressions."

John 14:1-3 "I go to prepare a place for you ..."

Romans 3:23 "All have sinned ..."

Galatians 1:3, 4 "[He] gave Himself for our sins ..."

James 4:17 "To him that knoweth to do good ..."

### **Songs about salvation**

*Sing for Joy* (Review and Herald)

"His Banner Over Me Is Love" No. 25

"I'm So Happy" No. 65

"Redeemed" No. 68

"Amigos de Cristo" No. 69

*Kids Sing Praise* (Brentwood)

"Assurance March" No. 13

"Thank You, Lord" No. 30

"We'll Call Him Jesus" No. 55

### **E. G. White quotations**

"If properly instructed, very young children may have correct views of their state as sinners and of the way of salvation through Christ" (*Testimonies*, vol. 1, page 400).

Teach them that the Savior is calling them" (*The Desire of Ages*, page 517).



"They will learn to hate sin and to shun it, not merely for hope of reward or from fear of punishment, but from sense of its inherent baseness—because it is degrading to their God-given powers...." (*Counsels to Parents, Teachers, and Students*, page 21).

"God wants every child of tender age to be His child, to be adopted into His family.... The whole current of their thought may be changed, so that sin will not appear a thing to be enjoyed, but to be shunned and hated" (*Child Guidance*, page 486).

## **Books and materials about salvation**

### *Children*

"God's Perfect Measuring Stick" - flannel graph story on Ten Commandments and need for salvation. (Standard)

Kraemer, Bonita. *Rules Mean Happiness*

## **III. His Power in My Life**

### **Bible stories and texts**

#### **Jesus**

Scriptures found (2 Kings 22, 23)

Bereans (Acts 17:10-13)

Deuteronomy 6:4-9 "These words shall be in thine heart ..."

Psalms 119:9-11, 105 "Thy word is a lamp ..."

Psalms 19:7-11 "The law of the Lord is perfect ..."

2 Timothy 2:15 "Study to shew thyself approved ..."

### **Songs**

#### *Sing for Joy*

"The Bible, God, Is Wise And True" No. 19

"I Am So Glad" No. 30

"Saints of God" No. 61

#### *Kids Sing Praise*

"The B-I-B-L-E" No. 16

"Thy Word Have I Hid in My Heart" No. 67

"Wonderful Words of Life" No. 71

### **E. G. White quotations**

"That spirit [Holy Spirit] loves to address the children and discover to them the treasures and beauties of the word. The promises spoken by the Great Teacher will captivate the senses and animate the soul of the child with a spiritual power that is divine" (*Counsels to Parents, Teachers, and Students*, page 172).

"The best way to prevent the growth of evil is to preoccupy the soil. The greatest care and watchfulness is needed in cultivating the mind and sowing therein the precious seeds of Bible truth" (*Messages to Young People*, page 282).

"We should make the Bible our study above every other book" (*Messages to Young People*, page 426).

"In arousing and strengthening a love for Bible study, much depends on the use of the hour of worship" (*Education*, page 186).

"In its wide range of styles and subjects, the Bible has something to interest every mind and appeal to every heart" (*Child Guidance*, page 505).

## **Books and materials**

### *Adults*

*Rhymes and Crafts: Learning from God's Word.* Teacher activity ideas, worksheets (Rainbow)

White, E. G. *Education*, pages 185-192 (Pacific Press)

\_\_\_\_\_ *Messages to Young People*, pages 253-264 (Southern Publishing)

\_\_\_\_\_ *Child Guidance*, pages 41-44, 505-515 (Review and Herald)

## **MY SELF TRACK**

### **I. I Am Special**

#### **Bible stories and texts**

Creation (Genesis 1, 2)

Psalms 139:14—"I am fearfully and wonderfully made ..."

1 Samuel 16:7—"Man looketh on the outward appearance ..."

#### **Songs**

##### *Sing for Joy*

"Lord, I Love to Stamp and Shout" No. 56

"We Grow in Many Different Ways" No. 58

##### *Kids Sing Praise*

"He's Still Workin' on Me" No. 26

"Being Big" No. 54

#### **E. G. White quotations**

"To know oneself is great knowledge. True self-knowledge leads to humility that will open the way for the Lord to develop the mind, and mold and discipline the character" (*Counsels to Parents, Teachers, and Students*, page 419).

"While we should not think of ourselves more highly than we ought, the word of God does not condemn a proper self-respect. As sons and daughters of God, we should have a conscious dignity of character in which pride and self-importance have no part" (*Review and Herald*, March 27, 1888).

"The Lord is disappointed when His people place a low estimate upon themselves. He desires His chosen heritage to value themselves according to the price He has placed upon them" (*The Desire of Ages*, page 668).

## **Books and materials**

### *Adults*

Kuzma, Kay. *Developing Your Child's Self-Worth*

### *Children*

"Me, I have feelings" —Task cards (Arden Press)  
*You Are a Very Special Person* (Pacific Press)

## **II. I Can Make Wise Choices**

Use ideas drawn from the children's own experiences to play the "What If?" game.

## **III. I Can Care for My Body**

### **E. G. White quotations**

"Every child and every youth should have a knowledge of himself. He should understand the physical habitation that God has given him and the laws by which it is kept in health" (*The Ministry of Healing*, page 402).

"The student of physiology should be taught that the object of His study is not merely to gain a knowledge of facts and principles. . . . The great requisite in teaching these principles is to impress the pupil with their importance, so that he will conscientiously put them in practice" (*Education*, page 200).

"There are but few among the young who have any definite knowledge of the mysteries of life. The study of the wonderful human organism, the relation and dependence of all its complicated parts, is one in which most mothers take little if any interest.... Teach your children to reason from cause to effect. Show them that if they violate the laws of their being they must pay the penalty in suffering" (*Counsels to Parents, Teachers, and Students*, page 126).

## **Books and materials**

### *Adults*

American Heart Foundation, National Center, 7320 Greenville Avenue, Dallas, TX 75231.  
Write for information.  
Carratello, Patricia. "My Body" Worksheets (about body organs) you can copy.  
(Crachioli/Smith)  
Schultz, Terry Louis and Linda M. Sorenson. *The Organic Puppet Theatre: Children's Exercises in Health Awareness* (Night Owl Press)

### *Children*

\*Barnard, Dr. Christiaan. *Junior Body Machine* (Crown)  
*Bodywise* —Workbook for elementary-age children (Concerned Communications)  
"Caselli, Giovanni. *The Human Body and How It Works* (Grosset and Dunlap)  
*Your Wonderful Body* (National Geographic Books)

# **MY FAMILY TRACK**

## **I. I Have a Family**

### **E. G. White quotation**

"We have nothing to fear for the future, except as we shall forget the way the Lord has led us, and His teaching in our past history" (*Testimonies, vol. 9, page 10*).

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

### **Bible stories and texts**

David and Saul (1 Samuel chapter 18 through 31)

Matthew 5:9—"Blessed are the peacemakers ..."

Matthew 5:23-24—"Be reconciled to thy brother ..."

Matthew 5:43-44—"Love your enemies ..."

Matthew 18:15-20—"Tell him his fault between he and thee alone ..."

Matthew 18:21-35—"Forgive ... until seventy times seven ..."

Romans 12:18—"Live peaceably with all men ..."

James 4:11 "Speak not evil of one another ..."

### **Songs**

*Sing for Joy*

"I Would Be True"—No. 117

"Blest Be the Tie That Binds"—No. 140

*Kids Sing Praise*

"He's Still Workin' on Me"—No. 26

"This Is My Commandment"—No. 29

### **E. G. White quotation**

"The word of the parents should be law, precluding all arguments or evasions. Children should be taught from infancy to implicitly obey their parents" (*Child Guidance, page 85*).

### **Books and materials**

*Adults*

Bisignano, Judy. "Relating," "Communicating" - Worksheets for children (Good Apple)

*Children*

Wilt, Joy. *A Kid's Guide to Handling Parents* (Word)

\_\_\_\_\_. *Handling Your Disagreements* (Word)

\_\_\_\_\_. *Surviving Fights With Your Brothers and Sisters* (Word)

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

For helps and resources to teach the Road Safety Award, see the *Manual of Adventurer Awards*.

## **MY WORLD TRACK**

### **I. The World of Friends**

For helps and resources to teach the Courtesy Award, see the *Manual of Adventurer Awards*.

### **II. The World of Other People**

#### **Bible stories and texts**

Good Samaritan (Luke 10:25-37)

Dorcas (Acts 9:36-42)

Matthew 25:31-46 "I was an hungered, and ye gave me meat?"

James 2:15, 16 "If a brother or sister be destitute ..."

#### **Songs**

##### *Sing for Joy*

"God Made Our Hands" No. 57

"We Are His Hands" No. 129

"God Calls Us" No. 130

"Cross Over the Road" No. 131

"Jesus Bids Us Shine" No. 133

"This Little Light of Mine" No. 134

##### *Kids Sing Praise*

"This Little Light of Mine" No. 40

"Is There Anything I Can Do?" No. 48

"Jesus Bids Us Shine" No. 58

#### **E. G. White quotations**

"There are many lines in which the youth can find opportunity for helpful effort. Let them organize into bands for Christian service, and the cooperation will prove an assistance and an encouragement" (*Education*, page 269).

"No recreation helpful only to themselves will prove so great a blessing to the children and youth as that which makes them helpful to others. Naturally enthusiastic and impressible, the young are quick to respond to suggestion" (*Education*, page 212).

"The children should be so educated that they will sympathize with the aged and afflicted and will seek to alleviate the sufferings of the poor and distressed. They should be taught to be diligent in missionary work; and from their earliest years self-denial and sacrifice for the good of others and the advancement of Christ's cause should be inculcated, that they may be laborers together with God" (*The Adventist Home*, page 487).

"Take up the work that should be done in your neighborhood, for which you are held responsible. Wait not for others to urge you to take advance steps" (*The Adventist Home*, page 488).

## Books and materials

### Children

Sisk, Laura. *Something Important* —story illustrating Matthew 25:40.

## III. The World of Nature

### Bible stories and texts

Parables of Jesus (See Luke chapters 10 through 15.)

Psalms

### Songs

#### *Sing for Joy*

"I See the Love of God in Every River" No. 34

"Can You Count the Stars?" No. 35

"God Knows Me" No. 47

"Every Flower That Grows" No. 55

"The Wise Man and the Foolish Man" No. 62

"Water of Life" No. 66

#### *Kids Sing Praise*

"Step Into the Sunshine" No. 23

"Wide, Wide As the Ocean" No. 38

"Praise God" No. 56

### E. G. White quotations

"The heart not yet hardened by contact with evil is quick to recognize the Presence that pervades all created things" (*Education*, page 100).

"So far as possible, let the child from his earliest years be placed where this wonderful lesson book shall be open before him" (*Education*, pages 100-101).

"Let the little ones play in the open air; let them listen to the songs of the birds, and learn the love of God as expressed in His beautiful works. Teach them simple lessons from the book of nature ... " (*Counsels to Parents, Teachers and Students*, page 146).

"Children should be encouraged to search out in nature the objects that illustrate Bible teachings, and to trace in the Bible the similitude drawn from nature. They should search out, both in nature and in Holy Writ, every object representing Christ, and those also that He employed in illustrating truth" (*Education*, page 120).

## Books and materials

### Adults

Coleman, William L. *Listen to the Animals: Devotionals for Families with Young Children* (Bethany House)

Kutac, Connie and Elsie Lucas. *Nature Tails and Scavenger Haunts*

### Children

Ricchiuti, Paul. *My Very Best Friend* (Pacific Press)



**BASIC REQUIREMENTS**

**I. Responsibility**

- A. Repeat from memory the Adventurer Pledge and Law.
- B. Explain the Pledge.

**II. Reinforcement**

Earn the Builder Reading Certificate.

**MY GOD**

**I. His Plan To Save Me**

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

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

- B. Plan a skit or newspaper story about one of the stories above to show someone how to give one's life to Jesus.

**II. His Message To Me**

Earn the Bible II Adventurer Award.

**III. His Power In My Life**

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

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

**MY SELF**

**I. I Am Special**

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

**II. I Can Make Wise Choices**

Earn the Media Critic Adventurer Award.

**III. I Can Care For My Body**

Earn the Temperance Adventurer Award.

**IV. AIDS Options**

**MY FAMILY**

**I. I Have A Family**

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

**II. Families Care For Each Other**

Play the Love Game.

**III. My Family Helps Me Care For Myself**

Complete the Wise Steward Adventurer Award.

**MY WORLD**

**I. The World Of Friends**

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

**II. The World Of Other People**

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

**III. The World of Nature**

Earn an Adventurer Award for nature, not previously earned.

**Instructors Check Off List**

**BASIC REQUIREMENTS**

- I. A. \_\_\_\_\_
- B. \_\_\_\_\_
- II. \_\_\_\_\_

**MY GOD**

- I. A. \_\_\_\_\_
- B. \_\_\_\_\_
- II. \_\_\_\_\_
- III. A. \_\_\_\_\_
- B. \_\_\_\_\_

**MY SELF**

- I. \_\_\_\_\_
- II. \_\_\_\_\_
- III. \_\_\_\_\_

**MY FAMILY**

- I. A. \_\_\_\_\_
- B. \_\_\_\_\_

**MY WORLD**

- I. A. \_\_\_\_\_
- B. \_\_\_\_\_
- II. A. \_\_\_\_\_
- B. \_\_\_\_\_
- III. \_\_\_\_\_

## BASIC REQUIREMENTS

### I. Responsibility

#### Requirements

A. Repeat from memory the Adventurer Pledge and Law.

**THE ADVENTURER PLEDGE**

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

**THE ADVENTURER LAW**

• Be obedient.	• Be attentive.
• Be pure.	• Be helpful.
• Be true.	• Be cheerful.
• Be kind.	• Be thoughtful.
• Be respectful.	• Be reverent.

B. Explain the Adventurer Pledge.

#### Background Information

The Adventurer pledge serves as a regular reminder of the importance of striving for excellence, and as a spoken commitment to work toward this goal. The words, *Because Jesus loves me*, provide the children with the ultimate reason for doing their best. "Whether you are rich or poor, great or humble, God calls you into active service for Him. It will be by doing with your might what your hands find to do that you will develop talent and aptitude for the work" (*Testimonies, vol. 9, page 129*). Each child's best is different and valuable to God.

By the time children reach the Builder class, they will be thoroughly familiar with the Adventurer Pledge and Law. They should have had many opportunities to discuss and apply them to their daily lives. Explaining the pledge to another person will help children think more deeply and clearly about it.

#### Teaching Tips

- Review the pledge and law in a way that will inspire the children to understand it and strive to fulfill it. Related Bible stories, songs, and texts for discussion are suggested in the **Resource list** at the end of this Builder section.
- Have each Builder choose one person such as a leader, family member, younger Adventurer or friend, and explain the pledge to that person.
- Repeat the pledge and law at every Adventurer meeting. Refer to the pledge at appropriate times during the course of other activities. Thus it will not only become a part of the children's rote memory but also of their daily thoughts, actions and choices.



## Evaluation

The children will repeat the Adventurer Pledge and Law and explain the pledge to at least one person.

## II. Reinforcement

### Requirement

Earn the Builder Reading Certificate.

### Background Information

The Builder Reading Certificate is awarded to children who read or have someone read the following to them.

1. Five chapters from the book of Acts in a modern translation of the Bible
2. Two books, from two of the following categories:
  - ◆ A book about church history
  - ◆ A book about how to care for your body
  - ◆ A how-to book
  - ◆ A book about your country
  - ◆ A book about missions

The Builder reading requirements are directed specifically toward the topics the children will be covering in the Adventurer curriculum. **(Readily available books that may be used to fulfill these requirements are to be selected and recommended within each division.)**

### Teaching Tips

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

### Evaluation

The children will turn in lists, signed by an adult, giving the name and topic of each book read, or the child may tell the story of each book to an adult.

## I. His Plan to Save Me

### Requirements

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

- Paul
- Martin Luther
- Ellen White
- Yourself

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

B. Plan a skit or newspaper story about one of the stories above to show someone how to give his or her life to Jesus.

### Background Information

The Builder requirement expands upon the basic understandings of salvation that were presented at the Sunbeam level. Throughout the Adventurer class work, beginning with the Busy Bee class, children have been encouraged to make decisions for Jesus. At the earliest levels, children were encouraged to choose to be thankful for Jesus' watch-care and to obey His good rules. Later they learned to choose to let Jesus rescue them from sin by asking for His forgiveness and accepting His help to do better.

Most Builders have reached a level where they are ready to begin thinking about accepting Christ as their personal Savior and committing their lives to Him. Some may have already done so, while others have not yet grasped this concept or made a decision. This requirement is designed to emphasize the central importance of giving one's life to Jesus and to help children to understand how this can be done.

Three simple steps may be outlined for children to follow in giving their lives to Jesus.

1. I am sorry for my sins. I want to be forgiven.
2. I ask Jesus to forgive me and change my heart. I give myself to Him to live for Him.
3. I believe that He has forgiven me, that I am a part of His family, and I choose to live for Him. I am a new person.

Each of the stories used on the Builder's story chart provides an example of how a person has committed his or her life to Jesus.

Paul's conversion experience demonstrates how dramatically a commitment to Jesus Christ can change one's life. Until Paul discovered who Jesus really was, he was dedicated to doing things that were harmful and cruel (even though he thought they were right). When Paul met

Jesus on the road to Damascus, he recognized his mistake and became sorry for what he had done. He chose to be baptized in order to show his decision to die to his old life and to live a new life for Jesus. Because Paul chose to believe in Jesus and to live for Him, Jesus changed Paul. Paul became one of His greatest witnesses.

The Philippian jailer saw that Paul and Silas seemed to be happier and kinder than anyone he had ever met. He was impressed by the way they behaved while in the jail and asked them why they acted that way. Paul and Silas told him all about Jesus and how He had helped them to become good and happy. The jailer decided that he wanted to belong to Jesus too. He was baptized and, instead of hurting Paul and Silas again, he cared for their wounds and listened carefully to what they had to say.

The stories of Martin Luther and Ellen White show that God's interest in the people of earth did not end with the New Testament. Both experienced genuine conversion. They stood firmly for Christ through many difficult trials to make great contributions to God's work of preparing people for His coming.

The story chart activity gives the children an understanding of how these stories, and our own personal stories, fit into the span of history since Jesus lived on earth. These stories illustrate the experiences of: 1) the New Testament church; 2) the church of the Middle Ages; 3) the beginnings of the Adventist church; and 4) the child's personal place in history. This brings us back to the Second Coming of Jesus that was introduced at the Busy Bee level, and which may be reviewed and appreciated once more.

### Teaching Tips

- **The following pages contain a description of how to assemble the Bible story chart. A similar chart, relating to the stories covered in the classroom or Sabbath School, may be made by following the same basic instructions and inserting pictures from other sources.**
- The story chart may be used in three different ways.
  1. Place the pictures on a large wall story chart, adding each new picture as you tell the story. The children may refer to this chart as they work on their own charts and as they learn about other stories from the Bible and from history.
  2. The leader may provide the children with a practice activity by making available a blank chart and the pictures, stories, and labels provided on the following pages. The children may set the blank chart on the floor and place the pictures, stories and labels in order on the chart.
  3. Children may also color the pictures and create their own story charts or story chart booklets.
- In the first presentation, use the story chart to give an overview of the battle between good and evil and to show how the Builder stories fit into that battle.
  1. Review the sections of history covered by the Busy Bee class (Creation and Jesus' second coming) and Sunbeam class (life, death, and resurrection of Jesus). (The pictures and labels describing these events may be placed on the story chart in black and white.)

2. Have the children color the new Builder pictures and add them to the story chart as you briefly describe how they fit into God's plan of salvation. Briefly discuss the stories and pictures from these levels.
- After giving children an overview of the story chart, deal with the stories in more detail by spending one or more worships or class periods working with each story. Help the children to identify with each person and to understand the steps that the characters went through as they committed their lives to Jesus.
  - Participation in a skit will help the children become more personally involved in the story. An impromptu skit may be enacted by allowing children to take the parts of the various characters, acting and speaking in the way they feel the character would have done. Present the skit immediately or practice it several times. A written skit may also be used, one in which the children practice reading or learning the lines. Props may be as simple or complex as desired.
  - The children may also prepare a "newspaper" from the time in which the story took place. Some may write articles from different perspectives (for example, a head priest, a soldier, or a Christian writing about Paul's conversion). Others may prepare pictures, articles, advertisements, etc., that fit in with that time and place.
  - The primary focus of these stories is to help and encourage the children to give their lives to Jesus. Not all will be ready or willing to commit their lives at this time, but the children should understand what it means and how they can do so. (Do not pressure them to make a decision before they are ready.) Use the following steps to help them do this.

1. Pray for the Holy Spirit's leading.
2. Ask the children if they would like to make a decision to give their lives to Jesus.
3. Suggest to the children that their decisions are real and personal by indicating their decision in a specific way. (Children could write God a special letter, or talk with the leader after class.)
4. Many children will find it easier to take this step if they are encouraged to make a private, inner decision at first. Later, they may make their decision public by telling a parent, a leader, or friends.

- The children may share their skits or newspapers with other individuals or with groups during a club or classroom worship or Sabbath School special feature.

### **Evaluation**

The children will correctly place the pictures and labels on the story chart. They will present and discuss how they used the skit or newspaper story to show someone else how to give their lives to Jesus.

## **MAKING A STORY CHART**

A simple method for making a basic story chart is described below. It is designed for use with the smaller pictures and labels provided. The measurements may need to be larger if you desire to use larger pictures.

### **Materials**

- six sheets of 9" X 12" (22.5 X 30 cm.) purple construction paper
- two sheets of 9" X 12" (22.5 X 30 cm.) yellow construction paper
- rubber cement or craft glue
- pictures provided on the following pages or collected to illustrate the stories studied in the classroom or Sabbath School
- clear contact paper or laminating film

### **Directions**

1. Glue the purple construction paper together end-to-end to make a long narrow length of paper, as illustrated on the following page. (The six sheets represent the 6,000 years of biblical history. These sheets are a dark color to represent the fact that during this time the earth is suffering from the effects of evil and sin.)
2. Next, glue one sheet of yellow paper to each end of the purple paper. (Yellow represents the time of joy and happiness before sin entered, and the time when Jesus comes again to destroy sin and take us to heaven.) Cut the yellow sheets at either end of the story chart in a wavy line. (This shows that time continues in both directions.)
3. Make a copy of the smaller pictures, labels and stories provided on the following pages. Have the children color them, cut them out, and mount them on heavier paper.
4. The chart may now be hung on the wall or used by the children or leader in presenting or practicing the story. (The story chart and its parts may be laminated or covered with clear Contact to allow children to manipulate it freely without fear of damage.)
5. The diagram on the next page shows how the stories for each year fit together on the story chart to make a whole. (The pictures and labels from previous years may be copied and fastened permanently to the story chart in black and white form. This will help the children understand how the stories they are now learning fit in with the stories they learned previously.)

# Putting Together the Bible Story Chart

## Busy Bee

Creation	Sin and sadness begin		Jesus cares for me today	Jesus' second coming	Heaven
----------	-----------------------	--	--------------------------	----------------------	--------

## Sunbeam

		Jesus' birth	Jesus' life	Jesus' death	Jesus' resurrection	
--	--	--------------	-------------	--------------	---------------------	--

## Builder

			Paul	Martin Luther	Ellen White	Myself	
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## Helping Hand

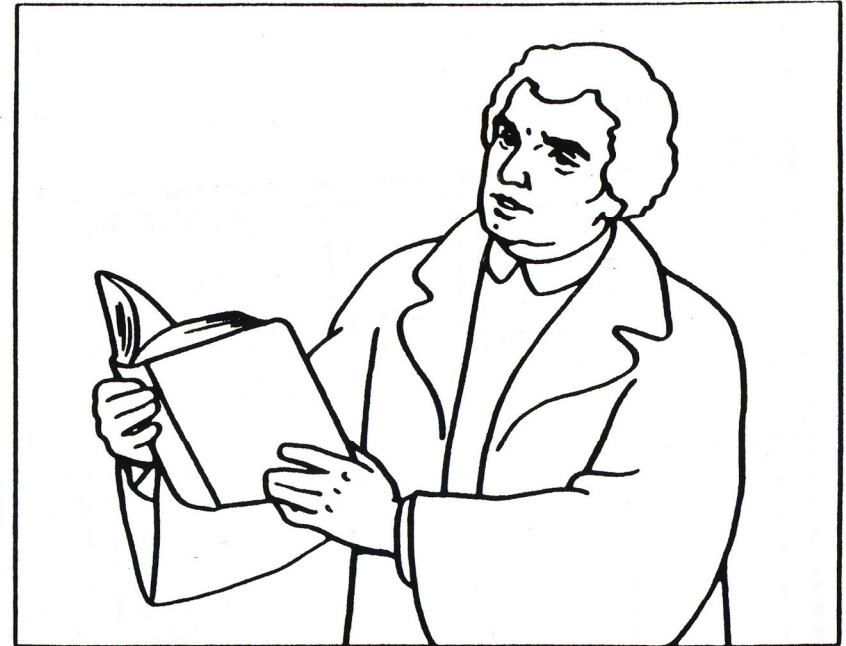
		Noah	Abraham	Moses	David	Daniel	
--	--	------	---------	-------	-------	--------	--

## Bible Story Chart Pictures



### **THE DISCIPLES ARE JESUS' LOVE**

The disciples shared Jesus' love with everyone. Because Paul and Silas were so joyful and kind, the Philippian jailer decided to live for Jesus, too.



### **GOD'S CHURCH DISOBEYS**

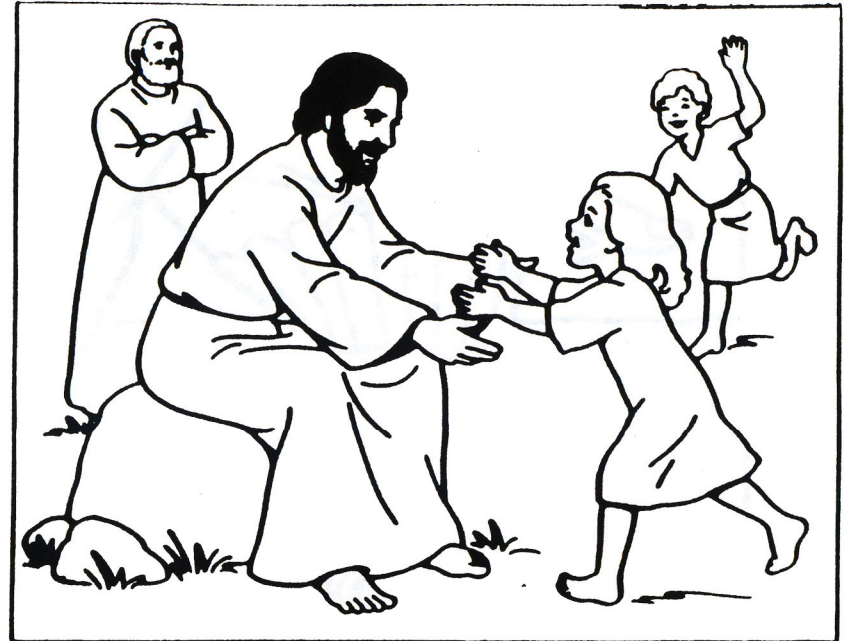
Many people began to disobey what Jesus taught in the Bible. Martin Luther was excited when he read what the Bible really said about God's love and forgiveness.

## Bible Story Chart Pictures



### **GOD'S CHURCH PREPARES FOR HIS COMING**

About 150 years ago, people who were studying their Bibles realized that Jesus would come very soon. They began to get ready to meet Him. God gave Ellen White special dreams to help them.



### **(Child's Name) \_\_\_\_\_ GETS READY TO MEET JESUS**



THE DISCIPLES ARE JESUS' LOVE



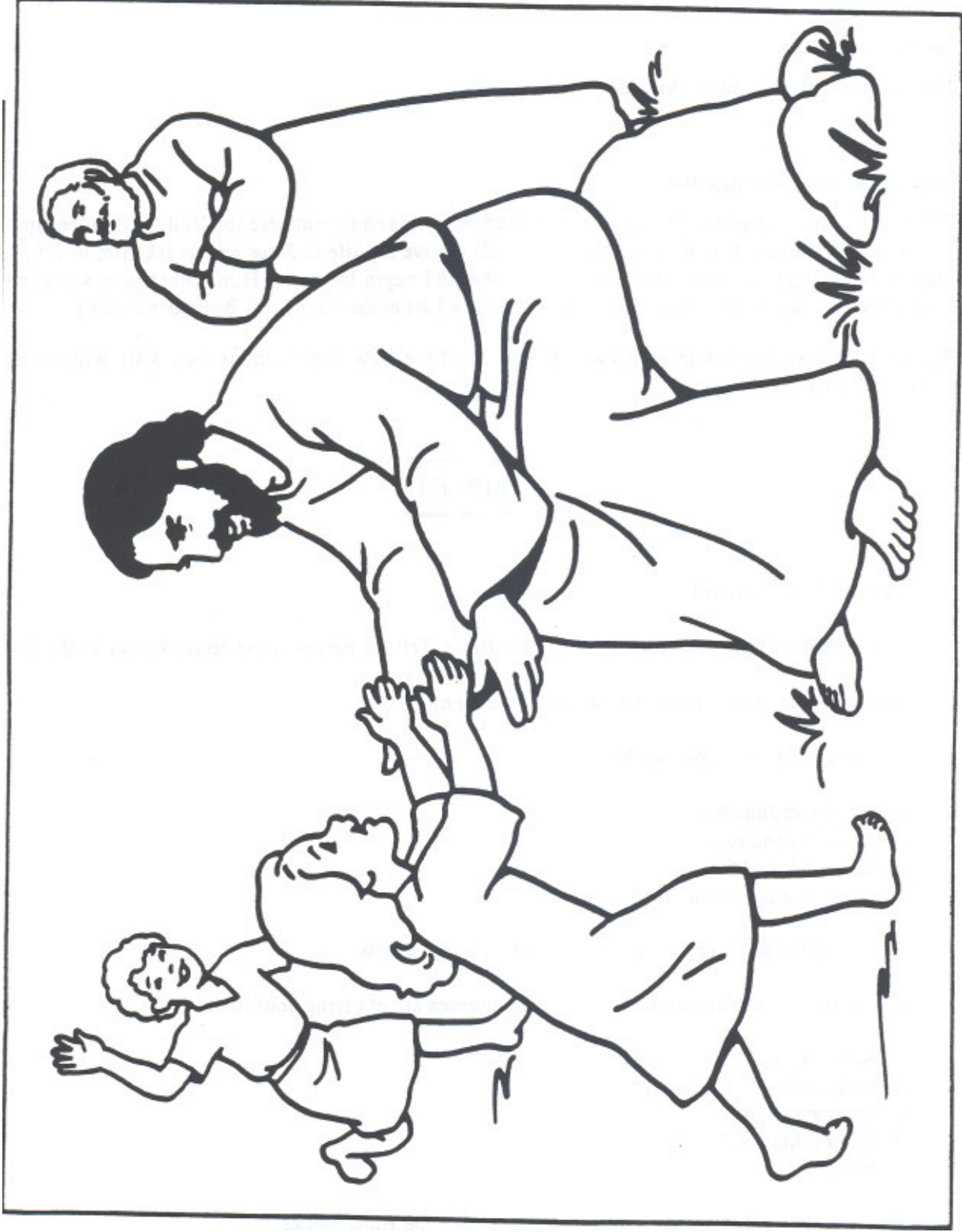
GOD'S CHURCH DISOBEYS



**GOD'S CHURCH PREPARES FOR HIS COMING**



GETS READY TO MEET JESUS



## II. His Message to Me

### **Requirements**

Earn the Bible II Adventurer Award.

### **Background Information**

The memory verses listed in this requirement have been chosen to reinforce the Builder's understanding of the steps of salvation: 1) to be sorry for my sins; 2) to give my life to Jesus and to ask Him to forgive and change me; and 3) to believe that He has done this and begin living for Him. Other verses dealing with these concepts may also be chosen. (See the **Resource List** at the end of this **Builder** section.)

The Builders may gain a familiarity with the books of the New Testament as they work with the stories, verses and story chart.

### **BIBLE II**

1. Earn the Bible I Award. (if not previously earned)
2. Recite in order all the books of the New Testament.
3. Tell or act out the following Bible stories:
  - a. David and Jonathan
  - b. Abraham and Isaac
  - c. Noah and the Flood
  - d. Samuel called by the Lord
4. Read or listen to a tape of the first nine chapters of Genesis.
5. Memorize and explain three of the following verses about giving your life to Jesus.
  - a. Acts. 16:31
  - b. John 1:12
  - c. Galatians 3:26
  - d. 2 Corinthians 5:17
  - e. Psalm 51:10
6. Play active or paper games to enjoy and remember the Bible stories.

### **Teaching Tips**

- The memory verses may be chosen by the child with the help of the leader. Read and discuss each verse before choosing three verses that will be most helpful to the child at this point in his or her experience with Jesus. The foremost goal in learning the memory verse is for the child to understand its meaning and its application to everyday life.
- As the child repeats each memory verse, ask him or her to explain what it teaches about how to live for Jesus.
- A wide variety of techniques for teaching the memory verses are explained in **Appendix III**.
- Refer to the Scriptures frequently while working with the story chart. In this way memorization of the names of the books of the New Testament will be made simpler and more meaningful.

## Evaluation

The children will memorize, repeat, and explain three Bible verses, name the books of the New Testament, and complete all other requirements for the Bible II Adventurer award.

## III. His Power in My Life

### Requirements

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

### Background Information

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

Because families have widely differing schedules and levels of commitment, and because children have differing levels of ability and interest, the requirement leaves the frequency, length and format of these "quiet times" open. These factors can be decided upon by the child in consultation with a parent or leader ranging from the ideal of daily morning and evening devotions to a minimum of weekly Sabbath, class, or club worship for those who are unable to participate in any other way. In the beginning, a parent or other adult will need to spend the quiet time with the child, teaching him or her how to enjoy spending time with Jesus.

There are many different ways in which children learn more about Jesus. By listening to other Christians talk about their experiences with Bible study, the children can see that He is important to real people and will become aware of some of the ways to live for Him.

### Teaching Tips

- Present the importance of private devotions after the child has become acquainted with Jesus' love and plan for him or her. Establishing a habit of spending time with Jesus as a friend requires dedicated guidance and supervision from both parents and leaders.
- A sample letter enlisting the leadership of parents and a commitment card for children are provided in **Appendix III**, along with several suggestions for planning family worships.
- The Adventurer leader can encourage private devotions in the following ways.
  1. Share some personal experiences with private devotions.
  2. Discuss the benefits of a regular quiet time.
  3. Provide frequent occasions for children to discuss their experiences.
  4. Frequently discuss times, places and methods for enjoying the quiet time.
  5. Make available a wide variety of devotional reading.
  6. Help and encourage parents to assist their child in regular private (and family) devotions.
- The children or the leader may invite several adults to come and talk about why they are

thankful to be Christians. Keep it short (5 to 10 minutes). Afterwards, discuss the speaker's ideas. The children could make a chart showing what they learn from each person. Or each child may write a question on a card and give it to the person of his or her choice.

## **Evaluation**

The children will present and discuss their quiet time commitment cards and talk about what they have learned about the joy of living for Jesus.

# MY SELF

## **I. I Am Special**

### **Requirement**

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

### **Background Information**

Children gain a sense of self-worth and meaning in their lives when they know that they are important and needed. Each child has a contribution to make to the world. An analogy can be made to the parts of the human body or the notes in a musical score. Every part is of vital importance. Without the unique contribution of each part, the "whole" would be incomplete and unable to function properly.

God gives each child the ability to act in loving and caring ways. Some types of service such as courtesy, encouraging words, willingness to help with tasks, a simple smile or standing for what is right are available to us all. Other types of service are done best by those gifted with particular talents, such as tutoring in math, fixing a broken toy, or creating art work. Thinking about ways of serving others can be of great value to the children, molding their minds to think as Jesus did.

### **Teaching Tips**

- The **Resource List** at the end of this **Builder** section contains stories, songs, and Bible texts that may be used in motivating children to recognize the importance of Christian service.
- Together, list various ways to be of service to God and others. Encourage the children to search for new ways they can be involved in service. Let the children choose several ways to illustrate service in their projects. They may want to create a class display or to work on their own projects individually.
- The children may use a simple camera to add excitement as children "catch each other" in acts of service, or they may work together to set up and photograph scenes of various ways they can be of service.
- Provide note paper for the children to write "happygrams" or appreciation notes for acts of helpfulness and service they have observed in one another. These may be written throughout the day and read together at the end of the Adventurer time or done as a group

with each child writing a note to each of the other children and then exchanging them.

- The scrapbook, collage, or poster may contain photographs, appreciation notes, drawings and written descriptions of ways the children can be of service. If done well, the children will treasure these projects for years to come.

### **Evaluation**

The child will produce a scrapbook, poster, or collage that illustrates ways he or she can serve God and others.

## **II. I Can Make Wise Choices**

### **Requirements**

Earn the Media Critic Adventurer Award.

### **Background Information**

In order to earn the Adventurer Award, the children will complete the requirements listed below. Additional information and helps for teaching the Media Critic award are found in the *Manual of Adventurer Awards*.

### **MEDIA CRITIC**

1. Explain what is meant by the term *media*. Give four examples. Explain what is meant by the term *critic*.
2. Discuss three principles that help us form good reading, viewing and listening habits.
3. Keep a log of the time you spend each day with the different types of media. Note whether the media is Christ-centered or secular. Do this for two weeks.
4. Do one of the following with an adult.
  - a. Watch TV.
  - b. Read a story.
  - c. Listen to a tape.
5. With an adult, use a television guide, book club listing, etc., to choose what you will watch or read next week. Become a "Media Critic" and discuss together the good and bad points of each.
6. Listen to the beginning of a short story and add your own ending.

## **III. I Can Care for My Body**

### **Requirement**

Earn the Temperance Adventurer Award

### **Background Information**

In order to earn the Adventurer Award the children will complete the requirements listed below. Additional information and teaching helps are found in the *Manual of Adventurer Awards*.



## TEMPERANCE

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. Talk to a doctor/nurse or discuss with another adult the harm in using —
  - a. Tobacco
  - b. Alcohol
  - c. Other drugs

OR

Watch and discuss a film or video on the dangers of using any of the above.

4. Tell why some people choose to smoke, drink alcohol or use drugs. Tell how we can choose not to use them ourselves.
5. Plan a skit or play encouraging others to say "NO" and perform it with your group.
6. 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.

### **III. AIDS Information**

## **MY FAMILY**

### **I. I Have a Family**

#### **Requirements**

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

B. Find a story in the Bible about a family like yours.

### **Background Information**

Nothing in life remains the same. Every family undergoes changes. Some of these changes are pleasant and others are painful, but all of them require adjustments for the child. Helping children to talk about their feelings and thoughts of joy or pain is one of the first steps in dealing with change. Some ideas for helping children deal with change are listed here for your use.

1. Accept the fact that the change has happened, whether good or bad.
2. If bad, find out if you helped to cause it. (Children often blame themselves for problems and need to know it is not their fault.)
3. Talk about your thoughts and feelings with someone you trust.
4. Laugh or cry if you feel like it.
5. Do anything you can to help your family adjust to the change. (Action makes one feel effective and helps to deal with stress.)
6. Share love with others.

Some of the major changes in the family are caused by additions to the family. Bible stories illustrating these changes include:

- ◆ New siblings: Baby Moses
- ◆ Foster or adoptive children: Samuel, Moses, Esther
- ◆ Blended families: Jesus
- ◆ Other family additions (extended family): Timothy's grandmother

Other dramatic changes in the family are caused by separation or loss. Bible stories dealing with these changes include:

- ◆ Death: Isaac, Lazarus, Jesus
- ◆ Divorce: David and Michal
- ◆ Rebellion: Cain, Jacob, Joseph and his brothers
- ◆ Illness: People Jesus healed
- ◆ Moving: Adam and Eve, Abraham and Sarah, Ruth, Israelites

Another very happy change that happens to some families is conversion to Jesus Christ and joining a church. The story of the Philippian jailer, which the Builders are studying this year, provides an excellent example of this.

### **Teaching Tips**

- This activity may be introduced by telling a simple story about a change that happened in your family and how you reacted to it. This will help the children to understand the

purpose of the activity and to feel more comfortable in talking about their feelings.

- Ask each child to think of one change that has happened in his or her family recently. Then help each child to choose and discuss one of the Bible families whose situation was most similar to his or her own.
- The child may then read about that biblical family and tell, write or draw a picture about what he or she can learn from that family's experience.

### **Evaluation**

The child will tell, write, or draw a picture about a Bible family similar to his or her own.

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

### **Requirement**

Play the Love Game.

### **Background Information**

The family is a special blessing that God has given to each of us. This activity can help children to remember the specialness and value of each of their family members, and to practice showing appreciation for each person's contribution.

**To play the Love Game, have each family member plan a special way to show appreciation to each of the other members of the family.**

### **Teaching Tips**

- Introduce this activity by reviewing with the children some of the reasons to appreciate their parents, siblings, and other family members. Discuss different ways of showing appreciation. Send a note home with the children explaining to parents how to play the Love Game at home. (A sample letter is provided at the end of this section.)
- This activity may be presented to the family at one of the Adventurer parent meetings. Use stories, discussion or a film to help families focus on reasons to appreciate each family member. Then provide time at the end of the meeting for family members to plan and initiate their ways of showing appreciation.
- Have children report to the class things they especially liked about playing the Love Game with their family. (In this way, the teacher can keep track of each family's participation.)
- Be sensitive to the children's family situations (single parent, divided home, extended family, etc.). Emphasize the various kinds of families and, if necessary allow children to use substitute families. Examples of substitute families include the Adventurer Club "family," the church "family," or an-other family that cares about them.

### **Evaluation**

The children will play the Love Game with their families and share the results with the class.

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## SAMPLE PARENT LETTER INTRODUCING THE LOVE GAME

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Date

Dear Parent:

One of the requirements that your child must complete this year in order to earn the Builder pin in Adventurer Club involves participating in a special activity with the family. This activity is designed to help family members recognize and express their appreciation for each other.

The Love Game works best when all the family members play it together. It can be played at family worship, family meeting, Sabbath afternoon, or as a special family night. Sit down together and list some of the special reasons for appreciating each of the members of your family. Then allow each family member to plan a special way to show his or her appreciation to each of the other members of the family.

Some ways of showing appreciation to family members might include writing notes telling what you especially appreciate about one another or planning a special activity, favor or gift for each member of the family. These may be given to each other in the form of a specially designed coupon that may be redeemed at a later date.

When all the notes or coupons are complete, it is fun to sit down with the entire family to read them. You will enjoy the feelings of pride and appreciation. You may want to discuss how each person's special attributes contribute to family happiness.

I hope you find the Love Game a valuable experience for your family. Please let me know if you have any questions.

Sincerely,

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

#### **Requirement**

Complete the Wise Steward Adventurer Award.

#### **Background Information**

Additional information and helps for teaching the Wise Steward award are found in the *Manual of Adventurer Awards*.

#### **WISE STEWARD**

1. Describe a wise steward.
2. With an adult, find a text in the Bible that tells who owns everything on earth.
3. Explain Malachi 3:8-10. Be able to fill out your own tithe envelope.
4. Make a poster showing some of the things your Sabbath School offerings are used for.
5. Listen to the Bible story of a widow and her small offering.
6. Tell how and why a wise steward will care for his or her belongings.

## **MY WORLD**

### **I. The World of Friends**

#### **Requirements**

- A. Make friends with a person who has a handicap or a person of another culture or generation.
- B. Invite that person to a family or church event.

#### **Background Information**

Children learn prejudice toward others from the people and places around them. Their experiences, or lack of experiences, with different kinds of people may cause them to accept inaccurate stereotypes about what an entire group of people is like. It is through learning about, and associating with, a wide variety of people that prejudices can be broken down. In this way a more accurate understanding of people as valuable individuals develops.

To be prejudiced toward someone means to pre-judge that person and to treat him or her in a different way. The problem with pre-judgments is that they are often untrue and they cause us to treat people unfairly. Prejudice may involve stereotypes about age, race, country of origin, religion, looks, intelligence, gender, political beliefs, culture, or economic status.

Some ideas for helping children to become aware of prejudice and learn to avoid it are given below.

1. Recognize that everyone has the same basic feelings and needs and wants to be loved, trusted and respected.
2. Learn to tell the difference between a fact and an opinion.
3. Keep an open mind about each person you meet.
4. Spend time developing friendships with people about whom you know very little.

### **Teaching Tips**

- Use a story or personal example to help the children understand what prejudice is and why it is so damaging. (See the **Resource List** at the end of this **Builder** section for suggestions.)
- Work with the children individually (or as a group) to choose a person (or group of people) to make friends with. (Tact should be used in helping the children realize and communicate the fact that they are doing this activity to learn more about some very special people and not to embarrass anyone in any way.)
- The children could become involved with people in one of the following places.
  - ◆ A nursing home
  - ◆ A school for the blind, deaf, or mentally challenged
  - ◆ A church club, Sabbath School class, or school where most people are of another race, etc.
  - ◆ Their own neighborhood
- After spending time with other people and building friendships, the children may invite them to a special program at the church, school, or home, or may invite them to join the Adventurer Club or Sabbath School.

### **Evaluation**

The children will tell about their new friends and the activity they shared together.

## **II. The World of Other People**

### **Requirements**

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

### **Background Information**

Builders need to have a beginning awareness of their country and what it stands for.

### **Teaching Tips**

- The children may prepare a booklet or bulletin board about their country. The booklet could include things such as those listed below.

- ◆ a copy of the national anthem
- ◆ a drawing of the flag, with parts and symbols labeled
- ◆ a map of the country showing the capital city
- ◆ a picture or description of the country's leader
- ◆ pictures of interesting places
- ◆ other interesting information

### **Evaluation**

The child will demonstrate knowledge of his or her country's flag, anthem, capital and leader.

## **III. The World of Nature**

### **Requirement**

Earn an Adventurer Award for nature, not previously earned.

### **Background Information**

Adventurer Awards in nature that are appropriate for the Builder age level include the following:

- |                   |                     |
|-------------------|---------------------|
| • Nature/Science  | • Nature/Recreation |
| Astronomer        | Build and Fly       |
| Feathered Friends | Camper              |
| Flowers           | Cyclist             |
| Gardener          | Outdoor Explorer    |
| Trees             | Skier               |

The requirements for these awards can be found in the *Manual of Adventurer Awards*.

## **BUILDER RESOURCE LIST**

**NOTE: The resources listed here are only suggestions, not requirements. Not all resources will be available in your division. Select and substitute local resources as available.**

## **BASIC TRACK**

### **I. Pledge and Law**

#### **Bible stories and texts**

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

#### **Songs**

*Sing for Joy* (Review and Herald)

"The Wise May Bring Their Learning" No. 148  
"I Want to Be" No. 124

*Kids Sing Praise* (Brentwood Publishing)

"With My Whole Heart" No. 69

### **E. G. White quotations**

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

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

## **MY GOD TRACK**

### **I. His Plan to Save Me**

#### **Other Bible stories about joining God's family**

Nicodemus (John 3:1-21)  
Philip and the Ethiopian (Acts 8:25-40)  
Ezekiel and the bones (Ezekiel 37:1-14)

#### **Songs about the assigned stories**

*Sing for Joy*

"Saints of God" No. 61

*Kids Sing Praise*

"Zacchaeus Was a Very Little Man" No. 73

#### **Books and materials about the assigned stories**

*Adult*

*Children's Bible Lessons*. Seven basic colorful Bible studies.  
Ingle, Clifford. *Children and Conversion* (Broadman)  
*New Testament Maps and Charts* (Standard)

*Children*<sup>1</sup>

\*Campbell, Bonnie Blue. *The Time the Boat Came Back* Story from the life of E. G. White (Pacific Press)

\*Flannelgraph stories on the steps of salvation (Bible Club Ministries)  
The Day Betty Was Born  
The Only Way Out  
Sam and the Scarecrow

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<sup>1</sup> indicates a book that may be applied to the Builder Reading Certificate requirements.



## **II. His Message to Me**

### **Other Bible texts about joining God's family**

Ezekiel 36:26, 27 "A new heart also will I give you ..."

John 1:12, 13 "But as many as received Him, to them gave He Power to become the sons of God..."

Hebrews 10:16, 17 "I will put My laws into their hearts ..."

Revelation 3:20 "Behold, I stand at the door and knock ..."

### **Songs about joining God's family**

#### *Sing for Joy*

"From the Darkness Came Light" No. 53

"Redeemed!" No. 68

"Give Your Heart to Jesus" No. 118

"I Have Decided to Follow Jesus" No. 119

"Right Now" No. 123

"Into My Heart" No. 125

"You Must Open the Door" No. 128

#### *Kids Sing Praise*

"Grace Is Bigger" No. 60

"Amazing Grace" No. 62

## **E. G. White quotations**

"[The children] ... must be helped to understand distinctly what they must do to be saved" (*Counsels to Parents, Teachers, and Students*, page 168).

"If properly instructed very young children may have correct views of their state as sinners and of the way of salvation through Christ" (*Child Guidance*, page 491).

"Teach them that the Saviour is calling them . . ." (*The Desire of Ages*, page 517).

## **Books and materials about joining God's family**

### *Children*

Davis, Susan. *I Choose to Belong*. On baptism. (Review and Herald)

*Password to Heaven* (Review and Herald)

## **III. His Power in My Life**

### **Bible stories and texts**

John 17:13 ". . . that they might have My joy ..."

1 John 5:11-13 "He that hath the Son hath life ..."

### **Songs**

#### *Sing for Joy*

"Think of a World Without Any Flowers" No. 60

"I'm So Happy" No. 65

"Soon and Very Soon" No. 89

*Kids Sing Praise*

"Climb, Climb Up Sunshine Mountain" No. 43

## **MY SELF TRACK**

### **I. I Am Special**

#### **Bible stories and texts**

Naaman's Maid (2 Kings 5:1-19)

Young Samuel (1 Samuel, chapters 1 through 3)

Young Jeremiah (Jeremiah 1:1-10)

Isaiah 58:6-12—"Is not this the fast that I have chosen ..."

Matthew 10:42—"Whosoever shall give to drink unto one of these little ones..."

#### **Songs**

*Sing for Joy*

"God Made Our Hands" No. 57

"We Are His Hands" No. 129

"God Calls Us" No. 130

"Cross Over the Road" No. 131 "

"A Happy Home" No. 136

#### **E. G. White quotations**

"Study how to teach the children to be thoughtful of others. The youth should be early accustomed to submission, self-denial, and regard for others' happiness" (*Counsel to Parents, Teachers, and Students*, pages 123-124).

"A hearty, willing service to Jesus produces a sunny religion" (*The Adventist Home*, page 431).

"God's purpose for His children growing up beside our hearths is wider, deeper, higher, than our restricted vision has comprehended. From the humblest lot those whom He has seen faithful have in time past been called to witness for Him in the world's highest places" (*The Adventist Home*, page 484).

"Those who, so far as it is possible, engage in the work of doing good to others by giving practical demonstration of their interest in them, are not only relieving the ills of human life in helping them bear their burdens, but are at the same time contributing largely to their own health of soul and body" (*Messages to Young People*, page 209).

### **II. I Can Make Wise Choices**

#### **Bible stories and texts**

Gehazi (2 Kings 5)

Daniel's friends (Daniel 3)

Pearl parable (Matthew 13: 44-46)

Matthew 6:33 "Seek ye first the kingdom of God ..."

Mark 9:35 "If any man desires to be first ..."  
1 Timothy 6:10 "The love of money is the root of all evil ..."

## **Songs**

### *Sing for Joy*

"Seek Ye First" No. 67  
"I Would Be True" No. 117  
"I Have Decided to Follow Jesus" No. 119

### *Kids Sing Praise*

"Boys and Girls for Jesus" No. 13  
"Jesus in the Morning" No. 52  
"Only One Way" No. 63

## **E. G. White quotation**

"Christ calls upon every one to consider. Make an honest reckoning. Put into one scale Jesus, which means eternal treasure, life, truth, heaven, and the joy of Christ in souls redeemed; put into the other every attraction the world can offer.170—*Messages to Young People*, page 130.

# **MY FAMILY TRACK**

## **I. I Have a Family**

### **Bible stories and texts**

#### *Family Additions*

Foster Care/Adoption: Samuel, Moses, Esther  
New Sibling: Moses, Cain  
Blended Family: Jesus, Isaac and Ishmael

#### *Separation and Loss*

Death: Jesus  
Missing Members: Jacob and Esau, Joseph, Absalom  
Moving: Adam and Eve, Abraham, Lot  
Illness: Widow of Zarephath

### **Books and materials**

#### *Children*

Davis, Susan. *Never Again*. Death in the family. (Review and Herald)  
Earnhardt, Crystal. *Annie's Secret*. Alcoholic parent.  
Reece, Colleen L. *A Gold Star for Eric*. Mother remarries.

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

### **Bible text**

Exodus 20:12 "Honor thy father and thy mother ..."

## **Songs**

### *Sing for Joy*

"A Happy Home" No. 136

"Love at Home" No. 137

### *Kids Sing Praise*

"This Is My Commandment" No. 29

## **E. G. White quotations**

"Those who cherish the spirit of Christ will manifest politeness at home, a spirit of benevolence even in little things. They will be constantly seeking to make all around them happy, forgetting self in their kind attention to others" (*The Adventist Home*, page 423).

"Children and youth, in your earliest years you may be a blessing in the home" (*Messages to Young People*, page 333).

"The life of Christ teaches you, children, that it should be the study of your life to make your parents happy. It is your privilege to be a comfort and a joy...." (*The Youth's Instructor*, September 1873).

## **Books and materials**

### *Adults*

Faber, Adele and Elaine Mazlish. *Siblings Without Rivalry*

# **MY WORLD TRACK**

## **I. The World of Friends**

### **Bible stories and texts**

Mephibosheth (2 Samuel 9)

Galatians 3:28 "There is neither Jew nor Greek ..."

## **Songs**

### *Sing for Joy*

"We Grow in Many Different Ways" No. 58

"We Are the Church" No. 141

## **E. G. White quotations**

"Students are to be taught the Christlikeness of exhibiting a kindly interest, a social disposition, toward those who are in the greatest need, even though these may not be their own chosen companions" (*Messages to Young People*, page 406).

"In your association with others, put yourself in their place. Enter into their feelings, their difficulties, their disappointments, their joys, and their sorrows" (*Messages to Young People*, page 420).

"And God has especially enjoined tender respect toward the aged.... Help the children to think of this, and they will smooth the path of the aged by their courtesy and respect, and will bring grace and beauty into their young lives as they heed the command" (*Education*, page 244).

"Those who are fighting the battle of life at great odds may be refreshed and strengthened by little attentions which cost nothing" (*The Adventist Home*, page 485).

## **Books and materials**

### *Children*

Brooks, Sandra. *The Goose With Three Wings*  
Doherty, Ivy Duffy. *For Rent: One Grammy, One Gramps*  
Montgomery, Bobbie. *The Cat's Got Her Tongue*  
Wilt, Joy. *Checking `Em Out and Sizing `em Up* (Word)  
Zelonky, Joy. *I Can't Always Hear You* (David C. Cook)

## **II. The World of Other People**

### **Bible stories and texts**

Mark 12:17 "Render to Caesar the things that are Caesar's ..."  
Romans 13:1-7 "Render therefore to all their dues ..."  
Acts 5:29 "We ought to obey God rather than men."

### **Songs**

#### *Sing for Joy*

"All Nations of the Earth" No. 22



BASIC REQUIREMENTS	MY FAMILY	INSTRUCTOR CHECK-OFF LIST
<p><b>I. Responsibilities</b> A. Repeat from memory the Adventurer Pledge and Law. B. Explain the Law.</p> <p><b>II. Reinforcement</b> Earn the Helping Hand Reading Certificate.</p> <p><b>MY GOD</b></p> <p><b>I. His Plan To Save Me</b> A. Create a story chart showing the order in which these stories took place: ◆ Noah ◆ Abraham ◆ Moses ◆ David ◆ Daniel</p> <p>OR</p> <p>the Bible stories you are studying in your classroom or Sabbath School.</p> <p>B. Make a diorama, poem, or song about one of the stories above to show someone how to live for God.</p> <p><b>II. His Message To Me</b> A. Find, memorize, and explain three Bible verses about living for Jesus. ◆ Exodus 20:11-17 ◆ Philippians 2:13 ◆ Philippians 4:13 ◆ 1 John 2:1,2 ◆ Jude 24</p>	<p>B. Name the books of the Old Testament.</p> <p><b>III. His Power In My Life</b> A. Spend a regular quiet time with Jesus to talk with Him and learn about Him. B. Work with an adult to choose one thing in your life that you would like to improve. With Jesus' help, pray, plan, and work together to reach your goal.</p> <p><b>MY SELF</b></p> <p><b>I. I Am Special</b> 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 talent.</p> <p><b>II. I Can Make Wise Choices</b> A. Learn the steps of good decision-making. B. Use them to solve two real-life problems.</p> <p><b>III. I Can Care For My Body</b> Earn the Hygiene Adventurer Award.</p> <p><b>IV. AIDS</b></p>	<p><b>MY FAMILY</b></p> <p><b>I. I Have A Family</b> Make a family flag or banner, OR collect stories or photographs about your family history.</p> <p><b>II. Families Care For Each Other</b> Help plan a special family worship, family night, or family outing.</p> <p><b>III. My Family Helps Me Care For Myself</b> Earn an Adventurer Award, not previously earned, in one of the following areas: ◆ Crafts ◆ Indoor skills ◆ Outdoor skills</p> <p><b>MY WORLD</b></p> <p><b>I. The World Of Friends</b> Earn the Caring Friend Adventurer Award.</p> <p><b>II. The World Of Other People</b> Choose a world culture to study. Find a way to share Jesus' love with some of the people of that culture.</p> <p><b>III. The World Of Nature</b> Earn the Environmentalist Adventurer Award.</p>
<p><b>BASIC REQUIREMENTS</b></p> <p>I. A. _____ B. _____</p> <p>II. _____</p> <p><b>MY GOD</b></p> <p>I. A. _____ B. _____</p> <p>II. A. _____ B. _____</p> <p>III. A. _____ B. _____</p> <p><b>MY SELF</b></p> <p>I. A. _____ B. _____</p> <p>II. A. _____ B. _____</p> <p>III. _____ IV. _____</p> <p><b>MY FAMILY</b></p> <p>I. _____ II. _____ III. _____</p> <p><b>MY WORLD</b></p> <p>I. _____ II. _____ III. _____</p>		

# BASIC REQUIREMENTS

## I. Responsibility

### Requirements

A. Repeat from memory the Adventurer Pledge and Law.

**THE ADVENTURER PLEDGE**

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

**THE ADVENTURER LAW**

<ul style="list-style-type: none"><li>• Be obedient.</li><li>• Be pure.</li><li>• Be true.</li><li>• Be kind.</li><li>• Be respectful.</li></ul>	<ul style="list-style-type: none"><li>• Be attentive.</li><li>• Be helpful.</li><li>• Be cheerful.</li><li>• Be thoughtful.</li><li>• Be reverent.</li></ul>
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B. Explain the Law.

### Background Information

The Adventurer Law provides children with a set of simple principles to govern their choices and actions. These principles help children understand some of the ways in which a person who loves Jesus will choose to act. They are an ideal to strive for because we love Jesus, not in order to earn His love. Only His constant help and power can enable children (or adults) to keep the Adventurer Law.

By the time children reach the Helping Hand class, they will be thoroughly familiar with the Adventurer Pledge and Law. They should have had many opportunities to discuss and apply the law to their daily lives. They will learn to think more deeply and clearly about the law by explaining it to another person.

**Be obedient** is one of the few passages in the Bible directed specifically toward children. (See Ephesians 6:1). It is one of the first lessons that the child should be taught (*Child Guidance*, page 82). Obedience refers to a willingness to obey, or submit to, the decisions of our rightful authorities, just as Jesus did.

**Be pure** means that the children will keep their lives clean by putting into their minds and bodies only those ideas and things that are good and true and healthful.

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

**Be kind** means that the children will be considerate, gentle, and affectionate, not only to the people they like but also to every person and to all of God's Creation.

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

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

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

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

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

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

## Teaching Tips

- Review the Adventurer Law in a way that will inspire the children to understand it and strive to fulfill it. Several related Bible stories, songs, and texts for discussion are suggested in the **Resource list** at the end of this **Helping Hand** section.
- Each Helping Hand may choose one person such as a leader, family member, younger Adventurer or friend and explain the Law to that person.
- Repeat the Pledge and Law at every Adventurer meeting. Hang a copy of each in a prominent place where they can be referred to easily.
- Refer to the Adventurer Pledge at appropriate times during the course of other activities. Thus it will not only become a part of the children's rote memory, but also of their daily thoughts, actions and choices.

## Evaluation

The children will repeat the Adventurer Pledge and Law and explain the Law.

## II. Reinforcement

### Requirement

Earn the Helping Hand Reading Certificate.

### Background Information



The Helping Hand Reading Certificate is awarded to children who read or have read to them:

1. The book of 1 Samuel from a modern translation of the Bible
2. Two books, selected from the following categories:
  - ◆ A book about an Old Testament character or event
  - ◆ A book about growing up
  - ◆ A book about history
  - ◆ A book about missions

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

### Teaching Tips

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

### Evaluation

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

## MY GOD

### I. His Plan to Save Me

#### Requirements

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

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

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

### **Background Information**

The Adventurer curriculum seeks to help children build a progressively mature understanding of the joys and responsibilities of being a child of God. Beginning with a recognition of the love and watch-care of God at the Busy Bee level, Adventurers have learned to recognize the presence of evil in the world and in their own lives. They are learning to escape from evil by receiving forgiveness and power through Jesus Christ.

The goal of the Helping Hand requirements is to provide children with a reminder of the beginning steps of salvation and to encourage them to continue in the Christian life even though it is sometimes difficult. The following basic concepts are found in each of the stories and verses.

1. I want to obey God and escape from evil. I recognize the destructiveness of evil and am sorry for my part in it.
2. I can give my life to Jesus, and He will give me a new, clean heart. When I give Him my life He helps me obey Him.
3. I do my best to live for Him, and He is always there to forgive and help me when I ask. I love Him because He loves me and has given me eternal life. I want Him to continue to forgive and help me.
4. I am becoming the person He wants me to be. I will be persistent in letting Jesus help me grow up to be just like Him. He promises that I will if I trust and obey Him.

Each of the suggested stories, chosen from the Old Testament, reinforces these concepts in a slightly different way. Some Helping Hands will already have accepted Jesus as their personal Savior. Others may not have taken this step. These concepts and stories review the beginning steps of salvation and provide instruction and encouragement for the growing Christian.

For example, the Bible tells us that David was "a man after God's own heart." The life of David was clearly a life committed to God, and yet mistakes and sins are also clearly evident in His life. The Helping Hand who studies the life of David will be able to recognize that the Christian life is not one long, easy path of perfection; rather, it is made up of many struggles and difficulties along the way. Despite all of David's shortcomings, God was with him. He blessed him by making Him one of the greatest kings Israel ever knew. God was able to do this because David consistently chose to live his life for the Lord.

Another example of how the Helping Hand stories reinforce the concepts of salvation and living for Jesus may be found in the deliverance from Egypt that God provided to Israel through Moses. The sanctuary services were especially designed to help the Israelites look forward to the time when Jesus Christ would be on earth. The Israelites were commanded to obey the Ten Commandments given at Mt. Sinai. However, God provided a symbol of His forgiveness through the sacrificial service. The sacrifice required for every sin helped the

Israelites to remember the seriousness of sin. This sacrifice pointed toward the death of Jesus on the cross to forgive all our sins. The sanctuary and the services surrounding it hold a wealth of knowledge for the Helping Hand who seeks to grow and develop an understanding of how to live for God.

The Bible story chart activities for the Helping Hand complete the overview of history provided in the Adventurer curriculum. The events designating the different periods in Old Testament history are: 1) Noah and the Flood; 2) Abraham and Sarah; 3) Moses and the Exodus; 4) David; and 5) the Babylonian captivity. The required art work or creative writing gives children the opportunity to relate to the stories in a more personal way.

### Teaching Tips

- **The following pages contain a description of how to assemble the Bible story chart. A similar chart, relating to the stories covered in the classroom or Sabbath School, may be made by following the same basic instructions and inserting pictures from other sources.**
- The story chart may be used in three different ways.
  1. Place the pictures on a large wall story chart, adding each new picture as you tell the story. The children may refer to this chart as they work on their own charts and as they learn about other stories from the Bible and from history.
  2. The leader may provide the children with a practice activity by making available a blank chart and the pictures, stories and labels provided on the following pages. The children may set the blank chart on the floor and place the pictures, stories, and labels in order on the chart.
  3. Children may also color the pictures and create their own story charts or story chart booklets.
- In the first presentation, use the Bible story chart to give an overview of the battle between good and evil, and to show how the Helping Hand stories fit into that struggle.
  1. Review the sections of history covered previously: Creation and the Fall; Jesus' life and death; the Christian Church; the Second Coming; and heaven. (The pictures and labels describing these events may be placed on the story chart in black and white).
  2. Color the new Helping Hand pictures and add them to the story chart as you describe how they fit into God's plan of salvation. Briefly discuss the stories and pictures from previous classes.
- After giving children an overview of the Bible story chart, deal with the stories in more detail by spending one or more worships or class periods working with each story. Help the children to identify with each Bible character and to highlight the parts of the lesson that teach children how to live for God. The Helping Hands are mature enough to do much of their own research. They can participate in the presentation of the story by reading from the Bible or by making maps or drawings that show the places discussed.
- Verbally oriented children will enjoy the opportunity to write a poem. Many styles of poetry may be used, including free verse, haiku, or rhymed verse.
- Songs may be "written" in a simple manner by using a previously written melody (or verse) and making up a verse (or melody) to go with it.

- More spatially oriented children may want to build a diorama of the sanctuary, Abraham's encampment, or a scene from the life of David.
- The children may share their dioramas, poems, or songs with other individuals or with groups during a club or classroom worship or Sabbath School special feature.

### **Evaluation**

The children will place the pictures and labels correctly on the Bible story chart. They will present and discuss how they used their diorama, poem, or song to show someone else how to live for Jesus.

## **MAKING A BIBLE STORY CHART**

A simple method for making a basic story chart is described below. It is designed for use with the smaller pictures and labels provided. The measurements may need to be larger if you desire to use larger pictures.

### **Materials**

- six sheets of 9" X 12" (22.5 X 30 cm.) purple construction paper
- two sheets of 9" X 12" (22.5 X 30 cm.) yellow construction paper
- rubber cement or craft glue
- pictures provided on the following pages or collected to illustrate the stories studied in the classroom or Sabbath School
- clear Contact or laminating film

### **Directions**

1. Glue the purple construction paper together end-to-end to make a long, narrow length of paper, as illustrated on the following page. (The six sheets represent the 6,000 years of biblical history. The dark color represents the earth suffering from evil and sin.)
2. Next, glue one sheet of yellow paper to each end of the purple paper. (Yellow represents the time of joy and happiness before sin entered, and the time when Jesus comes again to destroy sin and take us to heaven.) Cut the yellow sheets at either end of the story chart in a wavy line. (This shows that time continues forever in both directions.)
3. Make a copy of the smaller pictures, labels and stories provided on the following pages. Have the children color them, cut them out, and mount them on heavier paper.
4. The chart may now be hung on the wall or used to present or practice the story. (The story chart and its parts may be laminated or covered with clear Contact to allow children to manipulate it freely without fear of damage.)
5. The diagram on the next page shows how the stories for each year fit together on the story chart to make a whole. (The pictures and labels from previous years may be copied and fastened permanently to the story chart in black and white form. This will help the children understand how the stories they are now learning relate to the Bible stories they learned previously.)



## Bible Story Chart Pictures



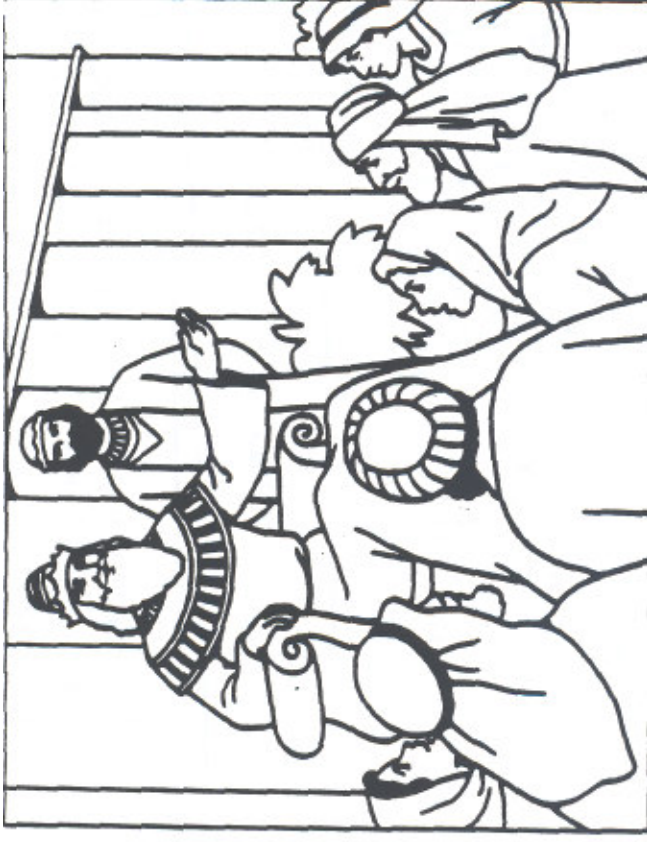
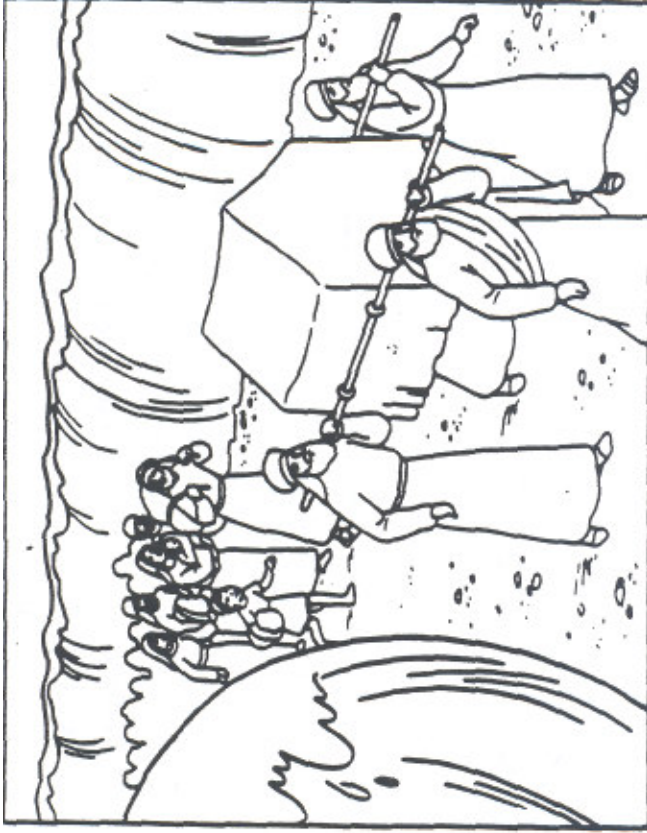
### **WATER CLEANSSES THE EARTH**

People became so disobedient that they were destroying everything. God decided to wash away all the sin and evil and try again. He saved every one who would listen by asking Noah to build a special ark for them.

### **GOD CALLS A PEOPLE**

God decided to choose a special group of people to teach the world about Him. He called Abraham and Sarah to a new country and made them the "father" and "mother" of His new nation.

## Bible Story Chart Pictures



### A PROMISED LAND FOR GOD'S PEOPLE

God rescued His people from slavery just as He had promised. He brought them to a beautiful "Promised Land." He told them how to live so they would be happy and healthy.

### GOD WORKS WITH HIS PEOPLE

God's people, Israel, were not always obedient, but He continued to help those who would listen. David and Solomon were good kings who tried to follow God. Many of the kings chose to be wicked and cruel.

## Bible Story Chart Pictures



### GOD'S PEOPLE DISOBEY

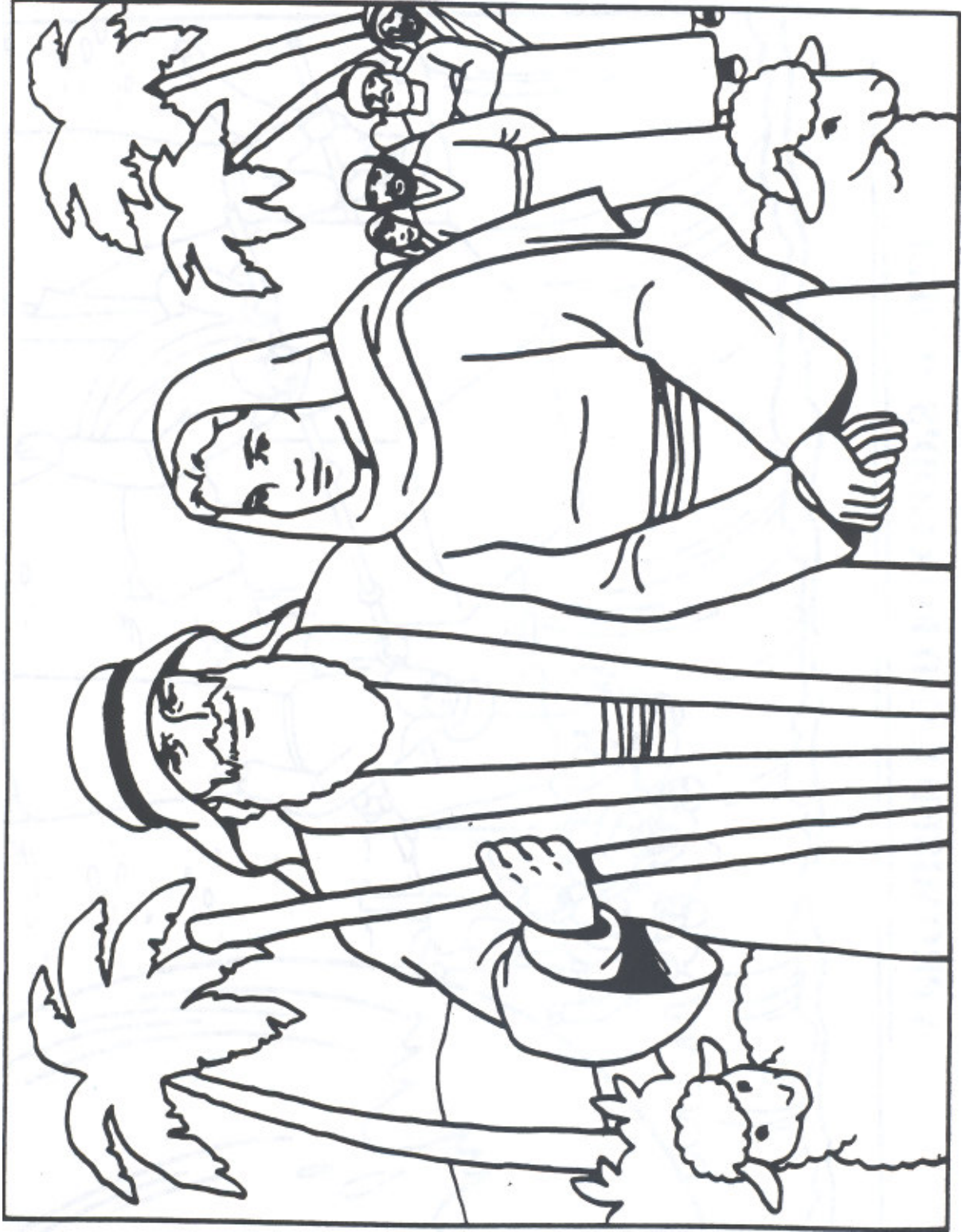
Israel refused to obey God. He finally let them be taken captive, hoping they would realize their mistake. Some listened to God and returned to Israel, but they never became what God had planned.



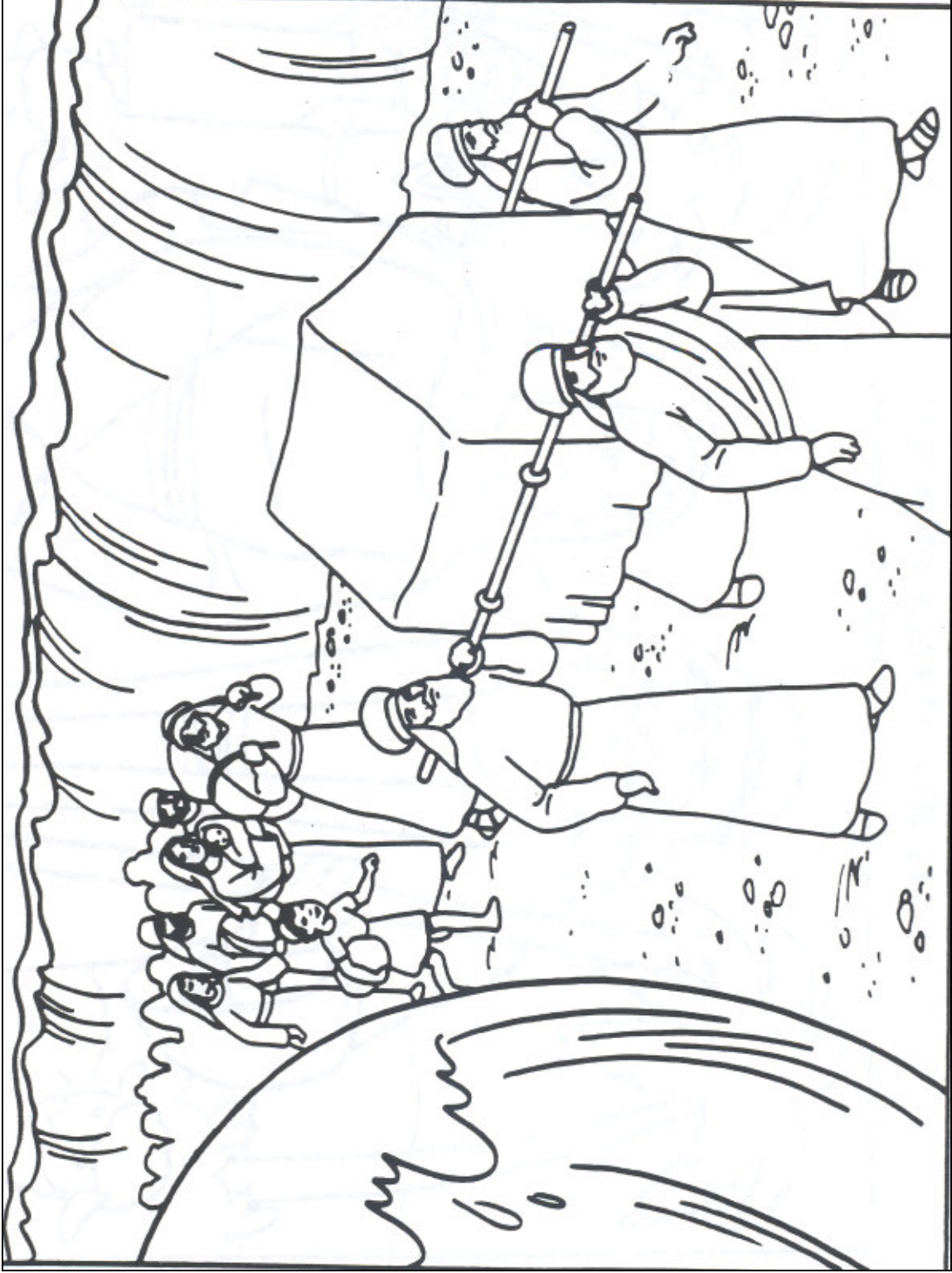
WATER CLEANSSES THE EARTH



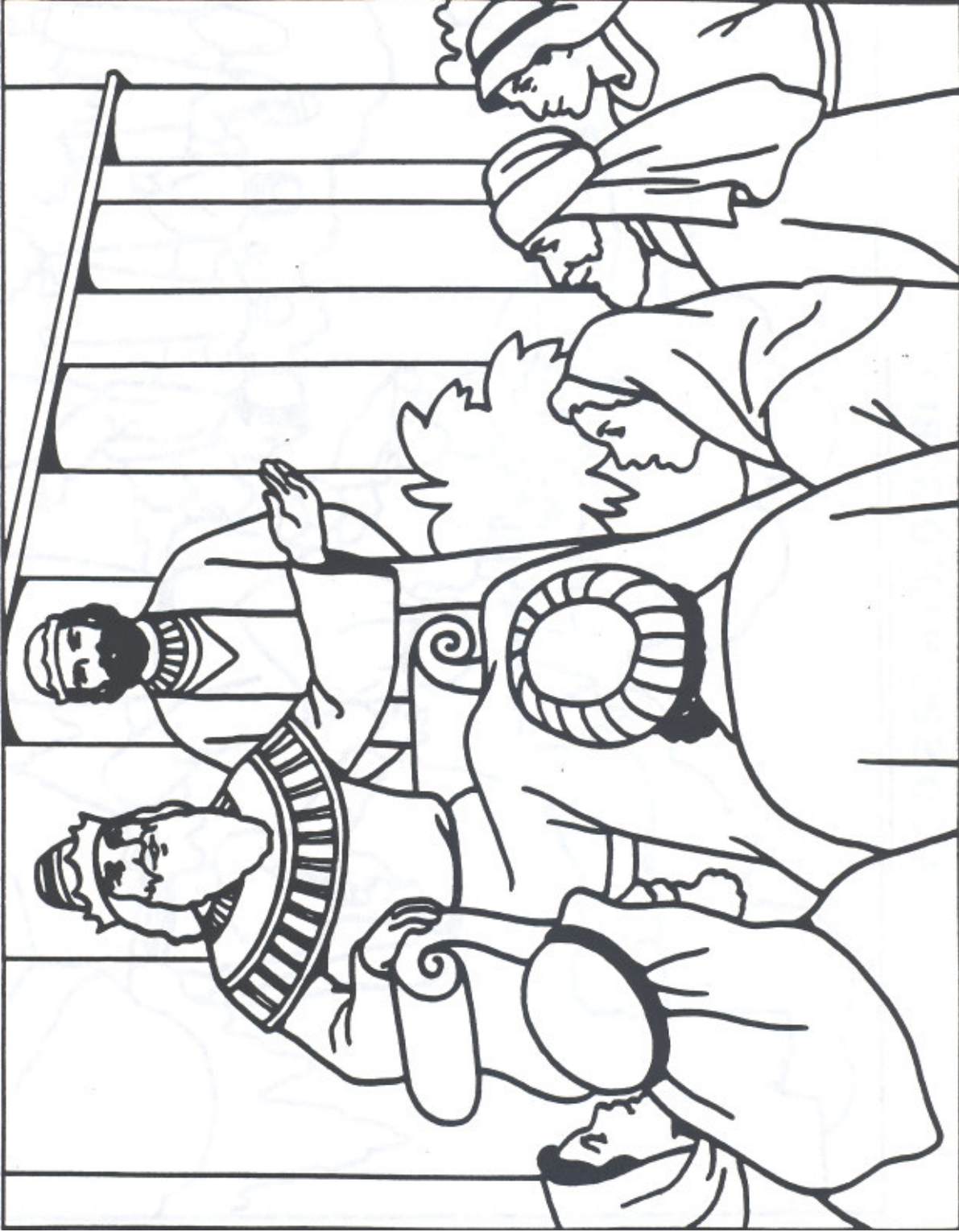
GOD CALLS A PEOPLE



A PROMISED LAND FOR GOD'S PEOPLE



**GOD WORKS WITH HIS PEOPLE**



**GOD'S PEOPLE DISOBEY**



## **II. His Message to Me**

### **Requirements**

A. Find, memorize, and explain three of the following Bible verses about living for Jesus.

- Exodus 20:11-17
- 1 John 2:1,2
- Philippians 2:13
- Jude 24
- Philippians 4:13

B. Name the books of the Old Testament.

### **Background Information**

The memory verses listed in this requirement have been chosen to reinforce the Helping Hand's understanding of the basic concepts of Christian living:

1. I want to obey God and escape from evil.
2. I can give my life to Jesus and He will give me a new, clean heart.
3. I do my best to live for Him, and He is always there to forgive and help me when I ask.
4. I am becoming the person He wants me to be.

Other verses that cover these concepts may also be used to meet this requirement. (See the **Resource List** at the end of this **Helping Hand** section.)

Learning the books of the Old Testament completes the Adventurer's memorization of the Bible books. The Helping Hands will be dealing with these books as they work with their Bible verses and the story chart.

### **Teaching Tips**

- The memory verses may be chosen by the child with the help of the leader. Read and discuss each verse before choosing three verses that will be most helpful to the child at this point of his or her experience in learning about Jesus. The foremost goal in learning the memory verse is for the child to understand its meaning and its application to life.
- As the child repeats the memory verse, ask him or her to explain what it teaches about how to live for Jesus.
- A wide variety of techniques for teaching the memory verses are explained in **Appendix III**.
- Refer to the Scriptures frequently while working with the Bible story chart. In this way memorization of the books of the Old Testament will be made simpler and more meaningful.

### **Evaluation**

The children will find, repeat, and explain three Bible verses and name the books of the Old Testament.

## **III. His Power in My Life**

### **Requirements**

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

- B. Work with an adult to choose one thing in your life that you would like to improve. With Jesus' help, pray, plan, and work together to reach your goal.

### **Background Information**

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

Because families have widely differing schedules and levels of commitment, and because children have differing levels of ability and interest, the requirement leaves the frequency, length, and format of these "quiet times" open. These factors can be decided upon by the child in consultation with a parent or leader, ranging from the ideal of daily morning and evening devotions to a minimum of weekly Sabbath, class, or club worship for those who are unable to participate in any other way. In the beginning, a parent or other adult will need to spend the quiet time with the child, teaching him or her how to enjoy spending time with Jesus.

One of the greatest challenges of Christian living is to learn to change unproductive habit patterns and to build positive ones. This responsibility often seems overwhelming to a young Christian. The presence of an older experienced Christian may provide a great deal of help and encouragement.

### **Teaching Tips**

- Present the importance of private devotions after the child has become acquainted with Jesus' love and plan for him or her. Establishing a habit of spending time with Jesus as a friend requires dedicated guidance and supervision from both parents and leaders.
- A sample letter enlisting the leadership of parents and a commitment card for children are provided in **Appendix III**, along with several suggestions for planning family worships.
- The Adventurer leader can encourage private devotions in several ways.
  1. Share some personal experiences with private devotions.
  2. Talk of the benefits of a regular quiet time.
  3. Provide frequent occasions for children to discuss their experiences.
  4. Frequently discuss times, places and methods for enjoying the quiet time.
  5. Make available a wide variety of devotional reading material.
  6. Help and encourage parents to assist their children in regular private (and family) devotions.
- To introduce requirement B, discuss the power of habit and tell a realistic story of how you or someone else worked with Jesus to change a habit.
- Assist each Helping Hand in choosing a caring and mature Christian adult whom he or she feels comfortable talking with. If parents do not meet the above criteria, other people such as a pastor, Sabbath School teacher, Adventurer leader or counselor, school principal, or family friend may be suggested. The child and adult should meet together several times to share feelings and ideas, assess the success of the project, and make necessary changes in plans. The meetings may be terminated when child and adult agree that the goal has been reached and acted upon successfully for a reasonable length of time.

- The project sheet provided on the next page may be used by the Helping Hand and an adult helper who will guide in this project. The adult helper should assist the child in choosing an individually meaningful and reachable goal. (They may want to plan a way in which the child can reward himself or herself for making progress toward the desired goal.)
- The Adventurer leader may hold one or more "debriefings" to allow the children to talk about the feelings and experiences they have had as they worked on their projects.

**Evaluation**

The children will present and discuss their quiet time commitment cards and their completed project sheets.

**GROWING WITH JESUS**

You are about to start a project that can help you become more like Jesus. Your adult helper will help you choose your project and encourage you as you follow each step together.

1. Pray for God's leading in your project.
2. Name one thing in your life that you would like to improve.  
\_\_\_\_\_
3. Use a concordance to find and read what the Bible has to say about this. List the texts that are helpful to you.  
\_\_\_\_\_
4. Explain exactly what would you like to do better. (Choose something that will help you serve Jesus and others better, something that is truly important to you.)  
\_\_\_\_\_
5. Pray for God's help and blessing on your decision.  
\_\_\_\_\_
6. List things that can be done to help you make this change. (Your adult helper can give some suggestions.)  
Eg.: Pray  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Act on your decision.
8. Caution! Changing a habit is hard. If you make a mistake, ask God's forgiveness. Learn from your mistake, then don't think about it anymore. Plan to do it right next time instead. Thank God every time you do it right.



9. Meet with your adult helper at least once a week to talk about how it's going. If you need to, make changes in your goal and what you are doing to reach it. Be sure to pray together for God's help.
10. It takes at least three weeks to begin to change a habit. You will have to keep praying and working hard, even after you begin to see changes.
11. When you have been meeting your goal for three weeks, have a special celebration and a prayer of thanksgiving with your adult partner.

\_\_\_\_\_ **HAS SUCCESSFULLY REACHED THE GOAL WE WORKED ON TOGETHER.**

\_\_\_\_\_  
Prayer Partner's signature

\_\_\_\_\_  
Helping Hand's signature

## MY SELF

### I. I Am Special

#### Requirements

- 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 expression of your personal talent.

#### Background Information

Our society often leads children to believe that they are not really talented unless they are good in school, sports, or the arts. This is misleading, because there are many areas in which children may excel. Each is a gift from God and is given for a special purpose.

Children may have many talents, including those listed below.

- **Physical Talents** — athletic or work ability (strength, coordination, speed or agility), pleasing appearance, working with one's hands
- **Intellectual Talent** — remembering and understanding, writing, planning and organizing, decision-making
- **Interpersonal Talents** — speaking, sensitivity, humor, leadership, making friends
- **Artistic/Creative Talents** — art, music, poetry

#### Teaching Tips

- Discuss with the children some of the kinds of talents they may have, where they come from, and how they can be used for God. Help children name one or two talents each of them may have. (Children who are shy or unsure may be assisted by their classmates or teacher.)

- Children may plan together their choice of a talent show (this is most appropriate to performance-type talents); a show-and-tell (this highlights creativity talents); an Adventurer Award (this helps children to further develop a talent); or some combination of the three.
- Adventurer Awards may be pursued individually with assistance from the leader or parent where needed, or children could work together on an award for which they all show special ability.

Awards that are suitable to fulfill this requirement could include the following, but others may be substituted, if applicable, to express the individual's talent.

- ◆ Artist
- ◆ Guide
- ◆ Handicraft
- ◆ Music Maker Reporter
- ◆ Spotter
- ◆ Troubadour

### **Evaluation**

The child will demonstrate some of his or her talents and complete the requirements for one Adventurer Award.

## **II. I Can Make Wise Choices**

### **Requirements**

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

### **Background Information**

Children make many small decisions each day. Each of these decisions affects the course of their future lives. Children need to learn to look forward to the long-term consequences of their decisions rather than reaching for immediate gratification. They need to evaluate whether they, as Christians, can feel comfortable with a particular action and its consequences.

There are many different ways to describe the steps a person goes through in making a good decision. Those listed in the box following should be helpful to children.

#### **THINK ABOUT EACH STEP PRAYERFULLY**

1. What is the problem?
2. What are several possible solutions?
3. What might be the consequences of each solution? (How would it affect me, God, other people? I can go to the Bible, parents, friends, or books to get help in finding the answers to these questions.)
4. What is the best solution? (What am I trying to do? What is most important to me? What shouldn't I do?)

## Teaching Tips

- Present the steps of decision-making one at a time. Discuss their meaning and how they may be used to solve a simple problem situation. Use several examples.
- Next, introduce several different problem situations and go through the problem solving steps. Use such situations as:
  - ◆ It's a stormy day and the TV and telephone are not working. What will you do?
  - ◆ Your uncle gave you money to buy a new article of clothing. What should you buy?
  - ◆ You were planning to go swimming with your cousins when some old friends came to visit. What should you do?
- When the children understand each step, lead them to think of a real situation and work on it together. The children may choose a problem that is taking place at the Adventurer meeting, such as teasing or not taking turns. It may relate to a decision they need to make, such as what game to play, or where to go on a field trip. Allow them to proceed through the steps on their own, with as little intervention as possible. As in real life, there may be more than one correct answer!
- The worksheet on the next page may be used by the children to solve two of their own problems, such as how to use leisure time, what TV programs or music to listen to, how to spend money, what clothing to wear, what to eat for lunch, or choosing friends.

## Evaluation

The child will complete two decision-making worksheets. (Evaluate the decision-making process rather than the final decision. If the child can justify and explain his or her decision-making steps, the decision should be accepted. If necessary, the leader may disagree and share the reasons why.)

**WHEN YOU MAKE A CHOICE, MAKE IT SMART ...**

**THINK ABOUT EACH STEP PRAYERFULLY**

1. What is the problem?

\_\_\_\_\_

2. What are several possible solutions?

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

3. What might be the consequences of each solution? (How would it affect me, God, other people?)

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

4. What is the best solution? (Draw a line through the other solutions, star the best one.)

**ACT ON YOUR DECISION**

### **III. I Can Care for My Body**

#### **Requirement**

Earn the Hygiene Adventurer Award.

#### **Background Information**

In order to earn the Adventurer Award, the children will complete the requirements listed below. Additional information about Adventurer Awards is found in the Manual of Adventurer Awards.

#### **HYGIENE**

1. Find, read and discuss Psalm 119:11, Proverbs 25:11, and Psalm 19:14.
2. Learn about personal cleanliness.
3. Tell three important times when we should wash our hands.
4. Practice the proper way to brush your teeth.
5. Discuss regular bathing and how to keep your hair clean.
6. Tell how many glasses of water you should drink daily.
7. Tell why it is important to keep your clothing clean.
8. Help keep your house clean for one week.
9. Help with the laundry at home for one week.

### **IV. AIDS Requirements**

#### **MY FAMILY**

### **I. I Have a Family**

#### **Requirement**

Make a family flag or banner.

OR

Collect stories or photographs about your family history.

#### **Background Information**

Knowledge of family values and background helps the child to better appreciate his or her family and what makes each member special.

## Teaching Tips

- **Be sensitive to children's family situations (single parent, divided home, extended family, etc.). Emphasize the fact that there are different types of families, and allow children to choose substitute families such as the Adventurer Club "family," the church "family," God's family, or another family that cares about them.**
- Make a family flag or banner that represents the family's values and unique qualities. Choose colors, symbols and words showing any or all of the following:
  - ◆ country(s) of ancestry
  - ◆ occupations and hobbies
  - ◆ favorite activities and interests
  - ◆ favorite Bible texts
  - ◆ motto
  - ◆ family traditions
  - ◆ special achievements
- Children may use a tape recorder or take notes as they interview parents, grandparents or other relatives to discover stories about their family history. Plan with the children some of the questions they will ask. These could relate to childhood experiences; where their ancestors came from; old family traditions; or happy, funny, or sad memories. Family history may be recorded on a time-line or map showing important events or travels in the life of the family.

## Evaluation

The child will complete a family history project.

## II. Families Care for Each Other

### Requirement

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

### Background Information

This activity gives children the opportunity to become involved in promoting the happiness and togetherness of their own family. Encourage the parents to "cooperate" with the child in implementing the planned event.

## Teaching Tips

- Work with the children to list a variety of activity ideas before asking them to choose one they would like to do. Some suggestions are listed here. The children will have others that relate specifically to their home and family situations.
  - ◆ Worships may include a skit or favorite Bible game.
  - ◆ Family night activities may include such things as a special dinner or a living room picnic.
  - ◆ Family outings may be to the zoo, park, or special friend's home.

## Evaluation

The child will report on the worship or family night event he or she planned.

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

#### **Requirement**

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

- Crafts
- Indoor Skills
- Outdoor Skills

#### **Background Information**

Adventurer Awards in each category that are appropriate are listed below. See the *Manual of Adventurer Awards* for requirements.

##### ***CRAFTS***

- ◆ Basket Maker
- ◆ Build and Fly
- ◆ Handicraft
- ◆ Home Crafts
- ◆ Sewing Fun

##### ***INDOOR SKILLS***

- ◆ First Aid Helper
- ◆ Home Helper
- ◆ Music Maker
- ◆ Sewing Fun

##### ***OUTDOOR SKILLS***

- ◆ Camper
- ◆ Carpenter
- ◆ Cyclist
- ◆ Gardener
- ◆ Guide
- ◆ Outdoor Explorer
- ◆ Skater
- ◆ Skier

## **MY WORLD**

### **I. The World of Friends**

#### **Requirement**

Earn the Caring Friend Adventurer Award.

#### **Background Information**

In order to earn the Adventurer Award, the children will complete the requirements listed below. Additional information about Adventurer Awards is found in the *Manual of Adventurer Awards*.

## **CARING FRIEND**

1. Explain what it means to be a Caring Friend. Find, read and memorize 1 Peter 5:7.
2. Talk to a person and ask the following:
  - a. The day and month they were born
  - b. Their favorite animals
  - c. Two of their favorite colors
  - d. Three favorite foods
  - e. Four things that are important to them
  - f. Have your new friend tell you some interesting things that have happened in his or her life.
3. Visit a shut-in or old person and take something to them. Use the questions listed above as you talk together.
4. Tell one of the persons you visit how Jesus loves you and that He loves them also.
5. Demonstrate how you can be a caring person to your parents by:
  - a. Helping to keep your room clean
  - b. Helping with food preparation or cleanup after a meal
  - c. Doing extra chores without being told
6. Tell about something special you have done for a friend.

## **II. The World of Other People**

### **Requirement**

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

### **Background Information**

"It is acquaintance that awakens sympathy, and sympathy is the spring of effective ministry. To awaken in the children and youth sympathy and the spirit of sacrifice for the suffering millions in the 'regions beyond,' let them become acquainted with these lands and their peoples" (*Education*, page 269). Children should be led to respect the unique achievements of the people of every culture as well as to feel sympathy for the problems they face. Every culture, including our own, has its strengths and its weaknesses. The only solution to the problems we see is found in Jesus Christ.

### **Teaching Tips**

- Children may choose a culture and do research individually or in a small group. The research questions should focus on the people of the culture rather than on statistics. Questions may be asked about nationalities, foods, religions, holidays, customs, ways of life, physical geography, and plants and animals. Write these topics on a poster or research sheet. Organize the pictures and information the children find and help them put them in a scrapbook or on a bulletin board.



- The culture the children are studying may be brought to life by sampling games, crafts, or foods of the culture. Invite someone who has lived in that culture to visit the class and share information, a special tradition, or a delicacy. Old *Mission* quarterlies may be helpful.
- Children can find out more about how to share Jesus' love with a particular culture by writing or talking to missionaries or others who have visited the culture. Children could write letters and exchange information, photographs and friendship; send needed supplies or special gifts; or raise funds for a special project that will aid people in that culture.
- The *Adventist Review* and other church papers regularly print names and addresses of missionaries and churches with specific literature needs. Some of the people groups being featured in the church's Global Mission plans would make excellent research projects.

### **Evaluation**

The child will participate in a research and service project involving another culture.

## **III. The World of Nature**

### **Requirement**

Earn the Environmentalist Adventurer Award.

### **Background Information**

In order to earn the Adventurer Award, the children will complete the requirements listed below. Additional information and teaching helps are found in the *Manual of Adventurer Awards*.

### **ENVIRONMENTALIST**

1. Tell and explain the instructions God gave at Creation in regard to the environment. Read and discuss Genesis 1:26.
2. List three animals that are endangered and tell why.
3. List three birds that are endangered and tell how you can help protect birds.
4. Study endangered trees in your area. Plant or adopt a tree.
5. What dangers threaten the quality of our air? Explain how nature keeps our air fresh.
6. Tell where your town water supply comes from and what steps you can take to prevent it from being polluted.
7. Participate in one of the following community activities to help clean the environment.
  - a. Take part in Earth Day events.
  - b. With your group, help clear the trash from a roadside or stream.
  - c. Help collect paper, cans or other materials for recycling.

# HELPING HAND RESOURCE LIST

**NOTE:** The resources listed here are only suggestions, not requirements. Not all resources will be available in your division. Select and substitute local resources as available.

## **BASIC TRACK**

### **I. Pledge and Law**

#### ***Be obedient***

##### **Bible stories and texts**

Moses strikes the rock (Numbers 20:1-13)  
Saul disobeys (1 Samuel 15)  
Jonah (Jonah)  
Ecclesiastes 12:13 ". . . keep his commandments ..."  
Acts 5:29 "We ought to obey God ..."

##### **Songs**

###### *Sing for Joy*

"Teach Me Lord" No. 110  
"Trust and Obey" No. 113  
"A Happy Home" No. 136

#### ***Be pure***

##### **Bible stories and texts**

Philippians 4:8 "...whatsoever things are pure ..."  
Psalm 24:3, 4 "...he that hath a pure heart ..."  
Matthew 5:8 "Blessed are the pure in heart ..."

##### **Songs**

###### *Sing for Joy*

"Dare to Be a Daniel" No. 116

#### ***Be true***

##### **Bible stories and texts**

Jacob and Esau (Genesis 27)  
Ananias lies (Acts 5:1-11)  
Ephesians 4:25 "...speak every man truth ..."

## **Songs**

### *Sing for Joy*

"I would Be True" No. 117

### *Kids Sing Praise*

"Truth" No. 35

## ***Be kind***

### **Bible stories and texts**

Ephesians 4:32 ". . . be ye kind one to another ..."

Matthew 5:44 "... do good to them that hate you ..."

Romans 12:10 "Be kindly affectioned one to another ..."

## **Songs**

### *Sing for Joy*

"A Happy Home" No. 136

## ***Be respectful***

### **Bible stories and texts**

David and Saul (1 Samuel 17-31)

Elisha and the bears (2 Kings 2:23-25)

## ***Be attentive***

### **Bible stories and texts**

God calls Samuel (1 Samuel 3)

Ten virgins (Matthew 25:1-13)

Gethsemane (Matthew 26:36-46)

## ***Be helpful***

### **Bible stories and texts**

Abraham and angels (Genesis 18)

Abigail (1 Samuel 25)

Good Samaritan (Luke 10:25-37)

## **Songs**

### *Sing for Joy*

"Cross Over the Road" No. 131

## ***Be cheerful***

### **Bible stories and texts**

Israelites grumble (Exodus 12 and 13)  
2 Corinthians 9:7 "... God loveth a cheerful giver."

### ***Songs***

*Sing for Joy*

"Smile" No. 107

*Kids Sing Praise*

"Grumblers" No. 47

"I'll Be a Sunbeam" No. 52

## ***Be thoughtful***

### **Bible stories and texts**

Widow's mite (Mark 12:41-44)

### **Songs**

*Sing for Joy*

"Love at Home" No. 137

"God Bless Families" No. 138

## ***Be reverent***

### **Bible stories and texts**

Isaiah's Vision (Isaiah 6)  
Moneychangers (John 2:13-16)

### **Songs**

*Sing for Joy*

"God Is in This Place" No. 46

"I was Glad" No. 144

"This Is God's House" No. 145

## **MY GOD TRACK**

### **I. His Plan to Save Me**

#### **Other Bible stories about living for God**

Jacob (Genesis 25-50)  
Moses (Exodus-Deuteronomy)  
Miriam (Exodus 2:1-10; 15:20-22; Numbers 12, 21)  
Joshua (Joshua [especially chapter 7])  
Martha (Luke 10:38-42; John 11:1-46; 12:1-3)

## **Songs about the assigned stories**

*Sing for Joy*— (Review and Herald)

- "Saints of God" No. 61
- "The Lord Hears Me" No. 105
- "Samuel" No. 112
- "Dare to Be a Daniel" No. 116

*Kids Sing Praise* — (Brentwood Publishing)

- "Little David" No. 2
- "Joshua Fit the Battle of Jericho" No. 8
- "Noah" No. 11
- "Only a Boy Named David" No. 18
- "Being Big" No. 54
- "Solomon" No. 66

## **Books and materials about the assigned stories**

*Adult*

*New Testament Maps and Charts* (Standard)

*Children*

- Bunyan, John. *Pilgrim's Progress in Modern English* (Zondervan)
- Davis, Susan. *When God Lived in a Tent* (Review and Herald)
- Stump, Gladys Sims. *The Bible Tells Me About God's People From Slavery to Sinai*  
\_\_\_\_\_ . *The Bible Tells Me about the Trip to the Promised Land*

## **II. His Message to Me**

### **Other Bible texts about living for God**

- Ecclesiastes 12:1 "Remember now thy Creator ..."
- Isaiah 55:6, 7 "Seek you the Lord while He may be found ..."
- Micah 6:8 "He has shown thee, O man, what is good ..."
- Luke 2:52 "Jesus increased in wisdom and stature ..."
- 2 Corinthians 3:18 "We . . . are changed ..."
- Galatians 5:22, 23 "But the fruit of the Spirit is love ..."
- Phil. 1:6 "He which hath begun a good work in you ..."
- Phil. 4:13 "I can do all things through Christ ..."
- Jude 24, 25 "Now unto Him who is able to keep you ..."

### **Songs about living for God**

*Sing for Joy*

- "In His Time" No. 42
- "He's Everything to Me" No. 43
- "This Is My Prayer" No. 106
- "Teach Me, Lord" No. 110
- "Trust and Obey" No. 113
- "Be Like Jesus" No. 115
- "The Journey of Life" No. 122

### *Kids Sing Praise*

"Boys and Girls Medley" No. 13  
"He's Still Working on Me" No. 26  
"That Is the Reason" No. 70

## **Books and materials about living for God**

### *Adults*

Flannelgraph materials (Standard)  
*Following Jesus Object Talks*  
*Books of the Bible*

### *Children*

Bothwell, Roger. *My First Book on Communion* (Review and Herald)

## **III. His Power in My Life**

### **Bible stories and texts**

See stories and texts listed in section II. Also use:  
Psalm 146:3-5 "Put not your trust in princes ..."  
1 Corinthians 10:13 "God . . . will not suffer you to be tempted above that ye are able ..."

### **Songs**

#### *Sing for Joy*

"He's Able" No. 40  
"A Little Talk With Jesus" No. 98  
"God Is With Us" No. 104

#### *Kids Sing Praise*

"Wanna" No. 6  
"There Is Power in the Name of Jesus" No. 24  
"Standing in the Need of Prayer" No. 64

### **E. G. White quotations**

"Each is to improve his talents to the uttermost; and faithfulness in doing this, be the gifts few or many, entitles one to honor" (*Child Guidance*, pages 293-294).

"Have you only one talent? Put it out to the exchangers, by wise investment increasing it to two... . Use your talent so wisely that it will fulfill [1] its appointed mission" (*Messages to Young People*, page 301).

"It is a fearful thing to use God-given abilities in such a way as to scatter blight and woe instead of blessing in society. It is also a fearful thing to fold the talent entrusted to us in a napkin and hide it away in the world." (*Messages to Young People*, page 37).

"All that we are, all the talents and capabilities we possess, are the Lord's to be consecrated to His service" (*Messages to Young People* page 161).

## **II. I Can Make Wise Decisions**

### **Bible stories and texts**

Solomon (1 Kings 2-10)  
Daniel (Daniel 1, 2, 6)  
Mary and Martha (Luke 10:38-42)  
Joshua 24:15 "Choose you this day whom ye will serve ..."  
Proverbs 3:5, 6 "Lean not unto thine own understanding ..."

### **Songs**

*Sing for Joy*

"A Little Talk With Jesus" No. 98  
"Trust in the Lord" No. 111

### **E. G. White quotations**

"All are by their own choice deciding their destiny, and God is overruling all for the accomplishment of His purposes" (*Education*, page 178).

"Remember, dear young friends, that each day, each hour, each moment, you are weaving the web of your own destiny. Each time the shuttle is thrown, there is drawn into the web a thread which either mars or beautifies the pattern" (*Messages to Young People*, page 212).

### **Books and materials**

*Adults*

Clabby, John F. and Maurice J. Elias. *Teach Your Child Decision Making*. (Doubleday and Company)  
Miller, Gordon Porter and Bob Oskam. *Teaching Your Child to Make Decisions: How to Raise a Responsible Child* (Harper and Row)

*Children*

Eggers, Lois, Mary Ellquist and Lois Wheeler. *Sandy*

## **III. I Can Care for My Body**

### **Books and materials**

*Children*

Franklin-Springer, Eugiania A. *Girl, It's All About You*  
Jones, Shirley. *Sugar and Spice and Everything Nice*  
\_\_\_\_\_ *Don't Give Me That Stuff About the Birds and the Bees* (Pacific Press)

## **MY FAMILY TRACK**

### **I. I Have a Family**

#### **Songs**

*Sing for Joy*

"God Bless Families"—No. 138

### **Books and materials**

*Adult*

Weitzman, David. *My Backyard History Book* (Little, Brown and Company)

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

### **Bible stories and texts**

Deuteronomy 6 "Thou shalt teach [the law] diligently unto thy children ..."

### **E. G. White quotations**

"... Make the evening a pleasant social season, a family reunion after the day's duties" (*The Adventist Home*, page 110).

"On these days when there is danger that our children will be exposed to evil influences... let the parents study to get up something to take the place of more dangerous amusements. Give your children to understand that you have their good and happiness in view" (*Messages to Young People*, page 392).

"It was God's plan for the members of the family to be associated in work and study, in worship and recreation, the father as priest of his household, and both father and mother as teachers and companions of their children" (*Child Guidance*, page 535).

"In every family there should be a fixed time for morning and evening worship" (*Child Guidance*, page 520).

"It should be the special object of the heads of the family to make the hour of worship intensely interesting" (*Child Guidance*, page 521).

### **Books and materials**

*Adults*

Gaither, Gloria and Shirley Dobson. *Let's Make a Memory* (Word)

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

*See the Manual of Adventurer Awards for helps.*

## **MY WORLD TRACK**

### **I. The World of Friends**

See the *Manual of Adventurer Awards* for helps and resources in teaching the Caring Friend award.



## **II. The World of Other People**

### **Bible stories and texts**

Abraham (Genesis 12-25)

Moses (Exodus to Deuteronomy)

Jonah (Jonah)

Paul (Acts)

Isaiah 45:22, 23 "Look unto me, and be ye saved, all the ends of the earth ..."

Matthew 28:19 "Go ye therefore, and teach all nations ..."

Acts 1:8 "Ye shall receive power ..."

### **Songs**

#### *Sing for Joy*

"All Nations of the Earth" No. 22

"God Calls Us" No. 130

"Jesus Loves Children" No. 37

"Cross Over the Road" No. 131

"Jesus Bids Us Shine" No. 133

#### *Kids Sing Praise*

"Jesus Loves the Little Children" No. 27

### **E. G. White quotation**

"Our schools are the Lord's special instrumentality to fit the children and youth for missionary work" (*Child Guidance*, page 311).

### **Books and materials**

#### *Adult*

Lee, Nancy and Linda Oldham. *Hands on Heritage*. Foods, crafts and celebrations from different cultures (Hands On Publications)

*52 Ways to Teach Missions* (Rainbow)

#### *Children*

Ritchie, Joan. *Have It Your Way*. Interactive mission story

Stocker, Fern Neal. *Growing Up With David Livingstone*

\_\_\_\_\_. *Amy Carmichael, Rebel Turned Missionary*

## **III. The World of Nature**

See the *Manual of Adventurer Awards* for help in teaching the Environmentalist award.

# **APPENDICES**

**Appendix I - Induction Service**

**Appendix II - Earning the Reading Certificate**

**Appendix III - "My God" Teaching Helps**

# I. INDUCTION SERVICE

## **ADVENTURER LAW RECITATIONS** **(to be used in Induction Service)**

The following is a suggested explanation of each part of the law to be recited from memory as the altar is built during an Induction Ceremony. It is intended that seasoned club members will recite, but in a small club everyone may have a part. It may also be used at any time as a resource and explanation of the Adventurer Law.

1. **Be obedient** I will obey God's laws cheerfully, and do what my parents and teachers ask me to do. I will obey the laws of my country.
2. **Be pure** My body is the temple of God so I want to keep it clean. I will not swear, smoke, drink alcohol, do drugs, or do any other thing that God says is disgusting.
3. **Be true** I will always tell the truth and never try to deceive - even if I may get in trouble for it.
4. **Be kind** I will look for ways to make other people happy. I will never hurt a person or animal intentionally. I will share my toys too.
5. **Be respectful** I will be courteous to those whom God put in authority over me (such as parents and teachers) and to those who are younger and weaker than me (such as little brothers and sisters). I will take good care of other people's property, even something as small as a borrowed pencil.
6. **Be attentive** I will listen when someone is talking to me at home, at school, and at church. I will especially listen for God to tell me what to do with my life.
7. **Be helpful** I will look for ways to help and not wait to be asked. I can help my family at home, my teachers and friends at school, and other people in other places. I can even help God.
8. **Be cheerful** I will not grumble or complain when I don't get my way or when I have work to do. I will remember that God made me, and God doesn't make junk, so I'm not junk! Knowing that makes me happy.
9. **Be thoughtful** I will make courtesy a habit, both in words and actions. I will look for ways to be nice to people. I will not be rude or irritating.
10. **Be reverent** I will listen carefully to God, His word, and His messengers. I will take good care of my Bible and church property. I will never make fun of holy things.

## II. EARNING THE READING CERTIFICATE

### Sample Parent Letter Introducing Reading Certificates

Date

Dear Parent,

In order to earn the Adventurer pin this year, your child will need to read several books and earn a reading certificate. These books will help the Adventurers to understand better the things they are learning in Adventurer Club this year. We hope they will also encourage your child to enjoy reading good books.

Your child will earn a reading certificate when he or she has read the following:

**[List class reading certificate requirements here.]**

These books may be found in your personal library, the church, school, or public library, or you may borrow books through the Adventurer Club. Be sure each book meets the reading requirements and is appropriate for a Christian child.

Feel free to read the books to your child if you prefer. Keep track of the title and topic of each book on a piece of paper, then sign it and turn it in to the Adventurer leader when all books are completed.

Thank you again for the opportunity to work with you in helping your child learn to live for Jesus. Please call \_\_\_\_\_ if you have any questions.

Yours in Christ,

Director Adventurer Club

## **BASIC REQUIREMENTS**

### *Criteria for Choosing Literature*

There are many excellent books addressing the topics covered in the Adventurer curriculum. No attempt has been made to name all these books in the Resource Lists, which simply recommends a few good ones. Below are some principles that may be useful in evaluating other books.

1. **True-to-life** The book must present an accurate picture of reality. It must not be overly simplistic, sentimental, or stimulating.
2. **Lasting Value** A good book helps the children to understand God, human nature, or the things of Creation without appearing to be preachy and contrived.
3. **Positive Morality** Evil and sin are recognized as such, and receive their just reward. The good should be upheld as the model and goal for the children. Swearing, sex and inappropriate violence have no place in a book for young children.
4. **Enjoyable** The book should be one that the adult enjoys reading. (Most good children's books are also enjoyed by adults.) If the adult does not enjoy it, it is highly unlikely that the child will---or should.
5. **Developmentally Appropriate** A good book will fit the child's level of reading ability, sophistication, and interest.

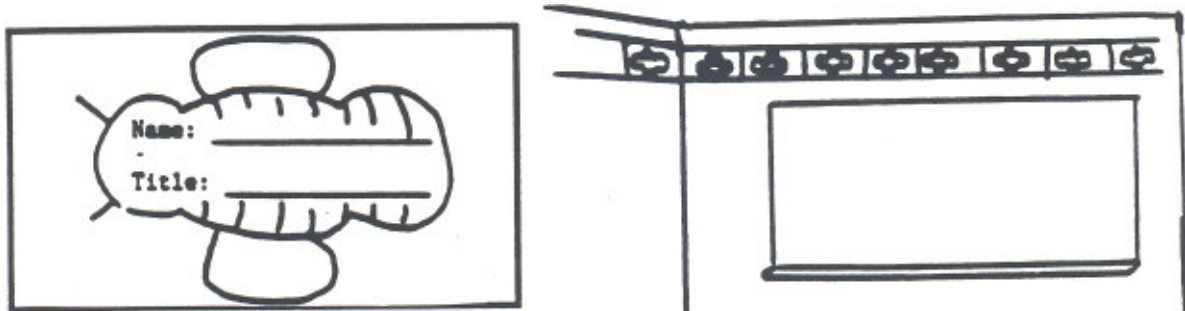
## BASIC REQUIREMENTS

### *Reading Chart Suggestions*

#### SAMPLE PERSONAL RECORD CHART

Genesis	Jesus Creation and Coming	Feelings
Safety  STOP	Friends	<i>you're one</i>
Color each picture as you finish that book. Write the name of the book underneath.		

#### SAMPLE GROUP RECORD CHART



#### SAMPLE CHAIN LINK

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

Title: \_\_\_\_\_



# *Busy Bee Reading Certificate*

This certifies that

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\_\_\_\_\_ has completed the Adventurer Club reading requirements for the Busy Bee Class  
as established by the General Conference of Seventh-day Adventists.

Issuer's Name \_\_\_\_\_ Title \_\_\_\_\_

Date Issued \_\_\_\_\_ Conference \_\_\_\_\_



# *Sunbeam Reading Certificate*

This certifies that

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has completed the Adventurer Club reading requirements for the Sunbeam Class  
as established by the General Conference of Seventh-day Adventists.

Issuer's Name \_\_\_\_\_ Title \_\_\_\_\_

Date Issued \_\_\_\_\_ Conference \_\_\_\_\_





# *Builder Reading Certificate*

This certifies that

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has completed the Adventurer Club reading requirements for the Builder Class  
as established by the General Conference of Seventh-day Adventists.

Issuer's Name \_\_\_\_\_ Title \_\_\_\_\_

Date Issued \_\_\_\_\_ Conference \_\_\_\_\_



# *Helping Hand Reading Certificate*

This certifies that

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has completed the Adventurer Club reading requirements for the Helping Hand Class  
as established by the General Conference of Seventh-day Adventists.

Issuer's Name \_\_\_\_\_ Title \_\_\_\_\_

Date Issued \_\_\_\_\_ Conference \_\_\_\_\_

## III. "My God" Teaching Helps

### Suggestions for Memorization

#### Memory Verses

There are many enjoyable ways to help children memorize Bible verses. Those listed below begin with the simplest.

1. Introduce the verse as a whole, being sure that the children understand the vocabulary and concepts it contains. Children may paraphrase the verse by writing or repeating it in their own words.
2. Use pictures and stories to illustrate the meaning of the verse. If a particular picture is used for each verse, it can help to stimulate memory of the verse when children look at it.
3. Verses can be learned with great ease when they are set to music. Many Bible verse songs are available with the elementary school and Sabbath School curriculums, and many Bible verse song books are available from Christian book stores.
4. Younger children can draw a picture or make a collage illustrating the meaning of a verse. Older children can write and illustrate or decorate the verse. These illustrated verses can be kept on the club bulletin board or attached to a door to keep the verse fresh in mind.
5. Verses can be reviewed by having boys, girls, people wearing red, etc., repeat the verse. The leader may do a word-by-word review by pointing to different children to supply each word of a verse.
6. Each word of a verse may be written on separate cards and scrambled. Cards can be put in order as an individual puzzle or a group activity with children taking turns putting the verse in order. Have the group repeat the verse as soon as the cards are in order. Word cards may be handed out to individuals who are then invited to find the child holding the word that belongs on either side of them and link arms to make a memory verse chain. When the entire verse is linked together in the correct order, the children should assemble at the front of the classroom and repeat the verse.

# SAMPLE COMMITMENT CARD

(FRONT)

**MY QUIET TIME COMMITMENT**

I, \_\_\_\_\_, do solemnly  
promise to spend a quiet time with Jesus  
every \_\_\_\_\_. I will use  
this time to talk with Jesus and to learn  
how to live for Him.

\_\_\_\_\_  
Signed

(BACK)

Use these boxes to begin keeping track of your quiet times with Jesus. You may put an x in a box every time you finish a quiet time, or you may write something you studied and want to remember.


## Suggestions for Facilitating Children's Quiet Times With Jesus

Because the children will normally be spending their quiet times at home, it is very important to enlist the parents enthusiasm and cooperation in helping children choose and reach their goals. A letter may be drafted and sent home, but a better approach for arousing enthusiasm would be to plan a special parent meeting that is focused entirely upon helping children build the habit of regular personal Bible study and prayer. This meeting should include a time of sharing and discussion that will remind parents of the central importance of Bible study and prayer in the life of the Christian. Ideas and suggestions may be shared by leaders and parents as to how time can be set aside for family and personal worship, and what activities would be most meaningful for the Adventurer age group. Family worship with the Adventurer child should be active and fun.

Children's personal quiet times should be spent in a quiet place where they feel comfortable but not distracted. They may be based around the Sabbath School lesson, a Bible story book, or simple passages of Scripture from a modern translation of the Bible. Children may enjoy drawing pictures, singing songs, writing verses, going for walks, or other creative activities that apply the Bible readings. These quiet times should always begin with a prayer of thanksgiving and petition, and end with a consideration of how the material considered during the quiet time should affect the way the child chooses to behave today.

Initially, a parent or other adult will need to join the child during the quiet time to help him or her read the Bible passage or story and to model and teach how to enjoy a meaningful quiet time with God. As the child becomes more independent and establishes positive habits of Bible study and prayer, the parent may decrease participation at a pace with which both the parent and child are comfortable.

1. Make worship a part of the family living pattern through sharing both spontaneous worship moments and scheduled family worship.
2. Set aside time for your own private devotions and help children become aware of the joy and strength they supply.
3. Help children establish a time for daily prayer from their earliest years. Bedtime is most common. It is particularly valuable for a father to take a few quiet moments with his children to talk over the day's experiences and then encourage them to talk to the Lord personally.
4. Guide the child in reading devotional literature on his or her own level as soon as the child's reading skills are developed to the point of ease and enjoyment. A modern language Bible may encourage a systematic program of Bible reading. An increasing number of devotional reading materials for children are available from Christian bookstores.
5. Try to start the evening bedtime rituals soon enough to allow for warm, intimate, companionable guidance in devotions without nagging the child to hurry.