

Builder Teacher's Resource Manual



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.

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

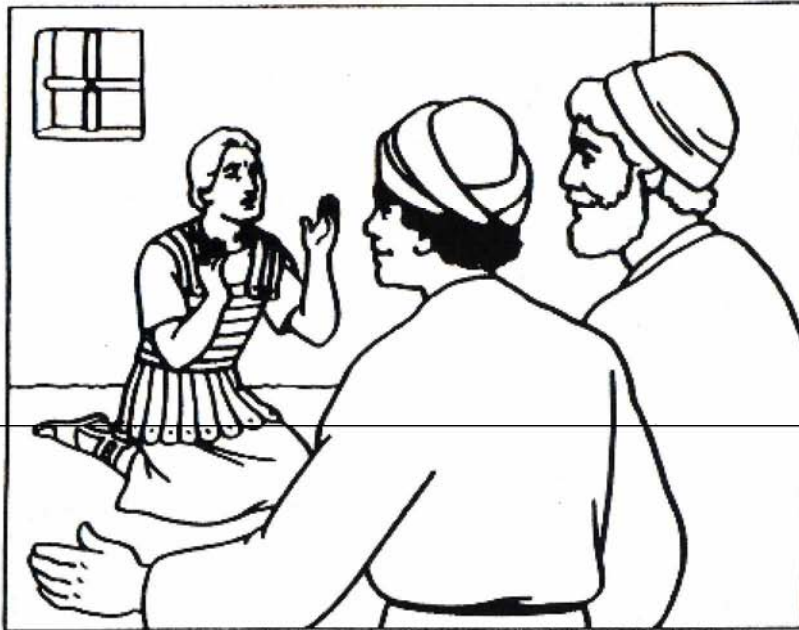
Directions

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

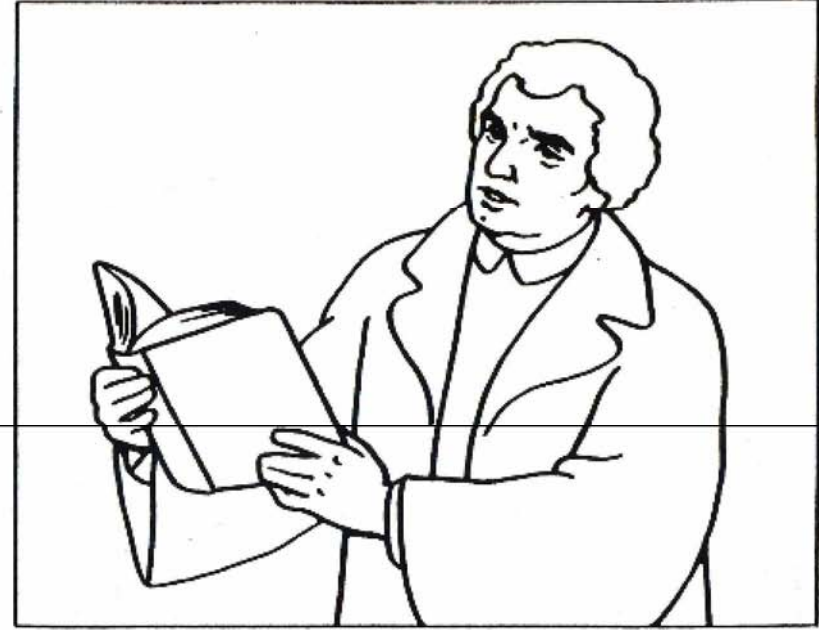
Busy Bee					
Creation	Sint and sadness begin		Jesus cares for me today	Jesus' second coming	Heaven
Sunbeam					
		Jesus' birth	Jesus' life	Jesus' death	Jesus' resurrection
Builder					
			Paul	Martin Luther	Ellen White
Helping Hand					
	Noah	Abraham	Moses	David	Daniel

Bible Story Chart Pictures



THE DISCIPLES ARE JESUS' LOVE

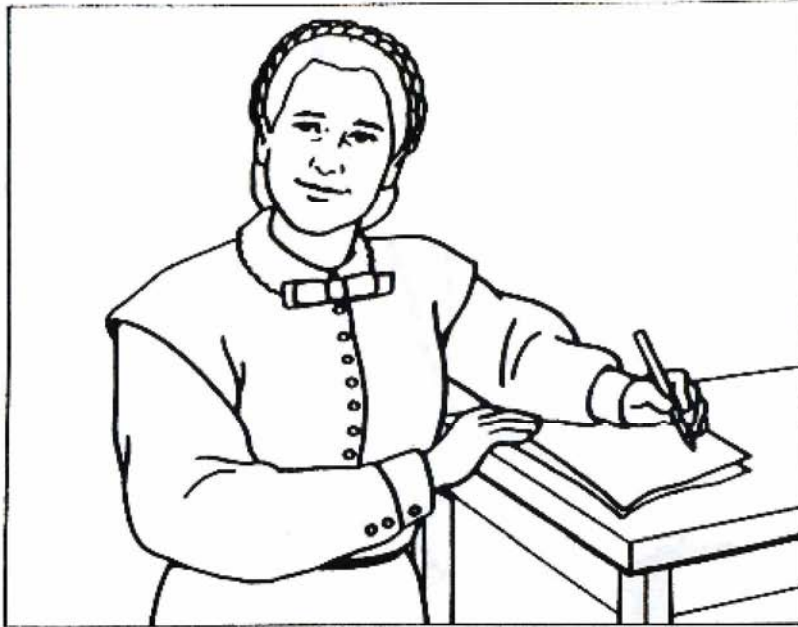
The disciples shared Jesus' love with everyone. Because Paul and Silas were so joyful and kind, the Philippian jailer decided to live for Jesus, too.



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**

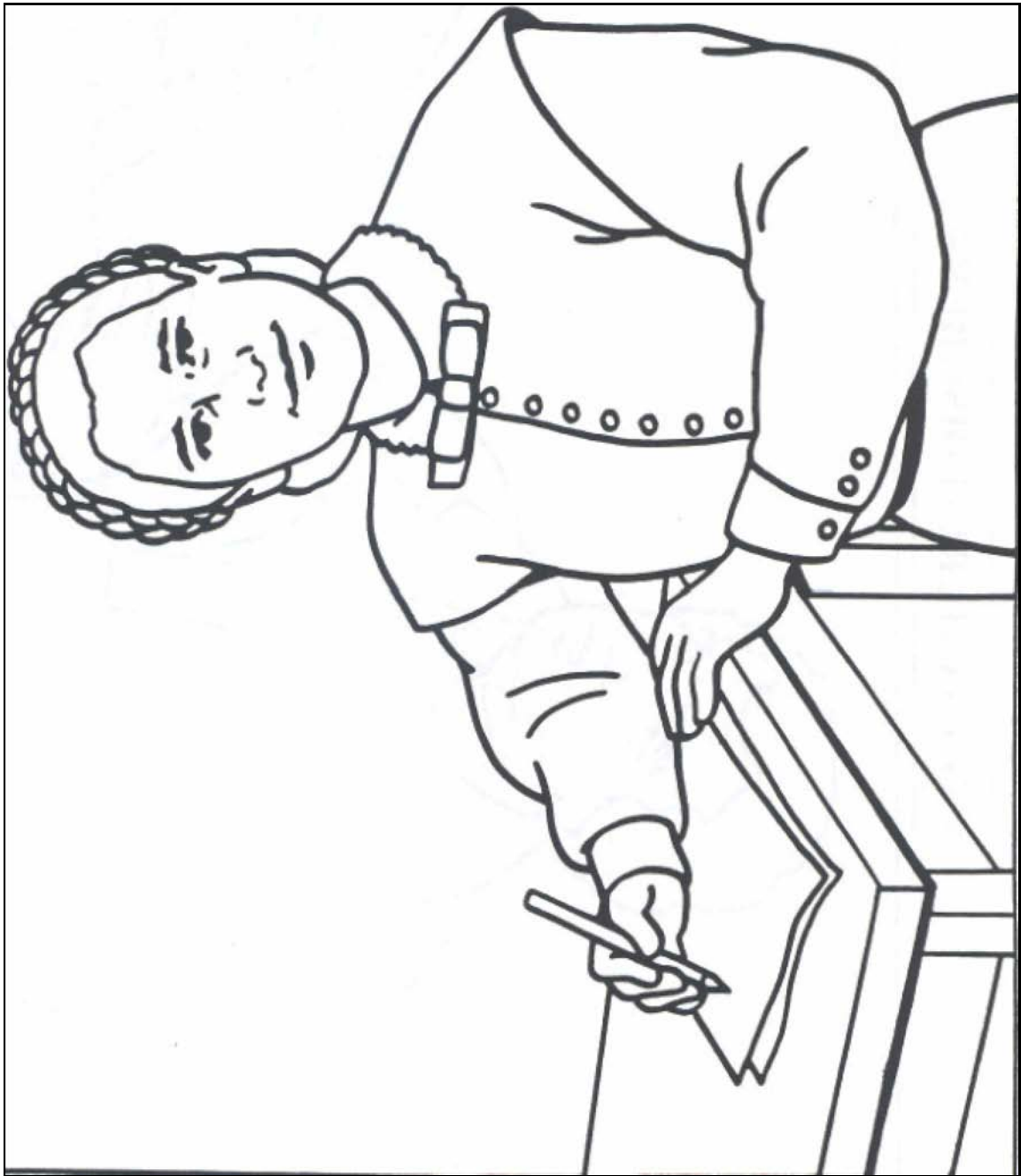
About 150 years ago, people who were studying their Bibles realized that Jesus would come very soon. They began to get ready to meet Him. God gave Ellen White special dreams to help them.

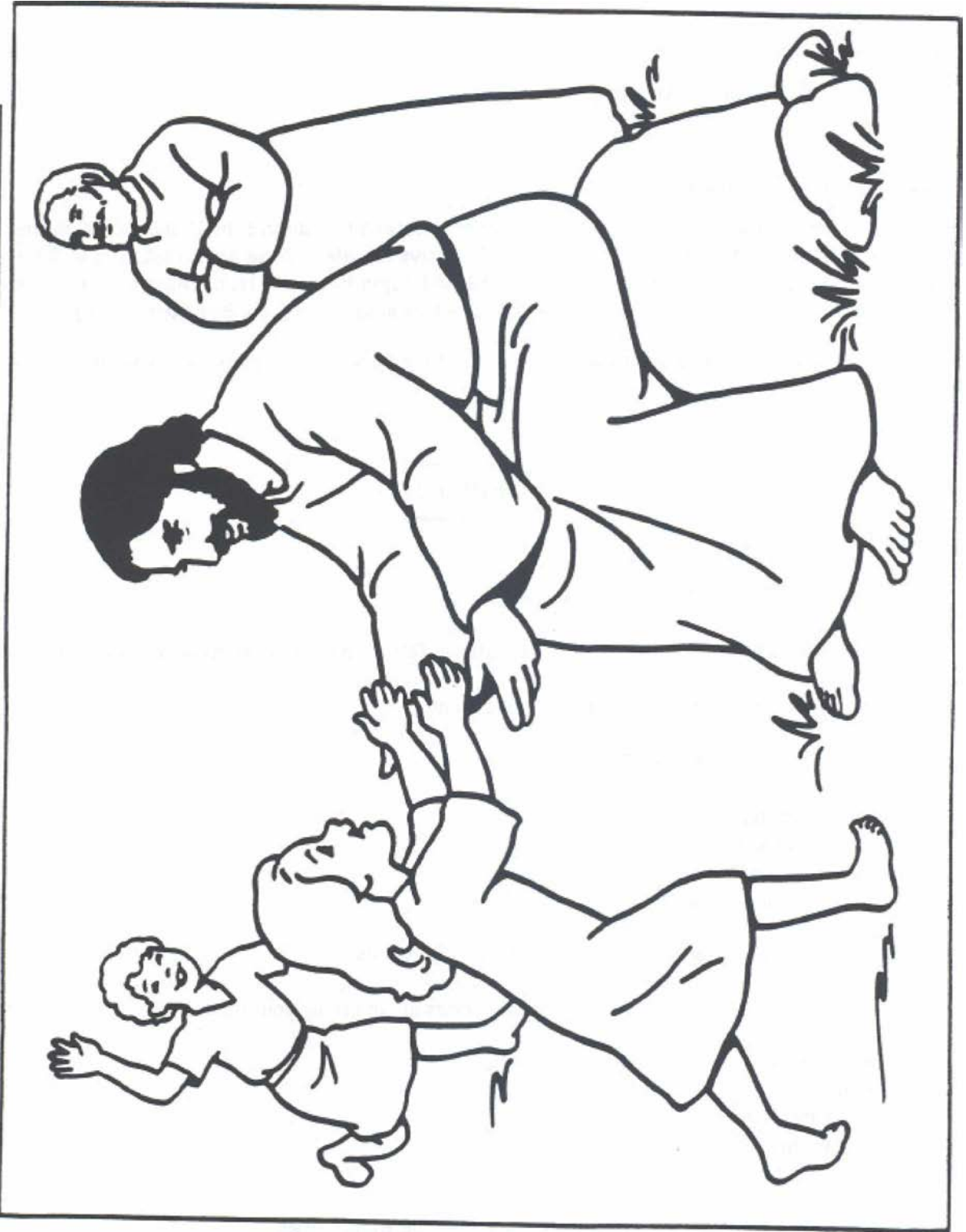


(Child's Name) _____ **GETS READY TO
MEET JESUS**









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 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.

SAMPLE PARENT LETTER INTRODUCING THE LOVE GAME

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*¹

*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

¹ 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