

Helping Hand 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.
--	--

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.)

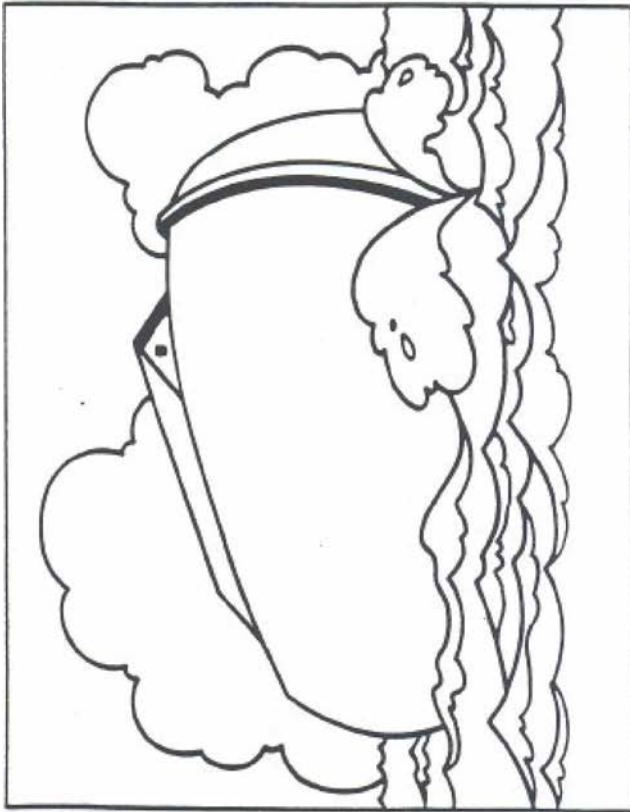
Putting Together the Bible Story Chart

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



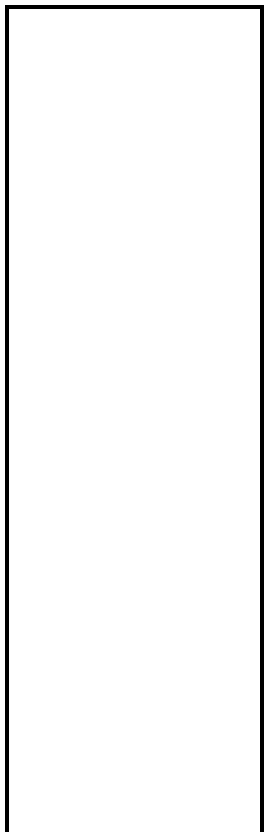
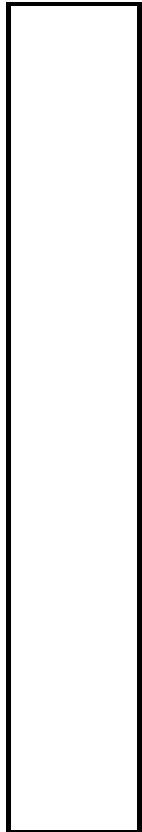
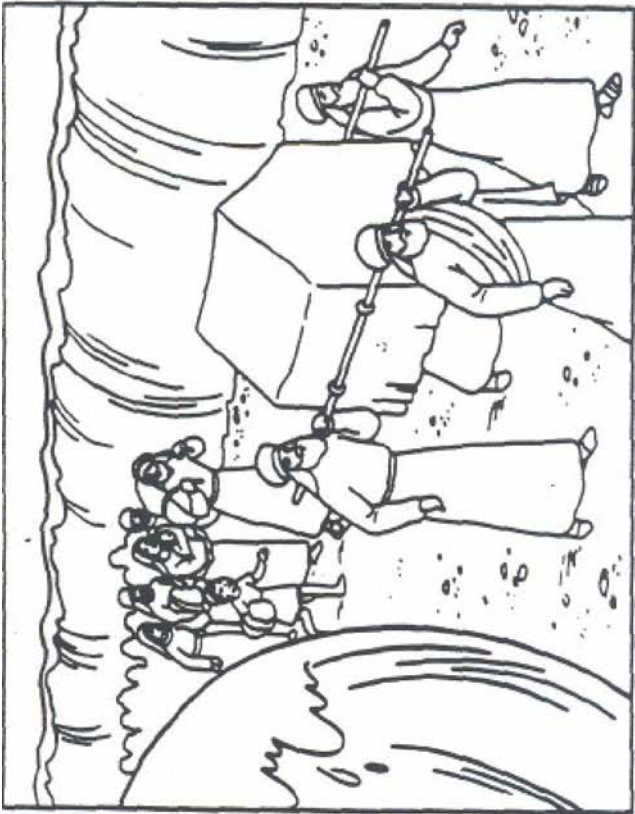
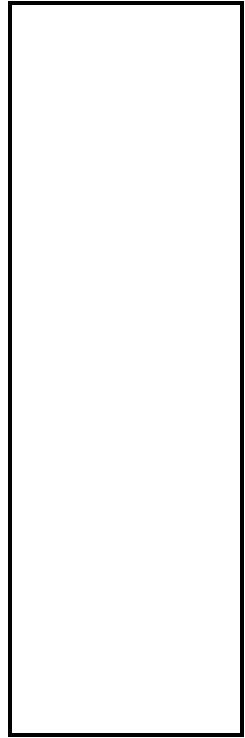
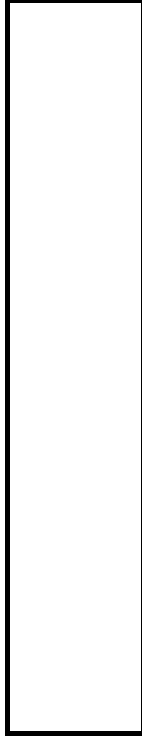
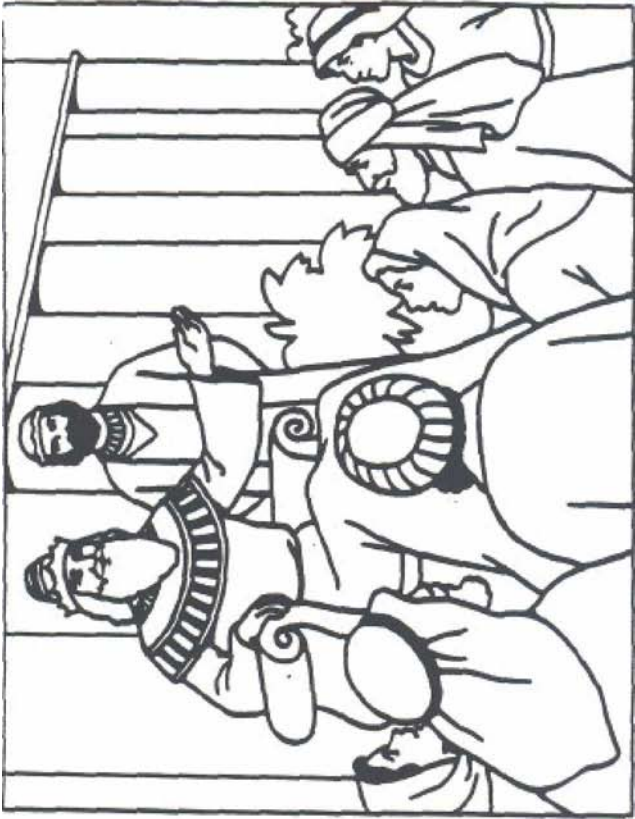
Blank rectangular box for writing.

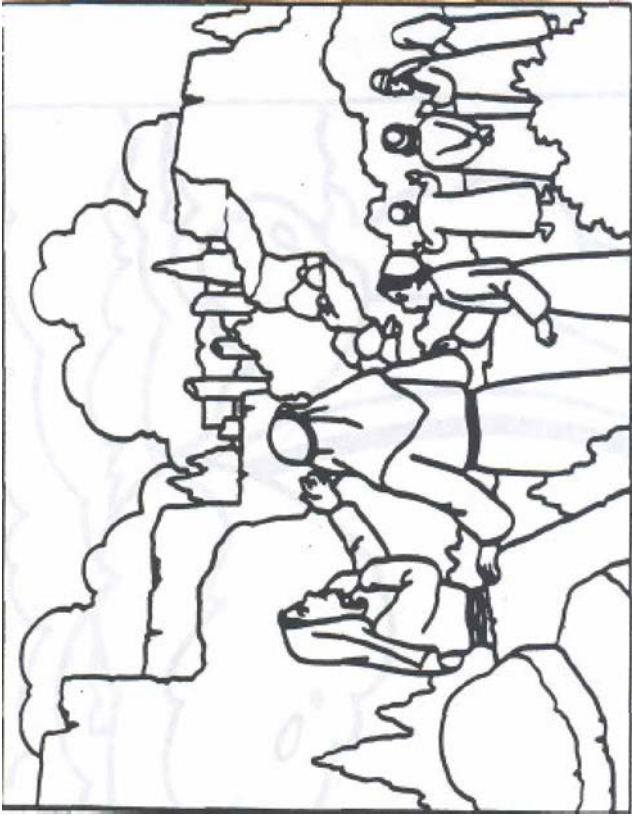
Blank rectangular box for writing.



Blank rectangular box for writing.

Blank rectangular box for writing.

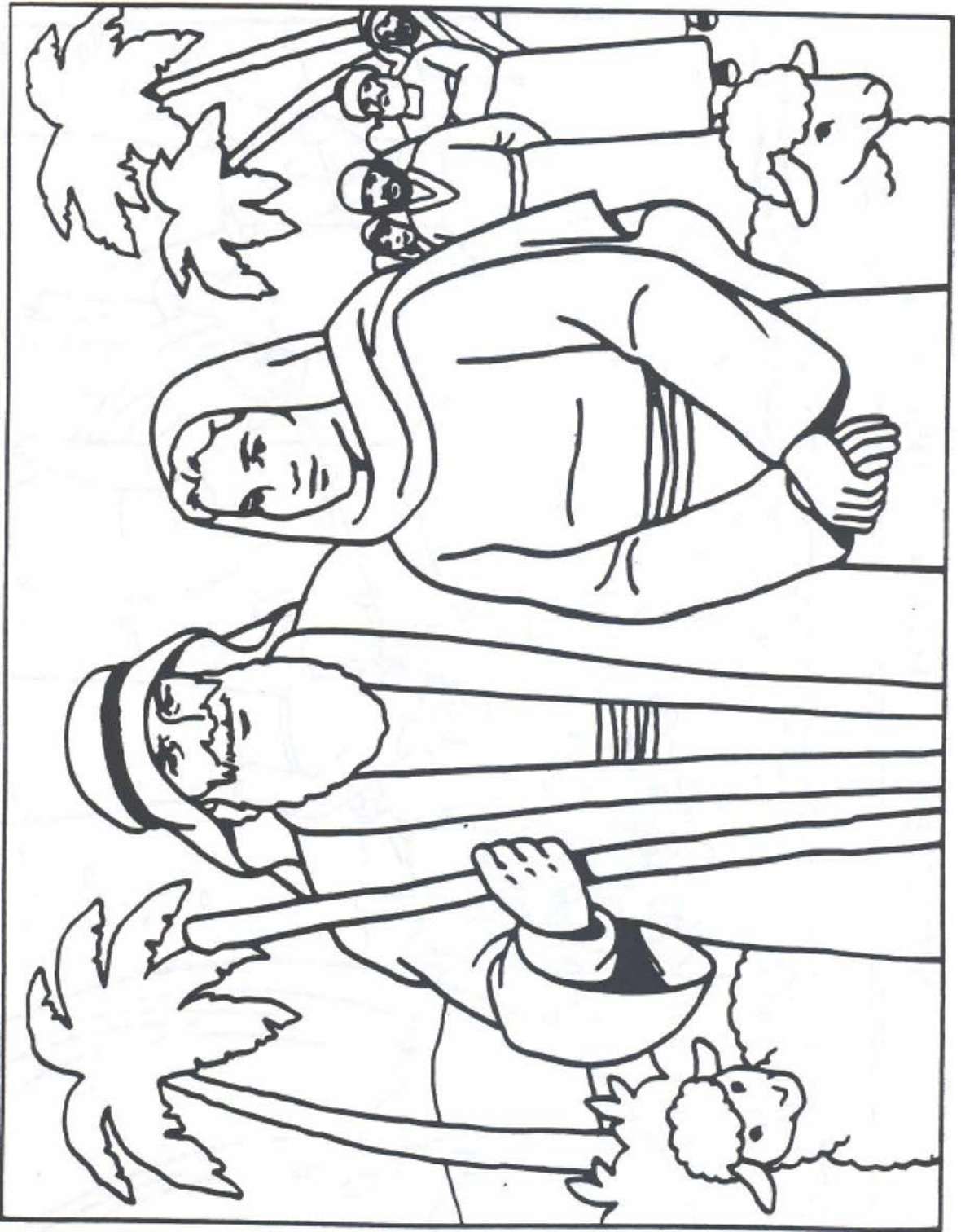


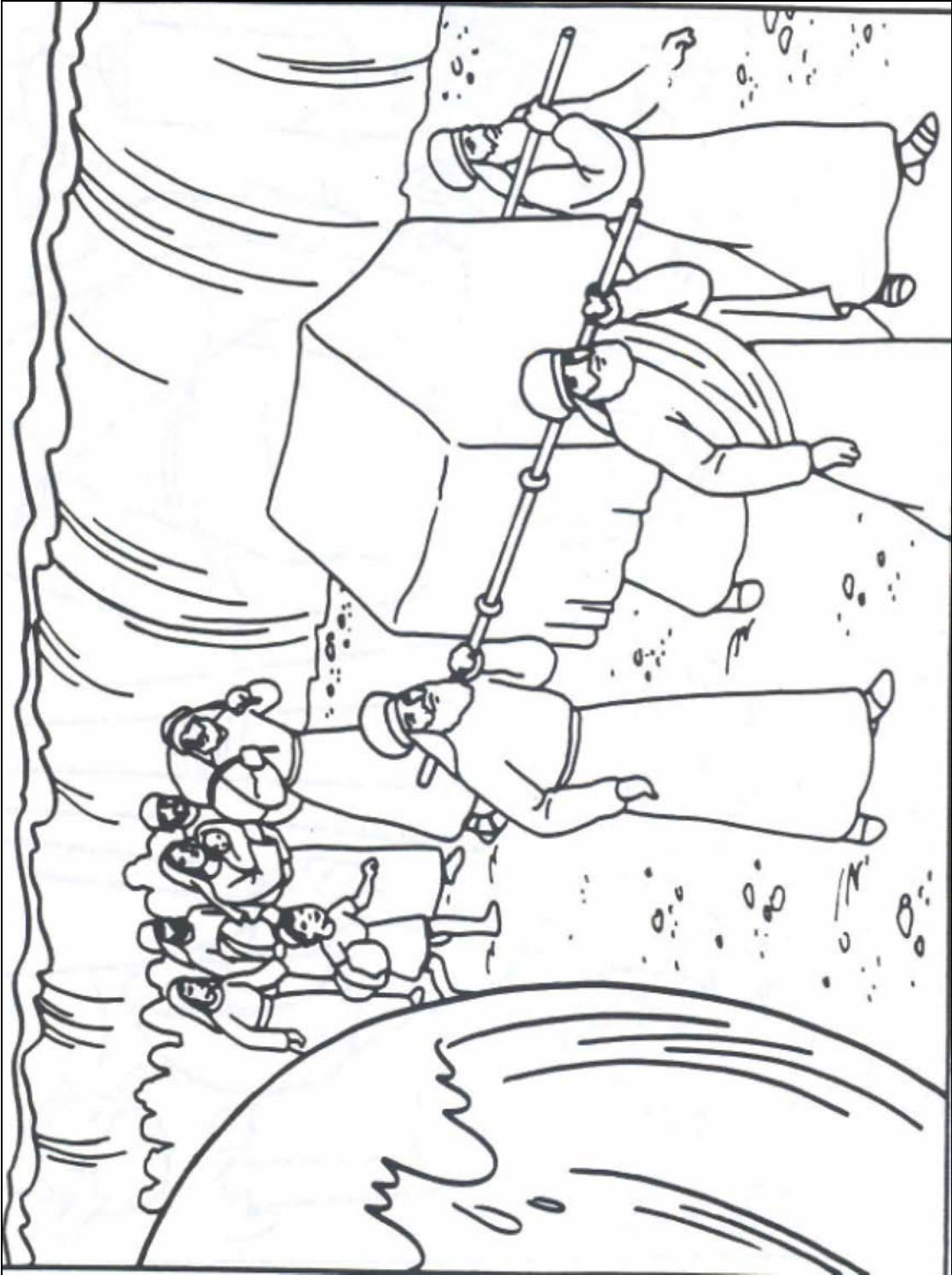


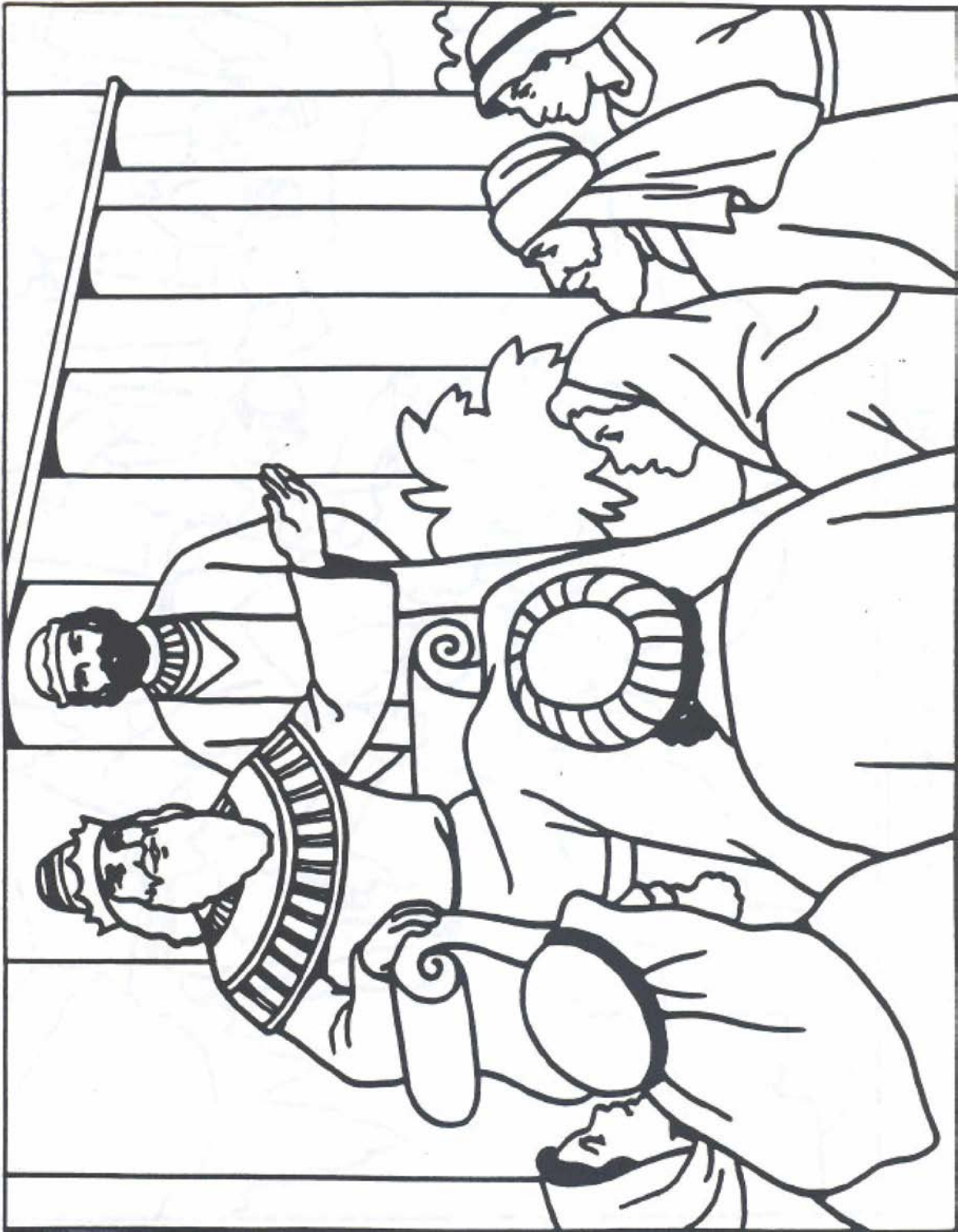
--

--











|

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 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 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

L. 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 [I] 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.