

Builder Manual

Note

This has been modified from the printed manual in the following ways.

Three items have been copied from the Administration section of the manual and placed with each requirement:

Goal of this track

Concept Included in This Component

Objective of this component

The purpose of this is that these ideas are associated with each requirement.

Two items have been omitted:

Workbook Activity

Evaluation

The first has been omitted because the helps in this web site largely replace the work books. The second has been omitted because it was felt that the evaluation was not entirely relevant, often merely repeating the requirement.

The **Norm's Notes** at the end of each requirement are NOT part of the official manual, but were written for the web site helps, but are retained here.

Requirements

BASIC REQUIREMENTS

- I** **Responsibility**
A Repeat from memory the Adventurer Pledge and Law.

B Explain the Pledge.
- II** **Reinforcement**
Obtain the Builder Reading Certificate by reading or listening to, either the Book Club selection firm the ABC or two books from the five topics listed in the resource manual.

Complete at least 1 section from each of the following four groups.

MY GOD (Choose at least 1 section)

- I** **His Plan To Save Me**
A Create a story chart showing the order in which these stories took place:
• Paul
• Martin Luther
• Ellen White
• Yourself

A Plan a skit or newspaper story about one of the stories above, to show someone how to give one's life to Jesus.
- II** **His Message To Me**
Earn the Bible II Adventurer Award.
- III** **His Power in My Life**
A Spend a regular quiet time with Jesus to talk with Him and learn about Him.

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

MY SELF (Choose at least 1 section)

- I** **I Am Special**
Put together a scrapbook, poster, or collage, showing some things you can do to serve God and others.
- II** **I Can Make Wise Choices**
Earn the Media Critic Adventurer Award
- III** **I Can Care For My Body**
Earn the Temperance Adventurer Award.

MY FAMILY (Choose at least 1 section)

- I** **I Have A Family**
A Share one way your family has changed. Tell how you felt and what you did.
B Find a story in the Bible about a family like yours.
- II** **Families Care For Each Other**
Play the Love Game.
- III** **My Family Helps Me Care For Myself**
Earn the Wise Steward Adventurer Award.

MY WORLD (Choose at least 1 section)

- I** **The World of Friends**
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
- II** **The World of Other People**
A Know and explain your national anthem and flag.
B Name your country's capital, and the leader of your country .
- III** **The World of Nature**
Earn an Adventurer Award, not previously earned..

Basic Requirements

I Responsibility

Requirement

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

THE ADVENTURER PLEDGE

Because Jesus loves me, I can always do my best.

THE ADVENTURER LAW

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

- B. Explain the Pledge.

Goal of this track

To ensure that the children have the background necessary to receive maximum benefit from the Adventurer program.

Concept Included in This Component

Commitment to the common goals of the group.

Objective of this component

Upon completion of the Adventurer requirements the children will:

Know: the meaning and purpose of the Adventurer Pledge and Law,

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

Respond: by living by these principles.

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 fulfil it. Related Bible stories, texts and quotes for discussion are suggested below:

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 . . ."

"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)

- 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.

Norm's Notes

The second part of this requirement is best done by the children in their own words. This will enable the teacher to know if they really do understand them. Class discussion of the meaning would help, but each child must be able to explain it for themselves.

II Reinforcement

Requirement

Obtain the Builder Reading Certificate by reading or listening to, either the Book club selection from the ABC or two books from the five topics listed in the resource manual.

Goal of this track

To ensure that the children have the background necessary to receive maximum benefit from the Adventurer program.

Concept Included in This Component

Introduction and review of the Adventurer concepts through reading.

Objective of this component

Upon completion of the Adventurer requirements the children will:

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

Feel: the value and joy of reading, and

Respond: by continuing to use books for knowledge and pleasure

Background Information

The Builder Reading Certificate is awarded to children who read or have read to them either:

1. The Book Club selection available from the ABC each year;

OR

2. Two books, selected 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

These reading requirements are directed specifically toward the topics the children will be covering in the Builder curriculum. Choose books from the ABC or Christian book stores, which fit into the categories of your choice.

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.
- A simple reading motivator can be made by adding a new link to a reading chain each time a child completes a book. Photocopy links on coloured 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.
- 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 brother or sister, Pathfinder, or grandparent may read to the Builder if necessary.

Norm's Notes

The requirement is to read some books (or listen to them being read). See also the book list in the web section of these pages.

After reading or listening to each book a debrief should be carried out to be sure that there was some understanding of what was read and to give opportunity for each child to express the lessons they learned from the book. The following are suitable questions for the debrief.

- I. Who was the hero (good person) or the villain (bad person) in this book?
- II. What made them good or bad?
- III. How would you react if you met people like that?
- IV. Who would you like to copy in your life? Why?

My God

I His Plan to Save Me

Requirement

- A. Create a story chart showing the order in which these stories took place:
- * Paul
 - * Martin Luther
 - * Ellen White
 - * Yourself
- B. Plan a skit or newspaper story about one of the stories above to show someone how to give one's life to Jesus.

Goal of this track

To facilitate the development of a growing and fruitful relationship between the child and Jesus Christ.

Concept Included in This Component

God's love, sin and forgiveness, conversion, obedience.

Objective of this component

Upon completion of the Adventurer requirements the children will:

- Know: the broad outlines of God's plan of salvation and how to experience this gift personally,
- Feel: the assurance of God's love and salvation which produces joyful praise and a strong determination to live for Him, and
- Respond: by accepting Jesus Christ's gift of forgiveness and new life.

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 Saviour 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 emphasise 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 their 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 recognised his mistake and became sorry for what he had done. He chose to be baptised 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 any one 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 baptised 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:

- * the New Testament church;
- * the church of the Middle Ages;
- * the beginnings of the Adventist church;
- * 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 story chart may be used in three different ways.

- Place pictures from the following pages, or other pictures to illustrate the stories you choose, on a large wall story chart. Add each new picture as you tell the story. The

children may refer to this chart as they work on their own pictures (in the workbook) and as they learn about other stories from the Bible and from history.

- 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.
- 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.)
- Have the children colour 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 a different perspective (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.

- 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)

- 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.

The Manual on pages 111 to 114 has the four pictures for this requirement. We have them in the Activity Book, please check there also.

Norm's Notes

In each class a different part of the world time line is discussed with four or five events from the world's history, mostly focussing on the lives of several individual (though the Sunbeam class talks only of incidents from the life of Christ.

However, in the second part of the requirement there is something additional to do and the wording here gives the clue to the purpose of the stories in the first part of the requirement.

In the **Busy Bee** class the focus should be on "how much Jesus cares for you". This lesson is obvious in the good world God gave us, and how it was spoiled and God's plan of restoration. The **Sunbeam** class aim is to "show someone the joy of being saved by Jesus". Here in the stories of his life and sacrifice we can see what Jesus did for us and learn the joy of salvation.

The **Builder** class looks at people who have lived since the death of Christ. The second part talks about "how to give one's life to Jesus" The three people listed all gave their lives to Jesus, though maybe in different ways, and this leads to a discussion on how a child today gives their heart to Jesus.

The **Helping Hand** class looks at Old Testament heroes, and many lessons could be drawn from their lives, but the second section talks about "how to live for God". Thus the stories should be looked at from this point of view and discussion can be on how these people can be examples for those living today.

II His Message to Me

Requirement

Earn the Bible II Adventurer Award.

1. Earn the Bible I Award.
2. Tell the names of the two major parts of the Bible. Tell the names of the books known as the Gospels.
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 stories in the first nine chapters of Genesis.

5. Find, memorise and explain one 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 5:7
 - e. Psalm 51:10
6. Play games to enjoy and remember the Bible stories.

Goal of this track

To facilitate the development of a growing and fruitful relationship between the child and Jesus Christ.

Concept Included in This Component

Memory verses, Bible books, using and trusting the Bible.

Objective of this component

Upon completion of the Adventurer requirements the children will:

- Know: how to learn of God's love and His plan for us through history and the Bible,
Feel: the desire and confidence to come closer to God through studying the Bible, and
Respond: by studying the Bible regularly, easily and with understanding.

Award HELPS

1. The Bible I Award is usually earned in the Busy Bee class.
2. The two major parts of the Bible are the Old Testament and the New Testament. The books known as the gospels are Matthew, Mark, Luke and John.
3. Encourage creativity. Lead the Adventurers to understand the lessons each story teaches.
4. Make sure your children have hands-on experience using their Bibles, but also use Bible story books, videos, and cassette tapes to teach these stories in an interesting way.
5. Help the children understand the meaning of each passage and how it can apply to their lives.
6. Bible game books, Bible colour books and felt sets are available at Christian book stores.

Background Information

The memory verses listed in this requirement have been chosen to reinforce the Builder's understanding of the steps of salvation:

- * to be sorry for my sins;
- * to give my life to Jesus and to ask Him to forgive and change me;
- * 3) to believe that He has done this and begin living for Him.

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

Some other texts they could learn are:

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 . . ."

- As the child repeats each memory verse, ask him or her to explain what it teaches about how to live for Jesus.

- Suggestions for Memorisation

There are many enjoyable ways to help children memorise Bible verses. Those listed below begin with the simplest.

1. Introduce the verse as a whole, being sure that the children understand the vocabulary and concepts it contains. Children may paraphrase the verse by writing or repeating it in their own words.
 2. Use pictures and stories to illustrate the meaning of the verse. If a particular picture is used for each verse, it can help to stimulate memory of the verse when children look at it.
 3. Verses can be learned with great ease when they are set to music. Many Bible verse songs are available with the Sabbath School curriculums, and many Bible verse song books are available from the ABC or Christian book stores.
 4. Younger children can draw a picture or make a collage illustrating the meaning of a verse. Older children can write and illustrate or decorate the verse. These illustrated verses can be kept attached to the door to keep the verse fresh in mind.
 5. Verses can be reviewed by having boys, girls, people wearing red, etc. repeat the verse. The leader may do a word-by-word review by pointing to different children to supply each word of a verse.
 6. Each word of a verse may be written on separate cards and scrambled. Cards can be put in order as an individual puzzle or a group activity with children taking turns putting the verse in order. Have the group repeat the verse as soon as the cards are in order. Word cards may be handed out to individuals who are then invited to find the child holding the word that belongs on either side of them and link arms to make a memory verse chain. When the entire verse is linked together in the correct order, the children should assemble at the front of the classroom and repeat the verse.
- Refer to the Scriptures frequently while working with the story chart. In this way memorisation of the names of the books of the New Testament will be made simpler and more meaningful.

- Some quotations on the topic are:

"(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)

Norm's Notes

Another Adventurer Award, this time Bible II. Make sure the children see the values, attitudes, and actions required in this award.

- Requirement 2. This calls for remembering names, but ask the children why there are two major parts. Do the two parts have significance? Why four Gospels? Why not only one?
- Requirement 3. When the children act out these stories ask why the characters did what they did. Note that in the teaching notes below the requirements it say "Lead the Adventurers to understand the lessons each story teaches".
- Requirement 5. Note the reason for memorising the verse. These verses are about giving your life to Jesus. Ask what this means? Does the text tell us how to give our life to Jesus?
- Requirement 6. Note the operative words here are "enjoy" and "remember". The games should be enjoyable, but the purpose of the games are to help the Adventurers to remember the Bible stories and their lessons for life.

III His Power in My Life

Requirement

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

Goal of this track

To facilitate the development of a growing and fruitful relationship between the child and Jesus Christ.

Concept Included in This Component

Prayer, Bible study, witness, living for Christ.

Objective of this component

Upon completion of the Adventurer requirements the children will:

- Know: how to build a growing relationship with God,
Feel: the joy which comes from living for Him, and a determination to persevere, and
Respond: by spending a quiet time with God and growing more like Him every day.

Background Information

If a child learns at an early age to set aside daily time for private devotions, and if they are 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 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 them. Establishing a habit of spending time with Jesus as a friend requires dedicated guidance and supervision from both parents and leaders.
- 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 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 their choice.
- Suggestions for Facilitating Children's Quiet times With Jesus

Because the children will normally be spending their quiet times at home, it is very important to enlist the parent's enthusiasm and cooperation in helping children choose and reach their goals. A letter may be drafted and sent home, but a better approach for arousing enthusiasm would be to plan a special parent meeting that is focused entirely upon helping children build the habit of regular personal Bible study and prayer. This meeting should include a time of sharing and discussion that will remind parents of the central importance of Bible study and prayer in the life of the Christian. Ideas and suggestions may be shared by leaders and parents as to how time can be set aside for family and personal worship, and what activities would be most meaningful for the Adventurer age group. Family worship with the Adventurer child should be active and fun.

Children's personal quiet times should be spent in a quiet place where they feel comfortable but not distracted. It may be based around the Sabbath School lesson, a Bible story book, or a simple passage of Scripture from a modern translation of the Bible. Children may enjoy drawing pictures, singing songs, writing verses, going for walks, or other creative activities that apply the Bible readings. These quiet times should always begin with prayer of thanksgiving and petition, and end with a consideration of how the material considered during the quiet time should affect the way the child chooses to behave today.

Initially, a parent or other adult will need to join the child during the quiet time to help him or her read the Bible passage or story and to model and teach how to enjoy a meaningful quiet time with God. As the child becomes more independent and establishes positive habits of Bible study and prayer, the parent may decrease participation at a pace with which both the parent and child are comfortable.

1. Make worship a part of the family living pattern through sharing both spontaneous worship moments and scheduled family worship.
2. Set aside time for your own private devotions and help children become aware of the joy and strength they supply.
3. Help children establish a time for daily prayer from their earliest years. Bedtime is most common. It is particularly valuable for a father to take a few quiet moments with his children to talk over the day's experiences and then encourage them to talk to the Lord personally.
4. Guide the child in reading devotional literature on their own level as soon as the child's reading skills are developed to the point of ease and enjoyment. A modern language Bible may encourage a systematic program of Bible reading. An increasing number of devotional reading materials for children are available from the ABC and Christian book stores.
5. Try to start the evening bedtime rituals soon enough to allow for warm, intimate, companionable guidance in devotions without nagging the child to hurry.

- Other 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. . ."

Norm's Notes

The first part of this component in each class is the same, having to do with the Adventurer spending a quiet time with Jesus, to talk and learn about Him. The second part of the requirement varies with class:

Busy Bee	"Ask three people why they pray"
Sunbeam	"Ask three people why they study the Bible"
Builder	"Ask three people why they are glad to belong to Jesus"
Helping Hand	"Work with an adult to choose one thing in your life that you would like to improve. . ."

Notice the progression growth in spiritual life. Try to influence the children so that the first part of the requirement includes the growth that is there in the second part. Remind them that "talking and learning" means growth, when the person you are talking to is Jesus.

In your discussion while doing this requirement try to make sure that the children have an understanding of what it means to belong to Jesus.

My Self

I I am Special

Requirement

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

Goal of this track

To enhance the children's care and appreciation for the individuals God created them to be

Concept Included in This Component

Uniqueness and value of each person, responsibility for service, talents.

Objective of this component

Upon completion of the Adventurer requirements the children will:

Know: that God created each person in a special way for a special purpose,

Feel: the assurance of their own unique value as children and co-workers of God, and

Respond: by discovering some of their own special strengths striving to improve them by recognising their weaknesses and striving to effect change

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, doing or making something special for someone. Thinking about ways of serving others can be of great value to the children, moulding their minds to think as Jesus did.

Teaching Tips

- 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 "happy grams" 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.
- Bible stories, texts and quotations:

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 - ". . . shall give a drink unto one of these little ones . . ."

"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)

Norm's Notes

This is a requirement to record items of service to God and to others. Service is pure religion in practice.

While the children are working on their paper-work (whether it be scrapbook, poster or collage) discuss why we serve God and others. What is the connection between serving others and serving God. What is the relation between good works and salvation (good works are NOT to secure salvation but because we are saved).

There are good teaching tips above, some good Bible stories to share as part of the class time or part of the worship time, and some good advice to teachers in the quotations.

II I Can Make Wise Choices

Requirement

Earn the Media Critic Adventurer Award.

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-centred 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.

Goal of this track

To enhance the children's care and appreciation for the individuals God created them to be

Concept Included in This Component

Feelings, values, decision-making, media..

Objective of this component

Upon completion of the Adventurer requirements the children will:

Know: the basic principles of wise decision-making,

Feel: the value of determining their own happiness and success by making wise choices in Christ, and

Respond: by using good decision-making skills to make choices in every day life.

Award HELPS

1. Media are forms of communication that reach a large number of people, such as newspapers and magazines, television, films and videos, books, radio and musical recordings. Explain to the Adventurers that any form of media in itself is neutral, and that it can be used for good or bad. Explain that in today's society, children and adults will be bombarded by media messages; that it is hard to avoid being affected by what we see and hear and read. That's why it is important to learn to control the media by choosing what is good and helpful.
2. Read Philippians 4:8 together and encourage the Adventurers to use it as a guideline in making choices about what they do and see. Explain and discuss these principles with the Adventurers, and ask them to tell you what they have learned from this Bible verse.
3. Teach the Adventurers to be aware of time spent with Jesus compared to time spent on secular activities. Help each child make a chart to keep track of their viewing and reading activities for at least two weeks.
4. Encourage the Adventurers to select a story or program that they feel will meet the standards of Philippians 4:8. Help them understand that you cannot always tell by reading

a review or advertisement if it will be good by Jesus' standards. When you begin reading or viewing, if it is not proper, stop! Find something else. Encourage the children to make good choices.

5. Early selection helps us realise how much time we spend in these activities and helps us to be more selective.
6. Reinforce the principles of good reading and viewing habits as the Adventurers complete the story. Encourage imagination!

Teaching Tips

- Bible stories, texts and quotations:

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. . ."

"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." (*Messages to Young People*, page 130)

Norm's Notes

This is a very important and practical application of Christian principles to every-day life; one that many of our youth have failed to learn. As the children work on this Award make sure they get the connection between God and our daily reading, viewing etc.

Note the Bible application stories and verses in the Teaching Tips above and try to refer to these as the children discuss the items they have recorded. Apply the principle of "seek ye first the kingdom of God" to the items in their media log.

Discuss with the children the quotation at the end of the Teaching Tips above and make sure they understand what it means.

III I Can Care for My Body

Requirement

Earn the Temperance Adventurer Award.

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. Read an Issue of "One Jump Ahead".
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

OR

Do a "One Jump Ahead" competition.

7. Identify two famous people 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.

Goal of this track

To enhance the children's care and appreciation for the individuals God created them to be

Concept Included in This Component

Health, fitness, anatomy, temperance, sexuality.

Objective of this component

Upon completion of the Adventurer requirements the children will:

Know: God's guidelines for a happy healthy body, and why they're necessary,

Feel: the importance and value of good health, and

Respond: by choosing to follow the basic principles of health, making them life-long habits.

Award HELPS

1. Use a modern version of the Bible so the Adventurers will understand its language.
2. Drug abuse is the misuse of any drug or medication. Temperance means self-control in any aspect of life, including the use of harmful substances.
3. "One Jump Ahead" is locally produced and should be provided by the church. Contact Nainie Magnusson PO BOX 400 Erindale ACT 2903 for copies or a subscription.
4. Encourage each Adventurer to participate in this discussion.

5. The skit or play may be performed at school or in a church-related activity.
6. Provide the necessary materials and supervise this activity carefully.
7. Sports magazines will be helpful. If you choose to have the Adventurers interview people, help them make a list of questions and make the necessary appointments well in advance.

Norm's Notes

The Temperance Adventurer Award is a practical award for tips on a good Christian life style. The following notes are numbered to match the requirements for this award.

- 1 Make sure in the discussion of these verses that the children understand them and can make the practical application to their own lives.
- 2 Make sure that these terms are defined in their broadest sense. Drug abuse can result from legal as well as illegal drugs. Medical drugs can also be abused. Temperance applies to all aspects of life, not just alcohol.
- 3 This requirement is no longer possible with the cessation of this magazine.
- 4 Make sure that this requirement is taken seriously.
- 5 This is fun, but it is a way of teaching a lesson, even if over-acted.
- 6 The third option here is no longer available.
- 7 Following the completion of this requirement, if possible get the child to do a report (written or oral) to the rest of the class. This will reinforce the lessons learned.

My Family

I I Have a Family

Requirement

- 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.

Goal of this track

To empower the children to be happy and productive members of the families God gave them.

Concept Included in This Component

Uniqueness of families, family changes, roles and responsibilities.

Objective of this component

Upon completion of the Adventurer requirements the children will:

- Know: To empower the children to be happy and productive members of the families God gave them,
- Feel: appreciative of their own families and comfortable with their role in them, and
- Respond: by responsibly performing their own role in the family.

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

- Other 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

Norm's Notes

This could be a very difficult but very necessary exercise for some children in your class. It must be approached with great sensitivity, but it could be healing if handled properly.

When the children have listed things they think have changed in their family, they will almost certainly need help in finding a corresponding Bible story.

Work through the ideas in the box above in a supportive way. Above all, by your attitude and words enable all the children to be supportive of each other. Encourage those children who have had pleasant changes to be the first to tell their experiences so that it is seen that all changes are not bad.

II Families Care for Each Other

Requirement

Play the Love Game.

Goal of this track

To empower the children to be happy and productive members of the families God gave them.

Concept Included in This Component

Authority and respect, appreciation, family activities.

Objective of this component

Upon completion of the Adventurer requirements the children will:

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

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 video to help families focus on reasons to appreciate each family member. 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.
- **Be sensitive to the children's family situations (single parent, divided home, extended family, etc.). Emphasise 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 another family that cares about them.**
- Bible texts and quotations:

Exodus 20:12 - "Honour thy father and thy mother. . ."

"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)

Sample letter

See the sample letter to parents about this game on the next page.

Norm's Notes

Remember this is not the love game between children at a club meeting, but the love game played by the children with their families, either at a special meeting when the families are present, or at home at another time than the club meeting.

In this case it might be good to have a reporting session when the children say how their game went and what feelings they had in their families. Remember that in this component the children are learning to know "what family members must do in order to live, work and play together happily for God's glory".

Note especially the two paragraphs highlighted in **bold type** above.

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 badge in Adventurer Club, involves participating in a special activity with the family. This activity is designed to help family members recognise 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 their 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, favour or gift for each member of the family. You could give a specially designed coupon that may be redeemed at a later date.

When all the notes, coupons and activities are complete, it is fun to sit down with the entire family to discuss 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

Earn the Wise Steward Adventurer Award.

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 your own tithe envelope. **
4. Make a poster showing some of the things your Sabbath School or thirteenth Sabbath 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 their belongings.

Goal of this track

To empower the children to be happy and productive members of the families God gave them.

Concept Included in This Component

Safety, stewardship, indoor skills, outdoor skills.

Objective of this component

Upon completion of the Adventurer requirements the children will:

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

Award HELPS

1. A wise steward is one who carefully performs their duty and takes good care of the things God has given to all of us (environment, our bodies, our minds, our talents, etc.)
2. See Genesis 1, 2; Psalms 33:6,9.
3. Malachi says that we are to give our tithes and offerings to God. We do this when we give an offering or return tithe at church. He will surely bless those who faithfully do this. ** Children's tithe envelopes are available from your local Conference.
4. Use magazine pictures or draw and colour items that our Sabbath School offerings can buy (Bibles, Sabbath School papers, felts and pictures to illustrate Bible stories, Sabbath School meeting areas or see a missions quarterly). This may be a group activity. Place the completed poster where others may enjoy it.
5. Read *Counsels on Stewardship* by Ellen G. White, pages 174-176, and then retell the story of the widow and her two mites in language that the Adventurers will understand.
6. A wise steward will take special care of their belongings and finances as well as of the talents that God has given them.

Norm's Notes

The Wise Steward Adventurer Award can be seen as teaching about the relationship of the individual to God and His Church. However looking at the context of this component under the heading of "My Family Helps me to Care for Myself" it can be seen as a step of growth in the "ability to properly manage their own lives with Jesus' help".

Try to inject the spiritual nature of stewardship, and try to avoid it being presented as a matter of legalism. Good stewardship is loving service to our Master, who gave us all we have.

My World

I The World of Friends

Requirement

- 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.

Goal of this track

To enable the children to encounter God's world with confidence and compassion.

Concept Included in This Component

Social Skills, courtesy, prejudice, peer pressure..

Objective of this component

Upon completion of the Adventurer requirements the children will:

- Know: how to develop and participate in friendships in a positive way,
- Feel: confident in social situations, and
- Respond: by acting with compassion and courage and thereby enjoying fulfilling friendships.

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 them 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. Recognise 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.
- 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 realise 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 blind, deaf, or mentally impaired children
 - * A church club, Sabbath School class, or school where most people are of another race, etc.
 - * Their own neighbourhood
- After spending time with other people and building friendships, the children may invite them to a special program at church, school, or home.
- Other Bible stories, texts and quotations:

Mephibosheth (2 Samuel 9)

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

"Students are to be taught the Christ likeness 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)

Norm's Notes

This component comes under the general heading of friendships, but the requirements in the Builder class is to make friends with someone who is "different". "Political Correctness" these days tries to act as if there are no differences, but there are!

The attitude desired here is that differences exist but they should not be a barrier to friendship. At all costs avoid a patronising attitude. The friendship is being made with "different" people not to condescend, but to recognise them as different but interesting. The children need to recognise that in something each one of them is better than every one else and in some things they are at a disadvantage compared with every one else.

II The World of Other People

Requirement

- A. Know and explain your national anthem and flag.

- B. Name your country's capital and the leader of your country.

Goal of this track

To enable the children to encounter God's world with confidence and compassion.

Concept Included in This Component

Serving the church, community, country, world.

Objective of this component

Upon completion of the Adventurer requirements the children will:

- Know: that they are a part of the wide variety of people and groups in God's world,
- Feel: a respect and compassion for individuals and groups, and
- Respond: by becoming a model of God's love, and living God's plan for His people.

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.

- * copy of the national anthem

- * drawing of the flag, with parts and symbols labelled

- * map of the country showing the capital city

- * a picture or description of the country's leader

- * p i c t u r e s o f i n t e r e s t i n g p l a c e s

- * other interesting information

- 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."

Norm's Notes

The Busy Bee requirement for this component we looked at other people in our church. The Sunbeam requirement dealt with other people in our neighbourhood. The Builder requirement deals with other people of our nation. Patriotism is a Christian value when it encourages unity with the other people of our nation, but it is not God's plan for us to create divisions between "our people" and "foreigners".

Try to engender respect for the leaders of our nation, including their legal and policing arms. Again the balancing of rights and responsibilities applies to our relationship with our nation.

III The World of Nature

Requirement

Earn an Adventurer Award for nature, not previously earned.

Goal of this track

To enable the children to encounter God's world with confidence and compassion.

Concept Included in This Component

God and nature, nature study, nature recreation, concern for the environment.

Objective of this component

Upon completion of the Adventurer requirements the children will:

Know: some of the special things which God's creation has to offer,

Feel: an appreciation and concern for the natural world, and

Respond: by enjoying nature and caring for it.

Background Information

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

Nature/Science

- * Astronomer
- * Feathered Friends
- * Flowers
- * Gardener
- * Trees

Nature/Recreation

- * Build and Fly
- * Camper
- * Cyclist
- * Outdoor Explorer
- * Skier

The requirements for these awards can be found in the *Adventurer Awards* section at the back of this manual.

Norm's Notes

The choice of the Award to be worked is left to the club or individuals within the club. The one chosen must however be in the area of either science related to natural things, or of recreation related to the world of nature.

As the children participate in the Award remind them that they are learning about or enjoying the benefits of what God has created. This should lead on to correct ecological acts as well as appreciation for the goodness of God.