

Helping Hand 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 Law.
- II** **Reinforcement**
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.

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:
• Noah
• Abraham
• Moses
• David
• Daniel

A Make a diorama, poem, or song about one of the stories above to show someone how to live for God.
- II** **His Message To Me**
Find, memorise, and explain three Bible verses about living for Jesus.
• Exodus 20:11-17
• Philippians 2:13
• Philippians 4:13
• 1 John 2:1,2
• Jude 24
- III** **His Power in My Life**
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.

MY SELF (Choose at least 1 section)

- I** **I Am Special**
A List some special interests and abilities God has given you.

B Demonstrate and share your talent by earning one of the Adventurer awards that allow expressions of personal talents.
- II** **I Can Make Wise Choices**
A Learn the steps of good decision-making.

B Use them to solve two real-life problems.
- III** **I Can Care For My Body**
Earn the Hygiene Adventurer Award.

MY FAMILY (Choose at least 1 section)

- I** **I Have A Family**
Make a family flag or banner.
Collect stories or photographs about your family history.
- II** **Families Care For Each Other**
Help plan a special family worship, family night, or family outing.
- III** **My Family Helps Me Care For Myself**
Earn an Adventurer Award, not previously earned, in one of the following areas:
• Crafts
• Indoor skills
• Outdoor skills

MY WORLD (Choose at least 1 section)

- I** **The World of Friends**
Earn the Caring Friend Adventurer Award.
- II** **The World of Other People**
Choose a world culture to study. Find a way to share Jesus' love with some of the people of that culture.
- III** **The World of Nature**
Earn the Environmentalist Adventurer Award.

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

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

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 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 (Ephesians 6:1). It is one of the first lessons that the child should be taught. (See *Child Guidance*, page 82.)

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

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

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

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

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

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

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

Be reverent means that the children will show the highest respect and honour to God. This includes speaking and walking quietly in church, treating their Bible gently as the best and most important of all books, and closing their eyes and sitting or kneeling quietly when praying with God.

Teaching Tips

- Review the Adventurer Law in a way that will inspire the children to understand it and strive to fulfil it.
 - 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.
- I. 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.

- The following Bible stories and texts can be used to amplify each of the points of the Adventurer Law:

Be obedient

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. . ."

Be pure

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. . ."

Be true

Jacob and Esau (Genesis 27)
Ananias lies (Acts 5:1-11)
Ephesians 4:25 - "... speak every man truth. . ."

Be kind

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. . ."

Be respectful

David and Saul (1 Samuel 17-31)
Elisha and the bean (2 Kings 2:23-25)

Be attentive

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

Be helpful

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

Be cheerful

Israelites grumble (Exodus 12 and 13)
2 Corinthians 9:7 - "... God loveth a cheerful giver."

Be thoughtful

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

Be reverent

Isaiah's Vision (Isaiah 6)
Money changers (John 2: 13-16)

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 Helping Hand 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 Helping Hand 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 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. 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 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 child completes a book. Photocopy links on coloured 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.
- Reading lists may be distributed at the beginning of the summer so books may be completed during the summer months.

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.

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

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

B. Make a diorama, poem, or song about one of the stories above to show someone how to live for God.

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 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 recognise 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.

1. I want to obey God and escape from evil. I recognise 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 Saviour. 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 recognise 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, found on the following pages, complete the overview of history provided in the Adventurer curriculum. The events designating the different periods in Old Testament history are:

- * Noah and the Flood;
- * Abraham and Sarah;
- * Moses and the Exodus;
- * David;
- * 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

- Other Bible stories about living for God are:

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)

The Manual on pages 145 to 149 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

Find, memorise, and explain three Bible verses about living for Jesus.

* Exodus 20:11-17

* Philippians 2:13

* Philippians 4:13

* 1 John 2:1,2

* Jude 24

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.

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 may also be used to meet this requirement:

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. . ."

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 their 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 them 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 Bible story chart. In this way memorisation of the books of the Old Testament will be made simpler and more meaningful.

Norm's Notes

The requirement is to "find, memorise and explain three Bible verses". Note however that these verses are "about living for Jesus."

Make sure that the idea of living for Jesus is seen in the verses chosen. And of course the purpose is that the Adventurer shall himself/herself learn to live for Jesus.

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 everyday.

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

- A. List some special interests and abilities God has given you.
- B. Demonstrate and share your talent by earning one of the Adventurer Awards that allow expressions of personal talent.

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

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 organising,

decision-making

* **Interpersonal Talents** -- speaking, sensitivity, humour, leadership, making friends, kindness, helping others

* **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 fulfil 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

Norm's Notes

Note that in completing this component each child is to earn an Adventurer Award that demonstrates or shares their personal talent. Make sure that the "A" part of the requirement really does enable each child to list their own special interests and abilities. If at all possible let each child work on their own choice of award to match their interests and abilities.

Note the different types of talents that are listed in the "background information" section above.

II I Can Make Wise Choices

Requirement

- A. Learn the steps of good decision-making.
- B. Use them to solve two real-life problems.

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 everyday life.

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 piece 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!

- There is a worksheet in the workbook that 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.
- Bible stories, texts and quotations:

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. . ."

"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)

Norm's Notes

This is a very practical component and can be applied to every day living even by young children.

Note that the "A" part asks the children to learn the steps for good decision making, give out a copy of the box in the Background Information above.

The "B" part calls for use of these steps in two real-life situations. If possible find problems that would be applicable to the children in your class and let them work them through. While in real life the steps of decision making would be carried through silently in their head it is good in class to encourage the children to do this out loud so that they can comment to each other on the ideas and thoughts that they are proposing. Make sure however this is not a "put down" exercise but one of mutual encouragement for each other.

Before this requirement is completed the children will show an understanding of decision making. This will have been demonstrated in their two real-life problems. However, if the exercise showed that a child failed to understand good decision-making, demonstrate how it should have been done and give the child another try at the next class meeting.

III I Can Care for My Body

Requirement

Earn the Hygiene Adventurer Award.

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 you should wash your 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.

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. Discuss importance of using kind and "clean" words as Jesus would have us do. Locate the texts, read them together, and discuss what each means.
2. Make it interesting while you learn -- remember that many may not be taught the basics of cleanliness at home. Play games, sing songs or make posters to instill the basic principles. You may choose to see a video, read a book or have a health specialist come talk with the Adventurers.
3. Teach the importance of clean hands before eating, after going to the rest room, and before handling food. If possible, have the Adventurers use a microscope to look at their hands. Have them wash with soap as they would normally wash, place their hands under a microscope again, wash carefully again and look at the difference.
4. Brush your teeth, for two minutes, at least twice each day. Eat a balanced diet, cut back on sugary and starchy foods, don't chew on hard substances such as ice or popcorn kernels. Have a dentist or dental hygienist demonstrate proper brushing. (Sometimes they will give each child a toothbrush or other tooth care items).
5. A clean body is healthier. Share with the children some problems that might occur if they do not keep clean (lice, colds, infections, etc.) Play hairdressers and show how to wash hair properly, then dry and comb it. You may wish to have a hairdresser discuss and demonstrate good health habits for hair and hands.
6. The outside of our bodies need water to keep us clean and the inside of our bodies need water to keep us healthy. We need to drink at least eight glasses of water each day. Discuss how God made the Adventurer's body and planned it the way it is.
7. It is important to keep our clothing clean so we will look and feel healthy. After playing or working and becoming dirty it is important to bathe and put on clean clothing.
8. Have the Adventurers work with their parents or another adult to do things to keep their house clean and neat.

9. Have the children work with their parents or another adult to do the laundry.

Norm's Notes

This is a very practical award. Discussing and learning about the rules of hygiene, must be followed by practical application of these good hygiene habits.

The web worksheets for this award have good pictures to take home as reminders. However it would be good to have the children write a report or tell what they actually did to help keep the house clean and help with the laundry during the week of practical work.

Remind the children that this is not something to be practised only for one week, but for the rest of their lives, if they wish to have happy, healthy lives.

My Family

I I Have a Family

Requirement

- Make a family flag or banner.
- Collect stories or photographs about your family history.

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

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.). Emphasise 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 care about them.

- Make a family flag or banner that represents the family's values and unique qualities. Choose colours, symbols and words showing any or all of the following:
 - * country(s) of ancestry
 - * occupations and hobbies
 - * favourite activities and interests
 - * favourite 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.

Norm's Notes

Note that the requirement is not just to make the flag or banner but also to collect stories or photographs about your family history.

Again this is an area of sensitivity, recognise that there are many different types of families in today's world. The manual suggests that the "church family" or another type of family could be substituted, but it would usually be best for a child's esteem if they could honour their biological or adopted family. Remember the goal of this track is to "empower the children to be happy and productive members of the families God gave them".

Note the suggestions above of various ways to display or record the family history items that have been collected.

II Families Care for Each Other

Requirement

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

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

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 favourite 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.

- 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)

Norm's Notes

The wording of the requirement is to "help plan" a family activity, but the Evaluation in the printed manual, suggests that this requirement is only completed when the child reports on how the event was carried through.

Note that the "background information" section above says "This activity gives children the

opportunity to become involved in promoting the happiness and togetherness of their own family". If this can be achieved then this has will have been a wonderful experience for both the child and the family.

This is an ideal activity to fulfill the objective of helping the child to act "by working to enhance positive relationships with each member of the family".

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

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.

Background Information

Adventurer Awards in each category that are appropriate are listed below. See the *Adventurer Award* section at the end of this manual 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
- * Guide
- * Outdoor Explorer
- * Skater

* Gardener

* Skier

Norm's Notes

Again in the case of a choice of optional awards, it is preferable if each child can select their own award. This may make organisation difficult but it helps to enhance the child's practice of "their growing independence skills".

My World

I The World of Friends

Requirement

Earn the Caring Friend Adventurer Award.

1. Explain what it means to be a Caring Friend. Find, read and memorise 1 Peter 5:7.
2. Talk to a person and ask the following:
 - a. The day and month they were born
 - b. Their favourite animals
 - c. Two of their favourite colours
 - d. Three favourite foods
 - e. Four things that are important to them
 - f. Have your new friend tell you some interesting things that have happened in their life.
3. Visit a shut-in or older 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 clean up after a meal
 - c. Doing extra chores without being told
6. Tell about something special you have done for a friend.

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.

Award HELPS

1. Discuss ways Adventurers can be caring friends. For example, be kind to an older person, your playmates, or siblings. Take a bouquet of flowers or a gift to someone who is ill. Share a book or game. Make a list as the children describe ways to be a caring friend at home, church and school. Learn and discuss 1 Peter 5:7.
2. Have the Adventurers write down the birthday (month and day) so they can send or take a card or flowers to surprise their new friend on his or her birthday. The questions are designed to encourage the children to visit with their new friends.
3. Encourage the Adventurers to take something to a shut-in and to visit them using the questions in requirement two as a basis for their conversation. Suggestions: a basket with flowers, a picture the child has drawn and coloured, a craft item the child created.
4. Discuss with the children their feelings toward God and how they can express His love to others.
5. Encourage the children to do "sweet surprises" or find ways where they can be helpers at home without being asked to do a certain task.
6. Encourage the Adventurers to share their experiences with the group.

Norm's Notes

This is a practical award for learning and applying social skills that enhance friendships.

Explain to the children that while they are working in this award with people who may not be in the circle of close friends they are still "showing friendship" by talking and listening and sharing the love of Jesus. Remind them that caring friendships also apply in the home situation.

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.

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

"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. Organise 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 Record* 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.
- Bible stories, texts and quotations:
 - Abraham (Genesis 12-25)
 - Moses (Exodus to Deuteronomy)
 - Jonah (Jonah)
 - Paul (Acts)
 - Isaiah 45:22, 23 - "Look unto me, and be ye saved, . . ."
 - Matthew :28: 19 - "Go ye therefore, and teach all nations. . ."
 - Acts 1:8 - "Ye shall receive power. . ."

"Our schools are the Lord's special instrumentality to fit the children and youth for missionary work." (*Child Guidance*, page 311)

Norm's Notes

This is the final step in exploring the world of other people. In *Busy Bee* it was the people in the local church, in *Sunbeam* the people in the neighbourhood, then the people of the nation, now we are looking at people of another culture than our own.

Note in the "Teaching Tips" on page 163 of the manual it is suggested that the children do their research individually or in small groups.

The requirement is not only research but includes activity to "find a way to share Jesus' love with some of the people of that culture". In a multi-cultural society this is possible locally but it may be necessary to do this by using the mail or Internet.

III The World of Nature

Requirement

Earn the Environmentalist Adventurer Award.

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 rubbish from a roadside or stream.
 - c. Help collect paper, cans or other materials for recycling.

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.

Award HELPS

1. Discover your responsibility to help care for God's world.
2. Draw pictures of and list endangered animals in your part of the world. Your local library will have current information.
3. Use library sources for more information. Some ways to protect birds are: do not harm with sticks, rocks, or guns; never bother or destroy nests or eggs.
4. Use library sources for more information. Learn about endangered trees and what causes them to die. When you adopt a tree, help the Adventurers plan ways to care for it.
5. Use library sources for more information. Discuss local causes of air pollution as well as those that affect worldwide temperature changes.
6. A visit to your local water works might be interesting. You might also invite someone from a local health organisation to talk to the group.
7. Encourage the Adventurers by participating with them. Be sure they understand *why* these are important activities.

Norm's Notes

This is the ultimate award for the care of nature by looking at the Environmentalist Adventurer Award.

Point out to the children that their interest in the environment follows on from their belief in a Creator God who made all this for our benefit. A lot of "Greenie" attitudes are based on a semi-pagan "Mother Nature" concept that Christians cannot accept. As we care for nature we have to be careful that we do not pick up false concepts from those that care for nature from the wrong motives.

This award starts with the Christian basis for caring for God's handiwork. Then it continues with practical matters, try to maintain the philosophy in the practical parts.