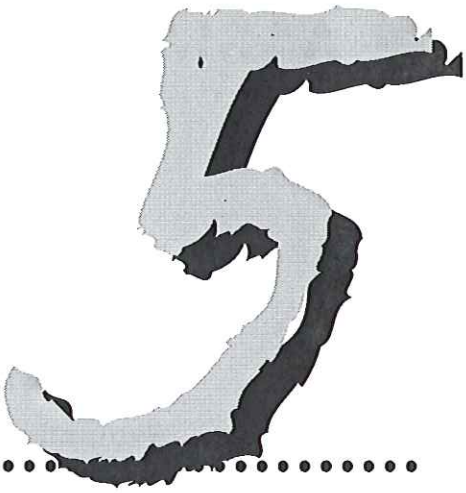
Builder Curriculum





Basic Requirements

I. Responsibility

Requirements

A. Recite the Adventurer Pledge and Law.

B. Explain the Pledge.

The Adventurer Pledge

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

The Adventurer Law

Jesus can help me to:

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

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." (*9 Testimonies*, p. 129) Each child's best is different and valuable to God.

By the time children reach the Builder level, 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.

ADVENTURER **PLEDGE**

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

Teaching Tips

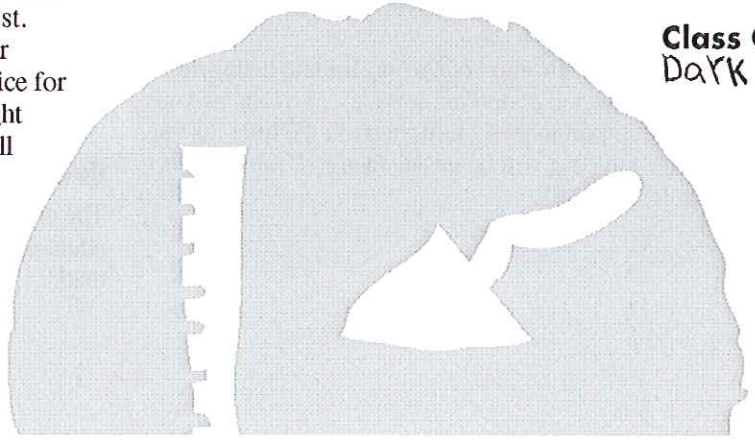
- Review the pledge and law in a way that will inspire the children to understand it and strive to fulfill it. Related Bible stories, songs, and texts for discussion are suggested in the **Resource List** at the end of the Builder section.
- Each Builder may choose one person such as a leader, family member, younger

ADVENTURER **LAW**

Jesus can help me to:

Be obedient	**Be attentive**
Be pure	**Be helpful**
Be true	**Be cheerful**
Be kind	**Be thoughtful**
Be respectful	**Be reverent**

Class Color:
Dark Blue



Adventurer or friend to explain the Pledge to.

✏ 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 become a part not only of the children's rote memory but also of their daily thoughts, actions and choices.

Evaluation

The children will repeat the Adventurer Pledge and Law and explain the steps.

RESOURCE LIST

Basic Track

I. Pledge and Law

A. Bible Stories and Texts

Genesis 39-41	Joseph and Potiphar
Matt. 25:14-30	Parable of the Talents
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…"

B. Songs

1. *Sing for Joy* (Review and Herald Publishing Association)
   "The Wise May Bring Their Learning" 148
   "I Want to Be" 124
2. *Kids Sing Praise* (Brentwood Publishing)
   "With My Whole Heart" 69

C. Ellen G. White Quotes

"Never underestimate 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.

II. Reinforcement

Requirement

Earn the Builder Reading Award

Background Information

The Builder Reading Award is awarded to children who read:

1. Three chapters from the book of Acts in a modern translation
2. A Bible story book or a book about Jesus
3. A book on health or safety
4. A book on family, friends or feelings
5. A book on history or missions
6. A book on nature

The Builder reading requirements are directed specifically toward the topics the children will be covering in the Adventurer curriculum.

Teaching Tips

✏ Many good storybooks are available that deal with the topics listed above in a truthful and sympathetic way. Read any new book carefully to determine whether it is appropriate for the Builder age group and upholds Christian beliefs and standards. (More detailed criteria are provided in Appendix.)

✏ A simple reading motivator can be made by adding a new link to a reading chain each time a book is completed. Photocopy links on colored paper and allow space for the name of the book, the topic and the child's name. Join the links to each other in the manner of a real chain or cut them in a special shape (such as smiley faces, etc., to fit a theme) and post them on a wall to stretch around the room. (See Appendix for examples.)

✏ Reading lists may be distributed at the beginning of the summer so books may be completed over the summer months.

✏ A parent, teacher, leader, older Adventurer, Pathfinder, or grandparent may read to the Builder, if necessary.

Evaluation

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

My God

I. His Plan to Save Me

Requirements

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

OR

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

B. Use your story chart or booklet to show someone how to give one's life to Jesus.

Background Information

The Builder requirement expands upon the basic understandings of salvation that were presented at the Sunbeam level. Throughout the Adventurer classwork, beginning with the Busy Bee, the children have been encouraged to make decisions for Jesus. At the earliest levels, children were encouraged to choose to be thankful for Jesus' watchcare 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 accept Christ as their personal Savior and commit their lives to Him. Whether or not they have already done so, they need to review the steps that inform their decision. This requirement emphasizes the central importance of giving one's life to Jesus and helps children understand how this can be done.

Some simple steps may be outlined for them to follow in giving their lives to Jesus.

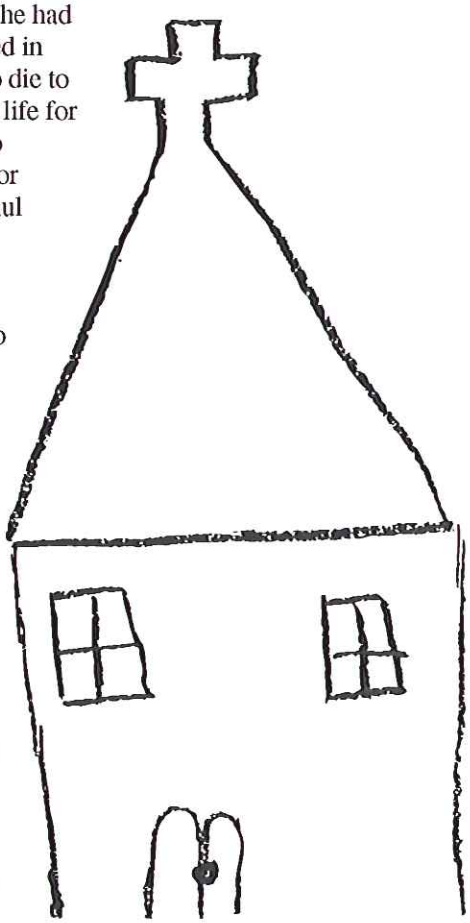
Steps to Jesus

1. Recognize GOD'S LOVE for them. (1 John 4:8)
2. Admit THEIR NEED; all have sinned and deserve to die. (Romans 3:23, Revelation 21:27, John 8:21,24)
3. JESUS is the WAY. The sinless Son of God died for our sin. He is the only way to heaven. (John 3:16, I Corinthians 15:3, 4)
4. Help them RECEIVE JESUS. They admit their need and ask forgiveness. They state their belief in Jesus and ask Him into their lives. (John 1:12, Revelation 3:20)
5. Give them ASSURANCE that they are God's children and have a place in heaven. (John 3:36, 3:16, 1:2)

Each of the stories used on the builder's story chart provides an example of how a Bible character has committed his/her life to Jesus.

The experience of Paul, in his conversion, demonstrates how dramatically a commitment to Jesus Christ can change one's life. Until Paul discovered who Jesus really was, he was dedicated to doing things that were harmful and cruel (even though he thought they were right). When Paul met Jesus on the road to Damascus, he recognized his mistake and was very sorry for what he had done. He chose to be baptized in order to show his decision to die to his old life and to live a new life for Jesus. Because Paul chose to believe in Jesus and to live for Him, Jesus changed Paul. Paul became one of His greatest witnesses.

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



The stories of Martin Luther and Ellen White show that God's interest in the people of earth did not end with the New Testament. Both experienced a conversion to Jesus Christ. They stood firmly for Him through many difficult trials to make great contributions to God's work of preparing people for His coming. (Stories from the classroom or Sabbath School Bible curriculum may be chosen to emphasize these same concepts, if you prefer.)

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

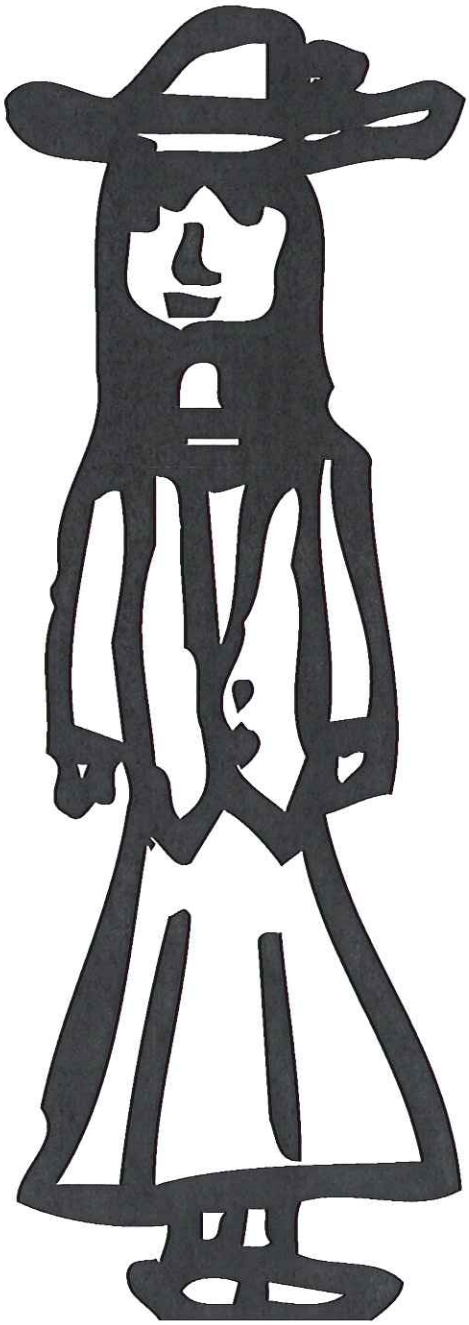
Teaching Tips

- Follow the description at the end of the teaching tips for the Bible story chart. (A similar chart, relating to the stories covered in the classroom or Sabbath School, may be made by following the same basic instructions and inserting pictures from other sources.)
- The story chart may be used in three different ways:
  1. Place the pictures on a large wall story chart, adding each new picture as you tell the story. The children may refer to this chart as they work on their own chart(s) and as they learn about other stories from the Bible and from history.
  2. Children may also color the pictures and use the stories and labels to create their own story charts or story chart booklets.
- In the first presentation, use the Bible story chart to give an overview of the battle between good and evil and to show how the Builder stories fit into that battle.
  1. Review the sections of history covered in Busy Bee (creation and Jesus' second coming), and Sunbeam (life, death, and resurrection of Jesus). The pictures and labels describing these events may be placed on the story chart in black and white.
  2. Color the new Builder pictures and add them to the story chart as you briefly describe how they fit into God's plan of salvation. Briefly discuss the stories and pictures from these levels.
- After giving children an overview of the Bible story chart, deal with the stories in more detail by spending one or more worships or class periods working with each story. Help the children to identify with each Bible character and to understand the steps that the characters went through as they committed their lives to Jesus.
- Participation in a skit can help the children become more personally involved in the Bible story. An impromptu skit may be enacted by allowing children to take the parts of the various characters and acting and speaking in the way they feel the character would have done. Present the skit immediately or practice several times. A prepared skit may also be used in which the children practice reading or learning the lines. Props may be as simple or complex as desired.
- The children may also prepare a "newspaper" from the time in which the story took place. Some may write articles from different perspectives (e.g., 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. To help them do this:
  1. Pray yourself for the Holy Spirit's leading.
  2. Take the children through the Steps to Jesus on page 99.
  3. Ask the children if they would like to make a decision to give their lives to Jesus. If so, ask them if they would stay and talk to you after class.
  4. Take children individually through the steps of receiving Jesus. Help them pray their own prayer, telling God that they admit their need, ask forgiveness, state their belief, and ask Jesus into their life.
  5. Many children will find it easier to take this step if they have previously made private, inner decisions. They now follow up by making their decision public— by telling a parent, a leader, and their pastor. They may start planning to join a baptismal class. (But avoid hurrying them into the tank without adequate preparation.)
  6. Plan to review the Steps to Jesus more than once.
- ✏ The children may share their skits or newspapers with other individuals or with groups during a club or classroom worship or Sabbath School special feature.

Evaluation

The children will place the pictures and labels correctly on the Bible story chart. They will tell how they used their story chart or booklet to show someone else how to give his/her life to Jesus.



STEP BY STEP

Making a Bible Story Chart

The Bible Story Chart will help children understand Bible history by experiencing it visually and actively. A simple method for making a basic story chart is described below. It is designed for use within the smaller pictures and labels provided. The measurements may need to be larger if you desire to use larger pictures.

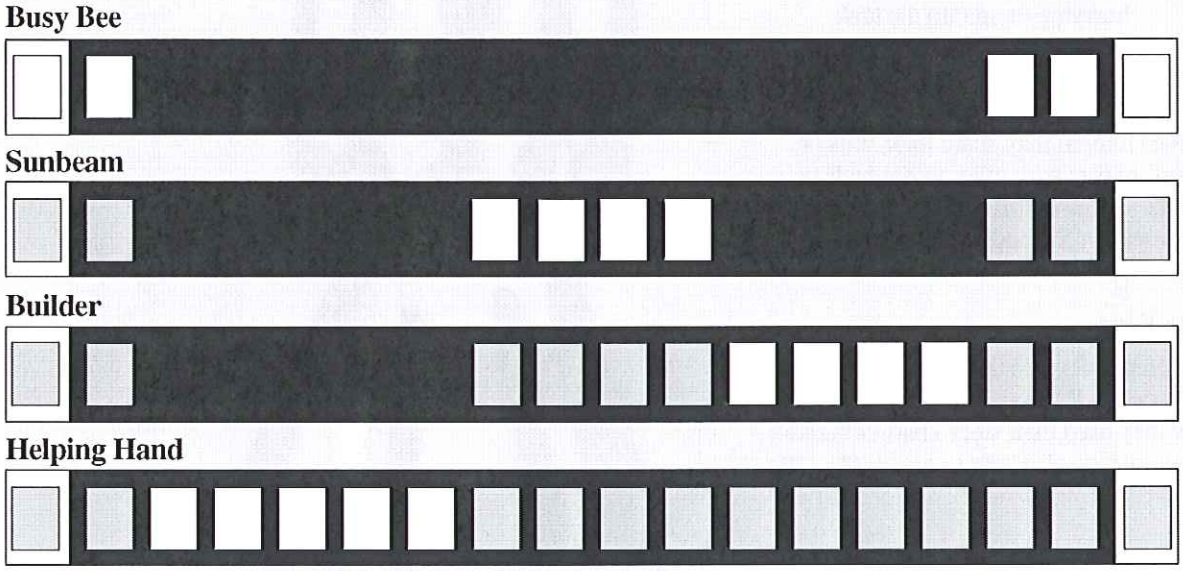
Materials

- Eight sheets of 9" x 12" purple construction paper
- Two sheets of 9" x 12" yellow construction paper
- Rubber cement or craft glue
- Pictures provided on the following pages or collected to illustrate the stories studied in the classroom or Sabbath School
- Clear contact paper or laminating film

Directions

1. Glue the purple paper together end to end to make a long, narrow length of paper, as illustrated on the following page. The six sheets represent the 6,000 years of Biblical history. The dark color represents the earth suffering from evil and sin.
2. Next, glue one sheet of yellow paper to each end of the purple paper. Yellow represents the time of joy and happiness before sin entered, and the time when Jesus comes again to destroy sin and take us to heaven. Cut the yellow sheets in a wavy line. This shows that time continues forever in both directions.
3. Copy the smaller pictures, labels and stories provided. Color them, cut them out, and mount them on heavier paper.
4. The chart may now be hung on the wall or used in presenting or practicing the story. The story chart and its parts may be laminated or covered with clear contact paper to allow children to manipulate it freely without fear of damage.
5. The children may create their own smaller charts in this way. They may use smaller dimensions. The diagram on the next page shows how the stories for each year fit together on the story chart to make a whole.
6. Large pictures are located in the appendix section at the end of the manual.

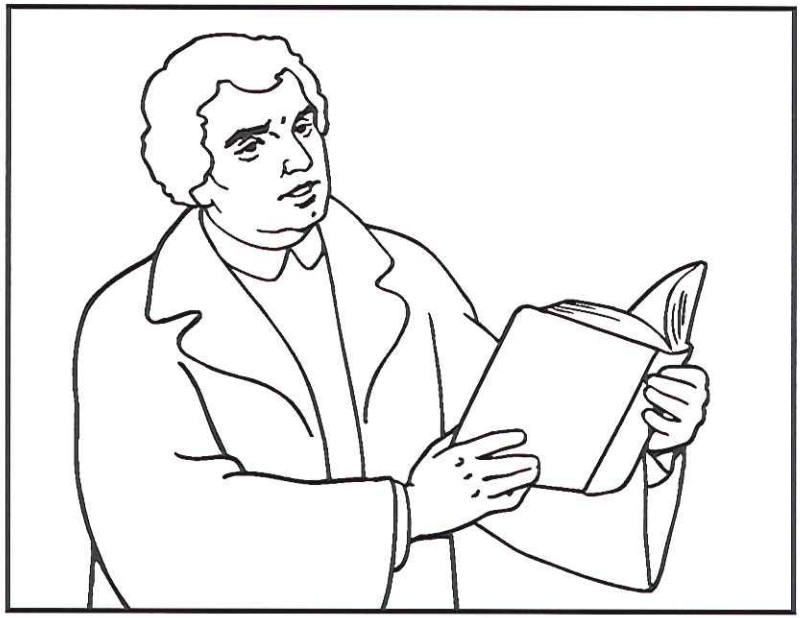
Four Year Composite Wall Chart





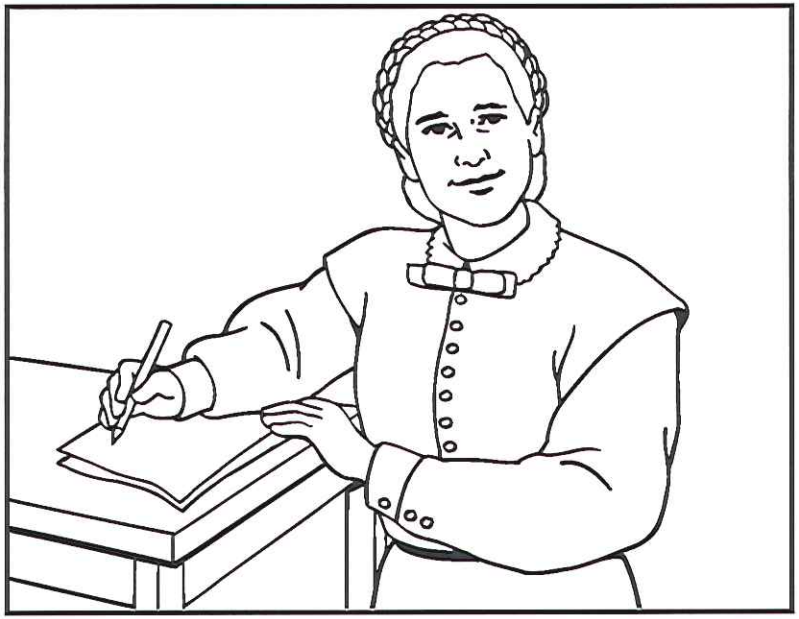
The Disciples Share Jesus' Love

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



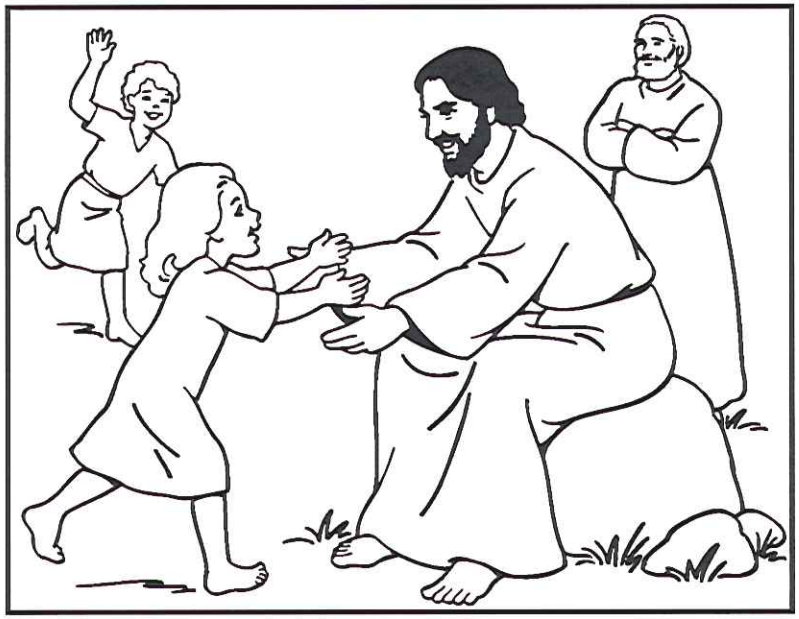
God's Church Disobeys

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



God's Church Prepares for His Coming

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



_____ Gets Ready to Meet Jesus

II. His Message to Me

Requirement

A. Find, memorize, and explain three Bible verses about giving your life to Jesus.
- Acts 16:31
- John 1:12
- Galatians 3:26
- 2 Corinthians 5:17
- Psalms 51:10
- Your choice

B. Name the books of the New Testament.

Background Information

The memory verses listed in this requirement have been chosen to reinforce the Helping Hand's understanding of the basic concepts of Christian living: 1) I want to obey God and escape from evil; 2) I can commit my life to Jesus and He will forgive and help me; 3) I do my best to live for Him, and He is always there to forgive and help me when I ask; and 4) I am becoming the person He wants me to be. Other verses that cover these concepts may also be used to meet this requirement. (See the Resource List at the end of this section.)

Learning the books of the Old Testament completes the Adventurer's memorization of the Bible books. The Helping Hands will be dealing with these books as they work with their Bible verses and the story chart.

Teaching Tips

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

Evaluation

The children will find, repeat, and explain the Bible verses and name the books of the Old Testament.

III. His Power in My Life

Requirements

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

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

Background Information

If a child learns at an early age to set aside daily time for private devotions, and if he/she is helped to make this a habit, it will be easier to avoid that long uphill battle which 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 School, 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/her how to enjoy spending time with Jesus.

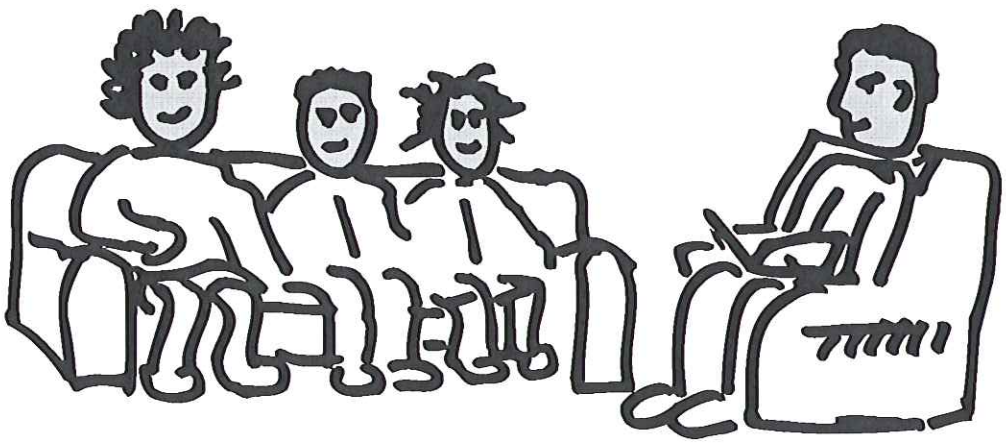
There are many different ways in which children learn more about Jesus. By listening to other Christians talk about their experiences with Bible Study, the children can see that He is an important person to real people and become aware of some of the ways they can find to live for Him.

Teaching Tips

- Present the importance of private devotions after the child has become acquainted with Jesus' love and plan for him/her. Establishing a habit of spending time with Jesus as a friend requires dedicated guidance and supervision from both parents and leaders.
- Ideas for teaching parents about quiet time for children are provided in the "My God" section of the Appendix, along with several suggestions for planning family worships.
- The Adventurer leader can encourage private devotions by:
  - **a.** Sharing some of his/her own experiences with private devotions
  - **b.** Talking of the benefits of a regular quiet time
  - **c.** Providing frequent occasions for children to discuss their experiences
  - **d.** Frequently discussing times, places and methods for enjoying the quiet time
  - **e.** Making available a wide variety of devotional reading
  - **f.** Helping and encouraging parents to assist their child in regular private (and family) devotions.
- The children or the leader may invite several adults to come in and talk about why they are thankful to be Christians. Keep it short (5 to 10 minutes). Afterwards, discuss the speaker's ideas. The children can make a chart showing what they learn from each person. Or each child may write his/her question(s) on a card and talk to the people of his/her choice.

Evaluation

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



RESOURCE LIST

My God Track

I. His Plan to Save Me

A. Other Bible Stories About Joining God's Family

John 3	Nicodemus
Acts 8	Philip and the Ethiopian
Eze. 37:1-14	Ezekiel and the bones

B. Songs About the Assigned Stories

1. *Sing for Joy*
   "Saints of God" 61
2. *Kids Sing Praise*
   "Zacchaeus Was a Very Little Man" 73

C. Books and Materials About the Assigned Stories

1. Adult
   Ingle, Clifford, *Children and Conversion* (Broadman)
   Children's Bible Lessons. Seven basic colorful Bible studies. General Conference Church Ministries).
   New Testament Maps and Charts (Standard).
2. Children
   The Day Betty Was Born, The Only Way Out, Sam and the Scarecrow. Flannelgraph stories on the steps of salvation (Bible Club Ministries).

II. His Message to Me

A. Other Bible Texts About Joining God's Family

Ezekiel 36:26, 27	"A new heart also will I give you..."
John 1:12, 13	"But as many as received Him, to them gave He Power to become the sons of God..."
Hebrews 10:16, 17	"I will put My laws into their hearts..."
Revelation 3:20	"Behold, I stand at the door and knock..."

B. Songs About Joining God's Family

1. *Sing for Joy*
   "From the Darkness Came Light" 53
   "Redeemed!" 68
   "Give Your Heart to Jesus" 118
   "I Have Decided" 119
   "Right Now" 123
   "Into My Heart" 125
   "You Must Open the Door" 128
2. *Kids Sing Praise*
   "Grace Is Bigger" 60
   "Amazing Grace" 62

C. Ellen G. White Quotes

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

"... Very young children may have a correct view of their state as sinners and of the way of salvation through Christ." *Child Guidance*, p. 491.

"Teach them that the Saviour is calling them." *Desire of Ages*, p. 517.

III. His Power in My Life

A. Bible Stories and Texts

John 17:13	"They might have My joy fulfilled in themselves...
I John 5:11-13	"He that hath the Son hath life..."

B. Songs

1. *Sing for Joy*
   "Think of a World Without Any Flowers" .. 60
   "I'm So Happy" 65
   "Soon and Very Soon" 89
2. *Kids Sing Praise*
   "Climb, Climb Up Sunshine Mountain" 43
   "Standing in the Need of Prayer" 64

C. Ellen G. White Quotes

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

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

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

Continued on page 120.

RESOURCE LIST

My God Track *(continued)*

D. Books and Materials

1. Adult

White, E. G., *Education*, pp. 253-261 (Pacific Press Publishing Association).

Ibid, *Messages to Young People*, pp. 247-253 (Pacific Press Publishing Association).



My Self

I. I Am Special

Requirement

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

Background Information

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

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

Teaching Tips

- The "Resource List" at the end of the **Builder** section contains stories, songs, and texts that may be used in motivating children to recognize the importance of Christian service.
- Together, list various ways to be of service to God and others. Encourage the children to search for new ways they can be involved in service. Let children choose several ways to illustrate their projects. They may want to create a class display or to work on their own projects individually.
- The children may use a simple camera to add excitement as children "catch each other" in acts of service OR they may work together to set up and photograph scenes of various ways they can be of service.
- Provide note paper for the children to write "happygrams" or appreciation notes for acts of helpfulness and service they have observed in each other. These may be written throughout the day and read together at the end of the Adventurer time or done as a group with each child writing a note to each of the other children and then exchanging them.
- The scrapbook, collage, or poster may contain photographs, appreciation notes, drawings and written descriptions of ways the children can be of service. If done well, the children will treasure these projects for years to come.

Evaluation

The child will make a scrapbook.



II. I Can Make Wise Choices

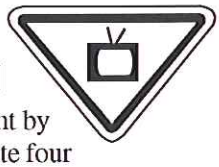
Requirements

Earn the Media Critic Adventurer Award.

Background Information

In order to earn the Media Critic Adventurer Award, the children will complete the requirements listed below. Additional information may be found in the Awards section of this manual.

Media Critic Adventurer Award



1. Explain what is meant by the term "media." Cite four examples.
2. Memorize Philippians 4:8. Discuss three principles that help us form good reading, viewing and listening habits.
3. Keep a log of the time you spend each day with the different types of media. Note whether the media is Christ-centered or secular. Do this for two weeks.
4. Do one of the following with an adult:
   a. Watch television
   b. Read a story
   c. Listen to a recording

   Become a "media critic" and discuss the merits of each of the above.
5. With an adult, use a television guide, book club listing, etc., to choose what you will read or watch next week.
6. After your teacher reads the beginning of a short story, make up your own ending.

III. I Can Care for My Body

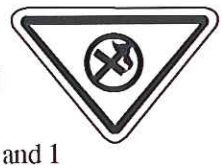
Requirement

Earn the Temperance Adventurer Award.

Background Information

In order to earn the Temperance Adventurer Award, the children will complete the requirements listed below. Additional information may be found in the Awards section of this manual. Information about the President's and the Canadian Physical Fitness Tests may be found in the "My Self" section of the Appendix.

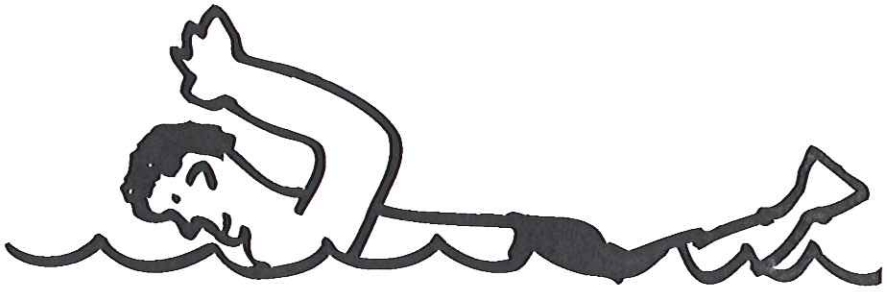
Temperance Adventurer Award



1. Read and discuss 1 Corinthians 6:19, 20 and 1 Corinthians 3:17.
2. What is meant by "drug" abuse and temperance?
3. Talk to a doctor/nurse or discuss with an adult the use and effects of tobacco, alcohol, and drugs,
   OR
   Watch and discuss a film or video on the dangers of using any of the above.
4. Tell why some people choose to smoke, drink alcohol or use drugs. Tell how we can choose not to use them ourselves.
5. Plan a skit or play encouraging others to say "NO" and perform it with your group.
6. Design an anti-smoking, anti-drug, or anti-alcohol slogan and paint it on a T-shirt,
   OR
   Create a poster or illustration showing the dangers of drug abuse.

7. Identify two famous people or athletes who are the best in their area and tell why they do not use tobacco, drugs, or alcohol,
OR
Interview two people you know who live happily and healthfully without using tobacco, drugs, or alcohol, and discuss with them their reasons for being temperate.

8. Participate in a recognized fitness test:
- **a.** President's Challenge
- **b.** An equivalent program



RESOURCE LIST

My Self Track

I. I Am Special

A. Bible Stories and Texts

2 Kings 5	Naaman's Maid
2 Samuel 1, 2	Young Samuel
Jer. 1:1-10	Young Jeremiah
Isaiah 58:6-12	"Is not this the fast that I have chosen..."
Matthew 10:42	"Whosoever shall give to drink unto one of these little ones..."

B. Songs

1. *Sing for Joy*
   - "God Made Our Hands" 57
   - "We Are His Hands" 129
   - "God Calls Us" 130
   - "Cross Over the Road" 131
   - "A Happy Home" 136

C. Ellen G. White Quotes

"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, Students*, pp. 123-124.

"A hearty, willing service to Jesus produces a sunny religion." *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 times past been called to witness for Him in the world's highest places." *Adventist Home*, p. 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*, p. 209.

II. I Can Make Wise Choices

A. Bible Stories and Texts

2 Kings 5	Gehazi
Daniel 3	Daniel's Friends
Matt. 13:44-46	Pearl parable
Matthew 6:33	"Seek ye first the kingdom of God..."
Mark 9:35	"The first shall be last..."
I Timothy 6:10	"Love of money is the root of all evil..."

B. Songs

1. *Sing for Joy*
   - "Seek Ye First" 67
   - "I Would Be True" 117
   - "I Have Decided" 119
2. *Kids Sing Praise*
   - "Boys and Girls for Jesus" 13
   - "Jesus in the Morning" 52
   - "Only One Way" 63

C. Ellen G. White Quotes

"Christ calls everyone 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 another every attraction the world can offer." *Messages to Young People*, p. 130.

My Family

I. I Have a Family

Requirements

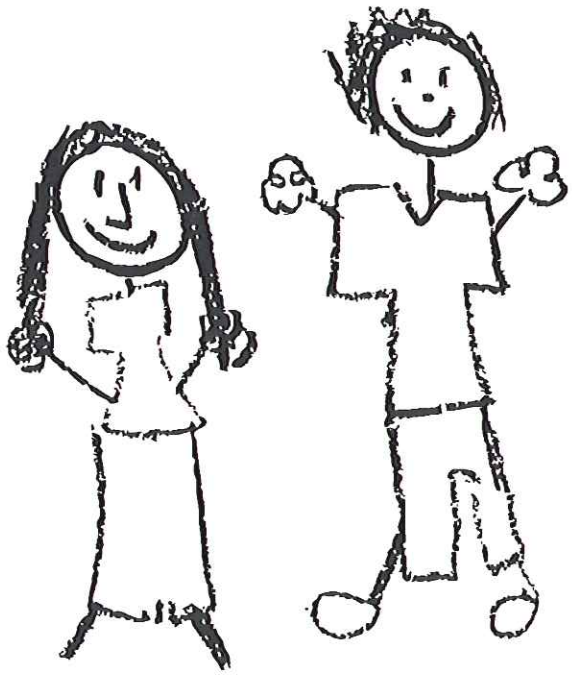
A. Share one way your family has changed. Tell how you felt and what you did.

B. Find a story in the Bible about a family that changed.

Background Information

Nothing in life is static. Every family undergoes changes. Some of these changes are good and others are painful, but all of them require adjustments for the child. Helping children to talk about their feelings and thoughts is one of the first steps in dealing with the stress caused by change.
Some things that can help children deal with change—

1. Accept the fact that the change has happened.
2. Find out if you helped to cause it (children often blame themselves for problems and need to know it is not their fault).
3. Do anything you can to help (action makes us feel effective and helps to heal the pain).
4. Talk about your thoughts and feelings with someone you trust.
5. Cry if you feel like it.
6. Share love with others.



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 additions to the 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 Michael
- Rebellion: Cain, Jacob, Joseph and his brothers
- Illness: The people Jesus healed
- Moving: Adam and Eve, Abraham and Sarah

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

Teaching Tips

- This activity may be introduced by telling a simple story about a change that happened in your family and how you reacted to it. This will help the children to understand the purpose of the activity and to feel more comfortable in talking about their feelings.
- Ask each child to think of one change that has happened in his family recently. Then help him/her to choose one of the Bible families most similar to his/her own.
- The child may then read about that Biblical family and tell or write about what he/she can learn from that family.

Evaluation

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

II. Families Care for Each Other

Requirement

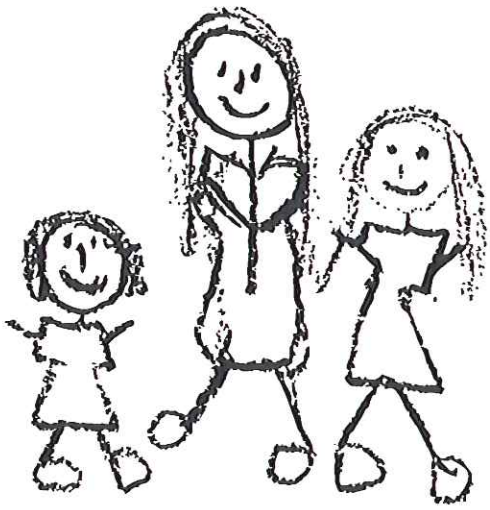
Play the "I Care" game by having each family member plan a special way to show appreciation to each of the other members of the family.

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.

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 their appreciation. Send a note home with the children explaining to parents how to play the "I Care" game at home. A sample letter is provided on the following page.
- This activity should be presented to the family at one of the Adventurer parent meetings. Use stories, discussion, or a film to help families focus on reasons to appreciate each of their members. Then provide time at the end of the meeting to plan and initiate their ways of showing appreciation.
- Have children report back to the class things they especially liked about playing the "I Care" Game with their family. In this way, the teacher can keep track of each family's participation.
- Be sensitive to the children who do not have "normal" or happy families. Emphasize the various kinds of families and, if necessary, allow children to use substitute families. Examples of substitute families include: the Adventurer Club "family," the church "family," or another family that cares about them.



Evaluation

The children will play the "I Care" Game with their family and share the results.

Date

Dear Parent,

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

The "I Care" Game works best when all the family members play it together. It can be played at family worship, family meeting, Sabbath afternoon, or as a special family night. Sit down together and list some of the special reasons for appreciating each of the members of your family. Then allow each family member to plan a special way to show his or her appreciation to each of the other members of the family. Some ways of showing appreciation to family members might include writing notes telling what you especially appreciate about each other or planning a special activity, favor, or gift for each member of the family. These may be given to each other in the form of a specially designed coupon that may be redeemed at a later date.

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

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

Sincerely,

A reproducible copy of this "I Care" letter can be found in the "My Family" section of the Appendix.

RESOURCE LIST

My Family Track

I. I Have a Family

A. Bible Stories and Texts

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 Zerepath

B. Books and Materials

1. Children

Earnhardt, Crystal, *Annie's Secret*. Alcoholic parent.
Leaf, VaDonna Jean, *A Father for Jason.* Augsburg Fortress, Minneapolis, MN 1994.

II. Families Care for Each Other

A. Bible Stories and Texts

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

B. Songs

1. *Sing for Joy*

"A Happy Home" 136
"Love at Home" 137

2. *Kids Sing Praise*

"This is My Commandment" 29

C. Ellen G. White Quotes

"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." *Adventist Home*, p. 423.

"Children and youth, in your earliest years you may be a blessing in the home." *Messages to Young People*, p. 332.

"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..." *Youth Instructor*, September 1873.

D. Books and Materials

1. Adults

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

III. My Family Helps Me Care for Myself

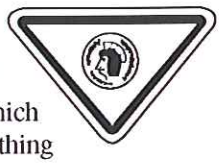
Requirement

Complete one requirement of the Wise Steward Adventurer Award.

Background Information

Choose the requirement from those listed below that most suits the needs of your children. If desired, the children may complete the rest of the requirements in order to earn the Adventurer Award. Additional information may be found in the Awards section of this manual.

Wise Steward Adventurer Award



1. Find a Bible verse which tells who owns everything on earth.
2. Describe a wise steward.
3. Find, read and explain Malachi 3:8-10.
4. Fill out your own tithe envelope and give it at church in the offering plate.
5. Make and decorate a place to keep your:
   a. spending money.
   b. savings.
   c. tithe.
6. Make a poster showing some of the things Sabbath School offerings are used for.
7. Listen to the story of a widow in the Bible and her small offering.
8. Tell how and why wise stewards will care for their belongings.

My World

I. The World of Friends

Requirements

A. Make friends with a person of another culture, generation, or someone who is handicapped.

B. Invite that person to a family or church event.

Background Information

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

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

Children may become aware of prejudice and learn to avoid it by:

1. Recognizing that everyone has the same basic feelings and needs and that everyone wants to be loved, trusted and respected.
2. Learning to tell the difference between a fact and an opinion.
3. Keeping an open mind about each person they meet.
4. Spending time with people who are different from them.

Teaching Tips

- Use a story or personal example to help the children understand what prejudice is and why it is so damaging. See the "Resource List" at the end of the **Builder** section for suggestions.
- Work with the children individually or as a group to choose a person or group of people to make friends with. Tact should be used in helping the children realize and communicate the fact that they are doing this activity to learn more about some very special people and not to put anyone down in any way.
- The children can become involved with:
  - a nursing home
  - a school for the blind, deaf, or mentally challenged
  - a church club, Sabbath School class, or school of another race, etc;
  - their own neighborhood.
- After spending time with these people and building a friendship, the children may invite them to a special program at the church, school, or home or may invite them to join the Adventurer Club or Sabbath School. The Busy Bee chapter, "World of Friends" section contains information on how to make new friends.

Evaluation

The children will tell about their new friends and the activity they took part in together.



II. The World of Other People

Requirements

A. Know and explain your national anthem and flag.

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

Background Information

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

Teaching Tips

✏ The children may prepare a booklet or bulletin board about their country. The booklet can include:

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

Evaluation

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

III. The World of Nature

Requirement:

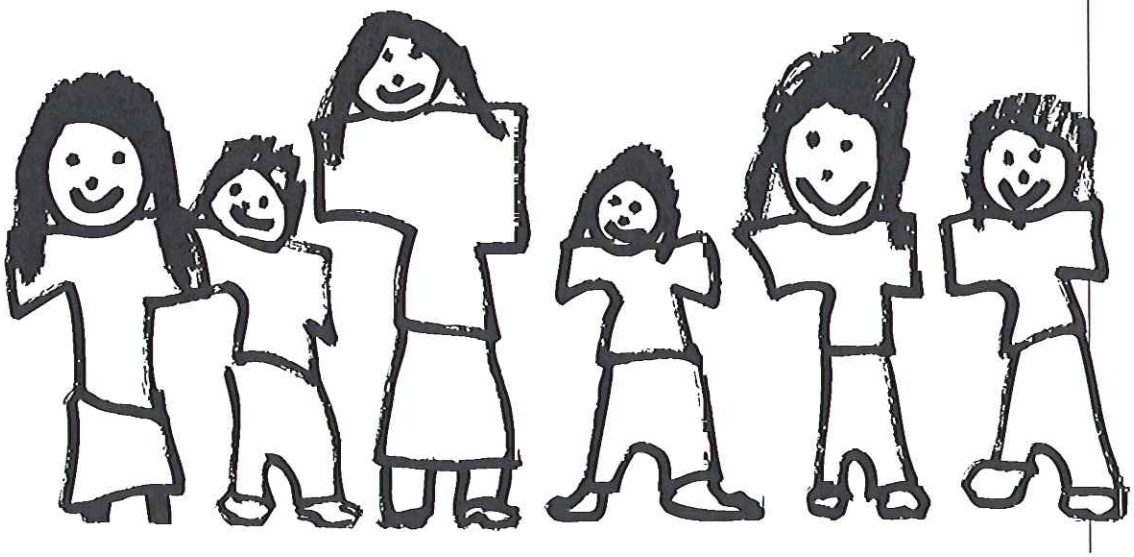
Earn an Adventurer Award for nature, not previously earned.

Background Information

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

- Astronomer
- Camper
- Birds
- Kite Fun
- Flowers
- Cyclist
- Gardener
- Geologist
- Hiking Fun
- Outdoor Explorer
- Trees
- Skier

The requirements for these awards can be found in the Award section of this manual.



RESOURCE LIST

My World Track

I. The World of Friends

A. Bible Stories and Texts

2 Samuel 9	Mephibosheth
Galatians 3:28	"There is neither Jew nor Greek..."

B. Songs

1. *Sing for Joy*
   "We Grow in Many Different Ways" 58, 59
   "We Are the Church" 141

C. Ellen G. White Quotes

"Students are to be taught the Christlikeness of exhibiting a kindly interest, a social disposition, toward those who are in the greatest need, even though these may not be their own chosen companions." *Messages to Young People*, p. 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*, p. 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*, p. 244.

"Those who are fighting the battle of life at great odds may be refreshed by little attentions which cost nothing."*Adventist Home*, p. 485.

D. Books and Materials

1. Children
   Zelonky, Joy, *I Can't Always Hear You* (David C. Cook).

II. The World of Other People

A. Bible Stories and Texts

Mark 12:17	"Render unto 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."

B. Songs

1. *Sing for Joy*
   "All Nations of the Earth" 22
2. *Kids Sing Praise*
   "America the Beautiful" 78