Helping Hand Curriculum

Basic Requirements

I. Responsibility

Requirements

A. Recite the Adventurer Pledge and Law.

B. Explain the Law.

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 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 anyone to keep the Adventurer Law.

By the time children reach the Helping Hand level, 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 (*Child Guidance*, p. 82). Obedience refers to a willingness to obey, or submit to, the decisions of our rightful authorities, just as Jesus did.

ADVENTURER LEDGE

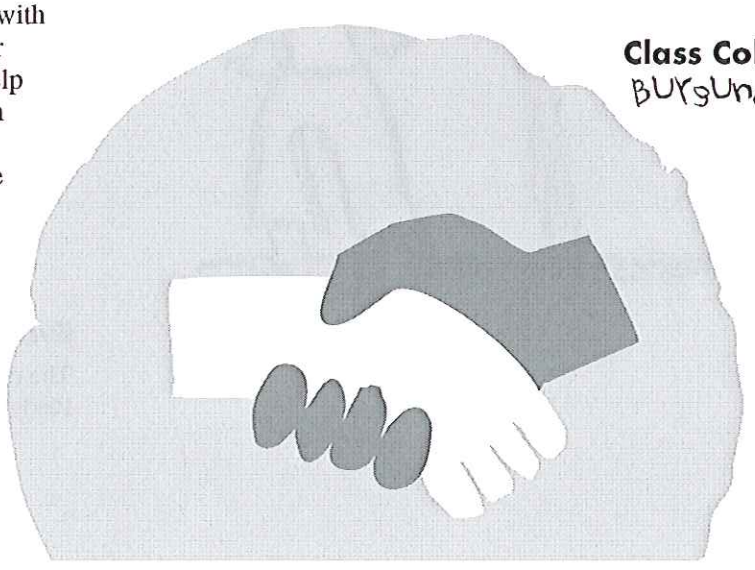
Because Jesus loves me, I will always do my best.

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: Burgundy



"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 their fellow people, and to their God.

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

"Be Respectful" means that the children will show respect, first to the authorities whom God has placed over them and also to each person whom God has created in His image. Respect involves recognizing the value in each person and acting courteously toward him/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 opportunities that they have rather than dwelling on those things that may displease them. It means putting a smile on one's face and in one's voice in order to make others feel happy and thankful as well.

"Be Thoughtful" means that the children will choose to think before acting and to base their actions upon careful consideration of the consequences to others and to themselves rather than simply reacting to feelings and impulses.

"Be Reverent" means that the children will show the highest respect and honor to God. This includes speaking and walking quietly in the sanctuary, treating His Bible gently as the best and most important of all books, and closing one's eyes and using appropriate posture when conversing in prayer with God.

Teaching Tips

- Review the Law in a way that will inspire the children to understand it and strive to fulfill it. Several related Bible stories, songs, and texts for discussion are suggested in the Helping Hand Resource List at the end of the **Helping Hand** section.
- Each Helping Hand may choose one person such as a leader, family member, younger Adventurer or friend to explain the Law to.
- Repeat the Pledge and Law at every Adventurer meeting. Hang them in a prominent place where they can be referred to easily.
- 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 Law.

RESOURCE LIST

Basic Track

I. Pledge and Law

"Be Obedient"

A. Bible Stories and Texts

Numbers 20 — Moses Strikes Rock
1 Samuel 15 — Saul Disobeys
Jonah — (Jonah)
Ecclesiastes 12:13
Acts 5:29

B. Songs

1. *Sing for Joy*
   - "Teach Me Lord" 110
   - "Trust and Obey" 113
   - "A Happy Home" 136

"Be Pure"

A. Bible Stories and Texts

Philippians 4:8
Psalm 24:3,4
Matthew 5:8

B. Songs

1. *Sing for Joy*
   - "Dare to Be a Daniel" 116

"Be True"

A. Bible Stories and Texts

Genesis 27 — Jacob and Esau
Acts 5 — Annanias Lies
Ephesians 4:25

B. Songs

1. *Sing for Joy*
   - "I Would Be True" 117
2. *Kids Sing Praise*
   - "Truth" 35

"Be Kind

A. Bible Stories and Texts

Ephesians 4:32
Matthew 5:44
Romans 12:10

B. Songs

1. *Sing for Joy*
   - "A Happy Home" 136

"Be Respectful"

A. Bible Stories and Texts

1 Samuel 17-31 — David and Saul
2 Kings 2 — Elisha and Bears

"Be Attentive"

A. Bible Stories and Texts

1 Samuel 2 — God Calls Samuel
Matthew 25 — Ten Virgins
Matthew 26:36-46 — Gethsemane

"Be Helpful"

A. Bible Stories and Texts

Genesis 18 — Abraham and Angels
1 Samuel 25 — Abigail
Luke 10:25 — Good Samaritan

B. Songs

1. *Sing for Joy*
   - "Cross Over the Road" 131

"Be Cheerful"

A. Bible Stories and Texts

Exodus 13 — Israelites Grumble
2 Corinthians 9:7

B. Songs

1. *Sing for Joy*
   - "Smile" 107
2. *Kids Sing Praise*
   - "Grumblers" 47
   - "I'll Be a Sunbeam" 52

"Be Thoughtful"

A. Bible Stories and Texts

Mark 12:42 — Widow's Mite

B. Songs

1. *Sing for Joy*
   - "Love at Home" 137
   - "God Bless Families" 138

"Be Reverent:

A. Bible Stories and Texts

Isaiah 6 — Isaiah's Vision
Luke 6:7 — Building Temple
John 2:13 — Moneychangers

B. Songs

1. *Sing for Joy*
   - "God Is in This Place" 46
   - "I was Glad" 144
   - "This Is God's House" 145

II. Reinforcement

Requirement

Earn the Helping Hand Reading Award.

Background Information

The Helping Hand Reading Award is awarded to children who read:

1. 1 Samuel 1-3 from a modern translation of the Bible
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

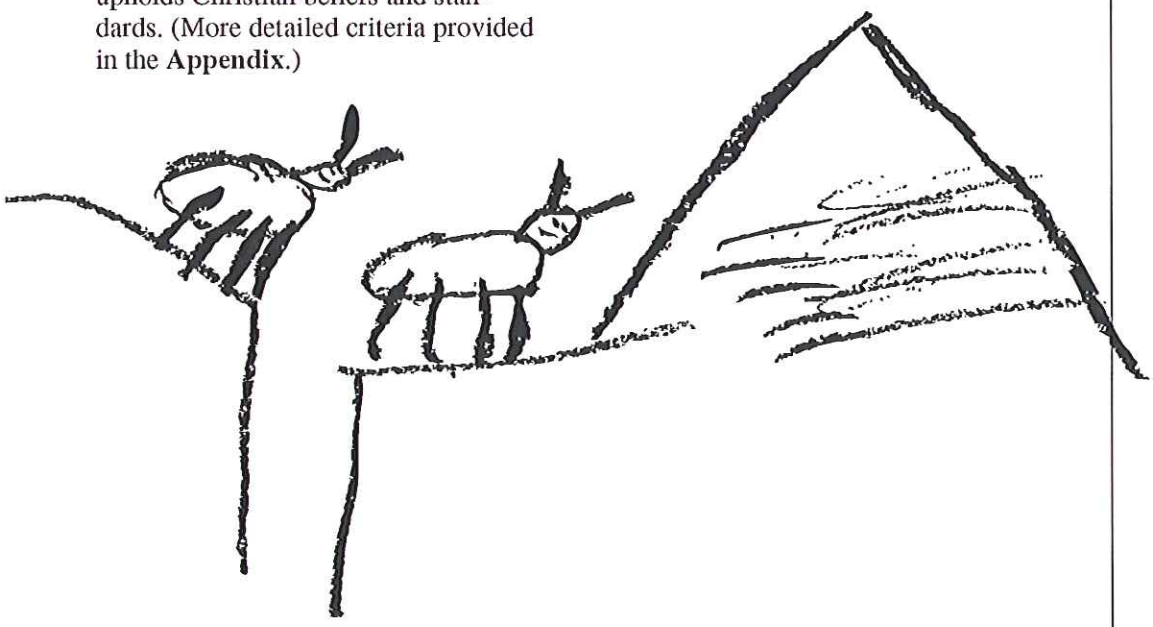
The Helping Hand reading requirements are directed specifically toward the topics the children will be covering in the Adventurer curriculum.

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 Helping Hand age group and upholds Christian beliefs and standards. (More detailed criteria provided in the **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 with 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 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 Helping Hand, 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:
- Noah
- Abraham
- Moses
- David
- Daniel

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 live for God.

Background Information

The Adventurer curriculum seeks to help children build a progressively mature understanding of the joys and responsibilities of being a child of God. Beginning with a recognition of the love and watchcare of God at the Busy Bee level, Adventurers have learned to recognize the presence of evil in the world and in their own lives. They are learning to escape from evil by receiving forgiveness and power through Jesus Christ. The goal of the Helping Hand requirements is to provide children with a reminder of the beginning steps of salvation and to encourage them to continue in the Christian life even though it is often hard.

The following basic concepts are found in each of the stories and verses:

1. **I want to obey God and escape from evil.** I recognize the destructiveness of evil and am sorry for my part in it.
2. **I can give my life to Jesus, and He will give me a new clean heart.** When I give Him my life He makes me a part of His redeemed family and 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 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 my Father. He promises that I will if I trust and obey Him.

Each of the suggested stories, chosen from the Old Testament, reinforces these concepts in a slightly different way. Some Helping Hands will already have accepted Jesus as their personal Savior. Others may not have made this step. These concepts and stories review the beginning steps of salvation and provide instruction and encouragement for the growing Christian.

For example, the Bible tells us that David was "a man after God's own heart." The life of David was clearly a life committed to God, and yet mistakes and sins are also clearly evident in His life. The Helping Hand who studies the life of David will be able to recognize that the Christian life is not one long, easy path of perfection; rather, it is made up of many struggles and difficulties along the way. Despite all of David's shortcomings, God was with him. He blessed him by making Him one of the greatest kings Israel ever knew. God was able to do this because David consistently chose to live his life for the Lord.

Another example of how the Helping Hand stories reinforce the concepts of salvation and living for Jesus may be found in the deliverance from Egypt that God provided to Israel through Moses. The sanctuary services were especially designed to help the Israelites look forward to the time when Jesus Christ would be on earth. The Israelites were commanded to obey the Ten Commandments given at Mt. Sinai.

However, God provided a symbol of His forgiveness through the sacrificial service. The sacrifice required for every sin helped the Israelites to remember the seriousness of sin. This sacrifice pointed toward the death of Jesus on the cross to forgive all our sins. The sanctuary and the services surrounding it hold a wealth of knowledge for the Helping Hand as he/she seeks to grow in his/her understanding of how to live for God. (Stories from the classroom or Sabbath School Bible curriculum may be chosen to emphasize these concepts, if you prefer.

The Bible story chart activities for the Helping Hand complete the overview of history provided in the Adventurer curriculum. The events designating the different periods in Old Testament history are: 1) Noah and the flood, 2) Abraham and Sarah, 3) Moses and the Exodus, 4) David, and 5) the Babylonian captivity.

Teaching Tips

- A description of how to assemble the Bible story chart may be found at the end of the Teaching Tips. 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. The leader may provide the children with a practice activity by making available a blank chart and the pictures, stories and labels provided on the following pages. The children may set the blank chart on the floor and place the pictures, stories, and labels in order on the chart.
    3. Children may also color the pictures and 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 Helping Hand stories fit into that battle.

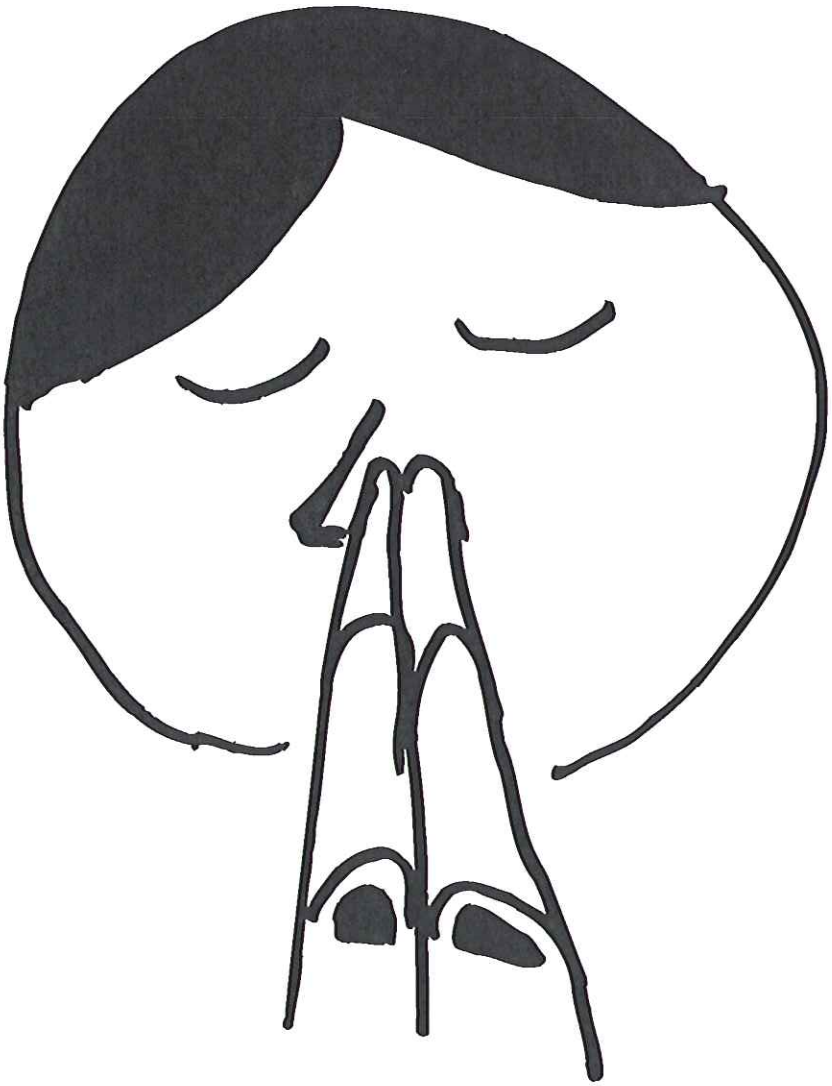
    1. Review the sections of history covered previously: creation and the fall; Jesus' life and death; the Christian church; and Jesus' second coming and heaven. The pictures and labels describing these events may be placed on the story chart in black and white.
    2. Color the new Helping Hand pictures and add them to the story chart as you 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 highlight the parts of the lesson that teach children how to live for God. The Helping Hands are mature enough to do much of their own research. They can participate in the presentation of the story by reading from the Bible or by making maps or drawings showing the places discussed.

- Verbally oriented children will enjoy the opportunity to write a poem. Many styles of poetry may be used, including free verse, haiku, or rhymed verse.
- Songs may be "written" in a simple manner by using a previously written melody (or verse) and making up a verse (or melody) to go with it.
- More spatially-oriented children may want to build a diorama of the sanctuary, Abraham's encampment, or a scene from the life of David.
- The children may share their dioramas, poems, or songs with other individuals or with groups during a club or classroom worship or Sabbath School special feature.

Evaluation

The children will place the pictures and labels correctly on the Bible story chart. They will explain how they used their story chart or booklet to show others how to live for 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.

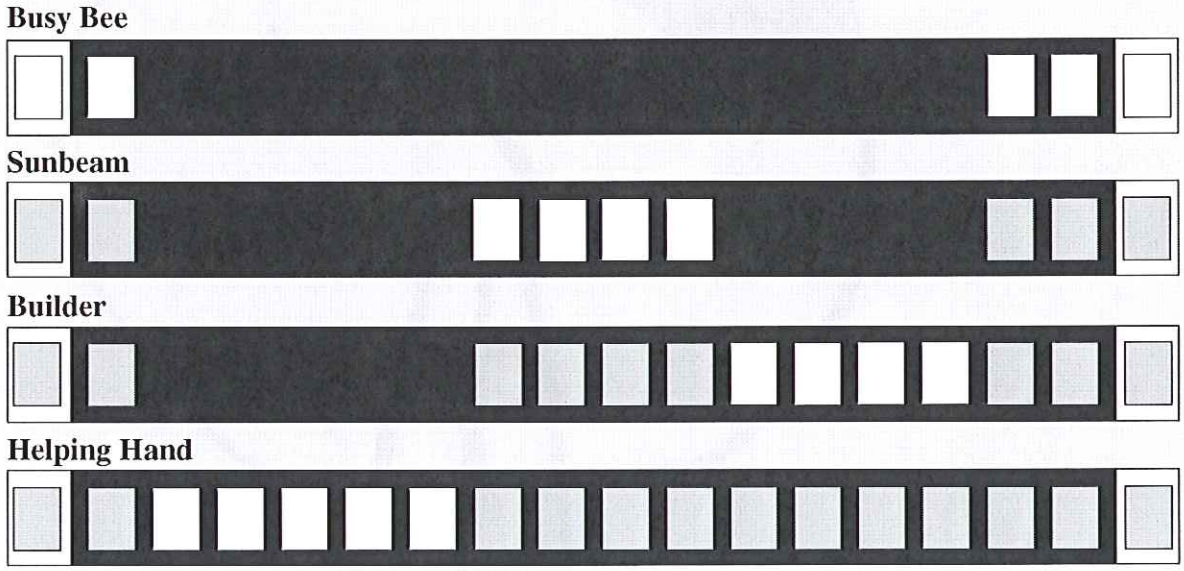
Materials

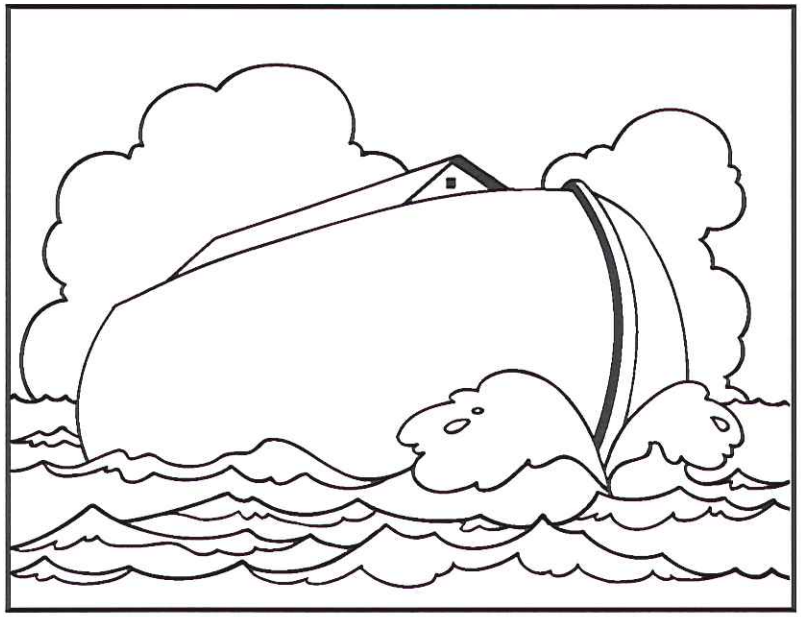
- Eight sheets of 9" x 12" purple construction paper
- Two sheets of 9" x 12" yellow construction paper
- Rubber cement or craft glue
- Pictures provided on the following pages or collected to illustrate the stories studied in the classroom or Sabbath School
- Clear contact paper or laminating film

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





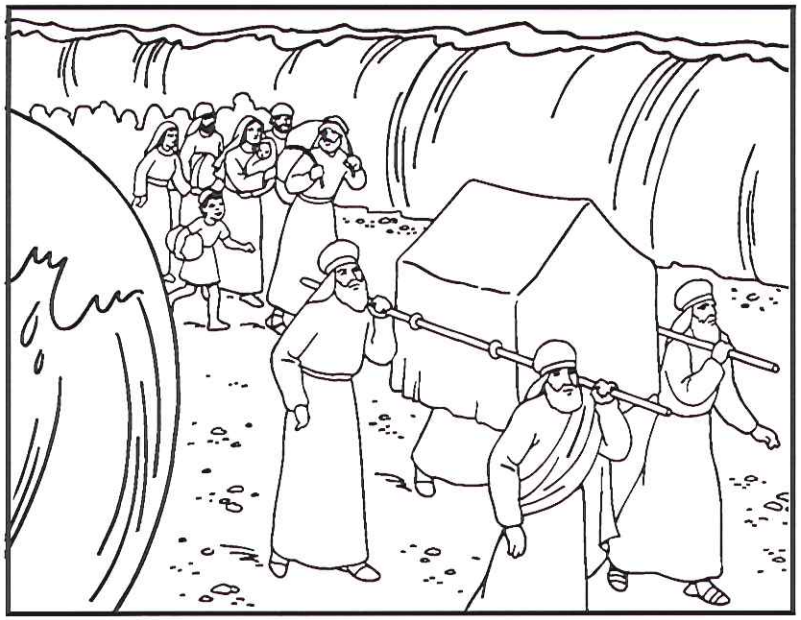
Water Cleanses the Earth

People became so disobedient that they were destroying everything. God decided to wash away all the sin and evil and try again. He saved everyone who would listen by asking Noah to build a special ark for them.



God Calls a People

God decided to choose a special group of people to teach the world about Him. He called Abraham and Sarah to a new country and made them the "father" and "mother" of His new nation.



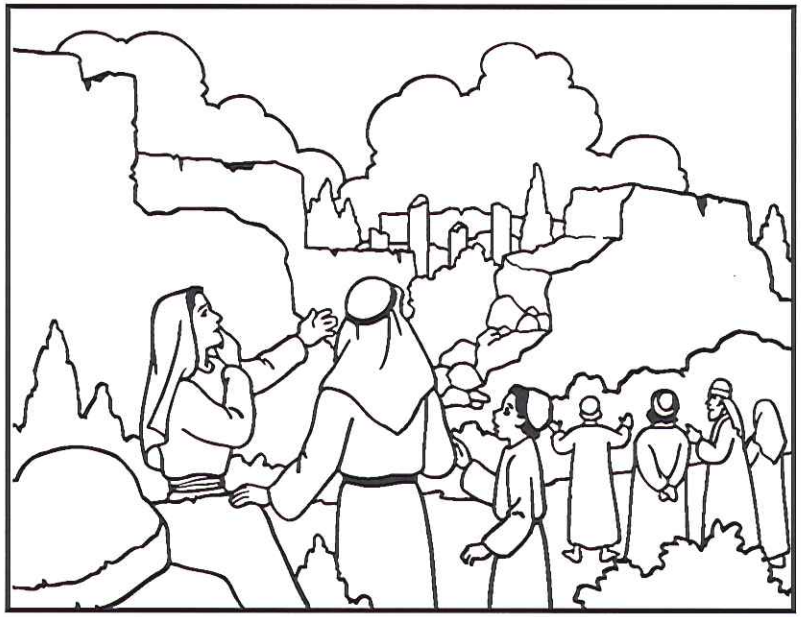
A Promised Land for God's People

God rescued His people from slavery just as He had promised. He brought them to a beautiful "Promised Land." He told them how to live so they would be happy and healthy.



God Works with His People

God's people, Israel, were not always obedient, but He continued to help those who would listen. David and Solomon were good kings who tried to follow God. Many of the kings chose to be wicked and cruel.



God's People Disobey

Israel refused to obey God. He finally let them be taken captive, hoping they would realize their mistake. Some listened to God and returned to Israel, but they never became what God had planned.

II. His Message to Me

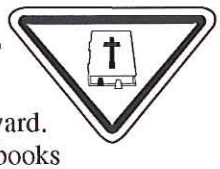
Requirements

Earn the Bible II Adventurer Award

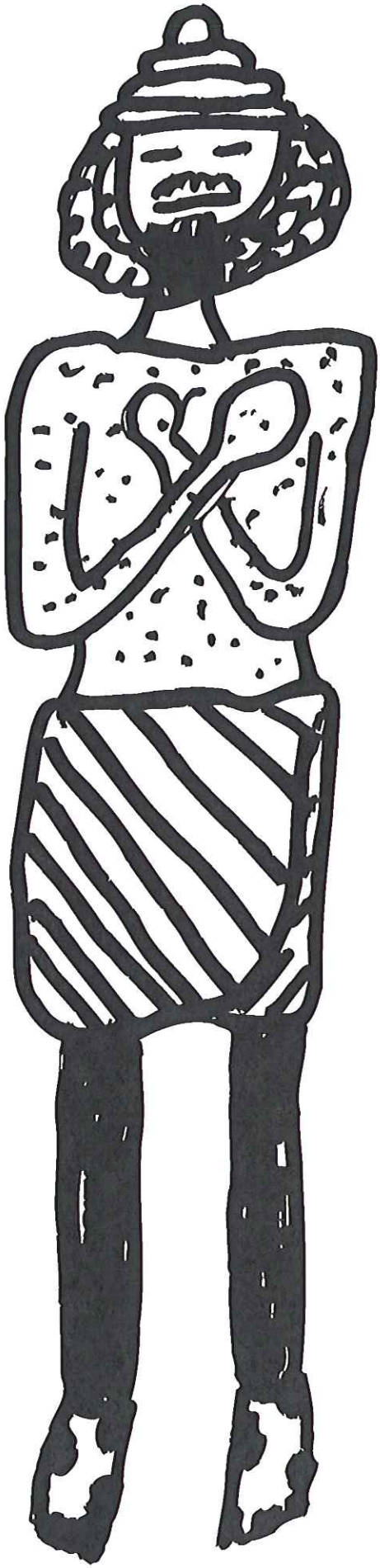
Background Information

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

Bible II Adventurer Award



1. Earn the Bible I Award.
2. Recite in order the books of the Old Testament.
3. Tell or act out the following Bible stories:
   a. Noah
   b. Abraham
   c. Moses
   d. David
   e. Daniel
4. Read or listen to a Bible story.
5. Memorize and explain three of the following verses about living for Jesus:
   a. Exodus 20:11-17
   b. Phil 4:13
   c. Phil 2:13
   d. 1 John 2:1,2
   e. Jude 24
   f. Your choice
6. Play games to help the children enjoy and retain the Bible stories.



III. His Power in My Life

Requirements

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

B. With an adult, choose one thing in your life Jesus has promised to help you improve. With His help, pray, plan, and work together to reach your goal.

Background Information

If a child learns at an early age to set aside daily time for private devotions, and if he/she is helped to make this a habit, it will be easier to avoid that long, uphill battle that most Christians face in making a habit of "finding" time for God.

Because families have widely differing schedules and levels of commitment, and because children have differing levels of ability and interest, the requirement leaves the frequency, length, and format of these "quiet times" open. These factors can be decided upon by the child in consultation with a parent or leader, ranging from the ideal of daily morning and evening devotions to a minimum of weekly Sabbath 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.

One of the greatest challenges of Christian living is to learn to change unproductive habit patterns and to build positive ones. This responsibility often seems overwhelming to a young Christian. The presence of an older experienced Christian may provide a great deal of help and encouragement.

Teaching Tips

- Present the importance of private devotions after the child has become acquainted with Jesus' love and plan for him/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.

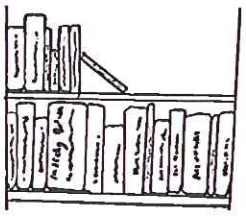
Ideas for Teaching Parents About Quiet Time

Because the children will normally be spending their quiet time at home, it is very important to enlist the parents' 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 which 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 which 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 should spend personal quiet time in a place where they feel comfortable but not distracted. Quiet times may focus on the Sabbath School lesson, Bible story book, or simple passages 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 which apply to the Bible readings. These quiet times should always begin with a 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.

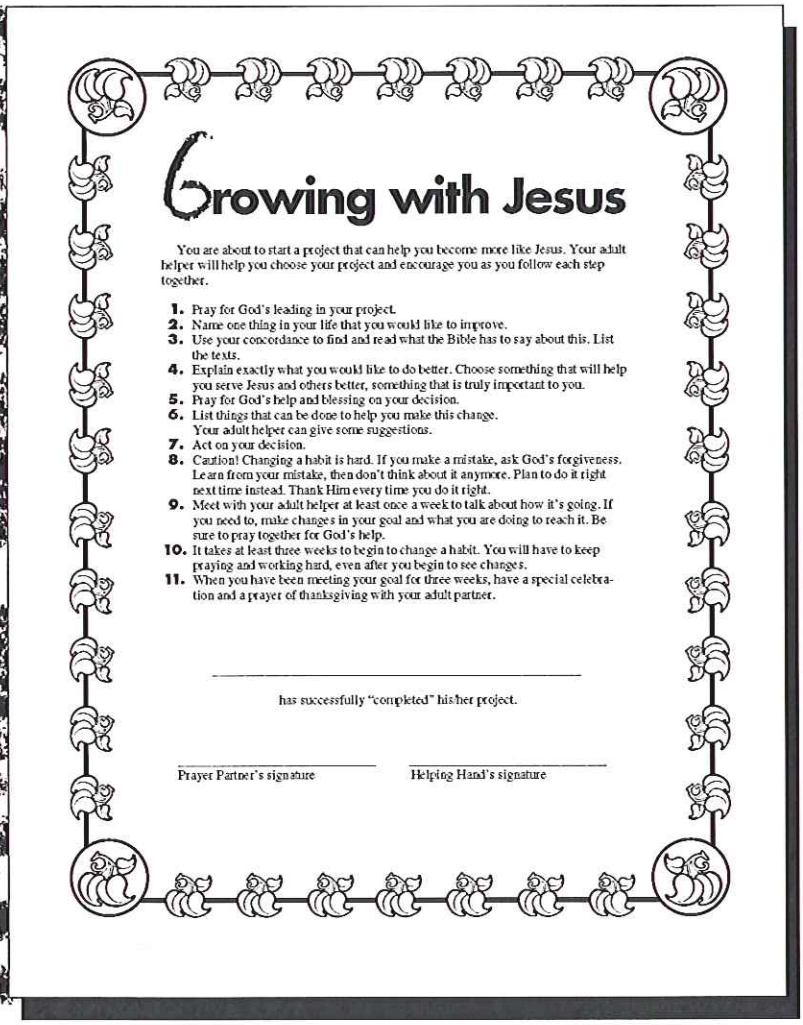
Initially, a parent or other adult will need to join the child during the quiet time to help him read the Bible passage or story and to model and train him as to how to enjoy meaningful quiet time with God. As the child becomes more independent and establishes positive habits of Bible study and prayer, the parent may decrease his participation at a pace with which both the parent and child are comfortable. The suggestions for parents given below are taken from "Reaching Children to Worship and Pray" by Eleanor Hance (in Clark, Robert et al, *Childhood Education in the Church*, Chicago, Moody Press, 1986).

1. Take 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 his/her own level as soon as he develops his reading skill to the point of ease and enjoyment. A modern language Bible may encourage a systematic program of Bible reading. There is an increasing number of devotional reading materials available from Christian bookstores.
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.



"Ideas for Teaching Parents About Quiet Time" is located in the "My God" section of the Appendix.

- 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; and f) helping and encouraging parents to assist their child in regular private (and family) devotions.



Growing with Jesus

You are about to start a project that can help you become more like Jesus. Your adult helper will help you choose your project and encourage you as you follow each step together.

1. Pray for God's leading in your project.
2. Name one thing in your life that you would like to improve.
3. Use your concordance to find and read what the Bible has to say about this. List the texts.
4. Explain exactly what you would like to do better. Choose something that will help you serve Jesus and others better, something that is truly important to you.
5. Pray for God's help and blessing on your decision.
6. List things that can be done to help you make this change. Your adult helper can give some suggestions.
7. Act on your decision.
8. Caution! Changing a habit is hard. If you make a mistake, ask God's forgiveness. Learn from your mistake, then don't think about it anymore. Plan to do it right next time instead. Thank Him every time you do it right.
9. Meet with your adult helper at least once a week to talk about how it's going. If you need to, make changes in your goal and what you are doing to reach it. Be sure to pray together for God's help.
10. It takes at least three weeks to begin to change a habit. You will have to keep praying and working hard, even after you begin to see changes.
11. When you have been meeting your goal for three weeks, have a special celebration and a prayer of thanksgiving with your adult partner.

_____

has successfully "completed" his/her project.

_____ _____

Prayer Partner's signature Helping Hand's signature

Sample "Growing with Jesus" project sheet. Reproducible copies are located in the "My God" section of the Appendix.

- To introduce requirement **B**, discuss the power of habit and tell a realistic story of how you or someone else worked with Jesus to change a habit.
- Assist each Helping Hand in choosing a caring and mature Christian adult whom he/she feels comfortable talking with. If parents do not meet the above criteria, other people such as a pastor, Sabbath School teacher, Adventurer leader or counselor, school principal, or family friend may be suggested. The child and adult should meet together several times to share feelings and ideas, assess the success of the project, and make necessary changes in plans. The meetings may be terminated when child and adult agree that the goal has been reached and acted upon successfully for a reasonable length of time.
- The project sheet shown on this page may be used by the Helping Hand and his/her adult helper to guide him/her in working on this project. The adult helper should assist the child in choosing an individually meaningful and reachable goal. They may want to plan a way in which the child can reward himself/herself for making progress toward the desired goal.
- The Adventurer leader may hold one or more "debriefings" to allow the children to talk about the feelings and experiences they have had as they worked on their projects.

Evaluation

The children will present and discuss their quiet time commitment cards and their completed project sheets.

RESOURCE LIST

My God Track

I. His Plan to Save Me

A. Other Bible Stories About Living for God

Genesis 25-50	Jacob
Exodus-Deuteronomy	Moses
Exodus 2, 15; Numbers 12, 20	Miriam
Joshua (especially 7)	Joshua
Luke 10, John 11,12	Martha

B. Songs About the Assigned Stories

1. *Sing for Joy*
   - "Saints of God" 61
   - "The Lord Hears Me" 105
   - "Samuel" 112
   - "Dare to Be a Daniel" 116
2. *Kids Sing Praise (Brentwood Publishing)*
   - "Little David"
   - "Joshua Fit the Battle of Jericho" 8
   - "Noah" 11
   - "Only a Boy Named David" 18
   - "Being Big" 54
   - "Solomon" 66

C. Books and Materials About the Assigned Stories

1. Adult
   Old Testament Maps and Charts (Standard)
2. Children
   Bunyan, John, *Pilgrim's Progress in Today's English* (Moody).

II. His Message to Me

A. Other Bible Texts About Living for God

Ecclesiastes 12:1	"Remember now thy Creator..."
Isaiah 55:6, 7	"Seek you the Lord while He may be found..."
Micah 6:8	"He has shown thee, O man, what is good..."
Luke 2:52	"Jesus increased in wisdom and stature..."
2 Corinthians 3:18	"We are changed into the same image . . ."
Galatians 5:22, 23	"But the fruit of the Spirit is love..."
Philippians 1:6	"He which hath begun a good work in you..."
Philippians 4:13	"I can do all things through Christ..."
Jude 24, 25	"Now unto Him who is able to keep you..."

B. Songs About Living for God

1. *Sing for Joy*
   - "In His Time" 42
   - "He's Everything to Me" 43
   - "I Want to Love You, Lord" 106
   - "Teach Me, Lord" 110
   - "Trust and Obey" 113
   - "Be Like Jesus" 115
   - "The Journey of Life" 122
2. *Kids Sing Praise*
   - "Boys and Girls Medley" 13
   - "He's Still Working on Me" 26
   - "That Is the Reason" 70

C. Books and Materials About Living for God

1. Adults
   Following Jesus Object Talks, Books of the Bible. Flannelgraph materials (Standard).
2. Children
   Bothwell, Roger, *My First Book on Communion.* (Review and Herald Publishing Association).

III. His Power in My Life

A. Bible Stories and Texts

See stories and texts listed above. Also use:

Psalm 146:3-5	"Put not your trust in princes..."
1 Corinthians 10:13	"God will not suffer you to be tempted above that ye are able..."

B. Songs

1. *Sing for Joy*
   - "He's Able" 40
   - "A Little Talk With Jesus" 98
   - "God Is With Us" 104
2. *Kids Sing Praise*
   - "Wanna" 6
   - "There Is Power in the Name of Jesus" 24
   - "Standing in the Need of Prayer" 64

C. Ellen G. White Quotes

"Each is to improve his talents to the uttermost; and faithfulness in doing this, be the gifts few or many, entitles one to honor." *Child Guidance*, pp. 293-294.

"Have you only one talent? Put it out to the exchangers, by wise investment increasing it to two. Use your talent wisely so that it will fulfill its appointed mission." *Messages to Young People*, p. 301.

Continued on page 146.

My Self

I. I Am Special

Requirements

A. List some special interests and abilities God has given you.

B. Share your talent using one of the following:
- Talent show
- Show and Tell
- Earn an Adventurer Award

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 the children may excel. Each is a gift from God and is given for a special purpose. Children may have:

1. Physical Talents: Athletic or work ability (strength, coordination, speed or agility); pleasing appearance; working with one's hands.
2. Intellectual Talents: Remembering and understanding, writing, planning and organizing, decision-making.
3. Interpersonal Talents: Speaking, sensitivity, humor, leadership, making friends.
4. 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 for 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 can work together on an award for which they all show special ability.

Evaluation

The child will list some of his/her talents and complete the requirements for one Adventurer Award.

II. I Can Make Wise Choices

Requirements

A. Learn the steps of good decision-making.

B. Use them to solve two real-life problems.

Background Information

Children make many small decisions each day. Each of these decisions affects the course of their future lives. Children need to learn to look forward to the long-term consequences of their decisions rather than reaching for immediate gratification. They need to evaluate whether they, as Christians, can feel comfortable with a particular action and its consequences.

RESOURCE LIST

My God Track *(continued)*

"It is a fearful thing to use God-given abilities in such a way as to scatter blight and woe instead of blessing in society. It is also a fearful thing to fold the talent entrusted to us in a napkin and hide it away in the world." *Messages to Young People*, p. 37.

"All that we are, all the talents and capabilities we possess, are the Lord's to be consecrated to His service." *Messages to Young People,* p. 161.

There are many different ways to describe the steps a person goes through in making a good decision:

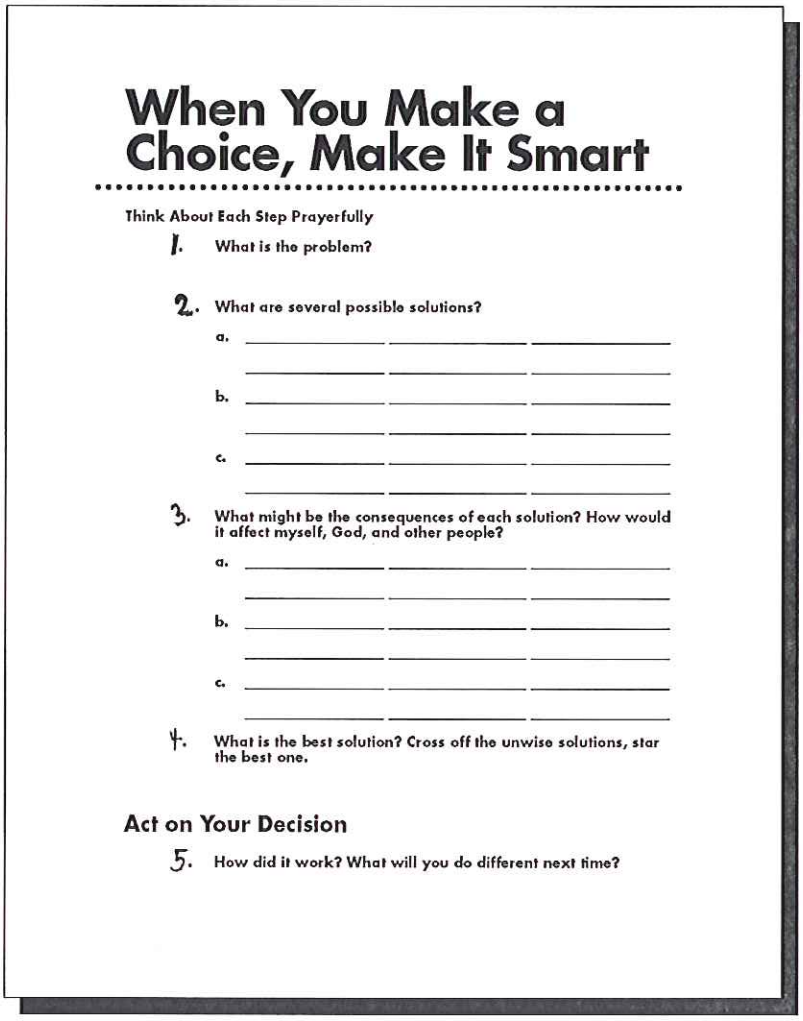
1. What is the problem?
2. What are several possible solutions?
3. What might be the consequences of each solution? How would it affect myself, God, and other people? I can go to the Bible, parents, friends, or books to get help in finding the answers to these questions.
4. What is the best solution? 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:
  - a. It's a stormy day and the TV and telephone are not working. What will you do?
  - b. Your uncle gave you money to buy a new piece of clothing. What should you buy?
  - c. You were planning to go swimming with your cousins when some old friends came to visit. What should you do?
- When the children understand each step, lead them to think of a real situation and work on it together. The children may choose a problem that is taking place at the Adventurer meeting, such as teasing or not taking turns. It may relate to a decision they need to make, such as what game to play, or where to go on a field trip. Allow them to proceed through the steps on their own, with as little intervention as possible. As in real life, there may be more than one correct answer!
- The worksheet shown on this page may be used by the children to solve two of their own problems, such as: how to use leisure time, what TV programs or music to listen to, how to spend money, what clothing to wear, what to eat for lunch, or choosing friends.

Evaluation

The child will complete two decision-making worksheets. Evaluate the decision-making process rather than the final decision. If the child can justify and explain his/her decision-making steps, his/her decision should be accepted. If necessary, the leader may share his/her disagreement and the reasons why he/she disagrees.



When You Make a Choice, Make It Smart

Think About Each Step Prayerfully

1. What is the problem?

2. What are several possible solutions?

   a. _____ _____ _____
   _____ _____ _____

   b. _____ _____ _____
   _____ _____ _____

   c. _____ _____ _____
   _____ _____ _____

3. What might be the consequences of each solution? How would it affect myself, God, and other people?

   a. _____ _____ _____
   _____ _____ _____

   b. _____ _____ _____
   _____ _____ _____

   c. _____ _____ _____
   _____ _____ _____

4. What is the best solution? Cross off the unwise solutions, star the best one.

Act on Your Decision

5. How did it work? What will you do different next time?

Sample "When You Make a Choice" worksheet. Reproducible copies are located in the "My Self" section of the Appendix.

III. I Can Care for My Body

Requirement

Earn the Hygiene Adventurer Award.

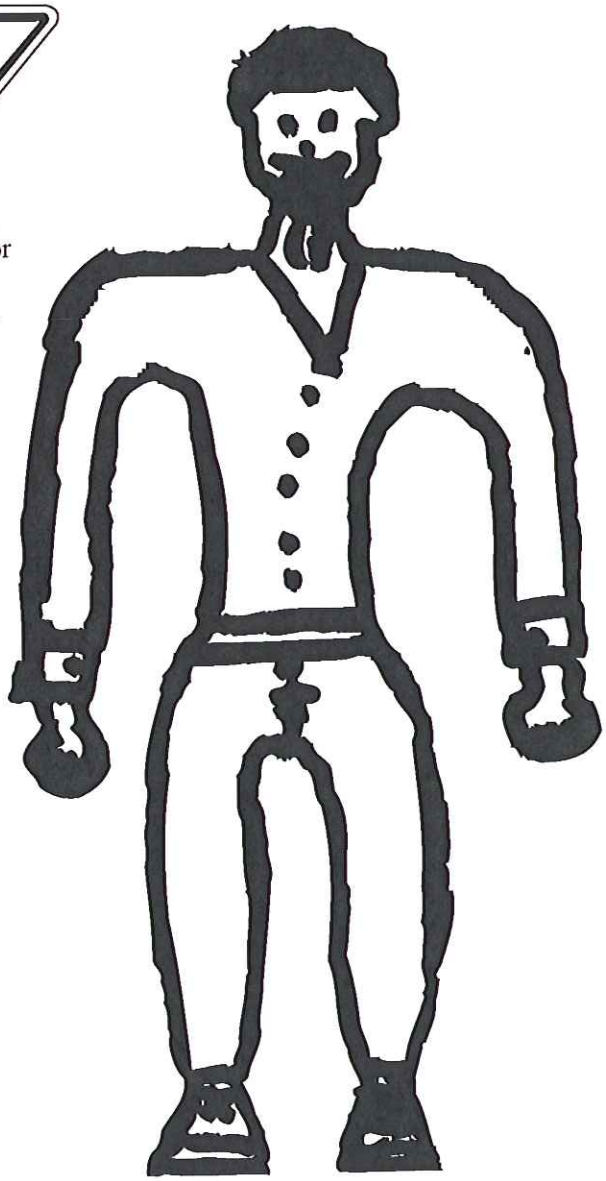
Background Information

In order to earn the Hygiene Adventurer Award, the children will complete the requirements listed below. Additional information may be found in the Adventurer 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.



Hygiene Adventurer Award

1. Find, read and discuss Psalm 119:11; 51:10; and 19:14.
2. Learn about personal cleanliness.
3. Discover three important times for washing your hands.
4. Practice proper brushing of teeth.
5. Discuss regular bathing and how to keep your hair clean.
6. How many glasses of water should you drink daily?
7. Is it important to keep your clothing clean?
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 Samuel 9	Mephibosheth
2 Kings 4	Elisha and the Widow's Son
Esther 2:5-7	Esther Adopted
Proverbs 17:17	"A friend loveth at all times..."
John 15:17	"...Love one another."
Philippians 4:19	"My God shall supply all your need..."

B. Songs

Sing for Joy

"Alone We Could Not Learn to Read" 31
"God Bless Families" 138
"Family of God" 139

II. I Can Make Wise Decisions

A. Bible Stories and Texts

1 Kings 2-10	Solomon
Daniel 1, 2, 6	Daniel
Luke 10:38-42	Mary and Martha
Joshua 24:15	"Choose you this day whom ye will serve..."
Proverbs 3:5,6	"Lean not unto thine own under standing..."

B. Songs

1. *Sing for Joy*

"A Little Talk With Jesus" 98
"Trust in the Lord" 111

C. Ellen G. White Quotes

"All are by their own choice deciding their own destiny and God is overruling all for the accomplishment of His purpose." *Education*, p. 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*, p. 212.

III. I Can Care for My Body

Your choice.

My Family

I. I Have a Family

Requirement

Make a family flag or banner, **OR** collect stories or photographs about your family history.

Background Information

Knowledge of family values and backgrounds help the child to better appreciate his/her family and what makes each member special.

Teaching Tips

- ✏ Be sensitive to children who do not have "normal" or happy families. Emphasize the fact that there are different types of families, and allow children to choose substitute families such as the Adventurer Club "family," the church "family," God's family, or another family that cares about them.
- ✏ Make a family flag or banner that represents the family's values and unique qualities. Choose colors, symbols and words showing:
  - country(countries) of ancestry
  - occupations and hobbies
  - favorite activities and interests
  - favorite Bible texts
  - motto
  - family traditions
  - special achievements
- ✏ Children may interview parents, grandparents or other relatives to discover stories about their family history using a tape recorder or taking notes. 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 histories may be recorded on a timeline or map showing important events or travels in the life of the family.

Evaluation

The child will complete a family history project.

II. Families Care for Each Other

Requirement

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

Background Information

This activity gives children the opportunity to become involved in promoting the happiness and togetherness of their own family.

Teaching Tips

- ✏ Work with the children to list a variety of activity ideas before asking them to choose one they would like to do.
  - Worships may include a skit or favorite Bible game.
  - Family night activities may include such things as a special dinner or a living room picnic.
  - Family outings may be to the zoo, park, or special friend's home.

Evaluation

The child will report on the worship or family night event he/she planned.

III. My Family Helps me Care for Myself

Requirement

Earn an Adventurer Award, not previously earned, in one of the following areas:

- ✏ Finance
- ✏ Indoor Skills
- ✏ Outdoor Skills
- ✏ Safety

Background Information

Adventurer Awards in each category that are appropriate for the Helping Hand age level include:

Indoor Skills

Cooking Fun
First Aid Helper
Homecraft
Home Helper
Sewing Fun

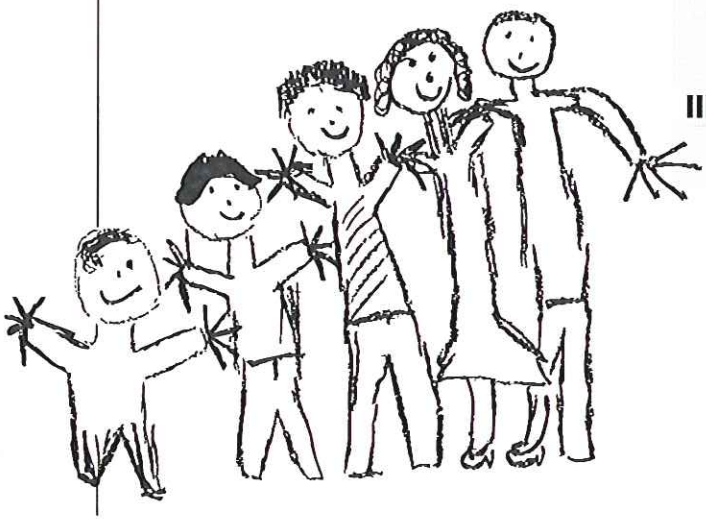
Safety

Safety Specialist I and II
Road Safety

Outdoor Skills

Carpenter
Guide
Gardener

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



RESOURCE LIST

My Family Track

I. I Have a Family

A. Songs

1. *Sing for Joy*
   "God Bless Families" 138

B. Books and Materials

1. Adult
   Weitzman, David, *My Backyard History Book* (Little, Brown and Company).

II. Families Care for Each Other

A. Bible Stories and Texts

Deuteronomy 6 "Thou shalt teach [the law] diligently unto thy children..."

B. Ellen G. White Quotes

"... Make the evening a pleasant social season, a family reunion after the day's duties." *Adventist Home*, p. 110.

"On these days where 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*, p. 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 the household, and both father and mother as teachers and companions of their children." *Child Guidance*, p. 535.

"In every family there should be a fixed time for morning and evening worship." *Child Guidance*, p. 520.

"It should be the special object of the heads of the family to make the hour of worship intensely interesting." *Child Guidance*, p. 521.

C. Books and Materials

1. Adults
   Gaither, Gloria and Shirley Dobson, *Let's Make a Memory* (Word).

III. My Family Helps Me Care for Myself

Your choice.

My World

I. The World of Friends

Requirement

Earn the Caring Friend Adventurer Award.

Background Information

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



Caring Friend Adventurer Award

1. Explain how you can be a Caring Friend. Find, read and memorize 1 Peter 5:7.
2. Talk to a person and ask the following:
   a. The day and month he/she was born
   b. His/her favorite animals
   c. Two of his/her favorite colors
   d. Three favorite foods
   e. Four things that are important to him/her
   f. Have your new friend tell you about his/her last trip.
3. Visit a shut-in and take something to him/her. Use the questions in #2 as a basis for your conversation.
4. Tell one of the persons in #2 or #3 above how Jesus loves you and that He loves him/her also.
5. Show how you can become a caring person to your parents by:
   a. Helping to keep your room clean
   b. Helping in the kitchen with preparation or cleanup
   c. Doing extra chores without being told
6. Tell of something special you have done for a friend.

II. The World of Other People

Requirement

Choose a world culture to study. Find a way to share Jesus' love with some of the people of that culture.

Background Information

"It is acquaintance that awakens sympathy, and sympathy is the spring of effective ministry. To awaken in the children and youth sympathy and the spirit of sacrifice for the suffering millions in the 'regions beyond', let them become acquainted with these lands and their peoples." *Education*, p. 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.

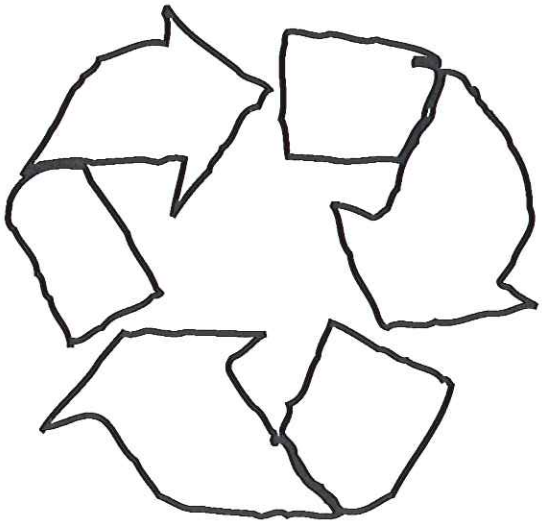
Teaching Tips

- 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 dry information. Questions may include: Nationalities, foods, religions, holidays, customs, ways of life, physical geography, plants and animals. Write these topics on a poster or research sheet. Organize the pictures and information 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 classroom and share information, a special tradition, or a delicacy. Old *Mission Spotlights* and mission quarterlies may be obtained from the church.

- ✏ 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.
- ✏ The *Adventist Review* carries the names and addresses of missionaries and churches with specific needs. Some of the people groups being featured in the church's Global Strategy plans would make excellent research projects. Information about these cultures and their needs may be obtained by writing to the Center for International Relations, 12501 Old Columbia Pike, Silver Spring, MD 20904.

Evaluation

The child will participate in a research and service project.



III. The World of Nature

Requirement

Earn the Environmentalist Adventurer Award.

Background Information

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

Environmentalist Adventurer Award



1. Recite Genesis 1:26. Explain our role in protecting wildlife.
2. List three animals that are endangered and explain why.
3. List three birds that are endangered and explain how you can help protect birds.
4. Study endangered trees in your area. Plant or adopt a tree.
5. In your area:
   a. What causes pollution, and list ways you can prevent pollution?
   b. Investigate how and why the pollution happened.
   c. Explain how you can keep from polluting water.
   d. What dangers threaten the quality of air?
6. Participate in one of the following community activities to help clean the environment:
   a. Take part in Earth Day events.
   b. With your group help clear the trash from a roadside or stream.
   c. Help collect paper, cans or other materials for recycling.
7. Create a mural of the Earth made new.

RESOURCE LIST

My World Track

I. The World of Friends

II. The World of Other People

A. Bible Stories and Texts

Genesis 12-25	Abraham
Exodus to Deuteronomy	Moses
Jonah	Jonah
Acts	Paul
Isaiah 45:22, 23	"Look unto Me. and be ye saved, all the ends of the earth…"
Matthew 24:14	"Go ye therefore, and teach all nations…"
Acts 1:8	"Ye shall receive power…"

B. Songs

1. *Sing for Joy*
   - "All Nations of the Earth" 22
   - "God Calls Us" 130
   - "Jesus Loves Children" 137
   - "Cross Over the Road" 131
   - "Jesus Bids Us Shine" 133
2. *Kids Sing Praise*
   - "Jesus Loves the Little Children" 27

C. Ellen G. White Quotes

"Our schools are the Lord's special instrumentalities to fit the children and youth for missionary work." *Child Guidance*, p. 311.

D. Books and Materials

1. Adult

   Lee, Nancy and Linda Oldham, *Hands on Heritage*. Foods, crafts and celebrations from different cultures (Hands On Publications).
2. Children

   Carmichael, Amy, *God's Missionary.*

III. The World of Nature

Your choice.

Helping Hand, Advanced

This class was designed for the over-achieving fourth-grade Adventurer who needs additional activities.

1. Have completed the Helping Hand class requirements.
2. a. Earn the Home Helper Award.
   b. Plan a meeting with the family to discuss a topic important to the child.
3. a. By respecting your body, you should be aware of the food you eat by reading the first three ingredients of your favorite:
      - Cereals
      - Drinks
      - Snacks
      - Desserts

   b. Keep a Food Diary of the food you eat in one week.
   c. Sign a Health Pledge card.
4. a. Work with a staff member in planning one of the following:
      - Adventurer activity or outing
      - Club party
      - Club opening exercise
      - Assist in teaching an award to either Busy Bees or Sunbeams

   b. Participate in a church worship service by doing one of the following:
      - Scripture reading
      - Prayer
      - Ushering/offering
      - Children's story
5. a. Use a compass to follow directions and reach a goal.
   b. Demonstrate how to stay safe in adverse weather conditions such as:
      - Frostbite
      - Sun stroke
      - Black ice
      - Heat stroke
      - White-out (blizzard)
      - Hypothermia
6. a. Help set up, serve, and/or clean up from a fellowship meal or prepare sandwiches for a homeless shelter.
   b. Prepare a care package for someone in need.
7. a. Use food coloring to color a carnation to give to a special person
   OR
   Start a vegetable plant.
   b. Find a creepy crawling creature of your choice
   OR
   Draw and color pictures of the snakes in your area.
   c. Show and tell one of the above or an option of your choice.



The Helping Hand Pin looks just like the regular Helping Hand with the addition of a gold star.