

AWARD BOOK

Revised 2020



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Silver Spring, MD 20904
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Introduction

Welcome to the newly updated Adventurer Awards Book!

Almost a decade has gone by since the last edition of the Adventurer Awards Book and we are finally able to bring a book filled with new and exciting awards, as well as some you might already recognize. We know that our children are full of life and so much energy and it is our goal to continue guiding that energy to positive and uplifting activities that will help them grow, learn, strengthen their family bond and bring them closer to Jesus.

In this book you will find many awards that you may have encountered as you complete the Adventurer Classes with your young ones, and you will find some that are considered optional. Make sure to read each requirement and use this book as your guide through every category. Some major changes you will find are some new awards, the addition of the "Community" category as well as the name change of two of our established categories: "Arts and Crafts" to "Crafts" and "Household Arts" to "Home". As we continue to develop new awards and learn how to effectively teach the ones we already have, we learn more and more about each award and have made intentional decisions to update categories accordingly.

All ministries are important but let us not forget just how crucial the Adventurer Club is when it comes to the formation of our children. It is our objective to always teach our children with love and kindness. We should always strive to be an example of a Christ-like character. Do not forget that these awards are not just to add more patches to a sash which might make our children believe the worth lies within those patches. Our goal should always be to see them grow and flourish in all aspects of life so they may, like Jesus, grow "in wisdom and stature, and in favor with God and man." (Luke 2:52 NIV)

We hope this Award book serves its purpose of guiding you and assisting you as you continue instructing the youngest of our flock. May God's love shine through you and through each Adventurer as they learn about God, the world around them and about themselves.



Andrés J. Peralta
Associate Youth Director

Philosophy and Objectives of the Adventurer Awards

Each award is designed to be a course of study that introduces a subject.

This subject should have practical value and should enhance the lifestyle of the person pursuing the award. Award study should assist the person in his/her development as a well-rounded Christian by directly affecting

the social, emotional, physical, and spiritual aspects of life. The study of an award should direct the child to a deeper love of the Creator and should increase one's interest in committing their life in service to God and to the community.

Award study is intended to help the child's spiritual character development. Therefore, every award should be designed to require high standards of excellence by clearly stating in all requirements what tasks are to be accomplished. Fulfilling the requirements should be interesting and fun, while at the same time providing the child with a sense of achievement.

Because Adventurer awards are a part of a church-sponsored program, all facets of course study should be in harmony with basic church standards. For this reason, award study would normally avoid topics with requirements calling for destruction of plant or animal life as well as types of armed or unarmed defense. Also, subjects should be avoided that could only be studied by a small group of people in a single local area.

It is the purpose of all awards to help the child to "increase in wisdom and stature and in favor with God and man."

The Adventurer Club provides fun and creative ways for children. . .

1. to develop a Christ-like character;
2. to experience the joy and satisfaction of doing things well;
3. to express their love for Jesus in a natural way;
4. to learn good sportsmanship and strengthen their ability to get along with others;
5. to discover their God-given abilities and to learn how to use them to benefit self and serve others;
6. to discover God's world;
7. to improve their understanding of what makes families strong;
8. to develop parental support for the training of children.

Guidelines for Participating in the Adventurer Award Program

1. Children age 4 - 9 (or in grades Kindergarten to 4) are eligible for Adventurer membership.
2. Club activities include Adventurer Awards, field trips, and regular club meetings. Before joining the club, the Adventurer must agree to participate and cooperate in these activities.
3. Members must be faithful in attendance. Many clubs establish limits on absences and tardinesses, and Adventurers who do not comply with these regulations are asked to withdraw from the club.
4. The parents of the Adventurers must be willing to agree to and cooperate with the regulations and activities of the club, as agreed on the Adventurer Application Blank. At times they may be asked to supply money and time to support their child's membership.
5. Adventurers should own and regularly wear a complete Adventurer uniform. They must come to meetings and club-sponsored events in full uniform, as advised by the club director.
6. Adventurers are expected to obey all regulations and instructions of the Adventurer staff.
7. Club members must be willing to participate in community service projects and Share Your Faith and Outreach programs.
8. Adventurers must learn and live by the principles of the Adventurer Pledge and Law.

Difference Between Pathfinders and Adventurers

The Adventurer Club has been created so younger children may have a club of their own. The programming and planning for the Adventurer Club should be simple and short, but creative. In some ways the Pathfinder and Adventurer Clubs are similar, but the Adventurer program is to be unique in its own way and should be kept separate. One of the Adventurer Club objectives is to provide a meaningful and exciting experience as the children look forward with anticipation to being a Pathfinder in the future. The Pathfinder Club is designed to meet the growing needs of children ages 10-15 by strengthening healthy peer relationships. Adventurers is designed to meet the needs of 4-9-year olds by strengthening their family relationships.

It is not intended that we duplicate all the experiences of Pathfinding, but rather that by providing a separate Adventurer Club many needs of the youth aged 4-9 will be met in an

exciting and enjoyable way and thus they will be ready to fully enjoy the Pathfinder experience when that time arrives.

In many instances' parents have children in both clubs and may be involved themselves. Therefore, it may be necessary to operate the Adventurer and Pathfinder club meetings at the same hour and day, but this does not mean that the clubs should be combined.

Check List for Evaluating New Adventurer Awards

Check to see if the award (or a similar one) already exists: <http://gcyouthministries.org/Ministries/Adventurers/Awards/tabid/83/Default.aspx>

If no existing award is found, please complete the following requirements:

- _____1. The award requirements must uphold the standards and philosophy of the Seventh-day Adventist church.
- _____2. The award requirements must include a balance of theory and "hands on" activities.
- _____3. Requirements should be usable in a group setting or by a single individual.
- _____4. Requirements should be able to be completed in less than three months.
- _____5. Requirements should clearly state in simple terminology exactly what is to be accomplished. (Avoid ambiguous words or phrases such as "explain briefly," or "demonstrate ability.")
- _____6. Requirements must consider care of our natural environment. For example, to avoid destruction of animal or plant life, ask for photos or drawings rather than collections.
- _____7. Activity requirements of extended time are worded so as to avoid conflicts with school or work schedules.
- _____8. All requirements are to be accomplished in a safe and supervised environment. They must comply with legal requirements and will avoid involvement in armed or unarmed defenses.
- _____9. Requirements should be able to be accomplished without unduly affecting the safety of its participants.
- _____10. The requirements should reflect current practice and language.

Approval Procedure for a New Adventurer Award

1. All new award requests should be submitted to the local conference

Adventurer director for verification that the award has met criteria as stated on the worksheet for developing new awards.

2. The local conference Adventurer director then submits the new award to the Division Adventurer Specialty Committee chairman.
3. The new award request is then submitted to the Adventurer Award Study Committee for approval. Awards which are not approved are then returned to their author with written explanation for reasons of rejection or need for revision. A copy of the letter should also be sent to the local conference Adventurer director.
4. Approved awards are submitted to the General Conference Award Committee for final approval and processing of the award. A letter of recognition and thanks would be sent to the author by the Award Committee chairman.

Instructions for Completing New Award Worksheet

1. Supply all biographical data as requested.
2. Indicate proposed title and topical category for new award.
3. Briefly state the purpose for the proposed award.
4. Submit a suggested sketch for the award. Indicate design colors. (Note: patch designs should include no more than three colors plus the background color.)
5. Indicate the appropriate difficulty level(s) for the award. Difficulty levels are 1-4.
6. List specific sources needed for completing award requirements. For each source be sure to list title, author, publisher, and copyright date.
7. List materials needed to complete award and an estimate of their cost per person. Also estimate the time needed to complete the award.

WORKSHEET FOR DEVELOPING NEW ADVENTURER AWARDS

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

DATE OF SUBMISSION _____

TITLE _____

CATEGORY _____

PURPOSE OF _____

Level(s) of difficulty: _____ 1-4

References (Include author, title, publisher, date published):

Materials needed and estimated cost:

Estimated time needed to complete Award:
_____ Hours

(FOR OFFICE USE ONLY)

DATE RECEIVED _____

DATE ACTED ON _____

CONFERENCE _____

SIGNATURE _____

(Conference Youth Director)

_____ Accepted. Send on to Division Committee.

_____ Rejected. Send back to author with letter of explanation.

AWARD REQUIREMENTS (List)

AWARD ANSWER SHEET

Briefly suggest what should be required for testing an individual or how to determine if the Award has been completed.

COMMUNITY



Title	Class	Page
Community Helpers	Little Lamb	15
Cooperation	Helping Hands	17
Country Fun	Helping Hands	21
Fire Safety	Early Bird	25
Hands of Service	Helping Hands	27
My Community Friends	Early Bird	29
Road Safety	Sunbeam	33



Community Helpers

Requirements

1. Listen to a story about community helpers
2. Pretend to be community helpers.
3. Play an action game using community helpers' skills.
4. Complete an art project about community helpers

Supporting Answers

Note: Inviting Community helpers such as doctors, nurses, firemen, or policemen is a wonderful activity that can help children remember earning this award! Ahead of time (weeks or months in advance) invite the fire department or police department to bring their vehicles and equipment along with them to demo to the young people. This activity can be done for the whole club, since most years, there is an award that talks about Community helpers or leaders, safety, or something similar.

1. If you have invited a guest, have them tell a short age-appropriate story from their work.
2. Work with parents ahead of time to have a wardrobe of nurse, doctor, construction, plumber, police, firemen and other helper clothing or tools (in fact, many stores sell kids-size career clothing such as these community helpers for \$20 or less. If children already have these costumes, they can bring them to the meeting. This is basically a game of “pretend” or “dress up.” It can a special event if the adults “play along” and ask for helps and services from the little career-people. Ask questions about their jobs and see what they already know about their costume-characters! As adults, lead and guide the conversations, but help the children to share their knowledge and grow their knowledge about being grown up community helpers!
3. The game of dress up in requirement 2 would also fulfill this requirement.
4. Puppetry is a fun way to review knowledge gained. Have each child make a puppet and use it to talk to an adult about what they have learned about Community Helpers.

Two types of Puppets

Brown Bag Puppets- brown bag puppets (search engine “brown bag puppets community helpers” or “brown bag puppets doctor, nurse, fire ambulance, EMT, police”) for patterns

Stick Puppets- Community Helper Puppets Print pictures of community helpers onto cardstock. Have the children color in the pictures and then cut out the figures. Give each child a popsicle stick and show them how to glue the top half of the stick to the back of the picture to create a puppet. The children can then stage a puppet show, each taking on the character of their particular community helper puppet.



Cooperation

Requirements

1. Read and discuss Acts 4:32-37 and Exodus 35:20-29; 36:2-7.
2. What is cooperation?
3. Why is cooperation important in your family, school, and church?
4. Role play a Bible story about cooperation.
5. Sing a cooperation song.
6. Play a cooperative game.
7. Make a cooperative craft with your group.

Supporting Answers

Note: This award requires cultural and group sensitivity. Please treat our suggestions as a starting point. The actions that indicate cooperation vary dramatically in different cultures around the world!

1. These Bible texts tell us about times in the Bible where cooperation resulted in great success for the group of God-followers. Read the texts as a group, then discuss.

Example questions include:

- 1) what was accomplished when people worked together?
 - 2) Did cooperating mean everybody did the same things? What talents did they use individually to work together?
 - 3) what was the group goal in each story?
 - 4) What evidence do you see about whether they accomplished their goal?
 - 5) What goals does our club/group have that we can help with? Would we consider that cooperating?
 - 6) Colossians 3:23-24 read aloud together is an application challenge for today! Biblgateway.com search "Acts 4:32-37, Exodus 35:20-29, Exodus 36:2-7" with your favorite version selected.
2. Willingness to work together; give and take. Learning to cooperate is when a person thinks about and balances their own needs and wants with another person's needs and wants. Some people think that cooperation means a child does what the adult wants. That's not the case. True cooperation is a give and take between people that ends up with something they both agree on. Cooperation is a skill that must be learned.
 3. Discuss. This requirement may be combined with the Bible discussion in requirement 1.
 4. Have the kids brainstorm a list of stories. Some stories: Paralyzed man brought to Jesus by Friends (Mark 2:1-12), Nehemiah building the wall (Nehemiah 3-4), Marching around Jericho (Joshua 6), Noah and his family build a boat (Genesis 6), Gideon and 300 men conquer their enemies (Judges 6).

Teaching Idea: Brown Bag Role Play

Materials: Brown paper bag with slips of paper. Each slip of paper contains a Bible story (and reference) about cooperation that can be acted out.

Goal: Groups of Helping Hands silently perform Bible stories about cooperation for the other kids to guess.

Procedure: Have each group choose a slip of paper. Give the groups five minutes to plan how they will portray the story without using any words. Have each group perform. Remind the other kids NOT to guess until the performance is over. This may be a great worship leading opportunity for Helping Hands

5. Youtube.com or your favorite search engine will give you choices from which you may choose one relevant to your group. Search phrase: "cooperation song kids" or "cooperation song kids Christian"

6. Teaching Idea: Spaghetti Towers

Materials: dry spaghetti noodles, tiny marshmallows

Goal: Create a tower as tall as possible that can stand self-supported.

Procedure: Give each team of 3-4 Helping Hands 100g of spaghetti and 50 grams of mini marshmallows. Tell them that they are attempting to create a tower out of marshmallows and spaghetti noodles that is as tall as possible. They may cut or divide any of the pieces but cannot add anything, including water. If needed, assign an adult to each group with the clear instructions that adults are NOT allowed to guide the decisions or creation but only assist. Give 10-20 minutes to the groups to plan and create their tower. Give them a 5-minute warning before calling time and measuring the towers.

Discussion: What worked well in your group? Did you team cooperate well? Poorly? How did cooperation affect your project's success?

Updated in: 2003 / Grade 2



Country Fun

Requirements

1. Pick a country you want to study.
2. On a world map, find the location of the country and identify what continent it is on.
3. Find, draw, or trace a map and flag of your country.
4. Learn six facts about the country, such as those suggested below:
 - a. Draw or find a picture of the native dress.
 - b. Learn a Sabbath or secular song.
 - c. Listen to the national anthem.
 - d. Learn to play a Sabbath or secular game.
 - e. Name the main religion.
 - f. Collect a stamp, postcard, or coin.
 - g. Read or listen to a legend, myth, or story.
5. Make a simple craft or food from the country.
6. Read in the Bible how languages originated at the tower of Babel (Genesis 11:1-9).

Supporting Answers

Note: This award requires cultural and group sensitivity. Please treat our suggestions as a starting point. The actions that indicate cooperation vary dramatically in different cultures around the world!

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Example questions include:

- 1) what was accomplished when people worked together?
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Discussion: What worked well in your group? Did you team cooperate well? Poorly? How did cooperation affect your project's success?

Updated in: 2003 / Grade 2

Supporting Answers



Fire Safety

Requirements

1. What should you do if your clothes catch on fire?
2. What should you do if there is smoke in your house and it's hard to breathe?
3. Memorize your phone number and street address.
4. What phone number do you call if there is a fire? What do you tell the person who answers the phone?
5. Visit a fire department.

Supporting Answers

1. Cut a flame shape out of red or orange felt. Tell the children that in order to put out the fire, they have to STOP, DROP, and ROLL. Make a game of it.
2. If there is smoke and it's hard to breathe, crawl on the floor. The smoke goes up. You can also cover your face with your shirt to make a mask.
3. Make a game out of this: Pair each child with a parent and give the pair a balloon, yarn ball or bean bag. The parent says part of the address or phone number, then tosses it to the child, who repeats it. Increase the length of the portions until the child can repeat the information in its entirety. Or have the parent say the first part of the phone number and the child complete it, etc.
4. Use a toy phone to practice calling 9-1-1 or your area's emergency phone number. (Not all places have 9-1-1 service.) Role-play an emergency phone call:

First, the child dials the emergency phone number. (An adult "answers.") The child says, "There is a fire at _____ (street address)." Instruct the child to stay on the phone and try to answer any other questions—do not hang up until asked to do so. (Is the fire inside or outside? How big is the fire? What is burning? Are your parents' home? etc.) Emphasize that they should not ever call the emergency number unless there is really a fire—it is not a game.

5. Make arrangements with the fire house in advance. Have parents accompany their children. Plan for snacks after visit.



Hands of Service

Requirements

1. Read aloud the following Bible verses about service. Find at least ONE way that each text talks about service or mission:
 - a. Acts 20:35
 - b. 1 Peter 4:10, 11
 - c. Galatians 5:13, 14
 - d. Matthew 20:28
 - e. Mark 10:44, 45
 - f. Philippians 2:1-11
2. Discuss the parable found in Matthew 25:31-46. Use the following questions in your discussion.
 - a. What do you think the “sheep” and “goats” represent?
 - b. What actions are different between the “sheep” and the “goats” in this parable?
 - c. What actions of “service” does the king say are “blessed”? Why do you think these actions are blessed?
 - d. What actions does your group, club, Sabbath School, and church do that are similar to those talked about in this parable?
 - e. Does it sound like the sheep are in the “habit” of serving? How can we get in the “habit” of serving?
 - f. How does it feel to serve others?
3. Create a list of at least 10 things that Helping Hands could do to serve other people. Include things that would help:
 - a. Your family

- b. Your church community
 - c. Your school community
 - d. Your Neighborhood / the Neighborhood near your church
 - e. People in need
4. With your leaders, plan and carry out one of the service projects that you brainstormed for "d. or e." in the list above. Report to your Director, or as a club worship, what you did and the difference you feel it made for others and for yourself.

Supporting Answers

Originated 2016



My Community Friends

Requirements

1. Name five (5) different friends who live in your community.
2. Make a scrapbook or collage of your neighborhood friends, including at least five (5) different people.
3. Tell three (3) things that you and your friends can do to make your neighborhood a better place.
4. Tell one of your friends that Jesus loves them.
5. Do something nice for a community friend.
6. Make a new friend in your neighborhood.

Supporting Answers

People the children know who are not part of their family or close friend group.
It is best to help the children focus on people who live close to them.

Teaching Idea: Name five (5) different friends who live in your community. AND
Make a scrapbook or collage of your neighborhood friends, including at least five (5) different people.

Materials: Booklets made of folded construction paper containing 6 pages (a cover plus 5 friend pages), crayons or markers, glue, copies of a "title picture" for the front of book which says, "My Community Friends".

NOTE: Ahead of time, ALERT PARENTS that they will need to bring pictures of 5 different people who live near them for this activity.

Procedure:

1. We are thinking and talking about people that you know, who live close to you, but are not part of your family. They are called Community Friends.
2. Hand out the scrapbook booklets and the cover picture. Have the children color the picture and then cut and glue it to the front of the book.
3. Next, have the children collect the five pictures from their parent and lay them out in front of them.
4. Go around the table and have each child share the name of each person, where they live in relation to the child's family, and one interesting fact about that community friend. Example: This is Mr. Joe. He lives across the street. He has a big cat. This is Sasha. She lives beside us. She likes to grow tomatoes. Etc. Each child should introduce one friend each time around until all 5 friends have been introduced.
5. Have the Early Birds glue the pictures of their friends into their books and add the name of the neighbor somewhere on the page with the picture.
6. It works well to have each child glue in the picture and name once they have introduced the person so that when the introductions are done, the books are mostly complete. Note: If necessary, the children may draw their community friends.

Teaching Idea: Tell three (3) things that you and your friends can do to make your neighborhood a better place.

Materials: No materials needed.

Procedure:

1. Ask the Early Birds what some things are that they and their neighborhood friends can do to make their neighborhood a better place to live. Any answer works. Some ideas would be: keep our yard looking nice, speak kindly to neighbors when we see them outside, help an elderly neighbor who struggles to keep their yard nice (always ask first), don't litter, keep trash picked in the community playground.
2. Encourage the children to select something they have talked about to go home and do with their family to make their neighborhood nicer.

Teaching Idea: Tell one of your friends that Jesus loves them.

Materials: Coloring page for each child with a picture or design along with the words "Jesus Loves You", crayons for coloring.

Procedure:

1. Hand out the "Jesus Loves You" pictures. Have the Early Birds color their pages.
2. Ask them to talk with their parent about which neighbor to give the artwork to and to tell them that Jesus Loves Them.
3. Encourage the children to give their coloring page to their community friend within the coming week.

Teaching Idea: Do something nice for a community friend.

Materials: No materials needed.

Procedure:

1. Ask the children to look at the pictures of their community friends and tell you what something is that they could do for one of those friends that would be nice or would make that friend smile.
2. Allow Early Birds to respond with their ideas and guide them to things which they and their parent would actually be able to do.
3. After each child has responded a couple of times, ask them which one of their ideas are they going to do this next week for a community friend.
4. At the next meeting, ask for a report about how doing the nice thing went.

Teaching Idea: Make a new friend in your neighborhood.

Materials: No materials needed

Procedure:

1. Discuss with the Early Birds and their parents, who some people might be in their neighborhoods that might be able to meet.
2. Also, discuss how the family might meet this new person or family. It might be at the community playground or maybe taking a gift to someone who moved in recently, etc.

Note: Safety is essential with this requirement. Parents should make sure that new friends are safe friends



Road Safety

Requirements

1. Identify and explain 10 important road signs.
2. Tell when and where to cross the road safely.
3. Give road safety rules for:
 - a. Walking along the road by yourself
 - b. Riding your bicycle
 - c. Riding a horse
 - d. Walking with a group
4. Explain why you should wear a seatbelt when riding in a car.
5. Listen to a Highway Patrol Officer or other safety officer talk about safety for children.
6. Play a safety game.

Supporting Answers

1. Some examples:
 - a. Stop
 - b. Railroad Crossing
 - c. Wrong Way
 - d. Walk
 - e. No Left Turn
 - f. Don't Walk
 - g. No U Turn
 - h. One Way
 - i. School Crossing
 - j. Sharp Turn
 - k. Speed Limit
 - l. Yield
2. Cross the road at an intersection or crosswalk. If there is a traffic light, cross only when it is green for your direction.
3. Walk to the side of the road going against traffic. The rules may vary in your area. Check with the Department of Motor Vehicles for regulations for: walking, riding a horse or bicycle or skateboard and walking in a group. Abide by traffic rules, watching carefully for traffic.
4. Watch a movie or listen to a police officer talk about seatbelt safety. We wear safety belts so we will experience less injury in an accident. It is the law in many areas.
5. Have a safety expert talk with the children at their age level, stressing what children can do to be safe.
6. Make poster board signs and play "Simon Says," holding signs up. Having the children do what the sign says, either on foot or on a bicycle, is a fun way to learn road safety. Or play other safety games.



CRAFTS



Title	Class	Page
Artist	Busy Bee	39
Basket Maker	Helping Hands	41
Bead Craft	Builder	43
Build & Fly	Builder	45
Building Blocks	Builder	47
Buttons	Busy Bee	51
Carpenter	Helping Hands	53
Colors	Little Lamb	55
Crayons and Markers	Early Bird	57
Finger Play	Little Lamb	59
Gadgets and Sand	Early Bird	63
Glue Right	Sunbeam	65
Hand Shadows	Builder	67
Handicraft	Sunbeam	69
Jigsaw Puzzles	Early Bird	71
Magnet Fun I	Builder	73
Magnet Fun II	Builder	75
Media Critic	Builder	77
Music I	Little Lamb	79
Music II	Busy Bee	81
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Requirements

1. Describe what an artist does.
2. Name the primary colors.
 - a. Mix these colors to make three new colors.
 - b. Use these six colors to make a picture.
3. Demonstrate how to sharpen pencils and clean brushes.
 - a. Sharpen two pencils.
 - b. Using water, clean your brush.
4. Make separate designs using at least two of the following:
 - a. Finger paints
 - b. Colored pencils, crayons, or chalk
 - c. Felt markers
 - d. Pen, pencil, or charcoal
5. Learn an art technique and demonstrate two of the following:
 - a. Potato prints on batik
 - b. Stencil
 - c. Papier-Mache
 - d. Bread dough art or clay model
 - e. Relief map or scale model
6. Make two of the following:
 - a. An invitation

- b. A bookmark
- c. A greeting card
- d. A poster

Supporting Answers

1. An artist is one who professes and practices a creative art. Discuss with the children what type of artist they are. Do they sing, play an instrument, draw, play act, do crafts well, etc.? In different ways, we are all artists.
2. Red, yellow, and blue are the primary colors. Mix red and yellow to make orange; mix yellow and blue to make green; mix blue and red to obtain violet.
3. Teach how to sharpen pencils. Stress cleaning brushes thoroughly. Stress safety in handling pencils and brushes.
4. Wear protective covering or old clothes when working with finger paints or felt markers. Encourage creativity.
5. Encourage creative designs. Teach children to clean up after their project is completed. Craft books or your local library will have helpful resources.
6. The invitation or poster may be introduced at an Adventurer meeting or church program, etc. Make a card, bookmark, or other item that may be given as a gift to an older person or shut-in (one who is confined to home).

Updated in: 1996 / Grade 1



Basket Maker

Requirements

1. Explain what a basket is.
2. Describe several baskets found in your home and tell how they are used.
3. Name and describe the tools of a basket maker.
4. Tell how materials are prepared for basket weaving.
5. Make a simple basket of natural grasses, reeds, or other local material, OR decorate a basket to be used in a practical way in your home, such as those used for sewing, trash, berries, or flowers.
6. Decorate a basket to be given as a gift.
7. Make a basket with a handle.

Supporting Answers

1. A basket is a receptacle (container) made from interwoven material.
2. Baskets may be used for laundry, shopping, fruit, berries, sewing, collecting wastepaper, etc.
3. Some essential tools are: sharp pair of scissors, sharp knife, round and flat nose pliers to bend spokes, an awl or knitting needle to make spaces in the weaving, water pail and waterproof cover for area where you are working. You may wish to invite an experienced basket maker to come and demonstrate.
4. The natural materials are soaked in water until they are flexible.
5. Instructors are encouraged to choose a simple design so that the Adventurer(s) will not become discouraged. Work with each child as necessary so all may complete this project. Use local materials such as grapevine, reeds, grasses, etc.
6. Decorate a basket such as a sewing basket, fruit basket, flower basket, or shopping basket to be given as a gift. If you have already decorated a basket to fulfill requirement five, keep in mind that this is to be an additional basket.

Updated in: 1996 / Grade 4



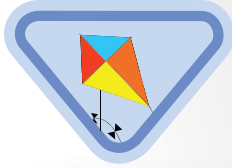
Requirements

1. What is a bead?
2. Where did the word “bead” come from?
3. Name some of the materials that are used to make beads.
4. Tell at least two interesting facts about the history of beads.
5. Name at least three things you can do with beads.
6. Make four or more different objects with beads.
7. Give one of your bead projects to someone, such as an elderly person. Tell them what you’ve learned about beads and explain what’s special about the gift you have made for them.

Supporting Answers

1. A bead is a small object with a hole in it so that it can be fastened with thread or string. (Most beads are round.)
2. The word “bead” comes from an Old English word—“gebed” or “bede”—which means “prayer.”
3. Beads can be made out of things like seeds, wood, stone, plastic, glass, metal, ceramic, pearls, shells, berries, beans, ivory, coral, amber, or precious stones.
4. Historical facts about beads include:
 - a. People made things out of beads in Egypt in Bible times.
 - b. The world’s first calculator was an abacus, which is made out of beads. It is still used in many countries.

- c. Beads were used as money by American Indians and other native peoples. "Wampum," or Indian money beads, were often made out of shells. Indians used beads to trade with the Pilgrims.
 - d. Some Indians used porcupine quills or pieces of bone for needles to string beads on thread made out of horsehair or cotton.
 - e. People who are Catholic or Buddhist often use beads to help them remember and count their prayers.
 - f. Beads have been used to decorate clothes for more than 400 years.
5. Some things that you can do with beads are:
- a. Glue them onto something for decoration
 - b. Perl (melt beads)
 - c. String them together
 - d. Use them to trade, or for play money
 - e. Decorate clothes
 - f. Make pot holders or other things to decorate your home
 - g. Count things
6. Suggested bead projects:
- a. String beads onto a pipe cleaner and shape it into a heart, cross, or shepherd's rod.
 - b. Sew beads onto a piece of cloth in the shape of your name (or initials).
 - c. Trace a picture or design onto heavy paper or cloth. Glue or sew beads onto it.
 - d. Make a refrigerator magnet using beads. (Glue them onto a clothespin or piece of felt, or string them on thread or wire.)
 - e. Decorate a bean bag with beads.
 - f. Sew beads on shoes or moccasins.
 - g. String beads onto thread or ribbon and wrap them around the outside of a picture frame.
 - h. Make a sculpture by stringing beads onto copper wire.



Build and Fly

Requirements

1. Make a paper airplane and fly it.
2. Make a simple glider and fly it.
3. Make a simple kit, fly it, and explain the safety rules.
4. Observe four different animals that fly and tell how they fly.
5. Draw a picture of your favorite flying animal.
6. Know where the Bible speaks of an angel flying.
7. Know who the first successful motorized airplane pilots were.
8. Work a crossword puzzle about types of flying.

Supporting Answers

1. Teach the children to make their own paper airplanes. Color or decorate them and have fun flying them. Have contests where you see which one flies the farthest, longest, etc.
2. You may wish to use a simple balsa wood kit or make your own from scratch. Have each child put his/her name or initials on his/her glider. Fly the gliders and record the longest flight.
3. Make a simple, standard kite. Include family help when making and flying the kites. Never fly kites near electric power lines, buildings, trees, or around a crowd of people. Use strong string and read the instructions on a purchased kite.
4. Visit the zoo or see a video about birds, insects, bats, squirrels, fish, etc.
5. Discuss each picture and let the child tell why he/she likes the particular creature he/she drew.
6. Revelation 14:6. We do not know exactly how the angels fly, but we are told that the children will fly from place to place with the angels. What a wonderful promise!
7. Tell or read an age appropriate story of the Wright brothers. Explain how they didn't give up but kept trying until they could actually fly a plane. Persistence paid off!
8. Give the children a crossword puzzle or similar game illustrating types of flight.



Building Blocks

Requirements

1. Read and review three or more of the Bible stories listed below:
 - a. Noah (Gen 6-7)
 - b. Tower of Babel (Gen 11:1-9)
 - c. Abram's tent (Gen 12:1-8)
 - d. Wilderness tabernacle (Ex 25-27)
 - e. Solomon's temple (1 Chronicles 28:1-10, 2 Chronicles 3-5)
 - f. Manger (Luke 2:1-20)
 - g. Wise man and foolish man (Luke 6:47-49)
 - h. New Jerusalem (Rev 21-22)
2. Invite a builder or carpenter to talk about the:
 - a. Tools he/she uses (display and demonstrate)
 - b. Kinds of things he/she builds
 - c. Safety rules he/she follows
 - d. Values like being honest, measuring carefully, following instructions/plans, setting a strong foundation
3. Share two choices that you can make this week that will build up and not break down your character. A building's foundation is the most important part of the building. Our foundation is our character. Jesus, the master builder, will help us make good choices that will build a strong character.
4. Read Revelation 21-22 and learn about the heavenly home that God is making for all who choose His gift of eternal life. What building materials is He using?

5. Construct one or more buildings of any size or type. You may work individually or in teams.

Supporting Answers

1. As you review the stories, emphasize the items built and encourage the children to discuss the choices the Bible characters made.
 - a. God asked Noah to build an ark. It took Noah 120 years to build the ark and he lived on it for more than one year. Extra: How big was the ark? Use a long measuring tape to find out.
 - b. Babel—God knew the best thing for the people at that time was to live in tents so they could spread across the earth—not to build the tower of Babel.
 - c. Abram's home was a tent. Extra: Make Abram's tent out of sheets and chairs.
 - d. God asked Moses to build a portable tabernacle.
 - e. God asked Solomon to build a tabernacle in Jerusalem.
 - f. God sent Joseph and Mary to a stable.
 - g. At the end of the Sermon on the Mount, Jesus refers to a man who built a house by first laying a strong foundation on a rock.
 - h. God wants you to live in the house He is building for you in heaven.
2. Questions you might ask: What materials do you build with? How do you know where to build? What is this tool used for? What do you need to learn to be a good builder? Alternatives: take a trip to a construction site, interview a workman and ask questions about the building.
3. Ways to share choices (you may work in teams):
 - a. Draw a brick wall on a poster and write one choice or characteristic on each brick.
 - b. Mime or act out a choice.
 - c. Illustrate a choice in a painting, drawing, sculpture, or on a computer, video or camera.
 - d. Sing a song describing good character-building choices.
 - e. Privately, write a poem or journal, reflecting on your choice.
4. Bring gemstones to touch and see or show pictures of the New Jerusalem.

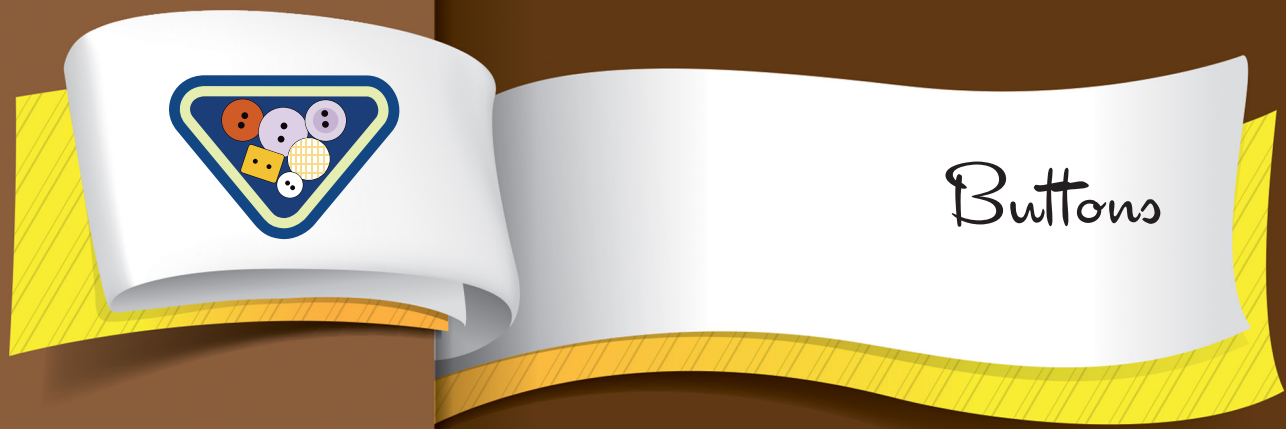
5. Any type of building materials may be used, such as toys like Lego, Lincoln Logs, or Tinker Toys, or craft sticks, play dough, foam board, or construction paper. Real building materials such as sticks, straw, mud, or bricks may also be used.

Suggestions for types of buildings: Bible buildings, your home, school, favorite shop, church, imagined heavenly home.

Updated in: 2004 / Grade 3

Supporting Answers

1. Teach the children to make their own paper airplanes. Color or decorate them and have fun flying them. Have contests where you see which one flies the farthest, longest, etc.
2. You may wish to use a simple balsa wood kit or make your own from scratch. Have each child put his/her name or initials on his/her glider. Fly the gliders and record the longest flight.
3. Make a simple, standard kite. Include family help when making and flying the kites. Never fly kites near electric power lines, buildings, trees, or around a crowd of people. Use strong string and read the instructions on a purchased kite.
4. Visit the zoo or see a video about birds, insects, bats, squirrels, fish, etc.
5. Discuss each picture and let the child tell why he/she likes the particular creature he/she drew.
6. Revelation 14:6. We do not know exactly how the angels fly, but we are told that the children will fly from place to place with the angels. What a wonderful promise!
7. Tell or read an age appropriate story of the Wright brothers. Explain how they didn't give up but kept trying until they could actually fly a plane. Persistence paid off!
8. Give the children a crossword puzzle or similar game illustrating types of flight.



Requirements

1. Create and decorate a clothing button container.
2. Start a collection of clothing buttons. Variety is more important than quantity, though each child should have approximately fifty buttons.
3. Decorate with buttons and/or complete a button craft.
4. Play the "Button, button, who has the button?" game.
5. Have a "Button Trade Night."
6. Read and discuss Hebrews 13:16.

Supporting Answers

1. Use a container of our choice, such as an oatmeal box, tin, shoe box, or cloth bag. Decorate with buttons, paint, paper, etc.
2. Ask family, friends, and church members for buttons.
3. Some suggestions are: Sew buttons on clothing, glue buttons on to a frame, punch holes in heavy card stock and secure a button on back to create a card to send someone or to display buttons. Sew on small buttons to decorate napkins, place mats, or napkin rings. Stamp a design on cloth and add buttons. See “resources” for more button crafts.
4. The children all stand (or sit) in a circle with their hands out, palms together. One child, takes a button and goes around the circle, putting their hands in everybody else’s hands one by one. In one person’s hands, they drop the button, though they continue to put their hands in the others’ so that no one knows where the button is except for the giver and receiver. The leader starts the other children guessing by saying, “Button, button, who’s got the button?” before each child’s guess. The child guessing replies with their choice, e.g. “Billy has the button!” If you have the button, you choose someone else so that no one knows it’s you. Once the child with the button is finally guessed, that child is the one to distribute the button and start a new round.
5. It is important to make this a sharing event and avoid competition. Suggestion: Make teams, giving each team a specific amount of buttons and specific designs to make, but they have the option of trading buttons with other teams to complete their projects, which gives them a sense of sharing with others.
6. Talk about how the children can be like Jesus by sharing with others.

Updated in: 2006 / Grade 1



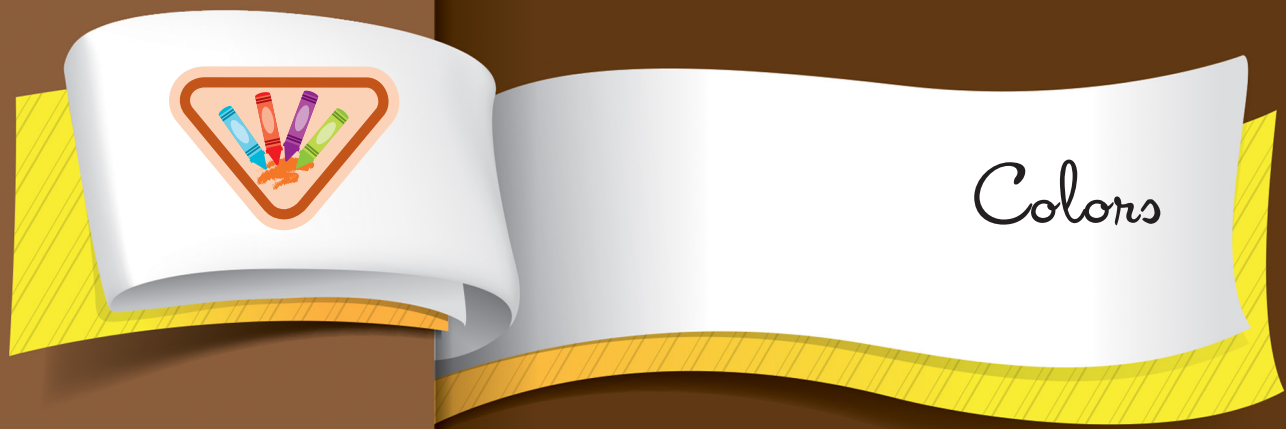
Carpenter

Requirements

1. Explain the work of a carpenter.
2. Name three things that a carpenter builds.
3. Read the following texts and tell what each carpenter built:
 - a. Genesis 6:14-16
 - b. Exodus 30:1-3
 - c. 2 Samuel 5:11
4. Identify the basic tools required for simple woodworking and explain how to take care of them.
5. Visit one of the places listed below:
 - a. Lumber yard
 - b. Hardware store
 - c. Woodworking shop
 - d. Sawmill
6. Use carpenter tools to make one of the following:
 - a. Birdhouse or feeder
 - b. Key holder
 - c. Napkin holder
 - d. Other useful wooden object
7. Discuss Jesus the Carpenter and things He may have made.

Supporting Answers

1. A carpenter is a person who builds or repairs wooden structures and makes other articles of wood.
2. Some things that carpenters make are buildings, furniture, toys, etc.
3. Genesis 6:14-16, the Ark; Exodus 30:1-3, an Altar; 2 Samuel 5:11, the Temple.
4. Basic tools include a hammer, hand saw, measuring tape, screwdriver, chisel, boring tools, and planes. Clean and put away after each use. You may wish to have a carpenter come to demonstrate the use and care of these tools.
5. This may be done as a group, with parents, or you may have a carpenter visit your group and show types of wood, etc.
6. Use simple designs for the project you choose. For safety use, use only hand tools. This project must be closely supervised by an adult who can demonstrate how to use the tools properly.
7. Matthew 13:55 speaks of Christ as a carpenter. Discuss how He may have helped His earthly father make such things as tables, benches, cabinets, stairs, doors, window frames, etc.



Requirements

1. Listen to a book about colors
2. Sing a song about colors
3. Play a game about colors
4. Make a colors craft

Updated in: 2015

Supporting Answers



Crayons and Markers

Requirements

1. How are crayons made? What are the eight main colors of crayons and markers?
2. What are crayons made of.?
3. What happens if a crayon gets hot?
4. Name a boy who had a coat of many colors.
5. Draw or color a picture of Joseph and his coat.
6. Draw or color a picture with markers.
7. Why do markers need a cap?
8. Where should you use markers? Where should you not use markers?
9. Make a folder for your pictures and decorate the front with markers or crayons.
10. Draw or color two of the following with markers or crayons:
 - a. animal or birds
 - b. Jesus and the children
 - c. rainbow
 - d. your hand
 - e. your house
11. Know nine colors.

Supporting Answers



Finger Play

Requirements

1. Listen to a story about hands
2. Say three things you learned about hands.
3. Say a poem and use your hand to act it out.
4. Make a craft that uses your hands as part of the project. (i.e., finger-paint, trace hands).
5. Complete an activity using your fingers. (i.e., build something with blocks, knead bread)

Supporting Answers

1. There are many different tactics/purposes that you can use this requirement for. If your goal is to applaud handwashing, for example, you could use the storyjumper.com online book story (<http://www.storyjumper.com/book/index/6307852/Hand-Washing>) or use your favorite search engine to find “kids hand washing story.”

A discussion about hands could take place just before or even while the children make a craft (#4). Discuss with the children about what their hands are doing (coloring, painting, fingers moving, fingers touching, hand grabbing etc.). Ask them what other things hands help them do (clap, wave, play piano, hug etc.) You can also use this opportunity to help the children count their fingers, observe how there are hard nails, soft skin, and strong muscles in their hands. They can also compare their hands with those of another child or of an adult (smaller, bigger, lighter, darker, long fingers, short fingers etc.)

2. Give each adult a card with one facts about fingers and hands on it. Have children “walk run” from one adult to another (the adults are sitting/kneeling in different parts of the room) and “collect” the facts about fingers and hands. Each time they can tell a different adult something they learned they get a “high five” (adult and child each use a hand to touch the others hand, palms facing. It is much like a clap).

Some simple finger facts:

We have four fingers and an opposable (say op-oh-zab-el) thumb. Opposable means that it can move towards the fingers and help them to do their work.

Each finger has 3 bones and the thumb has two bones

There are 27 bones in the hand

Doctors call fingers digits or phalanges

There are 2 main sets of muscles and tendons. Flexor muscles bend the fingers and thumb, and extensors straighten them out again.

3. Finger Play is an often-used early childhood education method to help kids memorize poems, Bible verses, and songs. It works so well because they are

learning not only with their voices, but also with their bodies. Books published on finger plays include Free Kindle books and inexpensive print books. Search “finger plays nursery kindergarten children” for options. The Adventist Gracelink curriculum using finger play for helping children learn memory verses.

Teaching Idea: Hand Play

There are a lot of poems, verses, and stories that have hand motions. Here is a simple one about hands (also helps with requirement #2)

Hands

Hands are for loving, (fingers draw heart in the air)

Hands are for sharing, (hands pretend to give something to someone else)

Hands are for working (right hand fist closed bangs on left hand, fist closed, like a hammer on a nail)

And hands are for caring. (hands clapping to applaud someone)

Hands can protect

And hands can defend. (hands and arms create shield in front of child)

Reach out your hand (extend a hand towards another person)

And make a friend (shake hands)

4. There are thousands of crafts that children can do. Be sure that the idea you do is simple enough for 4-year olds, yet one they will enjoy.

Teaching Idea: Mice Prints

Materials: Paper; markers; ink pads

Procedure: Show the children how to ink a fingertip (press child's thumb directly onto an inkpad) and press the thumb onto the paper. The thumb print forms the body portion of the small mouse. Then show them how to add ears, whiskers and a tail to create a mouse out of their fingerprints. Let them fill up a sheet of paper with mice.

5. Hands can be used in so many ways!

Teaching Idea: Service

Ahead of time: Alert adults ahead of time to have each child bring one or more non-perishable cans or boxes from home (to give to the poor or an area food bank). Have the children help stack the cans and boxes in unique shapes, walls, or towers (but be careful that they don't drop cans on themselves). Have some extra boxes and cans in case some forget to bring items.

Teaching Idea: Blocks

Materials: wooden blocks of different shapes and sizes

Procedure: Bring a large supply of blocks to the meeting. Spread them on the ground in the “activity center.” Challenge children to make the tallest, longest, or item that uses the most blocks. If the blocks have numbers or letters, you could also start working on the Numbers award.

Teaching Idea: Planting

Materials: shallow dishes or trays filled with potting soil or other DRY dirt.

Seed packets (corn, beans, other large seeds); spoons.

Procedure: Fill several shallow tubs or boxes with potting soil. Give the children a variety of dried beans to “plant”. Other fun things to plant are twigs (trees), rocks, radishes, baby carrots, and small potatoes. The children can plant and harvest over and over. Spoons work well for shovel



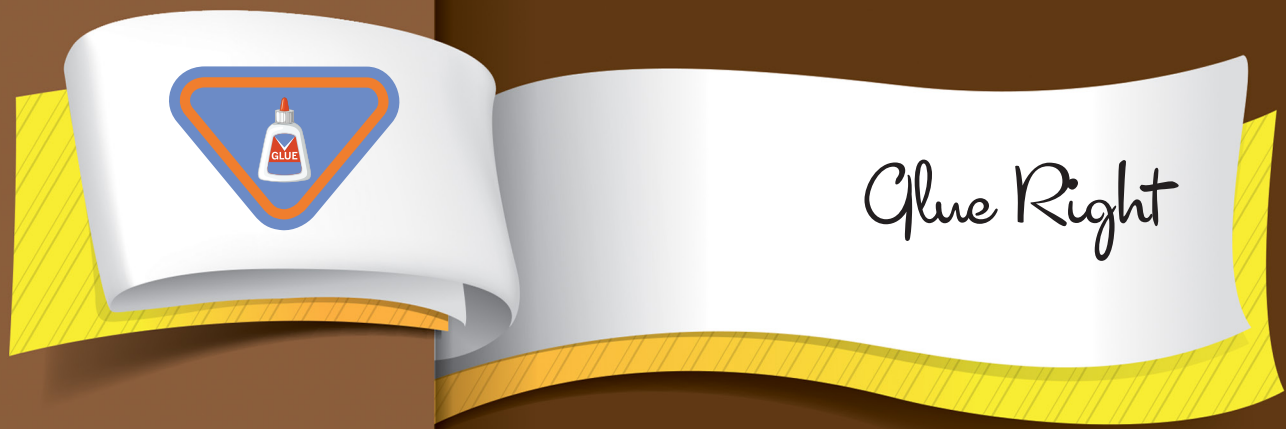
Gadgets and Sand

Requirements

1. Using plastic measuring cups and spoons, measure, pour, and scoop up different amounts of sand and put them into a bucket or separate container. Discuss the different measurements.
2. Make a sand art picture, using glue to keep sand in place.
3. Using funnels and scoops, fill bottles (plastic milk jugs, syrup bottles, etc.) with sand. Use two different size funnels.
4. Put dried beans in a bucket with sand. Mix them in. Using a strainer, separate beans from sand and put in a different container.
5. Draw a picture of beans in sand bucket, or make a picture out of beans.

Supporting Answers

1. Use rice as an alternative for sand. Let kids measure, pour, and scoop as long as they like. This develops eye and hand coordination and manual dexterity, and children love playing in the sand.



Requirements

1. Practice controlling the glue on scratch paper.
2. Learn how to control the glue by practicing different methods of applying glue.
3. Child may glue a star, sequin, or other items on the line they think they learned the most about controlling glue and tell why.
4. Read and discuss Proverbs 18:24.
5. Make a craft or picture using glue the right way.
6. Put glue evenly in a small circle on the back of your hand. Wait for it to dry. Can you pull the glue off your hand in one piece?
7. When you are finished with the glue, always clean the top of the glue container and replace the cap.

Supporting Answers

1. Providing glue containers with undamaged tips is important for the success of this award. Instruct children to practice squeezing the glue bottle lightly to make a thin line and then squeeze a little more to make a thick line. When they feel they have control of the glue, they are ready to practice on the form.
2. Create a glue right form or find a sample form on the NAD Adventurer website under “awards.”
 - a. Lines 1 & 2: Make the glue flow in a thick line to fill the space without going past the end of the lines.
 - b. Lines 3 & 4: Squeeze the glue very lightly and hold the tip of the container above the paper. Make the glue flow only on top of the thin lines without going past the end of the lines.
 - c. Lines 5 & 6: Cover each dash without going past the end of the dash by squeezing and raising the container up when the first dash ends and putting it down, squeezing again to make the next dash.
 - d. Circles: Put the glue in the middle of the circle and squeeze the container lightly and let the glue spread out to the edges. Fill in each circle without going past the lines.
 - e. Magazine pictures: Thin paper takes very little glue. Put just a small touch of glue on your finger and lightly touch the corners of the picture so the glue will not show through to the front side.
 - f. Design: Use any type of sequins, gems, or small trinkets. Squeeze a small amount of glue on scratch paper. Use a toothpick to put glue on the items like sequins. Larger, heavier items will take more glue.
 - g. Outline the star in glue and cover with glitter. For best results, do one angle at a time or use a toothpick. Recommend staff set up one location where glitter is applied.
3. Never judge the success of this award by how neatly they completed the Glue Right form. The award is a success if they understand the techniques and know it is their job to learn ways to control glue.
4. The friend who stays faithful, even when all others turn away, reflects Jesus. He is the true and faithful Friend, the One who never fails.
5. Any craft that requires glue is appropriate.
6. No purpose—just fun.

Updated in: 2004 / Grade 2



Hand Shadows

Requirements

1. Teach each child how to make several hand shadow pictures.
2. Once they have learned to make the hand shadows, ask the following questions:
 - a. Which hand shadow do you most enjoy?
 - b. Which was the hardest to learn?
 - c. Why was it more difficult?
 - d. Were there some shadows that you couldn't make?
3. Let children discuss how they would teach this skill to other children.
4. With the help of your leader, practice teaching others to make hand shadows.
5. Teach someone how to make two or more hand shadows.

Supporting Answers

1. Create light and shadow indoors with a flashlight attached to the back of a high-back chair, overhead projector, or lamp. Shine a light on the wall, screen, or bed sheet that is stretched tight. Hand shadows can be done outside with natural sunlight and a backdrop of your choice.
2. Discuss the questions. Help them to understand how they learned best and that all people learn at different paces and in different ways.
3. Work with the children to develop rules for teaching others how to make hand shadows. Rules should include:
 - a. Asking the student how they learn best, such as listening to instruction, watching a leader, or doing it themselves.
 - b. Be patient.
 - c. Be kind and encouraging.
 - d. Congratulate them when completed.
4. Parent assistance would allow one-on-one attention for each child as they practice teaching.
5. Teach hand shadows to another child or an adult.

Updated in: 2004 / Grade 3



Handicraft

Requirements

1. Make six of the following:
 - a. A get-well card
 - b. A dry or silk flower arrangement
 - c. Bread dough or clay figure
 - d. A shell picture
 - e. A string sculpture
 - f. A mobile
 - g. An item from paper-mache
 - h. A picture using eggshells, seeds, or seashells
 - i. A cover for an autograph or photo album
 - j. A collage using six different materials
 - k. A poster inviting people to an event
 - l. An article of your own choosing, neatly done
2. Give at least two of the above items to:
 - a. A family member or friend
 - b. An elderly person in your church or community

Supporting Answers

NOTE: Encourage neatness and originality of design in all projects.

1. Make six of the following:
 - a. Use paper, lace, etc. to decorate a card. Include a get-well message and give the card to someone who is ill.
 - b. Collect silk or dried natural flowers for arrangements.
 - c. Encourage each child to be creative as they bake and paint.
 - d. Design a picture using shells and glue. Display at a club or school meeting.
 - e. Use a simple pattern to make a string art project.
 - f. Design and make a mobile. Use at least three patterns.
 - g. Use paper-mache to make a model of an animal or car.
 - h. Glue objects to cardboard to make a design. Paint it if desired.
 - i. Cover an autograph or photo album neatly with material.
 - j. Make a collage using a variety of materials such as felt, wool, cotton, straw, bark, dried flowers, etc.
 - k. The poster should be colorful and easy to read.
 - l. You may choose to have the Adventurers make the same craft item or give them several choices.
2. You may need to arrange transportation so the Adventurers can present gifts personally.

Updated in: 1996 / Grade 2



Jigsaw Puzzles

Requirements

1. Find and cut a large picture from a magazine, mount picture on posterboard, and cut into three pieces. (Cut into various shapes.)
2. Play a game with the puzzle.
3. Purchase large puzzle and put it together.
4. Draw and color a picture, mount and cut into large pieces.

Supporting Answers



Magnet Fun I

Requirements

1. What is a magnet made of?
2. Read the Greek story/legend of how the first magnet was found and named.
3. Describe the three main types of magnets:
 - a. Permanent magnets
 - b. Temporary magnets
 - c. Electromagnets
4. What are magnets used for?
5. Complete three magnet experiments, such as those listed below:
 - a. Magnet treasure hunt: Place objects around the room that will and will not magnetize. See how many different objects they can pick up with their magnet. Suggestions: nuts, bolts, tin foil, safety pins, etc.
 - b. Mineral rocks with iron: Lay various mineral rocks on a table and see if children can select the ones with iron in them and then try to pick them up with their magnet. (See resource #2)
 - c. Move an object with a magnet: Have a friend hold a sheet of paper between his/her two hands, place paper clip on top of the paper and a magnet below. Move the paper clip from one end to the other and back again with your hand. Repeat this experiment by having your friend hold a plastic ruler, mirror, cardboard, etc. instead of paper. Did it work?
 - d. Create a magnet: Stroke a steel nail against the magnet 25-30 times. Stroke it in only one direction.
 - i. How many paper clips can you pick up at one time?

- ii. Is the nail as strong as your magnet?
- 6. Read and memorize Hebrews 7:19 and James 4:8.

Supporting Answers

1. A magnet is made of magnetite, a natural magnetic material that will create a magnetic field. A magnetic field is the force surrounding a magnet that draws objects to the magnet. You can feel this force when using a magnet.
2. Many years ago, there was a shepherd named Magnes. Each day he kept watch over his flocks. One cold, blustery day, one of Magnes' lambs was missing from its mothers' side. Neither Magnes nor the mother could locate the little lamb. He looked behind rocks, in the thicket, near the stream, behind the bushes, and soon he realized it was really lost.

He didn't believe a wild animal had stolen it or eaten it. He was sure he could find it, if only he looked in all the right places. He stood on a large rock so he could look upon the landscape of the pasture in hopes of finding "whitey", the lost little lamb. As Magnes stood on a rock, his sandals stuck to the rock where the nails in his sandals were located. He had never noticed that strange power before. Over a period of days and weeks, he brought other metal objects to the "magic rock" and found that iron, regardless of the size, would stick to the "magic rock."

He took some of the stone to his village and many people played with it. It became known as "Magnes' stone." Today it bears part of his name in honor of his discovery: "Magnet." We call his "magic" stone a lodestone, which is made of magnetite, a natural magnetic material.

3. (A) Permanent: when it is magnetized, it retains a level of magnetism.
(B) Temporary: acts like a permanent magnet when it is within a strong magnetic field, but loses its magnetism when the magnetic field disappears.
(C) Electromagnet: a special wire that acts like a permanent magnet when electrical current is flowing in the wire. For more detail, see resource #1.
4. Refer to resource #1.

Updated in: 2006 / Grade 3



Magnet Fun II

Requirements

1. Earn the Magnet Fun I Award.
2. Play with two magnets making them attract each other. Play with two magnets making them repel each other.
All magnets have a _____ and _____ pole. Opposite poles attract each other, same poles repel each other.
3. Make an Electromagnet.
4. Use a compass to find all eight directions. Draw them on a Compass Rose.
5. Make a compass using a magnet, pan of water, long sewing needle, cork slice (or waxed Paper), candle wax, and compass.
6. What happens when one drops a magnet?
7. Learn Proverbs 18:24.

Updated in: 2007 / Grade 3

Supporting Answers



Requirements

1. Explain what is meant by the term media. Give four examples. Explain what is meant by the term critic.
2. Discuss three principles that help us form good reading, viewing, and listening habits.
3. Keep a log of the time you spend each day with the different types of media. Note whether the media is Christ-centered or secular. Do this for two weeks.
4. Do one of the following with an adult:
 - a. Watch TV
 - b. Read a story
 - c. Listen to a tape
5. Become a "Media Critic" and discuss together the good and bad points of each.
6. With an adult, use a television guide, book club listing, etc., to choose what you could watch or read.
7. Listen to the beginning of a short story and add your own ending.

Supporting Answers

NOTE: This award is one of the requirements for the Builder Class.

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

Updated in: 1996 / Grade 3



Music I

Requirements

1. Listen to a book about musicians or musical instruments.
2. Make a musical craft.
3. Play a hand clap (rhythm) game.
4. Play an action game to music. (i.e., bounce a ball to the beat of a song).

Supporting Answers



Music II

Requirements

1. Discuss guidelines for Christians to follow in choosing music.
2. Name and identify six different musical instruments.
3. Make a scrapbook, poster, or collage showing musical instruments.
4. Name three musical instruments mentioned in the Bible.
5. Demonstrate how to play a musical instrument.
6. Learn two songs and play or sing them OR participate in a rhythm band or participate in making music with family or friends.

Supporting Answers

1. Would Jesus listen to this music? Does the music glorify God? Read Messages to Young People, pages 292-296, and share the concepts you read with the Adventurers.
2. Examples are piano, trumpet, clarinet, cymbals, flute, saxophone, etc. Encourage inclusion of instruments in common use in your part of the world.
3. Use pictures of musical instruments drawn by the Adventurer or cut from magazines to make a poster or collage.
4. Some examples are:
 - a. Exodus 28:33, 34 – Bells
 - b. 1 Kings 10:12 – Harp
 - c. Isaiah 30:29 - Flute
 - d. 1 Chronicles 15:16 – Cymbals
 - e. Isaiah 5:12 – Clarinet
 - f. Numbers 10:1-10 – Trumpet
5. Practice and play a simple instrument such as a recorder, kazoo, harmonica etc., OR piano, violin, or other instrument the children are learning to play. Make this fun. Use simple instruments for those who may be less musical yet can enjoy a joyful noise. Create your own musical instrument.
6. Learn two new songs together and sing or play them for others, OR use rhythm instruments or kitchen utensils to make “music” together. Play together and practice for playing for others.



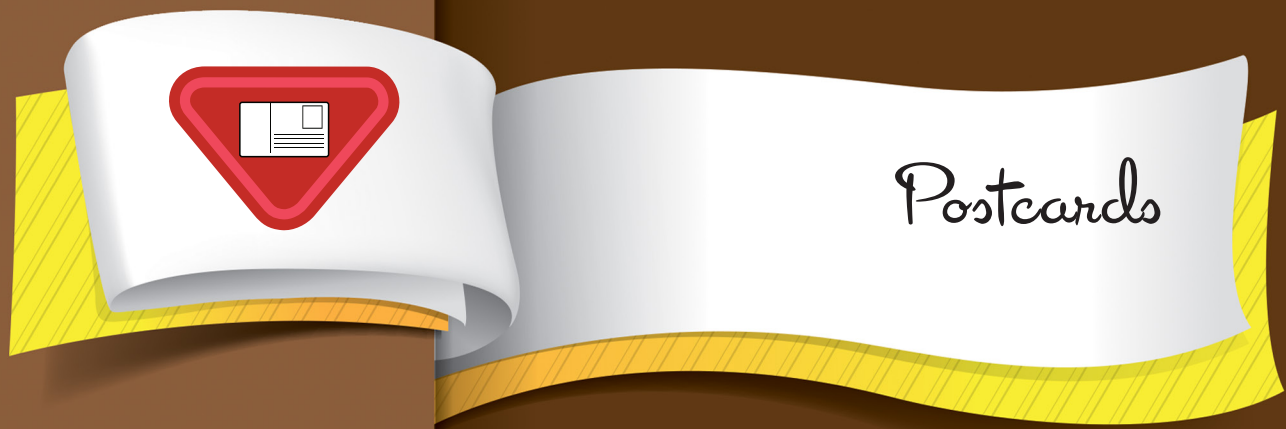
Requirements

1. Make a picture book of at least six pages.
 - a. All pages must have some form of decoration.
 - b. Describe each picture in the book.
2. Memorize Joel 1:3 and discuss the meaning.
3. Share your picture book with others and explain why you picked these pictures. Did sharing your book help you understand Joel 1:3?

Supporting Answers

1. Create a family picture book or choose any subject, object, or theme as the basis for your book. Include photos, magazine pictures, and/or drawings.
2. Use a variety of materials to decorate the book such as: colored or printed paper, stickers, punch-outs, decorative scissors, buttons, foam cut-outs, embellishments, beads, etc.
3. Provide a short description of the picture.
4. May choose different Bible versions such as, KJV, NKJV, Clear Word, etc.
5. Share your book with family, club, school, or with friends.

Updated in: 2005 / Grade 4



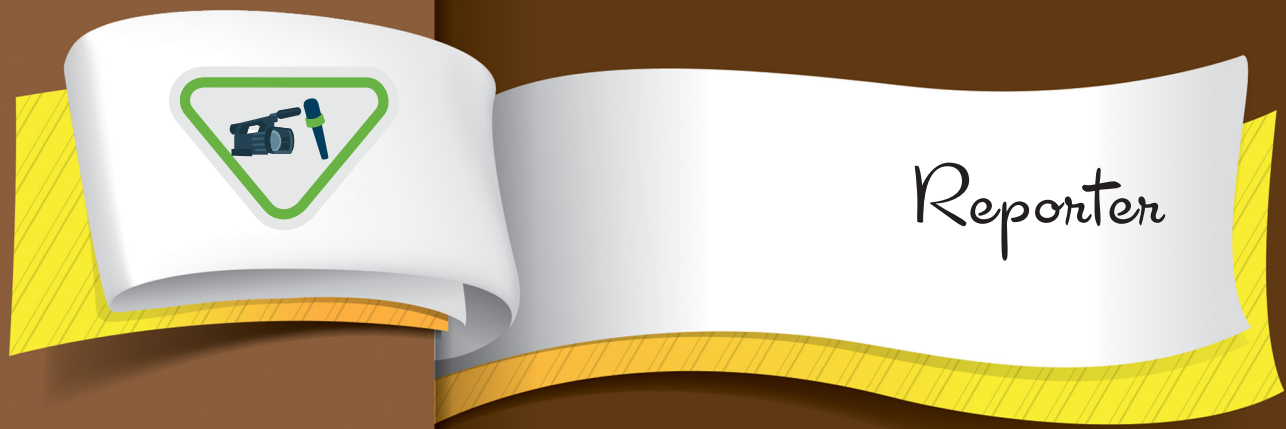
Requirements

1. What is a postcard? How is it different from a letter? Tell about the Pony Express. Memorize the first part of Esther 3:13, KJV.
2. Learn and recite three or four facts about postcards.
3. How much did it cost to mail a postcard when it was first issued? How much does it cost to send a postcard today?
4. Write and send four postcards to people you know.
5. Make, decorate, and send a card to a missionary school or church. On your church bulletin board, display what country it was sent to and how much it cost to send?
6. Do at least two of the following:
 - a. Visit a post office
 - b. Invite a post office employee to come and give a presentation
 - c. Make your own post office using shoe boxes or other mailbox dividers
 - d. Discuss what happens at a post office
 - e. Collect three antique post cards
 - f. Your choice
7. Learn the stories about Joseph Bates and James White's visits to the post office. Read and discuss how to begin a greeting in 1Timothy 1:2 & Philemon 1:1 & Philippians 1:2.

Supporting Answers

1. A postcard is a single piece of cardstock mailed without an envelope. The Pony Express was the first cross country letter carrier. Look up more information on the internet. "And the letters were sent post..." Esther 3:13 KJV.
2. <http://en.wikipedia.org/wiki/Postcard>.
3. John P. Charlton of Philadelphia patented the postcard in 1861, selling the rights to H. L. Lipman, whose postcards, complete with a decorated border, were labeled "Lipman's postal card." Nine years later, European countries were also producing postcards.
4. May send postcards to other Adventurers in your club, family, friends, or a missionary of your director's choosing in another country. You may make your own cards out of old greeting cards by cutting off the cover and using the back of the cover to write the message and address. Make sure each postcard meets the post office standards for size and weight
5. Chart information such as: when it was sent; how much it cost; the date the card arrived; who all might have read the card.
6. Be creative and have fun.
7. Tell how God provided funds for mailing documents when there was a need for money.
8. Other Bible texts: 2 Peter 3:1 and 2 Corinthians 13:10.

Updated in: 2007 / Grade 3



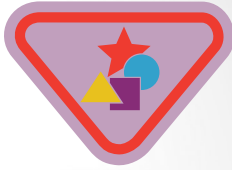
Requirements

1. Give a report to your parents about an Adventurer function.
2. Make a reporter scrapbook that includes at least three Adventurer outings.
3. Watch or listen to the news for one week and prepare a short report on the major news items.
4. Listen to announcements at church and read the church bulletin.
 - a. Put bulletin announcements in your scrapbook.
 - b. Circle the events you were most interested in.
5. Talk with your pastor or Sabbath schoolteacher. In your scrapbook include:
 - a. A drawing of the person (include name and tell where he or she works)
 - b. Describe what he or she likes best about his or her work.
6. Keep your reporter scrapbook for at least two months.

Supporting Answers

1. Have a sharing time in your Adventurer meeting so each child will have practice in sharing a “report” with others. Help them learn to put events in order and encourage them to tell their parents about an Adventurer function. Start a simple “Reporter” scrapbook. Let each child design a cover with his or her name on it. Typing paper or unlined notebook paper would be appropriate. To get started, give the children a copy of an Adventurer announcement to place in their scrapbooks.
2. Make a scrapbook story using magazine pictures or pictures the Adventurer has drawn and colored. A sibling, parent, or friend may need to help. Have the children print captions below the pictures to describe the items. Have the children share what they learned.
3. Encourage the Adventurers to listen to news on radio or television to know what is going on in the community and the world.
4. Have the Adventurers tell you about the announcements and the church bulletin. Ask which were most interesting to the children.
5. Help each Adventurer set up an appointment for an interview with a pastor, Sabbath schoolteacher, or schoolteacher. Prepare those adults for participation in this activity.
6. Work on the “Reporter” scrapbook for at least two months. Add clippings of interesting school, church, and community activities. This may be a group activity, but each child should make his or her own scrapbook.

Updated in: 1996 / Grade 4



Shapes and Sizes

Requirements

1. Make a scrapbook to paste work in. Draw shapes of different sizes on the front cover.
2. Know and cut out six different shapes. Paste in scrapbook. (Rectangle, square, circle, oval, diamond, and triangle.)
3. Make a picture using different shapes (can cut shapes out of construction paper.) Put in scrapbook.
4. Take a walk and look for different shapes. Is there any shape you see more often than others?
5. Sizes—Distinguish between small, medium, and large.
6. Using blocks or other objects, play a game using different sizes. Ask questions such as: Which is big, bigger, biggest, small, smaller, smallest, etc.
7. Draw, color, or paint a picture of different-sized objects and tell which is small, medium, and large.

Supporting Answers



Requirements

1. Learn the manual alphabet used by the deaf and the rules pertaining to it.
2. Learn how to send and receive words using the manual alphabet.
3. Learn at least fifty words.
4. Learn and present at least one simple Christian song.
5. Where possible, have the Adventurers meet a deaf person and sign with them.
6. Sign a simple Bible verse.

Supporting Answers

1. As available (from your local Association of the Deaf), use the two-sided manual alphabet cards. That way the children can see what the signs look like from both the sender's and receiver's angle.
2. First, they can have fun learning to spell their names. Print words on a sheet of paper, and then have the children take turns spelling and receiving the words. Have children get in groups of two and send and receive words of their choice.
3. Words young people really like to learn are the animals and foods. Joy of Signing is a good book to learn these signs, as well as the other signs. It gives both a word and a picture description of each sign. It also tells the sign's origin (example: Jesus—origin: indicating the nail prints).
4. "Jesus Loves Me" and "Into My Heart" are two examples. Remember to explain the origins when needed.
5. Have someone from your deaf community come in and share a bit of their life with the children and teach them a few words. This will really bring this award to life.

Updated in: 1996 / Grade 4



Requirements

1. Make a sponge puzzle out of different shaped sponges. (Use polyester sponges, not cellulose). Make an outline card for the puzzle using heavy poster board and laminate.
2. Will the shapes stand on their edges? Can they be stacked? Sort them by color and shape.
3. Make a sponge animal or object. (Use craft glue, not white household glue.)
4. Using paint, make a sponge art picture of your choice.
5. Using paint and sponges, make one of the following:
 - Your name—decorate around it
 - An animal
 - Your favorite toy

Updated in: 1996 / Grade 4

Supporting Answers



Requirements

1. Use fruit or a vegetable to stamp.
2. Experiment with textures by using materials such as fabric bundles, crepe paper or bubble wrap to stamp.
3. Use stamps to make shapes like squares, circles, and triangles.
4. Use found objects such as shells, sticks or leaves to stamp.

Updated in: 1996 / Grade 4

Supporting Answers



Stamping Fun II

Requirements

1. What letter did God send to us?
 - a. Memorize: Exodus 32:16 KJV
 - b. Read Exodus 34:4 and Esther 3:10
 - c. Was there something stamped or written in the two above texts?
2. Find in the Bible three or more people who wrote a letter to personal friends or churches.
3. Name a few projects you can do using rubber stamps.
4. What material do you need to do a rubber stamp project?
5. Learn and demonstrate three to five stamping techniques such as suggested below:
 - a. Two step stamping
 - b. Decorating with chalk
 - c. Decorating with markers
 - d. Using watercolor pencils
 - e. Masking image
6. Explain how to care for rubber stamps.
7. Make three different projects to give to a friend or family members.

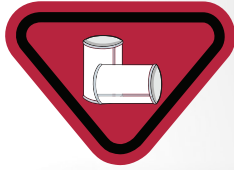
Supporting Answers

1. The Bible; God's second book is nature.
2. In the New Testament: Paul, James, Peter, and Jude wrote letters to friends and churches.
3. You can use rubber stamps for art projects that show love, appreciation, and creativity through:
 - a. Handmade greeting cards
 - b. Bookmarks, tags, decorating paper, bags to wrap gifts
 - c. Scrap booking supplies
4. Basic Materials:

White card or different colors of craft cards, rubber stamps, stamp pads, Versa mark pad, stamping sponges, sponge tip applicators, Q-tips. Stamp cleaner, stamping chalks, markers, watercolor pencils, blender pen, glue stick or pen, double stick adhesive tape, mounting squares, glitter, punches, decorative ribbons.
5. Stamping techniques:
 - a. Two step stamping: stamp the base image with lighter ink and overlay or adjoining image with darker ink
 - b. Decorating with chalk: stamp image with a Versa mark inkpad or whisper craft stamping pad, then apply chalk color using sponge tip or cotton swab to fill in color.
 - c. Decorating with markers: use different colored markers to apply color directly to the stamp, blow onto the ink image to remoisten the ink with your breath before stamping onto paper.
 - d. Using watercolor pencils: Stamp image onto paper. Outline a section of the stamped image with a watercolor pencil, then use a damp brush or blend pen to move color where desired.
 - e. Masking image: stamp image on cardstock, stamp it again on a piece of scratch paper. Cut carefully around the scratch paper image cutting just inside the lines, this will be the mask. Place the mask on top of the cardstock image and stamp the desired image over the mask. Remove the mask so the new image will "disappear" behind the first one.
6. Clean the stamps after each use, especially the changing colors. Use a stamp cleaner bottle with scrubber or roll-on applicator top. A cellulose sponge works best because it does not break down. The sponge may be dampened

with plain water or add 1 or 2 drops of dish soap to the water, then blot dry with paper towel. Alcohol-free baby wipes also work well for cleaning stamps. Never soak rubber stamps in water or use oil-based solvent to clean the stamps.

Updated in: 2008 / Grade 4



Tin Can Fun

Requirements

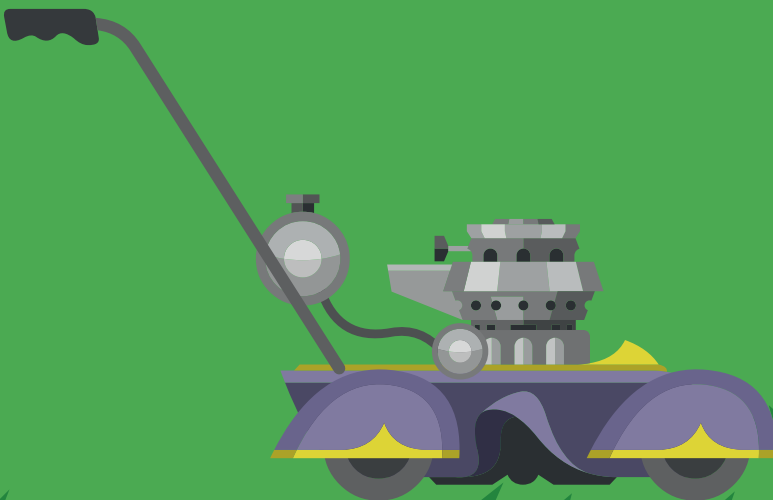
1. What is the earliest known use of tin and how is it used today?
2. Play the "Mystery Can Fun" game.
3. Keep a record of how many cans your family uses in a week.
4. How were things preserved in Jesus' day?
5. How was tin used in Bible times?
6. Make a telephone or stilts with tin cans.
7. Bring three cans of food to donate.

Supporting Answers

1. The earliest known use of tin was around 3500 B.C. when the people of Ur (now Iraq) made bronze articles. Bronze is an alloy of tin and copper. Today, tin is used mainly in the production of "tin plate," which is steel coated on both sides with an extremely thin film of tin. Tin cans are made of "tin plate."
2. Remove labels from a few cans and guess their contents.
3. Share results with the club.
4. Things were preserved by drying them out with salt. Dried fish, figs, and other fruits were common. Today most of the "tin plate" is used to coat the steel cans to give them an attractive appearance and protect the cans from rust. These cans are for packing food and other items that would quickly spoil.
5. Bronze is an alloy of tin. Offerings were brought of bronze (Exodus 25:3). Fifty bronze clasps for the tabernacle were made (Exodus 26:11). Moses made a bronze serpent and put it on a pole (Numbers 21:9).
6. To make a telephone: Poke a small hole in the bottom of two empty (and clean) cans. Put one end of a long string into each can end and tie a knot. Stretch the string tight and talk. One person will talk while the other person listens to create a "telephone." God communicates with us like the telephone. We cannot see Him, but He is always ready to listen and help us. To make stilts: Poke a small hole on the two sides at the top of two cans. Tie a string to each can to create "stilts." For stilt safety, use cans no smaller than 20 oz. and always wear shoes. "And walk in love..." (Ephesians 5:2).

Updated in: 2003 / Grade 3

HOME



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Requirements

1. Listen to a book about the alphabet
2. Sing a song about the alphabet
3. Play a game about the alphabet
4. Make an alphabet craft.

Updated in: 2015

Supporting Answers



Requirements

1. Know all the letters of the alphabet.
2. Know how to spell your first name.
3. Take a walk around the room or outdoors and find as many objects as you can beginning with a different letter of the alphabet.
4. Be able to write from memory ten letters of the alphabet.
5. Draw five letters, cut out and paste objects or pictures to go with each of the letters drawn.
6. What are some other ways of writing? (hieroglyphics, etc.)

Supporting Answers

- Have children make letters on the floor by lying down.
- Make letters out of popsicle sticks or other objects.
- Use jump ropes to form letters, numbers, and shapes.



Baking

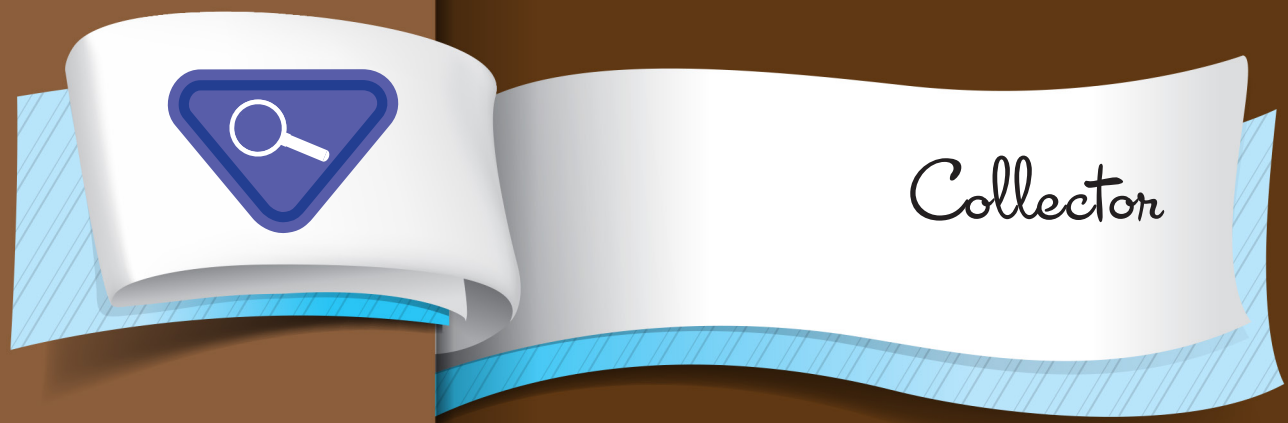
Requirements

1. What is the definition for baking?
2. Describe ways to be safe in the kitchen while baking.
3. Define the following baking terms: batter, beat, coating pan, cream, dough, fold, preheat and stir.
4. Name at least 8 utensils that are used in many baking projects.
5. Read four stories in the Bible where baking was mentioned.
6. Who does Jesus say He is in John 6:35? Discuss how this is important to you.
7. Bake two items of your choosing.

Supporting Answers

1. Baking is preparing an item by heating it in an oven at the proper temperature. (In baking food, there is a change of liquids into solids through a chemical reaction. In order for this chemical reaction to occur the proper combination of ingredients, in the right proportions must be used for the desired outcome.)
2. Always start by washing your hands with soap and water. Begin with a clean counter and utensils. Have an adult in the kitchen at all times. Demonstrate how to be safe in the kitchen by adding other suggestions.
3. Search the internet or look in a cookbook for additional terms.
4. Mixing bowls, measuring spoons, measuring cups, mixing spoons, rubber spatula, whisk, baking pan/sheet, pie pan, cake pan, rolling pin, parchment paper, cooling rack, mixer, sifter, etc.
5. Genesis 12:20, 18:6, 19:3 NIV; Leviticus 9:31 NIV; 2 Samuel 13:8 NIV; 1Chronicles 9:31 NIV; other stories.

Updated in: 2010



Requirements

1. Describe what a collector does.
2. Name five popular things that people collect.
3. Make two different personal collections with at least 20 items in each.
 - a. Objects such as stamps, postcards, coins, etc.
 - b. Nature objects such leaves, rocks, feathers, shells, etc. OR
 - c. Make one personal collection of objects; and
 - d. As a group or class, collect nature items.
4. Have a collector's show and display your personal collections neatly arranged with all objects well identified.
5. Show and explain something you have learned about in one of your collections.

Supporting Answers

1. A collector is a person who gathers and learns about things in which he or she is interested.
2. Some examples are stamps, stickers, buttons, coins, dolls, model cars, baseball cards, rocks, shells, feathers, etc.
3. Make sure that it is permissible to collect in the area you go to. Plan what you want to collect. You may wish to collect items such as rocks, leaves, or seeds. Collect one item for each letter of the alphabet, as in A is for apple, B is for bug, C is for crabgrass, etc. (You may need to include non-nature items.) Or you may prefer to have a preplanned treasure hunt with written clues for the children to follow with a “treasure” at the end of the hunt (could be a toy, a game, food, etc.).
4. This may be a club, school, or Sabbath school activity.
5. Let the children choose items that they may have started collecting already or something available in your area, such as a collection of buttons, stickers, cat pictures, miniature figures, nature items, etc.
6. Encourage the children to talk about their collections after they have been neatly displayed, telling their reason for making this particular collection and discussing new things they have learned about items in their collection.



Cooking Fun

Requirements

1. Name the four basic food groups.
 - a. Collect pictures of foods in each of these groups.
 - b. Use your pictures to make a collage or poster to be displayed at club, school, or church.
2. Compose a complete dinner menu.
3. Help prepare, serve, and clean up after a full dinner.
4. Make a batch of cookies of your choice.
5. Demonstrate how to make a fire outside and use it to prepare a hot drink, OR make two different kinds of sandwiches, OR prepare two different salads.
6. Help prepare a picnic lunch and pack it carefully. Share this picnic with family or friends.

Supporting Answers

1. Different groups:
 - a. Vegetable-fruit group: Citrus fruits, tomatoes, peppers, melons, cabbage, berries, dark-green or deep-yellow vegetables, potatoes, etc.
 - b. Bread-cereal group: Breads, cereals and other grain products made from whole, enriched or restored grains such as rice, wheat, oats, barley, corn, etc.
 - c. Protein group: Dried beans, dried peas, lentils, garbanzos, nuts, peanuts, peanut butter, eggs, soy cheese, and vegetable proteins.
 - d. Milk group: Whole, evaporated, or skim milk, reconstituted dry milk, buttermilk, soybean milk, cottage cheese, yogurt, ice cream.
 - e. Resources: Magazines and seed catalogs
2. A complete dinner menu will include soup, salad, entree, vegetables and desert as well as beverage and bread.
3. This dinner can be the result of requirement two.
4. Help the child make a simple batch of cookies. You may follow a recipe or use a prepared mix.
5. Clear around the campfire and use safety rules when building the fire; OR make two sandwich fillings or use prepared items such as jam, peanut butter, etc.; OR make a simple relish dish and/or a tossed or jelled salad.
6. Prepare a picnic lunch and eat it with your group, even if it is just under a nearby tree.



Courtesy

Requirements

1. Explain what courtesy means.
2. Explain the Golden Rule.
3. Learn and demonstrate good table manners.
4. Demonstrate how to answer the phone correctly. Demonstrate good telephone manners by:
 - a. Making a telephone call to an adult
 - b. Making a telephone call to a friend of your choiceOR
 - c. Introduce an adult to a friend.
 - d. Introduce your teacher to a parent.
5. Share an experience about a time:
 - a. When an adult was courteous to you
 - b. When you were courteous to another person
6. Show acts of courtesy as you
 - a. Ask for a drink
 - b. Say thank you
 - c. Apologize
 - d. Greet a friend
 - e. Share and take turns

Supporting Answers

1. To be courteous is to show consideration to others by using good manners and proper behavior. Demonstrate examples of courteous behavior.
2. The Golden Rule is a precept, or rule of life, set forth by Jesus Christ in the Sermon on the Mount and recorded in Matthew 7:12. In different versions it is stated as "Do to others what you want done to you."
3. Encourage good manners by having a pretend meal, with table setting, showing the children proper table etiquette such as not talking with food in your mouth, using fork and spoon correctly, saying please and thank you, etc. You may wish to have a "banquet" for the Adventurers so they can put into practice what they have learned.
4. Teach the Adventurers to speak distinctly when they answer the telephone, to ask the caller whom they wish to speak with, and to relay the message quickly. Be sure the child knows how to call for help in case of an emergency. If telephones are not available, teach the Adventurer how to make introductions properly.
5. Give the Adventurers a few minutes to tell their story. You may need to share an experience to get them started. Encourage the children to be kind to one another as well as to adults.



Family Helper

Requirements

1. Read and discuss the following Bible verses:
 - a. Philippians 2:14
 - b. John 15:12
 - c. Psalm 118:7
 - d. Galatians 6:9
2. Who is a family helper?
3. Discuss things I can do to be a helper.
4. Keep a log for 3 weeks listing how you have been a helper.
 - a. Each week, discuss with your mentor the progress you have made that week.
 - b. Discuss the ways you have helped, and which was your favorite.
 - c. Discuss what ways you could have helped differently.
5. Make a thank you card/note for your parent/guardian thanking them for everything they do for you.

Updated in: 2016

Supporting Answers

1. Bible Verses: (NirV)

- a. Philippians 2:14 - Do everything without complaining or arguing.
- b. John 15:12 - Here is my command. Love one another, just as I have loved you.
- c. Psalm 118:7 - The Lord is with me. He helps me. I win the battle over my enemies.
- d. Galatians 6:9 - Let us not become tired of doing good. At the right time we will gather a crop if we don't give up.

2. A family helper is ANYONE, regardless of age or gender, who helps the "operation" of the home and family work. For example, when a child takes out the trash, helps a sibling do homework, take out the pet, does their laundry, or ANYTHING else, they are being a family helper! CELEBRATE our role in helping our families so often!

3. This is a discussion -- there are VERY FEW things in a home/family life that wouldn't belong here. Appreciation for how often parents help in the family is a good thing to include in this discussion.

4. The teacher can have basic card making supplies such as construction paper, scissors, crayons/markers, stamps or stickers, and other card making items. Success happens when we help the children say "Thank You" immediately.

Teaching Idea: Prepare the Classroom

Materials: The materials used to prepare the Builder learning space for each meeting.

Procedure: Assign different helpers for each of several upcoming meetings. These helpers and their parents come early, and the children help set up and put away the classroom for the day. The more involved they are the better! Make it fun by even having them help make the "demonstration crafts" for the days' work.

Teaching Idea: Put Away Tag

Materials: Items to hide that MATCH family helper tasks. Example broom and scoop, bucket & sponge, toy box and toys; Lots of toys, a toy box. BE SURE you have enough items for each child to find several.

Procedure: Hide half of each matching set around the room or area. Display the "matches" in the front of the room. On a signal, Builders rush around the room to connect the parts up front. Discuss how the game of life is a game too but with a better and happier goal -- a happy mommy and daddy when things are neat and clean.



Gardener

Requirements

1. Describe what a gardener does.
2. Name three different types of gardens and tell what grows in each.
3. Find at least two places in the Bible where a garden is mentioned.
4. List at least three tools you need for gardening.
5. Demonstrate how to use garden tools properly and how to take care of them after use.
6. Do one of the following:
 - a. Take care of a small plot of land-sowing, transplanting, planting and cultivating flowers or vegetables.
 - b. Plant and care for three different plants using a window box, flowerpot, milk carton, or can.
 - c. Make a terrarium and care for it.

Supporting Answers

1. A gardener cultivates the soil, plants seeds and sets plants, and feeds, waters, weeds, transplants, and cares for the garden.
2. Vegetable garden: foods such as peas, carrots, beans, etc.
 - a. Flower Garden: bulb and seed flowers, such as tulips or pansies.
 - b. Herb Garden: plants for cooking such as parsley, thyme, or mint.
3. Genesis 2:8, Eden; John 18:1 and Matthew 26:36, Gethsemane.
4. Some garden tools often needed are a shovel, rake, hoe, trowel, hose, and wheelbarrow.
5. Discuss safety. For example, to prevent injury, never leave tools where a person may step on or fall over them. Wipe tools clean and store them in a dry place.
6. Teach the Adventurers to enjoy the feel of soil, the excitement of watching things grow, and the responsibility to care for a garden by weeding and watering. The third option may be a group project. If it is selected, help the children choose an attractive variety of plants for the terrarium.



Health Specialist

Requirements

1. Memorize and repeat 1 Corinthians 6:19, 20.
2. Cut out pictures and make a poster to show the four basic food groups. Arrange the pictures to show three healthy meals you could eat.
3. Explain why your body needs exercise.
4. For one week, record the hours you sleep. Tell why you need rest.
5. Explain why you need fresh air and sunlight.
6. Explain why water is important for your body. Tell the number of glasses of water you should drink each day.
7. Describe and practice good dental hygiene.
8. Name three things that might destroy your health.

Supporting Answers

NOTE: This award is a requirement for the Busy Bee Class.

1. Talk together as a group or family about the principles of the text.
2. Have a tasting party that includes foods from each of the four food groups. Blindfold the Adventurers and have them guess what food they smell, then taste the food. OR Have the Adventurers cut pictures of food from old magazines, arrange them on a poster or paper plates and discuss what makes a balanced meal.
3. Your body needs exercise to keep muscles strong, strengthen your heart, improve your lung capacity, make you look and feel better. Do several exercises for fun and health. "Tortoise and Hare" is a running- in-place exercise. First you "run" 50 steps slowly as a tortoise, then 50 steps faster as the hare would run. Repeat three times. Have a wheelbarrow race in which one child holds the ankles of the first child. They both walk forward, one on hands, the other on feet. Then they change places.
4. When you sleep your whole body relaxes, including your muscles, heart, and breathing. Your body uses this time to recover and repair itself.
5. Without fresh air, we cannot live. Breathe deeply and enjoy. Sunlight contains vitamin D, which helps to form strong bones. Sunlight is a disinfectant. Exercise in the sunlight by doing the "Russian Hop." Get into a squat position with your arms folded across your chest. Hop up and forward with your feet. Hop around in a circle. At the end of each hop, you are back in the starting position.
6. We lose water when we breathe, sweat, or urinate, and it must be replaced. Your body is about two thirds or 65 percent water. Drink two and one-half quarts of water daily to remain healthy. Many foods have water; lettuce is nine-tenths water.
7. A dentist has educational materials that explain dental hygiene to children.
8. Contact your family doctor, local health department, or public library for a video or film that will make this a real learning experience. Many things could destroy your health: lack of sleep, poor eating habits, little or no exercise, drinking alcohol, drug abuse, etc.

Updated in: 1996 / Grade 1



Healthy Foods

Requirements

1. Listen to a book about healthy foods.
2. Say three things you learned about healthy foods. (eg. fruits have vitamins)
3. Play a game about healthy foods.
4. Make a healthy foods chart.

Supporting Answers

1. A good book is *Let's Eat: What Children Eat Around the World* by Beatrice Hollyer (Henry Holt, 2004) or a book of your choice
2. Ahead of time, consult such international health organizations as WHO (who.int) and UNICEF (unicef.org), and UN Food and Agriculture Organization (fao.org). Research what kinds and quantities of food children should be consuming to be considered healthy. In some cultures, obesity is a problem, while in other regions poverty and malnutrition are more of concern. Be sensitive to the needs and background of the children and parents in your group as you lead this award.

Some general information about food includes:

Proteins

You probably know you need to eat protein, but what is it? Many foods contain protein (say: pro-teen), but the best sources are beef, poultry, fish, eggs, dairy products, nuts, seeds, and legumes like black beans and lentils. Protein builds, maintains, and replaces the tissues in your body. (Not the tissues you blow your nose in! We mean the stuff your bodies made up of.) Your muscles, your organs, and your immune system are made up mostly of protein.

Vitamins

Vitamins and minerals are substances that are found in foods we eat. Your body needs them to work properly, so you grow and develop just like you should. When it comes to vitamins, each one has a special role to play. For example: Vitamin D in milk helps your bones. Vitamin A in carrots helps you see at night. Vitamin C in oranges helps your body heal if you get a cut. B vitamins in leafy green vegetables help your body make protein and energy.

Minerals

Just like vitamins, minerals help your body grow, develop, and stay healthy. The body uses minerals to perform many different functions — from building strong bones to transmitting nerve impulses. Some minerals are even used to make hormones or maintain a normal heartbeat.

3. Work with either real foods or with pictures/sketches/clipart of healthy foods like those they have learned about in this award.

Teaching Idea: Fruit Kabobs

Materials:

- A variety of fruit
- Containers
- Wooden skewers, coffee stirrers, or swizzle sticks

Procedure:

Ahead of time: Cut a variety of fruits into bite-size pieces and place each type of fruit into separate containers. Use lots of bright colors and great scents. Show the children how to put fruit onto wooden skewers, coffee stirrers, or swizzle sticks to make colorful kebabs. As the children make their own kebabs, talk to them about healthy eating, taste, touch, and scents. Let them eat each kebab as soon as it is made. Repeat several times.

Teaching Idea: Matching Cards

Materials: A group game can be created with pictures of food on index cards (pairs). Create piles of the types of foods (from all food groups).

Procedure:

Children must look at the picture and decide if it is a fruit group, vegetable group, protein group, or breads and rice group. Family groups or adults mixed with small groups of children work best for this age grouping for this activity.

4. More than 100 nations across the globe have created food nutritional guide programs. Link: <http://www.fao.org/nutrition/nutrition-education/food-dietary-guidelines/en/> or search "food guide nutrition chart." Some food guides are graphically organized as "My Plate," the "Food Pyramid," or "Food Groups."

Once you know what your country food guide program is, use a search engine with that food nutritional language and "kids chart color project" for example, in the US search my plate diagram children coloring project.

Work with either real foods or with pictures/sketches/clipart of healthy foods like those they have learned about in this award.

Teaching Idea: My Paper Plate

Materials: Glue sticks or school glue; Paper plate, pictures of foods that would naturally go together yet be nutritious (ex. Noodles and vegetables, salads and casseroles and beans, beans and rice and vegetables, fruits of all types. All these pictures should be small enough (and pre-cut from colored paper)

so that when the children glue them onto the plate quickly in the proportions recommended by the UN/FAO/UNICEF.

Procedure:

Ahead of time copy and cut out the food items. Arrange “piles” of food types in the middle of the craft center table. Have a paper plate for each child. Help the student create glue zones on their plates so that they can choose and attach foods that together make a healthy meal. Let project dry.

Teaching Idea: Making Snacks

Materials: cups to place a few healthy snacks into. Items such as goldfish crackers, fruit juice boxes, carrot sticks or broccoli florets all tend to work. Please check health forms for allergies before assembling the snack cups.

Procedure: Have Little Lambs wash their hands, then help assemble healthy snacks for the entire group or club. As you eat, ask them what makes it a healthy meal and what other things would make healthy snacks.



Healthy Me

Requirements

1. Listen to a story about being healthy
2. Say three things you learned about being healthy.
3. Play an action game about being healthy.
4. Complete an art project about being healthy.

Supporting Answers

1. Listen to a story means you can either read your little lamb a book about being healthy, listen to a story from online, or watch a short story about being healthy. If you search for “free online books about being healthy preschool” several free online resources including youtube videos are available. Most support a vegetable-rich diet and exercise. You will have to search more carefully if vegetarianism or veganism is important to your presentation.

Book options:

- Read the book *My Body Head Toe* by Lisa Bullard.
- Read the book “*From Head to Toe*” by Eric Carle. It is a fun adventure with energetic animals that encourages kids to be healthy. This is the same author known for “*The Very Hungry Caterpillar*,” a book read and loved by THOUSANDS of pre-scholars.

One fun activity that may help you during this award is an interactive song:

Teaching idea: Act the song *Head and Shoulders* from Starfall

Head and Shoulders, Knees and Toes

Head and shoulders, knees and toes, knees and toes,

Head and shoulders, knees and toes, knees and toes,

And eyes and ears and mouth and nose,

Head and shoulders, knees and toes, knees and toes.

Fingers, elbows, hip and ankles, hip and ankles,

Fingers, elbows, hip and ankles, hip and ankles,

And hair and cheeks and chin and neck,

Fingers, elbows, hip and ankles, hip and ankles.

Procedure:

have the leader sing the song SLOWLY, touching each body part with the palms of both hands. Once the children see how to do it, they can join their leader. As the group gets more comfortable, feel comfortable to speed up the song (sing together or just have leader lead, depending on the children’s skills). Only go as fast as the children can accomplish successfully. Celebrate each new success!

2. This list would vary based on which book or resource you read, listen to or watch in requirement #1. Remember, you can combine these two requirements and pause and ask the children (as you read the book) “what does this tell us about being healthy?”

Sample answers THEY GIVE YOU could include:

- We have many parts of our body that can move and exercise
- It is good to exercise everything in our bodies
- We need to move a lot to get enough healthy exercise.
- Veggies are good for my tummy
- I should eat all my veggies, even the ones I don’t like
- You need to eat different kinds of food to be healthy
- You need to be healthy in order to grow and develop.
- Healthy eating is important for the proper formation of bones, teeth, muscle and a healthy heart. Remember you wish for them to give YOU answers in their words based on the resource(s) that they are listening to during your time together.

3. Teaching Idea: Healthy Food Game

Materials: pictures of healthy and unhealthy foods (See graphic in next page).

Procedure: Give each of your Little Lamb a picture of a healthy or unhealthy food.

Ask them to keep their picture hidden from the other children. Challenge the Little Lambs to form two groups. All of the children with healthy foods get together in one corner of the room while all of the children with unhealthy foods gather in another area. Once the groups are formed, allow each Little Lamb to show his food so the class can discuss why it is healthy or unhealthy. Have everyone bring their picture to a middle pile. Mix the foods up. Repeat the game several times. If “toy foods” are available those may be used in the same way.

4. Choose one of the following activities to complete with your children or create another activity to fulfill the requirement.

Teaching Idea: Good and Bad Teeth

Materials: Draw or print full page pictures of a tooth (one per page, 2 per person); magazines of food and drinks and other things teeth experience.

Procedure: Have children draw a smile on one tooth and a frown on the other

OR have parents prepare the smile/frown versions ahead of time. With the children, brainstorm what makes our teeth “happy” and “sad”! This project a great chance to review all the things we can do to take care of our teeth and all the things we should be avoiding. Children choose the images from the magazines and have their parents cut them out. Adults and children work together to glue the images onto the correct/appropriate tooth.

Teaching Idea: Food Groups Mobile

Hand out a paper plate to each of your Little Lamb. Provide magazines, glue and scissors. Ask the children to go through the magazines to find healthy foods to create a tasty meal. Have your Little Lambs glue the foods to the paper plate. Allow them to share their healthy meals with the class. Make mobiles that illustrate the five food groups. Have your children draw or color pictures of foods from each group. Glue them to five separate pieces of heavy cardstock to separate the groups. String the cardstock from yarn and display the mobiles in your room.



Home Craft

Requirements

1. Use any available materials from around your home to do one of the following:
 - a. Design and build a sculpture.
 - b. Make a picture from household items or foods.
2. Do or make three of the following:
 - a. A knitted piece
 - b. A crocheted piece (dishcloth, mat, etc.)
 - c. A net piece (string bag, ball bag, etc.)
 - d. A piece in raffia or straw or plastic (coaster, napkin ring, etc.)
 - e. A piece of sewing (doll clothes, apron, etc.)
 - f. Thread a needle and sew on buttons.
3. Cover a bottle to be used as a vase, OR design and make a “refrigerator” magnet.
4. Make two items from things that are usually thrown away.
5. Start a collection of “throw-away” home items that may be used for craft projects.

Supporting Answers

1. Do the following:
 - a. Using cardboard as a base, take glue and toothpicks and build a tower, animal, or other design of the Adventurer's choice. Size will depend on the child's patience.
 - b. Be creative. Use seeds, buttons, etc., to make a picture.
2. This is a great opportunity for the family or club to work together on a project of their choice.
3. Cut small pieces of construction paper or pictures from a magazine. Cover bottle or jar with glue and place paper or pictures on it, pressing smooth. Cover lightly with glue and let dry before using. Makes an attractive gift for Mother's Day or add flowers and give to a shut-in. OR Let the children design and make with felts or other scrap material, buttons, etc., a magnet for the refrigerator, stove, or other surface to which a magnet will adhere.
4. Be creative. Encourage the Adventurers to make something unusual from items such as egg cartons, shoe boxes, cereal cartons, scrap paper or cloth, bottle can, etc.
5. Collect bottle caps, milk or egg cartons, popsicle sticks, cardboard, nut shells, lint, bottles, cans, material scraps, etc. (Vacation Bible School teachers' guides contain good craft ideas.) Teach the children to save and store items they could use again for inexpensive craft projects. Be prepared to give examples of types of items to save. Encourage use of these items so they will not be thrown away. Be creative!



Home Helper I

Requirements

1. What body parts do you use to help at home?
2. Name three ways you can help at home.
3. From #2, pick one of the ways to help at home and help for one week. (tasks such as "Make bed," "Help Sweep," "Dust," "Help Clean Your Room," and "Separate Recycle Materials" might be on the list. Make this list match the family of the child!)
4. Learn a song about helpers.
5. Name a Bible character who was a helper.

Supporting Answers



Home Helper II

Requirements

1. Assist with two of the following:
 - a. Laundry
 - b. Preparing and serving a meal
 - c. Washing car
 - d. Grocery shopping
2. Set the table and help do the dishes four times in one week.
3. Make your bed and help to clean your room for three weeks.
4. Demonstrate your ability to do four of the following:
 - a. Vacuum the carpet or beat a rug
 - b. Dust furniture
 - c. Sweep or mop
 - d. Tell the time
 - e. Sew on a button
 - f. Pick up your own things and put them away
5. Be responsible for emptying the waste baskets or trash container for one week.
Separate all recyclable materials.
6. Discuss the following and learn to do each one:
 - a. Dust window sills
 - b. Remove spider webs
 - c. Wash windows

- d. Clean woodwork
- e. Vacuum or sweep the floor

Supporting Answers

1. Work is always more fun when shared. Teach the Adventurers to be helpful at home by assisting a parent or sibling.
2. Teach the Adventurers to set a table properly: fork to left of plate, knife and spoon to right, cup or glass on right above knife, napkin folded and set on plate or left of fork. Teach them to do dishes safely and to do their tasks willingly.
3. Adventurers may need assistance with bed making and keeping their rooms clean, but they definitely need to be taught these important responsibilities and good habits.
4. Household chores can be fun and are encouraged as ways a child can have a part in keeping the home clean. Learning to dust, sweep, and vacuum safely without causing more dust is important.
5. Teach the children to help empty wastebaskets and to place contents in larger trash container. Talk about how trash can be separated into glass, cans, and paper for recycling.
6. You may set up a “house” during Adventurer time. Encourage the children to work together to clean the “house” and show them how to perform necessary tasks neatly. Woodwork and window sills need to be dusted with a clean cloth or, if washable paint, a damp cloth. Place a clean rag or pillow slip over a broom to remove spider webs. Use water or window cleaner with clean cloth or paper towels to clean windows.

Updated in: 1996 / Grade 1



Hygiene

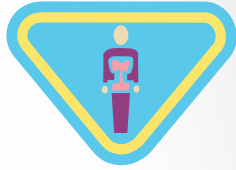
Requirements

1. Find, read, and discuss Psalm 119:11, Proverbs 25:11, and Psalm 19:14.
2. Learn about personal cleanliness.
3. Tell three important times when we should wash our hands.
4. Practice the proper way to brush your teeth.
5. Discuss regular bathing and how to keep your hair clean.
6. Tell how many glasses of water you should drink daily.
7. Tell why it is important to keep your clothing clean.
8. Help keep your house clean for one week.
9. Help with the laundry at home for one week.

Supporting Answers

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

Updated in: 1996 / Grade 4



Know Your Body

Requirements

1. Learn I Corinthians 6:19.
2. Name the twelve parts of your body.
3. Draw your body and label the twelve parts.
4. What are knees for?
5. What does your face do for you and others?
6. Name some useful things you can do with your hands.
7. How can you use your mouth for Jesus?

Supporting Answers



Manners Fun

Requirements

1. Learn the Golden Rule (Matthew 7:12)
2. What are the five magic words (or phrases)?
3. Draw or cut and paste pictures to illustrate one of the magic words.
4. Play a game using the five magic words (or phrases).

Answers:

Answers for #2

Please, Thank You, You're Welcome, I'm sorry, and Excuse Me.

Suggestion for #4:

Magic Word Game

On strips of paper, write incidents such as "When you are given a gift, what do you say?" "When someone says to you, 'Mary, you have a pretty dress, 'what do you say?" "When you walk down the hall and bump into someone, what do you say?" Use your imagination to think of more incidents. Put the strips of paper in a basket. Have the child draw one and the teacher read it and the child respond appropriately.

Updated in: 2015

Supporting Answers

1. Learn the Golden Rule (Matthew 7:12)
2. What are five words used in your culture to demonstrate good spoken manners.
3. Draw or cut and paste pictures to illustrate one of the politeness words.
4. Play a game using the four politeness words.

Teaching Idea: Learn the Golden Rule (Matthew 7:12)

Materials: Large poster with Matthew 7:12 written on it, pieces of paper with the words written each on a separate piece of paper.

Procedure:

1. Explain to children that we are going to talking about what the Bible says about how to treat other people.
2. Show the Early Birds the poster with the words for Matthew 7:12. Point to each word and ask the children to “read” with you. Go through the verse several times.
3. Hand out the word pages. Some children may end up with more than one word.
4. Ask the Early Birds to put the words in the correct order.
5. Once the verse is put together, ask the children how they would like to be treated. The children may need assistance from their parents to answer the question.

Note: Lots of repetition will assist pre-readers in succeeding!

Teaching Idea: What are five politeness words?

Materials: Large posters with “PLEASE”, “THANK YOU”, “YOU’RE WELCOME”, “I’M SORRY” written on them.

Note: The five politeness words may be different in your culture.

Procedure:

1. Explain that treating people the way we want to be treated, includes speaking people respectfully and nicely. There are several words we use to show respect while still communicating our needs and wants. We call them “Politeness Words” or “Manners Words”.

2. Show each word and explain when to use each word.
 - a. PLEASE - use it when you need or want something someone else either has or can do for you.
 - b. THANK YOU - use when someone has done something for you or given you something.
 - c. YOU'RE WELCOME - use someone has told you "Thank you" to let them know that you are glad you were able to give or help.
 - d. EXCUSE ME - use when you do something rude or something that interrupts someone else.
 - e. I'M SORRY - use when you have done something to hurt someone either with an action or words.
3. Now ask the children to help you decide which "magic or manners word" to use.
4. Explain situations which the children could find themselves in (preferably something that might happen often). Think of enough situations so that each child has the opportunity to decide at least twice which "politeness or manners word" should be used.

Teaching Idea: Draw or cut and paste pictures to illustrate one of the magic words.

Materials: Small pictures of children being nice to each other, scissors, glue, paper

Procedure:

1. Spread the pictures out on a table.
2. Hand out either blank paper or activity books with blank pages, scissors, and glue. This project is likely to need parent assistance.
3. Have each child select 2-3 pictures.
4. Ask them to explain to their parent which "Magic or Manners words" would be used in each the situation in each picture.
5. Then have the children trim and glue their pictures on their paper.

Teaching Idea: Play a game using the five politeness words.

Materials: Scorecards with sections for each of the 5 Manners Words so that an adult can tally on the card. Pencils or pens for keeping score.

Table with chairs for each child. Plates or bowls, snacks, cups, drinks, napkins, etc.

NOTE: Remember that adults need to model this behavior for the children during the activity.

Procedure:

1. As you begin the game. Tell the children that the goal of the game is to see how many times they can each use the Manners Words correctly during snack time. Remind them that good manners is all about helping everyone have a good time and feel happy.
2. Hand out score cards & pens/pencils to a parent for each child. Their job is to mark a tally each time their child uses any of the manners words.
3. Place everything in the center of the table. Slightly out of reach of all the children. Start the game away from the table by bringing the table and its contents to the attention of the children. "Look, there is a table with everything we need for snack time." Do not allow anyone to go to the table until they use "Please" to ask to be allowed to participate in snack time.
4. Once the children are all at the table, they must ask for the utensils, snack foods, drink, etc. and use all the Manners Words you have been talking about.
5. When snack time is over, have the children check in with their parent about how many times they used each of the Manners Words. Have the parent and child work together to count up their totals and talk about how the child can find ways to use the words more.
6. Have each child report to you their totals. Hand out a prize to each child as they report. Cheering them for using Manners Words and Challenging them to continue to use these words everywhere they go.



Requirements

1. Sing a song about families.
2. Listen to a story about families.
3. Say 3 things you've learned about families.
4. Make a craft about families.
5. Complete an activity about families.

Supporting Answers

1. Before singing the song, listen to the children tell you about what types of people there are in THEIR families and in other families they know (daddy, mommy, siblings, grandparents, uncles & aunts, cousins, etc.). Remember that a “nuclear” family may be any combination of any of the above and even more options, including divorced and blended family units! As the adult leader you are responsible for treated each family type as equally valid and valuable to the child.

Youtube has a version of the song available - “With Jesus in the Family.”

With Jesus In the Family

With Jesus in the family, happy, happy home.

Happy, happy home. Happy, happy home.

With Jesus in the family, happy, happy home.

Happy, happy home.

With Mommy in the family...

With Daddy in the family...

With Grandpa in the family...

With Grandma in the family...

With Auntie in the family...

etc. (all possible relatives important to the children in your group)

2. Remember that reading (and listening to books read) is a life skill that will help your group of children succeed in their future. Help them make sure that reading and listening is a part of each of your meetings, for the sake of your group’s economic future and careers!

Bible stories about families include the story of Abraham & Sarah and Isaac, Samson and his parents, Joseph, Mary, and Jesus, and many more. Because most of these stories span a wide variety of biblical verses, it is important to find the children’s illustrated books that are written for young people that help you tell the story more smoothly than the Bible passage does.

3. Discussion from #1 can grow to include family heritage (where families are from), language, favorite foods, and much more. This is a special time for your group to share. Be sure to help them all experience the time, even if

it means encouraging some to be more reserved than they would normally wish to be.

4. Teaching Idea: My Family Tree

Materials: Sheets of construction paper, 12 × 18 in (30.5 × 45 cm); Green tempera or finger paint; Shallow containers; Crayons or markers; Newspaper/disposable tablecloths; Smocks

Procedure: Ahead of time: You'll need one piece of construction paper for each child. On each sheet of paper, draw a tree trunk and grass. Then draw a large circle atop the tree trunk. This is the area the children will fill in with handprints to represent leaves. Pour enough green tempera or finger paint to cover the bottom of a shallow container (disposable plastic plates work well). Cover the area where the children will be painting with newspaper, disposable tablecloth, or something else that can easily be cleaned. Have each child wear an oversized adult shirt or make smocks out of trash bags (cut a hole in the bottom of the bag for the child's head and holes in the sides for their arms). Show the children how to place one hand palm down flat in the paint and then press it onto the paper in or near the circle. (Don't worry if the "leaves" are all over the picture and not in the circle.) After the children have put the leaves on their trees, have an adult ask the children the names of their family members and then print the names on the leaves. (The children may not know proper names of their family members, so it's okay to write Grammy, Mommy, or Daddy.) Don't forget to include the child's name on one of the leaves. And if they want to try to write their own name, let them!

5. With the Little Lambs, often their family members are present, so you have a lot of options!

Teaching Idea: (Activity Book) Stick Figures

Materials: Activity Book; crayons or washable markers.

Procedure: Have the children draw their families. As four-year olds, adults will need to help a lot. Other options include sticking pictures of adults in the frame and coloring them, or using stickers/foam stickies, etc. in the frame to represent their family members This is the least exciting or all the options available to your group! You may even choose to do more than one activity as you close your meeting time together.

Teaching Idea: Matching Game

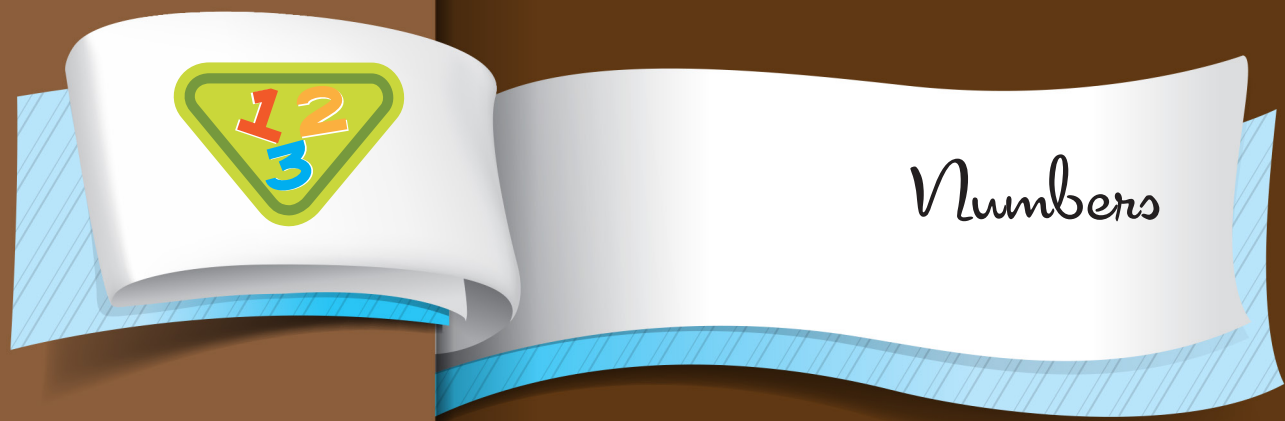
Materials: Prepared pairs of family member pictures (either from printouts or photos) (x20 or more sets)

Procedure: Ahead of time, create pairs of matching “cards” that have photos/pictures/drawings of different types of people who are part of families (grandparents, uncles, aunts, boy cousins, girl cousins, sister, brother, father, mother, etc.) Mix the cards and place face down on the floor in the middle between the groups. Have each family unit present (or make “families” (teams)) flip over one pair of cards. If they match, the family may pick it up. Play continues around the circle. When all cards have been matched, the game is over. The family with the most sets wins! Have families talk about the family members represented by the pictures when they make set.

Teaching Idea: Family Appreciation

Materials: none

Procedure: Have each family meet in a circle. Have each one take a turn saying one thing they like about being a part of their family. If some kids aren't attending with family members, having one large group where appreciations are shared with everyone else also works!



Requirements

1. Listen to a book about numbers 1-20.
2. Sing a song about numbers 1-20.
3. Fair a game about numbers 1-20.
4. Make a numbers 1-20 craft.

Updated in: 2015

Supporting Answers



Reading I

Requirements

Awarded to Adventurers who read, or listen while someone else reads:

1. A Bible story or book about Jesus.
2. A book on health or safety.
3. A book on family, friends, or feelings.
4. A book on history or missions.
5. A book on nature.

Supporting Answers

1. There are many books about Jesus. The important part is to find one for your child's developmental level.

Bible App for Kids is a ministry of Youversion Bible Inc. and provides nearly 50 interactive Bible stories for kids. There is an animated storybook app with vivid illustrations and sound as well as interactive touch screen interactions. The games and activities help kids remember what they learn. The navigation is simple for kids and there are no in-app purchases. There is also a printed Bible that has the same stories and graphics. See your device's app store.

Bibleforchildren.org has illustrated and color pages for sixty different Bible stories available for download and printing in 132 different languages. There are 18 stories about Jesus (including Powerpoint, coloring pages, and storybook pages) <http://bibleforchildren.org/> or your device's App store.

Book Reading is usually "assigned" and done as a parent-child activity. As the children complete the activity have them REPORT their findings at club meetings.

Idea: Main character charade - have the parent and child work together to tell you ONE STORY from their reading award book about the MAIN character



Reading II

Requirements

Awarded to Adventurers who read, or listen while someone else reads:

1. Two chapters from the book of Mark from a simple modern translation of the Bible.
2. A Bible story or 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.

Supporting Answers

1. There are many books about Jesus. The important part is to find one for your child's developmental level.

Bible App for Kids is a ministry of Youversion Bible Inc. and provides nearly 50 interactive Bible stories for kids. There is an animated storybook app with vivid illustrations and sound as well as interactive touch screen interactions. The games and activities help kids remember what they learn. The navigation is simple for kids and there are no in-app purchases. There is also a printed Bible that has the same stories and graphics. See your device's app store.

Bibleforchildren.org has illustrated and color pages for sixty different Bible stories available for download and printing in 132 different languages. There are 18 stories about Jesus (including Powerpoint, coloring pages, and storybook pages) <http://bibleforchildren.org/> or your device's App store.

Plan ahead for this "Book Reading Meeting" by having kids bring favorite books & blankets/pillows. Build it up to make it a fun and memorable activity.



Reading III

Requirements

Awarded to Adventurers who read, or listen while someone else reads:

1. Three chapters from the book of Acts from a modern translation of the Bible.
2. A Bible story or 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.

Supporting Answers

1. Be sure that whatever version of the Bible you select, is in language which is easily understood by the Builders. Also, select a section of Acts which will interest the Builder. Take time to ask questions as you read like: What do you think it would have smelled like, sounded like, felt like? Why do you think this person did what they did?
2. There are many books about Jesus. The important part is to find one for your child's developmental level.

Bible App for Kids is a ministry of Youversion Bible Inc. and provides nearly 50 interactive Bible stories for kids. There is an animated storybook app with vivid illustrations and sound as well as interactive touch screen interactions. The games and activities help kids remember what they learn. The navigation is simple for kids and there are no in-app purchases. There is also a printed Bible that has the same stories and graphics. See your device's app store. Bibleforchildren.org has illustrated and color pages for sixty different Bible stories available for download and printing in 132 different languages. There are 18 stories about Jesus (including Powerpoint, coloring pages, and storybook pages) <http://bibleforchildren.org/> or your device's App store.

Book Reading is usually "assigned" and done as a parent-child activity. As the children complete the activity have them REPORT their findings at club meetings.



Reading IV

Requirements

Awarded to Adventurers who read, or listen while someone else reads:

1. 1 Samuel 1-3 from a modern translation of the Bible.
2. A Bible story or 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.

Supporting Answers

1. 1 Samuel 1-3 is the story of Hannah and the birth and giving of Samuel to God. Bible apps such as Youversion, Biblegateway, Olive Tree, and others all make it easy to read this story in the translation of your choice. Bible gateway has an extensive list of languages from around the world as part of a free download. Several websites also make it easy to listen to or read the passage on their website.
2. There are many books about Jesus. The important part is to find one for your child's developmental level.

Bible App for Kids is a ministry of Youversion Bible Inc. and provides nearly 50 interactive Bible stories for kids. There is an animated storybook app with vivid illustrations and sound as well as interactive touch screen interactions. The games and activities help kids remember what they learn. The navigation is simple for kids and there are no in-app purchases. There is also a printed kid's Bible that has the same stories and graphics. See your device's app store.

Bibleforchildren.org has illustrated and color pages for sixty different Bible stories available for download and printing in 132 different languages. There are 18 stories about Jesus (including Powerpoint, coloring pages, and storybook pages) <http://bibleforchildren.org/> or your device's App store.

Book Reading is usually "assigned" and done as a parent-child activity. As the children complete the activity have them REPORT their findings at club meetings.

Idea: Main character charade - have the parent and child work together to tell you ONE STORY from their reading award book about the MAIN character.



Safety Specialist

Requirements

1. With your parents, discuss your home fire safety plan. Select two of the following areas and give four safety rules for each area:
 - a. Home safety
 - b. Outdoor safety (city or country)
 - c. Weather safety
 - d. People safety
2. Practice a fire drill for at least one of the following places:
 - a. Home
 - b. School
 - c. Church (if possible)
3. As appropriate for your area, practice the following safety drills OR Discuss what you would do in the following emergencies:
 - a. Hurricane
 - b. Tornado
 - c. Earthquake
 - d. Flood
 - e. Volcano
 - f. Lightning and thunder
4. Be a safety detective. Check the people and places that you are learning about and list any hazards.
5. Make a mural or safety poster showing dangerous situations and what you can do about them.

6. With your club, play the Safety Game. Give each other safety situations to answer with "Yes," "No," or "I'll ask my mom."

Supporting Answers

1. Encourage parents to help the Adventurers make a fire-safety plan. People safety refers to refusing rides with strangers, etc.
2. Draw a floor plan for your school, club, and/or church, and show where and how to go out of the area in case of emergency. Practice these drills.
3. Local police or fire departments or your local library will have information for your particular area. Discuss the kind of disasters that may appear so you can inform and prepare the children without frightening them.
4. Make up a "Safety Detective" button or ribbon that the Adventurers may wear the week they are recording potential problems at home or school. They should look for hazards such as a broken latch on a cabinet that has cleaning fluids or medicine in it, frayed wires or broken electrical plugs, a rake lying face up, boards on the sidewalk, a broken water faucet, unlabeled containers holding paint thinner or gasoline, broken glass, etc.
5. Ask permission to display the posters in a public place.
6. Give the children safety situations in which they must answer, "Yes," "No," or "I'll ask Mom and Dad." Start the game with a situation you have experienced, such as broken glass on the floor. Ask, "Would you pick up the glass?" "Would you tell your mother?" Encourage the children to share realistic situations and to think carefully before acting.



Requirements

1. Tell what the first sewing needles were probably made of.
2. Describe what was probably first used as thread.
3. Tell when sewing machines first came into existence.
4. Demonstrate how to thread a needle and knot the end of the thread.
5. Sew a button onto a piece of cloth.
6. Sew two snaps or press studs and connect them properly.
7. Sew a hook and eye and connect them properly.
8. Demonstrate the ability to sew three different types of stitches, such as the following:
 - a. Baste or running stitch
 - b. Hem stitch
 - c. Back stitch
9. Make a useful article using at least two different stitches.

Supporting Answers

1. The first sewing needles were probably made of bone.
2. Horse-tail or other animal hairs were probably the first thread.
3. Sewing machines were first used in the 1850s.
4. Demonstrate how to be safe when threading a needle. Have the Adventurers practice tying a knot at the end of the thread.
5. Sew a button on a piece of material or clothing. Teach the Adventurer to make small, even stitches.
6. Demonstrate how to sew snaps on two pieces of material or clothing and connect them properly. Make small stitches without puckering the material.
7. Demonstrate how to sew a hook-and-eye on material evenly.
8. Demonstrate how to make three kinds of stitches. Have the Adventurers try to make the stitches neat and even.
9. Some examples are:
 - a. Scissor holder: Cut the pattern, place material together, and stitch by hand, making even, neat stitches. Include loop at top of scissor container for hanging.
 - b. Pin cushion: Fill pin cushion with sand or small seeds.

Updated in: 1996 / Grade 3



Sharing

Requirements

1. Listen to a book about sharing
2. Sing a song about sharing.
3. Play a game about sharing.
4. Make a craft and share it with someone.

Updated in: 2015

Supporting Answers

1. Little Lamb, the classroom puppet, would do a great job reading or telling this story!

There are numerous Bible story books that tell stories about sharing. The most popular Bible story is likely the one found in John 6:1-14.

You may choose to read the story from the Bible, have pictures for different scenes that allow the children to tell parts of the story, or even have children act out the story (with props) as you read the story.

Using easier-to-read Bible versions (NIRV, ICV) or children's story books is recommended.

Many school and public libraries also have books for children on the subject.

2. The Sharing Song "The Sharing Song" is sung to the tune of "Brother John" ("Frère Jacques").

Don't know the tune? Listen to it at [YouTube.com](https://www.youtube.com/watch?v=K33w3R33333)

Are you sharing,

Are you sharing,

Little Lamb,

Little Lamb?

Here's a toy to play with,

Here's a toy to play with.

Let's go play,

Let's go play.

Youtube has a wide variety of kids' sharing songs available with a simple search. One I especially enjoyed was "Little Mandy Manners Shares"

3. Part of learning to share is not keeping a toy too long. This game (a version of Hot Potato) emphasizes giving the ball to another child. Have the children stand in a circle. Hand the ball to one child and then have her give the ball to the child next to her. Continue on around the circle so the children can practice passing the ball. Then as the children continue passing the ball, have the adults lead out in the following chant:

The sharing ball goes round and round. It doesn't even make a sound. (clap twice) Keep it going while you sit. Pass it quick or you are it. (clap twice)

If you're not the one to hold it last, in the circle you must pass— you are it! (clap twice)

The child holding the ball on the last “it” goes and stands in the middle of the circle. Now play the game again. The child holding the ball on the last “it” during the second round of the game trades places with the child in the middle of the circle. Play the game several times.

4. A themed craft that is also cute enough to give to an adult (parent or otherwise) would be ideal for this requirement.

Teaching Idea: Loaves and fish in a Paper Plate Basket

Materials: Paper plates; Hole punch; Yarn, 10-ply or larger; Safety scissors; Crayons or markers; Bread and Fish Pattern (see diagram in Activity Book or Pinterest)

Procedure: Ahead of time: Each basket is made of two paper plates. For each Little Lamb, start by cutting one of the paper plates in half. Lay the halved paper plate on top of the whole paper plate and punch holes along the outer rim of the half paper plate and the paper plate behind it. Later the children will thread yarn through the holes to weave the plates together and create a basket. Cut the yarn into lengths that will be long enough to weave through the holes in the paper plate. The length of the yarn will vary depending on what size paper plates you use. Tie a knot in one end of the yarn. Show the children a completed project. Give each child one whole plate and one-half plate with pre-punched holes and one piece of yarn. With the help of an adult, have the children weave the yarn through the holes to attach the half paper plate to the whole paper plate. Have an adult tie a knot at the end of the yarn when they have finished weaving. Next, give each child the two fishes and five loaves template to color, cut out, and place in their baskets.



Special Helper

Requirements

1. Listen to a book about being helpful.
2. Sing a song about being helpful.
3. Play a game about being helpful.
4. Make a craft about being helpful.
5. Help a family member with a special chore for one week. (i.e., feed a pet)

Supporting Answers

1. Online search engines often lead to online videos that “read” or “tell” helping other stories. One video is found from “Holy Tales” on Youtube. It shows the story of The Good Samaritan as told by a grandmother centipede to her grandchildren. Storyjumper.com is a per-sharing book service, and they have a story about how people can help sea turtles survive by helping to protect the new turtle hatchlings. Other videos or books can be found using the words “online free books video helping others preschool” in your favorite search engine.
2. Youtube or Christian songs available on itunes or other media have songs that your children may enjoy learning. Memorization is not the ideal, but rather exposure to another kid’s song about a character trait we hope they will learn.

Teaching Idea: This Is the Way We Help at Home Song

Materials: A box of props for each child (suggested props: brooms, toys, dust rags, sponges— the children can also make the motions of the cleaning activity rather than using props)

Procedure:

Ahead of time: Place one prop for each verse of the song in a box. You’ll need a box of props for each child. Begin by modeling (singing a verse and doing the actions) the song “This Is the Way We Help at Home.” You may be more familiar with this song’s original title, “Here We Go Round the Mulberry Bush.” But if not, go to kididdles.com/lyrics/m014.html. For each verse, you’ll use a motion that represents the activity for that verse. You can also create your own verses to match the story you read or activities that are relevant to your kids and community. Sing each verse more than once.

Suggested Verses

This is the way we sweep the floor, Sweep the floor, sweep the floor. This is the way we sweep the floor So early in the morning. This is the way we pick up toys, Pick up toys, pick up toys. This is the way we pick up toys So early in the morning.	This is the way we dust the house, Dust the house, dust the house. This is the way we dust the house So early in the morning. This is the way we wash the car, Wash the car, wash the car. This is the way we wash the car, So early in the morning
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Teaching Idea: Helping Hands Song

Procedure: Have different family groups listen the song, then figure out ways to “act out” the actions in one of the verses.

“HELPING HANDS” Music: Chris G. Lyrics: Chris G., Cathy Gehr

When I see someone fall down I will lift them up. If they're lying on the ground I'll use my helping hands. Chorus: Helping hands helping one another. I'll do all I can with my helping hands. If my Mommy is the cook And the baby's crying, I will read to him a book And use my helping hands. Chorus: Helping hands helping one another. I'll do all I can with my helping hands. If my Daddy is alone Working in the garden	I will help him weed and hoe With my helping hands. [Repeat second chorus] Hands should never hurt or fight Or make someone unhappy. Do some good and make things right With your helping hands. Chorus: Helping hands helping one another. Let's do all we can with our helping hands. [Repeat] Oh, let's do all we can with our helping hands. Oh, let's do all we can with our helping hands!
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3. Cleaning the house is a great way to model being helpful at home!

Teaching Idea: Clean up Relay

Ahead of time: Adults can bring different toys and objects from home. There should be at least 8-10 objects for each family.

Procedure: Place the objects in the game center area. Each group or family's job is to “on go” race out and in a relay fashion bring back one item at a time from “the messy floor” and place it in the family's “basket.” The team to collect the most items by the time the center of the floor is CLEAN is the winning family. CAUTION to parents -- this game's goal is NOT for parents to be competitive but rather to have parents and children learning to “clean together.”

Conversation to follow game should include questions such as “what was the best part of the game? Why did parents help in the game? What are things you like to clean at home? How can mommies and daddies help clean? How can you help them clean? How can you celebrate when you win the clean up game at home?

4. Any craft where the child is helping or working on a project that reminds them to help would work for this activity.

Teaching Idea: Sewing Fun

Materials:

- Poster board
- Hole punch
- Yarn
- Scissors

Procedure:

Ahead of time: Cut several shapes out of poster board. Then use a hole punch to evenly space holes along the outside of the shape. Cut out pieces of yarn long enough to weave in and out of the holes for each shape. In order to hold the children's interest, you'll need to have a variety of shapes and colors of yarn for the children to use.

Begin by showing the children how to sew a button onto a piece of fabric. Then show them how they are going to sew by weaving yarn through the holes on the cut-outs provided. You may want to let the children take home one of the cut-outs and some yarn.

5. There are many chores that 4-year olds can do (with help). Feeding a pet, putting their clothes in the hamper, making their bed, or help fix a simple meal. As the adult leader, be sure that parents and children have a chance to plan what they will do to be helpful each day for the next week. Sometimes Adventurers only meets 1 or 2 times in a month. If so, have them help with chores "most days" until the next meeting.



Story Listening I

Requirements

1. Listen to two age-appropriate books, not read before, from the following categories:
 - a) Bible
 - b) Missions
 - c) Friends or Family
 - d) Nature
2. Tell the person who read to you what you like most about each story
3. Tell the person who read to you “thank you” OR make a craft that you thank them that tells them you are thankful.

Supporting Answers

1. The goal of this award is to teach the child the value of spending time "reading." Little Lambs are at the stage developmentally that they learn best by watching and experiencing what their parents/leaders are doing. This is a great activity for parents and children to do together. The books must be written for young children. This is NOT an activity for little lambs to listen to big people's books or stories.

Places to get books:

- The club may suggest or even purchase books for each category and have a sharing books club.
- The club may also ask members to each bring a book to meeting and then spend time together as a community sharing books.
- If there is a school or community library, parents and children can visit the library and use books from there
- Missions books are sometimes hard to find. Contacting other area churches or your conference/mission children's ministries department may be necessary.

The books should be very short. In fact, many times, the children's books have thick cardboard pages with many beautiful pictures.

2. After the teacher finishes reading, he/she may ask questions such as:
 - What person/animal did you like the most in the story?
 - What was the most exciting part? The saddest part?
 - Have you ever experienced something like we read about in this story?
 - What did you learn because you listened to this book?
3. Often the adults who are helping the children write the note/make the thank you card will be the ones receiving the card/note. That is okay. We are training our young people to demonstrate thankfulness, and this activity helps them learn that.

Materials: Colored paper, crayons or colored pencils, stickers, glue.

Time: 5-7 minutes

Procedure: Ahead of time, fold a piece of standard sized colored paper or construction paper in half to for a large card. Have the students add colors or stickers on both the front and inside. The front should say "Thank you" and the inside have a simple sentence telling the adult what the child is thankful for ("Thank you for reading the stories to me").

Notes: adults will need to help the children write the words.



Story Listening II

Requirements

1. Listen to two age-appropriate books, not read before, from the following categories:
 - a) Bible
 - b) Missions
 - c) Friends or Family
 - d) Nature
2. Tell the person who read to you what you like most about each story. Be sure to tell them something about the main “character” in each story.
3. Tell the person who read to you “thank you” OR make a craft that you give them that tells them you are thankful.

Supporting Answers

1. The goal of this award is to teach the child the value of spending time “reading.” Early Birds are at the stage developmentally that they learn best by watching and experiencing what their parents/leaders are doing. This is a great activity for parents and children to do together. The books must be written for young children. This is NOT an activity for Early Birds to listen to big people’s books or stories.

Places to get books:

- The club may suggest or even purchase books for each category and have a sharing books club.
- The club may also ask members to each bring a book to meeting and then spend time together as a community sharing books.
- If there is a school or community library, parents and children can visit the library and use books from there
- Missions books are sometimes hard to find. Contacting other area churches or your conference/mission children’s ministries department may be necessary.

The books should be very short. In fact, many times, the children’s books have thick cardboard pages with many beautiful pictures.

2. After the teacher finishes reading, he/she may ask questions such as:
 - What person/animal did you like the most in the story?
 - What was the most exciting part? The saddest part?
 - Have you ever experienced something like we read about in this story?
 - What did you learn because you listened to this book?
3. Often the adults who are helping the children write the note/make the thank you card will be the ones receiving the card/note. That is okay. We are training our young people to demonstrate thankfulness, and this activity helps them learn that.

Materials: Colored paper, crayons or colored pencils, stickers, glue.

Time: 5-7 minutes

Procedure: Ahead of time, fold a piece of standard sized colored paper or construction paper in half to for a large card. Have the students add colors or stickers on both the front and inside. The front should say “Thank you” and the inside have a simple sentence telling the adult what the child is thankful for (“Thank you for reading the stories to me”).

Notes: adults will need to help the children write the words.



Technology

Requirements

Explain the purpose of each item:

- a. Computer system
 - b. Monitor
 - c. Mouse
 - d. Keyboard
 - e. Central Processing Unit
 - f. Hard disk
 - g. Scanner
 - h. CD ROM
 - i. Modem
 - j. Printer
 - k. Network
 - l. Diskette
2. What are computers good for?
 - a. Documents and books
 - b. Databases
 - c. Calculations
 - d. Communications
 - e. Research
 - f. Fun
 3. Do one of the following:
 - a. Type and print a thank-you note.

- b. Play an educational game.
- 4. Do one of the following:
 - a. Visit an office and see how a computer helps that person with their work.
 - b. Visit a computer salesperson and have them give a demonstration of the latest technology.
- 5. Know the home row of the keyboard.
 - a. Show the proper hand position on the keyboard.
 - b. Explain why proper hand position is important.
 - c. Type on an elementary typing program such as Sticky Bear or Mavis Beacon.

Supporting Answers

1. Find a current computer book or dictionary with the definitions. Use correct terminology but find illustrations to help children understand the concepts.
 - a. Documents and books— Word processors are primarily designed to create letters, reports, and documents. Desktop publishing programs help combine graphics with text.
 - b. Databases—Programs that allow you to manipulate, store, record, and retrieve information from a collection of related files: like addresses, memberships, or store inventories.
 - c. Calculations—Spreadsheets are made for math calculations for accounting or record- keeping purposes.
 - d. Communications—Cover the Internet, E-mail, and the world wide web. Talk about the need to use discipline to bypass the bad information and how to use the good information.
 - e. Research—Current resource materials for research are available in minutes through the Internet services. You can also use material from CD-ROMs or other resource software. Computerized searches are fast, and sometimes give you more ideas. One such CD is the E. G. White Library or an encyclopedia CD.
 - f. Games—There will always be games. Computer games can be good if they challenge your mind and mental skills as well as your dexterity. Put it to the test of Philippians 4:8. All of our computer work should meet that standard.



Troubadour

Requirements

1. Play a song on a simple instrument or mark the rhythm of a tune with a tambourine, triangle, etc.
 2. Act out a character or animal with costume or gestures so the group can recognize it.
 3. Act out, with a group, a story.
 4. Name three people of the Bible who were musical.
 5. Make up a poem about nature.
 6. Sing two traditional songs of your country.
 7. With a few friends, organize 15 minutes of entertainment for a group.
- OR
- Tell a story to a group.
8. Find, read, and explain the meaning of Psalm 66:1-2.

Supporting Answers

1. Use a reed pipe, flute, harmonica, recorder, piano, etc.
2. Encourage children to use their imaginations creatively.
3. Help the children to share and take turns.
4. Miriam, David, Lucifer, Jubal, etc.
5. The poem should have four to eight lines.
6. Teach the children some traditional songs. If your class includes children from many nationalities, learn songs of different countries and sing them as a group.
7. Teach children to work together and organize a program.
8. Discuss together and share how to make a joyful "noise."

Updated in: 1996 / Grade 3



NATURE



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Requirements

1. Name five animals you see in the zoo.
2. Draw and color pictures of two of them.
3. Cut three zoo animals from magazines and mount them.
4. From play dough, form one of your favorite zoo animals.
5. Name three animals' names from the Bible

Requirements

1. What is a home?
2. Tell about your home. Draw a picture of your house and color it.
3. Animals have homes too. Name five different animals and tell where they live.
4. How do animals know what to do to make a home?
5. Choose an animal and do the following:
 - Watch the animal (it can be in a zoo or on a video).
 - Draw or color a picture of the animal.
 - Make a model of its home.
 - Show your picture and model at your club's family night.
 - Tell people what you learned about your animal and its home.

Supporting Answers



Animal Homes

Requirements

1. What is a home?
2. Tell about your home. Draw a picture of your house and color it.
3. Animals have homes too. Name five different animals and tell where they live.
4. How do animals know what to do to make a home?
5. Choose an animal and do the following:
 - Watch the animal (it can be in a zoo or on a video).
 - Draw or color a picture of the animal.
 - Make a model of its home.
 - Show your picture and model at your club's family night.
 - Tell people what you learned about your animal and its home.

Supporting Answers

1. A home is the place where you live or stay. It should be a place where you feel safe and comfortable.
2. Provide large sheets of paper and crayons. When they are done, ask the children to tell about what they have drawn. Affirm and accept their efforts.
3. A skunk makes its home in a hole in the ground.
The lion's home is called a lair.
A bear (fox, coyote, otter) lives in a den.
Squirrels live in a hole or nest in a tree.
Beavers build a house called a lodge out of sticks and mud.
A rabbit makes a burrow (hole) in the ground.
The deer's home is the forest.
People make a home for horses and cows in a barn.
4. God has made the animals so that they know what to do. This is called instinct—it's something that they don't have to think about, they just know. Animals also learn about making homes from their parents.
5. Offer the children a selection of plastic or rubber animals. Have them choose one and construct a home out of play dough, wood, cardboard, etc.



Astronomer

Requirements

1. Name several stargazers of the Bible.
2. Identify one planet, two stars, and three constellations in the sky at night and give their correct names.
3. Make a constellation peep box.
4. Explain the difference between a planet and a star.
5. Observe planets and stars in the night sky.
6. Observe two of the following and make a crayon resist:
 - a. moon rise
 - b. sunrise
 - c. sunset
7. Find three texts in the Bible that refer to the heavens.

Supporting Answers

1. Adam and Eve (Education, page 21); Abraham (Genesis 15:5); Joseph (Education, page 52); Jesus (SDA Commentary, Volume 5, page 1117); Moses (Patriarchs & Prophets, page 475); Wise Men (Matthew 2:2).
2. Go out at night to observe the sky and draw a picture of the planet, stars, and the constellations you saw. When possible, visit a planetarium.
3. Take a small shoe box, oatmeal box, etc. Have the children choose which constellation they wish to make. Draw the constellation on the outside end of the container. Poke a small hole where each star is located. Turn to other end and cut two medium eye-size holes to peek into. Hold peep box to light and view the constellations. Encourage variety in the constellations so when finished each child may guess which one he/she is viewing.
4. Observe and recognize some prominent stars and constellations. A star is a single body, such as the North Star. A constellation is a group of stars, such as the Big Dipper. Some of the brightest stars are Polaris, Castor, Regulus, Deneb, Altair, Rigel, Capella, and Vega; Orion, Leo, Libra, Lyra, Virgo, Taurus, Ursa Major, Ursa Minor, and Canis Major and Minor are a few of the constellations. Choose several of each, locating ones that are easiest to find and identify in your area during the time of year you are taking the class.
5. Go away from city lights to view the night sky, Or watch a program, video, etc. on the sky. Spend the night. Enjoy!
6. Observe the sky at sunrise, sunset, and/or moon rise. Make it a fun time together to watch the wonder of God's large lights.
7. A Bible concordance lists many texts. Choose, read, and explain. e.g., Genesis 1:16, Deuteronomy 10:22, Isaiah 13:10, Matthew 2:10.



Birds

Requirements

1. Name five birds you see around your home.
2. Name your state bird.
3. Name three kinds of bird food (Black Oil Sunflower seeds, thistle, corn, mixed seeds, striped sunflower seeds).
4. Draw a picture of a bird, then use a mixture of bird seeds to fill it in.
5. Make a pinecone bird feeder and hang it in your yard. Tell how many birds come to feed from it.
6. Name two birds mentioned in the Bible (eagle, dove, sparrow, raven).
7. Know two bird sounds and pretend you are that bird.

Supporting Answers

1. Here is a link to find common birds in your area. Once you get to the page click on the RED button near the bottom of the page.

This will allow you to make a list of 5 birds from the region you live in the USA.

<http://feederwatch.org/learn/common-feeder-birds>

This site will allow you to find lists from regions all over the world. The lists are in English.

<http://avibase.bsc-eoc.org/checklist.jsp>

It is a good idea to print off or show pictures of the birds on your local list so that the Early Birds can start to recognize the birds from the list in their home environments.

Teaching Idea: Art Gallery Walk

Materials: printed pictures of different birds in your local area (Creative Commons free images may be available at sites like flickr.com)

Directions: Print the images full page. Post them on the walls around your meeting area. Put on bird sounds or a bird themed soundtrack. Have children and their parents or small groups go and look at each picture. Have them identify color of feathers, color of beak, size (little, medium, big). Have small versions of each bird picture available for Early Birds and parents to collect for the page in their activity book.

2. Name the official bird of your region, province, state, or nation.

This is a link to a list of National Birds

https://en.wikipedia.org/wiki/List_of_national_birds

3. Types of Bird Food

- Sunflower Seeds (black oil is preferred)
- Cracked Corn
- Fruit
- Mealworms
- Millet
- Nyjer

- Oats
- Peanuts (shelled or unshelled)
- Suet
- Sugar Water

4. Procedure: This requirement is pretty self-explanatory. The simpler and larger the drawing is, the more easily the Early Birds will find it to “color” it by gluing different colored seeds on the picture. Craft glue works best. Do not water down the glue because many seeds are rather heavy and will fall off easily. It is best to have the children paint the glue onto a section of the picture with a paint brush or their fingers, put seeds on that section, then move to another section of the picture.

5. If you have easy access to pinecones, it is easy to make a bird feeder as described below. If you don’t have access to pinecones, there are some ideas below on other ways to make a simple bird feeder so that Early Birds are able to name some of the birds they see coming to eat from their feeder. Remember to ask for the report about the birds they saw during another meeting time.

Pinecone Version

What You Need

- Pinecone
- Yarn
- Peanut Butter
- Margarine
- Bird Seed

Instructions

1. Find a large pinecone.
2. Tie a three to four-foot piece of yarn around the top of the pinecone for the hanger.
3. Mix two tablespoons of peanut butter with two tablespoons of margarine.
4. Spread the peanut butter and margarine mixture onto the pinecone.
5. Pour some bird seed onto a plate or shallow dish and roll the pinecone in it.
6. Place the seed-covered pinecones in the freezer for about an hour or until it is firm.

7. Hang it outside in a tree!

Non-Pine Cone Version #1

Seed Ball:

What You Need

- Flour
- Water
- Bird Seed Mix
- Foil
- Something to grease the foil with
- Wire for hanging
- Oven for baking the Seed Ball

Instructions

1. Create a smooth paste with 2 tablespoons flour and 4 tablespoons water.
2. Mix in 1 cup of bird seed or seed mix.
3. Place it onto a piece of greased foil
4. Shape this mixture into a bell or ball.
5. Push a loop of wire through the center for hanging.
6. Leaving the foil slightly open at the top bake in a moderate oven for half an hour.

Non-Pinecone Version #2

Fat Cake:

What you Need

- Bowl for mixing dry mix
- Lard or suet (do not use turkey fat because it does not harden properly)
- Saucepan
- Spoon
- String or twine
- Old yoghurt pots or containers
- Dry bird feed mix of any of the following: wild bird seed, currants, sultanas, oats, bread and cake crumbs, grated cheese and/or peanuts.

Instructions

NOTE: The best ratio for this recipe is one-part fat (lard or suet) to two parts dry mixture.

1. Mix all your dry ingredients together in a bowl.
2. Melt the lard or suet in a pan and add the dry mix.
3. Stir well until the fat has all been absorbed and the mixture sticks together.
4. Make a hole in the bottom of a yoghurt pot (personal serving sized container) and thread through a length of twine or string.
5. Pack the pot with your warm fat mixture.
6. Place in the fridge overnight to set.
7. Remove from fridge, then cut through and peel away the pot.
8. Tie a big knot at one end of the twine to secure the cake.
9. Hang the cake in a tree or shrub and wait for the birds to come and feast.

6. Requirement: Birds mentioned in the Bible.

Procedure: Help the Early Birds explore how to discover this information by showing them how to use a concordance or an online Bible search tool. Try the names of birds that are common in your area. Remember that we are encouraging each Early Bird to think of stories on their own. It is okay for them to brainstorm with parents or other Early Birds.

Here are a few passages to get you started:

- Owl - Zephaniah 2:14
- Dove - Genesis 8:8-12 (flood story)
- Sparrow - Matthew 10:29-31
- Raven - 1 Kings 17:1-6 (Elijah story)

7. You will need to find a device that has bird sounds recorded. Once you have practiced a common bird sound from your area, talk about how birds act and then pretend with the Early Birds that you are all a type of bird you learned to sound for. Remember that in addition to flying, birds scratch or peck for food, they wash in water, they sit on nests of various types, etc.
8. Search online: Birds sounds calls (your state, province, country), or on Youtube. Preview clips you download.



Bodies of Water

Requirements

1. Listen to a book about lakes, streams, rivers, and oceans.
2. Sing a song about lakes, streams, rivers, and oceans.
3. Play a game about lakes, streams, rivers, and oceans.
4. Make a lakes, streams, rivers, and oceans craft.

Updated in: 2015

Supporting Answers



Butterflies

Requirements

1. Learn how butterflies live and eat.
2. Collect pictures, stickers or photos of butterflies that live in your state.
3. Discuss and draw the life cycle of the butterfly.
4. Memorize John 3:7 and discuss the story of Nicodemus in John
 - a. Make one of the following crafts:
 - b. A butterfly on the sidewalk with chalk.
 - c. A torn construction paper picture of a butterfly.
 - d. A butterfly in the sand or snow.
 - e. A butterfly mobile.
 - f. A butterfly magnet.
 - g. A butterfly made with beads.
 - h. A butterfly made of colored tissue clipped together with a clothes pin.
5. Learn a song about butterflies.

Supporting Answers

1. The butterfly is solitary except during migration, gathering on the damp ground to find water or nocturnal roosting. You may see male butterflies circling around each other to defend their territory.

Butterflies and moths have a “coiled up drinking straw” below their heads called a proboscis. It is used to draw up nectar, water and other liquids. The length of the proboscis helps determine from which flowers they take nectar. Each type of butterfly picks flowers and usually stay on the same level, either low to the ground or higher. Very seldom will butterflies drink from flowers that face down.

2. Check with your library.
3. (A) Egg; (B) Larva or caterpillar; (C) Pupa or chrysalis; (D) Adult.
4. (Put your hands flat together in front of you, as in prayer. Open and close the top of your hands like a butterfly’s wings) When a butterfly sits and opens and closes its wings it warms its muscles and takes energy from the sun and stores it in its body. When we pray to Jesus we feel warm and good inside and we receive energy from Him to be happy, strong and do what is right. Continue to move your hands like a butterfly as we pray.
5. Option: “If I were a butterfly, I’d thank the Lord for my mighty fine wings...”

Updated in: 2003 / Grade 1



Requirements

1. Read and discuss the meanings of Matthew 15:26 and Luke 16:21.
2. What does "A dog is man's best friend" mean?
3. Listen to a story of how a dog helped someone.
4. Discuss how to care for a dog?
5. How can dogs help people?
6. What kind of sounds do dogs make to communicate and what does each sound mean? Take turns making these dog sounds.
7. Make a dog themed craft.
8. Play a dog themed game such as "Doggie, Doggie, Where's you Bone". You could also make up a memory game to play, such as "Pin the Doggie Tail".

Supporting Answers

1. Discuss the meanings of the verses in simple terms.
2. Guide the discussion and listen to the kids' ideas.
3. Choose an age-appropriate story to tell or read. Your Story Hour has some great dog stories!
4. Discuss the need for shelter, food, water, exercise, bathing and good health, etc.
5. They can be helpful for use as guard dogs, companions, medical alerting and seeing eye dogs.
6. Discuss sounds such as barking, whining and growling.
7. Google on the internet dog themed craft projects.
8. Google kids' games on the internet.



Environmentalist

Requirements

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? List ways you can prevent pollution.
 - b. Investigate how and why the pollution was caused.
 - 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. Help clear the trash from a roadside or stream with your group.
 - c. Help collect paper, cans, or other materials for recycling.
7. Create a mural of the earth made new.

Supporting Answers

1. Discover your responsibility to help care for God's world.
2. Draw pictures of and list endangered animals in your area. Check the library for current listings.
3. Ways to protect birds: Do not harm with sticks, rocks, or guns; never bother or destroy their nests or eggs.
4. Learn about endangered trees and what causes them to die. Plant or adopt a tree. (Call City Hall if you need help in learning where your community needs a tree.) Or find a green plant and care for it.
5. Help prevent pollution by: turning off lights, recycling paper, plastics, glass, aluminum cans, using white paper goods, not wasting water, not polluting our water with trash, human, or chemical waste. Have children make a poster depicting what they have learned.
6. Read together some verses from Rev. 21, 22, and Isa. 11:6.

Updated in: 1996 / Grade 4



Feathered Friends

Requirements

1. Tell how God cares for birds.
2. Make a simple bird feeder or pinecone feeder.
3. Be able to recognize ten different birds.
4. Play a bird game.
5. Draw and/or color pictures of the following:
 - a. two water birds
 - b. two seed eaters
 - c. one predator
6. Be able to make five bird sounds.
7. Make a Christmas tree or an Easter basket for birds.
8. Observe some live birds, imitate their movements, and collect feathers whenever possible. Keep in mind that keeping the feathers of migratory birds is illegal in some, if not all, U.S. states.

Supporting Answers

1. Discuss God's care, citing Matthew 10:28, 31, and Luke 12:24. God created birds to care for themselves (feathers, beak, migration, etc.).
2. Make a simple milk-carton bird feeder by cutting the milk carton so seeds may be placed inside or make a pinecone feeder by rolling a pinecone in peanut butter and bird seed. Hang your feeder so the birds may enjoy their treat.
3. Whenever possible, include birds from your locality. Play recognition games using pictures or flashcards. Invite a local museum or Audubon Society representative to make a presentation.
4. Possible games include: Bird lotto, dominoes, or a bird card game available from your Adventist Book Center.
5. Resources: a teacher supply store, coloring books, magazines, books or videos.
6. Check your public library or Audubon Society for tapes. Select birds that have distinct habits and sounds such as owls, doves, crows, chickadees, killdeer, whippoorwills, etc.
7. Tie bird seeds and fruits to a tree as a special treat for the birds. Decorate an Easter basket (berry basket) with materials that the birds could use for building their nests such as hair, yarn, string, etc. Hang basket where the birds can borrow materials for nesting.
8. Go to the zoo, aviary, park, or neighborhood birding area to observe and collect feathers (see note above). In class, act out bird movements.

Updated in: 1996 / Grade 2



Requirements

1. Find three of the “fish stories” in the Bible:
 - a. Loaves and fishes (Mark 6:34-44 and Matthew 14:13-21)
 - b. Father knows best (Luke 11:11-13)
 - c. Jonah (Jonah 1-2)
 - d. Breakfast with Jesus (John 21:8-113)
 - e. Fishers of men (Matthew 4:18-22)
2. Learn how fish served an important part in providing food for the pilgrims.
3. Learn how to care for a pet fish.
4. Learn about two fish that live in a lake or ocean that is closest to you and how to protect them.
5. Play a fish game or complete a fish craft.

Supporting Answers

1. Help the children find the scripture and review the stories.
2. See resources below on the Indian Squanto.
3. Ask someone who has a pet fish or works in a pet store to talk to the children or get general fish care instructions from a pet store or library and discuss these with the children. Learn about care, food (when and what to feed a fish), and aquariums. Remember, our pet fish depend on us to care for them—they cannot care for themselves.
4. Learn about two types of fish that live naturally. Discuss how we can help by keeping the water clean. Never put garbage in lakes or the ocean.
5. Fish game:
 - a. Make a stick fishing pole with a string and magnet on the end. “Go fish” for goodies like little Bibles, stickers, gummy fish, etc.
 - b. Crafts: (also see resources below)
 - c. Make a paper plate aquarium: Use two paper plates, cut a round circle in one, put clear or blue-clear plastic wrap on it to make it look like a window into an aquarium. Place fish sticker and draw seaweed/plants on the uncut plate. Glue both plates together, so it is like an aquarium with see-through glass.
 - d. Felt fish: Prepare pre-cut felt fish shapes and have the children decorate them with sequins.

Updated in: 2004 / Grade 1



Requirements

1. Collect and press, photograph, or draw ten flowers of different colors and keep them in a book. Name the different kinds and tell where you found them.
2. Tell what attracts bees and insects to flowers, and what it is that the bees take from the flowers.
3. Describe three ways in which flower seeds are scattered.
4. Tell how you can help to protect our wildflowers.
5. Make a bookmark using dried flower petals.
6. Identify ten flowers that are grown in your area.
7. Take a bouquet of flowers to someone.
8. Show how to arrange flowers and keep a bouquet fresh for as long as possible.

Supporting Answers

1. Look for your flowers in the fields or wooded areas, in wet places near rivers and ponds, or in your garden.
2. Colors, smells, and motion attract insects to flowers. Nectar, pollen, and water are taken from the flowers.
3. Flower seeds are scattered by birds, wind, insects, and animals. See your local agricultural department for help.
4. The best way to protect wildflowers is to leave them where you find them. If you do pick them, do not pull the roots out of the ground.
5. Pick and dry petals from several different flowers. Cut white paper 2" by 7" and arrange petals on it. Laminate with clear plastic and trim excess material. Your bookmark may be given as a gift for Mother's Day, a birthday, etc.
6. Identify live flowers whenever possible. Flash cards, magazine or seed catalog pictures may be used, if necessary.
7. Pick a bouquet of garden flowers, arrange them nicely and take them to someone to make them happy, OR make a silk flower arrangement and share it (could be taken to Sabbath School).
8. Adding green leaves to flower arrangements can be attractive. Fresh flowers may be kept longer if you change the water daily and keep the flowers in a cool place.



Friend of Animals

Requirements

1. Do one of the following:
 - a. Take care of an animal or bird for four weeks.
 - i. Feed it and be certain it has fresh water.
 - ii. Keep its cage or resting place clean.
 - b. Put out food scraps or seed for animals or birds in your neighborhood. Keep careful watch for four weeks.
 - i. List and identify creatures that feed there.
 - ii. Draw or color pictures of them.
2. Identify three different birds. Observe them and study their habits.
3. Identify and describe characteristics of three breeds of dogs and two breeds of cats.
4. Visit one of the following and write a report of what you do and see:
 - a. a zoo
 - b. a natural history museum
 - c. an aviary
 - d. a kennel
 - e. a farmyard
 - f. a pet shop
5. Set up a feeding station for birds or animals.
6. Play an animal game.

Supporting Answers

1. Help the Adventurers learn responsibility and proper care for a pet. (You may purchase a group pet and have the Adventurers take turns caring for it.)
2. Teach the Adventurers to be observant of nature and where to obtain help in identifying animals. (Use a library or museum.)
3. Same as number 2.
4. Include family members. Talk about what you saw and learned.
5. A feeding station may be as simple as a windowsill or a particular place on the ground. To attract birds and animals, use a variety of seeds, nuts, and grains.
6. Choose from different animal games such as Animal Lotto, Animal Dominoes, and bird and animal games available at Adventist Book Centers or other Christian bookstores.

Updated in: 1996 / Grade 1



Friend of Nature

Requirements

1. Explain:
 - a. How to become a friend of nature
 - b. How to pick a flower and when it is allowed
 - c. How to protect trees, nests, etc.
2. List the names of three different trees and do a bark rubbing of each.
3. Collect four different kinds of leaves and compare them.
4. Do one of the following:
 - a. Explore (or observe with a magnifying glass) all the things you can see in a ten square- foot area.
 - b. Explore a yard or park and talk about what you see.
5. Do one of the following:
 - a. Take a nature walk and collect items of interest.
 - i. Show or tell about the items you found.
 - ii. Make them into a collage or poster.
 - b. Visit one of the following and tell what you saw:
 - iii. Zoo
 - iv. Park
 - v. Wildlife area
6. Grow one plant or one bulb and make drawings of it at three different stages of its growth.

Supporting Answers

1. Tell how most pollutants are caused by people and their disregard for the creatures God has created. A child is not too young to help by taking proper care of trash and human waste. Teach your group to have an appreciation for the nature God has created and to protect plants, trees, birds, and animals.
2. A naturalist may help you with identification. Place paper on tree bark and lightly rub a crayon over the paper. Compare and talk about the different rubbings and how each tree is unique, just as people are, and very special in its own way.
3. Collect leaves from at least four different trees. You may wish to teach the children how to press, dry, and preserve them. Compare and study the leaves through a magnifying glass.
4. Your search may be for any item of nature found on your walk or just live creatures such as worms, caterpillars, ants, or beetles. Allow the Adventurers time to describe what they have seen.
5. When you visit a zoo, park, or wildlife area, etc., search for the smaller, often unnoticed creatures including small birds, animals, plants, and flowers.
6. For best results, carefully follow the directions that come with the plant or bulb.



Requirements

1. Tell what a geologist does.
2. Recite a text in the Bible that tells about rocks or minerals. Tell a Bible story about a time when rocks or stones were used.
3. Experiment with soil, sand, gravel, rocks, and water, OR make a crystal garden.
4. With an adult, go on a field trip and collect different types of rocks or minerals. See how many different types, shapes, colors, and textures you can find. Make a collection of five different rocks and label them to tell where you found them.
5. With a group, read Revelation 21.
 - a. Use an encyclopedia or other reference book to find out about the precious stones listed in the text.
 - b. Make a colored drawing of the heavenly city.
6. Use stones or rocks to make an art object or painted rock.

Supporting Answers

1. A geologist is a person who studies the formation and origin of the earth's layers.
2. Help the Adventurers use a concordance to look up the words stones and rocks. Encourage the use of different Bible texts.
3. Place sand, soil, gravel, rocks, and water in a quart jar and gently shake the jar. Let it stand for one hour, then observe it. The layers that develop are the beginning of what is called sedimentary rock.
4. OR
5. Grow a crystal garden: Wet several large chunks of rock thoroughly. Add four tablespoons (1/4 cup) liquid laundry bluing. Hold your nose and add four tablespoons ammonia. Sprinkle four tablespoons of salt evenly all over the rocks. Put a few drops of food coloring and a few drops of bluing on one or two rocks. In about three days, add a mixture of two tablespoons water and two tablespoons ammonia and very carefully pour it into a puddle in the bowl. (If you pour it directly on the crystals you will melt them). Keep adding this water and ammonia mixture every few days.
6. Bring a collection of rocks and minerals to share with your group. Show children how to neatly label and display the ones they find and ways to store them. If you do not know the names of the rocks, use a reference book such as a field guide or encyclopedia as you try to label the rocks.
7. Write the names of the stones so the Adventurers may copy them. Learn a bit about each precious stone. Show a real stone whenever possible or show pictures and use a book about rocks and minerals to help identify them.
8. Paint a face or animal on a rock. Glue rocks on a piece of cardboard to make a simple picture or a design. Glue rocks on a jar or can to make a vase or pencil holder, etc.



Requirements

1. Define habitat and select one to study.
2. Learn about your habitat. Record the day and time you looked at it and what you saw.
3. Name, photograph, or draw a picture of the animals, insects, etc. that you see.
4. Name, photograph, or draw a picture of the plants that you see.
5. Describe your habitat and tell about interesting things that you learned.
6. Find verses in the Bible that tell about your habitat.
7. On which day did God create your habitat?
8. Describe what you think the habitat of Heaven will be like.
9. Create a habitat.

Supporting Answers

1. Habitat: Distinctive and characteristic surroundings such as a pond or deciduous woodland. A habitat is determined chiefly by the vegetation. It can be a woodland area, a back yard, fruit orchard, or vacant lot. It can be as small as a tree or a rose bush and even be inside your home.
2. This can be done in one outing, but more interesting if the habitat is visited more than once and at different times of day or night.
3. Genesis 1:9-13.
4. Isaiah 65:17-25; Revelation 22:1-5.
5. Suggestions for creating a habitat:
 - a. Plant flowers that will attract butterflies.
 - b. Use real or artificial items to create a show box scene of the habitat you studied.
 - c. Have the class create a mural that combines all the habitats studied.

Updated in: 2003 / Grade 4



Requirements

1. Where does honey come from?
2. How does the bee make honey?
Understand the terms: super, extractor, nectar, pollen.
3. What is the role of the beekeeper?
4. Make two crafts from the following list:
 - a. Beehive
 - b. Honeycomb
 - c. Bee
 - d. Flower
 - e. Your choice
5. Taste three flavors (types) of honey. Discover which you like best. Why?
6. Memorize two of the following Bible verses:
 - a. Exodus 3:8
 - b. Psalm 19:7-10
 - c. Psalm 34:8
 - d. Proverbs 24:13
 - e. Proverbs 25:16 & 27
 - f. Matthew 3:4
 - g. Your choice

Supporting Answers

1. Explain where nectar is in flowers.
2. Explain the honey making process. The bees put the flower nectar in a sack in their throat. The bee transfers the nectar to a hive cell, fans the honey with its wings to remove moisture, which makes the honey thicker.
3. The beekeeper tends to the bees. The keeper removes the honey filled frames from the super, and then whirls them in an extractor to get the honey out. The honey is then strained and bottled or canned to be sold. Have someone come wearing a bee suit to explain this process, if possible.
4. Craft should be fun and educational.
5. Check your local area market.

Additional enrichment ideas (not required)

1. Have a beekeeper give the presentation.
2. Go visit a place that has an indoor viewable hive with protective plastic sides.
3. Visit a bee store and discover the products available. The storekeeper may have free honey samples.

Updated in: 2008 / Grade 3



Honeybees

Requirements

1. Find several verses in the Bible that speak about bees.
2. Draw the honeybee and tell how it is different from other bees and other insects. Color your picture.
3. Within a colony, name the three types of bees and what their responsibilities include.
4. Explain and draw the life cycle of the honeybee.
5. What is the purpose of the scout bee's dance?
6. Make two bee crafts.
7. Observe bees, if possible.

Supporting Answers

1. Judges 14:8, Ps 118:12.
2. Provide a picture for the children to observe while they draw the honeybee.
Talk about what makes them special.
3. Queen, Drone, worker.
4. This cycle is similar to other insects.
5. The scout bee discovers places for new hives and directs the other bees to it.

Updated in: 2008 / Grade 4



Requirements

1. Listen to a book about insects.
2. Say three things you learned about insects.
3. Play an action game about insects.
4. Make an insect craft.

Supporting Answers



Requirements

1. Learn about the ladybug. What are the characteristics of the ladybug?
2. Describe the lifecycle of the ladybug. Make a poster.
3. Are all ladybugs red? Explain
4. Make two ladybug pet rocks. Give one away.

Supporting Answers

1. Ladybugs are a type of beetle. They have six short legs, two antennae, their top flying speed is about 15 miles per hour, they hibernate in winter, they let out a yellowish, bad smelling liquid when they are mad. (See websites for more info).
2. The female will lay 3-20 football shaped orange eggs in a circular cluster on the underside of leaves. Eggs are not visible to the naked eye. In 2-5 days, the eggs turn into larva and consume up to 400 aphids in 21 days. They next turn into a pupa. After 2-5 days the adults come out and continue to eat. Adult ladybugs eat during the day and will consume over 5000 aphids each.
3. There are more than 450 species in North America. Some are black or vary from reddish orange to pale yellow. The most common in the U.S. is the Convergent Lady Beetle, which is orange with black spots and the number of spots vary per species. There are five states in the U.S. that have the Ladybug as the state insect.
4. God shared the ladybug with us, and now we can share the ladybug with someone else.
5. The ladybug was created on the 6th day.

Additional Activities:

Release real ladybugs. Color pictures of the ladybug and/or lifecycle. Use pom-poms to make ladybugs.

Updated in: 2005 / Grade 2



Requirements

1. What is a "Herper"? How can you become one?
2. Learn about lizards in your area.
3. Learn how to care for a lizard.
4. Catch a lizard or see them in a pet store, on a video, at a nature center, zoo, or in books. Invite a herpetologist or knowledgeable guest to talk to Adventurers.
5. Paint a lizard on a rock.
6. Read Leviticus 11:29-30.

Supporting Answers

1. Reptiles (lizards, snakes, and turtles) and Amphibians (salamanders, toads, and frogs) are called herps, which means “crawling things.”

If you really like herps and like to watch and learn about them, you are a herper. If you go to college and study herps, you can become a herpetologist and teach, or work in a museum or a zoo.

2. If you do not have lizards in your area, you may study salamanders. If neither is available, go to pet stores, museums, use books, videos, etc.
3. Before you catch a lizard, you must prepare for this special guest.
 - a. If keeping the lizard for a short time, use a plastic see-through jar with air holes.
 - b. If you keep the lizard for more than a few hours you must (1) Know what type of lizard it is and how to care for it. (2) Provide a larger container, water, and food. (3) Place newspaper or sand in the bottom of the container to keep it dry.
4. Observe the lizard in its habitat or other locations as mentioned in Helps #2. Try catching a lizard by hand or by using a noose (as described in Peterson Field Guide).
5. Paint a lizard on a rock. See resources: Painting on Rocks for Kids Draw, stencil, or stamp the outline of a lizard on the rock, using pencils or acrylic paint. For details, use paint brush, Q- tips, or toothpicks. If you want to put the rock lizard in your yard, apply clear spray for acrylic paint to preserve the artwork.

Updated in: 2005 / Grade 3



Outdoor Explorer

Requirements

1. Take a nature walk and collect:
 - a. A leaf and tell what tree or plant it comes from
 - b. A feather and discover what bird it is from
 - c. A rock and learn what type it is
 - d. A seed and identify the plant it comes from
2. Learn and recite the following golden rules for hiking:
 - a. Never cut trees.
 - b. Never pull up live plants.
 - c. Do not remove any type of markers.
 - d. Stay off "No Trespassing" property.
 - e. Ask permission before walking on private property.
 - f. Don't litter.
3. Tell what side of the road to walk on and explain why.
4. Hike one-half mile (1 km) to a picnic area, carry your own lunch, and eat lunch at that area.
5. Take two walks of at least one mile each. One may be with the club and one with your family. Do the following as you walk together:
 - a. Find nature items for ABCs such as: A = Acorn; B = Butterfly; C = Caterpillar, etc.
 - b. Talk about what you see and tell on what day each was created.
6. Learn and recite the following five safety rules for walking:
 - a. Always walk with at least one partner.

- b. Carry water when going for a walk.
- c. Wear comfortable walking shoes.
- d. Wear proper clothing.
- e. Watch where you walk so you won't become lost.

Supporting Answers

1. Aim: To develop observation skills; to explore and share.
2. Discuss each rule and be sure the Adventurers understand reasons for it.
3. Contact your area motor vehicle department to determine local laws. Always walk to the side of the road.
4. Enjoy the walk and picnic together. Be sure the children carry their own food, jackets, etc.
5. As you walk together, discuss what you see and help the Adventurers determine when each was created; for example, trees, birds, fish, butterflies, horse, etc. One walk should be with the club or class and one walk with the child's family. Have one of the parents write a note to confirm their walk.
6. Children are never too young to learn the safety rules of walking with a partner, carrying water, wearing comfortable shoes and clothing, and watching so as not to become lost.



Requirements

1. Draw and color or cut from a magazine pictures of your favorite pets.
2. What does your favorite pet(s) eat?
3. Where does your pet(s) sleep?
4. Help feed your pet(s) for one week.
5. Take care of your pet(s) for one week.
6. Tell a story about your pet.

Supporting Answers

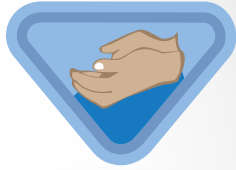


Requirements

1. Read and discuss Genesis 1:11-12, 29-30 and Ecclesiastes 3:2.
2. What are the nutritional benefits of potatoes?
3. The potato is the official food or vegetable of which states?
4. How do potatoes grow? What are the best growing conditions?
5. What are the different varieties of potatoes? Which varieties are available in your area?
6. When and how are potatoes harvested?
7. Do one of the following and share your experience:
 - a. Plant a potato and watch it grow
 - b. Help someone harvest potatoes.

Supporting Answers

1. They are high in potassium and vitamin C. You can also search the internet for the nutritional value of potatoes in your area.
2. Idaho – State Food: Potatoes. Louisiana – State Vegetable: Sweet Potato. New Hampshire – State Vegetable: White Potato. North Carolina: State Vegetable: Sweet Potato.
3. Potatoes are a tuber. They grow underground. Research the best growing conditions in your area.
4. Russet, Red, White, Yellow, Purple/Blue, Fingerling, Petite, Sweet, Yams.
5. The potatoes are harvested when the plant/vine dies or before the first hard frost. Potatoes are harvested by hand or with machines.
6. Search on internet on how to grow a potato at home. Check your area to see if there is an opportunity to help a farmer harvest potatoes.



Safe Water

Requirements

1. What stories in the Bible refer to drinking water?
2. What places do we get safe drinking water?
3. List some ways to purify water and demonstrate one of the ways.
 - a. Strain and boil
 - b. Purification tablets
 - c. Water purification pump (such as ultraviolet light or a mechanical pump)
 - d. Other
4. Why is water so important?
5. Talk about the scarcity of water in areas. Do the following:
 - a. Watch a video on the needs of water in another country.
 - b. Do an activity to help children appreciate how important water is.
 - c. Develop a water fetching skit to illustrate how many people in the world have to get their water every day.
 - d. Demonstrate how to properly wash hands with less than 1 quart of water.
6. Do an outreach project to help people be able to have safe drinking water.

Supporting Answers

1. Waters of Marah: Exodus 15:23, woman at the well: John 4:1-26 (Discuss how Jesus is the water of Life, our spiritual water), striking the rock, Numbers 20:1-29
2. Purified sources: well, river, city water towers, lakes, underground aquifers
3. You can search online for other ways and even show your children some of the ways.
4. Health, life, cleanliness, plant growth, etc.
5. Example: a. Search online for a video b. Feed child something salty, discuss how thirsty that makes us, but then let children have water and explain how many boys and girls don't have water to drink. c. Search the internet to see how people carry water.
6. Research area projects or organization such as ADRA.

Updated in: 2016



Sand Art

Requirements

1. Read and discuss the story of the wise man and the foolish man in Matthew 7:24-27.
2. Find and read at least 3 more verses that talk about sand.
3. Role play the story about the wise man and foolish man.
4. Sing a Bible song about sand.
5. Name at least 5 everyday uses for sand.
6. Make your own colored sand.
7. Create at least 2 sand art projects.
 - a. Sand art bottles
 - b. Picture frames
 - c. Pre-glued pictures
 - d. Make a sandcastle
 - e. Clothespin butterfly

Updated in: 2013

Supporting Answers



Saving Animals

Requirements

1. Why are animals endangered?
2. What happened to extinct animals? Why?
3. Identify and name at least 5 extinct animals.
4. Learn about 5 endangered animals.
5. How many animals are currently on the endangered species list? Collect pictures of at least 5 endangered animals and name them.
6. Make a poster or booklet encouraging people to save endangered animals. Show it to someone.
7. Memorize Proverbs 12:10 NKJV.

Purpose:

To learn to care about and respect the animal kingdom that God has put man steward over, so they do not go extinct.

Updated in: 2011

Supporting Answers



Scavenger Hunt

Requirements

1. Go on a scavenger hunt with one of your parents, a teacher, or another adult.
2. Find two items in nature (acorns, pinecones, nuts, leaves, etc.).
3. Find something relating to a Bible story (small basket = Moses, cotton, lamb's wool, stones = altar, multi-colored material Joseph's coat, etc.). Talk about the story.
4. Find something that is red (flower, piece of material, color crayon, etc.).
5. Find a plastic egg (or another type of container), open it and share with another Early Bird. (Can put grapes, raisins, candy, or whatever you like.)

Supporting Answers

This award is best done outside but it can also be done inside with some careful planning on the part of the leader.

NOTE: Notice that you have to FIND but you don't have to collect the items listed.

Teaching Idea: *Go on a scavenger hunt with one of your parents, a teacher, or another adult.*

Materials: A list of things to find which should include the items from award but also additional items like items of other colors. Be sure that there are enough containers "hidden" so that every child is able to find and share the contents with their parent. Note: If your list is different you should provide the list for Eager Beaver's success.

Procedure:

1. Every Early Bird & parent team should have a checklist and pencil and crayon.
2. The list should include that basic list from the requirements PLUS several items specific to your environment.
 - a. Find 2 nature items.
 - b. Make a rubbing of a texture. Tree bark, bricks or some other textured item work well. (this is an extra one but it is fun!)
 - c. Find 1 item which reminds you of a Bible story. (Tell someone the Bible story)
 - d. Find 1 item that is RED. (I like to add at least 3 more colors of items - such as BLUE, BROWN, GREEN)
 - e. Find 1 container (plastic easter eggs work nicely for this) which has goodies inside it. Share the contents with someone else.
3. Once everyone is done, bring everyone together and ask specific children to share what they found in a category. Example: "Susie, what did you find that was RED?" "Donte, what did you make your rubbing of?" "Sonia, what did you find that reminded you of a Bible story? What was the Bible story?" Etc.



Seasons

Requirements

1. Read and discuss Ecclesiastes 3:1-8.
2. Illustrate Ecclesiastes 3:11.
3. Identify the time of year for the seasons in your area.
4. How do you prepare for each season: clothing, gardening, harvesting, activities, school, etc.
5. Play a game related to the seasons.

Supporting Answers

1. The goal of this text and discussion is to see that there is a “time and place for everything.” A discussion could revolve around “seasons of life” for example (baby years, toddler years, school years, marriage years, children years, grandparent years).
2. A simple collage, drawing or photo safari display would suffice.
3. The northern hemisphere and southern hemisphere experience opposite seasons because of their exposure to the sun during different months of the year. When does the weather change (normally) where you live?
4. This is a continuation of question 3. Discussion, illustration, or even role play can be used here. A diorama could also be used to illustrate what children wear during each season.
5. Teaching Idea: Clothed for the Season Race

Materials: a huge box full of clothing easily identifiable as only relevant for a single season. Ex. rain jacket, umbrella, and rubber boots illustrate spring in the northern hemisphere; swimming clothing, towel, and beach umbrella denote summer in the northern hemisphere. Make sure the clothing is bigger than the largest Sunbeam so that it is easy for them to “race” putting on the clothing over their own clothing in a relay race format. All four seasons should be represented, along with several “optional” or “original” pieces. ONE BOX OF FOUR SEASONS CLOTHING per team.

Procedure: Line up each team behind a line 20 feet / 8 meters from the box of clothing. Each team should be no larger than 4 Sunbeams/team members. On “go” the first people on each team race to go put on the clothing appropriate for spring. Once completely clothed, the stumble back to tag the second team member who races up to dress for summer.

Updated in: 2016



Requirements

1. Listen to the parable found in Matthew 13:3-9. Read two other verses about seeds:
 - a. Genesis 1:11
 - b. Mark 4:31
 - c. Matthew 17:20
2. What does a seed need in order to grow?
3. Observe and discuss what happens when a seed sprouts.
4. Name some ways that seeds are naturally spread?
5. Name the largest and smallest seeds you have ever seen?
6. Taste a variety of edible seeds. Have fun exploring new things!
7. Collect and identify at least 2 different seeds of each category:
 - _ Tree Seeds
 - _ Fruit Seeds
 - _ Vegetable Seeds
 - _ Grain/Grass Seeds
 - _ Nut Seeds
8. Make a seed collage or other seed craft.

Supporting Answers

1. Read from the Bible or a Bible story book.
2. Sunlight, rich soil, water, proper air temperature.
3. For this activity you will need the following items for each child: a clear glass jar, several sheets of paper towel and a bean seed.
 - a. Roll the paper towel into a tube that you can insert into the jar.
 - b. Wedge a bean seed between the paper towel and the side of the jar.
 - c. Add about an inch of water to the bottom of the jar.
 - d. The water will travel up the paper towel, and the bean will begin to germinate.
 - e. Add water to keep towel moist.
 - f. Watch as the bean produces a whole root system.
4. Animals, wind, water, gravity, and force.
5. Listen to answers from the children then share this information.
 - a. Largest: The largest seed is the double coconut or coco de mer (*Lodoicea maldivica*) from Seychelle Islands. It is a giant fan palm, the coconut can take up to 10 years to develop, weigh up to 50 lbs., and reach 12 inches in length and nearly three feet in circumference.
 - b. Smallest: The smallest seed is from an orchid and is less than half the diameter of a grain of table salt.
6. For example: sesame seeds, green pumpkin seeds, wheat berries, millet seeds, tree nuts, peanuts (Caution: please be aware of allergies.)
7. An excellent activity would be to take a nature walk to find seeds such as acorns, berries, and grass seeds.
8. Examples: Popsicle stick photo frame with seeds glued in a pattern. Mosaic picture

Updated in: 2012



Requirements

1. Listen to a book about stars.
2. Say three things you learned about stars.
3. Play an action game about stars.
4. Make a star craft.
5. Sing a song about the Stars.

Supporting Answers



Requirements

1. Read several Bible verses about leaves.
2. Collect leaves from ten different trees.
 - a. Press and dry them.
 - b. Identify each leaf.
3. Tell how trees scatter their seeds. Collect or draw at least five different seeds.
4. Make two different leaf rubbings OR make two pieces of stationery using a leaf design.
5. Discover the trees and leaves in your neighborhood. Learn something special about each one. Be able to recognize and identify five of them.
6. Put your dried leaves in a scrapbook.
7. Write a story or tell about how the trees help us today.

Supporting Answers

1. Some examples are: Genesis 3:7; Genesis 8:11; Ezekiel 47:12; Revelation 22:2. Encourage the children to look up the texts (they may need help) and read and discuss them together.
2. Encourage variety in shape, color and size, identifying as you collect. Place leaves between newspaper or paper towel with cardboard top and bottom. Place a weight on top, dry flat, and wait several days until dry before placing in scrapbook. Identify each by writing the name of the tree or shrub next to the leaf.
3. At the right time of the year, help the Adventurers see how the wind blows the seeds from a nearby tree.
4. Place a leaf under white paper and gently rub a color crayon over the paper; the leaf design will appear on the paper. Experiment with different sizes and types of leaves.
5. OR
6. Glue a pressed leaf to the corner of a piece of writing paper. An envelope may have a matching leaf attached. OR place the leaf on an ink pad, press down, then lift it and press it down on the paper or envelope to leave a print.
7. Some plants need shade, others require full sunlight; some need much water, others may be drought resistant. Trees have different types of seeds, leaves, or needles, etc.
8. Help the Adventurers make neat scrapbooks and identify each leaf they include. Repeat the names of leaves so the children may learn those that are common to your area.

Updated in: 1996 / Grade 2



Requirements

1. Read Bible verses about God creating the universe and heaven.
2. Discuss what Heaven will be like and draw a picture depicting your view of Heaven.
3. Find Bible verses about the universe, stars, moon, planets, and/or sun.
4. Make a craft of our solar system and name the 8 planets.
5. What is the universe?
6. What is the Milky Way?
7. Play a space game.

Supporting Answers

1. Read Genesis 1 and Revelations 21-22.
2. Encourage creativity.
3. Search the Bible index.
4. Using an online search engine search for “group games space and planets for children.” Some games include: a “meteor” water balloon fight, a hike/crawl/walk while dressed in “space gear” in “space,” or making rockets with paper lunch bags with a balloon inside that you “let go” and watch the bag (rocket) “launch” into space.



Weather I

Requirements

1. Listen to a book about weather.
2. Say three things you learned about weather.
3. Play an action game about weather.
4. Make a weather craft.

Supporting Answers



Weather II

Requirements

1. Observe the actual weather for one day. Chart it and compare it to the weather report.
2. Describe the following: wind, clouds, fog, rain, sunshine, and atmosphere.
3. Identify three instruments used to predict the weather.
4. Learn how the water cycle works and why it is so important to us.
5. Describe how the temperature is measured.
6. Find and read about the day God created the air (firmament).
7. Read Mark 4:38-39 and tell what Jesus did.
8. Make a wind pinwheel.

Updated in: 2010

Supporting Answers



Whales

Requirements

1. Pick one whale to study.
2. Is a whale a mammal or a fish?
3. What is the size of the whale when full grown?
4. Draw full size whale in a parking lot with sidewalk chalk.
5. Learn five facts about your whale such as those suggested below:
 - a. What it eats
 - b. Where it lives or migrates
 - c. How it interacts with other whales
 - d. How long it lives
 - e. How many babies it has and how are they born
 - f. Listen to whale sounds
6. Sculpt your whale in damp sand or clay.
7. Read or listen to the story of Jonah and act out the story.

Supporting Answers

1. Search the library or websites for information on the whales.
2. Whales, porpoises, and dolphins are the only mammals that live entirely independent of land. Like land mammals, they are warm-blooded vertebrate animals that have hair and breathe air. The baby whale develops in the mother and after birth the mother cares for it and feeds it milk.
3. When a blue whale is born, its coat of blubber is 1 inch (2 1/2 cm.) thick. It gains seven pounds (3 1/4 Kg.) a day and the blubber is one foot (30 1/2 cm.) thick and the whale weighs 30 tons (27,279 Kg.) when full grown. It is the largest living animal and may be as much as 90 feet (27 meters) long and weighing 110 tons (100,000 Kg.) or more. Its flippers can be 10 feet (3 meters) long and its flukes 15 feet (4 1/2 meters) from tip to tip. The heart is the size of a Volkswagen and a human could crawl through the aorta. The tongue is as heavy as an elephant.
4. Place a few marks (dot-to-dot concept) as guides for drawing the actual outline of a whale or draw just a straight line to show the length of the whale.
5. The blue whale is called the moustache whale because it uses the baleen inside its mouth to strain the water out its mouth and to keep plankton and small fish inside. The blue whale swims at 15 miles per hour (30 Kph) and migrates throughout the year to find food. It eats up to two tons (1800 Kg.) of food a day and may live to be 60 years old. Blue whales give birth once every two years. All whales are very social. They travel in schools and love to play with each other.

Updated in: 2003 / Grade 2



Woolly Lamb

Requirements

1. Listen to a book about lambs.
2. Say three things you learned about lambs.
3. Play a game about lambs.
4. Make a lamb craft.

Supporting Answers

If you can create an experiential environment for this award, it will be remembered for a long time by many of the children. Using a lamb hand puppet to tell about lambs, to talk to the children about lambs, to read the story etc will go far (available online). Dressing up in “shepherds robes” or by a “shepherd’s campfire” also help experiential learning take place.

1. There are several books about lambs in print and online. The Bible App for kids is a free online graphically illustrated book that can be read or listened to. (app store “Bible children youversion”) This is an EXCELLENT resource with well-done graphics and is very interactive. The Story of the Nativity - “The First Christmas Gift” includes lambs in the story. As of 2017, StoryJumper.com had this cute story about a Lion and a Lamb.
2. Some methods: Have a color poster/large picture of a sheep and lamb. Do a touching, listening, talking time where you ask the children to notice things about lambs. Ex. lambs are smaller than sheep. Lambs are fluffy white. Lambs are babies. Lambs drink their momma’s milk. Lambs don’t hatch from eggs. Jesus talks about lambs in the Bible (great opening for a Bible story about ‘The

Good Shepherd’ - John 10:1-18 If you have the “little lamb puppet” (as suggested) use the little lamb to talk with the children about the information in this requirement.

Some things we can learn:

- a. Baby sheep are called lambs.
- b. Most lambs are born in Spring
- c. Lambs are most often born as twins. Even though some ewes have single lambs or triplets, twins are the most common.
- d. Lambs will drink their mother’s milk until they are around four months old. They begin nibbling on grass, grain and hay starting at two weeks of age. Lambs can be bottle fed if they are orphaned or their mother had several at one time and cannot feed them all.
- e. Lambs are born with long tails.
- f. The lamb is shorn (hair cut off - it doesn’t hurt the lamb!) for the first time when they are between seven and nine months of age. Lamb’s wool is of premium quality and may be in high demand for spinning into yarn. This yarn can then be used to make scarves, hats, sweaters and other garments.

- g. Up to 20 percent of newborn lambs can die soon after birth unless they are given improved conditions.
3. You can adapt from children's games (tag, simon says, etc.) or create your own. The important part is that the four-year olds are ABLE to accomplish the game task AND that the game doesn't require reading in order to play it. Search online using the following search: "children's games about lamb sheep"

Teaching idea: Shepherd Says (Simon Says style)

Shepherd Says (take-off from Simon Says) The children are lambs and all stand in a row. The shepherd (leader) gives commands like "Shepherd says stand on one leg" or "shepherd says stick out your tongue," and everyone follows the command. The shepherd keeps giving simple commands. The shepherd sometimes doesn't use the phrase "shepherd says" which means the children should NOT do that action. If the shepherd doesn't say "shepherd says" but the child still does the action, then the child comes and stands next to the shepherd. The last two lambs following directions win. Discussion can go to John 10:1-18 where Jesus is our shepherd. We shouldn't listen to other shepherds (temptation/the Devil) but should only listen to what our Good Shepherd, Jesus says.

Teaching Idea: Shepherd Says (Captain Says style)

The Shepherd Says (take-off from The Captain Says) The leader is the "shepherd" and calls out commands to the "sheep". If the sheep do not follow the directions, they can be chased and tagged by the "wolf". Examples of commands are: "follow me" (follow the leader), "green pastures" (sheep scatter to "eat"), "still waters" (sheep line up to "drink" at river), wolf howl (sheep huddle together).

4. The Goal is to choose a simple craft that is affordable, cute, but CHILD centered. That means that the child can do most of the steps themselves, with simple guidance for their adults. Crafts that require the adult to do most of the work are NOT appropriate for this activity.

Search online: "children's craft about lamb sheep"

A site of Christian Lamb crafts

<http://www.dltk-bible.com/animals/lambs.htm>

Teaching Idea: Booklet Lamb Glue and Color

Using the diagram in the Activity book, have children color the face and feet, then using children's glue, attach cotton puffs or other fluffy white objects to the "wool" area of the lamb.

Teaching Idea: Hand-print Lamb

Trace the child's hand on black construction paper. Add eye dots (tiny wiggly eyes or white paint with a black dot in the middle) to the THUMB. The other four fingers are the feet. Add white cotton, fluffy white seeds, or other white fuzzy to the "palm" portion of the hand cut-out.

Teaching Idea: Toilet paper roll Lamb

Use 1-2 cardboard rolls that toilet paper or paper towel come on. Paint them black. Use one as a head (if toilet paper roll) and cut a short (2 cm) slit on one end. Roll and glue the end to make it "pointy" like a nose/snout. Attach head to body. Use natural materials (sticks) as legs, and cotton balls or other fluffy white materials to glue wool onto the body and head parts of the lamb. An adult may use a hot glue gun to attach the head and body. If using one long tube, one can simply create the pointy end on the one roll, and thus not need to attach head to body.



Zoo Animals

Requirements

1. Take a trip to the zoo, if possible, or watch a video or movie about a zoo
2. What animals did you see?
3. What kind of food did most of them eat?
4. Did you see any birds? If so, what were they? Name them
5. Draw or color two things you saw at the zoo
6. Who made everything you saw at the zoo? Can you find the answer in the Bible? If so, where is it found?

Supporting Answers

RECREATION



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Archer

Requirements

This honor requires an instructor.

1. Explain the rules of safety related to archery.
2. Number the different parts of an arrow.
3. Name the different parts of a bow.
4. Learn how to manipulate the bow, the string, and the arrow.
5. Demonstrate mastery of archery with accurate throwing on a dartboard of 120 cm. in diameter
 - a. 5 meters (20 arrows)
 - b. 10 meters (30 arrows)
 - c. 20 meters (30 arrows)

Supporting Answers



Basic Knots

Requirements

1. Know and explain the different types of lashing that exist.
2. Learn to make the following knots and explain their usage:
 - a. Double Loop
 - b. Sliding
 - c. Fisherman
 - d. Loop
 - e. Lark Clip
 - f. Flat
 - g. Sheet Bend
 - h. Bowline
 - i. Pearl
 - j. Surgeon
 - k. Clove Hitch
 - l. Eight
3. Prepare a model over a table or cardboard that includes twelve knots you have learned to make.

Updated in: Unknown / Grade Unknown

Supporting Answers



Camper

Requirements

1. Know and explain camping safety rules.
2. Camp out at least one night with your club or family.
3. Help pitch a tent. OR Make a simple shelter from native materials.
4. Help set up your camp stove or help build a campfire for cooking.
5. Help prepare at least one meal while camping.
6. After your camping trip, help put camping supplies away.

Supporting Answers

1. Use common sense in all Adventurer activities. Some rules are included here. Others will be determined by your local situation. Check with the local Forestry or Park Service for specific guidelines for your area.
2. Do not camp too close to streams and bodies of water. Do not harm the environment. Do not cut or destroy trees, bushes, or plants. Never leave a campfire unattended. When you are ready to go home or will be gone from the campsite for a long time, put the campfire out. Never camp or hike alone. Do not run while carrying a sharp object.
3. Camp out at least one night, making this a special time to enjoy nature (trees, flowers, stars, birds, etc.).
4. Help the Adventurers clear ground, layout ground cloth, set up the tent properly, and learn proper care of all camping items, including tent zippers, tabs, and stakes.
5. Teach safety when handling stoves, fuel, matches, and fire. Teach how to clear the area around a campfire and when and where it is safe to build a campfire.
6. Teach the Adventurers to heat water, boil, fry, or bake food safely. Demonstrate how to clean up after a meal and how to dispose of food and paper waste.
7. When you arrive home, have the Adventurers help clean and store camping supplies. Have the parents teach the Adventurers to put dirty clothes where they belong.

Updated in: 1996 / Grade 2



Canoeer

Requirements

Note: The adventurer must be accompanied by an instructor at all times.

1. Earn the Swimming I award.
2. Row for a distance of 50 meters; turn right and left, always maintaining the oars on the same side of the canoe.
3. Jump from the canoe into water in such a way that the boat remains dry; return to the canoe, making sure water does not get in the canoe.
4. Know what the prow is and what the stern of the canoe is and learn to maintain stability in a canoe that is being shaken by the water.
5. Know how to prepare for canoeing:
 - a. Know how to dress appropriately.
 - b. Know what precautions to take in different climate circumstances.

Supporting Answers



Caring Friend

Requirements

1. Explain what it means to be a Caring Friend. Find, read, and memorize 1 Peter 5:7.
2. Talk to a person and ask the following:
 - a. The day and month they were born
 - b. Their favorite animals
 - c. Two of their favorite colors
 - d. Three favorite foods
 - e. Four things that are important to them
 - f. Have your new friend tell you some interesting thing that has happened in his or her life.
3. Visit a shut-in or older person and take something to them. Use the questions listed above as you talk together.
4. Tell one of the persons you visit how Jesus loves you and that He loves them also.
5. Demonstrate how you can be a caring person to your parents by:
 - a. Helping to keep your room clean
 - b. Helping with food preparation or cleanup after a meal
 - c. Doing extra chores without being told
6. Tell about something special you have done for a friend.

Supporting Answers

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



Cyclist I

Requirements

1. Know how to ride a bike without training wheels.
2. Be able to ride three blocks in your neighborhood.
3. Know three biking safety rules.
4. Color a picture of a bicycle and be able to identify the following:
 - a. handlebars
 - b. chain and guard
 - c. spokes
 - d. seat
 - e. main frame
5. How are tires pumped up?

Answer for #3:

- a. Never ride out into the street without looking.
- b. Never ride anyone on the bike with you.
- c. Ride with both hands on handlebars.
- d. Be careful not to ride into someone walking on road or into another cyclist.
- e. Always use a biking helmet.

Supporting Answers



Cyclist II

Requirements

1. Earn the Road Safety Award.
2. Demonstrate:
 - a. How to keep the bike clean
 - b. How to safely ride the bike
 - c. Use turn signals while riding
 - d. How to take care of the bike
3. Participate in a bike activity.
4. Do a five-mile bike ride.
5. Make a map of where you went.
6. With your family, use your map to retrace your route.

Supporting Answers

1. Helps for number 2:

- a. Clean and polish the bikes, then decorate them and have an inspection.
- b. Set up a barrel race to practice.
- c. During the above race, use hand singles.
- d. Have small groups act out good and bad ways of caring for a bike. Have them wear plastic garbage bags and oil the chain.

2. Helps for number 3:

Hold a Bicycle Derby Day:

- a. Bike inspection by the police or fireman
- b. Have a "pit" area for preparing bikes for inspection.
- c. Plan a parade for decorated bikes. Give a prize.
- d. Play games using the bike: Fast race, slow race, relay race, paper boy throw, obstacle race, etc.

3. Plan a five-mile bike hike. Decorate your bike, then go to a park with paved trails. After the ride, have a picnic or go swimming. Have a special reward for those who successfully complete the hike.

4. Map-making is fun. Keep it simple. Use pencils and rulers.

Updated in: 1996 / Grade 3



First Aid Helper

Requirements

1. Demonstrate how to treat an abrasion or a cut and describe the dangers of a dirty dressing.
2. Describe how to care for a nosebleed.
3. Identify and make a display of different types of bandages.
4. Make a simple first aid kit and learn uses of included items.
5. Sterilize one of the following and tell why each is an important item to have in your first aid kit.
 - a. tweezers
 - b. thermometer
 - c. needle
6. Visit an emergency-care facility to learn about some of the emergencies they care for.
7. Play "hospital" and practice your skills on the above emergencies.
8. Describe and draw the first aid symbol.
9. Name a time when Jesus gave first aid to someone who was bleeding badly.

Supporting Answers

1. A dirty dressing can cause infection. Clean a cut or abrasion with running water and cover with a clean bandage.
2. Sit down, lean forward, and apply pressure on the side that is bleeding. Apply a cold compress to nose and face.
3. Triangular bandage, adhesive-strip dressing, figure of eight, fingertip, spiral, and circular bandages are good ones to teach children how to make. Practice applying these bandages.
4. Even a simple kit needs the following items: Adhesive compress bandage compress, 2" by 2" plain gauze pads, gauze roller bandage, triangular bandages, needle, scissors, tweezers, thermometer, disinfectant, calamine lotion, insect repellant, and an ace bandage.
5. Wash with soap and water, then sterilize with alcohol. Needle could be used to remove a sliver, tweezers for stickers or glass. Teach children to read a thermometer and explain when one is used and why.
6. Plan to visit a hospital or fire station or have a community worker come to talk with your group about the different emergencies he/she handles as part of the job.
7. Bring clean sheets and bandages and let the children "treat" the different problems with simple care.
8. The award design is the recognized first aid symbol.
9. See Matthew 26:51.

Updated in: 1996 / Grade 3



Fitness Fun

Requirements

1. List at least four things that contribute to physical fitness.
2. Run or jog 800 meters (approximately one-half mile), OR Run fifty meters in ten seconds.
3. Make a high jump. (Record highest of four jumps.)
4. Jump or skip rope for three minutes.
5. Do three different stretches. Hold each for a minimum of ten seconds.
 - a. Leg
 - b. Back
 - c. Arms/shoulders
6. Participate in an obstacle course.
7. Demonstrate your ability to do the following:
 - a. Ten sit-ups
 - b. Climb a pole, rope, or tree
 - c. Hang from a bar with hands and knees
8. With your group, participate in an organized game that requires physical fitness, for example, ball game, relay race, leapfrog, etc.

Supporting Answers

NOTE: This award is one of the requirements for the Sunbeam Class.

1. Fitness includes proper nutrition, rest, water, exercise, strength, cardiovascular fitness, flexibility, endurance—keeping your body in the best possible condition.
2. Jog or run as a group, always with adult supervision.
3. Jump onto a mat or other soft material such as sand or sawdust. Be certain the “bar” the children jump over is set lightly on pegs and is not a solid piece that could cause injury.
4. Play several jump rope games, allowing for practice, as many may never have used a jump rope.
5. When stretching, use static stretches (hold stretch for 15 seconds without bouncing). To avoid injury, do stretches both before and after exercise.
6. Set up an obstacle course that the Adventurers can run around, under, over, and through. Use objects such as tires, cardboard boxes, pylons, ropes, and poles.
7. An adult must supervise these activities.
8. Play these games as a group or family if possible. Be sure an adult supervises.

Updated in: 1996 / Grade 2



Guide

Requirements

1. Describe the work of a Guide.
2. Tell the locations of four of the following and be able to give directions from your home to reach them:
 - a. post office
 - b. pharmacy
 - c. phone booth
 - d. police station
 - e. church
 - f. fire station
 - g. grocery store
 - h. school
3. Tell how to ask for directions and whom you should ask.
4. Organize a trip for a few friends to visit one of the following in your area:
 - a. museum
 - b. monument
 - c. interesting sight
 - d. fire station
 - e. police station
 - f. hospital
 - g. factory

5. Draw a simple map of your neighborhood, including your house, or give a friend directions to your house.
6. You have been a guide to different places, but who does the Bible say is our true Guide? (See Psalm 48:14.)

Supporting Answers

1. A guide is someone who helps you find your way.
2. Do not expect the Adventurers to use direction words such as north, south, east, and west. They should give street names and number of blocks, if available.
3. To receive good directions, the Adventurer must ask good questions. Children should get directions from people known to them, police officers, teachers, or other officials.
4. Help the Adventurers plan transportation, invitations, things to see and do, etc. When the trip is over, lead a discussion about what was done and seen.
5. Some children will need assistance with this project.
6. Read the text together and discuss its meaning.



Gymnast

Requirements

1. Have the Fitness Fun Award.
2. Perform at least five different warm-ups. Be able to lead warm-ups and stretches at the start of a class.
3. Practice making a high jump. Record the best of four.
4. Practice making a long jump. Record the best of four.
5. Run 50 meters in ten seconds.
6. Do the following:
 - a. Backward roll
 - b. Cartwheel
 - c. Back bend
 - d. Backward straddle roll
 - e. Dive roll
 - f. Head stand
 - g. Forward straddle roll
 - h. Beam walk
 - i. Handstand

Supporting Answers

1. Adventurers must have completed the requirements for the Fitness Fun Award before they begin this award. All gymnastic activities must be closely supervised by an adult.
2. Ideal warm-ups for children include skipping, hopping, jumping jacks, animal walks (elephant, crab, kangaroo, frog, bunny), jogging in place, jumping rope, etc. Have each child lead a warm-up session. Stretch legs, back, wrists, hands, ankles (rotate in circles), head (lean from side to side and hold).
3. Record the best of four.
4. Record the best of four.
5. Use a stopwatch or a watch with a second hand to measure the time.
6. Positions: stretch/layout, pike, tuck. Regarding the movements:
 - a. For safety, make sure your hands are placed on the floor by your shoulders when you perform a backward roll.
 - b. Keep arms and legs straight, fingers toward each other.
 - c. Stand and slowly lean backward, lowering hands to the floor. Back bridge: Push up from the floor. Backbend: From a standing position, slowly arch back until hands touch the floor.
 - d. From a standing straddle position, lean back placing hands between legs, as you roll hands go to shoulders, as in a back roll, and end in straddle stretch.
 - e. Practice dive rolls, staying tightly tucked for safety.
 - f. From a three-point frog stand, slowly raise legs to a straight position.
 - g. From a standing straddle, position place hands between legs with fingers facing forward, tuck head and roll. Hands push off the floor and end with a standing stretch.
 - h. Walk on a balance beam, touching foot to knee each time you step.
 - i. Execute a handstand, kicking up and down by yourself. Practice with a spotter until you can do handstands alone.

Keep in mind that some youngsters will find gymnastics easier than others. Make it fun and praise their efforts. Have an adult “spotter” nearby to avoid injuries.

Updated in: 1996 / Grade 3

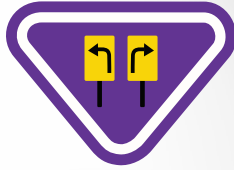


Horsemanship

Requirements

1. Name at least five parts of a horse from a drawing.
2. Name and describe the different horse breeds and the different uses of each.
3. Explain and demonstrate the correct form to mount a horse.
4. Explain and demonstrate the correct form to trot.
5. Explain the correct form to gallop.
6. Explain how to manage a horse in the following circumstances:
 - a. If the horse is scared
 - b. If the horse refuses to obey
 - c. If it bolts
7. Explain in detail how to control a horse by the reins. This is one of the key points of horsemanship.
8. Explain four preventive rules to follow, in order of execution, to avoid the horse becoming overheated after prolonged exercise.

Supporting Answers



Left and Right

Requirements

1. Play "Simon Says" using left/right.
2. Which hand do you draw with? Print your name.
3. Put blue dot stickers on the fingers of your left hand. Put red dot stickers on your right hand.
4. Which side of a faucet is the hot water? Which side is cold?
5. Put your shoes on the correct feet.
6. Practice marching while chanting, "Left, Right, Left."

Supporting Answers

1. Some things that “Simon Says” might include:
 - Raise your right hand.
 - Put your left hand down.
 - Take a step with your left foot.
 - Put your right thumb up.
 - Touch your toes with your left hand.
 - Stand on your right foot.
3. Accept children’s natural tendency, whether they are left- or right-handed.
4. In general, hot is left, cold is right. Show the children how to use the different kinds of faucets found at home, in church, etc.
5. Play a game with your family. Pile everyone’s shoes together. See how long it takes you to find your own and put them on the correct feet.
6. Tie a jingle bell (available from a local craft store or AdventSource) to each child’s left ankle to help them remember which foot starts. Play marching music.



Olympics

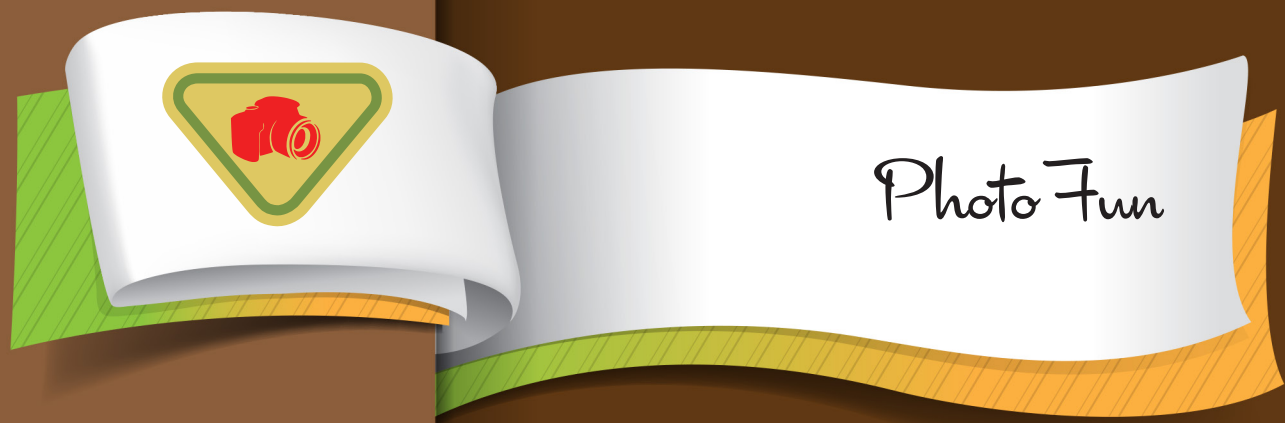
Requirements

1. Learn a little about the Olympic Games:
 - a. Where were they first held?
 - b. When?
 - c. Where will the next Games be held?
2. Make an Olympic banner.
3. Make an Olympic torch.
4. Play an Olympic game.
5. Make an Olympic color chain.
6. Memorize II Timothy 4:7.
7. Who in the New Testament talks about running a race?
8. Discuss with your parent or teacher what I Corinthians 9:24-26 means.

Supporting Answers

1. Use an encyclopedia to answer (a) and (b).
2. This banner can be an 8.5" x 11" or everyone can work on one together as a club.
3. Each person makes a torch. It can be made out of a Styrofoam cone, paper mâché, etc.
4. Games like a baton race, javelin throw (Nerf javelin), sock throw, standing broad jump, etc.
5. The chain can be made out of chenille. Use the Olympic colors (black, yellow, green, and blue). Twist each chenille strip in a circle, attach the circle to another strip of chenille, twist and continue until all colors are used. Can be worn on the Adventurer's head.
6. Paul.

Updated in: 1996 / Grade 3



Requirements

1. Know some of the basic parts of a camera.
 - a. Lens
 - b. Shutter
 - c. Zoom
 - d. Screen/View Finder
 - e. Battery
 - f. Power button
2. Talk about or show different devices people use to take pictures. Which ones would you like to take pictures with?
3. How can you carefully handle and care for the devices?
4. Take some pictures and share them with friends and family.
 - a. Pictures of family
 - b. Pictures of friends
 - c. Pictures of scenery (like flowers, trees, rivers)
 - d. Pictures of animals
 - e. Pictures of your favorite places (playground, museum, home)
 - f. Pictures of a place you visit regularly (park, school, museum, or church)
 - g. Pictures of a place you don't usually visit
5. Play a photo fun game that teaches more about photos.
6. What does it mean to be "made in God's image?" Read & discuss Genesis 1:26-27.

Supporting Answers

1. Even camera phones, tablets, laptops, etc. have these parts. Research and describe where they are.
2. Encourage discussion.
3. Do not touch the lenses, use a neck/wrist strap, keep dry and clean, do not drop, ask for permission before each use, turn the camera off.
4. Have fun. Hold camera steady. Stand still, Zoom in and out. The goal is to experience a VARIETY of photo situations. Most phone cameras have good zoom and the ability to take action, macro (zoom in), and even evening/nighttime shots. Show the child how to use the features offered on the devices your family uses.
5. Photo game might be one of the following: Photo Scavenger Hunt; What is it? – take close up picture, then have others identify it; Where is it? – take close up pictures, then have others identify where it was taken; Pose in a Bible character position, take a picture, then have others identify what character.
6. Being made in God's image means we are made after his likeness. Discuss further.



Playing with Friends

Requirements

1. What is a friend?
2. Name three ways you can make friends.
3. Name four things you can talk about to be friendly with someone.
4. Name four things you need to think about when choosing a friend.
5. Name three ways that you can know a person is a right friend for you.
6. Did Jesus have friends? Have an adult help you find a story in the Bible about some of His friends.
7. Make a craft to give to your friend.
8. Do your choice of one of the following:
 - a. Learn a song about friends.
 - b. Make a scrapbook about a new friend.
 - c. Write a story about a friend.
 - d. Write a poem about a friend.
 - e. Tell a story about a friend

Supporting Answers

Much of the first several requirements of this award can be done as a discussion BUT they are more interesting if you create role play situations OR find some short video clips of children making a new friend or being a good friend.

Teaching Idea: What is a friend?

Materials: No materials needed.

Procedure:

1. Explain to the Early Birds that you are talking about PLAYING WITH FRIENDS. Invite the parents to be part of this conversation with their child.
2. Ask them for a definition of what a friend is. Something like “someone who you like and enjoy being around”, “someone who likes doing something that I like to do”, etc.

Teaching Idea: Name three ways you can make friends.

Materials: No materials needed.

Procedure:

1. Ask, “what are some ways to make a friend?” Allow the children to answer. If needed ask parents to help their child think of ways, they have made a new friend in the past.

Some ideas might include:

- a. Saying “hello” to someone at school or church.
- b. Having a friend introduce you to someone new.
- c. Playing together at the playground several times and becoming friends by playing.
- d. Being part of the same swim or gymnastics or other class.
- e. Having parents who become friends.

2. Ask the children, “What did you do or say that helped someone become your friend?”

- a. Say “hi”.

- b. Smile.
- c. Share a toy or space on the playground.

Teaching Idea: Name four things you can talk about to be friendly with someone.

Materials: No materials needed.

Procedure:

1. Ask, “what are some things you can talk about to be friendly to someone?”
 - a. A game that you are playing together.
 - b. Colors you like or other things you like which might be the same.
 - c. What you can play together.
 - d. Invite the other person to share some toy with you.

Teaching Idea: Name four things you need to think about when choosing a friend.

Materials: There are a number of short videos for this are which might be useful.

Procedure:

1. Some questions to ask when choosing a friend:
 - a. Does this person like similar things?
 - b. Does this person help me feel better about who I am?
 - c. Does this person act in ways that are kind, loving, and helpful?
 - d. Does this person show respect to adults? (their parents, teachers, other adults)
 - e. Do my parents like this person?
2. Remember that you didn’t get to pick your family. You don’t get to pick your teachers or classmates. BUT you do get to pick the people you want to be your friends. So, be careful that you make choices that will make God happy and you happy.

Teaching Idea: Name three ways that you can know a person is a right friend for you.

Materials: No materials.

1. Here are some ways to know someone is a good friend for you.
 - a. A good friend never makes fun of you instead they encourage you and build you up.
 - b. A good friend is not bossy instead good friends take turns deciding what you will do. You are equals.
 - c. A good friend helps you be the best you that you can be.
 - d. A good friend likes to do similar things to what you enjoy.
 - e. A good friend believes that God and the Bible are important so that we know how we will be happy and safe.

Teaching Idea: Did Jesus have friends? Have an adult help you find a story in the Bible about some of His friends.

Materials: Simple to understand Bible for each child (CEB, NIV, etc), a parent to do the activity with each child

Procedure:

1. Who were some of Jesus' friends? See if you can find the story in the Bible.

NOTE: These will all be in the gospels. Here are some ideas:

 - a. Luke 10:38-42 - Mary & Martha
 - b. Matthew 4:18-22 - Jesus invites Peter, Andrew, James & John
 - c. John 21:1-14 - Jesus appears to his friends after his resurrection
2. Instruct the Early Birds to work with their parent to find and read a Bible story about Jesus having a friend or friends.
3. After everyone has listened to their story, ask one child at a time to report, "who was Jesus' friend in the story you heard?"

Teaching Idea: Make a craft to give to your friend.

Materials: table covering (this is a messy craft), cleaning wipes or paper towels, full sized piece of drawing paper for each child, 9" paper plates (one per child), washable finger paints in several colors, small paper strips with the words "Thank you for being my friend" on them.

Procedure:

1. Pass out the drawing paper. Have each child select two finger paint colors. Put some of each color on their paper plate.

2. Instruct the children to carefully place their hand in the paint and put handprints of both colors all over their paper.
3. Once the handprints are on the paper, take time to clean everyone's hands and then work on another requirement while the paint dries.
4. Once the paint is dry, have each child glue the "Thank you" note on their paper and print their friend's name at the top of the design (they might need help writing the friend's name).
5. At the end of the meeting time, ask the Early Birds to give their craft to their friend to thank them for being a friend.

Teaching Idea: Do your choice of one of the following:

Learn a song about friends.

Make a scrapbook about a new friend.

Learn or experience a poem about a friend.

Tell a story about a friend

Materials: Materials vary based on the project selected.

Procedure:

1. Select two projects. Ask the Early Birds to select which project they want to do about a friend.
2. Once the group has divided into project groups, have them complete their project with the other friends who have selected that project type as well. Parents should help!



Skater

Requirements

1. Describe where and when it is safe to skate.
2. Demonstrate care of a pair of skates.
3. Demonstrate the ability to skate forward, backward, to the right, to the left, and know how to change direction.
4. Skate through a curve, coast, and then come to a full stop.
5. Skate a slalom course with at least six obstacles.
6. Describe or participate in one game played on skates.
7. Tell what protective gear should be worn when skating.

Supporting Answers

NOTE: Adventurers may receive a Skater Award for Ice or Roller Skating.

1. If ice skating, be certain an adult has told you the ice is safe. Never skate alone. Roller skating can be done at a gym, a rink, or on a sidewalk, depending on the type of skates you have.
2. Dry and clean ice skates after each use. Wipe roller skates clean and check for loose wheels. Replace skate laces whenever needed. Depending on type of roller skates, wheel bearings may need to be oiled.
3. Practice skating so that the young people get a good feel for skating. Stress safety and caution to prevent injuries.
4. Encourage the Adventurers to skate carefully and watch for other skaters at all times.
5. Use soft obstacles for your slalom course so if a child falls he or she will not be injured.
6. Select a game that is suitable for the Adventurer age group.
7. Knee pads, elbow pads, and protective helmets are examples of protective gear. When ice skating outdoors, warm clothing is also protective gear.



Skier

Requirements

1. Describe how to care for skis and boots.
2. Demonstrate the following:
 - a. How to carry your skis
 - b. How to put them on
 - c. How to fasten them
3. Demonstrate how to climb in steps, in scissors, and how to make a kick turn.
4. Demonstrate how to sideslip and go over bumps.
5. Demonstrate how to turn right, left, and brake.
6. Describe the different kinds of snow.
7. Demonstrate the following:
 - a. How to run a short slalom of six gates OR
 - b. Safely ride a beginner's lift and ski the beginner's hill under control and in good form.

Supporting Answers

NOTE: Activities leading to this award must be supervised by an adult who skis well.

1. Skis and boots should be wiped clean and be dry before storing them. 2-7. If you do not ski, invite someone who does to teach these basic skills to your Adventurers.



Snowshoeing

Requirements

1. Listen to a brief history of snowshoeing.
 - a. Where were snowshoes used?
 - b. Why were snowshoes needed?
 - c. What animals inspired the design of the snowshoe?
 - d. What type of snowshoe was/is used in your area?
2. What materials were used to make the first snowshoes? How were they made?
3. Describe safe places to go snowshoeing.
4. Describe dangerous places to snowshoeing.
5. Describe what you should wear on a snowshoe hike.
6. Demonstrate how to do the following:
 - a. Safely carry your snowshoes.
 - b. Put on your snowshoes.
 - c. Fasten up you snowshoes
7. Discuss how 1Cor 6:19-20 and Isaiah 40:29-31 relate to physical fitness.
8. Play a snowshoe game. Such as: Scavenger Hunt, Snowshoe spelling, Animal tracking, Snow bowling.
9. Go on at least a 1mile snowshoe hike with your family or club.

Supporting Answers

1. Research for your local history.
2. First snowshoes were carved from birch or hard ash that was soaked or steamed to become pliable and then constructed using stretched animal skin and rawhide. The shape, size and materials varied with the trees, animals, snow conditions, and terrain within a particular region.
3. Hiking trails, areas known to the adult who is leading the hike, designated areas, or ski resorts.
4. Unknown trails, steep hillsides with loose snow, areas with lots of freezing and thawing, snow covered lake or streams, or off trail.
5. BASE LAYER: Wool or synthetic socks, synthetic undergarments, mid-weight long underwear top & bottom; INSULATION LAYER: Fleece jacket or wool sweater, fleece pants; OUTER AYER: Waterproof/breathable shell jacket and pants, insulated waterproof boots; ALSO: Hat, gloves, scarf, headband, sunscreen, whistle, First Aid Kit, Water.
 - a. Carry them together with the crampons (metal teeth) facing together.
 - b. Put the toe of your boot in first, wiggle it all the way to the front of the boot tray.
 - c. Fit the rear binding around the back heel of your boot, buckle the binding tightly.
7. Your body needs exercise, need to be physically fit.
8. Additional games are available online.
9. Notice nature as you hike.



Spotter

Requirements

1. Spot and identify the following:
 - a. Four different animals
 - b. Four different types of motor vehicles
 - c. Two different types of airplanes or boats
 - d. Four different nature objects such as trees, flowers, etc.
 - e. Four different birds
2. Observe and describe three people in uniform. Tell what they do and why they do it.
3. Find, read, and discuss what the text Matthew 28:20 tells us.
4. Observe your church. Write or draw a picture that tells what you can do to help keep it clean.
5. Look at your room and draw a picture of it. If you have a scrapbook, put your picture in it. Clean your room. Draw a second picture and tell how your room looks different.
6. Remember ten out of fifteen items after looking at them for two minutes.

Supporting Answers

NOTE: The goal of this award is to help the Adventurers become more aware of people and things around them and to consider how they can help change things for the better if they observe problems.

1. If possible, have the Adventurers do these observations outdoors. If not practical, have the Adventurers draw pictures of items they find, or cut pictures from old magazines. These may be placed in the Adventurer's scrapbook if you have done the Reporter Award.
2. If possible, have the Adventurers observe the people in person. If not practical, have the Adventurers draw, photograph, or cut from old magazines pictures of uniformed workers and place them in the reporter scrapbook or begin a new scrapbook. Some examples are:
 - a. Policeman
 - b. Fireman
 - c. Nurse
 - d. Postman
 - e. Ambulance worker
 - f. Traffic officer
3. Find, read together, discuss, and explain Matthew 28:20.
4. Help your Adventurers learn to spot potential problems and what they may do to help, for example, pick up trash, straighten song books, etc.
5. Explain that the Adventurers may be good spotters, but unless they do their part to clean their area, they have not earned the Spotter Award.
6. Place familiar items on a table and have the Adventurer study them. After two minutes, cover the items and have the child tell you or make a list of the items they remember. Play this game several times to teach the children to be more observant.

Updated in: 2015 / Grade Unknown



Swimmer I

Requirements

1. Know how to dog paddle.
2. Know how to swim with your head underwater.
3. Be able to jump in and swim to steps, ladder, or wall.
4. Know two water safety rules. (Always have an adult with you, never run around the pool, never jump in on top of someone, etc.)
5. What would you do if someone was in trouble in the pool? Would you try to save them? Why would it be better to call a parent or adult to come and help?
6. What is the emergency number of an ambulance?

Supporting Answers



Swimmer II

Requirements

1. Learn and recite seven safety rules for swimmers.
2. Hold your breath and duck your head under water for five seconds.
3. Demonstrate how to jump properly in water that is not over your head.
4. With your friends, play a water game in shallow water.
5. Hold on to the edge of the pool and demonstrate how to kick your feet properly.
Demonstrate your ability to:
 - a. Float on your back
 - b. Swim underwater
6. Know where and when it is possible to swim without danger.

Supporting Answers

NOTE: The goal is to introduce the children to swimming and to help them get over any fear they may have.

1. Rules:

- a. Do not swim without an adult present.
 - b. Do not run near water.
 - c. Do not dunk another person.
 - d. Do not push or shove another person.
 - e. Do not play in water over your head until you can swim well.
 - f. Do not depend on flotation devices; learn to swim.
 - g. Do not jump into water without knowing it is safe.
2. Along with the Adventurers, make a game of holding your breath and ducking your head under water. You may want to have them practice holding their breath out of the water first.
 3. Teach the Adventurers to jump safely into water after the area is clear of rocks, other swimmers, etc.
 4. Play a water game in which the Adventurers will get some water splashed on them without scaring them.
 5. Show the children how to hold on to the edge of the pool or a paddle board while developing a proper and strong kick.
 6. Demonstrate these to non-swimmers. Supervise their attempts. Never leave a non-swimmer to try these alone. Show the children how to push off, hold their breath, and kick under water.
 7. Teach the Adventurers safety rules for where and when it is safe to swim. For example, never swim without an adult present; do not swim when it is stormy; never jump or dive into water without checking out the area first; swim only in clean pools, lakes, and rivers where it is safe and where you have permission to swim, etc.

Updated in: 1996 / Grade 1



Swimmer III

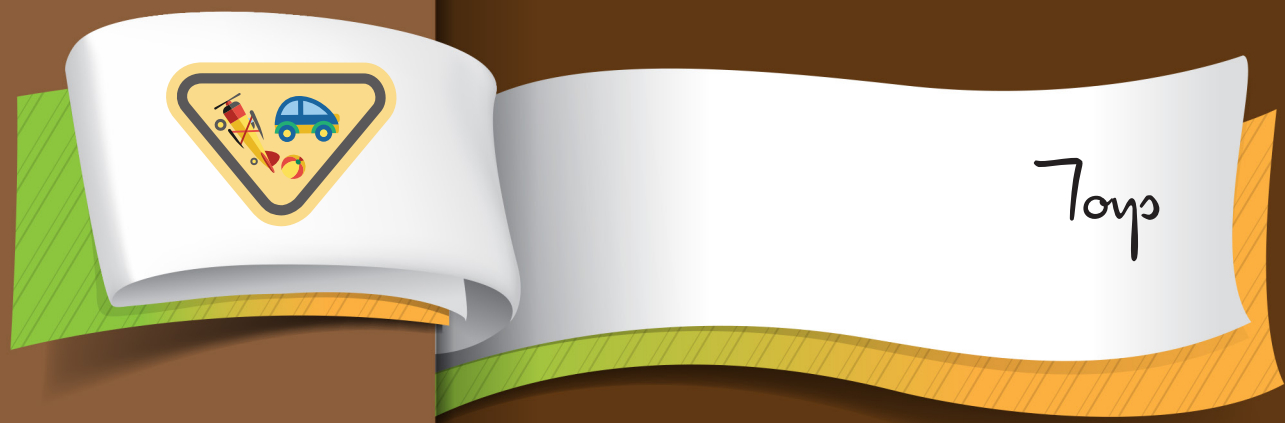
Requirements

1. Complete and receive the Swimmer I Award.
2. Review and discuss safety rules to be observed when swimming or playing in the water.
3. Float on your back for 30 seconds.
4. Float on your stomach for 30 seconds.
5. Jump in water over your head and pick up two stones.
6. Swim 10 yards (10 m) freestyle.
7. Swim on your back for 10 yards (10 m).
8. Swim a few yards using your feet only, then using your hands only.
9. Tell three things you could do to help save someone from drowning.

Supporting Answers

1. Encourage the Adventurers to complete both swimmer awards so they will be ready to go on to beginner's swimming when they join the Pathfinder Club.
2. Impress on the Adventurers that safety is very important. Be sure they observe these rules:
 - a. No running, pushing, or shoving.
 - b. No jumping into water without knowing it is safe and free from rocks and sticks, etc.
 - c. Do not swim during a storm.
 - d. Do not swim unless an adult is present.
 - e. Do not depend on a flotation device for safety.
3. Work with the Adventurers individually so each may float without fear.
4. Have the Adventurers practice holding their breath while floating face down, then come up for air and put their faces back into the water to continue floating.
5. Place two stones without sharp edges in water just over the Adventurers' heads. Have each child jump in and pick them up.
6. Teach proper kicking and arm and hand strokes.
7. Teach proper kicking and arm and hand strokes.
8. Teach proper kicking and arm and hand strokes.
9. Three things a child could do to help a person who is drowning include: run to a nearby adult for help; hold a long stick out for the person to hold on to; throw a rope out to the person and pull him or her to shallow water.

Updated in: 1996 / Grade 3



Requirements

1. What are your favorite toys?
 2. Draw or color a picture of your favorite toys.
 3. Why is it better to take out one or two toys at a time and then put them away?
 4. Pick up your toys for one week.
 5. Share a toy with:
 - a. A friend
 - b. Your brother or sister, cheerfully
 6. Sing a song about sharing and practice while singing.
 7. Give a toy to someone who doesn't have a toy
- OR
- Collect a toy and give it to charity.
8. Tell your teacher or parent what you would say in a "Thank you" note to someone who has given you a toy.
 9. Make a wish list by drawing or by cutting and pasting pictures of four different toys you would like for Christmas or your birthday.

Idea for #8:

Teacher: Write down their words on paper and have them decorate or color the paper around the words. Give to that person if appropriate.

Supporting Answers



Trains and Trucks

Requirements

1. Listen to a book about trains or trucks.
2. Say three things you learned about trains or trucks.
3. Play an action game about trains or trucks.
4. Pretend to drive or ride in trains or trucks.

Supporting Answers

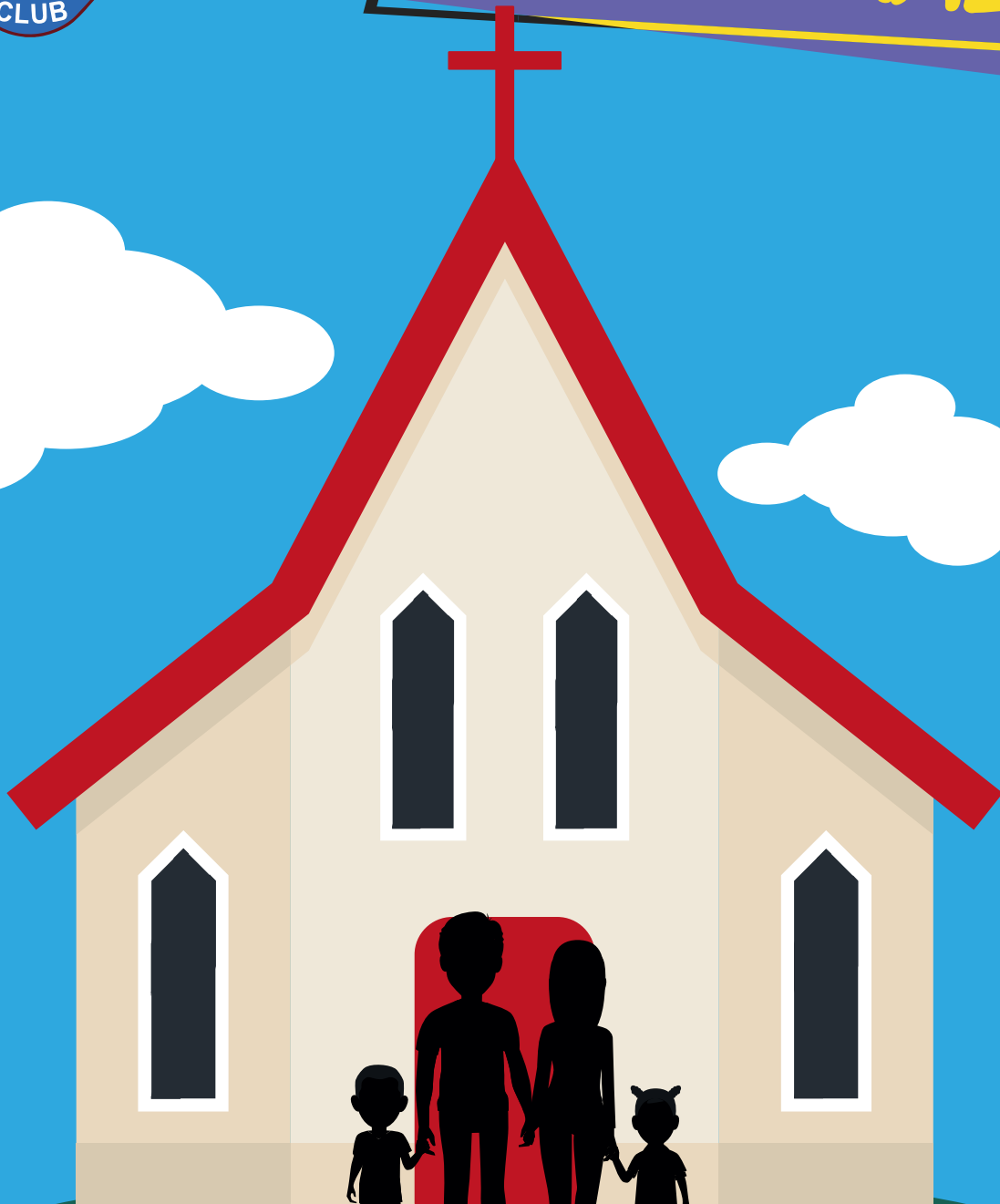
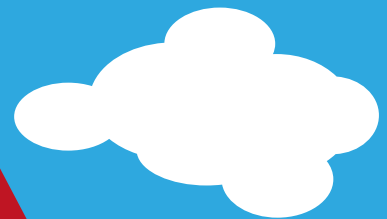
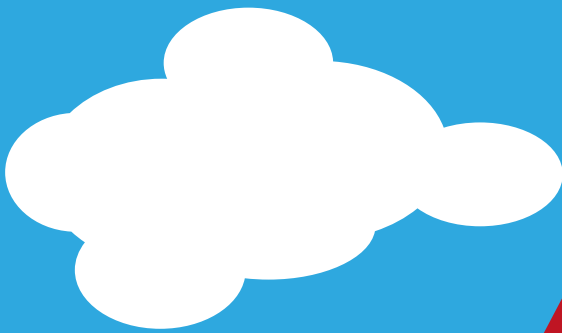


Trikes and Bikes

Requirements

1. Listen to a book about trike and bike riding.
2. Sing a song about trike & bike riding.
3. Play a game about trike and bike riding.
4. Make a trike & bike craft.

Supporting Answers



Title	Class	Page
Acts of Kindness	Sunbeam	329
Bible Friends I	Little Lamb	333
Bible Friends II	Early Bird	337
Bible I	Busy Bee	339
Bible II	Sunbeam	341
Bible III (Formerly Bible II)	Builder	343
Bible IV	Helping Hands	345
Bible Royalty	Helping Hands	347
Bible Storytelling	Multi-level	349
Bread of Life	Multi-level	351
Creation	Little Lamb	353
Delightful Sabbath	Busy Bee	357
Disciples	Builder	359
Early Adventist Pioneers	Helping Hands	361
Friend of Jesus	Sunbeam	363
Fruits of the Spirit	Helping Hands	365
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Jesus' Special Supper	Early Bird	371
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Listening	Busy Bee	375

Little Boy Jesus	Little Lamb	379
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Prayer	Builder	393
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Purity	Multi-level	397
Rainbow Promise	Helping Hands	399
Steps to Jesus	Helping Hands	401
Tabernacle	Helping Hands	403
Temperance	Builder	405
Wise Steward	Builder	407



Acts of Kindness

Requirements

1. Read Romans 12:10 and Proverbs 12:25. Discuss what each verse means.
2. Give examples of kindness and love.
3. What does the Bible tell us about each of these two words. Use a Bible story to illustrate someone who showed love and kindness.
4. Read or listen to three (3) stories of kindness.
5. Act out in a skit or charade different acts of kindness.
6. Plan and do an act of kindness as a class or club.

Updated in: 2011

Supporting Answers

1. Read/have read the Bible passages. Printing them in large print on copy paper allows children who read well to volunteer to read aloud to the group.
2. This is a great time to brainstorm as a group, maybe while doing a craft or as part of preparing the skit/charade -- Idea starters: Parents are kind to and love their children; Friends are kind to each other when playing together, at lunch, and when working together; God loved us so much that he sent his Son from heaven to earth to live with people and to then die for us that we might live forever with Him in heaven.
3. The best example in the Old Testament is the story of Ruth The best example in the New Testament is the parable of the Good Samaritan

Other passages (though not stories)*

1 Corinthians 13:4 This passage describes the qualities of true love.

Among other things, it is kind and gentle, characteristics that should be evident in our relationships and words.

*Ephesians 4:32 Followers of Christ are encouraged to imitate Christ's life and values in their own lives. One obvious way we can do that is to imitate the kindness and compassion that Christ showed to everyone he encountered.

*Proverbs 16:24 There is a tremendous power in kind and gentle words.

The simplest word of encouragement or support can brighten somebody's day. This is the sort of speech that should be on every Christian's lips.

In summary, someone who loves Jesus will always want to do the kind thing to their friends, family, and animals. Because we love Jesus, we will even be kind when others (our enemies) aren't kind to us. Jesus was kind, even when people were being cruel to Him. Because of His help, we too can be kind at ANY time.

4. If you read the Bible stories in requirement #3 you only need one additional story. The goal is to discover modern stories of kindness. Children's story books and online children's video books are good resources. Parent-adults should preview online resources.

Teaching Idea: Charades

Materials: Pre-written cards ("help lady clean her kitchen", "help mom with the dishes", "let out the pets each day," "help younger brother/sister clean their room" and other phrases)

Procedure: Groups (either Sunbeams or parent/Sunbeam groups of 3-4) each get a card. They "practice" their charade actions. Each group performs for the other groups. The viewers try to guess the acts of kindness.



Bible Friends I

Requirements

1. Listen to a book about Bible friends.
2. Sing a song about Bible friends.
3. Play a game about Bible friends.
4. Make a Bible friend craft.

Supporting Answers

Bible friends include: Ruth and Naomi; David and Jonathan, Daniel and his three friends, Jesus & His disciples, Man lowered through roof to be healed by Jesus, Paul and Barnabas, Paul and Silas, Paul and Luke/Timothy.

There are many books about Jesus. The important thing is to choose one that meets the Little Lamb interest and vocabulary level.

Bible App for Kids is a ministry of Youversion Bible Inc. and provides nearly 100 interactive Bible stories for kids. There is an animated storybook app with vivid illustrations and sound as well as interactive touch screen interactions. The games and activities help kids remember what they learn. The navigation is simple for kids and there are no in-app purchases. There is also a printed Bible that has the same stories and graphics. See your device's app store.

Stories about Friends:

- Wherever You Go – Ruth
- Through the Roof - Miracle of the man lowered through the roof by his friends
- A Goodbye Meal - Jesus celebrates a last meal with his friends

Bibleforchildren.org has illustrated and color pages for sixty different Bible stories available for download and printing in 132 different languages. There are 18 stories about Jesus (including Powerpoint, coloring pages, and storybook pages) <http://bibleforchildren.org/> or your device's App store.

Stories about Friends:

- Ruth - A Love Story
- The Men Who Would Not Bend - Daniel 3
- Jesus and Lazarus

Youtube has several versions of the song "Friends Forever" (David and Jonathan). Using your favorite search engine search "Christian children friends bible songs."

Many group games can be retitled as friend games. In fact, any game where friends are working together as a team or teams is a friend game!

Teacher Idea - Lazarus Wrapping

Materials: Toilet paper (3-6 rolls per team)

Procedure:

Form teams of four. Have each team of children stand in a circle and pick one person to be Lazarus. The Lazarus stands in the middle of the circle.

On "go," have each team use one roll of toilet paper to wrap Lazarus. The first team to finish wrapping up the Lazarus with the entire roll wins round one.

Now have each Lazarus stand still until all four wrapped Lazarus players are wrapped up.

The leader then calls out, "Lazarus, come forth!" The first Lazarus to free him- or herself of all the toilet paper is the winner of round two.

Play until you run out of toilet paper or time.

Reflect (2 min) - If you had been Lazarus' friend in the Bible story, would you have been sad, glad, or maybe mad when you wrapped him up to put him in the tomb? How would you have felt when His best friend Jesus came and woke him up -- "Lazarus come out (forth)!?"



Bible Friends II

Requirements

1. What does it mean to be a friend?
2. Name three Bible Friends.
3. Who is your favorite Bible friend? Tell a story about that person.
4. Dress up and act out a story about a Bible friend.
5. Tell three things you can do to be a friend for Jesus.

Supporting Answers

1. A friend is someone who is kind, who thinks of nice things they can do for another person. Friends like to spend time together. Sometimes a friend might do something brave, like save a life.
2. Some of the characters in the My Bible Friends books are: Jesus, David, Ruth, Esther, Dorcas, Samuel, Noah, Hannah, Elizabeth, Little Maid, Joseph, Daniel, Shadrach, Meshach, Abednego, Mary, and Jochebed.
3. The children tell in their own words the story of the friend that they chose, pointing to pictures.
4. The class chooses one friend; everyone helps dramatize the story. They can wear oversized T-shirts and bathrobes, scarves, belts, etc. They should pretend the story in all its detail. They need adult help to tell the story and act with them.
5. Ways to be a friend for Jesus include:
 - Show kindness to other people.
 - Choose to do what is right—like telling the truth or obeying your parents.
 - Help your mother or father.
 - Think of something nice to say to your brother or sister or classmate.
 - Share a snack or toy.
 - Be nice to your pet(s).



Requirements

1. Own a Bible.
2. Explain how to show respect for the Bible and how to care for it.
3. Name the first and last books of the Bible and tell who wrote them.
4. Tell or act out the following stories:
 - a. Creation
 - b. The first sin
 - c. Jesus cares for me today
 - d. Jesus comes again
 - e. Heaven
5. Locate, read and discuss three of the following Bible verses about Jesus' love for you:
 - a. John 3:16
 - b. Psalms 91:11
 - c. John 14:3
 - d. Psalms 23:1
 - e. Your choice

Memorize and repeat two of them.

6. Make masks to illustrate a Bible story or parable.

OR

Create a Bible story in a sandbox or with felts.

Supporting Answers

- 1-2. If possible, see that each child has his/her own Bible. Teach that nothing is ever set on a Bible and to keep the Bible clean. Show him/her how to be careful and handle it reverently.
3. Help the Adventurers locate the books of Genesis and Revelation. Encourage them to locate each book in their Bible while the child tells the story of the author. Play Bible games, use felts, etc. Make this a fun learning experience.
4. Have the children pantomime. Adventurers enjoy play acting. Encourage them to make the story “come alive.” Keep a box of props to help in illustrating the Bible characters, such as bath robes, scarves and a cane.
5. Practice finding the texts in the Bible. Explain each part so the children can understand the meanings. Read together.
6. Use paper plates to make animal or people masks to illustrate stories such as Daniel and the lion’s den, creation, and Garden of Eden. Act out the story of their choice.

Updated in: 1996 / Grade 1



Bible II

Requirements

1. Own or have use of a Bible.
2. Name the two major parts of the Bible and name the four gospels. Show where the gospels are located in the Bible.
3. Read or listen to three or more of the stories about Jesus found in the gospels. Suggestions include:
 - a. Jesus is born - Luke 2:1-20 & Matthew 2:1-12
 - b. Jesus is baptized - Matthew 3:13-17
 - c. Jesus tells stories (such as Lost sheep, coin, and son in Luke 15 or
 - d. Jesus heals people
 - e. Jesus dies and is resurrected
4. Explain two Bible verses about being saved by Jesus, such as:
 - a. Matthew 22:37-39
 - b. 1 John 1:9
 - c. Isaiah 1:18
 - d. Romans 6:23
 - e. John 3:16
5. Tell a story about Jesus to a family member or friend. Tell them why Jesus is special to you.

Supporting Answers

1. In a day of devices, be aware that there are many ways that a young people can have use of a Bible. If anything, suggest to parents what kinds of translations and easy-read Bibles are available for their 2nd graders. (ERV, NIRV, NLT and other versions are written at a 3rd grade reading level, which is within the reading and comprehension range for many Sunbeams.
2. The two major parts of the Bible are the Old Testament and the New Testament. The books known as the gospels are Matthew, Mark, Luke, and John.
3. Intentionally, this requirement meshes with My God: God's Plan to Save Me A & B. Plan to do this award alongside and in support of those requirements.
4. "Explain" is a challenging skill that 2nd graders will need to mimic their leaders in doing. If possible, family groups each read and explore one passage. Then bring back reports and discoveries to the larger group of Sunbeams. If exploring all passages as one group, follow steps such as the following Steps:
 - Read each Bible text, explain each text (answer the question for each one),
 - then help them choose their favorite text that they think says "This one shows how I am saved by Jesus!"

Note: This is NOT a call for baptism BUT can began to guide hearts towards submission and surrender to Jesus!
5. This is NOT meant to be a "worship thought" for Adventurers, but rather training 2nd graders to tell the story of Jesus to someone other than their classmates or teacher. Practice makes perfect.

Remember that their stories will be short and may not keep all the facts straight. A 1-minute story is great! In fact, some "overly verbal" will need help telling a SHORT story!

Updated in: 1996 / Grade 4



Bible III

Requirements

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. Philippians 4:13
 - c. Philippians 2:13
 - d. 1 John 2:1, 2
 - e. Jude 24
 - f. Your choice
6. Play two games to help you remember the Bible stories.

Supporting Answers

1. Bible II Award could be taught as part of the church school or Sabbath School Bible class.
2. Teach with songs, games, felts, etc.
3. Encourage creativity and learn the special Bible lessons from the stories.
4. Make sure your children have hands-on experience using their Bibles, but also use Bible Story books, videos, and cassette tapes to teach them these stories in an interesting way.
5. Help the children understand the meaning of the passages and how they can apply to their lives.
6. Bible game books are available at Christian bookstores as are Bible color books and felt sets.



Bible IV

Requirements

Awarded to Adventurers who read, or listen while someone else reads:

1. 1 Samuel 1-3 from a modern translation of the Bible.
2. A Bible story or 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.

Supporting Answers

1. 1 Samuel 1-3 is the story of Hannah and the birth and giving of Samuel to God. Bible apps such as Youversion, Biblegateway, Olive Tree, and others all make it easy to read this story in the translation of your choice. Bible gateway has an extensive list of languages from around the world as part of a free download. Several websites also make it easy to listen to or read the passage on their website.

2. There are many books about Jesus. The important part is to find one for your child's developmental level.

Bible App for Kids is a ministry of Youversion Bible Inc. and provides nearly 50 interactive Bible stories for kids. There is an animated storybook app with vivid illustrations and sound as well as interactive touch screen interactions. The games and activities help kids remember what they learn.

The navigation is simple for kids and there are no in-app purchases. There is also a printed kid's Bible that has the same stories and graphics. See your device's app store.



Bible Royalty

Requirements

1. Memorize Psalm 100:4.
2. Name five Bible kings. Which kings were the best rulers and why?
3. Tell the stories about two of the kings as the children act out the stories.
4. Name at least four queens in the Bible. Why are these queens important?
5. Write a story about queens and read it to the class.
6. Make two of the following:
 - a. A throne room using a shoe box
 - b. Make crowns and explain what decorations meant to the king
 - c. Decorate a chair for a king
 - d. Make a mural of a throne room
 - e. Other

Supporting Answers

1. "Enter his gates with thanksgiving and his courts with praise; give thanks to him and praise his name. For the LORD is good and his love endures forever; his faithfulness continues through all generations."
2. First king – Saul; second king – David; third king – Solomon. Joash was seven years old when he started his reign; Josiah was eight when he became king, King Jesus, etc. These are just a few examples, list more if possible.
3. Use costumes, crowns, throne chair, etc. if possible.
4. Vashti, Esther, Bathsheba, Queen of Sheba, Jezebel, etc.
5. May work in small groups to write the story, then share the story with the class.
6. Use Bible story books for picture ideas. Possibilities include throne, carpet, pictures, vases, jewels, velvet, etc.

Updated in: 2008 / Grade 4



Bible Storytelling

Requirements

1. Choose five Bible stories and tell where they are found in the Bible.
2. How did the characters in your stories demonstrate that they did or did not love Jesus?
3. Discuss three important things to remember when telling a story.
4. Using your list above, tell two stories to a small group.
5. Using two different methods, illustrate two of the Bible stories you choose.

Updated in: 2017

Supporting Answers



Bread of Life

Requirements

1. Find, read, and write Matthew 4:4. Discuss its importance with an adult. Write what you learned.
2. Discuss with an adult the importance of reading God's word every day. Write down your conclusions.
3. Find and read 2 Timothy 2:15, Psalm 119:11, and Psalm 119:105 NIV. Why do we study the Bible?
4. Talk about how to prepare yourself for reading God's Word. Write down four Bible study habits.
5. Read one of the following Bible stories.
 - a. Hannah prays for a son-1 Samuel 1:1-28
 - b. Noah's Ark - Genesis 6:5-Genesis 8
 - c. Baby Moses - Exodus 1-2:10
 - d. Naaman the Leper - 2 Kings 5:1-16
6. Make a bookmark to use while you study your Bible.
7. Regularly spend time reading your Bible.

Supporting Answers

1. Read the text slow enough for the children to write it down. Ask them questions to promote discussion.

a. Who do you think said it?

Answer: Jesus said it. He was speaking to Satan.

b. What do you think it means?

Answer: Satan was tempting Jesus, trying to get Him to eat. Jesus replied by letting him know that prayer and meditating on God's Word is just as essential to living as is food for our physical needs.

Note: Read Matthew 4:1-4 to show the full meaning of the text.

2. It is important for us to read our Bibles every day in order to ensure our relationship with our Heavenly Father stays strong. Reading His Word and praying helps strengthen our bond and increases our chances to share Him with others.

3. Find additional verses.

4. Four Bible study habits.

a. To set aside time every morning or every evening.

b. Start with a prayer before you begin your study. Ask the Holy Spirit to be with you as you read and help you understand. "Scripture can only be understood thro' the same Spirit whereby it was given." ~John Wesley.

c. Be sure to pause during your reading. Think about what you have read and how you can apply it to your life and your journey with Christ.

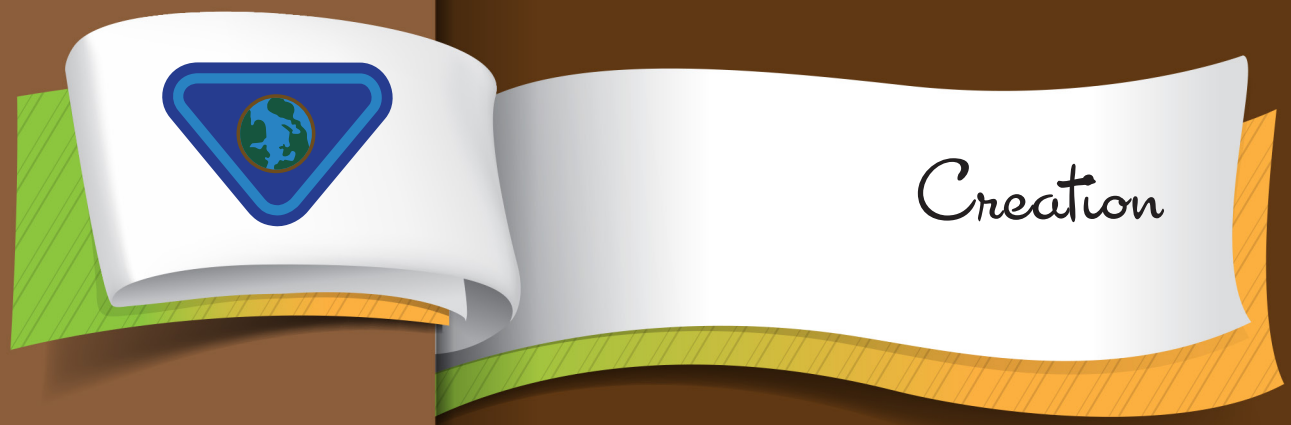
d. Your reading should be closed with prayer asking God to help you remember the message and hold it in your heart.

5. Or read other Bible verses.

6. Use cardstock.

7. Encourage adults to model regular Bible study as a lifelong habit. The skills learned for this award could be taught every year.

Updated in: 2012



Requirements

1. Sing a song about creation.
2. Listen to a story about creation.
3. Say 3 things you've learned about creation.
4. Make a craft about creation.
5. Complete an activity about creation.

Supporting Answers

1. There are a lot of easy sing along songs available on your favorite online video program (such as Youtube). Search for “creation song children.”
2. Books, Bible stories, or online kids’ videos all fulfill this requirement. Your favorite online video program likely has a wide variety of animations or short stories about the creation of the world available for viewing. Use the terms “creation story preschool” or “creation story kids” to find some of the best.
3. This learning list would be based on which video, book, or Bible story the children experienced. It is important that they discuss or even draw what THEY learned rather than what you wish for them to have learned. Be open to unique or unintended lessons learned. Guide to the major themes of GOD being our loving and caring Creator if needed.
4. If you are doing the “Matching Game” for requirement 5 and allow the kids to assist in coloring and/or gluing game pieces that would also act as the activity. You could also create a Creation Wheel!

Teaching Idea: Creation Wheel

Materials: Use the enclosed template to create and color a creation wheel. You will need the design printed onto cardstock. You will need a metal brad and coloring tools to complete it.

Procedure: have the students color both circles. Affix the brad to the center with the “wheel” on top of the “seven days pie pieces. Spin the wheel to reveal each day’s creation.

Teaching Idea: Playdoh / Clean clay days of creation

Materials: Playdoh OR homemade “clean clay” both work for this activity.

Procedure: Have kids choose their favorite bird, fish, or animal to make. Help them figure out whether the animal was made by God on day 5 or 6. Adults/parents can make symbols to represent what God made on other days (lightbulb for day 1; cloud or raindrop for day 2; plant/flower for day 3; sun moon and or stars for day 4). At the end, celebrate the Sabbath day that God created by working together to make a big “seven” OR by singing “Sabbath is a Happy Day.”

Teaching Idea: Created from Sand

Materials: Sandbox or sandy beach, kids with their parents

Procedure: Have kids lay on the sand. Parents PARTIALLY and carefully cover the kids with sand, then with their HANDS pretend to “create” them from the sand while a narrator or leader reads the story found in Genesis 2 to everyone out loud. A variation of this activity is for the children to bring plastic person figurines to the meeting. Use pails, pots, or trays filled with dirt, potting soil, or sand. Have them bury their plastic people, then “create” them out of “the dust of the ground.” This is a great time to remind children that only God gives life and that he is OUR Creator.

Teaching Idea: Matching Game

Materials: Images that represent each day of creation and the numbers one through seven in pairs, there could easily be 12 pairs (moon and stars with number 4; sun with number 4 for example), copied from the activity book and put on card stock. Children may color the images.

Procedure: Review what is on each card with the children and show them what matches. Use the cards by turning ALL of them over so they are face down. Have each parent/child pair choose two cards by flipping them to face up. If they match, they keep that day and tell everyone else about what God created on that day. If they don't find a match, they should go again until they find a match. Play continues until EVERY TEAM has a match or the matches are all used up, whichever happens sooner. If there are more than children than there are matches, play the game again so that everyone wins a card set.



Delightful Sabbath

Requirements

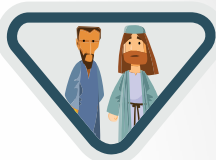
1. Read Exodus 20:8-11, Isaiah 58:13-14, and Isaiah 66:22-23 and answer the following:
 - a. What day of the week is Sabbath?
 - b. What is the first word of the 4th Commandment?
 - c. Whom does the 4th Commandment say created everything?
 - d. Will the Sabbath ever cease to exist? Explain.
 - e. Based on what you read, why should we look forward to the Sabbath?
2. Decorate a Sabbath box and place items inside that will help make your Sabbaths more enjoyable. Some examples are:
 - a. Bible stories books
 - b. List of Sabbath activities
 - c. Clay or play dough to illustrate Bible stories
 - d. Christian activity books
 - e. Your ideas
3. Complete two or more of the following projects that can be added to your Sabbath box:
 - a. Start a mini scrapbook or photo album to save special Sabbath pictures and memories in.
 - b. Decorate a small votive candle holder with beads, gems, or other embellishments to be used on Friday night to welcome in the Sabbath.
 - c. Make a Sabbath banner.
 - d. Start a Sabbath sermon sketchbook to record notes and small drawings for at least 2 sermons that you attend.

- e. Make a Sabbath door hanger to use as a reminder of Sabbath.
 - f. Make a Sabbath/Creation-themed mobile with colorful beads and nature items
4. Tell a friend some of your favorite things about Sabbath and show your Sabbath box to them.
 5. Have a “Welcome Sabbath” get together on Friday night with some friends, Adventurer families, or your own family at home.

Supporting Answers

1. The goal is discovery of what the Bible says about the Sabbath. Use easily understood but accurate translations of these passages
2. Sabbath boxes are those places where children store special games and activities that can only be used/played with on Sabbath. It may be a Rubbermaid/clear storage box or basket. The goal is to create something that they look forward to opening on Friday evening.
3. These activities should be family-based activities with a simple report to the person “checking off” the requirement.
4. This may be a simple “pair-share” activity. Pair-shares have the two partners face each other (sitting preferred, crisscross applesauce!). The leader asks the question, then each person has about 30 seconds to answer the question. RAPID paced questions are essential to the fun!

Have a vesper at the church where all the kids bring their Sabbath Boxes and demonstrate/share something their family is using out of the box to make Sabbath special. Other ideas include having a Friday evening “traditions of our Friday night” meal together. Each family brings an item that is/will be a family Friday night meal tradition. Celebrate the intentionality that families are doing to help make Sabbath special for their children.



Disciples

Requirements

1. What is a disciple?
2. Using the Bible, find the names and occupation of the disciples and put each name and occupation on a separate card. (Matthew 10:2-4, Mark 3:14-19, Luke 6:13-16, John 1:41-48). Mix up the cards on the floor and see how many names you can match with an occupation.
3. Name two sets of disciples that were brothers. (See Matthew 10:2.)
4. Discover which disciple was called first to follow Jesus. Read to find what that disciple did when he discovered Jesus was the Messiah (John 1:35-42).
5. What did the disciples ask Jesus to teach them to do? (See Luke 11:1.)
6. Repeat the Lord's Prayer.
7. Choose a disciple and learn three things about him.
8. Sing a song about the disciples and/or do a short skit.
9. Be a disciple for Jesus.

Supporting Answers

1. One who is a student or follower of a teacher's doctrines or school of thought.
2. Andrew, Simon (Peter), James, John, Philip, Nathaniel (Bartholomew), Matthew (Levi), Thomas, James, Simon, Judas, and Judas Iscariot. We do not know the occupations of all the disciples. What do you think they did?
3. Peter and Andrew; James and John, the sons of Zebedee or the "Sons of Thunder."
4. Andrew was called first to follow Jesus. He ran to get his brother so he could become a disciple of Jesus also.
5. The disciples asked Jesus to teach them to pray.
6. Luke 11:2-4.
7. See resources.
8. "There Were 12 Disciples" song in "Sing for Joy" page 53. "Peter James and John in a Sailboat", CD by Cedarhurst Kids. Track eight on "Little David Presents Bible Songs" CD by Christian Songs for Kids.
9. Perform an act of kindness, such as preparing packages for the homeless.

Updated in: 2005 / Grade 3



Early Adventist Pioneer

Requirements

This award is designed to create in children a growing awareness of their Adventist heritage, helping them feel good about being Adventist and encouraging them to value the contribution of the pioneers.

1. Name five Adventist Pioneers and tell something about each.
2. Read a story about an Adventist Pioneer.
3. Learn an early Adventist hymn. Memorize the first verse.
4. Make and taste a batch of granola; tell what granola had to do with the pioneers.
5. Paint, tie-die, or decorate a plain bandana. Use the bandana to dress-up as a pioneer.
6. Memorize Rev. 14:12.
7. Hold a large book like Ellen White did in her vision and time yourself.
8. Play an early American game.
9. Do an early American craft.

Supporting Answers

1. Ellen White, James White, William Miller, Joseph Bates, J.N. Andrews, Hiram Edson, etc. RESOURCES: William Miller Heritage Farm (8" x 10" color pictures and bios available from the ABC); "Life of the Pioneers" tape series from Michigan Conference.
2. Books for requirement #2 include: Ellen, by Mable Miller; Camp Meeting Angel, by Paul Ricchiuti.
3. Songs from SDA Hymnal: "Tis Love That Makes Us Happy," No. 579; "You Will See Your Lord A Comin'," No. 438; "I Saw One Weary," No. 441; "What Heavenly Music," No. 452; "Don't You See My Jesus Coming?" No. 454.
4. Talk about the importance of breakfast and breakfast foods. Mention some history of breakfast (Councils on Diets & Food and Adventist Home). Check any cookbook for a granola recipe such as Century 21 - 375 Meatless Meats. If it is impossible to make granola, purchase the granola bars and talk about the ingredients that make granola healthy for us. (Whole grains that are precooked and quick to prepare.) Make granola at the meeting and send some home with each family along with the recipe.
5. Make bandanas by cutting a 24" square of plain cotton cloth in half diagonally (from corner to corner); stamp or stencil pictures on it in the shape of animals, wagons, or children. For dress-up, provide long dresses, bib overalls, cowboy hats, etc.
6. Weigh the book. Is your book smaller or larger than Ellen's? (The Early Years 1827-1862).
7. Jump rope, tug of war, falling off the stars, hopscotch, tag games, button-button, drop the hanky, milk the cow, obstacle course.
8. Spoon dolls, needlepoint, make bread or granola and place in bandana, make a wagon using cardboard, spray paint, etc.

Updated in: 1999 / Grade 3



Requirements

1. Tell a friend about Jesus and how good He is to you.
2. Invite a friend to a meeting at your church.
3. With your counselor or other adult helper, prepare a devotional or a prayer to be given at Sabbath School, a club meeting, or school.
4. Take part in a missionary (outreach or witnessing) activity.
5. Attend a baptism and discuss what it means.
6. Explain what it means to be a friend of Jesus and name five friends of Jesus listed in your Bible.
7. Speak kindly to your family and friends. Discuss how being kind and courteous is also being a friend of Jesus.
8. Be able to pray at mealtime and at bedtime.

Supporting Answers

1. Help the Adventurers learn to verbalize their love for Jesus and to share that love with others. Encourage them to pray simple prayers to express their love for Jesus (also for point number 8).
2. Encourage the Adventurers to invite a non-SDA friend. Discuss how they can be a good example by sitting quietly in church, walking softly, whispering only, singing, kneeling for prayer, being kind, etc.
3. Help the Adventurers prepare a simple talk appropriate for their age group; encourage their own ideas.
4. Talk with your pastor and get involved in outreach programs of your church.
5. Explain the reasons for baptism and tell the Adventurers that it was Jesus' example for us. See that each child has the opportunity to attend a baptismal service.
6. Children may list Jesus' disciples or other friends such as Mary, Martha, Lazarus, etc. To be a friend of Jesus means to accept His friendship and love and to share both with others.
7. Jesus knows our thoughts and actions. Because He loves us, we love Him and everything He has made, including our families and friends. Expressing kindness to others is showing our love for Jesus.
8. Teach the Adventurers the basic elements of prayer, including praise, thanksgiving, cleansing from sin, commitment, etc.



Fruits of the Spirit

Requirements

1. Choose a "Fruit of the Spirit" from Gal. 5:22 and 23, then memorize the verses.
2. Find a Bible verse that explains your specific "Fruit of the Spirit."
3. Find a story in the Bible depicting your chosen "Fruit of the Spirit." Role-play the story.
4. Draw a picture depicting your chosen "Fruit of the Spirit" in action
5. Learn a song or make-up a song depicting your chosen "Fruit of the Spirit."
6. Tell a story about when you displayed or acted out your chosen "Fruit of the Spirit" without being told to do it.
7. Make a craft that represents or helps you to understand the meaning of your chosen "Fruit of the Spirit."

Supporting Answers

1. The fruits are: love, joy, peace, patience, kindness, faithfulness, gentleness and self-control.
2. Check in your Bible concordance.
3. Steve Green has a tape entitled "Hide 'em in Your Heart."

Updated in: 2008 / Grade 4



Requirements

1. Who made our world? (Learn Genesis 1:1)
2. Act out the story of creation while someone reads or tells it.
3. Sing a song about your world.
4. Look at a globe and show where you live.
5. Name five (5) of your favorite things God created for you.
6. Make a collage, color a picture of God's world, or take a walk outside and find things He made.

Supporting Answers

1. Do this in a question/answer format, with chanted or shouted group responses:
 - a. Who made our world? God did!
 - b. How do you know? The Bible tells me so.
 - c. What does it say? "In the beginning, God created the sky and the earth."
(International Children's Bible)
 - d. Where is that found? Genesis 1:1
2. Read Gen. 1:1-2:3 in the International Children's Bible, or the creation story from the Bible Story books. Use descriptive motions or sign language symbols for words that recur throughout the story. For example:
God—point to heaven
Saw—shade eyes with hand
Good—make circle with thumb/forefinger and raise other fingers
Earth—join arms to make a circle
3. He's Got the Whole World in His Hands (Pathfinders Sing #118)
(can change words: "He made the whole world, Yes He did!")
God Made It So (SSTT #76)
Jesus Makes Everything Good (Heaven is for Kids)
If I Were a Butterfly (illustrated song available from AdventSource)
4. Plastic inflatable globes are available from AdventSource.
5. The things God made are all around us when we are outdoors. We bring some of those things indoors to enjoy. Surround the children with natural objects or go outside for this.
6. Take a walk and collect natural objects (stones, leaves, flowers, bark, etc.) and make a picture or sculpture with them.



Good Samaritan

Requirements

1. What does it mean to have a need?
2. What is promised to those who help those with a need?
3. Read and discuss Matthew 25:35-40.
4. What agencies are available to help someone with a need?
5. How does your local church help those with a need?
6. Discuss ways you can help those who have a need.
7. Participate in two activities to help someone in need, such as:
 - A family in need in your community and help them
 - Feed the homeless in your community
 - Collect canned goods for a homeless shelter or food drive/bank
 - Volunteer at a soup kitchen, homeless shelter, or city food pantry
 - Participate in a clothing drive, hand out blankets and/or socks, etc.
 - Or an idea of your own.
8. Discuss your experiences from the activities you chose.

Supporting Answers

1. Age appropriate discussion that might include food, shelter, clothing, water, transportation, blankets, etc.
2. For example: Prov 28:27, 1 John 3:17, Prov 19:17, 1 Samuel 2:8, Prov. 21:13, or Matthew 5:3.
3. Encourage discussion.
4. Adventist Community Service, Dorcus, ADRA, Red Cross, Salvation Army, Samaritan Purse, Local food banks.
5. Invite several church members to share with the club how and who they help.
6. Such as, collect cloths, food, help with finding shelter; participate in a fundraiser for a family or an agency.
7. Obtain proper authorization, permission, applicable permits and insurance to do the chosen activity.
8. Follow event with a lively discussion.

Updated in: 2015



Jesus' Special Supper

Requirements

1. Tell the story of the Last Supper.
2. Explain why Jesus washed the disciples' feet as a servant.
3. Explain what the bread and the juice represents.
4. What happened at the end of the special supper?
5. Have a prayer thanking Jesus for HIS love.
6. Make a craft to illustrate the Last Supper.

Supporting Answers

1. Mark Chapter 14 and Luke 22:17-20 - Try to impress on the children that Jesus knew this was the last time they would be together before He died so He wanted to make a Special Supper for them. Bring in some sandals or flip flops and discuss why feet need to be washed.

You may want to let the children walk in some dirt or mud and share with them that most of the roads in Jesus's day were not paved and would be dirt or mud.

2. John 13:12-14 - Explain that we are to wash each other's feet to show we are humble and no better than anyone else. Try to impress on the children that we should be a servant like Jesus was.
3. Bread represents Jesus's body and the grape juice represents His blood.
4. They sang a hymn and went out. John 14-17 is Jesus' last words, potentially in the upper room, or on the trip to the Mount of Olives.
5. Read Matthew 26:30 and sing a hymn.
6. Use Google or Pinterest "Last supper craft" for ideas.

Updated in: 2017



Requirements

1. Who created the stars and on what day?
2. How did the wise men know Jesus was born?
3. Identify which direction Jesus will come from?
4. Draw, cut out, or color a star.
5. Locate the North Star. Visit a planetarium or view stars at night.

Supporting Answers

1. God made the stars also. (Genesis 1:16, last part) and the evening and the morning were the fourth day (Genesis 1:19)
2. They saw the star in the east. (Matthew 2:2)
3. "For as lightning that comes from the east is visible even in the west. So, will be the coming of the Son of Man". (Matthew 24:27)



Listening

Requirements

1. Memorize and explain two of the following listening Bible verses.
 - a. James 1:19
 - b. Jeremiah 29:11-12
 - c. Jeremiah 13:15
 - d. Proverbs 1:8
 - e. Isaiah 59:1
2. Tell one of the following listening Bible Stories.
 - a. Samuel listening – 1 Samuel 3
 - b. Jesus listening – Luke 2:41-49
3. Learn the following principles of listening:
 - a. Listen to God.
 - b. Always be ready to listen. “My dear brothers, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry.” James 1:19
 - c. Be patient. Listening takes time, but the reward far exceeds the investment.
 - d. Be obedient. Listen and respond the first-time instruction is given.
 - e. Be kind. Listening is a gift, so be the first one to lead out in listening. Be a listening role model.
 - f. Be respectful. Listen to others and let them finish their story before you talk.
 - g. Be attentive. Pay attention while others are speaking.

4. Make a craft that relates to listening.
5. Play a listening game.

Supporting Answers

1. Or find other listening verses.
2. Encourage creativity (skits or pantomimes) as children learn listening habits. Be a listening role model. Teach listening lessons with songs and games.

Script: Samuel Listening

You may remember that Samuel's mother was a woman named Hannah. She wanted a son more than anything, so she prayed and asked God to give her a son. She promised God that if he would give her a son, she would give him back to the LORD to serve him all the days of his life. God gave Hannah the son she asked for and she kept her promise to God. When the boy was old enough, she took him to the temple and presented him to Eli the priest. So, Samuel served in the temple under Eli.

One night, Samuel was sleeping when he heard someone call his name. He got up and ran to Eli. "Here I am; you called me," he said to Eli.

"I didn't call you," Eli answered, "go back to bed." So, Samuel went back to bed. Again, the LORD called, "Samuel!" Samuel jumped out of bed and went to Eli. "Here I am; you called me."

"I didn't call you, go back to bed," Eli answered a second time.

A third time God called Samuel and Samuel got up and went to Eli. "Here I am; you called me," he said.

Finally, Eli realized that it was God who was calling Samuel. He told Samuel, "Go and lie down, and if he calls you again, say, 'Speak LORD, for your servant is listening.'"

Samuel went back to bed and sure enough, again he heard the voice of God calling, "Samuel! Samuel!" This time Samuel answered as Eli had told him, "Speak, for your servant is listening."

Some people think that God only calls grown-ups. That is why I like the story of Samuel. Samuel was just a young boy when God called him. God knows your name just as he knew the name of Samuel and God still calls boys and girls today saying, "Come, follow me." So, listen for God's call and answer just as Samuel did, "Here I am."

Note: a great book for this one is My Bible Friends “Samuel” (an Adventist classic book for children). It is now available on DVD (read by Your Story Hour audio cast) and CD/MP3.

Script: Jesus Listening

Every year, Mary, Joseph and Jesus traveled to Jerusalem for a celebration. They went with a big group of friends and family. The party was so much fun. They had lots of good food and told God how much they loved Him.

When the party was over, Mary and Joseph and the group traveled back to their home. (March with your feet) After a while, Mary and Joseph realized that Jesus was not anywhere to be found. They asked all their friends and family, but no one had seen Jesus. (Put your hand by your brow like you are searching for Jesus.)

Mary and Joseph rushed back to Jerusalem. They looked everywhere for Jesus. (Put your hand across your brow as if you were looking for Jesus; then call Jesus’ name like you were looking for Him)

Finally, they found him. Do you know where Jesus was? He was in the temple church, talking to the leaders. They had been there talking together the whole time! The leaders were amazed at what Jesus knew.

When Mary found him, she said, “Son, why did you do this to us? Your father and I were very worried about you!”

Jesus asked, “Why did you have to look for me? You should have known that I would be where my Father’s work is.” But they did not understand what He meant.

Jesus went with them to their home in Nazareth and He obeyed them. He listened and did what His parents asked Him to do. Jesus continued to grow up. People liked him and he pleased God too.

Teaching Idea: Tin Can Role Play

Materials: tin cans, string, short scripts to match the rules listed

Procedure: Use two tin cans and a string. A tin can telephone is a type of voice-transmitting device made up of two tin cans attached together on the closed end with a taut string or wire. Practice speaking and listening in a way the reinforces the rules listed OR shows the problems when we don’t use those rules? MUCH more fun with tin cans than with a simple traditional discussion! (Yes, tin cans are another type of role play)

3. Teaching Idea: Telephone Game

Procedure: Have everyone sit in a circle. The instructor will start a message by whispering it into the ear of the child to his/her left. The message will continue around the circle, from child to child, by whispering the message in the ear of the next child. (Be careful not to whisper loud enough for others to hear.)

When the message has gone around the whole circle, have the last child say the message out loud so everyone can hear. Discuss how the message has changed as it moved around the circle.

Teaching Idea: Follow the Leader 1:

Facilitate an old-fashioned game of Simon Says as a way to emphasize the importance of focus and following directions. Try saying, "Simon says touch your toes and then say sit on the floor." If your child follows the second direction without hearing Simon says, they lose. This game reinforces how effective listening relates to following directions. For older children, use a picture that includes geometrical shapes. Give the child a blank piece of paper and then describe the picture and ask them to draw what they hear. Compare the two pictures and discuss how listening to directions played a role in replicating the picture.

Teaching Idea: Follow the Leader 2

Form groups of three. Have one person in each group close his or her eyes. Have the other two take the person at least 20 feet away from their group.

Say: You have one minute to get back to your seat with your eyes closed. Your friends in your group will guide you but listen well.

The "blind" people can't be led by the hand; they must follow only their group members' instructions. Play three times to let each group member have a turn being the blind one. Then ask: How easy or difficult was it to listen to your group members' voices? How did other people's instructions affect you? What techniques did you use to listen well?

Say: Listen to this story about a little boy who learned to listen well—and heard God's voice.



Little Boy Jesus

Requirements

1. Listen to a book about little boy Jesus.
2. Sing a song about little boy Jesus.
3. Play a game about little boy Jesus.
4. Make a little boy Jesus craft.

Supporting Answers

- 1. Begin by explaining that Jesus was a child once, just like them. Then ask them what things they like to do. Next, tell them you're going to read to them about the things Jesus liked to do when He was a little boy. After reading the book of your choice, let the children know that they will be doing things that little boy Jesus might have done.

There are many books about Jesus. The important thing is to choose one that meets the Little Lamb interest and vocabulary level.

- 2. Songs are fun when you make up new words to a familiar tune. If you are extra courageous, you may even add motions. Many teachers visit "sign language" sights to see keywords so that they can start working on the Sign Language award with their students, even while earning this award!

This song is from Barbara Mullins (Philippines).

Song Idea: To the tune of "Frere Jacques" or "Where is Pointer"?

Here is Jesus Here is Jesus. Growing Up Growing Up Going to the temple going to the feast He is 12 He is 12. Where is Jesus Where is Jesus Is he lost? Is he lost?	Everyone is looking Everyone is looking Where is he? Where is he? In the temple In the temple He is there He is there Talking to the teachers Talking to the teachers In God's house In God's house
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If you still are needing song inspiration, use your favorite search engine: kids songs my friend Jesus.

- 3. Several simple games could be used: Idea: Sermons4Kids

There is very little information in the Bible about Jesus' growing up years. Luke 2:51-52 is the summary of how Jesus helped and obeyed his parents. The New International Version states:

"Then Jesus ... was obedient to them. ... And Jesus grew in wisdom and stature, and in favor with God and man."

The children could be taught the words with hand motions. Jesus (pointer fingers point to opposite alternating palms) was obedient to them (nodding head in agreement) and he grew in wisdom (tap forehead with first finger) and stature (palm starts at hip, palm flat and facing down. Then "grow" it upward to the shoulder) and in favor (clap hands twice) with God (flat palm, fingers pointed up, palm towards center, palm descends across center face line) and mankind. (first finger points towards other people)

The goal is to learn that Jesus obeyed his parents, learned, and grew physically. There are a number of children's story books that have beautiful illustrations that show his growing process and use age appropriate language.

4. Search your favorite search engine with these terms: "Christian children craft boy Jesus"

Teaching Idea: Carpenter Capers

Materials Needed:

- Wood, various sizes and shapes (keep it small so that it can be glued with normal kids' glue. Craft sticks, furring strip remnants, molding scraps, etc.)
- Small containers filled with different colors of tempera paint
- Wood or craft glue
- Baby food jars
- Disposable sponge paintbrushes
- Smocks
- Newspaper

Ahead of time: Bring in various sizes and shapes of wood (scraps of molding, leftover pieces of 2 × 4 lumber, craft sticks). Fill small containers with different colors of tempera paint. You'll also need several bottles of wood or craft glue. Cover the work area with newspaper.

Explain to the children what a carpenter is. Then tell them that Jesus' daddy was a carpenter and that Jesus helped him make things from wood. Then let the children build things out of the wood by gluing and painting the wood.

Teaching Idea: Temple Paper Plate

Make a temple and fill it with Jesus and the religious leaders. Materials-figures of Jesus and three religious' leaders (either made from popsicle sticks or colored from coloring book pictures that adults have pre-cut-out. a large legal-size envelope for each child. Pieces of green and light blue construction paper. crayons and pencil paper glue (dries quickly)

Procedure: Draw a synagogue door on the back side of the envelope (the side the flap would normally stick to. Extend the flap upward. This creates an open roof but a building with a pointed roofline. Color the figurines. Place them inside the envelope and glue so that their faces/heads stick out the open roof. Glue the open envelope to a piece of "green grass" construction paper that is mounted to a full piece of "sky colored" blue construction paper.



Requirements

1. Understand the meaning and memorize I Corinthians 3:16 and learn the song "Lord, Prepare Me to Be a Sanctuary."
2. Know the name of your church and write the address. As a club, draw a mural with the church in the center and include each Adventurer's house in relation to your church, naming all roads and streets as a map to the church.
3. Who is your pastor and what is his/her responsibility? Ask the following questions:
 - a. Why did you decide to become a pastor?
 - b. At what age did you decide to become a pastor?
 - c. Was there something that happened in your life that caused you to want to be a pastor?
 - d. Can I be a pastor, if God calls me?
 - e. How can I prepare for a life to serve God?
 - f. How can I be a minister right now?
4. Draw the floor plan of your church. If your church has the following, label them on your map:
 - a. Sanctuary
 - b. Church Office
 - c. Your Sabbath school room
 - d. Fellowship Hall
 - e. Restrooms
 - f. Adventurer Room
 - g. Community Service Room

5. What is a church board and what is its function?
6. Name ten members on the church board. What position(s) do they hold?
7. Explain how you can help God in your church every week, starting this week.

Supporting Answers

1. Exodus 25:8
2. Parents should help their children.
3. Make a list of questions for your pastor prior to arrival. Examples are listed.
4. Leader, give the Adventurers a tour of the church. Then have the Adventurers act as tour guides to the different rooms or areas of the church. Next, ask the Adventurers to label a pre-drawn map of the church inserting the different rooms into the correct localities.
5. Invite the pastor and board members to model a board meeting during an Adventurer club meeting. Optional – role-play a board meeting using a child-friendly agenda. Ask the Adventurers to pretend to be adults sitting as active members on a board. Optional – have a staff meeting so the Adventurers may see all that goes into getting a meeting ready for them. (Suggestion: On the Adventurer Sabbath, say “Thank you for guiding our church.”)
6. Discuss work done, type of personality and experience needed for each position. Help the Adventurers choose different people for interviewing. Create a list of questions together and use them while interviewing. Think about the following:
 - a. Talk about each position and explain each role and the service given to God. (Most church positions are volunteer.)
 - b. What position would each child prefer most? Why?
 - c. Discuss with the children how to prepare for a life of service dedicated to God. Discuss what kind of education would help each child prepare for their favorite job.
7.
 - a. Children should help the teacher by leaving each room neat and orderly after Sabbath school.
 - b. Never leave stray items, paper, bulletins, hymnals, Bibles, or other items out of place in the Sanctuary as you leave the church service.
 - c. Be helpful and cheerful to everyone you meet at church.

Updated in: 2007 / Grade 4



My Friend Jesus

Requirements

1. Listen to a book about Jesus.
2. Sing a song about Jesus.
3. Play a game about Jesus.
4. Learn how Jesus grew up helping/obeying his parents.
5. Learn to be friends with peers as Jesus was
6. Make a friend craft.

Supporting Answers

1. There are many books about Jesus. The important thing is to choose one that meets the Little Lamb interest and vocabulary level.

Bible App for Kids is a ministry of Youversion Bible Inc. and provides nearly 50 interactive Bible stories for kids. There is an animated storybook app with vivid illustrations and sound as well as interactive touch screen interactions. The games and activities help kids remember what they learn. The navigation is simple for kids and there are no in-app purchases. There is also a printed Bible that has the same stories and graphics. See your device's app store.

Bibleforchildren.org has illustrated and color pages for sixty different Bible stories available for download and printing in 132 different languages. There are 18 stories about Jesus (including Powerpoint, coloring pages, and storybook pages) <http://bibleforchildren.org/> or your device's App store.

2. Idea: To the tune London Bridge is Falling Down)

Jesus is my friend today, Clap your hands, Shout hurray Jesus is my friend today, We love Jesus.

Jesus is my friend today, Stomp your Feet, Shout hurray Jesus is my friend today, We love Jesus.

Jesus is my friend today, Turn around, Shout hurray Jesus is my friend today, We love Jesus.

A group can even do motions with this. Jesus (pointer fingers at alternating palms), is my friend today (hug self), Stomp your feet (stomp your feet), Shout hurray (shout hurray), Jesus (pointer fingers at alternating palms), is my friend today (hug self), We (flat hand touch right shoulder and arc to left shoulder, love (draw heart over heart), Jesus (pointer fingers at alternating palms).

Other song titles include:

"Jesus Loves Me"

"You are my All"

"Jesus' Love is a Bubblin' Over"

Use your favorite search engine: kids songs my friend Jesus.

3. Several simple games could be used:

Idea: adults cut out hearts and write "Jesus loves you," "God is love," "Jesus is my friend," "Jesus loves children," and other similar messages. Hearts are hidden around the room. Each child can run to go find one. Instruct children that if they find more than one, leave it where it is and HELP a friend find a "Jesus friend heart."

4. There is very little information in the Bible about Jesus' growing up years. Luke 2:51-52 is the summary of how Jesus helped and obeyed his parents. The New International Version states:

"Then Jesus ... was obedient to them. ... And Jesus grew in wisdom and stature, and in favor with God and man."

The children could be taught the words with hand motions.

Jesus (pointer fingers point to opposite alternating palms)

was obedient to them (nodding head in agreement)

and he grew in wisdom (tap forehead with first finger)

and stature (palm starts at hip, palm flat and facing down. Then "grow" it upward to the shoulder)

and in favor (clap hands twice)

with God (flat palm, fingers pointed up, palm towards center, palm descends across center face line) and mankind. (first finger points towards other people)

The goal is to learn that Jesus obeyed his parents, learned, and grew physically. There are a number of children's story books that have beautiful illustrations that show his growing process and use age appropriate language.

5. This is a good discussion requirement that gives children a chance to think about how to treat others their own age (peers). Adult leaders can ask questions to a small group such as: "How do I like to be treated by other children?" "When a friend has a toy that I would like to play with, how do I act like Jesus?" "When a friend takes something from me, what would Jesus like me to do?"

Parent-supported role-playing is very good with this age group, especially if adults role play the scenarios first, then have children copy them. ALWAYS use situations where love and respect for each other is displayed. Remember that many in this group are still developmentally "solo players," meaning that they don't know HOW to play WITH other children, but only how to play alongside other children. Patience with them as they learn a new developmental skill is important!

6. The Activity guide can help you with this game, or you can search online for "Jesus love children craft."



Parables of Jesus

Requirements

1. Read and discuss Matthew 13:44.
2. What is a parable? Why and how did Jesus use parables?
3. Name and learn the meaning of a parable Jesus told from each of the 4 gospels.
4. Make a craft or diorama depicting a parable.
5. Participate in a physical game or outdoor activity depicting one of the parables of Jesus.
6. Make "Get Well" or "Thinking of You" cards for outreach. Read Luke 10:25-37.

Supporting Answers

1. Encourage the children to share what they think the verse means.
2. A parable is a word picture that uses words to illustrate a truth or lesson. Parables have a double meaning.
3. Use a child friendly version.
4. Search internet using "diorama" or "parable crafts."
5. Such as Lost Lamb: a staff helps hide a child in a designated area. Then the other children find the "lost child." Place small items and rice in a jar. Children look for the "lost" items.
6. Read verses as children are making their cards.



Requirements

This award is intended to make children aware of and look forward to the Second Coming and Heaven.

1. Find and read a promise of Jesus' Second Coming in the Bible.
2. Act out a parable from the Bible about Jesus' Second Coming.
3. Name a Bible book and chapter that describes Last Day events.
4. Make a list of the signs of Jesus' Second Coming found in Matt. 24:3-14.
5. Describe Jesus' ascension of Heaven and tell how it is like or unlike the way He will return.
6. Find and read a description of the Holy City or New Earth in the Bible.
7. Complete and memorize John 14:2,3 using one of the following activities:
 - a. Fill in the blanks:
 - b. "In my Father's _____ are many _____; if it were not so I would have _____. I go to _____ for you. And if I go and _____, I will _____, and receive you unto _____; that where _____, there _____ may be also."
 - c. Put each word on an index card (one word/card), and have the children put the cards in order.
 - d. Help make a rebus of the memory verse.
 - e. Hide pieces of the puzzle and make a game for the Parable of Lost Coins with them.
8. Close your eyes and imagine meeting Jesus at the Pearly Gate, then either draw a picture of what you imagined or create what the Pearly Gate would look like.

Supporting Answers

1. John 14:1-3; Acts 1:11.
2. The Ten Virgins, Matt. 25:1-13; The Net, Matt. 13:47,48; The Wicked Tenants, Matt. 21:33; Mark 12:1-10; Luke 20:9-16; The Great Banquet, Luke 14:16-24; Matt. 22:1-14; The Lost Coin, Luke 15:8-10; The Narrow Door, Matt. 7:13,14; Luke 13:22-30; The Weeds, Matt. 24-30; The Lost Sheep, Luke 15:3-7; The Sower, Matt. 13:3-23; Others.
3. Matt. 24.
4. False Christ (v.5), wars and fall of kingdoms (v.6-7), famine and earthquakes (v.7), persecution (9), turning away (v.10), false prophets (v.11), increased wickedness and love growing cold (v.12), gospel to all the world (v.14).
5. 1 Thessalonians 4:15-18, Acts 1:1-8. 6. Isaiah 65:17-25; Rev. 21, 22.
7. Provide heavy paper, markers, scissors.
8. Have available paper, markers/crayons, popsicle sticks, glitter, construction paper, pearls, foil, etc.

Updated in: 1999 / Grade 4



Prayer

Requirements

1. Explain why we pray, what things we pray for, and how we pray. Read Isaiah 40:31.
2. Read Matthew 6:5-15, the Lord's Prayer.
3. Pray to God and Jesus three times a day for one week. Read 1 Thessalonians 5:17.
4. Teach someone you know about praying and say a prayer with him/her.
5. Do three or more of the following:
 - a. Make a prayer request chart and ask people if they have a prayer request and pray for them.
 - b. Lead out in a club opening or closing prayer.
 - c. Make a card with a prayer in it and give it to someone.
 - d. Ask the pastor about prayer.
 - e. Have a prayer breakfast for kids and parents.
 - f. Make a prayer journal and see how God answers prayer.

Supporting Answers

1. We pray to stay close to Jesus because He is our very best friend and we want to be like Him. Read Mark 1:35. We pray to thank Him for His love and care, to ask for forgiveness, and to help others and ourselves. Read James 5:16. We should have a quiet time each day with Jesus, but we can pray anytime, anywhere.
2. Discuss the Lord's Prayer with children.
3. Ask parents to encourage children to pray and to make it a daily habit. Provide resources for parents on how to teach children about quiet time with Jesus.
4. Discuss how to teach someone to pray.
5. All activities included in worksheet. Discuss with children how each of these activities can be done. For the prayer breakfast, invite kids of all ages to attend and have a child give the message.

Updated in: 2006 / Grade 3



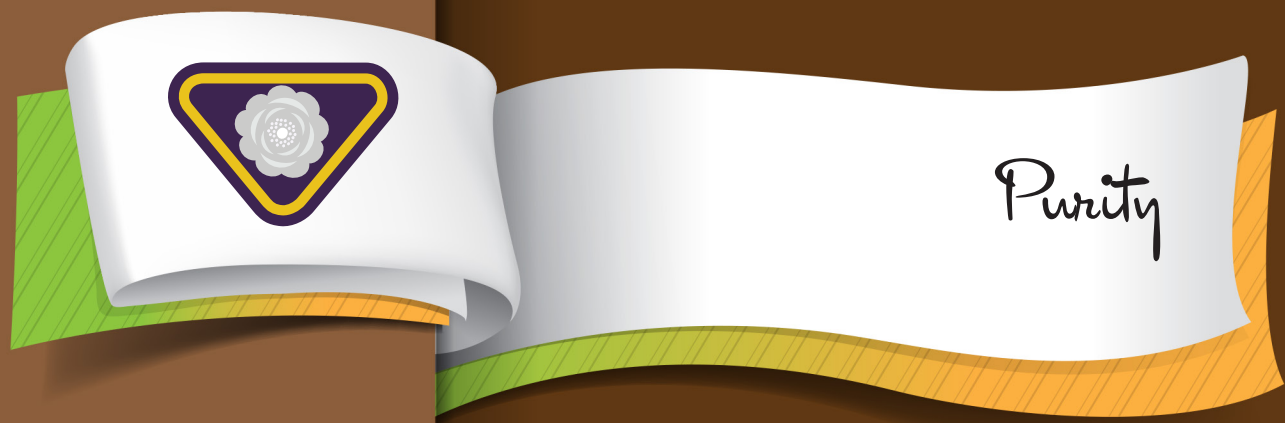
Requirements

1. Read what Paul said about the armor of God (Ephesians 6:11-18) and make a poster or craft showing the armor of God.
2. Name five Old Testament prayer warriors and read one of their stories from the Bible. How were their lives changed by talking with God?
3. Discuss how and where to pray.
4. Learn who we should pray for and write a prayer of your own. Read this prayer in the Adventurer Club, Sabbath school class, or during church service.
5. Discuss why you pray.
6. Take a prayer walk with the Adventurers or your family. Talk about the way you felt during the walk.

Supporting Answers

1. Belt of truth; breastplate of righteousness; boots of peace; shield of faith; helmet of salvation; sword of the Word of God.
2. Examples: Abraham (Gen. 12); Joseph (Gen.41); Moses (Exodus 16); Joshua (Joshua 5); Gideon (Judges 6); Samuel (I Samuel 3); David (Psalm 41 & I Samuel 17); Daniel (Daniel 6).
3. Prayer
 - a. Ways –Pray out loud or silently; pray with others or by yourself; sing; journaling (writing down your prayers); telephone prayer (pray with someone on the phone).
 - b. Places – By your bed; at the breakfast table; in the car; on your bike; while taking a walk; in Sabbath School; at a hospital; anywhere!
4. Pray for yourself, family members, friends, enemies, pets, church family, church workers, the unsaved, the sick, neighbors.
5. To praise God, to say you're sorry, ask for forgiveness, tell God thank you, and pray for others and yourself.
6. Did you feel better after the walk? Did you feel close to God? Did what you see make you feel thankful or give you things to pray about?

Updated in: 2005 / Grade 4



Requirements

1. Explain the word purity.
2. Read Philippians 4:8-9 and make the following out of play dough/clay while giving examples of purity.
 - a. An eye
 - b. An ear
 - c. A mouth
 - d. Clothes
3. Name one woman in the Bible who chose to follow God no matter what happened to her.
4. Name one man in the Bible who chose to follow God no matter what happened to him.
5. Write out three Bible verses that show how God's strength can help you be pure.
6. Play the Character Cracker Stack game using the following poem. When you sow a thought, you reap a feeling. When you sow a feeling, you reap an action. When you sow an action, you reap a habit. When you sow a habit, you reap a character. When you sow a character, you reap a destiny.
7. Read Colossians 3:12-14. Illustrate the most important pieces of clothing: LOVE. (also see Galatians 5:22-23).
8. Read I Timothy 4:12, Job 17:9, and Daniel chapters 1-3. Make a poster to illustrate the fact that you are never too young to make a big difference. Explain that you will grow stronger and stronger as you choose purity.
9. Read Mark 2:1-12. Make a poster to illustrate how four friends put their sick friend on a bed and lowered him on ropes from the roof so Jesus could heal him. Friends can help friends stay pure.

Supporting Answers

1. Have the children write the following sentences: Purity is avoiding things that take you away from God. Purity is spiritual and grows from inside out. It is not a costume but a way of living. The music you listen to, the books you read, the videos you watch, and the clothes you wear should be pure/modest. When you live a life of purity, the rewards last forever.
2. Try edible play dough, if available. Search the Internet for a recipe.
3. Jesus' mother Mary remained pure, despite the ridicule she received from those around her. She trusted the words of God.
4. Daniel helped give an entire kingdom the opportunity to pray to the living God. He was smart and that helped him successfully work for the king, but it was his character and loyalty to God that saved his life.
5. Explain to the children that because the Bible and its promises are so powerful, it can be used to keep you pure. A nice way to explain it simply to the Adventurers is that when you carry the Bible Satan gets nervous; when you open the Bible, Satan gets a headache; when he sees you reading the Bible, he faints; and when he sees you are living what you read, he flees. God's word is armor for daily living.
6. Encourage the children to grow godly thoughts. Have the children stack crackers in the shape of a pyramid. Each cracker is a word. Use the words in the poem. The bottom of the pyramid would have the words/crackers: thought, feeling, action. The second level would have the words/crackers: habit, character. The top/third level would have the word/cracker: destiny.
7. Write out with big, open letters the word LOVE. Put the following words inside the word love: mercy, kindness, humility, gentleness, and patience. Add any other virtuous words the children come up with. Decorate with vivid colors. Turn into a poster or t-shirt. If doing a t-shirt, then draw on a t-shirt transfer form or cut out a body from paper. Write the word mercy on one arm. Write the word kindness on the other arm. Write the word humility on the chest. Write the word gentleness on one leg. Write the word patience on the other leg. Make a sleeveless vest out of paper and write the word love on it and then place it on the cut-out body.
8. Make a fiery furnace poster. Write Job 17:9 at the bottom of the poster. Use cotton balls for framing the oven. Use strips of red tissue paper for fire. Put three smiling faces of Shadrach, Meshach, and Abednego in the fire.
9. Make a friend poster with the names of the people you will pray for to stay pure. Place a heart on the poster and put all the names of the people you care for inside the heart. Put rope/yarn around the heart. Encourage and pray for everyone in the heart.



Rainbow Promise

Requirements

1. Show the two elements that make a rainbow.
2. Find who saw the very first rainbow in Gen. 9:8-17.
3. What is a covenant?
4. What does the rainbow promise us?
5. What colors make up the rainbow? Create your own rainbow with the colors in their right order.
6. Where will we find a rainbow in heaven?

Supporting Answers

1. Create a rainbow with water and light or demonstrate with a prism.
2. Put each event of the story of Noah on index cards. Have children draw a card from a box or container and put in correct sequence.
3. Find covenant in an elementary dictionary. Discuss the meaning with children until they understand that it means “promise.” Have the children print the word “PROMISE” on a card.
4. Read Gen. 9:11 and/or Gen. 8:21.
5. Red, orange, yellow, green, blue, indigo, and violet. An easy way to remember the order is to think of the order as a man’s name—Roy G. Biv.
 - a. The following are the colors and examples of God’s awesome character:
Red—Redeemer—Ephesians 1:7.
Orange—Offering—John 1:29. The Lamb was a sacrifice offering for sin.
Yellow—YEAH! —God is always cheering for us. He is always there cheering for us. (Example: The Lost Coin, Luke 15:8-10)
Green—Giving—John 3:16.
Blue—BIG—Our God is awesome (Example: Moses and the Red Sea)
Indigo—Immanuel—Matt. 1:23.
Violet—Victorious—Psalm 60:12.
 - b. Rainbow craft: Using the felt strips, glue, dowel, glitter and printed words for God’s character, make a beautiful rainbow.
 - c. We are like little drops of “rain” that God uses to refresh the earth (our family, our home, our friends, our neighbors). When we let the light of Jesus shine through us, others will see the “rainbow” of His love. Invite children to let Jesus make their life like a rainbow.
6. Revelation 4:3.

Updated in: 1999 / Grade 4



Steps to Jesus

Requirements

1. Understand the steps to salvation:
 - a. God is love (1 John 4:8). God loves me very much (Jer. 31:3). God loves everyone (John 3:16).
 - b. I am a sinner. Everyone does wrong and is a sinner, thus everyone needs salvation because sinners will die forever (Rom 3:23).
 - c. God sent Jesus to die so I wouldn't have to die forever (John 3:16). Then He rose again as my Savior (1 Cor. 5:3, 4). When I receive Jesus, all my sins will be forgiven (Isa. 1:18; Ps. 51:7-11; 1 John 2:1, 2).
 - d. Salvation is a gift God gives me. I must personally ask Jesus to be my Savior.
 - e. (John 1:12). God hears me when I pray.
 - f. If I have accepted Jesus, I have become a new person, one who doesn't want to do wrong because I love Jesus and Jesus loves me (John 3:3-7; 2 Cor. 5:17).
 - g. I can be sure that I am saved when I have asked Jesus to be my Savior (John 3:26; Heb. 13:5). Because I am sinful, I will still make mistakes. But if I confess my sins to Jesus, He will forgive me and remove my guilt completely (Jer. 31:34). God wants me to confess to others who are hurt by my actions (1 John 1:9) and make restitution to them (Luke 19:8), and then totally turn away from sin (John 8:11).
2. Read and discuss with an adult four of the following Bible stories on conversion/salvation:
 - a. The Ethiopian converted (Acts 8:26-40)
 - b. Naaman washed clean (2 Kings 5)
 - c. Jesus loves children (Matt. 19:13-15)
 - d. The lost coin, sheep, and son (Luke 15)

- e. Zacchaeus (Luke 19:1-10)
- f. Jailer converted (Acts 16:21-34)
- 3. Memorize John 3:16, Acts 16:31, and 1 John 1:9
- 4. Spend regular quiet time with Jesus.
- 5. Make a personal choice to accept Jesus as Savior and Lord. Discuss your decision with a parent or club teacher.
 - a. Trace around your foot on paper and decorate any way you like, including the words of commitment: I _____ (your name) have taken my first steps to Jesus today _____ (date) with _____ (adult witness' name).
 - b. Show the foot (commitment response to a club teacher, to receive a certificate and award patch.

Supporting Answers

- 1. Make these concepts as simple as needed for the child to grasp. The most important concept is that she/he recognize the nature of sin (wrongdoing) and its consequences (eternal death), and that they ask Jesus to forgive and be his/her Savior.
- 2. These stories would make great children's church sermons, club devotionals, or family worship. Create wonder-inspiring moments for the child to understand God's great interest in his/her salvation.
- 3. Suggestion: illustrate the texts on a bookmark for their personal Bible or give to someone who wants to know more about Jesus.
- 4. Encourage a planned, regular time with God—can be with parent, family worship, club, or alone. Commitment is key.
- 5. Personal commitment in young children is often spontaneous and publicly shown. But this award encourages a personal decision made contemplatively at home with parents. However, when a home-inspired decision is not possible, a teacher or other caring individual may be the best one to nurture this first step as privately as possible. Warmly welcome the child as the newest member of the family of God, assuring them of God's unfailing love, acceptance, forgiveness, and great care. An extra project is recommended. Encourage the child to further respond in their own way—create a song, poem, painting, drawing, sculpture, or express themselves with video, camera, or computer (but never force).

Updated in: 2004 / Grade 4



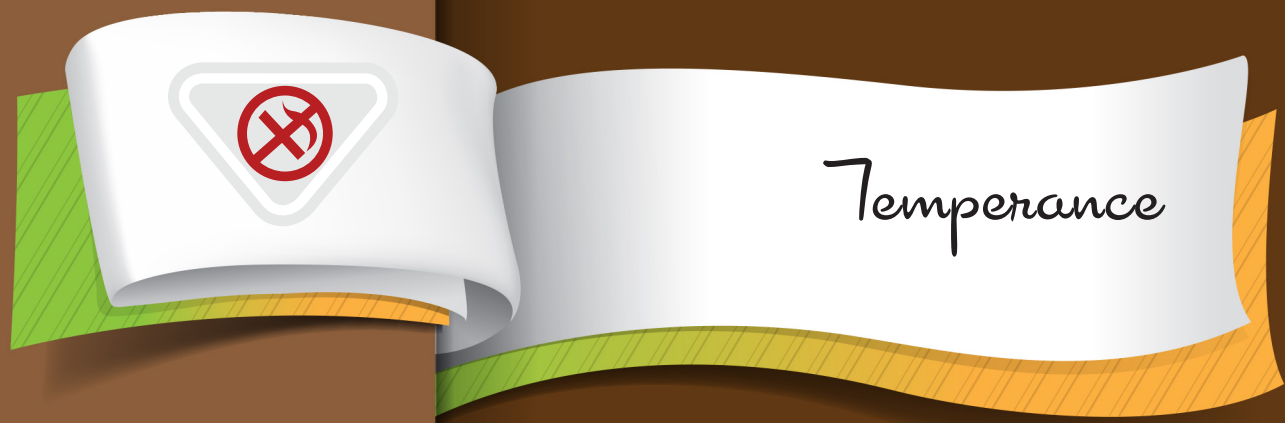
Tabernacle

Requirements

1. Read and discuss I Corinthians 6:19, and read and discuss Exodus 25:8 and 29: 44-46.
2. What does Tabernacle mean?
3. List the three main areas of the Tabernacle.
4. Find and read John 14:6, John 10:9 and Matthew 7:13-14. Using the Bible verses that you read, discuss what a gate symbolizes? (The gate is a representation of Christ.)
5. Discuss and identify the Tabernacle and all of its parts.
 - a. Brazen Alter
 - b. Tabernacle Sacrifices
 - c. Laver (Basin)
 - d. Menorah (Lamp stand)
 - e. Table of Showbread
 - f. Golden Altar of Incense
 - g. Holy of Holies & the Veil
 - h. Ark of the Covenant & the Articles
6. Create or build your own Tabernacle.
7. Sing a Sanctuary song.
8. Play one of the following games:
 - a. Tabernacle memory.
 - b. Fruit basket upset using Tabernacle part names.

- c. Make cards of the furniture; mix the cards up and as they draw a card, put it in the right place on the diagram.
- d. Each Adventurer draws out of a hat a card with the name of a furniture/ part of the tabernacle on it, and then stands in the correct place in the room.
- e. Other game

Updated in: 2013



Requirements

1. Read and discuss:
 - a. 1 Cor. 6:19, 20
 - b. 1 Cor. 3:17
2. Tell what is meant by:
 - a. Drug abuse
 - b. Temperance
3. Do one of the following:
 - a. Talk to a doctor/nurse or discuss with another adult the harm in using:
 - i. Tobacco
 - ii. Alcohol
 - iii. Other drugs
 - b. 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 encouraging others to say "NO" and perform it with your group.
6. Make an anti-smoking, anti-drug, or anti-alcohol design and paint it on a T-shirt, OR Create a poster showing the dangers of drug abuse.
7. Identify two famous persons who do not use any tobacco, drugs, or alcohol, and who are among the best in their field. OR Interview two people you know who live happily and healthfully without using tobacco, drugs, or alcohol, and discuss with them their reasons for not using those things.

Supporting Answers

1. Use a modern version of the Bible so the Adventurers will understand its language.
2. Drug abuse is the misuse of any drug or medication. Temperance means self-control in any aspect of life, including the use of harmful substances.
3. Invite a doctor or nurse to your group meeting. If that is not possible, view one of the many videos on the subject that are available from public health offices or public libraries.
4. Encourage each Adventurer to participate in this discussion.
5. The skit or play may be performed at school or in a church related activity.
6. Provide the necessary materials and supervise this activity carefully.
7. Sports magazines will be helpful. If you choose to have the Adventurers interview people, help them make a list of questions and make the necessary appointments well in advance.

Updated in: 1996 / Grade 3



Wise Steward

Requirements

1. Describe a wise steward.
2. With an adult, find a text in the Bible that tells who owns everything on earth.
3. Explain Malachi 3:8-10. Be able to fill out your own tithe envelope.
4. Make a poster showing some of the things your Sabbath school offerings are used for.
5. Listen to the Bible story of a widow and her small offering.
6. Tell how and why a wise steward will care for his or her belongings.

Supporting Answers

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

Updated in: 1996 / Grade 3



AWARD BOOK

Revised 2020