Helping Hands

Instructor Manual

This book belongs to _____

General Conference Youth Ministries Department

Helping Hands

Instructor Manual

General Conference Youth Ministries Department

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Dear Adventurers, Parents, and Leaders,

Thank you for being a part of our newly released Adventurer Curriculum. We have remastered, reengineered, and at times started over to make sure that this new curriculum is fun, uplifting, appropriate for each age level, and most importantly, Jesus-centered. We wanted to build a curriculum that can be done with a small group, large group, family and children, Children's ministry group, even Bible School group!

We have used several criteria in building this curriculum. We worked with Adventist educators and youth leaders to make sure we had the best resources available for our Adventurers. First, we have used Bloom's taxonomy, a broad ranging methodology especially appropriate for 7 year olds and up, that helps us ask the children to do things that they are truly developmentally capable of doing. For example, we ask Little Lambs to listen to a story, while we ask 8 and 9 year olds to read age-appropriate stories. In addition, we have used a multi-modal learning philosophy, meaning that we realise that Adventurers learn in different ways. Thus, we have requirements that appeal to children who learn best through listening, playing, drawing, singing, organising, moving, and so-on. We also filtered our requirements through developmental filters. Spiritual stages of development, originally developed by Dr. John W. Fowler, have been well explained and demonstrated in Youth Ministry by Adventist Youth Innovator Steve Case of Involve Youth.

Adventurers - each lesson is meant to be mostly hands-on. That means most of the time you will be actively doing something to learn about the topic. Sometimes, you'll have to take notes, or check a box (to remember what you did), but most of the time you will be jumping, running, crafting, drawing, exercising, singing, praying, or reading something! In many cases, your adult caregivers, whether they be your parents, grandparents, guardians, or favourite neighbour, can help you accomplish the "jobs." Help them feel involved and be sure to always say thank you!

Parents - we value the time you have invested in Adventurers. Many of you are doubling as leaders for Adventurers. We thank you. We have created a curriculum that is safe yet adventurous, varied, but specific in its Christ-centred goal. We hope the children will bring home new found truths they can put into action about "My Self, My God, My Family, and My World." Please have your Adventurer share their experiences with you by showing you the pages they worked through (and the games/stories they learned along the way). Know that a lot of it is experiential so they won't write a lot. They will instead experience a great deal.

Leaders - Before the student worksheet pages come a variety of 'big picture' helps to guide you as you create a safe environment for your group of Adventurers. Developmental stages, working with special needs children in your unit, and much more is included here. In addition, this curriculum has a huge number of teaching ideas in the back pages of this booklet. These teaching suggestions are hands-on field-tested ideas that you can use with a little bit of prep and a few tools. We have tried to think of things that can be done with few resources, limited spaces, and limited budget. However, your club is different from any other, so please feel free to adapt the ideas to meet the needs of your class. At the front of the book are additional ideas on how to format meetings and unit time so that within about 15 meetings, the class requirements are done and you can award your Adventurers with their class pin and awards. Of course, that means that you may also have other meetings that are primarily field trips, group awards, or other activities -- that's GREAT!

The young Adventurer, is eligible for a special pin that matches the name and image located on the book cover. There are a total of six years worth of classes, each one age appropriate. The first, Little Lamb is for 4 year olds, next are the Early Birds for 5 year olds, Busy Bee for 6 year olds, Sunbeam for 7 year olds, Builder for 8 year olds, and Helping Hands for the 9 year olds. Many kids will turn from one age to the next during the Adventurer year but should work to complete that years class. Usually there are 10-25 meetings in an Adventurer year, a number based on the clubs availability to meet.

Patches (called awards) and pins (for finishing the classwork in this book) for Adventurer ministry are available through your local Youth Department or Adventist Book Centre. Division Youth Teams usually take orders from local conferences/missions and then at the World Headquarters in Washington D.C., the order list to brought my office. We fulfill the orders and send thousands of patches back home to your Division for you to distribute to your deserving kids!

Thanks for joining us in the journey!

Andrés J. Peralta
Associate Youth Director

Adventurer Club History

The history of Adventurers started back in 1917 when the Primary Reading Course was introduced. This certificate eventually became part of the class requirements. In 1924 the Sunbeam class was taught in a second-grade classroom and a pin was awarded for completing the requirements. The awarding of the Busy Bee pin first appeared in 1928 as part of the commencement exercises at school, and by 1929 the term "Investiture Service" was used to describe the event where they awarded certificates and pins. The Busy Bee Pledge and Law also first appeared in 1929.

The names used for this age group have varied over time and location and included Preparatory classes, Pre-Juniors, Pre-Friends, Pre-JMV, Pre-AJY, Pre-Pathfinders, Achievement classes, and Adventurers.

By 1933, this group was known as "Preparatory Members." The two predominant classes taught on the West Coast of the United States were Busy Bee and Helping Hand, while to the East they were known as Sunbeam and Builder. All of these classes used the same Pledge and Law, with only slight differences in the other requirements.

By 1938 the term "Progressive Class Work" was used when referring to all the classes from Busy Bee up to Master Comrade.

In 1940 the General Conference outlined two Missionary Volunteer Progressive Classes that were below the Friend class. They were Sunbeams and Builders. They had simple celluloid pins, and where neckerchiefs were desired, tan was used for the Sunbeams and jade green for the Builders.

Because of so many other names being used for these classes, both in the U.S. and overseas, such as "Upstreamer," "Junior Light Bearers," "Sunshine Club," and "Golden Rule," the MV committee voted on June 10, 1946 that the Pre-Junior classes be named Busy Bee, Sunbeam, Builder, and Helping Hand.

In 1953 there was first seen a pre-Pathfinder Adventurers group, and by 1954 Adventurer camps started up in different conferences for boys and girls age 9, and later on for both 8- and 9-year-olds.

The name Adventurers was used again in 1963 for a pre-Pathfinder group, this time at the Pioneer Memorial Church at Andrews University.

In 1974 in the Washington Conference, for the previous 5 years a group called Beavers for the 6 to 9-year-old kids was going on. They had their own uniforms, consisting of yellow shirts or blouses and brown trousers or skirts.

By 1976 the Youth Leaders' Handbook mentioned the newly revised pre-JMV Classes, and by 1979 in the NAD, "pupils in grades one to four are designated as Adventurers."

The General Conference Committee minutes of 1985 mentions the Adventurer Class Requirements. The SDA Church Manual of 1986 again says, "Pupils in grades one to four are designated as Adventurers," and by 1989 the General Conference Committee voted to approve organising the Adventurer Club as part of the Pathfinder program and voted in the official Adventurer Emblem.

In 1990 several Conferences tried out a pilot program of the new Adventurer Club materials from the GC which included their own navy blue and white uniforms, their own award patches (triangle in shape), and their own club structure. The following year Norman Middag introduced the new Adventurer Club program to those who attended the Children's Ministries Convention held at Cohutta Springs, GA.

In 1999 the GC Annual Council recommended that a new section, Adventurer club, be added to the Church Manual.

Helping Hands Checklist

Name: _____ Date Started: _____ Date Completed: _____

Basic Requirements

1. Repeat from memory and accept the Adventurer Pledge
   a. Demonstrate real life situations where the Pledge and Law help you to respond to situations in a Christ-like way. Illustrate or act out those situations
2. Complete the Reading IV award
3. Complete the Hands of Service award

My God *[choose at least one section]*

1. God's Plan to Save Me
   a. Create a story chart or lap-book showing the order in which these events took place:
      - Paul,
      - Martin Luther,
      - Ellen White &
      - Yourself.
   b. Plan and act out a skit or write a news story about one of those stories above, to show how a person is a spiritual hero.
2. God's Message to Me
   a. Complete the Bible IV award.
3. God's Power in My Life
   a. Spend regular quiet time with Jesus to talk with Him and learn about Him. Keep a record.
   b. Ask three people (other than family) why they decided to give their life to Jesus OR earn the Steps to Jesus award.
   c. Complete the My Church award.

My Self *[choose at least one section]*

1. I Am Special
   a. List some special interests and abilities God has given you.
   b. Demonstrate and share your talent by earning one of the Adventurer awards that allow expressions of personal talents.
2. I Can Make Wise Choices
   a. Learn the steps of good decision-making. Explain or demonstrate how to use them to solve two real-life problems.
3. I Can Care for My Body
   a. Complete the Hygiene award.

My Family *[choose at least one section]*

1. I Have a Family
   a. Make a family flag or banner.
   b. Complete the My Picture Book award.
2. Families Care for Each Other
   a. Help plan a special family worship, family night or family outing. Report what you did to your group.
3. My Family Helps Me Care for Myself
   a. Complete the Cooperation award.

My World *[choose at least one section]*

1. The World of Friends
   a. Complete the Early Adventist Pioneer award.
2. The World of Other People
   a. Complete the Country Fun award.
3. The World of Nature
   a. Complete two Nature awards not previously earned.

Instructor Checklist

Basic Requirements

1. _____
   a. _____
2. _____
3. _____

My God

1.
   a. _____
      - _____
      - _____
      - _____
      - _____
   b. _____
2.
   a. _____
3.
   a. _____
   b. _____
   c. _____

My Self

1.
   a. _____
   b. _____
2.
   a. _____
3. _____
   a. _____

My Family

1.
   a. _____
   b. _____
2.
   a. _____
3.
   a. _____

My World

1.
   a. _____
2.
   a. _____
3.
   a. _____

INTRODUCTION

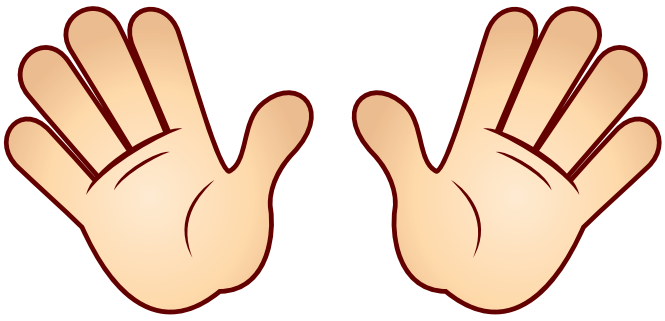
"Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

–Matthew 19:14 *(NIV)*

This passage is often illustrated with a group of angelic children sitting attentively at Jesus' feet. Perhaps this was the first picture that popped into your mind when you agreed to lead out with Helping Hands. However, now that you've had time to think about it, the picture may have quickly changed to a group of noisy 9 year olds running around the room or huddled in the corner planning their next conquest. Hopefully the reality will be somewhere in between these two pictures!

This guide was developed to assist parents and Helping Hand level leaders who want to work with children as they develop physically and spiritually. The Helping Hand class can be used as part of the Adventurer Club in your church or by a group of parents who want to use a curriculum to assist them in teaching their children skills and values.

All Helping Hand activities should be fun and kid-centered. Remember that children of this age look to adults to set the pace of the meetings and model how they should respond to situations. So . . . take a deep breath, say a prayer, and keep your sense of humour. Your adventures with Helping Hands are about to begin!



SECTION 1

The Helping Hands Level

This section contains an overview of the Helping Hand level. You'll get a quick look at how Helping Hands fit into Adventurer Club Ministries, the goals, Pledge, Law, song, and more!

New Adventurer Logo

Helping Hands Goals

01 Demonstrate God's love for children.

02 Promote the values expressed in the Adventurer Pledge and Law.

03 Create an environment where all children can contribute.

04 Encourage children to have fun.

Adventurer Pledge

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

Adventurer Law

Jesus can help me to:

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

Adventurer Song*

(Wanderson Paiva)

We are joyful and faithful adventurers
Always trusting our friend, Jesus Christ;
And we know that our lives are a blessing
When we shine like a beacon of light.
We can see all the beauty around us
From the hand of a great living God
If we live to proclaim His creation
We will see all the wonders of love.

Adventurer Song*

We are Adventurers
At home, at school, at play
We are Adventurers
We're learning every day
To be honest, kind, and true
To be like Jesus through and through
We are Adventurers!

*Both Adventurer songs have been approved by the General Conference *(GC)* Youth Ministries department. Sheet music & resources are available via the GC Youth website.

The Helping Hands Class

One of your responsibilities as Adventurer parents and staff is to encourage the physical, mental, and spiritual development of each child. The Adventurer curriculum was created to assist you with this responsibility. The Helping Hand class is organised into five areas: Basic, My God, My Self, My Family, and My World. Additionally, with lots of fun and educational awards the children can earn.

Each child is required to complete all Basic Requirements and at least one requirement from each of the remaining four areas (My God, My Self, My Family, and My World). At the end of the Adventurer year, each child who complete these class requirements will receive the Helping Hand pin during the Investiture Service.

It is very important for Adventurer staff to understand that not all Helping Hands will be at the same developmental level or have the same physical abilities, so you'll need to be flexible in how the children complete these requirements. It is up to you to interpret how the children fulfill these requirements. For example, not all children will be able to memorise or read Bible verses. Instead, you can explain the verse to the child and then have the child draw a picture illustrating the verse. A child might not be able to grip a paintbrush but, instead, could dip a large sponge into paint and decorate a sheet of paper. Again, flexibility and creativity are the keys to ensuring the success of each Helping Hand.

Adventurer Awards

Helping Hands patches are called awards. There are lots of awards and each one is designed to encourage your Adventurer to explore, learn, and play. Once the Adventurer has completed all the required activities for an individual award he or she can receive that patch.

Many awards are completed as part of the Helping Hands class but it is encouraged for times to be scheduled for awards to be completed as a club.

It is important to note that the awards have levels that correspond with the Adventurer levels. When you are selecting an award to complete, make sure that you choose age-appropriate awards.

When working on awards it is up to the leader to adapt the requirements to the club and children's needs. For example, an award may require the child to play an action game using a community helper's skills. As parent or leader you might choose to watch a video or visit a community helper.

It is also up to you to decide when a child has met the intent of the award. Remember that not all children will be capable of completing all award requirements as written. It is more important that the children try new things and have fun than compete with each other to receive the most awards or become frustrated by requirements that are beyond their abilities. Flexibility on your part will make the experience more enjoyable and positive for both children and parents!

Helping Hand age children like immediate rewards but are able to understand delayed recognition better than the younger age groups. When they complete an award you could give them a picture of the award or write on their record card or activity book and let them know they will receive the patch at the Investiture Service.

SECTION 2

Characteristics of Helping Hands

This section gives you and your staff a quick overview of what to expect and what not to expect from Helping Hands.

What You Need to Know About Helping Hands

In the book Child Guidance (Review and Herald, 1954), Ellen White encourages parents to understand the developmental needs of their children. This section helps you with just that – understanding the physical, cognitive, and social characteristics of Helping Hands. Remember that children develop at their own pace, so some children in your club may not have reached these markers, and others will have passed them. Also, abilities that children don't have at the beginning of the Adventurer year, they may obtain later in the year. Helping Hands are quickly growing and learning. Make sure you focus on the specific needs of each child and not the stages.

Physical Characteristics

- Have high energy levels and may play until exhausted.
- Girls are usually ahead of boys in physical development.
- Experience growth spurts and may be unsure about their bodies.
- May complain of stomachaches, headaches, and leg pains caused by growing pains and anxiety.
- Have improved fine motor skill development.
- May have poor posture and squirm a lot as they adjust to body changes.

Cognitive Characteristics

- Can think independently but care what peers think.
- Are developing a strong ethical sense of right and wrong.
- Can understand cause and effect.
- Value being trusted.
- Are concrete learners.
- Enjoy memorising but may not understand the meaning behind what they memorise.
- Like to organise and categorise information and objects.
- Are frequently anxious and stressed. They want to succeed.
- Can prioritise and set goals.

Social Characteristics

- Need lots of opportunities for success.
- Appreciate behaviour and new tasks being modeled so they know what to expect and how to do it.
- Benefit from competition being minimised.
- Do well in a cheerful and fun environment where they are encouraged to try new things.
- Need to follow the rules.
- Benefit from schedules and routines.
- Learn by doing: acting in plays, writing stories, building things, painting, and playing games.
- Like to make choices.
- May need rest breaks or high energy activities followed by low energy activities.
- Like to collect things.

Spiritual Characteristics

James Fowler, a Christian counsellor, researcher, and specialist in children's development, has identified seven stages in the development of faith; three of which are closely associated with and parallel cognitive and psychological development in childhood.

These stages are:

Primal Faith *(ages 0-2)*

1-Intuitive-Protective Faith *(ages 3-5)*

2-Mythic-Literal Faith *(ages 6-11)*

3-Synthetic-Conventional Faith *(age 11-Adolescence)*

4-*Individuative-Reflective Faith

5-*Conjunctive Faith

6-*Universalising Faith

Stage 0 "Primal Faith" is the beginning steps of faith within the arms of their parents. Stages 3-6 are the faith stages of Pathfinders and adults. He has done research and sees that many individuals, even adults, may never develop stages 4-6 unless intentional ongoing spiritual development is a chosen part of their ongoing deepening relationship with God. In Adventurers we are working with children who are learning to experience God through stages 1 & 2.

Stage 1 (Little Lambs and Early Birds)

- Shared experiences - kids love having a community to share their spiritual learning with.
- Parental - parents are involved in the Adventurer experiences and provide a lot of the spiritual modeling
- Love & Security - God is real because of the love and security supplied by caregivers, such as parents and Adventurer leaders
- Concrete Meaning - Truth about the Bible makes sense because of things they can touch and Bible stories they can relate to. They are unable to think abstractly and are generally unable to see the world from anyone else's perspective.
- Experienced Traditions - opening exercises that are always the same, the Adventurer Pledge and Law that are learned and repeated each session throughout the years of Adventurers are a part of this experienced tradition. God becomes more real when things are predictable and they know what to expect from spiritual activities. Faith is not a thought-out set of ideas, but instead a set of experienced impressions WITH parents and influencers.

Stage 2 Mythical-Literal (Busy Bees - Helping Hands)

- Compared - Children at this age are able to start to work out the difference between verified facts and things that might be more fantasy or speculation.
- Trust Circle - Source of religious authority starts to expand past parents and trusted adults to others in their community like teachers and friends.
- Religion as their Experience - Kids in this age group have a strong interest in religion. Later in this stage children begin to have the capacity to understand that others might have different beliefs than them.
- Duty - following God and his teaching is seen as a duty and honour.
- Concrete Meaning - By default, children in this age group see that prayer to God is important and expected. They believe that good behaviour is rewarded, and bad behaviour is punished. If I am good to God, God will be good to me. Teaching the reality of God's GRACE beginning at this stage will allow them to further deepen their relationship with Jesus as they enter stages 3 & 4.
- Experienced Traditions = Symbol's Meaning - Symbols of scripture are literal without added meaning. Bible stories are powerful and real motivators.

Do's and Don'ts of Discipline

One of the best ways to prevent disciplinary problems is to keep Adventurers busy and on task. The following strategies will help you manage your Adventurers. And remember, you're there to help the children and their families learn to love Jesus; therefore, it is important that you model love, patience, and a cheerful attitude. You want the Adventurer Club to be a fun experience for everyone, so try to keep your sense of humour and compassion even when an Adventurer's behaviour is a problem.

DO . . .

- Have a few short, simple rules and post them. Sample rules: Be kind to others. Use good manners. Listen quietly to others. Follow directions. Be positive.
- Use signals to let the children know when you want their attention. Signals can be just about anything such as quickly turning a light on and off, turning a flashlight on and off, raising your hand, or using a clicker.
- Use silence. Stop what you are doing and stay quiet until their focus is back on you.
- Make eye contact. Often getting a child to look at you is a good way to get her to stop what she is doing and focus on you.
- Use names. If you say an Adventurer's name followed by a question or instructions, you can usually get him back on track.
- Stand near an Adventurer to get her back on task.
- Ask adults to interact with the children. If adults are happily participating in the activities, the Adventurers are more likely to model the adults' behaviour. Additionally, having adults involved can prevent misbehaviour from escalating.

DON'T . . .

- Embarrass or shame a child in front of others or privately
- Overreact
- Lose your temper—no screaming, using threats or nagging
- Hit or spank
- Insult a child by saying "you're stupid" or "you're useless"
- Use sarcasm
- Compare children
- Label children
- Demand respect – respect is earned
- Expect children to behave as adults

SECTION 3

Helping Hands with Disabilities

Learn how every Helping Hand can fully participate in your club by understanding each child and knowing how to plan inclusive activities.

Including Helping Hands with Disabilities/Special Needs

When you learn that a child with a disability will be a member of your club, you might initially feel overwhelmed. Don't worry. Arrange a meeting with the child's parents/caregivers to discuss the child's needs and medical issues. Often simple changes to an activity or requirement are all that is needed. Kids this age with disabilities can generally tell you when they require assistance and if they can't, their parents or guardians can. Remember that parents or guardians are not looking to you to discredit a diagnosis or to offer a "cure" for a condition; rather they are looking to you to welcome and include their child. Additionally the other children and adults look to you to see how to act, so make sure you treat the child with a disability with the same openness and ease that you show all of the children.

DO'S

- Speak directly to the child, not to the adult.
- Recognise that a child's physical disabilities don't indicate mental disabilities.
- Ask about the child's medical or special equipment needs.
- Explain special equipment to all children to alleviate fears.
- Take extra care in planning for the safety of the child with special needs.
- Ensure the meeting facility is handicapped accessible.
- Ask the child how they would prefer to complete a task.
- Foster independence.
- Focus on all children's strengths.
- Expect reasonable behaviour from all children.
- Be flexible.

Planning Inclusive Activities

At times you will need to substitute or change program requirements in order for children with disabilities to participate. This may require some creative thinking on your part. Remember that the point is for the activity to be fun and meaningful for the child. Here are some ideas to get you started.

- Instead of requiring the child with a learning disability to memorise Bible verses, let her draw pictures of the themes of verses: Jesus cares for me today, Jesus comes again, and Jesus will take me to Heaven.
- For the autistic child over-stimulated by others and noise, let him sort coloured buttons instead of playing a button game with other children.
- If a child has a balance problem, provide a bike with training wheels for the bike rodeo.
- Instead of making a creation story chart, a blind child can make a creation collage, using small plastic animals and other tactile objects.
- A child with cerebral palsy and poor fine motor skills may not enjoy colouring. Try enlarging the colouring sheet and taping it to the table so it won't slip. Large crayons might be easier for her to use than small crayons.
- Teach all children to use sign language for the Adventurer Pledge. This will allow a deaf child or a child with a speech impairment to participate.
- A child with Down syndrome who exhibits delayed speech can act out feelings and have an adult take a picture. Then the child can glue the picture onto construction paper with the help of an adult.

ADDITIONAL IDEAS

- Invite a special education teacher to talk to the Adventurer staff.
- Visit your local library for books about children with disabilities.
- Look within your local church community for any experienced individuals who work in this area and would be willing to help or offer advice to yourself and the team but also in consultation with the child's parents

SECTION 4

Helping Hands Meetings

Helping Hands enjoy hands-on activities that are fun and engaging. These lessons let your Helping Hands have fun exploring their world and growing closer to Jesus.

Helping Hands Meetings

The meetings are the core of your program—this is where things really happen! Each meeting includes the following:

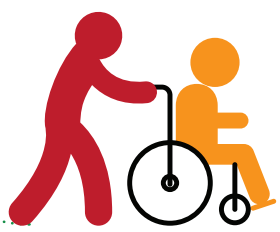
- Theme
- Resources
- Stories, crafts, games, and songs
- List of materials

Activity Tips

Helping Hand meetings should be designed to meet your church's mission, your goals, and, most importantly, the children's needs. With this in mind, the activities in this section are designed to be flexible. Don't feel as if you must replicate each of them, although you can. Instead, adapt the meeting themes and activities to best suit your club by changing the order of the meetings; combining, deleting, and adding activities; or by using them as inspiration for creating your own activities.

While all of the activities in this section are designed to maximise fun, they also lead the children to Jesus and enable them to learn about their world, their families, and themselves. You can intentionally assist the children in recognising these connections to Jesus and their world by specifically stating the purpose of the meeting, connecting the activities to the meeting theme, and asking the children questions that encourage them to summarise the themes in their own words.

Each meeting fulfills a program requirement or the requirements for an award. At times, the activities may vary from the actual program or award requirements. However, all suggested activities honour the intent of the requirements. It's up to you as the leader to decide how and if requirements are met.



Whatever themes and activities you select, consider using the same organisational structure for each meeting, since children this age benefit from consistency. Make sure the children know what to do while waiting for instruction, rules for behaviour during activities, and clean-up procedures. This structure helps the children know what to expect and how to act throughout the meeting.

Also, be aware that the pace of activities will differ from club to club and meeting to meeting. Sometimes the children will quickly complete everything you planned. It's good to have a back-up game or activity for when this happens. Other times, the children may really enjoy an activity and not want to stop. It's okay to omit activities that you've planned and continue with something that everyone is enjoying. And if something isn't going smoothly, you can stop the activity and redirect the children to something new.

Finally, flexibility and enthusiasm are the keys to conducting successful Helping Hands meetings!

Parent Networks

"The Adventurer program was created to assist parents in their important responsibilities as a child's primary teachers and evangelisers. ...The program aims to strengthen the parent/child relationship and to further the child's development in spiritual, physical, mental, and social areas. Through the Adventurer Program, the church, home, and school can work together with the parent to develop a mature, happy child."

In Adventurer ministry, "staff" and "parents" are often synonyms. Many clubs around the world are created and run by groups of parents with a shared goal -- a club ministry for their kids.

However, in modern settings, parenting is complex. Adventurers provides a great and safe refuge to help provide a structure, time, as well as spiritual and emotional resources to assist parents. All parents want to succeed*!* Adventurers, if planned correctly can provide resources to help all of us succeed*!*

Parents are strongly encouraged to be completely involved in the Adventurer program -- volunteering to help with their child's group, collecting the supplies, providing or serving snacks, or leading out in field trips. At this stage of development, parents are essential to the developmental, spiritual, and emotional growth of the children*!*

In addition, providing parenting seminars, social events, and shared experiences to build the adult - parent community will make the Adventurer program even strong. Friends *(*parents*)* working together, in a shared community, make things happen*!*

Ideas for parent involvement*:*

- Telling a story / reading a story to the group of Adventurers
- Playing an instrument for singing time
- Field trip planning and implementing
- Snacks
- Crafts and games set up / clean up
- Leading a game or craft
- Telling a story

Ideas to build successful parent communities:

- Family events outside of Adventurers
- Planning and carrying out service projects
- Planting a garden as a group (involve kids, share stories)
- Eat together
- Small group Bible studies after a meeting or on another evening. Study stories of successful (and unsuccessful) parents in the Bible, Teachings of Jesus, or other subjects the group is interested in
- Arrange prayer breakfasts, pray chats / texting, prayer times -- to pray for each other, their spouses, relationships, and children.
- Assisting other families groups in need

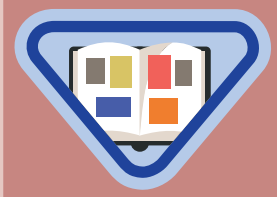
Helping Hands Scope and Sequence

	Basic - Complete all sections		*My God - Choose at least one section*	
Area	**Basic**	**Basic**	**My God** God's Plan to Save Me	**My God** God's Message to Me
Requirements	Repeat from memory and accept the Adventurer Pledge a. Demonstrate real life situations where the Pledge and Law help you respond to situations in a Christ-like way. Illustrate or act out those situations.		a. Create a story chart showing the order in which these events took place: Paul, Martin Luther, Ellen White & Yourself b. Plan and act out a skit or write a news story about one of those stories above, to show how that person is a spiritual hero.	
Award	Reading IV 	Hands of Service 		Bible IV
Done	○	○	○	○

My Self - Choose at least one section

Area	**My God** God's Power in My Life	**My Self** I Am Special	**My Self** I Can Make Wise Choices	**My Self** I Can Care for My Body
Requirements	1. Spend regular quiet time with Jesus to talk and learn about Him. Keep a record. 2. Ask three people (other than family) why they decided to give their life to Jesus OR earn the Steps to Jesus award.	1. List some special interests and abilities God has given you. 2. Demonstrate and share your talent by earning one of the Adventurer awards that allow expressions of personal talents	Learn the steps of good decision-making. Explain or demonstrate how to use them to solve two real-life problems.	
Award	Steps to Jesus My Church 			Hygiene
Done	○	○	○	○

My Family - Choose at least one section *My World -*

Area	My Family I Have a Family	My Family Families Care for Each Other	My Family My Family Helps Me Care for Myself	My World The World of Friends
Requirements	Make a family flag or banner	Help plan a special family worship, family night, or family outing. Report what you did to your group.		
Award	My Picture Book 		Cooperation	Early Adventist Pioneer
Done	○	○	○	○

Choose at least one section

Area	My World The World of Other People	My World The World of Nature		
Requirements		Complete two nature awards not previously earned		
Award	Country Fun 	Basket Maker Bible Royalty Carpenter 	Environmentalist Fruits of the Spirit Geologist 	Habitat Honeybee Outdoor Explorer
Done	○	○	○	○

Helping Hands Instructor Help

General notes

If you are able to decorate a space for the Helping Hands each meeting, it will help those who learn by experiencing to learn more readily.

If your space allows, having a "story center," "game center," and "craft center" each set up ahead of time *(*and staffed by adults*)* will help your meeting go quickly and smoothly.

Basic Requirements

COMPLETE ALL SECTIONS

I. Repeat from memory and accept the Adventurer Pledge & Law

Pledge: Because Jesus loves me I will always do my best.

Law:

Jesus can help me to:

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

Helps for life application of Pledge & Law

By the time Helping Hands repeat the Adventurer Pledge and Law for you, they may have been Adventurers for their 6th year. That means they have it memorised *(*potentially better than you do*)*.

Here is an additional activity for the Helping Hand class to do so we can challenge them to think of ways the Pledge & Law has real life application.

Have a discussion. That means the leader will ask questions *(*open ended*)* and the kids do most of the talking*!*

Create an environment where discussion is fun and positive contribution is essential. You can do that by helping everyone feel involved and able to contribute *(*even the quiet ones*)*, not allowing one or two dominate the discussion and affirming all answers.

If you have several parent volunteers and a larger group, feel free to break out into smaller groups *(*2-3 kids and an adult*)* so there is more opportunity for the children to talk.

Questions you might ask:

1. How would church be different if everyone lived out the pledge and law?
2. Are there things you or your family would do more often if....
3. Are there good things that would happen in our neighbourhood/village/town/city if most of the leaders lived by the words in the Pledge and Law?
4. What is your favourite line in the Adventurer law? Why? How does it help you be a better person?
5. Why does God need to help us do the things in the Adventurer law? When have you felt God help you keep the Adventurer law?

A. Demonstrate real life situations where the Pledge and Law help you respond to situations in a Christ-like way. Illustrate or act out those situations.

After you have discussed the questions listed above or similar "application" questions, encourage kids to create a short skit OR draw a picture that will illustrate situations where the Pledge and Law would be helpful.

If you have a large group, divide up the different law portions to different groups of 2-3 kids.

Some teachers enjoy miming (silent acting) different scenarios, then letting the Helping Hand's guess which law should be applied AND WHY they think so.

Most of the statements in the law are social expectations by many people, regardless of spiritual awareness, so having a non-Christian audience see the skits or pictures might do a lot to advertise the value of your adventurer club.

II. Complete the Reading IV award

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.

Helps:

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.

   Printed Children Bibles and books are available to purchase at most Christian Book stores.

   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.

Bibleforchildren.org has illustrated and colour pages for sixty different Bible stories available for download and printing in 132 different languages. There are 18 stories about Jesus (including Powerpoint, colouring 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 or in class.

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.

III. Complete the Hands of Service award

Requirements:

1. Read aloud the following Bible verses about service:
   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 Neighbourhood / the Neighbourhood 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.

Helps:

2 Visual Aids may be needed when teaching about 'sheep and goats'

3 Encourage the class to talk and share ideas

My God

CHOOSE AT LEAST ONE SECTION

I. God's Plan to Save Me

A. Create a story chart showing the order in which these events took place: Paul, Martin Luther, Ellen White, Yourself.

A story chart is simply a variation on a "colouring book." The story chart is cumulative, meaning that when the story pages are put together (see Activity book for each year), the story of the Bible is told from Creation, to the cross, to the second coming. Each story chart has a minimum of four pages, though some may have six or seven.

A lapbook is similar in many ways to a scrapbook or portfolio, but a younger version. Search online using the terms "what is a children's lapbook" for definitions and a lot of new ideas on how to make one with your child(ren).

The chart topic is an overview of missions and heroes from the book of Acts, through the ages to the modern era. For the first time, the child gets to see herself/himself as a part of the story of Jesus/God.

Seventh-day Adventists believe that spirituals gifts, including the gift of prophecy is a mark of the remnant church. That is why Ellen White is included in the list of story heroes. For some of your Helping Hands, this may be their first exposure to Ellen White. If so, reading a simple book about her life and role might be helpful. "Who Was Ellen White for Kids" by Jerry D. Thomas (Pacific Press) gives an extensive introduction over several lessons.

The Ellen White Estate (https://ellenwhite.org/pioneer-adventures) offers several books in e-text format on their website, that tell stories about Ellen White or stories from her life and experience. These texts range in application and reading complexity, and thus will require pre-selection.

Teaching Idea: Learning Cubes

Materials: Pre-assembled paper cubes, one set per 4-5 Helping Hands plus their parent/instructor; markers;

Ahead of time: The first cube should be decorated with the name of a hero on each side, on the second cube write one of the following words: who, what, when, where, why, how -- one-per-side.

This activity can be done as an introduction prior to the creation of the story chart, or as a way to share the stories they have remembered while creating the chart.

Note: Since several of these heroes are not ones that many Helping Hands know very much about, reading stories or informing the kids ahead of time who/what/why/when/where/how for each of the characters might be necessary.

Process: Have the Helping Hands sit in a circle on the floor. Give the cubes to one child and have him or her roll them. That child will now ask a question based on the word and picture/person that is facing up. For example, if "why" and "Martin Luther" land face up, the child might ask, "Why did Martin Luther translate the Bible into German?" The other Helping Hands can answer the question. Continue around the circle until time is up. You will find the need to GUIDE the discussion of "Yourself" to be sure that they remember that they are the spiritual heroes today and into the future -- thus questions should focus on how their lives and experience help others know Jesus.

B. Plan and act out a skit or write a news story about one of the stories above, to show how that person is a spiritual hero.

Adults can help the child remember the parts of the story by asking questions to guide their storytelling and/or providing hands-on reminders of the day or event they are talking about.

If working with a group of children, have individuals or pairs (with a parent-helper) each create a picture or a short skit/story summary, so that each of the stories in the series is reported on!

If the group decided to write news stories, paper and pencils should be supplied. Some Helping Hands might even have the ability to create news stories for sharing verbally or visually using apps on their electronic devices. Plan ahead for ways you can guide their creation process without causing chaos or using up too much club time.

II. God's Message to Me

A. Complete the (white) Bible IV award.

Requirements:

1. Own or have use of a Bible.
2. Identify from a list the names of the books in the New Testament that tell the stories or are letters from Paul and the Apostles.
3. Play a game or sing a song that helps you become acquainted with the books of the New Testament in standard order.
4. Look at a Bible or modern map and find three cities that Paul visited on his journeys.
5. Retell or act out the story of Paul on the road to Damascus (Acts 9) when he encountered Jesus and decided to follow Him. In your skit/story, explain why Paul's conversion (accepting Jesus as His Lord) is so important for Christianity and for you and your friends today.
6. Choose one of the stories of someone TELLING someone else about Jesus found in the book of Acts. Do one of the following:
   a. Identify the main character(s) and summarise the story briefly in written form.
   b. Draw a cartoon/comic strip that tells the story and its value to us today.
   c. Build a 3-D project that tells the value of the story today
7. Find, memorise, and explain three of the following Bible verses about giving your life to Jesus:
   a. Acts 16:31
   b. John 1:12
   c. Galatians 3:26
   d. 2 Corinthians 5:7
   e. Psalm 51:10
8. Brainstorm a list of modern spiritual heroes that you and your group admire. Share why you have chosen each person you placed on the list.
9. Learn to find texts in the Bible quickly and accurately. Use a game or activity while learning this skill. Set goals and improve.

Helps:

1. This is a requirement that is essential for training our young people to open God's word. Electronic and print Bibles that they own or have access to both apply.

2. Acts-Jude all are books that are either stories or letters about Paul and the apostles. Acts is narrative, while the remaining books are letters *(epistles)*.
3. ***Teaching Idea****:*

   Song*:* There are a number of songs that you can use to help learn these. Use your preferred search engine and search "song books of the New Testament."

   Game*:* Collect household boxes of a variety of sizes *(*large cereal boxes to tiny baking boxes*)* or sized slips of paper to represent the relative size of each book - each team then races the others to put them in standard order as quickly as possible.
4. Acts 13-25 show the four trips of Paul, and the sub-headings in each chapter tell you where Paul is visiting. Maps usually appear in the back of many print Bibles. Usually there is a map labeled "Paul's Missionary Journeys." For digital maps search "bible map Paul missionary journeys."
5. Helping Hands should be applying this story to THEIR life. Make sure the discussion is KID centered with guidance....but don't give away the "answers"*!*
6. Example - Acts 8:26-40 Philip and the Ethiopian eunuch.

   Coloured paper and markers will help with "b."
   Three options are given to address different learning styles.
7. Help the children understand the meaning of each passage and how it can apply to their lives.
8. Names may include various members/leaders of your Adventurer club, the local church, the greater church community, speakers, christian singer/songwriters and more.
9. Bible sword drill is a fun and interactive way for the whole class to learn this skill. It will require practice at home with families too.

   Teaching Idea: Read-aloud

   Materials*:* Prepare three or four of the Bible passages printed out in LARGE PRINT so that the whole group can read the words. Use the easiest reading version of scripture allowed in your church context. Among English translations, the New International Revised Version, and International Children's Bible are both written with short sentences and simple words.

   Procedure*:* Read the texts aloud and discuss them quickly. Don't spend too long on each text. The goal is to introduce kids to lots of different parts of the Bible that are useful for lots of different kinds of things *(*2 Timothy 3:16-17*)*. Enjoy the quick trip through the Bible with your children's group.

   #6-#7 - NOTE*:* The goal is to do a craft / activity to help the children remember the THEME or MAIN POINT of a few of the Bible texts. "Memorise" doesn't mean that the child remembers it word for word weeks or months later in order to achieve the award*!*

III. God's Power in My Life

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

"The family that prays together, stays together" is a saying that has been a part of Christian homes for generations.

Adventurer meetings can model HOW to complete a successful family worship during class time or during a Parent Training meeting.

Teaching Idea: Model a Family Worship

Materials: Bible story books appropriate for the age group. Be sure the story books are interesting to this age group, are written for them with simpler sentences than older kids or adults would read for their own devotions. Musical tools (eg. instruments or a kid's song book, DVD and Youtube for kids songs are a great way to include music in your worship.

Procedure:

Note: The worship should last no longer than 10-12 minutes.

Ask each child for a favourite Jesus song. Use musical tools to sing it together. Next, read a single story (or even a couple of pages if the story is long). Have each child and adult say a simple one or two sentence prayer. "Thank you" prayers that help the child review the events of her day in light of God's guidance and care are especially appropriate for this age group.

The Activity Book contains a page for recording the regularity. The instructor should NOT force every day, since the child is not the one in charge, but instead should encourage regularity and, if applicable, an improved habit.

B. Ask three people (other than family) why they decided to give their life to Jesus OR earn the Steps to Jesus award.

Helps:

Coach the child, if needed, with simple questions like "how do you show other people that Jesus cares for them?" or "what are ways you show Jesus' love to people?"

Also coach the children on how to say "thank you" for the meaningful conversation.

If this is a group exercise, be aware of time.

Steps to Jesus award (optional)

Requiremets:

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 Saviour (1Cor.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 Saviour
   e. God hears me when I pray. (John 1:12).
   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 Saviour (John 3:26; Heb. 13:5). Because I am sinful, I will still make mistakes. But I if I confess my sins to Jesus, He will forgive me and remove my guilt completely (Jer. 31:34). We may need to confess to others who are hurt by my actions or words (1 John 1:9) and make it right with them (Luke 19:8), and then 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. Memorise John 3:16, Acts 16:31, and 1 John 1:9.
4. Spend a regular quiet time with Jesus.
5. Make a personal choice to accept Jesus as Saviour 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..

Helps*:*

1. Make these concepts as simple as needed for the child to grasp. The most important concept is that she/he recognise the nature of sin *(*wrong doing*)* and its consequences *(*eternal death*)*, and then ask Jesus to forgive and be his/her Saviour.
2. These stories would make a 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 salvations.
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, foundational, and needs to be continuing through a personal relationship growth.
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. Recommended an extra project. 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*)*.

C. Complete the My Church award.

Requirements*:*

1. Understand the meaning and memorise 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 10 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?

Helps:

1. Use your favourite search engine to find a video "Lord prepare me to be a sanctuary lyrics"
2. Parents help their children.
3. Make a list of questions for your pastor prior to arrival. Examples are listed. This activity may be done as a unit or when the Pastor comes to visit the club. Many Helping Hands share the questions, or even give the questions to the pastor ahead of time so that he/she has well thought out answers to give. Your pastor may be willing to help you complete the other requirements for this award!
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. Optional - 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.

   Another option – have a staff meeting so the Adventurers may see all that goes into getting a meeting ready for them. (Suggestion: On the Adventurer Sabbath, HH's class may want to address the church board members and say "Thank you for guiding our church.")
6. Prepare the names of the church board members and their positions they hold.
   a. Talk about each position and explain each roll and the service given to God (most church positions are volunteer).
   b. What position would each child prefer most? And why?
   c. Discuss with the children how to prepare for a life of service dedicated to God. Discuss what skills or education would help each child prepare for their favourite job.
7. Details
   a. Children 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.

My Self

CHOOSE AT LEAST ONE SECTION

I. I Am Special

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

Teaching Idea: U R Special Name Acronym

Procedure: Read Ephesians 2:10 and discuss it with the Helping Hands: "We are God's accomplishment, created in Christ Jesus to do good things." Then give each child a sheet of construction paper. Place the sheet of construction paper lengthwise and have each child use stencils to write her or his name down the left side of the paper. Children with short names can write their middle and/or last name too. For each letter of their names, the children should write a word, phrase, or sentence that describes themselves. For example, a child named Anna might write A = artistic, N = nice to others, N = never whines, A = always happy. Once they have written the words, have them colour each letter of their name.

A variation of this game is to put their name paper on their back with masking tape, then have their friends come and write in the acronym (with more than one option written for each letter). ALL must be affirming! After all letters are full for everyone, they can remove the paper from their back and read about themselves!

B. Demonstrate and share your talent by earning one of the Adventurer awards that allow expressions of personal talents.

Teaching Idea: Talent Show-n-Tell

Materials: those brought in by the Helping Hands (see procedure description)

Procedure: Ahead of time: Ask the children to bring in objects that represent their talents. They may bring musical instruments, crafts they have made, sports equipment, etc.

Begin by reading Timothy 4:4 "Everything that has been created by God is good." (CEB). Remind the Helping Hands that God created them with the talents and abilities that they have. THEIR combination of talents and abilities is unique to them!

Have the children share their talents through a talent show or show and tell. If a child is stuck, have an adult brainstorm with him or her. NOTE: This game does NOT complete all of the requirement.

Awards that might apply to this requirement include:

Carpenter, Environmentalist, Reporter, Sign language, Stamping Fun Art, Technology, or other awards from previous years.

II. I Can Make Wise Choices

A. Learn the steps of good decision-making. Explain or demonstrate how to use them to solve two real-life problems.

Steps:

1. Define the problem
2. Brainstorm all possible solutions
3. Consider the consequences for yourself and others
4. Decide on a solution and carry it out

Note to leader -- For young children, adults are affirmed for helping kids choose a list of positive, good choices from which to choose from. Personal growth is learning to choose good from among bad, but as children 10 years of age or younger, guidance is necessary!

Teaching Idea: Role Play

Ahead of Time: Write out scenes on the index cards about making decisions for the children to role play. On a dry erase board, write out the following steps for making good decisions:

Materials: Index pens, dry erase board, markers

Procedure: Randomly pull these scenarios from the bag and have Helping Hands discuss. This might be a good meeting to have a Bible worker, pastor, or Bible teacher assisting, just in case the discussions need deeper guidance from Biblical sources.

Begin by reading over the four steps of good decision making (posted /printed for all to see) Then divide the children into small groups, giving each group a card that has a decision-making dilemma written on it. Have one group at a time read their card out loud and then respond to the scenario by role playing a bad choice and then a good choice. Use role playing situations that are relevant to your Helping Hands. Here are some examples to get you started: REVISE for your situation!

- You're sitting with two friends at lunch, Alexi and Zac. Alexi leaves to throw away some trash and Zac starts to tell you a story about Alexi. The story sounds like gossip that would hurt Alexi's feelings.
- You're watching your classmates do math problems on the board. You think the problems are easy, but some students are having a hard time. Then one student, who isn't very popular because she thinks she has all the answers, makes a simple mistake.
- A water pipe broke at your school, ruining books, computers, and carpeting. The school asks for volunteers to help clean up the mess. Your friends say that it's the school's problem and they are going to stay at home.
- You try to throw an apple core in the trash, but it lands on your teacher's open grade book, making a sticky mess. When she sees it, she blames the wrong student, someone who has bullied you in the past.
- You find out that English isn't the first language of a new boy in your class. You tell a couple of your friends. Now whenever they see the new kid, they make fun of his accent and pretend they can't understand him.

This activity was adapted from 'Think It Through' game

III. I Can Care for My Body

A. Complete the Hygiene award

Requirements:

1. Find, read and discuss Psalm 119:11, 51:10, and 19:14.
2. Learn about personal cleanliness.
3. Discover three important times for washing your hands.
4. Practice proper brushing of teeth.
5. Discuss regular bathing and how to keep your hair clean.
6. How many glasses of water should you drink daily?
7. Is it important to keep your clothing clean?

Helps:

1. Discuss importance of using kind and "clean" words as Jesus would have us do. Locate the texts, discuss what they say.
2. Make it interesting while you learn. Play games, sing songs or make posters to teach the basic principles. You may choose to see a video, read a book or have a health specialist come talk with the children.
3. Teach the importance of clean hands before eating, after going to the rest room, and before handling food. Using a microscope look at their hands. Have them wash with soap as they would normally wash, place them under a microscope again, wash again carefully and look at the difference.

   Teaching Idea: Glitter Hands (requirements 2 & 3)

   Materials:

   Glitter, in a variety of colours; Large clear plastic baggies; Soap; Towels; Hand-washing station; Dry erase board or large sheet of paper; Marker

   Procedure:

   Ahead of time: Write the steps for good hand-washing on the dry erase board:
   - Wet hands with warm running water
   - Add soap and lather to the front and back of hands, between fingers, and around nails
   - Rinse hands with warm running water
   - Pick up a clean towel and use it to turn off the water
   - Dry hands

   Begin by having each child stick his or her hands in the glitter. (Only one colour of glitter per child.) Next have the children shake hands with each other. Have the children check how many different colours of glitter they now have on their hands. Explain that 80% of germs that cause infectious diseases like colds or the flu are spread by touch.

   Using the dry erase board, talk about how to correctly wash hands to get rid of as many germs as possible. Then have the children wash all of the glitter off their hands, following the steps for good hand-washing.
4. Brush your teeth, for two minutes, at least twice each day. Eat a balanced diet, cut back on sugary and starchy foods, don't chew on hard substances such as ice or popcorn kernels. Organise for a dentist/dental worker to come and show proper brushing (they may be willing to give each child a tooth brush or other items).

   Teaching Idea: Visiting Dentist | Dental Medical Worker

   Materials: none NOTE - some dental offices will send tooth brushing supplies for all the Helping Hands to use with their dental worker.

   Procedure: Ask the dental presenter to demonstrate and talk about the value of dental hygiene. Make sure you leave time for questions! Encourage the dental hygiene presenter to be creative and hands-on for their presentation. If possible have a "game" to help kids demonstrate dental hygiene.
5. A clean body is healthier. Share with the children some problems if they do not keep clean. For example, lice, colds, etc. Play beauty shop and show how to properly wash hair, dry and comb it. You may wish to have a beauty operator talk to them and show good health habits for their hair and hands.

6. The outside of your body needs water to keep clean and the inside of your body needs water to keep healthy. You need sufficient liquids each day to stay hydrated. The old rule was 8x 8oz (240 ml x 8), but recent studies say that a person's needs vary widely, since water is found in fruits, vegetables, and other liquids. The important part is to stay hydrated, watching your body for signs of dehydration. Share with them how God made their body and planned it the way it is.
7. It is also important to keep our clothing clean so we will look and feel healthy. After playing or working it is important to bathe and put on clean clothing.

   Caution to leaders: It is easy for this to become a "you should do this" lecture rather than a learning experience. This award is best taught interactively and creatively instead of as a "simple discussion" or lecture.

   Source: NAD Helping Hands Guide

My Family

CHOOSE AT LEAST ONE SECTION

I. I Have a family

A. Make a family flag or banner.

Using your favourite search you can find several applicable teaching ideas: using search terms: teaching idea elementary +"family flag"

Teaching Idea: Family Flag

Materials: 9 × 12 in (23 × 30.5 cm) sheets of construction paper in a variety of colours; Additional construction paper; Scissors; Glue; Markers; Yarn; Scraps of fabric; Additional objects that can be used to decorate the flags; Dry erase board or large sheet of paper.

Procedure: Ahead of time: Read about your country's flag and find out what its colours and symbols mean.

Ask the children why countries or organisations have flags. On the board write some colours and some of their associated meanings, such as:

- Red: passion, action, bravery
- Orange: optimism, warmth, energy
- Yellow: hope, happiness, enthusiasm
- Green: growth, nature, renewal
- Blue: trust, peace, loyalty
- Purple: uniqueness, creativity, imagination
- Pink: love, compassion, playfulness
- White: purity, innocence, cleanliness
- Black: strength, protection, mystery

Common flag symbols are stars, stripes, the sun, the moon, crosses, triangles, and squares and their meanings vary from country to country. Share what the colours and symbols on your country's flag represent.

Ask the children to think about what is important to their family (honesty, helping each other, being kind). Then have the children create a flag that represents their family.

Have each child select a sheet of construction paper for the background of the flag. The colour should represent an important trait about his or her family. Then have the children decorate their flags with symbols that represent a value that's important to their family or an activity their family likes doing together. The children can make up the meanings for their symbols. Have the children share the meaning of the colours and symbols on their flags. Also, encourage them to share the flag and its meaning with their family.

Source: NAD Helping Hands Guide

B. Complete the Picture Book award, using pictures from your family's history.

Picture Book Award Requirements:

Requirements:

1. Make a picture book of at least 6 pages.
2. All pages must have some form of decoration on it.
3. Describe each picture in the book.
4. Memorise Joel 1:3 and discuss the meaning.
5. Share your picture book with others and explain why you picked these pictures. Did sharing your book help you understand Joel 1:3?

Helps:

1. Create a family picture book or chose 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.

   Items could include: coloured or printed paper, stickers, punch-outs, decorative scissors, buttons, foam cut-outs, embellishments, beads, confetti or other cut-outs. NOTE: There is no requirement to buy expensive or fancy scrapbooking supplies!
3. A short description of the picture can be included in print/script OR be part of a book verbal show-n-tell.
4. Joel 1:3 (ESV) Tell your children of it, and let your children tell their children, and their children to another generation.

   Meaning points: picture books help us remember important points in our lives. It gives us a chance to tell people about something important a long time from now. The discussion could evaluate what important events they are wanting to put in their book match the Bible text (and how).

   Important events such may include baby dedications, baptism, public speaking, performing for church or school, family holidays, church camps, Adventurer camp outs and/or mission trips.

   Share your book with family, club, school or with friends.

II. Families Care for Each Other

A. Help plan a special family worship, family night, or family outing. Report what you did to your group.

The overarching goal of this requirement: Children are gifted and capable of being part of the planning for family activities, whether spiritual, recreational, of social. Giving the kids tools to lead or actively assist in making family activities happen is the MOST IMPORTANT goal. In many cultures, the role of the instructor will be to not only help them find a plan that works, but also convince the parents to let the Helping Hand follow through with enacting the plan.

Teaching Idea: Build a Blessings Box

Materials: craft boxes to decorate "paper mache" style, that can hold 3 x 5 cards or other small cards.

Goal: Families choose a regular time each week to write down how God has blessed the during the week.

Procedure: Give each child a box and a paper plate with some craft glue. Then give the children pieces of paper they can tear to create a mosaic on their boxes. To attach the paper to the box, lay the torn piece of paper flat on the glue and then place the paper on the box and smooth it out. The entire box should be covered with torn pieces of paper. Give each child 20 notecards to take home to use for the notes of blessings.

Show the children 2-3 verses from the Bible that encourage us to say thank you for our blessings. Have each Helping Hand choose a passage and create a short plan of how to have a worship thought with their family to introduce their "Blessings Box" to their family.

The goal during the meeting is to not only do the cute craft, but to also teach the kids how to lead their family in an INTENTIONAL and systematic family worship activity.

Teaching Idea: Bible Scrolls

Materials: small pieces of paper prepared to look like scrolls, crayons and markers.

Goal: Help the Helping Hands each choose a picture or quote that illustrates the Bible passage the group reads together.

Procedure: Many Bible passages work for this option. In fact, family small groups have found this a way to have whole-family small group instead of "babysitting." The passage the adults are reading and discussing has the layer of application for the kids through reading aloud and choosing the themes to illustrate. That same choice of theme will help the adult study focus on the theme(s) of the passage, leading to a deeper discussion for everyone.

Note: use your favourite search engine "diy craft old scroll paper" to make the experience even more authentic for your young worshipers. The Helping Hands can take the active role of making a significant quantity of the paper scrolls and choosing the passages to use. The leader should provide a letter to the parents explaining when/how the Helping Hand(s) will be working with their family(ies) to complete the worship.

Teaching Idea: Trip Planning

Materials: maps, tourist guides, trips for families online guides or brochures, poster board.

Goal: Help the Helping Hands each choose a location that they would like to take their family to visit.

Procedure: This requirement can give instructors the opportunity to teach some basic map reading skills, help kids see that many fun family outings can be free or low-cost, give kids guidelines of how to start conversations with their families about spending quality time together. Be sensitive during this multi-stage, multi-step hands-on exercise that is so dependant on discussion and understanding.

III. My Family Helps Me Care for Myself

A. Complete the Cooperation award.

Requirements:

1. Read and discuss Acts 4:32-37, Exodus 35:20-29, Exodus 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.

Helps:

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 tells 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? 3) What evidence do you see about whether they accomplished their goal? 4) What goals does our club/group have that we can help with? Would we consider that cooperating? 5) Colossians 3:23-24 read aloud together is an application challenge for today!
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: Paralysed 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 favourite 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". An example of a cooperation song is :

When we all pull together, together, together,
When we all pull together, how happy we'll be!
For your work is my work and our work is God's work.
When we all pull together, how happy we'll be!

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?

My World

A. Complete the Early Adventist Pioneer award.

CHOOSE AT LEAST ONE SECTION

Requirements:

1. Name five Adventist Pioneers and tell something about each.
2. Read a story about an Adventist Pioneer.
3. Learn an early Adventist hymn. Memorise the first verse.
4. Make and taste a batch of granola; tell what granola had to do with the pioneers.
5. Paint, tie-dye, or decorate a plain bandana or similar "costume" item. Use the costume item created to dress-up as a pioneer.
6. Memorise 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.

Note: Doing this award with "dress up" and "skit" elements will make what some consider "just boring old history" have a better chance of coming alive and being a positive experience for your Helping Hands. BE SURE that this is one award that you have planned ahead for and planned thoroughly. Because Adventism began in North American over 150 years ago, expect many of the requirements to be culturally different than your culture today.

Helps:

1. Ellen White, James White, William Miller, Joseph Bates, J.N. Andrews, Hiriam Edson, etc.
2. Book suggestion: Ellen, The Girl With Two Angels, by Mabel R Miller

   Online resources for Req. 1 & 2:

   - Youtube.com - 'Lineage Journey | Season II' are short video's that feature stories of the early Adventist pioneers on location. Pre-viewing would be needed by the teacher/staff to see if these video's are suitable/ appropriate for their HH class;
   - https://ellenwhite.org/pioneer-adventures is another online resource where stories may be found.
   - Online stories: guidemagazine.org search "ellen white" and "james white" and "captain bates" will give you short stories published in Guide magazine.
   - Online book available: *'Campfire Junior Stories from the Days of S.D.A. Pioneers'* - google search this title and the book is available to download
   - Use your favourite search engine to search "adventist pioneer stories for kids" for other online options.

   Note: Helping Hands are capable of listening to a story of greater complexity than other groups of Adventurers. However, they are NOT adults and thus stories about Adventist Pioneers written for adults are not appropriate. Your goal is to make the Adventist Pioneers' lives interesting and exciting. Most kids who have grown up Adventist don't know much about their churches' history, and those who are club members but who do not have an Adventist heritage need to hear that Adventists have cool and special people in their history! Be a "heritage missionary"!
3. There are several songs that were written or sung by early Adventists. 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.

Teaching Idea:

Have musicians from your church come in to demonstrate what the songs sounded like. Some might be even willing to "dress up" for their performance.

4. Did you know that breakfast cereals (the dry cereals in a box) are a product of the Adventist health message?

   Talk about the importance of breakfast and breakfast foods. Mention some history of breakfast–Councils on Diets & Food, and Adventist Home.

   Recipe for granola https://www.weetbix.com.au/recipes/oven-baked-granola/ or look in cookbooks. For more information use your favourite search engine "history breakfast cereal adventist"

   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 at meeting, 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. Other costume parts that would match this era include bonnets, aprons, and work smocks. Online patterns for "early american costume craft" may give you ideas of what would work for your group.

6. The story of Ellen White holding a large Bible up during vision is referenced on the official White Estate website. "The Big Bible" (http://www.whiteestate.org/issues/faq-egw.html). The Bible in the story was 18 lb / 8 kg.

   Teacher Idea:

   Bring a large book to attempt to use in the same way Ellen did. Weigh the book. Is your book smaller or larger than Ellen's? Take turns holding it out at a 45-90 degree angle for as long as you can. Talk about God's strength that is greater than human strength. Compare to Samson's strength if necessary.

7. Early American games include jump rope, tug of war, falling off the stars, hop scotch, tag games, button-button, drop the hanky, milk the cow and obstacle course.

8. Early American crafts can include spoon dolls, needlepoint, simple wooden toy creation, puzzles, corn doll, and many more. Search engine "early American toy craft" or "early American toy craft for kids".

II. The World of Other People

A. Complete the Country Fun award.

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*(s)*.
   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 11:1-19*)*.

Helps*:*

Note*:* this award doesn't have an answer key because there are hundreds of countries around the world that can be chosen.

Hints*:* Choose a country as a unit or as smaller groups within the Helping Hands group. One adult per group will be helpful.

When searching online for resources, add the words "for kids" to most searches to get information written for kids.

III. The World of Nature

A. Complete two nature awards not previously earned.

Additional Awards Designed for Helping Hands*:*

- Basket Maker
- Bible Royalty
- Carpenter
- Environmentalist
- Fruits of the Spirit
- Geologist
- Habitat
- Honey Bee
- Outdoor Explorer
- Pearly Gate
- Prayer Warrior
- Rainbow Promise
- Reporter
- Safe Water
- Sign Language
- Skater
- Stamping Fun Art
- Steps to Jesus
- Tabernacle
- Technology

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Resources*:*

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ADVENTURER CLUB