

# Acts of Kindness



1. Read Romans 12:10 and Proverbs 12:25 and discuss what each verse mean?
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 stories of kindness.
5. Act out in a skit or charade different acts of kindness.
6. Plan and carry out an act of kindness as a class or club.

## Helps

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. Kindness is mentioned in a variety of places in the Bible including:

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. Our Little Friend and other online/print story sources can assist you in fulfilling this requirement.
5. Ideas: Adam naming the animals (Genesis 2); Joseph being kind to his brothers even after they'd been cruel to him; Jesus and the children (Mark 10).
6. Your club is your best resource!

## Resources

Bible  
[enchantedlearning.com](http://enchantedlearning.com)  
[helpothers.org/story.php](http://helpothers.org/story.php)  
[makingfriends.com](http://makingfriends.com)



Instructor  
Required

HELPING HAND

4

## Archery

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, string, and arrow.
5. Demonstrate archery skills by completing the following on a 48 inch target:
  - a. 20 arrows at 6 feet
  - b. 30 arrows at 32 feet
  - c. 30 arrows at 65 feet



# Artist



1. Explain what an artist is. Name Creation's Master Artist.
2. Name and know 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 brushes.
4. Make a design with each of the following:
  - a. Fingerpaints
  - b. Colored pencils
  - c. Felt markers
5. Learn an art technique and demonstrate two of the following:
  - a. Potato prints
  - b. Stencil
  - c. Papiermâché or clay model
  - d. Bread dough art
6. Make two of the following:
  - a. Invitation
  - b. Bookmark
  - c. Greeting card
  - d. Poster

## Helps

1. One who professes and practices an imaginative art. Discuss with the children what type of artist they are. Do they sing, play an instrument, draw, play act, do crafts, 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, and blue and red to obtain violet.
3. Teach how to sharpen pencils. Stress cleaning brushes thoroughly. Demonstrate safety in handling pencils and brushes.
4. Wear aprons when working with fingerpaints or felt markers. Kids may make designs of things God made and tell the day He made it.
5. Teach children to make fun designs and to clean up after their project is completed. The Internet craft books, or your local library will have resources that will be helpful.
6. Make an invitation to an Adventurer meeting, church program, etc. Make a card, bookmark, or other item that may be given as a gift to an older person or shut-in.

# Astronomer



1. Name several stargazers in 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. Moonrise
  - b. Sunrise
  - c. Sunset
7. Find three texts in the Bible that refer to the heavens.

## Helps

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 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 the 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 each child may guess what one they are 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 teaching the class.
5. Get away from city lights to view the night sky or watch a DVD about the sky.
6. Observe the sky at sunrise, sunsets and/or moonrise. 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)



# Baking



1. What is the definition of 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 eight utensils that are used in many baking projects.
5. Read four stories in the Bible where baking is 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.

## Helps

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.

## Resources

[homebaking.org](http://homebaking.org)

[joyofbaking.com](http://joyofbaking.com)

[familyfun.go.com/recipes](http://familyfun.go.com/recipes)

Library books

# Basket Maker

1. Explain what a basket is.
2. List several baskets found in your home.
3. Know the tools of a basket maker.
4. Describe 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 for sewing, trash, berries or flowers.

6. Decorate a basket to be given as a gift.
7. Tell some ways baskets were used in the Bible. Give at least one text.



## Helps

1. A basket is a receptacle (container) made from interwoven material.
2. Baskets: laundry, shopping, fruit, berry, sewing, waste, etc.
3. 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. Instructor: Please choose a simple design so Adventurers will not become discouraged. Work with each child so all may complete their projects. Use local materials such as grape vine, reeds, grasses, etc.
6. Decorate a basket, e.g., sewing basket, fruit basket, flower basket, or berry basket, to be given as a gift. If you have already decorated a basket under #5, this is to be an additional basket.

# Bead Craft

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. Share 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.



## Helps:

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:
  - People made things out of beads in Egypt in Bible times.
  - The world's first calculator was an abacus, which is made out of beads. It is still used in many countries.
  - 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.
  - Some Indians used porcupine quills or pieces of bone for needles to string beads on thread made out of horse hair or cotton.
  - People who are Catholic or Buddhist often use beads to help them remember and count their prayers.
  - Beads have been used to decorate clothes for more than 400 years.
5. Some things that you can do with beads are:
  - Glue them onto something for decoration.
  - Perle (melt beads).
  - String them together.
  - Use them to trade, or for play money.
  - Decorate clothing.
  - Make pot holders or other things to decorate your home.
  - Count things.
6. Suggested bead projects:
  - String beads onto a pipe cleaner and shape it into a heart, cross or shepherd's rod.
  - Sew beads on piece of cloth in the shape of your name or initials.
  - Trace a picture or design onto heavy paper or cloth. Glue or sew beads onto it.
  - Make a refrigerator magnet using beads. (Glue them onto a clothespin or piece of felt, or string them on thread or wire.)
  - Decorate a bean bag with beads.
  - Sew beads on shoes or moccasins.
  - String beads onto thread or ribbon and wrap them around the outside of a picture frame.
  - Make a sculpture by stringing beads onto copper wire and shaping it.



Required

BUSY BEE

1

## Bible I

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. Psalm 91:11
  - c. John 14:3
  - d. Psalm 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.



### Helps

- 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 the children 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 the Garden of Eden. Act out the story of their choice.



Required

SUNBEAM

2

## Bible II



1. Recite in order the books of the Old Testament.
2. Tell or act out the following Bible stories:
  - a. Noah
  - b. Abraham
  - c. Moses
  - d. David
  - e. Daniel
3. Read or listen to a Bible story.
4. 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
5. Play two games that will help you remember the Bible stories.

### Helps

1. Teach with songs, games, felts, etc.
2. Encourage creativity and learn the special lessons from the stories.
3. Make sure your children have a hands-on experience using their Bibles, but also use Bible story books, videos, and CDs to teach them these stories in an interesting way.
4. Help the children understand the meaning of the passages and how they can apply to their lives.
5. Bible game books are available at Christian bookstores, as are Bible coloring books and felt sets.

# Bible Royalty

1. Memorize Psalm 100:4.
2. Name five Bible kings. Which kings were the best rulers and why?
3. Tell 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. Have the Adventurers 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. Crowns and explain what decorations mean to the king
  - c. Decorate a chair for a king
  - d. Mural of a throne room
  - e. Other



## Helps

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 is another example.
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.

## Resources

Bible concordance

My Bible Stories

My Bible Friends

# Bread of Life



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. 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. Namaan 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.

## Helps

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 are 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 of sharing Him with others.
3. Find additional verses.
4. Four Bible study habits:
  - a. Set aside time every morning or evening.
  - b. Start with a prayer before you begin your study. Ask the Holy Spirit to be with you as you read and to 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.

## Resource

Bible



# Build and Fly

1. Make paper airplanes and fly them.
2. Make a simple glider and fly it.
3. Make a simple kite, 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. List the first successful pilots of motorized airplane.
8. Work on a crossword puzzle about types of flying.



## Helps

1. Teach the children to make their own paper airplanes. Color or otherwise 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 a crowd of people. Use strong string and read the instructions on a purchased kite.
4. Visit the zoo or watch 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 they 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 about 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 different types of flight.

# Building Blocks



1. Look up and review three or more of the Bible stories listed below: Noah (Gen. 6-7); tower of Babel (Gen. 11:1-9); Abram's tent (Gen. 12:1-8); wilderness tabernacle (Ex. 25-27); Solomon's temple (1 Chronicles 28:1-10, 2 Chronicles 3-5); manger (Luke 2:1-20); wise man and foolish man (Luke 6:47-49); New Jerusalem (Rev. 21-22).
2. Invite a builder or carpenter to talk about the:
  - a. Tools he or she uses (display and demonstrate)
  - b. Kinds of things he or she builds
  - c. Safety rules
  - 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. May work individually or in teams.

## Helps

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 over 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 worker 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, photograph, drawing, sculpture, video or on a computer.
  - d. Sing a song describing good character-building choices.
  - e. Privately write a poem or journal reflecting on your choice.

(continued on next page)

4. Bring gemstones to touch and see or show pictures of the New Jerusalem.
5. Any type of building materials may be used. Examples: Legos, Lincoln Logs, Tinker Toys, craft sticks, play dough, foam board, construction paper, sticks, straw, mud, or bricks.  
Suggestions for types of buildings: Biblebuildings, your home, school, favorite shop, church, imagined heavenly home.Helps

**Resources needed**

Bible

Building materials as available

# Butterfly



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 3.
5. Make one of the following crafts:
  - a. A butterfly on the sidewalk with chalk
  - b. A torn construction paper picture of a butterfly
  - c. A butterfly in the sand or snow
  - d. A butterfly mobile
  - e. A butterfly magnet
  - f. A butterfly made with beads
  - g. A butterfly made of colored tissue clipped together with a clothespin
6. Learn a song about butterflies.

## Helps

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 stays 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 and strong, and to do what is right. Continue to move your hands like a butterfly as we pray.
6. Option: "If I were a butterfly, I'd thank the Lord for my mighty fine wings. . ."

## Resources

[npwrc.usgs.gov/rsource/disr/lepi](http://npwrc.usgs.gov/rsource/disr/lepi) (Pictures and information on butterflies in United States by state.)

[wildlifewebsite.com/butterflies](http://wildlifewebsite.com/butterflies) (Pictures and information on butterflies in Canada.)

[enchantedlearning.com](http://enchantedlearning.com) (Pictures of butterflies, life cycle and pictures to color.)

# Buttons

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 50 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.



## Helps

1. Choose a container, 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. Suggestions are: Sew buttons on clothing, glue buttons onto a frame, punch holes in heavy cardstock and secure button on back to create a card to send someone or to display buttons. Sew on small buttons to decorate napkins, placemats or napkin rings. Stamp a design on cloth and add buttons. See resources for more button crafts.
4. Stand in circle and start passing the button around. When it stops someone in middle of the circle tries to guess where the button is. If they guess right, the person holding the button goes to the center.
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.

## Resources

Library for button crafts and history.

## History of buttons

[worldcollectorsnet.com/buttons/buttonsarticle.html](http://worldcollectorsnet.com/buttons/buttonsarticle.html)

## Crafts

[craftyjan.com/page13.html#Button%20Star](http://craftyjan.com/page13.html#Button%20Star)

# Camper

1. Discuss with your family important rules for camping.
2. Go on a campout with your family and Adventurer group.
3. Help pitch a tent.
4. Help set up your stove or build a campfire.
5. Help prepare at least one meal while camping.
6. After your trip, help put camping supplies away.
7. Memorize Psalm 34:7.



## Helps

1. Camp away from streams and bodies of water. Do not harm the environment. Do not cut or destroy trees, bushes, or plants. Never leave a fire without putting it out. Never camp or hike alone. Do not run while carrying a sharp object. Check with the local Forestry Service for guidelines for your area.
2. Camp out at least one night, making this a special time to enjoy nature (trees, flowers, stars, birds, etc.).
3. Clear the ground, lay out a ground cloth, and help properly setting up your tent. Learn to take care of all camping items, including tent zippers, tabs, and stakes.
4. Learn safety when handling stoves, fuel, matches, and fire. Learn how to clear the area around a campfire and when and where it is safe to have a campfire.
5. Learn to safely heat water, boil, fry, or bake food.
6. When you arrive home, help clean and store camping supplies. Put your dirty clothes where they belong.



Instructor  
Required

HELPING HAND

4

## Canoeing

1. Earn the Swimming I award.
2. Paddle for a distance of 55 yards (50 meters). Turn right and left, maintaining the oars on the same side of the canoe.
3. Enter and exit a canoe from a dock and from shore without getting wet or getting water in the canoe.
4. Know what the bow and stern of the canoe are and learn to maintain stability in a canoe that is being rocked 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.



**Leaders' Note:** Your Adventurers must complete the Swimming I award before starting the Canoeing award.

The Adventurer must be accompanied by a canoeing instructor at all times. The instructor should be experienced in canoeing. Adventurers must wear a life jacket during demonstration and practice in the water.





## Caring Friend



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

### Helps

1. Discuss ways the children can be caring friends, such as being kind to an older person, friends or siblings; taking a cool glass of water or a bouquet of flowers to someone that is ill; sharing a book or game. Make a list for the children showing ways to be a caring friend at home, church, school, the park, etc. Learn and discuss I Peter 5:7.
2. Have the children write down the birthday (month and day) so they can send or take a card or flowers to surprise their new friend on his/her birthday. The questions are designed to encourage the children to visit with their new friend.
3. Encourage the children to take something to a shut-in and to visit him/her using the questions in #2 as a basis for their conversation. Suggestions: A May basket with flowers, a picture you have drawn and colored, or a craft item you have created.
4. Discuss with the children their feelings toward God and how they can express to others His love.
5. Encourage the children to do sweet surprises or find ways in which they can be helpers at home without being asked to do a certain task.
6. As a group, family, or individual, plan and do something helpful for someone special. Have fun doing it and see what reactions you receive after doing it.

# Carpenter



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

## Helps

1. A carpenter is a person who builds or repairs wooden structures and other articles of wood.
2. Help the children look up each Bible text: a. the ark, b. the temple, c. an altar.
3. Hammer, hand saw, measuring tape, screw driver, chisel, boring tools, and planes. Clean and put away tools after each use. You may wish to have a carpenter come to demonstrate the use and care of these tools.
4. Buildings, furniture, toys, etc.
5. This may be done as a group or with parents, or you may have a carpenter visit your group and show them types of wood, etc.
6. Make a birdhouse or feeder, using a simple design. Hang for use after projects have been completed. Or make a key rack or napkin holder. Help the children safely handle nails, wood, and tools.
7. Mark 6:3 speaks of Christ as a carpenter. Discuss items He may have helped His earthly father make, such as tables, benches, cabinets, stairs, door and window frames, etc.

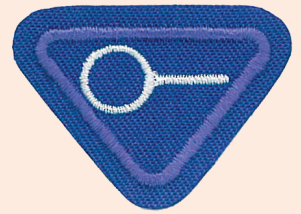
# Collector

1. Explain what a collector is.
2. Name five popular articles that people are collecting today.
3. Listen to an adult collector as he/she shows and talks about his/her collection.
4. As a group, plan what you want to collect and gather items in one of the following ways:
  - a. Play a game of A to Z collection
  - b. Have a nature treasure hunt

OR

Make two very different collections with at least 20 items in each.

- a. Objects: stamps, postcards, photographs, coins, etc.
  - b. Nature: leaves, minerals, feathers, shells, etc.
5. Have a collectors show and display two collections neatly arranged with objects well identified.
  6. Show and explain something you have learned about one of your collections.



## Helps

1. A collector is a person who gathers things he/she is interested in and learns about them.
2. Stamps, stickers, buttons, coins, dolls, model cars, baseball cards, etc.
3. You may choose to bring in several different collectors and have them give an age-appropriate talk about their collection.
4. Make sure that it is permissible to collect in the area you go to. You may wish to collect items such as rocks, leaves or seeds. (A) Collect one item for each letter of the alphabet, as an apple for A, a bug for B, crabgrass for C, etc. (You may need to include non-nature items.) (B) 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, game, food, etc.).
5. Let the children choose items that they may have started collecting already or something that would fit your area, such as a collection of buttons, stickers, cat pictures, miniature figures, etc.  
Use the show as a parent or family meeting or as a nursing home program.
6. Encourage the children to share their collections after they have been neatly displayed, telling their reason for liking this particular collection and new things they have learned about their collection.

# Cooking Fun



1. Name the food groups that should be part of your plate at each meal.
  - a. Collect pictures from each of these food groups.
  - b. Use your pictures to make a collage or poster to be displayed at your club, school, or church.
2. Describe a complete, balanced daily menu.  
OR  
Compose a complete dinner menu.
3. Help prepare, serve, and clean up a four-course dinner.
4. Make two different kinds of sandwiches.
5. Prepare two different salads.
6. Help to prepare and pack a picnic lunch.
  - a. Include foods from all food groups.
  - b. Share this picnic with family or friends.

## Helps

1. Visit [choosemyplate.gov](http://choosemyplate.gov) for current information.
2. Visit [choosemyplate.gov](http://choosemyplate.gov) for current information.
3. This dinner can be the result of requirement #2. Helping make the dinner and clean up are fun experiences. Give a special hug to the child.
4. Make two sandwich fillings or use prepared items such as jam, peanut butter, etc.
5. Make a simple relish tray and/or a tossed or jelled salad. Encourage creativity.
6. Prepare a picnic lunch and go on a picnic with your group, even if it is just under a tree on the church lawn.

# Cooperation

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.



## Helps

1. Also Nehemiah 4.
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 how to improve your cooperation.
4. Encourage cooperation while choosing the story.
5. Such as: "Cooperation" by Kings Heralds; "Cooperation Hop" by Sandi Patti
6. Such as: "Lead Me" game, wheel barrow race, puzzle, or human maze.
7. Everyone participates in a group craft

# Country Fun

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).



## Helps

1. Use local church members, the library, or websites for information. Recommended websites are listed below. You may wish to make a country scrapbook.

## Resources

[countryreports.org](http://countryreports.org) Flags, information and anthems.

[yahooligans.com](http://yahooligans.com) Link to flags of the world. Mythology and folklore for nine countries.

[multcolib.org/homework](http://multcolib.org/homework)

Information on countries and flags, among many other topics.



## Courtesy



1. Explain what “courtesy” means.
2. Recite and explain the Golden Rule.
3. Be able to demonstrate good table manners:
  - a. Properly set the table
  - b. Correctly ask for and pass food
  - c. Properly excuse yourself from the table
4. Make a telephone call using good telephone manners:
  - a. To an adult
  - b. To a friend of your choice
  - c. Be able to answer the phone correctly

OR introduce:

  - d. An adult to a friend
  - e. Your teacher to a parent
5. Share an experience:
  - 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

### Helps

1. Showing consideration to others as in good manners and proper behavior. Show 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, according to Matthew 7:12. In different versions it is stated as, “Do to others what you want them to do to you.”
3. Encourage good manners by having a pretend meal with a table setting and showing the children proper table etiquette such as not talking with their mouth full, using utensils correctly, saying please and thank you, etc. You may wish to have a “banquet” for the children to put into practice what they have learned.
4. Teach the children to speak distinctly when they answer the telephone, to ask the caller whom they wish to speak with, and to quickly relay the message. Also teach them how to call in case of an emergency. If telephones are not available, teach them how to make introductions properly.
5. Give the children a few minutes to tell their story. At first you may need to share an experience to get them thinking, e.g., a time you were lost and a police officer was kind or you fell and a neighbor helped you up. Encourage the children to be kind to each other as well as to adults.



# Cyclist

1. Complete the Road Safety award.
2. Demonstrate:
  - a. How to keep the bike clean
  - b. How to safely ride the bike
  - c. 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.



## Helps

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 signals.
  - 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.
3. Hold a Bicycle Derby Day:
  - Bike inspection by the police or fire department.
  - Have a pit area for preparing bikes for inspection.
  - Plan a parade for decorated bikes. Give a prize.
  - Play games using the bike: Fast race, slow race, relay race, paper carrier throw, obstacle race, etc.
4. Plan a five mile bike ride. 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 ride.
5. Map-making is fun. Keep it simple. Use pencils and rulers.

# Delightful Sabbath



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 fourth Commandment?
  - c. Whom does the fourth 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 two 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.

## Helps

1. Read and discuss the concepts of Sabbath. God meant for the Sabbath to be a delight, something that gives great pleasure and enjoyment. Sabbath is a day for resting from our busy work week, spending time with our Creator/Redeemer, fellowshiping with believers at church, spending time in nature, and doing good.
2. Wrap box with items like stickers, wrapping paper, etc. Be creative. Have fun.
3. Be creative.
4. If your club is blessed with non-Seventh-day Adventist Adventurers this award can be a wonderful teaching tool to show the Adventurers and their families how special God intended the Sabbath to be. Take extra time to explain when the Sabbath was created and why God

(continued on next page)

gave us the Sabbath. Remember the Sabbath was made for people and not people for the Sabbath (Mark 2:27). Tell a friend, family member, or the club.

5. Have a prayer of blessing for each child and light some candles. Invite everyone to share what they are thankful to God for in the past week. You could also serve a light meal with fresh fruit and use fancy glasses/cups with grape juice.

**Resources**

Bible

[adventurer-club.org](http://adventurer-club.org)

# Disciples



1. What is a disciple?
2. Find in the Bible the names and occupations 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.

## Helps

1. One who is a student or follower and keeps the teacher's rules and sayings.
2. Andrew, Simon (Peter), James, John, Philip, Nathaniel (Bartholomew), Matthew (Levi), Thomas, James, Simon, Judas, and Judas Iscariot. We do not know occupations of all the disciples. What do you think they did?
3. The brothers were Peter/Andrew; James/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.
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 Cedarmonk Kids.  
#8 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.

## Resources

SDA Commentary  
SDA Encyclopedia  
Ellen White's books

# Dogs

1. Read and discuss the meaning of Genesis 1:26 and Proverbs 12:10.
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. Identify 10 different breeds of dogs.
8. Make a dog-themed craft.
9. Play a dog-themed game.



## Helps

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.
4. Discuss the need for shelter, food, water, exercise, bathing, good health, etc.
5. They can be helpful for use as guard dogs, companions, medical alert, and seeing eye dogs.
6. Discuss sounds such as barking, whining, and growling.
7. Search the Internet for dog breeds.
8. Search the Internet for dog-themed craft projects.
9. Search the Internet for dog-themed games.

# Early Adventist Pioneer

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. Learn Revelation 14:12.
5. Play an early American game OR make an early American craft.



## Helps

1. Ellen White, James White, William Miller, Joseph Bates, J.N. Andrews, Hiram Edson, etc. Check the Adventist Book Center for resources.
2. Books for requirement #2 include: *Grandma Ellen and Me*, by Mable Miller (Pacific Press, 2000)
3. Songs from the 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.
5. Jump rope, tug of war, falling off the stars, hopscotch, tag games, button-button, drop the hanky, milk the cow, obstacle course. Make spoon dolls or needlecraft.



## Environmentalist



1. Read 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. Learn what causes pollution, and list ways you can prevent pollution
  - b. Investigate how and why the pollution happened
  - c. Explain how you can keep from polluting water
  - d. What dangers threaten the quality of air.
6. Participate in one of the following community activities to help clean the environment:
  - a. Take part in Earth Day events
  - b. With your group help clear the trash in a city park or recreation area
  - c. Help collect paper, cans or other materials for recycling
7. Create a mural of the earth made new.

### Helps

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, and aluminum cans; using white paper goods; not wasting water; and not polluting our water with trash, human, or chemical waste. Have children make a poster depicting what they have learned.
7. Read together Rev. 21, 22 and Isa. 11:6.

### Information

Information on endangered species may be found online or through the Audubon Society or other environmental organizations, including the publishers of *Ranger Rick*, *Nature Scope*, and *National Geographic World*.

*50 Ways You Can Help Save the World* by Tony Compolo and Gordon Aeschlimang (Intervarsity Press, 1992)

Contact the US Department of Fish and Game or the EPA for educational materials about our environment. Visit your state's website for conservation education materials.



# Feathered Friends



1. Tell how God cares for birds.
2. Make a simple bird feeder.
3. Be able to recognize 10 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. Supply nesting materials for the birds in your neighborhood.
8. Observe some live birds and imitate their movements.

## Helps

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 milkcarton bird feeder by cutting the milk carton so seeds may be placed inside or make a pine cone feeder by rolling a pine cone 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 birds card game available from your Adventist Book Center.
5. Resources: the internet, a teacher supply store, coloring books, magazines, books, or videos.
6. Check the internet for sounds. 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 the 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.

## Leader's Note

The Migratory Bird Treaty Act states that it is illegal to collect feathers from native migratory birds. To read the text of this document, visit the URL below.

[fws.gov/migratorybirds/RegulationsPolicies/mbta/MBTA%20List%20of%20Brds%20Final%20Rule.pdf](https://fws.gov/migratorybirds/RegulationsPolicies/mbta/MBTA%20List%20of%20Brds%20Final%20Rule.pdf)

For a list of birds this act does not apply to, go to:

[fws.gov/policy/library/2005/05-5127.html](https://fws.gov/policy/library/2005/05-5127.html)

# First Aid Helper

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. Know when and demonstrate how to use them.
4. Make a simple first-aid kit and learn uses of included items.
5. Visit a hospital emergency department and learn about the emergencies they handle or have an EMT come and talk to your club about the emergencies he or she handles.
6. Describe and draw the first aid symbol.
7. Give an example of first aid in the Bible.



## Helps

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" x 2" plain gauze pads, gauze roller bandage, triangular bandages, needle, scissors, tweezers, thermometer, disinfectant, calamine lotion, insect repellant, and an ACE bandage.
5. 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 his/her job.
7. Bring clean sheets and bandages and let the children "treat" the different problems with simple care.
9. See Matthew 26:51.

# Fish



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.

## Helps

1. Help the children find the scripture and review the stories.
2. See resources below on 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 near you. Discuss how we can help by keeping the water clean. Never put garbage in lakes or the ocean.
5. Fish game:  
Make a stick fishing pole with a string and magnet on the end. “Go fish” for goodies like little Bibles, stickers, gummie fish, etc. Crafts: (also see resources below):
  - a. Make a paper plate aquarium—use two paper plates; cut a round circle in one and put clear or blue-clear plastic wrap on it to make it look like a window into an aquarium. Place fish stickers and draw seaweed/plants on the uncut plate. Glue both plates together, so it is like an aquarium with transparent glass.
  - b. Felt fish. Prepare pre-cut felt fish shapes and have the children decorate them with sequins.

## Resources

### Squanto's life

[joyfulheart.com/holiday/squanto/html](http://joyfulheart.com/holiday/squanto/html)

### Squanto helps the pilgrims grow corn with fish:

[gomilpitas.com/homeschooling/explore/pilgrims.html](http://gomilpitas.com/homeschooling/explore/pilgrims.html)

### Fish Crafts

[enchantedlearning.com/crafts/fish/](http://enchantedlearning.com/crafts/fish/)

[orientaltrading.com](http://orientaltrading.com)

[dltk-kids.com/animals/fish/html](http://dltk-kids.com/animals/fish/html)

Visit a fish hatchery, aquarium or pet store in your area.

Give each child a bag of fish crackers.



## Fitness Fun



1. Read and discuss Jeremiah 29:11.
2. List at least four things that contribute to physical fitness.
3. Do three different stretches. Hold each for a minimum of 15 seconds.
  - a. Leg
  - b. Back
  - c. Arms and shoulders
4. Do four of the following:
  - a. Run, jog, or walk one-half mile
  - b. Skip
  - c. Jump rope for three minutes
  - d. Jumping jacks—do at least 15
  - e. Hop on one leg at least five times—see how many you can do
  - f. Sit-ups
  - g. Exercise of your choice
5. Participate in two of the following:
  - a. Obstacle course
  - b. Leap frog
  - c. Relay race
6. Participate in an organized game that requires physical exercise.

### Helps

1. Apply verse to fitness.
2. Fitness means proper nutrition, rest, water, exercise, strength, cardiovascular fitness, flexibility, and endurance.
3. When stretching, use static stretches (hold stretch for 15 seconds without bouncing). Do stretches both before exercise to avoid injury and after when muscles are warmed up to help cool down to avoid strains.
4. Encourage all children to do their best without competing with each other.
5. Set up an obstacle course so children can run around, under, over, and through objects such as tires, cardboard boxes, pylons, ropes, and poles.
6. Such as soccer; basketball; kickball; Let's Move Day (Adventists InStep for Life); or Duck, Duck, Goose. Visit [AdventistInStepForLife.org](http://AdventistInStepForLife.org) for more information.

# Flowers



1. List five flowers mentioned in the Bible.
2. Identify 10 of the following:
  - a. Daffodil
  - b. Daisy
  - c. Geranium
  - d. Tulip
  - e. Pansy
  - f. Chrysanthemum
  - g. Rose
  - h. Carnation
  - i. Gladiolus
  - j. Lily
  - k. Iris
  - l. Petunia
3. Tell what attracts bees and insects to flowers and what it is they get from flowers.
4. Describe three ways in which flower seeds are scattered.
5. Play a pollen game.
6. Make a bookmark using dried flower petals.
7. Take a bouquet of garden flowers to share with someone.

## Helps

1. Use a Bible dictionary or concordance to look up texts: Song of Solomon 2:1-2, 5:13, and 6:2; Matthew 6:28, 29; etc.
2. You may substitute garden flowers common to your area. Show live flowers whenever possible, although flashcards, magazines or seed catalog pictures may be used.
3. Colors, smell, and motion attract insects to flowers. Nectar, pollen, and water is taken from the flowers.
4. Flower seeds are scattered by birds, wind, insects, and animals. Check with your state agricultural department for educational materials.
5. Using butcher paper or newspaper, cut a flower shape that is at least four feet in width and lay it flat on the floor. In the center of the flower place a cup of sugar water. Sprinkle powder on the rest of the flower. Give each child a straw and let them one at a time try to get the “nectar” from the cup without touching the “pollen” powder. Most flowers are pollinated successfully when an insect drinks the nectar, though sometimes insects are able to bypass the pollen.
6. Pick and dry petals from several different flowers. Cut white paper 2 × 7 in and arrange petals on it. Cover with clear contact paper and trim excess material. Your bookmark may be given as a gift for Mother’s Day, a birthday, etc.
7. Pick a bouquet of garden flowers, arrange them nicely, and take them to someone to make him/her happy. OR make a silk flower arrangement and share it (could be taken to Sabbath School).



Required

BUSY BEE

1

## Friend of Animals

1. Take care of a pet for four weeks.
  - a. Feed it and be certain it has fresh water
  - b. Brush your pet and give it a bath or clean its resting place

OR

Put out scraps or seeds for birds or animals in your neighborhood.

- a. Identify creatures that eat these scraps
  - b. Draw and color pictures of them
2. List creatures that live in your neighborhood.
3. Match 10 animals with their houses.
4. Make an animal mask.
5. Play an animal game.
6. Visit one of the following:
  - a. zoo            d. farmyard
  - b. kennel        e. aviary
  - c. museum      f. pet shop
7. On what day of creation did God create the animal you cared for?



### Helps

1. Help each child to learn responsibility and care of a pet. (You may purchase a group pet and take turns caring for it.) Talk about what is good for their pet and what foods, toys, etc. are not.
2. Teach the children to be observant of nature and where to obtain help in identifying animals, such as a library or museum.
3. Play games matching animals and their homes. Use a felt animals and homes set, pictures, etc. Explain an interesting fact about each animal, such as when a crab grows, it needs to find a new and larger home; the turtle's home grows with the turtle; etc.
4. Let the children choose an animal they enjoy learning about. Using a paper plate, draw and color this animal, cutting eyes so they can see out. You may want to tell a story about animals so the children may take part as the animal they made. AND/OR play the animal sounds game: Someone makes the sound and the animal answers and tells what it is, or everyone guesses.
5. Choose from different animal games, such as animal lotto, animal dominoes, and birds and animals games available at the Adventist Book Center.
6. Talk about what you saw and learned.
7. See Genesis 1:20-2:1.



# Friend of Jesus



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 adult help, prepare a devotional or a prayer to be given at Sabbath School, a club meeting, or school.
4. Visit a shut-in or older person from your church or community. Take him/her a picture or card you have made.
5. Tell why you should be kind to animals.
6. Attend a baptism and discuss what it means.
7. Explain what it means to be a friend of Jesus and name five of Jesus' friends listed in your Bible.
8. Be able to say a prayer at mealtime and one at bedtime.
9. Speak kindly to those around you. Discuss how being kind to others is also being a friend of Jesus.

## Helps

- 1 & 8. Help the children learn to verbalize their love for Jesus and to share that love with others. Pray simple prayers to show their love for Jesus.
2. Encourage the children 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. Show the children how to prepare a simple talk or prayer. Keep it age appropriate, encouraging their own ideas.
4. Visit shut-ins and have the children bring something they have made to them. The shut-in may be an adult or child. Help your children realize that caring for this friend of Jesus is loving Jesus, too.
5. Teach kindness to animals, as in regular feeding, clean water, handling carefully, speaking softly.
6. Explain baptism, that it was Jesus' example for us, and attend one.
7. Children may list disciples or other friends such as Mary, Martha, Lazarus, etc.
9. Jesus knows our thoughts and actions. Be kind as Jesus was.



# Friend of Nature

1. Take a nature walk and discover items of interest.
  - a. Show or tell what you found.
  - b. Make these items into a collage or poster.
2. List the names of three different trees and do a bark rubbing of each.
3. Collect four different kinds of leaves and compare.
4. Go on a critter hunt. Explore (or observe with a magnifying glass) all the things you can see in a 10 square foot area.

OR

Explore a yard or park and talk about what you see.

5. Visit one of the following:
  - a. Zoo
  - b. Park
  - c. Wildlife area
6. Explain how to become a friend of nature such as how to protect trees, nests, etc.



## Helps

1. The aim is to develop observation skills, explore, collect, and share nature in the out-of-doors.
2. A naturalist may help you with identification. Place the paper on tree bark and lightly rub crayon over it. Talk about the different rubbings and how each tree is unique and special in its own way, just as people are unique and special.
3. Collect at least four leaves from different trees. You may wish to teach the children to properly press, dry, and preserve them. Compare and study the leaves through a magnifying glass.
4. Your critter hunt may be for any item of nature found on your walk or just live creatures, such as worms, caterpillars, ants, or beetles. Allow the children time to express what they saw.
5. When you visit a zoo, park, or wildlife area, etc., search for the smaller, often unnoticed creatures, including small birds.
6. Tell how most pollutants are caused by humans and our 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 protect plants, trees, birds, and animals.

# Fruits of the Spirit

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 in the Bible a story 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.



## Helps

1. The fruits are love, joy, peace, patience, kindness, faithfulness, gentleness, and self-control.
2. Check in your Bible concordance.
5. Check out an album by Steve Green titled "Hide 'em in your Heart" (Sparrow, 2012).

## Resources

Bible concordance  
My Bible Stories  
My Bible Friends

# Gardener



1. Describe what a gardener does.
2. Name three different types of gardens and describe the items that grow in each.
3. Name two gardens mentioned in the Bible.
4. List at least three tools you need for gardening.
5. Demonstrate how to use these tools properly and how to take care of gardening tools after use.
6. Do one of the following:
  - a. Take care of a small plot of land, including planting, transplanting, and cultivating flowers or vegetables.
  - b. Using window boxes, flower pots, milk cartons, or cans, plant and care for three different plants.
  - c. Make a terrarium and care for it.
7. Share a plant, garden produce, or flower from your garden with your family or with a friend or neighbor.

OR

Draw and color a picture of a flower to give to someone.

## Helps

1. A gardener cultivates the soil, plants seeds and plants, and feeds, waters, weeds, transplants, and cares for the garden.
2. Vegetable garden: foods such as peas, carrots, beans, etc. (it may also contain fruits such as berries and tomatoes).  
Flower garden: bulb and seed flowers such as tulips or pansies.  
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. Garden tools, such as shovel, rake, hoe, trowel, hose, wheelbarrow, and watering can.
5. Careful usage to prevent injury, such as never leaving tools face up where a person may step on or fall over them. Clean and store tools in a dry place.
6. Teach children to enjoy the feel of soil, the excitement of watching living things grow, and the responsibility to care for a garden by weeding and watering. Regarding C, help the children select an attractive variety of plants for the terrarium.
7. Share garden produce, plants, or flowers with someone.

# Geologist

1. Describe a geologist and his/her work.
2. Recite a text in the Bible telling about rocks or minerals. Tell a Bible story where rocks or stones were used.
3. Experiment with soil, sand, gravel, rocks, and water.  
OR  
Make a crystal garden.
4. Collect and display five different types of rocks. Identify and label them.
5. Read together Revelation 21.
  - a. Look up the precious stones listed.
  - b. Draw a picture of the heavenly city and color it.
6. Use stones or rocks to make an art picture or paint a rock.



## Helps

1. A person studying the formation and origin of the earth's layers.
2. Help children to use a concordance and look up the words stones and rocks. Revelation 21 tells of the stones used in the New Jerusalem. Encourage the use of different Bible stories.
3. Place sand, soil, gravel, rocks, and water in a quart jar and gently shake it. Let it stand for one hour and observe. Layers are called sedimentary rocks. OR grow a crystal garden. Wet several large chunks of rock thoroughly. Arrange rocks on the bottom of a large glass bowl. Pour over the rocks four tablespoons (1/4 cup) of water. 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.
4. Bring a collection of rocks and minerals to share with your group. Show the children how to neatly label and display the ones they find and ways to store them.
5. Write the names on a blackboard so the children may copy them down and learn a bit about each precious stone. Show a real stone whenever possible or show pictures and use a rock and mineral book to help identify them.
6. Paint a face or animal on a rock. Glue rocks on a simple picture to make a design. Glue rocks on a jar or can to make a vase or pencil holder, etc.

# Glue Right

1. Practice controlling the glue on scratch paper.
2. Learn how to control the glue by practicing different methods of applying glue.
3. Children may glue a star, sequin, or other items on the line where they think they learned the most about controlling the 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?



## Helps

1. Providing glue bottles 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 similar to the sample.
  - a. Think Line: Make the glue flow in a thick line to fill the space without going past the end of the lines.
  - b. Thin Line: 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. Dash Line: Cover each dash without going past the end of the dash by stopping 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 a 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 touch lightly the corners of the picture so the glue will not show through to the front side.
  - f. Design: Use any type of sequins, gem, 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 a star in glue and cover with glitter. For best results, do one angle at a time or use a toothpick. Staff should 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 that stays faithful, even when all others turn away, is Jesus. He is the true and faithful Friend, the One who never fails.
5. Any craft that require glue is appropriate.
6. No purpose—just fun.

# Good Samaritan

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:
  - Help a family in need in your community
  - 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.

## Helps

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 Matt. 5:3.
3. Encourage discussion.
4. Adventist Community Service, Dorcus, ADRA, Red Cross, Salvation Army, Samaritan's Purse, local food banks.
5. Invite several church members to share with the club how and who they help.
6. Such as, collect clothes and 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.

## Resources

Bible

[acscommunityservice.org](http://acscommunityservice.org)

[foodforthe poor.org](http://foodforthe poor.org)

[samaritanspurse.org](http://samaritanspurse.org)

[salvationarmyusa.org](http://salvationarmyusa.org)

# Guide



1. Describe what a guide does.
2. Draw a map or give your group directions to your house.
3. Be able to lead someone to the following locations:
  - a. Post office
  - b. Grocery store
  - c. Phone booth
  - d. Police station
  - e. Church
  - f. School
4. Demonstrate how to ask for directions, and list people whom you can safely ask.
5. As a group, organize a trip to and visit one of the following:
  - a. Museum
  - b. Fire station
  - c. Art festival
  - d. Water-treatment plant
  - e. Monument
  - f. Police station
  - g. Factory
6. You have been a guide to different places, but who is our guide according to Psalm 48:14?

## Helps

1. A guide is a person who shows the way.
2. Learning to give simple directions is the goal. Children at times have to give directions to emergency personnel as well as to visiting family. Have a map of your area to help them understand north and south or left and right.
3. Using butcher paper, draw a large map of your town that shows the places listed. Show street names necessary to reach the different places.
4. Practice asking courteously and listening carefully to directions. Play a directions game. Divide the group into teams. Teacher will hide an object in the room and one person on each team will know where the object is. These people will give oral directions only once to the first member of their team. These team members will try to find the object without further instructions. Give each child a chance to find the object or give instructions.
5. Explain how you make arrangements to visit one of the places listed. Before the trip, give the children information as to expected behavior and what to be looking for.
6. Help the youngsters understand that God is with us and is our Guide throughout our lives. He really knows and cares about each one of us.



# Gymnast



1. Have the Fitness Fun award.
2. Perform at least five different warm-ups.
3. Lead out in warm-ups and stretches at the start of three classes.
4. Be able to do seven of the following movements and practice to improve:
  - a. Backward roll
  - b. Cartwheel
  - c. Backbend
  - d. Backward stretch straddle roll
  - e. Dive roll
  - f. Headstand
  - g. Handstand
  - h. Beam walk
  - i. Forward straddle roll
5. Participate in an exercise program.

## Helps

2. Ideal warm-ups for children: skip, hop, jumping jacks, animal walks (elephant, crab, kangaroo, frog, bunny).
3. Have each child lead out in three warm-up sessions with jumping jacks, jogging in place, skipping, jumping rope, etc. Lie down, tighten all muscles, and hold (squeeze your fanny). Stretches: legs, back, wrists, hands, ankles (rotate in circles), head (lean from side to side and hold).
5. Positions: stretch/lay out, 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. Back bend: from a standing position, slowly arch back until hands touch the floor.
  - d. From a standing position, lean back placing hands between legs. As you roll, hands go to the 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 "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.

Some youngsters will be more limber and will find gymnastics easier than others. Make it fun, and praise their efforts. Have an adult spotter nearby to minimize injuries.

# Habitat

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.



## Helps

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 it's more interesting if the habitat is visited more than once and at different times of day or night.
7. Genesis 1:9-13.
8. Isaiah 65:17-25; Revelation 22:1-5.
9. Suggestions for creating a habitat:
  - a. Plant flowers that will attract butterflies.
  - c. Use real or artificial items to create a show box scene of the habitat you studied.
  - a. Have the class create a mural that combines all the habitats studied.

# Hand Shadows



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 the children discuss how they would teach this skill to other children.
4. Practice on how to teach others to make hand shadows. An adult can provide tips.
5. Teach someone how to make two or more hand shadows.

## Helps

1. Create light and shadows indoors with a flashlight attached to the back of a high-back chair, over-head projector or lamp. Shine a light on the wall, a 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 understand how they learned and that all people learn at a different pace 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 you do it, 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.

## Resources

[myrdal.com/shadfing.htm](http://myrdal.com/shadfing.htm)  
[kellys.com/ashley/shadow.html](http://kellys.com/ashley/shadow.html)

Library books.

# Handicraft



1. Pick six of the following to make:
  - a. A get-well card, and give it to someone
  - b. A dried or silk flower arrangement
  - c. A bread dough or clay figure
  - d. A shell picture
  - e. String art
  - f. A mobile
  - g. An item from papier-mâché
  - h. A picture using eggshells or seeds
  - i. Cover for a book, photo album, or binder
  - j. A collage using six different materials
  - k. A poster inviting people to an event
  - l. A craft project of your own choosing
2. Give at least two of the above items to:
  - a. A family member
  - b. An elderly person in your church or a nursing home
3. Have an art show.

## Helps

1.
  - a. Use paper, lace, material, etc. to decorate a card. Include a get-well message and give to someone who is ill.
  - b. Collect dried or silk flowers to arrange.
  - c. Encourage each child to be creative. Bake and paint.
  - d. Design a picture using shells and glue. Display at the club.
  - e. Make a simple string-art pattern.
  - f. Design and make a mobile using at least three patterns.
  - g. Use papier-mâché to make a model of an animal or car.
  - h. Use eggshells glued to cardboard to make and paint a design of their choice.
  - i. Cover an autograph or photo album with material.
  - j. Make a collage using a variety of materials, e.g., felt, wool, cotton, straw, bark, dried flowers.
  - k. Make your poster easy to read and colorful.
  - l. You may choose to have the children make the same type of craft item or give them several choices.
2. Encourage neatness and originality of design.
3. Hold the show during a parents' night or meeting, or during a nursing home visit.



# Health Specialist



1. Memorize I Corinthians 6:19, 20.
2. Describe a healthy diet. List the basic food groups and plan a meal that includes all the food groups.
3. Explain why your body needs exercise.
4. Record the hours you sleep and tell why you need rest.
5. Explain why you need fresh air and sunlight.
6. Explain why water is important for your body. List the number of glasses of water you should drink each day.
7. Describe and illustrate good dental hygiene.
8. Name three things that may harm your health. Record how you improve over time.
9. Participate in an exercise program.

## Helps

1. Talk together as a group or family about the principles of the text.
2. Have a tasting party that includes foods from the four main food groups. Blindfold the children and have them guess what food they are smelling, then enjoy tasting it. OR cut out pictures of food, arrange them on paper plates, and discuss what makes a balanced meal. Visit [choosemyplate.gov](http://choosemyplate.gov).
3. Exercise keeps muscles strong, strengthens your heart, improves your lung capacity, and makes 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 fast as the hare would run. Repeat three times. Have a wheelbarrow race in which one child holds the ankles of another child. They both walk forward, one on hands, the other on feet. Then they change places.
4. When you sleep your muscles and your whole body relax, and your heart and breathing slow. Your body uses this time to recover and repair itself.
5. Without fresh air you cannot live. Breathe deeply and enjoy! Sunlight contains vitamin D, which helps to form strong bones. Sunlight is a disinfectant. Exercise in the sunlight as in Russian Hop. Get into a squatting position with your arms folded across your chest. Hop up and forward with both your feet. At the end of each hop, you are back in the starting position. Hop around in a circle.
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. We must drink two and one-half quarts of water daily to remain healthy. Many foods have water; lettuce is nine-tenths water.
7. Your family dentist has educational materials that are available for children.
8. Contact your family doctor, county health department, or public library for a video that will make this a fun learning experience.

# Homecraft

1. Design and build a sculpture using toothpicks.
2. Do or make two of the following:
  - a. A crocheted piece
  - b. A cross stitched piece
  - c. A knitted piece
  - d. An embroidered piece
  - e. Thread a needle and sew on buttons
3. Cover a bottle to be used as a vase.
4. Design and make a refrigerator magnet.
5. Make a picture from household items or foods.
6. Make two items from things that would normally be thrown away.
7. Start a collection of throwaway home items that may be reused for craft projects.



## Helps

1. Using cardboard as a base, take glue and toothpicks and build a tower, animal or other design of the child's choice. Size may depend on the patience of the child.
2. This is a great opportunity for the family 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 it smooth. Cover lightly with white glue and let dry before using. Makes an attractive gift for Mother's Day or to use for flowers for a shut-in.
4. Let the children design and make with felts or other material scraps, buttons, etc., a magnet for the refrigerator or other metal surface.
5. Let children make up designs or trace a design on a paper plate or cardboard and use glue to make a picture using beans, macaroni and other dried foods.
6. Use bottle caps, milk or egg cartons, popsickle sticks, cardboard, nut shells, lint, bottles, cans, material scraps, etc. (Vacation Bible School teachers' guides regarding crafts contain good ideas for this sort of thing.)
7. Teach the children to save and store in a craft box items they could use again for inexpensive craft projects. Be prepared to give examples of types of items to save. Encourage reuse of these items so they will not be thrown away and added to landfills. Every little bit helps the environment. Be creative!



# Home Helper



1. Assist with two of the following chores:
  - a. Laundry
  - b. Preparing a meal
  - c. Washing the 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 two of the following:
  - a. Vacuum the carpet or beat a rug
  - b. Dust furniture
  - c. Sweep or mop
5. Be responsible for emptying the wastebaskets or trash container for one week. Separate all recyclable materials.
6. Discuss the following and learn to:
  - a. Dust windowsills
  - b. Remove spider webs
  - c. Wash windows
  - d. Clean woodwork
  - e. Separate all recyclable materials
7. Listen to the story of one of these children who helped:
  - a. Samuel
  - b. Namaan's servant girl
  - c. Jesus

## Helps

1. Work is always more fun when shared. Teach the children to be helpful at home by assisting a parent or sibling.
2. Teach the children to properly set a table: 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 children to do dishes safely and to do their tasks willingly and with a smile.
3. Children 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 do his/her part around the home. Learning to dust, sweep, and vacuum safely and without causing more dust is important.
5. Teach the children to help with emptying wastebaskets and placing contents in larger trash containers. Talk about how trash that isn't cared for properly makes a messy world.
6. You may set up a "house" during Adventurer time. Encourage the children to work together to make the house spic and span, and show them how to perform necessary tasks neatly. Woodwork and windowsills need to be dusted with a clean cloth or, if they are washable, a damp cloth. Place a clean rag or pillow slip over a broom to clean away spider webs. Use water or window cleaner with a clean cloth or paper towels to clean windows.
7. The story may be told by a parent, Helping Hand, or grandparent.



# Honey



1. Where does honey come from?
2. How does the bee make honey? Understand the following terms: super, extractor, nectar, and 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 19:9-10
  - c. Psalm 34:8
  - d. Proverbs 24:13
  - e. Proverbs 25:16 & 27
  - f. Matthew 3:4
  - g. Your choice

## Helps

1. Explain where nectar is located 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 and 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)

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

## Resources

honey.com  
enchantedlearning.com/crafts/honey  
orientaltrading.com (bee crafts)  
dltk-kids.com

# Honeybee

1. Find in the Bible several verses that speak about bees.
2. Draw the honey bee 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 their responsibilities.
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.



## Helps

1. Judges 14:8, Psalm 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 (worker) shares directions and information about pollen and nectar. The goal of this dance is to share information with other bees.

## Resources

enchantedlearning.com  
honey.com/kids  
ag.arizona.edu/pubs/insects/ahb/inf7.html  
daniellesplace.com/html/bugs.html  
familycrafts.about.com/cs/beeecrafts  
christiancrafters.com/buzzing\_bees.html

# Horsemanship

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.





## Hygiene

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 and discuss what they say.
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 watch 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.
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 dental professional come to show proper brushing (they may be willing to give each child a tooth brush or other items).
5. A clean body is healthier. Share with the children some problems if they do not keep clean. For example, lice, colds, etc. Play salon makeover and show how to properly wash hair, dry, and comb it. You may wish to have a stylist 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 at least eight glasses of water each day. 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.

# Knot Tying

1. Know and explain the different types of lashing.
2. Learn to make the following knots and explain their usage:
  - a. Overhand knot
  - b. Figure-eight knot
  - c. Granny knot
  - d. Square knot
  - e. Clove hitch
  - f. Fisherman's knot
  - g. Sheet bend
  - h. Sheepshank
3. Make a knot board that includes the eight knots you have learned to make.



# Ladybugs

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?
4. Make two ladybug pet rocks. Give one away.



## Helps

1. Ladybugs are a type of beetle. They have six short legs and 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 information).
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 each consume over 5000 aphids.
3. There are over 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; now we can share the ladybug with someone else.

## Resources

*Painting on Rocks for Kids* by Lin Wellford (North Light, 2002)

## Wesites

[nysaes.cornell.edu/ent/biocontrol/predators/ladybintro.html](http://nysaes.cornell.edu/ent/biocontrol/predators/ladybintro.html) Includes pictures.

Koday's Kids Amazing Insects includes quick fact list and pictures. [insects.ummz.lsa.umich.edu/MES/notes/entnotes6.html](http://insects.ummz.lsa.umich.edu/MES/notes/entnotes6.html) This site discusses protection and shows wing patterns.

[enchantedlearning.com](http://enchantedlearning.com) Learn about the life cycle and find coloring pictures and the true story of ladybugs on the space shuttle.

## Additional Activities

Release real ladybugs. Color pictures of the ladybug and/or their lifec ycle. Use pom poms to make ladybugs.

# Listening



1. Memorize and explain two of the following Bible verses about listening:
  - 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 Bible stories about listening:
  - 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.

## Helps

1. You can also find other verses about listening.
2. Encourage creativity (skits or pantomimes) as children learn listening habits. Be a listening role model. Teach listening lessons with songs and games.
3. Reward exemplary listeners.
4. For an example, 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.
5. a. Telephone Game:  
 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.
  - b. Simon Says
  - c. A game of your choice

## Resources

Bible  
Library books



# Lizards

1. What is a herper and how can you become a herper?
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, at a zoo or in books. Invite a herpetologist or knowledgeable guest to talk to the Adventurers.
5. Paint a lizard on a rock.
6. Read Leviticus 11:29-30.



## Helps

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 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 or museums or 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 using a noose (see the books in Resources for more information).
5. Paint a lizard on a rock (see resources).

Draw, stencil, or stamp the outline of a lizard on the rock, using pencils or acrylic paint. For details, use paintbrush, Q-tips, or toothpicks. If you want to put the rock lizard in your yard, apply clear spray for acrylic paint to preserve the art work.

## Resources

*Reptiles and Amphibians for Dummies* by Patricia Bartlett (Wiley Publishing, 2003)

*Reptiles and Amphibians Peterson Field Guides* by Joseph T. Colling and Roger Conant (Houghton Mifflin Company 2003)

*Painting on Rocks for Kids* by Lin Wellford (North Light, 2002)

artistsnetwork.com

## Websites

Search for [name of your state or province, lizards] Example: "New York Lizards"

Library or nature center

# Magnet Fun I

1. What is a magnet made of?
2. Read the Greek story/legend of how the first magnet was found and named.
3. What are the three main types of magnets?
4. What are magnets used for?
5. Complete three magnet experiments, such as those listed below:
  - a. Magnet treasure hunt—Place around the room objects 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 the children can select the ones with iron in them and then try to pick them up with their magnet.
  - c. Move an object with a magnet—Have a friend hold a sheet of paper between his/her two hands and place a 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 by stroking a steel nail against a magnet 25-30 times. Stroke it in only one direction.
    - How many paper clips can you pick up at one time?
    - Is the nail as strong as your magnet?
6. Read/memorize Hebrews 7:19 and James 4:8.



# Magnet Fun II



1. Complete 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: “A man that hath friends must show himself friendly; and there is a Friend that sticks closer than a brother.”

Who loves us so much that He will always stick closer than our real brother?

In fact, Jesus is our brother, because His Father is our Father. He is our Best Friend.

“Even though we are all different, we can still be attracted to God and to each other when we have one goal in mind—Heaven and pleasing Jesus.”

## Helps

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 year 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 mother's side. Neither Magnes nor the mother could locate the little lamb. He looked behind rocks, in the thicket, near the stream, and 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 children, moms, and dads 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.

(continued on next page)

3. (A) Permanent: once 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 which acts like a permanent magnet when electrical current is flowing in the wire. For more detail see #1.
4. Refer to #1.
6. Hebrew 7:19: "...Christ makes us acceptable to God, and now we may draw near to him."  
James 4:8: "And when you draw close to God, God will draw close to you." (Living Bible)

**Resources**

enchantedlearning.com

*The Complete Book of Science for Grades 3 & 4* p. 265-280 (American Publishing, 2000)

*World Book Encyclopedia*, Vol. M. (World Book, 2016)



## Media Critic

1. Explain what is meant by the term “media.” Cite four examples.
2. Memorize Philippians 4:8 and discuss three principles that help us form good reading, viewing, and listening habits.
3. Keep a log of the time you spend each day with the different types of media. Note whether the media is Christ-centered or secular. Do this for two weeks.
4. Do one of the following with an adult:
  - a. Watch television
  - b. Read a story
  - c. Listen to a recordingBecome a “media critic” and discuss the merits of each.
5. With an adult, use a television guide, book club listing, etc., to choose what you will read or watch next week.
6. After your teacher reads the beginning of a short story, make up your own ending.



### Helps

1. Media are forms of communication that reach a large number of people, such as newspapers, magazines, television, films, videos, books, radio and musical recordings. Explain to the children that the media are in themselves neutral and that they can be used for good or bad. Explain to them that in today’s society they will be bombarded by media messages, and that it is hard not to be affected by what they see and hear and read. That’s why it is important to learn to control the media by choosing what they will expose themselves to.
2. Read Philippians 4:8 and teach the children to use it as a guideline in making choices about what to do and see. Discuss these principles with the children, explaining them to the children and asking them to tell you what they have learned from this Bible verse.
3. Teach the children to be aware of time spent with Jesus compared with secular activities. Have each child make a chart keeping track of their viewing and reading activities for at least two weeks.
4. Select a story or program that the child feels will meet the standards of Philippians 4:8. 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 child to make good choices.
5. Choosing ahead helps us realize how much time we spend in these activities and helps us to be more selective.
6. Reinforce the principles of good reading and viewing habits as they complete the story. Encourage imagination!

# Music Maker

1. Discuss guidelines for Christians to follow in choosing music.
2. Name and identify six different musical instruments.
3. Make a poster or collage showing the above 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

Play in a rhythm band or participate in making music with family or friends.



## Helps

1. Would Jesus listen to this music? Does the music glorify God in Heaven? (Leader should read *Messages to Young People*, pp. 292-296, and share concepts with Adventurers.)
2. Piano, trumpet, clarinet, cymbals, flute, saxophone, etc.
3. Make a poster or collage including favorite instruments drawn or cut from magazines.
4. Exodus 28:33, 34: bells  
I Kings 10:12: harp  
Isaiah 30:29: flute  
I Chronicles 15:16: cymbals  
Isaiah 5:12: clarinet  
Numbers 10:1-10: trumpet
5. Practice and play a recorder, kazoo, harmonica, etc., OR piano, violin, or other instrument the children are learning to play. Make this fun, using simple instruments for those who may be less musical and yet can enjoy a joyful noise.
6. Learn two new songs together and sing or play them for others.  
Use rhythm instruments or kitchen utensils to make music. Play together and practice to play for others.

# My Church



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 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. Exodus 25:8
2. Parents 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 Adventurer Sabbath, say, “Thank you for guiding our church.”)

(continued on next page)



6. Discuss work done, types 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? And 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 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.

### **Resources**

The Seventh-day Adventist Church Manual  
The nominating committee's report  
The pastor

# My Picture Book

1. Make a picture book of at least six pages.
2. All pages must have some form of decoration.
3. Describe each picture in the book.
4. Memorize 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 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. 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 friends.

## Resources

Websites, books, library

# Olympic

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.



## Helps

1. Use the Internet to answer these questions.
2. This banner can be 8½" 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, papier-mâché, etc.
4. Games like a baton race, javelin throw (using a Nerf toy), 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.
7. Paul.

# Outdoor Explorer



1. Take a nature walk and collect items of interest:
  - a. A leaf, and share why you like that particular one
  - 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. Recite the 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. Explain what side of the road to walk on and why.
4. Walk half a mile to a picnic area. Carry and eat your own lunch.
5. Walk one mile and find nature items for each letter of the alphabet, such as: A = acorn; B = butterfly; C = cattail; D = duck; etc.
6. Take two walks of at least two miles each and talk about what you see. Tell what day of the week each item was created on.
7. Recite five safety rules for walking:
  - a. Always walk with at least one partner
  - b. Carry water when going for a walk
  - c. Wear comfortable shoes
  - d. Wear proper clothing
  - e. Watch where you walk so you won’t become lost

## Helps

1. Aim: To develop observation skills; to explore and share.
2. Learn and abide by the golden rules of hiking.
3. Check with your area’s Motor Vehicle Department, as laws may differ, but always walk well off to the side of the road.
4. Enjoy the walk and picnic together, making sure the children learn to carry their own food, jackets, etc.
5. When playing a game, the distance and time will quickly pass. Be creative and make it fun!
6. Walk and enjoy discussing when what you see was created, e.g., trees, birds, fish, butterflies, horses, etc. One walk should be with the club or class and one walk with the child’s family.
7. 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.

# Pearly Gate

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 into Heaven and tell how it is like or unlike the way He will return.
6. Find and read in the Bible a description of the Holy City or New Earth.
7. Complete and memorize John 14:2, 3 using one of the following activities:
  - a. Fill in the blanks:  
 "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."
  - b. Put each word on an index card (one word/card) and have the children put the cards in order.
  - c. Help make a rebus of the memory verse; say the verse with help from the rebus.
  - d. 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.

## Helps

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 Christs (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.

## Songs

"In My Father's House"  
 "Countdown"  
 "I'm Going to Heaven"

# Photo Fun



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 and discuss Genesis 1:26-27.

## Helps

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.
5. Photo game might be one of the following: Photo Scavenger Hunt; What Is It? (take a 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, and have others identify the character.
6. Being made in God's image means we are made after His likeness. Discuss further.

## Resources

Bible  
Local camera shop

# Postcards



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.
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. Display on your church bulletin board to what country it was sent 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 (1 Timothy 1:2, Philemon 1:1, Philippians 1:2).

## Helps

1. A postcard is a single piece of cardstock mailed without an envelope. The Pony Express served as the first cross-country letter carrier. Look up more information on the Internet. "And the letters were sent post..." (Esther 3:13, KJV).
2. [wikipedia.org/wiki/Postcard](http://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, and who 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.

## Resources

[emotionscards.com/museum/history.html](http://emotionscards.com/museum/history.html)  
[ket.org.trips/postoffice/](http://ket.org.trips/postoffice/)  
[usps.com/communications/community](http://usps.com/communications/community)



# Prayer

1. Explain why we pray, what we pray for, and how we pray. Read Isaiah 40:31.
2. Read Matthew 6:5-15, the Lord's Prayer.
3. Pray to 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.



## Helps

1. We pray to stay close to Jesus because He is our very best friend and we want to be like Jesus (read Mark 1:35). We pray to thank Him for His love and care, to ask for forgiveness, and to help others and ourselves (James 5:16). We should have a quiet time each day with Jesus, but we can pray any time, anywhere.
2. Discuss the Lord's Prayer with children.
3. Ask parents to encourage children to pray and to make it a daily habit.
4. Discuss how to teach someone to pray.
5. Discuss with the 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.

# Prayer Warrior



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 the 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.

## Helps

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.
  - a. Ways: Pray out loud or silently; pray with others or by yourself; sing; journal (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, and neighbors.
5. To praise God, to say I'm sorry, please forgive me; to tell God thank you; and to 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?

## Resources

Seventh-day Adventist Bible Commentary

Ephesians 6:10-18

Roman Soldiers

[Museums.ncl.ac.uk/archive/arma/welc/beginner/faq1.htm](http://Museums.ncl.ac.uk/archive/arma/welc/beginner/faq1.htm)

Armor of God Playing Cube

[cgrustuabCrafters/Com/armor\\_pattern4u.gif](http://cgrustuabCrafters/Com/armor_pattern4u.gif)

Roman Soldier Paper Craft

[bj.canon.co.jp/english/3D-papercraft/costume/roma\\_e.html](http://bj.canon.co.jp/english/3D-papercraft/costume/roma_e.html)

# Purity

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.



## Helps

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. Purity includes modesty. 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.

(continued on next page)

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.

## Resources

Prayer

Bible

*Purity Circle* by Dora Isaac Weithers (TEACH, 2006)

[puritycircle.com/p/about-purity-circle.html](http://puritycircle.com/p/about-purity-circle.html)

# Rainbow Promise

1. Show the two elements that make a rainbow.
2. Find who saw their 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 correct order.
6. Where will we find a rainbow in heaven?



## Helps

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 the children draw a card from a box or container and put it in the correct sequence.
3. Find covenant in an elementary dictionary. Discuss the meaning with the 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 it as a man's name—Roy G. Biv.

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. (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.

Rainbow craft: Using felt strips, glue, a dowel, glitter, and printed words for God's character, make a beautiful rainbow.

Each of us 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 the children to let Jesus make their life like a rainbow.

6. Revelation 4:3

# Reporter



1. Give a report to your parents about an Adventurer function. Make a “Reporter” scrapbook of three Adventurer outings.
2. Look up information on a toy or musical instrument. Report to the group two things you discovered.
3. Listen to announcements and read the church bulletin.
  - a. Put bulletin announcements in your scrapbook.
  - b. Circle the events you were most interested in.
4. Talk with your pastor, Sabbath School, or school teacher. In your scrapbook put:
  - a. A drawing of the person and where he/she works
  - b. A note describing what he/she likes best about his/her job
5. Keep your scrapbook for at least two months.
6. Name some reporters in the Bible and tell what they reported.

## Helps

1. Have a sharing time in your Adventurer meeting so each child will have practice 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 the children design a cover with their name on it; typing paper or unlined notebook paper would be fine. Give the children a copy of an Adventurer announcement to place in their scrapbooks for starters.
2. Make a scrapbook story using magazine pictures or drawn and colored ones. A sibling, parent, or friend may need to help with research, or you may do research during club time. Have the children print captions below the pictures to tell what they like about the items. Have the children share what they learned.
3. Encourage the children to acquire good listening skills. Have them cut announcements from school or church bulletins to be placed in their scrapbooks. Circle the activities they would most enjoy. Put an X by activities that they attended.
4. Talk with a favorite person asking them what they like best about their job. Draw the person, and color and make a picture of what he/she likes best to do and where he/she works. Again encourage listening skills, demonstrating how to make a few notes to help them remember what they are told as well as to help them remember what questions to ask.
5. Work on the scrapbook for at least two months. Add clippings of interesting school, church, club, and community activities.
6. See Luke 24:33, 35; Mark 16:9, 10; Acts 12:11-16; Neh. 1:1; Luke 1:1-4; etc.





## Road Safety



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.

### Helps

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, bicycle, or skateboard; and walking in a group. Abide by traffic rules, watching carefully for traffic.
4. Watch a video or listen to a police officer talk about seatbelt safety. We wear safety belts so we will experience fewer injuries 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 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.





Required

BUSY BEE

1

# Safety Specialist



1. Watch a video on home safety and discuss what you learned.
2. With your parents, develop a home fire-safety plan. Describe where the household fire extinguisher(s) is/are kept and how to use it/them.
3. Practice a fire drill at:
  - a. Home
  - b. School
  - c. Church (if possible)
4. As appropriate for your area, practice the following drills:
  - a. Hurricane
  - b. Tornado
  - c. Earthquake
  - d. Flood
  - e. Volcano
  - f. Lightning and thunder
5. Be a “Safety Detective” for one week.
6. Make a safety poster showing dangerous situations and tell or show what you can do about them.
7. Participate in a safety game.

## Helps

1. Materials are available from your local library or police department. Encourage discussion so you know the children are aware of the need for fire safety.
2. Encourage parents to help the children with a fire-safety plan.
3. Make plans for your school, club, and/or church, drawing where and how to go out of the area. Practice these drills.
4. Local police or fire departments or your local library will have information for your particular area and the disasters that may appear so you can inform and prepare the children without frightening them.
5. Make up a “Safety Detective” button or ribbon that the children may wear the week they are recording potential problems at home or school, e.g., 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; a broken board in the sidewalk; a broken water faucet; unlabeled containers holding paint thinner, gasoline, broken glass; etc.
6. Ask permission for the posters to be in a public place for adults to see.
7. Give the children safety situations and ask them to answer yes or no, or “I’ll ask Mom and Dad.”

# Sand Art

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 three 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 five everyday uses for sand.
6. Make your own colored sand.
7. Create at least two sand art projects:
  - a. Sand art bottles
  - b. Picture frames
  - c. Pre-glued pictures
  - d. Sand castle
  - e. Clothespin butterfly



## Helps

1. Read Luke 6:46-49 in addition to Matthew 7:24-27.
2. Worship thought: As sand can be changed into glass, God can take us and make us into something beautiful for Him.
3. Encourage the children to cooperate with each other.
4. Suggestion: "The Wise Man Built His House Upon the Rock."
5. Sand blasting, sand castles, making glass, hour glass, egg timers, gravel on roads, sandbox, concrete, mortar, sand paper, etc.
6. Food coloring is an easy and inexpensive way to color sand.
7. Encourage creativity.

# Saving Animals

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



## Helps

1. Animals are endangered because there are only a few remaining. Endangered animals are those species that are close to going extinct, most often by the loss of their habitat.
2. They died from being poached, over hunted, acts of nature, the flood, and the lack of necessary habitat. Extinct animals died.
3. Some suggestions might include the dodo, saber-tooth tiger, mammoth, etc.
4. Choose at least one of the following: visit a zoo; watch a video/DVD; use library and/or Internet resources.
5. Some suggestions include *Ailurus fulgens* (red panda), panda, elephant, etc.
6. Be creative.
7. Try reading Proverbs 12:10 from a modern translation. You could also read Genesis 1.

## Resources

Bible

[enchantedlearning.com/coloring/endangered.shtml](http://enchantedlearning.com/coloring/endangered.shtml)

[ecos.fws.gov](http://ecos.fws.gov)

Library books

Zoo

# Seeds



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 two different seeds in each category:
  - a. Tree seeds
  - b. Fruit seeds
  - c. Vegetable seeds
  - d. Grain/grass seeds
  - e. Nut seeds
8. Make a seed collage or other seed craft.

## Helps

1. Read from the Bible or a Bible story book.
2. Sunlight, rich soil, water, and proper air temperature.
3. For this activity you will need the following items for each child: a clear glass jar, several sheets of paper towels 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 the 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 and then share this information:
  - a. Largest: The largest seed is the double coconut or coco de mer (*Lodoicea maldivica*) from the Seychelle Islands. It is a giant fan palm. The coconut can take up to 10 years to develop, weigh up to 50 pounds and reach 12 inches in length and nearly three feet in circumference.
  - b. Smallest: The smallest seed is from an orchid and it is less than half the diameter of a grain of table salt.
6. Examples: sesame seeds, green pumpkin seeds, wheat berries, millet seeds, tree nuts, and 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

# Sewing Fun

1. Tell what the first sewing needles were made of.
2. Tell what was first used as thread.
3. State when sewing machines first came into existence.
4. Demonstrate how to thread a needle.
5. Knot the end of some thread and sew on a button.
6. Make a bean bag.
7. Make a useful article using at least two different stitches.
8. Read the story in Acts 9:36-41 and plan a way to do something similar.



## Helps

1. The first sewing needles were made of bone.
2. Horsetail hairs were probably the first thread.
3. Sewing machines were first used in the 1850's.
4. Show safety when threading a needle.
5. Practice tying a knot at the end of the thread and sewing a button on a piece of material or clothing, teaching the children to take small, even stitches.
6. Make a simple bean bag by cutting two pieces of material. Facing right sides together, stitch by hand with small, even stitches on three sides. Turn inside out, fill with beans, and hand stitch the last seam. Enjoy playing catch with the bean bags.
7. **Scissor holder:** Cut the pattern, place material together, and stitch by hand, making even, neat stitches. Include a loop at the top of scissor container for hanging.  
**Pincushion:** Fill pin cushion with sand or small seeds.
8. Children may:
  - Make and give away potholders or pincushions.
  - Make a quilt as a group project.
  - Collect used clothing to give away.

# Sign Language

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 50 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.



## Helps

1. As available (from your local Association of the Deaf), use 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. *The Joy of Signing* is a good book for learning these signs, as well as 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.

## Resources

National Association of the Deaf [nad.org](http://nad.org)

*The Joy of Signing* by Lottie Riekshof (Gospel Publishing, 1987)

# Skater

1. Describe where and when it is safe to skate.
2. Demonstrate the care of a pair of skates.
3. Learn to skate forward, backward, to the right, to the left, and how to cross over.
4. Skate through a curve, come to a full stop, and coast.
5. Skate a slalom course with at least six obstacles.
6. Participate in a game played on skates.



## Helps

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, or rink or on a sidewalk, depending on the type of skates you have.
2. Dry and clean your ice skates after each use. Wipe your roller skates clean and check for loose wheels. Replace skate laces whenever needed. Wheel bearings may need to be oiled, depending on type of roller skate.
3. Practice skating so that the young people get a good feel for skating. Stress safety and caution to prevent injuries while skating.
4. Encourage the children to skate carefully, watching for other skaters at all times.
5. Use soft obstacles for your slalom course so if a child falls he/she will not be injured.





Instructor  
Required

HELPING HAND

4

## Skier

1. Describe how to take care of your skis and boots.
2. Demonstrate the following:
  - a. How to carry your skis
  - b. How to put your skis on
  - c. How to fasten your skis
3. Demonstrate how to climb in steps, in scissors, and how to make a kick turn.
4. Perform the following movements:
  - a. Continuous turns without stopping
  - b. Sideslip and go over bumps
5. Ski on a beginners lift and hill under control and in good form.



### Leaders' Note:

Adventurers must be accompanied by an experienced instructor. They should also use safety equipment such as helmets and goggles. The instructor will teach what is required in this award.

# Snowshoeing



1. Listen to a brief history of snowshoeing.
  - a. Where were shoeshoes used?
  - b. Why were shoeshoes 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 go 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 your 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, or Snowbowling.
9. Go on at least a 1 mile snowshoe hike with your family or club.

## Helps

1. Research for your local history.
2. the 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 lakes or streams, or off trail.
5. BASE LAYER: Wool or synthetic socks, synthetic undergarments, mid-weight long underwear top and bottom; INSULATION LAYER: Fleece jacket or wool sweater, fleece pants; OUTER LAYER: Waterproof/breathable shell jacket and pants, insulated waterproof boots; ALSO: Hat, gloves, scarf, headband, sunscreen, whistle, first aid kit, water.
6.
  - a. Carry them together with the crampons (metal teeth) facing together.
  - b. Put the toe of your boot in first and wiggle it all the way to the front of the boot tray.
  - c. Fit the rear binding around the back heel of your boot and buckle the binding tightly.
7. Your body needs exercise; you need to be physically fit.
8. Additional games are available online.
9. Notice nature as you hike.

# Spotter



1. Spot, identify, and collect a picture of the following:
  - a. Four different animals
  - b. Four different types of motor vehicles
  - c. Two different types of airplanes
  - d. Four different nature items
  - e. Four different birds
2. Observe three of the following people in uniform:
  - a. Police officer
  - b. Fire fighter
  - c. Nurse
  - d. Postal worker
  - e. Ambulance worker
  - f. Traffic warden
3. Find, read, and explain what the text Matthew 28:20 is telling us.
4. Observe your church. Is there anything you can do to keep it clean? Write or draw what you can do to help.
5. Look at your room and draw a picture of it for your scrapbook. Clean your room and draw a second picture and color it.
6. Remember 10 or 15 items after looking at them for two minutes.

## Helps

The goal is to help the children to become more aware of people and things around them. They can help change things for the better if they are aware of a problem.

1. Draw a picture for your scrapbook of items you find or cut pictures from magazines.
2. Have each child draw, photograph, or cut out magazine pictures of uniformed workers and place in his/her "Reporter" scrapbook.
3. Find, read together, discuss, and explain Matthew 28:20.
4. Help your group learn to spot potential problems and what they may do to help, e.g., pick up trash, straighten song books, etc.
5. Explain how we can be good spotters, but unless we do our part to clean our area, we have not earned our award.
6. Encourage good spotting skills by placing familiar items on a desk or table. After two minutes, the cover items and have the children tell you or write down items they remember. Play this game several times, teaching the children to be more observant.

# Stamping Fun Art



1. What letter did God send to us?
  - a. Memorize Exodus 32:16.
  - 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 those 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 friends or family members.

## Helps

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. Scrapbooking 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, water color 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 ink pad or whisper craft stamping pad and then apply chalk color using a 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.

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- e. Masking image: Stamp image on cardstock and 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 a 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.**

# Steps to Jesus

1. Understand the steps to salvation.
2. Read and discuss with an adult four Bible stories on conversion/salvation.
3. Memorize 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.
  - Trace around your foot on paper and decorate it any way you like, including the words of commitment: I \_\_\_\_ (your name) have taken my first steps to Jesus today \_\_\_\_ (date) with \_\_\_\_ (adult witness's name).
  - 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 recognize the nature of sin (wrong doing) and its consequences (eternal death), and then ask Jesus to forgive and be his/her Saviour.
  - God is love (1 John 4:8). God loves me very much (Jer. 31:3). God loves everyone (John 3:16).
  - I am a sinner. Everyone does wrong and is a sinner, thus everyone needs salvation because sinners will die forever (Rom 3:23).
  - 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).
  - Salvation is a gift God gives me. I must personally ask Jesus to be my Savior (John 1:12). God hears me when I pray.
  - 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).
  - 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 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. These stories would make a great children's church sermon, club devotional or family worship. Create wonder-inspiring moments for the child to understand God's great interest in his/her salvation.
  - The Ethiopian converted (Acts 8:26-40)
  - Naaman washed clean (2 Kings 5)
  - Jesus loves children (Matt. 19:13-15)
  - The lost coin, sheep, and son (Luke 15)
  - Zacharius (Luke 19:1-10)
  - Jailer converted (Acts 16:21-34)

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3. Suggestion: Illustrate the texts on a bookmark for their personal Bible or to give to someone who wants to know more about Jesus.
4. Encourage a planned, regular time with God—it can be with a parent, during family worship, with the club, or alone. Commitment is key and needs to continue as the child's relationship with God grows.
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, or sculpture, or express themselves through technology. (But never force.)

### **Resources**

#### **Recommended reading:**

*A Child's Steps to Jesus* by Linda Porter Carlyle (Pacific Press, 2007)

*How to Help Your Child Really Love Jesus* by Donna Habenicht (Review and Herald, 1999)



# Swimmer I

Complete the Red Cross Swim Level I—Water Exploration or the following:

1. Learn seven safety rules for swimmers.
2. Fully submerge face for three seconds.
3. Experience buoyancy. Bounce up and down in chest-deep water, maintaining an upright position for ten bounces.
4. Demonstrate support float on front and back.
5. Demonstrate bubble-blowing.
6. Enter and exit water independently using ladder, ramp, steps, or side of pool.
7. Walk five yards in chest-deep water maintaining balance, or move five yards along the side of the pool maintaining contact with the wall.
8. Demonstrate kicking on front and back.
9. Walk five yards in chest-deep water using alternating arm strokes.
10. Discuss the importance of following rules.
11. Discuss the role of safety personnel and EMS.
12. Demonstrate reaching assists without equipment.
13. Demonstrate how to relieve a cramp.
14. Demonstrate wearing a life jacket on desk and enter shallow water.



## Helps

The goal is to introduce children to water and to help them get over any fear they may have.

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

## Resources

redcross.org  
redcross.ca

# Swimmer II

Complete the Red Cross Swim Level II—Primary Skills or the following:

1. Complete the Swimmer I Award.
2. Hold your breath and fully submerge your head for three seconds.
3. Submerge and retrieve objects in chest-deep water.
4. Explore deep water with support.
5. Prone float or glide unsupported for five seconds and recover to standing.
6. Supine float or glide unsupported for five seconds and recover to standing.
7. Demonstrate leveling off from a vertical position.
8. Rhythmic breathing with or without support (bob ten times).
9. Step from side into chest-deep water and recover to a vertical position.
10. Get out at side of the pool.
11. Flutter kick on front and back.
12. Demonstrate finning on back.
13. Demonstrate back crawl arm action.
14. Perform combined stroke on front, using kick and alternating arm action, for five yards.
15. Perform combined stroke on back, using kick and choice of arm action, for five yards.
16. Demonstrate turning over front to back and back to front.
17. Put on life jacket in shallow water and float for one minute with face-up position.
18. Demonstrate reaching and extension assist from deck.
19. Demonstrate assisting nonswimmer to feet.
20. Become familiar with rescue breathing.



(continued on next page)

## Helps

1. Impress upon the children that safety is very important: no jumping into water without knowing it is safe and free from rocks and sticks, etc.; no swimming during a storm; no swimming unless an adult is present; no depending on flotation devices for safety.
2. Work with the children so they may each float without fear.
3. Have them practice holding their breath and floating face down, then come up for air and keep floating.
4. Place two stones without sharp edges in water just over their heads. Have each child dive down to pick them up.
5. Play a ball game in the water so the children will have a good time while they are learning to be less afraid of water.
6. Three things you could do to help a person who is drowning include: running for help, reaching a stick out for him/her to grab onto, throwing a rope out to him/her.
7. Teach proper kicking and arm and hand strokes. Become enthusiastic about the Adventurers' willingness to achieve.

## Resources

redcross.org  
redcross.ca

# Tabernacle

1. Read and discuss I Corinthians 6:19 and 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 Altar
  - b. Sacrifices
  - c. Laver (basin)
  - d. Menorah (lamp stand)
  - e. Table of Showbread
  - f. Golden Altar of Incense
  - g. Holy of Holies and the Veil
  - h. Ark of the Covenant and 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.



# Technology

1. In what ways can we use today's technology?
2. What types of technology do you use at home and school?
3. Know how to make a phone call using a smart phone.
4. Identify the parts of a computer and describe what computers are used for.
5. Demonstrate proper hand position on the home row of the keyboard and be able to type a simple note.
6. Demonstrate how to use a tablet by downloading and using an educational app. Know how to use a stylus.
7. Know the guidelines for how much screen time is appropriate for your age group and what type of material is appropriate.





## Temperance



1. Read and discuss I Corinthians 6:19, 20 and I Corinthians 3:17.
2. What is meant by drug abuse and temperance?
3. Talk to a doctor/nurse or discuss with an adult the use and effects of tobacco, alcohol, and drugs.

**OR**

Watch and discuss a film or video on the dangers of using any of the above.

4. Tell why some people choose to smoke, drink alcohol, or use drugs. Tell how we can choose not to use them ourselves.
5. Plan a skit or play encouraging others to say “NO” and perform it with your group.
6. Design an antismoking, anti-drug, anti-alcohol slogan and paint it on a t-shirt.

**OR**

Create a poster or illustration showing the dangers of drug abuse.

7. Identify two famous people or athletes who are the best in their area and tell why they do not use tobacco, drugs, or alcohol.

**OR**

Interview two people you know who live happily and healthfully without using tobacco, drugs, or alcohol, and discuss with them their reasons for being temperate.

### Helps

1. Encourage the Adventurer to memorize and understand the meaning of these texts.
2. There are many good drugs, like penicillin, which have saved many lives; aspirin, which relieves headaches, and drugs that help cure cancer, etc. When someone uses drugs in harmful doses or in ways not prescribed by a doctor it is called drug abuse. Discuss drugs children are familiar with and how they can be abused. Recommend a special speaker to talk to the children about drugs and the effects of drugs.
3. People and materials are available through your conference health director, local library, and community health department.
4. In a social setting, encourage the Adventurer to express themselves. Have them share what they have learned. Serve popcorn and fruit juice.
5. Let the Adventurer be creative and let them develop a play illustrating the importance of saying “NO” to drugs in a polite way.
6. Have fun becoming involved with your children. A local craft or art store will have the needed supplies.
7. Search the Internet. Invite a police officer or doctor to share his/her story about the harmful effects of tobacco, drugs, and alcohol.

# Tin Can Fun

1. What is the earliest known use of tin and how is it used today?
2. Play Mystery Can Fun game.
3. Keep a record of how many cans your family uses this next 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.



## Helps

1. The earliest known use of tin was around 3500 B.C. where 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 club.
4. Things were preserved by drying them using 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).



# Trees

1. Read several Bible verses about leaves. List the kinds of leaves you find.
2. Collect 10 leaves from different trees.
  - a. Press and dry
  - b. Identify
3. Paint one leaf with chocolate.
4. Tell how trees scatter their seeds and collect or draw five different seeds.
5. Make two different leaf rubbings.

OR

Make two pieces of stationery using a leaf design.

6. Discover the trees and leaves in your neighborhood. Learn something special about each one. Report your findings to the class.
7. Put your dried leaves in a “Leaves” Scrapbook.



## Helps

1. Read Genesis 3:7, Genesis 8:11, Ezekiel 47:12, and Revelation 22:2. Encourage the children to look up the texts (they may need help), and read and discuss them together. Children may put their lists in their leaf scrapbooks.
2. Encourage variety in shape, color, and size as you collect. Place leaves between a newspaper or paper towel with cardboard top and bottom—place a weight on the top, dry flat, and wait until they are dry before placing in leaves scrapbook. Neatly identify them.
3. Melt semisweet chocolate. Using a small brush, paint a leaf (maple leaf or other leaf with deep veins works best) set on a tray covered with wax paper and refrigerate. When chilled, help to gently remove leaf and discover the leaf pattern in chocolate. Discuss God’s love of nature. The chocolate may then be eaten.
4. At the right time of the year, help the child to see how the wind blows the seeds from a nearby tree.
5. Place a leaf under white paper and gently rub a color crayon over the paper—watching the leaf pattern appear on your paper. Experiment with different sizes and types of leaves.  
Glue a pressed leaf on a corner of a sheet of paper. An envelope may have a matching leaf attached OR stamp the leaves with ink and transfer to paper and envelope.
6. Some plants need shade, others full sunlight, some much water, others may be drought resistant. Trees have different types of seeds, leaves or needles, etc.
7. Make a neat scrapbook and identify each leaf. Repeat names so they may learn the ones that are common to your area.

# Troubadour

1. Play a song on a simple instrument or mark the rhythm of a tune.
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. Write 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.



## Helps

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.

# Universe

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 eight planets.
5. What is the universe?
6. What is the Milky Way?
7. Play a space game.



## Helps

1. Read Genesis 1 and Revelation 21-22.
2. Encourage creativity.
3. Search the Bible index.

# Weather



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.

## Helps

1. Review with the children the weather report. Let them chart what they heard and what they saw.
2. Wind is air in motion. The uneven heating of the earth's surface by the sun produces wind. A cloud is a large collection of very tiny droplets of water or ice crystals. The droplets are so small and light that they can float in the air. Fog is a cloud close to the earth. Rain is a water droplet forming from warm air. As the warm air rises in the sky it cools. When the drops get heavy, they fall because of gravity, and you see and feel rain. Sunshine is solar energy from the sun used to heat the earth. The atmosphere is a layer of gases surrounding a planet (air).
3. THERMOMETER measures the air temperature. BAROMETER measures air pressure. WEATHER SATELLITES are used to photograph and track large-scale air movements. DOPPLER RADAR detects precipitation intensity, wind direction and speed, and provides estimates of hail size and rainfall amounts. An ANEMOMETER measures wind speed. The cups catch the wind, turning a dial attached to the instrument. The dial shows the wind speed. YOUR EYES are one of the best ways to help detect the weather.
4. This is what happens to the water in our creeks, streams, rivers, lakes, and oceans. The water evaporates into the air and rises with the heat of the sun. It condenses into small droplets into what we see as clouds. When the droplets become too heavy, they fall to the ground as rain or snow. It refills the water in our creeks, streams, rivers, lakes, and oceans. Without it we will not have enough water to survive.
5. Temperature is a degree of hotness or coldness. It can be measured using a thermometer. Temperature is measured in degrees on the Fahrenheit, Celsius, and Kelvin scales.
6. Day 2; Genesis 1: 6-8.
8. Search the Internet for "pinwheel" or look in craft books.

## Resources

Local news stations  
weather.com

# Whale



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 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. In damp sand or clay sculpt your whale.
7. Read or listen to the story of Jonah and act out the story.

## Helps

1. Search the library or Internet 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 warmblooded 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 weigh 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 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.

## Resources

[omplace.com/omsites/discover/index.html](http://omplace.com/omsites/discover/index.html) (Whale migration routes)  
[enchantedlearning.com](http://enchantedlearning.com) (pictures to color, anatomy drawings and information sheets—wonderful source for any subject)  
[seaworld.org/infobooks](http://seaworld.org/infobooks) (Whale information and a few children activities)  
[acsonline.org/factpack](http://acsonline.org/factpack) (1-2 page overview of each whale)



## Wise Steward

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



### Helps

1. Genesis 1, 2; Psalm 24:1; John 1:1-3.
2. A wise steward is responsible and faithful to God and others. I Corinthians 4:2, I Peter 4:10.
3. The Bible says that we are to give tithes and offerings to God as a response of gratitude. He promises a special blessing for those who are faithful.
4. Enlarge your church's tithe envelope to 8 1/2 by 11 inches and help the children fill out one as they learn to give an honest tithe and offering to Jesus.
5. Help the children understand the method and purpose of budgeting. See that every child has some money to put in the container(s) they decorate. (Children may give offering from spending money.)
6. 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).
7. Read *Counsels on Stewardship* by Ellen G. White, pages 174-176 and then retell the story of the widow and her two mites in language that the children will understand.
8. Wise and faithful stewards will manage their lives, time, talents, and money that God has given them.