

## **ADVENTURER AWARDS**

EACH ADVENTURER AWARD is designed to be an introduction into the Adventurer world. Each introduces a subject that has a practical value in enhancing the growth and moulding the lifestyle of the individual pursuing the award.

The study of the Adventurer Awards should assist in the development of the Adventurer by directly affecting the social, emotional, physical and spiritual aspects of his or her life. The study of these awards is intended to direct young children to a deeper love of our Heavenly Father and increase interest in making a life-long commitment of service to their God and their community.

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

The study of an award should provide Adventurers with an attractive way to learn about their surroundings or widen their exposure to new horizons or adventures. Each award is designed to accommodate group study of a club meeting or family, or individual study by a highly motivated person. Each award is designed so that all requirements will be completed in one month or less.

Because Adventurer Awards are part of a church-sponsored program, all facets of course study should be in harmony with basic church standards. For this reason the study of these awards would normally avoid topics with requirements calling for destruction of plant or animal life as well as types of armed or unarmed defence. Each award is designed to encompass as broad an appeal as possible, so that Adventurers in all parts of the world may participate.

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

Unlike the Pathfinder Honours, these Awards are not intended to lead to well developed skills or proficiency in a given subject or craft. They are intended as an introduction into subjects and skills of the Adventurer world. Their purpose is to create an interest and involvement while at the same time providing a fun experience.

## ADVENTURER AWARDS and the ADVENTURER CURRICULUM

THE ADVENTURER CURRICULUM includes 46 Adventurer Awards designed especially for children in the 6-9 years age group. Eighteen of these awards have been incorporated directly as requirements in the new Adventurer Class curriculum. Since some requirements are optional it may be that an award which is a requirement may not be completed while studying that class. In this case this award may be done later if desired. However, awards that are requirements, should NOT be attempted before the class for which they are listed. All other awards may be completed at any time.

Award tokens or patches are to be given as soon as the requirements for a given award are completed. Awards should not be held until investiture. The award tokens can be ordered from the the local conference youth ministries office.

The following awards are class requirements:

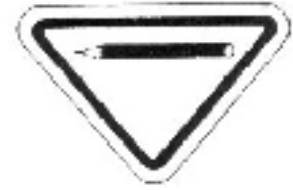
	<i>Busy Bee</i>	<i>Sunbeam</i>	<i>Builders</i>	<i>Helping Hand</i>
<b>MY GOD</b>	Bible I	Friend of Jesus	Bible II	
<b>MY SELF</b>	Health Specialist	Fitness Fun	Media Critic Temperance	Hygiene
<b>MY FAMILY</b>	Safety Specialist	Road Safety	Wise Steward	Award not yet earned in Crafts, Indoor or outdoor skills.
<b>MY WORLD</b>	Friend of Animals	Friend of Nature Courtesy	Nature Award (not yet earned)	Environmentalist Caring Friend

The material here is taken from pages 170 & 171 of the printed manual.

### Note

I have listed the awards from our manual in alphabetic order. Then I have listed the awards from the North American Division web site at the end in their own section again in alphabetic order.

# **ARTIST**



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

## **HELPS**

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

The material here is taken from page 172 of the printed manual.

# ASTRONOMER



1. Tell or describe the difference between a planet and a star.
2. Identify one planet, two stars, and three constellations in the sky at night and give their correct names.
3. Make a constellation peek box.
4. Tell what causes an eclipse.
5. Observe two of the following and make a coloured drawing of each.
  - a. Moonrise
  - b. Sunrise
  - c. Sunset
6. Find three texts in the Bible that refer to the heavens.
7. Name three persons or groups of people in the Bible who observed the heavens at night.

## HELPS

1. Observe and recognise some prominent stars and constellations. A star is a single body, such as the North Star. A constellation is a group of stars, such the Big Dipper. Some of the brightest stars in the Northern Hemisphere are Polaris, Castor, Regulus, Deneb, Altair, Rigel, Capella, and Vega. Orion, 120 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.
2. Go out at night to observe the sky and draw a picture of the planet, stars and the constellations you saw. If possible visit a planetarium.
3. Encourage variety in selecting the constellations so each child may guess which he or she is viewing as completed boxes are passed around the group. Each Adventurer needs a small shoe box, cereal box, etc. Have each child choose which constellation he or she will make. Guide the children through the following steps:  
Draw the constellation on the outside end of the container. Poke a small hole where each star is located. Turn to other end and cut two medium eye-size holes to peek into. Hold peep box to light and view the constellation.
4. See a dictionary or encyclopedia for help.
5. Observe the sky at sunrise, sunset and/or moonrise. Make it a fun time together to watch the wonder of God's large lights.
6. A Bible concordance lists many texts. Choose, read, and explain texts such as Genesis 1:16, Deuteronomy 10:22, Isaiah 13:10, Matthew 2:10.
7. Adam and Eve (*Education*, page 21); Abraham (Genesis 15:5); Joseph (*Education*, page 52); Jesus (*SDA Commentary*, Volume 5, page 1117); Moses (*Patriarch and Prophets*, page 475); Wise Men (Matthew 2:2).

The material here is taken from page 173 of the printed manual.

# **BASKET MAKER**



1. Explain what a basket is.
2. Describe several baskets found in your home and tell how they are used.
3. Name and describe the tools of a basket maker.
4. Tell how materials are prepared for basket weaving.
5. Make a simple basket of natural grasses, reeds, or other local material.

OR

Decorate a basket to be used in a practical way in your home, such as those used for sewing, trash, berries, or flowers.

6. Decorate a basket to be given as a gift.
7. Make a basket with a handle.

## **HELPS**

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

The material here is taken from page 174 of the printed manual.

# **BIBLE I**



1. Own or have use of 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. Conversion of Paul
  - b. Zaccheus
  - c. Raising of Lazarus
5. Locate, read and discuss the following Bible verses about Jesus' love for you. Memorise and repeat two of them.
  - a. John 3:16
  - b. Psalms 91:11
  - c. John 14:3
  - d. Psalms 23:1
6. Prepare and act out a Bible story or parable of your choice.  
OR  
With a group create a Bible story in some sand.

## **HELPS**

NOTE: The Bible I Award is a requirement of the Busy Bee class work. It may be taught in the Adventurer Club or, by arrangement and cooperation, in the church school or Sabbath School class.

- 1-2. If possible, see that each child has his or her own Bible. Teach that nothing is ever placed on a Bible and that the Bible is to be kept clean. Show how to be careful and how to handle the Bible reverently.
3. Help the Adventurers locate Genesis and Revelation in their Bibles. Encourage them to locate each while a child tells about the author. Play Bible games, use felts, etc. Make this a happy learning experience.
4. Help the children pantomime or dramatise the stories. Encourage them to make the story "come alive." Keep a box of props, including items such as bath robes, scarves and a cane to help the children illustrate the Bible characters.
5. Practice finding the texts in the Bible. Read them together and explain each text so the children can understand its meaning.
6. Illustrate or act out Bible stories such as Daniel in the Lion's Den, Creation, Garden of Eden, etc., or other Bible story of the Adventurer's choice.

The material here is taken from page 175 of the printed manual.

# **BIBLE II**



1. Earn the Bible I Award.
2. Tell the names of the two major parts of the Bible. Tell the names of the books known as the gospels.
3. Tell or act out the following Bible stories:
  - a. David and Jonathan
  - b. Abraham and Isaac
  - c. Noah and the Flood
  - d. Samuel called by the Lord
4. Read or listen to a tape of the first nine chapters of Genesis.
5. Find, memorise and explain one of the following Bible verses about giving your life to Jesus.
  - a. Acts 16:31
  - b. John 1:12
  - c. Galatians 3:26
  - d. 2 Cor. 5:7
  - e. Psalms 51:10
6. Play active or paper games to enjoy and remember the Bible stories.

## **HELPS**

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

1. The Bible II Award is a requirement of the Builder class. It may be taught in the Adventurer Club or as part of the church school or Sabbath School Bible class.
2. The two major parts of the Bible are the Old Testament and the New Testament. The books known as the gospels are Matthew, Mark, Luke and John.
3. Encourage creativity. Lead the Adventurers to understand the lesson each story teaches.
4. Make sure your children have hands-on experience using their Bibles, but also use Bible story books, videos, and cassette tapes to teach these stories in an interesting way.
5. Help the children understand the meaning of each passage and how it can apply to their lives.
6. Bible game books, Bible colour books and felt sets are available at Christian book stores.

The material here is taken from page 176 of the printed manual.

# **BUILD AND FLY**



1. Explain the safety rules for kite flying.
2. Make and fly two different kinds of kites.
3. Make three different paper aeroplanes and fly them.  
OR  
Make a simple glider and fly it.
4. Observe or find pictures of four different animals that fly and tell how they fly.
5. Draw a picture of your favourite flying animal.
6. Find and read one or more texts in the Bible that tell of an angel flying.

## **HELPS**

1. Never fly kites near electric power lines, buildings, trees or around a crowd of people. Use strong string. Read all the instructions on a purchased kite.
2. Make a simple, standard kite. Include family help when making and flying the kites.
3. Teach the children to make their own paper aeroplanes. Colour or otherwise decorate them and have fun flying them together. Have a contest to see which one flies the farthest, stays in the air the longest, etc. If you choose to make a glider, you may wish to use a simple balsa wood kit or use materials you can find locally. Have each child put his or her name or initials on the glider. Fly the gliders and record the longest flight.
4. Visit the zoo or watch a Video about birds, or flying bats, insects, squirrels, fish, etc.
5. Discuss each picture and let the child tell why the particular creature is a favourite.
6. Revelation 14:6-12 is one example. The Adventurers may think of other stories such as the ladder of angels in Jacob's dream. 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. (See *Early Writings*, p. 19.) What a wonderful promise!

The material here is taken from page 177 of the printed manual.



# CAMPER



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

## **HELPS**

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

The material here is taken from page 178 of the printed manual.

# CARING FRIEND



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

## **HELPS**

*NOTE:* This award is one of the requirements for the Helping Hand Class.

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

The material here is taken from page 179 of the printed manual.

# CARPENTER



1. Explain the work of a carpenter.
2. Name three things that a carpenter builds.
3. Read the following texts and tell what each carpenter built.
  - a. Genesis 6:14-16
  - b. Exodus 30:1-3
  - c. 2 Samuel 5:11
4. Identify the basic tools required for simple woodworking and explain how to take care of them.
5. Visit one of the places listed below.
  - a. Lumber yard
  - b. Hardware store
  - c. Woodworking shop
  - d. Sawmill
6. Use carpenter tools and make one of the following:
  - a. Bird house or feeder
  - b. Key holder
  - c. Napkin holder
  - d. Other useful wooden object
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 makes other articles of wood.
2. Some things that carpenters make are buildings, furniture, toys, etc.
3. Genesis 6:14-16, the Ark; Exodus 30:1-3, an Altar; 2 Samuel 5:11, The Temple.
4. Basic tools include a hammer, hand saw, measuring tape, screw driver, chisel, boring tools, and planes. Clean and put away after each use. You may wish to have a carpenter come to demonstrate the use and care of these tools.
5. This may be done as a group, with parents, or you may have a carpenter visit your group and show types of wood, etc.
6. Use simple designs for the project you choose. For safety use only hand tools. This project must be closely supervised by an adult who can demonstrate how to use the tools properly.
7. Matthew 13:55 speaks of Christ as a carpenter. Discuss how He may have helped His earthly father make such things as tables, benches, cabinets, stairs, door and window frames, etc.

The material here is taken from page 180 of the printed manual.

# COLLECTOR



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

## **HELPS**

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

The material here is taken from page 181 of the printed manual.

# COOKING FUN



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

## HELPS

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

The material here is taken from page 182 of the printed manual.

# COURTESY



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

## HELPS

NOTE: This award is a requirement for the Sunbeam Class.

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

The material here is taken from page 183 of the printed manual.

# CYCLIST



1. Earn the Road Safety Award.
2. Demonstrate the following:
  - a. How to keep a bike clean
  - b. How to ride a bike safely
  - c. How to use turn signals while riding
  - d. How to take care of a bike
3. Participate in a bike activity.
4. Demonstrate your ability to read or draw a simple road map.
5. Participate in a five-mile (8 kin) bike ride.

## **HELPS**

1. The Road Safety Award must be completed before the Adventurer begins work on the Cyclist Award. Requirements are found elsewhere in this manual.
2. It may be necessary to teach these skills to the Adventurers.
3. Plan a Bicycle Derby Day. Derby Day might include activities such as:
  - a. Bike inspection by the police or fire fighter
  - b. A parade for decorated bikes. Give a prize.
- c. Games using the bike: Fast race, slow race, relay race, paper boy throw, obstacle race, etc.
4. Map making is fun. Keep it simple. Use pencils and rulers. Illustrate going to the grocery store, shopping centre, school, church, etc.
5. Plan a five mile (8 kin) bike ride. Have special treats along the way. Give a reward to those who successfully complete the ride.

The material here is taken from page 184 of the printed manual.

# ENVIRONMENTALIST



1. Tell and explain the instructions God gave at Creation in regard to the environment. Read and discuss Genesis 1:26.
2. List three animals that are endangered and tell why.
3. List three birds that are endangered and tell how you can help protect birds.
4. Study endangered trees in your area. Plant or adopt a tree.
5. What dangers threaten the quality of our air? Explain how nature keeps our air fresh.
6. Tell where your town water supply comes from and what steps you can take to prevent it from being polluted.
2. Participate in one of the following community activities to help clean the environment.
  - a. Take part in "Earth Day" events.
  - b. With your group help clear the trash from a roadside or stream.
  - c. Help collect paper, cans or other materials for recycling.

## **HELPS**

*NOTE:* This award is one of the requirements for the Helping Hand Class.

1. Discover your responsibility to help care for God's world.
2. Draw pictures of and list endangered animals in your part of the world. Your local library will have current information.
3. Use library sources for more information. Some ways to protect birds are: do not harm with sticks, rocks, or guns; never bother or destroy nests or eggs.
4. Use library sources for more information. Learn about endangered trees and what causes them to die. When you adopt a tree, help the Adventurers plan ways to care for it.
5. Use library sources for more information. Discuss local causes of air pollution as well as those that affect worldwide temperature changes.
6. A visit to your local water works might be interesting. You might also invite someone from a local health organisation to talk to the group.
7. Encourage the Adventurers by participating with them. Be sure they understand *why* these are important activities.

The material here is taken from page 185 of the printed manual.



# **FEATHERED FRIENDS**



1. Tell how God cares for birds.
2. Keep watch on your garden or a nearby field, river bank or other place in your neighbourhood for one week and write down the names of all the different birds you see there each day.  
OR  
Make a simple bird feeder and write down the names of the birds that visit it during a one week period.
3. Be able to recognise ten different birds.
4. Be able to make five different bird sounds.
5. Make a scrapbook of pictures or drawings of ten birds. If possible, include drawings or pictures of their eggs and nests, their feet and feathers, and the kinds of food they eat. Include at least one of each of the following:
  - a. A water bird
  - b. A bird that eats seeds
  - c. A bird that eats other animals

## **HELPS**

1. Discuss God's care, citing Matthew 10:29-31 and Luke 12:24. God created birds to care for themselves (feathers, beak, migration, etc.) but He provides food and water for them.
2. Make a simple milk-carton 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 flash cards. Invite a local museum or Audubon Society representative to make a presentation.
4. Check your public library or Audubon Bird Society for tapes. Select local birds that have distinct habits and sounds such as owls, doves, crows, ducks, geese, fowl, parrots, etc.
5. Go to a zoo, aviary, park, or neighbourhood birding area to observe the birds.  
Resources: a teacher supply store, colouring books, magazines, books or videos.

The material here is taken from page 186 of the printed manual.

# **FIRST AID HELPER**



1. Demonstrate how to treat an abrasion or a cut. Tell the dangers of using or having a dirty dressing.
2. Describe or show how to take care of a nose bleed.
3. Demonstrate how to use a scarf or neckerchief as a first-aid bandage.
4. Help to apply a more elaborate dressing. Tell how to treat minor burns, scalds, cuts, scratches, stings and bites.
5. Help prepare a first-aid kit and learn the use of the items in it.
6. Describe and draw the first-aid symbol.
7. With an adult, practice your first-aid skills.

## **HELPS**

NOTE: This award is not intended to teach Basic First Aid. The emphasis, as the title suggests, is directed to being a First Aid Helper.

1. A dirty dressing can cause infection. Clean a cut or abrasion with running water, apply some kind of antiseptic and cover the wound with a clean bandage.
2. Sit down, lean slightly forward and apply pressure on the side that is bleeding. Apply a cold compress to nose and face.
3. Secure a first aid manual that shows pictures of this process, or demonstrate it yourself.
4. The Adventurer is to gather what is needed (bandage, tape, antiseptic, etc.), clean up afterward, and return all supplies to their proper place. Use a first-aid manual to review treatment procedures before demonstrating them.
5. This may be a group or family activity. A small cardboard box may be used for a kit. Have the Adventurer determine what should be included (bandages, tape, band-aids, disinfectant, sterile cotton, antiseptic, salve, etc.) and place those items in the kit. Take the kit with you every time you have an Adventurer activity.
6. In most countries a simple red cross is used as a symbol. Be sure your Adventurers will recognise the symbol used where you live.
7. Young children must be supervised to be certain they learn skills correctly.

The material here is taken from page 187 of the printed manual.

# **FITNESS FUN**



1. List at least four things that contribute to Physical Fitness.
2. Run or jog 800 metres.  
**OR**  
Run 50 meters in 10 seconds.
3. Make a high jump. (Record highest of four jumps.)
4. Jump or skip with a rope for three minutes.
5. Do three different stretches. Hold each for a minimum of 10 seconds.
  - a. Leg
  - b. Back
  - c. Arms/shoulders
6. Participate in an obstacle course.
7. Demonstrate your ability to do the following:
  - a. Ten sit-ups
  - b. Climb a pole, rope or tree
  - c. Hang from a bar with hands and knees
8. With your group participate in an organised game that requires physical fitness, for example, ball game, relay race, leapfrog, etc.

## **HELPS**

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

1. Fitness includes proper nutrition, rest, water, exercise, strength, cardiovascular fitness, flexibility, endurance - keeping your body in the best possible condition.
2. Jog or run as a group, always with adult supervision.
3. Jump onto a mat or other soft material such as sand or sawdust. Be certain the "bar" the children jump over is set lightly on pegs and is not a solid piece that could cause injury.
4. Play several skipping rope games, allowing for practice, as many may never have used a skipping rope.
5. When stretching, use static stretches (hold stretch for 10 seconds without bouncing). To avoid injury, do stretches both before and after exercise.
6. Set up an obstacle course that the Adventurers can run around, under, over and through. Use objects such as tires, cardboard boxes, pylons, ropes and poles.
7. An adult must supervise these activities.
8. Play these games as a group or family if possible. Be sure an adult supervises.

The material here is taken from page 188 of the printed manual.

# FLOWERS



1. Collect and press, or photograph, or draw 10 flowers of different colours and keep them in a book. Name the different kinds and tell where you found them.
2. Tell what attracts bees and insects to flowers, and what it is that the bees take from the flowers.
3. Describe three ways in which flower seeds are scattered.
4. Tell how you can help to protect our wild flowers.
5. Make a bookmark using dried flower petals.
6. Identify 10 flowers that are grown in your area.
7. Take a bouquet of flowers to someone.
8. Show how to arrange flowers and keep a bouquet fresh for as long as possible.

## **HELPS**

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

The material here is taken from page 189 of the printed manual.

# FRIEND OF ANIMALS



1. Take care of an animal or bird for four weeks.
  - a. Feed it and be certain it has fresh water.
  - b. Keep its cage or resting place clean.

OR

Put out food scraps or seed for animals or birds in your neighbourhood. Keep careful watch for four weeks.

- a. List and identify creatures that feed there.
  - b. Draw or colour pictures of them.
2. Visit one of the following and give a report of what you do and see.
  - a. a zoo
  - b. a natural history museum
  - c. an aviary
  - d. a kennel
  - e. a farmyard
  - f. a pet shop
3. Play an animal game.

## **HELPS**

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

1. Help the Adventurers learn responsibility and proper care for a pet. (You may purchase a group pet and have the Adventurers take turns caring for it.) A feeding station may be as simple as a window sill or a particular place on the ground. To attract birds and animals use a variety of seeds, nuts, and grains.
2. Include family members. Talk about what you saw and learned.
3. Choose from different animal games, such as Animal Lotto, Animal Dominoes, and bird and animal games available at Adventist Book Centres or other Christian book stores.

The material here is taken from page 190 of the printed manual.

# 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 your counsellor or other adult helper, prepare a devotional or a prayer to be given at Sabbath School, a club meeting or school or Sabbath worship at home.
4. Take part in an outreach or witnessing activity.
5. Attend a baptism and discuss what it means.
6. Explain what it means to be a Friend of Jesus and name five Friends of Jesus listed in your Bible.
7. Speak kindly to your family and friends. Discuss how being kind and courteous is also being a Friend of Jesus.
8. Be able to pray at mealtime and at bedtime.

## **HELPS**

NOTE: This award is a requirement for the Sunbeam Class.

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

The material here is taken from page 191 of the printed manual.

# FRIEND OF NATURE



1. Explain:
  - a. How to become a friend of nature
  - b. How to pick a flower and when is it allowed
  - c. How to protect trees, nests, etc.
2. List the names of three different trees and do a bark rubbing of each.
3. Collect four different kinds of leaves and compare them.
4. Explore (or observe with a magnifying glass) all the things you can see in a 1 metre square area.

OR

Explore a yard or park and talk about what you see.
5. Take a nature walk and collect items of interest.
  - a. Show or tell about the items you found.
  - b. Make them into a collage or poster.

OR

Visit one of the following and tell what you saw.
  - a. Zoo
  - b. Park
  - c. Wildlife area
6. Grow one plant or one bulb and make drawings of it at three different stages of its growth.

## **HELPS**

NOTE: This award is a requirement for the Sunbeam Class.

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

The material here is taken from page 192 of the printed manual.

# GARDENER



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

## **HELPS**

1. A gardener cultivates the soil, plants seeds and sets plants, and feeds, waters, weeds, transplants, and cares for the garden.
2. Vegetable garden: foods, such as peas, carrots, beans, etc. 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. Some garden tools often needed are a shovel, rake, hoe, trowel, hose, wheelbarrow.
5. Discuss safety. For example, to prevent injury, never leave tools where a person may step on or fall over them. Wipe tools clean and store them in a dry place.
6. Teach the Adventurers to enjoy the feel of soil, the excitement of watching things grow and the responsibility to care for a garden by weeding and watering. The third option may be a group project. If it is selected, help the children choose an attractive variety of plants for the terrarium.

The material here is taken from page 193 of the printed manual.



# **GEOLOGIST**



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

## **HELPS**

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

The material here is taken from page 194 of the printed manual.

# GUIDE



1. Describe the work of a Guide.
2. Tell the locations of four of the following and be able to give directions from your home to reach them.
  - a. post office
  - b. pharmacy
  - c. phone booth
  - d. police station
  - e. church
  - f. fire station
  - g. grocery store
  - h. school
3. Tell how to ask for directions and whom you should ask.
4. Organise a trip for a few friends to visit one of the following in your area.
  - a. Museum
  - b. Monument
  - c. Interesting sight
  - d. Fire station
  - e. Police Station
  - f. Hospital
  - g. Factory
5. Draw a simple map of your neighbourhood, including your house, or give a friend directions to your house.
6. You have been a guide to different places, but who does the Bible say is our true Guide? (See Psalm 48:14.)

## HELPS

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

The material here is taken from page 195 of the printed manual.

# GYMNAST



1. Have the Fitness Fun Award.
2. Perform at least five different warm-ups. Be able to lead warm-ups and stretches at the start of a class.
3. Practice making a high jump. Record the best of four.
4. Practice making a long jump. Record the best of four.
5. Run 50 m. in 10 seconds.
6. Do the following:
  - a. Backward roll
  - b. Cartwheel
  - c. Back bend
  - d. Backward straddle roll
  - e. Dive roll
  - f. Head stand
  - g. Forward straddle roll
  - h. Beam walk
  - i. Handstand

## HELPS

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

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

The material here is taken from page 196 of the printed manual.

# HANDICRAFT



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

## **HELPS**

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

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

The material here is taken from page 197 of the printed manual.

# HEALTH SPECIALIST



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

## **HELPS**

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

1. Talk together as a group or family about the principles of the text.
2. Have a tasting party of healthy foods. Blindfold the Adventurers and have them guess what food they smell, then taste the food. OR have the Adventurers cut pictures of food from old magazines, arrange them on a poster or paper plate and discuss what makes a healthy meal.
3. Your body needs exercise to keep muscles strong, strengthen your heart, improve your lung capacity, make you look and feel better. Do several exercises for fun and health. "Tortoise and Hare" is a running-in-place exercise. First you "run" 20 steps slowly as a tortoise, then 20 steps faster as the hare would run. Repeat three times. Have a wheelbarrow race in which one child holds the ankles of the first child. They both walk forward, one on hands, the other on feet. Then they change places.
4. When you sleep your whole body relaxes, including your muscles, heart and breathing. Your body uses this time to recover and repair itself.
5. Without fresh air we cannot live. Breathe deeply and enjoy it. Sunlight contains vitamin D, which helps to form strong bones. Sunlight is a disinfectant. Exercise in the sunlight by doing the "Russian Hop." Get into a squat position with your arms folded across your chest. Hop up and forward with your feet. Hop around in a circle. At the end of each hop, you are back in the starting position.
6. We lose water when we breathe, sweat or urinate, and it must be replaced. Your body is about two thirds or 65 percent water. Drink eight glasses of water daily to remain healthy. Many foods have water; lettuce is nine-tenths water.
7. A dentist has educational materials that explain dental hygiene to children.
8. Contact your family doctor, local health department or public library for a video or film that will make this a real learning experience. Many things could destroy your health -- lack of sleep, poor eating habits, little or no exercise, drinking alcohol, drug abuse, etc.

The material here is taken from page 198 of the printed manual.

# HOME CRAFTS



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

## **HELPS**

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

The material here is taken from page 199 of the printed manual.

# HOME HELPER



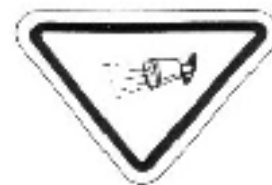
1. Assist with two of the following:
  - a. Laundry
  - b. Preparing and serving a meal
  - c. Washing car
  - d. Grocery shopping
2. Set the table and help do the dishes four times in one week.
3. Make your bed and help to clean your room for three weeks.
4. Demonstrate your ability to do four of the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

## **HELPS**

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

The material here is taken from page 200 of the printed manual.

# HYGIENE



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

## **HELPS**

*NOTE:* This award is one of the requirements for the Helping Hand Class.

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

The material here is taken from page 201 of the printed manual.



# **MEDIA CRITIC**

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

## **HELPS**

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

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

The material here is taken from page 202 of the printed manual.

# MUSIC MAKER



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

## HELPS

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

The material here is taken from page 203 of the printed manual.

# OUTDOOR EXPLORER



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

## **HELPS**

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

The material here is taken from page 204 of the printed manual.

# REPORTER



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

## **HELPS**

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

The material here is taken from page 205 of the printed manual.

# ROAD SAFETY



1. Identify and explain ten important road signs.
2. Tell when and where to cross the road safely.
3. Give road safety rules for:
  - a. Walking along the road
  - b. Riding your bicycle on the road
  - c. Riding a horse
  - d. Walking with a group
4. Explain why you should wear a seat belt when riding in a car.
5. Listen to a traffic educator or other safety person talk about safety for children, if possible.
6. Play a safety game.

## HELPS

**NOTE: This award is a requirement for the Sunbeam Class.**

1. Some examples:
  - a. Stop
  - b. Give Way
  - 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. Railroad Crossing
  - m. Pedestrian Crossing
2. Cross the road only at an intersection or crossing. If there is a traffic light, cross only when it is green for your direction if it is safe to do so.
3. Walk to the side of the road facing the traffic. The rules may vary in your area. Check with the department of motor transport authority, or police department for regulations for walking, riding a horse or bicycle, and walking in a group. Help the Adventurers understand the need to abide by traffic rules.
4. Watch a movie or listen to a police officer explain about seat belt safety. We wear seat belts so we will experience less injury in an accident. It is the law in many parts of the world.
5. Have a safety expert talk with the children at their age level, stressing what children can do to be safe.
6. Make poster board signs and play "Simon Says," holding signs up. Have the children do what the sign says, either on foot or on a bicycle. Plan other games. Games are a good way to teach road safety.

**The material here is taken from page 206 of the printed manual.**

# **SAFETY SPECIALIST**



1. With your parents, discuss your home fire safety plan. Select two of the following areas and give four safety rules for each area.
  - a. Home safety
  - b. Outdoor safety (city or country)
  - c. Weather safety
  - d. People safety
2. Practice a fire drill for at least one of the following places:
  - a. Home
  - b. School
  - c. Church
3. As appropriate for your area practice the safety drills  
OR  
Discuss what you would do in the following emergencies:
  - a. Cyclone
  - b. Earthquake
  - c. Flood
  - d. Fire
  - e. Lightning and thunder
4. Be a safety detective. Check the people and places that you are learning about and list any hazards.
5. Make a mural or safety poster showing dangerous situations and what you can do about them.
6. With your club, play the Safety Game. (Give each other safety situations to answer with "Yes", "No", or "I'll ask an adult").

## **HELPS**

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

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

# SEWING FUN



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

## HELPS

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

The material here is taken from page 208 of the printed manual.

# **SKATER**



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

## **HELPS**

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

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

The material here is taken from page 209 of the printed manual.



# **SKIER**



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

## **HELPS**

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

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

The material here is taken from page 210 of the printed manual.

# SPOTTER



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

## **HELPS**

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

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

The material here is taken from page 211 of the printed manual.

# SWIMMER I



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

## **HELPS**

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

The material here is taken from page 212 of the printed manual.

## SWIMMER II



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

### **HELPS**

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

The material here is taken from page 213 of the printed manual.

# TEMPERANCE



1. Read and discuss
  - a. 1 Cor. 6:19, 20
  - b. 1 Cor. 3:17
2. Tell what is meant by
  - a. Drug abuse
  - b. Temperance
3. Talk to a doctor/nurse or discuss with another adult the harm in using
  - a. Tobacco
  - b. Alcohol
  - c. Other 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. Make an anti-smoking, anti-drug, or anti-alcohol design and paint it on a T-shirt.

OR

Create a poster showing the dangers of drug abuse.
7. Identify two famous persons who do not use any tobacco, drugs or alcohol, and who are among the best in their field.

OR

Interview two people you know who live happily and healthfully without using tobacco, drugs or alcohol, and discuss with them their reasons for not using those things.

## **HELPS**

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

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

The material here is taken from page 214 of the printed manual.

# TREES



1. Read several Bible verses about leaves.
2. Collect leaves from ten different trees.
  - a. Press and dry them.
  - b. Identify each leaf.
3. Tell how trees scatter their seeds. Collect or draw at least five different seeds.
4. Make two different leaf rubbings.

OR

Make two pieces of stationery, using a leaf design.

5. Discover the trees and leaves in your neighbourhood. Learn something special about each one. Be able to recognise and identify five of them.
6. Put your dried leaves in a LEAVES SCRAPBOOK.
7. Write a story or tell about how the trees help us today.

## HELPS

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

**The material here is taken from page 215 of the printed manual.**

# **TROUBADOUR**



1. Play a song on a simple instrument OR mark the rhythm of a tune with a tambourine, triangle, etc.
2. Act out a character or animal with costume or gestures so the group may recognise it.
3. With the group, act out a story or sing a song.
4. Sing two traditional songs of your country.
5. With a few friends organise fifteen minutes of entertainment for a group.  
OR  
Tell a story to a group.
6. Find, read, and explain the meaning of Psalm 66:1-2.

## **HELPS**

1. Use a reed pipe, flute, harmonica, recorder, piano, etc.
2. Encourage the Adventurers to use their imaginations and creativity.
3. Help the Adventurers share and take turns. Encourage group singing as well as individual talents.
4. Teach the Adventurers some traditional songs. If your group includes children from many nationalities, learn songs of different countries and sing them as a group. Encourage parents to teach songs of their childhood to their children.
5. Encourage the Adventurers to work together and organise a program. If you are working with an individual, have him or her tell you a story.
6. Discuss the verses together and decide how you can make a joyful "noise."

The material here is taken from page 216 of the printed manual.

# WISE STEWARD



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

## HELPS

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

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

**The material here is taken from page 217 of the printed manual.**



## **North American Division Honours**

The remaining honours in this document are from the North American Division Adventurer web site, and have been reformatted to match the format of the South Pacific Division Honours.

These honours are not listed in our manual but the badges can be ordered via your local Adventist Book Centre, though it may take a while for them to come through as they are not stocked in Australia.

# 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. Tell at least two interesting facts about the history of beads.
5. Name at least three things that you can do with beads.
6. Make four (4) or more different projects with beads.
  - 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.

## Purpose:

No purpose is listed

**Curriculum Connection:** None

## Resources:

None

## 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 found).
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 Catholics or Buddhists 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 clothes
  - 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 beans.
  - Sew 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.

*No date is given for this award in the North American Division web site.*

**In America this is considered suitable for Grade (no grade given)**

# Building Blocks



1. Find in the Bible and review 3 or more of the 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 uses (display and demonstrate)
  - b. kinds of things he builds
  - c. safety rules he follows
  - d. values like being honest, measuring carefully, following instructions/plans, setting a strong foundation.
3. Share 2 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 Revelations 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.

## Purpose:

Compare similarities between building a structure and building good character

## Curriculum Connection:

None

## Resources needed:

Bible, building materials as available, a creative mind and encouraging words

## 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 1 year.  
Extra: How big was the ark? Use a long measuring tape to find out.
  - b. Babel—God knew the best thing for the people at that time was to live in tents so they could spread across the earth. Not to build the tower of Babel.
  - c. Abram's home was a tent.  
Extra: Make Abram's tent out of sheets and chairs.
  - d. God asked Moses to build a portable tabernacle.
  - e. God asked Solomon to build a tabernacle in Jerusalem.
  - f. God sent Joseph and Mary to a stable.
  - g. At the end of the Sermon on the Mount, Jesus refers to a man who built a house by first laying a strong foundation on a rock.
  - h. God wants you to live in the house He is building for you in heaven.
2. Questions you might ask: What materials do you build with? How do you know where to build? What is this tool used for? What do you need to learn to be a good builder?

Alternatives: take a trip to a construction site, interview a workman and ask questions about the building.

3. Ways to share choices (you may work in teams):
  - a. Draw a brick wall on a poster and write one choice or characteristic on each brick.
  - b. Mime or act out a choice.
  - c. Illustrate a choice in a painting, drawing, sculpture, on a computer, video or camera.
  - d. Sing a song describing good character-building choices.
  - e. Privately, write a poem, or journal reflecting on your choice.
4. Bring gemstones to touch and see or show pictures of the New Jerusalem.
5. Any type of building materials may be used. Toys like Lego, Lincoln Logs or Tinker Toys. Craft sticks, play dough, foam board or construction paper. Real building materials such as sticks, straw, mud or bricks, Suggestions for types of buildings: Bible buildings, your home, school, favourite shop, church, imagined heavenly home.

*This award was new in the North American Division in 2004*

**In America this is considered suitable for Grade 3**

# 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 coloured tissue clipped together with a clothes pin.
6. Learn a song about butterflies.

## Recommended websites:

[www.npwr.usgs.gov/rsourc/disr/lepi](http://www.npwr.usgs.gov/rsourc/disr/lepi) (Picture and information on butterflies in United States by state).

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

[www.enchantedlearning.com](http://www.enchantedlearning.com) (Picture of butterflies, life cycle and pictures to colour).

## 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 stay on the same level, either low to the ground or higher. Very seldom will butterflies drink from flowers that face down.
2. Check with your library.
3. (A) Egg;  
(B) Larva or caterpillar;  
(C) Pupa or chrysalis;  
(D) Adult.
4. (Put your hands flat together in front of you, as in prayer. Open and close the top of your hands like a butterfly's wings) When a butterfly sits and opens and closes its wings it warms its muscles and takes energy from the sun and stores it in its body. When we pray to Jesus we feel warm and good inside and we receive energy from Him to be happy, strong and do what is right. Continue to move your hands like a butterfly as we pray.
6. Option: "If I were a butterfly, I'd thank the Lord for my mighty fine wings. . ."

*This award was new in the North American Division in 2003*

**In America this is considered suitable for Grade 1**

# Computer Skills



- 1 Explain the purpose of each item:
  - a Computer System
  - b Monitor
  - c Mouse
  - d Keyboard
  - e Central Processing Unit
  - f Hard disk
  - g Scanner
  - h CD ROM
  - i Modem
  - j Printer
  - k Network
  - l Diskette
- 2 What are computers good for?
  - a Documents and books
  - b Databases
  - c Calculations
  - d Communications
  - e Research
  - d Fun
- 3 Do one of the following:
  - a Type and print a thank-you note.
  - b Play an educational game
- 4 Do one of the following:
  - a Visit an office and see how a computer helps that person with their work.
  - b Visit a computer sales person and have them give a demonstration of the latest technology.
- 5 Know the home row of the keyboard
  - a Show the proper hand position on the keyboard
  - b Explain why proper hand position is important
  - c Type on an elementary typing program such as Sticky Bear or Mavis Beacon.

## Helps

- 1 Find a current computer book or dictionary with the definitions. Use correct terminology, but find illustrations to help children understand the concepts.
- 2
  - a Documents and books – Word processors are primarily designed to create letters, reports, and documents. Desktop publishing programs help combine graphics with text.
  - b Databases – Programs that allow you to manipulate, store, record and retrieve information from a collection of related files: like addresses, memberships, or store inventories.
  - c Calculations – Spreadsheets are made for math calculations for accounting or record keeping purposes.
  - d Research – Current resource materials for research are available in minutes through the Internet services. You can also use material from CD-ROMs or other resource software. Computerised searches are fast, and some-times give you more ideas. One such CD is the E. G. White library or an encyclopaedia CD.
  - F Games – There will always be games. Computer games can be good if they challenge your mind and mental skills as well as your dexterity. Put it to the test of Philippians 4:8. All of our computer work should meet that standard.

## Resource Material

Two American books are listed, but there are plenty of books available in Australia.

*This award was new in the North American Division in 1996.* It is thus now a little dated.

**In America this is considered suitable for Grade 4**

## Extra Note

See the web based notes for access to an answer sheet as provided by the North American Division.

# 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, library or website for information. Recommended book and website are listed below. You may wish to make a country scrapbook.

## Resources:

Around the World Crafts, Games and Activities for Children Ministry by Jane Choun.

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

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

[www.multcolib.org/homework](http://www.multcolib.org/homework), Information on countries and flags among many other topics.

*This award was new in the North American Division in 2003.*

In America this is considered suitable for Grade 2

# Disciples



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

## Resources:

SDA Commentary  
SDA Encyclopaedia  
Ellen White's books

## Helps

1. As you review the stories emphasize the 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 and Andrew; James and John the sons of Zebedee or the Sons of Thunder.
4. Andrew was called first to follow Jesus. He ran to get his brother so he could become a disciple of Jesus.
5. The disciples asked Jesus to teach them to pray.
6. Luke 11:2-4.
7. See resources.
8. "There Were 12 Disciples" song in "Sing for Joy" page 53. "Peter James and John in a Sailboat", CD by Cedarhurst Kids. # 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.

*This award was new in the North American Division in 2005.*

In America this is considered suitable for Grade 3.



# Early Adventist Pioneer



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

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

## Granola Recipe:

7 c. old fashioned oats (½ box)

1 c. brown sugar

1 c. wheat germ

1 c. sesame seeds

2 tsp. salt

1 c. shredded coconut

1 c. pecan pieces

\*Mix the above dry ingredients.

1 Tbs. vanilla

¾ c. water

¾ c. oil

\*Sprinkle wet ingredients over the dry; stir well. Bake at 275 degrees F 60 min. Stir every 15 minutes.

Yield: 12 cups

Note In Australia Granola is a registered Trade Mark of Sanitarium, but in America it is a generic name for a cereal breakfast food more like Muesli..

## Helps

1. Ellen White, James White, William Miller, Joseph Bates, J.N. Andrews, Hiram Edson, etc.  
RESOURCES:  
William Miller Heritage Farm (8" x 10" Collor pictures and bios, available fro the ABC);  
"Life of the Pioneers" tape series from Michigan Conference.
2. Books for requirement #2 include:  
Ellen, by Mable Miller  
Camp Meeting Angel, by (R&H), etc.
3. Songs from SDA Hymnal: "T is Love That MakesUsHappy," No.579; "YouWillSee Your Lord A Comin'," No. 438; "ISawOne Weary," No. 441; "What Heavenly Music," No. 452; "Don't You See My Jesus Coming?" No. 454.
4. Talk about the importance of breakfast and breakfast foods. Mention some history of breakfast—Councils on Diets & Food, and Adventist Home. Check any cookbook for a granola recipe, such as, Century 21 - 375 MeatlessMeats. If it is impossible to make granola, purchase the

granola bars and talk about the ingredients that make granola healthy for us. (Whole grains that are precooked and quick to prepare.) Make at meeting, send some home with each family along with the recipe.

5. Make bandanas by cutting a 24" square of plain cotton cloth in half, diagonally (from corner to corner); stamp or stencil pictures on it, in the shape of animals, wagons, or children. For dress-up, provide long dresses, bib overalls, cowboy hats, etc.
7. Weigh the book. Is your book smaller or larger than Ellen's. (*The Early Years 1827-1862*).
8. Jump rope, tug of war, falling off the stars, hop scotch, tag games, button-button, drop the hanky, milk the cow, obstacle course.
9. Spoon dolls, needlepoint, make bread or granola and place in bandana, make a wagon using cardboard, spray paint, et

***This award was new in the North American Division in 1999.***

In America this is considered suitable for Grade 3, and is part of the Builder and Helping Hand requirements.

# 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 2 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.

## Resources

**Note** These five links are copied from the NAD web page. I am unable to make the first two work, but there are plenty of references to Squanto in a Google search

- 1 Squanto's life: [www.joyfulheart.com/holiday/squanto/html](http://www.joyfulheart.com/holiday/squanto/html) Squanto help the pilgrims grow corn with fish:
- 2 [www.gomilpitas.com/homeschooling/explore/pilgrims.html](http://www.gomilpitas.com/homeschooling/explore/pilgrims.html) Fish Crafts
- 3 [www.enchantedlearning.com/crafts/fish/](http://www.enchantedlearning.com/crafts/fish/)
- 4 [www.orientaltrading.com](http://www.orientaltrading.com) (search for fish crafts)
- 5 [www.dltk-kids.com/animals/fish.html](http://www.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.

## Helps

1. Help the children find the scripture and review the stories.
2. See resources below on the Indian Squanto. (See note above - do a Google search)
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 depends on us to care for them—they cannot care for themselves.
4. Learn about 2 types of fish that live naturally. Discuss how we can help by keeping the water clean. Never put garbage in lakes or the ocean.
5. Fish game: 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 2 paper plates, cut a round circle in one, put clear or blue-clear plastic wrap on it to make it look like a window into an aquarium. Place fish sticker and draw seaweed/plants on the uncut plate. Glue both plates together, so it is like an aquarium with see through glass.
  - b. Felt fish. Prepared pre-cut felt fish shapes and have the children decorate them with sequins.

*This award was new in the North American Division in 2004*

In America this is considered suitable for Grade 1.

# Glue Right



Purpose: To teach techniques to control the glue.

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

**Note** See the work sheet provided with this award (access via the web page helps)

## Helps

1. Providing glue containers with undamaged tips is important for the success of this award. Instruct children to practice squeezing the glue bottle lightly to make a thin line and then squeeze a little more to make a thick line. When they feel they have control of the glue they are ready to practice on the form.
2. Create a glue right form similar to the sample or find this form on the web page helps for this award.
  - a. Lines 1 & 2 Make the glue flow in a thick line to fill the space without going past the end of the lines.
  - b. Lines 3 & 4 Squeeze the glue very lightly and hold the tip of the container above the paper. Make the glue flow only on top of the thin lines without going past the end of the lines.
  - c. Lines 5 & 6 Cover each dash without going past the end of the dash by stop squeezing and raising the container up when the first dash ends and putting it down squeezing again to make the next dash.
  - d. Circles Put the glue in the middle of the circle and, squeeze the container lightly and let the glue spread out to the edges. Fill in each circle without going past the lines.
  - e. Magazine pictures Thin paper takes very little glue. Put just a small touch of glue on your finger and 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, gems or small trinkets. Squeeze a small amount of glue on scratch paper. Use a toothpick to put glue on the items like sequins. Larger, heavier items will take more glue.
  - g. Outline the star in glue and cover with glitter. For best results do one angle at a time or use a toothpick. Recommend staff set up one location where glitter is applied.
3. Never judge the success of this award by how neatly they completed the Glue Right form. The award is a success if they understand the techniques and know it is their job to learn ways to control glue.
4. The friend 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.

*This award was new in the North American Division in 2004.*

In America this is considered suitable for Grade 2.

# 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 characteristics surroundings, such as a pond or deciduous woodland. A habitat is determined chiefly by the vegetation. It can be a woodland area, a back yard, fruit orchard or vacant lot. It can be as small as a tree or a rose bush and even be inside your home.
2. This can be done in one outing, but more interesting if the habitat is visited more than once and at different times of day or night.
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.
  - b. Use real or artificial items to create a show box scene of the habitat you studied.
  - c. Have the class create a mural that combines all the habitats studied.

*This award was new in the North American Division in 2003.*

In America this is considered suitable for Grade 4.

# Hand Shadows



Purpose: Helps children understand they have gifts to give to others.

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. Where there some shadows that you couldn't make?
3. Let children discuss how they would teach this skill to other children.
4. Practice with adult supervision on how to teach others to make hand shadows.
5. Teach someone how to make 2 or more hand shadows.

## Helps

1. Create light and shadow indoors with a flashlight attached to the back of a high-back chair, overhead project 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 patience
  - c. be kind and encouraging.
  - d. congratulate them when completed.
4. Parent assistance would allow on-eon-one attention for each child as they practice teaching.
6. Teach hand shadows to another child or an adult.

Resources:

[www.myrdal.com/shadfig.htm](http://www.myrdal.com/shadfig.htm)

[www.kellys.com/ashley/shadow.html](http://www.kellys.com/ashley/shadow.html)

**This award was new in the North American Division in 2004.**

In America this is considered suitable for Grade 3.

# Ladybugs

Purpose: Learn to appreciate and care for wildlife.



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

## Helps

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

## Additional Activities:

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

## Website Resources:

Ladybug facts:

<http://www.nysaes.cornell.edu/ent/biocontrol/predators/ladybintro.html> - includes pictures.

<http://www.ivyhall.district96.k12.il.us/4th/KKhp/1insects/bugmenu.html> - Koday's Kids Amazing Insects includes quick fact list and pictures.

<http://insects.ummz.lsa.umich.edu/MES/notes/entnotes6.html> - discusses protection and shows wing patterns.

[www.enchantedlearning.com](http://www.enchantedlearning.com) - life cycle coloring picture true story of Ladybugs on the space shuttle.

Computer game "Save the Roses":

<http://sv.berkeley.edu/showcase/flash/ladybug.html>

**This award was new in the North American Division in 2005.**

In America this is considered suitable for Grade 2.

# Lizards



**Purpose:** To learn to appreciate and care for wildlife

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, zoo or books. Invite herpetologist or knowledgeable guest to talk to 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, museums, use books, videos, etc.
3. Before you catch a lizard, you must prepare for this special guest.
  - a. If keeping the lizard for a short time, use a plastic see-through jar with air holes.
  - b. If you keep the lizard for more than a few hours you must
    - (28) know what type of lizard it is and how to care for it.
    - (29) provide a larger container, water and food.
    - (30) place newspaper or sand in the bottom of the container to keep it dry.
4. Observe the lizard in its habitat or other locations as mentioned in Helps #2. Try catching a lizard by hand or by using a noose (noose described in Peterson Field Guide).
5. Paint a lizard on a rock. See resources: Painting on Rocks for Kids Draw, stencil, or stamp the outline of a lizard on the rock, using pencils or acrylic paint. For details, use paint brush, Q-tips or toothpicks. If you want to put the rock lizard in your yard, apply clear spray for acrylic paint to preserve the art work.

## Resources:

Some North American books were recommended, and it suggested search the web for your state plus lizards, for example "Queensland, Lizards".

**This award was new in the North American Division in 2005.**

In America this is considered suitable for Grade 3.



# 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 colour chain.
6. Memorise 2 Timothy 4:7.
7. Who in the New Testament talks about running a race?
8. Discuss with your parent or teacher what 1 Corinthians 9:24-26 means.

## Helps

1. Use an encyclopaedia to answer the first two parts.
2. This banner can be A4 size or everyone can work together on a larger one.
3. Each person makes a torch. It can be made from a Styrofoam cone, papier maché or cardboard.
4. Games like, relay race, sock throw, standing broad jump etc.
5. Can be made out of paper or material loops of the Olympic colours; black, yellow, green, blue.  
Can be worn as a crown.
7. Paul

This award was new in the North American Division in 1996.

In America this is considered suitable for Grade 3.

This information was copied from the North American Division web page and re-formatted to our layout.

# Pearly Gate



**Purpose:** 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 Matthew 24:3-14.
5. Describe Jesus' ascension to 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 the New Earth.
7. Complete and memorise 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 your. 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 per 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 piece 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; The Great Banquet, Luke 14:16-24, Matt. 24:1-14; 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. 13:8-23, and others.
3. Matthew 24.
4. False Christs, v.5; wars and fall of kingdoms, v.6-7; famine & earthquakes, v.7; persecution, v.9; turning away, v.10; false prophets, v.11; increased wickedness & 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; Revelation 21, 22.
7. Provide heavy paper, markers and scissors.
8. Have available paper, markers or crayons, popsicle sticks, glitter, construction paper, pearls, goil, etc.

## Songs

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

**This award was new in the North American Division in 1999.**

In America this is considered suitable for Grade 4.

# Prayer Warrior



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

## **Purpose:**

Encourage daily prayer.

**Curriculum Connection:** Helping Hand, My God III "His Power in My Life"

## **Resources:**

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

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

## **Helps**

7. 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 (Psalms 41 & I Samuel 17); Daniel (Daniel 6).
3. a. Ways –Pray out loud or silently; pray with others or by yourself; sing; journaling (writing down your prayers); telephone prayer ( pray with someone on the phone).
- 3.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; or anywhere!
4. Pray for yourself, family members, friends, enemies, pets, church family, church workers, the unsaved, the sick, or neighbors.
5. To praise God, to say I'm sorry, please forgive me, tell God thank you, and pray for others and yourself.
6. Did you feel better after the walk? Did you feel close to God? Did what you see make you feel thankful or give you things to pray about?

*This award was new in the North American Division for 2005.*

**In America this is considered suitable for Grade 4**

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# Rainbow Promise



8. Show the two elements that make a rainbow.
9. Find who saw the very first rainbow in Genesis 9:8-17.
10. What is a covenant?
11. What does the rainbow promise us?
12. What colours make up the rainbow? Create your own rainbow with the colours in their right order.
13. 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 the word covenant in an elementary dictionary. Discuss the meaning with children until they understand that it means "promise". Have the children print the word PROMISE on a card.
  4. Read Genesis 9:11 and 8:21.
  5. Red, orange, yellow, green, blue, indigo and violet. An easy way to remember the order is to think of the order as a man's name, Roy G Biv.  
The following are the colours 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 there cheering for us. (Example - the Lost Coin, Luke 15:8-10)  
Green = Giving. John 3:16.  
Blue = Big. Our God is awesome (example - Moses at the Red Sea and others)  
Indigo = Immanuel. Matt. 1:23.  
Violet = Victorious. Psalm 60:12.
- Rainbowcraft: Using felt strips, glue, dowel, glitter and painted words for God's character, make a beautiful rainbow.
- Each of us are like drops of rain that God uses to refresh the earth (our family, our homes, our friends, our neighbours). When we let the light of Jesus shine through us, others will see the rainbow of His love. Invite children to let Jesus make their life like a rainbow.
6. Revelation 1:3.

**This award was new in the North American Division in 1999.**

In America this is considered suitable for Grade 4.

# Steps to Jesus



1. Understand the steps to salvation:
  - 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 Saviour • (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. Read and discuss with an adult four of the following Bible stories on conversion/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)
3. Memorize John 3:16, Acts 16:31, and 1John 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 any way you like, including the words of commitment: I \_\_\_\_\_(your name) have taken my first steps to Jesus today \_\_\_\_\_(date) with \_\_\_\_\_(adult witness' name).
  - Show the foot (commitment response) to a club teacher, to receive a certificate and award patch.

## Helps

7. 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.
2. These stories would make a great children's church sermons, club devotionals or family worship. Create wonder-inspiring moments for the child to understand God's great interest in his/her salvation.
3. Suggestion: illustrate the texts on a bookmark for their personal Bible or give to someone who wants to know more about Jesus.
4. Encourage a planned, regular time with God—can be with parent, family worship, club, or alone. Commitment is key, foundational, and needs to be continuing through a personal relationship growth.

5. Personal commitment in young children is often spontaneous and publicly shown. But this award encourages a personal decision made contemplatively at home with parents. However, when a home inspired decision is not possible, a teacher or other caring individual may be the best one to nurture this first step as privately as possible. Warmly welcome the child as the newest member of the family of God, assuring them of God's unfailing love, acceptance, forgiveness, and great care. Recommended an extra project. Encourage the child to further respond in their own way— create a song, poem, painting, drawing, sculpture or express themselves with video, camera or computer. (But never force).

#### **Resources**

##### **Recommended reading:**

- "My God" curriculum information and teaching tips in the Adventurer manual.
- A Child's Steps to Jesus by L. P. Carlyle (a 12 books series teaching steps to Jesus)
- How to Help Your Child Really Love Jesus by D. Habenicht.

##### **Curriculum Connection:**

1. The "Friend of Jesus" award provides excellent opportunities for active responses to this award's commitment to Jesus.
2. My God III, His Power in My Life requires spending a quiet time with Jesus.

#### **This award was new in the North American Division in 2004.**

In America this is considered suitable for Grade 4.

# 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

8. 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). 50 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 can not 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.

This award was new in the North American Division in 2003.

In America this is considered suitable for Grade 3.

# 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** (Only information on the blue whale are included in these helps.)

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

## Web sites

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

**This award was new in the North American Division in 2003**

In America this is considered suitable for Grade 2.