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Leader's Guide

with 22 Themed Meeting Plans

Builder Leader's Guide

with 22 Themed Meeting Plans

The Builder Leader's guide was developed with oversight by the Adventurer Committee of the North American Division.

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Introduction



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

This passage from Matthew 19:14 (NIV) is often illustrated with a group of angelic children sitting attentively at Jesus’ feet. Perhaps this was the first picture that popped into your mind when you agreed to lead out with Builders. However, now that you’ve had time to think about it, the picture may have quickly changed a herd of out of control third graders jumping up and down yelling, “Pick me! Pick me!” Hopefully the reality will be somewhere in between these two pictures!

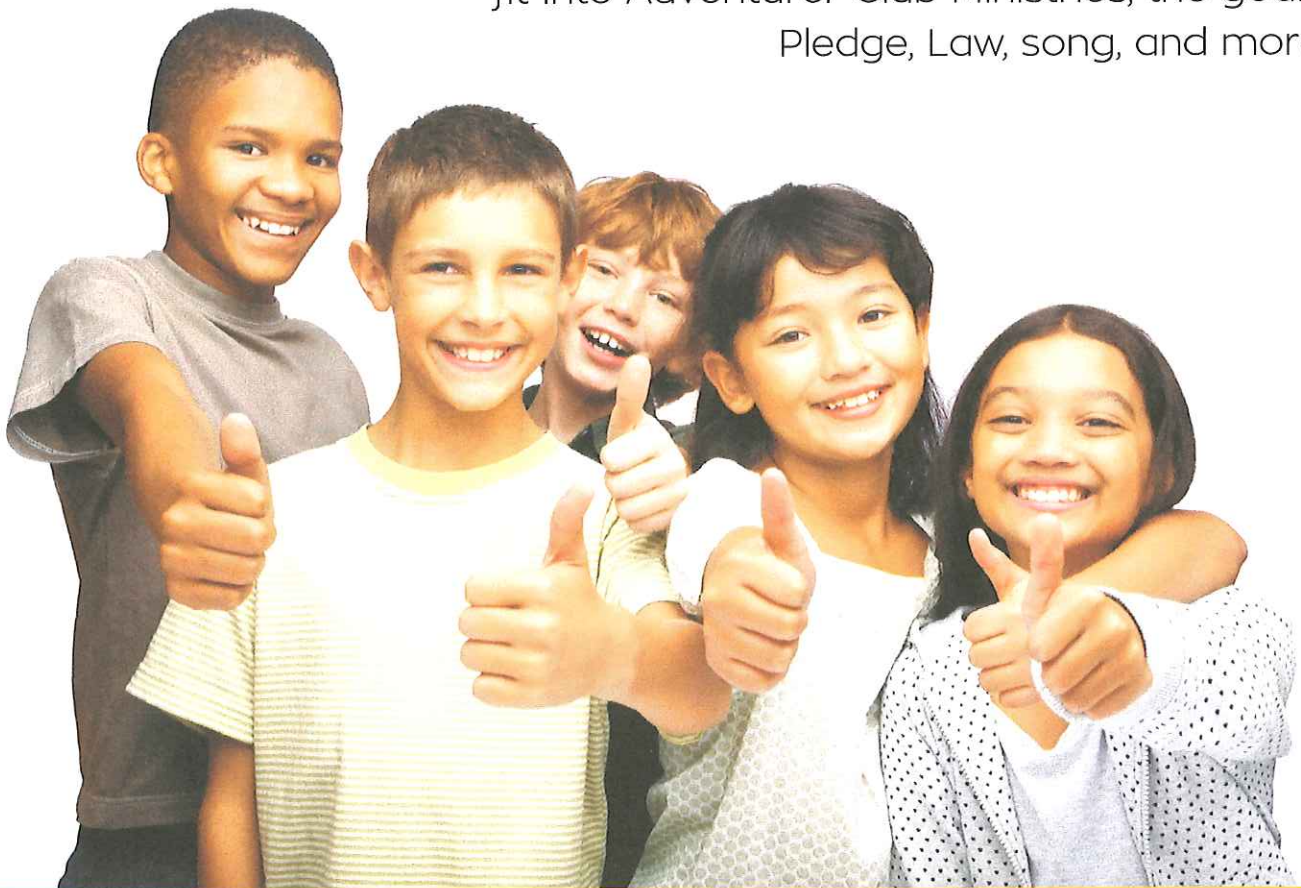
This guide was developed to assist parents and Builder level leaders who want to work with children as they develop physically and spiritually. The Builder curriculum can be used as part of the Adventurer Club in your church or by a group of parents who want to use a curriculum to assist them in teaching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

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

Section 1

The Builder Level

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



Builders are part of the Adventurer Club which is for children from pre-kindergarten to fourth grade. Adventurers can be found worldwide with a membership of more than 2 million boys and girls.



ADVENTURER LEVELS



Pre-kindergarten



Kindergarten



First Grade



Second Grade



Third Grade



Fourth Grade

ADVENTURER CLUB LOGO

The logo is a visual reminder of what the Adventurer Club is all about. The Adventurer Club is a ministry for families that is supported by a strong biblical foundation. All club activities are focused on connecting children and their parents/caregivers to Jesus.

Focused on Jesus

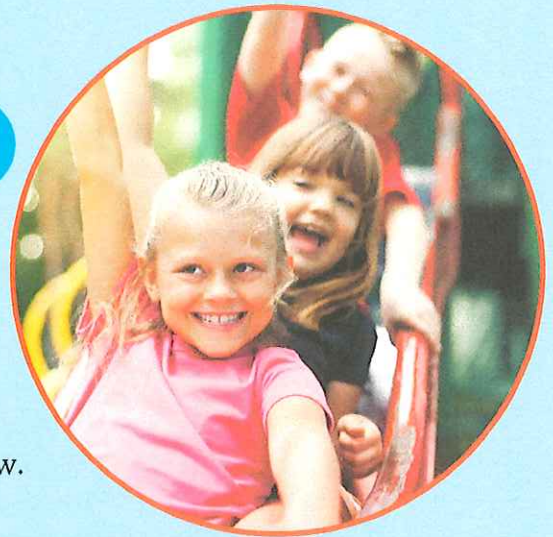
Family-centered

Bible-based

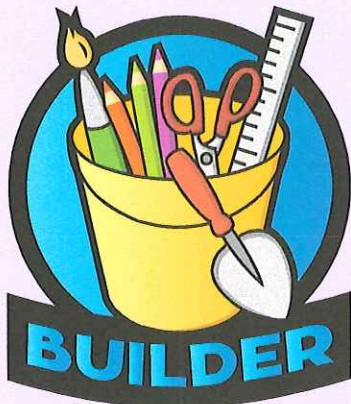


Builder Goals

- 1 Demonstrate God's love for children.
- 2 Promote the values expressed in the Adventurer Pledge and Law.
- 3 Create an environment where all children can contribute.
- 4 Encourage children to have fun.



Builder Logo



ADVENTURER PLEDGE

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

ADVENTURER LAW

Jesus can help me to:

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

ADVENTURER SONG

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





The Builder Curriculum

One of your responsibilities as Adventurer parents and staff is to encourage the physical, mental, and spiritual development of each child. The Adventurer curriculum levels were created to assist you with this responsibility. The Builder requirements are organized into five areas: Basic, My God, My Self, My Family, and My World. Additionally, there are lots of fun and educational awards the children can earn.

Most children will complete the program requirements, except for the Builder Reading award*, as part of the Builder lessons (pp. 29-116). The completion of each requirement will be noted in the lesson so you can put a star or sticker by the child's name on the Builder chart and/or card. At the end of the Adventurer year, each child completing all the requirements will receive the Builder pin during the Investiture Service.

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



*The Builder Reading award is usually done outside of meeting time with a parent or guardian.
(requirements on p. 7)

Find lots of activity ideas & resources
at [Pinterest.com/AdventSource](https://www.pinterest.com/AdventSource)



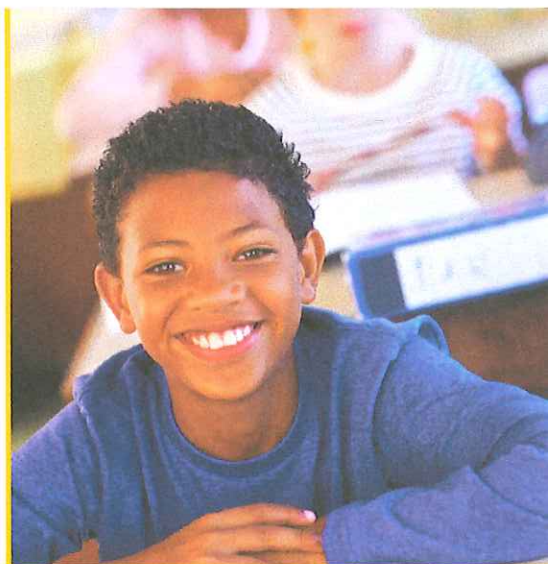


Builder Investiture Requirements

BASIC

- I. Recite the Adventurer Pledge and Law.
- II. Explain the Pledge.
- III. Complete the Builder Reading award.

CHART
ON PAGE
22



See p. 7 for Builder Reading award requirements.

MY GOD

I. God's Plan to Save Me

- A. Create a story chart or lapbook showing the order in which these stories took place:
- Paul—The disciples share Jesus' love
 - Martin Luther—God's church disobeys
 - Ellen White—God's church prepares for His coming
 - Yourself—I get ready to meet Jesus

OR the Bible stories you are studying in school or Sabbath School. (See pp. 118-121 for coloring sheets.)

- B. Use your story chart or lapbook to show someone how to give their life to Jesus.

II. God's Message to Me

- A. Find, memorize, and explain three Bible verses about giving your life to Jesus:

- Acts 16:31
- John 1:12
- Galatians 3:26
- 2 Corinthians 5:17
- Psalm 51:10
- Your choice

- B. Name the books of the New Testament.

III. God's Power in My Life

- A. Spend regular quiet time with Jesus to talk with Him and learn about Him.
- B. Complete the Prayer award.





MY SELF

I. I Am Special

Put together a scrapbook, poster, or collage showing some things you can do to serve God and others.

II. I Can Make Wise Choices

- A. Complete the Media Critic award.
- B. Participate in an activity that shows the results of good and bad decisions.

III. I Can Care for My Body

Complete the Temperance award.



MY FAMILY

I. I Have a Family

- A. Create a family flag or banner or make a collage of stories and/or photographs about your family.
- B. Find a story in the Bible about a family that changed.

II. Family Members Care for Each Other

Play a game by having each family member show appreciation to each of the other members of the family.

III. My Family Helps Me Care for Myself

Complete the Wise Steward award.

MY WORLD

I. The World of Friends

- A. Make friends with a person of another culture or generation, or someone who has a disability.
- B. Invite that person to a family or church event.

II. The World of Other People

- A. Know and explain your national anthem and flag.
- B. Name your country's capital and the leader of your country.

III. The World of Nature

Complete an award for nature not previously earned.



Adventurer Awards

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

Many awards are completed as part of the Builder curriculum and your club will probably set aside time just for awards.

It is important to note that the awards have levels that correspond with the Adventurer levels. When you are selecting an award to complete, make sure that you choose age-appropriate awards. If it is just Builders, you can choose a Level 3, 2, or 1. If everyone in the club is doing the same award it is probably best to pick a Level 1 or 2 award and adapt requirements for age appropriateness.

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

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

Builder-age children like immediate rewards but are able to understand delayed recognition better than the younger age groups. When they complete an award you could give them a picture of the award or write on their record card or activity book and let them know they will receive the patch at the Investiture Service. You can also put a star or sticker by each child's name on the record chart when the requirements for an award are completed (see p. 150 or print a PDF from the Resource USB Flash Drive).

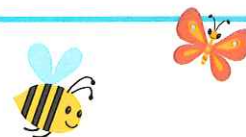


BUILDER READING AWARD

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

1. Three chapters from the book of Acts from a modern translation of the Bible
2. A Bible story or book about Jesus
3. A book on health or safety
4. A book on family, friends, or feelings
5. A book on history or missions
6. A book on nature

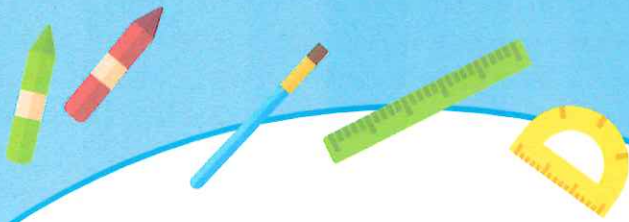
Visit adventsource.org for age-appropriate books for the Reading award.





WHERE DO I FIND THE AWARD REQUIREMENTS?

The Resource USB Flash Drive available from adventsource.org include requirements for all Adventurer awards as of publication date. New patches are being created every year so check Adventurer-Club.org for all the new patch requirements and helps.



Leaders should think ahead about how they are going to recognize their Builders at the Investiture program at the end of the year. Some clubs give Little Lambs, Eager Beavers, Busy Bees, and Sunbeams their patches as the requirements are completed but wait until the Investiture Service to give Builders and Helping Hands their patches.

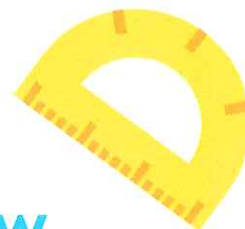


Section 2

Characteristics of Builders

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





What You Need to Know About Builders

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





Physical Characteristics

- Have improved coordination and reaction time.
- Have different rates of maturation; girls are often taller and more coordinated.
- May be fidgety and have poor posture; it is difficult for them to sit still.
- Have high energy and may play until they are exhausted.



Cognitive Characteristics

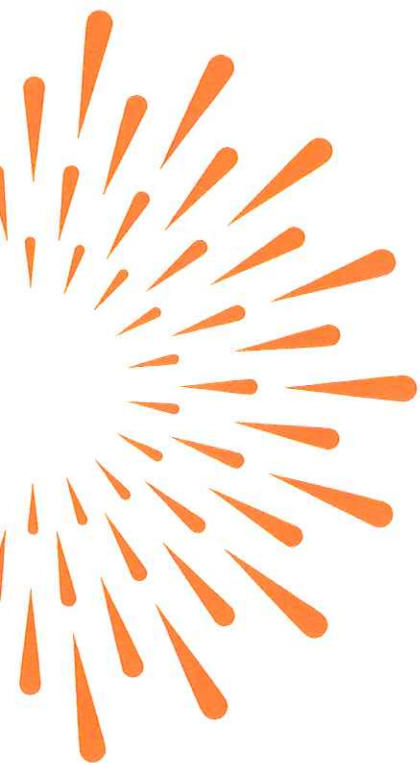
- Are beginning to reason logically and can organize thoughts.
- Learn best through active and concrete activities.
- Are beginning to be more responsible and independent.
- Value being trusted.
- Like collecting things and having hobbies.
- Are able to understand the perspectives of others.
- Enjoy facts and the real world more than fantasy.
- May be negative (I can't, that's boring), especially when trying new things.
- See things as right or wrong.





Social Characteristics

- Define themselves by attributes and achievements.
- May be self-conscious.
- Value friendships but may not have the skills to make friends.
- Enjoy humor and telling jokes.
- Are less dependent on adults and more dependent on peers.
- Begin to test authority and push limits.
- May overestimate their abilities.
- Appreciate rules and rituals.
- Tend to play with the same gender friends.
- May have one best friend.
- Want to do things right and well.
- Do not handle criticism and failure well.
- Feel a sense of security in groups, organized play, and clubs.
- Squirm while sitting, run instead of walk, and skip, tumble, and throw.
- Enjoy learning through active discovery.
- Need opportunities to use up their endless supply of energy.
- Need positive attention and praise from adults.
- Need opportunities to practice independence in a positive environment.
- Need to know the rules.





Do's and Don'ts of Discipline

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

DO

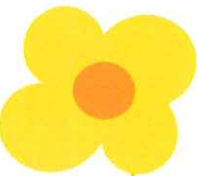
- Have a few short, simple rules and post them. Sample rules: Be kind to others. Use good manners. Listen quietly to others. Follow directions. Be positive.
- Use signals to let the children know when you want their attention. Signals can be just about anything, such as quickly turning a light on and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





DON'T

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

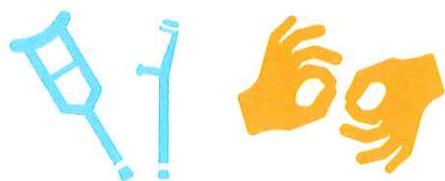


Section 3

Builders with Disabilities

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



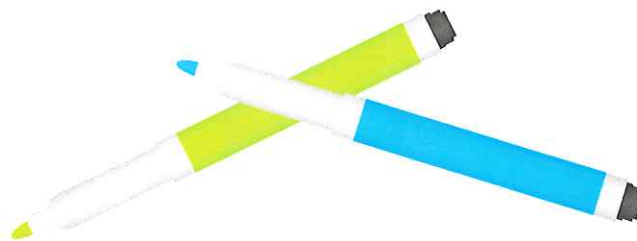


Including Builders with Disabilities

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

DO'S

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





Planning Inclusive Activities

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

- Instead of requiring the child with a learning disability to memorize Bible verses, let her draw pictures of the themes of verses: Jesus cares for me today, Jesus comes again, and Jesus will take me to Heaven.
- For the autistic child over-stimulated by others and noise, let him sort beads instead of making one of the bead crafts.
- If a child has a balance problem, provide a bike with training wheels for the bike rodeo.
- Instead of making a Christian history poster, a blind child can sing a hymn that is historically significant.
- A child with cerebral palsy and poor fine motor skills may not enjoy coloring, so let him or her use extra-large beads and thick yarn to create a bead project.
- Teach all children to use sign language for the Adventurer Pledge. This will allow a deaf child or a child with a speech impairment to participate.
- A child with Down syndrome may need directions broken down into simple steps and given one step at a time. (Modeling each step is helpful!)





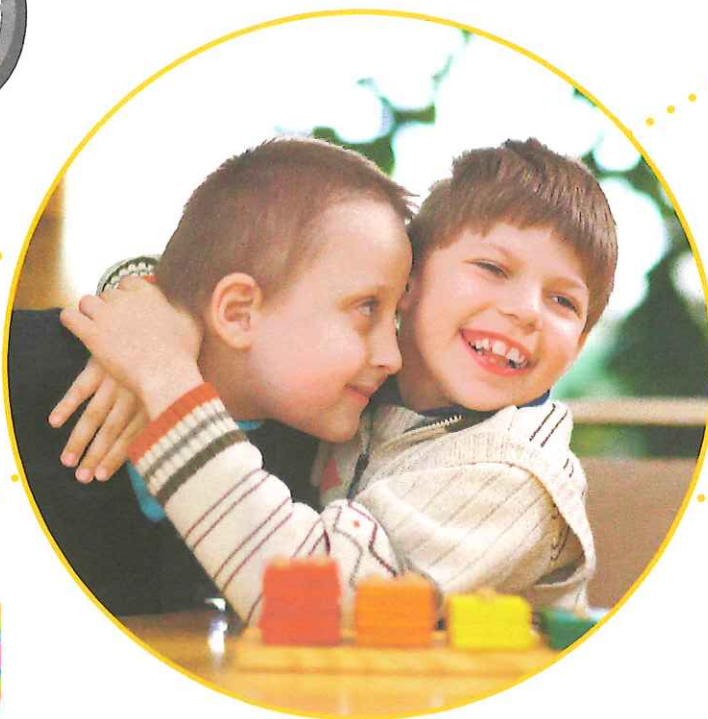
Resources

Check out these websites or search the Internet to find information about specific disabilities:

- disabilityresources.org
- canchild.ca

ADDITIONAL IDEAS

- Invite a special education teacher to talk to the Adventurer staff.
- Visit your local library for books about children with disabilities.

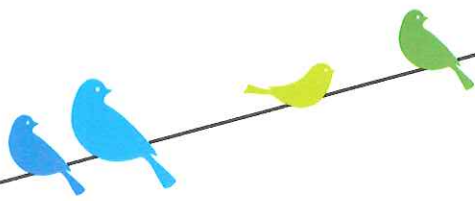


Section 4

Builder Meetings

Builders like to create and learn. These lessons let your Builders have fun exploring their world and growing closer to Jesus.





Builder Meetings

The Builder program includes 22 meetings. The meetings are the core of your program—this is where things really happen! Each meeting includes the following:

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

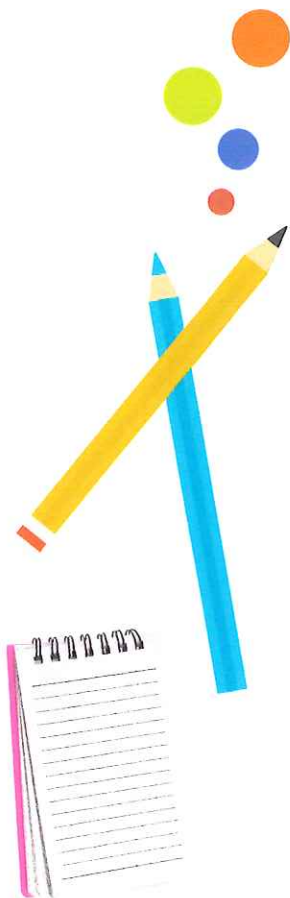
➔ Only 12 meetings are required for Investiture. See pp. 22–27.

Activity Tips

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

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

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

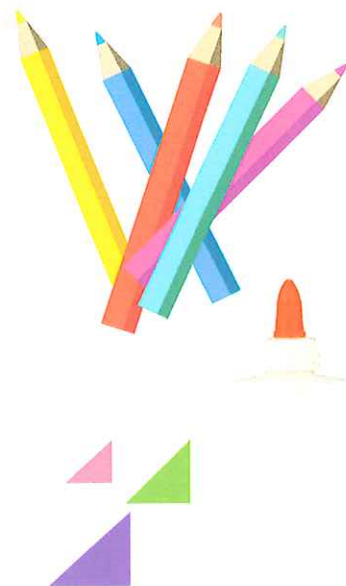


••• ABC

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



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

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



Builder Scope and Sequence



	REQUIRED FOR INVESTITURE	REQUIRED FOR INVESTITURE	REQUIRED FOR INVESTITURE	REQUIRED FOR INVESTITURE
Themes	MEETING 1 My God Christian History	MEETING 2 My God God's Message to Me	MEETING 3 My World Magnets	MEETING 4 My Self I Am Special
Activities	Christian History Dress-up Christian History Poster Ellen White Story Time	Traffic Jam Bible Balloon Toss Hula Hoop Hoopla	Draw Near to God Magnet Art Make Your Own Compass Compass Fun	Special Effects Rope Relay Colorful Bible Texts
Requirements Completed 	My God I: God's Plan to Save Me	My God II: God's Message to Me	My World III: The World of Nature	My Self I: I Am Special
Awards*	Optional: Add activities to complete the Early Adventist Pioneer award.		Magnet Fun I 	

*Check the requirements for each patch and add additional activities as needed.

REQUIRED FOR
INVESTITURE

MEETING 5 My God

God's Power
in My Life

Themes

Activities

Walk the
Church Prayer

Grace Mats

Kite Praise

**Requirements
Completed**



**My God III: God's
Power in My Life**
Complete the
Prayer Award.

Awards*

Prayer



REQUIRED FOR
INVESTITURE

MEETING 6 My World

Lizards

Fun Lizard Facts

Live Lizards

Polymer Clay
Lizards

Lizards



REQUIRED FOR
INVESTITURE

MEETING 7 My Self

Media

Thumbs Up,
Thumbs Down

Media Log

Be Your Own
Media Critic

**My Self II:
I Can Make
Wise Choices**
Complete the
Media Critic award.

Media Critic



REQUIRED FOR
INVESTITURE

MEETING 8 My Self

Healthy Choices

My Body:
God's Temple

Safe Choices Skits

Say No T-shirts

**My Self III:
I Can Care
for My Body**
Complete the
Temperance award.

Temperance



*Check the requirements for each patch and add additional activities as needed.

REQUIRED FOR
INVESTITURE

REQUIRED FOR
INVESTITURE

	MEETING 9 My World	MEETING 10 My Family	MEETING 11 My Family	MEETING 12 My World
Themes	Postcards	I Have a Family	Family Members Care for Each Other	Saving Animals
Activities	Collecting Postcards Mod Podge Postcard Box Make and Send a Postcard	Family Stories My Family Tree Bible Family Skits	Appreciation Charades Quick Answers Mixed Media Cards	What Am I? Canvas Totes Insect Hotel
Requirements Completed 		My Family I: I Have a Family	My Family II: Family Members Care for Each Other	
Awards*	Postcards 			Saving Animals 

*Check the requirements for each patch and add additional activities as needed.

REQUIRED FOR
INVESTITURE

REQUIRED FOR
INVESTITURE

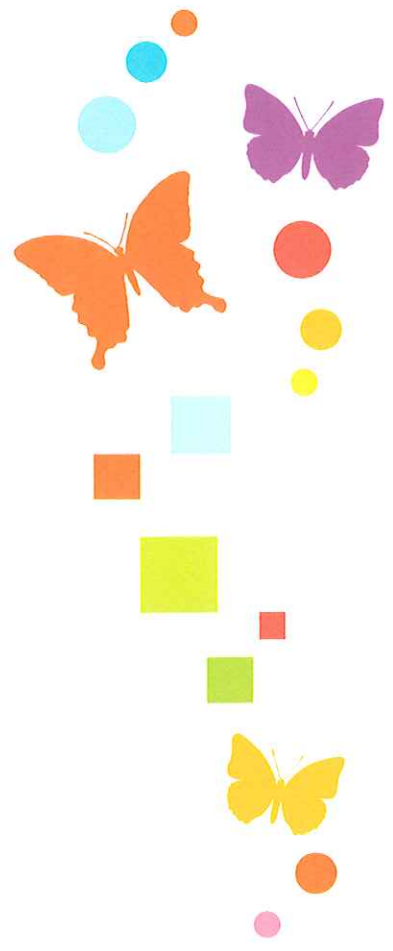
REQUIRED FOR
INVESTITURE

	MEETING 13 My Family	MEETING 14 My World	MEETING 15 My World	MEETING 16 My Self
Themes	Money Management	Friends with Disabilities	My Country	Sewing
Activities	Chopstick Relay The Widow's Small Offering Bank Craft	Guest Speaker Sign Language Everyone Is Included Poster	True or False Country Scramble Patriotic Songs Flag Windsock	Tic-tac-toe Puppy Faces Fabric Self-portraits
Requirements Completed 	My Family III: My Family Helps Me Care for Myself Complete the Wise Steward award.	My World I: The World of Friends	My World II: The World of Other People	
Awards*	Wise Steward 	Optional: Add activities to complete the Sign Language award.	Optional: Add activities to complete the Country Fun award.	Sewing Fun 

*Check the requirements for each patch and add additional activities as needed.

	MEETING 17 My World	MEETING 18 My Self	MEETING 19 My World	MEETING 20 My World
Themes	Entertainer	Bead Crafts	Honey	Astronomy
Activities	Drama Games Musical Glasses Praise God	Melted Bead Bowl Bead Wind Chime Pasta Bead Belt	Bee Facts Bubble Wrap Beehive Honeybee Game	Constellations Planets in Space Telescope
Requirements Completed				
Awards*	Troubadour 	Bead Craft 	Honey 	Astronomer 

*Check the requirements for each patch and add additional activities as needed.



MEETING 21
My World

MEETING 22
My World

Themes

Christmas

Bike Rodeo

Activities

Stenciled Gift Bags
 Wrapped Star
 Ornaments
 Christmas Charades

Bike Rodeo
 Activities

**Requirements
 Completed**



Awards*

Optional:
 Add activities
 to complete the
 Cyclist award.

*Check the requirements for each patch and add additional activities as needed.

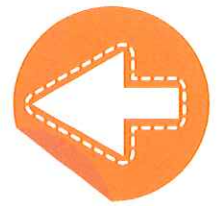


Whoohoo! Time to
start the fun!





Here are three fun ways that you can teach your Builders about God's plan to save them. Adapt the activities to meet the needs of your Builders or create your own activities.





The following activities fulfill the requirements for My God I: God's Plan to Save Me. See the Builder Activity Book for accompanying worksheet(s).

ACTIVITY

1

Christian History Dress-up

15

MINUTES

MATERIALS NEEDED

- Facts about people from the New Testament, early Christian church, or Adventist pioneers, including the dates when each person lived (examples: the 12 disciples, Mary, Dorcas, Martin Luther, Ellen White, James White, Mary Britton, Franklin Bryant)
- Costume such as robes, sheets, suits and ties, long dresses, scarves, hats, etc.
- Props such as a medical bag for Mary Britton, Kentucky's first African-American doctor
- Digital camera and printer or Polaroid camera

WHAT YOU DO

Hold up fact sheets or show information about several historical figures on the computer. Talk about these individuals' contributions to the church and why they are important. Explain to the Builders that they are each going to dress up like one of the people you discussed. Take pictures of each child dressed up and print them for the next activity. (If printing pictures at the meeting is not possible or a Polaroid camera is not available, go ahead and let the children dress up anyway. They'll still have a lot of fun.)

TIP

Wikipedia has a great page on Adventist pioneers. Go to en.wikipedia.org/wiki/Seventh-day_Adventist_Church_Pioneers to check it out. Black SDA History, blacksdahistory.org/Important_Black_Seventh-day_Adventists.html, is another helpful resource.



Alternate Investiture Activity

Create a story chart or lapbook using the Builder Activity Book or coloring sheets on pp. 118-121. Have the Builders use their story chart or lapbook to show someone how to give their life to Jesus.

Christian History Poster

15
MINUTES

2

ACTIVITY

WHAT YOU DO

Show the Builders a sample poster that you made ahead of time. The poster should include a historical figure's name, a picture if you have one, and the dates when he or she lived. Now have the Builders create a poster of Christian history using the pictures of themselves dressed as the historical figures from Activity 1. Provide additional photos printed from the Internet, or the children can write in facts without pictures. Let the children add as many facts to their posters as they want.

TIP

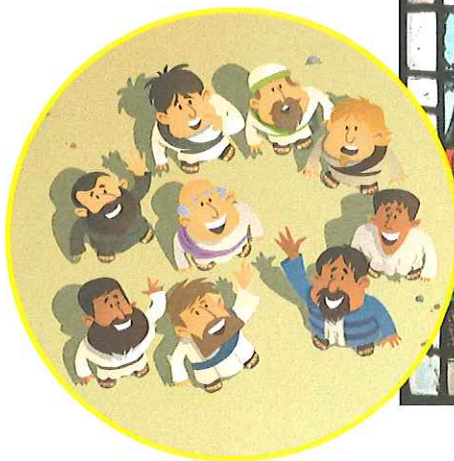
The Builders may enjoy working in groups of two or three for this activity.

MATERIALS NEEDED

- Construction paper, 9 × 12 in (23 × 30.5 cm)
- Craft glue
- Printouts of drawings and photos representing historical figures from Activity 1
- Pictures from Activity 1

Useful Dates

- Apostle Paul: 2–68 AD
- Martin Luther: November 10, 1483–February 18, 1546
- Ellen White: November 26, 1827–July 16, 1915
- James White: August 4, 1821–August 6, 1881



ACTIVITY

3

Ellen White Story Time

15
MINUTES

MATERIALS NEEDED

- A book about an early Adventist pioneer, such as *Ellen, the Girl with Two Angels* by Mabel Miller (Pacific Press, 1998), available at AdventistBookCenter.com

WHAT YOU DO

Sit with the children on the floor in a semicircle. Ask them who Ellen White was, then acknowledge that most stories they hear about Ellen depict her as an adult or a grandmother; however, she was once a kid just like them. Select a story or two to read aloud from *Ellen, the Girl with Two Angels* or a book of your choice. Then discuss with the Builders which parts of the story they most enjoyed or which parts were most meaningful and why.

TIP

Kids this age are learning to answer five basic questions about stories: who, what, where, when, and why. When you are discussing the book with the children, incorporate these words in your discussion.



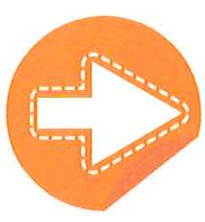
Requirement: My God I, A and B



Meeting

2

God's Message
to Me



Here are three fun ways to teach your Builders about God's message. Adapt the activities to meet the needs of your Builders or create your own activities.





The following activities fulfill the requirements for My God II: God's Message to Me. See the Builder Activity Book for accompanying worksheet(s).

ACTIVITY

1

Traffic Jam

15

MINUTES

WHAT YOU DO

MATERIALS NEEDED

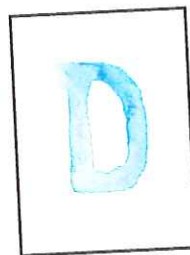
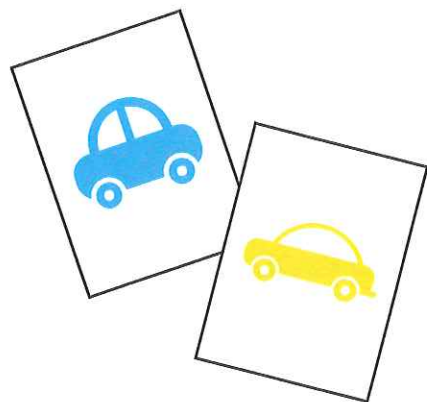
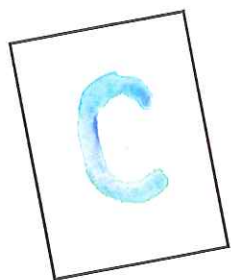
- Bibles
- 50 large index cards, with 25 more cards per additional team
- Four small pictures or stickers of cars and trucks
- Glue
- Felt pen
- Dry erase board or large sheet of paper
- Marker

Ahead of time: Choose one of the following Bible verses: Acts 16:31, John 1:12, Galatians 3:26, 2 Corinthians 5:17, or Psalm 51:10. Make two sets of alphabet cards with one letter on each card (you can omit Q, X, and Z). Attach the car and truck pictures or stickers to four additional index cards. Add two picture cards to each set of alphabet cards.

Begin by having the Builders read the selected verse from their Bibles. Then write the verse on a dry erase board so all the children can see it. Clarify any new or difficult words and discuss with the Builders what the verse means.

Divide the class into two or more teams, depending on the size of the group. Give each team a set of cards and divide the cards as evenly as possible between the team members. Then have an adult call out the first word of the Bible verse. Instruct the players holding the letters in the word to arrange themselves to correctly spell out the word. If a letter is used more than once in a word, the player holding a picture card can use it as a substitute. Also, if a team member is holding more than one letter that appears in the word, he or she can give it to someone else to hold. When team members think they are in the correct order, they yell, "Traffic jam!" The other team must freeze in position. If the word is spelled correctly, then both teams move on to the next word. When all words have been spelled, the teams recite the verse together. Conclude by asking the Builders when it might be helpful for them to remember the verse.

If time allows, you can choose another verse and repeat this activity.



Bible Balloon Toss

15

MINUTES

WHAT YOU DO

Ahead of time: Choose a verse from the list in Activity 1 that you have not yet used and inflate balloons.

Have the Builders read the selected verse from their Bibles. Then write it on a dry erase board so all the children can see it. Clarify any new or difficult words and discuss with the Builders what the verse means.

Have the Builders stand in a circle or on opposite sides of a line as in volleyball. (If you have a large group of Builders, divide them into several smaller groups.) Toss a balloon in the air for the children to hit around the circle or back and forth across the line. The first player to hit the balloon says the first word of the Bible verse. The second player to hit the balloon says the second word, and so on. If the balloon hits the ground, the team has to start all over with the first word of the Bible verse. If a player cannot remember his or her word, they can pass or ask for help. To vary the game, players can say one, two, or three words of the verse at a time.

2

ACTIVITY

MATERIALS NEEDED

- Inflated balloons
- Dry erase board or large sheet of paper
- Marker



ACTIVITY

3

Hula Hoop Hoopla

15

MINUTES

MATERIALS NEEDED

- Bible
- Hula hoops, one for every five children
- Dry erase board or large sheet of paper
- Large sheets of paper
- Marker

WHAT YOU DO

Ahead of time: Choose a New Testament verse from the list in Activity 1 that you have not yet used. Divide the Bible verse into five phrases. Write each phrase on a large sheet of paper. Tape phrases around the room, spreading them out so the children have plenty of space to stand near the phrase, and far enough away from each other so the children have room to move from place to place.

Have the Builders read the selected verse from their Bibles. Then write it on a dry erase board so all the children can see it. Clarify any new or difficult words and discuss with the Builders what the verse means.

Divide the children into groups of five and ask each group to line up. The child in the front of each line holds a hula hoop around his or her waist. An adult reads the first phrase of the Bible verse. Then the child with the hula hoop runs to the paper with the phrase. When all the children with hoops are at the posted phrase, the entire group says the whole Bible verse. Then the adult reads the next phrase. The second child in line runs to the child with the hula hoop, steps into the hula hoop, and then both children run (or walk quickly) to the next posted phrase. Again, the entire group says the whole Bible verse. This continues until all of the phrases have been read and all of the children are in the hula hoops.

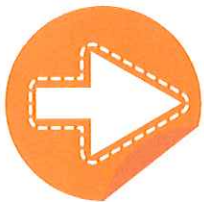
The activities in this meeting were adapted from The Big Book of Bible Games (Gospel Light, 1996).



Requirement: My God II, A and B

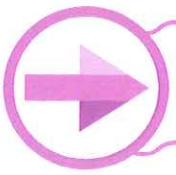


Meeting 3 Magnets



Here are three fun ways that you can teach Builders about magnets. Adapt the activities to meet the needs of your Builders or create your own activities.





The following activities partially fulfill the requirement for My World III: The World of Nature and partially complete the Magnet Fun I award. See the Builder Activity Book for accompanying worksheet(s).

ACTIVITY

1

Draw Near to God Magnet Art

15
MINUTES

MATERIALS NEEDED

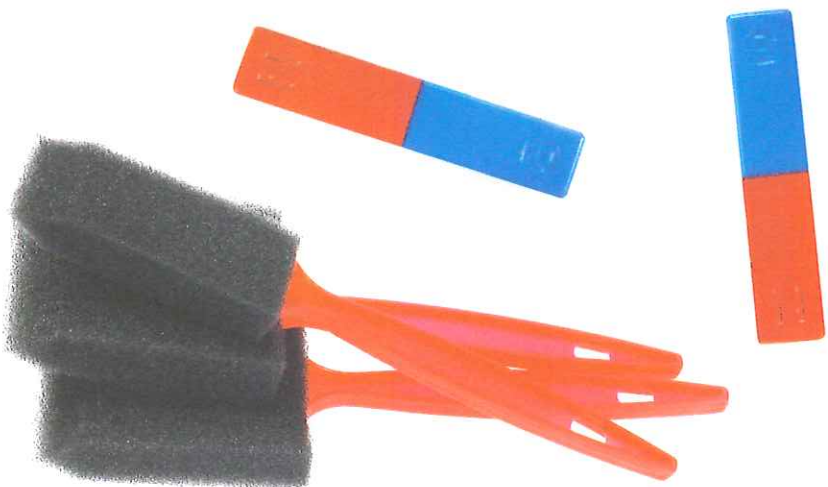
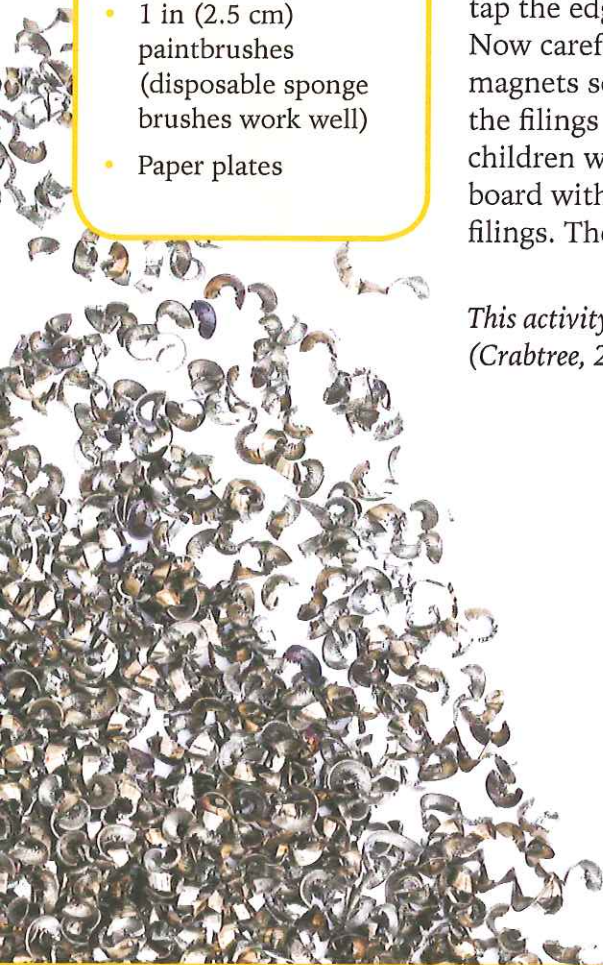
- Iron filings (optional: make your own by filing an iron bolt or nail)
- Baggies
- Bar magnets, two per child
- Tag board, 12 × 9 in (30.5 × 23 cm), two sheets per child
- Craft glue
- 1 in (2.5 cm) paintbrushes (disposable sponge brushes work well)
- Paper plates

WHAT YOU DO

Read James 4:8 (NET): “Draw near to God and he will draw near to you.” Discuss with the Builders what this means and ways they can be near God. Demonstrate how the metal filings (in a plastic baggie) are drawn to the magnet. State that just as the filings are pulled toward the magnet, so people are pulled closer to God through prayer and the Bible.

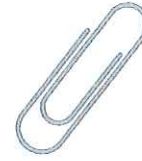
Give each Builder a baggie with metal filings and two bar magnets. Give the children a couple of minutes to play with the filings while they are still in the bag. Have the children put the magnets next to each other with their poles facing the opposite directions. The magnets should be far enough apart that they don’t attract each other. Place a sheet of tag board on top of the magnets. Then slowly sprinkle the filings onto the cardboard. Gently tap the edge of the tag board. Ask the children what happens to the filings. Now carefully lift the tag board and filings off of the magnets. Arrange the magnets so the poles are facing the same direction. Place the tag board with the filings on top of the magnets and gently tap the tag board. Again ask the children what happens to the filings. Next, completely paint a sheet of tag board with craft glue. Place the tag board, painted side facing down, onto the filings. Then lift straight up and the children will have a magnetic art design.

This activity was adapted from Science Alive by Darlene Laum and Lim Chen Puay (Crabtree, 2002).



Make Your Own Compass

10
MINUTES



WHAT YOU DO

Briefly explain to the Builders that the earth is a magnet with north and south poles. Show them how a compass always points to the earth's magnetic north pole. Now have the children make their own compass.

1. Stroke a needle 30-40 times on one pole of a magnet. The strokes should be in the same direction. Using a metal paper clip, check to see if the needle is magnetic before going on to step 2.
2. Place a small piece of modeling clay in the middle of the cork and place the needle lengthwise across the modeling clay. Gently push the needle so it is firmly attached.
3. Place the homemade compass onto the water in the bowl. Let the compass stop moving. Using a store-bought compass, check to see if your homemade compass is facing north. Now mark your compass with N, S, E, and W.

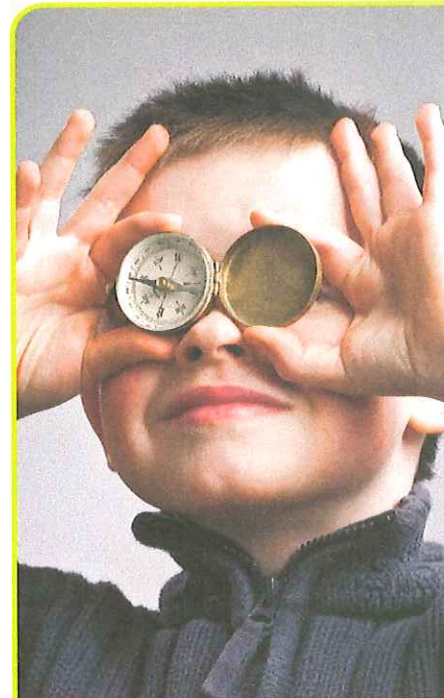
This activity was adapted from Science Experiments with Magnets by Sally Nankivell-Aston and Dorothy Jackson (Franklin Watts, 1999).

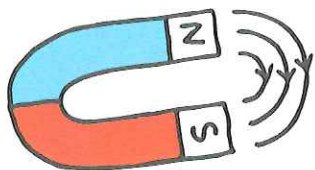
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ACTIVITY

MATERIALS NEEDED

- Needle
- Metal paper clips
- Thin slice of cork
- Modeling clay
- Magnet
- Bowl of water
- Marker
- Compass





ACTIVITY

3

Compass Fun

20
MINUTES

WHAT YOU DO

Ahead of time: Set up seven magnet activity centers. Assign one or two adults to each center, giving them instructions for their activity. Visit kidskonnnect.com/science/magnets to find fun facts about magnets to share.

This activity consists of different activity centers where the Builders can play with magnets. Use the following ideas or create some of your own.

MATERIALS NEEDED

- Center 1: Bar magnets, rulers
- Center 2: Magnets, a variety of metal and nonmetal objects
- Center 3: Different types of magnets, paper clips
- Center 4: Strong bar magnet, selection of nonmagnetic materials (paper, tin, wood, etc.), steel paper clips or washers, glass of water
- Center 5: Bar magnets, metal paper clips, string
- Center 6: Magnets, metal objects in a variety of shapes and colors

Center 1: Magnet Action

Put two magnets on the table and see if they pull toward each other. Can they stick together? Place a magnet on the table and use a second magnet to pull it up off the table. Measure how high it jumps.

Center 2: Pick Up

Use a magnet to pick up a variety of objects. Ask the Builders which objects the magnet can attract. What are they made of?

Center 3: Magnet Strength

Predict which magnet is the strongest, then see how many paper clips each magnet can pick up.

Center 4: Invisible Force

Place a non-magnetic item (paper, cardboard, etc.) between the magnet and washer. Move the magnet around to make the washer move. Try it with all the non-magnetic items. See if the magnet will work through a hand or clothes. Drop a washer into a glass of water and try to remove it without putting a hand or the magnet in the water.

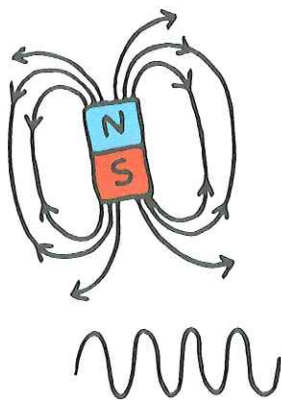
Center 5: Pole Power

Tie a piece of string around the middle of a bar magnet and let it hang freely. Hang paper clips end-to-end from both the north and south poles of the magnet. Keep adding paper clips until they start to fall off. Which pole is stronger?

Center 6: Magnetic Sculpture

Have the children create a sculpture by adding different metal objects to the magnet.

This activity was adapted from Science Alive by Darlene Laum and Lim Chen Puay (Crabtree, 2002) and Science Experiments with Magnets by Sally Nankivell-Aston and Dorothy Jackson (Franklin Watts, 1999).



Award: Magnet Fun I

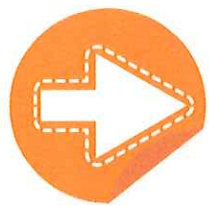
To complete this award, check the requirements on p. 139 and add activities as needed.



Requirement: My World III



Meeting 4 I Am Special



Here are three fun ways to show Builders that they can help others. Adapt the activities to meet the needs of your Builders or create your own activities.





The following activities fulfill the requirement for My Self I: I Am Special. See the Builder Activity Book for accompanying worksheet(s).

ACTIVITY

1

Special Effects

15

MINUTES

WHAT YOU DO

Ahead of time: Take pictures of your Builders and print multiple copies. These photos should be close-ups of the children's faces.

Begin by sharing the following Bible verse with the Builders: "This is what I command you: Love each other as I have loved you" (John 15:12, ERV). Ask the children for examples of what this means. Stress that they all have special talents that they can use to help others, such as making someone smile, doing the dishes, reading a book aloud, or being a friend.

Give each Builder a sheet of white paper. Have the Builders draw or cut out and glue onto their posters pictures of people doing helpful things for others (e.g. taking out the trash, mowing, vacuuming). Then have each Builder cut out and glue a picture of his or her own face on the head of each person demonstrating a helping behavior on their poster.

MATERIALS NEEDED

- Old magazines
- Scissors
- Glue
- Markers or colored pencils
- White paper, 12 × 18 in (30.5 × 46 cm)
- Photos of Builders' faces, multiple copies of each child



Rope Relay

20
MINUTES

WHAT YOU DO

Ask the Builders for examples of things that are easier with the help of others. Discuss how helping others can make tasks go faster and can be a kind thing to do.

Place the scarves, hats, and belts on one side of the room. Line the Builders up on the opposite side of the room facing their three objects. Explain that while holding onto the rope with both hands, they have to put on all three of the objects and come back to the starting point. Encourage them to help each other.

When the signal is given, the Builders hold onto the rope and run as a group to their objects. They put on all of the objects while still holding the rope with both hands. Once each Builder has put on his or her three items, they run back to the starting line together. If a player drops an item while running back, the team must stop until the player has the item back on. You can repeat this activity a couple of times.

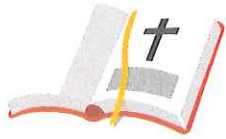
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ACTIVITY

MATERIALS NEEDED

- One jump rope for every five children
- One scarf per child
- One hat per child
- One belt or sash per child





ACTIVITY

3

Colorful Bible Texts

10

MINUTES

MATERIALS NEEDED

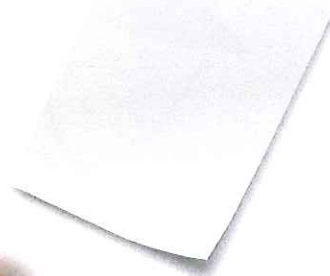
- White construction paper, 8.5 × 11 in (21.5 × 28 cm)
- Colored pencils or markers

WHAT YOU DO

Read the following Bible verse: “For we are his workmanship, created in Christ Jesus for good works” (Ephesians 2:10, ESV). Discuss what it means and have the children give examples of good works.

Show the Builders a sample of a completed colorful Bible text. Explain that they will look up a text about doing good works and copy it onto the construction paper. Tell them that they can use more than one color per text if they want. For example, they might use a different color for each word or alternate colors every other word. Once they have written the verse, they will outline each word with another color. They can do this multiple times. They should fill up the paper with as many verses as they can fit. Give the Builders a list of Bible verses about doing good works and helping others. Also, encourage them to use verses that they may know that aren’t on your list.

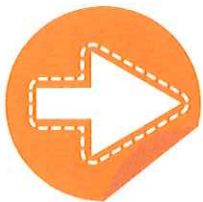
Suggested Bible verses: Hebrews 13:16, Philippians 2:4, Luke 6:38, 1 John 3:17, Matthew 25:35-40, James 2:14, Galatians 6:2, Matthew 5:16.



Requirement: My Self I



Here are three fun ways that you can encourage your Builders to spend regular time in prayer with Jesus. Adapt the activities to meet the needs of your Builders or create your own activities.





The following activities partially fulfill the requirements for My God III: God's Power in My Life, which include completing the Prayer award. See the Builder Activity Book for accompanying worksheet(s).

ACTIVITY

1

Walk the Church Prayer

15
MINUTES

MATERIALS NEEDED

- None

WHAT YOU DO

This activity can be done in the church or wherever the club meeting is held. You can do this as a group or you can divide the kids into groups of three to four with an adult.

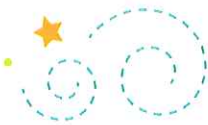
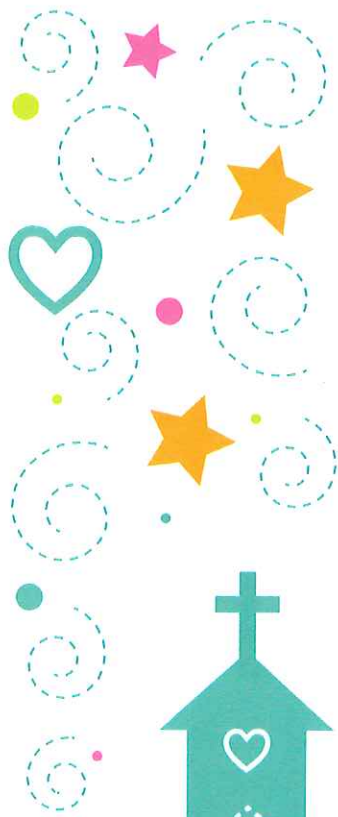
Talk to the children about prayer. Begin this activity outside and as you walk through the church or building, say a prayer when you reach different areas. See examples below.

Front Door: This is where the children are welcomed into God's house. You might thank Jesus for welcoming each child into God's family or encourage the children to say a prayer welcoming Jesus into his or her heart. (The children's prayers can be silent.)

Foyer: Tell the children that just as they put away their coats, they can put away their worries when they come to church. You might thank Jesus for caring about the children's worries. The children can pray silently about something they are worried about.

Kitchen: In the kitchen, you could say a thank you prayer for both the food and the people who grow and prepare it. The children can each thank Jesus for a specific food or a cook they appreciate.

Stairs: Have the children silently say a prayer for a specific person or give a thank you prayer as they climb each stair.



Grace Mats

10
MINUTES

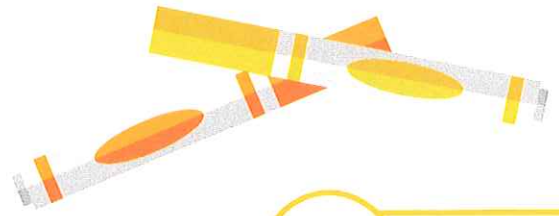
WHAT YOU DO

Read Luke 24:30 (NIV): “When he was at the table with them, he took bread, gave thanks, broke it and began to give it to them.” Share with the Builders that before a meal, it is good to take time from their busy day and thank Jesus for what He has given them.

Have each Builder select a grace and stencil it on the construction paper. The children can color the stenciled words or just outline them. Place the laminating sheets on both sides of the construction paper to create a grace mat. Allow each Builder to create as many grace mats as time allows.



Find the list of **Graces** at [Pinterest.com/AdventSource](https://www.pinterest.com/AdventSource)



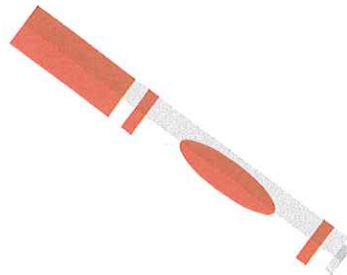
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ACTIVITY

MATERIALS NEEDED

- Construction paper, 8.5 × 11 in (21.5 × 28 cm)
- Alphabet stencils
- Markers
- Self-adhesive laminating sheets, slightly larger than construction paper (or trim the paper if needed)
- Graces (see p. 122 or Pinterest)

Thank You
for our food, we pray.
May we in turn
do good today.



ACTIVITY

3

Kite Praise

20
MINUTES

WHAT YOU DO

MATERIALS NEEDED

- One large, elaborate kite for the entire group or one small kite per child
- Post-it notes
- Pens or pencils

Begin by reading Psalm 148:1 (NIV): “Praise the LORD from the heavens; praise him in the heights above.” Explain that praising God is a way to pray. Ask the children for examples of praises to God and give them examples such as God loves me, God gave me a sister, God gave me a great family, or God gave me a best friend.

Give each Builder five Post-it notes and a pen or pencil and have them write one thing they want to praise God for on each note. Stick the Post-it notes onto the kite(s). If possible, go outside and fly the kite(s). If not, let the children take their kites home. If they can't fly the kites, they can hang them in their rooms and continue to add Post-it notes with praises to God.

TIP

If you are unable to fly the kites, you can fill up the remainder of the time by singing praise songs such as “Hallelu, Hallelu.”

The activities in this meeting were adapted from “Grace Mats” from 100 Creative Prayer Ideas for Kids by Karen Holford (Pacific Press, 2003).



Award: Prayer

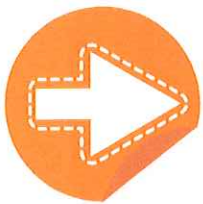
To complete this award, check the requirements on p. 143 and add activities as needed.



Requirement: My God III, A and B



Here are three fun ways that you can teach your Builders about lizards. Adapt the activities to meet the needs of your Builders or create your own activities.





The following activities partially complete the requirements for the Lizards award.

ACTIVITY

1

Fun Lizard Facts

10

MINUTES

WHAT YOU DO

Ask the Builders what they know about lizards. Then have them make a poster of fun lizard facts. They can use facts they already know or facts that you shared. They can also glue on pictures of lizards or draw their own. When finished, have each Builder show her or his poster to the group and share the facts they included.

MATERIALS NEEDED

- Information about lizards (check out animalstime.com)
- Books or magazines with pictures of lizards
- Poster board
- Markers
- Crayons
- Glue
- Lizard Coloring Sheets (see Pinterest)



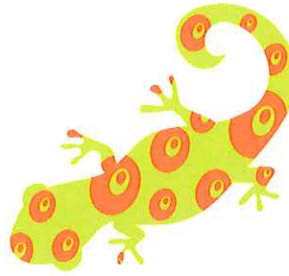
Find the **Lizard Coloring Sheets** at [Pinterest.com/AdventSource](https://www.pinterest.com/AdventSource)



Live Lizards

WHAT YOU DO

20
MINUTES



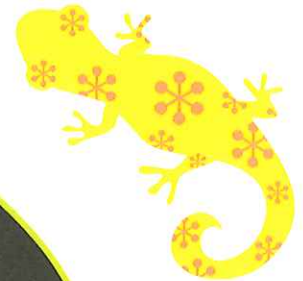
2 ACTIVITY

MATERIALS NEEDED

- None

Ahead of time: Invite a lizard owner or expert to bring a lizard for the Builders to see. Local pet stores, high school or college science teachers, zoos, and herpetological societies are all good resources. If you can't find someone to bring a lizard, search your local library or [YouTube.com](https://www.youtube.com) for an age-appropriate lizard video.

Begin by introducing the guest and giving the children some rules about what they can and cannot do around the lizard. Then invite your guest to share some information about lizards.





ACTIVITY

3

Polymer Clay Lizards

15
MINUTES

MATERIALS NEEDED

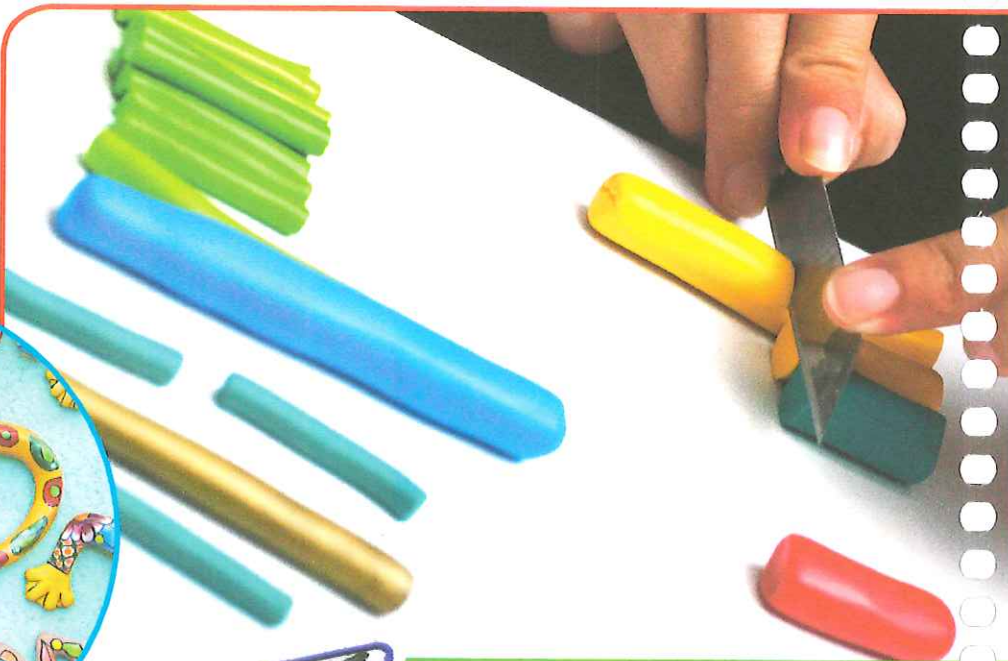
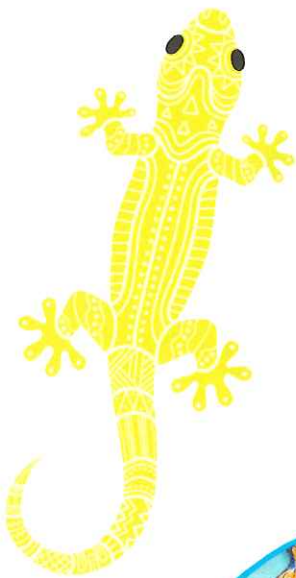
- Polymer clay
- If you are sending the lizards home to bake, print out instructions for the parents or guardians

WHAT YOU DO

Begin by showing the Builders a lizard that you've made of polymer clay. Then model the following steps for the children:

1. Roll the clay into a 6 in (15 cm) coil. It should be about 1 in (2.5 cm) in circumference.
2. Slowly pinch and pull one end of the coil. Keep doing this until you've formed a tail.
3. Gently squeeze the clay to form a neck about 2 in (5 cm) from the opposite end of the coil.
4. Form a triangular shaped head.
5. Add stripes, eyes, toes, and any other desired details.

The lizards will need to be baked according to the package instructions. You can take them home and bake them and bring the finished lizards to the next meeting or send the lizards home with baking instructions.

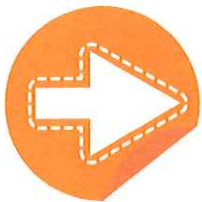


Award: Lizards

To complete this award, check the requirements on p. 138 and add activities as needed.



Meeting 7 Media



Here are three fun ways that you can teach your Builders to make wise media choices. Adapt the activities to meet the needs of your Builders or create your own activities.





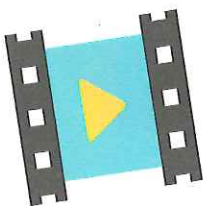
The following activities partially fulfill the requirements for My Self II: I Can Make Wise Choices, which include completing the Media Critic award. See the Builder Activity Book for accompanying worksheet(s).

ACTIVITY

1

MATERIALS NEEDED

- Flashcards of good and bad media choices
- Dry erase board or two large sheets of paper
- Markers



Thumbs Up, Thumbs Down

15
MINUTES



WHAT YOU DO

Ahead of time: Make flashcards of good and bad media choices. Examples:

- Decide TV and movie guidelines with parents or guardians.
- Click on a link sent by someone you don't know.
- Play video games that are violent.
- Spend all your free time watching TV or gaming.
- Read a book about one of your heroes.
- Post or text a mean message about another kid.
- Tell an adult if you are being bullied online.
- Watch a YouTube video about a hobby.
- Subscribe to an e-magazine about sports, nature, or crafts.
- Watch a TV show that uses bad language.
- Read movie or book reviews.

Write the word “media” on the dry erase board. Define media—a way to communicate information, ideas, or stories. Then ask the Builders for examples to write on the dry erase board. Examples: TV, the Internet, the news, Netflix, social media websites, YouTube, books, magazines, video games, apps, texts.

Now read Philippians 4:8 (NET): “Finally, brothers and sisters, whatever is true, whatever is worthy of respect, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if something is excellent or praiseworthy, think about these things.” Explain that this is an excellent verse to help them decide what media to watch, read, play, or use. Write the key words from Philippians on the dry erase board (pure, lovely, commendable, excellent, and praiseworthy). Help the children give examples of what these words mean. Write the examples on the dry erase board.

Next, gather the Builders around you and have them sit in a semicircle. Tell them that you are going to show them flashcards with good and bad media choices. If it is a good choice, they will give you a thumbs up. If it is a bad choice, they will give you a thumbs down. After each flashcard, briefly discuss why this is or isn't a good choice and how it does or doesn't reflect Philippians 4:8.

Media Log

WHAT YOU DO

15
MINUTES

Begin by giving the Builders the television and video game quiz. Before they begin the quiz, let them know that the answers will be anonymous. After the children are finished, share previous results of the quiz.

Next, the Builders will create their own media log to track how much time they spend with different types of media. They should create a log that is based on what they like to do such as television, gaming, reading, texting, etc. Also, there will be a box with Philippians 4:8. They should check this box if the activity meets the ideas of the text. The Builders will keep the log for one week and then discuss it with their parents or guardians at the end of the week. Encourage the Builders to take more than one media log, so after the first week they can continue to track their media use and meet any goals they might make with their family.

2

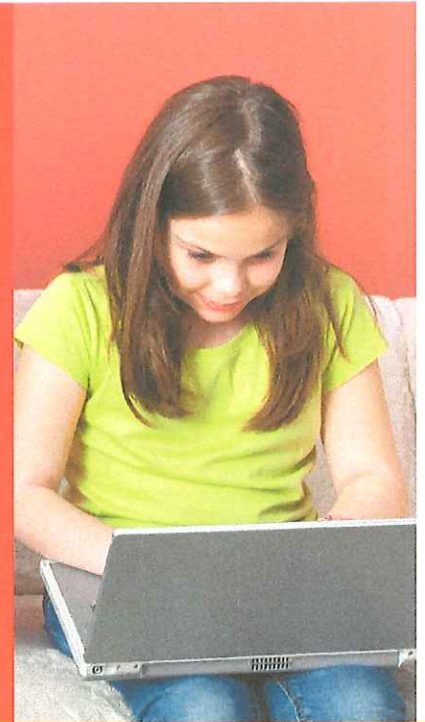
ACTIVITY

MATERIALS NEEDED

- Television and Video Game Quiz (see pp. 124-125 or Pinterest)
- Pencils
- Colored markers
- Media Activity Log (see p. 125 or Pinterest)



Find the **Television and Video Game Quiz** and **Media Activity Log** at [Pinterest.com/AdventSource](https://www.pinterest.com/AdventSource)





ACTIVITY

3

Be Your Own Media Critic

15
MINUTES

MATERIALS NEEDED

- Computers/tablets
- Internet access*
- Paper
- Pens or pencils

*If you don't have Internet access, bring a copy of TV Guide or book, video game, app, and movie reviews from websites such as commonsensemedia.org or pluggedin.com. Give each child three reviews to critique based on Philippians 4:8.

WHAT YOU DO

Each child should be paired with an adult and a computer or tablet. You can have more than one child per adult and computer/tablet if needed. Ask each child or small group to go to commonsensemedia.org. On the Common Sense Media homepage, have the child set their age on the sliding scale in the upper right corner. Then, with the help of an adult, he or she should find three things (movies, games, TV, books, apps, websites, or music) that would be good media choices to share with the group in a report at the end of the activity. They should base their choices on Philippians 4:8. If short on time, have each child report just one thing they found to the group. You could also have the kids share with one other person.



Award: Media Critic

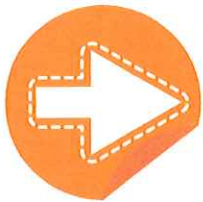
To complete this award, check the requirements on p. 141 and add activities as needed.

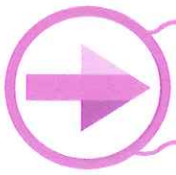


Requirement: My Self II, A and B



Here are three fun ways to teach Builders about being temperate. Adapt the activities to meet the needs of your Builders or create your own activities.





The following activities partially fulfill the requirement for My Self III: I Can Care for My Body, which is to complete the Temperance award. See the Builder Activity Book for accompanying worksheet(s).

ACTIVITY

1

My Body: God's Temple

15
MINUTES

MATERIALS NEEDED

- Bibles
- Dry erase board or a large sheet of paper
- Marker

WHAT YOU DO

Ahead of time: Ask three to five people who have pledged to not use drugs, drink alcohol, or smoke to come share a fact or two about the harm that drugs, alcohol, and smoking can do to kids. The people you ask should be role models for the Builders. You might ask some of the teenagers from your church, a police officer, athletes from the community, or church or community leaders.

Sample Facts

- Drugs, cigarettes, and drinking are illegal for kids.
- Alcohol and drugs slow down or speed up your brain and can make you do things that hurt yourself or others.
- Drugs, cigarettes, and alcohol can harm the growth of kids' bodies and brains.
- Smoking can cause cancer.
- Drugs can hurt your brain, cause a heart attack (even in kids!), and damage organs.

Begin by reading 1 Corinthians 6:19 and 20 (NET): "Or do you not know that your body is the temple of the Holy Spirit who is in you, whom you have from God, and you are not your own? For you were bought at a price. Therefore glorify God with your body." Discuss what these verses mean.

Now introduce your guests, one at a time, and have them share one fact (or more depending on how many guests you have) about why kids shouldn't use drugs, smoke, or drink alcohol. Each guest should also state that they have pledged not to use drugs, smoke, or drink alcohol. If time permits, they can share why they have made this pledge. As the guest shares the fact(s), you should write each fact on the dry erase board. End by asking each of the children to pledge not to use drugs, smoke, or drink. Close with a prayer to help the children stay strong and keep the pledge.



Safe Choices Skits

15

MINUTES

WHAT YOU DO

Ahead of time: Print out the skit outlines so you can give them to the children.

Explain to the Builders that it is good to have a plan about how they will say no when someone asks them to smoke, drink, or use drugs, and what they will do instead. Let them know that's what they will practice. Divide the children into groups of two or three and give them a skit outline or let them write their own. Each skit should contain a bad choice and a good choice.

2

ACTIVITY

MATERIALS NEEDED

- Paper
- Pencils
- Skit outlines (see p. 126)



ACTIVITY

3

Say No T-shirts

15

MINUTES

WHAT YOU DO

Ahead of time: Cover the work area with newspaper.

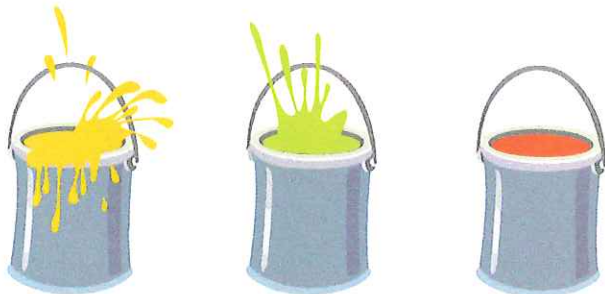
Begin by showing the Builders a completed t-shirt. Have the children lay their shirts on a flat surface and place the cardboard inside the shirt. The cardboard keeps the paint from seeping through to the other side. Have the children write a slogan on the shirt with fabric pens. (If any of the children want to create their own slogan, let them.) Next, dip the stamp or sponge into the paint and then firmly press it onto the shirt. Repeat this step several times. Let the shirts dry flat.

Suggested slogans and designs:

- Thumbs down to drugs. (Stamp thumbs down on the shirt.)
- I'm a star. I say no to drugs. (Stamp stars on the shirt.)
- Don't bug me. I say no to drugs. (Stamp bugs on the shirt.)

MATERIALS NEEDED

- T-shirts (solid colors, pre-washed and dried)
- Cardboard cut to fit inside each t-shirt
- Fabric paint
- Fabric pens
- Stamps (buy stamps or make your own from sponges)
- Shallow paint containers
- Newspaper
- Smocks

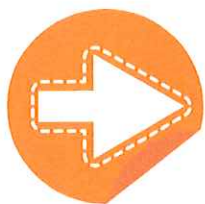


Award: Temperance

To complete this award, check the requirements on p. 146 and add activities as needed.



Requirement: My Self III



Here are three fun ways to teach your Builders about postcards. Adapt the activities to meet the needs of your Builders or create your own activities.





The following activities partially complete the requirements for the Postcards award.

ACTIVITY

1

Collecting Postcards

10

MINUTES

MATERIALS NEEDED

- Postcards, a wide variety of ages, types, locations (can be found at tourist information centers and junk/antique shop)

WHAT YOU DO

Start by asking the Builders if they collect anything. Then ask them why people might collect postcards. Some of the reasons might be that postcards teach people about history and geography, and remind people of trips they have taken.

Share the following postcard history: The first picture postcard was a hand painted picture of a post office and it was mailed in 1849 in Philadelphia, Pennsylvania, by Thomas Hooke. According to Value Rare Postcards (valuablepostcards.blogspot.com), a rare 1920s postcard of the West Point Tram Hotel sold at auction for US\$2,660!

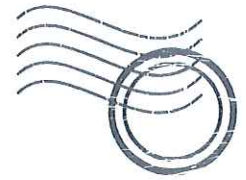
Now dump out a pile of postcards for the Builders to sort. Have them look for the oldest postcard, the postcard from the farthest location, a postcard of somewhere they have been or want to go, and any other criteria that fit the postcards you provide. Let them keep the postcards for Activity 2.

TIP

For children who want to start collecting postcards, direct their parents/guardians to postcrossing.com. Postcrossing is a free, family-friendly project that allows anyone to receive postcards from all around the world. For online safety, children under age 13 must use the site with adult supervision.



Mod Podge Postcard Box



2 ACTIVITY

WHAT YOU DO

Ahead of time: Cover the work area with newspaper. Show the Builders a box that you have covered with postcards. Tell them that they will be making a box that they can use for collecting postcards or storing something else. Have them remove the lid from the box. They will decorate the lid and the box separately.

Steps for attaching postcards to the box and lid:

1. Paint an area of the box with Mod Podge.
2. Attach a postcard to the area that was painted with Mod Podge. The postcard can be cut or torn.
3. Repeat step 2 until the entire box and lid are covered with postcards. It's fine if the postcards overlap, as long as there is a layer of Mod Podge beneath each one.
4. Once the box and lid are covered with postcards, apply another coat of Mod Podge to varnish the entire surface of the box and lid.
5. Let dry. Don't place the lid onto the box until the box is dry or the lid will become glued to the box.

MATERIALS NEEDED

- Solid color gift boxes with lids, approximately 6 × 6 × 4 in (15 × 15 × 10 cm) (can be found in bulk at craft stores or online; you can also use cardboard boxes you've collected)
- Mod Podge
- Paintbrushes, 0.5-1 in (1-2.5 cm) wide
- Paper plates
- Postcards
- Scissors
- Newspaper





ACTIVITY

3

Make and Send a Postcard

15
MINUTES

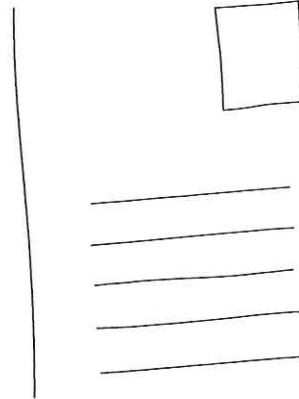
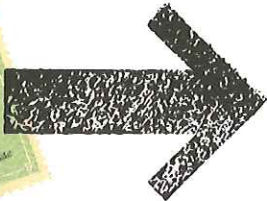
MATERIALS NEEDED

- Blank postcards or 4 × 6 in (10 × 15 cm) index cards
- Stamps
- Ink pads
- Markers
- Stencils
- Pens or pencils
- Addresses of people who would enjoy receiving postcards from Builders such as someone in a nursing home or hospital, or someone who is confined to their home
- Postcard stamps

WHAT YOU DO

Read 2 Kings 20:12 (NET): “At that time Merodach-Baladan son of Baladan, king of Babylon, sent letters and a gift to Hezekiah, for he had heard that Hezekiah was ill.” Explain that it is thoughtful to send a letter, card, or postcard to someone who is ill, lonely, or would just enjoy getting a card in the mail. Then tell them they are going to make their own postcards and tell them about who they will be sending the cards to. Before they start decorating, show them a sample of a card you have made. Point out where they address the card and where they write a message. Also, suggest sample messages they could write, such as: have a happy day, get well soon, God bless you, or a Bible verse.

Encourage the children to decorate the front of the postcard. They can stamp, stencil, or draw a design or picture using the supplies provided. Once the postcard is decorated, have them write a message, sign their name, and address and stamp the postcard. If there is time, they can make additional postcards to take home and send to friends and family.



Award: Postcards

To complete this award, check the requirements on p. 142 and add activities as needed.



Here are three fun ways that you can teach your Builders about families and how they change. Adapt the activities to meet the needs of your Builders or create your own activities.





The following activities fulfill the requirements for My Family I: I Have a Family. See the Builder Activity Book for accompanying worksheet(s).

ACTIVITY

1

Family Stories

15

MINUTES

MATERIALS NEEDED

- Letter to parents/guardians (see sample on p. 127)

WHAT YOU DO

Ahead of time: Send home a letter to the parents/guardians that explains that the children will be telling family stories.

Begin by talking about families. What is a family? Who might be included in a family? Do families always live in the same place? Do they move to new cities or countries? (Cast the net wide when discussing families. Be aware of children who may be growing up with grandparents, in foster care, or other circumstances. Make sure to include their situations in your definition of family.)

Now in small groups of three or four, have each child tell his or her own story. Try to limit the story to two or three minutes. Make sure each group of children has an adult supervising.



My Family Tree

15
MINUTES

WHAT YOU DO

Ahead of time: Preprint leaves onto at least three different shades of green paper.

Write Psalm 52:8 (NET) on the board: "I am like a flourishing olive tree in the house of God; I continually trust in God's loyal love." Have the children say it out loud with you and remind them of God's love for them. Now show them a family tree you made ahead of time. Explain that they will make a tree and on the leaves they will write the names of their family members. Remind them that families grow and change just like a tree, and not all Builders' families will be the same. Family can include anyone who loves us or we love, just as God loves them. (Be aware of children growing up with grandparents, in foster care, or other circumstances. Make sure to include their situations in your definition of family.)

Have the children draw a tree trunk and branches on the larger sheet of paper, using brown crayons or markers. Then have them cut out leaves in more than one shade and glue them onto the tree. Then have them write the name of family members on the leaves. Tell them that not all of the leaves will have names on them.

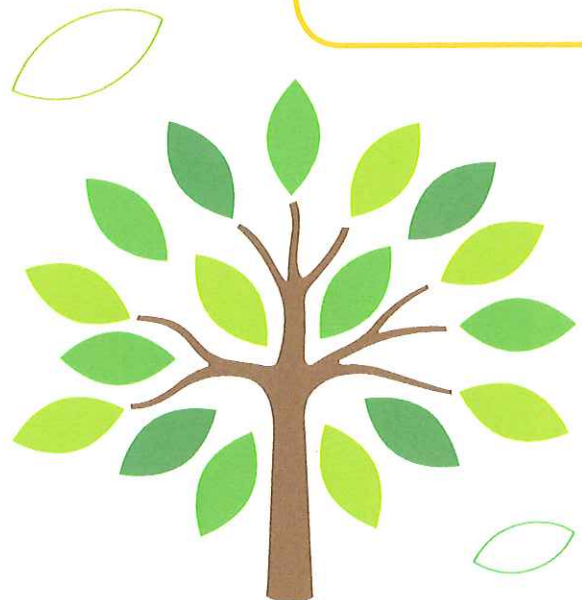
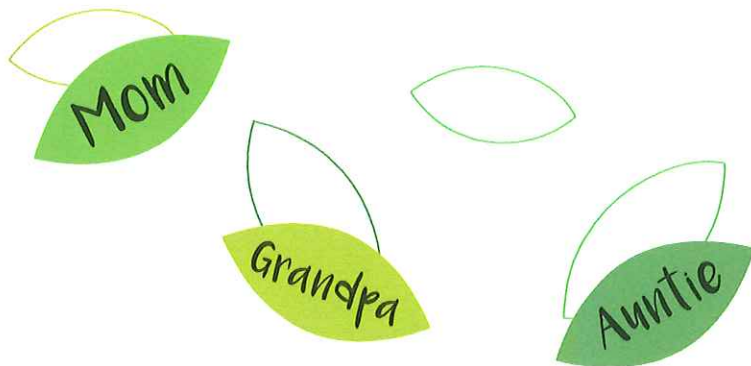
Before they finish, have the children write Psalm 52:8 on the paper.

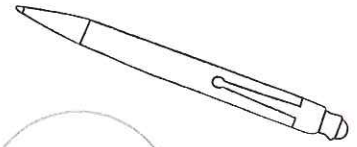
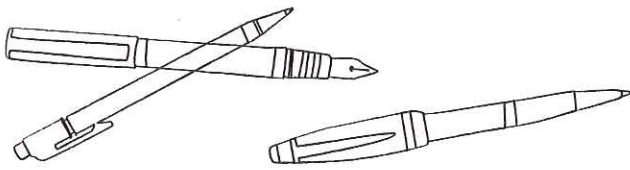
2 ACTIVITY

MATERIALS NEEDED

- White construction paper, 9 × 12 in (23 × 30.5 cm)
- Green paper (at least three shades)
- Leaf patterns (see p. 128 or Pinterest)
- Brown crayons or markers
- Scissors
- Craft glue or glue sticks
- Pens (don't use markers; they will bleed into the construction paper)
- Dry erase board or a large sheet of paper
- Marker

  Find the **Leaf Patterns** at [Pinterest.com/AdventSource](https://www.pinterest.com/AdventSource)





ACTIVITY

3

Bible Family Skits

15
MINUTES

MATERIALS NEEDED

- Props such as robes, towels, sheets, ribbons, canes, and crowns
- Notecards
- Pen

WHAT YOU DO

Ahead of time: Write suggested stories on the notecards. Examples:

Adam	Genesis 2:18-25	God creates Eve
Adam and Eve	Genesis 3:14-24	Adam and Eve leave the garden
Abraham and Sarah	Genesis 18:1-15 and 21:1-7	Abraham and Sarah have a child
Joseph	Genesis 37	Joseph's brothers sell him to traders
Ruth and Naomi	Ruth 1	Ruth and Naomi travel to Judah



Begin by telling the Builders that families in the Bible were always changing. Family members would get married, have children, move, or go on a long journey. Next, divide the children into small groups and assign at least one adult to each group. Once they are in their groups, you can have them draw stories out of a hat or come up with their own story about a time when a family experienced a change. They will then perform a skit depicting their chosen story.

After each skit, ask the children how the family changed in the story. You can also ask them if they can think of a situation in their family or any family today that is similar. Answers might include moving to a new town, getting a new sibling (a baby or step-sibling), or being mad at a sibling and making up later.



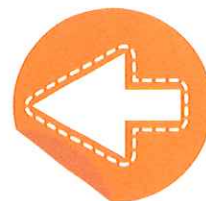
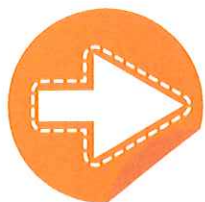
Requirement: My Family I, A and B



Meeting 11

Family Members Care for Each Other

Here are three fun ways you can teach Builders about appreciating what their family members do for them. Adapt the activities to meet the needs of your Builders or create your own activities.



ACTIVITY

3

Mixed Media Cards

20
MINUTES

MATERIALS NEEDED

- Card stock or construction paper
- Newspaper
- Magazines
- Wallpaper scraps
- Fabric scraps
- String, yarn, or jute
- Buttons
- Craft glue
- Scissors
- Markers or pens

WHAT YOU DO

Tell the children that they are going to make a card to give to someone they appreciate. Show them a card that you've made and what you wrote inside. The card should contain a simple message, such as, "Dear Dad, I appreciate that you help me with my homework. Love, Jaylan."

Give the children some basic instructions for making the cards and then let them create their own. First, they will need to fold the card stock or construction paper in half to make the card. Then they will decorate the outside using the materials you've provided. Encourage them to come up with their own pictures or designs, but it's also okay if they copy the card you've shown them.

Example of mixed media card: Glue newspaper to the front of the card. Then cut out a bird from wallpaper and glue it onto the newspaper. Cut out a wing for the bird from fabric and glue it onto the bird. Use a button for the bird's eye. Its legs can be made of yarn and the branch for the bird to perch on can be made of jute.



Requirement: My Family II



Here are three fun ways to teach Builders about saving endangered animals. Adapt these activities to meet the needs of your Builders or create your own activities.





The following activities partially complete the requirements for the Saving Animals award.

ACTIVITY

1

What Am I?

15

MINUTES

WHAT YOU DO

MATERIALS NEEDED

- Masking tape
- Index cards or paper
- Dry erase board or a large sheet of paper
- Marker

Ahead of time: Use the index cards or paper to make one endangered or vulnerable animal card per child. If you use index cards, just write the name of the animal on the card. If you use larger sheets of paper, write the name of the animal and include a picture. On the backs of the cards or paper include facts about the animal such as why it is endangered and where it lives. You can find facts about endangered animals at worldwildlife.org and en.wikipedia.org. You can repeat some of the animals if you need to.

Write the following words and definitions on the board:

Extinct	gone forever
Endangered	only a few left
Vulnerable	may soon be endangered

Read and discuss Proverbs 12:10 (NET): “A righteous person cares for the life of his animals.” (Make sure the children know what righteous means.) Ask them if they can think of a righteous man and his family in the Bible who saved animals from extinction. Ask the Builders if they think it matters to God if animals become extinct.

Now explain the game to the children. Let them know that you will be taping a card or paper with the name of an endangered or vulnerable animal to their back. Don't let the kids see what you tape onto them. Now the children need to ask other children and adults yes or no questions to try to figure out what animal is taped to their back. (Sample questions: Am I a mammal? Do I live in the ocean? Do I roar?) If any of the children can't guess their animal, give them some clues.

Once they have guessed correctly, they can remove the animal name from their back. After everyone has guessed their animal, have the children share the facts about the animals from the back of their papers.



Canvas Totes

WHAT YOU DO

15

MINUTES



Tell the Builders that 6,000 acres (2,428 hectares) of rainforest are cut down every hour. That's about the size of 4,000 American football fields! Over half the world's animals live in rainforests. One product that can come from the rainforest is paper from trees. Ask the Builders for ideas of how they can use less paper. Share that one way is to use a tote bag when they go to the store instead of paper bags or plastic bags, which can pollute the environment and endanger animals.

Show each Builder a completed tote bag. Have them trace the tree pattern onto felt and then cut it out. Then have the children either glue the tree to the tote bag or sew it on. (If you have them sew the tree, you will need to show them how to use a long running stitch around the edge. Some children will need help threading the needle and most children will need help tying a knot in the thread.) After the children have attached the tree to the bag, have them use a fabric pen to write "Save A Tree" on the bag.

2

ACTIVITY

MATERIALS NEEDED

- For this project you can either sew or glue a felt tree onto a canvas bag. The project will take more time if you sew instead of glue the tree.
- Plain canvas tote bags (you can purchase totes online in bulk for discounted prices or if you have someone in your group who sews, they can make simple totes from canvas or burlap)
- Felt Tree Pattern (see Pinterest)
- Fabric pens
- Fabric glue or large embroidery needle and embroidery thread



Find the **Felt Tree Pattern** at [Pinterest.com/AdventSource](https://www.pinterest.com/AdventSource)

Save
a
Tree





ACTIVITY

3

Insect Hotel

15
MINUTES

WHAT YOU DO

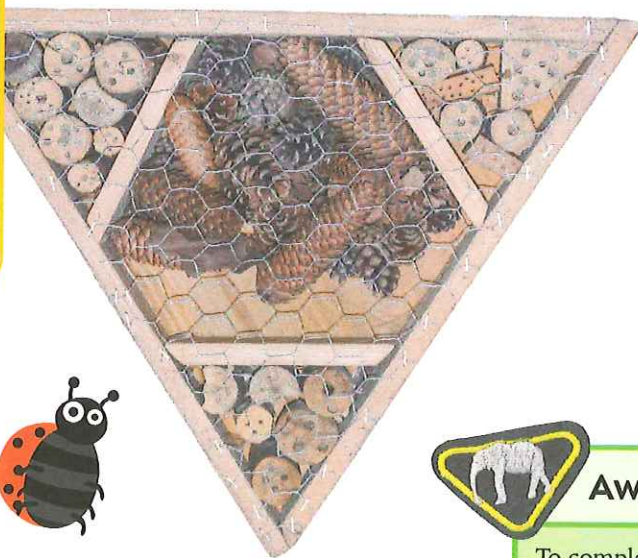
MATERIALS NEEDED

- Wood boxes or metal containers such as old coffee cans or cake pans
- Materials to place inside the bug hotel:
 - Small pieces of dead wood
 - Hollow stems (bamboo, reeds, grasses)
 - Blocks of wood with holes drilled in them
 - Small stones or tiles
 - Hay or straw
 - Dry leaves
 - Bark
 - Corrugated cardboard rolled into tubes
 - Pine cones
 - Wood shavings
 - Moss

Ahead of time: Find containers for the kids to use for their bug hotels. If you use metal containers that don't have a flat side, you'll want to flatten one side so they can sit without rolling.

Tell the Builders that it's not just large animals that are endangered, but also small insects. In recent years, 59 insects have become extinct. One reason that they've become extinct or are now endangered is because they've lost their habitat (the place they live). Builders can encourage insects to live in their yard or neighborhood by building a bug hotel. This is a small, dry place that insects can crawl into to sleep at night or where they can hibernate over the winter. Show the children a completed bug hotel.

Give each child a wooden box or metal container. Have them lay the box or container flat. Then have them stuff it full of the items you've provided for the inside of the bug hotel. The box/container should be packed full. This prevents the material from falling out. The material should be packed by group: all of the dead wood together, all of the straw together, all of the moss together, etc. When the Builders have finished filling their bug hotels, have them stand it upright. Explain that they will tuck the bug hotel into the bottom of a bush or a nook of a tree or even next to a building. The bug hotel should be placed so rain doesn't collect inside of it.



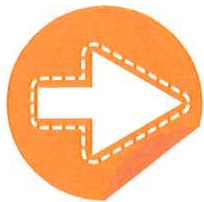
Award: Saving Animals

To complete this award, check the requirements on p. 144 and add activities as needed.



Meeting 13

Money Management



Here are three fun ways to teach Builders about being good stewards. Adapt the activities to meet the needs of your Builders or create your own activities.





The following activities partially fulfill the requirement for My Family III: My Family Helps Me Care for Myself, which is to complete the Wise Steward award. See the Builder Activity Book for accompanying worksheet(s).

ACTIVITY

1

Chopstick Relay

20
MINUTES

WHAT YOU DO

Ahead of time: For each team, label one box with the words “good steward” and another box with the words “bad steward.”

Read Psalm 24:1 (NET): “The Lord owns the earth and all it contains, the world and all who live in it.” Then discuss that God wants the Builders to be good stewards of His world. Explain that a wise steward is a person who carefully takes good care of the things God has given them. Ask for examples of good stewardship. Some examples might include caring for the environment, animals, our bodies, families, friends, and money.

Divide the children into teams of five or six and have each team line up. At the back of each line, place a bowl filled with ping pong balls. About 10 feet ahead of the front of each line, place two boxes, one labeled “good steward” and one labeled “bad steward.” Give each child a set of chopsticks. Explain that you will give an example of either being a good steward or a bad steward. The child at the back of the line will place a ping pong ball on his or her chopsticks with help from an adult and hand it to the next child. Each child then passes the ping pong ball to the child in front of him or her until the first child in line has the ping pong ball. The first child in line then uses their chopsticks to carry the ping pong ball to the boxes and drops it into the box that correctly matches the example given. After the child drops the ping pong ball in the box, he or she runs to the end of the line and each child moves up a place. Repeat until all the ping pong balls are in the boxes.

MATERIALS NEEDED

- Chopsticks, two per child
- Ping pong balls (if you think your Builders will have a hard time balancing these, use large marshmallows instead)
- Two boxes per team
- Large container to hold ping pong balls, one per team



Examples of good and bad stewardship:

Good

- Recycle
- Care for a garden
- Walk or bike to school
- Build a bird feeder to invite birds to your yard
- Give tithe to God on the money you earn
- Hang up your coat instead of dropping it on the floor

Bad

- Litter
- Waste food
- Ride in the car when you could walk
- Leave lights on when you leave a room
- Leave your bike lying in the yard instead of putting it away
- Spend all of your money as soon as you get it

The Widow's Small Offering

10
MINUTES

WHAT YOU DO

Ahead of time: Invite a guest who is a good storyteller and who can relate to the Builders. You might ask the pastor, church treasurer, or other church leader. This person will tell the children the story of the widow and her small offering (see Luke 21 and *Counsels on Stewardship* by Ellen White). Then she or he will give examples of how the children's tithes and offerings are used.

Have the children sit on the floor in a semi-circle around you. Introduce the speaker. Have him or her tell the story of the widow and her small offering and give examples to the children of how their tithes and offerings are used.

2 ACTIVITY

MATERIALS NEEDED

- None



ACTIVITY

3

Bank Craft

15

MINUTES

WHAT YOU DO

MATERIALS NEEDED

- Cans with plastic lids (stackable potato chip cans work well), two to three cans per child
- Construction paper, variety of colors
- Markers
- Colored pencils
- Stickers
- Stencils
- Craft glue
- Rubber bands

Ahead of time: Cut a slit in the top of each lid. The slit needs to be large enough to insert coins and paper money. Pre-cut the construction paper so one piece will wrap around the outside of the can and completely cover it.

Read Malachi 3:8-10 (NET): “Can a person rob God? You indeed are robbing me, but you say, ‘How are we robbing you?’ In tithes and contributions! You are bound for judgment because you are robbing me—this whole nation is guilty. Bring the entire tithe into the storehouse so that there may be food in my temple. Test me in this matter,’ says the Lord who rules over all, ‘to see if I will not open for you the windows of heaven and pour out for you a blessing until there is no room for it all.” Briefly discuss what this means.

Tell the children that they are going to make banks to help them be good stewards. Show the Builders a completed set of banks you’ve made. (You can make two, one for tithe and one for savings. Also, you can add a third bank for offerings.) First, have the children label a sheet of precut construction paper as either tithe or savings. They can decorate it any way they want using the materials you’ve provided. Next, have the children cover the back of the construction paper with glue and then wrap the paper around the can. If the glue won’t hold the paper onto the can, place two or three rubber bands around the can until the glue is dry. Repeat this process with the remaining cans.

Award: Wise Steward

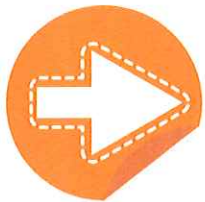
To complete this award, check the requirements on p. 148 and add activities as needed.

Requirement: My Family III



Meeting 14

Friends with Disabilities



Here are three fun ways you can teach Builders about people with disabilities. Adapt these activities to meet the needs of your Builders or create your own.





The following activities fulfill the requirements for My World I: The World of Friends. See the Builder Activity Book for accompanying worksheet(s).

ACTIVITY

1

Guest Speaker

15

MINUTES

MATERIALS NEEDED

- None

WHAT YOU DO

Ahead of time: Invite a person with a disability to meet and visit with your Builders. If you don't know anyone with a disability who would come to the club meeting, try some of the following resources: the special education department of local schools, search online for disability support groups or organizations, or look in your community's government resources section of the telephone book.

Begin by telling the Builders any rules they need to know before introducing the visitor, such as not interrupting, listening, or not touching a guide animal without permission. Introduce the speaker.





Sign Language

15

MINUTES

WHAT YOU DO

Ahead of time: Invite someone who knows sign language to speak at your meeting. You can go to [YouTube.com](https://www.youtube.com) and search for “sign language classes for kids” and “Christian sign language songs for kids.”

Begin by explaining to the Builders what sign language is. Ask them if they know any signs or if they know anyone who uses sign language. Teach them some basic signs. Do this by modeling the sign, saying what it is, and repeating the action and word several times. Then teach the children some songs that they can sing and sign. The songs do not need to be based on the basic signs that you taught them earlier in the meeting.

2

ACTIVITY

MATERIALS NEEDED

- Sign Language Printables (see pp. 129-132 or Pinterest)
- Book about sign language for kids

American Sign Language is not universal. You can go to the Canadian Association of the Deaf at cad.ca for information on Quebec Sign Language or the National Council of Hispano Deaf & Hard of Hearing at nchdhh.org for information on Spanish Sign Language.



Find the **Sign Language Printables** at [Pinterest.com/AdventSource](https://www.pinterest.com/AdventSource)





ACTIVITY

3

Everyone Is Included Poster

15
MINUTES

MATERIALS NEEDED

- Poster board
- Old magazines
- Pictures of kids with and without visible disabilities (look for pictures in magazines and newspaper circulars, or have the kids draw pictures)
- Glue
- Scissors
- Markers
- Glitter glue

WHAT YOU DO

Read John 13:34-35 (NET): “I give you a new commandment—to love one another. Just as I have loved you, you also are to love one another. Everyone will know by this that you are my disciples—if you have love for one another.” Ask the kids what this means. Then discuss how this applies to including kids with disabilities.

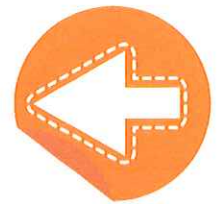
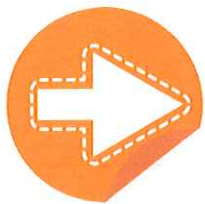
Show the Builders a poster you made. Give each Builder a sheet of poster board. Have them write “Let’s Include Everyone” on the poster board. Then have them cut out and glue pictures of children with and without disabilities doing a variety of activities onto their poster. They can use the glitter glue and markers to outline the pictures or make designs on the poster.

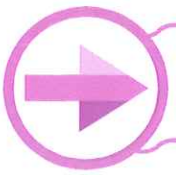


Requirement: My World I, A and B



Here are three fun ways that you can teach your Builders about their country. Adapt the activities to meet the needs of your Builders or create your own.





The following activities fulfill the requirements for My World II: The World of Other People. See the Builder Activity Book for accompanying worksheet(s).

ACTIVITY

1

True or False Country Scramble

15
MINUTES

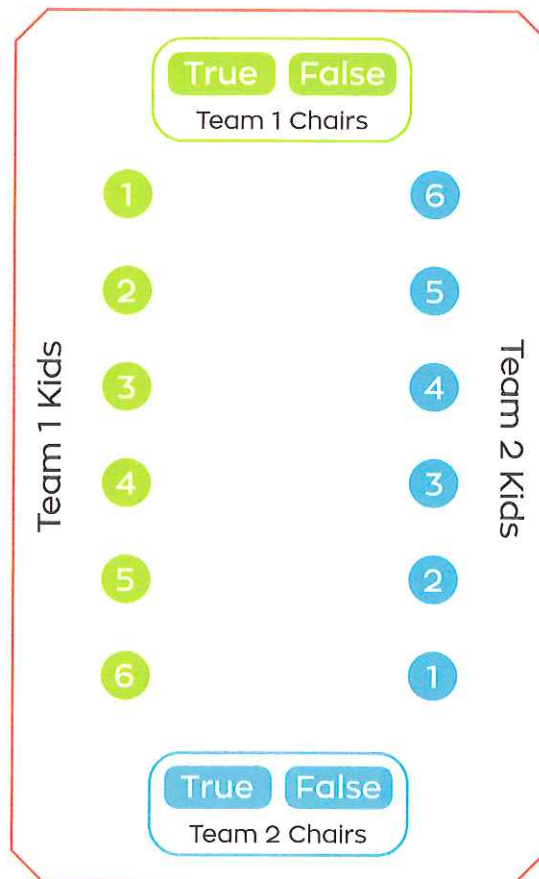
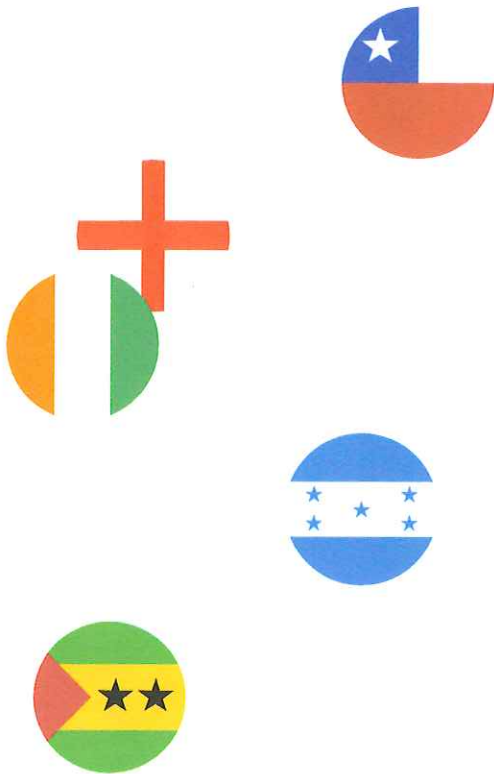
MATERIALS NEEDED

- Facts about your country. For ideas, search the Internet for “country facts for kids” or get a children’s history book from the library
- Chairs, two per team
- Paper, two pieces per team
- Marker
- Tape

WHAT YOU DO

Ahead of time: Use the paper and marker to make a “true” sign and a “false” sign for each team. Tape the signs to each team’s chairs.

Ask the Builders what it means to be a good citizen. Then share that one way is to know about their country and that they will play a game about facts about their country. Divide the children into even numbered teams. Have the teams sit on the floor. Assign each child a number. Ask the Builders true or false questions about your country. (Examples: the name of the president/prime minister, the capital of the country.) Then call out a number. The children with that number run to the chair with the correct label and sit down. Make sure to identify who got the answer correct. Repeat the process until you’ve asked all of your questions. If time permits, play again.



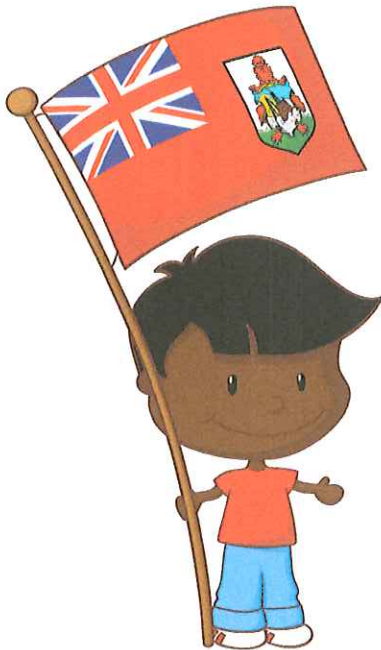
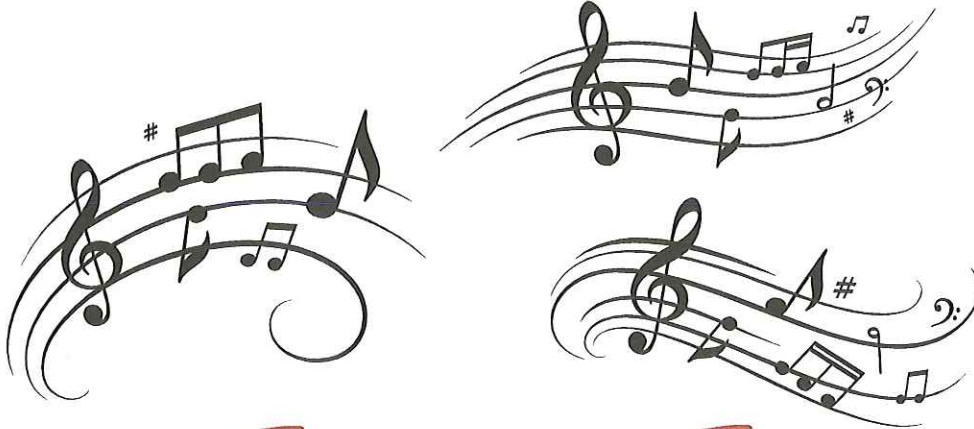
Patriotic Songs

10

MINUTES

WHAT YOU DO

Ask the Builders if they know their country's national anthem. Discuss etiquette during the anthem. In the U.S. everyone stands, faces the flag, men remove their hats, and people put their right hand over their heart. In Canada everyone stands and men remove their hats. Share what is appropriate etiquette for where you live. If the children know the national anthem, sing it and use correct etiquette. If not, teach it to them. If time permits, teach the children some additional fun patriotic songs. While singing patriotic songs, you can have the kids wave flags while marching in place or around the room.

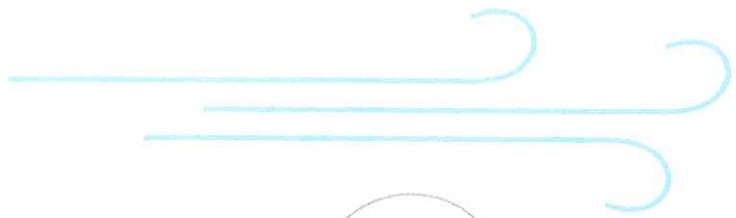


2

ACTIVITY

MATERIALS NEEDED

- Your country's national anthem
- Patriotic songs (search the Internet for "patriotic songs for kids" or visit your local library for books or CDs)
- Prerecorded music to accompany the songs (unless you can line up a pianist or other musician)
- Small flags



ACTIVITY

3

Flag Windsock

20
MINUTES

WHAT YOU DO

MATERIALS NEEDED

- Cylindrical cardboard oatmeal containers, one per child
- Construction paper in the colors of your country's flag
- Crepe paper streamers in the colors of your country's flag
- Glue
- String
- Scissors
- Hole punch
- Stapler

Ahead of time: Cut the bottom out of each oatmeal can. Measure and cut the construction paper that you are using for the main color on the oatmeal can so it will wrap around and completely cover the oatmeal can. Complete your own windsock to show as a sample.

American Flag Windsock

First, glue a blue piece of construction paper onto the oatmeal container. Then cut out and glue white stars onto the blue paper. Cut four-foot strips of red and white crepe paper and glue or staple (alternate the colors) to the bottom of the container. Punch four holes on the top of the container. Cut two pieces of string about three feet long. Tie each end of the string to the windsock. (Each end of one string should be tied through the opposite hole.) Tie a four-foot piece of string to the smaller pieces of string. You'll use this to hang the windsock.

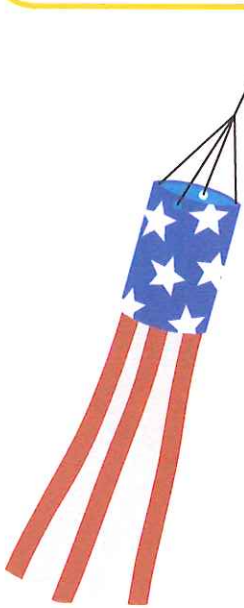
Canadian Flag Windsock

First, glue a white piece of construction paper onto the oatmeal can. Then glue red strips of construction paper over the ends of the white paper to look like the background of the Canadian flag. Cut out a red maple leaf and glue it on the white central part of the windsock. Cut 1.2 m strips of the red and white crepe paper. Glue or staple the crepe paper (alternate the colors) to the bottom of the container. Punch four holes on the top of the container. Cut two pieces of string about 30.5 cm long. Tie each end of the string to the windsock. (Each end of one string should be tied through the opposite hole.) Tie a 1.2 m piece of string to the smaller pieces of string. You'll use this to hang the windsock.

Other Flag Windsocks

Follow the instructions for the Canadian and American windsocks. Use the colors from your country's flag. If you have a complicated emblem on the flag, you may want to give the Builders stickers of the emblem to decorate their windsocks, or you can print out a coloring sheet of your flag for the children to color and glue onto the windsock.

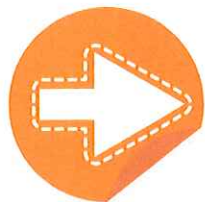
This activity was adapted from enchantedlearning.com.



Requirement: My World II, A and B



Meeting 16 Sewing



Here are three fun activities that you can do with the Builders to earn the Sewing award. Adapt the activities to meet the needs of your Builders or create your own.





The following activities partially complete the requirements for the Sewing Fun award.

ACTIVITY

1

Tic-tac-toe

10
MINUTES

WHAT YOU DO

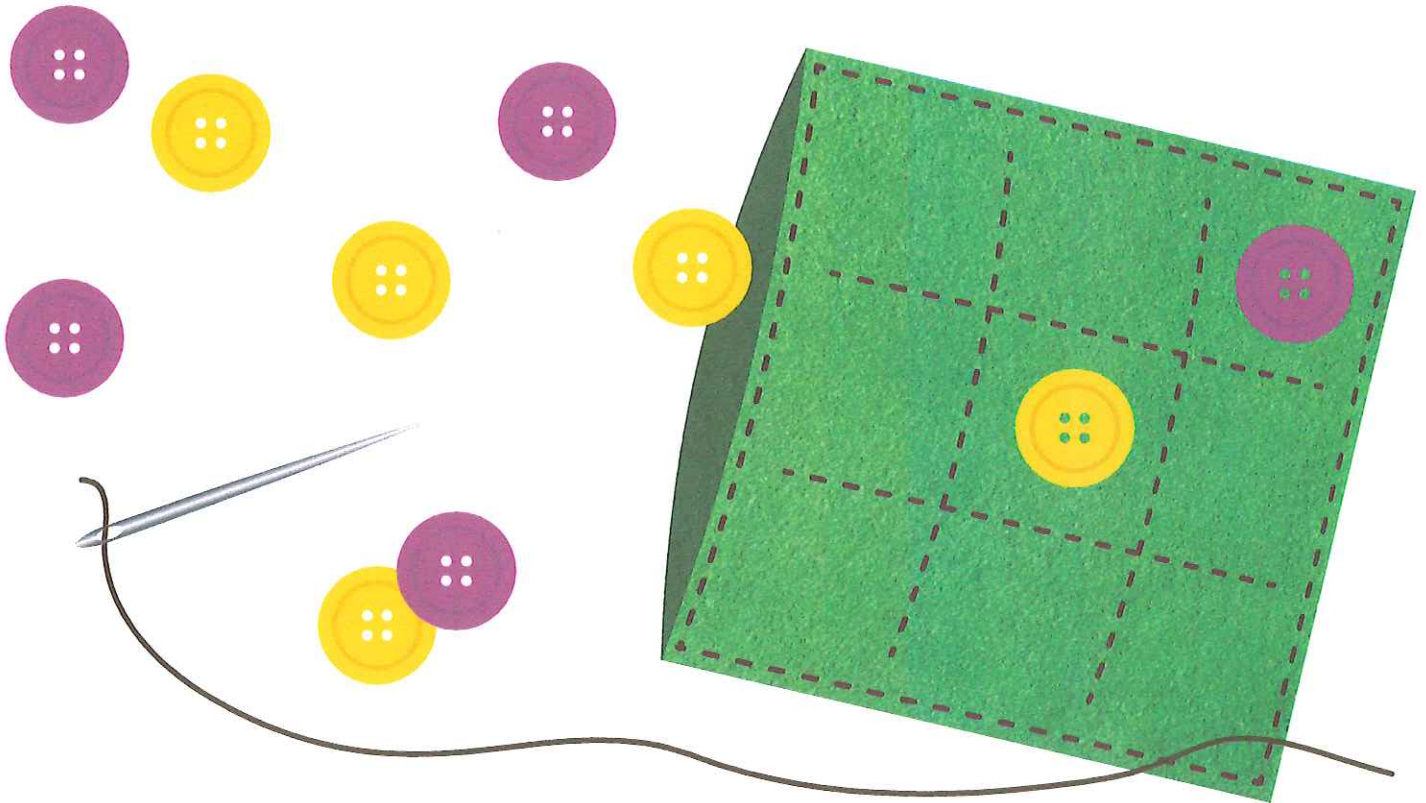
Begin by showing the Builders a completed tic-tac-toe sewing project. Show the children how to thread a needle and tie a knot in the thread. Have the Builders draw a tic-tac-toe grid on one of the squares of felt. Demonstrate a running stitch. Now have the children use a running stitch to outline the tic-tac-toe grid that they drew onto the fabric. Next, have them place the felt square with the tic-tac-toe grid on top of the other felt square. Then have the children use a running stitch to sew three of the edges of the square. (Leave one edge open so the children can store the buttons in the pouch.) Now give the children buttons that they can use to play tic-tac-toe.

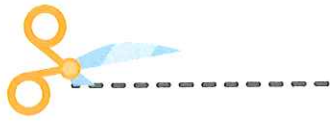
MATERIALS NEEDED

- Felt squares, 5 × 5 in (13 × 13 cm), two per project
- Pen or pencils
- Embroidery thread
- Embroidery needle
- 10 buttons per project (five buttons in one color and five buttons in a second color)

TIP

Pair an adult with children to help with threading the needle, tying the knot, and sewing the running stitch.





Puppy Faces

15
MINUTES

WHAT YOU DO

Show the Builders a completed puppy face. For this project, show the children how to make a running stitch and a cross stitch. You may want to have them practice on a piece of scrap felt before beginning.

Let them be creative and add or make changes to the pattern. Assign an adult to each child or small group of children to help with threading the needles, tying knots in the thread, sewing on buttons, and any other help the children need.

Puppy instructions: Sew on buttons for the eyes using a cross stitch in the buttonholes. Cut out one felt oval for the dog's muzzle and two for the ears. Glue them on. Sew on a button for the dog's nose. With a pencil, outline the dog's mouth and then use a running stitch to trace the pencil lines.

This activity was adapted from 365 Things to Make and Do by Fiona Watt (Usborne, 2007).

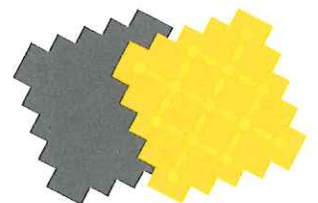
2 ACTIVITY

MATERIALS NEEDED

- Felt, a variety of colors
- Embroidery thread
- Embroidery needles
- Buttons
- Fabric glue
- Fabric pens
- Pencils
- Puppy Face Pattern (see p. 133 or Pinterest)
- Scissors



Find the **Puppy Face Pattern** at [Pinterest.com/AdventSource](https://www.pinterest.com/AdventSource)





ACTIVITY

3

Fabric Self-portraits

20
MINUTES

MATERIALS NEEDED

- Squares of lightweight backing fabric, cotton or muslin, 13 × 13 in (33 × 33 cm)
 - Felt squares, the same size as the backing fabric or a little smaller (include a variety of shades based on your Builders' skin tones)
 - Needles
 - Thread, several colors
 - Yarn, variety of colors
 - Buttons
 - Ribbon
 - Scraps of fabric
 - Fabric pens
 - Cotton balls
 - Scissors
- 

WHAT YOU DO

Show the Builders a completed fabric portrait. Assign adults to each child or to a small group of children to assist them with any problems or questions. If some children don't finish, let them take home the materials needed to complete the project.

Follow these steps to create fabric self portraits:

1. Cut out an oval from the felt.
2. Stitch or glue yarn onto the face for hair. If sewing the yarn onto the face, use bunches of yarn.
3. For the eyes, children can draw them with the fabric pen and outline them with stitches. They can also use buttons and/or fabric.
4. Eyebrows can be made of yarn or stitches.
5. Noses can be made of fabric and glued or stitched onto the face or drawn with a fabric pen.
6. Mouths can be made of fabric and glued or stitched on, drawn with a fabric pen, or outlined with stitches.
7. Encourage the children to add details, such as freckles, bows, hats, shirt collars, or whatever they can imagine!
8. Use a running stitch to attach the felt to the backing fabric. Leave a 3 in (7.5 cm) opening at the top of the felt oval.
9. Stuff cotton balls into the felt oval to make the face three-dimensional.
10. Finish sewing the felt oval onto the backing.

This activity was adapted from Fabric Fun for Kids by Julie Dock Karen Bates (Now and Then, 1997).

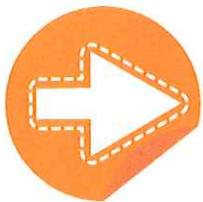


Award: Sewing Fun

To complete this award, check the requirements on p. 145 and add activities as needed.



Here are three fun ways that you can help your Builders explore the world of troubadours. Adapt the activities to meet the needs of your Builders or create your own activities.





The following activities partially complete the requirements for the Troubadour award.

ACTIVITY

1

MATERIALS NEEDED

- None

Drama Games

15

MINUTES

WHAT YOU DO

Explain to the Builders that troubadours are entertainers. Ask the children for examples of entertainers. (Examples: musicians, actors, comedians, dancers, acrobats, jugglers.) Then do the following activities with the children. You'll want to model what the children are to do for each activity and have the other adults play along.



Walking Barefoot

Have the children pantomime walking barefoot on the following surfaces: hot pavement, soft grass, slippery rocks, a sandy beach, deep mud, and a tight rope.

The Mirror Game

Place the children in pairs. (If you have an odd number, one group can have three children or an adult can be a partner.) Have the children face each other. Assign one child to strike poses and make movements that the other child must copy. Then switch and let the child who was copying the poses lead.



What Are You Doing?

Have the Builders form a circle. One child stands in the middle of the circle and mimes an action like combing his or her hair. Then another child walks up to the child in the middle and asks, "What are you doing?" (You can let children volunteer or have the child you tap on the shoulder go into the middle.) The child combing his or her hair says something different than the action being mimed. For example, the child might say, "I'm throwing a ball." The first child goes back to the circle and the new child in the circle mimes throwing a ball. Then a new child goes in and asks, "What are you doing?" Repeat until everyone has had several turns.

This activity was adapted from the "Drama Notebook" at dramanotebook.com.





Musical Glasses

15
MINUTES

WHAT YOU DO

Ahead of time: Fill each of the glasses with the following amounts of water. Measure from the bottom of the glass.

Glass 1: 5.75 in (14.5 cm) Glass 3: 4.75 in (12 cm) Glass 5: 3.75 in (9.5 cm)
Glass 2: 5.5 in (14 cm) Glass 4: 4.5 in (11.5 cm) Glass 6: 3.25 in (8 cm)

Arrange the glasses on trays or tables that are out of the way. Place the glasses in order. Glass number 1 should be on the left and glass number 6 on the right. Place a numbered slip of paper in front of each glass (you might want to tape the paper to the surface). On a dry erase board, write the following:

1-1-5-5-6-6-5	Twinkle, Twinkle, little star,
4-4-3-3-2-2-1	How I wonder what you are!
5-5-4-4-3-3-2	Up above the world so high,
5-5-4-4-3-3-2	Like a diamond in the sky.
1-1-5-5-6-6-5	Twinkle, Twinkle, little star,
4-4-3-3-2-2-1	How I wonder what you are!

Ask if any of the children play an instrument. Then ask if anyone plays the water glass. Demonstrate how gently tapping a glass with water makes a note (emphasize the need for gentleness). Then add and subtract water from the glass and show the children how the pitch (highness and lowness) changes.

Now place the water-filled glasses in front of the children or take the children to where you've placed the glasses. Model playing "Twinkle, Twinkle, Little Star" on a set of glasses. Then give the children the spoons, telling them they are going to practice together. (If you have a large number of Builders, they can take turns.) Let the children tap each of the glasses, from glass 1 up to glass 6 and then from glass 6 down to glass 1. Ask them how the sound changes as they go up and down the row of glasses. Show them the dry erase board and begin playing "Twinkle, Twinkle, Little Star" together. As they play, say the number of the glass they are to tap. Go slowly at first; as the children start to improve, you can increase the tempo.

This activity was adapted from Rubber-band Banjos and a Java Jive Bass: Projects & Activities on the Science of Music & Sound by Alex Sabbeth (Jossey-Bass, 1997).

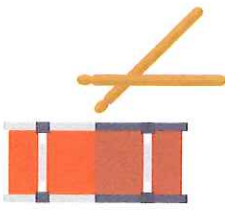
2

ACTIVITY

MATERIALS NEEDED

- Tall water glasses (glasses should be similar styles), six per child or group
- Water
- Metal spoons, one per child
- Numbered (1-6) slips of paper, one set per child or group
- Dry erase board or large sheet of paper
- Marker





ACTIVITY

3

Praise God

15
MINUTES

WHAT YOU DO

MATERIALS NEEDED

- Praise songs (you can go to [YouTube.com](https://www.youtube.com) and search for “children’s church praise and worship songs”)
- Tambourines, triangles, rhythm sticks, drums, and shakers

Read Psalm 66:1-2 (NET): “Shout out praise to God, all the earth! Sing praises about the majesty of his reputation! Give him the honor he deserves!” Ask the children what the verses mean. Next ask if they can think of anyone in the Bible who used these gifts to praise God. (Examples: David wrote psalms and played the harp, Miriam played the tambourine, Ezekiel could sing and play many instruments, Jesus told wonderful stories.) Then discuss ways that they can use gifts of entertainment to praise God. (Examples: skits, music, songs, poems.)

Now let the children select a percussion instrument they would like to play as you sing favorite praise songs or as they learn new praise songs.

TIP

The Internet and library have resources on how to make your own simple percussion instruments.

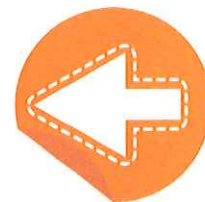


Award: Troubadour

To complete this award, check the requirements on p. 147 and add activities as needed.



Here are three fun bead activities that you can do with Builders. Adapt the activities to meet the needs of your Builders or create your own activities.





The following activities partially complete the requirements for the Bead Craft award.

ACTIVITY

1

Melted Bead Bowl

20
MINUTES

MATERIALS NEEDED

- Perler beads
- Non-stick cooking spray
- Oven-proof bowl
- Baking sheet or pan
- Hot pads
- Oven

WHAT YOU DO

Preheat the oven to 350°F (177°C). Give each child an oven-proof bowl that has been coated with cooking spray. (This keeps the beads from sticking to the bowl.) Have the Builder place the beads in the bottom of the bowl and then press down on them. This should push some of the beads up the side of the bowl. Once the beads are pressed, they should form a single layer. Place the bowl on a baking sheet. Bake for about 15 minutes or until the beads are melted. Remove the melted beads from the oven-proof bowl once the beads are cool to the touch. (Have the children work on Activities 2 and 3 while the bowls bake and cool.)



Bead Wind Chime

15
MINUTES

WHAT YOU DO

Ahead of time:

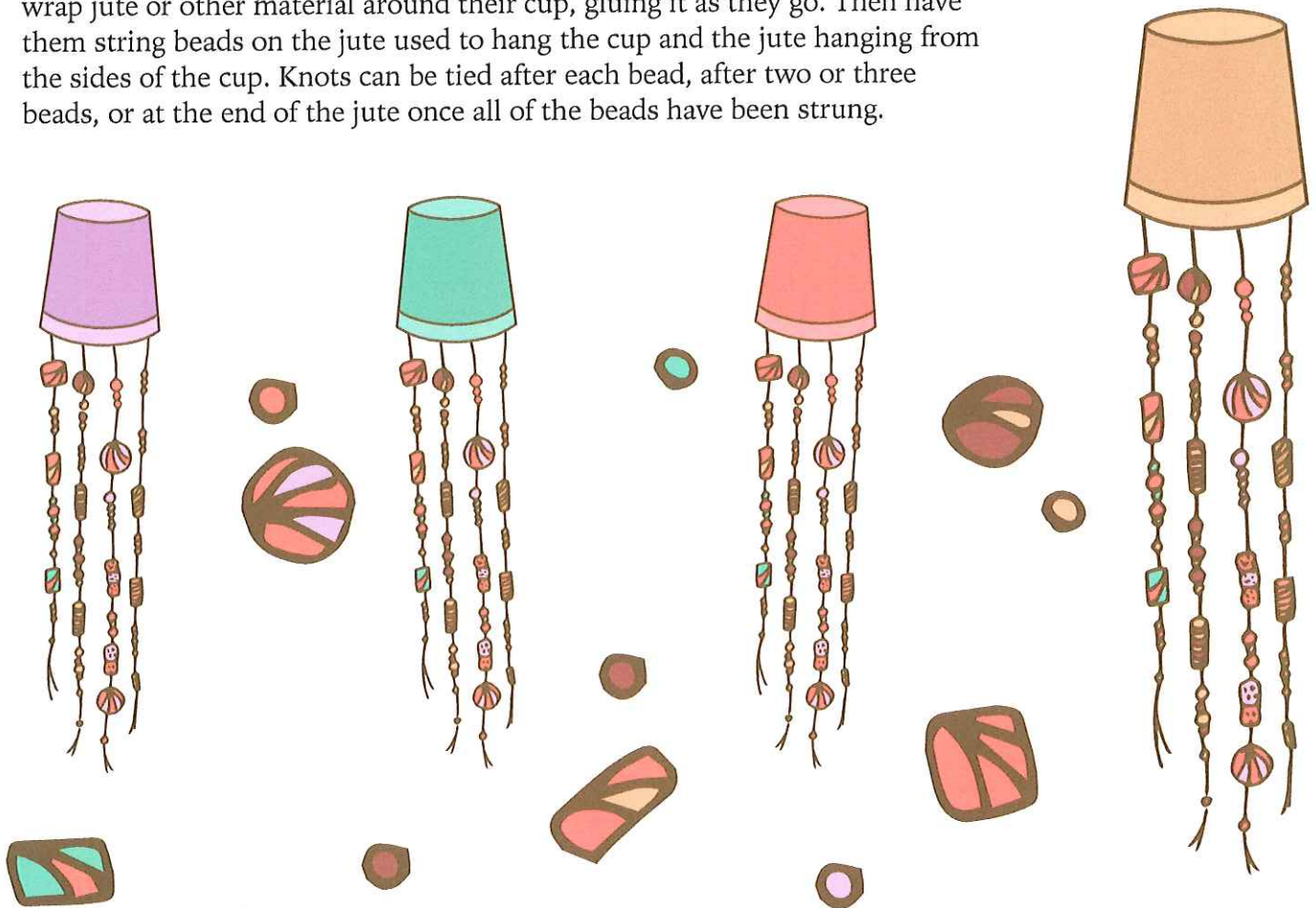
1. Punch four to six holes around the rim of each cup.
2. Make a small hole in the bottom of each cup at the center.
3. Cut a 12 in (30.5 cm) piece of jute and tie a large knot at one end. Pull in through the hole in the bottom of the cup so it hangs upside down. Tie a loop at the unknotted end of the jute. This will be used to hang the wind chime.
4. Cut 8 in (20.5 cm) pieces of jute and tie them through each of the holes around the rim of the cup.

2 ACTIVITY

MATERIALS NEEDED

- Plastic cups, one per child
- Jute, twine, ribbon, or yarn
- Wood or clay beads
- Hole punch
- Craft glue

Show the Builders a completed bead wind chime. Begin by having the Builders wrap jute or other material around their cup, gluing it as they go. Then have them string beads on the jute used to hang the cup and the jute hanging from the sides of the cup. Knots can be tied after each bead, after two or three beads, or at the end of the jute once all of the beads have been strung.



ACTIVITY

3

Pasta Bead Belt

15
MINUTES

WHAT YOU DO

Ahead of time: Cover the work area with newspaper.

Measure each Builder's waist and cut a piece of twine for their belt. Have each Builder lay his or her twine/jute on the work area. Then place some unpainted pasta next to the twine and have the Builders paint their pasta. Once the paint has dried, knot one end of the twine and string the pasta "beads." When finished, knot the other end of the twine.

MATERIALS NEEDED

- Pasta, variety of shapes with a hole through the middle
- Acrylic paint
- Paintbrushes
- Twine or jute
- Smocks
- Newspaper

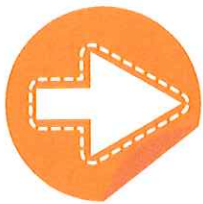


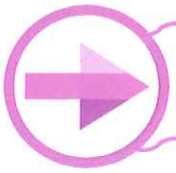
Award: Bead Craft

To complete this award, check the requirements on p. 135 and add activities as needed.



Here are three fun ways that you can teach Builders about honey and bees. Adapt the activities to meet the needs of your Builders or create your own activities.





The following activities partially complete the requirements for the Honey award.

ACTIVITY

1

Bee Facts

15

MINUTES

WHAT YOU DO

MATERIALS NEEDED

- Different types or flavors of honey

Ahead of time: Select a book, DVD, or YouTube clip about bees to share with the Builders. Try searching [YouTube.com](https://www.youtube.com) for “high speed beehive,” “bees,” “honey,” and “beekeeper.”

Read Proverbs 24:13-14 (NET): “Eat honey, my child, for it is good, and honey from the honeycomb is sweet to your taste. Likewise, know that wisdom is sweet to your soul.” Discuss what it means.

Next, read a book, watch part of a DVD, or view some YouTube clips on bees and how they make honey. Then let the children sample some different types or flavors of honey.

Be aware of any food allergies or medical conditions before giving the children honey.



Bubble Wrap Beehive

WHAT YOU DO

Ahead of time: Cover the work area with newspaper.

Write Psalm 19:9-10 (NET) on the dry erase board: “The judgments given by the Lord are trustworthy and absolutely just . . . they bring greater delight than honey, than even the sweetest honey from the honeycomb.” Discuss what the verse means.

Show the Builders a completed project. Give each child a sheet of construction paper. Have the children write the Bible verse around the outside edges of the paper to form a border. Then have them cut out a large oval from the bubble wrap. This will be used for the hive print later in the project. Have them place the bubble wrap hive on the paper and lightly trace around it with the pencil. Set the bubble wrap hive aside. Next, have the children draw a branch with leaves that the hive hangs from and draw several bees flying around the hive. Have the children color the branch, leaves, and bees with the colored pencils. Last, have the children paint the bubble wrap hive (the bubble side) with yellow acrylic paint. Once the bubble wrap hive is painted, have the children press it, bubble side down, onto the construction paper to make the hive. Remove the bubble wrap from the construction paper.

15

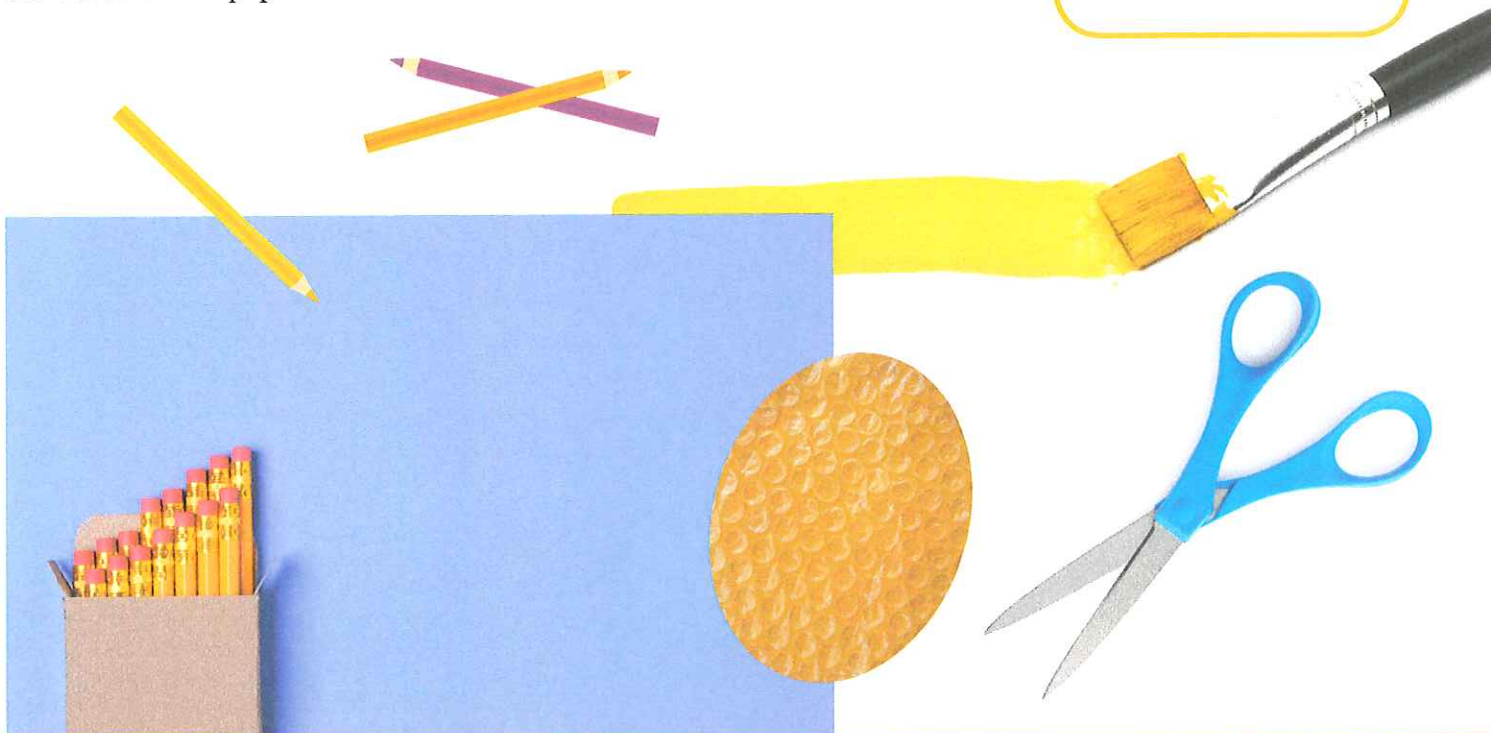
MINUTES

2

ACTIVITY

MATERIALS NEEDED

- Construction paper, 9 × 12 in (23 cm × 30.5 cm)
- Acrylic paint, yellow
- Bubble wrap
- Brushes, 1 in (2.5 cm)
- Paper plates or cups
- Scissors
- Pencils and erasers
- Colored pencils
- Dry erase board or a large sheet of paper
- Marker
- Smocks
- Newspaper





ACTIVITY

3

Honeybee Game

15

MINUTES

MATERIALS NEEDED

- Index cards
- Pen
- Containers of water
- Eyedroppers
- Clear measuring cups
- Dry erase board or large sheet of paper
- Marker



WHAT YOU DO

Ahead of time: Write the names of objects in the room on index cards, preparing one set per group of children. Place a container of water next to each item written on the cards. The container should be large enough for several children at a time to get water from it with their eyedroppers.

Explain to the Builders that bees use movement to communicate where flowers are. Teach them the movements listed below. (Write the movements on a dry erase board for the children to refer to during the game.)

Circle Dance: When a bee dances in a circle, it means the flowers are nearby.

Waggle Dance: When a bee waggles (moves up and down or side to side quickly) its stomach, it means the flowers are farther away.

Straight Line: When a bee moves in a straight line to the left or the right, it shows the other bees which direction to go.

Divide the children into groups of four or five. Give each child an eyedropper. Have an adult show one of the children a card with the name of an object located in the room. The child then does a bee dance to help the other members of the hive locate the “flower.” (You might want to designate which part of the room is near and which part is far.) The children find the “flower” and each gather “nectar” (water) in their eyedropper. Repeat until you’ve gone through all of your index cards and all of the children have had opportunities to do the bee dances.

When the children have gone through all of the index cards, compare how much “nectar” they brought back to the “hive” (the clear measuring cup). Share with the children that on a single flight one honeybee can visit more than 1,000 flowers. The bee sucks up the nectar through a proboscis (a straw-like tongue) then stores the nectar in its honey stomach, which holds about one eyedropper’s worth of nectar. When the honey stomach is full, the bee returns to the hive and empties its nectar into a hive cell. Each bee produces about $\frac{1}{12}$ of a teaspoon of honey in its lifetime. For one pound (453.6 g) of honey, bees visit more than 2 million flowers and fly more than 55,000 miles (88,513 km).

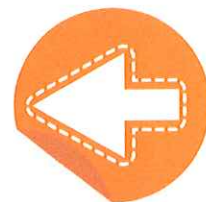


Award: Honey

To complete this award, check the requirements on p. 137 and add activities as needed.



Here are three fun ways to teach Builders about astronomy. Adapt the activities to meet the needs of your Builders or create your own activities.





The following activities partially complete the requirements for the Astronomer award.

ACTIVITY

1

Constellations

15

MINUTES

WHAT YOU DO

Begin by reading Psalm 147:4 (NET): “He counts the number of the stars; he names all of them.” Ask the children if they know the names of any stars. Show them the basic shapes of some constellations.

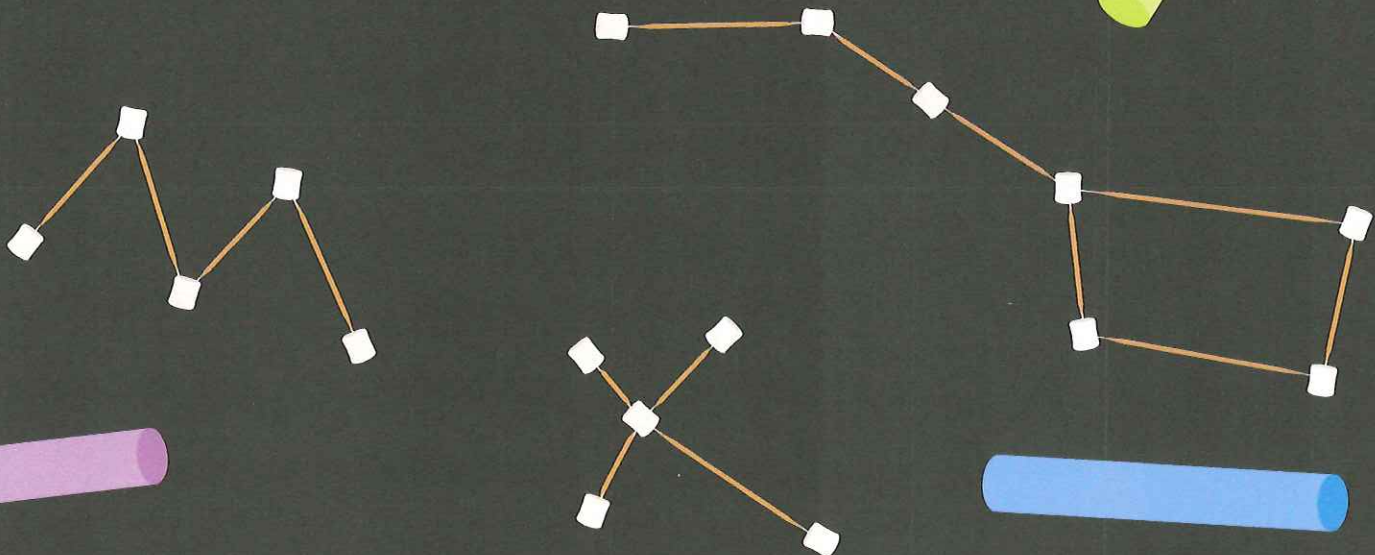
Then show the children a marshmallow constellation you have made. Next, have the children select a constellation from the patterns you have provided. Following the basic constellation patterns, the children will use marshmallows to represent the stars, and they will connect each star (marshmallow) with a toothpick. Help them trim the toothpicks to appropriate lengths for their chosen constellations. Once they have assembled the constellation, they should put a drop of glue on the back of each marshmallow and attach it to a sheet of construction paper. Then they write the name of the constellation on the construction paper with a gel pen. Let the children make as many constellations as you have time for.

MATERIALS NEEDED

- Mini marshmallows
- Multicolored toothpicks
- Craft glue
- Gel pens or chalk
- Black construction paper
- Constellation Outlines (see Pinterest)
- Scissors



Find the **Constellation Outlines** at [Pinterest.com/AdventSource](https://www.pinterest.com/AdventSource)



Planets in Space

15

MINUTES

WHAT YOU DO

Read Genesis 2:1 (GNT): “And so the whole universe was completed.” Ask the Builders what is in the universe other than stars. Show the children pictures of the planets. Let the children share a few facts that they know about planets.

Show the children a completed picture of planets. Have the children begin the project by drawing circles in various sizes to represent planets. The children can draw all eight planets or just a few of the planets. It’s up to the Builders how they want to fill their paper. Encourage the children to start coloring at the top of the page and work down so they don’t smear the oil or chalk pastels. Let the children know that using more than one color on each planet will give it an interesting effect. Once they have colored a planet, have them use a cotton swab to blend the colors together. They can also add stars to the sky.

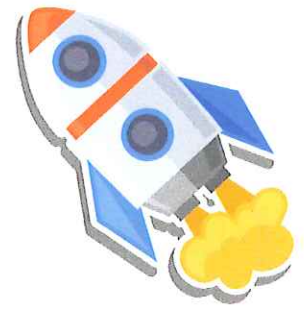
2

ACTIVITY

MATERIALS NEEDED

- Black construction paper
- Pictures of the planets from a book or the Internet
- Pencils and erasers
- Oil pastels or chalk pastels
- Cotton swabs





ACTIVITY

3

Telescope

15
MINUTES

WHAT YOU DO

MATERIALS NEEDED

- Paper towel tubes, one per child
- Markers
- Space-themed stickers (stars, planets, moons, rockets)
- Telescope

Ahead of time: Invite an astronomy enthusiast to bring a telescope for the Builders to try. Ask your guest to tell the kids what they've been able to see through their telescope.

Introduce the guest speaker and give the Builders instructions for how to behave around the telescope. Ask your guest to speak about their telescope and allow time for the kids to ask a few questions. Next, assist your guest in allowing each Builder to look through the telescope.

Give each Builder a paper towel tube, markers, and stickers so they can each decorate their own telescope.



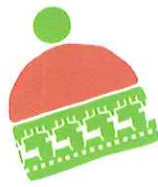
Award: Astronomer

To complete this award, check the requirements on p. 134 and add activities as needed.



Here are three fun ways to celebrate Christmas with your Builders. Adapt the activities to meet the needs of your Builders or create your own activities.





ACTIVITY

1

Stenciled Gift Bags

15

MINUTES

WHAT YOU DO

MATERIALS NEEDED

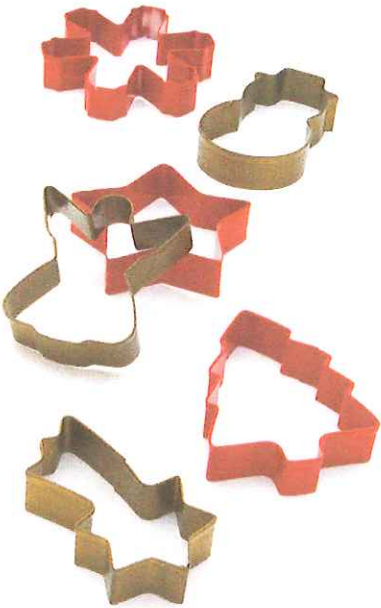
- Items donated by Builders
- Gift bags, solid colors, several per child
- Glitter glue
- Pencils
- Christmas stencils, buy them or make your own (you can also use Christmas cookie cutters as stencils)

Ahead of time: Find a local non-profit organization that is collecting new gloves, mittens, hats, and scarves to distribute to people who need them. Make a list of what's needed and share it with the Builders and their parents ahead of time. It's a good idea for you as a leader to purchase several extra items for Builders who forgot or are unable to make a donation.

Not all organizations are able to accept wrapped gifts. Please check with your selected organization ahead of time. If wrapped gifts are not accepted, the kids could make a Christmas card to accompany each gift. As an alternative, the Builders could donate items for several Operation Christmas Child boxes (visit samaritanaspurse.org for more information) and each make a card to go with their gift.

Read Psalm 112:9 (CEB): "They give freely to those in need. Their righteousness stands forever." Talk to the children about the importance of helping others. Talk about the charity or group that will receive the children's gifts.

Show the Builders a completed stenciled gift bag. Then give each child a bag and have him or her trace the stencil onto the bag with a pencil. Then have the children fill in the stenciled design with glitter glue. They can add additional designs with the glitter glue or write "Merry Christmas" on the bag. Once they are done, have them place the gifts they brought in the bag. Once they've completed and filled one bag, they can then make additional bags to take home and use for other gifts.





Wrapped Star Ornaments

15
MINUTES

WHAT YOU DO

Show the Builders a completed ornament. Ask the Builders why the star is an important part of the Christmas story. Then remind them that they are celebrating the birth of Jesus at Christmas, so they are going to make star ornaments. Whenever they see it they will remember Jesus' birth.

Have the children trace the star onto the cardstock and then cut out the star. Next have them punch a hole in the tip of one of the star's points. Then thread a 6 in (15 cm) piece of yarn through the hole and tie a knot in the yarn. This loop will be used to hang the ornament.

Then have the children select yarn to use to wrap around the star. They can use one color or several colors. To begin wrapping the star with yarn, first cut a 6 ft (2 m) length of yarn. The children will probably need several of these lengths of yarn to cover the star. When they come to the end of a piece of yarn, have them tuck it behind yarn on the back of the star. To start a new piece of yarn, tuck the new piece of yarn behind yarn on the back of the star.

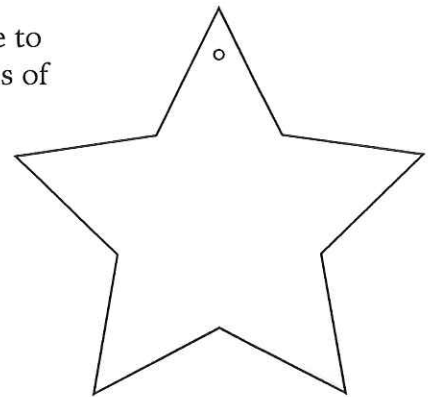
Tape the first piece of yarn to the back of the star. (It will eventually be covered.) The children can wrap the yarn around the star any way they want. Some children may begin by covering the points; others may go back and forth from opposite sides. Some children may also leave some of the cardstock bare. Let the children be creative and have fun! When the children are done wrapping the star, have them tuck the end behind some of the yarn on the back of the star.

If time permits, let the Builders make additional ornaments. If you'd like to have the children try wrapping additional shapes, you can create patterns of Christmas trees, candy canes, or other Christmas-themed shapes.

2 ACTIVITY

MATERIALS NEEDED

- Star cookie cutters or stencils
- Cardstock
- Scissors
- Tape
- Yarn, a variety of colors, variegated or with strands of metallic thread
- Hole punch
- Pencils
- Rulers





ACTIVITY

3

Christmas Charades

15

MINUTES

MATERIALS NEEDED

- Index cards
- Pen



WHAT YOU DO

Ahead of time: Write a Christmas gift on each card. The gifts should include fun items, goofy items, bad items, and exciting items. Gift suggestions: an iPad, a sweater, an orange, a cell phone, a bicycle, a book, a basketball hoop, a puppy, an elephant, and a surfboard.

If you have a large group of Builders, divide the children into groups of four or five. Assign an adult to each group. Demonstrate how to act out opening a gift. (Use lots of actions and expressions!) The adult in each group will show one child in his or her group a Christmas gift written on an index card. The child will then act out opening the gift. (Encourage the children to pantomime the gift size.) Once the gift is unwrapped, they should act out being excited, sad, or surprised. Then they should act out clues that will help the other children in the group guess the gift.





Meeting 22

Bike Rodeo



Here are instructions for a fun meeting where Builders will learn about bike safety and have a chance to demonstrate their bike skills. Adapt these activities to meet the needs of your Builders or use your own activities.





The following activities partially complete the requirements for the Cyclist award.

STATION

1

Bike Safety

One of the most important parts of bike safety is a properly fitted helmet. At this station each Builder will wear his or her helmet and have it checked by an adult for proper fit. Make sure the helmet is sitting level on the head and comes down to just above the eyebrows. The straps should be adjusted so they form a “V” shape under and slightly in front of the child’s ears. Once the straps are adjusted, ask the Helping Hand to open his or her mouth in a big yawn. They should feel their helmet pulling down on their head.

Additional information: helmetsrus.net/school/info_pages.php?pages_id=8



STATION

2

Bike Mechanic Station

At this station, Builders should be taught how to do the following:

MATERIALS NEEDED

- Wrenches
- Tire pumps

- **Brakes:** Make sure they are working properly and the pads do not need to be replaced.
- **Tires:** Make sure they are properly inflated.
- **Spokes:** Make sure the spokes are not bent.
- **Reflectors:** Make sure they are not broken or missing.
- **Seat:** Make sure it is properly adjusted.
- **Chain:** Make sure it is oiled and working properly. Check the crank and gears at the same time.
- **Pedals:** Make sure they are secure.
- **Quick Release:** Make sure the wheels are securely fastened to the bicycle frame.

If you need help with the bike mechanic station, contact a local bike shop or cycling club and ask if they know of anyone looking for an opportunity to volunteer. You can also check out a book such as *Kids' Easy Bike Care: Tune-Ups, Tools & Quick Fixes* by Steve Cole (Williamson, 2003).



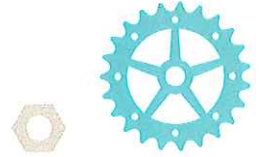
Once the children have completed all of the stations give them a bike-themed gift such as a water bottle, cycling gloves, or a repair kit.

Bicycle Registration

Contact your local law enforcement agency to assist your club with bicycle registration. Each Builder can register his or her bicycle and will receive a sticker to place on their bicycle. In the event the bicycle is lost or stolen, the local law enforcement will be able to help trace and locate the bicycle.

3

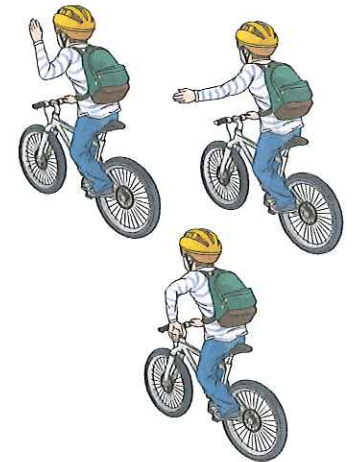
STATION



Hand Signals

Builders will need to learn hand signals in order to let other people on the road know where they are going. These hand signals are universal so you can reassure your Builders that drivers and pedestrians will understand what the signals mean.

- **Right Turn:** Right arm fully extended to the right or left arm extended with elbow bent up at a 90-degree angle.
- **Left Turn:** Left arm fully extended to the left.
- **Stop:** Arm extended out with elbow bent down at a 90-degree angle.



TIP

The League of Michigan Bicyclists site at lmb.org has a great tool kit filled with information about running a bicycle rodeo. Click on “Bicycle Rodeos—How to Run an Event” in the Education Toolkit box.





STATION

5

Cycling Activities

MATERIALS NEEDED

- Chalk
- Sponges

Start and Stop Safely: Teach the children how to efficiently start and safely stop their bikes. Have them ride several yards and safely stop on a marked spot.

Road Entrance Safety: Teach the children how to safely enter the street from a driveway and how to cross a street. Draw a driveway and streets with chalk and have the children practice.

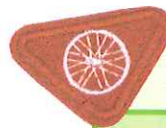
Avoiding Hazards: Teach the children how to safely avoid hazards while riding. In a course marked with chalk, place sponges on the ground to represent rocks. Have the children ride their bikes through the course and practice avoiding road hazards.

Figure 8: Teach the children how to safely ride with others. Include information such as being alert, staying in their space, and correct spacing between cyclists. Create a large figure 8 track. The track should be about 4 ft (1.21 m) wide. Have the children ride through the course to practice staying within the lines and being alert to other riders.

Bike Ride

In addition to a bike rodeo, you can take the children on a 5-10 mile (8-16 km) bike ride. You will need to give the children and parents/guardians plenty of advance notice so they can practice distance riding. You should take the children to a safe location to ride, such as a local bike path. Make sure the children have plenty of water and that you have bike repair and safety kits with you on the trip. Before beginning the ride, review safety rules. Parents/guardians should ride with their children.

If a parent/guardian is unable to participate, make sure he or she signs a permission form for the child to go on the bike ride. The form should include emergency contact information. Check with your local conference's Youth Ministries Department for sample forms or to find out what additional information they may require on permission forms.



Award: Cyclist

To complete this award, check the requirements on p. 136 and add activities as needed.



Section 5

Resources

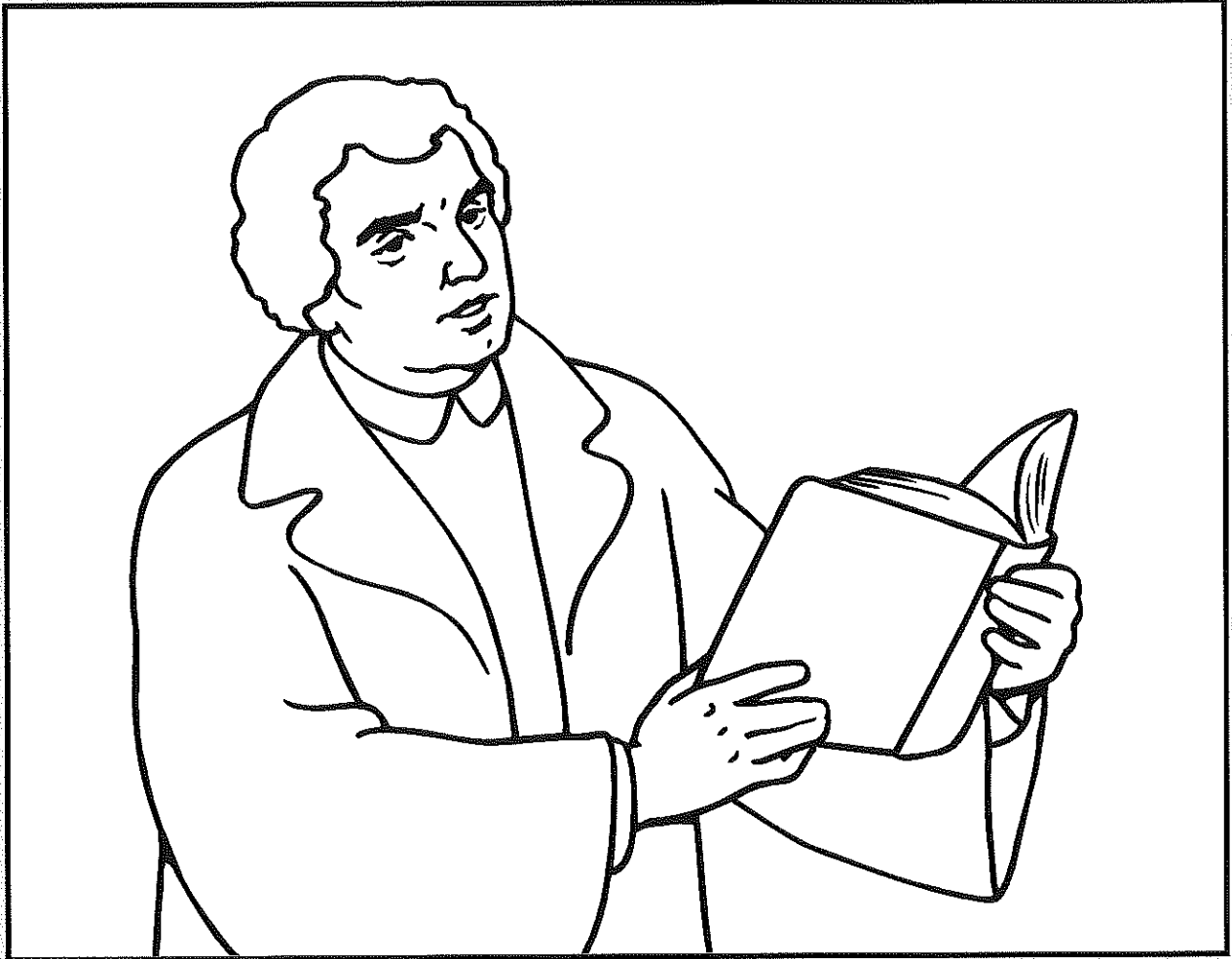
This section includes award requirements and photocopy masters for some of the Builder activities. Check [Pinterest.com/AdventSource](https://www.pinterest.com/AdventSource/) to find more resources.





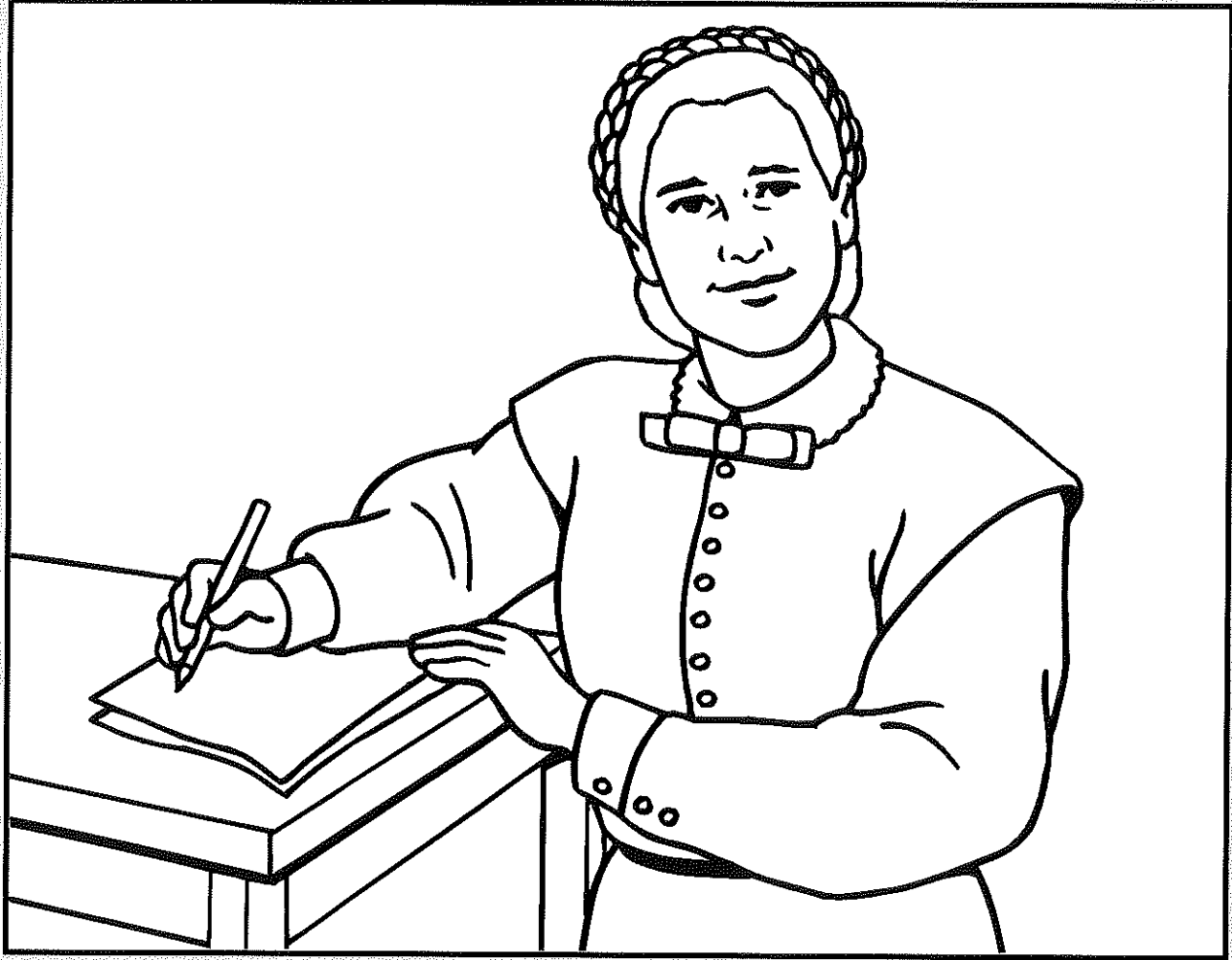
Paul—The Disciples Share Jesus' Love

The disciples shared Jesus' love with everyone. Because Paul and Silas were so joyful and kind, the Philippian jailer decided to live for Jesus, too.



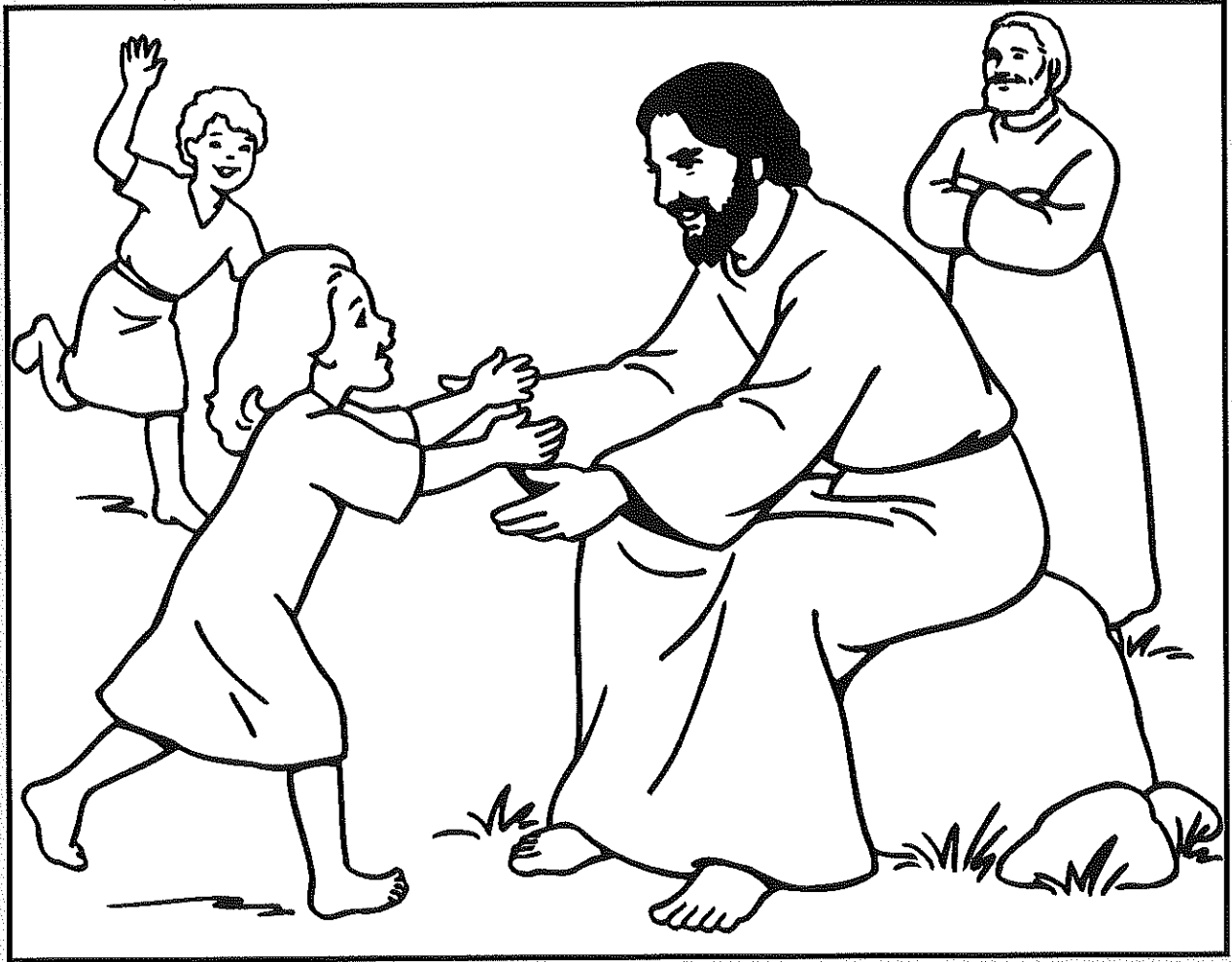
Martin Luther—God’s Church Disobeys

Many people began to disobey what Jesus taught in the Bible. But Martin Luther was excited when he read what the Bible really said about God’s love and forgiveness.



Ellen White—God’s Church Prepares for His Coming

Over 150 years ago, people who were studying their Bibles realized that Jesus would come very soon. They began to get ready to meet Him. God gave Ellen White special dreams to help them.



(my name)

Gets Ready to Meet Jesus

Graces

Grace 1:

Neath these tall
green trees we stand,
asking blessings
from thy hand.
Thanks we give
to thee above
for our health and
strength and love.

Grace 4:

Thank You for the
food we eat.
Thank You for the
world so sweet.
Thank You for the
birds that sing.
Thank You, God,
for everything.

Grace 2:

For my dinner,
and the blue skies,
oh Lord,
we thank you.

Grace 5:

For health and strength
and daily bread,
we praise thy name, O Lord.
Amen.

Grace 3:

Thank You
for our food, we pray.
May we in turn
do good today.

Television and Video Game Quiz

1. My favorite place to watch TV is:
 - a. the bathroom
 - b. at the dinner table
 - c. a bedroom
 - d. the family room
2. How many hours of TV do you watch each day?
 - a. Less than one
 - b. Two
 - c. Three
 - d. Four or more
3. How often do you watch a show that you don't really like?
 - a. All the time; I'd rather watch a show I don't like than do something else.
 - b. All the time; I don't get to pick.
 - c. Sometimes
 - d. Never
4. What kind of video game would you prefer to play?
 - a. Action, combat, and adventure
 - b. Simulation and strategy
 - c. Sports and racing
 - d. None of the above
5. How many hours per day do you play video games?
 - a. None
 - b. One or two
 - c. Three to five
 - d. More than five
6. Do you lose track of time when playing video games?
 - a. You mean time doesn't stop when you play video games?
 - b. Never; my parents have rules about how long I can play.
 - c. Sometimes.
 - d. I don't play video games.

This quiz was taken from "Are You Plugged In?" at PBSKids.org/dontbuyit/entertainment/pluggin_2.html

Television and Video Game Quiz

Previous Answers

- | | | | |
|---|-----|--|-----|
| 1. My favorite place to watch TV is: | | 4. What kind of video game would you prefer to play? | |
| a. the bathroom | 6% | a. Action, combat, and adventure | 46% |
| b. at the dinner table | 2% | b. Simulation and strategy | 13% |
| c. a bedroom | 30% | c. Sports and racing | 19% |
| d. the family room | 60% | d. None of the above | 19% |
| 2. How many hours of TV do you watch each day? | | 5. How many hours per day do you play video games? | |
| a. Less than one | 23% | a. None | 26% |
| b. Two | 26% | b. One or two | 40% |
| c. Three | 17% | c. Three to five | 15% |
| d. Four or more | 32% | d. More than five | 17% |
| 3. How often do you watch a show that you don't really like? | | 6. Do you lose track of time when playing video games? | |
| a. All the time; I'd rather watch a show I don't like than do something else. | 9% | a. You mean time doesn't stop when you play video games? | 24% |
| b. All the time; I don't get to pick. | 5% | b. Never; my parents have rules about how long I can play. | 12% |
| c. Sometimes | 60% | c. Sometimes. | 43% |
| d. Never | 24% | d. I don't play video games. | 19% |

This quiz was taken from "Are You Plugged In?" at PBSKids.org/dontbuyit/entertainment/pluggin_2.html

Safe Choices Skits

Situation 1: Donna was bored after school...

- Option A: ...so she started hanging out with kids who drink alcohol.
- Option B: ...so she started going to the community center.

Situation 2: Kevin's best friend was away for the weekend...

- Option A: ...so he went to the library and got a book he could read by himself.
- Option B: ...so he went to the park with some kids who were smoking cigarettes.

Situation 3: An older kid at the park asked Debbie if she wanted to try some pills...

- Option A: ...so she took them.
- Option B: ...so she said, "No way!" and went to play basketball with her friends.

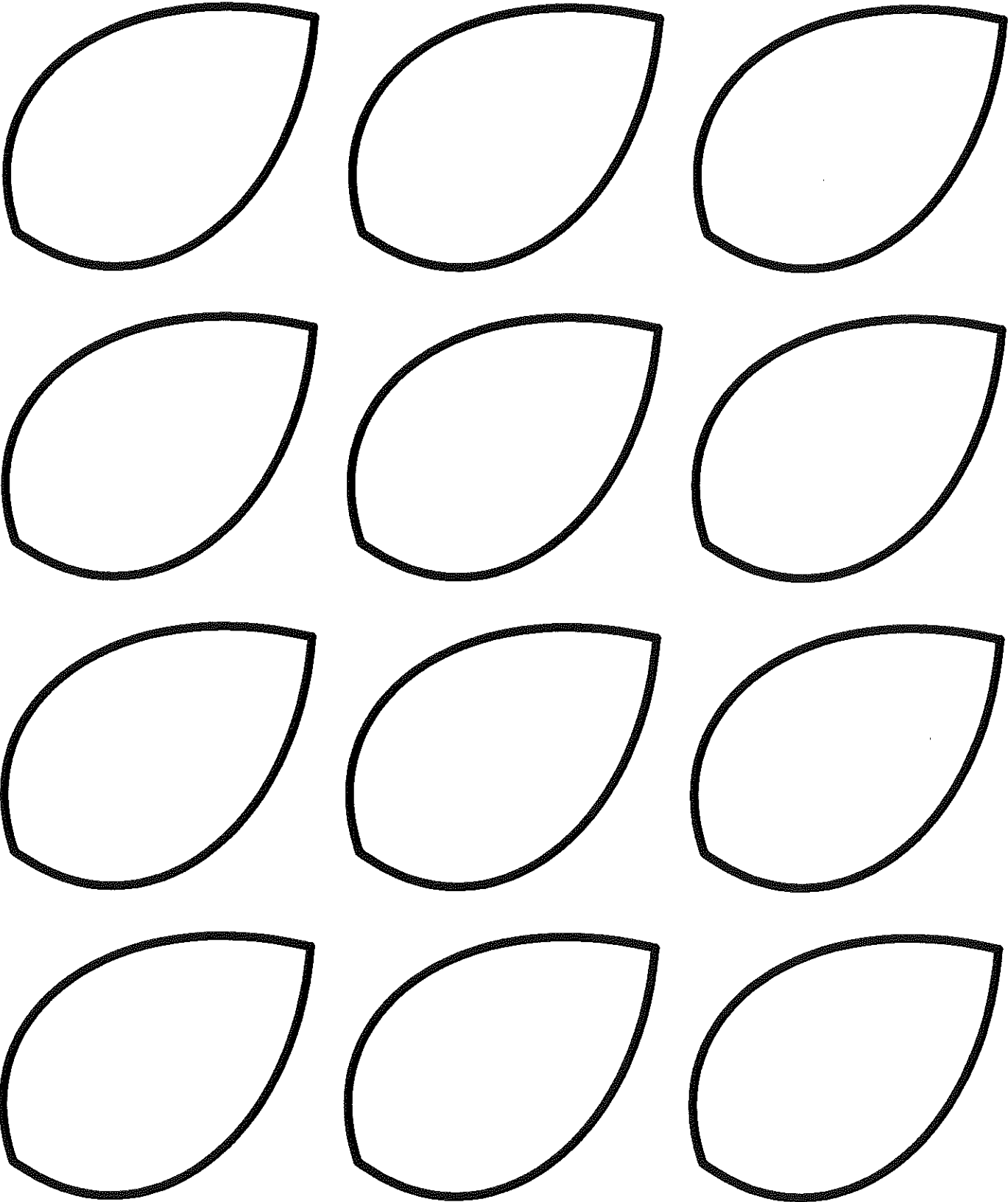
Family Stories Sample Letter

Dear _____,

At our next Adventurer Club meeting, each Builder will have the opportunity to share a story about his or her family heritage or just a fun family story. Please talk to your Builder ahead of time and share some history, interesting facts, or family traditions. If you have photos or artifacts, the children are welcome to bring these, too. This is also a great opportunity for children to talk with extended family members to learn family history.

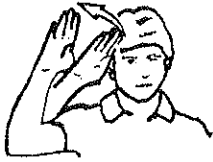
Sincerely,

My Family Tree Leaf Patterns



Sign Language Printables

HELLO



HOW



ARE



YOU.



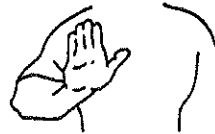
WHAT



IS



YOUR



NAME?



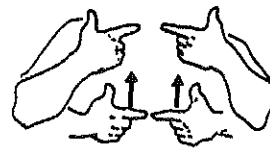
WHERE (DO)



YOU



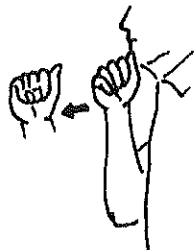
LIVE?



I



AM



FINE.



Sign Language: Jesus Loves Me

JESUS



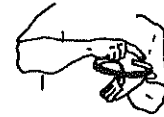
LOVES



ME,



THIS



I



KNOW



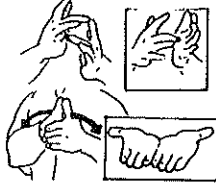
FOR



THE



BIBLE



TELLS ME



SO



LITTLE ONES



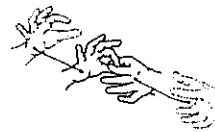
TO



HIM



BELONG,



THEY



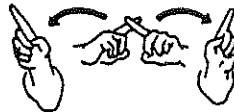
ARE



WEAK,



BUT



HE



IS



STRONG.



YES,



JESUS



LOVES



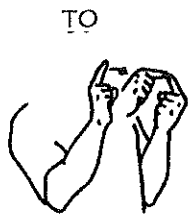
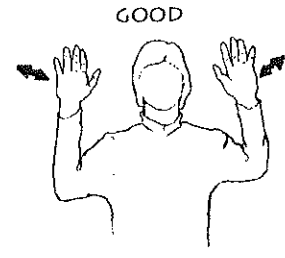
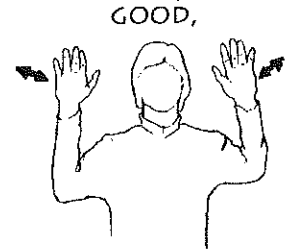
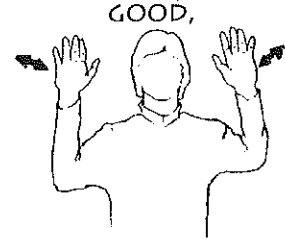
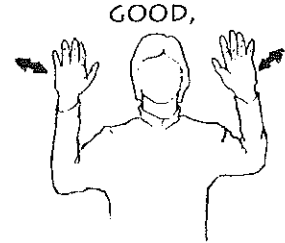
ME.



REPEAT:

YES, JESUS LOVES ME,
YES, JESUS LOVES ME,
THE BIBLE TELLS ME SO.

Sign Language: God Is So Good



ME



SO,



HE



LOVES



ME



SO,



HE



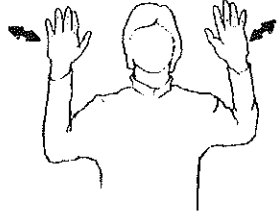
IS



SO



GOOD,



TO



ME.



HE



ANSWERS



PRAYERS,



(REPEAT 3 TIMES)

HE



IS



MY



FRIEND. (3 TIMES)



HE



IS



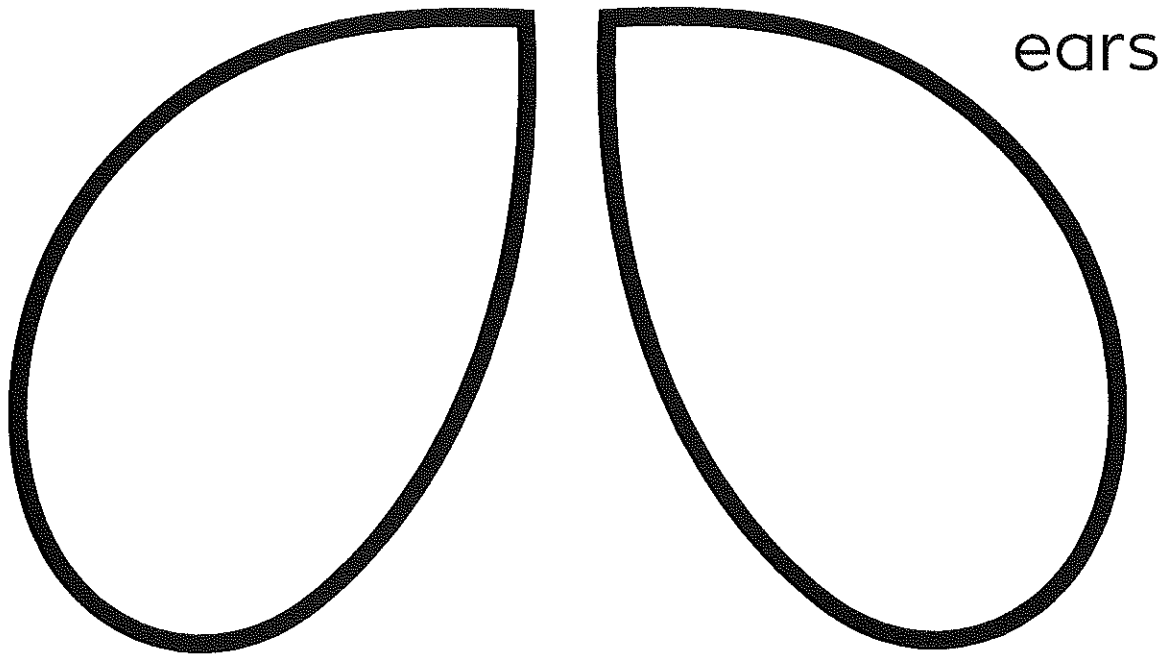
COMING



SOON. (3 TIMES)



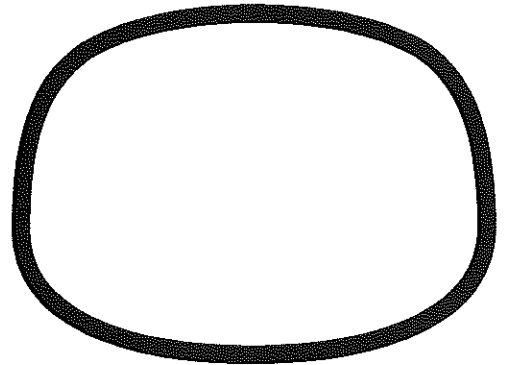
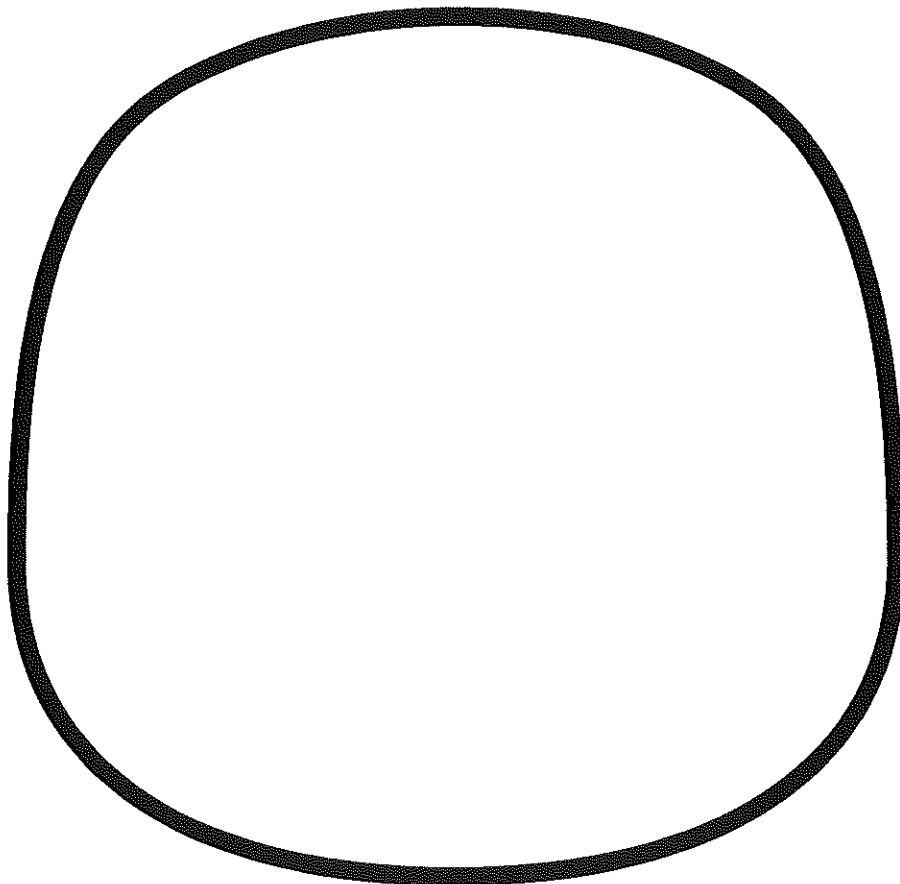
Puppy Face Pattern



ears

head

muzzle



Astronomer



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

Helps

1. Adam and Eve (*Education* by Ellen White, Review and Herald, 1903, p. 21); Abraham (Genesis 15:5); Joseph (*Education*, p. 52); Jesus (*SDA Commentary*, Review and Herald, 2001, volume 5, p. 1117); Moses (*Patriarchs & Prophets* by Ellen White, Review and Herald, 1890, p. 475); Wise Men (Matthew 2:2).
2. Go out at night to observe the sky and draw a picture of the planet, stars, and constellations you saw. When possible, visit a planetarium.
3. Give the children a small shoe box, oatmeal box, etc. Have them choose which constellation they wish to make. Draw the constellation on the outside end of the container. Poke a small hole where each star is located. Turn to the other end and cut two medium eye-size holes to peek into. Hold peep box to light and view the constellations. Encourage variety in the constellations so each child may guess which one they are viewing.
4. Observe and recognize some prominent stars and constellations. A star is a single body, such as the North Star. A constellation is a group of stars, such as the Big Dipper. Some of the brightest stars are Polaris, Castor, Regulus, Deneb, Altair, Rigel, Capella, and Vega. Orion, Leo, Libra, Lyra, Virgo, Taurus, Ursa Major, Ursa Minor, and Canis Major and Minor are a few of the constellations. Choose several of each, locating ones that are easiest to find and identify in your area during the time of year you are teaching the class.
5. Get away from city lights to view the night sky or watch a DVD about the sky.
6. Observe the sky at sunrise, sunset and/or moonrise. Make it a fun time together to watch the wonder of God's large lights.
7. A Bible concordance lists many texts. Choose, read, and explain (e.g., Genesis 1:16, Deuteronomy 10:22, Isaiah 13:10, Matthew 2:10).

Bead Craft



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

Helps:

1. A bead is a small object with a hole in it so that it can be fastened with thread or string. (Most beads are round.)
2. The word “bead” comes from an Old English word—“gebed,” or “bede”—which means “prayer.”
3. Beads can be made out of things like seeds, wood, stone, plastic, glass, metal, ceramic, pearls, shells, berries, beans, ivory, coral, amber, or precious stones.
4. Historical facts about beads include:
 - People made things out of beads in Egypt in Bible times.
 - The world’s first calculator was an abacus, which is made out of beads. It is still used in many countries.
 - Beads were used as money by American Indians and other native peoples. “Wampum,” or Indian money beads, were often made out of shells. Indians used beads to trade with the Pilgrims.
 - Some Indians used porcupine quills or pieces of bone for needles to string beads on thread made out of horse hair or cotton.
 - People who are Catholic or Buddhist often use beads to help them remember and count their prayers.
 - Beads have been used to decorate clothes for more than 400 years.
5. Some things that you can do with beads are:
 - Glue them onto something for decoration.
 - Perle (melt beads).
 - String them together.
 - Use them to trade, or for play money.
 - Decorate clothing.
 - Make pot holders or other things to decorate your home.
 - Count things.
6. Suggested bead projects:
 - String beads onto a pipe cleaner and shape it into a heart, cross, or shepherd’s rod.
 - Sew beads on piece of cloth in the shape of your name or initials.
 - Trace a picture or design onto heavy paper or cloth. Glue or sew beads onto it.
 - Make a refrigerator manget using beads. (Glue them onto a clothespin or piece of felt, or string them on thread or wire.)
 - Decorate a bean bag with beads.
 - Sew beads on shoes or moccasins.
 - String beads onto thread or ribbon and wrap them around the outside of a picture frame.
 - Make a sculpture by stringing beads onto copper wire and shaping it.

BUILDER

3

Cyclist

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



Helps

2.
 - a. Clean and polish the bikes. Then decorate them and have an inspection.
 - b. Set up a barrel race to practice.
 - c. During the above race, use hand signals.
 - d. Have small groups act out good and bad ways of caring for a bike. Have them wear plastic garbage bags and oil the chain.
3. Hold a Bicycle Derby Day:
 - Bike inspection by the police or fire department.
 - Have a pit area for preparing bikes for inspection.
 - Plan a parade for decorated bikes. Give a prize.
 - Play games using bikes: Fast race, slow race, relay race, paper carrier throw, obstacle race, etc.
4. Plan a five mile bike ride. Decorate your bike, then go to a park with paved trails. After the ride have a picnic or go swimming. Have a special reward for those who successfully complete the ride.
5. Map making is fun. Keep it simple. Use pencils and rulers.

Honey



1. Where does honey come from?
2. How does the bee make honey? Understand the following terms: super, extractor, nectar, and pollen.
3. What is the role of the beekeeper?
4. Make two crafts from the following list:
 - a. Beehive
 - b. Honeycomb
 - c. Bee
 - d. Flower
 - e. Your choice
5. Taste three flavors (types) of honey. Discover which you like best. Why?
6. Memorize two of the following Bible verses:
 - a. Exodus 3:8
 - b. Psalm 19:9-10
 - c. Psalm 34:8
 - d. Proverbs 24:13
 - e. Proverbs 25:16, 27
 - f. Matthew 3:4
 - g. Your choice

Helps

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

Additional enrichment ideas (not required)

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

Resources

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

Lizards

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



Helps

1. Reptiles (lizards, snakes, and turtles) and amphibians (salamanders, toads, and frogs) are called herps, which means crawling things. If you really like herps and watch and learn about them you are a herper. If you go to college and study herps you can become a herpetologist and teach or work in a museum or a zoo.
2. If you do not have lizards in your area you may study salamanders. If neither is available go to pet stores or museums or use books, videos, etc.
3. Before you catch a lizard, you must prepare for this special guest.
 - a. If keeping the lizard for a short time, use a plastic see-through jar with air holes.
 - b. If you keep the lizard for more than a few hours you must (1) Know what type of lizard it is and how to care for it. (2) Provide a larger container, water, and food. (3) Place newspaper or sand in the bottom of the container to keep it dry.
4. Observe the lizard in its habitat or other locations as mentioned in Helps #2. Try catching a lizard by hand or using a noose (see the books listed below for more information).
5. Paint a lizard on a rock.

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

Resources

- *Reptiles and Amphibians for Dummies* by Patricia Bartlett (Wiley Publishing, 2003)
- *Reptiles and Amphibians Peterson Field Guides* by Joseph T. Colling and Roger Conant (Houghton Mifflin Company, 2003)
- *Painting on Rocks for Kids* by Lin Wellford (North Light, 2002)
- artistsnetwork.com
- Library or nature center

Websites

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

Magnet Fun I



1. What is a magnet made of?
2. Read the Greek story/legend of how the first magnet was found and named.
3. What are the three main types of magnets?
4. What are magnets used for?
5. Complete three magnet experiments, such as those listed below:
 - a. Magnet treasure hunt—Place around the room objects that will and will not magnetize. See how many different objects they can pick up with their magnet. Suggestions: nuts, bolts, tin foil, safety pins, etc.
 - b. Mineral rocks with iron—Lay various mineral rocks on a table and see if the children can select the ones with iron in them and then try to pick them up with their magnet.
 - c. Move an object with a magnet—Have a friend hold a sheet of paper between his/her two hands and place a paper clip on top of the paper and a magnet below. Move the paper clip from one end to the other and back again with your hand. Repeat this experiment by having your friend hold a plastic ruler, mirror, cardboard, etc., instead of paper. Did it work?
 - d. Create a magnet by stroking a steel nail against a magnet 25-30 times. Stroke it in only one direction.
 - How many paper clips can you pick up at one time?
 - Is the nail as strong as your magnet?
6. Read/memorize Hebrews 7:19 and James 4:8.

Helps

1. A magnet is made of magnetite, a natural magnetic material that will create a magnetic field. A magnetic field is the force surrounding a magnet that draws objects to the magnet. You can feel this force when using a magnet.
2. Many year ago there was a shepherd named Magnes. Each day he kept watch over his flocks. One cold, blustery day one of Magnes' lambs was missing from it's mother's side. Neither Magnes nor the mother could locate the little lamb. He looked behind rocks, in the thicket, near the stream, and behind the bushes, and soon he realized it was really lost. He didn't believe a wild animal had stolen it or eaten it. He was sure he could find it if only he looked in all the right places. He stood on a large rock so he could look upon the landscape of the pasture in hopes of finding Whitey, the lost little lamb. As Magnes stood on a rock his sandals stuck to the rock where the nails in his sandals were located. He had never noticed that strange power before. Over a period of days and weeks, he brought other metal objects to the "magic rock" and found that iron, regardless of the size, would stick to the "magic rock." He took some of the stone to his village and children, moms, and dads played with it. It became known as "Magnes' stone." Today it bears part of his name in honor of his discovery—magnet. We call his "magic stone" a lodestone, which is made of magnetite, a natural magnetic material.

(continued on next page)

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3. (A) Permanent: once it is magnetized, it retains a level of magnetism. (B) Temporary: acts like a permanent magnet when it is within a strong magnetic field, but loses its magnetism when the magnetic field disappears. (C) Electromagnet: a special wire which acts like a permanent magnet when electrical current is flowing in the wire. For more detail see #1.
 4. Refer to #1.
 6. Hebrew 7:19 (TLB): "...Christ makes us acceptable to God, and now we may draw near to him." James 4:8 (TLB): "And when you draw close to God, God will draw close to you."

Resources

- enchantedlearning.com
 - *The Complete Book of Science for Grades 3 & 4* pp. 265-280 (American Publishing, 2000)
 - *World Book Encyclopedia*, Vol. M. (World Book, 2016)
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Required

BUILDER

3

Media Critic



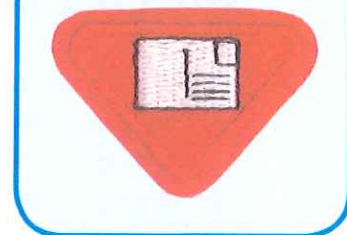
1. Explain what is meant by the term “media.” List four examples.
2. Memorize Philippians 4:8 and discuss three principles that help us form good reading, viewing, and listening habits.
3. Keep a log of the time you spend each day with different types of media. Note whether the media is Christ-centered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

Helps

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

Postcards

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



Helps

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

Resources

- emotionscards.com/museum/history.html
- ket.org.trips/postoffice/
- usps.com/communications/community

Prayer



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

Helps

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

BUILDER

3

Saving Animals



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

Helps

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

Resources

- Bible
- enchantedlearning.com/coloring/endangered.shtml
- ecos.fws.gov
- Library books
- Zoo

Sewing Fun

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



Helps

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



Required

BUILDER

3

Temperance



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

OR

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

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

OR

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

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

OR

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

Helps

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

BUILDER

3

Troubadour

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



Helps

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



Required

BUILDER

3

Wise Steward



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

Helps

1. Genesis 1, 2; Psalm 24:1; John 1:1-3.
 2. A wise steward is responsible and faithful to God and others (I Corinthians 4:2, I Peter 4:10).
 3. The Bible says that we are to give tithes and offerings to God as a response of gratitude. He promises a special blessing for those who are faithful.
 4. Enlarge your church's tithe envelope to 8.5 × 11 in and help the children fill one out as they learn to give an honest tithe and offering to Jesus.
 5. Help the children understand the method and purpose of budgeting. See that every child has some money to put in the container(s) they decorate. (Children may give offering from spending money.)
 6. Use magazine pictures or draw and color items that our Sabbath School offerings can buy (Bibles, Sabbath School papers, felts and pictures to illustrate Bible stories, Sabbath School meeting areas, and much more).
 7. Read *Counsels on Stewardship* by Ellen G. White, pp. 174-176 and then retell the story of the widow and her two mites in language that the children will understand.
 8. Wise and faithful stewards will manage their lives, time, talents, and money that God has given them.
-

We are Adventurers!

Music and Words by Joann M. Herrington

Chords: F Bb F C7

Voice: We are Ad-ven-tur-ers; at home, at school, at play; We are Ad-ven-tur-

Piano

Chords: F F7 Bb C7 F A7

Voice: ers, We're learn-ing ev'ry day to be hon-est, kind, and true, to be like Je-sus through and

Pno.

Chords: Dmin Gmin F C7 F

Voice: through - - - We are - - - Ad - ven - tur - ers!

Pno.



Name _____



Basic

- I. Recite the Adventurer Pledge and Law.
- II. Explain the Pledge.
- III. Complete the Builder Reading award.

My God

- I. A. Create a story chart or lapbook.
B. Use your story chart or lapbook to show someone how to give their life to Jesus.
- II. A. Find, memorize, and explain three Bible verses about giving your life to Jesus.
B. Name the books of the New Testament.
- III. A. Spend regular quiet time with Jesus.
B. Complete the Prayer award.

My Self

- I. Put together a scrapbook, poster, or collage showing some things you can do to serve God.
- II. A. Complete the Media Critic award.
B. Participate in an activity that shows the results of good and bad decisions.
- III. Complete the Temperance award.

My Family

- I. A. Create a family flag or banner. Collect stories and photographs about your family.
B. Find a story in the Bible about a family that changed.
- II. Play a game by having each family member show appreciation to each other.
- III. Complete the Wise Steward award.

My World

- I. A. Befriend a person of another culture or generation, or someone who has a disability.
B. Invite that person to a family or church event.
- II. A. Know and explain your national anthem and flag.
B. Name your country's capital and the leader of your country.
- III. Complete an award for nature not previously earned.

Other Awards Completed

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



Contacts

YOUTH MINISTRIES DEPARTMENT NORTH AMERICAN DIVISION OF THE SEVENTH-DAY ADVENTIST CHURCH

Email: info@AdventistYouthMinistries.org

Web: AdventistYouthMinistries.org

Local conference contact information can be obtained from the Adventurer Club director.

Adventist Book Center

(resources for children's ministries)

800.765.6955

Web: AdventistBookCenter.com

AdventSource

(for additional Adventurer Club resources and uniform supplies)

5120 Prescott Avenue

Lincoln, NE 68506

Toll-free in Canada and United States: 800.328.0525

Phone: 402.486.8800

Web: AdventSource.org

WELCOME TO THE EXCITING WORLD OF BUILDERS!

The *Builder Leader's Guide* is packed with resources to help you teach third graders Christian principles and life skills while engaging them in fun, creative play. In this step-by-step guide, you'll find helpful answers to the questions:



- Who are Builders?
- Why do Builders act the way they do?
- How should leaders prepare for success and safety?
- How can I include Builders with disabilities?
- What is included in the Builder program?

This leader's guide also includes complete instructions for 22 themed meetings that fulfill Builder program and award requirements. Each meeting includes a list of materials and resources, along with crafts, games, songs, and educational activities that support the theme.



AdventSource

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