




Adventurer Awards

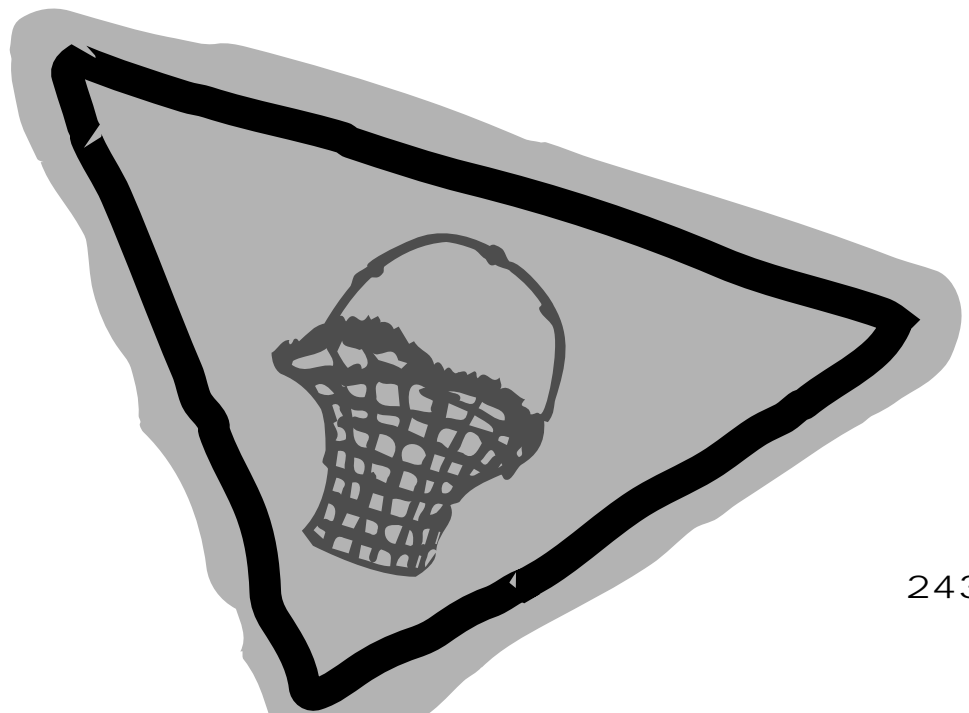


The Adventurer awards are designed to be used in connection with the Adventurer curriculum. It is recommended that a variety of awards be offered to help each child have a well-rounded understanding of many interests.

It is the desire of the committee that the teacher will be creative and make the award meaningful to the Adventurer child. Re-

member to challenge the more advanced child without discouraging the lesser achiever.

The goal is to help each child experience achievement and to learn new activities and ideas in an interesting and fun way. Affirm each child, remembering that there is more than one right way. Encourage each child to do his/her best. We do not need to be perfect. God is not finished with us yet.



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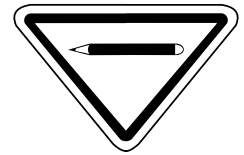
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Artist

1. Explain who an artist is. Name Creation's Master Artist.
2. Name and know the primary colors.
 - a. Mix these colors to make three new colors.
 - b. Use these six colors to make a picture.
3. Demonstrate how to sharpen pencils and clean brushes.
 - a. Sharpen two pencils.
 - b. Using water, clean your brush.
4. Make a design with each of the following:
 - a. Finger paints
 - b. Colored pencils
 - c. Felt markers
5. Learn an art technique and demonstrate two of the following:
 - a. Potato prints
 - b. Stencil
 - c. Papier-mache or clay model
 - d. Bread dough art
6. Make two of the following:
 - a. An invitation
 - b. A book mark
 - c. A greeting card
 - d. A poster

Helps

1. One who professes and practices an imaginative art. Discuss with the children what type of artist they are. Do they sing, play an instrument, draw, play act, do crafts well, etc. In different ways we are all artists.
2. Red, yellow and blue are the primary colors. Mix red and yellow to make orange, mix yellow and blue to make green and blue and red to obtain violet.
3. Teach how to sharpen pencils, stress cleaning brushes thoroughly and safety in handling pencils and brushes.
4. Wear aprons when working with finger paints or felt markers. Kids may make designs of things God made and tell the day He made it.
5. Teach children to make fun designs and to clean up after their project is completed. Craft books or your local library will have resources that will be helpful.
6. The invitation to an Adventurer meeting, church program, etc. Make a card, bookmark or other items that may be given as a gift to an older person or shut-in.



Grade 1

Updated in 1996.

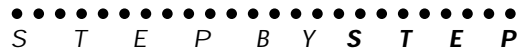


Astronomer

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



Grade 3



S T E P B Y S T E P

Crayon Resist

Make a picture with wax crayons on a sturdy piece of paper. Leave some parts of the picture uncolored. Paint over the picture with tempera paints or water color. (Use black or dark blue for the night sky.) The paint will not stick to the crayoned part of the picture only to the blank paper, so the picture will stand out clearly against the painted background.

Helps

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

Basket Maker

1. Explain what a basket is.
2. Name several baskets found in your home.
3. Know the tools of a basket maker.
4. Describe how materials are prepared for basket weaving.
5. Make a simple basket of natural grasses, reeds, or other local material.
OR
Decorate a basket to be used for: sewing, trash, berries or flowers.
6. Decorate a basket to be given as a gift.
7. Tell some ways baskets were used in the Bible. Give at least one text.

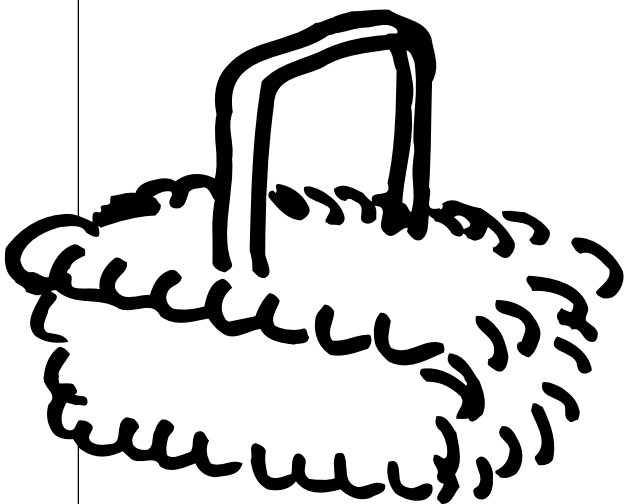
Helps

1. A basket is a receptacle (container) made from interwoven material.
2. Baskets: laundry, shopping, fruit, berry, sewing, waste basket, etc.
3. Sharp pair of scissors, sharp knife, round and flat nose pliers to bend spokes, an awl or knitting needle to make spaces in the weaving, water pail and waterproof cover for area where you are working. You may wish to invite an experienced basket maker to come and demonstrate.
4. The natural materials are soaked in water, until they are flexible.
5. Instructor: Please choose a simple design so Adventurers will not become discouraged. Work with each child so that (s)he may complete his/her project. Use local materials such as grape vine, reeds, grasses, etc.
6. Decorate a basket, e.g., sewing basket, fruit basket, flower basket, or berry basket, to be given as a gift. If you have already decorated a basket under #5, this is to be an additional basket.



Grade 4

Updated in 1996.





Bible I

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

Memorize and repeat two of them.

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

OR

Create a Bible story in a sandbox or with felts.



Grade 1



Requirement

Updated in 1996.

Helps

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

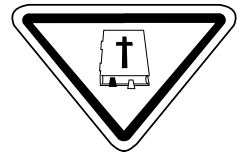


Bible II

1. Earn the Bible I Award.
2. Recite in order the books of the Old Testament.
3. Tell or act out the following Bible stories:
 - a. Noah
 - b. Abraham
 - c. Moses
 - d. David
 - e. Daniel
4. Read or listen to a Bible story.
5. Memorize and explain three of the following verses about living for Jesus:
 - a. Exodus 20:11-17
 - b. Philipians 4:13
 - c. Philipians 2:13
 - d. 1 John 2:1, 2
 - e. Jude 24
 - f. Your choice
6. Play games to help the children enjoy and retain the Bible stories.

Helps

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



Grade 4



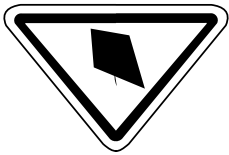
Requirement

Updated in 1996.



Build and Fly

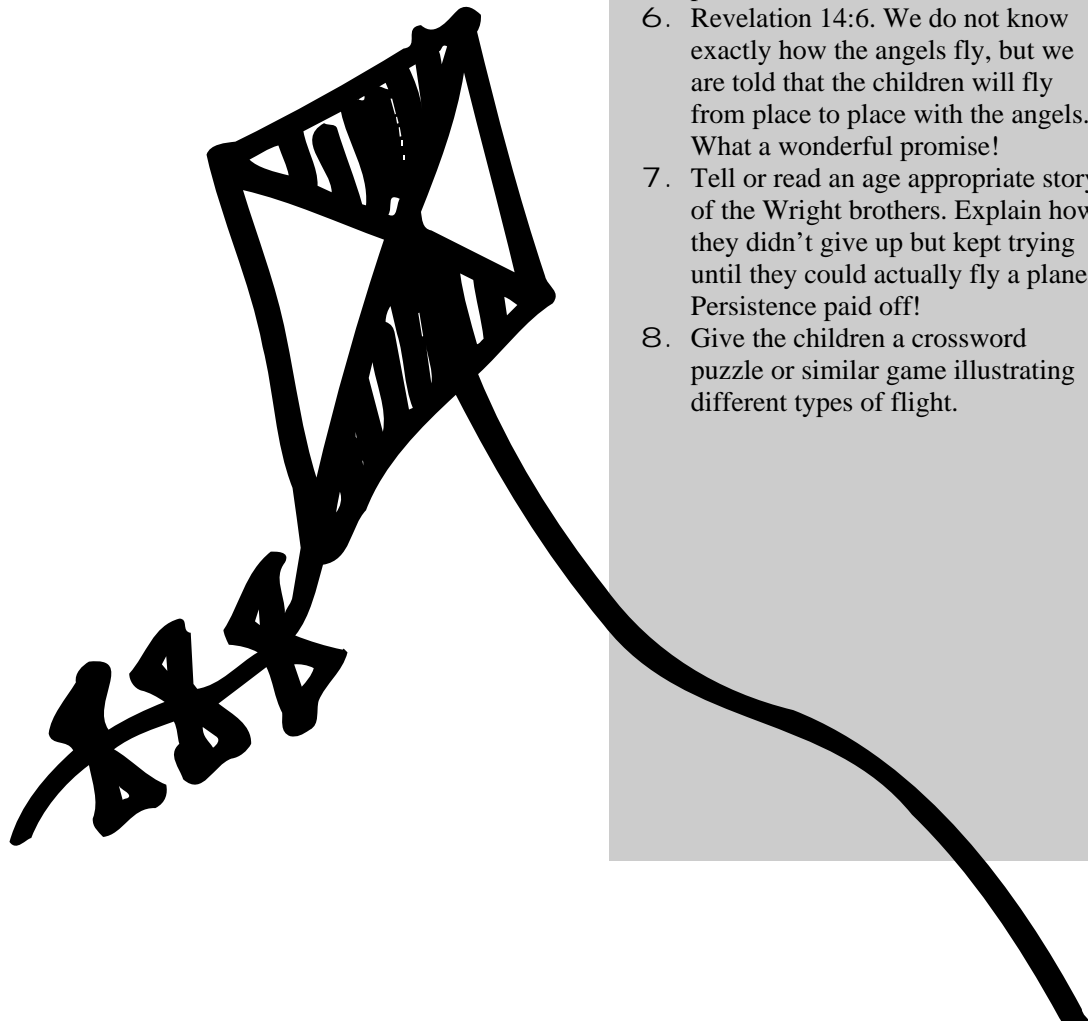
1. Make paper airplanes and fly them.
2. Make a simple glider and fly it.
3. Make a simple kite, fly it, and explain the safety rules.
4. Observe four different animals that fly and tell how they fly.
5. Draw a picture of your favorite flying animal.
6. Know where the Bible speaks of an angel flying.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



Grade 3

Helps

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



Camper

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

Helps

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



Grade 2

Updated in 1996.



Caring Friend

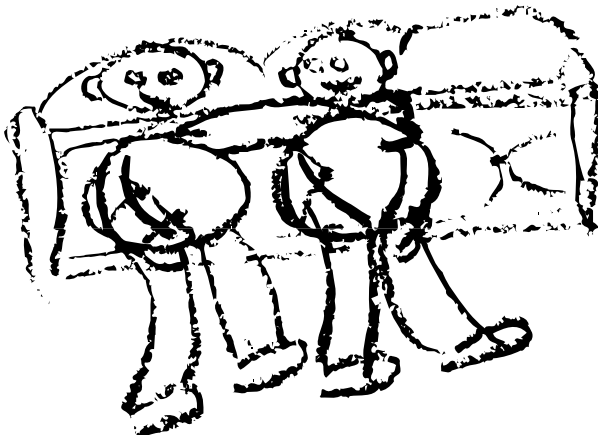
1. Explain how you can be a Caring Friend. Find, read and memorize I Peter 5:7.
2. Talk to a person and ask the following:
 - a. the day and month (s)he was born
 - b. his/her favorite animals
 - c. two of his/her favorite colors
 - d. three favorite foods
 - e. four things that are important to him/her
 - f. have your new friend tell you about his/her last trip
3. Visit a shut-in and take something to him/her. Use the questions in #2 as a basis for your conversation.
4. Tell one of the persons in #2 or #3 above how Jesus loves you and that He loves him/her also.
5. Show how you can become a caring person to your parents by:
 - a. helping to keep your room clean
 - b. helping in the kitchen with preparation or cleanup
 - c. doing extra chores without being told
6. Tell of something special you have done for a friend.



Grade 4



Requirement



Helps

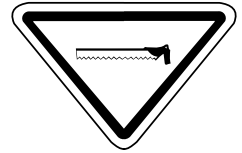
1. Discuss ways the children can be Caring Friends, such as being kind to an older person, your playmates or siblings; taking a cool glass of water or a bouquet of flowers to someone that is ill; sharing a book or game. Make a list for the children showing ways to be a Caring Friend at home, church,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

Carpenter

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

Helps

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



Grade 4



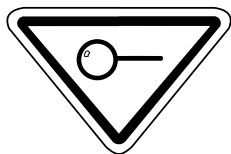
Collector

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

OR

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

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



Grade 2



Helps

1. A collector is a person who gathers things (s)he is interested in and learns about them.
2. Stamps, stickers, buttons, coins, dolls, model cars, baseball cards, etc.
3. You may choose to bring in several different collectors and have them give an age-appropriate talk about their collection.
4. Make sure that it is permissible to collect in the area you go to. You may wish to collect items such as rocks, leaves or seeds. (A) Collect one item for each letter of the alphabet, as an apple for A, a bug for B, crabgrass for C, etc. (You may need to include non-nature items.) (B) A preplanned treasure hunt with written clues for the children to follow with a "treasure" at the end of the hunt (could be a toy, a game, food, etc.).
5. Let the children choose items that they may have started collecting already or something that would fit your area, such as a collection of buttons, stickers, cat pictures, miniature figures, etc.

Use the show as a parent or family meeting or as a nursing home program.
6. Encourage the children to share their collections after they have been neatly displayed, telling their reason for liking this particular collection and new things they have learned about their collection.

Computer Skills

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

Helps

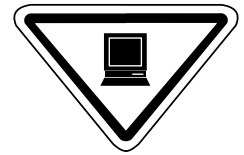
1. Find a current computer book or dictionary with the definitions. Use correct terminology, but find illustrations to help children understand the concepts.
2.
 - a. Documents and books—Word processors are primarily designed to create letters, reports, and documents. Desktop publishing programs

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

Resource Material

Computers Don't Byte. Linda Piriera, Teacher Created Materials, Inc., P.O. Box 1040, Huntington Beach, California 92647. © 1996. ISBN 1-55734-813-8. This book has good simple definitions and examples to make learning the computer easier.

Computer Activity Book "Computers" IBM compatible. Robert A. Sadler, Ph.D. Mark Twain/Carson- Dellosa Publishing Company, Inc., ©1996. Printing No. CD-1846. Technically for grades 5-8. But can be supplemental material for this award.



Grade 4

New in 1996.



Cooking Fun

1. Name the four food groups.
 - a. Collect pictures from each of these food groups.
 - b. Use your pictures to make a collage or poster to be displayed at your club, school or church.
2. Describe a complete, balanced daily menu.

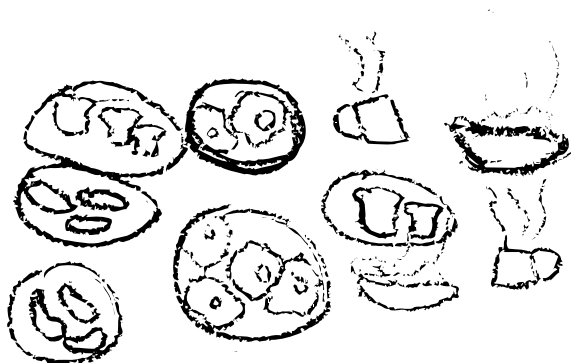
OR

Compose a complete dinner menu.

3. Help prepare, serve, and clean up a four-course dinner.
4. Make two different kinds of sandwiches.
5. Prepare two different salads.
6. Help to prepare and pack a picnic lunch.
 - a. Include foods from the four food groups.
 - b. Share this picnic with family or friends.



Grade 2



Helps

1. **Vegetable-fruit group:** Citrus, tomatoes, peppers, melons, cabbage, berries, dark-green or deep-yellow vegetables, potatoes, etc.
Bread-cereal group: Breads, cereals and other grain products made from whole, enriched or restored grains.
Protein group: Dried beans, dried peas, lentils, garbanzos, nuts, peanuts, peanut butter, eggs, soy cheese, and vegetable proteins.
Milk group: Whole, evaporated, or skim milk, reconstituted dry milk, buttermilk, soybean milk, cottage cheese, yogurt.
 Resources: Magazines and seed catalogs
2.
 - a. **Vegetable-fruit group:** four or more servings daily
Bread-cereal group: four or more servings daily
Protein group: two or more servings daily
Milk group: children need three to four cups, adults need two or more daily
 - b. Dinner Menu: Soup, salad, entree, vegetables and dessert.
3. This dinner can be the result of requirement #2. Helping make the dinner and clean up are fun experiences. Give a special hug to the child.
4. Make two sandwich fillings or use prepared items such as jam, peanut butter, etc.
5. Make a simple relish tray and/or a tossed or jelled salad. Encourage creativity.
6. Prepare a picnic lunch and go on that picnic with your group, even if it is just under a tree on the church lawn.

Resources

Betty Crocker's New Boys and Girls Cookbook, Golden Press, New York, or other children's cookbooks.



Courtesy

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

OR introduce:

 - d. An adult to a friend
 - e. Your teacher to a parent
5. Share an experience:
 - a. When an adult was courteous to you
 - b. When you were courteous to another person
6. Show acts of courtesy as you:
 - a. Ask for a drink
 - b. Say thank you
 - c. Apologize
 - d. Greet a friend
 - e. Share and take turns

Helps

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



Grade 2

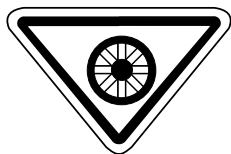


Requirement



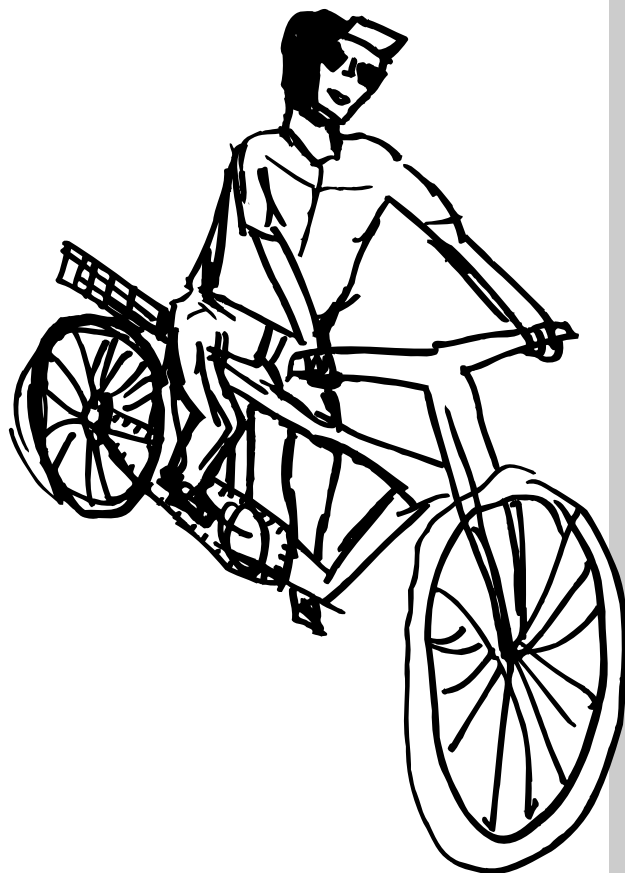
Cyclist

1. Earn 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.



Grade 3

Updated in 1996.



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 singles.
 - d. Have small groups act out good and bad ways of caring for a bike. Have them wear plastic garbage bags and oil the chain.
3. Hold a Bicycle Derby Day:
 - Bike inspection by the police or fireman
 - Have a "pit" area for preparing bikes for inspection.
 - Plan a parade for decorated bikes. Give a prize.
 - Play games using the bike: Fast race, slow race, relay race, paper boy throw, obstacle race, etc.
4. Plan a five mile bike hike. Decorate your bike, then go to a park with paved trails. After the ride have a picnic or go swimming. Have a special reward for those who successfully complete the hike.
5. Map-making is fun. Keep it simple. Use pencils and rulers.

Early Adventist Pioneer

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

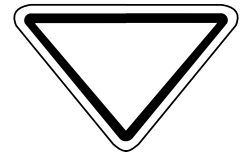
1. Name five Adventist Pioneers and tell something about each.
2. Read a story about an Adventist Pioneer.
3. Learn an early Adventist hymn. Memorize the first verse.
4. Make and taste a batch of granola; tell what granola had to do with the pioneers.
5. Paint, tie-die, or decorate a plain bandana Use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

Granola Recipe:

- 7 c. old fashioned oats (1/2 box)
 - 1 c. brown sugar
 - 1 c. wheat germ
 - 1 c. sesame seeds
 - 2 teaspoon salt
 - 1 c. shredded coconut
 - 1 c. pecan pieces
 - * Mix the above dry ingredients.
 - 1 Tablespoon vanilla
 - 3/4 c. water
 - 3/4 c. oil
 - * Sprinkle wet ingredients over the dry; stir well. Bake at 275 degrees F 60 min. Stir every 15 min.
- Yield: 12 cups

Helps

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



Grade 3 & 4



Environmentalist

1. Recite Genesis 1:26. Explain our role in protecting wildlife.
2. List three animals that are endangered and explain why.
3. List three birds that are endangered and explain how you can help protect birds.
4. Study endangered trees in your area. Plant or adopt a tree.
5. In your area:
 - a. What causes pollution, and list ways you can prevent pollution.
 - b. Investigate how and why the pollution happened.
 - c. Explain how you can keep from polluting water.
 - d. What dangers threaten the quality of air.
6. Participate in one of the following community activities to help clean the environment:
 - a. Take part in Earth Day events
 - b. With your group help clear the trash from a roadside or stream
 - c. Help collect paper, cans or other materials for recycling.
7. Create a mural of the earth made new.



Grade 4



Requirement

Updated in 1996.

Helps

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

Information

Information on endangered species may be found at a teacher supply store or through the Audubon Society or other environmental organizations, including the publishers of *Ranger Rick*, *Nature Scope*, and *National Geographic World*. Also call NASCO and request a science catalogue.

Suggested, *The Webbing Game in Sharing Nature With Children* by Joseph Bharat Cornell. (Ananda Publications, 1983). Many other nature activities are included.

50 Ways You Can Help Save the World, by Tony Compolo and Gordon Aeschlimang. Published by Intersivity Press, 1992.

Contact the US Department of Fish and Game or the EPA for educational materials about our environment. The state of California has a newsletter called *Going Wild* and many other useful materials. Write to your state requesting conservation education materials.

Excellence in Reading

This challenge project is designed to encourage families to spend quality time reading aloud together; to encourage the child with more advanced reading skills; and to challenge “eager readers”—children who desire to excel in reading and to accomplish an award on their own.

Requirements:

The Adventurer must read two books, not previously read, in each of the following categories:

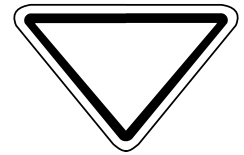
1. Nature
2. Mission or Biography
3. Bible
4. New books—family choice of subject (books published in the last 2 years)

Helps

Books may be selected from recommended reading lists published by or listed on the Gateway to Reading list (for Adventist schools), or from the NAD Adventurer/Primary Book Club List.

Eager Readers should select books that are at or slightly above their reading level.

Books that are selected for families to read aloud together, should be at or slightly above the child’s listening level. (Typically, the listening level is 2-3 years above the child’s reading level.)





Feathered Friends

1. Tell how God cares for birds.
2. Make a simple bird feeder or pinecone feeder.
3. Be able to recognize 10 different birds.
4. Play a bird game.
5. Draw and/or color pictures of the following:
 - a. two water birds
 - b. two seed eaters
 - c. one predator
6. Be able to make five bird sounds.
7. Make a Christmas tree or an Easter basket for birds.
8. Observe some live birds, imitate their movements, and collect feathers whenever possible. Keep in mind that keeping the feathers of migratory birds is illegal in some, if not all, U.S.A. places.



Grade 2

Updated in 1996.



Helps

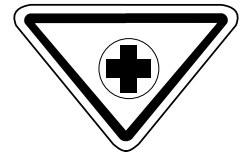
1. Discuss God's care, citing Matthew 10:28, 31 and Luke 12:24. God created birds to care for themselves (feathers, beak, migration, etc.).
2. Make a simple milk-carton bird feeder by cutting the milk carton so seeds may be placed inside or make a pinecone feeder by rolling a pine cone in peanut butter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

First Aid Helper

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

Helps

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



Grade 3

Updated in 1996.



Fitness Fun

1. List at least four things that contribute to physical fitness.
2. Do three different stretches. Hold a minimum of 15 seconds.
 - a. Leg
 - b. Back
 - c. Arms/shoulders
3. Do three of the following:
 - a. Run, jog or walk one-half mile
 - b. Make a high jump. Record the highest of four jumps
 - c. Jump rope for three minutes
 - d. Climb a pole, rope or tree
4. Participate in two of the following:
 - a. Obstacle course
 - b. Leap frog
 - c. Relay race
5. Demonstrate your ability to do four of the following:
 - a. Forward roll
 - b. Ten sit ups
 - c. Cartwheel
 - d. Handstand or headstand
 - e. Hang from a bar with hands and knees
 - f. Back bridge
6. Participate in an organized game that requires physical exercise.
7. Participate in a recognized fitness test:
 - a. President's Challenge
 - b. An equivalent program

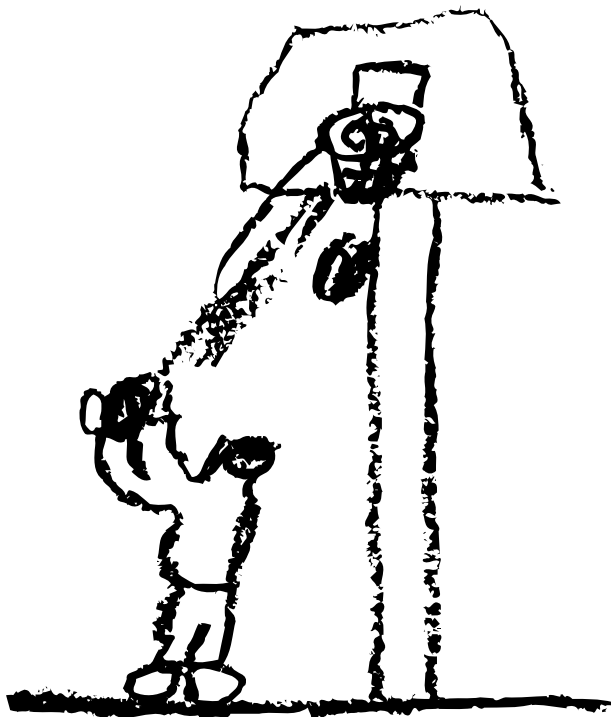


Grade 2



Requirement

Updated in 1996.



Helps

1. "Fitness" means: proper nutrition, rest, water, exercise, strength, cardiovascular fitness, flexibility, endurance.
2. When stretching, use static stretches (hold stretch for 15 seconds without bouncing). Do stretches both before exercise, to avoid injury and after, when muscles are warmed up, to help cool down to avoid strains.
3.
 - a. Jog or run as a group with adult supervision several times.
 - b. Jump onto a mat or other soft material such as sand or sawdust. Be certain the "bar" the children jump over is set lightly on pegs and is not a solid piece that could cause injury.
 - c. Play several jump rope games, allowing for practice, as many may have never jumped rope before.
 - d. Learn to climb safely, always with adult supervision.
4. Set up an obstacle course on which Adventurers can run around, under, over and through objects such as tires, cardboard boxes, pylons, ropes and poles. Teach the Adventurers to play Leap Frog. Encourage fair play. Each child crouches in the "frog" (fetal) position. The last child stands and, lightly touching the back of the person in front, "leaps" over that "frog" and each of the others until there are no more, then assumes the "frog" position. The next in line does the same, calling "rrri-bbit" as (s)he jumps.
- 5-6. These activities should be done under adult supervision.
7. Use The President's Challenge or the Canadian Fitness Test. Set goals and practice to improve. (See Appendix)



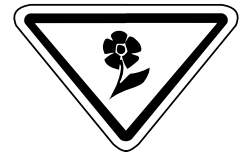
Flowers

1. List five flowers mentioned in the Bible.
2. Identify 10 of the following:

a. Daffodil	g. Rose
b. Daisy	h. Carnation
c. Geranium	i. Gladiolus
d. Tulip	j. Lily
e. Pansy	k. Iris
f. Chrysanthemum	l. Petunia
3. Tell what attracts bees and insects to flowers and what it is they get from flowers.
4. Describe three ways in which flower seeds are scattered.
5. Play a "Pollen Game."
6. Make a bookmark using dried flower petals.
7. Take a bouquet of garden flowers to share with someone.

Helps

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



Grade 1



Friend of Animals

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

OR

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

- a. Identify creatures that eat these scraps
 - b. Draw and color pictures of them
2. List creatures that live in your neighborhood.
3. Match 10 animals with their houses.
4. Make an animal mask.
5. Play an animal game.
6. Make a stuffed animal. Describe how this animal would be cared for if it were real.

OR

Visit one of the following:

- | | |
|-----------|-------------|
| a. zoo | d. farmyard |
| b. kennel | e. aviary |
| c. museum | f. pet shop |
7. On what day of creation did God create the animal you cared for.



Grade 1



Requirement

Updated in 1996.

Helps

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

Resources

Does Any One Know Where a Hermit Crab Goes, by Michael Gloser, Knicker-Bocker Publishing Company.



Friend of Jesus

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

Helps

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



Grade 1



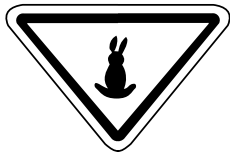
Friend of Nature

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

OR

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

5. Visit one of the following:
 - a. zoo
 - b. park
 - c. wildlife area
6. Write a thank-you note to the people who took you to the place you visited in requirement #5.
7. Explain:
 - a. How to become a friend of nature
 - b. How to pick a flower when it is allowed
 - c. How to protect trees, nests, etc.



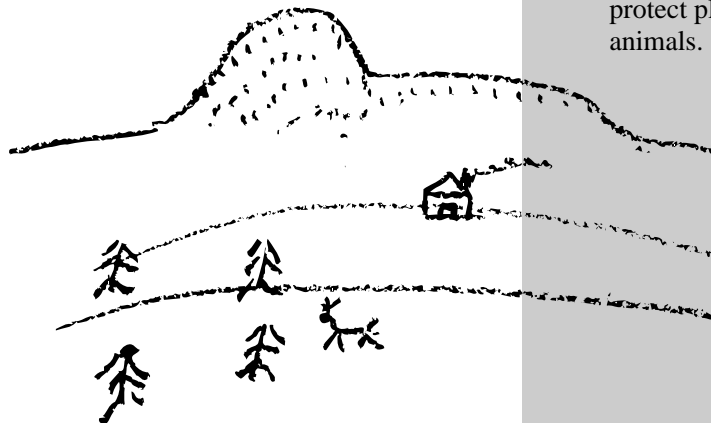
Grade 2



Requirement

Helps

1. The aim is to develop observation skills, explore, collect, and share nature in the out-of-doors.
2. A naturalist may help you with identification. Place the paper on tree bark and lightly rub crayon over it. Talk about the different rubbings and how each tree is unique and special in its own way, just as people are unique and special.
3. Collect at least four leaves from different trees. You may wish to teach the children to properly press, dry and preserve them. Compare and study the leaves through a magnifying glass.
4. Your critter hunt may be for any item of nature found on your walk or just live creatures, such as worms, caterpillars, ants, or beetles. Allow the children time to express what they saw.
5. When you visit a zoo, park or wildlife area, etc., search for the smaller, often unnoticed creatures, including small birds.
6. Teach thoughtfulness by writing thank-you notes to the people or persons that care for the area you visited.
7. Tell how most pollutants are caused by man and his disregard for the creatures God has created. A child is not too young to help by taking proper care of trash and human waste. Teach your group to protect plants, trees, birds and animals.



Gardener

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

OR

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



Helps

1. A gardener cultivates the soil, plants seeds and plants, and feeds, waters, weeds, transplants, and cares for the garden.
2. Vegetable garden: foods such as peas, carrots, beans, etc. (it may also contain fruits such as berries and tomatoes).
Flower Garden: bulb and seed flowers such as tulips or pansies.
Herb Garden: plants for cooking such as parsley, thyme or mint.
3. Genesis 2:8: Eden; John 18:1 and Matthew 26:36: Gethsemane
4. Garden tools, such as shovel, rake, hoe, trowel, hose, wheelbarrow, and watering can.
5. Careful usage to prevent injury, such as never leaving tools face up where a person may step on or fall over them. Clean and store tools in a dry place.
6. Teach children to enjoy the feel of soil, the excitement of watching living things grow, and the responsibility to care for a garden by weeding and watering. Regarding "c," help the children select an attractive variety of plants for the terrarium.
7. Share garden produce, plants or flowers with someone.



Grade 2



Geologist

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



Grade 4

Helps

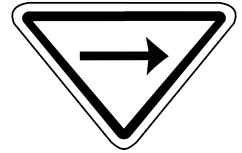
1. A person studying the formation and origin of the earth's layers.
2. Help children to use a concordance and look up the words: stones and rocks. Revelation 21 tells of the stones used in the New Jerusalem. Encourage the use of different Bible stories.
3. Place sand, soil, gravel, rocks, and water in a quart jar and gently shake it. Let it stand for one hour and observe. Layers are called sedimentary rocks. OR grow a crystal garden. Wet several large chunks of rock thoroughly. Arrange rocks on the bottom of a large glass bowl. Pour over the rocks four tablespoons (1/4 cup) of water. Add four tablespoons (1/4 cup) liquid laundry bluing. Hold your nose and add four table-
spoons ammonia. Sprinkle four tablespoons of salt evenly all over the rocks. Put a few drops of food coloring and a few drops of bluing on one or two rocks. In about three days add a mixture of two table-
spoons water and two tablespoons ammonia and very carefully pour it into a puddle in the bowl. (If you pour it directly on the crystals you will melt them). Keep adding this water and ammonia mixture every few days.
4. Bring a collection of rocks and minerals to share with your group. Show children how to neatly label and display the ones they find and ways to store them.
5. Write the names on a blackboard so children may copy them down and learn a bit about each precious stone. Show a real stone whenever possible or show pictures and use a rocks and mineral book to help identify them.
6. Paint a face or animal on a rock. Glue rocks on a simple picture to make a design. Glue rocks on a jar or can to make a vase or pencil holder, etc.

Guide

1. Describe what a guide does.
2. Draw a map or give your group directions to your house.
3. Be able to lead someone to the following locations:
 - a. post office
 - b. grocery store
 - c. phone booth
 - d. police station
 - e. church
 - f. school
4. Demonstrate how to ask directions, and list people whom you can safely ask.
5. As a group, organize a trip to and visit one of the following:
 - a. museum
 - b. fire station
 - c. art festival
 - d. water-treatment plant
 - e. monument
 - f. police station
 - g. factory
6. You have been a guide to different places, but who is our guide according to Psalm 48:14?

Helps

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



Grade 1



Gymnast

1. Have the Fitness Fun Award.
2. Perform at least five different warm-ups.
3. Lead out in warm-ups and stretches at the start of three classes.
4. Be able to do seven of the following movements and practice to improve.
 - a. Backward roll
 - b. Cartwheel
 - c. Backbend
 - d. Backward stretch straddle roll
 - e. Dive roll
 - f. Head stand
 - g. Handstand
 - h. Beam walk
 - i. Forward straddle roll
5. Participate in a recognized fitness test:
 - a. President's Challenge
 - b. or an equivalent



Grade 3

Updated in 1996.

Helps

2. Ideal warm-ups for children: skip, hop, jumping jacks, animal walks (elephant, crab, kangaroo, frog, bunny)
3. Have each child lead out in three warm-up sessions with jumping jacks, jogging in place, skipping, jumping rope, etc. Lie down, tighten all muscles and hold (squeeze your fanny). Stretches: legs, back, wrists, hands, ankles (rotate in circles), head (lean from

side to side and hold).

5. Positions: stretch/lay out, pike, tuck, Regarding the movements:
 - a. For safety, make sure your hands are placed on the floor by your shoulders when you perform a backward roll.
 - b. Keep arms and legs straight, fingers toward each other.
 - c. Stand and slowly lean backward, lowering hands to the floor. Back bridge: Push up from the floor. Back bend: from a standing position, slowly arch back until hands touch the floor.
 - d. From a standing position, lean back placing hands between legs, as you roll hands go to the shoulders, as in a back roll, and end in straddle stretch.
 - e. Practice dive rolls, staying tightly tucked for safety.
 - f. From a three-point frog stand, slowly rise legs to a straight position.
 - g. From a standing straddle position, place hands between legs with fingers facing forward, tuck head and roll. Hands push off the floor and end with a standing stretch.
 - h. Walk on a "beam," touching foot to knee each time you step.
 - i. Execute a handstand, kicking up and down by yourself. Practice with a spotter until you can do handstands alone.

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

5. Use the President's Challenge test or the Canadian Fitness Test. (See Appendix)

* Updated from the 1993 *Adventurer Manual*.

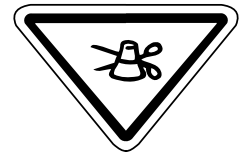
Handicraft

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



Helps

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



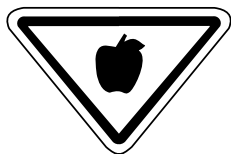
Grade 2

Updated in 1996.



Health Specialist

1. Memorize I Corinthians 6:19,20.
2. Describe a proper diet, and list the basic food groups.
3. Explain why your body needs exercise.
4. Record the hours you sleep, and tell why you need rest.
5. Explain why you need fresh air and sunlight.
6. Explain why water is important for your body. List the number of glasses of water you should drink each day.
7. Describe and illustrate good dental hygiene.
8. Name three things that may harm your health.
9. Participate in a recognized fitness test:
 - a. President's Challenge
 - b. An equivalent program



Grade 1



Requirement

Updated in 1996.

Helps

1. Talk together as a group or family about the principles of the text.
2. Have a tasting party that includes foods from the four main food groups. Blindfold the children and have them guess what food they are smelling, then enjoy tasting them. OR cut out pictures of food, arrange them on paper plates and discuss what makes a balanced meal. (see Cooking Fun)
3. Exercise keeps muscles strong, strengthens your heart, improves your lung capacity, makes you look and feel better. Do several exercises for fun and health. "Tortoise and Hare" is a running-in-place exercise. First you "run" 50 steps slowly as a tortoise, then 50 steps fast as the hare would run. Repeat three times. Have a wheel-

- barrow race in which one child holds the ankles of the first child. They both walk forward, one on hands, the other on feet. Then they change places.
4. When you sleep your muscles and your whole body relax, and your heart and breathing slow. Your body uses this time to recover and repair itself.
 5. Without fresh air you cannot live. Breathe deeply and enjoy! Sunlight contains vitamin D, which helps to form strong bones. Sunlight is a disinfectant. Exercise in the sunlight as in the "Russian Hop." Get into a squat position with your arms folded across your chest. Hop up and forward with both your feet. At the end of each hop, you are back in the starting position. Hop around in a circle.
 6. We lose water when we breathe, sweat or urinate, and it must be replaced. Your body is about two-thirds or 65 percent water. We must drink two and one-half quarts of water daily to remain healthy. Many foods have water; lettuce is nine-tenths water.
 7. Your family dentist has educational materials that are available for children.
 8. Contact your family doctor, county health department or public library for a video that will make this a fun learning experience.
 9. Complete the President's Challenge test or the Canadian Fitness test. Set goals and practice so you may improve. (See Appendix)

Homecraft

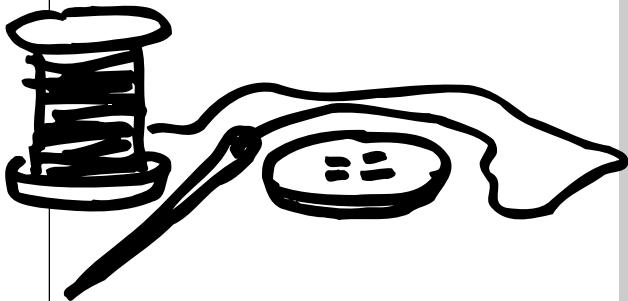
1. Design and build a sculpture, using toothpicks.
2. Do or make two of the following:
 - a. A crocheted piece
 - b. A cross stitched piece
 - c. A knitted piece
 - d. An embroidered piece
 - e. Thread a needle and sew on buttons
3. Cover a bottle to be used as a vase.
4. Design and make a “refrigerator”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

Helps

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



Grade 3





Home Helper

1. Assist with two of the following chores:
 - a. Laundry
 - b. Preparing a meal
 - c. Washing the car
 - d. Grocery shopping
2. Set the table and help do the dishes four times in one week.
3. Make your bed and help to clean your room for three weeks.
4. Demonstrate your ability to do two of the following:
 - a. Vacuum the carpet or beat a rug
 - b. Dust furniture
 - c. Sweep or mop
5. Be responsible for emptying the wastebaskets or trash container for one week. Separate all recyclable materials.
6. Discuss the following and learn to:
 - a. Dust window sills
 - b. Remove spider webs
 - c. Wash windows
 - d. Clean woodwork
 - e. Separate all recyclable materials
7. Listen to the story of one of these children who helped:
 - a. Samuel
 - b. Namaan's servant girl
 - c. Jesus



Grade 1

Updated in 1996.

Helps

1. Work is always more fun when shared. Teach the children to be helpful at home by assisting a parent or sibling.
2. Teach the children to properly set a table: fork to left of plate, knife and spoon to right, cup or glass on right above knife, napkin folded and set on plate or left of fork. Teach children to do dishes safely and to do their tasks willingly and with a smile.
3. Children may need assistance with bed making and keeping their rooms clean, but they definitely need to be taught these important responsibilities and good habits.
4. Household chores can be fun and are encouraged as ways a child can do his/her part around the home. Learning to dust, sweep and vacuum safely and without causing more dust is important.
5. Teach the children to help with emptying wastebaskets and placing contents in larger trash container. Talk about how trash that isn't cared for properly makes a messy world.
6. You may set up a "house" during Adventurer time. Encourage the children to work together to make the "house" spic and span, and show them how to perform necessary tasks neatly. Woodwork and window sills need to be dusted with a clean cloth or, if they are washable paint, a damp cloth. Place a clean rag or pillow slip over a broom to clean away spider webs. Use water or window cleaner with clean cloth or paper towels to clean windows.
7. The story may be told by a parent, Helping Hand, or grandparent.

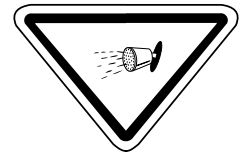
Hygiene

1. Find, read and discuss Psalm 119:11, 51:10, and 19:14.
2. Learn about personal cleanliness.
3. Discover three important times for washing your hands.
4. Practice proper brushing of teeth.
5. Discuss regular bathing and how to keep your hair clean.
6. How many glasses of water should you drink daily?
7. Is it important to keep your clothing clean?
8. Participate in a recognized fitness test:
 - a. President's Challenge
 - b. An equivalent program

Helps

1. Discuss importance of using kind and "clean" words as Jesus would have us do. Locate the texts, discuss what they say.
2. Make it interesting while you learn—remember that many may not be taught the basics of cleanliness at home. Play games, sing songs or make posters to instill the basic principles. You may choose to see a video, read a book or have a health specialist come talk with the children.

3. Teach the importance of clean hands before eating, after going to the rest room, and before handling food. Using a microscope look at their hands. Have them wash with soap as they would normally wash, place them under a microscope again, wash again carefully and look at the difference.
4. Brush your teeth, for two minutes, at least twice each day. Eat a balanced diet, cut back on sugary and starchy foods, don't chew on hard substances such as ice or popcorn kernels. Have a dental person come to show proper brushing (they may be willing to give each child a tooth brush or other items).
5. A clean body is healthier. Share with the children some problems if they do not keep clean. For example, lice, colds, etc. Play beauty shop and show how to properly wash hair, dry and comb it. You may wish to have a beauty operator talk to them and show good health habits for their hair and hands.
6. The outside of your body needs water to keep clean and the inside of your body needs water to keep healthy. You need at least eight glasses of water each day. Share with them how God made their body and planned it the way it is.
7. It is also important to keep our clothing clean so we will look and feel healthy. After playing or working it is important to bathe and put on clean clothing.
8. Use the President's Challenge test or the Canadian Fitness test. Set goals and practice so you may improve. (See Appendix)

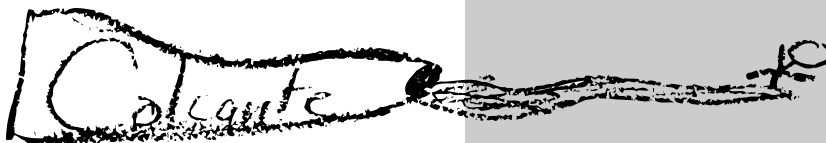


Grade 4



Requirement

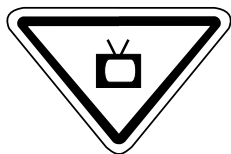
Updated in 1996.





Media Critic

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



Grade 3



Requirement

Updated in 1996.

Helps

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

Music Maker

1. Discuss guidelines for Christians to follow in choosing music.
2. Name and identify six different musical instruments.
3. Make a poster or collage showing the above instruments.
4. Name three musical instruments mentioned in the Bible.
5. Demonstrate how to play a musical instrument.
6. Learn two songs and play or sing them.

OR

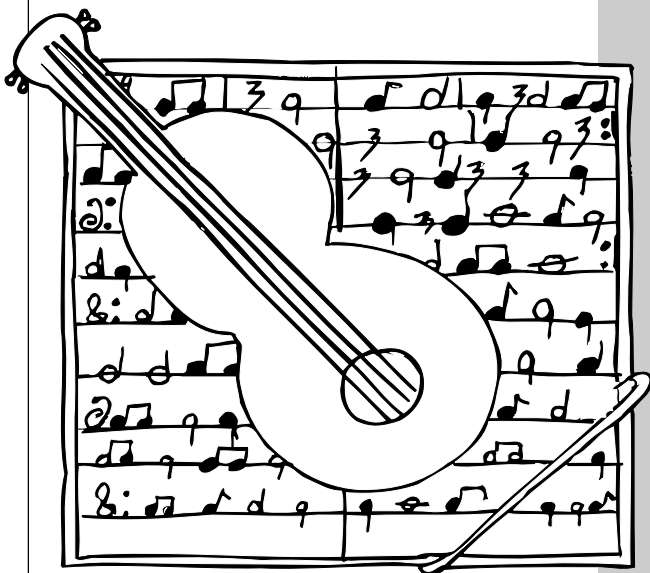
Play in a rhythm band or participate in making music with family or friends.

Helps

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



Grade 1





Olympic

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



Grade 3

New in 1996.

Helps

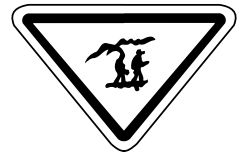
1. Use an encyclopedia to answer (a) and (b).
2. This banner can be an 8½" x 11" or everyone can work on one together as a club.
3. Each person makes a torch. It can be made out of a Styrofoam cone, papier maché, etc.
4. Games like a baton race, javelin throw (Nerf javelin), sock throw, standing broad jump, etc.
5. The chain can be made out of chenille. Use the Olympic colors (black, yellow, green, and blue). Twist each chenille strip in a circle, attach the circle to another strip of chenille, twist and continue until all colors are used. Can be worn on the Adventurer's head.
7. Paul

Outdoor Explorer

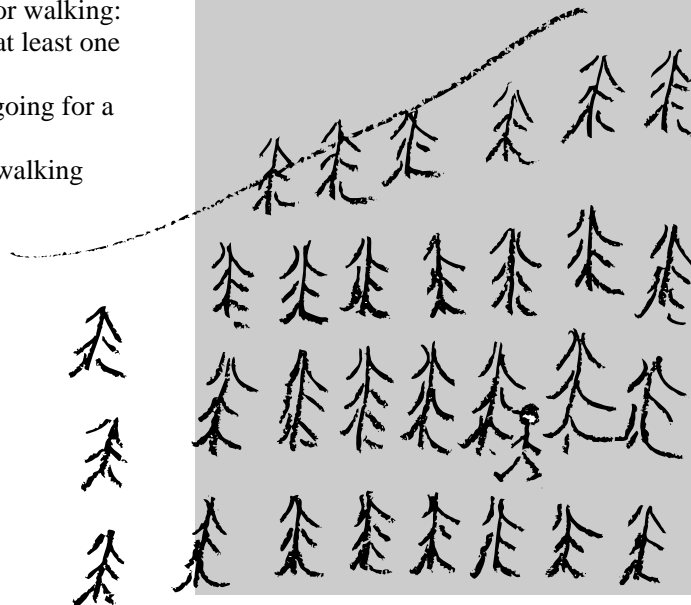
1. Take a nature walk and collect items of interest:
 - a. a leaf, and share why you like that particular one
 - b. a feather, and discover what bird it is from
 - c. a rock, and learn what type it is
 - d. a seed, and identify the plant it comes from
2. Recite the golden rules for hiking:
 - a. Never cut trees
 - b. Never pull up live plants
 - c. Do not remove any type of markers
 - d. Stay off "No Trespassing" property
 - e. Ask permission before walking on private property
 - f. Don't litter
3. Explain what side of the road to walk on and why.
4. Walk half a mile to a picnic area. Carry and eat your own lunch.
5. Walk one mile and find nature items for each letter of the alphabet, such as: A = acorn; B = butterfly; C = cattail; D = duck; etc.
6. Take two walks of at least two miles each and talk about what you see. Tell what day of the week each item was created on.
7. Recite five safety rules for walking:
 - a. Always walk with at least one partner
 - b. Carry water when going for a walk
 - c. Wear comfortable walking shoes
 - d. Wear proper clothing
 - e. Watch where you walk so you won't become lost

Helps

1. Aim: To develop observation skills; to explore and share.
2. Learn and abide by the "golden rules" of hiking.
3. Check with your area's Motor Vehicle Department, as laws may differ, but always walk well off to the side of the road.
4. Enjoy the walk and picnic together, making sure the children learn to carry their own food, jackets, etc.
5. When playing a game, the distance and time will quickly pass. Be creative and make it fun!
6. Walk and enjoy discussing when what you see was created, e.g., trees, birds, fish, butterflies, horses, etc. One walk should be with the club or class and one walk with the child's family.
7. Children are never too young to learn the safety rules of walking with a partner, carrying water, wearing comfortable shoes and clothing, and watching so as not to become lost.



Grade 4

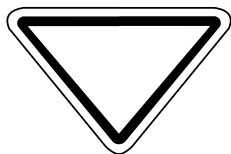




Pearly Gate

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

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



Helps

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

Songs

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

Rainbow Promise

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

Helps

1. Create a rainbow with water and light or demonstrate with a prism.
2. Put each event of the story of Noah on index cards. Have children draw a card from a box or container and put in correct sequence.
3. Find covenant in an elementary dictionary. Discuss the meaning with children until they understand that it means "promise". Have the children print the word "PROMISE" on a card.

4. Read Gen. 9:11 and/or Gen. 8:21.
5. Red, orange, yellow, green, blue, indigo, and violet. An easy way to remember the order is to think of the order as a man's name—Roy G. Biv.

The following are the colors and examples of God's awesome character:

Red - Redeemer - Ephesians 1:7

Orange - Offering - John 1:29. The Lamb was a sacrifice offering for sin.

Yellow - YEAH! - God is always cheering for us. He is always there cheering for us. (Example: the Lost Coin, Luke 15:8-10)

Green - Giving - John 3:16

Blue - BIG - Our God is awesome (Example: Moses and the Red Sea - others)

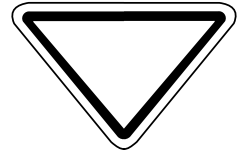
Indigo - Immanuel - Matt. 1:23

Violet - Victorious - Psalm 60:12

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

Each of us are like little drops of "rain" that God uses to refresh the earth (our family, our home, our friends, our neighbors). When we let the light of Jesus shine through us, others will see the "rainbow" of His love. Invite children to let Jesus make their life like a rainbow.

6. Revelation 4:3





Reporter

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



Grade 4

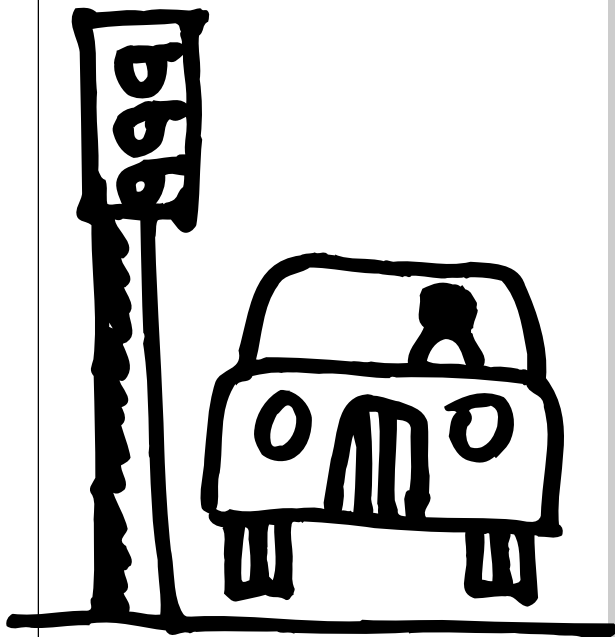
Updated in 1996.

Helps

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

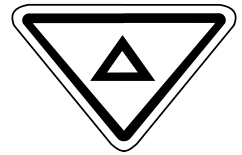
Road Safety

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



Helps

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



Grade 2

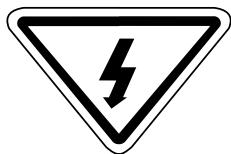


Requirement



Safety Specialist

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



Grade 1



Requirement

Helps

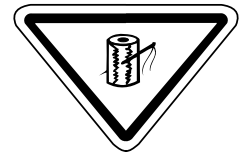
1. Materials are available from your local library or Police Department. Encourage discussion so you know the children are aware of the need for fire safety.
2. Encourage parents to help the children with a fire-safety plan.
3. Make plans for your school, club, and/or church, drawing where and how to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

Sewing Fun

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

Helps

1. The first sewing needles were made of bone.
2. Horsetail hairs were probably the first thread.
3. Sewing machines were first used in the 1850's.
4. Show safety when threading a needle.
5. Practice tying a knot at the end of the thread and sewing a button on a piece of material or clothing, teaching the children to take small, even stitches.
6. Make a simple bean bag by cutting two pieces of material. Facing right sides together, stitch by hand with small, even stitches on three sides. Turn inside out, fill with beans and hand stitch the last seam. Enjoy playing catch with the bean bags.
7. **Scissor holder** - Cut the pattern, place material together and stitch by hand, making even, neat stitches. Include loop at 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.



Grade 3

Updated in 1996.



Sign Language

1. Learn the manual alphabet used by the deaf, and the rules pertaining to it.
2. Learn how to send the receive words, using the manual alphabet.
3. Learn at least 50 words.
4. Learn and present at least one simple Christian song.
5. Where possible, have the Adventurers meet a deaf person and sign with them.
6. Sign a simple Bible verse.



Grade 4

New in 1996.

Helps

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

Resources

- The local chapter of the National Association of the Deaf.
- Christian Record Services International, Inc., P.O. Box 6097, Lincoln, Nebraska 68506. Phone: (402) 488-0981.
- National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20190
- The book *Joy of Signing* (by Lottie Riekshof) is available at most book stores.

Skater

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



Helps

1. If ice skating, be certain an adult has told you the ice is safe. Never skate alone. Roller skating can be done at a gym, a rink or sidewalk, depending on the type of skates you have.
2. Dry and clean your ice skates after each use. Wipe your roller skates clean and check for loose wheels. Replace skate laces whenever needed. Wheel bearings may need to be oiled, depending on type of roller skate.
3. Practice skating so that the young people get a good feel of skating. Stress safety and caution to prevent injuries while skating.
4. Encourage the children to skate carefully, watching for other skaters at all times.
5. Use soft obstacles for your slalom course so if a child falls (s)he will not be injured.



Grade 4

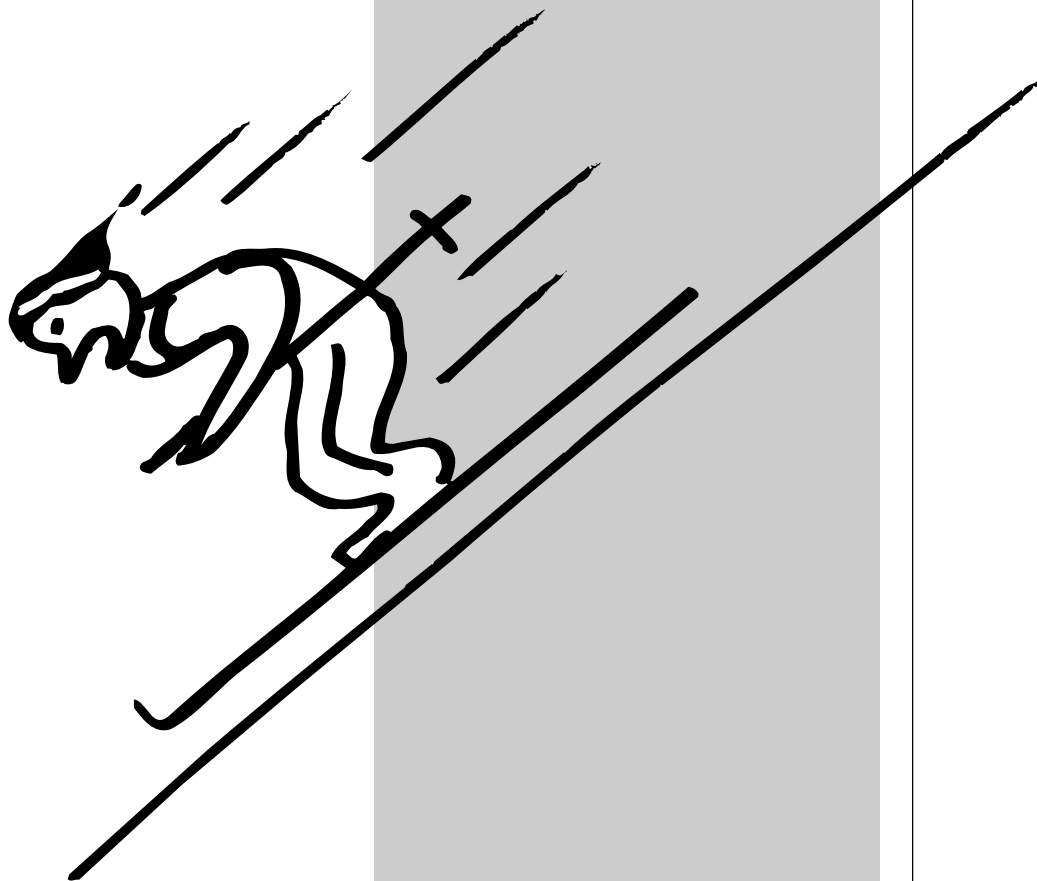


Skier

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



Grade 2



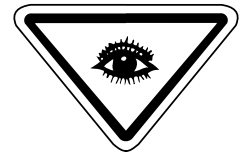
Spotter

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

Helps

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

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



Grade 1



Swimmer I

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

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



Grade 1

Updated in 1996.

Helps

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

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

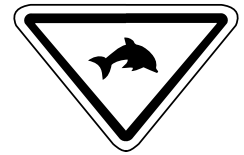
Swimmer II

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

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

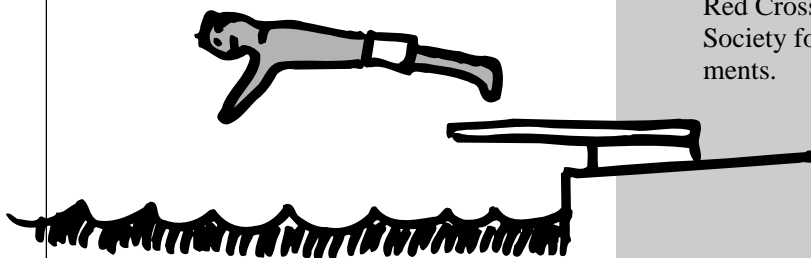
Helps

1. Encourage the children to complete both Swimmer Awards so they will be ready to go on to Beginner's Swimming using the American Red Cross instruction or its equivalent.
2. Impress upon the children that safety is very important: no jumping into water without knowing it is safe and free from rocks and sticks, etc.; no swimming during a storm; no swimming unless an adult is present; no depending on flotation devices for safety.
3. Work with the children so they may each float without fear.
4. Have them practice holding their breath and floating face down, then come up for air and keep floating.
5. Place two stones without sharp edges in water just over their heads. Have each child dive down to pick them up.
6. Play a ball game in the water so the children will have a good time while they are learning to be less afraid of water.
7. Other than yourself or normal water safety gear, three things you could do to help a person that is drowning include: running for help, reaching a stick out for him/her to grab onto, throw a rope out to him/her.
8. Teach proper kicking and arm and hand strokes. Become enthusiastic about the Adventurers' willingness to achieve.
9. Text resource: the American Red Cross Water Safety Instructor's Manual or contact the Canadian Red Cross and the Life-Saving Society for equivalent requirements.



Grade 3

Updated in 1996.





Temperance

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

OR

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

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

OR

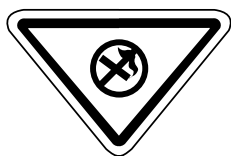
Create a poster or illustration showing the dangers of drug abuse.

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.

8. Participate in a recognized fitness test:
 - a. President’s Challenge
 - b. An equivalent program



Grade 3



Requirement

Updated in 1996.

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. The local newspaper will give you names of people and stories. Invite a policeman or doctor to share his/her story about the harmful effects of tobacco, drugs and alcohol.
 Use *Listen or Winner* magazines from the Review & Herald Publishing Association.
8. Use the President’s Challenge or Canadian Fitness test. Set goals and practice to improve. (See Appendix)

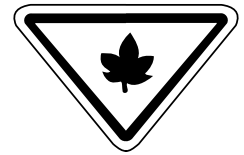


Trees

1. Read several Bible verses about leaves. List the kinds of leaves you find.
2. Collect 10 leaves from different trees.
 - a. Press and dry
 - b. Identify
3. Paint one leaf with chocolate.
4. Tell how trees scatter their seeds and collect or draw five different seeds.
5. Make two different leaf rubbings.
OR
Make two pieces of stationery, using a leaf design.
6. Discover the trees and leaves in your neighborhood. Learn something special about each one. Report your findings to the class.
7. Put your dried leaves in a “Leaves” Scrapbook.

Helps

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



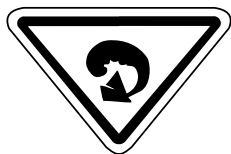
Grade 2

Updated in 1996.



Troubadour

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

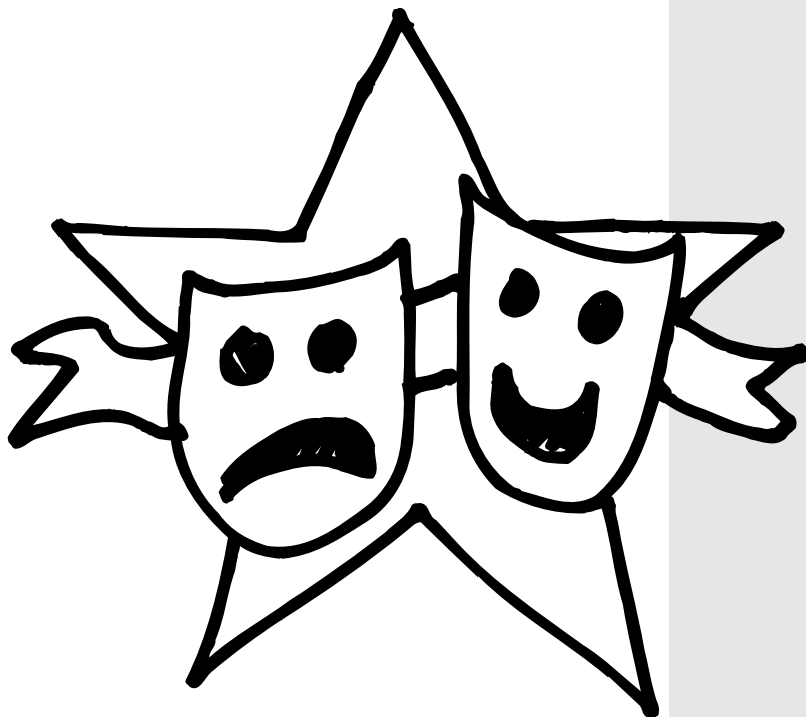


Grade 3

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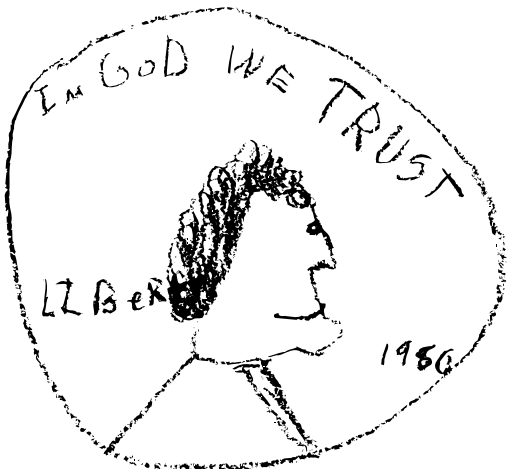
Helps

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



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



Grade 3



Requirement

Updated in 1996.




Procedure for Submitting a New Adventurer Award

Those wishing to submit a proposal for a new NAD Adventurer Award must follow the steps listed below:

1. Compile the following materials for the proposed Award:
 - a. Name of the Award
 - b. Sample design of the Award patch
 - c. Statement as to the purpose or need for the Award (what benefit should the Adventurer receive physically, mentally, and spiritually?)
 - d. Award requirements
 - e. Answers (or descriptions) for the requirements
 - f. List of resource materials
2. Two Adventurer groups must “test pilot” the proposed Award. Each Adventurer group must be in a separate conference. (Contact your conference Adventurer Director for contacts in other conferences.)
3. Each group must send a letter of recommendation to the conference Adventurer Director of the conference originating the Award. The letter must include a completed evaluation form.

The conference Adventurer Director will send the proposal, letters of recommendation, evaluation forms, and a personal letter of recommendation to the NAD Adventurer Director.

Evaluation Form for Proposed Adventurer Award



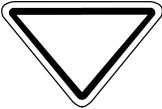
Name of Award _____
 Originating Conference _____

1. How many Adventurers completed this Award? _____
2. How long did it take to complete this Award? _____
3. Describe the interest of the Adventurers while completing this Award:

4. Describe how the Award met its purpose:

5. What suggestions would improve this Award?

6. Would you recommend this Award for a NAD Adventurer Award? Yes No

7. Sketch your suggestion for the design of this Award. 

Name of Your Club or Group _____
 Name of Your Conference _____
 Evaluator's Name (please print) _____

500

This is a sample of the “Evaluation Form for Proposed Adventurer Awards.” A reproducible copy can be found in the “Awards” section of the Appendix.