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# Leader's Guide

with 22 Themed Meeting Plans

# Helping Hand Leader's Guide

## with 22 Themed Meeting Plans

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

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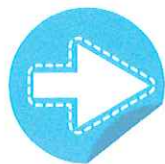
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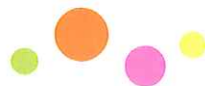
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# What You'll Find Inside



**INTRODUCTION** ..... iii

**SECTION 1**

The Helping Hand Level .....1

**SECTION 2**

Characteristics of Helping Hands ..... 9

**SECTION 3**

Helping Hands with Disabilities .....15

**SECTION 4**

Helping Hand Meetings .....19

Scope and Sequence .....22

Meeting 1 God's Plan to Save Me .....29

Meeting 2 God's Message to Me .....33

Meeting 3 Caring for My World .....37

Meeting 4 I Am Special .....41

Meeting 5 God's Power in My Life .....45

Meeting 6 Honeybees .....49

Meeting 7 Wise Choices .....53

Meeting 8 Hygiene .....57

Meeting 9 Geology .....61

Meeting 10 I Have a Family .....65

Meeting 11 Family Members Care for Each Other .....69

Meeting 12 Habitats .....73

Meeting 13 Computers .....77

Meeting 14 I'm a Caring Friend .....81

Meeting 15 Activities from Around the World .....85

Meeting 16 Carpentry .....89

Meeting 17 Sign Language .....93

Meeting 18 Basket Making ..... 97

Meeting 19 Weather .....101

Meeting 20 Hiking .....105

Meeting 21 Christmas .....109

Meeting 22 Bike Rodeo .....113

**RESOURCES**

God's Plan Coloring Sheets .....118

Photocopy Masters .....123

Award Requirements .....129

Adventurer Song Sheet Music .....143

Record Chart .....144

Contacts .....145



# Introduction



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

This passage from Matthew 19:14 (NIV) is often illustrated with a group of angelic children sitting attentively at Jesus’ feet. Perhaps this was the first picture that popped into your mind when you agreed to lead out with Helping Hands. However, now that you’ve had time to think about it, the picture may have quickly changed to a group of noisy fourth graders running around the room or huddled in the corner planning their next conquest. Hopefully the reality will be somewhere in between these two pictures!

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

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

# Section 1

## The Helping Hand Level

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



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



## ADVENTURER LEVELS



Pre-kindergarten



Kindergarten



First Grade



Second Grade



Third Grade



Fourth Grade

## ADVENTURER CLUB LOGO

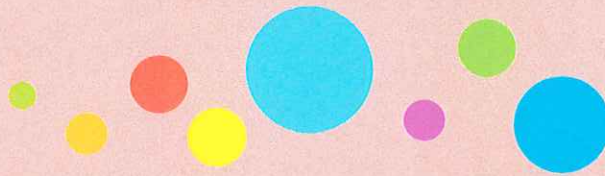
The logo is a visual reminder of what the Adventurer Club is all about. The Adventurer Club is a ministry for families that is supported by a strong biblical foundation. All club activities are focused on connecting children and their parents/caregivers to Jesus.

Focused on Jesus

Family-centered

Bible-based





# Helping Hand Goals

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

## Helping Hand Logo



## ADVENTURER PLEDGE

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

## ADVENTURER LAW

Jesus can help me to:

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

## ADVENTURER SONG

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





# The Helping Hand Curriculum

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

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

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



\*The Helping Hand Reading award is usually done outside of meeting time with a parent or guardian.

(requirements on p. 7)

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







# Helping Hand Investiture Requirements

## BASIC

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

CHART  
ON PAGE  
22

See p. 7 for Helping Hand  
Reading award requirements.

## MY GOD

### I. God's Plan to Save Me

A. Create a story chart or lapbook showing the order in which these stories took place:

- Noah—Water cleans the earth
- Abraham—God calls a people
- Moses—A promised land for God's people
- David—God works with His people
- Daniel—God's people disobey

OR the Bible stories you are studying in school or Sabbath School. (See pp. 118-122 for coloring sheets.)

B. Use your story chart or lapbook to show someone how to live for God.

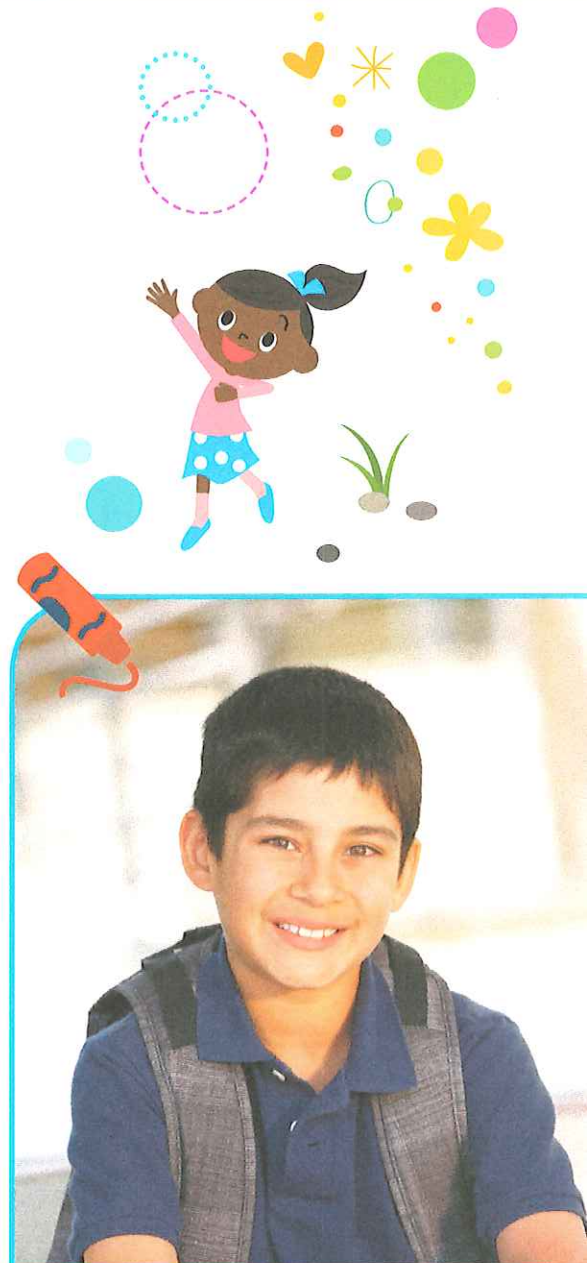
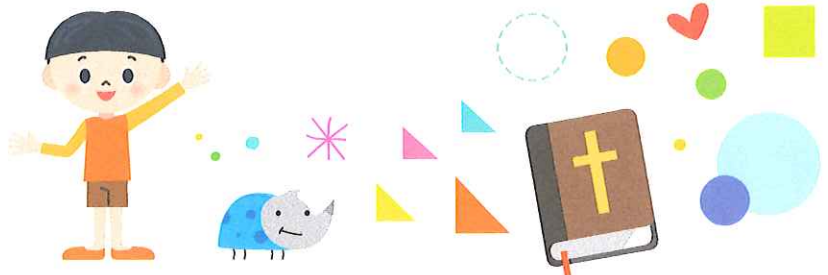
### II. God's Message to Me

Complete the Bible II award.

### III. God's Power in My Life

A. Spend regular quiet time with Jesus to talk with Him and learn about Him. Journal your time by writing, drawing, or recording a video.

B. With an adult, choose one thing in your life which Jesus has promised to help you improve. With His help, pray, plan, and work together to reach your goal.





## MY SELF

### I. I Am Special

- A.** List some special interests and abilities God has given you.  
**B.** Share your talents using one of the following:
- Talent show
  - Show and tell

### II. I Can Make Wise Choices

- A.** Learn the steps of good decision-making.  
**B.** Use them to solve two real-life problems.

### III. I Can Care for My Body

Complete the Hygiene award.



## MY FAMILY

### I. I Have a Family

Make a scrapbook or picture book about your family history.

### II. Family Members Care for Each Other

Help plan a special family worship, family night, or family outing.

### III. My Family Helps Me Care for Myself

Complete a level 3 or 4 award not previously earned.

## MY WORLD

### I. The World of Friends

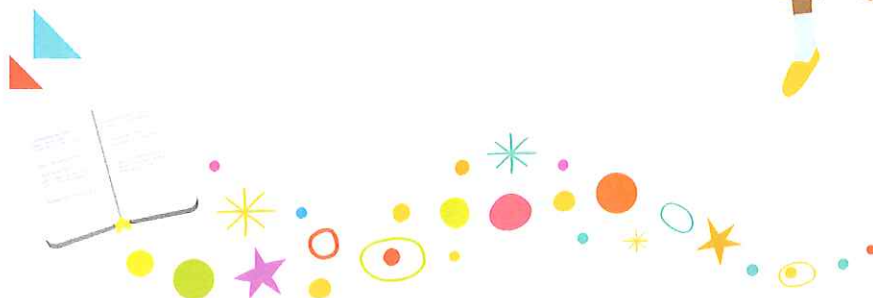
Complete the Caring Friend award.

### II. The World of Other People

Complete the Country Fun award.

### III. The World of Nature

Complete the Environmentalist award.





# Adventurer Awards

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

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

It is important to note that the awards have levels that correspond with the Adventurer levels. When you are selecting an award to complete, make sure that you choose age-appropriate awards. If it is just Helping Hands, you can choose a Level 4, 3, 2, or 1. If everyone in the club is doing the same award it is probably best to pick a Level 1 or 2 award and adapt requirements for age appropriateness.

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

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

Helping Hand age children like immediate rewards but are able to understand delayed recognition better than the younger age groups. When they complete an award you could give them a picture of the award or write on their record card or activity book and let them know they will receive the patch at the Investiture Service. You can also put a star or sticker by each child's name on the record chart when the requirements for an award are completed (see p. 144 or print a PDF from the Resource USB Flash Drive).



## HELPING HAND READING AWARD

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

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

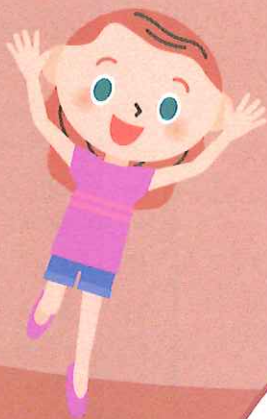
Visit [adventsource.org](http://adventsource.org) for age-appropriate books for the Reading award.



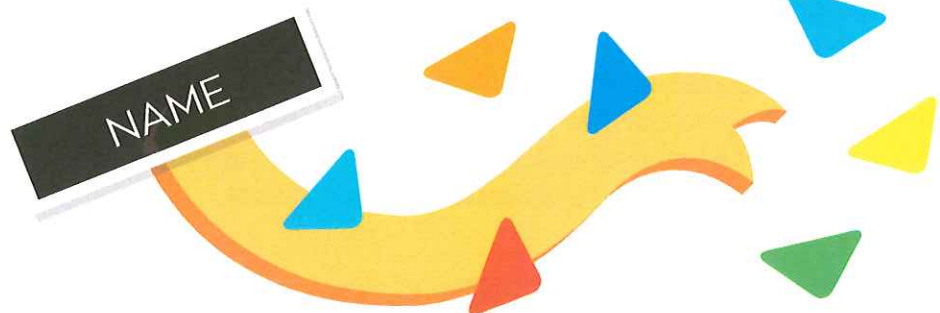


## WHERE DO I FIND THE AWARD REQUIREMENTS?

The Resource USB Flash Drive available from [adventsource.org](http://adventsource.org) includes requirements for all Adventurer awards as of publication date. New patches are being created every year so check [Adventurer-Club.org](http://Adventurer-Club.org) for all the new patch requirements and helps.



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



# Section 2

## Characteristics of Helping Hands

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





## What You Need to Know About Helping Hands

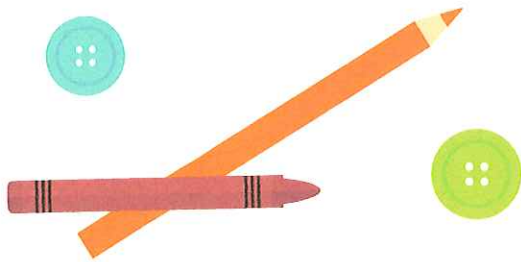
In the book *Child Guidance* (Review and Herald, 1954), Ellen White encourages parents to understand the developmental needs of their children. This section helps you with just that—understanding the physical, cognitive, and social characteristics of Helping Hands. Remember that children develop at their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





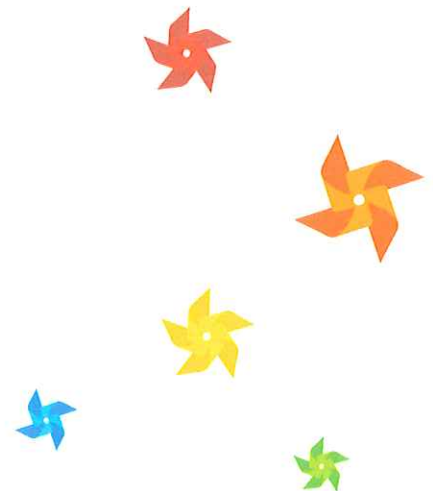
## Physical Characteristics

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



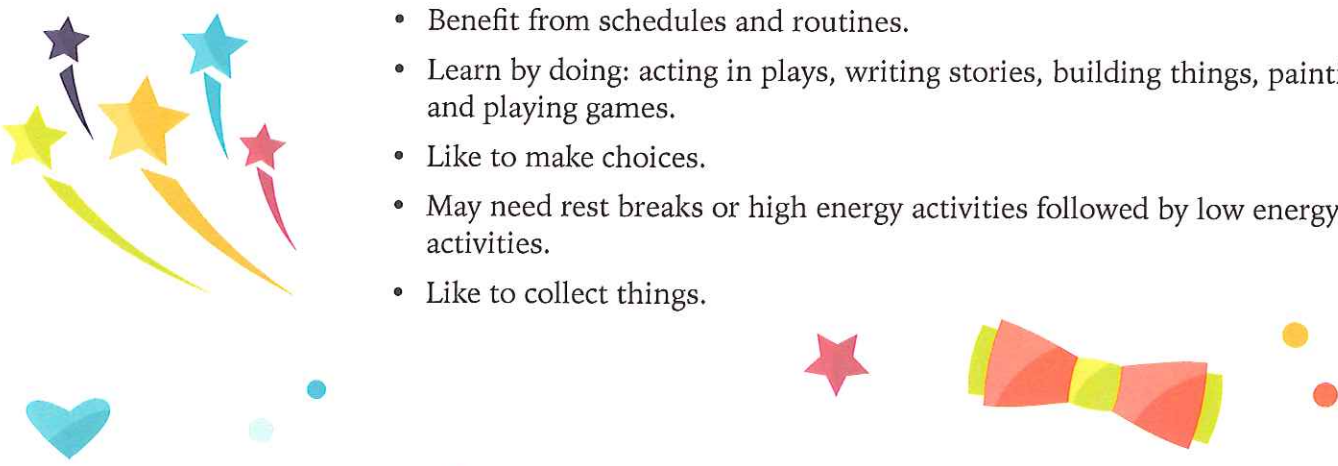
## Cognitive Characteristics

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





## Social Characteristics

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





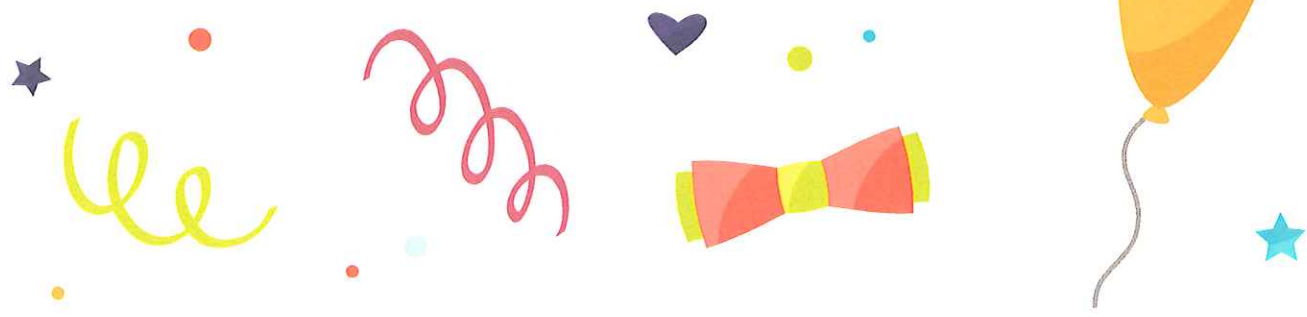


## Do's and Don'ts of Discipline

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

### DO

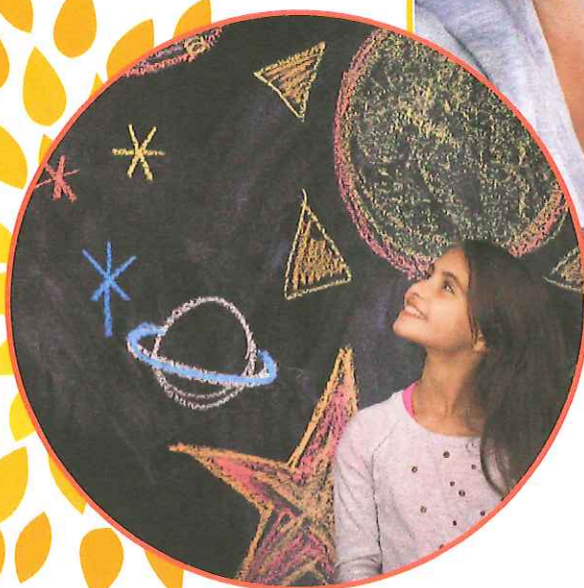
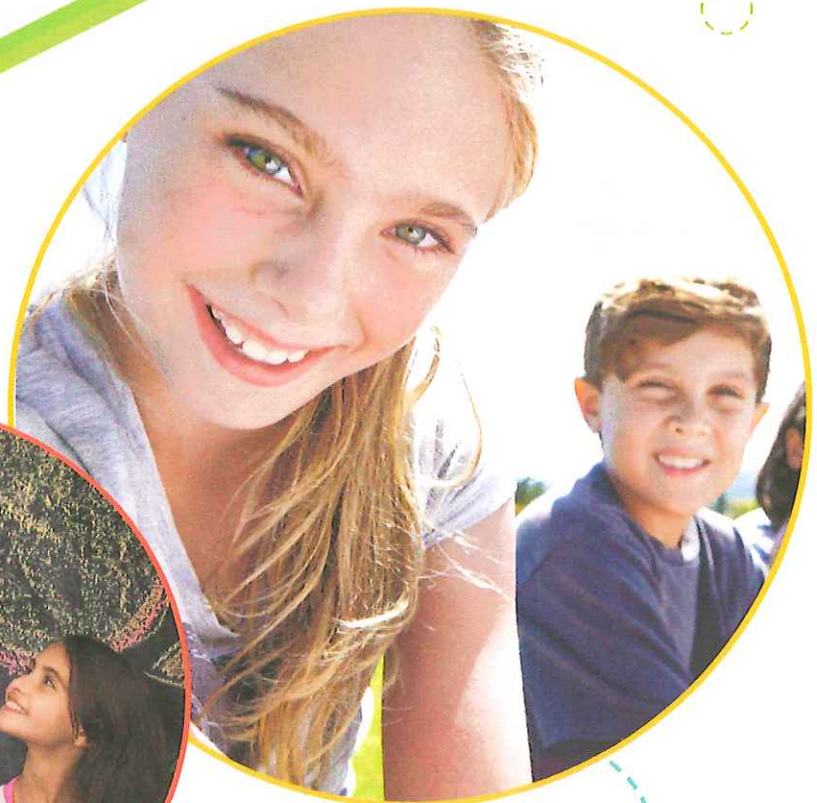
- Have a few short, simple rules and post them. Sample rules: Be kind to others. Use good manners. Listen quietly to others. Follow directions. Be positive.
- Use signals to let the children know when you want their attention. Signals can be just about anything such as quickly turning a light on and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





## DON'T

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



# Section 3

## Helping Hands with Disabilities

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



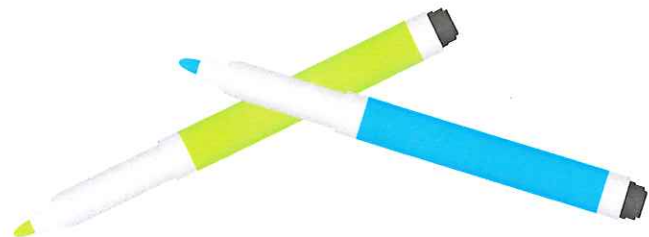


## Including Helping Hands with Disabilities

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

### DO'S

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





## Planning Inclusive Activities

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

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





## Resources

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

- [disabilityresources.org](http://disabilityresources.org)
- [canchild.ca](http://canchild.ca)

## ADDITIONAL IDEAS

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



# Section 4

## Helping Hand Meetings

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





## Helping Hand Meetings

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

- Theme
- Resources
- Crafts, games, projects, and songs
- List of materials

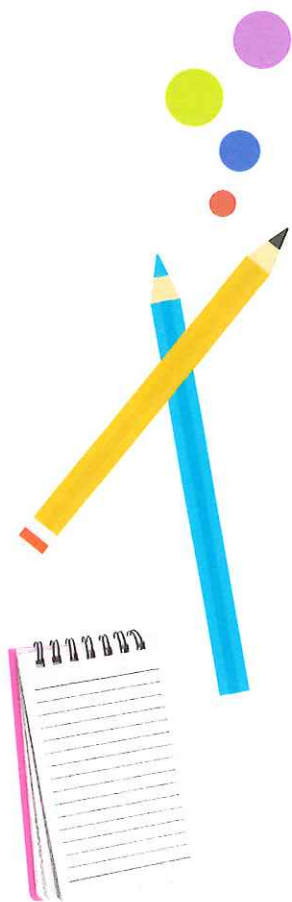
➔ Only 12 meetings are required for Investiture. See pp. 22–27.

## Activity Tips

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

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

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



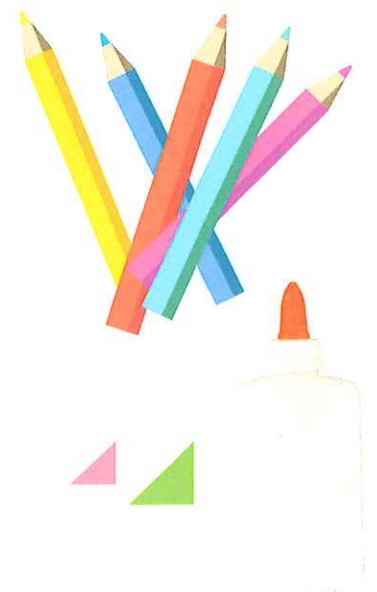
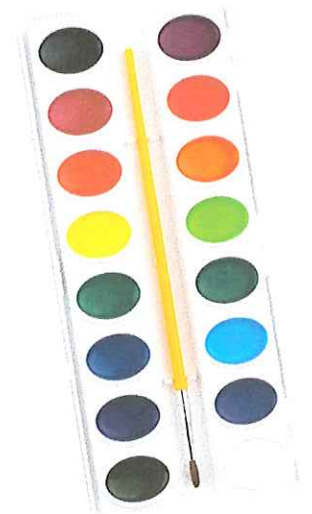


# ABC

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

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

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



# Helping Hand Scope and Sequence



	REQUIRED FOR INVESTITURE	REQUIRED FOR INVESTITURE	REQUIRED FOR INVESTITURE	REQUIRED FOR INVESTITURE
	<b>MEETING 1</b> My God	<b>MEETING 2</b> My God	<b>MEETING 3</b> My World	<b>MEETING 4</b> My Self
<b>Themes</b>	God's Plan to Save Me	God's Message to Me	Caring for My World	I Am Special
<b>Activities</b>	Question Cube Bible Doodles News Reporters	Books of the Old Testament Song Bible Verse Olympics Tour Guide Charades	Pollution Charades Toothbrush Holder Sock Bubble Blower	Talent Show and Tell Name Poem Do You Love Your Neighbor?
<b>Requirements Completed</b> 	<b>My God I: God's Plan to Save Me</b>	<b>My God II: God's Message to Me</b>	<b>My World III: The World of Nature</b> Complete the Environmentalist award.	<b>My Self I: I Am Special</b>
<b>Awards*</b>		Bible II 	Environmentalist 	

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

REQUIRED FOR  
INVESTITURE

**MEETING 5**  
My God

God's Power  
in My Life

**Themes**

**Activities**

Prayer Journal  
God's Promises  
Wall Hanging  
Trust Games

**Requirements  
Completed**



**My God III: God's  
Power in My Life**

**Awards\***

**Optional:** Add  
activities to complete  
the Prayer Warrior  
award.

**MEETING 6**  
My World

Honeybees

Bee Facts Poster  
Worker Bee Drawing  
Rolled Beeswax  
Candle

Honeybee



REQUIRED FOR  
INVESTITURE

**MEETING 7**  
My Self

Wise Choices

Pick a Bag  
Good Choice,  
Bad Choice  
Let's Role Play

**My Self II:  
I Can Make  
Wise Choices**

**Optional:** Add  
activities to  
complete the Purity  
award.

REQUIRED FOR  
INVESTITURE

**MEETING 8**  
My Self

Hygiene

Healthy Teeth  
and Gums  
Glitter Hands  
Keeping Clean Poster

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

Hygiene



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

REQUIRED FOR  
INVESTITURE

REQUIRED FOR  
INVESTITURE

	<b>MEETING 9</b> My World	<b>MEETING 10</b> My Family	<b>MEETING 11</b> My Family	<b>MEETING 12</b> My World
<b>Themes</b>	Geology	I Have a Family	Family Members Care for Each Other	Habitats
<b>Activities</b>	Making Your Own Fossil  Candy Rock Cycle  Rock Collection Kits	Family Bags  Accordion Scrapbook  Family Flag	Family Appreciation Box  Slushies  Game Night	Habitat Charades  Biosphere in a Bottle  Habitat Hunt
<b>Requirements Completed</b> 		<b>My Family I: I Have a Family</b>	<b>My Family II: Family Members Care for Each Other</b>	
<b>Awards*</b>	Geologist 		<b>Optional:</b> Add activities to complete the My Picture Book award.	Habitat 

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

REQUIRED FOR  
INVESTITURE

REQUIRED FOR  
INVESTITURE

REQUIRED FOR  
INVESTITURE

**MEETING 13**  
My Family

**MEETING 14**  
My World

**MEETING 15**  
My World

**MEETING 16**  
My Self

**Themes**

Computers

I'm a Caring Friend

Activities from  
Around the World

Carpentry

**Activities**

Typing Skills

Introductions  
and Applause

Sand Painting

Tool Time

Creative  
Computer Skills

Caring Friend Skit

Catch the  
Dragon's Tail

Build a Birdhouse

Cyber Smarts

Everybody In!

International  
Ice Cream Party

**Requirements  
Completed**



**My Family III: My  
Family Helps Me  
Care for My Self**

**My World I: The  
World of Friends**  
Complete the Caring  
Friend award.

**My World II:  
The World of  
Other People**  
Complete the  
Country Fun award.

**Awards\***

Computer Skills

Caring Friend


Carpenter

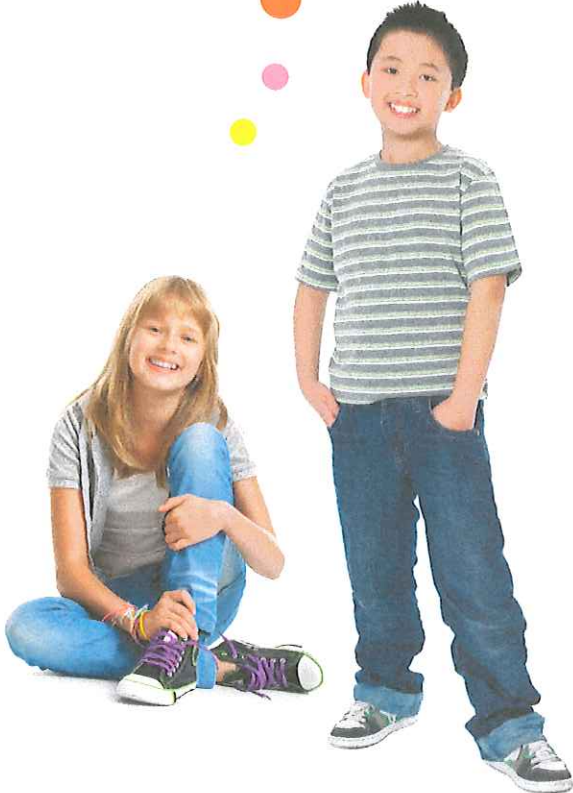


\*Check the requirements for each patch and add additional activities as needed.

	<b>MEETING 17</b> My World	<b>MEETING 18</b> My Self	<b>MEETING 19</b> My World	<b>MEETING 20</b> My World
<b>Themes</b>	Sign Language	Basket Making	Weather	Hiking
<b>Activities</b>	Let's Talk Alphabet Signs Simple Signs	Twig Basket Jute Coil Basket Woven Berry Basket	DIY Barometer Twister in a Bottle Watercolor Cumulus Clouds	Hiking Songs Trail Signs Themed Hike
<b>Requirements Completed</b> 				
<b>Awards*</b>	Sign Language 	Basket Maker 	Weather 	Outdoor Explorer 

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

	<b>MEETING 21</b> My World	<b>MEETING 22</b> My World
<b>Themes</b>	Christmas	Bike Rodeo
<b>Activities</b>	Christmas Tree Gift Bags Christmas Cards Christmas Cookies	Bike Rodeo Activities
<b>Requirements Completed</b> 		
<b>Awards*</b>		



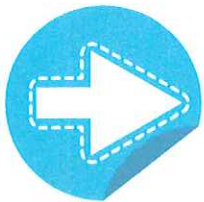
\*Check the requirements for each patch and add additional activities as needed.



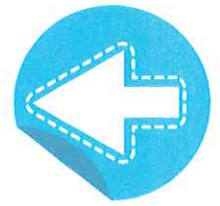
Whoohoo! Time to start the fun!

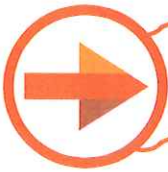






Here are three fun ways to teach Helping Hands about God's plan to save them. Adapt the activities to meet the needs of your Helping Hands or create your own activities.





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

## ACTIVITY

# 1

## Question Cube

# 10

MINUTES

### WHAT YOU DO

#### MATERIALS NEEDED

- Square boxes with lids or flaps 6 × 6 in (15 × 15 cm)
- Tape
- Butcher or construction paper
- Markers

Ahead of time: Make your own question cubes by first taping the top of each box shut. If the boxes you are using are not blank, cover them with paper. Then on each side of the box and the top and bottom, write one of the following words: who, what, when, where, why, how. You will need one cube for each group of children.

Divide the children into small groups (five or six children per group) and assign one adult to each group. In the group, the adult will review a Bible story that illustrates God's salvation plan, such as Noah, Abraham, Moses, David, or Daniel. Each group should focus on a different story. If you have a child in the group who is not familiar with the Bible stories, you may want to read from a children's Bible story book. Make sure to emphasize God's love.

Have the children sit in a circle on the floor. Give the cube to one child and have him or her roll it. That child will now ask a question about the story based on the word that is facing up. For example, if "why" lands face up, the child might ask, "Why did the people laugh at Noah for building the ark?" The other children can answer the question. Continue around the circle until time is up.

*This activity was adapted from The Big Book of Bible Games (Gospel Light, 1996).*

who

why

what

#### Alternate Investiture Activity

Create a story chart or lapbook using the Helping Hand Activity Book or coloring sheets on pp. 118-122. Have the Helping Hands use their story chart or lapbook to show someone how to live for God.

# Bible Doodles

15

MINUTES

## WHAT YOU DO

Ahead of time: Write names, events, or activities of Bible characters that illustrate God's salvation plan on strips of paper and put the papers into an envelope or small box. You will be dividing the children into small groups, so you'll need an envelope or container for each group.

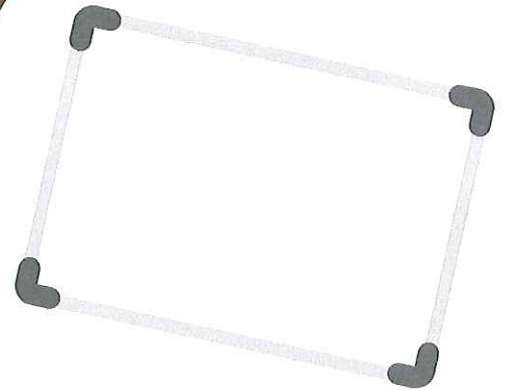
Begin by explaining how to play doodles. It is like charades but instead of acting out the clue, a person draws a picture of the clue for the rest of the team to guess. Model drawing a clue and have the entire group guess what it is. Then divide the children into groups of four or five. Assign one adult to each group. The children in each group will take turns selecting a clue out of the envelope and then drawing it for the rest of the group to guess.

2

## ACTIVITY

### MATERIALS NEEDED

- Dry erase boards or large pads of paper
- Easels
- Markers
- Strips of paper listing Bible characters and events that illustrate God's salvation plan (include the stories from Activity 1)
- Containers for the strips of paper





## ACTIVITY

# 3

# News Reporters

20  
MINUTES

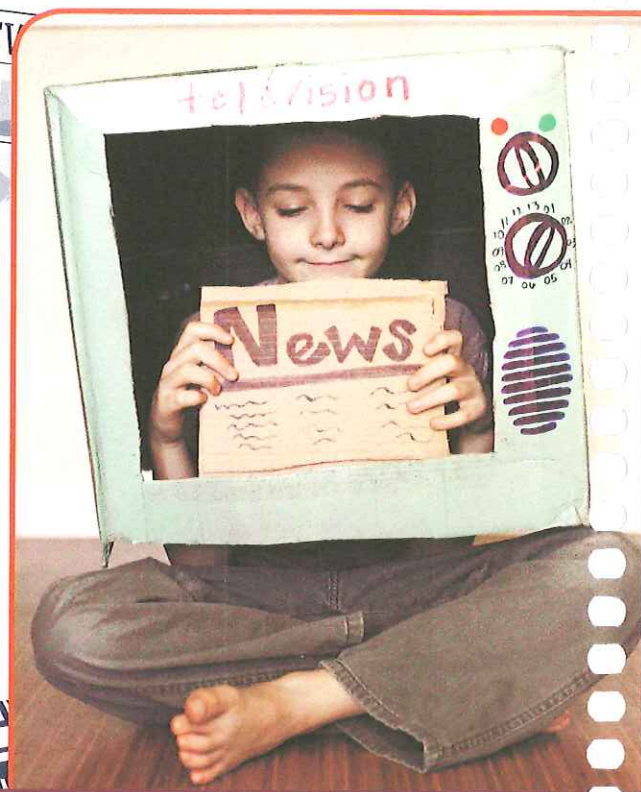
### MATERIALS NEEDED

- Paper
- Pencils

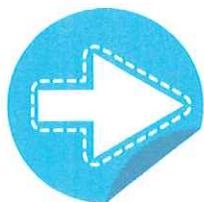
### WHAT YOU DO

Divide the children into the same groups that they were in for Activity 1. (If you did not do Activity 1, you may need to have the children review their assigned Bible story.) In each group, one child will be a news reporter and the other children will be the Bible character, family members, or observers from the assigned Bible story. The reporter for each group will interview the other characters to get information about the event. For example, a reporter might ask Noah's neighbor what she thinks about Noah building the big boat. Encourage the children to ask questions about God's love or plan for salvation.

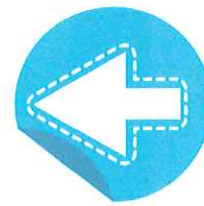
Give the children about ten minutes to come up with the questions and answers. Depending on the size of your group, you can then have each group act out their skit for the entire group or you can have two or three groups act out their skits for each other.

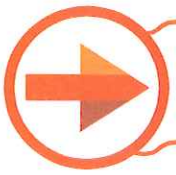


**Requirement:** My God I, A and B



Here are three fun ways to share God's message with Helping Hands. Adapt the activities to meet the needs of your Helping Hands or create your own activities.





The following activities partially fulfill the requirement for My God II: God's Message to Me, which is to complete the Bible II award. See the Helping Hand Activity Book for accompanying worksheet(s).

## ACTIVITY

# 1

### MATERIALS NEEDED

- Music and lyrics to a song of your choice that teaches children the books of the Old Testament (go to [YouTube.com](https://www.youtube.com) and search for "books of the old testament songs")
- Dry erase board or large sheet of paper
- Markers
- Rhythm sticks (optional)



# Books of the Old Testament Song

15  
MINUTES

## WHAT YOU DO

**Ahead of time:** Select a song that teaches the Old Testament books of the Bible and write the names of the books on the dry erase board.

Begin by having the children read the books of the Bible you've listed on the board. Next, play a recording or sing the books of the Old Testament song all the way through. Then begin teaching the song to the children. To teach the song, you can break it down to just a few books at a time and then add on more each time. Another option is to assign specific books to one or more children and have them sing the books when their time comes. You can also use hand clapping or rhythm sticks to add some fun action to the song.

GENESIS	EXODUS	LEVITICUS	NUMBERS	DEUTERONOMY	JOSHUA	JUDGES	RUTH	1 SAMUEL	2 SAMUEL	1 KINGS	2 KINGS	1 CHRONICLES
2 CHRONICLES	EZRA	NEHEMIAH	ESTHER	JOB	PSALM	PROVERBS	ECCLESIASTES	SONG OF SOLOMON	ISAIAH	JEREMIAH	LAMENTATIONS	EZEKIEL
DANIEL	HOSEA	JOEL	AMOS	OBADIAH	JONAH	MICAH	NAHUM	HABAKKUK	ZEPHANIAH	HAGGAI	ZECHARIAH	MALACHI

# Bible Verse Olympics

## WHAT YOU DO

Ahead of time: Make a sign for each station. The signs should say what activity the child does and include a Bible verse about living for Jesus. Example: Jump rope as you say Philippians 4:13. Create stations for activities such as jumping rope, jumping on a mini trampoline, doing sit ups, doing jumping jacks, and hitting a beach ball to keep it in the air. You will want to adapt this activity to match the skill level of your Helping Hands.

Begin the activity by reading the Bible verses that you've selected for the activity. Briefly discuss what each verse means. Tell the kids to practice reciting the verses at each station.

Assign an adult to each station and have the children spend one to two minutes at each station. You can spend more time at each station if you have fewer children or fewer stations. If you have a large group, you should create multiple stations with the same activities so the children are not standing around waiting for a turn.

*Adapted from The Big Book of Bible Games (Gospel Light, 1996).*

15  
MINUTES

## 2 ACTIVITY

### MATERIALS NEEDED

One of the following for each station:

- Jump rope
- Mini trampoline
- Stationary bike
- Exercise mat
- Beach ball
- Sign to post at each station



## ACTIVITY

# 3

# Tour Guide Charades

# 15

MINUTES

### MATERIALS NEEDED

- Dry erase board or large sheet of paper
- Markers

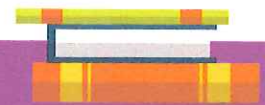
### WHAT YOU DO

List several Bible characters' names on the dry erase board. Suggested names: Noah, Abraham, Esther, Moses, David, Ruth, and Daniel. Ask the children what they know about each character.

Divide the children into groups of two. Now have the children close their eyes and think about one of the Bible characters. Ask them to imagine the Bible character and a place where he or she spent time (such as Esther in the king's palace). Encourage them to imagine the colors they might see, every object in the room, the lighting, the colors of the walls, and other people or animals in the scene. Give them time to imagine and then have them open their eyes.

Then have one of the children in each pair take the other child on a guided tour of the Bible scene he or she imagined. They do this by describing the physical details of the scene without using the Bible character's name. For example, the child might say, "The sun is shining. It is very hot. The bank of the river is very steep. It's kind of muddy. I see a boy fishing downstream." (It's a good idea to model describing a scene before having the children do it.) Give each child two or three minutes to describe the scene. The child listening can ask questions about what is being described. You might also want to have adults nearby to answer questions and guide children who are struggling to describe the scene. The child listening should guess which Bible story or character is being described.

Then switch roles and have the second child describe a scene and have the other child listen.



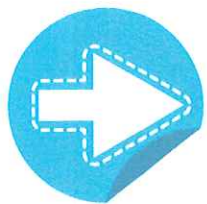
**Award:** Bible II

To complete this award, check the requirements on p. 130 and add activities as needed.



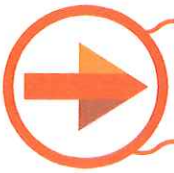
**Requirement:** My God II





Here are three fun ways you can encourage Helping Hands to care about the environment. Adapt the activities to meet the needs of your Helping Hands or create your own activities.





The following activities partially fulfill the requirement for My World III: The World of Nature, which is to complete the Environmentalist award. See the Helping Hand Activity Book for accompanying worksheet(s).

## ACTIVITY

# 1

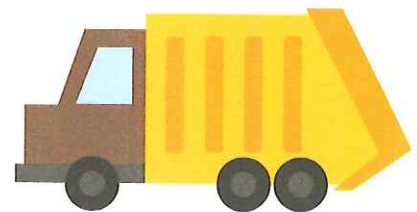
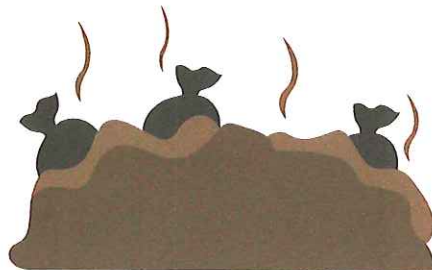
# Pollution Charades

# 10

MINUTES

## MATERIALS NEEDED

- None



## WHAT YOU DO

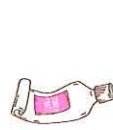
Have the Helping Hands stand in a circle with one child in the middle. One child pretends to toss a plastic bottle toward the child in the middle. The next child pretends to throw two plastic bottles toward the child in the middle of the circle. Continue around the circle with each child pretending to toss the number of bottles the previous child threw plus one. While this is happening, the child in the middle should act out stepping over or being covered with the many bottles. Repeat with a different child in the center of the circle, who will pretend to swim in a lake or the ocean as the children toss in trash. You can also have children join the center of the circle and pretend to be ducks or fish. You can repeat with different scenarios if you have time.

When you're done, read Genesis 1:26 (CEB): "Then God said, 'Let us make humanity in our image to resemble us so that they may take charge of the fish of the sea, the birds in the sky, the livestock, all the earth, and all the crawling things on earth.'" Discuss what the verse means, then define "environmentalism" and ask the children for ways they can take care of the environment.

## TIP

Check out the following sites for recycling facts to share with your Helping Hands:

- US: [dosomething.org/facts/11-facts-about-recycling](https://dosomething.org/facts/11-facts-about-recycling) or [benefits-of-recycling.com/interestingrecyclingfacts/](https://benefits-of-recycling.com/interestingrecyclingfacts/)
- Canada: [reaps.org/kidskorner/recyclefacts.html](https://reaps.org/kidskorner/recyclefacts.html)
- Bermuda: [wastemanagement.gov.bm/](https://wastemanagement.gov.bm/)



# Toothbrush Holder

## WHAT YOU DO

20  
MINUTES

### TIP

Watch “DIY Toothbrush Holder” by TerraCycle on [YouTube.com](https://www.youtube.com) or visit [terracycle.com](https://www.terracycle.com) for instructions in English and Spanish.

Ahead of time: Collect five toothpaste tubes per toothbrush holder. Follow the instructions in the TerraCycle video to cut and clean the tubes. You may also want to cut each tube down to the sizes needed if you don’t think your Helping Hands can do that step. See below for instructions.

Tell the Helping Hands that the 97% of the earth’s water is salt water, which means they can’t drink it or use it to water crops or plants. Only 3% of the earth’s water is drinkable! Then have one Helping Hand hold a one-gallon (4-liter) container. Share the following water usage facts with the children:

- A five minute shower = 10 gallons (38 liters)
- Brushing teeth with the tap running = 2 gallons (7.5 liters) each minute
- Brushing teeth with the tap off = 0.25 gallons (1 liter)
- Using the dishwasher = 10 gallons (38 liters)
- Flushing the toilet = 3 gallons (11 liters)
- Taking a bath = 40 gallons (151 liters)

As you reveal the amount of water used for each activity, you can have that number of Helping Hands stand in a row next to the child holding the container so the group can visualize how much water is used.

Tell the children that to help conserve water they are going to make a toothbrush holder out of recycled toothpaste tubes. Each time they see it, it will remind them to turn off the water while brushing their teeth!

### How to make the toothbrush holder:

Each project needs four tubes cut into  $3.5 \times 4.5$  in ( $9 \times 11.5$  cm) rectangles and one tube cut into a  $3.5 \times 3.5$  in ( $9 \times 9$  cm) square. Fold down and tape the top half-inch (1 cm) of each of the four rectangles.

Help the children punch holes every half-inch along the two tall sides and along the unfolded bottom side of one rectangle. Use this punched piece as a template and punch holes in the exact same spots on the three other rectangles.

To punch the square piece, line up the short side of a punched rectangle with any side of the square. Repeat for the other three sides. Then punch two holes near the center of the square. These holes are for drainage, as the square will be the bottom of the container.

Have the children match up the long sides of two rectangular pieces and weave ribbon through the holes to lace them together. Cut and tie the ribbon at the top and bottom. Repeat for each additional rectangular piece. Lace the two end pieces together to form the walls of the container.

Use binder clips to hold the square piece in place at the bottom of the container as you cut and tie off the ribbon and remove the binder clips. As they finish, remind the children to practice conserving water.

*This activity was adapted from “Toothpaste Tube Toothbrush Holder” by Tiffany Threadgould at [terracycle.com](https://www.terracycle.com).*

## 2

## ACTIVITY

### MATERIALS NEEDED

- One-gallon (4-liter) container
- Five empty toothpaste tubes per child
- Scissors
- Ruler
- Clear tape
- Small hole punch
- Ribbon or plastic lanyard
- Binder clips

## ACTIVITY

# 3

# Sock Bubble Blower

15  
MINUTES

## MATERIALS NEEDED

- Disposable plastic water bottles
- Scissors
- Socks (lightweight white cotton running socks work well)
- Rubber bands
- Bubble solution: two parts liquid dish soap to one part water
- Liquid food coloring

## WHAT YOU DO

Ahead of time: Cut the bottom off of each water bottle.

Ask the Helping Hands to guess how many water bottles are thrown away every year. Tell them that in the U.S. and Canada, 50 million plastic bottles are thrown away each year and 80% of plastic bottles end up in landfills (according to [budgetdumpster.com](http://budgetdumpster.com)). Ask the children for ideas on how to reduce the number of plastic bottles that get thrown away. (Possible answers: recycle or use reusable bottles.)

One way to reduce waste is to create a new use for an old bottle. Give each child a plastic bottle with the bottom cut off. Next, have the children slide a sock onto the bottle and pull it so the toe end is snug and tight across the bottom of the bottle. Then have them put a rubber band around the top of the sock to secure it to the bottle. Have the children dip the end of the sock bubble blower into the bubble mixture and then blow into the bottle. They can have competitions to see who can blow the longest bubble snake. You can also put drops of liquid food coloring directly onto the damp sock so the children can blow rainbow-colored bubbles.

## TIPS

- It's best to do this activity outside.
- Go online to [wikihow.com/make-a-Bubble-Snake-Maker](http://wikihow.com/make-a-Bubble-Snake-Maker) or visit [YouTube.com](http://YouTube.com) and search for "bubble sock blowers" to watch videos on how to make them.



**Award:** Environmentalist

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

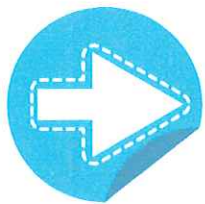


**Requirement:** My World III

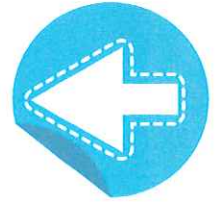


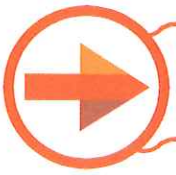
# Meeting 4

I Am Special



Here are three fun ways to show Helping Hands that they are special. Adapt the activities to meet the needs of your Helping Hands or create your own activities.





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

## ACTIVITY

# 1

# Talent Show and Tell

20  
MINUTES

### MATERIALS NEEDED

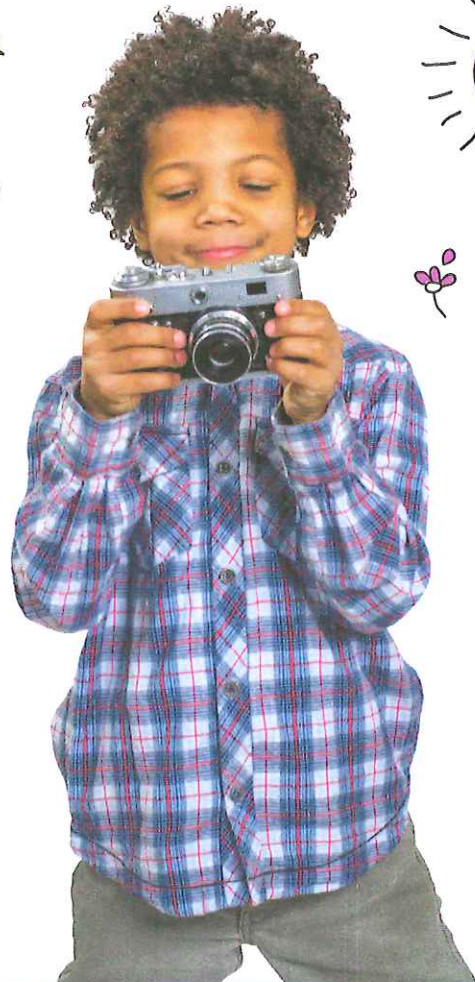
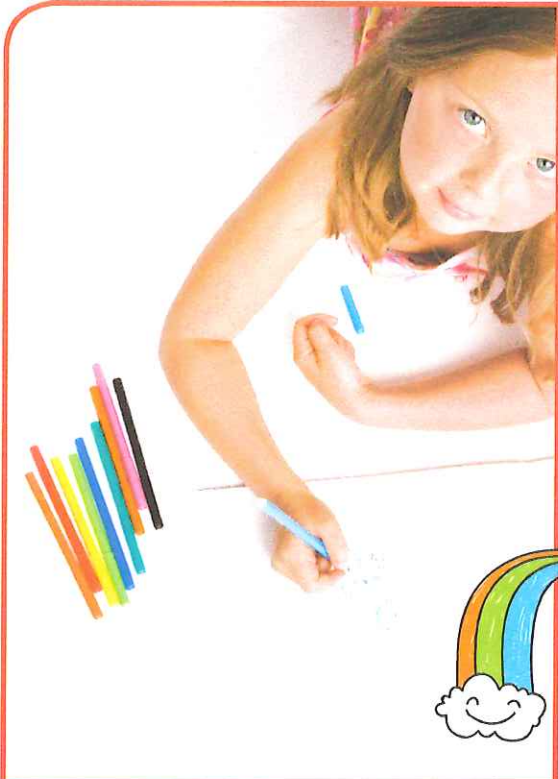
- Objects brought in by the children to represent their talents

### WHAT YOU DO

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

Begin by reading Timothy 4:4 (CEB): "Everything that has been created by God is good." Tell the Adventurers that God created each of them and that they are good and unique. Talk about how each child has different interests and talents.

Have the children share their talents through a talent show or show and tell. If a child is stuck, have an adult brainstorm with him or her.



# Name Poem

10  
MINUTES

## WHAT YOU DO

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

2

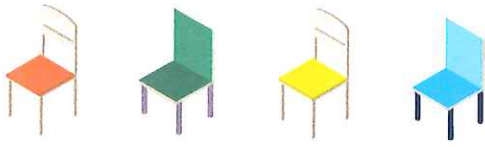
## ACTIVITY

### MATERIALS NEEDED

- White construction paper, 12 × 18 in (30.5 × 46 cm)
- Alphabet stencils
- Colored pencils
- Pencil sharpeners

Artistic  
Nice to others  
Never whines  
Always happy





## ACTIVITY

# 3

# Do You Love Your Neighbor?

15  
MINUTES

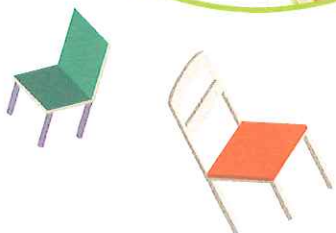
### MATERIALS NEEDED

- Chairs, one per child
- Slips of paper (30 or more)
- Bowl or box to hold the slips of paper
- Pen or pencil

### WHAT YOU DO

Ahead of time: Write down traits, interests, and activities that relate to the children in your club on the slips of paper and place them in a bowl. You might write “kids with curly hair,” “kids who like broccoli,” or “kids who play basketball.”

Arrange the chairs in a circle and have the children sit down in them. Read Psalm 139:1 (CBE): “Lord, you have examined me. You know me.” Tell the Helping Hands that now their friends will get the chance to know them better. Then explain the rules of the game. You will walk around the circle of chairs; when you stop behind a chair, you’ll ask the child in the chair if she loves her neighbor. When she says yes, she will draw a slip of paper from the bowl and read aloud what is on the paper. Then all of the children that the phrase applies to will jump up and switch places with each other. For example, if the paper says “kids who like to draw,” then children who like to draw will jump up and find a new seat.

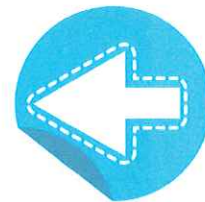
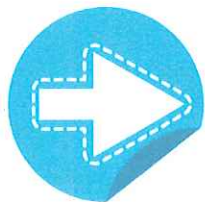


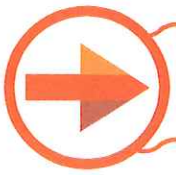
**Requirement:** My Self I, A and B





Here are three fun ways to teach Helping Hands about the power of God in their lives. Adapt the activities to meet the needs of your Helping Hands or create your own activities.





The following activities fulfill the requirements for My God III: God's Power in My Life.

## ACTIVITY

# 1

## Prayer Journal

# 10

MINUTES

### WHAT YOU DO

#### MATERIALS NEEDED

- Metal paper fasteners (mini brads, three per project)
- Hole punch
- Large piece of scrap paper, 6 × 4.5 in (15 × 11.5 cm), one per project
- Small piece of scrap paper, 4.5 × 1 in (11.5 × 2 cm), one per project
- Pieces of white paper just under 3 × 4.5 in (8 × 11.5 cm), 15 per project

Begin by reading the Helping Hands a Bible text about God's promise to help them in their daily activities, such as Proverbs 3:5-6 (CEB): "Trust in the Lord with all your heart; don't rely on your own intelligence. Know him in all your paths, and he will keep you straight." Discuss what this means with the children. Also, talk about spending daily time with Jesus and explain how they will make a prayer journal to help them do so. Show the children a completed journal and give them ideas about how to use it, such as writing questions to God, praises, or ways God answers their prayers. Encourage the children to write in their journals once a day for at least one week.

Give the children the paper and brads. First, have them fold the pieces of scrap paper in half (the large one widthwise, like a hamburger, and the small one lengthwise). Second, have the children place the white paper inside the large folded paper. Third, place the small piece of scrap paper over the folded edge of the large piece of scrap paper (this is the spine of the journal). Fourth, punch three holes along the folded edge of the journal. The holes should go through all the layers (small scrap paper, large scrap paper, and white paper). Finally, place a brad in each hole to hold the journal together.



# God's Promises Wall Hanging

15  
MINUTES

## WHAT YOU DO

On a dry erase board, write the following sentences followed by Bible texts. (You can select other verses.)

- God will help you! Psalm 121:2
- God will never leave you! Hebrews 13:5
- God will keep you safe! Jeremiah 31:10
- God keeps His promises! Deuteronomy 7:9
- God is faithful! Psalm 33:4
- God will comfort you! Isaiah 49:13
- God will love you forever! Psalm 136:1

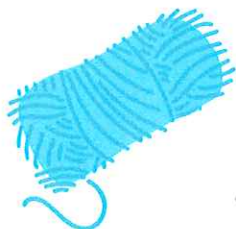
Have the Helping Hands look up and read each verse aloud. Discuss the meaning of the verses and how the verses apply to the children's lives. Now explain that to help them remember God's promises they are going to make a "God's Promises" wall hanging. Show the children a completed wall hanging.

Give each child five CDs. On the blank side of three of the CDs, have the children use a permanent marker to copy three of the Bible verses that you wrote on the dry erase board. Next, have the children decorate the blank sides of the remaining two CDs. Let them decorate the CDs however they would like using the permanent markers. Once the CDs are finished, tie them together by laying them down side by side with about an inch of space between. Thread a piece of yarn through the hole of the first CD and then through the second. Tie a knot in the yarn. Repeat until all of the CDs are tied together to form a vertical column. Once the CDs are tied together, tie a loop of string through the top CD so it can be hung on a hook or pushpin.

## 2 ACTIVITY

### MATERIALS NEEDED

- Old CDs, five per project
- Permanent markers
- Yarn
- Scissors
- Dry erase board or large sheet of paper
- Markers
- Bibles



## ACTIVITY

# 3

### MATERIALS NEEDED

- Blindfolds

## Trust Games

15  
MINUTES

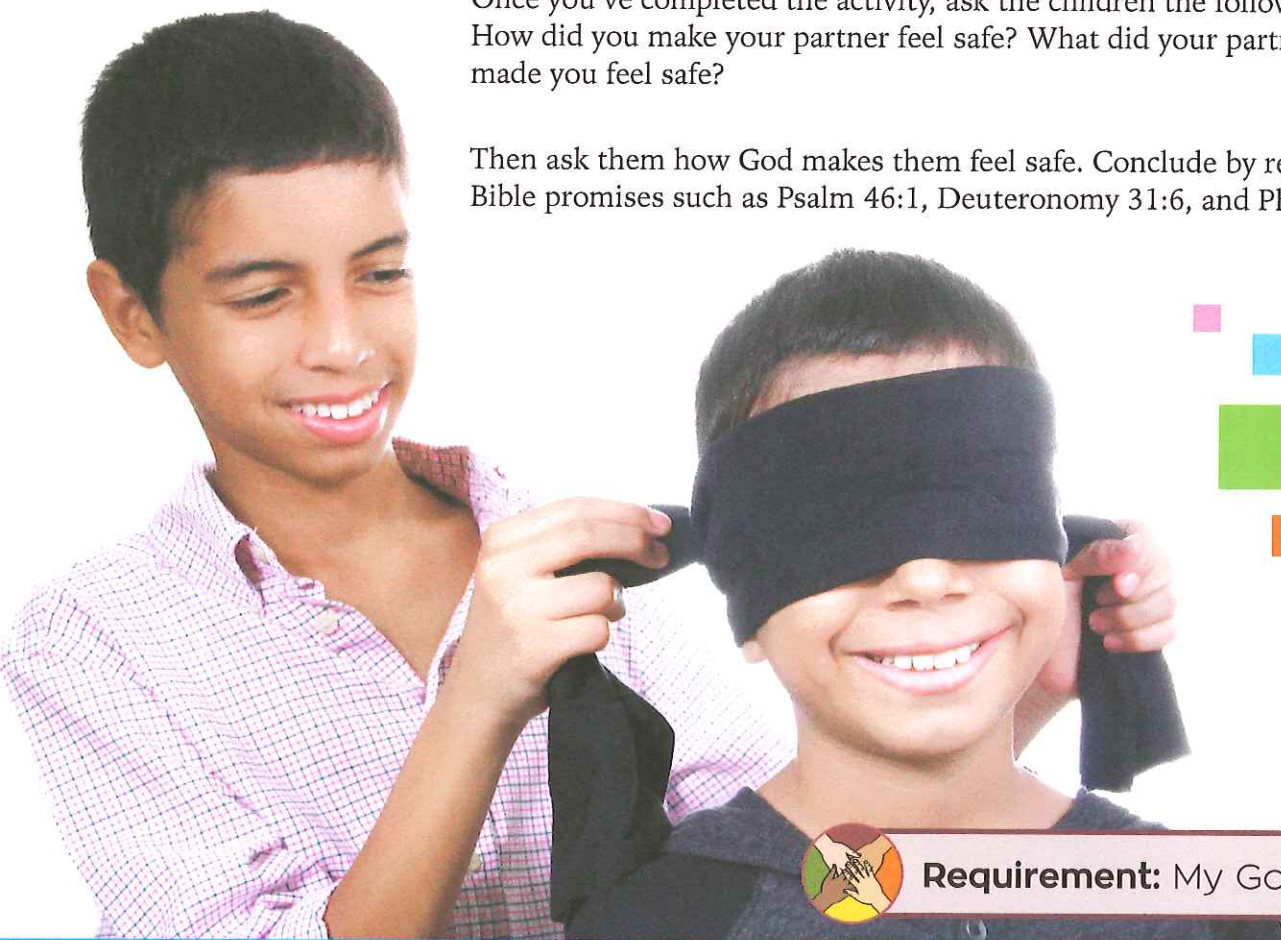
### WHAT YOU DO

Talk to the children about trust. Ask what it means to trust someone. Explain that the purpose of this activity is to build trust by leading each other blindfolded around the room or building. Emphasize that children should not try to trick their partners. They must keep their partners safe! Have plenty of adults supervising.

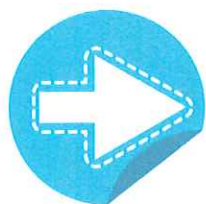
Divide the children into pairs. Blindfold one child in each pair. Then have the child without the blindfold lead his or her partner through the area you have designated. This is a silent activity. The child without the blindfold must make his or her partner feel safe without talking. The child leading might hold one hand or two hands, place an arm around the other child's shoulders, etc. They should walk slowly. After two or three minutes, have the children switch roles with their partners.

Once you've completed the activity, ask the children the following questions: How did you make your partner feel safe? What did your partner do that made you feel safe?

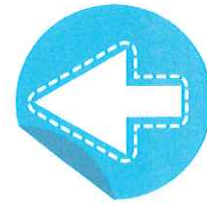
Then ask them how God makes them feel safe. Conclude by reading some Bible promises such as Psalm 46:1, Deuteronomy 31:6, and Philippians 4:13.

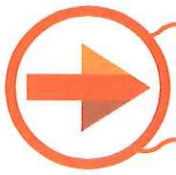


**Requirement:** My God III, A and B



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





The following activities partially fulfill the requirements for the Honeybee award.

## ACTIVITY

# 1

## Bee Facts Poster

# 15

MINUTES

### WHAT YOU DO

Ahead of time: Get age-appropriate books or make fact sheets about honeybees. One good book is *The Life and Times of the Honey Bee* by Charles Micucci (Houghton Mifflin, 1995).

Divide the children into groups of two or three. Explain that each group is going to make a poster showing facts about bees. Give each group the materials for making the posters, then have them look through the books or fact sheets and select some facts to write on their posters. They can also illustrate the facts or decorate the poster with bee-related imagery. Once they are finished, have them share a few of their favorite facts about honeybees.

### MATERIALS NEEDED

- Poster board, 22 × 28 in (56 × 71 cm)
- Markers, crayons, or pencils
- Erasers
- Books and/or fact sheets about honeybees



# Worker Bee Drawing

15  
MINUTES

## WHAT YOU DO

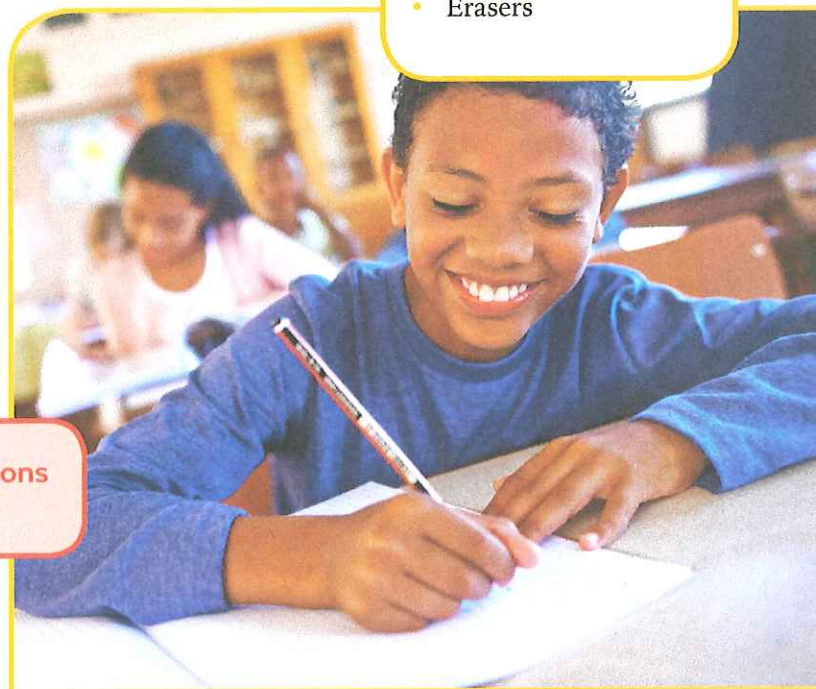
This activity is a directed drawing of a worker bee. This means that the drawing of the bee is broken into basic shapes and you will lead the children in drawing the shapes. Begin by showing the children a completed drawing of a worker bee. The drawing should be large and centered on the page. Follow the steps to show them how to draw the worker bee. Once the children have drawn the bee, have them label the following while you explain their function:

- **Antennae:** detect scent like a nose and are used as feelers in the dark
- **Front legs:** used like arms
- **Middle legs:** used to brush pollen off the hairs that cover the bee's body
- **Back legs:** used to store pollen
- **Underside of abdomen (stomach):** secretes beeswax
- **Wings:** can beat 250 times a second
- **Stinger:** barbs keep it from easily being pulled out of the target

## 2 ACTIVITY

### MATERIALS NEEDED

- Step-by-step instructions for worker bee drawing (see p. 123 or Pinterest)
- White paper, 9 × 12 in (23 × 30.5 cm)
- Pencils
- Erasers



Find Worker Bee Drawing Instructions at [Pinterest.com/AdventSource](https://www.pinterest.com/AdventSource)





## ACTIVITY

# 3

# Rolled Beeswax Candle

15  
MINUTES

## MATERIALS NEEDED

- Beeswax sheets, 4 × 8 in (10 × 20 cm), one or more sheets per project
- Candle wicks, 4.5 in (11.5 cm) pieces
- Scissors
- Knife
- Hair dryer
- Stencils (optional)

## WHAT YOU DO

Begin by showing the Helping Hands the beeswax sheets and giving them some information about it.

### Beeswax Facts

- Beeswax is a natural wax made by glands of honeybees.
- Bees eat about eight pounds of honey to make one pound of beeswax.
- Bees use beeswax to make honeycombs.
- Honeycombs are used for storing honey and pollen and for raising bee larvae.



Give each child a sheet of beeswax and a wick. Lay the beeswax sheet flat on the table. Place the wick along the length of the beeswax sheet, all the way to the edge. Press the wick firmly into the beeswax. If the children have trouble pressing the wick into the beeswax, use a hair dryer to heat up the beeswax sheet. Just be careful not to overheat the beeswax and melt the sheet! Roll the beeswax sheet tightly around the wick once. Make sure the wick is completely covered and pressed firmly into the beeswax. Gently roll up the rest of the beeswax sheet. Once the sheet is completely rolled up, press down on its outside edge to keep it in place. If the bottom of the candle is uneven, have an adult slice off the bottom of the candle to make it even. With the scissors, trim the wick to about 0.25 in (0.6 cm).

If you have time and supplies, let the Helping Hands make more than one candle. They can roll two, three, or more sheets together, or they can press cut-outs (use stencils for patterns) from the beeswax sheets onto the candle(s) to decorate them.



**Award:** Honeybee

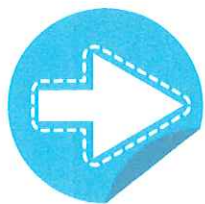
To complete this award, check the requirements on p. 137 and add activities as needed.



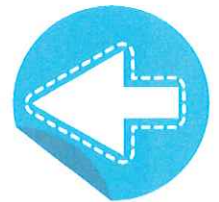


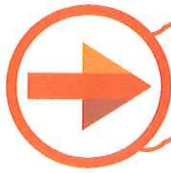
# Meeting 7

## Wise Choices



Here are three fun ways that you can teach Helping Hands about making wise choices. Adapt the activities to meet the needs of your Helping Hands or create your own activities.





The following activities fulfill the requirements for My Self II: I Can Make Wise Choices. See the Helping Hand Activity Book for accompanying worksheet(s).

## ACTIVITY

# 1

## Pick a Bag

# 15

MINUTES

### WHAT YOU DO

#### MATERIALS NEEDED

- 4 paper bags, numbered 1-4
- Objects to put in each bag (suggested items: a dollar bill, an onion, an empty CD case, candy); none of the bags should contain the same object or objects

Ahead of time: Number the bags and place the object(s) inside. Close the bags so the children can't see what's inside.

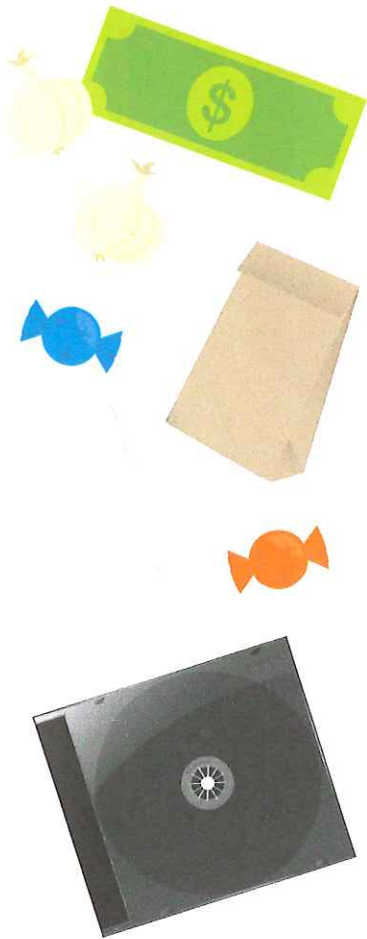
Begin by asking the Helping Hands what decisions or choices they have made in the last few days. Their answers might include what clothes to wear, whether to walk or ride their bike to school, what to eat, or when to do their homework. Explain that they make lots of little decisions every day, but when making bigger decisions, it's helpful to know how to make good ones. Review the story of the wise and foolish builders in Mathew 7:24-27 and discuss the results of making bad decisions.

Line up the four bags that you've previously filled and numbered. Select three Helping Hands and ask them to choose a bag, but tell them not to touch it. Encourage the children who weren't selected to help the three children make their choice. Once each child has selected a bag, have them explain why they picked it. Their answers might be "Because someone told me to pick it," "It was closest to me," or "I like the number four." Now have each selected child pick up their chosen bag. Tell them not to touch it anywhere but the top and not to shake the bag. Now ask if they want to select another bag. If they do, ask them why. Tell them that they have the chance to change bags. This time they can do anything they want, except look in the bag, to try to figure out what is in it.

Once the three children have each decided on a bag, have them open the bags, show what is inside, and discuss why they selected the bag. Now let the children not selected open the extra bag.

Conclude by asking the children what they need to consider when making good decisions. Possible answers: getting good information, getting all the information, thinking about consequences, considering risks. Then ask them what influences their decision-making. Possible answers: friends, family, teachers, Jesus, and TV.

*This activity was adapted from Life Planning Education: A Youth Development Program (Advocates for Youth, 1995).*



# Good Choice, Bad Choice

## WHAT YOU DO

Divide the Helping Hands into two groups and have them form two lines. Place two chairs back to back and tape the smiley face on one chair and the sad face on the other. Explain that you will read a statement. If it's a good choice a team member will run to the smiley face, and if it's a bad choice they will run to the sad face. Whichever team's person sits down first gets a point.

You can also do this activity without keeping score by placing the smiley face on one side of the room and the sad face on the other. The children begin at the center of the room and all run at the same time to the correct side. Have the children go back to the center of the room before you read the next statement.

### Suggested statements:

You decide to . . .

- take a classmate's pencil without asking.
- tell your teacher that you noticed he'd dropped his wallet.
- go to the park without letting an adult know where you are going.
- watch TV while studying.
- get mad when your friends don't want to play the game you suggest.
- tell the store owner when you see someone stealing candy.
- clean your room without being asked.
- smoke a cigarette when a friend dares you to try it.
- stand up for yourself.
- do your homework as soon as you get home.
- play computer games even though you are supposed to be walking the dog.
- tell an adult you don't have any homework even though you need to finish an assignment.
- call your sister or brother stupid.
- walk away when someone is being bullied.
- pray before you make a hard decision.
- ask an adult for help making hard decisions.
- don't think about how your decision will affect others.

Include statements relevant to decisions that your Helping Hands might be making. This will give you an opportunity to discuss these issues.

*This activity was adapted from [charactercounts.org](http://charactercounts.org).*



15  
MINUTES

2

ACTIVITY

### MATERIALS NEEDED

- Two chairs
- Smiley face picture
- Sad face picture
- Tape





## ACTIVITY

# 3

### MATERIALS NEEDED

- Index cards
- Pen
- Dry erase board or large sheet of paper
- Markers

## Let's Role Play

15  
MINUTES

### WHAT YOU DO

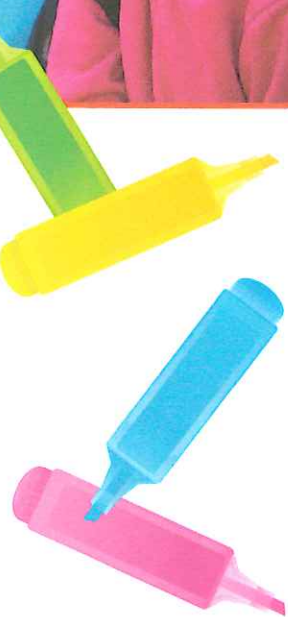
Ahead of time: Write out scenes on the index cards about making decisions for the children to role play. On a dry erase board, write out the following steps for making good decisions:

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

Begin by using a real-life situation to illustrate each of the four steps to making good decisions. Then divide the children into small groups, giving each group a card that has a decision-making dilemma written on it. Have one group at a time read their card out loud and then respond to the scenario by role playing a bad choice and then a good choice. Use role playing situations that are relevant to your Helping Hands. Here are some examples to get you started:

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

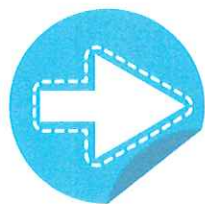
*This activity was adapted from Think It Through at [teacher.scholastic.com](http://teacher.scholastic.com).*



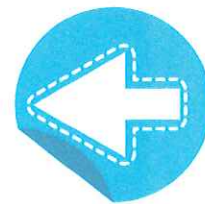
**Requirement:** My Self I, A and B

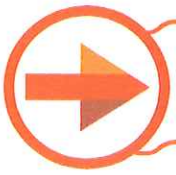


# Meeting 8 Hygiene



Here are three fun ways to teach Helping Hands about hygiene. Adapt the activities to meet the needs of your Helping Hands or create your own activities.





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

## ACTIVITY

# 1

# Healthy Teeth and Gums

## 15

MINUTES

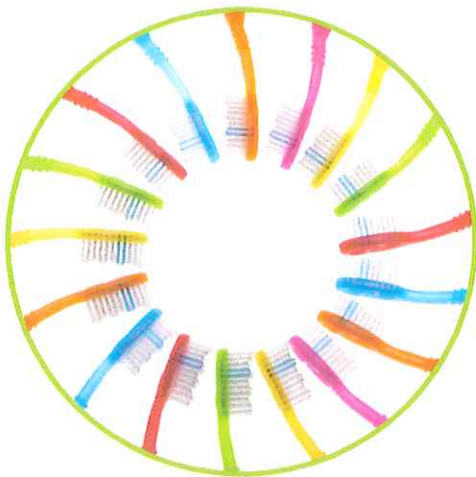
### MATERIALS NEEDED

- None

### WHAT YOU DO

Ahead of time: Invite a dentist or dental hygienist to come and talk to the Helping Hands about dental hygiene. See if they will provide free toothbrushes, toothpaste, and floss for each Helping Hand.

Introduce the guest speaker to the children. Give them time to speak and demonstrate proper brushing and flossing, then invite the Helping Hands to ask questions.



# Glitter Hands

## WHAT YOU DO

15  
MINUTES

Ahead of time: Write the steps for good hand-washing on the dry erase board:

- Wet hands with warm running water
- Add soap and lather to the front and back of hands, between fingers, and around nails
- Rinse hands with warm running water
- Pick up a clean towel and use it to turn off the faucet
- Dry hands

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

Using the dry erase board, talk about how to correctly wash hands to get rid of as many germs as possible. Then have the children wash all of the glitter off their hands., following the steps for good hand-washing.

2

ACTIVITY

### MATERIALS NEEDED

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



## ACTIVITY

# 3

# Keeping Clean Poster

15  
MINUTES

## MATERIALS NEEDED

- Handout with hygiene facts
- Dry erase board or large sheet of paper
- Fun facts about the body
- Poster board
- Markers
- Glitter glue
- Pencils and erasers
- Stickers
- Old magazines
- Scissors
- Bibles

## WHAT YOU DO

Ahead of time: Type up a handout with simple facts about personal hygiene, such as brushing teeth twice a day, taking a shower when dirty or sweaty, brushing hair, clipping nails, using deodorant, washing hair, and wearing clean clothes. Print one copy per child.

Write the word “hygiene” on the dry erase board. Have the children define and give examples of good hygiene. Give them the handout on simple hygiene facts.

Now share some fun and weird body facts that illustrate why they need to practice good hygiene. You might want to write these on a dry erase board. Here are some ideas to get you started:

- A sneeze travels 100 mi (161 km) per hour.
- Every minute, tiny hairs in your sinuses sweep mucus a distance equal to the width of your little finger.
- Germs in your mouth eat bits of food stuck to teeth and gums. The germs give off waste that makes your breath smell bad.
- Bacteria live on your feet and love sweat. They eat the sweat and give off waste that makes your feet stink.
- You have about 2.6 million sweat glands.
- Every day you sweat about 1 pint (0.5 liters), and that’s if you’re not hot. If you’re on a steamy beach, you might sweat 4 pints (2 liters) an hour!
- Your fingernails grow about twice as fast as your toenails.
- You have about 100,000 hairs on your head, and they grow faster in the summer.

Now have the Helping Hands create a poster about hygiene. Encourage the children to use illustrations and designs, not just words. Give the children

some Bible texts that they can look up and include on their posters:

2 Corinthians 6:19-20,  
2 Samuel 22:21, 2 Samuel  
22:25, Psalm 18:20, Psalm  
18:24, Psalm 24:4, Psalm 51:2,  
Proverbs 20:9.



**Award:** Hygiene

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

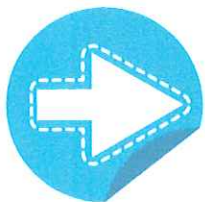


**Requirement:** My Self III



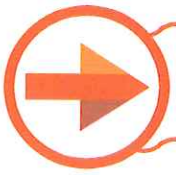


# Meeting 9 Geology



Here are three fun ways you can teach Helping Hands about geology. Adapt the activities to meet the needs of your Helping Hands or create your own activities.





The following activities partially fulfill the requirements for the Geology award.

## ACTIVITY

# 1

# Make Your Own Fossil

10  
MINUTES

## MATERIALS NEEDED

- Fossils
- Small seashells
- Modeling clay
- Paper plates
- Plaster of Paris
- Plastic spoons
- Paper cups
- Petroleum jelly
- Markers

## WHAT YOU DO

Ahead of time: If you have trouble locating fossils, contact a local rockhound (rock collectors) group, call a university science department, or purchase from an online rock shop.

Show the Helping Hands some fossils. Ask them if they know what fossils are. Explain that fossils are the remains of something that once was alive. Before it could decay, it was covered with sediment—sand, mud, small rocks. It then compressed and turned into rock. As the soft parts of the animal or plant decayed, the hard part left a print in the rock. Then it too decayed. There is no bone, shell, or plant material in a fossil.

### Share fun fossil facts:

- Some fossils are of footprints or animal burrows, rather than the animals themselves.
- Fossilized poop is called coprolites. Scientists have found coprolites from *Tyrannosaurus rex* dinosaurs that contain bits of crushed bones.
- It's pretty unusual to find a whole fossilized animal. Scientists usually find shells, bones, and teeth instead.
- Scientists have found fossils of feathered dinosaurs.
- Sometimes animal and plant remains are preserved, but they're not turned to stone. For example, some insects were stuck in sticky tree resin. The tree resin turned to amber, but the insects are completely intact inside.

Give each child a paper plate. Have them write their name on it, then give each child a square of modeling clay about the size of a brownie to place in the middle of their plate. Have them cover the outside of the shell with petroleum jelly, then firmly press the shell into the clay. Slowly and gently lift the shell out of the clay. Make sure it has left a clear imprint in the modeling clay. Mix four spoonfuls of plaster of Paris with two spoonfuls of water. (Spoon size doesn't matter; just keep a four to two ratio.) Pour the plaster into the imprint in the clay. When the plaster of Paris has hardened, carefully remove the clay from the plaster. (It may set up in about 30 minutes, or the children may need to take it home to let it continue hardening.)

Fun fossil facts from [easyscienceforkids.com/all-about-fossils](http://easyscienceforkids.com/all-about-fossils).





# Candy Rock Cycle

## WHAT YOU DO

20  
MINUTES

Ahead of time: Before preparing for this activity, you may want to go to YouTube and watch “Starburst Rock Cycle Activity” by Chad Ackerson. This short video demonstrates each of the steps for this activity. Cut up the candy into small pieces. Make small bowls that are flat on the bottom out of the aluminum foil.

Begin by reading and discussing the meaning of Psalm 18:2 (CEB): “The Lord is my solid rock, my fortress, my rescuer. My God is my rock—I take refuge in him!—he’s my shield, my salvation’s strength, my place of safety.” Use this verse to lead into a discussion of the different types of rocks. Show the children the sedimentary, metamorphic, and igneous rock samples. State that each of the rocks is part of the rock cycle—the process that rocks go through to change into other types of rocks.

Give each child at least four different colors of soft candy that has been cut into pieces. Tell them that the candy represents sediment (small pieces of rocks, minerals, plants, fossils, and other debris). Explain that sediment is mixed and squeezed together to form a compact rock called sedimentary rock. Then have the children mix the candy together using their fingers. This represents wind, rain, and rivers mixing the sediment. Now have the children squeeze the candy together to form a solid shape. This represents compaction (being buried under sand, soil, or other rocks). Ask them how this compares to the sedimentary rock you showed them.

Next, talk about how rocks can get buried deep in the earth where heat and pressure turn them into another rock type: metamorphic. Have the children place their candy in a plastic bag. Keeping their hands outside of the bag, have them squeeze and roll the candy. Tell them that the warmth from their hands represents heat in the earth. Then have the children press firmly on the candy using a book or other heavy object to illustrate the earth’s pressure. Take the candy out of the bag, fold it in half, return it to the bag, and press again with the book. Compare the candy rocks to the metamorphic rock you brought.

Tell the children that rocks can melt to form magma, which is hot liquid rock found below the surface of the earth. When magma cools, it becomes igneous rock. Show the children the igneous rock, then have them place their candy rock into a foil bowl. Assign an adult to each of the hot plates you are using. The adults should place the foil bowls on the hot plates and melt the candy rocks until they start to bubble, representing magma. Have the adults place the melted magma candy in a freezer or ice chest to speed up the cooling process.

While the candy rocks cool, review the stages of the rock cycle. Ask the Helping Hands how each type of rock can be made into each of the other rocks discussed. Remember to give the children their cooled igneous rocks from the freezer.

2

ACTIVITY

## MATERIALS NEEDED

- Soft, chewy candy (like Starbursts or taffy) cut into small pieces, four colors per child
- Plastic baggies
- Books or other heavy objects
- Aluminum foil
- Hot plate(s)
- Tongs
- Samples of sedimentary, metamorphic, and igneous rocks

## ACTIVITY

# 3

## Rock Collection Kits

15  
MINUTES

### MATERIALS NEEDED

- Shoeboxes or other boxes
- Egg cartons (with the tops cut off)
- Small, round, blank stickers
- Pennies
- Steel files
- Unglazed kitchen or bathroom tiles
- Small notebooks
- Pens
- A variety of rocks
- Rock field guides
- Dry erase board or large sheet of paper
- Marker

### WHAT YOU DO

Ahead of time: Collect or purchase a variety of rocks so each child can have several, or have children bring in rocks that they have collected.

Show the children a completed rock collection kit (box and notebook). To begin making their own kit, give each child a box. Have them place the bottom half of an egg carton in the box. The egg carton is for smaller rocks. Larger rocks can be set in the bottom of the box. Now give each child a notebook and pen. Explain that once they select their rocks, they are going to make an observation sheet for each rock. On each rock, they will place a numbered sticker. Then they will make the following observations about each rock (write this on the board so the children can remember what observations to make):

- Rock # \_\_\_\_\_
- Describe the rock (size, texture, shape). If possible, state if the rock is sedimentary, metamorphic, or igneous.
- Tell where the rock came from.
- Do a hardness test and report the results.
- Do a scratch test and report the results.
- Extra comments. (The children can include any additional observations or facts that they have about the rocks. They might use a rock field guide for more information.)

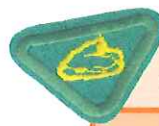
### How To Do a Hardness Test

Rocks are rated from 1 to 10. 1 is the softest and 10 is the hardest. Talc has a hardness of 1 and a diamond has a hardness of 10. Use your fingernail, a penny, and a steel file to test the hardness of a rock. If your fingernail scratches the rock, it has a hardness of less than 2. If the penny scratches it, the rock has a hardness of less than 4. If the steel file scratches it, the hardness is less than 6.

### How To Do a Scratch Test

Firmly rub the stone across a piece of unglazed tile to see the rock's color(s). Some really hard rocks will not leave a color.

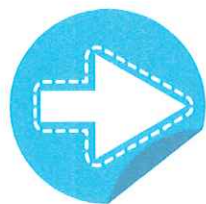
Let the children select their rocks, number them, and write their observations. Hand out rock field guides for them to use as they observe.



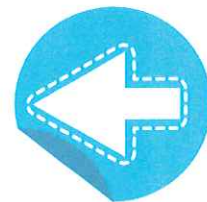
**Award:** Geologist

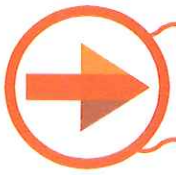
To complete this award, check the requirements on p. 135 and add activities as needed.





Here are three fun ways that you can talk to Helping Hands about families. Adapt the activities to meet the needs of your Helping Hands or create your own activities.





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

## ACTIVITY

# 1

## Family Bags

10  
MINUTES

### WHAT YOU DO

#### MATERIALS NEEDED

- Each child should bring a bag containing five to seven items that remind them of their family

Ahead of time: Ask the children to bring a bag containing five to seven items that represent fun times with their family. Each object should be something meaningful to or about the child's family. Examples: a shell from a family vacation, a vegetable from the family garden, a ticket stub from a ballgame, a picture of grandparents.

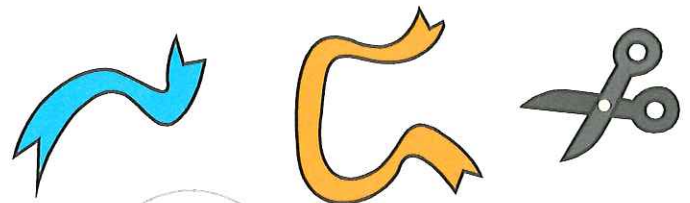
Begin the activity by sharing an object from the bag you brought and telling the children about the object and its connection to your family. Now have the children take turns telling about the objects they brought. (If you have a large group, divide the children into groups of four or five.) End by having the children form a circle and leading them in a prayer where each child says one thing about their family they are thankful for.

Not all children will come from a home with a mom and a dad as the caregivers. Be sensitive to all families in your club.



# Accordion Scrapbook

## WHAT YOU DO



20  
MINUTES

2

ACTIVITY

Ahead of time: Ask the Helping Hands to bring eight family photos to the meeting.

Read Genesis 28:14 (CEB) to the Helping Hands: “Every family of earth will be blessed because of you and your descendants.” Define “descendants.” Ask the Helping Hands how they and their families can be a blessing to others.

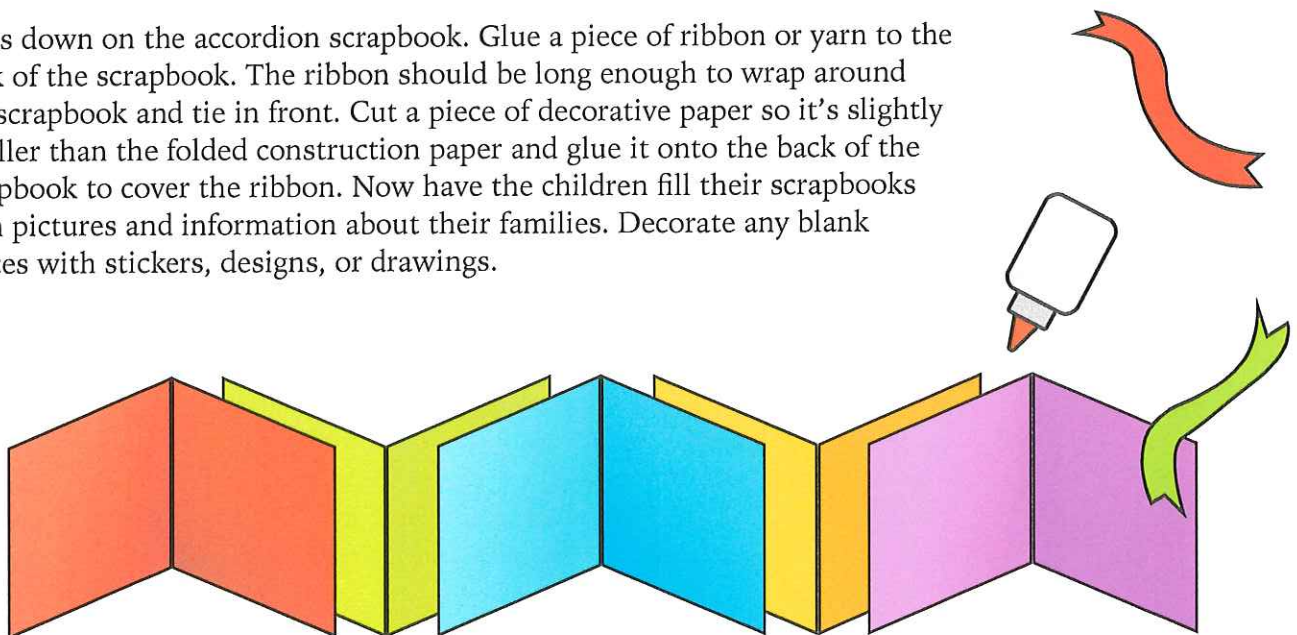
Show the children a completed accordion scrapbook. Explain that they can glue family pictures in the scrapbook and write ways their family members help each other and fun things their family does together.

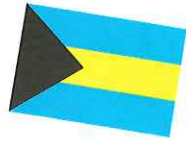
Have the children fold five sheets of construction paper in half so each sheet opens like a book. Stand two folded sheets of construction paper side by side with the fold of the first sheet of paper facing toward the child and the fold of the second sheet of paper facing away from the child. Spread glue on the back of one half of the first paper and firmly press against the front of one half of the second sheet of paper. Continue until all of the sheets of paper are glued together.

Press down on the accordion scrapbook. Glue a piece of ribbon or yarn to the back of the scrapbook. The ribbon should be long enough to wrap around the scrapbook and tie in front. Cut a piece of decorative paper so it's slightly smaller than the folded construction paper and glue it onto the back of the scrapbook to cover the ribbon. Now have the children fill their scrapbooks with pictures and information about their families. Decorate any blank spaces with stickers, designs, or drawings.

### MATERIALS NEEDED

- Construction paper, five sheets per child
- Glue
- Ribbon or yarn
- Markers
- Stickers
- Family photos (provided by children), eight per child
- Decorative paper sheets
- Scissors





## ACTIVITY

# 3

# Family Flag

15  
MINUTES

## WHAT YOU DO

### MATERIALS NEEDED

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

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

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

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

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

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

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



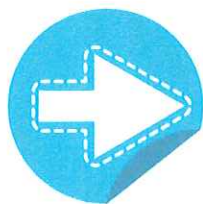
**Requirement:** My Family I



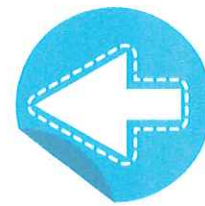


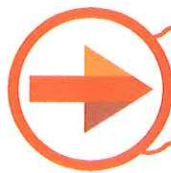
# Meeting 11

Family Members Care  
for Each Other



Here are three fun ways Helping Hands can show their families that they care about them. Adapt these activities to meet the needs of your Helping Hands or create your own activities.





The following activities fulfill the requirement for My Family II: Family Members Care for Each Other. See the Helping Hand Activity Book for accompanying worksheet(s).

## ACTIVITY

# 1

# Family Appreciation Box

20  
MINUTES

## MATERIALS NEEDED

- Boxes: shoeboxes, tissue boxes, cereal boxes, or any box with a lid or top (if the box doesn't have a lid, you'll need to cut a hole in the top that is large enough for a child to reach inside)
- Craft glue
- Paper plates
- Construction paper
- Old magazines
- Scrap paper
- Notecards

## WHAT YOU DO

Read I Timothy 5:8 (CEB) to the Helping Hands: "But if someone doesn't provide for their own family, and especially for a member of their household, they have denied the faith. They are worse than those who have no faith." Discuss the different ways family members can help each other, be kind, and show appreciation.

Show the children a family appreciation box you made ahead of time, including sample appreciation notes. Explain to the children that they will make a box where their families can place appreciation notes about other family members. Then once a week at family worship or a meal, they will take out the notes and read them to the family.

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



# Slushies

## WHAT YOU DO

10

MINUTES

Ahead of time: Cut the watermelons in half.

Ask the Helping Hands how they feel when their mom, dad, or a grandparent has made them a special treat or cooked their favorite food. Explain that this is a way that family members show their care for each other. Then explain that they are going to learn to make a special treat for their family. They will make it during the meeting and take the recipe home so they can make it for their family.

Give each child a bowl and a melon baller (or spoon). Have them scoop out two cups of watermelon and put it into their bowl. Have them add the remaining ingredients to their bowl. They can then take their bowl to a blender and, with adult supervision, blend the ingredients until slushy. Pour into a glass and enjoy!

### Slushie Recipe

6 ice cubes

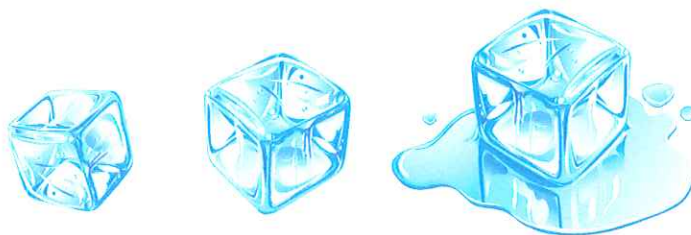
2 cups (500 ml) seedless watermelon scooped out of the rind (substitute fresh or frozen pineapple)

1 tablespoon (15 ml) sugar or honey

Makes one serving.

Instructions: Blend all ingredients until thoroughly combined. Helping Hands should ask an adult to cut the watermelon and supervise blender or food processor use.

Note: Check to see if any of your Helping Hands have allergies to any of the slushie ingredients. If they do, make the appropriate substitutions.



2

ACTIVITY

### MATERIALS NEEDED

- Several blenders or food processors
- Slushie ingredients (see recipe)
- Measuring cups
- Tablespoons
- Melon baller or spoons
- Bowls for holding all ingredients
- Cups and straws
- Recipes cards with the slushie recipe





## ACTIVITY

# 3

### MATERIALS NEEDED

- Index cards
- Markers
- Stickers or rubber stamps and ink pads



## Game Night




15  
MINUTES

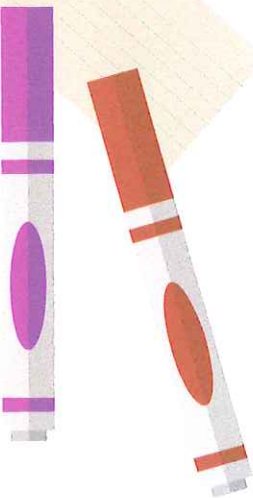
### WHAT YOU DO

Ahead of time: Make a set of activity cards with actions the children can do and questions they can answer at the meeting. Suggested activities:

- Sing a song.
- Act like your favorite animal.
- What is your favorite food and why?
- Do five jumping jacks.
- Find something orange.
- Give someone a hug.
- Name two things that live in the ocean.
- Find something smaller than your hand.
- Get a drink of water.
- What is your favorite book and why?
- Find something with numbers on it.
- Do a push-up.
- Who in history would you like to be friends with and why?
- Sit in three different chairs.
- What is your favorite season and why?
- Pat your head and rub your tummy.
- What are you scared of and why?
- Who is your hero and why?
- Make three different animal sounds.
- Where would you like to go on vacation and why?
- Find something round.
- Hop on one foot 10 times.
- What are you most proud of and why?
- What is something you'd like to do with your family and why?
- Give someone a compliment.
- Shake hands with everyone in the room
- What are you good at?
- What is the worst smell in the world?
- What is your favorite memory?
- What makes you happy and why?



Explain to the Helping Hands that another way to let their family know they care about them is to spend time with them. One way of the ways they can do this is by playing games together. Tell the children that they are going to make a game to take home and play with their family.



First, play the game with the Helping Hands. (If you have a large group, divide them into groups of four or five.) Have the children sit on the floor in a small circle. Place the cards face (words) down in the center of the circle. Have the children take turns selecting a card and following the instructions on the card. Continue until each child has two or three turns.

Now give each child 20 blank index cards. Have them write an activity or question on each card. Remind them that the activities should be things that all of their family members are able to do. The children can use the suggested activities from your list or come up with their own. If you have time, let the children decorate the back of the index cards with stickers or stamps.

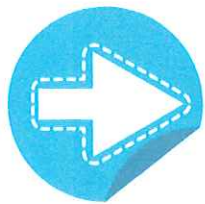
*This activity was adapted from "Busy Bingo" at [makeandtakes.com](http://makeandtakes.com) and "50 Questions to Ask Kids" at [crayonfreckles.com](http://crayonfreckles.com).*



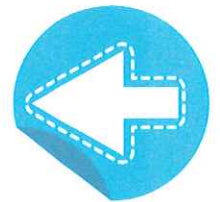
**Requirement:** My Family II



# Meeting 12 Habitats



Here are three fun ways to teach Helping Hands about habitats. Adapt the activities to meet the needs of your Helping Hands or create your own activities.





The following activities partially fulfill the requirements for the Habitat award.

## ACTIVITY

# 1

# Habitat Charades

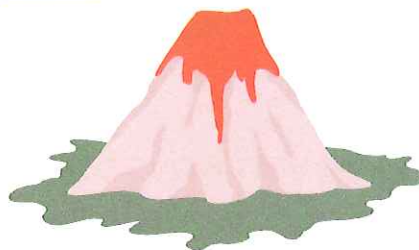
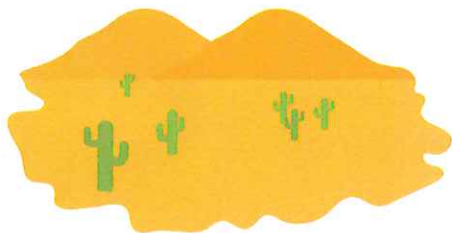
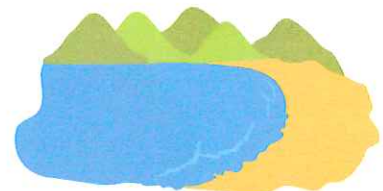
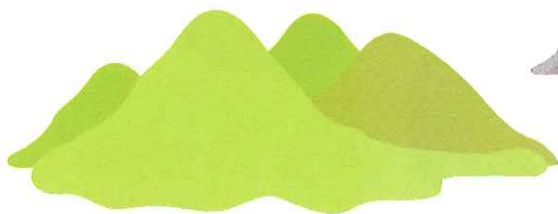
15  
MINUTES

## WHAT YOU DO

Write the definition of a habitat on the board. Show pictures of different habitats and talk about the animals that live there.

A habitat is a place where plants and animals live. An animal's habitat is similar to your neighborhood. A habitat provides five things for an animal: food, water, shelter, air, and a place to raise its young. Different animals need different amounts of space, so some habitats are small like a burrow and others are large like a prairie.

After discussing habitats, have the Helping Hands stand in a circle. Demonstrate the game with another adult before the children play. Give all the children 30 seconds to quietly think of a specific habitat and the animals that live there. Then select one child to step into the center of the circle and act out one animal that he or she thought of. Encourage the kids in the circle to guess what animal is being acted out and what type of habitat it lives in. The first child who guesses correctly is next in the middle of the circle. Make sure everyone gets a turn in the center.



# Biosphere in a Bottle

## WHAT YOU DO

10  
MINUTES

## 2 ACTIVITY

Ahead of time: Cut the two 2-liter bottles as shown. Drill or punch a hole in half of the bottle caps—these will go on the inverted bottles.

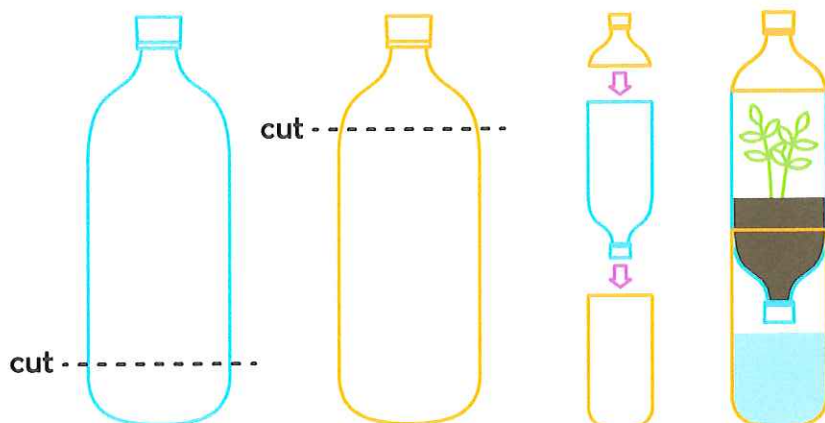
Begin reading Genesis 1:9-13 (CEB): “God said, ‘Let the waters under the sky come together into one place so that the dry land can appear.’ And that’s what happened. God named the dry land Earth, and he named the gathered waters Seas. God saw how good it was. God said, ‘Let the earth grow plant life: plants yielding seeds and fruit trees bearing fruit with seeds inside it, each according to its kind throughout the earth.’ And that’s what happened. The earth produced plant life: plants yielding seeds, each according to its kind, and trees bearing fruit with seeds inside it, each according to its kind. God saw how good it was. There was evening and there was morning: the third day.”

Discuss what habitats were created in these verses. Then show the children a completed biosphere in a bottle. Explain that a biosphere includes all the elements that support life on earth.

Give the children the precut 2-liter bottles, duct tape, and string. Fill the bottom of the cut 2-liter bottle with water. Next, have the children thread the cotton string through the hole in the bottle cap, attach it to the bottle top that will be inverted, insert that bottle into the base filled with water, and duct tape the bottle segments together. Place about 3.5 in (8 cm) of potting mix into the inverted bottle. Mist the soil with water until slightly damp and pot the plants. Place pill bugs, worms, or land snails on the soil. Place the final bottle section on top of the biosphere and secure it with duct tape.

### MATERIALS NEEDED

- Two 2-liter soda bottles
- Bottle caps
- Duct tape
- Scissors
- Heavy cotton string about 6 in (15 cm) long
- Distilled water
- Potting mix (soil)
- Two small plants with the roots attached
- Spray bottles
- Pill bugs, worms, or land snails





ACTIVITY

3

# Habitat Hunt

15  
MINUTES

## WHAT YOU DO

Ahead of time: Choose a habitat for the kids to explore, such as the church grounds, schoolyard, or a nearby park.

Begin by asking the Helping Hands what the animals and birds living in your area eat and drink and what types of homes they inhabit. Then give each child a Habitat Hunt worksheet and a pen or pencil. Read through each of the questions and discuss examples of what the children might find for each question. Next, take the children out to explore a habitat. You can have them work in pairs or alone. When they come back inside, discuss what they found.

### MATERIALS NEEDED

- Habitat Hunt Worksheet (see p. 124 or Pinterest)
- Pens/pencils
- Clipboards (optional)

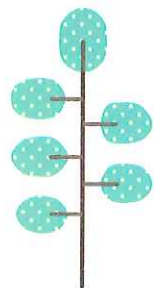


TIP

Can't go outside to explore a habitat? Check out the Kids Animal Channel on [YouTube.com](https://www.youtube.com). It has several videos about habitats. You can also check your local library to find books or DVDs about local habitats.



Find the **Habitat Hunt Worksheet** at [Pinterest.com/AdventSource](https://www.pinterest.com/AdventSource)



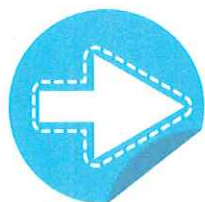
**Award:** Habitat

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

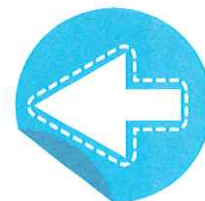




# Meeting 13 Computers



Here are three fun ways to teach Helping Hands about computers. Adapt the activities to meet the needs of your Helping Hands or create your own activities.





The following activities partially fulfill the requirement for My Family III: My Family Helps Me Care for Myself and the Technology award. You may complete any Level 3 or 4 award to fulfill this requirement. See the Helping Hand Activity Book for accompanying worksheet(s).

## ACTIVITY

# 1

# Typing Skills

15  
MINUTES

## WHAT YOU DO

Ahead of time: Select an online typing game for kids and practice using it before the Adventurer meeting. Great online typing games for kids can be found at [abcya.com/typing\\_race\\_cars.htm](http://abcya.com/typing_race_cars.htm) or [abcya.com/typing\\_rocket.htm](http://abcya.com/typing_rocket.htm).

Give each Helping Hand a computer with the online typing game already loaded. Let the children play the game. Some kids will quickly advance to higher levels; others will enjoy staying at the beginning level.

## MATERIALS NEEDED

- Computers
- Internet access

You'll need computers for each child and Internet access for each of the activities. Parents or leaders may be willing to bring their laptops to share. If you don't have computers and Internet access, work on an Adventurer award not previously earned in one of the following areas: finance, safety, indoor skills, or outdoor skills.



# Creative Computer Skills

15  
MINUTES

## WHAT YOU DO

Ahead of time: Explore the following kids' online programs before the meeting: [abcya.com/abcya\\_paint.htm](http://abcya.com/abcya_paint.htm) and [abcya.com/friendly\\_letter\\_maker.htm](http://abcya.com/friendly_letter_maker.htm). Lots of other creative computer programs are also available for kids.

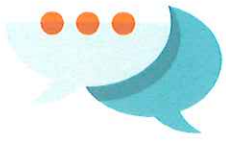
Show the Helping Hands printouts of what you created using the suggested online programs. Assign each child to a computer, then let them explore the programs and make their own creations. Print one of each child's creations at the end of this activity.

## 2 ACTIVITY

### MATERIALS NEEDED

- Computers
- Printers
- Extra ink
- Printer paper
- Internet access





## ACTIVITY

# 3

# Cyber Smarts

# 15

MINUTES

## WHAT YOU DO

### MATERIALS NEEDED

- Computers
- Internet access
- Dry erase board or large sheet of paper
- Markers

Ahead of time: Prepare a brief (five minutes or less) talk about Internet safety. Check out the following sites for information: [childrescuenetwork.org](http://childrescuenetwork.org) (click on “Keeping Children Safe”), [netsmartz.org](http://netsmartz.org) (click on “Internet Safety” or any other areas of interest—Spanish available), [safekids.com](http://safekids.com) (click on “Safety Advice and Guidelines”). Consider printing out the online safety rules found at [safekids.com/kids-rules-for-online-safety](http://safekids.com/kids-rules-for-online-safety) and having the children agree to each of the rules and sign the paper.

Discuss cyber safety with the Helping Hands. Make sure to write down important safety facts on the board. Then have the children play the Friend Finder Game ([onguardonline.gov/media/game-0003-friend-finder](http://onguardonline.gov/media/game-0003-friend-finder)—Spanish available) and take the cyber smart quiz ([esafety.gov.au/education-resources/classroom-resources/games-and-quizzes](http://esafety.gov.au/education-resources/classroom-resources/games-and-quizzes)—click on “How Cybersmart Are You”?) or explore cyber safety programs that you have found.

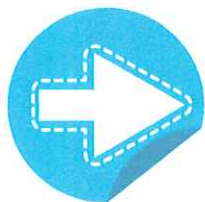


**Award:** Technology

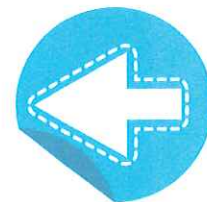
To complete this award, check the requirements on p. 141 and add activities as needed.

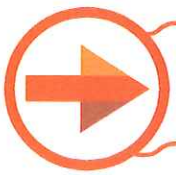


**Requirement:** My Family III



Here are three fun ways to teach your Helping Hands to be caring friends. Adapt the activities to meet the needs of your Helping Hands or create your own activities.





The following activities partially fulfill the requirement for My World I: The World of Friends, which is to complete the Caring Friend award. See the Helping Hand Activity Book for accompanying worksheet(s).

## ACTIVITY

# 1

# Introductions and Applause

# 10

MINUTES

## MATERIALS NEEDED

- Paper
- Pens or pencils

## WHAT YOU DO

Read I Peter 5:7 (NLT): “Give all your worries to God, for he cares about you.” Talk about how God cares for each of them, then discuss ways they can care for others. One way to care for others is to be a good listener and get to know people.

Pair the children up, giving them paper and something to write with. One child will ask the following questions and record the other child’s answers:

- When is your birthday?
- What is your favorite animal?
- What is your favorite color?
- What are two things that are important to you?
- What was the last trip you took?
- What is one fun thing you like to do?

Now switch and have the other child ask and record the other child’s answers to the questions.

Now have a few children at a time line up behind a door. (Make sure that both partners are not in the line at the same time.) As a child in line steps through the doorway, his or her partner will make an enthusiastic introduction, sharing the answers to the questions they talked about before. (You’ll want to model this before having the children do it.) Once the child is introduced and comes through the door, all the children wildly cheer and applaud. Continue until everyone has been introduced.



# Caring Friend Skits

## WHAT YOU DO

15

MINUTES

2

ACTIVITY

Begin by having the Helping Hands repeat 1 Peter 5:7 from the previous meeting. Explain that doing a “random act of kindness” means doing something kind to help or cheer up another person. Discuss the idea of random acts of kindness as a way to show others you care about them. Give some examples of random acts of kindness.

### Examples of random acts of kindness:

- Let someone go ahead of you in line.
- Make someone else’s bed.
- Leave a thank you note for the trash collectors.
- Smile at people.
- Say hello to the new kid at school.
- Sell lemonade and donate the money to charity.

Now ask the children for additional ideas of random acts of kindness. Then divide the children into small groups of three or four. Have each group write and perform a random act of kindness. The skit should include the random act and the person’s response to receiving the act.

Once the skit is over, give the children note cards and have them write down at least three random acts of kindness they will do the following week.

### MATERIALS NEEDED

- Box of props
- Paper
- Pencils
- Blank note cards



## ACTIVITY

# 3

# Everybody In!

## 20

MINUTES

### MATERIALS NEEDED

- Hula hoops or rope taped down to form circles

### WHAT YOU DO

Start by asking the children what they've learned about being a caring person. Ask how they feel when they are excluded from an activity. Then explain that one way to be caring is to include others in activities. To help them remember this, they are going to play games that include others. Their responsibility during the games is to make sure everyone plays and is involved.

#### Popcorn

You call out a number and an object. The children quickly form a group with the number you said and make the object using their bodies. For example, if you said "Three, washing machine," the children would get into groups of three and make a washing machine. They might do this by having two of the children form a circle with their arms while the other child spins around between their arms. (You might need to model this to help the children get the idea.) Ideas for objects: rocking chair, popcorn popper, toaster, car, mailbox, oak or palm tree, elephant, waterfall, giraffe, ostrich, lawn mower, piñata, bicycle, tent.

Once each group has made the object, call out the next number and object. End by yelling, "Everyone, roller coaster!"

*This activity was adapted from [creativekidsathome.com](http://creativekidsathome.com).*

#### Hula Hoop Game

To begin the game, place the hula hoops flat on the floor and have one adult in charge of starting and stopping the music. As the music begins playing, have the children walk around the hula hoops. When the music stops, the children run to a hula hoop and stand inside of it. Begin the music and remove one hula hoop. Stop the music again and have the children stand inside the remaining hula hoops. Continue removing hula hoops each time the music stops until everyone is standing inside of one hula hoop. Some of the children can be outside of the hula hoop if they are holding onto another child inside a hoop. The children will need to work together to include everyone.

**Award:** Caring Friend

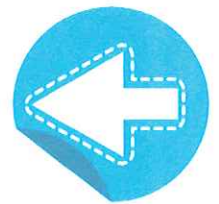
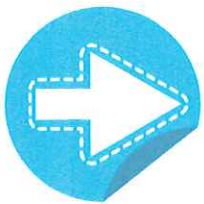
To complete this award, check the requirements on p. 131 and add activities as needed.

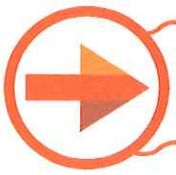
**Requirement:** My World I





Here are three fun ways to teach Helping Hands about other cultures. Adapt the activities to meet the needs of your Helping Hands or create your own activities.





The following activities partially fulfill the requirement for My World II: The World of Other People, which is to complete the Country Fun award. See the Helping Hand Activity Book for accompanying worksheet(s).

## ACTIVITY

# 1

# Sand Painting

# 15

MINUTES

## WHAT YOU DO

### MATERIALS NEEDED

- Tag board, 9 × 12 in (23 × 30.5 cm)
- Colored sand, at least four or five different colors
- Foam paintbrushes, 1 or 2 in (2.5 or 5 cm)
- Craft glue
- Small paper plates
- Plastic spoons
- Newspaper
- Pencils
- World map or globe
- Sand painting pictures from around the world

**Ahead of time:** If you want to make your own colored sand, add dry tempera paint powder to a container of sand. Add the powder a little at a time, then place the lid on the container and shake well. The more you add, the brighter the color will be.

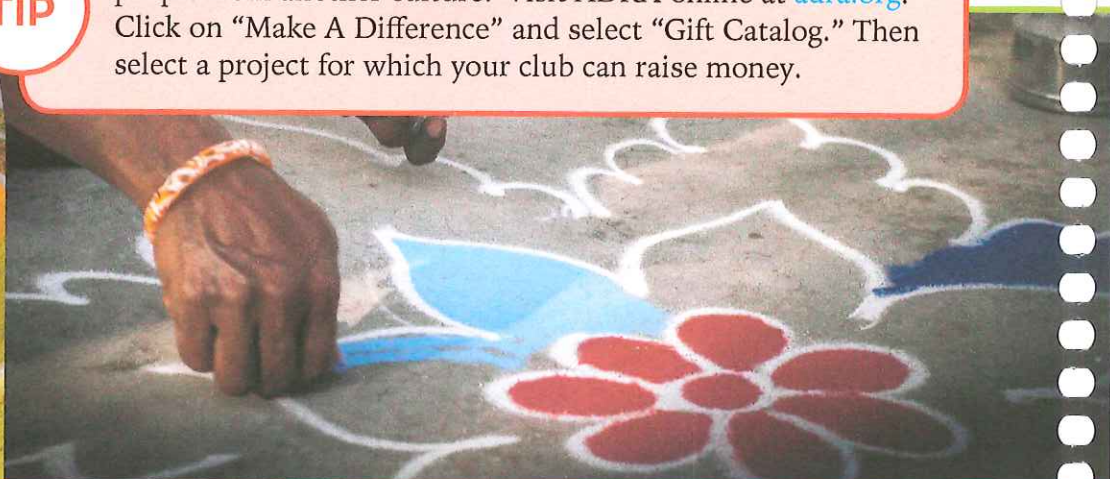
Locate sand painting pictures from around the world. You can find pictures to print at [en.wikipedia.org/wiki/Sandpainting](http://en.wikipedia.org/wiki/Sandpainting). Your local library may also have books on sand painting.

Start by showing the Helping Hands sand painting pictures from a variety of cultures. Examples of cultures that paint (decorate) with sand are the American Navajo (who called it dry painting), Tibetan monks, Indigenous Australians, the Japanese (tray painting), the Senegalese, and Mexicans and Mexican-Americans. As you show the sand paintings to the children, use a map or globe to show where the people live.

Before starting, cover the work area with newspaper. Have the children draw a simple design or picture onto the tag board. (A detailed design will be difficult to complete.) Next have them apply glue onto one section of their design and sprinkle a spoonful of sand onto the glue. Then gently lift the tag board and blow the excess sand onto the newsprint. Repeat until all sections of the design are completed.

### TIP

Want to encourage Helping Hands to share Jesus' love with people from another culture? Visit ADRA online at [adra.org](http://adra.org). Click on "Make A Difference" and select "Gift Catalog." Then select a project for which your club can raise money.



# Catch the Dragon's Tail

20  
MINUTES

## 2 ACTIVITY

### MATERIALS NEEDED

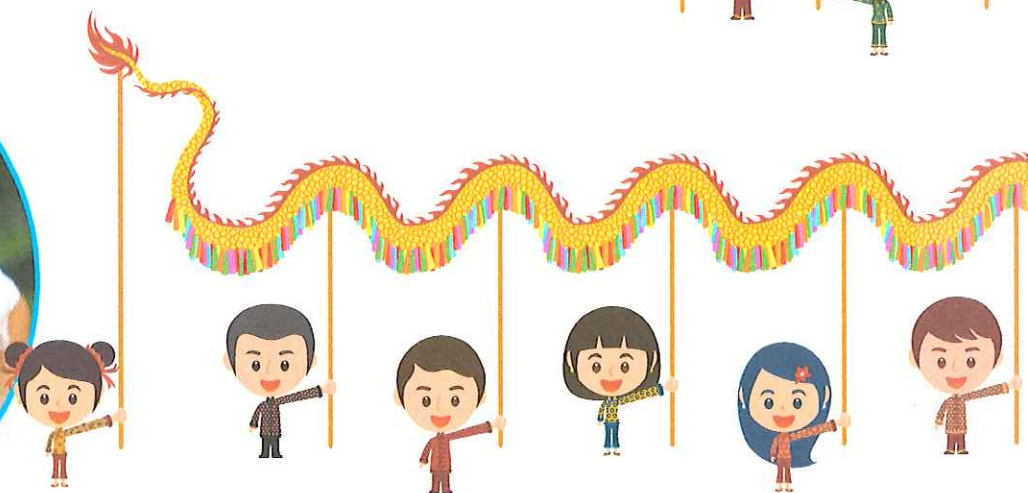
- Large open space to play the game

### WHAT YOU DO

Ahead of time: If you want more information on international children's games, visit [parents.com/fun/games/educational/games-from-around-the-world](http://parents.com/fun/games/educational/games-from-around-the-world) or do an Internet search or check the library.

Share games that children around the world play that may be similar to games your Helping Hands have played. Examples: Chile: run, run, la guaraca (like duck, duck, goose); Pakistan: ouch neech (a version of tag); South Korea: kongi noli (like jacks, but played with stones); Sumatra: sumut, orang, gajah (like rock, paper, scissors, except it uses ant, man, elephant). Show the Helping Hands on a map or globe where each country is located.

Now it's time to play a Chinese game called catch the dragon's tail. Have the Helping Hands line up and place their hands on the shoulders of the child in front of them. The person at the front of the line is the dragon's head and the last in line is the tail. The goal of this game is for the head to catch the tail, with the children in the middle trying to protect the tail from getting tagged. When the head captures the tail, the second child in line becomes the head and the child who was the head moves to the tail. You can also play this game with two dragons where the heads of each dragon try to tag the tails of the other dragon.





## ACTIVITY

# 3

# International Ice Cream Party

10  
MINUTES

## MATERIALS NEEDED

- Bowls
- Spoons
- Napkins
- Hand sanitizer
- Ice cream (offering any unusual flavors that your Helping Hands are unfamiliar with makes the activity even more fun)
- Toppings (see sidebar at bottom right for ideas)

Find out if any of the children have food allergies or special diets. You may need to provide a dairy-free ice cream choice. Do not serve nuts if anyone in the group is allergic to them.



## WHAT YOU DO

**Ahead of time:** Set up the ice cream buffet. Label the ice cream and toppings with their name and region of origin. Place maps or globes on the buffet table so the children can locate the area where their ice cream flavors and toppings are popular.

Begin by teaching the Helping Hands to greet each other in three or four different languages. You might teach them the following: Swahili—Jambo (JOM-bo), Chinese—Nín hǎo (KNEE-how), German: Hallo (hal-lo), Japanese—Ohayou (o-HI-yo), Spanish—Hola (OH-la).

Ask the children to name their favorite ice cream flavor. Then talk about how the treats on your buffet represent popular foods and flavors from around the world. Discuss how people from other parts of the world grow different crops and enjoy different foods and flavor combinations. People from different countries also enjoy also other types of frozen treats such as shaved ice and gelato.

Now invite the children to the ice cream buffet and encourage them to try new flavors and toppings.

*This activity was adapted from The Kids' Multicultural Cookbook: Food & Fun Around the World by Deanna F. Cook (Williamson, 1995).*

## Toppings

- Australia: macadamia nuts
- Brazil: Brazil nuts
- Canada: warm maple syrup
- China: mandarin oranges
- Denmark: crushed butter cookies
- Egypt: pomegranate seeds
- England: crushed toffee bars
- France: whipped cream
- India: ground cardamom
- Israel: figs or dates
- Italy: maraschino cherries
- Mexico: ground cinnamon
- New Zealand: kiwi
- Nigeria: cashews
- Scotland: butterscotch sauce
- South Africa: sunflower seeds
- Switzerland: chocolate sauce
- Thailand: shredded coconut
- The Caribbean: banana slices
- The Middle East: pistachios
- Uganda: sorghum
- United States: peanuts, peanut butter

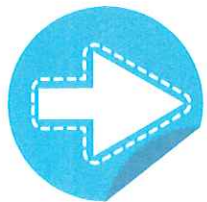


## Award: Country Fun

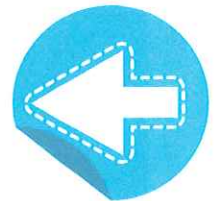
To complete this award, check the requirements on p. 133 and add activities as needed.

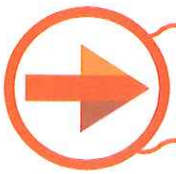


## Requirement: My World II



Here are two fun activities that you can use to teach Helping Hands about carpentry. Adapt the activities to meet the needs of your Helping Hands or create your own activities.





The following two activities partially fulfill the requirements for the Carpenter award.

## ACTIVITY

# 1

## Tool Time

15  
MINUTES

### WHAT YOU DO

### MATERIALS NEEDED

- Safety glasses
- Precut blocks of wood
- Work gloves (if you are sawing)
- Suggested carpentry tools: tape measure, hammer, nails, screws, screwdriver, level, sand paper, pliers, clamps, rasp, combination square
- Additional tools that will need close adult supervision: drill, hand saw
- Safety rules sign (see far right)

Ahead of time: Cut one block of wood for each child. You can also pre-drill a few holes in each block so the kids can practice putting in screws.

You may want to create activity centers with different tools at each center, or you can provide all of the tools for each child. Either way you should have one adult supervising every two or three children for safety. Have the children practice using each of the tools.

Ask the children what a carpenter is. Then ask the children about carpenters in the Bible. A few examples are found in Matthew 13:55, I Chronicles 14:1, 2 Kings 12:11, and Ezra 27:5-6.

Review the safety rules and demonstrate proper use of the tools the kids will be using.

Examples of tool activities: hammer and remove nails, use a tape measure to determine someone's height, use a screwdriver to insert and remove screws, sand a block of wood, use a level to test the objects in the room.

## SAFETY RULES

Saw with an adult, use gloves, use a vise, and use two hands.

Always carry tools by your side.

Walk, don't run, when carrying tools.

Keep tools away from your face.

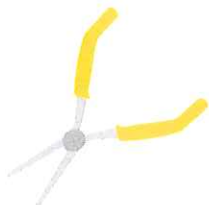
Always wear safety glasses.

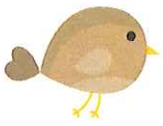
Have an adult help you use a saw or drill.

Tools are not toys; don't play with tools.

Don't lay tools on the ground.

Put tools away as you finish with them.





# Build a Birdhouse

30  
MINUTES

## WHAT YOU DO

Ahead of time: Write on the dry erase board the steps for making the birdhouse or bird feeder.

Begin by showing the Helping Hands a completed birdhouse or bird feeder. Talk about the steps that are written on the dry erase board and have the children build and paint their project. Assign one adult to every two to three children to assist them and answer questions.

## 2 ACTIVITY

### MATERIALS NEEDED

- Birdhouse or bird feeder materials for each child (you can purchase kits or create your own—visit [freewoodworkingplan.com](http://freewoodworkingplan.com) and click on “birdhouses” or “bird feeders” or check [Pinterest.com](http://Pinterest.com) for inspiration)
- Hammers
- Nails
- Sandpaper
- Paint
- Paintbrushes
- Dry erase board or large sheet of paper
- Marker



### Award: Carpenter

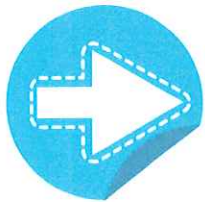
To complete this award, check the requirements on p. 132 and add activities as needed.



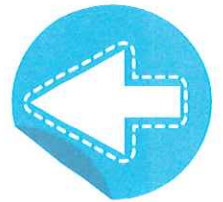




# Meeting 17 Sign Language



Here are three fun ways to introduce Helping Hands to sign language. Adapt the activities to meet the needs of your Helping Hands or create your own activities.





## ACTIVITY

# 3

# Simple Signs

## 20

MINUTES

### WHAT YOU DO

Model and practice with the entire group signs listed on the chart (or select your own).

You can then have the children work in small groups to practice the signs. Assign an adult to each group to help with the signs. Encourage the kids to check out books or websites about sign language if they would like to learn more.

### MATERIALS NEEDED

- Simple Signs Chart (see p. 126 or Pinterest)
- Books or printouts of simple signs such as the English/Spanish bilingual book *Talking Hands: Greetings and Phrases/Saludos Y Frases* by Kathleen Petelinsek and Nicole Day Diggins (Children's World, 2014)



Find the **Simple Signs Chart** at [Pinterest.com/AdventSource](https://www.pinterest.com/AdventSource)



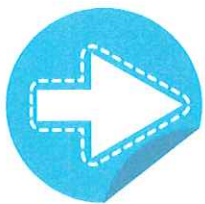
**Award:** Sign Language

To complete this award, check the requirements on p. 140 and add activities as needed.



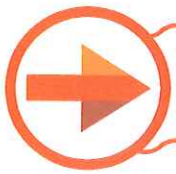
# Meeting 18

## Basket Making



Here are three fun ways that you can teach Helping Hands how to make baskets. Adapt the activities to meet the needs of your Helping Hands or create your own activities.





The following activities partially fulfill the requirements for the Basket Maker award.

## ACTIVITY

# 1

## Twig Basket

15  
MINUTES

### WHAT YOU DO

#### MATERIALS NEEDED

- 20-24 straight twigs or sticks per child (twigs or sticks should be approximately the same length)
- Craft glue
- Newspaper
- Pine cones (optional)

Begin by asking the Helping Hands if they can think of any Bible stories that mention a basket. (Genesis 40:16, Exodus 2:3, and Amos 8:11 are just a few examples.) Explain that people have been making baskets for a long time. Ask the children what materials they think were used to make baskets in Bible times. Then show them a completed twig basket.

Give each child 20-24 twigs and a sheet of newspaper. To begin, place two sticks on the newspaper about 4-8 in (10-20 cm) apart. Place two more twigs on top of the first twigs to form a square. Glue the top twigs to the bottom twigs. Glue several more twigs between the top two twigs. This makes the bottom of the basket.

Now it's time to start building the sides of the basket by gluing two twigs to alternating sides, building a "log cabin." Keep adding twigs until the basket is at least 4 in (10 cm) high. When completed, glue on small pine cones for decoration.



# Jute Coil Basket

15

MINUTES

## WHAT YOU DO

Begin by asking the children to describe baskets that they may have at home. Ask them what they are used for. Then share that people all around the world make baskets to use in their homes. Show pictures of baskets made from natural fibers by people from various cultures. Now show the children a completed jute basket like the one they will make.

Give each child a plastic bowl and have him or her place the bowl upside down. Starting at the edge of the bowl that is touching the table, have the children wrap a piece of jute around the bowl. Then they put a line of glue on top of the jute and coil more jute around the bowl. Continue until they get to the other end of the bowl. The goal is to apply the glue to the jute and not the bowl. They will then form smaller and smaller coils of jute on the bottom of the bowl. If children have trouble wrapping the jute around the bowls, cut the jute into small lengths for them.

Once the bowl is covered in jute coils, gently lift the coil basket off of the bowl. The children may need an adult to help remove the coil basket. If you don't do this, the jute coils may stick to the plastic bowl. Keep the basket upside down until it is dry.

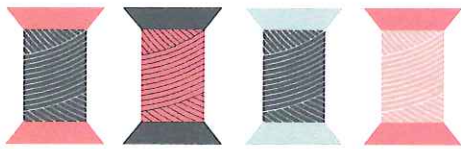
2

ACTIVITY

## MATERIALS NEEDED

- Jute (4 ply or larger)
- Plastic bowls
- Craft glue
- Scissors
- Pictures of baskets from around the world





## ACTIVITY

# 3

# Woven Berry Basket

# 15

MINUTES

## MATERIALS NEEDED

- 1 pint (473 mL) plastic berry baskets
- Yarn (various colors and textures)
- Scissors



## WHAT YOU DO

Begin by reading Corinthians 9:15 (CEB): “Thank God for his gift that words can’t describe!” Discuss what the verse means. Now show the Helping Hands a completed woven berry basket. Tell them that they will make a basket to give to someone as a gift. When they get home they can fill the basket with flowers, cookies, favorite Bible verses, or whatever they want to give to someone.

Give each child a basket and have them select some yarn. Begin weaving at an inside bottom corner of the basket. Leave about a 0.5 in (1 cm) end so they can later tuck the yarn end under the woven yarn. Weave the yarn over and under the plastic slats of the berry basket. Always start new pieces on the inside of the basket and tuck the tail into the woven yarn. Encourage the children to be creative with their own designs. Continue until the entire basket is covered.

## TIP

Some children may not weave as quickly as others. If they don’t finish their basket, send them home with enough yarn to finish the project on their own.

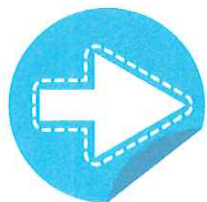


**Award:** Basket Maker

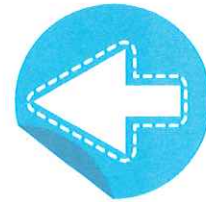
To complete this award, check the requirements on p. 129 and add activities as needed.

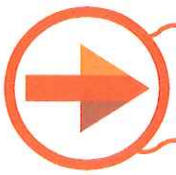


# Meeting 19 Weather



Here are three fun ways to explore the weather with your Helping Hands. Adapt the activities to meet the needs of your Helping Hands or create your own activities.





The following activities partially fulfill the requirements for the Weather award.

## ACTIVITY

# 1

## DIY Barometer

# 20

MINUTES



### MATERIALS NEEDED

- Dry erase board or large sheet of paper
- Funnels
- Ping pong balls
- Water bottles
- Paper towels
- Balloons, three per child
- String
- Rubber bands
- Canning or other glass jars
- Scissors
- Straws
- Masking tape
- Index cards
- Markers or pens

### WHAT YOU DO

Write the following key points on the board and briefly explain them:

- **Air pressure:** Air pressure is the force of tiny particles of air pushing on you or an object. The air particles are invisible but they still take up space and have weight. Changes in temperature make the air pressure heavier or lighter.
- **Warm air:** Warm air expands so there are fewer air molecules in the atmosphere. This causes low air pressure. Low air pressure leads to clouds or rain.
- **Cool air:** Cool air contracts which means the air molecules become smaller and take up less space. This means more air molecules can be packed into the atmosphere. This causes high air pressure. High air pressure usually leads to sunny, clear days.
- **Barometer:** A barometer is a tool that measures air pressure.

Give each child an empty cup or cylinder to lay down on a table. Roll a piece of paper towel into a small ball about half the size of the opening and place it in front of the cup's opening. Have the children try to blow the ball into the cup. No matter how hard they blow, they won't be able to do it. There's no more room in the cup for the air they're blowing, so it will flow right back out, pushing the ball away from the cup.

Give each child two balloons and two pieces of string. Have them blow up the balloons, tie the ends, and attach a string to each one. Have the children hold one balloon by the string in each hand and position the two balloons so they are at nose level and 6 inches (15 cm) apart. Have the children blow hard into the space between the balloons. This lowers the air pressure. The pressure of the surrounding air is now higher and it will push the balloons together.

Now have the children make a barometer to take home and monitor the air pressure. Give each child a balloon and have them cut off the narrow part so they have the widest part of the balloon to work with. Next, give them a glass jar, straw, tape, index card, and pen. Then have them stretch the balloon over the glass jar and secure it onto the jar with a rubber band. Tape the straw onto the balloon lid; the straw should be one quarter of the way on the lid, with the tape about 1 inch (2 cm) from the end of the straw. Have the children write "high, sunny weather" on the top of their index card and "low, stormy weather" on the bottom.

When the children go home, they will tape the index card on the wall and place the barometer next to it with the straw pointing toward the center of the card. When air pressure is high, the straw will move up because air will be pressing the balloon into the jar. When air pressure is low, the straw will move down because air inside the jar will be expanding and pushing up against the balloon.

*These activities were adapted from "Top Ten Air Pressure Experiments to Mystify Your Kids—Using Stuff from Around the House" by Aurora Lipper (Mechanical Engineering, January 2008).*





# Twister in a Bottle

## WHAT YOU DO

10  
MINUTES

2

ACTIVITY

### MATERIALS NEEDED

- Water
- Clear plastic bottle with a cap, one per child
- Glitter
- Dish washing liquid

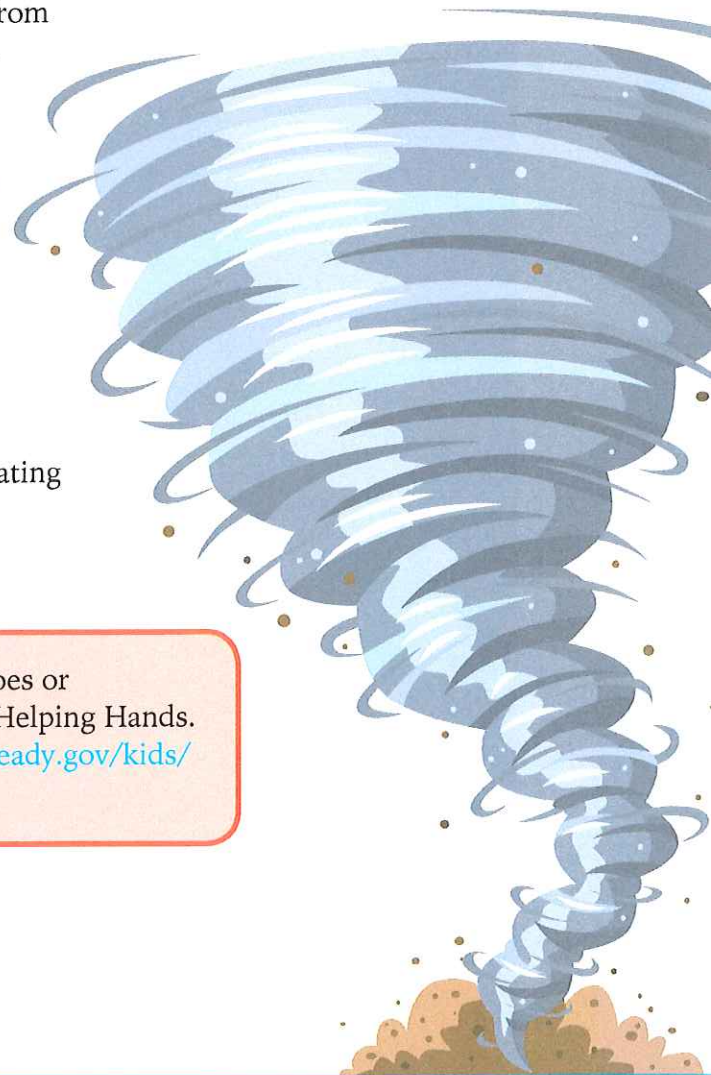
Read Mark 4:38-39 (CEB): “But Jesus was in the rear of the boat, sleeping on a pillow. They woke him up and said, ‘Teacher, don’t you care that we’re drowning?’ He got up and gave orders to the wind, and he said to the lake, ‘Silence! Be still!’ The wind settled down and there was a great calm.” Talk about God’s strength and discuss storms that the Helping Hands have experienced.

Show a couple photos of tornadoes. Explain that tornadoes can occur anywhere in the world, but that the Great Plains of the central U.S. is an ideal environment for severe thunderstorms that can lead to tornadoes. This area is called tornado alley. These storms are caused when dry, cold air moving south from Canada meets warm, moist air traveling north from the Gulf of Mexico. Tornadoes can form at any time of year, but May and June are usually the peak months.

Have each Helping Hand fill a plastic bottle with water until it is about three quarters full and then add a few drops of dish washing liquid. Put in a few pinches of glitter so the tornado will be easier to see. Screw the cap on tightly. Then turn the bottle upside down and hold it by the neck. Quickly spin the bottle in a circular motion for a few seconds. Then stop to see if a tornado has formed in the water. It may take a few tries to form a tornado. Explain that by rotating the bottle, they are generating centripetal force which causes a water vortex to appear.

TIP

Do you live in an area that experiences tornadoes or hurricanes? Share storm safety tips with your Helping Hands. For information in English and Spanish, visit [ready.gov/kids/know-the-facts/tornado](https://ready.gov/kids/know-the-facts/tornado).



## ACTIVITY

# 3

# Watercolor Cumulus Clouds

15  
MINUTES

## MATERIALS NEEDED

- Dry erase board or large sheet of paper
- Markers
- Pictures of different types of clouds
- Newspaper
- Watercolor paper, 9 × 12 in (23 × 30.5 cm) or larger
- Watercolor paintbrushes, 1 in (2.5 cm)
- Watercolor paint
- Water
- Plastic cups
- Paper towels
- Pencils

## WHAT YOU DO

Ahead of time: Cover the tables with newspaper.

List the following types of clouds on the board and discuss them with the Helping Hands. (This information is adapted from [extension.illinois.edu](http://extension.illinois.edu).) As you discuss the different types of clouds, show the Helping Hands pictures of each type of cloud:

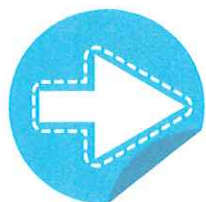
- Cumulus clouds are fluffy clouds that look like puffs of cotton. Cumulus clouds that do not get very tall are indicators of nice weather. If they do grow tall, they can turn into thunderstorms. Cumulus clouds sit fairly close to the ground.
- Stratus clouds look like flat sheets of clouds. These clouds can mean an overcast day or steady rain. They may stay in one place for several days.
- Cirrus clouds are high, feathery clouds. They are up so high that they are actually made of ice particles. They are indicators of good weather when they are scattered in a clear blue sky.

Give each child a sheet of watercolor paper. Have the children draw a line across the paper about three inches from the bottom (it doesn't have to be straight). Then have them dip their brushes into water and evenly coat the area above the line with water (nothing above the line should be dry). This will be the sky. While the coat of water is still wet, have the kids paint it with whatever colors they choose for the sky. This technique is called wet on wet, and they should keep both their brushes and paper damp. The watercolor will bleed and fill up the area designated for the sky. While the paper and paint are still wet, have the children crumple up pieces of tissue and dab the areas of the sky where they want clouds to be. The tissue will remove some of the paint, creating a cloud effect. They should dab all the way to the line they drew. Remind them that clouds go all the way to the horizon. Once they've finished the clouds, have the children paint the land or sea on the remaining unpainted section of the paper.

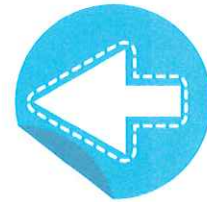


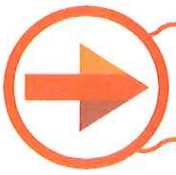
**Award:** Weather

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



Here are three fun ways to encourage Helping Hands to explore the outdoors. Adapt the activities to meet the needs of your Helping Hands or create your own activities.





The following activities partially fulfill the requirements for the Outdoor Explorer award.

## ACTIVITY

# 1

# Hiking Songs

# 10

MINUTES

## WHAT YOU DO

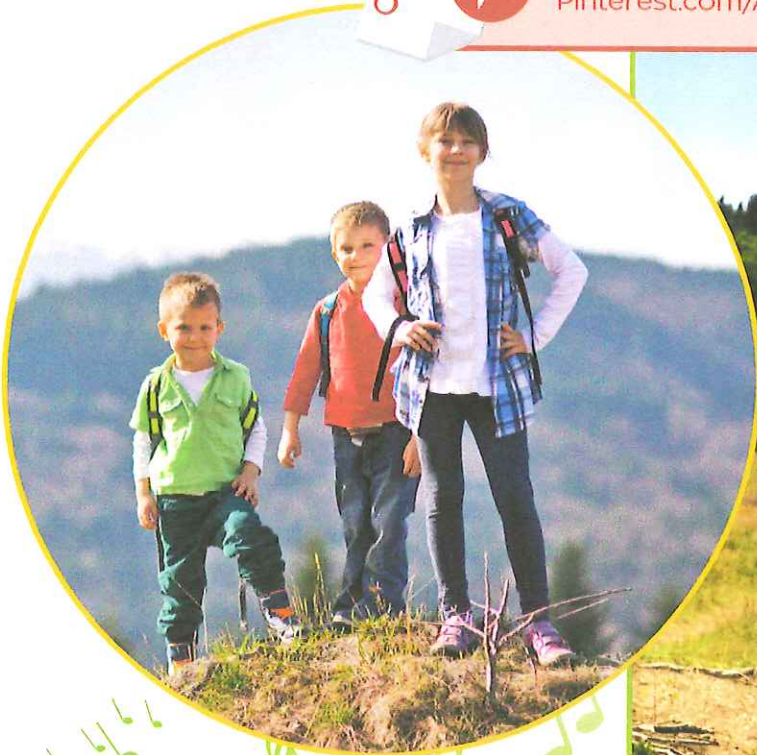
Teach your Helping Hands some songs that will liven up their hikes! After practicing, have the children sing the songs again while marching around or through the building.

## MATERIALS NEEDED

- Lyrics to favorite hiking songs (see pp. 127 and 128 or Pinterest)



Find **Hiking Songs** at  
[Pinterest.com/AdventSource](https://www.pinterest.com/AdventSource)





# Trail Signs

## WHAT YOU DO

15  
MINUTES

Ahead of time: Find or create a handout that shows trail signs. Use the trail signs handout and sticks, stones, and pebbles to create a trail for the kids to follow. You can form a trail indoors or outdoors depending on your location. If you are short on space, build a maze that has a lot of turns but can fit in a small area.

Begin by reading Exodus 13:21 (CEB): “The Lord went in front of them during the day in a column of cloud to guide them and at night in a column of lightning to give them light. This way they could travel during the day and at night.” Discuss how God continues to guide us. Now tell them that they are going to learn some signs to follow when they go hiking.

Distribute the handout and explain what each sign means. Give the kids some sticks, stones, and pebbles and ask them to make a sample of each trail sign. Then take the children outside and have them follow your trail by obeying the signs. You might want to stagger the children’s starting times or create more than one path to prevent crowding.

## 2 ACTIVITY

### MATERIALS NEEDED

- Trail Signs Handout (see Pinterest or search the Internet or library for ideas)
- Sticks
- Stones
- Pebbles

 Find inspiration for a **Trail Signs Handout** at [Pinterest.com/AdventSource](https://www.pinterest.com/AdventSource)





## ACTIVITY

# 3

# Themed Hike

20  
MINUTES

## MATERIALS NEEDED

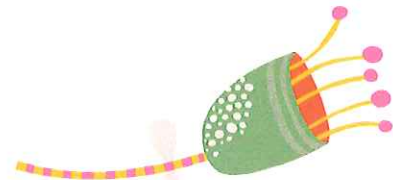
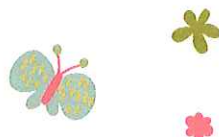
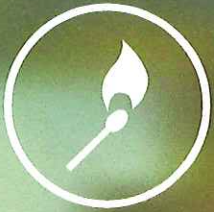
- None

## WHAT YOU DO

Ahead of time: Choose a place where the kids can go hiking and explore it to identify any safety concerns. The hike could take place on the school or church campus, in a neighborhood, or on a walking path. Also, choose a theme for your hike. Examples include:

- Sounds: identify sounds
- Plants: identify plants
- Birds: identify birds
- Animal homes: find animal homes
- Insects: identify insects
- Rainbow colors: find the colors of the rainbow
- ABC: find objects that begin with each letter of the alphabet
- Music: sing hiking songs
- Scavenger hunt: give the children a list of objects to locate
- Around the block: go around the block (or a short distance) and ask the children what they observed (examples: Who saw the most round things? What kinds of trees were seen? What did you see that was orange?)
- Create a map: give the children paper and pencils to draw a map of their hike

Share the following rules for the hike: stay with the group, stay on the path or sidewalk, stay off private property, leave nature in place, and don't litter. Include additional rules that are necessary for your hike. If your location doesn't allow for one long hike, divide the children into groups and have an adult lead them on several different themed hikes.

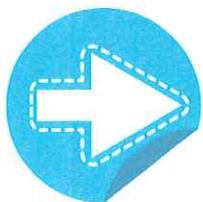


**Award:** Outdoor Explorer

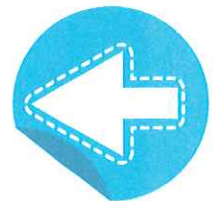
To complete this award, check the requirements on p. 139 and add activities as needed.

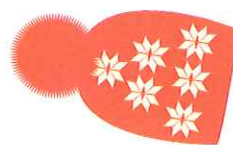
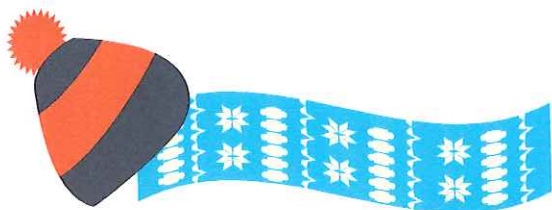


# Meeting 21 Christmas



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





## ACTIVITY

# 1

# Christmas Tree Gift Bags

10  
MINUTES

## MATERIALS NEEDED

- Items donated by Busy Bees
- Green gift bags
- Scissors
- Craft glue
- Glitter glue
- Scissors
- Pom poms, colored buttons, stickers, or any Christmas-type decorations
- 1 or 2 in (2.5 or 5 cm) foam star stickers (or make your own stars out of tag board)
- Black markers

## WHAT YOU DO

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

As an alternative, the Helping Hands could donate items for several Operation Christmas Child boxes (visit [samaritanaspurse.org](http://samaritanaspurse.org) for more information) and each make a card to go with their gift.

Not all organizations are able to accept wrapped gifts. Please check with your selected organization ahead of time. If wrapped gifts are not accepted, the kids could make a Christmas card to accompany each gift.

Begin by reading John 13:33-35 (CEB): "I give you a new commandment. Love each other. Just as I love you, so you also must love each other. This is how everyone will know that you are my disciples, when you love each other." Ask the Helping Hands for ideas on how to show love to others at Christmas time. (Tie this in to the donations that they brought.) Show the children a sample completed Christmas tree gift bag and tell them that they will be making one for the gift they brought to donate.

Give each child a green gift bag. Have them cut the top corners of the bag off to form the point of the Christmas tree. To simplify the activity, you can draw a line for the children to cut along. Next have them write on the back of the bag if the gift is for a girl or for a boy. Now let the children decorate the front of the bag to look like a Christmas tree. Have the children first use the glitter glue to make a garland that zigzags across the bag, then they can select from any of the decorative objects provided to decorate their trees. Top the bag with a star.







# Christmas Cards

15

MINUTES

## WHAT YOU DO

Begin by reading Matthew 2:10 (CEB): “When they saw the star, they were filled with joy.” Discuss that one of the ways Helping Hands can spread the joy of Jesus’ birth is to give Christmas cards to friends, family, church members, teachers, and classmates.

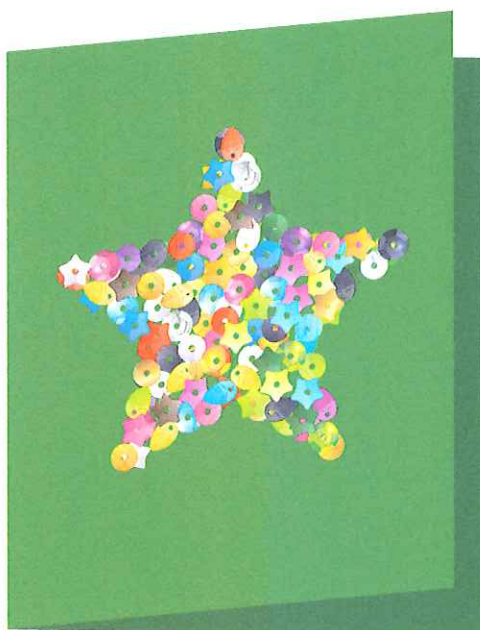
Have the children fold one piece of card stock in half. Inside the card, have them write out Matthew 2:10. Next have them decorate the front of the card by tracing around the star cookie cutter. Squeeze glue into the inside of the star outline and use a craft stick to spread it evenly. Gently sprinkle the glued area with sequins. Lay flat to dry. Let the children make more cards with other Christmas designs. You can also give the children an envelope for each card they made. Once the glue is dry, the children can write a message inside the cards place them in the envelopes.

2

ACTIVITY

### MATERIALS NEEDED

- Card stock in a variety of colors, 8.5 × 11 in (22 × 28 cm)
- Sequins, variety of colors
- Craft glue that dries clear
- Wooden craft sticks
- Cookie cutters or stencils (star plus additional Christmas shapes)
- Envelopes (optional)
- Markers



## ACTIVITY

# 3

# Christmas Cookies

20  
MINUTES

## WHAT YOU DO

Ahead of time: Set out the icing and bowls filled with your cookie decorations. Cover the work surface with parchment or wax paper.

Begin by having the children wash their hands. Then give each child a dozen cookies to decorate. Let them eat a few cookies as they go and then take the remainder home or share with the rest of the club.

## MATERIALS NEEDED

- Sugar cookies in a variety of Christmas shapes, a dozen per child
- Baggies to take home extra cookies
- Icing in a variety of Christmas colors
- Wooden craft sticks
- Disposable bowls
- Sprinkles, mini candies, crushed peppermint, mini marshmallows, other cookie decorations
- Parchment or wax paper

Find out if any of the children have food allergies or restrictions. You may need to provide dairy-free and/or gluten-free cookies. Recipes can be found online.



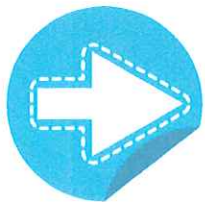
You're almost done!





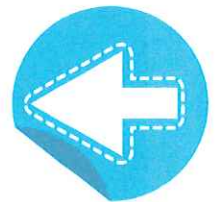
# Meeting 22

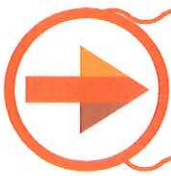
## Bike Rodeo



Here are instructions for a fun meeting where Helping Hands will learn about bike safety and have a chance to demonstrate their bike skills.

Adapt these activities to meet the needs of your Helping Hands or use your own activities.





Make sure all Helping Hands have a way to participate even if they do not ride a bike. They can ride anything on wheels. Also, they can be assigned tasks at stations.

## STATION

# 1

## Bike Safety

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

Additional information: [helmetsrus.net/school/info\\_pages.php?pages\\_id=8](http://helmetsrus.net/school/info_pages.php?pages_id=8)



## STATION

# 2

## Bike Mechanic Station

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

### MATERIALS NEEDED

- Wrenches
- Tire pumps

- Check air pressure in tires
- Air up tires
- Check that tires spin without hitting the bike frame
- Check tire treads and spokes
- Adjust and tighten handle bars and bike seat
- Check breaks
- Check and adjust gears
- Check or attach safety features: reflectors, lights, bells, mirrors
- Check that pedals are securely attached
- Make sure pedals are secure

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





After a child has completed a station or activity, give them a sticker or check the item off their activity sheet. Once the children have completed all of the stations give them a bike-themed gift such as a water bottle, cycling gloves, or a repair kit.

## Bicycle Registration

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

3

STATION

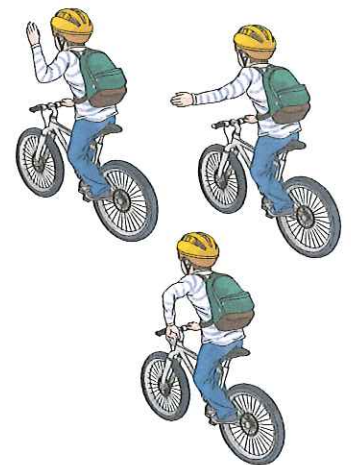
## Hand Signals

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

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

4

STATION



TIP

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





STATION

5

### MATERIALS NEEDED

- Chalk
- Sponges

## Cycling Activities

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

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

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

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



## Bike Ride

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

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



Yahoo! All done!

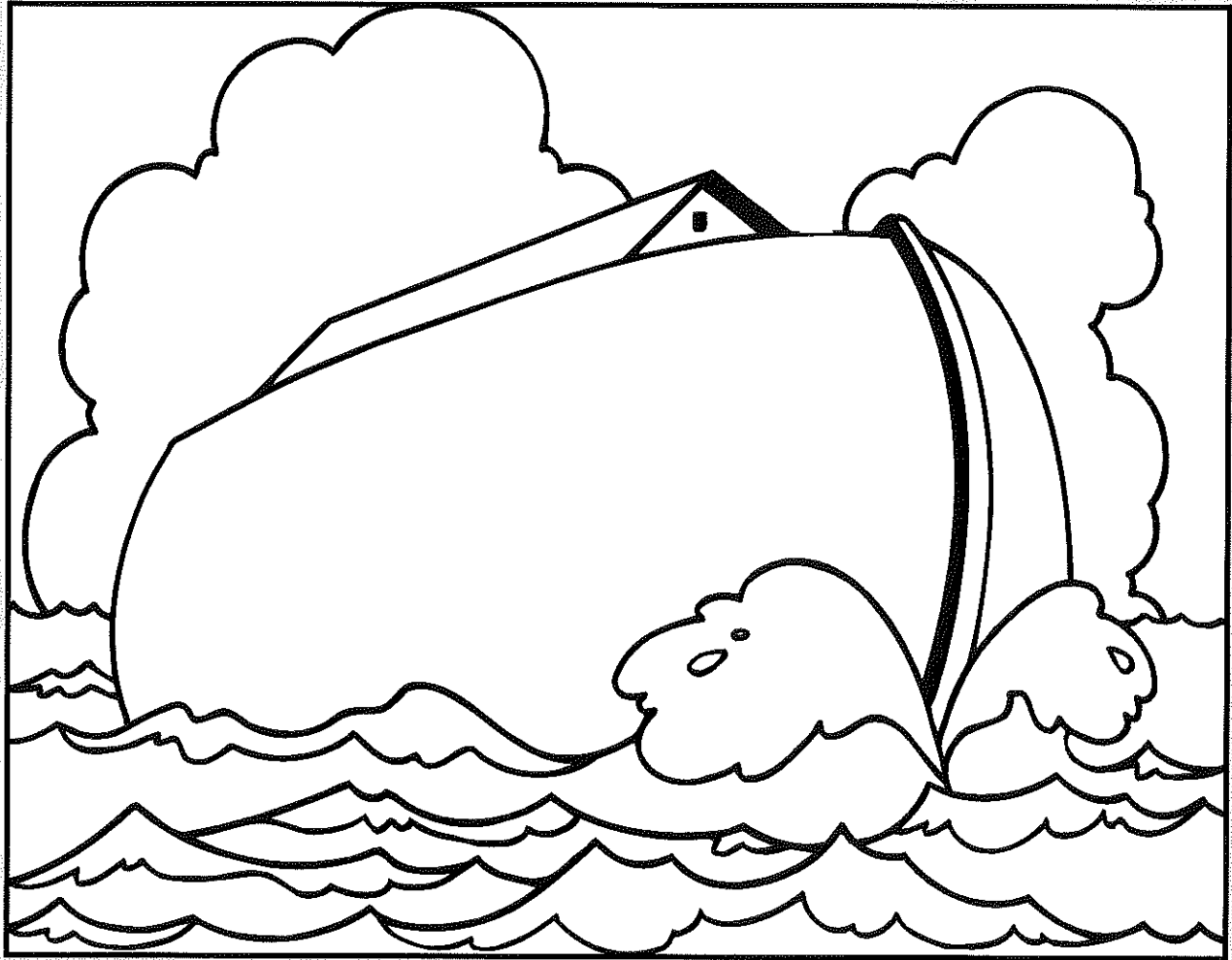


# Section 5

## Resources

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





## Noah—Water Cleans the Earth

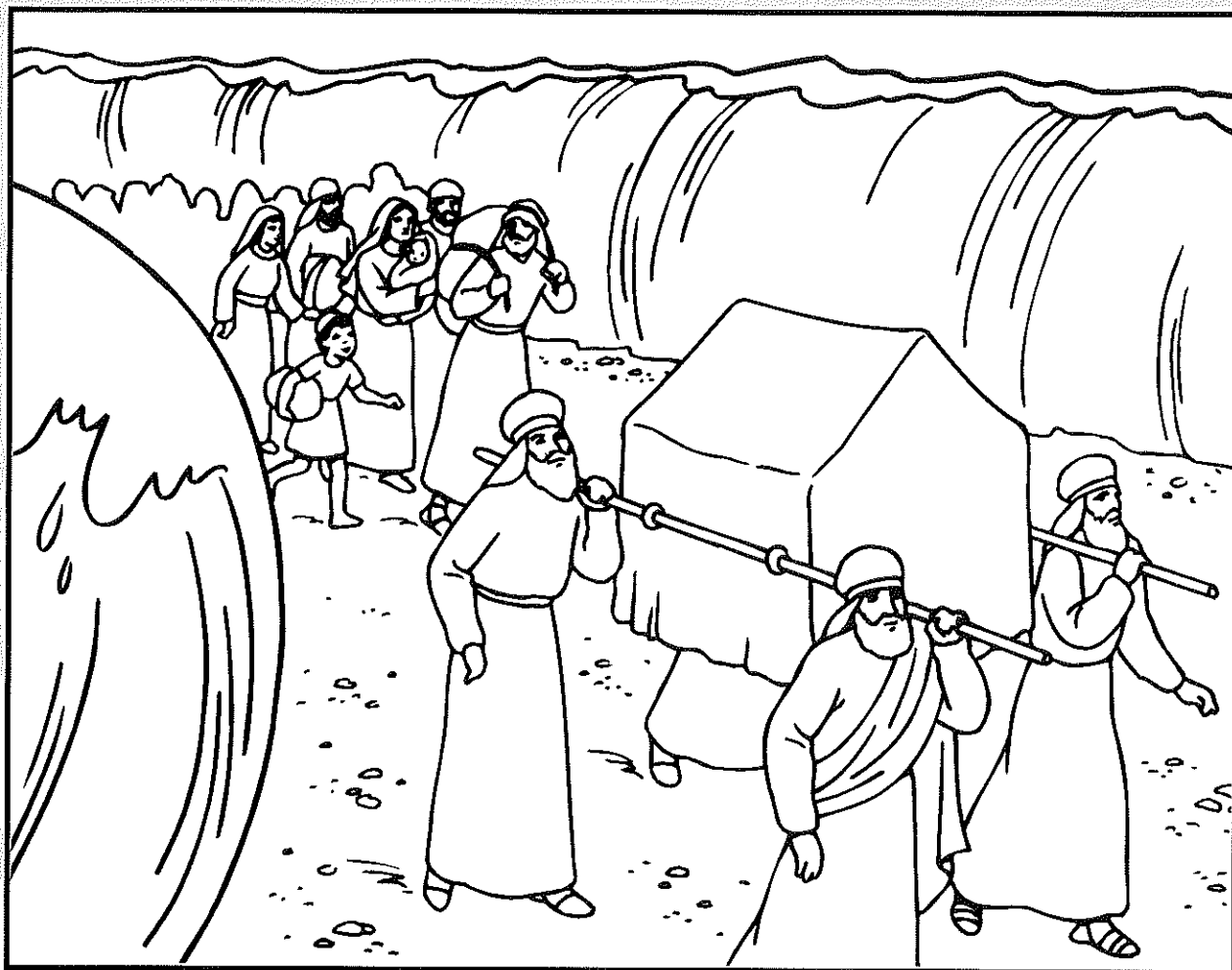
People became so disobedient that they were destroying everything. God decided to wash away all the sin and evil and try again. He saved everyone who would listen by asking Noah to build a special ark for them.





## Abraham—God Calls a People

God decided to choose a special group of people to teach the world about Him. He called Abraham and Sarah to a new country and made them the “father” and “mother” of His new nation.



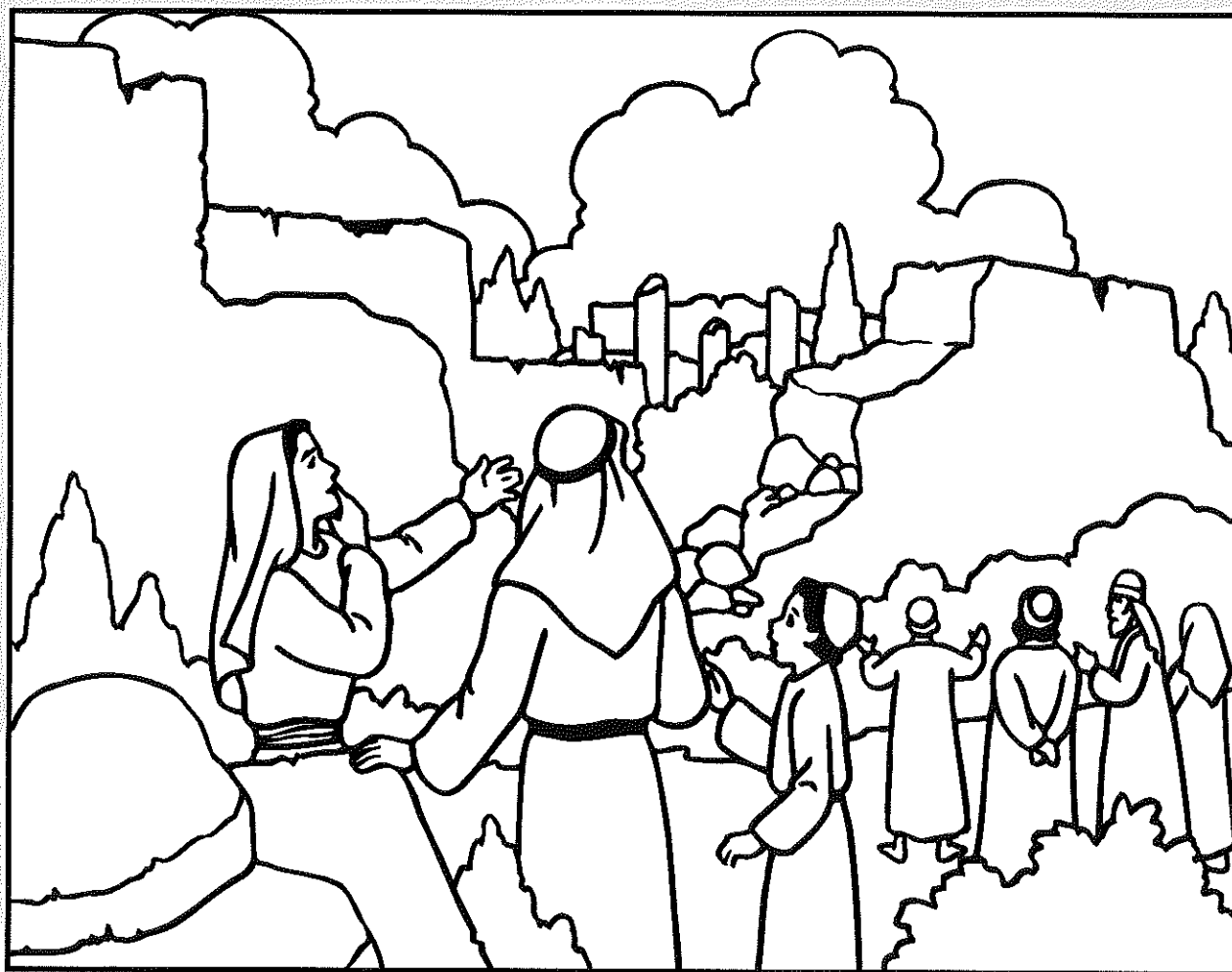
## Moses—A Promised Land for God's People

God rescued His people from slavery just as He had promised. He brought them to a beautiful "Promised Land." He told them how to live so they would be happy and healthy.



## David—God Works with His People

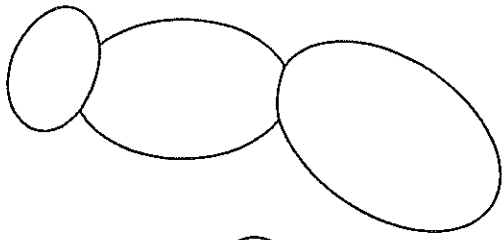
God's people, Israel, did not always trust Him but He continued to help those who would listen. David, the "shepherd king," loved to tell of God's mercy and justice.



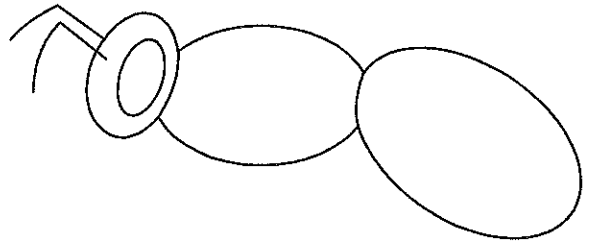
## Daniel—God's People Disobey

Israel refused to obey God. He finally let them be taken captive, hoping they would realize their mistake. Some listened to God and returned to Israel, but they never became what God had planned.

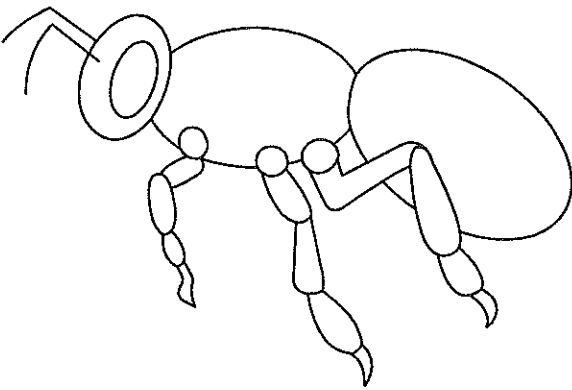
# Worker Bee Drawing



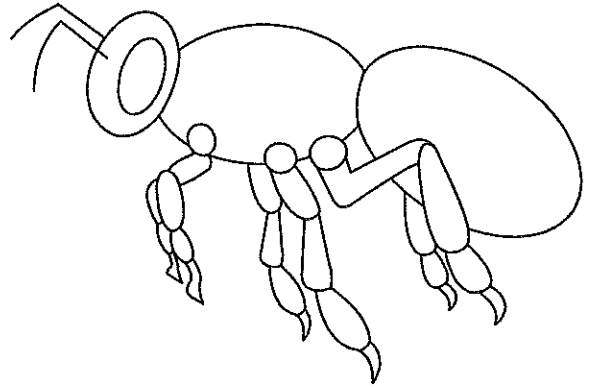
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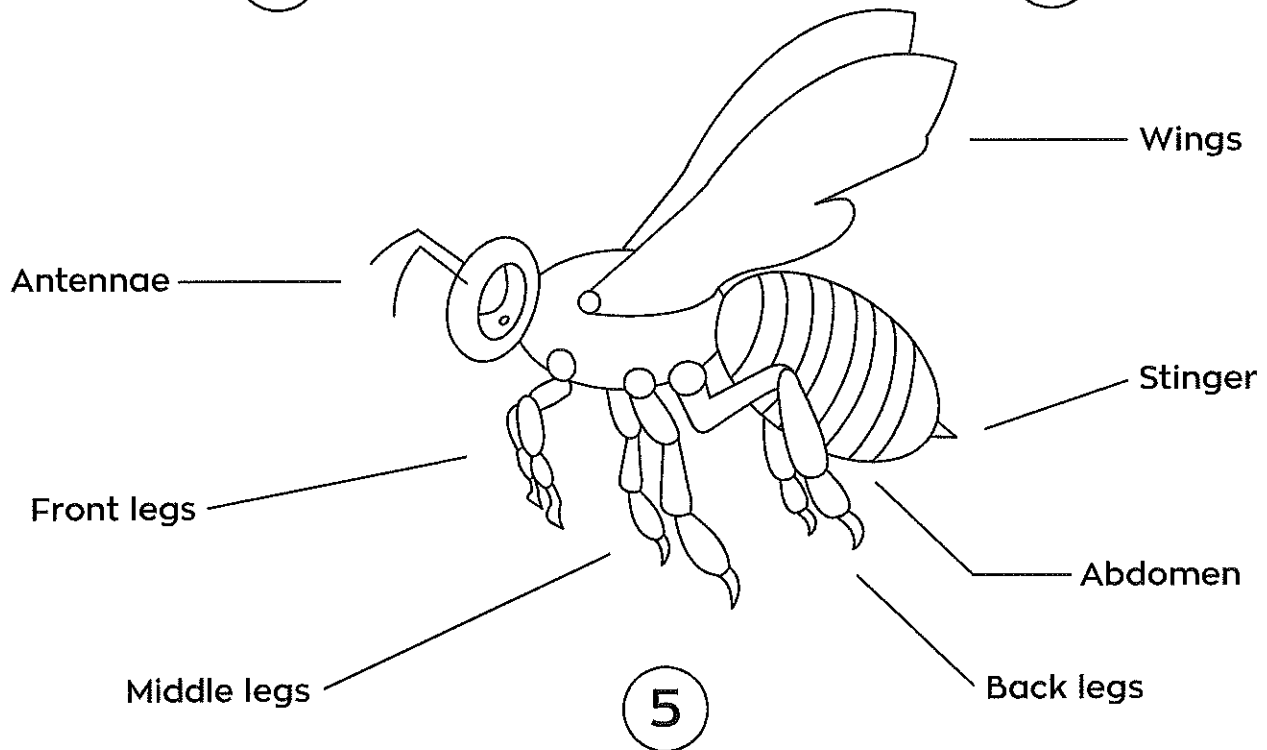
2



3



4



Antennae

Wings

Front legs

Stinger

Middle legs

Abdomen

5

Back legs

# Habitat Hunt Worksheet

Explore your habitat and record the following information.

What animals, birds, insects, and plants did you find? \_\_\_\_\_

---

---

---

What places for animals or birds to raise their young did you find? \_\_\_\_\_

---

---

What places for wildlife to hide did you find? \_\_\_\_\_

---

---

What food sources did you find? \_\_\_\_\_

---

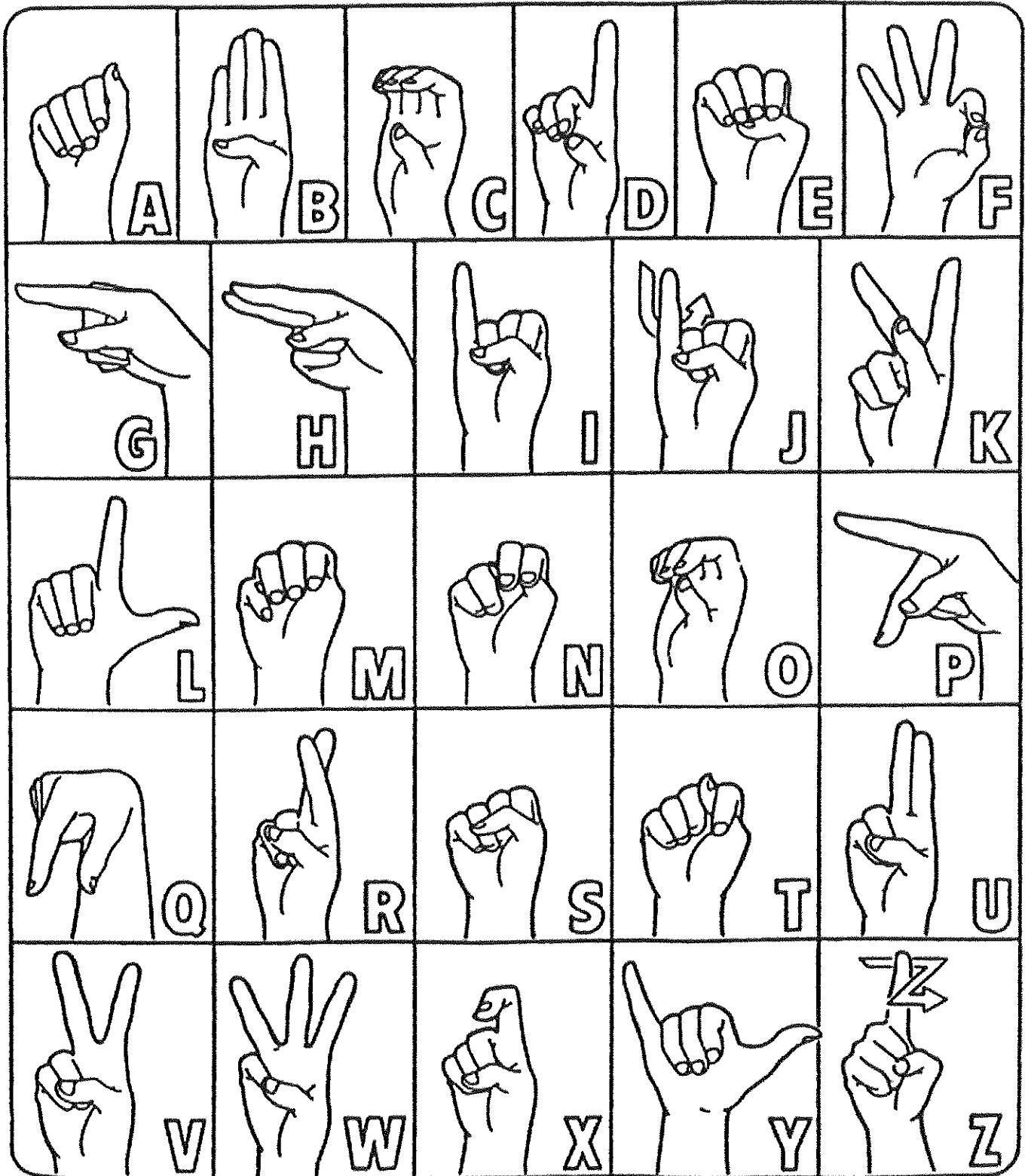
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What water sources did you find? \_\_\_\_\_

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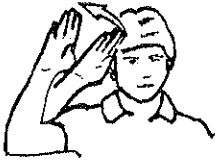
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# Alphabet Signs Chart



# Simple Signs Chart

HELLO



HOW



ARE



YOU.



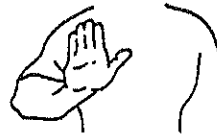
WHAT



IS



YOUR



NAME?



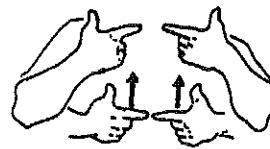
WHERE (DO)



YOU



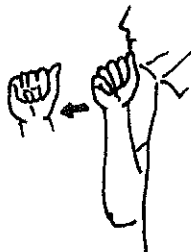
LIVE?



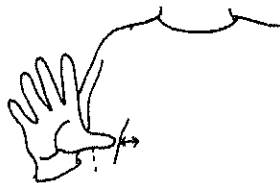
I



AM



FINE.





# Hiking Songs

## The Other Day, I Met a Bear

This is an echo song. The leader begins by singing one line of each verse and the group repeats it in the same sing-song fashion. Then everybody sings each whole verse once together. Search for this song on YouTube.com to hear the melody.

The other day (children repeat)  
I met a bear (children repeat)  
Out in the woods (children repeat)  
A way out there (children repeat)

(Everyone sings) The other day I met a bear,  
out in the woods, a way out there

He looked at me (children repeat)  
I looked at him (children repeat)  
He sized up me (children repeat)  
I sized up him (children repeat)

(Everyone sings) He looked at me, I looked at  
him; he sized up me, I sized up him

He said to me (children repeat)  
Why don't you run? (children repeat)  
I see you don't (children repeat)  
Have any gun (children repeat)

(Everyone sings) He said to me, why don't you  
run? I see you don't have any gun

I said to him (children repeat)  
That's a good idea (children repeat)  
So come on, feet (children repeat)  
Let's get out of here (children repeat)

(Everyone sings) I said to him, that's a good  
idea; so come on, feet; let's get out of here

And so I ran (children repeat)  
Away from there (children repeat)  
But right behind (children repeat)  
Me was that bear (children repeat)

(Everyone sings) And so I ran away from there;  
but right behind me was that bear

And then I see (children repeat)  
Ahead of me (children repeat)  
A great big tree (children repeat)  
Oh, glory be! (children repeat)

(Everyone sings) And then I see ahead of me a  
great big tree; oh, glory be!

But the lowest branch (children repeat)  
Was ten feet high (children repeat)  
I'd have to jump (children repeat)  
Into the sky (children repeat)

(Everyone sings) But the lowest branch was ten  
feet high; I'd have to jump into the sky

And so I jumped (children repeat)  
Into the air (children repeat)  
But missed that branch (children repeat)  
A way up there (children repeat)

(Everyone sings) And so I jumped into the air;  
but I missed that branch away up there

Now don't you fret (children repeat)  
Now don't you frown (children repeat)  
'Cause I caught that branch (children repeat)  
On the way back down (children repeat)

(Everyone sings) Now don't you fret, and don't  
you frown, 'cause I caught that branch on the  
way back down

This is the end (children repeat)  
There is no more (children repeat)  
Unless I meet (children repeat)  
That bear once more (children repeat)

(Everyone sings) That is the end, there is no  
more unless I meet that bear once more

## I Surely Know

Visit [teachingthem.com/2008/10/15/spiritual-cadence](http://teachingthem.com/2008/10/15/spiritual-cadence) to hear the melody.

(verse 1)

I surely know, and I have heard. (children repeat)  
The Bible is God's holy word! (children repeat)  
I surely know, and believe it's true. (children repeat)  
Jesus gave His life for you! (children repeat)

(chorus)

(Adult) Sound off! (children) One—two.  
(Adult) Sound off! (children) Three—four.  
(Adult) Sound off! (everyone) One—two—three—four....THREE! FOUR!

(verse 2)

We are Helping Hands, it's true. (children repeat)  
We love God and so can you! (children repeat)  
Fun and learning, service, too. (children repeat)  
Don't have time to feel real blue! (children repeat)

(chorus)

(verse 3)

We are Helping Hands, it's true. (children repeat)  
There is much we like to do! (children repeat)  
Biking, hiking, swimming, too. (children repeat)  
These are things we like to do! (children repeat)

(chorus)

(verse 4)

We are Helping Hands, it's true. (children repeat)  
We love God and so can you! (children repeat)  
Caring, sharing, praying, too. (children repeat)  
These are things we like to do! (children repeat)

(chorus)

## Basket Maker

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



---

### Helps

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



# Carpenter

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

## Helps

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

## Country Fun

1. Pick a country you want to study.
2. On a world map find the location of the country and identify what continent it is on.
3. Find, draw, or trace a map and flag of your country.
4. Learn six facts about the country, such as those suggested below:
  - a. Draw or find a picture of the native dress.
  - b. Learn a Sabbath or secular song.
  - c. Listen to the national anthem.
  - d. Learn to play a Sabbath or secular game.
  - e. Name the main religion.
  - f. Collect a stamp, postcard, or coin.
  - g. Read or listen to a legend, myth, or story.
5. Make a simple craft or food from the country.
6. Read in the Bible about how languages originated at the tower of Babel (Genesis 11:1-9).



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### Helps

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

### Resources

- [countryreports.org](http://countryreports.org)  
Flags, information, and anthems.
  - [yahooligans.com](http://yahooligans.com)  
Link to flags of the world. Mythology and folklore for nine countries.
  - [multcolib.org/homework](http://multcolib.org/homework)  
Information on countries and flags, among many other topics.
-



## Required

### HELPING HAND

4

## Environmentalist

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



### Helps

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

### Resources

- Information on endangered species may be found online or through the Audubon Society or other environmental organizations, including the publishers of *Ranger Rick*, *Nature Scope*, and *National Geographic World*.
- *50 Ways You Can Help Save the World* by Tony Compolo and Gordon Aeschlimang (Intervarsity Press, 1992)
- Contact the US Department of Fish and Game or the EPA for educational materials about our environment. Visit your state's website for conservation education materials.

## 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 a picture or paint a rock.



### Helps

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

HELPING HAND

4

# Habitat

1. Define the word “habitat” and select one to study.
2. Learn about your habitat. Record the day and time you looked at it and what you saw.
3. Name, photograph, or draw a picture of the animals, insects, etc. that you see.
4. Name, photograph, or draw a picture of the plants that you see.
5. Describe your habitat and tell about interesting things that you learned.
6. Find verses in the Bible that tell about your habitat.
7. On which day did God create your habitat?
8. Describe what you think the habitat of heaven will be like.
9. Create a habitat.



## Helps

1. Habitat: Distinctive and characteristic surroundings, such as a pond or deciduous woodland. A habitat is determined chiefly by the vegetation. It can be a woodland area, a backyard, fruit orchard, or vacant lot. It can be as small as a tree or a rose bush and it can even be inside your home.
2. This can be done in one outing, but it’s more interesting if the habitat is visited more than once and at different times of day or night.
7. Genesis 1:9-13.
8. Isaiah 65:17-25; Revelation 22:1-5.
9. Suggestions for creating a habitat:
  - a. Plant flowers that will attract butterflies.
  - b. Use real or artificial items to create a show box scene of the habitat you studied.
  - c. Have the class create a mural that combines all the habitats studied.



# Honeybee

1. Find in the Bible several verses that speak about bees.
2. Draw the honeybee and tell how it is different from other bees and other insects. Color your picture.
3. Within a colony, name the three types of bees and their responsibilities.
4. Explain and draw the life cycle of the honeybee.
5. What is the purpose of the scout bee's dance?
6. Make two bee crafts.
7. Observe bees, if possible.



## Helps

1. Judges 14:8, Psalm 118:12.
2. Provide a picture for the children to observe while they draw the honeybee. Talk about what makes them special.
3. Queen, drone, worker.
4. This cycle is similar to other insects.
5. The scout bee (worker) shares directions and information about pollen and nectar. The goal of this dance is to share information with other bees.

## Resources

- [enchantedlearning.com](http://enchantedlearning.com)
- [honey.com/kids](http://honey.com/kids)
- [ag.arizona.edu/pubs/insects/ahb/inf7.html](http://ag.arizona.edu/pubs/insects/ahb/inf7.html)
- [daniellesplace.com/html/bugs.html](http://daniellesplace.com/html/bugs.html)
- [familycrafts.about.com/cs/beecrafts](http://familycrafts.about.com/cs/beecrafts)
- [christiancrafters.com/buzzing\\_bees.html](http://christiancrafters.com/buzzing_bees.html)



## Required

# 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?

HELPING HAND

4



## Helps

1. Discuss the importance of using kind and clean words as Jesus would have us do. Locate the texts and discuss what they say.
2. Make it interesting while you learn—remember that many may not be taught the basics of cleanliness at home. Play games, sing songs, or make posters to instill the basic principles. You may choose to watch a video, read a book, or have a health specialist come talk with the children.
3. Teach the importance of clean hands before eating, after going to the rest room, and before handling food. Using a microscope, look at their hands. Have them wash with soap as they would normally wash, place them under a microscope again, wash again carefully, and look at the difference.
4. Brush your teeth for two minutes at least twice each day. Eat a balanced diet, cut back on sugary and starchy foods, and don't chew on hard substances such as ice or popcorn kernels. Have a dental professional come to show proper brushing (they may be willing to give each child a toothbrush or other items).
5. A clean body is healthier. Share with the children some problems if they do not keep clean. For example, lice, colds, etc. Play salon makeover and show how to properly wash hair, dry, and comb it. You may wish to have a stylist talk to them and show good health habits for their hair and hands.
6. The outside of your body needs water to keep clean and the inside of your body needs water to keep healthy. You need at least eight glasses of water each day. Share with them how God made their body and planned it the way it is.
7. It is also important to keep our clothing clean so we will look and feel healthy. After playing or working it is important to bathe and put on clean clothing.

## Outdoor Explorer



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

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### 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.
-

## Sign Language

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



### Helps

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

### Resources

- [nad.org](http://nad.org)  
Website for the National Association of the Deaf
- *The Joy of Signing* by Lottie Riekshof (Gospel Publishing, 1987)

## Technology

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



# Weather

1. Observe the actual weather for one day. Chart it and compare it to the weather report.
2. Describe the following: wind, clouds, fog, rain, sunshine, and atmosphere.
3. Identify three instruments used to predict the weather.
4. Learn how the water cycle works and why it is so important to us.
5. Describe how the temperature is measured.
6. Find and read about the day God created the air (firmament).
7. Read Mark 4:38-39 and tell what Jesus did.
8. Make a wind pinwheel.



## Helps

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

## Resources

- Local news stations
- [weather.com](http://weather.com)

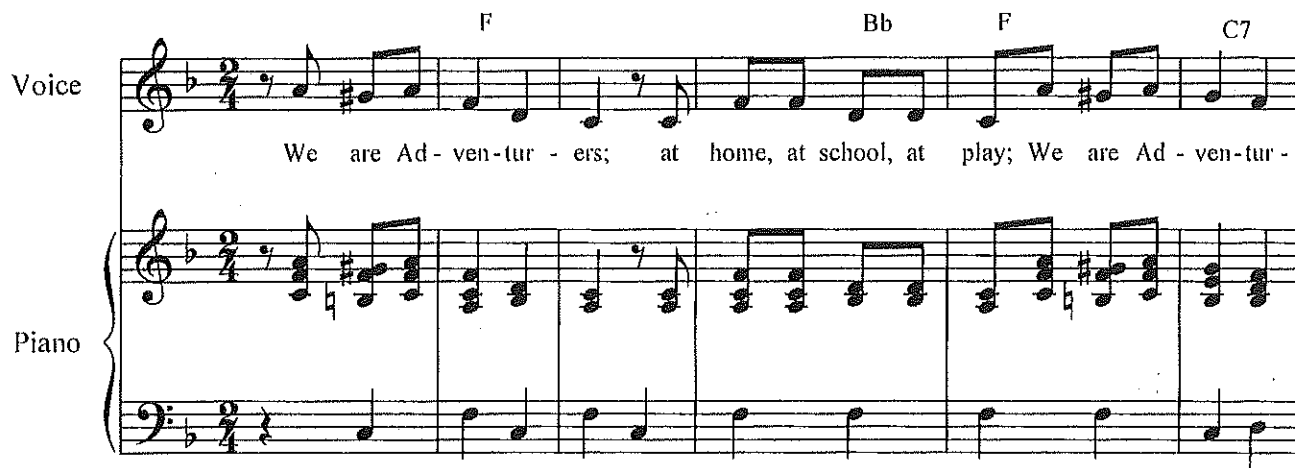
# We are Adventurers!

Music and Words by Joann M. Herrington

Chords: F Bb F C7

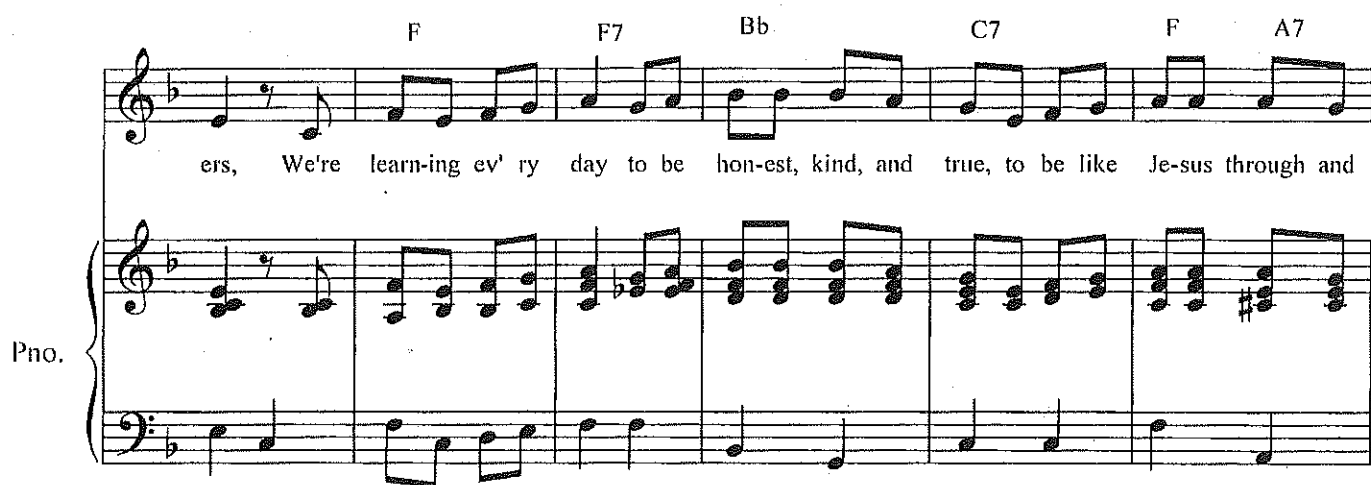
Voice: We are Ad-ven-tur-ers; at home, at school, at play; We are Ad-ven-tur-

Piano



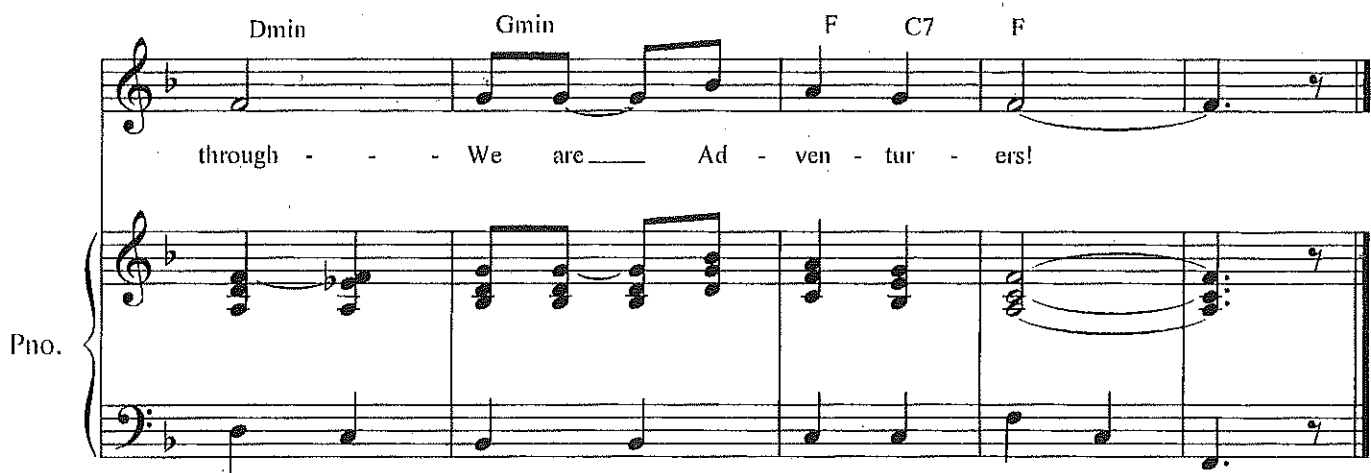
Chords: F F7 Bb C7 F A7

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



Chords: Dmin Gmin F C7 F

Pno.: through - - - We are Ad-ven-tur-ers!





Name \_\_\_\_\_



**Basic**

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

**My God**

- I. A. Create a story chart or lapbook.
- B. Use your story chart or lapbook to show someone how to live for God.
- II. Complete the Bible II award.
- III. A. Spend regular quiet time with Jesus.
- B. Choose one thing in your life which Jesus has promised to help you improve.

**My Self**

- I. A. List some special interests and abilities God has given you.
- B. Share your talents.
- II. A. Learn the steps of good decision-making.
- B. Use them to solve two real-life problems.
- III. Complete the Hygiene award.

**My Family**

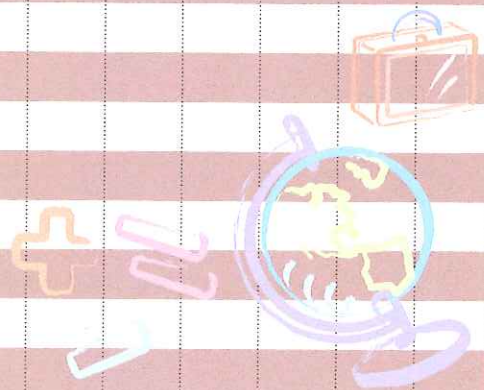
- I. Make a scrapbook or picture book about your family history.
- II. Help plan a special family worship, family night, or family outing.
- III. Complete a level 3 or 4 award not previously earned.

**My World**

- I. Complete the Caring Friend award.
- II. Complete the Country Fun award.
- III. Complete the Environmentalist award.

**Other Awards Completed**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_





# Contacts

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

Email: [info@AdventistYouthMinistries.org](mailto:info@AdventistYouthMinistries.org)

Web: [AdventistYouthMinistries.org](http://AdventistYouthMinistries.org)

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

### **Adventist Book Center**

(resources for children's ministries)

800.765.6955

Web: [AdventistBookCenter.com](http://AdventistBookCenter.com)

### **AdventSource**

(for additional Adventurer Club resources and uniform supplies)

5120 Prescott Avenue

Lincoln, NE 68506

Toll-free in Canada and United States: 800.328.0525

Phone: 402.486.8800

Web: [AdventSource.org](http://AdventSource.org)

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- How should leaders prepare for success and safety?
- How can I include Helping Hands with disabilities?
- What is included in the Helping Hand program?

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