



HELPING HAND



CLASS



HELPING HAND CLASS



Name

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The Adventurer Uniform

Uniform for the Adventurer boy and girl

GIRLS	Navy blue pinafore or skirt, white blouse (shirt type blouse with short sleeves).
BOYS	Navy blue pants, white shirt with short sleeves and regular collar.
BOYS/GIRLS	Shoes: uniform within club; Navy blue or white socks: uniform within club.
SCARF	Adventurer scarf is part of the uniform worn with an Adventurer slide.
AWARD SASH	The sash is navy blue and part of uniform.

Class Level: ___ LL ___ EB ___ BB ___ SUN ___ BUI ___ HH

Field Uniform

Club Polo-Shirt ___ Have ___ Need _____ Size

Class A Uniform

Left Arm:

Adventurer World ___ Have ___ Need



Right Arm:

Club Crest Insignia: ___ Have ___ Need
 Insignia Patch: ___ Have ___ Need



Sash: ___ Have ___ Need



Scarf:



Slide:

___ Have ___ Need

Scarf:

Left Sleeve	The Adventurer World emblem is to be worn on left sleeve 1½” below the shoulder seam.	 <p>Left Sleeve</p>
Right Sleeve	The Adventurer Club Name Crescent is to be worn ½” below the shoulder seam. The Adventurer Club Emblem is to be worn 2½” down from the shoulder seam.	
Sash	Adventurer awards and class pins, only. If you have earned any AY/Pathfinder Honours you are not to place them on your sash.	
Name Tag	Your name tag is to be centred over the right pocket or its equivalent position on the sash or blouse.	

Basic

- I. Recite the Adventurer Pledge and Law
- II. Explain the Law
- III. Complete the [Helping Hand Reading award](#).

I am in the Helping Hand Class



My name is

My birthdate is

I live at

.....

.....

What does the law mean?

Be obedient is one of the few passages in the Bible directed specifically toward children (Ephesians 6:1). It is one of the first lessons that the child should be taught. (See Child Guidance, page 82.)

Be pure means that the children will keep their lives clean by putting into their minds and bodies only those ideas and things that are good and true and healthful.

Be true means that the children will be honest and upright in study, work, and play and will be loyal to their families and friends, to other people, and to their God.

Be kind means that the children will be considerate, gentle, and affectionate, not only to the people they like but also to every person and to all of God's creation.

Be respectful means that the children will show respect, first to the authorities whom God has placed over them and also to each person God has created in His image. Respect involves recognising the value in each person and acting courteously toward him or her.

Be attentive means that the children will pay close attention to what is happening around them, especially in reference to obeying God and to the feelings and needs of others.

Be helpful means that the children will seek opportunities to be of help at home and at school. True helpfulness is done, not reluctantly, but for the joy of pleasing another person, pleasing Jesus, and making oneself a better person.

Be cheerful means that the children will cultivate the habit of thankfulness for the things and the opportunities that they have, rather than dwelling on those things that may displease them. It means putting a smile on one's face and in one's voice in order to make others feel happy and thankful as well.

Be reverent means that the children will show the highest respect and honour to God. This includes speaking and walking quietly in church, treating their Bible gently as the best and most important of all books, and closing their eyes and sitting or kneeling quietly when praying with God.

The 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!

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Music and Words by Joann M. Herrington

Voice: We are Ad-ven-tur - ers; at home, at school, at play; We are Ad - ven-tur -
 Piano:
 Pno.: ers, We're learn-ing ev' ry day to be hon-est, kind, and true, to be like Je-sus through and
 Pno.: through - - - We are Ad - ven - tur - ers!

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Reading Certificate

Reinforcement

I read or listened to two books from the Adventist Book Centre Adventurer Reading List OR

I read or listened to two books from the following categories:

- Jesus
- How your body works
- Families
- Nature
- Missions

My books were called:

.....

.....

.....

.....

.....

Teacher Signature.....

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
- 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.

His Plan to Save Me

Noah

Main Idea:

We worship God when we obey Him.

Text:

Genesis 6 – 9

Recap the story of Noah.

Story Revision

The main part of the story we are interested in is how Noah obeyed everything God said - despite criticism and ridicule. This is a story Helping Hands will probably be very familiar with. Getting them to read Genesis 6:5-18 and then act it out may be sufficient revision. They could present their play to the other groups during sharing time if you choose. Alternatively you could tell the story or get a guest to tell the story. Students could act while the story is being told. When the story is fresh in their minds give them the ark puzzle with the memory verse "Noah did everything just as God commanded." Genesis 6:9 (see the file mentioned above). They can put it together as a group to discover the text and then read the verse. It should help focus their minds on the relevant information in the story.

Application:

Do memory verse puzzle and paste it below:

Discuss what this story tells us about how to live for Jesus. Associate this with the Adventurer Law. How does this relate to your life? When is it hard to obey God/parents/ teachers? What can we do when it is hard to obey? Write your answers below.

Moses

Main Idea:

We worship God when we thank him for taking good care of us and for showing us how to live.

Text:

Recap the story of Moses.

Story Revision

You are likely to be familiar with the story of Moses but you probably will not know it in detail. This is a good opportunity to go over it in some detail to further develop your Bible knowledge.

Options:

- Let the teacher tell the story
- Have a guest tell the story
- Children act out the story
- Read the story from a child friendly Bible
- Use the Bible Story set or other Bible story set
- Watch a video
- or a combination of the above

Application:

Let's have a discussion on what this story tells us about how to live for Jesus. (Thanking God for taking good care of us and for showing us how to live.). Relate this to the Adventurer Law.

How does this relate to your life today?

.....
.....
.....
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Find examples of when God has taken good care of you your life. Find as many examples as possible.

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David

Main Idea:

People who love Jesus are true friends and keep their promises.

Text:

1 Samuel 18-20

Recap the story of David.

Story Revision

You are likely to be familiar with the story of Jonathan and David but you probably will not know it in detail. This is a good opportunity to go over it in some detail to further develop your Bible knowledge.

Options:

- Let the teacher tell the story
- Have a guest tell the story
- Children act out the story
- Read the story from a child friendly Bible
- Use the Bible Story set or other Bible story set
- Watch a video
- or a combination of the above

Application:

Let's have a discussion on what this story tells us about how to live for Jesus. (Being a true and loyal friend and keeping your promises should emerge as the main theme in the story). Relate this to the Adventurer Law.

How does this relate to your life today?

.....
.....
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Find examples of when it is hard to keep your promise or stay true in your life. Find as many examples as possible.

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.....
.....
.....

How to Live for Jesus

What did the stories say to you about how to live for Jesus?

The story of Noah told me that Jesus wants us to be_____. I know this because_____. I want to be more _____ too.

The story of Abraham told me that Jesus wants us to be_____. I know this because_____. I want to be more _____ too.

The story of Moses told me that Jesus wants us to be_____. I know this because_____. I want to be more _____ too.

The story of David told me that Jesus wants us to be_____. I know this because_____. I want to be more _____ too.

The story of Daniel told me that Jesus wants us to be_____. I know this because_____. I want to be more _____ too.

NOTE

These can be cut into sections and pasted on with each of the previous pages.

His Message to Me

Find, memorise and explain three Bible verses about living for Jesus

Exodus 20:11-17

Philippians 2:13

Philippians 4:13

1 John 2:1,2

Jude 24

My Bible Verses were:

1. _____

2. _____

3. _____



How Does A Disciple Grow?



Picture It All for Jesus Activity

Kids use items from home to make a personalized three-dimensional picture that will help remind them how to live for Jesus.

by Annie Ortmann

TOPICS:

Just For Fun, Thankfulness

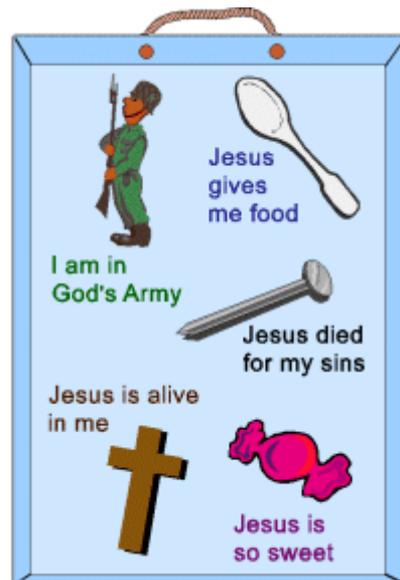
MATERIALS:

5 or 6 small items each child should bring from home
Shoe box lids, or similar box lids for each child
Rubber cement, glue sticks
Hole punch, Yarn or string
Colored construction paper(optional)

DURATION:

Approximately 30 minutes

Note: Because children must bring several items from home, this craft must be planned and communicated a week in advance. Ask the children at the end of class the previous Sunday to bring 5 or 6 small items from home.



PREPARATION:

These items should remind them in some way about Jesus, and should be no larger than three or four inches in size.

During class, the kids will glue them onto the inside of a box lid to create a three-dimensional picture. You may want to give some examples of items they can bring, such as a comb, small action figure, photograph, trinkets, a plastic spoon, broken wristwatch, cross, large nail, candy, etc., etc. Let the children know that if they have a difficult time finding items that remind them of Jesus, to go ahead and bring whatever they can find so they have at least five items.

Picture it all for Jesus craft [continued]

WHAT YOU WILL DO:

Have a box lid. If desired, line the inside of the lid with colored construction paper of your choice. Punch two holes at the top of the lid and tie on yarn or string to make a hanger for the picture. Then use rubber cement to glue the different items from home onto the inside of the lid. Also write short explanations next to each picture. You can relate almost any item in some way to Jesus.

For example:

A comb could be a reminder to "always look your best for Jesus."

A broken wristwatch could be "Jesus is everlasting."

A small army action figure could represent that "we are part of God's army."

A plastic spoon for how "Jesus feeds us."

A piece of candy could even remind you of "how sweet Jesus is" in our life.

When finished, let each child display his or her picture and let them share with the class how each item reminds them about Jesus.



Quiet Time With Jesus

Here are some ideas for your quiet time with Jesus. Add your favourites to the list.

Listening to God

Read your Bible Study your lesson

Read a book about God Write out a Bible verse Read a Bible story book Sit quietly and listen to nature

Ask someone why they love God

Talking with God

Draw a picture Sing a song

Write a poem or letter Pray for a friend

Tell God about a problem

List things God has done

Tell God how you feel

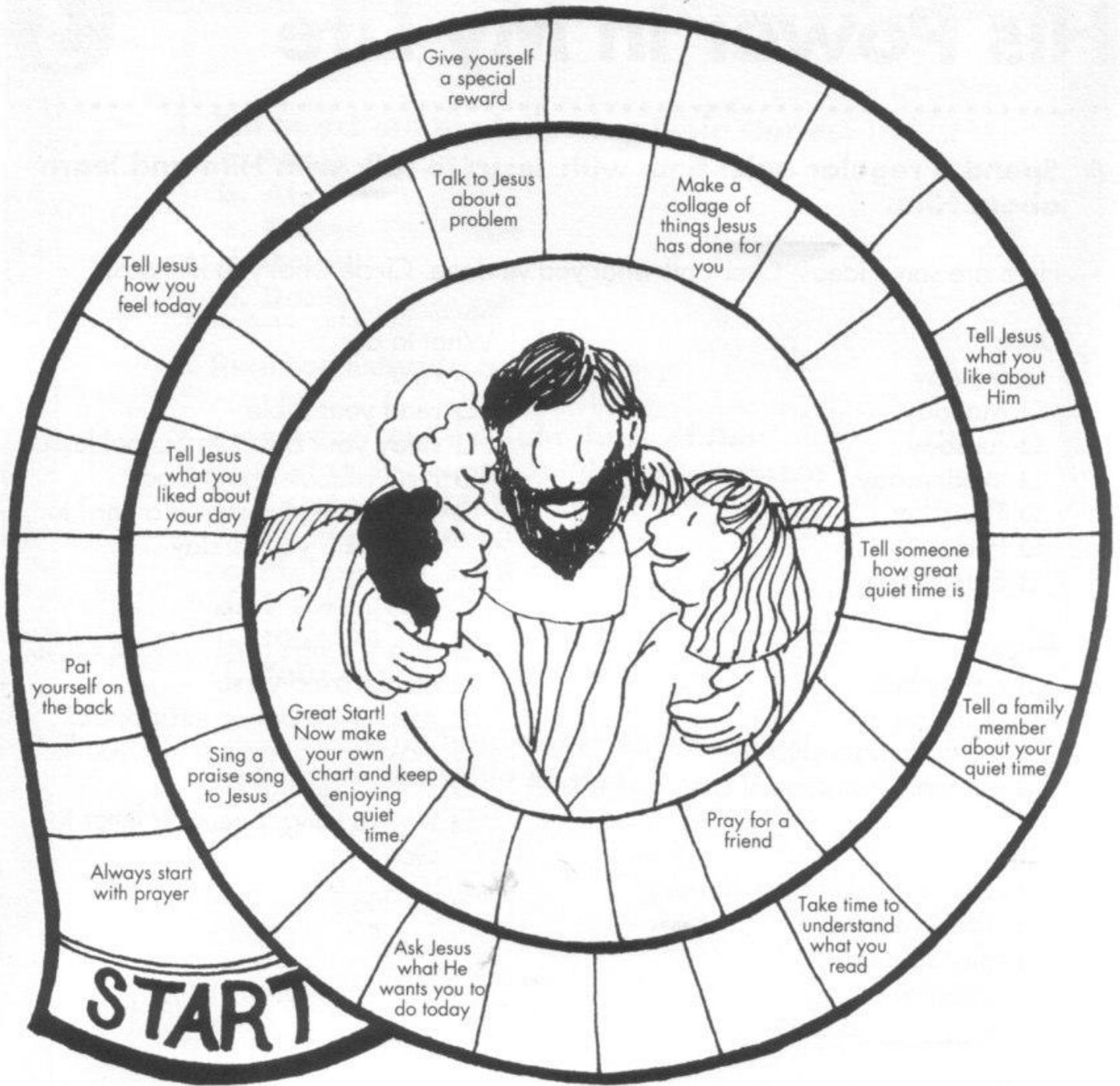
Tell God what you like about Him

You will pray to Him and He will hear you.

Job 22:27



Colour in a square each time you have a quiet time.



My Biggest Problem

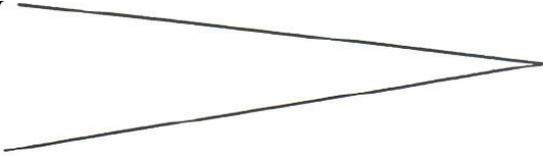
My Biggest Problem is . . .



Books of the New Testament

Memory Chart

Matthew
Mark
Luke
John

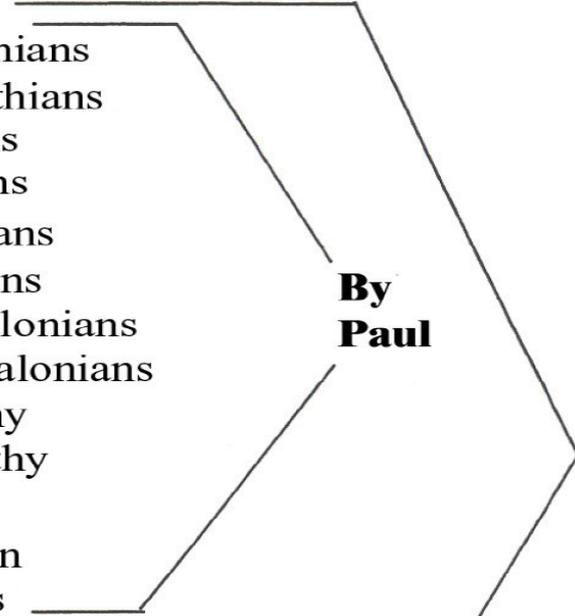


4 GOSPELS

Acts

1 HISTORY

Romans
I Corinthians
II Corinthians
Galatians
Ephesians
Philippians
Colossians
I Thessalonians
II Thessalonians
I Timothy
II Timothy
Titus
Philemon
Hebrews



By Paul

21 LETTERS

James
I Peter
II Peter
I John
II John
III John
Jude

Revelation

1 PROPHECY

Myself

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.

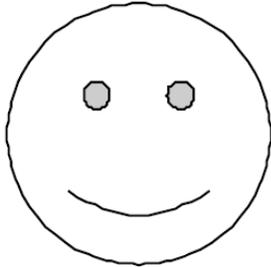
B. Use them to solve two real-life problems.

III. **I Can Care For My Body**

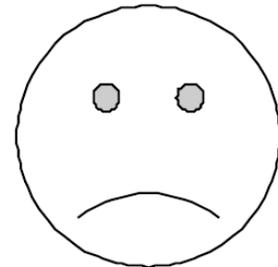
A. Complete the [Hygiene Award](#).

I Am Special

List some special interests and abilities God has given you.



I AM...



Good things about myself

Things about me that need changing

Something I really need Jesus help with

Some Bible texts about this



A special promise that
God will help me.

Some ideas: thoughtful, helpful, selfish, tease, generous, friendly, whine, obedient, kind, mean, lazy, cheerful, honest, grumpy, disobedient, respectful.

Demonstrate and share your talent by earning one of the Adventurer awards that allow expressions of personal talents.

I Can Make Wise Choices

Learn the steps of good decision-making.

I Can Make Wise Choices

Use them to solve two real-life problems.

Sometimes making right choices isn't easy. Write in the cloud below what you think the child should answer, then write below why it was the right thing to say.



Use the sheet below to help you make a decision you will need to face during the next week.

CHOICES	CONSEQUENCES
1.	
2.	
3.	
4.	

Try and think of the consequences for yourself, others and God.

Best Choice _____

Part of being a friend is

Helping Your Friend



**What would you do if:
(Think of several
ideas for each.)**

Your friend is depressed.

- 1.
- 2.
- 3.

Your friend can't keep up
with schoolwork.

- 1.
- 2.
- 3.

Your friend has begun to
drink alcohol.

- 1.
- 2.
- 3.

Your friend can't make other
friends easily.

- 1.
- 2.
- 3.

Your friend is taking drugs.

- 1.



What If?

What if no-one else was around and I saw a packet of lollies poking out of someone's school bag?

- a. I would take a few as they had heaps and wouldn't miss just a few
- b. I would take the packet as no one is around to see me
- c. I would leave them in the bag as they don't belong to me

What if I saw a bigger boy hurting a small boy in the playground where teachers couldn't see and the bigger boy said "Don't you dare dob on me or Ill hit you too"?

- a. I would look away and keep playing
- b. I would go and tell the teacher that someone was being hurt
- c. I would tell the bigger boy that my brother would hit him if he didn't stop



What if the teacher gave you ticks on all your work and you knew that one of the words was spelt incorrectly?

- a. I would think that's good, because then I'd be top of the class
- b. I would tell the teacher that I thought that the word had been spelt incorrectly and could she check it again
- c. I would tell the teacher she was wrong because she ticked a word that was spelt incorrectly

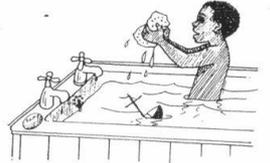
What if I accidentally dropped the teacher's vase and it broke and the teacher turned around and thought that the boy standing next to me did it.

- a. I would say to the teacher that it wasn't the boy that broke the vase, it was me and I was really sorry
- b. I would say nothing because the teacher might yell at me
- c. I would say it was him that broke the vase



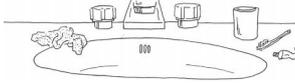
I Can Care For My Body

Hygiene Award



Write what you learn about being clean in Psalm 119:11, Proverbs 25:11 and Psalm 19:14.

Circle the times when you **MUST** wash your hands.



After playing

Before cooking

Before eating

After going to the toilet

Before going to school

After eating



Match the item with the correct time (one item has two times)



Replace toothbrush

At least twice a day

Brush teeth

Once a day

Floss

3 months

3 minutes



Circle the number of glasses of water you should drink each day





My Hygiene Record Sheet



Actions

SUN

MON

TUE

WED

THUR

FRI

SAT



Teeth Cleaned (am)

Teeth cleaned (pm)

Bath / Shower

Hair Washed

Glasses of water

Washed hands before breakfast

Washed hands before noon meal

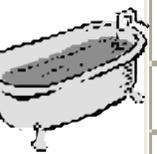
Washed hands before evening meal

Set table / did dishes

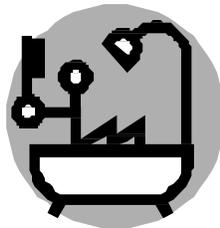
Emptied rubbish bins

Helped with laundry

Made my bed



Tidi



My Family

- I. I Have A Family
 - A. Make a family flag or banner.
 - B. Collect stories or photographs about your family history.
- II. Families Care For Each Other
 - A. Help plan a special family worship, family night, or family outing.
- III. My Family Helps Me Care For Myself
 - A. Earn an Adventurer Award, not previously earned, in one of the following areas:
 - Crafts
 - Indoor skills
 - Outdoor skills

I Have A Family

Make a family flag or banner.

Collect stories or photographs about your family history.

Families Care For Each Other

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



Family Outing Planner

"Let us love one another, for love is of God." 1 John 4:7

Where

When

Who

How Long

Food, Sleep, Activities etc



**My Family Helps Me Care For Myself
Earn an Adventurer Award**



Cooperation Award

1. Read and discuss

Acts 4:32-37

.....

.....

.....

.....

.....

Exodus 35:20-29; 36:2-7

.....

.....

.....

.....

.....

.....

.....

.....

2. What is cooperation?

.....

.....

.....

3. Why is cooperation important in your family, school, and church?

.....

.....

.....

.....

.....

4. Role play a Bible story about cooperation. (Identify the story below)

.....

5. Sing a cooperation song. (Identify the song below)

YouTube clips of cooperation songs - https://www.youtube.com/watch?v=JQhBUQRHX_E
<https://www.youtube.com/watch?v=94klgOOoX5c>
https://www.youtube.com/watch?v=_cPv-xzw97I

.....

6. Play a cooperative game. (Identify the song below)

.....

7. Make a cooperative craft with your group.

Helps on Cooperation Award

Life Skills Lessons: Cooperation

What is cooperation?

- a common effort
- working together for a common benefit
- team work
- form a common association
- to be compliant

Cooperation promotes a good working environment, encourages peace, and advances humanity

In order to cooperate we must first tackle our own feelings of greed or jealousy, often accompanied by wanting to achieve something by ourselves

Cooperation requires: Compromise, Listening, Sharing, Encouraging, Taking Turns, and Doing Your Part.

Conversation Starters:

- ~What does the word cooperate mean to you?
- ~How does your family cooperate?
- ~What is fun about working in groups?
- ~What can be frustrating when working in groups?
- ~Tell about a time you cooperated with your friends.
- ~What is something you have to do to cooperate at school?
- ~Can you think of any examples of cooperation in nature?
- ~Alexander Graham Bell said, "Great discoveries and improvements invariably involve the cooperation of many minds." What does that mean to you?
- When is it ok to be uncooperative?

GAMES:

Ball in the Blanket

- Split your group into groups of 4.
- Give each person a corner of a blanket to hold Place a ball in the center of the blanket.
- On the "GO" signal ask the teams to work together to throw the ball off the blanket into the air and catch it on its' way back down.
- How many successful bounces & catches can each team make? It takes cooperation to make this happen!

Frogs on a Lily Pad

- Set up 1 lily pad (carpet squares work) for each child
- Start the music and ask the kids to walk around like musical chairs. When the music stops, pick a pad to leap to.
- Start the music again, but remove a lily pad each time.
- Each time the music stops, everyone should work together to find a lily pad to be on. As long as part of their body is touching the lily pad, the "frog" is safe.
- No matter how many frogs end up on each pad, they need to work together to make room for all.
- As you continue playing, have the frogs leap, skip, hop, and "swim" to the music. When the music stops, how few pads can people manage to fit on if they work cooperatively?

Stand Up

Sit back to back with a partner. Link elbow and work together to stand up.

Try it again in a group of three...four...

Balloon City

Place a large number of balloons in a small area.

The challenge is to keep them all in the air any way they can without holding them.

No hands! Takes lots of cooperation!

Art Projects:

Group Doodle

Give each person in the small group a piece of blank paper and doodling tools (crayons, markers, pencils). On the "Go" signal, each person doodles on their own paper for 30 seconds.

After the short time, each person passes their paper to the person next to them.

The 30 seconds begins again, and this time each person adds to someone else's doodle.

Continue passing around the table until the doodles return to the original artists. At the end of the circle, take time to explain what they see in the group doodle and how it turned out.

Group Portrait

Learning Objective: The group will cooperate to create a "self portrait"

Materials:

~crayons, markers, paint, or colored pencils

~1 piece of large white construction paper per participant

Instructions:

1. Begin by asking each person to fill their paper with a picture of their own face.
2. Individuals may use whatever art medium you provide to create their own face.



3. When all of the faces have been finished, collect them and cut them each into 4 equal pieces.
4. Mix the pieces and work as a group to reconstruct the portraits using 4 different pieces from 4 different people.
5. Glue the 4 different pieces together on one piece of paper to create a new face.



6. While you are working on this project talk to the group about what it means to cooperate and how we all have to do our part to create something together.

Sourced from <http://www.abcand123learning.com/2009/03/life-skills-lessons-cooperation.html>

My World

- I. The World of Friends
 - A. Earn the Caring Friend Adventurer Award.
- II. The World of Other People
 - A. Choose a world culture to study. Find a way to share Jesus' love with some of the people of that culture.
- III. The World of Nature
 - A. Earn the Environmentalist Adventurer Award.

2 Talk to a person and ask the following:

a. The day and month they were born

.....

b. Their favourite animals

.....

c. Two of their favourite colours

.....

d. Three favourite foods

.....

.....

e. Four things that are important to them

.....

.....

.....

.....

f. Have your new friend tell you some interesting thing that has happened in his or her life.

.....

.....

.....

.....

.....

.....

.....

3. Visit a shut-in or older person and take something to them. Use the questions listed below as you talk together.

a. The day and month they were born

.....

b. Their favourite animals

.....

c. Two of their favourite colours

.....

d. Three favourite foods

.....

.....

e. Four things that are important to them

.....

.....

.....

.....

4. Tell one of the persons you visit how Jesus loves you and that He loves them also.

.....

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.....

5. Demonstrate how you can be a caring person to your parents by:

a. Helping to keep your room clean (Explain what you did)

.....
.....
.....

b. Helping with food preparation or clean up after a meal (Explain what you did)

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.....
.....

c. Doing extra chores without being told (state what you did)

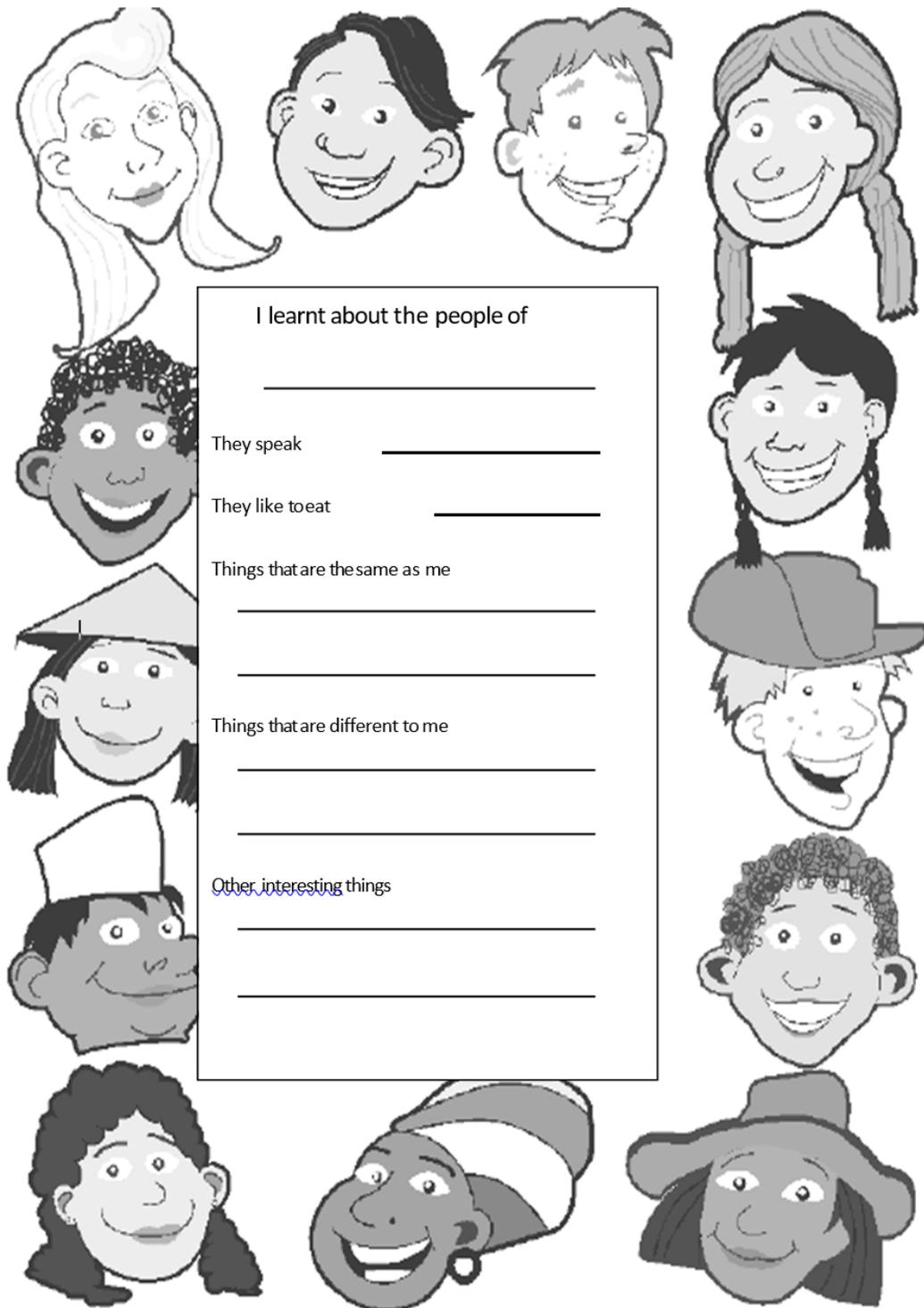
.....
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.....
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.....

6. Tell about something special you have done for a friend.

.....
.....
.....
.....

The World of Other People

Choose a world culture to study. Find a way to share Jesus' love with some of the people of that culture.



I learnt about the people of _____

They speak _____

They like to eat _____

Things that are the same as me

Things that are different to me

Other interesting things

The World of Nature

Earn the Environmentalist Adventurer Award.

Environmentalist Award



1. Recite Genesis 1:26. Explain our role in protecting wildlife.

.....

.....

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2. List three animals that are endangered and explain why.

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3. List three birds that are endangered and explain how you can help protect birds.

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4. Study endangered trees in your area. Plant or adopt a tree.



5. In your area:

a. What causes pollution? List ways you can prevent pollution.

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b. Investigate how and why the pollution was caused.

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c. Explain how you can keep from polluting water.

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d. What dangers threaten the quality of air?

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6. Participate in one of the following community activities to help clean the environment (Paste pictures below or write up on the event):

- a. Take part in Clean-up of the community or church clean up event.
- b. Help clear the trash from a roadside or stream with your group.
- c. Help collect paper, cans, or other materials for recycling.

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7. Create a mural of the earth made new.



TRASH TO TREASURE

A creative activity transforms ordinary trash into something beautiful.

Bible Basis:

2 Chronicles 29:1–19;
John 4:21, 24

Memory Verse:

Let us be thankful, and
so worship God
acceptably with
reverence and awe.
Hebrews 12:28

BIBLE BACKGROUND

King Hezekiah was a man of action. He took the throne at age 25 and ruled for 29 years. His heart was broken by the state in which his father left the temple. This deserted and desecrated place was the one Solomon built in splendor.

Hezekiah was a godly king who followed in the footsteps of King David rather than his evil father, King Ahaz. It took only one month after he became

king for him to reopen and repair the temple doors that his father had closed and neglected.

He called on the priests and Levites to cleanse themselves and then work on the temple repairs. After their rededication, they removed all traces of idol worship from the temple and its surroundings, cleaned, and made repairs. It took the priests and Levites 16 days to cleanse the temple, restoring it to its rightful glory and undoing the damage Ahaz caused. Hezekiah wanted the temple to be a place where all could come and worship God freely again.

Today, God calls *us* His temple. First Corinthians 3:16–17 says, “Don’t you know that you yourselves are God’s temple and that God’s Spirit lives in you? If anyone destroys God’s temple, God will destroy him; for God’s temple is sacred, and you are that temple.” As you read this passage today with your class, remind them that God desires them to be cleansed and set apart for His use in the same way that Hezekiah had the temple cleansed and readied for God’s use.

TEACHER TIPS

- Be sure the trash items you use for this activity are thoroughly clean so you don't end up with a sticky mess.
- Give students a variety of trash to work with, but limit their time to three minutes.

SUPPLIES NEEDED

- Small trash bags or plastic grocery sacks
- *Clean* trash items to fill one bag for each student (egg cartons, empty yogurt containers, empty soda cans or plastic bottles, balled up newspaper, etc.)
- Tape, string, and fine-gauge wire

Remember the 3 R's . . . Reduce - Reuse - Recycle!

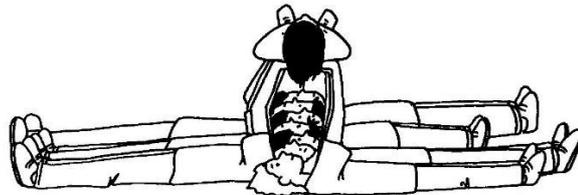


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Group Activity Ideas

Carry Joseph home

This is a trust game used to reinforce the trust Joseph had in God. The children lie on the floor as shown with their arms in the air. Choose a child to be 'Joseph'. 'Joseph' must remain very stiff. A leader helps 'Joseph' lie backwards on the first group of hands. 'Joseph' is then passed along to the end of the line where he is gently lowered. This can be repeated with as many different children as desired.



Tips:

This game is appropriate for Primary children. For child protection purposes, leaders should not take part in this activity.

Defending Jerusalem

Gear

- A ball

Divide the children into two teams – attackers and defenders. The defenders are defending the city of Jerusalem. Attackers have a ball. Defenders choose a captain. Defenders form a circle, holding hands. The 'captain' stands in the centre of the circle. The object is for the attackers to get the ball on the floor inside the circle. They may kick it between the legs of the defenders or throw it over their heads. The defenders' 'captain' can throw the ball anywhere outside the circle. Once the ball has bounced twice inside the circle, 'Jerusalem' is considered to have fallen and the two teams change sides.



God commanded

This game is similar to the traditional game 'Simon says' and revises the things God made when he created the world. Familiarise the children with the following actions: 'water' (hands at chest height with palms out making up and down wave motions), 'trees' (swaying hands above head), 'stars' (hands up high, fingers twinkling), 'animals' (form a 'trunk' with arms either side of face like an elephant), and 'sea creatures' (waving arms like an octopus). Call out 'God commanded [insert action]'. The children must respond immediately with the appropriate action. If the category isn't preceded by the words 'God commanded', the children must continue the previous action.

Everybody out

Gear

- A chair for each child

You will need to set up the chairs to form a square. Remove one chair from the square. Talk about how Jesus sent the money changers, traders and animals out of the temple. Have the children sit inside the 'temple'. Call out instructions such as 'all those with brown eyes, out!' or 'all those wearing sandals, out!' Those children have to run to a chair and sit on it. Without warning, call 'everybody out!' The last child out or the one who cannot find a chair does the calling for the next game.



Fill a basket

Gear

- Two baskets
- A number of fish shapes or objects to represent bread rolls

Divide the children into two even teams. Number the children in each team. Each team sits together at the side of the room with a basket. The 'fish' or 'bread rolls' are placed in the centre of the room.

A leader calls out a number and the children with that number stand up, run to the centre, pick up a 'fish' or 'bread roll' and run back to place it in their team's basket. They then try to run back to get another unless the leader has called out a new number. If this occurs these children must sit back with their teams. If they are halfway between the 'fish' or 'bread rolls' and their team, they must go back to their place. The team that ends up with the most 'fish' or 'bread rolls' is the winner.

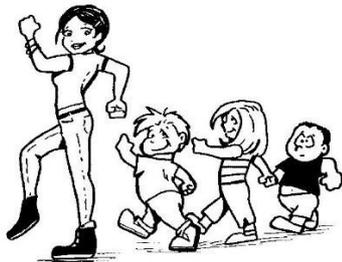


Follow the leader

Reinforce the importance of following Jesus by playing the traditional game 'Follow the leader'. Choose a child to lead the group in some simple actions, such as jumping, skipping, hopping and so on.

Tips:

This game is appropriate for Infants children.



Bible learning

Games are a great way to reinforce key concepts of your Bible teaching. Many favourite games can be adapted to introduce new words or ideas that you wish to reinforce. You will find that many of the games presented in other chapters of this book can also be used for revising different Bible themes, such as faith and trust. Sometimes you just need to use a little imagination to adapt a game to suit the Bible story you have taught.

BIBLE REVISION GAMES

The games in this section are ideal for revising any Bible story. Simply substitute words, phrases and names that were introduced during your Bible teaching.

Four teams relay

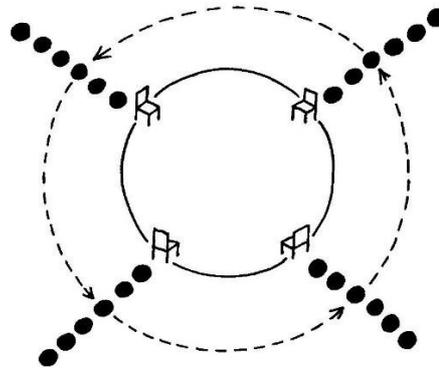
Gear

- Four chairs

This is a team game. You can use this to reinforce the Bible theme you have been discussing by giving the teams names relevant to the story. You will need to set up four chairs in a large square. Divide the children into four teams. The four teams take up positions behind the four chairs. When indicated, the front team members run around the square of chairs in an anti-clockwise direction, tagging the second team members when they complete the circuit. The winning team is the one with all team members finishing the circuit first and sitting down.

Rules:

- The team members must run around the outside of the chairs or through the positions left empty by the runners on each team.
- A variety of movements can be used to race around the chairs, such as running, skipping, hopping, sliding sideways, jumping, hands on hips, running backwards and so on. You may allocate a different movement to each member of the team.



Noughts and crosses

Gear

- A large sheet of paper
- Pencils
- Prepared quiz questions

You will need to draw a grid on a large sheet of paper. You will also need prepared quiz questions based on what the children have been learning. Divide the children into two teams and play the traditional game 'Noughts and crosses'. When a team member correctly answers a question, he or she can draw a nought or cross on the grid.

Tips:

Have a range of question styles to suit different abilities, such as true or false, 'how many?', 'who said?', and multiple choice. 'Why' questions are a good way to help the children think carefully about what they have learned.

Variations:

Mark out a grid on the floor with masking tape. The children then stand on the grid when they correctly answer a question.

Helping Hand Resources

Adventurer Websites

General Conference Adventurers

<http://gcyouthministries.org/Ministries/Adventurers/tabid/81/Default.aspx>

South Pacific Division Adventurers

<http://adventurers.adventistconnect.org/>

North American Division <http://www.adventurer-club.com/>

Keene-Fort Worth Adventurers <http://www.kfw-adventurers.org/pages/HHCurriculum.html>

Loma Linda University Church

<http://www.lluc.org/article/45/ministries/adventurer-and-pathfinder-clubs>

Adventurers on Pinterest <https://www.pinterest.com/lindyking/we-are-adventurers/>