



HELPING HAND CLASS RESOURCE

Greater Sydney Conference Adventurer Leadership
Training



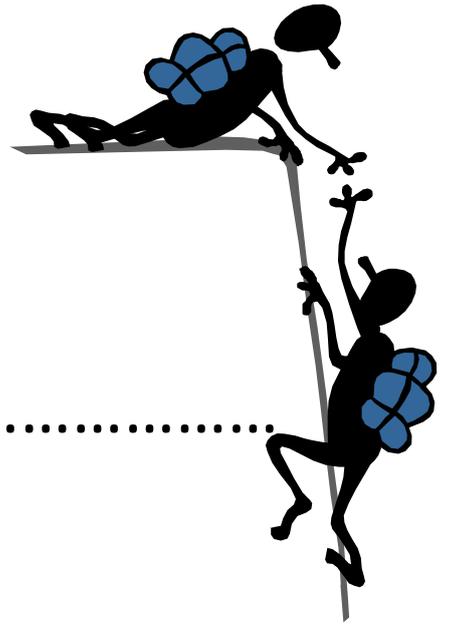
HELPING HAND CLASS



Name



I am in the Helping Hand Class



My name is

My birthdate is

I live at

The Adventurer Law

Write out the Adventurer Pledge and Law on the scroll

The Adventurer Pledge is to:

The Adventurer Law is to:

-
-
-
-
-
-
-
-
-
-

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.



Helping Hand 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.....



Helping Hand

MY GOD

His Plan to Save Me

Noah

Abraham

Moses



David



Daniel



My Diorama, poem or song



Helping Hand

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?



<http://www.chapelofthecross.org/kingdom-quest>

Picture It All For Jesus

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

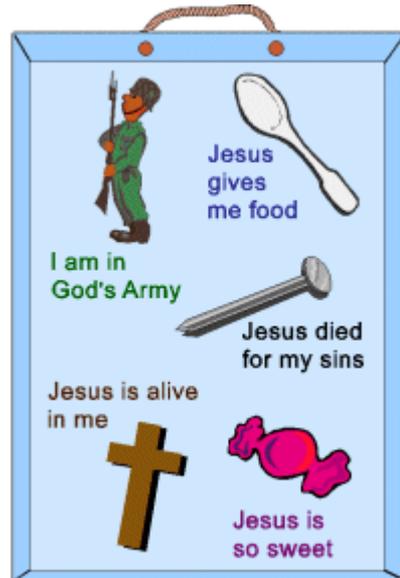
Hole punch, Yarn or string

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:

Give a box lid to each child. If desired, have them line the inside of the lid with colored construction paper of their choice. Punch two holes at the top of the lid and tie on yarn or string to make a hanger for the picture. Then have the children use rubber cement to glue to the different items they brought from home onto the inside of the lid. The children can also write short explanations next to each picture. You may want to help the kids with this. 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.

<http://www.kidssundayschool.com/133/gradeschool/picture-it-all-for-jesus.php>





Helping Hand

MY SELF



Hygiene Award

Psalm 119:11

Proverbs 25:11

Psalm 19:14

Games to Teach Kids About Personal Hygiene

Overview

Kids can sometimes be careless when it comes to personal hygiene. The Centers for Disease Control and Prevention (CDC) note the importance of good hygiene, especially during cold and flu season, when sickness can be passed around because of unwashed hands and uncovered coughs. Therefore, good hygiene should be taught at school and at home. Make personal hygiene interesting by playing games that will help hit home the importance of hygiene. Whether in the classroom or at home, kids can learn about hygiene's importance and find the right ways to stay neat, clean and healthy.

Glitter Hands

Some children only rinse their hands quickly under water, if they wash at all. But hands should be scrubbed with an antibacterial soap for at least 15 to 20 seconds, as recommended by the CDC. Sprinkle glitter on your child's hands and challenge him off to wash the glitter with soap and water. Because glitter is naturally sticky, it will take up to 30 seconds to scrub the glitter away. Then indicate that your child should scrub off germs like he did the glitter each time that he washes.

Germ Transfer

Teach children about the spread of germs by showing how germs can live on hands and the things they touch. Pretend to sneeze, and when you do, cover your hands in a washable paint. Then go about your business, touching things around the room. The kids will see the transfer of germs. After the exercise, have the kids find and tally all the surfaces where germs now live from your transferring them around the room.

Matching Game

You can play a matching game that teaches kids the various tools for personal hygiene and which body part to use them on by creating a matching game. On one set of cards, draw pictures of soap, a toothbrush, fingernail clippers or mouthwash. Then create another set of cards that shows hands, teeth, nails and mouth. Flip all of the cards over and have the children try to match the tool to the body part.

Good Habit, Bad Habit

Hit home the importance of good hygiene habits when you play this sorting game with children, instructs Pennsylvania State University. On pieces of paper, write 10 good hygiene habits, such as flossing each night, washing for 20 seconds or covering your mouth when you cough. On 10 more pieces of paper, write down the bad habits. Fold all of the pieces of paper and place them in a hat. The children can draw out one at a time and decide whether it's a good hygiene habit or a bad hygiene habit.

Hygiene Charades

Help kids get the motions right by playing hygiene charades. One child picks an action for hygiene, such as brushing teeth, coughing into a sleeve or taking a shower. Then the child acts out the hygiene habit without using any words. The other children guess what action is being portrayed and then you talk about the proper way to do each hygiene habit.

Sourced from <http://www.livestrong.com/article/104096-games-teach-kids-personal-hygiene/>



Video clips and information <http://babies-2-toddlers.com/kids-health-teaching-kids-home-hygiene-basics/>



My Helping at Home Chart

Day	Cleaning	Laundry
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		





Helping Hand

MY FAMILY



Cooperation Award

1. Read and discuss Acts 4:32-37 and 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.
5. Sing a cooperation song.
6. Play a cooperative game.
7. Make a cooperative craft with your group.

Helps

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>

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 okay to be un-cooperative?

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 too

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 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>





Helping Hand

MY WORLD



Environmental Award

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

Resource: <http://www.australiangeographic.com.au/topics/science-environment/2014/06/australian-endangered-species-list>



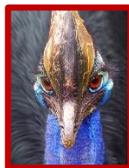
Corroboree Frog

Environmentalist Award -Endangered Animals

- 4. _____

- 5. _____

- 6. _____



Environmentalist Award -Endangered Birds

- 1. _____

2. _____

3. _____



What is Pollution ?

Resources; <http://www.env-health.org/resources/publications/article/outdoor-air-pollution-and-the>

What is pollution YouTube clip- <https://www.youtube.com/watch?v=aXmfQLC8ju4>

Definition of air pollution

Air pollution occurs when the air contains gases, dust, fumes or odour in harmful amounts. That is, amounts which could be harmful to the health or comfort of humans and animals or which could cause damage to plants and materials.

The substances that cause air pollution are called pollutants. Pollutants that are pumped into our atmosphere and directly pollute the air are called primary pollutants. Primary pollutant examples include carbon monoxide from car exhausts and sulfur dioxide from the combustion of coal.

Further pollution can arise if primary pollutants in the atmosphere undergo chemical reactions. The resulting compounds are called secondary pollutants. Photochemical smog is an example of this.

Historical explanation

In the days before the proliferation of large cities and industry, nature's own systems kept the air fairly clean. Wind mixed and dispersed the gases, rain washed the dust and other easily dissolved substances to the ground and plants absorbed carbon dioxide and replaced it with oxygen.

With increasing urbanisation and industrialisation, humans started to release more wastes into the atmosphere than nature could cope with.

Since then, more pollution has been added to the air by industrial, commercial and domestic sources. As these sources are usually found in major cities, the gases that are produced are usually concentrated in the air around them. It is when these concentrated gases exceed safe limits that we have a pollution problem. Nature can no longer manage air pollution without our help.

More about pollutants

Air pollutants mainly occur as a result of gaseous discharges from industry and motor vehicles. There are also natural sources such as wind-blown dust and smoke from fires. Some forms of air pollution create global problems, such as upper atmosphere ozone depletion and global warming. These problems are very complex, and require international cooperative efforts to find solutions.

Sourced from- <http://yhuvupin.prv.pl/air-pollutions-teach-kids.php>

Water pollution YouTube - <https://www.youtube.com/watch?v=sPbRuMqoyil>

What is water pollution?

Water pollution is the contamination of water bodies (e.g. lakes, rivers, oceans, aquifers and groundwater), very often by human activities.

Water pollution occurs when pollutants (particles, chemicals or substances that make water contaminated) are discharged directly or indirectly into water bodies without enough treatment to get rid of harmful compounds. Pollutants get into water mainly by human causes or factors.

Water pollution is the second most imperative environmental concern along with [air pollution](#).

Any change or modification in the physical, chemical and biological properties of water that will have a detrimental consequence on living things is water pollution.



The water pollution problem Water covers over 70% of the Earth's surface. It is a very important resource for people and the environment.

Water pollution affects drinking water, rivers, lakes and oceans all over the world. In many developing countries, it is usually a leading cause of death, by people drinking from polluted water sources.

More to this, water pollution affects not only individual living species, but also populations and entire functioning ecosystems that exists in the waters.

Humans have now realised the importance of clean water as a foundation for life. In recent time, more and more organisations and councils are working hard to educate, protect, restore waterways and encourage practices that help keep waters from contamination, and also to preserve water ecosystems from destruction.

Sourced from - <http://eschooltoday.com/pollution/water-pollution/what-is-water-pollution.html>

Recycling crafts & projects - <http://www.daniellesplace.com/html/earthday.html>



The Earth Made New- Mural



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!

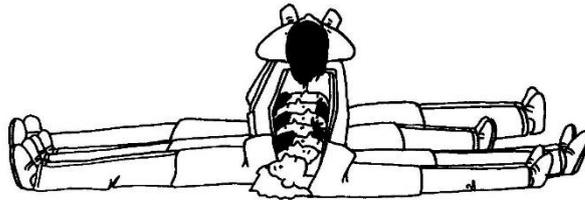


Copyright © www.ActivityVillage.co.uk - Keeping Kids Busy

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.

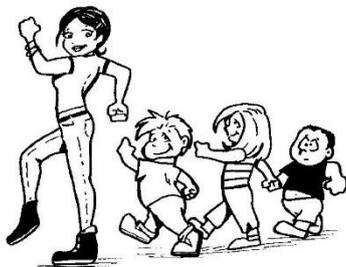


Follow the leader

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

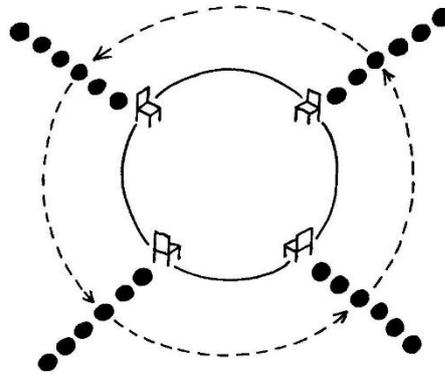
Gear

- 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

South Pacific Division Adventurers <http://adventurers.adventistconnect.org/>

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

General Conference Adventurers

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

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/>