



Greater New York Conference of Seventh-day Adventists



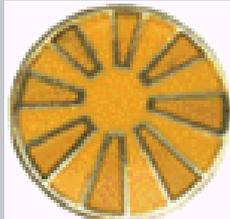
ADVENTURER BASIC STAFF TRAINING
JANUARY 17-19, 2014



Teaching the Adventurer Curriculum



Psalm 25: 4, 5



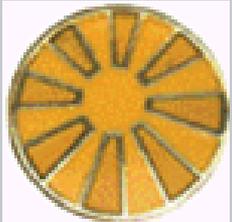
Make me know Your ways, O
LORD; teach me Your paths.
Lead me in Your truth, and
teach me; for You are the
God of my salvation; on You I
will wait all the day long.

Deuteronomy 11:19/6:7



And ye shall teach them your children, speaking of them when thou sittest in thine house, and when thou walkest by the way, when thou liest down, and when thou risest up.

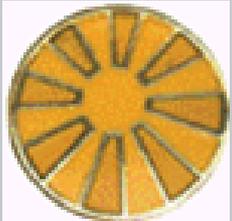
Philosophy of Adventurers



The program aims to strengthen the parent/child relationship and to further the child's development in spiritual, physical, mental, and social areas. Through the Adventurer Program, the church, home, and school can work together with the parent to develop a mature, happy child.

The church's greatest resource is our children; therefore, it is imperative that as a church we meet the challenge to provide a program for our children during their early, formative years.

Good Teaching



- ❖ Is Interactive
- ❖ Engages the child individually
- ❖ Uses all the senses
- ❖ Responds to the child
- ❖ Makes small but critical adjustments in presenting ideas
- ❖ Makes what is said memorable



The Adventurer Song, Pledge & Law

<http://www.youtube.com/watch?v=PLyK-aYLiQc>

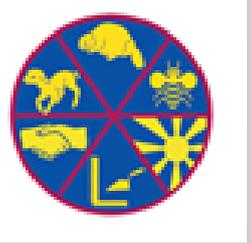


CLASS PLANNING



- ❖ Begin with good overall planning. Set up a yearly timetable.
- ❖ Know your requirements.
- ❖ Consider the children in your particular situation
- ❖ Invite the parents - Let parents know and be familiar with the requirements and how they may assist.
- ❖ Schedule your class work. From your yearly timetable, review how much time is available to complete the requirement. Plan what information and skills to present during each period.
- ❖ Plan the class period - Adventurer class time is usually about 30 minutes, with a few minutes for information-giving and the rest of the time spent in active learning.

ADVENTURER PROGRAM GOALS

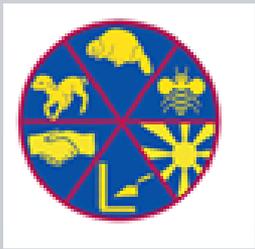


❖ Children will commit their hearts and lives to Jesus Christ.



❖ Children will acquire the habits, skills, and knowledge to live for Jesus today.





ADVENTURER CURRICULUM

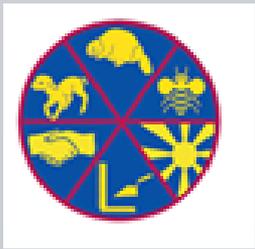


❖ The Adventurer curriculum is the foundation of the Adventurer program.



❖ The Adventurer curriculum takes the goals of the Adventurer program and turns them into fun and practical activities that Adventurers will enjoy.





ADVENTURER CURRICULUM



The Adventurer curriculum is based on the following questions:



- ❖ “What things do children have to deal with in their daily lives that their families, schools, or Sabbath School might not have prepared them for?”



- ❖ “What is so important that it is worth spending time in Adventurer Club making sure that children understand and appreciate it?”





ADVENTURER CURRICULUM

The Adventurer curriculum uses an active learning approach.

- ❖ Instead of asking children to learn a great deal of factual information, it introduces them to general concepts.
- ❖ The children learn to apply these concepts to their own lives by participating in a wide variety of experiences.





The Adventurer Curriculum Levels

Age Level characteristics & Special Needs

- Little Lamb – Pre-Kindergarten
- Eager Beaver – Kindergarten
- Busy Bee – First Grade
- Sunbeam – Second Grade
- Builder – Third Grade
- Helping Hand – Fourth Grade

Each level builds on the level which came before it and is especially designed to interest, challenge, and provide successful experiences for children of that grade level.

Little Lambs
Work Book



The book belongs to _____

Eager Beaver Workbook



Name _____ Age _____

Activity
Book

BUSY BEE



This book belongs to _____



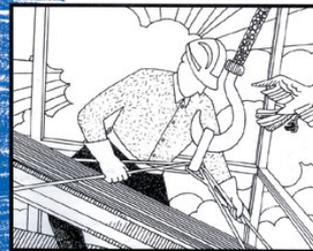
Activity
Book
Sunbeam



This book belongs to _____

Activity
Book

BUILDER



This book belongs to _____

Activity
Book

Helping Hand



This book belongs to _____





ADVENTURER CURRICULUM TRACKS



• After the Basic requirements, the Adventurer curriculum is organized around the four intrinsic relationships in a child's life:



- My God
- My Self
- My Family
- My World





ADVENTURER CURRICULUM



1. **My God** – children learn the exciting story of the great controversy and how to build a relationship with the God who has done so much for them.



2. **My Self** – each child takes part in activities which help him/her to appreciate and develop his/her own specialties.





ADVENTURER CURRICULUM



3. **My Family** – helps children to understand and participate in positive family relationships.



4. **My World** – leads children to experience the excitement of the world God has made for them and their responsibility for its care.



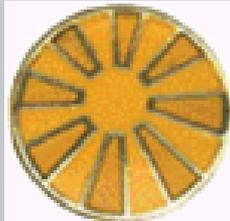


BASIC

- **Goal - To ensure that the children have the background necessary to receive maximum benefit from the Adventurer Program.**

I. Responsibility – commitment to the goals of the group

II. Reinforcement – Introduction and review of the Adventurer concepts through reading





BASIC

Components, Concepts and Objectives

I. Responsibility

- **Know:** the meaning and purpose of the Adventurer pledge and law.
- **Feel:** a sense of determination to make the pledge and law a part of their lives
- **Act:** to live by these principles.

II. Reinforcement

- **Know:** and understand more about their God, themselves, their families, and their world.
- **Feel:** the value and joy of reading, and
- **Act:** by continuing to use books for knowledge and pleasure.





MY GOD

- **Goal** - To facilitate the development of a growing and fruitful relationship between the child and Jesus Christ.

I. His Plan to Save Me – God’s love, sin and forgiveness, conversion, and obedience.

II. His Message to Me – Memory verses, Bible books, using and trusting the Bible.

III. His Power In My Life – Prayer, Bible study, witness, living for Christ.





MY GOD

Components, Concepts and Objectives

I. His Plan to Save Me

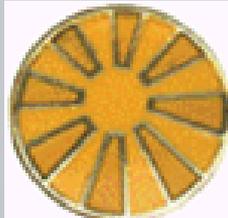
- **Know:** the broad outline of God's plan of salvation and how to experience this gift personally;
- **Feel:** the assurance of God's love and salvation which produces joyful praise and a strong determination to live for Him;
- **Act:** by accepting Jesus Christ's gift of forgiveness and new life.

II. His Message to Me

- **Know:** how to learn of God's love and His plan for us through history and the Bible;
- **Feel:** the desire and confidence to come closer to God through studying the Bible;
- **Act:** by studying the Bible regularly, easily and with understanding.

III. His Power In My Life

- **Know:** how to build a growing relationship with God;
- **Feel:** the joy which comes from living for Him, and a determination to persevere; and
- **Act:** by spending quiet time with God and growing more like Him everyday.





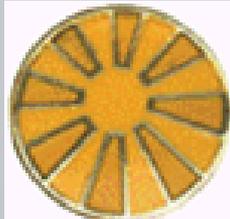
MY SELF

- **Goal** - To enhance the children's care and appreciation for the individuals God created them to be.

I. I Am Special – Uniqueness and value of each person, responsibility for service and talents.

II. I Can Make Wise Choices – Feelings, values, decision-making, media

III. I Can Care For My Body – Health, fitness, temperance, hygiene





MY SELF

Components, Concepts and Objectives

I. I Am Special

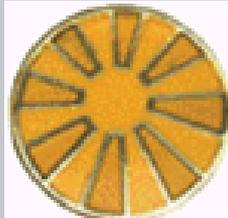
- **Know:** that God created each person in a special way for a special purpose;
- **Feel:** the assurance of their own unique value as children and co-workers of God;
- **Act:** by discovering some of their own special strengths and weaknesses and striving to improve them.

II. I Can Make Wise Choices

- **Know:** the basic principles of wise decision-making;
- **Feel:** the value of determining their own happiness and success by making wise choices in Christ;
- **Act:** by using decision-making skills to make choices in everyday life.

III. I Can Care for My Body

- **Know:** God's guidelines for a happy healthy body, and why they are necessary;
- **Feel:** the importance and value of good health; and
- **Act:** by choosing to follow the basic principles of health so that they become life-long habits.





MY FAMILY

- **Goal** - To empower the children to be happy and productive members of the families God gave them.

I. I Have a Family – Uniqueness of families, family changes, roles and responsibilities.

II. Families Care for Each Other – Authority and respect, appreciation, family activities.

III. My Family Helps Me Care For Myself – Safety, stewardship, indoor skills, outdoor skills.





MY FAMILY

Components, Concepts and Objectives

I. I Have a Family

- **Know:** that God made each family for a special reason and that each member has a part to play;
- **Feel:** appreciative of their own families and comfortable in their role in the family;
- **Act:** by performing their own roles in the family responsibly.

II. Families Care for Each Other

- **Know:** what family members must do in order to live, work, and play together happily for God's glory;
- **Feel:** a growing love for family members and ease in communicating with them;
- **Act:** by working to enhance positive relationships with each member of the family.

III. My Family Helps Me Care for Myself

- **Know:** the skills needed for the independence appropriate to their age level;
- **Feel:** confidence and fulfillment in their growing ability to manage their own lives with Jesus' help; and
- **Act:** by regularly practicing their growing independent skills.



MY WORLD

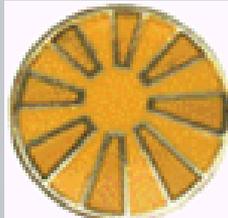
- **Goal** - To enable the children to encounter God's world with confidence and compassion.

I. The World of Friends – Social skills, courtesy, prejudice, peer pressure.

II. The World of Other People – Serving the church, community, country, world.

III. The World of Nature – God and nature, nature study, nature recreation, concern for the environment





MY WORLD

Components, Concepts and Objectives

I. The World of Friends

- **Know:** how to develop and participate in friendships in a positive way;
- **Feel:** a confidence in dealing with social situations which will enable them to act with compassion and courage;
- **Act:** to enjoy fulfilling friendships by applying Christian social skills.

II. The World of Other People

- **Know:** the wide variety of people and groups in God's world and how they fit in with them;
- **Feel:** a respect and compassion for each individual and group;
- **Act:** wisely to provide a model of God's love and plan for His people.

III. The World of Nature

- **Know:** some of the special things which God's creation has to offer;
- **Feel:** an appreciation and concern for the natural world; and
- **Act:** wisely to enjoy and care for nature.



MY SELF



REQUIREMENTS

Adventurer Club Manual pages 49 - 53



I. I Am Special

- **Busy Bee:** Make a booklet showing different people who care for you.
- **Sunbeam:** Make a tracing of yourself. Decorate it with pictures and words which tell good things about yourself
- **Builders:** Put together a scrapbook, a poster, or collage showing things you can do to serve God and others.
- **Helping Hand:**



A. List some special interests and abilities God has given you.

B. Share your talent using one of the following: talent show, show and tell, Earn an Adventurer Award





MY SELF

REQUIREMENTS - continued

II. I Can Make Wise Choices

- **Busy Bee:** Name at least four different feelings. Play the “Feelings” game.
- **Sunbeam:** Play the “What If?” game.
- **Builders:** Earn the Media Critic Adventurer Award.
- **Helping Hand:**
 - A. Learn the steps of good decision-making.
 - B. Use them to solve two real-life problems.

III. I Can Care For My Body

- **Busy Bee:** Earn the Health Specialist Adventurer Award.
- **Sunbeam:** Earn the Fitness Fun Adventurer Award.
- **Builders:** Earn the Temperance Adventurer Award.
- **Helping Hand:** Earn the Hygiene Adventurer Award.





ADVENTURER CURRICULUM



- Let God guide you. - Remember the gospel commission given in Matthew 28:18-20

- Don't reinvent the wheel



- Also check out "Adventurer Classroom Resources" Adventurer Club Manual *pages 295-316, pages 45-155*



- Worksheets for Stars, Chips, & Awards:

http://en.wikibooks.org/wiki/Adventist_Adventurer_Awards

- Use the Adventurer Club Manual

www.adventurer-club.org





QUESTIONS?

