

# The Adventurer Family Network

## The Adventurer Family Network Is...

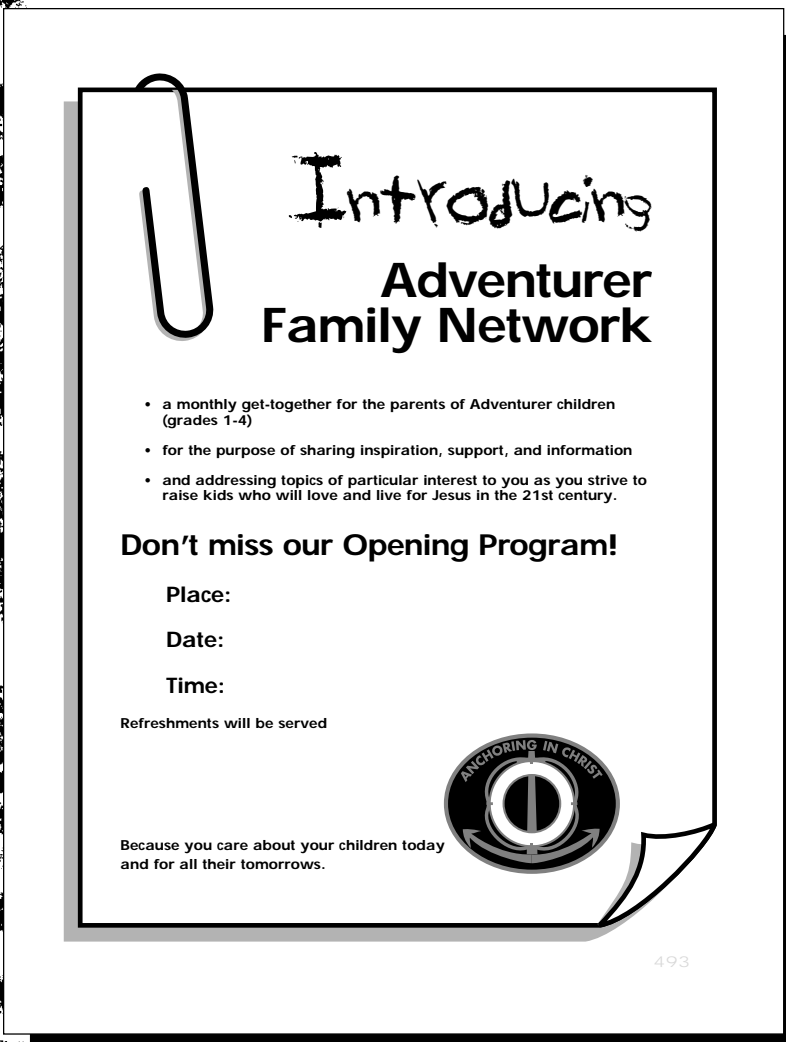
- **A regular event** which may be held monthly during the children's Adventurer Club meeting, or at any other convenient time. It may involve special speakers, videos, book study groups, or sharing times.
- **An opportunity**, especially for parents and other caregivers of Adventurers, to share inspiration, support, and information which will help to make their families happy, healthy places for kids to grow in Jesus.
- **Parent-based.** Parents have a part in choosing topics and activities, finding speakers and resources, and sharing and listening from their own experience.
- **Worthwhile.** Adventurer Family Network affirms the ministry of parents to be of first importance. Parents' confidence and peace of mind will grow as they share the joys and frustrations of parenting with other parents in the AFN group.
- **Simple to start.** The Adventurer Club director or Adventurer Family Network coordinator meets with parents to set the direction for the club, then uses parent input, and the AFN materials, to find people and the resources who will help to make it happen.



## Steps for Organizing an Adventurer Family Network

1. Learn about the Adventurer Family Network by: studying the resource materials in this section; attending an Adventurer Staff Training event; and/or consulting with your conference Adventurer director.
2. Talk with Adventurer staff and parents about the Adventurer Family Network.

3. Obtain the approval of your local pastor, family ministries director, and church board. Discuss how to coordinate with the other ministries of the church.
4. Look over the list of suggested topics for the first year (See example). Adjust the list to the needs of your group by:
  - a. Adding topics you know your parents are interested in
  - b. Eliminating topics you choose not to deal with this year
  - c. Changing the wording of topic titles to make them more attractive to your group of parents
5. Set a date for opening night and plan your program.
6. Distribute flyers and Adventurer Family Network topic sheets to all Adventurer parents.
7. During the opening program, select the topics to be discussed during the coming year. Ask the parents to suggest how they would like the topics addressed, who they know could help, what materials are available, and how often and when they would like to meet.
8. Make up a schedule of Adventurer Family Network meeting dates and topics for the coming year.
9. Plan your first Adventurer Family Network meeting. Choose the learning outcomes you want for the parents, then plan the program around your goals.
10. Arrange publicity, speakers, and needed materials for each meeting. Get feedback from parents to help you know what is working and what needs to be improved.



*This is a sample of the AFN Introduction flyer. A reproducible copy can be found in the "Family Network" section of the Appendix.*

**Parents are expected to attend AFN meetings as part of their Adventurer Club membership responsibility**

## Ideas for Attracting Parents to the Adventurer Family Network

1. Expect all Adventurer parents to attend AFN meetings as part of their membership obligation.
2. Hold the meeting at a time when parents and Adventurer Club staff can be present.
3. Providing childcare is not a requirement, but it is a help to the parents.

### Getting Them There

1. Send flyers to each Adventurer family one to two weeks before the activity. (If possible, mail them. Adventurers are notorious note-losers.)
2. Provide a schedule of Adventurer Family Network Activities.
3. Organize your network around Adventurer parents, then make selected evenings available to the church and the community.
4. Place a poster on the church bulletin board. Accent it with color, AFN logo, pictures, stars, etc.
5. Ask your pastor, personal or family ministries director, or Sabbath School superintendent to recommend Adventurer Family Network to parents.
6. Try holding one parent program a year in a non-church environment to attract community parents. Invite social service agencies etc, to co-sponsor the event.
7. Have a guest meeting which is open to those who are not Adventurer Parents. Invite Adventurer parents to bring a friend. (It's a great outreach opportunity.)

8. Send information to radio and newspaper community calendars. (They usually need it two weeks in advance. Include a tantalizing title, time, place, phone number for additional information, cost, and a few words describing the activity.)

9. Send a press release or short news article to the local newspaper.

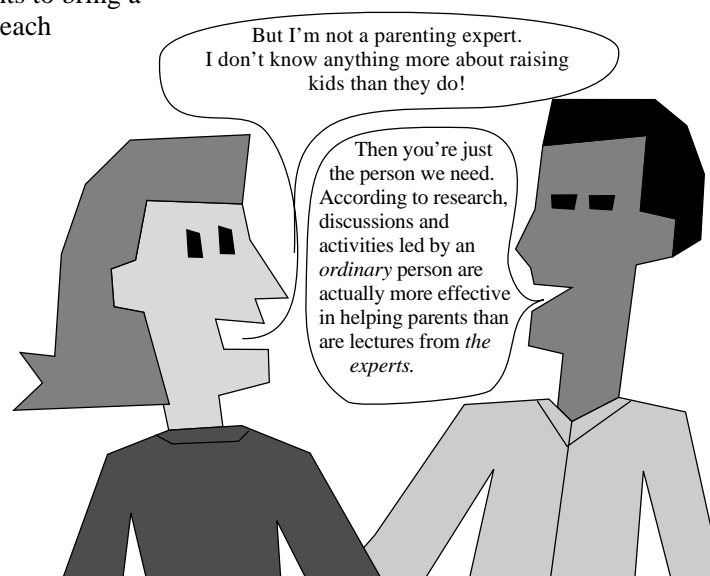
**Paragraph One:** Give basic facts (what, where, when) about the topic and why it is important.

**Paragraph Two:** Describe the speaker or activities that will take place.

**Paragraph Three:** Describe the Adventurer Family Network.

### Bringing Them Back

1. Include the Adventurer parents in decision-making. Ask their preferences for meeting times and topics.
2. Make sure each person is individually greeted and welcomed by at least one person.
3. Make sure everyone knows each other on a first-name basis. If necessary, use a name-learning ice-breaker or insist on name-tags.
4. Always provide time for interaction through icebreakers, discussions or refreshment times.
5. Simple refreshments attract and welcome people. Serve something that will represent the health emphasis of the Adventist church. (crackers, fruit juice, fresh fruit, etc.)
6. Stay in close contact with parents for ideas and feedback.



## What Parents will Experience in Training Their Children

Properly training a child is the greatest expression of true love that parents can give their children. No amount of material possessions can ever take the place of truly caring parents. If you truly love your children, train them. Both parents and children will receive blessings that are promised by God. Training develops a child's character to reflect Godliness and godlikeness. It is the most important work that God has entrusted to parents.

### Blessing

- ✎ **Proverbs 10:1** - A wise son brings joy to his father...
- ✎ **Proverbs 23:24-25** - The father of a righteous man has great joy; he who has a wise son delights in him. May your father and mother be glad; may she who gave you birth rejoice!
- ✎ **Proverbs 29:17** - Discipline your son and he will give you peace; he will bring delight to your soul.
- ✎ **Proverbs 31:28** - Her children arise and call her blessed; her husband also, and he praises her.
- ✎ **Isaiah 8:18** - Here I am, and the children the Lord has given me. We are signs and symbols in Israel from the Lord Almighty, who dwells on Mount Zion.

### Curse

- ✎ **Proverbs 10:1** - ...but a foolish son [is] grief to his mother.
- ✎ **Proverbs 17:21** - To have a fool for a son brings grief; there is no joy for the father of a fool.
- ✎ **Proverbs 29:15** - The rod of correction imparts wisdom, but a child left to himself disgraces his mother.

## Parent Accountability

### God Entrusted You

- ✎ **Job 33:4** - The Spirit of God has made me; the breath of the Almighty gives me life.
- ✎ **Psalm 139:13-16** - For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. My frame was not hidden from you when I was made in the secret place. When I was woven together in the depths of the earth, your eyes saw my unformed body. All the days ordained for me were written in your book before one of them came to be.

### Accountable to God

- ✎ **Psalm 127:3** - Sons are a heritage from the Lord, children a reward from Him.
- ✎ **Jeremiah 13:20** - Lift up your eyes and see those who are coming from the north. Where is the flock that was entrusted to you, the sheep of which you boasted?

### Children Are to be Trained by Their Parents

- ✎ **Deuteronomy 6:4-7** - <sup>4</sup>Hear, O Israel: The Lord our God, the Lord is one. <sup>5</sup>Love the Lord your God with all your heart and with all your soul and with all your strength. <sup>6</sup>These commandments that I give you today are to be upon your hearts. <sup>7</sup>Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.
- ✎ **Ephesians 6:4** - Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord.
- ✎ **Proverbs 22:6** - Train a child in the way he should go and when he is old he will not turn from it.

**Children are to Honor Both Their Father and Mother**

- ✎ **Exodus 20:12** - Honor your father and your mother, so that you may live long in the land the Lord your God is giving you.
- ✎ **Ephesians 6:2** - “Honor your father and mother”—which is the first commandment with a promise.

**Parental Authority**

God has established parents as one of His ruling authorities on earth. He has assigned them both the right to rule children and the power necessary to training them according to God’s plan. Parents are the direct link through which children receive instruction during their childhood. Parents provide children with protection, direction, and instruction. Because of God-granted authority, parents have the right to establish rules for their children and to expect them to follow these rulers. They also have the power to administer justice and to discipline for disobedience or to reward for conformance to their leadership. Parents are symbols and representatives of God’s authority to His children.

**Children are to Obey**

- ✎ **Colossians 3:20** - Children, obey your parents in everything, because this pleases the Lord.

**God’s Protection of Parental Authority by Government**

- ✎ **Matthew 15:4** - For God said, ‘Honor your father and mother; and ‘Anyone who curses his father or mother must be put to death.’
- ✎ **Exodus 21:15, 17** - “Anyone who attacks his father or his mother must be put to death...Anyone who curses his father or mother must be put to death.”
- ✎ **Deuteronomy 27:16** - Cursed is the man who dishonors his father or his mother...”

- ✎ **Deuteronomy 21:18-21** - If a man has a stubborn and rebellious son who does not obey his father and mother and will not listen to them when they discipline him, his father and mother shall take hold of him and bring him to the elders at the gate of his town. They shall say to the elders, “This son of ours is stubborn and rebellious. He will not obey us. He is a profligate and a drunkard.” Then all the men of this town shall stone him to death. You must purge the evil from among you. All Israel will hear of it and be afraid.

.....  
**P A R E N T A L E M P O W E R M E N T**

**P**arents are to be recognized as the key “relational minister,” those who more than anyone else can create the sense of trust, love, and concern that is foundational to the development of “openness” to faith. Parents must be seen as the “primary evangelizers” of their children. No single factor influences the faith development of persons more than does the witness and faith life of parents. Those in children/youth ministry must help parents to fulfill this vital role by offering a support system (programs) to the parent in child/adolescent development.

## Heaven's Blessing

### God's Promise of Blessing for Children

✿ **Ephesians 6:2-3** - Honor your father and mother, which is the first commandment with promise; that it may be well with thee, and thou mayest live long on the earth.

✿ **Exodus 20:12** - Honor your father and mother, so that you may live long in the land the Lord your God is giving you.

✿ **Proverbs 3:1-2** - My son, do not forget my teaching, but keep my commands in your heart, for they will prolong your life many years and bring you prosperity.

“Some households have a little church in their home. Mutual love binds heart to heart, and the unity that exists among the members of the family preaches the most effectual sermon that could be preached on practical godliness. As parents faithfully do their duty in the family, restraining, correcting, advising, counseling, guiding, the father as a priest of the household, the mother as a home missionary, they are filling the sphere God would have them fill. By faithfully doing their duty in the home, they are multiplying agencies for doing good outside the home. They are becoming better fitted to labor in the church. By training their little flock discreetly, binding their children to themselves and to God, fathers and mothers become laborers together with God. The cross is erected in their home. The members of the family become members of the royal family above, children of the heavenly King” (manuscript 56, 1899).

## The Adventurer Parent Pin

A handsome series of small pins are available for the purpose of recognizing parents who have demonstrated commitment through regular participation in the Adventurer Club and in the Adventurer Family Network.



These four pins are crafted of brass and enamel fill in each of the four colors of the Adventurer classes. Parents of Busy Bees receive a light blue pin, parents of Sunbeams a yellow pin, parents of Builders a blue pin, and parents of Helping Hands receive a red pin. These pins may be awarded at Investiture.

### Criteria for receiving a pin may include:

- Regular attendance at Adventurer Family Network meetings
- Supporting the Adventurer Club leadership
- Participation in Adventurer Club functions
- Child participation and investiture in the Adventurer Club class curriculum.

## FURTHER INFORMATION

## The Family and the Adventurer Club

The purpose of the Adventurer Club is to support parents and caregivers as they seek to raise happy, healthy, and committed children for Jesus Christ. The Adventurer Club does not seek to take over this responsibility from the parents, or to further separate parents from the lives of their children. Instead, families are a central part of the Adventurer program.

### Communication

Establish communication and understanding between the club and parents through regular personal talks, phone calls, and letters. Make parents aware of the goals of the Adventurer Club and take time to listen to their thoughts and concerns. (There are many reasons why parents may place their children in the Adventurer Club, including: for the child's enjoyment; to know where the child is during the Adventurer Club time; to prepare for Investiture; to facilitate social skills; because of the spiritual help the club affords; or simply because other parents are doing it.)

### The Adventurer Club is a Family Club

In an Adventurer Club, parents use their special gifts and abilities to help with the club in some way. For example, parents

may teach an Adventurer Award, make advertising posters, type letters, be counselors, plan special events, or supervise games. Parents also attend family nights and special events.

### The Adventurer Curriculum

Because the Adventurer concept emphasizes the centrality of the family, several areas of the curriculum require the children to work with their families on particular projects. The "My Family" track, in particular, provides parents with an opportunity to take part in helping their children reach the Adventurer goals. Where the Adventurer classwork is taught outside the home, use letters, flyers, or family meetings to inform parents about a project, its purpose, and how they can help their child enjoy the curriculum. Several sample letters are provided in this manual.

### The Adventurer Family Network

The Adventurer Family Network is a part of the Adventurer Club, designed specifically for the Adventurer's parents or other caregivers. It seeks to provide the opportunity to share the frustrations and triumphs of parenting, and to share new ideas and skills for making each family an even better place to live and grow.

# How to Plan an Adventurer Family Meeting

As you plan meetings for the Adventurer Family Network keep these points in mind.

1. Decide what you want to accomplish and then plan your meeting.
2. Provide parents with lots of positive strokes. Never allow negative criticism or words that will make people feel unsuccessful. Parents need all the encouragement they can get.
3. Realize that although a lecture is the most common way of teaching a subject, it is not the only way or even the best way. (You do not need to get nervous about having to come up with a lecture series.)

## Main Event Activities

Here are a few learning activities which may be used instead of, or in addition to, a lecture.

1. Invite a panel of "experts" (older parents who have been "through it", kids, or knowledgeable people) to discuss the topic. Lead off with some questions that will provide a general discussion of the topic, then allow parents to ask specific questions. (These may be written beforehand or be asked spontaneously.)
2. Have a book-study group. Choose a good book on the topic and assign 1-3 chapters to be read for each meeting. At the meeting discuss what you have read and how it applies to your families.
3. Show a video, then discuss its positive and negative aspects and how it can make a difference in your families.

4. If you use a lecture format, provide illustrations (use a chalkboard, overhead projector, pictures or objects), handouts, examples, etc. Try modeling or demonstrating the suggestions you present.
5. For parents who are comfortable with each other and discussion-oriented, try a support group format. This is less structured and focuses on sharing thoughts, feelings, and experiences. It may focus on a particular topic and use some of the follow-up activities suggested below.
6. If you cannot find a knowledgeable individual to speak on a specified topic, you may choose to do it yourself. In this situation read all you can find on the subject, then share what you have learned and tell how it worked for you. Finally, do a follow-up activity together.
7. Go together to a special parent event offered in the community. Return to the church for refreshments and discussion of what you learned.

## Active Learning and Follow-up Activities

1. Give parents an opportunity to practice what they have learned by role-playing. Assign parents to take the role of mother, father, child, etc., showing what they would do in various situations, based on what they have learned.
2. Provide a bibliography list. Show some books and materials which parents might find helpful.
3. Brainstorm solutions together. Present a problem or question and write as many solutions as possible. (Don't critique the ideas when you're brainstorming, just write them down.) You might try asking the first person who gives an idea to call on someone else to give their idea and so on.
4. Introduce an activity by doing a poll. Ask the group several short-answer questions and keep a tally of the results. (i.e. "How many of the families eat supper together every day?")





5. Provide a worksheet such as an outline for parents to fill in during the lecture or by looking in a Bible or other book.
6. Build a recipe book of ideas together, sharing different ways of addressing an aspect of family life.
7. Go on a field trip.
8. At the beginning of the meeting divide parents into small groups of 6-8. Have each parent write on an index card a question about the topic, then pass the card to each member of the group. Have the parents read the questions and put a check mark by the ones that interest them most. The small groups then share their most popular questions with the rest of the group.
9. Try a "fishbowl". Place 6-8 parents in the center in a circle with the rest of the parents seated behind them. The center circle discusses the topic while the rest look on. Parents may exchange places occasionally.
10. Assign thought or application questions to small groups. Then mix up the groups and have each person report to their new group what the small group came up with.
11. Ask parents to summarize to a person sitting near them what they have learned.
12. Use ice-breakers to help the group feel comfortable with each other. Allow five minutes to learn everyone's name, *OR* have small groups invent a "group resumé", compiling resumé information, such as schools attended, years of professional experience, positions held, professional skills, hobbies, family, talents, etc., for all the parents in the group.
13. Provide case studies (specific examples) for parents to discuss.
14. Use a Suggestion Circle. Choose one person to briefly and clearly present a problem or question to the group. Go around the circle, allowing each parent to make a short suggestion or to pass. (Offer to have someone write down the suggestions.) After each suggestion the focus person should simply

thank the person for offering a suggestion. (No one else should comment.)

When each person has had an opportunity to make a suggestion, give a second chance to those who passed.

15. Emphasize prayer at every meeting. It will make more of a difference than everything else put together. Pray in pairs, small groups, silently, in sentence prayers, etc.

### Using Local Resources

There may be several officers in your church who are also working to assist and support parents and families. Plan together to enhance each other's ministry, rather than competing. Some programs may be offered as a joint effort, and you may want to promote each other's activities. These leaders may be able to speak for one of your meetings or help you find speakers and resources. These officers include:

- Home and School leaders
- Family Life Coordinator
- Church School staff
- Pastor

There are many places to find speakers. Start by looking within your local community: Doctors and other health professionals, psychologists, psychiatrists, social workers, teachers, principals, experienced parents, and pastors.

Try local conference and union officers from the departments of: Church Ministries, Family Ministries, Children's Ministries, Education, and Health.

When considering outside speakers who are skilled in various areas, be aware that some speakers appreciate an Honarium fee (\$25.00). Be certain that





any speaker or resource you bring in does not conflict with Adventist philosophies and values. Take the time to talk carefully with non-Adventist speakers and to investigate their basic ideas and philosophies.

Some places to look for outside speakers include: Family life leaders and ministers in other local churches, professors from local colleges and university departments, such as: Psychology, Sociology, Education, Home Economics, Early Childhood Religious Education, Child and Family Studies.

Local: Child psychologists, child psychiatrists, YMCA, hospital educators; public school: counselors, psychologists, principals, advisors, and social workers. Look for books and videos at: Christian bookstores, bookstores, libraries.

Create an interest/specialty list of people you can call on for various topics.

### Parents with Special Interests

In choosing topics for your Adventurer Family Network, do not overlook parents with special interests. Several of the suggested topics have been designed with these parents in mind.

These include:

**Year One:** Single Parenting

**Year Two:** Christian Mothering, Christian Fathering

**Year Three:** Blended Families, Sibling Rivalry, Loss and Grieving

**Year Four:** Keeping Marriage Fresh, Special Needs Children

Even though these topics may not be chosen by a majority of parents, there may be a group who would very much like to discuss one of these topics. You can provide for these needs in a variety of ways.

1. Be aware of which topics are special-interest topics. Watch to determine if one may interest a significant number of parents.
2. Schedule a special interest topic as a special event and make it available to the church and community.
3. Schedule several special-interest groups to meet in different parts of the room or building on the same night. You may want to meet as a large group for prayer and a devotional, then split for the main topic. For example, book-study groups on "Keeping Marriage Fresh", and "Single Parenting" may be conducted simultaneously.

Other parents may have needs based on their cultural background, level of education, or knowledge of English. Be aware of these needs and structure topics, titles, and activities which will appeal to them.



# Opening Program

## (Sample Program)

1. Have fruit juice, hot drinks, crackers and dip, or a healthy sweet (such as sliced fruit) available as parents enter.
2. Begin with prayer and a short devotional (Discuss Deuteronomy 6:4-6, and how Adventurer Family Network can be helpful to parents in following these instructions.)
3. Take time for an icebreaker to help parents know and feel more comfortable with each other.
  - a. Ask parents to find a partner they do not know well.
  - b. Interview their partner to find one thing in their family about which they are most proud.
  - c. Allow time for parents to share with their group what they discovered.
4. Go over the topic list together. (Place the list on an overhead or chalkboard in advance.) Take time for discussion of each topic and be aware of parents with special needs, such as single parents.
5. Discuss when and how often parents would like to meet. Vote on a basic schedule.
6. Ask parents to prioritize the topics they would like to discuss during the year. (Choose approximately the number needed to fit the schedule they have chosen.) Encourage parents to think about any people or resources they may know that would be helpful for the topics they have chosen.
7. Announce probable first topic and meeting time. (Choose a simple topic and activity, such as a video and discussion, for your first meeting.) Ask parents to each share one thing they would like to know about the topic.
8. Close with prayer.

### Adventurer Family Network Topics

Year 1 of a four year cycle

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Here is a list of possible topics for the Adventurer Family Network. Look over the list and mark the ones that would most interest you and your group. If there's a topic you would particularly like to learn more about, write it on one of the blank spaces. Bring your list to the opening program.

**You and Your Family Relationships**

- Positive Parenting
- Family Fun Activities
- Time Management: Finding time for what's important
- Respect is for Everyone
- \_\_\_\_\_
- \_\_\_\_\_

**Anchoring Children In Christ**

- Leading Your Child to Christ
- Raising Kids Who Really Care
- Teaching Kids About Prayer
- Making Christian Standards Make Sense
- \_\_\_\_\_
- \_\_\_\_\_

**The Developing Child**


- Physical Development: Growing Healthy Kids
- How Children Differ: Temperament and Personality
- Teaching Kids About Sexuality
- Setting Realistic Expectations
- \_\_\_\_\_
- \_\_\_\_\_

**Growing Through Challenges**

- Discipline as Discipling: Sharing the Victorious Christian Life
- Single Parenting
- Safety Issues in Today's World
- Peer Pressure
- \_\_\_\_\_
- \_\_\_\_\_

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***This is a sample of one of the AFN Topics forms. A reproducible copy can be found in the "Family Network" section of the Appendix.***

*Coming  
Soon*

## Time Management: Finding Time for What's Important


Have you ever been frustrated because you never seem to have time for your family, yourself, or your God?

**Don't miss this great program!**

Place:

Date:

Time:



Sponsored by the Adventurer Family Network of the Seventh-day Adventist Church.

Because you care about your children today and for all their tomorrows.

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*This is a sample of a AFN meeting flyer. A reproducible copy can be found in the "Family Network" section of the Appendix.*

# Adventurer Family Network Meeting

Sample Program #1

## Teaching Kids About Sexuality

### Chosen Outcome For Parents

Parents will feel more comfortable about how and when to talk with their child about sex.

### In Advance

Bring pens and 3x5 index cards. Rent a video on the topic of "Teaching Kids About Sexuality", such as the one by James Dobson. (This may be rented at your local Christian bookstore or obtained from Focus On the Family {1-800-232-6459}.)

1. Have juice or hot drinks available as parents enter.
2. Open with prayer.
3. Distribute a 3x5 index card to each parent and ask them to write on the card one of their biggest questions or problems they have encountered as they tried to help their kids learn about sexuality from a Christian perspective. Pass the cards around and ask parents to put a check mark on the three cards which describe problems that are most important to them. When the cards come back to their original writers, ask parents to read the cards which had the most checks.
4. Show the video. Encourage parents to watch specifically for answers to the questions they wrote on their cards.
5. After the video, discuss what parents learned from the video that would apply to the problems they face. Ask for additional ideas and suggestions from their own experience.
6. Close with prayer.

**Sample Program #2**

**Respect Is for Everyone**

**Chosen Outcome For Parents**

Parents will understand some of the ways to build mutual respect in their family. Parents will choose one specific method of respect-building to use during the next week.

**In Advance**

On separate 3x5 index cards, write one of the ways of building respect suggested in the *Outcomes For Parents*. Make copies of the “My 30-Day Family Goals” from the “Family Network” section of the Appendix. On the blackboard or a sheet of chart paper, write: 1) How does God show respect in this way to His human family; 2) Show what happens when respect is not shown in this way in your family; and 3) Demonstrate how to show respect in this way in your families.

1. Open with prayer. Go around the circle and ask each parent to finish the sentence: “God shows me respect when...”
2. Divide the parents into groups of two or three. Give one of the 3x5 index cards to each group. Ask them to read the cards, then work together to complete the assignment listed on the chalkboard. They should be ready to present to the rest of the group: 1) a description of a time or way in which God has shown this type of respect to his human family; 2) a role play, acting out a time in which this type of respect is not shown to a family member, and what the result might be; and 3) a role play, acting out a way in which this type of respect could be shown in their family.
3. Allow parents 10-15 minutes to work with their groups.
4. Bring groups back together and have each group make their presentation. Encourage questions and ideas *after* each presentation.

5. Distribute “My 30-Day Family Goals” sheets. Invite parents to write a plan for one new way they plan to show respect to family members during the next month.
6. Send parents back to their groups to pray for each other in closing.

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# 30-Day Family Goals

Goal	Steps to Fulfillment	Week of	Results
My fathering practices			
My mothering practices			
Relationship with (child's name)			
Relationship with (child's name)			
Relationship with (child's name)			
Relationship with (child's name)			

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**This is a sample of the 30 Day worksheet. A reproducible copy can be found in the “Family Network” section of the Appendix.**

Year 1: Family Relationships

# Positive Parenting

## Outcomes for Parents

(Choose one or several)

- Recognize that parents are the first and most important teachers of their children.
- Understand that no parent is perfect. All parents deal with challenges which may include high stress; low education level; low self-esteem; difficult family background; etc.
- Recognize that children are resilient and able to overcome a large number of obstacles when given a foundation of loving support.
- Make it possible to be positive parents by: 1) taking care of their own needs; 2) placing a high priority on their marriage relationship; 3) developing other relationships for mutual support; 4) learning to handle stress positively; 5) accepting the fact that they will not always feel calm and loving; and 6) building their relationship with Jesus Christ.
- Incorporate within their family more of the characteristics which make up strong and resilient families. In these families, family members: 1) count on each other for support, loyalty, and love; 2) express appreciation to each other; 3) show a team spirit of commitment to the family; 4) enjoy time together regularly and often; 5) communicate openly and genuinely; 6) have routines and traditions which provide structure; 7) pull together to handle crises confidently as opportunities for growth; 8) participate in sound financial management; and 9) accept each member as an individual and encourage them to develop to their own unique potential.

## Adventurer Curriculum Related to the Topic

*My Family II*. "Families Care for Each Other."

## Specific Active Learning Activities

- ∞ On a chalkboard or chart paper make a heading for each of the characteristics of strong and resilient families (listed above under *Outcomes For Parents*). Brainstorm together how to make these things real in their families.
- ∞ Provide stationery for each parent to write a letter to herself (or himself), reassuring herself that she is a good parent and that God understands firsthand the struggles of parenting and wants to comfort and support her.

## Recommended Materials

### Ellen G White

*Mind, Character, and Personality*, Vol 1, pages 174-180; *Child Guidance*, pages 63-76; *Fundamentals of Christian Education*, pages 149-161; *Acts of the Apostles*, pages 31-39.

Curran, Dolores, *Traits of a Healthy Family*, Winston Press, Minneapolis, 1983.

Jeremiah, David with Carlson, Carole, *Exposing The Myths of Parenthood*, Word.

Wilson, Sandra D., *Shame-Free Parenting*, Inter-Varsity Press, Downers Grove, IL 1992.

### Video or Audio Cassettes

McDowell, Josh & Day, Dick, *How To Be A Hero To Your Kids*, 4 sessions of 24 minutes; Word Ministry Resources, Waco TX.

Smalley, Gary, *Hidden Keys to Successful Parenting*, 1-800-232-3232.

Winn, Dick, *Super Love vs Super Kids*, Childcrafting Video Series (45 min, \$19.95), The Quiet Hour.

### Other Materials

*Plain Talk: About How To Be A Perfect Parent* free brochure; Minnesota. Department of Human Services, Form Supply Unit, 444 Lafayette Rd, St Paul, MN 55155-3804.

Year I: Family Relationships

# Family Fun Activities

## Outcomes for Parents

(Choose one or several)

- Appreciate the warmth of family togetherness, and the joy of pleasant memories shared through family fun activities.
- Recognize the security and enjoyment that the family can discover through family rituals and traditions.
- Share some of their own fun family traditions (such as special meals, Sabbath or holiday traditions, etc) with the group and appreciate their contribution to family togetherness.
- Share ideas on other fun activities to enjoy as a family.
- Consider scheduling a weekly family night, or family time, as a time when the family can enjoy activities together and build family bonds. (Family night activities may include crafts, games, food, service activities, hobbies, or anything else family members would enjoy together.)

## Adventurer Curriculum Related to the Topic

### Sunbeam

*My Family I.* Ask each member of your family to tell some of their favorite memories.

### Helping Hand

*My Family I.* Make a family flag or banner OR collect stories or photographs about your family history.

*My Family II.* Help plan a special family worship, family night, or family outing.

## Specific Active Learning Activities

- ∞ *Brainstorm and Share Icebreaker:* Participants list as many traditions as possible which are already observed in their family. Share a favorite tradition with a partner. Partners explain their partner's family tradition to the group.
- ∞ *Homework:* Each parent chooses a family fun activity to test and report on at the next meeting. OR Have each family member share their favorite family memory.
- ∞ *Recipe Book:* List family fun activities that can be done for under \$5, and for under \$10.
- ∞ *Coupons:* Write family fun ideas on coupons that family members can choose from when choosing an activity for a family night or family together time. Make some blank coupons so other family members can add ideas. (Family members may take turns choose the activity for family night.)

## Recommended Materials

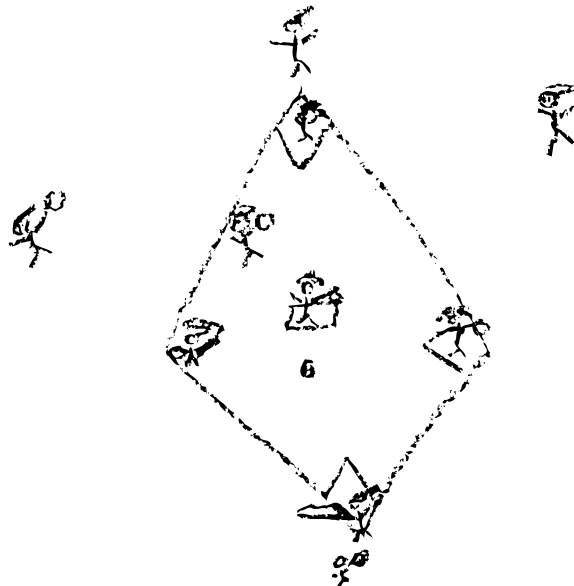
### Ellen G. White References

*Adventist Home*, pp. 493-530.

### Books

Erickson, Donna, *Prime Time Activities With Kids*, Augsburg Press, Minneapolis 1992.

Gaither, Gloria & Dobson, Shirley, *Let's Make A Memory Word Books*, Waco TX.



Year 1: Family Relationships

# Time Management: Finding Time for What's Important

## Outcomes for Parents

(Choose one or several)

- Know how to use several time management skills such as: prioritizing and goal-setting, basing plans and activities on priorities, rewarding oneself for completing a task, and completing one thing fully before starting another.
- Practice balancing priorities of time spent for God, self, family, work and church.
- Develop ways to ensure time for their own family using ideas such as: a family calendar, taking advantage of present moments, and prioritizing family activities.
- Seek for more simplicity in living.
- Consider the following stress-busting strategies for busy families: 1) listen to your children; 2) every family member helps with the family work; 3) don't look for short-cuts to values or discipline; 4) don't try to protect children from mistakes, or solve their problems for them; 5) give love unconditionally, not based on performance; 6) establish regular family times; 7) occasionally do something special with each kid, just the two of you.

## Adventurer Curriculum Related to the Topic

### Builder

*My Self III.*

## Specific Active Learning Activities

- *Priorities List:* List priorities down one side of the paper. List time spent in various activities down the other side of the paper. Compare perceived priorities with how time is actually spent. Share with a partner or small group one thing you learned and one change you plan to make.

➤ *Goal Setting:* On a piece of paper write two long-range goals ["How I would like my life to be in five years"] and two short-range goals ["If I had only a month to live...."] Compare your goals with the way you are currently spending your time. Discuss with a partner: "Am I acting in a way that will help me accomplish my goals?"

➤ *Family Calendar Homework:* For a specific period of time, keep a family calendar on which you plan ahead for family events and outings. Each family member may record activities which involve other members of the family.

## Recommended Materials

### Biblical References

Jethro and Moses (Exodus 18)

### Ellen G. White References

Christ's Object Lessons pp. 342-346

### Books

Baker, Pat A., *A Frazzled Mother's Guide*, Baker Book House, Grand Rapids, MI 1989.

Thomsen, Halvard, *How To Manage Your Time*, Pacific Press, Boise, ID Lifestyle booklets series.

Weising, Gwen, *Finding Time For Family Fun*, Fleming H Revell, Tarrytown, NY 1991.

### Video or Audio Cassettes

Kimmel, Tim, *The Hurried Family Video*, Dallas Christian Video (based on Kimmel's book, *Little House on the Freeway*).

Van Pelt, Nancy L., *Personalized Home Organization*, six cassettes by Nancy Van Pelt (\$30)

### Other Materials

Hawks, Dr. Paul, *Time and Priority Management Seminar*, Concerned Communications, Hwy 59N, Siloam Springs, Arkansas 72761. 800-447-4332. A 10-session outreach seminar.

*Creative Family Organizers System* (\$19.95) 368 South 850 West, Orem, UT 84058. Includes weekly household scheduler, family job chart, shopping lists, etc for hanging on refrigerator.



## Year 1: Family Relationships

# Respect is for Everyone

## Outcomes for Parents

(Choose one or several)

- Recognize that mutual respect is an essential part of a strong Christian family. Mutual respect encourages children to show respect to parents and others, and to build a healthy self-respect.
- Know that respect is based on the golden rule. Ways of building respect in the family includes such things as listening for understanding; accepting children as they are; being open to questions, ideas and differing opinions; recognizing individuality; taking time to understand before reacting; recognizing efforts and accomplishments; encouraging children to make choices appropriate to their age level; being considerate of feelings; admitting when you're wrong; and providing privacy and keeping secrets.
- Choose two ways to build greater mutual respect in their family by: modeling it in their behavior toward each other and toward the child(ren).
- Expect respectful behavior from their children.
- Consider the following survey of "the most unappreciated things parents do": 1) make you break plans you have already made; 2) yell at you in front of your friends; 3) sign you up for something without asking; 4) interrupt; 5) break promises; 6) don't listen; 7) don't include you in conversation; 8) don't consult you in family plans; 9) throw out your old toys and clothes without asking.

## Adventurer Curriculum Related to the Topic

### Busy Bee

*My Family* II. A. Discover what the fifth commandment (Exodus 20:12) tells you about

families. B. Act out three ways you can honor your family.

## Specific Active Learning Activities

- ∞ *Respectful Notes*: Provide sheets of paper with outlines of ribbons or trophies. Ask parents to pair up and write a note to their partner, inside the outline, beginning with the words: "I respect you because...." Discuss how it felt to receive the note. Provide time for parents to write a respectful note to each person in the family.
- ∞ *Children's Rights?* Put the following quote on the chalkboard or overhead projector. "Remember that children have rights which must be respected." AH 306 Brainstorm together what some of these rights might be. Have each person tell someone next to them what right they plan to respect more in their family during the next week.

## Recommended Materials

### Biblical References

See Jesus' treatment of Zaccheus, of the adulterous woman and of Mary at Simon's feast, of mothers and their children seeking blessing.

### Ellen G. White References

"... all desire to be treated with confidence and respect, and this is their right."  
*Education* 289-292.

*Child Guidance*, pp.97-100; *Adventist Home*, pp. 279-281; 292-296; 421-430.

### Books

- Dreikurs, Rudolf, *Children: The Challenge*, (New York: EP Dutton, 1989).
- Faber, Adele & Mazlish, E., *How To Talk So Kids Will Listen and Listen So Kids Will Talk*, Avon Books, New York, 1980.
- Ginott, Haim G., *Between Parent and Child*, Avon Books, New York, 1980.
- Smalley, Gary, *The Key To Your Child's Heart*, Word, Dallas, 1992.

Year 1: Anchoring In Christ

# Leading Your Child to Christ

## Outcomes for Parents

(Choose one or several)

- Embrace their children’s salvation as the most basic goal of Christian parenting.
- Be alert to appropriate times to ask children for a decision to accept Christ (without pushing).
- Recognize that Adventurer children are ready to understand salvation in a simple way and to give their hearts to Him. Readiness to accept salvation is influenced by: mental maturity, religious background, ability to love and trust, scripture knowledge, and home environment.
- Understand the steps of salvation and be prepared to lead the child to Christ. Prayerfully lead the child to: understand his sinfulness (Rom.3:23); understand the way of salvation (John 3:16); repent of his sins (1 John 1:9); ask Jesus to be his Savior (John 1:12); feel a sense of assurance (John 3:36); and walk with Jesus and grow through prayer and scripture.

- Be aware of the Valuegenesis research which found that a majority of Seventh-day Adventist young people believe that they can earn salvation through personal effort, and that the way to be accepted by God is to live a good life. Plan ways to deal with this trend.
- Recognize the reality of childhood conversion and how it differs from adult conversion. (Both need to recognize their need, repent of their sin, accept the gift of salvation, commit their lives to God and show evidence of a new life. Children have fewer wrong habits and scars, as well as a less deep understanding of the gospel.)
- Identify when their children are ready for baptism and formal church membership. (Children are ready when they: understand the significance of baptism; have surrendered their lives to Christ; understand the doctrines of the church; and understand the responsibility and meaning of membership.
- *The Amazing Book* is an excellent video introducing children to the Bible. Your child will delight in the exciting adventures of Doc Dickory, River, and their “book-mole” friend, Dewey Decimole, as they explore the fascinating world of the Bible. They’ll learn about its authors, its history, its books, its stories, and why it is all important. They’ll sing upbeat, catchy songs, too. (See recommended materials)



## Adventurer Curriculum Related to the Topic

### Busy Bee

*My God* I. Create a story chart...to show someone how much Jesus cares for you.

*My God* II. Earn the Bible I Adventurer Award.

**Sunbeam**

*My God I.* Create a story chart...to show someone the joy of being saved by Jesus.

*My God II.* Memorize and explain two Bible verses about being saved by Jesus.

**Builder**

*My God I.* Create a story chart...to show someone how to give one's life to Jesus.

*My God II.* Memorize and explain three Bible verses about giving your life to Jesus.

*My God III. B.* Ask three people why they are glad to belong to Jesus.

**Helping Hand**

*My God I.* Create a story chart...to show someone how to give one's life to Jesus.

*My God II.* Earn the Bible II Adventurer Award.

**Specific Active Learning Activities**

- *Role-play:* While one partner takes the role of the child, another parent explains to him in a child's terms how to accept Jesus.
- *Testimony:* Each parent tells a partner about his own relationship to Jesus OR his story of coming to the Lord. Discuss how our testimonies could be shared with our families.
- *Suggestion Circle:* Hold a Suggestion Circle (see activity ideas pp. 7, 8) about ways in which each parent has talked to his child about Jesus and felt successful.
- *Panel:* Invite older children or teens who have committed their lives to Jesus to answer some question about how it happened, why they did say it, and what influenced them most, for and against, their decision.

**Recommended Materials**

**Biblical References**

Luke 2:52

**Ellen G. White Reference**

*Child Guidance*, pp. 486-493;

"Bring your children in prayer to Jesus for He has made it possible for them to

learn religion as they learn to frame the words of the language." *AH 321*

"As the Holy Spirit moves upon the hearts of the children, cooperate with His work. Teach them that the Savior is calling them." *MH 44*

"Children of eight, ten, or twelve years are old enough to be addressed on the subject of personal religion.... If properly instructed, very young children may have correct views of their state as sinners and of the way of salvation through Christ." *CF 490*

**Books**

Habenicht, Donna, *How to Help Your Child Really Love Jesus*, R&H, Hagerstown, MD, 1994.

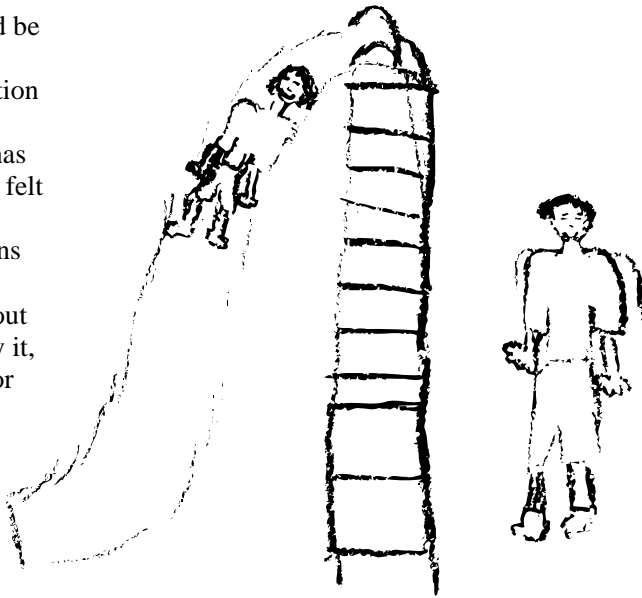
Murray, Andrew, *How To Raise Your Children For Christ*, Bethany Fellowship, MN.

Phillips, Benny and Sheree, *Raising Kids Who Hunger For God*, Fleming H Revell, Tarrytown, NY, 1991.

**Video or Audio Cassettes**

*The Amazing Book*, available from the AdventSource, 5040 Prescott, Lincoln, NE 68506. Phone 800-328-0525.

Kuzma, Kay, *Your Family's Spiritual Life Video Seminar*, "Leading Your Child to Christ" P.O. Box 7000, Cleveland, TN 37320.



Year 1: Anchoring In Christ

# Raising Kids Who Really Care

## Outcomes for Parents

(Choose one or several)

- ☒ Recognize that young children are centered on their own needs and learn gradually to be aware of others' needs. A toddler begins to show empathy to other's pain and an eagerness to be helpful, but his "love" is given in return to those who show him love. At the age of 8 1/2 to 10, children begin to be aware of other's needs and the fact that they can choose to show love by their own activity.
- ☒ Be aware of the Valuegenesis research which suggests that about 1/3 of SDA youth feel a responsibility and interest in helping to reduce the pain and suffering in the world.
- ☒ Consider ways to help their children grow in compassion. Research suggests that children of Adventurer-age are extremely interested in heroes. Compassionate people and stories from the family, church and community as well as Bible stories and other biographies may be made available to the children.
- ☒ Be aware of research which suggests that children's caring and empathy is not significantly affected by the amount of religiousness or self-confidence in the home. Rather it is most positively influenced by:
  1. the use of discipline which uses explanation to help children understand others' feelings
  2. lots of affection at home
  3. de-emphasizing competition
  4. modeling (and rewarding) concern and action for others
  5. exposing children to a wide variety of people and their needs.

## Adventurer Curriculum Related to the Topic

### Sunbeam

- My World II. A.* Explore your neighborhood. List things that are good and things that you could help make better.
- My World II. B.* From your list, choose ways and spend time making your neighborhood better.

### Helping Hand

*My World I.* Earn the Caring Friend Adventurer Award.

## Specific Active Learning Activities

- ∞ *Memories:* Ask parents to share experiences in their own lives that helped them to become caring people.
- ∞ *Event Planning:* Plan a special or ongoing service activity that Adventurers and their families of your church may take part in monthly or quarterly.

## Recommended Materials

### Biblical References

John 6:1-13, The little boy's lunch

### Ellen G. White Reference

"If we wish our children to possess the tender spirit of Jesus, and the sympathy that angels manifest for us, we must encourage the generous, loving impulses of childhood." DA 516

### Books

Howard, Tracy Apple, *Kids Ending Hunger*, Andrews & McMeel, Kansas City, 1992.

### Other Materials

Dobson, James, *Teaching Children to Be Kind*, (brochure \$.35) Focus on the Family.

## Year 1: Anchoring In Christ

# Teaching Kids About Prayer

## Outcomes for Parents

(Choose one or several)

- ☒ Better understand how to help children develop in their understanding of prayer.
- ☒ Use a variety of times, occasions, and models to enjoy prayer with their children.
- ☒ Make prayer a regular part of their own daily life and model for their children and help them learn that prayer is not just “kid stuff”.
- ☒ Be aware of three general stages in children’s understanding of prayer.
  - At ages 5-7, children have only a vague understanding of prayer. They assume that all kids pray, and pray mainly to gratify their personal desires. They may be deeply distressed by unanswered prayers.
  - At ages 7-9, children pray very concrete and specific prayers. They may talk with God about the activities of the day and express thankfulness and empathy. They are aware that not everyone prays, but are confused by the idea that God can be everywhere at once.
  - At ages 9-12, they recognize that prayer is a private conversation with God which has many purposes. They have made prayer a part of their personal belief system and recognize that God hears everyone who calls on Him.

## Adventurer Curriculum Related to the Topic

### Busy Bee

*My God* III. B. Ask three people what they pray about.

## Specific Active Learning Activities

- ∞ *Art Time:* Parents organize a worship time at home at which the children draw a picture of God and a picture of Jesus. Bring pictures to the next meeting and talk about how children relate to God. (OR Have kids draw pictures at Adventurer Club for use at this meeting.)
- ∞ *Discussion Planning:* Parents write three questions to ask their kids about prayer, then discuss these with their children to discover what is in their minds and how they can help them learn more.

## Recommended Materials

### Ellen G. White Reference

*Child Guidance*, pp.517-526.

### Books

Hromas, Roberta, *52 Simple Ways To Teach Your Child To Pray*, Thomas Nelson, Nashville, 1991.

Wooden, Keith, *Teaching Children To Pray*, Zondervan, Grand Rapids, MI 1992.

### Video or Audio Cassettes

Kuzma, Kay, *Living With God’s Kids Video Seminar*, “Teaching Children to Talk to God” P.O. Box 7000, Cleveland TN 37320.

Year 1: Anchoring In Christ

# Making Christian Standards Make Sense

## Possible Outcomes

(Choose one or several)

- ☒ Parents will be aware that SDA youth are often confused by differing standards between home and school and church. They feel that we emphasize rules and standards so strongly that the basic good news of Christianity is forgotten.
- ☒ Parents will commit themselves to keeping the gospel first and foremost in their teaching of their children.
- ☒ Parents will encourage children to understand the meaning behind the rules by listening to children's questions and giving answers based on God's desire to make us happy, and the principles He has given to help us.
- ☒ Parents will re-examine their own approach to rules, and evaluate their current standards and life-style practices. They will be sure that their rules and actions are based firmly on principle, and decide what is really central to Christian living.

## Adventurer Curriculum Related to the Topic

### Helping Hand

*My God* I. Create a story chart...to show someone how to live for God.

*My God* II. Earn the Bible IV Adventurer Award.

*My God* III. B. With an adult, choose one thing in your life which you would like to improve. With Jesus help pray, plan, and work together to reach your goal.

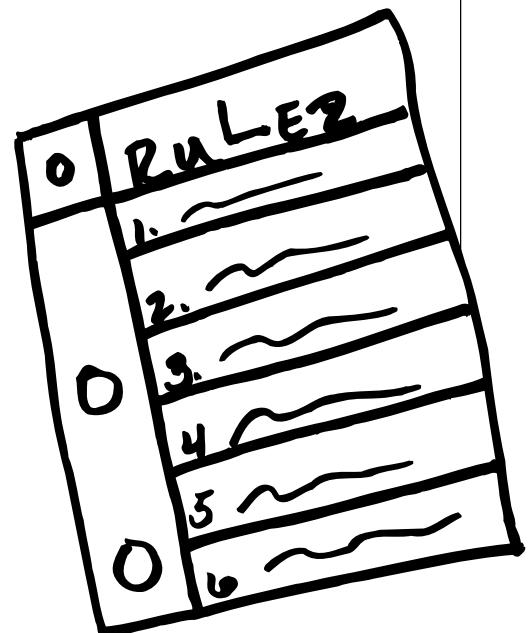
## Specific Active Learning Activities

- ∞ *Exploring Dialogue:* Choose a rule or church standard that the Adventurer children are dealing with. Use role-playing to explore different ways of dealing with children's challenges to, and questions about, the rule.
- ∞ *Rule-Making:* Develop a few basic rules for your family. Implement them in your family and report at the next meeting how they worked in your family. (Kay Kuzma suggests three basic rules: 1) You may not hurt yourself; 2) You may not hurt others; 3) You may not hurt things.)

## Recommended Materials

### Ellen G. White Reference

*Child Guidance*, pp. 413-468.



## Year 1: The Developing Child

# Physical Development: Growing Healthy Kids

### Outcomes for Parents

(Choose one or several)

- ☒ Understand the basic physical development to expect during the Adventurer years. Children will: continue to grow steadily in height and weight; have sudden bursts of energy and tire easily; lose many teeth; be quite susceptible to colds and communicable diseases; like to handle objects; acquire a more mature distribution of fat.
- ☒ Recognize the poor state of physical fitness among children today and make a plan to combat the problem in their families. 1 in 4 children is overweight. 50% of 6-11 year-old girls can't do one pull-up while boys can't run a mile in less than 10 minutes.
- ☒ Realize that Adventurer-age children are setting their eating and activity patterns for the rest of their lives.
- ☒ Learn ways to make healthy eating, exercise, and living habits attractive to their children.
- ☒ Be aware that over-reacting to moderate overweight in children may cause later obesity. Instead help the child to: be relaxed and comfortable about eating; aware of when he's hungry or full; set a regular pattern of meals with no food at other times; enjoy eating slowly; and gradually substitute low-fat for high-fat foods. Being too restrictive about food can cause later self-image and food-related problems.

### Adventurer Curriculum Related to the Topic

#### Busy Bee

*My Self* III. Earn the Health Specialist Adventurer Award.

#### Sunbeam

*My Self* III. Earn the Fitness Fun Adventurer Award.

#### Builder

*My Self* III. Earn the Temperance Adventurer Award.

#### Helping Hand

*My Self* III. Earn the Hygiene Adventurer Award.

### Specific Active Learning Activities

- ∞ *"Taste"-testing:* Try out some fun games or recipes children will benefit from and enjoy.
- ∞ *Special Guest:* Invite a health expert to address your group. Check with a doctor or professional within your church or call a local YMCA or YWCA, hospital educator, American Heart Association, American Cancer Society, or conference health department.

### Recommended Materials

#### Biblical References

Samson, John the Baptist

#### Ellen G. White Reference

*Child Guidance*, pp. 103-105, 339-410, 371-412; *Education* pp. 195-222; *Fundamentals of Christian Education*, pp.139-144.

Year 1: The Developing Child

# How Children Differ: Temperament and Personality

## Outcomes for Parents

(Choose one or several)

- Know that children's temperaments differ in many ways even from birth.

These ways include: activity level; regularity of body functions; response to new people and things; adaptability; how quickly and strongly they respond to things; negative or positive outlook, and persistence.

- Discover some ways to adjust their parenting practices to fit individual needs.
- Be assured that when parents are doing their best and children are not responding well, the problem is often not that they are doing it "wrong" but they need to adjust the "goodness of fit" between their way of handling the child and the child's temperament and personality.

## Adventurer Curriculum Related to the Topic

### Sunbeam

*My Self*. Make a tracing of yourself. Decorate it with pictures and words which tell good things about you.

### Specific Active Learning Activities

- ✂ *Temperament Chart*: Give each parent a chart like the one shown on this page.

### Recommended Materials

#### Biblical References

Jacob & Esau, Cain and Abel

#### Ellen G. White Reference

#### Books

Dobson, James, *The Strong-willed Child*, Tyndale House.

LaHaye, Bev, *How To Develop Your Child's Temperament*, Harvest House, Tappan, NJ 1978.

#### Other Materials

Dobson, James, *Understanding Your Child's Personality*, (brochure \$.35) Focus on the Family.

## Adventurer Family Network Activity Worksheet

Mark the level of activity for your child, for each of the following activities.

### Activity Level

slow  fast

### Regularity of bodily functioning

regular  irregular

### Response to new person or thing

cautious  impulsive

### Adaptability

high  low

### Responsiveness

high  low

### Mood or outlook

negative  positive

### Distractibility

low  high

### Persistence

high persistence  low persistence

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This is a sample of the Activity Worksheet. A reproducible copy can be found in the "Family Network" section of the Appendix.



## Year 1: The Developing Child

# Teaching Kids About Sexuality

## Outcomes for Parents

(Choose one or several)

- ☒ Feel more comfortable about how and when to talk with their child about sex. Both parents should be involved and should begin “the day the child comes home from the hospital.” Take advantage of events and spontaneous questions to talk simply and directly. Teach that God created sex and that it is good.
- ☒ Help their first grader to understand the difference between boys and girls bodies, the correct names for body parts and functions, how a baby develops inside its mother, that family hugs and kisses are great, and that nobody should touch their private parts.
- ☒ Help Adventurers prepare for puberty by talking with them (by 4th grade) about how animals are born, how the father fertilizes the egg, how the baby is born through an opening in its mothers body.
- ☒ Communicate to children that sex is a good and special thing, created by God, especially to be enjoyed by a man and woman who are married to each other; that sex is the seal of a “forever relationship” not the reason for a relationship.
- ☒ Parents will help children realize that boys and girls are more alike than different. They are intellectually even (girls may be slightly higher verbally, while boys are higher mathematically). Boys are still more physical and aggressive while girls are more apt to follow rules and be sensitive to other’s feelings.
- ☒ Parents will teach their children not to put down the opposite sex, expecting equal help with household chores, and not push boys and girls to play

separately or together. They will offer alternative views to stereotypes but avoid arguing or forcing the issue.

- ☒ Parents will recognize and evaluate the sexual and sexist messages their children receive through the media, and plan ways to deal with these messages.

## Recommended Materials

### Biblical References

Samson

### Ellen G. White Reference

### Books

Buth, Lenore, *How To Talk Confidently*

*With Your Child About Sex,*

Concordia, St. Louis 1988. (The

Concordia Sex Education series is a

set of books for children beginning

with: *Why Boys and Girls Are Different,*

for ages 3-6, and including *Where*

*Do Babies Come From,* for ages 6-8,

*How You Are Changing, Sex and the*

*New You,* and *Love, Sex and God.*

Calderone, Mary S., *Talking With Your*

*Child About Sex,* Random House, New

York 1982.

Cole, Joanna, *How You Were Born,* William

Morrow and Co, New York, 1984.

Spears-Stewart, Reta, *Before I was a Kid,*

Pacific Press, Bosie, ID, 1991

### Video or Audio Cassette

McDowell, Josh, *How to Help Your Child*

*Say “No” to Sexual Pressure,* Word

Video, two 2-hour sessions.

*Sex and the Young Child,* (108 min. \$89.95

purchase price) Franciscan Communi-

cations/Teleketics.

### Other Materials

*Dealing With Sexual Abuse,* (\$2.50) NAD

Distribution Center, set of 3 pamphlets

including “*My Child Has Been*

*Sexually Abused.*”

Year 1: The Developing Child

# Setting Realistic Expectations

## Outcomes for Parents

(Choose one or several)

- ☒ Recognize that Adventurer children shouldn't have to look like adults, react emotionally like adults or achieve like adults. Adventurers developmental tasks include:
  - to learn skills, to learn from mistakes and to decide to be adequate;
  - to learn to listen in order to collect information and think;
  - to practice thinking and doing; to reason about wants and needs;
  - to check family rules and learn about structures outside the family;
  - to learn the relevancy of rules; to experience the consequences of breaking rules;
  - to disagree with others and still be loved; to develop internal controls;
  - to test ideas and values and learn value options beyond the family;
  - to learn what is one's own responsibility and what is others' responsibility;
  - to develop the capacity to cooperate; to give and receive love;
  - to identify with the same sex; to test abilities against others;
  - to free oneself from a primary identification with parents, and to form friendships with peers.
- ☒ Understand and plan to deal with typical behaviors of the Adventurer child:
  - asks questions and gathers information; practices and learns skills;
  - belongs to same-sex groups or clubs; challenges parent values, argues, & hassles;
  - compares, tests, disagrees with, sets, breaks, and experiences consequences of rules;
  - may be open & affectionate or seem cantankerous, self-contained, or alternate.
- ☒ Improve their own helpful behaviors in dealing with Adventurer characteristics:
  - continue to offer love, safety, & protection; be clear about who's responsible for what;
  - affirm children's efforts to learn to do things their own way;
  - give lots of love and positive strokes for learning skills;
  - be a reliable source of information about people, the world, and sex;
  - challenge behavior and decisions; encourage cause and effect thinking;
  - affirm children's ability to think logically and creatively; offer problem-solving tools;
  - set and enforce needed non-negotiable and negotiable rules;
  - allow children to experience non-hazardous natural consequences for their choices;
  - point out that you continue to care for them even when you disagree with each other;
  - encourage the separation of reality from fantasy in their conversation with you;
  - be responsible yourself and encourage children to be responsible for their decisions, thinking and feeling;

- ☒ encourage development of special skills by providing an enthusiastic & encouraging teacher; then one who teaches skills & quality performance; and, later, a model/mentor.
- ☒ avoid: uneven enforcement of rules; insisting on perfection; expecting child to learn without instruction, help, and standards; filling a child's time with lessons, teams, and activities, leaving no unstructured time to explore interests and relax; unwillingness to allow child to feel miserable for brief times; rules and values too rigid or lacking; unwillingness or lack of ability to discuss beliefs and values, to re-evaluate rules, and to expect the child to develop skills for personal responsibility.
- ☒ Compare children's independence skills with general guidelines and plan adjustments. By the age of 6 many children:
  - dress and undress self, put away own clothes and toys;
  - wash face and hands, brush teeth, trim nails;
  - set table and clear table, wipe up a spill;
  - pick up trash in yard, shake rugs, feed pets, empty trash;
  - know basic food groups, make sandwich or juice;
  - know names of coins and have freedom to use own allowance;
  - know address, phone number, emergency numbers.
- ☒ By the age of 10 many children:
  - wash and dry own hair, clean drawers and closet;
  - operate washer and dryer, fold laundry, sweep, vacuum, & scrub floors;

- load and run dishwasher, wash and dry dishes by hand, put away dishes and groceries;
- clean bathroom, change bed, care for pets and plants, wash and clean car;
- use recipe; cook soup, pancakes, cookies, canned vegetables; pack lunch;
- make and count change, compare quality and prices, use savings or checking account;
- swim; check out library books; know basic first aid.

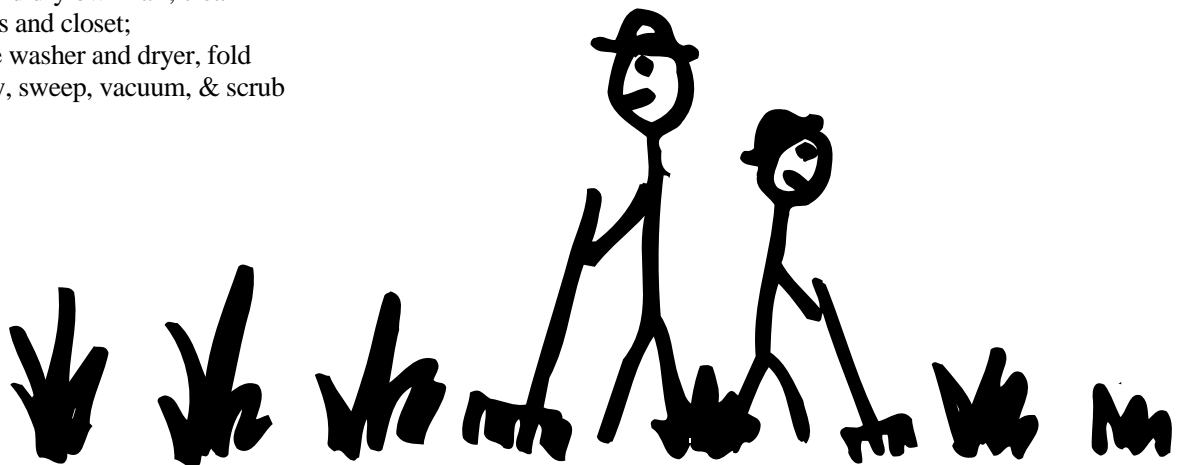
### Specific Active Learning Activities

- ∞ *Expectations Worksheet:* Across the top of a sheet of paper, write the following headings: Name; Age; Behavior; Helpful Handling. Distribute worksheets to parents, and ask them to list some of their children's behaviors which bother them. As you discuss realistic expectations of children they may write down ideas they like.

### Recommended Materials

#### Books

Elkind, David, *The Hurried Child: Growing Up Too Fast, Too Soon*, Addison-Wesley, Reading, MA 1982.



Year 1: Growing Through Challenges

# Discipline as Discipling: Sharing the Victorious Christian Life

## Outcomes for Parents

(Choose one or several)

- ☒ Understand that the goals of discipline are to teach the child to guide her own behavior; to make good decisions; to reason clearly about choices and consequences; to base her moral decision-making on the word of God; and to depend on Christ for the power to act according to His word.
- ☒ Consider some aspects which contribute to discipling discipline such as: showing the character of Christ through loving concern rather than anger and harsh words; help children see the Biblical and logical reasons for a particular behavior; use positive and negative consequences to help the child choose to build a habit of good behavior in this area; lead the child to Christ for forgiveness and power.

## Adventurer Curriculum Related to the Topic

### Helping Hand

*My God:* III. B. Work with an adult to choose one thing in your life which you would like to improve. With Jesus' help, pray, plan, and work together to reach your goal.

## Recommended Materials

### Ellen G. White Reference

*Child Guidance*, pp.91-96

### Books

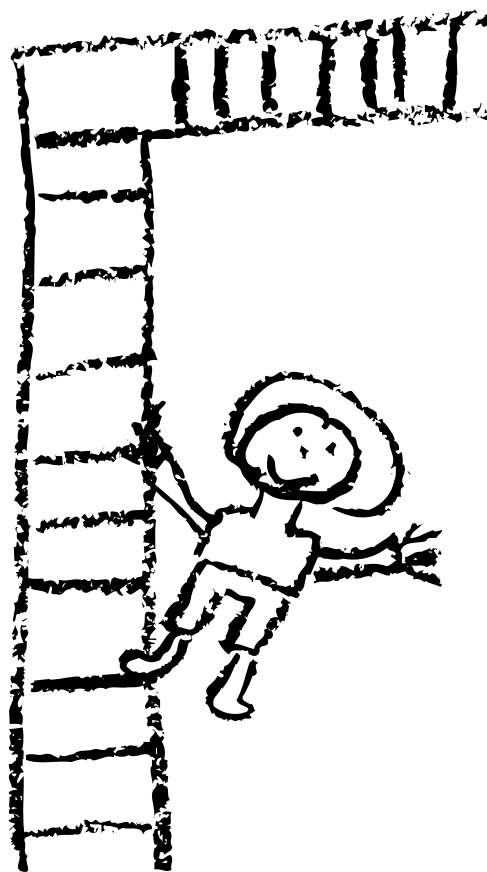
Murray, Andrew, *How to Raise Your Children For Christ*, Bethany Fellowship, Minneapolis, MN, 1975.

### Video or Audio Cassettes

McArthur, John, *Spiritual Parenting*, Moody Press.

### Other Materials

Your choice.



## Year 1: Growing Through Challenges

# Single Parenting

### Outcomes for Parents

(Choose one or several)

- ☒ Recognize their own needs as single parents. Newly single parents go through stages of denial, anger, bargaining and depression before they are able to accept what has happened and grow in forgiveness and faith. They need to know they are still loved and accepted by their friends and their church and can count on support and listening from their close friends.
- ☒ Share creative ways of dealing with their needs. These may include a parent's night out; co-op babysitting; building support networks
- ☒ Recognize the needs of the children of single parents. Children who lose a parent go through some of the same stages of grieving as adults. The need to know: that the loss is not their fault; that they will always be taken care of; that it's OK to feel scared, sad, and angry and to talk about it; and that they won't always feel this bad. The effect of the loss of a parent does not just go away in a few years. It drastically changes the "picture frame" of one's life. Adventurer-age children may show their frustrations by acting frightened, bitter or angry and by stealing or lying, or by frequent headaches and stomachaches.
- ☒ Discover creative ways of dealing with their children's special needs.
- ☒ Be aware that research suggests that children often fare better in single parent homes than in homes with constant conflict and abuse.

### Adventurer Curriculum Related to the Topic

#### Builder

*My Family I. A.* Share one way your family has changed. Tell how you felt and what you did. *B.* Find a story in the Bible about a family like yours.

### Specific Active Learning Activities

- ∞ *Suggestion Circle:* (The Suggestion Circle is explained earlier in the chapter under *Activities for the Adventurer Family Network*)
- ∞ *Support Group:* If you have a significant number of single parents, they may enjoy meeting regularly as a support group to share ideas, experiences, and frustrations of single parenting.
- ∞ *Panel Discussion:* Gather a group of parents who have successfully raised children in varied situations.

### Recommended Materials

#### Books

Anderson, Hal & Anderson, Gil, *Mom and Dad Are Divorced, But I'm Not: Parenting After Divorce*, Nelson-Hall, Chicago, 1981.

*About Single Parenting, About Divorce*  
Channing L Bete (\$1).

#### Video or Audio Cassettes

*No Fault Kids*, (27 min, \$40 rental) Presents the feelings of children of divorce and how to help them cope.

#### Other Materials

*Dealing With Divorce*, (\$19.95), AdventSource, manual for seminar or support group.

*You Are Not Alone*, (\$19.95), AdventSource, looseleaf with cassettes and program outlines for singles and single parents.

Year 1: Growing Through Challenges

# Safety Issues in Today's World

## Outcomes for Parents

(Choose one or several)

- Know the home, traffic, fire, weather, earthquake, and/ or abuse problems Adventurers may face.
- Plan how their families will deal with these problems.
- Plan how to creatively teach their families about the safety plan without making them fearful.
- Create an appropriate first aid kit and teach the children how to use it.
- Review emergency plans periodically.

## Adventurer Curriculum Related to the Topic

### Busy Bee

*My Family III.* Complete one of the requirements of the Safety Specialist Adventurer Award.

### Sunbeam

*My Family III.* Earn the Road Safety Adventurer Award.

## Specific Active Learning Activities

- ∞ *Safety Poster:* Make a home safety plan in poster form. Teach this plan to a partner, as though she were an Adventurer child.

## Recommended Materials

### Books

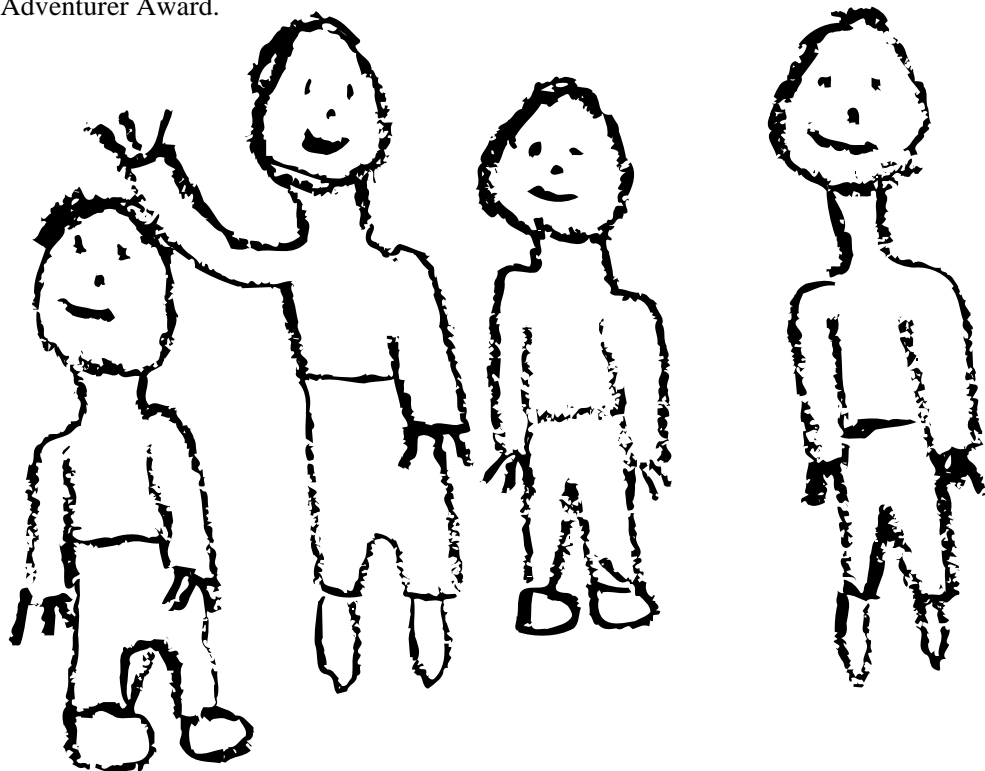
Franks, E. Gordon and Erling, Susan, *Safe And Sound: A Parent's Guide on Self-Protection For Kids*, Safe and Sound Productions.

### Video or Audio Cassettes

*Better Safe Than Sorry*, 14 min film to help children deal with dangerous situations at the hands of adults, Filmfair Communications (Rental \$25).

### Other Materials

Your choice.



## Year 1: Growing Through Challenges

# Peer Pressure

### Outcomes for Parents

(Choose one or several)

- ☒ Be aware that children are most conforming during the Adventurer and early Pathfinder ages of middle childhood and become less so as they grow older.
- ☒ Be aware of the positive potential of peer groups and peer pressure to: encourage participation in positive activities; encourage reaching for and achieving goals; provide children with a realistic gauge of their skills and abilities; provide emotional security and friendship; learn how to get along in society; support the child in his transition toward independence.
- ☒ Choose to help their child deal with peer pressure by improving one or more of the following: making the home the most attractive place on earth; listening with a nonjudgmental ear; having a warm supportive home atmosphere and fun family activities; inviting friends home; helping the child value himself; helping the child develop talents, having interests and career goals; and avoiding overcontrolling the child.
- ☒ Anticipate problem areas before they come up, and discuss with their children various situations in which they will encounter peer pressure. Help them evaluate the situation and its consequences. Encourage them to clarify their own values and make a decision based upon Biblical principles. Help the child practice stating his/her positive decision and following through on it.

### Adventurer Curriculum Related to the Topic

#### Helping Hand

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

#### Specific Active Learning Activities

- ∞ *Hospitality Activity*: Plan for one activity during the next week or two in which you will encourage your children to invite friends home OR plan one alternative way to encourage positive friendships for your kids.

### Recommended Materials

#### Biblical References

#### Ellen G. White Reference

#### Books

- Glenn, H. Stephen & Nelsen, Jane, *Raising Self-Reliant Children In A Self-Indulgent World*, Prima Publishing, P.O. Box 1260 SR, Rocklin, CA 95677.
- What Every Teenager Should Know About Peer Pressure*, Channing L Bete, South Deerfield, MA 01373-1989.
- Scott, Sharon, *Peer Pressure Reversal*, Human Resources Development Press, 22 Amherst Rd, Amherst, MA 01002 (1988).

#### Video or Audio Cassettes

#### Other Materials

Your choice.

Year **2**: Family Relationships

# How Your Family of Origin Can Affect Your Family Today

## Outcomes for Parents

(Choose one or several)

- ☒ Consider ways in which their families of origin may influence their families today.
- ☒ Recognize and express thankfulness for positive influences from the past. Plan how to carry them on in their families.
- ☒ Build connections between the generations within their family.
- ☒ Identify those influences from the past which they would like to change. These may include influences related to spiritual allegiance, physical or mental health, unhealthy emotions or desires, irresponsibility, abusiveness, or immorality.
- ☒ Make a plan for change. Consciously choose to live in God's way rather than in the negative family pattern. In prayer, take authority over the negative influence in Jesus' name. Live under the authority and power of Jesus.

## Adventurer Curriculum Related to the Topic

### Helping Hand

*My Family I.* Make a family flag or banner OR collect stories or photographs about your family history.

## Specific Active Learning Activities

- ∞ *Panel of "Experts"*: Invite a panel of people who have overcome difficult influences from their family of origin, or have taken advantage of positive influences.
- ∞ *Family Sculpture*: Volunteers from the group may create family sculptures of their family of origin. A family sculpture may be created by using members of the group to represent each family member. Arrange people in poses and positions to show the characteristics and relationships among family members. Share a little about the positive and negative influences involved.

## Recommended Materials

### Biblical References

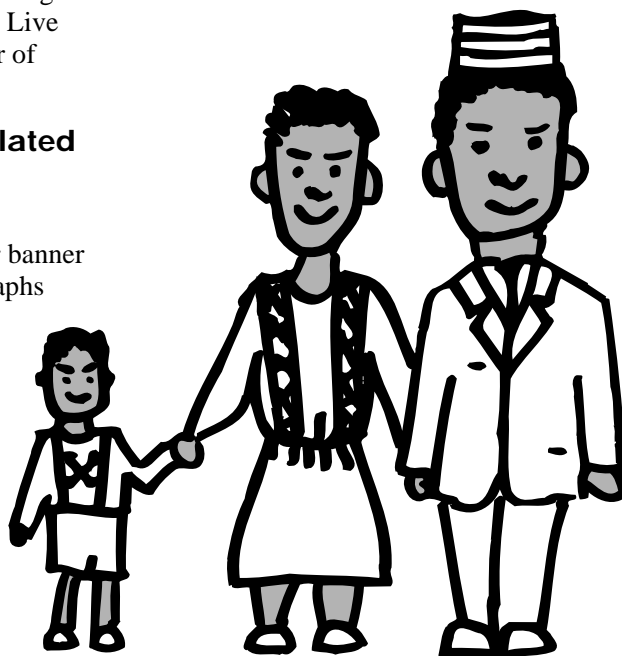
Ezekiel 18; Joash, Eli

### Books

Wassil-Grimm, Claudette, *How to Avoid Your Parents' Mistakes When You Raise Your Children*, Pocket Books, NY 1990.

### Other Materials

Your choice.





Year **2**: Family Relationships

# Enhancing Sibling Relationships

## Outcomes for Parents

(Choose one or several)

- ☒ Appreciate the fact that sibling relationships provide children with an unparalleled opportunity to learn attachment and loyalty, to practice social skills and conflict resolution, and to learn from the example and teaching of older siblings.
- ☒ Recognize that every child needs regular assurance that they are safe and beloved.
- ☒ Recognize that each child is different and needs to be loved uniquely by providing encouragement for his/her special talents and interests and giving time and resources according to each child's own needs rather than treating each the same.
- ☒ Encourage positive sibling relations by: providing responsibilities and fun activities for siblings to do together; sharing stories of your experiences with your own siblings when you were a child and now that you are an adult; establishing house rules that are age-appropriate and assure respect for all family members; showing no favoritism; spending time alone with each child on a regular basis and providing each child with some privacy (protection for belongings and a place to be alone).
- ☒ Be aware of birth order research which suggests that the first-born is often more achievement-oriented and responsible, while later-borns are more socially confident.
- ☒ Recognize that sibling conflict is normal, and is based on: the eldest child's hurt at losing the parents' exclusive attention; the children's need to define a space of their own and a sense of their own autonomy; the personality and age differences between children; outside pressures which bring stress on one or more of the siblings.
- ☒ Take advantage of sibling disagreements to teach children how to resolve conflict and be sensitive to each other's needs. Insist that children follow your basic house rules of respect. Don't try to solve their disagreements for them, but teach them how by listening to their reasons for anger, helping restate the problem specifically, affirming their ability to think of a solution, and helping them to think of several possible solutions. Children who are not yet ready and willing to work out their disagreements reasonably may be separated and isolated until they are willing to do so.

## Adventurer Curriculum Related to the Topic

### Busy Bee

*My Family I.* Paint or draw a picture showing something you like about each member of your family.

### Sunbeam

*My Family II.* Show how Jesus can help you deal with disagreements. Use:

- puppets,
- role-playing,
- other.

### Builder

*My Family II.* Play the "I Care" game by having each family member plan a special way to show appreciation to each of the other members of the family.

### Specific Active Learning Activities

- *Role Play:* Ask parents to suggest several typical examples of sibling conflict. Choose volunteers to act the part of the children and others to act the part of the parents. Try out various ways of handling sibling conflict. Discuss the feelings of being a parent and a child in each situation. Practice helping children solve their own conflicts without taking sides.

### Recommended Materials

#### Biblical References

Jacob & Esau; Joseph & his brothers; Cain & Abel; James and John; Lazarus, Mary, and Martha

#### Books

Faber, Adele and Mazlish, Elaine, *Siblings Without Rivalry: How To Help Your Children Live Together So You Can Live Too*, WW Norton & Co.  
Leman, Kevin, Dr., *The Birth Order Book; Why You Are the Way You Are*, Fleming H. Revell.



Year **2**: Family Relationships

# Growing a Support Network

## Outcomes for Parents

(Choose one or several)

- ☒ Know that a support network is made up of caring relationships with friends and relatives within one's family, church, and community. The value of a support network is not based upon the number of people one knows, but in how close the relationship, how well the relationship fits one's needs, and whether one believes in the people who make up the support network.
- ☒ Recognize that a support network of caring relationships provides affection, affirmation and aid and increases one's ability to successfully deal with stress. Research has found that individuals with a strong support network have better physical and emotional health while those lacking close relationships are more likely to have serious physical problems in mid-life as well as significant emotional distress.
- ☒ Be aware that having several people within one's support network helps to assure that one person will not get worn out, that you will not be left supportless when that person is ill, grumpy, or away, and that various needs can be met most easily by a variety of people.
- ☒ Develop a stronger support network by choosing a few people to develop friendships with and being a good supporting friend to them. Take the initiative to develop friendships by inviting the person to do something with you and by showing caring, acceptance, and appreciation toward them. Strengthen and deepen friendships by listening, talking about, and participating in each other's interests, and by showing care and concern and openness toward them. Good relationships take time.

## Specific Active Learning Activities

- *Support Network Lists:* Ask parents to write down the people they feel they could turn to if there was a serious crisis in the family, people they feel comfortable with in discussing a personal problem, people they feel comfortable asking a favor of, people they enjoy doing things with often, and the people they would enjoy knowing better. Discuss what they learned from their lists. (You might also try listing the names of people who would turn to us for these various things.)

## Recommended Materials

### Biblical References

Jesus and His disciples; Ruth and Naomi, David & Jonathan

Year **2**: Family Relationships

# Strengthening Family Communication

## Outcomes for Parents

(Choose one or several)

- ☒ Practice giving directions effectively by being specific about the behaviour desired, stating the direction in positive terms (as something to do rather than something not to do), and giving reasons for the direction.
- ☒ Concentrate on developing the lost art of listening. Interest and concern for another person is shown by eye contact and leaning toward the speaker; trying to understand what they are saying and feeling; not interrupting, correcting or arguing; using words to show that you are listening and understanding; and keeping questions to a minimum.
- ☒ Learn to share feelings and desires without threatening other people by avoiding value judgments and put-downs. Instead, describe your feelings and what you see as the problem. (For example, "I feel frustrated when I have to call you more than once to come to supper" rather than "Why don't you ever come when you're called?")
- ☒ Establish a regular family council or family meeting where family members can talk about feelings, problems, and plans. During a family council, all members are free to speak honestly and participate equally in decision-making. No one may be allowed to use put-downs. Problems are resolved and plans made by discussing the problem and considering various alternatives

before deciding as a group (not by parental decree) what should be done. Family councils may be held weekly at a specific time when everyone is at home. Decisions made at family council are binding and may not be discussed until the next family council. (Special family councils may be called in emergencies.)

## Adventurer Curriculum Related to the Topic

### Sunbeam

*My God II.* Show how Jesus can help you deal with disagreements. Use:

- puppets
- role-playing
- other.

## Specific Active Learning Activities

- ∞ *Communication Quiz:* Give parents a quiz based on information about positive family communication. Begin each question with: "How often do you...?" and ask them to respond by writing: "Often", "Sometimes" or "Seldom."

## Recommended Materials

### Ellen G. White Reference

*Adventist Home*, pp. 430-444.

### Books

Faber, Adele and Mazlish, Elaine, *How To Talk So Kids Will Listen*, and *Listen So Kids Will Talk*, Avon Books, NY 1980 (a study guide is also available).

Year **2**: Anchoring Children in Christ

# Exploring Nature: God's Second Book

## Outcomes for Parents

(Choose one or several)

- ☒ Be aware that research has found a relationship between time spent in nature and a person's self-concept, mental health, character development, tranquility, joy, and awareness of God.
- ☒ Consider various ways to bring the benefits of nature to their family such as: nature stories; hiking, biking, boating, and camping trips; home gardening; learning to care for the environment; and learning to find and interpret God's object lessons in the Bible and nature.
- ☒ Implement at least one nature activity with their family within the next month.

## Specific Active Learning Activities

- ☞ *Object Lessons:* Provide parents with 5-10 minutes to spend outdoors in nature, or looking through nature pictures in magazines or books. Ask each parent to choose one object from nature and explain one thing that they have learned about God by studying that object. Discuss how this activity could be used with children.

## Recommended Materials

### Biblical References

Romans 1:20

### Ellen G. White Reference

*Child Guidance*, pp.45-60; *Education*, pp. 100-101.

### Books

Cornell, Joseph Bharat, *Sharing Nature With Children*, Dawn Publications, 14618 Tyler Foote Rd, Nevada City, CA 95959.

## Adventurer Curriculum Related to the Topic

### Busy Bee

*My World III*. Earn a Friend of Animals Adventurer Award.

### Sunbeam

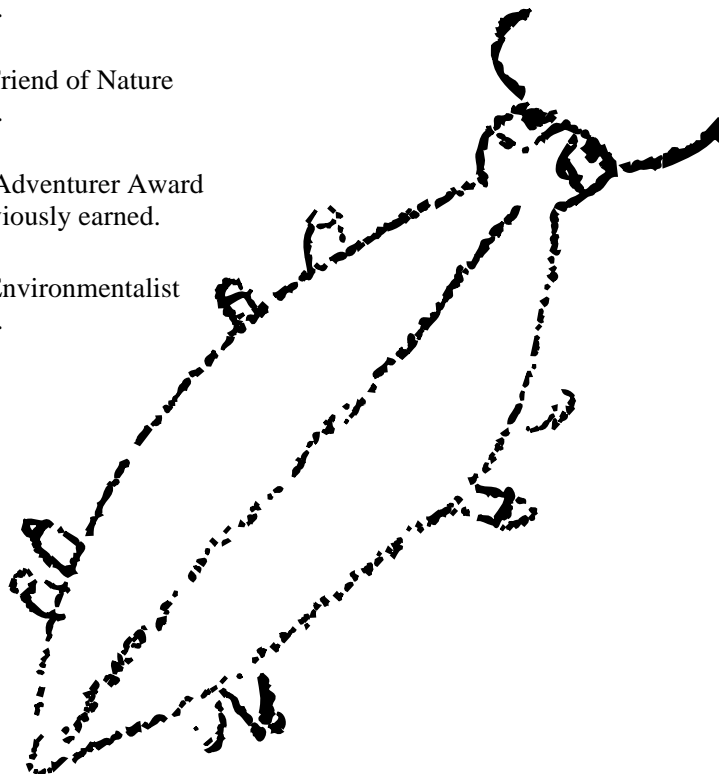
*My World III*. Earn the Friend of Nature Adventurer Award.

### Builder

*My World III*. Earn one Adventurer Award for nature, not previously earned.

### Helping Hand

*My World III*. Earn the Environmentalist Adventurer Award.



Year **2**: Anchoring Children in Christ

# Helping Kids Deal with Prejudice

## Outcomes for Parents

(Choose one or several)

- ☒ Recognize that prejudice is a value-judgment about a person or group of people based on stereotypes rather than facts. Stereotypes are assumptions about a person or group based on the real or imagined general characteristics of some of the people within the group. Prejudices are an unfair way to deal with people because they do not treat people as they really are but as we imagine they might be.
- ☒ Be aware of prejudices within their own home and community which may include negative judgments about people of other races or cultures or ages, people with disabilities, or people of the opposite sex .
- ☒ Counter prejudice in the family or community by using one or more of the following techniques: 1) expose children to a people of a wide variety of races, backgrounds, and disabilities; 2) read and tell stories which give a positive and clear understanding of different kinds of people; 3) subtly affirm and encourage children when they choose to play and interact with people who are different from them; 4) stress relationships and similarities between people and their cultures; 5) explore and appreciate various ethnic customs, foods, songs, and games; 6) help the child explore his own ancestry; 7) Teach children to question their own and others' statements and opinions about others; 8) Use open-ended stories and questions to help children explore what it would be like to be in another person's place; and 9) recognize that it is natural to feel more comfortable, initially, with people who are "like yourself."

## Adventurer Curriculum Related to the Topic

### Builder

*My World* I. A. Make friends with a person of another culture, handicap, or generation. B. Invite that person to a family or church event.

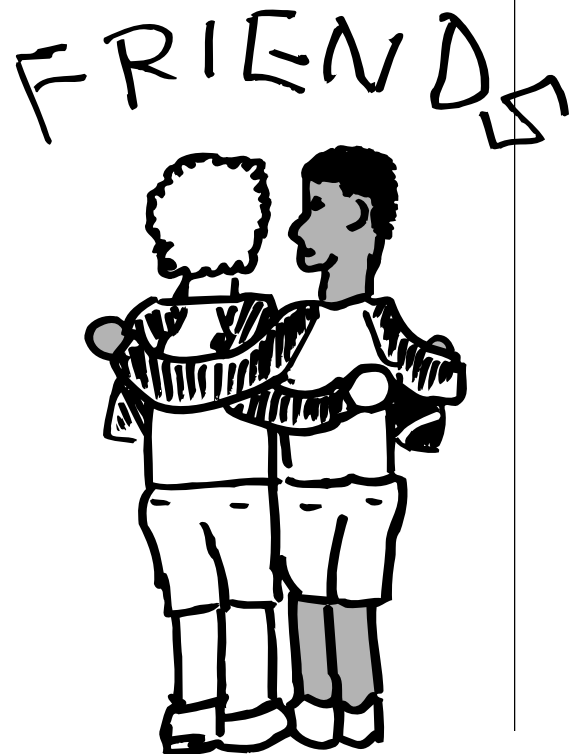
## Recommended Materials

### Books

- All Kinds of People: Coloring and Activities Book*, Channing L Bete, \$1. On prejudice.
- Everyone is Special! Coloring and Activities Book*, Channing L Bete, \$1. On people with disabilities.
- Hopson, Dr. Darlene Powell & Hopson, Dr. Derek S., *Different and Wonderful: Raising Black Children in A Race-Conscious Society*, Simon & Schuster, NY 1992.
- Spier, Peter, *People* (An excellent children's picture book.)

### Video or Audio Cassettes

*Mission Spotlight* filmstrips available from your conference office.



Year **2**: Anchoring Children in Christ

# Teaching Kids How to Use the Bible

## Outcomes for Parents

(Choose one or several)

- ☒ Make sure each child owns a Bible which they can enjoy and understand.
- ☒ Teach children to believe that the Bible is the word of God and that we can trust and believe what it says because He said it.
- ☒ Take time to be sure children have a basic understanding of: how to find particular verses and information in the Bible, how the Bible was written and how it fits together; the basic truths of salvation found in the Bible.
- ☒ Set an example of love and respect for God's word and a determination to commit important portions of it to memory.
- ☒ Teach children to obey God's word by acting on what they believe to be true and using the Bible as the basis for how they choose to act and live. Help children to realize that God's word shows us the things that will make us truly happy, and that He promises to help us "delight to do His will".

## Adventurer Curriculum Related to the Topic

### Busy Bee

*My God I.* Create a story chart...to show someone how much Jesus cares for you.

*My God II.* Earn the Bible I Adventurer Award.

### Sunbeam

*My God I.* Create a story chart...to show someone the joy of being saved by Jesus.

*My God II.* Earn the Bible II Adventurer Award.

*My God III. B.* Ask three people what they study about in the Bible.

### Builder

*My God I.* Create a story chart...to show someone how to give one's life to Jesus.

*My God II.* Earn the Bible III Adventurer Award.

### Helping Hand

*My God I.* Create a story chart...to show someone how to live for God.

*My God II.* Earn the Bible IV Adventurer Award.

## Specific Active Learning Activities

- ∞ *Sharing Circle:* Use the Sharing Circle (described on p. 8 in the section *Activities for the Adventurer Family Network*) to explore some of the challenges of teaching kids about the Bible.

## Recommended Materials

### Ellen G. White Reference

*Child Guidance*, pp.41-44, 505-516.

Year **2**: Anchoring Children in Christ

# Positive Sabbath Keeping

## Outcomes for Parents

(Choose one or several)

- ☒ Plan ahead to make Sabbath the most joyful day of the week by: having the house clean and inviting; preparing an attitude of relaxation and anticipation; planning an activity for the family to enjoy together.
- ☒ Incorporate one or more Sabbath traditions such as a traditional Friday night meal (soup, sweet rolls, and candles); a special Sabbath prayer; sundown worships; or whatever fits their families needs and interests.
- ☒ Make time on Sabbath afternoon for both a quiet, restful time, and a fun family activity. Family activities may include: a service activity such as visiting shut-ins or making get-well cards; nature games and activities; and Bible stories and games.

## Specific Active Learning Activities

- ∞ *Sabbath "Recipe Book:"* Ask each parent to contribute a description of one or two activities which their children particularly enjoy on Sabbath. Copy the ideas to make a "recipe book" to send home with everyone.

## Recommended Materials

### Ellen G. White Reference

*Child Guidance*, pp.527-537.

### Books

Robinson, Glen, *Fifty-two Things To Do On Sabbath*, (1983) Review & Herald, Hagerstown, MD.





## Year 2: The Developing Child

# Social Development: Helping Your Child be a Friend

### Outcomes for Parents

(Choose one or several)

- ☒ Know the types of friendship an Adventurer-age child will take part in. From ages 3-7 children consider their friends to be whoever they are playing with at the moment. Between the ages of 4 and 9, children often consider someone to be their friend if that person is willing to do what they want to do. During the ages of 6-12, children learn to treat friendship more as a give and take, cooperative relationship, and by ages 9-15 children recognize friendship as an ongoing systematic relationship in which friends enjoy doing things for each other.
- ☒ Be aware of some of the social skills children need, including: how to initiate play activities, cooperation, communicating needs, giving help, attention and approval, resolving conflict, taking turns and sharing.
- ☒ Recognize the characteristics which other children find attractive in a friend. Popular children tend to be: active, but not hyper: outgoing and good-natured; alert and peppy; cheerful; helpful; self-assured, but not boastful; and friendly without too obviously or aggressively seeking attention. Unpopular children often appear listless and apathetic; timid and withdrawn or overbearing, aggressive and egocentric.
- ☒ Be aware of ways to help a child who is shy. Support the shy child by showing her that you care for her, no matter what. Never make her feel rejected for something she has done. By your own actions, show her how to share her belongings, her thoughts and feelings with others. Gently encourage small risk-takings (try a new food or project, say “Hi” to someone) and listen empathetically to her attempts to express her feelings and hopes.
- ☒ Consider ways to help a child when he feels “unliked” by the other children. Assure the child of your love and listen and support him by recognizing his pain and avoiding pressure and criticism. Help him check his personal grooming to be sure that they are neat, clean, and reasonably in style. Help him evaluate his own social skills by listening, sympathizing, asking questions and making suggestions, and providing practice, rather than by using criticism and sarcasm. Encourage (but don’t pressure) your child to spend time with friends and make it pleasant for him to invite them over. Accept your child’s friends and don’t embarrass him in front of them. Affirm him when you see him using good social skills, but don’t give him attention for negative behaviors.

### Adventurer Curriculum Related to the Topic

#### Busy Bee

*My World I.* Tell how you can be a good friend. Use:

- Puppets
- Role-playing
- Other

Year **2**: The Developing Child

# Building Self-Esteem

## Outcomes for Parents

(Choose one or several)

- ☒ Know that a child's self-esteem is based on her feelings about her own: significance (love and acceptance); competence (in performing tasks); virtue (in attaining moral standards); and power (to influence her own and others' lives).
- ☒ Recognize that high self-esteem is most often found in children whose parents: have high levels of self-esteem; accept them the way they are; enforce clearly defined limits; encourage them to make decisions and consider alternatives; respect his rights and opinions; and provide a warm, loving home atmosphere.

## Adventurer Curriculum Related to the Topic

### Busy Bee

*My Self I.* Make a booklet showing different people who care for you as Jesus does.

### Sunbeam

*My Self I.* Make a tracing of yourself. Decorate it with pictures and words which tell good things about you.

## Specific Active Learning Activities

- ☞ *Homework:* Trace the profile or silhouette of each member of the family. Hang each silhouette in a special place for a day or a week and encourage family members to write or draw things they appreciate about that person.

- ☞ *Object Lesson:* Ask the parents to list some of the put-downs we give our kids. When you have a long list written down, stand at the front wearing a sign which says "I am loving and capable", and ask the parents to read the put-downs to you one at a time. Each time you hear a put-down, tear off a part of your sign until it is all gone. Discuss with the parents how our words affect our children.
- ☞ *Year-Round Valentines:* Provide materials for parents to create "valentines" for their children, sharing with them one thing they appreciate about them, such as a special talent or an improvement in a particular area. Suggest that parents send valentines regularly to their children.

## Recommended Materials

### Ellen G. White Reference

*Child Guidance*, pp.156-158; *Mind, Character, and Personality*, Vol.1, pp.255-260.

### Books

Kuzma, Kay, *Developing Your Child's Self-Worth*, (\$2, 32-page booklet) Family Matters.

Clarke, Jean I., *Self-Esteem: A Family Affair*, Winston Press, Minneapolis, MN, 1985.

Dobson, James, *Hide or Seek*, Revell.

### Other Materials

Dobson, James, *Self-Esteem for Your Child*, (brochure \$.35) Focus On the Family.

Year **2**: The Developing Child

# Teaching Kids About Money

## Outcomes for Parents

(Choose one or several)

- ☒ Consider several ways of providing children with spending money, and advantages and disadvantages of each: 1) In the “Hand-out Method”, parents provide money whenever they believe the children need it (while this is the simplest method, it does not give the children the opportunity to learn by experience responsible ways of handling money; 2) in the “Allowance Method”, parents provide a fixed amount of money once a week or month (children learn to budget, save, and consider purchases carefully); and 3) in the “Earnings Method”, parents help children to think of jobs which may be done in the home or neighborhood to earn money (children appreciate the value of money and the fact that it must be earned, but children should not come to think that every job they do within the family should be a paid job). Parents may begin to use one (or a combination of) these methods as soon as the child is able to count and distinguish between one coin and another.
- ☒ Use various methods for teaching children about money, including: personal example and observation, questions and discussion, consequences of children’s own choices, planned experiences, and participation in family decision-making.
- ☒ Teach children about tithes and offerings as soon as they begin receiving money. Have a special place to keep tithe, offering, savings and spending money.
- ☒ Be aware of ways in which children can earn money, such as yard work (leaf raking, snow shoveling, car washing, lawn mowing and raking); pet care (grooming, walking, babysitting); garden work (weeding, picking, preserving, selling produce or sprouts); or Christmas activities (addressing cards, baking goodies, making decorations).
- ☒ Help children learn: to distinguish between needs and wants, to plan ahead about budgeting, saving and spending, to compare prices and quality, and to take increasing responsibility for buying the things they need.

## Adventurer Curriculum Related to the Topic

### Sunbeam

*My Family* III. Complete one requirement of the Wise Steward Adventurer Award.

## Recommended Materials

### Biblical References

Luke 10:10

### Books

Bernstein, Daryl, *Better Than A Lemonade Stand: Small Business Ideas For Kids*, Beyond Words Publishing, Hillsboro, OR 1992.

McDiarmid, Teena, *Making Money*, CHP Books, Niagara Falls, NY 1988.

### Video or Audio Cassettes

Blue, Ron, *Common Cents: Training Your Children to Mange Money* (60 minutes, \$25) Focus On the Family.

Year **2**: The Developing Child

# Play is for Real: Encouraging Healthy Play

## Outcomes for Parents

(Choose one or several)

- ☒ Realize that play is a large part of a child's "work", that is important to the child because it provides him with: an opportunity to learn and practice skills in a relaxed, enjoyable way; opportunities to enhance and satisfy his curiosity, creativity, and cognitive development; an opportunity to practice building relationships with others; a way of trying out various roles; and a means of dealing with emotional stress and needs.

- ☒ Be aware of the child's need for unstructured time and protect her schedule from becoming overcrowded.
- ☒ Take time to play with the child to understand and become a part of his world.

## Adventurer Curriculum Related to the Topic

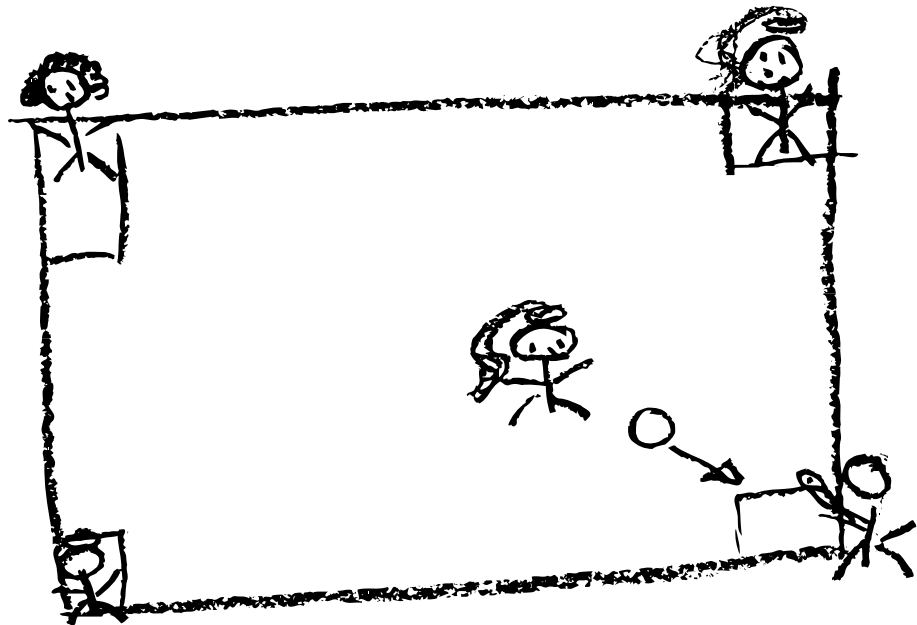
### Helping Hand

*My Family II.* Help plan a special family worship, family night, or family outing.

## Recommended Materials

### Video or Audio Cassettes

*Is Childhood A Sin?*, Childcrafting Video Series (\$14.95), *The Quiet Hour*.



Year **2**: Growing Through Challenges

# Constructive Discipline:

## Encouraging Positive Behavior

### Outcomes for Parents

(Choose one or several)

- ☒ Recognize that discipline does not mean only punishment. Good discipline is mostly positive and preventive.
- ☒ Make obedience as easy as possible for children by setting realistic expectations and by establishing a few clear, simple rules.
- ☒ Explain and demonstrate alternatives to unacceptable behavior (i.e. asking politely rather than whining for something they want), then ignoring the unacceptable behavior and giving attention and affirmation only when they use a positive alternative.
- ☒ Teach kids to be aware of their own feelings, and be able to name them and talk about them in order to diffuse them before they become a problem.
- ☒ Make mealtimes pleasant by outlawing negative discussions, and rewarding positive table manners and conversation. Provide attractive food and encourage children to try each thing before choosing what they will eat.
- ☒ Simplify bedtime by warning children several minutes before it is time to clean up, then following a consistent ritual of bedtime activities. (For example brush teeth, put on pajamas, put away clothes, read bedtime story, have prayer, go to sleep.) Ignore any non-emergency attempts for attention after bedtime.
- ☒ Prevent negative behavior by anticipating it in advance and planning ways to keep it from happening. (For example, if your child becomes grumpy after more than an hour of shopping, keep shopping trips to 45 minutes.)

### Specific Active Learning Activities

- ∞ *Challenge Questions:* Before the session starts, ask parents to write some of their biggest behavior problems on 3x5 index cards. Later apply some of the principles discussed, to help solve the problems they wrote down.

### Recommended Materials

#### Ellen G. White Reference

*Child Guidance*, pp.79-88; 271-290.

“Arbitrary measures and direct denunciation may not avail in leading the youth to relinquish that which they hold dear. Let them be directed to something better than display, ambition or self-indulgence. Bring them in contact with truer beauty, with loftier principles, and with nobler lives.” *Education*, 257.

The true object of reproof is gained only when the wrongdoer himself is led to see his fault and his will is enlisted for its correction.” *Education*, 291.

#### Books

Dobson, James, *Dare to Discipline*, Tyndale House.

Leman, Kevin, *Making Children Mind Without Losing Yours*, Revell.

#### Videos or Audio Cassettes

Kuzma, Kay, *Living With God's Kids Video Seminar*, Cleveland, TN, Eight 30-min. programs.

McArthur, John, *Spiritual Parenting*, Moody Press.

Winn, Dick, *How Much Freedom Is Too Much*, Childcrafting Video Series (45 min, \$19.95) The Quiet Hour.

#### Other Materials

Dobson, James, *Discipline From 4 to 12* (brochure, \$.35) Focus On the Family.

Year **2**: Growing Through Challenges

# How to Thrive as a Non-Traditional Family

## Outcomes for Parents

(Choose one or several)

- ☒ Accept that families come in a wide variety of shapes and sizes other than the traditional, nuclear family that most people think of when they think of family. Families may include blended families in which the father and mother each bring children from a previous relationship; adoptive and foster families in which some of the children are not genetically related; and extended families in which family members other than the birth parents share or take primary responsibility for raising the children.
- ☒ Realize that these families can be “good”, healthy, life-giving families.
- ☒ Recognize that in “blended families” boys generally fare very well, while girls are often more anxious but fare no worse than they do in single parent homes. Research has found that step-parents are generally caring and competent people who face special challenges including: merging two households with two sets of rules; defining their nebulous role of step-parent; establishing authority; dealing with family finances; and handling expectations and criticisms from those outside the

family circle. Parents of “blended families” often tend to be more creative, honest, and tolerant than many other adults.

## Adventurer Curriculum Related to the Topic

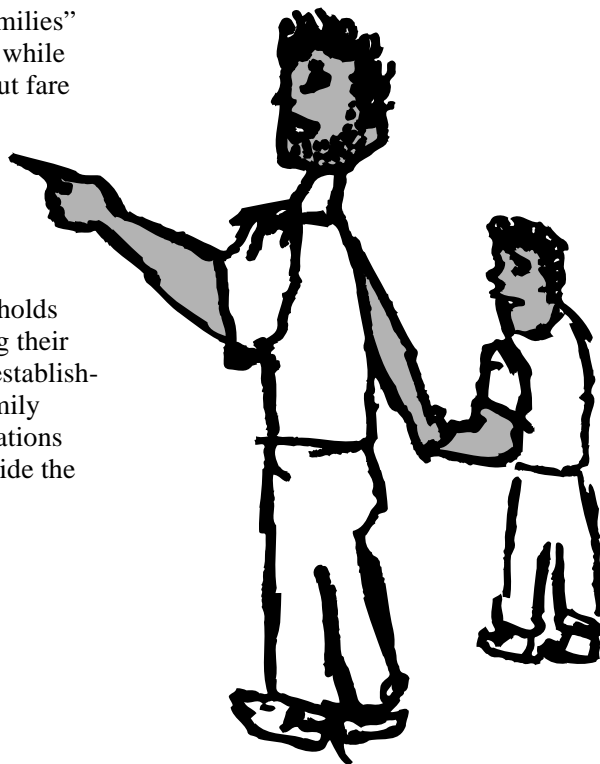
### Builder

*My Family* I. A. Share one way your family has changed. Tell how you felt and what you did. B. Find a story in the Bible about a family like yours.

## Recommended Materials

### Books

- Berman, Claire, *Making It as a Stepparent*, (1986) Doubleday & Co, Garden City, NY.
- Houck, Don & LaDean, *ReMarried With Children*, Here’s Life Publishing, San Bernardino, CA, 1991.
- Simon, Norma, *All Kinds of Families*, Albert Whitman & Company, Morton Grove, IL, 1976, a book for children.



Year **2**: Growing Through Challenges**Raising Drug-Proof Kids****Outcomes for Parents**

(Choose one or several)

- ☒ Understand that parents must practice what they preach in regard to drugs, alcohol and health principles, if they want their children to practice it.
- ☒ Be aware that Adventurer-age children need to know: what an illicit drug is; how it differs from legitimate medicines and foods; why it is illegal; what it may look like; why they should avoid unknown substances; how to get help from adults; the value of nutritious food and exercise; the rules about drugs in their home and school; and that alcohol and illicit drugs are illegal for all children.
- ☒ Help their children deal with the possibility of being tempted to try drugs or alcohol by: talking straightforwardly about conditions in their community and school; letting children know what drugs and alcohol are and what they do; helping them anticipate pressure to try drugs and alcohol and plan how to handle it; building their self-esteem, which is the backbone of independence; keeping kids involved in family life and communication; encouraging positive and goal-oriented activities; and being alert for signs that children are considering trying, or have tried, drugs.
- ☒ Suspect drug use if they see: major changes in school behavior and achievement; major withdrawal, hostility, or apathy; deteriorating family relationships; children dropping all their old friends and interests; or changed eating and sleeping habits.
- ☒ If drug use is suspected: talk honestly with the child (tell him what you are observing and ask him what his thoughts and feelings are); if necessary, ask the child if he has been experimenting with drugs; be prepared for just talking about, not change anything; and get help from someone who knows how to handle the problem.

**Adventurer Curriculum Related to the Topic****Builder**

*My Self III.* Earn the Temperance Adventurer Award.

**Specific Active Learning Activities**

- ∞ *Special Guest:* Arrange for a special speaker who is aware of the drug and alcohol problems and solutions within your local community.

**Recommended Materials****Books**

*Growing Up Drug Free: A Parent's Guide To Prevention*, U.S. Department of Education; Washington, D.C.

*Drug-Free Kids: A Parent's Guide*, Scott Newman Center, 6255 Sunset Blvd, Suite 1906, Los Angeles, CA 90028 1986.

Robertson, Joe K., *Kids Don't Want to Use Drugs*, Thomas Nelson, Nashville, 1992.

**Other Materials**

National Federation of Parents for Drug-Free Youth, Inc. P.O. Box 3878, St Louis, MO 63122 (314) 968-1322.

National Clearinghouse for Alcohol and Drug Information. Call 1-800-SAY-NOTO for free materials.

Year **2**: Growing Through Challenges

# Creative Conflict Resolution

## Outcomes for Parents

(Choose one or several)

- ☒ Recognize that conflict is a normal part of any close relationship. When handled with caring confrontation, conflict can be transformed into a clearer understanding of each person and their needs.
- ☒ When there is a problem: 1) Choose to seek a peaceful, loving solution; 2) Identify the problem and whose problem it is; 3) Speak only with the person with whom you are having the problem by describing the problem without attacking the person; 4) Verbalize your feelings, then listen carefully and try to understand the other persons feelings; 5) Admit your part in the problem; 4) Avoid exaggerating, bringing up past or unrelated problems or using silence as a weapon; 5) Discuss possible solutions; 6) Choose a solution which satisfies everyone involved; 7) Follow through on your decision.
- ☒ Teach children to: 1) Check to see if they are causing part of the problem; 2) Try to avoid the problem; 3) Tell the person specifically what the problem is; 4) Listen to what they have to say; 5) try to agree on a solution; 6) get help from someone they trust.

- ☒ When someone within the family is being physically, emotionally or sexually abused: talk with someone you can trust and who will recognize the abuse as wrong; find out about shelters and hotlines where you can go for help; pray for God's wisdom and support; stop tolerating the abuse. Don't accept the blame for abuse against yourself.

## Adventurer Curriculum Related to the Topic

### Sunbeam

*My Family II.* Show how Jesus can help you deal with disagreements. Use:

- puppets;
- role-playing;
- other.

## Specific Active Learning Activities

- ∞ *Think Sheet:* Give each parent a worksheet with the following items: 1) List 3 times in which you or your kids have been angry in the last week; 2) How you could tell the person about the problem and your feelings without attacking the person; 3) List 3 possible solutions for the problem.

## Recommended Materials

### Biblical References

Matthew 18:15-17; 7:1-5; Galatians 6:1; Romans 2:1; Colossians 3:13; 2 Corinthians 5:18,19; Philippians 2:3,4.

### Books

Augsburger, David, *Caring Enough to Confront*, (1987) Regal Books, Ventura, CA.  
 Crary, Elizabeth, *Kids Can Cooperate: A Practical Guide to Teaching Problem Solving*, 1984.



## Year 3: Family Relationships

# Styles of Parenting

## Outcomes for Parents

(Choose one or several)

- ☒ Know that there are at least three different styles of parenting.
- ☒ Understand the Permissive Parenting style and recognize when and why they use it. The permissive parent is warm and affectionate, but tends to be inconsistent in discipline, often resorting to bribery and idle threats he hopes to keep the child happy. Or perhaps he does not have the emotional energy to deal with conflict. Often the Permissive Parent swings back and forth between permissiveness and the authoritarian style when he loses patience with the child's behavior. Children under the Permissive parenting style often react with open rebellion, stubborn self-will, and deceit or evasion.
- ☒ Understand the Authoritarian Parenting style and recognize when and why they use it. The authoritarian parent sets up rules that the family must follow in every area of their lives. He finds it hard to see the exceptions to these rules or to allow family members to make choices of their own. He also finds it hard to show love and affection. The Authoritarian parenting style often causes children to be rebellious, indecisive or lacking in ambition and will power.
- ☒ Understand the Authoritative Parenting style and recognize when and why they use it. The authoritative parent combines warmth and flexibility with consistent enforcement of a few

carefully thought-out guidelines for behavior. She encourages cooperation and respect between family members. Research suggests that the Authoritative Parenting style encourages children to develop self-discipline, to work toward long-term goals, to respect themselves, and to obey from love and principle.

- ☒ Make goals to make their parenting style more consistently the way they want it to be.

## Specific Active Learning Activities

- ✂ *Parenting Style Rating Scale:* Provide parents with a rating scale (a horizontal line drawn across the paper with the words Permissive Polly on the left hand side, Authoritative Alma in the center and Authoritarian Andy on the right.) Suggest various situations and have parents mark on their scale what style they would be closest to in that situation. (i.e. "You just got home from a ten-hour work day and are trying to make supper when your eight-year-old skates through the kitchen on his roller blades.")
- ✂ *Worksheet:* Provide a worksheet with 5-10 examples of how each parenting style talks to children. Parents match their personal speaking style with the worksheet.

Year 3: Family Relationships

# Latchkey Kids and Other Child-Care Issues

## Outcomes for Parents

(Choose one or several)

- Evaluate options for child care while parents are working or need to be away from the child.
- Take the necessary precautions to ensure that the child is safe and supported while alone or with the babysitter.
- Know how to choose a good babysitter for their children.
- Evaluate when a child is mature enough to stay by herself at home.

## Specific Active Learning Activities

- > Brainstorm: Write the characteristics of a good child caretaker.
- > List: List the requirements for being safe at home alone. (i.e. Know how to use 911 for emergencies; how to answer the telephone; how to answer the door; etc.)
- > Discussion: Discuss the characteristics to look for in determining whether a child is mature enough to stay home alone.

## Recommended Materials

### Books

Banks, Ann, *Alone at Home*, a workbook for parents and kids, Puffin, NY 1989.

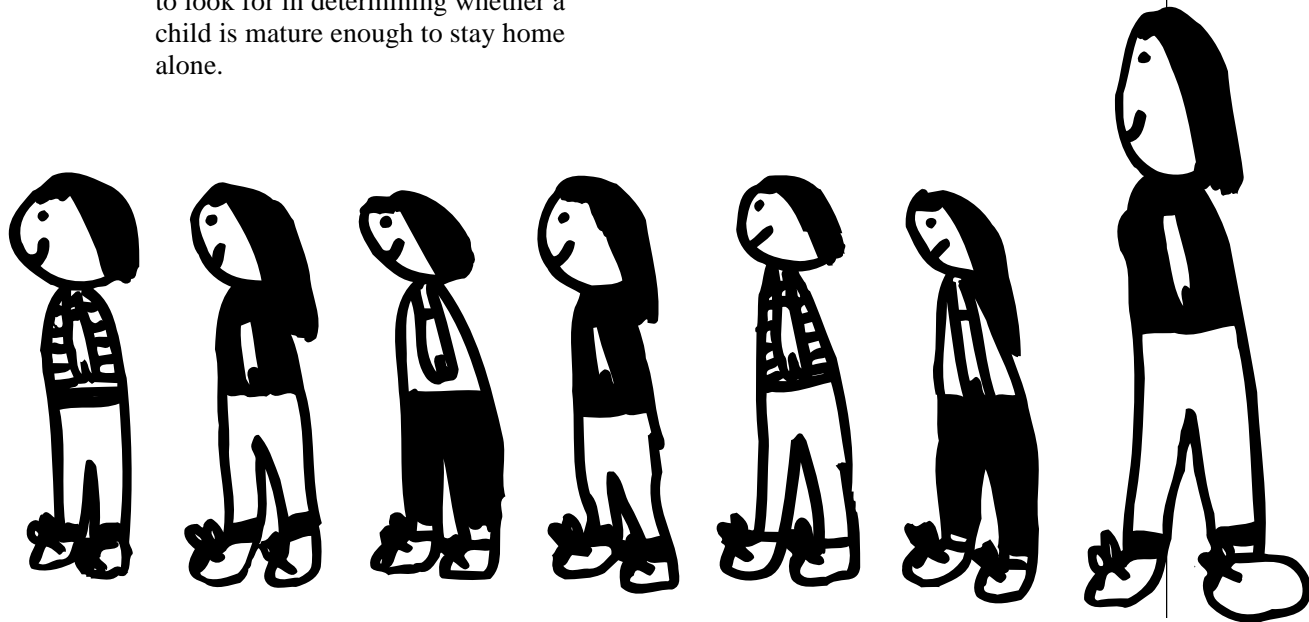
### Video or Audio Cassettes

*In Charge at Home* (film - 20 min, \$40 rental) Teaches children how to handle situations which may arise while they are home alone.

Salk, Lee, *Dr. Lee Salk's Super Sitters* (\$30), includes a resource guide for parents and a video for training babysitters, Focus On the Family.

### Other Materials

*Working Mothers Seminar* (\$30.00; video seminar \$100) Family Matters.



## Year 3: Family Relationships

# Keeping Marriage Fresh

## Outcomes for Parents

(Choose one or several)

- ☒ Recognize that a good marriage includes: total commitment; fun and romantic times alone together; warm, supportive communications; prayer and spiritual times spent together; willingness to accept your partner the way she is; the ability to disagree and confront with love; the ability to say “I’m sorry” or “Maybe you’re right”; shared decision-making; creative conflict resolution; healthy sexuality; household management; shared interests; social companionship; shared financial goals; and lots of listening.
- ☒ Make specific plans to improve their marriage in one of these areas.

## Specific Active Learning Activities

- *Teamwork:* Have each spouse make a list of their three most important marital goals. Have a “feedback” session to share these goals and evaluate your marriage according to these goals.
- *Field Trip:* Plan a weekend of fun and romance without the kids.
- *Affirmations:* Write a resolution to give your spouse at least one specific and sincere positive affirmation each day.

## Recommended Materials

### Books

- Godek, Gregory J.P., *Romance 101: Lessons In Love*, Casablanca Press, Waymouth, MA 1993.
- Gray, John, *Men are from Mars, Women are from Venus*, Harper Collins, NY 1992.
- Harley, Willard F., *Five Steps to Romantic Love*, Revell, Grand Rapids, MI 1993.
- Ibid., *His Needs, Her Needs: Building An Affair-Proof Marriage*, Revell, Old Tappan, NJ 1986.
- Van Pelt, Nancy, *The Compleat Marriage*, a book, workbook, set of tapes, and teacher’s manual are available from Nancy Van Pelt.

### Video or Audio Cassettes

- Van Pelt, Nancy & Harry, *Blueprint For Family Happiness series*, \$25.00, The Quiet Hour.

### Other Materials

- Caring For Marriage* (\$19.95)  
AdventSource, Program materials and resources for marriage strengthening seminars.
- Marriage Encounter Seminars* (contact your local conference office).
- Marriage Commitment Seminars* (contact your local conference office).

Year 3: Family Relationships

# Family Meetings

## Adventurer Curriculum Related to the Topic

### Sunbeam

*My Family II.* Show how Jesus can help you deal with disagreements. Use:

- puppets;
- role-playing;
- other.

### Specific Active Learning Activities

- ✧ *Brainstorm:* In groups of two or three brainstorm a list of family meeting ground rules.
- ✧ *Homework:* Hold a family meeting according to the following agenda. At the first family meeting you may want to do the ideas suggested here.
  1. Talk about good things each family member has done this week.
  2. Go over ground rules. (For the first meeting, use this time to explain your goals for the family meeting, and what each person will get out of it.)
  3. Review last week's decisions, and anything not completed at the last meeting. (Skip this step at your first meeting.)
  4. Discuss new business. (Discuss and choose ground rules for family meetings.)
  5. Family Fun Activity and Treat.

### Outcomes for Parents

(Choose one or several)

- ☒ Recognize that the family meeting provides a way of solving family problems and making family plans which includes and shows respect for the opinions and feelings of each member of the family. The family meeting helps family members learn how to handle emotions and express strong feelings without hurting others. It models the steps of good decision-making.
- ☒ Establish a regular family council, or family meeting, where family members can talk about feelings, problems, and plans. Family meeting may be held weekly at a specific time and place when everyone is at home. Simple family meetings may be started when the child is very young.
- ☒ During a family meeting all members are free to speak honestly and participate equally in decision making. Family members are expected to listen carefully to each other. No one may be allowed to use put-downs. Problems are resolved and plans made by discussing the problem and considering various alternatives before deciding as a group (not by parental decree) what should be done. Problems which cannot be resolved at one meeting may be held until the next. Decisions made at family meeting are binding and may not be discussed until the next family meeting. (Special family meetings may be called in emergencies.)

### Recommended Materials

#### Books

Dreikurs, Rudolf, *Children: The Challenge*, Dutton, NY 1987.

Year **3**: Anchoring Children in Christ

# Directing Your Child's Spiritual Growth

## Outcomes for Parents

(Choose one or several)

- ☒ Recognize that the Bible makes the parents responsible for directing their children's spiritual growth.
- ☒ Understand that the foundation is built for spiritual understanding by providing the preschooler with a strong sense of love and security, and a habit of willing obedience to authority. As children experience their Adventurer years, they are ready to learn about the basic plan of salvation as parents explain in simple terms about sin and forgiveness, confession, salvation, and God's guidelines for happy living. Between the ages of 7 and 9, children generally: want to be good and please adults; are rule-oriented; want to apply Bible knowledge practically; need to practice virtues to build habits; need heroes; understand simple symbols; memorize easily; want to accept Jesus as Savior; and are able to gain a strong foundation of Bible knowledge.
- ☒ Make use of the information research has collected which suggests some key factors to make a family effective in building a strong faith in their children. Important factors include: the example of parents who look to the Bible and prayer for answers and who practice what they preach; loving, supportive, enjoyable atmosphere in the home; loving discipline in which expectations are clear and consistently enforced while protecting self-esteem; daily family worship which is made interesting and meaningful to every family member; children who are brought under as many spiritual influences as possible through such things as the church, church school,

friends, and camp; time for basic priorities, such as adequate rest, exercise and nutrition; and parents who share their faith with the child.

## Adventurer Curriculum Related to the Topic

### Busy Bee

*My World II*. Tell about the work people do in your church. Find a way to help.

### Specific Active Learning Activities

- ∞ *Homework*: Plan a weekend or a special time devoted to a spiritual-growth experience that is child-centered for your specific-aged child.
- ∞ *Discussion*: Establish the practice of having a "talk time" for about 15 minutes with just you and your child before bedtime.

## Recommended Materials

### Biblical References

Deuteronomy 6:6-9

### Ellen G. White Reference

*Child Guidance*, pp.471-450.

### Books

*Building Your Child's Character From the Inside Out* (\$14.00), Family Matters. Inspiration and ideas for developing a character-building plan.

### Video or Audio Cassettes

*Growing Kids*, , Leaders Guide (\$12.95), video series (\$69.95), and audio cassette soundtrack (\$24.95). *AdventSource* for six-session seminar emphasizing spiritual and moral development.

*A Child's Eye View of God* from the Childcrafting video series (\$14.95), *The Quiet Hour*.

### Other Materials

Dobson, James, *A Checklist For Spiritual Training* (brochure, \$.35), Focus On the Family.

Year 3: Anchoring Children in Christ

# Fostering a Mission Spirit

## Outcomes for Parents

(Choose one or several)

- ☒ Help children to understand through parents' example and conversation that every person has a service to do for God and that He has given each child special gifts and talents which they can use to help others at home, in their community, and maybe some day far away. Make children aware of the ways their parents participate in the mission of the church and include them in it by inviting them to help you complete necessary work at home, giving them simple tasks to do to help you with your ministry, and allowing them to accompany you.
- ☒ Be aware of other ways to enhance children's determination to serve and witness for Jesus such as: opening their home to people in need and to those who serve as missionaries and outreach leaders; making available books, stories and magazines about missions and outreach; bringing children into contact with other cultures; bringing children into contact with other's needs and helping them find a way to be helpful (for example, by making simple gifts or singing songs for shut-ins); going on a nearby Maranatha or other service project; or sponsoring a specific child or missionary.

## Adventurer Curriculum Related to the Topic

### Sunbeam

*My World II.* Tell about the work people do in your church. Find a way to help.

### Helping Hand

*My World II.* Earn the Caring Friend Adventurer Award.

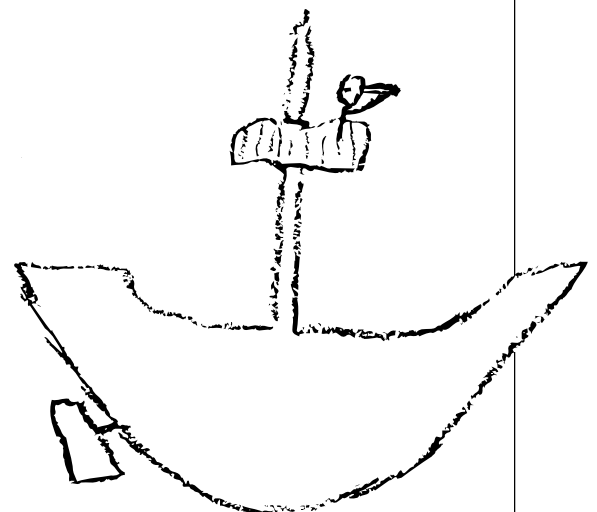
## Specific Active Learning Activities

- ∞ *Homework:* Challenge parents to think of someone they know, or find someone who is or has been a missionary or involved in an interesting ministry or service project and invite them home for Sabbath dinner for the kids to meet and learn from.
- ∞ *Homework:* Hold a family meeting to choose one of the ideas suggested above to try as your family's mission outreach.
- ∞ *Homework:* Engage child in a specific "job" when entertaining guests.
- ∞ *Homework:* Adopt an older person at a retirement center. Make visits and bring food treats, drawings, etc.

## Recommended Materials

### Ellen G. White Reference

*Adventist Home*, pp.484-490.



## Year 3: Anchoring Children in Christ

# Creative Family Worships

### Outcomes for Parents

(Choose one or several)

- ☒ Make family worships a reality in their family by setting a regular and realistic time and place and deciding who will be responsible to make each one happen.
- ☒ Be assured that there is no one right way to do worship but that each family needs to find their own way to make it a regular and fun part of each day.
- ☒ Recognize the many advantages of family worship which include: stimulating children's spiritual growth; establishing parents as spiritual leaders; providing a time for religious education; providing a spiritual defense against the onslaughts of Satan and the modern world; giving first priority to spiritual matters; ensuring the spiritual unity of the family; and giving the Holy Spirit opportunity to work in a special way on the heart of the family. Family worship also provides: a regular family time together; time for communication; security and structure; a positive way to start the day; and a peaceful way to end the day.
- ☒ Be reminded of Adventurer-age children's need for action, participation and involvement and consider ways to provide this in family worship by inviting them to: illustrate or dramatize the story; read the scripture;

help keep a prayer notebook; show the story on a flannel board; share what they are thankful for each day; mark their Bibles; make a booklet of favorite promises; learn to use a concordance to find out about topics of interest, study their Sabbath School lesson and do the activities; or do Bible games and other activities.

### Adventurer Curriculum Related to the Topic

#### Helping Hand

*My Family II.* Help plan a special family worship, family night, or family outing.

### Specific Active Learning Activities

- ∞ *Homework:* Establish a creative worship at home at a regular time, or enhance your present worship. Report successful activities at the next AFN meeting.

### Recommended Materials

#### Ellen G. White Reference

*Child Guidance*, p. 520; *Testimonies*, Vol.1, pp. 397, 398.

#### Other Materials

*Families at Worship* (\$14.95) AdventSource. Program materials for six-session seminar on family worship.

Year 3: Anchoring Children in Christ

# Occult, New Age, and Kids

## Outcomes for Parents

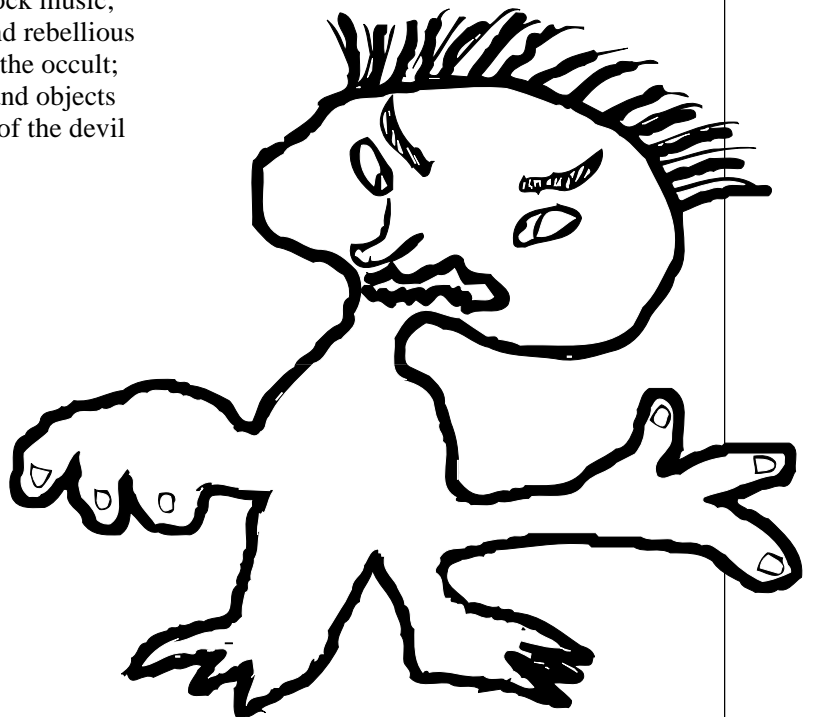
(Choose one or several)

- ☒ Realize clearly that the devil is waging all-out war against their children and that one of his most powerful tools against children today is through the temptations of the occult and new age philosophies. The occult and the new age are not just a sensational fad but are a real threat to our children. One study counted 40 to 50,000 active witches in the United States and suggested that up to 40% of high school students were experimenting with this in some way.
- ☒ Become aware of some of Satan's tactics for attracting our children through: the horror movies and even seemingly innocuous TV shows; games like Dungeons and Dragons; "harmless" stories of witches and ghosts; certain types of rock music; the attraction to power and rebellious independence offered by the occult; and by various symbols and objects which are representative of the devil and his work.

- ☒ Take the time to prayerfully acquaint the children with the hatred and scheming tactics of the devil without arousing an unhealthy interest or curiosity.
- ☒ Daily protect their family from Satan's power through vigilant prayer and alertness.

## Specific Active Learning Activities

*Suggestion Circle:* Use a suggestion circle, described in "Activities for Adventurer Family Network," to discuss one of the problems related to the occult.





Year **3**: The Developing Child

## Emotional Development: Nurturing Your Child's Emotional Health

### Outcomes for Parents

(Choose one or several)

- ☒ Know that one of the challenges which most concerns the Adventurer-age children is whether they are able to be productive and industrious and accomplish what they, and others, set out for them to do. A feeling of failure in this area will lead to feelings of inferiority and low self-esteem. Adventurer-age children should have already established a basic sense of trust and security, and of their own ability to act independently and make their own choices.
- ☒ Help children understand their emotions by listening to and accepting their feelings and by helping them: give their feelings an accurate name; understand why they are feeling those feelings; know social and moral rules governing the expression of feelings; find creative and positive outlets for their feelings; understand others' feelings; and recognize that it is possible to have several different or conflicting feelings at the same time.
- ☒ Help children deal with their fears by allowing them to feel free to talk about their fears without the danger of ridicule or criticism. Children can be helped to overcome fears by: helping them acquire skills that may be helpful; getting them accustomed to the thing they fear a little at a time;

assuring them that they are safe; providing a comforting presence; teaching them how to relax when they feel the fear; and letting them see others handling the thing they fear. Avoid using sarcasm, teasing, ignoring, or force to make the child overcome the problem.

- ☒ Be aware that serious behavior problems often signal emotional distress. Recognize that there are people in the community who are trained to help children and families in distress. These people include school counselors, psychologists, psychiatrists, pediatricians and social workers.

### Adventurer Curriculum Related to the Topic

#### Busy Bee

*My Self II.* Name at least four different feelings. Play the Feelings Game.

### Specific Active Learning Activities

- ✧ *Family Worship Homework:* Suggest that families make feeling books for a worship or family council project. Each day they could talk about a different feeling, find out what God has to say about it or hear a story about someone who experienced it, then add a page to the book by finishing the sentence: "I feel... when...." and, "When I feel... I...." Discuss the consequences of various ways of acting out our emotions.
- ✧ *Homework:* Listen to your child's emotions carefully during the next week, and report what you learned at the next AFN meeting.

Year 3: The Developing Child

# Developing Talents and Gifts

## Outcomes for Parents

(Choose one or several)

- ☒ Take the opportunity to identify one or more of their child's talents or gifts and help them to develop it by 1) Recognizing it; 2) Nurturing it through using it enjoyably and acquiring greater skills; 3) Providing people and materials to help the talent or gift to grow; and 4) Making opportunities for her to use her talent or gift to bless others.
- ☒ Avoid turning talents and gifts into curses by pressuring and overstructuring its use and making its use into a drudgery instead of a joy.
- ☒ Be aware of various types of talents and gifts including: intellectual gifts and talents; practical gifts and talents; artistic gifts and talents; caring gifts and talents; or spiritual gifts and talents.

## Adventurer Curriculum Related to the Topic

### Builder

*My Self* I. A. Put together a scrapbook, poster, or collage showing some things you can do to serve God and others.

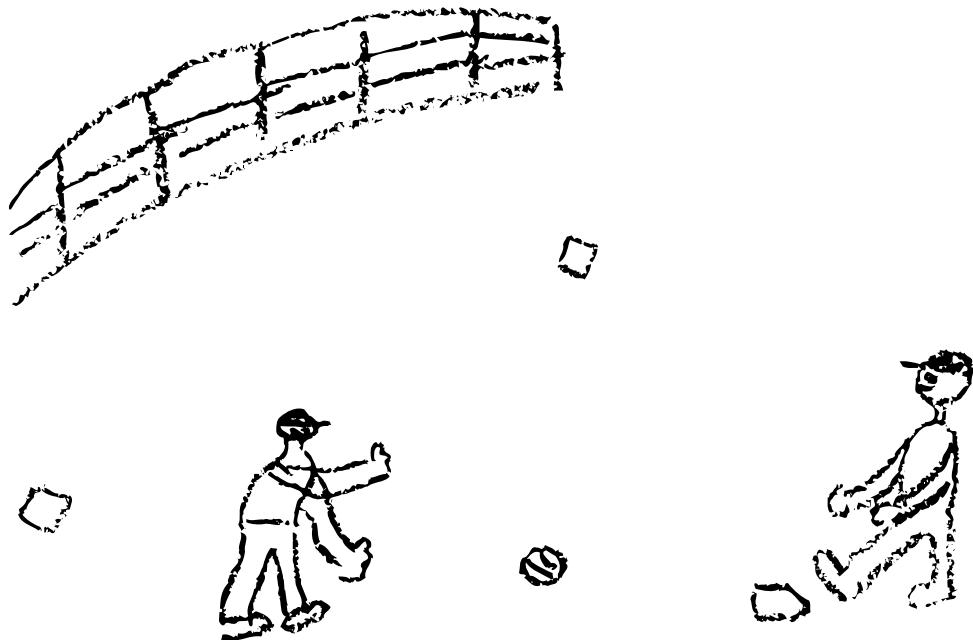
### Helping Hand

*My Self* I. A. List some special abilities God has given you. B. Share your talent using one of the following:

- Talent Show;
- Show and Tell;
- Earn an Adventurer Award.

## Specific Active Learning Activities

- ∞ *Writing Assignment:* Identify your child's gifts. Write down one way you will reinforce his use of one of them this week.



## Year 3: The Developing Child

# Teaching About Work and Responsibility

### Outcomes for Parents

(Choose one or several)

- ☒ Recognize that every person in the family has a responsibility toward the other family members. While parents feed and clothe the family, children have a responsibility to help and respect their parents. Carrying out duties in the home encourages a basic sense of responsibility and trains children against indolence.
- ☒ Know that children who are less responsible with decision-making and self-control have parents who ignored successes and punished failures and who overprotected the children by solving their problems for them and set few standards for their behavior.
- ☒ Compare children's independence skills with general guidelines and plan adjustments. By the age of 6 many children:
  - dress and undress self, put away own clothes and toys;
  - wash face and hands, brush teeth, trim nails;
  - set table and clear table, wipe up a spill;
  - pick up trash in yard, shake rugs, feed pets, empty trash;
  - know basic food groups, make sandwich or juice;
  - know names of coins and have freedom to use own allowance;
  - know address, phone number, emergency numbers.

By the age of 10 many children:

- wash and dry own hair, clean drawers and closet;
- operate washer and dryer, fold laundry, sweep, vacuum, & scrub floors;
- load and run dishwasher, wash and dry dishes by hand, put away dishes and groceries;
- clean bathroom, change bed, care for pets and plants, wash and clean car;
- use recipe; cook soup, pancakes, cookies, canned vegetables; pack lunch;
- make and count change, compare quality and prices, use savings or checking account;
- swim; check out library books; know basic first aid.

### Specific Active Learning Activities

- ∞ *Family Job Chart:* Provide several examples of job charts and a blank outline. Give parents time to create a job chart for their own family. Discuss how they plan to use it.
- ∞ *Discussion:* Determine what are realistic and developmentally-appropriate jobs for your children.

### Recommended Materials

#### Ellen G. White Reference

*Child Guidance*, pp.101-116, 119-142;  
*Adventist Home*, pp.282-291.

Year 3: The Developing Child

# Preparing Kids for Adulthood in the 21st Century

## Outcomes for Parents

(Choose one or several)

- ☒ Consider various aspects of life in the 21st century which children will have to confront, such as careers and societal changes.
- ☒ Help children live with a sense of the immediacy of Christ's coming and an assurance of their salvation when He comes.
- ☒ Provide children with skills they will need to live successfully in the 21st century, including flexibility, adaptability, self-teaching and research skills, inclusiveness and peacemaking skills.

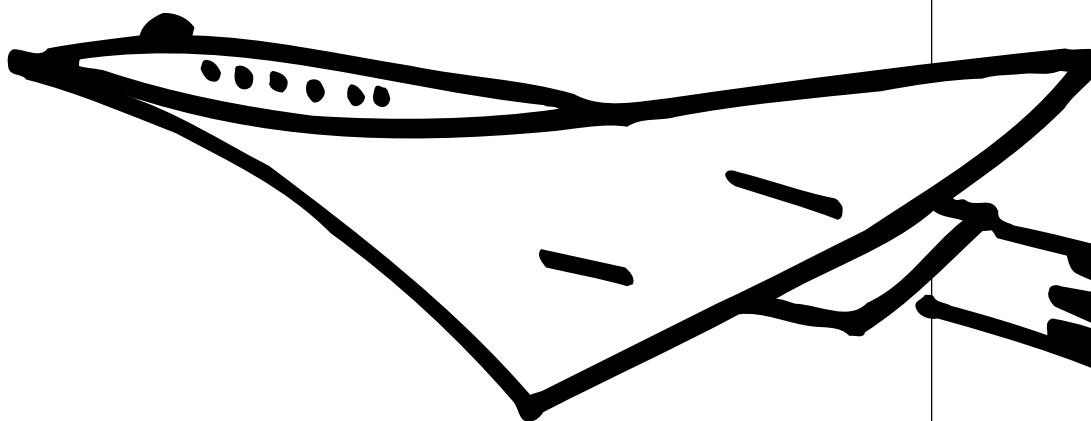
## Specific Active Learning Activities

- ∞ *Family Meeting:* Play charades about "careers of the future" during a family meeting.
- ∞ *Family Meeting:* Plan how the family may specifically prepare for Christ's coming.

## Recommended Materials

### Books

Naisbitt, John, *Megatrends Two Thousand*, Avon Books, 1991 (or whatever is the most up-to-date of this type of book).



## Year 3: Growing Through Challenges

# Dealing Positively with Negative Behavior

## Outcomes for Parents

(Choose one or several)

- ☒ Take the time to listen to and understand the purposes which the child may have for misbehavior: a desire for power; a desire for attention; a desire to get even; an inability to understand or carry out expectations; or a desire to gain something he wants.
- ☒ Act so that the misbehavior no longer gains the child the thing he is seeking to achieve.
- ☒ Be sure that expectations are clear, simple, and reachable.
- ☒ Reward and affirm children when they act in accordance with expectations.
- ☒ Consider ignoring a misbehavior which is done mainly for the purpose of gaining attention.
- ☒ Avoid nagging, repeated reminders, sarcasm and put-downs, lectures, and idle threats.
- ☒ Back up expectations by being alert to the children's behavior and using consequences for misbehavior. Consequences often begin with providing a time-out for the child to recognize the misbehavior and to reason with the child about why it is a problem. If the misbehavior is repeated, parents may choose to use various negative consequences such as: 1) Loss of privilege (such as the use of the phone, early bedtime, having friends over, allowance, going out, or toys); 2) Extra chores (such as laundry, floor scrubbing or dishwashing); 3) Natural consequences (allowing the child to face the consequences of his own action without intervention from the parent—this is an excellent consequence as long as it is not hazardous or

too difficult for the child to recognize cause and effect); or 4) Logical consequences (in which consequences are given by the parent to be directly related to the misbehavior. For example, a child who writes on the walls would have the job of cleaning the walls.)

- ☒ Lead children to understand that when they choose to misbehave, they choose to face the consequences of their misbehavior. The negative consequence is their choice. Administer it with a firm, friendly demeanor.
- ☒ Expect testing, but follow through.
- ☒ Point the child to God as the source of forgiveness, willingness to understand, and power to change.

## Adventurer Curriculum Related to the Topic

### Sunbeam

*My Family II.* Show how Jesus can help you deal with disagreements. Use:

- Puppets;
- Role-playing;
- Other.

## Specific Active Learning Activities

- ∞ *Problem Solving Exercise:* Distribute blank paper. Ask parents to write at the top of the paper the behavior of their child that they see as the biggest problem. Next ask them to list: 1) their usual response to the behavior; 2) what their child's purpose is for the behavior; 3) changes they could make to be sure that the purpose is no longer fulfilled and/or the behavior is discouraged; and 4) the change they plan to make first. At the bottom write the date they plan to evaluate how well the change is working.
- ∞ *Planning Ahead:* Think of three of your child's behaviors which are the most damaging. Plan a consequence to deal with each one.



**Recommended Materials**

**Ellen G. White Reference**

*Child Guidance*, pp.150-155, 223-268.

*Education*, pp. 290-291.

**Books**

Dreikurs, Rudolf, *Children: The Challenge*,  
Dutton, NY 1987.

Leman, Kevin, Dr., *Making Children Mind  
Without Losing Yours* (1984), Fleming  
H. Revell.



## Year 3: Growing Through Challenges

## Nurturing the Special Needs Child

### Outcomes for Parents

(Choose one or several)

- ☒ Be aware of the resources in the community for diagnosis, education and therapy for the special needs child and for emotional and financial support for the child and his parents.
- ☒ Recognize that every child has some special needs and that serious special needs are found in varying degrees in the areas of learning disabilities, mental retardation, physical handicaps, and emotional and behavioral disturbance.
- ☒ Understand the potential of their child and the best ways to help her reach it.

### Adventurer Curriculum Related to the Topic

#### Builder

*My Self II.* Put together a scrapbook, poster, or collage showing some things you can do to serve God and others.

### Specific Active Learning Activities

- ∞ *Special Guest:* Invite a worker from a local human services department to talk to the parents about the help and resources available to the parents of special needs children.

### Recommended Materials

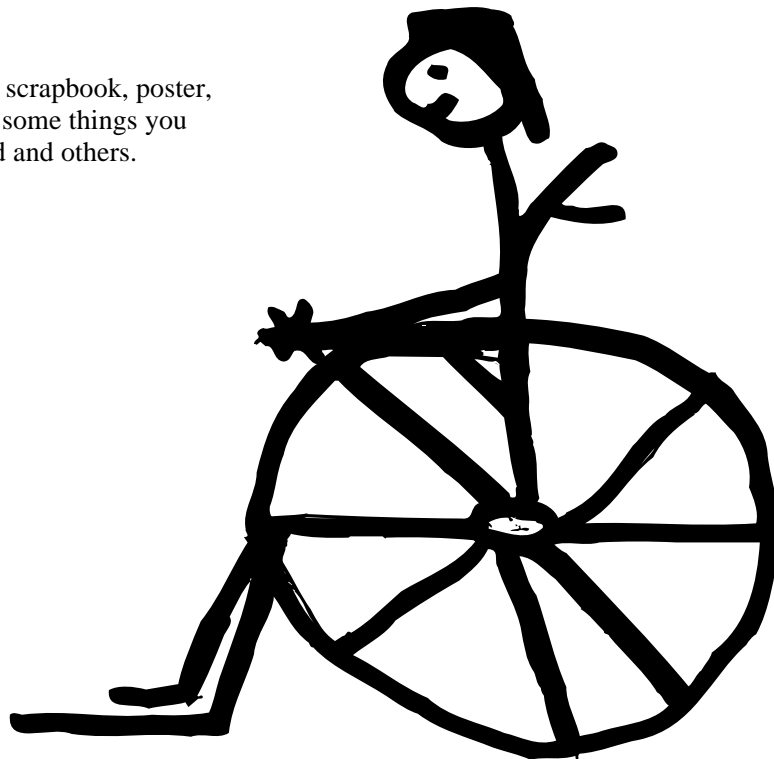
#### Video or Audio Cassettes

*The Hurting Child* (\$34.95 for 40 min), Franciscan Communications Recognizing and Protecting Against Child Abuse.

#### Other Materials

*Disabilities Resource List and Referrals*, Focus on the Family.

Dobson, James, *The Hyperactive Child* (brochure \$.35), Focus on the Family.



Year 3: Growing Through Challenges

# What You Need to Know About Child Abuse

## Outcomes for Parents

(Choose one or several)

- ☒ Know that physical abuse may be defined as doing actual, observable bodily harm to the child. Symptoms of physical abuse include unexplained bruises, cuts and burns, fear of physical contact, and extreme behavior.
- ☒ Know that emotional abuse involves damaging a child's emotional development by continual belittling, blaming and rejection. Symptoms of emotional abuse include extremely aggressive or compliant behavior, overly childish or adult behavior, or attempted suicide.
- ☒ Recognize that parents who are under a great deal of stress, who feel isolated and depressed, or who were mistreated as children may need to struggle very hard at times to resist reacting to their children's misbehaviors in an abusive way. Such parents may handle this challenge by: taking part in a support group (such as Parents Anonymous); learning more about parenting and child development (through books and classes); taking good care of themselves (including times for fun away from the children); going to counseling; and using anger management methods (such as holding one's breath, counting to 20; repeating the alphabet; taking a walk; writing one's feeling; or calling a friend).
- ☒ Know that up to 1/4 of women and 1/10 of men in America today have been sexually abused. Sexual abuse includes any type of sexual contact with a minor or with an unconsenting person. Symptoms of sexual abuse

include: torn or stained underclothing; sore or itchy or damaged genitals; poor peer relations, avoidance of physical contact; delinquency; sexual promiscuity and acting out; or running away.

- ☒ Be aware that kids often don't tell about sexual abuse because they have been threatened not to; they feel a lot of guilt and fear; they think no one will believe them; or because an authority figure is the abuser. Children very rarely lie about sexual abuse.
- ☒ Kids should know: the proper names of body parts; that touch can be good or bad and they have the right to say "no" and expect people not to touch them in a way that feels bad; that it's not OK for others to touch their private parts; that they should refuse to be alone or take rides with strangers; that if someone does touch them in a "bad" way they should scream, run, and tell an adult they can trust; that unhappy secrets are not OK; and that even if someone does touch them, it is not their fault.
- ☒ If a child has been sexually abused: contact authorities; arrange for counseling to help them deal with the trauma; help them explore how and why it happened so they can prevent it from happening again, help them put their feelings into words and accept what they say without shock or criticism; let them show their feelings through drawings or puppets; lead them to scripture promises and prayer for healing; affirm their innocence; and seek to raise their self-esteem.
- ☒ Do one's part to prevent abuse by: knowing where one's children are; paying attention to what children are trying to tell you by their words and behavior; screening caregivers carefully; and educating children about abuse prevention.



## Adventurer Curriculum Related to the Topic

### Busy Bee

*My Family III.* Complete one of the requirements of the Safety Specialist Adventurer Award.

### Specific Active Learning Activities

- *What-If Game:* Teach parents to play the What-If game with their children by suggesting possible situations and asking children what they would do? Try playing the What-If game together as parents and discuss various situations.

### Recommended Materials

#### Books

Girard, Linda W., *My Body is Private* (\$11), Family Matters. Children's book on how to protect themselves from child abuse.

#### Video

*Dealing With Child Abuse* (\$19.95), AdventSource, history, myths, definition, prevention of abuse.

#### Other Materials

*My Child Has Been Sexually Abused*, brochure from Pacific Union Conference, P.O. Box 505, Westlake Village, CA 91359.

*Sexual Abuse And Your Child*, brochure from CARE Productions, Box L #8-12th St, Blaine, WA 98230 (604) 581-5116.

*What Everyone Should Know About Child Abuse*, and *What Everyone Should Know About The Sexual Abuse of Children*, Channing L. Bete.



Year 3: Growing Through Challenges

# Stress and the Family

## Outcomes for Parents

(Choose one or several)

- ☒ Know that stress is a normal part of daily life and may be good or bad. Stress can act as a positive motivator. Everyone has a coping threshold below which they can handle stress successfully.
- ☒ Stress may be caused by: overwork, moving, additions to the family; someone leaving the family; illness or injury; a special needs child; death; a new job; increased conflict; social relationships; academic problems; physical problems; someone in jail; marriage or separation; noise; under-exercise; or over or undereating.
- ☒ Some symptoms of overstress in kids include: aggressive behavior; irritability; general hostility; withdrawal; nightmares and sleep problems; discomfort with trying new things; extreme cautiousness; stomach or headaches; loss of interest in usual activities; less contact with friends; and general anxiety.
- ☒ Prepare kids for stressful changes by: talking positively and accurately in advance about the change; being truthful about the consequences of the change; helping children plan for change; being alert to child's concerns; anticipating problems children may encounter; spending extra time with the child; treating anxiety about the change with respect; being willing to discuss the change as much as necessary for the child's security; and taking extra precautions with sleep, exercise and nutrition.

- ☒ Help children deal with stress by helping them to: develop a strong self-esteem; enjoy good secure family relationships; have successful experiences with small stresses; be positive about their ability to handle it; talk about their feelings; learn problem-solving skills; examine and correct the messages they are sending to themselves; have proper nutrition, rest and exercise.
- ☒ Deal with stress as adults by: reaching out to others who care about you; talking about one's feelings; using relaxing techniques, such as controlled breathing and muscle relaxation; attending to the causes of stress; and caring for your exercise, rest and nutrition.

## Adventurer Curriculum Related to the Topic

### Builder

*My Family* I. A. Share one way your family has changed. Tell how you felt and what you did. B. Find a story in the Bible about a family like yours.

## Specific Active Learning Activities

- ✕ *Stress Inventory*: List the common causes of stress and ask parents to add up the number of stress factors in their lives. Discuss the stresses they feel and how they handle them.
- ✕ *Brainstorming*: List the resources your family has to deal with stress.
- ✕ *Family Meeting*: At a family meeting, think of activities you can do together for less than \$5 to help you relieve stress. Try one and report on it at the next AFN meeting.
- ✕ *Family Meeting*: Choose one specific stress area. Determine steps to resolve or deal with it.

## Recommended Materials

### Books

Curran, Dolores, *Stress and the Healthy Family*, Harper & Row, Minneapolis, MN, 1987.

## Year 4: Family Relationships

## Family Bonding: Growing Warm Relationships

### Outcomes for Parents

(Choose one or several)

- Be committed to building strong, warm, relationships between family members. These relationships are the cement which holds the family together and allows it to function effectively.
- Recognize that bonds between a parent and child must be built and strengthened repeatedly at each stage of development. The strength of the bonding relationships is related to warmth, love demonstrated, and time spent together.
- Pay attention to the little ways of showing love, such as a little note in the lunch box, a squeeze on the shoulder...

### Adventurer Classwork Related to the Topic

#### Builder

*My Family II.* Play the "I Care" Game by having each family member plan a special way to show appreciation to each of the other members of the family.

#### Helping Hand

*My Family I.* Make a family flag or banner, OR collect stories or photographs about your family history.

### Specific Active Learning Activities

- ∞ *Buzz Groups:* Divide parents into small groups of 3-5. Ask each group to brainstorm ways to show love in one particular part of family life. (For example, one group might talk about mealtimes, one might talk about bedtime, and so on.)

### Recommended Materials

#### Ellen G. White Reference

*Mind, Character, and Personality*, Vol. 1, pp.152-162.

#### Books

Campbell, Ross, *How To Really Love Your Child* (1984), Victor Books, Wheaton, IL.

#### Video or Audio Cassettes

*Famous Fathers* (four 28-minute video presentations) David C. Cook, Elgin, IL 60120, six well-known Christian dads share their experiences.

Winn, Dick, *Super Love vs. Super Kids*, Childcrafting Video Series (45 min. \$19.95) Quiet Hour.

Year 4: Family Relationships

# Changing Family Roles

## Outcomes for Parents

(Choose one or several)

- ☒ Be aware of some of the ways in which the family has changed in recent years, and ways in which it has stayed the same.
- ☒ Consider how each family member's role within the family might be adapted and refined to fit their needs and the needs of their family.
- ☒ Examine the traditional roles of mother, father, and child and compare with their beliefs and needs today.
- ☒ Examine the way the media portrays family roles and deliberately decide whether to accept these portrayals as accurate.

## Adventurer Curriculum Related to the Topic

### Builder

*My Family I. A.* Share one way your family has changed. Tell how you felt and what you did.

*My Family I. B.* Find a story in the Bible about a family like yours.

## Specific Active Learning Activities

- ∞ *TV Guide Assignment:* Divide parents into groups to look through TV Guides, and evaluate how the various programs portray families. Discuss whether these are an accurate representation of what family life is really like.

## Recommended Materials

### Books

- Kuzma, Kay, *Prime-Time Parenting*, (\$10, also available on cassette), Family Matters. How to create quality time when everyone's busy.
- Kuzma, Kay, *Working Mothers and Guilt*, (\$2, 32-page booklet).

### Video or Audio Cassettes

- Brazelton, T. Berry, *On Being A Father*, Family Home Entertainment.



## Year 4: Family Relationships

# Taking Care of You

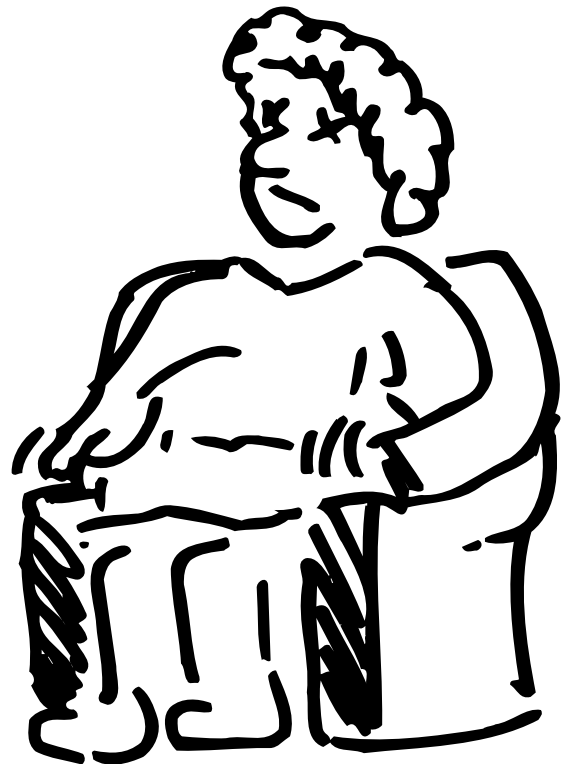
## Outcomes for Parents

(Choose one or several)

- ☒ Recognize that their self-esteem, contentedness, and joy are what create the atmosphere for the rest of the family.
- ☒ Be aware that burnout happens when a person is expending more energy than he is replacing.
- ☒ Keep emotional health strong by affirming the people around you and seeking out people who affirm you.
- ☒ Keep spiritual health strong by regular devotions.
- ☒ Keep physical health energized by good nutrition, rest, and exercise.

## Specific Active Learning Activities

- ✧ *Strategic Planning:* Have parents list five things that they formerly enjoyed doing but no longer seem to have time for; five things they'd like to do when they retire; and five things they'd love to do right now if they had time. Discuss whether it is possible to find the time to do things that are important to us and how this can be done. Suggest that each parent choose one thing from their list and make some time to enjoy it.



Year 4: Family Relationships

# Encouraging Statements: Words that Make a Difference

## Outcomes for Parents

(Choose one or several)

- ☒ Be aware that encouraging statements are most helpful to a child when the parent: describes what he sees (“You made a very colorful picture”); doesn’t exaggerate or praise falsely (avoid “That’s the most beautiful picture I’ve ever seen”); expresses his positive feelings about the child’s accomplishment or behavior (“The colors in your picture help me feel bright and cheery”); or uses descriptive words to help talk about what the child has accomplished (“You colored your picture very creatively”).
- ☒ Avoid using comparing a child with someone else (either positively or negatively) or using statements which judge the child’s personal worth (“You’re a great person” or “What a lazy kid you are.”).

- ☒ Make encouraging statements as meaningful as possible by: getting close to the child; establishing eye contact, focusing all your attention on the child, having a sincere manner, and giving him a hug or touch.

## Adventurer Curriculum Related to the Topic

### Busy Bee

*My Family I.* Paint or draw a picture showing something you like about each member of your family.

### Builder

*My Family II.* Play the “I Care” Game by having each family member plan a special way to show appreciation to each of the other members of the family.

## Specific Active Learning Activities

- ∞ *Affirmation Ideas:* Have parents work in pairs to write down 20 ways to affirm a child. Have each pair share their favorite idea with the group.
- ∞ *Practicing Encouraging Statements:* Divide parents into pairs. Ask each person to practice giving 10 encouraging statements to his partner as if the partner was an Adventurer-age child. Ask the partner to try to imagine how he would feel if he was the child, and give feedback.

## Year 4: Anchoring In Christ

# Passing on Christian Values

## Outcomes for Parents

(Choose one or several)

- ☒ Be aware that Adventurer-age children generally have a strong respect for rules and tend to take the rules quite literally and rigidly. They are very concerned about what is “fair” and are busy developing their sense of right and wrong. They are beginning to be interested in understanding the reasons behind adult and moral rules and will become more and more concerned with knowing “why” a rule is important as they grow toward adolescence. The Adventurer is easily motivated by a desire for reward or fear of punishment, but also often modifies his behavior in order to please other people and have them think well of him.
- ☒ Help children begin to establish their own lifetime values by stressing the principles behind rules and actions; by helping them explore alternative choices and what their consequences would be; by encouraging open discussion about the values and behaviors they are observing in the school, church and community; and by clearly explaining your own values and the reasons why you believe in them.
- ☒ Use reason and a sense of fair play as much as possible in disciplining the child toward good behavior. This is much more effective than force or withdrawal of love in helping children to adopt good values.

## Adventurer Curriculum Related to the Topic

### Sunbeam

*My Self* II. Play the What If? Game.

## Specific Active Learning Activities

- ∞ *Character Trait Discussion:* Ask parents to list the five character traits that they value most. Have each person choose one character trait and tell three things he is doing at home which help his child(ren) to develop this character trait.
- ∞ *Family Meeting:* At a family meeting choose one value that is important to your family. (i.e. education). Choose a specific goal related to that value (i.e. higher education for each family member). List three steps you will take as a family to reach that goal. Make a poster or sign to help you remember to follow the steps.

## Recommended Materials

### Ellen G. White Reference

*Child Guidance*, pp.161-220.

### Books

- Bennett, William J., *The Book of Virtues*, Simon & Schuster, NY 1993.
- Dudley, Roger L., *Passing the Torch*, R&H, Hagerstown, MD, 1986.
- Edwards, Josephine Cunningham, *Teaching Old-Fashioned Values to New Fashioned Kids*, R&H, Hagerstown, MD, 1992.
- Lickona, Thomas, *Raising Good Children*, Bantam Books, NY 1983.
- Kuzma, Kay, *Building Your Child's Character From the Inside Out*, Family Matters, Cleveland, TN.

### Video or Audio Cassettes

*Communicating Values to Your Children*, Moody Contemporary Issues.

### Other Materials

*Passing the Torch* (\$9.95), AdventSource. Small group study guides, sermon outlines...on sharing beliefs with children.

Year 4: Anchoring In Christ

# Teaching Christian Courtesy

## Outcomes for Parents

(Choose one or several)

- Recognize that all the principles and rules of courtesy are more elaborate ways of explaining the Golden Rule: "Do unto others as you would have them do unto you."
- Make it a point to teach children the rules of courtesy in areas such as: mealtime manners; telephone use; church; public programs; hospitality; and so on.
- Share ideas for the most effective ways and times to teach courtesy.

## Adventurer Curriculum Related to the Topic

### Sunbeam

*My World I.* Complete one requirement of the Courtesy Adventurer Award.

## Specific Active Learning Activities

- ✂ *Homework Assignment:* Challenge parents to try setting up a tape recorder in their home during a meal or time when most of the family is home in order to evaluate what kind of example they are setting for their children in the area of courtesy.

## Recommended Materials

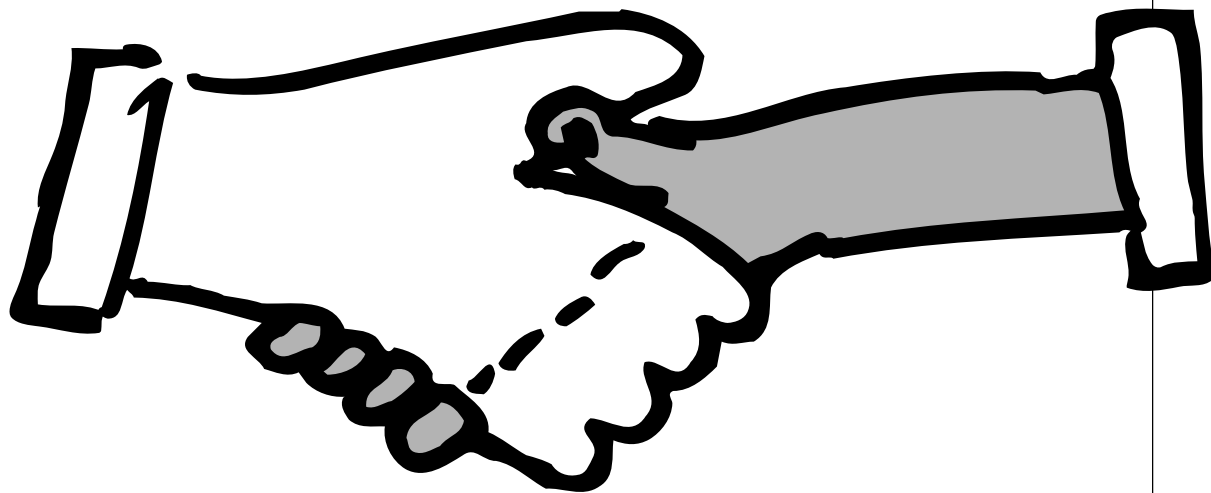
### Ellen G. White Reference

*Child Guidance*, pp.143-149.

### Books

Aliki, *Manners*, Greenwillow Books, NY, 1990, a book for kids.

Brainard, Beth & Behr, Sheila, *Soup Should be Seen and Not Heard: The Kids Etiquette Book*, Dell, NY 1990.





Year **†**: Anchoring In Christ

## Growing a Spiritual Life: Involving Kids in Private Devotions

### Outcomes for Parents

(Choose one or several)

- ☒ Demonstrate the importance of private devotions by making children aware of your own private devotions and the value you place on them, and by occasionally sharing the insights and inspiration you find in your private devotions.
- ☒ Lead the child to recognize that strong spiritual muscles are developed just like physical muscles: by exercise. Help him see that strong spiritual muscles are essential in order to be able to: say no when tempted; do right when he doesn't feel like it; and show God's mighty power by obeying Him even when it's hard.
- ☒ Set aside a time daily to help the child have his own devotions. When the child is younger, parents may read the Bible or devotional book for the child while making him aware that some day she will be ready to have his own private devotions alone with Jesus.
- ☒ Gradually train the child to read a Bible passage or portion of a devotional book, thinking about what it means, and then about what God might want him to learn from the passage. Parents can discuss the meanings of words and ideas with children and encourage them to write a few words, or to draw, what it means to them.
- ☒ Teach the child to ask God daily to guide him in his reading, and to give him the power to do what He wants him to do.

### Adventurer Curriculum Related to the Topic

#### Busy Bee

*My God* III. A. Spend a regular quiet time with Jesus to talk with Him and learn about Him.

#### Sunbeam

*My God* III. A. Spend a regular quiet time with Jesus to talk with Him and learn about Him.

#### Builder

*My God* III. A. Spend a regular quiet time with Jesus to talk with Him and learn about Him.

#### Helping Hand

*My God* III. A. Spend a regular quiet time with Jesus to talk with Him and learn about Him.

### Specific Active Learning Activities

- ✂ *Demonstrate Materials:* Ask several people to bring to class materials and books which children might use to help them with their private devotions.

### Recommended Materials

#### Biblical References

Psalm 1:2, 119; Matthew 4:4

#### Other Materials

White, Mary, *Developing Your Child's Devotional Life* (brochure, \$.35), Focus On the Family.

Year 4: The Developing Child

# Teaching Kids to be Faithful Stewards

## Outcomes for Parents

(Choose one or several)

- Devise a way to help the child build a habit of giving a tithe and offering. (Some parents provide separate envelopes or jars for tithe, offering, savings, and spending money.)
- Set an example of stewardship of God's creation by avoiding those things and activities which damage the earth and waste its resources.

## Adventurer Curriculum Related to the Topic

### Builder

*My Family* III. Complete one requirement of the Wise Steward Adventurer Award.

## Recommended Materials

**Ellen G. White Reference**  
*Child Guidance*, pp.134-136.

### Books

*About Caring and Sharing: A Coloring and Activities Book*, Channing L. Bete (\$1), a booklet parents can use to teach their children about stewardship.

*About Our Environment: A Coloring and Activities Book*, Channing L. Bete.

### Other Materials

*Managers For Jesus*, AdventSource; 10 days of activities designed to teach children about stewardship.



## Year 4: The Developing Child

# Intellectual Development: Learning in and Beyond School

## Outcomes for Parents

(Choose one or several)

- ☒ Evaluate their highest priorities and goals for their child in order to wisely choose the educational program that will accomplish them. If salvation and a commitment to Christ are the highest goals for one's child, research has shown that this is much more likely to occur when children are given a Christ-centered educational program.
  - ☒ Recognize that children have very different styles of learning, and help each child to take advantage of her unique learning style. Some children learn best by listening, others by seeing and reading, and others by touching and moving. Some children do well in a room full of action and movement while others need a quiet undistracting place to learn. Some children prefer to learn by reasoning step-by-step, others prefer to experiment; others like to use their imaginations and creativity; and others prefer to work in learning teams and develop ideas in cooperation with other people.
  - ☒ Help the child build good homework habits by providing a regular time and place for homework to be done and making certain that it is completed before the child goes on to anything else.
  - ☒ Show the importance of academics by taking time to praise the child for academic successes and helping her with academic problems.
  - ☒ Enjoy reading to the child or spending time together, with each person absorbed in a book of her choice. Visit the library together often.
- ☒ Recognize that the Adventurer age children still understand things very literally, and dealing with things that are far in the future or are symbolic or hypothetical are difficult for them. For the Adventurer, things are most easily understood if they are *Here and Now*.
  - ☒ Recognize that a great proportion of learning occurs out of school, and involve the child with you in a wide variety of experiences.
  - ☒ Recognize that a parent does not need a university education or even a high school diploma to provide him with a variety of experiences, priority on academic achievement, and love of reading which promotes academic success.

## Adventurer Curriculum Related to the Topic

### Builder

*My World II. A.* Know and explain your national anthem and flag.

*My World II. B.* Name your country's capital and the leader of your country.

### Helping Hand

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

## Recommended Materials

### Ellen G. White Reference

*Child Guidance*, pp.17-40, 293-336; *Mind, Character, and Personality*, Vol.1, pp. 359-369.

### Books

Fuller, Cheri, *Motivating Your Kids From Crayons to Career*, Honor Inc.

Greene, Lawrence J., *1001 Ways to Improve Your Child's Schoolwork*, Dell, NY, 1991.

### Other Materials

*Schools Resource List*, Focus on the Family.

Year 4: The Developing Child

# Nurturing Creativity

## Outcomes for Parents

(Choose one or several)

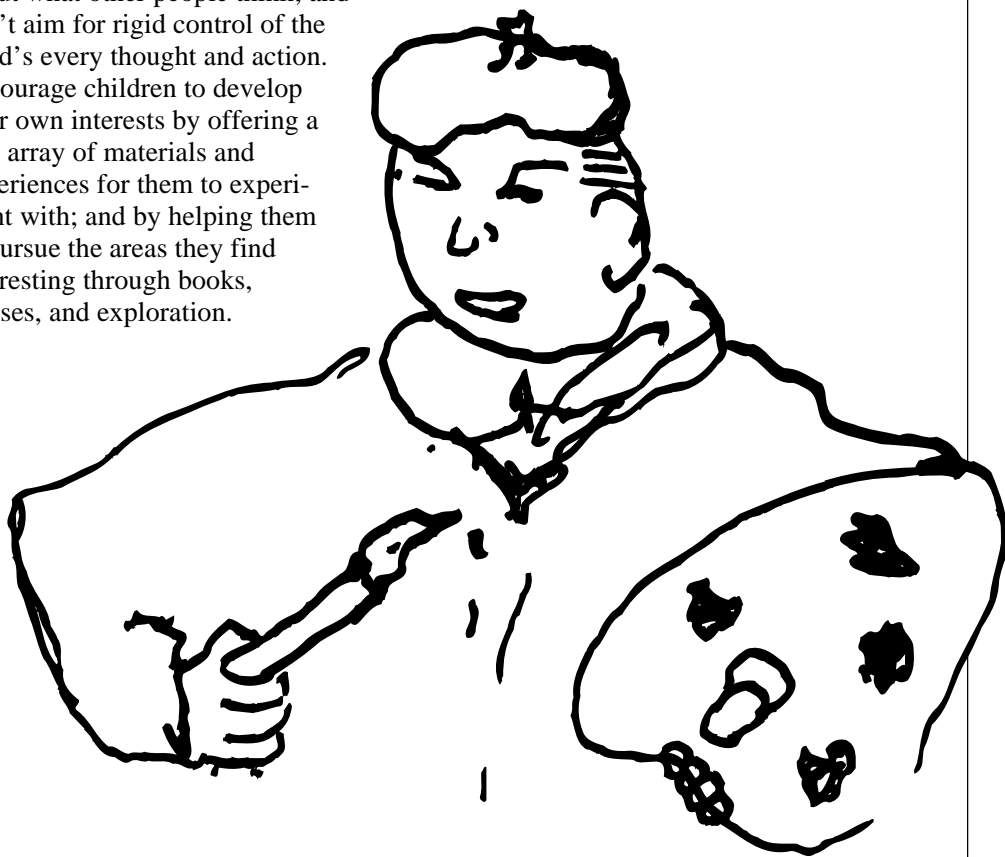
- ☒ Think of creativity as the ability to find new solutions to problems, often by breaking with established ways of thinking. Creativity may be thought of as play grown up.
- ☒ Be aware that, according to research, families who produce creative children: may be any size; encourage children to try things their own way; help children to develop their own interests; provide plenty of unstructured time for play and exploration; treat each child with respect and confidence; aren't overly worried about what other people think; and don't aim for rigid control of the child's every thought and action.
- ☒ Encourage children to develop their own interests by offering a rich array of materials and experiences for them to experiment with; and by helping them to pursue the areas they find interesting through books, classes, and exploration.

- ☒ Expose children to the arts by: capitalizing on things that interest them (an art such as singing, or a topic such as animals which could be viewed at an art museum or read about in poetry); avoiding pushing kids to attend to "the arts" when they would rather be doing something else; preparing kids before going on an outing by helping them know what to expect and what to look for; and choosing activities that fit their age and attention span.

## Recommended Materials

### Books

Fritz, Robert, *The Path of Least Resistance*, Fawcett Columbine, NY 1989



## Year 4: The Developing Child

# Steps to Independence

## Outcomes for Parents

(Choose one or several)

- ☒ Recognize that a child's desire for independence is a healthy expression of her need to prepare for adulthood.
- ☒ Recognize the reasons why parents often resist a child's struggle for independence. Parents may feel a desire to protect the child from mistakes and a sense of loss as they see the little child take their first steps toward adulthood.
- ☒ Consider ways to gradually train and allow a child increasing independence in various areas of life.
- ☒ Praise and reward children for showing positive independence and achievement. Say as little as possible about a child's mistakes in working toward independence, and concentrate on the positive.
- ☒ Begin teaching children how to make independent decisions wisely. 1) Begin by allowing the child to choose between two simple alternatives which are equally acceptable. Accept the child's choice and help him follow through on it. Give lots of opportunities and practice at this. 2) Gradually allow children to make more difficult decisions that are within their capabilities to think about. Help them to think about their alternatives and the possible consequences of their decision. Keep clear about what is allowed by the family rules and what is not. Help them to consider how God's word and prayer can help them make a wise decision. Then let them make their own decision. Do not protect them from the natural consequences of their decision (unless for safety's sake). 3) Express confidence in the child's ability to make a decision and follow through on it.

## Adventurer Curriculum Related to the Topic

### Helping Hand

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

*My Family* III. Earn an Adventurer Award, not previously earned, in one of the following areas:

- safety,
- indoor skills,
- outdoor skills.

### Specific Active Learning Activities

- ∞ *Role-Play*: Choose a parent to represent a child and one to represent a parent. Give the "child" a decision to make, and ask the "parent" to show how he would lead the child to learn how to make his own thoughtful decision.
- ∞ *Decision Reminders*: Hand out several sheets of "sticky-tab" (memo pads with sticky backs) paper to each parent. Ask them to think of three decisions that they believe their children are ready to make intelligently in the next month. Ask them to take the papers home and put them on the fridge as a reminder to lead the child in making these decisions herself.

## Recommended Materials

### Books

- Dobson, James, *Preparing for Adolescence*, Tyndale House, Wheaton, IL 1989
- Glenn, Stephen H. & Nelsen, Jane, *Raising Self-Reliant Children in a Self-Indulgent World*, Prima Publishing, Rocklin, CA, 1989.

### Video or Audio Cassettes

- Dobson, James, *How to Prepare For Adolescence*, Word Life Ware Video, Waco, TX.
- Winn, Dick, *How Much Freedom Is Too Much?*, Childcrafting Video Series (\$14.95), The Quiet Hour, Redlands, CA.

### Other Materials

- Dobson, James, *Overprotection: The Error of Dedicated Parents* (brochure \$.35), Focus on the Family.

Year 4: The Developing Child

# Toys and Things for Kids

## Outcomes for Parents

(Choose one or several)

- ☒ Be aware that every aspect of our environment affects our emotions and behavior. People, and especially children, are affected by color, texture, shape, order, and spaciousness in their environment.
- ☒ Look at the home and community environments from a 3-foot-tall child's point of view. The child often has difficulty seeing, reaching and manipulating the things around him. He feels frustrated by the number of things he is not allowed to touch and the places he is not allowed to play. Consider how this may affect their thoughts and behaviors, and implement ways to better adapt the home and play areas to the needs of children.

- ☒ Discuss what types of toys and materials can stimulate children to grow in a positive direction. Recognize that these materials are often very simple and inexpensive.
- ☒ Consider ways of surrounding the child with pleasant things while avoiding the materialistic attitude that one's happiness is dependent on what things they have.
- ☒ Consider reasons for Ellen White's suggestion that families move to the country and how they apply today.

## Specific Active Learning Activities

- ✕ *Discussion:* Discuss how color, furniture, space, and orderliness affects children's feelings and behavior.

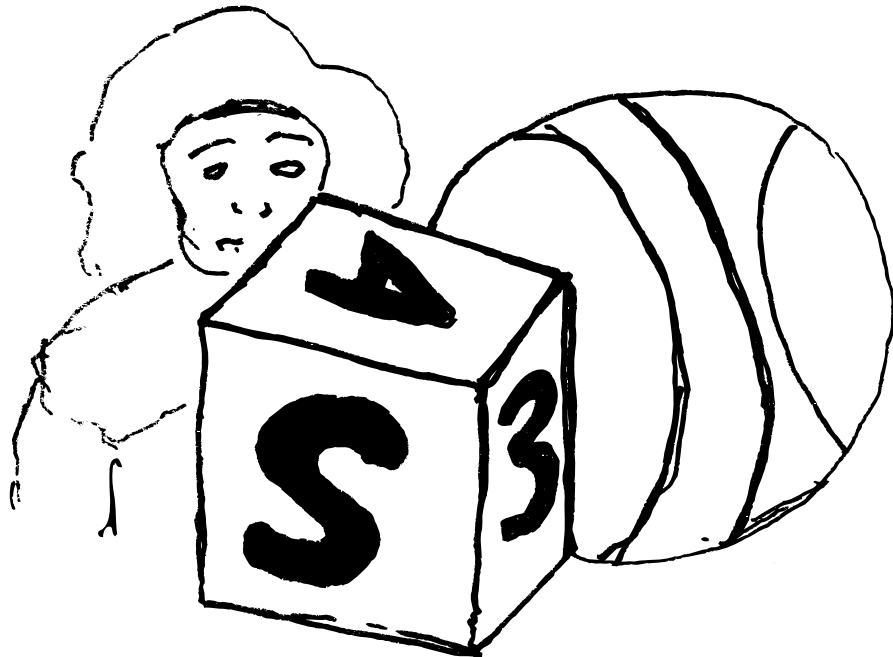
## Recommended Materials

### Biblical References

The care God took in designing the temple.

### Ellen G. White Reference

*Adventist Home*, pp.15-31, 131-156.



## Year 4: Growing Through Challenges

# Anger Management for Parents and Kids

## Outcomes for Parents

(Choose one or several)

- ☒ Recognize that feelings of anger are normal. Anger is not wrong in itself, but must be dealt with carefully in a positive way. It is a powerful energy which can be used hurtfully or creatively. Anger which is not expressed or dealt with in any way builds up inside of people and can cause many physical and emotional problems.
- ☒ Be aware that anger may be caused by hurt, frustration, or fear. The surge of energy which accompanies anger is designed to help us deal with the problems which caused our hurt, frustration, or fear. Some specific hidden causes of anger include: 1) displacement (in which the individual is actually angry about something other than what he appears to be angry about); 2) repression (in which the individual refuses to admit his angry feelings to himself, to God, or to anyone else, and they eventually mount up inside until the person is ready to burst at any little thing); 3) mirroring (in which the action or event reminds you of another action or event which upset you); 4) unrealistic expectations (frustration occurs when these expectations are not met); 5) lack of communication (not taking time to listen and understand); and 6) low self-esteem (which causes a person to feel threatened by small problems and events).
- ☒ Deal with anger by: 1) recognizing the reality of the anger; 2) resisting the first impulse to act (call on God for His power); 3) taking time and actions to cool down (try counting to 20, repeating the alphabet; taking a walk or bath; breathing deeply; writing down your thoughts; reading a Bible passage; putting yourself in the other person's place); 4) identifying the real reason for one's anger; 5) communicating your anger gently and clearly by describing that situation and your feelings about it without attacking the person; and 6) choosing an action which will deal with your anger and the problem that caused it (find a compromise, administer a consequence, use your anger energy creatively).
- ☒ Help children keep from building up a lot of anger by: encouraging him to talk about his feelings; catching him being good and affirming him; ignoring inappropriate behavior when possible; making it easy to be good; using closeness and touching; working to build up his self-esteem; and being a good model of how to handle and express anger.
- ☒ When a child is angry help him to: take time out to cool down (use gentle physical restraint when necessary, help him to deal with his anger energy by running, throwing or hitting a ball, singing loudly, or relaxing by reading a book or drawing a picture); identify what the problem is; think about the problem from the other person's perspective; deal with the feelings and problem by talking respectfully and seeking a solution.

**Adventurer Curriculum Related to the Topic**

**Busy Bee**

*My Self II.* Name at least four different feelings. Play the Feelings Game.

**Sunbeam**

*My Family II.* Show how Jesus can help you deal with disagreements. Use:

- Puppets;
- Role-playing;
- Other.

**Specific Active Learning Activities**

- ∞ *Fill In The Blanks:* Provide parents with the following sentences on a sheet of paper, and ask them to fill in the blanks: "Next time I feel angry about \_\_\_\_\_, I will first \_\_\_\_\_. I will recognize that I am angry about this because \_\_\_\_\_. I will share my feelings with \_\_\_\_\_ by saying \_\_\_\_\_. I will use my anger energy to \_\_\_\_\_."
- ∞ *Homework:* Keep anger journal listing: the situation; why I was angry; how I felt physically and emotionally; what I did; what I'll do next time.

**Recommended Materials**

**Biblical References**

James 1:19; Proverbs 15:1; Philippians 4:13; Ephesians 4:26.

**Ellen G. White Reference**

*Mind, Character, and Personality*, Vol.2, pp.516-523.

**Books**

Crary, Elizabeth, *I'm Frustrated*, and *I'm Mad*, Parenting Press, Seattle, 1992, for kids.  
 Rubin, Theodore Isaac, *The Angry Book*, (1970), Macmillan Books, NY.

**Adventurer Family Network**  
*Next Time*  
**Worksheet**

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**N**ext time I feel angry about \_\_\_\_\_

\_\_\_\_\_, I will first \_\_\_\_\_

I will recognize that I am angry about this because \_\_\_\_\_

I will share my feelings with \_\_\_\_\_

by saying \_\_\_\_\_

I will use my anger energy to \_\_\_\_\_

\_\_\_\_\_."

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*This is a sample of the "Next Time" worksheet. A reproducible copy can be found in the "Family Network" section of the Appendix.*



## Year 4: Growing Through Challenges

# Dealing with Grief

## Outcomes for Parents

(Choose one or several)

- ☒ Recognize that it is normal for grief to include: depression, shock and disbelief; fear and panic; disorientation; self-blaming; searching; denial; helplessness; self-pity; and physical reactions. Children and adults usually go through stages of: disbelief and protest; followed by pain, despair, and anger; and gradual reinvolvement in daily life.
- ☒ Understand the way in which grief and loss affect children at different stages of development. When a child is 0-3 years old he is aware of the change even though he does not understand the death and may react with tears, tantrums, misbehavior and clinginess. He is unable to talk about his loss and needs to be held, reassured and provided with plenty of comfortable structure and routine. A child who is 4-8 years old is only gradually beginning to understand that death is not reversible and that it happens to everyone. They may blame themselves or seek to avoid death by staying away from people who have been close to it. They need you to give them the basic facts about the death in simple language, and to be willing to talk and reminisce about the person. They need to see from your example how to grieve. The 9-12 year old focuses on the disruptive change in his life and may feel angry at God or at the person who died. He may want to deny that it has happened or suppress his feelings about it. Parents can encourage questions and expressions of feelings. Share your faith in God, that death is not His fault or choice, but that He is sad just like we are.
- ☒ When someone dies, talk to children simply about what has happened and what will be different because of the death. Encourage him to ask questions and express his feelings. Check his understanding of death and correct any misconceptions. Don't be afraid to show emotion.
- ☒ Be aware that support groups are available for people who have undergone loss. (One national support group is called "Compassionate Friends" and is made up of parents who have lost a child.)
- ☒ Know how to relate to a friend or relative who is dealing with grief. Above all, do not avoid the person. Seek him out, show genuine concern and be willing to listen to him. Offer to help in specific ways and don't pressure him to "get over it" and get on with life; grieving takes a lot of time and energy.

## Adventurer Curriculum Related to the Topic

### Busy Bee

*My Self* II. Name at least four different feelings. Play the Feelings Game.

### Builder

*My Self* I. A. Share one way your family has changed. Tell how you felt and what you did. B. Find a story in the Bible about a family like yours.

## Recommended Materials

### Biblical References

Romans 8:31,32; Isaiah 1:2,3; Psalm 56:8.

### Ellen G. White Reference

*Mind, Character, and Personality*, Vol.2, pp. 458-465.

### Books

Kuzma, Kay, *Helping Kids Deal With Death*, (\$2.00) Family Matters.

Huntley, Theresa, *Helping Children Grieve*, Augsburg, Minneapolis, MN 1991.

Year 4: Growing Through Challenges

# Guiding Entertainment Choices

## Outcomes for Parents

(Choose one or several)

- ☒ Consider the difference between recreation (an enjoyable activity which builds up one's body, mind, or spirit and helps him return to daily life with new vigor) and amusement (an enjoyable activity which diminishes a person's energy and interest in daily life.) Evaluate various entertainment options by these standards.
- ☒ Evaluate entertainment options based on their moral influence, long-term effects, expense, and value to the Christian life.
- ☒ Recognize that research suggests that TV and movies: prevent family interaction (such as talking, playing, and working together); increase the aggressiveness and violent actions of children who watch violent shows; desensitize people so that they are no longer as sensitive to others' needs and suffering; perpetuate stereotypes about women and minorities; treat drinking and immoral sexuality as the enjoyable and right thing to do; suggest that having "things" can make you happy; and give an unreal picture of what life is really like with the danger of creating a distaste for dull everyday life and an increasing appetite for the exciting life glimpsed through the television.
- ☒ Evaluate TV programs for children according to: how well they distinguish between the real and pretend; how the characters solve their problems; the types of role models presented; how the world is portrayed; the commercials associated with the

program; the children's response to the program; and whether it inspires Christian living according to God's word.

- ☒ Consider possible remedies for the misuse of TV such as: the parents setting an example of Christ-controlled TV use; watching specials only; locking or putting away the TV except at agreed upon times; limiting TV viewing to weekends or 1/2 hour a day; planning at the beginning of the week what programs to watch; trying a week or two without TV; or emphasizing other fun family activities.
- ☒ Develop principles for evaluating music, games, sports and other entertainment activities.

## Adventurer Curriculum Related to the Topic

### Builder

*My Self II.* Earn the Media Critic Adventurer Award.

## Recommended Materials

### Ellen G. White Reference

*Adventist Home*, pp.401-418, 493-530.

### Books

Bennett, Steve & Ruth, *Kick the TV Habit!*, Viking Penguin, NY 1994.

Duckert, Mary, *Who Touched the Remote Control? Television and Christian Choices for Children and Adults Who Care About Children*, Friendship Press, 1990.

Phillips, Phil, *52 Things for Your Kids to Do Instead of Watching TV*, Thomas Nelson, 1992.

### Video or Audio Cassettes

*Kids For Sale* (film—11 min; \$30 rental) on children and advertising.

### Other Materials

Dobson, James, *The Impact of TV on Young Lives* (brochure, \$.35), Focus on the Family.

## Year 4: Growing Through Challenges

# Family Finance

## Outcomes for Parents

(Choose one or several)

- ☒ Consider the difference between the family's needs and wants.
- ☒ Evaluate whether the family's spending habits fit their stated priorities.
- ☒ Consider their use of credit, and whether it is a benefit or problem to the family.
- ☒ Be aware of creative ways to cut costs in the home.
- ☒ Be aware of creative ways to bring in extra income.
- ☒ Start a systematic savings plan to save for future goals such as children's education, retirement, handling emergencies, or purchasing a home.
- ☒ Take God at His word when He promises to bless and care for those who choose to return their tithes and offerings to Him.

## Adventurer Curriculum Related to the Topic

## Specific Active Learning Activities

- *Homework Assignment:* Ask parents to read *Adventist Home*, pp. 367-398 before coming to the meeting. Ask them to be prepared to tell 4 basic principles they discovered in their reading.

- *Family Activity:* Parents may ask each member of their family to make a list of the things they would buy and do if they had enough money. Figure out how much money the family brings in each month. Use play money to distribute an equal portion of this income to each family member. List together the actual expenses that the family must pay with their income and have each member pay equally from their portion of the play money. If there is any money left-over, discuss how it might be used. If there was not enough money to go around, discuss how the family could cut expenses.

## Recommended Materials

### Ellen G. White Reference

*Adventist Home*, pp.367-398.

### Books

Reid, G. Edward, *It's Your Money! Isn't It?*, R&H, Hagerstown, MD 1993.

### Video or Audio Cassettes

Burkett, Larry, *Your Finances in Changing Times Video Series: A Seminar on Biblical Principles of Finance* Christian Financial Concepts, P.O. Box 2377, Gainesville, CA 30503, 1990.

Reid, G. Edward, *It's Your Money! Isn't It?*, Video Series, R&H, Hagerstown, MD.

### Other Materials

Reid, G. Edward, *You and Your Money*, R&H, Hagerstown, MD 1995. (small booklet)

## Address List

### **AdventSource**

5040 Prescott Avenue  
Lincoln, NE 68506  
800-328-0525

### **Avon Books**

1350 Avenue of the Americas  
New York, NY 10019

### **Channing L Bete**

200 State Road  
South Deerfield, MA 01373-0200

### **Dallas Christian Video**

12077 N. Collins Boulevard  
Suite 202L  
Richardson, TX 75080-9990

### **Family Matters**

P.O. Box 7000  
Cleveland, TN 37320

### **Filmfair Communications**

10900 Ventura Boulevard  
Studio City, CA 91605

### **Focus On The Family**

Colorado Springs, CO 80995  
1-800-232-6459

### **Franciscan Communications/Teleketics**

1229 South Santee Street  
Los Angeles, CA 90015-2566

### **Nancy Van Pelt**

366 N. Lind  
Fresno, CA 93727  
(209) 251-9790

### **Quiet Hour**

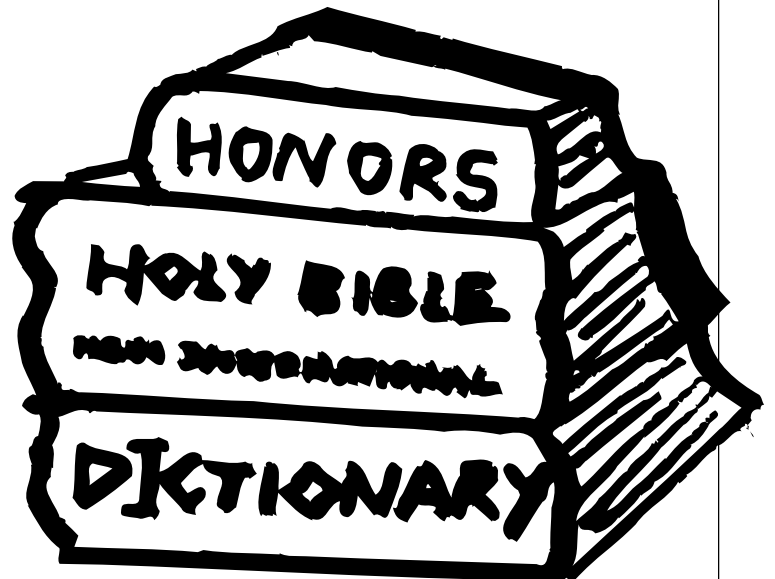
P.O. Box 3000  
Redlands, CA 92373  
1-800-444-8007

### **Word Life-Ware Video**

4800 West Waco Drive  
Waco, TX 76796

### **Word Ministry Resources**

P.O. Box 2518  
Waco, TX 76702-2518  
1-800-299-9673



# General Resources for the Adventurer Family Network

## Parenting Newsletters

### Creative Parenting (SDA)

P.O. Box 126  
Cedar Lake, MI 48812  
\$9.95 for individual subscriptions, substantial discounts for groups.  
Contact Cari at (517) 427-3062.

### Dad's Newsletter

College of Fathering  
P.O. Box 270616  
San Diego, CA 92198-1616  
(619) 487-7099

### Family Times/Family Matters (SDA)

P.O. Box 7000  
Cleveland, TN 37320  
\$2.00 for subscription. May be ordered with blank spaces for local advertisements and announcements, and distributed as an outreach and community service. (Also ask for a catalogue of books and materials.)

## Seminars

### The Compleat Parent

Nancy Van Pelt  
366 N. Lind  
Fresno, CA 93727  
(209) 251-9790  
book, workbook and tapes available—  
may use study group format

### Family Seminar

Revelation Seminars  
P.O. Box 66  
Keene TX 76059  
1-800-982-3344  
17 lessons designed for church families and outreach. #4.95

### Marriage Commitment Seminars

(contact your local conference office)

### Marriage Encounter Seminars

(contact your local conference office)

### Positive Parenting

Concerned Communications  
Hwy 59N, Siloam Springs AR 72761

1-800-447-4332

5 sessions. \$5.95 per person, \$39.50 for instructor's kit.

### Family Seminar (by Rocky and Christine Gale of Florida Conference)

Southern Union Revelation Seminar  
Resource Center  
4280 Memorial Drive  
Decatur, GA 30032  
(404) 296-6102

\$5.75 for student booklets, \$10 for instructor's.

### What Is A Family (Karen Flowers, 1980)

*AdventSource*  
5040 Prescott Avenue  
Lincoln, NE 68506  
Basic seminar on family as place for belonging, feeling special... Includes stories, discussion ideas, exercises, 45 pages, looseleaf

## Catalogues of Free or Inexpensive Materials

### Office of Child Development

P.O. Box 1182  
Washington, D.C. 20013

### US Dept of Health, Education & Welfare

Office of Child Development  
Government Printing Office  
Washington, D.C. 20402

## Catalogues of Recommended Materials

Family Life Resources 199\_, *AdventSource* (free)  
Family Matters Catalog, Family Matters (free)  
Tools For Family Ministries, *AdventSource* (\$3.95)

## Recommended Reading

Lewis, Paul, *The Five Key Habits of Smart Dads*.  
Confred, Ken R., *The 7 Secrets of Effective Father: Becoming the Father You Want to Be*, Wheaton: Tyndale House Publishers, 1992.  
MacDonald, Gordon, *The Effective Father*, Wheaton: Living Press, 1977.

All three are available from:  
*AdventSource*  
5040 Prescott, Lincoln, NE 68506  
(402) 486-2519 1-800-328-0525

