



Adventurer Club Instructor

**WORKSHOP RESOURCES
FOR PRESENTERS**

Adventurer Instructor Workshop Resources for Presenters

v2.0

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Adventurer Club Instructor CERTIFICATION

Prerequisites

1. Commit to the Youth/Children's Ministry Volunteer Code of Conduct (p 13).
2. Be currently approved by your conference's child protection screening verification.
3. Be a baptized Seventh-day Adventist Christian who loves Jesus and is willing to share this love in both word and deed.
4. Establish a mentoring relationship with an experienced instructor or a professional teacher. Document the conversations and advice that they share with you over the course of an Adventurer year.
5. Complete the Adventurer Club Basic Training Certification.
6. Be in compliance with your conference's background screening procedure.

Overview of Workshops

Understanding Teaching Styles—EDUC 002

This seminar gives a survey of historical styles and introduces new styles. It discusses the strengths and weaknesses of each style and encourages participants to evaluate their own style of teaching and take the necessary steps to become more effective instructors.

Understanding Learning Styles—EDUC 003

This seminar gives a survey of the learning styles and considers how to reach a learner utilizing the best practices. It encourages participants to evaluate the different styles of learning of children and consider what teaching and leadership changes they should make to become more effective in reaching their Adventurers.

Working with Children with Special Needs —EDUC 006

This seminar gives an overview of common types of special needs and promotes communication with parents and caregivers of Adventurers who have them. It also provides suggestions about how to adapt Adventurer activities for children with special needs to ensure that all Adventurers can participate and be successful.

Building Self-Esteem and Confidence —EDUC 007

This seminar recognizes the characteristics that foster self-esteem and resilience in children. It identifies the benefits of positive self-esteem and teaches participants how to model practices that increase self-esteem and confidence in children.

Teaching the Adventurer Curriculum through Active Learning—EDUC 105

This seminar presents the objectives of the four tracks of each level and incorporates ideas for active learning at each developmental stage. These tracks are My God Myself, My Family, and My World. Understanding the intent beneath each track will help leaders implement specific and practical suggestions for creative and dynamic instruction, focusing on active learning.

Teaching Stars, Chips and Awards —EDUC 130

This seminar takes a deeper look at the intent, rationale, variety, and exploration potential of stars, chips, and awards. It gives special emphasis to creating experiential, age-appropriate learning activities to help children complete their stars, chips, and awards. It also emphasizes how to balance integrity of learning with conflicts of time, resources, and safety.

Teaching Christian Values—EDUC 150

This seminar covers the faith development stages of Adventurers and gives participants ideas about how to nurture faith at each stage. It identifies the Biblical values upon which the Adventurer Pledge and Law are based and teaches how to use strategies that teach and model Christian principles to Adventurers.

Implementing Positive Discipline—PYSO 123

This seminar covers principles of Christian discipline, including specific techniques for positive reinforcement and redirection of behavior.

Required Fieldwork

1. Lead a group of Adventurers to Investiture.
2. Lead a group of Adventurers to successful completion of a star, chip, or award.
3. Create a portfolio that contains the handouts and your personal notes from the workshops you have attended and the mentoring you have received. Place copies of your teaching plans and records in this portfolio as you complete the second and third requirements.

Portfolios

The Instructor certification requires a portfolio documenting the journey, progress, lessons learned, and completion of requirements.

The portfolio should include a completed certification check sheet and evidence confirming requirement completion. This evidence can come in the form of signed class cards or sign in sheets, class handouts and/or photographs of participants involved in, or leading proof of applicable research and projects completed as required fieldwork.

The purpose of the portfolio is not only to show completion of all the certification requirements, but also to be an authoritative referral source when faced with similar issues in the future.

The physical portfolio can be a three ring binder or folder in which all materials are kept. However, fully digital data collection is also acceptable.

The content is what counts, not the form of that content. It should be well organized and easy to check over. Items should be labeled for easy connection to a specific requirement. The form will vary according to the personality and style of the participant.

Portfolio Review

The purpose of the review is to confirm completion of the requirements. It is not to require conformity to any system requiring specific formats of style or presentation.

Portfolios are reviewed with a simple Pass/Fail. A failed portfolio will be returned to the participant with a written explanation of what needs to be added, corrected or completed to prove completion of the certification requirements. Portfolios that pass should also be returned to the participant in a timely manner.

Review of completed portfolios will be done by an invested Master Guide appointed by the Conference Youth Director or their designee.

Recognition of Completion

Everyone likes to have their efforts recognized. Adventurer leaders who put in untold hours of prayer, planning, counseling, and training are no exception.

Upon successful review of the portfolio the participant is eligible to receive an enameled pin and certificate of completion.





Understanding Teaching Styles —EDUC 002

Description

This seminar gives a survey of historical styles and introduces new styles. It discusses the strengths and weaknesses of each style and encourages participants to evaluate their own style of teaching and take the necessary steps to become more effective instructors.

Audience/Participants

Instructors and parents.

Resource Material

- *Little Lamb Leader's Guide*
- *Eager Beaver Leader's Guide*
- *Busy Bee Leader's Guide*
- *Sunbeam Leader's Guide*
- *Builder Leader's Guide*
- *Helping Hand Leader's Guide*
- *Adventist Adventurer Awards* on Wikibooks (wikibooks.org/wiki/Adventist_Adventurer_Awards)
- *Children's Ministries Ideas and Techniques that Work* edited by Ann Calkins
- *Teaching the Faith* by Donna Habenicht
- *Teaching with Heart* by Jody Capehart

What Your Participants Will Learn

To identify and describe different teaching styles, to distinguish the advantages and/or disadvantages of each style, and to recognize when and how to adjust styles to fit teaching situations and students best

Content

- Four major teaching styles
 - Formal authority
 - Demonstrator
 - Facilitator
 - Delegator
- Reminder that a combination of styles is usually the most effective
- Brainstorming useful activities or teaching methods for each style and describing when it would be appropriate to use each in an Adventurer classroom

Suggested Activities

- Role-playing or modeling activities that would be useful for each style
- Identifying which teaching style would be most effective for a given list of scenarios
- Completing a survey to determine participant's teaching style
- Demonstrating each teaching style & identifying strength/weakness for each



Understanding Learning Styles —EDUC 003

Description

This seminar gives a survey of the learning styles and considers how to reach a learner utilizing the best practices. It encourages participants to evaluate the different styles of learning of children and consider what teaching and leadership changes they should make to become more effective in reaching their Adventurers.

Audience/Participants

Instructors and parents.

Resource Material

- *Learning Styles Test Handout*
- *Adventurer Leadership Growth Curriculum*
- *Little Lamb Leader's Guide*
- *Eager Beaver Leader's Guide*
- *Busy Bee Leader's Guide*
- *Sunbeam Leader's Guide*
- *Builder Leader's Guide*
- *Helping Hand Leader's Guide*
- *Children's Ministries Ideas and Techniques that Work* edited by Ann Calkins
- *Teaching the Faith* by Donna Habenicht

What Your Participants Will Learn

To identify and appreciate the different styles of learning, to explore the primary learning styles of each Adventurer in their club, and how to incorporate activities that reach of the learning styles.

Content

- Learning styles
 - Auditory learners
 - Visual learners
 - Kinesthetic (touch) learners
 - Experiential learners
- How to utilize strategies to reach each learning style in your Adventurer Club

Suggested Activities

- Adventurer Leadership Growth Curriculum
- Game -- match scenario to learning style
- Have participants make a quadrant assessment of their club members (sorting by learning style that fits each best) Identify several awards might work best for each group.
- Set up hands-on stations for participants to experience several activities for each type of learning style. What learning style fits best with each participant?
- Teach Bible verses using different learning styles.
 - auditory - repetitive readings or songs
 - visual - show verse on paper or screen
 - kinesthetic - relay race to put verse parts in order
 - experiential - writing or drawing the verse



Working with Children with Special Needs—EDUC 006

Description

This seminar gives an overview of common types of special needs and promotes communication with parents and caregivers of Adventurers who have them. It also provides suggestions about how to adapt Adventurer activities for children with special needs to ensure that all Adventurers can participate and be successful.

Audience/Participants

Instructors and parents.

Resource Material

- *Adventurer Leadership Growth Curriculum*
- American Association on Intellectual and Developmental Disabilities website (aamr.org)
- American Foundation for the Blind website (afb.org)
- American Society for Deaf Children website (DeafChildren.org)
- American Speech-Language-Hearing Association website (asha.org)
- Brain Injury Association of America website (biausa.org)
- Canadian Association of the Deaf website (cad.ca)
- Pathologists & Audiologists website (caslpa.ca)
- Canadian National Institute for the Blind website (cnib.co)
- Center for Autism & Related Disorders website (CenterforAutism.com)
- Children and Adults with Attention Deficit/Hyperactivity Disorder website (chadd.org)

- Deaf Ministries International website (DeafHope.org)
- Juvenile Diabetes Research Foundation International website (jdrf.org)
- Learning Disability Association of America website (ldaamerica.org)
- Muscular Dystrophy Association website (mda.org)
- National Association for Down Syndrome website (nads.org)
- Spina Bifida Association website (SpinaBifidaAssociation.org)
- United Cerebral Palsy website (ucp.org)

What Your Participants Will Learn

To understand the different disabilities children can have, to foster communication with parents and caregivers of Adventurers who have disabilities, to adapt Adventurer activities for children with disabilities, to make sure that each Adventurer can participate and be successful, and to ensure that the Adventurer Club meeting site is physically accessible.

Content

- Challenges that children with disabilities encounter
- How to identify any disabilities or modification needed during registration
- How to communicate with parents and caregivers to gain insight about how to modify or adapt activities for their individual child's needs
- Examples for how to adapt or modify Adventurer activities for children with disabilities so that each child can be successful as part of each activity
- How to identify areas and activities that might pose an accessibility challenge

Suggested Activities

- Adventurer Leadership Growth Curriculum
- Ask a special needs professional (teacher, therapist, etc.) to speak with the class.
- Ask parents to meet one-on-one with staff to discuss child's specific needs
- Reach out to college students studying in field of special needs and invite them to volunteer to share at trainings or volunteer consistently at club meetings as a big brother or big sister
- Ask health department or local hospital for additional resources
- Ask church members to volunteer as a consistent mentor for a special needs child
- Demonstrate how to adapt activities for a child with special needs



Building Self-Esteem and Confidence—EDUC 007

Description

This seminar recognizes the characteristics that foster self-esteem and resilience in children. It identifies the benefits of positive self-esteem and teaches participants how to model practices that increase self-esteem and confidence in children.

Audience/Participants

Instructors and parents.

Resource Material

- *Adventurer Leadership Growth Curriculum*

What Your Participants Will Learn

To identify the benefits of positive self-esteem and high levels of resilience in children, to recognize the characteristics of adults who foster these qualities in children, and to model practices that will increase these qualities in children.

Content

- How self-esteem is connected to children's behavior
- How an adult's role can influence a child's self-esteem
- Ellen White's tips for building Adventurers' self-esteem
- Ideas for building self-esteem and resiliency in Adventurers

Suggested Activities

- Helping participants to identify spiritual gift and ideas to utilize this gift in ministry
- Creating a list of positive affirmations.
- Role play good manners or make it into a game
- Assigning tasks to different adventurers (or staff) in club. Making a reward system for participating



Teaching the Adventurer Curriculum through Active Learning—EDUC 105

Description

This seminar presents the objectives of the four tracks of each level and incorporates ideas for active learning at each developmental stage. These tracks are: My God, Myself, My Family, and My World. Understanding the intent beneath each track will help leaders implement specific and practical suggestions for creative and dynamic instruction, focusing on active learning.

Audience/Participants

Instructors and parents.

Resource Material

- *Little Lamb Leader's Guide*
- *Eager Beaver Leader's Guide*
- *Busy Bee Leader's Guide*
- *Sunbeam Leader's Guide*
- *Builder Leader's Guide*
- *Helping Hand Leader's Guide*
- *Adventist Leadership Growth Curriculum*

What Your Participants Will Learn

To identify the physical, intellectual, emotional, and social developmental stages of Adventurers, and to examine how to combine track requirements with award requirements in engaging activities.

Content

- How to engage Adventurers in activities appropriate to their developmental stages
- What changes Adventurer children experience during their physical, intellectual, emotional, and social development
- Suggestions for how to help every child be successful in each track requirement at their appropriate developmental level

Suggested Activities

- Participating in a hands-on activity that demonstrates how to actively involve the children.
- Integrating class requirements with award activities.
- Demonstrating creative activities for various class levels:
 - Little Lambs - Create a lamb and the shepherd (showing patience and gentleness); role play David as a shepherd
 - Eager Beaver - Dress up as a beaver; create a scene of a beaver home (energetic, committed, supportive, always moving); relate to different Bible friends such as Jonathan & David
 - Busy Bee/Sunbeam - Show how a community of bees or ants work together all for the common goal as the Trinity works as one common goal; show trinity rope activity (3 strands create one rope)
 - Builders/Helping Hand - Use blocks or marshmallows/toothpicks to work in teams to build a church and describe what they see in their church or how they could help (prayer, music, greeting, scripture, offering, etc.)



Teaching Stars, Chips and Awards —EDUC 130

Description

This seminar takes a deeper look at the intent, rationale, variety, and exploration potential of stars, chips, and awards. Special emphasis is given to creating experiential, age-appropriate learning activities to complete the stars, chips, and awards. It will also emphasize how to balance integrity of learning with conflicts of time, resources, and safety.

Audience/Participants

Instructors and parents.

Resource Material

- *Little Lamb Leader's Guide*
- *Eager Beaver Leader's Guide*
- *Busy Bee Leader's Guide*
- *Sunbeam Leader's Guide*
- *Builder Leader's Guide*
- *Helping Hand Leader's Guide*

What Your Participants Will Learn

To plan out awards in a way that is meaningful for instruction, to make a spiritual connection to every award, and to select awards for instruction that meet class requirements.

Content

- Looking at one award (preferably in the class level a participant will be teaching) and planning out meaningful activities to teach each section for the star, chip, or award they have chosen.

- Evaluating the resources, time, and safety for each of the activities chosen to meet the requirements for the star, chip, or award the participant chose.
- Breaking into small groups so each group can look at one class level and match up awards to meet each curriculum requirement for that level, then share their results with everyone.
- Asking each group to identify a spiritual connection for each award they chose to meet the curriculum requirements for the level they were working with.

Suggested Activities

- Choosing meaningful activities to meet star, chip, or award requirements
- Evaluating resources, time, and safety for activity requirements
- Matching curriculum requirements to star, chip, or awards
- Identifying spiritual connection for each star, chip, and award
- Selecting an award but take away an essential resource to challenge participants to figure out how they could teach it.
- Dividing participants into group. Assign each group an award/chip/star and brainstorm the meaning and purpose
- Role play some class scenarios with safety issues
- Evaluating several awards for safety concerns
- Choosing a star/chip/award and asking participants to identify
 - Why staff plan
 - What children are learning
 - How activities are connecting children to God
 - Are the activities safe for all children?



Teaching Christian Values —EDUC 150

Description

This seminar covers the faith development stages of Adventurers and gives participants ideas about how to nurture faith at each stage. It identifies the Biblical values upon which the Adventurer Pledge and Law are based and teaches how to use strategies that teach and model Christian principles to Adventurers.

Audience/Participants

Instructors and parents.

Resource Material

- *Adventurer Leadership Growth Curriculum*
- *Adventurer Club Director's Guide*
- *Little Lamb Leader's Guide*
- *Eager Beaver Leader's Guide*
- *Busy Bee Leader's Guide*
- *Sunbeam Leader's Guide*
- *Builder Leader's Guide*
- *Helping Hand Leader's Guide*
- *10 Christian Values Every Kid Should Know* by Donna J. Habenicht

What Your Participants Will Learn

To identify the values that are important for Adventurers to learn and practice, to describe the faith development stages children in Adventurers progress through, to recognize the values upon which the Adventurer Pledge and Law are based, and to use strategies that teach and model values to Adventurers.

Content

- Bible passages that show Christ-centered values
- Values that should be taught and modeled for Adventurers
- Main points for each faith developmental stage
- Analysis of each part of the Adventurer Pledge and Law and recognition that Jesus can help each one of us be more like Him
- Explanation of the Adventurer altar and its meaning and purpose

Suggested Activities

- Planning activities that reinforce the values for your Adventurer Club
- Discussing what values are important to your church community and deciding which values your club will emphasize
- Finding or creating your own activities that teach the values upon which the Adventurer Pledge and Law are based
- Give out an example of a sermon on the meaning of the altar. Have instructor break into groups and work together on how they would use visual or illustrations of the altar or other creative method to deliver the sermon.
- Role-play how to handle a situation well. Model good values by how you treat them.
- Select and award or curriculum item and specifically show how you will teach Christian values as part of that activity.
- Before workshop section, have some participants assigned to interrupt/wiggle etc. like Adventurers would. Use the opportunity to correct the behavior demonstrating the use of Christian values.



Implementing Positive Discipline —PYSO 123

Description

This seminar covers principles of Christian discipline, including specific techniques for positive reinforcement and redirection of behavior.

Audience/Participants

Instructors and parents.

Resource Material

- *Adventurer Leadership Growth Curriculum*
- *Adventurer Club Director's Guide*
- *Little Lamb Leader's Guide*
- *Eager Beaver Leader's Guide*
- *Busy Bee Leader's Guide*
- *Sunbeam Leader's Guide*
- *Builder Leader's Guide*
- *Helping Hand Leader's Guide*
- *Education* by Ellen White
- *10 Christian Values Every Kid Should Know* by Donna J. Habenicht

What Your Participants Will Learn

To identify the purpose of discipline, to understand the developmental stages of Adventurers and how these stages impact discipline, to understand what to do and what not to do in discipline, to use effective discipline strategies in your Adventurer meetings, and to redirect negative behavior successfully.

Content

- Introduction to discipline and its purpose
- How to redirect behavior in children of each developmental stage
- Difference between discipleship and discipline
- Examples of positive and negative discipline
- How to establish expectations (rules/boundaries) and consequences

Suggested Activities

- Responding to scenarios about how to react to different discipline issues
- Differentiating between discipline & discipleship
- Display book examples
- Role play positive discipline/redirection
- Brainstorm ideas for redirecting behavior in a positive way
- Create a class list of rules/boundaries/expectations. Use pictures/posters and be creative with visual aids.

CHILD PROTECTION PLAN RESOURCES

Seventh-day Adventist Church in North America



NAD - YOUTH/CHILDREN'S MINISTRY VOLUNTEER CODE OF CONDUCT

Acknowledgment

Because I want the best possible environment for our children and youth to grow up in, it is important that those working with children have guidelines for conduct in order to protect both themselves and those under their care. As a ministry volunteer, I want parents and others to feel comfortable and confident with me.

My Commitment to Volunteer Ministry

As a Youth/Children's Ministry Volunteer, I will:

1. Provide appropriate adult supervision at all times for the children for whom I am responsible.
2. Have at least one other adult, eighteen (18) years of age or older, to help with the supervision of children. If I find myself in a situation where I am the only adult present, under no circumstances will I allow myself to be alone with one child (the "two-person rule"). This protects the child as well as protecting the adult from possible allegations.
3. Ask a child's permission before physically touching him/her anywhere, even when responding to an injury or problem. This is especially true for any areas that would normally be covered by a T-shirt and/or shorts. If an injury is within this area, make sure another adult works with you as care is provided.
4. Refrain from physical and verbal attacks and corporal punishment which are inappropriate behaviors and should never be used as discipline. "Time outs" or "sit-in-that-chair" may be helpful discipline methods to use with children.
5. Affirm children with appropriate touching by keeping hugs brief and "shoulder-to-shoulder" or "side-to-side." I will keep hands at (not below) the shoulder level. For small children who like to sit on laps, I will encourage them to sit next to me.
6. Provide extra care when taking small children to the restroom. I will take another adult along, or leave the door open.
7. Be aware of conducting activities in rooms that do not have an interior viewing area, or I will leave the door open during the activity to allow easy observation by others.
8. Cooperate with the volunteer screening process and complete the Volunteer Ministry Information form, as required by the church.
9. Be aware of the signs and symptoms of child abuse and aware of the legal requirements for reporting suspected cases of abuse. In addition to any legally required reporting, I agree that if I become aware of any behavior by

another individual which seems abusive or inappropriate towards children I am supervising, I will report that behavior to the church pastor, elder, or directly to the Conference Treasurer's or Risk Management Director.

10. Cooperate with church leadership in conducting children and youth ministries by being a volunteer who is loving, kind, firm, and always a thoroughly professional person. Working with children and youth is not only a privilege; it is also a serious responsibility that must be approached with utmost care.
11. Participate in orientation and training programs conducted by the church.
12. Uphold the standards of the Seventh-day Adventist Church.

* In the event I find it impossible to comply with the above, I will comply as closely as possible with the Code of Conduct and act in good faith for the welfare of the people involved.

**Thank You for your service as a Youth/Children's Ministry Volunteer
Please retain a copy of this document and keep it for reference.**



Resources for Your Club

Adventurer Club Starter Kit

The Adventurer Club provides a complete age-appropriate curriculum for families with kids in pre-k through fourth grade. At each level kids learn more about the Bible, health, nature, how to get along with others, and more. The Adventurer Club also gives parents an opportunity to model Christian values while enjoying special activities with their children. Through the Adventurer Club, the church can support parents as they work to develop happy, healthy, mature kids.

Included in the Starter Kit:

- Director's Guide with complete instructions on programming, curriculum, uniforms, and more
- Leader's Guides for Little Lamb, Eager Beaver, Busy Bee, Sunbeam, Builder, and Helping Hand levels
- Awards Poster with titles listed in English, Spanish, and French
- Music CD including the theme song for the Adventurer Club in English and Spanish
- Resource USB Flash Drive featuring award requirements, printable forms and certificates, and much more

NAD Adventurer Club Ministries (AdventSource)

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#009541 \$149.95



Director's Guide

#001049 \$14.95

Resource USB Drive

#009542 \$9.95

Leader's Guides

#001600 Little Lamb \$29.95

#001380 Eager Beaver \$29.95

#009543 Busy Bee \$24.95

#009544 Sunbeam \$24.95

#009545 Builder \$24.95

#009546 Helping Hand \$24.95

Adventurer Award Helps

#009766 Busy Bee \$19.95

#009765 Sunbeam \$19.95

#009764 Builder \$19.95

#009763 Helping Hand \$19.95

#009768 Multilevel \$14.95

Adventurer Poster

#001505 Folded \$1.95

#001506 Rolled \$4.95*

#001507 Laminated \$9.95*

**Plus an additional \$5.00 shipping fee*

Record Charts

#001233 Set of Six \$4.95

Activity Books

#001606 Little Lamb \$2.95

#001390 Eager Beaver \$2.95

#001212 Busy Bee \$2.95

#001213 Sunbeam \$2.95

#001215 Builder \$2.95

#001214 Helping Hand \$2.95

Record Cards

#009537 Little Lamb \$0.50

#009539 Eager Beaver \$0.50

#001124 Busy Bee \$0.50

#001126 Sunbeam \$0.50

#001125 Builder \$0.50

#001127 Helping Hand \$0.50

The Adventurer Club Instructor Workshop Resources for Presenters includes helps for each of the eight workshops required for Certification. These workshops include:

- Understanding Teaching Styles—EDUC 002
- Understanding Learning Styles—EDUC 003
- Working with Children with Special Needs—EDUC 003
- Building Self-Esteem and Confidence—EDUC 007
- Teaching the Adventurer Curriculum through Active Learning—EDUC 105
- Teaching Stars, Chips and Awards—EDUC 130
- Teaching Christian Values—EDUC 150
- Implementing Postitive Discipline—PSYO 123

Each of the workshops includes a description of the content, the audience or participants that you can anticipate will attend, resource material, what your participants will learn, basic content for the workshop and suggested activities.

The Adventurer Club Instructor Certification is part of the Adventist Youth Ministries Training (AYMT) which includes certifications for Adventurer Club Ministries, Pathfinder Club Ministries, Master Guides and Youth Ministries.



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AYMT

