



Builder

Activity Book



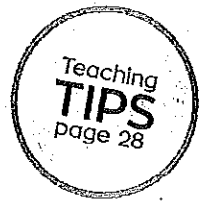
This book belongs to _____

Note to Instructors and Parent(s)/Guardian(s)

This activity book is designed as an ancillary resource to the Builder curriculum. It is important that Adventurers learn through all their senses, so singing, smelling, listening, and activities that require movement should be of primary importance in your program.

Activity booklets may be used in whole, or the pages may be removed and completed one at a time. Collecting the completed pages and binding them together (with a stapler, yarn, or in a binder) at the end of the year will provide a keepsake for the children to remind them of their year as a Builder.

In the back of this booklet you will find teaching helps for each activity and a checklist of investiture requirements for the Builder level.



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Pledge and Law

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I. Recite the Adventurer Pledge and Law.

Adventurer Pledge

"Because Jesus loves me,
I will always do my best."

Adventurer Law

Jesus can help me to:

Be obedient
Be pure
Be true
Be kind
Be respectful
Be attentive
Be helpful
Be cheerful
Be thoughtful
Be reverent

B. Explain the Adventurer Pledge.

_____ is a person who is especially
(my name)

designed and created by the Builder of the universe. He made

_____ to be a Builder like He is. He has all kinds
(my name)
of special building projects planned just for me to enjoy. When I give my
life to Him, He saves me from my sin, helps me find and follow His special
plan for me, and promises to take me home to heaven with Him.

I explained the Adventurer Pledge to _____.

Reading Award

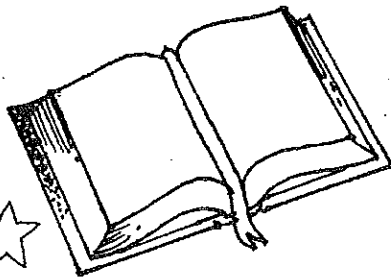
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Complete the Builder Reading award.



Read or listen to the book being read. This can be in club or at home. Then write its name under the picture and color it. Color one star if the book was OK, four stars if it was super.

Three (3)
chapters
from Acts



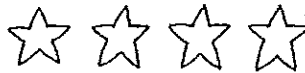
Book on
family, friends,
or feelings



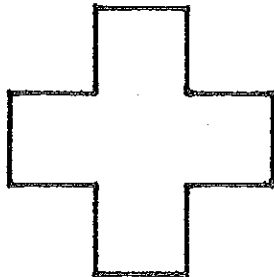
Bible story
book or a book
about Jesus



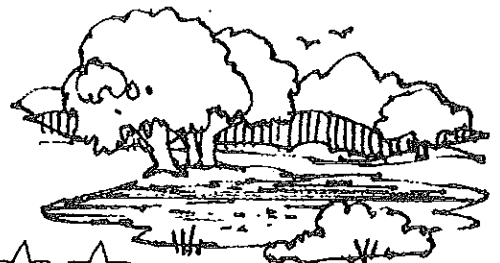
Book on history
or missions



Book on health
or safety



Book on
nature



God's Plan to Save Me

A. Create a story chart or lapbook showing the order in which these events took place:

- Paul—The disciples share Jesus' love
- Martin Luther—God's church disobeys
- Ellen White—God's church prepares for His coming
- Yourself—I get ready to meet Jesus

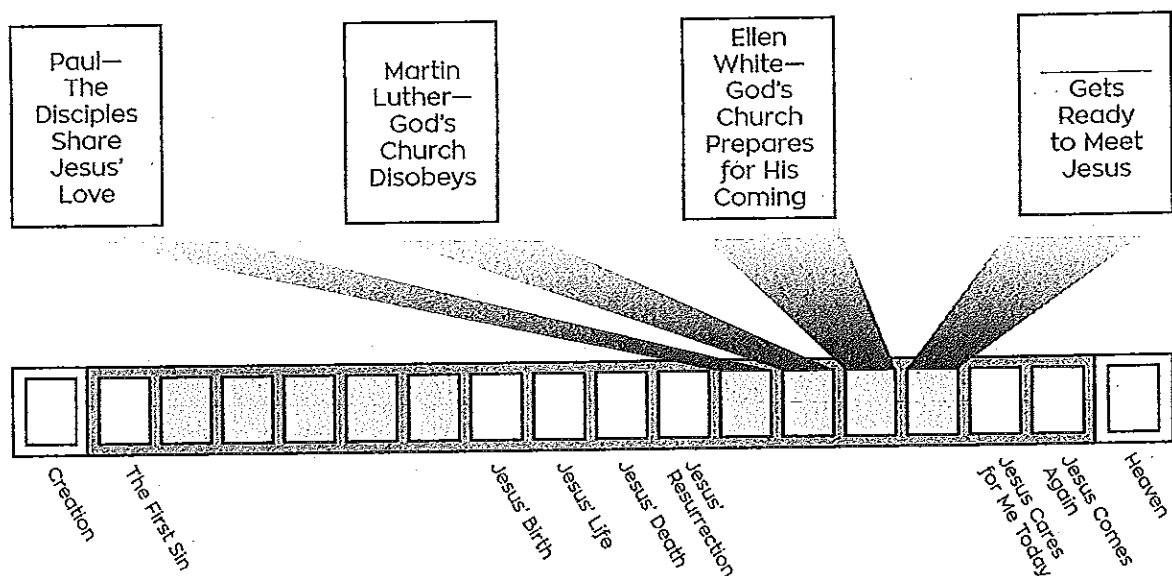
OR

the Bible stories you are studying in school or Sabbath School.

B. Use your story chart or lapbook to show someone how to give their life to Jesus.

STEP BY STEP

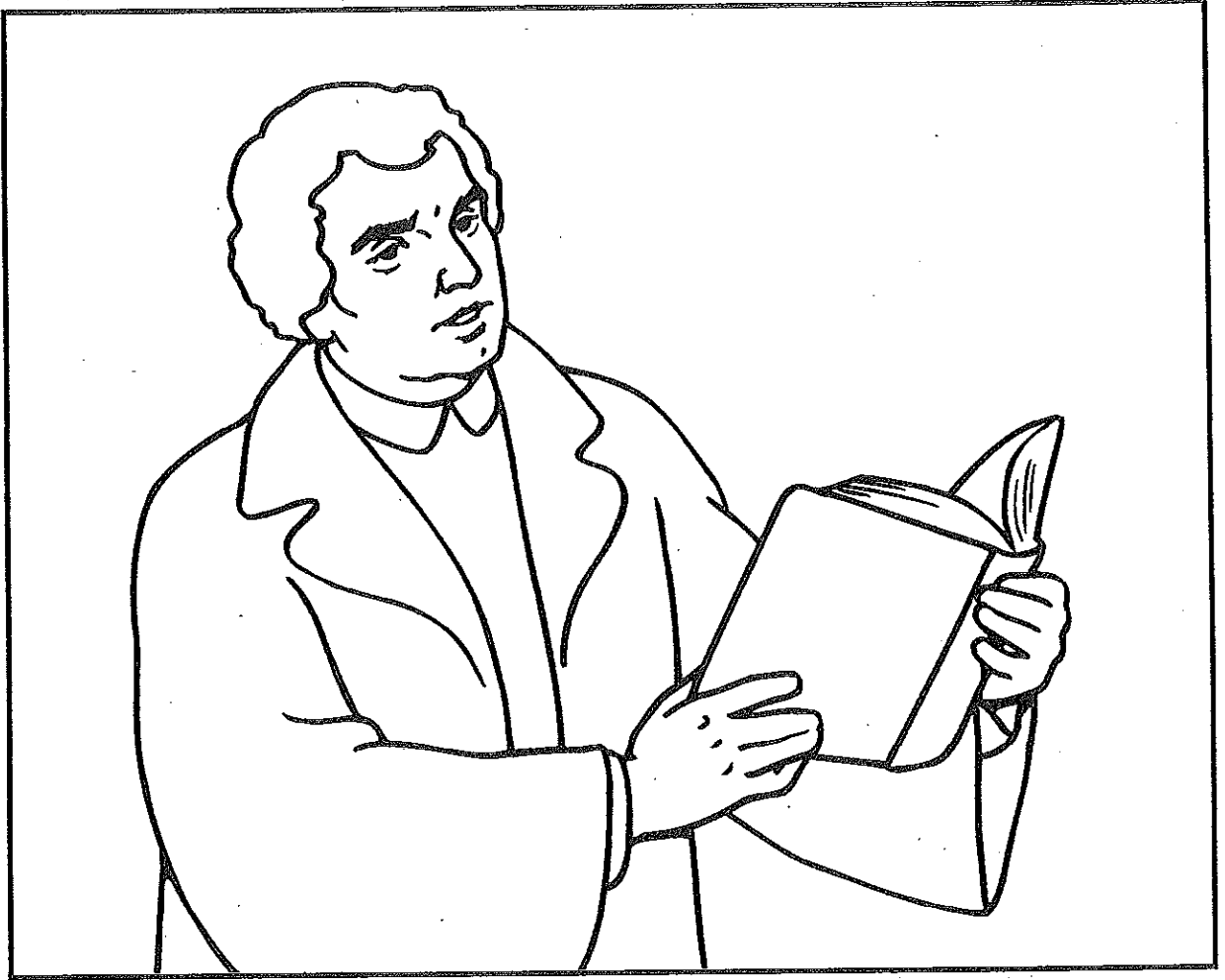
Builder Bible Story Chart





Paul—The Disciples Share Jesus' Love

The disciples shared Jesus' love with everyone. Because Paul and Silas were so joyful and kind, the Philippian jailer decided to live for Jesus, too.



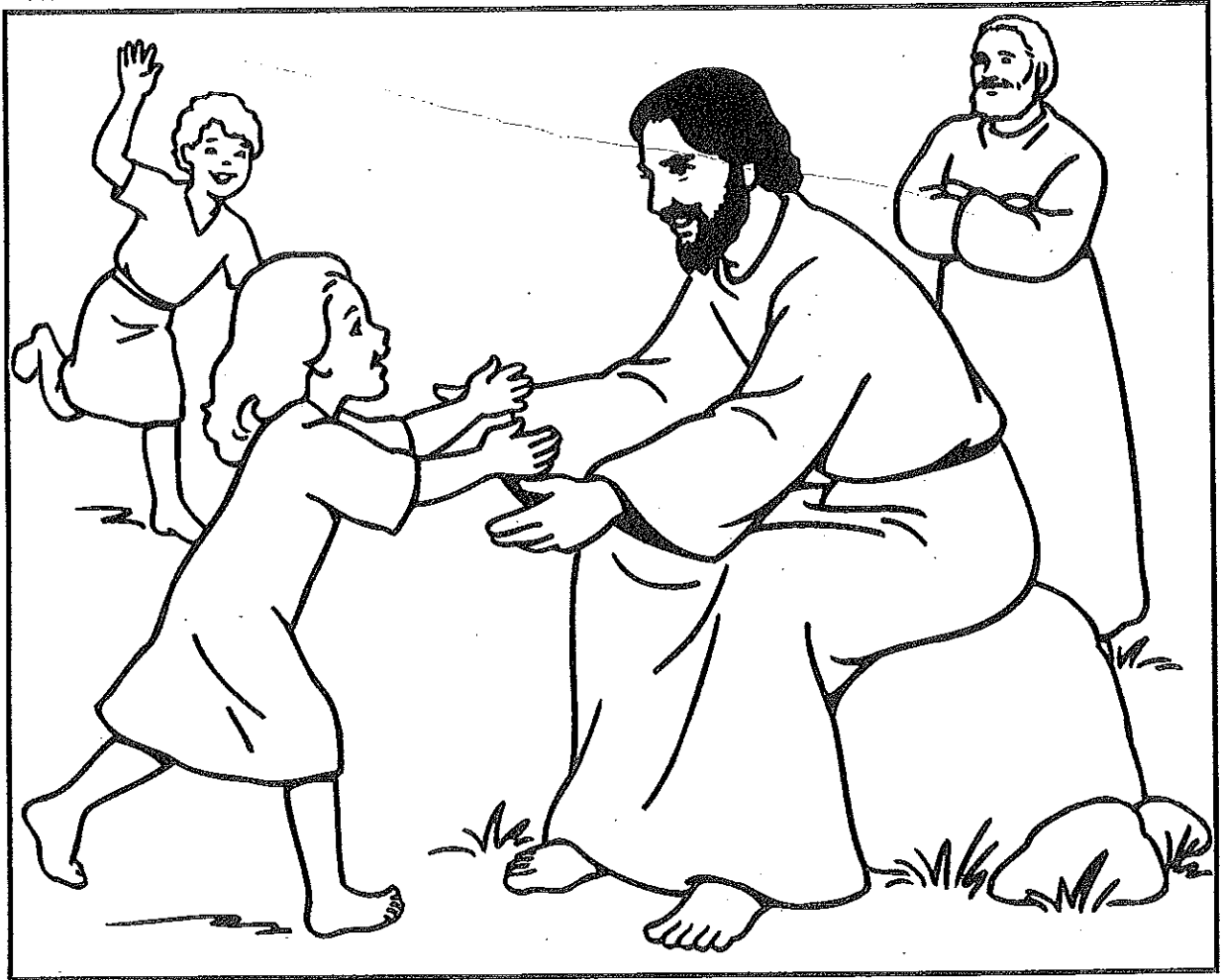
Martin Luther—God's Church Disobeys

Many people began to disobey what Jesus taught in the Bible. But Martin Luther was excited when he read what the Bible really said about God's love and forgiveness.



Ellen White—God's Church Prepares for His Coming

Over 150 years ago, people who were studying their Bibles realized that Jesus would come very soon. They began to get ready to meet Him. God gave Ellen White special dreams to help them.



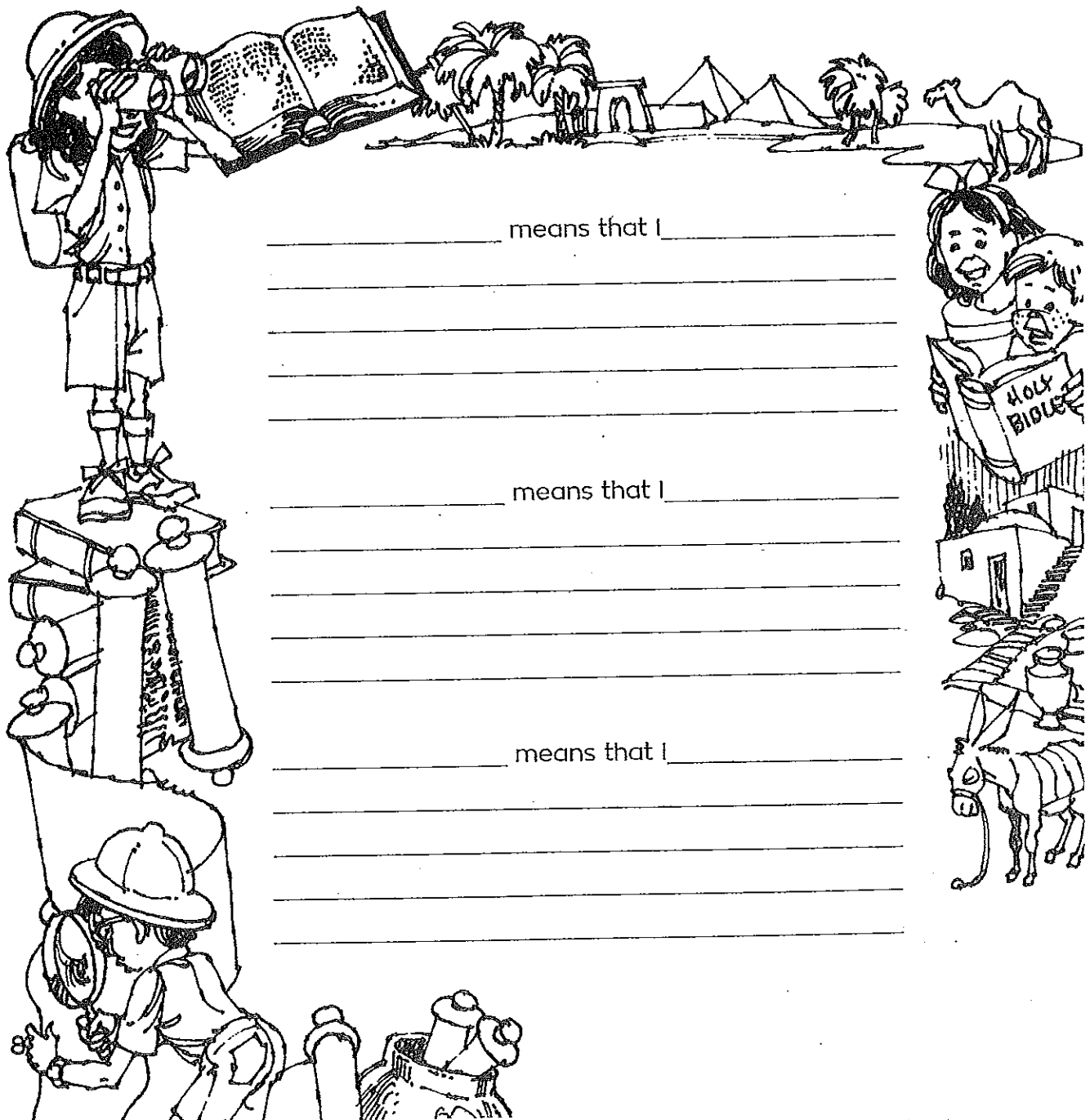
(my name)

**Gets Ready
to Meet Jesus**

God's Message to Me

A. Find, memorize, and explain three Bible verses about giving your life to Jesus:

- Acts 16:31
- John 1:12
- Galatians 3:26
- 2 Corinthians 5:17
- Psalm 51:10
- Your choice



B. Name the books of the New Testament.

Find the titles in the word search game.

Matthew
Mark
Luke
John
Acts
Romans

1 Corinthians
2 Corinthians
Galatians
Ephesians
Philippians
Colossians

1 Thessalonians
2 Thessalonians
1 Timothy
2 Timothy
Titus
Philemon

Hebrews
James
1 Peter
2 Peter
1 John
2 John

3 John
Jude
Revelation

Builder
Adventurers

M J P Z L D 3 V K O N E T J X D 2 A S L M E
V O 2 T H E S S A L O N I A N S C D Q 1 N U
O M A T T H E W D Y X G T M J B O V P T L O
O A V T G X T C 1 M C B U E A M R E S I R V
O R O M A N S Q J O O W S S U T I N O M I D
T K S T L O V 2 K N L E W E H I N T Z O K L
K E G X A M E 3 W E O N B C P V T U N T D B
I 2 P E T E R J V P S T X 2 J 3 H R H H O S
A O F O I S S V S H S Q L A O J I E M Y P Q
K P D B A L U K E E I L V B H O A R L I X X
E V 2 P N T H S B S A M B C N H N S Y 2 G Z
J D J A S 1 C O R I N T H I A N S B K G C R
1 J O H N K R I O A S 3 O D 1 P E T E R D E
H N H U A P T N M N V E E A C T S W J 1 N V
L A N V E P R A A S A H E B R W V I F F S E
P H I L E M O N N S P O H E B R E W S D O L
P O X X O T Q R S Y X R O E T H U U F 2 E A
P H I L I P P I A N S C F W S X X T Y Z 3 T
H B R D Q E 1 T H E S S A L O N I A N S M I
E L P B U I L D E R M L D G Y V G 3 H I P O
M D O E N M P V P Z J U D E W F 1 R A J E N
2 T I M O T H Y H Y O V A A E C Z E Q B K L

God's Power in My Life

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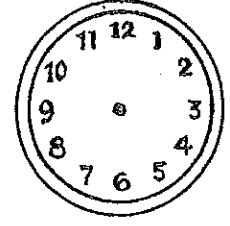
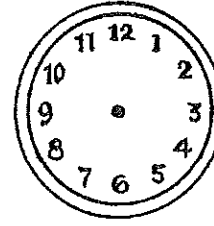
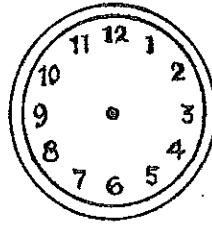
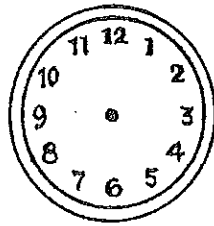
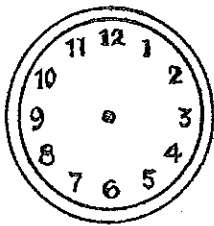
A. Spend regular quiet time with Jesus to talk with Him and learn about Him.

Color the boxes or circles to show your choices.

I will spend my quiet time with Jesus on:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
--------	--------	---------	-----------	----------	--------	----------

I will spend my quiet time with Jesus at:



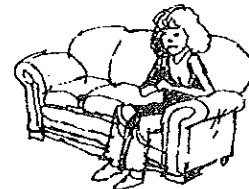
when I get up

after breakfast

after supper

at bedtime

I will spend my quiet time with Jesus:



on my bed

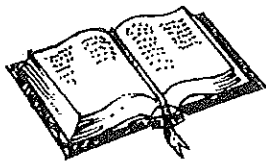
outdoors

at my desk

in a chair

on a sofa

During my quiet time with Jesus, I'd like to try:



reading
my Bible



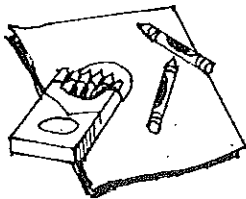
keeping a
scrapbook



writing a letter
to Jesus



reading a Bible
story book



drawing
a picture



singing songs



keeping
a prayer list



studying my
Sabbath School
lesson

Remember to always:

1. Begin with prayer.
2. Think about what Jesus wants me to learn or do.
3. Enjoy being with Him.

Prayer Award



- ☐ 1. Explain why we pray, what things we pray for, how we pray, and where we pray.
- ☐ 2. Read Matthew 6:5-15, the Lord's Prayer.
- ☐ 3. Have a personal prayer time with Jesus each day.
- ☐ 4. Share with someone you know what you learned about praying and say a prayer with him or her.
- ☐ 5. Do two or more of the following:
 - a. Lead out in a club opening or closing prayer or have prayer during family worship
 - b. Make a card with a prayer in it and give it to someone
 - c. Ask the pastor about prayer
 - d. Have a prayer breakfast for kids and parents

I Am Special

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



Things I like to do:

Things I'm good at:

**What an
adventure it
is to serve
Jesus!**



Things people around me need:

Things I need to do better at:

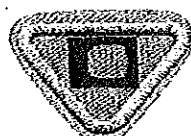


I Can Make Wise Choices

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Media Critic Award



☐ 1. Explain what is meant by the term "media."

List four examples.

☐ 2. Memorize Philippians 4:8 and discuss three principles that help us form good reading, viewing, and listening habits.

☐ 3. Keep a log of the time you spend each day with different types of media (see next page). Note whether the media is Christ-centered or secular. Do this for two weeks.

☐ 4. Do one of the following with an adult:
 a. Watch television
 b. Read a story
 c. Listen to a recording
 Become a "media critic" and discuss the merits of each.

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- [illegible]

[illegible]

I Can Care for My Body

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Temperance Award



☐ 1. Read and discuss 1 Corinthians 6:19, 20 and 1 Corinthians 3:17.

☐ 2. What is meant by drug abuse?

What is meant by temperance?

☐ 3. Talk to a doctor/nurse or discuss with an adult the use and effects of tobacco, alcohol, and drugs.

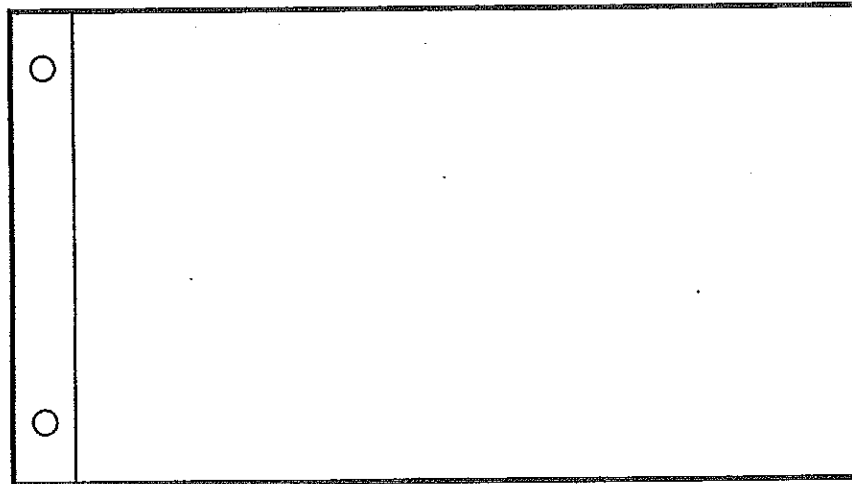
OR

Watch and discuss a video on the dangers of using any of the above.

I Have a Family

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- A. Create a family flag or banner or make a collage of stories and/or photographs about your family.



- B. Find a story in the Bible about a family that changed. Circle the Bible family that is most like yours.



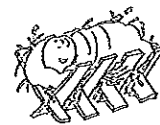
Moses'
Family



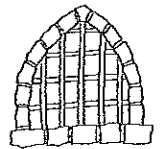
Samuel's
Family



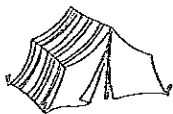
Esther's
Family



Jesus'
Family



Philippian Jailer's
Family



Benjamin's
Family



David's
Family



Cain's
Family



Peter's
Family



Timothy's
Family



Abraham's
Family

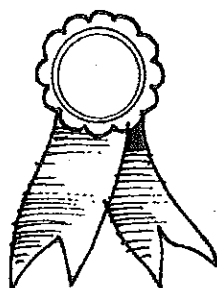
This family is like mine because _____

Family Members Care for Each Other

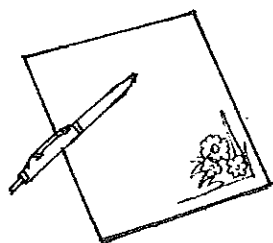


Play a game by having each family member show appreciation to each of the other members of the family.

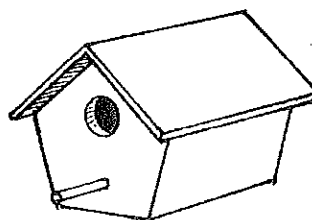
Write the name of each family member on one of the lines to show what you'd like to do for them. (You may draw your own ideas too.)



Special Award



Pretty Note



Homemade Gift

My Idea

*This coupon is
good for washing
and drying the
dishes for one day.*

Kindness Coupon

*This coupon is
good for working
in the yard for
two hours.*


Kindness Coupon

*This coupon is
good for cleaning
the house for
two hours.*

Kindness Coupon

My Idea

My Family Helps Me Care for Myself

	<h2>Wise Steward Award</h2> 									
	<input type="checkbox"/> 1. Find a Bible verse which tells who owns everything on earth.									
	<input type="checkbox"/> 2. Describe a wise steward.									
	<input type="checkbox"/> 3. Find, read, and explain Malachi 3:8-10.									
	<input type="checkbox"/> 4. Fill out your own tithe envelope and give it at church in the offering plate.									
	<input type="checkbox"/> 5. Make and decorate a place to keep your:									
	a. Spending money b. Savings c. Tithe									
	<input type="checkbox"/> 6. Make a poster showing some of the things Sabbath School offerings are used for.									
	<input type="checkbox"/> 7. Listen to the story of a widow in the Bible and her small offering.									
	<input type="checkbox"/> 8. Tell how and why wise stewards will care for their belongings.									

The World of Friends



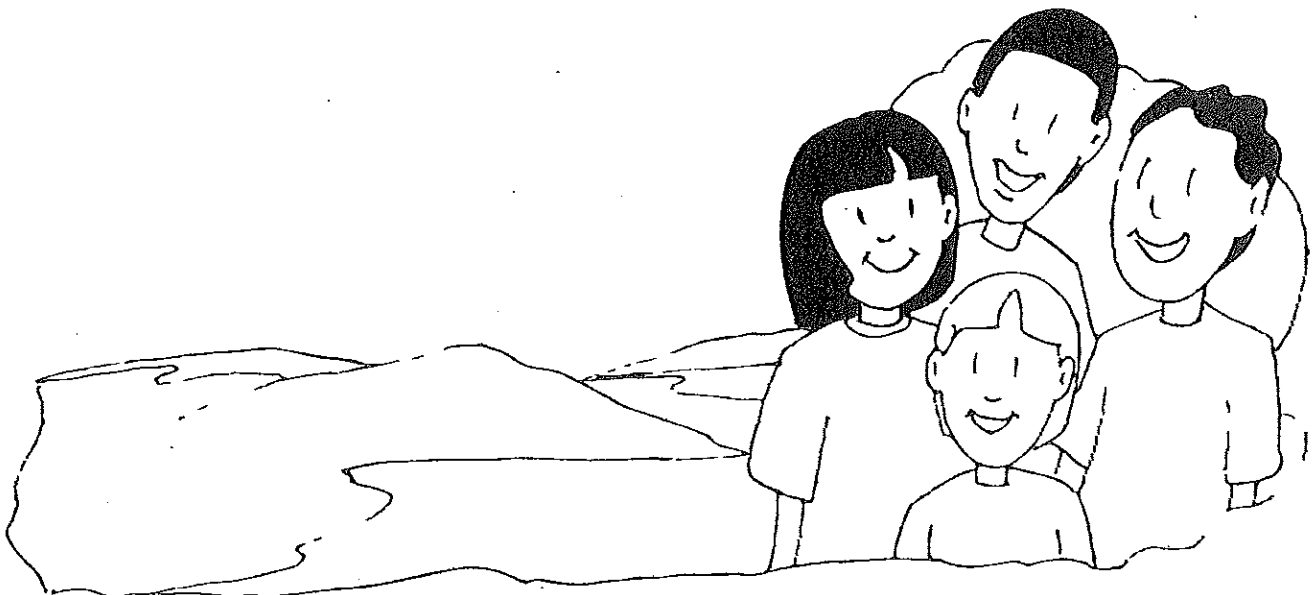
A. Make friends with a person of another culture or generation, or someone who has a disability.

B. Invite that person to a family or church event.

My new friend's name is _____

My new friend is special because _____

My new friend likes to _____



Draw an action strip to show what you and your friend did together.

1.	2.
3.	4.

The World of Other People

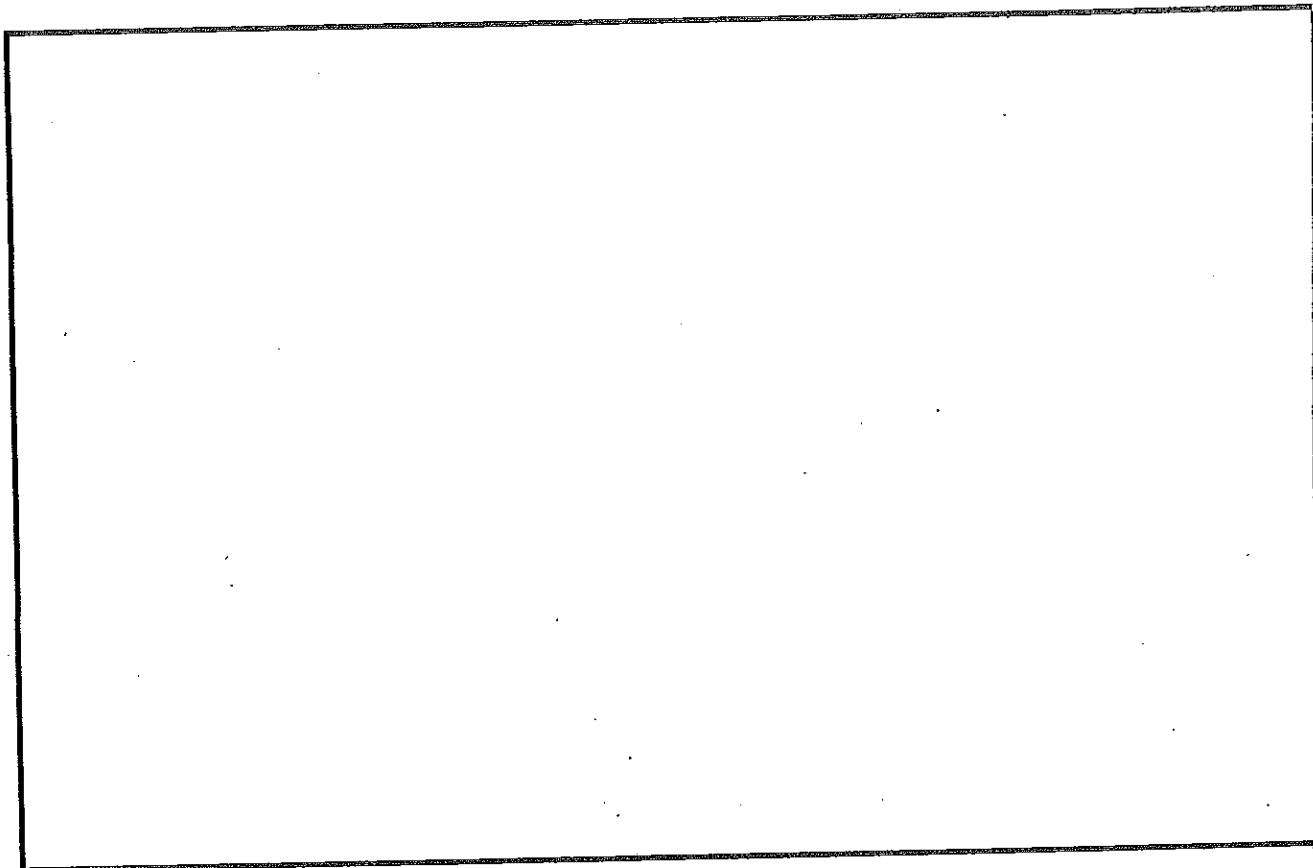
A. Know and explain your national anthem and flag.

Write the words of your national anthem:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

We sing the national anthem because _____

Draw the flag of your country.



The _____ stands for _____

The _____ stands for _____

The _____ stands for _____

The _____ stands for _____

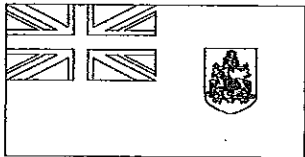
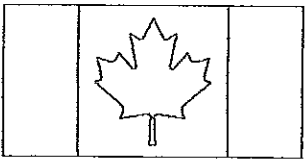
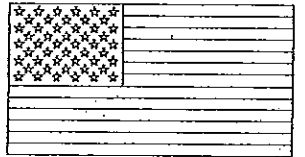
The _____ stands for _____

B. Name your country's capital and the leader of your country.

My country's capital is _____

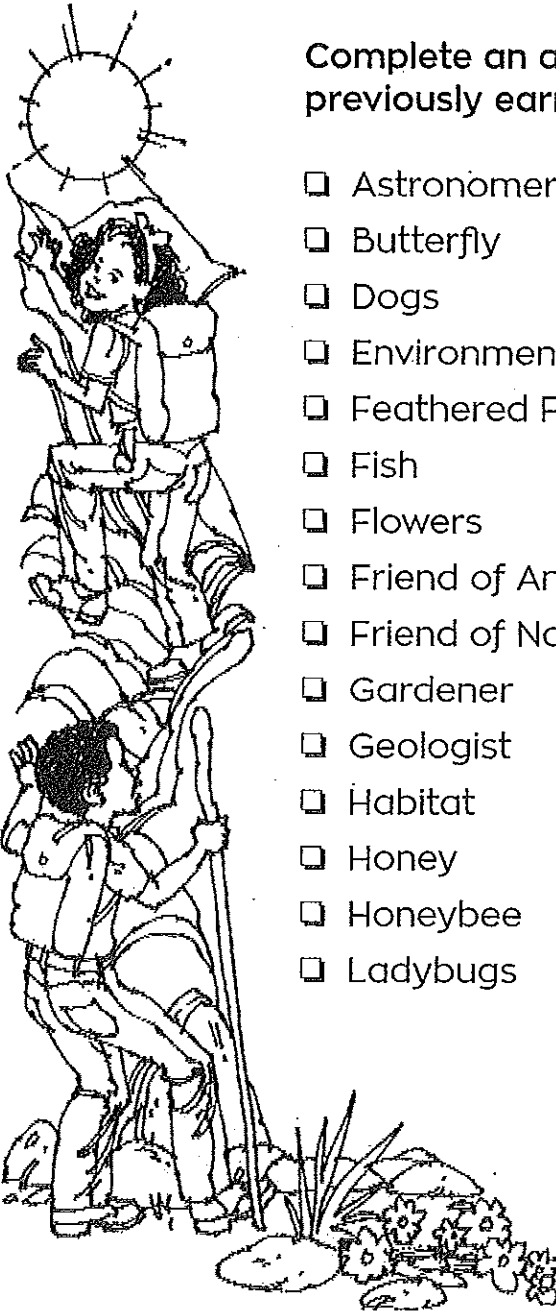
My country's leader is _____

Use this cube for reviewing facts about your country. Put the information in the correct square. Fold the cube and fasten it with tape. Roll the cube and give the information it calls for without looking.

	National Capital	
National Leader	National Pledge	National Anthem
<p>Flags of the North American Division</p> <div data-bbox="204 1279 509 1435">  </div> <p><i>Bermuda</i></p> <div data-bbox="204 1489 509 1646">  </div> <p><i>Canada</i></p> <div data-bbox="204 1700 509 1856">  </div> <p><i>United States</i></p>	National Flag	
National Animal		

The World of Nature

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Complete an award for nature not previously earned.

<input type="checkbox"/> Astronomer	<input type="checkbox"/> Lizards
<input type="checkbox"/> Butterfly	<input type="checkbox"/> Outdoor Explorer
<input type="checkbox"/> Dogs	<input type="checkbox"/> Sand Art
<input type="checkbox"/> Environmentalist	<input type="checkbox"/> Saving Animals
<input type="checkbox"/> Feathered Friends	<input type="checkbox"/> Seeds
<input type="checkbox"/> Fish	<input type="checkbox"/> Trees
<input type="checkbox"/> Flowers	<input type="checkbox"/> Weather
<input type="checkbox"/> Friend of Animals	<input type="checkbox"/> Whale
<input type="checkbox"/> Friend of Nature	
<input type="checkbox"/> Gardener	
<input type="checkbox"/> Geologist	
<input type="checkbox"/> Habitat	
<input type="checkbox"/> Honey	
<input type="checkbox"/> Honeybee	
<input type="checkbox"/> Ladybugs	

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Suggestions for Parents or Leaders

Basic

Page 1

Each Builder may choose one person such as a leader, family member, younger Adventurer, or friend to explain the Pledge to.

In explaining the Pledge, the Builder may: tell its meaning in his/her own words or give examples of when to use it or how to keep it.

Basic

Page 2

The Builder Reading award is given to children who read or listen while someone else reads:

1. Three (3) chapters from Acts from a simple, modern translation of the Bible
2. A Bible story book or a book about Jesus
3. A book on health or safety
4. A book on family, friends, or feelings
5. A book on history or missions
6. A book on nature

Provide children with several good books to choose from which will help them to understand and apply the things they are learning this year in the Builder level.

Be sure that the books are:

1. True to life. The books must present an accurate picture of reality. It must not be overly simplistic, sentimental, or exciting.
2. Lasting value. A good book helps the child to understand God, human nature, or the things of creation without appearing to be preachy and contrived.

3. Morally positive. Evil and sin are recognized as such, and receive their just reward. The good should be upheld as the model and goal for the children.
4. Enjoyable. The book should be one that the adult enjoys reading. (If the adult does not enjoy it, it is highly unlikely that the child will—or should.)
5. Developmentally appropriate. A good book will fit the child's level of reading ability, sophistication, and interest.

My God: God's Plan to Save Me Page 3

Background Information

The Builder requirement expands upon the basic understandings of salvation that were presented at the Sunbeam level. Throughout the Adventurer classwork, beginning with the Busy Bee, the children have been encouraged to make decisions for Jesus. At the earliest levels, children were encouraged to choose to be thankful for Jesus' watchcare and to trust His wise rules. Later they learned to choose to let Jesus rescue them from sin by asking Him into their lives.

Most Builders have reached a level where they are ready to accept Christ as their personal Savior and commit their lives to Him. Whether or not they have already done so, they need to review the steps that inform their decision. This requirement emphasizes the central importance of giving one's life to Jesus and helps children understand how this can be done.

Some simple steps may be outlined for them to follow in giving their lives to Jesus.

Steps to Jesus

1. Recognize GOD's LOVE for them. (1 John 4:8)
2. Admit THEIR NEED; all have sinned and deserve the consequences. (Romans 3:23, Revelation 21:27, John 8:21,24)
3. JESUS is the WAY. The sinless Son of God died for our sin. He is the only way to heaven. (John 3:16, I Corinthians 15:3, 4)
4. Help them RECEIVE JESUS. They admit their need and ask forgiveness. They state their belief in Jesus and ask Him into their lives. (John 1:12, Revelation 3:20)
5. Give them ASSURANCE that they are God's children and have a place in heaven. (John 3:36, 3:16, 1:2)

The primary focus of these stories is to help and encourage the children to give their lives to Jesus. Not all will be ready or willing to commit their lives at this time, but the children should understand what it means and how they can do so. Do not pressure them to make a decision before they are ready. To help them do this:

1. Pray yourself for the Holy Spirit's leading.
2. Take the children through the Steps to Jesus.
3. Ask the children if they would like to make a decision to give their lives to Jesus.
4. Take children individually through the steps of receiving Jesus. Help them pray their own prayer, telling God that they admit their need, ask forgiveness, state their belief, and ask Jesus into their life.
5. Many children will find it easier to take this step if they have previously made private, inner decisions. They now follow up by making their decision public—by telling a parent, a leader, and their pastor. They may start planning to join a baptismal class. (But avoid hurrying them into the tank without adequate preparation.)

The story chart may be used in three different ways:

1. Place the pictures on a large wall story chart, adding each new picture as you tell the story. The children may refer to this chart as they work on their own chart(s) and as they learn about other stories from the Bible and from history.

2. Provide the children with a practice activity by making available a blank chart and the pictures on pp. 4-7. The children may set the blank chart on the floor and place the pictures in order on the chart.
3. Children may also color the pictures and use the stories and labels to create their own story charts or lapbooks.

My God: God's Power in My Life

Page 10

Your child needs your example and leadership as he/she tries to form good devotional habits.

You can help by:

- Having your own daily quiet time with Jesus
- Enthusiastically sharing some of the inspiration and insights you receive during your quiet time
- Leading out in family worship daily
- Helping your child choose a wise time and place for his/her quiet time
- Being a part of your child's quiet time until he/she is able and eager to continue on his/her own

Children may use a ruler to make straight lines on a piece of paper. The lines should cross each other to make various shapes.

The child may color in a box each time he/she has a quiet time. Celebrate the establishment of the "quiet time" habit when all the boxes are filled. Then start a new chart.

My Self: I Am Special

Page 13

Try using:

- A camera to document kids serving
- A camera to photograph demonstrations of how to serve
- A brainstorming session to think of ideas together
- Crayons, pencils, markers, and paper to draw ideas
- Written descriptions of their ideas
- Magazines to cut pictures out of
- Appreciation notes when you catch each other serving

My Self: I Can Care for My Body

Page 16

Make this award fun by:

- Inviting a local athlete to speak
- Having a t-shirt or poster design contest

My Family: I Have a Family

Page 18

A. A flag or banner may include colors, symbols, or words showing:

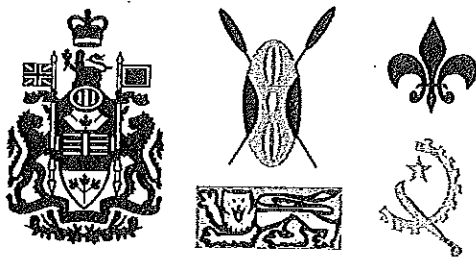
- Country of ancestry
- Occupations
- Hobbies
- Favorite activities and interests
- Family motto or sayings
- Family traditions
- Special achievements

B. Share with the children a simple story about a change that happened in your family and how you reacted to it.

Bible stories about family changes include:

- New Siblings: Moses' family
- Foster or Adoptive Children: Samuel & Eli
- Blended Families: Jesus' family
- Extended Family: Timothy's grandmother
- Death: Benjamin's family
- Divorce: David and Michael
- Sibling Rebellion: Cain's family
- Illness: Peter's family
- Moving: Abraham
- Conversion: Phillippian jailer's family

Sample crests used on flags and banners.



My Family: Family Members Care for Each Other

Page 19

- The game is most fun when all family members play together.

- Play at family worship, family meeting, Sabbath afternoon, or family night.
- Try listing special things about each family member.
- When each family member has given out their "appreciation messages," share them with each other.

My World: The World of Friends

Page 21

Background Information

Children learn prejudice toward others from the people and places around them. Their experiences or lack of experiences with different kinds of people may cause them to embrace inaccurate stereotypes about what an entire group of people is like. It is through learning about and associating with a wide variety of people that prejudices can be broken down. In this way a more accurate understanding of people as valuable individuals develops.

To be prejudiced toward someone means to prejudge that person and to treat him/her in a different way. The problem with prejudgments is that they are often untrue and they cause us to treat people unfairly. Prejudice may involve stereotypes about age, race, country of origin, religion, looks, intelligence, gender, political beliefs, culture, or economic status.

Children may become aware of prejudice and learn to avoid it by:

1. Recognizing that everyone has the same basic feelings and needs and that everyone wants to be loved, trusted, and respected.
2. Learning to tell the difference between a fact and an opinion.
3. Keeping an open mind about each person they meet.
4. Spending time with people who are different from them.

The children can become involved with:

- A nursing home
- A school for people who have a disability
- A church club, Sabbath School class, etc.
- Their own neighborhood

Builder Checklist

BASIC

- ☐ I. Recite the Adventurer Pledge and Law.
- ☐ II. Explain the Pledge.
- ☐ III. Complete the Builder Reading award.

MY GOD

- ☐ I. God's Plan to Save Me
 - ☐ A. Create a story chart or lapbook showing the order in which these stories took place:
 - Paul—The disciples share Jesus' love
 - Martin Luther—God's church disobeys
 - Ellen White—God's church prepares for His coming
 - Yourself—Gets ready to meet Jesus
 - OR the Bible stories you are studying in school or Sabbath School.
 - ☐ B. Use your story chart or lapbook to show someone how to give one's life to Jesus.
- ☐ II. God's Message to Me
 - ☐ A. Find, memorize, and explain three Bible verses about giving your life to Jesus:
 - Acts 16:31
 - John 1:12
 - Galatians 3:26
 - 2 Corinthians 5:17
 - Psalm 51:10
 - Your choice
 - ☐ B. Name the books of the New Testament.
- ☐ III. God's Power in My Life
 - ☐ A. Spend regular quiet time with Jesus to talk with Him and learn about Him.
 - ☐ B. Complete the Prayer award.

MY SELF

- ☐ I. I Am Special
 - Put together a scrapbook, poster, or collage showing some things you can do to serve God and others.
- ☐ II. I Can Make Wise Choices
 - ☐ A. Complete the Media Critic award.
 - ☐ B. Participate in an activity that shows the results of good and bad decisions.
- ☐ III. I Can Care for Body
 - Complete the Temperance award.

MY FAMILY

- ☐ I. I Have a Family
 - ☐ A. Create a family flag or banner or make a collage of stories and/or photographs about your family.
 - ☐ B. Find a story in the Bible about a family that changed.
- ☐ II. Family Members Care for Each Other
 - Play a game by having each family member show appreciation to each of the other members of the family.
- ☐ III. My Family Helps Me Care for Myself
 - Complete the Wise Steward award.

MY WORLD

- ☐ I. The World of Friends
 - ☐ A. Make friends with a person of another culture or generation, or someone who has a disability.
 - ☐ B. Invite that person to a family or church event.
- ☐ II. The World of Other People
 - ☐ A. Know and explain your national anthem and flag.
 - ☐ B. Name your country's capital and the leader of your country.
- ☐ III. The World of Nature
 - Complete an award for nature not previously earned.



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