

'ADRA-UK Sustainable Development' Adventurer Award



Aim

The aim of this award is to learn about the 17 UN* Sustainable Development Goals and their impact on our world.

Objectives

- Memorise the facts of the Creation Story (Knowledge)
- Define sustainable development (Comprehension)
- Discover how pollution affects our world (Application)
- Write about the ways in which we can create a sustainable world (Analysis)
- Construct a sustainable home (Synthesis)
- Attach their sustainable home to the ADRA Sustainable Village (Evaluation)

Activities

1. What did God create on each day of the week?
2. What does 'sustainable development' mean?
3. How does pollution affect the area where you live? And, how does it affect the rest of the world?
4. Write a short poem called 'Our Beautiful World' and display it in your school or church.
5. Participate with your group building a model of a:
 - a. Hut
 - b. Kitchen
 - c. Goat Enclosure
 - d. Chicken Coop
 - e. Kitchen Garden
6. Arrive at a Camporee or Adventurer event prepared to exchange some of your goods (either materials, or animals or food) to make your home sustainable and to include your home in the ADRA Village.

Resources

1. Genesis Chapter 1 (Message Bible)
2. Sustainable Development Goals Video
<https://www.youtube.com/watch?v=ZZzBbO6Y0c>
3. Pollution video <https://www.youtube.com/watch?v=OqHp03RRTDs>
4. 'Our Beautiful World' template sheet (to be sent out via email shortly)
5. Build a sustainable home, examples are given below:

Clay Hut <https://blog.hobbycraft.co.uk/how-to-make-an-african-hut-model-2/>

Lolly stick Hut <https://www.youtube.com/watch?v=NqV0pkoYHLE>

Cardboard hut <https://www.youtube.com/watch?v=ANcOI2uR8CQ>

6. ADRA Sustainable Village will be created at the Camporee where all the clubs will bring together their 'homes' and village will be created in one of the barns. (If this activity were to take place in a church or school setting, each child would build their own home and they would be set up in a specific location.)

TEACHING

Theoretical and Practical

Theory

This will be delivered in the club and will incorporate activities 1-4

Practical

Activities 5 and 6 will be executed on the campsite.

Every club will need to build a home which comprises of the following; hut, kitchen, goat enclosure, kitchen coop and garden. However, due to their ages, we are keen that the children **build at least the hut** and the **goat enclosure ON SITE**.

Each club will collect a pack with 'supplies' after the service with instructions and a map. These instructions will include how they can barter or exchange, building materials, livestock or food and will also tell them where to get water.

Part of the activity will involve the children exchanging Bible texts about hunger or food or materials at a variety of stations around the site, as well as them going into other clubs to do the bartering.

At the end of the activity, each club needs to be able to bring their 'home' to a central location to form part of the Sustainable ADRA Village.

There is a prize for the club who creates the best 'home'.

ACTIVITY 1

THE CREATION STORY

First this: God created the Heavens and Earth—all you see, all you don't see. Earth was a soup of nothingness, a bottomless emptiness, an inky blackness. God's Spirit brooded like a bird above the watery abyss.

³⁻⁵ God spoke: "Light!"

And light appeared.

God saw that light was good
and separated light from dark.

God named the light Day,
he named the dark Night.

It was evening, it was morning—

Day One.

⁶⁻⁸ God spoke: "Sky! In the middle of the waters;

separate water from water!"

God made sky.

He separated the water under sky
from the water above sky.

And there it was:

he named sky the Heavens;

It was evening, it was morning—

Day Two.

⁹⁻¹⁰ God spoke: "Separate!

Water-beneath-Heaven, gather into one place;

Land, appear!"

And there it was.

God named the land Earth.

He named the pooled water Ocean.

God saw that it was good.

¹¹⁻¹³ God spoke: "Earth, green up! Grow all varieties
of seed-bearing plants,

Every sort of fruit-bearing tree.”

And there it was.

Earth produced green seed-bearing plants,
all varieties,

And fruit-bearing trees of all sorts.

God saw that it was good.

It was evening, it was morning—

Day Three.

¹⁴⁻¹⁵ God spoke: “Lights! Come out!

Shine in Heaven’s sky!

Separate Day from Night.

Mark seasons and days and years,

Lights in Heaven’s sky to give light to Earth.”

And there it was.

¹⁶⁻¹⁹ God made two big lights, the larger

to take charge of Day,

The smaller to be in charge of Night;

and he made the stars.

God placed them in the heavenly sky

to light up Earth

And oversee Day and Night,

to separate light and dark.

God saw that it was good.

It was evening, it was morning—

Day Four.

²⁰⁻²³ God spoke: “Swarm, Ocean, with fish and all sea life!

Birds, fly through the sky over Earth!”

God created the huge whales,

all the swarm of life in the waters,

And every kind and species of flying birds.

God saw that it was good.

God blessed them: “Prosper! Reproduce! Fill Ocean!

Birds, reproduce on Earth!”

It was evening, it was morning—

Day Five.

²⁴⁻²⁵ God spoke: "Earth, generate life! Every sort and kind:
cattle and reptiles and wild animals—all kinds."

And there it was:

wild animals of every kind,

Cattle of all kinds, every sort of reptile and bug.

God saw that it was good.

²⁶⁻²⁸ God spoke: "Let us make human beings in our image, make them
reflecting our nature

So they can be responsible for the fish in the sea,

the birds in the air, the cattle,

And, yes, Earth itself,

and every animal that moves on the face of Earth."

God created human beings;

he created them godlike,

Reflecting God's nature.

He created them male and female.

God blessed them:

"Prosper! Reproduce! Fill Earth! Take charge!

Be responsible for fish in the sea and birds in the air,

for every living thing that moves on the face of Earth."

²⁹⁻³⁰ Then God said, "I've given you
every sort of seed-bearing plant on Earth

And every kind of fruit-bearing tree,

given them to you for food.

To all animals and all birds,

everything that moves and breathes,

I give whatever grows out of the ground for food."

And there it was.

³¹ God looked over everything he had made;

it was so good, so very good!

It was evening, it was morning—

Day Six.

ACTIVITY 2

Use the Sustainable Development YouTube Clip to educate the children as to how the 17 SDG's relate to our world.

SUSTAINABLE DEVELOPMENT DEFINITIONS

Simple

Looking after the world we live in.

Intermediate

Sustainable development is a way for people to use resources without the resources running out (www.simplewikipedia.org)

Complex

Sustainable development demands that we seek ways of living, working and being that enable all people of the world to lead healthy, fulfilling and economically secure lives without destroying the environment and without endangering the further welfare of people and the planet (www.encyclopedia.kids.net.au)

ACTIVITY 3

Use the Pollution YouTube Clip to educate the children as to how pollution affects our world

POLLUTION DEFINITIONS

Simple

Making the world dirty

Intermediate

Pollution means any contamination of rain soil, water and environment (www.pediatriconcall.com)

Complex

Pollution is the addition of any substance or any form of energy to the environment at a rate faster than it can be dispersed, diluted, decomposed, recycled or stored in some harmless form (www.britannica.com)

ACTIVITY 4

Keywords

Beautiful World

Care

Sustainable

Pollution

ACTIVITIES 5/6

To take place during the activity period at the Camporee.

Terms of Reference

* UN – United Nations

ADRA UK – Adventist Development and Relief Agency UK