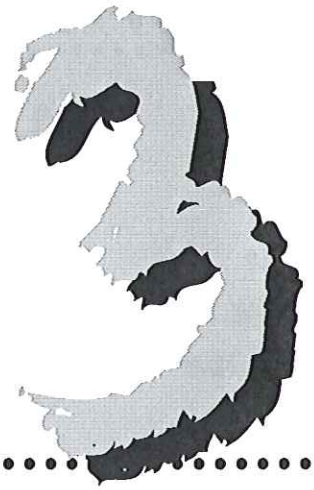
Busy Bee Curriculum



Basic Requirements

I. Responsibility

Requirement

Recite and accept the Adventurer Pledge.

The Adventurer Pledge

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

Background Information

The Adventurer pledge will serve as a regular reminder of the importance of striving for excellence and as a spoken commitment to work toward this goal. The words, "Because Jesus loves me," provide the children with the ultimate reason for doing their best. "Whether you are rich or poor, great or humble, God calls you into active service for Him. It will be by doing with your might what your hands find to do that you will develop talent and aptitude for the world" (*9T*, p. 129). Each child's best is different and valuable to God.

Teaching Tips

- Introduce the pledge in a way which will inspire the children to understand it and strive to fulfill it. Several related Bible stories, songs, and texts for discussion are suggested in the Resource List on the next page.
- The techniques listed in the Appendix for learning Bible verses can be useful in learning the Adventurer Pledge.
- Repeat the pledge at every Adventurer meeting.
- Refer to the pledge at appropriate times during the course of other activities. Thus it will become a part not only of the children's rote memory but also of their daily thoughts, actions and choices.

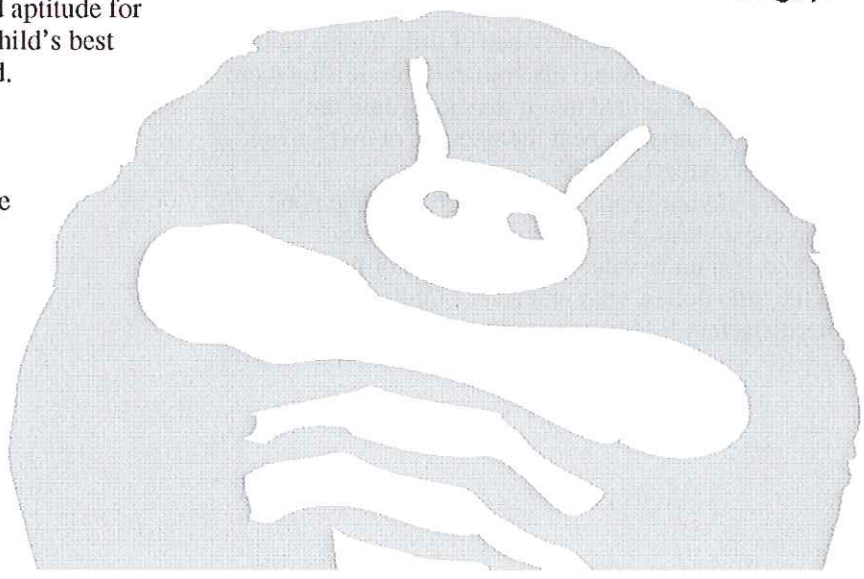
ADVENTURER **PLEDGE**

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

Evaluation

The children will repeat the Adventurer Pledge to an adult and indicate a commitment to follow it.

Class Color: Light Blue



II. Reinforcement

Requirement

Earn the Busy Bee Reading Award.

Background Information

The Busy Bee Reading Award is awarded to children who read or who listen while someone else reads:

1. Genesis 1:1-2:3 or Revelation 21:1-22:5 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

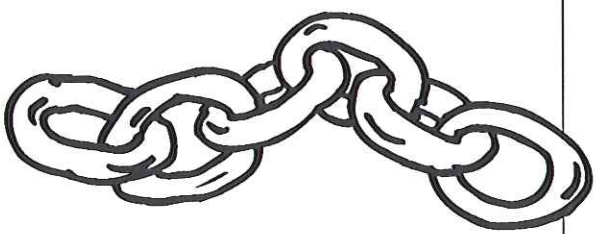
The Busy Bee reading requirements are directed specifically toward the topics the children will be covering in the Adventurer curriculum.

Teaching Tips

- A parent, teacher, leader, older Adventurer, Pathfinder, or grandparent may read to the Busy Bee.
- Reading lists may be distributed at the beginning of the summer so books may be completed over the summer months.
- Many good story books are available that deal with the topics listed above in a truthful and sympathetic way. Read any new book carefully to determine whether it is appropriate for the Busy Bee age group and upholds Christian beliefs and standards. (More detailed criteria are provided in the Appendix.)
- A simple reading motivator can be made by adding a new link to a reading chain each time a book is completed. Photocopy links on colored paper with space for the name of the book, the topic and the child's name. Join the links to each other in the manner of a real chain, or cut them in a special shape (such as smiley faces, etc., to fit a theme) and post them on a wall to stretch around the room. (See Appendix for examples.)

Evaluation

The children will turn in lists, signed by an adult, giving the name and topic of each book read.



RESOURCE LIST

Basic Track

I. Pledge and Law

A. Bible Stories and Texts

Genesis 39-41: Joseph and Potiphar
Matthew 25:14-30: Parable of the Talents
Ecclesiastes 9:10: "Whatsoever thy hand findeth to do..."
Luke 16:10: "He that is faithful in that which is least..."
Colossians 3:23: "Whatsoever you do, do it heartily..."

B. Songs

1. *Sing for Joy* (Review and Herald Publishing Association)
   "The Wise May Bring Their Learning" 148
   "I Want to Be" 124
2. *Kids Sing Praise* (Brentwood Publishing)
   "With My Whole Heart" 69

C. Ellen G. White Quotes

"Never underestimate the importance of little things. Little things supply the actual discipline of life. It is by them that the soul is trained that it may grow into the likeness of Christ, or bear the likeness of evil." *Child Guidance*, page 129, 130

"Be faithful. Put your heart into your work. Imitate none who are slothful, and who give divided service . . . So long as you undervalue the importance of faithfulness in the little duties, your character-building will be unsatisfactory." *Messages to Young People,* page 148

My God

I. His Plan to Save Me

Requirement

A. Create a story chart or booklet showing the order in which these events took place:
- Creation
- Sin and sadness begin
- Jesus cares for me today
- Jesus comes again
- Heaven

OR the Bible stories you are studying in your classroom or Sabbath School.

B. Use your story chart or booklet to show someone how much Jesus cares for you.

Background Information

One of the greatest needs of the young child is the need for security and the ability to trust. This security and trust can be fastened safely on Jesus. The basic goal of the Busy Bee requirements is to teach the children that Jesus loves and cares for each of them personally.

Recognizing the major events in the battle between good and evil will make it possible for the children to understand how they fit into God's great plan to save us from evil. This understanding will help to relieve the self-doubt and confusion they feel when faced with the selfishness and suffering they see in themselves and in the world around them. They need to know that each person can choose between the good things which make people happy and the evil (or bad) things that hurt people. They need to know that God does not make bad things happen but that these things happen because of Satan's and people's poor choices. Children must know that regardless of why bad things happen, Jesus will always help those who love Him. (Stories from the classroom or Sabbath School Bible curriculum can be used to emphasize these same concepts.)

The Bible story chart or booklet makes it possible for the children to become familiar with the basic outline of the Great Controversy in a visual and sensorial way. They will learn the basic sequence of these events by hearing the stories told, arranging the pictures, and discussing and illustrating the stories. (During the next three years of Adventurer classes, the children will fill in more details to complete this basic framework.) Sharing this new understanding of Jesus' love will make it more solid in their minds and strengthen the habit of speaking to others about Him.

Teaching Tips

✏ Follow the "Step by Step" instructions for how to assemble the Bible story chart. (A similar chart relating to the stories covered in the classroom or Sabbath School may be made by following the same basic instructions and inserting pictures from other sources.)

✏ 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, stories and labels provided on the following pages. The children may set the blank chart on the floor and place the pictures, stories and labels 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 story chart booklets.

✏ In the first presentation, use the Bible story chart to give an overview of the battle between good and evil. Place pictures on the story chart while telling how:
- God created a beautiful new planet;
- Satan disobeyed and brought evil to our world;

- We now live in an evil world under God's protection; and
- Someday soon He will come back and make everything new for those who love Him.

✏ This requirement may be presented in one or two short lessons or over a whole series of lessons. The impact will be greater if the lessons are dealt with over a span of one to three months. The material can be expanded to fit the amount of time and impact desired for each lesson. If possible, devote at least one worship or class period to each story.

✏ The story chart could be discussed in daily classroom worships for one month by spending one week on creation; one week on the beginning of evil; one week on Jesus' love and watchcare for us today; and one week on His coming again to destroy evil and take us home to live with Him.

✏ The story chart could be covered in weekly worships over three months by spending one month on creation and the fall; one month on Jesus' watchcare; and one on heaven.

✏ In addition to the story chart, other activities may be added. To stress the wonder and excitement of creation, do special activities for each day of creation:

First day: Work with prisms, blind walks, or plants set in darkness to emphasize the beauty and importance of light.

Second day: Place a candle in a jar or breathe into a balloon to show the importance of air.

Third day: Trace foods back to their origins as plants.

Fourth day: Study the night sky, enjoy a book or film about planets and stars.

Fifth day: Identify birds or visit a pet store.

Sixth day: Learn new things about a local animal.

Seventh day: Hold a celebration picnic. Have a creation treasure hunt with different groups searching for things representing each day of creation.

✏ Children can do art projects such as murals or accordion booklets to illustrate each day of creation.

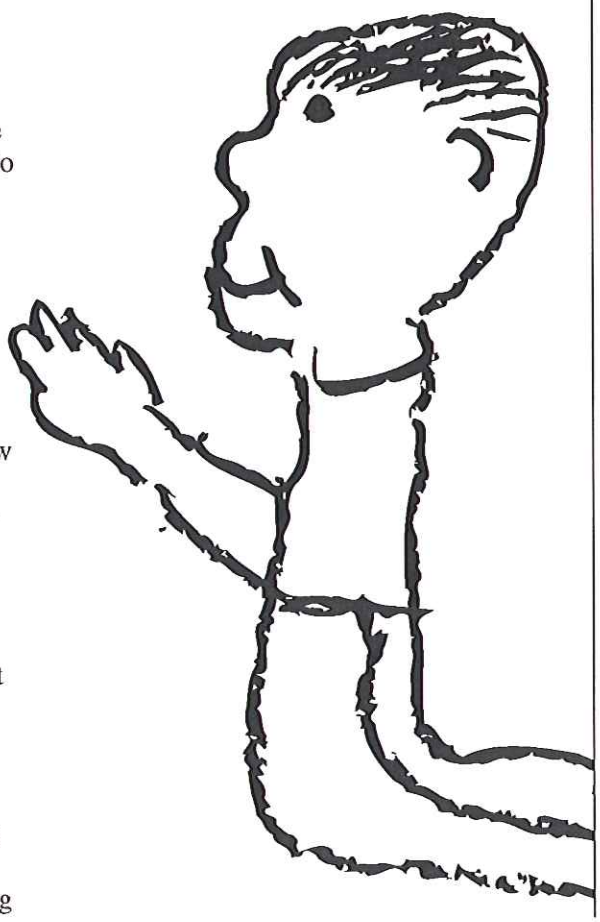
✏ Jesus' second coming and heaven can be brought to life using various accounts of the wonders of heaven. Discuss and portray what the children would like most to see and do in heaven.

✏ To emphasize the importance of these activities, display the children's work in a special place.

✏ The children may share their story charts or booklets with another individual or during a club or classroom worship or Sabbath School special feature.

Evaluation

The children will place the pictures and labels correctly on the Bible story chart. They will discuss their experiences of using their chart to share Jesus' love with others.



STEP BY STEP

Making a Bible Story Chart

The Bible Story Chart will help children understand Bible history by experiencing it visually and actively. A simple method for making a basic story chart is described below. It is designed for use within the smaller pictures and labels provided. The measurements may need to be larger if you desire to use larger pictures.

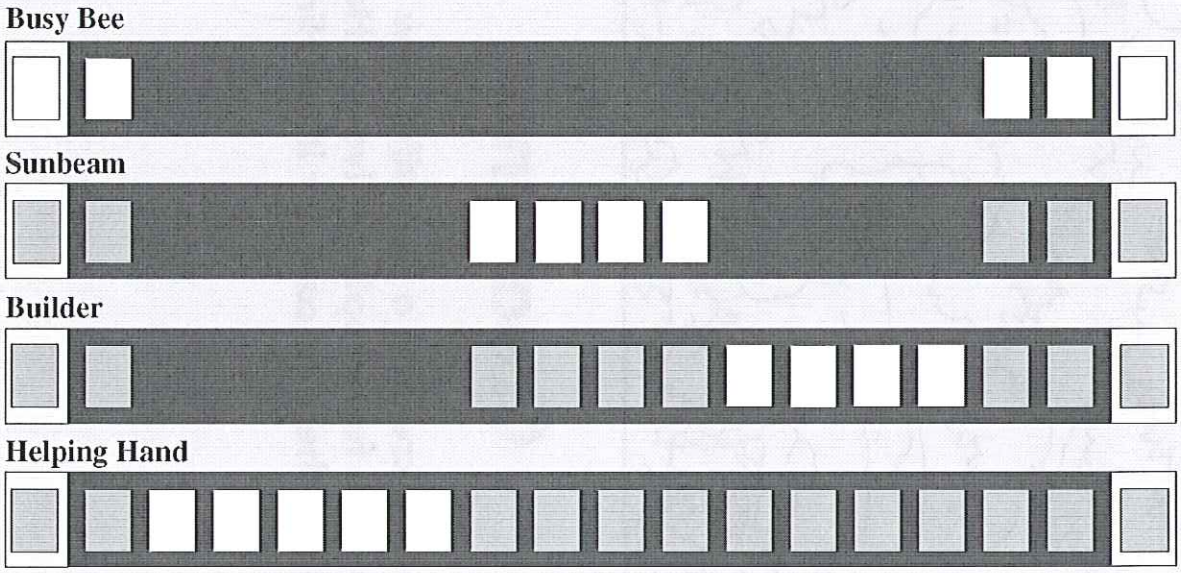
Materials

- Six sheets of 9" x 12" purple construction paper
- Two sheets of 9" x 12" yellow construction paper
- Rubber cement or craft glue
- Pictures provided on the following pages or collected to illustrate the stories studied in the classroom or Sabbath School
- Clear contact paper or laminating film

Directions

1. Glue the purple paper together end to end to make a long, narrow length of paper, as illustrated on the following page. The six sheets represent the 6,000 years of Biblical history. The dark color represents the earth suffering from evil and sin.
2. Next, glue one sheet of yellow paper to each end of the purple paper. Yellow represents the time of joy and happiness before sin entered, and the time when Jesus comes again to destroy sin and take us to heaven. Cut the yellow sheets in a wavy line. This shows that time continues forever in both directions.
3. Copy the smaller pictures, labels and stories provided. Color them, cut them out, and mount them on heavier paper.
4. The chart may now be hung on the wall or used in presenting or practicing the story. The story chart and its parts may be laminated or covered with clear contact paper to allow children to manipulate it freely without fear of damage.
5. The children may create their own smaller charts in this way. They may use smaller dimensions. The diagram on the next page shows how the stories for each year fit together on the story chart to make a whole.
6. Large pictures are located in the appendix section at the end of the manual.

Four Year Composite Wall Chart





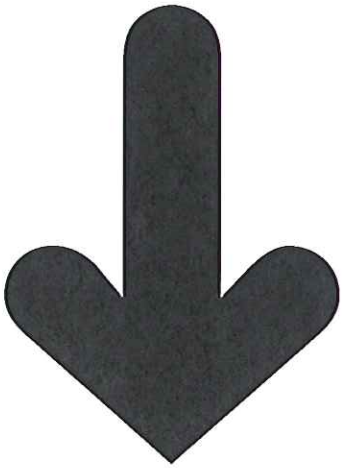
Creation

God created a beautiful new planet for people to live on. He asked them to care for it for Him.



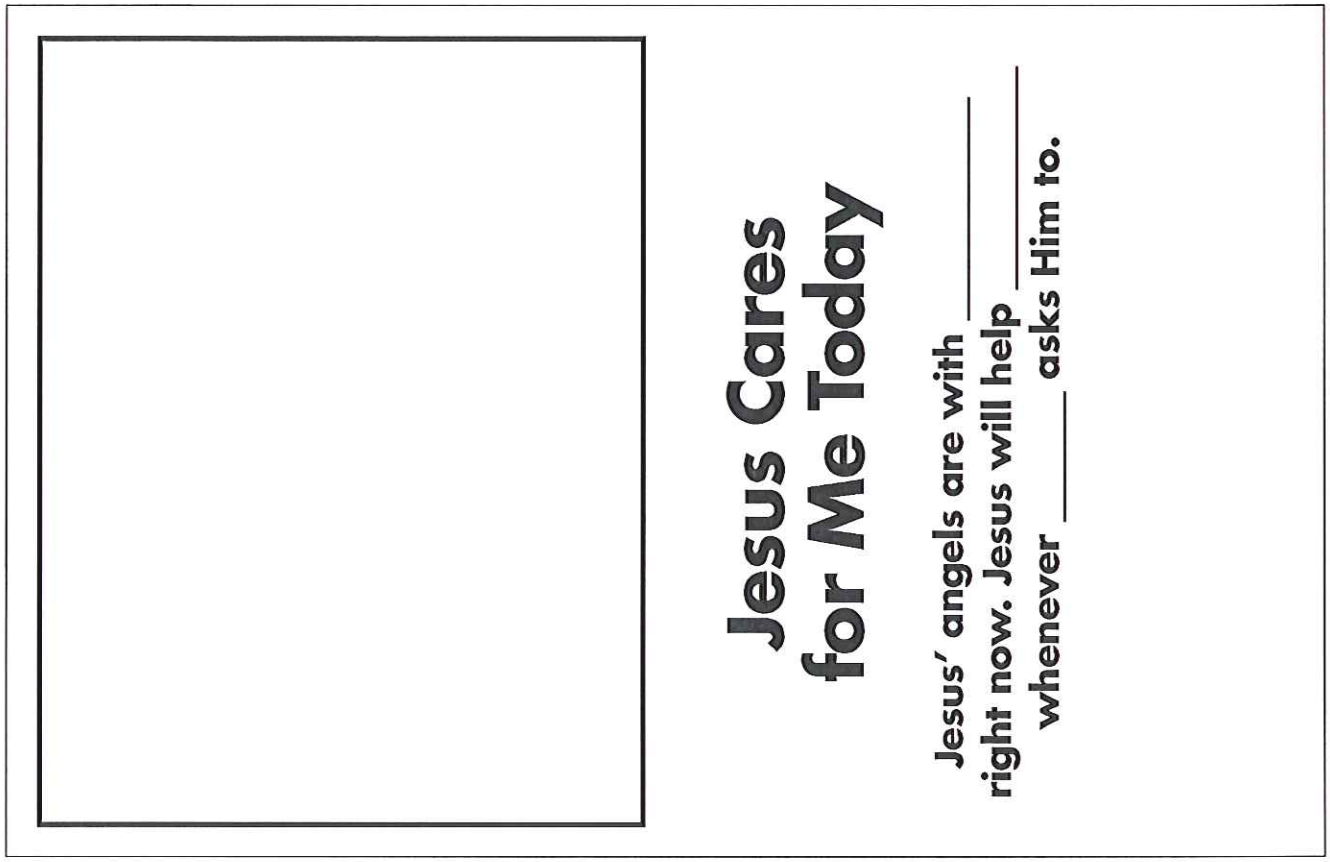
Sin & Sadness Begin

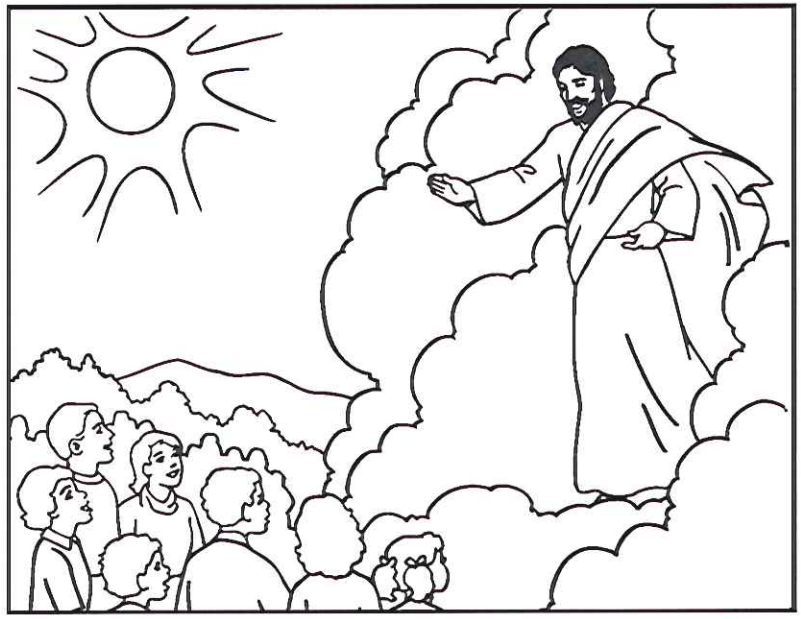
Adam and Eve chose to disobey God and do things their own way. This caused terrible things to happen to God's planet and His people.



The children may draw pictures of themselves in the empty picture box or insert recent pictures of themselves. They may insert their own name into the blanks in the story.

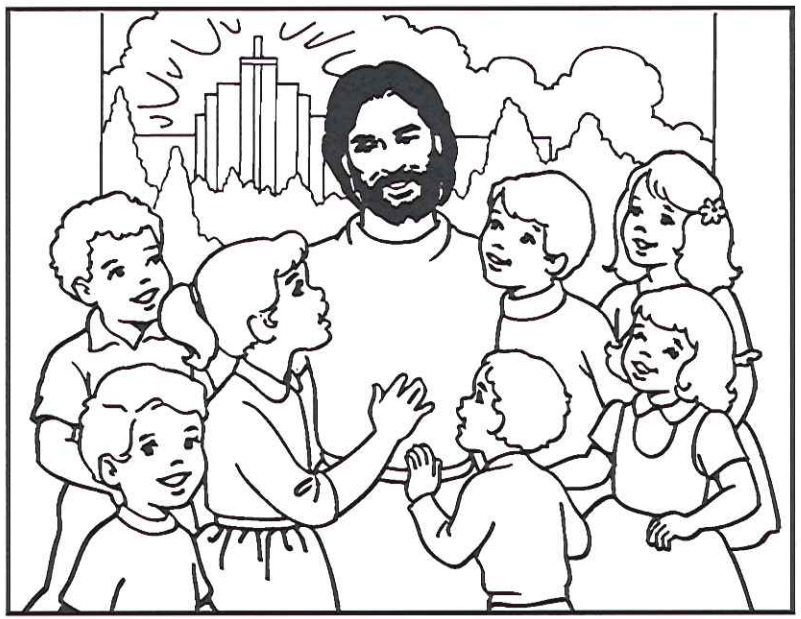
If these smaller story chart pictures are being used by the whole class, a photograph or drawing of the whole class may be inserted.





Jesus Comes Again

Very soon, we will see Jesus come down from the sky on a cloud. He will take all those who love Him to be with Him in heaven.



Heaven

We will live in heaven with Jesus forever. There will be many fun things to do. We will never be hurt or sad again.

II. His Message to Me

Requirement

Earn the Bible I Adventurer Award

Background Information

In order to earn the Bible I Adventurer Award, the children will need to complete the requirements listed below. Additional information about the award is located in the Award section.

Bible I Adventurer Award



1. Own a Bible.
2. Explain how to show respect for the Bible and how to care for it.
3. Name the first and last books of the Bible and tell who wrote them.
4. Tell or act out the following stories:
   a. Creation
   b. Sin and Sadness begin
   c. Jesus cares for me today
   d. Jesus comes again
   e. Heaven
5. Locate, read and discuss three of the following Bible verses about Jesus' love for you:
   a. John 3:16
   b. Psalms 91:11
   c. John 14:3
   d. Psalms 23:1
   e. Your choice

   Memorize and repeat two of them.
6. Make masks to illustrate a Bible story or parable.

   OR

   Create a Bible story in a sandbox or with felts.

Teaching Tips

- The memory verses may be chosen by the child with the help of the leader or by the leader alone. Choose verses that will be most helpful to the child at this point in his/her experience with Jesus. The foremost goal in learning the memory verse is for the child to understand its meaning and its application to his/her life.
- A wide variety of techniques for teaching the memory verses are explained in the "My God" section of the Appendix.
- Children can become familiar with the contents of the books of Genesis and Revelation by referring to them frequently while working with the Bible story chart (in requirement I A). If this is done, memorization of these two books will be a fast and simple process of review.

Evaluation

The children will repeat the Bible verses and name the books.

III. His Power in My Life

Requirements

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

B. Ask three people what they pray about.

Background Information

If a child learns at an early age to set aside daily time for private devotions, and if he/she is helped to make this a habit, it will be easier to avoid that long, uphill battle that most Christians face in making a habit of "finding" time for God.



Because families have widely differing schedules and levels of commitment, and because children have differing levels of ability and interest, the requirement leaves the frequency, length and format of these "quiet" times open. These factors can be decided upon by the child in consultation with a parent or leader, ranging from the ideal of daily

Continued on page 71

RESOURCE LIST

My God Track

I. His Plan to Save Me

A. Other Bible Stories About Jesus' Love

1 Kings 17:1-16 Elijah and the Ravens
Mark 4:35-41; Luke 8:22-25 Jesus Calms the Storm
Luke 15:8-10 Lost Coin

B. Songs About The Assigned Stories

1. *Sing for Joy*
   Creation "Can You Imagine?" 29
   "Can You Count the Stars?" 35
   "This Is a Lovely World" 52
   Shepherd "The Lord Is My Shepherd" 48
   Heaven "Do Lord" 91
   "Jesus Is Coming Again" 92
   "When He Cometh" 93

C. Books and Materials About the Assigned Stories

1. Adults
   White, E. G., *Patriarchs and Prophets, Desire of Ages*, Pacific Press Publishing Association.
   Creation Numbers Felt Set, (Sun World Graphics).
   Second Coming Felt Set, NAD Distribution Center.
   23rd Psalm: Teaching Posters (Marvel).
   The Lord Is Your Shepherd, Be Happy, God Loves You - (Standard).
2. Children
   Maxwell, Arthur, *The Bible Story*, vols. 1-10. (Pacific Press Publishing Association).

II. His Message to Me

A. Other Bible Texts About Jesus' Love

Genesis 1:1 "In the beginning..."
Psalm 34:7 "The angel of the Lord encampeth..."
Matthew 19:14 "Suffer the little children..."
Matthew 28:20 "Lo, I am with you alway..."
John 10:27,28 "My sheep hear my voice..."
Romans 8:38,39 "I am persuaded, that neither death..."

B. Songs About Jesus' Love

1. *Sing for Joy*
   "Jesus Loves Me" 27
   "O, How He Loves You and Me" 28
   "I Am So Glad" 30
   "Anywhere With Jesus" 45
   "God Knows Me" 47
   "All Through the Day" 49
2. *Kids Sing Praise*
   "He's Got the Whole World" 4
   "Jesus Loves the Little Children" 27

C. Ellen G. White Quotes

"Only the sense of God's presence can banish the fear that, for the timid child, would make life a burden." *Education*, page 255

"Fathers and mothers should teach the infant, the child, and the youth of the love of Jesus. Let the first baby lispings be of Christ." *Child Guidance*, page 487

III. His Power in My Life

A. Bible Stories and Texts

1 Kings 18 Elijah on Mt. Carmel
Acts 16:19-34 Paul and Silas delivered
Matthew 6:9-13 Lord's Prayer
Psalm 95:6 "Let us kneel before the Lord..."
Psalm 145:18 "The Lord is nigh unto all that call..."
I Thess. 5:17 "Pray without ceasing..."
James 5:16 "The effectual fervent prayer..."
John 14:14, 15 "If we ask anything..."

B. Songs

1. Sing for Joy
   "Whisper a Prayer" 96
   "With Folded Hands" 97
   "A Little Talk With Jesus" 98
   "The Lord's Prayer" 99
   "The Lord Hears Me" 105
   "Into My Heart" 125
2. Kids Sing Praise
   "Standing in the Need of Prayer" 64

C. Ellen G. White Quotes

"Teach them to look to God for strength. Tell them that He hears their prayers . . . Lead them to unite with God, and then they will have strength to resist the strongest temptation." *Child Guidance*, pp. 172, 173.

"In every Christian home God should be honored by the morning and evening sacrifices of prayer and praise. Children should be taught to respect and reverence the hour of prayer." *Counsels to Parents and Teachers*, page 110.

"Jesus knows the needs of children, and He loves to listen to their prayers. Let the children shut

Continued on page 71

morning and evening devotions to a minimum of weekly Sabbath, school, or club worship for those who are unable to participate in any other way. Teach the child how to enjoy spending time with Jesus.

The prayer requirement encourages children to recognize and learn about the importance of prayer in the life of a Christian.

Teaching Tips

- Present the importance of private devotions after the child has become acquainted with Jesus' love and plan for him. Establishing a habit of spending time with Jesus as a friend requires dedicated guidance and supervision from both parents and leaders.
- Ideas for teaching parents about quiet time for children are provided in the "My God" section of the Appendix, along with several suggestions for planning family worships.
- The Adventurer leader can encourage private devotions by
  - **a.** sharing some of his/her own experiences with private devotions;
  - **b.** talking of the benefits of a regular quiet time;
  - **c.** providing frequent occasions for children to discuss their experiences;
  - **d.** frequently discussing times, places and methods for enjoying the quiet time;
  - **e.** making available a wide variety of devotional reading;
  - **f.** helping and encouraging parents to assist their child in regular private (and family) devotions.
- The children or the leader may invite several adults to come in and talk about their experiences with prayer. Keep it short (5-10 minutes). Afterwards, discuss the speaker's ideas. The children can make a chart showing what they learn from each person,
  OR
  Each child may write his/her question(s) on a card and present them to the adults of his/her choice.

RESOURCE LIST

My God Track *(continued)*

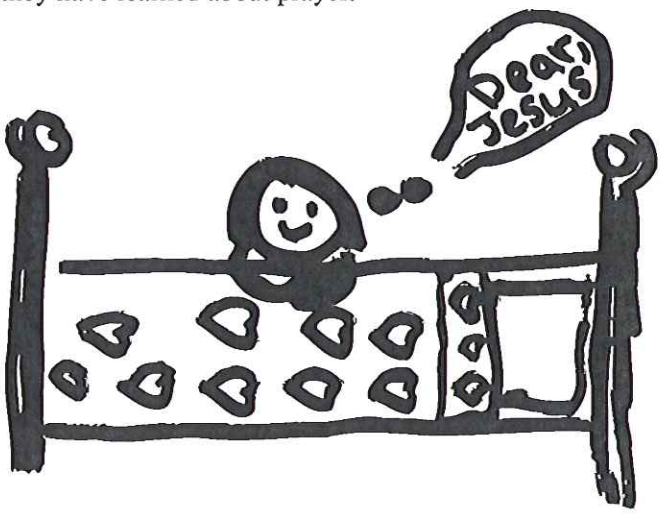
out the world and everything that would attract the thoughts from God; and let them feel that they are alone with God...Then, children, ask God to do for you those things that you cannot do for yourselves. Tell Jesus everything...When you have asked for the things that are necessary for your soul's good, believe that you receive them, and you shall have them." *Adventist Home*, p. 299.

D. Books and Materials

1. Adult
   White, E. G., *Education*, pp. 253-261 (Pacific Press Publishing Association).
   Ibid, *Messages to Young People*, pp. 247-253 (Pacific Press Publishing Association).
2. Children
   Groomer, Vera, *Quiet Because, Talking to My Friend Jesus* (Review and Herald Publishing Association).
   Ricchiuti, Paul, *My Very Best Friend* (Pacific Press Publishing Association).

Evaluation

The children will present and discuss their quiet time commitment cards and talk about what they have learned about prayer.



My Self

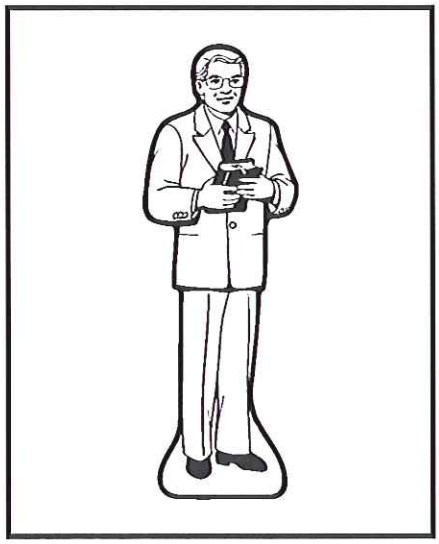
I. I Am Special

Requirement

Make a booklet showing different people who care for you.

Teaching Tips

- ✏ Introduce this requirement by bringing real "caring people" to talk to the children OR by using large, colorful pictures and descriptions. Caring people include:
  - Jesus
  - teachers (school and church)
  - pastor
  - friends
  - family members (also discussed in the family requirements)
  - community service people
- ✏ A booklet may be made by having the children draw their own pictures of caring people or by copying the pictures and captions from the sample pages are located in the "My Self" section of the appendix.



Pastor

Large panels for drawing community helpers are in the "My Self" section of the Appendix.

- ✏ It would be extra special if some of the caring people wrote notes in the booklet telling the child why they care for the child. Friends could dictate or write notes to put in each other's booklets.

Evaluation

The children will complete the booklet.

II. I Can Make Wise Decisions

Requirement

Name at least four different feelings. Play the "Feelings" game.

Background Information

A person's feelings have a strong influence on the decisions and actions he makes. Recognizing and naming these feelings is the first step in being able to deal with them successfully.

Children experience both positive and negative feelings. A multitude of words describe these feelings.

Some positive feelings the children might express include love, pride, confidence, excitement, enjoyment, happiness, courage, and security. These positive feelings may be dealt with by being thankful for them, enjoying them and sharing them with others.

Negative feelings which the children may recognize include anger, guilt, jealousy, sadness, loneliness, embarrassment, fear, disappointment, discouragement, anxiety, frustration and grumpiness. Children can be led through the following steps in dealing with these feelings:

1. Tell Jesus how you feel. Ask Him for help.
2. Ask yourself:
   "What am I feeling?"
   "Why am I feeling this way?"
   "What shall I do about it?"
   "Is this a good thing to do?"
3. Do what you have decided to do.

Hurting oneself or other people or things is not a good way to deal with negative feelings. Neither is lying, running away from the problem, or thinking a lot of negative thoughts about yourself or others. Negative feelings can be dealt with by looking for a solution such as:

- Talking honestly with someone about your negative feelings
- Finding out more about the problem and working to change it
- Being alone for a while
- Working out your feelings in a harmless way, such as crying, drawing or writing, or kicking a ball; or
- Telling yourself positive, helpful things

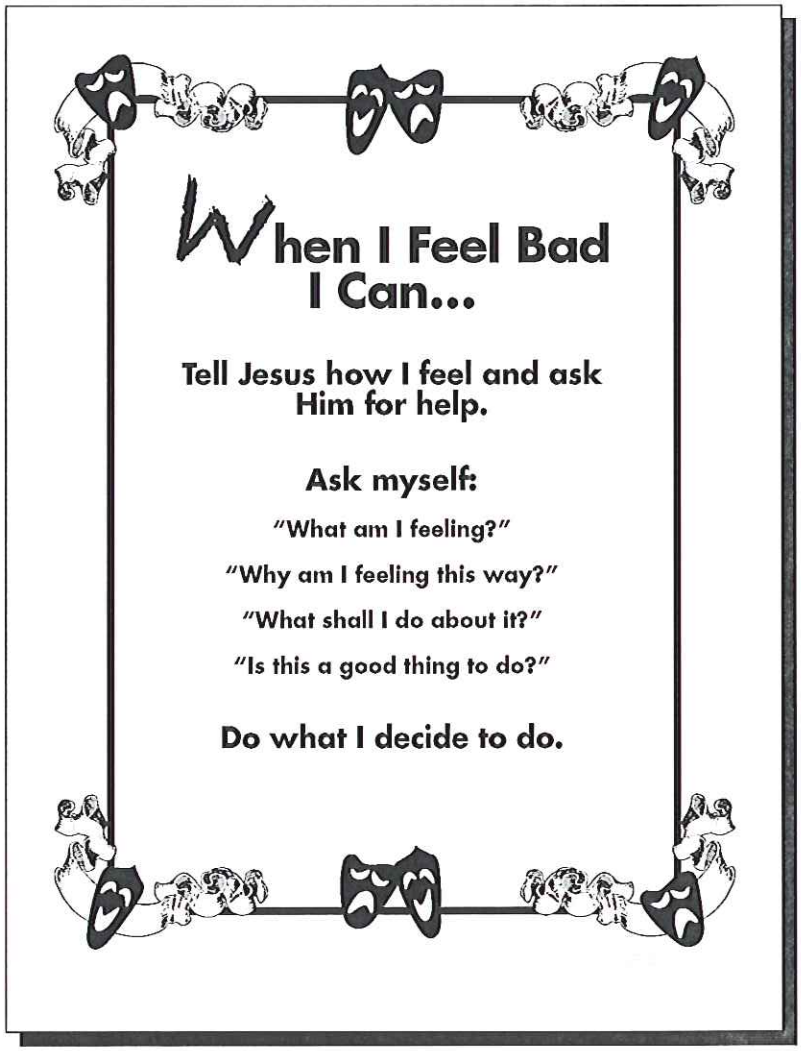
Obviously, different solutions are appropriate for different situations, feelings and people.

At a very early age, children can begin to learn to recognize their feelings and to talk with someone about the feelings they have and how they can deal with these feelings. They can learn to communicate their feelings in a kind way to helpful adults and to the person(s) who provided those feelings. Kind communication of feelings involves both choosing the words carefully and speaking in a kind manner. An adult can help the child decide how to communicate his/her feelings by helping him/her to choose appropriate words as well as an appropriate time and place to share such feelings.

Teaching Tips

The Feelings Game

1. With the children, brainstorm different kinds of feelings and write each one on a small card or piece of paper.
2. Place the feelings cards in a bag or box.
3. Divide the children into groups of two or three and allow each group to draw a feelings card.
4. Instruct the groups to practice showing how they might look when they have that feeling (body language). Each group should also be ready to tell or act out a situation in which they have felt that way.
5. After each group presents their feeling to the entire group, talk about ways in which God can help us deal with that feeling. (You may use the steps for dealing with negative feelings suggested in the **Background Information**, along with the accompanying poster in the "My Self" section of the appendix.)



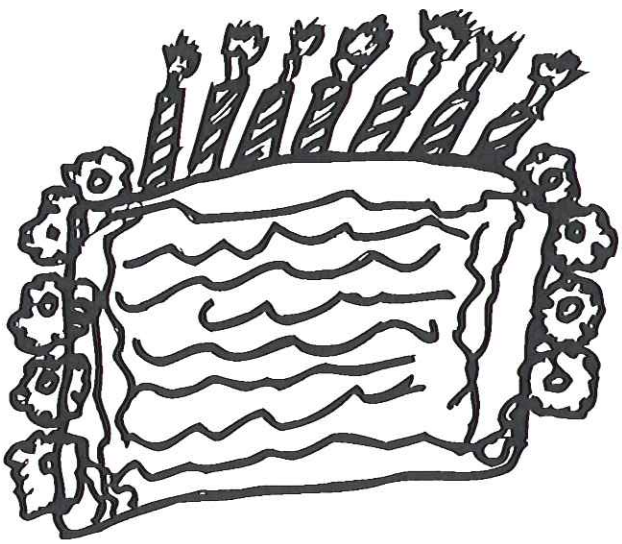
This is a sample of the "When I feel Bad I Can..." poster. A reproducible copy can be found in the "My Self" section of the Appendix.

Other Methods

- ✏ Help children build the habit of recognizing, naming, and dealing positively with their feelings whenever possible by:
  - spotting children who appear to be upset
  - encouraging them to talk about what they are feeling and why
  - accepting the feelings they express without condemning
  - helping them to choose a positive way of dealing with the feeling.
- ✏ Another type of feeling game may be played by discussing, acting, or writing about feeling reactions and solutions to specific situations, such as getting an "A," being teased, having a birthday, fighting with a sibling, or feeling left out.
- ✏ Children may also enjoy listing and/or discussing their happiest moment, saddest moment, etc.

Evaluation

The children will name four feelings and participate in role playing and discussion about handling feelings.



III. I Can Care for My Body

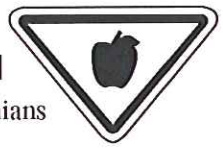
Requirement

Earn the Health Specialist Adventurer Award.

Background Information

In order to earn the Health Specialist Adventurer Award, the children will complete the requirements listed below: Additional information may be found in the Awards section of this manual.

Health Specialist Adventurer Award



1. Memorize I Corinthians 6:19, 20.
2. Describe a proper diet, and list the basic food groups.
3. Explain why your body needs exercise.
4. Record the hours you sleep, and tell why you need rest.
5. Explain why you need fresh air and sunlight.
6. Explain why water is important for your body. List the number of glasses of water you should drink each day.
7. Describe and illustrate good dental hygiene.
8. Name three things that may harm your health.
9. Participate in a recognized fitness test.
   a. President's Challenge
   b. An equivalent program

RESOURCE LIST

My Self Track

I. I Am Special

A. Bible Stories and Texts

2 Samuel 9	Mephibosheth
2 Kings 4	Elisha and the Widow's Son
Esther 2:5-7	Esther Adopted
Proverbs 17:17	"A friend loveth at all times..."
John 15:17	"...Love one another."
Philippians 4:19	"My God shall supply all your need..."

B. Songs

Sing for Joy

"Alone We Could Not Learn to Read" 31
"God Bless Families" 138
"Family of God" 139

II. I Can Make Wise Choices

A. Bible Stories and Texts

Happy/Cheerful:	Psalm 144:15; Proverbs 29:18; John 13:17
Excitement/Joy:	Miriam at Red Sea; Deuteronomy 12:7
Anger/Hatred:	Cain; Haman; Matthew 5:44; Proverbs 14:17; Proverbs 16:32; Ephesians 4:26,31
Fear:	David and Goliath; Esther; Gideon; Psalm 56:3; Joshua 1:9
Shame/Embarrassment:	Peter; 2 Chronicles 7:14; Romans 1:16
Sadness:	Job; Psalm 30:5; Psalm 34:14; Psalm 126:5
Jealousy/Coveting:	Joseph's brothers; Ahab and the Vineyard; Exodus 20:17; Colossians 3:2; James 3:16
Discouragement:	Joseph in prison; John on Patmos; Romans 8:28; Proverbs 24:10
Worry:	Matthew 11:28; Proverbs 3:5, 6
Complaining/Grumbling:	God sends the quail; Philippians 2:14; Philippians 4:11

B. Songs

1. *Sing for Joy*
   "Fill Your Heart With Joy" 3
   "Peace Perfect Peace" 44
   "Smile" 107
   "Peace Like a River" 108
   "I Have the Joy" 109
   "Trust in the Lord" 111
   "Dare to Be a Daniel" 116
2. *Kids Sing Praise*
   "Kumbayah" 3
   (try adding verses about various feelings)
   "Sunshine Mountain" 43
   "Grumblers" 47

C. Ellen G. White Quotes

"There is no such thing as following Christ unless you refuse to gratify inclination and determine to obey God." *Messages to Young People*, p. 154.

"Without divine help they will be unable to control human passions and appetites. In Christ is the very help needed..." *Child Guidance*, p. 467.

III. I Can Care For My Body

See the Award section, Health Specialist Award, for resource suggestions.

My Family

I. I Have a Family

Requirement

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

Background Information

Every child has a family of some kind. The purpose of this activity is to help the child appreciate his family. A family may be defined as a group of people who care for each other and live together in a home. Families are usually related. A family may be a "natural," step, adoptive, or foster family. There are no perfect families. God wants to help each family to be what He designed them to be—a place where people cooperate, share, and support each other, even when they disagree.

Teaching Tips

- Encourage each child to share something special about his/her family. Challenge the children to think of what a family is and how many different kinds of families there are.
- Give a quiz, testing how much the children know about their family members. Questions could include eye color, favorite color, food, subject in school, place, thing to do, person, song or book; birth date, future goal, etc.
- Be sensitive to children who do not have "normal" or "happy" families. Some children may choose to use substitute families such as: the Adventurer Club "family," the church "family," or any other family that cares about them.
- The children's art projects may be mounted as a mural, stretching the length of a wall or hallway. Follow this with a discussion of how the various families and family members are similar and different and how they are valuable.

Evaluation

The children will complete a family picture.

II. Families Care for Each Other

Requirements

1. Discover what the fifth commandment (Exodus 20:12) tells you about families.
2. Act out three ways you can honor your family.

Background Information

One of the main ways in which children honor their mothers and fathers is by obeying them. Family rules are essential because they describe how people can live safely and happily together within their environment. Families have rules concerning: the use of space (such as where to eat or play); time schedules (such as when to get home after school); belongings (such as borrowing or sharing); work (such as chores); play (such as what or where); and habits or customs of the family (such as ways of doing different things). Parents are responsible for the well-being of the family (caring for, teaching, and encouraging). They have the final responsibility for setting the rules.

The words we speak and the way we say them also may honor or dishonor our parents. It is important to speak to parents and family members in a respectful, kind way. Disagreements and feelings may be expressed in a reasonable way, but then the parent's decision must be accepted.

Carrying one's fair share of family responsibility is another way to honor one's family. There are many responsibilities that need to be taken care of for the benefit of the whole family, and it is unrealistic and unfair to expect that one or even two people should shoulder the burden for tasks that will benefit all. This attitude is as unhealthy for the nonparticipant as it is for the person left to do all the work.

Some of the types of responsibilities that must be taken care of in the average family are listed below.

- keep track of finances
- car maintenance
- shop
- outdoor upkeep
- earn money
- household repairs
- food preparation
- child care
- cleaning
- pet care

Teaching Tips

- Help children understand what "honor" means in the memory verse. Brainstorm with the children how we can honor our parents today. Divide into groups to act out several of these suggestions.
- Children may dramatize:
  - obedience to several specific family rules, even when it is hard;
  - how they will act toward their parents when they feel grumpy, angry, or sad;
  - ways to help parents with family responsibilities;
- Follow the dramatizations with a discussion of why these things are important and how they plan to put them into practice in the future. Each child may choose one area that he/she especially plans to work on.

Evaluation

The children will share ways in which they may honor their families.



III. My Family Helps Me Care for Myself

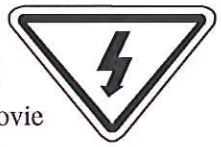
Requirement

Complete one requirement of the Safety Specialist Adventurer Award.

Background Information

Choose the requirement from those listed below that most suits the need of your children. If desired, the children may complete the rest of the requirements in order to earn the Safety Specialist Adventurer Award. Additional information may be found in the Awards section of this manual.

Safety Specialist Adventurer Award



1. Watch a video or movie on home safety and discuss what you learned.
2. With your parents, develop a home fire-safety plan. Describe where the household fire extinguishers are kept and how to use them.
3. Practice a fire drill at:
   a. home
   b. school
   c. church (if possible)
4. As appropriate for your area, practice the following drills:
   a. hurricane
   b. tornado
   c. earthquake
   d. flood
   e. volcano
   f. lightning and thunder
5. Be a "Safety Detective" for one week.
6. Make a safety poster showing dangerous situations and tell or show what you can do about them.
7. Participate in a safety game.

RESOURCE LIST

My Family Track

I. I Have a Family

A. Bible Stories and Texts

Genesis 2	The First Family
Luke 2	Jesus' Family
Psalm 68:6	"God setteth the solitary in families..."

B. Songs

1. *Sing for Joy*
   "God Bless Families" 138
2. *Kids Sing Praise*
   "He's Got the Whole world" 4

C. Ellen G. White Quote

"The family ties are the closest, the most tender and sacred, of any on earth." *Ministry of Healing*, p. 356, 357.

D. Books and Materials

1. Adults
   Bisignano, Judy, *Appreciation, Belonging* (Good Apple) - worksheets for children.
2. Children
   Horlacher, Bill and Kathy, *I'm Glad We're a Family* set (Standard).

II. Families Care for Each Other

A. Bible Stories and Texts

Judges 13-16	Samson
Exodus 2	Miriam watches Moses
1 Samuel 16	David tending sheep
Exodus 20:12	"Honor thy father and thy mother..."
Ephesians 6:1-3	"Children, obey your parents..."
Proverbs 1:8	"Hear the instruction of thy father..."
Psalm 19:7	"The law of the Lord is perfect..."
Hebrews 13:17	"Obey them that have the rule over you..."
Galatians 6:2	"Bear one another's burdens."

B. Songs

1. *Sing for Joy*
   "Happy Home" 136
   "Join With Us" 20
   "We Are His Hands" 129
   "God Bless Families" 138
2. *Kids Sing Praise*
   "Grumblers" 47
   "I'll Be a Sunbeam" 52

C. Ellen G. White Quotes

"Administer the rules of the home in wisdom and love, not with a rod of iron. Children will respond with willing obedience to the rule of love." *Counsels for Parent and Teachers*, p. 114.

"Every principle involved in (our rules) should be so placed before the student that he may be convinced of its justice. Thus he will feel a responsibility to see that the rules which he himself has helped to frame are obeyed. Rules should be few and well-considered, and when once made, they should be enforced." *Education*, p. 290.

"The object of discipline is the training of the child for self-government. He should be taught self-reliance and self-control. Therefore as soon as he is capable of understanding, his reason should be enlisted on the side of obedience. Let all dealings with him be such as to show obedience to be just and reasonable. Help him to see that all things are under law, and that disobedience leads, in the end, to disaster and suffering." *Child Guidance*, p. 223.

"If children were taught to regard the humble round of everyday duties as the course marked out for them by the Lord, as a school in which they were to be trained to render faithful and efficient service, how much more pleasant and honorable would their work appear." *Adventist Home,* p. 287.

"Children may be taught when young, to lift daily their light burdens, each child having some particular task for the accomplishment of which he is responsible to his parents or guardian. They will thus learn to bear the yoke of duty when young." *Adventist Home*, p. 286.

"The faithful mother will not, cannot...be a domestic slave, to humor the whims of her children and excuse them from labor." *Child Guidance*, p. 349.

D. Books and Materials

1. Children
   Hare, Eric B., *Pip Pip the Naughty Chick.*

III. My Family Helps Me Care for Myself

Use your creativity by contacting your Adventist Book Center, local book stores or the public library; there is a wealth of information there.

My World

I. The World of Friends

Requirement

Tell how you can be a good friend. Use:

- ✏ Puppets
- ✏ Role playing
- ✏ Your choice

Background Information

For the first-grade child, "A friend is someone who likes you, and whom you like." As the child first becomes aware of friends, he/she thinks of a friend as someone who does what he/she wants him/her to do. By the time the child is a Busy Bee, he/she is beginning to understand that being a friend involves some give and take, but it will be several years before he/she is able to fully understand that friendship is a mutual exchange of caring, respect and trust.

In order to help the Busy Bee develop the skills needed for good social relationships, we can capitalize on his/her interest in fairness. The child needs to learn how to relate in a fair and friendly way to all people and to form strong relationships with playmates and close friends. The child who does not easily learn these basic social skills needs extra guidance so that he/she will not become unhappy and negative toward himself/herself and others.

To make friends, children can be taught to:

1. Remember that every person is special and important, and so are you.
2. Be friendly—let others know that you care about them.
3. Be interested—listen and do things with the person that he/she enjoys.
4. Be independent—not everyone needs to be your close friend or playmate.
5. Trust God to help you find the right friends.

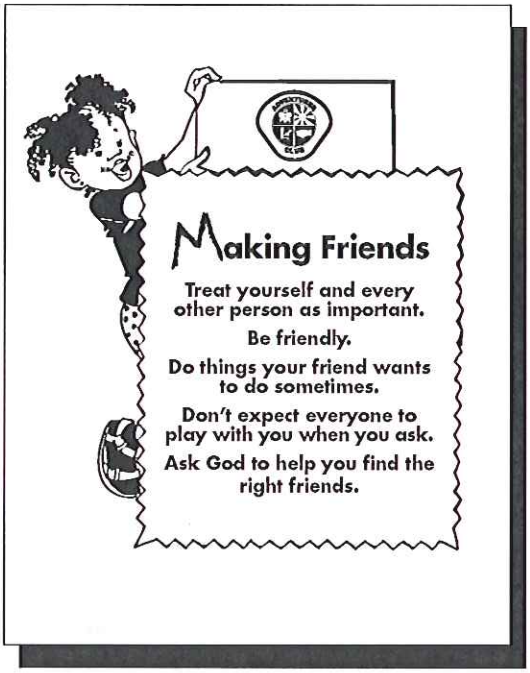
To maintain and grow a friendship, encourage children to:

1. Try to understand your friend's feelings. (Don't always insist on having your own way.)
2. Encourage and praise your friend whenever you can.
3. Don't nag or argue—tell your feelings and listen to your friend's feelings.
4. Do nice things for your friend.
5. Don't try to keep your friend only for yourself.

Encourage children to remember that Jesus is their first and best friend. They will want to choose friends who will help them to be His friend. Being a friend can help others to know what Jesus is like and to want to be His friend.

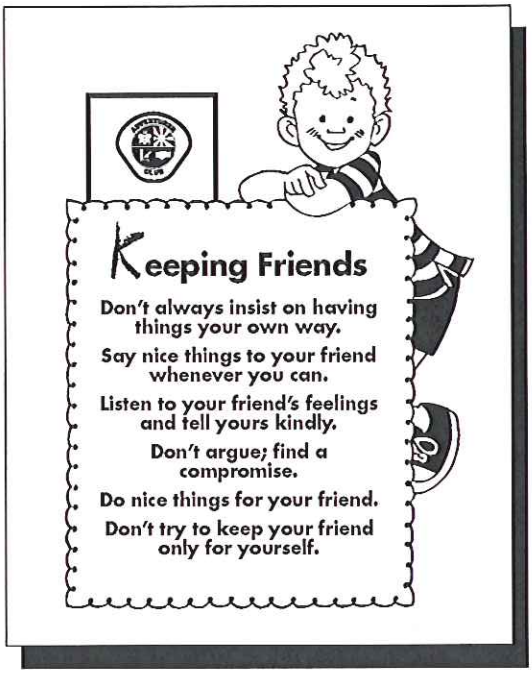
Teaching Tips

- ✏ Introduce the activity by telling and discussing a story of a Bible friendship. Make a poster illustrating some principles in the story for making and keeping friends. Some unfinished sentences that can be used to facilitate discussion include:
  - To me, a friend is...
  - I make friends most easily when ...
  - My friends hurt me when...
  - I like it when my friend...
  - I can be a better friend by ...



This is a sample of the "Making Friends" poster. A reproducible copy can be found in the "My World" section of the Appendix.

- ✏ To act out the principles for being a good friend, children may:
  - make their own puppets (from paper bags or sticks and cut-out pictures
  - use simple store-bought puppets
  - plan small role plays or skits
- ✏ Situations such as those listed below may be written on separate cards in simple language and read with the children.
  - You are going on a field trip and don't have anyone with whom to sit.
  - One of the girls in your class is having a picnic for several friends, and you're not invited.
  - You just moved to a new town, and this is your first day in a new school.
  - Your friend shows you his new toy, and you have a better one at home.
  - A friend asks if he can copy answers from your paper.
  - Some of the other kids in your class tease you because you're short.
  - One of your friends broke your new game accidentally.
  - One of your friends broke your new game on purpose.
- ✏ After the children have tried a few situations, they may want to make up some of their own for their friends to solve. Children may also enjoy audio or videotaping their performance.



This is a sample of the "Keeping Friends" poster. A reproducible copy can be found in the "My World" section of the Appendix.

Evaluation

The children will participate in the discussion and role playing.

II. The World of Other People

Requirement

A. Discuss the work people do for your church.
B. Learn about one job by helping the person do it.

Background Information

Six-year-olds can begin to understand the purpose of the local church (to worship Jesus, to love and care for each other, and to tell others about Jesus). Help them recognize the importance of each member in the work of the church. They need to know that they can contribute to their church even when they are young.

The tasks in the local church may be explained by dividing them into categories, such as:

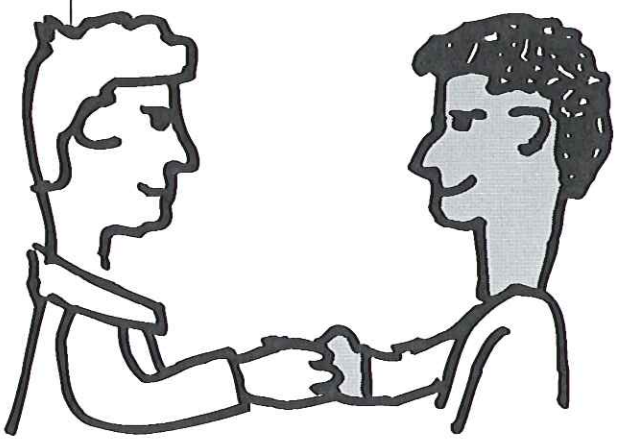
1. Leaders: pastor, elders, church board members
2. Caretakers: deacons, treasurer, clerk, secretary
3. Teachers: Sabbath School teachers
4. Church Ministries: personal ministries, community services, AY/Pathfinder leader, Adventurer leader, musicians

Teaching Tips

- Ask the pastor and/or a representative from each job category to give a *brief* (five minutes) description of their job and why they do it.
- Children can learn actively about these jobs by visiting the various areas in the church. They may see where the work is done and examine the materials used for doing it. This is also an opportunity to teach reverence in the sanctuary.
- The Busy Bee leader may wish to:
  - assign each child to a different job
  - have the whole group work together
  - take turns on a single project
  - allow children to sign up for or arrange a job
- Possible jobs include assisting with:
  - VBS or the younger Sabbath School divisions
  - Visiting missing members
  - Ingathering and community service projects
  - Church upkeep and beautification
  - Greeting or ushering
  - Special music

Evaluation

The children will talk about the work of the local church and the jobs they performed.



III. The World of Nature

Requirement

Earn a Friend of Animals Adventurer Award.

Background Information

In order to earn the Friend of Animals Adventurer Award, the children will complete the requirements listed below. Additional information may be found in the Adventurer Awards section of this manual.

Friend of Animals Adventurer Award



1. Take care of a pet for four weeks.
   - **a.** Feed it and be certain it has fresh water.
   - **b.** Brush your pet, give it a bath or clean its resting place,

   OR

   Put out scraps or seeds for birds or animals in your neighborhood or school.
   - **a.** Identify creatures that eat these scraps.
   - **b.** Draw and color pictures of them.
2. List creatures that live in your neighborhood.
3. Match 10 animals with their houses.
4. Make an animal mask.
5. Play an animal game.
6. Make a stuffed animal. Describe how this animal would be cared for if it were real,

   OR

   Visit one of the following:
   - **a.** zoo
   - **b.** kennel
   - **c.** museum
   - **d.** farmyard
   - **e.** aviary
   - **f.** pet shop
7. On what day of creation did God create the animal you cared for?

RESOURCE LIST

My World Track

I. The World of Friends

A. Bible Stories and Texts

1 Samuel 18-20	David and Jonathan
Psalm 1:1	"Walk not in the counsel of the ungodly"
Proverbs 16:28	"A whisperer separateth chief friends"
Proverbs 17:17	"A friend loveth at all times"
Proverbs 18:24	"A man that hath friends must shew himself friendly."

B. Songs

1. *Sing for Joy*
   - "Smile, Smile, Smile" 107
   - "I Would Be True" 117
   - "Cross Over the Road" 131
2. *Kids Sing Praise*
   - "Grumbler" 47
   - "I'll Be a Sunbeam" 52

C. Ellen G. White Quote

"Christian sociability is altogether too little cultivated by God's people. This branch of education should not be neglected or lost sight of." *Messages to Young People*, p. 405.

D. Books and Materials

1. Children

   Bible in Living Sound: *David and Jonathan* (Chapel Records).

   Silverstein, Shel, *The Giving Tree.*

II. The World of Other People

A. Bible Stories and Texts

1 Samuel 1-3	Samuel
Psalm 73:16, 17	"It was too painful for me until I went into the sanctuary."
Isaiah 56:7	"My house shall be a house of prayer."
Matthew 18:19, 20	"Where two or three are gathered..."
Hebrews 10:25	"Not forsaking the assembling..."

B. Songs

1. *Sing for Joy*
   - "The Family of God" 139
   - "Blest Be the Tie That Binds" 140
   - "We Are the Church" 141
   - "What Joy It Is to Worship Here" 142
   - "We Are the Church, Everyone" 143
   - "I Was Glad" 144
   - "This Is God's House" 145

C. Ellen G. White Quote

"The Lord desires us to understand that we must place our children in right relation to the world, the church, and the family." *Child Guidance*, p. 99.

D. Books and Materials

These resources are only suggestions. Use your creativity by contacting your Adventist Book Center, your local book stores or the public library; there is a wealth of information there.