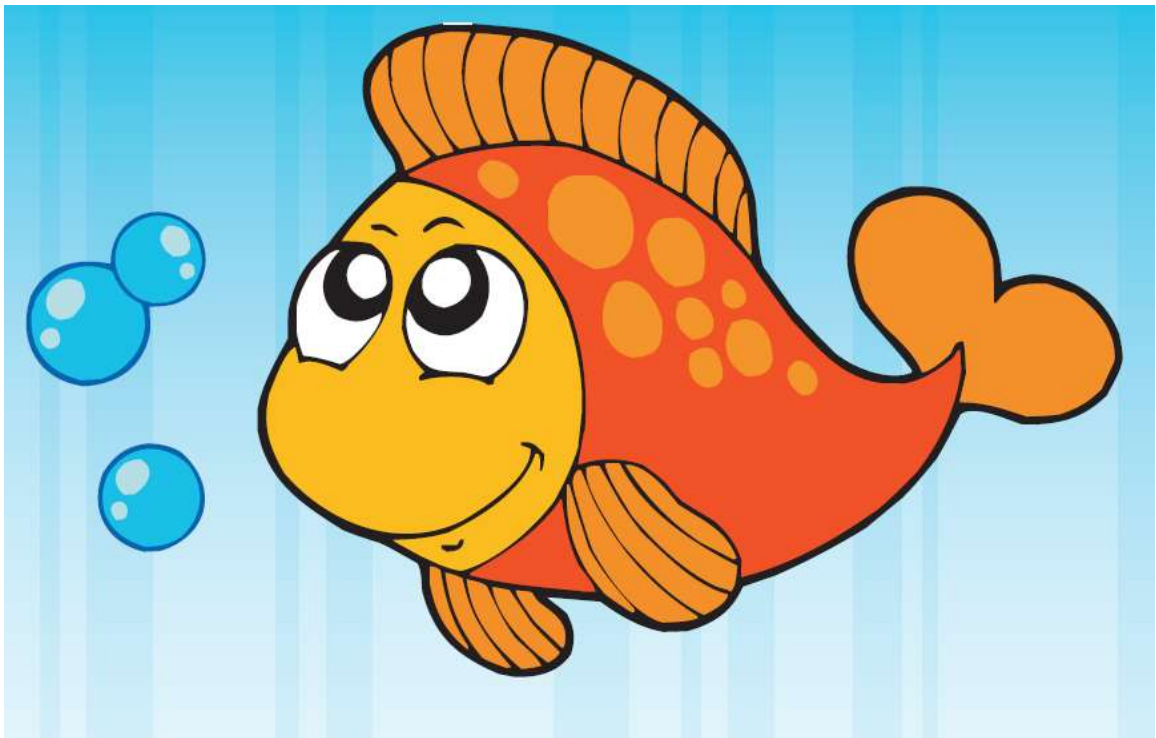


Little Fish Diamonds



Little Fish

List of Diamonds



- ALPHABET FUN
- ANIMAL HOMES
- ANIMALS
- BEGINNING BIKING
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- BIBLE FRIENDS
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- PETS
- SCAVENGER HUNT
- SHAPES & SIZES
- SPONGE ART
- TOYS



ALPHABET FUN

1. Know all the letters of the alphabet.
2. Know how to spell your first name.
3. Take a walk around the room or outdoors and find as many objects as you can beginning with a different letter of the alphabet.
4. Be able to write from memory ten letters of the alphabet.
5. Draw five letters, cut out and paste objects or pictures to go with each of the letters drawn.
6. What are some other ways of writing? (hieroglyphics, Braille, etc.)



SUGGESTIONS

- Have children make letters on the floor by lying down.
- Make letters out of pop sticks or other objects.
- Use skipping ropes to form letters, numbers, and shapes.

TEACHING HELPS

4. Human letters. Hold up or call out the name of a letter and have children form this by lying on the floor. Adult advice would be needed, and some letters would require cooperation of more than one child.
3. Prepare small cards with a letter and a picture to match. Also prepare envelopes with a letter on each to take the cards. Tape one envelope to the back of each child. Give out all the cards and have all the children try to place their card in the correct envelope (children will of course be moving so finding the right envelope will be hectic).

ANIMAL HOMES



1. What is a home?
2. Tell about your home. Draw a picture of your house and Colour it.
3. Animals have homes too. Name five different animals and tell where they live.
4. How do animals know what to do to make a home?
5. Choose an animal and do the following:
 - Watch the animal (it can be in a zoo or on a video).
 - Draw or Colour a picture of the animal.
 - Make a model of its home.
 - Display your picture and model in your church foyer.
 - Tell someone what you learned about your animal and its home.

SUGGESTIONS

1. A home is the place where you live or stay. It should be a place where you feel safe and comfortable.
2. Provide large sheets of paper and crayons. When they are done, ask the children to tell about what they have drawn. Affirm and accept their efforts.
3. A possum lives in a hollow of a tree
A kangaroo uses a wind cave of the base of a tree.
A wombat lives in a tunnel dug in the ground.
A koala lives in the fork of a tree.
A platypus lives in a burrow in the bank of a river.
A rabbit makes a burrow (hole) in the ground.
The deer's home is the forest.
People make a stable for horses.

4. God has made the animals so that they know what to do. This is called instinct - it's something that they don't have to think about. they just know. Animals also learn about making homes from their parents.

5. Offer the children a selection of plastic or rubber animals. Have them choose one and construct a home out of play dough (see pg.), wood, cardboard. etc.

TEACHING HELPS

1,3,4. For story time talk about homes. Get the children to describe different animal homes, discuss how animals know how to make a home, and what the children do to make their home better, or help to maintain the home or yard.

2. As the children arrive direct them to pieces of paper on tables or large pieces on the floor and have them draw pictures of their home or their favourite room in their home.

3. Using the bird nest template (see pg) have the children 'find" materials (have bits of string, yarn, twigs, piece of paper etc) and make their own birds nest by glueing their materials to the template.

3,5. Make a model of an animal home (see above)

5. Animal Movements. This is best done outdoors with plenty of space. Have the children move like an animal. (Elephant - one arm out as trunk; bird - flap arms; Kangaroo - hop; use your and the childrens' imaginations). Either call an animal and have all the children move at random, or have them move in a line across a space.

ACTIVITY: PLAY DOUGH

(see Animal Homes but can be used for other projects)

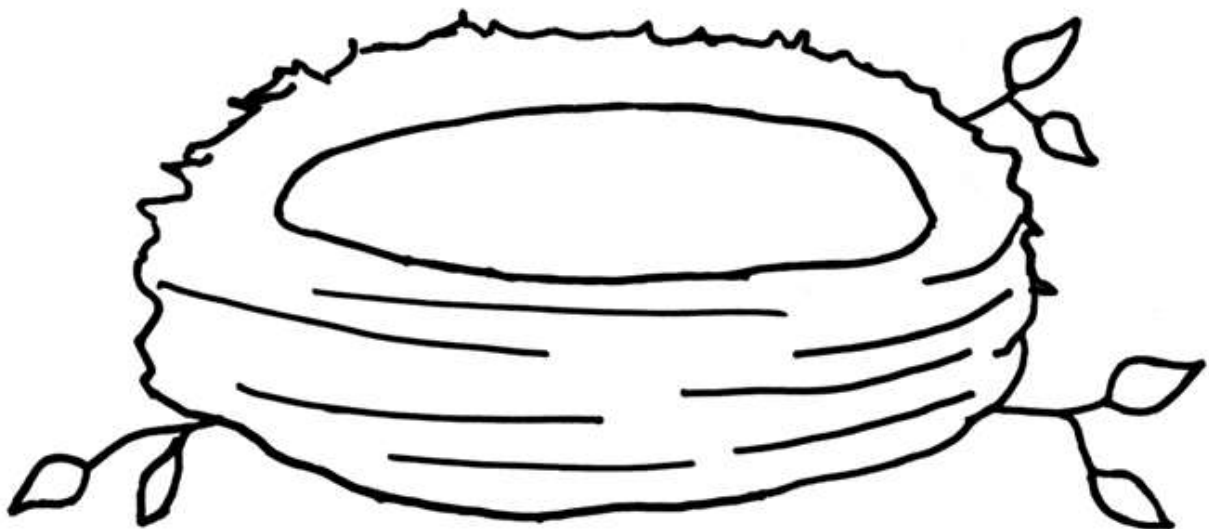
- 1 cup flour
- 1 cup water
- $\frac{1}{2}$ cup salt
- 1 tablespoon oil
- 1 teaspoon cream of tartar
- 1 teaspoon food colouring

Combine flour, salt and cream of tartar in a saucepan. Add the liquids gradually to the dry ingredients. When smooth, cook over medium heat, stirring constantly until the mixture forms a ball. Remove from heat and knead until smooth.

This dough is very pliable and long lasting if stored in refrigerator. It will be more elastic than uncooked play dough. Cake paste food colouring (from a cake decorating store) gives more vibrant colours than regular food colouring.

BIRDS NEST

Enlarge this picture



ANIMALS



1. Name five animals you see in the zoo.
2. Draw and Colour pictures of two of them.
3. Cut three zoo animals from magazines or from the Internet and mount them.
4. From play dough, form one of your favourite zoo animals,
5. Name three animals' names from the Bible.

TEACHING HELPS

See www.enchantedlearning.com for all sorts of ideas for this and other diamonds.

1. Prepare cards with pairs of identical animal pictures, mix the cards up and arrange the cards in rows face down. Play the memory game where each child has a chance to turn up two cards. If they match they are kept, if not they are turned face down again. When all the cards are matched get each child to try and name the animals they matched,.

1. Animal sounds. Sing old MacDonald's Farm with the sounds of baby animals only.

2. Make an animal puppet (see crafts the puppets at ww.enchantedlearning.com).

2,5. See page for hand drawings. Either colour these or have the children make their own from their own hands to colour. While the activity is in progress discuss the story of Noah's ark.

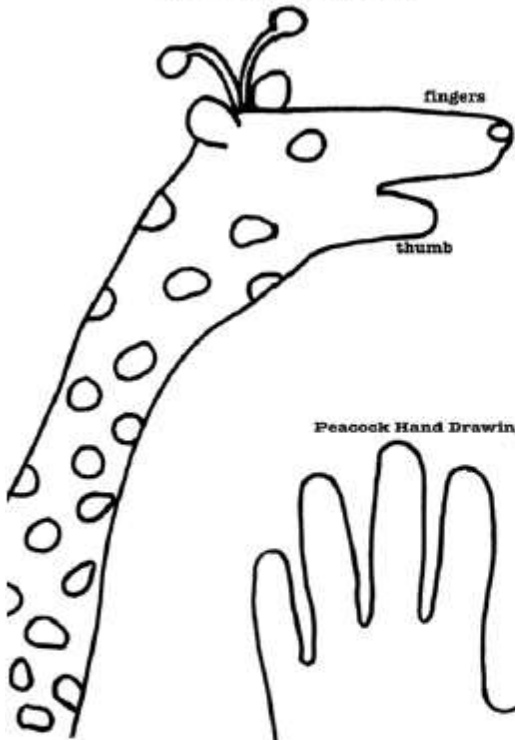
4. See page for a play dough recipe or use plasticine.

- For story time tell a story about an animal (possibly about an animal in the Bible.

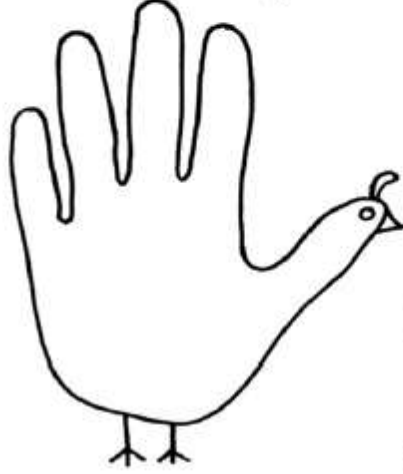
- Animal skills. Create a circle with the children (Hold hands and move out - drop hands when the circle is formed) and pretend you are teaching them life skills. Show pictures if possible,

- Act out animals - this is best done out of doors in a grassy area:
- Kangaroo - hop about the hands pulled up to chest. Stop, look around and sniff the air.
- Koala - sit with legs drawn up as if sitting in the fork of a tree, Pretend to eat some leaves and go to sleep.
- Wombat - on all fours slowly walking to 'tunnel'. Pretend to go into tunnel and settle to sleep.
- Galah - flap wings (arms), making galah calls. Perch on 'power line' and do somersault, then sit on the wire again.
- Kookaburra - squat on 'branch' and make a Kookaburra laugh call.
- Snake - lie on floor and wriggle like a snake.
- Emu - run lifting knees high and taking long steps.
- Tiger - creep along on all fours quietly, looking everywhere.
- Rabbit - wrinkle their noses and sniff for danger then hop quickly to a safe hiding place.
- Elephant - swing one arm as a trunk and use it to pick leaves off a tree (pinned or tied to the wall).
- Flamingo - stand on one leg and tuck head under wing (arm) to sleep.
- Gorilla - beat on chest and yells to scare away enemies.

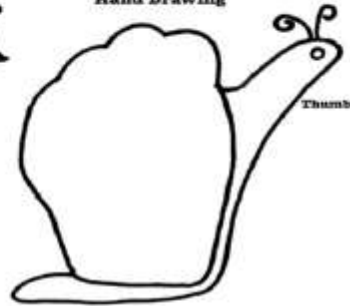
Giraffe Hand Drawing



Peacock Hand Drawing



Snail Hand Drawing



BEGINNING BIKING



1. Know how to ride a bike without training wheels.
2. Be able to ride three blocks in your neighbourhood. Ride on the footpath with an adult.
3. Know three biking safety rules.
4. Colour a picture of a bicycle and be able to identify the following:
 - handlebars
 - chain and guard
 - spokes
 - seat
 - main frame
5. How are tyres pumped up?

ANSWER FOR #3:

- a. Never ride out into the street without looking.
- b. Never ride with anyone else on the bike with you (No "double" or "dinky").
- c. Ride with both hands on handlebars.
- d. Be careful not to ride into someone walking on foot path or into another cyclist.
- e. Most states allow up to 12 years old to ride on the path, some also allow an adult to accompany children. Check your local rules.
- f. Always use a biking helmet.

TEACHING HELPS

This bike service day would need to be run on a Sunday somewhere like a school playground or empty office or shop car park where the children would be safe.

Set up stations for each event

1. Bike adornment. Supply materials (streamers etc) to adorn bikes. Let the children do this but check for safety before they leave this area.
2. Obstacle course. Set out cones (or other safe objects) that the children must weave their way through.
3. City Street. Mark streets with curves stop signs, turns etc. Have the children ride through and give safety tips when they go wrong.
4. Helmet check. Have an adult make sure the helmet fits properly, if there are problems either talk to or write a note to the parent/guardian so that it can be corrected.
5. Repair. Have a mechanically minded person check tyres, seat adjustment, brakes, chains and size of bike relative to the child.
6. Safety. Give a driving test (mostly verbal but ask the children to demonstrate signals).
7. Final station. Check that each child has completed everything and if possible give a bike related prize.

Stations 1-6 could be set up as a round robin, so there is not a long wait at the start. 7 can be done as soon as a child has done the other six.

BEGINNING SWIMMING

1. Know how to dog paddle.
2. Know how to swim with your head underwater.
3. Be able to jump in and swim to steps, ladder, or wall.
4. Know two water safety rules. (Always have an adult with you, never run around the pool, never jump in on top of someone, etc.)
5. What would you do if someone was in trouble in the pool? Would you try to save them? Why would it be better to call a parent or adult to come and help?
6. What is the emergency number of an ambulance?



SAFETY NOTE - have at least one adult in the pool and plenty of supervisors and life guards! Standards require one adult to every two children.

TEACHING HELPS

This would have to be a Sunday activity at a public or private pool.

Start by discussing 4, 5 and 6 as a group. Then do the first three as practical tests, and the last three as personal quiz type items, verbally with an adult.

It would be good if one adult could be assigned to control each item.

Have an unconnected standard phone, or a mobile without batteries so that the children can demonstrate their ability to "phone 000"

BIBLE FRIENDS



1. What does it mean to be a friend?
2. Name three Bible Friends.
3. Who is your favourite Bible Friend? Tell a story about that person.
4. Dress up and act out a story about a Bible friend.
5. Tell three things you can do to be a friend for Jesus.

SUGGESTIONS:

1. A friend is someone who is kind, who thinks of nice things they can do for another person. Friends like to spend time together. Sometimes a friend might do something brave, like save a life.
2. Some of the characters in the My Bible Friends books are: Jesus, David, Ruth, Esther, Dorcas, Samuel, Noah, Hannah, Elizabeth, Little Maid, Joseph, Daniel, Shadrach, Meshach, Abednego, Mary, and Jochabed.
3. The children tell in their own words the story of the friend that they chose, pointing to pictures.
4. The class chooses one friend, everyone helps dramatize the story. They can wear oversized T-shirts and bathrobes, scarves, belts, etc. They should pretend the story in all its detail. They need adult help to tell the story and act with them.
5. Ways to be a friend of Jesus include:
 - Show kindness to other people.
 - Choose to do what is right--like telling the truth or obeying your parents.
 - Help your mother or father.
 - Think of something nice to say to your brother or sister or classmate.
 - Share a snack or toy.

- Be nice to your pet(s).

REFERENCES

My Bible Friends, by Eta B, Degering

Bible Heroes, by Arthur Maxwell

TEACHING HELPS

1. Friends stick together balloon relay. The first pair of a team place a balloon between their heads (forehead is usually best) and walk to the end and back keeping the balloon there. Then the next two repeat this action. When the first team finishes have them cheer on the other teams, until all have finished.

3&4. Bible Friends dress up. If possible once dressed take a digital photo and print it out for the children to paste into their record book. Act out a story about the Bible friends the children have chosen..

5. As a closing exercise discuss this requirement.

BIRDS



1. Name five birds you see around your home.
2. Name your state bird.
3. Name three types of purchased bird food (Black Oil Sunflower seeds, thistle, mixed seeds, striped sunflower seeds).
4. Draw a picture of a bird, then use a mixture of bird seeds to fill it in.
5. Make a pine cone bird feeder and hang it in your yard, in a place where cats cannot attack the birds. Tell how many birds come to feed from it.
6. Name two birds mentioned in the Bible (eagle, dove, sparrow, raven).
7. Know two bird sounds and pretend you are that bird.

INSTRUCTIONS FOR #5

Fill a pine cone with peanut butter and then roll it in bird seed. Attach a string to the pine cone and tie it to a tree branch or on the porch. It is a little messy but so much fun!

TEACHING HELPS

1,2,6 Only possible if you can get a set of hollow plastic eggs. Make displays of local birds, Bible birds, State birds, and put copies of the pictures on these displays one into each egg. Hide the eggs before the meeting. Have an egg hunt, and let the children match the picture in the egg they find with the ones on the displays. (This could be done with envelopes instead of eggs).

2 Australia State Bird Emblems:

- New South Wales: Kookaburra;
- Northern Territory: Wedge Tailed Eagle;
- Queensland: Brolga;
- South Australia: Piping Shrike (unofficial Magpie);

- Tasmania: none officially declared (unofficial 40 spotted Pardalote);
- Victoria: Helmeted Honeyeater;
- Western Australia: Black Swan;

See <http://www.australianfauna.com/faunaemblem.php>

4 It might be best to supply each child with an outline bird picture (see the next page for a sample). Paint brushes, small containers of liquid paste and a bag of bird seed will be needed, If the bird seed can be sorted that would be better.

Paint glue into an outlined area and sprinkle in bird seed, repeat for each part of the bird. Discuss which bird eats which kind of bird food.

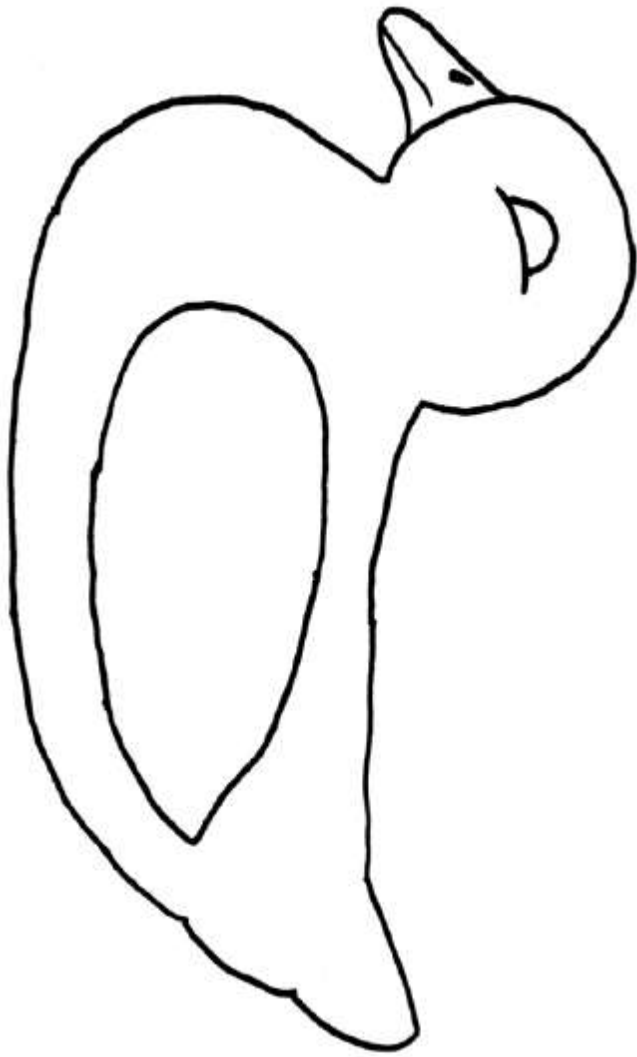
5 When making the cone cover the tables with plastic as this is a messy activity. Beware if any children have peanut butter allergy! Use a small spoon to stuff the peanut butter into the cracks of the cone, then roll it in the seed, Send it home in a small plastic bag!

(The above has not been tested to see if Australian birds would go for it, the next may be better)

A cleaner alternative is to make a feeder from half a six egg box. Tie strings to each end so it can be hung and put bird seed in the to egg tray.

7 Play drop the hankie with bird sounds. Agree on two bird sounds, one for normal and one for run.

The one going round the outside touches each person and makes the first or normal sound. When he makes the second or run sound the person touched runs around the other way and tries to get back first, Vary the bird sounds during the game. Possible sounds - Kookaburra, duck, dove, crow etc.



CRAYON & MARKERS

1. How are crayons made? What are the eight main colours of crayons and markers?



2. What are crayons made of?

3. What happens if a crayon gets hot?

4. Name a boy who had a coat of many colours.

• Draw or Colour a picture of Joseph and his coat.

• Draw or Colour a picture with markers.

5. Why do markers need a cap?

6. Where should you use markers? Where should you not use markers?

7. Make a folder for your pictures and decorate the front with markers or crayons.

8. Draw or Colour two of the following with markers or crayons:

a. animal or birds

b. Jesus and the children

c. rainbow

d. your hand

e. your house

9. Know nine colours.

TEACHING HELPS

While the children are arriving let them make patterns on large sheets of paper on the floor using crayons bundled together with five or six crayons in a bundle (side by side).

1,2,3 Discuss the colours of houses in your area. Hold up crayons and have the children say the colours - yellow, green, blue, purple, red, orange, black, white. Discuss what happens to crayons left in the sun (if possible show an example).

4 Cut out a circle of paper, Cut out a small circle from the middle, then cut out a v section from the middle to the edge. The small circle can make a face and the curved piece can be bent round to make a cone. Colour the cone with stripes, and glue the face at the top to make a Joseph model.

1,11 Have bean bags or balls of at least four colours in a big shallow box or area. Have matching coloured buckets or other containers. Name a colour and hold up an example, the children need to each go and get a bag/ball of that colour and put it in the right container. Keep it lively by calling the next colour as soon as the majority have done the first one.

10 Do rubbing in different colours of textured object like large coins, keys etc. This can replace no.10.

4,9,10 If you are not using display books make a book by punching holes in a few pages of A4 and let the children do their own picture, Include an outline picture of Joseph (see page) in the set and tell his story while the children are working (this can be a separate activity if you wish).

You can play twister in small groups. Some parents may have the game or you can see page 34.

TWISTER

This game has one spinner, divided into fourths by colour, hand and foot. After spinning a combination is called and a child must move the part to a matching location. Now two children can have a hand or foot on the same circle. If you wish to copy these they will need to be much enlarged, and the floor mat needs colours.

Here is an example of the floor mat, a spinner sample is on the next page.

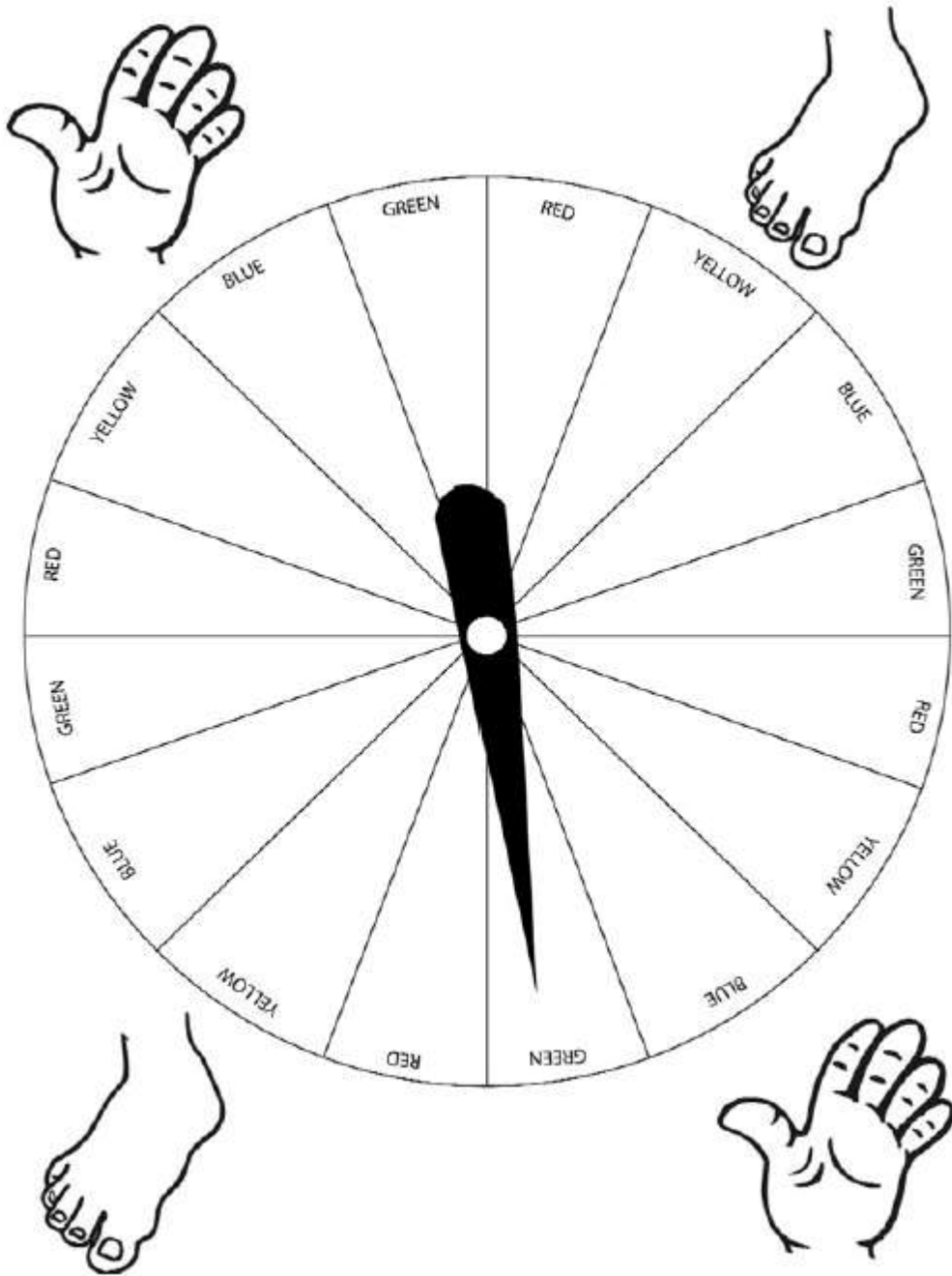
RED

BLUE

YELLOW

GREEN





FIRE SAFETY

1. What should you do if your clothes catch on fire?
2. What should you do if there is smoke in your house and it's hard to breathe?
3. Memorize your phone number and street address.
4. What phone number do you call if there is a fire? What do you tell the person who answers the phone?
5. Visit a fire department.



SUGGESTIONS

1. Cut a flame shape out of red or orange felt. Tell the children that in order to put out the fire, they have to STOP, DROP, and ROLL. Make a game of it.
2. If there is smoke and it's hard to breathe, crawl on the floor. The smoke goes up. You can also cover your face with your shirt to make a mask.
3. Make a game out of this: Pair each child with a parent and give the pair a balloon, yarn ball or bean bag. The parent says part of the address or phone number, then tosses it to the child, who repeats it. Increase the length of the portions until the child can repeat the information in its entirety. Or have the parent say the first part of the phone number and the child complete it. etc.
4. Use a toy phone to practice calling 000 (or your area's emergency phone number). Role-play an emergency phone call:
First, the child dials the emergency phone number. (An adult "answers.") The child says.
"There is a fire at _____ (street address)" - Instruct the child to stay on the phone and try to answer any other questions - do not hang up until asked to do so. (Is the fire inside or outside? How big is the fire? What is burning? Are your parents home? etc.) Emphasize that they should not ever call the emergency number unless there is really a fire - it is not a game.
5. Make arrangements with the fire station in advance. Have parents accompany their children. Plan for snacks after visit.

GADGETS & SAND



1. Using plastic measuring cups and spoons, measure, pour, and scoop up different amounts of sand and put them into a bucket or separate container. Discuss the different measurements.
2. Make a sand art picture, using glue to keep sand in place.
3. Using funnels and scoops, fill bottles (plastic milk jugs, syrup bottles, etc.) with sand. Use two different size funnels.
4. Put dried beans in a bucket with sand. Mix them in. Using a strainer or colander, separate beans from sand and put in a different container.
5. Draw a picture of beans in sand bucket, or make a picture out of beans.

SUGGESTIONS

- Use rice as an alternative for sand.
- Let kids measure, pour, and scoop as long as they like. This develops eye and hand coordination and manual dexterity, and children love playing in the sand.

TEACHING HELPS

1&3 Also consider letting the children weigh themselves, &/or measure their arm or other body measurements. Have two containers and let them guess which is the bigger, then using measures find out who guessed right. Instead of sand you could use rice, dried peas etc as the item to be measured. The more different measuring cups, spoons etc the more fun it will be.

2&3 Prepare for sand "pictures" by first colouring small batches of sand with food colouring (in small plastic bags perhaps). Supply the children with narrow bottles or tubes. Show them how to make interesting designs by pouring a little sand of one colour into the tube, then following with another to make a multi layer design.

2&5 To make a sand picture, paint thin glue on an area of paper then sprinkle on sand (use empty tomato sauce bottles that have large holes made in the lids as sprinklers). This can be done with seeds, dried beans etc instead.

3&4 You could pan for gold by gold painting some very small stones, then hiding them in a box of sand and let the child sieve out the "gold" (use Psa19:10 for a lesson). (Make a mixture for each child with the same amount of "gold" in each. Sieves can be made by punching holes in aluminium pie pans, margarine tubs etc. Another activity would be to mix rice and sand, or beans and lentils, or cornmeal and bird seed. Have the child use a sieve to separate them into separate containers.

GOD'S WORLD OR MY BEAUTIFUL WORLD



1. Who made our world? (Learn *Genesis 1:1*.)
2. Act out the story of creation while someone reads or tells it.
3. Sing a song about your world.
4. Look at a globe and show where you live (or where you used to live).
5. Name five (5) of your favourite things God created for you.
6. Make a collage, Colour a picture of God's world, or take a walk outside and find things He made.

SUGGESTIONS

1. Do this in a question/answer format, with chanted or shouted group responses:

Who made our world? God did!

How do you know? The Bible tells me so.

What does it say? "In the beginning, God created the sky and the earth."

(International Childrens Bible)

Where is that found? *Genesis 1:1*

2. Read *Gen. 1:1 -2:3* in the International Children's Bible. or the creation story from the Bible Story books. Use descriptive motions or sign language symbols for words that recur throughout the story. For example:

- God - point to heaven
- Saw - shade eyes with hand
- Good - clenched fist with the thumb up (thumbs up sign)
- Earth - join arms to make a circle

3. He's Got the Whole World in His Hands

(Can change words., "He made the whole world. Yes He did!")

God Made It So

Jesus Makes Everything Good

If I Were a Butterfly

4. Borrow or buy an earth globe. Have children show where they or their parents were born or grew up.

5. The things God made are all around us when we are outdoors. We bring some of those things indoors to enjoy. Surround the children with natural objects or go outside for this.

6. Take a walk and collect natural objects (stones, leaves, flowers, bark, etc.) and make a picture or sculpture with them.

HELPING MUMMY OR HELPING AT HOME



1. What parts of your body are used to help Mummy?
2. Name three ways you can help Mummy.
3. From #2. pick one of the ways to help Mummy and help her for one week.
4. Learn a song about helpers,
5. Name a Bible character who was a helper.

TEACHING HELPS

1 Make fridge magnet helping hands. Cut out hands from the personal pattern of each child, colour them, and attach magnetic strips.

2 Pick up toys relay. The idea is putting toys away, but it is complicated by how it is done. Examples, balance a bean bag on the head while walking to the toy box, balance a frisbee on a finger, carry a tennis ball in the middle of a tennis racket, etc.

4 Use the song Muffin Man (see <http://www.scoutsongs.com/lyrics/muffinman.html>). Use the words "We will help at home today - let's begin right now". Other verses would be "make our beds", "pick up toys", "clean our rooms", "sweep the floor", "pull the weeds". All verses can be accompanied with appropriate actions.

5 Suggestion - Dorcas; Naaman's Little Maid; The boy who gave Jesus his lunch; John Mark (who went with Barnabas and Paul; etc.

JESUS' STAR



1. Who created the stars and on what day?
2. How did the wise men know Jesus was born?
3. Identify which direction Jesus will come from.
4. Draw, cut out or colour a star. Punch a hole in the top, tie a string through the hole and hang the star.
5. Locate the Southern Cross and the constellation Orion. Visit a planetarium or view stars at night.

TEACHING HELPS

None are given in the North American Division manual. If someone would like to provide some activities for the proper manual here please do so this year.

5 On a camp out or a winter night on a grassy area near the church supply a large tarpaulin or blankets, star charts and torches.

Have everyone lie down on their backs to study the stars. Pick out the easy constellations (use torches to look at the star charts if it helps).

While inside have the Adventurers make their own pictures of constellations, by drawing small stars (or dots) and joining them up.

JIGSAW PUZZLE



1. Find and cut a large picture from a magazine, mount picture on posterboard, and cut into three pieces. (Cut into various shapes.)
2. Play a game with the puzzle.
3. Purchase large puzzle and put it together,
4. Draw and colour a picture, mount, and cut into large pieces.

TEACHING HELPS

3 A large puzzle can be made from a large poster that has been laminated. Cut it into large pieces, keeping the shapes simple.

KNOW YOUR BODY



1. Repeat the text 1 Corinthians 6:19.
2. Name the twelve parts of your body.
3. Draw your body and label the twelve parts.
4. What are knees for?
5. What does your face do for you and others?
6. Name some useful things you can do with your hands.
7. How can you use your mouth for Jesus?

Reference material: Thank You, God, for My Body, by Edwina Neely

TEACHING HELPS

1,4,5,6,7 Talk about different body parts and compare ours with the similar parts of animals (cat & dog claws, bird beaks, giraffe long legs and necks) and discuss how God made each for special purposes. Repeat 1 Cor 6:19. Discuss how we can use the different parts of our bodies to serve God (by serving others).

2 Give each child a blown up balloon. Call out a body part (head, nose, chin, elbow, foot etc) and each child must keep their balloon in the air using that body part. Call a new one frequently.

2&3 Have each child lie on a big sheet of butcher paper. Draw their outline, then have the children draw in (with colour) their eyes, nose, mouth, hair, clothes, shoes etc . Have them name (or label) their body part. Supervise this activity closely, especially if it is being done in pairs and when putting in body parts

Make sure that all questions in the requirement are answered in discussion as the various activities take place.

LEFT AND RIGHT



1. Play "Simon Says" using left/right.
2. Which hand do you draw with? Print your name.
3. Put blue dot stickers on the fingers of your left hand. Put red dot stickers on your right hand,
4. Which side is the hot water tap on? Which side is cold on?
5. Put your shoes on the correct feet.
6. Practice marching while chanting. "Left. Right. Left."

SUGGESTIONS

1. Some things that "Simon Says" might include,
 - Raise your right hand.
 - Put your left hand down.
 - Take a step with your left foot.
 - Put your right thumb up.
 - Touch your toes with your left hand.
 - Stand on your right foot.
2. Accept children's natural tendency. whether they are left- or right-handed.
3. In general, hot is left, cold is right, Show the children how to use the different kinds of taps found at home, in church, etc..
4. Play a game. Pile everyone's shoes together. See how long it takes you to find your own and put them on the correct feet.
5. Tie a jingle bell (available from a local craft store) to each child's left ankle to help them remember which foot starts. Play marching music.
 - A good activity for left and right is the Twister game shown on page 34.

MANNERS FUN



1. Learn the Golden Rule (Matthew 7:12) as outlined in the Teaching Helps
2. What are the four magic "words"? (Two are of course two word phrases)/
3. Draw or cut and paste pictures to illustrate one of the magic words.
4. Play a game using the four magic words.

ANSWERS FOR #2

Please. Thank You, You're Welcome, and Excuse Me.

SUGGESTIONS FOR #4

Magic Word Game

On strips of paper, write incidents such as "When you are given a gift., what. do you say'?"-

"When someone says to you. 'Mary. you have a pretty dress,' what do you say?"

"When you walk down the hall and bump into someone. what do you say!" Use your imagination to think of more incidents. Put the strips of paper in a basket. Have the child draw one and the teacher read it and the child responds appropriately.

TEACHING HELPS

1 Simplify Matthew 7:12 to "Treat others as you want to be treated".

2 & 4 Good Manners sing along. To the tune of "Here we go round the Mulberry bush"

(see <http://kids.niehs.nih.gov/music.htm>, under M for Mulberry Bush) sing "This is the way we share our toys", and for other verses "wait our turn" say thank you" say excuse me" hold the door" "say please may I" etc.

4 From the same web site under H for "Happy and you know it clap your hands" sing "If you're friendly, and you know if, say hello". Other verses can be "give a wave", "make a smile", "shake hands", "say, 'hi friend' " etc.

MY COMMUNITY FRIENDS



1. Name five (5) different friends who live in your community.
2. Make a scrapbook or collage of your neighbourhood friends, including at least five (5) different people.
3. Tell three (3) things that you and your friends can do to make your neighbourhood a better place.
4. Tell one of your friends that Jesus loves them.
5. Do something nice for a community friend.
6. Make a new friend in your neighbourhood.

SUGGESTIONS

1. Kids can name people of all ages that they know.
2. Make scrapbooks for the children ahead of time, or provide construction paper. Encourage parents to take pictures of children and their friends. Children may also ask friends for a picture, or draw pictures of their friends.
3. Things that I can do in my neighbourhood.
 - Pick up trash.
 - Don't litter.
 - Speak kindly to neighbours.
 - Pull weeds or rake leaves for someone who is elderly or sick, (Always ask first!)
 - Help keep my yard nice.
4. Suggest a way to share, such as giving away balloons, buttons or flowers with a message. Role play giving a gift and saying, "Jesus loves you" to a friend. Sing "Jesus Loves, Me" or "Jesus Loves the Little ones like Me (You).
5. Invite your friend to the next meeting, or plan something special at home and invite a friend there.

6. Make sure that children have an opportunity to do this while properly supervised.

TEACHING HELPS

1 In the story time talk about neighbourhoods. A neighbourhood includes the surroundings (buildings, streets etc) but also the people.

1,2 Neighbourhood helper activity centres (this activity could run double or treble length as it involves several activities). Set up activity centres to represent the places in a neighbourhood (shop, library, Post office, bank, School, etc). One adult helper will be needed for each activity. Assign the children roles and let them act out the neighbourhood place. Rotate the groups among the centres. This activity could be a substitute for the scrap book.

3 Discuss how the children could make their neighbourhood a better place.

4,6 These are activities that the children should do outside of class time.

5 Make Thank You cards for a community leader or helper and then give them to them.

PETS

1. Draw, colour, cut from a magazine or use digital photos off your pets, or favourite animals..
2. What does your favourite pet(s) eat?
3. Where do(es) your pet(s) sleep?
4. Help feed your pet(s) for one week.
5. Take care of your pet(s) for one week.
6. Tell a story about your pet.



TEACHING HELPS

The games and activities in the North American Division manual for this Diamond are all alternatives to the requirements listed.

Probably the best way to do this is through discussion and a pet day for "show and tell".

SCAVENGER HUNT



1. Go on a scavenger hunt with one of your parents, a teacher, or another adult.
2. Find two items in nature (gum nuts, pine cones, nuts, leaves, etc.).
3. Find something relating to a Bible story (small basket = Moses, cotton = lamb's wool, stones = altar, multi-coloured material Joseph's coat, etc.). Talk about the story.
4. Find something that is red (flower, piece of material, Colour crayon, etc.).
5. Find a plastic egg (or another type of container), open it and share with another Little Fish. (Can put grapes, raisins, candy, or whatever you like into the container.)

TEACHING HELPS

This activity can be done indoors, but would work better in an outdoor area. The children should be given lists of the items they are to collect, preferably one with pictures (drawings) of the items. Designate places where the different items should be looked for. Have a walk between collecting each item.

3 A talk can be given by each child in front of the group of Little Fish.

4 An alternate here in nature would be to give out coloured slips of paper and then let each child find something matching the colour of their slip. (Make sure you check each colour before hand to make sure this is possible). It may be possible to get old colour display cards from a paint shop.

Adult company is needed to guide and protect as the children move around a large area collecting items.

SHAPES & SIZES



1. Make a scrapbook to paste work in. Draw shapes of different sizes on the front cover.
2. Know and cut out six different shapes. Paste in scrapbook. (Rectangle, square, circle., oval. diamond, and triangle.)
3. Make a picture using different shapes (can cut shapes out of construction paper.) Put in scrapbook.
4. Take a walk and look for different shapes. Is there any shape you see more often than others?
5. Sizes - Distinguish between small, medium, and large.
6. Using blocks or other objects, play a game using different sizes. Ask questions such as: Which is big, bigger, biggest, small, smaller, smallest, etc.
7. Draw, Colour, or paint a picture of different-sized objects and tell which is small, medium, and large.

TEACHING HELPS

1 & 3 Make animal shape templates from stiff card. Let the children trace round the shapes and then colour them in. If they are able to do so, they could cut out some of the shapes, colour them, then stick them in their books. Some animal designs that can be enlarged and cut out are on the next page.

2 Draw the six shapes in outline on the floor as big as possible. Show the children a shape on paper, name it, then have the children walk, hop or crawl etc round that shape on the floor.

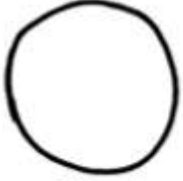
5 & 6 If you have a long wall space tape up pictures of the following animals at about their correct height. Have the children compare their own height to that of the animals to find where they fit.

- Wombat - 1 m in length (probably less than 400mm tall)
- Salt water Crocodile - 6 m long; fresh water crocodile - 2 m long
- Cattle Egret - 500 mm
- Weebil (the smallest Australian bird) - 80 mm.

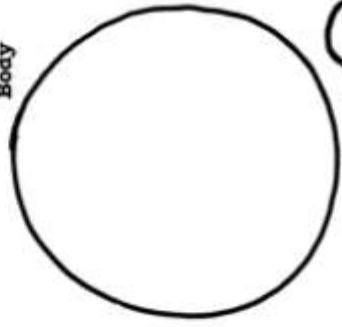
- Emu - 1.5 m.
- Swamp wallaby - 700 mm (other varieties from 300 mm to 1 m)
- Echidna - 400 to 500 mm in length
- Koala - ??
- Kookaburra - 400-450mm
- Red Kangaroo - 1.5 m
- Golden retriever - 600 mm
- Great Dane - 1m
- Chihuahua - 230mm
- Gorilla 2 m
- Humming bird - 90 mm (from beak to tail)
- Blue heron - 1.25 m.
- Baby African elephant - 1 metre
- Baby giraffe 2 m
- Baby hippopotamus - 450 mm
- American Alligator - 3.5 m long
- Congo dwarf crocodile 1 m;
- Discuss biggest, smallest medium sizes.



Head



Body



Eyes



Nose



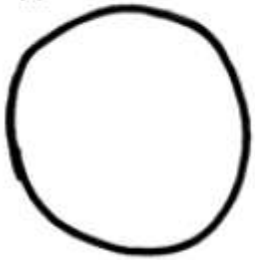
Ears



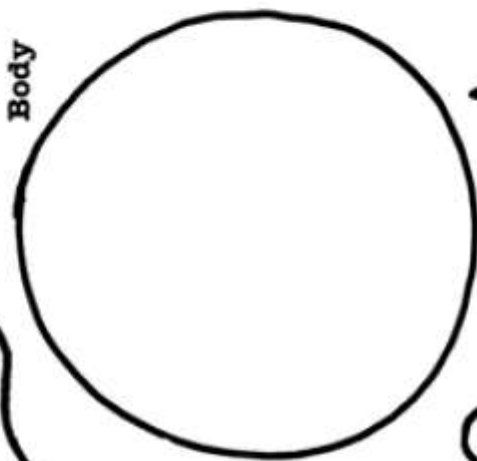
Paws



Head



Body



Tail



Cat:



Nose



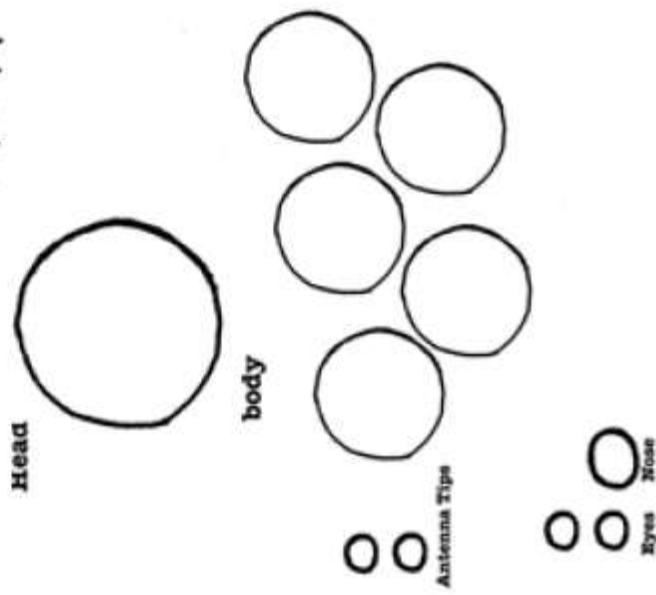
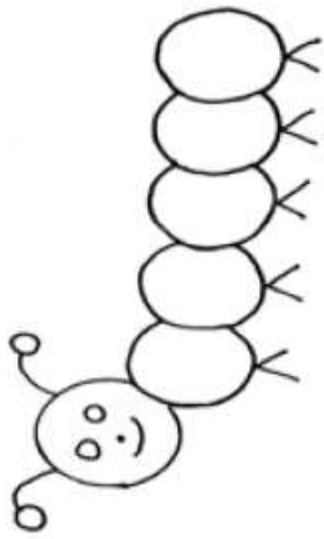
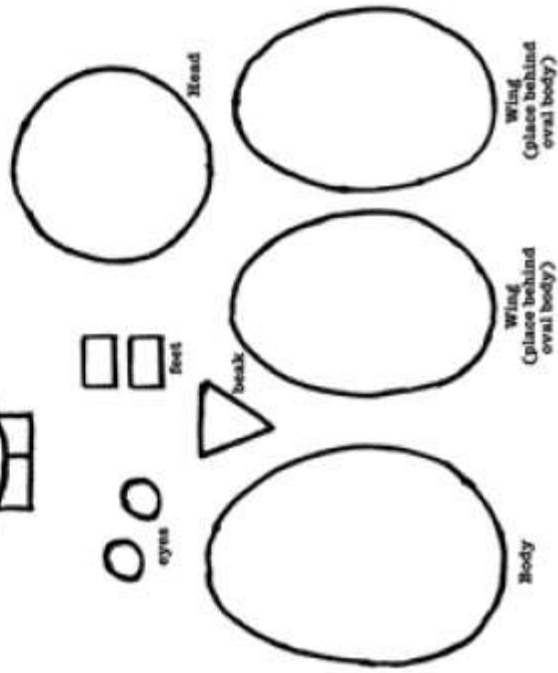
Eyes



Paws



Ears



SPONGE ART



1. Make a sponge puzzle out of different shaped sponges. (Use polyester sponges, not cellulose). Make an outline card for the puzzle using heavy posterboard and laminate.
2. Will the shapes stand on their edges? Can they be stacked? Sort them by Colour and shape.
3. Make a sponge animal or object. (Use craft glue, not white household glue.)
4. Using paint, make a sponge art picture of your choice.
5. Using paint and sponges, make a picture of one of the following:
 - Your name--decorate around it
 - An animal
 - Your favourite toy

TEACHING HELPS

2 As the children arrive direct them to a corner where there are a lot of sponges of various shapes. Ask them to stand them on edge, stack them and use like building blocks. When it is time to start ask them to first sort them by colour, then by size and shape.

3 You will need the bottom half of a milk carton and a sponge to fit for each child. Soak cress, or mung bean seeds overnight in advance (it would pay to experiment with this activity weeks in advance). Let the children assemble their "garden" then sprinkle the seeds on the top, and spray them from a spray bottle. Prepare take home directions to the parents that the "garden" should be spray watered twice a day. Once the seeds have spouted the children can harvest the sprouts and eat them in a sandwich or salad.

3 For an animal you will need to purchase eyes and felt ears from a craft shop in advance.

4 Prepare (or purchase) fruit and vegetable sponge shapes. Using a variety of colours use the shapes to print on place mats. The place mats should be laminated or sprayed with fixative before the children take them home.

- This game can be played as an extra. Have teams with a sponge, a bucket and a bowl. The bucket and bowl are a couple of metres apart. The children in a team take turns to run to the bucket, fill their sponge with water then to the bowl and wring the sponge out. The team who fill their bowl first is the winner.

TOYS



1. What are your favourite toys?
2. Draw or Colour a picture of your favourite toys.
3. Why is it better to take out one or two toys at a time and then put them away?
4. Pick your toys for one week.
5. Share a toy with:
 - a. A friend
 - b. Your brother or sister, cheerfully
6. Sing a song about sharing and practice while singing.
7. Give a toy to someone who doesn't have a toy OR collect a toy and give it to charity.
8. Tell your teacher or parent what you would say in a "Thank you" note to someone who has given you a toy.
9. Make a wish list by drawing or by cutting and pasting pictures of four different toys you would like for Christmas or your birthday.

IDEA FOR #8

Teacher: Write down their words on paper and have them decorate or colour the paper around the words. Give to that person if appropriate.

TEACHING HELPS

- 6 The song "I'll share my dolly because you have none" is fairly well known.