

Busy Bee Manual

Note

This has been modified from the printed manual in the following ways.

Three items have been copied from the Administration section of the manual and placed with each requirement:

Goal of this track

Concept Included in This Component

Objective of this component

The purpose of this is that these ideas are associated with each requirement.

Two items have been omitted:

Workbook Activity

Evaluation

The first has been omitted because the helps in this web site largely replace the work books. The second has been omitted because it was felt that the evaluation was not entirely relevant, often merely repeating the requirement.

The **Norm's Notes** at the end of each requirement are NOT part of the official manual, but were written for the web site helps, but are retained here.

Requirements

BASIC REQUIREMENTS

- I** **Responsibility**
Repeat from memory and accept the Adventurer Pledge.
- II** **Reinforcement**
Obtain the Busy Bee Reading Certificate by reading or listening to, either the Book Club selection from the ABC or two books from the five topics listed in the resource manual.

Complete at least 1 section from each of the following four groups.

MY GOD (Choose at least 1 section)

- I** **His Plan To Save Me**
A Create a story chart showing the order in which these events took place:
- creation
 - Sin and sadness begin
 - Jesus cares for me today
 - Jesus comes again
 - Heaven
- B Draw a picture or tell about one of the stories above to show someone how much Jesus cares for you.
- II** **His Message To Me**
Earn the Bible I Adventurer Award.
- III** **His Power in My Life**
A Spend a regular quiet time with Jesus to talk with Him and learn about Him.
- B Ask three people why they pray.

MY SELF (Choose at least 1 section)

- I** **I Am Special**
Make a booklet showing different people who care for you as Jesus would.
- II** **I Can Make Wise Choices**
Name at least four different feelings.
Play the Feelings Game.
- III** **I Can Care For My Body**
Earn the Health Specialist Adventurer Award.

MY FAMILY (Choose at least 1 section)

- I** **I Have A Family**
Draw or cut out a picture showing something special about each member of your family.
- II** **Families Care For Each Other**
A Discover what the fifth commandment (Exodus 20:12) tells you about families.
B Act out three ways you can honour your family.
- III** **My Family Helps Me Care For Myself**
Earn the Safety Specialist Adventurer Award.

MY WORLD (Choose at least 1 section)

- I** **The World of Friends**
Tell how you can be a good friend. Use one of the following:
- Role playing
 - Puppets
 - Other
- II** **The World of Other People**
Tell about the work people do in your church. Find a way to help them.
- III** **The World of Nature**
Earn the Friend of Animals Adventurer Award.

Basic Requirements

Basic Requirements

I Responsibility

Requirement

Repeat from memory and accept the Adventurer Pledge.

THE ADVENTURER PLEDGE

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

Goal of this track

To ensure that the children have the background necessary to receive maximum benefit from the Adventurer program.

Concept Included in This Component

Commitment to the common goals of the group.

Objective of this component

Upon completion of the Adventurer requirements the children will:

Know: the meaning and purpose of the Adventurer Pledge and Law,

Feel: a sense of determination to make the Pledge and Law a part of their lives, and

Respond: by living by these principles.

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 work" (*Testimonies*, vol. 9, page 129). Each child's best is different and valuable to God.

"Never underrate 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*, pp. 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).

Teaching Tips

- Introduce the pledge in a way that will inspire the children to understand it and strive to fulfil it. Several related Bible stories and texts for discussion are suggested below:
Joseph and Potiphar (Genesis 39-41)

Parable of the Talents (Matthew 25: 14-30)

Eccl. 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 . . ."

- The techniques for learning Bible verses that are listed under the Bible I Award on page 42 can be used for learning the Adventurer Pledge as well.
- Repeat the pledge at every Adventurer meeting.
- Refer to the pledge at appropriate times during the course of other activities. Thus it will not only become a part of the children's rote memory but also of their daily thoughts, actions and choices.

Norm's Notes

The requirement is to learn and accept the Pledge. In order to accept the Pledge the children must understand it. This pledge is quite simple, but an expansion of the ideas in the pledge might help make the principles behind it clearer.

II Reinforcement

Requirement

Obtain the Busy Bee Reading Certificate by reading or listening to, either the Book Club selection from the ABC or two books from the five topics listed in the resource manual.

Goal of this track

To ensure that the children have the background necessary to receive maximum benefit from the Adventurer program.

Concept Included in This Component

Introduction and review of the Adventurer concepts through reading.

Objective of this component

Upon completion of the Adventurer requirements the children will:

Know: and understand more about their God, themselves, their families and their world,

Feel: the value and joy of reading, and

Respond: by continuing to use books for knowledge and pleasure

Background Information

The Busy Bee Reading Certificate is awarded to children who read or have read to them either:

1. The Book Club selection available from the ABC each year;

OR

2. Two books, selected from the following categories:

- * Creation, Jesus' care for children, or heaven
- * Feelings
- * Staying safe
- * Friends
- * Missions

These reading requirements are directed specifically toward the topics the children will be covering in the Busy Bee curriculum. Choose books from the ABC or Christian book stores, which fit into the categories of your choice.

Teaching Tips

- A parent, teacher, leader, brother/sister or grandparent may read to the Busy Bee
- Reading lists or books may be distributed at the beginning of the summer so books may be completed during the summer months.
- Many good story books are available that deal with the topics 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.
- A simple reading motivator can be made by adding a new link to a reading chain each time a child completes a book. Photocopy links on coloured paper with space for the name of the book, the topic and the child's name. Join the links to one another 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.

Norm's Notes

The requirement is to read some books (or listen to them being read). See also the book list in the web section of these pages.

After reading or listening to each book a debrief should be carried out to be sure that there was some understanding of what was read and to give opportunity for each child to express the lessons they learned from the book. The following are suitable questions for the debrief.

- I. Who was the hero (good person) or the villain (bad person) in this book?
- II. What made them good or bad?
- III. How would you react if you met people like that?
- IV. Who would you like to copy in your life? Why?

My God

I His Plan to Save Me

Requirement

- A. Create a story chart showing the order in which these events took place:
- * Creation
 - * Sin and sadness begin
 - * Jesus cares for me today
 - * Jesus comes again
 - * Heaven
- B. Draw a picture or tell about one of the stories above to show someone how much Jesus cares for you.

Goal of this track

To facilitate the development of a growing and fruitful relationship between the child and Jesus Christ.

Concept Included in This Component

God's love, sin and forgiveness, conversion, obedience.

Objective of this component

Upon completion of the Adventurer requirements the children will:

- Know: the broad outlines of God's plan of salvation and how to experience this gift personally,
- Feel: the assurance of God's love and salvation which produces joyful praise and a strong determination to live for Him, and
- Respond: by accepting Jesus Christ's gift of forgiveness and new life.

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.

Recognising 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 and because of people's poor choices. They must know that regardless of why bad things happen, Jesus will always help those who love Him.

The Bible story chart 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 discover more details to complete this basic framework.) Sharing this new understanding of Jesus' love will make it firmer in their minds and strengthen the habit of speaking to others about Him.

Teaching Tips

- The story chart may be used in various ways as follows:

Place pictures from the following pages, or other pictures to illustrate the stories you choose, on a large wall story chart. Add each new picture as you tell the story. The children may refer to this chart as they work on their own pictures (in the workbook) and as they learn about other stories from the Bible and from history.

- Other Bible stories about Jesus' love are:

Elijah and the Ravens (1 Kings 17:1-16)

Jesus Calms the Storm (Mark 4:35-41; Luke 8:22-25)

The Lost Coin (Luke 15:8-10)

- In the first presentation, use the Bible story chart to give an over view 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 live in an evil world under God's protection

* Some day soon Jesus 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.

- In addition to the story chart, other activities may be added if there is time.

To stress the wonder and excitement of Creation, do special activities for each day of Creation week.

First day: Work with prisms, blind walks, or plants set in darkness to emphasise 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 week.

Children could do art projects such as murals or accordion booklets to illustrate each day of Creation week.

- God's watch-care may be demonstrated by using the story of the Good Shepherd. Dramatise this story using a sheepfold made of craft (Popsicle) sticks and pipe-cleaner sheep. Sheep

pictures may be created using cotton or wool and twigs, or other readily available materials.

- Jesus' Second Coming and heaven can become real to children as they listen to various accounts of the wonders of heaven. Discuss and portray what the children would like most to see and do in heaven.
- To emphasise the importance of these activities, display the children's work in a special place.
- The children may share their stories or art work with another individual during a Sabbath School special feature.

The Manual on pages 36 to 40 has the four pictures for this requirement. We have them in the Activity Book, please check there also.

Norm's Notes

In each class a different part of the world time line is discussed with four or five events from the world's history, mostly focussing on the lives of several individual (though the Sunbeam class talks only of incidents from the life of Christ.

However, in the second part of the requirement there is something additional to do and the wording here gives the clue to the purpose of the stories in the first part of the requirement.

In the **Busy Bee** class the focus should be on "how much Jesus cares for you". This lesson is obvious in the good world God gave us, and how it was spoiled and God's plan of restoration. The **Sunbeam** class aim is to "show someone the joy of being saved by Jesus". Here in the stories of his life and sacrifice we can see what Jesus did for us and learn the joy of salvation.

The **Builder** class looks at people who have lived since the death of Christ. The second part talks about "how to give one's life to Jesus" The three people listed all gave their lives to Jesus, though maybe in different ways, and this leads to a discussion on how a child today gives their heart to Jesus.

The **Helping Hand** class looks at Old Testament heroes, and many lessons could be drawn from their lives, but the second section talks about "how to live for God". Thus the stories should be looked at from this point of view and discussion can be on how these people can be examples for those living today.

In the manual at this stage there are the pictures for the requirement above. They are not repeated here as they are in pdf helps.

II His Message to Me

Requirement

Earn the Bible I Adventurer Award.

1. Own or have use of 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. Conversion of Paul
 - b. Zacchaeus
 - c. Raising of Lazarus
5. Locate, read and discuss the following Bible verses about Jesus's love for you. Memorise and repeat two of them.
- a. John 3:16
 - b. Psalm 91:11
 - c. John 14:3
 - d. Psalm 23:1
6. Prepare and act out a Bible story or parable of your choice.
- OR**
- With a group create a Bible story in some sand.

Goal of this track

To facilitate the development of a growing and fruitful relationship between the child and Jesus Christ.

Concept Included in This Component

Memory verses, Bible books, using and trusting the Bible.

Objective of this component

Upon completion of the Adventurer requirements the children will:

- Know: how to learn of God's love and His plan for us through history and the Bible,
 Feel: the desire and confidence to come closer to God through studying the Bible, and
 Respond: by studying the Bible regularly, easily and with understanding.

Award HELPS

- 1-2. If possible, see that each child has their own Bible. Teach that nothing is ever placed on a Bible and that the Bible is to be kept clean. Show how to be careful and how to handle the Bible reverently.
3. Help the Adventurers locate Genesis and Revelation in their Bibles. Encourage them to locate each while a child tells about the author. Play Bible games, use felts, etc. Make this a happy learning experience.
4. Help the children pantomime or dramatise the stories. Encourage them to make the story "come alive." Keep a box of props, including items such as bath robes, scarves and a cane to help the children illustrate the Bible characters.
5. Practice finding the texts in the Bible. Read them together and explain each text so the children can understand its meaning.
6. Illustrate or act out Bible stories such as Daniel in the Lion's Den, Creation, Garden of Eden, etc. or other Bible story of the Adventurer's choice.

Background Information

The Busy Bee needs to understand that the Bible is God's book that tells us about Him and how to love Him. The verses listed in the Bible I Adventurer Award requirements underscore the key Busy Bee concept of Jesus' love and care for us and His desire to save us from evil. These verses reinforce this concept in a way that most six-year-olds can understand and apply. Other verses that reinforce these concepts may also be used.

The books of Genesis and Revelation contain some of the stories on the Busy Bee's Bible story

chart referring to the creation and re-creation of our world. These books provide a simple and appropriate introduction to learning the books of the Bible.

Teaching Tips

- The foremost goal in learning the memory verse is for the child to understand its meaning and its application to daily life.
- Other Bible texts and quotations about Jesus' love are:

Genesis 1:1 - "In the beginning. . ."

Psalms 34:7 - "The angel of the Lord encampeth. . ."

Matthew 19:14 - "Suffer the little children to come. . ."

Matthew 28:20 - "Lo, I am with you always. . ."

John 10:27,28 - "My sheep hear my voice. . ."

Romans 8:38,39 - "I am persuaded, that neither death. . ."

"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)

- Suggestions for Memorisation

There are many enjoyable ways to help children memorise Bible verses. Those listed below begin with the simplest.

1. Introduce the verse as a whole, being sure that the children understand the vocabulary and concepts it contains. Children may paraphrase the verse by writing or repeating it in their own words.
2. Use pictures and stories to illustrate the meaning of the verse. If a particular picture is used for each verse, it can help to stimulate memory of the verse when children look at it.
3. Verses can be learned with great ease when they are set to music. Many Bible verse songs are available with the Sabbath School curriculums, and many Bible verse song books are available from the ABC or Christian book stores.
4. Younger children can draw a picture or make a collage illustrating the meaning of a verse. Older children can write and illustrate or decorate the verse. These illustrated verses can be kept attached to the door to keep the verse fresh in their minds.
5. Verses can be reviewed by having boys, girls, people wearing red, etc. repeat the verse. The leader may do a word-by-word review by pointing to different children to supply each word of a verse.
6. Each word of a verse may be written on separate cards and scrambled. Cards can be put in order as an individual puzzle or a group activity with children taking turns putting the verse in order. Have the group repeat the verse as soon as the cards are in order. Word cards may be handed out to individuals who are then invited to find the child holding the word that belongs on either side of them and link arms to make a memory verse chain. When the entire verse is linked together in the correct order, the children should assemble at the front of the classroom and repeat the verse.

Norm's Notes

As the children are working through this award, try to make sure they learn practical lessons of what God has done and how this applies to their daily lives. The following suggestions are for ideas that will aid in bringing out these lessons in the following numbered requirements of this award.

2. Why should we respect the Bible? (It is God's word). Respect is not superstitious care for a holy icon!
3. Go beyond the names of these books, make sure the children realise that Genesis means beginnings, and that Revelation means showing - and that it is the Revelation of Jesus Christ.
- 4 & 6. These are not just interesting stories, though they are that. They are also stories of people who followed Jesus, and people who loved Him because He loved them first.
5. Note that these verses are "about Jesus' love for you". Make sure as the children learn two of these verses that they get the point of this message.

III His Power in My Life

Requirement

- A. Spend a regular quiet time with Jesus to talk with Him and learn about Him.
- B. Ask three people why they pray.

Goal of this track

To facilitate the development of a growing and fruitful relationship between the child and Jesus Christ.

Concept Included in This Component

Prayer, Bible study, witness, living for Christ.

Objective of this component

Upon completion of the Adventurer requirements the children will:

- Know: how to build a growing relationship with God,
Feel: the joy which comes from living for Him, and a determination to persevere, and
Respond: by spending a quiet time with God and growing more like Him every day.

Background Information

If a child learns at an early age to set aside daily time for private devotions, and if 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 morning and evening devotions to a minimum of weekly Sabbath, class, or club worship for those who are unable to participate in any other way. In the beginning, teach by example and help the child enjoy spending time with Jesus.

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

Teaching Tips

A.

- Present the importance of private devotions after the child has become acquainted with Jesus' love and plan for them. Establishing a habit of spending time with Jesus as a friend requires dedicated guidance and supervision from both parents and leaders.
- The Adventurer leader can encourage private devotions in a number of ways.
 1. Share some personal experiences with private devotions.
 2. Talk of the benefits of a regular quiet time.
 3. Provide frequent occasions for children to discuss their experiences.
 4. Frequently discuss times, places and methods for enjoying the quiet time.
 5. Make available a wide variety of devotional reading material.
 6. Help and encourage parents to assist their child in regular private (and family) devotions.

- Bible stories, texts and quotations:

Elijah on Mt. Carmel (1 Kings 18)

Paul and Silas delivered (Acts 16:19-34)

The Lord's Prayer (Matthew 6:9-13)

Psalm 95:6 - "Let us kneel before the Lord. . ."

Psalm 145:18 - "The Lord is nigh unto all that call. . ."

1 Thessalonians 5:17 - "Pray without ceasing. . ."

James 5:16 - "The effectual fervent prayer. . ."

1 John 5:14,15 - "If we ask anything. . ."

"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*, pages 172, 173)

"In every Christian home God should be honoured 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, Teachers, and Students*, page 110)

"Jesus knows the needs of children, and He loves to listen to their prayers. Let the children shut 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." (*The Adventist Home*, page 299).

- Suggestions for Facilitating Children's Quiet times With Jesus

Because the children will normally be spending their quiet times at home, it is very important to enlist the parent's enthusiasm and cooperation in helping children choose and reach their goals. A letter may be drafted and sent home, but a better approach for arousing

enthusiasm would be to plan a special parent meeting that is focused entirely upon helping children build the habit of regular personal Bible study and prayer. This meeting should include a time of sharing and discussion that will remind parents of the central importance of Bible study and prayer in the life of the Christian. Ideas and suggestions may be shared by leaders and parents as to how time can be set aside for family and personal worship, and what activities would be most meaningful for the Adventurer age group. Family worship with the Adventurer child should be active and fun.

Children's personal quiet times should be spent in a quiet place where they feel comfortable but not distracted. It may be based around the Sabbath School lesson, a Bible story book, or a simple passage of Scripture from a modern translation of the Bible. Children may enjoy drawing pictures, singing songs, writing verses, going for walks, or other creative activities that apply the Bible readings. These quiet times should always begin with a prayer of thanksgiving and petition, and end with a consideration of how the material covered during the quiet time should affect the way the child chooses to behave.

Initially, a parent or other adult will need to join the child during the quiet time to help him or her read the Bible passage or story and to model and teach how to enjoy a meaningful quiet time with God. As the child becomes more independent and establishes positive habits of Bible study and prayer, the parent may decrease participation at a pace with which both the parent and child are comfortable.

1. Make worship a part of the family living pattern through sharing both spontaneous worship moments and scheduled family worship.
2. Set aside time for your own private devotions and help children become aware of the joy and strength they supply.
3. Help children establish a time for daily prayer from their earliest years. Bedtime is most common. It is particularly valuable for a father to take a few quiet moments with his children to talk over the day's experiences and then encourage them to talk to the Lord personally.
4. Guide the child in reading devotional literature on their own level as soon as the child's reading skills are developed to the point of ease and enjoyment. A modern language Bible may encourage a systematic program of Bible reading. An increasing number of devotional reading materials for children are available from the ABC and Christian book stores.
5. Try to start the evening bedtime rituals soon enough to allow for warm, intimate, companionable guidance in devotions without nagging the child to hurry.

B.

- The children or the leader may invite several adults to come and talk about their experiences with prayer. Keep them short (about 2-5 minutes). Afterwards, discuss the speaker's ideas.

Norm's Notes

The first part of this component in each class is the same, having to do with the Adventurer spending a quiet time with Jesus, to talk and learn about Him. The second part of the requirement varies with class:

Busy Bee	"Ask three people why they pray"
Sunbeam	"Ask three people why they study the Bible"
Builder	"Ask three people why they are glad to belong to Jesus"

Helping Hand "Work with an adult to choose one thing in your life that you would like to improve. . . "

Notice the progression growth in spiritual life. Try to influence the children so that the first part of the requirement includes the growth that is there in the second part. Remind them that "talking and learning" means growth, when the person you are talking to is Jesus.

In your discussion while doing this requirement try to make sure that the children understand why people pray.

My Self

I I am Special

Requirement

Make a booklet showing different people who care for you as Jesus would.

Goal of this track

To enhance the children's care and appreciation for the individuals God created them to be

Concept Included in This Component

Uniqueness and value of each person, responsibility for service, talents.

Objective of this component

Upon completion of the Adventurer requirements the children will:

Know: that God created each person in a special way for a special purpose,

Feel: the assurance of their own unique value as children and co-workers of God, and

Respond: by discovering some of their own special strengths striving to improve them by recognising their weaknesses and striving to effect change

Teaching Tips

- Introduce this requirement by bringing real "caring people" or coloured pictures and descriptions. Caring people include:
 - * Jesus
 - * family members (also discussed in the family requirements)
 - * teachers (school and church)
 - * pastor
 - * friends
 - * neighbours
 - * community service people (doctor, nurse, policeman, fireman, bus driver)
- A booklet may be made by having the children draw their own pictures of caring people or pasting pictures, and then folding the pages from the workbook into a booklet. You may like to give the children drawings of some of the above people so they can paste them into their booklet and colour them in.
- It would be special for the child if some of the caring people wrote notes in the booklet telling the child why they care for him or her. Friends could dictate or write notes to put in one another's booklets.
- Some Bible stories and texts on this topic are
 - Mephibosheth (2 Samuel 9)
 - Elisha and the widow's Son (2 Kings 4)
 - Esther adopted (Esther 2:5-7)
 - Proverbs 17:17 - "A friend loveth at all times. . ."
 - John 15: 12 - . . . love one another."
 - Phil. 4:19 - "My God shall supply all your need. . ."

Norm's Notes

The operative words in the instructions to make a booklet of people who care, are "who care for you as Jesus would".

How much did Jesus care for us? So much that he gave everything!

While we cannot find many people who care that much, we can still show children that there are people who care. Maybe it is their profession to care, but they do show caring in their work.

The manual on page 46 has some Bible stories about people who cared, and these were not professional carers either. Try to include in the booklet not just the professional carers, but also people like family members, neighbours, church members etc.

II I Can Make Wise Choices

Requirement

Name at least four different feelings.
Play the Feelings Game.

Goal of this track

To enhance the children's care and appreciation for the individuals God created them to be

Concept Included in This Component

Feelings, values, decision-making, media..

Objective of this component

Upon completion of the Adventurer requirements the children will:

- Know: the basic principles of wise decision-making,
Feel: the value of determining their own happiness and success by making wise choices in Christ, and
Respond: by using good decision-making skills to make choices in everyday life.

Background Information

How to play the *Feelings Game*.

1. With the children, talk about 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 when 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 following steps for dealing with negative feelings.)

One's feelings have a strong influence on the decisions and actions one makes. Recognising and naming these feelings is the first step in being able to deal with them successfully.

Children experience both positive ("comfortable") and negative ("uncomfortable") feelings. A multitude of words describe these feelings.

Some positive feelings 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 that the children may recognise include anger, guilt, jealousy, sadness, loneliness, embarrassment, fear, disappointment, discouragement, anxiety, frustration and grumpiness. Children can be led through the series of steps in dealing with these feelings as shown in the first box that follows.

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. When you believe it is a good thing, 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 solutions. It may be helpful to lead the children through the steps noted in the second box that follows.

1. Talk honestly with someone about your feelings.
2. Find out more about the problem and work to change it.
3. Be alone for a while.
4. Work out your feelings in a harmless way, such as crying, drawing or writing, or kicking a ball.
5. Tell 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 recognise their feelings and to talk with

someone about the feelings they have and how they can deal with them. They can learn to communicate their feelings in a kind way to helpful adults and to the person(s) who may have done something to bring about 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 feelings by helping him or her to choose appropriate words as well as an appropriate time and place to share such feelings.

Teaching Tips

- Help children build the habit of recognising, naming, and dealing positively with their feelings whenever possible by:
 - * recognising children who appear to be upset;
 - * encouraging them to talk about what they are feeling and why;
 - * accepting the feelings they express without condemning the child or children;
 - * helping the children choose a positive way of dealing with the feeling(s).
- Another type of feeling game may be played by discussing, acting, or writing about feelings, reactions and solutions to specific situations, such as getting an "A," being teased, having a birthday, quarrelling with a sibling, or feeling left out.
- Children may also enjoy describing and/or discussing their happiest moment, saddest moment. etc.
- A matching card game could be made with cards showing various situations, feelings and solutions.
- You can use the boxes above which are also found in the workbooks, to give to the children on cards to take home to remind them of the steps they can take to deal with their feelings.
- Bible stories, texts and quotes that can be used in discussions are:

Happy/Cheerful:

Psalm 144:15 Proverbs 29:18 John 13:17

Excitement/Joy: Miriam at Red Sea

Exodus 15:19-21

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 Matthew 11:28 Proverbs 3:5,6

Complaining/Grumbling: God sends the quail

Philippians 2:14 Philippians 4:11

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

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

Norm's Notes

While this is the "feeling game" remember that the heading of this component is "I can make wise choices".

In the section above there are boxes which tell us how to handle negative feelings. Discuss these with the class, and ask the children if the steps make sense to them as a way of discussing these steps.

Use the Bible stories listed above, to further discuss feelings. These could be used as a worship subject before or after this component is used. In presenting these stories, do not only bring out the feelings that affected the people in the stories, but note the choices they made as they handled these feelings

III I Can Care for My Body

Requirement

Earn the Health Specialist Adventurer Award.

1. Learn and repeat 1 Corinthians 6: 19, 20.
2. Cut out pictures and make a poster to show three healthy meals you could eat.
3. Explain why your body needs exercise.
4. For one week, record the hours you sleep. Tell why you need rest.
5. Explain why you need fresh air and sunlight.
6. Explain why water is important for your body. Tell the number of glasses of water you should drink each day.
7. Describe and practice good dental hygiene.
8. Name three things that might destroy your health.

Goal of this track

To empower the children to be happy and productive members of the families God gave them.

Concept Included in This Component

Uniqueness of families, family changes, roles and responsibilities.

Objective of this component

Upon completion of the Adventurer requirements the children will:

Know: To empower the children to be happy and productive members of the families God gave them,

Feel: appreciative of their own families and comfortable with their role in them, and
Respond: by responsibly performing their own role in the family.

Award HELPS

1. Talk together as a group or family about the principles of the text.
2. Have a tasting party of healthy foods. Blindfold the Adventurers and have them guess what food they smell, then taste the food. OR have the Adventurers cut pictures of food from old magazines, arrange them on a poster or paper plate and discuss what makes a healthy meal.
3. Your body needs exercise to keep muscles strong, strengthen your heart, improve your lung capacity, make you look and feel better. Do several exercises for fun and health. "Tortoise and Hare" is a running-in-place exercise. First you "run" 20 steps slowly as a tortoise, then 20 steps faster as the hare would run. Repeat three times. Have a wheelbarrow race in which one child holds the ankles of the first child. They both walk forward, one on hands, the other on feet. Then they change places.
4. When you sleep your whole body relaxes, including your muscles, heart and breathing. Your body uses this time to recover and repair itself.
5. Without fresh air we cannot live. Breathe deeply and enjoy. Sunlight contains vitamin D, which helps to form strong bones. Sunlight is a disinfectant. Exercise in the sunlight by doing the "Russian Hop." Get into a squat position with your arms folded across your chest. Hop up and forward with your feet. Hop around in a circle. At the end of each hop, you are back in the starting position.
6. We lose water when we breathe, sweat or urinate, and it must be replaced. Your body is about two-thirds or 65% water. Drink eight glasses of water daily to remain healthy. Many foods have water; lettuce is nine-tenths water.
7. A dentist has educational materials that explain dental hygiene to children.
8. Contact your family doctor, local health department or public library for a video or film that will make this a real learning experience. Many things could destroy your health - lack of sleep, poor eating habits, little or no exercise, drinking alcohol, drug abuse etc.

Norm's Notes

As the requirements of this award are completed, focus continually on the point that this is how each individual cares for their own body. Failure to follow these good health habits is failure to properly care for our bodies.

Notes on the Requirements

- 1 Note that learning this text is pointless unless it is understood. Note that the helps in the second part of the award suggests a discussion of the principles of the text.
- 2 See the suggestion in the helps section of this award of a "tasting party"
- 3 Exercise is another way to "care for my body".
- 4 Sleep is a necessity to good health and good body care.
- 5 When talking of fresh air and sunshine, remind the children that these are given to us by God to help us to care for our bodies.
- 6 See the help on this requirement. Actually we get some of our eight glasses in our food and other drinks than plain water, but water is the best.
- 7 It has recently been stated in Sydney that lack of dental hygiene is ruining the health of people in this state.
- 8 Caring for our bodies means we must avoid these things

My Family

I I Have a Family

Requirement

Draw or cut out a picture showing something special about each member of your family.

Goal of this track

To empower the children to be happy and productive members of the families God gave them.

Concept Included in This Component

Uniqueness of families, family changes, roles and responsibilities.

Objective of this component

Upon completion of the Adventurer requirements the children will:

Know: To empower the children to be happy and productive members of the families God gave them,

Feel: appreciative of their own families and comfortable with their role in them, and

Respond: by responsibly performing their own role in the family.

Background Information

Every child has a family of some kind. The purpose of this activity is to help the child appreciate their 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 home be what He designed homes to be - a place where people cooperate, share, and support one another, even when they disagree.

Teaching Tips

- Encourage each child to share something special about their family. Challenge the children to think about what a family is and how many different kinds of families there are.
- A quiz that "tests" how much the children know about their family members can be fun and stimulating. Questions could include eye or hair colour; favourite food, subject in school, colour, place, thing to do, person, song, or book; birth date; future goal; etc.
- Be sensitive to children's family situations (single parent, divided homes, extended family, etc.). 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.
- Any 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.

- Bible stories, texts and quotations:
The First Family (Genesis 2)
Jesus' Family (Luke 2)
Psalm 68:6 - "God setteth the solitary in families. . ."

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

Norm's Notes

Note the warning on the "Teaching Tips" section above about being sensitive to children whose family is "different". In this world of sin there is no perfect family, but each family exists for mutual care of its members.

Try to draw each child out on things they appreciate in their family. Every family has something that the child can recognise as valuable. Help them to recognise the special features of their family.

Read carefully the objective above.

II Families Care for Each Other

Requirement

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

Goal of this track

To empower the children to be happy and productive members of the families God gave them.

Concept Included in This Component

Authority and respect, appreciation, family activities.

Objective of this component

Upon completion of the Adventurer requirements the children will:

- Know: what family members must do in order to live, work and play together happily for God's glory,
Feel: a growing love for family members and ease in communicating with them, and
Respond: by working to enhance positive relationships with each member of the family.

Background Information

One of the main ways in which children honour their mothers and fathers is by obeying them. Family rules are essential because they describe how people can get along with one another. This includes living 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 honour or dishonour 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 the parent's decision must be accepted.

Carrying one's fair share of family responsibility is another way to honour one's family. Many responsibilities 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 non-participant as it is for the person left to do all the work.

Ask the children to tell some of the types of responsibilities that must be taken care of in the average family such as:

- | | |
|--------------------|------------------------|
| * manage finances | * car maintenance |
| * shop | * yard and garden work |
| * earn money | * household repairs |
| * food preparation | * child care |
| * cleaning | * pet care |

Parents are also responsible for caring for the children and making sure that they are safe and healthy and that they have what is necessary for them to grow into happy and successful Christians. Parents must teach the children how to care for themselves, how to treat others, and how to handle the problems and challenges they will face in their lives. Above all they must encourage and affirm the children in their struggle to grow and learn. It is for this reason that parents are given authority over their children - to care for and encourage them as they learn to be responsible Christian individuals.

"But let them also learn, even in their earliest years, to be useful. Train them to think that, as members of the household, they are to act an interested, helpful part in sharing the domestic burdens, and to seek healthful exercise in the performance of necessary home duties." (*Child Guidance*, p 301.)

Keep in mind, also, the maturity level and abilities of each child and the responsibilities for growth through school and play that are essential at this age.

Teaching Tips

- Help children understand what the word honour means in the text. Discuss with the children how we can honour our parents today. Divide into groups to act out several of these suggestions.
- Children may dramatise the following:
 - * 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 dramatisations 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 special area and make plans to work on it.

- Bible stories, texts and quotes:

Samson (Judges 13-16)

Miriam watches Moses (Exodus 2)

David tending sheep (1 Samuel 16)

Boy Jesus (Luke 2)

Exodus 20: 12 - "Honour thy father and thy mother. . ."

Ephesians 6:1-3 - "Children, obey your parents. . ."

Proverbs 3:11 - "Whom the Lord loveth He correcteth. . ."

Proverbs 1:8 - "Hear the instruction of thy father. . ."

Psalms 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."

"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 Parents, Teachers, and Students*, page 114)

"Every principle involved in them (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*, page 290)

"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 while young." (*The Adventist Home*, page 286)

"The faithful mother will not, can not . . . be a domestic slave, to humour the whims of her children and excuse them from labour." (*Child Guidance*, page 349)

Norm's Notes

In the world today children are continually bombarded with things that are their "rights". The honour that should be given to parents is ignored in this emphasis.

Rights received require responsibilities to match. "Families Care for Each Other" means mutual benefits - child to and from parents.

In the good family, parents protect the children. Children need to recognise their share in caring for other members of their family.

III My Family Helps Me Care for Myself

Requirement

Earn the Safety Specialist Adventurer Award.

1. With your parents, discuss your home fire-safety plan. Select two of the following areas and give four safety rules for each area.
 - a. Home safety
 - b. Outdoor safety (city or country)
 - c. Weather safety
 - d. People safety
2. Practice a fire drill for at least one of the following places.
 - a. Home
 - b. School
 - c. Church
3. As appropriate for your area, practice the safety drills OR discuss what you would do in the following emergencies.
 - a. Cyclone
 - b. Earthquake
 - c. Flood
 - d. Fire
 - e. Lightning and thunder

4. Be a Safety Detective. Check the people and places that you are learning about and list any hazards.
5. Make a mural or safety poster showing dangerous situations and what you can do about them.
6. With your club, play the Safety Game. (Give each other safety situations to answer with "Yes," "No," or "I'll ask an adult.")

Goal of this track

To empower the children to be happy and productive members of the families God gave them.

Concept Included in This Component

Safety, stewardship, indoor skills, outdoor skills.

Objective of this component

Upon completion of the Adventurer requirements the children will:

- Know: the skills needed for the independence appropriate to their age level,
 Feel: confidence and fulfilment in their growing ability to manage their own lives with Jesus' help, and
 Respond: by regularly practicing their growing independence skills.

Award HELPS

1. Encourage parents to help the Adventurers make a fire safety plan. People safety refers to refusing rides with strangers, etc.
2. Draw a floor plan for your school, club or church, and show where and how to get out of the area in case of emergency. Practice these drills.
3. Police or fire departments or your public library will have information for your particular area. Discuss the kind of disasters that may appear so you can inform and prepare the children without frightening them.
4. Make up a "Safety Detective" button or ribbon that the Adventurers may wear when they are recording potential problems at home, school or church. They should look for hazards such as a broken latch on a cabinet that has cleaning fluids or medicine in it, frayed wires or broken electrical plugs, a rake lying face up, boards on the path, a broken water tap, unlabelled containers holding paint thinner or petrol, broken glass, etc.
5. Ask permission to display the posters in a public place.
6. Give the children safety situations in which they must answer, "Yes," "No," or "I'll ask an adult." Start the game with a situation you have experienced, such as broken glass on the floor. Ask "Would you pick up the glass?" "Would you tell an adult?" Encourage the children to share realistic situations and to think carefully before acting.

Norm's Notes

The heading of this component is "My Family Helps Me Care for Myself". This component emphasises growing independence.

The Safety Specialist Award is a junior approach to proper Risk Management.

Life is full of risks and even children can learn to manage them for their own safety.

My World

I The World of Friends

Requirement

Tell how you can be a good friend. Use one of the following:

- * role playing
- * puppets
- * other

Goal of this track

To enable the children to encounter God's world with confidence and compassion.

Concept Included in This Component

Social Skills, courtesy, prejudice, peer pressure..

Objective of this component

Upon completion of the Adventurer requirements the children will:

Know: how to develop and participate in friendships in a positive way,

Feel: confident in social situations, and

Respond: by acting with compassion and courage and thereby enjoying fulfilling friendships.

Background Information

For six-year-old children, "A friend is someone who likes you, and whom you like." As the children first become aware of friends, they think of a friend as someone who does what they want. By the time the children become Busy Bees, they are beginning to understand that being a friend involves some give and take, but it will be several years before they are able to fully understand that friendship is a mutual exchange of caring, respect and trust.

In order to help Busy Bees develop the skills needed for good social relationships, we can capitalise on their interest in fairness. The children need to learn how to relate in a fair and friendly way to all people and to form strong relationships with play mates and close friends. The child who does not easily learn these basic social skills needs extra guidance so that he or she will not become unhappy and negative toward self and others,

Children can be taught to make friends. Help them remember the "rules" outlined below.

1. Remember that you and every other person are special and important.
2. Be friendly - let others know that you care about them.
3. Be interested - listen and do things with the person that he or she enjoys.
4. Be independent - not everyone needs to be your close friend or play mate.
5. Trust God and follow His ways to help you find the right friends.

To develop and maintain a friendship, encourage children to remember the suggestions in the next box.

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. (Be honest about it.)
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 Bible story about 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 upset me when . . .
 - * I like it when my friend . . .
 - * I can be a better friend by . . .
- 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; or
 - * Plan small role plays or skits.
- Situations such as those suggested here 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 their new toy, and you have a better one at home.
 - * A friend asks if they 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 taping their performance (audio or video).

- Bible stories and texts:

David and Jonathan (1 Samuel 18-20)

Psalms 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 show himself friendly."

Norm's Notes

The "Teaching Tips" in the manual for this component have many good suggestions. Copy the boxes on pages 57 & 58 of the manual to give to the children to take home. Ask those who cannot yet read for themselves to have their parents remind them of the details.

Keep the discussion at the child's level of what are true friendships.

II The World of Other People

Requirement

Tell about the work people do in your church. Find a way to help them.

Goal of this track

To enable the children to encounter God's world with confidence and compassion.

Concept Included in This Component

Serving the church, community, country, world.

Objective of this component

Upon completion of the Adventurer requirements the children will:

Know: that they are a part of the wide variety of people and groups in God's world,

Feel: a respect and compassion for individuals and groups, and

Respond: by becoming a model of God's love, and living God's plan for His people.

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). They should recognise the importance of each member in the work of the church. If children begin to learn these principles at a young age, they may take church responsibilities more seriously as they grow older. 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, Sabbath School Superintendent, division leaders, Pathfinder and Adventurer leaders;
2. Caretakers: deacons, deaconesses, treasurer, clerk, secretary;
3. Teachers: Sabbath School teachers;
4. Church Ministry Workers: personal ministries, community services, musicians.

Teaching Tips

- Ask the pastor or one of the above people to come and talk to group about what they do.
- Talk to them about the Biblical example of Moses delegating responsibility.
- The children can do a survey of members in their church to find out what offices people hold.
- Talk about the different church jobs they might like to do when they are older.
- The children could draw a picture of a person showing them actively involved in one of the above categories of 1 to 4 above; they might choose for example Primary Sabbath School leader or pastor preaching.
- Bible stories, texts and quotes:

Samuel (1 Samuel 1-3)

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 10:2,5 - "Not forsaking the assembling. . ."

"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*, page 99)

Norm's Notes

Note that there are two aspects to this requirement:

- V. What people do in your church
- VI. What you can do to help them.

Through this requirement children will recognise themselves as part of the church family as well as a part of their biological family. Others care for and serve us in the church. The children also have our part to play in helping the church the function properly.

III The World of Nature

Requirement

Earn the Friend of Animals Adventurer Award.

1. Take care of an animal or bird for four weeks.
 - a. Feed it and be certain it has fresh water.
 - b. Keep its cage or resting place clean.

OR

Put out food scraps or seeds for animals or birds in your neighbourhood. Keep careful watch for four weeks.

- a. List and identify creatures that feed there.
- b. Draw or colour pictures of them.
2. Visit one of the following and give a report of what you do and see.
 - a. a zoo
 - b. a natural history museum
 - c. an aviary
 - d. a kennel
 - e. a farmyard
 - f. a pet shop
3. Play an animal game.

Goal of this track

To enable the children to encounter God's world with confidence and compassion.

Concept Included in This Component

God and nature, nature study, nature recreation, concern for the environment.

Objective of this component

Upon completion of the Adventurer requirements the children will:

- Know: some of the special things which God's creation has to offer,
 Feel: an appreciation and concern for the natural world, and
 Respond: by enjoying nature and caring for it.

Award HELPS

1. Help the Adventurers learn responsibility and proper care for a pet. (You may purchase a group pet and have the Adventurers take turns caring for it.) A feeding station may be as simple as a window sill or a particular place on the ground. To attract birds and animals use a variety of seeds, nuts or grains.
2. Include family members. Talk about what you saw and learned.
3. Choose from different animal games, such as Animal Lotto, Animal Dominoes, and bird and animal games available at ABC or other Christian book stores.

Norm's Notes

This component is an introduction to the world of nature that God made for us.

Our reaction has two aspects:

- VII. To appreciate and enjoy what God has made.
- VIII. To care for our part of nature.

The first requirement responds to our care for animals, either as pets or as local wild-life. The second and third requirements relate to our enjoyment of animals.