

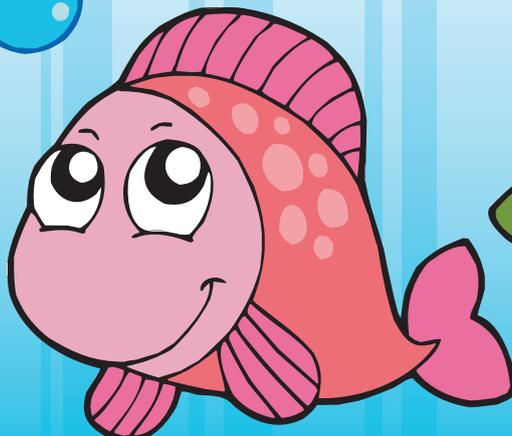
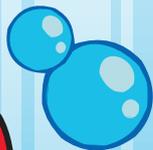
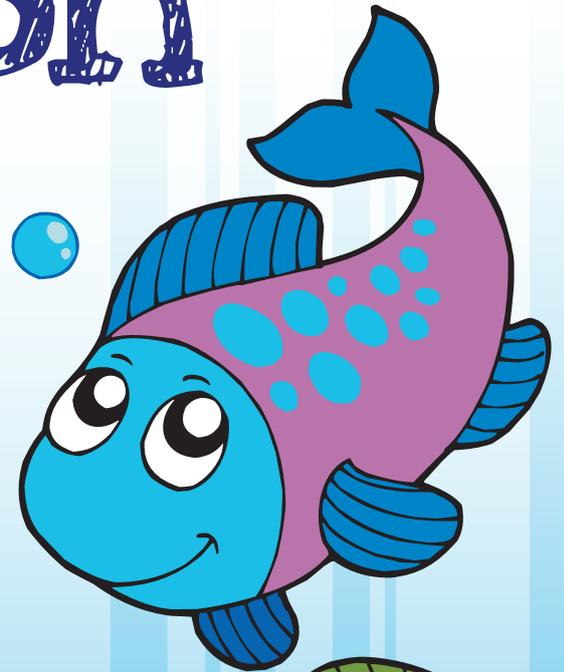
Little

Fish



Special Program for Five Year Olds

Version 3 March 2011



© This version has been approved by the Adventurer Advisory of the Greater Sydney Conference.

It is available on the CD issued at training events; on the Conference Youth web site (<http://www.sydneyadventistyouth.com.au>) and by email from [normtew@tech2u.com.au](mailto:normtew@tech2u.com.au).

Version 3 March 2011

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# Introduction

This Manual has been written for the Greater Sydney Conference .

The requirements and teaching helps are adapted from the North American Division (NAD) named Eager Beavers. That program is intended for children five years old.

Those who are over five years of age should do this course and those under five but over four years of age should do the Little Lambs course. Those who are less than four will have to have a program locally designed as the Conference does not have a formal program for such young children. Note that the birthday is the deciding factor as to when the children start Pathfinders. They cannot take part until they have passed their tenth birthday for insurance reasons.

## FEEDBACK

Please send comments to the Youth Department at the Conference or to Norman Tew ([normtew@tech2u.com.au](mailto:normtew@tech2u.com.au)). If you have any activities, crafts or stories that would help in any of the requirements of this course please send these also.



# Aims of this class

## ONE

Demonstrate God's love for children.

## TWO

Create an environment where all children can contribute.

## THREE

Encourage children to have fun.

# Little Fish Pledge

BECAUSE JESUS LOVES ME,

I CAN ALWAYS

DO MY BEST.

Note that the pledge as used in the South Pacific Division includes the word "can" not "will" as is used in some other areas of the world.

# Uniform

Use the regular Adventurer Uniform.

The Little Lamb stars can be sewn on the bottom section of the front of the sash. The Little Fish diamonds can go on the next section of the sash and the Adventurer awards on the top of the sash.

Sashes are being sold by the Mountain View club (currently the price is A\$8.00), contact Mareta Vaovasa, email [maretaeliu@hotmail.com](mailto:maretaeliu@hotmail.com) or mobile phone 0410 481 218. These may also be purchased at Girl Guide stores as their colour matches ours.

Due to the sash falling off the shoulder it is recommended that a piece of velcro be sewn under the sash where it crosses the right shoulder, with the matching piece of velcro on the shoulder of the uniform shirt. This will stop the sash from slipping off.

# Meeting Outline

The normal meeting length should be 60 to 75 minutes.

During this time there should be a series of activities each lasting no more than 15 minutes, preferably about 10 minutes or less.

Only a few notes for teaching helps are in the manual but more will be added to the web site. Any teachers who develop helps that they are willing to share are invited to send them to [normtew@tech2u.com.au](mailto:normtew@tech2u.com.au). Helps will be added to the web site so all can have the benefit.

Close with a very short prayer.

# Work Books

At this age most children cannot read or write; most have difficulty colouring between the lines, and all have the need to be active.

Thus the use of work books is not compulsory. The use of a display book to store materials produced and/or pictures of activities is a good idea.

Use active learning methods.

# Requirements

## BASIC REQUIREMENTS

Be five years of age before starting the class.

Repeat from memory the Adventurer pledge.

Have someone you know tell or read the following to you:

- one Bible story
- one Nature story
- one other story

## MY GOD

Learn to pray to Jesus.

Earn at least one Little Fish Diamonds from the list below.

- Bible Friends
- God's Word
- Jesus Star

## MY SELF

Memorise the statement, *"For God so loved the world that he gave his one and only Son, that whoever believes in Him shall not perish but have eternal life."*

Learn your home phone number, full name, parent's name, and address.

Earn at least one Little Fish Diamonds from the list below

- Beginning Biking
- Beginning Swimming
- Know Your Body
- Left & Right
- Manners Fun

## MY FAMILY

Memorise the Fifth Commandment.

Earn at least one Little Fish Diamonds from the list below

- Animal Homes
- Fire Safety
- Helping at Home
- Pets

## MY WORLD

Memorize Genesis 1:1

Earn at least one Little Fish Diamond from the list below

- My Community
- Friends
- Scavenger Hunt
- Animals
- Birds
- Toys

## CRAFTS

Earn at least one Little Fish Diamond from the list below

Diamonds that are applicable here are:

- Crayons & Markers
- Gadgets & Sand
- Jigsaw Puzzle
- Shapes & Sizes
- Sponge Art
- Alphabet Fun

## OTHER

Earn at least one Little Fish Diamond from any Diamonds not already done.

# Characteristics of Little Fish

## WHAT YOU NEED TO KNOW ABOUT LITTLE FISH

In the book *Child Guidance*, Ellen White encourages parents to understand the developmental needs of their children. This section helps you with just that - understanding the physical, cognitive and social characteristics of Little Fish. Remember that children develop at their own pace, so some children in your club may not have reached these markers, and others will have passed them. Make sure you focus on the specific needs of each child and not the stages.

## PHYSICAL CHARACTERISTICS

- Can control gross motor skills more easily than fine motor skills.
- Have difficulty controlling large body movements.
- Struggle to control volume of speech.
- Can take themselves to the bathroom - occasionally "accidents" happen.
- Can dress themselves with slight assistance.

## COGNITIVE CHARACTERISTICS

- Have short attention spans.
- Learn actively.
- Focus on one thing at a time.
- Need specific directions.
- Require consistency.
- Can confuse reality and fiction.
- Want to make their own decisions.
- Are literal.

## SOCIAL CHARACTERISTICS

- Can take turns but may not share well.
- May appear to be "know-it-alls."
- Are competitive and like to win.
- Can see only their own point of view.
- Are upset or embarrassed by criticism.

- Have tantrums or tattle to test authority.
- Respond well to encouragement and rewards.

## THIS MEANS THAT LITTLE FISH

- Can jump and hop easier than they can write or color.
- May appear clumsy, fall off chairs or bump into other children.
- Are noisy.
- Need short activities that can be completed in one setting.
- Follow directions that are given one step at a time.
- Enjoy role playing, instead of memorizing.
- Might seem to intentionally lie when they say they have a pet animal that they do not, but are just unintentionally caught up in the excitement of the story.
- Like to play with their "best" friend and won't voluntarily include others.

# Children With Special Needs

## INCLUDING CHILDREN WITH SPECIAL NEEDS

When you learn that a child with a disability will be a member of your club, you might initially feel overwhelmed. Don't worry. Often simple changes to an activity or requirement are all that is needed. Kids this age with special needs can generally tell you when they require assistance and if they can't, their parents or guardians can. Remember that parents or guardians are not looking to you to discredit a diagnosis or to offer a "cure" for a condition, rather they are looking to you to welcome and include their child. Additionally, the other children and adults look to you to see how to act, so make sure you treat the child with special needs with the same openness, ease that you show all of the children.

## DO'S

- Speak directly to the child, not to the adult.
- Recognize that a child's physical disabilities don't indicate mental disabilities..
- Find out medical or special equipment needs of a child.
- Explain special equipment to all children to alleviate fears. Special equipment is not a "toy" for other children to play with (for example riding in a wheelchair).
- Take extra care in planning for the safety of the child with special needs.

- Ensure the meeting facility is handicapped accessible.
- Ask the child the best way for her to do something.
- Permit children to ask the child with 'special needs' about the disability.
- Foster independence
- Focus on all children's strengths.
- Expect reasonable behaviours from all children.
- Be Flexible

## PLANNING INCLUSIVE ACTIVITIES

At times you will need to substitute or change program requirements in order for children with special needs to participate. However, this may mean some creative thinking on your part. Remember that the point is for the activity to be fun and meaningful for the child. Here are some ideas to get you started.

Instead of requiring the child with a learning disability to memorize her phone number and address for the Fire Safety Diamond, have her decorate pre-printed business cards that she can carry in pockets and back packs.

For the autistic child over-stimulated by noise or new places, allow him to watch a video about a fire station instead of participating in the club field trip for the Fire Safety Diamond.:

If a child has balance problems, substitute riding a bike with training wheels or a tricycle for the Beginning Biking Diamond requirement of riding a bike without training wheels.

A blind child can make a dog or cat blanket for a pet instead of drawing a picture or cutting out pictures of an animal, as suggested for the Pets diamond.

A child with cerebral palsy may not be able to meet the program requirements of tying shoes, combing hair, brushing teeth or dressing herself. Ask the child what new skill she would like to learn. She'll have some ideas.

Teach all the children how to use Australian Sign Language (Auslan) to say the Pledge. This will allow a deaf child or a child with a speech impairment to participate.

A child with Down Syndrome might act out his favourite Sabbath activity instead of memorizing the fourth commandment, as suggested in the Little Fish Program Requirements..

Substitute learning the different tastes (sour, sweet, salty, bitter) and explore why God gave us a variety of tastes for a child with low vision instead of learning the colours listed in the Little Fish Program Requirements.

The above items may need modification if some of the requirements are changed.

# Guidelines for Leaders

A Little Fish leader does it all, but they shouldn't do it all by themselves!

Little Fish groups involve the parents of all the children in a leadership or staff position each time they meet. There is a lot of material available on leadership and working with kindergarten-age children. Here are some keys to being a successful leader.

## IDEAS FOR CONNECTING WITH LITTLE FISH

- Try to be at the children's eye level by sitting or kneeling.
- Know each child's name and use it.
- Let the children know you enjoy being with them.
- Give each child opportunities to use his or her strengths.
- Give specific directions. Tell the children to put all of the crayons in the box and hand the box to the leader. Don't say "clean up."
- Give specific choices only when choices are an option. Ask a disruptive child if she would like to play Duck, Duck, Goose or sit with an adult and read a book.
- Use clear, simple words.
- Vary the pace of activities and have activities ready for children that finish early.
- Give a five minute warning, then a two minute warning to help children transition to the next activity.
- Never be sarcastic.
- Correct or discipline children quietly and unobtrusively.
- Be near the children when talking to them; don't yell from across the room.
- Inappropriate behaviour needs to be dealt with in an appropriate manner.
- Acknowledge good behaviour at every opportunity.
- Create a discipline plan ahead of time and share it with the parents/guardians.
- Have three to five simple rules and make sure all of the children know them.
- Be flexible.
- Have fun.

## MORE ON LEADERSHIP

Leadership is more than working with the children - it involves communicating the mission, recruiting staff, planning the program and ensuring the safety of the children that are entrusted to your care. Here are the basics.

# RECRUITING ADULT VOLUNTEERS

The place to start is with the parents/guardians of your Little Fish. In addition to parents you will need to recruit volunteers to help you with the Little Fish program. Each activity will require a significant amount of adult interaction and having enough adults is the key. There are adults in your church and community that would love to be part of your Little Fish program. Don't forget to include:

- Youth
- College students
- Grandparents (their grandchildren may be in Little Fish!)

*These people may not be able to make a year-long commitment but would be willing to assist in a specific program or craft.*

## HERE ARE SOME KEYS TO RECRUITING AND MAINTAINING YOUR VOLUNTEERS:

- Start early.
- Pray for guidance in finding the right people for this ministry.
- Create a "prospect list."
- Have a clear description of each job.
- Share the recruiting responsibilities with other leaders/staff - they have a different network!
- Regularly share information about what Little Fish are doing with your congregation and invite people who are interested to contact you.

## JOB DESCRIPTIONS

### PROGRAM COORDINATOR

- Schedules the Little Fish program, coordinates dates, times and facilities with the church calendar and other ministries.
- Coordinates with the Adventurer Club leader if the Little Fish program is part of the club.
- Recruits, trains and oversees volunteers by providing materials and facilitating communication within the program.

### FACILITY AND OFF-SITE ACTIVITY DIRECTOR

- Prepares the location where the program will take place by setting up the room(s) and needed equipment as outlined in the lesson.
- Works with the Coordinator to identify dates and coordinates all logistics (transportation, etc.) for any off-site activities.

## MEETING DIRECTOR

- Assists the Program Coordinator with recruiting volunteers.
- Provides all the materials needed for the lesson.
- Prepares and then leads a group of team members to assist in each lesson's activities.

## MEETING TEAM MEMBER

- Assists with the activities at each meeting.
- Takes on a specific part of the meeting.
- Works to build positive relationships with the Little Fish.

## SECRETARY/TREASURER

- Keeps a list of all Little Fish names and parent/guardian contact information.
- Records attendance.
- Maintains the master record of completion of Program Requirements, Diamond requirements and Diamonds given to Little Fish.
- Records payment of -dues.
- Approves all receipts for payment.

## PUBLICITY IDEAS

Once you have a Little Fish Program going, you may not need a great deal of publicity. But if your program is just getting started, you will need to let the people in your church and community know how great it is to be a member of the Little Fish. Here are some ideas:

- Posters - use the Little Fish logo and give five reasons to join.
- Visit Sabbath School classes of kindergarten-age children.
- See if you can send a note out to parents at local day care centres.
- Put information on your church's website.
- Decorate a booth or table in the church lobby. (Make sure you have adult volunteer information available!)
- Arrange to give an announcement at church and have some children involved.
- Do a countdown to the first meeting in the church bulletin or on a bulletin board in the lobby of your church.

## PLANNING A CALENDAR

The Little Fish Program is very flexible in its ability to adapt to the schedule that will work best for your church and community. You have the option of meeting once a month or

twice a month, and you will also need to decide if your group will meet during the summer and what you want to do during holiday seasons.

Begin the year with an Induction ceremony and an Investiture will end the program year (probably with the Adventurers). There are also special additional meetings that you can schedule as part of your program.

## **SAFETY**

Ensuring the safety of each child is a priority of the Little Fish leader. To help you with this, safety guidelines can be obtained from your Conference Occupational Health and Safety Officer. He will know any special guideline applying to your State.

## **PLANNING**

Planning is key to safety. Many injuries and much accidental damage during programs, field trips or outings result from failures in planning for the activity. Adventist Outdoors has Trip Planning tools to assist you to determine some of the equipment, supervisory, transportation and other elements that might be needed for a Little Fish field trip or outing.

Here are some helpful suggestions:

- Start the year with a planning session that includes all of your staff.
- Assign a staff person to be responsible for completing a Trip Planner for each outing.
- Plan ahead - don't wait until the last minute.
- Visit off-site locations before the activity to determine hazards and risks.

## **RISK LEVELS AND REQUIRED SUPERVISION**

Consider the following when assessing risk levels:

- Instructors' qualifications and experience.
- Type of activity (inherent risks).
- Number of participants.
- Location of activity.
- Condition of equipment.
- Allotted time for activity.
- Make sure that proper insurance coverage has been obtained.

## **SUPERVISION**

Supervision for all activities must be done by qualified staff. Maintaining an adequate staff/

child ratio is critical for safety. Here are the Australian standards:

- Within the church - one staff member to ten children.
- Away from the church - one adult to four children.
- Any activity involving water (pool or beach etc) - one adult to two children.

## **VOLUNTEER SCREENING**

Volunteers should be interviewed as though they were applying for a paid position. Each volunteer wishing to work with children must have been a church member for at least six months prior to application, provide current references, and they may be asked to submit to a background check. You should follow the Child Protection policies that apply to church workers in your State. In addition to the screening process, all names of volunteers for children's ministries positions should be announced, in the church bulletin.

## **PROTECTING AGAINST ABUSE AND SEXUAL MOLESTATION**

Leaders must follow some basic guidelines to ensure that their Little Fish are not exposed to sexual predators or put in a position where they could be abused. Here are some ground rules:

- Each activity should have at least one registered adult leader 21 years old or older and another adult, 18 years old or older.
- No private one-on-one contact is allowed.
- Respect each child's privacy.
- No secret organizations are allowed.
- Appropriate attire should be worn.
- Discipline should be constructive - this means no spanking or hitting.
- Hazing and initiations are prohibited.
- Harmful or hurtful teasing is prohibited.
- Junior leader training should be provided for older children assisting with the club.
- Conduct activities in rooms which have easy visible access to see the children

## **PERMISSION FORM/MEDICAL RELEASE**

The leader must bring mandatory parental permission forms to all offsite activities. This includes forms for the leader's children, staff's children and children whose parents are part of the trip or outing. Your Conference will have suitable forms for this. Here are some tips that will make sure you have everything covered:

- Permission forms should include details regarding food and drug allergies.

- Permission forms should be securely filed.
- Parents must be informed of specific activities.
- Always have a copy of the child's medical release form with the leader during all off-site activities.
- In the event of an emergency, reasonable effort must be made to contact parents or guardians.
- Little Fish Health Record Form should be provided to the staff on a need to know basis and be kept confidential in accordance with your State privacy laws.

## TRANSPORTATION

Taking groups of children on an outing significantly increases the chance of some type of incident. One of the keys to safety is paying close attention to the arrangements for transportation. Here are some important issues:

- Vehicles must be insured in compliance with local state laws.
- Vehicles should be inspected prior to use to determine road worthiness.
- Drivers must be at least 21 years of age.
- Drivers shall have an acceptable driving record with not more than two traffic citations and no at-fault accidents while driving any vehicle.
- Passengers must not exceed seat belt and seating capacity.
- Gross vehicle and tyre weights are not to be exceeded.
- Open vehicles are not to be used to transport children.

## MEETING ROOM & SURROUNDING PREMISES

Wherever you meet, care should be taken to ensure the safety of your Little Fish. Before each meeting or activity, a leader should be assigned to inspect the premises for hazards, including the following:

- Clutter
- Combustibles near fire
- Broken glass
- Inadequate lighting
- Exposed electrical outlets
- Trip hazards

## EQUIPMENT

Making wise choices in equipment purchased and taking good care of what you have are both

keys to equipment safety. Carefully inspect equipment before each activity. Don't keep faulty or broken equipment - dispose of it right away. The last safety tip on equipment is to ensure that proper equipment is used for each activity. Using equipment improperly is just as dangerous as using broken equipment.

## **IN THE EVENT OF AN ACCIDENT**

During your staff planning session at the beginning of the year, written procedures should be developed for all types of emergency: accidents, medical, fires, and natural disasters. These should be reviewed with the staff periodically to make sure that everyone understands the emergency procedures. Make sure that the staff have the correct Risk Management Accident Report forms and that they are used whenever necessary.

# Patches and Pins

It is **very important** that the Little Fish Diamonds are given out as soon as they have been earned. Once the program for the year has been planned you will need to order the patches for the year.

The investiture pin has now been designed, but is not yet in pin form. See the colour supplement.

# List of Diamonds

- Alphabet Fun
- Animal Homes
- Animals
- Beginning Biking
- Beginning Swimming
- Bible Friends
- Birds
- Crayons & Markers
- Fire Safety
- Gadgets & Sand
- God's World
- Helping Mommy
- Jesus' Star
- Jigsaw Puzzle
- Know Your Body
- Left & Right
- Manners Fun
- My Community Friends
- Pets
- Scavenge Hunt
- Shapes & Sizes
- Sponge Art
- Toys

See the last page for colour illustrations of these diamonds.

# Diamond Requirements

## 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
- ½ 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.

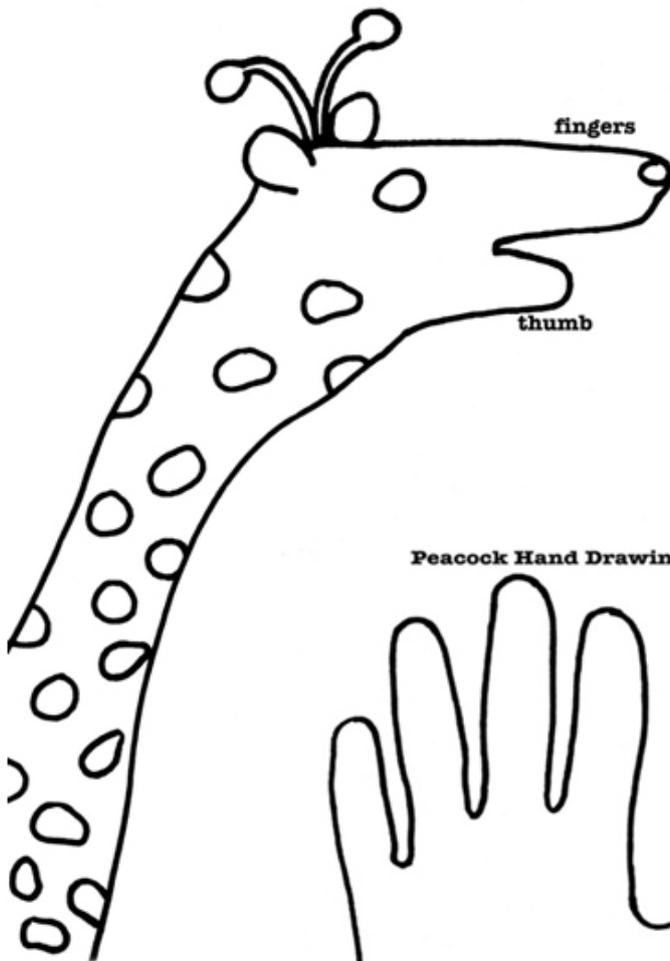
## TEACHING HELPS

See [www.enchantedlearning.com](http://www.enchantedlearning.com) for all sorts of ideas for this and other diamonds.

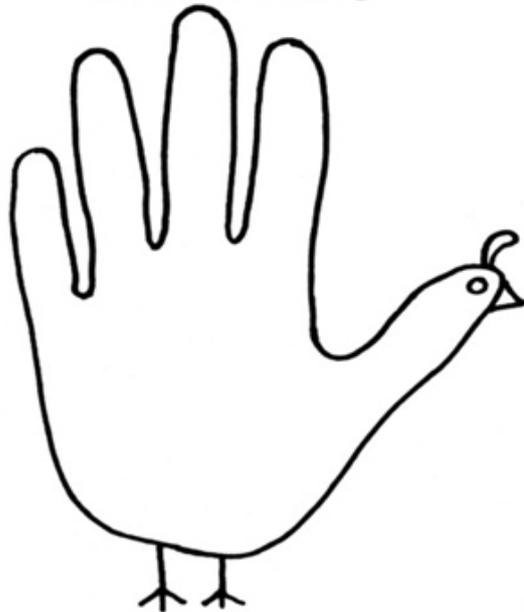
1. Prepare cards with pairs of identical animal pictures, mix the cards up and arrange the cards in rows face down. Play the memory game where each child has a chance to turn up two cards. If they match they are kept, if not they are turned face down again. When all the cards are matched get each child 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 [www.enchantedlearning.com](http://www.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.

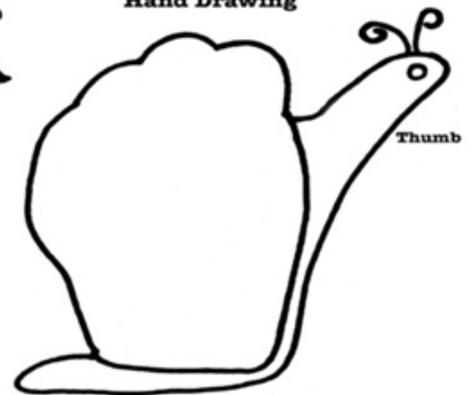
### Giraffe Hand Drawing



### 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.

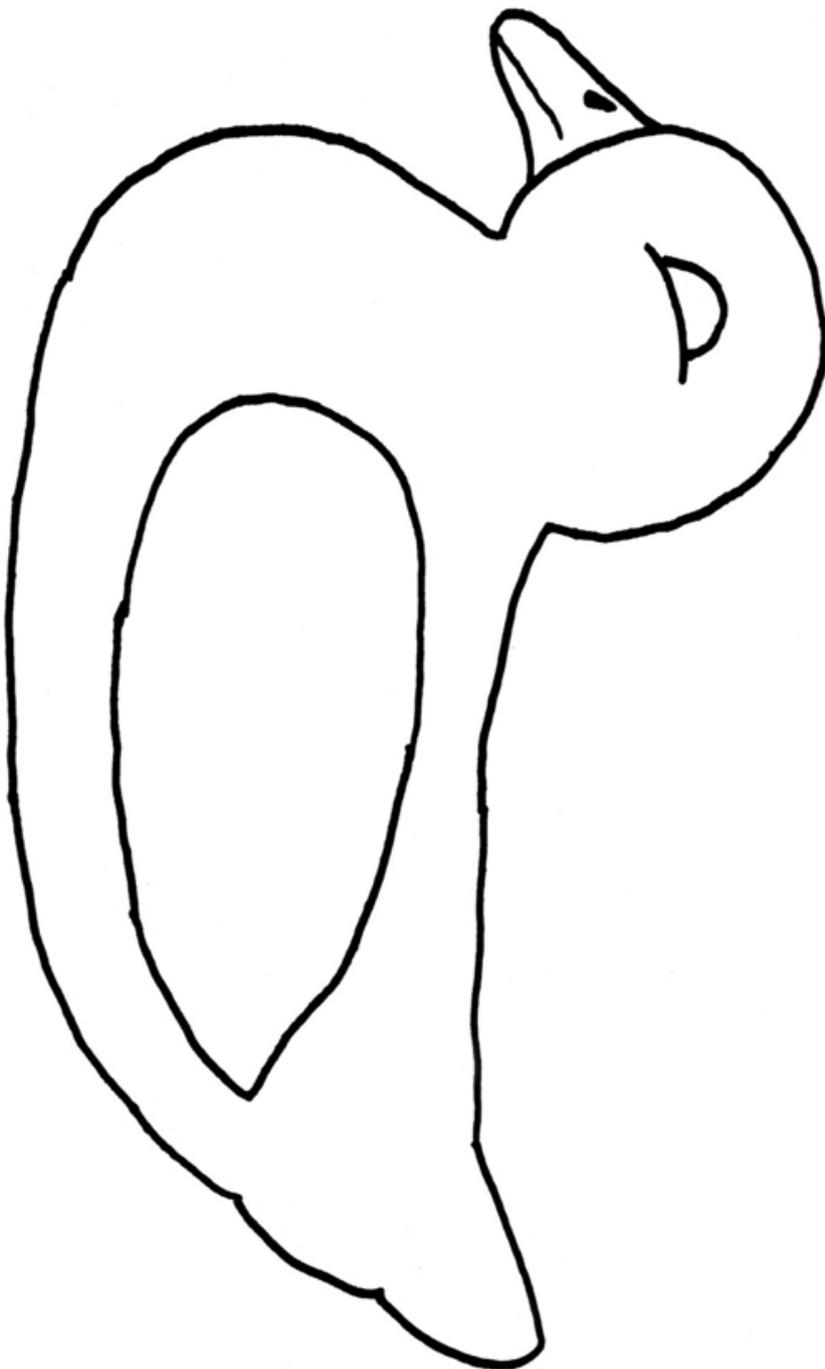
- 5 When making the cone cover the tables with plastic as this is a messy activity. Beware if any children have peanut butter allergy! Use a small spoon to stuff the peanut butter into the cracks of the cone, then roll it in the seed, Send it home in a small plastic bag! (The above has not been tested 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).

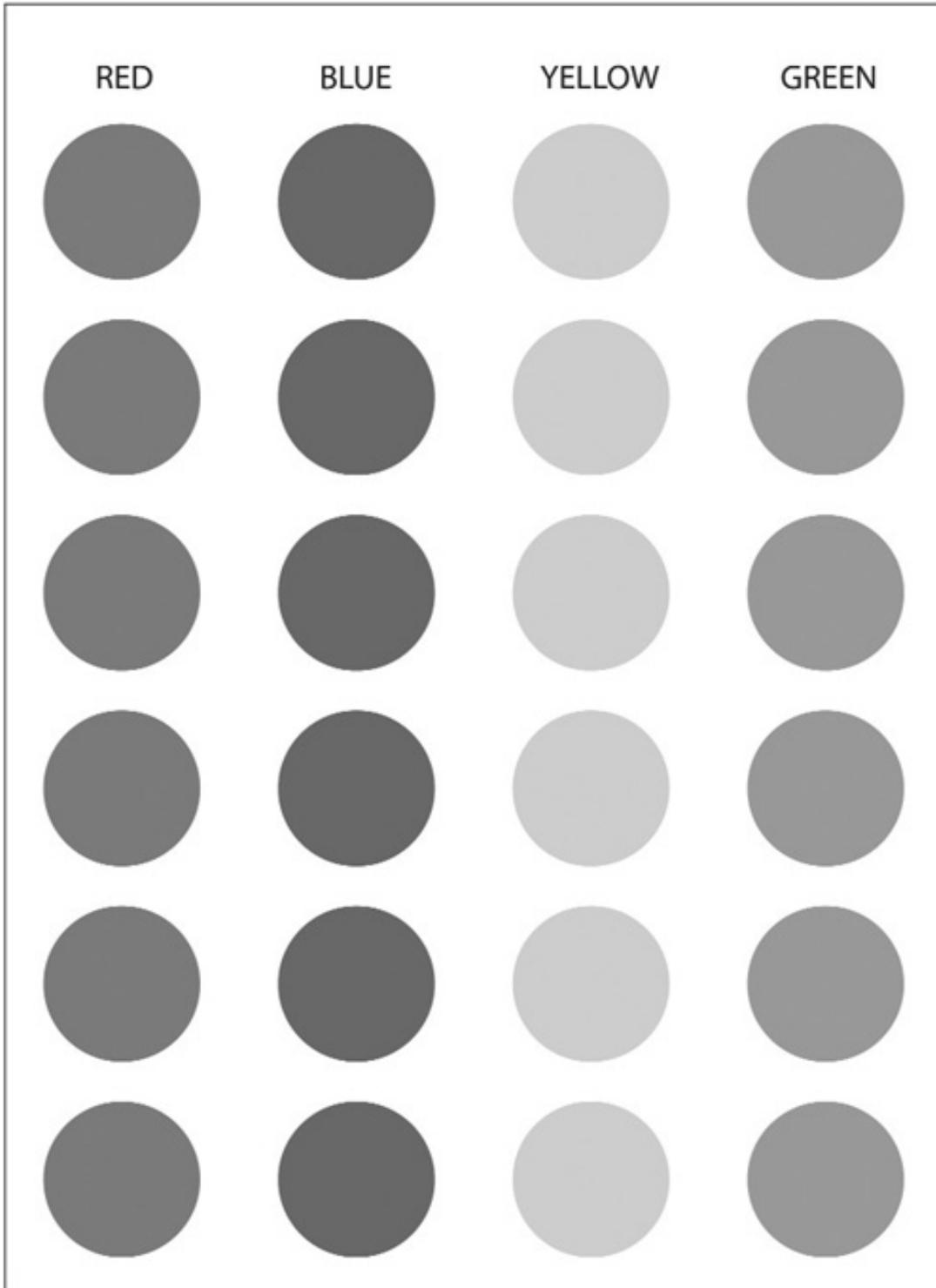
You can play twister in small groups. Some parents may have the game or you can see page 34.

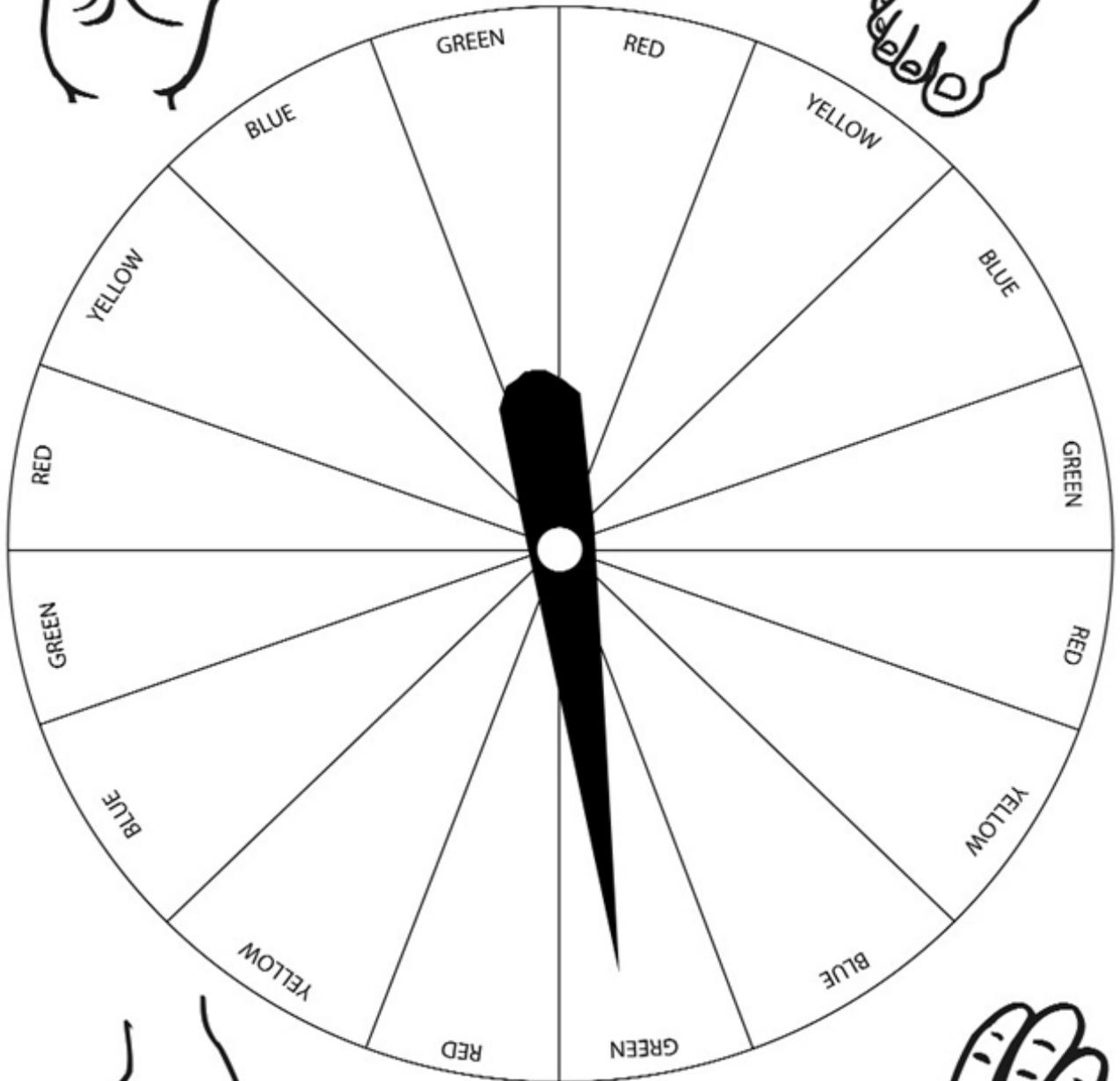


# TWISTER

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.





## 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 Psa 19:10 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.

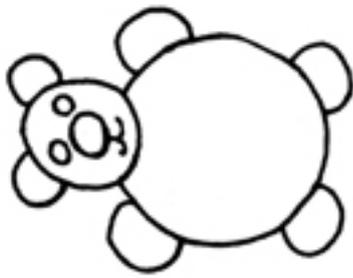
Adult company is needed to guide and protect as the children move around a large area collecting items.

# SHAPES & SIZES

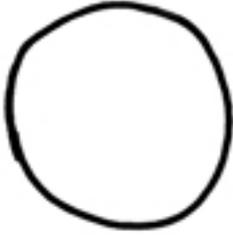
1. Make a scrapbook to paste work in. Draw shapes of different sizes on the front cover.
2. Know and cut out six different shapes. Paste in scrapbook. (Rectangle, square, circle., oval. diamond, and triangle.)
3. Make a picture using different shapes (can cut shapes out of construction paper.) Put in 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

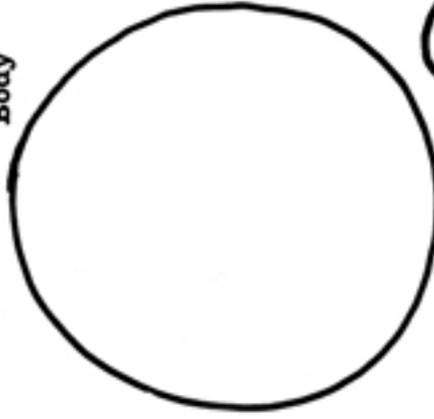
- 1 & 3 Make animal shape templates from stiff card. Let the children trace round the shapes and then colour them in. If they are able to do so, they could cut out some of the shapes, colour them, then stick them in their books. Some animal designs that can be enlarged and cut out are on the next page.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



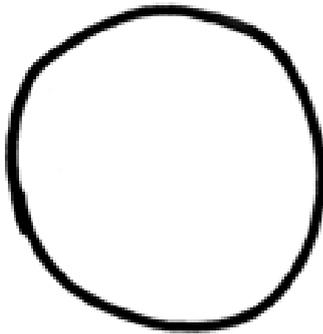
Ears



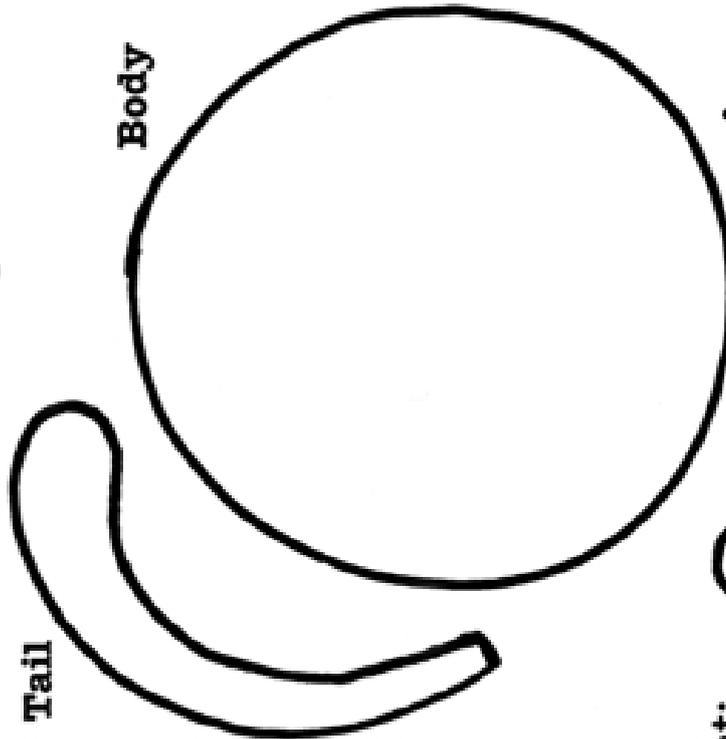
Paws



Head



Body



Cat:



Nose



Eyes



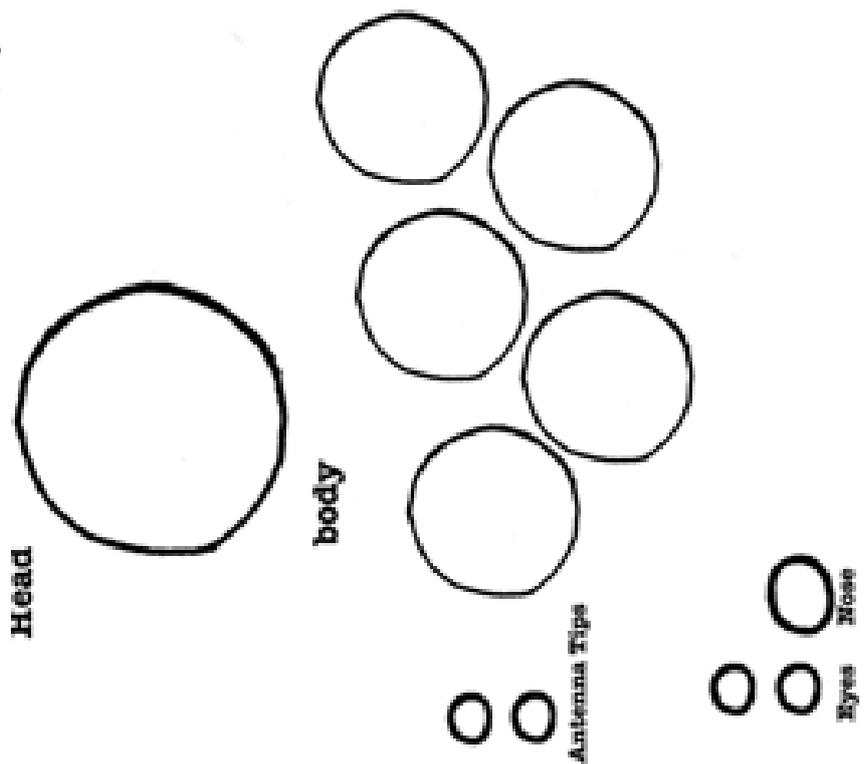
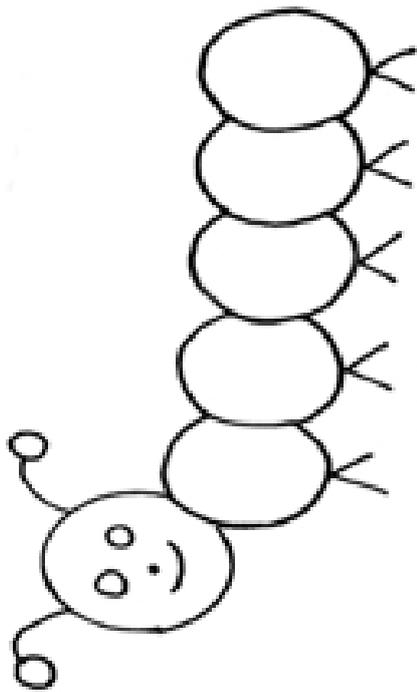
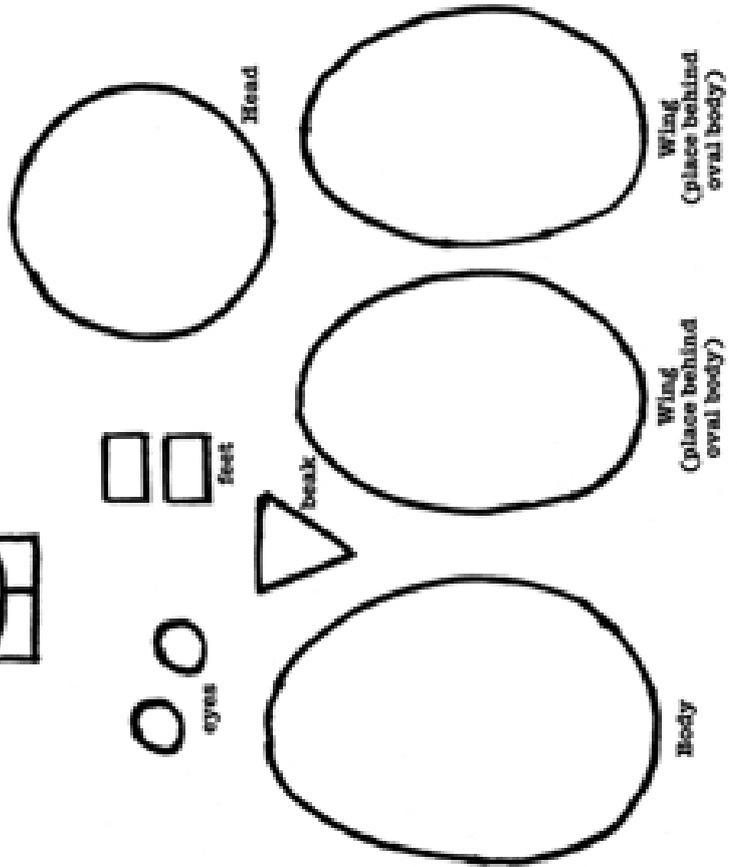
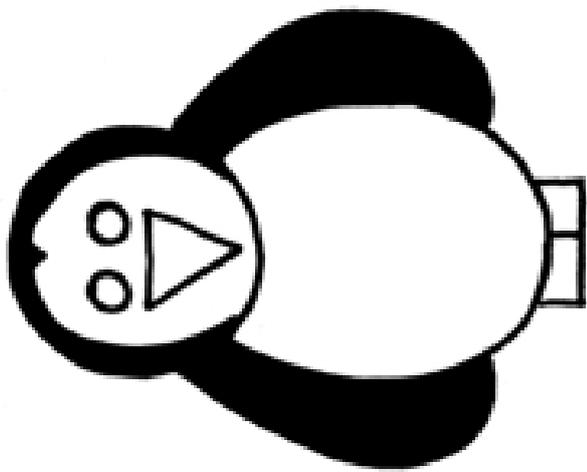
Paws



Ears



Tail



## 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.

# Recording

Since at this age it is difficult for a child to “make up” material missed during an absence we will require that while the class as a whole must meet the minimum requirements for investiture, an individual child will be invested if they have an 80% attendance record. While it would be nice if each child were able to “make up” any items they missed this will minimise problems.

The class group of which the child is a member, must cover the material; each child must have an 80% attendance record. Items to be covered at home should be vouched for separately.

There are now two ways of recording for the Little Fish class.

1. Little Fish Class Record Card is now available for the Pre-Adventurer class. This is signed of by the class teacher as soon as the Little Fish have completed the requirements. The card is designed so that a record can be kept of the Diamonds that the Little Fish completes.

OR

2. The Work and Attendance Record Sheets. Write the names of the Little Fish and the dates for the meetings. The work record could then be kept for each group to make sure that each group covers the necessary requirements.

On the next page is a form that can be copied and used for an attendance record sheet, and on the following page is a form that can be used to record what work was done at each meeting.

The forms on the next two pages should be printed in landscape format.





# Little Fish Diamonds



Alphabet Fun



Animal Homes



Animals



Beginning Biking



Beginning Swimming



Bible Friends



Bird Fun



Crayons & Markers



Fire Safety



Gadgets & Sand



God's World



Helping Mummy



Jesus' Star



Jigsaw Puzzle



Know Your Body



Left & Right



Manners Fun



My Community Friends



Pets



Scavenger Hunt



Shapes & Sizes



Sponge Art



Toys



SEVENTH-DAY  
ADVENTIST CHURCH

