

Sunbeam 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 Law.
- II** **Reinforcement**
Obtain the Sunbeam 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 Jesus':
• Birth
• Life
• Death
• Resurrection

B Make a mural or tell about one of the stories above to show someone the joy of being saved by Jesus.
- II** **His Message To Me**
A Explain two Bible verses about being saved by Jesus:
• Matthew 22:37-39
• 1 John 1:9
• Isaiah 1:18
• Romans 6:23

B Name the two major parts of the Bible and name the four gospels.

C Earn the Friend of Jesus 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 study the Bible.

MY SELF (Choose at least 1 section)

- I** **I Am Special**
Make a tracing of yourself. Decorate it with pictures and words which tell good things about you.
- II** **I Can Make Wise Choices**
Play the What If? Game
- III** **I Can Care For My Body**
Earn the Fitness Fun Adventurer Award.

MY FAMILY (Choose at least 1 section)

- I** **I Have A Family**
Ask each member of your family to tell some of their favourite memories.
- II** **Families Care For Each Other**
Show how Jesus can help you deal with disagreements. Use:
• Puppets
• Role playing
• Other
- III** **My Family Helps Me Care For Myself**
Earn the Road Safety Adventurer Award.

MY WORLD (Choose at least 1 section)

- I** **The World of Friends**
Earn the Courtesy Adventurer Award.
- II** **The World of Other People**
A Explore your neighbourhood. List things that are good and things you could help make better.

B From your list, choose ways and spend time making your neighbourhood better.
- III** **The World of Nature**
Earn the Friend of Nature Adventurer Award.

Basic Requirements

Basic Requirements

I Responsibility

Requirement

Repeat from memory and accept the Adventurer Law.

THE ADVENTURER LAW	
● Be obedient.	● Be attentive.
● Be pure.	● Be helpful.
● Be true.	● Be cheerful.
● Be kind.	● Be thoughtful.
● Be respectful.	● Be reverent.

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 Law provides children with a set of simple principles that they can use to govern their choices and actions. It can serve as a reference point, helping children to understand ways in which a person who loves Jesus will want to act. The law is an ideal to strive for *because* we love Jesus, not in order to earn His love. Only His constant help and power can enable children (or adults) to keep the Adventurer Law.

Be obedient is one of the few passages in the Bible directed specifically toward children (Ephesians 6:1). It is one of the first lessons that the child should be taught. (See *Child Guidance*, page 82.)

Be pure means that the children will keep their lives clean by putting into their minds and bodies only those ideas and things that are good and true and healthful.

Be true means that the children will be honest and upright in study, work, and play and will

be loyal to their families and friends, to other people, and to their God.

Be kind means that the children will be considerate, gentle, and affectionate, not only to the people they like but also to every person and to all of God's creation.

Be respectful means that the children will show respect, first to the authorities whom God has placed over them and also to each person God has created in His image. Respect involves recognising the value in each person and acting courteously toward him or her.

Be attentive means that the children will pay close attention to what is happening around them, especially in reference to obeying God and to the feelings and needs of others.

Be helpful means that the children will seek opportunities to be of help at home and at school. True helpfulness is done, not reluctantly, but for the joy of pleasing another person, pleasing Jesus, and making oneself a better person.

Be cheerful means that the children will cultivate the habit of thankfulness for the things and the opportunities that they have, rather than dwelling on those things that may displease them. It means putting a smile on one's face and in one's voice in order to make others feel happy and thankful as well.

Be reverent means that the children will show the highest respect and honour to God. This includes speaking and walking quietly in church, treating their Bible gently as the best and most important of all books, and closing their eyes and sitting or kneeling quietly when praying with God.

Teaching Tips

- As you introduce the Adventurer Law, explain what it means, why it is important, and how it relates to the Pledge and to their lives.
- Introduce the Adventurer Law one section at a time, taking a few minutes at the beginning or end of the Adventurer Club meeting to discuss and illustrate it.
- 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.
- Repeat the Pledge and Law at the beginning of every Adventurer Club meeting, along with occasional review and discussion of its meaning (in both planned and spontaneous ways). This will encourage the children to use these principles in their own daily decision making.
 - Hang a copy of the Adventurer Law in a prominent place where the children can refer to it at appropriate times during the day..
 - Bible stories and texts:

Be Obedient

Moses strikes the rock (Numbers 20)
 Saul Disobeys (1 Samuel 15)
 Jonah (Jonah)
 Ecclesiastes 12:13 - "Fear God and keep his commandments."
 Acts 5:29 - "We must obey God . . ."

Be Pure

Philippians 4:8 - ". . . Whatsoever is pure. . ."
 Psalm 24:3,4 - "He who has clean hands and a pure heart. . ."
 Matthew 5:8 - "Blessed are the pure in heart . . ."

Be True

Jacob and Esau (Genesis 27)
 Annanias lies (Acts 5)
 Ephesians 4:25 - "Put off falsehood and speak truthfully. . ."

Be Kind

The Widow of Zarephath (1 Kings 17:7-24)
 David and Mephibosheth (2 Samuel 9:3-13)
 Ephesians 4:32 - "Be kind . . . to one another. . ."
 Matthew 5:44 - "Love your enemies. . ."
 Romans 12:10 - "Be devoted to one another in brotherly love."

Be Respectful

David and Saul (1 Samuel 17-31)
Elisha and the bears (2 Kings 2:23)

Be Attentive

God calls Samuel (1 Samuel 3)
Ten virgins (Matthew 25:1-13)
Gethsemane (Matthew 26:36-46)

Be Helpful

Abraham and angels (Genesis 18:1-14)
Abigail (1 Samuel 25:1-35)
Good Samaritan (Luke 10:25-37)

Be Cheerful

Israelites grumble (Exodus 14:1-13)
2 Corinthians 9:7

Be Thoughtful

Widow's mite (Mark 12:41-44)

Be Reverent

Isaiah's vision (Isaiah 6:1-8)
Jesus in the temple (Luke 6:6-10)
Money changers (John 2:13-16)

Norm's Notes

The requirement is to learn and accept the Law. In order to accept the Law the children must understand it. This phrases in the Law are quite simple, but the children may not have a proper understanding of what all the words mean, that is why each word should be discussed. Get the children to give their understanding of the word, but be prepared to add to this if they do not understand the full scope of each word..

II Reinforcement

Requirement

Obtain the Sunbeam 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:

- * book about Jesus
- * book about how your body works
- * book about families
- * book about nature
- * book about missions

These reading requirements are directed specifically toward the topics the children will be covering in the Sunbeam 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 or sister, Pathfinder, or grandparent may read to the Sunbeam if necessary.
- Reading lists may be distributed at the beginning of the summer so reading may be completed during the summer months.
- Many good story books are available that deal with the topics listed above in a truthful and sympathetic way. Read any new book carefully to determine whether it is appropriate for the Sunbeam 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 reading 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 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 Jesus':
- * Birth
 - * Life
 - * Death
 - * Resurrection
- B. Make a mural or tell about one of the stories above to show someone the joy of being saved by Jesus.

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

The Sunbeam requirement builds upon the Busy Bee emphasis on Jesus' love and care for children and His plan to save them from evil. The basic concepts emphasised in this requirement are the ugliness of sin and evil and our need of His forgiveness for sin, and help in overcoming it.

The coming of Jesus to earth is one of the most amazing events in the history of the universe. The Son of God came as a human being and suffered from the awful effects of sin in order to save the very sinners who destroyed His world by disobeying Him. He chose to be born as a human child to a poor family to show us what God is like and what each one of our lives can be like if we follow Him. He acted in love toward people by feeding or healing them, and by telling them the exciting news of His wonderful plan to rescue us from sin and make us a part of His own kingdom.

During His life on earth He demonstrated His love and forgiveness in many ways. He helped Mary Magdalene understand His love and forgiveness and helped her choose to live as a good and happy person. The paralytic made himself sick from the bad things he had done, but Jesus told him that his sins were forgiven. Jesus gave him the strength to get up and to live a good

life. Jesus told the story of the prodigal son to teach His followers that even though we may do many foolish things, He is always waiting and eager to forgive us and help us to live more happily.

The horribleness of sin is shown by the willingness of the people to hurt and kill Jesus, the Son of God, in order to get what they wanted for themselves. His death on the cross gave Him the right to forgive us and showed how much He really loves us. When He rose again He showed His power over death and the life He will bring to all who love Him when He comes again.

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.
- Present the Bible story chart as an opening activity to help the children understand Jesus' life as the centre of the plan of salvation. Review the major events of earth's history introduced at the Busy Bee level in relation to where the Sunbeam stories fit in the chart. Have the children colour the Sunbeam pictures in their workbooks. Add the large pictures found on the next few pages, to the wall story chart as you tell about the life of Jesus.
- Stories that give the life of Jesus in more detail may be presented to the children as a series of worship talks. The stories of Mary Magdalene, the paralytic, and the prodigal son are especially useful in helping children understand the results of sin and the forgiveness and salvation available through Christ. Other stories are Noah (Genesis 6-8); Paralytic healed (Matthew 9:1-8); Parable of light (John 3:19-21).
- Make the stories real by learning more about the world Jesus lived in. Children could follow Jesus' journeys on a map, build models of typical homes or villages of Jesus' day, or try some of the foods or daily activities of the time. Reinforce their understanding by having one child or team name a place on the map of Jesus' world and having a second player or team attempt to find it within 30 seconds.
- A mural, showing a story of Jesus, can be made in a small way as a comic strip or series of scenes to wind through a cereal box "television" or be painted or coloured on a long sheet of paper that could be put up in a hallway.
- The children may share their stories or art work with another individual or before a group during a club or classroom worship, or as a Sabbath School special feature, or Friday night opening Sabbath at home.

The Manual on pages 73 to 76 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.

II His Message to Me

Requirement

- A. Explain two Bible verses about being saved by Jesus.
 - * Matthew 22:37-39
 - * 1 John 1:9
 - * Isaiah 1:18
 - * Romans 6:23
- B. Name the two major parts of the Bible and the four gospels.
- C. Earn the Friend of Jesus Adventurer Award.
 1. Tell a friend about Jesus and how good He is to you.
 2. Invite a friend to a meeting at your church.
 3. With your counsellor or other adult helper, prepare a devotional or a prayer to be given at Sabbath School, a club meeting, or school, or Sabbath worship at home.
 4. Take part in an outreach or witnessing activity.
 5. Attend a baptism and discuss what it means.
 6. Explain what it means to be a Friend of Jesus and name five Friends of Jesus listed in your Bible.
 7. Speak kindly to your family and friends. Discuss how being kind and courteous is also being a Friend of Jesus.
 8. Be able to pray at mealtime and at bedtime.

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 & 8 Help the Adventurers to learn to verbalise their love for Jesus and to share that love with others. Encourage them to pray simple prayers to express their love for Jesus.
2. Encourage the Adventurers to invite a non-SDA friend. Discuss how they can be a good example by sitting quietly in church, walking softly, whispering only, singing, kneeling for prayer, being kind, etc.
3. Help the Adventurers prepare a simple talk or prayer appropriate for their age group. Encourage their own ideas.
4. Talk with your pastor and get involved in outreach programs of your church.
5. Explain the reasons for baptism and tell the Adventurers that it was Jesus' example for us. See that each child has the opportunity to attend a baptismal service.
6. Children may list Jesus' disciples or other friends such as Mary, Martha, Lazarus, etc. To be a friend of Jesus means to accept His friendship and love and to share both with others.
7. Jesus knows our thoughts and actions. Because He loves us, we love Him and everything He has made, including our families and friends. Expressing kindness to others is showing our love for Jesus.
8. Teach the Adventurers the basic elements of prayer, including praise, thanksgiving, cleansing from sin, commitment, etc.

Background Information

The memory texts have been chosen to emphasise the key Sunbeam concepts of the meaning and results of sin and the sacrifice of Jesus to forgive us and to rescue us from sin. Other verses that teach these concepts may also be used.

The seven-year-old child is ready to understand the chapter and verse division in the Bible and to begin learning to use the table of contents to find Bible books. These children should be encouraged and assisted in finding their own verses whenever possible.

The Sunbeam Bible story chart is based on the life of Jesus as revealed in the Gospels. Children should know the names of these four books and become familiar with them as they work with the stories.

They will find it easier to use the Bible once they know its two major parts (the Old and New Testaments) and recognise that the Old Testament refers to things that happened before Jesus came and the New Testament refers to what happened during and after Jesus' life on earth.

(Reinforce this understanding by showing the place of the Old and New Testaments on the Bible story wall chart.)

Teaching Tips

- The memory verses may be chosen by the child with the help of the leader or by the leader alone. Choose verses that will be most helpful to the child at this point in their experience with Jesus. The foremost goal in learning the memory verse is for the child to understand its meaning and its application to everyday life.
- Use the tips on memorisation listed on page 65.
- Refer to the Gospels and Testaments frequently while working with the Bible story chart. In this way memorisation of the names of the Gospels and the two parts of the Bible will be a fast and simple process of review.
- Other Bible Texts and quotes about Salvation are:

Psalm 32:5 - "I acknowledged my sin unto Thee. . ."

1 John 3:4, 5 - ". . . Sin is the transgression of the law."

Isaiah 44:22 - "I have blotted out . . . thy transgressions."

John 14:1-3 - "I go to prepare a place for you. . ."

Romans 3:23 - "All have sinned . . ."

Galatians 1:3,4 - "[He] gave Himself for our sins . . ."

James 4: 17 - "To him that knoweth to do good. . ."

"If properly instructed, very young children may have correct views of their state as sinners and of the way of salvation through Christ." (*Testimonies*, vol. 1, page 400)

"Teach them that the Saviour is calling them" (*The Desire of Ages*, page 517)

"They will learn to hate sin and to shun it, not merely for hope of reward or from fear of punishment, but from sense of its inherent baseness--because it is degrading to their God-given powers. . ."(*Counsels to Parents, Teachers, and Students*, page 21)

"God wants every child of tender age to be His child, to be adopted into His family. . . The whole current of their thought may be changed, so that sin will not appear a thing to be enjoyed, but to be shunned and hated." (*Child Guidance*, page 486)

Norm's Notes

This requirement has three parts, the first is explaining two Bible verses. Note however that these verses are "about **being saved by Jesus**". Make sure that as these verses are explained the children really get the point of salvation.

The second part is to name parts and books of the Bible. Ask why is this important? Why are there two parts? Why four gospels, not just one? Make sure the children think about these questions for God had specific reasons for the composition of the Bible.

The third part is the Friend of Jesus award. As the children fulfill the requirements of this award, make sure they see the reasoning behind the requirements.

V. Requirement 1. Note it is not just to "talk a friend about Jesus" but also "how good He is to you". Before we can tell someone else about something personal it has to be real

- to us.
- VI. Requirement 5. This requirement is not just to "attend a baptism" but also to "discuss what it means". This will make more sense if the discussion takes place both before and after the actual baptism.
 - VII. Requirement 6. When the child names the "five Friends of Jesus listed" in the Bible ask how these five showed themselves as friends. What did they do that made them friends? Does friendship require actions?
 - VIII. Requirement 7. This calls for not just discussion but action.

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 study the Bible.

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 everyday.

Background Information

If a child learns at an early age to set aside daily time for private devotions, and if they are 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, a parent or other adult will need to spend the quiet time with the child, teaching him or her how to enjoy spending time with Jesus.

Children can learn more about Jesus in many different ways. By listening to other Christians talk about their experiences with Bible study, the children can see that it is important to people and they will become aware of some of the ways in which they can approach Bible study.

Teaching Tips

- 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.
- Use the page in the workbook for the children to make a commitment to their quiet time.
- The Adventurer leader can encourage private devotions in a number of ways.
 - * Share some personal experiences with private devotions.
 - * Talk of the benefits of a regular quiet time.
 - * Provide frequent occasions for children to discuss their experiences.
 - * Frequently discuss times, places and methods for enjoying the quiet time.
 - * Make available a wide variety of devotional reading.
 - * Help and encourage parents to assist their child in regular private (and family) devotions.
- The children or the leader may invite several adults to come and talk about their experiences with Bible study. Keep it short (about 5 minutes). Afterward, discuss the speaker's ideas. The children could make a chart showing what they learn from each person. Or each child may write a question on a card and present it to the adult of their choice. There is a page in the workbook where adults or friends can write in their reasons for Bible study.
- Bible stories, texts and quotations:

Jesus

Scriptures found (2 Kings 22, 23)

Bereans (Acts 17:10-13)

Deuteronomy 6:4-9 - "These words shall be in thine heart. . ."

Psalm 119:9-11,105 - "Thy word is a lamp. . ."

Psalm 19:7-11 - "The law of the Lord is perfect. . ."

2 Timothy 2:15 - "Study to shew thyself approved. . ."

"That spirit (Holy Spirit) loves to address the children and discover for them the treasures and beauties of the word. The promises spoken by the Great Teacher will captivate the senses and animate the soul of the child with a spiritual power that is divine." (*Counsels to Parents, Teachers, and Students*, page 172)

"The best way to prevent the growth of evil is to preoccupy the soil. The greatest care and watchfulness is needed in cultivating the mind and sowing therein the precious seeds of Bible truth." (*Messages to Young People*, page 282)

"We should make the Bible our study above every other book." (*Messages to Young People*, page 426)

"In arousing and strengthening a love for Bible study, much depends on the use of the hour of worship." (*Education*, page 186)

"In its wide range of styles and subjects, the Bible has something to interest every mind and appeal to every heart." (*Child Guidance*, page 505)

- 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.

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 have an understanding of the value of Bible study.

My Self

I I am Special

Requirement

Make a tracing of yourself. Decorate it with pictures and words which tell good things about you.

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

Background Information

This activity is designed to help children think about themselves as individuals, and to recognise some of the similarities and differences they share with other people. Young children tend to focus on external similarities and differences, but also enjoy talking about favourite things and things they dislike.

Some of the similarities that children may find as they work on their tracings include the fact that we all:

- * have bodies, with similar needs and abilities;
- * have feelings, needs, and desires;
- * make *wrong* choices and mistakes sometimes;
- * are special because God made us and loves each of us.

The children will recognise many differences in size; skin, hair, and eye colour; general interests; and special abilities. People's differences and handicaps can be recognised as things that help each of us to be special (not as bad or scary things). The similarities we share make each of us a part of the great human family who can appreciate one another's differences and care for each other because we are all important to God.

Teaching Tips:

- The tracings can be made in several ways:
 1. If there is sufficient paper and space, have each child lie on a large sheet of white paper while another child traces around their body with a watercolour marking pen or dark crayon.

2. Tracings may also be done by using a strong light to project a profile of each child onto a piece of paper that has been fastened to the wall. Another child can trace around the shadow with a pencil, crayon, or water colour marking pen.
 3. Complete page in workbook.
- Next, have each child describe himself or herself using the following form. This may be done together at the teacher's direction, or various ideas may be written on cards so other adults may work with individual children. Drawings, cut-out pictures or written words and phrases may be used.

1. *Child's name, its meaning, how parents chose it*

2. *Physical Characteristics*

- * eye/hair colour
- * length of foot, hand, arm
- * fingerprint, footprint
- * clothing
- * age
- * height
- * weight
- * birthday
- * home address
- * phone number
- * heart rate (sitting, running)

3. *Feelings*

I FEEL _____ WHEN _____

- * lonely
- * worried
- * thankful
- * happy
- * angry
- * embarrassed
- * sad
- * excited
- * rejected
- * afraid
- * important

4. *Special Abilities*

- * best/nicest thing I ever did
- * things I'm good at
- * I feel good about me because...

5. *Likes and Dislikes*

LIKE _____ DISLIKE _____

- * food colour
- * animal
- * things to do (alone, with friends or family)
- * game or sport
- * book
- * tree or flower

- * month or day
- * number
- * weather
- * holiday
- * hero
- * Bible verse
- * people
- * Bible character
- * place
- * song
- * things to make

6. Ideas and Dreams

- * day dreams
- * three wishes
- * when I grow up I will be...
- * I believe in...
- * some day I hope...
- * something I want to change about myself is...
- * in 5 and 25 years I want to...

- Emphasise the importance of "internal" characteristics by first putting only physical things on the tracings. Ask whether the children can tell, from those things, whether a person would make a good friend or neighbour (see 1 Samuel 16:7).
- Display the tracings for children to discuss and enjoy. A picture of Christ and a heading such as 'Jesus Made Us Special' may be hung above them.
- Take time to discuss similarities and differences with the children to help them learn to accept and appreciate each other for their uniqueness. Discuss any prejudices or stereotypes the children might face, and help them to deal with them.
- Bible stories, texts and quotations:

Creation (Genesis 1, 2)

Psalm 139:14 - "I am fearfully and wonderfully made. . ."

1 Samuel 16:7 - "Man looketh on the outward appearance. . ."

"To know oneself is great knowledge. True self-knowledge leads to humility that will open the way for the Lord to develop the mind, and mould and discipline the character." (*Counsels to Parents, Teachers, and Students*, page 419)

"While we should not think of ourselves more highly than we ought, the word of God does not condemn a proper self-respect. As sons and daughters of God, we should have a conscious dignity of character in which pride and self-importance have no part." (*Review and Herald* March 27, 1888)

"The Lord is disappointed when His people place a low estimate upon themselves. He desires His chosen heritage to value themselves according to the price He has placed upon them." (*The Desire of Ages*, page 668)

Norm's Notes

"This activity is designed to help children think about themselves as individuals, and to recognise some of the similarities and difference they share with other people" (see above). These similarities and differences may be not only external but also internal (physical, mental and/or emotional).

As the children work on making the tracing and writing things on it, discuss the similarities and differences that are not visible. Note the Bible stories, texts and quotations above.

II I Can Make Wise Choices

Requirement

Play the "What If?" 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 every day life.

Background Information

The choices we make daily are based upon those things that we truly consider to be valuable. The way we prioritise our values strongly influences our feelings and thoughts. They influence our decisions even though we may be unaware of it. Often people claim to value something very highly but their actions show that there is a difference between what they claim to value and what they actually value. One example would be the mother who tells her child that honesty is a priority but who keeps extra change accidentally given her by a grocery store clerk. A drastic example of this problem is provided by the biblical Pharisees. They claimed to love God while at the same time they were crucifying Him.

Examining the things we value is one of the first steps in wise decision-making. When faced with a decision, seven-year-old children can learn to say to themselves, "What is most important to me?" This activity enables children to practice decision-making based upon their decisions to commit their lives to Jesus.

Teaching Tips

- Some problems that the children might consider in the "What-If?. Game" include:
 - * What if you had \$50, how would you spend it?
 - * What if you had only one week to live, what would you do with it?
 - * What if, of all the people in the world, you could choose only three friends. Which three would you choose?

The children or leader may suggest other problems, drawing from their own experiences. (The leader may read a story to the children, stopping to discuss solutions at the point where the problem is introduced.)

- Go over one of the problems listed above with the children, modelling how they can make a wise decision. Encourage them to ask:
 - * What does the Bible say about this?
 - * Is this just fun for now or will it help me live happily forever?
 - * Is this really important to me?
- Allow children to work as pairs or individuals on the problem of their choice. As they present their solution to the group, they should use the questions above to explain why they think their solution is a good one. Allow for group discussion of each solution. (There is no single right answer.)

Norm's Notes

This activity is all discussion. It is a good opportunity to discuss the values that determine our decisions and actions. Note especially the three questions on page 86 of the manual:

- IX. What does the Bible say about this?
- X. Is this just fun for now or will it help me live happily forever?
- XI. Is this really important to me?

III I Can Care for My Body

Requirement

Earn the Fitness Fun Adventurer Award.

1. List at least four things that contribute to physical fitness.
2. Run or jog 800 meters OR
Run 50 meters in 10 seconds.
3. Make a high jump. (Record highest of four jumps.)
4. Jump or skip with a rope for three minutes.
5. Do three different stretches. Hold each for a minimum of 10 seconds.
 - a. Leg
 - b. Back
 - c. Arms/shoulders

6. Participate in an obstacle course.
7. Demonstrate your ability to do the following:
 - a. Ten sit-ups
 - b. Climb a pole, rope or tree
 - c. Hang from a bar with hands and knees
8. With your group, participate in an organised game that requires physical fitness; for example, ball game, relay race, leapfrog, etc.

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

Health, fitness, anatomy, temperance, sexuality.

Objective of this component

Upon completion of the Adventurer requirements the children will:

- Know: God's guidelines for a happy healthy body, and why they're necessary,
 Feel: the importance and value of good health, and
 Respond: by choosing to follow the basic principles of health, making them life-long habits.

Award HELPS

1. Fitness includes proper nutrition, rest, water, exercise, strength, cardiovascular fitness, flexibility, endurance - keeping your body in the best possible condition.
2. Jog or run as a group, always with adult supervision.
3. Jump onto a mat or other soft material such as sand or sawdust. Be certain the "bar" the children jump over is set lightly on pegs and is not a solid piece that could cause injury.
4. Play several skipping rope games, allowing for practice, as many may never have used a skipping rope.
5. When stretching, use static stretches (hold stretch for 10 seconds without bouncing). To avoid injury, do stretches both before and after exercise.
6. Set up an obstacle course that the Adventurers can run around, under, over and through. Use objects such as tires, cardboard boxes, pylons, ropes and poles.
7. An adult must supervise these activities.
8. Play these games as a group or family if possible. Be sure an adult supervises.

Teaching Tips

- Quotations:

"Every child and every youth should have a knowledge of himself. He should understand the physical habitation that God has given him and the laws by which it is kept in health." (*The Ministry of Healing*, page 402)

"The student of physiology should be taught that the object of His study is not merely to gain a knowledge of facts and principles. . . The great requisite in teaching these principles is to impress the pupil with their importance, so that he will conscientiously put them in practice." (*Education*, page 200)

"There are but few among the young who have any definite knowledge of the mysteries of life. The study of the wonderful human organism, the relation and dependence of all

its complicated parts, is one in which most mothers take little if any interest. . . . Teach your children to reason from cause to effect. Show them that if they violate the laws of their being they must pay the penalty in suffering." (*Counsels to Parents, Teachers, and Students*, page 126)

Norm's Notes

As written this Award is entirely a matter of physical requirements. However there is a spiritual reason why we try to maintain healthy physical bodies. Read carefully the quotations immediately above this section. While it is not necessary to read these to the children, try to make sure they understand the principles outlined in them.

My Family

I I Have a Family

Requirement

Ask each member of your family to tell some of their favourite memories.

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 family has enjoyed special experiences. These may have been times that were particularly enjoyable or meaningful or that helped family members to feel close to each other. Often families have not considered which of their activities may be important to other family members. Many family members may have experiences that they treasure but that other members have not recognised as special.

It is essential to be sensitive to the children's family situations (single parent, divided home, extended family, etc.). The various kinds of families should be emphasised, and some children may choose to use substitute families such as the Adventurer Club "family," the church "family," or another family that cares about them.

Teaching Tips

- Notes may be sent home with the children explaining the activity and its purpose.
- Children may talk individually with each family member about their favourite memories and share their findings with the entire family afterward; or the activity could be part of a family worship or dinner table discussion.
- Quotation:
"We have nothing to fear for the future, except as we shall forget the way the Lord has led us, and His teaching in our past history." (*Testimonies*, vol. 9, page 10)

Norm's Notes

Note the overall goal of this section is to "empower the children to be happy and productive members of the families God gave them". There is a caution above to be sensitive to those children whose family is "different". They still have a family, encourage them to enjoy it as it is.

The best part of this component is not the sharing in class, but the home activity that needs to proceed it. Encourage each child to look for an appropriate time to ask their family to tell some of their favourite memories. Explain what is appropriate and what is not (seek a quiet time, do not pester mother when she is busy preparing a meal, etc). Notice the suggestion in the manual that family be warned that the child has questions to ask, and why this is being done.

As the memories are shared make sure that it is an enjoyable time for each child present.

II Families Care for Each Other

Requirement

Show how Jesus can help you deal with disagreements. Use:

- * puppets
- * role playing
- * other

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

The home is the place where children first learn how to deal with disagreement and conflict. Techniques for conflict resolution are very seldom explicitly taught to children, but children pick up the habits of their parents and siblings by observing them deal with disagreement and conflict in their own lives. This modelling, whether positive or negative, has more effect on the way a young child deals with problems than does anything else. The child first develops their own personal techniques of dealing with conflict during disagreements with brothers and sisters.

This activity is designed to help every child learn positive ways of dealing with conflict and to begin to build personal habits of conflict resolution.

One of the first things that should be understood about disagreement is that disagreement is normal. A disagreement does not indicate that anyone is bad, wrong, or stupid. Disagreements can be very positive because they allow people to bring problems and feelings into the open so they can be resolved. Problems or feelings that are kept inside and not dealt with can cause a person to take out personal feelings on an innocent person or object (scapegoat), argue about insignificant details, or build up negative feelings that will damage himself or herself, or someone else later on. Jesus never avoided speaking about those things that were important to Him, even though what He had to say often angered or disturbed His listeners.

It is important in dealing with disagreements to recognise which feelings and ideas are worth bringing into the open and how this can be done in a positive way. Many conflicts can be avoided altogether, and others can be handled and resolved as small disagreements, by following some simple Christian principles. Some of these are listed here. If you choose to teach these principles, adapt the language to the children's level of understanding and use concrete examples or role playing.

Respect other people's feelings and opinions, recognising that we do not always have to agree but can often find a way to compromise or agree to disagree.

- * Agree on basic rules of conduct (including God's law) and avoid people who are not willing to follow them.
- * Act toward others with kindness, support, and cooperation.
- * Uphold a commitment to not harm other people or their belongings.
- * Practice gentle honesty and accuracy concerning facts, feelings, and goals.
- * Be willing to admit it when you are wrong.
- * Recognise that no one else is perfect either.

Children can learn a few simple steps that they can use to resolve a majority of their own disagreements, if they practice them with the encouragement of leaders and parents. These steps can be explained in many ways, but the basic idea is outlined below.

WHEN YOU FEEL UNHAPPY WITH SOMEONE:

- FIRST:** Think about it. (Ask yourself: Why am I feeling this way? What is the disagreement about? Why might the other person be acting this way? Is it something I can ignore or solve myself? Am I doing something to create the problem?)
- SECOND:** Talk about it privately with that person. Listen. (Choose a good time and place. Tell how you feel and specifically why you feel that way. Listen carefully to the other person's feelings and try to understand why he or she is feeling that way. [*Never* interrupt the other person when he or she is talking.]
- THIRD:** Look for solutions. (Think of ways to solve the problem. This might include doing what you or the other person wants, finding a compromise, thinking of other ideas, or agreeing to disagree.) Choose one solution and act on it.
- FOURTH:** Ask for help if you need it. (Tell your problem to an adult you trust and ask that person to help you find a solution.)

This process helps children to follow the steps of conflict resolution that Jesus gives in Matthew 18. Rather than running immediately to parents or adults with a problem, or avoiding it altogether, children learn to go to the person with whom they have the problem and try to work it out on their own. Parents and leaders must allow and help children to use these techniques to solve their own interpersonal problems, only stepping in to help them use the steps, or if they have reached the fourth step.

By learning to handle small disagreements with siblings and friends as a young child, the Sunbeam will have gained the basic skills needed to handle problems and conflicts that will arise as he or she grows into a productive member of the church and of the world.

Teaching Tips

- A poster is provided in the workbook, presenting the steps that children can follow to solve their disagreements. Discuss these steps with the children. This can be sent home, together with a note explaining how it may be used.
- As each step is discussed, the children may use puppets or role playing to show different ways in which they could carry out that step. It will be easier for the children to visualise if they are given a specific situation to deal with as they go through the steps, (for example, someone cuts in line at the drinking fountain, or your brother borrowed your crayons without permission and broke them).
- When the children have a basic understanding of the steps, give them a variety of different conflict situations to practice with, using puppets or pretending. Each child should have the opportunity to be part of a group dealing with one of the conflicts.

- The children must practice these steps on several occasions before the steps will begin to become a part of their thought processes.
- The children's knowledge of these steps will have no meaning until they begin to practice the steps themselves. To do this, adults will have to practice some steps too, including those that follow.
 1. Refuse to hear children's tattling or complaints about each other until they have attempted to solve the problem themselves (except in emergency situations).
 2. If the child has not yet attempted to follow the problem solving steps, remind them of the steps and how to follow them.
 3. Supervise the child's attempts to follow the steps, if necessary. Many times children can solve the problem alone when reminded, but occasionally (especially at first) they may need some kind of supervision. The leader may need to ask the children to wait until a time when he or she can sit down with them, or it may be possible to supervise the problem-solving discussion by standing nearby and listening "with one ear" while supervising the rest of the group.
- Bible stories and texts:

David and Saul (1 Samuel chapter 18 through 31)

Matthew 5:9 - "Blessed are the peacemakers. . ."

Matthew 5:23-24 - "Be reconciled to thy brother. . ."

Matthew 5:43-44 - "Love your enemies. . ."

Matthew 18:15-20 - "Tell him his fault between he and thee alone. . ."

Matthew 18:21-35 - "Forgive . . . until seventy times seven . . ."

Romans 12:18 - "Live peaceably with all men. . ."

James 4:11 - "Speak not evil of one another. . ."

Norm's Notes

In the North American Division there is a parent organisation called the **Adventurer Family Network** for the parents of Adventurer children. While we do not have this in the South Pacific Division, this is an activity where sympathetic parent involvement during class time would be very helpful.

Note that the requirement is to "Show how Jesus can help you deal with disagreements". In this world disagreements are certain to occur (even Paul and Barnabus had a serious disagreement). Disagreements are not necessarily wrong, but they need to be dealt with. Jesus can help us, and the family can help us by developing ways to handle disagreements that are non-threatening.

Go over the rules given in the box above; get the children to think them through, and why they make sense. Then you can easily go on to the puppet play, role play, or some other method if demonstrating how to handle disagreements.

Emphasise the attitudes in the list above the box above; respect for others, kindness, mutual support, cooperation, honesty, admission of wrong.

III My Family Helps Me Care for Myself

Requirement

Earn the Road Safety Adventurer Award.

1. Identify and explain ten important road signs.
2. Tell when and where to cross the road safely.
3. Give road safety rules for:
 - a. Walking along the road.
 - b. Riding your bicycle on the road.
 - c. Riding a horse.
 - d. Walking with a group.
4. Explain why you should wear a seat belt when riding in a car.
5. Listen to a traffic educator or other safety person talk about safety for children, if possible.
6. Play a safety game.

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. Some examples:
 - a. Stop
 - b. Give Way
 - c. Wrong Way
 - d. Walk
 - e. No Left Turn
 - f. Don't Walk
 - g. No U Turn
 - h. One Way
 - i. School Crossing
 - j. Sharp Turn
 - k. Speed Limit
 - l. Railroad Crossing
 - m. Pedestrian Crossing.
2. Cross the road only at an intersection or crossing. If there is a traffic light, cross only when it is green for your direction, if it is safe to do so.
3. Walk to the side of the road facing the traffic. The rules may vary in your area. Check with the department of motor transport, or police department for regulations for walking, riding a horse or bicycle and walking in a group. Help the Adventurers understand the need to abide by traffic rules.
4. Watch a movie or listen to a police officer explain about seat belt safety. We wear seat belts so we will experience less injury in an accident. It is the law in many parts of the world.

5. Have a safety expert talk with the children at their age level, stressing what children can do to be safe.
6. Make a poster board sign and play "Simon Says," holding signs up. Have the children do what the sign says, either on foot or on a bicycle. Plan other games. Games are a good way to teach road safety.

Norm's Notes

This is a very practical award, and one that the family can help with. Send home a list of the requirements either from here or from the old activity books (obtainable from your Adventist Book Centre), and ask the family to help the child with learning and applying these safely rules.

Emphasise that road safety is not only about protecting oneself and those with you, but also of showing Christian courtesy to other road users.

Note how the practising of this award help to meet the objectives listed above.

My World

I The World of Friends

Requirement

Earn the Courtesy Adventurer Award.

1. Explain what "courtesy" means.
 2. Explain the Golden Rule.
 3. Learn and demonstrate good table manners.
 4. Demonstrate how to answer the telephone correctly. Demonstrate good telephone manners by
 - a. Making a telephone call to an adult.
 - b. Making a telephone call to a friend of your choice.
- OR
- a. Introduce an adult to a friend.
 - b. Introduce your teacher to a parent.
5. Share an experience about a time
 - a. When an adult was courteous to you.
 - b. When you were courteous to another person.
 6. Show acts of courtesy as you
 - a. Ask for a drink.
 - b. Say thank you.
 - c. Apologise.
 - d. Greet a friend.
 - e. Share and take turns.

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.

Award HELPS

1. To be courteous is to show consideration to others by using good manners and proper behaviour. Demonstrate examples of courteous behaviour.
2. The Golden Rule is a precept, or rule of life, set forth by Jesus Christ in the Sermon on the Mount and recorded in Matthew 7:12. In different versions it is stated as "do to others what you want done to you."
3. Encourage good manners by having a pretend meal, with table setting, showing the children proper table etiquette such as not talking with food in your mouth, using fork

- and spoon correctly, saying "please" and "thankyou," etc. You may wish to have a "banquet" for the Adventurers so they can put into practice what they have learned.
4. Teach the Adventurers to speak distinctly when they answer the telephone, to ask the caller whom they wish to speak with and to relay the message quickly. Be sure the child knows how to call for help in case of an emergency. If telephones are not available, teach the Adventurer how to make introductions properly.
 5. Give the Adventurers a few minutes to tell their story. You may need to share an experience to get them started. Encourage the children to be kind to one another as well as to adults.

Norm's Notes

Courtesy is the oil that keeps friendship running smoothly .,

This award is a practical training for courteous children. A prevalent world-view stresses "individual rights" to the exclusion of "courtesy". That is not a Christian world-view. As Christians we should be courteous in all things.

II The World of Other People

Requirement

- A. Explore your neighbourhood. List things that are good and things you could help make better.
- B. From your list, choose ways and spend time making your neighbourhood better.

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

"The children should be so educated that they will sympathise with the aged and afflicted and will seek to alleviate the sufferings of the poor and distressed. They should be taught to be diligent in missionary work; and from their earliest years self-denial and sacrifice for the good of others and the advancement of Christ's cause should be inculcated, that they may be labourers together with God." (*The Adventist Home*, pages 486-487).

From a very early age, children need to begin to understand and enjoy their Christian

responsibility to care for those around them. Strong habits of service can be built in early childhood by involving children in small duties and kindnesses in the home. As they get older, they can include in their concern the people around them, and they can learn to recognise and be interested in the needs of those they meet. By having the children visit people and places in their own neighbourhoods, the leader can train the eyes and hearts of the children to see these needs and to direct their minds toward ways in which they can be of service to others. The neighbourhood walk can also be a time of appreciation and learning about the special characteristics of their neighbours and neighbourhood and to gain a better understanding of what a neighbourhood is like and how it functions.

Teaching Tips

- To prepare children for this activity, review Jesus' special trip to earth to help us, and point out some of the many places in the Bible where He asks us to help our neighbours.
- Many Adventurer groups come together from a variety of neighbourhoods. If you do this activity as a group, choose one neighbourhood that is representative of the rest and that is easily accessible from the Adventurer meeting place.
- Become familiar with the neighbourhood before taking the children out to explore. Make a list of some of the things you want the children to see.
- The children's walking tour should be leisurely and not more than an hour. Do not try to cover a whole neighbourhood, but rather see some of the representative parts. Part of the tour may be completed by car or bus.
- Good things children might list include: community services, such as a fire or police station or grocery store; a special landmark such as a park, river, or special building; or a particularly nicely kept home or garden (not expensive, but orderly). Help the children to find as many of these things as possible on their own so they can enjoy a sense of exploration and discovery.
- Of the things the children could help make better, physical needs such as litter and orderliness will be most obvious. They may note a lack of places to play or a need for plants and other pretty things to look at. They may be led to recognise a lack of churches in the neighbourhood and be led to consider the spiritual needs of their neighbours. Many discoveries, such as angry or unhappy-looking people, will be spontaneous and should be handled with care to prevent embarrassment or offence.
- Upon returning to the meeting room discuss and list the good things and the needs the children have seen. Many neighbourhood needs may be beyond the scope of the Sunbeam to solve. Nevertheless, there are things that the Sunbeam can do, and the group should be led to recognise that they are serving Jesus and making a difference through any thing, big or small, that they choose to do with a caring heart,
- The children can list a number of different helping projects based on the needs they have seen. Then lead them to decide upon an activity or project they can do well and will feel a sense of accomplishment in completing. A few possibilities are suggested here. Encourage the children to add others that will be relevant to needs they have

observed.

- * Beautification. Clean up a road, park, or vacant lot; plant flowers or trees.
- * Visit shut-ins. Plan programs for nursing homes or children's wards; adopt a grandparent; do yard work; wash windows; write letters and cards; make phone calls; make and deliver food or flower baskets.
- * Help those in need. Have clothing or food drives; raise funds for a special project.
- * Spiritual assistance. Have special prayer bands; help with Vacation Bible School; have a fair booth; organise a neighbourhood Bible club; distribute literature.

- Bible Stories, Texts and Quotes:

Good Samaritan (Luke 10:25-37)

Dorcas (Acts 9:36-42)

Matthew 25:31-46 - "I was an hungred, and ye gave me meat"

James 2:15,16 - "If a brother or sister be destitute. . ."

"There are many lines in which the youth can find opportunity for helpful effort. Let them organise into bands for Christian service, and the cooperation will prove an assistance and an encouragement." (*Education*, page 269)

"No recreation helpful only to themselves will prove so great a blessing to the children and youth as that which makes them helpful to others. Naturally enthusiastic and impressible, the young are quick to respond to suggestion." (*Education*, page 212)

"The children should be so educated that they will sympathise with the aged and afflicted and will seek to alleviate the sufferings of the poor and distressed. They should be taught to be diligent in missionary work; and from their earliest years self-denial and sacrifice for the good of others and the advancement of Christ's cause should be inculcated, that they may be labourers together with God." (*The Adventist Home*, page 487)

"Take up the work that should be done in your neighbourhood, for which you are held responsible. Wait not for others to urge you to take advance steps." (*The Adventist Home*, page 488)

Norm's Notes

In this component the response modelling God's love and living his plan is clearly demonstrated in community service.

This is another double barrelled requirement - part study and part activity.

The section above has lots of good suggestions and ideas for good community service but it is best if the children come up with their own suggestions based on their observations during the local exploratory walk.

The service part should comprise activities appropriate to the children's age and ability, unless it can be made a project for the extended church family.

III The World of Nature

Requirement

Earn the Friend of Nature Adventurer Award.

1. Explain:
 - a. How to become a friend of nature.
 - b. How to pick a flower and when it is allowed.
 - c. How to protect trees, nests, etc.
2. List the names of three different trees and do a bark rubbing of each.
3. Collect four different kinds of leaves and compare them.
4. Explore (or observe with a magnifying glass) all the things you can see in a ten-square-foot area.
OR
Explore a yard or park and talk about what you see.
5. Take a nature walk and collect items of interest.
 - a. Show or tell about the items you found, and
 - b. Make them into a collage or poster.OR
Visit one of the following and tell what you saw.
 - a. Zoo
 - b. Park
 - c. Wildlife area
6. Grow one plant or one bulb and make drawings of it at three different stages of its growth.

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. Tell how most pollutants are caused by people and their disregard for the creatures God has created. A child is not too young to help by taking proper care of rubbish and human waste. Teach your group to have an appreciation for the nature God has created and to protect plants, trees, birds and animals.
2. A naturalist may help you with identification. Place paper on tree bark and lightly rub a crayon over the paper. Compare and talk about the different rubbings and how each tree is unique, just as people are, and very special in its own way.
3. Collect leaves from at least four different trees. You may wish to teach the children how to press, dry and preserve them. Compare and study the leaves through a magnifying glass.

4. Your search may be for any item of nature found on your walk or just live creatures, such as worms, caterpillars, ants, or beetles. Allow the Adventurers time to describe what they have seen.
5. When you visit a zoo, park or wildlife area, etc. search for the smaller, often unnoticed creatures, including small birds, animals, plants and flowers.
6. For best results, carefully follow the directions that come with the plant or bulb.

Background Information

Bible stories, texts and quotes:

Parables of Jesus (See Luke chapters 10 through 15.)

Psalms

"The heart not yet hardened by contact with evil is quick to recognise the Presence that pervades all created things." (*Education*, page 100).

"So far as possible, let the child from his earliest years be placed where this wonderful lesson book shall be open before him." (*Education*, pages 100-101).

"Let the little ones play in the open air; let them listen to the songs of the birds, and learn the love of God as expressed in His beautiful works. Teach them simple lessons from the book of nature. . ." (*Counsels to Parents, Teachers, and Students*, page 146).

Children should be encouraged to search out in nature the objects that illustrate Bible teachings, and to trace in the Bible the similitudes drawn from nature. They should search out, both in nature and in Holy Writ, every object representing Christ, and those also that He employed in illustrating truth." (*Education*, page 120).

Norm's Notes

This component is the next step to the equivalent component in the Busy Bee class. There it was relating to the world of animals, now we move on to other aspects of the world of nature that God made for us.

Our reaction has two aspects:

XII. To appreciate and enjoy what God has made.

XIII. To care for our part of nature.

Only the last requirement relates to our caring for nature, but this award is a wonderful chance for the child to gain a proper awe of the detail and wonder of what God has made.