

Sunbeam Curriculum



Basic Requirements

I. Responsibility

Requirement

Recite and accept the Adventurer Law.

The Adventurer Law

Jesus can help me to

- | | |
|---------------|---------------|
| Be obedient | Be attentive |
| Be pure | Be helpful |
| Be true | Be cheerful |
| Be kind | Be thoughtful |
| Be respectful | Be reverent |

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. They are an ideal to strive for *because* we love Jesus, not in order to earn His love. Only His constant help and power can enable anyone 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. (*Child Guidance*, p. 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 their fellow 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”

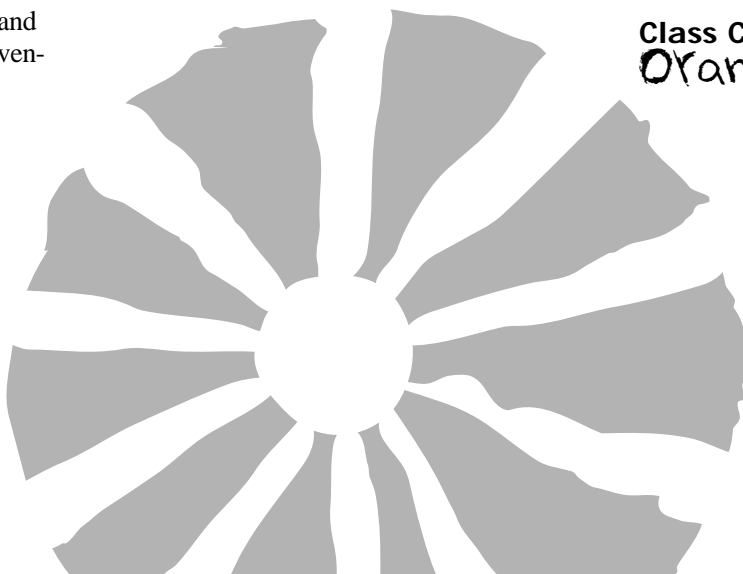
means that the children will show respect, first to the authorities whom God has placed over them and also to each person whom God has created in His image. Respect involves recognizing the value in each person and acting courteously toward him/her.

A D V E N T U R E R L A W

Jesus can help me to

- | | |
|---------------|---------------|
| Be obedient | Be attentive |
| Be pure | Be helpful |
| Be true | Be cheerful |
| Be kind | Be thoughtful |
| Be respectful | Be reverent |

Class Color:
Orange





“**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 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 Thoughtful**” means that the children will choose to think before acting and to base their actions upon careful consideration of the consequences to others and to themselves rather than simply reacting to feelings and impulses.

“**Be Reverent**” means that the children will show the highest respect and honor to God. This includes speaking and walking quietly in the sanctuary, treating His Bible gently as the best and most important of all books, and closing one’s eyes and using appropriate posture when conversing in prayer with God.

Teaching Tips

- As you introduce the Law, explain what it means, why it is important and how it relates to the Pledge and to the lives of the children.
- Introduce the Law one section at a time, taking a few minutes at the beginning or end of the Adventurer meeting to discuss and illustrate it. Bible stories and songs appropriate for each section of the Law are listed in the **Resource List** at the end of the Basic Requirements section. (Many of the sections of the Law relate to other Sunbeam requirements and may be introduced or reviewed in conjunction with those requirements.)
- The techniques for memorization of Bible verses, listed in the **Appendix**, are useful in helping the children to learn the Adventurer Law.

- Repeat the Pledge and Law at the beginning of every Adventurer 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 the Adventurer Law in a prominent place where the children can refer to it at appropriate times during the day.

Evaluation

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

II. Reinforcement

Requirement

Earn the Sunbeam Reading Award

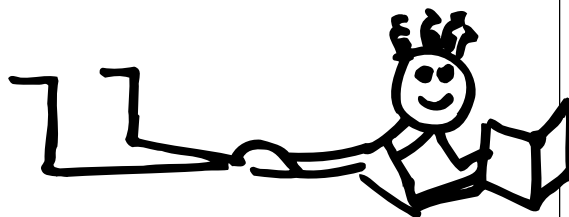
Background Information

The Sunbeam Reading Award is awarded to children who read:

1. Two chapters from the book of Mark from a simple modern translation of the Bible
2. A Bible story or a book about Jesus
3. A book on health or safety
4. A book on family, friends or feelings
5. A book on history or missions
6. A book on nature

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

Continued on page 86.



Basic Track

I. Pledge and Law

“Be Obedient”

A. Bible Stories and Texts

- Numbers 20 Moses Strikes Rock
- 1 Samuel 15 Saul Disobeys
- Jonah Jonah
- Ecclesiastes 12:13
- Acts 5:29

B. Songs

Sing for Joy

- “Teach Me Lord” 110
- “Trust and Obey” 113
- “A Happy Home” 136

“Be Pure”

A. Bible Stories and Texts

- Philippians 4:8
- Psalms 24:3,4
- Matthew 5:8

B. Songs

Sing for Joy

- “Dare to Be a Daniel” 116

“Be True”

A. Bible Stories and Texts

- Genesis 27 Jacob and Esau
- Acts 5 Ananias Lies
- Ephesians 4:25

B. Songs

Sing for Joy

- 1. “I would Be True” 117
- 2. *Kids Sing Praise*
- “Truth” 35

“Be Kind”

A. Bible Stories and Texts

- Ephesians 4:32
- Matthew 5:44
- Romans 12:10

B. Songs

Sing for Joy

- “A Happy Home” 136

“Be Respectful”

A. Bible Stories and Texts

- 1 Sam. 17-31 David and Saul
- 2 Kings 2 Elisha and Bears

“Be Attentive”

A. Bible Stories and Texts

- 1 Sam. 2 God Calls Samuel
- Matthew 25 Ten Virgins
- Matt. 26:36-46 Gethsemane (Matthew 26:36-46)

“Be Helpful”

A. Bible Stories and Texts

- Genesis 18 Abraham and Angels
- 1 Samuel 25 Abigail
- Luke 10:25 Good Samaritan

B. Songs

Sing for Joy

- “Cross Over the Road” 131

“Be Cheerful”

A. Bible Stories and Texts

- Exodus 13 Israelites Grumble
- 2 Corinthians 9:7

B. Songs

- 1. *Sing for Joy*
- “Smile” 107
- 2. *Kids Sing Praise*
- “Grumblers” 47
- “I’ll Be a Sunbeam” 52

“Be Thoughtful”

A. Bible Stories and Texts

- Mark 12:42 Widow’s Mite

B. Songs

Sing for Joy

- “Love at Home” 137
- “God Bless Families” 138

“Be Reverent”

A. Bible Stories and Texts

- Isaiah 6 Isaiah’s Vision’s
- Luke 6:7 Building Temple
- John 2:13 Moneychangers

B. Songs

Sing for Joy

- “God Is in This Place” 46
- “I was Glad” 144
- “This Is God’s House” 145



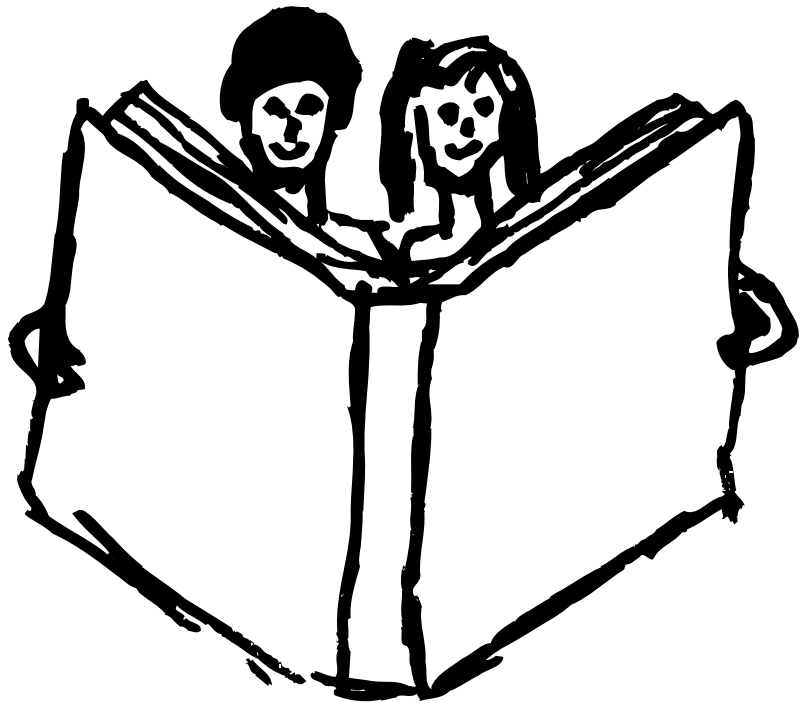
Teaching Tips

- A parent, teacher, leader, older Adventurer, Pathfinder, or grandparent may read to the Sunbeam if necessary.
- Reading lists may be distributed at the beginning of the summer so books may be completed over the summer months.
- Many good storybooks 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. (More detailed criteria are provided in Appendix.)

- A simple reading motivator can be made by adding a new link to a reading chain each time a book is completed. Photocopy links on colored paper with space for the name of the book, the topic and the child's name. Join the links to each other in the manner of a real chain, or cut them in a special shape (such as smiley faces, etc., to fit a theme) and post on a wall to stretch around the room. (See Appendix for examples.)

Evaluation

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





My God

I. His Plan to Save Me

Requirement

- A. Create a story chart or booklet showing Jesus':
 - ⇒ Birth
 - ⇒ Life
 - ⇒ Death
 - ⇒ Resurrection

OR the Bible stories you are studying in your classroom or Sabbath School.
- B. Use your story chart or booklet to show someone the joy of being saved by Jesus.

Background Information

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

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 to 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. (Stories from the classroom or Sabbath School Bible curriculum may be chosen to emphasize these same concepts, if you prefer.)

Teaching Tips

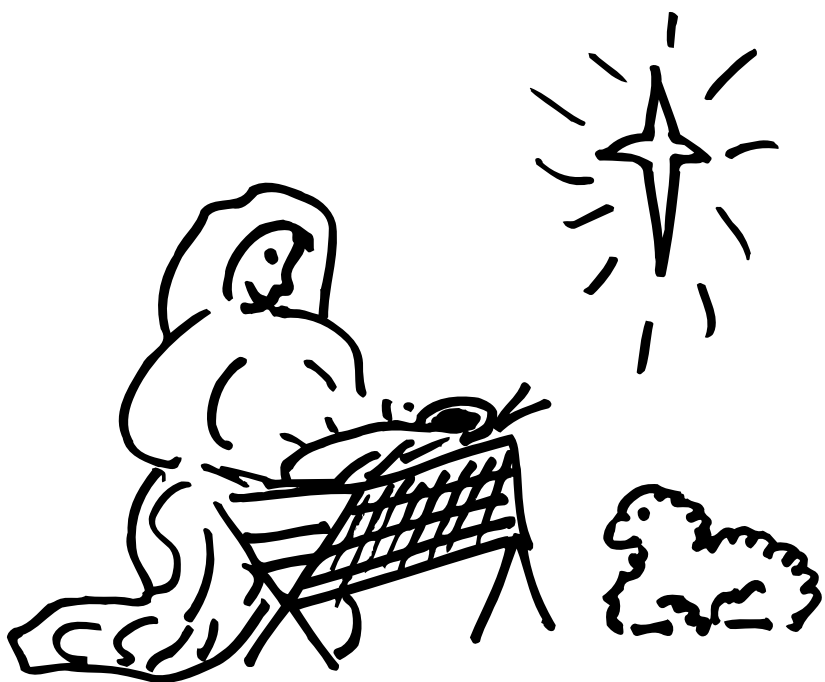
- ⇒ Check the description of how to assemble the Bible story chart at the end of the teaching tips. (A similar chart, relating to the stories covered in the classroom or Sabbath School, may be made by following the same basic instructions and inserting pictures from other sources.)
- ⇒ The story chart may be used in three different ways:
 1. The leader may put the chart up on a wall, adding each new picture as he or she tells the story. The children may refer to this chart as they work on their own chart(s) and as they learn about other stories from the Bible and from history.
 2. Children may also color the pictures and use the stories and labels to create their own story charts or story chart booklets.



- Present the Bible story chart as an opening activity to help the children understand Jesus' life as the center of the plan of salvation. Review the major events of earth's history introduced at the Busy Bee level: creation, sin and sadness begin, Jesus cares for me today, Jesus comes again, and heaven. (The pictures and labels describing these events may be placed on the story chart in black and white.) Color the new Sunbeam pictures and add them to the story chart as you tell about the life of Jesus.
- Stories giving the life of Jesus in more detail may be presented to the children as a series of worship talks. (This could easily fit in with the SDA Bible curriculum during those years that deal with the life of Jesus.) 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.
- 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 colored on a long sheet of paper that could be put up in a hallway.
- The children may share their story charts or booklets with another individual or before a group during a club or classroom worship or Sabbath School special feature.

Evaluation

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



Making a Bible Story Chart

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

Materials

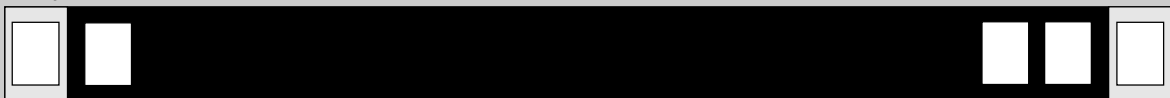
- Eight sheets of 9" x 12" purple construction paper
- Two sheets of 9" x 12" yellow construction paper
- Rubber cement or craft glue
- Pictures provided on the following pages or collected to illustrate the stories studied in the classroom or Sabbath School
- Clear contact paper or laminating film

Directions

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

Four Year Composite Wall Chart

Busy Bee



Sunbeam

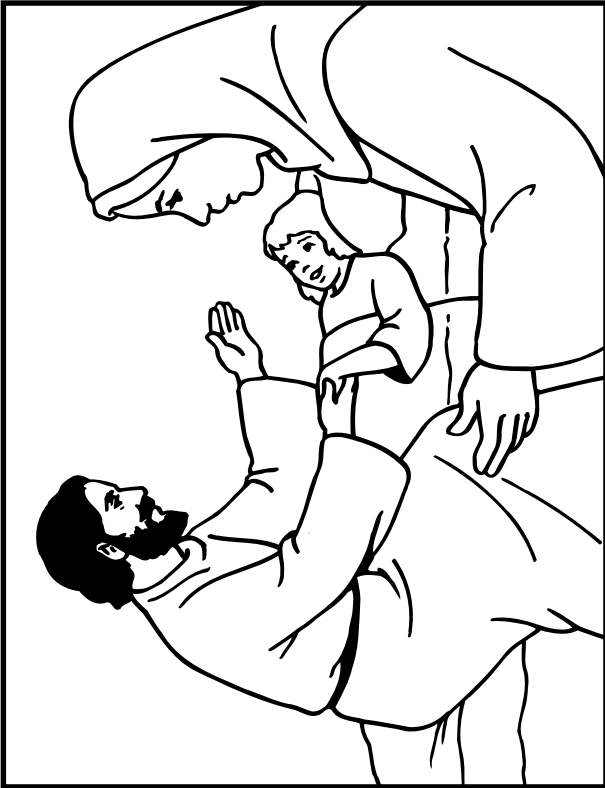


Builder



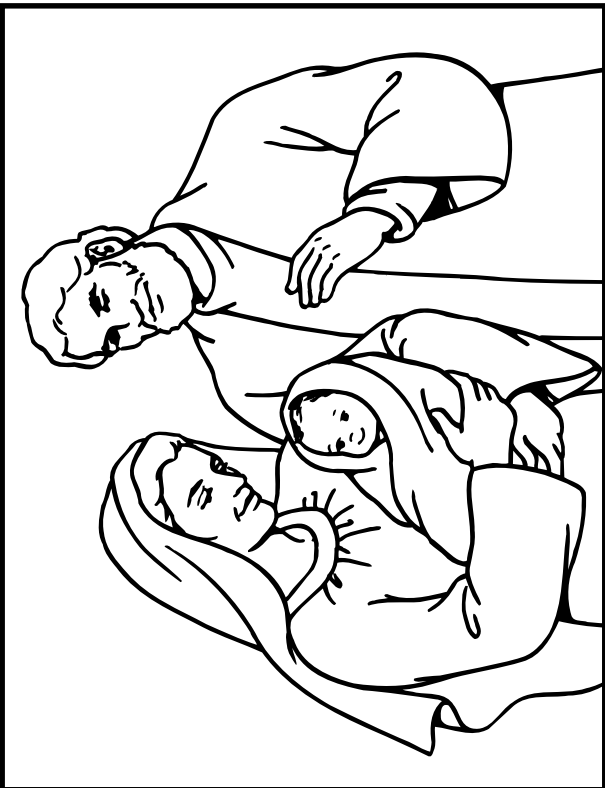
Helping Hand





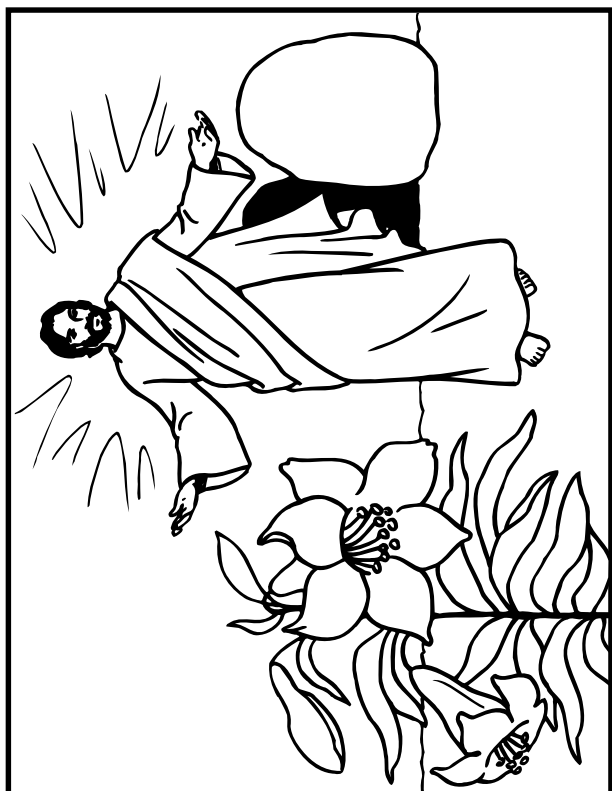
Jesus' Life

Jesus showed people how much He loves them. He showed how happy we can be if we obey Him.



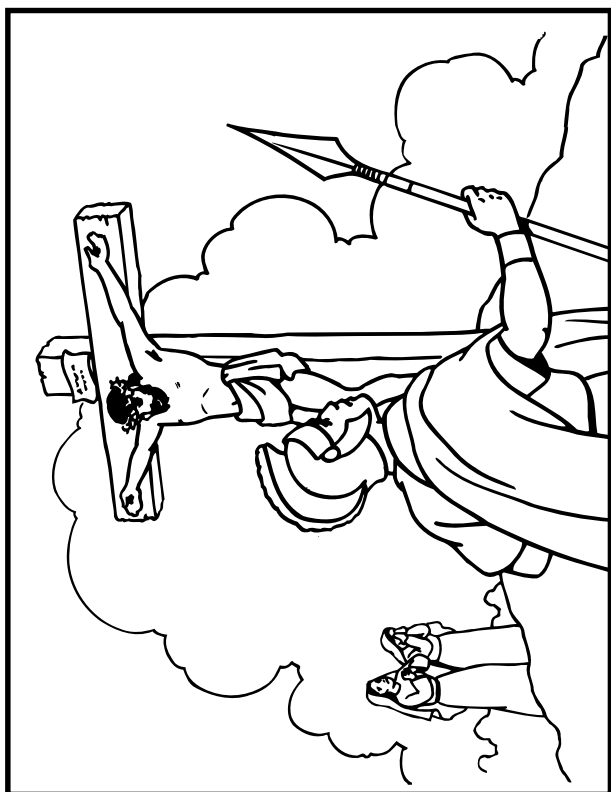
Jesus' Birth

Jesus, God's Son, came to earth as a baby to help people.



Jesus' Resurrection

Jesus came back to life after three days. He is in heaven, now, watching over us.



Jesus' Death

Jesus let evil men kill Him on a cross because He wanted to take away our sins.

II. His Message to Me

Requirement

A. Memorize and explain two Bible verses about being saved by Jesus.

- Matthew 22:37-39
- 1 John 1:9
- Isaiah 1:18
- Romans 6:23
- Your choice

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

Background Information

The memory texts have been chosen to emphasize 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 which teach these concepts may also be used.

The second grade 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. They should be encouraged and assisted in finding their own verses whenever possible.

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

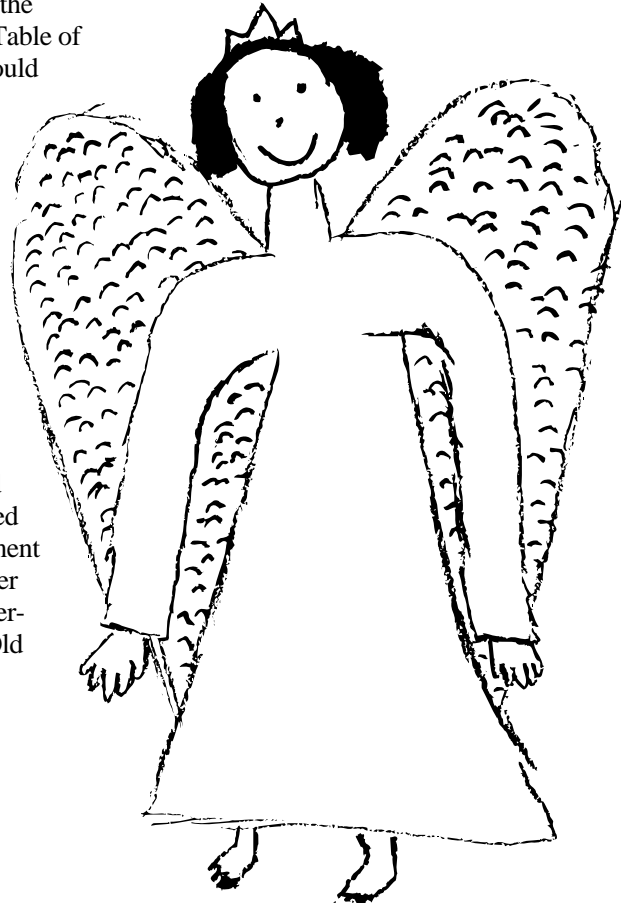
They will find it easier to get around in the Bible once they know its two major parts, the Old and New Testaments, and recognize that the Old Testament refers to things that happened before Jesus came and the New Testament refers to what happened during and after Jesus' life on earth. Reinforce this understanding by showing the place of the Old and New Testament on the Bible story 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 his/her experience with Jesus. The foremost goal in learning the memory verse is for the child to understand its meaning and its application to his/her life.
- A wide variety of techniques for teaching the memory verses are explained in the "My God" section of the Appendix.
- Refer to the gospels and Testaments frequently while working with the Bible story chart. In this way memorization of these two books will be a fast and simple process of review.

Evaluation

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



My God Track

I. His Plan to Save Me

A. Other Bible Stories About Salvation

- Genesis 6-8 Noah
- Matt. 9:1-8 Paralytic Healed
- John 3:19-21 Parable of Light

B. Songs About the Assigned Stories

1. *Sing for Joy*
 Jesus' death and resurrection:
 "God Is So Good" 13
 "John 3:16" 24
 "For God So Loved the World" 26
 "O, How He Loves You and Me" 28
 "He's Alive" 84
 "This Is the Day" 86
 "He Is Lord" 87

C. Books And Materials About the Assigned Stories

1. Adult
Bible Teaching picture. Several sets on the life of Christ (Standard)
Giant Bible Visuals: Jesus (Rainbow)
 White, E. G., *Desire of Ages*
2. Children
Storytime Adventures in the Life of Christ. Cassettes and puzzle book (Voice of Prophecy)
 Maxwell, Arthur S., *Jesus, Friend of Children*
 Reece, Colleen, *Julie's Three Special Letters*
Jesus Coloring Book, The Life of Jesus (Standard)

II. His Message to Me

A. Other Bible Texts About Salvation

- Psalms 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 34:23 "All have sinned."
- Galatians 1:3, 4 "[He] gave Himself for our sins."
- James 4:17 "To him that knoweth to do good..."

B. Songs About Salvation

1. *Sing for Joy* (Review and Herald Publishing Association)
 "His Banner Over Me Is Love" 25
 "I'm So Happy" 65
 "Redeemed" 68
 "Amigos do Cristo" 69
2. *Kids Sing Praise* (Brentwood)
 "Assurance March" 13
 "Thank You, Lord" 30

"We'll Call Him Jesus" 55

C. Ellen G. White Quotes

- "If properly instructed, very young children may have correct views of their state as sinners and of the way of salvation through Christ." *Vol. 2, Testimonies*, p. 396
- "Teach them that the Savior is calling them." *Desire of Ages*, p. 517.
- "They will learn to hate sin and to shun it, not merely for hope of reward or from fear of punishment, but from a sense of its inherent baseness—because it is degrading to their God-given powers..." *Counsel to Parents, Teachers, and Students*, p. 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*, p. 486

D. Books and Materials About Salvation

1. Children
God's Perfect Measuring Stick—flannelgraph story on Ten Commandments and need for salvation (Standard)

III. His Power in My Life

A. Bible Stories and Texts

- 2 Kings 22, 23 Scriptures Found
- Acts 17:10-13 Bereans
- Deut. 6:4-9 "These words shall be in thine heart..."
- Psalms 119:9-11, 105 "Thy work is a lamp unto my feet..."
- Psalms 19:7-11 "The law of the Lord is perfect..."
- 2 Timothy 2:15 "Study to shew thyself approved..."

B. Songs

1. *Sing for Joy*
 "The Bible, God, Is Wise And True" 19
 "I Am So Glad" 30
 "Saints of God" 61
2. *Kids Sing Praise*
 "The B-I-B-L-E" 16
 "Thy Word Have I Hid in My Heart" 67
 "Wonderful Words of Life" 71

Continued on next page.

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.

Background Information

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

Because families have widely differing schedules and levels of commitment, and because children have differing levels of ability and interest, the requirement leaves the frequency, length, and format of these “quiet times” open. These factors can be decided upon by the child in consultation with a parent, or leader, ranging from the ideal of daily morning and evening devotions, to a minimum of weekly Sabbath School, or club worship for those who are unable to participate in any other way. In the beginning, a parent or other adult will need to spend the quiet time with the child, teaching him/her how to enjoy spending time with Jesus.

There are many different ways in which children learn more about Jesus. By listening to other Christians talk about their experiences

R E S O U R C E L I S T

My God Track *(continued)*

C. Ellen G. White Quotes

- “That spirit loves to address the children and discover to them the treasures and beauties of the word. The promises spoken by the Great Teacher will captivate the sense and animate the soul of the child with a spiritual power that is divine.” *Counsels to Parents, Teachers, and Students*, p. 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*, p. 282
- “We should make the Bible our study above every other book.” *Ibid*, p. 426.
- “In arousing and strengthening a love for Bible study, much depends on the use of the hour of worship.” *Education*, p. 186.
- “In its wide range of styles and subjects, the Bible has something to interest every mind and appeal to every heart.” *Child Guidance*, p. 505.

D. Books and Materials

- 1. Adults
 - White, E. G., *Education*, pp. 85-194.
 - Ibid.*, *Messages to Young People*, pp. 253-264.
 - Ibid.*, *Child Guidance*, pp. 41-44, 505-515.



with Bible study, the children can see that it is an important thing to real people and 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 him/her.
 - Establishing a habit of spending time with Jesus as a friend requires dedicated guidance and supervision from both parents and leaders.
- ⇒ Ideas for teaching parents about quiet time for children are provided in the “My God” section of the Appendix, along with several suggestions for planning family worships.
- ⇒ The Adventurer leader can encourage private devotions by:
 - a. sharing some of his/her own experiences with private devotions;
 - b. talking of the benefits of a regular quiet time;

- c. providing frequent occasions for children to discuss their experiences;
 - d. frequently discussing times, places and methods for enjoying the quiet time;
 - e. making available a wide variety of devotional reading;
 - f. helping and encouraging parents to assist their child in regular private (and family) devotions.
- ⇒ The children or the leader may invite several adults to come in and talk about their experiences with Bible study. Keep it short (5-10 minutes). Afterwards, discuss the speaker’s ideas. The children can make a chart showing what they learn from each person,

OR

Each child may write his/her question(s) on a card and present them to the adults of his/her choice.

Evaluation

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



My Self

I. I Am Special

Requirement

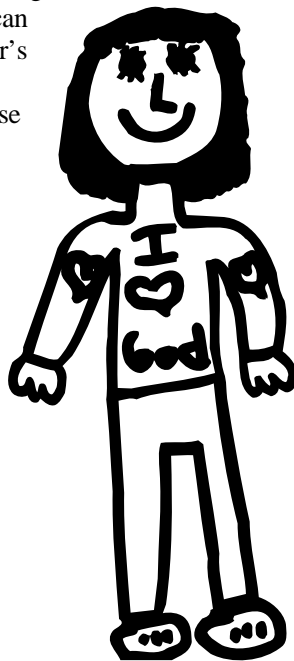
Make a tracing of yourself. Decorate it with pictures and words which tell good things about yourself.

Background Information

This activity is designed to help children think about themselves as individuals, and to recognize 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 favorite likes and dislikes.

Some of the similarities that children may find as they work on their tracings include the fact that we all: 1) have bodies, with similar needs and abilities; 2) have feelings, needs, and desires; 3) make wrong choices and mistakes sometimes; and 4) are special because God made us and loves each of us.

The children will recognize many differences in size, skin, hair, and eye color, general interests, and special abilities. Differences and handicaps can be recognized 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 each other's differences and care for each other because we are all important to God.



Teaching Tips

- = The tracings can be made in two ways:
 1. If there is sufficient paper and space, have each child lie on a large sheet of butcher paper while another child traces around his body with a water-color marking pen.
 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 taped to the wall. Another child can trace around the shadow with a pencil.
- = Next, have each child describe himself/herself using some of the following ideas. This may be done together at the teacher's direction, or various ideas may be written on cards for the children to work with individually. 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 color
 - length of foot, hand, arm
 - fingerprint, footprint
 - clothing
 - age
 - height
 - weight
 - birthday (earliest memory...)
 - home address
 - phone number
 - heart rate (sitting, running)
 3. **Likes and Dislikes**
 - food
 - color
 - 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
 subject
 things to make

4. **Feelings**

I feel ____ when ____
 lonely
 worried
 thankful
 happy
 angry
 embarrassed
 sad
 excited
 rejected
 afraid
 important

5. **Special Abilities**

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

6. **Ideas and Dreams**

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

- ⇒ Emphasize 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 neighbor. (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 deal with them.

Evaluation

The child will complete a body tracing.

II. I Can Make Wise Choices

Requirement

Play the “What-if?” game.

Background Information

The choices we make daily are based upon those things that we consider to be truly valuable. These values strongly influence 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 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, third-grade 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 which 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 you could choose only three people in all the world; which three would you choose as friends?

The children or leader may suggest other problems. The leader may read a story to the children, stopping at the point where the problem is introduced to discuss solutions.

- ⇒ Go over one of the problems listed above with the children, modeling 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 one right answer.

Evaluation

The children will present and justify a solution to one of the problems listed above.

III. I Can Care for My Body

Requirement

Earn the Fitness Fun Adventurer Award

Background Information

In order to earn the Fitness Fun Adventurer Award, the children will complete the requirements listed below. Additional information may be found in the Awards section of this manual. Information about the President's and the Canadian Physical Fitness Tests may be found in the "My Self" section of the Appendix.

Fitness Fun Adventurer Award



1. List at least four things that contribute to physical fitness.
2. Do three different stretches. Hold a minimum of 15 seconds.
 - a. Leg
 - b. Back
 - c. Arms/shoulders
3. Do three of the following:
 - a. Run, jog or walk one-half mile.
 - b. Make a high jump. Record the highest of four jumps.
 - c. Jump rope for three minutes.
 - d. Climb a pole, rope or tree.
4. Participate in two of the following:
 - a. Obstacle course
 - b. Leap frog
 - c. Relay race
5. Demonstrate your ability to do four of the following:
 - a. Forward roll
 - b. Ten sit-ups
 - c. Cartwheel
 - d. Handstand or headstand
 - e. Hang from a bar with hands and knees
 - f. Back bridge
6. Participate in an organized game that requires physical exercise.
7. Participate in a recognized fitness test:
 - a. President's Challenge
 - b. An equivalent program



My Self Track

I. I Am Special

A. Bible Stories and Texts

- Genesis 1, 2 Creation
 Psalm 139:14 “I am fearfully and wonderfully made...”
 1 Samuel 16:7 “Man looketh on the outward appearance...”

B. Songs

1. *Sing for Joy*
 “Lord, I Love to Stamp and Shout” 56
 “We Grow in Many Different Ways” 58
2. *Kids Sing Praise*
 “He’s Still Workin’ on Me” 26
 “Being Big” 54

C. Ellen G. White Quotes

“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 mold and discipline the character.” *Counsels to Parents, Teachers, and Students*, p. 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.” *Desire of Ages*, p. 668.

D. Books and Materials

1. Adult
 Kuzma, Kay, *Developing Your Child’s Self-Worth*
2. Children
You Are a Very Special Person (Pacific Press)

II. I Can Make Wise Choices

Your choice.

III. I Can Care for My Body

A. Ellen G. White Quotes

“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.” *Ministry of Healing*, p. 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*, p. 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*, p. 126.

B. Books and Materials

1. Adults
 Schultz, Terry Louis and Linda M. Sorenson, *The Organic Puppet Theatre: Children’s Exercises in Health Awareness*, (Night Owl Press).
 Carratello, Patricia, *My Body*, Sheets you can copy with body organs (Crachioli/Smith)
 American Heart Foundation, National Center, 7320 Greenville Avenue, Dallas, TX 75231.
 Write for information.
2. Children
Bodywise - Workbook for elementary-age children (Concerned Communications)

My Family

I. I Have a Family

Requirement

Ask members of your family to tell some of their favorite memories.

Background Information

Every family has enjoyed experiences that were extra-special. These may be times that were particularly enjoyable or meaningful or that helped them 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 which they treasure but that other members have not recognized as special.

Be sensitive to the children who do not have “normal” or happy families. Emphasize that there are various kinds of families. 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 favorite memories and share their findings with the entire family afterwards OR the activity can be part of a family worship, supper-table discussion, or Adventurer Club family activity.

Evaluation

The children will share—by telling, drawing, or writing—some of their families’ favorite memories.

II. Families Care for Each Other

Requirement

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

- Puppets
- Role-playing
- Your choice

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 modeling, whether positive or negative, has more effect on the way a young child deals with problems than does anything else. The child first develops his 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 his/her own personal habits of conflict resolution.

One of the first things that should be understood about disagreement is that disagreement is okay and 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 that they can be solved. Problems or feelings that are kept inside and not dealt with can cause a person to take out his/her feelings on an innocent person or object (scapegoat), argue about insignificant details, or build up negative feelings that will damage himself/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.



What is important in dealing with disagreements is recognizing 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 solved as small disagreements by following some simple Christian principles. A Christian will seek to:

- ⇒ respect other people’s feelings and opinions, recognizing 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 those who are not willing to follow them;
- ⇒ act toward others with kindness, support, and cooperation;
- ⇒ uphold a commitment not to harm other people or their belongings;
- ⇒ practice gentle honesty and accuracy concerning facts, feelings, and goals;
- ⇒ be willing to admit when he/she is wrong;
- ⇒ recognize that no one else is perfect either.

Children can learn a few simple steps for solving disagreements that they can use to solve 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. 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/she is feeling that way. Never interrupt the other person when she is talking.

THIRD: Look for solutions. Together 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.

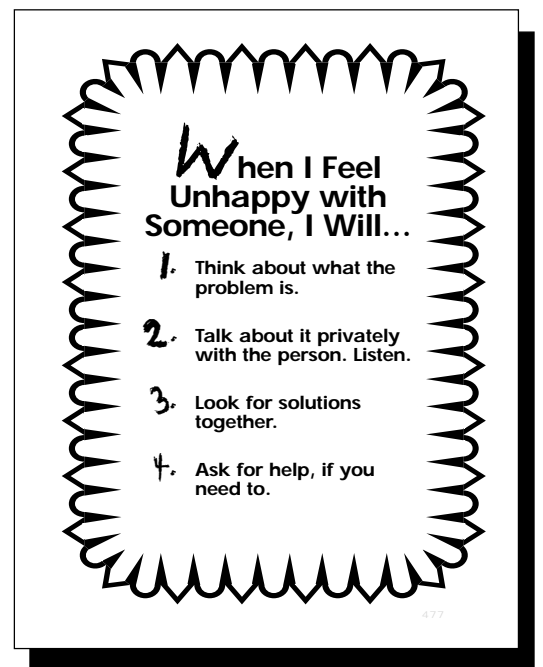
FOURTH: Ask for help if you need it. Tell your problem to an adult you trust and ask him/her to help you find a solution.

This process helps children to follow the steps of conflict resolution that Jesus gives in Matthew 18. Rather than running immediately to friends 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 help and allow children to use these techniques to solve their own interpersonal problems.

By learning to handle small disagreements with siblings and friends as a young child, the Sunbeam will have gained the basic skills he/she will need to handle problems and conflicts he/she meets as he/she grows into a productive member of the church and of the world around him/her.

Teaching Tips

- ⇒ Make a poster presenting the steps that children can follow to solve their disagreements. Discuss these steps with the children.
- ⇒ As each step is discussed, the children may use puppets or role playing to show different ways in which they can carry out that step. It will be easier for the children to visualize if they



The When I Feel Unhappy with Someone, I Will... poster can be found in the "My Family" section of the Appendix.

are given a specific situation to deal with as they go through the steps; e.g., 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 role play, using puppets or acting out. 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 they 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:

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 him/her to do so and be sure he remembers how.
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 child to wait until a time when he/she can sit down with them, or he/she may supervise the problem-solving discussion by standing nearby and listening "with one ear" while supervising the rest of the group.

- ⇒ The "When You Feel Unhappy With Someone" poster may be sent home with children, together with a note explaining how it may be used.

Evaluation

The child will demonstrate positive ways of dealing with disagreement.

III. My Family Helps Me Care for Myself

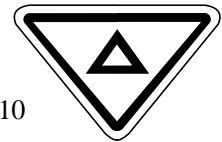
Requirement

Complete one requirement of the Road Safety Adventurer Award.

Background Information

Choose the requirement from those listed below which most suits the needs of your children. If desired, the children may complete the rest of the requirements in order to earn the Road Safety Adventurer Award.

Road Safety Adventurer Award



1. Identify and explain 10 important road signs.
2. Tell when and where to cross the road safely.
3. Give four road safety rules for:
 - a. walking along the road by yourself
 - b. riding your bicycle
 - c. riding a horse
 - d. walking with a group
4. Explain why you should wear a seatbelt when riding in a car.
5. Listen to a Highway Patrol Officer or other safety officer talk about safety for children.
6. Play a safety game.

RESOURCES LIST

My Family Track

I. I Have A Family

II. Families Care for Each Other

A. Bible Stories and Texts

- 1 Samuel 18:31 David and Saul
- 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...”

B. Songs

1. *Sing for Joy*
 - “I Would Be True” 117
 - “Blest Be the Tie” 140
2. *Kids Sing Praise*
 - “He’s Still Workin’ on Me” 26
 - “This Is My Commandment” 29

C. Ellen G. White Quote

“The word of the parents should be law, precluding all arguments or evasions. Children should be taught from infancy to implicitly obey their parents.” *Child Guidance*, p. 85.

D. Books and Materials

1. Adults
 - Bisignano, Judy, *Relating, Communicating*
— worksheets for children (Good Apple).

III. My Family Helps Me Care for Myself

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



My World

I. The World of Friends

Requirement

Complete requirements #1 and #6 of the Courtesy Adventurer Award.

Background Information

Choose the requirement from those listed below which most suits the needs of your children. If desired, the children may complete the rest of the requirements in order to earn the Courtesy Adventurer Award.

Courtesy Adventurer Award



1. Explain what “courtesy” means.
2. Recite and explain the Golden Rule.
3. Be able to demonstrate good table manners.
 - a. properly set the table
 - b. correctly ask for and pass food
 - c. properly excuse yourself from the table
4. Make a telephone call using good telephone manners:
 - a. to an adult
 - b. to a friend of your choice
 - OR introduce:
 - c. an adult to a friend
 - d. your teacher to a parent
5. Share an experience:
 - 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. apologize
 - d. greet a friend
 - e. share and take turns

II. The World of Other People

Requirements

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

Background Information:

“The children should be so educated that they will sympathize 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 laborers together with God.” (*Adventist Home*, pp. 486-487)

Children, from a very early age, 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 recognize and be interested in the needs of those they meet. By having the children visit people and places in their own neighborhoods, 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 neighborhood walk can also be a time of appreciation and learning about the special characteristics of their neighbors and neighborhood and to gain a better understanding of what a neighborhood is like and how it functions.

Teaching Tips

- To prepare children for this activity, review Jesus’ special trip to our earth to help us, and point out some of the many places in the Bible where He asks us to help our neighbors (See Resource List).



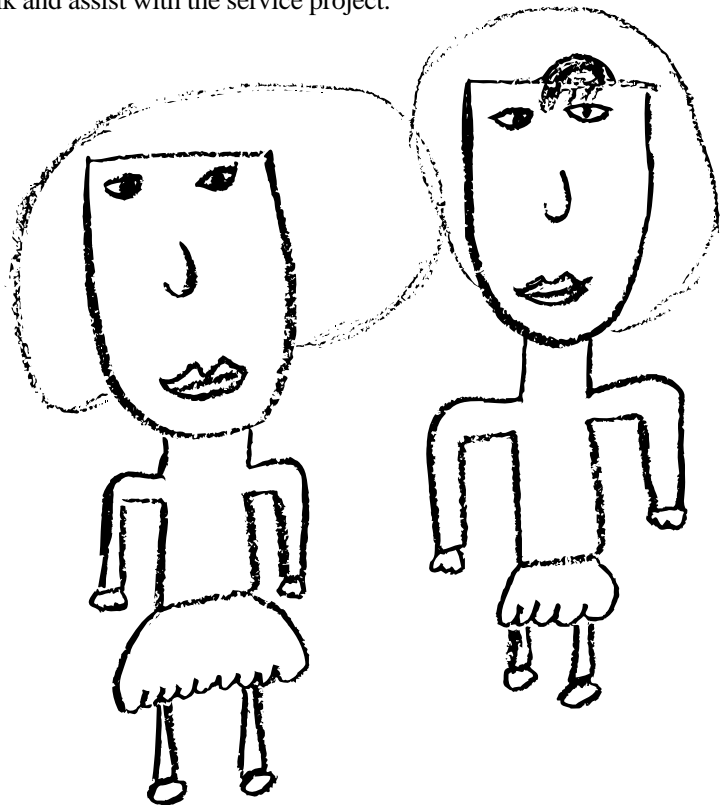
- Many Adventurer groups come together from a variety of neighborhoods. Choose one neighborhood that is representative of the rest and that is easily accessible from the Adventurer meeting place.
- Become familiar with the neighborhood before taking the children out to explore. Make a list of some of the things you want the children to see.
- The children's walking tour should be leisurely and not more than an hour and should not try to cover a whole neighborhood but rather see some of the representative parts. Part of the tour may be completed by car or bus.
- Children's lists might include: community services, such as a fire or police station or grocery store; a special landmark, such as a park, river, or special building; 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 recognize a lack of churches in the neighborhood and be led to consider the spiritual needs of their neighbors. Many discoveries, such as angry or unhappy-looking people, will be spontaneous and should be handled with care to prevent embarrassment or offense.
- Upon returning to the meeting room, discuss and list the good things and needs the children have seen. Many neighborhood 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 recognize that they are serving Jesus and making a difference through anything, big or small, that they choose to do with a caring heart.
- The children can list a number of different projects to help the needs

they have seen. Then lead them to decide upon an activity or project they can do well and feel a sense of accomplishment in completing. A few possibilities include:

- **Beautification:** Clean up a road, park, or vacant lot; plant flowers or trees.
- **Visit shut-ins:** Present programs for nursing homes or children's wards; adopt a grandparent; do yard work; wash windows; read letters and cards; make phone calls; create May baskets.
- **Help those in need:** Collect clothing or food; raise funds for a special project; tutor first graders.
- **Spiritual assistance:** Form special prayer bands; help with VBS, fair booth, neighborhood Bible club; literature distribution.

Evaluation

The child will participate in the neighborhood walk and assist with the service project.



III. The World of Nature

Requirement

Earn a Friend of Nature Adventurer Award.

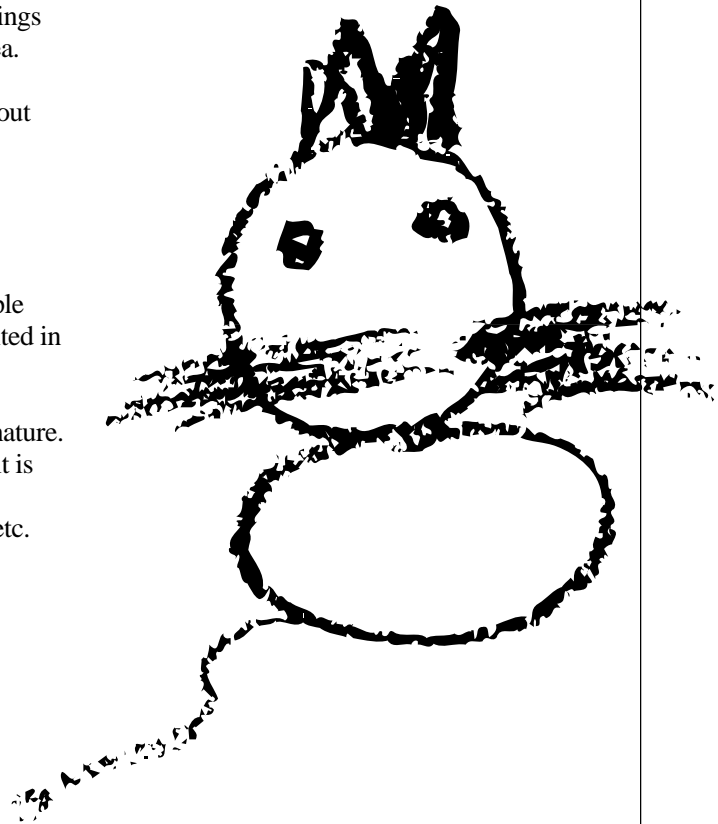
Background Information

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

Friend of Nature Adventurer Award



1. Take a nature walk and discover items of interest.
 - a. Show or tell what you found.
 - b. Make these items into a collage or poster.
 2. List the names of three different trees and do a bark rubbing of each.
 3. Collect four different kinds of leaves and compare.
 4. Go on a critter hunt. Explore (or observe with a magnifying glass) all the things you can see in a 10 square foot area.
- OR**
- Explore a yard or park and talk about what you see.
5. Visit one of the following:
 - a. zoo
 - b. park
 - c. wildlife area
 6. Write a thank-you note to the people who took you to the place you visited in #5.
 7. Explain:
 - a. How to become a friend of nature.
 - b. How to pick a flower when it is allowed
 - c. How to protect trees, nests, etc.



My World Track

I. The World of Friends

II. The World of Other People

A. Bible Stories and Texts

- Luke 10:25-37 Good Samaritan
 Acts 9:36-42 Dorcas
 Matthew 25:31-46 "I was an hungred, and ye gave me meat..."
 James 2:15,16 "If a brother or sister be destitute..."

B. Songs

1. *Sing for Joy*
 - "God Made Our Hands" 57
 - "We Are His Hands" 129
 - "God Calls Us" 130
 - "Cross Over the Road" 131
2. *Kids Sing Praise*
 - "This Little Light of Mine" 40
 - "Is There Anything I Can Do" 48
 - "Jesus Bids Us Shine" 58

C. Ellen G. White Quotes

- "There are many lines in which the youth can find opportunity for helpful effort. Let them organize into bands for Christian service, and the cooperation will prove an assistance and an encouragement." *Education*, p. 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*, p. 212.
- "The children should be so educated that they will sympathize 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 laborers together with God." *Adventist Home*, pp. 486-487.
- "Take up the work that should be done in your neighborhood, for which you are held responsible. Wait not for others to urge you to take advance steps." *Adventist Home*, p. 488.

III. The World of Nature

A. Bible Stories and Texts

- Parables of Jesus
 Psalms

B. Songs

1. *Sing for Joy*
 - "I See the Love of God" 34
 - "Can You Count the Stars" 35
 - "God Knows Me" 47
 - "Every Flower That Grows" 55
 - "The Wise Man and the Foolish Man" 62
 - "Water of Life" 66
2. *Kids Sing Praise*
 - "Step Into the Sunshine" 23
 - "Wide As the Ocean" 38
 - "Praise God" 56

C. Ellen G. White Quotes

- "The heart not yet hardened by contact with evil is quick to recognize the Presence that pervades all created things." *Education*, p. 100.
- "So far as possible, let the child from his earliest years be placed where this wonderful lesson book shall be opened before him." *Education*, pp. 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*, p. 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*, p. 120.

D. Books and Materials

1. Adults
 - Coleman, William L., *Listen to the Animals: Devotionals for Families with Young Children* (Bethany House)

A D V E N T U R E R M A N U A L

