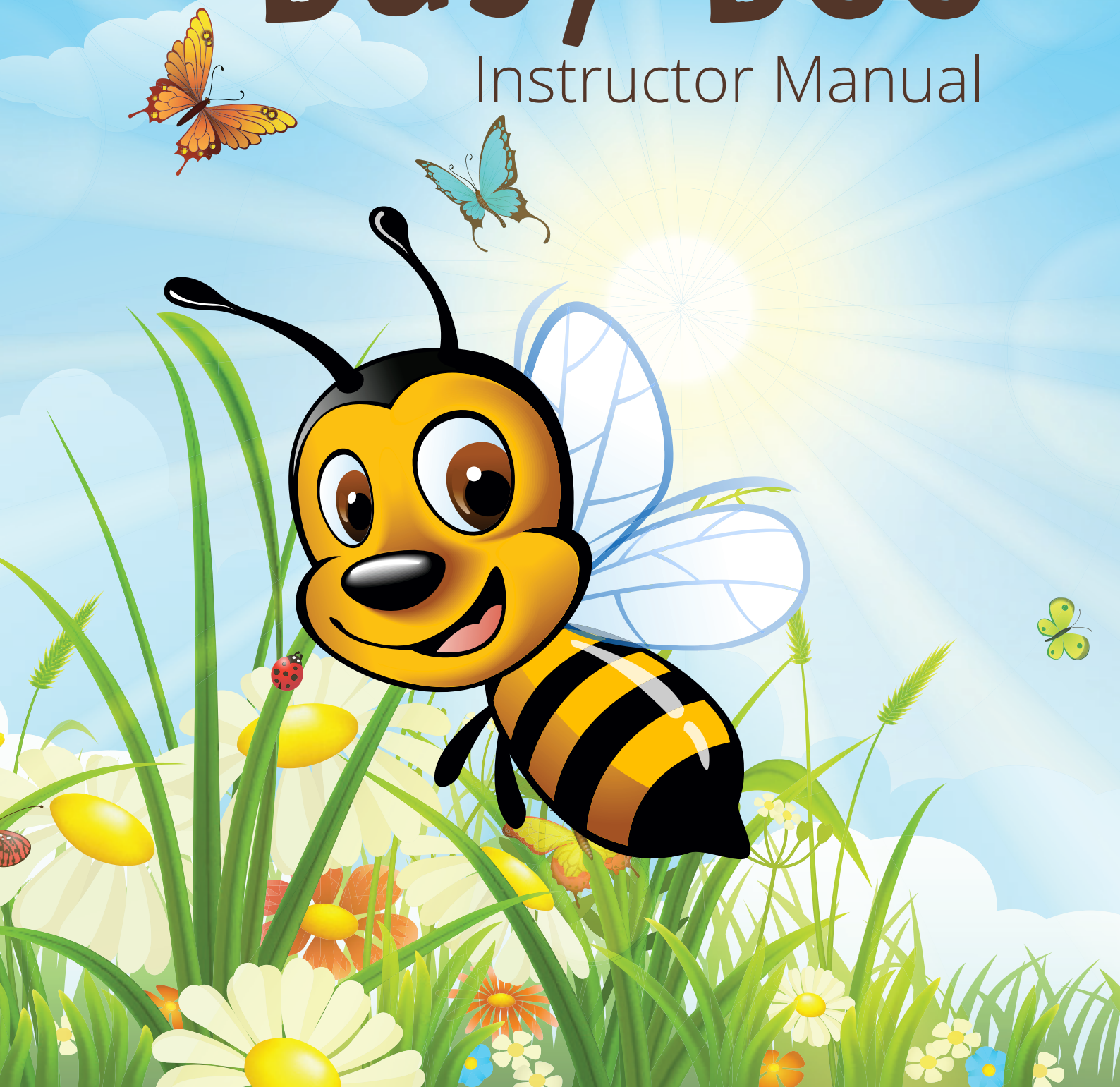


Busy Bee

Instructor Manual



This book belongs to _____

General Conference Youth Ministries Department

Busy Bee

Instructor Manual



General Conference Youth Ministries Department

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Dear Adventurers, Parents, and Leaders,

Thank you for being a part of our newly released Adventurer Curriculum. We have remastered, reengineered, and at times started over to make sure that this new curriculum is fun, uplifting, appropriate for each age level, and most importantly, Jesus-centered. We wanted to build a curriculum that can be done with a small group, large group, family and children, Children's ministry group, even Bible School group!

We have used several criteria in building this curriculum. We worked with Adventist educators and youth leaders to make sure we had the best resources available for our Adventurers. First, we have used Bloom's taxonomy, a broad ranging methodology especially appropriate for 7 year olds and up, that helps us ask the children to do things that they are truly developmentally capable of doing. For example, we ask Little Lambs to listen to a story, while we ask 8 and 9 year olds to read age-appropriate stories. In addition, we have used a multi-modal learning philosophy, meaning that we realise that Adventurers learn in different ways. Thus, we have requirements that appeal to children who learn best through listening, playing, drawing, singing, organising, moving, and so-on. We also filtered our requirements through developmental filters. Spiritual stages of development, originally developed by Dr. John W. Fowler, have been well explained and demonstrated in Youth Ministry by Adventist Youth Innovator Steve Case of Involve Youth.

Adventurers - each lesson is meant to be mostly hands-on. That means most of the time you will be actively doing something to learn about the topic. Sometimes, you'll have to take notes, or check a box (to remember what you did), but most of the time you will be jumping, running, crafting, drawing, exercising, singing, praying, or reading something! In many cases, your adult caregivers, whether they be your parents, grandparents, guardians, or favourite neighbour, can help you accomplish the "jobs." Help them feel involved and be sure to always say thank you!

Parents - we value the time you have invested in Adventurers. Many of you are doubling as leaders for Adventurers. We thank you. We have created a curriculum that is safe yet adventurous, varied, but specific in its Christ-centred goal. We hope the children will bring home new found truths they can put into action about "My Self, My God, My Family, and My World." Please have your Adventurer share their experiences with you by showing you the pages they worked through (and the games/stories they learned along the way). Know that a lot of it is experiential so they won't write a lot. They will instead experience a great deal.



Leaders - Before the student worksheet pages come a variety of 'big picture' helps to guide you as you create a safe environment for your group of Adventurers. Developmental stages, working with special needs children in your unit, and much more is included here. In addition, this curriculum has a huge number of teaching ideas in the back pages of this booklet. These teaching suggestions are hands-on field-tested ideas that you can use with a little bit of prep and a few tools. We have tried to think of things that can be done with few resources, limited spaces, and limited budget. However, your club is different from any other, so please feel free to adapt the ideas to meet the needs of your class. At the front of the book are additional ideas on how to format meetings and unit time so that within about 15 meetings, the class requirements are done and you can award your Adventurers with their class pin and awards. Of course, that means that you may also have other meetings that are primarily field trips, group awards, or other activities -- that's GREAT!

The young Adventurer, is eligible for a special pin that matches the name and image located on the book cover. There are a total of six years worth of classes, each one age appropriate. The first, Little Lamb is for 4 year olds, next are the Early Birds for 5 year olds, Busy Bee for 6 year olds, Sunbeam for 7 year olds, Builder for 8 year olds, and Helping Hands for the 9 year olds. Many kids will turn from one age to the next during the Adventurer year but should work to complete that years class. Usually there are 10-25 meetings in an Adventurer year, a number based on the clubs availability to meet.



Patches (called awards) and pins (for finishing the classwork in this book) for Adventurer ministry are available through your local Youth Department or Adventist Book Centre. Division Youth Teams usually take orders from local conferences/missions and then at the World Headquarters in Washington D.C., the order list to brought my office. We fulfill the orders and send thousands of patches back home to your Division for you to distribute to your deserving kids!

Thanks for joining us in the journey!



Andrés J. Peralta
Associate Youth Director





Adventurer Club History

The history of Adventurers started back in 1917 when the Primary Reading Course was introduced. This certificate eventually became part of the class requirements. In 1924 the Sunbeam class was taught in a second-grade classroom and a pin was awarded for completing the requirements. The awarding of the Busy Bee pin first appeared in 1928 as part of the commencement exercises at school, and by 1929 the term “Investiture Service” was used to describe the event where they awarded certificates and pins. The Busy Bee Pledge and Law also first appeared in 1929.

The names used for this age group have varied over time and location and included Preparatory classes, Pre-Juniors, Pre-Friends, Pre-JMV, Pre-AJY, Pre-Pathfinders, Achievement classes, and Adventurers.

By 1933, this group was known as “Preparatory Members.” The two predominant classes taught on the West Coast of the United States were Busy Bee and Helping Hand, while to the East they were known as Sunbeam and Builder. All of these classes used the same Pledge and Law, with only slight differences in the other requirements.

By 1938 the term “Progressive Class Work” was used when referring to all the classes from Busy Bee up to Master Comrade.

In 1940 the General Conference outlined two Missionary Volunteer Progressive Classes that were below the Friend class. They were Sunbeams and Builders. They had simple celluloid pins, and where neckerchiefs were desired, tan was used for the Sunbeams and jade green for the Builders.

Because of so many other names being used for these classes, both in the U.S. and overseas, such as “Upstreamer,” “Junior Light Bearers,” “Sunshine Club,” and “Golden Rule,” the MV committee voted on June 10, 1946 that the Pre-Junior classes be named Busy Bee, Sunbeam, Builder, and Helping Hand.

In 1953 there was first seen a pre-Pathfinder Adventurers group, and by 1954 Adventurer camps started up in different conferences for boys and girls age 9, and later on for both 8- and 9-year-olds.





The name Adventurers was used again in 1963 for a pre-Pathfinder group, this time at the Pioneer Memorial Church at Andrews University.

In 1974 in the Washington Conference, for the previous 5 years a group called Beavers for the 6 to 9-year-old kids was going on. They had their own uniforms, consisting of yellow shirts or blouses and brown trousers or skirts.

By 1976 the Youth Leaders' Handbook mentioned the newly revised pre-JMV Classes, and by 1979 in the NAD, "pupils in grades one to four are designated as Adventurers."

The General Conference Committee minutes of 1985 mentions the Adventurer Class Requirements. The SDA Church Manual of 1986 again says, "Pupils in grades one to four are designated as Adventurers," and by 1989 the General Conference Committee voted to approve organising the Adventurer Club as part of the Pathfinder program and voted in the official Adventurer Emblem.

In 1990 several Conferences tried out a pilot program of the new Adventurer Club materials from the GC which included their own navy blue and white uniforms, their own award patches (triangle in shape), and their own club structure. The following year Norman Middag introduced the new Adventurer Club program to those who attended the Children's Ministries Convention held at Cohutta Springs, GA.

In 1999 the GC Annual Council recommended that a new section, Adventurer club, be added to the Church Manual.



Busy Bee Checklist

Name: _____ Date Started: _____ Date Completed: _____

Basic Requirements

1. Repeat from memory and accept the Adventurer Pledge
2. Complete the Reading I award
3. Complete the Flowers award

My God

1. God's Plan to Save Me
 - a. Create a story chart or lap-book showing the order in which these events took place:
 - Creation,
 - The first sin,
 - Jesus cares for me today,
 - Jesus comes again,
 - Heaven.
 - b. Draw a picture or tell about one of the stories above to show someone how much Jesus cares for you.
2. God's Message to Me
 - a. Complete the Bible I award.
3. God's Power in My Life
 - a. Spend regular quiet time with Jesus to talk with Him and learn about Him. Keep a record.
 - b. Ask two people how they show other people that Jesus cares for them.
 - c. Complete the Delightful Sabbath award.

My Self

1. I Am Special
 - a. Make a booklet showing different people who care for you as Jesus would.
2. I Can Make Wise Choices
 - a. Name at least four feelings.
 - b. Play a feelings game.

3. I Can Care for My Body

- a. Complete the Health Specialist award.

My Family

1. I Have a Family
 - a. Draw or cut out a picture showing something special about each member of your family.
2. Families Care for Each Other
 - a. Discover what the fifth commandment (*Exodus 20:12*) tells you about families.
 - b. Act out three ways you can honour your family.
 - c. Complete the Home Helper II award.
3. My Family Helps Me Care for Myself
 - a. Complete the Safety Specialist award.

My World

1. The World of Friends
 - a. Complete the Listening award.
2. The World of Other People
 - a. Tell about the volunteer work people do in your church. Find a way to help them.
 - b. Find a way to help them.
3. The World of Nature
 - a. Complete the Friend of Animals award.
 - b. As time allows,
Other awards that may be earned by Busy Bees include: Artist, Butterfly, Buttons, Fish, Guide, Music, Potato, Sand Art, Spotter, Swimmer I

Instructor Checklist

Basic Requirements

1. _____
2. _____
3. _____

My God

1. _____
 - a. _____
 - _____
 - _____
 - _____
 - _____
 - b. _____
2. _____
 - a. _____
3. _____
 - a. _____
 - b. _____
 - c. _____

My Self

1. _____
 - a. _____
2. _____
 - a. _____
 - b. _____
3. _____
 - a. _____

My Family

1. _____
 - a. _____
2. _____
 - a. _____
 - b. _____
 - c. _____
3. _____
 - a. _____

My World

1. _____
 - a. _____
2. _____
 - a. _____
 - b. _____
3. _____
 - a. _____
 - b. _____

INTRODUCTION



“Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.”

–Matthew 19:14 (NIV)

This passage is often illustrated with a group of angelic children sitting attentively at Jesus’ feet. Perhaps this was the first picture that popped into your mind when you agreed to lead out with Busy Bees. However, now that you’ve had time to think about it, the picture may have quickly changed to a group of active six (6) year olds running around the room while you stand helplessly in their midst. Hopefully the reality will be somewhere in between these two pictures!

This guide was developed to assist parents and Busy Bee level leaders who want to work with children as they develop physically and spiritually. The Busy Bee classwork can be used as part of the Adventurer Club in your church or by a group of parents who want to use a curriculum to assist them in teaching their children skills and values.

All Busy Bee activities should be fun and kid-centered. Remember that children of this age look to adults to set the pace of the meetings and model how they should respond to situations. So . . . take a deep breath, say a prayer, and keep your sense of humour. Your adventures with Busy Bees are about to begin!



SECTION

1

The Busy Bee Level

This section contains an overview of the Busy Bee level.
You'll get a quick look at where Busy Bees fit into the Adventurer Club - the goals, Pledge, Law, song, and more!



New Adventurer Logo



Nature
Oriented
Ministry

Jesus
Centred
Ministry

Family
Focused
Ministry



Busy Bee Goals

01

Demonstrate God's love for children.

02

Promote the values expressed in the Adventurer Pledge and Law.

03

Create an environment where all children can contribute.

04

Encourage children to have fun.



Adventurer Pledge

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

Adventurer Law

Jesus can help me to:

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

Adventurer Song*

(Wanderson Paiva)

We are joyful and faithful adventurers
Always trusting our friend, Jesus Christ;
And we know that our lives are a blessing
When we shine like a beacon of light.
We can see all the beauty around us
From the hand of a great living God
If we live to proclaim His creation
We will see all the wonders of love.



*Both Adventurer songs have been approved by the General Conference (GC) Youth Ministries department. Sheet music & resources are available via the GC Youth website.



Adventurer Song*

We are Adventurers
At home, at school, at play
We are Adventurers
We're learning every day
To be honest, kind, and true
To be like Jesus through and through
We are Adventurers!



The Busy Bee Curriculum

One of your responsibilities as Adventurer parents and staff is to encourage the physical, mental, and spiritual development of each child. The Adventurer curriculum levels were created to assist you with this responsibility. The Busy Bee requirements are organised into five areas: Basic, My God, My Self, My Family, and My World. Additionally, children can earn lots of fun and educational awards.

Each child is required to complete all Basic Requirements and at least one requirement from each of the remaining four areas (My God, My Self, My Family, and My World). At the end of the Adventurer year, each child completing all the requirements will receive the Busy Bee pin during the Investiture Service.

It is important for Adventurer leaders to understand that not all Busy Bees will be at the same developmental level or have the same physical abilities, so you'll need to be flexible in how the children complete these requirements. It is up to you to interpret how the children fulfill these requirements. For example, not all children will be able to memorise or read Bible verses. Instead, you can explain the verse to the child and then have the child draw a picture illustrating the verse. A child who might not be able to grip a paintbrush could instead dip a large sponge into paint and decorate a sheet of paper. Again, flexibility and creativity are the keys to ensuring the success of each Busy Bee.



Adventurer Awards

Busy Bee patches are called awards. There are lots of awards and each one is designed to encourage your Busy Bees to explore, learn, and play. Once a Busy Bee has completed all the required activities for an individual award he or she can receive that patch.

Many awards are completed as part of the Busy Bee curriculum but your club will probably set aside time just for awards.

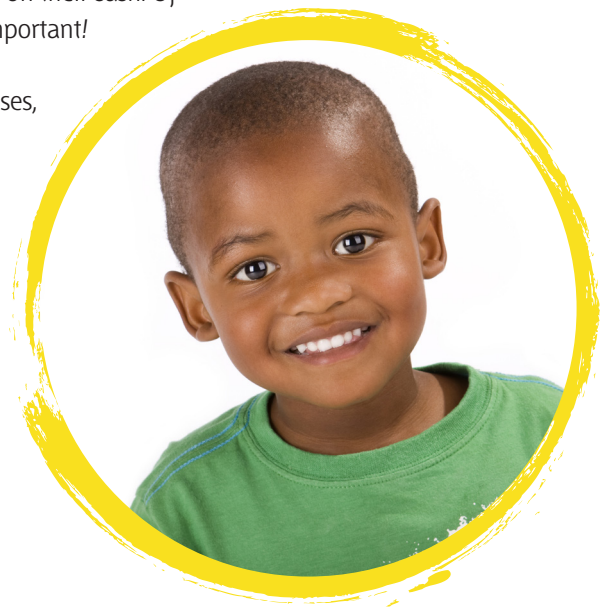
It is important to note that the awards have levels that correspond with the Adventurer developmental abilities. When you are selecting an award to complete, make sure that you choose age-appropriate awards.

When working on awards it is up to the leader to adapt the requirements to the club and children's needs. For example, an award may require the child to play an action game using a community helper's skills. As parent or leader you might choose to watch a video or visit a community helper.

It is also up to you to decide when a child has met the intent of the award. Remember that not all children will be capable of completing all award requirements as written. It is more important that the children try new things and have fun than compete with each other to receive the most awards or become frustrated by requirements that are beyond their abilities. Flexibility on your part will make the experience more enjoyable and positive for both children and parents!

Children of this age need immediate rewards so you will want to consider giving Busy Bees their patch for completing the award right away to put on their sash. Of course, making sure they don't lose the patch is also important!

Parent involvement is important to success. In some cases, making them aware of what is "normal" for five year olds helps them train their child at home towards the goals introduced at Adventurers.



SECTION 2

Characteristics of Busy Bees

This section gives you and your staff a quick overview of what to expect and what not to expect from Busy Bees.





What You Need to Know About Busy Bees



In the book *Child Guidance* (Review and Herald, 1954), Ellen White encourages parents to understand the developmental needs of their children. This section helps you with just that—understanding the physical, cognitive, and social characteristics of Busy Bees. Remember that children develop at their own pace, so some children in your Busy Bee group may not have reached these markers, and others will have passed them. Also, abilities that children don't have at the beginning of the Adventurer year, they may obtain later in the year. Busy Bees are quickly growing and learning. Make sure you focus on the specific needs of each child and not just the stages.



Physical Characteristics

- Are beginning to develop fine motor skills.
- Are learning to copy shapes.
- Enjoy testing muscle strength and skills.
- Are learning to tell left from right with greater accuracy.
- Tire easily.
- Have improved balance.



Cognitive Characteristics

- Have a short attention span.
- May reverse letters.
- Like real-life activities.
- Are increasing their vocabulary.
- Are beginning to understand time and the days of the week.
- Think things are right or wrong, with no middle ground.



Social Characteristics

- Are learning how others see them; are self-conscious.
- Want to make friends but may be bossy.
- Are competitive, which may lead to cheating.
- Are sensitive to criticism.
- Are rules oriented and want to do the right thing.
- Have a strong need for love and attention from parents and other adults.
- Replace home with school and the Adventurer Club as the most significant influence.
- Squirm while sitting, run instead of walking like to skip, tumble or throw.
- Enjoy learning through active discovery.
- Can catch a ball, tie shoes, manage buttons, and stand on one leg.
- Might have tantrums, tease, be bossy, tattle, or complain if they are tired or think someone is doing something wrong.
- Ask a lot of questions.
- Are noisy.
- Need positive attention and praise from adults.



Spiritual Characteristics

James Fowler, a Christian counselor, researcher, and specialist in children's development, has identified seven stages in the development of faith; three of which are closely associated with and parallel cognitive and psychological development in childhood.

These stages are:

Primal Faith (ages 0-2)

1-Intuitive-Protective Faith (ages 3-5)

2-Mythic-Literal Faith (ages 6-11)

3-Synthetic-Conventional Faith (age 11-Adolescence)

4-*Individuative-Reflective Faith

5-*Conjunctive Faith

6-*Universalising Faith

Stage 0 "Primal Faith" is the beginning steps of faith within the arms of their parents. Stages 3-6 are the faith stages of Pathfinders and adults. He has done research and sees that many individuals, even adults, may never develop stages 4-6 unless intentional ongoing spiritual development is a chosen part of their ongoing deepening relationship with God. In Adventurers we are working with children who are learning to experience God through stages 1 & 2.



Stage 1 (Little Lambs and Early Birds)

- Shared experiences - kids love having a community to share their spiritual learning with.
- Parental - parents are involved in the Adventurer experiences and provide a lot of the spiritual modeling
- Love & Security - God is real because of the love and security supplied by caregivers, such as parents and Adventurer leaders
- Concrete Meaning - Truth about the Bible makes sense because of things they can touch and Bible stories they can relate to. They are unable to think abstractly and are generally unable to see the world from anyone else's perspective.
- Experienced Traditions - opening exercises that are always the same, the Adventurer Pledge and Law that are learned and repeated each session throughout the years of Adventurers are a part of this experienced tradition. God becomes more real when things are predictable and they know what to expect from spiritual activities. Faith is not a thought-out set of ideas, but instead a set of experienced impressions WITH parents and influencers.

Stage 2 Mythical-Literal (Busy Bees - Helping Hands)

- Compared - Children at this age are able to start to work out the difference between verified facts and things that might be more fantasy or speculation.
- Trust Circle - Source of religious authority starts to expand past parents and trusted adults to others in their community like teachers and friends.
- Religion as their Experience - Kids in this age group have a strong interest in religion. Later in this stage children begin to have the capacity to understand that others might have different beliefs than them.
- Duty - following God and his teaching is seen as a duty and honour.
- Concrete Meaning - By default, children in this age group see that prayer to God is important and expected. They believe that good behaviour is rewarded, and bad behaviour is punished. If I am good to God, God will be good to me. Teaching the reality of God's GRACE beginning at this stage will allow them to further deepen their relationship with Jesus as they enter stages 3 & 4.
- Experienced Traditions = Symbol's Meaning - Symbols of scripture are literal without added meaning. Bible stories are powerful and real motivators.



Do's and Don'ts of Discipline

One of the best ways to prevent disciplinary problems is to keep Adventurers busy and on task. The following strategies will help you manage your Adventurers. And remember, you're there to help the children and their families learn to love Jesus; therefore, it is important that you model love, patience, and a cheerful attitude. You want the Adventurer Club to be a fun experience for everyone, so try to keep your sense of humour and compassion even when an Adventurer's behaviour is a problem.

DO . . .

- Have a few short, simple rules and review them often. Sample rules: Be kind to others. Use good manners. Listen quietly to others. Follow directions. Be positive.
- Use signals to let the children know when you want their attention. Signals can be just about anything such as quickly turning a light on and off, turning a flashlight on and off, raising your hand, or using a clicker.
- Use silence. Stop what you are doing and stay quiet until their focus is back on you.
- Make eye contact. Often getting a child to look at you is a good way to get her to stop what she is doing and focus on you.
- Use names. If you say an Adventurer's name followed by a question or directions, you can usually get him back on track.
- Stand near an Adventurer to get her back on task.
- Ask adults to interact with the children. If adults are happily participating in the activities, the Adventurers are more likely to model the adults' behaviour. Additionally, having adults involved can prevent misbehaviour from escalating.



DON'T . . .

- Embarrass or shame a child in front of others or privately
- Overreact
- Lose your temper—no screaming, using threats or nagging
- Hit or spank
- Insult a child by saying “you’re stupid,” “you’re useless,” “you’re clumsy”
- Use sarcasm
- Compare children
- Label children
- Demand respect—respect is earned
- Expect children to behave as adults



SECTION

3

Busy Bee with Disabilities

Learn how every Busy Bee can fully participate in your club by understanding each child and knowing how to plan inclusive activities.



Including Busy Bees with Disabilities

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

DO'S

- Speak directly to the child, not to the adult.
- Recognise that a child's physical disabilities don't indicate mental disabilities.
- Ask about the child's medical or special equipment needs.
- Explain special equipment to all children to alleviate fears.
- Take extra care in planning for the safety of the child with special needs.
- Ensure the meeting facility is handicapped accessible.
- Ask the child how they would prefer to complete a task.
- Foster independence.
- Focus on all children's strengths.
- Expect reasonable behaviour from all children.
- Be flexible.

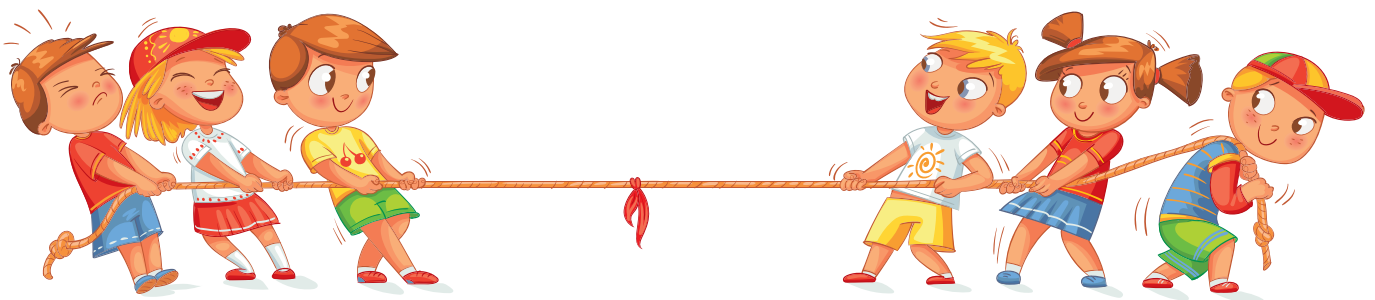




Planning Inclusive Activities

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

- Instead of requiring the child with a learning disability to memorise Bible verses, let her draw pictures of the themes of verses: Jesus cares for me today, Jesus comes again, and Jesus will take me to Heaven.
- For the autistic child over-stimulated by others and noise, let him sort coloured buttons instead of playing a button game with other children.
- Instead of making a creation story chart, a blind child can make a creation collage using small plastic animals and other tactile objects.
- A child with cerebral palsy and poor fine motor skills may not enjoy colouring. Try enlarging the colouring sheet and taping it to the table so it won't slip. Large crayons might be easier for her to use than small crayons.
- Teach all children to use sign language for the Adventurer Pledge. This will allow a deaf child or a child with a speech impairment to participate.
- A child with Down syndrome who exhibits delayed speech can act out feelings and have an adult take a picture. Then the child can glue the picture onto construction paper with the help of an adult.



SECTION

4

Busy Bee Meetings

Busy Bees love to buzz around and be active!
These lessons let your Busy Bees have fun
exploring their world and growing closer to Jesus.



Meetings:

Your group of Adventurers is part of a larger club, composed of up to six groups. In many situations, these six groups start and end meetings together, with specialised group activities just for your age group happening in between.

Elements often include:

- Opening exercises with the whole club (Adventurer song, Adventurer pledge and law, song service, prayers)
- Group activities (age group)
 - Award opportunities
 - Games, stories, crafts, activities
 - Varied opportunities to experience Jesus
- Closing exercises with the whole club

Activity Tips

Meetings are designed to meet the program goals and most importantly, the children's needs. With this in mind, the meetings provided in this booklet are designed to be flexible. Don't feel as if you must replicate each of them exactly. The activity suggestions are provided to help you fulfill the requirements listed! The requirements are developmentally based, which means that at some point during the year, most in this age group will be able to master or improve their skills to match this requirement! The 'teacher helps' in this booklet are a huge resource for building meeting activities. If you have created or seen activities that reach the same requirement goals, feel free to substitute or reimagine how the kids learn! Just be sure its not "just like school" but instead is mostly about active, hands-on, interactive learning!

While all of the activities in this section are designed to maximise fun, they also lead the children to Jesus and enable them to learn about their world, their families, and themselves. You an intentionally assist the children in recognising these connections to Jesus and their world by specifically stating the purpose of the meeting, connecting the activities to the meeting theme, and asking the children questions that encourage them to summarise the themes in their own words.





The 'Activity Book' is provided to help the kids keep track of what they learned, and to provide built-out ready-made activities for colouring, creating, and doing. At the same time, many requirements are "go do it" kind of activities, so there isn't a page to write out, but instead a box to check off after the hands-on activity is done.

The Instructor Manuals are specifically there to help parents-staff minimise the time needed to prepare to lead the activities! The 'helps' are set up in a way that naturally completes all the requirements for the awards and investiture pin. When adapting the activities be sure to remind yourself of the requirement that needs fulfilled.

Also, be aware that the pace of activities will differ from club to club and meeting to meeting. Sometimes the children will quickly complete everything you planned. It's good to have a back-up game or activity for when this happens. Other times, the children may really enjoy an activity and not want to stop. It's okay to reschedule or adapt activities that you've planned and continue with something that everyone is enjoying. And if something isn't going smoothly, you can stop the activity and redirect the children to something new. However, keeping things moving "faster" than they may wish, keeps them engaged, and willing to come again, since they've never had time to be "bored." Finally, flexibility and enthusiasm are the keys to conducting successful Adventurer group meetings!



Parent Networks

“The Adventurer program was created to assist parents in their important responsibilities as a child’s primary teachers and evangelisers. ...The program aims to strengthen the parent/child relationship and to further the child’s development in spiritual, physical, mental, and social areas. Through the Adventurer Program, the church, home, and school can work together with the parent to develop a mature, happy child.”

In Adventurer ministry, “staff” and “parents” are often synonyms. Many clubs around the world are created and run by groups of parents with a shared goal -- a club ministry for their kids.

However, in modern settings, parenting is complex. Adventurers provides a great and safe refuge to help provide a structure, time, as well as spiritual and emotional resources to assist parents. All parents want to succeed! Adventurers, if planned correctly can provide resources to help all of us succeed!

Parents are strongly encouraged to be completely involved in the Adventurer program -- volunteering to help with their child’s group, collecting the supplies, providing or serving snacks, or leading out in field trips. At this stage of development, parents are essential to the developmental, spiritual, and emotional growth of the children!

In addition, providing parenting seminars, social events, and shared experiences to build the adult - parent community will make the Adventurer program even strong. Friends (parents) working together, in a shared community, make things happen!

Ideas for parent involvement:

- Telling a story / reading a story to the group of Adventurers
- Playing an instrument for singing time
- Field trip planning and implementing
- Snacks
- Crafts and games set up / clean up
- Leading a game or craft
- Telling a story

Ideas to build successful parent communities:


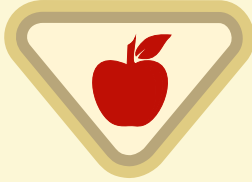
- Family events outside of Adventurers
- Planning and carrying out service projects
- Planting a garden as a group (involve kids, share stories)
- Eat together
- Small group Bible studies after a meeting or on another evening. Study stories of successful (and unsuccessful) parents in the Bible, Teachings of Jesus, or other subjects the group is interested in
- Arrange prayer breakfasts, pray chats / texting, prayer times -- to pray for each other, their spouses, relationships, and children.
- Assisting other families groups in need


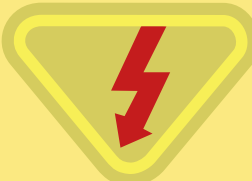










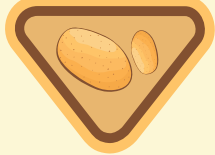

Busy Bee Scope and Sequence

	<i>BASIC</i>		<i>MY GOD</i>	
Area	Basic	Basic	My God God's Plan to Save Me	My God God's Message to Me
Requirements	Repeat from memory and accept the Adventurer Pledge		a. Create a story chart or lap-book showing the order in which these events took place: <ul style="list-style-type: none"> • Creation, • The first sin, • Jesus cares for me today, • Jesus comes again, • Heaven. b. Draw a picture or tell about one of the stories above to show someone how much Jesus cares for you.	
Award	Reading I 	Flowers 		Bible I 
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MY SELF

Area	My God God's Power in My Life	My Self I Am Special	My Self I Can Make Wise Choices	My Self I Can Care for My Body
Requirements	a. Spend regular quiet time with Jesus to talk with Him and learn about Him. Keep a record. b. Ask two people how they show other people that Jesus cares for them.	Make a booklet showing different people who care for you as Jesus would.	a. Name at least four different feelings. b. Play a feelings game.	
Award	Delightful Sabbath 			Health Specialist 

Area	My Family I Have a Family	My Family Families Care for Each Other	My Family My Family Helps Me Care for Myself	My World The World of Friends
Requirements	Draw or cut out a picture showing something special about each member of your family.	a. Discover what the fifth commandment (Exodus 20:12) tells you about families. b. Act out three ways you can honour your family.		
Award	Optional award	Home Helper II 	Safety Specialist 	Listening 
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Area	<p>My World</p> <p>The World of Other People</p>	<p>My World</p> <p>The World of Nature</p>		
Requirements	<p>a. Tell about the volunteer work people do in your church.</p> <p>b. Find a way to help them.</p>			
Award		<p>Friend of Animals</p> 	<p>Optional Awards: Choose an award not already earned. Such as Artist, Butterfly, Buttons, Fish, Guide, Music, Potato, Sand Art, Spotter or Swimmer 1.</p>   	    
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Busy Bee Instructor Help

General notes

If you are able to decorate a space for the Busy Bee each meeting, it will help those who learn by experiencing to learn more readily.

If your space allows, having a “story center,” “game center,” and “craft center” each set up ahead of time (and staffed by adults) will help your meeting go quickly and smoothly.

Basic Requirements

COMPLETE ALL SECTIONS

I. Repeat from memory and accept the Adventurer Pledge

Because Jesus loves me I will always do my best.

Your Busy Bees will appreciate a meaningful 5-7 minute discussion about why they could accept this pledge.

Create an environment where discussion is fun and positive contribution is essential. You can do that by helping all feel involved and able to contribute (even the quiet ones), not allowing one or two to dominate the discussion.

If you have several parent volunteers and a larger group, more people can discuss if the groups are smaller (2-3 kids and an adult).

Questions you might ask:

1. What does it mean to accept? (say that we agree and that we want to do it too!)
2. What are some ways that we know Jesus loves us?
3. What are some ways that we can “do our best” (do a good job)?
4. When can you help other people do their best?

II. Complete the Reading I award

Requirements:

Awarded to Adventurers who read, or listen while someone else reads:

1. A Bible story or book about Jesus.
2. A book on health or safety.
3. A book on family, friends, or feelings.
4. A book on history or missions.
5. A book on nature.

Helps:

There are many books about Jesus. The important part is to find one for your child’s developmental level.

Printed Children Bibles and books are available to purchase at most Christian Book stores.

Bible App for Kids is a ministry of [Youversion Bible Inc.](#) and provides nearly 50 interactive Bible stories for kids. There is an animated storybook app with vivid illustrations and sound as well as interactive touch screen interactions. The games and activities help kids remember what they learn. The navigation is simple for kids and there are no in-app purchases.

[Bibleforchildren.org](#) has illustrated and colour pages for sixty different Bible stories available for download and printing in 132 different languages. There are 18 stories about Jesus (including Powerpoint, colouring pages, and storybook pages) <http://bibleforchildren.org/> or your device's App store.

Book Reading is usually "assigned" and done as a parent-child activity. As the children complete the activity have them REPORT their findings at club meetings or in class.

Idea: Main character charade - have the parent and child work together to tell you ONE STORY from their reading award book about the MAIN character.

III. Complete the Flower award

Requirements:

1. List five flowers mentioned in the Bible.
2. Identify 10 of the following (or their equivalent in your area or region):
 - a. Daffodil
 - b. Daisy
 - c. Geranium
 - d. Tulip
 - e. Pansy
 - f. Chrysanthemum
 - g. Rose
 - h. Carnation
 - i. Gladiolus
 - j. Lily
 - k. Iris
 - l. Petunia
3. Tell what attracts bees and insects to flowers and what it is they get from flowers.
4. Describe three ways in which flower seeds are scattered.
5. Play a "Pollen Game."
6. Make a bookmark using dried flower petals.
7. Take a bouquet of garden flowers to share with someone.

Helps:

1. Use a Bible dictionary or concordance to look up texts, list: Song of Solomon 2:1, 2, 5:13 and 6:2; Matthew 6:28, 29 etc.
[Bible.knowing-jesus.com](https://bible.knowing-jesus.com/topics/Flowers) has a list of 27 flowers. <https://bible.knowing-jesus.com/topics/Flowers>
2. You may substitute garden flowers common to your area. Show live flowers whenever possible, although flashcards, magazine or seed-catalog pictures may be used.

3. Colours, smell and motion attract insects to flowers. Nectar, pollen and water is taken from the flowers.
4. Flower seeds are scattered by birds, wind, insects and animals. Check with your state agricultural department for educational materials.

5. **Teaching Idea: Pollination Game**

Materials: butcher paper cut into oversized flower shapes; sugar water, powder (make sure of allergies first!)

Procedure: Using butcher paper or newspaper, cut a flower shape that is at least four feet in width, and lay it flat on the floor. In the center of the flower place a cup of sugar water. Sprinkle powder on the rest of the flower. Give each child a straw and let them one at a time try to get the “nectar” from the cup without touching the “pollen” powder. Most flowers are pollinated successfully when an insect drinks the nectar, though sometimes insects are able to bypass the pollen.

6. **Teaching Idea: Bookmarks**

Materials: dried flower petals, bookmark paper cut to size ahead of time, sticky contact sheets (often available as 8.5 x 11 inch sheets)

Procedure: Pick and dry petals from several different flowers. Cut white paper 2" by 7" and arrange petals on it. Cover with clear contact paper and trim excess material. Your bookmark may be given as a gift for Mother’s Day, a birthday, etc. In order to collect the flower petals and dry them successfully yet maintain their colour, dry them between pieces of paper towel (or other absorbent tissue) then place between heavy objects such as books.

7. Pick a bouquet of garden flowers, arrange them nicely and take them to someone to make him/her happy. OR make a silk flower arrangement and share it (could be taken to Sabbath School).

Teaching Idea: U-Pick Flower Field Trip

Materials: parents and kids. PERMISSION from the church to leave the premises. Cutting shears. Pails with water to store cut flowers in for the trip home.

Procedure: Find a U-pick farm or other natural area where it is easy (and legal/permitted) to cut/pick flowers. With adult supervision select a small bouquet for each child. Have the child do as much of the picking and arranging as possible. Remember that “beauty is in the eye of the beholder” and “its the thought that counts.” The recipient of the bouquet will NOT care what it looks like but will rather be honoured for being cared about.

Teaching Idea: Cut-flower “leis”

Materials: large bulk bouquets of inexpensive cut flowers, enough so that each child can use 6-10 flowers (depending on size) to create a lei (flower necklace). Thread/string “needles” that are sharp enough to pierce the heads, but large enough to make easily handling. There are [Youtube](#) tutorials of people showing how to make these if you are needing more instruction or a demonstration.

Procedure: Ahead of time, have the adults cut the heads (with a small piece of the base) into piles. Have the children choose several flowers that they wish to use. If the needle isn’t too sharp, the child can do the sewing, if necessary, involve the adults. Pierce from back to front so that all the flower “lays” towards the front. Thread like you would a string of berries or popcorn (for a Christmas string) or other similar craft.

Take the lei’s to someone your class may visit or home to loving neighbours or extended family members.

My God

I. God's Plan to Save Me

A. Create a story chart or lapbook showing the order in which these events took place: Creation, the first sin, Jesus cares for me today, Jesus comes again, heaven

A story chart or lapbook or simply to variants on a "colouring book." The story chart is cumulative, meaning that when the story pages are put together, the story of the Bible is told from Creation, to the cross, to the second coming. Each story chart has a minimum of four pages, though some may have six or seven.

A lapbook is similar in many ways to a scrapbook or portfolio, but a younger version. Search online using the terms "what is a children's lapbook" for definitions and a lot of new ideas on how to make one with your child(ren).

The chart or lapbook topic for Busy Bee is a survey of Creation to the cross and to heaven.

Seventh-day Adventists believe That Creation and heaven are mirror images of each other. We also believe in a literal, seven-day Creation, by God, as described in Genesis 1 & 2. Many children from non-Adventist backgrounds will not know the Creation story. Be sensitive to your group of parents and children. If needed, simply tell the story using children's story books and pictures. If challenged, simply explain that there are many different ways that people believe life started. The one we are learning about in Adventurers is the story found in the Bible. The story of sin we believe is linked directly to choices, not chance (*evolutionists view = death is an accident; creationist view = death is a cause of sin and thus we need a Saviour*).

These pictures are to show the children how God created perfect people, they sinned, we sin, God came to save us, God will come back to take us to live with him and make everything perfect again, just like it was in Eden.

You may use the pictures in the Activity Book to colour or paint (choose what types of paint carefully), or you may find images for each of the seven days (including the Sabbath rest) on the internet or Christian colouring book.

[Bibleforchildren.org](http://bibleforchildren.org) has illustrated and colour pages for sixty different Bible stories available for download and printing in 132 different languages. <http://bibleforchildren.org/>

Teaching Idea: Foldable story cube

Materials: eight sided octahedron (Busy Bee Activity book pg 14)

Also FREE image available online at:

[https://commons.wikimedia.org/wiki/File:Foldable_octahedron_\(blank\).jpg](https://commons.wikimedia.org/wiki/File:Foldable_octahedron_(blank).jpg)

We recommend copying the image "full page" onto heavy card-stock paper or light-coloured construction paper.

Procedure: panels left to right - 0 - before creation, 1-7 consecutive days of creation including Sabbath. Use simple drawings to illustrate what happens on each day or divide panels: 1-4 creation, 5-6 sin, 7- Jesus' cares for me today, 8- Heaven.

B. Draw a picture or tell about one of the stories above to show someone how much Jesus cares for you.

Adults can help the child remember the parts of the story by asking questions to guide their storytelling and/or providing hands-on reminders of the day or event they are talking about.

If working with a group of children, have individuals or pairs (with a parent-helper) each create a picture or a short skit/story summary, so that each of the stories in the lapbook is reported on!

II. God's Message to Me

A. Complete the (white) Bible I award.

Requirements:

1. Own a Bible.
2. Explain how to show respect for the Bible and how to care for it.
3. Name the first and last books of the Bible and tell who wrote them.
4. Tell or act out the following stories:
 - a. Creation
 - b. The first sin
 - c. Jesus cares for me today
 - d. Jesus comes again
 - e. Heaven
5. Locate, read and discuss three of the following Bible verses about Jesus' love for you:
 - a. John 3:16
 - b. Psalms 91:11
 - c. John 14:3
 - d. Psalms 23:1
 - e. Your choiceMemorise and repeat two of them.
6. Make masks to illustrate a Bible story or parable OR Create a Bible story in a sandbox or with felts.

Helps:

1. If possible, see that each child has his/her own Bible. Teach that nothing is ever set on a Bible and to keep the Bible clean. Show him/her to be careful and handle it reverently.
2. Show him/her how to be careful and handle it reverently. In many cultures, the Bible is the most respected book in a household. Thus, it is never placed on the floor or stored out of site or "at the bottom of the stack." Rather, nothing is placed on top of it, it is carefully cared for, and it is used often. Just as we would show respect and honour to an important person who was present, we show respect for the God of the Bible by our care for it. Communicate your culture's expectations for Bible care in a positive and caring way.
3. Genesis - Moses (Genesis, Exodus, Leviticus, Numbers and Deuteronomy were all written by Moses the most ancient traditions say, even though no author is named. More information can be found in the Introduction to Genesis in volume 1 of the SDA Bible Commentary or in other commentaries of your choice.
1 John, 2 John, 3 John, Jude and Revelation - John the Apostle; Jude - Jude; Revelation - John
4. This is the identical requirement to the one in God's Plan to Save Me B. There is no need to do the same requirement twice.

An additional idea: Have the children pantomime. Adventurers enjoy play acting. Encourage them to make the story “come alive.” Keep a box of props to help in illustrating the Bible characters, such as bath robes, scarves and a cane.

- NOTE: Many of your Adventurers can’t read fluently yet. Therefore, “Practice” means a parent-child relational “showing event” rather than the stereotypical “sword drill” as is possible at later developmental stages. As a community, practice finding the texts in the Bible. Explain each part so the children can understand the meanings. Read together.

Teaching Idea: Read-aloud

Materials: Three or four of the Bible passage printed out in LARGE PRINT so that the whole group can read the words. Use the easiest reading version of scripture allowed in your church context. Among English translations, the New International Revised Version, and International Children’s Bible are both written with short sentences and simple words.

Procedure: Read the texts aloud and discuss them quickly. Don’t spend too long on each text. The goal is to introduce kids to lots of different parts of the Bible that are useful for lots of different kinds of things (2 Timothy 3:16-17). Enjoy the quick trip through the Bible with your children’s group.

- NOTE: The goal is to do a craft / activity to help the children remember the THEME or MAIN POINT of a few of the Bible texts. “Memorise” doesn’t mean that the child remembers it word for word weeks or months later in order to achieve the award!

Teaching Idea: Plate Masks

Materials: paper plates, ribbon long enough to attach to plates and tie around kids heads (or short dowels to mount masks on so that kids can hold up the masks in front of them); hole-punch; crayons or colouring tools; appropriate image templates.

Procedure: Use paper plates to make animal or people masks to illustrate stories such as Daniel and the lion’s den, creation, and Garden of Eden. Act out the story of their choice.

Templates for Activity Masks are available online - Search “animal paper plate masks children”

III. God’s Power in My Life

A. Spend regular quiet time with Jesus to talk with Him and learn about Him. Keep a record.

“The family that prays together, stays together” is a saying that has been a part of Christian homes for generations.

Adventurer meetings can model HOW to complete a successful family worship during class time or during a Parent Training meeting.

Teaching Idea: Model a Family Worship

Materials: Bible story books appropriate for the age group. Be sure the story books are interesting to this age group, are written for them with simpler sentences than older kids or adults would read for their own devotions. Musical tools (eg. instruments or a kid’s song book, DVD and Youtube for kids songs are a great way to include music in your worship.

Procedure:

Note: The worship should last no longer than 10-12 minutes.

Ask each child for a favourite Jesus song. Use musical tools to sing it together. Next, read a single story (or even a couple of pages if the story is long). Have each child and adult say a simple one or two sentence prayer. “Thank you” prayers that help the child review the events of her day in light of God’s guidance and care are especially appropriate for this age group.

The Activity Book contains a page for recording the regularity. The instructor should NOT force every day, since the child is not the one in charge, but instead should encourage regularity and, if applicable, an improved habit.

B. Ask two people how they show other people that Jesus cares for them.

Helps:

Coach the child, if needed, with simple questions like “how do you show other people that Jesus cares for them?” or “what are ways you show Jesus’ love to people?”

Also coach the children on how to say “thank you” for the meaningful conversation.

If this is a group exercise, be aware of time.

OPTIONAL: Earning the *Friend of Jesus award* is a logical extension for this requirement.

C. Complete the Delightful Sabbath award.

Requirements:

1. Read Exodus 20:8-11, Isaiah 58:13-14, and Isaiah 66:22-23 and answer the following:
 - a. What day of the week is Sabbath?
 - b. What is the first word of the 4th Commandment?
 - c. Whom does the 4th Commandment say created everything?
 - d. Will the Sabbath ever cease to exist? Explain.
 - e. Based on what you read, why should we look forward to the Sabbath?
2. Decorate a Sabbath box and place items inside that will help make your Sabbaths more enjoyable. Some examples are:
 - a. Bible stories books
 - b. List of Sabbath activities
 - c. Clay or play dough to illustrate Bible stories
 - d. Christian activity books
 - e. Your ideas
3. Complete two or more of the following projects that can be added to your Sabbath box:
 - a. Start a mini scrapbook or photo album to save special Sabbath pictures and memories in.
 - b. Decorate a small votive candle holder with beads, gems, or other embellishments to be used on Friday night to welcome in the Sabbath.
 - c. Make a Sabbath banner.
 - d. Start a Sabbath sermon sketchbook to record notes and small drawings for at least 2 sermons that you attend.
 - e. Make a Sabbath door hanger to use as a reminder of Sabbath.
 - f. Make a Sabbath/Creation-themed mobile with colourful beads and nature items
4. Tell a friend some of your favourite things about Sabbath and show your Sabbath box to them.
5. Have a “Welcome Sabbath” get together on Friday night with some friends, Adventurer families, or your own family at home.

Helps:

1. The goal is discovery of what the Bible says about the Sabbath. Use easily understood but accurate translations of these passages

2. Sabbath boxes are those places where children store special games and activities that can only be used/played with on Sabbath. It may be a rubbermaid/clear storage box or basket. The goal is to create something that they look forward to opening on Friday evening.
3. These activities should be family-based activities with a simple report to the person "checking off" the requirement.
4. This may be a simple "pair-share" activity. Pair-shares have the two partners face each other (sitting preferred, criss cross applesauce!). The leader asks the question, then each person has about 30 seconds to answer the question. RAPID paced questions are essential to the fun!
5. Have a vespers at the church where all the kids bring their Sabbath Boxes and demonstrate/share something their family is using out of the box to make Sabbath special. Other ideas include: having a Friday evening "traditions of our Friday night" meal together. Each family brings an item that is/will be a family Friday night meal tradition. Celebrate the intentionality that families are doing to help make Sabbath special for their children.

My Self

I. I Am Special

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

Teaching Idea: Caring People collage

Materials: Printouts of colouring pages of people who care (parents, extended family, doctors and nurses, firefighters, police officers, teachers, etc.). Several options are available in the Activity Book.

NOTE: 'Colouring pages' can be searched for online or line drawings similar to those that appear in colouring books. Choose simple drawings that can be easily coloured in using large crayons and little fingers. Remember that developmentally, fine motor skills (the ability to colour in minute detail) has not developed yet.

Procedure: Have each child choose one of the colouring pages. Use crayons or equivalent to colour. Collate into a booklet for each child or colour in the pages included in the Activity Book.

Discussion: Which helpers (who can care for you) have you had help you? What is important for all helpers to remember? What are things WE can do to help them care for us?

II. I Can Make Wise Choices

A. Name at least four different feelings. Share with a group or a leader a time when you have had one of these feelings.

This is a quick and easy "take turns" activity. It leads directly to the activity. Emotions (feelings) may include: happy, sad, joyful, angry, hurt, scared.

Be aware that not all children are "happy and content most of the time." Be sensitive to those who experience fear and hurt the majority of their lives.

Another idea would be to print out pages of emojis (search online: printable emojis) and have children choose ones they wish to talk about (see above).

Mission connection: How would helping children get an education or food or fresh water in an impoverished country help them feel HAPPY and JOYFUL more often?

B. Play a feelings game.

Materials: Search online for 'feelings game' for an appropriate game.

III. I Can Care for My Body

A. Complete the Healthy Specialist award

Requirements:

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

Helps:

1. Talk together as a group or family about the principles of the text.
2. Have the Adventurers cut pictures of food from old magazines, arrange them on a poster or paper plates and discuss what makes a balanced meal. Extra: Have a tasting party that includes foods from each of the four food groups. Blindfold the Adventurers and have them guess what food they smell, then taste the food.
3. Your body needs exercise to keep muscles strong, strengthen your heart, improve your lung capacity, make you look and feel better.
Do several exercises for fun and health:
 - "Tortoise and Hare" is a running-in-place exercise. First you "run" 50 steps slowly as a tortoise, then 50 steps faster as the hare would run. Repeat three times.
 - Have a wheelbarrow race in which one child holds the ankles of the first child. They both walk forward, one on hands, the other on feet. Then they change places.
4. When you sleep your whole body relaxes, including your muscles, heart, and breathing. Your body uses this time to recover and repair itself.
5. Without fresh air, we cannot live. Breathe deeply and enjoy. Sunlight contains vitamin D, which helps to form strong bones. Sunlight is a disinfectant.
Exercise in the sunlight by doing the "Russian Hop." Get into a squat position with your arms folded across your chest. Hop up and forward with your feet. Hop around in a circle. At the end of each hop, you are back in the starting position.
6. We lose water when we breathe, sweat, or urinate, and it must be replaced. Your body is about two thirds or 65 percent water. Drink two and one-half quarts of water daily to remain healthy. Many foods have water; lettuce is nine-tenths water.
7. Suggestion- Invite a dental hygienist as they will have educational materials to explain dental hygiene to children.
8. Many things could destroy your health: lack of sleep, poor eating habits, little or no exercise, drinking alcohol, drug abuse, etc.
Contact a family doctor, your conference/mission health department or church members who work in the medical field for resources you could use to teach this award especially this requirement.

My Family

I. I Have a Family

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

Teaching Idea: Family Character Traits

Materials: Simple pictures that show desired character traits that adults and family members can demonstrate towards their children (love, kindness, time together, tenderness, playing together, storytime, worship together, loving, etc.)

Procedure: This is a simple pick a picture and share activity. Each Busy Bee chooses a picture that they either experience at home or wish that they experienced at home. Have them share with the class or with the teacher/s.

II. Families Care for Each Other

A. Discover what the fifth commandment (Exodus 20:12) tells you about families.

Teaching Idea: Honouring My Parents (Discussion)

Materials: Envelopes; Glue; Stickers; Markers; Shapes cut out of construction paper (triangles, circles, squares)

Procedure: Discover what the fifth commandment (Exodus 20:12) tells you about families.

Begin by discussing what it means for the Busy Bees to honour their parents/guardians. Be sensitive to children's families. Some children may not have both parents or may live with other family members or guardians. Talk about honouring parents by showing respect (using manners, being polite, obeying and following directions).

Help the children write Exodus 20:12 (NIV): "Honour your father and your mother, so that you may live long in the land the Lord your God is giving you" on their envelope. Ask them to choose three ways they honour their adult guardian and help them write each one on a construction paper shape. Have the children put their shapes in the envelope and decorate their envelope with stickers. Give each child three additional blank shapes to take home and fill out with their family. Also, the parent/guardian can write on them and put them in the child's envelope when they see the child showing them honour or respect.

B. Act out three ways you can honour your family.

Teaching Idea: Role Play

Materials: Large pieces of fabric; Plain coloured bathrobes; Cloth belts; Bible era props (Note, if you have a "ongoing" set of Bible story props those would work here too).

Procedure: Read a story in a children's version of the Bible about a child who honoured his or her parents/guardians. Break into small groups and act out the story for the other Busy Bees.

- Stories that might be familiar include:
- Samuel following his mother's instructions to stay at the temple with Eli and doing his work cheerfully;
- Daniel and Naaman's servant honouring their parents by continuing to do their work well even during captivity; and
- Queen Esther honouring her cousin Mordecai by asking the king for her people to be saved.

C. Complete the Home Helper II award.

Requirements:

1. Assist with two of the following chores:
 - a. Laundry
 - b. Preparing a meal
 - c. Washing the car
 - d. Grocery shopping
2. Set the table and help do the dishes four times in one week.
3. Make your bed and help to clean your room for three weeks.
4. Demonstrate your ability to do two of the following:
 - a. Vacuum the carpet or beat a rug
 - b. Dust furniture
 - c. Sweep or mop
5. Be responsible for emptying the wastebaskets or trash container for one week. Separate all recyclable materials if applicable in your area.
6. Discuss the following and learn to:
 - a. Dust window sills
 - b. Remove spider webs
 - c. Wash windows
 - d. Clean woodwork
 - e. Separate all recyclable materials
7. Listen to the story of one of these children who helped:
 - a. Samuel
 - b. Naaman's servant girl
 - c. Jesus

Helps:

1. Work is always more fun when shared. Teach the children to be helpful at home by assisting a parent or sibling.
2. Teach the children to properly set a table: fork to left of plate, knife and spoon to right, cup or glass on right above knife, napkin folded and set on plate or left of fork. Teach children to do dishes safely and to do their tasks willingly and with a smile.
3. Children may need assistance with bed making and keeping their rooms clean, but they definitely need to be taught these important responsibilities and good habits.
4. Household chores can be fun and are encouraged as ways a child can do his/her part around the home. Learning to dust, sweep and vacuum safely and without causing more dust is important. NOTE: Many kids don't have ANY idea how to do ANY of the home helper tasks. This is a great opportunity to have parents teach their own children how to do basic tasks that work for their home arrangement. It can be either guided time in meeting or at home with a report to return to the next meeting.
5. Teach the children to help with emptying wastebaskets and placing contents in larger trash container. Talk about how trash that isn't cared for properly makes a messy world.
6. **Teaching Idea: Play House-cleaning**

Materials: brooms, mops, dustpans, sponges, etc. NO CHEMICALS!

Procedure: You may set up a “house” during Adventurer time. Encourage the children to work together to make the “house” spic and span, and show them how to perform necessary tasks neatly. Woodwork and window sills need to be dusted with a clean cloth or, if they are washable paint, a damp cloth. Place a clean rag or pillow slip over a broom to clean away spider webs. Use water or window cleaner with clean cloth or paper towels to clean windows.

7. These stories are available via dvd, storybooks or online resources like vimeo or youtube. These stories may also be told by a parent, Helping Hand or grandparent.
 - Samuel
 - Namaan’s servant girl
 - Jesus

III. My Family Helps Me Care for Myself

A. Complete the Safety Specialist award.

Requirements:

1. Watch a video or movie on Home Safety and discuss what you learned.
2. With your parents, develop a home fire-safety plan. Describe where the household fire extinguisher(s) is/are kept and how to use it/them.
3. Practice a fire drill at:
 - a. Home
 - b. School
 - c. Church (if possible)
4. As appropriate for your area, practice the following drills:
 - a. Hurricane/Typhoon
 - b. Tornado
 - c. Earthquake
 - d. Flood/Tidal Wave
 - e. Volcano
 - f. Lightning and thunder
5. Be a “Safety Detective” for one week.
6. Make a safety poster showing dangerous situations and tell or show what you can do about them.
7. Participate in a safety game.

Helps:

Note: Safety methods and teaching points vary so dramatically and change so quickly that we are NOT attempting to give specifics for this award. Please treat our helps as starting suggestions!

1. Resources are available online as well as from your local library. Encourage discussion so you know the children are aware of the need for fire safety.
2. Encourage parents to help the children with a fire-safety plan. If possible, provide parents with resources published by your state, provinces, region, area, or country public safety as available.
3. Home - fire drills should be covered with the above requirement; School - schools have their safety plans in place. Confirmation the child knows the fire drill for the school will suffice; Club and/or church - drawing where and how to go out of the area. Practice these drills with the whole club.

4. Online resources are available - search 'how to prepare for hurricane, tornado...etc'. Resources will be available for your country or area. Government agencies are another option for you to approach for resources. This is to inform the children but also to prepare them without frightening them.
5. Make up a "Safety Detective" button or ribbon that the children may wear the week they are recording potential problems at home or school, e.g., a broken latch on a cabinet that has cleaning fluids or medicine in it, frayed wires or broken electrical plugs, a rake lying face up, board in the sidewalk, a broken water faucet, unlabeled containers holding paint thinner, gasoline, broken glass, etc.
6. Ask permission for the posters to be in a public place for adults to see.
7. Give the children safety situations to answer yes or no, or "I'll ask Mom and Dad."

Teaching Idea: Role Play

Materials: Hats or scarves or other "grown up" dress up items for the "visitors/callers" to pretend to be adults.

Procedure: Start the game with a situation you have experienced, such as broken glass on the floor. Ask, "Would you pick up the glass?" or "Would you tell your mother?" Create simple situations for the children to practice saying "let me get my (parent)," "can I take a message?" or "My (parent) isn't available right now."

Ex. Knock on door from "salesman.;" Phone call "is your daddy home?" (he isn't)

Encourage the children to share realistic situations and to think carefully before acting.

I. The World of Friends

A. Complete the Listening award.

Requirements:

1. Memorise and explain two of the following listening Bible verses.
 - a. James 1:19
 - b. Jeremiah 29:11-12
 - c. Jeremiah 13:15
 - d. Proverbs 1:8
 - e. Isaiah 59:1
2. Tell one of the following listening Bible Stories.
 - a. Samuel listening – 1 Samuel 3
 - b. Jesus listening – Luke 2:41-49
3. Learn the following principles of listening:
 - a. Listen to God.
 - b. Always be ready to listen. "My dear brothers, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry." James 1:19
 - c. Be patient. Listening takes time, but the reward far exceeds the investment.
 - d. Be obedient. Listen and respond the first time instruction is given.
 - e. Be kind. Listening is a gift, so be the first one to lead out in listening. Be a listening role model.
 - f. Be respectful. Listen to others and let them finish their story before you talk.
 - g. Be attentive. Pay attention while others are speaking.
4. Make a craft that relates to listening.
5. Play a listening game.

Helps:

1. Or find other 'listening' verses.
2. Encourage creativity (skits or pantomimes) as children learn listening habits. Be a listening role model. Teach listening lessons with songs and games.

Script: Samuel Listening

You may remember that Samuel's mother was a woman named Hannah. She wanted a son more than anything, so she prayed and asked God to give her a son. She promised God that if he would give her a son, she would give him back to the LORD to serve him all the days of his life. God gave Hannah the son she asked for and she kept her promise to God. When the boy was old enough, she took him to the temple and presented him to Eli the priest. So Samuel served in the temple under Eli.

One night Samuel was sleeping when he heard someone call his name. He got up and ran to Eli. "Here I am; you called me," he said to Eli.

"I didn't call you," Eli answered, "go back to bed." So Samuel went back to bed.

Again the LORD called, "Samuel!" Samuel jumped out of bed and went to Eli. "Here I am; you called me."

"I didn't call you, go back to bed," Eli answered a second time.

A third time God called Samuel and Samuel got up and went to Eli. "Here I am; you called me," he said.

Finally, Eli realised that it was God who was calling Samuel. He told Samuel, "Go and lie down, and if he calls you again, say, 'Speak LORD, for your servant is listening.'"

Samuel went back to bed and sure enough, again he heard the voice of God calling, "Samuel! Samuel!" This time Samuel answered as Eli had told him, "Speak, for your servant is listening."

Some people think that God only calls grown-ups. That is why I like the story of Samuel. Samuel was just a young boy when God called him. God knows your name just as he knew the name of Samuel and God still calls boys and girls today saying, "Come, follow me." So, listen for God's call and answer just as Samuel did, "Here I am."

Note: a great book for this one is My Bible Friends "Samuel" (an Adventist classic book for children). It is now available on DVD (read by Your Story Hour audio cast) and CD/MP3.

Script: Jesus Listening

Every year, Mary, Joseph and Jesus traveled to Jerusalem for a celebration. They went with a big group of friends and family. The party was so much fun. They had lots of good food and told God how much they loved Him.

When the party was over, Mary and Joseph and the group traveled back to their home. (March with your feet) After a while, Mary and Joseph realised that Jesus was not anywhere to be found. They asked all their friends and family, but no one had seen Jesus. (Put your hand by your brow like you are searching for Jesus.)

Mary and Joseph rushed back to Jerusalem. They looked everywhere for Jesus. (Put your hand across your brow as if you were looking for Jesus; then call Jesus' name like you were looking for Him)

Finally, they found him. Do you know where Jesus was? He was in the temple church, talking to the leaders. They had been there talking together the whole time! The leaders were amazed at what Jesus knew.

When Mary found him she said, "Son, why did you do this to us? Your father and I were very worried about you!"

Jesus asked, "Why did you have to look for me? You should have known that I would be where my Father's work is." But they did not understand what He meant.

Jesus went with them to their home in Nazareth and He obeyed them. He listened and did what His parents asked Him to do. Jesus continued to grow up. People liked him and he pleased God too.

Teaching Idea: Tin Can Role Play

Materials: tin cans, string, short scripts to match the rules listed

Procedure: Use two tin cans and a string. A tin can telephone is a type of voice-transmitting device made up of two tin cans attached together on the closed end with a taut string or wire. Practice speaking and listening in a way that reinforces the rules listed OR shows the problems when we don't use those rules? MUCH more fun with tin cans than with a simple traditional discussion! (Yes, tin cans are another type of role play)

3. **Teaching Idea: Telephone Game:** Have everyone sit in a circle. The instructor will start a message by whispering it into the ear of the child to his/her left. The message will continue around the circle, from child to child, by whispering the message in the ear of the next child. (Be careful not to whisper loud enough for others to hear.)

When the message has gone around the whole circle, have the last child say the message out loud so everyone can hear. Discuss how the message has changed as it moved around the circle.

Teaching Idea: Follow the Leader ver 1:

Facilitate an old-fashioned game of Simon Says as a way to emphasise the importance of focus and following directions. Try saying, "Simon says touch your toes and then say sit on the floor." If your child follows the second direction without hearing Simon says, they lose. This game reinforces how effective listening relates to following directions. For older children, use a picture that includes geometrical shapes. Give the child a blank piece of paper and then describe the picture and ask them to draw what they hear. Compare the two pictures and discuss how listening to directions played a role in replicating the picture.

Teaching Idea: Follow the Leader ver 2

Form groups of three. Have one person in each group close his or her eyes. Have the other two take the person at least 20 feet away from their group.

Say: You have one minute to get back to your seat with your eyes closed. Your friends in your group will guide you, but listen well.

The "blind" people can't be led by the hand; they must follow only their group members' instructions. Play three times to let each group member have a turn being the blind one. Then ask: How easy or difficult was it to listen to your group members' voices? How did other people's instructions affect you? What techniques did you use to listen well?

Say: Listen to this story about a little boy who learned to listen well—and heard God's voice.

II. The World of Other People

A. Tell about the volunteer work people do in your church.

B. Find a way to help them.

Teaching Idea: Spiritual Giftedness Involvement

Materials: time and adults

Procedure: Children need to develop a base of experience in ministry so they can begin to identify how they may be gifted. Encourage them to get involved in a variety of ways. Offer a consistent diet of ministry opportunities. Involve them, as you can, in the various aspects of total church life where they can work side by side with adults. Suggest that families serve together as teams. God will use these opportunities to grow passions within their hearts and to surface and develop their spiritual gifts.

Allow children and youth to plan and lead their own programs, under supervision, of course. Soon you will see the leaders and teachers emerge among them.

Take them on ministry field trips to nursing homes, children's hospitals, and the like, and soon you will see those with the gift of mercy blossom.

Get them involved in work days around the church and soon you will see children with the gift of service looking for work.

Make them a part of your short-term mission trips and soon you will hear some answer the call to be a missionary or evangelist.

Seek volunteers among them to be nursery workers and soon you will see children with the gift of helps offering their services on their own.

Be careful, in the process, that you do not use coercion or a reward system to get them involved. They need to learn to serve out of love and obedience. They need to understand that serving is a worthy enough calling in itself that they do not need to be bribed in order to do it.

Teaching Idea: Teaching Idea: Sabbath Tour

Procedure: Ask two people involved in volunteer work at your church to take the kids on a brief, age-appropriate tour of things going on at church.

For example, have the Busy Bees pray with the Elders before they go on stage, or help a volunteer Ministry leader tell the children story. A “field trip” to the baptism changing area, the kitchen or where the treasurer counts money are all places you can tour with your Busy Bees.

III. The World of Nature

A. Complete the Friend of Animals award.

Requirements:

1. Do one (1) of the following
 1. Take care of an animal/bet for four weeks.
 - a. Feed it and be certain it has fresh water
 - b. Brush your pet, give it a bath or clean its resting place
 2. Put out scraps or seeds for birds or animals in your neighbourhood or school.
 - a. Identify creatures that eat these scraps
 - b. Draw and colour pictures of them
2. List creatures that live in your neighbourhood.
3. Match 10 animals with their houses.
4. Make an animal mask.
5. Play an animal game.
6. Make a stuffed animal. Describe how this animal would be cared for if it were real.

OR

Visit one of the following:

- a. zoo
 - b. kennel
 - c. museum
 - d. Farmyard
 - e. Aviary
 - f. pet shop
7. On what day of creation did God create the animal you cared for?

Helps:

1. Help each child to learn responsibility and care of a pet. (You may purchase a group pet and take

- turns caring for it.) Talk about what is good for their pet and what foods, toys, etc. are not.
2. Teach the children to be observant of nature and where to obtain helps in identifying animals, such as a library or museum.
 3. Play games matching animals and their homes. Use felt “Animals and Homes” set, pictures, etc. Explain an interesting fact about each animal, such as when a crab grows, it needs to find a new and larger home; the turtle’s home grows with the turtle; etc.
 4. Let the children choose an animal they enjoy learning about. Using a paper plate, draw and colour this animal, cutting eyes so they can see out. You may want to tell a story about animals so the children may take part as the animal they made. AND/OR play the animal sounds game: Someone makes the sound and the animal answers and tells what it is, or everyone guesses.
 5. Choose from different animal games, such as Animal Lotto, Animal Dominoes, and Birds and Animals game available at the Adventist Book Center.

Teaching Idea: Animal Bingo

Materials: Animal Bingo cards (search online for the cards and the drawing pieces), marking pebbles/flat marbles

Procedure: Draw from your stack of animal pics. Call out the animal. All kids who have that animal mark it on their card (each card is different). Once one person has a row or column completed a new game is started.

6. **Teaching Idea: Sock Stuffed Animals**

Materials: clean socks (buy packs of bright or coloured or patterned socks in bulk lots. Most of the crafts take 1-3 socks); little micro rubber bands googly eyes & hot glue or sharpie marker

Online search: “how to make no-sew stuffed animals kids no glue”

Procedure: Ahead of time search online for simple sock animal designs like fish(whale), octopus, or bear. Make sample crafts.

The kids will love this craft - and the resulting animals are truly cute enough to snuggle and won't fall apart like other simple kids stuffed animal wanna-be crafts will.

Teaching Idea: Sketch and glue|staple

Use colouring books for simple animal shapes. Enlarge the pattern and cut two identical animal shapes from newspaper. Paint the animals and staple them together, then stuff with more paper.

Include family members. Talk about what you saw and learned.

7. See Genesis 1:20-2:1.

Additional Awards Designed for Busy Bees:

- Artist
- Butterfly
- Buttons
- Fish
- Guide
- Music
- Potato
- Sand Art
- Spotter
- Swimmer I

Editors/Contributors: Mark & Sherilyn O'Ffill.

Resources:

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