

Busy Bee Teacher's Resource Manual



How to Teach an Adventurer Class

1. **Begin with good overall planning.** Set up a yearly timetable. Know how much time is available to complete each requirement.
2. **Know your requirements.** Understand the requirement you are working on, and how it fits into the overall goal of the Adventurer program.
3. **Consider your children.** Find out what information and experiences the children will need in order to complete the requirement. What will they be interested in?
4. **Involve the parents.** Let them know and be familiar with the requirements and how they can assist.
5. **Schedule your class work.** As you prepare to help the children meet the Adventurer requirements for their level, it will be helpful to draw up an overall timetable. This will help you decide how much time may be spent on each requirement in order to complete all of the level requirements within the year.

Review how much time is available to complete the requirement. Plan what information and skills to present during each period. (Adventurer class time is usually about 30 minutes, with a few minutes for information-giving and the rest of the time spent in active learning.)

6. Plan the class period.

- a. *Catch their interest.* Get the children interested in the information by presenting an interesting object, demonstration, or problem to solve. Show how it will have meaning for their lives (2 minutes)
 - b. *Present information.* Present the necessary information in an interesting way. Use a variety of methods such as visual aids, pictures, films, stories special objects or visitors, discussion, demonstration, etc. (5 minutes)
 - c. *Practice.* Use a variety of active, dramatic, and artistic experiences to make the learning fun and successful for the children. (20 minutes)
 - d. *Apply to life.* Help children to apply what they have learned to the things they do each day. (3 minutes)
 - e. *Evaluate.* Check to see if each child has completed the requirement and reached your objectives. Stress participation and improvement rather than perfection.
7. **Collect resources.** Gather the information, supplies, books and audiovisual materials you need to make the activities exciting and practical. Use this manual as your resource library.
 8. **Teach the class.** Your enthusiasm for the subject and for Jesus Christ is what will make the greatest difference in the children's lives. "He taught in a way that made them feel the completeness of His identification with their interest and happiness. His instruction was so direct, His illustrations were so appropriate, His words so sympathetic and cheerful, that His hearers were charmed" (The Ministry of Healing, page 24).
 9. **Evaluate the class.** After the class, ask yourself, "did this class period help the children to love and live for Jesus? What things worked well? What could have made it better?" Let the children tell you how they liked the activity.

BASIC REQUIREMENTS

I. Responsibility

Requirement

Repeat from memory and accept the Adventurer Pledge.

THE ADVENTURER PLEDGE

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

Background Information

The Adventurer pledge will serve as a regular reminder of the importance of striving for excellence and as a spoken commitment to work toward this goal. The words, "Because Jesus loves me," provide the children with the ultimate reason for doing their best. "Whether you are rich or poor, great or humble, God calls you into active service for Him. It will be by doing with your might what your hands find to do that you will develop talent and aptitude for the work" (Testimonies, vol. 9, page 129). Each child's best is different and valuable to God.

Teaching Tips

- Introduce the pledge in a way that will inspire the children to understand it and strive to fulfill it. Several related Bible stories, songs, and texts for discussion are suggested in the **Resource list** at the end of this Busy Bee section.
- The techniques for learning Bible verses that are listed in **Appendix III** can be useful in learning the Adventurer Pledge.
- Repeat the pledge at every Adventurer meeting.
- Refer to the pledge at appropriate times during the course of other activities. Thus it will not only become a part of the children's rote memory but also of their daily thoughts, actions and choices.

Evaluation

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

II. Reinforcement

Requirement

Earn the Busy Bee Reading Certificate.

Background Information

The Busy Bee Reading Certificate is awarded to children who read or have read to them the items listed below.

1. Genesis 1:1-2:3 or Revelation 21:1-22:5 from a simple, modern translation of the Bible

2. Two books, selected from the following categories:

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

The Busy Bee reading requirements are directed specifically toward the topics the children will be covering in the Adventurer curriculum. **(Readily available books that may be used to fulfill these requirements are to be selected and recommended within each division.)**

Teaching Tips

- A parent, teacher, leader, older Adventurer, Pathfinder, or grandparent may read to the Busy Bee.
- Reading lists may be distributed at the beginning of the summer so books may be completed during the summer months.
- Many good story books are available that deal with the topics in a truthful and sympathetic way. Read any new book carefully to determine whether it is appropriate for the Busy Bee age group and upholds Christian beliefs and standards.
- A simple reading motivator can be made by adding a new link to a reading chain each time a 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 one another in the manner of a real chain, or cut them in a special shape (such as Smiley faces, etc.) to fit a theme and post them on a wall to stretch around the room.

Evaluation

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

MY GOD

I. His Plan to Save Me

Requirements

A. Create a story chart showing the order in which the following events took place.

- ◆ Creation
- ◆ Sin and sadness begin
- ◆ Jesus cares for me today
- ◆ Jesus comes again
- ◆ Heaven

OR use the Bible stories you are studying in your classroom or Sabbath School.

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

Background Information

One of the greatest needs of the young child is the need for security and the ability to trust. This security and trust can be fastened safely on Jesus. The basic goal of the Busy Bee requirements is to teach the children that Jesus loves and cares for each of them personally.

Recognizing the major events in the battle between good and evil will make it possible for the children to understand how they fit into God's great plan to save us from evil. This understanding will help to relieve the self-doubt and confusion they feel when faced with the selfishness and suffering they see in themselves and in the world around them. They need to know that each person can choose between the good things, which make people happy, and the evil (or bad) things that hurt people. They need to know that God does not make bad things happen, but that these things happen because of Satan and because of people's poor choices. They must know that regardless of why bad things happen, Jesus will always help those who love Him. **(Stories from the classroom or Sabbath School Bible curriculum can be used to emphasize these same concepts.)**

The Bible story chart makes it possible for the children to become familiar with the basic outline of the Great Controversy in a visual and sensorial way. They will learn the basic sequence of these events by hearing the stories told, arranging the pictures, and discussing and illustrating the stories. **(During the next three years of Adventurer classes, the children will discover more details to complete this basic framework.)** Sharing this new understanding of Jesus' love will make it firmer in their minds and strengthen the habit of speaking to others about Him.

Teaching Tips

- The material that follows contains a description of how to assemble the Bible story chart. 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. Place the pictures on a large wall story chart, adding each new picture as you tell 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. Provide the children with a practice activity by making available a blank chart and the pictures, stories and labels provided on the following pages. The children may set the blank chart on the floor and place the pictures, stories and labels in order on the chart.
 3. Children may also color the pictures and create their own story charts or story chart booklets.
- In the first presentation, use the Bible story chart to give an overview of the battle between good and evil. Place pictures on the story chart while telling how:
 - ◆ God created a beautiful new planet;
 - ◆ Satan disobeyed and brought evil to our world;
 - ◆ We live in an evil world under God's protection; and
 - ◆ Someday soon Jesus **will** come back and make everything new for those who love Him.
 - This requirement may be presented in one or two short lessons or over a whole series of lessons. The impact will be greater if the lessons are dealt with over a span of one to three months. The material can be expanded to fit the amount of time and impact desired for each lesson. If possible, devote at least one worship or class period to each story.
 - The story chart could be discussed in daily classroom worships for one month by spending one week on Creation, one week on the beginning of evil, one week on Jesus' love and watch-care for us today, and one week on His coming again to destroy evil and take us home to live with Him.
 - The story chart could be covered in weekly Adventurer Club worships over three months by spending one month on Creation and the Fall, one month on Jesus' watch-care, and one month on heaven.
 - In addition to the story chart, other activities may be added. To stress the wonder and excitement of Creation, do special activities for each day of Creation week.

- First day: Work with prisms, blind walks, or plants set in darkness to emphasize the beauty and importance of light.
- Second day: Place a candle in a jar or breathe into a balloon to show the importance of air.
- Third day: Trace foods back to their origins as plants.
- Fourth day: Study the night sky, enjoy a book or film about planets and stars.
- Fifth day: Identify birds or visit a pet store.
- Sixth day: Learn new things about a local animal.

Seventh day: Hold a celebration picnic. Have a creation treasure hunt with different groups searching for things representing each day of Creation week.

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

- God's watch-care may be demonstrated by using the story of the Good Shepherd. Dramatize this story using a sheepfold made of craft (Popsicle) sticks and pipe-cleaner sheep. Sheep pictures may be created using cotton or wool and twigs, or other readily available materials.
- Jesus' Second Coming and heaven can become real to children as they listen to various accounts of the wonders of heaven. Discuss and portray what the children would like most to see and do in heaven.
- To emphasize the importance of these activities, display the children's work in a special place.
- The children may share their stories or art work with another individual or before a group during a club or, classroom worship or during a Sabbath School special feature.

Evaluation

The children will place the pictures and labels correctly on the Bible story chart and tell or make a picture of one of the stories. In class or with an adult, they will discuss their experiences of sharing Jesus' love with others.

MAKING A BIBLE STORY CHART

The Bible story chart will help children understand Bible history by experiencing it visually and actively.

Materials

- Six sheets of 9" X 12" (22.5 X 30 cm) purple construction paper
- Two sheets of 9" X 12" (22.5 X 30 cm) yellow construction paper
- Rubber cement or craft glue
- Pictures provided on the following pages or others collected to illustrate the stories studied in the class or in 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 6000 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 end of each yellow sheet in a wavy line. (This shows that time continues forever in both directions.)

(Optional: A long, narrow strip of yellow may be placed along the top of the purple section, representing God's presence with us throughout history.)

3. Copy the smaller pictures, labels and stories provided on the following pages. Have the children color them, cut them out, and mount them on heavier paper.
4. The pictures may now be added to the chart (which may be hung on the wall) or used in presenting or practicing each story. The story chart and its parts may be laminated or covered with clear plastic (Contact paper) without fear of damage.
5. The diagram on the next page shows how the stories for each year fit together on the story chart to make it complete.

Putting Together the Bible Story Chart

Busy Bee

Creation

Sin and
sadness
begin

Jesus
cares
for me
today

Jesus'
second
coming

Heaven

Sunbeam

Jesus'
birth

Jesus'
life

Jesus'
death

Jesus'
resur-
rection

Builder

Paul

Martin
Luther

Ellen
White

Myself

Helping Hand

Noah

Abraham

Moses

David

Daniel

Bible Story Chart Pictures



CREATION

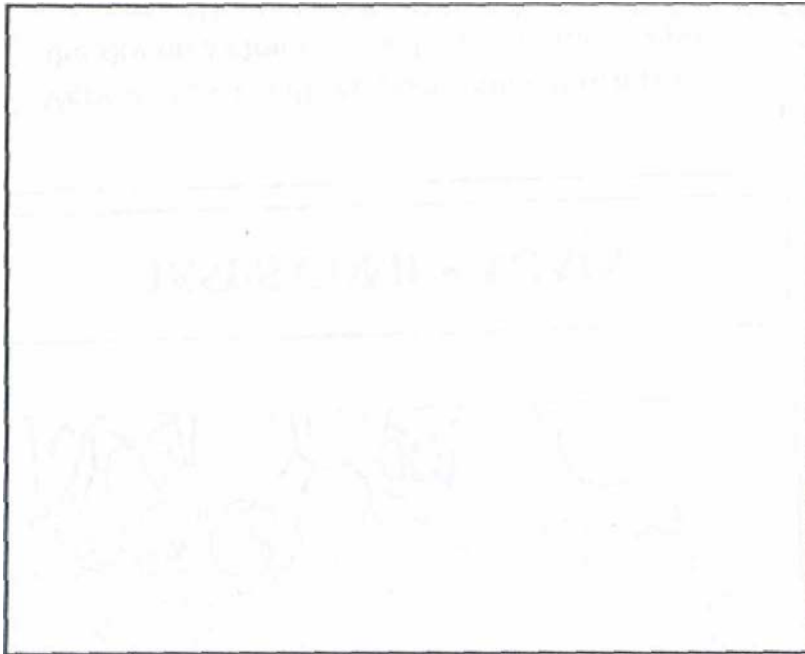
God created a beautiful new planet for people to live on. He asked them to care for it for Him.



SIN AND SADNESS BEGIN

Adam and Eve chose to disobey God and do things their own way. This caused terrible things; to happen to God's planet and His people.

Bible Story Chart Pictures



(The children may draw pictures of themselves in the empty picture box or insert recent pictures of themselves. They may insert their own name into the blanks in the story.)

If these smaller story chart pictures are being used by the whole class, a photograph or drawing of the whole class may be inserted.)

JESUS CARES FOR ME TODAY

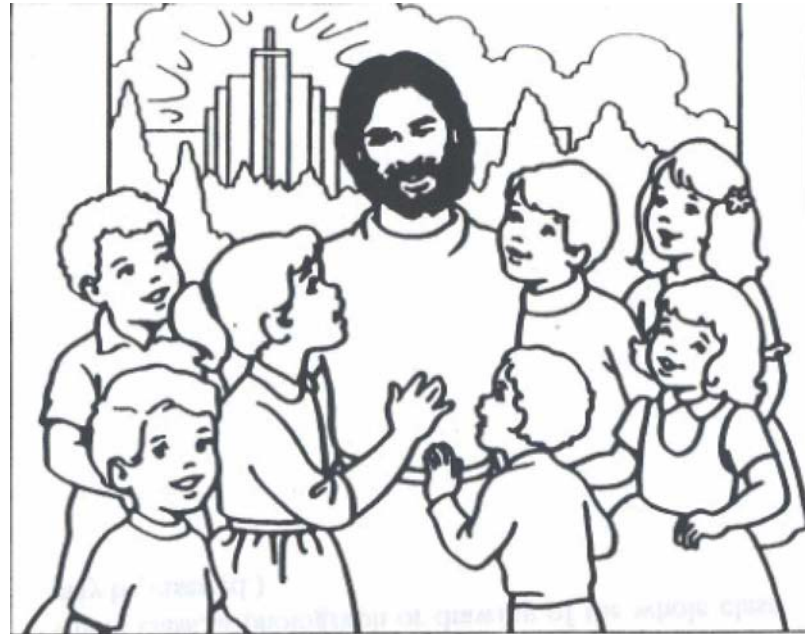
Jesus' angels are with _____ right now.
_____ whenever asks Him
to.

Bible Story Chart Pictures



JESUS COMES AGAIN

Very soon, we will see Jesus come down from the sky on a cloud. He will take all those who love Him to be with Him in heaven.



HEAVEN

We will live in heaven with Jesus forever. There will be many fun things to do. We will never be hurt or sad again.

CREATION



SIN AND SADNESS BEGIN



JESUS CARES FOR ME TODAY



JESUS COMES AGAIN



II. His Message to Me

Requirement

Earn the Bible I Adventurer Award.

Background Information

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

The books of Genesis and Revelation contain most of the stories on the Busy Bee's Bible story chart, referring to the creation and re-creation of our world. These books provide a simple and appropriate introduction to learning the books of the Bible.

Additional helps for the Bible I Adventurer Award may be found in the Manual of Adventurer Awards.

BIBLE I

1. Own or have use of a Bible.
2. Explain how to show respect for the Bible and how to care for it.
3. Name the first and last books of the Bible and tell who wrote them.
4. Tell or act out the following stories:
 - a. Conversion of Paul
 - b. Zacchaeus
 - c. Raising of Lazarus
5. Locate, read and discuss the following Bible verses about Jesus' love for you. Memorize and repeat two of them.
 - a. John 3:16
 - b. Psalm 91:11
 - c. John 14:3
 - d. Psalm 23:1
6. Prepare and act out a Bible story or parable of your choice.
OR
With a group recreate a Bible story in some sand.

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 or her experience with Jesus. The foremost goal in learning the memory verse is for the child to understand its meaning and its application to daily life.

- A wide variety of techniques for teaching the memory verses are explained in **APPENDIX III**.
- Children can become familiar with the contents of the books of Genesis and Revelation by referring to them frequently while working with the Bible story chart (requirement I.A.).

Evaluation

The children will complete all the requirements and receive the Bible I Adventurer Award.

III. His Power in My Life

Requirements

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

Background Information

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

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

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

Teaching Tips

- Present the importance of private devotions after the child has become acquainted with Jesus' love and plan for him or her. Establishing a habit of spending time with Jesus as a friend requires dedicated guidance and supervision from both parents and leaders.
- A sample letter enlisting the leadership of parents and a commitment card for children are provided in **Appendix III**, along with several suggestions for planning family worships.
- The Adventurer leader can encourage private devotions in a number of ways.
 1. Share some personal experiences with private devotions.
 2. Talk of the benefits of a regular quiet time.
 3. Provide frequent occasions for children to discuss their experiences.
 4. Frequently discuss times, places and methods for enjoying the quiet time.
 5. Make available a wide variety of devotional reading material.

6. Help and encourage parents to assist their child in regular private (and family) devotions.

- The children or the leader may invite several adults to come and talk about their experiences with prayer. Keep it short (5-10 minutes). Afterwards, discuss the speaker's ideas. The children could make a chart showing what they learn from each person.

OR

Each child may write a question on a card and present it to the adult of his or her choice.

Evaluation

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

MY SELF

I Am Special

Requirement

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

Teaching Tips

- Introduce this requirement by bringing real "caring people" colorful pictures and descriptions. Caring people include:
 - ◆ Jesus
 - ◆ Teachers (school and church)
 - ◆ Pastor
 - ◆ Friends
 - ◆ Community service people (doctor, police, etc.)
 - ◆ Family members (also discussed in the family requirements)
- A booklet may be made by having the children draw their own pictures of caring people or by copying the pictures and captions on the following pages. If you copy the pictures, have the children color them.
- It would be special for the child if some of the caring people wrote notes in the booklet telling the child why they care for him or her. Classroom/club friends could dictate or write notes to put in one another's booklets.

Evaluation

The children will complete the booklet as outlined above.

COMMUNITY HELPERS



1. Doctor

2. Nurse

3. Teacher

4. Policeman

COMMUNITY HELPERS

<p>5. Fireman</p>	<p>6. Pastor</p>
<p>7. Neighbor</p>	<p>8. Bus Driver</p>

COMMUNITY HELPERS

<p>9. Mayor</p>	<hr/> <hr/> <hr/>
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II. I Can Make Wise Decisions

Requirement

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

Background Information

How to play *The Feelings Game*.

1. With the children, talk about different kinds of feelings and write each one on a small card or piece of paper.
2. Place the "feelings" cards in a bag or box.
3. Divide the children into groups of two or three and allow each group to draw a "feelings" card.
4. Instruct the groups to practice showing how they might look when they have that feeling (body language). Each group should also be ready to tell or act out a situation when they have felt that way.
5. After each group presents their "feeling" to the entire group, talk about ways in which God can help us deal with that feeling. (You may use the steps for dealing with negative feelings suggested later in the **Background Information**, and/or the poster that immediately follows this section.)

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

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

Some positive feelings children might express include love, pride, confidence, excitement, enjoyment, happiness, courage, and security. These positive feelings may be dealt with by being thankful for them, enjoying them and sharing them with others.

Negative feelings that the children may recognize include anger, guilt, jealousy, sadness, loneliness, embarrassment, fear, disappointment, discouragement, anxiety, frustration and grumpiness. Children can be led through a series of steps in dealing with these feelings. (See box.)

1. Tell Jesus how you feel. Ask Him for help.
2. Ask yourself:
 - ◆ "What am I feeling?"
 - ◆ "Why am I feeling this way?"
 - ◆ "What shall I do about it?"
 - ◆ "Is this a good thing to do?"
3. When you believe it is a good thing, do what you have decided to do.

Hurting oneself or other people or things is not a good way to deal with negative feelings. Neither is lying, running away from the problem, or thinking a lot of negative thoughts about yourself or others. Negative feelings can be dealt with by looking for solutions. It may be helpful to lead the children through the steps noted in the box that follows.

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

Obviously, different solutions are appropriate for different situations, feelings and people.

At a very early age, children can begin to learn to recognize their feelings and to talk with someone about the feelings they have and how they can deal with them. They can learn to communicate their feelings in a kind way to helpful adults and to the person(s) who may have done something to bring about those feelings. Kind communication of feelings involves both choosing the words carefully and speaking in a kind manner. An adult can help the child decide how to communicate feelings by helping him or her to choose appropriate words as well as an appropriate time and place to share such feelings.

Teaching Tips

- Help children build the habit of recognizing, naming, and dealing positively with their feelings whenever possible by
 - ◆ Recognizing children who appear to be upset;
 - ◆ Encouraging them to talk about what they are feeling and why;
 - ◆ Accepting the feelings they express without condemning the child or children;
 - ◆ Helping the children choose a positive way of dealing with the feeling(s).
- Another type of feeling game may be played by discussing, acting, or writing about

feeling reactions and solutions to specific situations, such as getting an "A," being teased, having a birthday, quarreling with a sibling, or feeling left out.

- Children may also enjoy describing and/or discussing their happiest moment, saddest moment, etc.
- A matching card game could be made with cards showing various situations, feelings and solutions.

Evaluation

The children will name four feelings and participate in role playing and discussion about handling those feelings.

WHEN I FEEL BAD I CAN

- ∑ Tell Jesus how I feel and ask Him for help.
- ∑ Ask myself:
 - ◆ "What am I feeling?"
 - ◆ "Why am I feeling this way?"
 - ◆ "What shall I do about it?"
 - ◆ "Is this a good thing to do?"
- ∑ Do what I decide to do.

III. I Can Care for My Body

Requirement

Earn the Health Specialist Adventurer Award.

Background Information

In order to earn the Adventurer Award the children will complete the requirements listed below. Additional information about Adventurer Awards is found in the *Manual of Adventurer Awards*.

HEALTH SPECIALIST

1. Memorize 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.

IV. AIDS

MY FAMILY

L.I Have a Family

Requirement

Paint or draw a picture showing something you like about each member of your family.

Background Information

Every child has a family of some kind. The purpose of this activity is to help the child appreciate his or her family. A family may be defined as a group of people who care for each other and live together in a home. Families are usually related. A family may be a "natural," step, adoptive, or foster family. There are no perfect families. God wants to help each home be what He designed homes to be—a place where people cooperate, share, and support one another, even when they disagree.

Teaching Tips

- Encourage each child to share something special about his or her family. Challenge the children to think about what a family is and how many different kinds of families there are.
- A quiz that "tests" how much the children know about their family members can be fun and stimulating. Questions could include eye or hair color; favorite food, subject in school, color, place, thing to do, person, song, or book; birth date; future goal; etc.
- **Be sensitive to children's family situations (single parent, divided homes, extended family, etc.). Some children may choose to use substitute families such as the Adventurer Club "family," the church "family," or any other family that cares about them.**
- The children's art projects may be mounted as a mural stretching the length of a wall or hallway. Follow this with a discussion of how the various families and family members are similar and different, and how they are valuable.

Evaluation

The children will complete a family picture.

II. Families Care for Each Other

Requirements

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

Background Information

One of the main ways in which children honor their mothers and fathers is by obeying them. Family rules are essential because they describe how people can get along with one another. This includes living safely and happily together within their environment. Families have rules concerning the use of space (such as where to eat or play); time schedules (such as when to get home after school); belongings (such as borrowing or sharing); work (such as chores); play (such as what or where); and habits or customs of the family (such as ways of doing different things). Parents are responsible for the well-being of the family (caring for, teaching, and encouraging). They have the final responsibility for setting the rules.

The words we speak and the way we say them also may honor or dishonor our parents. It is important to speak to parents and family members in a respectful, kind way. Disagreements and feelings may be expressed in a reasonable way, but then the parent's decision must be accepted.

Carrying one's fair share of family responsibility is another way to honor one's family. Many responsibilities need to be taken care of for the benefit of the whole family, and it is unrealistic and unfair to expect that one or even two people should shoulder the burden for tasks that will benefit all. This attitude is as unhealthy for the non-participant as it is for the person left to do all the work.

Some of the types of responsibilities that must be taken care of in the average family are listed below.

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

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

"But let them also learn, even in their earliest years, to be useful. Train them to think that, as members of the household, they are to act an interested, helpful part in sharing the domestic burdens, and to seek healthful exercise in the performance of necessary home duties" (*Child Guidance*, p. 301). Keep in mind, also, the maturity level and abilities of each child and the responsibilities for growth through school and play that are essential at this age.

Teaching Tips

- Study Exodus 20:12 using the suggestions for memorizing Scripture in **Appendix III**.
- Help children understand what the word *honor* means in the text. Discuss with the children how we can honor our parents today. Divide into groups to act out several of these suggestions.
- Children may dramatize the following:
 - ◆ obedience to several specific family rules, even when it is hard;
 - ◆ how they will act toward their parents when they feel grumpy, angry, or sad;
 - ◆ ways to help parents with family responsibilities.
- Follow the dramatizations with a discussion of why these things are important and how they plan to put them into practice in the future. Each child may choose one special area and make plans to work on it.

Evaluation

The children will correctly demonstrate to the group ways in which they may honor their families.

III. My Family Helps Me Care for Myself

Requirement

Complete the Safety Specialist Adventurer Award.

Background Information

For teaching helps, see the *Manual of Adventurer Awards*.

SAFETY SPECIALIST

1. With your parents, discuss your home fire-safety plan. Select two of the following areas and give four safety rules for each area.
 - a. Home safety
 - b. Outdoor safety (city or country)
 - c. Weather safety
 - d. People safety
2. Practice a fire drill for at least one of the following places.
 - a. Home
 - b. School

- c. Church (if possible)
3. As appropriate for your area, practice the following drills OR discuss what you would do in the following emergencies.
 - a. Hurricane
 - b. Tornado
 - c. Earthquake
 - d. Flood
 - e. Volcano
 - f. Lightning and thunder
4. Be a Safety Detective for one week. Check the people and places that you are learning about and list any hazards.
5. Make a mural or safety poster showing dangerous situations and what you can do about them.
6. With your club, play the Safety Game. Give each other safety situations to answer with Yes, No, or I'll ask my mom.

MY WORLD

I. The World of Friends

Requirement

Tell how you can be a good friend. Use:

- puppets
- role playing
- other

Background Information

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

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

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

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

To develop and maintain a friendship, encourage children to remember the following suggestions.

1. Try to understand your friend's feelings. (Don't always insist on having your own way.)
2. Encourage and praise your friend whenever you can. (Be honest about it.)
3. Don't nag or argue—tell your feelings and listen to your friend's feelings.
4. Do nice things for your friend.
5. Don't try to keep your friend only for yourself.

Encourage children to remember that Jesus is their first and best friend. They will want to choose friends who will help them to be His friend. Being a friend can help others to know what Jesus is like and to want to be His friend.

Teaching Tips

- Introduce the activity by telling and discussing a Bible story about friendship. Make a poster illustrating some principles in the story for making and keeping friends. Some unfinished sentences that can be used to facilitate discussion include:
 - ◆ To me, a friend is...
 - ◆ I make friends most easily when...
 - ◆ My friends hurt me when...
 - ◆ I like it when my friend...
 - ◆ I can be a better friend by...
- To act out the principles for being a good friend, children may:
 - ◆ Make their own puppets (from paper bags or sticks and cut-out pictures);
 - ◆ Use simple store-bought puppets; or
 - ◆ Plan small role plays or skits.
- Situations such as those suggested here may be written on separate cards in simple language and read with the children.
 - ◆ You are going on a field trip and don't have anyone with whom to sit.
 - ◆ One of the girls in your class is having a picnic for several friends, and you're not invited.
 - ◆ You just moved to a new town, and this is your first day in a new school.
 - ◆ Your friend shows you his new toy, and you have a better one at home.
 - ◆ A friend asks if he can copy answers from your paper.
 - ◆ Some of the other kids in your class tease you because you're short.
 - ◆ One of your friends broke your new game accidentally.
 - ◆ One of your friends broke your new game on purpose.
- After the children have tried a few situations, they may want to make up some of their own for their friends to solve. Children may also enjoy taping their performance (audio or video).

Evaluation

The children will participate in the discussion and role playing.

MAKING FRIENDS




Treat yourself and every other person as important.

Be friendly.

Do things your friend wants to do sometimes.

Don't expect everyone to play with you when you ask.

Ask God to help you find the right friends.



KEEPING FRIENDS



Don't always insist on having things your own way.


Say nice things to your friend whenever you can.

Listen to your friend's feelings and tell yours kindly.

Don't argue; find a compromise.

Do nice things for your friend.

Don't try to keep your friend only for yourself.



II. The World of Other People

Requirement

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

Background Information

Six-year-olds can begin to understand the purpose of the local church (to worship Jesus, to love and care for each other, and to tell others about Jesus). They should recognize the importance of each member in the work of the church. If children begin to learn these principles at a young age, they may take church responsibilities more seriously as they grow older. They need to know that they can contribute to their church even when they are young.

The tasks in the local church may be explained by dividing them into categories, such as:

1. **Leaders:** pastor, elders, church board members, Sabbath School Superintendent and division leaders;
2. **Caretakers:** deacons, deaconesses, treasurer, clerk, secretary;
3. **Teachers:** Sabbath School teachers, Church School teachers, Club instructors;
4. **Church Ministries workers:** personal ministries, community services, AY/Pathfinder Club leader, Adventurer Club leader, musicians.

Teaching Tips

- Ask the pastor and/or a representative from each category to give a *brief* (five minutes) description of their responsibility and tell why they do it.
- Children can learn actively about these jobs by visiting the various areas in the church. They may see where the work is done and examine the materials used for doing it. This is also an opportunity to teach reverence in the sanctuary. Be sure to make arrangements with the appropriate church officer before assigning children to any tasks.
- The Busy Bee leader may wish to:
 - ◆ Assign each child to a different church responsibility;
 - ◆ Have the whole group work together;
 - ◆ Take turns on a single project; or
 - ◆ Allow children to sign up for or arrange to do a specific task.
- Possible responsibilities include assisting with Vacation Bible School or the younger Sabbath School divisions, visiting missing members, Ingathering and community service projects, church upkeep and beautification, greeting or ushering, or special music.

Evaluation

The children will describe the work of the local church officer(s) and the tasks the children performed. This may be an oral activity or the children may make pictures to illustrate what they have learned.

III. The World of Nature

Requirement

Earn a Friend of Animals Adventurer Award.

Background Information

In order to earn the Adventurer Award the children will complete the requirements listed below. Additional information about Adventurer Awards and specific helps for teaching them are found in the Manual of Adventurer Awards.

FRIEND OF ANIMALS

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

OR

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

- a. List and identify creatures that feed there.
 - b. Draw or color pictures of them.
2. Identify three different birds. Observe them and study their habits.
 3. Identify and describe characteristics of three breeds of dogs and two breeds of cats.
 4. Visit one of the following and write a report of what you do and see.
 - a. a zoo
 - b. a natural history museum
 - c. an aviary
 - d. a kennel
 - e. a farmyard
 - f. a pet shop
 5. Set up a feeding station for birds or animals.
 6. Play an animal game.

BUSY BEE RESOURCE LIST

NOTE: The resources listed here are only suggestions, not requirements. Not all resources will be available in your division. Select and substitute local resources as available.

BASIC TRACK

I. The Adventurer Pledge

Bible stories and texts

Joseph and Potiphar (Genesis 39-41)
Parable of the Talents (Matthew 25:14-30)
Eccl. 9:10—"Whatsoever thy hand findeth to do ..."
Luke 16:10—"He that is faithful in that which is least ..."
Colossians 3:23—"Whatsoever you do, do it heartily ..."

Songs

Sing for Joy — (Review and Herald)
"The Wise May Bring Their Learning" No. 148
"I Want to Be" No. 124

Kids Sing Praise — (Brentwood Publishing)

"With My Whole Heart" No. 69

E. G. White quotations

"Never underrate the importance of little things. Little things supply the actual discipline of life. It is by them that the soul is trained that it may grow into the likeness of Christ, or bear the likeness of evil" (*Child Guidance*, pp. 129, 130).

"Be faithful. Put your heart into your work. Imitate none who are slothful, and who give divided service.... So long as you undervalue the importance of faithfulness in the little duties, your character-building will be unsatisfactory" (*Messages to Young People*, page 148).

II. Reinforcement

See **Appendix II**, "Earning the Reading Certificate."

MY GOD TRACK

L. His Plan to Save Me

Other Bible stories about Jesus' love

Elijah and the Ravens (1 Kings 17:1-16)
Jesus Calms the Storm (Mark 4:35-41; Luke 8:22-25)
The Lost Coin (Luke 15:8-10)

Songs about the assigned stories

Sing for Joy

Creation

"Can You Imagine" No. 29
"Can You Count the Stars?" No. 35
"This Is a Lovely World" No. 52

Shepherd

"The Lord Is My Shepherd" No. 48

Heaven

"Do Lord" No. 91
"Jesus Is Coming Again" No. 92
"When He Cometh" No. 93

Books and materials about the assigned stories

Adults

Lantry, Eileen, *A Family Guide to Sabbath Nature Activities*, pages 49-62, (Pacific Press)
White, E. G., *Patriarchs and Prophets*
_____, *The Desire of Ages*
Creation Numbers, Felt Set, (Sun World Graphics)
Second Coming, Felt Set, (NAD Distribution Center)
23rd Psalm, Teaching Posters (Marvel)
Be Happy (Standard)
God Loves You (Standard)
The Lord Is Your Shepherd (Standard)

Children

Berry, Nancee. *At Home With Jesus*
_____. *Jesus Cares For Me*
_____. *When Jesus Comes*
Maxwell, Arthur. *The Bible Story*, vols. 1-10. (Pacific Press)
Rau, Lois E. *You Live on a Very Special Planet*
_____. *A Very Special Day* (Pacific Press)
Stump, Gladys Sims. *The Bible Tells Me About When Satan Tried to Rule*

II. His Message to Me

Other Bible texts about Jesus love

Genesis 1:1 "In the beginning ..."
Psalms 34:7 "The angel of the Lord encampeth ..."
Matthew 19:14 "Suffer the little children to come ..."
Matthew 28:20 "Lo, I am with you always ..."
John 10:27, 28 "My sheep hear my voice ..."
Romans 8:38, 39 "I am persuaded, that neither death..."

Songs about Jesus' love

Sing for Joy

"Jesus Loves Me" No. 27
"O, How He Loves You and Me" No. 28
"I Am So Glad" No. 30
"Anywhere With Jesus" No. 45
"God Knows Me" No. 47
"All Through the Day" No. 49

Kids Sing Praise

"He's Got the Whole World" No. 4
"Jesus Loves the Little Children" No. 27

E. G. White quotations

"Only the sense of God's presence can banish the fear that, for the timid child, would make life a burden" (*Education*, page 255).

"Fathers and mothers should teach the infant, the child, and the youth of the love of Jesus. Let the first baby lisps be of Christ" (*Child Guidance*, page 487).

Books and materials about Jesus' love

Adults

Rhymes and Crafts: Discovering God's Love (Rainbow Books)

Children

Schaffer, N. J. Makovsky. *I Love Jesus, Jesus Loves Me* (Pacific Press)

III. His Power in My Life

Bible stories and texts

Elijah on Mt. Cannel (1 Kings 18)
Paul and Silas delivered (Acts 16:19-34)
Lord's Prayer (Matthew 6:9-13)
Psalm 95:6 "Let us kneel before the Lord ..."
Psalm 145:18 "The Lord is nigh unto all that call ..."

1 Thessalonians 5:17 "Pray without ceasing ..."
James 5:16 "The effectual fervent prayer .."
1 John 5:14, 15 "If we ask anything ..."

Songs

Sing for Joy

"Whisper a Prayer" No. 96
"With Folded Hands" No. 97
"A Little Talk With Jesus" No. 98
"The Lord's Prayer" No. 99
"The Lord Hears Me" No. 105
"Into My Heart" No. 125

Kids Sing Praise

"Standing in the Need of Prayer"—No. 64

E. G. White quotations

"Teach them to look to God for strength. Tell them that He hears their prayers.... Lead them to unite with God, and then they will have strength to resist the strongest temptation" (*Child Guidance*, pages 172, 173).

"In every Christian home God should be honored by the morning and evening sacrifices of prayer and praise. Children should be taught to respect and reverence the hour of prayer" (*Counsels to Parents, Teachers, and Students*, page 110).

"Jesus knows the needs of children, and He loves to listen to their prayers. Let the children shut out the world and everything that would attract the thoughts from God; and let them feel that they are alone with God.... Then, children, ask God to do for you those things that you cannot do for yourselves. Tell Jesus everything. . . . When you have asked for the things that are necessary for your soul's good, believe that you receive them, and you shall have them" (*The Adventist Home*, page 299).

Books and materials

Adults

White, E. G. *Education*, pages 253-261 (Pacific Press)
_____. *Messages to Young People*, pages 247-253 (Pacific Press)

Children

Groomer, Vera. *Quiet Because*
_____. *Talking to My Friend Jesus*, (Review and Herald)
Ricchiuti, Paul. *My Very Best Friend* (Pacific Press)

MY SELF

I. I Am Special

Bible stories and texts

Mephibosheth (2 Samuel 9)
Elisha and the widow's Son (2 Kings 4)
Esther adopted (Esther 2:5-7)
Proverbs 17:17 "A friend loveth at all times ..."
John 15:12 "... love one another."
Phil. 4:19 "My God shall supply all your need..."

Songs

Sing for Joy

"Alone We Could Not Learn to Read" No. 31
"God Bless Families" No. 138
"Family of God" No. 139

II. I Can Make Wise Choices

Bible stories and texts

Happy/Cheerful:

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

Excitement/Joy: Miriam at Red Sea

(Exodus 15:19-21)

Anger/Hatred: Cain, Haman

Matthew 5:44
Proverbs 14:17
Proverbs 16:32
Ephesians 4:26 and 31

Fear: David and Goliath, Esther, Gideon

Psalm 56:3 Joshua 1:9

Shame/Embarrassment: Peter

2 Chronicles 7:14
Romans 1:16

Sadness: Job

Psalm 30:5 Psalm 34:14 Psalm 126:5

Jealousy/Coveting: Joseph's brothers, Ahab and the Vineyard

Exodus 20:17
Colossians 3:2
James 3:16

Discouragement: Joseph in prison, John on Patmos

Romans 8:28
Proverbs 24:10

Worry:

Matthew 11:28
Proverbs 3:5, 6

Complaining/Grumbling: God sends the quail

Philippians 2:14
Philippians 4:11

Songs

Sing for Joy

"Fill Your Heart With Joy" No. 3
"Peace, Perfect Peace" No. 44
"Smile" No. 107
"I've Got Peace Like a River" No. 108
"I Have the Joy" No. 109
"Trust in the Lord" No. 111
"Dare to Be a Daniel" No. 116

Kids Sing Praise

"Kumbayah"—No. 3 (try adding verses about various feelings)
"Sunshine Mountain"—No. 43
"Grumblers"—No. 47

E. G. White quotations

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

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

Books and Materials

Adults

Bisignano, Judy. *Feelings* (Good Apple). Contains work sheets for children.

Children

Wilt, Joy. *Handling Your Ups and Downs* (Word)
_____ *Saying What You Mean* (Word)

Handling Our Feelings Sticker Fun Series:

When I Feel Sad

When I Feel Hurt, etc. (Warner Press)

III. I Can Care for My Body

See the *Manual of Adventurer Awards* for resources and more information and helps in teaching the Health Specialist award.

MY FAMILY TRACK

I. I Have a Family

Bible stories and texts

The First Family (Genesis 2)

Jesus' Family (Luke 2)

Psalm 68:6—"God setteth the solitary in families ..."

Songs

Sing for Joy

"God Bless Families"—No. 138

Kids Sing Praise

"He's Got the Whole World"—No. 4

E. G. White quotation

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

Books and materials

Adults

Bisignano, Judy. *Appreciation* (Good Apple)

_____. *Belonging* (Good Apple) worksheets for children

Children

Horlacher, Bill and Kathy. *I'm Glad We're a Family* set of books

(Standard) Wilt, Joy. *The Nitty Gritty of Family Life* (Word)

II. Families Care for Each Other

Bible stories and texts

Samson (Judges 13-16)

Miriam watches Moses (Exodus 2)

David tending sheep (1 Samuel 16)

Boy Jesus (Luke 2)
Exodus 20:12—"Honor thy father and thy mother..."
Ephesians 6:1-3—"Children, obey your parents ..."
Proverbs 3:11, 2—"Whom the Lord loveth He correcteth..."
Proverbs 1:8—"Hear the instruction of thy father ..."
Psalm 19:7—"The law of the Lord is perfect ..."
Hebrews 13:17—"Obey them that have the rule over you..."
Galatians 6:2—"Bear one another's burdens."

Songs

Sing for Joy

"Happy Home" No. 136
"Join With Us" No. 20
"We Are His Hands" No. 129
"God Bless Families" No. 138

Kids Sing Praise

"Grumblers" No. 47
"I'll Be a Sunbeam" No. 52

E. G. White quotations

"Administer the rules of the home in wisdom and love, not with a rod of iron. Children will respond with willing obedience to the rule of love" (*Counsels for Parents, Teachers, and Students*, page 114).

"Every principle involved in them [rules] should be so placed before the student that he may be convinced of its justice. Thus he will feel a responsibility to see that the rules which he himself has helped to frame are obeyed. Rules should be few and well considered; and when once made, they should be enforced" (*Education*, page 290).

"The object of discipline is the training of the child for self-government. He should be taught self-reliance and self-control. Therefore as soon as he is capable of understanding, his reason should be enlisted on the side of obedience. Let all dealing with him be such as to show obedience to be just and reasonable. Help him to see that all things are under law, and that disobedience leads, in the end, to disaster and suffering" (*Child Guidance*, 223).

"If children were taught to regard the humble round of everyday duties as the course marked out for them by the Lord, as a school in which they were to be trained to render faithful and efficient service, how much more pleasant and honorable would their work appear!" (*The Adventist Home*, page 287).

"Children may be taught, when young, to lift daily their light burdens, each child having some particular task for the accomplishment of which he is responsible to his parents or guardian. They will thus learn to bear the yoke of duty while young" (*The Adventist Home*, page 286).

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

Books and materials

Adults

Anderson, Jean. *Seven Days to Better Discipline* (publisher unlisted)
Bisignano, Judy. *Cooperating* (Good Apple) Worksheets for children

Children

Ashton, Leila, *Today Is Sabbath*
Hare, Eric B. *The Naughty Chick*
_____. *The Nitty Gritty of Family Life* (Word)
Kotrba, Danella Groomer. *God's Helper*
Kraemer, Bonita. *Rules Mean Happiness*
Wilt, Joy. *A Kid's Guide to Handling Parents* (Word)

III. My Family Helps Me Care for Myself

See the *Manual of Adventurer Awards* for resources and helps in teaching the Safety Specialist award.

MY WORLD TRACK

I. The World of Friends

Bible stories and texts

David and Jonathan (1 Samuel 18-20)
Psalm 1:1—"Walk not in the counsel of the ungodly..."
Proverbs 16:28—"A whisperer separateth chief friends ..."
Proverbs 17:17—"A friend loveth at all times..."
Proverbs 18:24—"A man that hath friends must shew himself friendly."

Songs

Sing for Joy

"Smile, Smile, Smile" No. 107
"I Would Be True" No. 117
"Cross Over the Road" No. 131

Kids Sing Praise

"Grumbler" No. 47
"I'll Be a Sunbeam" No. 52

E. G. White quotation

"Christian sociability is altogether too little cultivated by God's people. This branch of education should not be neglected or lost sight of (*Messages to Young People*, page 405).

Books and materials

Children

Bible in Living Sound: David and Jonathan (Chapel Records)
Groomer, Vera. *Kind Kristy* (Review and Herald)
Kotrba, Dannella Groomer. *God's Helper* (Review and Herald)
Silverstein, Shel. *The Giving Tree*
Wilt, Joy. *Needing Each Other, A Kid's Guide to Making Friends* (Word)

II. The World of Other People

Bible stories and texts

Samuel (1 Samuel 1-3)
Psalm 73:16, 17 "It was too painful for me until I went into the sanctuary."
Isaiah 56:7 "My house shall be a house of prayer ..."
Matthew 18:19, 20 "Where two or three are gathered ..."
Hebrews 10:25 "Not forsaking the assembling ..."

Songs

Sing for Joy

"The Family of God" No. 139
"Blest Be the Tie That Binds" No. 140
"We Are the Church" No. 141
"What Joy It Is to Worship Here" No. 142
"We Are the Church, Everyone" No. 143
"I Was Glad" No. 144
"This Is God's House" No. 145

E. G. White quotation

"The Lord desires us to understand that we must place our children in right relation to the world, the church, and the family" (*Child Guidance*, page 99).

Books and materials

Children

Davis, Susan. *I Choose to Belong* (Review and Herald)