

Early Bird

Instructor Manual



This book belongs to _____

Early Bird

Instructor Manual



General Conference Youth Ministries Department

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Gomez, Ada. “Adventist Adventurer Awards.” Adventist Adventurer Awards - Wikibooks.org. North American Division Club Ministries, 2014. Web. 26 July 2017. <https://en.wikibooks.org/wiki/Adventist_Adventurer_Awards>.

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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.



Early Bird Checklist

Name: _____ Date Started: _____ Date Completed: _____

Basic Requirements

1. Recite the Adventurer Law
2. Complete the Story Listening II award
3. Complete the Birds award

My God

1. God's Plan to Save Me
 - a. Colour a story chart or lapbook about the people in the Bible who prayed: Samuel, Daniel, Jonah, David
 - b. Learn how to pray independently
 - c. Earn the Jesus Star award
2. God's Message to Me
 - a. Complete the Bible Friends II award
3. God's Power in My Life
 - a. Have a regular family worship time in your home. Keep a record
 - b. Ask someone you know why they pray
 - c. Complete the God's World award

My Self

1. I Am Special
 - a. Complete the Left & Right award
2. I Can Make Wise Choices
 - a. Complete the Manners Fun award
3. I Can Care for My Body
 - a. Complete the Know Your Body award

My Family

1. I Have a Family
 - a. Say the fifth commandment: "Honour your father and your mother" (Exodus 20:12)
2. Families Care for Each Other
 - a. Complete the Home Helper I award
3. My Family Helps Me Care for Myself
 - a. Complete the Fire Safety award

My World

1. The World of Friends
 - a. Complete the My Community Friends award
2. The World of Other People
 - a. Complete the Playing with Friends award
3. The World of Nature
 - a. Complete the Scavenger Hunt award
The World of Nature
4. Other awards that may be earned by Early Birds include:
 - Alphabet I
 - Animal Homes
 - Friend of Animals
 - Cyclist I
 - Swimmer I
 - Birds
 - Crayons & Markers
 - Gadgets and Sand
 - Jigsaw Puzzle
 - Pets
 - Shapes & Sizes
 - Sponge Art
 - Stamping Fun I
 - Toys

Instructor Checklist

Basic Requirements

1. _____
2. _____
3. _____

My God

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

My Self

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

My Family

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

My World

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

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. And perhaps this was the first picture that popped into your mind when you agreed to lead your church's Early Bird level. However, now that you've had time to think about it, the picture may have quickly changed to a group of active five 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 Early Bird leaders who want to work with children as they develop physically and spiritually. The Early Bird level 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.

Early Bird 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 humor. Your adventures with Early Birds are about to begin!



SECTION

1

The Early Bird Level

This section contains an overview of the Early Bird level. You'll get an idea of how Early Birds fit into Adventurer Club Ministries and the goals and requirements of the Early Bird level.



New Adventurer Logo



Early Bird 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.



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!

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



The Early Bird Curriculum

One of your responsibilities as leader is to encourage the physical, mental, and spiritual development of each child. The Early Bird level requirements were created to assist you with this responsibility. The requirements are organized into five areas: Basic, My God, My Self, My Family, and My World. Additionally, with lots of fun and educational awards the children can earn.

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 who complete these class requirements will receive the Early Bird pin during the Investiture Service.

It is very important for leaders to understand that not all Early Birds 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 tie their shoes. Instead, they might be able to velcro their shoes or put on their shoes. Flexibility and creativity are the keys to ensuring the success of each Early Bird. As always, these activities should be fun for you and the children.

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 Early Birds

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





What You Need to Know About Early Birds



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 Early Birds. Remember that children develop at their own pace, so some children in your club may not have reached these markers, and others will have passed them. Make sure you focus on the specific needs of each child and not just the stages.



Physical Characteristics

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

Cognitive Characteristics

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





Social Characteristics

- Can take turns but may not share well.
- May appear to be know-it-alls.
- Are competitive and like to win.
- Can see only their own point of view.
- Are upset or embarrassed by criticism.
- Have tantrums or tattle to test authority.
- Respond well to encouragement and rewards.
- Can jump and hop easier than they can write or colour.
- May appear clumsy, fall off of chairs, or bump into other children.
- Are noisy.
- Need short activities that can be completed in one sitting.
- Follow directions that are given one step at a time.
- Enjoy role playing instead of memorising.
- Like to play with their “best” friend and won’t voluntarily include others.



Spiritual Characteristics

James Fowler, a Christian counsellor, 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 humor and compassion even when an Adventurer's behavior 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' behavior. Additionally, having adults involved can prevent misbehavior 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

Early Birds with Disabilities

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



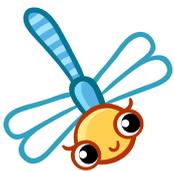
Including Early Birds with Special Needs

When you learn that a child with a disability will be a member of your club, you might initially feel overwhelmed. Don't worry. 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 special needs can generally tell you when they require assistance and if they can't, their parents or guardians can. Remember that parents or guardians are not looking to you to discredit a diagnosis or to offer a "cure" for a condition; rather they are looking to you to welcome and include their child.

Additionally, the other children and adults look to you to see how to act, so make sure you treat the child with special needs with the same openness and ease that you show all of the children.

DO

- 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. Parents can help explain in the correct ways.
- 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 behavior from all children.
- Be flexible.





Planning Inclusive Activities

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

- Instead of requiring the child with a learning disability to memorise her phone number and address for the Fire Safety award, have her decorate pre-printed business cards that she can carry in pockets and her backpack.
- For the autistic child over-stimulated by noise or new places, allow him to watch a video about a fire station instead of participating in the club field trip for the Fire Safety award.
- If a child has balance problems, substitute riding a bike with training wheels or a tricycle for the Beginning Biking award requirement of riding a bike without training wheels.
- A blind child can make a play-doh/or clay craft instead of drawing a picture or cutting out pictures, as suggested in a variety of requirements.
- A child with cerebral palsy may not be able to meet the program requirements of tying shoes, combing hair, brushing teeth, or dressing herself. Ask the child what new skill she would like to learn. She'll have some ideas.
- Teach all the children how to use sign language to say the Adventurer Pledge. This will allow a deaf child or a child with a speech impairment to participate.
- A child with Down syndrome might act out his favourite Sabbath activity instead of memorising the fourth commandment, as suggested in the Early Bird program requirements.
- Substitute learning the different tastes (sour, sweet, salty, bitter) and explore why God gave us a variety of tastes for a child with low vision instead of learning the colours listed in the Early Bird program requirements.

ADDITIONAL IDEAS

- Invite a special education teacher to talk to the Adventurer staff.
- Visit your local library for books about children with disabilities.
- Look within your local church community for any experienced individuals who work in this area and would be willing to help or offer advice to yourself and the team but also in consultation with the child's parents.

SECTION

4

Early Birds Meetings

Just like baby birds learn flying, eating and nesting skills, these lessons let your Early Birds experience each of the learning goals you have for them.



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' at the back of this Instructor's Manual 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 stronger. 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:

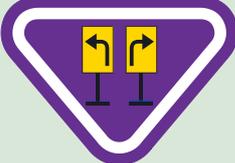
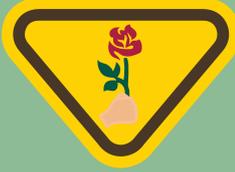
- Family events outside of Adventurers
- Planning and carrying out service projects
- Planting a garden as a group (involve kids, share stories)
- Eat together
- Small group Bible studies after a meeting or on another evening. Study stories of successful (and unsuccessful) parents in the Bible, Teachings 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



Early Bird 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	Recite the Adventurer Law		a. Colour a story chart or lap-book about the people in the Bible who prayed: Samuel, Daniel, Jonah, David b. Learn how to pray independently	
Required Award	Story Listening II 	Birds 	Jesus Star 	Bible Friends II 
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. Have a regular family worship time in your home. Keep a record. b. Ask someone you know why they pray			
Required Award	God's World 	Left & Right 	Manners Fun 	Know Your Body 
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>My FAMILY</i>			<i>My WORLD -</i>
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	Say the fifth commandment: "Honour your father and your mother" (Exodus 20:12)			
Award		Home Helper 1 	Fire Safety 	My Community Friends 
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Area	My World The World of Other People	My World The World of Nature		
Requirements			Other meetings: As time allows earn more of the awards available for this age level	
Required Award	Playing with Friends 	Scavenger Hunt 	      	     
Done	○	○	○	○

Early Bird Instructor Help

General notes

If you are able to decorate a space for the Early Birds 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. Recite the Adventurer Law

Jesus can help me to:

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

II. Complete the Story Listening II award

Requirements:

1. Listen to two age-appropriate books, not read before, from the following categories:
 - a. Bible
 - b. Missions
 - c. Friends or family
 - d. Nature
2. Tell the person who read to you what you like most about each story. Be sure to tell them something about the main “character” in each story.
3. Tell the person who read to you “thank you” OR make a craft that you give them that tells them you are thankful.

Helps:

1. The goal of this award is to teach the child the value of spending time “reading.” Early Birds are at the stage developmentally that they learn best by watching and experiencing what their parents/leaders are doing. This is a great activity for parents and children to do together. The books must be written for young children. This is NOT an activity for Early Birds to listen to big people’s books or stories.

Places to get books:

- The club may suggest or even purchase books for each category and have a sharing books club.

- The club may also ask members to each bring a book to meeting and then spend time together as a community sharing books.
- If there is a school or community library, parents and children can visit the library and use books from there.
- Missions books are sometimes hard to find. Contacting other area churches or your conference/mission youth/children's ministry departments may be necessary.

The books should be very short. In fact, many times, the children's books have thick cardboard pages with many beautiful pictures.

2. After the teacher finishes reading, he/she should explain what a main character is and help the children pick out the main character or characters in each story.

The teacher may also ask questions such as:

- What person/animal did you like the most in the story?
- What was the most exciting part? The saddest part?
- Have you ever experienced something like we read about in this story?
- What did you learn because you listened to this book?

3. Often the adults who are helping the children write the note/make the thank you card will be the ones receiving the card/note. That is okay. We are training our young people to demonstrate thankfulness, and this activity helps them learn that.

Materials: Coloured paper, crayons or coloured pencils, stickers, glue.

Procedure: Ahead of time, fold a piece of standard sized coloured paper or construction paper in half to for a large card. Have the students add colours or stickers on both the front and inside. The front should say "Thank you" and the inside have a simple sentence telling the adult what the child is thankful for ("Thank you for reading the stories to me").

Notes: adults will need to help the children write the words.

III. Complete the **Birds** award

Requirements:

1. Name five birds you can see around your home.
2. Name the official bird of your region, province, state or country.
3. Name three foods birds eat..
4. Using a picture of a bird, use a mixture of bird seeds to fill it in to make a bird-seed decoration.
5. Make a bird feeder and hang it outside where you can see it. Count how many birds come to feed from it.
6. Tell two Bible stories which mention a bird (eagle, dove, sparrow, raven).
7. Know two bird sounds and pretend you are that bird.
8. Read a book or watch a media clip about birds you might be able to see in the wild.

Helps:

1. Here is a link to find common birds in your area. This will allow you to make a list of 5 birds
 - <https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/animals/birds/>
 - <https://www.rspb.org.uk/birds-and-wildlife/wildlife-guides/bird-a-z/>

These sites will allow you to find lists from regions all over the world. The lists are in English.

It is a good idea to print off or show pictures of the birds on your local list so that the Early Birds can start to recognise the birds from the list in their home environments.

Teaching Idea: Art Gallery Walk

Materials: printed pictures of different birds in your local area (creative commons free images may be available at sites like [flickr.com](https://www.flickr.com))

Directions: Print the images full page. Post them on the walls around your meeting area. Put on bird sounds or a bird themed soundtrack. Have children and their parents or small groups go and look at each picture. Have them identify colour of feathers, colour of beak, size (little, medium, big). Have small versions of each bird picture available for Early Birds and parents to collect and glue on the page in their activity book (pg8).

2. Name the official bird of your region, province, state, or nation.

Link below:

<https://www.countryliving.com/uk/news/news/amp184/feisty-red-breasted-robin-crowned-britains-national-bird/>

Specific searches online will need to be done if your country/land is not listed in the above link.

3. Types of Bird Food

- Sunflower Seeds (black oil is preferred)
- Cracked Corn
- Fruit
- Mealworms
- Millet
- Nyjer
- Oats
- Peanuts (shelled or unshelled)
- Suet
- Sugar Water

4. **Procedure:** This requirement is pretty self explanatory. The more simple and large the drawing is, the more easily the Early Birds will find it to "colour" it by gluing different coloured seeds on the picture. Craft glue works best. Do not water down the glue because many seeds are rather heavy and will fall off easily. It is best to have the children paint the glue onto a section of the picture with a paint brush or their fingers, put seeds on that section, then move to another section of the picture.

Note: Best to use a photocopy of pg 10 of the Activity Book rather than gluing directly into the booklet or another image of a bird that may be easier for the child.

5. If you have access to pine cones, it is easy to make a bird feeder as described below. If you don't have access to pine cones, there are some ideas below on other ways to make a simple bird feeder so that Early Birds are able to name some of the birds they see coming to eat from their feeder. Remember to ask for the report about the birds they saw during another meeting time.

Pine Cone Version

What You Need

- Pine Cone
- Yarn
- Peanut Butter
- Margarine
- Bird Seed

Instructions

1. Find a large pine cone.
2. Tie a three to four foot piece of yarn around the top of the pine cone for the hanger.
3. Mix two tablespoons of peanut butter with two tablespoons of margarine.
4. Spread the peanut butter and margarine mixture onto the pine cone.
5. Pour some bird seed onto a plate or shallow dish and roll the pine cone in it.
6. Place the seed-covered pine cones in the freezer for about an hour or until it is firm.
7. Hang it outside in a tree!

Non-Pine Cone Version #1

Seed Ball:

What You Need

- Flour
- Water
- Bird Seed Mix
- Foil
- Something to grease the foil with
- Wire for hanging
- Oven for baking the Seed Ball

Instructions

1. Create a smooth paste with 2 tablespoons flour and 4 tablespoons water.
2. Mix in 1 cup of bird seed or seed mix.
3. Place it onto a piece of greased foil
4. Shape this mixture into a bell or ball.
5. Push a loop of wire through the center for hanging.
6. Leaving the foil slightly open at the top bake in a moderate oven for half an hour.

Non-Pine Cone Version #2

Fat Cake:

What you Need

- Bowl for mixing dry mix
- Lard or suet (do not use turkey fat because it does not harden properly)
- Saucepan
- Spoon
- String or twine
- Old yoghurt pots or containers
- Dry bird feed mix of any of the following: wild bird seed, currants, sultanas, oats, bread and cake crumbs, grated cheese and/or peanuts.

Instructions

NOTE: The best ratio for this recipe is one part fat (lard or suet) to two parts dry mixture.

1. Mix all your dry ingredients together in a bowl.
 2. Melt the lard or suet in a pan and add the dry mix.
 3. Stir well until the fat has all been absorbed and the mixture sticks together.
 4. Make a hole in the bottom of a yoghurt pot (personal serving sized container) and thread through a length of twine or string.
 5. Pack the pot with your warm fat mixture.
 6. Place in the fridge overnight to set.
 7. Remove from fridge, then cut through and peel away the pot.
 8. Tie a big knot at one end of the twine to secure the cake.
 9. Hang the cake in a tree or shrub and wait for the birds to come and feast.
6. **Requirement:** Birds mentioned in the Bible.

Procedure: Help the Early Birds explore how to discover this information by showing them how to use a concordance or an online Bible search tool. Try the names of birds that are common in your area. Remember that we are encouraging each Early Bird to think of stories on their own. It is okay for them to brainstorm with parents or other Early Birds.

Here are a few passages to get you started:

- Owl - Zephaniah 2:14
 - Dove - Genesis 8:8-12 (flood story)
 - Sparrow - Matthew 10:29-31
 - Raven - 1 Kings 17:1-6 (Elijah story)
7. You will need to find a device that has bird sounds recorded. Once you have practiced a common bird sound from your area, talk about how birds act and then pretend with the Early Birds that you are all a type of bird you learned to sound for. Remember that in addition to flying, birds scratch or peck for food, they wash in water, they sit on nests of various types, etc.
 8. Search online: Birds sounds calls (your state, province, country), or on **use links below**. Preview clips you download.

<https://www.rspb.org.uk/birds-and-wildlife/bird-songs/what-bird-is-that/>

<https://www.british-birdsongs.uk/bitterns-and-herons/>

My God

I. God's Plan to Save Me

- A. Colour a story chart or lapbook about people in the Bible who prayed: Samuel, Daniel, Jonah and David. #1 A story chart is a way to arrange the story pictures on a poster-board or on the wall. #2 A lap-book is simply the four coloured images bound or stapled in a booklet. If Early Birds stay in the Adventurer Club several years, they will gain a series of booklets that illustrate the key stories of the Bible.

For this, you will need use your activity book's images or find colouring pages of these 4 Bible heroes. Often Bible colouring books for young children will have good, simple pictures. You can also look online for pictures to print. If you have someone who is good at drawing, have them draw some simple pictures of each of the heroes. You may want to have one picture and share with the group what is important about that person connected to their praying. You will likely to tell the stories while the children colour, so that they are able to answer the question, "Why is this person a good example of prayer in the Bible?" If your group has a significant acquaintance with these stories, you should encourage a story telling dialogue. Ex: "So what did Samuel do next?"

B. Learn how to pray independently

This is a perfect section to have parents do with their child. As leader, you show everyone what to do by demonstrating and explaining. Answer questions like:

- Why do we often kneel?
- Why do we usually close our eyes?
- Why do we typically fold our hands?
- How do we start a prayer? Why? What are some respectful options of how to start a prayer?
- What do we pray about? Why? (remember to remind the group that God is interested in our happiness, sorrows, worries, needs, etc. And He wants us to share everything with Him. God desires a relationship with us, not to be seen as a divine vending machine.)
- How do we end a prayer? Why? (this is generally so that those around us, will know we are ending or done with our prayer as well as a respectful goodbye to God)
- Next have each parent/guardian and child set practice.
- At the end of the time encourage the children to pray at home.

NOTE: As a follow up, ask 1 or 2 children to pray during each of your meeting times moving forward so that they get the practice of praying in front of a group.

C. Complete the Jesus Star award

Requirements

1. Who created the stars and on what day?
2. How did the wise men know Jesus was born?
3. Identify which direction Jesus will come from?
4. Draw, cut out, or colour a star.
5. Locate the North Star. Visit a planetarium or view stars at night.

Helps:

This award is a great way to celebrate / make kids aware of Christmas and the GIFT of Jesus at Christmas! Don't just do the minimum, do the maximum to make this a meaningful experience for all. Many kids in Adventurers may not fully know or understand the value of Baby Jesus to our world. Use this award to help them experience the JOY of Christmas!

1. This is a great chance to review / tie-in with the days of creation (My God I. A.) to extend the value, brainstorm stories in the Bible that had stars or happened at nighttime when stars shine!

"...He made the stars also" Genesis 1:16, last part

"...and the evening and the morning were the fourth day" (Genesis 1:19)

2. Matthew 2:2 says the wise men saw stars in the east.

There are illustrated books that tell the story of the wise men. One favourite is the Bible App Bible. It is a print version of the Bible App for Children. If you choose to use the digital app (downloadable in many languages to a tablet or device)

3. Matthew 24:27 says ""For as lightning that comes from the east is visible even in the west. So will be the coming of the Son of Man".

Teaching Idea: Compass and Stars

Materials: Compass and paper pictures of Jesus in the clouds, angels, trumpets, and similar

Procedure: Give each child a paper to colour or illustrate. Ask questions about what they think His second coming will sound, feel, look like. Be sure to focus on the GOOD and EXCITING stuff, rather than the elements of Christ's return that are likely to be overly traumatic. Once they have illustrated it, have them use tape or sticky to make the papers able to be positioned on a wall. THEN show them how a compass (or compass app on a phone) can point directions. Read the Bible text and have them figure out what direction Jesus is coming from. Then, show them how "N" is North, "W" is West, "S" is South, and "E" is East. Then ask them to figure out WHERE based on the compass they should put the pictures about Jesus coming back. They will likely figure out that every eye will see him because his coming fills the sky! That leaves a LOT of wall/surface options!

4. Making a star - the children are old enough that they can make something pretty to take home, or be careful and make something yummy!

Teaching Idea: Star Cookie Tree

Materials: Three to four sizes of star cookie cutters, sugar cookie dough, flat surface, oven, icing and sprinkles

Procedure: Have students cut out cookies in star shapes. The goal is to stack the star shaped cookies (with icing) to make a cookie tree. There are several videos and tutorials online to show you how. [Search: star cookie tree recipe tutorial](#)

Of course, you can also simply make star cookies and either send them home decorated to share with family, or as a treat for snacktime. BE SURE that you check for allergies (eg. flour - celiac) first!

Teaching Idea: Star Ornaments

Materials: Cinnamon sticks or craft sticks, decorative ribbon, glue, small picture of Jesus.

Procedure: Use sticks to create a star shaped design. Glue. Place ribbon and glue so that it can be a hanger for a tree ornament. Place a small picture of Jesus in the center. [Online search: cinnamon stick star craft kids](#)

ANY craft with stars works for this requirement, but if you can connect it to the story of Jesus' birth for us, you gain value for this activity!

5. If your Adventurer club goes caroling during the Christmas season, it is usually after dark, so use the opportunity to find the North Star. Phone apps, star books, and other tools all show you where to find the North star. App search: star gazer OR star chart. Even in the city, the north star is usually visible on a clear night.

II. God's Message to Me

A. Complete the Bible Friends II award.

Requirements:

1. What does it mean to be a friend?
2. Name three Bible Friends.
3. Who is your favourite Bible friend? Tell a story about that person.
4. Dress up and act out a story about a Bible friend.
5. Tell three things you can do to be a friend for Jesus.

Helps:

NOTE: This award is not as much about sets of friends in the Bible like David and Jonathan, Ruth and Naomi, etc. as it is about characters in the Bible who the children know well enough to consider their friends.

1. A friend is someone who is kind, who thinks of nice things they can do for another person. Friends like to spend time together. Sometimes a friend might do something brave, like save a life.

Teaching Idea: What does it mean to be a friend?

Materials: short video of children interacting (no more than 2 minutes)

Procedure: Introduce the video by helping the children, "We are learning about Bible Friends today. Please watch the video and see if you can find some friends."

- After the video is done, ask some of these questions:
- Did you see any friends?
- How did you know they were friends?
- What did they do or say that made you know they are friends?

End the activity by saying something like, "There are people in the Bible who you know well like they are our Bible Friends. Let's see if we can name some."

2. Some of the characters in the My Bible Friends books are: Jesus, David, Ruth, Esther, Dorcas, Samuel, Noah, Hannah, Elizabeth, Little Maid, Joseph, Daniel, Shadrach, Meshach, Abednego, Mary & Jochebed.

Teaching Idea: Name three Bible Friends

Materials: Books with pictures of Bible characters which the Early Birds are familiar with.

Procedure: Open a familiar Bible story book like “My Bible Friends” or some other Bible story book.

Show the children a picture. Ask them questions like:

- Who are the people in this picture?
- What is happening?
- What do we learn from this Bible friend?

Do this for several pictures until the children have told you about 3 or more Bible friends.

Pre-readers like most Early Birds, will tell simple stories!

3. The children tell in their own words the story of the friend that they chose, pointing to pictures.

Teaching Idea: Who is your favourite Bible friend? Tell a story about that person.

Materials: Enough books for each child to have a book which has several stories in it. These should be books with pictures of Bible characters which the Early Birds are familiar with. Another idea is to have each child bring a favourite Bible story book with them to club meeting time.

Reminder: “Bible Friends” are any Bible character that the children “know well enough” to consider their Bible friend.

Procedure:

- Give each child a book or have them get the book they brought with them.
- Ask them to find their favourite story in the book.
- Ask each child to share with their parent then answers to the following questions:
 - a. Who are the people in this story?
 - b. What happens? (this may require the child to show the pictures of the story and tell what is happening in each picture.)
 - c. What do we learn from this Bible friend?
- Have the child and parent sets share with the whole group who their favourite Bible friend is and what we can learn this friend.

4. Teaching Idea: Dress up and act out a story about a Bible friend.

Materials: Costumes for the children to dress up in. These can be over-sized t-shirts with cloth belts, bathrobes, simple “Bible” costumes from a Sabbath School class, etc. Costumes can be as simple as a head piece for each child.

A script or Bible story from a book like “Bible Friends” with enough characters for each child to have a part.

Procedure:

- Get each child dressed up in a costume.
- Tell each child what their part is. Have parents ready to assist their child in their acting part as the story is read.
- Read the story pausing to allow the characters act out and repeat any line that their character says.
- After the story is done, have the children line up and bow as the parents applaud as the audience.

5. *Teaching Idea: Tell three things you can do to be a friend for Jesus.*

Materials: No materials needed.

Procedure:

1. Remind the Early Birds about the video you watched as part of requirement #1. Ask, "Do you remember what we discovered about what makes someone a friend?"
2. Allow children to respond to the question.
3. Explain to the Early Birds, "One way to help other people understand that Jesus loves them is to be a friend and show them that we care about them so that they can understand that Jesus cares too."
4. Ask the following question, "what are some things we can do to be a friend to someone so they can understand Jesus loved them?"
5. Allow children to respond.
6. Challenge the Early Birds to try at least one of the ideas they came up with during the time before their next meeting.
7. At the next meeting, start off by asking if anyone tried any of the friend ideas. Ask, "Who did you treat as a friend? What did you do? How did it make the person feel? How did it make you feel?"

III. God's Power in my Life

A. Have a regular family worship time in your home. Keep a record.

Helps:

"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 Early Bird 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 pictorial, with fewer words, and simpler sentences than older kids or adults would read for their own devotions. Musical tools (instruments or simply kid's song book or DVD/Youtube for kids songs).

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.

B. Ask someone you know why they pray.

Note: This is something you can do as a group. Ask several people that the Early Birds know to come join you for a worship time. Have each visitor prepared to share a place they like to pray. Have a child in the group assigned to ask the "why do you pray?" question to each visitor. This is a good time to invite your pastor, the Sabbath School teacher, the club director, an involved teen or young adult member, and anyone whom the children look up to in the church. Don't forget to invite the parents of the children to be part of the "visitor" group if they are comfortable sharing.

C. Complete the God's World award.

Requirements:

1. Who made our world? (Learn Genesis 1:1.)
2. Act out the story of creation while someone reads or tells it.
3. Sing a song about your world.
4. Look at a globe or map, and show where you live.
5. Name five (5) of your favourite things God created for you.
6. Make a collage, colour a picture of God's world, or take a walk outside and find things He made.

Helps:

The Adventurer WIKI is very helpful on this award.

https://en.wikibooks.org/wiki/Adventist_Adventurer_Awards/God%27s_World

1. *Teaching Idea: Answering the question "Who made our world?" and learning Genesis 1:1*

Materials: The following list of questions, a poster with Genesis 1:1 printed on it

Procedure:

1. Teach the questions and answers to the group by reading the question and answer.
2. Next read the questions again and help the Early Birds say the answers.
3. Finally, read the questions and allow the Early Birds to say the answers on their own.

The Questions and Answers:

- a) Who made our world? God did!
- b) How do you know? The Bible tells me so.
- c) What does it say? "In the beginning, God created the sky and the earth."
(International Children's Bible)
- d) Where is that found? Genesis 1:1

2. *Teaching Idea Option #1: Act out the story of creation while someone reads or tells it.*

Materials: A simple version of the creation story or an easy to understand Bible version

Procedure:

1. Read Gen. 1:1-2:3 in the International Children's Bible, or the creation story from the Bible Story books.
2. Teach descriptive motions or sign language symbols for words that recur throughout the story. Examples are listed or create your own:
 - a. God—point toward heaven
 - b. Saw—shade eyes with hand
 - c. Good—make circle with thumb/forefinger and raise other fingers or two thumbs up with arms fully extended
 - d. Earth—join arms to make a circle
 - e. Garden— children bend over and pretend to water or dig plants in garden
3. As the story is read, have the Early Birds do each motion as they hear the word connected with it. For example: every time they hear "God", they point toward heaven, etc.

Teaching Idea Option #2: Act out the story of creation while someone reads or tells it.

Materials: Something to represent each day of creation. For example:

- Day 1 - a flashlight;
- Day 2 - a cloud made from cotton on a paper OR a container of water;
- Day 3 - a flower or leaf;
- Day 4 - a picture or felt of the sun or moon or stars;
- Day 5 - a stuffed or plastic bird or fish;
- Day 6 - stuffed or plastic animal figures or a picture of some people;
- Day 7 - a pillow or blanket

Procedure:

1. Read Gen. 1:1-2:3
2. Have participants hold up their item up when their day is being read.
3. Review the whole group at the end by naming off each day and having the child with that prop name off what was made on "their day".

3. Teaching Idea: Sing a song about your world.

Materials: Simple musical instruments like clacking sticks, bells, small drums, maracas, etc.

Procedure:

1. Sing one of the songs on the list below or another one you know while the children play along.
2. Song List
 - He's Got the Whole World in His Hands (Pathfinders Sing #118)
(can change words: "He made the whole world by His word" - youtube clip with actions online 'search "[Creation Song: He made the whole world by His WORD! Lyric video](#)")
 - God Made Them All (online videos; Youtube)
 - Jesus Makes Everything Good (Heaven is for Kids, p. 9; Youtube or other places online)
 - If I Were a Butterfly (illustrated song can be found on YouTube or other places online)

4. Teaching Idea: Look at a globe and show where you live.

Materials: A globe of some kind. It is important to have something round so that children understand from what they see that the world is round, not flat AND so that relative distances are more accurate. (blow up balls decorated as globes are fairly easy to get via online shopping -- you may also ask to borrow a globe from a school/classroom). A world map has been provided in the Activity Book on page 24.

Procedure:

1. Show the globe to the group and have them find where you live.
2. Have them find another part of the world that they have heard about or visited.
3. Talk about distances in real life and how much smaller it is on the globe.

5. Teaching Idea: Name five (5) of your favourite things God created for you.

Materials: Small bags for collecting things in.

Procedure:

1. Give each child a small bag.
2. Take a walk outside and have the children collect things that they like that God made (that's most everything that is natural).
3. Once they return to the meeting area, have the children take turns sharing what they collected and what day God made their item. Allow each child to share 2-3 items from their collection.

6. Teaching Idea: Make a collage, colour a picture of God's world, or take a walk outside and find things He made.

NOTE: This requirement can be combined with Requirement #5 if you use the walk outside option.

Materials: Small bags for collecting things in.

Procedure:

1. Give each child a small bag.
2. Take a walk outside and have the children collect things that they like that God made (that's most everything that is natural).
3. Once they return to the meeting area, have the children take turns sharing what they collected and what day God made their item. Allow each child to share 2-3 items from their collection.

My Self

I. I Am Special

A. Complete the Left & Right award.

Requirements:

1. Play "Simon Says" using left/right.
2. Which hand do you draw with? Print your name.
3. Put blue dot stickers on the fingers of your left hand. Put red dot stickers on your right hand.
4. Which side of a faucet is the hot water? Which side is cold?
5. Put your shoes on the correct feet.
6. Practice marching while chanting, "Left, Right, Left."

Helps:

1. *Teaching Idea: Play "Simon Says" using left/right*

Materials: Open space large enough for some movement without trouble. An adult to be the "caller" or "Simon".

Procedure:

1. The children line up side by side so that everyone has a clear view of the Caller or "Simon".
2. The Caller or "Simon" stands facing the Early Birds.
3. To start with, have a parent or other adult line up behind each child.
4. The "Simon" calls out commands. If he/she begins the command with, "Simon says . . .", everyone should do the command action. If he/she just says the command, everyone should not do the command action.

EXAMPLE:

- *Caller says:* Simon says, put your left finger on your right ear.
 - *Everyone:* Should place their left finger on their right ear.
 - *Caller says:* Move your left finger to your left knee.
 - *Everyone:* Should leave their left finger on their right ear.
5. For the first several commands, the adults should help their child follow the commands correctly. This will include not following the command if "Simon says" is not part of the command. It also entails helping the child figure out which is the LEFT and which is the RIGHT.
 6. After the children have mastered the LEFT and RIGHT, have the adults step back from the children and do several more commands so that they can complete the commands on their own.
 7. Remember to occasionally put in a command where you do NOT use "Simon says".
 8. Here are some commands you may want to start with:
 - Raise your right hand.
 - Put your left hand down.
 - Take a step with your left foot.
 - Put your right thumb up.
 - Touch your toes with your left hand.
 - Stand on your right foot.

3. Teaching Idea: Put red dot stickers on the fingers of your left hand. Put blue dot stickers on your right hand.

Materials: Enough stickers so that you have enough of 2 kinds of stickers to give 5 of each stick to every child.

Procedure:

1. Select a sticker to represent the LEFT and a sticker to represent the RIGHT.
2. Ask an adult to help each child put one sticker on each finger of the appropriate hand.
3. Play a game to see if everyone can hold up the correct hand so that everyone has the same stickers showing.

NOTE: This can be done BEFORE the “Simon says” Game of requirement #1 and may help some children tell their LEFT from their RIGHT more easily.

4. When the children are getting their hands up mostly in unison, have them take their stickers off and stick them either to their activity book or paper where they wrote their name.

4. Teaching Idea: Which side of a faucet is the hot water? Which side is cold?

Materials: A sink with hot and cold faucets/taps OR another location where it is important for the EARLY BIRD to know Left and Right. A picture of a faucet/tap with the words HOT and COLD written below. Red and Blue crayons for each child.

Procedure:

1. Take the children to a sink where you can show them where the HOT and COLD are located. Ask the children which is the RIGHT side and which is the LEFT side.
2. Take the EARLY BIRDS back you the meeting location. Hand out the picture of the faucet along with a RED and a BLUE crayon to each child.
3. Ask the children to remember when you were standing in front of the faucet, then ask, “Which side was hot?” “Which side was cold?”.
4. Instruct the children (ask parents to help as needed) to draw a RED line from the HOT word (in red) to the side of the faucet that was HOT water and a BLUE line from the COLD word (in blue) to the side of the faucet that was COLD.

5. Teaching Idea: Put your shoes on the correct feet.

Materials: Each child’s own shoes.

Procedure:

1. Ask the children to remove their shoes.
2. Have the parent “mix up” the shoes while the child watches.
3. Ask the parent to give one shoe at a time to their child.
4. Instruct the Early Birds to put their shoes on the correct foot.

NOTE: You or the parent may need to explain how you know which shoe to put on a given foot.

5. Once the shoes are successfully on the correct feet, move on to the next activity.
6. A variation on this activity is to make it a bit more challenging by taking all the shoes, putting them in a pile in the middle of the circle of children then asking them to find and then put on their shoes.

6. *Teaching Idea: Practice marching or walking while chanting, "Left, Right, Left."*

Materials: Space to march or walk preferably outside where the group can go places marching or walking in step or in unison with LEFT and RIGHT directions. Feel free to turn this into a game.

Procedure:

1. Go outside or into an open space.
2. Instruct the children to follow your commands. When you say left, they should put their left foot down. When you say right, they should put their right foot down.
3. Have everyone line up behind you and follow your lead as you call out LEFT, RIGHT, LEFT, RIGHT, LEFT, RIGHT, etc.
4. Do this for several repetitions. Now ask the children to join you as you call out LEFT, RIGHT, LEFT, RIGHT, etc. as you walk or march back to your meeting space. Note: Mastery of marching is NOT needed to fulfill this requirement!

II. I Can Make Wise Choices

A. Complete the Manners Fun award.

Requirements:

1. Learn the Golden Rule (Matthew 7:12)
2. What are five politeness words used in your culture to demonstrate good spoken manners.
3. Draw or cut and paste pictures to illustrate one of the politeness words.
4. Play a game using the four politeness words.

Helps:

1. *Teaching Idea: Learn the Golden Rule (Matthew 7:12)*

Materials: Large poster with Matthew 7:12 written on it, pieces of paper with the words written each on a separate piece of paper.

Procedure:

- a) Explain to children that we are going to talking about what the Bible says about how to treat other people.
- b) Show the Early Birds the poster with the words for Matthew 7:12. Point to each word and ask the children to "read" with you. Go through the verse several times.
- c) Hand out the word pages. Some children may end up with more than one word.
- d) Ask the Early Birds to put the words in the correct order.
- e) Once the verse is put together, ask the children how they would like to be treated. The children may need assistance from their parents to answer the question. Note: Lots of repetition will assist pre-readers in succeeding!

2. *Teaching Idea: What are five politeness words?*

Materials: Large posters with "PLEASE", "THANK YOU", "YOU'RE WELCOME", "EXCUSE ME", "I'M SORRY" written on them.

Note: The five politeness words may be different in your culture.

Procedure:

1. Explain that treating people the way we want to be treated, includes speaking to people respectfully and nicely. There are several words we use to show respect while still communicating our needs and wants. We call them "Politeness Words" or "Manners Words".
2. Show each word and explain when to use each word
 - a. PLEASE - said when you are nicely asking someone to give something to you or for them to do something for you.
 - b. THANK YOU - said when someone has done something for you or given you something.
 - c. YOU'RE WELCOME - said as a reply when someone has said "Thank you" to you. This is to let them know that you are glad you were able to give or help.
 - d. EXCUSE ME - said when you do something rude or something that interrupts someone else.
 - e. I'M SORRY - said when you have done something to hurt someone either with an action or words.
3. Now ask the children to help you decide which "politeness word" to use.
4. Explain situations which the children could find themselves in (preferably something that might happen often). Think of enough situations so that each child has the opportunity to decide at least twice which "politeness word" should be used.

3. Teaching Idea: Draw or cut and paste pictures to illustrate one of the magic words.

Materials: small pictures of children being nice to each other, scissors, glue, paper

Procedure:

1. Spread the pictures out on a table.
2. Hand out either blank paper or Activity Books (pg28), scissors, and glue. This project is likely to need parent assistance.
3. Have each child select 2-3 pictures.
4. Ask them to explain to their parent which "Magic or Manners words" would be used in each the situation in each picture.
5. Then have the children trim and glue their pictures on their paper.

4. Teaching Idea: Play a game using the five politeness words.

Materials: Scorecards with sections for each of the 5 politeness words (see Activity Book, pg30) so that an adult can tally on the card. Pencils or pens for keeping score.

Table with chairs for each child. Plates or bowls, snacks, cups, drinks, napkins, etc. NOTE: Remember that adults need to model this behaviour for the children during the activity.

Procedure:

1. As you begin the game. Tell the children that the goal of the game is to see how many times they can each use the 'politeness words' correctly during snack time. Remind them that good manners are all about helping everyone have a good time and feel happy.
2. Hand out score cards & pens/pencils to a parent for each child. Their job is to mark a tally each time their child uses any of the 'politeness words'.
3. Place everything in the center of the table. Slightly out of reach of all the children. Start the game away from the table by bringing the table and it's contents to the attention of the children. "Look, there is a table with everything we need for snack time." Do not allow anyone to go to the table until they use "Please" to ask to be allowed to participate in snack time.
4. Once the children are all at the table, they must ask for the utensils, snack foods, drink, etc. and use all the 'politeness words' you have been talking about.

5. When snack time is over, have the children check in with their parent about how many times they used each of the 'politeness words' Have the parent and child work together to count up their totals and talk about how the child can find ways to use the words more.
6. Have each child report to you their totals. Hand out a prize to each child as they report. Cheering them for using 'politeness words' and challenge them to continue to use these words everywhere they go.

III. I Can Care for My Body

A. Complete the Know Your Body award.

Requirements:

1. Learn I Corinthians 6:19.
2. Name the twelve parts of your body.
3. Draw your body and label twelve parts.
4. What are knees for?
5. What does your face do for you and others?
6. Name some useful things you can do with your hands.
7. How can you use your mouth for Jesus?

Helps:

It is possible to do one activity to cover both Requirements 2 & 3. Also, Requirements 4-7 are discussions which can happen during the activity.

1. Teaching Idea: Learn I Corinthians 6:19.

Materials: Large poster with words to 1 Corinthians 6:19 written on it from a simple version of the time Bible like NIV or CEB.

Procedure:

1. Show the memory verse poster to the children.
2. Read the words with a chanted rhythm or beat.
3. Next, have the children chant short sections after you. Usually this is 1-3 word phrases which make sense together.
4. Next, repeat it again BUT this time combine every two sections together so the children are doing complete phrase sections.
5. Repeat a third time in 2 or 3 sections.
6. Repeat a 4th time doing the whole verse together.
7. Have each child go to their parent and repeat the verse to them.
8. Repeat the verse several more times during the meeting using the same rhythm every time.

2. Teaching Idea: Teaching Requirements 2-7 as one activity section.

Materials: There are Two options based on spaces, weather, etc.

Option 1 - sidewalk chalk, sidewalk or paved space large enough for all the children to lay down and be completely on the space.

Option 2 - pieces of paper large enough for each child to fit on a single piece completely (paper table covering, newsprint rolls, or butcher paper), crayons or markers for drawing on the paper.

Both Options - Cue Card for each parent with the Body Parts List AND the discussion questions written on it so they can talk about the answers with their child while they draw and label their body.

The Body Parts List:

- Head
- neck
- shoulders
- arms
- elbows
- hands
- fingers
- back
- legs
- knees
- feet
- toes

The Discussion Questions:

1. What are knees for? What do we do with them?
2. What does your face do for you and others?
3. What are some useful things you can do with your hands?
4. How can you use your mouth for Jesus?

Procedure:

1. Explain to the Early Birds that we are going to learn about our bodies today.
NOTE: Parents will need to help extensively with this award.
2. Take the group to the location you are going to be doing the drawing.
3. Have the Early Birds select their marker/crayon or sidewalk chalk colours (2 for tracing around himself or herself and a different colour for labeling the body parts).
4. Hand out the paper sheets or select a section of sidewalk or other safe, paved surface.
5. Tell the children that they are going to be working with their parent to draw all the way around them then they will be labeling 12 parts of their body outline and talking about several of them.
6. Let parents know how long they have to complete the drawing, labeling and discussion activity.
7. Once everyone is done, ask a child or two to report the answers to each of the discussion questions they talked about with their parent.

My Family

I. I Have a Family

A. Say the fifth commandment: "Honour your father and your mother" (Exodus 20:12).

Teaching Idea: Say the fifth commandment.

Materials: Dress up clothes so children can dress up "like mommy or daddy".

Procedure:

1. Tell the children that we are learning about one of the commandments.
2. Read the commandment from the Bible.
3. Let's see if we can figure out what it means.
4. Pair the children up in sets of two.
5. Have the children take turns dressing up "like a parent".
6. Describe a situation for each child set to act out. Have the children act out what it means to honour. Things like a parent asking a child to pick up their toys or help set the table for a meal or take care of a pet all work.
7. Switch roles by having the other child in each pair dress up.
8. Describe a second situation that the pairs must act out. Things like a parent asking a child to pick up their toys or help set the table for a meal or take care of a pet all work.
9. Ask: "What does it mean or look like when you honour your father or your mother?"
10. Finish by asking the Early Birds, "What does the 5th Commandment say?"

II. Families Care for Each Other

A. Complete the Home Helper I award.

Requirements:

1. What body parts do you use to help at home?
2. *In the Activity Book* - Circle which of the following you think you could do to help or draw your own. See page 34 for illustrations
2. *In the Awards Book* - Name three ways you can help at home.
3. From #2, pick one of the ways to help at home and help for one week. (tasks such as "Make bed," "Help Sweep," "Dust," "Help Clean Your Room," and "Separate Recycle Materials" might be on the list. Make this list match the family of the child!)
4. Learn a song about helpers.
5. Name a Bible character who was a helper.

1-3 **Teaching Idea:** What body parts do you use to help at home? AND Name three ways you can help at home. AND Pick one of the ways to help at home and help for one week.

Materials: A whiteboard or chalkboard or a large piece of paper AND the appropriate writing tool to make lists. An assignment card or activity book with an assignment section - the card or section should contain a way for the child to record which days during the week, they completed the helping task. Note: Some cultures have stopped training kids to be involved family members,

helping through tasks/chores. This requirement help empower parents/guardians to involve their children.

Procedure:

Note: Lists can be pictures/graphics for Early Bird relevance.

- a) Divide the writing space in half (down the middle). Say, "We are making two lists about helping at home. Let's see how many we can come up with."
- b) Start making a list. One side is what can be done to help at home. The other side is the body part or parts that are used to do the helping. (there will be repeats in the body parts list and that is ok)
- c) Make the list as long as you can fit in the space or until you have 10 or 12 items. Some ideas if the children need help getting started:
 - Put away toys
 - Load the dishwasher
 - Rinse the dishes
 - Help cook food
 - Feed a pet
 - Play nicely with a younger brother or sister
 - Set the table
 - Mop or Sweep, etc.
- d) After the list is complete, have each child select which item they will complete for the coming week. An adult will need to help each child complete the Assignment Card or pg 35 of the Activity Book.
- e) At the next meeting, ask for a report of what they did.

Note: Some days they may choose a different task. Helping is the goal!

4. Teaching Idea: Learn a song about helpers.

Materials: CD, video, or sheet music for a song. Song Ideas: This Little Light of Mine, Love Your Neighbour (VeggieTales), Jesus Wants Me for a Sunbeam

Procedure:

- a) Find a song your children know from Sabbath School or teach a new one.
- b) Explain that this song is about helping people.
- c) Sing the song.

5. Teaching Idea: Name a Bible character who was a helper.

Materials: Bible story of Samuel with pictures. Source: GraceLink-Kindergarten either the story of Little Maid (Year B, 3rd Quarter, Lessons 5) or Samuel (Year A, 3rd Quarter, Lesson 3). My Bible Friends books also have these stories, as does "The Bible app for Kids" available on the app store.

Procedure:

- a) Find a Sabbath School Quarterly or another story source with the story or show a Gracelink video from Gracelink.net. The Little Maid or Ears to Hear (Samuel)
- b) Show or read the story.
- c) Ask the Early Birds, "How did Little Maid or Samuel help?" What do they teach us about helping?"

III. My Family Helps Me Care for Myself

A. Complete the Fire Safety award

Requirements:

1. What should you do if your clothes catch on fire?
2. What should you do if there is smoke in your house and it's hard to breathe?
3. Memorise your phone number and street address.
4. What phone number do you call if there is a fire? What do you tell the person who answers the phone?
5. Either visit a fire department or have a fireman or fire truck and team visit your group.

Helps:

1. *Teaching Idea: What should you do if your clothes catch on fire?*

Option #1

Materials: VeggieTales Sing-a-Long online search: "Stop, Drop, and Roll" song. Space to practice.

Procedure:

- a. Play the song and show the kids how to properly do what it says. STOP - stop where you are. DROP - Fall to the ground with hands over face. ROLL - roll over and over until the flames are out or an adult stops you.
- b. Do the actions with the song.

Option #2

Materials: None

Procedure:

- a) Two teams
- b) Play a simple relay "rolling" from one line to the other.

2. *Teaching Idea: What should you do if there is smoke in your house and it's hard to breathe?*

Materials: Materials to help children and their parents pretend they are at home and can practice doing the correct things.

Procedure:

1. Show the Early Birds what to do if there is an alarm going off at home and/or you smell smoke. Things to remember:
 - a. Crawl low under smoke where the air is fresher and cooler.
 - b. Get out fast. Do not stop to rescue pets or personal possessions.
 - c. Feel the door with the back of your hand. If the door is hot, use another escape route.
 - d. Go directly to your meeting place outside.
 - e. Call 9-1-1 from a neighbour's home.
 - f. Stay out! Never go back inside for any reason.

2. Practice an alarm going off and everyone leaving the "house" correctly. Set a "family meeting point" within the room but "outside the house" where they meet once they get out of the house.

Note: This works best if debrief time at the end encourages parents to dialogue with kids about how to do these things at their home.

1. Teaching Idea: Memorise your phone number and street address.

Materials: An easy to catch ball for each child and parent set (adapt number of digits to your area)

Procedure:

1. First round, the parent says the first 3 numbers of the phone number then tosses the ball to the Early Bird. The Early Bird catches the ball then repeats what the parent said. The ball is tossed back and forth until both the phone number and address have been said.
2. Second round, while continuing to toss the ball back and forth, the parent says the first 6 digits of the phone number, the last 4 digits, then large sections of the address.
3. Third round, while continuing have the person speaking hold the ball, the parent says the first part of the phone number or address, the child does the next part, and they alternate until the whole phone number and address are complete.
4. Fourth round, continue the ball tossing while the parent says the whole phone number, the whole street address, the city/state/postal code and the child repeats it.
5. You are now ready for the next activity with the pretend 'Emergency Call' operator.

Teaching Idea: What phone number do you call if there is a fire? What do you tell the person who answers the phone?

Materials: A pretend phone. Script for adult "Emergency Call operator".

Procedure:

1. Explain to the Early Birds what the emergency contact number for your area is and then explain how to make an emergency phone call.
 - a. If there is an emergency like a fire or someone is VERY sick or hurt, they should call "EMERGENCY NUMBER" (eg. **999** - UK Emergency Number - This is the emergency number for police, ambulance, fire brigade, coastguard, cliff rescue, mountain rescue, cave rescue, etc. Note the important word 'EMERGENCY'. Calls are free, and 999 can be dialled from a locked mobile phone.
112 – Another emergency number - This operates exactly the same as 999 and directs you to exactly the same emergency call centre. The important thing about 112 is that it will work on a mobile phone anywhere in the world.
 - b. An adult will answer and ask what the problem is.
 - c. The child should tell the operator, "There is a fire (or whatever the problem is) at -- and give their street address."
 - d. The child should stay on the phone answering the operator's questions UNTIL the operator tells them to hang up the phone.
2. Next take turns having each child use the VERY pretend phone to call **999** or your emergency phone number. Have a parent pretend to be the operator. Have them follow the script you gave them. Let them know that it is fine for them to vary the questions they ask for each child.
3. After every child has had the chance to "Emergency Call service " remind the children that the **ONLY TIME YOU CALL IS WHEN THERE IS A REAL EMERGENCY.**

Teaching Idea: Visit a fire department

If possible, visit a fire department. Ask them ahead of time to teach the answers for this award. Many times, fire-teams can bring their truck and fire-people to your meeting place to do a meaningful presentation.

My World

I. The World of Friends

A. Complete the My Community Friends award.

Requirements:

1. Name five (5) different friends who live in your community.
2. Make a scrapbook or collage of your neighbourhood friends, including at least five (5) different people.
3. Tell three (3) things that you and your friends can do to make your neighbourhood a better place.
4. Tell one of your friends that Jesus loves them.
5. Do something nice for a community friend.
6. Make a new friend in your neighbourhood.

Helps:

People the children know who are not part of their family or close friend group. It is best to help the children focus on people who live close to them.

- 1-2 **Teaching Idea:** *Name five (5) different friends who live in your community. AND Make a scrapbook or collage of your neighbourhood friends, including at least five (5) different people.*

Materials: Early Bird Activity Book (pages 38-42), crayons or markers and glue

NOTE: Ahead of time, ALERT PARENTS that they will need to bring pictures of 5 different people who live near them for this activity (permission and consent must be given before pictures are used therefore a drawing will suffice if consent has not been given).

Procedure:

- a. We are thinking and talking about people that you know, who live close to you, but are not part of your family. They are called Community Friends.
- b. Hand out the Activity Books.
- c. Next, have the children collect the five pictures from their parent and lay them out in front of them.
- d. Go around the table and have each child share the name of each person, where they live in relation to the child's family, and one interesting fact about that community friend. Example: This is Mr Joe. He lives across the street. He has a big cat. This is Sasha. She lives beside us. She likes to grow tomatoes. Etc. Each child should introduce one friend each time around until all 5 friends have been introduced.
- e. Have the Early Birds glue the pictures of their friends into their books and add the name of the neighbour somewhere on the page with the picture.
- f. It works well to have each child glue in the picture and name once they have introduced the person so that when the introductions are done, the books are mostly complete.
Note: If necessary, the children may draw their community friends.

3 **Teaching Idea: Tell three (3) things that you and your friends can do to make your neighbourhood a better place.**

Materials: No materials needed.

Procedure:

- a. Ask the Early Birds what some things are that they and their neighbourhood friends can do to make their neighbourhood a better place to live. Any answer works. Some ideas would be: keep our yard looking nice, speak kindly to neighbours when we see them outside, help an elderly neighbour who struggles to keep their yard nice (always ask first), don't litter, keep trash picked in the community playground.
- b. Encourage the children to select something they have talked about to go home and do with their family to make their neighbourhood nicer.

4 **Teaching Idea: Tell one of your friends that Jesus loves them.**

Materials: Photocopies of Early Bird Activity Book (pg43 or pg45), crayons for colouring.

Procedure:

- a. Hand out the photocopied pages and have the Early Birds colour their pages.
- b. Ask them to talk with their parent about which neighbour to give the artwork to and to tell them that Jesus Loves Them.
- c. Encourage the children to give their colouring page to their community friend within the coming week.

Note: the Adventurer may want to colour in pg43 and/or pg45 of their booklet as an extra activity

5 **Teaching Idea: Do something nice for a community friend.**

Materials: No materials needed.

Procedure:

- a. Ask the children to look at the pictures of their community friends and tell you what something is that they could do for one of those friends that would be nice or would make that friend smile.
- b. Allow Early Birds to respond with their ideas and guide them to things which they and their parent would actually be able to do.
- c. After each child has responded a couple of times, ask them which one of their ideas are they going to do this next week for a community friend.
- d. At the next meeting, ask for a report about how doing the nice thing went.

6 **Teaching Idea: Make a new friend in your neighbourhood.**

Materials: No materials needed.

Procedure:

- a. Discuss with the Early Birds and their parents, who some people might be in their neighbourhoods that might be able to meet.
- b. Also, discuss how the family might meet this new person or family. It might be at the community playground or maybe taking a gift to someone who moved in recently, etc.

Note: Safety is essential with this requirement. Parents should make sure that new friends are safe friends.

II. The World of Other People

A. Complete the Playing with Friends award.

Requirements:

1. What is a friend?
2. Name three ways you can make friends.
3. Name four things you can talk about to be friendly with someone.
4. Name four things you need to think about when choosing a friend.
5. Name three ways that you can know a person is a right friend for you.
6. Did Jesus have friends? Have an adult help you find a story in the Bible about some of His friends.
7. Make a craft to give to your friend.
8. Do your choice of one of the following:
 - a. Learn a song about friends.
 - b. Make a scrapbook about a new friend.
 - c. Learn or experience a poem about a friend.
 - d. Tell a story about a friend

Helps:

Much of the first several requirements of this award can be done as a discussion BUT they are more interesting if you create role play situations OR find some short video clips of children making a new friend or being a good friend.

1. *Teaching Idea: What is a friend?*

Materials: No materials needed.

Procedure:

- a. Explain to the Early Birds that you are talking about PLAYING WITH FRIENDS. Invite the parents to be part of this conversation with their child.
- b. Ask them for a definition of what a friend is. Something like “someone who you like and enjoy being around”, “someone who likes doing something that I like to do”, etc.

2. *Teaching Idea: Name three ways you can make friends.*

Materials: No materials needed.

Procedure:

- a. Ask, “what are some ways to make a friend?” Allow the children to answer. If needed ask parents to help their child think of ways they have made a new friend in the past.

Some ideas might include:

- i. Saying “hello” to someone at school or church.
 - ii. Having a friend introduce you to someone new.
 - iii. Playing together at the playground several times and becoming friends by playing.
 - iv. Being part of the same swim or gymnastics or other class.
 - v. Having parents who become friends.
- b. Ask the children, “What did you do or say that helped someone become your friend?”
 - i. Say “hi”.
 - ii. Smile.
 - iii. Share a toy or space on the playground.

3. Teaching Idea: Name four things you can talk about to be friendly with someone.

Materials: No materials needed.

Procedure:

1. Ask, "what are some things you can talk about to be friendly to someone?"
 - a. A game that you are playing together.
 - b. Colours you like or other things you like which might be the same.
 - c. What you can play together.
 - d. Invite the other person to share some toy with you.

4. Teaching Idea: Name four things you need to think about when choosing a friend.

Materials: There are a number of short videos for this are which might be useful.

Procedure:

1. Some questions to ask when choosing a friend:
 - a. Does this person like similar things?
 - b. Does this person help me feel better about who I am?
 - c. Does this person act in ways that are kind, loving, and helpful?
 - d. Does this person show respect to adults? (their parents, teachers, other adults)
 - e. Do my parents like this person?
2. Remember that you didn't get to pick your family. You don't get to pick your teachers or classmates. BUT you do get to pick the people you want to be your friends. So, be careful that you make choices that will make God happy and you happy.

5. Teaching Idea: Name three ways that you can know a person is a right friend for you.

Materials: No materials.

Procedure:

1. Here are some ways to know someone is a good friend for you.
 - a. A good friend never makes fun of you instead they encourage you and build you up.
 - b. A good friend is not bossy instead good friends take turns deciding what you will do. You are equals.
 - c. A good friend helps you be the best you that you can be.
 - d. A good friend likes to do similar things to what you enjoy.
 - e. A good friend believes that God and the Bible are important so that we know how we will be happy and safe.

6. Teaching Idea: Did Jesus have friends? Have an adult help you find a story in the Bible about some of His friends.

Materials: Simple to understand Bible for each child (CEB, NIV, etc), a parent to do the activity with each child.

Procedure:

1. Who were some of Jesus' friends? See if you can find the story in the Bible.

NOTE: These will all be in the gospels. Here are some ideas:

 - a. Luke 10:38-42 - Mary & Martha
 - b. Matthew 4:18-22 - Jesus invites Peter, Andrew, James & John
 - c. John 21:1-14 - Jesus appears to his friends after his resurrection
2. Instruct the Early Birds to work with their parent to find and read a Bible story about Jesus having a friend or friends.
3. After everyone has listened to their story, ask one child at a time to report, "who was Jesus' friend in the story you heard?"

7. Teaching Idea: Make a craft to give to your friend.

Materials: table covering (this is a messy craft), cleaning wipes or paper towels, full sized piece of drawing paper for each child, 9" paper plates (one per child), washable finger paints in several colours, small paper strips with the words "Thank you for being my friend" on them.

Procedure:

- a. Pass out the drawing paper. Have each child select two finger paint colours. Put some of each colour on their paper plate.
- b. Instruct the children to carefully place their hand in the paint and put hand prints of both colours all over their paper.
- c. Once the handprints are on the paper, take time to clean everyone's hands and then work on another requirement while the paint dries.
- d. Once the paint is dry, have each child glue the "Thank you" note on their paper and print their friend's name at the top of the design (they might need help writing the friend's name).
- e. At the end of the meeting time, ask the Early Birds to give their craft to their friend to thank them for being a friend.

Teaching Idea: Do your choice of one of the following:

- Learn a song about friends.
- Make a scrapbook about a new friend.
- Learn or experience a poem about a friend.
- Tell a story about a friend

Materials: Materials vary based on the project selected.

Procedure:

1. Select two projects. Ask the Early Birds to select which project they want to do about a friend.
2. Once the group has divided into project groups, have them complete their project with the other friends who have selected that project type as well. Parents should help!

VIII. The World of Nature

A. Complete the Scavenger Hunt award.

Requirements:

1. Go on a scavenger hunt with one of your parents, a teacher, or another adult.
2. Find two items in nature (acorns, pine cones, nuts, leaves, etc.).
3. Find something relating to a Bible story (small basket = Moses, cotton, lamb's wool, stones = altar, multi-coloured material Joseph's coat, etc.). Talk about the story.
4. Find something that is red (flower, piece of material, colour crayon, etc.).
5. Find a plastic egg (or another type of container), open it and share with another Early Bird. (Can put grapes, raisins, candy, or whatever you like.)

Helps:

This award is best done outside but it can also be done inside with some careful planning on the part of the leader.

NOTE: Notice that you have to FIND but you don't have to collect the items listed.

Teaching Idea: Go on a scavenger hunt with one of your parents, a teacher, or another adult.

Materials: A list of things to find which should include the items from award but also additional items like items of other colours. Be sure that there are enough containers “hidden” so that every child is able to find and share the contents with their parent. Note: If your list is different you should provide the list for Early Bird’s success.

Procedure:

1. Every Early Bird & parent team should have a checklist and pencil and crayon.
2. The list should include that basic list from the requirements PLUS several items specific to your environment.
 - a. Find 2 nature items.
 - b. Make a rubbing of a texture. Tree bark, bricks or some other textured item work well. (this is an extra one but it is fun!)
 - c. Find 1 item which reminds you of a Bible story. (Tell someone the Bible story)
 - d. Find 1 item that is RED. (I like to add at least 3 more colours of items - such as BLUE, BROWN, GREEN)
 - e. Find 1 container (plastic easter eggs work nicely for this) which has goodies inside it. Share the contents with someone else.
3. Once everyone is done, bring everyone together and ask specific children to share what they found in a category. Example: “Rosie, what did you find that was RED?” “David, what did you make your rubbing of?” “Sonia, what did you find that reminded you of a Bible story? What was the Bible story?” Etc.

Additional awards which Early Birds could earn:

- Alphabet I
- Animal Homes
- Friend of Animals
- Cyclist I
- Swimmer I
- Crayons and Markers
- Gadgets and Sand
- Jigsaw Puzzles
- Pets
- Shapes & Sizes
- Sponge Art
- Stamping Fun I
- Toys

Note: These awards can be used to fill extra meetings. Requirements and help are on the General Conference Youth Ministries website (youth.adventist.org)

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Resources:

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