



Sunbeam

Instructor Manual



This book belongs to _____

Sunbeam

Instructor Manual



General Conference Youth Ministries Department

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Dear Adventurers, Parents, and Leaders,

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

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

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

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



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

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



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

Thanks for joining us in the journey!



Andrés J. Peralta
Associate Youth Director





Adventurer Club History

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

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

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

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

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

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

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

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





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

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

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

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

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



Sunbeam Checklist

Name: _____ Date Started: _____ Date Completed: _____

Basic Requirements

1. Repeat from memory and accept the Adventurer Law.
2. Complete the Reading II award
3. Complete the Seasons award

My God

1. God's Plan to Save Me
 - a. Create a story chart showing Jesus' life: Birth, baptism, miracles, parables, death, resurrection and return to heaven.
 - b. Find a method to creatively tell about one of the stories above to show someone the joy of being saved by Jesus.
2. God's Message to Me
 - a. Complete the Bible II award
3. God's Power in My Life
 - a. Spend regular quiet time with Jesus to talk with Him and learn about Him. Keep a record.
 - b. Ask three people their favourite "Jesus story" (story from the gospels) and why.
 - c. Complete the Parables of Jesus award

My Self

1. I Am Special
 - a. Make a tracing of yourself. Decorate it with pictures and words which tell good things about you.
 - b. Share your drawing with your group.
2. I Can Make Wise Choices
 - a. Participate in an activity or game about choices.
3. I Can Care for My Body
 - a. Complete the Fitness Fun award

My Family

1. I Have a Family
 - a. Ask each member of your family to tell some of their favourite memories.
2. Families Care for Each Other
 - a. Show how Jesus can help you deal with disagreements. Use: Puppets, Role Playing, Etc.
 - b. Complete the Acts of Kindness award
3. My Family Helps Me Care for Myself
 - a. Complete the Road Safety award

My World

1. The World of Friends
 - a. Complete the Courtesy award.
2. The World of Other People
 - a. Explore your neighbourhood. List things that are good and things you could help make better.
 - b. From your list choose ways and spend time making your neighbourhood better.
3. The World of Nature
 - a. Complete the Friend of Nature award

Instructor Checklist

Basic Requirements

1. _____
2. _____
3. _____

My God

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

My Self

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

My Family

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

My World

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

INTRODUCTION



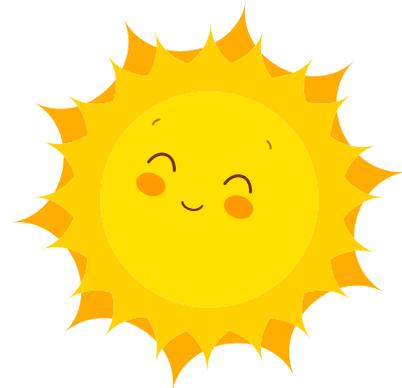
"Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

–Matthew 19:14 (NIV)

This passage is often illustrated with a group of angelic children sitting attentively at Jesus' feet. Perhaps this was the first picture that popped into your mind when you agreed to lead out with Sunbeams. However, now that you've had time to think about it, the picture may have quickly changed to a group of active 7 year olds running around the room screaming at the top of their lungs while you yell, "Please be quiet!" Hopefully the reality will be somewhere in between these two pictures!

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

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



SECTION

1

The Sunbeam Level

This section contains an overview of the Sunbeam level. You'll get a quick look at how Sunbeams fit into Adventurer Club Ministries, the goals, Pledge, Law, song, and more!



New Adventurer Logo



Nature
Oriented
Ministry

Jesus
Centred
Ministry

Family
Focused
Ministry



Sunbeam 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 & resources available via the GC Youth website.



The Sunbeam Class

One of your responsibilities as Adventurer parents and staff is to encourage the physical, mental, and spiritual development of each child. The Adventurer curriculum levels were created to assist you with this responsibility. The Sunbeam requirements are organised 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 completes the class requirements will receive the Sunbeam pin during the Investiture Service.

Individual awards are also awarded as part of the Sunbeam class. Each award is earned when the requirements are completed. If the sunbeam and their leader-parents finish all the required awards, others are also available.

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



SECTION 2

Characteristics of Sunbeams

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





What You Need to Know About Sunbeams



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 Sunbeams. 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. Also, abilities that children don't have at the beginning of the Adventurer year, they may develop later in the year. Sunbeams are quickly growing and learning. Make sure you focus on the specific needs of each child and not the stages.



Physical Characteristics

- Vary in size and abilities, which may affect their self-concept.
- Gross motor skills (large muscles) are strong.
- Long arms and legs make kids appear gawky.
- Have good balance.
- May not want to rest when tired.



Cognitive Characteristics

- Are less impulsive than first graders.
- Make decisions based on what others think.
- Like to use their improved reading skills.
- Want more responsibility.
- Need closure and want to complete activities.
- Want work to be perfect.
- Are egocentric but beginning to see others' point of view.
- Stress fairness.
- Experience guilt and shame.



Social Characteristics

- Like to talk and may exaggerate.
- Are independent but rely on adults.
- Like structure.
- Dislike being singled out even for praise.
- Have strong emotional reactions.
- Can wait their turn.
- Erase a lot to try to get things perfect.
- Need frequent encouragement and positive feedback.
- Need help reducing self-criticism so they can focus on learning and doing rather than the end product.
- Need adults to be patient if the Sunbeam feels moody or frustrated.
- Like open-ended questions where all answers are accepted so they can be heard and use their verbal skills.
- Need opportunities for decision-making.
- Need discussions about right, wrong, and fairness.
- Enjoy activities with big movements like running, jumping, and swimming.



Spiritual Characteristics

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

These stages are:

Primal Faith (ages 0-2)

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

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

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

4-*Individuative-Reflective Faith

5-*Conjunctive Faith

6-*Universalising Faith

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

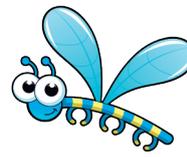


Stage 1 (Little Lambs and Early Birds)

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

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

- Compared - Children at this age are able to start to work out the difference between verified facts and things that might be more fantasy or speculation.
- Trust Circle - Source of religious authority starts to expand past parents and trusted adults to others in their community like teachers and friends.
- Religion as their Experience - Kids in this age group have a strong interest in religion. Later in this stage children begin to have the capacity to understand that others might have different beliefs than them.
- Duty - following God and his teaching is seen as a duty and honor.
- Concrete Meaning - By default, children in this age group see that prayer to God is important and expected. They believe that good behavior is rewarded, and bad behavior 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 Adventurer Club to be a fun experience for everyone, so try to keep your sense of humour and compassion even when an Adventurer's behaviour is a problem.

DO . . .

- Have a few short, simple rules and post them. 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, holding up a 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 instructions, you can usually get him back on track.
- Stand near an Adventurer to get her back on task.
- Ask adults to interact with the children. If adults are happily participating in the activities, the Adventurers are more likely to model the adults' behaviour. Additionally, having adults involved can prevent misbehaviour from escalating.





DON'T . . .

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



SECTION

3

Sunbeams with Disabilities

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





Including Sunbeams 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 disabilities can generally tell you when they require assistance and if they can't, their parents or guardians can. Remember that parents or guardians are not looking to you to discredit a diagnosis or to offer a "cure" for a condition; rather they are looking to you to welcome and include their child. Additionally the other children and adults look to you to see how to act, so make sure you treat the child with a disability with the same openness and ease that you show all of the children.

DO's

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





Planning Inclusive Activities

At times you will need to substitute or change program requirements in order for children with disabilities to participate. However, this may 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 Bible verses, let her draw pictures of the themes of verses: Jesus cares for me today, Jesus comes again, and Jesus will take me to Heaven.
- Ask an autistic child or his parents or guardians for one to three things he would like to work on to replace any of the Fitness Fun requirements he cannot or is not interested in doing. The key to fitness success for kids with autism is for them to connect to something in which they are interested. Suggestions: bouncing a ball to a parent five times, shooting a basketball three times, eating a bite of one new food a week.
- If a child has a balance problem, substitute riding a scooter for riding a bike at a bike rodeo.
- Instead of making a creation story chart, a blind child can make a creation collage using small plastic animals and other tactile objects.
- A child with cerebral palsy with poor fine motor skills may not be able to take care of a small plot of land for the Gardener award. Instead, have her assist an adult or another Sunbeam by watering the plants and harvesting.
- Teach all children 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 may not be able to memorise the two major parts of the Bible. Instead, have him make two book marks, one for the Old Testament and one for the New Testament.





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

Sunbeam Meetings

Sunbeams rise and shine—ready to play and learn. These lessons let your Sunbeams have fun exploring their world and growing closer to Jesus.



Meetings:

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

Elements often include:

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

Activity Tips

Meetings are designed to meet the class 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 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 can 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 student notebooks are 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 teacher guides are specifically there to help parents-staff minimise the time needed to prepare to lead the activities! The ‘helps’ are set up in a way that naturally completes all the requirements for the awards and investiture pin. When adapting the activities, be sure to remind yourself of the requirement that needs fulfilled.

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



Parent Networks

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

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

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

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

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

Ideas for parent involvement:

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

Ideas to build successful parent communities:

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



Sunbeam Scope and Sequence

	<i>BASIC</i>		<i>MY GOD</i>	
Area	Basic	Basic	My God God's Plan to Save Me	My God God's Message to Me
Requirements	Repeat from memory and accept the Adventurer Law.		<ul style="list-style-type: none"> a. Create a story chart showing Jesus' life: Birth, baptism, miracles, parables, death, resurrection and return to Heaven. b. Find a method to creatively tell about one of the stories above to show someone the joy of being saved by Jesus 	
Award	Reading II 	Seasons 		Bible 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. Spend regular quiet time with Jesus to talk with Him and learn about Him. Keep a record. b. Ask three people their favourite "Jesus story" (story from the gospels) and why.	a. Make a tracing of yourself. Decorate it with pictures and words which tell good things about you. b. Share your drawing with your group.	Participate in an activity or game about choices.	
Award	Parables of Jesus 			Fitness Fun 
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	Ask each member of your family to tell some of their favourite memories.	Show how Jesus can help you deal with disagreements. Use: Puppets, Role Playing, Etc.		
Award		Acts of Kindness 	Road Safety 	Courtesy 
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	a. Explore your neighbourhood. List things that are good and things you could help make better. b. From your list, choose ways and spend time making your neighbourhood better.			
Award		Friend of Nature 	OPTIONAL ADDITIONAL AWARDS:    	   
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sunbeam Instructor Help

General notes

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

Decorating with sunshine beams, construction paper flowers or posters with “sunny” messages all set a theme for the year!

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

Basic Requirements

COMPLETE ALL SECTIONS

I. Repeat from memory and accept the Adventurer 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

Second graders can memorise and write down the law rather easily. At this age they will readily accept the law although they may not understand parts of it.

Value can be placed in spending time in short bursts throughout the year applying each aspect of the law to real-life tangible situations. “Be attentive” when the group is having a hard time concentrating for example.

II. Complete the Reading II award

Requirements:

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

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

Helps:

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

Bible App for Kids is a ministry of Youversion Bible Inc. and provides nearly 50 interactive Bible stories for kids. There is an animated storybook app with vivid illustrations and sound as well as interactive touch screen interactions. The games and activities help kids remember what they learn. The navigation is simple for kids and there are no in-app purchases. There is also a printed Bible that has the same stories and graphics. See your device's app store.

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

Plan ahead for this "Book Reading Meeting" by having kids bring favourite books & blankets/pillows. Build it up to make it a fun and memorable activity.

III. Complete the Seasons award

Requirements:

1. Read and discuss Ecclesiastes 3:1-8.
2. Illustrate Ecclesiastes 3:11.
3. Identify the time of year for the seasons in your area.
4. How do you prepare for each season: clothing, gardening, harvesting, activities, school, etc.
5. Play a game related to the seasons.

Helps:

1. The goal of this text and discussion is to see that there is a "time and place for everything." A discussion could revolve around "seasons of life" for example (baby years, toddler years, school years, marriage years, children years, grandparent years).
2. A simple collage, drawing or photo safari display would suffice. (See kids' notebook)
3. The northern hemisphere and southern hemisphere experience opposite seasons because of their exposure to the sun during different months of the year. When does the weather change (normally) where you live?
4. This is a continuation of question 3. Discussion, illustration, or even role play can be used here. A diorama could also be used to illustrate what children wear during each season.
5. **Teaching Idea: Clothed for the Season Race**

Materials: a huge box full of clothing easily identifiable as only relevant for a single season. Ex. rain jacket, umbrella, and rubber boots illustrate spring in the northern hemisphere; swimming clothing, towel, and beach umbrella denote summer in the northern hemisphere. Make sure the clothing is bigger than the largest Sunbeam so that it is easy for them to "race" putting on the clothing over their own clothing in a relay race format. All four seasons should be represented, along with several "optional" or "original" pieces. ONE BOX OF FOUR SEASONS CLOTHING per team.

Procedure: Line up each team behind a line 20 feet / 8 meters from the box of clothing. Each team should be no larger than 4 Sunbeams/team members. On "go" the first people on each team race to go put on the clothing appropriate for spring. Once completely clothed, the stumble back to tag the

second team member who races up to dress for summer. This continues until all four seasons are dressed and have returned successfully to the start line.

Teaching Idea: Stained Glass Window Craft

Materials: Several of the brightest autumn leaves, wax paper, construction paper strips for the “frame”, glue, clothes iron

Procedure:

1. Cut two pieces of wax paper of the same size.
2. With your Sunbeam’s help, arrange a few of the brightest leaves of their choice between the pieces of wax paper. Leave sufficient space around the edge of the leaves in order to form a seal (when you heat the wax paper). Let them be “artistic!”
3. Heat the iron to medium heat. Quickly iron the leaves with a single consistent pass. If you rub back and forth you can really mess up the leaves and yet not make a better seal. Yes, this will melt the wax paper together and hopefully seal the leaves inside.
4. Trim the edges, then add the “frame” of 1in./2.5cm. wide construction paper (black or autumn colours work best). You’re done! Let them take it home and put it in the window where the sun can shine through it.

Discussion:

My God

I. God's Plan to Save Me

- A. Create a story chart showing Jesus' life: Birth, baptism, miracles, parables, death, resurrection and return to heaven

Teaching Idea: Lapbook

With seven year olds you can expect images to be neatly coloured in the lines, and will likely have some requesting colour pencils rather than crayons (better quality colour).

Be creative and imagine how to use the images from the Activity Book creatively so that it increases the interest level. Suggestions include mounting on card stock, then cutting into puzzle pieces for assembling by another team. If you wish to keep pages in the notebook, colouring then taking turns sharing their page and accompanying storyline is a fun way to include the Sunbeams desires to tell stories aloud.

Teaching Idea: Foldable story cube

Materials: Jesus' life story images on cube foldable template in Activity Book (note, leave out either birth or parables in order to have SIX story images for cube)

FREE image available online at: [https://commons.wikimedia.org/wiki/File:Foldable_hexahedron_\(blank\).jpg](https://commons.wikimedia.org/wiki/File:Foldable_hexahedron_(blank).jpg)

Procedure: Colour the story pictures and then fold and glue the cube as indicated. The result is a six-sided figure that tells the story of Jesus and his life that He lived and died for us!

Note: There are seven pictures provided so you only need to use six of these and a full A4 size. we recommend for the children to draw their own selected illustrations on the cube.

- B. Find a method to creatively tell about one of the stories above in order to show someone the joy of being saved by Jesus.

Note: If using the diorama or cube concept from "A" then simply merge these two requirements. Other ideas may also be used.

Teaching Idea: Four Door Diorama

Materials: Construction paper, paper glue, materials to place in the diorama

Procedure: Construct the diorama (either the square four door here:

<https://snapguide.com/guides/make-a-four-door-diorama/> or

<http://ilove2teach.blogspot.com/2011/10/create-animal-create-plant-freebie.html>

or the easier to assemble "3 sided" triorama here -

<http://www.stormthecastle.com/diorama/make-a-triorama.htm>

You would need to assemble the dio or tria-ramas in a mobile or sequence arrangement in order to have enough frames for the lapbook activity.

Teaching Idea: Group Chalk Project

Materials: coloured street chalk, sidewalks

Procedure: one of more kids work to draw simple scenes of Jesus to show others.

II. God's Message to Me

A. Complete the Bible II award (green with white Bible)

Requirements:

1. Own or have use of a Bible.
2. Name the two major parts of the Bible and name the four gospels. Show where the gospels are located in the Bible.
3. Read or listen to three or more of the stories about Jesus found in the gospels. Suggestions include:
 - a. Jesus is born - Luke 2:1-20 & Matthew 2:1-12
 - b. Jesus is baptised - Matthew 3:13-17
 - c. Jesus tells stories (such as Lost sheep, coin, and son in Luke 15 or
 - d. Jesus heals people
 - e. Jesus dies and is resurrected
4. Explain two Bible verses about being saved by Jesus, such as:
 - a. Matthew 22:37-39
 - b. 1 John 1:9
 - c. Isaiah 1:18
 - d. Romans 6:23
 - e. John 3:16
5. Tell a story about Jesus to a family member or friend. Tell them why Jesus is special to you.

Helps:

1. In a day of devices, be aware that there are many ways that a young person can have use of a Bible. If anything, suggest to parents what kinds of translations and easy-read Bibles are available for their child/ren. (ERV, NIRV, NLT and other versions are written at a 8yr old reading level, which is within the reading and comprehension range for many Sunbeams.
2. The two major parts of the Bible are the Old Testament and the New Testament. The books known as the gospels are Matthew, Mark, Luke, and John.
3. Intentionally, this requirement meshes with My God: God's Plan to Save Me A & B. Plan to do this award alongside and in support of those requirements.
4. "Explain" may be a challenging skill for a 7yr old. If so, another option is for the class to use these verses as part of them family worship at home. Then at the next class each child brings back reports and discoveries to share.

If exploring the passages as a class, follow steps such as the following Steps:

1. Read each Bible text, explain each text (answer the question for each one),
2. Help them choose their favourite text that they think says "This one shows how I am saved by Jesus because . . ."

Note: This is NOT a call for baptism BUT can began to guide hearts towards submission and surrender to Jesus!

5. This is NOT meant to be a “worship thought” for Adventurers, but rather training for our kids to tell the story of Jesus to someone other than their classmates or teacher. Practice makes perfect. Remember that their stories will be short, and may not keep all the facts straight. A 1 minute story is great! In fact, some “overly verbal” will need help telling a SHORT story!

Teaching Idea: Jesus Loves Me Story Rotation

Materials: Stories of Jesus from #5

Procedure: After the Sunbeams have found their story (#5) their goal is to tell the whole story to a classmate in the time it takes for background music to play the song “Jesus loves me” or similarly timed Christian tune.

Have half of the children in a circle facing outward, the other half facing inward towards them. Have the music start, and then the people on the outside tell the people on the inside their story (think the energy of “musical chairs” but without anyone getting ‘out.” When the music ends, everyone stops talking. Then have the children on the outside rotate two people to the left (clockwise). Repeat. Inside can rotate 3 counter-clockwise, outside can rotate 4 counter-clockwise, etc. This is a fun way to get a chance to practice their story several times!

III. God’s Power in My Life

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

Helps:

“The family that prays together, stays together” is a saying that has been a part of Christian homes for generations. However, many Adventurers have never experienced a family-based quiet time with Jesus.

Adventurer meetings can model HOW to complete a successful family worship during Sunbeam class time or during a Parent Training meeting. Even though the requirement emphasises the prayer aspect of devotions, feel free to model and support the entire experience.

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 (instrument/s or simply kid’s song book or DVD/Youtube for kids songs)are a great way to include music in your worship.

Procedure:

Note: The worship should last no longer than 10-12 minutes, with each element no longer than the age of the participants +1.

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

The instructor should NOT force every day, since the child is not the one in charge, but instead should encourage regularity and, if applicable, an improved habit.

B. Ask three people their favourite "Jesus story" (story from the gospels) and why.

Helps:

Some kids (and adults) have a fear of asking "a stranger" a question. Use a few minutes in Sunbeam meeting to help them learn to ask questions by asking the question of each other and of other adults present in the unit (parents). If possible, have them go out in pairs of two and interview adults during the same meeting, so that they can come back with their stories in a few minutes.

C. Complete the Parables of Jesus award.

Parables of Jesus award requirements:

1. Read and discuss Matthew 13:44.
2. What is a parable? Why and how did Jesus use parables?
3. Name and learn the meaning of a parable Jesus told from each of the 4 gospels.
4. Make a craft or diorama depicting a parable.
5. Participate in a physical game or outdoor activity depicting one of the parables of Jesus.
6. Make "Get Well" or "Thinking of You" cards for outreach. Read Luke 10:25-37.

Helps:

1. Matthew 13:44 is the Parable of the Pearl.

"The kingdom of heaven is like treasure that was hidden in a field. When a man found it, he hid it again. He was very happy. So he went and sold everything he had. And he bought that field." (NIRV)

Ask - "If you could find a treasure, what would you hope to find? Why would that treasure be so special to you?" "What would you be willing to give away to buy the treasure?" "Since Jesus told parables as a special way to tell us about spiritual things, what do you think Jesus meant? Do you think the treasure represents something else? What?"

2. A parable is a simple story or word picture used to illustrate a moral or spiritual lesson.

B. Jesus spoke in parables - earthly stories with a heavenly meaning. He did so that his disciples would comprehend his teachings and that unbelievers would be without comprehension. Those interested in understanding the truth of his message would understand while those not interested would remain without understanding "Therefore I speak to them in parables, because seeing they do not see, and hearing they do not hear, nor do they understand" (Matthew 13:13) Explain to the children that Jesus was trying to communicate with people who were interested in spiritual things without having other people who hated his messages from getting so upset that they stopped him from preaching.

3. NOTE: Most commentators, including SDA Bible Commentary, don't see parables as being present in the gospel of John. The Good Shepherd, while not technically a parable would work for the purposes of this award. (John 10:1-5) Lesson: If we follow Jesus, we will know His voice and thus our conscience is less likely to be deceived.

The parable of the lamp - Matthew 5:14-16 Lesson Children who love Jesus will not be afraid to show His love to other people. SONG - "This Little Light of Mine..."

The Good Samaritan - Luke 10:25-37 - Lesson: Children who take care of those that other people ignore are a blessing to everyone.

The Sower and the Seed - Mark 4 - Lesson: Choosing to accept Jesus' love is like being good soil so that the seeds of Jesus' love can sprout in our lives.

The Unwilling Party Guests - Luke 14 - Lesson: Children who love Jesus will want to invite other people to know Jesus too, even if some people say “no thank you” to their invitation. Sometimes the people we invite to love Jesus won’t look or act like people we might think Jesus wants to have in His kingdom, but Jesus loves whomever accepts His invitation.

4. **Teaching Idea: Outdoor Dioramas**

Materials: None (kids find all props)

Procedure: After reading the parables for previous requirements and brainstorming other parables Jesus tells, divide children and their adults into teams. Give them 15-20 minutes to go out into the woods (outside near the church, on a trail, maybe even on a park field trip). They can collect materials from nature (nothing fake or manufactured) to make a “picture frame diorama” of a scene from one of Jesus’ parables. After they return they have an additional 10-15 minutes to make the diorama. BE SURE that parents and adults help kids not the other way around!

5. **Teaching Idea: Seed Sowing (Matthew 13, Mark 4, and Luke 8)**

Materials: Quick sprout large seeds. A few examples include:

- Sweet alyssum
- celosia, cornflower or bachelor button
- marigold and cosmos sprout within 5-7 days
- zinnias
- sunflowers
- morning glories
- nasturtiums (garden beauties that you can add to salads or as dinner-plate garnishes.)

Procedure: In this activity, you collect some seeds and take the Sunbeams outside. Have them scatter the seeds across the parking lot, yard, and other outside locations. Then help them plant some seeds in a small pot. As they scatter and plant, tell them about the parable of the sower. The following week, ask the children if they see any of their seeds outside. Ask them about the seeds in their pot. Use the answers to talk about the parable of the sower. Note: Pots must remain damp for seeds to sprout. Adults can help assure success!

Teaching Idea: The Unwilling Party Guests (Luke 14)

Materials: paper. Masking tape, and large dark crayons (one per Sunbeam).

Procedure: Read the passage. Highlight how the people who finally came to the party were happy, even if at the beginning they weren’t sure they should be invited.

Tape a piece of paper on each Sunbeam’s back. Give each a crayon. Tell them that Jesus is inviting them to a party, but that in order for everyone to be ready for the party, they need to race. They need to work on drawing smiles on EVERYONE ELSE’S back before anyone else does. This will not take long!

At the end, ask “count your smiles on your page. How many do you have?” “did you find that you got about as many smiles as you gave? How is going to heaven with as many smiling friends as possible like this game?”

6. **Teaching Idea: Card Making**

Materials: Card-stock/construction paper, craft supplies to illustrate cards. *List of people in community who the cards could be sent to.

Procedure: Before meeting, PLAN the way to give the cards and whom to share them with. Neighbours, elderly care facilities, children’ hospitals etc., all are possible with one planning. Making folded 1/2 page cards takes 10-20 minutes. Search Engine: “Simple DIY cards for kids”

My Self

I. I Am Special

- A. Make a tracing of yourself. Decorate it with pictures and words which tell good things about you.
- B. Share your drawing with the group. Compliment each others' drawings. Tell each other something that makes them special.

Teaching Idea:

Life Size Drawing

Materials: Roll of butcher paper or newsprint (or outside on the sidewalk); Crayons or coloured chalk, Markers, Buttons, scraps of fabric, yarn, string, etc.

Procedure: Biblical discussion starter - Psalm 139:14 (NRSV): "I praise you, for I am fearfully and wonderfully made." Have children tell you one thing that makes them special or unique. Then, have them lay down on the paper or sidewalk in a way that is easily drawn around (silhouette). Have the parent/adult draw around each Sunbeam. After the child stands up, have them add to the drawing with their chalk/crayons/markers. MAKE SURE they find some way to illustrate the things that make them special or unique (unique abilities, learned skills, favourite themes, etc.) If you have used chalk inside on paper, use aerosol hairspray to "set" the chalk on the paper. If using paper, roll each one to take home with the child.

II. I Can Make Wise Choices

- A. Participate in an activity about choices.

Teaching Idea:

Polling Stations (Simplified "in the river on the bank" game)

Materials: Photocopy page 25 of Sunbeam Activity Book or printable thumbs up and thumbs down, one set for each Sunbeam (<https://pixabay.com/en/right-wrong-button-thumbs-up-1712994/>)

Procedure: Each row should consist of a thumbs up and a thumbs down for each Sunbeam. Have the children form a line in between the two rows of printouts. Explain that you are going to read a statement to them. If it is a good choice, they should run to a thumbs up. If it is a bad choice, they are to run to a thumbs down. If needed, review "In the River/On the Bank" game rules. (Search engine: game In the River/On the Bank).

Sample good and bad choices:

- Take a classmate's pencil without asking.
- Tell your teacher she left her cell phone on the playground.
- Climb a tree your dad told you not to climb.
- Listen to music that has bad words.
- Brush your teeth without being asked.

- Play with matches with your friends.
- Tell your family that you love them.
- Call your friend stupid.
- Feed your dog without being asked.
- Sneak and eat the cookies your brother baked for his sleepover.
- Laugh at a classmate when she doesn't know the answer to the teacher's question.

III. I Can Care for My Body

A. Complete the Fitness Fun award.

Requirements:

1. List at least four things that contribute to physical fitness.
2. Run or jog 800 meters (approximately one-half mile), OR Run fifty meters quickly.
3. Make a long jump. (Record longest of four jumps.)
4. Jump or skip rope for three minutes.
5. Do three different stretches. Hold each for a minimum of ten seconds.
 - a. Leg
 - b. Back
 - c. Arms/shoulders
6. Participate in an obstacle course.
7. Demonstrate your ability to do at least one of the following:
 - a. Ten sit-ups
 - b. Climb a pole, rope, or tree
 - c. Hang from a bar with hands and knees
8. With your group, participate in an organised game that requires physical fitness, for example, ball game, relay race, leapfrog, etc.

Helps:

Essential Note: Many children do very little physical fitness. Fulfilling these requirements in a way that encourages ongoing exercise should be your #1 goal. Competitive tactics or "shaming" the slowest should NEVER happen.

Note 1: The school your children attends may be able to sign off on these requirements

Note 2: Please consult a website for your province, state, region, or countries health depart fitness website to find the latest standards for children fitness for each of the requirements!

1. "Fitness" means:
 - Proper nutrition
 - Rest
 - Water
 - Exercise
 - Strength
 - Cardiovascular fitness

- Flexibility
- Endurance

Acronym for Fitness: NEW START

- Nutrition
- Exercise
- Water
- Sunlight
- Temperance
- Air (oxygen / good air)
- Rest
- Trust in God

2. Jog or run as a group, always with adult supervision. Consult your country's website for instructions. At the time of publication, these methods were held as an international standard:

For the 50 meter sprint - "Procedure: The test involves running a single maximum sprint over 50 meters, with the time recorded. A thorough warm up should be given, including some practice starts and accelerations. Start from a stationary standing position (hands cannot touch the ground), with one foot in front of the other. The front foot must be behind the starting line. Once the subject is ready and motionless, the starter gives the instructions "set" then "go.". The tester should provide hints for maximizing speed (such as keeping low, driving hard with the arms and legs) and the participant should be encouraged to not slow down before crossing the finish line." - Topendsports.com

3. Jump onto a mat or other soft material such as sand or sawdust. Be certain the "bar" the children jump over is set lightly on pegs and is not a solid piece that could cause injury.
4. Play several jump rope games, allowing for practice, as many may never have used a jump rope.
5. When stretching, use static stretches (hold stretch for 15 seconds without bouncing). To avoid injury, do stretches both before and after exercise.
6. Set up an obstacle course that the Adventurers can run around, under, over, and through. Use objects such as tires, cardboard boxes, pylons, ropes, and poles.
7. An adult must supervise these activities.
8. Play these games as a group or family if possible. Be sure an adult supervises.

My Family

I. I Have a Family

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

Helps:

1. Sending home “talking cards” for parents is usually helpful, since many children don’t know how to start a “big person” conversation with their parents.

Cards: “When I was a child I enjoyed...”, “I used to have a friend who...”, “When I was young I usually did . . . after school”, “I remember when I once was very scared/excited/happy/sad/proud . . .”

Tell your teacher or group something special about your family. If possible show a picture of your family to your group. Since parents are often involved, creating “freeze frame pics” during Sunbeam meeting, then using technology to record the family picture is fun!”

Helps:

2. Have the Sunbeams report 1 of the special memories they talked about with their family.
3. If your Sunbeams, have pictures of their family, have each Sunbeam show their picture and share one thing that makes each member of their family important to the rest of the family. If you have a group larger than 5-6 Sunbeams, divide the group in half. Have a parent lead the discussion in each group while you rotate between the groups affirming that the answers (stories) remain positive.

II. Families Care for Each Other

A. Show how Jesus can help you deal with disagreements. Use: Puppets, Role Playing, Etc.

Helps:

Teaching Idea:

Make your own brown paper bag puppets

Online search: “paper bag puppets bible characters templates”

B. Complete the Acts of Kindness award.

Acts of Kindness award Requirements

1. Read Romans 12:10 and Proverbs 12:25. Discuss what each verse means.
2. Give examples of kindness and love. What does the Bible tell us about each of these two words.
3. Use a Bible story to illustrate someone who showed love and kindness.
4. Read or listen to three (3) stories of kindness.
5. Act out in a skit or charade different acts of kindness.
6. Plan and do an act of kindness as a class or club.

Helps:

1. Bible passages are in the Sunbeam Activity Book (pg30). Printing them in large print on copy paper allows children who read well to volunteer to read aloud to the group.
2. This is a great time to brainstorm as a group, maybe while doing a craft or as part of preparing the skit/charade -- Idea starters: Parents are kind to and love their children; Friends are kind to each other when playing together, at lunch, and when working together; God loved us so much that he sent his Son from heaven to earth to live with people and to then die for us that we might live forever with Him in heaven.
3. The best example in the Old Testament is the story of Ruth The best example in the New Testament is the parable of the Good Samaritan (pg31 of Sunbeam Activity Book); The Good Samaritan
Other passages (though not stories)

*1 Corinthians 13:4 This passage describes the qualities of true love.

Among other things, it is kind and gentle, characteristics that should be evident in our relationships and words.

*Ephesians 4:32 Followers of Christ are encouraged to imitate Christ's life and values in their own lives. One obvious way we can do that is to imitate the kindness and compassion that Christ showed to everyone he encountered.

*Proverbs 16:24 There is a tremendous power in kind and gentle words.

The simplest word of encouragement or support can brighten somebody's day. This is the sort of speech that should be on every Christian's lips.

In summary, someone who loves Jesus will always want to be kind to their friends, family, and animals. Because we love Jesus, we will even be kind when others (our enemies) aren't kind to us. Jesus was kind, even when people were being cruel to Him. Because of His help, we too can be kind at ANY time.

4. If you read the Bible stories in requirement #3 you only need one additional story. The goal is to discover modern stories of kindness. Children's story books and online children's video books are good resources. Parent-adults should preview online resources.
5. Acts of kindness skits/charade:

Teaching Idea: Charades

Materials: Pre-written cards ("help lady clean her kitchen", "help mom with the dishes", "let out the pets each day," "help younger brother/sister clean their room" and other phrases)

Procedure: Groups (either Sunbeams or parent/Sunbeam groups of 3-4) each get a card. They "practice" their charade actions. Each group performs for the other groups. The viewers try to guess the acts of kindness.

6. Brainstorm ideas of an 'act of kindness' the class can do together then enjoy this time of service for the class.

III. My Family Helps Me Care for Myself

A. Complete the Road Safety award.

Road Safety award requirements:

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

Helps:

1. Some examples of road signs:

- | | |
|-----------------|------------------------|
| a. Stop | h. One Way |
| b. Yield | i. School Crossing |
| c. Wrong Way | j. Sharp Turn |
| d. Walk | k. Speed Limit |
| e. No Left Turn | l. Railroad Crossing |
| f. Don't Walk | m. Pedestrian Crossing |
| g. No U Turn | |

2. Cross the road only at an intersection or crosswalk. If there is a traffic light, cross only when it is green for your direction.

3. **Teaching Idea: Signs Walk**

Materials: printed full page road signs mounted on stiff cardboard on short poles, traffic cones, parking lot or open area.

Procedure: ahead of time put signs on poles and insert in cones at different places on the parking lot. OR have parents act as living signs (hold a printed sign). Draw a "road and sidewalk" design on the pavement with chalk (rain will wash it away). Sunbeams pretend to drive cars and obey the different traffic signs.

4. Watch a movie or listen to a police officer explain about seat belt safety. We wear safety belts so we will experience less injury in an accident. It is the law in many parts of the world.
5. Have a safety expert talk with the children at their age level, stressing what children can do to be safe. Safety experts include crossing guards, police and firemen.
6. Make poster board signs and play "Simon Says," holding signs up. Have the children do what the sign says, either on foot or on a bicycle. Plan other games. Games are a good way to teach road safety.

I. The World of Friends

A. Complete the Courtesy award.

Courtesy award requirements:

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

Helps:

1. To be courteous is to show consideration to others by using good manners and proper behaviour. Demonstrate examples of courteous behaviour.
2. The Golden Rule is a precept, or rule of life, set forth by Jesus Christ in the Sermon on the Mount and recorded in Matthew 7:12. In different versions it is stated as "Do to others what you want done to you." The easiest way to apply the Golden Rule to real life is to ask yourself the question "How would you like to be treated in similar circumstances?" Then treat the other person that way.
3. Different cultures have different rules of meal decorum. Here is a list common to many areas globally but which may differ from what is adequate for your region. PLEASE adapt!
 - a. Eat with a fork unless the food is meant to be eaten with fingers.
 - b. Sit up and do not hunch over your plate; wrists or forearms can rest on the table, or hands on lap.
 - c. Don't stuff your mouth full of food, it does not look nice and you could choke.
 - d. Chew with your mouth closed. No one wants to see food being chewed up or hearing it being chomped on. This includes no talking with your mouth full.
 - e. Don't make any rude comments about any food being served. It will hurt someone's feelings.

- f. Always say thank you when served something. Shows appreciation.
- g. If the meal is not buffet style, then wait until everyone is served before eating. It shows consideration.
- h. Eat slowly and don't gobble up the food. Someone took a long time to prepare the food, enjoy it slowly. Slowly means to wait about 5 seconds after swallowing before getting another forkful.
- i. When eating rolls, tear off a piece of bread before buttering. Eating a whole piece of bread looks rude.
- j. Don't reach over someone's plate for something. Politely ask that the item to be passed to you.
- k. Do not pick anything out of your teeth. If it bothers you that bad, excuse yourself and go to the restroom to remove it.
- l. Always use a napkin to dab your mouth, which should be on your lap when not in use. Remember, dab your mouth only. Do not wipe your face or blow your nose with a napkin. Excuse yourself from the table and go the restroom to do those things.
- m. When eating at someone's home or a guest of someone at a restaurant, always thank the host and tell them how much you enjoyed it. At least say that you liked the dinner or mention a specific item that was particularly tasty, i.e. the dessert was great. Again, someone took time, energy, and expense to prepare the food, so show your appreciation.

Correctly ask for and pass food

- n. Pass food from the left to the right. Do not stretch across the table, crossing other guests, to reach food or condiments.
- o. If another diner asks for the salt or pepper, pass both together, even if a table mate asks for only one of them. This is so dinner guests won't have to search for orphaned shakers.
- p. Set any passed item, whether it's the salt and pepper shakers, a bread basket, or a butter plate, directly on the table instead of passing hand-to-hand.
- q. Never intercept a pass. Grabbing a roll out of the breadbasket or taking a shake of salt when it is en route to someone else is a no-no.
- r. Always use serving utensils to serve yourself, not your personal silverware.

Teaching Idea: Good Manners Meal

Materials: Printable template of proper place setting (online search "printable placemat for setting a table kids"); plastic/paper place setting

Procedure: Encourage good manners by having a pretend meal, with table setting, showing the children proper table etiquette such as not talking with food in your mouth, using fork and spoon correctly, saying please and thank you, etc.

You may wish to have a "banquet" for the Adventurers so they can put into practice what they have learned.

- 4. Teach the Adventurers to speak distinctly when they answer the telephone, to ask the caller whom they wish to speak with, and to relay the message quickly. Be sure the child knows how to call for help in case of an emergency. If telephones are not available, teach the Adventurer how to make introductions properly.

With the age of mobile phones, telephone courtesy has diminished. Most children do not know how to answer their parent's phone accurately when it rings and the parent is not around to answer it.

Assure the child that it is ALWAYS okay to simply let the mobile phone ring and go to voicemail. Voice ID lets us see if it is someone calling whom we know.

Teaching Idea: Some possible questions and responses for standard/classic telephone calls:

- When you call someone, and they say hello, what is the first thing you say?
“Hi, this is [name], may I please speak to [whoever the kid I want to play with is]?”
 - When the person on the other line wants to talk to mommy, or someone else, what is a good thing to say before you pass the phone?
“One moment, please.”
 - What should you say if you need to put the phone down and ask me a question?
“One moment, please. (If you’re talking to someone fancy like the queen of England)”
If you’re talking to a friend, you say, “One second, please, I’ll ask my mom about that.”
 - What happens if you’re home alone and someone calls?
“I should check the caller ID to make sure it’s mommy or someone I know very good like Daddy or my preschool teacher. Then I can answer it.”
 - What if you’re home alone, and you didn’t have caller ID and you answer the phone?
If it’s someone we don’t know that well, we say, “She can’t talk right now, can I take a message?”
If it’s someone I don’t know, I just say, “Bye!” and hang up.
 - Do you ever tell a person on the other line that you are home alone?
No. Unless it’s our grandmother.
 - What if a babysitter is there with you? Do you ever say the babysitter is with you?
No.
 - Do you ever say mommy isn’t home?
NO!
 - When someone calls and says, “Can I talk to your mom,” what should you say first?
“Who’s this?”
 - What’s a better way to say that?
“May I ask who’s calling?”
 - When someone calls and says they want to talk to so-and-so, and you’re that person, what do you say, “This is her (him)?” or “This is she (he)?”
“This is he/she.”
 - Is it polite to yell across the house for me when the phone is for mommy?
No.
 - What should you do?
I should go and find you, but I’ll talk to the person while I’m looking for you so they won’t get bored.
5. Give the Adventurers a few minutes to tell their story. You may need to share an experience to get them started. Encourage the children to be kind to one another as well as to adults.
6. This is a review exercise. If parents are present, have the Sunbeams be the experts and “train” their parents in the given situations or in similar relevant situations.

II. The World of Other People

A. Explore your neighbourhood. List things that are good and things you could help make better.

Helps:

This exploration could take place during a meeting. Be sure there is adequate supervision and that you have permission from your church board to be off-site during the meeting (insurance requirement in many areas).

Help the children see the challenges in the church's neighbourhood. These might include: unmowed yards, old tools left out, windows broken, spray painted walls in a park, trash litter in common areas such as parks.

Teaching Idea: Hands

Materials: White paper, 9 × 12 in (23 × 30.5 cm); Pens or coloured pencils in a variety of colours (don't use markers for this activity); Dry erase board or large sheet of paper; Marker

Procedure: Ask the children for ways they can be a good neighbour. Write their answers on a dry erase board or large sheet of paper. Give each child a sheet of paper and have an adult trace both of the child's hands onto the paper. Now have the children fill the paper around their hands with a list of ways they can be a good neighbour. Have them write in a variety of colours. Also, have them write Luke 10:27 (ERV): "Love your neighbour the same as you love yourself." (If you haven't already talked about what this verse means, make sure to do so.)

Once the children have filled their paper with ideas of ways to be a good neighbour, have them colour their drawn hands.

B. From your list, choose ways and spend time making your neighbourhood better.

Helps:

BE SURE that you have adequate parent help. Be sure that you have chosen a small enough project that Sunbeams can accomplish in one or two meeting periods or "Family Network" afternoon. (see requirement #6 "Acts of Kindness" award)

NOTE: These requirements partially fulfill the 'Acts of Kindness' award requirements earned for My Family 2: Families Care for Each Other (B) - page 30 in the Sunbeam Activity Book.

III. The World of Nature

A. Complete the Friend of Nature award.

Requirements:

1. Explain:
 - a. How to become a friend of nature
 - b. How to pick a flower and when it is allowed
 - c. How to protect trees, nests, etc.
2. List the names of three different trees and do a bark rubbing of each.
3. Collect four different kinds of leaves and compare them.
4. Do one of the following:
 - a. Explore (or observe with a magnifying glass) all the things you can see in a ten square-foot area/1 sq. meter outdoor..
 - b. Explore a yard or park and talk about what you see.

5. Do one of the following:
 - a. Take a nature walk and collect items of interest.
 - Show or tell about the items you found.
 - Make them into a collage or poster.
 - b. Visit one of the following and tell what you saw:
 - Zoo
 - Park
 - Wildlife area
6. Grow one plant or one bulb and make drawings of it at three different stages of its growth.

Helps:

1. Discover, connect, act, protect, & give.
 - a. A HUGE part of being a 'friend of nature' in the 21st century is decreasing our "pollution footprint." There are a lot of online kids activities available. Search: "kids activity pollutants demonstration 2nd grade"
 - b. For private/public gardens, always ask permission, pick at the stem, not the flower. Pick carefully if in the wild, make sure many remain and not part of a plant that will give a skin irritation. Do not pull out roots.
 - c. Tell how most pollutants are caused by people and their disregard for the creatures God has created. A child is not too young to help by taking proper care of trash and human waste. Teach your group to have an appreciation for the nature God has created and to protect plants, trees, birds, and animals.

2. Teaching Idea: Bark Rubbing

Materials: pieces of copy paper, large "chunky" crayons, trees

Take a few sheets of paper and crayons (big chunky crayons work best) to the woods or your local park, and get creative. Encourage each child to choose an interesting tree – big, old, knobbly ones are perfect. They might need a grown-up or friend to help them keep the paper still while they make their rubbings. Find other trees and layer up different colours and patterns.

Note: A naturalist may help you with identification. A park with tree identification plaques and trail guides would be very helpful for this activity. Be aware of risks and hazards when off-site eg spiders trip hazards, wild life. Safety is always priority.

3. Collect leaves from at least four different trees. You may wish to teach the children how to press, dry, and preserve them. Compare and study the leaves through a magnifying glass.
4. Your search may be for any item of nature found on your walk or just live creatures such as worms, caterpillars, ants, or beetles. Allow the Adventurers time to describe what they have seen.

(#3-#5) Teaching Idea: Box Collection

Materials: Shoe box or other box with a lid for each child

Procedure: Go on a nature walk (great Family Networking event option) and collect things to put in the box. Make observations as they are placed carefully in the box. Having someone along who know about nature is helpful! NOTE: As requirement one states, be sure you are walking in an area where collection is allowed. Some nature centers offer "touch boxes" for temporary use or on a guided trail. These would also fulfill the requirement yet be friendly to the environment.

5. When you visit a zoo, park, or wildlife area, etc., search for the smaller, often unnoticed creatures including small birds, animals, plants, and flowers.

6. For best results, carefully follow the directions that come with the plant or bulb.

Teaching Idea: 24-hour Terrarium

Materials: Clear glass containers (large enough for kids to put their hand in); Light coloured stones; Glow-in-the-dark fingernail polish or paint; Gravel, pebbles, or marbles; Nylon stockings or cheesecloth, big enough to cover the bottom of the glass container; Potting soil; Glow-in-the-dark stickers; Small plants (ferns work well); Water; Clear plastic wrap; Large rubber bands

Procedure:

Steps for making the terrarium:

1. Place a handful of gravel, pebbles, or marbles in their glass jar.
2. Put the nylon/cheesecloth onto the gravel, pebbles, or marbles.
3. Add potting soil to fill the glass container about one quarter full (generally 1-2 cups or 128-256 grams).
4. Plant the plant/s about 2 in (5 cm) apart.
5. Place painted stones in the glass container.
6. Attach glow-in-the-dark stickers along the top inside edge of the glass container.
7. Add just enough water to the container to make the soil damp.
8. Use a rubber band to attach plastic wrap to the opening of the container.
9. Take terrarium home and place in a sunny spot.

Additional Awards not included in Sunbeam Classwork yet designed for Sunbeams to earn:

- Baking
- Camper
- Collector
- Cooking Fun
- Feathered Friends
- Friend of Jesus
- Gardener
- Glue Right
- Handicraft
- Ladybugs
- Seed
- Skier
- Trees
- Whale

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Resources:

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