

Sunbeam Teacher's Resource Manual



How to Teach an Adventurer Class

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

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

6. Plan the class period.

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

BASIC REQUIREMENTS

I. Responsibility

Requirement

Repeat from memory and accept the Adventurer Law.

THE ADVENTURER LAW

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

Background Information

The Adventurer Law provides children with a set of simple principles that they can use to govern their choices and actions. It can serve as a reference point, helping children to understand ways in which a person who loves Jesus will want to act. The law is an ideal to strive for *because* we love Jesus, not in order to earn His love. Only His constant help and power can enable children (or adults) to keep the Adventurer Law.

Be obedient is one of the few passages in the Bible directed specifically toward children (Ephesians 6:1). It is one of the first lessons that the child should be taught. (See *Child Guidance*, page 82.)

Be pure means that the children will keep their lives clean by putting into their minds and bodies only those ideas and things that are good and true and healthful.

Be true means that the children will be honest and upright in study, work, and play and will be loyal to their families and friends, to other people, and to their God.

Be kind means that the children will be considerate, gentle, and affectionate, not only to the people they like but also to every person and to all of God's creation.

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

Be attentive means that the children will pay close attention to what is happening around them, especially in reference to obeying God and to the feelings and needs of others.

Be helpful means that the children will seek opportunities to be of help at home and at school. True helpfulness is done, not reluctantly, but for the joy of pleasing another person, pleasing Jesus, and making one-self a better person.

Be cheerful means that the children will cultivate the habit of thankfulness for the things and opportunities that they have rather than dwelling on those things that may displease them. It means putting a smile on one's face and in one's voice in order to make others feel happy and thankful as well.

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

Teaching Tips

- As you introduce the Adventurer Law, explain what it means, why it is important, and how it relates to the Pledge and to their lives.
- Introduce the Adventurer Law one section at a time, taking a few minutes at the beginning or end of the Adventurer Club meeting to discuss and illustrate it. Bible stories and songs appropriate for each section of the law are suggested in the **Resource List** at the end of the Sunbeam section. (Many of the sections of the Adventurer Law relate to other Sunbeam requirements and may be introduced or reviewed in conjunction with those requirements.)
- The techniques for memorization of Bible verses listed in **Appendix III** are useful in helping the children learn the Adventurer Law.
- Repeat the Pledge and Law at the beginning of every Adventurer Club meeting, along with occasional review and discussion of its meaning (in both planned and spontaneous ways). This will encourage the children to use these principles in their own daily decision making.
- Hang a copy of the Adventurer Law in a prominent place where the children can refer to it at appropriate times during the day.

Evaluation

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

II. Reinforcement

Requirement

Earn the Sunbeam Reading Certificate.

Background Information

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

1. Two chapters of the book of Mark from a simple, modern translation of the Bible
2. Two books, selected from the following categories:
 - ◆ A book about Jesus
 - ◆ A book about how your body works
 - ◆ A book about families

- ◆ A book about nature
- ◆ A book about missions

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

Teaching Tips

- A parent, teacher, leader, older Adventurer, Pathfinder, or grandparent may read to the Sunbeam, if necessary.
- Reading lists may be distributed at the beginning of the summer so reading may be completed during the summer months.
- Many good story books are available that deal with the topics listed above in a truthful and sympathetic way. Read any new book carefully to determine whether it is appropriate for the Sunbeam age group and upholds Christian beliefs and standards. (More detailed criteria are provided in **Appendix II**.)
- A simple reading motivator can be made by adding a new link to a reading chain each time a book is completed. Photocopy links on colored paper with space for the name of the book, the topic and the child's name. Join the links to one another in the manner of a real chain, or cut them in a special shape (such as smiley faces, etc.) to fit a theme, and post on a wall to stretch around the room. (See **Appendix II** for examples.)

Evaluation

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

MY GOD

I. His Plan to Save Me

Requirements

- A. Create a story chart showing Jesus'
 - ◆ birth
 - ◆ life
 - ◆ death
 - ◆ resurrection

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

- B. Make a mural or tell about one of the stories above to show someone the joy of being saved by Jesus.

Background Information

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

The coming of Jesus to earth is one of the most amazing events in the history of the universe. The Son of God came as a human being and suffered from the awful effects of sin in order to save the very sinners who destroyed His world by disobeying Him. He chose to be born as a human child to a poor family to show us what God is like and what each one of our lives can be like if we follow Him. He acted in love toward people by feeding or healing them and by telling them the exciting news of His wonderful plan to rescue us from sin and make us a part of His own kingdom.

During His life on earth He demonstrated His love and forgiveness in many ways. He helped Mary Magdalene understand His love and forgiveness and helped her choose to live as a good and happy person. The paralytic made himself sick from the bad things he had done, but Jesus told him that his sins were forgiven. Jesus gave him the strength to get up and to live a good life. Jesus told the story of the prodigal son to teach His followers that even though we may do many foolish things, He is always waiting and eager to forgive us and help us to live more happily.

The horribleness of sin is shown by the willingness of the people to hurt and kill Jesus, the Son of God, in order to get what they wanted for themselves. His death on the cross gave Him the right to forgive us and showed how much He really loves us. When He rose again He showed His power over death and the life He will bring to all who love Him when He comes again.

Teaching Tips

- **The following pages contain a description of how to assemble the Bible story chart. A similar chart, relating to the stories covered in the classroom or Sabbath School, may be made by following the same basic instructions and inserting pictures from other sources.**
- The story chart may be used in three different ways.
 1. The leader may put the chart up on a wall, adding each new picture as he or she tells the story. The children may refer to this chart as they work on their own charts and as they learn about other stories from the Bible and from history.
 2. The leader may provide the children with a practice activity by making available a blank chart and the pictures, stories, and labels provided on the following pages. The children may set the blank chart on the floor and place the pictures, stories, and labels in order on the chart.
 3. Children may also color the pictures and create their own story charts or story chart booklets.
- Present the Bible story chart as an opening activity to help the children understand Jesus' life as the center of the plan of salvation. Review the major events of earth's history introduced at the Busy Bee level: Creation, sin and sadness begin, Jesus cares for me today, Jesus comes again, and Heaven. (The pictures and labels describing these events may be placed on the story chart in black and white.) Have the children color the new Sunbeam

pictures. Add them to the story chart as you tell about the life of Jesus.

- Stories that give the life of Jesus in more detail may be presented to the children as a series of worship talks. (This could easily fit in with the SDA church school Bible curriculum during those years that deal with the life of Jesus.) The stories of Mary Magdalene, the paralytic, and the prodigal son are especially useful in helping children understand the results of sin and the forgiveness and salvation available through Christ.
- Make the stories real by learning more about the world Jesus lived in. Children could follow Jesus' journeys on a map, build models of typical homes or villages of Jesus' day, or try some of the foods or daily activities of the time. Reinforce their understanding by having one child or team name a place on the map of Jesus' world and having a second player or team attempt to find it within 30 seconds.
- A mural, showing a story of Jesus, can be made in a small way as a comic strip or series of scenes to wind through a cereal box "television" or be painted or colored on a long sheet of paper that could be put up in a hallway.
- The children may share their stories or art work with another individual or before a group during a club or classroom worship or Sabbath School special feature.

Evaluation

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

MAKING A BIBLE STORY CHART

A simple method for making a basic story chart is described below. It is designed for use with the smaller pictures and labels provided. The measurements may need to be larger if you desire to use larger pictures.

Materials

- Six sheets of 9" X 12" (22.5 X 30 cm.) purple construction paper
- Two sheets of 9" X 12" (22.5 X 30 cm.) yellow construction paper
- Rubber cement or craft glue
- Pictures provided on the following pages or collected to illustrate the stories studied in the classroom or Sabbath School
- Clear Contact paper or laminating film

Directions

1. Glue the purple paper together end-to-end to make a long, narrow length of paper, as illustrated on the following page. (The six sheets represent the 6,000 years of biblical history. The dark color represents the earth suffering from evil and sin.)
2. Next, glue one sheet of yellow paper to each end of the purple paper. (Yellow represents the time of joy and happiness before sin entered, and the time when Jesus comes again to destroy sin and take us to heaven.) Cut the end of the yellow sheets in a wavy line. (This shows that time continues forever in both directions.)

Optional: The pictures of Jesus' life are smaller than the other three levels because they occupy much less time in history. They may be emphasized by placing a yellow background behind them as shown.

3. Copy the smaller pictures, labels and stories provided. Have the children color them, cut them out, and mount them on heavier paper.
4. The chart may now be hung on the wall or used in presenting or practicing the story. (The story chart and its parts may be laminated or covered with clear Contact paper to allow children to manipulate it freely without fear of damage.)
5. The diagram on the next page shows how the stories for each year fit together on the story chart to make a whole. (The pictures and labels from previous years may be copied and fastened permanently to the story chart in black and white form. This will help the children understand how the stories they are now learning fit in with the Bible stories they learned previously.)

Putting Together the Bible Story Chart

Busy Bee

Creation	Sin and sadness begin					Jesus cares for me today	Jesus' second coming	Heaven
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Sunbeam

		Jesus' birth	Jesus' life	Jesus' death	Jesus' resurrection	
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Builder

					Paul	Martin Luther	Ellen White	Myself	
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Helping Hand

		Noah	Abraham	Moses	David	Daniel		
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Bible Story Chart Pictures



JESUS' BIRTH

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



JESUS' LIFE

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

JESUS' BIRTH



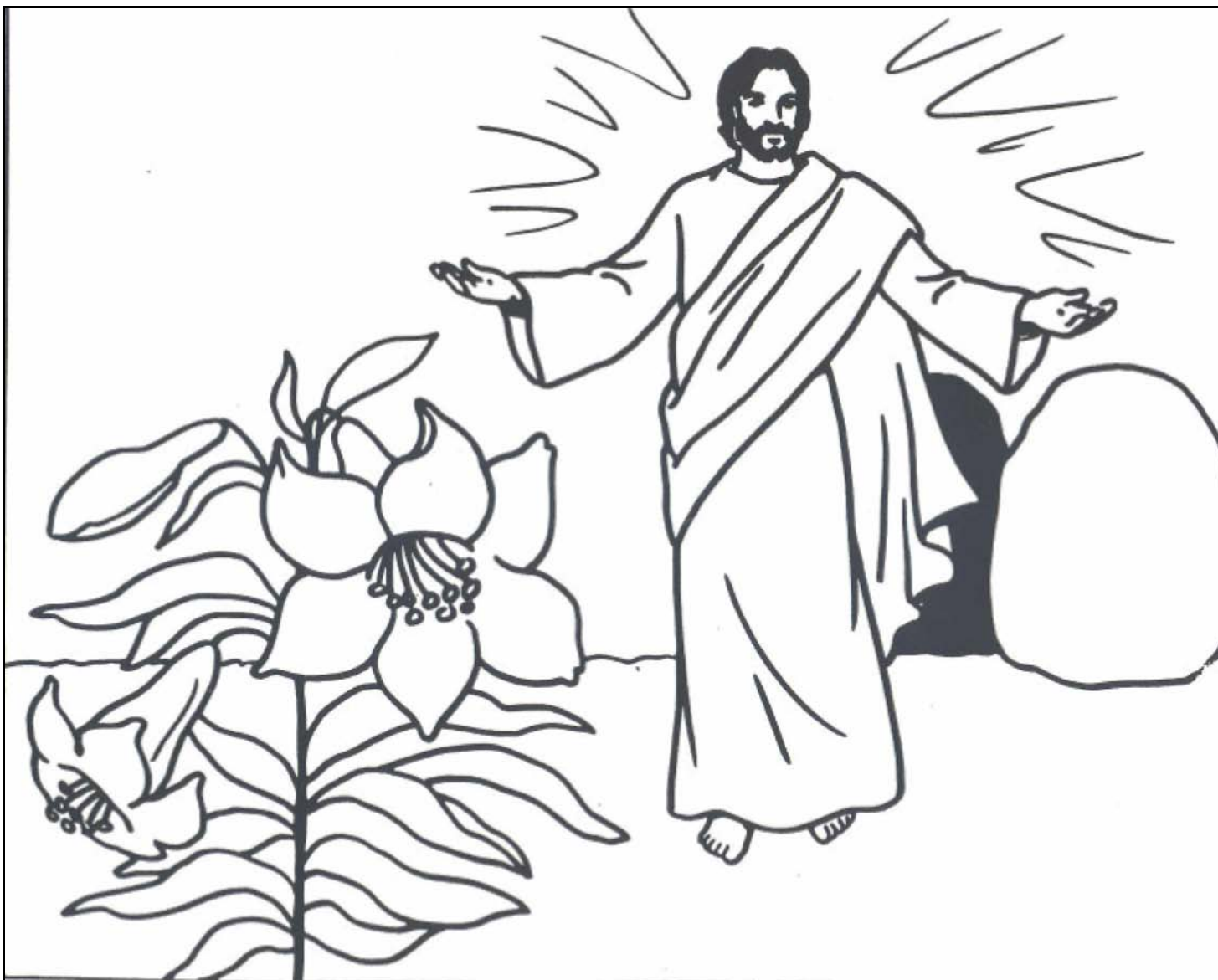
JESUS' LIFE



JESUS' DEATH



JESUS' RESURRECTION



II. His Message to Me

Requirements

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

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

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

C. Complete the Friend of Jesus Adventurer Award.

Background Information

The memory texts have been chosen to emphasize the key Sunbeam concepts of the meaning and results of sin and the sacrifice of Jesus to forgive us and to rescue us from sin. Other verses that teach these concepts may also be used.

The seven-year-old child is ready to understand the chapter and verse division in the Bible and to begin learning to use the table of contents to find Bible books. These children should be encouraged and assisted in finding their own verses whenever possible.

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

They will find it easier to use the Bible once they know its two major parts (the Old and New Testaments) and recognize that the Old Testament refers to things that happened before Jesus came and the New Testament refers to what happened during and after Jesus' life on earth. (Reinforce this understanding by showing the place of the Old and New Testaments on the Bible story chart.)

FRIEND OF JESUS

1. Tell a friend about Jesus and how good He is to you.
2. Invite a friend to a meeting at your church.
3. With your counselor or other adult helper, prepare a devotional or a prayer to be given at Sabbath School, a club meeting or school.
4. Take part in a missionary (outreach or witnessing) activity.
5. Attend a baptism and discuss what it means.
6. Explain what it means to be a Friend of Jesus and name five Friends of Jesus listed in your Bible.
7. Speak kindly to your family and friends. Discuss how being kind and courteous is also being a Friend of Jesus.
8. Be able to pray at mealtime and at bedtime.

Teaching Tips

- The memory verses may be chosen by the child with the help of the leader or by the leader alone. Choose verses that will be most helpful to the child at this point in his or her experience with Jesus. The foremost goal in learning the memory verse is for the child to understand its meaning and its application to everyday life.
- A wide variety of techniques for teaching the memory verses are explained in **Appendix III**.
- Refer to the Gospels and Testaments frequently while working with the Bible story chart. In this way memorization of the names of the Gospels and the two parts of the Bible will be a fast and simple process of review.

Evaluation

The children will repeat and explain the Bible verses, and name the two major parts of the Bible and the books that make up the four Gospels.

III. His Power in My Life

Requirements

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

Background Information

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

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

Children can learn more about Jesus in many different ways. By listening to other Christians talk about their experiences with Bible study, the children can see that it is an important thing to real people and will become aware of some of the ways in which they can approach Bible study.

Teaching Tips

- Present the importance of private devotions after the child has become acquainted with Jesus' love and plan for him or her.

- Establishing a habit of spending time with Jesus as a friend requires dedicated guidance and supervision from both parents and leaders.
- Sample guidelines for enlisting the leadership of parents and a commitment card for children are provided in **Appendix III**, along with several suggestions for planning family worships.
- The Adventurer leader can encourage private devotions in a number of ways.
 1. Share some personal experiences with private devotions.
 2. Talk of the benefits of a regular quiet time.
 3. Provide frequent occasions for children to discuss their experiences.
 4. Frequently discuss times, places and methods for enjoying the quiet time.
 5. Make available a wide variety of devotional reading.
 6. Help and encourage parents to assist their child in regular private (and family) devotions.
- The children or the leader may invite several adults to come and talk about their experiences with Bible study. Keep it short (5-10 minutes). Afterward, discuss the speaker's ideas. The children could make a chart showing what they learn from each person.

OR

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

Evaluation

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

MY SELF

I. I Am Special

Requirement

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

Background Information

This activity is designed to help children think about themselves as individuals, and to recognize some of the similarities and differences they share with other people. Young children tend to focus on external similarities and differences, but also enjoy talking about favorite things and things they dislike.

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

The children will recognize many differences in size; skin, hair, and eye color; general interests; and special abilities. People's differences and handicaps can be recognized as things that help each of us to be special (not as bad or scary things). The similarities we share make each of us a part of the great human family who can appreciate one another's differences and care for each other because we are all important to God.

Teaching Tips:

- The tracings can be made in two general ways.
 1. If there is sufficient paper and space, have each child lie on a large sheet of white (butcher) paper while another child traces around his or her body with a water-color marking pen or dark crayon.
 2. Tracings may also be done by using a strong light to project a profile of each child onto a piece of paper that has been fastened to the wall. Another child can trace around the shadow with a pencil, crayon, or water-color marking pen.
- Next, have each child describe himself or herself using the following form. This may be done together at the teacher's direction, or various ideas may be written on cards so other adults may work with individuals. Drawings, cut-out pictures or written words and phrases may be used.

1. *Child's name, its meaning, how parents chose it*

2. *Physical Characteristics*

- ◆ eye/hair color
- ◆ length of foot, hand, arm
- ◆ fingerprint, footprint
- ◆ clothing
- ◆ age
- ◆ height
- ◆ weight
- ◆ birthday (earliest memory ...)
- ◆ home address
- ◆ phone number
- ◆ heart rate (sitting, running)

3. *Feelings*

I FEEL _____ WHEN _____

- ◆ lonely
- ◆ worried
- ◆ thankful
- ◆ happy
- ◆ angry
- ◆ embarrassed
- ◆ sad
- ◆ excited
- ◆ rejected
- ◆ afraid
- ◆ important

4. *Special Abilities*

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

5. *Likes and Dislikes*

- ◆ food color 4 animal
- ◆ things to do (alone, with friends or family)
- ◆ game or sport
- ◆ book
- ◆ tree or flower
- ◆ month or day
- ◆ number
- ◆ weather
- ◆ holiday
- ◆ hero
- ◆ Bible verse
- ◆ people
- ◆ Bible character
- ◆ Place
- ◆ song subject
- ◆ things to make

6. *Ideas and Dreams*

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

- Emphasize the importance of "internal" characteristics by first putting only physical things on the tracings. Ask whether the children can tell, from those things, whether a person would make a good friend or neighbor (see 1 Samuel 16:7).
- Display the tracings for children to discuss and enjoy. A picture of Christ and a heading such as "Jesus Made Us Special" may be hung above them.
- Take time to discuss similarities and differences with the children to help them learn to accept and appreciate each other for their uniqueness. Discuss any prejudices or stereotypes the children might face, and help them to deal with them.

Evaluation

The child will complete a body tracing and decorate it with pictures and words that describe himself or herself.

II. I Can Make Wise Choices

Requirements

Play the What-if? Game.

Background Information

The choices we make daily are based upon those things that we truly consider to be valuable. These values priorities strongly influence our feelings and thoughts. They influence our decisions even though we may be unaware of it. Often people claim to value something very highly but their actions show that there is a difference between what they claim to value and what they actually value. One example would be the mother who tells her child that honesty is a priority but who keeps extra change accidentally given her by a grocery store clerk. A drastic example of this problem is provided by the biblical Pharisees. They claimed to love God at the same time they were crucifying Him.

Examining the things we value is one of the first steps in wise decision-making. When faced with a decision, seven-year-old children can learn to say to themselves, "What is most important to me?" This activity enables children to practice decision-making based upon their decisions to commit their lives to Jesus.

Teaching Tips

- Some problems that the children might consider in the "What-If? Game" include:
 - ◆ What if you had \$50, how would you spend it?
 - ◆ What if you had only one week to live, what would you do with it?
 - ◆ What if, of all the people in the world, you could choose only three friends. Which three would you choose?

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

- Go over one of the problems listed above with the children, modeling how they can make a wise decision. Encourage them to ask:
 - ◆ What does the Bible say about this?
 - ◆ Is this just fun for now or will it help me live happily forever?
 - ◆ Is this really important to me?
- Allow children to work as pairs or individuals on the problem of their choice. As they present their solution to the group, they should use the questions above to explain why they think their solution is a good one. Allow for group discussion of each solution. (There is no single right answer.)

Evaluation

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

III. I Can Care for My Body

Requirement

Earn the Fitness Fun Adventurer Award.

Background Information

In order to earn the Adventurer Award the children will complete the requirements listed below. See the *Manual of Adventurer Awards* for teaching helps and resources.

FITNESS FUN

1. List at least four things that contribute to physical fitness.
2. Run or jog 800 meters (approximately one-half mile)
OR
Run 50 meters in 10 seconds.
3. Make a high jump. (Record highest of four jumps.)
4. Jump or skip rope for three minutes.
5. Do three different stretches. Hold each for a minimum of 10 seconds.
 - a. Leg
 - b. Back
 - c. Arms/shoulders
6. Participate in an obstacle course.
7. Demonstrate your ability to do 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 organized game that requires physical fitness; for example, ball game, relay race, leapfrog, etc.

IV. AIDS Requirement

MY FAMILY

I. I Have a Family

Requirement

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

Background Information

Every family has enjoyed special experiences. These may have been times that were particularly enjoyable or meaningful or that helped family members to feel close to each other. Often families have not considered which of their activities may be important to other family members. Many family members may have experiences that they treasure but that other members have not recognized as special.

It is essential to be sensitive to the children's family situations (single parent, divided home, extended family, etc.). The various kinds of families should be emphasized, and some children may choose to use substitute families such as the Adventurer Club "family," the church "family," or another family that cares about them.

Teaching Tips

- Notes may be sent home with the children explaining the activity and its purpose.
- Children may talk individually with each family member about their favorite memories and share their findings with the entire family afterward; or the activity could be part of a family worship or supper-table discussion.

Evaluation

The children will share by telling, drawing, or writing some of their family's favorite memories.

II. Families Care for Each Other

Requirement

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

- puppets
- role playing
- other

Background Information

The home is the place where children first learn how to deal with disagreement and conflict. Techniques for conflict resolution are very seldom explicitly taught to children, but children pick up the habits of their parents and siblings by observing them deal with disagreement and conflict in their own lives. This modeling, whether positive or negative, has more effect on the way a young child deals with problems than does anything else. The child first develops his or her own personal techniques of dealing with conflict during disagreements with brothers and sisters.

This activity is designed to help every child learn positive ways of dealing with conflict and to begin to build personal habits of conflict resolution.

One of the first things that should be understood about disagreement is that disagreement is normal. A disagreement does not indicate that anyone is bad, wrong, or stupid. Disagreements can be very positive because they allow people to bring problems and feelings into the open so they can be resolved. Problems or feelings that are kept inside and not dealt with can cause a person to take out personal feelings on an innocent person or object (scapegoat), argue about insignificant details, or build up negative feelings that will

damage himself or herself, or someone else later on. Jesus never avoided speaking about those things that were important to Him, even though what He had to say often angered or disturbed His listeners.

What is important in dealing with disagreements is recognizing which feelings and ideas are worth bringing into the open and how this can be done in a positive way. Many conflicts can be avoided altogether, and others can be handled and resolved as small disagreements, by following some simple Christian principles. Some of these are listed here. If you choose to teach these principles, adapt the language to the children's level of understanding and use concrete examples or role playing.

- Respect other people's feelings and opinions, recognizing that we do not always have to agree but can often find a way to compromise or agree to disagree.
- Agree on basic rules of conduct (including God's law) and avoid people who are not willing to follow them.
- Act toward others with kindness, support, and cooperation.
- Uphold a commitment to not harm other people or their belongings.
- Practice gentle honesty and accuracy concerning facts, feelings, and goals.
- Be willing to admit it when you are wrong.
- Recognize that no one else is perfect either.

Children can learn a few simple steps that they can use to resolve a majority of their own disagreements, if they practice them with the encouragement of leaders and parents. These steps can be explained in many ways, but the basic idea is outlined below.

WHEN YOU FEEL UNHAPPY WITH SOMEONE:

- FIRST:** Think about it. (Ask yourself: Why am I feeling this way? What is the disagreement about? Why might the other person be acting this way? Is it something I can ignore or solve myself? Am I doing something to create the problem?)
- SECOND:** Talk about it privately. Listen. (Choose a good time and place. Tell how you feel and specifically why you feel that way. Listen carefully to the other person's feelings and try to understand why he or she is feeling that way. *Never* interrupt the other person when he or she is talking)
- THIRD:** Look for solutions. (Think of ways to solve the problem. This might include doing what you or the other person wants, finding a compromise, thinking of other ideas, or agreeing to disagree.) Choose one solution and act on it.
- FOURTH:** Ask for help if you need it. (Tell your problem to an adult you trust and ask that person to help you find a solution.)

This process helps children to follow the steps of conflict resolution that Jesus gives in Matthew 18. Rather than running immediately to friends or adults with a problem, or avoiding it altogether, children learn to go to the person with whom they have the problem and try to work it out on their own. Parents and leaders must allow and help children to use these techniques to solve their own interpersonal problems, only stepping in to help them use the steps, or if they have reached the fourth step.

By learning to handle small disagreements with siblings and friends as a young child, the Sunbeam will have gained the basic skills needed to handle problems and conflicts that will arise as he or she grows into a productive member of the church and of the world.

Teaching Tips

- A poster is provided at the end of this section, presenting the steps that children can follow to solve their disagreements. Discuss these steps with the children.
 - As each step is discussed, the children may use puppets or role playing to show different ways in which they could carry out that step. It will be easier for the children to visualize if they are given a specific situation to deal with as they go through the steps (for example, someone cuts in line at the drinking fountain, or your brother borrowed your crayons without permission and broke them).
 - When the children have a basic understanding of the steps, give them a variety of different conflict situations to practice with, using puppets or pretending. Each child should have the opportunity to be part of a group dealing with one of the conflicts.
 - The children must practice these steps on several occasions before the steps will begin to become a part of their thought processes.
 - The children's knowledge of these steps will have no meaning until they begin to practice the steps themselves. To do this, adults will have to practice some steps too, including those that follow.
1. Refuse to hear children's tattling or complaints about each other until they have attempted to solve the problem themselves (except in emergency situations).
 2. If the child has not yet attempted to follow the problem solving steps, remind him or her of the steps and how to follow them.
 3. Supervise the child's attempts to follow the steps, if necessary. Many times children can solve the problem alone when reminded, but occasionally (especially at first) they may need some kind of supervision. The leader may need to ask the children to wait until a time when he or she can sit down with them, or it may be possible to supervise the problem-solving discussion by standing nearby and listening "with one ear" while supervising the rest of the group.
- The "When I Feel Unhappy With Someone" poster may be sent home with the children, together with a note explaining how it may be used.


Evaluation

The child will demonstrate positive ways of dealing with disagreement, either in role playing or actual experience.

WHEN I FEEL UNHAPPY WITH SOMEONE,



I WILL:

1. Think about it.
 2. Talk about it privately with that person. Listen.
 3. Look for solutions.
 4. Ask for help, if necessary.
- 

III. My Family Helps Me Care for Myself

Requirement

Earn the Road Safety Adventurer Award.

Background Information

The Road Safety Adventurer Award may be taught at home, at school, or as a part of the Adventurer Club activities. For teaching helps, see the *Manual of Adventurer Awards*.

ROAD SAFETY

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 along the road.
 - b. Riding your bicycle.
 - c. Riding a horse.
 - d. Walking with a group.
4. Explain why you should wear a seat belt when riding in a car.
5. Listen to a highway patrol or other safety person talk about safety for children.
6. Play a safety game.

MY WORLD

L. The World of Friends

Requirement

Complete the Courtesy Adventurer Award.

Background Information

For additional information and helps to teach the Courtesy award, see the *Manual of Adventurer Awards*.

COURTESY

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, and
 - b. Making a telephone call to a friend of your choice.

OR

- a. Introduce an adult to a friend.
- b. 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. Apologize,
 - d. Greet a friend,
 - e. Share and take turns.

II. The World of Other People

Requirements

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

Background Information

"The children should be so educated that they will sympathize with the aged and afflicted and will seek to alleviate the sufferings of the poor and distressed. They should be taught to be diligent in missionary work; and from their earliest years self-denial and sacrifice for the good of others and the advancement of Christ's cause should be inculcated, that they may be laborers together with God" (*The Adventist Home*, pages 486-487).

From a very early age, children need to begin to understand and enjoy their Christian responsibility to care for those around them. Strong habits of service can be built in early childhood by involving children in small duties and kindnesses in the home. As they get older, they can include in their concern the people around them, and they can learn to recognize and be interested in the needs of those they meet. By having the children visit people and places in their own neighborhoods, the leader can train the eyes and hearts of the children to see these needs and to direct their minds toward ways in which they can be of service to others. The neighborhood walk can also be a time of appreciation and learning about the special characteristics of their neighbors and neighborhood and to gain a better understanding of what a neighborhood is like and how it functions.

Teaching Tips

- To prepare children for this activity, review Jesus' special trip to earth to help us, and point out some of the many places in the Bible where He asks us to help our neighbors. (See Resources for Sunbeam Classes, section entitled "My World Track, Part II, The World of Other People." This material appears at the end of the Sunbeam Class section of this manual.)
- Many Adventurer groups come together from a variety of neighborhoods. If you do this activity as a group, choose one neighborhood that is representative of the rest and that is easily accessible from the Adventurer meeting place.

- Become familiar with the neighborhood before taking the children out to explore. Make a list of some of the things you want the children to see.
- The children's walking tour should be leisurely and not more than an hour. Do not try to cover a whole neighborhood, but rather see some of the representative parts. Part of the tour may be completed by car or bus.
- Good things children might list include: community services, such as a fire or police station or grocery store; a special landmark such as a park, river, or special building; or a particularly nicely kept home or garden (not expensive, but orderly). Help the children to find as many of these things as possible on their own so they can enjoy a sense of exploration and discovery.
- Of the things the children could help make better, physical needs such as litter and orderliness will be most obvious. They may note a lack of places to play or a need for plants and other pretty things to look at. They may be led to recognize a lack of churches in the neighborhood and be led to consider the spiritual needs of their neighbors. Many discoveries, such as angry or unhappy-looking people, will be spontaneous and should be handled with care to prevent embarrassment or offense.
- Upon returning to the meeting room discuss and list the good things and the needs the children have seen. Many neighborhood needs may be beyond the scope of the Sunbeam to solve. Nevertheless, there are things that the Sunbeam can do, and the group should be led to recognize that they are serving Jesus and making a difference through any thing, big or small, that they choose to do with a caring heart.
- The children can list a number of different helping projects based on the needs they have seen. Then lead them to decide upon an activity or project they can do well and will feel a sense of accomplishment in completing. A few possibilities are suggested here. Encourage the children to add others that will be relevant to needs they have observed.

Beautification. Clean up a road, park, or vacant lot; plant flowers or trees.

Visit shut-ins. Plan programs for nursing homes or children's wards; adopt a grandparent; do yard work; wash windows; write letters and cards; make phone calls; make and deliver food or flower baskets.

Help those in need. Have clothing or food drives; raise funds for a special project; tutor first graders.

Spiritual assistance. Have special prayer bands; help with Vacation Bible School; have a fair booth; organize a neighborhood Bible club; distribute literature.

Evaluation

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

III. The World of Nature

Requirement

Earn a Friend of Nature Adventurer Award.

Background Information

In order to earn the Friend of Nature Adventurer Award the children will complete the requirements listed below. Additional information and teaching helps are found in the *Manual of Adventurer Awards*.

FRIEND OF NATURE

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. Explore (or observe with a magnifying glass) all the things you can see in a ten-square-foot area.

OR

Explore a yard or park and talk about what you see.

5. Take a nature walk and collect items of interest.
 - a. Show or tell about the items you found, and
 - b. Make them into a collage or poster.

OR

Visit one of the following and tell what you saw.

- a. Zoo
- b. Park
- c. Wildlife area

7. Grow one plant or one bulb and make drawings of it at three different stages of its growth.

SUNBEAM RESOURCE LIST

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

BASIC TRACK

I. The Adventurer Law

Be Obedient

Bible stories and texts

Moses strikes the rock (Numbers 20)

Saul Disobeys (1 Samuel 15)

Jonah (Jonah)

Ecclesiastes 12:13 "Fear God and keep his commandments

Acts 5:29 "We must obey God ..."

Songs

Sing for Joy

"Teach Me Lord" No. 110

"Trust and Obey" No. 113

"A Happy Home" No. 136

Be Pure

Bible texts

Philippians 4:8 "... Whatsoever is pure..."

Psalm 24:3, 4 "He who has clean hands and a pure heart ..."

Matthew 5:8 "Blessed are the pure in heart ..."

Songs

Sing for Joy

"Dare to Be a Daniel" No. 116

Be True

Bible stories and texts

Jacob and Esau (Genesis 27)

Ananias lies (Acts 5)

Ephesians 4:25—"Put off falsehood and speak truthfully ..."

Songs

Sing for Joy

"I would Be True" No. 117

Kids Sing Praise

"Truth" No. 35

Be Kind

Bible stories and texts

The Widow of Zarephath (1 Kings 17:7-24)

David and Mephibosheth (2 Samuel 9:3-13)
Ephesians 4:32 "Be kind...to one another ..."
Matthew 5:44 "Love your enemies ..."
Romans 12:10 "Be devoted to one another in brotherly love."

Songs

Sing for Joy

"A Happy Home"—No. 136

Be Respectful

Bible stories and texts

David and Saul (1 Samuel 17-31)
Elisha and the bears (2 Kings 2:23)

Be Attentive

Bible stories and texts

God calls Samuel (1 Samuel 3)
Ten virgins (Matthew 25:1-13)
Gethsemane (Matthew 26:36-46)

Be Helpful

Bible stories and texts

Abraham and angels (Genesis 18:1-14)
Abigail (1 Samuel 25:1-35)
Good Samaritan (Luke 10:25-37)

Songs

Sing for Joy

"Cross Over the Road" No. 131

Be Cheerful

Bible stories and texts

Israelites grumble (Exodus 14:1-13)
2 Corinthians 9:7

Songs

Sing for Joy

"Smile" No. 107

Kids Sing Praise

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

Be Thoughtful

Bible stories and texts

Widow's mite (Mark 12:41-44)

Songs

Sing for Joy

- "Love at Home" No. 137
- "God Bless Families" No. 138

Be Reverent

Bible stories and texts

- Isaiah's vision (Isaiah 6:1-8) Jesus in the temple (Luke 6:6-10)
- Money changers (John 2:13-16)

Songs

Sing for Joy

- "God Is in This Place" No. 46
- "I was Glad" No. 144
- "This Is God's House" No. 145

II. Reinforcement

See **Appendix II**, "Earning the Reading Certificate," for resources and helps.

MY GOD TRACK

I. His Plan to Save Me

Other Bible stories about salvation

- Noah (Genesis 6-8)
- Paralytic healed (Matthew 9:1-8)
- Parable of light (John 3:19-21)

Songs about the assigned stories

Sing for Joy —(Review and Herald)

- "God Is So Good" No. 13
- "John 3:16" No. 24
- "For God So Loved the World" No. 26
- "O, How He Loves You and Me" No. 28
- "He's Alive" No. 84
- "This Is the Day" No. 86
- "He Is Lord" No. 87

Books and materials about the assigned stories

Adults

Bible Teaching Pictures. Several sets on the life of Christ. (Standard)
Giant Bible Visuals: Jesus (Rainbow)
White, E. G. *The Desire of Ages*, (Pacific Press)

Children ¹

*Maxwell, Arthur S. *Jesus, Friend of Children*
*Morse, Joyce. *Where Is Jesus?* (Southern Publishing Assn.)
Reece, Colleen. *Three Special Letters*
_____ *About Jesus*
Storytime Adventures in the Life of Christ. Cassettes and puzzle book. (Voice of Prophecy)
*Stump, Gladys Sims. *Baby Jesus* (Southern Publishing Assn.)
The Life of Jesus [A coloring book] (Standard)

¹ * indicates a book that may be used to fulfill requirements for the Sunbeam Reading Certificate.

II. His Message to Me

Other Bible texts about salvation

Psalm 32:5 "I acknowledged my sin unto Thee ..."
1 John 3:4, 5 ". . . Sin is the transgression of the law."
Isaiah 44:22 "I have blotted out . . . thy transgressions."
John 14:1-3 "I go to prepare a place for you ..."
Romans 3:23 "All have sinned ..."
Galatians 1:3, 4 "[He] gave Himself for our sins ..."
James 4:17 "To him that knoweth to do good ..."

Songs about salvation

Sing for Joy (Review and Herald)

"His Banner Over Me Is Love" No. 25
"I'm So Happy" No. 65
"Redeemed" No. 68
"Amigos de Cristo" No. 69

Kids Sing Praise (Brentwood)

"Assurance March" No. 13
"Thank You, Lord" No. 30
"We'll Call Him Jesus" No. 55

E. G. White quotations

"If properly instructed, very young children may have correct views of their state as sinners and of the way of salvation through Christ" (*Testimonies*, vol. 1, page 400).

Teach them that the Savior is calling them" (*The Desire of Ages*, page 517).

"They will learn to hate sin and to shun it, not merely for hope of reward or from fear of punishment, but from sense of its inherent baseness—because it is degrading to their God-given powers...." (*Counsels to Parents, Teachers, and Students*, page 21).

"God wants every child of tender age to be His child, to be adopted into His family.... The whole current of their thought may be changed, so that sin will not appear a thing to be enjoyed, but to be shunned and hated" (*Child Guidance*, page 486).

Books and materials about salvation

Children

"God's Perfect Measuring Stick" - flannel graph story on Ten Commandments and need for salvation. (Standard)
Kraemer, Bonita. *Rules Mean Happiness*

III. His Power in My Life

Bible stories and texts

Jesus

Scriptures found (2 Kings 22, 23)

Bereans (Acts 17:10-13)

Deuteronomy 6:4-9 "These words shall be in thine heart ..."

Psalm 119:9-11, 105 "Thy word is a lamp ..."

Psalm 19:7-11 "The law of the Lord is perfect ..."

2 Timothy 2:15 "Study to shew thyself approved ..."

Songs

Sing for Joy

"The Bible, God, Is Wise And True" No. 19

"I Am So Glad" No. 30

"Saints of God" No. 61

Kids Sing Praise

"The B-I-B-L-E" No. 16

"Thy Word Have I Hid in My Heart" No. 67

"Wonderful Words of Life" No. 71

E. G. White quotations

"That spirit [Holy Spirit] loves to address the children and discover to them the treasures and beauties of the word. The promises spoken by the Great Teacher will captivate the senses and animate the soul of the child with a spiritual power that is divine" (*Counsels to Parents, Teachers, and Students*, page 172).

"The best way to prevent the growth of evil is to preoccupy the soil. The greatest care and watchfulness is needed in cultivating the mind and sowing therein the precious seeds of Bible truth" (*Messages to Young People*, page 282).

"We should make the Bible our study above every other book" (*Messages to Young People*, page 426).

"In arousing and strengthening a love for Bible study, much depends on the use of the hour of worship" (*Education*, page 186).

"In its wide range of styles and subjects, the Bible has something to interest every mind and appeal to every heart" (*Child Guidance*, page 505).

Books and materials

Adults

Rhymes and Crafts: Learning from God's Word. Teacher activity ideas, worksheets (Rainbow)

White, E. G. *Education*, pages 185-192 (Pacific Press)

_____ *Messages to Young People*, pages 253-264 (Southern Publishing)

_____ *Child Guidance*, pages 41-44, 505-515 (Review and Herald)

MY SELF TRACK

I. I Am Special

Bible stories and texts

Creation (Genesis 1, 2)

Psalm 139:14—"I am fearfully and wonderfully made ..."

1 Samuel 16:7—"Man looketh on the outward appearance ..."

Songs

Sing for Joy

"Lord, I Love to Stamp and Shout" No. 56

"We Grow in Many Different Ways" No. 58

Kids Sing Praise

"He's Still Workin' on Me" No. 26

"Being Big" No. 54

E. G. White quotations

"To know oneself is great knowledge. True self-knowledge leads to humility that will open the way for the Lord to develop the mind, and mold and discipline the character" (*Counsels to Parents, Teachers, and Students*, page 419).

"While we should not think of ourselves more highly than we ought, the word of God does not condemn a proper self-respect. As sons and daughters of God, we should have a conscious dignity of character in which pride and self-importance have no part" (*Review and Herald*, March 27, 1888).

"The Lord is disappointed when His people place a low estimate upon themselves. He desires His chosen heritage to value themselves according to the price He has placed upon them" (*The Desire of Ages*, page 668).

Books and materials

Adults

Kuzma, Kay. *Developing Your Child's Self-Worth*

Children

"Me, I have feelings" —Task cards (Arden Press)

You Are a Very Special Person (Pacific Press)

II. I Can Make Wise Choices

Use ideas drawn from the children's own experiences to play the "What If?" game.

III. I Can Care for My Body

E. G. White quotations

"Every child and every youth should have a knowledge of himself. He should understand the physical habitation that God has given him and the laws by which it is kept in health" (*The Ministry of Healing*, page 402).

"The student of physiology should be taught that the object of His study is not merely to gain a knowledge of facts and principles. . . . The great requisite in teaching these principles is to impress the pupil with their importance, so that he will conscientiously put them in practice" (*Education*, page 200).

"There are but few among the young who have any definite knowledge of the mysteries of life. The study of the wonderful human organism, the relation and dependence of all its complicated parts, is one in which most mothers take little if any interest... Teach your children to reason from cause to effect. Show them that if they violate the laws of their being they must pay the penalty in suffering" (*Counsels to Parents, Teachers, and Students*, page 126).

Books and materials

Adults

American Heart Foundation, National Center, 7320 Greenville Avenue, Dallas, TX 75231.

Write for information.

Carratello, Patricia. "My Body" Worksheets (about body organs) you can copy.
(Crachioli/Smith)

Schultz, Terry Louis and Linda M. Sorenson. *The Organic Puppet Theatre: Children's Exercises in Health Awareness* (Night Owl Press)

Children

*Barnard, Dr. Christiaan. *Junior Body Machine* (Crown)

Bodywise —Workbook for elementary-age children (Concerned Communications)

"Caselli, Giovanni. *The Human Body and How It Works* (Grosset and Dunlap)

"*Your Wonderful Body* (National Geographic Books)

MY FAMILY TRACK

I. I Have a Family

E. G. White quotation

"We have nothing to fear for the future, except as we shall forget the way the Lord has led us, and His teaching in our past history" (*Testimonies*, vol. 9, page 10).

II. Families Care for Each Other

Bible stories and texts

David and Saul (1 Samuel chapter 18 through 31)

Matthew 5:9—"Blessed are the peacemakers ..."

Matthew 5:23-24—"Be reconciled to thy brother ..."

Matthew 5:43-44—"Love your enemies ..."

Matthew 18:15-20—"Tell him his fault between he and thee alone ..."

Matthew 18:21-35—"Forgive ... until seventy times seven ..." Romans

12:18—"Live peaceably with all men ..."

James 4:11 "Speak not evil of one another ..."

Songs

Sing for Joy

"I Would Be True"—No. 117

"Blest Be the Tie That Binds"—No. 140

Kids Sing Praise

"He's Still Workin' on Me"—No. 26

"This Is My Commandment"—No. 29

E. G. White quotation

"The word of the parents should be law, precluding all arguments or evasions. Children should be taught from infancy to implicitly obey their parents" (*Child Guidance*, page 85).

Books and materials

Adults

Bisignano, Judy. "Relating," "Communicating" - Worksheets for children (Good Apple)

Children

Wilt, Joy. *A Kid's Guide to Handling Parents* (Word)

_____. *Handling Your Disagreements* (Word)

_____. *Surviving Fights With Your Brothers and Sisters* (Word)

III. My Family Helps Me Care for Myself

For helps and resources to teach the Road Safety Award, see the *Manual of Adventurer Awards*.

MY WORLD TRACK

I. The World of Friends

For helps and resources to teach the Courtesy Award, see the *Manual of Adventurer Awards*.

II. The World of Other People

Bible stories and texts

Good Samaritan (Luke 10:25-37)

Dorcas (Acts 9:36-42)

Matthew 25:31-46 "I was an hungered, and ye gave me meat?"

James 2:15, 16 "If a brother or sister be destitute ..."

Songs

Sing for Joy

"God Made Our Hands" No. 57

"We Are His Hands" No. 129

"God Calls Us" No. 130

"Cross Over the Road" No. 131

"Jesus Bids Us Shine" No. 133

"This Little Light of Mine" No. 134

Kids Sing Praise

"This Little Light of Mine" No. 40

"Is There Anything I Can Do?" No. 48

"Jesus Bids Us Shine" No. 58

E. G. White quotations

"There are many lines in which the youth can find opportunity for helpful effort. Let them organize into bands for Christian service, and the cooperation will prove an assistance and an encouragement" (*Education*, page 269).

"No recreation helpful only to themselves will prove so great a blessing to the children and youth as that which makes them helpful to others. Naturally enthusiastic and impressible, the young are quick to respond to suggestion" (*Education*, page 212).

"The children should be so educated that they will sympathize with the aged and afflicted and will seek to alleviate the sufferings of the poor and distressed. They should be taught to be diligent in missionary work; and from their earliest years self-denial and sacrifice for the good of others and the advancement of Christ's cause should be inculcated, that they may be laborers together with God" (*The Adventist Home*, page 487).

"Take up the work that should be done in your neighborhood, for which you are held responsible. Wait not for others to urge you to take advance steps" (*The Adventist Home*, page 488).

Books and materials

Children

Sisk, Laura. *Something Important* —story illustrating Matthew 25:40.

III. The World of Nature

Bible stories and texts

Parables of Jesus (See Luke chapters 10 through 15.)

Psalms

Songs

Sing for Joy

"I See the Love of God in Every River" No. 34

"Can You Count the Stars?" No. 35

"God Knows Me" No. 47

"Every Flower That Grows" No. 55

"The Wise Man and the Foolish Man" No. 62

"Water of Life" No. 66

Kids Sing Praise

"Step Into the Sunshine" No. 23

"Wide, Wide As the Ocean" No. 38

"Praise God" No. 56

E. G. White quotations

"The heart not yet hardened by contact with evil is quick to recognize the Presence that pervades all created things" (*Education*, page 100).

"So far as possible, let the child from his earliest years be placed where this wonderful lesson book shall be open before him" (*Education*, pages 100-101).

"Let the little ones play in the open air; let them listen to the songs of the birds, and learn the love of God as expressed in His beautiful works. Teach them simple lessons from the book of nature ... " (*Counsels to Parents, Teachers and Students*, page 146).

"Children should be encouraged to search out in nature the objects that illustrate Bible teachings, and to trace in the Bible the similitude drawn from nature. They should search out, both in nature and in Holy Writ, every object representing Christ, and those also that He employed in illustrating truth" (*Education*, page 120).

Books and materials

Adults

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

Kutac, Connie and Elsie Lucas. *Nature Trails and Scavenger Haunts*

Children

Ricchiuti, Paul. *My Very Best Friend* (Pacific Press)