



# Eager Beaver Program

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An Enrichment Program  
for Kindergarten Level Children

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## **HISTORY OF THE EAGER BEAVER PROGRAM**

In 1965 , Clay Farwell, Youth Director in the Northern California Conference, his secretary Mary Christianson, Charles Temple, a teacher at Pacific Union College, and Dan Higbee, an active church worker, wanted to address the needs of the Pathfinder staff's pre-Pathfinder children. The Eager Beaver program grew out of this desire to occupy pre-Pathfinder children while their parents participated in Pathfinder meetings.

The first Eager Beaver program was sponsored by the Sebastopol Elementary School; it was quickly accepted by other Northern California churches and church schools. The Dorcas Society designed and sewed the Eager Beaver scarf, Charles Temple designed the logo, and Dan Higbee volunteered to silk-screen the logo onto the scarf.

In 1977, the Southeastern California Conference became interested in the Eager Beaver program for their Pathfinder Club staff children. The program grew under the leadership of Dixie Plata and Janet Mallery, who became Eager Beaver crusaders for the Southeastern California Conference. The Eager Beaver program spread throughout the North American Division. Dan Higbee continued to supply scarves, pins, and other program materials.

In 1993, the North American Division negotiated with Dan Higbee to make the Eager Beaver program Division sponsored rather than sponsored by a union or conference. All Eager Beaver materials are now sold from AdventSource in Lincoln, Nebraska, and a draft of the program became available in late 1993. In 1994, the North American Division introduced the Division edition of the Eager Beaver program.

Because this program filled a void in ministry to children, it was not long before other countries heard of and obtained the program. Soon the need for resources which could be adapted to other cultural realities became a necessity and in a historic youth leadership meeting held in Aguas de Lindoia, Brazil (April 2001), delegates from all over the world requested that this program be made available through the General Conference Youth Department in essence making it a world program.

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## EAGER BEAVER PROGRAM

Welcome to the Eager Beaver program! This program is designed for kindergarten-age boys and girls. The Eager Beaver program and its curriculum are separate from the Adventurer program. In fact, the Eager Beaver program is different from both the Pathfinder and Adventurer programs primarily because it involves a parent-child partnership, while the Adventurer and especially the Pathfinder programs are club organizations. Ideally, parents and their children will do the Eager Beaver activities together at home, but the program can also be done with a group of children.

Crafts are not specifically mentioned in any of the Beaver Chips; however, several Chips have craft concepts. Parents are encouraged to do as many separate craft activities as they wish. The crafts should be simple enough to complete in one sitting. Eager Beavers definitely need “hands-on” activities.

Eager Beaver sessions should last no longer than one hour—remember that this age group has a very short attention span. Also, don’t dwell on any one subject for very long—keep things moving. Start working on a requirement, play a game, choose a chip and complete a few requirements (some chips may take several nights to complete), do a craft, and end with a story. Each activity should last no longer than 10-15 minutes each. Parents may wish to work with other Eager Beaver families to plan occasional field trips or other Beaver activities. It is recommended that a maximum of two programs be planned per month.

When working on Eager Beaver chips, don’t try to finish an entire chip in one evening; take about 15 minutes to complete a few requirements and go on to the next activity. That way you won’t lose their attention as quickly. Be enthusiastic when teaching, and be prepared—these little ones know if you aren’t prepared. Organize your supplies before the meeting starts. When the Eager Beavers complete all the requirements, give them a chip—they will be proud to wear it. The chips can be sewn or glued onto the Eager Beaver scarf.

The Eager Beaver program enables parents and other adults to work together with children to reach specific goals during the school year. Children of this age level enjoy participating in activities and are not particularly motivated by the promise of a reward for their efforts. The children will enjoy doing the requirements; learning is its own reward.

The program is non-competitive. If any requirement is too difficult, parents should devise a simpler option. Award the Eager Beaver pin to the child at the Investiture program when she/he completes the record card. Help the children make the T-shirt transfer.\* Study the habits of beavers and discover the meaning of the words “Eager Beaver.” Eager Beaver scarves may be exhibited and awarded to the children at Investiture, when parents can see their children recognized for their accomplishments.

\* The T-shirt transfer works well on 501/50 material, but will not work on 100% cotton. If a steam iron is used, move the iron around when transferring to avoid a steam hole pattern. A transfer is available from *AdventSource*, 5040 Prescott Avenue, Lincoln, Nebraska 68506. Phone: 800-328-0525. Website: [www.adventsource.org](http://www.adventsource.org).

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## EAGER BEAVER SUPPLIES

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**Scarf**

The Eager Beaver scarf is worn around the child's neck. The scarf publicly identifies the child's membership in the Eager Beaver Club. Conferences may choose to present the scarf to the child at the beginning of the year so he or she will have plenty of opportunities to wear it.

**Scarf Ring**

The scarf ring is used to hold the scarf in position around the child's neck. Conferences may choose to award the ring at the beginning of the year along with the scarf.

**T-Shirt**

The Eager Beaver T-shirt can be worn as a part of the Eager Beaver uniform. Individual Eager Beaver clubs have the option of personalizing the shirt design with the Eager Beaver logo, shirt, and ink color.

**Pin**

The Eager Beaver pin should be presented to the child at Investiture to signify the successful fulfillment of the Eager Beaver requirements.

**Chips**

The Eager Beaver chips are patches to be given to each child who has completed the Beaver chip requirements. The chips can be sewn or glued onto the Eager Beaver scarf. The chips should be given to the child at a time which best signifies to a child his/her achievement of chip requirements. Don't hold the presentation until investiture since there should not be an extensive delay in receiving these.

The above supplies are available from *AdventSource*, 5040 Prescott Avenue, Lincoln, Nebraska 68506. Phone: 800-328-0525. Website: [www.adventsource.org](http://www.adventsource.org)

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# EAGER BEAVER PROGRAM

## REQUIREMENTS

4. Learn your country's Pledge of Allegiance or National Anthem.
  
  
  
  
  
  
  
  
  
  
5. Read three books to children:
  - A. Bible story
  - B. Nature story
  - C. Their choice
  
6. Teach children to:
  - A. tie shoes
  - B. comb hair
  - C. brush teeth
  - D. dress selves
  
7. A. Learn the eight color words that go with the words (red, orange, yellow, green, blue, purple, brown, black).

## SUGGESTIONS

**Bermuda**— *“God Save The Queen God save our gracious Queen, Long live our noble Queen, Send her victorious, Happy and glorious, Long to reign over us: God save the Queen. O Lord our God arise, Scatter her enemies, And make them fall: Confound their politics, Frustrate their knavish tricks, On Thee our hopes we fix: God save us all. Thy choicest gifts in store On her be pleased to pour; Long may she reign: May she defend our laws, And ever give us cause To sing with heart and voice God save the Queen.”*

**Canada**— *“O Canada, our home and native land! True patriot love in all thy son's command. With glowing hearts, we see the rise, the True North strong and free! From far and wide, O Canada, we stand on guard for thee. God keep our land glorious and free! O Canada, we stand on guard for thee. O Canada, we stand on guard for thee.”*

**United States**— *“I pledge allegiance to the flag of the United States of America, and to the republic for which it stands: one nation, under God, indivisible, with liberty and justice for all.”*

*The teacher should make or purchase a chart with the eight color words and the colors that go with the words. This will be a reference chart for the children.*

*Have the children match 3x5 cards with color words written on one side with the correct color of construction paper or felt.*



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# EAGER BEAVER PROGRAM

## REQUIREMENTS

- B. Learn the primary colors (red, yellow, blue).
- C. Learn the secondary colors (orange, green, purple).

- 8. Choose one activity to do for one week.  
Help with this chore when asked to do so by a parent:
  - A. wash or dry dishes
  - B. empty the dishwasher
  - C. pick up toys
  - D. hang up own clothes
  - E. make own bed
  - F. take out trash
- 9. Take a food basket to a needy family or elderly person.

## SUGGESTIONS

Children can make posters of primary colors and/or of all eight colors. Give each child a magazine or catalog to cut out pictures of things that are red. Glue these on a sheet of construction paper or posterboard. Write the color word "Red" with a red crayon on the poster. This poster can be a group project (do the same for all colors).

Play color games:

**I Spy**— The teacher chooses a object in the room, says, "I spy something \_\_\_\_\_" and names the color of the object. The children try to guess what the teacher has described

**What Are You Wearing**—The teacher says, "If you're wearing something (name a color), stand up (clap your hands, stand on one foot, etc.)."

Children love hands-on experience. Let them experiment with mixing primary colors of tempera paint to make three new colors (can also use playdough, colored water, etc.). Make a color wheel.

Encourage families to become involved with their children in taking on responsibilities at home as well for others.

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# EAGER BEAVER PROGRAM

## REQUIREMENTS

10. Make and deliver a card to a sick or elderly person.
11. Help in packing a lunch and participate in an outdoor activity with family or friends.
12. Ask parents to tell or read simple stories to their child about Ellen White's life.
13. A. Learn Phillipians 4:4, CNIV: "Be full of joy in the Lord always. I will say again, be full of joy."  
  
B. Memorize three other memory verses.
14. Earn at least twelve Beaver Chips.
15. Do a minimum of six craft projects of your choice.

## SUGGESTIONS

*Tell stories about Ellen White's early life. Discuss how God spoke to her in visions. Tell the children how many books she wrote.*

*The ABC has a number of books available on this subject for this age group. One set of books is Gathering Fruit Missing Hairnet, A Trip to Heaven, and The Green Cord, by Tom Kohls. The stories are simple and nicely illustrated*

*Sing "Rejoice in the Lord " Talk about joy and about the joy Jesus gives us. Be sure the children understand the name "Lord "*

*Write the verse on the blackboard or on posterboard. It could be done in rebus style (i. e., "Be full of Joy in the Lord always. I will say again, be full of Joy. " Repeat the verse with the children, substituting the word "power "for "joy. "*

# EAGER BEAVER RECORD



Eager Beaver's Name \_\_\_\_\_

	1.	Pledge	2.	Lord's Prayer	3.	Fourth Commandment	4.	Pledge of Allegiance	5.	Three books	6.	Grooming	7.	Colors	8.	Chores	9.	Food basket	10.	Card	11.	Pack a lunch	12.	Stories of Ellen White	13.	Memorize Bible verses	14.	Chips	15.	

Signature of Eager Beaver Leader \_\_\_\_\_

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# UNDERSTANDING THE PRE-SCHOOL CHILD

## I. Developmental Tasks of Early Childhood

- A. Learning to control the elimination of body wastes.
- B. Learning sex differences and sexual modesty
- C. Getting ready to read
- D. Learning to distinguish right and wrong and beginning to develop a conscience
- E. Learning physical skills necessary for ordinary games
- F. Building a wholesome attitude toward oneself

## II. Skills of Early Childhood

During the early childhood years, children learn and develop many skills. Children learn by repetition and will work at something until they do it well. Pre-schoolers are usually willing to try new things, having few fears to inhibit their learning activities.

When a child is ready to learn a new skill, he has reached the “critical moment” for that learning to occur. If denied the opportunity to learn a given thing at the critical moment, it will be more difficult for him to learn that skill in the future.

## III. Common Emotions of Early Childhood \*

Young children experience most of the emotions normally experienced by adults. However, the stimuli that give rise to them and the ways in which children express their emotions are markedly different:

### Anger

The most common causes of anger in young children are conflicts over playthings, the thwarting of wishes, and vigorous attacks from another child. Children express anger through temper tantrums, characterized by crying, screaming, stamping, kicking, jumping up and down, or striking.

### Fear

Conditioning, imitation, and memories of unpleasant experience play important roles in arousing fears, as do stories, pictures, radio and television programs, and movies with frightening elements. At first, a child’s response to fear is panic; later, responses become more specific and include running away and hiding, crying, and avoiding frightening situations.

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### **Jealousy**

Young children become jealous when they think parental interest and attention are shifting toward someone else in the family, usually a new sibling. Young children may openly express their jealousy or they may show it by reverting to infantile behavior, such as bed-wetting, pretending to be ill, or being generally naughty. All such behavior is a bid for attention.

### **Curiosity**

Children are curious about anything new that they see and also about their own bodies and the bodies of others. Their first responses to curiosity take the form of exploration; later, as a result of social pressures and punishment, they respond by asking questions.

### **Envy**

Young children often become envious of the abilities or material possessions of another child. They express their envy in different ways, the most common of which is complaining about what they themselves have, by verbalizing wishes to have what the other has, or by appropriating the objects they envy.

### **Joy**

Young children derive joy from such things as a sense of physical well-being, incongruous situations, sudden or unexpected noises, slight calamities, playing pranks on others, and accomplishing what seem to them to be difficult tasks. They express their joy by smiling and laughing, clapping their hands, jumping up and down, or hugging the object or person that has made them happy.

### **Grief**

Young children are saddened by the loss of anything they love or that is important to them, whether it be a person, a pet, or an inanimate object, such as a toy. Typically, they express their grief by crying and by losing interest in their normal activities, including eating.

### **Affection**

Young children learn to love the things—people, pets, or objects—that give them pleasure. They express their affection verbally as they grow older but, while they are still young, they express it physically by hugging, patting, and kissing the object of their affection.

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#### **IV. Effects of Discipline on Young Children**

##### Effects on Behavior

Children of permissive parents become selfish, disregard the rights of others, and are aggressive and unsocial. Those who are subjected to strict, authoritarian training are overly obedient in the presence of adults but aggressive in peer relationships. Children brought up under democratic discipline learn to restrain behavior they know is wrong, and they are more considerate of the rights of others.

##### Effects on Attitudes

Children whose parents are either authoritarian or permissive tend to resent those in authority. In the former case, they feel they have been treated unfairly; in the latter case, they feel their parents should have warned them that not all adults will accept their undisciplined behavior. Democratic discipline may lead to temporary anger, but not to resentment. The attitudes formed as a result of child-training methods tend to become generalized, to spread to all persons in authority, and to persist.

##### Effects on Personality

The more physical punishment is used, the more likely the child is to become sullen, obstinate, and negativistic. This results in poor personal and social adjustments, which are also characteristic of children brought up permissively. Those brought up with democratic discipline make the best personal and social adjustments.

#### **V. Happiness \***

##### **Some Important Conditions Contributing to Happiness in Early Childhood**

- Good health, which enables young children to enjoy whatever they undertake and to carry it out successfully.
- A stimulating environment in which children have opportunities to use their abilities to the maximum.
- Parental acceptance of annoying childish behavior and parental guidance in learning to behave in a socially more acceptable way.
- A disciplinary policy that is well-planned and consistently carried out. This lets young children know what is expected of them and prevents them from feeling that they are unfairly punished.
- Developmentally appropriate expressions of affection, such as showing pride in young children's achievements and spending time with them, doing things they want to do.

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- Realistic aspirations, in accordance with their capacities, so that children have a reasonable chance of making a success of what they undertake, thus fostering favorable self-concepts.
  - Encouragement of creativity in play and avoidance of ridicule or unnecessary criticism which dampen young children's enthusiasm to try to be creative.
  - Acceptance by siblings and playmates, so that children will develop favorable attitudes toward social activities. This can be encouraged by guidance in how to get along with other people and by good home models to imitate.
  - A prevailing atmosphere of cheerfulness and happiness in the home so that children will learn to make the contributions to maintaining this atmosphere.
  - Achievements in activities important to the child and valued by the group with which the child is identified.

\* Taken from *Developmental Psychology*, by Elizabeth B. Hurlock.

## **SOME CHARACTERISTICS OF A FIVE- OR SIX-YEAR-OLD**

Before the child starts first grade, he should have experienced a variety of movement activities designed to develop his motor skills. At this age, he should know how to:

1. Run in a coordinated manner without bumping into obstacles
2. Gallop, skip, hop, jump
3. Balance while standing on one foot.
4. Hit a large target by throwing a ball underhand or overhand.
5. Draw a circle, square, triangle, and rectangle.
6. Dress himself, including buttons and other reachable fasteners.
7. Tie shoelaces.

Children may not be able to do all of these perfectly, but they should be gaining control in these movements. Movement skills must come before cognitive learning.

At this age, children need to be trusted. If a child is unwilling to help a parent with a chore, the parent can say, "I know you don't want to do it, but I need help and know I can trust you to help me." Children should also be allowed to explore, play, create, and express themselves. Parents should let the child sing songs and tell stories that he composes, and let him plan, carry out, and evaluate his own learning experiences.

(Taken from *Understanding Children*, by Kay Kuzma.)

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## PARENT-CHILD RELATIONSHIPS

Changes in parent-child relationships, which began during the later years of babyhood, continue throughout early childhood. Many conditions are responsible for those changes; the most common and most important are:

### **Changes in Parental Attitudes**

As young children become more independent, parents feel that they need less care and attention than they did when they were babies. But even though young children want to be independent, they often resent not having the attention they had become accustomed to during babyhood.

### **Parental Concept of a “Good” Child**

When young children do not meet parental expectations, parents often become critical and punitive. Children react to this treatment by being even more negativistic and troublesome.

### **Parental Preferences**

Because mothers spend more time with young children than fathers do, and because they better understand troublesome behavior, many young children prefer their mothers and show it plainly. If fathers resent this and show their resentment by being critical of young children and their behavior, it widens the gap between them. Should little boys show a preference for their fathers, many mothers resent this, feeling that since they have assumed greater responsibility for the care of the children, they should be the favorites.

Because young children depend more on their parents for feelings of security and for happiness than anyone else, poor relationships with their parents have a devastating effect. This is especially true when the poor relationship is with the mother, the parent on whom most young children are especially dependent.

Not only is a poor relationship with parents serious because it undermines feelings of security, but it is especially serious if it is broken, due to death or divorce. Children who are deprived of the parent on whom they have depended for security since birth are likely to experience severe emotional trauma when this source of security is removed. Some of the emotional trauma can be eased if the missing parent is replaced by a stepparent, or if the child is adopted into a two-parent family where a satisfactory relationship can be established.

*Journal of Marriage and the Family*, A. P. James / R. G. Demaree



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## PARENTS' GUIDE FOR ENCOURAGING THEIR CHILD'S SPIRITUAL DEVELOPMENT

		Response
Month 1	Knows that Jesus loves him/her Understands that Jesus is his/her Creator, Savior, and Lord	_____ _____
Month 2	Likes talking about Jesus Enjoys singing songs about Jesus	_____ _____
Month 3	Asks forgiveness Is excited about hearing Bible stories	_____ _____
Month 4	Like to participate in story time Is respectful to parents and teachers	_____ _____
Month 5	Asks for Jesus's help Understands that Bible characters were real people	_____ _____
Month 6	Can tell simple Bible stories Is acquainted with the Creation story	_____ _____
Month 7	Understands the difference between right and wrong Loves Jesus so much that he/she wants to obey Him	_____ _____
Month 8	Feels sorry when he/she makes mistakes Is sensitive to the needs of others and wants to help	_____ _____
Month 9	Is learning that his/her actions affect other people Trusts parents, teachers, and Jesus	_____ _____
Month 10	Can apply moral truths from the Bible to his/her own life	_____

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## **PARENTAL EXAMPLE IS FACTOR FOR THOSE WHO KEEP FAITH Many Cite 'Hypocrisy' as Reason for Leaving Church**

Parents who want their children to keep the faith would do well to lead by example, attending worship services as a family and living up to religious principles in their lives, new research has found.

In a study of college students in the United States and Canada, sociologists at the University of Calgary found young people were more likely to keep their religious beliefs if they attended church at age 10 and first experienced doubts later in their teenage years.

Other than a gradual drift into disbelief, "hypocrisy among church members" was the most important source of doubt reported by people who left their childhood faith in the study published in the current issue of the *Review of Religious Research*.

Sociologist David Roozen of Hartford Seminary said the study findings are particularly important in an age of highly publicized sexual and financial scandals involving clergy and as baby boomers, many of whom rebelled against organized religion in their youth, and are now raising the next generation.

"Their kids know that their parents weren't saints either, particularly when they were growing up. So there is a lot of room for seeing hypocrisy," Roozen said.

For a long time, research on church membership has concentrated on why people switch to other churches, as opposed to examining reasons some leave altogether.

But the continuing membership decline in some churches, particularly among youth, has given new urgency to research into apostasy, defined as the act of abandoning religion.

In the new study, Merlin B. Brinkerhoff and Marlene M. Mackie sought to examine religious attitudes over time by studying data from questionnaires from 631 college students in the mid- 1980s in a social science classes at the University of Calgary and the University of Nebraska.

Mackie said the students interviewed did not represent a random sample, but provide some new data about why people leave churches.

In general, those who leave their childhood beliefs and denominations behind reported having more liberal world views, but being less satisfied in life, less happy and having lower self-esteem than those who maintained their earlier religious beliefs.

The study found people raised as mainline Protestants were the most likely to abandon religion, with Roman Catholics and conservative Protestants the most likely to retain their faith.

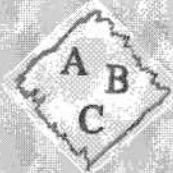
Breaking down the findings further, researchers found relationships between childhood behaviors and beliefs and current religious status.

"The greater their attendance at age 10, the greater the persistence of their beliefs. The older they were before encountering doubts, the greater their belief persistence.... Finally, the greater the number of doubts during youth, the less likely that their childhood beliefs persisted," Brinkerhoff and Mackie wrote.

Nearly 40 percent of the apostates, who first reported experiencing doubts at ages 13 and 14, said the perceived hypocrisy of church members was an important source of doubt.

Mackie said students reported perceiving hypocrisy in parents who attend church only on certain occasions, and in church members who make prejudicial remarks about ethnic groups or feel no remorse about cheating on taxes.

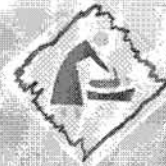
# Eager Beaver Chips



**Alphabet Fun**



**Bible Friends**



**Helping Mommy**



**Pets**



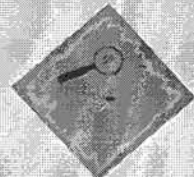
**Animal Homes**



**Birds**



**Jigsaw Puzzle**



**Scavenger Hunt**



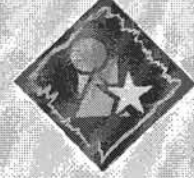
**Animals**



**Crayons & Markers**



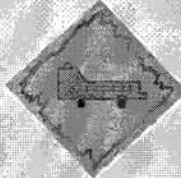
**Know Your Body**



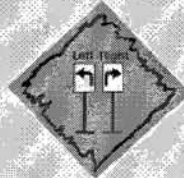
**Shapes & Sizes**



**Beginning Biking**



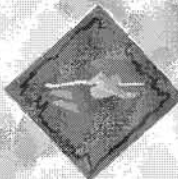
**Fire Safety**



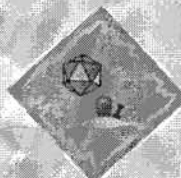
**Left & Right**



**Sponge Art**



**Beginning Swimming**



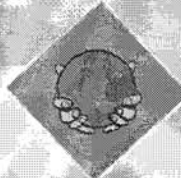
**Gadgets & Sand**



**Manners Fun**



**Toys**



**God's World**



**My Community Friends**

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## ALPHABET FUN

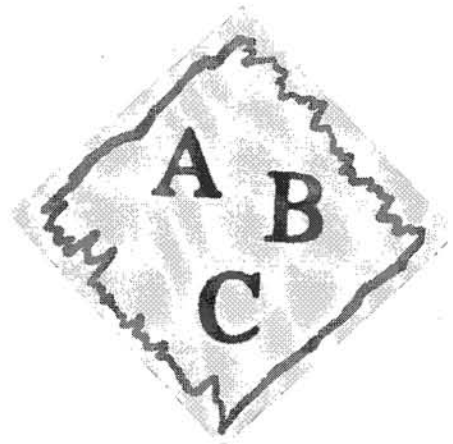
1. Know all the letters of the alphabet.
2. Know how to spell your first name.
3. Take a walk around the room or outdoors and find as many objects as you can beginning with a different letter of the alphabet.
4. Be able to write from memory ten letters of the alphabet.
5. Draw five letters, cut out and paste objects or pictures to go with each of the letters drawn.
6. What are some other ways of writing? (hieroglyphics, etc.)

Suggestions:

Have children make letters on the floor by lying down.

Make letters out of popsicle sticks or other objects.

Use jump ropes to form letters, numbers, and shapes.



**Category: Miscellaneous**

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## ANIMALS

1. Name five animals you see in the zoo.
2. Draw and color pictures of two of them.
3. Cut three zoo animals from magazines and mount them.
4. From play dough, form one of your favorite zoo animals.
5. Name three animals' names from the Bible.



**Category: Nature**

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## ANIMAL HOMES

1. What is a home?
2. Tell about your home. Draw a picture of your house and color it.
3. Animals have homes too. Name five different animals and tell where they live.
4. How do animals know what to do to make a home?
5. Choose an animal and do the following:
  - Watch the animal (it can be in a zoo or on a video).
  - Draw or color a picture of the animal.
  - Make a model of its home.
  - Show your picture and model at your club's family night.
  - Tell people what you learned about your animal and its home.

### Suggestions

1. A home is the place where you live or stay. It should be a place where you feel safe and comfortable.
2. Provide large sheets of paper and crayons. When they are done, ask the children to tell about what they have drawn. Affirm and accept their efforts.
3. A skunk makes its home in a hole in the ground.  
The lion's home is called a lair.  
A bear (fox, coyote, otter) lives in a den.  
Squirrels live in a hole or nest in a tree.  
Beavers build a house called a lodge out of sticks and mud.  
A rabbit makes a burrow (hole) in the ground.  
The deer's home is the forest.  
People make a home for horses and cows in a barn.
4. God has made the animals so that they know what to do. This is called instinct—it's something that they don't have to think about, they just know. Animals also learn about making homes from their parents.
5. Offer the children a selection of plastic or rubber animals.  
Have them choose one and construct a home out of play dough, wood, cardboard, etc.

### References

- *Animal Homes*, by Joshua Morris
- Animal Homes felt set from ABC Big Backyard,



**Category: Nature**

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## BEGINNING BIKING

1. Know how to ride a bike without training wheels.
2. Be able to ride three blocks in your neighborhood.
3. Know three biking safety rules.
4. Color a picture of a bicycle and be able to identify the following:
  - a. handlebars
  - b. chain and guard
  - c. spokes
  - d. seat
  - e. main frame
5. How are tires pumped up?

Answer for #3:

- a. Never ride out into the street without looking.
- b. Never ride anyone on the bike with you.
- c. Ride with both hands on handlebars.
- d. Be careful not to ride into someone walking on road or into another cyclist.
- e. Always use a biking helmet.



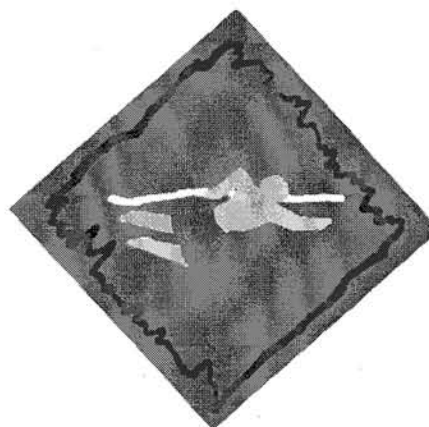
**Category: Physical Activity**

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## BEGINNING SWIMMING

1. Know how to dog paddle.
2. Know how to swim with your head underwater.
3. Be able to jump in and swim to steps, ladder, or wall.
4. Know two water safety rules. (Always have an adult with you, never run around the pool, never jump in on top of someone, etc.)
5. What would you do if someone was in trouble in the pool? Would you try to save them? Why would it be better to call a parent or adult to come and help?
6. What is the emergency number of an ambulance?



**Category: Physical Activity**

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## BIBLE FRIENDS

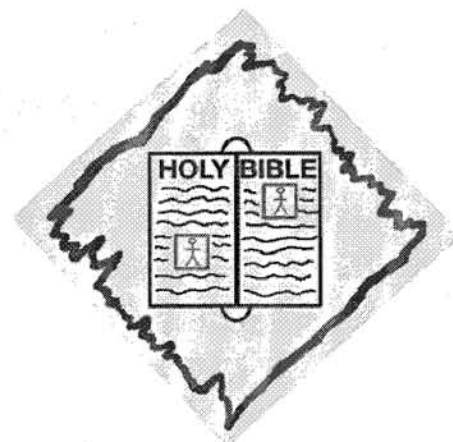
1. What does it mean to be a friend?
2. Name three Bible Friends.
3. Who is your favorite Bible friend? Tell a story about that person.
4. Dress up and act out a story about a Bible friend.
5. Tell three things you can do to be a friend for Jesus.

### Suggestions:

1. A friend is someone who is kind, who thinks of nice things they can do for another person. Friends like to spend time together. Sometimes a friend might do something brave, like save a life.
2. Some of the characters in the *My Bible Friends* books are: Jesus, David, Ruth, Esther, Dorcas, Samuel, Noah, Hannah, Elizabeth, Little Maid, Joseph, Daniel, Shadrach, Meshach, Abednego, Mary, and Jochebed.
3. The children tell in their own words the story of the friend that they chose, pointing to pictures.
4. The class chooses one friend; everyone helps dramatize the story. They can wear oversized T-shirts and bathrobes, scarves, belts, etc. They should pretend the story in all its detail. They need adult help to tell the story and act with them.
5. Ways to be a friend for Jesus include:
  - Show kindness to other people.
  - Choose to do what is right—like telling the truth or obeying your parents.
  - Help your mother or father.
  - Think of something nice to say to your brother or sister or classmate.
  - Share a snack or toy.
  - Be nice to your pet(s).

### References

*My Bible Friends*, by Etta B. Degering  
*Bible Heroes*, by Arthur Maxwell



**Category: Miscellaneous**

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## BIRDS

1. Name five birds you see around your home.
2. Name your state bird.
3. Name three kinds of bird food (Black Oil Sunflower seeds, thistle, corn, mixed seeds, striped sunflower seeds).
4. Draw a picture of a bird, then use a mixture of bird seeds to fill it in.
5. Make a pine cone bird feeder and hang it in your yard. Tell how many birds come to feed from it.
6. Name two birds mentioned in the Bible (eagle, dove, sparrow, raven).
7. Know two bird sounds and pretend you are that bird.

### Instructions for #5

Fill a pine cone with peanut butter and then roll it in bird seed. Attach a string to the pine cone and tie it to a tree branch or on the porch. It is a little messy but so much fun!



**Category: Nature**

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## CRAYONS & MARKERS

1. How are crayons made? What are the eight main colors of crayons and markers?
2. What are crayons made of.?
3. What happens if a crayon gets hot?
4. Name a boy who had a coat of many colors.
5. Draw or color a picture of Joseph and his coat.
6. Draw or color a picture with markers.
7. Why do markers need a cap?
8. Where should you use markers? Where should you not use markers?
9. Make a folder for your pictures and decorate the front with markers or crayons.
10. Draw or color two of the following with markers or crayons:
  - a. animal or birds
  - b. Jesus and the children
  - c. rainbow
  - d. your hand
  - e. your house
11. Know nine colors.



**Category: Miscellaneous**

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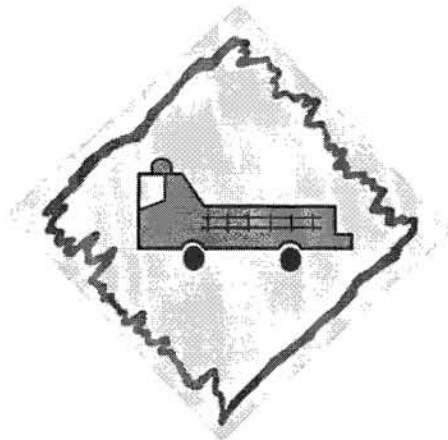
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## FIRE SAFETY

1. What should you do if your clothes catch on fire?
2. What should you do if there is smoke in your house and it's hard to breathe?
3. Memorize your phone number and street address.
4. What phone number do you call if there is a fire? What do you tell the person who answers the phone?
5. Visit a fire department.

### Suggestions

1. Cut a flame shape out of red or orange felt. Tell the children that in order to put out the fire, they have to STOP, DROP, and ROLL. Make a game of it.
2. If there is smoke and it's hard to breathe, crawl on the floor. The smoke goes up. You can also cover your face with your shirt to make a mask.
3. Make a game out of this: Pair each child with a parent and give the pair a balloon, yarn ball or bean bag. The parent says part of the address or phone number, then tosses it to the child, who repeats it. Increase the length of the portions until the child can repeat the information in its entirety. Or have the parent say the first part of the phone number and the child complete it, etc.
4. Use a toy phone to practice calling 9-1-1 or your area's emergency phone number. (Not all places have 9-1-1 service.) Role-play an emergency phone call:  
First, the child dials the emergency phone number. (An adult "answers.") The child says, "There is a fire at \_\_\_\_\_ (street address)." Instruct the child to stay on the phone and try to answer any other questions—do not hang up until asked to do so. (Is the fire inside or outside? How big is the fire? What is burning? Are your parents home? etc.) Emphasize that they should not ever call the emergency number unless there is really a fire—it is not a game.
5. Make arrangements with the fire house in advance.  
Have parents accompany their children. Plan for snacks after visit.



**Category: Miscellaneous**

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## GADGETS & SAND

1. Using plastic measuring cups and spoons, measure, pour, and scoop up different amounts of sand and put them into a bucket or separate container. Discuss the different measurements.
2. Make a sand art picture, using glue to keep sand in place.
3. Using funnels and scoops, fill bottles (plastic milk jugs, syrup bottles, etc.) with sand. Use two different size funnels.
4. Put dried beans in a bucket with sand. Mix them in. Using a strainer, separate beans from sand and put in a different container.
5. Draw a picture of beans in sand bucket, or make a picture out of beans.

Suggestions:

Use rice as an alternative for sand.

Let kids measure, pour, and scoop as long as they like. This develops eye and hand coordination and manual dexterity, and children love playing in the sand.



**Category: Nature**

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## GOD'S WORLD OR MY BEAUTIFUL WORLD

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

### Suggestions

1. Do this in a question/answer format, with chanted or shouted group responses:
 

Who made our world?	<b>God did!</b>
How do you know?	<b>The Bible tells me so.</b>
What does it say?	<b>"In the beginning, God created the sky and the earth."</b> <i>(International Children's Bible)</i>
Where is that found?	<b>Genesis 1:1</b>
2. Read Gen. 1:1-2:3 in the *International Children's Bible*, or the creation story from the *Bible Story* books. Use descriptive motions or sign language symbols for words that recur throughout the story. For example:
  - God—point to heaven
  - Saw—shade eyes with hand
  - Good—make circle with thumb/forefinger and raise other fingers
  - Earth—join arms to make a circle
3. He's Got the Whole World in His Hands (*Pathfinders Sing* #118)  
(can change words: "He made the whole world, Yes He did!")
  - God Made It So (SSTT #76)
  - Jesus Makes Everything Good (*Heaven is for Kids*, p. 9; audio tape also available)
  - If I Were a Butterfly (illustrated song with tape available from *AdventSource*)
4. Plastic inflatable globes are available from *AdventSource*.
5. The things God made are all around us when we are outdoors. We bring some of those things indoors to enjoy. Surround the children with natural objects or go outside for this.
6. Take a walk and collect natural objects (stones, leaves, flowers, bark, etc.) and make a picture or sculpture with them.



**Category: Nature**

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## HELPING MOMMY

1. What body parts do you use to help Mommy?
2. Name three ways you can help Mommy.
3. From #2, pick one of the ways to help Mommy and help her for one week.
4. Learn a song about helpers.
5. Name a Bible character who was a helper.



**Category: Miscellaneous**

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## JIGSAW PUZZLE

1. Find and cut a large picture from a magazine, mount picture on posterboard, and cut into three pieces. (Cut into various shapes.)
2. Play a game with the puzzle.
3. Purchase large puzzle and put it together.
4. Draw and color a picture, mount, and cut into large pieces.



**Category: Physical Activity**

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## KNOW YOUR BODY

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

Reference material: *Thank You, God, for My Body*, by Edwina Neely



**Category: Physical Activity**

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## LEFT AND RIGHT

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

### Suggestions

1. Some things that “Simon Says” might include:
  2. • Raise your right hand.
  - Put your left hand down.
  - Take a step with your left foot.
  - Put your right thumb up.
  - Touch your toes with your left hand.
  - Stand on your right foot.
3. Accept children’s natural tendency, whether they are left- or right-handed.
4. In general, hot is left, cold is right. Show the children how to use the different kinds of faucets found at home, in church, etc.
5. Play a game with your family. Pile everyone’s shoes together. See how long it takes you to find your own and put them on the correct feet.
6. Tie a jingle bell (available from a local craft store or *AdventSource*) to each child’s left ankle to help them remember which foot starts. Play marching music.



**Category: Miscellaneous**

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## MANNERS FUN

1. Learn the Golden Rule (Matthew 7:12)
2. What are the four magic words?
3. Draw or cut and paste pictures to illustrate one of the magic words.
4. Play a game using the four magic words.

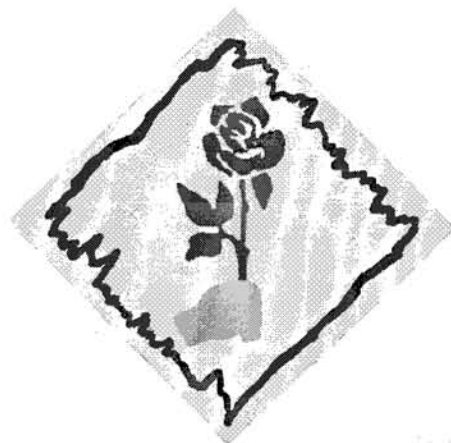
### Answers for #2

Please, Thank You, You're Welcome, and Excuse Me.

### Suggestion for #4:

#### Magic Word Game

On strips of paper, write incidents such as "When you are given a gift, what do you say?" "When someone says to you, 'Mary, you have a pretty dress, 'what do you say?'" "When you walk down the hall and bump into someone, what do you say?" Use your imagination to think of more incidents. Put the strips of paper in a basket. Have the child draw one and the teacher read it and the child respond appropriately.



**Category: Miscellaneous**

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## MY COMMUNITY FRIENDS

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

### Suggestions

1. Kids can name people of all ages that they know.
2. Make scrapbooks for the children ahead of time, or provide construction paper. Encourage parents to take pictures of children and their friends. Children may also ask friends for a picture, or draw pictures of their friends.
3. Things that I can do in my neighborhood are:
4.
  - Pick up trash.
  - Don't litter.
  - Speak kindly to neighbors.
  - Pull weeds or rake leaves for someone who is elderly or sick. (Always ask first!)
  - Help keep my yard nice.
5. Suggest a way to share, such as giving away balloons, buttons or flowers with the message. Role play giving the gift and saying "Jesus loves you" to a friend. Sing "Jesus Loves Me" or "Jesus Loves the Little Ones like Me (You)."
6. Plan an idea and follow through at home, or invite your friend to the next meeting.
7. Make sure that children have an opportunity to do this while properly supervised.



**Category: Miscellaneous**

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## PETS

1. Draw and color or cut from a magazine pictures of your favorite pets.
2. What does your favorite pet(s) eat?
3. Where does your pet(s) sleep?
4. Help feed your pet(s) for one week.
5. Take care of your pet(s) for one week.
6. Tell a story about your pet.



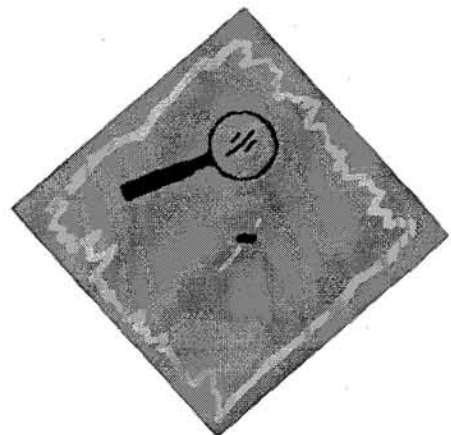
**Category: Nature**

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## SCAVENGER HUNT

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



**Category: Physical Activity**

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## SHAPES & SIZES

1. Make a scrapbook to paste work in. Draw shapes of different sizes on the front cover.
2. Know and cut out six different shapes. Paste in scrapbook. (Rectangle, square, circle, oval, diamond, and triangle.)
3. Make a picture using different shapes (can cut shapes out of construction paper.) Put in scrapbook.
4. Take a walk and look for different shapes. Is there any shape you see more often than others?
5. Sizes—Distinguish between small, medium, and large.
6. Using blocks or other objects, play a game using different sizes. Ask questions such as: Which is big, bigger, biggest, small, smaller, smallest, etc.
7. Draw, color, or paint a picture of different-sized objects and tell which is small, medium, and large.



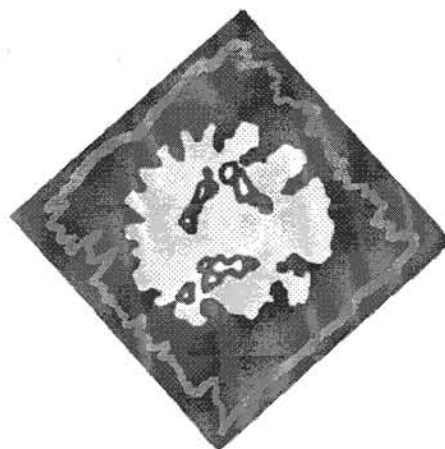
**Category: Crafts**

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## SPONGE ART

1. Make a sponge puzzle out of different shaped sponges. (Use polyester sponges, not cellulose). Make an outline card for the puzzle using heavy posterboard and laminate.
2. Will the shapes stand on their edges? Can they be stacked? Sort them by color and shape.
3. Make a sponge animal or object. (Use craft glue, not white household glue.)
4. Using paint, make a sponge art picture of your choice.
5. Using paint and sponges, make one of the following:  
Your name—decorate around it  
An animal  
Your favorite toy



**Category: Crafts**

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## TOYS

1. What are your favorite toys?
2. Draw or color a picture of your favorite toys.
3. Why is it better to take out one or two toys at a time and then put them away?
4. Pick up your toys for one week.
5. Share a toy with:
  - a. A friend
  - b. Your brother or sister, cheerfully
6. Sing a song about sharing and practice while singing.
7. Give a toy to someone who doesn't have a toy  
OR  
Collect a toy and give it to charity.
8. Tell your teacher or parent what you would say in a "Thank you" note to someone who has given you a toy.
9. Make a wish list by drawing or by cutting and pasting pictures of four different toys you would like for Christmas or your birthday.

Idea for #8:

Teacher: Write down their words on paper and have them decorate or color the paper around the words.

Give to that person if appropriate.



**Category: Crafts**

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## PARENT HELPS

### RECOMMENDED BOOKS

- Ames, Louise Bates and Joan Ames Chase. *Don't Push Your Pre-Schooler*. New York: Harper & Row, 1980.
- Ames, Louise Bates and Francis L. Ilg. *Your Four-Year Old*. New York: Dell Publishing Group, 1976.
- . *Your Five-Year Old*. New York: Dell Publishing Group, 1976.
- . *Your Six-Year Old*. New York: Dell Publishing Group, 1976.
- The Bible*. Children's New International Version.
- \*\*Byers, Carolyn. *Forever Stories 2: God Makes a Promise*.
- \* Campbell, Dr. Ross. *How to Really Love Your Child*.
- \* Canfield, Ken R. *The 7 Secrets of Effective Fathers: Becoming the Dad You Want to Be*.
- \* Dobson, James C. *Parenting Isn't For Cowards: Dealing Confidently with the Frustrations of Child-Rearing*.
- Elkind, Daniel. *Mis-Education: Pre-Schoolers at Risk*. New York: Alfred Knopf, 1987.
- Hi God ... It's Me*. David C. Cook Publishing Co.
- \* Kohl, Mary Ann F., and Cindy Gainer. Good Earth Art. Bellingham, WA: Bright Ring Publishing.
- Kohls, Tom. *Gathering Fruit*. Autumn House Publishing.
- . *The Green Cord*. Autumn House Publishing.
- . *Missing Hairnet*. Autumn House Publishing.
- . *4 Trip to Heaven*. Autumn House Publishing.
- \* MacDonald, Gordon. *The Effective Father*.
- Neely, Edwina Grice. *Thank You, God, For My Body*. Autumn House Publishing.
- \*\*White, Ellen G. *Child Guidance*.

### RECOMMENDED VIDEOS

- \* The Amazing Book.
- \* The Amazing Children.
- # Bible Adventure.

Seither/or

\* Available from AdventSource, 5040 Prescott Ave., Lincoln, NE 68506 Phone: (800) 328-0525.

\*\* Available from your conference Adventist Book Center.

# Available from Mission Spotlight, 4280 Memorial Drive, Decatur, GA 30032. Phone: 1-800-229-9696.

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