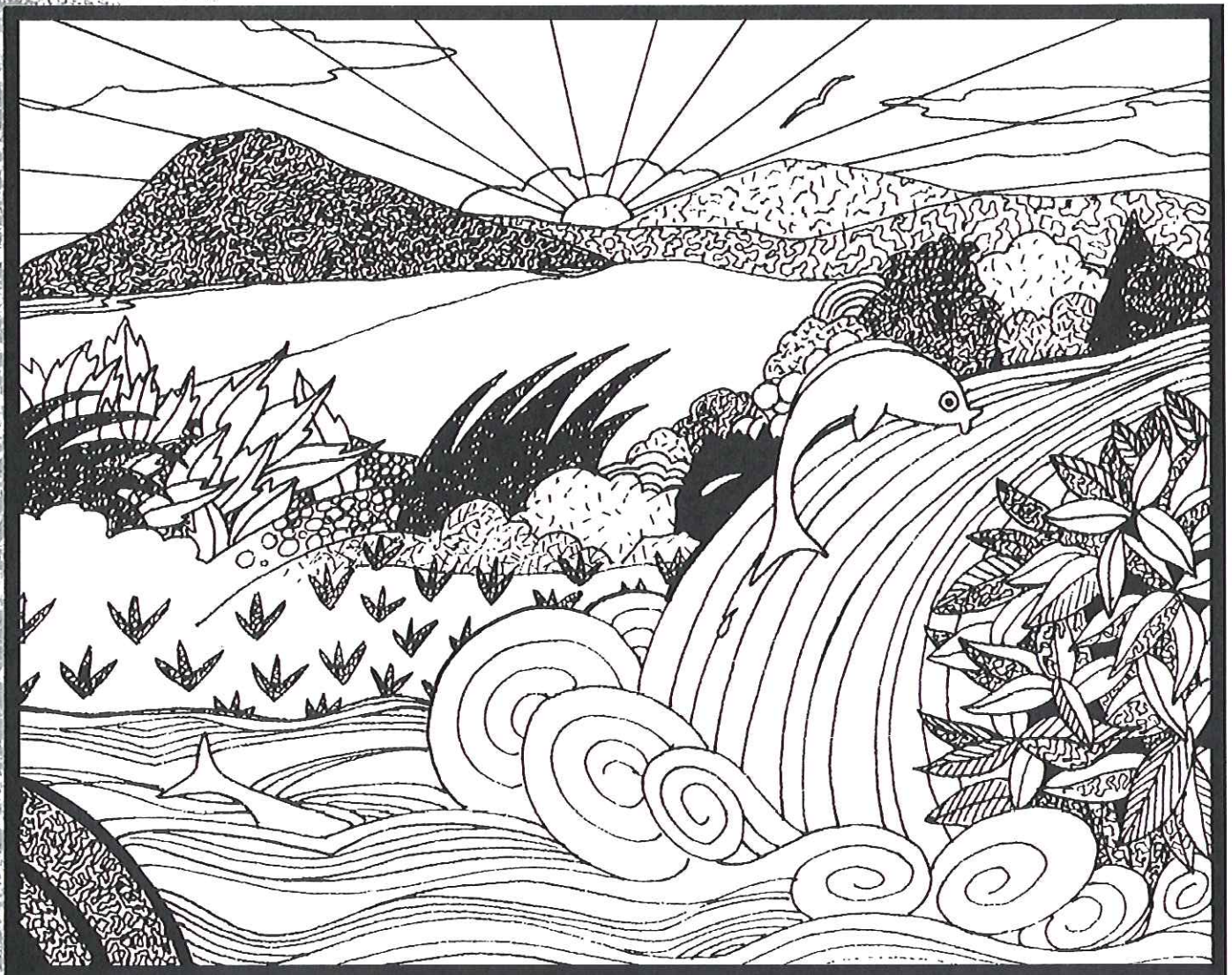


**Activity
Book**



Sunbeam



This book belongs to

Child's name

How to use this activity book

This activity book is designed for ease of use by the parent or teacher, and to stimulate enthusiasm on the part of the Adventurer. This activity book may be used as a whole, or the pages may be removed and completed one at a time. Collecting the completed pages and binding them together (with stapler or yarn) at the end of the year will provide a keepsake for the children to remind them of their Adventurers.



Produced by:
NAD Adventurer Ministries
12501 Old Columbia Pike
Silver Spring, MD 20904-6600

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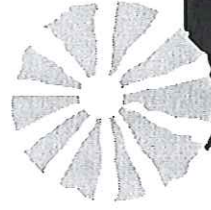
Edited by Teresa Reeve

Designed by Glen Milam for *Wesley Thor Studios*,
Takoma Park & Smithsburg, MD.

Illustrations by *Orchard Hill Communications, CA*.

Printed in the USA.

Activity Book



_____ /
first name

_____ /
last name

a sunbeam

for Jesus



My Name:

My street:

My city:

My State:

My Country:

My Phone Number:

Things that make me
feel sunny.

Sunbeam Checklist

Basic Requirements

- I. Responsibility**
Recite and accept the Adventurer Law.
- II. Reinforcement**
Earn the Sunbeam Reading Award.

My God

- I. His Plan to Save Me**
 - A.** Create a story chart or booklet showing Jesus':
 - Birth
 - Life
 - Death
 - Resurrection
 OR the Bible stories you are studying in your classroom or Sabbath School.
 - B.** Use your chart or booklet to show someone the joy of being saved by Jesus.
- II. His Message to Me**
 - 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.
- III. His Power In My Life**
 - A.** Spend regular quiet time with Jesus to talk with Him and learn about Him.
 - B.** Ask three people why they study the Bible.

My Self

- I. I Am Special**
Make a tracing of yourself. Decorate it with pictures and words which tell good things about yourself.
- II. I Can Make Wise Choices**
Play the "What-if?" game
- III. I Can Care for My Body**
Earn the Fitness Fun Adventurer Award.

My Family

- I. I Have a Family**
Ask members of your family to tell some of their favorite memories.
- II. Families Care for Each Other**
Show how Jesus can help you deal with disagreements.
Use:
 - Puppets
 - Role-playing
 - Your choice
- III. My Family Helps Me Care for Myself**
Complete one requirement of the Road Safety Adventurer Award.

My World

- I. The World of Friends**
Complete requirements #1 and #6 of the Courtesy Adventurer Award.

II. The World of Other People

- 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.

III. The World of Nature

Earn a Friend of Nature Adventurer Award.



Instructor Checklist

Basic Requirements

- I. _____
- II. _____

My God

- I. A. _____
- B. _____
- II. A. _____
- B. _____
- III. A. _____
- B. _____

My Self

- I. _____
- II. _____
- III. _____

My Family

- I. _____
- II. _____
- III. _____

My World

- I. _____
- II. A. _____
- B. _____
- III. _____

It's great to be part of an Adventurer Club...

Adventurer Club will help you:

- give your life to Jesus
- have fun being a Christian

A real Adventurer:

- is in grades 1-4
- attends meetings and activities faithfully
- keeps the Adventurer Pledge and Law

In Adventurer Club, you'll:

- earn awards
- play games
- make friends
- help people
- go on outings



You can have an Adventurer Club:

- with your family
- with kids at your church
- with kids at school or in your neighborhood

If you don't have a club yet, ask your mom or dad or an adult at church.

Basic Requirements

Responsibility



Recite and accept the Adventurer Law.



Loves _____ very much and wants
Child's name

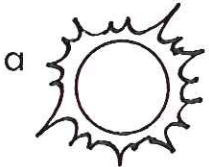
me _____ to be happy. That's why He came as a
Child's name



and



for me. Now _____ can be



a _____ and help other people be



too.

Adventurer Law

Be Obedient

Be Pure

Be True

Be Kind

Be Respectful

Be Attentive

Be Helpful

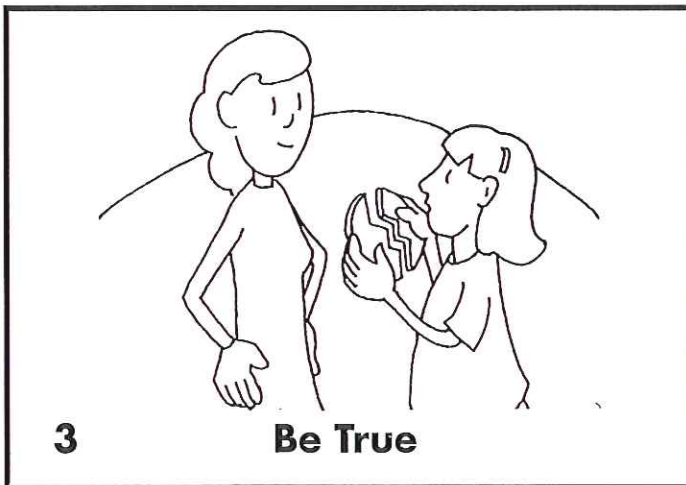
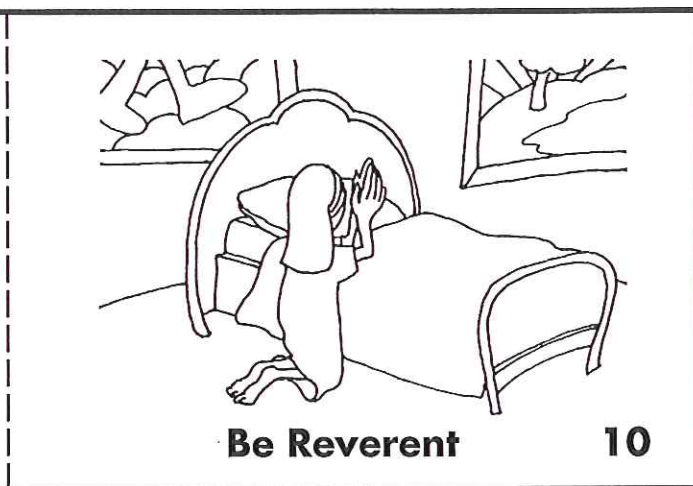
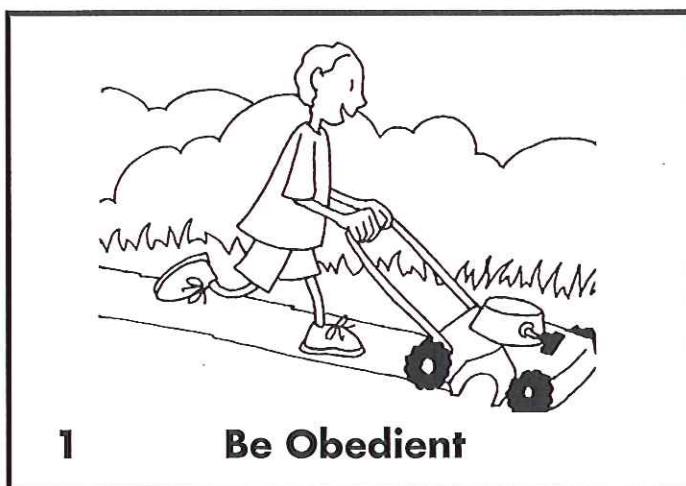
Be Cheerful

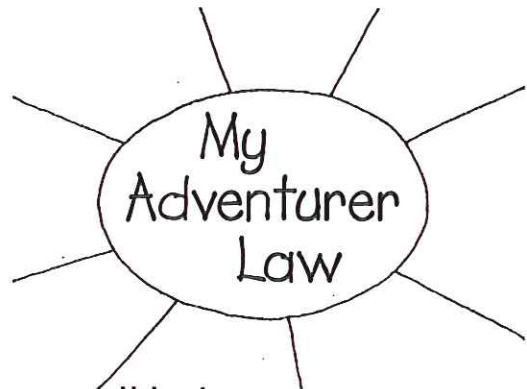
Be Thoughtful

Be Reverent

Make an Adventurer Law Booklet

1. Cut on the black lines
2. Fold on the dotted lines
3. Put the pages together
4. Staple on the dotted lines





Jesus will help me to . . .



9

Be Thoughtfull



Be Pure

2



7

Be Helpful



Be Kind

4

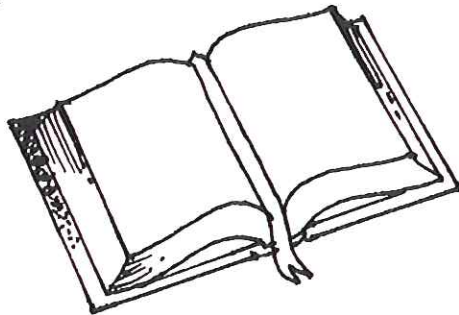
Reinforcement

Earn the Sunbeam Reading Award.

Read the book, then color the picture.



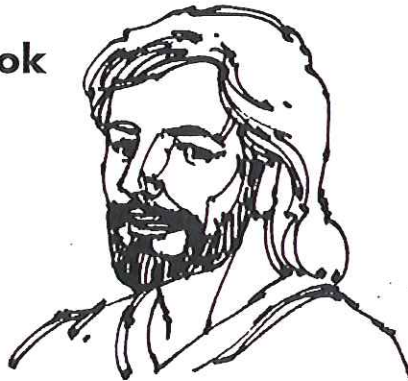
**Two (2) chapters
from Mark**



**Book on
family,
friends or
feelings**



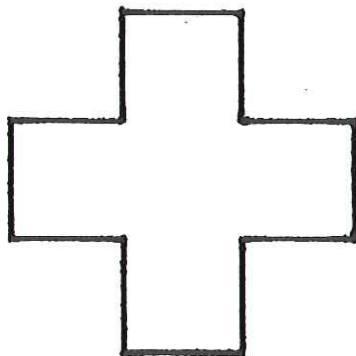
**Bible story
book or a book
about Jesus**



**Book on history
or missions**



Book on health or safety



Book on nature



Suggestions for Parents or Leaders

The Busy Bee Reading Award is awarded to children who read or listen while someone else reads:

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

Provide children with several good books to choose from, which will help them to understand and apply the things they are learning this year in the Busy Bee classwork.

Be sure that the books are:

1. True to life. The books must present an accurate picture of reality. It must not be overly simplistic, sentimental, or exciting.
2. Lasting value. A good book helps the child to understand God, human nature, or the things of creation without appearing to be preachy and contrived.
3. Positive Morality. Evil and sin are recognized as such, and receive their just reward. The good should be upheld as the model and goal for the children.
4. Enjoyable. The book should be one that the adult enjoys reading. (If the adult does not enjoy it, it is highly unlikely that the child will—or should.)
5. Developmentally appropriate. A good book will fit the child's level of reading ability, sophistication, and interest.



His Plan to Save Me

A. Create a story chart or booklet showing Jesus':

- Birth
- Life
- Death
- Resurrection

OR

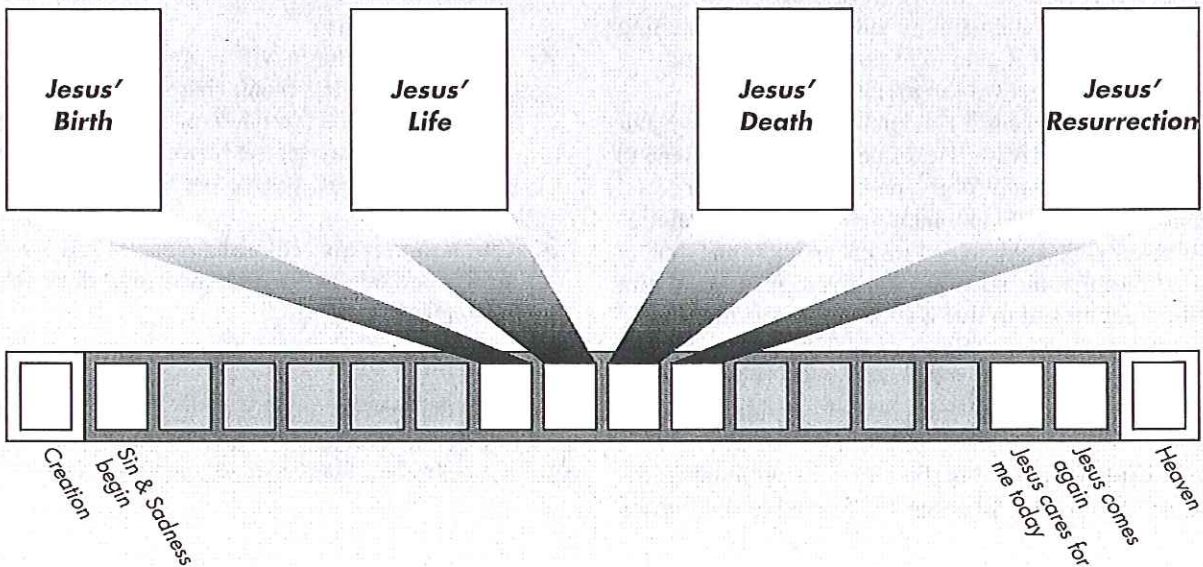
the Bible stories you are studying in your classroom or Sabbath School.

B. Use your story chart or booklet to show someone the joy of being saved by Jesus.

I showed _____ !

S T E P B Y S T E P

Sunbeam Bible Story Chart



Suggestions for Parents and Leaders

Background Information

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

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 sinner 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 and 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 to 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 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. (Stories from the classroom or Sabbath School Bible curriculum may be chosen to emphasize these same concepts, if you prefer.)

The Bible Story Chart may be used in three different ways:

1. Place the pictures on a large wall story chart, adding each new picture as you tell the story. The children may refer to this chart as they work on their own chart(s) and as they learn about other stories from the Bible and history.
2. Provide the children with a practice activity by making available a blank chart and the pictures, stories and labels provided on the following pages. The children may set the blank chart on the floor and place the pictures, stories and labels in order on the chart.
3. Children may also color the pictures and use the stories and labels to create their own story charts or story chart booklets.

Review

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.



Jesus' Birth

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



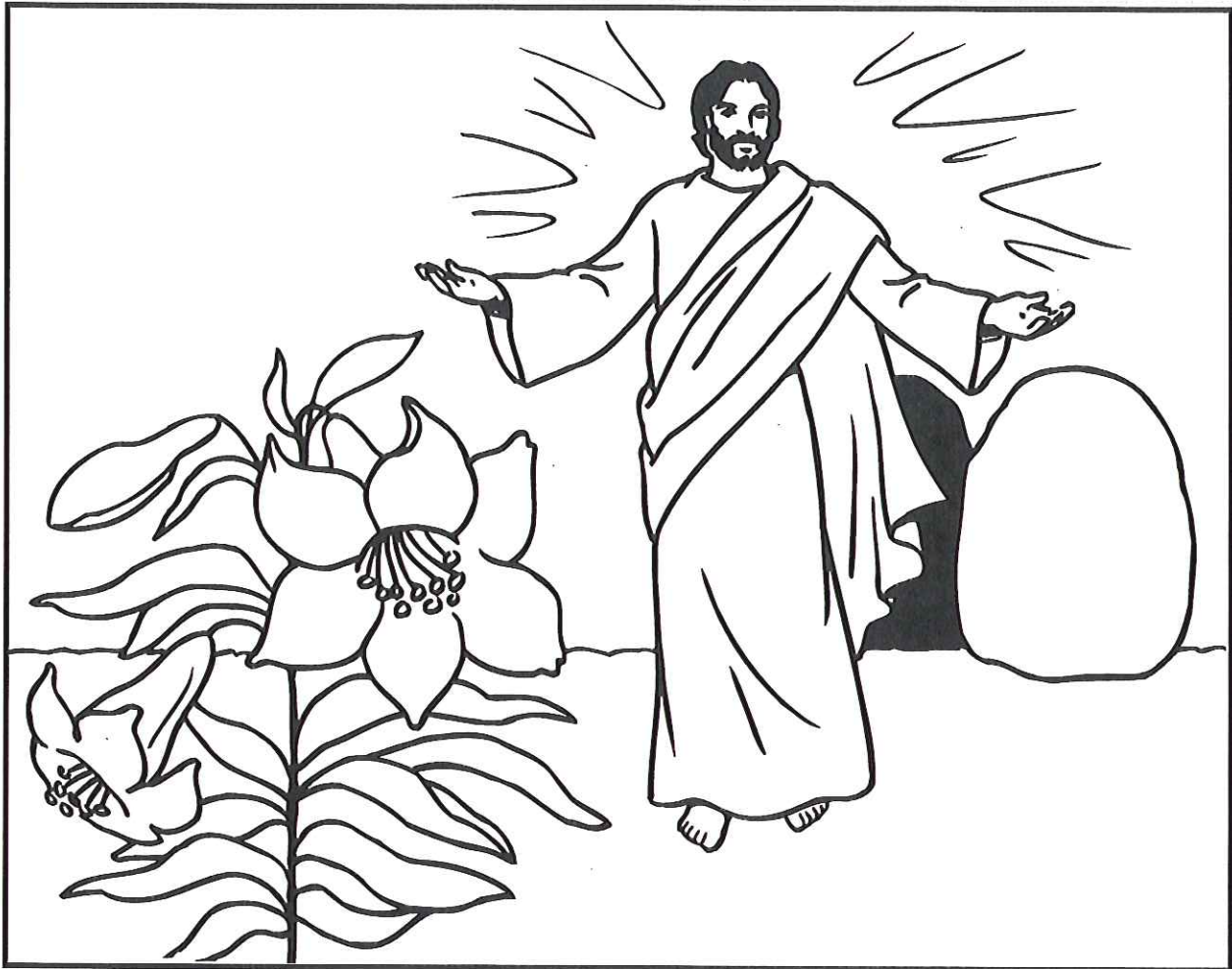
Jesus' Life

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



Jesus' Death

Jesus let evil men kill Him on a cross because He wanted to take away our sins.



Jesus' Resurrection

**Jesus came back to life after three days.
He is in heaven, now, watching over us.**

His Message to Me

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

Match the texts with what they say.

- **Matthew 22:37-39**

Jesus will forgive and help me if I'm sorry for my sins.

- **I John 1:9**

To love God and other people is important.

- **Isaiah 1:18**

God wants me to live forever.

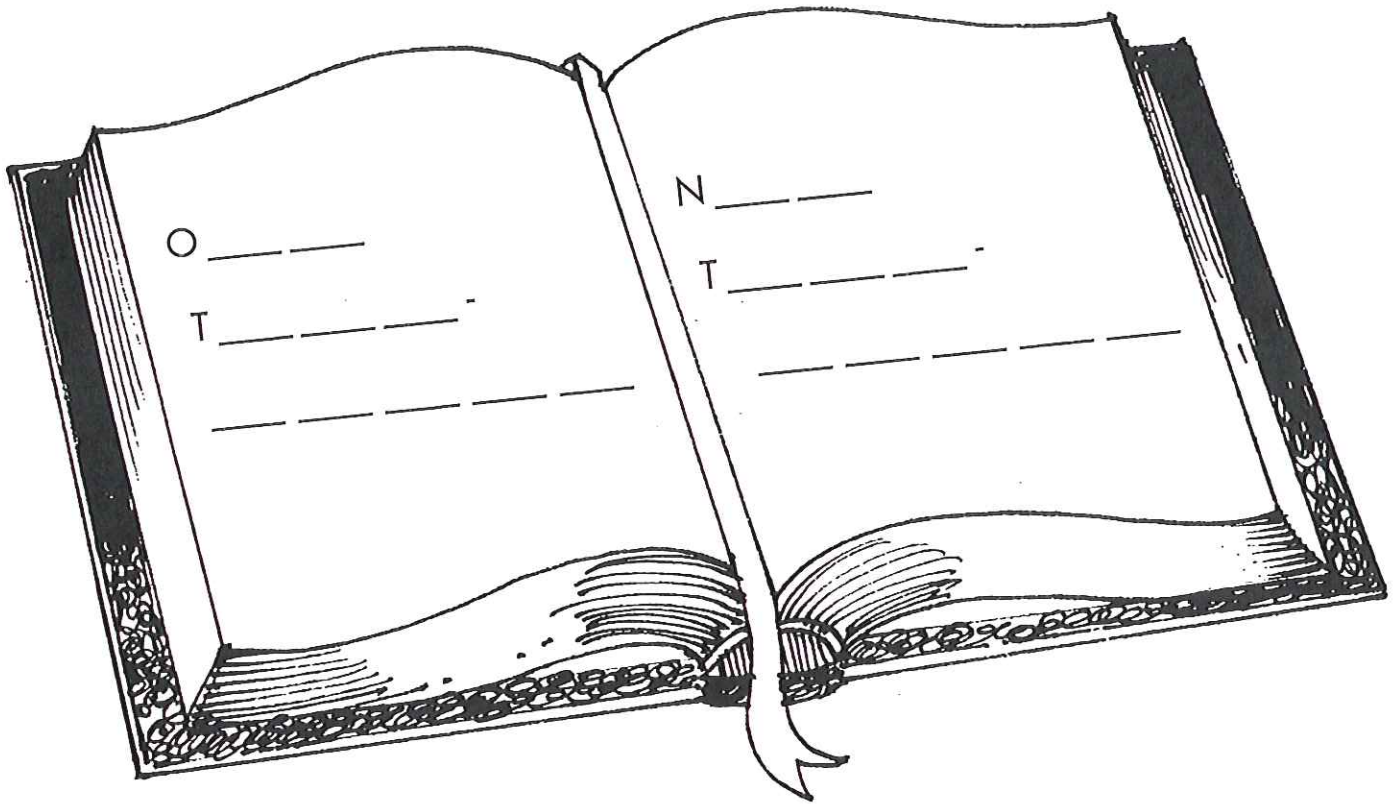
- **Romans 6:23**

Jesus wants to make me clean inside.

- **Your choice**



B. Name the two major parts of the Bible



and the four gospels.

1. M _____

2. M _____

3. L _____

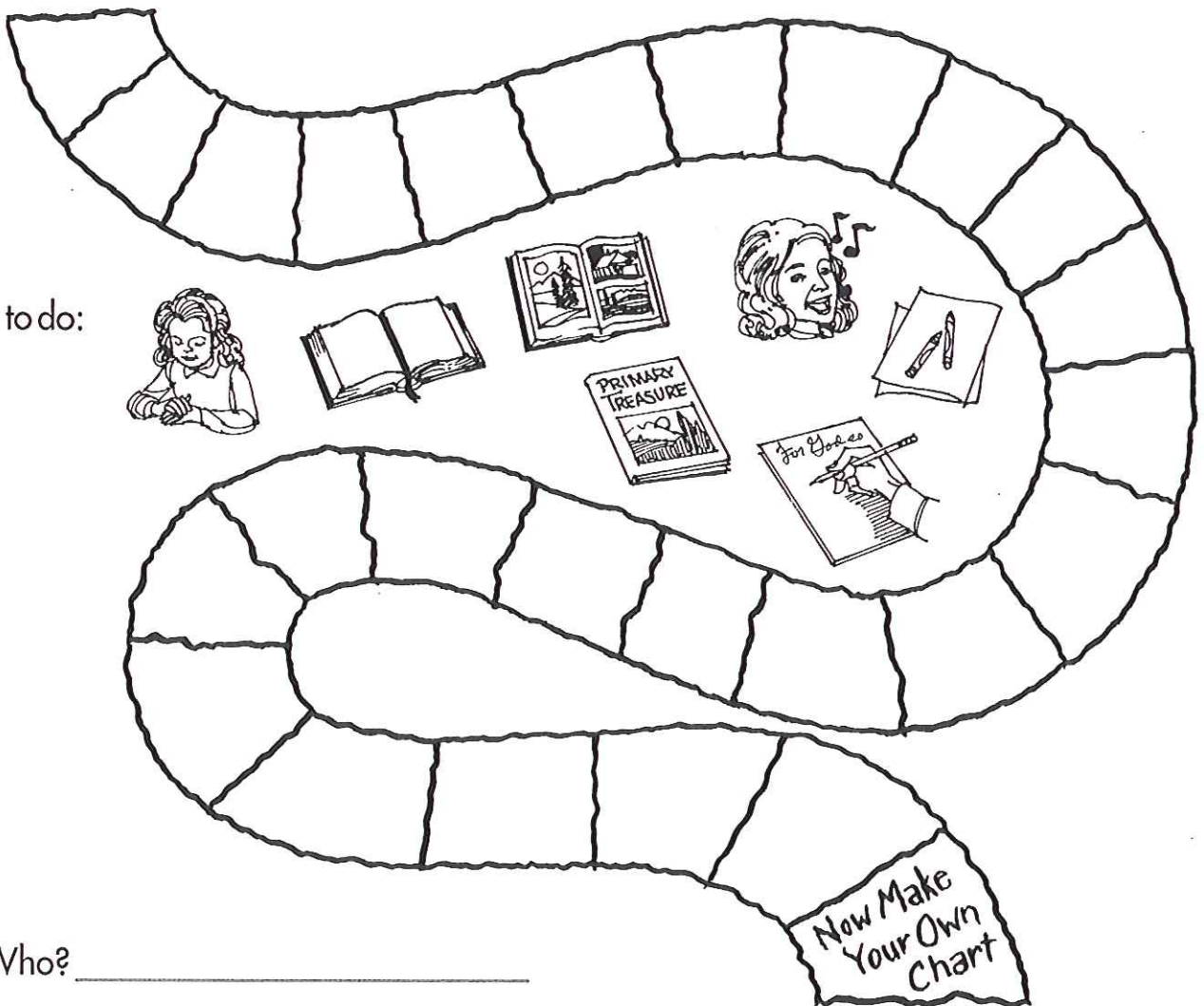
4. J _____

His Power in My Life

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

Color a square each time you finish a quiet time (or use stickers to fill your squares).

Things to do:



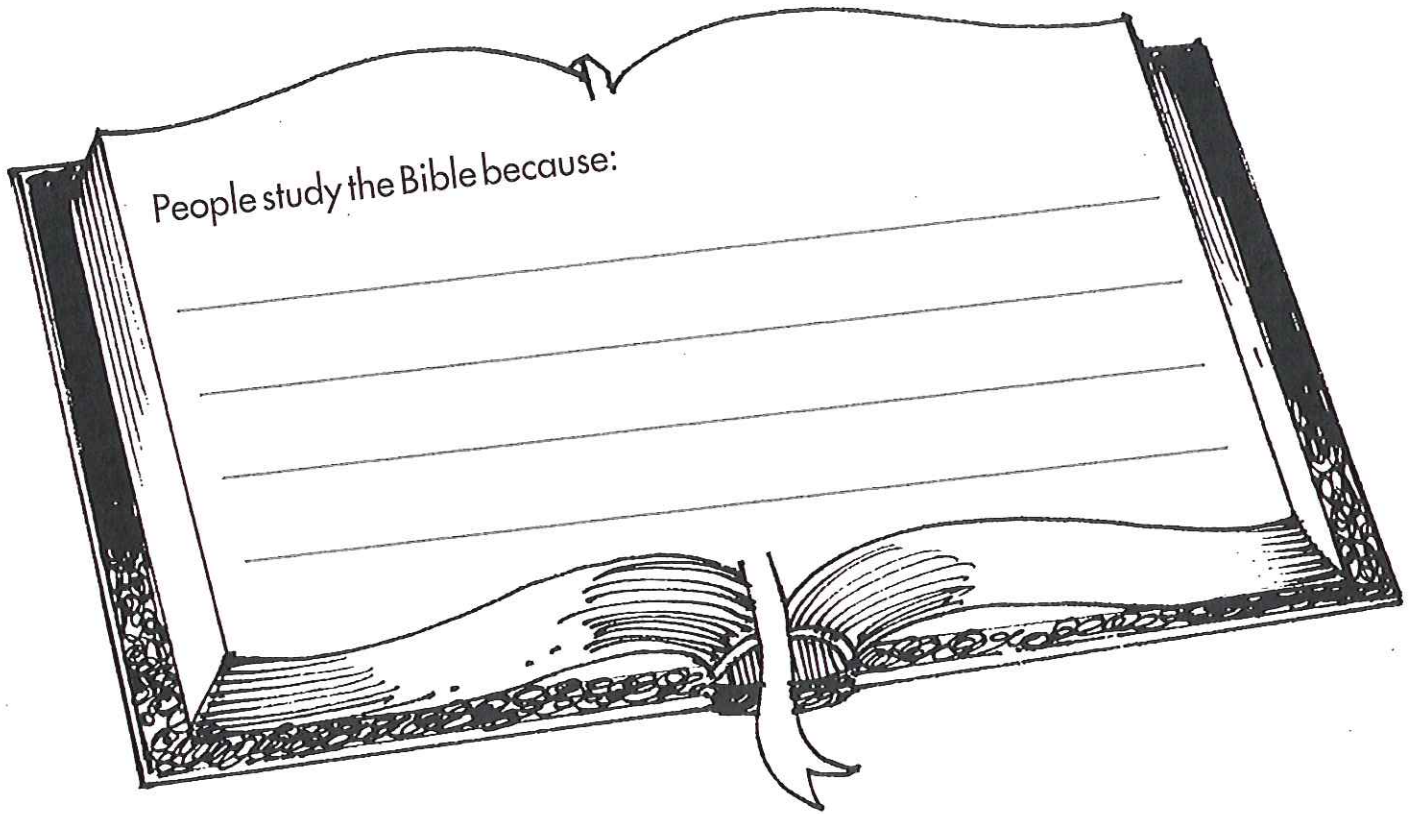
With Who? _____

When? _____

Where? _____

B. Ask three people why they study the Bible.

I'll ask _____



Suggestions for Parents or Leaders

Your child needs your example and leadership as he tries to form good devotional habits.

You can help by:

- Having your own daily quiet time with Jesus daily;
- enthusiastically sharing some of the inspiration and

insights you receive during your quiet time;

- leading out in family worship daily;
- helping your child choose a wise time and place for his quiet time;
- being a part of your child's quiet time until he is able and eager to continue on his own.

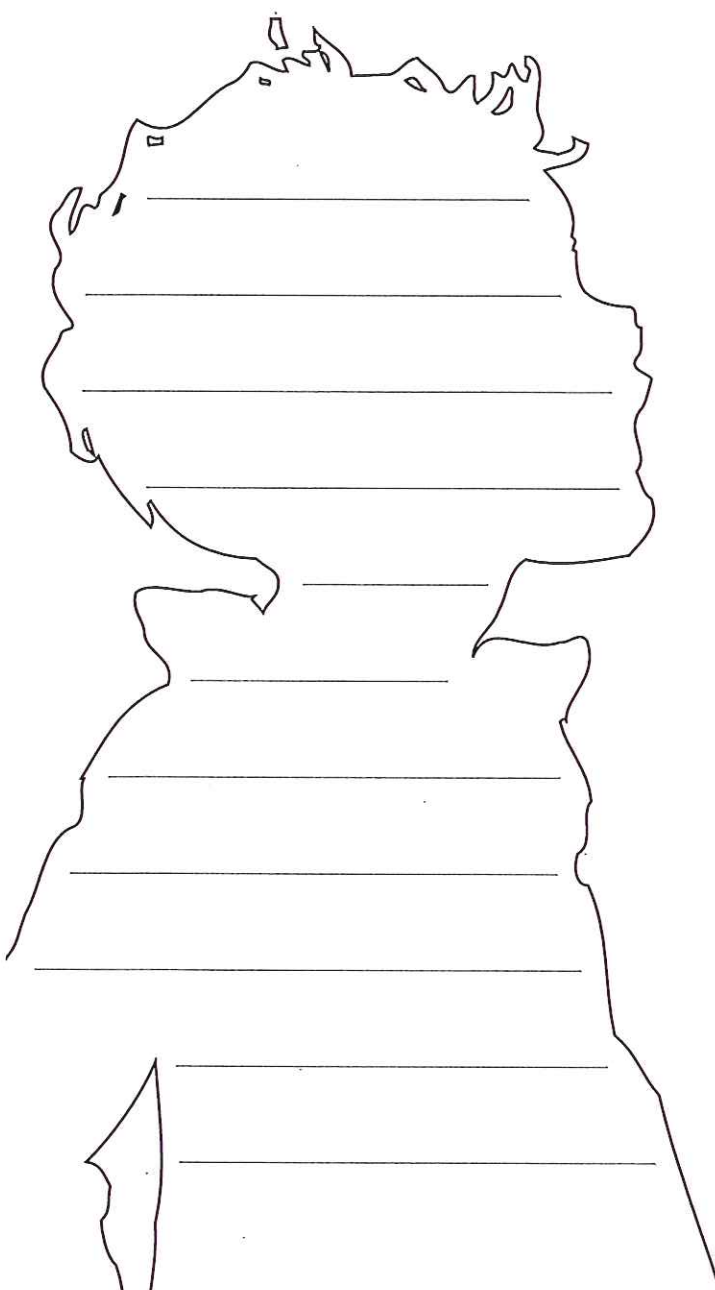


I Am Special

.....

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

You could write or draw about things you like, things you are good at, things you wish, and things about your family and friends.



Suggestions for Parents or Leaders

⇒ The tracings can be made in two ways:

1. If there is sufficient paper and space, have each child lie on a large sheet of butcher paper while another child traces around his body with a watercolor marking pen.
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 taped to the wall. Another child can trace around the shadow with a pencil.

⇒ Next, have each child describe himself/herself using some of the following ideas. This may be done together at the teacher's direction, or various ideas may be written on cards for the children to work with individually. Drawings, cutout 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. **Likes and Dislikes**
food
color
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

4. Feelings

I feel ____ when ____
lonely
worried
thankful
happy
angry
embarrassed
sad
excited
rejected
afraid
important

5. Special Abilities

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

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 deal with them.

I Can Make Wise Decisions

Play the "What-if?" Game.

Use words of pictures to show what you would choose.

		
If I _____,		
I Would...		
		

Suggestions for Parents or Leaders

The choices we make daily are based upon those things that we consider to be truly valuable. These values 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, third-grade 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.

What-If?

- ⇒ Some problems which 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 you could choose only three people in all the world; which three would you choose as friends?

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

- ⇒ 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 one right answer.

I Can Care for My Body



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Earn the Fitness Fun Adventurer Award

Fitness Fun Award

1. List at least four things that contribute to physical fitness.
2. Do three different stretches. Hold a minimum of 15 seconds.

a. Leg

b. Back

c. Arms/shoulders
3. Do three of the following:

 - a. Run, jog or walk one-half mile
 - b. Make a high jump. Record the highest of four jumps
 - c. Jump rope for three minutes
 - d. Climb a pole, rope or tree
4. Participate in two of the following:

 - a. Obstacle course
 - b. Leap frog
 - c. Relay race

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5. Demonstrate your ability to do four of the following:
- Forward roll
 - Ten sit ups
 - Cartwheel
 - Handstand or headstand
 - Hang from a bar with hands and knees
 - Back bridge

6. Participate in an organized game that requires physical exercise.

7. Participate in a recognized fitness test:
- President's Challenge
 - An equivalent program

Suggestions for Parents or Leaders

Make this award fun by:

- building food group collages or sorting types of food into boxes.
- enjoying an exercise activity together in the sunshine and fresh air.
- having a healthy water-drinking contest.

Order the information for the fitness tests from:

President's Challenge
 Poplars Research Center
 400 East 7th Street
 Bloomington, IN 47405

President's Challenge Qualifying Standards

Age	Curl-Ups (in 1 minute)	Shuttle Run (seconds)	V-Sit Reach (inches)	Sit & Reach (centimeters)	1-mile Run (min./sec.)	Pull-Ups (number)
Boys						
6	33	12.1	+3.5	31	10:15	2
7	36	11.5	+3.5	30	9:22	4
8	40	11.1	+3.0	31	8:48	5
9	41	10.9	+3.0	31	8:31	5
10	45	10.3	+4.0	30	7:57	6
Girls						
6	32	12.4	+5.5	32	11:20	2
7	34	12.1	+5.0	32	10:36	2
8	38	11.8	+4.5	33	10:02	2
9	39	11.1	+5.5	33	9:30	2
10	40	10.8	+6.0	33	9:19	3

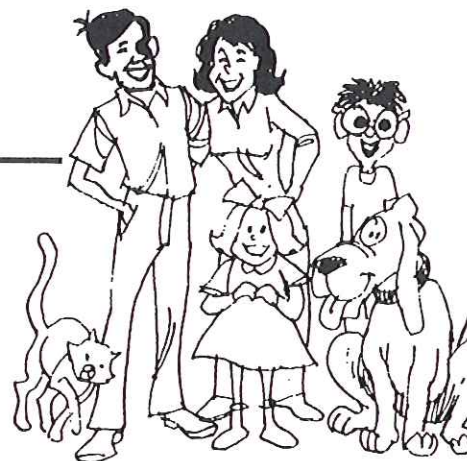
I Have a Family



.....

Ask members of your family to tell some of their favorite memories.

Our Favorite Memories



Suggestions for Parents or Leaders

Every family has enjoyed experiences that were extra-special. These may be times that were particularly enjoyable or meaningful or that helped them 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 which they treasure but that other members have not recognized as special.

Be sensitive to the children who do not have "normal" or happy families. Emphasize that there are various kinds

of families. Some children may choose to use substitute families such as the Adventurer Club "family," the church "family," or another family that cares about them.

Do this activity as a:

1. Family worship
2. Adventurer Club Family Night
3. Individual project
4. supper table discussion

Suggestions for Parents or Leaders

One of the first things that should be understood about disagreement is that disagreement is okay and 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 that they can be solved.

Use this outline to help children understand what to do when they feel unhappy with someone.

- 1.** 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?
- 2.** 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/she is feeling that way. Never interrupt the other person when she is talking.
- 3.** Look for solutions. Together 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.
- 4.** Ask for help if you need it. Tell your problem to an adult you trust and ask him/her to help you find a solution.

As each step is discussed, the children may use puppets or role playing to show different ways in which they can 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; e.g., someone cuts in line at the drinking fountain, or your brother borrowed your crayons without permission and broke them.

The children's knowledge of these steps will have no meaning until they begin to practice the steps themselves. To do this:

- 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/her to do so and be sure he remembers how.
- 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 child to wait until a time when he/she can sit down with them, or he/she may supervise the problem-solving discussion by standing nearby and listening "with one ear" while supervising the rest of the group.

My Family Helps Me Care for Myself

Complete one requirement of the Road Safety Adventurer Award.












Road Safety Award





























1. Identify and explain 10 important road signs.















2. Tell when and where to cross the road safely.

3. Give road safety rules for:

- Walking along the road by yourself
- Riding your bicycle
- Riding a horse
- Walking with a group

4. Explain why you should wear a seat belt when riding in a car.

5. Listen to a Highway Patrol Officer or other safety officer talk about safety for children.

6. Play a safety game.

The World of Friends



Complete requirements #1 and #6 of the Courtesy Adventurer Award.

Courtesy Award



1. Explain what "courtesy" means.

2. Recite and explain the Golden Rule.
3. Be able to demonstrate good table manners.
 - a. Properly set the table
 - b. Correctly ask for and pass food
 - c. Properly excuse yourself from the table
4. Make a telephone call using good telephone manners:
 - a. To an adult
 - b. To a friend of your choice
 - c. Be able to answer the phone correctlyOR introduce:
 - d. An adult to a friend
 - e. Your teacher to a parent

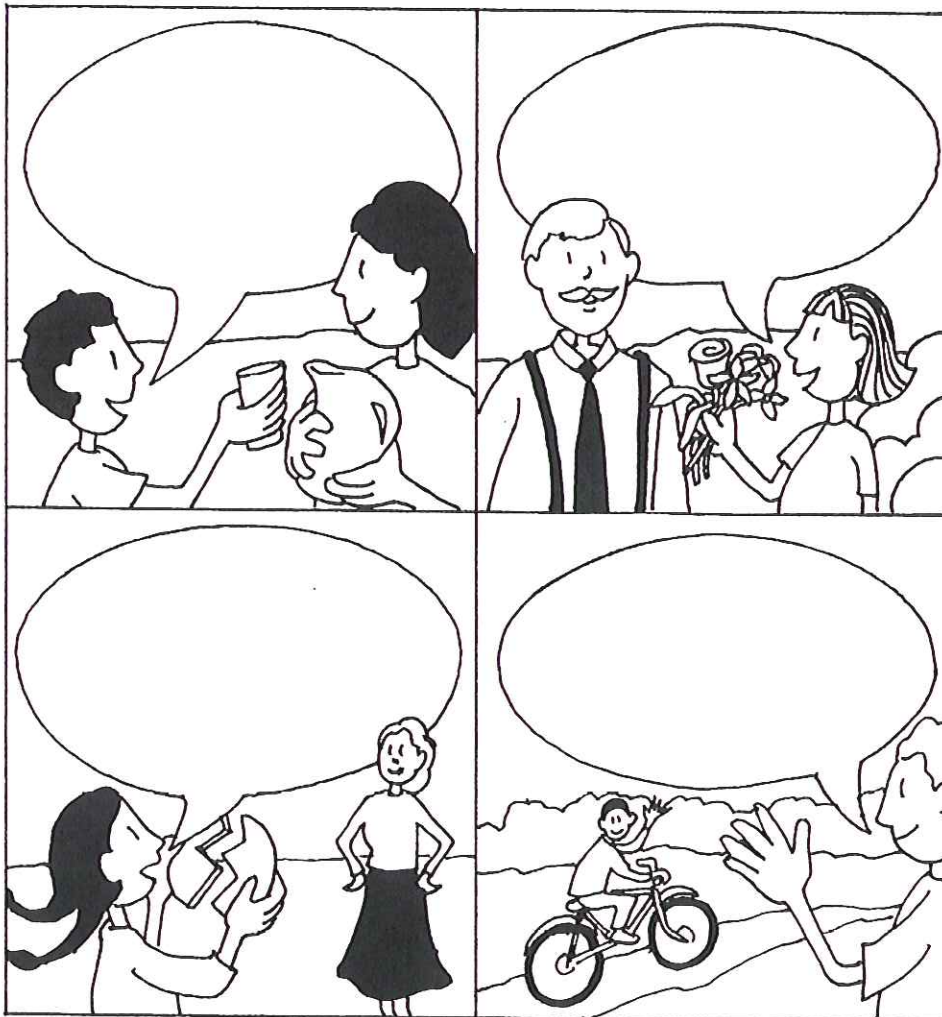
5. Share an experience:

- a. When an adult was courteous to you
- b. When you were courteous to another person

6. Show acts of courtesy as you:

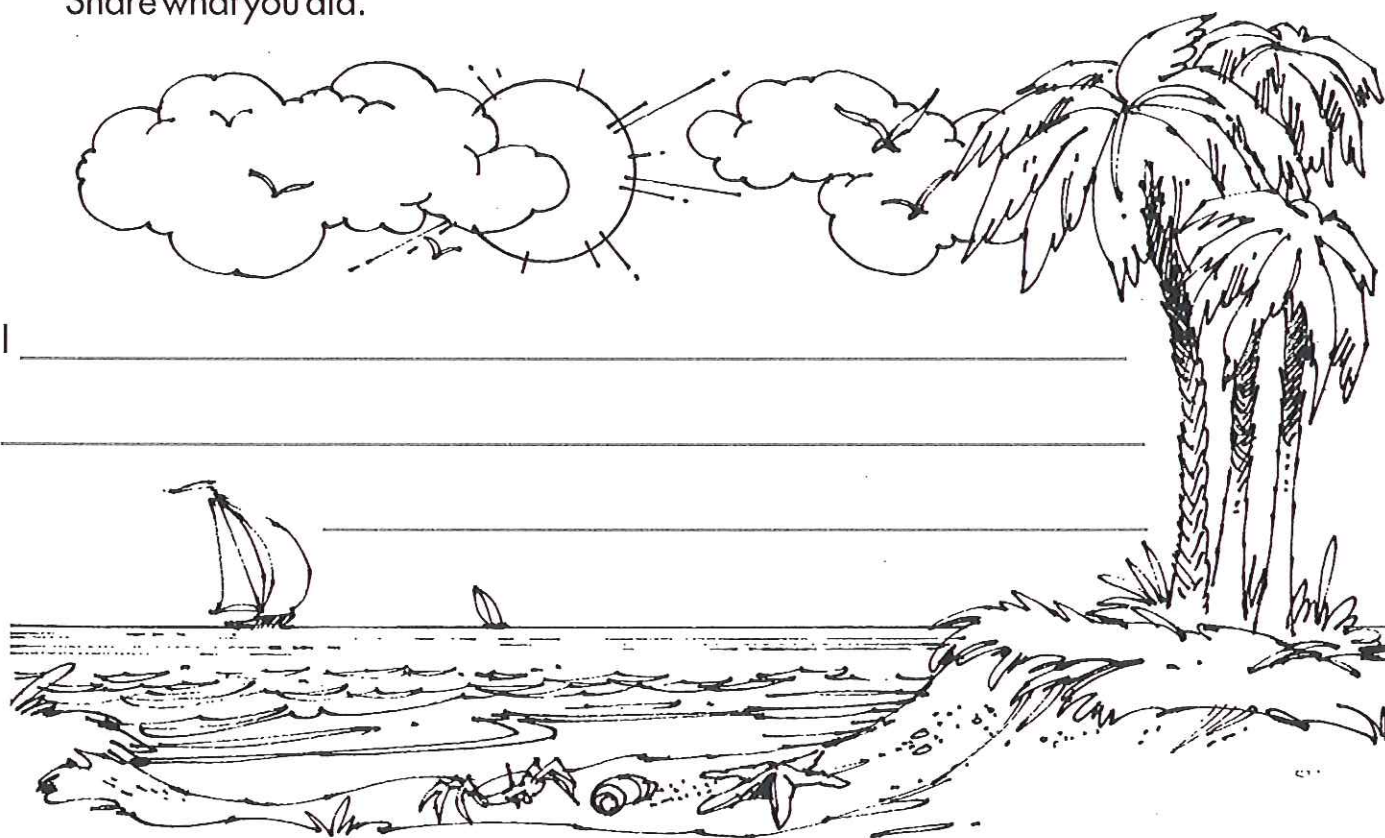
- a. Ask for a drink
- b. Say thank you
- c. Apologize
- d. Greet a friend
- e. Share and take turns (not shown)

Fill in the balloon with a courteous statement.



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

Share what you did.



Suggestions for Parents or Leaders

To prepare children for this activity, review Jesus' special trip to our earth to help us, and point out some of the many places in the Bible where He asks us to help our neighbors.

The children's walking tour should be leisurely and not more than an hour and should 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.

Children's lists might include: community services, such as a fire or police station or grocery store; a special landmark, such as a park, river, or special building; 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.

The children can list a number of different projects to help the needs they have seen. Then lead them to decide upon an activity or project they can do well and feel a sense of accomplishment in completing. A few possibilities include:


- **Beautification:** Clean up a road, park, or vacant lot; plant flowers or trees.
- **Visit shut-ins:** Present programs for nursing homes or children's wards; adopt a grandparent; do yard work; wash windows; read letters and cards; make phone calls; create May baskets.
- **Help those in need:** Collect clothing or food; raise funds for a special project; tutor first graders.
- **Spiritual assistance:** Form special prayer bands; help with VBS, fair booth, neighborhood Bible club; literature distribution.

The World of Nature














Earn a Friend of Nature Adventurer Award














Friend of Nature Award






1. Take a nature walk and discover items of interest.
 - a. Show or tell what you found.
 - b. Make these items into a collage or poster.
2. List the names of three different trees and do a bark rubbing of each.

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3. Collect four different kinds of leaves and compare.



4. Go on a critter hunt. Explore (or observe with a magnifying glass) all the things you can see in a 10 square foot area.



OR



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



Draw what you saw.











5. Visit one of the following:


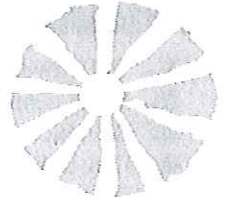
- a. zoo
- b. park
- c. wildlife area

6. Write a thank-you note to the people who took you to the place you visited in requirement #5.



7. Explain:


- a. How to become a friend of nature
- b. How to pick a flower when it is allowed
- c. How to protect trees, nests, etc.



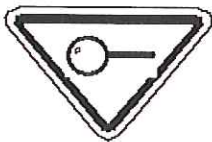
More Awards for Sunbeam

Camper



1. Discuss with your family important rules for camping.
2. Go on a campout with your family and Adventurer group.
3. Help to pitch a tent.
4. Help to set up your stove or to build a campfire.
5. Help to prepare at least one meal while camping.
6. After your trip, help to put camping supplies away.
7. Memorize Psalm 34:7.

Collector



1. Explain who a collector is.
 2. Name five popular articles that people are collecting today.
 3. Listen to an adult collector as (s)he shows and talks about his/her collection.
 4. As a group plan what you want to collect and gather native items in one of the following ways:
 - a. play a game of A to Z Collection
 - b. have a nature treasure hunt
- OR
- Make two very different collections with at least 20 items in each.
- a. Objects: stamps, postcards, photographs, coins, etc.
 - b. Nature: leaves, minerals, feathers, shells, etc.
5. Have a collector's show and display two collections neatly arranged with objects well identified.
 6. Show and explain something you have learned about one of your collections.

Cooking Fun



1. Name the four food groups.
 - a. Collect pictures from each of these food groups.
 - b. Use your pictures to make a collage or poster to be displayed at your club, school or church.
 2. Describe a complete, balanced daily menu.
- OR
- Compose a complete dinner menu.
3. Help prepare, serve, and clean up a four-course dinner.
 4. Make two different kinds of sandwiches.
 5. Prepare two different salads.
 6. Help to prepare and pack a picnic lunch.
 - a. Include foods from the four food groups.
 - b. Share this picnic with family or friends.

Country Fun



1. Pick a country you want to study.
2. On a world map find the location of the country and identify what continent it is on.
3. Find, draw or trace a map and flag of your country.
4. Learn six facts about the country, such as those suggested below.
 - a. Draw or find a picture of the native dress.
 - b. Learn a Sabbath or secular song.
 - c. Listen to the national anthem.
 - d. Learn to play a Sabbath or secular game.
 - e. Name the main religion.
 - f. Collect a stamp, postcard or coin.
 - g. Read or listen to a legend, myth or story.
5. Make a simple craft or food from the country.
6. Read in the Bible how languages originated at the tower of Babel. (Genesis 11:1-9).

Feathered Friends



1. Tell how God cares for birds.
2. Make a simple bird feeder or pinecone feeder.
3. Be able to recognize 10 different birds.
4. Play a bird game.
5. Draw and/or color pictures of the following:
 - a. two water birds
 - b. two seed eaters
 - c. one predator
6. Be able to make five bird sounds.
7. Make a Christmas tree or an Easter basket for birds.
8. Observe some live birds, imitate their movements, and collect feathers whenever possible. Keep in mind that keeping the feathers of migratory birds is illegal in some, if not all, U.S.A. places.

Gardener



1. Describe what a gardener does.
 2. Name three different types of gardens, and describe the items that grow in each.
 3. Name two gardens mentioned in the Bible.
 4. List at least three tools you need for gardening.
 5. Demonstrate how to use these tools properly and how to take care of gardening tools after use.
 6. Do one of the following:
 - a. Take care of a small plot of land, including planting, transplanting and cultivating flowers or vegetables.
 - b. Using window boxes, flower pots, milk cartons or cans, plant and care for three different plants.
 - c. Make a terrarium and care for it.
 7. Share a plant, garden produce or flower from your garden with your family or with a friend or neighbor.
- OR**
Draw and color a picture of a flower to give to someone.

Glue Right



1. Practice controlling the glue on scratch paper.
2. Learn how to control the glue by practicing different methods of apply glue.
3. Child may glue a star, sequin or other items on the line they think they learned the most about controlled the glue and tell why.
4. Read and discuss Proverbs 18:24
5. Make craft or picture using glue the right way
6. Put glue evenly in a small circle on the back of your hand. Wait for it to dry. Can you pull the glue off your hand in one piece?

7. When you are finished with the glue, always clean the top of the glue container and replace the cap.

Handicraft



1. Pick six of the following to make:
 - a. A get-well card, and give it to someone
 - b. A dried or silk flower arrangement
 - c. A bread-dough or clay figure
 - d. A shell picture
 - e. A string sculpture
 - f. A mobile
 - g. An item from papier-mache
 - h. A picture using egg shells or seeds
 - i. Covers for an autograph or photo album
 - j. A collage using six different materials
 - k. A poster inviting people to an event
 - l. An article of your own choosing
2. Give at least two of the above items to:
 - a. A family member
 - b. An elderly person in your church or a nursing home
3. Have an art show.

Ladybugs



1. Learn about the ladybug. What are the characteristics of the ladybug?
2. Describe the lifecycle of the ladybug. Make a poster.
3. Are all ladybugs red? Explain
4. Make 2 ladybug pet rocks. Give one away.

Skier



1. Describe how to take care of your skis and boots.
2. Demonstrate the following:
 - a. How to carry your skis
 - b. How to put them on
 - c. How to fasten them
3. Demonstrate how to climb in steps, in scissors and how to make a kick turn.
4. Perform the following movements:
 - a. Continuous turns without stopping
 - b. Sideslip and go over bumps
5. Ski on a beginners lift and hill under control and in good form.

Trees



1. Read several Bible verses about leaves. List the kinds of leaves you find.
2. Collect 10 leaves from different trees.
 - a. Press and dry
 - b. Identify
3. Paint one leaf with chocolate.
4. Tell how trees scatter their seeds and collect or draw five different seeds.
5. Make two different leaf rubbings.
OR
Make two pieces of stationery, using a leaf design.
6. Discover the trees and leaves in your neighborhood. Learn something special about each one. Report your findings to the class.
7. Put your dried leaves in a "Leaves" Scrapbook.

Even more Adventurer Awards

The Sunbeam can go back and complete unearned Grade 1/Busy Bee Awards. These include:

- Artist
- Bible I
- Butterfly
- Fish
- Flowers
- Friend of Animals
- Friend of Jesus
- Guide
- Health Specialist
- Home Helper
- Music Maker
- Safety Specialist
- Spotter
- Swimmer I

Whale



1. Pick one whale to study.
2. Is a whale a mammal or a fish?
3. What is the size of the whale when full grown?
4. Draw full size whale in a parking lot with sidewalk chalk.
5. Learn five facts about your whale, such as suggested below:
 - a. What it eats
 - b. Where it lives or migrates
 - c. How it interacts with other whales
 - d. How long it lives
 - e. How many babies it has and how are they born.
 - f. Listen to whale sounds.
6. In damp sand or clay sculpt your whale.
7. Read or listen to the story of Jonah and act out the story.

The Sunbeam should not be encouraged to do Grade 3/Builder or Grade 4/Helping Hand Awards.



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