



Teacher's Classroom Planner for the Adventurer Curriculum

Introduction	3
Busy Bee Requirements & Curriculum	5
Sunbeam Requirements & Curriculum	8
Builder Requirements & Curriculum	11
Helping Hand Requirements & Curriculum	14
Monthly Planning Calendar	17
Weekly Planning Calendar	18
September	18
October	19
November	20
December	21
January	22
February	23
March	24
April	25
Award Index	27
Additional Resources	43



Dear Fellow Teachers:

This planner will be updated when all the North American Division Education Department's New Bible Curriculum is available. Feel free to implement the New Bible Curriculum in the "My God" section of the Adventurer curriculum as it becomes available over the next three or four years. See notes in this planner.

North American Division
Adventurer Ministries Committee

Adventurer Classroom Resources



Introduction to the Classroom Resources

The Classroom Resource Planner is a tool to aid the classroom teacher in fulfilling the Adventurer class requirements while teaching the regular school classes.

The Adventurer curriculum is the foundation of the Adventurer program. Fun and practical activities are used to achieve the goals of the Adventurer curriculum. The Adventurer curriculum is divided into four levels:

- Busy Bee - First Grade
- Sunbeam - Second Grade
- Builders - Third Grade
- Helping Hand - Fourth Grade

To make it easier for the teacher, this planner has the requirements for each Adventurer class on the left side of page and on the right hand side is the school curriculum which will fulfill the requirement. The school curriculum side explains which books to use and what cycle (odd or even years) the teacher is teaching from. Below tells which books are used when:

- Habits & Habitats - used on even years.
- Rockets & Raisins - used odd years.
- Bible Curriculum is on a four-year cycle.

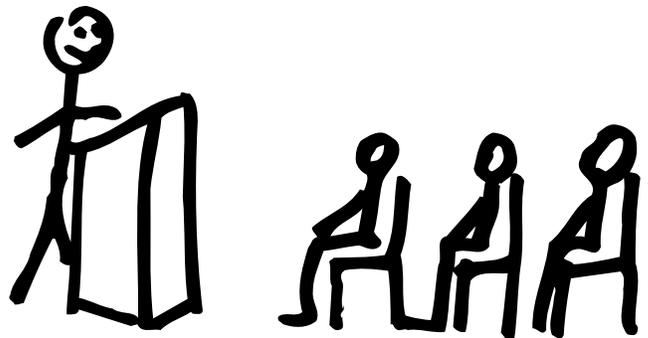
Bible is taught on a four-year cycle. The Adventurer curriculum is flexible to where the memory verses and stories from the school curriculum can be used instead of what the Adventurer requirements have.

Another tool which has been tested by many teachers, is the weekly and monthly planner. This planner goes along with the individual Activity books that is available for each Adventurer class. The planner tells what requirements to work on and what page(s) it is found on. Also, there is a sheet which you can use to check off as the class requirement is finished.

Each Adventurer class earns between 5-6 awards. Can these awards be earned in the classroom as the teacher is teaching? the answer is, Yes! Listed on the next page are the awards that go with Habits & Habits and Rockets & Raisins.

You many have noticed that a lot of requirements can be completed during your Bible classes, science/health/PE and etc. Another suggested time to do this is once a week during your worship time. Children enjoy the variety and change of pace from the routine of the week.

May this Resource Manual be another useful tool in guiding your boys and girls to know Jesus as their Friend and begin building a real relationship with Him.





Habits & Habitats - (even years)

Unit 2	Busy Bee Sunbeam Helping Hand	Health Specialist Fitness Fun Hygiene
Unit 3	Helping Hand	Environmentalism
Unit 5	Builder	Temperance

Rocket & Raisins - (odd years)

Unit 1	Busy Bee Sunbeam Builder Helping Hand	Health Specialist Fitness Fun Temperance Hygiene
Unit 4	Helping Hand	Environmentalism
Unit 5	Busy Bee Builder Helping Hand	Feelings (see week 16) Wise Steward See week(s) 4, 9, 10



Busy Bee Requirements & Curriculum

(Cycle I)

Basic Requirements

I. Responsibility

Recite and accept the Adventurer Pledge.

II. Reinforcement

Earn the Busy Bee Reading Award.

1. Genesis 1:1-2:3 or Revelation 21:1-22:5 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

Basic Resource

I. Responsibility

Discuss and learn the Pledge during worship periods.

II. Reinforcement

Read Genesis 1:1-2:3 or Revelation 21:2-22:5 for worships or in the Bible class. Make a book list for the other four required books.

Read the first four books are read for the "Book-It" or similar reading program.

Important: Begin reading the first of the school year. Books can be read by the teacher during story time.

My God

I. His Plan To Save Me

A. Create a story chart or booklet showing the order in which these events took place:

- Creation
- Sin and sadness begin
- Jesus cares for me today
- Jesus comes again
- Heaven

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

B. Use your story chart or booklet to show someone how much Jesus cares for you.

II. His Message to Me

A. Earn the Bible I Adventurer Award.

My God Resource

I. His Plan To Save Me

A. Year I-Unit I, Creation mobile, lesson 9. Unit II, lesson 5, "Salvation Jesus."

Year IV-Unit II, lesson 2, "Jesus Chain of Events." Unit IV, lesson 7, "Sabbath Booklet."

Atlantic Union 1992 pictures or other picture stories pertaining to the topics required.

(NOTE: Update this requirement when NAD Education Department's New Bible Curriculum is available.)

B. Reinforcement of many of our Bible stories on how Jesus cares for us.

II. His Message to Me

A. Learn the books of the Bible through song.

During worship time act out stories and learn memory verses.

School Curriculum

III. His Power in My Life

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

- B.** Ask three people what they pray about.

III. His Power in My Life

- A.** Use one week of worship as a time for reading a worship book. *The Bible Story* or the Bible. Have the children pray their own silent prayer at the end. Discuss ways for them to continue this practice at home.

- B.** Have student do the interviews and take turns sharing their findings during the worship period.

My Self

I. I Am Special

Make a booklet showing different people who care for you.

II. I Can Make Wise Choices

Name at least four different feelings. Play the “Feelings” game.

III. I Can Care for My Body

Earn the Health Specialist Adventurer Award.

My Self Resource

I. I Am Special

Habits & Habitats Series B, Unit II, p. 57-71, “Best Wish of All.” Use Health Workers activity sheets.

II. I Can Make Wise Choices

The subject on feelings is covered in the Social Studies book *In Families and Their Needs*, Unit 1.

III. I Can Care for My Body

The Health Specialist award can be earned when using the *Science and Health Series A*, Unit 5, picture A-18 and p. 14-16, “*Living Things Grow*”

My Family

I. I Have a Family

Paint or draw a picture showing something you like about each member of your family.

II. Families Care for Each Other

- A.** Discover what the fifth commandment (Exodus 20:12) tells you about families.

- B.** Act out three ways you can honor your family.

III. My Family Helps Me Care for Myself

Complete one of the requirements of the Safety Specialist Adventurer Award.

My Family Resource

I. I Have a Family

Rockets and Raisins Series A, Unit 5, p. 198-206, “Under the Family Tree.”

II. Families Care for Each Other

Families and Their Needs, Social Studies book, Unit I, covers about families and individuals caring for each other.

III. My Family Helps Me Care for Myself

New NAD unit on Sexual Abuse.
Fire Prevention week
Poison Control. *Habits and Habitats*, Unit II, p. 58-71, “The Best Wish.”



My World

I. The World of Friends

Tell how you can be a good friend. Use:

- Puppets
- Role-playing
- Your choice

II. The World of Other People

- A. Discuss the work people do for your church.
- B. Learn about one job by helping the person do it.

III. The World of Nature

Earn a Friend of Animals Adventurer Award.

My World Resource

I. The World of Friends

Worship ideas. (Using puppets, etc.)
Habits and Habitats Series B, Unit V, p. 188-205,
 “Tools for Making Decisions.”

II. The World of Other People

Career awareness. Invite parents, pastor, etc. to
 tell about their careers.

Habits and Habitats Series B, Unit II, p. 80-87,
 “Best Wish of All,” part 3.

III. The World of Nature

Friend of Animals award can be earned when
 teaching “Care of Animals” in the first-grade
 curriculum.

SCHOOL CURRICULUM

Notes:

Regular Bible curriculum is on a four-year cycle. If the requirements aren't the same as the Bible cycle, use the stories in the same cycle.

Regular curriculum is on a two-year cycle and will alternate every other year except for Bible

NOTE: Update this requirement when NAD Education Department's New Bible Curriculum is available.



Sunbeam Requirements & Curriculum

Basic Requirements

I. Responsibility

Recite and accept the Adventurer Law.

II. Reinforcement

Earn the Sunbeam Reading Award.

1. Two chapters from the book 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

Basic Resource

I. Responsibility

Learn and discuss one section of the Adventurer Law each day for worship. Repeat the one learned from the previous day and add a new one.

II. Reinforcement

Read two chapters from Mark during worship. Make a book list for the other four required books for the certificate.

Read the first four books are read for the “Book-It” or similar reading program.

Important: Begin the above reading program by the first of the school year. Books can be read by teacher during story time.

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.

My God Resource

I. His Plan to Save Me

A. Cycle VI of Bible covers “Life of Christ.”
OR

Use the Bible stories you are now using to do the chart.

NOTE: Update this requirement when NAD Education Department's New Bible Curriculum is available.

B. This activity can be used in Bible class, worship, art class or even as part of a program for Sabbath School or Home and School.

II. His Message to Me

Can use the memory verses you are currently doing in your Bible program or *Reason for Writing* lessons.

Make and take cards to shut-ins at Christmas, birthdays, etc.

Reason for Writing sheets can be given to the pastor to give to those he visits.

School Curriculum



III. His Power In My Life

- 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.

III. His Power In My Life

Use one week of worship as a time for reading a worship book, *The Bible Story* or the Bible. Have the children pray their own silent prayer at the end. Discuss ways for them to continue this practice at home.

During the following week for worship have the students do the interviews and take turns sharing their findings.

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 Self Resource

I. I Am Special

Rockets and Raisins, Unit I, p. 3-48, “A Full Team.”

Bible - “Adam,” Unit I, lesson 13, do a life-size silhouette of Adam and tell of the wonderful ways he was created and how the body works.

II. I Can Make Wise Choices

The subject of choices is covered in the Science book, *Habits and Habitats*, Unit 5.

Small Schools may use the book *It’s Up To You*.

III. I Can Care for My Body

The Fitness Fun award can be worked into Health or Science classes.

My Family

I. I Have a Family

Ask each member 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 Family Resource

I. I Have a Family

Rockets and Raisins, Unit V, p. 197-233, “Under the Family Tree.”

Habits and Habitats, Unit III, heirloom stories passed down.

II. Families Care for Each Other

Science and Health Series A, Unit, Picture 13 or Science book, *Rockets and Raisins*, under the Family Tree, p. 217 talks about handling disagreements.

III. My Family Helps Me Care for Myself

Have police talk to the class.

Learn about road signs, safety rules, seatbelts and etc.

SCHOOL CURRICULUM

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.

My World Resource

I. The World of Friends

Telephone courtesy and introductions are covered in the English Unit.

II. The World of Other People

Community Service Day: look for a project that could be done by students, such as planting flowers, cleaning up trash, etc. Encourage parents to help.

Spend time doing projects on which they can see results soon after the project is completed.

III. The World of Nature

To earn the Friend of Nature award take a field trip to a zoo, farm museum, or pet store.

Go on nature walks after lunch to look for required items.

School Curriculum

Notes:

Regular Bible curriculum is on a four-year cycle. If the requirements aren't the same as the Bible cycle, use the stories in the same cycle.

Regular curriculum is on a two-year cycle and will alternate every other year except for Bible.

NOTE: Update this requirement when NAD Education Department's New Bible Curriculum is available.



Builder Requirements & Curriculum (Cycle 3)

Basic Requirements

I. Responsibility

- A. Recite the Adventurer Pledge and Law.
- B. Explain the Pledge.

II. Reinforcement

Earn the Builder Reading Award.

1. Three chapters from the book of Acts 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

Basic Resource

I. Responsibility

Learn and discuss one section of the Adventurer Law each day for worship. Repeat the one learned from the previous day and add a new one.

Use the suggestions in the index for a suitable story from *Uncle Arthur's Stories*, C-IV-51 to illustrate.

II. Reinforcement

Read a chapter a day from Acts for worship. Make a book list for the other four required books for the certificate.

Read the first four books are read for the "Book-It" or similar reading program.

Important: Begin the above reading program by the first of the school year. Some books can be read by the teacher during story time.

My God

I. His Plan to Save Me

- A. Create a story chart or booklet showing the order in which these stories took place:
 - Paul
 - Martin Luther
 - Ellen White
 - Yourself

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

- B. Use your story chart or booklet to show someone how to give one's life to Jesus.

My God Resource

I. His Plan to Save Me

- A. *God's Messenger*, Book III, Unit 1, Lesson 10, (student activity sheet) p. 25, "God Helps the Widow" has material for making a picture viewer.

God's Messenger, Book III, Unit 4, Lesson 13, pp. 221-223, "Storm that Taught a Lesson."

- B. *God's Messenger*, Book III, Unit 4, Lesson 4, pp. 193-195, has a newspaper worksheet about the life of Jesus.

NOTE: Update this requirement when NAD Education Department's New Bible Curriculum is available.

SCHOOL CURRICULUM

II. His Message to Me

- A.** Find, memorize, and explain three Bible verses about giving your life to Jesus:
 - Acts 16:31
 - John 1:12
 - Galatians 3:26
 - 2 Corinthians 5:17
 - Psalm 51:10
 - Your choice
- B.** Name the books of the New Testament.

III. His Power in My Life

- A.** Spend a regular quiet time with Jesus to talk with Him and learn about Him.
- B.** Ask three people why they are glad to belong to Jesus.

II. His Message to Me

May substitute the Bible verses with the ones in your Bible textbook.

III. His Power in My Life

- A.** Use one week of worship as a time for reading a worship book, *The Bible Story* or the Bible. Have them pray their own silent prayer at the end. Discuss ways for them to continue this practice at home.
- B.** Have students do the interviews and take turns sharing their findings during worship period.

My Self

I. I Am Special

Put together a scrapbook, poster, or collage showing some things you can do to serve God and others.

II. I Can Make Wise Choices

Earn the Media Critic Adventurer Award

III. I Can Care for Body

Earn the Temperance Adventurer Award.

My Self Resource

I. I Am Special

This activity makes an excellent bulletin board. Use **National Geographic** or other magazines to make a collage covering a small board. Put up a border and letters saying “Serving God and Others.”

God’s Messenger, Unit 1, Lesson 2, pp. 31, 32 has a sharing book project.

II. I Can Make Wise Choices

Important: At the beginning of the school year start working on the Media Critic award during your Bible period. It will take some planning, but it is worth it.

III. I Can Care for My Body

Rocket and Raisins, Unit I, “A Full Team,” pp. 3-48, is all about health. Although this subject isn’t specifically mentioned, it could be used very well.

A story and tape entitled “Hoody the Owl” is excellent for this award. “Hoody the Owl” is obtained from the ABC.

My Family

I. I Have a Family

- A.** Share one way your family has changed. Tell how you felt and what you did.

My Family Resource

I. I Have a Family

- A.** *Rocket and Raisins*, Unit 5, pp. 197-233, “Under the Family Tree,” completely covers the family.

SCHOOL CURRICULUM



- B.** Find a story in the Bible about a family that changed.

II. Families Care for Each Other

Play the “I Care” game by having each family member plan a special way to show appreciation to each of the other members of the family.

III. My Family Helps Me Care for Myself

Complete one requirement of the Wise Steward Adventurer Award.

- B.** From magazine pictures make a bulletin board telling about their family.

II. Families Care for Each Other

Rocket and Raisins, Unit 5, covers this topic very well.

III. My Family Helps Me Care for Myself

Choose one requirement. The Wise Steward award is an excellent one to do during worship time. It will take a week to complete it.

My World

I. The World of Friends

- A.** Make friends with a person of another culture or generation, or someone who is handicapped.
- B.** Invite that person to a family or church event.

II. The World of Other People

- A.** Know and explain your national anthem and flag.
- B.** Name your country’s capital and the leader of your country.

III. The World of Nature

Earn an Adventurer Award for nature not previously earned.

My World Resource

I. The World Of Friends

- A.** This person could be chosen from your church family and community.
- B.** Invite him to come and do a worship for you. Define the length and topics beforehand.

II. The World Of Other People

- A.** See page 225 of “*Our Country’s Communities*” for the national anthem and history of the flag.
- B.** “*Our Country’s Communities*,” pp. 223-229 is about our nation’s capital.

III. The World Of Nature

Feathered Friends, one of the Adventurer nature awards goes with Unit 4, pp. 168-177, in this cycle’s science book.

School Curriculum

Notes:

Alternate Year: Cycle I

Choose the memory verses from this year’s memory work.

How It All Began, Unit I, Lesson 3, pp. 39-41, has sheets for learning the books of the Bible.

How It All Began, Unit II, Lesson 12, pp. 125-126, a news story about the flood.

How It All Began, Unit IV, Lesson 8, pp. 221-225, filmstrip on “Story of Joseph.”

How It All Began, Unit IV, Lesson 13, pp. 240-242, a skit about Joseph and his brothers.

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Regular curriculum is on a two year cycle and will alternate every other year except for Bible.

NOTE: Update this requirement when NAD Education Department's New Bible Curriculum is available.



Helping Hand Requirements & Curriculum

(Cycle I)

Basic Requirements

I. Responsibility

- A. Recite the Adventurer Pledge and Law.
- B. Explain the Law.

II. Reinforcement

Earn the Helping Hand Reading Award.

- 1. 1 Samuel 1-3 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

Basic Resource

I. Responsibility

Learn and discuss one section of the Adventurer Law each day for worship. Repeat the one learned from the previous day and add a new one.

Use the suggestions in the index for a suitable story from *Uncle Arthur's Stories*, C-V-63.

II. Reinforcement

Read I Samuel, chapters 1-3 during worship. (Read one chapter a day.) Make a book list for the other four required books.

See that the required books are the first ones read for the "Book-It" or similar reading program.

My God

I. His Plan to Save Me

- A. Create a story chart or booklet showing the order in which these stories took place:
 - Noah
 - Abraham
 - Moses
 - David
 - Daniel

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

- B. Use your story chart or booklet to show someone how to live for God.

II. His Message to Me

Earn the Bible II Adventurer Award

My God Resource

I. His Plan to Save Me

- A. *When God Chose a People*, Unit IV, is all about David. Do story chart at this time. Index has instructions for assembling story chart.

NOTE: Update this requirement when NAD Education Department's New Bible Curriculum is available.

- B. *When God Chose a People*, Unit IV, Lesson 9, pp. 246-249 is about David and has instructions on making a diorama.

II. His Message to Me

- A. You may substitute the Bible verses learned in Bible class for the verses required in the Bible II Award.
- B. *When God Chose a People*, p. 276, has a song for learning the books of the Bible. A requirement.

School Curriculum



III. His Power in My Life

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

- B.** With an adult choose one thing in your life which Jesus has promised to help you improve. With His help, pray, plan, and work together to reach your goal.

III. His Power in My Life

- A.** Use as a quiet time activity with a devotional book. Allow 5 minutes to meditate and then have them pray their own silent prayer at the end. Discuss ways for them to continue this practice at home.

- B.** Use the goal setting sheet from the index (See A, C-V-39) privately with the student. Remind him to think and pray about this during worship time.

My Self

I. I Am Special

- A.** List some special abilities God has given you.
- B.** Share your talent using one of the following:
 - Talent show
 - Show and Tell
 - Earn an Adventurer Award.

II. I Can Make Wise Choices

- A.** Learn the steps of good decision-making.
- B.** Use them to solve two real-life problems.

III. I Can Care for My Body

Earn the Hygiene Adventurer Award.

My Self Resource

I. I Am Special

Reader IV would be good for a child who likes to read.

Choose an Adventurer Award that goes with an activity going on in your classroom.

II. I Can Make Wise Choices

Use worksheet from the index C-V-47.

Habits and Habitat, Unit 5, "It's Up to You," pp. 187-233, covers the topic of solving problems and making wise choices.

III. I Can Care for My Body

Habits and Habitat, Unit 2, p. 57-98, excellent for earning the Hygiene Award.

Get started early practicing for Presidential Physical Fitness Award (A Hygiene Award requirement). Children need to build up skills throughout the year for the test at the end of the year.

My Family

I. I Have a Family

Make a family flag or banner,
OR collect stories or photographs about your family history.

II. Families Care for Each Other

Help plan a special family worship, family night or family outing.

My Family Resource

I. I Have a Family

Use as a writing activity for language class and put together to make a bulletin board.

II. Families Care for Each Other

Use *Let's Make a Memory* by Gloria Gaither and Shirley Dobson, an excellent resource book. This is a requirement.

SCHOOL CURRICULUM

III. My Family Helps Me Care for Myself

Earn an Adventurer Award, not previously earned, in one of the following areas:

- Finance
- Safety
- Indoor skills
- Outdoor skills

III. My Family Helps Me Care for Myself

Habits and Habitat, Unit 2, “Best Wishes to You,” pp. 57-98, gives the resource for the Adventurer Safety award.

Habits and Habitat, Unit 1, “Green Thumb,” pp. 1-56, excellent for earning the Gardening award.

My World

I. The World Of Friends

Earn the Caring Friend Adventurer Award.

II. The World Of Other People

Choose a world culture to study. Find a way to share Jesus’ love with some of the people of that culture.

III. The World Of Nature

Earn the Environmentalist Adventurer Award.

My World Resource

I. The World Of Friends

Start at the beginning of the year with the Caring Friend award.

II. The World Of Other People

Use *Geography of States and Regions* to choose a culture of study, China or Russia, for example. Plan a project to go along with the unit. Decide on the project early in the year so you will have plenty of time to work on it.

III. The World Of Nature

Habits and Habitat, Unit 3, “Treasure Chest,” pp. 99-150, will cover the requirements for the Environmentalist Award.

Earn and celebrate this award in April as part of Earth Day.

SCHOOL CURRICULUM

Notes:

Alternate Year: Cycle 1

Use memory verses from this year’s memory work.

Walking in His Steps, Unit 1, Lesson 3, pp. 35-37 - Choral reading about Jesus.

Walking in His Steps, Unit 1, Lesson 4, pp. 38-40 - Skit about Zacchaeus.

Walking in His Steps, Unit 1, Lesson 5, pp. 41-44 - Suggests a diorama.

Walking in His Steps, Unit 2, Lesson 1, pp. 70-72 - Strip viewer pictures about Jesus.

Walking in His Steps, Unit 2, Lesson 11, pp. 105-107 - Chain of events on last days of Jesus.

Walking in His Steps, Unit 3, Lesson 10, pp. 149-152 - Skit about Peter.

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Monthly Planning Calendar

Adventurer Classroom Curriculum

Month	Busy Bee	Sunbeam	Builder	Helping Hand
September	All Classes -Memorize and explain Pledge and Law			
September	Read Gen. 1:1-2:3 or Rev. 21:1-22:5. My God Do #1-A.	Read two chapters from Mark My God Do #1-A.	Read three chapters from Acts. My God Do #1-A.	Read first three chapters of I Samuel My God Do #1-A.
October	My Self Do #1. Read a book on Creation. My God Do #1-B.	My Self Do #1. Read a book on Jesus. My God Do #1-B.	My Self Do #1. Read a book on Church History. My God Do #1-B. My Family Do #1 A, B.	My Self Do #1- A,B. Read a book on an OT character. My God Do #1-B. My Family Do #1 A,B.
November	My Self Do #2. Read a book on feelings. Award - Bible I , #3, 5. Do - memorize 2 verses; know first and last book of Bible.	Read book on Care for my Body. Award - Courtsey My God Do #2-A.	Read a book on How the Body works. Award - Media Critic My God Do #2 A,B. My Family Do #2.	Read a book on growing up. Award - Bible II
December	Award - Health Specialist Award - Complete Bible I . Make a gift for shut-in.	Read a book on Nature. My God - Do #2-A. My Family - Do #1.	Read a History book. Award - Nature (your choice)	Award - Hygiene
January	Read a book about Safety. My God - Do 3- A,B.	Read a book on Nature. Award - Fitness Fun . My Family - Do #2, 3.	Read a book about your Country. Award - Temperance My World - Do #1- A,B.	Read a book on Missions. My God - Do #3 A,B. My Self - Do #1 A,B. My World - Do #1 A,B.
February	My Family - Do #1 & 3. Read a book about Friends.	My God - Do #3 A,B. Award - Road Safety.	My God - Do #3 A,B. Award - Nature (your choice)	Plan a special family worship. My World - Do #2,3. Award - Environment
March	My Family - Do #2- A,B. My World - Do #1.	My World - Do #2- A,B.	My World - Do #2 A,B. Award - Wise Steward	My Family - Do #3
April	My World - Do #2- A,B. Award - Friend of Animals	Award - Friend of Nature	My World - Do #3.	Award - Do an award not previously earned.

Weekly Planning Calendar

Adventurer Classroom Curriculum

September	Busy Bee	Sunbeam	Builder	Helping Hand
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<p>1st Week</p> <ul style="list-style-type: none"> • Introduce Activity Books to all classes. 	<ul style="list-style-type: none"> • Color cover page. • Fill in page 1. 	<ul style="list-style-type: none"> • Color cover page. • Fill in page 1. • Award - <i>Friend of Nature</i> • Do #3, page 35. Look at four different kinds of leaves using magnifying glass. 	<ul style="list-style-type: none"> • Color cover page. • Fill in page 1. • Read book on family, friends or feelings, p.5. 	<ul style="list-style-type: none"> • Color cover page. • Fill in page 1. • Begin reading a book on family, friends or feelings.
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<p>2nd Week</p> <ul style="list-style-type: none"> • All classes learn Pledge and Law 	<ul style="list-style-type: none"> • Begin learning the Pledge p.4. • Recite the Pledge on week 4. • Color picture on p. 3. 	<ul style="list-style-type: none"> • Begin learning Pledge and Law, p. 4. • Recite on week 4. • Adventurer Law booklet, p. 5-6. 	<ul style="list-style-type: none"> • Learn Pledge and Law, p. 4. • My World, do req. #6 of Tree Award 	<ul style="list-style-type: none"> • Learn Pledge and Law, p. 4. • Adventurer Law project, p. 5-6.
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<p>3rd Week</p> <ul style="list-style-type: none"> • Items needed for Helping Hand to make family banner for the 4th week 	<ul style="list-style-type: none"> • Learn Pledge and Law, p. 4. • Award - <i>Bible I</i>, p. 15, #1-3, color pictures. • Color picture on p.4. 	<ul style="list-style-type: none"> • Learn Pledge and Law, p. 4. • My God - #2-A. Activity book, p.#15 (A & B). Look up texts, match, choose one to memorize for next week. • Color picture on p. 3 	<ul style="list-style-type: none"> • Repeat Pledge and Law and explain meaning. • My Family - #1-A. Activity book p. 25. (See p. 26 for help.) • My Family - #1-B. Find a story in Bible about a family that changed. 	<ul style="list-style-type: none"> • Repeat Pledge and Law and explain meaning, p. 4.. • Award - Bible II - Do #3, p. 17. Choose two charades to work up and present today.
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<p>4th Week</p> <ul style="list-style-type: none"> • Home Safety video needed for week #5 	<ul style="list-style-type: none"> • Recite from memory the Pledge and Law. • Reading Requirements - Color p. 9; Read or listen to Genesis 1:1-2:3, p. 5. 	<ul style="list-style-type: none"> • Recite from memory the Pledge and Law. • Recite from memory one Bible verse from from 3rd. week. p. 15, #3. • Award - <i>Courtesy</i>, p. 31, #1. 	<ul style="list-style-type: none"> • Repeat from memory Pledge and Law. • Families Care for Each Other - p. 27. (Builders think of ideas and make things to use in the "I Care" game. Take and do at home.) • Read a book on history or missions, p. 5. 	<ul style="list-style-type: none"> • Repeat from memory Pledge and Law, p. 4. • Make a family flag or banner, p. 29.
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October	Busy Bee	Sunbeam	Builder	Helping Hand
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5th Week

• Invite a Safety officer to speak on the 8th week

- **Award - Safety Specialist**
- #1, watch a video on Home Safety. (**Homework** - p. 29, #2 and Home fire safety plan.)

- Watch safety video
- **Award - Road Safety**
- Do #s 2,3,4, p. 30.
- Copies of road safety signs needed for next week.

- Watch safety video
- Color picture of Ellen White, p. 11.
- **My World - Award is Trees.** Do requirement #2 and # 3 & 5, p. 40.

- Watch safety video
- Color picture of the ark, p. 11.
- **Award - Bible II** Do requirement #3 (pick two stories) p. 18.

6th Week

- During school year #3 & #4 on p. 30 are covered.
- Do safety poster, #6, p. 30.
- Do #5, p. 30.

- Do #1 & #6, p. 29-30. Road Signs Play game “Simon Says” relating to road signs.

- **Reading Requirements**
- Begin reading a book on “Health & Safety.”
- **Award - Temperance.** Do #1 & #2, p. 23.

- Work with Sunbeams on road signs.
- **Reading Requirement** Read I Samuel 1, p. 7.

7th Week

- Discuss findings of being a Safety Detective.
- Do #7, p. 30.

- **Reading Requirement -** Read a Health & Safety book, p. 7.

- Color picture of Martin Luther, p. 10.
- Ask Busy Bees safety questions.

- **Reading Requirement** Read a Health & Safety book, p. 7.
- Color page 12.

8th Week

• If possible invite treasurer or pastor to work with Builders on *Wise Steward* Award for week 9

- Have Safety officer, patrolman, fireman, etc., talk to the Adventurers or take them to a fire station.

- **Award - Road Safety,** do #5, p. 30.

- Safety officer
- Read a Bible story or book about Jesus, p. 5.

- Safety officer
- Begin reading a book on missions or history.

November **Busy Bee** **Sunbeam** **Builder** **Helping Hand**

9th Week

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| <ul style="list-style-type: none"> • Color p. 10. • Award - Bible I
Do #4, p. 16. Tell or act out about creation, sin and sadness. | <ul style="list-style-type: none"> • Families Care for Each Other - Do p. 27. After making poster discuss. For suggestions refer to p. 28. • Homework - Do p. 25. Talk with family members about their favorite memories. | <ul style="list-style-type: none"> • Award - Wise Steward
Do #1, 2, 3, 4, on p. 29. If possible have treasurer to pastor assist. • Color p. 3 | <ul style="list-style-type: none"> • My Family • Do p. 31. Plan a family worship or an outing with the family or at school. • Color p. 15 |
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10th Week

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| <ul style="list-style-type: none"> • Award - Bible I
Do #4, p. 16. Tell or act out Jesus cares for me today. • Do p. 11. | <ul style="list-style-type: none"> • My Family - Do p. 26. Draw a picture of your family car or favorite flower. • Award - Courtesy
Do #2 & #5 on p. 31-32 | <ul style="list-style-type: none"> • Award - Wise Steward
Do #6, #7, & #8 on p. 29-30. • Award - Trees
Do req. #7. pg 40 (Dry leaves in scrapbook). | <ul style="list-style-type: none"> • My Family - Do p. 31-32. Fill out chart. • Choose an Award on p. 33 to work on at home. • Reading Requirement
Read I Samuel 1:2. |
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11th Week

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| <ul style="list-style-type: none"> • Award - Bible I
Do #5, p. 16. Choose memory verse to repeat on the 12th week. • Tell story about Jesus Coming Again. • Color p. 12. | <ul style="list-style-type: none"> • My Self - Play the game "What If?" directions on p. 22. and use it with p. 21. | <ul style="list-style-type: none"> • Award - Wise Steward
Do #5, p. 29. • Draw a picture of what work you would like to do when you grow up, p. 30. | <ul style="list-style-type: none"> • Award - Bible II
Do #2, p. 17. Begin learning OT books - recite on week 13. • Do #4, p. 18. |
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12th Week

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| <ul style="list-style-type: none"> • Repeat memory verse which was chosen last week. • Color picture of Heaven, p. 13. • Finish #4, p. 16 on Heaven. | <ul style="list-style-type: none"> • Do p. 19. Make a tracing of yourself. (See p. 20 for suggestions.) | <ul style="list-style-type: none"> • Award - Temperance
Do #5, #6 on p. 23-24. • Make poster during conference Temperance week. | <ul style="list-style-type: none"> • Award - Bible II
Continue learning books of OT. • Do #3, p. 17. Choose one for charade and act out. • Read a book on nature |
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December **Busy Bee** **Sunbeam** **Builder** **Helping Hand**

13th Week

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| <ul style="list-style-type: none"> • Draw a picture of something we want to see in heaven, p. 14 • Award - Bible I Do #5, p. 16. Choose one memory verse. | <ul style="list-style-type: none"> • Reading Requirement - Read one chapter from Mark to students, p. 7. • Color p. 12. • His Message to Me - Choose one memory verse for next week, p. 15. | <ul style="list-style-type: none"> • His Message to Me - p. 13-14. Begin memorizing NT books. (Due on week 15th) • Do p. 14, "NT Word Find." | <ul style="list-style-type: none"> • Award - Bible II Do #2, p. 17. Recite OT books. |
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14th Week

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| <ul style="list-style-type: none"> • Award - Bible I Do #5, p. 16. Recite memory verse chosen last week. • Color p. 9-13; tell story (p. 7 requirements.) | <ul style="list-style-type: none"> • His Message to Me - Recite memory verse chosen last week, p. 15. • Award - Courtesy Do #3, p. 31. Talk about good table manners and practice at lunch. | <ul style="list-style-type: none"> • His Message to Me - Continue learning NT books. Color p. 9 • Award - Trees #1 p. 40. • Award - Temperance Do #7, p. 24. Identify two famous people or athletes and tell why they don't use drugs, etc. | <ul style="list-style-type: none"> • Award - Hygiene Do #1, p. 27. Find and discuss texts. • Color p. 13. • Award - Bible II. Choose memory verse, #5 p. 18. |
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15th Week

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| <ul style="list-style-type: none"> • Invite a nurse to come and talk about hygiene on week 17 | <ul style="list-style-type: none"> • I am Special - Make booklet of community helpers, p. 19-20. | <ul style="list-style-type: none"> • Award - Courtesy Do #4, on p. 31. Telephone manners. • Color p. 11. | <ul style="list-style-type: none"> • My God - #2 Recite NT books, p. 13-14. • I am Special - Do p. 19. Make a scrapbook or etc., | <ul style="list-style-type: none"> • I am Special - Do A & B on p. 23-24. Choose a way to share talent and share. • Reading Requirement I Samuel 3. • Award - Bible II, recite memory verse, p. 18. |
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16th Week

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| <ul style="list-style-type: none"> • I am Special - Play the "Feelings Game" on p. 21. (Directions on p. 22.) | <ul style="list-style-type: none"> • Award - Courtesy Do #6, p. 32. Fill in dialog and color. | <ul style="list-style-type: none"> • Color p. 10. • Award - Media Critic Do #1, p. 21 & #2. • Homework - Do #3, p. 21 & make a copy of p. 22 to send home. | <ul style="list-style-type: none"> • I am Special Do B. Draw a picture of what you did, p. 24. • Color p. 14. |
|---|---|---|--|



January

Busy Bee

Sunbeam

Builder

Helping Hand

17th Week

- Find several adults to work with Helping Hands on week 19, 20, 21, 22.

- **Award - Health Specialist**
Do #'s 2, 3, 4, 5, 6, 7, 8 on p. 23.
- Learn memory verse, #1, p. 23.

- **Award - Fitness Fun**
Do #1, p. 23. List four things that contribute to physical fitness.

- **Award - Temperance**
Do #3, p. 23. Have either a nurse or doctor speak to the Adventurers.
- Award - Media Critic #2 p. 21.

- **Award - Hygiene**
Speaker should cover, #2, 3, 4, 5, 6, 7 on p. 27-28.
- Award - Bible II

18th Week

- **His Power in My Life -**
Introduce personal devotions, p. 17.
- **Homework -** xerox and send home.
- Color p. 18.
- **Homework -** Ask three people what they pray about, p. 18.
- Award - Health Specialist Do #1, p.23 - recite memory verse.

- **His Power in My Life -**
- **Homework -** p. 16, copy so student can take home and due back on week 22nd.
- **Homework -** p. 17.

- **Award - Media Critic**
Turn in Media Critic log.
- **His Power in My Life**
Xerox and take home, p. 15.
- **Award - Temperance**
Do #4, p. 21.

- **His Power in My Life**
Introduce personal devotions, p. 19.
- **Homework -** p. 19, copy and take home to complete within two months.
- **World of Other People**
Do p. 37.

19th Week

- **I Have a Family -**
Draw and color, p. 25.

- **Award - Fitness Fun**
Can do #2-6, p. 23-24 in PE class with the other students.

- **His Message to Me -** Do A p. 23.
Choose a verse.

- **His Power in My Life -** Do p. 21 and work with adults for the next three weeks.

20th Week

- Collect materials for Busy Bees to make puppets, week 21 or 22.

- **Families Care for Each Other**
Do p. 27.
- Color picture

- **The World of Other People -**
Introduce p. 33.
- **Homework -** Assign p. 33.
- Color p. 34.
- Do part B, p.34.

- **His Message to Me -** Do A, p. 13.
Choose another verse.
- **Award - Trees**
Do #4 p.40. Assign #6 as homework.

- Continue with p. 21.
- Do p. 16. Draw your favorite Bible character.



February

Busy Bee

Sunbeam

Builder

Helping Hand

21st Week

- **World of Friends** - Do p. 31. Suggestions on p. 32.
- Finish next week.

- Color p. 13.
- **Reading Requirement**
Read another chapter from Mark, p. 7.

- **My God** - Do B Do #4, p. 13. Repeat another memory verse.
- **Homework** - p. 17, B. (Do preliminary work on p. 17 in class.)
- **Award** - *Trees*, #6 report.

- Continue with p. 21.
- **Award** - *Bible II* Do p. 18.
- Do requirement #4, memorize another Bible verse.

22nd Week

- Collect materials for Busy Bees to make animal masks on week 23rd.

- Finish activity on p. 31 from last week.
- **Award** - *Friend of Animals*
- **Homework** - #1, p. 35.

- **His Plan to Save Me** - Turn in p. 17.
- Color p. 14.
- **Reading Requirement**
Read a book on History or Missions, p. 7.

- **His Power in My Life**
- Color p. 12.
- **Award** - *Media Critic* Do #5, 6, p.22.

- **His Power in My Life** - Finish with p. 21.
- On p. 34 choose an award from p.33 & put down two requirements from that award.

23rd Week

- Arrange for someone to take the Sunbeams on a nature walk on week 25.

- **Award** - *Friend of Animals*
Do #2 & #3 on p. 34. Make an animal mask.

- **His Plan to Save Me**
Do B, p. 7. Use story chart to show someone to give life to Jesus.
- Do p. 7. Choose one picture to do a newspaper story.

- **His Power in My Life** - Finish with p. 21.
- **Reading Requirement**
Read a Bible story book.
- **Award** - *Bible II* Do #6, play Bible games.

24th Week

- Invite pastor, treasurer, elder, deacon to come the 26th week to discuss jobs to Busy Bees. Newspaper & paint needed for Busy Bees, week 25.

- **Award** - *Friend of Animals*
Do #5, p. 36. Play an animal game.
- Act out three ways to honor family, p.28.

- **Reading Requirement**
Read a book about Nature. p.7.

- **Reading Requirement**
Read a chapter from Acts, p. 5.
- Begin reading a book about Nature. Assign a due date.

- **I Can Make Wise Choices** -
Work on p. 25. Be ready to write about how you used the problem-solving technique next week. Color.

March

Busy Bee

Sunbeam

Builder

Helping Hand

25th Week

- Arrange to visit Nursing home or shut-ins on the 27th week.

- **Award - Friend of Animals**
Do p. 36.
Do #6 & 7.

- **Award - Friend of Nature**
Do #1, 2, & 7, p. 35. Go on a nature walk.

- **Reading Requirement**
Read another chapter in Acts, p. 6.
- **Award - Media Critic**
Do requirement #4, p. 21.

- **I Can Make Wise Choices -**
Work on p. 26.
Write how you used the problem solving technique.
- **Award - Caring Friend**
Do #1, p. 35.
- **Homework -**
Do #5, p. 36.
- **Award - Bible II**
Do #5, p. 17.

26th Week

- **World of Other People -**
Do p. 33. Part A discuss the work of other people. Have the people you invited to come and share about their work.

- **Reading Requirement**
Read a book on Friends or Feelings, p. 7.

- **Reading Requirement**
Read another chapter in Acts, p. 6.
- **World of Other People** Do A, p. 31.
Prepare for Nursing Home visit.
- Point out action strip. (For more background see p. 32.)

- **I Can Make Wise Choices -**
Finish problem solving on p. 26.
- **Award - Caring Friend**
Report on #5, p. 36.
- Repeat Bible verse, p. 18..
- Make a card to take to the Nursing Home.
- Learn I Peter 5:17, p.35.

27th Week

- Nursing Home visits

- Visit Nursing Home (Bible labs).

- Visit Nursing Home (Bible labs).
- At nursing home do part B on p.9.

- Visit Nursing Home (Bible labs)
- When visiting Nursing Home keep requirement on p. 31 in mind.

- **Award - Caring Friend**
Repeat I Peter 5:17, p.35.
Do #2, p. 35. Write out questions to ask at Nursing Home.
Do #3, 4, p. 35.

28th Week

- **World of Other People**
Do B, p. 33 and work with church officers.
- Draw what you did, p. 33.

- **Reading Requirement**
Read a Bible story book, p. 7.

- **World of Other People**
Fill in answers on p. 31.

- **Award - Caring Friend**
Do #6, p. 36.



April	Busy Bee	Sunbeam	Builder	Helping Hand
<p>29th Week</p> <ul style="list-style-type: none"> • Make plans for a zoo trip for Busy Bees and Sunbeams 	<ul style="list-style-type: none"> • Finish up book reading, p.5. • Work on President's Challenge, p.24. (ALL CLASSES.) 	<ul style="list-style-type: none"> • Award - Fitness Fun. Do #7, P.24. • Work on President's Challenge. 	<ul style="list-style-type: none"> • World of Other People Do A, p. 33. Know and explain National anthem and flag. Fill in appropriate page. 	<ul style="list-style-type: none"> • Award - Environmentalist Do # 1, 2, & 3, p. 39.
<p>30th Week</p> <ul style="list-style-type: none"> • Take everyone on a trash pick-up or other activity. 	<p>Same as week 29.</p>	<p>Same as week 29.</p>	<ul style="list-style-type: none"> • World of Other People Do B, p. 33. • Finish p. 33. 	<ul style="list-style-type: none"> • Award - Environmentalist Do #4, p. 39.
<p>31st Week</p>	<p>Same as week 29.</p>	<p>Same as week 29.</p>	<ul style="list-style-type: none"> • Xerox p. 34 and make cube. 	<ul style="list-style-type: none"> • Award - Environmentalist Do #5, p. 39-40. Discuss water pollution.
<p>32nd Week</p>	<ul style="list-style-type: none"> • Field trip to zoo or another area so to complete #6, p. 36. 	<ul style="list-style-type: none"> • Award - Friend of Nature • Visit a zoo to complete #5, p. 36. • Do #6, p. 36. 		<ul style="list-style-type: none"> • Award - Environmentalist Do #6, p. 39.



Awards Index

Award	Page	Grade	Requirement
Bible I	248	1	Busy Bee
Bible II	249	4	Helping Hand
Courtesy	257	2	Sunbeam
Environmentalist	259	4	Helping Hand
Fitness Fun	262	2	Sunbeam
Friend of Animals	264	1	Busy Bee
Friend of Nature	266	2	Sunbeam
Health Specialist	272	1	Busy Bee
Hygiene	275	4	Helping Hand
Media Critic	276	3	Builder
Road Safety	281	2	Sunbeam
Safety Specialist	282	1	Busy Bee
Temperance	290	3	Builder
Wise Steward	293	3	Builder



Bible I

1. Own a Bible.
2. Explain how to show respect for the Bible and how to care for it.
3. Name the first and last books of the Bible and tell who wrote them.
4. Tell or act out the following stories:
 - a. Creation
 - b. Sin and sadness begin
 - c. Jesus cares for me today
 - d. Jesus comes again
 - e. Heaven
5. Locate, read and discuss three of the following Bible verses about Jesus' love for you:
 - a. John 3:16
 - b. Psalms 91:11
 - c. John 14:3
 - d. Psalms 23:1
 - e. Your choice

Memorize and repeat two of them.
6. Make masks to illustrate a Bible story or parable.
OR
 Create a Bible story in a sandbox or with felts.



Grade 1



Requirement

Updated in 1996.

Helps

- 1-2. If possible, see that each child has his/her own Bible. Teach that nothing is ever set on a Bible and to keep the Bible clean. Show him/her how to be careful and handle it reverently.
3. Help the Adventurers locate the books of Genesis and Revelation. Encourage them to locate each book in their Bible while the child tells the story of the author. Play Bible games, use felts, etc. Make this a fun learning experience.
4. Have the children pantomime. Adventurers enjoy play acting. Encourage them to make the story "come alive." Keep a box of props to help in illustrating the Bible characters, such as bath robes, scarves and a cane.
5. Practice finding the texts in the Bible. Explain each part so the children can understand the meanings. Read together.
6. Use paper plates to make animal or people masks to illustrate stories such as Daniel and the lion's den, creation, and Garden of Eden. Act out the story of their choice.

Bible II

1. Earn the Bible I Award.
2. Recite in order the books of the Old Testament.
3. Tell or act out the following Bible stories:
 - a. Noah
 - b. Abraham
 - c. Moses
 - d. David
 - e. Daniel
4. Read or listen to a Bible story.
5. Memorize and explain three of the following verses about living for Jesus:
 - a. Exodus 20:11-17
 - b. Philipians 4:13
 - c. Philipians 2:13
 - d. 1 John 2:1, 2
 - e. Jude 24
 - f. Your choice
6. Play games to help the children enjoy and retain the Bible stories.

Helps

1. Bible II Award could be taught as part of the church school or Sabbath School Bible class.
2. Teach with songs, games, felts, etc.
3. Encourage creativity and learn the special Bible lessons from the stories.
4. Make sure your children have hands-on experience using their Bibles, but also use Bible Story books, videos, and cassette tapes to teach them these stories in an interesting way.
5. Help the children understand the meaning of the passages and how they can apply to their lives.
6. Bible game books are available at Christian book stores as are Bible color books and felt sets.



Grade 4



Requirement

Updated in 1996.

Caring Friend

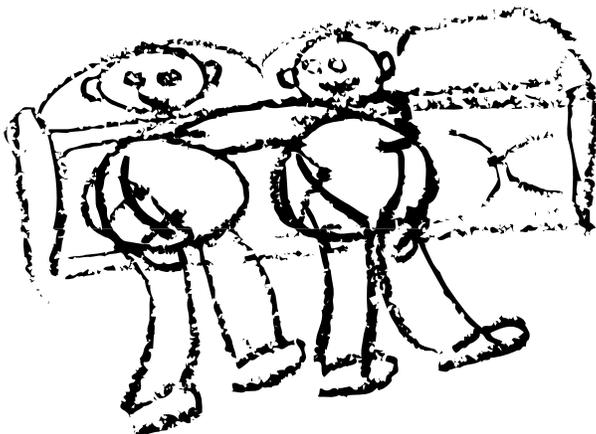
1. Explain how you can be a Caring Friend. Find, read and memorize I Peter 5:7.
2. Talk to a person and ask the following:
 - a. the day and month (s)he was born
 - b. his/her favorite animals
 - c. two of his/her favorite colors
 - d. three favorite foods
 - e. four things that are important to him/her
 - f. have your new friend tell you about his/her last trip
3. Visit a shut-in and take something to him/her. Use the questions in #2 as a basis for your conversation.
4. Tell one of the persons in #2 or #3 above how Jesus loves you and that He loves him/her also.
5. Show how you can become a caring person to your parents by:
 - a. helping to keep your room clean
 - b. helping in the kitchen with preparation or cleanup
 - c. doing extra chores without being told
6. Tell of something special you have done for a friend.



Grade 4



Requirement



Helps

1. Discuss ways the children can be Caring Friends, such as being kind to an older person, your playmates or siblings; taking a cool glass of water or a bouquet of flowers to someone that is ill; sharing a book or game. Make a list for the children showing ways to be a Caring Friend at home, church, school, the park, etc. Learn and discuss I Peter 5:7.
2. Have the children write down the birthday (month and day) so they can send or take a card or flowers to surprise their new friend on his/her birthday. The questions are designed to encourage the children to visit with their new friend.
3. Encourage the children to take something to a shut-in and to visit him/her using the questions in #2 as a basis for their conversation. Suggestions: A May basket with flowers, a picture you have drawn and colored, or a craft item you have created.
4. Discuss with the children their feelings toward God and how they can express to others His love.
5. Encourage the children to do "sweet surprises" or find ways in which they can be helpers at home, without being asked to do a certain task.
6. As a group, family or individual, plan and do something helpful for someone special. Have fun doing it and see what reactions you receive after doing it.

Courtesy

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 correctly

OR 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

Helps

1. Showing consideration to others as in good manners and proper behavior. Show examples of courteous behavior.
2. The Golden Rule is a precept, or rule of life, set forth by Jesus Christ in the Sermon on the Mount, according to Matthew 7:12. In different versions it is stated as, “Do to others what you want them to do to you.”
3. Encourage good manners by having a pretend meal, with table setting, showing the children proper table etiquette such as not talking with their mouth full, using utensils correctly, saying please and thank you, etc. You may wish to have a “banquet” for the children and put into practice what they have learned.
4. Teach the children to talk distinctly when they answer the telephone, to ask the caller whom they wish to speak with, and to quickly relay the message. Also teach them how to call in case of an emergency. If telephones are not available, teach them how to make introductions properly.
5. Give the children a few minutes to tell their story. At first you may need to share an experience to get them thinking, e.g., a time you were lost and a policeman was kind, or you fell and a neighbor helped you up. Encourage the children to be kind to each other as well as to adults.



Grade 2



Requirement



Environmentalist

1. Recite Genesis 1:26. Explain our role in protecting wildlife.
2. List three animals that are endangered and explain why.
3. List three birds that are endangered and explain how you can help protect birds.
4. Study endangered trees in your area. Plant or adopt a tree.
5. In your area:
 - a. What causes pollution, and list ways you can prevent pollution.
 - b. Investigate how and why the pollution happened.
 - c. Explain how you can keep from polluting water.
 - d. What dangers threaten the quality of air.
6. Participate in one of the following community activities to help clean the environment:
 - a. Take part in Earth Day events
 - b. With your group help clear the trash from a roadside or stream
 - c. Help collect paper, cans or other materials for recycling.
7. Create a mural of the earth made new.



Grade 4



Requirement

Updated in 1996.

Helps

1. Discover your responsibility to help care for God's world.
2. Draw pictures of and list endangered animals in your area. Check the library for current listings.
3. Ways to protect birds: Do not harm with sticks, rocks, or guns; never bother or destroy their nests or eggs.
4. Learn about endangered trees and what causes them to die. Plant or adopt a tree. (Call City Hall if you need help in learning where your community needs a tree.) Or find a green plant and care for it.
5. Help prevent pollution by: turning off lights, recycling paper, plastics, glass, aluminum cans, using white paper goods, not wasting water, not polluting our water with trash, human or chemical waste. Have children make a poster depicting what they have learned.
7. Read together some verses from Rev. 21, 22, and Isa. 11:6.

Information

Information on endangered species may be found at a teacher supply store or through the Audubon Society or other environmental organizations, including the publishers of *Ranger Rick*, *Nature Scope*, and *National Geographic World*. Also call NASCO and request a science catalogue.

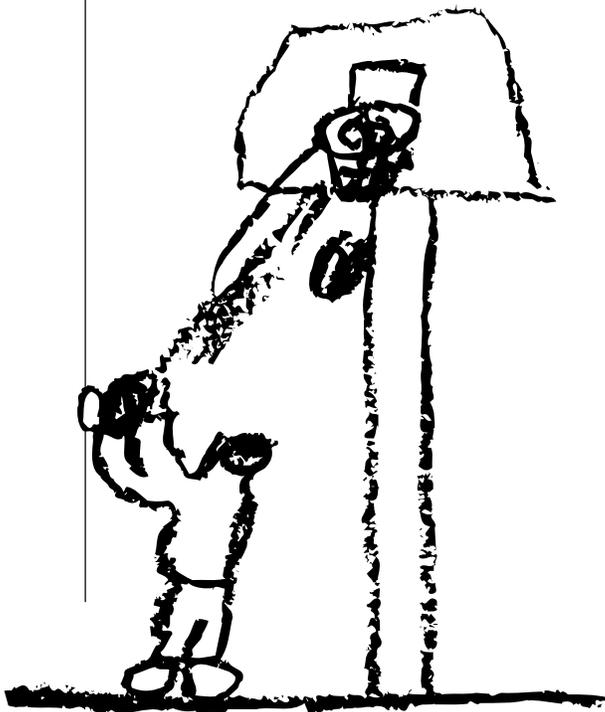
Suggested, The Webbing Game in *Sharing Nature With Children* by Joseph Bharat Cornell. (Ananda Publications, 1983). Many other nature activities are included.

50 Ways You Can Help Save the World, by Tony Compolo and Gordon Aeschlimang. Published by Intersivity Press, 1992.

Contact the US Department of Fish and Game or the EPA for educational materials about our environment. The state of California has a newsletter called *Going Wild* and many other useful materials. Write to your state requesting conservation education materials.

Fitness Fun

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
5. Demonstrate your ability to do four of the following:
 - a. Forward roll
 - b. Ten sit ups
 - c. Cartwheel
 - d. Handstand or headstand
 - e. Hang from a bar with hands and knees
 - f. Back bridge
6. Participate in an organized game that requires physical exercise.
7. Participate in a recognized fitness test:
 - a. President's Challenge
 - b. An equivalent program



Helps

1. "Fitness" means: proper nutrition, rest, water, exercise, strength, cardiovascular fitness, flexibility, endurance.
2. When stretching, use static stretches (hold stretch for 15 seconds without bouncing). Do stretches both before exercise, to avoid injury and after, when muscles are warmed up, to help cool down to avoid strains.
3.
 - a. Jog or run as a group with adult supervision several times.
 - b. Jump onto a mat or other soft material such as sand or sawdust. Be certain the "bar" the children jump over is set lightly on pegs and is not a solid piece that could cause injury.
 - c. Play several jump rope games, allowing for practice, as many may have never jumped rope before.
 - d. Learn to climb safely, always with adult supervision.
4. Set up an obstacle course on which Adventurers can run around, under, over and through objects such as tires, cardboard boxes, pylons, ropes and poles. Teach the Adventurers to play Leap Frog. Encourage fair play. Each child crouches in the "frog" (fetal) position. The last child stands and, lightly touching the back of the person in front, "leaps" over that "frog" and each of the others until there are no more, then assumes the "frog" position. The next in line does the same, calling "rrri-bbit" as (s)he jumps.
- 5-6. These activities should be done under adult supervision.
7. Use The President's Challenge or the Canadian Fitness Test. Set goals and practice to improve. (See Appendix)



Grade 2



Requirement

Updated in 1996.



Friend of Animals

1. Take care of a pet for four weeks.
 - a. Feed it and be certain it has fresh water
 - b. Brush your pet, give it a bath or clean its resting place

OR

Put out scraps or seeds for birds or animals in your neighborhood or school.

- a. Identify creatures that eat these scraps
 - b. Draw and color pictures of them
2. List creatures that live in your neighborhood.
3. Match 10 animals with their houses.
4. Make an animal mask.
5. Play an animal game.
6. Make a stuffed animal. Describe how this animal would be cared for if it were real.

OR

Visit one of the following:

- | | |
|-----------|-------------|
| a. zoo | d. farmyard |
| b. kennel | e. aviary |
| c. museum | f. pet shop |
7. On what day of creation did God create the animal you cared for.



Grade 1



Requirement

Updated in 1996.

Helps

1. Help each child to learn responsibility and care of a pet. (You may purchase a group pet and take turns caring for it.) Talk about what is good for their pet and what foods, toys, etc. are not.
2. Teach the children to be observant of nature and where to obtain helps in identifying animals, such as a library or museum.
3. Play games matching animals and their homes. Use felt "Animals and Homes" set, pictures, etc. Explain an interesting fact about each animal, such as when a crab grows, it needs to find a new and larger home; the turtle's home grows with the turtle; etc.
4. Let the children choose an animal they enjoy learning about. Using a paper plate, draw and color this animal, cutting eyes so they can see out. You may want to tell a story about animals so the children may take part as the animal they made. AND/OR play the animal sounds game: Someone makes the sound and the animal answers and tells what it is, or everyone guesses.
5. Choose from different animal games, such as Animal Lotto, Animal Dominoes, and Birds and Animals game available at the Adventist Book Center.
6. Use coloring books for simple animal shapes. Enlarge the pattern and cut two identical animal shapes from newspaper. Paint the animals and staple them together, then stuff with more paper. Include family members. Talk about what you saw and learned.
7. See Genesis 1:20-2:1.

Resources

Does Any One Know Where a Hermit Crab Goes, by Michael Gloser, Knicker-Bocker Publishing Company.

Friend of Nature

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.
 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.
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.

Helps

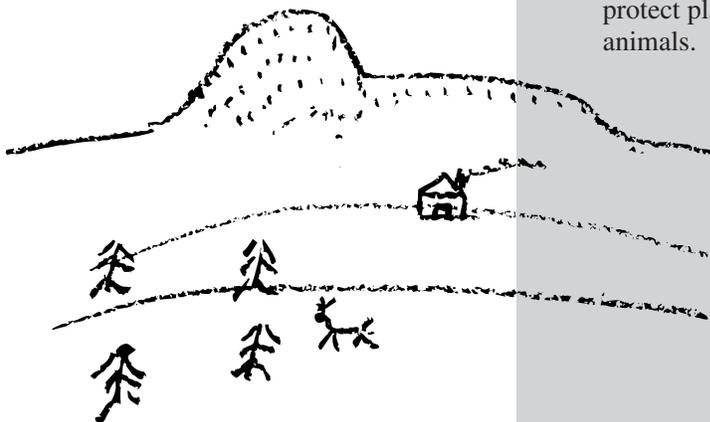
1. The aim is to develop observation skills, explore, collect, and share nature in the out-of-doors.
2. A naturalist may help you with identification. Place the paper on tree bark and lightly rub crayon over it. Talk about the different rubbings and how each tree is unique and special in its own way, just as people are unique and special.
3. Collect at least four leaves from different trees. You may wish to teach the children to properly press, dry and preserve them. Compare and study the leaves through a magnifying glass.
4. Your critter hunt may be for any item of nature found on your walk or just live creatures, such as worms, caterpillars, ants, or beetles. Allow the children time to express what they saw.
5. When you visit a zoo, park or wildlife area, etc., search for the smaller, often unnoticed creatures, including small birds.
6. Teach thoughtfulness by writing thank-you notes to the people or persons that care for the area you visited.
7. Tell how most pollutants are caused by man and his disregard for the creatures God has created. A child is not too young to help by taking proper care of trash and human waste. Teach your group to protect plants, trees, birds and animals.



Grade 2



Requirement





Health Specialist

1. Memorize I Corinthians 6:19,20.
2. Describe a proper diet, and list the basic food groups.
3. Explain why your body needs exercise.
4. Record the hours you sleep, and tell why you need rest.
5. Explain why you need fresh air and sunlight.
6. Explain why water is important for your body. List the number of glasses of water you should drink each day.
7. Describe and illustrate good dental hygiene.
8. Name three things that may harm your health.
9. Participate in a recognized fitness test:
 - a. President's Challenge
 - b. An equivalent program



Grade 1



Requirement

Updated in 1996.

Helps

1. Talk together as a group or family about the principles of the text.
2. Have a tasting party that includes foods from the four main food groups. Blindfold the children and have them guess what food they are smelling, then enjoy tasting them. OR cut out pictures of food, arrange them on paper plates and discuss what makes a balanced meal. (see Cooking Fun)
3. Exercise keeps muscles strong, strengthens your heart, improves your lung capacity, makes you look and feel better. Do several exercises for fun and health. "Tortoise and Hare" is a running-in-place exercise. First you "run" 50 steps slowly as a tortoise, then 50 steps fast as the hare would run. Repeat three times. Have a wheel-

- barrow race in which one child holds the ankles of the first child. They both walk forward, one on hands, the other on feet. Then they change places.
4. When you sleep your muscles and your whole body relax, and your heart and breathing slow. Your body uses this time to recover and repair itself.
 5. Without fresh air you cannot live. Breathe deeply and enjoy! Sunlight contains vitamin D, which helps to form strong bones. Sunlight is a disinfectant. Exercise in the sunlight as in the "Russian Hop." Get into a squat position with your arms folded across your chest. Hop up and forward with both your feet. At the end of each hop, you are back in the starting position. Hop around in a circle.
 6. We lose water when we breathe, sweat or urinate, and it must be replaced. Your body is about two-thirds or 65 percent water. We must drink two and one-half quarts of water daily to remain healthy. Many foods have water; lettuce is nine-tenths water.
 7. Your family dentist has educational materials that are available for children.
 8. Contact your family doctor, county health department or public library for a video that will make this a fun learning experience.
 9. Complete the President's Challenge test or the Canadian Fitness test. Set goals and practice so you may improve. (See Appendix)

Hygiene

1. Find, read and discuss Psalm 119:11, 51:10, and 19:14.
2. Learn about personal cleanliness.
3. Discover three important times for washing your hands.
4. Practice proper brushing of teeth.
5. Discuss regular bathing and how to keep your hair clean.
6. How many glasses of water should you drink daily?
7. Is it important to keep your clothing clean?
8. Participate in a recognized fitness test:
 - a. President's Challenge
 - b. An equivalent program

Helps

1. Discuss importance of using kind and "clean" words as Jesus would have us do. Locate the texts, discuss what they say.
2. Make it interesting while you learn—remember that many may not be taught the basics of cleanliness at home. Play games, sing songs or make posters to instill the basic principles. You may choose to see a video, read a book or have a health specialist come talk with the children.

3. Teach the importance of clean hands before eating, after going to the rest room, and before handling food. Using a microscope look at their hands. Have them wash with soap as they would normally wash, place them under a microscope again, wash again carefully and look at the difference.
4. Brush your teeth, for two minutes, at least twice each day. Eat a balanced diet, cut back on sugary and starchy foods, don't chew on hard substances such as ice or popcorn kernels. Have a dental person come to show proper brushing (they may be willing to give each child a tooth brush or other items).
5. A clean body is healthier. Share with the children some problems if they do not keep clean. For example, lice, colds, etc. Play beauty shop and show how to properly wash hair, dry and comb it. You may wish to have a beauty operator talk to them and show good health habits for their hair and hands.
6. The outside of your body needs water to keep clean and the inside of your body needs water to keep healthy. You need at least eight glasses of water each day. Share with them how God made their body and planned it the way it is.
7. It is also important to keep our clothing clean so we will look and feel healthy. After playing or working it is important to bathe and put on clean clothing.
8. Use the President's Challenge test or the Canadian Fitness test. Set goals and practice so you may improve. (See Appendix)



Grade 4



Requirement

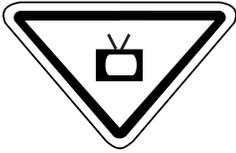
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Media Critic

1. Explain what is meant by the term “media.” Cite four examples.
2. Memorize Philippians 4:8 and discuss three principles that help us form good reading, viewing and listening habits.
3. Keep a log of the time you spend each day with the different types of media. Note whether the media is Christ-centered or secular. Do this for two weeks.
4. Do one of the following with an adult:
 - a. watch television
 - b. read a story
 - c. listen to a recording
 Become a “media critic” and discuss the merits of each.
5. With an adult, use a television guide, book club listing, etc., to choose what you will read or watch next week.
6. After your teacher reads the beginning of a short story, make up your own ending.



Grade 3



Requirement

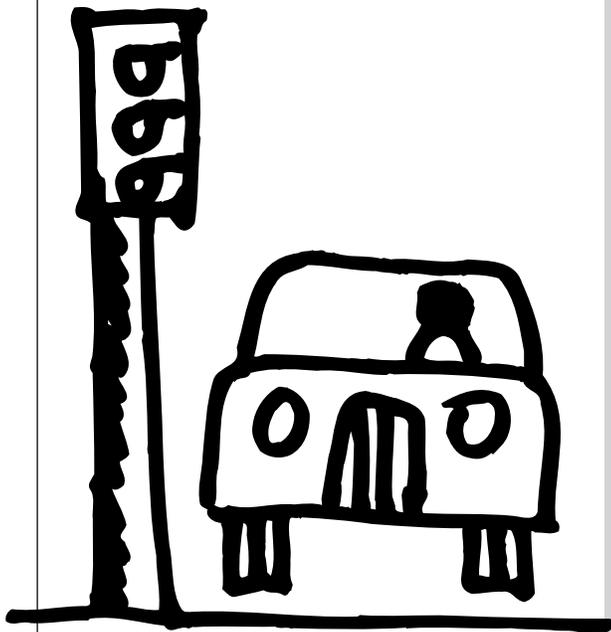
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Helps

1. Media are forms of communication that reach a large number of people, such as newspapers and magazines, television, films and videos, books, radio and musical recordings. Explain to the children that the media are in themselves, neutral, and that they can be used for good or bad. Explain to them that in today’s society they will be bombarded by media messages, and that it is hard not to be affected by what they see and hear and read. That’s why it is important to learn to control the media by choosing what they will expose themselves to.
2. Read Philippians 4:8 and teach the children to use it as a guideline in making choices about what to do and see. Discuss these principles with the children, explaining them to the children and asking them to tell you what they have learned from this Bible verse.
3. Teach the children to be aware of time spent with Jesus compared with secular activities. Have each child make a chart keeping track of their viewing and reading activities for at least two weeks.
4. Select a story or program that the child feels will meet the standards of Philippians 4:8. You cannot always tell by reading a review or advertisement if it will be good by Jesus’ standards. When you begin reading or viewing, if it is not proper, stop! Find something else. Encourage the child to make good choices.
5. Choosing ahead helps us realize how much time we spend in these activities and helps us to be more selective.
6. Reinforce the principles of good reading and viewing habits as they complete the story. Encourage imagination!

Road Safety

1. Identify and explain 10 important road signs.
2. Tell when and where to cross the road safely.
3. Give road safety rules for:
 - a. Walking along the road by yourself
 - b. Riding your bicycle
 - c. Riding a horse
 - d. Walking with a group
4. Explain why you should wear a seatbelt when riding in a car.
5. Listen to a Highway Patrol Officer or other safety officer talk about safety for children.
6. Play a safety game.



Helps

1. Some examples:
 - a. Stop
 - b. Railroad Crossing
 - c. Wrong Way
 - d. Walk
 - e. No Left Turn
 - f. Don't Walk
 - g. No U Turn
 - h. One Way
 - i. School Crossing
 - j. Sharp Turn
 - k. Speed Limit
 - l. Yield
2. Cross the road at an intersection or crosswalk. If there is a traffic light, cross only when it is green for your direction.
3. Walk to the side of the road going against traffic. The rules may vary in your area. Check with the Department of Motor Vehicles for regulations for: walking, riding a horse or bicycle or skateboard and walking in a group. Abide by traffic rules, watching carefully for traffic.
4. Watch a movie or listen to a police officer talk about seatbelt safety. We wear safety belts so we will experience less injury in an accident. It is the law in many areas.
5. Have a safety expert talk with the children at their age level, stressing what children can do to be safe.
6. Make posterboard signs and play "Simon Says," holding signs up. Having the children do what the sign says, either on foot or on a bicycle, is a fun way to learn road safety. Or play other safety games.



Grade 2

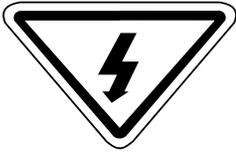


Requirement



Safety Specialist

1. Watch a video or movie on Home Safety and discuss what you learned.
2. With your parents, develop a home fire-safety plan. Describe where the household fire extinguisher(s) is/are kept and how to use it/them.
3. Practice a fire drill at:
 - a. Home
 - b. School
 - c. Church (if possible)
4. As appropriate for your area, practice the following drills:
 - a. Hurricane
 - b. Tornado
 - c. Earthquake
 - d. Flood
 - e. Volcano
 - f. Lightning and thunder
5. Be a “Safety Detective” for one week.
6. Make a safety poster showing dangerous situations and tell or show what you can do about them.
7. Participate in a safety game.



Grade 1



Requirement

Helps

1. Materials are available from your local library or Police Department. Encourage discussion so you know the children are aware of the need for fire safety.
2. Encourage parents to help the children with a fire-safety plan.
3. Make plans for your school, club, and/or church, drawing where and how to go out of the area. Practice these drills.
4. Local Police or Fire Departments or your local library will have information for your particular area and the disasters that may appear so you can inform and prepare the children without frightening them.
5. Make up a “Safety Detective” button or ribbon that the children may wear the week they are recording potential problems at home or school, e.g., a broken latch on a cabinet that has cleaning fluids or medicine in it, frayed wires or broken electrical plugs, a rake lying face up, board in the sidewalk, a broken water faucet, unlabeled containers holding paint thinner, gasoline, broken glass, etc.
6. Ask permission for the posters to be in a public place for adults to see.
7. Give the children safety situations to answer yes or no, or “I’ll ask Mom and Dad.”

Temperance

1. Read and discuss I Corinthians 6:19, 20 and I Corinthians 3:17.
2. What is meant by “drug” abuse and temperance.
3. Talk to a doctor/nurse or discuss with an adult the use and effects of tobacco, alcohol, and drugs.
OR
Watch and discuss a film or video on the dangers of using any of the above.
4. Tell why some people choose to smoke, drink alcohol or use drugs. Tell how we can choose not to use them ourselves.
5. Plan a skit or play encouraging others to say “NO” and perform it with your group.
6. Design an antismoking, antidrug, anti-alcohol slogan and paint it on a T-shirt.
OR
Create a poster or illustration showing the dangers of drug abuse.
7. Identify two famous people or athletes who are the best in their area and tell why they do not use tobacco, drugs or alcohol.
OR
Interview two people you know who live happily and healthfully without using tobacco, drugs or alcohol, and discuss with them their reasons for being temperate.
8. Participate in a recognized fitness test:
 - a. President’s Challenge
 - b. An equivalent program

Helps

1. Encourage the Adventurer to memorize and understand the meaning of these texts.
2. There are many good drugs, like penicillin, which have saved many lives; aspirin, which relieves headaches, and drugs that help cure cancer, etc. When someone uses drugs in harmful doses or in ways not prescribed by a doctor it is called drug abuse. Discuss drugs children are familiar with and how they can be abused. Recommend a special speaker to talk to the children about drugs and the effects of drugs.
3. People and materials are available through your conference health director, local library and community health department.
4. In a social setting, encourage the Adventurer to express themselves. Have them share what they have learned. Serve popcorn and fruit juice.
5. Let the Adventurer be creative and let them develop a play illustrating the importance of saying “NO” to drugs in a polite way.
6. Have fun becoming involved with your children. A local craft or art store will have the needed supplies.
7. The local newspaper will give you names of people and stories. Invite a policeman or doctor to share his/her story about the harmful effects of tobacco, drugs and alcohol.
Use Listen or Winner magazines from the Review & Herald Publishing Association.
8. Use the President’s Challenge or Canadian Fitness test. Set goals and practice to improve. (See Appendix)



Grade 3



Requirement

Updated in 1996.

Wise Steward

1. Find a Bible verse which tells who owns everything on earth.
2. Describe a wise steward.
3. Find, read and explain Malachi 3:8-10.
4. Fill out your own tithe envelope and give it at church in the offering plate.
5. Make and decorate a place to keep your:
 - a. spending money.
 - b. savings.
 - c. tithe.
6. Make a poster showing some of the things Sabbath School offerings are used for.
7. Listen to the story of a widow in the Bible and her small offering.
8. Tell how and why wise stewards will care for their belongings.



Grade 3



Requirement

Updated in 1996.

Helps

1. Genesis 1,2; Psalms 24:1; John 1:1-3
2. A wise steward is responsible and faithful to God and others. I Corinthians 4:2, I Peter 4:10
3. The Bible says that we are to give tithes and offerings to God as a response of gratitude. He promises a special blessing for those who are faithful.
4. Enlarge your church's tithe envelope to 8 1/2 by 11 inches and help the children fill out one as they learn to give an honest tithe and offering to Jesus.
5. Help children understand the method and purpose of budgeting. See that every child has some money to put in the container(s) they decorate. (Children may give offering from spending money.)
6. Use magazine pictures or draw and color items that our Sabbath School offerings can buy (Bibles, Sabbath School papers, felts and pictures to illustrate Bible stories, Sabbath School meeting areas and much more).
7. Read *Counsels on Stewardship* by Ellen G. White, pages 174-176 and then retell the story of the widow and her two mites in language that the children will understand.
8. Wise and faithful stewards will manage their lives, time, talents, and money that God has given them.



