

Busy Bee Teacher's Instructions

Please note: The purpose of the workbook is to create a scrapbook of memories that the busy bee has had during the Adventurer year. Please always bring a camera to class to record these memories. Try to keep up with glueing the photos into the children's workbook after each meeting to avoid a big job at the end of the year. After completing each of the requirements each week, mark off on the class record at the back of the student books for each child. All requirements for investiture are covered within these teaching instructions, including the reading certificate. After completing all work listed here, please give each child a reading certificate to glue into their workbooks. Always start each class with prayer.

Week 1:

Basic Requirements, section 1 Repeat from memory and accept the Adventurer Pledge:

- Read or creatively tell one of these Bible stories to introduce the Adventurer pledge. (The pledge is: Because Jesus loves me I can always do my best.)
 - Joseph and Potiphar (Gen 39 – 41.
 - Parable of the Talents)Matt 25:14-30
 - Eccl 9:10: “Whatsoever thy hand findeth to do...
 - Luke 16:10: He that is faithful in that which is least...
 - Col 3:23: Whatsoever you do, do it heartily...
- Children can cut out and decorate their pledge page in their workbooks (page 2). When children have memorised the pledge mark them off on their record sheet.
- **Discuss the Adventurer law.** Have the children cut out and glue on their bees (on pages 42, 43 and 45) onto the beehive on page 3 of their workbooks while you discuss the Adventurer law. If they have time they can colour in the picture.

Week 2:

My God, section 1 a & b, His plan to save me & Basic Requirements, section 2, Reading certificate:

- Discuss with the children the basic order of the stories from the Bible including: Creation, the beginning of sin and sadness, Jesus caring for them today, Jesus coming again and Heaven. Discuss the general timeline of the Bible (page 4).
- Have the children decorate the pictures from their workbooks for their story chart (Pages 46 - 48), and arrange these the order in which these events took place. Make this into a book, which can be kept on page 5 of their work books. For the “Heaven” page have the children discuss which scene is an example of Heaven and only choose the correct one to put into their books. If possible supply the children with a range of materials to use to decorate their books. Examples may include: glitter, pencils, crayons, textas, ribbons, coloured paper that they can cut up and stick on etc. They can then staple these to form a simple book. While the children are colouring their picture books, read through the following chapters from the Bible using either the International Children's Bible or a similar simple translation. Ensure the children are listening while they colour their books, as these passages form part of the requirements to earn the Busy Bee Reading Certificate. **Passages to read:** Genesis 1:1 – 2:3 and Revelation 21:1 – 22:5 (Record that you have read these verses on page 39).
- Have each child tell about one of the stories out of their booklet they they have made, to show how much Jesus cares for them.

My World, section 2, the world of other people and Basic Requirements, section 2, Reading certificate:

Tell how you can be a good friend using either puppets, role-playing or some other method of your choice. To begin this section read a short book about friends. (This is part of the book club requirement, so record the book you read on page 39). In the children's workbooks there are two sheets to assist in this discussion, found on pages 6 and 7. One sheet deals with making friends, the other deals with keeping friends. Be creative as to how you complete this requirement. You may wish to have dress-up

clothes and have the children act out the various things listed on these sheets, or you could have them use some basic puppets (sock puppets etc) to act out the various ways of being a good friend. Ensure that each child is able to tell how they can be a good friend.

Week 3:

My Self, section 1, I am special:

- Make a booklet showing different people who care for you as Jesus would. Have the children cut out the pictures of various people (page 49) and glue them onto the pages in their workbooks (pages 50-53). These can be cut out and stapled together to make a booklet. Highlight the fact that Jesus has made each child special and cares very much about each one. Those who finish early may wish to start their colouring, but otherwise these booklets can be taken home and coloured in later.

Basic Requirements, section 2, reading certificate:

- While the children are making their booklets, read a religious book about feelings. If any children finish making their booklets early, they can decorate their book club page (page 39) while you read. After finishing the story help the children write the name of the book on their book club page, as this is one of their books for the reading certificate.

My Self, section 2, I can make wise choices:

- Discuss different feelings. Help the children find appropriate feeling faces in their coloured cut-out pages (pages 42 – 45) to glue on to the different bears in their workbook (page 10) to portray how the bears are feeling. Each child must be able to name at least four different feelings.
- **Playing the feelings game:** Talk about different kinds of feelings written on the four blank squares on their work page (page 9). You will only need to cut out one copy of these cards, however if the children wish to keep a copy for their own books they may.
 - c) Place the “feelings” cards in a bag or box.
 - d) Divide the children into **groups** of two or three and allow each group to draw a picture on one of the “feelings” cards to illustrate that feeling. This must be something they jointly agree with as a group to illustrate that feeling. It may be different from their individual drawings..
 - e) Instruct the groups to practice showing how they might look when they have that feeling (body language). Each group should also be ready to tell or act out a situation when they have felt that way.
 - f) After each group presents their “feeling” to the entire group, talk about ways in which God can help us deal with that feeling. (You may use the following steps for dealing with negative feelings suggested:
 - Tell Jesus how you feel. Ask Him for help.
 - Ask yourself: “what am I feeling?” “Why am I feeling this way?” “What shall I do about it?” “Is this a good thing to do?”.
 - When you believe it is a good thing, do what you have decided to do.
 - Hurting oneself or other people or things is not a good way to deal with negative feelings. Neither is lying, running away from the problem, or thinking a lot of negative thoughts about yourself or others. Negative feelings can be dealt with by looking for solutions. It may be helpful to lead the children through the steps noted below:
 - Talk honestly with someone about your feelings.
 - Find out more about the problem and work to change it.
 - Be alone for a while.
 - Work out your feelings in a harmless way, such as crying, drawing or writing.
 - Tell yourself positive, helpful things.

Week 4:

Bring painting shirts for each child for this meeting, along with paints and brushes.

My Family, Section 1, I have a family:

- Have the children cut out the relevant outlines of people in their families and draw specific features of each family member (page 58). Using the “I love my family” Book pages (pages 54

– 57) from the back of their workbooks and have them glue the outlines in, then paint a picture showing something they like about each member of their family. When this is dry you can staple it to form a book and keep it on page 11.

My Family, Section 2a & 2b:

- Read the children Exodus 20:12 and have them discuss what the fifth commandment tells them about families. Find the pieces of the commandment wheel in their workbooks and have them assemble this to discover all of the commandments.
- Bring some dress-up clothes along and provide items such as cleaning items, sheets (to make a bed) etc. Be creative. Have the children each act out three ways they can honour their family. You could make a game of this and have everyone else try to guess what they are acting out.
- You may like to use the “job cards” included in the workbooks. These may be used to prompt what the children will act out. You may like to put them in a “hat” and have them draw out one to act out. Feel free to use them any way you like.

Week 5:

My World, section 3, the world of nature, earn the Friend of Nature Award:

- “Visit” a farmyard/zoo etc. Be sure to make this a learning experience. Encourage the children to ask all sorts of questions regarding each animals. Questions or discussions could include what each animal eats, ways to ensure a good resting place, how to keep the animal healthy, special needs of each animal, questions related to breeding the animal etc. **Take lots of photos for the children with the animals to put into their books.**
- Have each child give a report to the rest of the class about what they saw and learned during their visit of the farm. They may wish to discuss what their favourite part was and why. Any family members near-by should be encouraged to attend while the children give their report. They may also share this with the rest of the Adventurer club if appropriate.
- Play an animal game: Suggestions may include Animal Lotto, Animal Dominoes, bird and animal games from the ABC or something of your own.
- Discuss what is involved with taking care of an animal and bird. Give the instructions and parent letter for the children to take home to complete the following “Friend of Animals” requirements: Take care of an animal or bird for four weeks. Feed it and be certain it has fresh water. Keep its cage or resting place clean. OR Put out food scraps or seed for animals or birds in your neighbourhood. Keep careful watch for four weeks. List and identify creatures that feed there. Draw or colour pictures of them. If they are doing the feeding station option, have them take home the lined sheet of paper with “Friend of Animals” on it, so they can record what animals they see. Also, they can take home the page with “My feeding station” on it to draw pictures of the animals that visit and a photo of their station. For those who are taking care of a pet ask them to bring a photo of them caring for their pet to the next meeting.
- **Some time before next Adventurer meeting you will need to prepare photos of the following people in the Church: Pastor, Head elder, deacon, cleaner, organist, Primary Sabbath School leader, Adventurer leader, treasurer. If you are unable to do this please arrange for someone else to do so. Check the student workbooks to ensure you make the photos the correct size to fit on their worksheet.**

Week 6:

My World, section 3, the world of nature, earn the Friend of Nature Award:

- Discuss how the children went caring for a pet or watching wild animals for four weeks.

My World, section 2, the world of other people:

- Briefly discuss the work people do in your church. Give each child a set of PRE-PREPARED photos of the people outlined on their worksheet. Have the children tell what each person does as they glue in the photos. Help the children write the people's names. Discuss ways the children can help these people and help them write it on their sheets.

My God, section 3b, His power in my life:

- Discuss the purpose of prayer, and read through the “I can pray” page in their workbooks. Have them find the missing pictures to match the descriptions of when they can pray on their pages, and glue these in.
- As a group or in pairs, have the children go and find 3 different adults (possibly parents) who may be around and ask them why they pray. It may be best to suggest appropriate people for them to ask, as some parents may not be committed to praying. Designate which children will ask which adult, so that only 3 adults are approached. Have the children come back to the group and discuss who they asked and why they pray. Together complete the page from their workbook outlining who prays. If the child is unable to write effectively, have them draw a brief picture outlining the reason the person prays, and the teacher can write the name of the person who was asked.

My God, section 3a, His power in my life:

- Discuss with the children the importance of spending special time with Jesus everyday, and discuss suggestions for ways to do this: For example, listening or watching appropriate Bible Stories, praying, talking with teachers, parents and friends about Jesus, spending quiet time in nature etc. Encourage the children to make a commitment to try to spend regular quiet time with Jesus, even if it is just saying a prayer before bedtime. Be sure to make this a special event rather than to instil a burden. Remind the children that sometimes they may forget, and that's OK, but that the commitment is meant to encourage them to try to spend special times with Jesus. (This is the beginning of their Spiritual journey. Help it to be an exciting adventure rather than a list of do's and don'ts.)
- **Ask the children who has their own Bible, or if someone at home owns a Bible. Take note of any child that does not have access to a Bible and purchase one for them before the next Adventurer meeting. Ask the children to bring their Bibles along to the next Adventurer meeting. Send home the Busy Bee letter outlining this request to their parents.**

Week 7:

My God, section 2, Bible 1 Award:

- As a group discuss how to show respect for the Bible and how to care for it: Teach that nothing is ever placed on a Bible and that the Bible is to be kept clean. Show how to be careful and how to handle the Bible reverently.
- Creatively teach the children the names of the first and last Books of the Bible and who wrote them. This could be taught by helping them to locate each Book while teaching about the author. You could play Bible games, use felts, etc. Make this a happy and fun learning time.
- Help the children pantomime or dramatise the stories of: Conversion of Paul, Zaccheaus, and the raising of Lazarus. Encourage them to make the story “come alive.” Keep a box of props, including items such as bath robes, scarves, and a cane to help the children illustrate the Bible characters. It may work best if the teacher tells the story while the children act it out. Keep it moving fairly swiftly to avoid boredom. If another adult is present, have them take some photos to keep as memories. If you do not get through all of the stories this week, they can be continued at the next meeting.
- Remind the children to bring their Bibles again to the next Adventurer meeting. Send an email prior to the next meeting to remind them.

Week 8:

My God, section 2, Bible 1 Award Continued:

- Finish acting out any of the Bible stories if you didn't get them finished at the last meeting.
- Help the children to locate, read and discuss the following Bible verses about Jesus' love for them: John 3:16, Psalms 91:11, John 14:3, Psalms 23:1. After reading them from the Bible they can find the matching verses in their coloured cut-out pages and glue them into the workbook.
- The children need to memorise and repeat two of these texts. If you have time, play some games or activities to help them memorise two of the texts. Ensure that each child takes home the take-home reminder page from their workbook with each of the texts listed so that they can choose 2

to memorize at home before the next Adventurer meeting. Encourage them to put it on the fridge or somewhere that they will remember to learn their memory texts. Tell them that you will listen to their texts the following meeting.

- Using the “Bible 1 award page” from the workbooks, ask the children to individually answer the questions on their Bible picture. When they do this they can give themselves a tick in the box.
- Have the children choose a Bible story or parable of their choice and act it out as a group. Have a box of props ready for them to use. **Be sure to take photos of this to put into their workbooks.**

Week 9 or whichever week is done on a Sunday. This work should be done over 2 sessions, with a break in between.

Please bring along some new toothbrushes, some healthy tooth paste, some dental floss for each child for this meeting and some dentist dress-up clothes, and some magazines with food inside:

Completion of Bible 1 award:

- Listen to each child recite 2 of the Bible texts that they have learnt since the previous meeting. They can then locate the heart shapes from their coloured cut-outs section and glue them onto the texts that they have memorized. If the children have not yet memorised any texts, re-issue another take-home reminder of the texts if they have lost theirs and encourage them to learn it by the following meeting.

My Self, section 3, I can care for my body, Health Specialist Award

- Take a portrait photo of each child to be glued into their workbooks for the following Adventurer meeting, regarding the “Health Specialist” award.
- **Learn and repeat 1 Corinthians 6:19, 20:** Talk together as a group about the principles of the texts. Be creative as you teach them these texts by memory. While you learn verse 19 the children can work on the picture of the Church (page 62 of the student work book). It can be coloured, cut out, then assembled to stand as a Church. When you are learning verse 20 have the children glue in a picture of themselves next to Jesus to show that Jesus has paid the price for them by dying for them. Then have them find, cut out and glue in the relevant pictures around the outside of the page showing ways that they can glorify God in their bodies.
- Because Jesus loves us and we are special to Him, we should try to take care of our body. Eating healthy foods help to do this. **Cut out pictures and make a poster to show three healthy meals you could eat:** To make this part fun you could have a guessing game such as: blindfold the children and have them smell various items of food and try to guess what it is. Have a range of foods and have them categories whether the foods are healthy or not healthy. Avoid taste tasting. Following this activity have the children cut out various pictures of food from newspapers/magazines and assemble 3 posters on their worksheets showing 3 healthy meals they could eat.
- **Explain why your body needs exercise:** Your body needs exercise to keep muscles strong, strengthen your heart, improve your lung capacity, make you look and feel better. Do several exercises for fun and health. Suggestions may include: “Tortoise and Hare” game – is a running-in-place exercise. First you “run” 20 steps slowly as a tortoise, then 20 steps faster as the hare would run. Repeat three times. Checking the pulse after these exercises may be fun and educational. Another idea is wheelbarrow races where one child holds the ankles of the first child, then swap over. Be creative. You could even just to sit ups and star jumps. **Take lots of photos of the children doing their exercises to glue into their books.** Have the children explain why their body needs exercise. Complete the exercise worksheet.
- **For one week, record the hours you sleep. Tell why you need rest.** When you sleep your whole body relaxes, including your muscles, heart and breathing. Your body uses this time to recover and repair itself. Discuss with the children good times to go to bed and how many hours would be good to sleep. Send home with them the chart (Page 63) to record

their sleeping hours. Also send home with them a letter to their parents explaining what they need to do at home to complete this award. Have each of the children tell why they need rest.

- **Explain why you need fresh air and sunlight.** Without fresh air we cannot live. Breathe deeply and enjoy it. Sunlight contains vitamin D, which helps to form strong bones. Sunlight is a disinfectant. Exercise in the sunlight by doing the “Russian Hop.” Get into a squat position with your arms folded across your chest. Hop up and forward with your feet. Hop around in a circle. At the end of each hop, you are back in the starting position. Also practise doing some deep breaths during this period. You may wish to do a simple game/experiment to test their lung capacity or encourage deep breathing. **Take photos of their breathing and exercises in the sun.** Tick off their workbooks when they have explained the need of fresh air and sunlight.
- **Explain why water is important for your body. Tell the number of glasses of water you should drink each day.** We lose water when we breathe, sweat or urinate, and it must be replaced. Your body is about two thirds or 65% water. Drink eight glasses of water daily to remain healthy. Many foods have water; lettuce is nine-tenths water. Have the children find the picture showing water being poured into a person, showing two thirds of the body being made up of water. This should be glued onto their “water” page. Have the children find 8 glasses of water on the coloured cut-out page and glue onto their worksheet. Record when the children have explained why water is important and have told the number of glasses of water they should drink each day.
- **Describe and practice good dental hygiene.** Discuss with the children that teeth need to be brushed regularly (at least twice per day) to keep them healthy, and that the best time to do this would be after breakfast and after tea. Other ways to maintain healthy teeth include: avoiding junk food, using dental floss, visiting the dentist, and changing your toothbrush regularly. Have the children glue on the appropriate food pictures to match healthy verse not healthy teeth. Next take the following photos of them:
 - a) Holding new toothbrushes.
 - b) Brushing their teeth thoroughly.
 - c) Visiting a “dentist” (play dress-ups).
 - d) Using dental floss.
 - e) Them giving a big smile to show their healthy teeth.

Have each of the children describe all of the ways to have good dental hygiene, as discussed.

- **Name three things that might destroy your health.** You could complete this requirement in a number of ways. You may just wish to ask the children to brainstorm various things that would destroy their health, such as smoking, drinking, doing drugs, eating junk foods, not getting enough sleep, not having a shower each day, not washing their hands etc, or you may wish to show a video that shows some of these things. Be creative. Ensure that the children can name at least 3 things each that would destroy their health.
- Go through all of the pages in the workbooks that relate to this award to be sure that you have covered everything necessary.

Week 10:

My Self, section 3, finish health specialist award:

- Discuss the children's sleep charts that they should have completed at home since the previous meeting. Send home new ones to anyone who has not yet completed this requirement.

My Family, section 3, Safety Specialist Award:

- **With your parents, discuss your home fire safety plan.** Discuss this requirement. Send home with the children the appropriate letter to parents outlining what needs to be done at home.
- **Select two of the following areas and give four safety rules for each area.** a. Home safety. b. Outdoor safety (city or country) c. Weather safety. d. People safety (refusing rides with

strangers, etc). You may wish to use the “spot the dangers” sheets to assist the children to formulate at least four safety rules for these areas. They can suggest safety rules while spotting the dangers.

- **Practice a fire drill for at least one of the following places: Home, School, Church.** Draw a floor plan for your school, club, or church, and show where and how to get out of the area in case of emergency. Practice these drills. Look at the five picture pictures in the back of the workbooks showing safety rules for during a fire. Discuss these and have the children cut them out and put them into the correct order. These will be kept in their workbooks. There is another set of the same pictures for them to take home to use in their discussions with their parents regarding their home fire safety plan.
- **Discuss what you would do in the following emergencies: Cyclone, Earthquake, Flood, Fire, Lightning and thunder.** This can be a discussion. Use any relevant photos to assist the discussion. There are some pictures in the back of their workbooks if you wish to use these. Discuss the kind of disasters that may appear so you can inform and prepare the children without frightening them.
- **Be a safety detective. Check the people and places that you are learning about and list any hazards.** You may wish to give the children a “Safety Detective” badge or ribbon that they can wear while they are recording potential problems at home, school or church. They should look for hazards such as a broken latch on a cupboard that has cleaning fluids or medicine in it, frayed wires or broken electrical plugs, a rake lying face upwards, a broken water tap, unlabelled containers holding paint thinners or petrol, broken glass etc. This requirement should be covered during the meeting, but encourage the children to continue to be safety detectives at home or school also. Have the children draw pictures of the hazards they found during their detective work on the safety poster described below.
- **Make a safety poster showing dangerous situations and what you can do about them.** After the children have listed (drawn) the pictures of dangerous situations, have them draw a solution to the problem. If they have not found many hazards, use the extra pictures included in their work books to complete the poster.
- **With your club, play the Safety Game. (Give each other safety situations to answer with “Yes”, “No”, or “I’ll ask an adult”).** Start the game with a situation you have experienced, such as broken glass on the floor. Ask something like “Would you pick up the pieces with your hand and put them in the bin?” etc. Encourage the children to share realistic situations and to think carefully before answering.