

# Little Lamb

## Instructor Manual



This book belongs to \_\_\_\_\_

**SOUTH PACIFIC DIVISION EDITION**

General Conference Youth Ministries Department



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## Instructor Manual



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**General Conference Youth Ministries Department**

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**Produced by:**  
General Conference Youth Ministries Department  
12501 Old Columbia Pike  
Silver Spring, MD 20904

**Departmental Director:** Gary Blanchard  
**Associate Youth Director:** Pako Mokgwane  
**Associate Youth Director:** Andrés J. Peralta  
**Editor-in-Chief:** Andrés J. Peralta  
**Departmental Advisor:** Abner De Los Santos  
**Senior Editorial Assistant:** Kenia Reyes-de León

**Project Manager:** Mark O'Ffill  
**Content Contributors:** Mark O'Ffill  
Ted & Betsy Burgdorff

**Copy Editor:** Mark O'Ffill

**Cover & Interior Designer:**

Jonatan Tejel  
Isaac Chia  
Adrian Gutierrez Perez  
Wilbert Hilario (ClicArt)  
**Had Graphic Inc.**  
hadgraphic@gmail.com

**Photos by:** © Shutterstock

**Division Correspondents:**

Al Powell (IAD)  
Alastair Agbaje (TED)  
Armando Miranda (NAD)  
Benoy Tirkey (SUD)  
Busi Khumalo (SID)  
Carlos Campitelli (SAD)  
Gennady Kasap (ESD)  
Ron Genebago (SSD)  
Jonatan Tejel (EUD)  
Magulilo Mwakalonge (ECD)

Nak Hyung Kim (NSD)  
Nick Kross (SPD)  
Peter Bo Bohsen (TED)  
Tihomir Lazic (TED)  
Tracy Wood (NAD)  
Udolcy Zukowski (SAD)  
Ugochukwu Elems (WAD)  
Vandeon Griffin (NAD)  
Zlatko Musija (TED)

**Resources:**

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**For information**

**Email:** youth@gc.adventist.org  
**Website:** youth.adventist.org

**Mailing Address:**

Adventist Youth Ministries  
General Conference of Seventh-day Adventist  
12501 Old Columbia Pike,  
Silver Spring, MD 20904-6600, USA

**SOUTH PACIFIC DIVISION EDITION:**

**Adapted by SPD Discipleship Youth Team**

148 Fox Valley Road, Wahroonga  
NSW 2076, Australia

**Director/Specialist:** Nick Kross  
**Dept. Assistant:** Diane Samani Eke  
**Email:** youth@adventist.org.au  
**Website:** youth.adventistchurch.com





Dear Adventurers, Parents, and Leaders,

Thank you for being a part of our newly released Adventurer Curriculum. We have remastered, reengineered, and at times started over to make sure that this new curriculum is fun, uplifting, appropriate for each age level, and most importantly, Jesus-centered. We wanted to build a curriculum that can be done with a small group, large group, family and children, Children's ministry group, even Bible School group!

We have used several criteria in building this curriculum. We worked with Adventist educators and youth leaders to make sure we had the best resources available for our Adventurers. First, we have used Bloom's taxonomy, a broad ranging methodology especially appropriate for 7 year olds and up, that helps us ask the children to do things that they are truly developmentally capable of doing. For example, we ask Little Lambs to listen to a story, while we ask 8 and 9 year olds to read age-appropriate stories. In addition, we have used a multi-modal learning philosophy, meaning that we realise that Adventurers learn in different ways. Thus, we have requirements that appeal to children who learn best through listening, playing, drawing, singing, organising, moving, and so-on. We also filtered our requirements through developmental filters. Spiritual stages of development, originally developed by Dr. John W. Fowler, have been well explained and demonstrated in Youth Ministry by Adventist Youth Innovator Steve Case of Involve Youth.

Adventurers - each lesson is meant to be mostly hands-on. That means most of the time you will be actively doing something to learn about the topic. Sometimes, you'll have to take notes, or check a box (to remember what you did), but most of the time you will be jumping, running, crafting, drawing, exercising, singing, praying, or reading something! In many cases, your adult caregivers, whether they be your parents, grandparents, guardians, or favourite neighbour, can help you accomplish the "jobs." Help them feel involved and be sure to always say thank you!

Parents - we value the time you have invested in Adventurers. Many of you are doubling as leaders for Adventurers. We thank you. We have created a curriculum that is safe yet adventurous, varied, but specific in its Christ-centred goal. We hope the children will bring home new found truths they can put into action about "My Self, My God, My Family, and My World." Please have your Adventurer share their experiences with you by showing you the pages they worked through (and the games/stories they learned along the way). Know that a lot of it is experiential so they won't write a lot. They will instead experience a great deal.



Leaders - Before the student worksheet pages come a variety of 'big picture' helps to guide you as you create a safe environment for your group of Adventurers. Developmental stages, working with special needs children in your unit, and much more is included here. In addition, this curriculum has a huge number of teaching ideas in the back pages of this booklet. These teaching suggestions are hands-on field-tested ideas that you can use with a little bit of prep and a few tools. We have tried to think of things that can be done with few resources, limited spaces, and limited budget. However, your club is different from any other, so please feel free to adapt the ideas to meet the needs of your class. At the front of the book are additional ideas on how to format meetings and unit time so that within about 15 meetings, the class requirements are done and you can award your Adventurers with their class pin and awards. Of course, that means that you may also have other meetings that are primarily field trips, group awards, or other activities -- that's GREAT!

The young Adventurer, is eligible for a special pin that matches the name and image located on the book cover. There are a total of six years worth of classes, each one age appropriate. The first, Little Lamb is for 4 year olds, next are the Early Birds for 5 year olds, Busy Bee for 6 year olds, Sunbeam for 7 year olds, Builder for 8 year olds, and Helping Hands for the 9 year olds. Many kids will turn from one age to the next during the Adventurer year but should work to complete that years class. Usually there are 10-25 meetings in an Adventurer year, a number based on the clubs availability to meet.

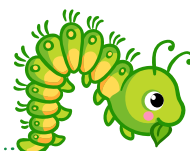


Patches (called awards) and pins (for finishing the classwork in this book) for Adventurer ministry are available through your local Youth Department or Adventist Book Centre. Division Youth Teams usually take orders from local conferences/missions and then at the World Headquarters in Washington D.C., the order list is brought to my office. We fulfill the orders and send thousands of patches back home to your Division for you to distribute to your deserving kids!

Thanks for joining us in the journey!



Andrés J. Peralta  
Associate Youth Director





# Adventurer Club History

The history of Adventurers started back in 1917 when the Primary Reading Course was introduced. This certificate eventually became part of the class requirements. In 1924 the Sunbeam class was taught in a second-grade classroom and a pin was awarded for completing the requirements. The awarding of the Busy Bee pin first appeared in 1928 as part of the commencement exercises at school, and by 1929 the term “Investiture Service” was used to describe the event where they awarded certificates and pins. The Busy Bee Pledge and Law also first appeared in 1929.

The names used for this age group have varied over time and location and included Preparatory classes, Pre-Juniors, Pre-Friends, Pre-JMV, Pre-AJY, Pre-Pathfinders, Achievement classes, and Adventurers.

By 1933, this group was known as “Preparatory Members.” The two predominant classes taught on the West Coast of the United States were Busy Bee and Helping Hand, while to the East they were known as Sunbeam and Builder. All of these classes used the same Pledge and Law, with only slight differences in the other requirements.

By 1938 the term “Progressive Class Work” was used when referring to all the classes from Busy Bee up to Master Comrade.

In 1940 the General Conference outlined two Missionary Volunteer Progressive Classes that were below the Friend class. They were Sunbeams and Builders. They had simple celluloid pins, and where neckerchiefs were desired, tan was used for the Sunbeams and jade green for the Builders.

Because of so many other names being used for these classes, both in the U.S. and overseas, such as “Upstreamer,” “Junior Light Bearers,” “Sunshine Club,” and “Golden Rule,” the MV committee voted on June 10, 1946 that the Pre-Junior classes be named Busy Bee, Sunbeam, Builder, and Helping Hand.

In 1953 there was first seen a pre-Pathfinder Adventurers group, and by 1954 Adventurer camps started up in different conferences for boys and girls age 9, and later on for both 8- and 9-year-olds.

The name Adventurers was used again in 1963 for a pre-Pathfinder group, this time at





the Pioneer Memorial Church at Andrews University.

In 1974 in the Washington Conference, for the previous 5 years a group called Beavers for the 6 to 9-year-old kids was going on. They had their own uniforms, consisting of yellow shirts or blouses and brown trousers or skirts.

By 1976 the Youth Leaders' Handbook mentioned the newly revised pre-JMV Classes, and by 1979 in the NAD, "pupils in grades one to four are designated as Adventurers."

The General Conference Committee minutes of 1985 mentions the Adventurer Class Requirements. The SDA Church Manual of 1986 again says, "Pupils in grades one to four are designated as Adventurers," and by 1989 the General Conference Committee voted to approve organising the Adventurer Club as part of the Pathfinder program and voted in the official Adventurer Emblem.

In 1990 several Conferences tried out a pilot program of the new Adventurer Club materials from the GC which included their own navy blue and white uniforms, their own award patches (triangle in shape), and their own club structure. The following year Norman Middag introduced the new Adventurer Club program to those who attended the Children's Ministries Convention held at Cohutta Springs, GA.

In 1999 the GC Annual Council recommended that a new section, Adventurer club, be added to the Church Manual.



# Little Lamb Checklist

Name: \_\_\_\_\_ Date Started: \_\_\_\_\_ Date Completed: \_\_\_\_\_

## Basic Requirements

1. Recite the Adventurer Pledge
2. Complete the Story Listening I award
3. Complete the Woolly Lamb award

## My God [choose at least one section]

1. God's Plan to Save Me
  1. Colour a story chart or lapbook about the following: The days of Creation
  2. Tell an adult one of the stories of Creation: Creating animals, creating people, creating the Sabbath
2. God's Message to Me
  1. Complete the My Friend Jesus award OR
  2. Complete the Little Boy Jesus award
3. God's Power in My Life
  1. Have a regular family worship time in your home. Keep a record.
  2. Ask a parent or guardian what their favourite day of creation is.
  3. Complete the Bible Friends I award.

## My Self [choose at least one section]

1. I Am Special
  1. Complete the Finger Play award
2. I Can Make Wise Choices
  1. Complete the Sharing award
3. I Can Care for My Body
  1. Complete the Healthy Foods award

## My Family [choose at least one section]

1. I Have a Family
  1. Complete the My Family award.
2. Families Care for Each Other
  1. Complete the Special Helper award
3. My Family Helps Me Care for Myself
  - a. Complete the Healthy Me award

## My World [choose at least one section]

1. The World of Friends
  1. Complete the Creation award.
2. The World of Other People
  1. Complete the Community Helpers award.
3. The World of Nature
  1. Complete at least two of the following Little Lamb level awards:
    - Bodies of Water,
    - Insects,
    - Stars,
    - Weather or
    - Zoo Animals

Other awards that may be earned by Little Lambs as time allows include:

- Alphabet
- Bible Friends
- Colours
- Music I
- Numbers
- Trains and Trucks
- Trikes & Bikes

## Instructor Checklist

### Basic Requirements

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### My God

1. \_\_\_\_\_
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. \_\_\_\_\_
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
3. \_\_\_\_\_
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

### My Self

1. \_\_\_\_\_
  - a. \_\_\_\_\_
2. \_\_\_\_\_
  - a. \_\_\_\_\_
3. \_\_\_\_\_
  - a. \_\_\_\_\_

### My Family

1. \_\_\_\_\_
  - a. \_\_\_\_\_
2. \_\_\_\_\_
  - a. \_\_\_\_\_
3. \_\_\_\_\_
  - a. \_\_\_\_\_

### My World

1. \_\_\_\_\_
  - a. \_\_\_\_\_
2. \_\_\_\_\_
  - a. \_\_\_\_\_
3. \_\_\_\_\_
  - a. \_\_\_\_\_
    - \_\_\_\_\_
    - \_\_\_\_\_
    - \_\_\_\_\_
    - \_\_\_\_\_
    - \_\_\_\_\_

# INTRODUCTION



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*"If a man owns a hundred sheep, and one of them wanders away, will he not leave the ninety-nine on the hills and go to look for the one that wandered off? And if he finds it, truly I tell you, he is happier about that one sheep than about the ninety-nine that did not wander off. In the same way your Father in heaven is not willing that any of these little ones should perish."*

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What an enormous responsibility! But, also, what an exciting opportunity! Little Lamb Meetings are an opportunity to shepherd the four year olds of your church, community, or family into Jesus' fold, an opportunity to teach them of Jesus' love, and an opportunity to show them Jesus' world.

This guide is designed to assist parents who want their children to be part of a larger family as they develop physically and spiritually. The Little Lamb program can be used as part of the Adventurer Club in your church or by a group of parents who want to use a curriculum to help them teach their children skills and values.

Little Lamb activities should be fun and kid-centered. Remember that children of this age look to adults to set the pace of the meetings and model how they should respond to situations. So...take a deep breath, say a prayer, and keep your sense of humor. Your adventures with Little Lambs are about to begin!





# SECTION

# 1

## The Little Lamb Level

This section contains an overview of the Little Lamb level. You'll get an idea of where Little Lambs fit into Adventurer Club Ministries and the goals and requirements of the Little Lamb level.



# New Adventurer Logo



Nature  
Oriented  
Ministry

Jesus  
Centred  
Ministry

Family  
Focused  
Ministry





# Little Lamb Goals

**01** Demonstrate God's love for children.

**02** Promote the values expressed in the Adventurer Pledge and Law.

**03** Create an environment where all children can contribute.

**04** Encourage children to have fun.



## Adventurer Pledge

Because Jesus loves me,  
I will always do my best.

## Adventurer Law

Jesus can help me to:

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

## Adventurer Song\*

(Wanderson Paiva)

We are joyful and faithful adventurers  
Always trusting our friend, Jesus Christ;  
And we know that our lives are a blessing  
When we shine like a beacon of light.  
We can see all the beauty around us  
From the hand of a great living God  
If we live to proclaim His creation  
We will see all the wonders of love.



\*Both Adventurer songs have been approved by the General Conference (GC) Youth Ministries department. Sheet music and resources will be available via the GC Youth website.



## Adventurer Song\*

We are Adventurers  
At home, at school, at play  
We are Adventurers  
We're learning every day  
To be honest, kind, and true  
To be like Jesus through and through  
We are Adventurers!



## The Little Lamb Curriculum



One of your responsibilities as leader is to encourage the physical, mental, and spiritual development of each child. The Little Lamb level requirements were created to assist you with this responsibility. The requirements are organised into five areas: Basic Requirements, My God, My Self, My Family, and My World. Each child is required to complete all Basic Requirements and at least one requirement from each of the remaining four areas (My God, My Self, My Family, and My World). At the end of the Little Lamb year, each child completing all the requirements will receive the Little Lamb pin.

It is very important for you to remember that not all children in Little Lambs will be at the same developmental level or have the same physical abilities, so you'll need to be flexible in how the children complete these requirements. It is up to you to interpret how the children fulfill these requirements. For example, some children will not be able to remember all of the words to the Adventurer Pledge, but they can learn to stand with their hand over their heart while it's recited. Flexibility and creativity are the keys to ensuring the success of each Little Lamb. As always, these activities should be fun for you and the children.



# SECTION 2

## Characteristics of Little Lambs

This section gives you and your staff a quick overview of what to expect and what not to expect from Little Lambs.





# What You Need to Know About Little Lambs



In the book *Child Guidance* (Review and Herald, 1954), Ellen White encourages parents to understand the developmental needs of their children.

This section helps you with just that—understanding the physical, cognitive, and social characteristics of Little Lambs. Remember that children develop at their own pace, so some children in your club may not have reached these markers, and others will have passed them. Make sure you focus on the specific needs of each child and not the stages.





# Developmental Characteristics

- Learn through play
- Have short attention spans
- Obey rules, but do not understand right and wrong
- Can follow two unrelated simple directions
- Understand danger and may develop fears
- Experience mood swings, but tantrums generally don't last long
- Know some colours
- Understand concepts such as size and shape
- Like to do things for themselves but are reassured when an adult is nearby for help



## Large Motor Skills

- Run and climb easily
- Are still learning to skip, catch a bounced ball, walk a straight line, hop on one foot, and kick a ball
- Throw overhand
- Use large arm movements for writing and drawing

## Fine Motor Skills

- Dress themselves but may need assistance with zippers, buckles, and buttons
- Can hold a pencil and draw a circle and a face
- Can trace outlines of simple shapes
- Can use safety scissors to cut a line
- Build block structures with 10 blocks
- Can complete simple 4-12 piece puzzles





## Speech Development

- Ask lots of questions
- Enjoy telling stories
- Like to say silly words and rhymes and to shock with forbidden words
- Like to sing



## Social Skills

- Often share when asked
- May have imaginary playmates
- Like to explore the body
- Begin to play with others in a group
- May be bossy
- Change the rules to games
- Sometimes lie to protect friends or themselves
- Can be aggressive but want friends



# Spiritual Characteristics

James Fowler, a Christian counsellor, researcher, and specialist in children's development, has identified seven stages in the development of faith; three of which are closely associated with and parallel cognitive and psychological development in childhood.

These stages are:

Primal Faith (ages 0-2)

1-Intuitive-Protective Faith (ages 3-5)

2-Mythic-Literal Faith (ages 6-11)

3-Synthetic-Conventional Faith (age 11-Adolescence)

4-\*Individuative-Reflective Faith

5-\*Conjunctive Faith

6-\*Universalising Faith

Stage 0 "Primal Faith" is the beginning steps of faith within the arms of their parents. Stages 3-6 are the faith stages of Pathfinders and adults. He has done research and sees that many individuals, even adults, may never develop stages 4-6 unless intentional ongoing spiritual development is a chosen part of their ongoing deepening relationship with God. In Adventurers we are working with children who are learning to experience God through stages 1 & 2.

## Stage 1 (Little Lambs and Early Birds)

- Shared experiences - kids love having a community to share their spiritual learning with.
- Parental - parents are involved in the Adventurer experiences and provide a lot of the spiritual modeling
- Love & Security - God is real because of the love and security supplied by caregivers, such as parents and Adventurer leaders
- Concrete Meaning - Truth about the Bible makes sense because of things they can touch and Bible stories they can relate to. They are unable to think abstractly and are generally unable to see the world from anyone else's perspective.
- Experienced Traditions - opening exercises that are always the same, the Adventurer Pledge and Law that are learned and repeated each session throughout the years of Adventurers are a part of this experienced tradition. God becomes more real when things are predictable and they know what to expect from spiritual activities. Faith is not a thought-out set of ideas, but instead a set of experienced impressions WITH parents and influencers



## Stage 2 Mythical-Literal (Busy Bees - Helping Hands)

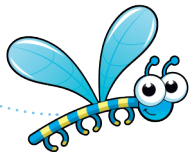
- Compared - Children at this age are able to start to work out the difference between verified facts and things that might be more fantasy or speculation.
- Trust Circle - Source of religious authority starts to expand past parents and trusted adults to others in their community like teachers and friends.
- Religion as their Experience - Kids in this age group have a strong interest in religion. Later in this stage children begin to have the capacity to understand that others might have different beliefs than them.
- Duty - following God and his teaching is seen as a duty and honour.
- Concrete Meaning - By default, children in this age group see that prayer to God is important and expected. They believe that good behaviour is rewarded, and bad behaviour is punished. If I am good to God, God will be good to me. Teaching the reality of God's GRACE beginning at this stage will allow them to further deepen their relationship with Jesus as they enter stages 3 & 4.
- Experienced Traditions = Symbol's Meaning - Symbols of scripture are literal without added meaning. Bible stories are powerful and real motivators.

## Do's and Don'ts of Discipline

One of the best ways to prevent disciplinary problems is to keep Adventurers busy and on task. The following strategies will help you manage your Adventurers. And remember, you're there to help the children and their families learn to love Jesus; therefore, it is important that you model love, patience, and a cheerful attitude. You want the Adventurer Club to be a fun experience for everyone, so try to keep your sense of humour and compassion even when an Adventurer's behaviour is a problem.







## DO . . .

- Have a few short, simple rules and post them. Sample rules: Be kind to others. Use good manners. Listen quietly to others. Follow directions. Be positive.
- Use signals to let the children know when you want their attention. Signals can be just about anything such as quickly turning a light on and off, turning a flashlight on and off, raising your hand, or using a clicker.
- Use silence. Stop what you are doing and stay quiet until their focus is back on you.
- Make eye contact. Often getting a child to look at you is a good way to get her to stop what she is doing and focus on you.
- Use names. If you say an Adventurer's name followed by a question or directions, you can usually get him back on track.
- Stand near an Adventurer to get her back on task.
- Ask adults to interact with the children. If adults are happily participating in the activities, the Adventurers are more likely to model the adults' behaviour. Additionally, having adults involved can prevent misbehaviour from escalating.

## DON'T . . .

- Embarrass or shame a child in front of others or privately
- Overreact
- Lose your temper—no screaming, using threats or nagging
- Hit or spank
- Insult a child by saying "you're stupid," "you're useless,"
- Use sarcasm
- Compare children
- Label children
- Demand respect—respect is earned
- Expect children to behave as adults





# SECTION 3

## Little Lambs with Disabilities

Learn how every Little Lamb can fully participate in your club by understanding each child and knowing how to plan inclusive activities.





## Including Little Lambs with Special Needs

When you learn that a child with a disability will be a member of your club, you might initially feel overwhelmed. Don't worry. These families are looking to you to welcome and include their child. So arrange a meeting with the child's parents/caregivers to discuss the child's needs and medical issues. Often simple changes to an activity or requirement are all that is needed. Additionally, the other children and adults look to you to see how to act, so make sure you treat the child with special needs with the same openness and ease that you show all of the children. And one more thing: Little Lambs may be afraid that they will "catch" the disability. Reassure them that this won't happen.

### DO

- Speak directly to the child, not to the adult.
- Recognise that a child's physical disabilities don't indicate mental disabilities.
- Ask about the child's medical or special equipment needs.
- Explain special equipment to all children to alleviate fears.
- Take extra care in planning for the safety of the child with special needs.
- Ensure the meeting facility is handicapped accessible.
- Ask the child how they would prefer to complete a task.
- Foster independence.
- Focus on all children's strengths.
- Expect reasonable behaviour from all children.
- Be flexible.





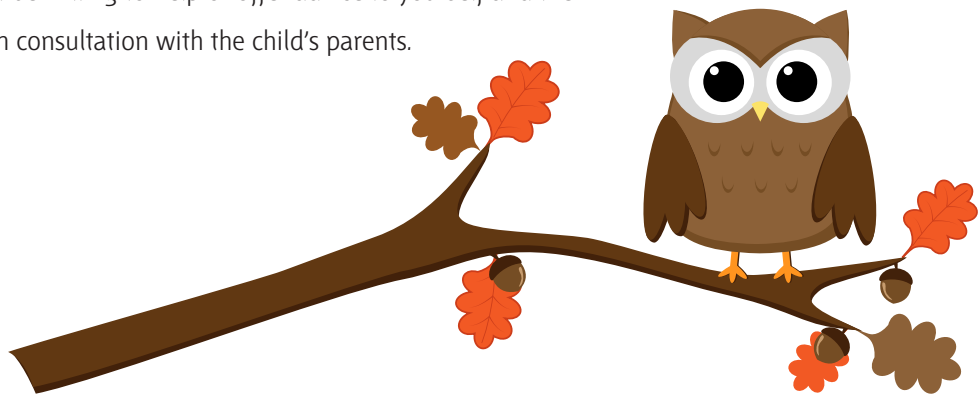
## Planning Inclusive Activities

At times you will need to substitute or change program requirements in order for children with special needs to participate. However, this may mean some creative thinking on your part. Remember that the point is for the activity to be fun and meaningful for the child. Here are some ideas to get you started.

- For the child with autism unable to join in dramatic play about neighbourhood helpers, try showing the child pictures of a neighbourhood helper. Then model dressing up like the helper. Finally, give the child the opportunity to dress up, but don't force him.
- For the child with developmental delays who may be lagging behind in talking, let her hold the flag during the Little Lamb Pledge instead of reciting it.
- For the child with a developmental disability such as Down syndrome, give directions one step at a time and model the action.
- For the deaf child, teach him and the other children the sign language signs to "Jesus Is My Shepherd." This works for children with speech and language disabilities too.
- A blind child can make a dog or cat blanket for a pet instead of drawing a picture or cutting out pictures of an animal.

## ADDITIONAL IDEAS

- Invite a special education teacher to talk to the Adventurer staff.
- Visit your local library for books about children with disabilities.
- Look within your local church community for any experienced individuals who work in this area and would be willing to help or offer advice to yourself and the team but also in consultation with the child's parents.





SECTION

4

## Little Lambs Learning and Playing

These meetings let your Little Lambs frolic and play while participating in fun educational activities.

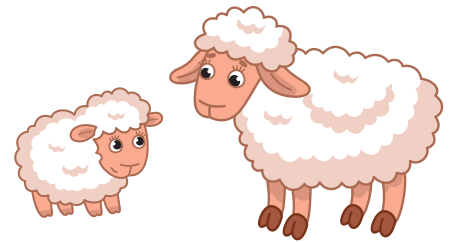


# Meetings:

Your group of Adventurers is part of a larger club, composed of up to six groups. In many situations, these six groups start and end meetings together, with specialised group activities just for your age group happening in between.

Elements often include:

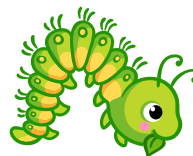
- Opening exercises with the whole club (Adventurer song, Adventurer pledge and law, song service, prayers)
- Group activities (age group)
  - Award opportunities
  - Games, stories, crafts, activities
  - Varied opportunities to experience Jesus
- Closing exercises with the whole club



# Activity Tips

Meetings are designed to meet the program goals and most importantly, the children's needs. With this in mind, the meetings provided in this booklet are designed to be flexible. Don't feel as if you must replicate each of them exactly. The activity suggestions are provided to help you fulfill the requirements listed! The requirements are developmentally based, which means that at some point during the year, most in this age group will be able to master or improve their skills to match this requirement! The teacher helps at the back of this 'Instructor Manual' are a huge resource for building meeting activities. If you have created or seen activities that reach the same requirement goals, feel free to substitute or re-imagine how the kids learn! Just be sure its not "just like school" but instead is mostly about active, hands-on, interactive learning!

While all of the activities in this section are designed to maximise fun, they also lead the children to Jesus and enable them to learn about their world, their families, and themselves. You an intentionally assist the children in recognising these connections to Jesus and their world by specifically stating the purpose of the meeting, connecting the activities to the meeting theme, and asking the children questions that encourage them to summarise the themes in their own words.







The 'Activity Books' is provided to help the kids keep track of what they learned, and to provide built-out ready-made activities for colouring, creating, and doing. At the same time, many requirements are "go do it" kind of activities, so there isn't a page to write out, but instead a box to check off after the hands-on activity is done.

The 'Instructor Manuals' are specifically there to help parents-staff minimise the time needed to prepare to lead the activities! The helps are set up in a way that naturally completes all the requirements for the awards and investiture pin. When adapting the activities be sure to remind yourself of the requirement that needs fulfilled.

Also, be aware that the pace of activities will differ from club to club and meeting to meeting. Sometimes the children will quickly complete everything you planned. It's good to have a back-up game or activity for when this happens. Other times, the children may really enjoy an activity and not want to stop. It's okay to reschedule or adapt activities that you've planned and continue with something that everyone is enjoying. And if something isn't going smoothly, you can stop the activity and redirect the children to something new. However, keeping things moving "faster" than they may wish, keeps them engaged, and willing to come again, since they've never had time to be "bored." Finally, flexibility and enthusiasm are the keys to conducting successful Adventurer group meetings!

# Parent Networks

“The Adventurer program was created to assist parents in their important responsibilities as a child’s primary teachers and evangelisers. ...The program aims to strengthen the parent/child relationship and to further the child’s development in spiritual, physical, mental, and social areas. Through the Adventurer Program, the church, home, and school can work together with the parent to develop a mature, happy child.”

In Adventurer ministry, “staff” and “parents” are often synonyms. Many clubs around the world are created and run by groups of parents with a shared goal -- a club ministry for their kids.

However, in modern settings, parenting is complex. Adventurers provides a great and safe refuge to help provide a structure, time, as well as spiritual and emotional resources to assist parents. All parents want to succeed! Adventurers, if planned correctly can provide resources to help all of us succeed!

Parents are strongly encouraged to be completely involved in the Adventurer program -- volunteering to help with their child’s group, collecting the supplies, providing or serving snacks, or leading out in field trips. At this stage of development, parents are essential to the developmental, spiritual, and emotional growth of the children!

In addition, providing parenting seminars, social events, and shared experiences to build the adult - parent community will make the Adventurer program even strong. Friends (parents) working together, in a shared community, make things happen!

Ideas for parent involvement:

- Telling a story / reading a story to the group of Adventurers
- Playing an instrument for singing time
- Field trip planning and implementing
- Snacks
- Crafts and games set up / clean up
- Leading a game or craft
- Telling a story

Ideas to build successful parent communities:

- Family events outside of Adventurers
- Planning and carrying out service projects
- Planting a garden as a group (involve kids, share stories)
- Eat together
- Small group Bible studies after a meeting or on another evening. Study stories of successful (and unsuccessful) parents in the Bible, Teachings of Jesus, or other subjects the group is interested in
- Arrange prayer breakfasts, pray chats / texting, prayer times -- to pray for each other, their spouses, relationships, and children.
- Assisting other families groups in need



# Little Lamb Scope and Sequence

BASIC – COMPLETE ALL SECTIONS			MY GOD – CHOOSE AT LEAST ONE SECTION	
Area	Basic	Basic	My God God's Plan to Save Me	My God God's Message to Me
Requirements	Recite the Adventurer Pledge		<p>Colour a story chart or lap-book about: The Days of Creation.</p> <p>Tell an adult one of the stories of Creation: Creating animals, creating people, creating the Sabbath.</p>	
Award	<p>Story Listening I</p> 	<p>Woolly Lamb</p> 		<p>My Friend Jesus</p>  <p>OR</p> <p>Little Boy Jesus</p> 
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*My Self - CHOOSE AT LEAST ONE SECTION*













Area	<b>My God</b> God's Power in My Life	<b>My Self</b> I Am Special	<b>My Self</b> I Can Make Wise Choices	<b>My Self</b> I Can Care for My Body
Requirements	<p>Have a regular family worship time in your home. Keep a record.</p> <p>Ask a parent or guardian what their favourite day of creation is.</p>			
Award	Bible Friends 1 	Finger Play 	Sharing 	Healthy Foods 
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*My Family - CHOOSE AT LEAST ONE SECTION*

*My World -*

Area	<b>My Family</b> I Have a Family	<b>My Family</b> Families Care for Each Other	<b>My Family</b> My Family Helps Me Care for Myself	<b>My World</b> The World of Friends
Requirements				
Award	My Family 	Special Helper 	Healthy Me 	Creation 
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CHOOSE AT LEAST ONE SECTION

Area	<b>My World</b> The World of Other People	<b>My World</b> The World of Nature		
Requirements				
Award	<p>Community Helpers</p> 	<p>Complete at least two of the following Little Lamb level awards:</p> <p>Bodies of Water, Insects, Stars, Weather or Zoo Animals</p>     	<p>As time allows earn more of the awards available for this age level</p>      	
Done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





# Little Lamb Instructor Help

## General notes

If you are able to decorate a space for the little lambs each meeting, it will help those who learn by experiencing to learn more readily. Stuffed sheep (flock), pictures of shepherds, tents, campfires, or even a small “fake fire” with blankets set up in the area for kids to sit on will all help the children be “in the mood” for Little Lamb stories and sharing times.

We recommend using a **little lamb puppet** as a primary learning device in the “story center”. You might find the children listen and talk better to the puppet than they would to the adults. That way, different adults can lead, but the same puppet is being used to chat with the children.

If your space allows, having a “story center,” “game center,” and “craft center” each set up ahead of time (and staffed by adults) will help your meeting go quickly and smoothly.

## Basic Requirements

COMPLETE ALL SECTIONS

### I. Recite the Adventurer Pledge

Because Jesus loves me I will always do my best.

### II. Complete the Story Listening I award

#### Requirements:

1. Listen to two age-appropriate books, not read before, from the following categories:
  - a. Bible
  - b. Missions
  - c. Friends or family
  - d. Nature
2. Tell the person who read to you what you like most about each story
3. Tell the person who read to you “thank you” OR make a craft that you give them that tells them you are thankful.

#### Helps:

1. The goal of this award is to teach the child the value of spending time “reading.” little lambs are at the stage developmentally that they learn best by watching and experiencing what their parents/ leaders are doing. This is a great activity for parents and children to do together. The books must be written for young children. This is NOT an activity for little lambs to listen to big people’s books or stories.

#### *Places to get books:*

- The club may suggest or even **purchase** books for each category and have a sharing books club.
- The club may also ask members to each **bring** a book to meeting and then spend time together as a community sharing books.
- If there is a **school or community library**, parents and children can visit the library and use books from there.
- Missions books are sometimes hard to find. Contacting other area churches or your conference/mission children’s ministries department may be necessary.

The books should be very short. In fact, many times, the children's books have thick cardboard pages with many beautiful pictures.

2. After the teacher finishes reading, he/she may ask questions such as:
  - Which character (person/animal) did you like the most in the story?
  - What was the most exciting part? The saddest part?
  - Have you ever experienced something like we read about in this story?
  - What did you learn because you listened to this book?
3. Often the adults who are helping the children write the note/make the thank you card will be the ones receiving the card/note. That is okay. We are training our young people to demonstrate thankfulness, and this activity helps them learn that.

**Materials:** Coloured paper, crayons or coloured pencils, stickers, glue.

**Time:** 5-7 minutes

**Procedure:** Ahead of time, fold a piece of standard sized coloured paper or construction paper in half for a large card. Have the students add colours or stickers on both the front and inside. The front should say "Thank you" and the inside have a simple sentence telling the adult what the child is thankful for ("Thank you for reading the stories to me").

**Notes:** adults will need to help the children write the words.

### III. Complete the **Woolly Lamb** award

#### **Requirements:**

1. Listen to a book about lambs.
2. Say three things you learned about lambs.
3. Play a game about lambs.
4. Make a lamb craft.

#### **Helps:**

If you can create an experiential environment for this award, it will be remembered for a long time by many of the children. Using a lamb hand puppet to tell about lambs, to talk to the children about lambs, to read the story etc will go far (available online). Dressing up in "shepherds robes" or by a "shepherd's campfire" also help experiential learning take place.

1. There are several books about lambs in print and online.

[The Bible App for kids](#) is a free online graphically illustrated book that can be read or listened to. (app store "[Bible children youversion](#)") This is an EXCELLENT resource with well done graphics and is very interactive.

The Story of the Nativity - "The First Christmas Gift" includes lambs in the story.

2. Some methods: Have a colour poster/large picture of a sheep and lamb. Do a touching, listening, talking time where you ask the children to notice things about lambs.

Eg. lambs are smaller than sheep. Lambs are fluffy white. Lambs are babies. Lambs drink their momma's milk. Lambs don't hatch from eggs. Jesus talks about lambs in the Bible (great opening for a Bible story about 'The Good Shepherd' - John 10:1-18 If you have the "little lamb puppet" (as suggested) use the little lamb to talk with the children about the information in this requirement.

***Some things we can learn:***

- a. Baby sheep are called lambs.
  - b. Most lambs are born in Spring
  - c. Lambs are most often born as twins. Even though some ewes have single lambs or triplets, twins are the most common.
  - d. Lambs will drink their mother's milk until they are around four months old. They begin nibbling on grass, grain and hay starting at two weeks of age. Lambs can be bottle fed if they are orphaned or their mother had several at one time and cannot feed them all.
  - e. Lambs are born with long tails.
  - f. The lamb is shorn/sheared (hair cut off - it doesn't hurt the lamb!) for the first time when they are between seven and nine months of age. Lamb's wool is of premium quality and may be in high demand for spinning into yarn. This yarn can then be used to make scarves, hats, sweaters and other garments.
  - g. Up to 20 percent of newborn lambs can die soon after birth unless they are given improved conditions.
3. You can adapt from children's games (tag, simon says, etc.) or create your own. The important part is that the four-year olds are ABLE to accomplish the game task AND that the game doesn't require reading in order to play it.

Search online using the following search: "[children's games about lamb sheep](#)"

***Teaching idea: Shepherd Says (Simon Says style)***

Shepherd Says (take-off from Simon Says) The children are lambs and all stand in a row. The shepherd (leader) gives commands like "Shepherd says stand on one leg" or "shepherd says stick out your tongue," and everyone follows the command. The shepherd keeps giving simple commands.

The shepherd sometimes doesn't use the phrase "shepherd says" which means the children should NOT do that action. If the shepherd doesn't say "shepherd says" but the child still does the action, then the child comes and stands next to the shepherd. The last two lambs following directions win. Discussion can go to John 10:1-18 where Jesus is our shepherd. We shouldn't listen to other shepherds (temptation/the Devil) but should only listen to what our Good Shepherd, Jesus says.

***Teaching Idea: Shepherd Says (Captain Says style)***

The Shepherd Says (take-off from The Captain Says) The leader is the "shepherd" and calls out commands to the "sheep". If the sheep do not follow the directions, they can be chased and tagged by the "wolf". Examples of commands are: "follow me" (follow the leader), "green pastures" (sheep scatter to "eat"), "still waters" (sheep line up to "drink" at river), wolf howl (sheep huddle together).

4. The Goal is to choose a simple craft that is affordable, cute, but CHILD centered. That means that the child can do most of the steps themselves, with simple guidance for their adults. Crafts that require the adult to do most of the work are NOT appropriate for this activity.

Search online: "children's craft about lamb sheep"

A site of Christian Lamb crafts - <http://www.dltk-bible.com/animals/lambs.htm>

***Teaching Idea: Booklet Lamb Glue and Colour***

Using the diagram in the Activity book, pg10, have children colour the face and feet, then using children's glue, attach cotton puffs or other fluffy white objects to the "wool" area of the lamb.

### ***Teaching Idea: Hand-print Lamb***

Trace the child's hand on black construction paper. Add eye dots (tiny wiggly eyes or white paint with a black dot in the middle) to the THUMB. The other four fingers are the feet. Add white cotton, fluffy white seeds, or other white fuzzy to the "palm" portion of the hand cut-out

### ***Teaching Idea: Toilet paper roll Lamb***

Use 1-2 cardboard rolls that toilet paper or paper towel come on. Paint them black. Use one as a head (if toilet paper roll) and cut a short (2 cm) slit on one end. Roll and glue the end to make it "pointy" like a nose/snout. Attach head to body. Use natural materials (sticks) as legs, and cotton balls or other fluffy white materials to glue wool onto the body and head parts of the lamb. An adult may use a hot glue gun to attach the head and body. If using one long tube, one can simply create the pointy end on the one roll, and thus not need to attach head to body.

## I. God's Plan to Save Me

### A. Colour a story chart or lapbook about the following: The days of Creation

#### Helps:

A story chart or lapbook or simply to variants on a "colouring book." The story chart is cumulative, meaning that when the story pages are put together (see Activity book for each year), the story of the Bible is told from Creation, to the cross, to the second coming. Each story chart has a minimum of four pages, though some may have six or seven.

A lapbook is similar in many ways to a scrapbook or portfolio, but a younger version. Search online using the terms "[what is a children's lapbook](#)" for definitions and a lot of new ideas on how to make one with your child(ren).

The chart or lapbook topic for Little Lambs is 'Creation.' Seventh-day Adventists believe in a literal, seven-day Creation, by God, as described in Genesis 1 & 2. Many children from non-Adventist backgrounds will not know the Creation story. Be sensitive to your group of parents and children. If needed, simply tell the story using children's story books and pictures. If challenged, simply explain that there are many different ways that people believe life started. The one we are learning about in Adventurers is the story found in the Bible.

You may use the pictures in the Activity Book to colour or paint (choose what types of paint carefully), or you may find images for each of the seven days (including the Sabbath rest) on the internet or Christian colouring book.

[Bibleforchildren.org](http://bibleforchildren.org) has illustrated and colour pages for sixty different Bible stories available for download and printing in 132 different languages. <http://bibleforchildren.org/>

### B. Tell an adult one of the stories of Creation: Creating animals, creating people, creating the Sabbath

Adults can help the child remember the parts of the story by asking questions to guide their storytelling and/or providing hands-on reminders of the day or event they are talking about.

For example, hand one child a toy shark, then ask her questions such as "who made the shark? Did God make the shark on the fifth day? Where did God have the shark live? What else did God make to live in the water? Did he make other animals on this day too? Where did they live?" The dialogue with the child is a perfect way of modeling storytelling for this age group. If needed, have other children help her if she gets stuck. The goal is not that the child has perfect recall, but rather that the child encounters the Bible story, and attempts to tell it in words that make sense to her!

## II. God's Message to Me

### A. Complete the **My Friend Jesus** award OR.

**NOTE:** This is an "OR" requirement, meaning you have the choice to teach EITHER of the awards in this section. Some adults will choose to combine the requirements (#1-4 in "My Friend Jesus" are nearly identical to those in "Little Boy Jesus") and thus have the children earn both award patches.

## Requirements:

1. Listen to a book about Jesus.
2. Sing a song about Jesus.
3. Play a game about Jesus.
4. Learn how Jesus grew up helping/obeying his parents.
5. Learn to be friends with peers as Jesus was.
6. Make a friend craft.

## Helps:

1. There are many books about Jesus. The important thing is to choose one that meets the Little Lamb interest and vocabulary level.

**Bible App for Kids** is a ministry of **Youversion Bible Inc.** and provides nearly 50 interactive Bible stories for kids. There is an animated storybook app with vivid illustrations and sound as well as interactive touch screen interactions. The games and activities help kids remember what they learn. The navigation is simple for kids and there are no in-app purchases.

There are printed Childrens Bibles.

**Bibleforchildren.org** has illustrated and colour pages for sixty different Bible stories available for download and printing in 132 different languages. There are 18 stories about Jesus (including Powerpoint, colouring pages, and storybook pages) <http://bibleforchildren.org/> or your device's App store.

2. Idea: To the tune *London Bridge is Falling Down*)

Jesus is my friend today, Clap your hands, Shout hurray Jesus is my friend today, We love Jesus.

Jesus is my friend today, Stomp your Feet, Shout hurray Jesus is my friend today, We love Jesus.

Jesus is my friend today, Turn around, Shout hurray Jesus is my friend today, We love Jesus.

A group can even do motions with this.

Jesus (pointer fingers at alternating palms)  
is my friend today (hug self)  
Stomp your feet (stomp your feet when this line is sung)  
Shout "hurray" (shout hurray when hurray is sung)  
Jesus (pointer fingers at alternating palms)  
is my friend today (hug self)  
We (flat hand touch right shoulder and arc to left shoulder)  
love (draw heart over heart)  
Jesus (pointer fingers at alternating palms)

Other song titles include:

- "Jesus Loves Me"
- "You are my All"
- "Jesus' Love is a Bubblin' Over"

Use your favourite search engine: [kids songs my friend Jesus](#).

3. Several simple games could be used:

Idea: Adults cut out hearts and write "Jesus loves you," "God is love," "Jesus is my friend," "Jesus loves children," and other similar messages. Hearts are hidden around the room. Each child can run to go find one. Instruct children that if they find more than one, leave it where it is and HELP a friend find a "Jesus friend heart."

4. There is very little information in the Bible about Jesus' growing up years. Luke 2:51-52 is the summary of how Jesus helped and obeyed his parents.

The New International Version states:

"Then Jesus ... was obedient to them. ... And Jesus grew in wisdom and stature, and in favour with God and man."

The children could be taught the words with hand motions.

Jesus (pointer fingers point to opposite alternating palms)  
was obedient to them (nodding head in agreement)  
and he grew in wisdom (tap forehead with first finger)  
and stature (palm starts at hip, palm flat and facing down, then "grow" it upward to the shoulder)  
and in favour (clap hands twice)  
with God (flat palm, fingers pointed up, palm towards center)  
and mankind (first finger points towards other people)

The goal is to learn that Jesus obeyed his parents, learned, and grew physically. There are a number of children's story books that have beautiful illustrations that show his growing process and use age appropriate language.

5. This is a good discussion requirement that gives children a chance to think about how to treat others their own age (peers). Adult leaders can ask questions to a small group such as: "How do I like to be treated by other children?" "When a friend has a toy that I would like to play with, how do I act like Jesus?" "When a friend takes something from me, what would Jesus like me to do?"

Parent-supported role-playing is very good with this age group, especially if adults role play the scenarios first, then have children copy them. ALWAYS use situations where love and respect for each other is displayed. Remember that many in this group are still developmentally "solo players," meaning that they don't know HOW to play WITH other children, but only how to play alongside other children. Patience with them as they learn a new developmental skill is important!

6. There is a suggestion on page 20 of the Activity Book, or you can search online for "Jesus love children craft."

## B. Complete the Little Boy Jesus award

### Requirements:

1. Listen to a book about little boy Jesus.
2. Sing a song about little boy Jesus.
3. Play a game about little boy Jesus.
4. Make a little boy Jesus craft.

## Helps:

1. Begin by explaining that Jesus was a child once, just like them. Then ask them what things they like to do. Next, tell them you're going to read to them about the things Jesus liked to do when He was a little boy. After reading the book of your choice, let the children know that they will be doing things that little boy Jesus might have done.

There are many books about Jesus. The important thing is to choose one that meets the Little Lamb interest and vocabulary level.

2. Songs are fun when you make up new words to a familiar tune. If you are extra courageous, you may even add motions. Many teachers visit "sign language" sights to see keywords so that they can start working on the Sign Language award with their students, even while earning this award!

This song is from Barbara Mullins (Philippines).

**Song Idea:** To the tune of "Frere Jacques" or "Where is Pointer"?

Here is Jesus	Where is Jesus	In the temple
Here is Jesus.	Where is Jesus	In the temple
Growing Up	Is he lost?	He is there
Growing Up	Is he lost?	He is there
Going to the temple	Everyone is looking	Talking to the teachers
Going to the feast	Everyone is looking	Talking to the teachers
He is 12	Where is he?	In God's house
He is 12.	Where is he?	In God's house

If you still are needing song inspiration, use your favourite search engine: kids songs my friend Jesus.

3. Several simple games could be used: Idea: [Sermons4Kids](#)

There is very little information in the Bible about Jesus' growing up years. Luke 2:51-52 is the summary of how Jesus helped and obeyed his parents. The New International Version states:

"Then Jesus ... was obedient to them. ... And Jesus grew in wisdom and stature, and in favour with God and man."

The children could be taught the words with hand motions.

Jesus (pointer fingers point to opposite alternating palms)  
was obedient to them (nodding head in agreement)  
and he grew in wisdom (tap forehead with first finger)  
and stature (palm starts at hip, palm flat and facing down then "grow" it upward to the shoulder)  
and in favour (clap hands twice)  
with God (flat palm, fingers pointed up, palm towards center)  
and mankind (first finger points towards other people).

The goal is to share with the class that Jesus obeyed his parents, learned and grew physically. There are a number of children's story books that have beautiful illustrations that show his growing process and choose those that use age appropriate language.



4. Search your favourite search engine with these terms: "christian children craft boy Jesus"

***Teaching Idea: Carpenter Capers***

Materials Needed:

- Wood, various sizes and shapes (keep it small so that it can be glued with normal kids' glue. Craft sticks, furring strip remnants, molding scraps, etc.)
- Small containers filled with different colours of tempera paint
- Wood or craft glue
- Baby food jars
- Disposable sponge paintbrushes
- Smocks
- Newspaper

**Ahead of time:** Bring in various sizes and shapes of wood (scraps of molding, leftover pieces of 2 x 4 lumber, craft sticks). Fill small containers with different colours of tempera paint. You'll also need several bottles of wood or craft glue. Cover the work area with newspaper.

Explain to the children what a carpenter is. Then tell them that Jesus' daddy was a carpenter and that Jesus helped him make things from wood. Then let the children build things out of the wood by gluing and painting the wood.

***Teaching Idea: Temple Paper Plate***

Make a temple and fill it with Jesus and the religious leaders. Materials-figures of Jesus and three religious leaders (either made from popsicle sticks or coloured from colouring book pictures that adults have pre-cut-out. a large legal size envelope for each child. Pieces of green and light blue construction paper, crayons and pencil paper glue (that dries quickly).

**Procedure:** Draw a synagogue door on the back side of the envelope (the side the flap would normally stick to. Extend the flap upward. This creates an open roof but a building with a pointed roofline. Colour the figurines. Place them inside the envelope and glue so that their faces/heads stick out the open roof. Glue the open envelope to a piece of "green grass" construction paper that is mounted to a full piece of "sky coloured" blue construction paper.

### III. God's Power in my Life

#### A. Have a regular family worship time in your home. Keep a record.

**Helps:**

"The family that prays together, stays together" is a saying that has been a part of Christian homes for generations.

Adventurer meetings can model HOW to complete a successful family worship during Little Lamb class time or during a Parent Training meeting.

***Teaching Idea: Model a Family Worship***

**Materials:** Bible story books appropriate for the age group. Be sure the story books are pictorial, with fewer words, and simpler sentences than older kids or adults would read for their own devotions. Musical tools (instrument or simply kid's song book or DVD/Youtube for kids songs)are a great way to include music in your worship..

**Procedure:**

Ask each child for a favourite Jesus song. Use musical tools to sing it together. Next, read a single story (or even a couple of pages if the story is long). Have each child and adult say a simple one or two sentence prayer. "Thank you" prayers that help the child review the events of her day in light of God's guidance and care are especially appropriate for this age group.

The Activity Book (pg23) contains a page for recording the regularity. The instructor should NOT force every day, since the child is not the one in charge, but instead should encourage regularity and, if applicable, an improved habit.

**Note:** The worship should last no longer than 10-12 minutes.

Ask a parent or guardian what their favourite day of creation is.

If needed, the adult may coach the child to ask questions such as "What Creation day do you like the best?" The adult being asked should answer with a few short sentences that include the day, and some simple reasons why. This is not the time for long or complex "Creationism" explanations!

Coach the child to say "thank you" when the conversation is complete. When the group is all working together again, the adult who is leading the group activity may ask all the children "do any of you wish to tell the rest of us what your adult told you?" This allows the children to reinforce information they are learning about Creation.

## B. Complete the Bible Friends I award

**Requirements:**

1. Listen to a book about Bible friends.
2. Sing a song about Bible friends.
3. Play a game about Bible friends.
4. Make a Bible friend craft.

**Helps:**

Bible friends include: Ruth and Naomi; David and Jonathan, Daniel and his three friends, Jesus & His disciples, Man lowered through roof to be healed by Jesus, Paul and Barnabas, Paul and Silas, Paul and Luke/Timothy.

There are many books about Jesus. The important thing is to choose one that meets the Little Lamb interest and vocabulary level.

**Bible App for Kids** is a ministry of **Youversion Bible Inc.** and provides nearly 100 interactive Bible stories for kids. There is an animated storybook app with vivid illustrations and sound as well as interactive touch screen interactions. The games and activities help kids remember what they learn. The navigation is simple for kids and there are no in-app purchases. There is also a printed Bible that has the same stories and graphics. See your device's app store.

***Stories about Friends:***

- Wherever You Go - Ruth
- Through the Roof - Miracle of the man lowered through the roof by his friends
- A Goodbye Meal - Jesus celebrates a last meal with his friends

**Bibleforchildren.org** has illustrated and colour pages for sixty different Bible stories available for download and printing in 132 different languages. There are 18 stories about Jesus (including Powerpoint, colouring pages, and storybook pages) <http://bibleforchildren.org/> or your device's App store.

### ***Stories about Friends:***

- Ruth - A Love Story
- The Men Who Would Not Bend - Daniel 3
- Jesus and Lazarus

[Youtube](#) has several versions of the song "Friends Forever" (David and Jonathan). Use your favourite search engine search "[christian children friends bible songs](#)."

Many group games can be retitled as friends games. In fact, any game where friends are working together as a team or teams is a friend game!

### ***Teacher Idea - Lazarus Wrapping***

**Materials:** Toilet paper (3-6 rolls per team)

#### **Procedure:**

Form teams of four. Have each team of children stand in a circle and pick one person to be Lazarus. The Lazarus stands in the middle of the circle.

On "go," have each team use one roll of toilet paper to wrap Lazarus. The first team to finish wrapping up the Lazarus with the entire roll wins round one. Now have each Lazarus stand still until all four wrapped Lazarus players are wrapped up.

The leader then calls out, "Lazarus, come forth!" The first Lazarus to free him- or herself of all the toilet paper is the winner of round two.

Play until you run out of toilet paper or time.

Reflect (2 min) - If you had been Lazarus' friend in the Bible story, would you have been sad, glad, or maybe mad when you wrapped him up to put him in the tomb? How would you have felt when His best friend Jesus came and woke him up -- "Lazarus come out (forth)!?"

## I. I Am Special

### A. Complete the Finger Play Award

#### Requirements:

1. Listen to a story about hands
2. Say three things you learned about hands.
3. Say a poem and use your hand to act it out.
4. Make a craft that uses your hands as part of the project. (i.e., fingerpaint, trace hands)
5. Complete an activity using your fingers. (i.e., build something with blocks, knead bread.)

#### Helps:

1. There are many different tactics/purposes that you can use this requirement for.

Use your favourite search engine to find “kids hand washing story.”

A discussion about hands could take place just before or even while the children make a craft (#4). Discuss with the children about what their hands are doing (colouring, painting, fingers moving, fingers touching, hand grabbing etc.). Ask them what other things hands help them do (clap, wave, play piano, hug etc.) You can also use this opportunity to help the children count their fingers, observe how there are hard nails, soft skin, and strong muscles in their hands. They can also compare their hands with those of another child or of an adult (smaller, bigger, lighter, darker, long fingers, short fingers etc.)

2. Give each adult a card with one facts about fingers and hands on it. Have children “walk run” from one adult to another (the adults are sitting/kneeling in different parts of the room) and “collect” the facts about fingers and hands. Each time they can tell a different adult something they learned they get a “high five”.

#### *Some simple finger facts:*

- We have four fingers and an opposable (say op-oh-zab-el) thumb. Opposable means that it can move towards the fingers and help them to do their work.
  - Each finger has 3 bones and the thumb has two bones
  - There are 27 bones in the hand
  - Doctors call fingers digits or phalanges
  - There are 2 main sets of muscles and tendons. Flexor muscles bend the fingers and thumb, and extensors straighten them out again..
3. Finger Play is a often-used early childhood education method to help kids memorise poems, Bible verses and songs. It works so well because they are learning not only with their voices, but also with their bodies. Books published on finger plays include Free Kindle books and inexpensive print books. Search “[finger plays nursery kindergarten children](#)” for options.

[The Adventist Gracelink curriculum using finger play for helping children learn memory verses.](#)

### ***Teaching Idea: Hand Play***

There are a lot of poems, verses, and stories that have hand motions. Here is a simple one about hands (also helps with requirement #2)

Hands

Hands are for loving (fingers draw heart in the air)

Hands are for sharing (hands pretend to give something to someone else)

Hands are for working (right hand fist closed bangs on left hand, fist closed, like a hammer on a nail)

And hands are for caring (hands clapping to applaud someone)

Hands can protect and hands can defend (hands and arms create shield in front of child)

Reach out your hand (extend a hand towards another person)

And make a friend (shake hands)

4. There are thousands of crafts that children can do. Be sure that the idea you do is simple enough for 4 year olds, yet one they will enjoy.

### ***Teaching Idea: Mice Prints***

**Materials:** Paper; markers; ink pads

#### **Procedure:**

Show the children how to ink a fingertip (press child's thumb directly onto an inkpad) and press the thumb onto the paper. The thumb print forms the body portion of the small mouse.. Then show them how to add ears, whiskers and a tail to create a mouse out of their fingerprints. Let them fill up a sheet of paper with mice.

5. Hands can be used in so many ways!

### ***Teaching Idea: Service***

**Ahead of time:** Alert adults ahead of time to have each child bring one or more non-perishable cans or boxes from home (to give to the poor or an area food bank). Have the children help stack the cans and boxes in unique shapes, walls, or towers (but be careful that they don't drop cans on themselves). Have some extra boxes and cans in case some forget to bring items.

### ***Teaching Idea: Blocks***

**Materials:** wooden blocks of different shapes and sizes..

#### **Procedure:**

Bring a large supply of blocks to the meeting. Spread them on the ground in the "activity center." Challenge children to make the tallest, longest, or item that uses the most blocks. If the blocks have numbers or letters, you could also start working on the Numbers award.

### ***Teaching Idea: Planting***

**Materials:** shallow dishes or trays filled with potting soil or other DRY dirt. Seed packets (corn, beans, other large seeds); spoons.

#### **Procedure:**

Fill several shallow tubs or boxes with potting soil. Give the children a variety of dried beans to "plant". Other fun things to plant are twigs (trees), rocks, radishes, baby carrots, and small potatoes. The children can plant and harvest over and over. Spoons work well for shovels.

## II. I Can Make Wise Choices

### A. Complete the Sharing Award

#### Requirements:

1. Listen to a book about sharing
2. Sing a song about sharing.
3. Play a game about sharing.
4. Make a craft and share it with someone.

#### Helps:

1. Little Lamb, the classroom puppet, would do a great job reading or telling this story!

There are numerous Bible story books that tell stories about sharing. The most popular Bible story is likely the one found in John 6:1-14.

You may choose to read the story from the Bible, have pictures for different scenes that allow the children to tell parts of the story, or even have children act out the story (with props) as you read the story.

Using easier-to-read Bible versions (NIRV, ICV) or children's story books is recommended.

Many school and public libraries also have books for children on the subject.

2. The Sharing Song "The Sharing Song" is sung to the tune of "Brother John" ("Frère Jacques").

Don't know the tune? Listen to it at [YouTube.com](https://www.youtube.com/watch?v=UgB1313UW08)

Are you sharing,  
Are you sharing,  
Little Lamb,  
Little Lamb?  
Here's a toy to play with,  
Here's a toy to play with.  
Let's go play, Let's go play.

[Youtube](#) has a wide variety of kid's sharing songs available with a simple search. A suggested song "[Little Mandy Manners Sharing](#)"

3. Part of learning to share is not keeping a toy too long. This game (a version of Hot Potato) emphasises giving the ball to another child. Have the children stand in a circle. Hand the ball to one child and then have her give the ball to the child next to her. Continue on around the circle so the children can practice passing the ball. Then as the children continue passing the ball, have the adults lead out in the following chant:

*The sharing ball goes round and round, it doesn't even make a sound. (clap twice)*

*Keep it going while you sit. Pass it quick or you are it. (clap twice)*

*If you're not the one to hold it last, in the circle you must pass— you are it! (clap twice)*

The child holding the ball on the last "it" goes and stands in the middle of the circle. Now play the game again. The child holding the ball on the last "it" during the second round of the game trades places with the child in the middle of the circle. Play the game several times.

4. A themed craft that is also cute enough to give to an adult (parent or otherwise) would be ideal for this requirement.

***Teaching Idea: Loaves and fish in a Paper Plate Basket***

**Materials:** Paper plates; Hole punch; Yarn, 10-ply or larger; Safety scissors; Crayons or markers; Bread and Fish Pattern (see diagram in Activity Book, pg 30)

**Procedure:**

**Ahead of time:** Basket suggestion - Each basket is made of two paper plates.

- For each Little Lamb, start by cutting one of the paper plates in half.
- Lay the halved paper plate on top of the whole paper plate
- Punch holes along the outer rim of the half paper plate and the paper plate behind it (later the children will thread yarn through the holes to weave the plates together and create a basket)
- Cut the yarn into lengths that will be long enough to weave through the holes in the paper plate. (the length of the yarn will vary depending on what size paper plates you use)
- Tie a knot in one end of the yarn
- Give each child one whole plate and one half plate with pre-punched holes and one piece of yarn
- With the help of an adult, have the children weave the yarn through the holes to attach the half paper plate to the whole paper plate.
- Have an adult tie a knot at the end of the yarn when they have finished weaving.
- Next, give each child the two fishes and five loaves template to colour, cut out, and place in their baskets.

### III. I Can Care for My Body

#### A. Complete the Healthy Foods award

**Requirements:**

1. Listen to a book about healthy foods.
2. Say three things you learned about healthy foods.
3. Play a game about healthy foods.
4. Make a healthy foods craft or chart.

**Helps:**

1. Book suggestion - Let's Eat: What Children Eat Around the World by Beatrice Hollyer (Henry Holt, 2004) or a book of your choice
2. Ahead of time, consult Health Dept websites, local government health websites, international health organisations eg. [World Health Organisation](http://WorldHealthOrganisation.org), UNICEF ([unicef.org](http://unicef.org)) and UN Food and Agriculture Organisation ([fao.org](http://fao.org)).

Research what kinds and quantities of food children should be consuming to be considered healthy. In some cultures, obesity is a problem, while in other regions poverty and malnutrition are more of concern. Be sensitive to the needs and background of the children and parents in your group as you lead this award.

*Some general information about food includes:*

**Proteins**

- You probably know you need to eat protein, but what is it? Many foods contain protein (say: pro-teen), but the best sources are beef, poultry, fish, eggs, dairy products, nuts, seeds, and legumes like black beans and lentils.
- Protein builds, maintains, and replaces the tissues in your body. (Not the tissues you blow your nose in! We mean the stuff your body's made up of.) Your muscles, your organs, and your immune system are made up mostly of protein.

**Vitamins**

- Vitamins and minerals are substances that are found in foods we eat. Your body needs them to work properly, so you grow and develop just like you should. When it comes to vitamins, each one has a special role to play. For example:
- Vitamin D in milk helps your bones. Vitamin A in carrots helps you see at night. Vitamin C in oranges helps your body heal if you get a cut. B vitamins in leafy green vegetables help your body make protein and energy.

**Minerals**

- Just like vitamins, minerals help your body grow, develop, and stay healthy. The body uses minerals to perform many different functions – from building strong bones to transmitting nerve impulses. Some minerals are even used to make hormones or maintain a normal heartbeat.
3. Work with either real foods or with pictures/sketches/clipart of healthy foods like those they have learned about in this award.

**Teaching Idea: Fruit Kebabs**

**Materials:**

- A variety of fruit
- Containers
- Wooden skewers, coffee stirrers, or swizzle sticks

**Procedure:**

**Ahead of time:** Cut a variety of fruits into bite-size pieces and place each type of fruit into separate containers. Use lots of bright colours and great scents. Show the children how to put fruit onto wooden skewers, coffee stirrers, or swizzle sticks to make colourful kebabs.

Food Safety - best to place a variety of fruits on a plate for each child with a number of kebabs. As the children make their own kebabs, talk to them about healthy eating, taste, touch, and scents. Let them eat each kebab as soon as it is made. Repeat several times. Note - ask parents about their children and if they have any allergies to fruits

**Teaching Idea: Matching Cards**

**Materials:** A group game can be created with pictures of food on index cards (pairs). Create piles of the types of foods (from all food groups).

**Procedure:** Children must look at the picture and decide if it is a fruit group, vegetable group, protein group, or breads and rice group. Family groups or adults mixed with small groups of children work best for this age grouping for this activity.



Link for cards: [http://www.nourishinteractive.com/nutrition-education-printables/category/50-kids-home-classroom-group-activities-games?utf8=%E2%9C%93&type\\_id=16&age\\_id=5&grade\\_id=1](http://www.nourishinteractive.com/nutrition-education-printables/category/50-kids-home-classroom-group-activities-games?utf8=%E2%9C%93&type_id=16&age_id=5&grade_id=1)

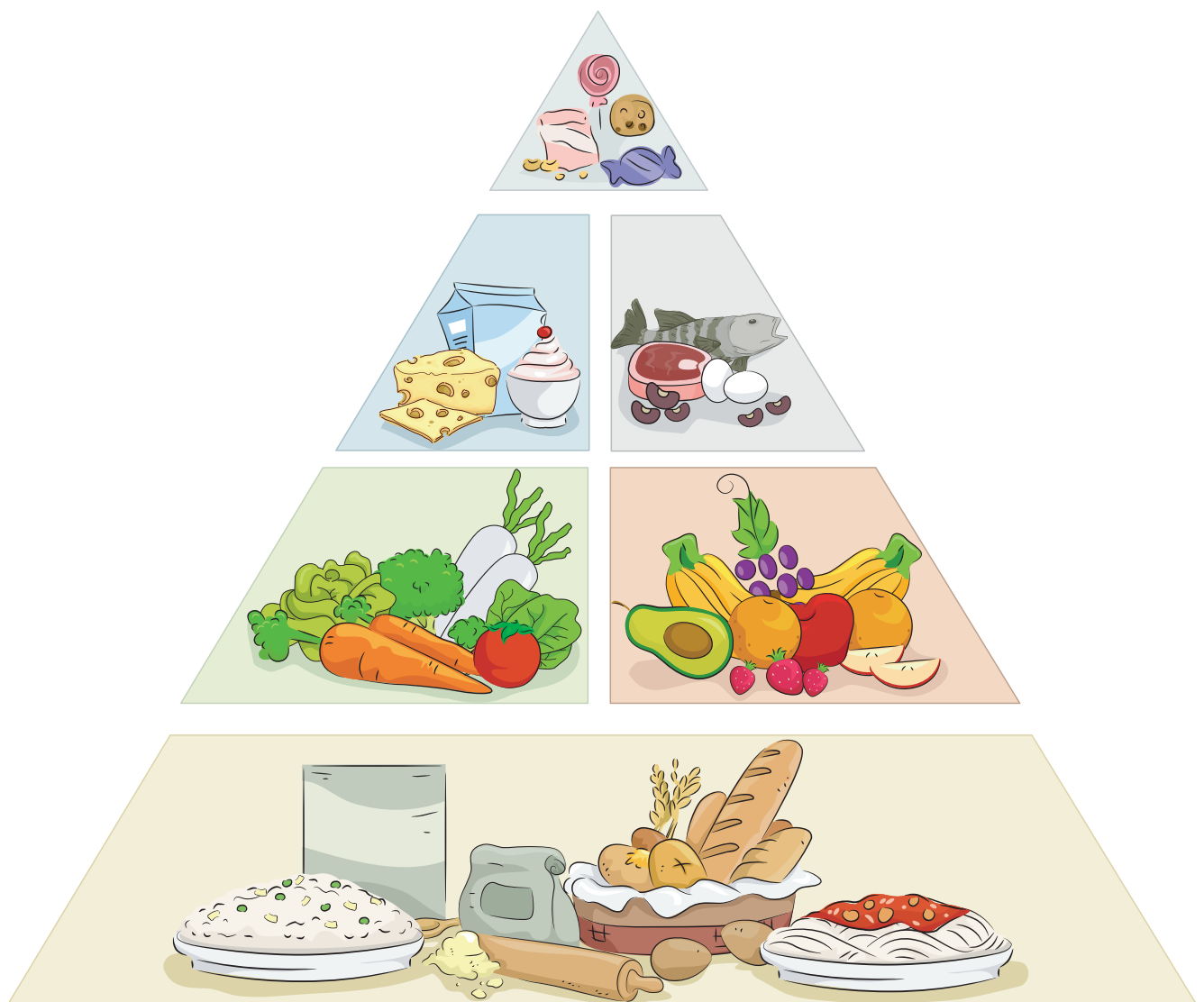
4. More than 100 nations across the globe have created food nutritional guide programs.

Link: <http://www.fao.org/nutrition/nutrition-education/food-dietary-guidelines/en/> or search “food guide nutrition chart.” Some food guides are graphically organised as “My Plate,” the “Food Pyramid,” or “Food Groups.”

The UN’s Food and Agriculture Organisation has digitally published an entire health and diet book - <http://www.fao.org/docrep/007/y5740e/y5740e00.HTM>

Once you know what your country food guide program is, use a search engine with that food nutritional language and “kids chart colour project”

Work with either real foods or with pictures/sketches/clipart of healthy foods like those they have learned about in this award.



### ***Teaching Idea: My Paper Plate***

**Materials:** Glue sticks or school glue; Paper plate, pictures of foods that would naturally go together yet be nutritious (ex. Noodles and vegetables, salads and casseroles and beans, beans and rice and vegetables, fruits of all types. All these pictures should be small enough (and pre-cut from coloured paper) so that when the children glue them onto the plate quickly in the proportions recommended by the [UN/FAO/UNICEF/local govt health department](#).

**Procedure:** Ahead of time copy and cut out the food items. Arrange “piles” of food types in the middle of the craft center table. Have a paper plate for each child. Help the student create glue zones on their plates so that they can choose and attach foods that together make a healthy meal. Let project dry.

### ***Teaching Idea: Making Snacks***

**Materials:** cups to place a few healthy snacks into. Items such as crackers, fruit juice boxes, servings of fruit, carrot sticks and broccoli florets all tend to work. Please check with parents or individual health forms for allergies before assembling the snack cups.

**Procedure:** Have Little Lambs wash their hands, then help assemble healthy snacks for the entire group or club. As you eat, ask them what makes it a healthy meal and what other things would make healthy snacks.

## I. I Have a Family

### A. Complete the My Family award

#### Requirements:

1. Sing a song about families.
2. Listen to a story about families.
3. Say 3 things you've learned about families.
4. Make a craft about families.
5. Complete an activity about families.

#### Helps:

1. Before singing the song, listen to the children tell you about what types of people there are in THEIR families and in other families they know (daddy, mommy, siblings, grandparents, uncles & aunts, cousins, etc.). Remember that a "nuclear" family may be any combination of any of the above and even more options, including divorced and blended family units! As the adult leader you are responsible for treating each family type as equally valid and valuable to the child.

[Youtube](#) has a version of the song available - "[With Jesus in the Family](#)"

With Jesus in the family, happy, happy home.  
Happy, happy home. Happy, happy home.  
With Jesus in the family, happy, happy home.  
Happy, happy home.

- With Mommy in the family...
  - With Daddy in the family...
  - With Grandpa in the family...
  - With Grandma in the family...
  - With Auntie in the family...
  - etc. (all possible relatives important to the children in your group)
2. Remember that reading (and listening to books read) is a life skill that will help your group of children succeed in their future. Help them make sure that reading and listening is a part of each of your meetings.  
  
Bible stories about families include the story of Abraham, Sarah and Isaac; Samson and his parents; Joseph, Mary and Jesus and many more. Because most of these stories span a wide variety of biblical verses, it is important to find the children's illustrated books that are written for young children that help you tell the story more smoothly than the Bible passage does.
  3. Discussion from #1 can grow to include family heritage (where families are from), language, favourite foods, and much more. This is a special time for your group to share. Be sure to help them all experience the time, even if it means encouraging some to be more reserved than they would normally wish to be.

#### 4. **Teaching Idea: My Family Tree**

##### **Materials:**

Sheets of construction paper, 12 × 18 in (30.5 × 45 cm); Green tempera or finger paint; Shallow containers; Crayons or markers; Newspaper/disposable tablecloths; Smocks

##### **Procedure:**

**Ahead of time:** You'll need one piece of construction paper for each child.

- On each sheet of paper, draw a tree trunk and grass.
- Draw a large circle above the tree trunk. This is the area the children will fill in with handprints to represent leaves.
- Pour enough green tempera or finger paint to cover the bottom of a shallow container (disposable plastic plates work well)
- Cover the area where the children will be painting with newspaper, disposable tablecloth, or something else that can easily be cleaned
- Have each child wear an oversized adult shirt or make smocks out of trash bags (cut a hole in the bottom of the bag for the child's head and holes in the sides for their arms)
- Show the children how to place one hand palm down flat in the paint and then press it onto the paper in or near the circle (don't worry if the "leaves" are all over the picture and not in the circle)
- After the children have put the leaves on their trees, have an adult ask the children for the names of their family members and then print the names on the leaves (the children may not know proper names of their family members, so it's okay to write Grammy, Mommy, or Daddy)
- Remember to include the child's name on one of the leaves. Encourage the child to write their own name in that space
- With the Little Lambs, often their family members are present, so you have a lot of options!
- Fill out page 35's Family Tree diagram - add boxes for names if needed to represent the child's family.

#### **Teaching Idea: (Activity Book) Stick Figures**

**Materials:** Activity Book; crayons or washable markers

**Procedure:** Have the children draw their families. As four year olds, adults will need to help a lot. Other options include sticking pictures of adults in the frame and colouring them, or using stickers/foam stickies, etc. in the frame to represent their family members

This is the least exciting or all the options available to your group! You may even choose to do more than one activity as you close your meeting time together.

#### **Teaching Idea: Matching Game**

**Materials:** Prepared pairs of family member pictures (either from printouts or photos) (x20 or more sets)

##### **Procedure:**

- Ahead of time, create pairs of matching "cards" that have photos/pictures/drawings of different types of people who are part of families (grandparents, uncles, aunts, boy cousins, girl cousins, sister, brother, father, mother, etc.)

- Mix the cards and place face down on the floor in the middle between the groups.
- Have each family unit present (or make “families” (teams)) flip over one pair of cards.
- If they match, the family may pick it up.
- Play continues around the circle.
- When all cards have been matched, the game is over.
- The family with the most sets wins!
- Have families talk about the family members represented by the pictures when they make set.

#### 5. **Teaching Idea: Family Appreciation**

**Materials:** none

**Procedure:** Have each family meet in a circle. Have each one take a turn saying one thing they like about being a part of their family. If some kids aren't attending with family members, having one large group where appreciations are shared with everyone else also works!

## II. Families Care for Each Other

### A. Complete the **Special Helper** award

#### **Requirements:**

1. Listen to a book about being helpful.
2. Sing a song about being helpful.
3. Play a game about being helpful.
4. Make a craft about being helpful.
5. Help a family member with a special chore for one week. (i.e., feed a pet)

#### **Helps:**

1. Online search engines often lead to online videos that “read” or “tell” helping other stories.

Video suggestion: “[The Good Samaritan Holy Tales](#)” on [youtube.com](#).

Other videos or books can be found using the words “[online free books video helping others preschool](#)” in your favourite search engine

2. [Youtube](#), christian songs available on itunes or other media sources have songs that your children may enjoy learning. Memorisation is not the ideal, but rather exposure to another kid’s song about a character trait we hope they will learn.

#### **Teaching Idea: This Is the Way We Help at Home Song**

**Materials:** A box of props for each child (suggested props: brooms, toys, dust rags, sponges— the children can also make the motions of the cleaning activity rather than using props)

#### **Procedure:**

**Ahead of time:** Place one prop for each verse of the song in a box. You’ll need a box of props for each child.

Begin by modeling (singing a verse and doing the actions) the song “This Is the Way We Help at Home.” You may be more familiar with this song’s original title, “Here We Go Round the Mulberry Bush.” But if not, go to [kididdles.com/lyrics/m014.html](http://kididdles.com/lyrics/m014.html). For each verse, you’ll use a motion that represents the activity for that verse. You can also create your own verses to match the story you read or activities that are relevant to your kids and community. Sing each verse more than once.

#### Suggested Verses

This is the way we sweep the floor,  
Sweep the floor, sweep the floor.  
This is the way we sweep the floor  
So early in the morning.

This is the way we pick up toys,  
Pick up toys, pick up toys.  
This is the way we pick up toys  
So early in the morning.

This is the way we dust the house,  
Dust the house, dust the house.  
This is the way we dust the house  
So early in the morning.

This is the way we wash the car,  
Wash the car, wash the car.  
This is the way we wash the car,  
So early in the morning

#### ***Teaching Idea: Helping Hands Song***

**Procedure:** Have different family groups listen the song, then figure out ways to “act out” the actions in one of the verses.

**“HELPING HANDS”** (available on [youtube](https://www.youtube.com/watch?v=Ug8vUw1tY08) search “song helping hands childrens music video)

Music: Chris G. Lyrics: Chris G., Cathy Gehr

When I see someone fall down  
I will lift them up.  
If they’re lying on the ground  
I’ll use my helping hands.  
Chorus:  
Helping hands helping one another.  
I’ll do all I can with my helping hands.

If my Mommy is the cook  
And the baby’s crying,  
I will read to him a book  
And use my helping hands.  
Chorus:  
Helping hands helping one another.  
I’ll do all I can with my helping hands.

If my Daddy is alone  
Working in the garden,  
I will help him weed and hoe  
With my helping hands.

Chorus:

Helping hands helping one another.  
I'll do all I can with my helping hands.

Hands should never hurt or fight  
Or make someone unhappy.  
Do some good and make things right  
With your helping hands.

Chorus:

Helping hands helping one another.  
Let's do all we can with our helping hands.

[Repeat]

Oh, let's do all we can with our helping hands.  
Oh, let's do all we can with our helping hands!

3. Cleaning the house is a great way to model being helpful at home!

**Teaching Idea: Clean up Relay**

**Ahead of time:** Adults can bring different toys and objects from home. There should be at least 8-10 objects for each family.

Procedure:

- Place the objects in the game center area.
- Each group or family's job is to "on go" race out and in a relay fashion bring back one item at a time from "the messy floor" and place it in the family's "basket."
- The team to collect the most items by the time the center of the floor is CLEAN is the winning family.
- CAUTION to parents -- this game's goal is NOT for parents to be competitive but rather to have parents and children learning to "clean together."

Conversation to follow game should include questions such as

- What was the best part of the game?
- Why did parents help in the game?
- What are things you like to clean at home?
- How can mommies and daddies help clean?
- How can you help them clean?
- How can you celebrate when you win the clean up game at home?

4. Any craft where the child is helping or working on a project that reminds them to help would work for this activity.

**Teaching Idea: Sewing Fun**

**Materials:**

- Poster board
- Hole punch
- Yarn
- Scissors

**Procedure:**

**Ahead of time:** Cut several shapes out of poster board. Then use a hole punch to evenly space holes along the outside of the shape. Cut out pieces of yarn long enough to weave in and out of the holes for each shape. In order to hold the children's interest, you'll need to have a variety of shapes and colours of yarn for the children to use.

Begin by showing the children how to sew a button onto a piece of fabric. Then show them how they are going to sew by weaving yarn through the holes on the cut-outs provided. You may want to let the children take home one of the cut-outs and some yarn.

5. There are many chores that 4 year olds can do (with help). Feeding a pet, putting their clothes in the hamper, making their bed, or help fix a simple meal. As the adult leader, be sure that parents and children have a chance to plan what they will do to be helpful each day for the next week.

Some Adventurer Clubs only meet 1-2 times in a month. If so, have them help with chores "most days" until the next meeting.

### III. My Family Helps Me Care for Myself

#### A. Complete the **Healthy Me** award

**Requirements:**

1. Listen to a story about being healthy
2. Say three things you learned about being healthy.
3. Play an action game about being healthy.
4. Complete an art project about being healthy

**Helps:**

1. Listen to a story means you can either read your little lamb a book about being healthy, listen to a story from online, or watch a short story about being healthy. If you search for "[free online books about being healthy preschool](#)" several free online resources including youtube videos are available. Most support a vegetable-rich diet and exercise. You will have to search more carefully if vegetarianism or veganism is important to your presentation.

***Book suggestions if these are available in your library or can be purchased online:***

- Read the book *My Body Head Toe* by Lisa Bullard.
- Read the book *"From Head to Toe"* by Eric Carle. It is a fun adventure with energetic animals that encourages kids to be healthy. This is the same author known for *"The Very Hungry Caterpillar,"* a book read and loved by THOUSANDS of pre-scholars.



One fun activity that may help you during this award is an interactive song:

***Teaching idea: Act the song Head and Shoulders from Starfall***

Head and Shoulders, Knees and Toes  
Head and shoulders, knees and toes, knees and toes,  
Head and shoulders, knees and toes, knees and toes,  
And eyes and ears and mouth and nose,  
  
Head and shoulders, knees and toes, knees and toes.  
Fingers, elbows, hip and ankles, hip and ankles,  
Fingers, elbows, hip and ankles, hip and ankles,  
And hair and cheeks and chin and neck,  
Fingers, elbows, hip and ankles, hip and ankles.

**Procedure:**

- Have the leader sing the song SLOWLY and ‘doing the actions’ where they point to each body part on their body with the palms of both hands.
  - Once the children see how to do it, they can join in by doing the actions themselves.
  - As the group gets more comfortable, increase the speed of the song (sing together or just have leader lead, depending on the children’s skills).
  - Only go as fast as the children can accomplish successfully.
  - Celebrate each new success!
2. This list would vary based on which book or resource you read, listen to or watch in requirement #1. Remember, you can combine these two requirements and pause and ask the children (as you read the book) “what does this tell us about being healthy?”

Sample answers THEY GIVE YOU could include:

- We have many parts of our body that can move and exercise
  - It is good to exercise to keep healthy
  - We need to move a lot to get enough healthy exercise.
  - Veggies are good for my tummy
  - I should eat all my veggies, even the ones I don’t like
  - We need to eat different kinds of food to be healthy
  - We need to be healthy in order to grow and develop.
  - Healthy eating is important for the proper formation of bones, teeth, muscle and a healthy heart.
- Remember you wish for them to give YOU answers in their words based on the resource(s) that they are listening to during your time together.

### 3. *Teaching Idea: Healthy Food Game*

**Materials:** pictures of healthy and unhealthy foods

**Procedure:**

- Give each of your Little Lamb a picture of a healthy or unhealthy food.
  - Ask them to keep their picture hidden from the other children.
  - Challenge the Little Lambs to form two groups.
  - All of the children with healthy foods get together in one corner of the room while all of the children with unhealthy foods gather in another area.
  - Once the groups are formed, allow each Little Lamb to show his food so the class can discuss why it is healthy or unhealthy.
  - Have everyone bring their picture to a middle pile.
  - Mix the foods up.
  - Repeat the game several times.
  - If "toy foods" are available those may be used in the same way.
4. Choose one of the following activities to complete with your children, or create another activity to fulfill the requirement.

### *Teaching Idea: Good and Bad Teeth*

**Materials:** Draw or print full page pictures of a tooth (one per page, 2 per person); magazines of food and drinks and other things teeth experience.

**Procedure:** Have children draw a smile on one tooth and a frown on the other OR have parents prepare the smile/frown versions ahead of time.

With the children, brainstorm what makes our teeth "happy" and "sad"! This project a great chance to review all the things we can do to take care of our teeth and all the things we should be avoiding. Children choose the images from the magazines and have their parents cut them out. Adults and children work together to glue the images onto the correct/appropriate tooth.

### *Teaching Idea: Food Groups Mobile*

- Hand out a paper plate to each of your Little Lamb.
- Provide magazines, glue and scissors.
- Ask the children to go through the magazines to find healthy foods to create a tasty meal.
- Have your Little Lambs glue the foods to the paper plate.
- Allow them to share their healthy meals with the class.
- Present the five food groups to the group using posters or other resources eg. pictures online.
- Have your children draw or colour pictures of foods from each group.
- Glue them to five separate pieces of heavy card-stock to separate the groups.
- String the card-stock from yarn. Craft can be taken home or left to be displayed in the Adventurer room/space at church.

## I. The World of Friends

### A. Complete the **Creation** award

#### **Requirements:**

1. Sing a song about creation.
2. Listen to a story about creation.
3. Say 3 things you've learned about creation.
4. Make a craft about creation.
5. Complete an activity about creation.

#### **Helps:**

1. There are a lot of easy sing along songs available on your favourite online video program (such as [Youtube](#)). Search for "creation song children"
  - 'God made them all' - <https://www.youtube.com/watch?v=QLEIdSIE5os>
  - '7 days of Creation' - [https://www.youtube.com/watch?v=uGvz\\_uRkqVQ](https://www.youtube.com/watch?v=uGvz_uRkqVQ)
  - 'He made the whole World by His Word' - <https://www.youtube.com/watch?v=Q75Xhu3AVww>
  - Jesus Makes Everything Good (Heaven is for Kids, p. 9; Youtube or other places online)
  - If I Were a Butterfly (illustrated song can be found on YouTube or other places online)
2. Books, Bible stories, or online kids' videos all fulfill this requirement.  
Your favourite online video program likely has a wide variety of animations or short stories about the creation of the world available for viewing. Use the terms "[creation story preschool](#)" or "[creation story kids](#)" to find some of the best.
3. This learning list would be based on which video, book, or Bible story the children experienced. It is important that they discuss or even draw what THEY learned rather than what you wish for them to have learned. Be open to unique or unintended lessons learned.  
Guide to the major themes of GOD being our loving and caring Creator if needed.

#### 4. **Teaching Idea: Creation Wheel**

##### **Materials:**

- Use the enclosed template (Activity Book pg 42) or a free online template to create and colour a creation wheel. Y
- ou will need the design printed onto cardstock.
- You will need a metal brad and colouring tools to complete it.

**Procedure:** have the students colour both circles. Affix the brad to the center with the "wheel" on top of the "seven days pie pieces. Spin the wheel to reveal each day's creation.

### 5. *Teaching Idea: Playdoh | Clean clay days of creation*

**Materials:** Playdoh OR homemade “clean clay” both work for this activity.

**Procedure:**

Have kids choose their favourite bird, fish, or animal to make. Help them figure out whether the animal was made by God on day 5 or 6. Adults/parents can make symbols to represent what God made on other days (lightbulb for day 1; cloud or raindrop for day 2; plant/flower for day 3; sun moon and or stars for day 4). At the end, celebrate the Sabbath day that God created by working together to make a big “seven” OR by singing “Sabbath is a Happy Day.”

### *Teaching Idea: Created from Sand*

**Materials:** Sandbox or sandy beach, kids with their parents

**Procedure:**

Have kids lay on the sand. Parents PARTIALLY and carefully cover the kids with sand, then with their HANDS pretend to “create” them from the sand while a narrator or leader reads the story found in Genesis 2 to everyone out loud. A variation of this activity is for the children to bring plastic person figurines to the meeting. Use pails, pots, or trays filled with dirt, potting soil, or sand. Have them bury their plastic people, then “create” them out of “the dust of the ground.” This is a great time to remind children that only God gives life and that he is OUR Creator.

### *Teaching Idea: Matching Game*

**Materials:** images that represent each day of creation and the numbers one through seven in pairs, there could easily be 12 pairs (moon and stars with number 4; sun with number 4 for example). Children may draw the images for this activity.

**Procedure:**

Review what is on each card with the children and show them what matches. Use the cards by turning ALL of them over so they are face down. Have each parent/child pair choose two cards by flipping them to face up. If they match, they keep that day and tell everyone else about what God created on that day. If they don't find a match, they should go again until they find a match. Play continues until EVERY TEAM has a match or the matches are all used up, whichever happens sooner. If there are more than children than there are matches, play the game again so that everyone wins a card set.

## II. The World of Other People

### A. Complete the **Community Helpers** award

**Requirements:**

1. Listen to a story about community helpers
2. Pretend to be community helpers.
3. Play an action game using community helpers' skills.
4. Complete an art project about community helpers

**Helps:**

**Note:** Inviting Community helpers such as doctors, nurses, firemen, or policemen is a wonderful activity that can help children remember earning this award!

Ahead of time (weeks or months in advance) invite the fire department or police department to bring their vehicles and equipment along with them to demo to the young people. This activity can be done for the whole club, since most years, there is an ward that talks about Community helpers or leaders, safety, or something similar.

1. If you have invited a guest, have them tell an age-appropriate short story about their work.
2. Work with parents ahead of time to have a wardrobe of nurse, doctor, construction, plumber, police, firemen and other helper clothing or tools (dress-up is limited to the resources available to the club).

This is basically a game of “pretend” or “dress up.” It can a special event if the adults “play along” and ask for help and services from the little career-people. Ask questions about their jobs and see what they already know about their costume-characters! As adults, lead and guide the conversations, but help the children to share their knowledge and grow their knowledge about being grown-up community helpers!

3. The game of dress up in requirement 2 would also fulfill this requirement.
4. Puppetry is a fun way to review knowledge gained. Have each child make a puppet, and use it to talk to an adult about what they have learned about Community Helpers.

### ***Two types of Puppets***

**Brown Bag Puppets** - brown bag puppets (search engine “[brown bag puppets community helpers](#)” or “[brown bag puppets doctor nurse fire ambulance emt police](#)”) for patterns

**Stick Puppets** - Community Helper Puppets Print pictures of community helpers onto cardstock.

- Have the children colour in the pictures and then cut out the figures.
- Give each child a popsicle stick and show them how to glue the top half of the stick to the back of the picture to create a puppet.
- The children can then stage a puppet show, each taking on the character of their particular community helper puppet.

## **III. The World of Nature**

- A. Complete at least two of the following Little Lamb level awards: **Bodies of Water, Insects, Stars, Weather** or **Zoo Animals**

### **Bodies of Water**

#### ***Requirements:***

1. Listen to a book about lakes, streams, rivers, and oceans.
2. Sing a song about lakes, streams, rivers, and oceans.
3. Play a game about lakes, streams, rivers, and oceans.
4. Make a lakes, streams, rivers, and oceans craft.

### **Insects**

#### ***Requirements:***

1. Listen to a book about insects.
2. Say three things you learned about insects..
3. Play an action game about insects.
4. Make an insect craft.

## Stars

### **Requirements:**

1. Listen to a book about stars.
2. Say three things you learned about stars..
3. Play an action game about stars.
4. Make a star craft.
5. Sing a song about stars.

## Weather I

### **Requirements:**

1. Listen to a book about weather.
2. Say three things you learned about weather.
3. Play an action game about weather.
4. Make a weather craft.

## Zoo Animals

### **Requirements:**

1. Take a trip to the zoo, if possible, or watch a video or movie about a zoo
2. What animals did you see?
3. What kind of food did most of them eat?
4. Did you see any birds? If so, what were they? Name them
5. Draw or colour two things you saw at the zoo
6. Who made everything you saw at the zoo? Can you find the answer in the Bible? If so, where is it found?

### **Other Little Lamb awards not included directly in the Little Lamb Requirements:**

- |                       |                  |
|-----------------------|------------------|
| • Animal Homes        | • Jesus' Star    |
| • Friends of Animals  | • Jigsaw Puzzles |
| • Cyclist I           | • Pets           |
| • Swimmer I           | • Shapes & Sizes |
| • Birds               | • Sponge Art     |
| • Crayons and Markers | • Stamping Fun I |
| • Gadgets and Sand    |                  |

**Editors/Contributors:** Mark & Sherilyn O'Ffill.

### **Resources:**

Gomez, Ada. "Adventist Adventurer Awards." Adventist Adventurer Awards - Wikibooks.org. North American Division Club Ministries, 2014. Web. 26 July 2017. <[https://en.wikibooks.org/wiki/Adventist\\_Adventurer\\_Awards](https://en.wikibooks.org/wiki/Adventist_Adventurer_Awards)>.

Gooch, Jennifer A. Little Lamb Leader's Guide with 23 Themed Meeting Plans. 3rd ed. Lincoln, Neb.: AdventSource, 2007, 2015. Print.



