



Sunbeam

Activity Book



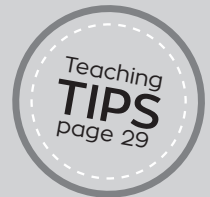
This book belongs to _____

Note to Instructors and Parent(s)/Guardian(s)

This activity book is designed as an ancillary resource to the Sunbeam curriculum. It is important that Adventurers learn through all their senses, so singing, smelling, listening, and activities that require movement should be of primary importance in your program.

Activity booklets may be used in whole, or the pages may be removed and completed one at a time. Collecting the completed pages and binding them together (with a stapler, yarn, or in a binder) at the end of the year will provide a keepsake for the children to remind them of their year as a Sunbeam.

In the back of this booklet you will find teaching helps for each activity (look for the icon to the right) and a checklist of investiture requirements for the Sunbeam level.



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Adventurer Law

Recite and accept the Adventurer Law.



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

Fill in the blanks and discover how much Jesus loves you.



loves _____ very much and
(my name)

wants me, _____, to be happy. That's
(my name)

why He came as a



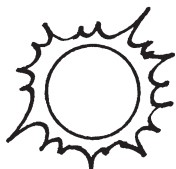
and



for me. Now _____

(my name)

can be a



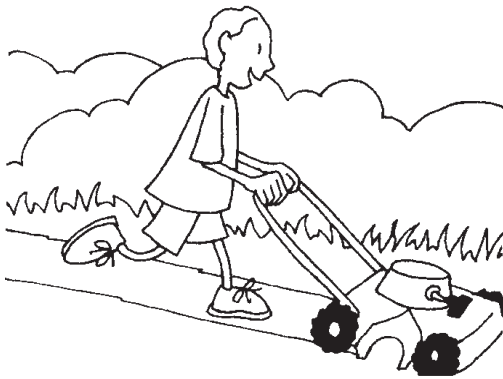
and help other people be



too.

Using the pictures on the next two pages, make an Adventurer Law Booklet.

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



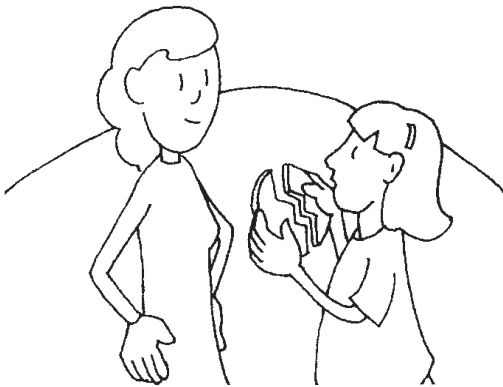
1

Be obedient



Be reverent

10



3

Be true



Be cheerful

8



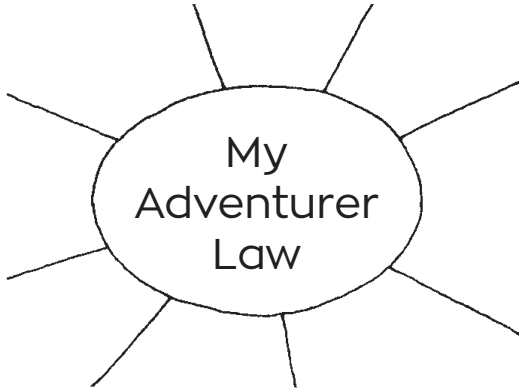
5



Be respectful





Be attentive

6

	 <p>My Adventurer Law</p> <p>Jesus can help me to ...</p>
--	---

 <p>9 Be thoughtful</p>	 <p>Be pure 2</p>
---	--

 <p>7 Be helpful</p>	 <p>Be kind 4</p>
---	---

Reading Award

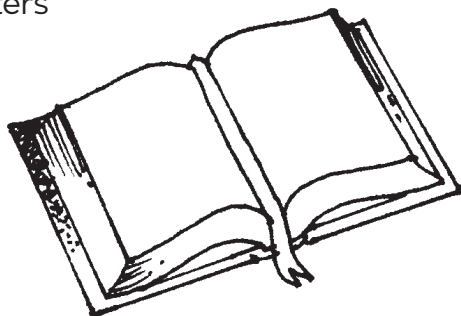
Teaching
TIPS
page 29

Complete the Sunbeam Reading award.

Read or listen to the book being read. Then color the picture.



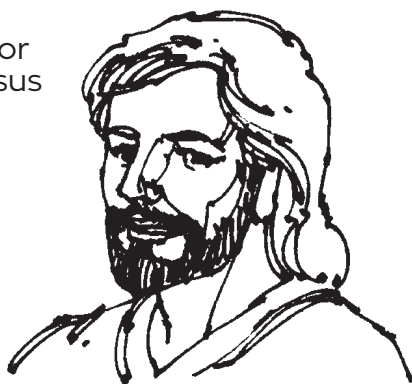
Two (2) chapters
from Mark



Book on
family, friends,
or feelings



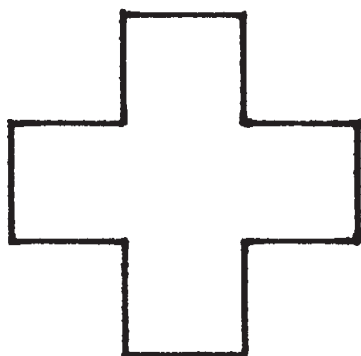
Bible story book or
a book about Jesus



Book on history or
missions



Book on health or safety



Book on nature



God's Plan to Save Me

Teaching
TIPS
page 29

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

- Birth
- Life
- Death
- Resurrection

OR

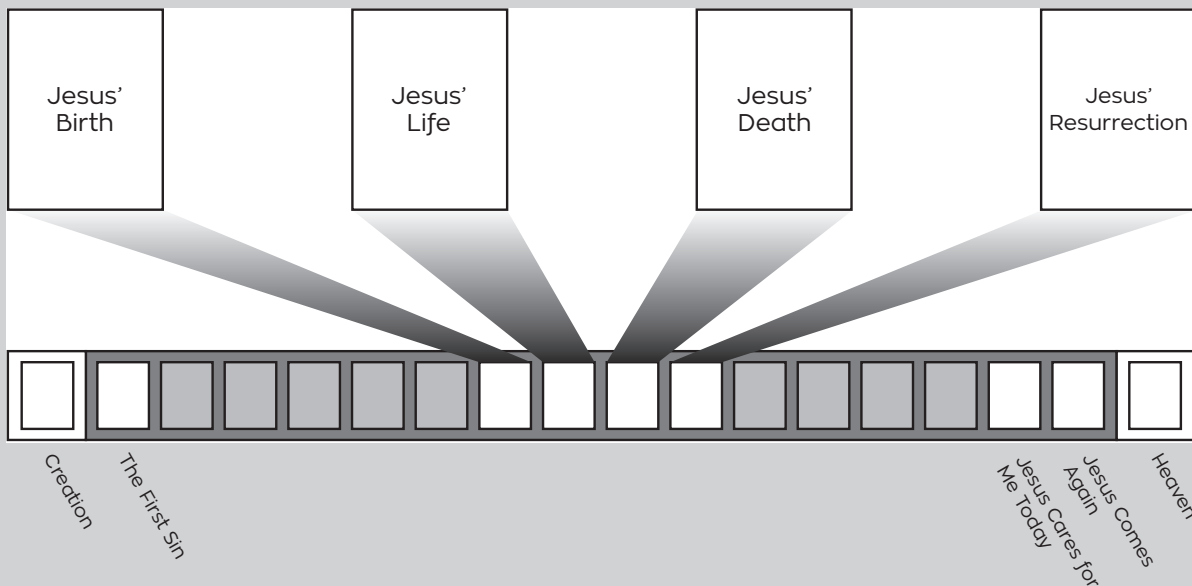
the Bible stories you are studying in school or Sabbath School.

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

I showed _____ !

STEP BY STEP

Sunbeam Bible Story Chart





Jesus' Birth

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



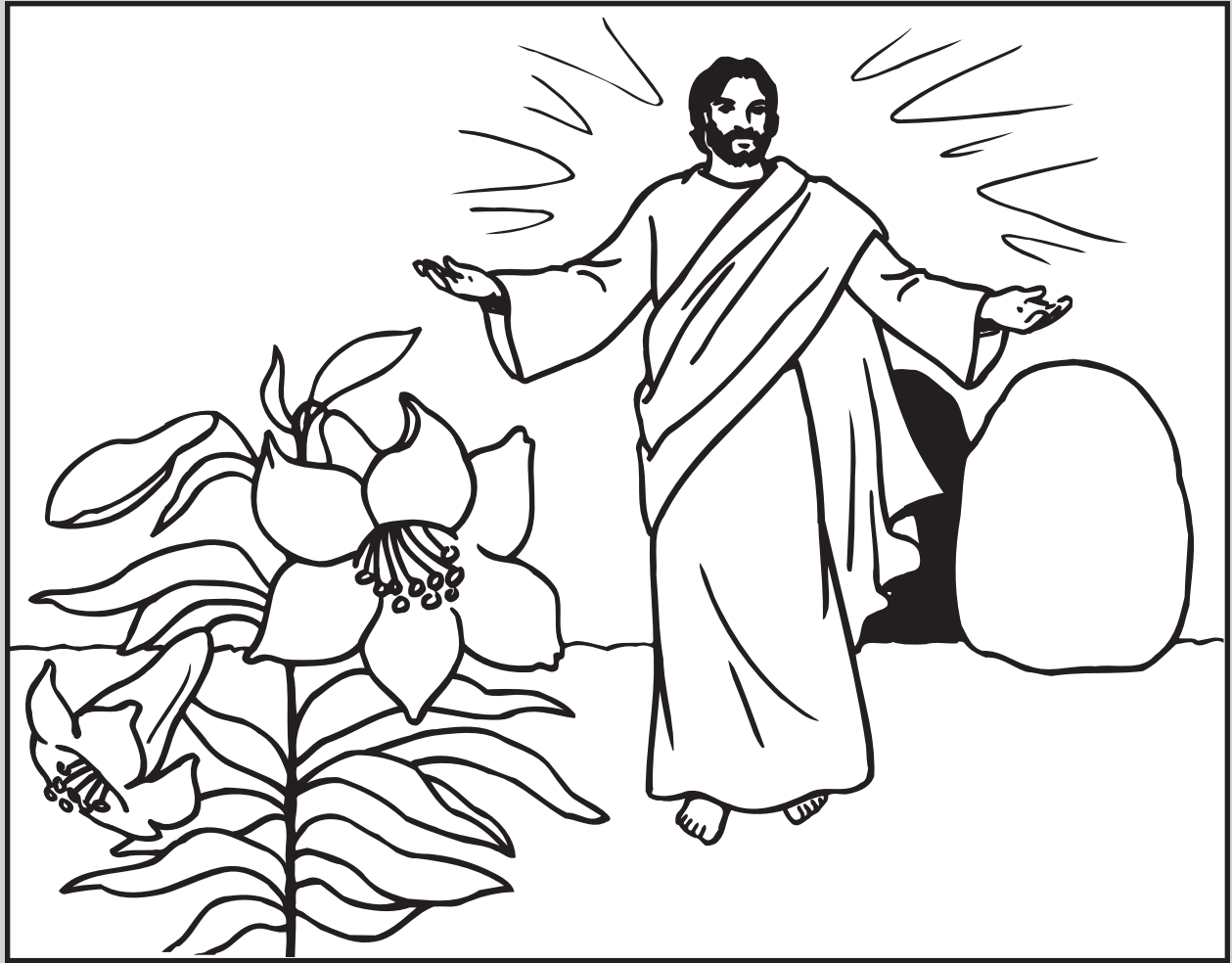
Jesus' Life

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



Jesus' Death

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



Jesus' Resurrection

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

God's Message to Me

Teaching
TIPS
page 30

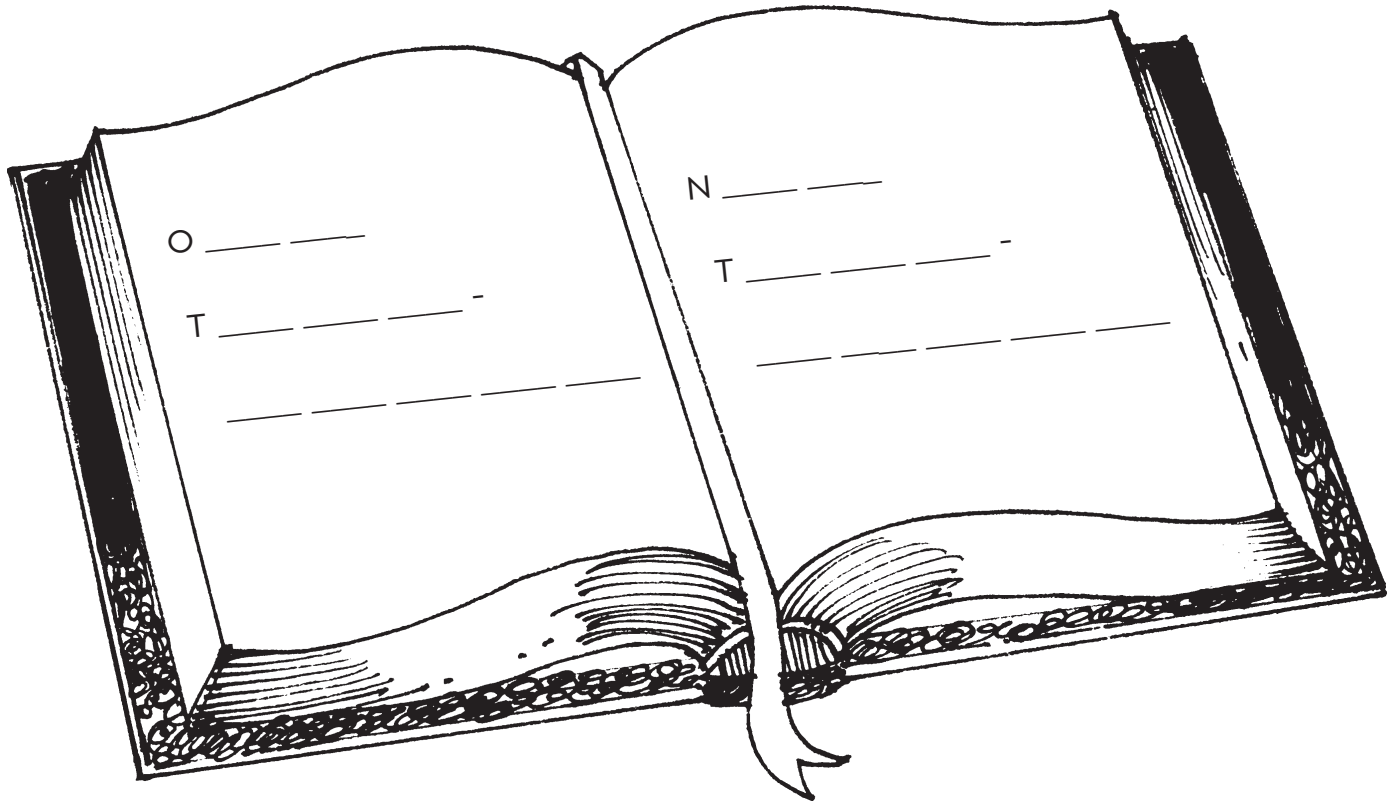
A. Memorize and explain two Bible verses about being saved by Jesus.

Match the texts with what they say.

- Matthew 22:37-39 Jesus will forgive and help me if I'm sorry for my sins.
- I John 1:9 To love God and other people is important.
- Isaiah 1:18 God wants me to live forever.
- Romans 6:23 Jesus wants to make me clean inside.
- Your choice



B. Name the two major parts of the Bible...



...and the four gospels.

1. M _____

3. L _____

2. M _____

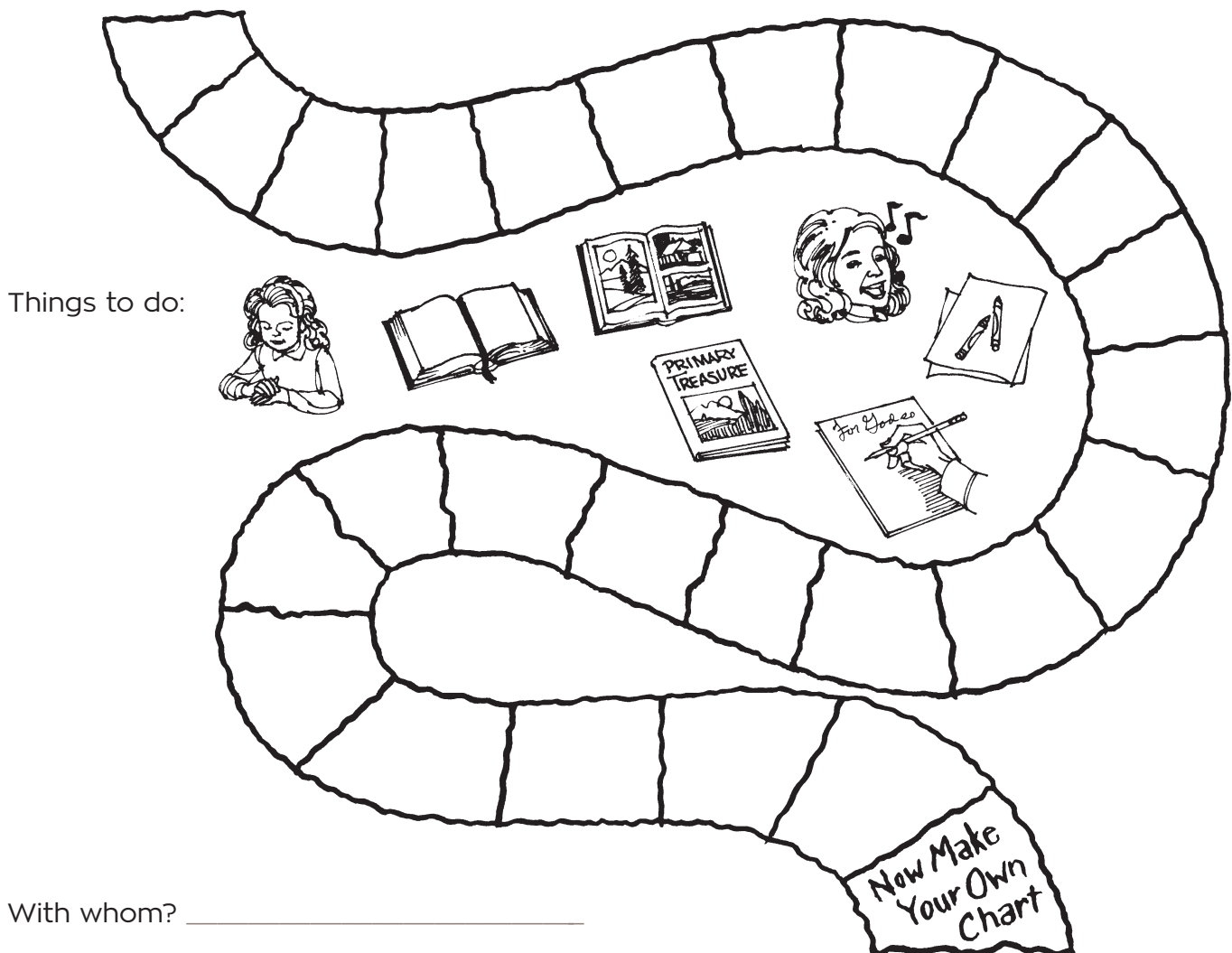
4. J _____

God's Power in My Life

Teaching
TIPS
page 30

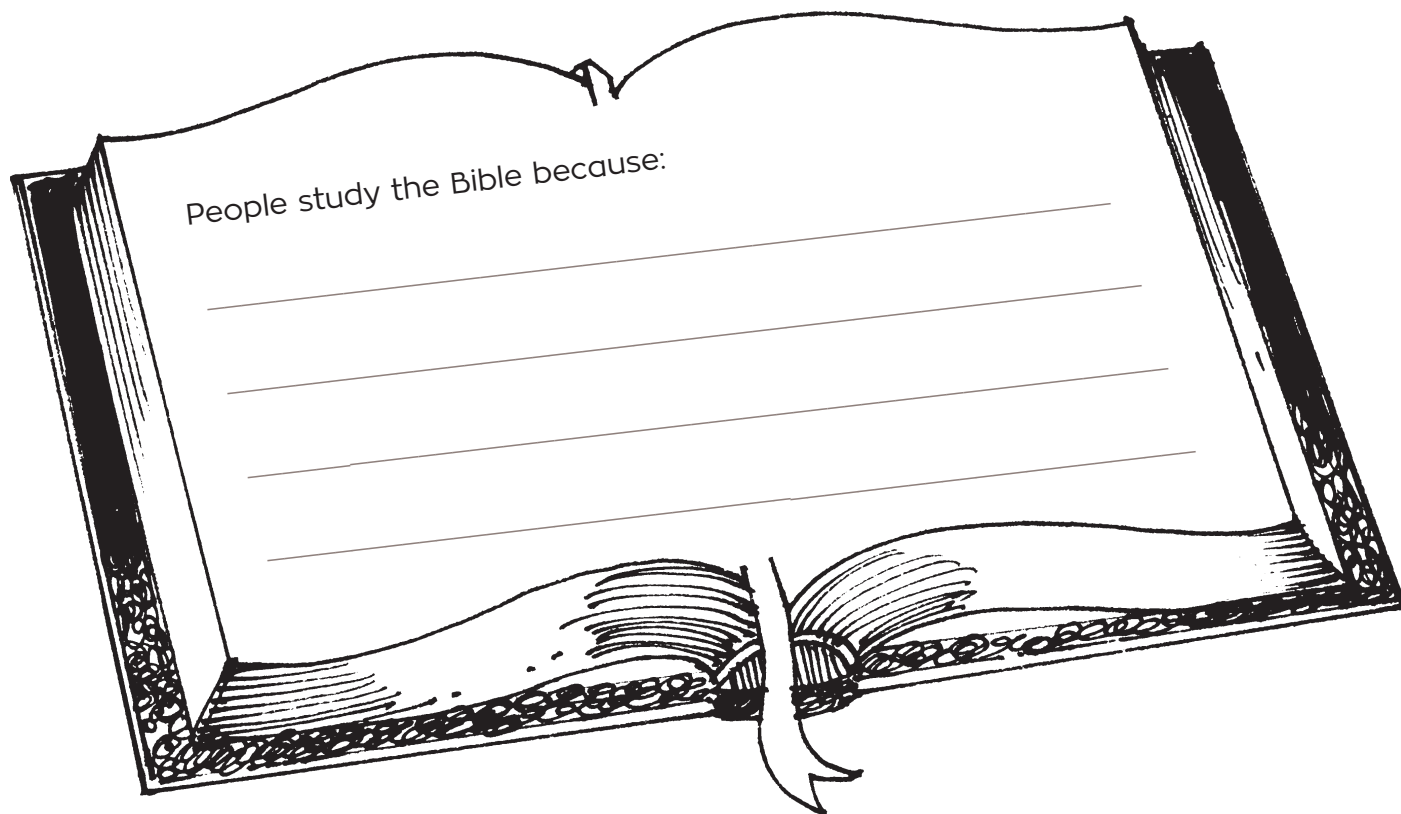
A. Spend regular quiet time with Jesus to talk with Him and learn about Him.

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



B. Ask three people why they study the Bible.

I'll ask _____

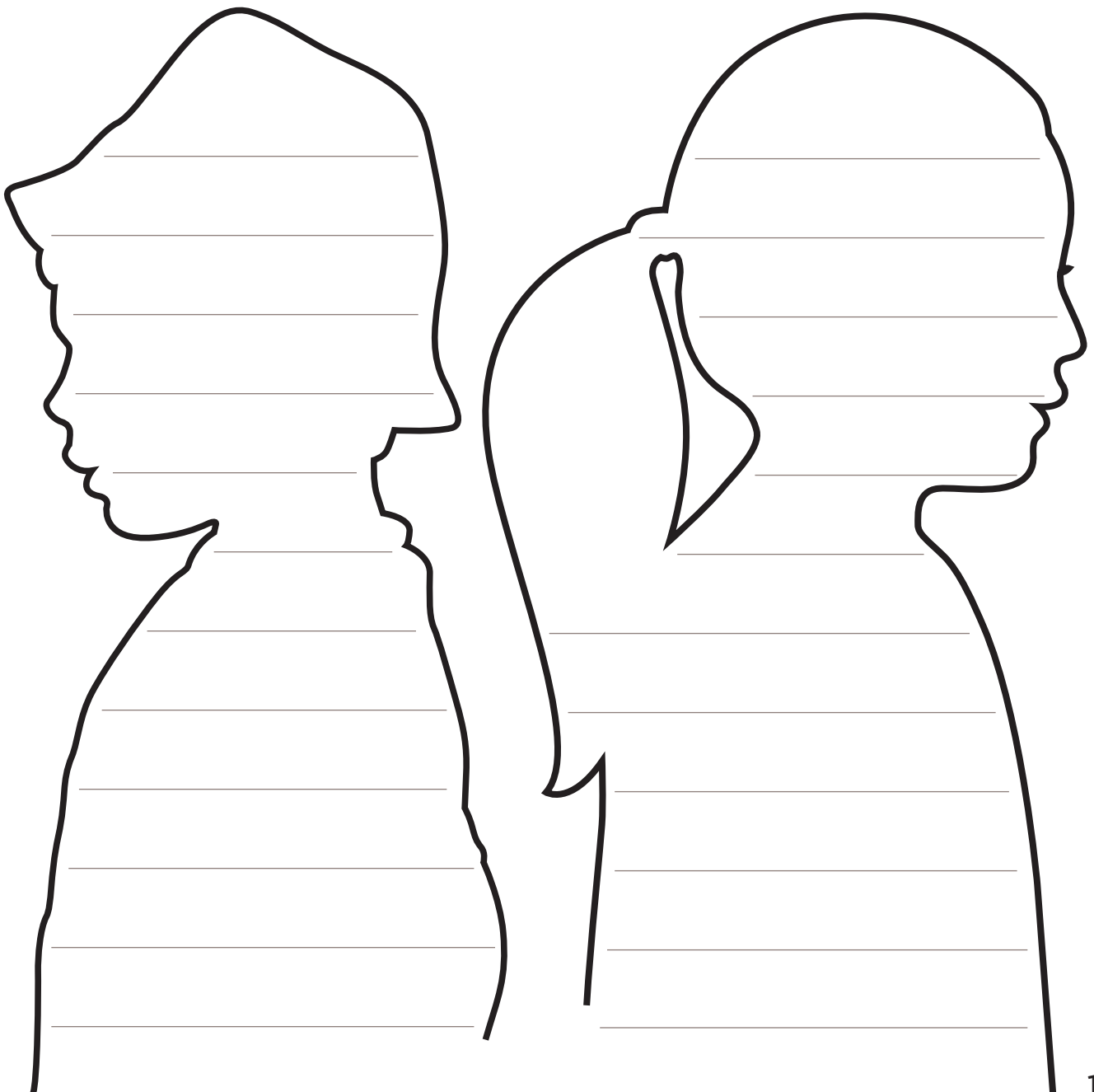


I Am Special

Teaching
TIPS
page 30

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

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





I Can Make Wise Choices





Participate in an activity about choices.

Use words or pictures to show what you would choose.



If I _____,

I would...



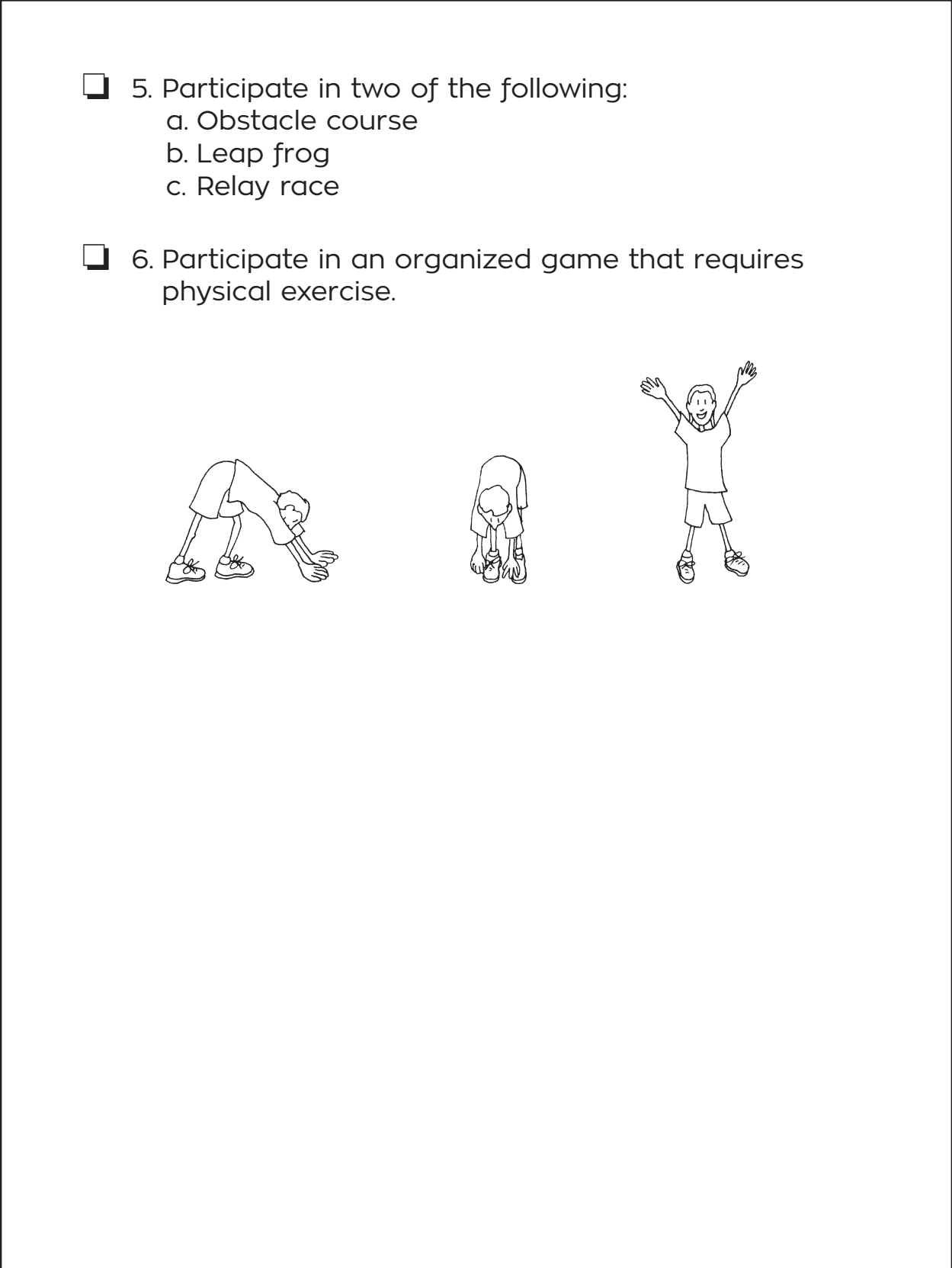
I Can Care for My Body

Teaching
TIPS
page 32

Fitness Fun Award



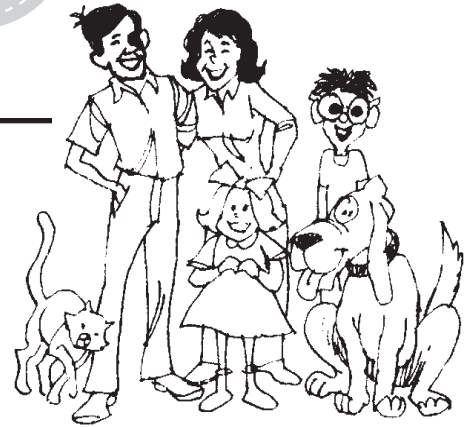
- ☐ 1. Read and discuss Jeremiah 29:11.
- ☐ 2. List at least four things that contribute to physical fitness.
- ☐ 3. Do three different stretches. Hold each for a minimum of 15 seconds.
 - a. Leg
 - b. Back
 - c. Arms and shoulders
- ☐ 4. Do four of the following:
 - a. Run, jog, or walk one-half mile
 - b. Skip
 - c. Jump rope for three minutes
 - d. Jumping jacks—do at least 15
 - e. Hop on one leg at least five times—see how many you can do
 - f. Sit-ups
 - g. Exercise of your choice



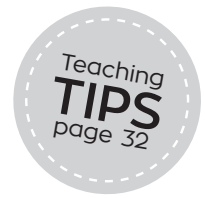
I Have a Family

Teaching
TIPS
page 32

Create a family collage, scrapbook, crest, or coat of arms.



Family Members Care for Each Other



A. Show how Jesus can help you deal with disagreements. Use puppets, role playing, or your choice.

Report on what you did:

**When I feel
unhappy with
someone, I will...**

1. Think about what the problem is.
2. Talk about it privately with the person. Listen.
3. Look for solutions together.
4. Ask for help, if I need to.

My Family Helps Me Care for Myself













Road Safety Award



☐ 1. Identify and explain 10 important road signs.

				
_____	_____	_____	_____	_____
				
_____	_____	_____	_____	_____




































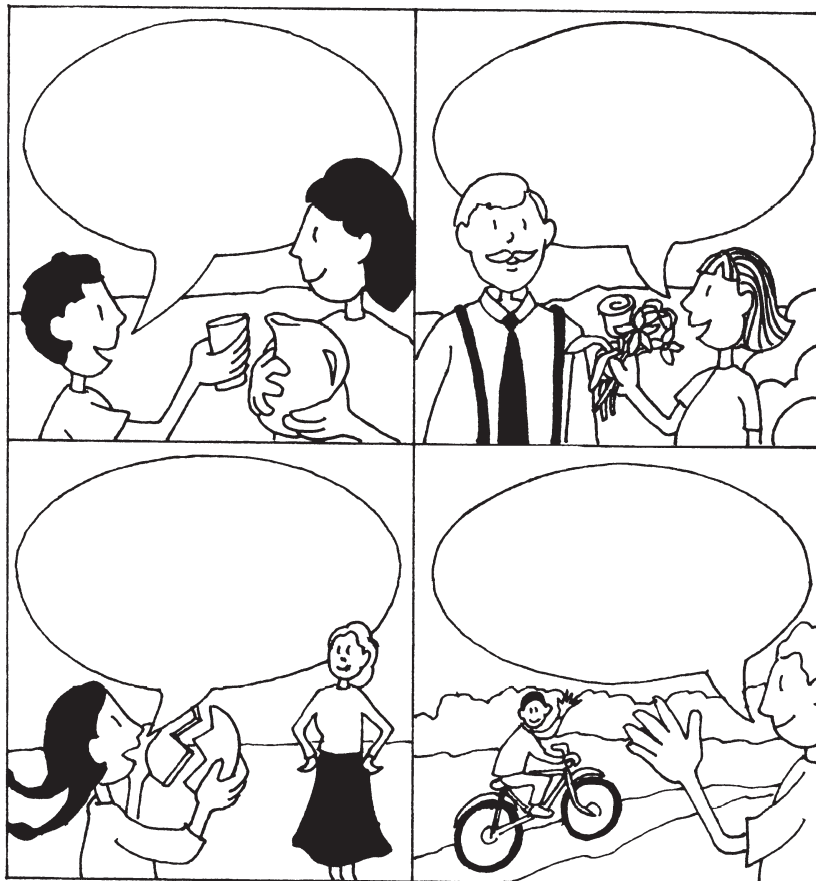



The World of Friends

	<h2>Courtesy Award</h2> 									
	<input type="checkbox"/> 1. Explain what "courtesy" means.									
	<hr/> <hr/> <hr/>									
	<input type="checkbox"/> 2. Recite and explain the Golden Rule.									
	<input type="checkbox"/> 3. Be able to demonstrate good table manners:									
	a. Properly set the table b. Correctly ask for and pass food c. Properly excuse yourself from the table									
	<input type="checkbox"/> 4. Make a telephone call using good telephone manners:									
	a. To an adult b. To a friend of your choice c. Be able to answer the phone correctly OR introduce:									
	d. An adult to a friend e. Your teacher to a parent/guardian									

- ☐ 5. Share an experience:
 - a. When an adult was courteous to you
 - b. When you were courteous to another person
- ☐ 6. Show acts of courtesy as you:
 - a. Ask for a drink
 - b. Say thank you
 - c. Apologize
 - d. Greet a friend
 - e. Share and take turns (not shown)

Fill in the balloon with a courteous statement.



The World of Other People



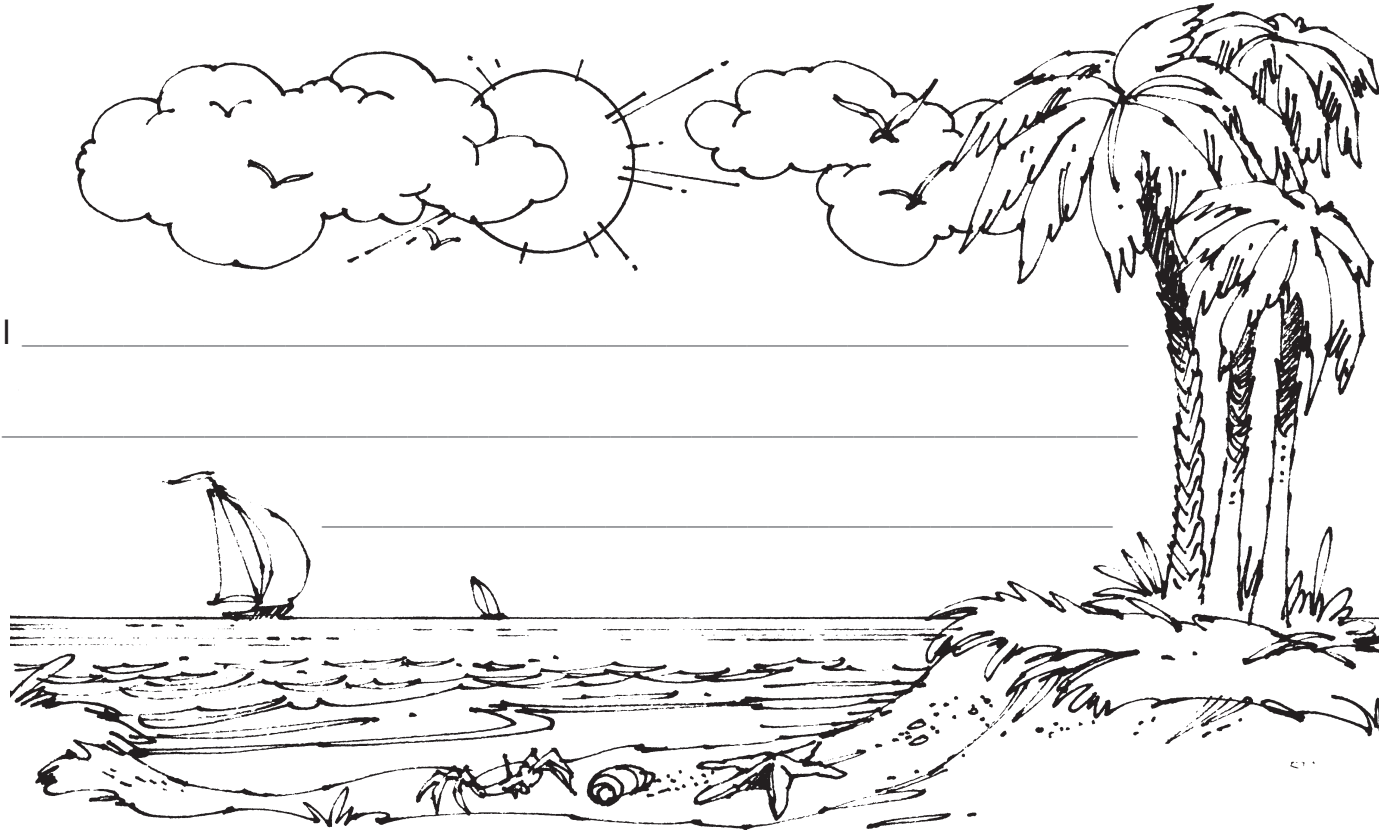
A. Explore your neighborhood. List things that are good and things you could help make better.

Good things












Things I can help make better












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

Share what you did.




The World of Nature












Friend of Nature Award













☐ 1. Take a nature walk and discover items of interest.

a. Show or tell what you found.
 b. Make these items into a collage or poster.

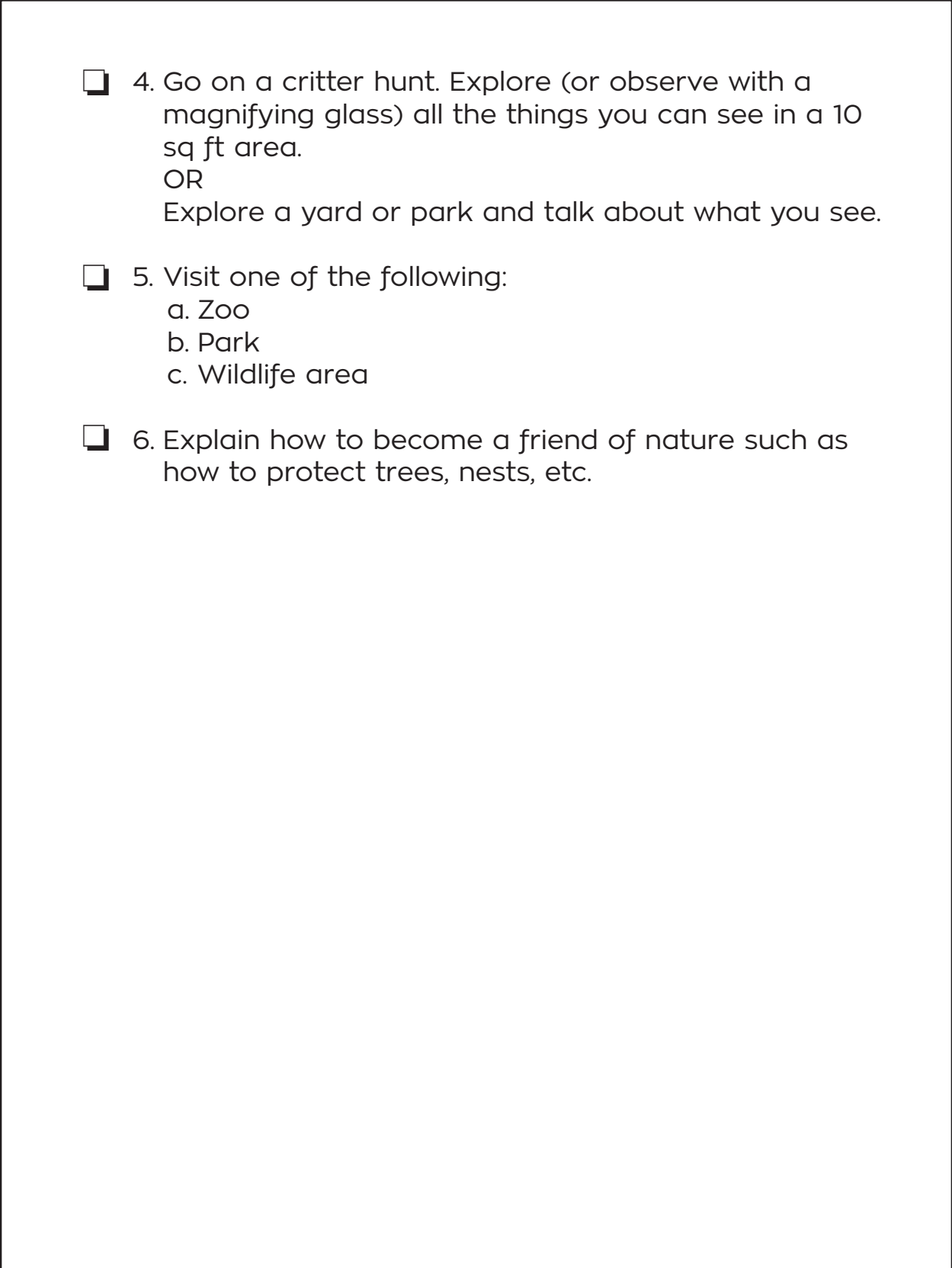
☐ 2. List the names of three different trees and do a bark rubbing of each.

☐ 3. Collect four different kinds of leaves and compare.

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Suggestions for Parents or Leaders

Basic

Page 5

The Sunbeam Reading award is given to children who read or listen while someone else reads:

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

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

Be sure that the books are:

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

My God: God's Plan to Save Me

Page 6

The Sunbeam requirement builds upon the Busy Bee emphasis on Jesus' love and care for us and His plan to save us from evil.

The primary focus of these stories is to help the children see the gift of God in Jesus—His birth, life, death, and glorious resurrection. When we hear stories of Jesus' love and care, we are drawn to Him. We can trust Him with our problems and cares.

As the children learn of Jesus and hear us talk about “giving our hearts to Jesus” they will want to know how this is done. Not all will be ready or willing to commit their lives at this time, but they can be given the opportunity to understand what it means to belong to Christ.

Do not pressure children to make a decision before they are ready. You may wish to follow this procedure:

1. Pray yourself for the Holy Spirit's leading.
2. Take the children through the Steps to Jesus.
3. Ask the children if they would like to make a decision to give their lives to Jesus. Help them pray their own prayer, telling God that they admit their need, ask forgiveness, state their belief, and ask Jesus into their life.
4. Many children will find it easier to take this step if they have previously made private, inner decisions. They now follow up by making their decision public—by telling a parent, a leader, and their pastor. They may start planning to join a baptismal class. (But avoid hurrying a decision without adequate preparation.)

Steps to Jesus

1. Recognize GOD'S LOVE for them. (I John 4:8)
2. Admit THEIR NEED. All have sinned and deserve the consequences. (Romans 3:23; Revelation 21:27; John 8: 21, 24)
3. Jesus is the WAY. The sinless Son of God died for our sins. He is the only way to heaven. (John 3:16; I Corinthians 15: 3,4)
4. Help them RECEIVE JESUS. They admit their need and ask forgiveness.
5. They state their belief in Jesus and ask Him into their lives. (John 1 :12; Revelation 3:20)
6. Give them ASSURANCE that they are God's children and have a place in heaven. (John 3: 36; John 3:16; 1:2)

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

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

Review

Review the major events of earth's history introduced at the Busy Bee level: creation, the first sin, Jesus cares for me today, Jesus comes again, and heaven.

My God: God's Message to Me Page 11

Help the children memorize and explain two Bible verses about being saved by

Jesus. The information on page 11 will assist the children with their explanations.

Answers:

A.

Matthew 22:37-39—To love God and other people is important.

1 John 1:9—Jesus will forgive and help me if I'm sorry for my sins.

Isaiah 1:18—Jesus wants to make me clean inside.

Romans 6:23—God wants me to live forever.

B.

Old Testament
New Testament

C.

1. Matthew
2. Mark
3. Luke
4. John

My God: God's Power in My Life Page 13

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

You can help by:

- Having your own daily quiet time with Jesus daily
- Enthusiastically sharing some of the inspiration and insights you receive during your quiet time
- Leading out in family worship daily
- Helping your child choose a wise time and place for his/her quiet time
- Being a part of your child's quiet time until he/she is able and eager to continue on their own

My Self: I Am Special Page 15

The tracings can be made in two ways:

1. If there is sufficient paper and space, have each child lie on a large sheet of butcher paper while another child traces around his/her body with a watercolor marking pen.
2. Tracings may also be done by using a strong light to project a profile of each child onto a piece of paper that has been taped to the wall. Another child can trace around the shadow with a pencil.

Next, have each child describe himself/herself using some of the following ideas. This may be done together at the teacher's direction, or

various ideas may be written on cards for the children to work with individually. Drawings, cutout pictures, or written words and phrases may be used.

1. **Child's name**, its meaning, how parents chose it
2. **Physical Characteristics**
eye/hair color
length of foot, hand, arm
fingerprint, footprint
clothing
age
height
weight
birthday (earliest memory...)
home address
phone number
heart rate (sitting, running)
3. **Likes and Dislikes**
food
color
animal
things to do (alone, with friends or family)
game or sport
book
tree or flower
month or day
number
weather
holiday
hero
Bible verse
people
Bible character
place
song
subject
things to make
4. **Feelings**
I feel ____ when ____
lonely
worried
thankful
happy
angry
embarrassed
sad
excited
rejected
afraid
important
5. **Special Abilities**
best/nicest thing I ever did

things I'm good at
I feel good about me because...

6. **Ideas and Dreams**

day dreams
three wishes
when I grow up I will be...
I believe in...
someday I hope...
something I want to change about myself is...
in 5-25 years I want to...

Emphasize the importance of "internal" characteristics by first putting only physical things on the tracings. Ask whether the children can tell, from those things, whether a person would make a good friend or neighbor. (See 1 Samuel 16:7.)

Display the tracings for children to discuss and enjoy. A picture of Christ and a heading such as "Jesus Made Us Special" may be hung above them.

Take time to discuss similarities and differences with the children to help them learn to accept and appreciate each other for their uniqueness. Discuss any prejudices or stereotypes the children might face, and help them deal with them.

My Self: I Can Make Wise Choices Page 16

The choices we make daily are based upon those things that we consider to be truly valuable. These values strongly influence our feelings and thoughts. They influence our decisions even though we may be unaware of it. Often people claim to value something very highly but their actions show that there is a difference between what they **claim** to value and what they **actually** value. One example would be the mother who tells her child that honesty is a priority but who keeps extra change accidentally given her by a grocery store clerk. A drastic example of this problem is provided by the biblical Pharisees. They claimed to love God at the same time they were crucifying Him.

Examining the things we value is one of the first steps in wise decision-making. When faced with a decision, second-grade children can learn to say to themselves. "What is most important to me?" This activity enables children to practice decision-making based upon their decisions to commit their lives to Jesus.

Activity About Choices

1. One option is to have the children play the "What If?" game. Some problems which the children might consider include:
 - What if you had \$50; how would you spend it?
 - What if you had only one week to live; what would you do with it?
 - What if you could choose only three people in all the world; which three would you choose as friends?

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

2. Go over one of the problems listed above with the children, modeling how they can make a wise decision. Encourage them to ask:
 - What does the Bible say about this?
 - Is this just fun for now or will it help me live happily forever?
 - Is this really important to me?
3. Allow children to work as pairs or individuals on the problem of their choice. As they present their solution to the group, they should use the questions above to explain why they think their solution is a good one. Allow for group discussion of each solution. There is no one right answer.

My Self: I Can Care for My Body

Page 17

Make this award fun by:

- Building food group collages or sorting types of food into boxes
- Enjoying an exercise activity together in the sunshine and fresh air
- Having a healthy water-drinking contest

My Family: I Have a Family

Page 19

Every family has enjoyed experiences that were extra-special. These may be times that were particularly enjoyable or meaningful or that helped them to feel close to each other. Often families have not considered which of their activities may be important to other family members. Many family members may have experiences which they treasure but that other members have not recognized as special.

Be sensitive to children from different types of families. Emphasize that there are various kinds of families.

Do this activity as a:

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

My Family: Family Members Care for Each Other

Page 20

One of the first things that should be understood about disagreement is that disagreement is okay and normal. A disagreement does not indicate that anyone is bad, wrong, or stupid. Disagreements can be very positive because they allow people to bring problems and feelings into the open so they can be solved.

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

1. **Think about it.** Ask yourself: Why am I feeling this way? What is the disagreement about? Why might the other person be acting this way? Is it something I can ignore or solve myself? Am I doing something to create the problem?
2. **Talk about it privately.** Listen. Choose a good time and place. Tell how you feel and specifically why you feel that way. Listen carefully to the other person's feelings and try to understand why he/she is feeling that way. Never interrupt the other person when they are talking.

3. **Look for solutions.** Together think of ways to solve the problem. This might include doing what you or the other person wants, finding a compromise, thinking of other ideas, or agreeing to disagree. Choose one solution and act on it.
4. **Ask for help if you need it.** Tell your problem to an adult you trust and ask him/her to help you find a solution.

As each step is discussed, the children may use puppets or role playing to show different ways in which they can carry out that step. It will be easier for the children to visualize if they are given a specific situation to deal with as they go through the steps; e.g., someone cuts in line at the drinking fountain, or your brother borrowed your crayons without permission and broke them.

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

1. Refuse to hear children's tattling or complaints about each other until they have attempted to solve the problem themselves (except in emergency situations).
2. If the child has not yet attempted to follow the problem solving steps, remind him/her to do so and be sure they remember how.
3. Supervise the child's attempts to follow the steps, if necessary. Many times children can solve the problem alone when reminded, but occasionally (especially at first) they may need some kind of supervision. The leader may need to ask the child to wait until a time when he/she can sit down with them, or he/she may supervise the problem-solving discussion by standing nearby and listening "with one ear" while supervising the rest of the group.

My World: The World of Other People

Page 25

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

The children's walking tour should be leisurely and not more than an hour and should not try to cover a whole neighborhood but rather see some of the representative parts. Part of the tour may be completed by car or bus.

Children's lists might include: community services, such as a fire or police station or grocery store; a special landmark, such as a park, river, or special building; a particularly nicely kept home or garden (not expensive, but orderly). Help the children to find as many of these things as possible on their own so they can enjoy a sense of exploration and discovery.

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

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

Sunbeam Checklist

BASIC

- ☐ I. Recite and accept the Adventurer Law.
- ☐ II. Complete the Sunbeam Reading award.

MY GOD

- ☐ I. **God's Plan to Save Me**
 - ☐ A. Create a story chart or lapbook showing Jesus':
 - Birth
 - Life
 - Death
 - ResurrectionOR the Bible stories you are studying in school or Sabbath School.
 - ☐ B. Use your chart or lapbook to show someone the joy of being saved by Jesus.
- ☐ II. **God's Message to Me**
 - ☐ A. Memorize and explain two Bible verses about being saved by Jesus:
 - Matthew 22:37-39
 - 1 John 1:9
 - Isaiah 1:18
 - Romans 6:23
 - Your choice
 - ☐ B. Name the two major parts of the Bible and the four gospels.
- ☐ III. **God's Power In My Life**
 - ☐ A. Spend regular quiet time with Jesus to talk with Him and learn about Him.
 - ☐ B. Ask three people why they study the Bible.

MY SELF

- ☐ I. **I Am Special**

Make a tracing of yourself. Decorate it with pictures and words which tell good things about yourself.
- ☐ II. **I Can Make Wise Choices**

Participate in an activity about choices.
- ☐ III. **I Can Care for My Body**

Complete the Fitness Fun award.

MY FAMILY

- ☐ I. **I Have a Family**

Create a family collage, scrapbook, crest, or coat of arms.
- ☐ II. **Family Members Care for Each Other**

Show how Jesus can help you deal with disagreements. Use:

 - Puppets
 - Role playing
 - Your choice
- ☐ III. **My Family Helps Me Care for Myself**

Complete the Road Safety award.

MY WORLD

- ☐ I. **The World of Friends**

Complete the Courtesy award.
- ☐ II. **The World of Other People**
 - ☐ A. Explore your neighbor-hood. List things that are good and things you could help make better.
 - ☐ B. From your list, choose ways and spend time making your neighborhood better.
- ☐ III. **The World of Nature**

Complete the Friend of Nature award.



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