



# Busy Bee

## Activity Book



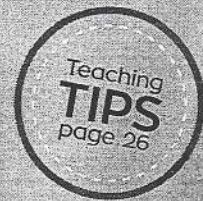
This book belongs to \_\_\_\_\_

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

This activity book is designed as an ancillary resource to the Busy Bee 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 Busy Bee.

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 Busy Bee level.



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# Adventurer Pledge

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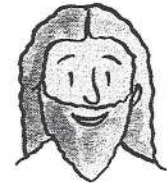
Recite and accept the Adventurer Pledge.



loves \_\_\_\_\_

(my name)

very much.

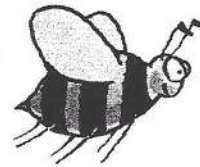


will

help \_\_\_\_\_

(my name)

to be a



for Him.

## Adventurer Pledge

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



# Reading Award

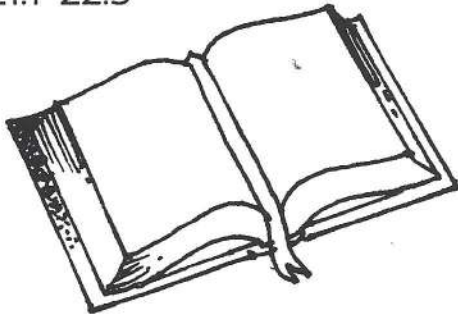


Complete the Busy Bee Reading award.

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



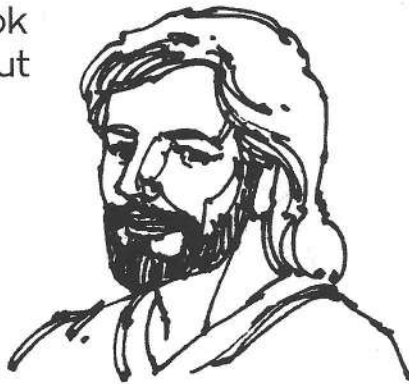
Genesis 1:1-2:3 or  
Revelation 21:1-22:5



Book on  
family,  
friends, or  
feelings



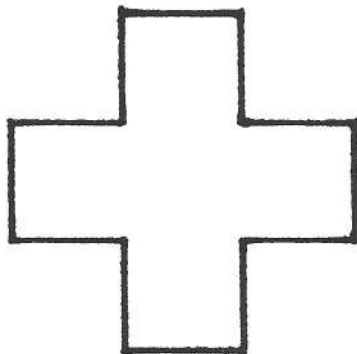
Bible story book  
or a book about  
Jesus



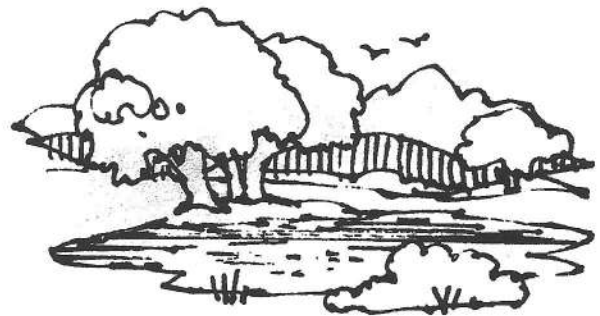
Book on history  
or missions



Book on health  
or safety



Book on nature



# God's Plan to Save Me

Teaching  
**TIPS**  
page 26

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

- Creation
- The first sin
- Jesus cares for me today
- Jesus comes again
- Heaven

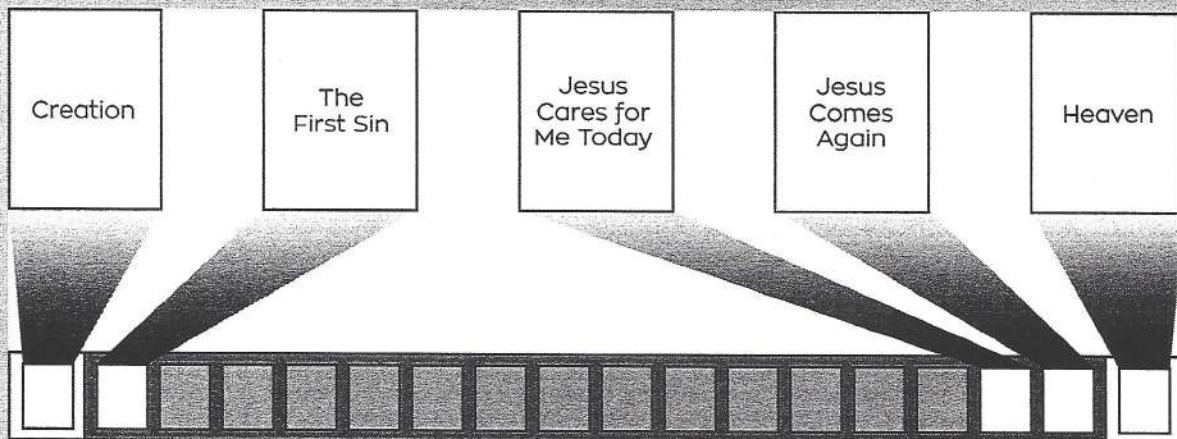
OR

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

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

**S T E P B Y S T E P**

## Busy Bee Bible Story Chart





## Creation

God created a beautiful new planet for people to live on. He asked them to care for it for Him.



## The First Sin

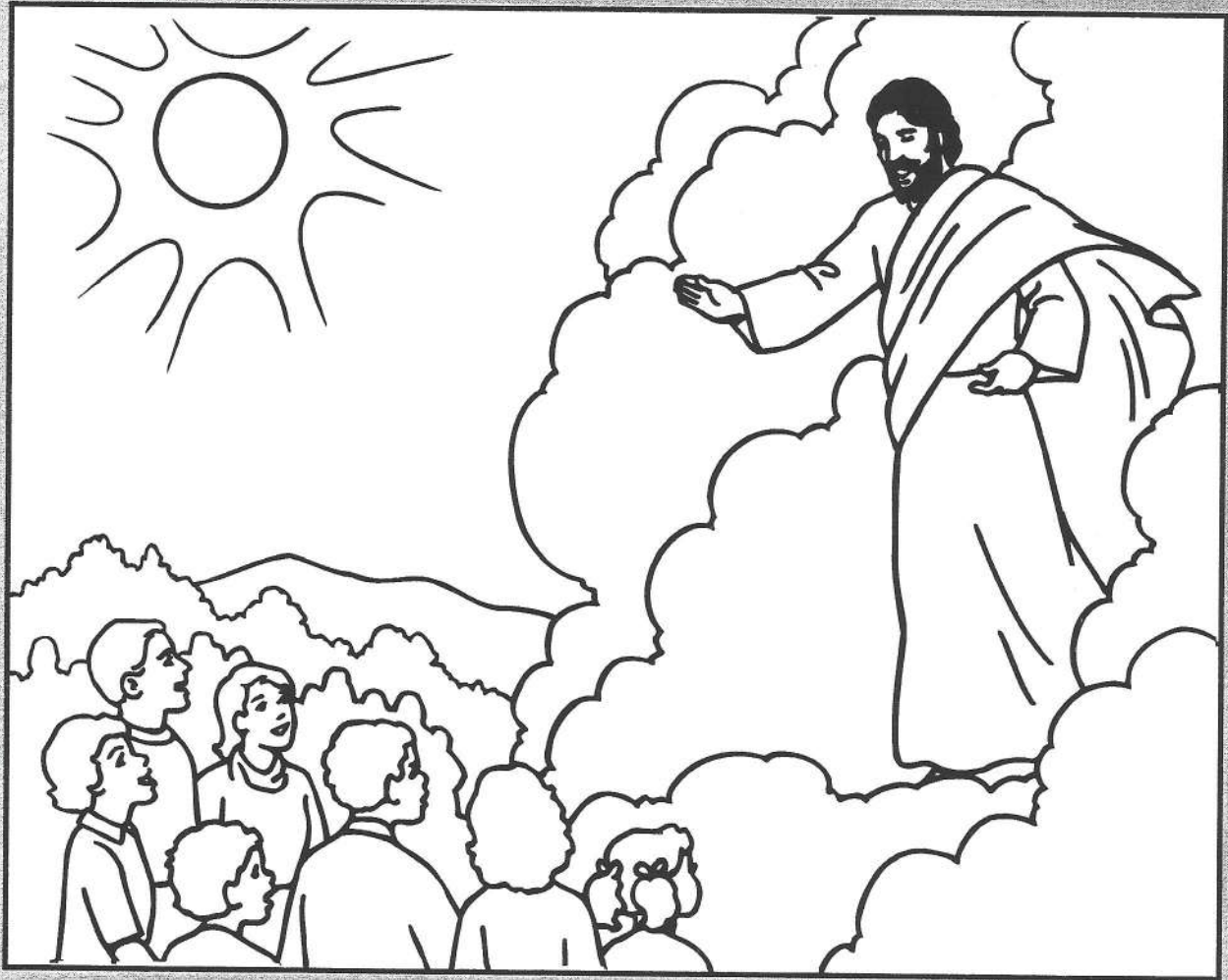
Adam and Eve chose to disobey God. Sin enters our world; sin brings sadness and death.



# Jesus Cares for Me Today

Jesus' angels are with \_\_\_\_\_ right now.  
(my name)  
Jesus will help me whenever I ask Him to.





## Jesus Comes Again

Very soon, we will see Jesus come on a cloud. He will take all His people to be with Him in heaven.



# Heaven

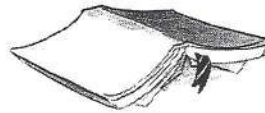
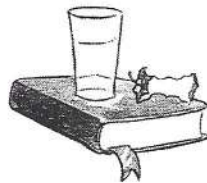
We will live in heaven with Jesus forever.  
There will be many fun things to do.  
We will never be hurt or sad again.

# God's Message to Me

## Bible I Award

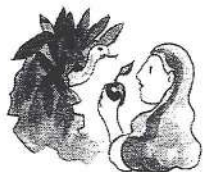


- 1. Own a Bible.
- 2. Explain how to show respect for the Bible and how to care for it.



Cross out the pictures that don't belong.

- 3. Name the first and last books of the Bible and tell who wrote them.




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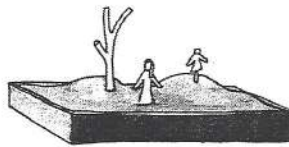
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- 4. Tell or act out the following stories:
  - a. Creation
  - b. The first sin
  - c. Jesus cares for me today
  - d. Jesus comes again
  - e. Heaven

- 5. Locate, read, and discuss three of the following Bible verses about Jesus' love for you:
  - a. John 3:16
  - b. Psalm 91:11
  - c. John 14:3
  - d. Psalm 23:1
  - e. Your choice
 Memorize and repeat two of them.



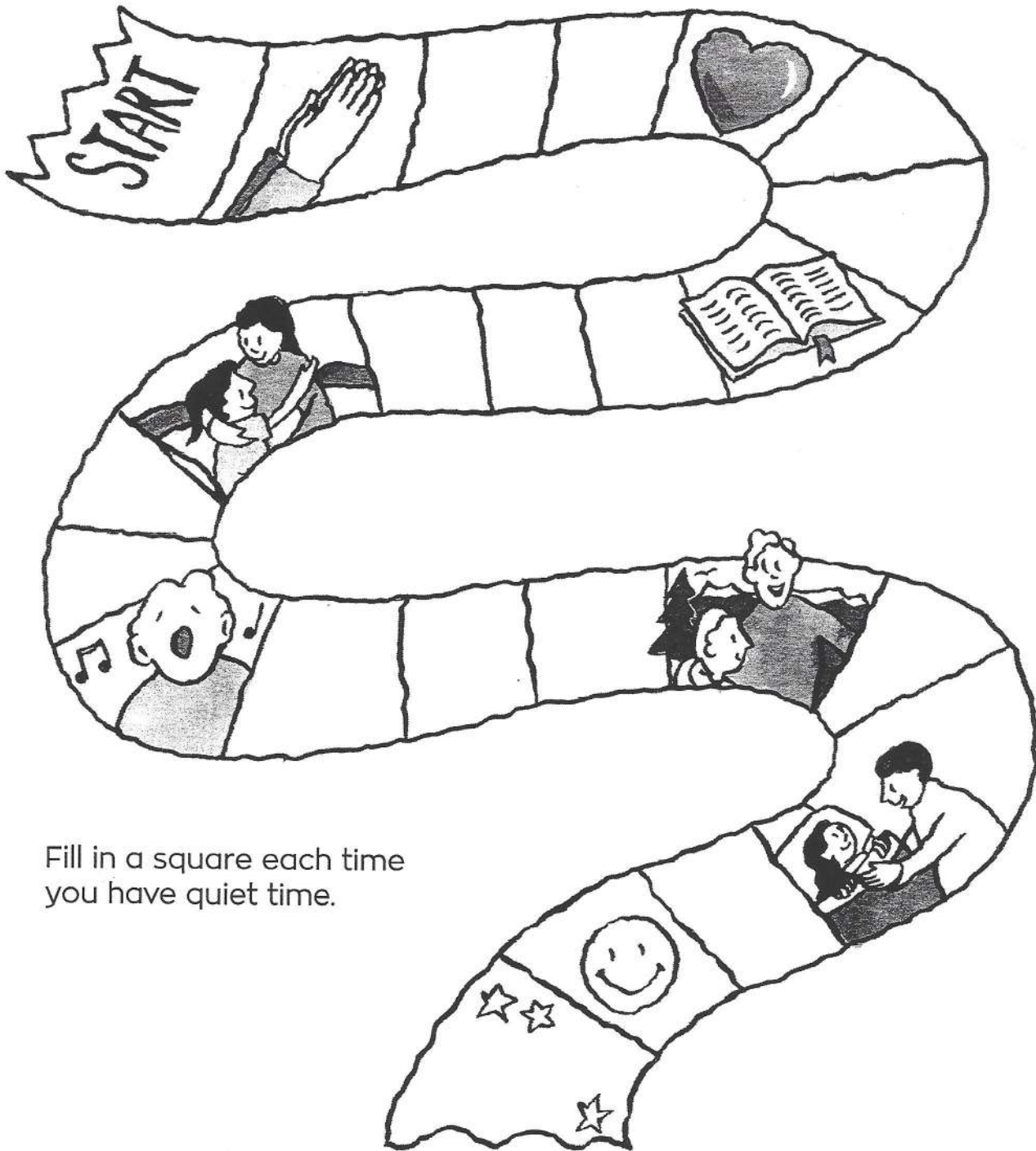
- 6. Make paper plate masks to illustrate a Bible story or parable.  
OR  
Create a Bible story in a sandbox or with felts.



# God's Power in My Life

Teaching  
**TIPS**  
page 27

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



Fill in a square each time you have quiet time.

B. Ask three people why they pray.

Then color the picture of you talking to Jesus. Find seven hidden angels.

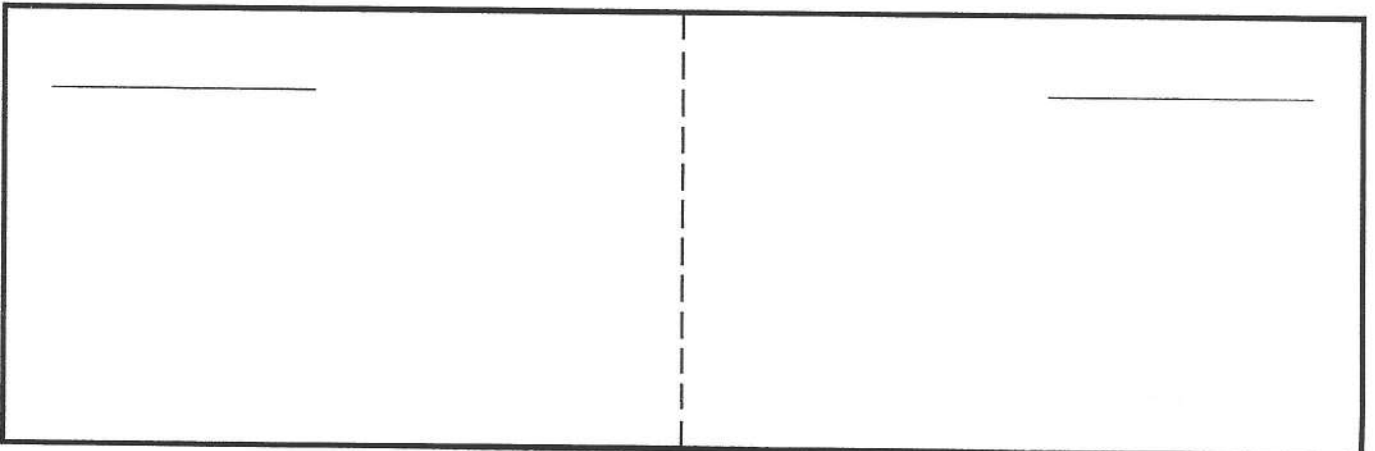


# I Am Special



Participate in an activity or make a craft showing different people who care for you.

Make a booklet showing different people who care for you.



Police  
Officer



Fire Fighter



Business  
Person



Mail Carrier



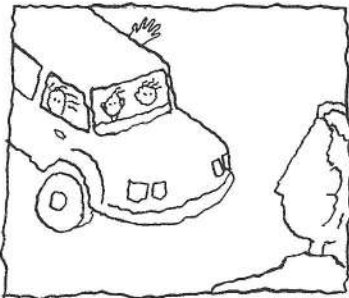


# I Can Make Wise Choices



Name at least four different feelings. Participate in an activity or make a craft showing different feelings.

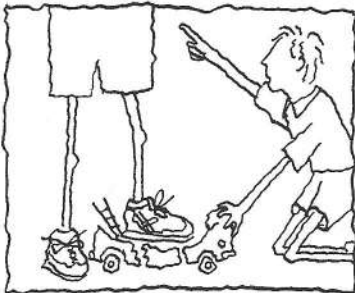
Match the pictures and name the feelings. Can you name some more feelings?



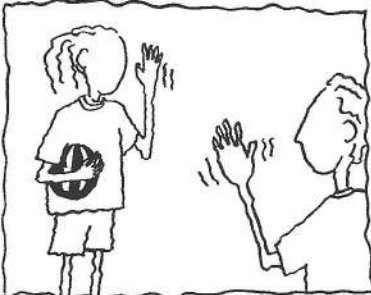
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

See puzzle key on p. 28.

# I Can Care for My Body



## Health Specialist Award



- 1. Memorize I Corinthians 6:19, 20.
- 2. Describe a healthy diet. List the basic food groups and plan a meal that includes all the food groups.
 





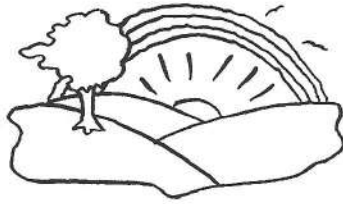

- 3. Explain why your body needs exercise.
 



- 4. Record the hours you sleep and tell why you need rest:
 

I sleep \_\_\_\_\_ hours every night.

- 5. Explain why you need fresh air and sunlight.



- 6. Explain why water is important for your body.

List the number of glasses of water you should drink each day. \_\_\_\_\_



- 7. Describe and illustrate good dental hygiene.

- 8. Name three things that may harm your health.  
Record how you improve over time.

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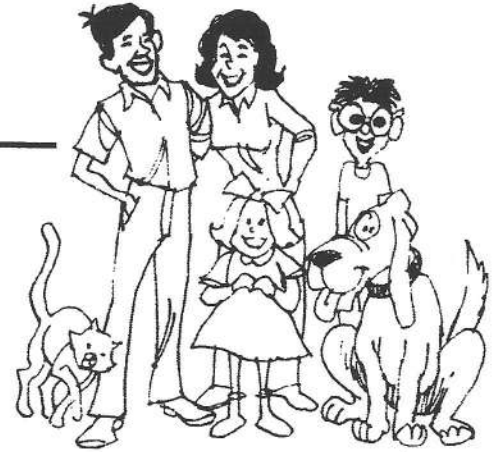
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- 9. Participate in an exercise program.

# I Have a Family

Teaching  
**TIPS**  
page 28

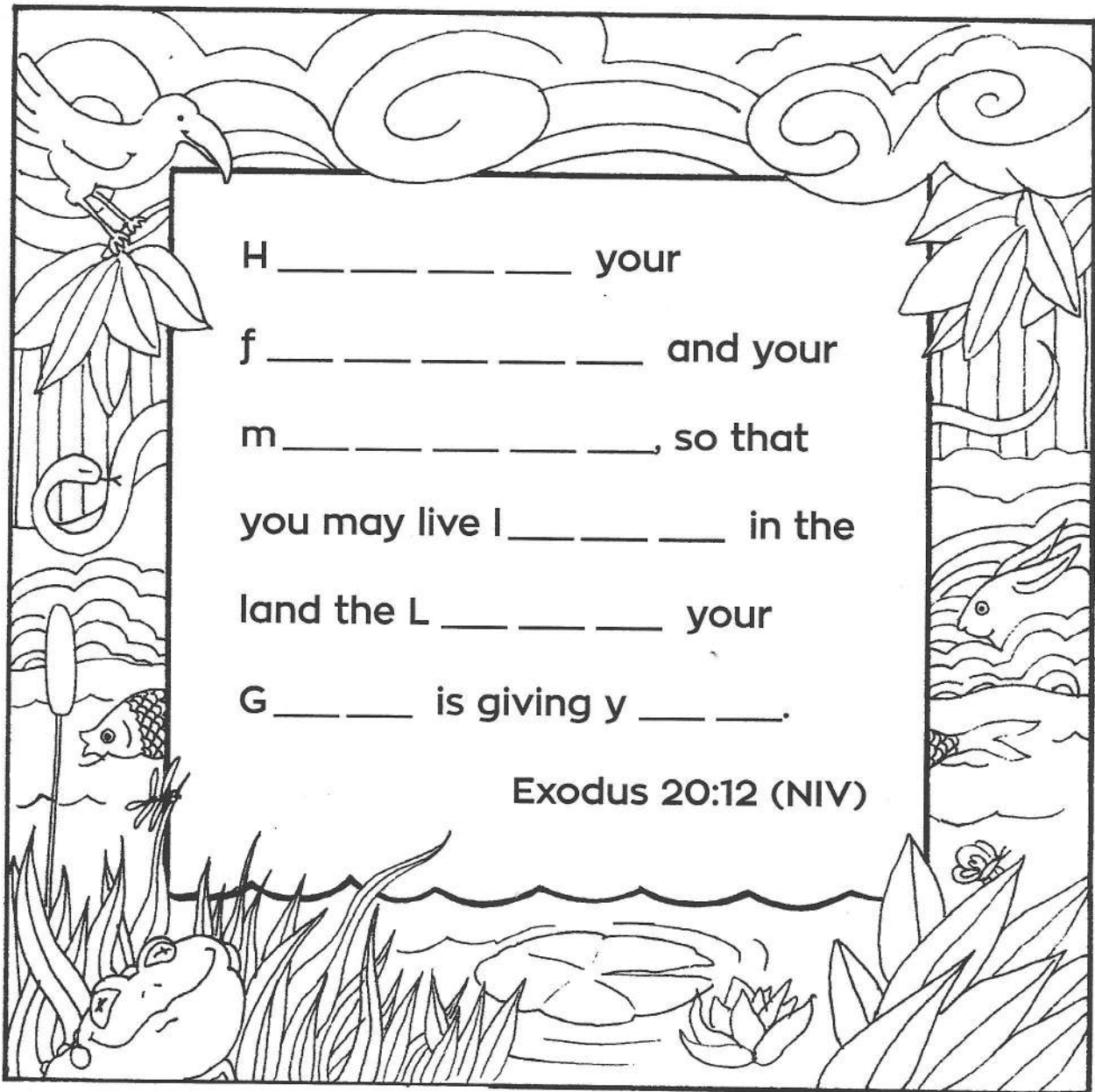
Create a picture showing what you like about each family member.



# Family Members Care for Each Other

Teaching  
**TIPS**  
page 28

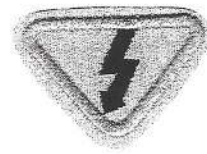
A. Discover what the fifth commandment (Exodus 20:12) tells you about families.



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

# My Family Helps Me Care for Myself

## Safety Specialist Award



- 1. Watch a video on home safety and discuss what you learned.
- 2. With your parents, develop a home fire-safety plan. Describe where the household fire extinguisher(s) is/are kept and how to use it/them.

### Home Safety Plan

If someone finds a fire, they will \_\_\_\_\_.

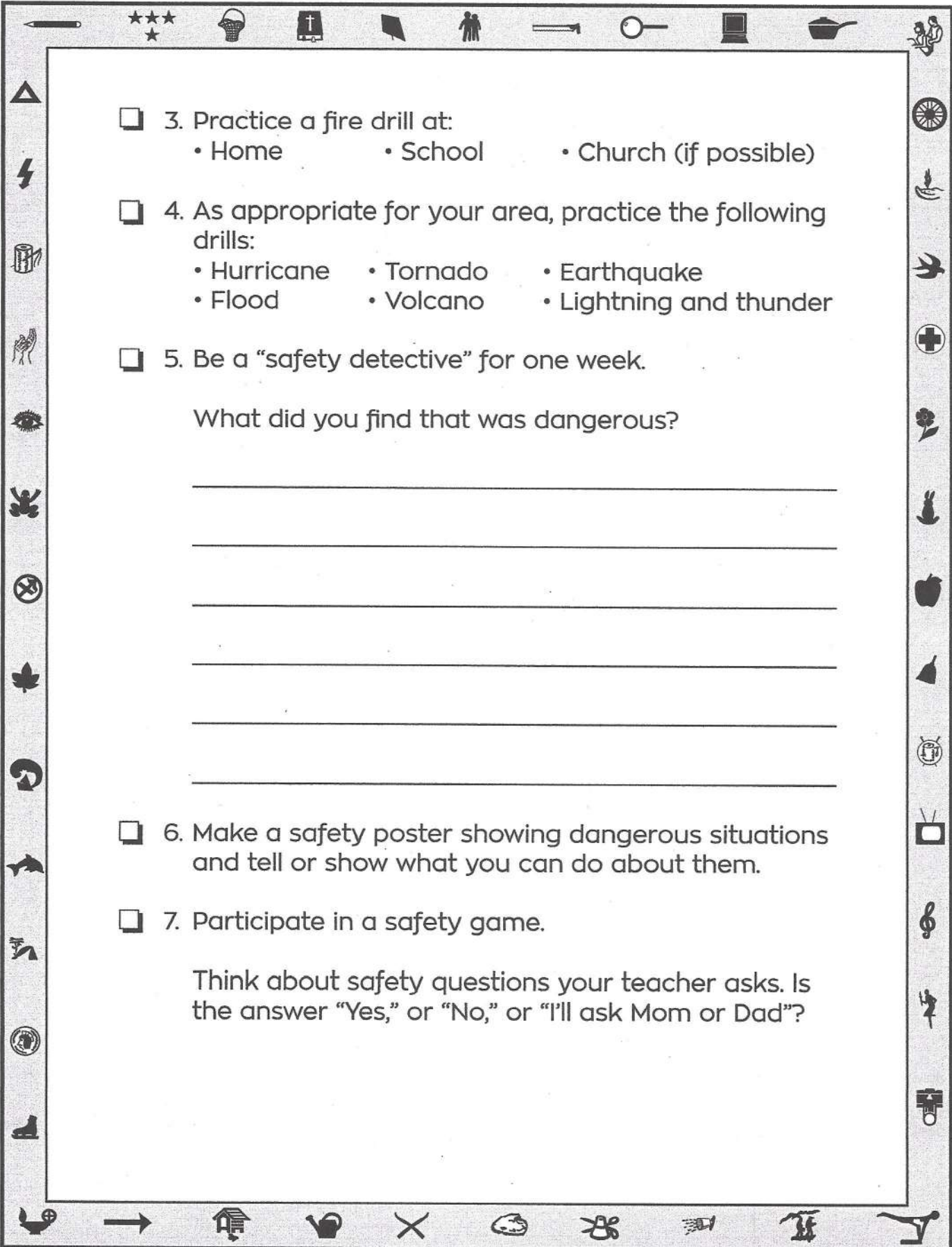
I will \_\_\_\_\_ immediately.

I can call \_\_\_\_\_ from the neighbor's house. If my door feels hot, I can go out

\_\_\_\_\_. I will go straight to

\_\_\_\_\_. The fire extinguisher

is \_\_\_\_\_.

- 
- 3. Practice a fire drill at:
    - Home
    - School
    - Church (if possible)
  - 4. As appropriate for your area, practice the following drills:
    - Hurricane
    - Tornado
    - Earthquake
    - Flood
    - Volcano
    - Lightning and thunder
  - 5. Be a "safety detective" for one week.

What did you find that was dangerous?

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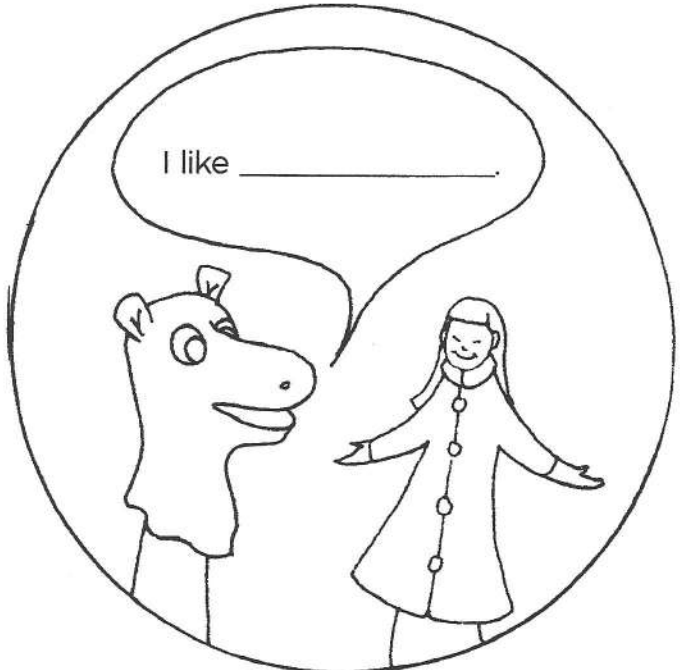
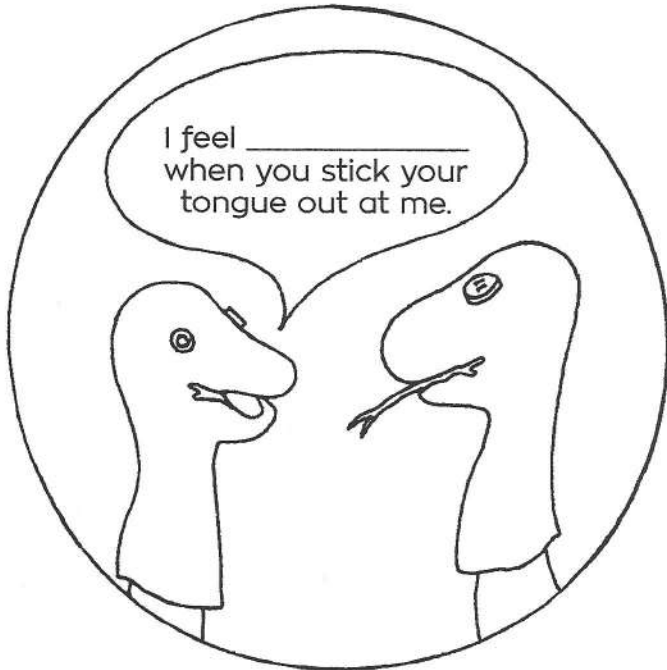
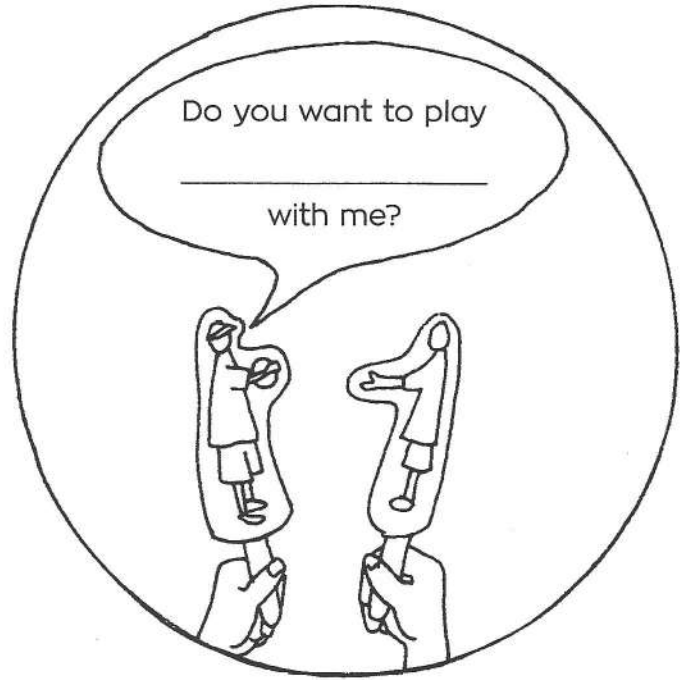
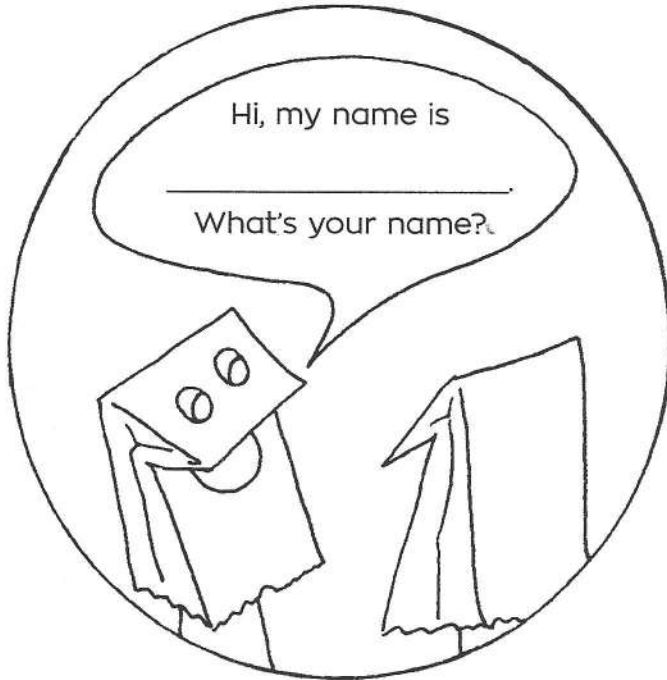
- 6. Make a safety poster showing dangerous situations and tell or show what you can do about them.
- 7. Participate in a safety game.

Think about safety questions your teacher asks. Is the answer "Yes," or "No," or "I'll ask Mom or Dad"?

# The World of Friends

Teaching  
**TIPS**  
page 29

Tell how you can be a good friend. Use puppets, role playing, or your choice.





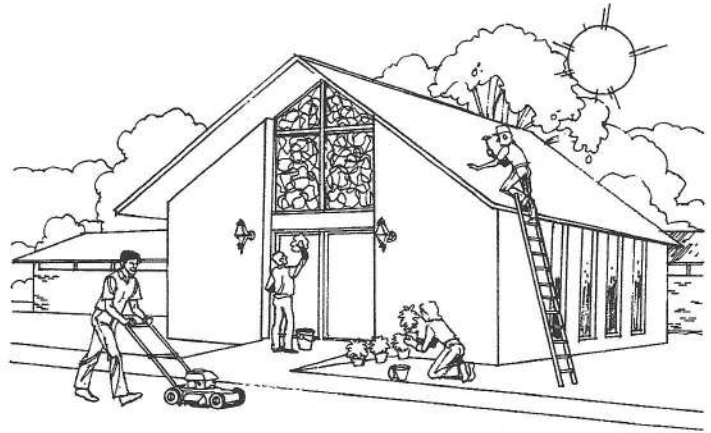
# The World of Other People



A. Discuss the work people do for your church.

B. Learn about one job by helping the person do it.

Draw what you did.



# The World of Nature

## Friend of Animals Award

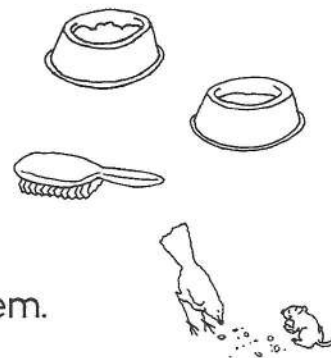


- 1. Take care of a pet for four weeks.
  - a. Feed it and be certain it has fresh water.
  - b. Brush your pet, give it a bath, or clean its resting place.

OR

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

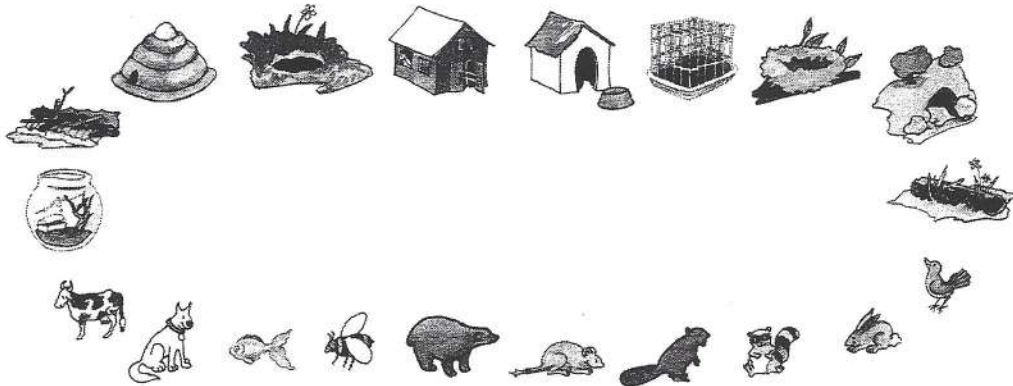
- a. Identify creatures that eat these scraps.
- b. Draw and color pictures of them.



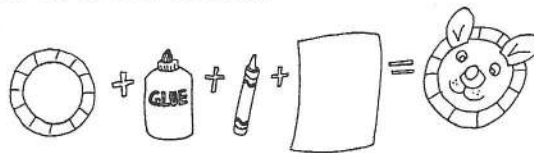
- 2. List creatures that live in your neighborhood.

_____	_____
_____	_____
_____	_____
_____	_____

3. Match 10 animals with their houses.



4. Make an animal mask.



5. Play an animal game.

6. Visit one of the following:

- a. Zoo
- b. Kennel
- c. Museum
- d. Farmyard
- e. Aviary
- f. Pet shop

7. On what day of creation did God create the animal you cared for?

\_\_\_\_\_



# Suggestions for Parents or Leaders

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## Basic Page 2

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

1. Genesis 1:1-2:3 or Revelation 21:1-22:5 from a simple, modern translation of the Bible
2. A Bible story book or a book about Jesus
3. A book on health or safety
4. A book on family, friends, or feelings
5. A book on history or missions
6. A book on nature

Provide children the choice of several good books that will help them to understand and apply the things they are learning this year in the Busy Bee 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. Positive morality. Evil and sin are recognized as such, and receive their just reward. The good should be upheld as the model and goal for the children.
4. Enjoyable. The book should be one that the adult enjoys reading. (If the adult does not enjoy it, it is highly unlikely that the child will—or should.)
5. Developmentally appropriate. A good book will fit the child's level of reading ability, sophistication, and interest.

## My God I: God's Plan to Save Me Page 3

### Bible Story Chart/Lapbook

The basic goal of the Busy Bee requirements is to teach children that Jesus loves and cares for each of them personally.

The Bible story chart/lapbook presents a child-size outline of the plan of salvation:

- God has a plan for our world
- Sin has messed up that original plan
- God will bring an end to sin
- We can live forever with God

The five pictures from pp. 4-8 can be copied, colored, laminated, and arranged in the order of God's plan of salvation. Finished projects can be wall-mounted or displayed in booklet form.

Some teaching suggestions for each picture:

### Creation

Use costumes (Jesus, man, and lady) to act out Jesus walking with Adam and Eve in the garden. Have "Jesus" give the man and woman a tour of Eden and talk about the trees, animals, etc.

### The First Sin

For children, who are concrete thinkers, the concept of "sin" can be difficult to grasp. But the effects of sin are readily apparent. To illustrate how sin brings sadness and death, go back "east of Eden" after the fall of Adam and Eve.

- Listen to the sound of a roaring lion as it stalks another animal for food. Feel the tips of thorns or thistles which grew after the fall. Pass around slices of a root vegetable which people now had to dig to eat. (Genesis 3:17-19)
- Let the children dress up as a doctor or nurse. Explain that we need these helpers now because sin brought sickness and death.

## Jesus Cares for Me Today

Make an angel's harp! Did you know the harp was the first musical instrument mentioned in the Bible (Genesis 4:21)? Stretch rows of rubber bands (differing widths) around various size cake pans and strum! Thick rubber bands make lower sounds; thin ones make higher "music."

## Jesus Comes Again

Use a magnet and some small metal objects or coins to show how we will be "drawn" to Jesus. "And I, if I am lifted up from the earth, will draw all peoples to Myself" (John 12:32 NKJ).

## Heaven

Take the children on an imaginary trip through a typical house. Go through each room and ask questions such as, "Will we need beds in heaven?" (We'll never get sleepy!), "Will we need electric lights and lamps in heaven?" (Jesus will be our light!), "How about refrigerators?" (We can eat food right from the trees!), or "And a car?" (We can fly!). Reassure them that many of the beautiful things of nature will be in heaven—trees, flowers, etc. We can walk with Jesus in the beautiful garden home God made just for us.

## My God: God's Power in My Life

### Page 11

Your child needs your example and leadership as he or she tries to form good devotional habits. You can help by:

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

## My Self: I Am Special

### Page 13

Bringing real "caring people" to talk to your Busy Bees or have them write notes to the children to place in their booklets.



Children may add pictures of their friends, parents, and relatives to their booklets.

## My Self: I Can Make Wise Choices

### Page 15

A person's feelings have a strong influence on the decisions and actions he or she makes. Recognizing and naming these feelings is the first step in being able to deal with them successfully. Feelings themselves are not good or bad—it is what we do with our feelings that is important. Children experience both positive and negative feelings. Many words describe these feelings.

Some positive feelings the children might express include love, pride, confidence, excitement, enjoyment, happiness, courage, and security. These positive feelings may be dealt with by being thankful for them, enjoying them, and sharing them with others.

Negative feelings which the children may recognize include anger, guilt, jealousy, sadness, loneliness, embarrassment, fear, disappointment, discouragement, anxiety, frustration, and grumpiness. Children can be led through the following steps in dealing with these feelings:

1. Tell Jesus how you feel. Ask Him for help.
2. Ask yourself:  
"What am I feeling?"  
"Why am I feeling this way?"  
"What shall I do about it?"  
"Is this a good thing to do?"
3. Do what you have decided to do.

Hurting oneself or other people or things is not a good way to deal with negative feelings. Neither is lying, running away from the problem, or thinking a lot of negative thoughts about yourself or others. Negative feelings can be dealt with by looking for a solution, such as:

- Talking honestly with someone about your negative feelings
- Finding out more about the problem and working to change it
- Being alone for a while
- Working out your feelings in a harmless way, such as crying, drawing or writing, or kicking a ball
- Telling yourself positive, helpful things

Obviously, different solutions are appropriate for different situations, feelings, and people.

At a very early age, children can begin to learn to recognize their feelings and to talk with someone about the feelings they have and how they can deal with these feelings. They can learn to communicate their feelings in a kind way to helpful adults and to the person(s) who provided those feelings. Kind communication of feelings involves both choosing the words carefully and speaking in a kind manner. An adult can help the child decide how to communicate his/her feelings by helping him/her to choose appropriate words as well as an appropriate time and place to share such feelings.

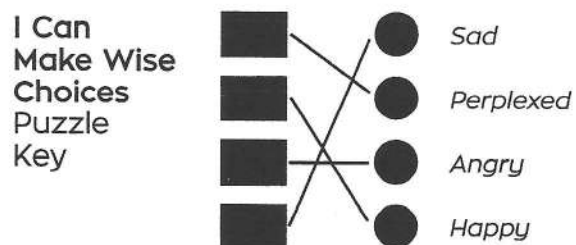
### The Feelings Game

1. With the children, brainstorm different kinds of feelings and write each one on a small card or piece of paper.
2. Place the feelings cards in a bag or box.
3. Divide the children into groups of two or three and allow each group to draw a feelings card.
4. Instruct the groups to practice showing how they might look when they have that feeling (body language). Each group should also be ready to tell or act out a situation in which they have felt that way.
5. After each group presents their feeling to the entire group, talk about ways in which God can help us deal with that feeling.

### Other Methods

1. Help children build the habit of recognizing, naming, and dealing positively with their feelings whenever possible by:
  - Spotting children who appear to be upset
  - Encouraging them to talk about what they are feeling and why
  - Accepting the feelings they express without condemning
  - Helping them to choose positive ways of dealing with their feelings.
2. Another type of feeling game may be played by discussing, acting, or writing about feeling reactions and solutions to specific situations, such as getting an "A," being teased, having a birthday, fighting with a sibling, or feeling left out.

3. Children may also enjoy listing and/or discussing their happiest moment, saddest moment, etc.



### My Self: I Can Care for My Body Page 16

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 18

Every child has a family of some kind. The purpose of this activity is to help the child appreciate his/her family. A family may be defined as a group of people who care for each other and live together in a home. Families are usually related. A family may be a "natural," step, adoptive, or foster family. There are no perfect families. God wants to help each family to be what He designed them to be—a place where people cooperate, share, and support each other, even when they disagree.

As you work, talk about how various families and family members are different and similar, and how each is special and valuable.

### My Family: Family Members Care for Each Other Page 19

One of the main ways in which children honor their mothers and fathers is by respecting them. Children respect parents by obeying family rules.

Families have rules concerning:

- The use of space (such as where to eat or play)
- Time schedules (such as when to get home after school)
- Belongings (such as borrowing or sharing)
- Work (such as chores)
- Play (such as what or where)
- Habits or customs of the family (such as ways of doing different things)

Because parents are responsible for the well-being of the family (caring for, teaching, and encouraging), they have the final responsibility for setting the rules.

The words we speak and the way we say them also show respect for our parents. Disagreements and feelings may be expressed in a reasonable way, but then the parent's decision must be accepted.

Helping with the daily chores is another way to honor one's family. Children can help from a very young age. Working together is a great way for families to grow together.

### **My World: The World of Friends** Page 22

To make friends, children can be taught to:

1. Remember that every person is special and important.
2. Be friendly—let others know that you care about them.
3. Be interested—listen to people. Invite them to do things with you.
4. Be independent—find things you enjoy doing on your own.
5. Trust God to help you find the right friends.

To help children learn to keep friends, encourage children to:

1. Take turns and share. (Don't always insist on having your own way.)
2. Encourage and praise your friend whenever you can.
3. Don't nag or argue—tell your feelings and listen to your friend's feelings.
4. Do nice things for your friend.
5. Be willing to share your friend with other kids.

To act out the principles for being a good friend, children may:

- Make their own puppets (from paper bags or sticks and cut-out pictures)
- Use simple store-bought puppets
- Plan small role plays or skits

### **My World: The World of Other People** Page 23

The tasks in the local church may be explained by dividing them into categories, such as:

1. Leaders: pastor, elders, church board members
2. Caretakers: deacons, treasurer, clerk, secretary
3. Teachers: Sabbath School teachers
4. Personal ministries, community services, Pathfinder leader, Adventurer leader, musicians

#### **Teaching Tips**

- Ask the pastor and/or a representative from each job category to give a brief (three-minute) description of their job and why they do it. (Because they want to share God's love with their church family.)
- Children can actively learn about these jobs by visiting the various areas in the church. They may see where the work is done and examine the materials used for doing it. This is also an opportunity to teach reverence in the sanctuary and to notice how much their church family loves and values them.
- Possible jobs include assisting with:
  - VBS or the younger Sabbath School divisions
  - Visiting missing members
  - Ingathering and community service projects
  - Church upkeep and beautification
  - Greeting or ushering
  - Special music





# Busy Bee Checklist

## BASIC

- I. Recite and accept the Adventurer Pledge.
- II. Complete the Busy Bee Reading award.

## MY GOD

- I. **God's Plan to Save Me**
  - A. Create a story chart or lapbook showing the order in which these events took place:
    - Creation
    - The first sin
    - Jesus cares for me today
    - Jesus comes again
    - HeavenOR the Bible stories you are studying in school or Sabbath School.
  - B. Use your story chart or lapbook to show someone how much Jesus cares for you.
- II. **God's Message to Me**  
Earn the Bible I award.
- 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 pray.

## MY SELF

- I. **I Am Special**  
Participate in an activity or make a craft showing different people who care for you.
- II. **I Can Make Wise Choices**  
Name at least four different feelings.  
Participate in an activity or make a craft showing different feelings.
- III. **I Can Care for My Body**  
Complete the Health Specialist award.

## MY FAMILY

- I. **I Have a Family**  
Show or explain what you like about each family member.
- II. **Family Members Care for Each Other**
  - A. Discover what the fifth commandment (Exodus 20:12) tells you about families.
  - B. Act out three ways you can honor your family.
- III. **My Family Helps Me Care for Myself**  
Complete the Safety Specialist award.

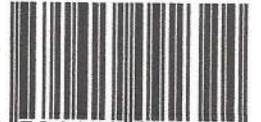
## MY WORLD

- I. **The World of Friends**  
Tell how you can be a good friend. Use:
  - Puppets
  - Role playing
  - Your choice
- II. **The World of Other People**
  - A. Discuss the work people do for your church.
  - B. Learn about one job by helping the person do it.
- III. **The World of Nature**  
Complete the Friend of Animals award.



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