



Award Spotter

This award is mostly observing. The first three requirements require observation and reporting, reading and discussing. The last three call for writing or drawing of what is observed.

Julie Rainey of the Western Australian Conference sent in a work sheet that can be used for a straight forward listing of the various objects that are to be spotted in this award. It is provided in a separate file as the second help to this award. It is five pages long and can be printed out and given to the children to fill in as they see things.

Margaret Tay of North New Zealand Conference provided a series of illustrations.

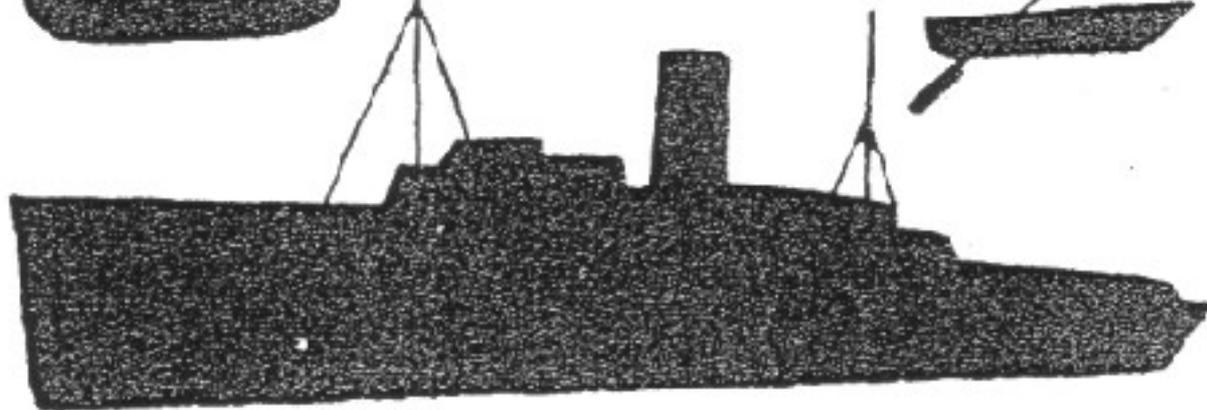
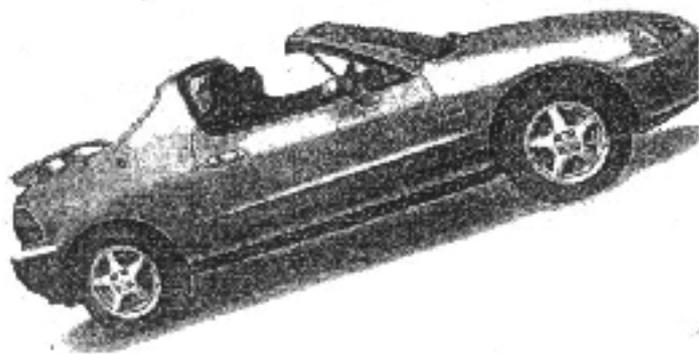
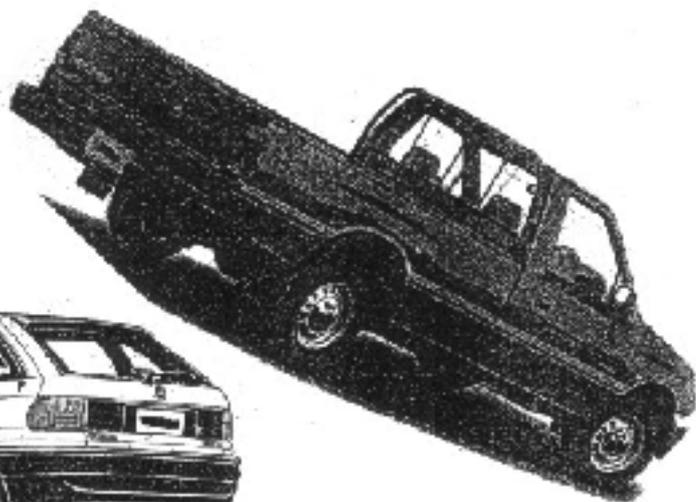
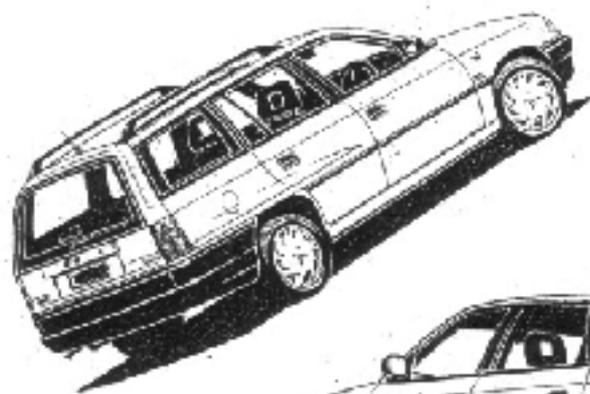
The first help page is for the first requirement and has pictures of motor vehicles and boats.

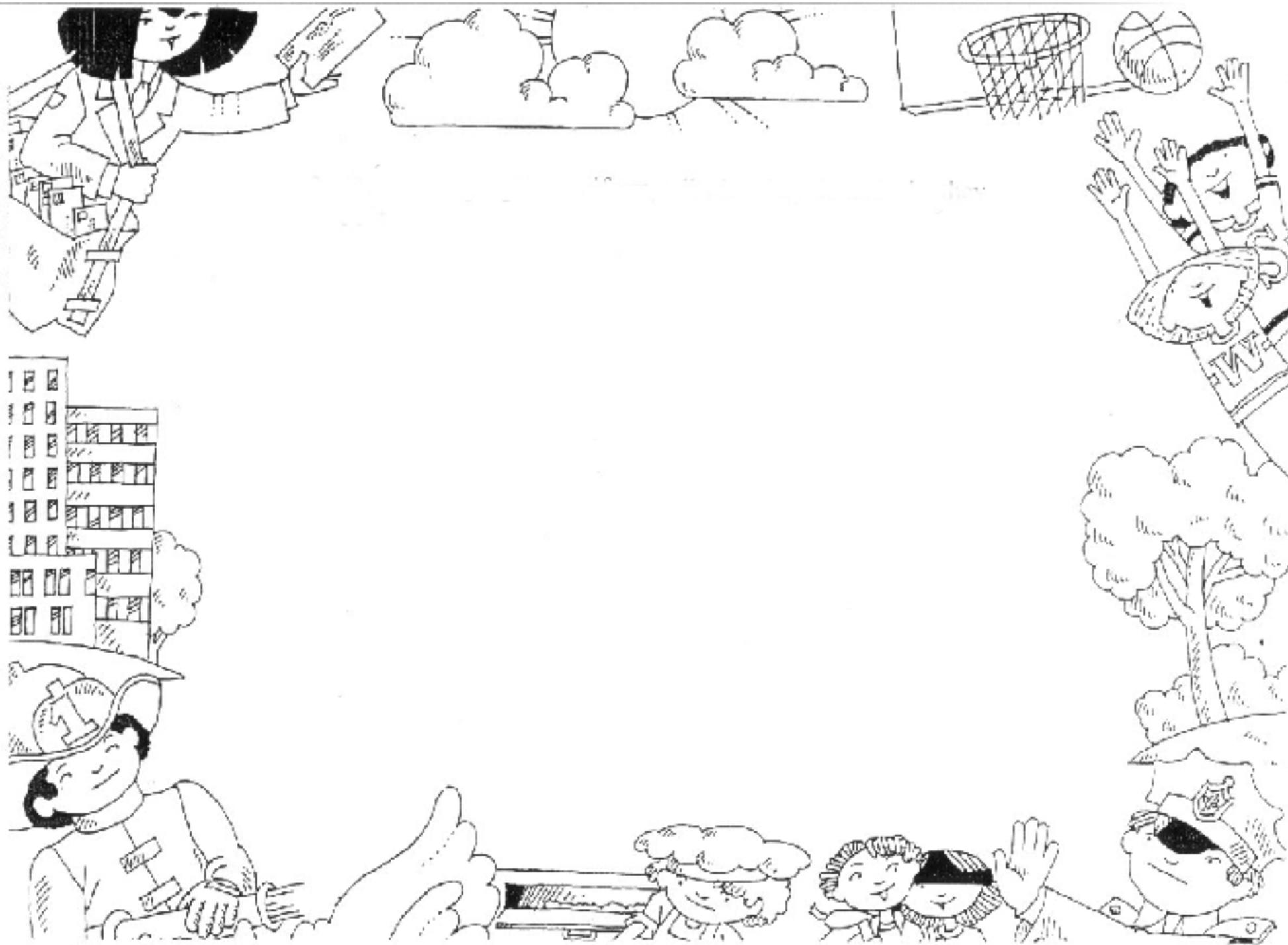
The next two pages are borders for pages on which reports can be written for requirements two and three should these be required.

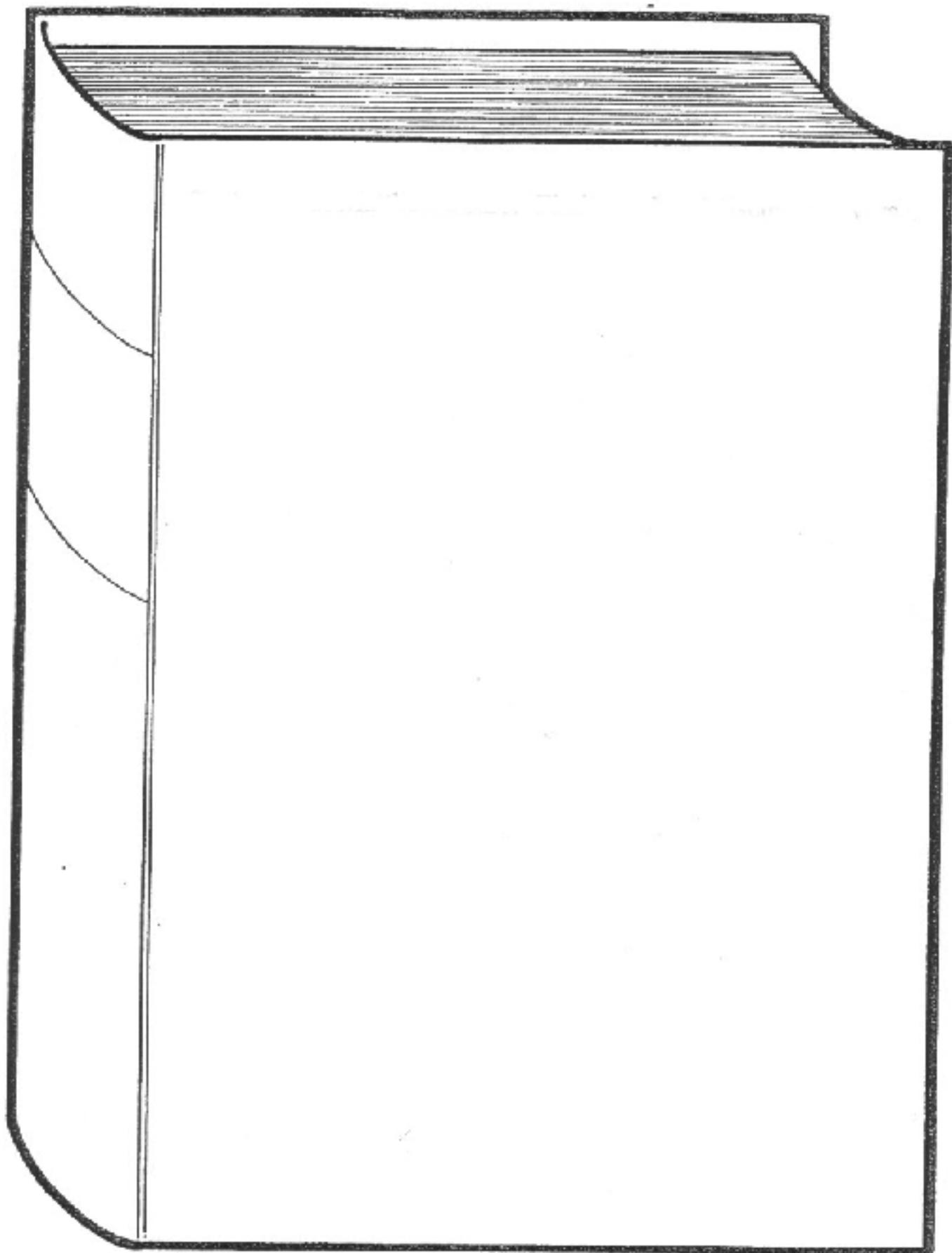
Then a church outline on which the observations for requirement 4 can be written, and a room background that can be used for the two drawings in requirement five.

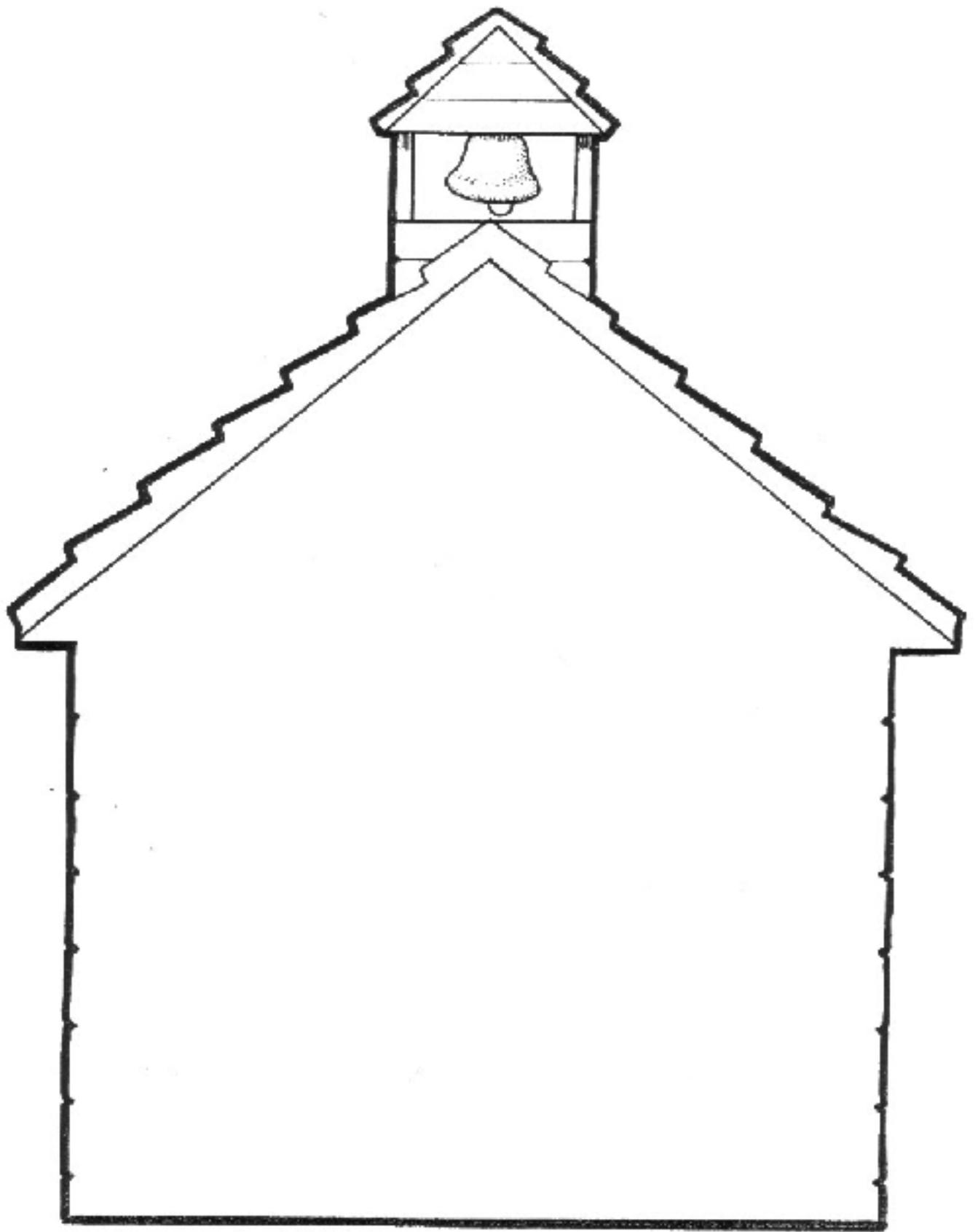
Then there are four "observing" pictures that can be used as you wish.

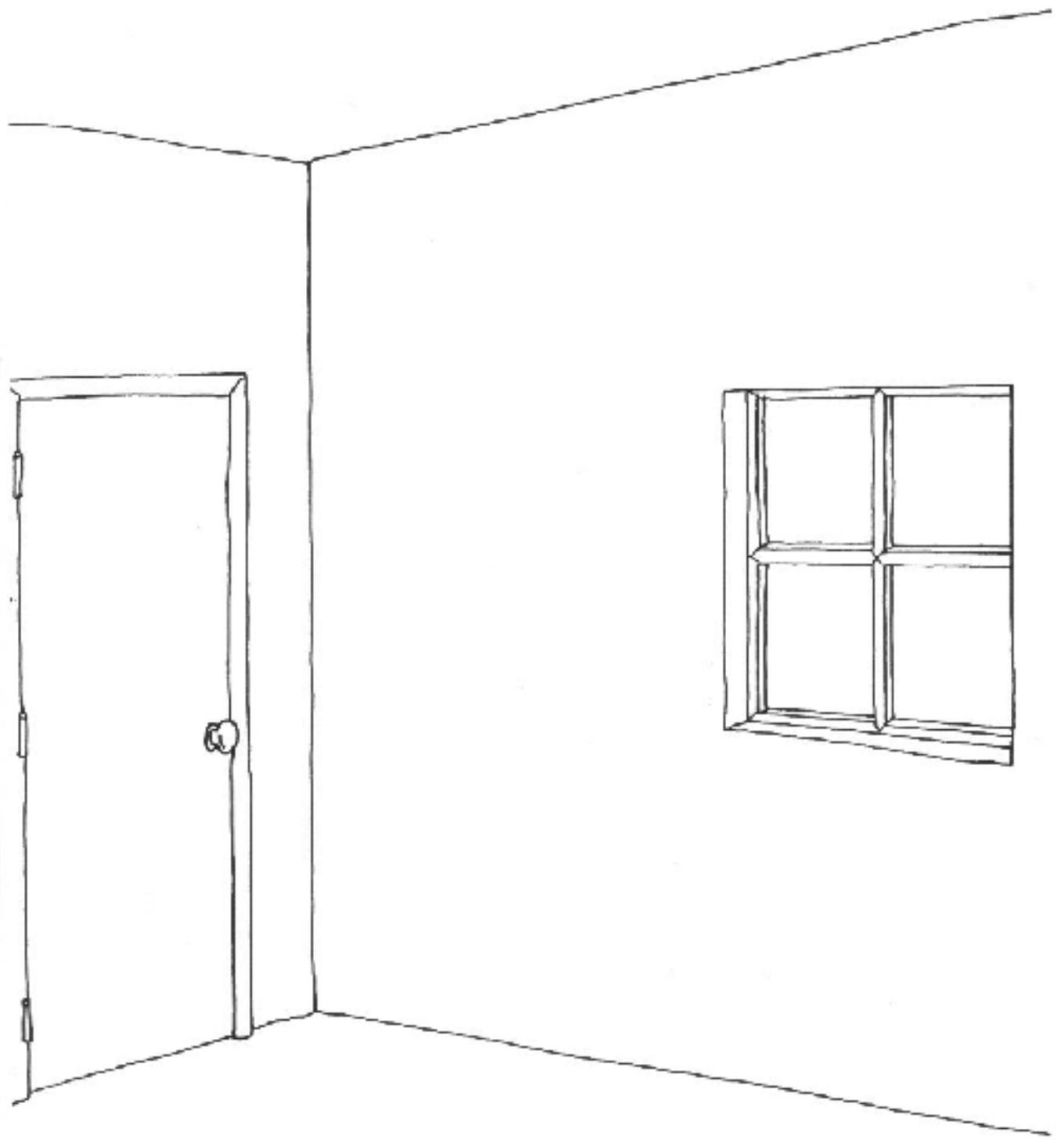
Finally there are some notes numbered in accord with the requirements (see the manual for the details).













NOTE: (from the 'helps' in the award manual)

"The goal of this award is to help the Adventurers become more aware of people and things around them and to consider how they can help change things for the better if they observe problems."

Note also that the award 'helps' says this award is best done from life rather than from pictures. The work sheet in the other file could be used for recording not only what was observed but when and where.

- 1 If it is not possible to let the children observe from real life in their own time then they could sit on the floor or round a table and cut out pictures in each category and stick the ones of each type on a separate page of paper. Or if you can get an adult to supervise a 'station' for each category then the children could move round the stations and do their identifications without cutting out and sticking in pictures. This means that pictures from quality coloured books could be used to the identification.
- 2 Even if this is done from real life it would be good to discuss the answers with the children as a group afterwards. Discuss what they do, and why, and how we identify them and how we contact them if we are in need of their help.
- 3 Read the text together and discuss it.
- 4 Preferably find a time to do this after a Sabbath morning service and before the cleaners have arrived. Make sure the children observe rules of reverence because it is still the church, even outside of worship times. Look at ways the church became dirty (foot prints, food scraps from small children, drawing papers, finger prints on windows and glass doors). The point of this is not to discuss how the cleaner works, but how we as church members (children belong to the church even before they are baptised and are put on the roll) can keep the church more clean.
- 5 The requirement suggest that these pictures go in a scrap book, but if a log book is kept for this award then that is a better place.
- 6 Note that they have to look at 15 items and remember 15 of them. It is suggested that if this is done during a Sabbath time class period, nature based items and church objects are used (pictures or models of animals, actual flowers, leaves, feathers, Bible, lesson book, memory verse card etc). They will need to name the object (banana not fruit).