



SM



## MOONBEAMS®

Published by The Salvation Army National Christian Education Department,  
National Headquarters

First published in 2007, Revised May 2013

## MOONBEAMS CREATOR AND

**PROJECT MANAGER:** Jerrie Miller, USA Central Territory

**EXECUTIVE EDITOR:** Major Christine Poff

**EDITOR:** Carolyn J.R. Bailey

**WRITER:** Jerrie Miller

**ASSOCIATE WRITER:** Major Chrissy Rock, USA Eastern Territory

**COVER AND INTERIOR DESIGN:** Gerri Rajski

**ADDITIONAL DESIGN:** Steven E. Carpenter, Jr.

**ADMINISTRATIVE ASSISTANT:** Siomara Paz

## COPYRIGHT STATEMENT

This publication is a national document and cannot be changed without the approval of the Commissioners' Conference. All rights reserved. No part of this curriculum may be reproduced, stored in or introduced into a retrieval system, or transmitted, in any form, or by any means (electronic, mechanical, photocopies, recording, or otherwise), without the prior written permission from The Salvation Army National Christian Education Department. This includes the scanning, uploading, and distribution of this book via the Internet or via any other means. For permission information write:

The Salvation Army National Headquarters  
Christian Education Department  
615 Slaters Lane  
Alexandria, VA 22314

All Scripture quotations, unless otherwise indicated, are taken from the Holy Bible, New International Version®, NIV®. Copyright ©1973, 1978, 1984, 2011 by Biblica, Inc.™ Used by permission of Zondervan. All rights reserved worldwide. [www.zondervan.com](http://www.zondervan.com) The "NIV" and "New International Version" are trademarks registered in the United States Patent and Trademark Office by Biblica, Inc.™

Scripture marked MSG is taken from *The Message*™. Copyright 1993. Used by permission of NavPress Publishing Group.

Every effort has been made to contact the copyright holders, but should there be any errors or omissions, The Salvation Army would be pleased to insert the appropriate acknowledgement into future productions of this publication.

## MISSION STATEMENT

The Salvation Army, an international movement, is an evangelical part of the universal Christian church. Its message is based on the Bible. Its ministry is motivated by the love of God. Its mission is to preach the gospel of Jesus Christ and to meet human needs in His name without discrimination.

## TERRITORY ADDRESSES

The Salvation Army Central Territory  
10 W. Algonquin Road  
Des Plaines, IL 60016

The Salvation Army Eastern Territory  
440 West Nyack Road  
West Nyack, NY 10994

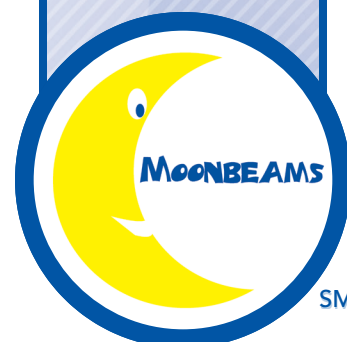
The Salvation Army Southern Territory  
1424 Northeast Expressway  
Atlanta, GA 30329

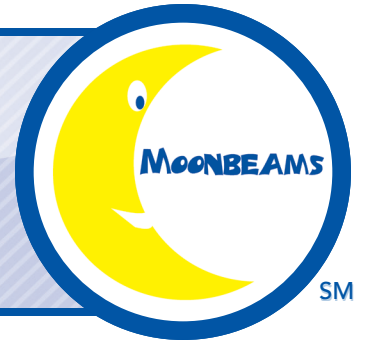
The Salvation Army Western Territory  
180 East Ocean Boulevard  
Long Beach, CA 90802

# TABLE OF CONTENTS

<b>INTRODUCTION .....</b>	<b>4</b>
ABOUT MOONBEAMS .....	4
THE MOONBEAMS UNIFORM .....	4
THE MOONBEAMS SALUTE .....	5
THE MOONBEAMS PLEDGE .....	5
THE MOONBEAMS MOTTO .....	5
THE MOONBEAMS PRAYER .....	6
THE MOONBEAMS SONG .....	6
THE MOONBEAMS EMBLEMS .....	6
40 DEVELOPMENTAL ASSETS FOR PRESCHOOLERS .....	9
ALLERGY ALERT .....	10
 <b>MOONBEAMS EMBLEMS .....</b>	 <b>11</b>
ANIMALS FRIENDS .....	11
BIBLE .....	17
COLORS .....	23
COME SEE MY BUG .....	29
COOKING FUN .....	37
HELPER .....	43
MIND YOUR MANNERS .....	49
OUR OWN EMBLEM .....	57
OUT OF THIS WORLD .....	67
READING FUN .....	73
SALVATION ARMY .....	83
SOMEONE SPECIAL .....	91
STAY SAFE .....	97
SUMMER FUN .....	105
TREES .....	113
WINTER FUN .....	119

**MOONBEAMS®**





## ABOUT MOONBEAMS

Moonbeams are members of a national character-building program sponsored by The Salvation Army for boys and girls in grades Preschool through Kindergarten.

To join, a child must:

- be four to five years old (six years old if still in kindergarten),
- have parent/guardian's permission,
- attend four meetings,
- learn the Moonbeams Pledge, Motto and Prayer, and
- help the troop by paying dues weekly.

Moonbeams should try to help others whenever possible, even before being asked. Moonbeams are encouraged to attend Sunday school or church every week. If not a member of a Sunday school, the Moonbeams are invited to attend at The Salvation Army. There they'll meet friends and have fun learning about Jesus.



## THE MOONBEAMS UNIFORM

When Moonbeams are enrolled, the leader gives them a special Moonbeams membership emblem to wear on a lanyard. Additional emblems are

added to the membership emblem when earned by doing the activities with the troop. The leader will show Moonbeams how to add new emblems to the membership emblem so that all Moonbeams wear it the same way.



The membership emblem and uniform are worn for the first time when a Moonbeam is enrolled. After that, the uniform is worn for inspections, divine services, and at other times announced by the leader. The uniform looks like this:

- Moonbeams membership emblem,
- Navy blue slacks or skort,
- White polo shirt,
- Black shoes, and
- White socks.

For normal troop meetings, camp or outings the leader may ask Moonbeams to wear the informal uniform.

- Light blue T-shirt,
- Moonbeams membership emblem,
- Blue shorts, slacks or jeans, and
- Tennis shoes and socks.

## THE MOONBEAMS SALUTE

The Moonbeams salute is a special sign used to show membership in a Moonbeams troop. Use the salute to show respect for an individual or for our country. To salute, Moonbeams stand at attention and raise their right hand. The thumb should be tucked in and all four fingers point straight up.

Salute when...

- saying the Moonbeams Pledge,
- wearing the Moonbeams uniform and the American flag is raised,



- wearing the Moonbeams uniform and saying the Pledge of Allegiance or singing the National Anthem, or
- receiving Moonbeams emblems.

## THE MOONBEAMS PLEDGE

I promise that I will try  
To love God,  
To help everyone,  
And to always do my best.

## THE MOONBEAMS MOTTO

Do your best!

# THE MOONBEAMS PRAYER

Help us to do the things we should,  
And be to others kind and good.  
In all we do at work or play  
To grow more like Jesus every day.

# THE MOONBEAMS SONG

The moon reflects light in the dark night sky.  
Jesus wants His children to reflect His light  
in a dark world. Moonbeams learn that they  
can reflect the light of Jesus by being kind  
and helpful. The words of this song help  
Moonbeams remember to be a light that  
shines for Jesus.

This little light of mine, I'm gonna let it shine.  
This little light of mine, I'm gonna let it shine.  
This little light of mine, I'm gonna let it shine.  
Let it shine, let it shine, let it shine.

Let it shine 'til Jesus comes, I'm gonna let it shine.  
Let it shine 'til Jesus comes, I'm gonna let it shine.  
Let it shine 'til Jesus comes, I'm gonna let it shine.  
Let it shine, let it shine, let it shine.

# THE MOONBEAM EMBLEMS

Moonbeams earn emblems by completing the lessons and projects with their troop. When an emblem is completed, the Moonbeams receive an emblem to add to their Moonbeam membership emblem.



There are sixteen emblems that the Moonbeams can earn. They are:

1. Animals Friends
2. Bible
3. Colors
4. Come See My Bug
5. Cooking Fun
6. Helper
7. Mind Your Manners
8. Our Own Emblem
9. Out of This World
10. Reading Fun
11. The Salvation Army
12. Someone Special
13. Stay Safe
14. Summer Fun
15. Trees
16. Winter Fun

MOONBEAMS<sup>®</sup>

ANIMAL FRIENDS

OVERVIEW

Moonbeams observe animals and understand their place in creation, express feelings about animals through art and movement, and distinguish the difference between wild and domestic animals.

OBJECTIVES

To earn this emblem, Moonbeams need to complete at least one activity from each section and the Bible lesson.

WORD BANK

- Habitat
- Pet
- Wild
- Camouflage

DEVELOPMENTAL ASSETS SUPPORTED BY THE ACTIVITIES

- Creative Activities
- Commitment to Learning

BACKGROUND FOR LEADERS

Children are born with a sense of wonder toward animals. Watch as they admire a puppy or fuzzy baby chick and you'll see them connect with nature and the Creator.

This emblem builds on that natural attraction to help children understand the similarities and differences between species and learn about God's wonderful plan to care for all living creatures.

If possible, bring in living creatures for children to observe and care for. A goldfish named Fred or caterpillar named Sallie can provide many opportunities to teach about the animal kingdom. Of course, be careful of allergies.

ANIMAL FRIENDS

11

GROUP ACTIVITIES

ACTIVITY CENTERS

Activity centers provide opportunity for children to imagine, choose and explore. Provide at least three activity centers. Three options are given below and you may use those or develop your own.

DRAMATIC PLAY

Allow the children to dress like one of their favorite Bible characters. Provide old robes, scarves, paper crowns, neckties, rope belts, etc. Clay pots, baskets, baby dolls, etc. will add to the make-believe fun.

PUPPETS

Provide sock, paper bag or finger puppets for the children to re-enact favorite Bible lessons. There are many websites that provide instructions for making various types of puppets. Check out these sites:

[www.danielstheplace.com/html/puppets.html](http://www.danielstheplace.com/html/puppets.html)

[www.montessoriworl.org/handwork/puppets/puppets.html](http://www.montessoriworl.org/handwork/puppets/puppets.html)

[www.teacherhelp.org/puppets.htm](http://www.teacherhelp.org/puppets.htm)

[www.wikihow.com/Make-a-Wooden-Spoon-Puppet](http://www.wikihow.com/Make-a-Wooden-Spoon-Puppet)

HOME LIFE

What would it have been like to visit a carpenter shop, stable, ark, or the palace of Pharaoh's daughter? Provide items

such as brooms, pitchers, money bags, rugs, wooden tools, etc. that the children may use to set up pretend homes where people in one of your Bible lessons might have lived.

WE'VE GOT MAIL

SUPPLIES:

- 9" x 11" envelope
- Newsprint
- Marker
- Bible

Children love to receive mail. Use their natural enthusiasm to reinforce that God's Word is a love letter written especially to us.

Address a 9" x 11" envelope to your troop. On a large sheet of newspaper write, "I love you." Place it in the envelope.

Hide the envelope in a large bag or box. Let the children take turns guessing what's hidden. To help give hints such as, "You might get one from your Grandma!" or "It's made of paper." If they're really stuck for an answer, say, **The mailman brings these to your house.**

When the children guess the package contains a letter, take it out and read the envelope. Open the envelope and read the message. Tell them the Bible Book up a Bible is a letter from God. It's a special book that tells us how much He loves us. It also tells us the best way to be happy and how to treat others.

18

MOONBEAMS

ENHANCEMENT IDEAS

- Purchase canned biscuits or frozen bread dough to bake during the meeting, so children can experience the aroma of baking bread.
- Purchase an unsliced loaf of bread from a bakery. Show children how to slice it with a serrated knife so that they understand it must be "sawed" back and forth. Talk about other things that must be sawed.
- Visit a bakery to watch bread being baked.
- If your troop is blessed to receive breads from a local food pantry or bakery, do a taste-test on different types of bread.
- Think of other types of food that would taste good with butter. You might try crackers, popcorn, etc.

CRAFTS

LITTLE BOY BLUE'S HORNS

Make homemade horns.

SUPPLIES:

- Paper towel roll
- Waxed paper
- Rubber band
- Ink pen

Cover one end of the paper towel roll with waxed paper. Secure the waxed paper with a rubber band. Punch a row of holes along one side of the roll with the tip of the ink pen.

To play the horns, sing or hum a tune into the open end.

COOKING FUN

41

PAT-A-CAKE

Use Play-Doh® to make pretend pat-a-cakes. Be sure to roll it, mix it and mark it with a B.

HUMPTY DUMPTY PUPPETS

SUPPLIES:

- Small wooden or plastic spoons
- Permanent markers
- Assorted colors of ribbon 18" in length

For an easy craft, use inexpensive wooden (or plastic) spoons to make Humpty Dumpty puppets (pre-fall, of course.)

Use permanent markers to draw Humpty's face on back of the spoon's bowl. Add a decorative ribbon bow tie.

SONGS & RHYMES

Choose a nursery rhyme to enhance this emblem. Many are songs ("Baa, Baa, Black Sheep"; "Mary Had a Little Lamb") the children will enjoy learning. Others, such as "Hickory-Dickory-Do", are finger plays the children will enjoy learning.

If you're unfamiliar with the words and tunes, you'll find many children's songs at: [www.KIDiddles.com](http://www.KIDiddles.com).

GAMES

DUCK, DUCK, GOOSE

Play the familiar "Duck, Duck, Goose" game. Provide a Mother Goose bonnet to be worn by the child who is "It."

## EMBLEM COMPONENTS

Each Moonbeams emblem contains the following components:

### OVERVIEW

A brief statement regarding what Moonbeams will experience in earning the emblem.

### OBJECTIVES

A statement of what activities need to be completed to earn the emblem.

### WORD BANK

A list of vocabulary words the Moonbeams will learn while completing the emblem.

### DEVELOPMENTAL ASSETS SUPPORTED BY THE ACTIVITIES

Search Institute has identified a framework of 40 developmental assets for children ages 3 to 5. This section highlights the specific developmental assets a particular emblem supports. (A Glossary of the *40 Developmental Assets for Preschool* is included on page 9.)

## BACKGROUND FOR LEADERS

This component is not found in every emblem. It is a section with supplemental information for the leader about a specific emblem.

## GROUP ACTIVITIES

Activities are provided with each emblem that are designed to meet the objectives of the emblem. Often several options are given so that a leader can choose the activities that will work best for their troop. A list of supplies needed for each of the activities is provided.

## CRAFTS

Craft options are provided with each emblem that will coordinate with the activities and reinforce the teaching elements of the emblem.

## SONGS & RHYMES

Preschoolers love to sing and this section provides songs that fit the theme of the emblem.

## GAMES

Games are provided with each emblem that will coordinate with the activities and reinforce the teaching elements of the emblem. A list of supplies needed for each of the games is provided.

## SNACKS ✱

Snacks are suggested that fit the theme of the emblem.

## BIBLE LESSON

A Bible lesson is provided that fits the theme of the emblem. In some cases, more than one Bible lesson option is provided and the leader can choose the one that will work best for their Moonbeams.

## LEADERS' RESOURCES

A section that suggests supplemental resources is provided. This includes information on appropriate books, DVDs/ videos and websites for each emblem.

## LEADERS' RESOURCE PAGES

Teaching resources for emblem activities are provided in the *Leaders' Resource Pages* section of each emblem.

## KIDS' PAGES

Coloring and activity pages for the Moonbeams to use in completing the activities for each emblem are provided. Some of the *Kids' Pages* are referred to in the *Group Activity* options. Others are not and can be used as the leader chooses.

### SNACKS ✱

Serve the Moonbeams Fruit by the Foot®.

### BIBLE LESSON

#### WALKING ON WATER

##### SCRIPTURE

• Matthew 14:22-33

Gather children around the table and ask if they heard any stories in *The Foot Book* story. Ask them to show you their left foot, right foot, high foot (lift foot), low foot (put foot on floor).

Say: Does anyone know a Bible story about feet? (Allow for responses.) Today's Bible lesson is about a time when Jesus did something really special with His feet to show how powerful He is.

Say the following as written or in your own words: One evening after teaching all day, Jesus wanted to go to a quiet place by Himself to pray. Jesus told His friends to go ahead of Him across the lake, while He sent the crowd of people home.

His friends went down to the lake and got into a boat to cross the lake. Let's pretend we are in a boat of our own. (Pretend to row a boat.) Before long, a big wind came up. The waters got wild and rough. (Have everyone rock their bodies back and forth.) The men were having a hard time rowing. They were afraid.

Jesus knew the boat was in trouble and wanted to go out to it, only He didn't have a boat to use. How could He get there? He used something we all have. He used His feet to walk on top of the water!

When the disciples saw Jesus walking on the water, they were even more afraid. Jesus said, "Don't be afraid! It's me—Jesus!" Peter was excited. He was amazed that Jesus could walk on the water. He wanted to try it too.

Peter said, "Lord, if it's really you, tell me to come to you on the water." Jesus said, "Come on." So Peter got out of the boat. He walked on the water toward Jesus! Did Peter and Jesus have "up" feet or "down" feet? (Allow for responses.)

But when Peter looked around at the storm and all the water, he became afraid and started to sink. Now Peter had "down" feet and very wet feet!

He cried out, "Help, Lord, save me!" Jesus caught him right away. He pulled Peter out of the water. Now Peter had "up" feet. "Why did you become afraid and doubt, Peter?" Jesus and Peter both climbed into the boat.

Ask: What do you think happened to the storm? It calmed down and went away. What do you think the men in the boat were thinking? (Allow for responses.) They thought Jesus was amazing and very powerful! The friends all worshipped Jesus, saying, "Truly, You are the Son of God."

Jesus is powerful. Don't you think He had amazing feet? He used His feet to walk on water so His disciples would know how powerful He is.

In the story, did Jesus have wet feet or dry feet? What about Peter? Peter had dry feet in the boat. When did they get wet? Jesus had enough power to help Peter when He was wet and afraid. Are there things that Jesus can help you to do? (Allow for responses.)

### DOWN BY THE SEA

Use any familiar Bible lesson which features water or the sea. Here are a few ideas you may want to use:

• "Creation" (Genesis 1:1)

• "Jonah and the Whale" (Jonah 1:1-17)

• "Jesus Calms the Sea" (Matthew 8:23-27)

• "Jesus Walking on Water" (Matthew 14:22-25)

• "The Big Catch" (John 21:1-6)

NOTE: A good resource for this is available at: <http://ministry-to-children.com/miraculous-catch-preschool-lesson/>.

### LEADERS' RESOURCES

#### BOOKS

A House for a Hermit Crab by Eric Carle

Hot City by Barbara Jossée

The Night Before Summer Vacation by Natasha Wing

#### WEBSITES

##### SUMMER SPLASH

Children's Ministry® has lots of ideas for ways to enhance this activity includes games, food, decorations and Bible lessons. Find these great ideas at: [www.childrensministry.com/articles/summer-splash](http://www.childrensministry.com/articles/summer-splash).

##### SUMMER FUN ON PINTEREST

To find activities, craft ideas and games to use with this emblem, check out: <http://pinterest.com/samoonbeams/summer-fun/>.



## THE SALVATION ARMY DOUGHNUT GIRLS STORY

A very long time ago, before there were smart phones, computers or televisions, there was a big war. Many American men became soldiers and went to fight in the war.

The Salvation Army sent a young officer named Helen to help the men. Helen prayed with the men, wrote letters for them and talked to them about Jesus. Helen knew the men were lonely. They missed home and the good food they had there.

Helen didn't have a lot of food, but she did have everything she would need to make doughnuts. One day, she mixed up a big batch. She cooked seven doughnuts at a time, in a big skillet. They smelled very yummy! When the soldiers smelled doughnuts, they thought of home.

Everyone wanted to try a doughnut. The soldiers would wait in a long line to taste one. Everyday Helen made doughnuts and coffee and everyday more soldiers came.

Soon so many men wanted doughnuts that Helen needed help. Other Salvation Army girls came to help make doughnuts. As long as the war lasted, the girls cooked doughnuts for the soldiers.

The soldiers loved the doughnuts and the girls who cooked them. The soldiers gave the girls a special name, Doughnut Girls. Even after the war ended, the soldiers remembered the good doughnuts and The Salvation Army Doughnut Girls.





## 40 Developmental Assets® for Early Childhood (ages 3 to 5)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young children grow up healthy, caring, and responsible.



<b>External Assets</b>	<b>Support</b>	<p>1. <b>Family support</b>—Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality.</p> <p>2. <b>Positive family communication</b>—Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input.</p> <p>3. <b>Other adult relationships</b>—With the family's support, the child experiences consistent, caring relationships with adults outside the family.</p> <p>4. <b>Caring neighbors</b>—The child's network of relationships includes neighbors who provide emotional support and a sense of belonging.</p> <p>5. <b>Caring climate in child-care and educational settings</b>—Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure.</p> <p>6. <b>Parent involvement in child care and education</b>—Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.</p>
	<b>Empowerment</b>	<p>7. <b>Community cherishes and values young children</b>—Children are welcomed and included throughout community life.</p> <p>8. <b>Children seen as resources</b>—The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children's physical, social, and emotional needs.</p> <p>9. <b>Service to others</b>—The child has opportunities to perform simple but meaningful and caring actions for others.</p> <p>10. <b>Safety</b>—Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children's health and safety.</p>
	<b>Boundaries &amp; Expectations</b>	<p>11. <b>Family boundaries</b>—The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve.</p> <p>12. <b>Boundaries in child-care and educational settings</b>—Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviors.</p> <p>13. <b>Neighborhood boundaries</b>—Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior, in a supportive, nonthreatening way.</p> <p>14. <b>Adult role models</b>—Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles.</p> <p>15. <b>Positive peer relationships</b>—Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children.</p> <p>16. <b>Positive expectations</b>—Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.</p>
	<b>Constructive Use of Time</b>	<p>17. <b>Play and creative activities</b>—The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others.</p> <p>18. <b>Out-of-home and community programs</b>—The child experiences well-designed programs led by competent, caring adults in well-maintained settings.</p> <p>19. <b>Religious community</b>—The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.</p> <p>20. <b>Time at home</b>—The child spends most of her or his time at home participating in family activities and playing constructively, with parent(s) guiding TV and electronic game use.</p>

<b>Internal Assets</b>	<b>Commitment to Learning</b>	<p>21. <b>Motivation to mastery</b>—The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills.</p> <p>22. <b>Engagement in learning experiences</b>—The child fully participates in a variety of activities that offer opportunities for learning.</p> <p>23. <b>Home-program connection</b>—The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities.</p> <p>24. <b>Bonding to programs</b>—The child forms meaningful connections with out-of-home care and educational programs.</p> <p>25. <b>Early literacy</b>—The child enjoys a variety of pre-reading activities, including adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.</p>
	<b>Positive Values</b>	<p>26. <b>Caring</b>—The child begins to show empathy, understanding, and awareness of others' feelings.</p> <p>27. <b>Equality and social justice</b>—The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different.</p> <p>28. <b>Integrity</b>—The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right.</p> <p>29. <b>Honesty</b>—The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding.</p> <p>30. <b>Responsibility</b>—The child begins to follow through on simple tasks to take care of her- or himself and to help others.</p> <p>31. <b>Self-regulation</b>—The child increasingly can identify, regulate, and control her or his behaviors in healthy ways, using adult support constructively in particularly stressful situations.</p>
	<b>Social Competencies</b>	<p>32. <b>Planning and decision making</b>—The child begins to plan for the immediate future, choosing from among several options and trying to solve problems.</p> <p>33. <b>Interpersonal skills</b>—The child cooperates, shares, plays harmoniously, and comforts others in distress.</p> <p>34. <b>Cultural awareness and sensitivity</b>—The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him.</p> <p>35. <b>Resistance skills</b>—The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behavior.</p> <p>36. <b>Peaceful conflict resolution</b>—The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.</p>
	<b>Positive Identity</b>	<p>37. <b>Personal power</b>—The child can make choices that give a sense of having some influence over things that happen in her or his life.</p> <p>38. <b>Self-esteem</b>—The child likes her- or himself and has a growing sense of being valued by others.</p> <p>39. <b>Sense of purpose</b>—The child anticipates new opportunities, experiences, and milestones in growing up.</p> <p>40. <b>Positive view of personal future</b>—The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.</p>



# ALLERGY ALERT

Through the various emblems, the Moonbeams are given the opportunity to experience a variety of new things, both indoors and outdoors, using all of their senses. Unfortunately, some of the children might be allergic to one or more of the things being explored. Anytime snacks are served, the leader needs to be aware of the possibility of food allergies. We have also placed an ALLERGY ALERT symbol next to any activity that includes something to which children tend to be allergic.

Children this age cannot be expected to monitor themselves when it comes to allergies. Therefore, information will need to be communicated with the parents. This can be done in a variety of ways, and probably should be done in more than one way:

- Post a calendar, where parents can see it, indicating what activities the children will be doing, including materials involved, and what snacks they will be eating. This needs to be done well enough in advance for the teacher to organize a different activity or snack if the one originally planned will be a problem.
- Include a request for allergy information on the initial registration material.
- Use this as an opportunity to contact each child's parents personally. Call, email, or visit the parents. Ask them if their child is allergic or sensitive to anything.

Information you will need from the parents on each Moonbeam:

- What is your child allergic to?
- If a food allergy, does the child need to eat it to have a reaction or will contact with the item cause a reaction?
- What is the reaction?
- What do you usually do?
- Is the child aware that he or she has the allergy?
- If the allergy is severe, does the child have an EpiPen®, inhaler or other medication?

While children can be allergic to anything, the most common allergens are listed below:

## FOOD

The most common food allergies in children are egg, milk, soy, wheat, peanuts and tree nuts. Allergies to fish and shellfish are also common although they're usually seen more in adults than children.

## INDOORS

- **DUST:** contains dust mites and finely ground particles from other allergens, such as pollen, mold and animal dander.
- **FUNGI:** including molds too small to be seen with the naked eye.
- **FURRY ANIMALS:** cats, dogs, guinea pigs, gerbils, rabbits, and other pets.
- **CLOTHING AND TOYS:** made, trimmed, or stuffed with animal hair.
- **LATEX:** household and school articles, such as rubber gloves, toys, balloons; elastic in socks, underwear, and other clothing; airborne particles.
- **Bacterial enzymes:** used to manufacture enzyme bleaches and cleaning products.

## OUTDOORS

Seasonal allergies can become more severe when children are outdoors. The most common allergies are to pollen and mold from trees, leaves, grass, flowers, and hay. Being outdoors also exposes children to bees and spiders.

**NOTE:** If children have allergies severe enough to require EpiPens or the swift administering of other medicine (e.g., inhalers), contact your DHQ about liability and any necessary training the leaders may need.