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# Kindergarten

Leader/Teacher Guide

A Sabbath School Resource for Kindergarten Leaders and Teachers  
GraceLink® Sabbath School Curriculum

[www.gracelink.net](http://www.gracelink.net)

Year B, Fourth Quarter

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\*Lesson dates correspond with the Gracelink curriculum's recommended method of presenting the lesson first in Sabbath School and encouraging families to continue their study of the material during the week ahead. (See [www.gracelink.net](http://www.gracelink.net) for a thorough discussion.) If your church is not presenting the material first in Sabbath School, but rather reviewing it on Sabbath after it has been introduced at home, you will need to adjust *Our Little Friend* distribution by one week.

# Basic Needs of Children\*

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All children have certain basic needs as well as needs that are specific to their age and stage of development. The basic needs of children are:

## Physical

- Food
- Warmth
- Shelter

## Mental

- Power—to make choices and follow plans

## Emotional

- A sense of belonging
- Expressions of unconditional love and acceptance

- Approval and recognition
- Freedom within defined boundaries
- Humor—a chance to laugh

## Spiritual

- An all-knowing, loving, caring God
- Forgiveness of wrongs and a chance to start over
- Assurance of acceptance with God
- Experience in prayer, answers to prayer
- A chance to grow in grace and in the knowledge of God

# The Kindergarten Child

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In the Seventh-day Adventist Church we advocate kindergarten for children ages 3-5. However, the development of children varies from child to child. Therefore, a knowledge of each child in your Sabbath School is important. Generally, the description below is true of children ages 3-5.

## Physical

- Start developing large muscle coordination
- Lack a sure sense of balance
- Are extremely active
- Tire easily, but revive soon after resting
- Lack fine muscle coordination
- Are curious and like to explore their environment
- Learn by exploring

## Mental

- Are capable of limited listening and understanding without the help of a visual cue, such as seeing the object being discussed
- Have quick memory
- Memorize things they don't understand

## Emotional

- Cry easily
- Are capable of verbalizing emotional responses
- Learn to delay gratification of needs without losing equilibrium
- Learn ways to express negative emotions

## Social/Relational

- Are self-centered—the world revolves around them

- Play alone in the presence of their friends, rather than playing with their friends
- Like to make friends and be with friends

## Developmental Needs

In addition to the basic needs mentioned earlier, kindergarten children need:

- Freedom—to choose and to explore within limits
- Power—to have some autonomy in learning situations
- Limits—safe boundaries that are set by parents and teachers
- Fun—learning through play, enjoying success
- Discipline and training—to provide safety and structure in their lives

## Spiritual Needs

Kindergarten children need to know:

- God loves them and cares for them
- How to show respect for God
- God made them, knows them, and values them
- The difference between right and wrong
- How to choose the right with God's help

# General Rules

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A child's attention span, in minutes, is their age plus one. Thus, an average 3-year-old has a potential attention span of four minutes, provided they are interested in what is happening.

## Kindergarten children:

- Enjoy repetition—provided they don't tire
- Are beginning to reason from simple cause to effect
- Make some generalizations—often incorrectly
- Learn best by active participation
- Have a short attention span—3 to 6 minutes

*\*Children's Ministries: Ideas and Techniques That Work, ed. Ann Calkins (Lincoln, Nebr.: AdventSource, 1997).*

# About Materials

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As you follow the natural learning sequence outlined in each lesson, you may want to adapt activities for use in your particular situation, and this may require a change in the need for materials. Look ahead at the Program Outline for each week's program so you can be prepared with the materials suggested.

## Supplies Frequently Used in Kindergarten

### Paper

- butcher paper (roll)
- construction paper (various colors)
- drawing paper
- finger-painting paper
- poster board
- writing paper

### Art supplies

- aluminum foil
- cotton balls or polyester fiberfill
- craft sticks
- crayons, markers, colored pencils
- finger paints and watercolors
- glue or glue sticks
- hole punch
- magnetic tape (stick-on)
- pencils
- plastic wrap
- play dough or modeling clay
- scissors (blunt-nosed)
- stamp pads (various colors)

- stapler and staples
- string
- tape (cellophane, masking, etc.)
- thread, several colors
- toilet paper or paper towel rolls (empty)
- yarn, several colors

### Other

- adhesive bandages
- bags, paper and plastic, all sizes
- balloons
- beanbag
- blindfold for each child
- blocks, boxes, or Legos
- boxes, large cardboard (appliance size)
- cassette or CD player
- chenille sticks or pipe cleaners
- costumes, Bible-times, for adults and children
- crown for each child
- cups, paper and plastic

- dolls (baby dolls)
- fabric pieces
- flashlight
- gifts (inexpensive)
- magnets, small
- paper clips (steel)
- paper towels/baby wipes
- plastic or newspaper to cover tables
- recorded nature sounds
- rubber bands
- sandwich bags, plastic sealable
- seeds (rice, beans, etc.)
- shoe boxes
- smocks/old shirts to cover children's clothes
- stickers, large variety
- towels, small
- toy musical instruments
- toy stuffed animals

## Additional Supplies Needed This Quarter

In addition to those materials frequently used in kindergarten, specific items may be used only once during the quarter. A list of such items is included here for your convenience. Keep in mind that this list DOES NOT include everything needed to teach a given lesson.

### Lesson 1

- Sharing Children pattern (see p. 150)
- toy for each child to hold
- pots, pans, bowls, spoons, etc.
- empty food boxes
- plates, silverware, napkins
- duster, rags, broom, mop
- items children can share
- food to share

### Lesson 2

- large towels
- jigsaw pattern (see p. 151)
- Helper Certificate (see p. 152)

### Lesson 3

- items (or pictures) from different countries and cultures
- bright light
- sheet hanging from ceiling
- adult storyteller dressed as Peter

### Lesson 4

- "jail" (see activity)
- praying pictures (see p. 153)
- short lengths of chain

### Lesson 5

- roll of gauze
- play doctor's kit
- items used by people who serve
- fabric, needle, and thread
- guest speaker (optional)
- letter to parents (see activity)

### Lesson 6

- broom or stick
- transparent page protectors
- vegetable oil
- Braille alphabet pattern (see p. 154)
- Braille Jesus pattern (see p. 154)

### Lesson 7

- various types of purple cloth
- red and blue food coloring
- map of Paul's journeys
- suitcase
- items to take on a trip
- bag (see activity)
- Bible-times felts (optional)
- guest speaker
- Welcome Friends door hanger pattern (see p. 155)
- heavy light-purple paper

### Lesson 8

- chain
- two adult male actors
- rock
- cookie
- jump rope
- information about a missionary or missionary guest
- Memory Verse Chain pattern (see p. 155)

### Lesson 9

- things good for sick people
- items not good for sick people
- pot or large pan
- small plastic boats
- vinegar
- baking soda
- shakers (optional)
- box boats from Readiness Activity
- A or sheet or masking tape
- umbrellas
- spray bottles for rain
- Boat pattern (see p. 156)
- wood for fire
- male voice of Paul
- walnut shell halves (optional)

### Lesson 10

- small baking/foil tray
- small mirror
- sticks
- Bible Book pattern (see pp. 157, 158)

### Lesson 11

- canning or plastic rings
- plastic container
- wooden spoon
- Angel pattern (see p. 159)
- large white T-shirts (optional)

### Lesson 12




- inexpensive gift for each child
- baby lotion
- music box
- straw
- Wise Men's gifts
- two wrapped gift boxes
- items or pictures of God's gifts
- picture of Jesus, a baby, or the word "Jesus"
- Angel Star pattern (see p. 160)

### Lesson 13

- crepe paper, various colors
- mirror
- Bookmark pattern (see p. 161)

### Lesson 14

- suitcase or bag
- items for packing suitcase
- Second Coming picture (see p. 162)

Lesson	Bible Story	References	Memory Verse	Message	Materials
	<b>COMMUNITY:</b> We treat each other with love.				
<b>Lesson 1</b> <b>Oct. 1*</b>	The early Christians share.	Acts 2:42-47; 4:32-35; AA 70-76	Acts 4:32, NIV	We share with others.	See p. 11.
<b>Lesson 2</b> <b>Oct. 8</b>	Deacons care for the needy.	Acts 6:1-7; AA 87-96	Romans 12:13, ICB	God's people work together to help others.	See p. 21.
<b>Lesson 3</b> <b>Oct. 15</b>	God sends Peter a vision.	Acts 10; AA 132-142	Acts 10:34, NIV	We can be friends to others.	See p. 31.
<b>Lesson 4</b> <b>Oct. 22</b>	Peter is put in prison.	Acts 12:1-19; AA 143-154	Acts 12:5, ICB	We pray for one another.	See p. 41.
	<b>SERVICE:</b> We serve by giving to others.				
<b>Lesson 5</b> <b>Oct. 29</b>	Dorcas	Acts 9:36-43; AA 131, 132	Proverbs 14:21, ICB	Being kind to others makes us happy too.	See p. 51.
<b>Lesson 6</b> <b>Nov. 5</b>	Saul's sight is restored.	Acts 9:1-22; AA 112-125	Acts 9:17, NIV	God leads us to serve others.	See p. 61.
<b>Lesson 7</b> <b>Nov. 12</b>	Saul becomes Paul, meets Lydia.	Acts 16:6-15; AA 211, 212, 218	Acts 16:15, NIV	We serve God when we take care of others.	See p. 71.
<b>Lesson 8</b> <b>Nov. 19</b>	Paul and Silas in prison	Acts 16:16-34; AA 211-220	2 Corinthians 8:21, NIV	We share Jesus by doing what is right.	See p. 81.
<b>Lesson 9</b> <b>Nov. 26</b>	Paul and the shipwreck	Acts 27:13-28:10; AA 442-446	1 Thessalonians 5:11, NIV	We serve others when we encourage them.	See p. 91.
	<b>GRACE:</b> God's grace is His gift to us.				
<b>Lesson 10</b> <b>Dec. 3</b>	Philip and the Ethiopian	Acts 8:26-40; AA 107-109	Psalms 119:169, ICB	God helps us understand His Word.	See p. 101.
<b>Lesson 11</b> <b>Dec. 10</b>	An angel visits Mary.	Matthew 1:18-25; Luke 1:26-38; 2:8-14; DA 43-48	Hebrews 1:14, ICB	God sends angels to help us.	See p. 111.
<b>Lesson 12</b> <b>Dec. 17</b>	Wise Men and shepherds visit Baby Jesus.	Luke 2:15-20; Matthew 2:1, 10, 11; DA 48, 59-67	Luke 2:11, NIV	Jesus is the best gift from God.	See p. 121.
<b>Lesson 13</b> <b>Dec. 24</b>	Baby Jesus is dedicated to God.	Luke 2:21-38; DA 50-58	Psalms 127:3, ICB	God shares His gift with everyone.	See p. 131.
<b>Lesson 14</b> <b>Dec. 31</b>	Second Coming	Matthew 24:27, 30, 31, 42; John 14:1-3; 1 Thess. 4:16, 17; Rev. 1:7; GC 640-645	Revelation 1:7, NIV	Jesus is coming soon!	See p. 141.

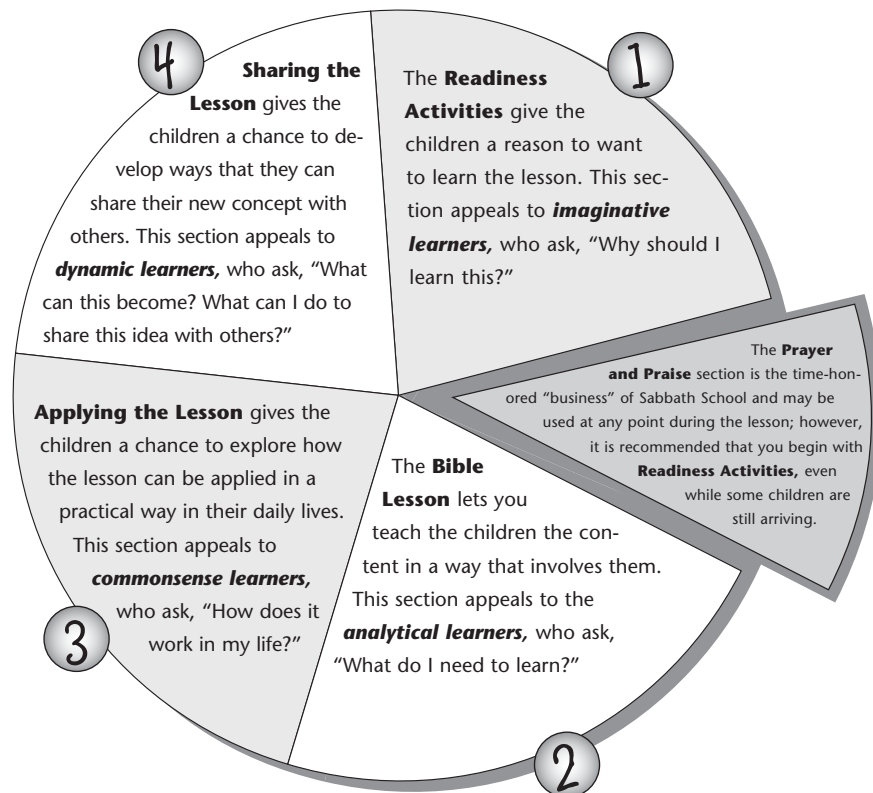
\*Lesson dates correspond with the Gracelink curriculum's recommended method of presenting the lesson first in Sabbath School and encouraging families to continue their study of the material during the week ahead. (See [www.gracelink.net](http://www.gracelink.net) for a thorough discussion.) If your church is not presenting the material first in Sabbath School, but rather reviewing it on Sabbath after it has been introduced at home, you will need to adjust *Our Little Friend* distribution by one week.

# To the Leaders/Teachers

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These guides were developed to:

- A. Introduce the lesson on Sabbath.** The child then reviews and applies the principles studied with the help of their parents and Bible study guides during the week. In this way, the lessons learned in Sabbath School become a vital part of the child's growing faith experience. Memory verses, which are also learned in Sabbath School, are reviewed and reinforced during the following week, connected in the child's mind with the interesting learning activities they have already experienced.
  
- B. Focus the entire Sabbath School time on one message.** These messages each relate to one of the four dynamics of a growing faith experience: grace (God loves me), worship (I love God), community (we love each other), and service (God loves you, too).





**C. Reach each child in the way they learn best.** By following the natural learning sequence on which these outlines were based, you will also connect students with “the message” for the week in a way that will capture each one’s attention and imagination.

**D. Give students active learning experiences** so they can more readily internalize the truths being presented. These experiences are followed by *debriefing* sessions in which you ask questions that lead the children to reflect on what they experienced, interpret the experience, and apply that information to their lives.

**E. Involve the adult Sabbath School staff** in new and flexible ways.

- A very small Sabbath School can be managed by one adult.
- A larger Sabbath School can be managed by one leader/teacher with other adult volunteers to facilitate the small group interaction. This gives small group facilitators a maximum involvement with the students and their dynamic learning, while requiring a minimum of preparation on the facilitator’s part.
- A creative alternative is to enlist leaders/teachers with different personal learning styles to lead different segments of the program.

(For more detailed information about the natural learning cycle, the learning styles, and other dynamics of teaching and learning, contact your Adventist Book Center or your Sabbath School or children’s ministries director.)

### **To use this guide . . .**

Try to follow the natural learning cycle outlined, but adapt it as necessary to make the program work in your particular situation.

Look ahead at the Program Outline for each week’s program so you can be prepared with the simple materials suggested.