

Beginner

Leader/Teacher Guide

A Sabbath School Resource for Leaders/Teachers of Beginners
GraceLink® Sabbath School Curriculum

www.gracelink.net

Year B, Second Quarter

EDITOR

FALVO FOWLER

EDITORIAL ASSISTANT

LINDA D. RAKES

WORLD SABBATH SCHOOL DIRECTORS

JONATHAN KUNTARAF, GARY SWANSON

SABBATH SCHOOL CURRICULUM SPECIALIST

LYNDELLE BROWER CHIOMENTI

GENERAL CONFERENCE ADVISER

GEOFFREY G. MBWANA

CONSULTING EDITOR

ANGEL M. RODRÍGUEZ

ART DIRECTION/DESIGNER

MADELYN GATZ

ILLUSTRATOR

MARY RUMFORD

LINE ART ILLUSTRATOR

MARY BAUSMAN

DESKTOP TECHNICIAN

FRED WUERSTLIN

SUBSCRIBER SERVICES

JULIE HAINES

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The Writers

Audrey Boyle Andersson earned a degree in theology from Newbold College.

A freelance writer and editor, Audrey lives in Yxe, Sweden.

Jackie Bishop was director of children's ministries for the Rocky Mountain Conference, located in Denver, Colorado, while working on this project.

DeeAnn Bragaw, an educator and a home-schooling mom, lives in Colorado.

Linda Porter Carlyle is a freelance writer whose work is often seen in *Our Little Friend* and *Primary Treasure*. A home-schooling mom, Linda lives in Medford, Oregon.

May-Ellen Colón is an assistant director of the Sabbath School and Personal Ministries Department at the General Conference.

Eileen Dahl Vermeer lives in Orangeville, Ontario, Canada. She has a master's degree in youth ministry and is much sought after as a speaker on child safety and abuse.

René Alexenko Evans, a freelance writer and editor who specializes in writing for children, lives near Nashville, Tennessee.

Martha Feldbush is a specialist in child growth and development.

Adriana Itin Femopase is an educator living in Buenos Aires, Argentina. She enjoys doing Gracelink workshops throughout the South American Division.

Dorothy Fernandez lives and works at Saleve Adventist University in Collonges-sous-Saleve, France, where she assists college students and is active in children's Sabbath School.

Edwina Grice Neely lives in Silver Spring, Maryland. A creative educator, Edwina teaches at John Nevins Andrews Elementary School.

Rebecca Gibbs O'Ffill tries out creative and unusual ideas for children's Sabbath School on her two sons. Rebecca, a home-schooling mom, is actively involved with children at her church.

Rob Robinson is a child development specialist who lives and works in California.

Janet Rieger was the director of children's ministries for the South Pacific Division while working on this project. A specialist in early childhood education, Janet spends much of her time teaching others how to work with children.

Special thanks to . . .

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Lesson Outline

Lesson	Bible Story	References	Memory Verse	Message	Materials
	COMMUNITY: We treat each other like God treats us.				
Lesson 1 April	David	1 Samuel 16:7, 11, 12; 17:34, 35; PP 637-644	Colossians 3:20, NIV	I am part of a family.	See p. 14.
	WORSHIP: We worship the Creator.				
Lesson 2 May	Daniel	Daniel 6:1-23; PK 539-548	Daniel 6:10, NIRV	I can talk to Jesus every day.	See p. 32.
	GRACE: Grace is the gift of life.				
Lesson 3 June	Joseph	Genesis 30:22-24; 37:1-3; PP 209	1 Peter 5:7, NIV	God loves and cares for me.	See p. 50.

This Bible study guide is about . . .

- **Lesson 1** teaches that little children can treat others as God treats them.
- In **Lesson 2** we learn more about worshipping our Creator.
- **Lesson 3** reminds us that Jesus loves us.

To the leader/teacher . . .

These guides were developed to:

- **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 activities they have already experienced.
- **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).
- **Reach each child in the way he or she learns best.** By following the natural learning cycle 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.

- **Give children 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.
- **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 learning experience 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.

(Note: The Getting Started section is the time-honored “business” of Sabbath School and may be used at any point during the lesson; however, it is recommended that you begin with Arrival Activities, even while some children are still arriving.)

To use this guide . . .

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

About Materials

As you follow the 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 Overview for each month's program so you can be prepared with the materials suggested. Before the quarter begins, obtain regularly used supplies.

Supplies Frequently Used in Beginner Sabbath School

Art Supplies

- aluminum foil
- chenille sticks or pipe cleaners
- cotton balls or polyester fiberfill
- craft sticks or tongue depressors
- crayons, markers, colored pencils
- glitter or glitter glue
- glue or glue sticks
- hole punch
- inked stamp pads (various colors)
- magnetic strips (peel and stick)
- paints—finger paints, tempera
- pencils, pens
- plastic wrap
- pom-poms
- rubber bands
- scissors (blunt-nosed)
- stapler and staples
- tape—cellophane and masking
- toilet paper rolls and/or paper towel rolls (empty)
- yarn, string, thread (several colors of each)

Papers

- butcher or white table cloth roll
- construction (various colors, including black and brown)
- drawing
- finger-paint paper
- newsprint
- poster board
- tissue paper (various colors, including white)
- writing paper

Other

- animals (toy, stuffed, plastic)
- angels (felts or cardboard on sticks)
- baby bottles
- baby wipes or paper towels
- bags—paper, plastic trash bags, sealable plastic, large and small
- "Bible" books (cardboard or felt)
- blankets—baby/doll-size, regular size
- birthday cake (artificial) with candles, matches
- birthday gifts, inexpensive (optional)
- blindfolds, one for each child
- board books, variety of subjects
- broom (child-size), dust cloths, other cleaning supplies
- bubble solution and blowers
- building blocks, boxes, or Legos
- cassette or CD player with tapes/CDs
- child-size carpenter tools (play hammer, saw, etc.)
- costumes—angel, Bible-times for children and adults
- crowns
- cups—paper, plastic, Styrofoam
- dolls, doll clothes
- felts—angels, animals, children, flowers, Jesus, people, scenery, sun
- mirror (hand mirror)
- nature items (rocks, feathers, shells, bird nests, artificial flowers and fruit)
- offering container (basket, bowl, etc.)
- paper plates, napkins, cups
- pull toy (optional)
- puzzles, simple wooden or cardboard

- rainbow sticks
- recorded sounds (bird, animal, storm, etc.)
- rhythm or toy musical instruments
- rocking chair, adult and child
- smocks or old shirts to cover children's clothing
- stickers (animal, nature, Jesus, etc.)
- squirt bottle
- things that float

Additional Supplies Needed This Quarter

Lesson 1

- hand towel and play objects
- pictures of sheep mounted on foam core or cardboard
- sheep puzzles
- wooden sticks
- shepherd's crook or staff
- little bundles of artificial grass or straw
- cardboard harps (see p. 69)
- sheep pattern (see p. 66)
- sheep mask pattern (see p. 67)
- lightweight card stock
- elastic
- pictures of children being kind or items used to do kind deeds
- shepherd's scene pattern (see p. 68)
- harp pattern (see p. 69)
- crackers or fruit (optional)

Lesson 2

- hand towel and play objects
- lion picture puzzles
- toy or plastic lions
- wooden sticks or bells
- cardboard box
- table
- felt board

- toy cars or other typical play toys
- angel pattern (see p. 70) copied onto card stock or construction paper
- glitter or glitter glue (optional)
- lion pattern (see p. 71)
- small paper bags
- reproducible lion pattern (see p. 72)
- large round crackers (optional)
- peanut butter (optional)
- pretzel sticks (optional)
- raisins (optional)

Lesson 3

- artificial or canned food
- basket
- fabrics of different textures
- toy sheep or pictures of sheep
- sheep-shaped offering device (optional)
- wool fabric or yarn
- rainbow sticks or solid color cloth strips
- Jesus banners
- sheep pattern (see p. 75)
- gift box pattern (see p. 76)
- coat pattern (see p. 77)

Basic Needs of Children*

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
- Approval and recognition
- Expressions of unconditional love and acceptance

- 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

Developmental Needs

In addition to the basic needs listed earlier, 2-year-olds need to experience:

- Power—to have a chance to manipulate objects, events, people
- Freedom—to make choices, to interact in learning situations, to sometimes move about at will
- Independence—to do some things unaided
- Security—to feel safe

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

The Beginner Child

In the Seventh-day Adventist Church the GraceLink curriculum for beginners targets children ages birth through 2 years. However, both the Beginner and the Kindergarten materials are adaptable to 3-year-olds.

A general rule applying to the beginner child is: seat children so their feet easily touch the ground. For children under 18 months use walkers (without wheels).

To better understand beginner children, ages birth through 2 years, it is helpful to note characteristics of their growth and development.

Physical

- Vary greatly in their physical development
- Are growing rapidly
- Tire easily
- Cannot sit still for long
- Fear separation from parents
- Cry easily; one crying child sets other children crying
- Express their needs by crying. The crying usually stops when the child's needs are met.
- Become attached to adults who show love and acceptance of them

Mental

- Have an attention span of only one or two minutes
- Learn by active involvement and imitation rather than by instruction
- Learn best one ministep at a time
- Focus attention on what they see and/or touch

Spiritual

- Sense attitudes of respect, joy, and anticipation in connection with church, the Bible, and Jesus
- Can identify pictures of Jesus and lisp His name
- Will fold hands (briefly) for the blessing before meals and kneel (again briefly) for prayer

Emotional

- Are extremely egocentric—centered in themselves