

If you have a QR code reader on your smartphone or computer: load the reader, point your camera at this graphic, and visit our site.



Beginner

Leader/Teacher Guide

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

www.gracelink.net

Year B, Fourth 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

DESIGN/LAYOUT

THE REVIEW AND HERALD DESIGN CENTER

MAIN ART ILLUSTRATOR

SMILTON ROA

SPOT ART ILLUSTRATOR

LYN BOYER

LINE ART ILLUSTRATOR

MARY BAUSMAN

SUBSCRIBER SERVICES

STEVE HANSON

A Publication of the Sabbath School/Personal Ministries Department

General Conference of Seventh-day Adventists®

12501 Old Columbia Pike

Silver Spring, MD 20904-6600, U.S.A.

Scriptures credited to ICB are quoted from the *International Children's Bible, New Century Version*, copyright © 1983, 1986, 1988 by Word Publishing, Dallas, Texas 75039. Used by permission.

Texts credited to NIV are from the *Holy Bible, New International Version*. Copyright © 1973, 1978, 1984, International Bible Society. Used by permission of Zondervan Bible Publishers.

Beginner Sabbath School Leader/Teacher Guide Vol. 35, No. 4, Fourth Quarter 2011. Published four times per year, mailed twice quarterly spring, summer, fall, and winter by the Review and Herald® Publishing Association, 55 West Oak Ridge Drive, Hagerstown, Maryland 21740, U.S.A. Text copyrighted © 2003, 2005, 2007, 2009, 2011 by the General Conference Corporation of Seventh-day Adventists®, 12501 Old Columbia Pike, Silver Spring, Maryland 20904-6600, U.S.A. Art copyrighted © 2003, 2005 by the Review and Herald® Publishing Association.

Postmaster: Send address changes to *Beginner Sabbath School Leader/Teacher Guide*, Review and Herald® Publishing Association, 55 West Oak Ridge Drive, Hagerstown, MD 21740. Single copy, US\$20.83 plus postage. One year, United States: US\$55.56; Canada and foreign: US\$62.56. Prices subject to change without notice.

Printed in U.S.A.

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 is a children's ministries specialist who lives in California.

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

Rebecca Gibbs O'Fill 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. A specialist in early childhood education, Janet is now retired.

Special thanks to . . .

Special thanks to **Bailey Gillespie** and **Stuart Tyner**, of the John Hancock Center for Youth Ministry at La Sierra University, for initial work in planning the GraceLink curriculum, and to **Patricia A. Habada** for coordinating the GraceLink project and seeing it to completion.

Contents



COMMUNITY

We treat each other with love.

1. Peter and the Lame Man (October) ----- 12



SERVICE

Service means giving to others.

2. Paul and the Shipwreck (November) ----- 30






GRACE

God's grace is a gift.

3. Angels Sing to the Shepherds (December) ----- 48

Lesson Outline

Lesson	Bible Story	References	Memory Verse	Message	Materials
	COMMUNITY: We treat each other with love.				
Lesson 1 October	Peter and the Lame Man	Acts 3:1-10; AA 57-59	3 John 5, ICB	I can help others.	See p. 14.
	SERVICE: Service means giving to others.				
Lesson 2 November	Paul and the Shipwreck	Acts 27; 28; AA 439-446	Psalms 105:2, ICB	I will tell others about Jesus.	See p. 32.
	GRACE: God's grace is a gift.				
Lesson 3 December	Angels Sing to the Shepherds	Luke 2; 1 Thessalonians 4:16, 17; Revelation 1:7; 14:1-3; 21; 22; DA 47, 48; 1T 60, 61, 67-70	Jeremiah 31:3, ICB	Jesus likes to be with us.	See p. 50.

This Bible study guide is about . . .

- **Lesson 1** teaches that we treat each other with love.
- In **Lesson 2** we learn that service means giving to others.
- **Lesson 3** reminds us that God's grace is a gift.

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 are 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 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 tablecloth 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)
- angel (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
- carpenter tools (play hammer, saw, etc.), child-size
- 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

- bandages
- toy telephones
- coins or play money
- artificial or canned food
- clothing (variety)
- tube socks
- uncooked rice
- funnel or measuring cups
- wooden dowels
- craft glue or hot glue gun
- praise pattern (see p. 69)
- holding hands pattern (see p. 70)
- fruit or crackers (optional)

Lesson 2

- large plastic container or wading pool
- straws
- angel costumes
- nonflammable bucket or container (optional)
- felt candles (optional)
- small boat or sheet of plastic
- electric or paper fan
- recording of thunder or drum
- flashlight
- felt or plastic foods
- banners or flags or rhythm instruments
- felt lips
- "Jesus Loves Me" banners or Jesus stickers or Jesus felts
- sand
- shallow plastic container
- yellow paint (tempera)
- tweezers or tongs
- marbles or golf balls
- cloud pattern (see p. 71)
- boat pattern (see p. 72)

- plastic bowl
- angel pattern (see p. 73)
- feathers or white paper
- fabric or tissue paper squares
- socks
- felt pieces
- googly eyes
- fresh or dried fruit, crackers (optional)

Lesson 3

- play sets about Christmas and/or heaven
- pillows
- toy lambs (plastic or stuffed) or lamb mitts
- shepherd costumes (optional)
- flashlight or spotlight
- manger
- doll in a blanket
- plastic airplanes (optional)
- pieces of smooth wood
- felts/felt board with Jesus' second coming
- mansion prop or doorway
- white robes (child-size)
- "golden street" (see activity)
- "Jesus Loves Me" banners
- socks or small fabric bags
- stuffing materials (cotton, cotton balls, paper, grass, etc.)
- liquid dish soap
- bowl and spoon
- food coloring
- star pattern (see p. 74)
- crown pattern (see p. 75)
- heavy yellow paper
- star stickers
- Jesus' Coming pattern (see p. 76)
- variety of fresh fruit (optional)

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 Beginner 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