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# Beginner

Leader/Teacher Guide

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

Year A, First Quarter

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

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# Lesson Outline

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Lesson	Bible Story	References	Memory Verse	Message	Materials
 <b>GRACE:</b> <i>Grace is God's love for us.</i>					
<b>Lesson 1</b> <b>January</b>	Creation story	Genesis 1:1–2:3; PP 44–51	Genesis 1:31, ICB	God made pretty things because He loves us.	See pp. 14, 15.
 <b>WORSHIP:</b> <i>We praise God for His loving actions.</i>					
<b>Lesson 2</b> <b>February</b>	Noah and the Flood	Genesis 6–9; PP 90–110	Psalms 89:1, ICB	I thank God for taking good care of me.	See pp. 34, 35.
 <b>COMMUNITY:</b> <i>Community means loving one another.</i>					
<b>Lesson 3</b> <b>March</b>	Birth of Isaac	Genesis 18:1–16; 21:1–8; PP 146	John 15:12, NIV	People in families love one another.	See pp. 52, 53.

## Bible Study Overview

- **Lesson 1** teaches that God made our beautiful world because He loves us.
- **Lesson 2** teaches us to thank God for His loving care for us.
- **Lesson 3** reminds us that, ideally, family members love each other.

### To the leaders/teachers . . .

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.

### **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

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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 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 fiberfil
- 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
- card stock
- 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
- bells
- "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
- device that can play music (CD, MP3, streaming, etc.)
- 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
- flashlight
- mirror (hand mirror)
- nature items (rocks, feathers, shells, bird nests, artificial flowers and fruit)
- offering container (basket, bowl, etc.)
- paper plates, napkins, cups

- |  |  |
|--|--|
| <input type="checkbox"/> pull toy (optional)                         | <input type="checkbox"/> rocking chair, adult and child                    |
| <input type="checkbox"/> puzzles, simple wooden or cardboard         | <input type="checkbox"/> smocks or old shirts to cover children's clothing |
| <input type="checkbox"/> rainbow sticks                              | <input type="checkbox"/> stickers (animal, nature, Jesus, etc.)            |
| <input type="checkbox"/> recorded sounds (bird, animal, storm, etc.) | <input type="checkbox"/> squirt bottle                                     |
| <input type="checkbox"/> rhythm or toy musical instruments           | <input type="checkbox"/> things that float                                 |

### Additional Supplies Needed This Quarter

#### **Lesson 1**

- handkerchiefs or dark cloth squares
- water
- air freshener
- fish puppet or stuffed, live, or plastic fish
- live pet
- bird and bear patterns (see lesson)
- picture of each child
- hand towels

#### **Lesson 2**

- books, puzzles about Noah's ark
- headdresses
- plastic or canned food, or hay, grass, straw, etc.
- toy tools
- small pillows or mats
- water-filled tub or large bucket

- small squares of card stock
- reproducible patterns (see lesson)
- lollipops (suckers on a stick)
- bananas
- animal crackers
- table knives

#### **Lesson 3**

- sturdy tablecloth or blanket
- child's play kitchen or accessories
- real or artificial food
- cooking pot
- cleaning supplies
- round clothespins (or four-inch sticks) and cloth
- colored cardboard or poster board
- heart pattern (see lesson)
- finger puppet pattern (see lesson)
- booklet pattern (see lesson)

# 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
- 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

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\**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

### **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

### **Emotional**

- Are extremely egocentric—centered in themselves

- 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

### **Spiritual**

- Senses 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