

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 A, Third Quarter

EDITOR

FALVO FOWLER

WORLD SABBATH SCHOOL DIRECTORS

RAMON CANALS, JAMES HOWARD

GENERAL CONFERENCE ADVISER

TED N. C. WILSON

CONSULTING EDITOR

ARTUR STELE

DESIGN

REVIEW AND HERALD DESIGN CENTER

DESKTOP TECHNICIAN

TONYA BALL

ILLUSTRATOR

LISA PAPP

LINE ART ILLUSTRATOR

MARY BAUSMAN

CIRCULATION

REBECCA HILDE

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 ©, 1986, 1988, 1999, 2015, by Tommy Nelson. Used by permission.

Texts credited to NIV are from the *Holy Bible, New International Version*®. Copyright © 1973, 1978, 1984, 2011 by Biblica, Inc.®. Used by permission. All rights reserved worldwide.

Texts credited to NKJV are from the New King James Version. Copyright © 1979, 1980, 1982 by Thomas Nelson, Inc. Used by permission. All rights reserved.

Verses marked TLB are taken from *The Living Bible*, copyright © 1971 by Tyndale House Publishers, Wheaton, Ill. Used by permission.

Beginner Sabbath School Leader/Teacher Guide (ISSN 0163-8785) Vol. 44, No. 3, Third Quarter 2020. Published for the General Conference of Seventh-day Adventists® by the Pacific Press® Publishing Association, 1350 N. Kings Road, Nampa, ID 83687, U.S.A. © 2019 General Conference of Seventh-day Adventists®. All rights reserved. No part of the *Beginner Sabbath School Leader/Teacher Guide* may be edited, altered, modified, adapted, translated, reproduced or published by any person or entity without prior written authorization from the General Conference of Seventh-day Adventists®. The division offices of the General Conference of Seventh-day Adventists® are authorized to arrange for translation of the *Beginner Sabbath School Leader/Teacher Guide*, under specific guidelines. Copyright of such translations and their publication shall remain with the General Conference. "Seventh-day Adventist," "Adventist," and the flame logo are registered trademarks of the General Conference of Seventh-day Adventists® and may not be used without prior authorization from the General Conference, 12501 Old Columbia Pike, Silver Spring, Maryland 20904-6600, U.S.A. Art copyrighted © 2002 by the Review and Herald® Publishing Association.

Postmaster: Send address changes to *Beginner Sabbath School Leader/Teacher Guide*, Pacific Press® Publishing Association, P.O. Box 5353, Nampa, ID 83653-5353. Periodicals postage paid at P.O. Box 5353, Nampa ID 83653. Single copy, US\$24.59 plus postage. One year, United States: US\$63.96; Canada and foreign: US\$71.96. Prices subject to change without notice.

Printed in U.S.A.

The Beginner Writers

Audrey Boyle Andersson—Sweden

Jackie Bishop—California, USA

DeeAnn Bragaw—Colorado, USA

Linda Porter Carlyle—Oregon, USA

May-Ellen Colón—Maryland, USA

Eileen Dahl Vermeer—Ontario, Canada

René Alexenko Evans—Tennessee, USA

Martha Feldbush—United States

Adriana Itin Femopase—Buenos Aires, Argentina

Dorothy Fernandez—Collonges-sous-Saleve, France

Edwina Neely—Maryland, USA

Rebecca Gibbs O'Fill—Maryland, USA

Rob Robinson—California, USA

Janet Rieger—Australia

Contents

 **SERVICE** | We are God's little helpers.

1. Samuel Listens to God (July) - - - - - 12

 **GRACE** | Grace means belonging to God.

2. Food for Elijah (August) - - - - - 30

 **COMMUNITY** | Community means caring for one another.

3. A New Baby Boy (September) - - - - - 50

Lesson Outline

| Lesson | Bible Story | References | Memory Verse | Message | Materials |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------|---------------------------|------------------------------|------------|
|  | SERVICE: <i>We are God's little helpers.</i> | | | | |
| Lesson 1 July | God speaks to Samuel. | 1 Samuel 3:1-10; PP 581, 582 | 1 Samuel 3:1, TLB | We are God's little helpers. | See p. 14. |
|  | GRACE: <i>Grace means belonging to God.</i> | | | | |
| Lesson 2 August | Elijah and the ravens. | 1 Kings 17:1-16; PK 119-131 | Philippians 4:19, NIV | God takes care of our needs. | See p. 32. |
|  | COMMUNITY: <i>Community means caring for one another.</i> | | | | |
| Lesson 3 September | Elisha and the Shunammite woman. | 2 Kings 4:8-37; PK 237 | 1 Thessalonians 5:15, NIV | We can be kind to others. | See p. 52. |

Bible Study Overview

- **Lesson 1** teaches us that we can be God's helpers.
- **Lesson 2** we learn that God takes care of our needs.
- **Lesson 3** reminds us that a community means caring for one another, those within the family of God with whom we associate often.

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 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 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
- device to play music (mp3, CDs, 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
- 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

- toys
- towels or small sheets
- dish towels
- plastic dishes
- clothes
- church door prop
- mats or bath towels
- wooden sticks
- basket
- plastic or pretend bread
- table
- star on a stick (optional)
- flashlight (optional)
- colander (optional)
- rattles
- clothes hamper or basket
- washcloths
- water
- photocopies of Samuel robe pattern (see p. 70)
- fabric or paper scraps
- ribbons
- photocopies of Samuel pattern (see p. 71)
- two 4" x 6" (10 cm. x 15 cm.) rectangles of paper or fabric or small brown envelopes
- boy and girl silhouette patterns (see p. 71)
- small jars or cans (see p. 72)
- votive candles
- glitter (optional)

Lesson 2

- toy stuffed birds
- plastic food
- dishpans or bowls

- plastic aprons (optional)
- diapers
- small umbrella
- "tree"
- "star" lights
- felts of houses, food, clothing items
- felt board
- Jesus banners on a stick
- play cooking equipment
- copies of praying hands pattern (see p. 73)
- small paper lunch bags (see p. 73)
- small twigs
- small containers with lids
- flour
- copy of boy or girl pattern (see p. 74)

Lesson 3

- plastic dishes
- silverware
- play food
- "vases"
- artificial flowers
- soft toys
- imitation fruit
- felt (see p. 75)
- sew-in interfacing
- drawings
- Bible promises cards
- fabric
- ribbon
- rings
- cardboard or vinyl (see p. 76)
- family pictures
- round plastic lids or cardboard circles

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
- Freedom within defined boundaries
- Humor—a chance to laugh

Mental

- Power—to make choices and follow plans

Emotional

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

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 ministeap at a time
- Focus attention on what they see and/or touch

Emotional

- Are extremely egocentric—centered in themselves

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