My Memory Verses

1. “Love each other like brothers and sisters” (ROMANS 12:10, ICB).
2. “Work together as a team for the faith” (PHILIPPIANS 1:27, ICB).
3. “Keep on loving one another as brothers and sisters” (HEBREWS 13:1, NIV).
4. “Where two or three gather in my name, there am I with them” (MATTHEW 18:20, NIV).
5. “Let us do good to all people” (GALATIANS 6:10, NIV).
6. “May . . . God . . . strengthen you in every good deed and word” (2 THESALONIANS 2:16, 17, NIV).
7. “For we are . . . created . . . to do good works” (EPHESIANS 2:10, NIV).
8. “Now I know that there is no God in all the world except in Israel” (2 KINGS 5:15, NIV).
9. “You are my hiding place” (PSALM 32:7, NIV).
10. “I am with you and will watch over you wherever you go” (GENESIS 28:15, NIV).
11. “He will lead them to springs of living water” (REVELATION 7:17, NIV).
12. “You will have plenty to eat . . . and you will praise the name of the LORD” (JOEL 2:26, NIV).
13. “We will do everything the LORD has said” (EXODUS 19:8, NIV).
The Kindergarten Writers

Audrey Boyle Andersson—Sweden
Jackie Bishop—California
DeeAnn Bragaw—Colorado
Linda Porter Carlyle—Oregon
Helga Eiteneir—Germany
René Alexenko Evans—Tennessee
Adriana Itin Femopase—Argentina
René Garrigues-Goodwin—Washington
Feryl Harris—West Virginia
Donna Meador—Washington

Vikki Montgomery—Maryland
Rebecca Gibbs O’Fill—Maryland
Evelyn Omaña—Venezuela
Denise Pereyra—California
Dawn Reynolds—Maryland
Janet Rieger—Australia
Judi Rogers—Maryland
Denise Ropka-Kasischke—California
Eileen Dahl Vermeer—Canada
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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
- 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

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

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—three to six minutes


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 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
- posterboard
- 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 (empty rolls)
- yarn, several colors

**Other**

- adhesive bandages
- bags, paper and plastic, all sizes
- beanbag
- balloons
- blindfold for each child
- blocks, boxes, or Legos
- boxes, large cardboard (appliance size)
- device that can play music (CD, MP3, streaming, etc.)
- 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
- small magnets
- smocks/old shirts to cover children’s clothes
- stickers, large variety
- towels, small
- toy musical instruments
- toy stuffed animals
**Lesson 1**
- clothes
- small boxes
- pictures of people
- picture of a church
- Paper People Chain pattern (see p. 140)

**Lesson 2**
- sticks, stones, shells
- thick rope, 10 feet or three meters long
- gold- and silver-colored dishes
- coins
- “clean” trash
- Temple pattern (see p. 141)

**Lesson 3**
- 8-10 envelopes
- pretty pictures (nature, animals)
- unattractive pictures (nature, animals)
- Caring for All Ages pattern (see p. 142)
- crowns
- Stop Sign pattern (see p. 143)

**Lesson 4**
- round dry cereal
- scepter model or picture
- Praying Hands Crown pattern (see p. 144)
- Star pattern (see p. 143)

**Lesson 5**
- Can I Help Here? pattern (see p. 145)
- items from other countries
- transportation toys (optional)
- missionary costumes (optional)
- globe or world map
- World Map pattern (see activity)

**Lesson 6**
- felts or puppets
- felt board
- Butterfly pattern (see p. 146)

**Lesson 7**
- clear bowl with water
- spoon
- something that dissolves in water
- something that won’t dissolve
- toy medical equipment
- white sticky dots or white chalk
- Jordan River pattern (see p. 147)
- Naaman pattern (see p. 148)

**Lesson 8**
- whiteboard or chart paper
- three nature pictures
- basket
- large picture or felt of Jesus
- first-, second-, and third-place ribbons
- Ribbon pattern (see p. 148)
- blue paper
- two-sided tape

**Lesson 9**
- stiff cardboard
- large bowl or basin
- pebbles
- tray
- tea towel
- items used for protection (see activity)
- baby doll with blanket
- feathers or Ping-Pong balls
- small margarine or cottage cheese containers (empty)
- green ribbon or fabric
- green markers
- small dolls or craft sticks

**Lesson 10**
- yardstick or meter stick
- several large boxes
- Cloud pattern (see p. 149)
- drinking straws or twigs or craft sticks
- crayons, red and yellow glow-in-the-dark (if possible)

**Lesson 11**
- pitcher of water
- disposable cups or spoons
- dead plant
- healthy plant
- box or paper bag
- salt
- “cloud” on a stick from Lesson 10
- sandwich-size plastic bags
- tablespoon
- ribbon or yarn
- Body of Water pattern (see p. 150)

**Lesson 12**
- puffed rice cereal or popped popcorn
- soft sweet objects
- strong-smelling foods
- empty plastic containers
- felt or plastic fruit/vegetables
- Favorite Food pattern (see p. 149)

**Lesson 13**
- bowls
- “cloud” on stick from Lesson 10
- two cooking pot lids
- flat stone for each child

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**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.
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To the Leaders/Teachers

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).

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**1. Sharing the Lesson**

Sharing the Lesson gives the children a chance to develop ways that they can share their new concept with others. This section appeals to **dynamic learners**, who ask, “What can this become? What can I do to share this idea with others?”

**2. The Readiness Activities**

The Readiness Activities give the children a reason to want to learn the lesson. This section appeals to **imaginative learners**, who ask, “Why should I learn this?”

**3. Applying the Lesson**

Applying the Lesson gives the children a chance to explore how the lesson can be applied in a practical way in their daily lives. This section appeals to **commonsense learners**, who ask, “How does it work in my life?”

**4. The Bible Lesson**

The Bible Lesson lets you teach the children the content in a way that involves them. This section appeals to the **analytical learners**, who ask, “What do I need to learn?”
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.