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Kindergarten

Leader/Teacher Guide

A Sabbath School Bible Study Guide for Kindergarten Children
GraceLink® Sabbath School Curriculum

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Year A, Third Quarter

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Basic Needs of Children*

All children have certain 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 what is 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

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

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
- poster board
- 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 rolls (empty)
- yarn, several colors

Other

- adhesive bandages
- bags, paper and plastic, all sizes
- balloons
- beanbag
- blindfold for each child
- blocks, boxes, or Legos
- boxes, large cardboard (appliance size)
- device to play music (mp3, CDs, 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
- smocks/old shirts to cover children's clothes
- stickers, large variety
- towels, small
- toy musical instruments
- toy stuffed animals

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.

Lesson 1

- pictures of children

Lesson 2

- shirts
- household items (broom, dust-cloth, candles, cooking oil, sleeping bag, etc.)
- guest speaker

Lesson 3

- basket
- adult male for voice of God
- bath mats or towels
- flowers or toy animals
- pictures (see activity)
- listening ears pattern (see p. 140)

Lesson 4

- ruler
- rocks
- gift-wrapped box
- cutout of a child
- guest speakers
- stackable boxes
- rock for each child

Lesson 5

- basket
- living and dead plants
- crackers
- raven pattern (see p. 140)
- clothespins (optional)
- bread
- large rock
- picture of raven
- picture of bird feeding young
- finger puppet (see activity)
- pictures of things God provides

Lesson 6

- blindfold

- obstacle course
- guest mother and baby
- baby doll
- baby-care items
- sticks or twigs
- large rock
- containers with flour and oil
- flat bread (pita)
- man and woman guests
- pictures of or objects representing community helpers
- thank-you illustration (see p. 141)

Lesson 7

- blindfolds
- oil and flour containers
- copies of get-well card (see p. 142)

Lesson 8

- magnet
- small metal objects (steel)
- rock
- nine-volt battery
- flashlight bulb
- "chariot"
- electric fan or blow dryer
- fishing line or string
- cloth for Elijah's mantle
- one helium and one air balloon
- copies of one helium and one chariot pattern (see p. 143)

Lesson 9

- old shirts
- modeling dough (see recipe)
- pitcher
- pictures of people needing help
- notes to send home (see Sharing the Lesson, p. 97)

Lesson 10

- four plates, cups, napkins

- flatware for four
- small table
- tablecloth
- flowers
- vase
- sleeping bags or blankets
- pillows
- bag or box with household items (see Readiness Activity, p. 102)

Lesson 11




- old magazines
- clear pitcher
- salt
- sugar
- stirring spoon
- eyeglasses
- greasy substance
- large cooking pot
- paper or plastic bowls
- plastic or real vegetables
- copies of gourd pattern (see p. 144)

Lesson 12

- magnet
- small metal objects (steel)
- clear container
- blue sheet or cloth (large)
- small stick
- copies of ax pattern on heavy paper (see p. 144)

Lesson 13

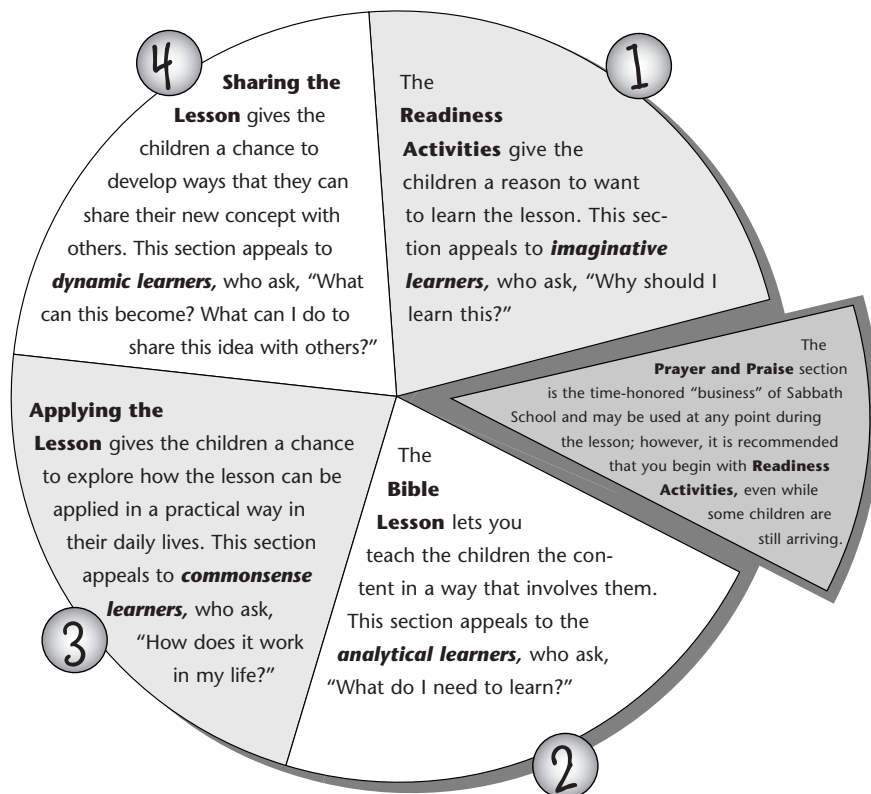
- electric fan or blow dryer
- angel pictures or felts
- white sheet or screen
- angel cutouts
- spotlight or flashlight
- pictures of everyday activities
- copies of praying hands (see p. 144)

Lesson	Bible Story	References	Memory Verse	Message (abridged)	Materials
	SERVICE: Service means helping others.				
Lesson 1 July 4	Hannah asks for a baby.	1 Samuel 1:1-18; PP 569, 570	1 Samuel 1:17, NIV	We serve God when we help others.	See p. 11.
Lesson 2 July 11	Hannah's baby (Samuel).	1 Samuel 1:20-28; 2:18-21; PP 572-574	1 Samuel 1:28, NIV	We serve God when we help God's leaders.	See p. 21.
Lesson 3 July 18	Samuel hears God's call.	1 Samuel 3:1-10; PP 581, 582	1 Samuel 3:9, NIV	We serve by listening to God.	See p. 31.
Lesson 4 July 25	Samuel as judge.	1 Samuel 7; PP 589-591	1 Samuel 7:15, NIV	I will serve God all my life.	See p. 41.
	GRACE: Grace means belonging to God.				
Lesson 5 Aug. 1	Elijah is fed by ravens.	1 Kings 17:1-6; PK 119-128	Philippians 4:19, NIV	God gives us all we need.	See p. 51.
Lesson 6 Aug. 8	Miracle of the widow's oil and flour.	1 Kings 17:7-16; PK 129-131	Psalms 95:7, NIV	God uses others to help us.	See p. 61.
Lesson 7 Aug. 15	Widow's son is restored to life.	1 Kings 17:17-24; PK 131, 132	Nahum 1:7, NIV	God will always give the best answer to our prayers.	See p. 71.
Lesson 8 Aug. 22	Elijah is taken up to heaven.	2 Kings 2:1-18; PK 224-228	Psalms 68:35, NIV	God gives us power.	See p. 81.
	COMMUNITY: Community means caring for one another.				
Lesson 9 Aug. 29	Miracle of the borrowed jars and the oil.	2 Kings 4:1-7; CS 227	2 Kings 4:2, NIV	God's people care for one another.	See p. 91.
Lesson 10 Sept. 5	Shunammite's son restored to life.	2 Kings 4:8-37; PK 237-240	Ecclesiastes 4:10, NIV	God's people are kind to others.	See p. 101.
Lesson 11 Sept. 12	Elisha and the poison stew.	2 Kings 4:38-41; PK 240, 241	2 Samuel 9:7, NIV	God helps us help others.	See p. 111.
Lesson 12 Sept. 19	Elisha and the floating axhead.	2 Kings 6:1-7; PK 260, 261	Galatians 5:13, ICB	We help others, even in small ways.	See p. 121.
Lesson 13 Sept. 26	God's army surrounds Dothan (Elisha).	2 Kings 6:8-17; PK 254-257	James 5:16, NIV	We help others when we pray for them.	See p. 131.

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).
- 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.