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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, Fourth Quarter

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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 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—3 to 6 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 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
- 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

- shoe box
- paper circles

Lesson 2

- paper circles
- medical equipment
- ace and adhesive bandages
- walking sticks or cane
- old magazines

Lesson 3

- paper circles
- beanbag
- pictures of children helping others
- Prayer Request Box
- medical and cleaning supplies
- flowers
- groceries
- items for people in need

Lesson 4

- paper circles
- props for Bible Lesson (see activity)
- copies of paper candle (see page 140)

Lesson 5

- copies of faces (see page 141)
- old magazines
- wooden board or sled
- items that comfort children, such as toy bear or blanket

Lesson 6

- dried beans or other large seeds
- plastic or glass cups or jars
- props for Bible Lesson
- two wolf masks (optional)
- copies of door hanger (see page 142)

Lesson 7

- real or play coins
- large circles or paper plates
- candles
- copies of coin pattern (see p. 144)
- ten coins of equal value

Lesson 8

- child's backpack or pillowcase
- medium- to large-size rocks
- coins
- potpourri mixture
- net fabric
- ribbon

Lesson 9

- seeds, plants, or plant pictures
- copies of leaves (see page 142)
- mustard seed cards (see page 142)
- small seeds

Lesson 10

- baby items such as clothes, food, seat, blankets, etc.
- pictures of babies and baby things (optional)
- baby dolls
- storybook about Jesus' birth
- copies of Christmas card (see page 140)

Lesson 11




- copies of angel pattern (see page 143)
- chenille sticks or pipe cleaners
- red cloth or paper ribbon
- angel costumes
- note to parents (see p. 116)

Lesson 12

- live or recorded music
- gold or silver paper strips with points
- paper towel rolls or dowels or unsharpened pencils
- angel costumes
- copy of shepherd for each child (see page 143)

Lesson 13

- paintbrushes
- Community Services representative
- three wrapped gifts
- large star
- table
- copies of heart cutouts (see page 144)
- stickers of angels, shepherds, Wise Men
- cinnamon sticks or sweet-smelling flowers
- colorful ribbon

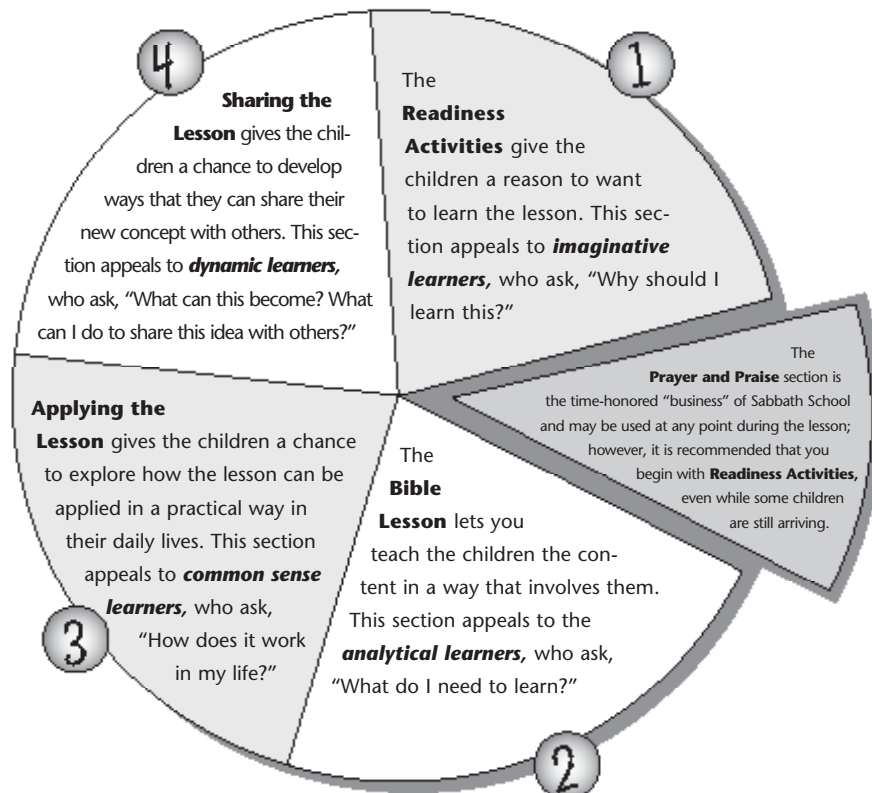
Lesson	Bible Story	References	Memory Verse	Message (abridged)	Materials
	SERVICE: We serve God when we care for others.				
Lesson 1 Oct. 3	Jesus raises Jairus' daughter to life.	Mark 5:21-43; DA 342, 343	3 John 2, NIV	We serve by praying for the sick.	See p. 11.
Lesson 2 Oct. 10	Jesus heals sick people.	Luke 4:38-44; DA 259, 260	Matt. 25:36, NIV	We serve by helping sick people.	See p. 21.
Lesson 3 Oct. 17	A sick man, his friends, and Jesus.	Luke 5:17-26; DA 267-271	Prov. 18:24, NIV	We serve by helping others.	See p. 31.
Lesson 4 Oct. 24	Jesus and the blind man.	John 9:1-38; DA 470-475	John 9:25, NIV	We serve by telling others about Jesus.	See p. 41.
Lesson 5 Oct. 31	Jesus raises the widow's son to life.	Luke 7:11-17; DA 318-320	Luke 7:16, NIV	We serve by helping sad people.	See p. 51.
	GRACE: God brings His love to us.				
Lesson 6 Nov. 7	The lost sheep.	Luke 15:4-7; COL 186-192	Matt. 28:20, ICB	Jesus always watches over us.	See p. 61.
Lesson 7 Nov. 14	The lost coin.	Luke 15:8-10; COL 192-197	Jer. 31:3, ICB	We are special to Jesus.	See p. 71.
Lesson 8 Nov. 21	The lost son.	Luke 15:11-22; COL 198-211	Ps. 86:5, NKJV	God is always ready to forgive us.	See p. 81.
Lesson 9 Nov. 28	The mustard seed.	Matt. 13:31, 32; COL 76-79	2 Peter 3:18, NIV	God helps us to be more like Him.	See p. 91.
	WORSHIP: We are thankful for the birth of Jesus.				
Lesson 10 Dec. 5	Baby Jesus is born.	Luke 2:1-7; DA 43, 44	2 Cor. 9:15, NIV	We thank God for Baby Jesus.	See p. 101.
Lesson 11 Dec. 12	An angel tells shepherds about Baby Jesus.	Luke 2:8-14; DA 47-49	James 1:17, ICB	Jesus is God's gift to us.	See p. 111.
Lesson 12 Dec. 19	The shepherds find Baby Jesus.	Luke 2:15-20; DA 47, 48	Ps. 126:3, NIV	We worship Jesus.	See p. 121.
Lesson 13 Dec. 26	The Wise Men give Baby Jesus special gifts.	Matt. 2:1, 2, 10, 11; DA 59-67	2 Cor. 9:7, NIV	We bring our offerings to Jesus.	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.