The Writers (at the time of writing)

Emmanuel O. Abbey, North Ghana Mission in West Africa.
Audrey Boyle Andersson, Yxe, Sweden.
Hilary Baatjies, South Africa.
Carlyle Bayne, Abidjan, Côte d’Ivoire, West Africa.
Jackie Bishop, Rocky Mountain Conference, Denver, Colorado.
Iryna Bolotnikov, Zaoksky Theological Seminary, Tula Region, Russia.
DeeAnn Bragaw, Colorado.
Linda Porter Carlyle, Medford, Oregon.
Verna Chuah, Chinese Union Mission in Hong Kong.
Sarah Coleman Kelnhofer, Andrews University.
May-Ellen Colón, General Conference.
James Dittes, Tennessee.
René Alexenko Evans, Tennessee.
Douglas Hosking, Quebec, Canada.
Patricia Humphrey, Texas.
Nancy Beck Irland, Oregon.
Noelene Johnsson, North American Division.
Birthe Kendel, Trans-European Division, England.
Barbara Manspeaker, Maryland.
Vikki Montgomery, Maryland.
Edwina Neely, Maryland.
Lydia Neikours, Euro-Asia Division, Russia.
Rebecca Gibbs O’Fill, Maryland.
Carole Smith, Chesapeake Conference, Maryland.
Miriam Tumangday, Southern-Asia Pacific Division.
Denise Valenzuela, Columbia Union Conference, Maryland.
Eileen Dahl Vermeer, Ontario, Canada.
June Zeeman, South Africa.
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Bible study Overview

Lessons one through four are about living with others in the family of God.

- We forgive one another.
- We treat others kindly and fairly.
- We include people who are sometimes left out.
- God’s children care for one another.

Lessons five through eight help us understand how to worship God.

- When we obey God, we worship Him.
- We worship God with joyful praise.
- When we respect His authority, we are worshipping God.
- We worship God when we trust Him.

Lessons nine through thirteen focus on God’s gift of grace to us.

- God knows our needs and cares for them.
- Even when bad things happen to us, we know that God loves us.
- God listens and answers when we pray.
- We will listen to God’s gentle voice.
- God’s grace is the gift of eternal life.

God’s grace. Grace is a word that helps explain God’s love in action toward people who don’t deserve it.

- Grace is God’s love providing Jesus Christ as a sacrifice for our sins.
- Grace is God’s love encouraging us to accept that sacrifice.
- Grace is God’s love inspiring us to respond in praise and worship.
- Grace is God’s love giving us the wisdom and strength to treat one another with love and respect, just the way He treats us.

So God’s grace is power. It’s the unlimited, for-sure, forever power that finds you and fills you up with everything you need to live a full and wonderful life in Him.
To the leaders/teachers,

These guides were developed to:

A. Introduce the lesson on Sabbath, inspiring students to study that same lesson throughout the following week.

B. Focus the entire Sabbath School time on one message, one point about God’s grace, the response of worship we make to that grace, or how that grace empowers our loving relationships with one another and our service to a world God’s love created and sustains.

C. 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 students to reflect on what they experience, interpret the experience, and apply that information to their lives.

D. Reach each student in the way he or she learns best. By following the natural learning sequence on which these lesson 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.

Applying the Lesson gives the students 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?”

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

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

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

The Prayer and Praise 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 Readiness Activities, even while some students are still arriving.

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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 sequence, the learning styles, and other dynamics of teaching and learning, contact your conference Sabbath School or Children’s Ministries director.)

To use this guide . . .

Try to follow the natural learning sequence outlined, but adapt activities as necessary to make the program work in your particular situation.

Look ahead at the Program Overview for each week so you can be prepared with the simple materials suggested.

Always have available regularly used supplies such as:

- aluminum foil
- art supplies (glue sticks, fabric glue, glitter sticks, craft sticks, etc.)
- bags (paper, plastic, sealable plastic; large and small)
- balloons
- baskets, bowls, jars for collecting offering
- beanbags
- Bibles
- blindfolds
- boxes, large and small
- cassette tape and/or CD player
- chalkboard or dry-erase board
- cotton balls or fiberfill
- costumes (Bible-times: robes, head dress, sandals, rope or heavy yarn, large T-shirts)
- cups (disposable, paper/plastic/Styrofoam)
- electrical extension cord
- flashlight
- gifts (small, inexpensive)
- hole punch
- index cards
- Jesus stickers and pictures
- magazines and catalogs (old—for cutting)
- magnets
- nature specimens
- paper clips (steel)
- paper plates, large and small
- papers, large and small (newsprint, rolls of brown paper, poster board, construction paper (various colors, lined and unlined)
- pencils, pens, markers, crayons, colored pencils
- ribbon
- rhythm instruments
- rubber bands
- scissors
- self-stick notes (Post-it notes)
- stapler and staples
- stickers
- string
- tape (masking, cellophane, double-sided)
- yarn (several colors)
Additional Supplies Required for This Quarter

Lesson 1
• 10 paper hearts (see p. 140)
• heart-shaped container
• pictures of people helping others
• “accounts” book
• “swords”
• “throne” for king
• “prison gate”
• paper hearts (see p. 140)
• glitter

Lesson 2
• heart-shaped container
• farmer’s hat
• pieces of paper with questions on them
• six inflated balloons
• coupons (see p. 141)

Lesson 3
• baby food jars
• scented materials such as vanilla extract, ground cinnamon, cloves, lemon juice, orange juice, chocolate
• heart-shaped container
• cushions
• pita bread in a basket
• empty bowls
• bowl of fruit
• baskets of pretend food
• jug of water
• bottle of perfume
• wig of long hair (optional)
• light object, heavy object
• small gifts

Lesson 4
• bowl of cooked noodles
• small pillow
• snacks such as pretzels or crackers
• party hats
• heart-shaped container
• toilet paper
• folding cot
• sheet or blanket

Lesson 5
• long rope
• tables and chairs
• small rewards
• tambourine
• white sheet
• bright flashlight
• red paper clouds
• white paper clouds
• pictures or drawings of eyes, glasses, or binoculars; paper heart; traffic sign; dog on a leash; tablets of stone
• door hanger pattern (see p. 142)

Lesson 6
• sandpaper
• cotton
• sand
• uncooked rice
• popped popcorn
• brown paper bags
• pitcher of lemon water
• water container
• water cup cutout (see p. 144)
• jug of lemon water
• large container with sugar crystals
• cloud cutout attached to a paint stirrer or stick
• empty bowl or bucket
• wooden spoon

Lesson 7
• blocks
• modeling clay (plasticine)
• 13 long, thick sticks
• white artificial flowers with green leaves
• almonds
• double-sided tape
• large box or bag
• beanbag
• slips of paper with scenarios
• tissue or netting
• label saying “Respectfully Yours”

**Lesson 8**
• tables and chairs
• blindfolds
• medium-size rock
• “rock wall” made from garbage bags stuffed with newspaper
• wading pool
• brown plastic garbage bags
• garden hose
• rod or walking stick
• magnets and steel paper clips
• smooth rock for each child

**Lesson 9**
• lemon wedges
• bag of treats
• blindfolds
• double-sided stop sign attached to wooden handle
• bird cutouts
• two crowns
• “prayer time” notebook
• headbands
• long nylon scarves
• leather pouch
• black cloth
• throne
• lunch bag with nails, bolts, screws
• lunch bag with seeds, dirt, small sealed container of water
• lunch bag with empty food wrappers
• old magazines

**Lesson 10**
• water
• small paper cups
• containers of whole-wheat flour and salt
• measuring cup
• sealable plastic bags
• jar with “OIL” label
• firewood
• “prayer time” notebook
• pita bread
• mixing bowl
• flour, oil, water
• grace coupons (see p. 142)

**Lesson 11**
• two tin cans
• long string
• toy stuffed animals
• firewood
• prayer notebook
• two “altars”
• big water jug
• bright-red light
• recordings of thunder and fire sounds
• large stones
• kiddie pool
• three inflated balloons

**Lesson 12**
• seashell, cup, bowl, or other curved object
• brown blanket or sheet
• prayer notebook
• drum or metal pans
• red, orange, and yellow streamers
• sign that says “Wind”
• index cards
• clothespins
• nylon cord or rope

**Lesson 13**
• rock
• small paintbrush or soft cloth
• long piece of string, measuring tape, or meter stick
• basket or bowl with “John 3:16” sign
• chariot and horse cutouts on red, yellow, or orange construction paper (see p. 143)
• blue plastic or cloth
• gift cutouts (see p. 144)
• two round coins for each child
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