My Memory Verses

1. “You will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth” (Acts 1:8, NIV).
3. “I will pour out my Spirit on all people” (Acts 2:17, NIV).
4. “Serve wholeheartedly, as if you were serving the Lord, not people” (Ephesians 6:7, NIV).
5. “There are different kinds of gifts, but the same Spirit. . . . There are different kinds of service, but the same Lord” (1 Corinthians 12:4, 5, NIV).
6. “I have loved you with an everlasting love” (Jeremiah 31:3, NIV).
7. “This man is my chosen instrument” (Acts 9:15, NIV).
8. “God does not show favoritism but accepts from every nation the one who fears him and does what is right” (Acts 10:34, 35, NIV).
9. “The Holy Spirit said, ‘Set apart for me Barnabas and Saul for the work to which I have called them’ ” (Acts 13:2, NIV).
10. “The Lord . . . will send His angel with you and make your journey a success” (Genesis 24:40, NIV).
11. “Be devoted to one another in love. Honor one another above yourselves” (Romans 12:10, NIV).
13. “I am with you and will watch over you wherever you go” (Genesis 28:15, NIV).
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This Bible study guide is about . . .

Lessons one through five tell us that God gives us skills for service.
• Jesus’ friends know Him well.
• Prayer prepares us for service.
• God gives us skills to serve Him.
• God gives us gifts so we can help others.
• When we organize our gifts, we serve God better.

Lessons six through nine teach that God never stops loving us.
• God’s love is like light in darkness.
• God’s love changes people.
• God’s grace includes everyone.
• God sends us as messengers of His grace.

Lessons ten through thirteen tell us that we belong to God’s family.
• God wants everyone to join His family.
• I can love people who are different from me.
• People in God’s family are honest.
• I belong to God’s family no matter what happens.

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 that 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 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.

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

The **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?”

The **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 **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
- device that can play audio (MP3, CD, Streaming)
- 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-stick)
- yarn (several colors)
Lesson 1
• box covered with words or pictures
• two drinking straws
• heart shapes (see p. 140)

Lesson 2
• three or four different kinds of string/rope
• praying hands pattern (see p. 141)
• flower for each child (fresh or artificial)
• picture of a church
• stones or heavy books

Lesson 3
• “Jesus loves you” signs in different languages
• picture of Jesus for each child
• adhesive bandage
• orange/yellow/red fabric or crepe paper
• flame shape pattern (see p. 142)

Lesson 4
• toy building bricks or blocks
• simple cutout models
• play money
• mirror

Lesson 5
• one or more church officers
• screen
• five or six things associated with deacon’s duties (offering plate, map, towel, basin, Communion glass)
• picture of church
• chart of local church organization
• chart of world church organization

Lesson 6
• selection of light sources
• spotlight or bright lamp
• nine heart shapes (see p. 140)
• glow-in-the-dark crayons or fluorescent paper
• small candles
• gift-wrap paper

Lesson 7
• bubble mixture and thin wire
• piece of fruit
• transparency sheets

Lesson 8
• picture of globe for each child (see p. 143)

Lesson 9
• individual message for each child
• “letter carrier”
• envelopes

Lesson 10
• church membership list
• selection of household items (see activity)
• artificial well (see activity)
• water jug or pitcher
• sketch of family tree
• “gold” bracelet
• “gold” ring

Lesson 11
• two baby dolls
• bow and arrows

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• cooking pot
• 14 plastic (or pictures of) vegetables
• salt dough (see Applying the Lesson)
• waxed paper
• cookie cutters
• rolling pin(s)
• small sealable plastic bags

**Lesson 12**
• variety of fruit and vegetables
• five or six household or nature items (see Readiness Activity B)
• comfortable chair or bedroll
• bow and arrows
• thin elastic
• paper dinner plates
• 12-inch/30-cm thin gardening cane (dowel) per child

**Lesson 13**
• stepladder
• screen
• large picture of Jesus
• picture of heaven
• blankets
• olive oil
• Optional: A-frame stepladder, white sheet, spotlight, white Christmas lights or large paper angels
• family portrait
• camera
• angel shapes (see p. 144)
## SERVICE: God gives us skills for service.

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## COMMUNITY: We belong to God’s family.

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