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# Kindergarten

Leader/Teacher Guide

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

[www.gracelink.net](http://www.gracelink.net)

Year B, Second Quarter

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# Basic Needs of Children\*

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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

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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

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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

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

# About Materials

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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)
- cassette tape/CD player
- 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

- fruit
- tray
- kitchen knife
- small items (see activity)
- gift-wrapped boxes
- different types of men's shoes
- one pair of children's shoes
- picture of Samuel
- small oil container
- hat(s)
- share the sheep pattern (see p. 140)

### Lesson 2

- arrow pattern (see p. 140)

### Lesson 3

- puzzles
- small piece of cloth
- "cave"
- two adult males
- clean rags or a piece of fabric

### Lesson 4

- feathers or leaves
- happy/sad face sticks (optional)
- cardboard "harp"
- crutches or walking stick
- pictures or objects to represent God's promises
- letter-size paper

### Lesson 5

- old magazines
- food pyramid pattern (see p. 141)
- cloth or plastic gloves (optional)
- plastic eggs, tiny bags, or other small containers
- various pictures or objects (see activity)
- badge pattern (see p. 141)

### Lesson 6

- blanket and pillow
- masking tape, sticks, yarn, or stones
- drawings or pictures (see activity)
- Knock-knock door pattern (see p. 142)
- buttons (optional)

### Lesson 7

- recorded music
- bottle of water
- picture of a fire
- inflated balloon
- toy musical or rhythm instruments
- fiery furnace pattern (see p. 143)

### Lesson 8

- yellow or brown paper napkins
- drawing of a window (optional)
- small jars or plastic cups (optional)
- circles of tulle or fabric
- elastic bands or ribbons (optional)
- ready-made potpourri or dried flowers and leaves (optional)
- dried slices of lemon, orange, and/or apple (optional)
- potpourri oil or perfume

### Lesson 9

- pictures to color (see p. 144)
- colorful robe, coat, or shirt
- gift-wrapped box
- various pictures or objects (see activity)
- fancy coat pattern (see p. 145)

### Lesson 10

- long rope
- variety of treats
- colorful robe, coat, or shirt
- brown cloth
- fragrant spice or perfume
- 20 "silver" coins
- beanbag or soft small ball
- God's hands pattern (see p. 146)

### Lesson 11




- pictures representing good times and bad times
- books
- happy/sad hearts pattern (see p. 147)

### Lesson 12

- pillows
- blankets
- chain pattern (see p. 148)

### Lesson 13

- small Styrofoam cups or plates
- stones
- picture of Jesus
- suitcase
- small paper bags
- clothes
- rice, corn, or other grain
- various pictures or objects (see activity)
- gift-wrapped box
- gift box pattern (see p. 149)
- pink cellophane (optional)
- wrapping paper (optional)
- ribbon or bows (optional)

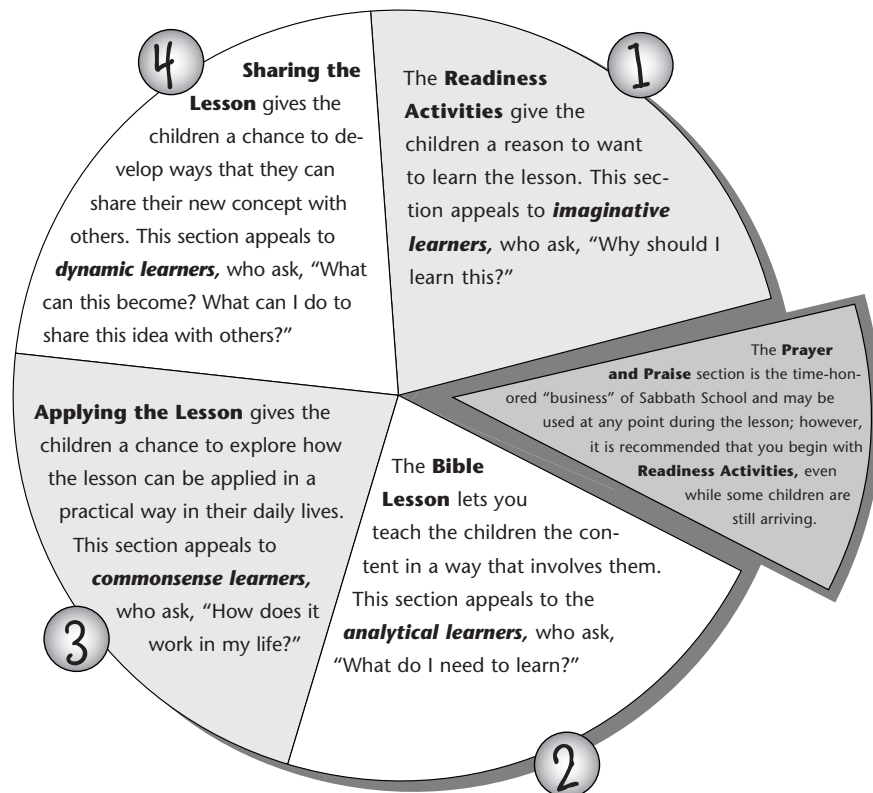
Lesson	Bible Story	References	Memory Verse	Message	Materials
 <b>COMMUNITY:</b> We respect one another.					
<b>Lesson 1</b> <b>April 6</b>	Samuel anoints David.	1 Samuel 16:1-13; PP 637-642	1 Samuel 16:7, ICB	God's people value everyone.	See p. 11.
<b>Lesson 2</b> <b>April 13</b>	David and Jonathan's friendship.	1 Samuel 18:1-5; 20:1-42; PP 649-655	1 Samuel 18:3, NIV	True friends love each other.	See p. 21.
<b>Lesson 3</b> <b>April 20</b>	David cuts Saul's robe.	1 Samuel 18:5-9; 19:1, 2, 11, 12; 24:1-22; PP 649-663	Galatians 6:9, NIV	We can do good even when others aren't nice to us.	See p. 31.
<b>Lesson 4</b> <b>April 27</b>	David befriends Mephibosheth.	1 Samuel 20:14, 15, 42; 2 Samuel 4:4; 9:1-13; PP 713	1 Samuel 20:42, ICB	People who love Jesus keep their promises.	See p. 41.
 <b>WORSHIP:</b> We are happy to worship God.					
<b>Lesson 5</b> <b>May 4</b>	Daniel and his friends won't eat the king's food.	Daniel 1; PK 479-490	Isaiah 7:15, NIV	We worship God when we choose good things.	See p. 51.
<b>Lesson 6</b> <b>May 11</b>	Nebuchadnezzar dreams.	Daniel 2:1-28, 46-49; PK 491-502	Acts 20:24, ICB	We worship God when we tell others about Him.	See p. 61.
<b>Lesson 7</b> <b>May 18</b>	The fiery furnace.	Daniel 3; PK 503-513	Joshua 24:15, NIV	We worship God by refusing to do wrong things.	See p. 71.
<b>Lesson 8</b> <b>May 25</b>	The lions' den.	Daniel 6; PK 539-548	Daniel 6:10, NIV	We worship God when we pray.	See p. 81.
 <b>GRACE:</b> God knows us and cares for us.					
<b>Lesson 9</b> <b>June 1</b>	Joseph's colorful coat.	Genesis 37:1-11; PP 208-210	Matthew 7:11, ICB	God gives good gifts because He loves us.	See p. 91.
<b>Lesson 10</b> <b>June 8</b>	Joseph is sold as a slave.	Genesis 37:12-28; PP 208-212	Psalms 56:3, NIV	When we are afraid, we can trust in God.	See p. 101.
<b>Lesson 11</b> <b>June 15</b>	Joseph in jail.	Genesis 39:1-6, 17-23; 40:1-23; PP 213-219	Romans 8:38, 39, ICB	God is with us in good times and in bad.	See p. 111.
<b>Lesson 12</b> <b>June 22</b>	Joseph explains Pharaoh's dreams.	Genesis 41; PP 219-223	Genesis 41:16, NIV	God can help us do anything.	See p. 121.
<b>Lesson 13</b> <b>June 29</b>	Joseph forgives his brothers.	Genesis 42:1-9; 45:1-15; PP 224-240	Colossians 3:13, NIV	We can forgive others because God forgives us.	See p. 131.

# To the Leaders/Teachers

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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.