

Primary Leader/Teacher Guide

A Sabbath School Resource for Leaders/Teachers of Primary Children
GraceLink Sabbath School Curriculum

Year D, Fourth Quarter

www.gracelink.net

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This Bible study guide is about ...

Lessons 1 through 4 are about learning what is important in life.

- We respect good leaders God has placed in authority.
- God can use me when I trust Him.
- God loves me and can work with me even though I make mistakes.
- I will listen and answer when God speaks to me.

Lessons 5 through 9 teach us that we serve God wherever we are.

- I serve God when I help my friends make good choices.
- I serve God when I choose to be healthy.
- I serve God when I help people in need.
- I can serve God wherever I am.
- I serve God when I help others understand His Word.

Lessons 10 through 13 teach us that God's grace gives us hope and joy.

- God's gifts of love fill me with hope and joy.
- Jesus is God's special gift to me.
- Jesus gives me joy and hope.
- God can guide our lives just as He guided the wise men and Jesus' parents.

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, welcome to GraceLink. 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,

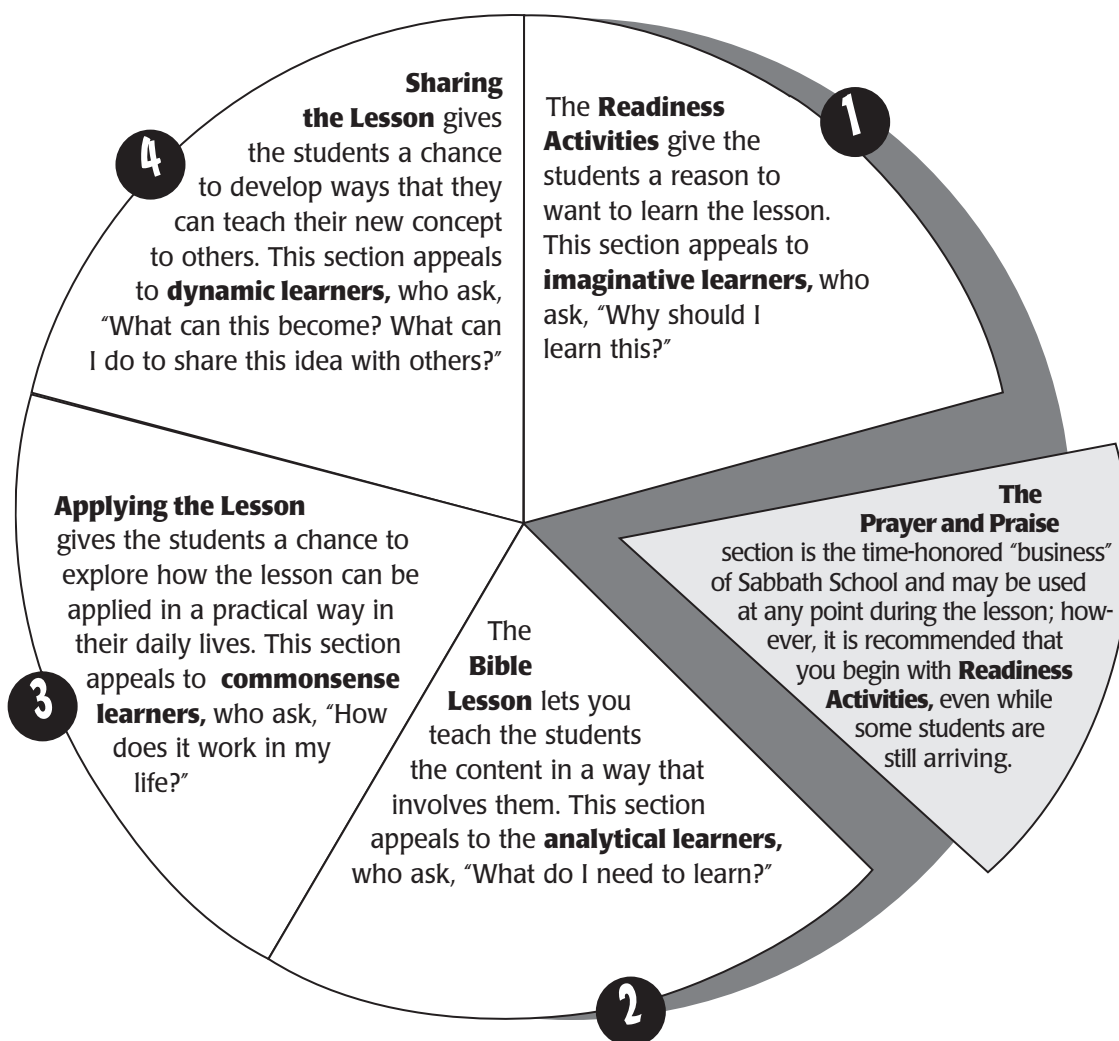
These guides were developed to:

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.



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 directors.)

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
- chalkboard or dry erase board
- costumes (Bible-times: robes, sandals, headdress, rope or heavy yarn, large T-shirts)
- cotton balls or fiberfill
- cups (disposable paper/plastic/Styrofoam)
- device that can play audio (CD, MP3, streaming, etc.)
- 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, chalk
- 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)

Additional Supplies Required for This Quarter

Lesson 1

- church or community leaders
- board game

Lesson 2

- rope
- 8–10 teen volunteers
- picture of ant carrying food
- sturdy bag with heavy objects weighing about 100 pounds or 45 kilograms
- various lights, lamps, small and large flashlights
- list and pictures of leaders
- altar
- washcloths
- small cards
- sound effects (see activity p. 24)
- empty tin can

Lesson 3

- situations printed on paper (see activity p. 36)
- door
- flash cards
- pillars made of cardboard boxes
- bedroll
- small cards
- variety of weights

Lesson 4

- recording of male voice (see activity p. 44)
- audio recorder or screen
- things to build with
- puzzle
- towels
- candles

- flash cards
- items to represent how God communicates with us (see activity p. 46)

Lesson 5

- chair
- box covered with pictures
- shape of person cutout (see p. 140)
- copies of scenarios for groups

Lesson 6

- table
- variety of healthy and unhealthy foods to display (or use pictures)
- rucksack or tote bag
- stones or books
- sign “Unclean Food”
- health chart (see p. 67)
- piece of fruit per child*
- brass fasteners

Lesson 7

- coded message (see activity p. 72)
- sheet
- lamp
- ball
- image of Daniel 2 (see p. 141)
- gift-wrapped box with slit in top

Lesson 8

- 12 clothespins
- small gift box with removable lid
- newspaper
- blanket

*Be aware of any food allergies and adjust accordingly.

Lesson 9

- words in a foreign language or mixed-up message
- lemon juice
- water
- cotton swabs
- lamp
- table set for a party
- sheet
- light
- study paper for each child (see p. 96)
- Voice of Prophecy correspondence school cards (or cards used by your church)

Lesson 10

- shakers or musical instruments (optional)
- fabric scraps
- mothers and fathers
- two baby dolls
- gift wrap paper
- gift box
- gift shape (see p. 142)
- six pictures of babies
- information regarding a community Christmas project
- stop watch or watch with second hand
- letter to parents
- outline of an angel for each child (see p. 142)

Lesson 11

- flashcards
- baby pictures of the children
- gift wrap
- food
- item from nature
- family picture
- gift tags

- baby doll
- strips of cloth
- manger
- cloak
- stable props (optional)
- small box for each child
- information about a community Christmas project

Lesson 12

- strips of cloth
- manger
- pin
- recorded household sounds (optional)
- large outline of a sheep on paper (see p. 143)
- baby doll
- angel costume
- toy sheep
- imitation campfire
- information about a community Christmas project

Lesson 13

- memory verse on slips of paper
- information about a community Christmas project
- suitcase shape (see p. 144)
- rubber gloves
- rain boots
- umbrella
- apron
- sunglasses
- sunscreen
- gold box
- cardboard tubes

Lesson	Bible Story	References	Memory Verse	Message	Materials
COMMUNITY: We learn what is important in life.					
Lesson 1 October 7	Deborah and Barak	Judges 4; 5; PP 545	1 Peter 2:17	We respect good leaders God has placed in authority.	See p. 11
Lesson 2 October 14	Gideon	Judges 6; 7; PP 546–554	Philippians 4:13	God can use me when I trust Him.	See p. 21
Lesson 3 October 21	Samson	Judges 16; PP 560–568	Psalms 51:10	God loves me and can work with me even though I make mistakes.	See p. 31
Lesson 4 October 28	God speaks to Samuel	1 Samuel 3; PP 581, 582	1 Samuel 3:9	I will listen and answer when God speaks to me.	See p. 41
SERVICE: We serve God wherever we are.					
Lesson 5 November 4	Daniel and friends are taken captive	Daniel 1:1, 2; 2 Kings 24:1–16; PK 479–490	Psalms 119:30	I serve God when I help my friends make good choices.	See p. 51
Lesson 6 November 11	Daniel and friends refuse king's food	Daniel 1:3–20; PK 479–490	1 Corinthians 10:31	I serve God when I choose to be healthy.	See p. 61
Lesson 7 November 18	Nebuchadnezzar dreams of the image	Daniel 2; PK 491–499	Daniel 2:23	I serve God when I help people in need.	See p. 71
Lesson 8 November 25	Nebuchadnezzar spends seven years with ani- mals	Daniel 4; PK 514–521	Colossians 4:6, NKJV	I can serve God wherever I am.	See p. 81
Lesson 9 December 2	Belshazzar's feast and the handwrit- ing on the wall	Daniel 5; PK 522–532	Jeremiah 1:7	I serve God when I help others understand His Word.	See p. 91
GRACE: God's grace gives us hope and joy.					
Lesson 10 December 9	Angel visits Zechariah, Mary, Joseph	Luke 1:5–38; Matthew 1:18–21; DA 97–101	Luke 1:49	God's gifts of love fill me with hope and joy.	See p. 101
Lesson 11 December 16	Birth of Jesus	Luke 2:1–7; Genesis 3:15; Psalm 132:11; Micah 5:2 DA 43–49; 50–58	John 3:16	Jesus is God's special gift to me.	See p. 111
Lesson 12 December 23	Shepherds visit Baby Jesus	Luke 2:8–20; DA 47, 48	Luke 2:14	Jesus gives me joy and hope.	See p. 121
Lesson 13 December 30	The wise men and the flight to Egypt	Matthew 2:13–23; DA 64–67	Philippians 4:19	God can guide our lives just as He guided the wise men and Jesus' parents.	See p. 131