

Primary Leader/Teacher Guide

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

Year A, First Quarter

www.gracelink.net

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This Bible study guide is about ...

Lessons one through four tell us that God has always loved us.

- “God is love” is written upon all He made.
- God surrounds me with His gifts of love.
- The Sabbath is God’s special gift to us.
- God still loves us and will forgive us if we are truly sorry when we do something wrong.

Lessons five through nine teach that we tell God we love Him by worshiping Him.

- We worship God when we thank Him for His protection.
- We worship God when we are reverent.
- We worship God when we trust Him in every situation.
- We praise God for rescuing us from sin.
- We praise God for supplying our needs.

Lessons ten through thirteen tell us that Jesus shows us how to love one another.

- I help others learn about Jesus when I follow His example.
- God invites everyone to join His family.
- Children like me are welcome in God’s family.
- I show others Jesus’ love when I put wrongs right.

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,

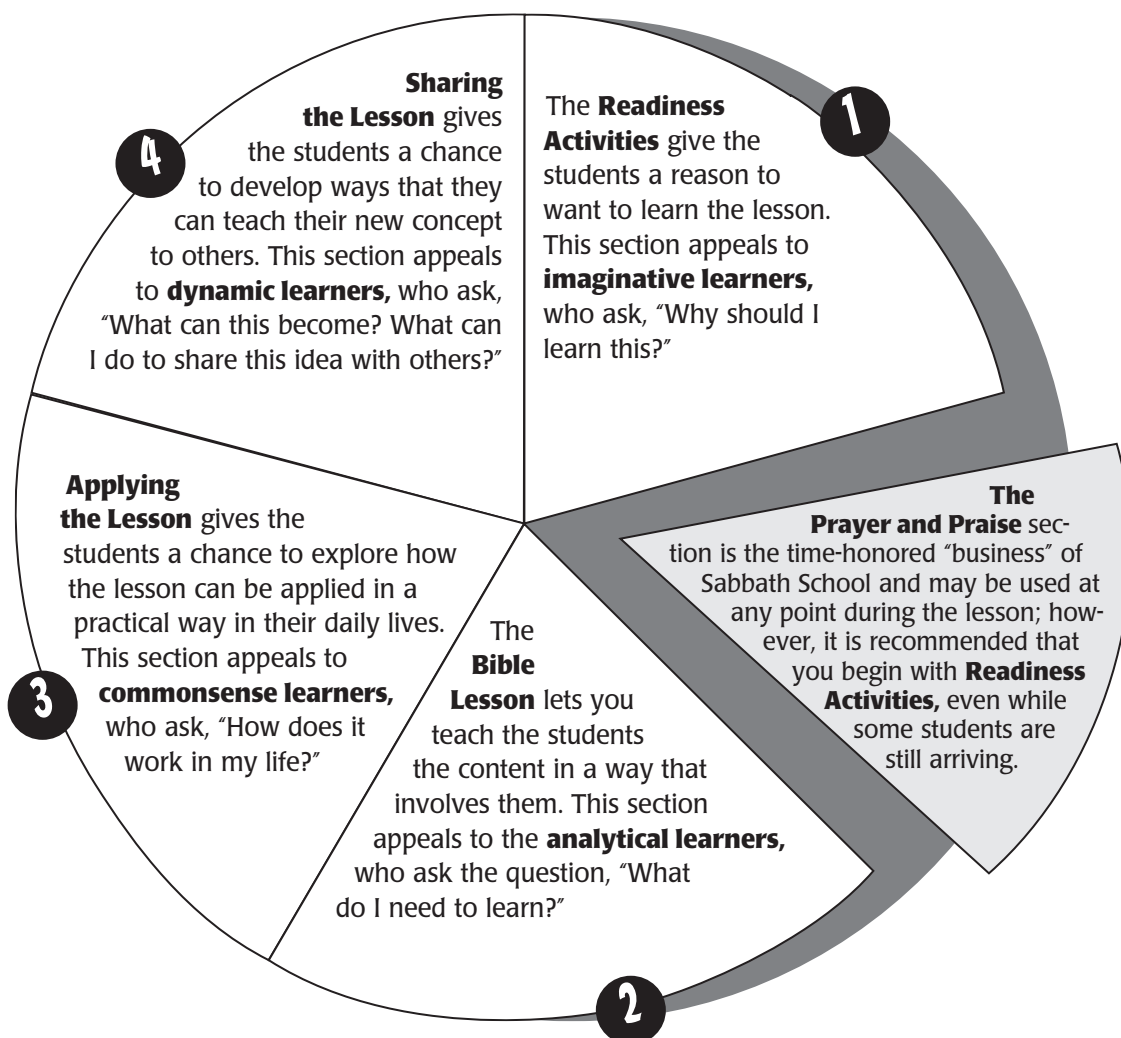
These guides were developed to:

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 whiteboard
- costumes (Bible-times: robes, head dress, sandals, rope or heavy yarn, large T-shirts)
- cotton balls or fiberfill
- cups (disposable, paper/plastic/Styrofoam)
- device that can play audio (MP3, CD, streaming)
- 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

- sponge
- leaf
- paper star
- toy bird or plastic fish
- stuffed animal
- selection of tree leaves
- shell or other natural container
- branch in a container of sand
- leaf shapes (see p. 140)
- water in a container
- earth/sand in a bucket
- twigs, leaves
- large tray
- toy or felt animals
- nature pictures
- gift-wrapped box
- flowers
- cardstock circles
- brass fasteners

Lesson 2

- stopwatch or watch with second hand
- measuring tapes
- optional: pictures of ribs, lungs, eyes
- shell or other natural container
- gift-wrapped box
- nature pictures/items
- modeling clay

Lesson 3

- thin dowels (12 inches/30 centimeters)
- your country's flag
- small gift per child packaged together in one gift-wrapped container
- shell or other natural container
- water
- powdered drink mix
- seven glasses

Lesson 4

- "invisible" or light-colored thread
- two chairs
- pictures of camouflaged animals/insects
- shell or other natural container
- fruit shapes (see p. 140)
- hand cream or lotion
- water
- soap
- towel
- trash can
- small block of wood per child
- nails
- claw hammer for every five children
- red and white hearts (see p. 141)

Lesson 5

- stamp/ink pads
- protective clothing
- large sheet of cardboard or blanket or sheet
- throne
- baby doll
- door hanger with angel shape (see p. 141)

Lesson 6

- computer
- land-line phone
- cell phone
- bucket with sand
- postcard
- stationery
- greeting card
- branch with leaves
- flame shapes (see p. 142)
- selection of dirty clothes, selection of clean clothes

- box or suitcase
- optional: audio recording and playback device

Lesson 7

- opaque plastic cup with red powdered drink
- jug of water
- toy frogs
- shepherd's staff
- fly swatters
- soft toy animals
- sticky paper labels
- umbrellas
- two or three spray bottles of water
- brass fasteners
- plastic to cover floor

Lesson 8

- soft toys
- two life preservers (styrofoam or inflatable rings)
- firefighter
- cross
- thumbtacks
- doorframe made out of cardboard
- ketchup
- twigs
- crackers
- table
- suitcase/bag
- clothes to pack
- toy lambs
- eraser with word "Jesus" on it
- safety pins

Lesson 9

- two packets of presweetened fruit punch mix
- packet of soup mix
- selection of smooth stones
- water
- water-drop shapes (see p. 143)

- shepherd's staff
- bedrolls/bundles
- clothespins
- fabric scraps

Lesson 10

- fish shapes (see p. 143)
- fishnet
- cardboard boat
- craft knife
- copies of hands, feet, eyes, ears, mouth (see p. 144)
- coupons (see p. 106)

Lesson 11

- world map or picture of globe
- old clothes
- invitations (see p. 116)

Lesson 12

- garland of flowers
- basin
- water
- towel
- two large dolls
- two cloth diapers or disposable diapers
- safety pins
- toy catalogs
- baby/children's catalogs

Lesson 13

- small gift for each child
- paper coins (see p. 144)
- branch in bucket of sand or picture of a tree
- red, black, white heart shapes (see p. 141)
- large gift box
- gift cards from Lesson 12
- baby gifts brought by children

Lesson	Bible Story	References	Memory Verse	Message	Materials
GRACE: God has always loved us, even before we were born.					
Lesson 1 January 6	God creates our world.	Genesis 1:1–25; PP 44, 45	Genesis 1:1	“God is love” is written upon all He made.	See p. 11
Lesson 2 January 13	God creates Adam and Eve.	Genesis 1:26–2:23; PP 45–47	Genesis 1:27	God surrounds me with His gifts of love.	See p. 21
Lesson 3 January 20	God creates the Sabbath.	Genesis 2:1–3; PP 47, 48, 111–116	Genesis 2:3	The Sabbath is God’s special gift to us.	See p. 31
Lesson 4 January 27	Adam and Eve hide from God.	Genesis 2:8, 9, 16, 17; 3; PP 49–70	1 John 1:9	God still loves us and will forgive us if we are truly sorry when we do something wrong.	See p. 41
WORSHIP: We tell God we love Him when we worship Him.					
Lesson 5 February 3	Moses grows up.	Exodus 1; 2; Acts 7:23; Hebrews 11:24–27 PP 241–251	Psalms 150:6	We worship God when we thank Him for His protection.	See p. 51
Lesson 6 February 10	Moses and the burning bush.	Exodus 3; PP 251–255	Exodus 3:5	We worship God when we are reverent.	See p. 61
Lesson 7 February 17	The first nine plagues.	Exodus 4–10; PP 257–272	Psalms 103:2	We worship God when we trust Him in every situation.	See p. 71
Lesson 8 February 24	The tenth plague and Passover.	Exodus 11; 12; PP 273–280	Psalms 34:7	We praise God for rescuing us from sin.	See p. 81
Lesson 9 March 2	God provides water for the Israelites.	Exodus 17:1–7; PP 297, 298	John 7:37	We praise God for supplying our needs.	See p. 91
COMMUNITY: Jesus shows us how to love one another.					
Lesson 10 March 9	Jesus asks fishermen to come with Him.	Matthew 4:18–22; Luke 5:1–11; DA 244–251	Matthew 4:19	I help others learn about Jesus when I follow His example.	See p. 101
Lesson 11 March 16	Jesus calls Matthew, the tax collector.	Matthew 9:9–13; DA 272–275	Matthew 9:13	God invites everyone to join His family.	See p. 111
Lesson 12 March 23	Jesus welcomes the children.	Luke 18:15–17; DA 511–517	Luke 18:16	Children like me are welcome in God’s family.	See p. 121
Lesson 13 March 30	Zacchaeus stops cheating.	Luke 19:1–10; DA 552–556	Luke 19:8	I show others Jesus’ love when I put wrongs right.	See p. 131