

My Memory Verses



1 “Work together as a team”
(PHILIPPIANS 1:27, ICB).



2 “Serve each other with love”
(GALATIANS 5:13, ICB).



3 “Give thanks to the Lord”
(PSALM 136:1, NIV).

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Third Quarter — Year B

BEGINNER

Sabbath School Resource for Leaders/Teachers

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Beginner

Leader/Teacher Guide

A Sabbath School Resource for Leaders/Teachers of Beginners
GraceLink® Sabbath School Curriculum

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Year B, Third Quarter

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Lesson Outline

Lesson	Bible Story	References	Memory Verse	Message	Materials
	COMMUNITY: We help each other.				
Lesson 1 July	Joash, the Boy King	2 Kings 11; 12:1-16; PK 215, 216	Philippians 1:27, ICB	Families work together.	See p. 14.
	SERVICE: God helps us to serve others.				
Lesson 2 August	Captain Naaman's Little Maid	2 Kings 5:1-17; PK 244-250	Galatians 5:13, ICB	I can share God's love.	See p. 32.
	WORSHIP: We thank God for being with us.				
Lesson 3 September	Baby Moses	Exodus 1; 2; PP 241-251	Psalms 136:1, NIV	Thank You, God, for being with us.	See p. 52.

Bible Study Overview

- **Lesson 1** teaches that little children can help each other.
- In **Lesson 2** we learn that God helps us share His love.
- **Lesson 3** reminds us to thank God for being with us.

To the leader/teacher—

These guides were developed to:

- **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 activities they have already experienced.
- **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).
- **Reach each child in the way he or she learns best.** By following the natural learning cycle 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.

- **Give children 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.
- **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 maximum involvement with the students and their learning experience 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.

(Note: The Getting Started 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 Arrival Activities, even while some children are still arriving.)

To use this guide . . .

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

About Materials

As you follow the 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 Overview for each month's program so you can be prepared with the materials suggested. Before the quarter begins, obtain regularly used supplies.

Supplies Frequently Used in Beginner Sabbath School

Art Supplies

- aluminum foil
- chenille sticks or pipe cleaners
- cotton balls or polyester fiberfill
- craft sticks or tongue depressors
- crayons, markers, colored pencils
- glitter or glitter glue
- glue or glue sticks
- hole punch
- inked stamp pads (various colors)
- magnetic strips (peel and stick)
- paints—finger paints, tempera
- pencils, pens
- plastic wrap
- pom-poms
- rubber bands
- scissors (blunt-nosed)
- stapler and staples
- tape—cellophane and masking
- toilet paper rolls and/or paper towel rolls (empty)
- yarn, string, thread (several colors of each)

Papers

- butcher or white tablecloth roll
- construction (various colors, including black and brown)
- drawing
- finger-paint paper
- newsprint
- poster board
- tissue paper (various colors, including white)
- writing paper

Other

- animals (toy, stuffed, plastic)
- angel (felts or cardboard on sticks)
- baby bottles
- baby wipes or paper towels
- bags—paper, plastic trash bags, sealable plastic, large and small
- "Bible" books (cardboard or felt)
- blankets—baby/doll-size, regular size
- birthday cake (artificial) with candles, matches
- birthday gifts, inexpensive (optional)
- blindfolds, one for each child
- board books, variety of subjects
- broom (child-size), dust cloths, other cleaning supplies
- bubble solution and blowers
- building blocks, boxes, or Legos
- cassette or CD player with tapes/CDs
- carpenter tools (play hammer, saw, etc.), child-size
- costumes—angel, Bible-times for children and adults
- crowns
- cups—paper, plastic, Styrofoam
- dolls, doll clothes
- felts—angels, animals, children, flowers, Jesus, people, scenery, sun
- mirror (hand mirror)
- nature items (rocks, feathers, shells, bird nests, artificial flowers and fruit)
- offering container (basket, bowl, etc.)
- paper plates, napkins, cups
- pull toy (optional)
- puzzles, simple wooden or cardboard

- rainbow sticks
- recorded sounds (bird, animal, storm, etc.)
- rhythm or toy musical instruments
- rocking chair, adult and child
- smocks or old shirts to cover children's clothing
- stickers (animal, nature, Jesus, etc.)
- squirt bottle
- things that float

Additional Supplies Needed This Quarter

Lesson 1

- board books about babies and family
- two-piece family or helper puzzles
- washcloth or small fabric pieces
- paintbrushes
- clothespins
- clothing items
- fabric squares
- temple pattern (see p. 27)

Lesson 2

- board books about medical helpers
- washcloths
- toy doctor's kit
- chalk
- felt suns
- plastic mixing bowls
- plastic spoons, dishes
- small clothing items
- felt Jesus and children
- gardening tools (hand tools)
- heavy-duty scissors

- chariot pattern (see p. 68)
- flat round shapes or paper circles
- cardboard
- Captain Naaman pattern (see p. 69)
- white chalk or white round stickers
- plastic milk jug or juice cartons

Lesson 3

- board books about babies
- tall potted plants
- plastic tub
- plastic containers
- small stones or pebbles
- boat-shaped offering device
- paintbrushes
- tiara or crown
- folding pattern (see p. 70)
- Jesus stickers
- fabric squares (12 inches or 30 centimeters square)
- stickers of things to be thankful for

Basic Needs of Children*

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
- Freedom within defined boundaries
- Humor—a chance to laugh

Mental

- Power—to make choices and follow plans

Emotional

- A sense of belonging
- Approval and recognition
- Expressions of unconditional love and acceptance

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

Developmental Needs

In addition to the basic needs listed earlier, 2-year-olds need to experience:

- Power—to have a chance to manipulate objects, events, people
- Freedom—to make choices, to interact in learning situations, to sometimes move about at will
- Independence—to do some things unaided
- Security—to feel safe

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

The Beginner Child

In the Seventh-day Adventist Church the GraceLink curriculum for beginners targets children ages birth through 2 years. However, both the Beginner and the Kindergarten materials are adaptable to 3-year-olds.

A general rule applying to the beginner child is: seat children so their feet easily touch the ground. For children under 18 months, use walkers (without wheels).

To better understand beginner children, ages birth through 2 years, it is helpful to note characteristics of their growth and development.

Physical

- Vary greatly in their physical development
- Are growing rapidly
- Tire easily
- Cannot sit still for long
- Fear separation from parents
- Cry easily; one crying child sets other children crying
- Express their needs by crying. The crying usually stops when the child's needs are met.
- Become attached to adults who show love and acceptance of them

Mental

- Have an attention span of only one or two minutes
- Learn by active involvement and imitation rather than by instruction
- Learn best one ministep at a time
- Focus attention on what they see and/or touch

Spiritual

Emotional

- Are extremely egocentric—centered in themselves
- Sense attitudes of respect, joy, and anticipation in connection with church, the Bible, and Jesus
- Can identify pictures of Jesus and lisp His name
- Will fold hands (briefly) for the blessing before meals and kneel (again briefly) for prayer

LESSON



Joash, the Boy King

COMMUNITY We help each other.

References

2 Kings 11; 12:1-16; *Prophets and Kings*, pp. 215, 216.

Memory Verse

“Work together as a team” (Philippians 1:27, ICB).

Objectives

The children will:

Know that people in families help each other.

Feel that they are an important part of their family.

Respond by working together to help their family and friends.

The Message



Families work together.

Getting Ready to Teach

The Bible Lesson at a Glance

Joah’s aunt takes care of him when he is young. Joash’s uncle, Jehoiada the priest, sends soldiers to protect him. He helps Joash. When Joash is 7, he becomes king. Joash and the people work together to repair the Temple.

This is a lesson about community.

People in God’s family care about others. They help each other and work together to strengthen each other and to care for God’s church.

Teacher Enrichment

At the coronation of Joash, Jehoiada presented him with a copy of the covenant and proclaimed him king (2 Kings 11:12). “This passage of Scripture is the basis of the custom of placing a copy of the Bible in the hands of British monarchs during the coronation service” (*The Seventh-day Adventist Bible Commentary*, vol. 2, p. 920).

The people clapped their hands and shouted, “Long live the king!” (2 Kings 11:12, NIV). This common phrase used

ONE



at coronations had more than ordinary meaning during Joash's coronation.

"Upon the saving of the life of this child would hang the destiny of the dynasty of David. The young king would have many enemies. If he were slain, that would be the end of the direct line of the house of David. The cry, 'Let the king live,' ascended to heaven with many anxious and earnest prayers as well as with a note of great rejoicing. It was commonly thought that Athaliah had succeeded in destroying all the seed royal (2 Kings 11:1)" (*ibid.*).

Room Decorations

Continue to use the Israelite home items from last month. Also have large boxes set up in the shape of a temple or

building. Put plants and flowers to the sides of the temple.

Create indoor and outdoor areas by partitioning the room with a large cardboard box or lightweight wood to suggest the wall of a house. For added interest, paint windows and doors and cut them out on three sides so the children can open and shut them. Set a small table and chairs in your "inside" area. Make a small bedroll with blankets or a sleeping bag.

Place a small bench and real or artificial trees and plants "outside" the house. Place small toy tree animals, birds, and fruit on the branches. Place real or artificial leaves under the tree and set some Bible-times toy stuffed animals nearby.

Program Overview

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
Welcome	ongoing	Greet students	
1 Parent Time	ongoing		
2 Arrival Activities	up to 10	<ul style="list-style-type: none"> A. <i>Babies' Rock-a-bye</i> B. <i>Exploring</i> C. <i>Block Corner</i> D. <i>Book Basket</i> E. <i>Role Play</i> F. <i>Puzzles</i> G. <i>Rocking Chairs</i> H. <i>Rocking Chairs</i> 	<ul style="list-style-type: none"> sheet or blanket large cardboard box children's building blocks sturdy picture books (see activity) dolls, blankets, baby bottles two-piece puzzles (see activity) adult-size rocking chairs child-size rocking chairs
3 Getting Started	up to 10	<ul style="list-style-type: none"> Welcome Prayer Visitors Offering Birthdays 	<ul style="list-style-type: none"> bells basket or container artificial birthday cake, candles, matches, pull toy (optional), small gift (optional)
4 Experiencing the Story	up to 30	<ul style="list-style-type: none"> A. <i>Memory Verse</i> B. <i>Caring for Baby Joash</i> C. <i>Joash Grew</i> D. <i>Running Home</i> E. <i>Joash Crowned King</i> F. <i>Fixing the Temple</i> G. <i>Jesus' Helper</i> H. <i>Helping My Family</i> I. <i>Working Together</i> J. <i>Family Finger Play</i> 	<ul style="list-style-type: none"> felt or cardboard "Bibles" baby dolls, washcloths or small pieces of cloth, small blankets or pieces of cloth none none crowns paintbrushes large picture or cutout of Jesus string, chairs, items of clothing, clothespins toy musical instruments

	LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
5	Make and Take (Optional)	up to 10		
	Week 1		<i>Cloth Baby</i>	fabric squares, scissors, yarn
	Week 2		<i>Crown</i>	paper; scissors; craft jewels, sequins, colored paper jewel shapes, or stickers; glue; staples or tape (optional)
	Week 3		<i>Temple</i>	paper, crayons, scissors
	Week 4		<i>Helping Hands</i>	plaster of Paris or play dough or crayon and paper
	Week 5 (Optional)		<i>Fixing the Temple</i>	temple pattern (see p. 27), paper, crayons, gold paper, scissors, glue sticks
	Snack Center (Optional)			juice, dry cereal, crackers, etc., napkins

1 PARENT TIME

Busy parents often arrive at church tired and worn out from the week's activities and from getting the family ready for the "day of rest." Share a word of encouragement with them sometime during Sabbath School (possibly during Arrival Activities), something that will express your care and concern for them. The following statements were prepared by young mothers and fathers as suggestions, and may be used at your discretion at any time you wish.

Week 1

When my husband was small his mother asked him to pick up some toys. His reply was "I can't. My hands are too small." My children sometimes act as if they've just been given a dose of Valium when asked to clean up their toys. They're just overwhelmed by it all and don't know where to start. Instead of getting upset and threatening con-

sequences, it helps to give specific directions, such as "Carson, you pick up the blocks, and you, Wesley, pick up the books." And they love it when I offer to help them. They don't seem to complain as much when we are working together.

How can you teach your child to be helpful? Do you work together on chores?

Week 2

My son was growing so fast. We had received several lovely gifts when he was born, but now he'd outgrown many of them. Our budget simply didn't allow us to purchase many clothes. I had thought about it, but hadn't really prayed much about it. One evening a friend called. Her children are five years older than my son. "Would you like some hand-me-downs?" she asked. "We're moving, and I have some things I'd like to get rid of." That evening when she came I was totally unprepared for her gift. She

brought *nine* large bags full of clothes! We had clothes for years to come because of her generosity. God has promised us that “before they call, I will answer; and while they are yet speaking, I will hear” (Isaiah 65:24).

Share a time when God met your needs before you asked. Thank Him for His care!

Week 3

My 2½-year-old had woken up early and followed his daddy down the stairs to the kitchen. While my husband poured cereal for himself, our son climbed up into his chair at the table and asked for breakfast too. My husband told him that he couldn’t make breakfast for him because he was late, but that Mommy would be there in a few minutes to get him some. To that our son replied, “You can. You’re stronger.”

Little ones put their complete trust in their parents. Is there anything Daddy and Mommy can’t do? Yes, there are lots of things we can’t do on our own for our children. We want to help them, but we often feel inadequate. God can give us confidence in our parenting. He can give us wisdom. He can show us how to raise our children to His glory.

Share a time when you wanted to help your child, but you felt inadequate. How did God assist you?

Week 4

I was babysitting my niece, a 2-year-old. When my two older boys went to the basement to play, she dutifully closed the basement door. I knew that would make my 5-year-old upset, so I opened the door. Again she closed it. I opened it. A few minutes later she gently closed it. She also closed the bathroom door because it was open. I didn’t remember my two sons being that “helpful”!

Small children start out wanting to be helpful. Parents can either build on that or squelch their desire.

What do you do to encourage your child’s desire to help?

Week 5

My two boys were helping their dad wash the car. The 5-year-old squirted the 2-year-old with the hose. The 2-year-old yelled, “No! Don’t water me. I’m not a flower!” Soon both children were wetter than the car was.

That’s the way it generally goes when little ones want to help. You know it’s going to take longer and be more messy than if you just did it yourself. But what wonderful lessons you are teaching them when you let them get involved.

Share a time when letting a little one help resulted in more work for you. What things have your children learned from helping you?

2

ARRIVAL ACTIVITIES

Plan simple play activities on the carpet or on a blanket, sheet, or quilt for children who arrive early. The children participate in these activities, under the supervision of an adult, until the program begins. The child's play should be with materials that relate to the program, which is based on the monthly Bible story.

Choose from the following suggested activities for this month. Be sure to include something for the span of children's ages.

A. Babies' Rock-a-bye

Parents can swing their babies gently in a sheet or blanket, as Joash's aunt did.

B. Exploring

Provide a large cardboard box for children to climb in and out of. Talk to them about how they're growing and able to do more, just as Joash did.

C. Block Corner

Children can use building blocks to build a temple.

D. Book Basket

Provide a basket of sturdy board books about Joash, church, helping, and families working together.

E. Role Play

Provide dolls, blankets, baby bottles, etc., for children to role play caring for Baby Joash.

F. Puzzles

Make two-piece puzzles of babies, churches, or helpful children by gluing pictures to a lightweight piece of cardboard or heavy paper and then cut it in half. The children can put the puzzles together.

G. Rocking Chairs (adult size)

For children who may be too shy or sleepy to join in the activities, parents can sit and rock their children.

H. Rocking Chairs (child size)

Provide child-size rocking chairs and baby dolls so children can "rock" Baby Joash.

3 GETTING STARTED

A. Welcome

You Need:

□ bells

Say: **Good morning, boys and girls! I'm so happy to see you today. Sabbath is a special day. Let's say hello to everybody here this Sabbath morning.**

Greet the children by shaking their hands while you sing "Shake a Little Hand" (*Little Voices Praise Him*, No. 6).

Shake a little hand and say,
"Good morning."
Shake a little hand and say,
"Good morning."
Shake a little hand and say,
"Good morning,
We're glad you came to Sabbath school."

—Noelene Johnsson

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Say: **Jesus is so happy that we came to Sabbath School. He loves us very much. Are you glad to be at Sabbath School? Let's sing with our bells.**

Distribute bells. Sing "Listen to the Bells Ring" (*Little Voices Praise Him*, No. 236).

Listen to the bells ring,
Ding-a-ling-a-ling-a-ling.
Listen to the bells ring,
Ding-a-ling-a-ling-a-ling.
Listen to the bells as they
Ding-a-ling-a-ling-a-ling.
Come to Sabbath school is what they
always sing.

—Florence P. Jorgensen

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B. Prayer Time

Say: **Today we're going to be learning about some people who showed God's love to others. Let's pray and ask God to help us show His love to others.**

Encourage the families to help their child kneel. To prepare for prayer, sing "Dear Jesus" (*Little Voices Praise Him*, No. 9).

Close my eyes, kneel to pray.
Fold my hands, now I say,
"Dear Jesus, Dear Jesus,
I'm here to talk to You."

—Janine Max

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Pray a simple prayer and have children repeat your words. Then sing the response "Thank You, Dear Jesus" (*Little Voices Praise Him*, No. 22).

Thank You, dear Jesus.
Amen.

—Janet Sage

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C. Visitors

Greet each visitor and sing "We Have a Visitor" (*Little Voices Praise Him*, No. 24).

We have a visitor here today;
Hello! Hello! Hello!
We have a visitor here today;
Hello! Hello! Hello!

—Janet Sage

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D. Offering**You Need:**

- basket or other container

Say: **Some families don't know that God loves them. Our offering money helps**

them learn that God loves them, too. So we bring our offering to Sabbath School to help others know about God.

Use a basket or some other offering container. Children and parents come and put their offering in the container while singing "To God's House" (*Little Voices Praise Him*, No. 34).

To God's house I bring an offering.
I thank Him for all He's given me.
To God's house I bring an offering.
I bring an offering to God's house.

—Janine Max

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Say: **Thank you, boys and girls, for bringing your offering. Close your eyes now while we ask Jesus to bless the money.**

Pray a simple offering prayer similar to the following:

Dear Jesus, we want other families to know You love them. Please use this money to do that. Amen.

E. Birthdays

Say: **God gives us our birthdays. Who has had a birthday?**

Lead the birthday child up front while singing. (Or pull an animal pull toy around the room while you sing. Stop at and circle in front of the birthday child.) Sing "A Birthday" (*Little Voices Praise Him*, No. 36).

A birthday, a birthday,
O who has had a birthday?
Come sit right here and we will sing,
To wish you happy birthday.

—Mildred Adair

Light birthday candles and then lead in singing "Happy, Happy, Happy Birthday" (*Little Voices Praise Him*, No. 40).

Happy, happy, happy birthday
And a lot more too.
Happy, happy birthday, _____.*
May God bless you.

—Carol Greene

*Insert child's name.

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Encourage the child to blow out the candle(s). If possible, give the child a small gift from Sabbath School. Say a special birthday prayer thanking Jesus for the child.

You Need:

- artificial birthday cake
- candles
- matches
- pull toy (optional)
- small gift (optional)



EXPERIENCING THE STORY

A. Memory Verse

You Need:

- Bible "book" for each child

Give each child a tiny Bible book made of felt or construction paper with at least one picture of Jesus and more pictures of different Bible scenes, if possible.

Say: **It's time to read our Bible words. Let's look inside our Bible books** (open your Bible book). **In our Bible we read that God loves us. Can you find the picture of Jesus in your Bible?** While the children are looking at their Bible books, sing "The Bible" (*Little Voices Praise Him*, No. 53).

Would you like to see the Bible,
The holy Book God gave to us?
Would you like to see the Bible,
God's precious holy Book?

—Edith Smith Casebeer

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Say: **Yes, the Bible tells us that God loves us very much. The Bible also tells the story of an aunt and uncle who worked together to care for their little baby nephew and how the little boy grew up to be king. Let's sing our memory verse song together while we clap.**

Sing "Work Together as a Team" to the tune of "Jesus Loves Me" (*Little Voices Praise Him*, No. 102), verse only.

Work together as a team,
Work together as a team;
Work together as a team,
Work together as a team.

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B. Caring for Baby Joash

You Need:

- baby dolls
- washcloths or small pieces of cloth
- small blankets or pieces of cloth

Say: **When Joash was 1 year old, he went to live in the Temple with his aunt and uncle. Joash was just a baby. His auntie loved him and cared for him, just as your family cares for you.**

Let's practice caring for our babies too. Take your washcloth and wash your baby as we sing.

Demonstrate with your own doll. Sing the adapted words to "Mary Loved Baby Jesus" (*Little Voices Praise Him*, No. 150).

Auntie washed the Baby Joash,
Baby Joash, Baby Joash.
Auntie washed the Baby Joash,
because she loved him so.

—Mary E. Schwab. Adapted.

Say: **Now that your baby is all clean, let's wrap him up to keep him warm.** Sing the song again with the adapted words to the tune of "Mary Loved Baby Jesus" (*Little Voices Praise Him*, No. 150).

Auntie wrapped the Baby Joash,
Baby Joash, Baby Joash.
Auntie wrapped the Baby Joash,
because she loved him so.

—Mary E. Schwab. Adapted.

Say: **Do you ever feel sad? Do you cry sometimes? Babies like to be rocked when they are sad. Let's rock our babies.** Sing the song again with the adapted words to "Mary Loved Baby Jesus" (*Little Voices Praise Him*, No. 150).

Auntie rocked the Baby Joash,
Baby Joash, Baby Joash.
Auntie rocked the Baby Joash,
because she loved him so.
—Mary E. Schwab. Adapted.

Say: **Let's sing our memory verse song together while we clap.** Sing "Work Together as a Team" to the tune of "Jesus Loves Me" (*Little Voices Praise Him*, No. 102), verse only.

Work together as a team,
Work together as a team;
Work together as a team,
Work together as a team.

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C. Joash Grew

Say: **Jesus helped Joash grow every day. Jesus helps you to grow too. Can you start out little by squatting down and then grow with me while we sing together?** Squat down and sing the first four lines, then begin to "grow" taller with your arms up for the last four lines. Sing "The Growing Song" to the tune of "Hear the Money Dropping" (*Little Voices Praise Him*, No. 31 or use page 71 in this teaching guide).

We are little children,
But we can't stay small,
Every day we're growing,
Growing big and tall.
Growing, growing, growing, growing,
Growing big and tall.
Growing now for Jesus,
For He loves us all.

D. Running Home

Say: **Joash's auntie and uncle worked together to keep him safe. Your mommy and daddy work together to keep you safe too. Let's run to mommy or daddy so they can keep us safe. Boys and girls, you come to this side of the room and your mommy or daddy will go to the other side. As we sing, run to your mommy or daddy.**

Parents can pick up their children and hug them and put them on their knee. Little babies will be carried and hugged tightly as they go to the other side. Sing the second verse of "God Takes Care of Me" (*Little Voices Praise Him*, No. 90).

God takes care of me,
God takes care of me,
When I walk and when I run,
Yes, God takes care of me.

—Rebecca Edwards-Lesser

Say: **Joash's auntie and uncle worked together to take care of him. Let's sing our memory verse song together while we clap.**

Sing "Work Together as a Team." Use the melody for "Jesus Loves Me" (*Little Voices Praise Him*, No. 102), verse only.

Work together as a team,
Work together as a team;
Work together as a team,
Work together as a team.

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E. Joash Crowned King

You Need:

- crowns

Say: **Joash continued to grow. When he was 7 years old, something very special happened to him.**

Can you count to seven on your fingers with me? Count slowly while you hold up your fingers.

When he was 7 years old, Joash became king. That was a very big job for a little boy, but Joash loved God, and God helped him in his big job as king.

Let's pretend we are Joash. Let's put a crown on our heads while we sing together. Sing the adapted words to "I Will Wear a Crown" (*Little Voices Praise Him*, No. 132).

Joash wore a crown
when he was a king,
when he was a king,
when he was a king.
Joash wore a crown
when he was a king.
There was joy! Joy! Joy!
—Music by A. T. Hardy. Adapted.

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Say: **When Joash was made king, all the people clapped their hands and shouted together, "Long live the king!" Some people blew trumpets.**

The people were very happy to have Joash as their king. Let's pretend we are those people. Let's clap our hands while we march together and shout, "Long live the king!" Lead the children in a "march" around the room while everyone shouts.

Say: **The people worked together to help make Joash's crowning a special day. Let's sing our memory verse song together while we clap.** Sing "Work Together as a Team." Use the tune of "Jesus Loves Me" (*Little Voices Praise Him*, No. 102), verse only.

Work together as a team,
Work together as a team;
Work together as a team,
Work together as a team.

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F. Fixing the Temple

You Need:

- paintbrushes

Say: **When Joash was king, he learned more about God in the Temple church. That's why you come to church. Let's sing a song while we do the motions.** Sing "God's House" (*Little Voices Praise Him*, No. 185).

I like to come to God's house, *Make pointed roof of house with hands.*

Where everybody prays. *Fold hands in prayer.*

I like to come to God's house, *Make pointed roof of house with hands.*

And learn about His ways. *Point upward.*

—Stella B. Daleburn

Copyright © 1947 Stella B. Daleburn.

Say: **When Joash worshipped God at the Temple-church, he saw that it needed to be repaired. There were holes in the walls, and paint was coming off the walls.**

It was God's house, and it looked bad. That made him sad. He wanted to help make it look better. He asked the people to help, and they did. You can help too. You can help me paint the Temple.

Give each child a paintbrush. Help them pretend to paint the walls of the Temple. Sing the adapted words to "Scrubbing" (*Little Voices Praise Him*, No. 203). Repeat several times.

Painting, painting, painting.
We're painting God's Temple.
—Cynthia Patterson Coston. Adapted.

Copyright © 1993 by Cynthia Patterson Coston.
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Say: **The people worked together to fix the Temple. They were happy to be helping God. Let's sing our memory verse song together while we clap.**

Sing "Work Together as a Team" to the tune of "Jesus Loves Me" (*Little Voices Praise Him*, No. 102), verse only.

Work together as a team,
Work together as a team;
Work together as a team,
Work together as a team.

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G. Jesus' Helper

Say: **When Joash's aunt and uncle helped him, they did it because they loved Jesus. When Joash and the people worked together to fix the Temple, they did it because they loved Jesus.**

You can help in many ways, because you love Jesus. We want to have Jesus in the center of everything we do.

Let's make a circle and put this picture of Jesus in the center of it while we walk around it and sing.

Sing this adaptation of "Who Is Jesus' Helper?" (*Little Voices Praise Him*, No. 298).

Who is Jesus' helper,
Doing all they can?
I am Jesus' helper,
Tiny tho' I am.
—Dorothy Robison. Adapted.

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Say: **Even though you are small, you can work together and be Jesus' helpers. Let's sing our memory verse song together again while we clap.**

Sing "Work Together as a Team" to the tune of "Jesus Loves Me" (*Little Voices Praise Him*, No. 102), verse only.

Work together as a team,
Work together as a team;
Work together as a team,
Work together as a team.

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You Need:

- large picture or cutout of Jesus

H. Helping My Family

You Need:

- string
- chairs
- clothing items
- clothespins

Stretch the string from one side of the room to the other and tie the ends to the backs of chairs to make a washing line.

Say: **You can help your mommy or daddy at home. You can pick up your toys and clothes. You can eat all your food. You can come when mommy calls you. Maybe you could hang these clothes on the line. Let's try.**

Give each child a small item of clothing (hankie, sock, children's T-shirt, etc.). The older children may be able to attach the clothes to the line. The younger ones may just lay them across the line. Sing "The Helping Song" (*Little Voices Praise Him*, No. 297 or use page 71 in this teaching guide).

I help you, you help me.
 We're a helping family.
 Helping, helping,
 sing a helping song.
 Helping, helping all day long.
 —Martha Feldbush

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I. Working Together

You Need:

- toy musical instruments

Say: **You did a very good job working together while hanging up the clothes. We can work together in lots of ways. Let's try working together to make some music.**

Give each child a toy musical instrument (bell, tambourine, sticks, triangle, etc.). Sing "Things That I Can Do" (*Little Voices Praise Him*, No. 299).

There are many things that I can do;
 Doodle, doodle, doot, doot, doo.
 I can play a song with instruments.

(Play instruments to the steady beat.)

—Derrell Billingsley. Adapted.

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Say: **That sounded so nice together! There are lots of ways we can work together. Let's sing our memory verse song again while we clap together.**

Sing "Work Together as a Team" to the tune of "Jesus Loves Me" (*Little Voices Praise Him*, No. 102), verse only.

Work together as a team,
 Work together as a team;
 Work together as a team,
 Work together as a team.

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J. Family Finger Play

If time allows, use the finger play "A Family" on page 72.

5

MAKE AND TAKE (Optional)

Have the children sit around small tables. Parents or other adults should assist children to do one of the following each week as you review the story.

Week 1***Cloth Baby*****You Need:**

- fabric squares
- scissors
- yarn

In advance, cut a fabric square (12 inches or 30 centimeters) for each child and two pieces of yarn (6 inches or 15 centimeters). Roll the fabric to the center from both the left and right sides. Fold the top third down. Unroll the ends of the shorter portion and turn fabric over and tie the ends to make the arms and hands. The cloth baby provides opportunity for the child to role play the care Joash received as a baby. Child may hug, rock, sing to, or “feed” the baby.

Week 2***Crown*****You Need:**

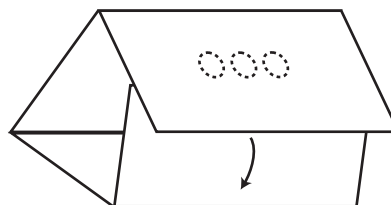
- paper
- scissors
- craft jewels, sequins, colored paper jewel shapes, or stickers
- glue
- staples or tape (optional)

In advance, prepare a paper strip for each child (24 inches long and 2½ inches wide, or 60 centimeters long and 6 centimeters wide). Fit the crown to the child’s head and use staples or tape to join the ends. Decorate as desired. A crown will give the child opportunity to identify with Joash when he became king.

Week 3***Temple***

The child will make a temple to show where Joash and his relatives lived. The children may color the temple. Help the children fold a sheet of paper (6” x 12”, or 15 cm x 30 cm) in fourths as illustrated. Overlap the top and bottom fourths and create a triangular shape to represent the temple. Cut three holes (child-finger size) close together in the temple “floor” and help the child insert fingers through the holes.

Children may hold the “temple” with their fingers in the holes and look inside. The three fingers may represent Joash and his aunt and uncle.

**You Need:**

- paper
- crayons
- scissors

Week 4***Helping Hands***

Select one of the mediums listed to make a hand print of each child’s hand. Making and displaying hand prints can remind the children that they are helpers.

You Need:

- plaster of Paris or play dough or crayon and paper

Week 5 (or optional activity)
Fixing the Temple

You Need:

- temple pattern (see p. 27)
- paper
- crayons
- gold paper
- scissors
- glue sticks

In advance, prepare a copy of the temple pattern (see page 27) for each child. Also cut some gold paper into small squares. Ask the children to glue some gold paper pieces over the places on the temple that need repairing. If appropriate in your situation, they may also color other areas of the temple.

Snack Center (Optional)

A simple snack may be provided each week, such as crackers, fruit slices, or juice. The children may enjoy eating dry “baby” foods, such as crackers, dry cereal, or similar snacks. Please be aware of children who may have allergies and plan on something for them. This may include guests.

Bible Activities

If there is still time, families may choose from a variety of activities that reinforce this month’s Bible story. Those activities listed as Arrival Activities may be used again.

Closing

Say: **Joash’s aunt and uncle worked together to help care for Joash and keep him safe. Joash and the people worked together to fix God’s Temple. And I’m glad that we can work together for Jesus too. You can work with your family at home doing lots of things.**

Let’s sing our memory verse song again while we clap together. Sing “Work Together as a Team” to the tune of “Jesus Loves Me” (*Little Voices Praise Him*, No. 102), verse only.

Work together as a team,
 Work together as a team;
 Work together as a team,
 Work together as a team.

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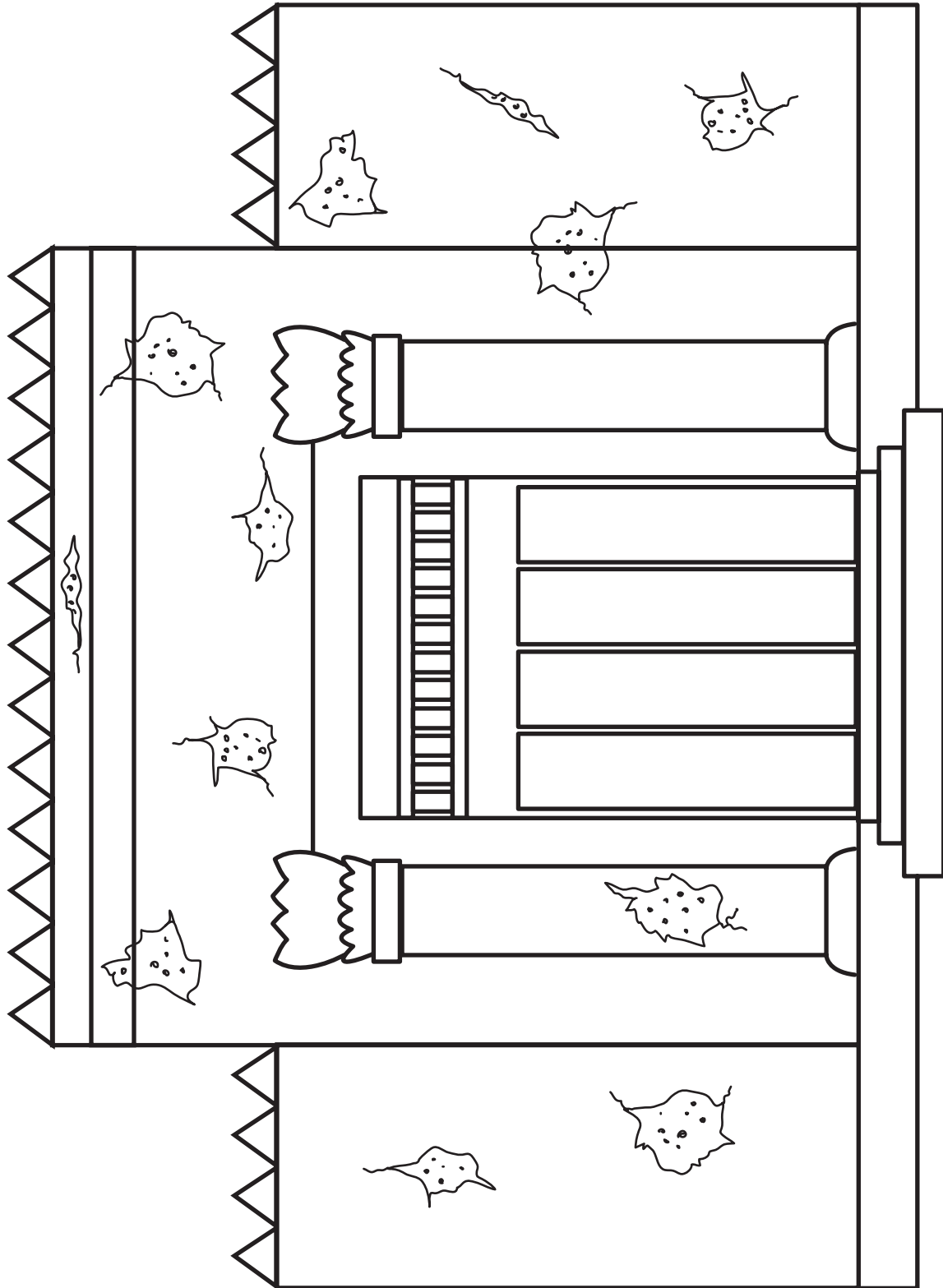
Say a short prayer similar to the following: **Dear Jesus, we love You so much. Help us to work together for You. Amen.**

Close with singing “Good-bye Prayer” (*Little Voices Praise Him*, No. 44).

It is time to say goodbye now,
 But first a prayer we pray,
 “Dear Jesus, keep and bring us back
 Again next Sabbath day.”
 —Kathleen Maguire

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Make and Take: Temple Pattern
Lesson 1 - Week 5



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STUDENT LESSON

Joash, the Boy King

References

2 Kings 11; 12:1-16; *Prophets and Kings*, pp. 215, 216

Memory Verse

“Work together as a team”
(Philippians 1:27, ICB).

The Message
Families work together.

See the baby. His family works together to care for him. Baby Joash’s family worked together to care for him too.

See Baby Joash. He lives in a king’s palace. *(Point to the king.)* Baby Joash is the king’s son. *(Point to baby Joash.)* Many people work together to take care of Joash. His nurse helps him walk. *(Point to the “nurse,” then to the auntie.)* His auntie loves him too.

Joash has a birthday. He is 1 year old. How old are you? *(Show the number of fingers and count them.)* See

Joash’s auntie. See his grandmother. See his uncle. Lots of people love Joash. They come to celebrate his birthday.

(Tickle your child.) Lots of people love you, too!

Take care, Little Joash! Take care, Auntie! Bad things are happening.

Don’t be afraid, Little Joash. Auntie is here. Auntie and Priest Jehoiada will work together. They will hide you in God’s Temple. *(Hide your child in your arms.)* God keeps Baby Joash safe. God keeps you safe too.

Priest Jehoiada takes good care of Joash. *(Point to Jehoiada.)* Joash is safe in God’s house.

Priest Jehoiada teaches Joash. Joash learns Bible words. *(Point to the scroll.)*

You can learn Bible words too.

Growing, growing. Little Joash is growing. One-two-three-four-five-six-seven. *(Count with fingers.)* Joash is 7 years old.

See the crown on Joash’s head. *(Point to the crown.)* “Yea!” *(Clap.)*

“Long live King Joash!” Yea! *(Clap.)* Joash is now the king.

Joash is in a parade. *(Point to Joash, then to the soldiers.)* He is with the soldiers.

All the people shout and clap, “Long live King Joash.” *(Point to the people.)* Joash goes to the palace, a beautiful house for

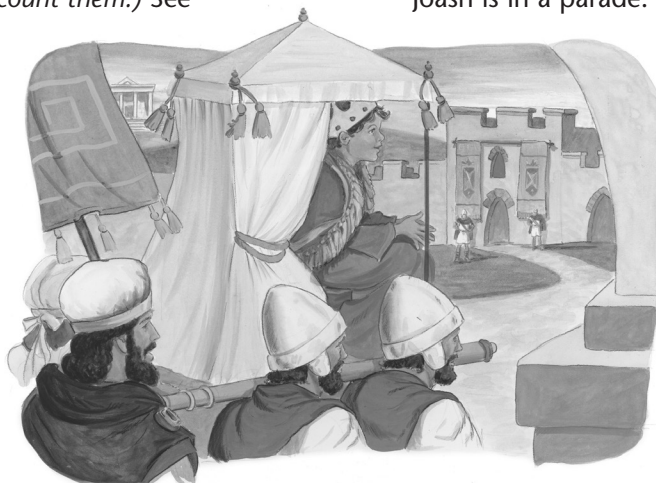
the king. *(Point to the palace.)* The people work together to crown Joash king.

Look at God’s house. *(Point to the cracks in the Temple pillar.)*

“We must all fix God’s house,” King Joash says.

So the people bring money to God’s house. *(Point to the people, then to the worker.)* Many people work together to fix the Temple.

You can work with your family too.



1. Play hide-and-seek. Your child hides while you look for them. Remind them that Joash had to be hidden.

2. Visit a building site. Talk about Joash repairing the Temple.

3. Let your child pretend to make a birthday cake. Play having a birthday party. Sing “Happy Birthday, Baby Joash” and blow out the pretend candle.

4. Sing “The Helping Song” (*Little Voices Praise Him*, No. 297).

5. Have your child help you dust and clean a mirror as you talk about taking care of God’s house.

6. Fill a bowl with damp sand. Add one candle each day for your child to blow out until there are seven candles for King Joash. Count to seven together.

7. Decorate a box and collect money for God’s house. Let your child take the box and money to Sabbath School at the end of the month.

Do & Say

Study these suggestions for something to do each day. Select those that are appropriate for your child’s developmental stage and repeat them often.

8. Do some work together—setting the table, cleaning up toys or books, picking up the trash in the house, etc. Talk about how much easier and more fun it is to work together.

9. Use blocks to build a tower together. Talk about how Joash rebuilt the Temple.

10. Pick up toys together.

11. Spend some time with your child watching the animals in your area. Tell about how they work together.

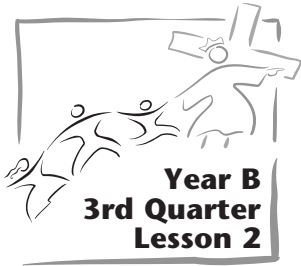
12. Sing the memory verse song together (see page 24 in the student Bible study guide).

13. Go for a walk and look at churches in your area. Talk about what Joash’s church might have looked like.

14. Go to a shopping center or market and talk to your child about how people work together.

15. Make a crown from brown paper or foil for your child to wear. Let your child pretend to be King Joash in a parade.

LESSON



Captain Naaman's Little Maid

SERVICE God helps us to serve others.

References

2 Kings 5:1-17; *Prophets and Kings*, pp. 244-250.

Memory Verse

"Serve each other with love" (Galatians 5:13, ICB).

Objectives

The children will:

Know that God will help them to serve others.

Feel happy to serve others.

Respond by serving others according to their ability.

The Message



I can share God's love.

Getting Ready to Teach

The Bible Lesson at a Glance

A little Hebrew girl works in the house of a Syrian army commander, who has leprosy. She tells him about God's prophet and says that the prophet could heal him. Following her suggestion results in his healing and conversion.

This is a lesson about service.

Naaman's little maid was faithful to God as she served her master in a foreign land. Her witness inspired Naaman to inquire of God's prophet for physical healing. As young children demonstrate

the reverence, respect, obedience, and self-control learned in the home, they are able to serve others and share God's love.

Teacher Enrichment

"We know not in what line our children may be called to serve. They may spend their lives within the circle of the home; they may engage in life's common vocations, or go as teachers of the gospel to heathen lands; but all are alike called to be missionaries for God, ministers of mercy to the world. They are to obtain an education that will help them

TWO



to stand by the side of Christ in unselfish service.

"The parents of that Hebrew maid, as they taught her of God, did not know the destiny that would be hers. But they were faithful to their trust; and in the home of the captain of the Syrian host, their child bore witness to the God whom she had learned to honor" (*Prophets and Kings*, pp. 245, 246).

"The faith of Naaman was being tested, while pride struggled for the mastery. But faith conquered, and the haughty Syrian yielded his pride of heart and bowed in submission to the revealed will

of Jehovah" (*Prophets and Kings*, p. 249).

"Centuries after Naaman returned to his Syrian home, healed in body and converted in spirit, his wonderful faith was referred to and commended by the Saviour as an object lesson for all who claim to serve God" (*Prophets and Kings*, pp. 252, 253).

Room Decorations

Use blue cloth or paper with brown swirled on it to represent the muddy Jordan River. Add trees and plants around it, and Israelite home items such as a table, bowl, pitcher, etc.

Program Overview

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
Welcome	ongoing	Greet students	
1 Parent Time	ongoing		
2 Arrival Activities	up to 10	<p>A. <i>Peekaboo</i> B. <i>Marching Music</i></p> <p>C. <i>Book Basket</i> D. <i>Sick Babies</i></p> <p>E. <i>My Strong Body</i> F. <i>Rocking Chairs</i></p>	<p>small towel or scarf audio device, recorded or downloaded march-time music, toy musical instruments</p> <p>sturdy books about medical helpers dolls, bandages, washable marker pen, baby blankets or small pieces of material, cups or bottles, washcloths, toy doctor's kit</p> <p>masking tape or chalk adult-size rocking chairs</p>
3 Getting Started	up to 10	<p>Welcome Prayer Visitors Offering Birthdays</p>	<p>bells</p> <p>basket or other container artificial birthday cake, candles, matches, pull toy (optional), small gift (optional)</p>
4 Experiencing the Story	up to 30	<p>A. <i>Memory Verse</i> B. <i>Captain Naaman</i> C. <i>Little Maid</i> D. <i>Little Maid Helps</i></p> <p>E. <i>Little Maid Worships God</i> F. <i>Captain Naaman Gets Sick</i> G. <i>To Prophet Elisha</i> H. <i>Captain Naaman Dips</i> I. <i>Captain Naaman Worships God</i> J. <i>Serve With Love</i></p>	<p>felt or cardboard "Bibles"</p> <p>felt suns</p> <p>small clothing items, plastic mixing bowls and spoons, plastic dishes, dust cloths, plastic gardening tools, small brooms and mops</p> <p>white circle stickers</p> <p>felt Jesus, felt children</p>

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
5 Make and Take (Optional)	up to 10		
Week 1		<i>Captain Naaman's Helmet</i>	plastic milk and or juice jugs, heavy-duty scissors, stickers and other decorative art materials
Week 2		<i>Chariot</i>	photocopies of chariot pattern (see p. 68), heavy paper, various flat round shapes or paper circles, glue, crayons
Week 3		<i>Serve With Love</i>	cardboard, firm background, tape, paper, crayons
Week 4		<i>Captain Naaman's Spots</i>	Captain Naaman pattern (see p. 69), paper, crayons, white chalk or round stickers (optional), scissors
Week 5 (Optional)		<i>Captain Naaman Dips</i>	craft sticks, crayons, paper or Styro-foam cups, scissors, glue or glue sticks
Snack Center (Optional)			water, crackers, fruit slices, napkins

1 PARENT TIME

Busy parents often arrive at church tired and worn out from the week's activities and from getting the family ready for the "day of rest." Share a word of encouragement with them sometime during Sabbath School (possibly during Arrival Activities), something that will express your care and concern for them. The following statements were prepared by young mothers and fathers as suggestions, and may be used at your discretion at any time you wish.

Week 1

When mom gets sick, who cares for the kids? When does mom get a peaceful lunch break or at least a peaceful potty break?

I can remember coming down with the stomach flu and running to the bathroom. My 15-month-old followed me and wanted to sit on my lap. I obliged. He became quite upset when I began to be sick from both ends! My husband found us in the bathroom, me sick, our child sitting on my lap crying. Fortunately, my husband was home.

Twenty-four stomach-cramp-filled hours later, just as I was beginning to feel relief and think, *Oh, I'm so glad the worst is over; maybe I can get some sleep now*, my husband walked into the bedroom and told me to move over because he was feeling nauseated! So I got up out of bed, still weak, to care for our child.

Even though moms can't be sick in

peace, God helps us live through these times. He helps us do things we didn't think we could! And He often sends help when we need it the most.

Share about a time when you had to have "superhuman" strength to care for your child. How did God provide?

Week 2

My beautiful baby girl lay sleeping in her crib. I sat down to cry. Where did these sad feelings come from? I had heard of postpartum depression, but surely it wouldn't bother me. Wallowing in my little cocoon of misery, I began to wonder just what was so great about being a mother after all.

We had just moved 430 miles (700 kilometers) to a new community. People had been nice, but I didn't have any friends yet. I tried to carry on day after day, but the blackness continued. *Is there anybody out there who cares about me?* I wondered.

Then one day my neighbor came to visit. She brought a pie. But more important, she just came. We visited and laughed. She promised to come again, and things began to look brighter.

Share ways that you can reach out to help or encourage other parents. How has God showed His care for you when you were experiencing sad or depressing thoughts?

Week 3

Sometimes we try to use faulty reasoning to convince our children to do things. I needed to do some errands and called my little girl to come with me. She was playing and didn't want to leave her play just to go shopping. She told me that she could stay home.

I said, "But sweetheart, if you stay here, you'll be all alone."

"No, Mommy," was her reply. "My angels will be here with me!"

Think of a time when faulty reasoning

backfired at your house. How can we keep a balance between knowing that God will care for our children and being safety conscious?

Week 4

"Happy are the parents . . . who by teaching [their] child to love and trust and obey them, are teaching him to love and trust and obey his Father in heaven. Parents who impart to the child such a gift have endowed him with a treasure more precious than the wealth of all the ages, a treasure as enduring as eternity" (*Prophets and Kings*, p. 245).

Share your thoughts on the far-reaching effects of teaching your little ones obedience and trust. Do you think doing so today is different than it was for your parents? Why?

Week 5

We were riding home on the subway after a fireworks celebration. My son, age 3, was recently potty-trained, and we had been encouraging him to help his brother, age 2, who was also learning to use the potty.

While on the train he saw a man whom he thought looked as if he needed to "go potty." Ever the helper, he called out, "Do you need to go potty?" The man tried to ignore him, but that only made my son think that he hadn't heard. "Mister, do you need to go potty?" he asked louder. The train was silent. We were wishing that we could crawl under the seat!

"No," the man said, he did not need to go potty. There were a few chuckles, and then life went on.

I looked at my wife's embarrassed face. "Well, we did ask him to be a helper," I said!

Share a time when your child's helpfulness wasn't quite as helpful as you hoped. What does your child do to show positive helping traits?

2

ARRIVAL ACTIVITIES

Plan simple play activities on the carpet or on a blanket, sheet, or quilt for children who arrive early. The children participate in these activities, under the supervision of an adult, until the program begins. The child's play should be with materials that relate to the program, which is based on the monthly Bible story.

Choose from the following suggested activities for this month. Be sure to include something for the span of children's ages.

A. Peekaboo

The parent or helper holds a small towel or scarf over a child's face and plays peekaboo seven times, counting each one. This is a practice for the seven times Naaman dips in the river Jordan.

B. Marching Music

Explain that today's Bible story is about a soldier and that soldiers march. Let the children march around and/or play some toy musical instruments in time to the music.

C. Book Basket

Have a basket or a box with some board books about people who need help (a child in ragged clothing, an obviously malnourished child, refugees,

sick children, etc.), and books with pictures of people who give help (nurses, doctors, firefighters, police officers, and other helpers). Parents or other adults should assist in talking about and looking at the pictures with the children.

D. Sick Babies

Have some dolls with bandaged heads, legs, etc., and/or with spots made with a washable marker pen. Also have baby equipment such as blankets or small pieces of material, bottles or cups, and washcloths. You could also supply a toy doctor's kit. Let the children care for the sick babies. Tell them that today's Bible story is about a sick man.

E. My Strong Body

Use masking tape on a carpet or a chalk line to make a large circle on the floor. Have the children stand outside the circle close to the line. A parent or other adult can name a part of the body. The children can then touch the circle with that part of their body. Say: **God gave you a strong body so you can help others.**

F. Rocking Chairs

For children who may be too shy or sleepy to join in the activities, parents can sit and rock their child.

3 GETTING STARTED

A. Welcome

You Need:

☐ bells

Say: **Good morning, boys and girls! I'm so happy to see you today. Sabbath is a special day. Let's say hello to everybody here this Sabbath morning.**

Walk around and greet the children by shaking their hands while you sing "Shake a Little Hand" (*Little Voices Praise Him*, No. 6).

Shake a little hand and say,
 "Good morning."
 Shake a little hand and say,
 "Good morning."
 Shake a little hand and say,
 "Good morning,
 We're glad you came to Sabbath school."

—Noelene Johnsson

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Say: **Jesus is so happy that we came to Sabbath School. He loves us very much. Are you glad to be at Sabbath School? Let's sing with our bells.**

Distribute bells. Sing "Listen to the Bells Ring" (*Little Voices Praise Him*, No. 236).

Listen to the bells ring,
 Ding-a-ling-a-ling-a-ling.
 Listen to the bells ring,
 Ding-a-ling-a-ling-a-ling.
 Listen to the bells as they
 Ding-a-ling-a-ling-a-ling.
 Come to Sabbath school is
 what they always sing.

—Florence P. Jorgensen

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B. Prayer Time

Say: **Today we're going to be learning about a little girl who showed God's love to others. Let's pray and ask God to help us show God's love to others.**

Encourage the families to help their child kneel. To prepare for prayer, use "Dear Jesus" (*Little Voices Praise Him*, No. 9).

Close my eyes, kneel to pray.
 Fold my hands, now I say,
 "Dear Jesus, Dear Jesus,
 I'm here to talk to You."

—Janine Max

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Pray a simple prayer and have children repeat your words. Then sing the response "Thank You, Dear Jesus" (*Little Voices Praise Him*, No. 22).

Thank You, dear Jesus.
 Amen.

—Janet Sage

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C. Visitors

Greet each visitor and sing "We Have a Visitor" (*Little Voices Praise Him*, No. 24).

We have a visitor here today;
 Hello! Hello! Hello!
 We have a visitor here today;
 Hello! Hello! Hello!

—Janet Sage

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D. Offering**You Need:**

- basket or other container

Say: Some families don't know about God. Our offering money helps other families learn that God loves them, too. So we bring our offering to Sabbath School to help others know about God.

Use a basket or some other container for the offerings. Children and parents come and put their offering in the container while singing "To God's House" (*Little Voices Praise Him*, No. 34).

To God's house I bring an offering.
I thank Him for all He's given me.
To God's house I bring an offering.
I bring an offering to God's house.

—Janine Max

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Say: Thank you, boys and girls, for bringing your offering. Close your eyes now while we ask Jesus to bless the money.

Pray a simple offering prayer similar to the following:

Dear Jesus, we want other families to know You love them. Please use this money to do that. Amen.

E. Birthdays

Say: God gives us our birthdays. Who has had a birthday?

Lead the birthday child up front while singing. (Or pull an animal pull toy around the room while you sing. Stop at and circle in front of the birthday child.) Sing "A Birthday" (*Little Voices Praise Him*, No. 36).

A birthday, a birthday,
O who has had a birthday?
Come sit right here and we will sing,
To wish you happy birthday.

—Mildred Adair

Light birthday candles and then lead in singing "Happy, Happy, Happy Birthday" (*Little Voices Praise Him*, No. 40).

Happy, happy, happy birthday
And a lot more too.
Happy, happy birthday, _____.*
May God bless you.

—Carol Greene

*Insert child's name

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Encourage the child to blow out the candle(s). If possible, give the child a small gift from Sabbath School. Say a special birthday prayer thanking Jesus for the child.

You Need:

- artificial birthday cake
 candles
 matches
 pull toy (optional)
 small gift (optional)



EXPERIENCING THE STORY

A. Memory Verse

You Need:

- Bible "book" for each child

Give each child a tiny Bible book made of felt or construction paper with at least one picture of Jesus, more pictures of different scenes, if possible.

Say: **It's time to read our Bible words. Let's look inside our Bible books (open your Bible book). In our Bible we read that God loves us. Can you find the picture of Jesus in your Bible?**

While the children are looking at their Bible books, sing "The Bible" (*Little Voices Praise Him*, No. 53).

Would you like to see the Bible,
The holy Book God gave to us?
Would you like to see the Bible,
God's precious holy Book?

—Edith Smith Casebeer

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Say: **Yes, the Bible tells us that God loves us very much. The Bible also tells the story of a little girl who was God's helper. We don't know her name, so we'll call her Little Maid. She helped Captain and Mrs. Naaman. She served them with love.**

To serve someone is to help them. Let's sing our memory verse while we do some motions.

Sing "Serve Each Other With Love." Use the melody of the first verse (not the refrain) of "Jesus Loves Me" (*Little Voices Praise Him*, No. 102).

Motions: For "serve," put hands together, palms up, and move hands outward as if offering something to someone else. For "love," cross arms over chest.

Serve each other with love,
Serve each other with love,
Serve each other with love,
Serve each other with love.

B. Captain Naaman

Say: **The Bible tells us about a man named Naaman. Clap and say: Naaman, Naaman, that's my name.**

Naaman, Naaman, guess my fame!

Say: **Naaman was famous because he was a soldier. He had an army of many men. Naaman worked for the king. He was called Captain Naaman. Captain Naaman lined up his army and marched them down the road.**

Have the children follow you as you march around the room. Sing these words to the chorus of "Hear the Money Dropping" (*Little Voices Praise Him*, No. 31). (You will need to replace the quarter rest in the last line with another C note.)

There was an army captain
Who had so many men,
He marched them down the road,
Then marched them back again.

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C. Little Maid

You Need:

- felt suns

Say: **One day Captain Naaman's army brought a little girl with them when they marched home. The little girl, Little Maid, lived at Captain Naaman's house and helped his wife. Little Maid was far from home, but she knew God loved her and would take care of her.**

Clap as you sing the following adapted words to "God Takes Care of Me" (*Little Voices Praise Him*, No. 90).

God takes care of me,
God takes care of me,
When I'm far away from home,
Yes, God takes care of me.
—Rebecca Edwards-Lesser. Adapted.

Say: **Little Maid loved God. She was far from home, but she wanted to show God's love to others. She wanted to shine like a sunbeam for Jesus.**

Distribute felt suns for the children to place on the felt board. Sing the adapted words to "Jesus Wants Me for a Sunbeam" (*Little Voices Praise Him*, No. 202).

Jesus wants me for a sunbeam,
To shine for Him each day;
In every way try to please Him,
At home, at work, at play.
A sunbeam, a sunbeam,
Jesus wants me for a sunbeam;
A sunbeam, a sunbeam,
I'll be a sunbeam for Him.
—Nellie Talbot. Adapted.

D. Little Maid Helps

Say: **Little Maid knew that God loved her, so she sang a happy song while she worked for Mrs. Naaman. She did her best work.**

Distribute a variety of items (one per child) to use while they act out a verse.

For example, some children will have a clothing item and can pretend to wash it while the Sunday verse is being sung.

Sing the following words to the tune of "Here Is the Way We Walk to Church" (*Little Voices Praise Him*, No. 186) while the children do the motions.

This is the way we wash our clothes, wash our clothes, wash our clothes;
This is the way we wash our clothes every Sunday morning.

This is the way we bake our bread, bake our bread, bake our bread;
This is the way we bake our bread every Monday morning.

This is the way we wash our dishes, wash our dishes, wash our dishes;
This is the way we wash our dishes every Tuesday morning.

This is the way we clean the house, clean the house, clean the house;
This is the way we clean the house every Wednesday morning.

This is the way we work in the garden, work in the garden, work in the garden;
This is the way we work in the garden every Thursday morning.

This is the way we clean the floor, clean the floor, clean the floor;
This is the way we clean the floor every Friday morning.

This is the way we go to church go to church, go to church
This is the way we go to church every Sabbath morning.

You Need:

- small clothing items (for washing and folding)
- plastic mixing bowls and spoons (for baking bread)
- plastic dishes (for washing dishes)
- dust cloths (for cleaning house)
- plastic gardening tools (for gardening)
- small brooms and mops (for cleaning floor)

Say: **Little Maid was sharing God's love when she helped. Let's sing our memory verse song again.**

Sing "Serve Each Other With Love." Use the verse (not the refrain) of the tune to "Jesus Loves Me" (*Little Voices Praise Him*, No. 102).

Motions: For "serve," put hands together, palms up, and move hands outward as if offering something to someone else. For "love," cross arms over chest.

Serve each other with love,
 Serve each other with love,
 Serve each other with love,
 Serve each other with love.

E. Little Maid Worships God

Say: **Captain and Mrs. Naaman did not know God loved them. When Sabbath came they did not go to church. They did not pray to God. So Little Maid said her memory verses and prayed by herself.**

Sing the adapted words to "I'm Glad I Came to Sabbath School" (*Little Voices Praise Him*, No. 5). Have the children point to their mouths for the first verse, and fold their hands for the second verse.

I like to say my memory verse,
 I like to say my memory verse,
 I like to say my memory verse,
 Every Sabbath morning.

I like to fold my hands and pray,
 I like to fold my hands and pray,
 I like to fold my hands and pray,
 Every Sabbath morning.

—Edith Smith Casebeer. Adapted.

Say: **Captain Naaman and Mrs. Naaman watched Little Maid while she said her memory verses and prayed. Captain Naaman and Mrs. Naaman listened when Little Maid talked about God. Little Maid was sharing God's love with them when she was happy and working. She was sharing God's love with them when she said her memory verses and prayed. Little Maid was sharing God's love with them when she told them about God.** Sing "I Will Use My Hands for Him" (*Little Voices Praise Him*, No. 303). The children may stand and point to the parts of their body you sing about.

Because Jesus loves me,
 I will use my hands* for Him.
 Because Jesus loves me,
 I will use my hands for Him.

—Enid G. Thorson

*eyes, lips, feet, ears, arms, etc.

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Say: **Little Maid shared Jesus' love with Captain and Mrs. Naaman in everything she did. Let's sing our memory verse song again.**

Sing "Serve Each Other With Love." Use the tune to the first verse (not the refrain) of "Jesus Loves Me" (*Little Voices Praise Him*, No. 102).

Motions: When singing "serve," put hands together, palms up, and move hands outward as if offering something to someone else. When singing "love," cross arms over chest.

Serve each other with love,
 Serve each other with love,
 Serve each other with love,
 Serve each other with love.

F. Captain Naaman Gets Sick

You Need:

- white circle stickers

Say: **One morning Mrs. Naaman was very sad. Captain Naaman was sick. Captain**

Naaman had leprosy spots on his skin. Leprosy spots look white.

Put a white circle sticker on each child's arm.

Little Maid looked at Captain Naaman. Then she thought about God. She thought about God's prophet, Elisha. Then Little Maid said to Mrs. Naaman, "God's prophet lives in my town. God's prophet can help Captain Naaman. God's prophet can make Captain Naaman well. Captain Naaman must go to see the prophet."

Clap and sing the following adaptation of "God Takes Care of Me" (*Little Voices Praise Him*, No. 90), or sing the first two verses of "Naaman's Song" (*Little Voices Praise Him*, No. 65).

God can care for you,
God can care for you,
When you're sick and when you're
well,
Yes, God can care for you.

—Rebecca Edwards-Lesser. Adapted.

Naaman has leprosy,
Leprosy, leprosy.
Naaman has leprosy;
He needs help.

"See Elisha," says the maid.
Little maid, little maid.

"See Elisha," says the maid.
"He loves God."

—Anita L. Jacobs

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Say: **When Little Maid told Captain Naaman to go see Prophet Elisha, she was serving with love. Let's sing our memory verse song again.**

Sing "Serve Each Other With Love." Use the tune to the first verse (not the refrain) of "Jesus Loves Me" (*Little Voices Praise Him*, No. 102).

Motions: When singing "serve," put hands together, palms up, and move hands outward as if offering something to someone else. When singing "love," cross arms over chest.

Serve each other with love,
Serve each other with love,
Serve each other with love,
Serve each other with love.

G. To Prophet Elisha

Say: **Captain Naaman said goodbye to Mrs. Naaman and Little Maid.** Wave goodbye. **He went with some of his soldiers to Prophet Elisha. He rode in his chariot pulled by a horse.**

Ask the parents to sit their child on their lap and bounce them gently up and down as you sing together the adapted words to “Here Is the Way We Walk to Church” (*Little Voices Praise Him*, No. 186).

This is the way we ride in the chariot,
Bump, bump, bump, bump, bump,
bump;
This is the way we ride in the chariot,
Bump, bump, bump, bump, bump,
bump.

—Louise M. Oglevee. Adapted.

Say: **When Naaman and his soldiers arrived at Prophet Elisha’s house, the prophet’s helper told him to go to the Jordan River and dip down in the water seven times.**

Encourage the children to stand and bend down when they sing “dip.” Sing “Dip, Dip, Dip, in the River” (*Little Voices Praise Him*, No. 56).

“Dip, dip, dip in the river, oh,
Dip, dip, dip in the river.”
Elisha told Naaman to dip in the
river,
and His leprosy would be gone.
—Jeannette Johnson

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H. Captain Naaman Dips

Say: **Now, the Jordan River was muddy. Captain Naaman didn’t want to dip into muddy water, but his soldiers reminded him that it was a very easy thing to do. They urged him to try it. So Captain Naaman went to the river. Let’s ride our chariot down to the river.**

Parents can bounce their children on their laps again as you sing the adapted words to “Here Is the Way We Walk to Church” (*Little Voices Praise Him*, No. 186).

This is the way we ride to the river,
Bump, bump, bump, bump, bump,
bump;
This is the way we ride to the river,
Bump, bump, bump, bump, bump,
bump.

—Louise M. Oglevee. Adapted.

Say: **Captain Naaman climbed out of his chariot. He took off his robe. He stepped into that muddy river.**

Have children come forward and step onto the blue sheet or paper river. The children can act out the words while you sing the fourth and fifth verses of “Naaman’s Song” (*Little Voices Praise Him*, No. 65). Encourage the children to count the number of times he dips by holding up their fingers.

One, two, three, four, five, and six,
Five and six, five and six.
One, two, three, four, five and six—
Still not better.

One more time and he is clean.
He is clean. He is clean.
One more time and he is clean.
God has healed him.

—Anita L. Jacobs

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Say: **Captain Naaman could hardly believe his eyes. He looked all over his body but didn't find any leprosy spots! Yea! God had healed him.** Remove the white circle stickers from the children.

I. Captain Naaman Worships God

Say: **Captain Naaman quickly climbed into his chariot. He went with his soldiers back to Prophet Elisha's house. He wanted to show him he was healed. He wanted to thank Prophet Elisha. Let's pretend you are riding in your chariots again.**

Parents can bounce their children on their laps again as you sing the adapted words to "Here Is the Way We Walk to Church" (*Little Voices Praise Him*, No. 186).

This is the way we ride in the chariot,
Bump, bump, bump, bump, bump,
bump;

This is the way we ride in the chariot,
Bump, bump, bump, bump, bump,
bump.

—Louise M. Oglevee. Adapted.

Say: **Captain Naaman showed Prophet Elisha that he didn't have any more leprosy spots. Captain Naaman thanked Prophet Elisha, but Prophet Elisha said, "Don't thank me. I didn't make you well. God made you well."**

Captain Naaman then said, "Now I know that your God is the true God."

Let's sing and do the motions about how great God is.

Sing the beginners' version of "My God Is So Great," stopping at the end of the second line (*Little Voices Praise Him*, No. 112).

**My God is
so great,**

Point upward.

**So strong and
so mighty,**

Make muscles with arms.

**There's nothing
my God cannot
do.**

*Shake head "no."
(clap, clap)*

**My God is
so great,**

Point upward.

**So strong and
so mighty,**

Make muscles with arms.

**There's nothing
my God cannot
do!**

*Shake head "no."
(clap, clap)*

—Unknown

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Say: **When Captain Naaman went home, he told Mrs. Naaman and Little Maid about all that had happened. Now Captain and Mrs. Naaman worshiped God with Little Maid. They knew God loved them. Now they could share God's love with others too.**

J. Serve With Love

You Need:

- felt Jesus
- felt children

Say: **Little Maid worked cheerfully in Captain Naaman’s house. You can work cheerfully at your home too.**

Captain Naaman watched Little Maid worship God. Your family watches you worship God too. Little Maid told Captain Naaman about the true God. You can tell your friends about God too.

These are all ways you can serve others with love. Let’s sing now about how you can share God’s love with others by serving them.

Place a large felt Jesus on the felt board and distribute the felt children. The children may bring their felt child to the felt board and put it beside Jesus. Sing the following adapted words to “Giving Jesus Me” (*Little Voices Praise Him*, No. 301).

I’ll do what He wants me to do,
 I’ll say what He wants me to say,
 I’ll go where He wants me to go
 today,
 For I’m giving Jesus me!
 —Virginia Cason. Adapted.

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Say: **Little Maid served others by sharing God’s love. You can serve others by sharing God’s love too. Let’s sing our memory verse song again.**

Sing “Serve Each Other With Love.” Use the tune to the first verse (not the refrain) of “Jesus Loves Me” (*Little Voices Praise Him*, No. 102).

Motions: When singing “serve,” put hands together, palms up, and move hands outward as if offering something to someone else.

When singing “love,” cross arms over chest.

Serve each other with love,
 Serve each other with love,
 Serve each other with love,
 Serve each other with love.

5

MAKE AND TAKE (Optional)

Have the children sit around small tables. Parents or other adults should assist children to do one of the following each week as you review the story.

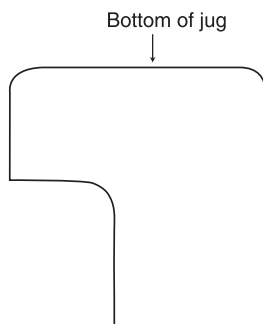
Week 1**Captain Naaman's Helmet****You Need:**

- plastic milk and/or juice jugs
- heavy-duty scissors
- stickers and other decorative art materials

Say: **Captain Naaman was a soldier. Soldiers wear helmets. You can make a helmet like Captain Naaman may have worn.**

Beforehand, cut out plastic jugs in the shape of helmets (see illustration) and tape the edges. The children can decorate the helmets with stickers and/or

other art materials.

**Week 2****Chariot**

Say: **Captain Naaman traveled in a chariot. You can make a picture of a chariot to remind you of him.**

In advance, make a copy of the chariot pattern (see page 68) on heavy paper for each child. The children may color the horse and chariot. Help them glue one round shape to the chariot for a wheel (or substitute paper circles).

You Need:

- copies of chariot pattern (see p. 68)
- heavy paper
- various flat round shapes (film container lids, buttons etc., or paper circles)
- liquid glue
- crayons

Week 3**Serve With Love**

In advance, prepare one heart template for every five children. Cut out a large heart shape (not bigger than a 8½" x 11" or A4 paper) and letters for "serve" from cardboard. Glue the letters to the heart shape. Anchor the heart shape to the background with tape to hold it firmly.

Have the parents place a sheet of paper over the heart shape and hold it in place while their child uses wide arm motions to color the paper and produce a crayon relief of the heart and word "serve."

Say: **You are going to make a heart picture that says "serve." You can take it home, and your mommy or daddy can put it somewhere so you can see it often. When you see it, remember to serve, or help, others with love.**

You Need:

- cardboard
- firm background (poster board, piece of plywood, metal baking sheet, etc.)
- tape
- paper
- crayons

Week 4

Captain Naaman's Spots

You Need:

- Captain Naaman pattern (see p. 69)
- paper
- crayons
- white chalk or round stickers (optional)
- scissors
- glue

In advance, make two copies of the Captain Naaman pattern for each child (see page 69). Have the children color the two Captain Naamans a dark color such as brown or deep tan (so the white leprosy spots will show up). Then they can use white crayons or chalk or white round stickers to make leprosy spots on one Captain Naaman. Help them cut out both Captain Naamans and glue them back to back. Show them how they can turn him over to see how he looked after God healed him.

You Need:

- craft sticks
- crayons
- paper or Styrofoam cups
- scissors

**Week 5 (or optional activity)
Captain Naaman Dips**

In advance, make a slit in the bottom of the cups large enough for a craft stick to slide through. The children may color their cup blue to represent water. Then parents can help them use a crayon to make a simple face on one side

of the craft stick.

The craft stick (Captain Naaman) can poke its head through the slit to pop out of the "water" to represent him dipping in the Jordan River. Have the children poke their sticks through seven times, as they count to seven.

Snack Center (optional)

This month, remind the children of the importance of water. We use water to bathe to help keep our bodies healthy on the outside. We drink clean water to help stay healthy on the inside. God made Captain Naaman healthy and well after he dipped in the water, as Elisha had told him to do. A simple snack such as crackers and fruit slices may also be provided.

Bible Activities

If there is still time, families may choose from a variety of activities that reinforce this month's Bible story. Those activities listed as Arrival Activities may be used again.

Closing

Say: **Little Maid shared God's love with others because she loved God. You can share God's love with others too. You can share by serving others. How? By being a cheerful helper, by obeying your mommies and daddies, by singing and praying to Jesus, and by telling others about Jesus. Let's sing our memory verse song one last time.**

Sing "Serve Each Other With Love." Use the tune of the verse (not the refrain) of "Jesus Loves Me" (*Little Voices Praise Him*, No. 102).

Motions: When singing the word "serve," put hands together, palms up, and move hands outward as if offering something to someone else. When singing the word "love," cross arms over chest.

Serve each other with love,
 Serve each other with love,
 Serve each other with love,
 Serve each other with love.

Say a short prayer similar to the following: **Dear Jesus, we love You so much. Help us to serve others with Your love. Amen.**

Close with singing "Good-bye Prayer" (*Little Voices Praise Him*, No. 44).

It is time to say goodbye now,
 But first a prayer we pray,
 "Dear Jesus, keep and bring us back
 Again next Sabbath day."

—Kathleen Maguire

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Notes

STUDENT LESSON

Captain Naaman's Little Maid

References

2 Kings 5:1-17;
Prophets and Kings, pp. 244-250

Memory Verse

“Serve each other with love” (Galatians 5:13, ICB).

The Message

I can share God's love.

Keiko is Mother's helper. See Keiko stir the batter. Once a little girl helped Mrs. Naaman and Captain Naaman.

Little Maid (*point to her*) is far from home. God has a happy helper at Captain Naaman's house. Little Maid is God's happy helper. (*Point to Naaman.*) She helps Captain Naaman because she loves God. Captain and Mrs. Naaman see how well she works and how happy she is. They see that Little Maid prays to God.

Mrs. Naaman is sad. (*Cry into a tissue.*) Don't cry, Mrs. Naaman. God will help you.

But Mrs. Naaman can't stop crying. (*Point to Mrs. Naaman.*) “Boo-hoo! Captain Naaman has leprosy. He has big sores on his skin. Boo-hoo! He will have to go far away. Boo-hoo!”

Don't be sad, Captain Naaman! (*Point to Naaman, then to his wife.*) Smile, Mrs. Naaman! Little Maid can help. (*Point to Little Maid.*)

“Go to Israel. Go see Prophet Elisha,” Little Maid says. “The prophet can make Captain Naaman well.”

See Captain Naaman. Captain Naaman is a soldier. (*Point to Naaman.*) See his chariot. (*Point to the chariot.*)

“Let's go!” Captain Naaman shouts. (*Point to Naaman again.*) “Goodbye,

Mrs. Naaman. Goodbye, Little Maid. May your prophet make me well!”

“God can heal you, Captain Naaman,” says the servant. “God can make your skin clean.” (*Touch your child's skin.*) “Go wash. Wash in the

Jordan River. Go under the water seven times.”

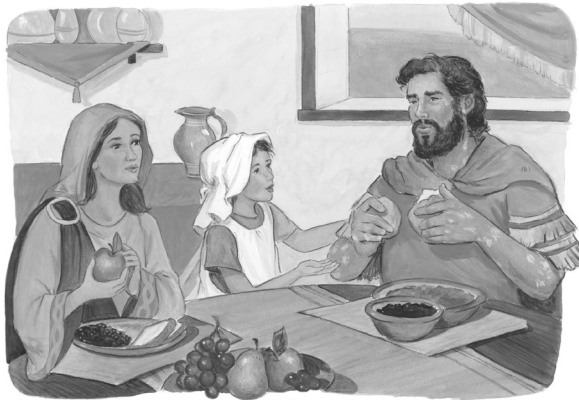
So Captain Naaman goes to the muddy river Jordan.

See Captain Naaman in the water. (*Point to Naaman.*) The water is muddy brown. (*Point to*

water.) See the sores on his body. (*Point to spots.*) Captain Naaman dips under the water. One dip. (*Hold up one finger; add fingers as you count.*) Two dips. (*Hold up two fingers.*) Three dips. Four dips. Five dips. Six dips.

Still the sores are there. One more time Captain Naaman dips under the water.

Yea! (*Clap and wave.*) See the smooth skin. (*Point to his chest.*) The sores are all gone. Yea! God has made Captain Naaman well. Now he knows God loves Him. Now he prays, “Thank You, God, for making me well. Thank You for Little Maid, the happy helper!”



1. Sing the memory verse song together (see page 42 of the student Bible study guide), and read the story.

2. Fill a purse or cloth bag with story objects. Have your child pull out an object and relate it to the story (dust cloth, bandage, tissue, etc.).

3. Let your child pretend to be Little Maid helping you (Mrs. Naaman) with household chores such as sweeping, washing clothes, rolling dough, etc.

4. Help your child place a few white circle stickers on their skin to experience how Naaman looked with leprosy.

5. Encourage your child to pick up toys. Provide reinforcement by saying, “(child’s name) is a helper.”

6. Fill a large pan with one inch (three centimeters) of water. Let your child step in and out of the water seven times, as Naaman did.

7. With your child, count the number of times Naaman dipped in the water and the number of people in the story.

Do & Say

Study these suggestions for something to do each day. Select those that are appropriate for your child’s developmental stage and repeat them often.

8. Let your child play with a toy doctor kit. Tell your child that the doctor could not help Naaman. God helped Naaman to get well.

9. Let your child pretend to be Naaman riding in the chariot. Bounce your child on your knee or pull your child in a wagon.

10. With your child, pretend to be Captain Naaman marching with his soldiers.

11. Sing “God Takes Care of Me” with your child (*Little Voices Praise Him*, No. 90).

12. Make story sounds (marching feet, dipping in the water, bumping in the chariot) as you tell the

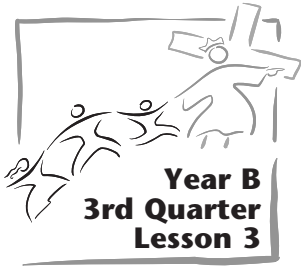
story to your child.

13. Hold and hug your child, and sing “Jesus loves (child’s name).”

14. Use a toy telephone and talk to your child. Talk about how when we pray we are talking to God.

15. Fill a cake pan with enough salt or sand to cover the bottom of the pan. Help your child draw the story picture in salt or sand. Shake and draw again.

LESSON



Baby Moses

WORSHIP

We thank God for being with us.

References

Exodus 1; 2; *Patriarchs and Prophets*, pp. 241-251.

Memory Verse

"Give thanks to the Lord" (Psalm 136:1, NIV).

Objectives

The children will:

Know that God is with them wherever they are.

Feel thankful that God is with them.

Respond by loving and worshiping God.

The Message



Thank You, God, for being with me.

Getting Ready to Teach

The Bible Lesson at a Glance

God is with Baby Moses and his family. He protects them from Pharaoh. Moses' mother places him in a woven basket, puts the basket in the river, and has his sister watch. The princess finds him, returns him to his mother, and tells her to care for him.

This is a lesson about worship.

God's love and presence in our lives is even more apparent in times of trouble. As God protects, solves problems, and

does miracles, our hearts are filled with thanksgiving.

Teacher Enrichment

"God had heard the mother's [Jochebed's] prayers; her faith had been rewarded. It was with deep gratitude that she entered upon her now safe and happy task. She faithfully improved her opportunity to educate her child for God. She felt confident that he had been preserved for some great work, and she knew that he must soon be given up to

THREE



his royal mother, to be surrounded with influences that would tend to lead him away from God. All this rendered her more diligent and careful in his instruction than in that of her other children. She endeavored to imbue his mind with the fear of God and the love of truth and justice, and earnestly prayed that he might be preserved from every corrupting influence. She showed him the folly and sin of idolatry, and early taught him to bow down and pray to the living God, who alone could hear him and help

him in every emergency" (*Patriarchs and Prophets*, pp. 243, 244).

Room Decorations

Place blue fabric or plastic on the floor in one corner of the room to suggest an area of water. Provide a grouping of artificial rushes, trees, bushes, etc., near the water where you can hide Moses' basket. If space and resources permit, consider providing a simple scene suggesting the interior of an Israelite house in another area of your room.

Program Overview

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
Welcome	ongoing	Greet students	
1 Parent Time	ongoing		
2 Arrival Activities	up to 10	<ul style="list-style-type: none"> A. <i>Rock-a-Baby Boat</i> B. <i>Hide-and-Seek</i> C. <i>Floating Boats</i> D. <i>Baby Care</i> E. <i>Book Basket</i> F. <i>Rocking Chair</i> 	<ul style="list-style-type: none"> potted plants plastic tub, water, plastic containers, small stones dolls, blankets, bottles sturdy books about babies, water, Moses adult-sized rocking chair
3 Getting Started	up to 10	<ul style="list-style-type: none"> Welcome Prayer Visitors Offering Birthdays 	<ul style="list-style-type: none"> bells boat-shaped offering device or other container artificial birthday cake, candles, matches, pull toy (optional), small gift (optional)
4 Experiencing the Story	up to 30	<ul style="list-style-type: none"> A. <i>Memory Verse</i> B. <i>New Baby</i> C. <i>Give Thanks</i> D. <i>Care for Moses</i> E. <i>At the River</i> F. <i>Rock the Boat</i> G. <i>God Sent Angels</i> H. <i>Give Thanks</i> I. <i>The Princess</i> J. <i>Don't Cry</i> K. <i>Miriam Helps</i> L. <i>Give Thanks</i> M. <i>God Is With Me</i> N. <i>Give Thanks</i> O. <i>Baby Moses Finger Play</i> 	<ul style="list-style-type: none"> felt or cardboard "Bibles" baby dolls baby dolls, washcloths, baby blankets, basket or box, paintbrushes basket from Activity D, doll, blanket, towel or scarf, Bible-times costumes Bible-times costumes, basket angel sticks or mitts or felt angels basket, Bible-times costume, tiara or crown basket and dolls Bible-times costume, bells felt or picture of Jesus, felts or pictures of children in various activities

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
5 Make and Take (Optional)	up to 10		
Week 1		<i>Basket in the Bulrushes</i>	paper, folding pattern (see p. 70), scissors, small scraps of fabric, cotton balls, green crayons, black markers
Week 2		<i>Prayer Book</i>	paper, crayons or markers, scissors, happy face stickers, Jesus stickers
Week 3		<i>Finger Characters</i>	paper, felt, or fabric; scissors, string or yarn; crayons or markers
Week 4		<i>Cloth Doll</i>	fabric squares (12 inches or 30 centimeters square), markers
Week 5 (Optional)		<i>Thank-You Booklet</i>	paper, hole punch, yarn, scissors, marker, stickers of things to be thankful for
Snack Center (Optional)			juice, crackers, fruit slices, etc., napkins

1 PARENT TIME

Busy parents often arrive at church tired and worn out from the week’s activities and from getting the family ready for the “day of rest.” Share a word of encouragement with them sometime during Sabbath School (possibly during Arrival Activities), something that will express your care and concern for them. The following statements were prepared by young mothers and fathers as suggestions, and may be used at your discretion at any time you wish.

Week 1

Ever feel as though you’re not doing much to change the world by “just” being parents? Listen to this: “Although you may not stand in national councils, . . . you may do a great work for God and your country. You may educate your children. You may aid them to develop

characters that will not be swayed or influenced to do evil, but will sway and influence others to do right. By your fervent prayers of faith you can move the arm that moves the world” (*The Adventist Home*, p. 264).

Think about Moses’ mother’s influence. He was under her care for only 12 years before he faced many temptations, but he stayed true to God. He changed the history of a nation. Never underestimate the power of your influence and your work as a parent.

Share a quotation that has encouraged you as a parent.

Week 2

My 5-year-old will not go to the basement of our home by himself. He wanted to retrieve a toy one day and asked me to go with him. I told him I

would in just a minute. His 2½-year-old brother piped up, “I’ll take you, Wesley. I’ll be your guardian angel.” So, holding hands, they went down the stairs together.

Share about a time when your child felt protected by God and His angels.

Week 3

I have always been one to dream awful or worrisome dreams that would find me sleepwalking or acting out what was going on in my dream in the middle of the night. When my first child began to walk, we lived in a townhouse with stairs. We had safety gates, but I still worried that he would fall down the stairs.

I remember countless nights when I’d dream that my boy was just about to fall down the stairs, and I’d wake myself up sitting up in bed, grabbing for him to save him. My husband would wake up and ask what was the matter.

“Oh, nothing. Just a dream,” I’d say.

I disliked those dreams!

Tell about your fears for your child. How do you overcome them?

Week 4

“I can’t take my eyes off of him for a second!” I told myself while watching my 17-month-old in a wading pool at a splash park. He was walking around the pool, exploring the “fish” squirting water from their mouths, the small fountains shooting up, etc. I followed him, keeping an eye on his unsteady body in the water.

Then along came another mom, a friend, and I became distracted talking to her. Suddenly a thought flashed through my mind: *Where is my son?* My

eyes began frantically searching for him. Suddenly I saw another mom lunge toward his body, floating face down in the water. She had seen him lean over, get off balance, and fall. I was so grateful to her. Thank You, God, for keeping our children safe.

Tell about a time your child was in danger. Who helps you in such times?

Week 5 (or optional)

I was in a hurry. My wife had gone to church early to practice a song, and I was to bring the baby later. I got out of the car, strapped him into the little carrier on my chest, and reached for the diaper bag on the seat.

As I turned away and shut the car door, somehow the little finger of my right hand was caught in the door as it closed. My car keys were in my right trouser pocket, and with the baby strapped on my chest, I couldn’t reach over with my left hand to get them out.

I managed to squirm out of the suit coat and baby pack, leaving him sort of hanging in the little pack on the arm that had the finger caught in the door. Finally I was able to reach into my pocket for the keys, and soon I was free. It took all of about seven minutes, but it felt like forever!

When you find yourself in a predicament, remember that Jesus says, “Be strong and of good courage, do not fear . . . for the Lord . . . goes with you. He will not leave you nor forsake you” (Deuteronomy 31:6, NKJV).

Share a time when you found yourself in a difficult situation with your child. What did you do?

2

ARRIVAL ACTIVITIES

Plan simple play activities for the early children on the carpet or on a blanket, sheet, or quilt inside the semicircle. The children can participate in these activities, under the supervision of an adult, until the program begins. The child's play should be with materials that relate to the program, which is based on the monthly Bible story.

Choose from the following suggested activities for this month. Be sure to include something for the span of children's ages.

A. Rock-a-Baby Boat

Parent and child sit on the floor facing each other. They hold hands and gently rock back and forth like a boat on the water.

B. Hide-and-Seek

Place tall potted plants around the room and allow the children to hide while their parent or another adult hides their eyes and counts to 10. Give enthu-

siastic hugs to the children when they are "found."

C. Floating Boats

Place a few inches of water in a large plastic tub. Give the children small plastic containers with something inside to represent Moses, such as a small stone with a face drawn on it. Let the children float the "boats."

D. Baby Care

Provide dolls, blankets, baby bottles, etc., so the children can pretend to care for Baby Moses.

E. Book Basket

Provide a basket of sturdy books about babies, Moses, water, etc.

F. Rocking Chair

Provide an adult-sized rocking chair where parents can sit and rock children who may be too shy or sleepy to join in the activities.

3 GETTING STARTED

A. Welcome

You Need:

- bells

Say: **Good morning boys and girls! I'm so happy to see you today. Sabbath is a special day. Let's say hello to everybody here this Sabbath morning.**

Walk around and greet the children by shaking their hands while you sing "Shake a Little Hand" (*Little Voices Praise Him*, No. 6).

Shake a little hand and say,
 "Good morning."
 Shake a little hand and say,
 "Good morning."
 Shake a little hand and say,
 "Good morning,
 We're glad you came to Sabbath school."

—Noelene Johnsson

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Say: **Jesus is so happy that we came to Sabbath School. He loves us very much. Are you glad to be at Sabbath School? Let's sing as we ring our bells.**

Distribute bells. Sing "Listen to the Bells Ring" (*Little Voices Praise Him*, No. 236).

Listen to the bells ring,
 Ding-a-ling-a-ling-a-ling.
 Listen to the bells ring,
 Ding-a-ling-a-ling-a-ling.
 Listen to the bells as they
 Ding-a-ling-a-ling-a-ling.
 Come to Sabbath school
 is what they always sing.
 —Florence P. Jorgensen

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B. Prayer Time

Say: **Today we're going to be learning about a baby named Moses. God was with Moses all the time, and He's with us all the time too. Let's pray and thank God for always being with us.**

Encourage the families to help their child kneel. To prepare for prayer, use "Dear Jesus" (*Little Voices Praise Him*, No. 9).

Close my eyes, kneel to pray.
 Fold my hands, now I say,
 "Dear Jesus, Dear Jesus,
 I'm here to talk to You."

—Janine Max

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Pray a simple prayer and have children repeat your words. Then sing the response "Thank You, Dear Jesus" (*Little Voices Praise Him*, No. 22).

Thank You, dear Jesus.
 Amen.

—Janet Sage

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C. Visitors

Greet each visitor and sing "We Have a Visitor" (*Little Voices Praise Him*, No. 24).

We have a visitor here today;
Hello! Hello! Hello!
We have a visitor here today;
Hello! Hello! Hello!

—Janet Sage

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D. Offering

You Need:

- boat-shaped container or basket

Say: **Some families don't know that God loves them and is always with them. Our offering money helps**

other families learn that God loves them. So we bring our offering to Sabbath School to help others know about God.

Use a boat-shaped container, a basket, or some other container for the offerings. Children and parents come and put their offering in the container while singing "To God's House" (*Little Voices Praise Him*, No. 34).

To God's house I bring an offering.
I thank Him for all He's given me.
To God's house I bring an offering.
I bring an offering to God's house.

—Janine Max

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Say: **Thank you, boys and girls, for bringing your offering. Close your eyes now while we ask Jesus to bless the money.**

Pray a simple offering prayer similar to the following:

Dear Jesus, we want other families to know You love them and are always with them. Please use this money to do that. Amen.

E. Birthdays

Say: **God gives us our birthdays. Who has had a birthday?**

Lead the birthday child up front while singing. (Or pull an animal pull toy around the room while you sing. Stop at and circle in front of the birthday child.) Sing "A Birthday" (*Little Voices Praise Him*, No. 36).

A birthday, a birthday,
O who has had a birthday?
Come sit right here and we will sing,
To wish you happy birthday.

—Mildred Adair

Light birthday candles and then lead in singing "Happy, Happy, Happy Birthday" (*Little Voices Praise Him*, No. 40).

Happy, happy, happy birthday
And a lot more too.
Happy, happy birthday, _____.*
May God bless you.

—Carol Greene

*Insert child's name.

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Encourage the child to blow out the candle(s). If possible, give the child a small gift from Sabbath School. Say a special birthday prayer thanking Jesus for the child.

You Need:

- artificial birthday cake
- candles
- matches
- pull toy (optional)
- small gift (optional)



EXPERIENCING THE STORY

A. Memory Verse

You Need:

- small felt or cardboard "Bibles"

Say: **It's time to look in our Bibles. Our story today comes from the Bible.**

Distribute the small Bibles to the children. Have them look at the pictures while you sing, "I Open My Bible Book and Read" (*Little Voices Praise Him*, No. 27).

I open my Bible book and read,
He loves me, He loves me.

—Johnie B. Wood

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Say: **Our story today is about a baby named Moses. God was always with Moses. God is always with us, too. Let's thank God for always being with us. Our memory verse today is "Give thanks to the Lord." Can you say that with me?** Say the verse together. **We have a special memory verse song.** Sing "O Give Thanks Unto the Lord" (*Little Voices Praise Him*, No. 240).

- O give thanks unto the Lord,
give thanks unto the Lord.
- O give thanks unto the Lord,
give thanks unto the Lord.
- O give thanks, give thanks unto the Lord.
- O give thanks unto the Lord,
give thanks unto the Lord.

—Based on Psalm 136:1

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Teach the children to fold their hands as if in prayer when you say "thanks" and to point upward when you say "Lord."

B. New Baby

You Need:

- baby dolls

Say: **A long time ago a baby was born. His name was Moses. His family was very happy to have him.**

Distribute the dolls to the children to rock while you sing this adaptation of "With Jesus in the Family" (*Little Voices Praise Him*, No. 273).

With Moses in the family,
happy, happy home,
Happy, happy home, happy,
happy home.
With Moses in the family,
Happy, happy home,
Happy, happy home.

—Anonymous. Adapted.

C. Give Thanks

Say: **Moses' family was very thankful to have such a wonderful baby. They gave thanks to God for their little boy.**

Sing the memory verse song again, "O Give Thanks Unto the Lord" (*Little Voices Praise Him*, No. 240).

- O give thanks unto the Lord,
give thanks unto the Lord.
- O give thanks unto the Lord,
give thanks unto the Lord.
- O give thanks, give thanks unto the Lord.
- O give thanks unto the Lord,
give thanks unto the Lord.

—Based on Psalm 136:1

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Have the children fold their hands as if in prayer when you say “thanks” and point upward when you say “Lord.”

D. Care for Moses

You Need:

- dolls
- washcloths
- baby blankets
- basket or box
- paintbrushes

Say: **Moses’ mommy’s name was Jochebed. She took very good care of him because she loved him. She washed Baby Moses very carefully. Let’s wash our babies.**

Distribute a doll and washcloth to each

child. Let the children pretend to wash their dolls while you sing the following adaptation of “Mary Loved Baby Jesus” (*Little Voices Praise Him*, No. 150).

Jochebed washed the Baby Moses,
Baby Moses, Baby Moses.

Jochebed washed the Baby Moses,
she washed him carefully.

—Mary E. Schwab. Adapted.

Say: **Now that your baby is all clean, let’s wrap him up to keep him warm.**

Distribute the baby blankets. Sing the following adaptation of “Mary Loved Baby Jesus” (*Little Voices Praise Him*, No. 150).

Jochebed wrapped the Baby Moses,
Baby Moses, Baby Moses.

Jochebed wrapped the Baby Moses,
because she loved him so.

—Mary E. Schwab. Adapted.

Say: **The king wanted to hurt Baby Moses and all the other Israelite baby boys. Jochebed wanted to keep Baby Moses safe, so she had to keep Baby Moses very quiet. If he cried, the soldiers would hear him and take him away. So Jochebed rocked him when he cried. Let’s rock our babies.**

Sing the following adaptation of “Mary Loved Baby Jesus” (*Little Voices Praise Him*, No. 150).

Jochebed rocked the Baby Moses,
Baby Moses, Baby Moses.

Jochebed rocked the Baby Moses,
because she loved Him so.

—Mary E. Schwab. Adapted.

Say: **As Baby Moses grew bigger, it became harder to hide him. His mother had to think of another plan. So she made a basket to put him in so he could float on the river, where no one could hear him. Then she painted it with special paint to keep the water out.**

Distribute the paintbrushes to the children and invite them to help you “paint” the basket. Sing the following adaptation of “Mary Loved Baby Jesus” (*Little Voices Praise Him*, No. 150).

Jochebed made a boat for Moses,
boat for Moses, boat for Moses.

Jochebed made a boat for Moses,
because she loved him so.

—Mary E. Schwab. Adapted.

E. At the River

You Need:

- basket or box from Activity D
- doll
- baby blanket
- towel or scarf
- child-sized Bible-times costume(s)

Say: **When the basket was finished, Moses' mother was ready to put him in it and hide him in the river. She took Moses' older sister, Miriam, with her. Miriam had a special job to do. She was to watch over the basket and make sure Baby Moses stayed safe.**

Pull the towel or scarf over your head so you can be Jochebed. Wrap the doll in the blanket and place it in the basket.

Invite any children who want to be Miriam to dress in costume and come with you to hide the basket in the bulrushes. (See the Room Decoration section for suggestions on creating a river scene.)
Say: **We must be very quiet as we tiptoe to the river. Will you help me carry the basket? Shhh! We don't want anyone to see what we are doing.** Place the basket in the "bulrushes."

F. Rock the Boat

You Need:

- basket from Activity D
- child-size Bible-times costume(s)

Say: **Miriam had a special job to do. She had to watch the basket boat with Baby Moses in it. Maybe she rocked the boat gently to help Baby Moses sleep in his safe basket on the river.**

Invite one or two children at a time to dress in Bible-times costumes and gently rock the boat while you sing "See the Boat" (*Little Voices Praise Him*, No. 172).

Rock, rock, rock, rock,
See the boat on the water;
Rock, rock, rock, rock,
See the boat on the water.

—Janet Sage

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G. God Sent Angels

You Need:

- angel sticks or mitts or felt angels

Say: **God was with Moses in his basket on the river. He sent His angels to watch over the basket and keep**

Moses safe.

Distribute angel sticks, mitts, or felt angels to the children. Invite them to wave them or bring them to the felt board while you sing the third verse of "God Sent His Angels" (*Little Voices Praise Him*, No. 47).

When Moses was hid in his wee
basket boat,
God sent His angels to watch over him.
When Moses was hid in his wee
basket boat,
God sent His angels to watch over him.
—Mary E. Schwab

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H. Give Thanks

Say: **We can thank God for being with us just as He was with Baby Moses.** Sing "O Give Thanks Unto the Lord" (*Little Voices Praise Him*, No. 240).

O give thanks unto the Lord,
give thanks unto the Lord.
O give thanks unto the Lord,
give thanks unto the Lord.
O give thanks, give thanks unto
the Lord.
O give thanks unto the Lord,
give thanks unto the Lord.
—Based on Psalm 136:1

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Have the children fold their hands as if in prayer when you say "thanks," and point upward when you say "Lord."

I. The Princess

You Need:

- basket from Activity D
- Bible-times costume
- tiara or crown

Dress a child to be the princess, adding a toy store tiara, crown, or something similar.

Say: **Soon Miriam heard someone coming. She didn't know who it was, and I imagine she must have been**

afraid. The sounds came closer and closer to where she was hiding in the bushes. Miriam didn't know it, but Baby Moses was hiding in the river right at the place where the princess liked to take a bath.

Have an assistant help the child playing the princess come to the "river" and find the basket-boat.

If more than one child wants to be the princess, take turns dressing them and letting each come to the river and find the boat.

If you have a large class and many children who like to dress up, consider providing several costumes so some children can pretend to be the princess's attendants.

Sing the following words to the tune of "We Are Little Helpers" (*Little Voices Praise Him*, No. 296).

Look, here comes the princess, princess, princess.

Look, here comes the princess. She sees the basket boat.

J. Don't Cry

Say: **The princess saw the little basket boat in the water. She sent one of her servants to get it. Do you think she was surprised when she opened it and found a baby inside? Yes, I think she was. I think Baby Moses was surprised too. He didn't know the strange woman. He started crying.**

Let a child pretend to be the princess and take the doll out of the basket. Distribute dolls to the other children in class so each has one to rock while you sing the following adaptation of "Don't Cry, Little Baby" (*Little Voices Praise Him*, No. 246).

Don't cry, Baby Moses, don't cry,
don't cry,

God is with you, God is with you;
Don't cry, Baby Moses, don't cry,
don't cry;

God is with you, God is with you.

—Janet Sage. Adapted.

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You Need:

- basket and dolls from Activity D

K. Miriam Helps

You Need:

- Bible-times costume (child-size)
- bells

Dress a child as Miriam and hide her in the bushes. Say: **The princess felt sorry for Baby Moses. She saw that he was one of the babies the king wanted to hurt. She knew that if she took him as her own son, he would be safe. She told her helpers, "I want him to be my baby."**

That's when Miriam came running out of the bushes. "Shall I find a nurse to take care of the baby for you?" she asked the princess. (If appropriate, prompt Miriam to ask the question.)

"Yes," said the princess. (Prompt the princess to answer.)

So Miriam ran home to get her mother. Baby Moses was going back home to live with his family. And they wouldn't have to worry about hiding him anymore.

Distribute bells to the children. Ring the bells while you sing the following adaptation of "It Was a Happy Day" (*Little Voices Praise Him*, No. 148).

It was a happy day, happy day,
 happy day
 When little Baby Moses went home;
 It was a happy day, happy day,
 happy day
 When little Baby Moses went home.
 —Janet Sage. Adapted.

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L. Give Thanks

Say: **I imagine Moses' family was so happy that night. God had watched over their baby while he floated on the river. God had sent the princess to the river to bathe at just the place where Moses was floating in his basket boat.**

And now he was able to go home and live with his own family until he was old enough to live at the palace with the princess. God had been with Moses the whole time. I'm sure his family gave thanks to God for being with Baby Moses.

Sing "O Give Thanks Unto the Lord" (*Little Voices Praise Him*, No. 240).

- O give thanks unto the Lord,
 give thanks unto the Lord.
 - O give thanks unto the Lord,
 give thanks unto the Lord.
 - O give thanks, give thanks unto the Lord.
 - O give thanks unto the Lord,
 give thanks unto the Lord.
- Based on Psalm 136:1

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Teach the children to fold their hands as if in prayer when you say "thanks" and to point upward when you say "Lord."

M. God Is With Me

You Need:

- felt or other picture of Jesus
- felts or pictures of children playing, helping, praying, etc.

Say: **God is with us, too, just as He was with Moses. No matter where we are or what we do, God is always with us.** Place the picture of Jesus in the center of the felt board.

Distribute the felts or pictures of children in various activities.

Invite the children to place them around "Jesus" while you sing this adaptation of "God Sees Me" (*Little Voices Praise Him*, No. 89).

God's with me when I work,
 God's with me when I play;
 God's with me when I sing a song,
 God's with me when I pray.
 —Rebecca Edwards-Lesser. Adapted.

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N. Give Thanks

Say: **We can thank God for being with us, just as He was with Baby Moses. Let's sing our memory verse song again and remember that we are thanking God for being with us.** Sing "O Give Thanks Unto the Lord" (*Little Voices Praise Him*, No. 240).

- O give thanks unto the Lord,
 give thanks unto the Lord.
 - O give thanks unto the Lord,
 give thanks unto the Lord.
 - O give thanks, give thanks unto the Lord.
 - O give thanks unto the Lord,
 give thanks unto the Lord.
- Based on Psalm 136:1

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Teach the children to fold their hands as if in prayer when you say "thanks" and to point upward when you say "Lord."

O. Baby Moses Finger Play

If time allows, teach the following finger play to the children and their parents.

Moses' mother made a little basket bed.



She covered it with tar.

She made it like a little boat



To take her baby far.

In the river Moses went;



His sister watched nearby.



Just then the princess came to bathe

And Baby Moses cried!



The princess took the basket.



She opened it and said,

"I'll keep this baby; he's so cute!"

And she kissed Moses' head.



—Mary Gross

Finger Play Activities © 1995, p. 50. Gospel Light, Ventura, California 93003. Used by permission.

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MAKE AND TAKE (Optional)

You Need:

- paper
- folding pattern (see p. 70)
- scissors
- small scraps of fabric
- cotton balls
- green crayons
- black markers

Week 1

Basket in the Bulrushes

Provide parents the pattern for folding the paper and ask them to fold it into a box. Provide green crayons for the children to color the outside of the box. Give each child a cotton ball to serve as Baby Moses. Use a black marker to add facial features. Provide a scrap of fabric to wrap the “baby” before placing it in the basket.

Week 2

Prayer Book

For each child, fold a piece of paper in half. Place the child’s left hand on the paper, with the little finger next to the fold. Trace the child’s hand and cut around it to make a simple book in the shape of the child’s hand. Ask parents to write their child’s name and the word “prays” on the front cover.

Ask parents to write “Thank You” on the inside left page and “God” on the right page. Give each child a happy face sticker to place under the words “Thank You” and a Jesus sticker to place under the word “God.”

You Need:

- paper
- crayons or markers
- scissors
- happy face stickers
- Jesus stickers

You Need:

- paper, felt, or fabric
- scissors
- string or yarn
- crayons or markers

Week 3

Finger Characters

For each child, cut four cloth or paper rectangles approximately 3" x 1" (7.5 cm x 1.5 cm). Make four finger puppets by folding each piece of paper or fabric over the

tip of the child’s finger and tying it with a piece of yarn or string, like a robe being held with a sash. Use crayons or markers to add facial features to the fabric or paper for Jochebed, Miriam, the princess, and Baby Moses.

Week 4

Cloth Doll

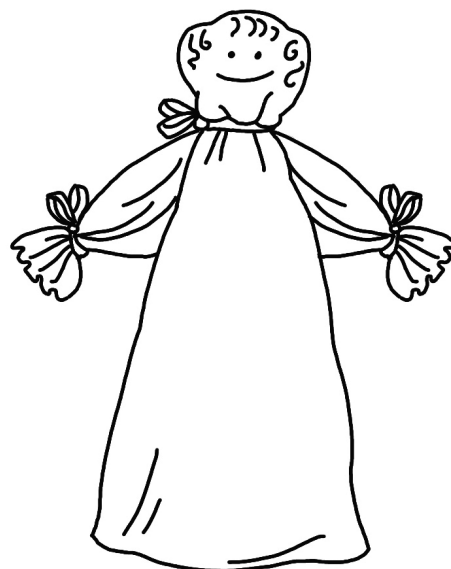
You Need:

- fabric squares (12 inches or 30 centimeters square)
- markers

DIRECTIONS:

1. Roll fabric to center from both left and right.
2. Fold top third down.
3. Unroll the ends of the shorter portion, turn fabric over and tie the ends to make the arms and hands.

Use markers to draw features as desired. Encourage the children to use the cloth doll to represent Baby Moses.



Week 5 (or optional activity)**Thank-You Booklet****You Need:**

- paper
- scissors
- hole punch
- yarn
- marker
- stickers of things for which children can be thankful

Make a small booklet for each child by cutting a piece of paper into four equal pieces. Punch two holes in the left-hand side of the booklet about 2 inches (5 centimeters) apart. Run a piece of yarn through the holes and tie it on the top page to form a binding for the book.

Write or ask parents to write "I Thank God For" on the outside of the booklet. On the inside, allow children to add stickers of things for which they are thankful: animals, flowers, family members, fruits and vegetables, toys, Jesus, etc. While making the booklets, talk about how God is with us no matter where we are and what we do—outside in nature, at home with our families, playing, etc.

Snack Center (optional)

Provide a simple, healthful snack if appropriate in your situation.

Bible Activities

If there is still time, families may choose from a variety of activities that reinforce this month's Bible story. Those activities listed as Arrival Activities may be used again.

Closing

Sing the memory verse song again, "O Give Thanks Unto the Lord" (*Little Voices Praise Him*, No. 240).

- O give thanks unto the Lord,
give thanks unto the Lord.
- O give thanks unto the Lord,
give thanks unto the Lord.
- O give thanks, give thanks unto the Lord.
- O give thanks unto the Lord,
give thanks unto the Lord.

—Based on Psalm 136:1

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Have the children fold their hands as if in prayer when you say "thanks" and point to heaven when you say "Lord."

Say a short prayer similar to the following: **Dear Jesus, we love You so much. Thank You for taking care of us. Amen.**

Close with singing "Good-bye Prayer" (*Little Voices Praise Him*, No. 44).

It is time to say goodbye now,
But first a prayer we pray,
"Dear Jesus, keep and bring us back
Again next Sabbath day."

—Kathleen Maguire

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STUDENT LESSON

Baby Moses

References

Exodus 1, 2;
Patriarchs and
Prophets, pp. 241-
251

Memory Verse

“Give thanks to
the Lord” (Psalm
136:1, NIV).

The Message

Thank You,
God, for being
with me.

Ana sings to God. Jerald plays the drum. Owen makes a joyful sound. They sing praises to God. Baby Moses’ family sings their love for God too.

Baby Moses gurgles and coos. (Point to the baby.) Baby Moses is happy. Mother loves him. (Point to each person mentioned.) Big Sister Miriam loves him. Big Brother Aaron stands guard.

“Shh! Baby Moses. We all love you. Shh! Thank You, God, for Baby Moses. We can’t shout and praise You. But thank You anyway!”

Shh! Baby Moses! Don’t cry. (Point to Moses and to each person mentioned.) Mother is here. Big Sister Miriam is here. Big Brother Aaron keeps watch.

Shh! Nobody must know that a baby lives here. Bad men must not hear you cry.

Shh! God will keep Baby Moses safe. (Hug your child.) And God will keep you safe too.

Baby Moses grows big. He can’t stay hidden. His mommy makes a new bed for him. (Point to mother.) A basket boat to float on water.

“Shh!” says Big Brother. (Point to Aaron.) “The basket boat is a secret.”

“Shh!” says Big Sister. “We won’t tell.” (Rock your child and sing a rocking song.)

Rock, rock, gently rock. Basket boat on the water. (Rock your child.)

Mother must go. But Miriam is watching. (Point to Miriam and the boat.) Watching the baby boat. God’s angel is watching too.

(Prayerfully:) Thank You, God, for watching Baby Moses. Thank You, God, for watching us, too.

Hide, Miriam, hide. (Pretend to hide.) Someone is coming. (Point to princess.) Shh! Baby Moses. The princess is coming to the water.

(Attitude of prayer.) Please, God, keep Baby

Moses safe. Thank You, God. Your angel watches over Baby Moses. (Point to the angel.) Your angel watches over us, too.

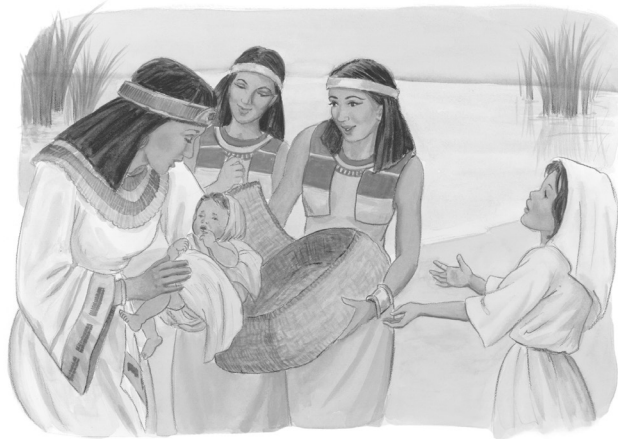
“See the little Hebrew baby!” says the princess. (Point to Moses.) “He is afraid.” (With sympathy.) “See the baby cry. Don’t cry, little one!”

See Miriam run. “Please, Princess! I will call a Hebrew woman to help with the baby.”

“Yes, yes! Please do!” says the princess.

See Little Moses smile. (Point to Moses, then the princess and Jochebed.) The princess gives Moses to his mommy. “Take good care of him,” she says.

Thank You, God. You took good care of Baby Moses. I love You, God!



1. During family worship, read the Sabbath School lesson story with your child. Talk about the pictures.

2. Sing the memory verse song learned in Sabbath School. Don't forget the motions. (See page 60 of the student Bible study guide.)

3. At bathtime, use a small plastic container with a little doll to represent Moses. Shine a flashlight on it. Say to your child, "God was with Moses. He's with us, too."

4. Let your child help you make a smooth soup. Float croutons or toasted cubes of bread in the soup. Talk about Moses' basket floating on the river.

5. Take a walk with your child and look for the evidence of God in the natural world. Thank Him for the beauty He gives us.

6. Take a walk with your family to a river, lake, or pond. Notice the movement of the water. Help your child make ripples with their hands. Thank God for water.

7. Make cookie dough or pastry with your child. Cut out people shapes with a cutter

Do & Say

Study these suggestions for something to do each day. Select those that are appropriate for your child's developmental stage and repeat them often.

(or draw an outline of a person and cut around it). Say, "God loves to be with people. Thank You, God, for being with us."

8. Gather some rushes or reeds. You and your child can take turns hiding behind them.

9. With your child, care for some plants—indoor or outdoor—or take a walk and thank God for the things He has made.

10. Float leaves, bark, seed pods, etc., in a tub of water. Talk to your child about how God made some things to float.

11. When you pray with your child, thank God for being with you and protecting you all week.

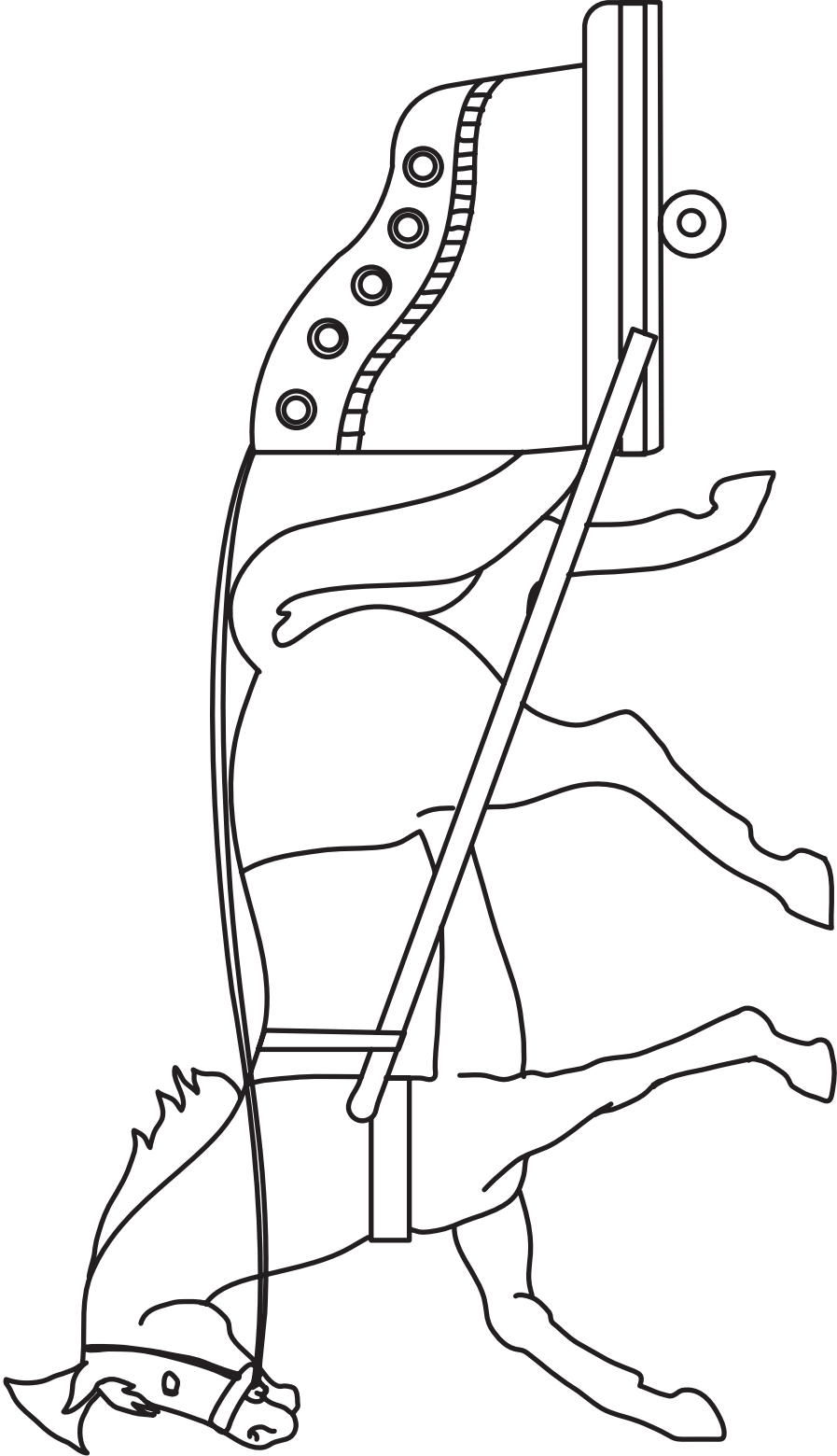
12. Help your child use play dough to make a basket for Baby Moses.

13. Dress up, and role-play the story of Moses for family worship. Use a box or laundry basket for Moses' basket.

14. With your family, sing some praise songs learned in Sabbath School.

15. Help your child weave paper. Show what your child has woven during family worship and talk about Moses' basket.

Make and Take: Chariot Pattern
Lesson 2 - Week 2

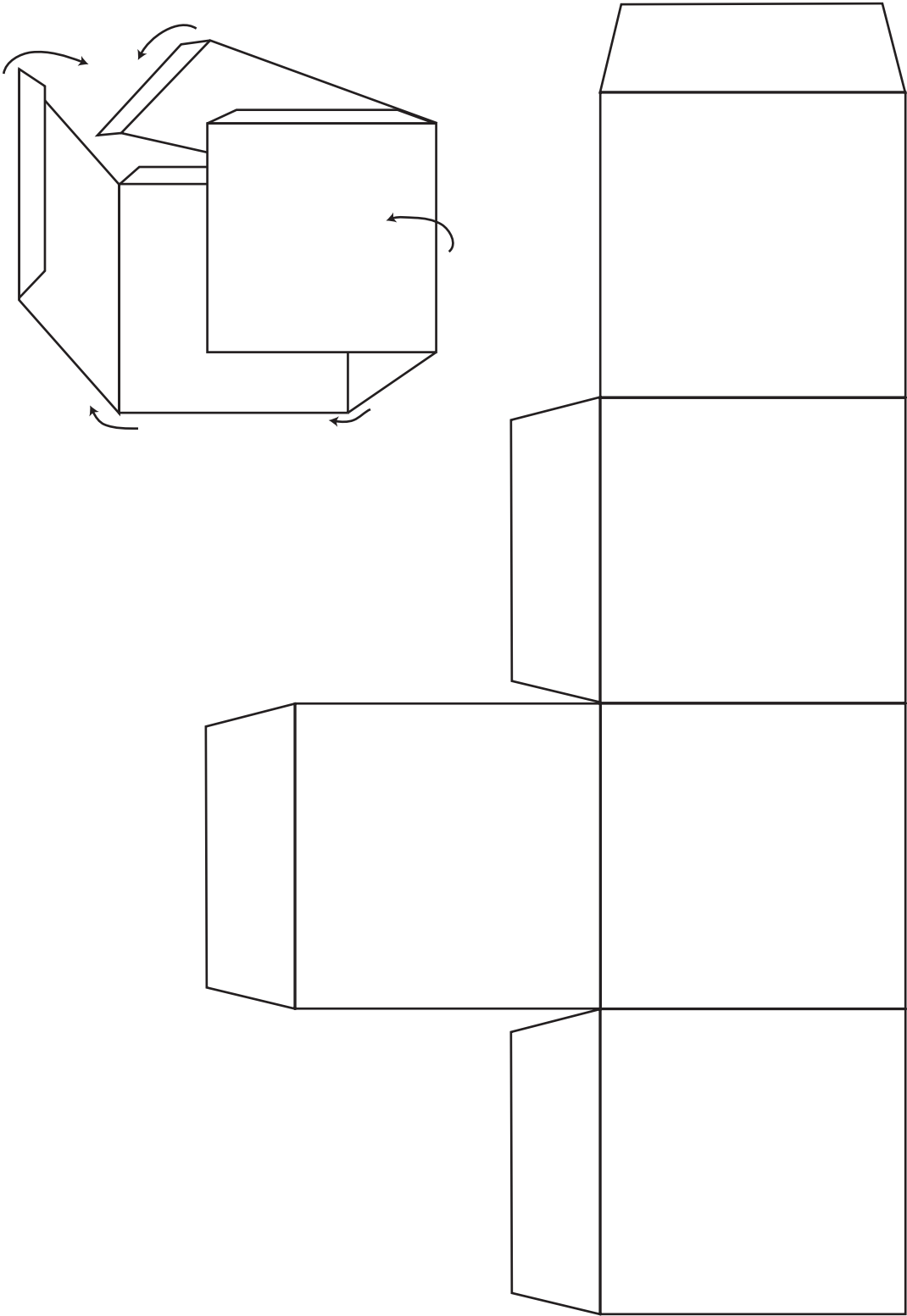


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Make and Take: Captain Naaman
Lesson 2 - Week 4



Make and Take: Basket in the Bulrushes
Lesson 3 - Week 1



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Song: The Helping Song
Lesson 1—Experiencing the Story

(Sing to "This Old Man")

I help you, you help me.
 We're a helping family.
 Helping, helping, sing a helping song.
 Helping, helping, all day long.

Song and Motions: The Growing Song
Lesson 1—Experiencing the Story

(Tune: "Brother James, Are You Sleeping?")

I am growing.



Squat down.

I am growing.



Stand tall.

Yes, I am.



Nod head.

Yes, I am.



Nod head.

One time I was smaller.



Indicate height with hand.

Now I am much taller.



Raise hand.

Watch me grow.



Squat down.

Watch me grow.



Stand tall.

Repeat several times.

Finger Play: A Family
Lesson 1—Experiencing the Story

Say: **Our family cooks food and cleans our house. Can you do these actions while we talk about our family? Watch me.**

A family is the people



Clap hands.

God made to care for me.



Point to self.

We cook our food,



Stir.

We clean our house,



Sweep.

And everyone can see—



Raise hand to forehead.

We like to help each other



Spread arms wide.

Because we're family.



Clap.

Say: **Will you be a helper too? Can you say "I will help"?**