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# Beginner

Leader/Teacher Guide

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

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

Year B, Fourth Quarter

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A Publication of the Sabbath School/Personal Ministries Department

General Conference of Seventh-day Adventists®

12501 Old Columbia Pike

Silver Spring, MD 20904-6600, U.S.A.

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**Postmaster:** Send address changes to *Beginner Sabbath School Leader/Teacher Guide*, Pacific Press® Publishing Association, P.O. Box 5353, Nampa, ID 83653-5353. Periodicals postage paid at P.O. Box 5353, Nampa ID 83653. Single copy, US\$21.90 plus postage. One year, United States: US\$58.40; Canada and foreign: US\$65.20. Prices subject to change without notice.

Printed in U.S.A.

# A Letter to Teachers

## Dear Teachers,

Starting the first quarter of 2016, the GraceLink curriculum is getting an update. Here's what you can expect for the *Beginner Leader/Teacher Guide*:

- Lessons will be arranged in biblical chronological order. The first two quarters will cover the New Testament beginning with the life of Christ. Quarters three and four will cover the Old Testament starting with Creation and ending with the birth of Jesus.

- There will be a new design and layout for the student guide as well as the leader/teacher guide.

- New graphics will appear in the student guide that will also be repurposed for other Sabbath School resources.

- Several new lessons will provide a wider range of the biblical narrative.

- Parent Time, which has appeared only in the leader/teacher guide, will now appear in the student guide as well.

Change is sometimes difficult. Rest assured, the new graphics will still be child-friendly and age-appropriate; there will still be a message for each lesson; there will still be creative activities, which will apply to all learning styles; and there will still be an active and interactive approach to conducting Sabbath School. See! Change, with some things still being the same.

We pray that that the updates will provide support as our young ones continue to grow in Jesus and in His grace.

Contact us through our website at [www.gracelink.net](http://www.gracelink.net).

**With Affection,  
The Editors**

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## Special thanks to . . .

Special thanks to **Bailey Gillespie** and **Stuart Tyner**, of the John Hancock Center for Youth Ministry at La Sierra University, for initial work in planning the Gracelink curriculum, and to **Patricia A. Habada** for coordinating the Gracelink project and seeing it to completion.

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We treat each other with love.

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Service means helping others.

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## **GRACE**

God's grace is a gift.

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## Lesson Outline

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Lesson	Bible Story	References	Memory Verse	Message	Materials
	<b>COMMUNITY:</b> We treat each other with love.				
<b>Lesson 1</b> <b>October</b>	Peter and the Lame Man	Acts 3:1-10; AA 57-59	3 John 5, ICB	I can help others.	See p. 14.
	<b>SERVICE:</b> Service means helping others.				
<b>Lesson 2</b> <b>November</b>	Paul and the Shipwreck	Acts 27; 28; AA 439-446	Psalms 105:2, ICB	I will tell others about Jesus.	See p. 32.
	<b>GRACE:</b> God's grace is a gift.				
<b>Lesson 3</b> <b>December</b>	Angels Sing to the Shepherds	Luke 2; 1 Thessalonians 4:16, 17; Revelation 1:7; 14:1-3; 21; 22; DA 47, 48; 1T 60, 61, 67-70	Jeremiah 31:3, ICB	Jesus likes to be with us.	See p. 50.

## Bible Study Overview

- **Lesson 1** teaches that we treat each other with love.
- In **Lesson 2** we learn that service means helping others.
- **Lesson 3** reminds us that God’s grace is a gift.

### 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 are 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

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

## Additional Supplies Needed This Quarter

### Lesson 1

- bandages
- toy telephones
- coins or play money
- artificial or canned food
- clothing (variety)
- tube socks
- uncooked rice
- funnel or measuring cups
- wooden dowels
- craft glue or hot glue gun
- praise pattern (see p. 69)
- holding hands pattern (see p. 70)
- fruit or crackers (optional)

### Lesson 2

- large plastic container or wading pool
- straws
- angel costumes
- nonflammable bucket or container (optional)
- felt candles (optional)
- small boat or sheet of plastic
- electric or paper fan
- recording of thunder or drum
- flashlight
- felt or plastic foods
- banners or flags or rhythm instruments
- felt lips
- "Jesus Loves Me" banners or Jesus stickers or Jesus felts
- shallow plastic container
- yellow paint (tempera)
- tweezers or tongs
- marbles or golf balls
- cloud pattern (see p. 71)
- boat pattern (see p. 72)
- plastic bowl

- angel pattern (see p. 73)
- feathers or white paper
- fabric or tissue paper squares
- socks
- felt pieces
- googly eyes
- fresh or dried fruit, crackers (optional)

### Lesson 3

- play sets about Christmas and/or heaven
- toy lambs (plastic or stuffed) or lamb mitts
- shepherd costumes (optional)
- flashlight or spotlight
- manger
- doll in a blanket
- plastic airplanes (optional)
- pieces of smooth wood
- felts/felt board with Jesus' second coming
- mansion prop or doorway
- white robes (child-size)
- cardboard tree (with pegs) or felt tree
- variety of artificial or felt fruit
- "Jesus Loves Me" banners
- socks or small fabric bags
- stuffing materials (cotton, cotton balls, paper, grass, etc.)
- liquid dish soap
- bowl and spoon
- food coloring
- star pattern (see p. 74)
- crown pattern (see p. 75)
- heavy yellow paper
- shiny sticker
- star stickers
- Jesus' Coming pattern (see p. 76)
- variety of fresh fruit (optional)

# Basic Needs of Children\*

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All children have certain basic needs as well as needs that are specific to their age and stage of development.

The basic needs of children are . . .

## **Physical**

- Food
- Warmth
- Shelter
- 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

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\**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 Beginner 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**

- 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

### **Emotional**

- Are extremely egocentric—centered in themselves

# LESSON



## Peter and the Lame Man

**COMMUNITY** We treat each other with love.

### References

Acts 3:1-10; *The Acts of the Apostles*, pp. 57-59.

### Memory Verse

"It is good that you . . . help" (3 John 5, ICB).

### Objectives

#### The children will:

**Know** that God wants us to help those who are in trouble.

**Feel** empathy for people in trouble.

**Respond** by helping those who are in trouble.

### The Message



I can help others.

## Getting Ready to Teach

### The Bible Lesson at a Glance

A lame man asks Peter and John for money. They don't have any money, but they give him something better. By the power of Jesus, Peter and John heal the man. He gets up and goes into the Temple courts and praises God.

#### ***This is a lesson about community.***

God helps and heals through His people. We are His hands, feet, voice, ears,

and heart to minister to those in His family who need our help.

### Teacher Enrichment

"Luke already has referred to 'wonders and signs' performed by the apostles prior to this incident (ch. 2:43); so this may not have been Peter's first miracle since Pentecost. This passage shows him speaking with firm assurance. In the presence of this great inci-

# ONE



dent every Christian must ask himself, What have I to give? One cannot give what he has not received, nor can he truly give from an ungenerous heart. He cannot give of Christ when he does not possess Christ. But when he has Christ, he knows it, and cannot too quickly share his precious gift with others" (*The SDA Bible Commentary*, vol. 6, p. 154).

## **Room Decorations**

Create an area that suggests the Temple wall and gate. Suggestions: Line up chairs with their backs toward the children and provide a space in the line; stack cardboard blocks or boxes, providing an opening for a gate; draw a wall with a gate in it on butcher paper or on a sheet. Tape the paper to the wall or suspend the sheet from the ceiling.

# Program Overview

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	ongoing	Greet students	
<b>1 Parent Time</b>	up to 5		
<b>2 Arrival Activities</b>	up to 10	<p>A. <i>Sick Dolls</i></p> <p>B. <i>Temple Gate</i></p> <p>C. <i>Book Basket</i></p> <p>D. <i>Friends Song</i></p> <p>E. <i>Praise Basket</i></p> <p>F. <i>Counting</i></p> <p>G. <i>Rocking Chair</i></p>	<p>dolls, bandages, washable markers, blankets, bottles, etc.</p> <p>cardboard boxes or wooden blocks</p> <p>sturdy books about people who help</p> <p>toy musical instruments</p> <p>adult-sized rocking chair</p>
<b>3 Getting Started</b>	up to 10	<p>Welcome</p> <p>Prayer</p> <p>Visitors</p> <p>Offering</p> <p>Birthdays</p>	<p>bells</p> <p>stickers or other small gifts (optional)</p> <p>offering container</p> <p>artificial birthday cake, coins or candles, matches (optional), small gift (optional)</p>
<b>4 Experiencing the Story</b>	up to 30	<p>A. <i>Memory Verse</i></p> <p>B. <i>Peter and John Pray</i></p> <p>C. <i>The Lame Man</i></p> <p>D. <i>Peter Helps the Lame Man</i></p> <p>E. <i>The Lame Man Praises God</i></p> <p>F. <i>Jump for Joy</i></p> <p>G. <i>Help by Praying</i></p> <p>H. <i>Help by Sharing Food</i></p> <p>I. <i>Help by Sharing Clothes</i></p> <p>J. <i>Help by Sharing Toys</i></p> <p>K. <i>Help by Being Kind</i></p>	<p>small felt or cardboard "Bibles," rainbow sticks or bells</p> <p>something to represent a wall with a gate (see Room Decorations), toy telephones</p> <p>bowl or basket, coins or play money</p> <p>rainbow sticks or bells</p> <p>rhythm instruments (optional), rainbow sticks or bells, music on p. 68</p> <p>plastic or canned food, basket or box, rainbow sticks or bells</p> <p>variety of clothing items, basket or box</p> <p>toy stuffed animals, rainbow sticks or bells</p> <p>pictures or felts of a variety of people (optional), rainbow sticks or bells</p>

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>5 Make and Take</b> (Optional)	up to 10		
<b>Week 1</b>		<i>Healing Sock</i>	tube socks, uncooked rice, funnel or measuring cups
<b>Week 2</b>		<i>Bible Story Characters</i>	craft sticks, colored ink pads or finger paints, black markers, baby wipes or paper towels and soapy water
<b>Week 3</b>		<i>Praise God Banner</i>	wooden dowels or craft sticks; felt or construction paper triangles (see p. 69); scissors; glitter glue or markers; glitter or sequins (optional); craft glue or hot glue gun
<b>Week 4</b>		<i>Holding Hands</i>	paper, scissors, crayons, pattern (see p. 70)
<b>Week 5</b> (Optional)		<i>Helping Hands</i>	construction paper, pencils or markers, scissors, glue or glue sticks, craft sticks or paintbrushes, glitter and sequins (optional), magnetic tape (optional)
<b>Snack Center</b> (Optional)			fruit, crackers

## 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

It was past time to put our toddler to

bed. We said goodbye to our friends with whom we had been having a long-distance telephone call and headed to our son's room. We walked in the door to a powder-covered wonderland! He had found a sample container of baby powder and had shaken it all over everything in the room. I went to get the camera.

When I returned, I saw the medicine bottle. I had left a bottle of cold medicine on the dresser, and somehow our little boy had removed the childproof cap and finished off the bottle.

The poison control center told us to go *straight* to the hospital.

From the whole ordeal of the next several hours, one thing stands out in my mind: the nurse who took care of my son. She was so gentle, so encouraging. She went out of her way for our comfort. And she gave me a hug. Not just a polite hug—a big, thick, it-will-be-OK hug. That hug meant more than she would ever know. Her kindness was a gift from God to me, just when I needed it most. “I, even I, am he who comforts you” (Isaiah 51:12, NIV).

Share a time when someone’s kindness to you “made all the difference.”

### **Week 2**

I was so relieved to be home. At the hospital everyone seemed to have an opinion about what I should do for my baby, who had difficulty keeping his milk down. My mother had one suggestion; my husband’s mother had another; my grandmother had yet another opinion; and my aunt, still another. So by the time we went home, my mind was whirling with well-intentioned advice, and I still had a baby who had a hard time keeping his food in his little tummy.

But at home, when it was just our little family, it seemed easier to sort through the advice and keep what worked best for us. I like to remember God’s words: “I know what I have planned for you. . . . I have good plans for you. . . . I plan to give you hope and a good future” (Jeremiah 29:11, ICB).

Share a time when you were given conflicting advice. How do you deal with conflicting advice from those who love you?

### **Week 3**

It was nearly time to leave the hospital after my son’s birth. The nurse asked, “Is there anything else I can do for you?”

“Yes,” I replied. “Would you please dress him for me?”

She laughed and said, “Of course.

But you’ll have to do it from now on, you know!”

I’m sure she must have thought I was so silly. But at that very moment I was tired and scared to death to think that suddenly I was responsible for another human being. I really *needed* someone just to dress my newborn!

Since then I’ve had no trouble dressing my baby, but there have been other instances in which I have felt just as inadequate. I’m so thankful for the kindness shown to me.

Share a time when someone’s kindness helped you out of a difficult situation.

### **Week 4**

That day I didn’t pay much attention to the red blister on my shoulder and an aching back, but the next day when I awoke to more spots, I knew I was in trouble. Having a full-blown case of chicken pox at age 30 was miserable! The intense itching and pain was awful. I couldn’t sleep, and I couldn’t care for my 1-year-old for about three days. It was wonderful to gradually feel and look better each day after that. Then two weeks later my 1-year-old came down with chicken pox. He was awake until 4:00 one morning because he was so miserable he couldn’t fall asleep. We gave him oatmeal baths, calamine lotion, and oral medications, but nothing helped a lot. I felt so sorry for him, and I was also so thankful that I could empathize with him. I knew what he was going through. I knew *exactly* how he felt. I could be more patient and kind in caring for him because I understood his pain.

Jesus understands the sufferings we are going through. Just as He was so sympathetic to the people He healed, He is understanding to our problems as parents.

Share a time when you were able to empathize with your child. How can you help your child learn to be kind and empathetic toward others?



## 2

## ARRIVAL ACTIVITIES

Plan simple play activities 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. Sick Dolls**

Supply dolls with bandaged heads, legs, etc., or spots made with washable marker pens. Let the children wrap them in blankets, feed them from a bottle, put bandages on them, or care for the babies in other ways.

**B. Temple Gate**

Bring in cardboard boxes or wooden blocks. Let the children build the Temple or a gateway.

**C. Book Basket**

Provide sturdy books with pictures of people who help, such as nurses, doctors, firefighters, police officers.

**D. Friends Song**

Say: **Let's sing a song about (insert child's name).** The child stands in the middle while the other children stand around.

Sing to the tune of "What Can Baby Do?" (*Little Voices Praise Him*, No. 223):

(Child's name) is my friend,  
Oh, (child's name) is my friend.  
We're glad to see each other here.  
Yes, (child's name) is my friend.

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Sing a verse for each child in the group.

**E. Praise Basket**

Fill a basket with a variety of toy musical instruments. Encourage the children to play the instruments as you sing a simple praise song. Talk about how we praise God when we are thankful for what He does for us.

**F. Counting**

Call out a number of steps for the children to take and count out loud with them as they do it. Then repeat with a number of jumps, etc. Talk about how Jesus made their legs strong.

**G. Rocking Chair**

Provide an adult-size rocking chair for parents to hold and rock children who are too tired or shy 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.**

Go around the room and welcome each child and encourage children and parents to greet each other with a smile and handshake. Sing "I'm Glad I Came to Sabbath School" (*Little Voices Praise Him*, No. 5).

I'm glad I came to Sabbath school,  
I'm glad I came to Sabbath school,  
I'm glad I came to Sabbath school,  
On this bright Sabbath morning.  
—Edith Smith Casebeer

Say: **It's so nice to see each other. It's so nice to be in Sabbath School. Are you glad that you came to Sabbath School? Let's sing with our instruments.** Distribute bells to the children. Sing "Sabbath Bells" (*Little Voices Praise Him*, No. 237).

Ring-a-ling-a-ling,  
Ring-a-ling-a-ling,  
Sabbath bells are ringing.  
Ring-a-ling-a-ling,  
Ring-a-ling-a-ling,  
Children sweetly singing.  
—Mildred Adair

**B. Prayer Time**

Say: **Let's thank Jesus for our Sabbath School and for all of our friends here today. We talk to Jesus when we pray.** Sing "Get Ready to Pray" (*Little Voices Praise Him*, No. 8).

I will bend my knees; I will fold my hands;  
I will bow my head; I will close my eyes  
And very, very quiet be while the prayer is said.

—Nancy J. Stagl-Schippmann

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Pray a simple prayer and have the children repeat your words, similar to the following: **Dear Jesus, thank You for our Sabbath School. Thank You for the stories in the Bible. Thank You for loving us. Amen.**

Sing "Prayer Response" (*Little Voices Praise Him*, No. 23).

Thank You, Jesus, for loving me.  
Amen.

—Mary E. Schwab

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**C. Visitors****You Need:**

- stickers or other small gifts (optional)

Greet the visiting children and their parents. You may choose to give the visitors a sticker or other small gift. Sing "We Welcome You" (*Little Voices Praise Him*, No. 7).

We welcome you,  
We welcome you,  
On this Sabbath day;  
We welcome you,  
We welcome you,  
On this Sabbath day.

—Mildred Adair

**D. Offering****You Need:**

- offering container

Say: **Some families don't know that God loves 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 basket, or some other container for the offering. Invite children and parents to give their offerings to Jesus. Sing "Giving" (*Little Voices Praise Him*, No. 285).

I'm giving, I'm giving because I love Jesus;  
I'm giving, I'm giving because I love Him.

—Mary LeBar

Say: **Thank you, boys and girls, for bringing your offering. Let's ask Jesus to bless the money.** Pray a simple offering prayer.

**E. Birthdays**

Say: **It's a special day for \_\_\_\_\_ . It's (his/her)**

**birthday!** Lead the child to the birthday chair. Sing "Count the Birthday Money" (*Little Voices Praise Him*, No. 37). Give the child the appropriate number of coins to drop into the artificial birthday cake while you sing or light the candles.

Mary\* has a birthday, we're so glad.

We will see how many she\* has had.  
As we count the money (candles) we are told [count]

Yes, the money (candles) says (say) she's\* three\* years old.

—Johnie B. Wood

\_\_\_\_\_  
\*Insert the appropriate name, pronoun, and age for the child.

Then sing "Happy Birthday!" (*Little Voices Praise Him*, No. 39).

Happy birthday, happy birthday,  
Happy birthday to you;  
Jesus loves you, dear \_\_\_\_\_,\*  
Happy birthday to you!

—Janet Sage

\_\_\_\_\_  
\*Insert child's name.

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**You Need:**

- artificial birthday cake
- coins or candles
- matches (optional)
- small gift (optional)



## EXPERIENCING THE STORY

### A. Memory Verse

#### You Need:

- small felt or cardboard "Bibles"
- rainbow sticks or bells

Say: **It's time to look in our Bibles.** Distribute small individual felt or cardboard "Bibles" to the children. Sing "Jesus Talks to Me" (*Little Voices Praise Him*, No. 51).

Bible, Bible, Jesus talks to me.  
 Bible Book, let me look, Jesus talks to me.  
 Bible, Bible, Jesus talks to me.  
 Bible Book, let me look, Jesus talks to me.

—Susan Davis

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Say: **Our Bible story today is about Peter and John. They saw someone who was in trouble and they felt sorry that he was in trouble, so they helped him. It was good that they helped him. We can help others, too. Our memory verse today is "It is good that you . . . help."**

Distribute rainbow sticks or bells to the children to wave or ring while you sing the following words to the tune of "All Our Needs" (*Little Voices Praise Him*, No. 85) or "Mary Had a Little Lamb."

It is good that you help,  
 That you help, that you help;  
 It is good that you help.  
 Third John five.

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### B. Peter and John Pray

#### You Need:

- something to represent a wall with a gate (see Room Decorations)
- toy telephones

Say:  
**One day Peter and John went to the Temple. Peter and John went to pray. Peter and John went to talk to God in their very own way.**

Invite the children to walk to the Temple wall, kneel down, and fold their hands as if for prayer. While they are kneeling, sing "Talk to God" (*Little Voices Praise Him*, No. 16).

Peter and John just talked to God,  
 Talked to God, talked to God.  
 Peter and John just talked to God  
 When they prayed.

—Martha J. Feldbush

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Ask the children to return to their seats. Distribute toy telephones. Say: **Did Peter and John need a telephone to talk to God? No!** Sing the second verse of "Talk to God" (*Little Voices Praise Him*, No. 16).

They did not need a telephone,  
 Telephone, telephone.  
 They did not need a telephone  
 When they prayed.

—Martha J. Feldbush

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### C. The Lame Man

**You Need:**

- bowl or basket
- coins or play money

Say: **Peter and John were not the only people at the Temple. Many people came to the Temple to pray. But one man was not**

**there to pray. This man could not walk. His legs were crippled.**

**Every day this man's friends would carry him to the Temple so he could sit by the gate. He would ask the people who came to the Temple to give him money so he could buy food.**

Invite one child to come and sit on the floor in front of your decoration or temple gate and hold the money basket. Distribute coins to the rest of the children.

Invite the children with the coins to drop their money in the basket while you sing the following words to the tune of "We Are Sharing" (*Little Voices Praise Him*, No. 280). You may wish to repeat this activity several times with different children sitting at the temple gate.

Please, oh please, give me some money.  
I need money to buy some food;  
Please, oh please, give me some money.  
I need money to buy food.

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### D. Peter Helps the Lame Man

**You Need:**

- rainbow sticks or bells

Say: **When Peter saw the lame man, he stopped.**

Stamp your feet and invite the children to do the same. Say:

**Peter looked!** Shade your eyes with your hand and invite the children to

do the same. Say: **Peter listened!** Cup your hands behind your ears and invite the children to do the same. Say: **Peter said to the man . . .** (help the children learn the words and motions to the following poem):

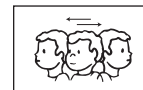
**I have no coins for you today,**

Hold hands out in gesture of empty-handedness.



**But I will not just walk away.**

Shake head "no."



**What I have I'll give to you.**

Big smile, hands out as if giving something.



**It's far better than money too.**

Arms out wide to the side in big gesture.



**In the name of Jesus,**

Point upward.



**Stand up and walk!**

Reach hand out as if taking man by the hand.



Say: **Wasn't it nice that Peter and John stopped to help the lame man? Let's sing our memory verse song again.**

Distribute rainbow sticks or bells. Sing the following words to the tune of "All Our Needs" (*Little Voices Praise Him*, No. 85) or "Mary Had a Little Lamb."

It is good that you help,  
That you help, that you help;  
It is good that you help.  
Third John five.

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**E. The Lame Man Praises God**

**You Need:**

- rhythm instruments (optional)
- rainbow sticks or bells
- music to "Silver and Gold Have I None" (see p. 68)

Say: **All at once the man's feet became strong!** Children stomp feet.

Say: **The man's legs became strong!** Children stand, bend knees.

Say: **The man's legs were well!** Children take one step.

Say: **He took one step.** Children take one step.

Say: **He took two steps.** Children take two steps.

Say: **He took three steps.** Children take three steps.

Say: **He was walking!**

Distribute rhythm instruments to the children to play and march with while you sing the chorus to "Silver and Gold Have I None" (see music on page 68). Encourage the children to jump when you come to those words in the song.

Option: Instead of distributing rhythm instruments, let children march in the room and have parents lift them into the air when you sing "walking and leaping." Clap on the words "praising God."

Say: **Did Peter and John help the lame man? Yes, they did. Was it good that they helped him? Yes, it was. Do you remember our memory verse? It says, "It is good that you . . . help." Let's sing our memory verse song again.**

Distribute rainbow sticks or bells to the children to wave or ring while you sing the memory verse again to the tune of "All Our Needs" (*Little Voices Praise Him*, No. 85) or "Mary Had a Little Lamb."

It is good that you help,  
That you help, that you help;  
It is good that you help.  
Third John five.

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**F. Jump for Joy**

Say: **All the people in the Temple saw and heard the man. They said to each other, "Isn't this the man who used to ask for coins at the Temple gate? Now he can walk! It's amazing!"**

**The man praised Jesus for healing him. He must have jumped for joy!** Have the children do the motions as you sing together "Wonderful Jesus" (*Little Voices Praise Him*, No. 84).

Jesus made my hands so they could clap for joy.

Jesus made my arms so they could hold a toy.

Jesus made my feet so they could walk like this.

Isn't He a wonderful Jesus?

—Kathryn B. Myers

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**G. Help by Praying**

Say: **Peter and John helped the man who couldn't walk. They asked Jesus to make him well, and Jesus did!**

**We can help others too. We can ask Jesus to be with sick people and help them feel better. When can you pray for someone else? We can pray anytime, anywhere.**

Invite the children to fold their hands and bow their heads as if in prayer while you sing "Praying Every Day" (*Little Voices Praise Him*, No. 232).

I can pray ev'ry day, anytime, anywhere.  
I can pray ev'ry day, anytime, anywhere.

—Vikki Montgomery

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## H. Help by Sharing Food

### You Need:

- plastic or canned food
- basket or box
- rainbow sticks or bells

Say: **There are other ways we can help too. We can help when we share food with people who don't have much to eat.**

Distribute the food items to the children. Invite them to put them in the basket or box while you sing,

"I'm a Little Helper" (*Little Voices Praise Him*, No. 293).

I'm a little helper, a helper, a helper,  
O I'm a little helper for Jesus!

—Janet Sage

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Say: **Does Jesus like it when we help others by sharing food with them? Yes! Let's sing our memory verse song again.**

Distribute rainbow sticks or bells. Sing the following words to the tune of "All Our Needs" (*Little Voices Praise Him*, No. 85) or "Mary Had a Little Lamb."

It is good that you help,  
That you help, that you help;  
It is good that you help.  
Third John five.

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## I. Help by Sharing Clothes

Say: **How else can you help? Can you help when you share clothes with people who may not have much to wear? Yes!**

Distribute the clothing items to the children. Invite the children to bring them up and put them in the basket while you sing "I'm a Little Helper" (*Little Voices Praise Him*, No. 293).

I'm a little helper, a helper, a helper,  
O I'm a little helper for Jesus!

—Janet Sage

### You Need:

- variety of clothing items
- basket or box

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**J. Help by Sharing Toys**

**You Need:**

- toy stuffed animals
- rainbow sticks or bells

Say: **What’s another way we can help? Can we help when we share our toys with children who may not have toys to play with? Yes!**

Distribute the toys so that every other child gets two toys. At the appropriate time in the song, have the child with two toys give one of the toys to the child sitting next to him or her who doesn’t have one. Repeat the song, switching roles. Sing “Sharing Song” (*Little Voices Praise Him*, No. 279).

I have two dollies\* and I am glad,  
 You have no dolly and that’s too bad.  
 I’ll share my dollies, for I love you,  
 And that’s what Jesus wants me to do.  
 —Myrtle R. Creasman

\*Substitute teddies, trucks, etc., as appropriate.

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Say: **Isn’t it nice that we can help others by sharing our clothes and toys with those who need them? Let’s sing our memory verse song together.**

Distribute rainbow sticks or bells. Sing the following words to the tune of “All Our Needs” (*Little Voices Praise Him*, No. 85) or “Mary Had a Little Lamb.”

It is good that you help,  
 That you help, that you help;  
 It is good that you help.  
 Third John five.

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**K. Help by Being Kind**

**You Need:**

- pictures or felts of a variety of people (optional)
- rainbow sticks or bells

Say: **Can you think of another way you can help? Can you help by being kind? Yes! Turn to a friend sitting beside you or to your mommy or daddy and give them a hug while we sing “I Will Be Kind.”**

(Option: Have the children bring “people” felts to the board.) Sing “I Will Be Kind” (*Little Voices Praise Him*, No. 284).

I will be kind to each person I meet,  
 It makes Jesus glad, it makes Jesus glad;  
 I will be kind to each person I meet,  
 For this makes dear Jesus glad.  
 —Florence P. Jorgensen. Adapted.

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Say: **Peter and John helped the lame man. We can help others too. Jesus can help us help others. Let’s sing our memory verse song together one last time.**

Distribute rainbow sticks or bells. Sing the following words to the tune of “All Our Needs” (*Little Voices Praise Him*, No. 85) or “Mary Had a Little Lamb.”

It is good that you help,  
 That you help, that you help;  
 It is good that you help.  
 Third John five.

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## 5

**MAKE AND TAKE** (Optional)**Week 1**  
**Healing Sock****You Need:**

- tube socks
- uncooked rice
- funnel or measuring cups

Ask parents to help their children pour uncooked rice into a new tube sock using the funnel, or allow the children to scoop rice into the sock using the measuring cups. Tie a knot in the end of the sock. At home the sock may be placed in the microwave oven for one minute to create a soothing heating pad. Do not microwave for more than one minute, or the rice will burn.

**Week 2**  
**Bible Story Characters****You Need:**

- craft sticks
- colored ink pads or finger paints
- black markers
- baby wipes or paper towels and soapy water

Create a simple Bible character by pressing the child's thumb onto an ink pad or into finger paint and then onto one end of a craft stick. Use the marker to add facial features.

Repeat on fingers with three different colors to create three characters (Peter, John, and lame man). Wipe the children's fingers with baby wipes or paper towels dipped in soapy water. Use the characters to tell the Bible story. Lay the lame man down until Peter commands him to stand up and walk.

**Week 3**  
**Praise God Banner****You Need:**

- wooden dowels or craft sticks
- felt or construction paper triangles (see p. 69)
- scissors
- glitter glue or markers
- glitter or sequins (optional)
- craft glue or hot glue gun

To prepare in advance, cut felt or construction paper triangles approximately three to four inches (9-11 cm) long (you can use the pattern on page 69).

If using felt, ask parents to write the words "Praise God" on the triangle with glitter glue or a marker. The children can decorate with glitter or sequins or other materials as desired.

Glue the triangle to the dowel or craft stick with regular craft glue or hot glue and a glue gun.

**Week 4**  
**Holding Hands****You Need:**

- paper
- scissors
- crayons
- pattern (see p. 70)

In advance, copy the pattern on page 70 for each child. Ask the parents to help fold at the dotted lines. Cut out the figure, leaving the arms attached at the edges. Unfold to see four children holding hands. The children may color the paper children. Talk about how we reach out to others when we help them.

**Week 5 (Optional)**  
**Helping Hands**

**You Need:**

- construction paper
- pencils or markers
- scissors
- glue or glue sticks
- craft sticks or paintbrushes
- glitter, sequins, etc. (optional)
- magnetic tape strip (optional)

Ask parents to trace around their children’s hands on a piece of construction paper and cut them out, keeping the thumbs together so the hands stay connected. Write the words “Helping Hands” on the hands. Squirt a little glue onto each set of hands. Allow the children to spread the glue with a craft stick or a paintbrush and add glitter, sequins, etc., if you choose. Attach a piece of magnetic tape strip to the back (optional).

**Snack Center (Optional)**

If you choose to do so, provide a healthful snack of fruit or crackers.

**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. In addition, you may want to provide a snack at one table.

**Closing**

**You Need:**

- rainbow sticks or bells

Distribute rainbow sticks or bells. Sing the memory verse song again. Sing the following words to the tune of “All Our Needs” (*Little Voices Praise Him*, No. 85) or “Mary Had a Little Lamb.”

It is good that you help,  
That you help, that you help;  
It is good that you help.  
Third John five.

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Close with a short prayer similar to the following: **Dear Jesus, please help us to be kind when we see others in need. Please help us to help others. Amen.**

As the children prepare to leave the room, sing “Good-bye to You” (*Little Voices Praise Him*, No. 45).

Good-bye to you,  
Good-bye to you,  
Good-bye each little one;  
And don’t forget,  
Jesus is coming soon for you and me.  
—S. Vance

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**Notes**

STUDENT LESSON

# Peter and the Lame Man

**References**

Acts 3:1-10;  
The Acts of  
the Apostles,  
pp. 57-59

**Memory Verse**

“It is good that  
you . . . help”  
(3 John 5, ICB).

**The Message**

I can help  
others.

*Kayla hurt her leg. See the bandages. See her crutches. Kayla cannot run and play. In the Bible story, Peter sees a man with hurt legs.*

See the lame man. *[Point to the man.]* His friends bring him to the Temple gate. The lame man cannot walk. He cannot work. He will sit all day at the Temple. *[Pretend to sit at the Temple.]*

The lame man cannot work. *[Speak sadly.]* He needs money. See the little jar for money. *[Point to the jar.]*

Walking, walking. *[Walk around the room.]* See all the people walking. The people can give money. *[Put some money in a clay pot or dish.]*

Walking, walking. *[Walk fingers across the picture.]* Many feet go walking. They do not stop.

*[Speak sadly.]* “Money for a poor man?” The people do not give money. They do not stop. We will give some money. *[Have your child add money to the jar.]*

Looking, looking. Look at the feet. *[Point to the feet in front of the man.]* These feet stop. “Money for a poor man!” the lame man shouts.

The feet do not move. No money falls in the jar.

“Look at us!” a voice says. The lame man smiles. He looks up.

He sees Peter. Will Peter give him a lot of money?

Peter says, “I have no money *[shake head]*, but I will give you something better!”

Peter holds the lame man’s hand. *[Take child by the hand.]* Peter smiles. *[Smile at child.]* “In the name of Jesus,



stand up and walk!” Peter says. *[Pull the child up.]*

See the man stand up! Yea! *[Clap and shout.]* “Thank You, Jesus!”

See the man jump. *[Point to the man.]* See the man smile. See his strong legs. Hear him shout, “Thank You, Jesus!”

“Thank You, God, for kind Peter. Help me to be a kind child. Amen.”

**1.** Have your child explore many ways to move. Say: The lame man was sad when he could not move. Jesus helped Peter heal the lame man, which made him happy.

**2.** Put a small pillow on the floor and have your child run and jump over it. Talk about how strong their legs are.

**3.** Place a small bowl, a coin, and a cloth bandage in a bag. Have your child name the object as they pull it out. Say, "The lame man needed money," etc.

**4.** Talk about the lame man's feet and legs and how they didn't work right. Have your child wiggle his or her toes, feet, and legs, and thank Jesus for a healthy body.

**5.** Take your child by the hand and say "We can help others as Peter did." Do something together to help someone.

**6.** Use a toy telephone to talk to your child. Explain to your child that we do not need a telephone to talk to God. Help your child understand that God hears our prayers even though we cannot see Him.

**7.** Help your child share their toys by practicing with them or by inviting a friend

# Do & Say

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

to come to play. Sing "Sharing Song" (*Little Voices Praise Him*, No. 279).

**8.** Hold your child tightly and whisper in their ear that you love them. Whisper that Jesus loves them too.

**9.** Draw faces on your child's fingers to make puppets, or use socks for hand puppets. Name each finger a different person in the story. Role-play the story.

**10.** Act out the story using the finger play from Sabbath School (see the Bible study guide, page 62).

**11.** Have your child crawl to see how it would feel not to be able to walk.

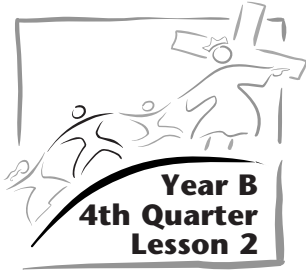
**12.** Hold your child in your arms while you sing the memory verse song together.

**13.** Teach your child to help by playing a game. Toss a soft toy to your child and ask them to pick it up and toss it in a toy basket/container.

**14.** Sing "Wonderful Jesus" (*Little Voices Praise Him*, No. 84) while you and your child do appropriate motions.

**15.** Together, make a food item to share with someone, or take some canned food to a homeless shelter or food bank.

# LESSON



## Paul and the Shipwreck

### **SERVICE**

Service means helping others.

#### **References**

Acts 27; 28; *The Acts of the Apostles*, pp. 439-446.

#### **Memory Verse**

"Tell about . . . the wonderful things [God] has done" (Psalm 105:2, ICB).

#### **Objectives**

##### **The children will:**

**Know** that they can share God's good news with others.

**Feel** sure that God will be with them.

**Respond** by comforting others.

#### **The Message**



I will tell others about Jesus.

## Getting Ready to Teach

#### **The Bible Lesson at a Glance**

Paul is traveling by boat. He warns the captain of the ship that there will be a big storm, but the captain doesn't listen. When a dangerous storm comes up, everyone is afraid, but God shows Paul that no one will be drowned. Paul encourages the others by sharing God's message of hope with them.

#### ***This is a lesson about service.***

If we are willing, God can use us to minister to others who are outside of

our family and community of faith. They have need of the comfort from Jesus that we can share.

#### **Teacher Enrichment**

"Paul's 'I told you so' [Acts 27:21] was not by way of censure or unpleasant nagging, but to persuade the ship's officers to heed what he was now about to say. If his advice (v. 10) had been followed, the danger and fear of the past several days could have been avoided. They would do well to listen to the fur-

# TWO



ther counsel he now had to give" (*The SDA Bible Commentary*, vol. 6, p. 448).

"For fourteen days they drifted under a sunless and starless heaven. The apostle, though himself suffering physically, had words of hope for the darkest hour, a helping hand in every emergency. He grasped by faith the arm of Infinite Power, and his heart was stayed upon God. He had no fears for himself; he knew that God would preserve him to witness at Rome for the truth of Christ. But his heart yearned with pity for the poor souls around him, sinful,

degraded, and unprepared to die. As he earnestly pleaded with God to spare their lives, it was revealed to him that his prayer was granted" (*The Acts of the Apostles*, p. 442).

## **Room Decorations**

Outdoor scenery is appropriate—trees, flowers, rocks, bushes, etc. A small boat (plastic, inflatable, small rowboat, etc.) helps make the scene. This boat will be used in Experiencing the Story. A blue sheet or cloth can be put around the boat to represent water.



# Program Overview

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	ongoing	Greet students	
<b>1</b>			
<b>Parent Time</b>	up to 5		
<b>2</b>			
<b>Arrival Activities</b>	up to 10	<p>A. <i>Rockabye Baby</i></p> <p>B. <i>Ships</i></p> <p>C. <i>Angels</i></p> <p>D. <i>Book Basket</i></p> <p>E. <i>What's That?</i></p> <p>F. <i>Rocking Chair</i></p>	<p>blanket or sheet</p> <p>large plastic container or wading pool; small floating objects; straws</p> <p>angel costumes</p> <p>sturdy board books about ships, water, angels, etc.</p> <p>tape player, prerecorded sounds, pictures to match (optional)</p> <p>adult-sized rocking chair</p>
<b>3</b>			
<b>Getting Started</b>	up to 10	<p>Welcome</p> <p>Prayer</p> <p>Visitors</p> <p>Offering</p> <p>Birthdays</p>	<p>bells</p> <p>stickers or other small gifts (optional)</p> <p>boat-shaped offering container</p> <p>artificial birthday cake or container, candles or coins, matches (optional), small gift (optional)</p>
<b>4</b>			
<b>Experiencing the Story</b>	up to 30	<p>A. <i>Memory Verse</i></p> <p>B. <i>Little Lights</i></p> <p>C. <i>Sailing</i></p> <p>D. <i>Paul Warns the Captain</i></p> <p>E. <i>The Storm</i></p> <p>F. <i>The Angel</i></p> <p>G. <i>Eat Some Food</i></p> <p>H. <i>Safe on Shore</i></p> <p>I. <i>You've Got to Tell</i></p> <p>J. <i>Kind Lips</i></p> <p>K. <i>Share the Good News</i></p>	<p>small felt or cardboard "Bibles"</p> <p>candle, matches, nonflammable bucket or container (optional); felt candles (optional)</p> <p>small boat or sheet or blanket (see activity)</p> <p>electric or paper fan, spray bottle of water, recording of thunder or drum, flashlight (optional), toy drums (optional), toy cymbals (optional), boat from Activity C (optional)</p> <p>angel sticks or mitts or felt angels</p> <p>felt or plastic food, basket or box</p> <p>"Jesus Loves Me" banners or flags or toy rhythm instruments</p> <p>toy musical or rhythm instruments (optional)</p> <p>felt lips</p> <p>"Jesus Loves Me" banners or Jesus stickers or Jesus felts</p>



LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>5</b> <b>Make and Take</b> (Optional)	up to 10		
<b>Week 1</b>		<i>Storm Cloud</i>	gray construction paper, cloud pattern (see p. 71), scissors, spray bottle with water
<b>Week 2</b>		<i>Sailing Ship</i>	paper, container of water, boat pattern (see p. 72)
<b>Week 3</b>		<i>Lightning Pictures</i>	shallow plastic container, yellow paint, plastic bowl, tweezers or tongs, black paper, marbles or golf balls
<b>Week 4</b>		<i>Angel</i>	angel pattern (see p. 73); yellow paper; feathers or white paper; scissors; fabric or tissue paper squares, yarn, glitter, etc.; glue sticks
<b>Week 5</b> (Optional) <b>Snack Center</b> (Optional)		<i>Paul Sock Puppet</i>	socks, yarn, felt, googly eyes, glue, markers fresh or dried fruit, crackers

## 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

One day as we were talking about missionaries and what they do, my small child said, “Mommy, can’t we sell our house and put everything into our van and drive around telling people about

Jesus?” How do you answer that?

I told Andrew maybe we could do that, but we could be missionaries right where we are by telling our neighbors about Jesus. He wanted to invite his friend Jack to Sabbath School. We did—twice. The parents sounded interested, but they never made it to Sabbath School before they moved away. We hope we planted seeds of Jesus’ love in Jack’s heart that someday will sprout.

How do you share Jesus with others? How can you help your child do so?

### Week 2

He was all over the room. Little Timon was a very busy boy, and his mother had a hard time keeping up with him. He was 1 year old, but the other

children in his Sabbath School class were 2½-year-olds.

"Why can't he be more like your little boy?" she asked me one day.

I laughed, remembering that a year earlier my son had been the very same way. "Timon is just a little guy," I told her. "He's doing just exactly what he should be doing. It won't be long before he'll join in with the activities. You're doing a great job—just hang in there!" As the months went by, Timon did join in more and more. He was a little sweet-heart and loved Sabbath School.

One morning I heard Timon's mother encouraging another mom whose child was all over the place. "Just wait, it won't be long until he joins right in there," she said. I smiled.

Jesus says, "Encourage one another and build each other up" (1 Thessalonians 5:11, NIV).

Share ways we can encourage one another and build each other up.

### **Week 3**

I love to plant flowers. But I hate to weed. That's a good thought for raising kids as well. "Time is short. It is easier and much safer to sow clean and good seed in the hearts of your children, than to pluck up the weeds afterward" (Ellen G. White, *Signs of the Times*, Apr. 17, 1884).

Share ways you can plant good seeds in your child's heart, even though they are small.

### **Week 4**

When our son was teething, he loved to suck on an ice cube. His 2-year molars started to come in, and he loved to say, "Ice, ice," over and over until we would give him an ice cube.

One evening after we had heard "ice" about 450 times, I tried to distract

his attention. Thinking I would give my wife a break, I took him outside to show him the moon. It was a beautiful night. Pointing upward, I said, "Moon. Moon." After repeating it several times, I asked him to say "Moon." So he did! "Moon, Moon." Then he looked right at me. "Ice!" he said.

He knew what he wanted, and no amount of persuasion could convince him otherwise! I think how often I'm just like that. God has something wonderful to show me, but I'm stuck on my own little agenda. "Lord Jesus, make me open to what You want for me."

Share a time when you were surprised by how God's plan was better than yours.

### **Week 5 (or optional)**

I sat in the mother's room during the worship service, wondering if my devotional life would ever be again. The pastor's message was good, but he reminded us that we needed to spend time with Jesus to grow in Him. I laughed inwardly. *Devotional life? What's that?* It was something for people who had quiet mornings and nights of sleep. Not for people like me.

My devotional life meant reading baby Bible stories and saying one-sentence prayers. Suddenly a precious thought came into my cynical mind: "Those are devotional moments! I know your life now, and I'll speak to you in sentences, not in paragraphs." Tears welled up in my eyes. I felt as if Jesus understood.

When you feel so dry spiritually, remember, Jesus understands. He'll speak to you in moments, and you are always in His heart.

Share about a time when you felt that God was speaking to you.

## 2

## ARRIVAL ACTIVITIES

Plan simple play activities 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. Rockabye Baby**

Place a child on a blanket or sheet while two adults gently swing him or her back and forth. Talk or sing about boats on stormy waves.

**B. Ships**

Fill the bottom of a large plastic container or small wading pool with a few inches of water. Supply small plastic containers, nutshells, matchboxes, Styrofoam trays, or other floating objects as ships. Allow the children to blow through a straw to try to move the "boats" across the water.

**C. Angels**

Provide angel costumes for the children to play dress-up. Encourage them to do something to help someone else, such as hug mommy or assist the leader with some small task.

**D. Book Basket**

Supply sturdy board books about ships, water, angels, etc.

**E. What's That?**

Provide a tape player and a prerecorded tape of sounds such as animal noises, birds, storm sounds, transportation noises. (If you're recording the tape, leave 30 seconds between each sound.) If possible, supply pictures to match the sounds. Encourage children and parents to sit together around the cassette player as the sounds are played, and have parents ask their children: "What's that?" If you have pictures, the children can point to the picture that matches the sound.

**F. Rocking Chair**

Provide an adult-sized rocking chair for parents to hold and rock children who are too tired or shy 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.**

Go around the room and welcome each child. Encourage children and parents to greet each other with a smile and handshake. Sing "I'm Glad I Came to Sabbath School" (*Little Voices Praise Him*, No. 5).

I'm glad I came to Sabbath school,  
I'm glad I came to Sabbath school,  
I'm glad I came to Sabbath school,  
On this bright Sabbath morning.  
—Edith Smith Casebeer

Say: **It's so nice to see each other. It's so nice to be in Sabbath School. Are you glad that you came today? Let's sing with our instruments.** Distribute bells to the children. Sing "Sabbath Bells" (*Little Voices Praise Him*, No. 237).

Ring-a-ling-a-ling,  
Ring-a-ling-a-ling,  
Sabbath bells are ringing.  
Ring-a-ling-a-ling,  
Ring-a-ling-a-ling,  
Children sweetly singing.  
—Mildred Adair

## B. Prayer Time

Say: **Let's thank Jesus for our Sabbath School and for all our friends who are here today. We talk to Jesus when we pray.** Sing "Get Ready to Pray" (*Little Voices Praise Him*, No. 8).

I will bend my knees; I will fold my hands;  
I will bow my head; I will close my eyes  
And very, very quiet be while the prayer is said.  
—Nancy J. Stagl-Schippmann

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Pray a simple prayer and have the children repeat your words, similar to the following: **Dear Jesus, thank You for our Sabbath School. Thank You for the stories in the Bible. Thank You for loving us. Amen.**

Sing "Response" (*Little Voices Praise Him*, No. 23).

Thank You, Jesus, for loving me.  
Amen.  
—Mary E. Schwab

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**C. Visitors****You Need:**

- stickers or other small gifts (optional)

Greet the visiting children and their parents. You may choose to give the visitors a sticker or other small gift. Sing "We Welcome You" (*Little Voices Praise Him*, No. 7).

We welcome you,  
We welcome you,  
On this Sabbath day;  
We welcome you,  
We welcome you,  
On this Sabbath day.

—Mildred Adair

**D. Offering****You Need:**

- offering container

Say: **Some families don't know that God loves 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, or other container for the offering. Invite children and parents to give their offerings to Jesus. Sing "Giving" (*Little Voices Praise Him*, No. 285).

I'm giving, I'm giving because I love Jesus;  
I'm giving, I'm giving because I love Him.

—Mary LeBar

Say: **Thank you, boys and girls, for bringing your offering. Let's ask Jesus to bless the money.** Pray a simple offering prayer.

**E. Birthdays**

Say: **It's a special day for \_\_\_\_\_ . It's (his/her)**

**birthday!** Lead the child to the birthday chair. Sing "Count the Birthday Money" (*Little Voices Praise Him*, No. 37). Give the child the appropriate number of coins to drop into the artificial birthday cake or other container, or light the candles on the cake while you sing.

Mary\* has a birthday, we're so glad.

We will see how many she\* has had.

As we count the money (candles) we are told [count]

Yes, the money (candles) says (say) she's\* three\* years old.

—Johnie B. Wood

\*Insert the appropriate name, pronoun, and age for the child.

Then sing "Happy Birthday!" (*Little Voices Praise Him*, No. 39).

Happy birthday, happy birthday,  
Happy birthday to you;  
Jesus loves you, dear \_\_\_\_\_.\*  
Happy birthday to you!

—Janet Sage

\*Insert child's name.

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**You Need:**

- artificial birthday cake or other container
- coins or candles
- matches (optional)
- small gift (optional)

4

EXPERIENCING THE STORY

**A. Memory Verse**

**You Need:**

- small felt or cardboard "Bibles"

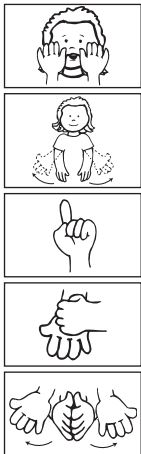
Say: **It's time to look in our Bibles.** Distribute small individual felt or cardboard "Bibles" to the children. Sing "Jesus Talks to Me" (*Little Voices Praise Him*, No. 51).

Bible, Bible, Jesus talks to me.  
 Bible Book, let me look, Jesus talks to me.  
 Bible, Bible, Jesus talks to me.  
 Bible Book, let me look, Jesus talks to me.

—Susan Davis

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Say: **Pastor Paul and Dr. Luke were missionaries. That means they left their home and traveled to other places to tell people about Jesus. Our memory verse is: "Tell about . . . the wonderful things [God] has done." That's what Paul and Luke did. They told others about the wonderful things God has done.** Use the following to teach the memory verse.



- Tell about . . .** Put hands to mouth.
- the wonderful things** Arms close to body, then spread them out wide.
- [God]** Point upward.
- has done.** Put one fist into the open palm of the other hand.
- Psalm 105:2** Palms together; then open.

**B. Little Lights**

**You Need:**

- candle
- matches
- nonflammable bucket or container (optional)
- felt candles (optional)

Say: **Pastor Paul and Doctor Luke loved Jesus very much. They wanted other people to know about Jesus too.**

**When people share the good news about Jesus, we sometimes say that they are letting their light shine.**

**In our story today Paul and Luke were letting their lights shine.**

Turn out the classroom lights, then light the candle and hold it where all the children can see it while you sing as many verses as you choose of "This Little Light of Mine" (*Little Voices Praise Him*, No. 313).

Options: 1. Cover the candle with the bucket while you sing the fourth verse. 2. Ask the children to hold up their index finger for a candle and simulate motions while you sing. 3. Distribute felt candles for the children to put on the board while you sing.

This little light of mine,  
 I'm gonna let it shine.  
 This little light of mine,  
 I'm gonna let it shine,  
 Let it shine, let it shine, let it shine!

Don't let Satan blow it out.  
 I'm gonna let it shine.  
 Don't let Satan blow it out.  
 I'm gonna let it shine,  
 Let it shine, let it shine, let it shine!

Shine it round the neighborhood.  
I'm gonna let it shine.  
Shine it round the neighborhood.  
I'm gonna let it shine,  
Let it shine, let it shine, let it shine!

Hide it under a bushel, NO!  
I'm gonna let it shine.  
Hide it under a bushel, NO!  
I'm gonna let it shine  
Let it shine, let it shine, let it shine!

Let it shine till Jesus comes.  
I'm gonna let it shine.  
Let it shine till Jesus comes  
I'm gonna let it shine,  
Let it shine, let it shine, let it shine!  
—Unknown

Say: **When you let your light shine, are you telling others about the wonderful things God has done for you? Yes! Paul and Luke told many people about Jesus, and how He saves us from our sins. Let's say our memory verse again with the motions:**

- Tell about . . .** Put hands to mouth.
- the wonderful things** Arms close to body, then spread them out wide.
- [God]** Point upward.
- has done.** Put one fist into the open palm of the other hand.
- Psalm 105:2** Palms together; then open.

### C. Sailing

Say: **Paul and Luke told many people about Jesus. But not everyone wanted to hear about Jesus. Now soldiers were taking Pastor Paul and Doctor Luke to the city of Rome. They had to travel in a big ship.**

Invite a few children at a time to sit in the boat while adults gently rock it. If you do not have access to a boat, seat the children one or two at a time on the sheet or blanket and have two adults gently rock it back and forth while you sing the following words to "A Boat Goes Sailing" (*Little Voices Praise Him*, No. 35). Repeat until all the children have had a turn.

A boat goes sailing to the mission  
land,  
Sailing, sailing, mission boat.  
It takes Paul and Luke to the people  
there,  
Sailing missionary boat.  
—A. Haas. Adapted.

#### You Need:

- small boat (plastic, inflatable, small rowboat, etc.) or sheet or blanket

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**D. Paul Warns the Captain**

Say: **Pastor Paul and Doctor Luke's trip took a long time. Their ship had to stop many times at many different places.**

**Now it was the time of year when many storms came. But the ship's captain wanted to finish the trip and get to Rome. So one day, when a nice gentle breeze started blowing, he decided it was time to set sail again. But Paul knew a storm was coming. So he went to talk to the captain.**

Teach the children the motions to the following finger play:



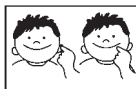
**Captain, sir, please hear my words,** Stand up and salute.



**A storm is on the way;** Hold hands high over head and wave as if to imitate branches in the wind.



**To sail today is a mistake;** Hold up index finger and shake it in a "no" motion while shaking head "no."



**Listen to what I say.** Point to ears and then mouth.

**E. The Storm**

Say: **The captain didn't listen to Paul. He thought it was a perfect day for sailing. So he pulled up the anchor, and they set out to sea. They had not gone very far when the wind began to blow harder.**

Some children may not be comfortable being part of this activity; be sensitive to their reluctance.

Turn on the electric fan and point it

**You Need:**

- electric or paper fan
- spray bottle of water
- recording of thunder or drum
- flashlight (optional)
- toy drums (optional)
- toy cymbals (optional)
- boat from Activity C (optional)

at the children so they can feel the wind, or fan the children with a paper fan.

**It started to rain.**

Spray the children gently with the water.

**Then thunder boomed and lightning cracked.**

Play a recording of storm sounds or ask a helper to beat a drum. Turn the room lights off and on repeatedly or turn out the lights and turn a flashlight off and on.

**The waves got higher and higher.**

**They were in a terrible storm!**

Distribute the toy drums and cymbals to the children, if desired, and allow them to make storm sounds while you sing. You may also invite a few children at a time to sit in the boat while adults rock it harder. If you wish, continue to spray the children.

As an alternative, have the children make hand motions for "down" and "up" while you sing the chorus to "The Wise Man and the Foolish Man" (*Little Voices Praise Him*, No. 62), using the following words:

- The rains came down and the waves came up;
- The rains came down and the waves came up;
- The rains came down and the waves came up;
- Paul and Luke were on the ship in a storm.

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## F. The Angel

### You Need:

- angel sticks or mitts or felt angels

Say: **The waves got higher and higher. The ship rolled from side to side.**

**The storm lasted for many days. Everyone on the ship was feeling sick and frightened. Even Pastor Paul and Doctor Luke were unhappy.**

**Then one night, while Paul was trying to sleep, an angel came to talk to him. The angel said, "Don't worry, Paul. The ship will sink, but nobody will drown."**

**Jesus sent the angel to give Pastor Paul that message for all the people on the ship.**

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

When Paul and Luke sailed in the scary storm,  
 God sent His angels to watch over them.  
 When Paul and Luke sailed in the scary storm,  
 God sent His angels to watch over them.  
 —Mary E. Schwab. Adapted.

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Say: **The angel wanted Paul to tell his good news to everyone on board the ship. Can you say the memory verse with me?**

Invite the children to say the memory verse with you while they do the motions.

Tell about . . .

Put hands to mouth as if to amplify voice.



the wonderful things

Arms close to body, then spread them out wide.



[God]

Point upward.



has done.

Put one fist into the open palm of the other hand.



Psalm 105:2

Palms together; then open.



Say: **What wonderful thing was God going to do? He was going to save them all from the storm.**

## G. Eat Some Food

Say: **The sailors could tell the ship was getting closer to shore. The sailors and the other people on board the ship hadn't eaten in days; they were too sick and too scared to eat. But the angel told Paul the ship would sink, so Paul knew they might have to swim. And they would need energy for swimming. So Paul told them all to eat some food.**

Distribute a felt food or plastic food to each child. Invite the children to bring the felt to the board or place the plastic food in a basket or box while you sing the following words to the tune of "The Butterflies" (*Little Voices Praise Him*, No. 173).

"You need to eat some food today,"  
 That's what Paul told the men.  
 "You need to eat some food today,"  
 That's what Paul told the men.

### You Need:

- felt or plastic food
- basket or box

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**H. Safe on Shore**

**You Need:**

- “Jesus Loves Me” banners or flags, or toy musical instruments

Say: **The next day the men on the boat saw an island with a sandy beach. The ship ran into the sand, but the waves began to beat it to pieces. All the men on board were able to swim to shore or grab a piece of wood and hold on until they got to land. Everyone was safe!**

Invite the children to wave their banners or flags, or play their musical instruments while you sing “Praise to Jesus” (*Little Voices Praise Him*, No. 222).

Praise to Jesus! Praise to Jesus!  
We praise Him, We praise Him,  
We praise Him!

—Janet Sage

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Say: **God had just done something wonderful! He had saved the lives of everyone aboard the ship! Let’s say our memory verse again.**

Invite the children to say the memory verse with you again.



**Tell about . . .** Put hands to mouth as if to amplify voice.



**the wonderful things** Arms close to body, then spread them out wide.



**[God]** Point upward.



**has done.** Put one fist into the open palm of the other hand.



**Psalm 105:2** Palms together; then open.

**I. You’ve Got to Tell**

**You Need:**

- toy musical instruments (optional)

Say: **When God has done something wonderful for you, it makes you want to tell others. Pastor Paul and Doctor**

**Luke told others about the wonderful things God has done. We can tell others too. Let’s sing about it.**

Distribute the musical instruments or teach the children the motions that accompany the song. Sing “You’ve Got to Tell” (*Little Voices Praise Him*, No. 315).

**When you know Lord Jesus** Point upward.

**And His love for you,** Cross arms over chest.

**There is just one thing** Hold up index finger.

**You’ve simply got to do.** Shake index finger.

**You’ve got to tell, tell, tell, tell.** Cup hands around mouth.

**You’ve got to tell, tell, tell, tell.** Cup hands around mouth.

**In a whisper,** Cup hands tightly around mouth.

**In a shout,** Let hands fly away from mouth and shout.

**Let it out, let it out!** Jump up and down.

**You’ve got to tell, tell, tell, tell.** Cup hands around mouth.

—Carol Greene

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**J. Kind Lips**

**You Need:**

- ☐ felt lips

Say: **What kind of lips tell others about Jesus? Kind lips. People who tell others about Jesus must always choose words that are kind and loving.**

Distribute the felt lips to the children. **Let's bring our kind lips to the board while we sing a song about kind lips for Jesus.** Sing "Kind Lips" (*Little Voices Praise Him*, No. 310).

My little lips will be kind lips,  
My little lips will be kind lips,  
My little lips will be kind lips,  
Saying kind things for dear Jesus.

—Mary E. Schwab

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Say: **Let's use our kind lips to say our memory verse again.** Say the memory verse again.

- Tell about . . .** Put hands to mouth.
- the wonderful things** Arms close to body, then spread them out wide.
- [God]** Point upward.
- has done.** Put one fist into the open palm of the other hand.
- Psalms 105:2** Palms together; then open.

**K. Share the Good News**

Say: **What is the good news we want to share with others? We want to tell them that God loves them so much that He sent Jesus to earth to save us from our sins.**

Distribute the "Jesus Loves Me" banners or felt pictures of Jesus to the children. Invite them to wave the banners or bring their pictures of Jesus to the board while you sing. Or place a sticker of Jesus on the back of each child's hand while you sing the following words to the tune of "Who Is Jesus?" (*Little Voices Praise Him*, No. 180).

Share the good news, share the good news,  
Of God's love, of God's love.  
Jesus came to save us, Jesus came to save us.  
Share the news. Share the news.

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Say: **God has done many wonderful things for us just as He did for Paul and Luke. Can you tell someone about Jesus and how much He loves you? Can you remember to do that? Let's say our memory verse again.** Invite the children to say the memory verse with you again.

- Tell about . . .** Put hands to mouth.
- the wonderful things** Arms close to body, then spread them out wide.
- [God]** Point upward.
- has done.** Put one fist into the open palm of the other hand.

- Psalms 105:2** Palms together; then open.

**You Need:**

- ☐ "Jesus Loves Me" banners or Jesus stickers or Jesus felts



5

**MAKE AND TAKE (Optional)**

**Week 1**  
*Storm Cloud*

**You Need:**

- cloud pattern (see p. 71)
- gray construction paper
- scissors
- spray bottle with water

In advance, copy the cloud pattern on page 71 onto gray construction paper. Ask the parents to cut out one for their child. Hold the cloud over the child's head and gently spray the child with water.

Say: **Rain comes from dark clouds.**

**Week 2**  
*Sailing Ship*

**You Need:**

- boat pattern (see p. 72)
- paper
- container of water

Ask each parent to fold a piece of paper into a boat shape. (See pattern on page 72.)

Say: **Place the boats in the water and have your child gently blow on the boat to watch**

**it move.** Ask: **What happens if you blow harder? If you rock the container of water? Does it remind you of the ship Paul and Luke were on?**

**Week 3**  
*Lightning Pictures*

For each child, lay a piece of black paper in the bottom of a shallow plastic container. The paper must lay flat.

Put yellow paint into a plastic bowl. Dip one or two marbles or golf balls in yellow paint and use the tweezers or tongs to pick them up and place them on the paper.

Allow the child to tip the plastic container back and forth to make the marble(s) roll over the black paper, leaving a tiny trail of paint wherever they go. Talk about how the paint looks like lightning against a dark sky.

**You Need:**

- shallow plastic container
- yellow paint
- plastic bowl
- tweezers or tongs
- black paper
- one or two marbles or golf balls

**Week 4**  
*Angel*

In advance, make a copy of the angel pattern (see page 73) for each child on yellow paper. Supply feathers purchased at a craft store or two half circles cut out of white paper for wings (see page 73).

Have the parents assist their child in gluing on the wings and decorating the angel with art supplies such as small pieces of fabric or tissue paper squares, yarn, or glitter.

**You Need:**

- angel pattern (see p. 73)
- yellow colored paper
- feathers or white paper (see p. 73 for angel wings)
- scissors
- fabric or tissue paper squares, yarn, glitter, etc.
- glue sticks

**Week 5 (or optional activity)****Paul Sock Puppet****You Need:**

- socks
- yarn, felt, googly eyes, etc.
- glue
- markers

Have the parents use a marker to draw facial features on a sock, or the children can help glue on yarn, felt, etc., to represent facial features. The child may place the puppet over one hand

to represent Paul as you tell them the story of Paul and the shipwreck.

**Snack Center (Optional)**

Paul told the sailors to eat. You may wish to serve the children a small snack such as fresh or dried fruit, crackers, etc.

**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. In addition, you may want to provide a snack at one table.

**Closing**

Say the memory verse again, using the motions.

**Tell about . . .**

Put hands to mouth.

**the wonderful things**

Arms close to body, then spread them out wide.

**[God]**

Point upward.

**has done.**

Put one fist into the open palm of the other hand.

**Psalm 105:2**

Palms together; then open.



Say a short prayer similar to the following: **Dear Jesus, thank You for all the wonderful things You have done. Please help us share the good news with others. Amen.**

As the children prepare to leave the room, sing, "Good-bye to You" (*Little Voices Praise Him*, No. 45).

Good-bye to you,  
 Good-bye to you,  
 Good-bye each little one;  
 And don't forget,  
 Jesus is coming soon for you and me.  
 —S. Vance

STUDENT LESSON

# Paul and the Shipwreck

**References**

Acts 27; 28;  
The Acts of  
the Apostles,  
pp. 439-446

**Memory Verse**

"Tell about . . .  
the wonderful  
things [God] has  
done" (Psalm  
105:2, ICB).

**The Message**

I will tell others  
about Jesus.

*See the storm. Ama has her raincoat on. The wind blows. Whoooooosh! The rain pounds. In the Bible story a big storm comes.*

Marching, marching. Soldiers march to their boat. *[March like soldiers.]* The soldiers take Pastor Paul to the big boat. Doctor Luke goes too.

Rocking, rocking. See the big boat. It floats on the water. *[Point to the boat, then to the sails.]* See the sails.

The soldiers take Pastor Paul onto the boat. Doctor Luke goes on board too.

"This boat goes to Rome!" the captain shouts. "Set the sails. Raise the anchor!"

"Don't go!" Pastor Paul warns. "A storm is coming."

But the captain does not listen. *[Cover ears; shake head.]* "No, no! We must go to Rome," he says.

So sailors take up the anchor. Sailors set the sails. *[Point to the sails.]* The boat sails away.

*Pitter-patter-patter-pat!* Rain is falling hard. *Whoosh!* Wild winds shake the ship. Big waves break over the boat. People hold on tightly. Everyone gets wet. *[Point to people.]*

Pastor Paul kneels quietly. "Dear God, help us!" he prays. Doctor Luke prays too. *[Point to Pastor Paul and Doctor Luke.]*

"Don't worry," Pastor Paul says. *[Point to Paul.]* "God's angels are here. *[Point to the angels.]* The ship will sink, but you will be safe."

Pastor Paul eats some food. *[Pretend to eat.]* Doctor Luke eats some food. The soldiers and sailors eat too.

*Crash-bang!* The storm drives the boat onto rocks. The ship breaks apart. *[Point to the ship.]*



Pieces of the ship float on the water. People hold on to floating pieces. *[Point to people in the water, then to Paul and Luke.]*

Pastor Paul and Doctor Luke float on the water. They float into safe water.

Pastor Paul comes out of the water. Doctor Luke helps him walk to a huge fire.

*[Count people in the picture.]* One. Two. Three. Four. Five. Pastor Paul counts all the people. He thanks God for His care and for saving all the people on the big boat.

Pastor Paul tells the soldiers and sailors about Jesus. Can you tell someone about Jesus?

- 1.** Water some plants together. Talk about the benefits of water and rain.
- 2.** Make cookies shaped like boats and share them with other children. Tell them the Bible story.
- 3.** Blow bubbles from dishwashing liquid. Talk about the wind.
- 4.** Go for a walk on a rainy day. Wear protective clothing. Talk about God's protection during storms and thank Him for it.
- 5.** Visit a harbor or marina to look at the boats or look at pictures of boats. Talk about the ship Paul sailed in.
- 6.** Show your child how to spray water from a bottle to make rain. Sing: "The raindrops fall with a pitter, patter, pit."
- 7.** Play with boats in the bath. Count them. Swish the water with your hands to pretend to make a storm.
- 8.** Pick up toys together. Put them in a toy box or basket. Thank Jesus for toys.

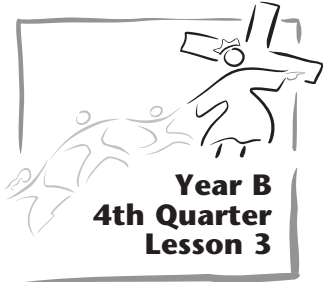
# Do & Say

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

- 9.** Look at angel pictures. Remind your child that God sent an angel to watch over Paul, and God sends angels to watch over us, too.
- 10.** Build a ship with blocks. Talk about Paul's ship. Let your child "break" the boat you built together.
- 11.** Count to seven, then say the days of the week. Clap for Sabbath.
- 12.** Role-play the story of Paul's shipwreck for family worship.
- 13.** Let your child turn the light switch off and on as if making lightning in a storm.
- 14.** Put some water in a shallow pan. Add something that floats and let your child blow on it to move it across the water. Talk about stormy winds.
- 15.** Listen to songs about Jesus while your child helps you today.



# LESSON



## Angels Sing to the Shepherds

**GRACE** God's grace is a gift.

### References

Luke 2; 1 Thessalonians 4:16, 17; Revelation 1:7; 14:1-3; 21; 22; *The Desire of Ages*, pp. 47, 48; *Testimonies*, vol. 1, pp. 60, 61, 67-70.

### Memory Verse

"[The Lord] said, 'I love you'" (Jeremiah 31:3, ICB).

### Objectives

#### The children will:

**Know** that Jesus came from heaven, and that someday He will take us there to live with Him.

**Feel** happy that Jesus came and joyful at the thought of going to heaven with Him.

**Respond** by thanking Jesus for coming and for the gift of heaven.

### The Message



Jesus likes to be with us.

## Getting Ready to Teach

### The Bible Lesson at a Glance

The shepherds are looking after their sheep one night when angels come and tell them that Jesus is born in Bethlehem. They go to see Baby Jesus.

Jesus is in heaven now. Someday we will go to heaven to live with Jesus.

#### **This is a lesson about grace.**

Jesus was willing to leave heaven to be with us, and someday He will come to take us to heaven with Him. What graciousness!

### Teacher Enrichment

Baby Jesus was wrapped in "swaddling clothes." "The Jewish mother believed that the limbs would grow straight and firm if they were bound tightly to the sides by what were called 'swaddling clothes.' These were bandages four or five inches [110-120 millimeters] wide and five or six yards [five or six meters] long (see Ezekiel 16:4; Luke 2:12)" (Ralph Gower, *The New Manners and Customs of Bible Times*)



# THREE



[Chicago: Moody Press, 1987], p. 62).

“We marvel at the Saviour’s sacrifice in exchanging the throne of heaven for the manger, and the companionship of adoring angels for the beasts of the stall. Human pride and self-sufficiency stand rebuked in His presence. Yet this was but the beginning of His wonderful condescension. It would have been an almost infinite humiliation for the Son of God to take man’s nature, even when Adam stood in his innocence in Eden. But Jesus accepted humanity when the race had been weakened by four thousand years of sin” (*The Desire of Ages*, pp. 48, 49).

## Room Decorations

Ideally, your room this month would contain two scenes, one with some type of backdrop to illustrate heaven, and one with a Bethlehem manger scene. The heaven scene can be a wooden or cardboard facade or a sheet hung on the wall with a painted picture of scenery on it. Whatever is chosen should have a “door” that opens so the children can walk through. Scenery includes trees, flowers, toy stuffed animals, hanging clouds, etc. The Bethlehem scene can contain a manger, toy stuffed farm animals, and straw or hay.

# Program Overview

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	ongoing	Greet students	
<b>1 Parent Time</b>	up to 5		
<b>2 Arrival Activities</b>	up to 10	<ul style="list-style-type: none"> <li>A. <i>Book Basket</i></li> <li>B. <i>Play Scenes</i></li> <li>C. <i>Angels</i></li> <li>D. <i>Praise Basket</i></li> <li>E. <i>Stuffed Animals</i></li> <li>F. <i>Rocking Chair</i></li> </ul>	<ul style="list-style-type: none"> <li>board books and puzzles about Baby Jesus, Christmas, angels, etc.</li> <li>play sets relating to Christmas story or heaven</li> <li>angel costumes</li> <li>toy musical instruments</li> <li>toy stuffed animals</li> <li>adult-sized rocking chair</li> </ul>
<b>3 Getting Started</b>	up to 10	<ul style="list-style-type: none"> <li>Welcome</li> <li>Prayer Time</li> <li>Visitors</li> <li>Offering</li> <li>Birthdays</li> </ul>	<ul style="list-style-type: none"> <li>bells</li> <li>stickers or small gifts (optional)</li> <li>offering device</li> <li>artificial birthday cake, birthday candles, matches or lighter, small gift (optional)</li> </ul>
<b>4 Experiencing the Story</b>	up to 30	<ul style="list-style-type: none"> <li>A. <i>Memory Verse</i></li> <li>B. <i>Shepherds in the Fields</i></li> <li>C. <i>Angel Appears</i></li> <li>D. <i>To Bethlehem</i></li> <li>E. <i>Finger Play</i></li> <li>F. <i>Jesus Is in Heaven</i></li> <li>G. <i>Building Mansions</i></li> <li>H. <i>Coming in the Clouds</i></li> <li>I. <i>Whom Will We See?</i></li> <li>J. <i>What Will We Wear?</i></li> <li>K. <i>What Will We Do?</i></li> <li>M. <i>Thank You, Jesus, for Heaven</i></li> </ul>	<ul style="list-style-type: none"> <li>felt or cardboard "Bibles"</li> <li>felt, plastic or other toy lambs or lamb mitts; shepherd costumes (optional)</li> <li>flashlight or spotlight, angel costume, angel mitts or felt angels or angel sticks</li> <li>felt, toy, or lambs from activity B; doll wrapped in blanket; manger</li> <li>plastic airplanes (optional)</li> <li>play tools, pieces of smooth wood</li> <li>felt clouds or cotton balls, bowl or flannel board with felt of Jesus' second coming</li> <li>angel sticks or felt angels, mansion prop or doorway</li> <li>crowns, white robes (optional)</li> <li>cardboard tree (with pegs) or felt tree and variety of artificial or felt fruit</li> <li>"Jesus Loves Me" banners</li> </ul>

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>5</b> <b>Make and Take</b> (Optional)	up to 10		
<b>Week 1</b>		<i>Sock Puppet Lamb</i>	socks or small fabric bags; stuffing material; string; yarn or rubber bands; markers
<b>Week 2</b>		<i>Angel Print</i>	bowl, spoon, liquid dish soap, food coloring, aluminum foil, paper; paintbrushes (optional), wipes, paper towels
<b>Week 3</b>		<i>Star</i>	star pattern (see p. 74), paper, scissors, glue or glue sticks, craft sticks or paintbrushes (optional), glitter, shiny stickers, wipes, paper towels
<b>Week 4</b>		<i>Heavenly Crown</i>	crown pattern (see p. 75), heavy yellow paper, scissors, tape, star stickers or colorful paper stars, glue (optional)
<b>Week 5</b>		<i>Fluffy Clouds</i>	Jesus' Coming pattern (see p. 76), crayons, cotton balls, glue, heavy paper
<b>Snack Center</b> (Optional)			variety of fruit

## 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**

She was only 2 days old, and we were to leave the hospital! But I wasn't

ready! This was my first baby, and I was nervous—OK, so I was really scared. How would I take care of her on my own? There were no nurses at home!

The nurse brought her to me—all wrapped up in a little blanket someone had given me. Her little eyes peeked out at me; then she yawned a big yawn and went back to sleep. She wasn't worried!

I was overwhelmed by this gift of a new life. What a precious child God had given me! As we left the hospital I prayed for His help. Somehow He would make everything right; He would see me through.

Yes, we survived! She has her own

baby girl now, and I have the joy of being a grandmother. Such wonderful gifts God gives us!

Share about a time you were “overwhelmed” by your gift from God.

### **Week 2**

As I was standing in line at the store, my 14-month-old reached his hand up and put it in mine. It was spontaneous and took me by surprise. It felt so wonderful to have that little warm hand in mine. My child loved me and wanted to be close to me.

There is nothing so wonderful as being loved unconditionally by a child! Even after I’d get upset at him and overreact, he’d always forgive me quickly. Jesus loves us and wants to be with us. Isn’t that an awesome thought? God’s Son likes to be with us! Warts and all!

Share a time you felt spontaneously loved by your child. Have you ever thought about how God likes to be with you?

### **Week 3**

It was Christmastime, and as we went into the bank one morning, my 2-year-old was captivated by the tree in the lobby. Beautiful toy-shaped glass ornaments hung thickly from every branch. We admired it for a few minutes before I went to the window to do my banking business. Suddenly I heard a crash that put fear into my heart. Glancing down quickly, I realized Carl *wasn’t* beside me. To my horror I saw that my precious, adorable child had pulled down the bank lobby tree! If only the floor would open up and swallow me. I grabbed my little escape artist by the arm and burst into tears.

Quickly stepping over from her desk came none other than an angel, I’m sure. That precious woman consoled me, told

me not to worry one little bit over that mess, and then *gave* me a little stuffed animal for my son. I tried to ask what I could do to pay for the broken ornaments, but she said only, “Keep doing your business here, honey, and don’t you give it another thought.” Talk about *grace!* I’ll never forget the treatment I received, compared to what I felt I deserved!

Share a time when someone’s gift of grace made the difference in your day. How can we share God’s grace with our little ones?

### **Week 4**

Christmastime—and I was a thousand miles from home. Life in a small apartment didn’t offer much in the way of Christmas cheer! *Maybe if I went shopping for gifts . . .*, I thought.

Just as I turned to get my coat, I heard a knock on my door. Feet shuffled in the hallway. “Sh,” I heard someone say.

I opened the door, and there stood my neighbor with her brood of children. Before I could say anything, they started to sing: “Angels we have heard on high . . .” And the littlest “angel” thrust a brightly wrapped loaf of nut bread into my hands.

I didn’t need to shop! Christmas “angels” had come to my door with gifts of friendship and love.

Share about a time you were lonely or sad and God “gifted” you with someone who helped.

### **Week 5 (or optional)**

“As you try to make plain the truths of salvation, and point the children to Christ as a personal Saviour, angels will be by your side” (*The Desire of Ages*, p. 517).

Think about having angels by your side as you share Jesus with your little one. Share your thoughts.

## 2

**ARRIVAL ACTIVITIES**

Provide simple play activities for the early children on the carpet or on a blanket, sheet, or quilt inside the semicircle. 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. Book Basket**

Provide a selection of board books and simple puzzles about heaven, angels, Baby Jesus, or animals.

**B. Play Scenes**

Provide a wooden, plastic, felt, fabric, or other type of play set with articles relating to the story of Jesus' birth or to heaven.

**C. Angels**

Make angel costumes available. The children may dress up and tell others that Jesus has been born, or pretend to welcome others to heaven.

**D. Praise Basket**

Fill a basket with a variety of toy musical instruments. Encourage the children to play the instruments as you sing a simple praise song. Talk about how we praise God when we are thankful for what He does for us.

**E. Stuffed Animals**

Provide a variety of toy stuffed animals, including farm animals. Imitate their sounds. Talk about the animals who welcomed Baby Jesus the night He was born. Explain that in the new earth all the animals will be gentle, and we will be able to play with them.

**F. Rocking Chair**

Provide an adult-sized rocking chair so parents may rock children who are too sleepy or shy to join in.

# 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.**

Go around the room and welcome each child. Encourage children and parents to greet each other with a smile and handshake. Sing "I'm Glad I Came to Sabbath School" (*Little Voices Praise Him*, No. 5).

I'm glad I came to Sabbath school,  
I'm glad I came to Sabbath school,  
I'm glad I came to Sabbath school,  
On this bright Sabbath morning.  
—Edith Smith Casebeer

Say: **It's so nice to see each other. It's so nice to be in Sabbath School. Are you glad to be in Sabbath School? Are you glad that you came today? It's especially nice to come to Sabbath School when it's Christmastime. Let's sing with our instruments.** Distribute bells to the children. Sing "Christmastime" (*Little Voices Praise Him*, No. 144) or select another praise song.

Christmastime, Christmastime tells of  
Jesus' love;  
Christmastime, Christmastime tells of  
Jesus' love;  
Merry Christmas, Merry Christmas,  
sing the happy song!  
Christmastime, Christmastime tells of  
Jesus' love.

—Janet Sage

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## B. Prayer Time

Say: **Let's thank Jesus for our Sabbath School and for all our friends here today. We talk to Jesus when we pray.** Sing "Get Ready to Pray" (*Little Voices Praise Him*, No. 8).

I will bend my knees; I will fold my  
hands;  
I will bow my head; I will close my  
eyes  
And very, very quiet be while the  
prayer is said.

—Nancy J. Stagl-Schippmann

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Pray a simple prayer and have the children repeat your words, similar to the following: **Dear Jesus, thank You for our Sabbath School. Thank You for the stories in the Bible. Thank You for loving us. Amen.**

Sing "Response" (*Little Voices Praise Him*, No. 23).

Thank You, Jesus, for loving me.  
Amen.

—Mary E. Schwab

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**C. Visitors****You Need:**

- stickers or other small gifts (optional)

Greet the visiting children and their parents. You may choose to give the visitors a sticker or other small gift. Sing "We Welcome You" (*Little Voices Praise Him*, No. 7).

We welcome you,  
We welcome you,  
On this Sabbath day;  
We welcome you,  
We welcome you,  
On this Sabbath day.

—Mildred Adair

**D. Offering****You Need:**

- offering container

Say: **Some families don't know that God loves 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 basket, or other container for the offering. Invite children and parents to give their offerings to Jesus. Sing "Giving" (*Little Voices Praise Him*, No. 285).

I'm giving, I'm giving because I love Jesus;  
I'm giving, I'm giving because I love Him.

—Mary LeBar

Say: **Thank you, boys and girls, for bringing your offering. Let's ask Jesus to bless the money.** Pray a simple offering prayer.

**E. Birthdays**

Say: **It's a special day for \_\_\_\_\_ . It's (his/her)**

**birthday!** Lead the child to the birthday chair. Sing "Count the Birthday Money" (*Little Voices Praise Him*, No. 37). Give the child the appropriate number of coins to drop into the artificial birthday cake or other container, or light the candles on the cake while you sing.

Mary\* has a birthday, we're so glad.

We will see how many she\* has had.  
As we count the money (candles) we are told [count]

Yes, the money (candles) says (say) she's\* three\* years old.

—Johnie B. Wood

\*Insert the appropriate name, pronoun, and age for the child.

Then sing "Happy Birthday!" (*Little Voices Praise Him*, No. 39).

Happy birthday, happy birthday,  
Happy birthday to you;  
Jesus loves you, dear \_\_\_\_\_.\*  
Happy birthday to you!

—Janet Sage

\*Insert child's name.

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**You Need:**

- artificial birthday cake or container
- coins or candles
- matches (optional)
- small gift (optional)

4

EXPERIENCING THE STORY

**A. Memory Verse**

**You Need:**

- small felt or cardboard "Bibles"

Say: **It's time to look in our Bibles.** Distribute small individual felt, cardboard, etc., "Bibles" to the children. Sing "Jesus Talks to Me" (*Little Voices Praise Him*, No. 51).

Bible, Bible, Jesus talks to me.  
 Bible Book, let me look, Jesus talks to me.  
 Bible, Bible, Jesus talks to me.  
 Bible Book, let me look, Jesus talks to me.

—Susan Davis

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Say: **The Bible tells us that a long time ago, Jesus lived in heaven with God and all the angels. Then He came to earth to be born a baby and live with us because He loves us.**

**Jesus is back in heaven now, and someday He will come and take us to live in heaven with Him because He wants to be with us. Our memory verse today is "The Lord . . . said, 'I love you.'" Sing the following words to the tune of "Jesus Made the Sunshine" (*Little Voices Praise Him*, No. 168) while you do the motions.**



**The Lord said, "I love you,** Point upward.



**Love you, love you."** Fold arms over chest.



**The Lord said, "I love you.** Point upward.



**I love you."** Fold arms over chest.

**B. Shepherds in the Fields**

**You Need:**

- felt, plastic, stuffed or other toy lambs or lamb mitts
- shepherd costumes (optional)

If you choose, dress the children in simple shepherd headdress costumes consisting of pillowcases or dish towels secured with elastic headbands, yarn, string, etc. Distribute the toy lambs to the children.

Say: **One night long ago, a group of shepherds were out on the hillsides taking care of their sheep and lambs. They may have looked up at the stars as they talked to each other.**

Turn out the lights in your classroom. Invite the children to bring felt lambs to the board, wave lamb mitts, or bring plastic or toy stuffed lambs to the front of the room while you sing the following words to the tune of "Here We Come to Bethlehem" (*Little Voices Praise Him*, No. 146):

Shepherds watched their flocks at night,  
 Shepherds watched their flocks at night,  
 Shepherds watched their flocks at night,  
 A long, long time ago.

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### C. Angel Appears

#### You Need:

- flashlight or spotlight
- angel costume
- angel mitts or felt angels or angel sticks

Dress one child in the angel costume. Turn off the lights in your room. Say: **While the shepherds were watching their sheep, they suddenly saw an angel from heaven! Then suddenly there was brightness all**

**around them.**

Bring forward your child dressed as an angel. Say: **The shepherds were afraid. They hid their faces from the brightness.** Encourage the children to hide their faces. Say: **But the angel said to them, "Don't be afraid. I have good news for you! Jesus has been born in Bethlehem." Then the sky was filled with heavenly angels. They sang a beautiful song for the shepherds.**

Turn on the lights. Distribute the angel mitts or felt angels or angel sticks to the children. Invite them to wave their angels or bring their angels to the board while you sing "Angels Singing" (*Little Voices Praise Him*, No. 140).

Angels bright were singing,  
Were singing, were singing;  
Angels bright were singing  
When Jesus dear was born.

—Virginia Cason

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Say: **The angels were so happy that Jesus had been born. They were so happy because God loved us so much that He gave us His Son. Let's sing our memory verse song again and do the motions.** Sing the following words to the tune of "Jesus Made the Sunshine" (*Little Voices Praise Him*, No. 168).

**The Lord said, "I love you,**

Point upward.



**love you, love you."**

Fold arms over chest.



**The Lord said, "I love you.**

Point upward.



**I love you."**

Fold arms over chest.



### D. To Bethlehem

Say: **When the angels finished singing, they disappeared into heaven. Now the night was dark again. The shepherds rubbed their eyes. "Let's go to Bethlehem and find the baby!" they said. "The angel said He would be wrapped up tightly and sleeping in a manger."**

Distribute the lambs to the children. Invite them to walk around the room while you sing "Here We Come to Bethlehem" (*Little Voices Praise Him*, No. 146).

Here we come to Bethlehem,  
Here we come to Bethlehem,  
Here we come to Bethlehem,  
To see the baby King.

—Emma F. Bush

Copyright © 1946 Emma F. Bush.

Say: **The Bible says the shepherds knelt beside Baby Jesus. Let's kneel before Baby Jesus in the manger.**

Sing the second verse to "Here We Come to Bethlehem."

Here we see the shepherds kneel,  
Here we see the shepherds kneel,  
Here we see the shepherds kneel,  
Before the baby King.

—Emma F. Bush

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#### You Need:

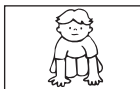
- felt, plastic, stuffed, or other toy lambs from activity B
- doll wrapped in blanket
- manger

**E. Finger Play**

Say: **Let's tell that part of the story again.** Invite the children to stand and follow your motions.



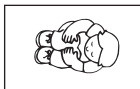
**Here are the shepherds.** Pretend to hold lamb in arms.



**Here are the sheep.** Go down on all fours.



**Everything's quiet.** Sit up with finger to lips.



**They all are asleep.** Curl up on the floor.



**Here are the angels** Spread arms as if flying.



**From heaven above.** Raise arms high.



**Yes, they are singing** Make a victory fist.



**About God's great love.** Hug yourselves.



**"Good shepherds, listen.** Cup hands to mouth.



**Get up and go,** Point to the distance.



**For Jesus is here,** Rock a baby in your arms.



**And He loves you so."** Point to someone.

Say: **I'm so glad that God loved us so much that He sent Jesus to us. Let's sing and do the motions to our memory verse song again.**

Sing the following words to the tune of "Jesus Made the Sunshine" (*Little Voices Praise Him*, No. 168).

**The Lord said, "I love you,** Point upward.

**Love you, love you."** Fold arms over chest.

**The Lord said, "I love you.** Point upward.

**I love you."** Fold arms over chest.

**F. Jesus Is in Heaven**

**You Need:**

- plastic airplanes (optional)

Say: **The Bible tells us that Baby Jesus grew into a man. He lived on earth to show us God's love and how**

**much we mean to God. Then Jesus went back to heaven, and that's where He is now, living with God and the angels.**

**Heaven is a beautiful, happy place. It's also up high in the sky, very far away. It's higher than the birds can fly. It's higher than airplanes or rockets can go. You can pretend to be a bird (or hand out plastic airplanes for the children to "fly") while we sing.** Sing "Heaven Is Higher Than All of These" (see page 77).

Heaven is higher than all of these things,  
 All of these things, all of these things.  
 Heaven is higher than all of these things,  
 The Bible tells me so.

—Jean Dillow Payne

### G. Building Mansions

**You Need:**

- play tools (hammer, saw, etc.)
- pieces of smooth wood

Say: **The Bible also tells us that Jesus is now in heaven building beautiful homes for us. He wants us to live with Him there.**

Distribute play tools and wood. **Let's**

**pretend to build with these tools and wood while we sing.** Sing "Jesus Is Building Mansions" (*Little Voices Praise Him*, No. 134).

Jesus is building beautiful mansions;  
He's building mansions for me over there.

Jesus is coming to take us to heaven,  
To dwell in those mansions with Him evermore.

—Jean Dillow Payne

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### H. Coming in the Clouds

Say: **Jesus is coming back very soon to take us to heaven to live with Him. One day we will look up in the sky and see Jesus coming in the clouds with lots of angels to take us to heaven.**

Hand out one cotton ball or felt cloud to each child. **Let's sing about Jesus coming while you bring your "cloud" up front.**

Invite the children to place the cotton balls in a bowl or put the felt clouds on the flannel board while you sing "Going Home" (see p. 77).

Jesus is coming in clouds of pure white,  
To take His children home.  
I must be ready when Jesus comes,  
To take His children home.

—Lauretta Wilcox James

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**You Need:**

- felt clouds or cotton balls
- bowl or flannel board with felt of Jesus' second coming

Say: **Jesus wants to take us to heaven because He loves us and wants to be with us. Let's sing our memory verse song while we do the motions.** Sing the following words to the tune of "Jesus Made the Sunshine" (*Little Voices Praise Him*, No. 168).

**The Lord said, "I love you,**

Point upward.



**Love you, love you."**

Fold arms over chest.



**The Lord said, "I love you.**

Point upward.



**I love you."**

Fold arms over chest.



### I. Whom Will We See?

#### You Need:

- angel sticks or felt angels
- mansion prop or doorway that opens

Say: **Whom will we see in heaven? We will see angels in heaven. We will see the angels who came and sang to the shepherds the night Jesus was born. And we will get to meet our very special guardian angel who has watched over and protected us.**

Distribute a felt angel or angel stick to each child to put on the flannel board or wave/twirl. **Let's sing about our angel.** Sing these words to the tune of "Jesus Sends the Angels" (*Little Voices Praise Him*, No. 48).

There will be my angel, angel, angel;  
There will be my angel to live with  
me in heaven.

Say: **There will be other people in heaven. Mommies and daddies, grandmas and grandpas, aunts, uncles, brothers, and sisters will be there.** Stand a child behind the mansion door. Open the door as you say the following verse:

Whom will I see in heaven?  
Who will live in a mansion fair?  
Let's open the door and look inside.  
Why, (child's name) is living there.

After saying the verse, sing "I'll Meet You in Heaven" (*Little Voices Praise Him*, No. 133).

Be happy, be kind, be loving, be true.  
I'll meet you in heaven, and live up  
there with you.

—Marilyn Scholes

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If you have a small class, this may be done several times. Each time mention the name of the child who is standing behind the door. If your class is large you may want to just have the children walk through the door one at a time while repeatedly singing the song.

### J. What Will We Wear?

#### You Need:

- crowns
- white robes (optional)

Say: **What do you think we will wear in heaven? Jesus has special crowns for us to wear.**

Distribute a crown to each child. These can be made of gold or yellow craft foam fastened with Velcro, or laminated on heavy paper and stapled together. **Let's put a crown on our heads while we sing.** Sing "I Will Wear a Crown" (*Little Voices Praise Him*, No. 132).

I will wear a crown in my Father's  
house,  
In my Father's house, in my Father's  
house,  
I will wear a crown in my Father's  
house,  
There'll be JOY! JOY! JOY!

—A. T. Hardy

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You may also want to repeat the song with children wearing white robes.

**K. What Will We Do?**

**You Need:**

- cardboard tree (with pegs) or felt tree
- variety of artificial or felt fruit

Say: **What will we do in heaven? We will eat fruit from the tree of life. We will eat all kinds of wonderful fruit. What are some of your favorite fruits?** (Allow time for a response.)

Place a cardboard tree with various fruits hanging on it. Say: **You may come pick a fruit from this tree and go back to your seat.** Sing "I Like to Eat an Apple" (*Little Voices Praise Him*, No. 167). Note the suggested word change:

"I like to eat an apple [banana, orange, pear, peaches, etc.] picked from the tree of life.  
Dear Jesus gives us heaven's fruit right from the tree to me."  
—Joy Hicklin Stewart. Adapted.

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Say: **Do you know what else we will be able to do in heaven? We will play with the animals. None of the animals will hurt us. Come choose an animal** (or pass them out to the children in their seats). **Gently pet the animal that you are holding while we sing.** Sing "A Real Little Bear to Play With" (*Little Voices Praise Him*, No. 127) or "Animals in Heaven" (*Little Voices Praise Him*, No. 130).

A real little bear to play with,  
A real little bear there'll be,  
A real little bear in the new earth,  
And the little bear won't hurt me!  
—Rosalie Blackmore

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OR  
There'll be lions there, and a big brown bear,  
And I'm sure there'll be a tall giraffe.  
There'll be bunnies too, and a kangaroo,  
Great big elephants, little monkeys, too.  
And we'll all be happy up in heaven.  
—Unknown

**L. Heaven Is a Happy Place**

Say: **Heaven is a very special place. I can't wait for Jesus to come and take us to our new home in heaven. We will be so happy there. Let's ring our bells while we sing about heaven.**

**You Need:**

- bells

Distribute bells to the children. Ring the bells while you sing "Heaven Is a Happy Place" (*Little Voices Praise Him*, No. 131).

Heaven is a happy place;  
Heaven is a happy place;  
Heaven is a happy place;  
O I want to be there.  
—Ruby E. Dubois

Say: **God loved us so much that He sent Jesus to earth for us. Now Jesus is making heaven a wonderful place for us. He wants to be with us. Let's sing our memory verse song while we do the motions.** Sing the following words to the tune of "Jesus Made the Sunshine" (*Little Voices Praise Him*, No. 168).

- The Lord said, "I love you,** Point upward.
- Love you, love you."** Fold arms over chest.
- The Lord said, "I love you.** Point upward.
- I love you."** Fold arms over chest.



**M. Thank You, Jesus, for Heaven**

**You Need:**

- "Jesus Loves Me" banners

Say: **Those who love Jesus will live with Him in heaven and then on the new earth. Jesus wants to be with us.**

Distribute banners on a stick. **Let's sing a song to thank Him for heaven while we stand and wave our Jesus flags.** Sing the second verse of "Jesus Loves Me" (*Little Voices Praise Him*, No. 102).

Jesus loves me; He will stay,  
 Close beside me all the way,  
 If I love Him, by and by  
 He will take me home on high.  
 Yes, Jesus loves me!  
 Yes, Jesus loves me!  
 Yes, Jesus loves me!  
 The Bible tells me so.

—Anna Warner

**Let's sing and do the motions to our memory verse song one more time.** Sing the following words to the tune of "Jesus Made the Sunshine" (*Little Voices Praise Him*, No. 168).

**The Lord said, "I love you,** Point upward.

**Love you, love you."** Fold arms over chest.

**The Lord said, "I love you.** Point upward.

**I love you."** Fold arms over chest.

## 5

## MAKE AND TAKE (Optional)

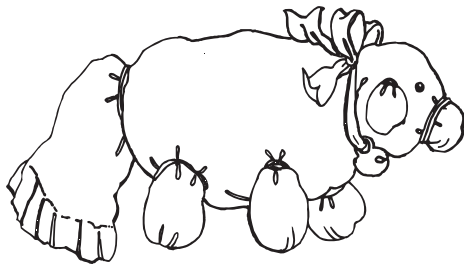
Have the children sit around small tables. Parents or other adults should help children do one of the following activities as you review the lesson story.

**Week 1****You Need:**

- white or black socks or small fabric bags
- material for stuffing sock/bag (polyester filling, crushed paper, yarn, fabric scraps, straw/grass, etc.)
- string, yarn or rubber bands
- markers

**Sock Puppet Lamb**

Fill the sock or bag with stuffing material. Secure the end with string or a rubber band. Pull and shape the stuffed sock until it resembles a lamb, using rubber bands, string, or yarn to tie off a head, tail, and legs. Use markers to add facial features.

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

- bowl
- spoon
- liquid dish soap
- food coloring
- aluminum foil
- paper
- wipes or paper towels
- paintbrushes (optional)

**Angel Print**

Squirt a small amount of liquid soap into a bowl. Color it with food coloring and mix. Dip a small spoonful of the colored liquid soap onto a piece of aluminum foil. Let parents help children “finger paint” an angel shape on the aluminum foil. Have wipes or paper towels on hand for clean up. (Option: Use paintbrushes.) Lay a piece of paper on the finger-painted angel and press lightly to make a transfer print of the angel on the paper.

**Week 3****You Need:**

- star pattern (see p. 74)
- paper
- scissors
- glue or glue sticks
- craft sticks or paintbrushes (optional)
- glitter
- shiny stickers
- crayons
- wipes or paper towels

**Star**

In advance, make a copy of the reproducible star pattern (see page 74). Give each parent a star shape to cut out. Squirt a small amount of glue onto each star shape or spread glue stick over the star. If using glue, children can either use their fingers to spread it over the star or use craft sticks or paintbrushes to paint the glue on the star. Sprinkle with glitter. Or the children can color or decorate their star with shiny stickers.

**Week 4**

**You Need:**

- crown pattern (see p. 75)
- heavy yellow paper
- scissors
- tape
- star stickers or colorful paper stars
- glue (optional)

**Heavenly Crown**

Make copies of the reproducible crown pattern on page 75 on heavy yellow paper. Have each child's parents cut one out. Allow the children to place star stickers or glue paper stars on the crown. Tape the crown ends together with the extra headband to fit the child's head.

**Week 5 (or optional)**

**You Need:**

- Jesus' coming pattern (see p. 76)
- crayons
- cotton balls
- glue
- heavy paper

**Fluffy Clouds**

Make a picture of Jesus coming in clouds, using copies of the reproducible pattern on page 76. Children may color Jesus; then glue cotton balls onto the cloud section.

**Snack Center (Optional)**

**You Need:**

- variety of fruit

Provide a variety of fruit that is easy for children to eat. Talk about the kinds of fruit we will enjoy/eat in heaven.

**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. Use the following words to the tune of "Jesus Made the Sunshine" (*Little Voices Praise Him*, No. 168).

**The Lord said, "I love you,** Point upward.

**Love you, love you."** Fold arms over chest.

**The Lord said, "I love you,** Point upward.

**I love you."** Fold arms over chest.

Say a short prayer similar to the following: **Dear Jesus, thank You for leaving heaven to come to earth. Thank You for promising to take us to heaven with You someday. Please come soon. Amen.**

As the children prepare to leave the room, sing "Good-bye to You" (*Little Voices Praise Him*, No. 45).

Good-bye to you,  
 Good-bye to you,  
 Good-bye each little one;  
 And don't forget,  
 Jesus is coming soon for you and me.  
 —S. Vance

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**Notes**

A large, empty rectangular box with a thin black border, intended for students to take notes during the lesson. The box is positioned centrally on the page, below the 'Notes' header.

STUDENT LESSON

# Angels Sing to the Shepherds

**References**

Luke 2;  
 1 Thessalonians  
 4:16, 17;  
 Revelation 1:7;  
 14:1-3; 21; 22;  
*The Desire of  
 Ages*, pp. 47, 48;  
*Testimonies*, vol.  
 1, pp. 60, 61,  
 67-70

**Memory Verse**

"[The Lord] said,  
 'I love you'"  
 (Jeremiah 31:3,  
 ICB).

**The Message**  
 Jesus likes to  
 be with us.

*Victor is camping out. Victor sleeps outside, under the stars. It is cool outside. In the Bible story shepherds are watching their sheep under the stars.*

The youngest shepherd is lying on the grass. *[Point to the boy.]* All day he has followed the sheep. Now he is tired. The sheep are tired. *[Point to the resting sheep.]* It is time to rest.

Shh! The older shepherds talk softly. They talk about God. *[Pretend to yawn.]* See the bright angel! *[Point to the angel.]*

The angel speaks to the shepherds. "Do not be afraid. I bring good news! Today in Bethlehem a special baby is born—Jesus, the Lord! Look for Him lying in a manger."

Singing, singing. Shining angels are singing. *[Point to the angels.]* Angels are singing in the sky. "Glory to God!" they sing. "Glory! Peace to all people!"

The happy angels sing and sing. The shepherds listen and listen. *[Point to the shepherds.]*

Running, running. The shepherds are running to Bethlehem City. *[Run with child around the room.]* They want to see Baby Jesus. The youngest shepherd wants to see Baby Jesus too.

Hurrying, hurrying. The shepherds are hurrying to find the baby.

Look, over there! What is that light?

*[Point to the light.]* There is the baby! He is in a manger. It's just like the angels said.

Look into the manger. *[Point to the manger.]* See Baby Jesus. *[Point to Baby Jesus.]*

Kneel, shepherds. *[Kneel]*



*and bow head.]* Kneel and worship Baby Jesus.

God sent Baby Jesus because God loves us. Thank You, God.

Now Jesus is in heaven. Someday He will come and take us to live with Him there.

Jesus loves you and me. He wants us to be with Him forever. *[Pray.]* Thank You, Jesus. Come soon. We want to live with You forever. Amen.

**1.** Count the days to the day that most people celebrate Jesus' birthday. Remind your child that even though we don't know the exact day, Jesus will come again because He wants us to be with Him.

**2.** Have your child look at the clouds. Ask: Can you imagine Jesus and His angels coming in them someday? Talk about how everyone will see and hear Him come.

**3.** Cut cookie dough into Christmas shapes (trees, stars, angels) and bake them. Gift wrap the cookies when cool. Share them with a friend.

**4.** Play a recording of some majestic choir music for your child. Talk about how the angels sang when Jesus was born, and how we will sing songs to God in heaven.

**5.** Shake a rattle or homemade instrument while you sing the memory verse song. Sing a song about heaven, or make up one of your own.

**6.** Act out being a gentle animal while your child is a ferocious animal. Pretend you meet in heaven and play nicely together. Switch roles.

**7.** Make some stars and hang them above

# Do & Say

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

your child's bed. Sing "Away in a Manger."

**8.** Let your child help wrap gifts for the family or a charity. Talk about giving gifts and Jesus' gift to us.

**9.** Help your child name and count on their fingers family and friends they want to see in heaven. Remind your child that you want to be there with all your family.

**10.** Help your child count out an offering to take to Sabbath School. Say: This is our gift to Jesus.

**11.** Visit an elderly or sick person and give them a picture or your child's drawing of Jesus' coming as a gift.

**12.** Help your child make a Nativity scene using materials you have at home. Talk about Jesus' birth.

**13.** Look at the stars in the night sky. Say: Heaven is high, higher than the stars. Jesus came from heaven and will take us there someday.

**14.** Put a white adult T-shirt on your child as a heavenly robe. Help them pretend they are in heaven.

**15.** Take your child to look at some houses. Remind your child that Jesus is building a place for them in heaven.

**Song and Music: Silver and Gold**  
**Lesson 1 - Experiencing the Story**

G C D7 G

Pe-ter and John went to pray. They met a lame man on the way. He

Detailed description: This system contains the first four measures of the song. The treble clef staff has a key signature of one sharp (F#) and a 6/8 time signature. The melody consists of eighth and quarter notes. The bass clef staff provides a simple harmonic accompaniment with chords and moving bass lines. Chord symbols G, C, D7, and G are placed above the staff.

C D7 G

asked them for alms, and he held out his palms, and this is what Pe-ter did say:

Detailed description: This system contains the next four measures. The melody continues with eighth and quarter notes. The bass clef staff continues the accompaniment. Chord symbols C, D7, and G are placed above the staff.

C D7 G

"Sil-ver and gold have I none, but such as I have give I thee. In the

Detailed description: This system contains the next four measures. The melody continues with eighth and quarter notes. The bass clef staff continues the accompaniment. Chord symbols C, D7, and G are placed above the staff.

C D7 G

name of Je - sus Christ - of Naz - a- reth, rise up and walk!" He went

Detailed description: This system contains the next four measures. The melody continues with eighth and quarter notes. The bass clef staff continues the accompaniment. Chord symbols C, D7, and G are placed above the staff.

D7 G

walk-ing and leap-ing and prais - ing God; walk-ing and leap-ing and prais - ing God. "In the

Detailed description: This system contains the next four measures. The melody continues with eighth and quarter notes. The bass clef staff continues the accompaniment. Chord symbols D7 and G are placed above the staff.

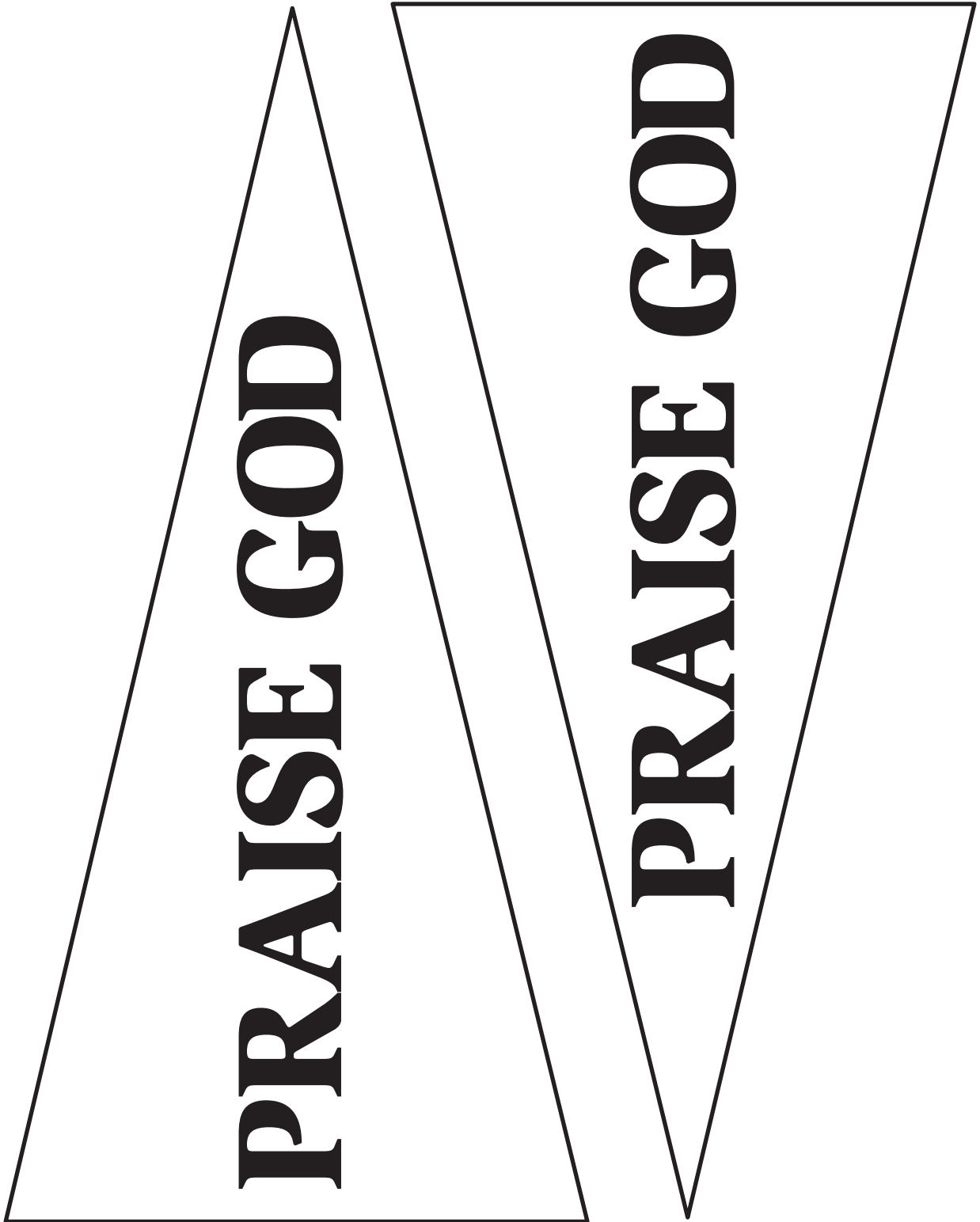
C D7 G

name of Je - sus Christ - of Naz - a- reth, rise up and walk!"

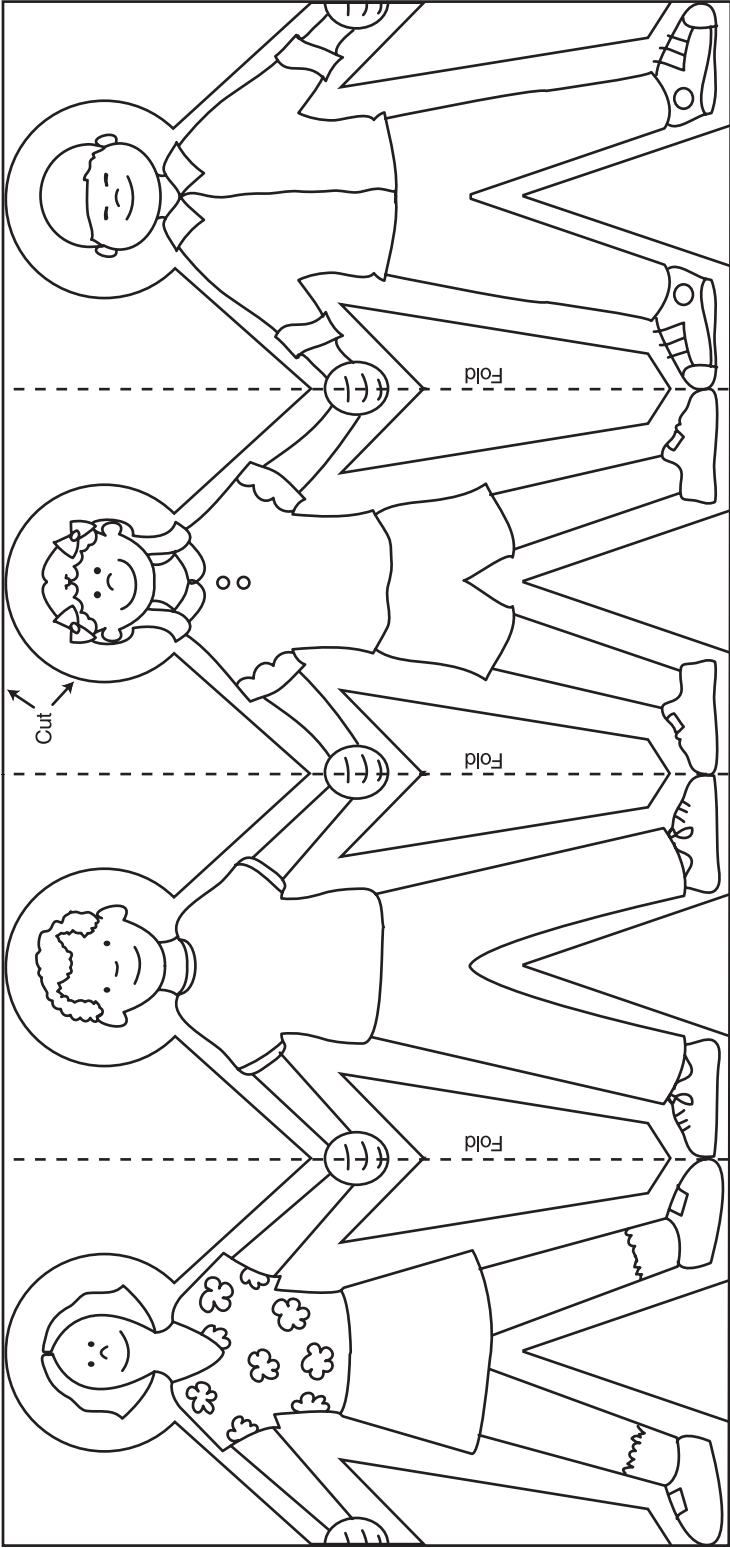
Detailed description: This system contains the final four measures of the song. The melody concludes with a quarter note. The bass clef staff concludes the accompaniment. Chord symbols C, D7, and G are placed above the staff.

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**Make and Take: Praise God Banner**  
**Lesson 1 - Week 3**

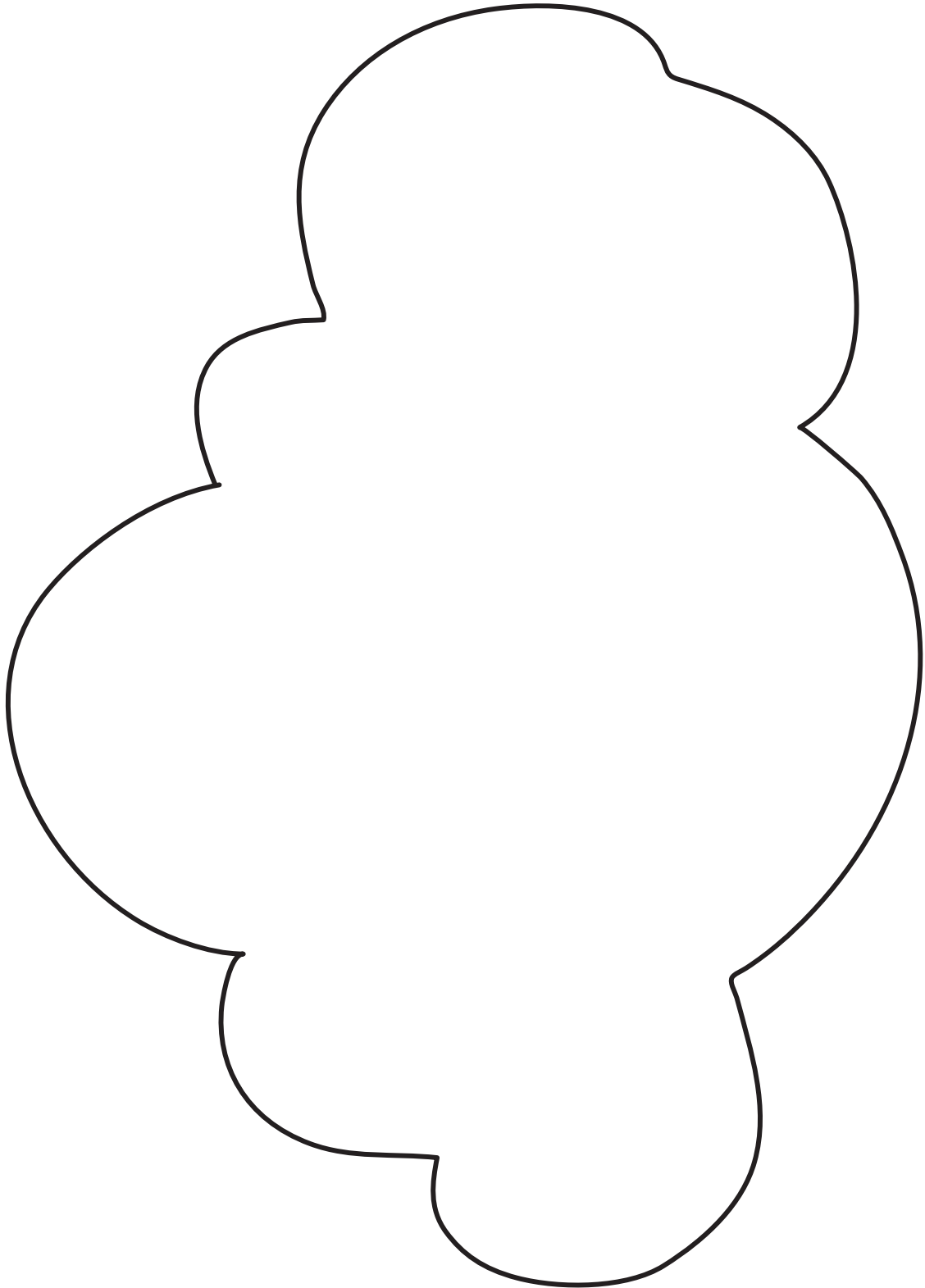


**Make and Take: Holding Hands Pattern**  
Lesson 1 - Week 4



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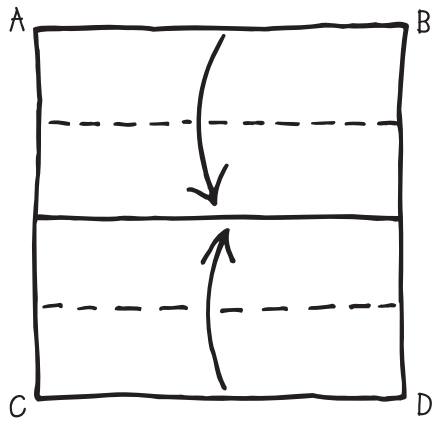
**Make and Take: Storm Cloud Pattern**  
**Lesson 2 - Week 1**



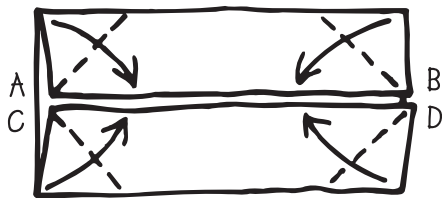
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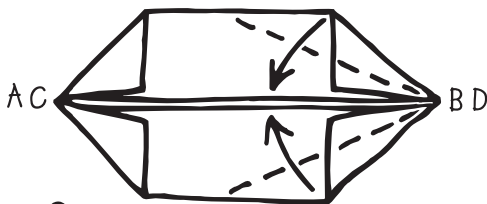
**Make and Take: Sailing Ship**  
Lesson 2 - Week 2



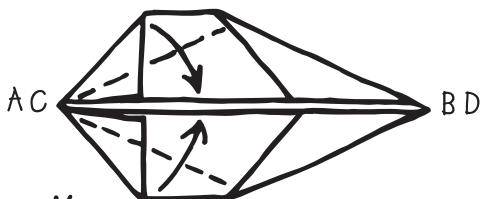
1. Mark the center of your paper. Fold the top and bottom edges to the center.



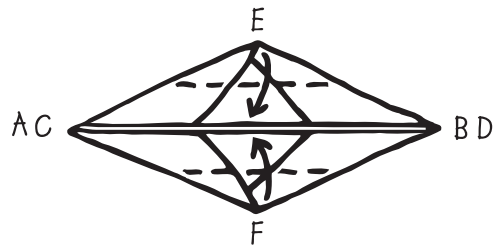
2. Fold in the corners



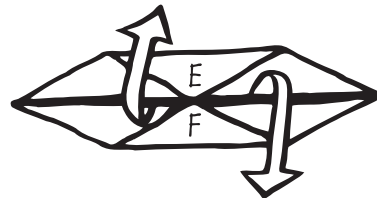
3. Fold the right corners in.



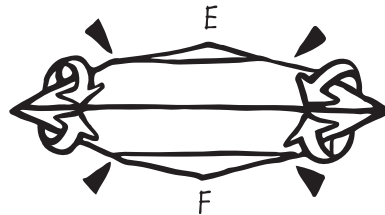
4. Fold the left corners in.



5. Fold in E & F to the center and press firmly.



6. Open out all the layers revealing the base.



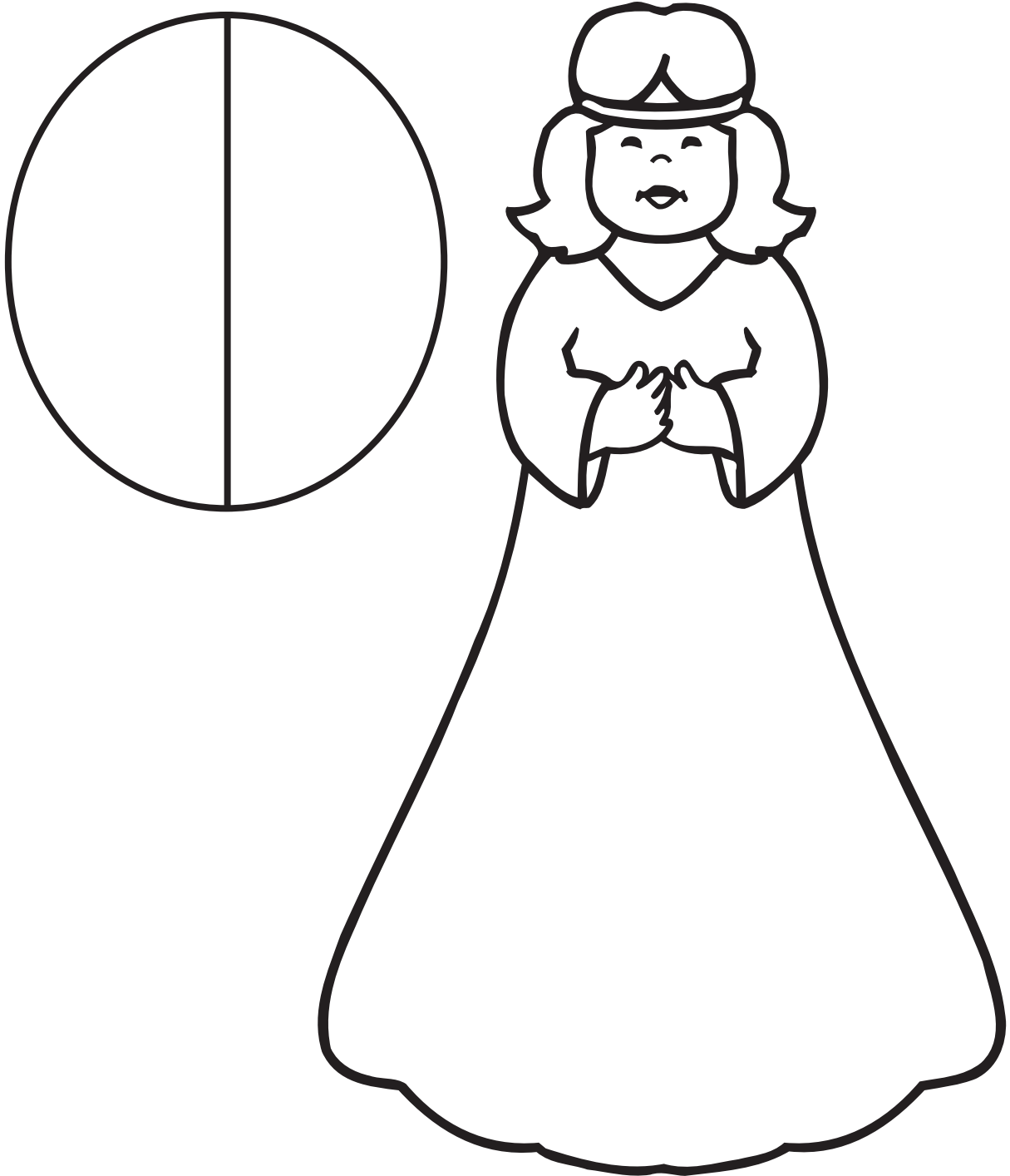
7. Turn over the pattern and push down on the four corners, so the structure inverts and turns inside out.



8. Your boat is complete.

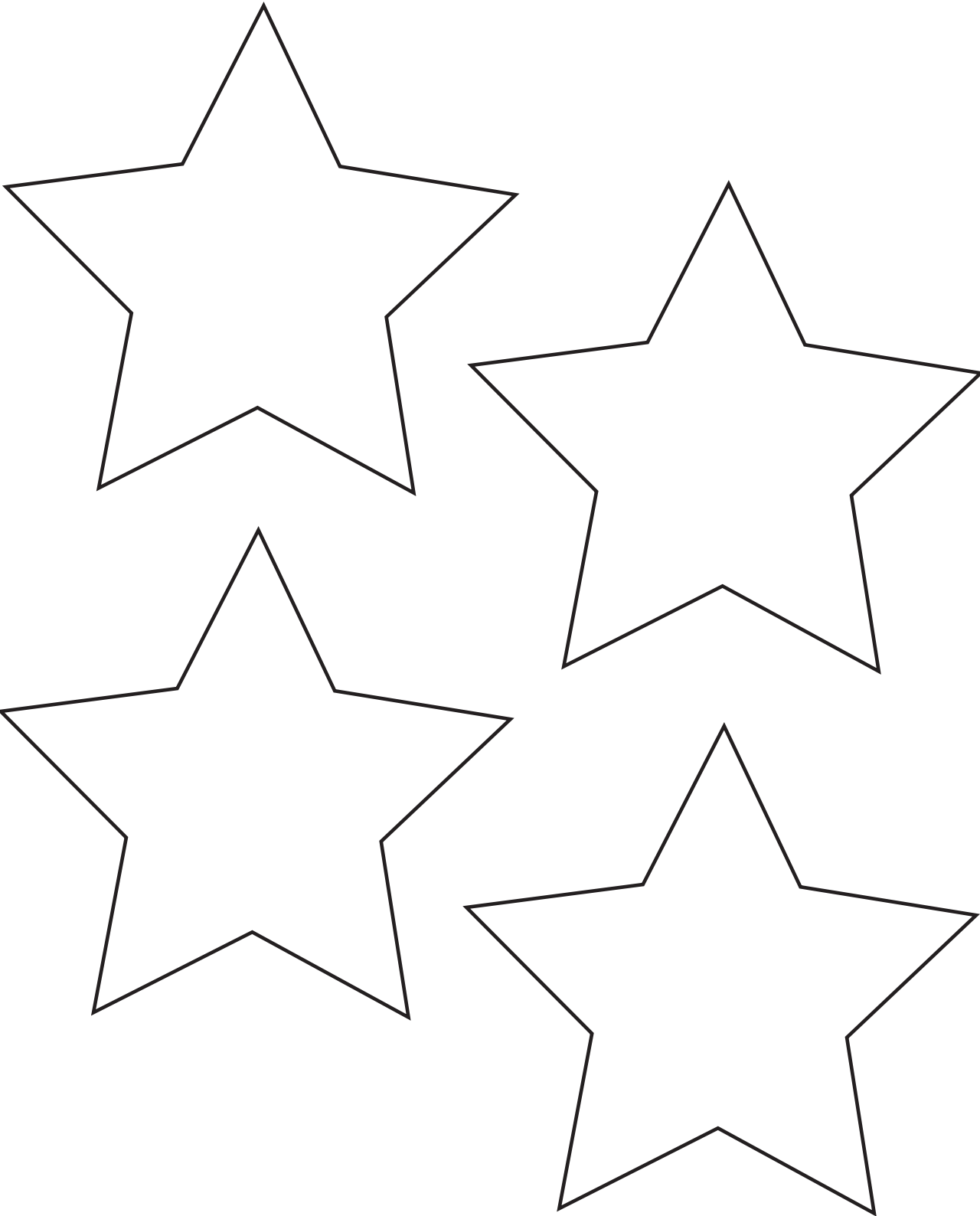


**Make and Take: Angel Pattern**  
**Lesson 2 - Week 4**



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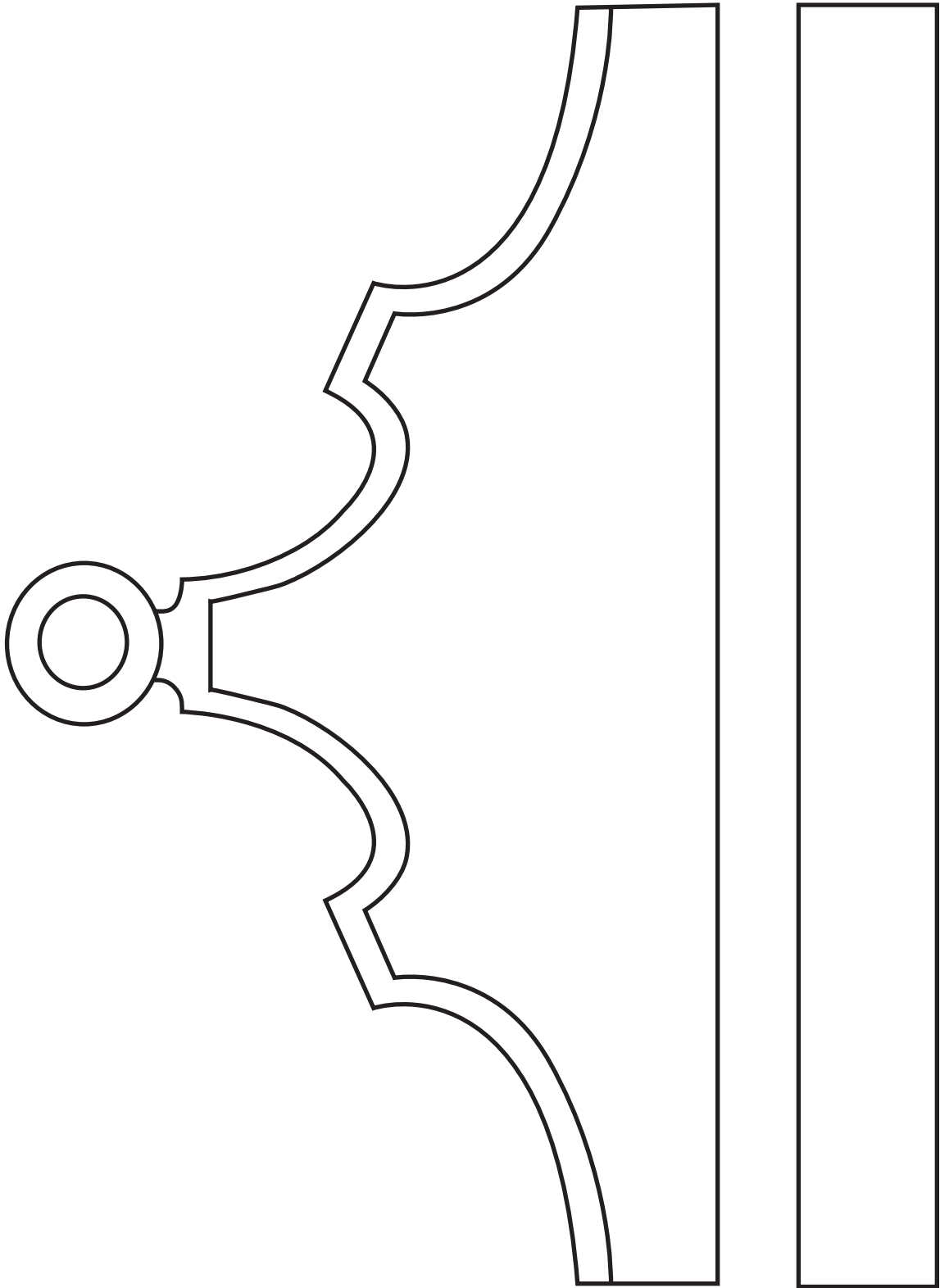
**Make and Take: Star Pattern**  
**Lesson 3 - Week 3**



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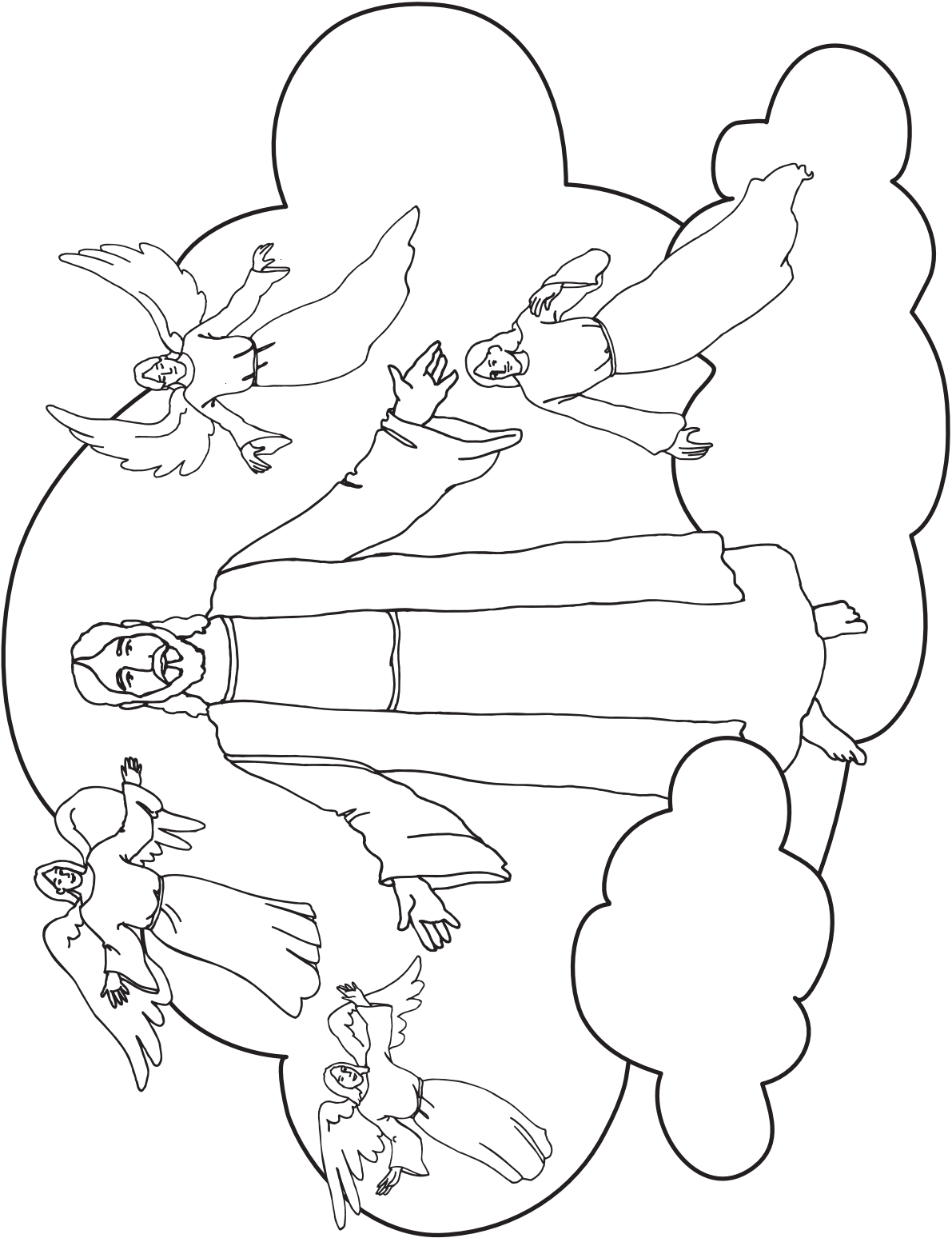
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**Make and Take: Crown Pattern**  
**Lesson 3 - Week 4**



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**Make and Take: Jesus Coming Pattern**  
Lesson 3 - Week 5



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**Song and Music: Heaven Is Higher Than All of These**  
**Lesson 3 - Experiencing the Story**

J. D. P.

Jean Dillow Payne

1. Heav - en is high - er than all of these things, all of these things, all of these things.  
 2. Je - sus is com - ing to take me to heav'n, take me to heav'n, take me to heav'n.

Heav - en is high - er than all of these things, the Bi - ble tells me so. —  
 Je - sus is com - ing to take me to heav'n, the Bi - ble tells me so. —

Source: *Sabbath Songs for Tiny Tots—Kindergarten*, 1970 edition.

**Song and Music: Going Home**  
**Lesson 3 - Experiencing the Story**

L. W. J.

Lauretta Wilcox James

1. Je - sus is com - ing in clouds of pure white, To take His chil - dren home.  
 2. Je - sus is com - ing with an - gels of light, To take His chil - dren home.  
 3. Je - sus is com - ing for all who love Him, To take His chil - dren home.

I must be read - y when Je - sus comes, To take His chil - dren home.  
 I must be read - y when Je - sus comes, To take His chil - dren home.  
 I must be read - y when Je - sus comes, To take His chil - dren home.

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 Source: *Sabbath Songs for Tiny Tots—Kindergarten*, 1970 edition.