

# Beginner

Bible Study Guide

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

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Year B, First Quarter

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# Contents

**SERVICE:** God calls us to serve others.

1. Little Jesus, the Happy Helper (January) . . . . . 7

**GRACE:** Jesus loves me unconditionally.

2. Zacchaeus Climbs a Tree (February) . . . . . 25

**WORSHIP:** Worship makes us joyful every day.

3. The Great Parade (March) . . . . . 43

# Basic Needs of Children\*

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

## Physical

- Food
- Warmth
- Shelter

## Mental

- Power—to make choices and follow plans

## Emotional

- A sense of belonging
- Approval and recognition
- Expressions of unconditional love and acceptance
- Freedom within defined boundaries
- Humor—a chance to laugh

## Spiritual

- An all-knowing, loving, caring God
- Forgiveness of wrongs and a chance to start over
- Assurance of acceptance with God
- Experience in prayer, answers to prayer
- A chance to grow in grace and in the knowledge of God

## *The Beginner Child*

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

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

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

### **Physical**

- Vary greatly in their physical development
- Are growing rapidly
- Tire easily
- Cannot sit still for long

### **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

### **Emotional**

- Are extremely egocentric—centered in themselves
- Fear separation from parents
- Cry easily; one crying child sets other children crying
- Express their needs by crying. The crying usually stops when needs are met.
- Become attached to adults who show love and acceptance of them

### **Spiritual**

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

## ***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).

# A Letter to Parents

## Dear Friends,

The three lessons in this Bible study guide focus on serving others, Jesus' unconditional love, and joyful worship. Activities in the Do and Say section at the end of each lesson teach and reinforce these three important concepts.

We encourage you to study the options and try some of these activities as a part of your family worship. Involve your young child in worship now, and you will foster a love for Jesus and His Word that will last. Sing songs of praise and share meaningful scripture. Read together from books such as *A Child's Steps to Jesus* series for young children.

Make the time—take the time—to worship with your child every day. Years from now you'll be glad you did.

Our prayer is that these lessons will bring joy and peace to you and your child. Let us pray for one another as we work together to lead our little ones to Christ.

**Cordially,  
The Editors**

REFERENCES: LUKE 2:21, 39, 40, 51; *THE DESIRE OF AGES*, PP. 68-83.

# Little Jesus, the Happy Helper

## *Memory Verse:*

"[Jesus] was obedient." LUKE 2:51, NIV.

## *The Message:*

I obey and help others.

## *Parents:*

By the end of this month you can help your child

**Know** that they can obey as Jesus did.

**Feel** loving toward family members and pets.

**Respond** by being obedient to parents and kind to family members and pets.



*Jaime is a helper. He can give Mommy a glass of water.  
Can you help? Little Jesus was a helper, just as you are.*

Little Jesus  
wakes up  
happy. [*Yawn, stretch,  
smile.*]

He rolls up His  
bed. [*Roll up a towel.*]

He kneels to talk  
to God. [*Clasp hands  
together.*] “Dear God,  
thank You for a good  
sleep. Please help me  
listen today, so that  
I may be a happy  
helper. Amen.”















This is the town  
of Nazareth.

*[Point to the town.]*

Little Jesus lives in a  
little house here. He  
is a happy helper at  
home.

Some of the people  
are sad. Little Jesus  
says kind words to  
everyone.



Little Jesus learns outdoors. He learns about God out here.

He moves the caterpillar from the path to keep it safe. *[Point to the caterpillar.]*

See the bird's nest? *[Point to the nest.]* Little Jesus does not touch the eggs. Mother birds don't want us to touch their eggs.

Little Jesus is a happy helper for all God's creatures.















Little Jesus learns at home. His mother is His teacher. He learns about God. *[Point up.]* He can say Bible words. Can you say Bible words?

Little Jesus is God's happy helper. He listens to what God says. Can you listen and help today? *[Pray that God will make your child His happy helper.]*



Come out to play!" the children say.

"Not yet!" Jesus calls. *[Point to Jesus, then to Mary.]* "I am helping Mother." Little Jesus will play when His work is done.















**B**ang! Bang!  
Bang! See  
Jesus' hammer. [Point  
to Jesus, then to the  
hammer.] Little Jesus  
pounds a nail.

Scrape, scrape,  
scrape. See father  
Joseph's plane. [Point  
to Joseph, then to the  
plane.] The plane  
smooths the wood.  
[Point to the wood.]  
See the wood curl.

Father Joseph  
works hard. Little  
Jesus works hard  
beside him.



Listen! Listen!  
*[Hold your*

*hand next to one ear.]*

The rabbi is blowing  
on the horn to call  
the people to worship  
on the Sabbath day.

*[Point to the rabbi,  
then the ram's horn.]*

Listen! Listen! *[Hold  
your hand next to one  
ear.]* Jesus hears. His  
mother hears. Father  
Joseph hears. *[Point to  
each one.]*

Jesus likes to be at  
church. "Come!" He  
says. Little Jesus and  
His family sing and  
pray in church.

Little Jesus was a  
happy helper, kind  
and obedient.



You can be a  
happy helper,  
kind and  
obedient, just  
like Jesus.







Sing “I’m a Happy Helper” or make up your own song about helping.

With your child make a card or hand print for a family or church member. Together with your child, deliver it in person. Pray for that person today.

Encourage your child to feed the family pet. Thank Jesus for pets.

# Do & Say

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



Pick some wildflowers or garden flowers and with your child offer them to someone else.

Use fingers and a bright lamp or the sun to make shadow figures. Talk about helping hands.

Trace your child’s helping hands and feet. Write “\_\_\_\_\_ is a happy helper” on the tracing and put it where your family will see it.

Let your child help you pull weeds or do other work in the yard or garden. Thank your child for being a happy helper.



Praise your child for picking up his or her toys. Have a special place for them.

Help your child practice using his or her lips to say kind words, such as please, thank you, and you're welcome.

Sing the memory verse song while you pick up toys and clothes with your child.

Encourage your child to hold and rock a baby doll. Talk about being helpers when we comfort others.

Scatter some toys or articles. Count and see how quickly your child can place them in a basket. Do it again!

With your child make smiling faces and frowning faces into a mirror. Smiling faces are helping faces. What are frowning faces? What face does your child have?

Offer your child a small dusting rag and something to dust. Thank him or her for helping.

Let your child help identify and fold his or her freshly laundered clothes.



# Lesson 1

## Jesus Was Obedient

Capo on 1st fret

D D A D

Je - sus was o - be - di - ent, O - be - di - ent, O - be - di - ent;

D D A A7 D

Je - sus was o - be - di - ent. Luke two, fif - ty - one.

REFERENCES: LUKE 19:1-10; *THE DESIRE OF AGES*, PP. 552-556.

# Zacchaeus Climbs a Tree

## *Memory Verse:*

“God is love.” 1 JOHN 4:8, NIV.

## *The Message:*

Jesus loves me all the time.

## *Parents:*

By the end of this month you can help your child

**Know** that Jesus loves them all the time.

**Feel** accepted and loved by God.

**Respond** by thanking God for His love.



*Kip cannot see into the nest. He will climb on the stool.  
Once a short man climbed high to see Jesus.*



Zacchaeus is a  
short man.

*[Point to Zacchaeus.]*

He is not tall.

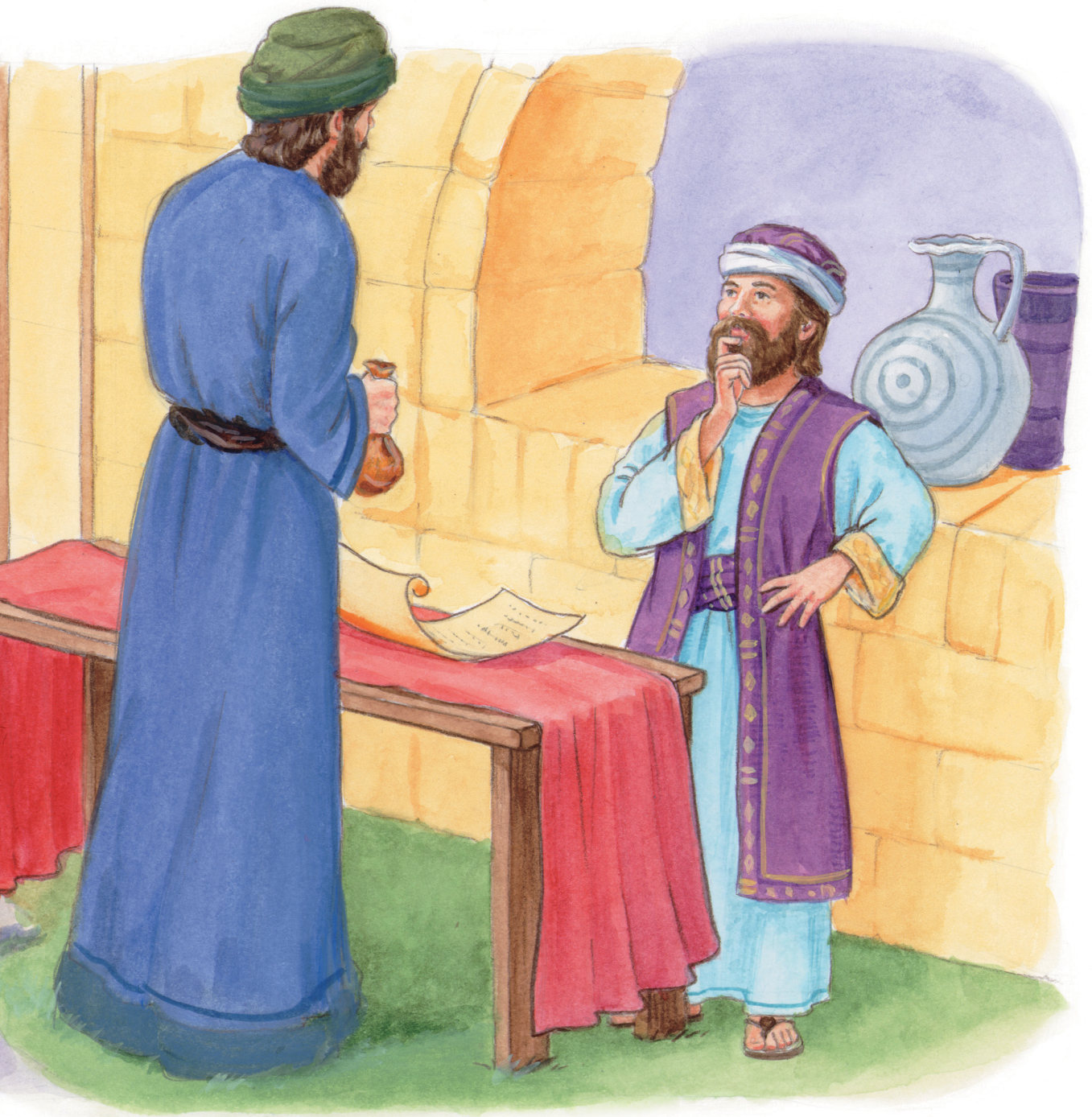
“I want Jesus  
to come to my house,”  
Zacchaeus says. *[Point  
to Zacchaeus’ house.]*

“But sometimes I am  
not good. Maybe Jesus  
does not love me.”

Will Jesus go home  
with Zacchaeus?















Jesus is coming today,”  
Zacchaeus says.

*[Point to Zacchaeus.]*

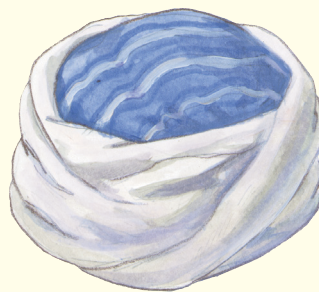
“I will go see Him.”

So Zacchaeus puts  
on his hat. *[Wrap a  
thin towel or scarf  
around child’s head.]*

“Goodbye,”

Zacchaeus says. “I’m  
going to see Jesus.”

*[Wave goodbye; walk  
around the room.]*



Jesus is coming!”  
the people  
shout.

“See Jesus!” *[Point  
to Jesus.]*

But Zacchaeus  
cannot see Jesus.  
*[Shake head; use sad  
voice.]* Zacchaeus is  
too short.

Zacchaeus stands  
on tiptoe. *[Stand on  
tiptoe; shade eyes.]*  
Zacchaeus still  
cannot see.















Climb, Zacchaeus,  
climb! *[Lift your  
child high in your  
arms.]* Climb up in  
the tree. *[Child stands  
on a chair.]* See how  
high he climbs!

Look, Zacchaeus,  
look! What do you  
see? *[Point to objects  
in the picture and help  
the child name them.]*



Zacchaeus sees  
Jesus going by.  
Walking, walking.  
*[Walk beside child  
standing on chair.]*  
Jesus is walking by.

Jesus stops. *[Stop  
walking.]* Jesus looks  
up in the tree. *[Look  
at child.]* “Hello,  
Zacchaeus.” *[Touch  
your child’s nose; make  
your child laugh.]*















Jesus smiles  
at Zacchaeus.

*[Smile at child.]*

Zacchaeus smiles  
back.

“Zacchaeus!” Jesus  
calls. “Come down!  
Come down! I am  
going to your  
house today.”

*[Help child jump  
down.]* Yea for  
Zacchaeus! Jesus  
is going to his house.  
*[Clap.]*



So Jesus goes to Zacchaeus' house. *[Point to Zacchaeus and Jesus.]* Jesus loves Zacchaeus all the time.

Jesus loves you and me all the time too! *[Pick up your child and swing him or her high.]*







# Do & Say

Talk about how Zacchaeus climbed the tree to see Jesus. Help your child climb stairs, a small tree or onto a chair.

Help your child glue some leaves to a card and write "God Loves You" on it. Give the card to a family member or friend. Say together: God loves us all the time.

Go for a walk and look at the trees. Collect leaves from different trees. Put them between newspaper and place them under a weight to press them.

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

Find pictures of animals and their homes. Talk about God's love and care for animals. Say: God loves us all the time.

Sing together "Jesus Loves Me." Insert your child's name. Say: God loves us all the time.

Let your child invite a friend to dinner. Have your child help set the table.



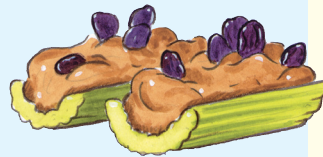
Tell your child to jump for joy as Zacchaeus did when he heard that Jesus was coming to his house. Sing “Zacchaeus Was a Wee Little Man.”

Zacchaeus was a small man. How many small things can you and your child find in the room you are in? Count them together.

Help your child look in a mirror and make the kind of face Zacchaeus had when he heard that Jesus was coming to his house.



Make a leaf rubbing to share with a friend. Sing about Zacchaeus while you work.



Help your child measure something tall and something small. Measure your child’s height. Tall or small?

Visit a friend, just as Jesus visited Zacchaeus.

Cut celery or something similar into two-inch (five-centimeter) sticks. Fill with a spread your child enjoys and put raisins on top. Serve them as a special treat.

Ask your child, What special food would you want to serve if Jesus were coming to our house? Let your child help prepare and serve it for Sabbath dinner.

Help your child make “binoculars” by taping together two empty toilet paper rolls. Paint or decorate them. Use them to “look up” into trees.

## Lesson 2

# God Is Love

SUSAN DAVIS (ADAPTED)

SUSAN DAVIS

Musical notation for the first system of the song. It consists of a treble and bass clef staff in 3/4 time. The melody is written in the treble clef, and the bass line is in the bass clef. Chords are indicated above the treble staff: C, F, C, C, G7, C, F. The lyrics are: Love, God is love; Love, God is love. God loves

Musical notation for the second system of the song. It consists of a treble and bass clef staff in 3/4 time. The melody is written in the treble clef, and the bass line is in the bass clef. Chords are indicated above the treble staff: F, C, C, Cdim, G, Dm, C. The lyrics are: Bob-by\* and Da-vid\* and Su-sie\* be - cause God is love.

\*Use the names of children in your class.



REFERENCES: LUKE 19:28-44; *THE DESIRE OF AGES*, PP. 569-579.

# The Great Parade

## *Memory Verse:*

“Sing to the Lord.” PSALM 98:1, NIV.

## *The Message:*

I can sing praises to Jesus.

## *Parents:*

By the end of the month you can help your child

**Know** that it is good to praise God.

**Feel** happy for the things God does for us.

**Respond** by joining in to sing praise songs in Sabbath School, church, and family worship.



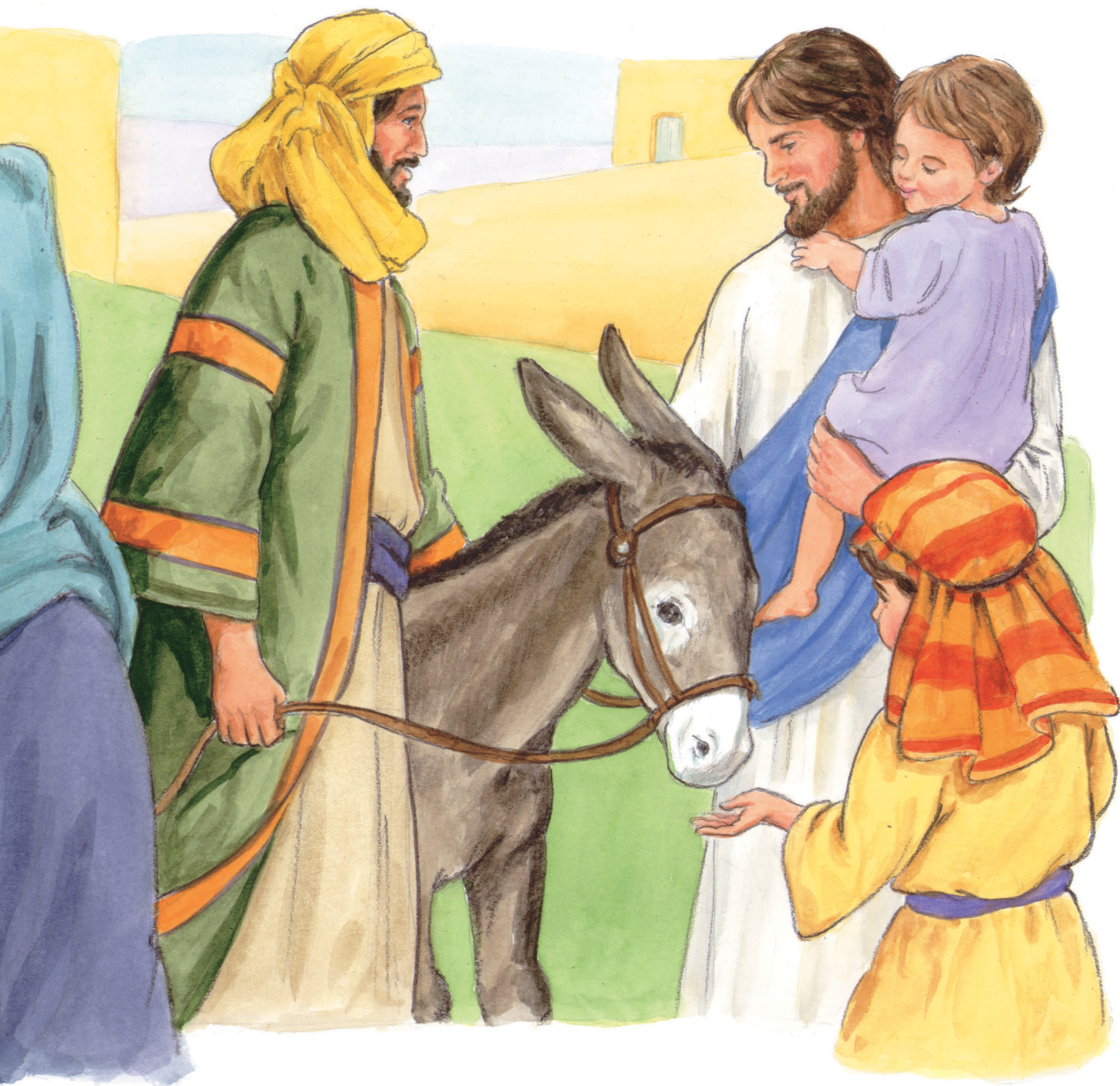
*See the children march in the parade. The doggie marches too. Our Bible story is about a parade.*

See the donkey.  
[Point to the  
donkey.] Jesus will  
ride on the donkey.  
Jesus and the donkey  
will be in a parade.

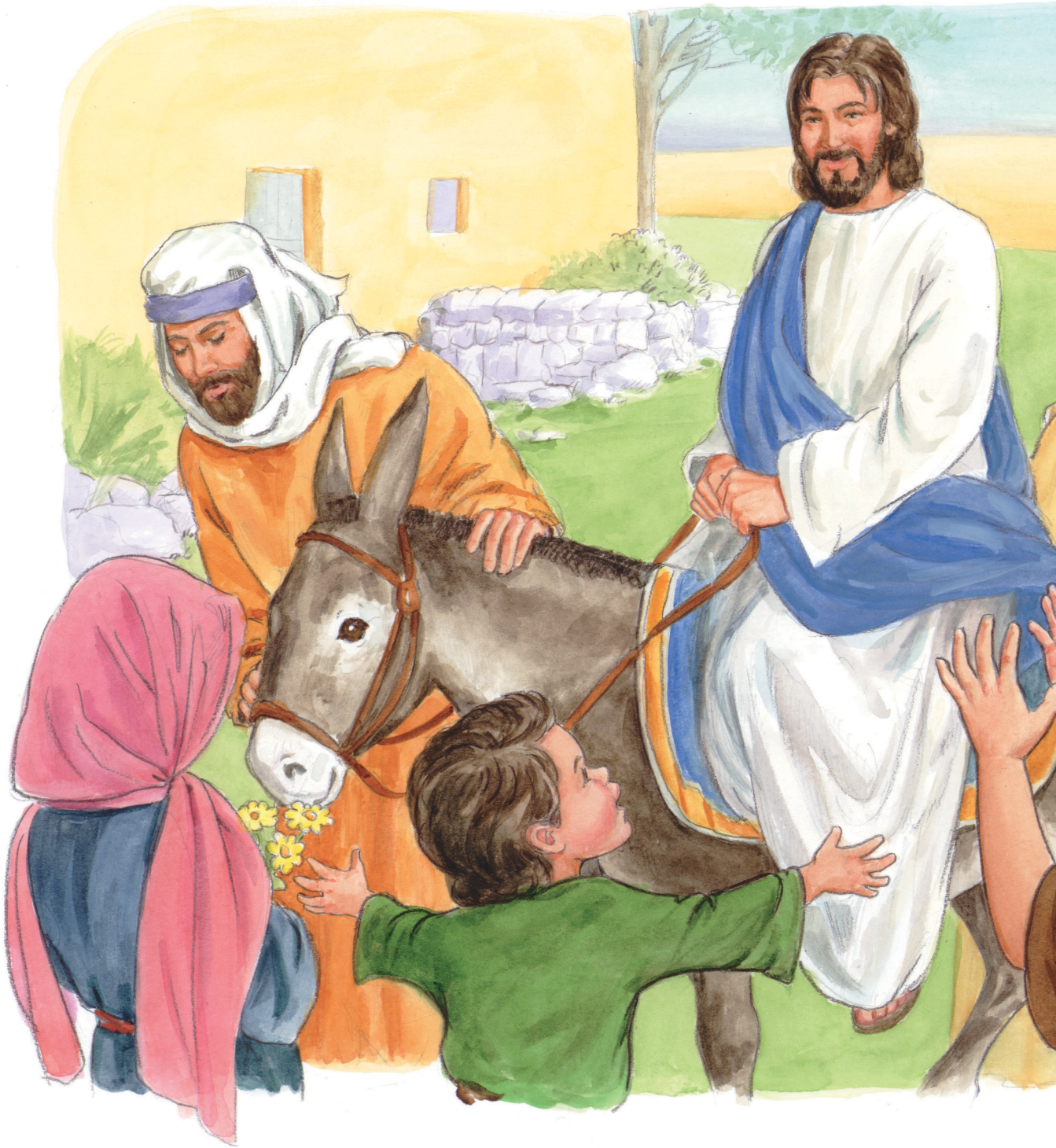
The boys and girls  
want to see Jesus.  
[Point to the children.]















See Jesus!” the children shout.

*[Point to Jesus.]*

“Jesus looks like a king!” Jesus sits straight and tall on the little donkey.

*[Give child a cloth to wave or spoons to clap.]* Yea for King Jesus!



**H**osanna!  
Son of  
King David!”

Hear the people  
shout! *[Point to Jesus,  
then the people.]* See  
the children wave.  
*[Wave a cloth or  
scarf.]*

The little donkey  
walks. *[Point to the  
donkey.]* Clip-clop-clip.

The people take  
off their coats and  
cover the road. *[Point  
to the coats.]* Clip-  
clop-clip. The donkey  
walks on the coats.

What a parade!  
*[Wave and clap.]*















See the palm  
branches. *[Give  
child green leaves to  
wave.]* The children  
wave palms.  
“Hosanna!” they shout.  
“Hosanna to our  
King!”

The parade is  
coming closer. *Clip-  
clop-clip.*

Jesus is *our* king.  
We can wave palms  
too. *[Wave green  
leaves.]* We can sing  
praises to Jesus.

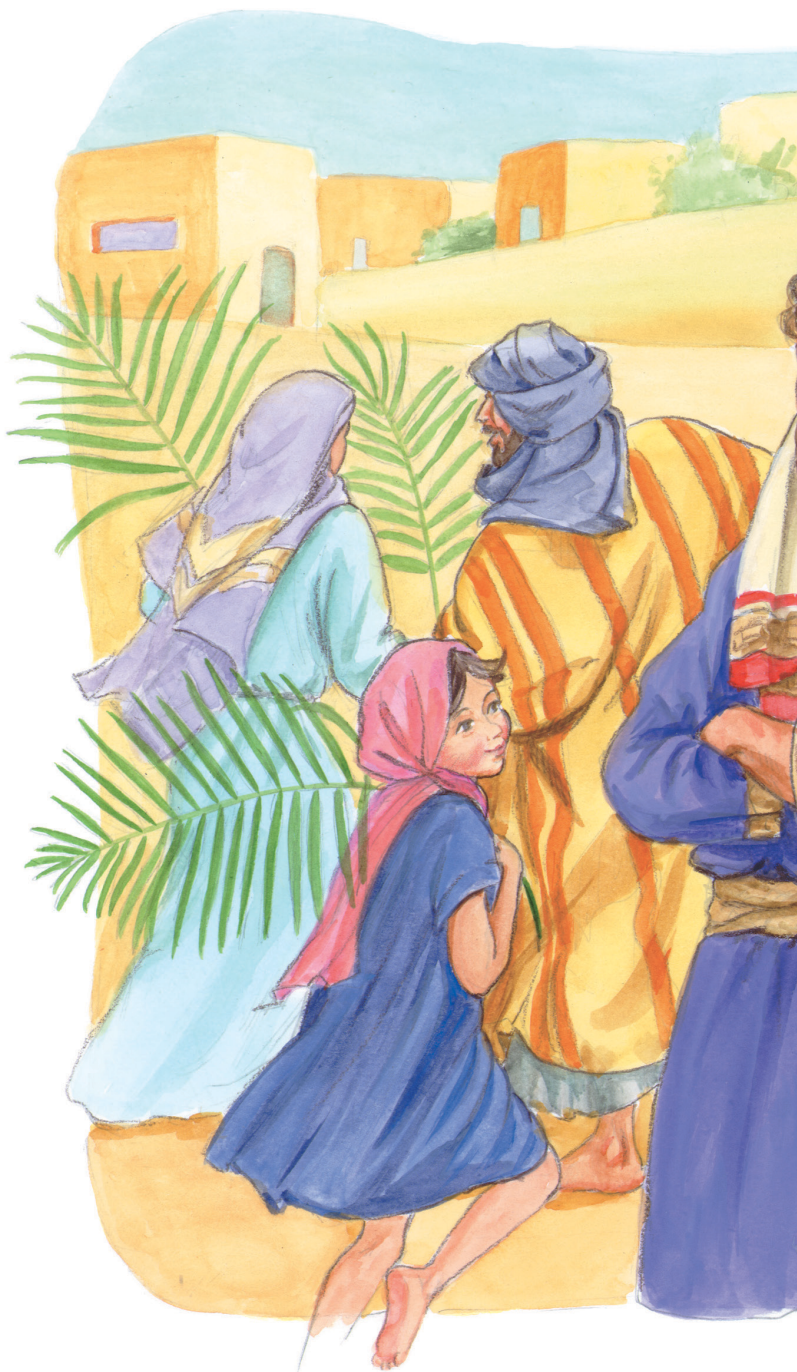


See the angry men. *[Point to the Pharisees.]* Count them: 1-2-3. Three angry men say, “Hush the children!”

But the parade goes on.

“Don’t stop the children.” Jesus says.

*Clip-clop-clip*, the donkey steps on the coats. Yea! *[Wave the cloth.]*









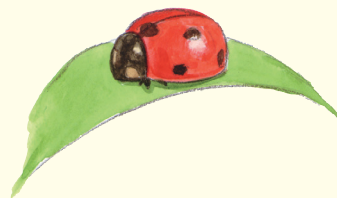






See Jesus.  
[Point to Jesus.]  
Jesus is looking at the  
great city.

[Softly in a sad  
voice] “Oh, great  
city! Jesus loves your  
people! Jesus loves  
your children—all the  
time! But you do not  
love Him.” See the big  
tears on Jesus’ face.  
Jesus is sad. [Use the  
cloth to dab at your  
eyes.] Don’t cry, Jesus.



We love You,  
Jesus!”

See, Jesus smiles.

*[Point to Jesus’ smiling  
face.]*

*Clip-clop-clip.* The  
parade moves again.

The donkey steps on  
the coats. The children  
shout “Hosanna!”

*[Shout.]* The palms  
wave! *[Wave green  
leaves.]*

What a parade!







# Do & Say

Record your child's attempt at saying "Praise Him" or singing praises to Jesus. Play it back and listen.

Take a walk with your child, around your neighborhood and praise Jesus for the things you see. Sing the memory verse song as you walk.

Partially fill a toilet paper roll with rice, beans, lentils, or gravel. Seal each end with waxed paper or other material. Let your child shake the instrument as you sing a praise song to Jesus.

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

Use your quiet voice to whisper praises into your child's ear. Encourage your child to whisper them to you.

Have a parade. March around your house as you sing praises to Jesus.



Go outside and use your loud voices to shout praises to Jesus. Teach your child to shout "Hosanna!"



Help your child think of three things for which to praise Jesus. Count them on their fingers. Take turns with your child jumping up as you list the items.

Sing "Praise Him, Praise Him" as you praise Jesus today. Use your hands to clap and praise Jesus as you sing.

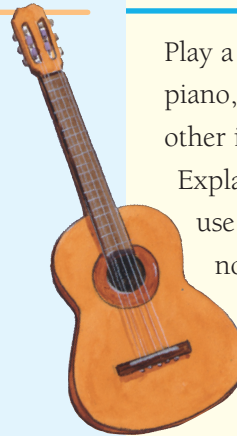
Make some different animal sounds while your child guesses what animal it is. Finish with a donkey sound. Remind your child that Jesus rode on a donkey.

Let your child wave a scarf or strip of cloth while you sing praises to Jesus together.



Hide some objects around your home. Have a treasure hunt and praise Jesus for each object your child discovers.

If possible, take your child to a petting zoo or farm. Ask the caretaker to let your child touch a donkey.



Gather some leaves or make some with paper. Wave them in praise to Jesus as you sing the memory verse song.

Hide a picture of a donkey or a toy stuffed donkey. Help your child find the donkey.

Play a note on a piano, guitar, or other instrument. Explain that we use musical notes to sing praises to Jesus.

## Lesson 3

# Sing to the Lord\*

Sing to the Lord! Sing to the Lord! We

The first system of music is in 4/4 time with a key signature of one sharp (F#). The vocal line (treble clef) features a melody of quarter notes: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), followed by a quarter rest, then G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), followed by an eighth rest, and finally G4 (quarter). The piano accompaniment (bass clef) consists of a steady eighth-note bass line: G3, A3, B3, C4, D4, E4, F#4, G4, with a quarter rest in the second measure and a quarter note G4 in the third measure.

praise Him! We praise Him! We sing to Him!

The second system continues the melody. The vocal line (treble clef) has: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), followed by an eighth rest, then G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), followed by an eighth rest, and finally G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), followed by a quarter rest. The piano accompaniment (bass clef) continues with the eighth-note bass line: G3, A3, B3, C4, D4, E4, F#4, G4, with quarter rests in the second and third measures, and a quarter note G4 in the fourth measure.

\*Simplified "Hallelujah Chorus," from G. F. Handel *Messiah*; adapted by Janet Sage.



# Pray

Pray



(Hands together as if in prayer.)

when you wake in the morning;  
*ing.*)



(Arms up over head and then down to the sides, stretching.)

Pray



(Hands together.)

at the table, too;



(Hands out in front as if offering something.)

Pray



(Hands together.)

before closing your eyes in sleep;



(Hands together on one side of the face as if forming a pillow.)

Pray



(Hands together.)

in all that you do.



(Arms out wide in front and then to sides in gesture of inclusiveness.)

## Lesson 2

# I Did Wrong

I did wrong, that's too bad;



*(Shake head "no" and frown.)*

I'll tell Jesus I am sad.



*(Fold hands in prayer.)*

He will smile from above



*(Smile.)*

And forgive in His love.



*(Place arms crisscross over heart.)*

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# Always

VIRGINIA CASON

VIRGINIA CASON / ARR. BY WAYNE HOOPER

I may not be ver - y tall, But I can love Je - sus best of all! And  
when He comes on that hap - py day, Then I'll be with Him al - way!

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## Lesson 3

# I Have Hands That Clap

S. VANCE

S. VANCE

1. I have hands that clap, clap, clap, I have hands that clap, clap, clap,  
 2. I have fin - gers that wig - gle, wig - gle, wig - gle, I have fin - gers that wig - gle, wig - gle, wig - gle,  
 3. I have feet that tip - py - tip - py toe, I have feet that tip - py - tip - py toe,  
 4. I have knees that bend by my chair, I have knees that bend by my chair,

I have hands that clap, clap, clap. They were made for Je - sus.  
 I have fin - gers that wig - gle, wig - gle, wig - gle. They were made by Je - sus.  
 I have feet that tip - py - tip - py toe. They were made by Je - sus.  
 I have hands that fold in prayer. Now I talk to Je - sus.

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