



ffc children's ministry  
HANDBOOK

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# WELCOME!

## First Family Church Children's Ministry

At First Family Church (FFC), we believe children are a gift from God. The Bible refers to children as rewards.

**"Sons are a heritage from the Lord, children a reward from him."  
Psalm 127:3**

Jesus was very clear about how he felt when the disciples tried to turn the children away.

**"Jesus called the children to him and said, 'Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these.'"  
Luke 18:16**

Our Lord places great value on children, and we, at FFC, want to honor that by offering quality education and care for all our children.

It is our responsibility to teach the children, to introduce children to Jesus Christ and help them to be lifelong followers of Him through celebration, growth, and service, so they in turn will teach others.

**"We will tell the next generation the praiseworthy deeds of the Lord, his power, and the wonders he has done...Then they would put their trust in God and would not forget his deeds but would keep his commands."  
Psalm 78:4,7**

By helping in the children's ministry, you will be serving the Lord, impacting the lives of our families, investing in the future, and being a great example to the children and other adults at FFC.

Welcome to the children's ministry!

Serving Together,

Shelleena McConnell  
Director of Children's Ministries

# MISSION STATEMENT

## CHILDREN'S MINISTRY MISSION STATEMENT

**FFC strives for children to become lifelong followers of Jesus Christ through celebration, growth, and service, so they in turn can teach others.**

### GOALS

1. Help children learn basic scriptural truths through age-appropriate Bible stories, scripture reading and memorization, active learning, and example.
2. Help children understand and participate in worship, praise, and prayer in a way that is meaningful to them.
3. Assist families by providing Biblical parenting ideas and educational/spiritual activities.
4. Provide children with knowledge about serving and the opportunity to serve others.

# GENERAL GUIDELINES

## **SCHEDULES**

- Monthly schedules will be distributed prior to the beginning of each month.
- Find a replacement or make a trade with someone if you are going to be gone.
- Inform your team leader of any schedule changes.

## **SAFETY**

- Always have two leaders per class.
- Use sign-in sheets.
- Frequently "count heads".

## **USE GOOD HYGIENE TECHNIQUES**

- Use disposable gloves whenever there is a possibility of contact with bodily fluids.
- Wash hands frequently.
- Use antibacterial wipes/soap/gel.

## **HEALTH**

- Children with symptoms of illness should not attend class.

## **SIGN-IN SHEET**

- Include the child's name, name of parents, and time of arrival.
- Note any special instructions (i.e., allergies, potty-trained, etc).
- Use Kiddie Keeper check in/out system for infants and toddlers.
- Pagers are available.
- Use three part check in/out system for two year olds.

## **SERVICE AVAILABILITY**

- Rooms will be open for children's arrival approximately 15 minutes prior to the beginning of Celebration Services. Please arrive early to prepare your classroom prior to the time children arrive.

## **SUPPLIES**

- General supplies will be kept on hand in the black storage carts.
- Special items can be requested using the "Supply Request Sheet".
- Communicate the need for supplies at least one week in advance.

## **COMMUNICATION**

- Please put any requests you have in writing.
- Ideas, challenges, etc? Bring them up before they are problems by either calling or e-mailing.
- Contact information for Shelleena: 515.967.7594 (home) or 515.965.8300 (office)  
children@firstfamilyministries.com (office e-mail)

# STRUCTURE OF MINISTRY

## Overview of Ministry Team Structure

Our children's ministry is divided into teams. We have a team for most every age group, consisting of a team leader, lead teachers, and additional helpers. Team leaders oversee both the scheduling and the classrooms for their age group.

Our desire is that the same "core" individuals are helping in each room in order to provide consistency for our children.

## MINISTRY TEAM EXPECTATIONS

1. Acknowledge that Jesus Christ is Lord and have a personal relationship with Him.
2. Have a heart for children's ministry, a willingness to participate with children, and a desire to keep children engaged.
3. Agree to set an example in faithful attendance, giving, witnessing, studying, and living a life that honors God.
4. Attend occasional teacher training meetings.
5. Commit to the leadership and vision of First Family Church and its ministries.
6. Be timely, consistent, and responsible.
7. Exercise God-given gifts and talents to edify the church.

# AGE DIVISIONS

**The FFC Children's Ministry is divided into two main groups:**

## **EARLY CHILDHOOD EDUCATION (ECE)**

### **Birth-PreK:**

This includes a room for infants, toddlers, two-year olds, three-year olds, and a combined four-year old/PreK classroom.

Children remain in the infant room until they are walking well. Then s/he moves to the toddler room. The Sunday following the child's second birthday, s/he moves to the two year old room. Each child moves to a new classroom the Sunday following his/her birthday and continues in this pattern until s/he begins kindergarten.

## **ELEMENTARY**

### **Kindergarten-5th grade:**

The elementary ministry includes kindergarten, first grade, second grade, third grade, fourth grade, and The BRIDGE, our transitional year designed especially for fifth grade.

# SCHEDULES

## **CHURCH SCHEDULE**

- 8:30 - 9:45** Celebration Service  
**9:45-10:30** Celebration Grounds Cafe  
**10:30 - 11:45** Celebration Service

## **ECE SUNDAY MORNING SCHEDULE**

**Attention 8:30 teachers/helpers:** You will need to assist in setting up your classroom. This could involve moving desks, unloading supplies from the storage carts and distributing teaching materials as needed. It is critical that our rooms are ready and our team is available when families begin to arrive.

(Times are approximate.)

8:00 – 8:15 (10:00 – 10:15) Leaders arrive.

8:20 – 8:40 (10:20 – 10:40) Children arrive.

- Greet child and parent.
- Check to see that child has registered at the sign-in table.
- Offer several activities at different centers for children.

\*Once children arrive, they should not leave unless supervised until their parents come to get them at the conclusion of the service.

8:45 – 9:05 (10:45 – 11:05) Large group time

- Bible story
- Songs and action plays
- Bible verse

9:05 – 9:25 (11:05 – 11:25) Pray, snack, restroom break

9:25 – 9:45 (11:25 – 11:45) Art/craft/project

9:45 (11:45) Use transition ideas until service is complete and parents arrive.

**Attention 10:30 teachers/helpers:** You will need to assist in packing up the tubs at the end of the service and straightening the classroom. Use the room map by the classroom door to return the desks, tables, and chairs to their designated places.

# SCHEDULES (CON'T)

## ELEMENTARY SUNDAY MORNING SCHEDULE

**Attention 8:30 teachers/helpers:** You will need to assist in setting up your classroom. This could involve moving desks, unloading supplies from the storage carts and distributing teaching materials as needed. It is critical that our rooms are ready and our team is available when families begin to arrive.

(Times are approximate.)

8:00 – 8:15 (10:00 – 10:15) Leaders arrive.

8:20 – 8:40 (10:20 – 10:40) Children arrive.

- Greet child and parent.
- Check to see that child has registered at the sign-in table.
- As children arrive, offer an activity or two that relates to the lesson theme. This will get the children thinking about the concepts that will be developed during the lesson, allows for a variety of arrival times, and is a great time for relationship building among children and leaders.

\*Once children arrive, they should not leave unless supervised until their parents come to get them at the conclusion of the service.

8:40 – 9:10 (10:40 – 11:10) Praise, worship, message

- Music
- Message/Bible story
- Bible verse

9:10 – 9:45 (11:10 – 11:45) Discussion and life application activities from lesson guide

9:45 (11:45) Use transition ideas until service is complete and parents arrive.

**Attention 10:30 teachers/helpers:** You will need to assist in packing up the tubs at the end of the service and straightening the classroom. Use the room map by the classroom door to return the desks, tables, and chairs to their designated places.

# TEACHER SCHEDULE

**Set schedules enable us all to plan ahead. In the event you find one of your Sundays does not work for your schedule, follow this procedure:**

1. Use your Children's Ministry Volunteer List to contact one of your team members. Work with your team members to trade dates/times with you. If someone on your team is unable to trade with you, contact another volunteer that is on the list. We ask that you start with your "team" first, as they are the individuals most familiar with the age group, then try other volunteers in the same division - ECE or Elementary.

2. Once you have arranged a trade, contact your team leader and notify them of your change.

Infants Leader: Jody Halsted	707-6547	jlhalsted@halstedenterprises.biz
Toddler Leader: Kaarin Reese	963.1056	tworeesepieces@netzero.net
Two's Leader: Holly Beede	289-0926	coffeepz@gmail.com
Three's Leader: Sarah Farnsworth	371.6585	farns_s@hotmail.com
Four's/Pre-K Leader:		

Kindergarten Leader:

First and Second Grade Leader:

Third and Fourth Grade Leader:

The Bridge (5th grade) Leader:

We encourage you to begin arranging a trade as far in advance as possible. Doing so enables us all to plan schedules, arrange curriculum, and maintain teacher/child ratios.

3. In the event you are unable to work a scheduled shift due to a sudden illness or emergency the night prior or the morning of, contact your team leader immediately. The best solution is to have a spouse, relative, or friend fill in for you if possible.

## **Teacher/Child Ratios**

We aim to keep our classes within the following teacher/child ratios:

Infants 1:1-2	Four-year olds 1:5-6
Toddlers 1:3	Pre-K 1:6
Two-year olds 1:3-4	Kindergarten 1:6-7
Three-year olds 1:4-5	Elementary grades 1:8

# THE LESSON

**Early Childhood Education:** The lesson is structured around a Bible story. There are corresponding activities including large and small motor activities, an art/craft project, memory verse and music time.

**Elementary:** The elementary lesson is structured around a Bible story. Each lesson includes verse memorization, one or more activities to reinforce the story, and opportunity for life application of the Bible truth taught.

Teachers are asked to follow along with the provided curriculum. A variety of activities and projects will be offered in each lesson. Teachers are free to utilize some or all of the provided activities as well as bring in some of their own ideas that reinforce the Bible story/theme for the day.

# TRANSITION ACTIVITIES

## Activities for children as they arrive:

Preschool - Kindergarten:

Playdough  
Blocks

Coloring sheets  
Puzzles

Books  
Train set

Lower Elementary:

Playdough  
Blocks  
Puzzles - interlocking

Coloring sheets  
Tic-tac-toe  
Word searches

Books  
Brainteasers

Upper Elementary:

Coloring Sheets  
Magnetix building kit  
Puzzles - interlocking (can do on a tray or use a roll-up mat)

Word searches  
Strategy sheets (word puzzles, hidden codes)

Tic-tac-toe

These are just a few ideas to do with kids as everyone arrives. Use your imagination and come up with some of your own! Stored in the black carts, you will find that each grade level has a labeled tub of activities.

## Activities for children while waiting for the conclusion of the service:

- use any of the ideas on the discovery activities list
- Bible trivia
- Songs and action plays
- Book of Bible Jokes or brain teasers
- Tongue twisters
- Regular twister
- Would You Rather...
  - eat ice cream or yogurt?
  - be David or Goliath?
  - ride on a train or a plane?
  - be on a deserted island or at the shopping mall?

(Create additional questions on your own. Ask kids to make up some questions.)

# DISCIPLINE

Every adult, parent, and teacher has expectations of how a child should act. But, it is very important to understand first what discipline is.

Discipline is not punishment. Discipline means “teaching” the very kind of teaching Jesus did with his disciples. First, he gave them a walking, talking, breathing, listening example of what He wanted them to become. He taught more by action and attitude than by his words.

Discipline is an opportunity to teach children to meet their own needs. Help guide children to help themselves grow toward self control in knowing and doing what is right.

## **NURSERY AND TODDLERS**

1. PREVENT PROBLEMS before they start. Be sure there is plenty of space for babies and toddlers to move around. Offer a variety of toys and books. (Toddler tip: have duplicate toys).
2. Be a good example. Your actions often say more than your words.
3. Redirect behavior in a positive way. Tell the child what s/he may do. Offer another activity.
4. Get actively involved. Young children will not play well on their own.

Responses to unacceptable behavior:

1. attract child’s attention away from the situation.
2. move child away from the situation.
3. toddler tip: move child to another area.

## **TWO YEARS - PREK**

Along with the suggestions above...

1. Let children know what is coming next. Stick with the routine, and warn in advance when changes will be made.
2. Give choices. Offer a variety of interesting things for children to do. Limit number offered to two or four activities at one time.

Responses to unacceptable behavior:

1. Tell the child of the rule that was broken and remind them that they need to obey the rules.
2. If rule is broken a second time, warn the child of an impending time out if the behavior continues.
3. Timeout. If behavior continues, tell child that because of disobedience, s/he must sit in a chair away from the activities. Time Out Tip: One minute for each year (ex. three-year old three minutes). Keep child in view. It might be necessary to have a helper stay with the child.
4. If behavior continues, remove child from the group and notify parents.

# DISCIPLINE (CON't)

## **ELEMENTARY**

1. Prevent problems before they begin.
  - Be well prepared.
  - Offer a variety of activities and methods of teaching.
  - Stay with your schedule and warn children if there will be changes.
  - Let children know rules up front. We basically have two.  
R2 = Respect God, Respect Others.
2. Be a good example. Often your actions speak louder than words.
3. Stay calm.
4. Whenever possible, talk with a child individually about a problem.
5. Tell the child what s/he needs to do. If s/he complains, argues, etc., repeat the statement.
6. Help the child honestly confront wrongdoing by asking, "What did you do that was a problem?". (Not, "Why did you hit him?").
7. If misbehavior continues, child loses a privilege.
8. If misbehavior still continues, ask child to move away from the group and notify parents.

# SALVATION

## When talking to a child about salvation:

Ask follow up questions. For example "Tell me more about what you are thinking," or "What made you ask that question? Where did you hear about this?". Remember, many times the question a child asks may not be the actual question for which s/he is needing an answer. Avoid asking "yes" or "no" questions.

Avoid giving more information than a child needs. Only answer what the child is asking. If a child asks for more information, be more specific with your answers.

Don't jump to conclusions. A child may ask, "Why did Andy get baptized?". This question may be only a request for information, not a request for the gospel presentation.

Speak in clear terms. Avoid symbolic analogies that may distract from discussion and understanding.

Use simple wording. Rather than using the phrase "accepting Jesus into your heart," say the words "becoming a Christian."

## Steps in talking with a child about God's plan for salvation:

1. God loves you and has a great plan for you (Psalm 139:13-16). Talk about these truths: God made the world, God made people, God wants to have a relationship with you.

2. We have all sinned (Romans 3:23). Sin is best understood as choosing to do things our way instead of God's way. (Examples of sin are disobedience, ungratefulness, and dishonesty).

3. Even though we choose to sin, God still loves us and offers to forgive us (Romans 5:8). "God promised that one day a Savior would come and not sin and would die for all people. Do you know who that Savior is? Did you know that He died for you?"

4. Jesus died for us (John 3:16). Explain that because sin separates people from God, everyone needs a Savior. "Jesus loved you so much. He willingly died for you, so you could be with God forever." If the child is old enough to understand the resurrection, say, "Jesus rose from the dead, so we could have eternal life."

5. You can become a Christian by confessing that Jesus is your Savior and Lord (Romans 10:9). Ask, "Would you like to be a Christian?". State that the word confess means to say that Jesus is your Savior and that you must:

**A**dmit you have sinned.

**B**elieve that Jesus is God's Son.

**C**onfess that Jesus is Savior and Lord.

6. Review and follow up. Encourage a child to tell you in his/her own words what s/he understands and believes. After a prayer, read Romans 10:13 and remind him/her that this verse is a promise.

# BAPTISM

**Always make distinctions between baptism and becoming a Christian.** Point out that becoming a Christian comes first, and then baptism follows because it is a way of showing one has become a Christian.

**Avoid emphasizing the emotional side of the baptism experience.** Keep in mind that public recognition should not become a motivating factor for making a decision.

# CURRICULUM

The ECE ministry (birth-preK) utilizes curriculum from two main sets of Gospel Light teaching tools ("My Great Big God" and "My God and Me").

The Elementary Ministry utilizes curriculum from LifeWay Publishers, maintaining a strong Biblical emphasis.

Each week, there is one main "theme" that is taught. This theme is reflected in the Bible story, memory verse, and emphasized in the activities outlined for each week. The stories typically run in chronological order (i.e. God Made Animals/People, etc.). It is likely that the Christmas lesson and those leading up to Easter are scheduled close to those holidays. There are times that the children's curriculum mirrors that of the adult teaching schedule.

## **BIBLICAL CONCEPTS TAUGHT**

- 1. THE BIBLE AS OUR TEXTBOOK** - The Bible is the basis for everything taught in Bible study settings. Bible content is also the basis for the development of all teaching procedures.
- 2. THE CHILD AS A LEARNER** - Preschoolers and children are the focus of our teaching. Their understanding, needs, and interests are important considerations in determining how to approach Bible content. Bible study resources must touch the head, the heart, and the hands of the child to create life-changing experiences.
- 3. THE TEACHER AS A GUIDE** - The teacher must focus on the five functions of the church - evangelism, discipleship, ministry, fellowship, and worship. The teacher must provide activities that will involve children in learning, will guide children to correct information, and will share the Biblical revelation. In addition to teaching Bible truths, teachers must live out the Biblical message in front of children and parents.
- 4. PARENTS AS PRIMARY TEACHERS** - The primary responsibility for spiritual instruction of preschoolers and children belongs to parents. The Holy Spirit works through Christian parents as they teach Biblical truths in word and action. The church and its ministries must assist and support parents as spiritual leaders by enabling them and helping to teach their children.

# BIBLICAL CONCEPT CHART

The chart on the following pages covers ten concept areas, the age these concepts are taught and how they are developed throughout the child's church experience.

**As you read the chart, it is good to remember that:**

- Although children develop spiritually in similar ways, the rate of that development will vary. Some children may understand concepts at an earlier or later age than indicated on the chart.
- Certain concepts are introduced later when the concept and content are more useful and meaningful to the child.
- While God and His attributes don't change, a child's level of understanding and vocabulary does change. It is important to see that small nuances in words and slight changes in concepts are significant in the mind of a growing child. From an adult's perspective, it may seem minor, but these small steps are important for the child's understanding.
- When teaching or developing resources for broad-age groupings of children, concepts may be combined or adapted to meet the needs of the group.



## **BABIES - 2's**

## **3's - PRE-K**

## **KINDERGARTEN**

God is good.

God is special.

God is special. No one is like Him.

God made me.

God made everything.

God created everything.

God loves me.

God loves me and is with me.

God is always with me.

God hears me.

God hears people talk to Him when they pray.

God wants people to pray to Him.

God cares for me.

God cares for people.

God cares and provides for people.

God loves people.

God loves all people.

God shows His love to all people.

God gives rules because He loves me.

God gives rules to help me know what to do.

God loves people even when they make wrong choices.

God wants people to love Him.

God wants people to sing and pray to Him.

God wants people to worship Him.

God wants people to learn about Him.

God wants people to do what He says.

God wants people to obey Him.

God can do things people cannot do.

God always keeps His promises.

God does what He says He will do.

God knows everything.

God is real.



## GRADES 1-2

## GRADES 3-4

## PRETEEN

God is special-no one and nothing can be compared to God.

God is unique-no one and nothing can be compared to Him

God is eternal, holy, and perfect.

God is Creator.

As Creator, God is to be praised.

God the Creator is to be worshiped, not His creations.

God is everywhere.

God is everywhere at all times.

God is omnipresent.

God hears and answers prayer.

God hears people's prayers and communicates with them.

God knows the desires of my heart but still wants me to pray.

God has concern and care for all people.

God has concern and care for all people.

God's care and concern exist regardless of people's circumstances.

God shows His love to all people in the same way.

God loves and values all people.

God's love is not limited by time, space, culture, or ethnicity.

God loves and forgives people.

God loves people enough to provide forgiveness for sin.

God proved His unconditional love for people through the sacrifice of Jesus Christ.

God wants people to worship Him.

God is worthy of praise and worship.

God wants people to worship Him with all their hearts, souls, minds, and strength.

God wants me to obey, respect, and honor Him.

God deserves respect, obedience, and honor.

Because God deserves respect, obedience, and honor, God nurtures and disciplines Christians.

God is powerful.

God is almighty.

God is omnipotent.

God is fair and can be trusted.

God is faithful and just.

God is righteous.

God knows everything.

God is all-knowing.

God is omniscient.

God is real, the only true God.

God is real, the only true God.

People believe in different gods, but there is only one true God. God is God the Father, God the Son, and God the Holy Spirit (Trinity).



## **BABIES-2's**

God chose a family for Jesus.

Jesus was born.

Jesus grew and had a family.

Jesus went to church and learned about God.

Jesus told people about God.

Jesus helped people because He loved them.

Jesus wants me to love Him.

Jesus loves me.

## **3's-PRE-K**

Angels told Mary and Joseph that Jesus would be born.

Jesus was sent to earth by God.

Jesus grew like me.

Jesus read the Bible at church.

Jesus taught people about God.

Jesus did things that people cannot do.

Jesus wants people to love Him.

Jesus loves all people.

Jesus is God's Son.

Jesus did everything God told Him to do.

## **KINDERGARTEN**

People in the Old Testament told that Jesus would be born.

God sent Jesus to earth because He loves us.

Jesus grew, learned, and had friends.

Jesus worshiped God in the synagogue/temple.

Jesus taught people about what God is like.

Jesus performed miracles and healed the sick.

Jesus wants people to love and obey Him.

Jesus died on the cross and is alive.

Jesus is God's one and only Son.

Jesus always obeyed God.

Jesus is in heaven.



## GRADES 1-2

## GRADES 3-4

## PRETEEN

Prophets in the Old Testament told that Jesus would be born.

God sent Jesus to earth because He loves us.

Jesus grew in mind, body, and in relationships with God and with other.

Jesus taught that God's house is a house of prayer.

Jesus shows me through His life and teachings what God is like.

Jesus performed miracles, healed the sick, and restored life.

Jesus wants people to follow Him.

Jesus died on the cross, and God raised Jesus from the dead.

Jesus is the only Son of God, and He was sent to be the Savior of all people.

Jesus always obeyed God.

Jesus is in heaven.

Old Testament prophets revealed God's plan for Jesus to be the Savior.

Jesus came to earth in human form.

Jesus understand what it means to be human.

Jesus taught that worship is focused on God alone.

Jesus taught about faith, trust, and obedience to God.

Jesus performed miracles because He is God's Son.

Jesus wants people to trust Him.

Jesus died to pay the penalty for sin.

Jesus is the only Son of God, and He was sent to be my Savior.

Jesus was tempted by Satan but did not sin.

The ascension describes Jesus' return to heaven.

Jesus promised His followers that He would come back to earth.

God planned for Jesus from the beginning of time.

Jesus was born of a virgin.

Jesus was God in human form.

Jesus taught that true worshipers must worship in spirit and truth.

Jesus taught about faith, trust, and obedience to God.

Jesus performed miracles because He is God's Son.

Jesus wants people to be transformed by Him.

Jesus' crucifixion, burial, and resurrection were a necessary part of God's plan for the forgiveness of sin.

Jesus is the Messiah and Savior, and God sent Him to fulfill His promise of redemption.

Jesus is holy and perfect.

The ascension describes Jesus' return to heaven.

Jesus will return to earth someday.

# BIBLE

## BABIES-2's

The Bible is a special Book.

The Bible tells about God and Jesus.

People in the Bible told about God.

The Bible has stories about Jesus.

The Bible helps me know what to do.

## 3's-PRE-K

The stories in the Bible are real.

I can learn about God and Jesus from the Bible.

People in the Bible wrote about God.

The Bible tells what Jesus did.

The Bible helps me know the right things to do.

The people in the Bible were real people.

People at church use the Bible.

## KINDERGARTEN

The stories in the Bible are true.

The Bible tells what God and Jesus are like.

People wrote God's words in the Bible.

The Bible tells what Jesus is like.

The Bible helps me know what God wants me to do.

The Bible has stories about God, Jesus, and people.

The Bible is for everyone.

# BIBLE

## GRADES 1-2

## GRADES 3-4

## PRETEEN

Bible truths never change.

The Bible helps me know more about God and Jesus.

God helped people know what to write in the Bible.

The Bible tells what Jesus is like and how to be like Him.

The Bible helps me understand how God wants me to live.

The Bible tells me what God wants me to do through verses and stories about people and events.

The Bible has truth and meaning for me.

The teachings in the Bible will last forever.

The Bible is God's message.

God inspired people who wrote the Bible.

The Bible tells me that Jesus died on a cross, was buried, and was raised from the dead.

The Bible tells me how to live the Christian life.

The Bible tells me how people's lives were affected by their responses to God.

Every person can find truth and meaning in God's Word.

The Bible is eternal.

The Bible is God's message about Himself.

The Bible is the only written word of God.

The Bible tells me that salvation through Jesus is God's gift.

The Bible applies to personal and social issues.

The Bible tells me how people's lives were affected by their responses to God.

The Bible is for people of all languages, ethnicities, and cultures.

# CREATION

## BABIES -2's

God made day, night, plants, sky, sun, moon, stars, animals, water, birds, and fish.

God made people.

God made food for people and animals.

God wants people to take care of the things He made.

God wants me to enjoy the things He made.

God wants me to thank Him for the things He made.

## 3's-PRE-K

God made everything.

God made people different from the other things He made.

God planned for people, animals, and plants to grow.

God wants people to take care of the things He made.

God made the world for people to enjoy.

God wants me to thank Him for people, animals, plants, and things in the world.

## KINDERGARTEN

God created the earth and everything in it.

God created people able to make choices.

God provides for His creation.

God planned for people to care for the things He made.

God made the world for people to enjoy.

God wants me to thank Him for His creation.

# CREATION

## GRADES 1-2

## GRADES 3-4

## PRETEEN

God created the world in six days and rested on the seventh day.

God created people able to think and solve problems.

God's creation follows His plan.

God tells people to take care of His world.

God wants me to feel a sense of wonder as I enjoy His creation.

God wants me to praise Him for His creation.

God created the world from nothing.

God created people in His own image.

God's world is orderly.

People can accept increasing responsibility for taking care of God's world.

Understanding what God is like comes by discovering the things He created.

God wants me to praise Him for His creation.

Creation can be credited to God only.

God created people in His own image.

God's created order is governed by His laws.

God helps people to discover, understand, and use His resources.

God wants me to feel secure because He made the world, is still at work in it, and cares what happens to me.

God wants me to praise Him for His creation.

# FAMILY

## BABIES -2's

## 3's-PRE-K

## KINDERGARTEN

God made my family.

God's plan for families is found in the Bible.

God's plan for a family is for mothers and fathers to raise children.

My family loves me.

God wants family members to love one another.

I can show my family I love them.

God gave me a mommy and a daddy.

I can do what my parents tell me to do.

I can obey my parents.

Family members help me.

Family members help one another.

Family members help one another.

My family tells me about God.

My family tells me about God.

God wants families to worship together.

My family is kind to me.

God wants family members to be kind to one another.

God wants family members to be kind to one another.

God loves my family.

God loves and cares for my family.

God loves and cares for my family.

My family helps.

My family can help other people.

My family can love and care for other people.

# FAMILY

## GRADES 1-2

Mothers and fathers are to love each other.

Each person in my family deserves love and respect.

God helps me know how to honor and obey my parents.

Each family member has his own work.

God wants families to worship together.

God wants me to treat family members fairly and with kindness.

God loves and cares for families in all kinds of situations.

My family can show God's love and care for other people.

## GRADES 3-4

The first responsibility of mothers and fathers to their children is to teach them about God.

Each person in my family deserves love and respect.

God's plan is for parents to lead families.

Each family member should make a contribution in a positive way.

Worshiping together can help families grow stronger.

God's love helps me consider my family members before myself.

God loves and cares for families in all kinds of situations.

My family can show love and care to other people regardless of their circumstances.

## PRETEEN

Families are part of God's plan for providing my physical, spiritual, mental, social, and emotional needs.

Understanding that each family member is a person of significance and worth can help me relate to him/her.

God's plan is for parents to lead families according to His Word and will.

Each person in my family has a contribution to make to the family.

God wants me to help lead my family in worship.

God wants me to show love, respect, cooperation, and consideration for all persons in my family.

God loves and cares for families in all kinds of situations.

My family can show God's love and care to other people regardless of their circumstance by ministering to their needs.



**3's-PRE-K**

**BABIES -2's**

**KINDERGARTEN**

God made me.

I am growing.

I am growing as God planned for me to grow.

I am special.

I am special because God made me.

People are special because God made them.

I can make choices.

I can make right and wrong choices.

My choices can make me happy or sad.

I am learning.

God made me so I can think, work, and play.

God has made me able to do many things well.

I can talk to God.

I can pray.

God wants me to pray.

I can grow like Jesus grew.

I can do some things like Jesus.

I can try to be like Jesus.

I am learning to take turns.

I can take turns and learn to share.

Jesus is my example for how I treat other people.

God loves me.

God will always love me.

No matter what happens, God loves me.

God has a plan for people.

God has a plan for me.

I can do what God wants me to do.

I can show love for God by obeying Him.

God wants me to take care of my body.

I can say "No" to what I know is wrong.

I can begin to recognize when I hurt others.



## GRADES 1-2

## GRADES 3-4

## PRETEEN

My birth and growth are part of God's plan.

I am created in the image of God.

Life is a gift from God.

People are God's most important creation.

Each person is unique and of value to God.

I can appreciate my value as a person God loves.

I can be trusted to make some good choices.

I am responsible for my choices.

I can take responsibility for my choices and their consequences.

I can use my talents and abilities in ways that please and honor God.

I can develop and use my abilities and talents in ways that please and honor God.

God will help Christians know and use their spiritual gifts.

God wants me to pray and read the Bible.

God wants me to communicate with Him through praying and reading the Bible.

God wants me to communicate with Him and study the Bible daily.

I follow Jesus' example when I obey God.

I can follow the examples, teachings, and commandments of Jesus.

I can take deliberate actions to grow in Christlikeness.

I can be a good example for others.

I can learn to love others as I love myself.

I am accountable to God for the way I treat other people.

Good and bad happen to me, but God still loves me.

I am learning to respond in positive ways to what happens to me.

I can live with joy regardless of my circumstances.

God has a plan for my life.

God's plan for my life is that I accept Jesus as Savior and Lord and obey Him.

I can understand and follow God's specific plan for my life.

God wants me to live every day in ways that please Him.

I can learn about and recognize God's authority.

I can acknowledge and follow God's authority in my life.

I need to take care of my body because God created me.

I need to take care of my body and mind to honor God.

My body is God's temple.

I can say "No" to what I know is wrong.

I can recognize and reject wrong actions and wrong influences of others.

My self-control and obedience to God can help me stand up to peer pressure. My self-control honors God and benefits me.

When I hurt others, I can ask them to forgive me.

I am able to admit that I have hurt others and ask them to forgive me.

I can take deliberate actions to ask for forgiveness and restore relationships.

God wants my actions, attitudes, and words to be good.

God wants me to have pure thoughts and actions.

God expects me to remain pure in all aspects of my life.

# CHURCH

## BABIES -2's

People at church love God and Jesus.

People at church love and teach me.

People at church help me.

People enjoy going to church. They sing, talk to God, listen to Bible stories, and talk about God and Jesus at church.

God wants people to go to church.

## 3's-PRE-K

People learn about God and Jesus at church. People go to church in different kinds of places.

People at church love each other and teach about God and Jesus.

People at church help other people.

People thank God and give money at church.

People at church help in different ways.

## KINDERGARTEN

Churches are part of God's plan for people.

Church helps teach about God and Jesus.

My church provides ways for me to help other people.

People at church worship, pray, give, sing, read the Bible, and listen to teaching and preaching.

At church people have different kinds of jobs.

The Lord's Supper is a special meal to remember Jesus.

A person is baptized after s/he becomes a Christian.



## GRADES 1-2

## GRADES 3-4

## PRETEEN

The church is more than a building; it is Christians who do God's work. Believer is another word for a Christian.

A church is a group of baptized Christians who meet together to pray, to tell other people about Jesus, to worship God, to learn from the Bible, to meet needs of others, and to encourage one another.

The church is a fellowship of baptized believers where all people are welcomed and wanted. The functions of the church are evangelism, discipleship, fellowship, ministry, and worship.

Church leaders teach about God and Jesus.

Church leaders are called by God to do His work.

Churches encourage people to do certain tasks.

My church meets the needs of other people in my community and around the world.

God uses the church to accomplish His purposes in the world today.

Believers are to take God's message into the world.

People worship at church and bring tithes and offerings.

People have responsibilities to participate in worship services, to pray for their church, and to give money for the work of their church.

Corporate worship is the responsibility of all church members.

Church members have different responsibilities.

Being a church member involves responsibilities and privileges. Church members are called by God to do His work.

Each believer is given one or more spiritual gifts. Believers use spiritual gifts to do God's work.

The Lord's Supper is a special event at church. People can remember Jesus when they see the Lord's Supper being observed.

The Lord's Supper is an observance of the church. The Lord's Supper is a way to remind people about what Jesus did. Christians participate in the Lord's Supper.

The body and blood of Jesus are represented in the Lord's Supper.

Baptism is a special event at church. Baptism shows that people have accepted Jesus as Savior and Lord.

Baptism shows that people have accepted Jesus as their Savior and Lord.

Baptism by immersion is a symbol of Jesus' death, burial, and resurrection.

Churches today are part of the movement begun by Jesus and His followers.

# COMMUNITY & WORLD

## BABIES -2's

## 3's-PRE-K

## KINDERGARTEN

God made people.

God made people alike and different.

God made people in my community and the world alike and different.

I can help.

I can help others around me.

I can be a part of God's work.

People tell about God and Jesus.

Missionaries are people who tell other people about God and Jesus.

Missionaries tell people about God and Jesus in my country and in other countries.

I can talk to God.

I can ask God to help others.

I can pray for people in my community and world and for missionaries.

People work together.

God wants people to work together. People have different kinds of work to do.

God wants people in my community to work together. People in my community have different jobs.

God cares about other people and me.

All people are important to God.

The Bible tells me to love others in my community and in the world.

I can give money to help other people learn about God and Jesus.

My offerings help missionaries in my community and around the world.

I can tell others about Jesus.

I can tell people in my community that Jesus loves them.

# COMMUNITY & WORLD

## GRADES 1-2

God's world is made up of people from different nationalities and cultures.

God wants people to be involved in His work in the world.

Missionaries are Christians who share the good news with people in this country and around the world.

God wants people to pray by name for missionaries and people groups.

God wants me to cooperate and work with others willingly.

God wants people to treat one another fairly and with kindness.

God wants people to give tithes and offerings so that people of all nations can learn about God and Jesus.

God wants people to tell others in their communities and schools about Jesus and invite them to church.

God wants people to give and accept forgiveness from others.

## GRADES 3-4

God values people of all nationalities and cultures.

God wants people to be involved in His work in their community and the world by participating in mission activities.

All Christians are called to tell the people of the world about Jesus.

God wants people to pray for specific needs of missionaries and people groups.

God wants me to cooperate and work with others willingly.

God wants people to respect the rights and property of others. God wants people to treat others as they would want to be treated.

God wants people to give their time, talents, and possessions in addition to money so that others can learn about God and Jesus.

God wants people to tell others with different beliefs about Jesus and what He has done for them.

God wants people to give and accept forgiveness from others.

## PRETEEN

Because God values people of all nationalities and cultures, I will respect and value each person.

God wants people to join Him in what He is doing in the world.

All Christians are called to be on mission with God.

God wants people to pray consistently for missionaries and people groups and for their personal involvement in missions.

God wants me to cooperate and work with others willingly.

God wants people to look for opportunities to help people of all ethnicities and cultures.

Stewardship of money, time, talents and possessions helps others learn about God and Jesus.

God helps people to share their faith in Jesus with those who have different beliefs.

God wants people to give and accept forgiveness from others.

# HOLY SPIRIT

## GRADES 1-2

The Holy Spirit is a special helper.

God showed His approval of Jesus by sending the dove at Jesus' baptism.

God's Spirit worked in Old Testament times.

Jesus promised the early believers that God would send the Holy Spirit.

The Holy Spirit helps people know what to do.

## GRADES 3-4

The Holy Spirit can support people in times of trouble.

The Holy Spirit was present at Jesus's baptism.

God's Spirit has always existed.

The Holy Spirit came at Pentecost to give power to believers.

The Holy Spirit helps people understand God's plan of salvation.

The Holy Spirit is the Spirit of God.

The Holy Spirit enters the Christian's life when he accepts Jesus as his Savior and Lord.

The Holy Spirit helped Bible writers know what to write.

The Holy Spirit helps believers grow as Christians.

The Holy Spirit helps believers tell others about Jesus.

## PRETEEN

The Holy Spirit is the comforter.

The Holy Spirit was present in Jesus' life and ministry.

God's Spirit was active in creation.

The Holy Spirit helps people know, understand, and remember all things about God.

The Holy Spirit urges people to accept God's salvation.

The Holy Spirit is part of the Trinity.

The Holy Spirit enters the Christian's life when he accepts Jesus as his Savior and Lord.

The Holy Spirit inspired Bible writers and breathed God's Word.

The Holy Spirit helps believers grow in their relationships with God and with others.

The Holy Spirit empowers believers to tell others about Jesus and His plan of salvation.

# SALVATION

## GRADES 1-2

God provided a way for people to become Christians because He loves them.

The Bible tells that Jesus came to earth because God loves everyone.

God sent His only Son, Jesus, to be the one and only Savior of the world.

God is displeased when people choose to do what they want rather than what God wants.

When people choose to displease God, there are consequences.

God helps me know when it's time to become a Christian.

God will forgive me if I ask Him.

People become Christians by accepting Jesus as their Savior and Lord.

## GRADES 3-4

God provided a plan of salvation because He loves me.

The Bible tells of God's plan of salvation.

Jesus willingly died to provide salvation. Jesus' death and resurrection make my forgiveness possible.

Sin is choosing my way instead of God's way. Sin separates people from God. People can choose to accept or to reject Jesus as Savior and Lord.

Jesus died to pay the penalty for my sins.

When the Holy Spirit convicts me of my sin, I can trust Jesus as my personal Savior.

Salvation is admitting sin, repenting of sin, believing that Jesus died and God raised Him from the dead, and confessing Jesus as personal Savior.

I need and can accept God's salvation.

## PRETEEN

God had a plan for salvation before the beginning of time because He loves me unconditionally.

The Bible tells me God sent Jesus, so I can have a personal relationship with God.

Salvation is a gift from God.

Without a Savior, the punishment for sin is eternal death and hell.

Jesus took the punishment for everyone's sin.

When the Holy Spirit convicts me of my sin, I can trust Jesus as my personal Savior.

Christians can know that Jesus will be their personal Savior forever.

I can understand I need a personal and growing relationship with Jesus. I can experience joy when I recognize God is at work in my life and in the lives of other people.

# JOB DESCRIPTIONS

COORDINATOR

TEAM LEADER

LEAD TEACHER

TEAM MEMBER/PARENT HELPER

SUPPLY COORDINATOR

KID CENTRAL WEDNESDAY NIGHT COORDINATOR

# **CHILDREN'S MINISTRY COORDINATOR**

## **Spiritual Profile**

- Maintain a personal relationship with Jesus Christ
- Disciplined involvement in church practices such as church attendance, Bible study, prayer, etc.
- Visible commitment to FFC values
- Faithful team member striving for unity among church leadership and team members

## **Responsibilities**

- Work directly with director and team leaders to identify, recruit, and enlist qualified people to grow the children's ministry team
- Assist director in making a basic schedule for each "school year" and summer
- Maintain a positive working relationship with team members, children, and parents
- Keep current team member lists and distribute to team members
- Collaborate with director and Sunday morning children's ministry teams:
  - See that lead teachers are there at the scheduled times
  - Attain additional help when number of children warrant
- Communicate staffing needs to children's ministry director
- Communicate children's needs to parents
- Be available to orient new families
- Be available for parent questions
- Pray regularly for children, families, and others on your teaching team
- Attend occasional team meetings
- Distribute and collect lesson folders to/from teachers

# **CHILDREN'S MINISTRY TEAM LEADER**

## **Spiritual Profile**

- Maintain a personal relationship with Jesus Christ
- Disciplined involvement in church practices such as church attendance, Bible study, prayer, etc.
- Visible commitment to FFC values
- Faithful team member striving for unity among church leadership and team members

## **Responsibilities**

- Contact person for your team
- Maintain a positive working relationship with team members, children, and parents
- Coordinate schedule changes within your team
- Make "reminder calls" to team
- Help distribute and collect lesson folders to lead teachers
- Work directly with coordinator to identify, recruit, and enlist qualified people to grow the children's ministry team
- Be available to team members to guide, encourage, and assist in:
  - Create a room environment for effective learning
  - Maintaining a creative, but controlled classroom
  - Guiding children's spiritual growth by:
    - Being well prepared for each lesson
    - Selecting a variety of age appropriate activities
    - Encouraging children to be actively involved
    - Participating with children in activities and large group time
- Encourage teachers to pick up room and put away materials when teaching time is complete
- Communicate staffing needs to children's ministry coordinator and/or director
- Communicate children's needs to parents
- Pray regularly for children, families, and others on your teaching team
- Attend occasional team meetings

# **CHILDREN'S MINISTRY LEAD TEACHER**

## **Spiritual Profile**

- Maintain a personal relationship with Jesus Christ
- Disciplined involvement in church practices such as church attendance, Bible study, prayer, etc.
- Visible commitment to FFC values
- Faithful team member striving for unity among church leadership and team members

## **Responsibilities**

- Maintain a positive working relationship with team members, children, and parents
- Work within your team to make schedule changes
- Arrange materials and room to create an effective learning environment
- Maintain a creative, but controlled classroom
- Model Christ's love by greeting each child and involving him/her in conversation and meaningful activity
- Guide children's spiritual growth by:
  - Being well prepared for each lesson
  - Selecting a variety of age appropriate activities
  - Encouraging children to be actively involved
  - Participating with children in learning activities and large group time
- Pick up room and put away materials when teaching time is complete
- Communicate teaching needs to team leader
- Communicate children's needs to parents
- Pray regularly for children, families, and others on your teaching team
- Attend occasional team meetings

# **CHILDREN'S MINISTRY TEAM MEMBER/PARENT HELPER**

## **Spiritual Profile**

- Maintain a personal relationship with Jesus Christ
- Disciplined involvement in church practices such as church attendance, Bible study, prayer, etc.
- Visible commitment to FFC values
- Faithful team member striving for unity among church leadership and team members

## **Responsibilities**

- Maintain a positive working relationship with team members, children, and parents
- Work within your team to make schedule changes
- Be available to lead teacher to assist in:
  - Arranging materials and room to create an effective learning environment
  - Maintaining a creative, but controlled classroom
- Encourage children to be actively involved
- Participate with children in learning activities and large group time
- Communicate children's needs to lead teacher, when appropriate
- Assist with room clean up
- Pray regularly for children, families, and others on your teaching team
- Attend occasional team meetings

# **CHILDREN'S MINISTRY SUPPLY COORDINATOR**

## **Spiritual Profile**

- Maintain a personal relationship with Jesus Christ
- Disciplined involvement in church practices such as church attendance, Bible study, prayer, etc.
- Visible commitment to FFC values
- Faithful team member striving for unity among church leadership and team members

## **Responsibilities**

- Check "supply request" lists for the children's ministry
- Purchase needed supplies using the provided gift card
- Distribute supplies to correct rooms
- Turn in receipts to director
- If monthly expense exceeds \$40, please contact director
- Make occasional extra purchases for special projects or events

# **CHILDREN'S MINISTRY**

## **KID CENTRAL WEDNESDAY NIGHT COORDINATOR**

### **Spiritual Profile**

- Maintain a personal relationship with Jesus Christ
- Disciplined involvement in church practices such as church attendance, Bible study, prayer, etc.
- Visible commitment to FFC values
- Faithful team member striving for unity among church leadership and team members

### **Responsibilities**

- Work with director to plan three ten-week sessions per year for Wednesday night children's program
  - Sessions will include memory work, small group workshops, large group lesson/activity
  - Service projects
  - Celebration at end of each session (store, party, etc)
- Work directly with director to identify, recruit, and enlist qualified people to grow the ECE team
- Provide promotional materials/registration sheets
- Maintain a positive working relationship with team members, children, and parents
- Keep current list of regular attenders
- Keep current list of workshop leaders
- Communication/mailings
- Collaborate with director and Wednesday night workshop leaders:
  - See that workshop leaders are there at the scheduled times
  - Attain additional help when number of children warrant
- Communicate staffing needs to ECE director
- Communicate children's needs to parents
- Be available to orient new families
- Be available for parent questions
- Pray regularly for children, families, and others on your teaching team
- Attend occasional team meetings

# DEVELOPMENT CHARACTERISTICS (Birth - PreTeen)

## BABIES

### **Birth to 6 weeks**

- Sleeps 20 to 23 hours a day
- Responds reflexively (sucking, grasping, startling)
- Is aware of surroundings for brief periods
- Changes mood easily; very sensitive
- Tracks slow-moving objects with eyes
- Brings hand to mouth

### **Teaching tips/Ways to help**

- Mobiles with bold colors or black and white, hung from child's perspective
- Occasional changes of scenery
- Rocking while feeding and comforting
- Conversation directed to child

### **6 weeks to 6 months**

- Shows curiosity by swiping, touching with hand
- Controls head while lying on back
- Relaxes fists, moves fingers
- Brings objects to mouth
- Focuses clearly at varying distances
- Stares at hand
- Smiles and laughs willingly

### **Teaching tips/Ways to help**

- Time on stomach each day
- Mirror mounted 7" from head
- Colorful toys or pictures to look at
- Conversation directed to child

# **BABIES** CON'T

## **3 1/2 to 5 1/2 months**

- Turns sideways and from back to stomach
- Kicks vigorously
- Experiments with making sounds
- Recognizes parent's voice and face
- Controls head while upright
- Laughs freely; giggles in response to brief, gentle tickling

### **Teaching tips/Ways to help**

- Frequent one-to-one play times
- Variety of things to see, places to go
- Conversation directed to child
- Infant seat (for limited times)

## **6 to 8 months**

- Fascinated with small objects
- Pushes legs firmly when pressure applied
- Turns over from stomach to back
- Sits unaided
- May begin to show teeth
- Drops, throws, bangs objects
- Enjoys extended play with adult
- Shows anxiety toward strangers

### **Teaching tips/Ways to help**

- Simple games to play with adults
- Words linked to actions and objects
- Brief, simple stories
- Freedom to move
- Variety of safe, small objects and containers
- Toys child can operate
- Balls
- Conversation directed to child

# TODDLERS

## 8 to 14 months

- Is curious about everything
- Crawls and climbs
- Stands and cruises (walks holding onto something)
- Walks - although clumsily
- Stares intently
- Responds to a variety of words and sentences
- Develops more teeth
- Explores objects, often by putting them in their mouth
- Actively uses small objects: stacks, inserts, opens
- Shows affection for familiar people
- Continues to be shy with strangers

### Teaching tips/Ways to help

- A safe environment for exploration
- Consistent, familiar people for interaction
- Conversation directed to child
- Books with stiff pages
- Balls 8 to 24 inches in diameter
- Fill and dump toys
- Stacking and nesting toys

## 14 to 24 months

- Uses object with intent: stacking, opening, throwing
- Walks well, often runs
- Shows frustration when his or her desires are thwarted
- Enjoys conversation with adults, ranging from single words to complete sentences
- Shows strong attachment to regular caregivers
- Demonstrates evidence of reasoning in problem solving

### Teaching tips/Ways to help

- Loving firmness with flexibility
- Natural conversation
- Conversation directed to child
- Push and pull toys
- Large, stabled toys (rocking horses, etc) on which child can sit and move
- Plastic people and animals
- Plastic or rubber containers for pouring
- Household utensils and containers
- Paper and jumbo nontoxic crayons

# TWO'S

## **Physical "Can Do"**

- Walk & climb
- Scribble on paper
- Build block towers
- Fill a container with small objects
- Turn pages in a book
- Large muscles are fairly well developed; they move all the time!
- Small muscles are not yet well developed
- Often in the process of being potty trained
- Enjoy simple songs with movement and large muscle activities
- Need room to move
- Need quiet time activities

## **Mental/Emotional**

- Short attention span
- Learn best through using all their senses
- Eager to do things without help
- May say "no" frequently
- May say many words and some simple sentences
- Can retell a simple story or activity

## **Social**

- Very little understanding of other people's rights or feelings
- "MINE" is a favorite word
- Responds to distraction and redirection
- Does not reason well
- Play mainly by themselves
- Plays next to, but not with other children

## **Spiritual "Can Learn"**

- God made everything
- God cares about them
- Jesus is God's special Son
- The Bible is God's special book
- Jesus is real
- Bible stories are true

## **Teaching tips/Ways to help**

- Offer a variety of large and small motor activities
- Read simple stories
- Get on child's eye level
- Talk & sing about God often

# THREE'S

## Physical

- Increased small-muscle ability
- Beginning to undress & dress self
- Can draw pictures and tell about what they drew
- Build more complicated block structures
- Usually completely potty trained

## Mental/Emotional

- May be able to write part of their name
- Can usually identify colors
- Can usually repeat simple rhymes and songs
- Like to imitate and pretend
- Can wait for short periods of time
- May show more sympathy for others
- Attention span increasing

## Social

- May interact with other children
- Sharing and taking turns are still difficult

## Spiritual "Can Learn"

- Jesus was born as a baby
- Jesus grew up to do kind things
- God is good
- Jesus loves us

## Teaching tips/Ways to help

- Offer a variety of small motor activities (stringing beads, simple puzzles, play dough)
- Sing songs together
- Read simple books
- May introduce use of scissors
- Give good eye contact at their eye level
- Talk and listen
- Understand best through loving action than through spoken words

# FOURS

## **Physical**

- Rapid growth
- Coordination improves
- Need a great deal of space and time to explore

## **Mental/Emotional**

- Begin to ask why and how
- Attention spans are still short, but they can concentrate for longer periods
- May often test the limits of what is acceptable behavior

## **Social**

- Begin to enjoy group activities
- Want to please adults and usually love their teachers

## **Spiritual**

- Begin to understand more about Jesus
  - Jesus is God's son
  - Jesus lived on earth to show God's love for us
  - Jesus died but rose again
  - Jesus is still alive
- Understand that the Bible tells us ways to obey God
- Understand that we can talk to God in prayer

## **Teaching tips/Ways to help**

- Provide children with opportunities to help/serve (handout napkins, etc)
- Sing & talk together
- Model and allow time for prayer
- Offer a variety of activities
- Provide opportunity for movement

# FIVE'S

## **Physical**

- Learning to tie their own shoes
- Can cut with scissors successfully and draw pictures recognizable to others
- Well coordinated
- Still need to be active

## **Mental/Emotional**

- Often able to write their own names
- Able to copy words and letters
- May read some words
- Can talk accurately about recent events
- Speak understandably
- Seek adult approval and love

## **Social**

- Cooperative play, usually with one or two others
- Enjoy group activities
- Need to feel that they are seen and heard
- Need for attention may cause them to act in negative ways

## **Spiritual**

- Can talk about the Bible story or verse
- Often understand they can show kindness like Jesus did
- May be interested in becoming members of God's family
- Think literally and concretely
- Cannot understand abstract ideas like "Jesus in my heart", or "born again"

## **Teaching tips/Ways to help**

- Encourage thinking and problem solving
- Ask open-ended questions (what would happen if..? What might happen next?)
- Give attention before negative behavior occurs
- Give good eye contact
- Help them feel confident that God is listening and wants to hear from them

## GRADES 1 + 2

### **Physical**

- Growing rapidly
- Need frequent opportunities for movement
- Small-muscle coordination is still developing and improving

### **Teaching tips/Ways to help**

- Offer activities that involve simple folding, cutting, and writing skills
- Allow drawing in place of writing for those who struggle with writing
- Give frequent opportunities to move
- Offer a variety of activities

### **Emotional**

- New and frequently intense feelings as they grow more independent
- Sometimes hard to control behavior
- Deep need for approval from adults
- Growing need for approval by peers

### **Teaching tips/Ways to help**

- Show genuine interest in each child and his/her activities and accomplishments
- Learn names of children and use them frequently in positive ways
- Smile frequently

### **Social**

- Concerned with pleasing their teachers
- Struggling to become socially acceptable to the peer group
- Being first and winning are very important
- Taking turns is still hard

### **Teaching tips/Ways to help**

- Provide opportunities for children to practice sharing and taking turns
- Help each child accept the opinion and wish of others
- Help children think of others
- Encourage cooperation

### **Cognitive**

- Eagerness to learn
- Ask many questions
- Like to repeat stories and activities
- Concept of time is limited

## GRADES 1 + 2 (con't)

### **Cognitive (con't)**

- Thinking is here and now rather than past or future
- Listening and speaking skills are developing rapidly
- Tends to think everyone shares his or her view
- Tends to see parts rather than how the parts make up the whole
- Thinks very literally

### **Teaching tips/Ways to help**

- Use pictures to help them understand Bible times and people
- Avoid symbolic language
- Use a variety of activities to accommodate the wide range of skill at writing and reading

### **Spiritual**

- Can sense the greatness, wonder and love of God
- The nonphysical nature of God is baffling
- Children can think of Jesus as friend
- Can talk to God anywhere, anytime in their own words
- Need regular opportunities to pray
- Beginning to see that the Bible is divided into parts
- God's presence is generally accepted due to the example of significant adults

### **Teaching tips/Ways to help**

- Use visuals
- Be specific
- Be a good example
- Show them Christ's love

## GRADES 3 & 4

### **Physical**

- Increasingly good large and small-muscle coordination
- Can work diligently for longer period
- Can become impatient with delays
- Critical of their own imperfect abilities

### **Teaching tips/Ways to help**

- Give clear, specific instructions
- Allow children as much independence as possible in preparing materials
- Assign children the responsibility for cleanup

### **Emotional**

- Sometimes use teasing, nicknames and criticism to vent anger
- Developing sense of fair play and a value system of right and wrong
- Look to peer group for approval and acceptance

### **Teaching tips/Ways to help**

- Provide experiences that encourage children's creativity
- Let all children know you will not let others hurt them, nor let them hurt others
- Make your class a safe place where children are comfortable asking hard questions and expressing true feelings.

### **Social**

- Desire for status within the peer group becomes more intense
- Sometimes act silly or show off to gain attention
- Most children remain shy with strangers
- Enjoy being with a few close friends
- Many children still lack the essential social skills needed to make and retain friendships

### **Teaching tips/Ways to help**

- Work in pairs or small groups
- Create natural opportunities for each child to get to know others
- Encourage greater responsibility

## GRADES 3 & 4 (con't)

### **Cognitive**

Beginning to realize there may be valid opinions besides their own  
Think more conceptually and have a high level of creativity  
Many children have become self-conscious about their creative efforts

### **Teaching tips/Ways to help**

Encourage children to look up information  
Provide art, music and drama activities  
Encourage children to use their Bibles by finding and reading portions of scripture  
Use Bible learning games  
Help children memorize and learn the meaning of Bible verses

### **Spiritual**

Sense the need for God's continuous help and guidance  
Recognize the need for a personal Savior  
May have a desire to become a member of God's family

### **Teaching tips/Ways to help**

Give children opportunities to communicate with God through prayer  
Help them understand the forgiving nature of God  
Ask simple questions to determine the child's level of understanding  
Offer clear and careful guidance without pressure for children who indicate an awareness of sin and concern about accepting Jesus as Savior

# GRADE 5

## **Physical**

- Have mastered most basic physical skills
- Active and curious
- Seek a variety of new experiences
- May tire easily due to rapid growth

### **Teaching tips/Ways to help**

- Provide some time for children to be grouped by gender, and some time when genders are mixed
- Allow for exploration and research activities
- Use active, creative ways to memorize Bible verses

## **Emotional**

- Children are usually cooperative, easygoing, content, friendly and agreeable
- Experiencing unsteady emotions
- Often shift from one mood to another
- May show signs of low self-esteem and self-acceptance
- Influenced by peers
- Need your support more than ever

### **Teaching tips/Ways to help**

- Give opportunities to make choices with only a few necessary limits
- Take time to listen as children share their experiences and problems
- Be patient and understanding
- Show you care and support them

## **Social**

- Friendship and activities with their peers flourish
- Children draw together and away from adults
- Desire for independence
- Wants to be a part of a same-sex group
- Usually does not want to stand alone in competition

### **Teaching tips/Ways to help**

- Keeping communication open is of prime importance
- Listen, ask open-ended questions
- Avoid making judgmental comments
- Allow children to share freely

## GRADE 5 (con't)

### **Cognitive**

Verbal!

Making ethical decisions becomes a challenging task

Able to express ideas and feelings in creative way

Many have begun to reason abstractly

Begin to think of themselves as adults

Hero worship is strong

### **Teaching tips/Ways to help**

Include many opportunities for talking, questioning and discussing in a safe, accepting environment

Use poetry, songs, drama, stories, drawing and painting

Give guidance in a way that does not appear negative

Be aware of children with difficulty in reading (i.e. everyone does not have to read aloud)

Encourage children to become thinking, self-directed people

### **Spiritual**

Can have deep feelings of love for God

Can share the good news of Jesus with a friend

Are capable of involvement in evangelism and service projects

May seek guidance from God to make everyday, long-range decisions

### **Teaching tips/Ways to help**

Provide opportunities for children to make choices and decisions based on Bible concepts

Plan prayer, Bible reading, and worship experiences

Involve children in work and service projects