Preschool
Sunday School
Teacher Training
Handbook

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Sunday School Teacher

Qualifications:
- To have a personal relationship with Jesus Christ that is portrayed in your personal and public lives.
- To be a member of First Baptist Church Woodstock and faithfully attend.
- To be at least 16 years of age.
- To satisfactorily complete the screening process (including an interview with Preschool staff).
- To be led of God to minister to children.

Responsibilities:
- Read the online Sunday School teacher handbook and view the online training videos.
- Arrive 30 minutes prior to assigned Sunday School hour and be prepared mentally, physically and spiritually.
- Plan activities and teach in accordance with the curriculum.
- Welcome each child and parent as they arrive and assist the parent in completing a child’s nametag, the sign in sheet and alert stickers.
- Make sure the child’s name is on all of their items.
- Meet physical needs of each child.
- Follow schedule and clean-up procedures.
- Communicate with all volunteers when transitioning in and out of the classroom.
- Follow accident/incident reporting procedures – see page 8 and 16.
- Contact visitors and members on a regular basis.

Training:
- You will have the opportunity to participate in “on the job” training the first month with an experienced volunteer.
- Preschool staff and coordinators are available to answer questions.
- Attend teacher training meetings when offered.
Purpose Statement

The purpose of the Preschool Department is to Worship God, Love Others, Serve God, and Invite Others.

An Early Step Toward A Godly Walk
“...and that from childhood you have known the Holy Scriptures, which are able to make you wise for salvation through faith which is in Christ Jesus.” 2 Timothy 3:15

In The Womb
“From birth I was cast upon you; from my mother’s womb you have been my God.” Psalm 22:10

Infants, Toddlers and Preschoolers
“From the lips of children and infants you have ordained praise” Psalm 8:2

Early School Age
“Since my youth, O God, you have taught me, and to this day I declare your marvelous deeds.” Psalm 71:17

Preteens
“When Jesus was 12 years old, they went up to the Feast, according to the custom” “Why were you searching for me?” he asked. Didn’t you know I had to be in my Father’s house?” Luke 2:42, 49

Teenagers
“Be happy young man, while you are young, and let your heart give you joy in the days of your youth. Follow the ways of your heart and whatever your eyes see, but know that for all these things God will bring you to judgment.” Ecclesiastes 11:9
Preschool Spiritual Disciple

**Infants & Crawlers**
- Has a sense of trust and security
- Feels that church is a “happy place”
- Hears God and Jesus’ names spoken in love and begins to recognize them
- Begins to make simple choices
- Begins to see that there is acceptable/unacceptable behavior
- Hears prayers; soothing, Christian music

**Toddlers/Jr. 2’s**
- Begins to recognize why behavior is right or wrong behavior
- Knows the Bible is a special book
- Knows God and Jesus are special and thinks they are special
- Sings simple Bible songs or rhythms
- Says blessing
- Listens to Bible stories
- Understands basic Bible stories: God made the world; God gives us colors, etc.
- Knows prayer is special and important
- Offers thanks
- Introduced to simple Bible truths: Be kind; God made everything, etc.

**Sr. 2’s, 3’s, & 4’s**
- Identifies Bible characters; knows Bible stories are true
- Begins to make simple personal application of the Bible truths at home, school, play, and church
- Understands consequences of behavior (sin conscience)
- Begins to accept responsibility for behavior and senses own spirituality separate from mom and dad
- Begins to ask questions about spiritual matters and shows an eagerness to learn more spiritually
- Begins to understand how to express love to God/Jesus (worship)
- Begins to personalize and participate in prayer and understands that God hears it & answers it in some form.
- Demonstrates respect for God, Jesus, Bible, church, worship, etc., and shows a desire to please God.
- Begins to memorize simple parts of Scripture
- Understands simple ways to serve God
General Instructions

The following are general procedures with which teachers need to be familiar. Points that have more specific information detailed on another page are noted by an (*).

For FBCW purposes a “Preschooler” is defined as a child who is 6 weeks old through Pre-Kindergarten.

We will have individuals monitoring our hallways & classrooms (Preschool classrooms have cameras)

Prepare:

- Pray for and about your class.
- Arrive 30 minutes before your time of service. Check-in at the workstation to pick up basket and smock. Please wear your teacher name badge.
- Curriculum is provided. Please prepare your lessons and activities through the week.
  - Plan your classroom schedule for each Sunday around the Bible story and the designated playground and/or Worship schedule (provided in your basket).
  - Plan quiet activities and centers.
    - Examples: Read a book to the class, have a group prayer time – ask children what they would like to thank God for today.
- Crafts are provided. Additional craft supplies and ideas are available in the workstations.
- Two workers should be present in the room at all times as much as feasible.
- *Do not serve anything that would be a choking hazard to a child – popcorn, grapes, nuts, hard candy, etc. See allergy info under “Feeding”.
- Toys are provided in your classroom. Additional toys may be checked out from the Resource Room.
- Consider all allergies before taking personal food or drink into the classrooms.
- Please enlist a substitute that can fill in when needed if you will be absent. Your class parents are a good place to start.

Receive:

- *Assist parents in completing the sign-in sheet with the child check-in sticker. Have the parent complete a nametag for the child, and have parents label all the child’s belongings. Parents are asked to leave their child’s personal toys at home.
  - *For potty training rooms: Parents should place an “I’m Training” potty training sticker on their child.
  - *For Bed Baby and Crawler rooms: Parent communication cards are provided for parents to share preferred feeding, napping schedules and other information.
- *Children with allergies or security situations should wear a RED alert sticker completed by the parent.
• Greet children at their eye level cheerfully and promptly. This usually helps ease the child into the room.
• Kindly have the parent stay in the hall and not enter the room. (If the child is upset, assure the parent that we will call them if the child does not calm down within a few minutes.)

**Perform:**

**General**

• Constantly interact with the children rather than talking to the other adults in the room or playground.
• Remind the children of the rules often:

  **Behavior Expectations**
  The Golden Rule – says be kind to others
  The Purple Rule – says listen well
  The Green Rule – says use walking feet
  The Blue Rule – says use inside voice
  The Red Rule – says hand to ourselves

• If an infant or child is continually unhappy, contact the staff or coordinator. It will be their responsibility to assist the teacher in working with the child before contacting the parent. It is ultimately the staff or coordinator’s decision to contact the parent.
• Use the intercom radio whenever necessary. A greeter will answer and alert a staff or coordinator immediately.
• Place all child’s personal items, handouts, etc. in the child’s diaper bag or along the wall outside the classroom door.
• Please help keep all drawers and cabinets neat and orderly.
• The “Teaching Wall” should be used for displays and visuals. All items must come down each day as we share the wall with multiple ministries. Do not mount anything on the walls.
• All visuals and decorations should have a purpose and kept at child level.
• No decorations should be placed in the hallways.
• Take all personal items home weekly or stored in the iKids teacher cabinet.
• Classroom doors should be kept closed.

**Physical Needs**

**Feeding**

• Saltine crackers are provided for snack. Do not serve or allow into the room any snacks/food from home unless child needs a special snack due to allergies. (Exceptions would be for parties.)
• *If you are serving an edible craft, something other than the regular snack, or if you are having something in the room to touch or smell, make sure to post an Allergy sign outside the door before the first child arrives.
• Children may drink water, or juice brought from home in the younger rooms. We prefer no milk due to allergies and lack of refrigeration.
• A prayer should be said with the children before serving snack.
• Bed Baby and Crawler rooms:
- Use crock-pots to warm the bottles.
- Follow the parent’s instructions on the communication card.
- Sterilize with hot water any pacifier that has fallen to the floor.
- Children should not drink from each other’s bottles or cups.
- You are allowed to mix pre-measured formula if instructed.

Specific instructions and information regarding parties and Pre-approved goody bags
You are allowed to have parties for special occasions and holidays in your classroom. However, because of the age of children we are ministering to, and our desire to make the most of our Christian ministering opportunity, there are certain things we will not allow in the classroom. The food specifics are due to allergy and choking hazards. The others are because of our desire to use our Ministry time with the children wisely. Teach them about Jesus at Christmas! With those thoughts in mind listed below are the things we do not allow in our classrooms.

- Grapes, nuts or any nut products, marshmallows, hard candy, suckers, popcorn, balloons, chocolate, honey, red drinks, berries, tomatoes.
- Glitter.
- Small toys of any kind. Always check for age appropriateness.
- Easter Bunny, Santa, Halloween items (jack-o-lanterns, ghosts, witches, bats), Characters such as Disney, Barney, Sponge Bob, etc. Instead use stars, nativities, fall items, bunnies, lambs, crosses, eggs, spring things, Christian based cartoon characters, etc.

Diapering:
- We prefer women to handle all diapering.
- No one under the age of 16 should assist with diapering.
- Each child should be checked/changed every hour. Try to avoid sending a child home wet or soiled. Parents provide diapers. At the parent’s request powder, lotion, and ointment can be applied if the parent has provided.
- Use the diapering station provided in each room. These should be wiped with cleaning solution between each change. Children in older preschool rooms should be changed on the changing pad in the restroom with the door open with the teacher in the doorway.
- Supplies are located in each room.
  - Place two sheets of wax paper on changing pad.
  - Wear gloves AND change gloves with each child.
  - Place soiled diaper in provided small trash bag.
  - Place all diapering items in the trash.
  - Sanitize your hands after each change.

Restroom:
- No male worker should take any child to the restroom. We prefer women handle all children with restroom.
- No one under the age of 16 should assist with restroom.
- Never be alone with a child in the restroom with the door closed! If assistance is needed, explain to the child what you are doing and encourage
the child to help as much as possible. (Wear gloves and wash your hands after assisting a child in the restroom.)

- In case of a bodily spill – contact a staff member or coordinator. Do not attempt to clean up, just keep the children away from it and wait for housekeeping.

For rooms with connecting restrooms:
- Toddlers & Twos iKids1
  - If in diapers see “Diapering” section
  - If a child is potty training, a training sticker should be placed on the front of his clothes upon entering the classroom. These children need to be taken to the potty, not just asked if they need to go.
  - Parents who have children in training are requested to bring back up clothes, back up underwear and pull up.
  - Remain inside the restroom with the door ajar with Toddlers and Twos.
  - By staff or coordinator discretion we will contact parents to assist with potty accidents.
- Threes & Fours iKids2
  - Remain outside the restroom with the door ajar.
  - Make sure that the children clean, flush, and wash their hands.
  - We will contact parents to assist with potty accidents.

To see a video on diapering and restroom guidelines go to:
http://fbcw.org/preschool-resources/

Emergency/Accident
- Emergency Backpacks are located in each classroom. These include fire and severe weather instructions. They also include a variety of items that you will need in the event of an evacuation. **THESE ARE ONLY TO BE OPENED IN THE EVENT OF A FIRE OR SEVERE WEATHER!** Please become familiar with the evacuation routes and the contents of the backpack. In the event of a fire you will hear the siren. In the event of severe weather we will announce, “**Teachers get your Backpacks.**”
- DO NOT give medication of any type. Only parents are allowed to do this! Exception: Epi Pen bag contents: call for coordinator/staff or administer yourself if time is an issue.
- In case of an accident/incident (including biting, hitting, etc.) alert a coordinator or staff immediately and complete an Accident Form – see Attachment A - (including the coordinator/staff signature). Inform the parent and get their signature when releasing the child. Blank Accident Forms are located on your clipboard under your sign in sheets additional forms are kept in a notebook in the drawer or cabinet. They should be returned to your basket after getting the parent signature. A separate form must be completed on each child involved, with one child’s name per form.
- If you have a concern of one child’s behavior with another child please contact a staff member. This would include biting.
Discipline

- There should be NO corporal punishment — not even with your own child while in the room.
- Attempting to redirect a child’s attention should be tried first.
- The time-out method of discipline is used — one minute per age of the child. Even toddlers can understand this method and can be placed in a “time out” crib.
- If there continues to be a problem after time-out is tried, call the desk for a coordinator or staff.
- Only staff and coordinators should call or text a parent to come to the Preschool Department.
- Be cautious of your adult strength and handle preschoolers gently. Fingernails, a firm hold, or a strong grip can all potentially leave marks on a child.

Time outside of the Classroom

- Follow the schedule provided for your time to use the playground. Remember that there are several classes in each age group going out at the same time. Please be prompt in your arrival and exit from the playground. Make sure post where you are.
- Assure that each child is wearing the appropriate nametag before leaving the classroom.
- Take your sign in sheet with you and intercom radio with you.
- Count the number of children in your class before leaving the classroom, upon arrival at the playground or other destination, before departure from the destination, and upon return arrival at your classroom.
- In iKids1 walking ropes are provided and should be used in transporting the children.
- Interact with the children on the playground — on the slides, etc. or with balls or other toys. Please do not sit and talk with other adults while the children “play”. A teacher should be positioned at each zone.
- Accidents should be reported immediately to staff or a coordinator.

Technology

- No volunteer should take pictures of the children or post pictures of the children on any social media.
- Please inform staff if you plan to use any electronic device in teaching your class.
Release:

- Be prompt and cheerful when greeting a parent at the door. Check-out one child out at a time. Keep the door closed between parents.
- Match the check in stickers with the pickup stickers. **Make NO exceptions!**
- If a parent does not have a child pick up stick, send them to the lobby desk.
- Do not release a child to an individual under 16 years of age. If you suspect an individual picking up a child is not at least 16, contact staff or coordinator.

Clean Up:

- Follow the instructions on the clean up procedure list posted in the classroom.
- All toys must be cleaned with a cleaning solution. Once an object has been placed in a child’s mouth, it needs to be cleaned immediately before other children handle it.
- Return manipulative toys, books, and puzzles to the appropriate cabinet. (Only dishes and baby dolls are left out in the room.)
- Crib sheets should be turned to the side marked “Flipped” after the first use or stripped if the flipped side was used during your session.
- Wipe down all swings, walkers, and beds in younger rooms.
- Place all dirty laundry (sheets, blankets, smocks, and socks) in the laundry bin the workstation.
- Tie up the trash and place in the large garbage bin in designated trash rooms.
- Turn off, empty and unplug the crock-pots and CD/tape players.
- Wipe down tables and counters.
- Leave your cabinet clean, neat, and organized.
- Return the baskets, snack boxes, and extra materials back to the Workstations.
Specific Procedures

Check-In and Pick-Up Procedures:

- Member & return visitor parents must check their child in at one of the computer kiosks. After checking-in, 2 stickers will print. One is for the sign-in sheet at the door and the other is the parent’s pick-up sticker.
- First time visitor parents must obtain stickers from the main greeter desk located in the Preschool Lobby.
- The purpose of the Preschool check-in stickers is for the safety of the children and to locate parents during a worship service in case of emergency.
- One of the stickers printed at the kiosk will be the parent’s/child’s pick-up sticker for the day. The number the parent used to check their child into our system will be their security number. If a temporary card is required, that number will be the security number for that day only.
- No STICKER, NO CHILD! - A pick up sticker must be presented at the door before the worker is allowed to release a child! If a parent does not have their matching sticker, the parent must return the greeter welcome desk to get a new sticker.
- VISITOR STICKERS - First time visiting families must obtain stickers from the Preschool lobby welcome desk. One is for the sign in sheet; the other stays with the parent. The last 4 digits of the phone number they gave at the greeter’s desk to registered their child is the security number. When picking up the child, the security numbers need to be matched up.

Security & Medical Alert Procedures:

- A security situation denotes that there are specific instructions that need to be followed for the drop-off or pick-up of a preschool child due to very unusual or extreme circumstances i.e., custody matters, etc.
- A medical condition denotes that there is an allergy, chronic condition, or temporary condition that workers need to be aware of.
- If you have a child that has an epi pen, contact coordinator or staff. The parent will need to fill out medical forms and receive a bag for the epi pen.
- It is the parent’s responsibility to complete an ALERT Sticker from the Teacher. The parent must fill out the information on the sticker, put it on the child, and make sure that the child wears one each time they are in a classroom.
- Volunteers are expected to note all allergy or security situations and to follow instructions on the sticker accordingly and relay the information to the next shift of volunteers.
- Inform staff when you are first made aware of a medical/security situation or special needs child in your room.
Missing Child, Security, & Medical Emergencies Procedures:

**EMERGENCY CODES**

**RED: Security/Medical Issue**
**BLACK: Shooter**
**GREY: Bomb/Leak**
**PINK: Missing Girl**
**BLUE: Missing Boy**

**Fire/Weather: Grab Your Backpack**

**Code Pink or Code Blue Procedure – Instantly**
1. Volunteer contacts the desk using intercom radio with situation.
2. a. **Desk intercoms ALL CALL with code.**

   - Volunteers shut classroom doors and stay where you are.

   b. **Desk radios channel 15 (staff) with code.**

   - Staff & Coordinators close hall exits – then search.
   - Greeters check all adult restrooms
   - Preschool Valet blocks Preschool drive – then searches
   - Director checks playground and back exit.

   c. **Desk radios Channel 10 – Security.**

   - Ushers block front entrance and office drive through.
   - Parking surveys the lot.
   - Security searches main hallways.

**Code Red Procedure**
1. Volunteers calls for staff/coordinator
2. Staff/coordinator contacts Security with Code Red
3. Security advises staff/coordinator
Health Procedures:

- For the protection of each child in our Preschool department, parents are requested not to bring a child to church that appears to be ill.
- Children (and adults) who have had ANY of the following symptoms within the last 24 hours should not be allowed into a Preschool classroom:
  - Fever (at or above 99.5 orally, 99.0 under the arm, or per our discretion)
  - Vomiting or diarrhea
  - Green or cloudy runny nose
  - Inflamed throat or mouth
  - Runny or pink eyes
  - Croup, coughing, or sneezing
  - Any skin infections such as boils, unexplained rash, staph, ringworms, or impetigo
  - Symptoms of childhood diseases (i.e., scarlet fever, mumps, chicken pox, or measles)
- No medication is to be dispensed by a volunteer; however, trained staff or coordinators can administer any emergency asthmatic, allergic type medications if the locating of the parents would be detrimental to the child. Parents are responsible for informing and training staff and coordinators.
- Accidental injuries must be reported to the staff and to the parent using an Accident form. Parents should sign this form before leaving with their child!
- Report any head and/or face injuries immediately to staff, as we must call the parents to check on and release the child back into our care.

Infectious Diseases:

1. Definition: Any disease that spreads from one person to another.
2. By the very nature of a preschooler’s activity and the normal infant mouthing behavior, diapered infants, ones and preschoolers are naturally exposed to a higher rate of infection than are other children.
   - Infections such as diarrhea and Hepatitis A are spread primarily by the fecal-oral route, meaning that there is a higher spread among children in diapers.
   - Infections such as serious forms of meningitis, influenza, chicken pox, whooping cough and most respiratory infections are spread by contact with any respiratory secretions.
   - Infections such as pink eye, impetigo, scabies, lice, ringworm, and chicken pox are spread by person-to-person contact.
   - Fever blisters (Herpes) are spread by contact with saliva.
   - Cytomegalovirus, a viral infection often without symptoms in children, but one which can cause birth defects in unborn babies, is spread through urine and saliva.
   - Hepatitis B, Hepatitis C and AIDS are spread only by contact with blood (transfusions, needles, across the placenta in the unborn baby and through the birth process) and intimate contact (sexual intercourse and possible breast feeding).
3. When it is known that a preschooler or group of preschoolers have been exposed to an infectious disease, parents and teachers of preschoolers will be notified at the discretion of the Preschool staff.
4. AIDS: Discrimination and Confidentiality
- An individual who has the HIV virus or AIDS is not legally required to report it.
- Knowledge by the staff of the HIV virus or AIDS disease in a child or worker will be kept confidential outside the appropriate Ministry Staff and Leadership Team. The Minister of Education, Director of Preschool Ministries, and the Business Administrator will determine “appropriate”.
- If a preschooler has the virus or disease the staff may seek additional information / input by the preschooler’s parents and with parental consent, the preschooler’s physician.
- The appropriate Ministry staff shall act in an advisory manner to the Preschool Dept. with respect to on-going care of any preschooler to:
  - Review the case and the involved classroom
  - Make recommendations for additional precautions or staffing requirements

5. Following the proper diapering, restroom, sickness, and clean-up procedures are preventative measures for the spread of infectious diseases.
6. Observation and supervision by staff and coordinators will take place regularly in an attempt to assure these policies are upheld.

**Bodily Spills Clean Up Procedure:**

**Contact Staff or Coordinator immediately!**
- Who will contact Housekeeping.
- Wear disposable gloves
- Help corral children to other side of room
- Clean hands thoroughly with Hand Sanitizer
- Staff/Coordinator will take charge of the sick child

**Child Abuse Procedure:**

Definition of Child Abuse

*A child whose physical or mental health or welfare is harmed or threatened with harm by acts or omissions of his/her parent or other person responsible for his/her welfare.*

**Reporting Suspected Child Abuse:**

1. Familiarize yourself with the definition (detailed definition in stations).
2. If you suspect that a child involved in any of the programs of FBCW has been abused, report it immediately to Kim Williams. If further clarification is needed on this policy, contact staff.

Please refrain from discussing your concerns with other staff, workers or parents.
**Gospel Presentation Procedure:**

The Preschool department feels that the gospel can be presented to older preschool children. However, it will be for the purpose of sharing information only and parents will be informed whenever this has taken place. Preschool volunteers should not offer any type of invitation, lead a group prayer (for salvation), pray individually with a child without parental consent, or use any wording that would be considered as coaxing a child into a decision. Children will be encouraged to talk to their parents further. Inform the parents that the Preschool staff is available to talk with a child or the parent about making a salvation decision.

Should a circumstance arise that is not covered by these guidelines, it is the responsibility of the volunteer to contact the staff in charge for guidance.
## Attachment A

### Accident/Incident Report

**Directions:**
1. Notify Preschool staff or coordinator immediately. *(Staff/Coordinator should then contact parent promptly with head or face injury.)*
2. Complete a separate form on each child that is involved in the accident. Since a separate form is done on each child, do not list the names of other children that are involved.
3. Have the parent sign the bottom of the form to show that we informed them of the situation. This report is then turned in to the Preschool staff – all reports are kept on file for a period of time.

### Date of accident/incident (mo/day/yr): _____/_____/_____  

### Time of accident/incident: _______________ AM  PM  

### Location of accident (room #, buggy, playground, etc.):

______________________________________________________________________________

### Name of child involved: ___

______________________________________________________________________________

### Description of accident:

______________________________________________________________________________

*Head or face – contact staff/coordinator immediately, who should then promptly contact parent.* 

### Treatment administered/action taken:

______________________________________________________________________________

### Signature of person completing this form:

______________________________________________________________________________

### Signature of Preschool staff that was notified:

______________________________________________________________________________

### Parent signature:

______________________________________________________________________________

### Would you like a follow up phone call: Yes ____No _____

### Telephone Number: ___________
Attachment B

ACTIVE SHOOTER
CODE BLACK
STAFF WILL BE ALERTED THROUGH THE FBCW TEXT GROUP

Avoid the area if possible
Deny access
Defend yourself/others

LOCKDOWN!

- Pull students hall into room. Place all students out of sight in room. Closet/RR/Wall/Furniture
- Blockade door: doorstop/strap/furniture
- Lights off. Blinds down. Silence devices/TV/Players
- Grab roll
- Restrict Movement
- Evacuate if instructed: Fire Plan
- Imminent Danger to Self/Children: DEFEND! (Aggressive. Yell. Blunt force, etc.)
- Don’t leave until ALL CLEAR from Police or Security or Preschool Staff

Playground: Hide out of view or flee if possible with all children.
Lobby: Flee or go to closest accessible room. Follow procedures.

Turn FEAR to ANGER!
ACT! Don’t Panic
OBEY police commands!

BOMB THREAT on PHONE/GAS LEAK: See back of page. BOMB THREAT ON CAMPUS: SEE separate page
Fingerprints
Understanding the Characteristics & Needs of Preschoolers

#1: What Size Shoe Do You Wear to Sunday School?
Information for Understanding Preschoolers and Walking in Their Shoes

Basic Needs of Preschoolers

1. **Love**

   - “Love is an action”
   
   The Bible tells us that God commended (or showed) His love to us by sending Christ to die for us (Rom 5:8 - But God demonstrates his own love for us in this: While we were still sinners, Christ died for us.). God did not stop with an emotional feeling toward mankind. He was intentional to act upon His love for mankind. Preschoolers need appropriate demonstrations of love by their teachers. What are some appropriate actions for demonstrating love to a preschooler?

   - Appropriate actions that demonstrate love to preschoolers: calling them by name; making eye contact; being prepared for them; meeting physical needs that arise in the classroom; acknowledging their feelings; conversing & interacting positively with them; smiling; acknowledging their presence as well as their absence.

2. **Trust**

Webster’s dictionary defines trust as “reliance on the ability, integrity of a person; confident expectation; hope.” Although they may not be able to express it, preschoolers need trust between themselves and the teacher to be at ease in learning.

   - Developed through relationships. It is evident in creation that God designed people for relationships. A teacher who is consistent in presence
and in actions and who strives to get to know the preschooler can make a
world of difference in helping the child develop confidence and trust.

- **Basis for salvation.** Even the youngest infant in a preschool ministry can
  experience a sense of what salvation is when they have a teacher with whom
  they feel secure. Salvation IS trust and security.

3. **Acceptance.** If you have ever been picked last for a team or game or not been
invited to do something others are doing, you probably recall a feeling of not
being accepted. How does a preschooler sense that they are accepted?

- **Individual attention.** Often times the only individual attention we may give
  a child is to point out their negative behavior. Be intentional to give every
  child positive attention.

- **Worth.** Remember that God has a plan for each child in your ministry.

- **Personal, not circumstantial.** Do a heart check! Make sure you demonstrate
  acceptance for WHO the child is, not just HOW the child acts.

4. **Independence.** This desire for independence is often seen as a negative thing
or only as a behavior problem. We want children to grow up to one day be able
to function as a responsible adult. This requires independence. The role of the
preschool teacher is to guide or channel this need to be independent.

- Giving appropriate **choices.** Set up situations where the preschooler can
  make safe and simple choices and allow them to live with the consequences
  (positive or negative) of their choices. An example of this would be to provide
two activities and asking the child to select one to participate in. What are
some other ideas for giving appropriate choices? Making appropriate choices
  grows into developing self-discipline.

5. **Security.** Closely related to trust, security helps relieve anxieties and
frustrations that a preschooler may feel.

- **Consistency.** As the teacher, provide routines in the classroom and have a
  predictable mood and manner with the children.

- **Cleanliness.** Too much stuff or clutter can create unrest. Pick up and clean
  up along the way. Never feel you have to have EVERY toy out at once!

6. **Guidance.** Preschoolers often do not know how to channel their emotions or
their energy. They may not always understand what is acceptable or
unacceptable or what is expected of them. The role of the teacher is to guide the
preschooler in these areas. Expressing clear expectations, modeling proper
behavior, and providing a sense of order in the classroom.

7. **Sense of Accomplishment**

- Results from opportunities to **serve.** Find simple ways for children to serve in
  the classroom. Discuss ways they can serve each other or others at home.
Results from providing activities children can complete on their own. The craft should be a reflection of the child, not the teacher. Get rid of toys with missing parts or pieces.

Results from pointing out proper behavior and attempts to improve negative behavior, etc.

General Characteristics of Preschoolers & How These Relate to How They Learn:

1. **Curious.** They learn through their senses. Teachers should be attentive to ways they can stimulate the senses of children. An infant may hear soft lullabies; a toddler may touch various textures; a 3 or 4 year old may play a smell guessing game.

2. **Active.** They learn through first-hand experiences. Allowing a child to be involved in the learning process outside of just listening can provide a sense of satisfaction for them. This can come from doing art, to acting out a Bible story; to playing a game that reinforces the lesson, etc. Teachers should also strive to make the Bible thought personally applicable to the preschooler.

   - Physical activity is part of natural growth. A preschool classroom is a busy place filled with movement. For older preschoolers, teachers can alternate with a more active and less active schedule.
   - Need to move around. Teachers may have to limit some “stuff” to create space.

3. **Creative.** They learn through play.

   - Expressing ideas. Create opportunities for children to use their imaginations or express their ideas.

4. **Self-focused.** They learn through imitation and are very literal minded. This is why toddlers play alone in a crowd or preschoolers take toys from each other. Preschoolers see things from their own perspective and base them upon what they experience in life. They are still maturing to the point of realizing how actions, decisions, etc., affect those around them. Therefore, it is important that teachers model concepts of kindness, respect, self-control, etc., in front of the children.

5. **Sensitive.** They learn through relationships.

   - Can read emotions around them. Teachers need to be aware that their personal preferences of one child over another may be more obvious than they realize. Children sense if a teacher is frustrated with them or is tired of
dealing with them, etc. Think back to what was said earlier when we discussed relationships.

6. Limited **attention span**. They learn through **repetition**. This is why routines are important and also why weaving the Bible story thought throughout an activity is important.

   ❖ One minute for each year of life

7. Explore their **limits**. They learn through **simple choices** and **consequences** of those choices.

   ❖ Safe environment. Providing behavior boundaries & guidelines as well as visual boundaries such as tables for play-dough; locations for books, etc., actually gives a child freedom...that is freedom to move within the boundaries. This is like a bridge over a body of water. The boundaries on the sides of the bridge give us freedom to move without fear of falling off.

#2: Tiny Thoughts for Tiny Tots *(12-24 Months)*

**A Toddler’s Actions**

1. **Learns** new words. Almost daily.
2. **Repeats** rhythms & fun sounding words. Silly-willy. Whoosh! Brrr! Moo!
4. **Asks** why and how.
5. **Plays** alone in a group. Parallel play. Children play side-by-side, but not together. Interaction usually involves the wanting of another child’s possession or the boasting of a possession, “My truck.”
6. **Scribbles**, colors, & paints. Use chunky crayons and washable markers. Give only one to them at a time when working with several children.
7. **Uses** the words “no” and “not” frequently.
8. **Names** things; **counts** things simply. Shoe; ball; 1,2,3
9. **Recognizes** colors and symbols. For example, a cross could represent Jesus.
10. **Sorts** things.
11. **Attaches** to favorite items. Blanket, toy, backpack, etc. May be their own or one in the classroom.
12. **Understands** simple, specific instructions. Pick up the ball and put it in the box.
13. **Loves** books, pictures, and textures.
14. **Follows** a short story. Toddlers can be taught on the run, one by one. Older toddlers can learn to sit for snack time and be told a simple 1-2 minute story during that time.
15. **Enjoys** music and **moves** to it.
16. **Expresses** emotion with the whole body. Loud cries; grasping arms; shaking heads; planted feet; running away, biting, etc.
17. **Imitates** adult voice inflections, short phrases, actions, or body language.
18. **Realizes** cause and effect. They can realize a light switch makes the room dark or light. They also realize a bite can stir up attention.
19. **Feels** overwhelmed easily. Separation; loud noises; shift changes; etc. This feeling most often leads to crying, but sometimes to aggressive behavior such as tantrums or biting. Some children need just a couple of minutes to adjust and can settle themselves on their own. Others need brief acknowledgement from the teacher. Others may need much one on one for the first 10-15 minutes.
20. **Becomes** aware of bodily functions.
21. **Begins** to understand a simple concept of time.
22. **Views** himself as the center of focus.

**A Toddler’s Teacher**

1. **Takes** turns with the child when conversing. Allow the child to talk to you. Listen. Do not speak for them unless you sense frustration. Then, say, do you want the ball? Are you hungry?
2. **Points** out objects and items in the room orally.
3. **Speaks** in full sentences.
4. **Includes** the color when talking about an object.
5. **Gives** short, simple instructions.
6. **Plays** matching games with colored shapes, pictures, objects, etc.
7. **Provides** and area for scribbling. Cover the table with paper or vinyl tablecloths.
8. **Provides** simple manipulative toys and puzzles with bigger pieces and parts.
9. **Guides** children to wait/take turns with popular objects. Taking turns is an easier concept than sharing for toddlers. A turn represents a form of ownership/sole usage at the time. Sharing represents giving up something. Since toddlers have a more self-centered viewpoint of life and also cling to special items, this is a good concept to use. Older preschoolers can begin to understand the concept of sharing.
10. **Teaches** on the go.
11. **Provides** simple, homemade, or store bought books.
12. **Plays** repeat games and sings repetitive songs.
13. **Includes** simple actions with songs.
14. **Tells** short stories.
15. **Sympathizes** with the toddler’s feelings when the child is overwhelmed.
16. **Assists** with simple tasks as needed, but does not take over or become impatient.
17. **Does** not have power struggles with the children.
18. **Provides** simple routines/guidelines. We color here. We eat here.
19. **Monitors** and encourages those potty training.
20. **Expects** interruptions in the flow of the class.
22. **Allows** children to play alone and does not pressure for group activity.
23. **Talks** through processes while doing them with or in front of the children.
A Toddler’s Classroom

1. **Clean** surfaces
2. Open **spaces** for playing, crawling, pulling, climbing, rolling, dumping toys
3. **Limited** to interesting containers/boxes/simple, basic toys/homemade
4. **Picture** books (cardboard, homemade)
5. **Safety** measures
6. Child’s **Bible**
7. Simple **songs**

A Toddler’s Behaviors

Toddlers are predictably unpredictable!

1. **Separation Anxiety.** The toddler age is a natural time for separation anxiety. Feelings of **fear, grief,** or **anger** when separated result in crying. Teachers should speak calmly to children and acknowledge their emotions. “Yes, I miss my daddy sometimes, too.” “I know it’s sad.” As mentioned earlier, some children need more time than others to adjust themselves or be comforted to adjust.

2. **Tantrums**
   * Most tantrums come from **frustration, over stimulation,** and lack of **language** skills to express themselves. Some are manipulative.
   * Tips for handling tantrums that result from emotions:
     - Try speaking calmly or singing to the child first. Do not yell.
     - Try holding the child gently.
     - Offer the child a special item to hold, etc.
     - Place the child in a chair or a spot on the floor for them to settle down.
     - Instruct the child calmly that they can cry, but they are not to scream, kick etc.
   * Tips for dealing with manipulative tantrums:
     - Focus on redirecting the behavior first. Once it settles, then focus on the follow through.
     - Look the child in the eyes. Tell the child they are not to scream, kick, etc.
     - Tell the child they cannot have the toy, item, etc., acting this way.
     - If they settle down, tell them to remain calm, etc., and then you will give them the item in a few minutes if that is appropriate.
     - If the child wants something that is not appropriate, tell them they cannot have/do this, but after they settle, they can…give another option.

3. **Biting.** Children bite to **experience** the feel, out of **curiosity** of the feel/reaction, out of **frustration,** or in **defensiveness** (which includes establishing their “position of power” over another). Suggestions for handling biters:
   * Do not bite the biter.
* Do separate the biter by placing him/her in a crib or chair temporarily.
* Do look for common circumstances around the biting scenarios to see if they can be curtailed.
* Do involve the parent in the looking for a solution.
* Never tell the bitee’s parent who the biter is.
* Do acknowledge the child when he has not bitten (until the biting seems to stop.)
* Do look for a privilege loss when the biter bites if that helps.
* Do contact the bitee’s parents immediately if skin was broken.

**A Toddler’s Faith**

1. Stimulate their minds with Biblical pictures and symbols.
2. Use their simple understanding of time to remind them Jesus loves them all the time.
3. Use their understanding of cause and effect to point out simple consequences. This lays the foundation for grasping that sin has a negative consequence. You put your napkin in the trash. That makes me feel happy. Or, “You put the toy on the shelf. Good. Now you color.” “You hit him with the toy. Give the toy to me.”
4. Help develop trust by working with their feelings of being overwhelmed. Salvation is trust.
5. Use their need for attachment to tell them that God thinks they are special and He loves them.
6. Use their developing language skills to share simple Bible truths with them.

**Ideas for your classroom:**

**Label matching game:** Make pairs of matching cards by removing labels from vegetable cans. Cut construction paper into squares, making one for each label. Glue one label to each square. Laminate or cover with clear contact paper. Toddlers can match the labels.

**Squish Baggies:** Place more then one color of play dough in a sealed sandwich bag. Place that bag in one of similar size or a size larger. Seal the outer bag. Children can squish the play dough in the bags and make the colors mix up.

**Homemade book:** Cut squares or rectangles of construction paper. Cut out various or themed pictures from magazines, calendars, cards, etc., and glue one on each side of the construction paper. Laminate or cover with clear contact paper. Punch holes along the edge of the paper and tie yarn to create a bind.

**Color/Shape matching game:** Cut pairs of shapes out of construction paper. Use various colors, but make sure each shape has an exact match in the same color. Laminate or cover with clear contact paper.

**Texture card:** Use 3x5 cards or construction paper. Laminate or cover with clear contact paper. Glue a small, textured item on each piece. (Cotton ball; craft feather; small piece of soft sandpaper; a piece of cloth, etc.)
#3: It’s a Boy! It’s a Girl! It’s an Intricate Human Being!

Psalm 139 & Luke 2:52 ~ Ministering to Infants & Crawlers

Characteristics of Infants

❖ Need a small, **consistent** group to trust.
❖ Need one on one **contact**.
❖ Experience both **simple** and **complex** emotions.

<table>
<thead>
<tr>
<th>Simple:</th>
<th>Complex:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy/sad</td>
<td>Jealousy, empathy (i.e. crying/grimace)</td>
</tr>
<tr>
<td>Secure/distress</td>
<td>Frustration (learn through this), grudges (lack of eye contact)</td>
</tr>
</tbody>
</table>

❖ They are **intellectual**
  ➢ Deduct
  ➢ Decipher intricate patterns
  ➢ Observant
  ➢ Read emotions from facial expressions

❖ Experience **separation** anxiety – begins around 6 months & peaks at 12-16 months.

❖ Need **relationships**
  ➢ 8 weeks – develop expectations based on repeated interactions
  ➢ Form early opinions based on the emotions in a relationship

❖ **Learn** through
  ➢ Touch
  ➢ Repetition
  ➢ Senses (mouthing, touching, looking)

**Physical Communications of an Infant and Crawler:**

**Vocalizations:**
- Use these to attract attention or express feelings; they will also mimic these sounds.
- Learn to adjust them based on what works and as they mature.
- Guttural sounds; babbles, squeaks; laughs.
- Consonant & simple vowel type sounds (ooh, mama)

**Body Movements:**
- Use these to express emotions and needs.

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• Yawning, hiccupping, stretching out arms, holding hands out with fingers spread, grimacing, physically turning turning away.

Smiling:
• The variations of a smile could indicate emotions or needs.
• Smiling while alone indicates contentment.
• Smiling with mouth open indicates pleasure/fun/a connection with others, and is accompanied often by eye contact.
• Smiling with cheeks raised could indicate mental or physical processing.

Gazing:
• Enjoy gazing at faces or images of faces.
• Enjoy looking at a person when they are talking to them.
• A lack of eye contact with another person could indicate boredom.
• Enjoy looking at toys, etc., subtle movements (mobile).

Crying:
• Children cry more at certain times of day (often afternoon or evening) and more at certain ages. (2 months; around 9 months)
• Patterns can be seen in crying that indicate hunger, stress, tiredness, or just the need to cry.
• Crying becomes coordinated with other body movements to help provide clues to the cry signal.

Tips for Communicating with Infants & Crawlers

Play imitation games (Pat-a-Cake; Peek-a-Boo).

Take turns talking.

Narrate routines.

Name things out loud.

Use short sentences.

Use gestures.

Provide varieties of colors, shapes, textures, and sources.

Use rhythms, songs, and rhymes.

Read to them.

Stimulate the senses.

Read the following illustration. Which characteristics above are demonstrated in this interaction? What emotions is the child communicating through his physical signals?
Mom picks up a rattle lying near her infant son. “Here comes the rattle, rattle,” she says. She gently shakes the rattle as she extends it over his eyes to his hand. She shakes the rattle again and says, “Rattle. Rattle.” Her son takes the rattle into his hands and immediately shakes it as his arms flap up and down. He places the rattle into his mouth and begins to chew and suck. Mom smiles and tells her son what a sweet boy he is. She gently pats his tummy. The child releases the rattle as he gurgles and shakes his arms. Mom picks up the rattle and once again moves it toward her son and says, “Where is your rattle? Here it is.” The child turns his head and does not grasp the rattle.

**Teaching Infants & Crawlers**

1. Use **Bible** conversations. “God made Megan.” “God gave you hands to play.”

2. Make the Bible **visible**. “Here is a Bible. Pat the Bible”

3. Use **music** “centers.”
   - Sing to the child
   - Background music
   - Hymns
   - Use children’s names – “Jesus loves ____”
   - Head & shoulders
   - Body movements

4. Use the manipulative/ **motor skills** “centers” (tactile objects).
   - Touch book/board
   - Photo album with pictures of babies, etc.
   - Rattles
   - Feathers
   - Textured fabrics

5. Use **books** & pictures “centers.”
   - Photographs on poster board
   - Vinyl books

6. Use **nature** “centers.”
   - Pictures of things in nature
   - Sounds of nature CD’s
   - Items of nature in a plastic bottle

7. **Pray.** Keep in mind:
   - Each diaper change, feeding, placement in a bed or swing, and interaction on a mat provides an opportunity to pray, sing, or say a Bible truth to the child.
   - The rockers are teaching tools. Use the time you have a child in a rocker with you to interact one on one with that child rather than conversing with the other adults in the room.
• If you cannot physically get to a child immediately when they need you, call out his name and use soothing statements to assure him you are attentive to his calls.

#4: Do You Hear What I See?  
**Personality Styles & Learning Styles**

“I praise You because I am fearfully and wonderfully made; Your works are wonderful, I know that full well.” Psalm 139:14

PART 1: Personalities

Introduction:

Personality types are not an excuse to say, “Well, that’s just how I was made!” Instead, understanding our personality traits makes us come to God with our weaknesses and ask for His help and to make sure our strengths are surrendered to Him.

Knowing the personality traits of others helps us understand how things effect them and the perspective from which they come.

**Choleric Personality** - Likes to have control. “My way.”

Characteristics:
• Energetic
• Strong-willed
• Will take charge
• Often bossy
• Accepts challenges
• Likes frequent change
• Competitive
• Self-confident
• Can be a discipline problem
• Doers
• Have attitude
• Decisive
• Demanding
• Driven

**Hints for Understanding Choleric in the Classroom:**

☐ Realize they often **choose** to disrupt to assert control.
☐ **Motivate** them by giving them something to be in charge of.
☐ **Acknowledge & appreciate** their leadership tendencies and allow them opportunities to lead under your guidelines.
Quote worth remembering: “When they feel they have control over at least some aspects of their lives, they are able to exhibit a more submissive spirit to the authority figures in their lives.” Jody Capehart, *Teaching with Heart* (Standard Publishing, 2005). p. 28.

Teachers should try to...
- ✓ Get to know them to understand them.
- ✓ Give them choices (within parameters).
- ✓ Provide guidelines with safe choices vs. always legalistic rules.

Teachers should try not to...
- ✗ Criticize them in front of his peers (this can cause a loss of trust).
- ✗ Bribe them to be good
- ✗ Battle wills with them.
- ✗ Allow them to overstep boundaries or guidelines.
- ✗ Let them intimidate you.

Cleaning up the Blocks: Put them in charge (even if it is just of themselves).

**Sanguine Personality** - Likes to have fun. “The fun way!”

Characteristics:
- Entertaining
- Spontaneous
- Volunteers/Helpful
- Talkative
- Forgetful
- Impulsive
- Want approval
- Interactive
- Playful
- People magnets
- Strong sense of who they are (to know me is to love me)

**Hints for Understanding Sanguines in the Classroom:**
- ☑ Realize they have “rule amnesia.”
- ☑ They often do not think before disrupting, so point out to them how their spontaneity affects others and imposes negative feelings around them.
- ☑ Motivate them by making things a game.
- ☑ Use them as cheerleaders to encourage the group.
- ☑ Help them be sensitive to those who are not like them.

Teachers should try to...
- ✓ Relate to the positive outlook they embrace.
- ✓ Tell them you love them and think they are special.
✓ Make some things fun.
✓ Make them responsible and accountable. (They tend to “forget.”)
✓ Guide them to take turns and let others talk and contribute.
✓ Use their natural gifts.

Teachers should try not to...
× Allow them to manipulate with charm.
× Overlook an issue or let them get off the hook because the child is cute or fun.
× Neglect to guide them to take responsibility for their misbehaviors.
× Lean on them to carry the class.
× Crush their optimistic dreams, but help them think why something may not work out.
× Come on too strong with your ideas to make them better.
× Be critical in a cold way. They will wilt and shut down.

Cleaning up the Blocks: Make it a “game”

**Phlegmatic Personality** - Likes to be easygoing. “The easy way!”

Characteristics:
- Quiet
- Patient
- Easy to please
- Pleasant
- Stubborn
- Sneaky
- Lazy
- Peacemakers
- Can be amazing leaders
- Organized thoughts, etc.
- Compliant
- Often well-liked by many people
- Servants
- Cooperative

**Hints for Understanding Phlegmatics in the Classroom:**
- Realize they often approach things **slowly** and remain on the periphery.
- Remember that their stubborn side emerges when they are **hurried**; they are better at being slow-paced.
- Watch for the **little** mischievous things rather than the “in your face” things. They often set up others who get caught. This is often pre-planned.
- Be intentional about interacting with them – remember, they don’t **demand** your time and attention.
- Realize they pull back from **forceful** people.
- Realize they need parameters and **exact** instruction.
Teachers should try to...
✓ Understand they may prefer to be alone – gently approach them.
✓ Subtly and quietly let them know you care.
✓ Enjoy their dry, quiet wit.
✓ Give them their space.
✓ Realize they are sinners and may misbehave when you are not looking.
✓ Prod them to action; they can tend to be lazy or procrastinate especially outside their comfort zone or preferences.

Teachers should try not to...
✗ Assume there is a problem when they want to be alone.
✗ Pair them up with loud, rowdy children and expect them to manage well (they get overwhelmed or shut down).
✗ Put them on center stage.
✗ Expect them to jump right into a situation.
✗ Push or hurry them without realizing this could frustrate them.
✗ Let them get away with things because they look sweet and innocent.
✗ Ignore them since they do not presume themselves upon others.

Cleaning up the Blocks: Give exact expectations

**Melancholy Personality** - Likes to be perfect. “The Best Way!”

Characteristics:
- Serious
- Often extremely smart
- Deep thinkers
- Artistic
- Often more happy as adults than children
- Negative
- Sensitive (toward self and also feelings of others)
- Reserved
- Conscientious
- Perfectionists/idealists
- Idealistic
- Cautious
- Detail oriented and see the small parts of things
- Moody
- Easily overwhelmed
- Self-condemning

Quote worth remembering: “Great things come from these children, but it is often with a great deal of thought and struggle on their part.” Jody Capehart, *Teaching with Heart* (Standard Publishing, 2005) p. 37.
Hints for Understanding Melancholys in the Classroom:

- Help them understand that we all make **mistakes**.
- **Realize** they are easily overwhelmed by mistakes or expectations to the point of discouragement and desire to give up.
- Help them **lighten** up.
- Love them **unconditionally**.
- Realize they do not seek attention but **do respond** to encouraging and loving words.
- Realize they enter the room or an activity very **self-consciously**.
- Realize they may explode when they have had **“enough.”**
- Realize they point out **“rule breakers”** and can turn into tattle tales because they are terrified of doing wrong themselves.

Teachers should try to...

- Encourage!
- Acknowledge their talents.
- State things in a positive way for them.
- Make tasks a process for them. Break it down into parts.
- Acknowledge their feelings when disciplining them or dealing with them.
- Understand they have paralysis analysis; prod them on!
- Help them look at the positives in a situation.
- Let them know the “why” behind things.
- Realize terms like “I know you can do better. Why didn’t you?” can shut them down. Instead say something like “You got a good start, but let’s see what else you can do here.”

Teachers should try not to...

- Allow them to whine or have pity parties.
- Allow them to criticize.
- Allow them to have pity parties.
- Be nonchalant in pointing out their faults; be ready to communicate with them about them.

Cleaning up the Blocks: Make it a process. (Start with the yellow ones. Then do the green ones, etc.)

**Part 2: Learning Styles**

“Give me understanding that I may learn Thy commandments.” Psalm 119:73

Introduction:
As teachers in a classroom, our desire should be for every child to grasp an understanding of our Bible thought for the session and to apply that thought to their own lives. As teachers plan how to share their materials, it is important to realize that people approach learning from different starting points and also that people have a style of learning that works **best for them**. Our goal as teachers is to
use a variety of methods so that every child has an opportunity to learn in a way that suits their style.

- When one is taught in a way that agrees with his learning style - his approach to learning - he is able to better concentrate.
- When one is taught in a way that differs from his innate learning style or approach, he may feel frustrated or less impacted by the material.

Learning Styles Based on the Five Senses

Learning styles are most commonly categorized as: auditory, visual, or kinesthetic.

1. The Auditory Learner learns best by talking through a process verbally. He must hear what is being taught.

   Points to remember about these learners:
   - They have difficulty waiting to speak.
   - Often repeat an instruction or statement out loud to themselves or in their own minds.
   - They pick up on small details and sequences of events being left out when someone speaks.
   - They are sensitive to the tone of voice.

Auditory preschoolers are most motivated by:
Verbal praise   Rhythmic games, poems, etc.
Listening to stories   Sounds of nature
Music   Occasional quiet & downtime activities
Verbal interaction & repetition

Auditory preschoolers are less motivated by:
Too much noise
Too much visual stimulation
Too much movement

2. The Visual Learner learns best by visual charts, pictures, etc. He must see what is being taught.

Points to remember about these learners:
- They visualize in their minds as they listen.
- Their own eye movement could indicate they are visualizing in their minds.
- They remember how things “look” or are located and notice small changes.
- They are sensitive to body language.
- They need eye contact.

Visual preschoolers are most motivated by:
Tangible praise (sticker)   Less clutter
Story picture   Eye contact
Colorful artwork & toys   Looking at nature objects
Puzzles       Books
Simple story props

Visual preschoolers are less motivated by:
Music without motions       Too much clutter
Only listening to stories

3. The Kinesthetic/Tactile Learner learns best by movement and hands-on learning. He must **touch/feel** what is being taught.

Points to remember about these learners:
- They often fiddle or doodle.
- They like to take things apart and fix things.
- They concentrate with their entire bodies.
- They become distracted easily by their surroundings.
- They often their entire bodies to communicate.

Kinesthetic/tactile preschoolers are most motivated by:
Physical praise (pat on back)       Manipulative toys
Dramatic storytelling       Blocks
Music & movement       Quick, hands-on artwork
Active group games       Lots of choices
Touching nature objects

Kinesthetic/tactile preschoolers are less motivated by:
Books       Quiet/calmer activities
Hearing stories       Too little variety
Coloring & simple gluing artwork

Practical Reminders to Teachers

A. One tends to teach in the style he learns. Effective teachers purposely plan for all learning styles.

- **Auditory** - Teachers: Don’t just talk. Show pictures. Do activities in group time.
- **Visual** - Teachers: Don’t have a “look, but don’t touch” mentality with visual aids. Remember to explain; be aware of “too much” décor, etc.
- **Kinesthetic/tactile** - Teachers: Don’t just set out toys and manipulatives. Use them to interact and demonstrate with the children. Allow some “down time” for other learning styles.

B. Challenge: Using the Moses in the Bulrushes story, list teaching ideas for all three learning styles.

**Auditory Methods:**
• Centers:
• Group Time:

**Visual Methods:**
• Centers:
• Group Time:

**Kinesthetic/Tactile Methods:**
• Centers:
• Group Time:

**Place a check by the statements that MOST describe you.**

_____ ♥ I study in quietness and often repeat material out loud or over and over in my head to learn it.

_____ ♦ I prefer a graph, chart, or picture to help me grasp what I am trying to learn.

_____ ♦ I enjoy role playing or acting out scenarios when I am learning.

_____ ♥ I enjoy class discussions.

_____ ♥ I am very concentrated on the speaker while I am listening.

_____ ♦ I tend to notice the colors and textures in the physical location where I am learning.

_____ ♦ I like my notes to be in outline form.

_____ ♦ I like learning that involves physical participation.

_____ ♦ I can become restless while listening to someone teach, even after a brief time.

_____ ♦ I usually have to write things down to remember them.

_____ ♦ I prefer written instructions in putting things together.

_____ ♥ I am bothered by noises I overhear while I am trying learn.

_____ ♦ I enjoy using computers to help me learn.

_____ ♥ I easily remember what I hear.

_____ ♦ I prefer to unwind by doing some type of physical activity.
Number of ♦’s______  Number of ♥’s______  Number of ♠’s______

♦’s denote characteristics of a more visual type learner.
♥’s denote characteristics of a more auditory learner.
♠’s denote characteristics of a more tactile learner.
#5: I WANT JESUS IN MY HEART

Preschoolers and Salvation

Luke 2:52 tells us that Jesus grew physically, socially, intellectually, and spiritually. Although there is much to delve into when one thinks about how Jesus would need to grow spiritually, the Bible gives us an example of Jesus’ desire to learn when He stays behind in Jerusalem at the temple as a 12-year-old boy. The truth is that we anticipate and expect children to grow socially, emotionally, and physically. We look for notable milestones of that growth. However, we should not neglect the capacity a child has for growing spiritually.

A. Children are born with the capacity for spiritual perception.

1. Just as nutrition affects physical growth, spiritual growth can be influenced by the experiences, exposure, and impressions exemplified for the children.
2. Spiritual development may be more difficult to measure because there are not a lot of tangibles. Quoting the phrase “Jesus loves me” does not in itself indicate that a child understands the words.
3. “No matter the age that a child begins to inquire about spiritual matters, the child deserves genuine guidance.” (Haystead, 1995, p.16.)

B. Adults often encounter confusing emotions in dealing with particularly young children.

1. There is a hesitancy to judge what the child understands and what is going on in their heart. (A child can have interest, but not understanding.) A child brought up in a Christian home and church will hear spiritual verbiage and know when to use it. Hearing Spiritual verbiage from a child indicates awareness, but not necessarily understanding. When a child speaks in spiritual verbiage, adults should prompt them to explain what they just said.
2. There is fear of assuming the child does not understand when they actually do and vice versa; therefore, adults fear they could be misleading.
3. There is awkwardness in knowing how to talk on the child’s level.
4. There is reluctance to push too hard or not hard enough for guiding the child to a decision.

C. Children need to understand accountability—the basis for any age to accept Christ.

Webster’s dictionary defines accountability as accepting responsibility for actions. No matter the age of a person, one must understand that salvation is about SIN.

1. The child must admit he sins.
2. The child must realize sin deserves punishment.
3. The child must realize the relationship of Christ’s death to his sin.
Sometimes a child may talk about wanting to go to heaven or wanting to get baptized. When a child talks along this line, say things like, “Yes, I am glad you want to go to heaven. How do you think people get to go? Who do you think will go to heaven? Why?” Or say something like, “Yes, getting baptized is very important and you can get baptized someday. Why do people get baptized?” Talking like this opens the door to begin addressing sin and seeing if the child has an understanding of sin.

“For a child to be considered guilty of sin, and thus in need of cleansing and forgiveness, the child must be able to understand the significance of his or her actions. More is involved than recognizing that certain actions are acceptable and others are not.” (Haystead, 1995, p.105.)

D. Certain cautions can be observed in dealing with young children. "Our role is to share. The Holy Spirit’s role is to convict."

1. Do not mistake early Biblical statements as genuine understanding...they may be groundwork, but not definite indicators that truth is being understood.
2. Realize some children equate "bad" with being caught. The same action may not be bad to the child if he is not caught.
3. Determine if the child is simply being prompted by status.
   * Has he recently seen a sibling or other children being baptized?
   * Does he simply express willingness to do the right thing...come forward, etc.?
   * Does he respond only after seeing his peers respond?
   * Did the child pray because he was repeating a "group" prayer?
4. Realize that each child is different and must be handled individually and must make the decision on his own.

E. There can be some common indicators of conviction in children.

1. A child may consistently or repeatedly ask questions or make comments. “Why do people get baptized? What do I tell the preacher? Will I get to go to heaven? Are you gonna go to heaven without me? I wish I did not do sins. Have you ever sinned?”
2. A child may have a shift in activity level. Restlessness at church or at home; perhaps at bedtime or nighttime; unusual quietness perhaps on the way to church or at family Bible time, etc.
3. A child may express or develop fear. Afraid of getting sick or being alone or separated from a parent.
4. A child may show a more developed interest in the Bible, spiritual things, church, death, etc.
   (Chamberlain, 1973, p.50-52.)
F. There are some helpful techniques for dealing with children.

1. Counselors should allow the child time to become comfortable.
   * May be intimidated by surroundings
   * May become shy or clam up (much to parental dismay)
   * First, talk about the child’s interest or compliment eyes, etc.
   * Explain who you are and tell something about yourself
   * Use conversation starters:
     "It took a lot of courage to walk to the front of this church."
     "You can ask me any questions and I will listen."
     "You can tell me what you have been thinking about/talking about."

2. Let the child talk. Do not talk for them.

3. Do not guide the child to give a certain response by your actions.
   * Voice inflections
   * Nods of the head
   * Comments that prompt agreement:
     "You've done some sins, haven't you?"
     "You feel sad when you disobey, don't you?"

4. Occasionally make comments that prompt further thoughts from the child.
   Don’t just ask questions that they can answer yes or no.
   * "Tell me more."
   * "What do you mean?"
   * "I am listening."

5. Don’t make the child feel they MUST do this at this time.
   * "I'll be so happy if you ask Jesus into your heart."
   * "Mom and Dad will feel proud if you pray this prayer."

6. Do not express surprise or humor at a child’s question or comment.

7. Realize the short attention span.

8. Avoid using "church-ese." Young children think literally. Think about how these statements could be interpreted by a child.

   "Come Forward" go to the front of the church and see the preacher
   "Commit your life" no idea what "commit" means
   "Give your heart" take out your heart and hand it to someone
   "Take Jesus as your Savior" take Jesus somewhere
   "Lost" gone, misplaced, don’t know where parents are
   "Make a profession" make something?
   "Saved" rescued from something -- 911
   "Ask Jesus into your heart" physically Jesus squishes His body into my heart

(Chamberlain, 1973, p.57-59)
9. Use **child** terminology

- **Holy/Perfect**
- **Faith**
- **Forgive**
- **Sin**
- **Repent**
- **Pray**

- "never do anything bad"
- "knowing Jesus will do what He promises"
- "to treat someone like they had never done anything wrong"
- "the things we do that do not please God"
- "to feel sorry or sad about doing sins"
- "talk to God/Jesus"

References:

#1: A Few Notes About Music & Preschoolers (Music is made up of both voice & instruments)

Why Use Music in Preschool?
1. Music is a form of worship.
2. Music is an outlet for both expressing and guiding emotions.
3. Music fosters creativity in the teacher and the students.
4. Music promotes coordination through rhythms.
5. Music is fun.

When Could Music be used in Preschool? (Refer to the familiar Tunes handout)
1. To soothe a child “Hush your crying” to the tune of “Are You Sleeping”
2. To welcome a child “Where is Mary” to the tune of “Are You Sleeping”
3. To instruct a child ‘We’re Putting Things Away” to the tune of “Farmer in the Dell”
4. To teach a child “Oh, Where are Your Ears” to the tune of “Farmer in the Dell”
5. To motivate a child “God Must Love You Very Much” to the tune of “London Bridge”
6. To compliment a child “You Have A Great Big Smile” to the tune of “Farmer in the Dell”

Helpful Hints for using Music in the Classroom
1. Use a child’s name whenever possible.
2. Use one or two musical instruments at a time to create a fun way to share them if your number is limited. If a set of children’s rhythm instruments is not available to you as a teacher, enjoy making homemade instruments either in your class or ahead of time for the children to use. Take a look at the handouts.
3. Use ribbons, scarves, crepe paper, etc., for rhythmic moves.
4. Dance with young toddler children.
5. Use simple motions, gestures, and rhythm patterns
6. Relax and enjoy singing – the children will, too! Children are not concerned about the quality of a song. You can make up a song on the spot and the next minute not even recall what you sang. Don’t be inhibited to use the tool of singing and music in your classroom.
Homemade Instruments

Drum
Use round containers such as oatmeal boxes, coffee cans, or large potato chip cans for drums. Glue the lids on securely, or stretch construction paper over the top and hold in place with a large rubber band. Glue pretty wrapping paper, wallpaper, contact paper, or fabric scraps around the box to decorate it. You might experiment with the different sounds made by different containers.

Rhythm Sticks
Cut ½ inch dowels into 8-inch lengths and sand the rough edges. Cover or paint dowels.

Praise Rattlers
Place a handful of dried beans or popcorn inside a deep, sturdy paper plate. Tape or staple another plate over it.

Wrist Bells
String 3-4 jingle bells onto a pipe cleaner. Twist the ends of the pipe cleaner together.

Infant Foot Bells
Sew jingle bells onto little socks. Place on infant’s feet for them to hear as they kick & play.
Familiar Tunes

London Bridges
God must love me very much, very much, very much
God must love me very much
He made me special!

Are You Sleeping (Frere Jacques)
Where is Mary? (Child’s name)
Where is Mary? (Child’s name)
There she/he is. There she/he is.
Wish she/he’d come and join us.
Wish she/he’d come and join us.
Right away, right away.

Hush your crying, hush your crying
Little one, little one
Jesus loves you, Jesus loves you
I do, too. I do, too.

The Farmer in the Dell
Oh, where are your ears?
Oh, where are your ears?
Show. Show me. Show me, please.
Where are your ears.

We’re putting things away.
We’re putting things away.
We’ll make our room all neat and clean.
We’re putting things away.

You have a great big smile.
You have a great big smile.
God made you very special.
You have a great big smile.

Did You Ever See a Lassie?
Did you ever hear a lion, a lion, a lion
Did you ever hear a lion?
It sounds just like this (roar like a lion)
Repeat with monkey, elephant, rooster, etc

Tune: Twinkle, Twinkle, Little Star
Mommy, Daddy, teacher, too
We will all take care of you
Hugs and kisses, lots of love
You’re a gift from God above

Tune: Jesus Loves the Little Children
Jesus loves you little Rusty (Child’s name)
Little Rusty (Child’s name) he does love
With your eyes so big and bright
You are precious in His sight
Jesus loves you little Rusty (Child’s name) Yes He does
#2: Fruit Basket Turnover - How to Avoid It During Transition!

One of the most challenging times for a teacher is when children move from one location to another or one activity to another. Since transitions are so much a part of the preschool setting, the role of the teacher is to help bridge the children from one thing to another. There is no “down time” for the teacher in most preschool settings. Even the time between activities or session, or when a child completes a task must be intentionally planned. Without planning, transitions can turn classroom time into chaos. Let’s begin by identifying times of transitions.

Natural Times of Transition

1. **Arrival & Pick-up** - Keep in mind that this is the time that most parents see. They may walk away thinking the entire session will be filled with crying, upset children. Assure parents that children usually settle down within 10 minutes or so of arrival & pick up ending.

2. Moving from one **scheduled** activity to another in the room - As a preschool teacher, you should have some type of schedule prepared for your session. Think about a typical session and notice how many transitions take place in the schedule. Add to that the individual transitions children have when they complete a task and you can see that transition inside the classroom is a large part of your time.

3. Getting **attention** - Oftentimes, a transition may simply be getting every child focused to hear what you need to say or to prepare for moving to another activity. Use routine techniques to get the children’s attention such as a clap, a phrase, a song, etc.

4. Changing **shifts** (waiting) - Waiting on the next set of teachers is just part of preschool! Teachers need to understand that their leadership does not end when they have done everything on the schedule or at a certain time on the clock. One person’s responsibility ends when the replacement has come in and been properly transitioned into the role of leadership. We look at this further at the close of this session.

5. **Extended** time - Closely related to changing shifts is the familiar scenario of having a session run longer than the scheduled time due to what may be happening elsewhere on campus. Although as teachers you may realize you are “waiting” for the session to end, the children should never sense that from you.
6. **Moving** from one location to another within the campus - Those wonderful lines we all have to use! Moving children from one location to another should be well planned. Count your children before you leave the room, when you get to your destination, before you leave to return, and when you arrive back to your room. Always take your sign in sheet or roll book with you from one location to the next.

**Emotions Children Can Feel During Transition**

1. **Anxiety** A feeling of not knowing what is happening or what is next is unnerving for some children. Other children worry that if you leave the classroom, mommy or daddy will not know where to get them. Some children are hesitant to leave the familiar, comfortable setting of the classroom.
2. **Boredom** Keep in mind that if you don’t fill the time, the children will! One of the most frequent times children get bored is when they complete a task and have no direction of what to do next.
3. **Freedom** Children will often naturally assume that “in –between” time is discretionary time for them to choose to do whatever they feel like doing. Somehow, rule amnesia can kick into place and children feel a sense of freedom to run things as they see fit.
4. **Impatience** (Children do not wait well!)

**Cures to Help Avoid Fruit Basket Turnover During Transitions**

1. Identify what could go wrong during a transition time and plan an **attack** against it. For example, a child may step out of line or a child may hide in the play refrigerator to avoid a transition etc.
2. Plan more **activities** than you can accomplish.
3. **Alternate** active & quiet periods.
4. Warn children **before** a transition takes place.
5. **Divide** children into groups/partners, etc.
6. Be sensitive & observe the children’s needs. If **wiggly**, initiate organized movement; if **frustrated**, adapt or change the activity.
7. Change **approaches** as necessary. For example, if children are walking to the playground and get out of control, etc. STOP! Get their attention and do 3-4 hops or stretches in place to get their focus and then have them proceed in the line.
8. Use **direct** words (Now, it is time; we **will** line up, etc.)
9. Try, try, try to leave enough **time** for transition so the children do not feel **rushed**.
10. Never **yell** to get children’s attention – be controlled & **pleasant**. Act, don’t react.
11. **Identify** which children may have difficulty with transitions.
Some Ideas to Use During Transitions

Does the group need to be brought back to order?
- Do simple physical exercises like stretching, bending, or taking deep breaths
- Pretend to be rag dolls or soldiers at attention
- “Float” around the room like a jellyfish
- Sing a song with motions
- Have all sit down where they are and play a game like “Yoo-Hoo! Do as I do”
- Pull out the play dough and have all sit (to work out the wiggles through their fingers)
- Play Beat the Clock for clean up or line up time. (Give guidelines ahead of time, such as “walk”.)

Do you need to manage extra time?
- Use a surprise box. Decorate a box that is filled with some surprise. Perhaps it's a game idea or a special color sheet or musical instruments. The ideas for filling a surprise box are endless.
- Do an art parade with the artwork or craft the children did.
- Play “1-2-3 Freeze!” Children wiggle in place and then freeze in whatever position.
- Pull out a large sheet or a manufactured preschool parachute and have the class play coordination games by holding the sheet and moving it up and down in the air, or in rhythms, or by keeping a beach ball from falling off, etc.
- Create folder games ahead of time and pull them out. A folder game can be created by cutting up calendar pictures, etc. and making them into puzzle pieces or creating a matching game with canned food labels.
- Create a song garden. Write names of songs on a die cut flower or pictures of flowers. Glue to popsicles sticks, etc., to create a flower on a stem. Create a “garden” with a can or other container and have children pick a flower from the garden. As a child picks, sing the song shown on the flower.

Do you need to guide the movement, participation or behavior of a child/children?
- Provide a talking stick. During group time whoever has the talking stick gets their turn to speak.
- Use a feather duster to gently tickle a child to indicate they need to change behavior or need to listen. You can use for opposite reasons if you choose, to show a child you recognize their good behavior or they are “it” etc.
- Have children put their thumbs up if they want to answer/ask a question during quieter times
- Manage times in line with a stop/go sign; placement of hands with “hips and lips” (one hand on each) or “peace and quiet” (peace sign one hand; finger on lip other hand); creating a quiet line chant; etc.

Transitioning from one shift to another
One of the most important parts of a relay race is passing the baton from one team member to another. No matter how talented the runners are, a poor handoff can negatively impact the entire team. Handing a class over from one shift to another needs to be seen as teamwork where teachers strive to have a smooth handoff.

1. Be a replacement who arrives on time!
2. Clean up anything that does not pertain to the next hour.
3. Have the children engaged in an activity during shift change or for younger children, play music. If you are the incoming teacher, have something ready for the children to do once they are no longer engaged.
4. Introduce the replacing teacher. This is especially important if the replacement is a rotating volunteer the children may not know. “Boys and girls, Mrs. Carol is coming in now to play with you and teach you and help you. I will see you next week!”
5. Double check to make sure each child and belongings are still labeled.
6. Communicate to the new teachers any parental instructions and information they need to pass on to parents or any special things they may need to know about a child such as a boo-boo, behavior matter, etc.
7. Inform the new shift of the diapering and bathroom status.
8. Tell the teacher if there are any special blankets, etc., brought in by a child or if shoes, etc., have been removed and placed in a diaper bag.
9. Attempt to never leave one person alone during the transition.
10. Consider not taking every toy out during your session so that there are some “fresh” things for the children to use in the next session.
11. Give the courtesy you would like to have when you enter or exit a classroom and work to not have your replacement have to answer a parent with “I don’t know.”

Recommended Books
Transition Time. Let’s Do Something Different by Jean Feldman.
Folder Games for Children’s Ministry Edited by Susan Martins Miller (geared toward elementary, but still a good source of adjustable ideas.)
Spur-of-the-Moment Preschool Activities by Mary J. Davis
101 Bouncy Bible Rhyme-Time Games for Children’s Ministry by Dawn M. Benegar (Group Publishing)
#3: Christ-Centered Customer Service

**Introduction:**
We can all reminisce about the times we experience both good and poor customer service. We often determine to return or not return to a place based on the service we receive. Granted, our experience could be one isolated incident, but it was enough to help us form an opinion based on our perception.

Ministry at church is no exception to the “Customer Service” rule.

Let’s identify our customers in the Preschool Ministry.

1. **Preschoolers**
2. **Parents**
3. **Peers**

What elements can we offer in preschool to demonstrate Christ-like Customer Service?

**Christ-like Spirit**

*But the fruit of the Spirit is love, joy, peace, longsuffering, gentleness, goodness, faith, Meekness, temperance: against such there is no law.* Galatians 5:22-23

**LOVE**

- Our *actions* toward others should be rooted in our love for Christ and His example. Be careful not to use someone’s treatment of you as your guide on how to treat him or her. Follow Christ’s example in handling people.

**JOY**

- There should be an underlying *pleasure* in your calling and a *passion* to serve Him when your task is easy and fun as well as when it is tiring and difficult. *Whatsoever thy hand findeth to do, do it with thy might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, whither thou goest.* Eccl 9:10

**PEACE**

- Use your *tongue* to create an atmosphere of peace.  Matt 12:33-37

**GENTLENESS**

- Have a *controlled demeanor*. Avoid always being aggressive, undermining, unresponsive, or egotistical.
GOODNESS
- Motives - Be above board in your dealings with people and in your building of relationships with them.
- Benefit of a doubt - Try not to always think the worst of people! Realize that you may not always understand where they are coming from.

MEEKNESS
- Willingness to learn (remain teachable)
- Showing the same respect to others (children, too)

FAITH
- Placing trust and remaining true in God’s Word and God’s work in all things. There will be times in your ministry with preschoolers that you may not always see instant results of God’s work in the children’s lives. It is times like this that we must keep focused on God and trust the call that He has placed on our lives and keep plugging away!

Christ-like Character

Character is contagious. We must make a concerted effort to live holy lives and set an example. To guard means to keep under close watch or control. Having character that exemplifies Christ requires placing guards around certain areas of our lives.

A. Guard your speech. Let no corrupt communication proceed out of your mouth, but that which is good to the use of edifying, that it may minister grace unto the hearers. Ephesians 4:29
Let your speech be alway with grace, seasoned with salt, that ye may know how ye ought to answer every man. Colossians 4:6
B. Guard your heart.
Keep thy heart with all diligence; for out of it are the issues of life. Proverbs 4:23
Hear thou, my son, and be wise, and guide thine heart in the way. Proverbs 23:19
C. Guard your motives. All the ways of a man are clean in his own eyes; but the LORD weigheth the spirits. Proverbs 16:2
D. Guard your actions. Having your conversation honest among the Gentiles: that, whereas they speak against you as evildoers, they may by your good works, which they shall behold, glorify God in the day of visitation. I Peter 2:12; And whatsoever ye do, do it heartily, as to the Lord, and not unto men Colossians 3:23; I will behave myself wisely in a perfect way. O when wilt thou come unto me? I will walk within my house with a perfect heart. I will set no wicked thing before mine eyes: I hate the work of them that turn aside; it shall not cleave to me. Psalm 101:2-3
E. Guard your **morals**. *Be ye therefore followers of God, as dear children; And walk in love, as Christ also hath loved us, and hath given himself for us an offering and a sacrifice to God for a sweet smelling savour. But fornication, and all uncleanness, or covetousness, let it not be once named among you, as becometh saints; Neither filthiness, nor foolish talking, nor jesting, which are not convenient: but rather giving of thanks.* Ephesians 5:1-4; *Search me, O God, and know my heart: try me, and know my thoughts: And see if there be any wicked way in me, and lead me in the way everlasting.* Psalm 139:23-24

F. Guard your **decisions**. *Commit thy works unto the LORD, and thy thoughts shall be established.* Proverbs 16:3

G. Guard your **relationships**. *For if they fall, the one will lift up his fellow: but woe to him that is alone when he falleth; for he hath not another to help him up.* Ecclesiastes 4:10

**Christ-like Manner**

We often miss opportunities to connect with folks for building relationships because we are not approachable. In his book, *Winning with People*, John Maxwell discusses in pages 152-162 what he calls the “Approachability Principle.” He discusses the following actions, which can help make a person approachable.

A. Appreciating the **differences** in people. Differences are good and are one of the ingredients of relationships that make them interesting.

B. Having **consistency** of mood. We will all vary from time to time, but in general we should be predictable, even keeled, and balanced in our response to people.

C. Being **sensitive** toward the feelings of others. Be wise enough to remember that other folk’s moods may differ from our own. We cannot control the moods of others, but we can control our reaction to their moods.

D. Understanding their own **weaknesses** and **strengths**. Are you willing to be told something about yourself that you may not want to hear? What we tend to criticize in others may be areas where we are strong and they are not, forgetting that we have weaknesses as well. Keep your strengths submitted to the Lord so they will stay guarded and protected, otherwise they can turn on you and become a weakness. Keep your weaknesses before the Lord with a teachable attitude; otherwise they could turn into excuses.

E. **Forgiving** easily and asking for **forgiveness** easily. This concept may be one of the most humbling acts we as humans may have to perform.

F. Being **authentic**
   1. Comfortable with who they are and their role
   2. Have no hidden agendas
   3. Secure
   4. Have nothing to “prove”
Approachability is the responsibility of the leader. It has nothing to do with boldness or timidity, but how we conduct ourselves. Keep in mind that if there are problems “everywhere” you go, you may be bringing them with you!

### Christ-like Atmosphere

A. Create a good **first impression.** What are the first things people see when they enter this preschool facility? What do these things say about your ministry?
   1. Entrance
   2. Hallways
   3. Classroom doors
   4. See things with fresh eyes We get so used to our surroundings and procedures that we lose sight of how things can be perceived by a newcomer. Look with fresh eyes sometime and ask yourself, “What would I think or how would I feel if I were new to this place?”

B. Create a **friendly atmosphere.**
   1. Treat each parent as a VIP - very important person.
   2. Answer each question as though you anticipated it being asked. Have the attitude that there are no silly or unnecessary questions when it comes to dealing with folks in ministry, and be willing to give a little more information than you were asked.
   3. Wear your uniform. Uniforms begin with your heart being prepared to minister. Your uniform also includes your body language and physical presentation to others. Our speech and demeanor are also a part of our uniform. Do you come to your ministry wearing a clean, crisp uniform that says you are ready to serve and to honor the Lord with your service?

C. Create a **fine environment.**
   1. Promptness - Be there for the first child who arrives!
   2. Dignity - Respect the role the Lord has given you and the people He brings across your path in the ministry. Respect God’s house and its belongings.
   3. Cheerfulness - Save your complaints, your woes, and your injustices for the appropriate time to handle...not in front of those you minister to.
   4. Team spirit - Keep in mind that decisions can’t always be made that are the best for you. Trust that God has placed leaders around you who see the big picture and do the best they can to balance that with the more focused picture of your classroom.
   5. Servant spirit - Remember who your Master is...the Lord Jesus Christ.
   6. Organization - Go to trainings and meetings. Know what your procedures are. Keep things clean and neat.

How would your Preschool Ministry be stereotyped by customers?
#4: Forget “ONCE UPON A TIME...!”

Introduction: Having the children learn truths from God’s Word should be the goal of every preschool teacher! The techniques for doing this will vary with age groups and with personal style; however, every child should go home having heard God’s Word while in our care.

- Start to prepare **early** in the week. Plan so that by Sunday, you are teaching from the overflow of what God has shown you in the passage through the week.
- Read the story in the **Bible**. Don’t just look at the story in the manual. Make sure and read it in the Bible and ask God to teach you as you read. Take note of the details in the story and the context the story is in.
- Practice **out loud!** Sometimes we think we know the sequence and details of a familiar story until we begin saying it aloud. Practicing out loud will help you work out kinks that you may not know you had.
- **Recognize** unfamiliar concepts and plan how to express them to children. Children of today may not relate to some customs, objects, etc., common in Bible times. For example, children do not know the concept of The Tabernacle, but can understand a church inside a big, big tent. They may not understand how Hannah could “give her child away” to live at the temple, but they can understand that Hannah took Samuel to the temple (church) to help Eli and to learn things from him. They may not understand how a donkey could talk to Balaam and wonder if animals will talk today, but they can understand that God made the donkey talk to help him tell Balaam something. Today, God uses the Bible, our Pastors, Sunday School teachers, etc., to tell us things we need to know about Him. Most curriculums take care of these issues for you and you can tell that if you prepare ahead of time!
- **Time** yourself as you prepare the story. Preschoolers have a limited attention span - around 1 minute per their age. Effective teachers will keep the story within the proper time span. You may realize that your story lasts 20 minutes, or you may find that your story to four year olds is only two minutes long! Test yourself with a timer.
- **Know the “moral” of the story.** Many church children and even non-church children are familiar with the events in a Bible story long before they come into your classroom, due to media, etc. Your goal as the storyteller should not only be to tell the events of the story, but to give the children a simple way to apply the truth of the story to their lives. If the story is David and Goliath, children can learn that God can help them to be brave and to do the right thing, even if they are scared to do it, such as telling the truth rather than lying. Ask yourself questions such as:
  - “How did God/Jesus help someone in this story?”
  - “How can God/Jesus help a child in today’s time in the same way?”
  - “What emotions are in this story and how can children relate to those emotions at their age?”
- **Plan** your questions.
• **Think** of specific questions you want to ask the children. Your goal should be to draw out of them what they understood about the lesson. Spur of the moment questions can lead to things being said that may draw the attention away from your points or create confusion.

• Don’t **always** use questions that can be answered “yes” or “no;” use open-ended questions. Rather than asking “Do you think David was afraid?” ask, “How do you think David felt when he saw Goliath?”

• Think of **creative** ways for allowing children to answer the questions. This way you are not left picking just one person out of a group of children eager to answer.

• Subtly **select** which child you want to answer a question with a qualifier. For this question I will pick someone who is wearing a brown shirt.

• **Own** the story! Be excited at how God worked in this story and be eager to share this news with the children. Know how the story has applied to your life personally!

• Know the story without the **manual**! Remember that you are telling the story, not reading it! Have your manual as a guide only if you need it.

• Show where the story is in the **Bible** and remind the children that every story in the Bible is **true**! Open your Bible or the classroom Bible to the story and show it to the children.

• Plan to employ the **senses** of the child. Think like a child and ask yourself if there is a way to bring the story to life for the children with a smell or a sound or a visual.

• Don’t over **embellish**. Oftentimes if we do not plan properly or in an attempt to make the story exciting, child-like, or relevant, we may add information to the plot of the story that the Bible does not give us. Tell the story in a way that is true and pure to God’s Word. For example, in sharing the story of Mary and Joseph traveling to Bethlehem, we may tell the children to consider that they probably got tired from walking and riding such a long way. However, we would not want to say that Mary became so tired and thirsty that she cried and cried about it.

• Use **simple** props/visuals and **plan** how each child will be “in touch” with the prop. A visual prop not attached to the teacher can often be shown to introduce the story and then put away while the story is being told to be brought back out during the review of the story. This helps wondering eyes to better focus on the teacher during storytelling. Inform the children that the prop will come back out (i.e. a reed, a bell, etc.). Demonstration props would be used at the appropriate time in the story. A felt board can be used during the first telling of the story by the teacher if the teacher can do so without breaking stride in the storytelling. Children can participate with the felt pieces during the retelling of the story.

• **Catchy introduction.** Try to avoid introducing the story with a statement like “Okay, boys and girls, let’s get quiet and listen to our story.” Be creative with how you introduce the story.

• Open up with a demonstration of some emotion in the story... a gasp, a pretend weep, an expression of excitement, etc.
• Whisper
• Involve the children in the intro...“Let’s all close our eyes and listen for heavy footsteps...when you hear them raise your hand. Today our story is about David and a big, big man named Goliath” or “Raise your hand if you have ever been to a grocery store! Today, our story is about how Elijah got food even when there was no grocery store for him to go to.”
• Use a visual to open the story

Use your **body** as part of the storytelling.
• Limited and simple **gestures** (a clap, a point, motion, etc.)
• **Eye and face** expressions.
• **Voice** fluctuations to indicate emotion or mood
• A special voice to **represent** one character in the story

Be at the **child’s** eye-level.

Assign **reactions** and **responses** so the children can participate. Oftentimes, it may be better to use reactions and responses for the re-telling of the story, rather than the first time the story is told. For example, you may say, “Boys and girls, this time when I tell the story, every time you hear the word Jesus, I want you to say ‘He loves me!’”

**Halt** at the climax. Just as you may have a catchy intro, from time to time you may want to pause a few seconds at the end of your story to draw attention to the personal application.

### #5: **W.W.J.D. If He Taught Preschool?**

*Throughout the New Testament, Jesus is referred to as “Master,” “Rabbi” and “Teacher.” In the world of both academic and religious education during His time on earth, Jesus would probably have been viewed by most as untrained or unprofessional. Nonetheless, His relationships and interactions with people prove Him to be a model teacher.*

*We may wonder what Jesus would do if He were part of our preschool ministry today. The truth is that His presence is there through the Holy Spirit indwelling us and His methods are readily available in God’s Word. What you do in the Preschool ministry should represent Him.*

**W.W.J.D. to Prepare?**

1. Guard His **prayer life** and relationship with **God**.
   *Matthew 26:36 - The Garden of Gethsemane*
   *Luke 4:1-13 - The Temptation*
2. Plan to make His lesson **applicable** and **practical**.
   *Matthew 27:1-66 - The Cross*
3. **Know** His calling.
   *Luke 19:10*
4. Seek **wisdom**.
   *Proverbs 16:21*  
   *Proverbs 15:2*

5. **Over plan**
   *John 16:12* - He did not teach them everything He knew. He constantly had to repeat the basics (i.e. Peter’s denial). Don’t be frustrated by all the “meat” you do not share with preschoolers; rather let this knowledge feed your passion to teach them.

6. **Practiced** what He taught.
   *John 17:4-8* - He obeyed the Father and depended on Him.

**W.W.J.D. in the Classroom?**

1. Use **teachable** moments.
   *John 20:11-18* Mary at the tomb  
   *John 8:1-11* the adulterous woman  
   *John 21:1-6* fishing all night  
   *Matthew 19:14* the children and Jesus

2. Treat children as **individuals**.
   Thomas doubted, but was not criticized.  
   Judas betrayed Him, but He loved him and treated him like the other disciples  
   Peter denied Him, but was greatly used by Him

3. Be on the **learner’s** level.
   *John 3:1-36* - Nicodemus  
   *Luke 24:36-41* - Appearance after resurrection

4. Call the children by **name**.
   *John 20:16* - Mary at the tomb  
   *John 21:15* - Simon Peter

5. Use a variety of **methods**.
   Question: “Who touched me?” “Whom do people say that I am?”  
   Movement: “Come” “Go”. “Follow” were common words.  
   **Visuals:** Fig tree (Matthew 21:17-22); nail prints (Luke 23:36-41).  
   **Stories:** parables (Matthew 13)  
   **Hands-on:** feeding of 5000; water into wine

6. Use **repetition**.  
   Matthew 13 parables

7. Allow learners to **participate**.
   **Feeding of 5000** (Luke 9:10-17)

8. Be at the **disposal** of students.
Mark 4:35-41 - sleeping on the boat

9. **Motivate** the pupils.
   *Showed confidence in their potential (Luke 19:2-10 - Zacchaeus)*
   *Understood their limitations and taught from that level, working patiently with them. (Luke 11 – “Lord, teach us to pray”)*

10. Use **discipline**.
    *Verbal rebuke to Sons of Zebedee (Mark 10:35)*
    *A look at Peter after his denial (Matthew 26)*
    *Money-changers in the temple (Matthew 21:12)*
    *Garden of Gethsemane (Matthew 26)*

11. Faced the **challenge**.
    No matter how large the crowds were around Him, Jesus handled the situation and took opportunities to minister.
    *Mark 5:21-34 - issue of blood*
    *Mark 2:1-28 - friends and roof top*

12. Gave clear **instruction**.
    Luke 10:1-11 - sending out the 70

13. Guided **behavior**.
    Mathew. 26:41 - Warned them to watch and pray

**W.W.J.D. To Minister?**

1. Know the learners’ **needs** and have an interest in them. *(John 3 - Nicodemus)*
2. Be aware of personal **circumstances**. *(John 11 - Mary, Martha, & Lazarus)*
3. Make personal **contacts**. *(Mark 5:21-34 - Jairus’ daughter)*

**#6: GREAT EXPECTATIONS**

Discipline comes from the root word disciplina, which means to guide, instruct, lead, and train. It is the same root word used for the word disciple. Jesus modeled effective discipline in His ministry with the disciples and other followers. For example, Jesus recognized the immaturity of Peter to handle things under pressure that Peter did not see for himself. Jesus warned Peter that he would deny Him three times. Peter was astonished that Jesus saw a weakness in his character and did not guard himself against it. Peter suffered a natural consequence of regret and humiliation after denying Jesus. Later, Jesus demonstrated that he saw growth in Peter and reassured him of his potential in the Kingdom’s work.
Too often the words discipline and punishment are used interchangeably as though they were synonyms, which is not the case. However, they work hand in hand. Discipline is the forerunner. It uses guidelines to set the stage for acceptable behavior. Punishment is a form of discipline properly responding to unacceptable behavior when guidelines have not been followed.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is proactive</td>
<td>Is reactive</td>
</tr>
<tr>
<td>Involves guidance</td>
<td>Involves consequences</td>
</tr>
<tr>
<td>Composed of positive expectations</td>
<td>Composed of negative realities</td>
</tr>
<tr>
<td>Seeks initial prevention</td>
<td>Seeks further prevention</td>
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<tr>
<td>Looks toward future behavior</td>
<td>Looks at past behavior</td>
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Our goal as teachers should be to manage our classrooms with effective discipline methods and positive consequences and therefore reduce the amount of negative consequences we have to handle.

**Foundations for Classroom Management**

1. Understand that discipline begins in the life of the leader. As teachers in the preschool ministry, you are leaders in this church. You should have no higher expectations for other church leaders than you do for yourself.
   - The leader should be:
     - **Prompt**
     - **Prepared** (spiritually and tangibly)
     - **Consistent**
     - **Prayerful**
     - **Believable** (Never give your authority away by making an unreasonable or unrealistic comment/decision. For example, you should never say something like, “If you continue to hit, you will not be allowed back in the preschool anymore!”)

2. **Realize** that effective classroom management involves:
   a. Attempting to **prevent** behavior problems. This is done by making your expectations known to your children. We will look at some ways to do this in a moment. Too low of expectations can create feelings of fear and frustration for the children as they sense that they cannot depend on the teacher to maintain order. Too high of expectations can also create feelings of fear and frustration as they feel they cannot achieve acceptable behavior.
   b. Responding **properly** to behavior problems

3. Acknowledge that most behavior problems result from the following:
   - **Boredom** “If you don’t fill the time, the child will!”
   - **Lack of attention** “Negative attention is better than no attention.”
• **Lack of instruction** “Some acts of children are not wrong in themselves; they can simply be inappropriate for the moment.”

**Tips for Guiding Behavior that is Acceptable**

1. Establish **boundaries** and maintain them. The lines on a road guide drivers to stay within a certain area. Although these lines restrict us from going wherever we want, their purpose is to protect us and give us security as we drive. Children need boundaries in the same way.
   - Physical/location boundaries. (The books are kept here. The blocks stay in this area, walk on this side of the hall, etc.)
   - Social boundaries (Keep your hands to yourself. Listen as the teacher talks)
   - Emotional boundaries (Tell the teacher when you are upset.)

2. Establish two or three behavior **guidelines**. These should reflect your boundaries.
   - Word them positively.
   - Word them simply
   - Repeat them frequently in fun ways.

   *For example: “In Miss Sharon’s class we play with the toys the way they are supposed to be played with. We listen when the teachers talk. We treat each other kindly.” If a child throws a block, the instruction would be that in our class we build with blocks because that is what they were made for.*

3. Establish **routines** in your schedule, your movement from one activity to another, and your communication. Routines can be varied slightly, but all in all, children need to know what to expect.

4. Establish **signals** that the children can relate to something specific. (For example: three claps in a row could indicate that the class needs to stop what they are doing and listen to instructions.)
   - Gentle touch on the shoulder
   - Particular clap
   - Particular song or phrase
   - Particular action

5. Point out **positive** behavior and have consistent methods of rewarding it as you see it.
   - Earn a sticker for throwing away trash after snack
   - Earn a sticker for listening as the teacher talks
   - Offer verbal praise or a pat on the back for an act of kindness, etc.

6. **Redirect** a child to another activity or the entire class to another activity.

7. **Anticipate** possible trouble ahead of time.
   • Adjust a suggested activity to better suit the size/personality of your class
• Think like a child and see what twists a child might bring to a particular situation. For example, when taking turns in a game, what might a child do while waiting their turn or after their turn is done?
• Know which children do not handle transitions well.
• Think through how to keep control of question asking, prayer requests, etc., in group time.

8. **Overlook** versus drawing attention to behavior that is not a problem to others, defiant, or dangerous.

9. **Acknowledge** a child’s feelings. Oftentimes, unacceptable behavior is the result of an emotion that the child did not handle properly.

**Tips for Correcting Behavior that is not Acceptable**

1. Get the child’s **attention**.
   - Call their name
   - Touch their shoulder or head gently
   - Place yourself physically by the child
   - Look directly at the child while continuing what you are doing/saying
   - Stop talking completely
   - Change your voice to a whisper
   - Make a comment such as “I see someone taking a puzzle piece away from their friend.” Or “Remember that in Miss Sharon’s class, we play with the toys the way they are supposed to be played with.” (restating a classroom guideline)

2. Give a **verbal** warning and follow through with that warning.
   - “If you choose to throw the block again, then....”

3. Offer suggestions/choices for **proper** behavior that are not viewed as bribes.
   - Do say something like: “You may continue to play with the blocks if you keep them in this area; otherwise, you may not play with them anymore for now.”
   - Don’t say something like: “If you play with the blocks in this area, then you can be the first one to get your snack at snack time.”

4. **Remove** an object or a child in a particular setting.
   - Time out removes the child from classroom activity by placing them in a chair to settle down. Use one minute per age. Make sure the child knows what behavior put them in time out and what behavior is expected when they are released.
   - Do not use a particular toy or item if the children do not handle it properly or if they cannot take turns with it properly.
   - Redirect a child to another activity in the room if they are not getting along with others in the area they are playing, etc.
   - Redirect a child to do an activity on their own and not with others if they need to calm down, work out emotions, etc.
   - Try to curtail unacceptable behavior by getting the child involved in something else quickly.

5. Allow natural and logical **consequences**.
• If no one is in danger, oftentimes the best solution is to let things take care of themselves.
• Sometimes you need to give children time to work out a solution among themselves.

6. **Seek** advice from parents or leadership in your ministry.
• Do not give your authority away by running to someone else for advice when you should try to work with a behavior issue yourself.
• Ask parents if they have any suggestions of methods they use at home to guide their child’s behavior that you can be consistent with in the classroom.
• Visit the child on different turf with his family...at his home, a lunch hangout at McDonalds, etc. This can sometimes reveal helpful insight even without your asking any questions.

**Tips for Displaying Proper Behavior as the Teacher:**
1. **Act.** Don’t just react.
2. Remain **calm** and in control.
3. Do not **yell** or scream.
4. Do not **bribe**.
5. Do not **give in**.
6. **Guard** your words with parents.
   • Don’t accuse parents of poor parenting
   • Sandwich a negative comment between positive comments.
   • See attachments for communication tips
7. Do not **show** favorites.
8. Be **consistent** with your expectations and your handling of situations.
9. Do not be **mean** or sarcastic, but firm.
10. Never **argue** with a child.
11. Demonstrate **respect** to the children.
   • Use eye contact
   • Listen to them
   • Use good manners with them
   • Recognize their level of understanding
12. Do not **negotiate**.
13. Never make **fun** of a child.
14. Never express **pleasure** at their negative consequence. Be matter of fact or acknowledge that you know the consequence is not pleasant for them.

**Tips for Creating an Environment Conducive to Acceptable Behavior**
1. Be **warm** and welcoming.
2. **Prepare** the room ahead a time. Be ready for the first child when he arrives.
3. Get rid of possible **hiding** places.
4. **Guide** or limit the numbers involved in activities/centers.
5. Have physical/concrete **signs** of division or sections in the room.
6. Keep the room clutter free and **clean**.
7. Eyeball the room for potential **dangers** (uncovered socket; broken leg on a chair, etc.)
8. Help with a smooth **transition** when the next set of teachers arrive.
   - Let the children know the next teachers will be coming/have arrived
   - Clean up after yourself and your session before leaving
   - Inform the teacher of boo boos, matters to keep an eye one, etc.
   - Make sure you have done any paperwork required of you
   - Pass on any information a parent may need to know
   - Have the children occupied in an activity while the other teacher comes in

**Attachments**

**Communicating with Parents**

😊 Smile often
😊 Use people’s names
😊 Be warm and affectionate
😊 Listen more than you talk – Prov. 18:13, 15:23&28, 29:20; James 11:19
😊 Focus on their interests or concerns
😊 Recall situations and inquire
😊 Admit your errors; remedy what you can. James 5:16, Prov. 12:15, 21:2 & 29; Matt 5:23-35
😊 Put yourself in their shoes and speak from that standpoint. Prov 18:2
😊 Realize they/we don’t always see the whole picture.
😊 Realize we will all be misunderstood at times and allow for that.
😊 Be sensitive to what isn’t being said.
😊 Avoid appearing judgmental. Rom 12:17 & 21; I Peter 2:23
😊 Be flexible when possible, but don’t be run over.
😊 Discern what “to heed” and what “to let go.”
😊 Handle one issue at a time.
😊 Know our guidelines and abide by them.
😊 Suggest follow up when necessary.
😊 Do not quarrel! Prov 17:14, 20:3; Rom 13: 13; Eph 4:31
😊 Forgive. Prov 17:9; Eph 4:32; Col 3:13
Good Phrases to use with Parents

😊 I certainly understand your concern
😊 I can see how you feel that way. I would too if I were you.
😊 I will be glad to check on this and have ________ call you back.
😊 I believe this is addressed in our policies. Perhaps the wording isn’t clear.
😊 It is crowded here at the door. Let me get _________ for you so you can talk privately.
😊 You have some good thoughts; can I share those? Would you put those in writing to our Preschool staff?
😊 I have made a mistake.
😊 I am very emotional when it comes to my children, so I understand how you might feel.