



Children's Ministers' Manual

Director: Pastor Alan Chappell

“And [Jesus] is the head of the body, the church,
who is the beginning, the firstborn from the dead,
that in all things He may have the preeminence.”

Colossians 1:18

Children's Minister,

It is a great pleasure to serve the children of South Hill Calvary Chapel with you. I hope this manual is helpful to you as you serve Jesus by serving our children. The goal of this manual is to have every children's minister at South Hill Calvary Chapel consistently serving our kids.

However, do not see the procedures in this manual as a limitation to how the LORD wants to use us. When the Holy Spirit leads, we will allow Him to guide changes to how the Children's Ministry runs. I encourage you to seek your Father on how He might use you to impact the children of South Hill Calvary Chapel.

I am here to serve you. So if I can be of assistance to you as you serve in the Children's Ministry, do not hesitate to contact me. I consider the Children's Ministry a small Church within the larger Church of South Hill Calvary Chapel. We are a family who get to encourage each other in the LORD, spend time together, and serve together.

In the Grace of Christ,

Alan Chappell

Assistant Pastor

South Hill Calvary Chapel

Phone: 253.320.1403

Email: alanc@southhillcalvary.org

Contents

<i>I. Our Purpose</i>	4
<i>II. Our Plan</i>	5
<i>III. Children’s Ministry Organization Chart</i>	6
<i>IV. Description of a Children’s Minister</i>	7
A. What is Expected of You Personally?	7
B. What is Expected of You As a Teacher?	7
<i>V. The Importance of Relationships</i>	9
A. With the Children	9
B. With Parents and Guardians	9
<i>VI. Child Safety</i>	11
A. Check In and Out Procedure	12
B. Diaper Changing and Bathroom Policy	13
C. Child Abuse	13
<i>VII. Teaching the Children</i>	15
A. Curriculum	15
B. Supplies	16
C. Planning a Lesson: Why, How, and When	16
<i>VIII. Classroom Management and Discipline</i>	19
<i>IX. Appendix</i>	21
A. The Importance of Teaching the Gospel of Jesus Christ	21
B. The Greatest Teaching Aid: A Parallel to 1 Corinthians 13	21
C. Meet the Children (Preschool)	23
D. Meet the Children (Elementary Level)	28

I. Our Purpose

The goal of this section is to lay the foundation and to set the direction of the how the Children's Ministry functions at South Hill Calvary Chapel.

Verses:

Colossians 1:15-18 (READ IT CAREFULLY)

15 He is the image of the invisible God, the firstborn over all creation.

16 For by Him all things were created that are in heaven and that are on earth, visible and invisible, whether thrones or dominions or principalities or powers. All things were created through Him and for Him.

17 And He is before all things, and in Him all things consist.

18 And He is the head of the body, the church, who is the beginning, the firstborn from the dead, that in all things He may have the preeminence.

Moto:

Jesus First, so the Faith of Our Children Will Last

Vision:

Colossians states that you and I were created by Jesus and for Jesus, so our personal purpose in life is simple. We are to bring pleasure to our King. To put Him in His rightful place (**first**).

We desire the same to be said of our Children's Ministry (CM) at South Hill Calvary Chapel. We want the CM to be a place where Jesus is the first. It should be a place where Jesus feels ministered too and cared for and a place where parents and children know that we deeply love Jesus.

Everything we do should be looked at through this filter. Is Jesus being brought to the place of preeminence? Are we leading parents and children to a place where they are making an effort to make Jesus first?

If we fulfill our call to make Jesus first, then the Holy Spirit will build up the faith of our children and draw many more to salvation in Jesus.

II. Our Plan

The previous section explained the vision or direction for the CM, but how do we get there? This section will explain our practical method of ministry.

Verses:

Acts 2:42-47

So, our vision is to put Jesus first in all things. But, what does this look like? Thankfully, the answer is simple.

The book of Acts gives a clear view of how a healthy church functions, so the CM will derive our practice from this model.

Acts 2:42 says the church was devoted to the apostles' doctrine, fellowship, breaking of bread, and in prayers. And, in Acts 2:47, we see that these practices led to worship and praise of God.

Therefore, South Hill Calvary Chapel Children's Ministry will:

- Teach the **Word of God** consistently, systematically, and accurately. This includes reading the Word, explaining the Word, and applying the Word in an age-appropriate manner.
- Provide opportunities for both the children and the ministers to **fellowship** with one another. This means child to child, minister to child, and minister to minister both within the church building and without.
- We will be a people who **break bread together**: snack time ☺. But more importantly, we will focus on the body and blood of Jesus Christ. Pointing the children to the One who washes us of our sins.
- Create an atmosphere where **prayers** of thankfulness and request are offered to our Father in each of our gatherings and individually. This includes both the ministers and the children.
- Finally, we will be a ministry that **worships and praises** our Father in our singing, in our words, and in our service.

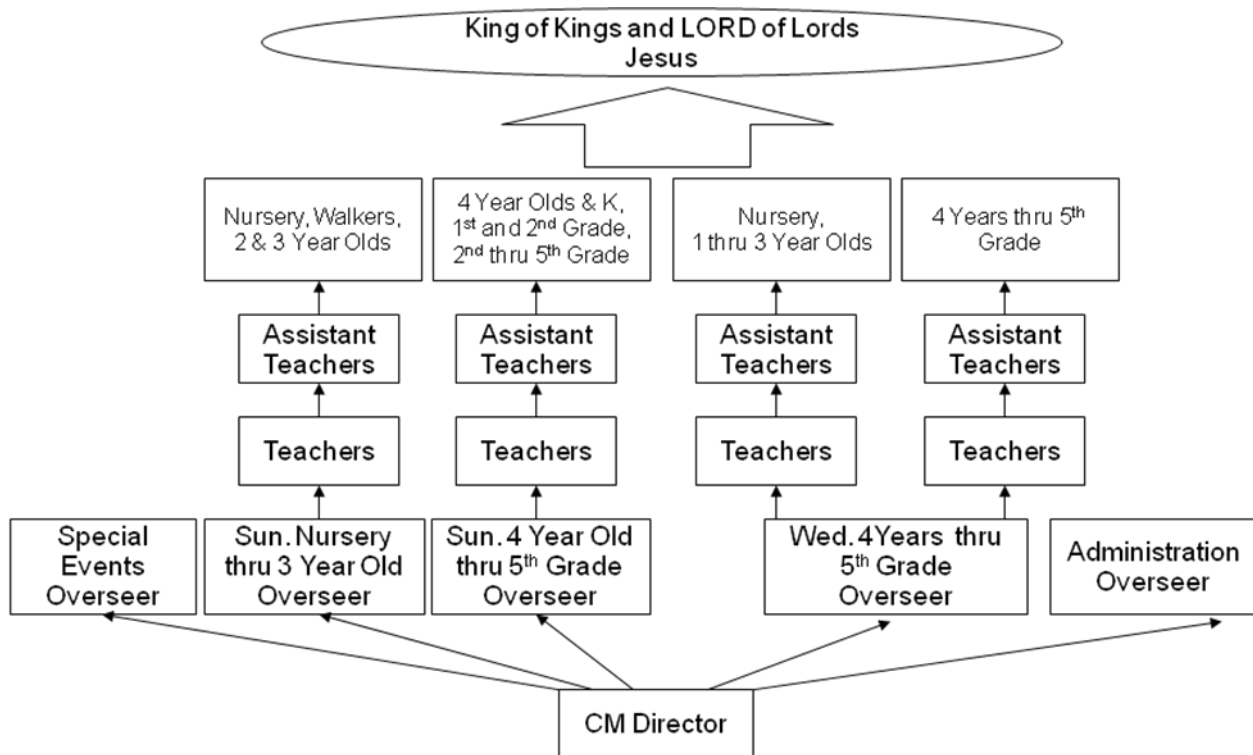
III. Children's Ministry Organization Chart

During Jesus' first coming, He made it very clear that we are to serve one another. The chief should be servant of all (Mark 10:44). This is probably best illustrated by Jesus in John 13:12-15.

12 So when He had washed their feet, taken His garments, and sat down again, He said to them, "Do you know what I have done to you? 13 You call Me Teacher and Lord, and you say well, for so I am. 14 If I then, your Lord and Teacher, have washed your feet, you also ought to wash one another's feet. 15 For I have given you an example, that you should do as I have done to you.

Therefore, our organization chart is **upside down** from the standard organization chart, and it points to whom is to be ministered to.

1. Jesus is our first priority and He is to be ministered to by everyone in the Children's Ministry (including the children).
2. Each Children's Minister should be one who is a servant to the children.
3. Each Teacher should serve their assistant teachers.
4. Those who are a part of the CM Leadership team should serve each of the ministers in the CM.
5. The CM Director should serve everyone in the CM.



IV. Description of a Children's Minister

This section outlines what is expected of a children's minister at South Hill Calvary Chapel on a personal level and in a teaching role.

A. What is Expected of You Personally?

- You must have a personal, growing relationship with Jesus Christ as your Lord and Savior.
- You must consider South Hill Calvary Chapel your home church and weekly attend the Sunday morning worship service.
- You must have a special love towards children and a desire to see them grow in all areas of their lives.
- You must be faithful, available, and teachable.
- You must be living a life above reproach, representing your walk with God in your home, in your neighborhood, and at your job.

A minister in the Children's Ministry is not a 'baby-sitter'. We are seeking to train children in the way of the Lord, and more importantly, bring them into a rich and living relationship with Jesus. The process can begin with the youngest of children, by simply exposing them to the music of praise to the Lord, through verbalized prayer over them, and a gentle, loving touch.

B. What is Expected of You As a Teacher?

Each classroom in the CM will have a teacher and one or more assistant teachers. This section outlines the roles and duties of teachers and assistant teachers. Neither the assistant teacher or the teacher is more valuable, but they perform different roles. Only if they work together to fulfill their roles, will they effectively minister to our children.

In Acts 6:1-8, we see that the 12 disciples were neglecting the needs of the widows in the community because the people and their work was too vast. Therefore, they set apart seven young men to help them with the needs of the people while they devoted themselves to prayer and the Word.

This section in Acts is a good model for the teacher (12 disciples) and assistant teacher (7 helpers). The teacher should be devoted to teaching the Word of God to the children and praying for the children while the assistant teacher should do everything possible to make the teacher's job easy.

For the Teacher and Assistant Teacher

- Learn your students' names.
- Pray for your students and co-ministers (other teachers and assistants) weekly.
- Arrive in your classroom 30 minutes before class begins.

- Keep a clean, cheerful room atmosphere.
- Make every effort to serve on your scheduled day, and coordinate with the CM Director or Overseer if you are not able to serve.
- Study the characteristics of your particular age group (see Age Group Characteristics in the Appendix).
- Attend required teacher meetings for your own personal growth and encouragement - they are something you cannot afford to miss!
- Communicate weekly with teacher/assistant teachers to ensure good planning for the next week; this planning can be immediately after your class or on the phone.

For the Teacher:

- Plan your lessons during the week and delegate to assistant teachers.
- Give your assistant teachers clear direction.

For the Assistant Teacher:

- Help the job of the teacher go smoothly.
- Help plan your lesson during the week.

V. The Importance of Relationships

Your relationship with the child and his/her parents is as important as your teaching of the children. Jesus demonstrated this in the way He related to His disciples: He spent time with them, He befriended them, He served them. May we do the same with the children and parents we serve.

A. With the Children

- Listen to them with your ears and eyes.
- Get down on their level.
- Give them a high five or an occasional touch on the shoulder.
- Eat snack with them.
- Smile and acknowledge them when you see them. Also acknowledge their parents if they are present.
- Be gentle in speech.
- Be well prepared – class starts as the first child walks into the room.
- Pray regularly for your children and their families.
- Hold hands and talk with them.
- Hugs are great and needed by most children and adults, but do not force-hug any child. Avoid body-to-body hugs with older children, do side to side. Be wise! God will give you wisdom.
- Spend time with the children out of the classroom environment. Your service does not end after class.

B. With Parents and Guardians

We are a support ministry for the home. The Bible clearly lays the responsibility of raising the children in the ways of the Lord on the parents. If we keep this command in mind, we will better recognize the value of a good parent/teacher relationship.

See Deuteronomy 6:4-9, Proverbs 22:6, and Ephesians 6:4.

Responsibilities of the Teacher

Do all that you can to equip the parents with scriptures or other information that will be useful in their ministry with their own children.

Responsibilities of the Parents/Guardians

The parents' responsibilities are simply to be interested in what is going on in their child's life in the CM. They should acquaint themselves with the teacher and the weekly lesson and follow it up at home.

They may or may not realize their responsibilities, so do not become discouraged when they do not fulfill them. Always remember that we are here to serve the parents.

Ideas to Enhance Relationships with Parents/Guardians

- Greet every parent and child at the door. Parents are positively affected by a cheerful show of welcome and concern expressed by the teacher. Introduce yourself with a handshake and tell them that you are the teacher. Set their minds at ease that their child will be loved and ministered to in your class.
- Teachers and Assistants in the classroom should be wearing their nametags.
- Remember that we are serving the Lord in all we do, so present a cheerful, caring attitude toward the children and their parents. They need to feel good about leaving their children with you.
- Provide follow-up suggestions. Too often we just send the “take-home” papers or craft with the children and hope that it will be good enough. You might take a few extra minutes to ask the Lord for a creative idea that the parents (or families) might do to follow up or apply what you are teaching. This idea does not have to be more than three or four sentences long or you could simply suggest an activity.
- Say “goodbye” to every child in front of his parents. Children love this exit greeting, and parents do not expect it. It is a good time to share some joy from the class, or pass on one of their children’s special qualities, characteristics, or contributions.

Remember: the time you spend with the children in the classroom is a small aspect of the total ministry to them. You must minister to and challenge the parents to do their part in the home. This challenge must be done with humility, respect, and compassionate understanding of their own lifestyle (Christian or non-Christian, married or divorced, joyful and happy or frustrated and downtrodden).

- Your attitude must be one of humility towards the parents. First, you are a servant of Christ; then, you are a servant to the parents and their children. See Philippians 2:1-11.
- Know that God has placed each child in your class for spiritual guidance during the time they are with you. Pray for them weekly and watch God work in their lives.

Scriptures for the Family

Fathers:

Psalms 78:3-8

Proverbs 23:24

Colossians 3:21

I Timothy 5:8

Proverb 19:18

Proverbs 3:12

Isaiah 38:19

Hebrews 12:5-10

Isaiah 38:19

Ephesians 6:4

Proverbs 13:24

Mal. 4:5&6

I Timothy 3:1-5

I Timothy 3:12

Parents:

Exodus 12:26-27

Deuteronomy 32:44-47

Deuteronomy 11:18-27

Deuteronomy 4:9-10

Proverbs 22:6, 15

Proverbs 29:17

Deuteronomy 6:4-9

Proverbs 23:13-14

Mothers:

Proverbs 14:1

Proverbs 31:27-30

Titus 2:4-5

VI. Child Safety

South Hill Calvary Chapel Children's Ministry will do everything possible to protect our children from child abuse and to protect our ministers from being accused of abusing a child. We demand that ministers be above reproach in their relationship with children and strictly adhere to the following procedures:

- Everyone who wants to work in the CM must fill out a ministry application form as well as have their background checked.
- Teachers should avoid being alone with a child. In the event an outing is planned, ministers are not permitted to be alone with a child at the outing or during transport to the outing.
- Never swing a child by the arms, wrestle with a child, or kiss a child on the lips or coax a child to kiss you. Your physical contact with the children must be above reproach. Be wise how you interact physically with the children.
- Never touch a child inappropriately. Do not touch any part of a child's body that would be covered by a bathing suit.
- Never hit, strike, shake, or physically restrain a child.
- Never scream or yell at a child or call a child a derogatory name.
- Children, four years and up, are not to sit on any teacher's lap or the lap of others in the ministry.
- All Children's Ministers must wear name badges during participation in the ministry. Ask for a new badge if you misplace yours.
- No visitors are allowed in your classroom unless you have received prior approval from the CM Director or Overseer.
- Ministers must strictly follow the Check In and Out Procedure (see below).
- Ministers must strictly follow the Diaper Changing and Bathroom Policy (see below).

All of these things will help us stay above reproach and be prepared for any accusation that could come against us. One accusation that may not be true can wipe out a ministry. We live in an evil world. Please feel free to talk with the CM Director if you have any questions concerning these things. We are not to be over-reactive, but we are to be wise and careful.

A. Check In and Out Procedure

South Hill Calvary Chapel Children's Ministry requires teachers to strictly adhere to its Check In & Out Procedures to ensure the safety and wellbeing of our children. When parents or guardians leave their children with the ministry, an unspoken legal contract is formed, which could result in adverse consequences to our ministry. In some cases, families or the courts subpoena the Check In & Out Procedure documents. Check In & Out Procedures include:

Anyone checking children in or out of the classroom must be at least 16 years of age. Ask if you are not sure if the individual meets the age requirement.

Before class, prepare the sign-in sheet and bracelets for arrival of the children.

- The sign-in sheet should be prepared by documenting the names of the ministers serving, the date, and the class (the age or grade that the class includes.)

Check In

- Welcome the parent/guardian (P/G) and child into the class.
- Have them fill out the sign-in sheet. Let the P/G know that they can choose to have a secondary P/G for that day by writing down his/her name.
- Fill out a bracelet for the P/G by writing down the service time and the child's sign-in sheet number. Example: the P/G is going to the 9am service and the child is signed in as number 5 on the sign-up sheet. The bracelet will say: "9-5".
- In the birth through 3-year-old classes, label the children's backs, bottles, and bags with the child's sign-in sheet number.
- Thank the P/G and help the child into the classroom.
- **First Time Visitor**
 - Have the P/G complete the Parent/Guardian & Child Information Form. Ensure that all areas of the form are filled out.
 - Explain to the P/G that if they see a message pop up on the screen during service that corresponds to their bracelet color and child number – it means the P/G is needed in the class.
 - After the service, return the completed Parent/Guardian and Child Information Form to the Children's Ministry bin in the folder "Child Info."

Check Out

- Welcome the P/G back to the class.
- Verify that the P/G wishing to check out the child is on the sign-in sheet by checking the sign-in sheet and the bracelet and/or ID if unsure of their identity.
- If the P/G is not found on sign-in sheet, then check the child information card. Verify if the card identifies the person wishing to check out the child.
- If the P/G is not authorized to check out the child, DO NOT release the child.
- If the unauthorized person persists, contact the CM Overseer immediately.

At the end of class, return the completed sign-in sheet to the CM Bin in the folder "Past Sign-in sheets."

B. Diaper Changing and Bathroom Policy

Nursery

- Ask the parents before class if they would like a minister to change their baby's diaper.
- Only females should change a baby's diaper.

Walkers thru Three-Year Olds

- Ask the parents before class if they would like a minister to change their child's diaper.
- Only females should change a child's diaper.
- Two and Three Year Olds who are potty trained can use the potty in the room with a female teacher. The teacher and child should remain visible to the other teacher (keep the door open if it is a concealed bathroom) for accountability.

Four-Year Olds thru Kindergarten

- Ask the child's parent(s) to take the child to the bathroom before coming to class.
- A female teacher should take two or more children to the bathroom at the same time.
- Men are not to take children to the bathroom unless no other option is available. Use an usher in the foyer for accountability.
- Always prop the bathroom doors open.
- Knock on the Men's Room door before opening the door. Boys only go into the Men's Room after it has been cleared (politely) of adults.
- It is best to stand at the door and ask them if they are okay.
- Remind the children to wash their hands.
- Make sure trips to the bathroom are quiet, so they do not disturb others.

1st thru 5th Graders

- Adults do not need to take the children to the bathroom.
- It is very important that the child takes a partner. If there is a problem, one of the children can come and get a teacher.
- If you feel that the children are taking advantage of the buddy system and are leaving to goof around, a teacher must accompany the children to the bathroom.
We must be strict on this policy.

C. Child Abuse

Paid and volunteer staff working with children in the CM have a mandatory legal responsibility to report suspected child abuse. Watch for visible signs such as bruises, cuts, burns, etc. The following steps shall be taken if you or any other worker in your class suspects child abuse:

- * Contact a pastor immediately. Do not wait until service is over.
- * **THE PASTORAL STAFF WILL HANDLE IT FROM THIS POINT.**
- * **DO NOT** discuss your suspicions with anyone other than a pastor. Discussing your suspicions with anyone other than a pastor could result in personal liability to you.
- * **DO NOT** discuss your suspicions with the suspected child abuser, or the child's parents or guardian. It may scare them off or cause harm to the child. Hard feelings could result if your suspicions are unfounded.

Please note: Some children may have skin discoloration which resembles a bruise. If markings remain unchanged for several weeks it's probably not a sign of abuse. If you are not sure, ask a pastor.

VII. Teaching the Children

A. Curriculum

Curriculum Procedures:

- * Your curriculum is usually available two weeks before the month starts.
- * It is important that you return it to the CM bin in the folder labeled "Curriculum Return" at the end of the month.

1. *Sunday Curriculum*

Nursery

"To Babies with Love" by Palma Smiley modified by Heather Spagnolo
www.earlychildhood-curr.com

Walkers thru One Year Olds

"To Babies with Love" by Palma Smiley modified by Heather Spagnolo
www.earlychildhood-curr.com

Two- thru Three-Year Olds

Gospel Light Ages 2 & 3
www.gospellight.com

Four-Year Olds thru Kindergarten

Cantamar Publishing preschool curriculum
www.cantamarpublishing.com

1st thru 5th Graders

Cantamar Publishing preschool curriculum
www.cantamarpublishing.com

2. *Wednesday Curriculum*

Nursery

Prayer

Walkers thru Three-Year Olds

Mission Arlington

Four-Year Olds thru 5th Graders

Thru the Bible
www.schoolhousesource.com/betty_lukens.htm
www3.calvarychapel.com/children/site/curriculum.htm

B. Supplies

Each classroom should have its own basic supplies in the classroom bin. The bin should contain a list of supplies in the bin. If something is missing, make a supply request in the CM closet or talk to the CM Director or Overseer.

The Children's Ministry Closet has extra supplies needed for special projects, but it is not a storage room for those projects. If we do not have the supplies you need, please request them one week in advance, and we will purchase them for you. Requests can be made by adding them to the supply list in the CM closet.

Help us keep the Children's Ministry Closet clean and orderly by putting your supplies back where you found them. This closet is made for you.

Here is an overview of some of the supplies available in the Children's Ministry Closet:

- * Construction, drawing, colored tissue, and a host of other kinds of papers.
- * Paint and related supplies.
- * Felt, ribbons, and yarn.
- * Traditional office supplies, such as tape, glue, pencils, pens, staplers, scissors, etc.
- * Craft supplies, such as stickers, Popsicle sticks, etc
- * Snacks
- * Baby wipes
- * Worship CD's and videos

Visit the Children's Ministry Closet and get to know what items are there for you to use.

C. Planning a Lesson: Why, How, and When

Preparation is the most important part to teaching the children. Preparation includes knowing your pupils, your subject, methods of teaching, and by making certain that classroom equipment is ready. The act teaching the Bible lesson is much more effective when you prepare, and it will reap a blessing for your students and yourself.

Remember, you have only a limited time at your disposal, so use every precious moment to teach them God's Word.

Planning a lesson:

- * Why?
 - a. By planning, the teacher can **determine the purpose** of the lesson. Just as the captain of a ship follows a charted course and arrives safely at a destination, the teacher follows a plan in an effort to accomplish the purpose of the lesson.
 - b. As the teacher, you will **use class time more effectively**. By following a step-by-step plan, the teacher does not waste the precious minutes of the class session.
 - c. A planned lesson **helps the teacher to teach**. When teachers go before their classes with well-planned lessons, they teach with confidence. They have control

of the situation every minute, know exactly what they are trying to accomplish, and how they intend to do it. There is no, “now, let’s see... what’s next?” feeling about teaching.

- d. A planned lesson **helps the students to learn**. Every class is provided with a curriculum. It is up to the teacher to spend time in preparation during the week.

Teachers, consider these percentages when planning:

We retain... 10% of what we read
20% of what we hear
30% of what we see
50% of what we see and hear
70% of what we say
90% of what we say and do.

The Holy Spirit will show you how to teach according to Matthew 10:20 and other scriptures, but you have the responsibility to study and give the Lord ample time to lead you through the scriptures and to prepare the lesson.

As you may have already understood, preparation also involves any craft items or support-type materials that you may use, such as object lessons, pictures, or games to enhance your lesson.

You would also be surprised to know how much the environment aids your student’s learning. The room should be cheerful and clean. Have the children help you clean the room before you leave.

* How and when

- a. Read the passage in your Bible everyday throughout the week. At the beginning of the week, take time (usually 10 to 15 minutes) to read and familiarize yourself with the lesson in the curriculum. It is very important to grasp the principle that you will teach. With prayer, this time allows God to work the lesson into your heart and life, enabling you to give the story to the children, not just read it.
- b. Meet with other teachers and your assistant to share ideas. Working with others provides much more creativity than trying to plan it by yourself. We are a team ministry here at South Hill Calvary Chapel and realize each team member is an important part of preparation for the weekly class. Even consider meeting right after the service or in the classroom to plan for the following week’s lesson. If you do not have time to meet, do it by phone or e-mail.
- c. Share preparation of lesson activities with each member of your team. Sharing the teaching responsibilities and lesson planning provides a better learning atmosphere, places less burden on any single teacher, maintains a happier, more comprehensive teaching team, and insures less chance of burnout.

Prayer is the key to a successful lesson and to add fruit to your ministry. Pray with your team in planning your lesson, for each other on your team, and for your students and their families. Pray that the Holy Spirit will anoint your teaching and touch the children's lives to serve God.

The following is an outline to give you some ideas on how to plan your lessons:

CREATIVE LESSON PLANNING
By Gracie Cloud

- I. Prayer - ask God:
 - A. For an anointing upon you as you study.
 - B. To prepare the hearts of the children.

- II. Know Your Story Well
 - A. Why is this story in the Bible?
 - B. What was the character like?
 - C. What were the surroundings?
 - 1. City
 - 2. Country
 - 3. Mountains
 - 4. Seaside
 - 5. Desert
 - D. What might you smell or touch?
 - E. What tones of voice can you practice?

- III. What can I gather to make this lesson alive?
 - A. Props, food, puppets, games, object lessons
 - B. People to share in playing the character or their own workplace

- IV. What activity, game, or project can I do to help bring it home?

- V. How can my room environment help enhance the lesson?

VIII. Classroom Management and Discipline

Classroom Management/Discipline

The key to classroom management is good planning, variety of activities in your classroom, and well-set boundaries for your own particular group. Examine your lessons: Are they exciting? Are you using different types of storytelling each week?

The most common discipline problems in classrooms are talking and fidgeting. This type of problem can usually be taken care of by a teacher getting near the child or moving the child to a different place to sit.

Teachers are never to hit, spank, or be verbally abusive to children. When a child is causing a problem, the child should be given a verbal warning or a choice between behaving correctly or the consequences of misbehavior (see Discipline Procedures below). Make sure children understand why you are disciplining them, so they will understand the principle you are teaching not just the rule and consequence.

It is also helpful to point out acceptable behavior that other children are exhibiting. You may say something like "Billy, thank you for listening when I am speaking." or "Mary, I like the way you are quietly playing with the blocks."

Be careful that you do not group those who you feel are disruptive together. Spread them out so they have good examples around them. It is very tempting to group them for our ease, but it is not good for them.

For discipline problems that totally distract the rest of the class from learning, see the following discipline procedures.

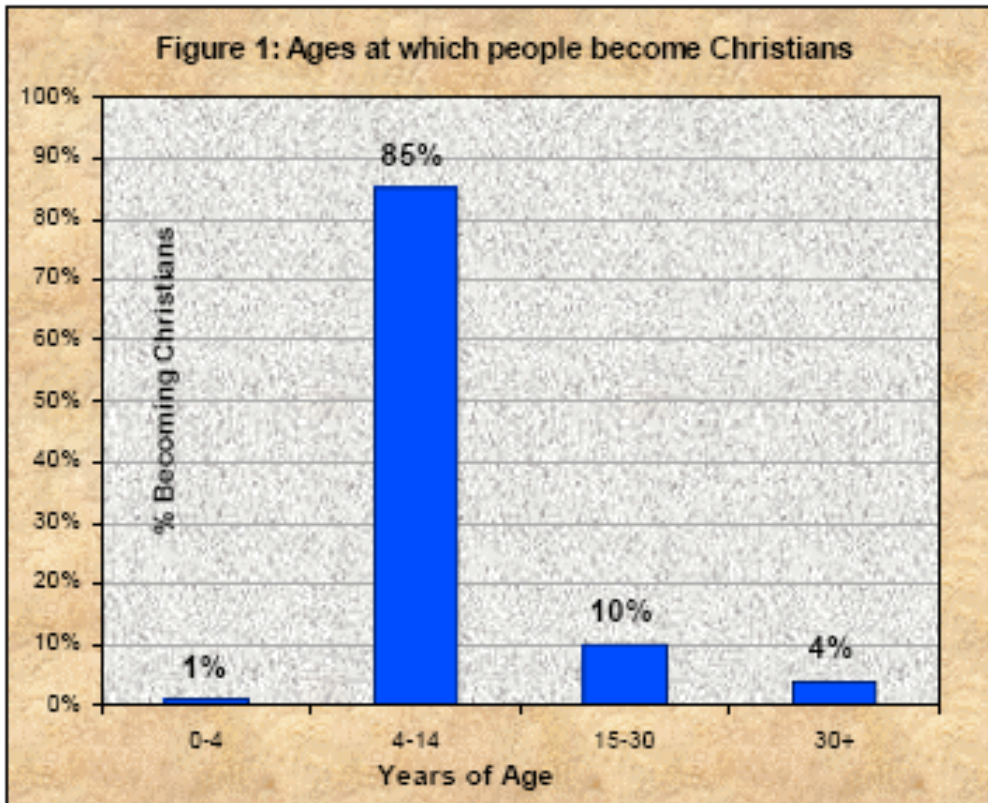
Discipline Procedures

1. Pray for that child every day.
2. Remind the child of the rules.
3. Counsel the child on the spot by taking the child away from the rest of the group. Pray with the child for self-control.
4. If the child continues to disturb the class, then you need to isolate the child in a chair removed from the group but still in sight. The length of isolation time depends on the age of the child (about 1 minute for each year of the child's age).
 - a. If the behavior does not change, bring the child to the CM Director or Overseer and he will minister to him.
 - b. NEVER! NEVER! Strike a child, shake them, physically restrain them, or call them a name.

5. If the child continues to disrupt the class, then it is time to call on the CM Director or Overseer and take him/her to where the parents can be called to pick the child up. The CM Director or Overseer will speak with the parents. Teachers, this step will work 95% of the time.
 - a. Teachers, be wise addressing a child's negative behavior with the parents. Every family situation is diverse, and you may not have all the information.
 - b. When in doubt, contact the CM Director or Overseer.

IX. Appendix

A. The Importance of Teaching the Gospel of Jesus Christ



B. The Greatest Teaching Aid: A Parallel to 1 Corinthians 13

Though I teach my class with the Word of God and carefully prepared materials, and have not love for my pupils, I am nothing more than a teaching robot or an unconcerned mimic.

Though I have the ability to tell good stories and to understand this age group and attend teachers meetings and teaching seminars, and know the attention span of the children, and have not love, I am not God's example of a good teacher.

I study my lesson, and though I spend much time preparing visuals and have not love, it is of little profit or worth.

Love makes me pray for my students by name: Love makes me aware of the needs of each of my pupils. Love for my pupils makes me think less of my own needs.

Love makes me spend time with my pupils in church and in their homes. It makes me stay calm when my pupils are overactive in their behavior.

Love helps us when we become discouraged. It helps us believe that God's Spirit will work in the hearts of our students. It gives us hope that our students will accept Jesus as their Savior, and be filled with the Holy Spirit. And love helps us serve even though no one pats us on the back.

Love never fails, even though we as teachers fail. If we teach in the flesh, we shall only reap fleshly results; a smile, a nod of indifference, or a blank expression.

Our job, being teachers, is limited. We can diligently study and adequately present the day's lesson, and still have no results. But when the Holy Spirit teaches through us, then the hearts of our boys and girls respond to God's Word.

When I teach in my own power, I speak only words and my pupil's understand only words, and their lives are not touched. But when God's Spirit guides my teaching, I am completely usable by Him, and my boys and girls are blessed and drawn closer to Jesus.

Although we do not see the immediate results of our teaching, when we get to heaven, God will reward us for our faithful service.

We have access to good Sunday school literature and excellent teaching methods, but Godly love is the greatest of these as well as God's love manifested through our lives.

Love is by far the greatest teaching aid for the Sunday school teacher. Children can quickly detect a teacher's love and concern. They can just as readily sense one's indifference. Before we can show others our Godly love, we must first experience it ourselves. If there is envy, bitterness, or mistrust in our lives, God's love is not operable. John writes, "If God so loves us, we ought also to love one another" (1 John 4:11).

God greatly loves us and each of our students. How will our boys and girls learn of God's love except through us? We can tell them, "God is love" (1 John 4:8); however, our demonstration of love to these boys and girls is much more effective.

Our students watch us carefully as we speak of Jesus and His word. They watch us as we deal with problems within our class. They even watch our lives when we are outside the classroom.

Does our love extend to every student, expecting nothing in return? Do we truly demonstrate Godly love?

C. Meet the Children (Preschool)

Knowing the children you work with is something that we would all agree is a basic requirement prior to ministering to them, but this basic step is all-too-often neglected. It's like buying insurance. We don't want to sit through the slide show of the history of the insurance company, we just want to sign the policy and be done with it.

Jesus was well aware of those to whom He taught. His lessons showed a certain tailoring to fit the needs and interests of the people. When He talked to farmers, He spoke of sowing seeds and the plight caused by weeds and birds. When He spent time with fisherman, He related the lofty concepts of the Christian life to fish and nets. He knew just how to "hook" His listeners with words and concepts they were interested in. He was an example of a teacher who showed His love for the people by getting to know them. He hasn't changed a bit.

1. *NURSERY (Birth - Walking)*

General Characteristics

- Helplessly dependent on adults to meet his needs
- Communicates needs by crying
- Requires individual attention (holding, rocking, etc.)
- Sleeps a great deal
- Learns by the attitudes of those around him

Needs

- Loving physical care (feeding, changing, etc.)
- Clean surroundings
- Security at his level:
 - *Familiar surroundings (sights, sounds, smells)
 - *Familiar people caring for him
 - *Consistent schedule
 - *The presence of his parent(s)

Level of Understanding

- Absorbs the attitudes of those who care for him
- Can understand simple words
- Beginning to recognize signs of "love"
- Can connect places, situations with concepts of "good" or "bad"

2. *TODDLER (Walking - Two Years)*

General Characteristics

Constantly moving
Learning to talk
Uses all five senses to learn
Limited vocabulary (two or three word phrases)
Imitates actions
Short attention span (two minutes maximum)
Requires individual attention
Developing social skills
Fearful
Susceptible to sicknesses
Tires easily

Needs

Loving physical care (snacks, changing, etc.)
Frequent change of activity (variety)
Frequent rest times
Activities for large muscles
Room to "explore"
Orderly environment
Personal attention from adults he knows
Security at his level:
*Familiar surroundings (sights, sounds, smells)
*Familiar people caring for him
*Consistent schedule
*The presence of his parent(s)
*Consistent discipline/reward system

Level of Understanding

Most learning is still through the senses
Concepts of God, Jesus, and the Bible can be introduced
Concepts of good and bad can be further understood

Activities

Conversations about pictures
Simple stories
Simple songs
Action rhymes
Simple puzzles
Ball games
Hiding/peek-a-boo

3. *TWOS AND THREES*

General Characteristics

Extremely active
Attention span of three to five minutes
Responds to guided play
Rapidly growing vocabulary (although still limited)
Imitative in actions and speech
Still learning to use all five senses
Susceptible to sicknesses
Tires easily
Achieving physiological stability
Forming simple concepts of "society"
Learning to distinguish between "right" and "wrong"
Curious
Learns by repetition
Plays alongside others rather than with them
Understands, and fears being "away" from parent(s)

Needs

Frequent change of activities (every 10 minutes)
Frequent rest periods
Exploration using senses (coloring, clay, etc.)
Consistent discipline/reward system
Large-muscle activities
Repetition for learning
Frequent restroom trips
Security at his own level:
*Familiar adult figures (teachers, baby-sitters, etc.)
*Familiar surroundings (furniture, toys, etc.)
*Consistent schedule
*Knowing that parent(s) will always return
*Loving, understanding, gentle care

Level of Understanding

Can understand simple, brief stories (retold often with short sentences)
Understands the concept of love as it relates to self and others
Appreciates Jesus as a friend and the Bible as a special book
Knows right from wrong
Beginning to understand concept of "being sorry"

Activities

Guided conversations
Guided play
Finger plays
Simple songs with hand motions
Simple stories
Coloring
Exploring with clay, dough, etc.
Building with blocks, etc.

4. *Fours and Fives*

General Characteristics

Very active
Enjoys imitating
Attention span of five to ten minutes
Enjoys playing with other children
Forming concepts of social behavior (teamwork, partnership, etc.)
Inquisitive
Learning to relate to adults other than parents
Large imagination
Further developing sense of right and wrong
Learning to share (with encouragement)
Growing vocabulary - able to express self in sentences with feeling
Curious
Thinks of God in personal terms
Responds to Jesus with simple trust

Needs

Loving, supportive care
Consistent discipline/reward system
Interaction with adults who are interested in him
Frequent change of activities
Consistent models of Christian behavior
New or different words defined
Activities that involve physical movement
Freedom to explore new things (places, thoughts, etc.)
Security at his own level:
*Clear signs of love shown to him
*Respect from those around him
*Feeling valuable (significant)
*Unbroken trust/promises
*Knowledge that God & significant adults will not abandon him

Level of Understanding

- Can understand that God created the world
- Can reason and deal with questions regarding the “whys” of life
- Can learn through humor
- Can learn through role-playing or role-reversal
- Beginning to read simple words
- Still learns, thinks in concrete terms

Activities

- Drama
- Guided conversation
- Guided play
- Finger plays
- Simple crafts involving cutting, pasting, coloring, folding
- “Reading” picture books
- Building with blocks

D. Meet the Children (Elementary Level)

The elementary aged child is an ever-changing creation. Just when you think you know him, the smoke from his smoldering birthday candles seems to signal a new era complete with personality changes, advanced discipline needs, and expanding horizons. The tricky part of working with this age child is that we are required to keep up with the changes. If we lag behind, we will lose our potential for being a role model.

Even though the personalities are changing drastically, the basic needs of every child remains consistent. I believe the basic needs of security, significance, and belonging, are never packed away with the other "toys" of our childhood. We, as adults, keep them with us forever. If we can understand our needs, we will better understand the needs of those around us.

1. *First and Second Grade*

General Characteristics

- Active
- Talkative
- Imaginative
- Likes group activities
- Inquisitive
- Seeks personal attention from the teacher
- Small muscle coordination developing
- Building attitudes about self
- Learning masculine or feminine roles
- Learning to read confidently
- Learning to write
- Developing conscience and sense of morality
- Still thinks in concrete terms
- Honest (generally)
- Eager to learn
- Emotionally immature
- Attention span of 20+ minutes
- Fashion conscious
- Peer group pressure beginning
- Life's values rotate around having fun
- Selfish, but capable of caring and giving to others

Needs

- Loving, respectful, patient care
- Variety in activities
- Freedom to express himself orally
- Opportunities to exhibit the things he has learned
- Abstract concepts presented in concrete terms
- Security at his own level:
 - *Sense of belonging among his peers
 - *Support and belief in abilities from his teacher
 - *Sense of belonging, unending love from his parent(s)
 - *Sense of unconditional love and forgiveness from God
 - *Consistent discipline/reward system
 - *Freedom to make, and learn from mistakes

Level of Understanding

- Genuinely loves God and Jesus as **real** “people”
- Appreciates the Bible as a special book
- Prays sincerely
- Beginning to understand what sin is
- Beginning to apply Biblical principles to life

Activities

- Drama
- Storytelling
- Games (any type!)
- Art and crafts
- Music (especially if it is self-played)
- Puppets
- Reading/being read to
- Field trips

2. *Third and Fourth Grade*

General Characteristics

Energetic
Still thinks concrete terms (older ones may think abstractly)
Likes group activities
Asks challenging questions
Enjoys personal attention
Continuing to build personal attitudes
Developing specific interests (hobbies, etc.)
Strong sense of morality, fairness
Emotionally immature
Eager to learn about things that interests him
Memorizes easily
Wants to help
Attention span of 20+ minutes (depending on subject or activity)
Fashion conscious
Interested in being popular or “cool”
Has a vision of being older, or capable of doing anything

Needs

Supportive, loving care
Variety of activities
New experiences (educational and memory-building)
Freedom to express himself within respectable boundaries
Security at his own level:
*Sense of belonging among his peers
*Support and belief in abilities from his teacher
*Sense of belonging, unending love from his parent(s)
*Sense of unconditional love and forgiveness from God
*Consistent discipline /reward system
*Freedom to make, and learn from mistakes

Level of Understanding

Can understand cause/effect relationships
Can understand order, chronology
Able to apply Biblical principles to life
Able to know and accept Jesus as their personal Lord and Savior
Understands the need for salvation

Activities

- Projects
- Field trips
- Drama
- Role-playing
- Puppets
- Games
- Art and crafts
- Music
- Reading to himself
- Using his own Bible

3. *Fifth Grade*

General Characteristics

- Energetic
- Healthier
- Loud
- Inquisitive
- Talkative
- Imaginative
- Beginning to understand abstract thought
- Has many interests
- Likes competition
- Hero worshipper
- Dislikes outward display of affection
- Gang spirit
- Performance is effected by self-image
- Independent
- Attention span of 20+ minutes
- Can be rebellious
- Can be disrespectful on purpose
- Can be emotional (especially girls)

Needs

- Firm, loving, supportive care
- Consistent discipline/reward system with clear consequences
- To know the results of choices
- To learn from the consequences of poor choices
- Quality adult-like time with teacher, parent(s), etc.
- Freedom to begin to make significant choices with guidance
- Freedom to communicate feelings, etc. to parent(s) and teacher
- Security at his own level:
 - *Sense of belonging among his peers
 - *Support and belief in abilities from his teacher
 - *Sense of belonging, unending love from his parent(s)
 - *Sense of unconditional love and forgiveness from God
 - *Consistent discipline/reward system
 - *Freedom to make, and learn from, mistakes

Level of Understanding

- Is interested in and understand Bible history and backgrounds
- Can understand the need for learning
- Is able to teach others

Activities

- More adult-type projects, etc.
- Research
- Problem-solving
- Field trips
- Interviews
- Panel discussions
- Debates