

**CLASSROOM STRUCTURE**  
**AND**  
**KNOW YOUR CHILDREN**

# Classroom Schedule

## (Preschool ages)

Arrival of Teacher and Helpers: 15 minutes before service begins

Prepare Classroom: Set toys out in a welcoming way.

Turn on worship music.

Set out activity at the tables/floor (coloring page, puzzles, etc.)

Fill out all information on the sign in/out sheet.

Welcome Children: A time to let the incoming child know that they are welcome and important.

This is an important time for parent/teacher relationship and a time where the parent is looking at the room environment (in control, out of control, warm & loving, cold, etc.).

The same person that signs the child into class, should also be the same person that signs the child out of class.

Have parents sign child in. (Important for parents to understand sign-in process)

Give "Parent Ticket" (with number) to parent.

Place nametag on the back of the child.

Label belongings.

Take belongings and place in proper place.

Help child begin activity and be as involved as possible (play time).

Free Play and Potty: Children can choose any activity. If possible, interact with the children.

Clean up activity at the table.

Potty break time, if needed.

Signal clean-up time (maybe using lights or voice)

Worship/Prayer Time: Time to worship the Lord. Use sing-a-long tape & Prayer time. (blue tape)

Lesson: Welcome children to come sit on the floor with you for Bible story time. (blue tape)

Bible study/story time (lesson for that week) Use Flash cards, Flannelgraphs, Puppets.

Snack time: Wash table before and after using.

Help them wash their hands with sanitizer.

Pray (fold hands). This is a great way to reinforce praying.

Pass out snack and cups. You are welcome to bring in your own snack for class/please check sign-in sheet for allergies!

Sit with the children and talk with them, if possible. Ask questions about the Bible story

Closing Activity: Craft, activities to reinforce the Bible study/story, video, etc.

Departure Time: Attempt to say good-bye to each child individually. ("Hope to see you next week")

The same teacher that did the signing in, should do the signing out and receive back the "Parent Ticket" from the parent, then give the child back to the parent.

Try to say at least one positive comment to the parent about their child.

Remember, the parent will look at the classroom environment and assume the present situation has been the environment for the entire class.

Clean-up: Put away toys

Do general clean-up, having the children help..

Vacuum if needed

Bring sign-in sheet and parent tickets to C.M. office tray.

Giving Thanks Time: Thank the Lord for what He has done in the lives of the children in class.

# - CLASSROOM STRUCTURE -

## A. The Greeting

1. Important time for parent/teacher relationship
  - a. This is a time where the parent is looking at the room environment.  
(in control, out of control, warm & loving, cold, etc.)
2. A time to let the incoming child know that he or she is welcome and important to the class.

## B. Introduction Activity (as time permits)

1. Coloring
2. Word Search
3. Crossword Puzzle
4. Craft

## C. Worship Time

1. Understand overall purpose/goal
2. Song selection

## D. Prayer Time

1. Focus on the Lord
2. Prayer requests

## E. Bible Story/Study Time

1. Share Bible story (Using one or more of the following)
  - a. Flannelgraph or Flash cards
  - b. Puppets or Drama
  - c. Filmstrip or Video
2. Read directly from God's Word
  - a. You may want the children to read (call only on volunteers)
3. Use Bible study pages (Calvary Chapel Children's Bible Support Curriculum)
4. Respond to God through His Word.

## F. Memory Verse

1. Study memory verse

## G. Closing Activity

1. Games which reinforce the Bible Story/Study
2. Prayer
3. Cleanup

## H. Sign-Out Time

1. This time is again important for parent/teacher relationship
2. The parent looks at the classroom environment and assumes the present situation has been the environment for the entire class.
3. Attempt to say good-bye to each child individually.

# THE CHILD

“BEFORE I FORMED YOU IN THE WOMB I KNEW YOU...”  
(JEREMIAH 1:5)

## NEWBORN TO 12 MONTHS:

### **BIRTH TO SIX WEEKS**

“Startle reflex” –Fear of falling  
and of loud noises  
Eyes do not focus well  
Big bright crib mobiles are  
good  
Some can’t lift their heads  
well  
Babies should sleep on their  
sides or back  
Make sure they are fed and  
dry  
Cuddle, if upset

### **SIX WEEKS TO THREE MONTHS**

Kicks actively, can lift head  
well  
Still needs head support when  
held upright  
Smiles, babbles, and coos  
Make sure physical needs are  
met  
Smile, cuddle, and rock them  
Cradle gyms are good for  
them to look at

### **THREE TO FIVE MONTHS**

Important to talk to babies at  
this stage  
At 4 months they begin to reach  
Moves around well in crib  
Make sure physical needs are  
met  
Begins to put toys in their  
mouths

### **FIVE TO EIGHT MONTHS**

Likes to play with their feet  
Beginning to babble sounds  
Enjoys “peek-a-boo”  
May enjoy picture books  
Action toys- swing, walker

### **EIGHT TO TEN MONTHS**

Most are able to sit alone  
May be creeping or crawling  
May begin to walk holding on  
to furniture  
Loss of security when Mom  
leaves  
Likes simple action rhymes

### **TEN TO TWELVE MONTHS**

Learning to walk  
Probably able to drink from a  
cup  
Busy, uses hands well

### **Baby Talk**

Babies who aren’t yet verbal respond  
to language in many ways. You can  
improve your baby talk by following  
these tips.

Speak slowly. And pronounce  
words clearly.

Talk a lot. Tell babies about  
what you’re doing and why.

You may feel like you’re  
talking to yourself, but you  
actually have a captive  
audience with good ears.

Imitate the baby. By copying  
baby’s sounds and verbal  
cues, you’ll make a  
connection when the baby  
realizes you’re imitating them.  
Give time for baby to respond.  
As you talk to an infant, pause  
between sentences and  
questions to allow the baby  
time to respond. Often, babies  
will.

Repeat yourself. Babies love  
to hear songs repeated. In  
addition to delighting in the  
repetitive sounds, they learn  
from them.

## TWO YEARS OLD:

Catches the spiritual attitudes of home and church.

They are sensitive to their surroundings.

Understands many concepts about God, such as:

“God loves me”

“God is near”

“He hears me”

“The Bible is God book”

“Jesus likes it when I’m kind”

Prayer does not need to be explained in depth, more emphasis on experience.

Faith is gently nourished through example and experience as time is taken to communicate to child.

They learn best that Jesus loves them by the way others love them.

They think of God and Jesus as real and loving people (persons).

They can pray sincerely when motivated emotionally.

Extremely active.

Responds to guided play.

Tires easily.

Learning to distinguish between “right” and “wrong”.

Curious.

Learns by repetition.

Plays alongside others rather than with them.

Understands, and fears being “away” from parents.

## THREE YEARS OLD:

They learn about God through Bible stories, nature, and experiences in which God is mentioned naturally.

They can learn to give because they love Jesus. They can accept that God came as a man.

The idea of invisibility does not trouble them.

Often mix up God the Father and God the Son.

Pictures of Jesus can make unrealistic impressions.

Our example to the three-year-old is more important than our precepts.

Extremely active.

Responds to guided play.

Tires easily.

Learning to distinguish between “right” and “wrong”.

Curious.

Learns by repetition.

Plays alongside others rather than with them.

Understands, and fears being “away” from parents.

## ACTIVITIES:

Conversation about pictures.

Simple stories.

Simple songs.

Simple puzzles.

Ball games.

## FOUR YEARS OLD:

They can phrase their own prayers. They can understand short adult prayers.  
Recognizes the stirring voice of God in their heart. Can understand the Enemy.  
Because of great imagination, fear can overwhelm a four-year-old if we are not careful in our Bible presentation.  
Can be taught to call on God on their own.  
They can understand sin and their need to ask God for forgiveness.  
Can have a very personal relationship with the Lord.  
Very active.  
Enjoys imitating.  
Enjoys playing with other children.  
Forming concepts of teamwork.  
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.

## FIVE YEARS OLD:

Has knowledge of God and a love for Him and feels at home with a personal God.  
Recognizes sin and consequences and responsibility.  
Understands readily that the world was created. Associates God with all that is good, true, and beautiful.  
Sometimes can be troubled by invisibility.  
Believes and enjoys the Bible.  
Five is an important age for talking about Spiritual things natural and often.  
They can understand that God has a plan and purpose in everything.  
Very active.  
Enjoys imitating.  
Enjoys playing with other children.  
Forming concepts of teamwork.  
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.  
Need security at this time.  
Clear signs of love shown to them.  
Feeling valuable (significant)  
Unbroken trust/promises.

### Activities:

Guided conversation.  
Simple stories.  
Simple songs with hand motions.  
Coloring.  
Building with blocks, etc.  
Exploring with clay, dough, etc..

## FIRST THROUGH THIRD GRADES:

Interested in action.  
Interested in activity.  
Expression through movement and noise is necessary.  
Dramatizer – learns from acting out parts of story.  
Imaginative.  
Good at memorizing.  
Likes group activities.  
Asks questions because he/she wants answers.  
Loves personal attention from teacher and needs it.  
Interest span: 7-15 minutes (more if interested).  
Can read simple passages from the Bible itself.  
Appreciates Bible as special book.  
Is developing power to reason. The teacher exercises this power to aid the pupil in solving his own day-to-day problems.  
Has limited self-expression; patience is necessary.  
Thoughts are concrete. Cannot comprehend abstracts.

## FOURTH THROUGH SIXTH GRADES:

Strong, healthy, active.  
Likes the out-of-doors.  
Reads well.  
Memorizes easily.  
Collects things and facts.  
Great curiosity.  
Has reasoning ability.  
Acquires more information than he/she understands.  
Dislikes (maybe) outward displays of affection.  
Enjoys slapstick humor.  
Is developing a value system.  
Slowly developing a control of emotions.  
Can have a healthy respect for authority.  
Hero worshiper.  
Demands justice and fairness.  
Indifferent or antagonistic to opposite sex.  
Talkative at times.  
Competitive spirit.  
Does not want to show emotion.  
Has questions and accepts adult answers.  
Ideals are being formed.  
The potential of a longer attention span.

# - QUESTIONS YOU CAN ASK THE CHILDREN -

What is your favorite Bible Character?

How old are you?

When is your birthday?

What do you want to be when you grow up?

Tell me about your family. What are they like?

Do you have brothers? Sisters? Pets?

Do you like sports?

What do you like to do with your spare time?

What do you want to do with the rest of your life?

What is your favorite subject in school and why?

What is your least favorite subject and why?

What is your favorite ice cream flavor?

What is your favorite television show?

What is your favorite game?

What is your favorite food?

Do you have a favorite toy?

Do you have a best friend? Who? Do you get along all the time? What kind of things do you do together?

What was the best vacation you took and where did you go? What did you do there?

Where is your favorite place to go? What is your favorite thing to do?

How do you celebrate Christmas with your family?

What is your favorite holiday and why?

What did you do this summer?

Have you ever been camping?

Do you ever daydream? What do you think about?

Do you remember your dreams? What kind of dreams do you have?

What do you think heaven will be like?

How long have you been a Christian?

What does it mean to be a Christian?

How did you receive Jesus?

Do you have a favorite worship song? Which one?

How much television do you watch in a day?

If you were face to face with Jesus, what would you like to tell Him?

What kind of questions would you like Jesus to answer?



# UNDERSTANDING CHILDREN

## UNDERSTANDING:

### CONCRETE THINKING-

Instead of saying:

try saying:

“Ask Jesus into your heart” or “You can be born again”  
(Children think literally)

“The church is God’s house.”

“We are the body of Christ.”

“I stand alone on the Word of God.”

“Bless the missionaries in the foreign fields.”

### FEW FIRSTHAND EXPERIENCES-

Instead of saying:

also try:

Telling your children to be kind to each other.

Talking about what you read in the Bible.

Describing a Bible-times well.

### LIMITED VOCABULARY-

Instead of saying:

say something like:

“God is a spirit.”

“God is holy.”

Jesus gave His life so we could have salvation.”

“The Holy Spirit indwells all who believe.”

“We are to confess our sins.”

“God forgives our sins.”

## THE IMPORTANCE OF QUESTIONS-

Instead of saying:

“Who was the King who built the Temple?”

“How many loaves were in the little boy’s lunch?”

“Will God forgive you if you ask him to?”

try asking:

## RELATIONSHIPS:

SMILES-

OPEN CONVERSATION-

LISTENING-

AFFIRMATION-