



**A 52-Week Bible Journey – Just For Kids!**

# Discover

A realistic image of a full moon with visible craters, surrounded by several small, five-pointed stars.

## God's Word

**52 Bible Lessons for Ages 3 and 4**

**Standard<sup>®</sup>**  
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	Unit Title	Scripture	Application	Memory Verse
Unit 1	God Made the World	<b>Genesis 1</b> ( <i>things to see</i> ) <b>Exodus 16</b> ( <i>things to taste</i> ) <b>1 Samuel 16, 17</b> ( <i>things to feel</i> ) <b>1 Samuel 16</b> ( <i>things to hear</i> ) Review of Lessons 1-4	Thank God for wonderful things to see, taste, feel, and hear.	<b>Acts 17:24</b> "God . . . made the world."
Unit 2	God Made People	<b>Genesis 2, 4</b> ( <i>first family</i> ) <b>Genesis 13</b> ( <i>Abram and Lot</i> ) <b>Exodus 3, 4</b> ( <i>Moses &amp; Israelites</i> ) Review of Lessons 6-8	Thank God for giving us families, friends, and helpers.	<b>Psalms 73:1</b> "God is good."
Unit 3	God Cares for Me	<b>Exodus 6, 12, 13</b> ( <i>pillar of cloud, fire</i> ) <b>Genesis 6-8</b> ( <i>Noah</i> ) <b>Genesis 28</b> ( <i>Jacob</i> ) Review of Lessons 11-12	Thank God for His care.	<b>1 Peter 5:7</b> "He cares for you."
Unit 4	Jesus Is Born	<b>Luke 1</b> ( <i>angel</i> ) <b>Luke 2</b> ( <i>Jesus is born</i> ) <b>Luke 2</b> ( <i>shepherds</i> ) <b>Matthew 2</b> ( <i>wise men</i> ) Review of Lessons 14-17	Show they are happy Jesus was born (smile, sing, tell).	<b>Luke 2:21</b> "His name was . . . Jesus."
Unit 5	Jesus Is God's Son	<b>Luke 2</b> ( <i>Jesus at the temple</i> ) <b>Mark 1; Luke 4</b> ( <i>Jesus heals</i> ) <b>John 6; Mark 6</b> ( <i>Jesus feeds 5,000</i> ) Review of lessons 19-21	Pray, "Thank You, Jesus, for being special."	<b>John 20:31</b> "Jesus is . . . the Son of God."
Unit 6	Jesus Loves Us	<b>Luke 19</b> ( <i>Zacchaeus</i> ) <b>Mark 10; Luke 18</b> ( <i>Jesus and children</i> ) <b>Matthew 21</b> ( <i>children praise Jesus</i> ) Review of Lessons 23-25	Show love for Jesus by singing and praying.	<b>John 15:14</b> "You are my friends."

## Unit Title

## Scripture

## Application

## Memory Verse

## Unit 7

## Be Thankful

**Luke 15** (*lost sheep*)  
**Luke 17** (*leper thanks Jesus*)  
**Luke 22** (*Jesus thanks; Lord's Supper*)  
**Luke 19** (*crowds praise Jesus*)  
**John 18-21** (*breakfast with Jesus*)

Say "thank you" to God  
and to people.

**2 Thessalonians 1:3**  
 "We . . . thank God."

## Unit 8

## Help Jesus

**John 1** (*Andrew and Peter*)  
**Acts 16** (*Paul and Timothy*)  
**Acts 16** (*Lydia*)  
 Review of Lessons 32-34

Help Jesus by saying  
 "Come to church," and  
 "Jesus loves you!"

**Colossians 3:23**  
 "Work . . . for  
 the Lord."

## Unit 9

Discover About  
Myself

**Genesis 1; Psalm 139; Matthew 19**  
 (*my body*)  
**Genesis 1; Psalm 139; Matthew 19**  
 (*my senses*)  
**1 Samuel 16; Psalms 23, 31, 56**  
 (*my feelings*)  
 Review of Lessons 36-38

Thank God for  
 different parts  
 of their bodies  
 and for feelings.

**Psalm 100:3**  
 "God . . . made us."

## Unit 10

## Learn from the Bible

**Nehemiah 8** (*Ezra reads the law*)  
**Luke 4** (*Jesus reads*)  
**2 Timothy 1-3** (*Timothy is taught*)  
**Acts 8** (*Philip teaches a man*)  
 Review of Lessons 40-43

"Read," listen to,  
 and handle  
 the Bible carefully.

**Mark 12:30**  
 "Love the Lord  
 your God."

## Unit 11

## Talk to God

**Mark 1; Matthew 14; John 17** (*Jesus*)  
**1 Kings 3** (*Solomon*)  
**Acts 12** (*Peter's friends*)  
 Review of Lessons 45-47

Pray in many  
 situations and  
 activities.

**Psalm 69:13**  
 "I pray to you, Lord."

## Unit 12

## Help Others

**John 4** (*Jesus heals a sick boy*)  
**Acts 9** (*Dorcas makes clothes*)  
**2 Corinthians 8; Romans 15**  
 (*church gives money*)  
 Review of Lessons 49-51

Help in a variety  
 of situations.

**John 15:17**  
 "Love each other."



## ▼ Introduction ▲

Welcome to the world of 3s and 4s. This is a world of adventure, new experiences, fun, and wonder. Most of all, it's a world in which you have the privilege of helping children discover God and His wonderful Son, Jesus. The lessons in this book endeavor to teach 3s and 4s in the ways they like to be taught and the ways they learn best.

### **Threes and 4s learn through doing.**

Threes and 4s like hands-on activities and lots of action. This book is designed to meet these needs throughout each session—in the learning centers, during the Bible stories, and in the lesson application.

Threes and 4s are not going to want to sit and just listen for long periods of time. You will notice in the lesson plans that children will spend a majority of time involved in learning activities. The children also will be actively involved in the Bible story, as well as in worship. All this is designed to keep interest high. Remember, a tired and bored child is a problem child. But when you captivate and involve the whole child, that child will learn!

### **Threes and 4s learn through play.**

It has been said that playtime is actually "work" for children, since children learn so much through play. So, much of your time will be spent at play with your 3s and 4s, but not just any play. We like to call it "play with a purpose." Each unit has specific goals or purposes for the children. These goals are accomplished as the children play in the Family Living Center, build with blocks, or do a fun art project. The learning activities will seem like play to the children, but they will be learning. The materials you have chosen and the guided conversation you use will turn the children's playtime into wonderful learning experiences.

### **Threes and 4s learn through the use of their five senses.**

The more senses 3s and 4s use, the more they learn. This book gives ideas for many sensory experiences for you to provide for the children. Sensory experiences are a part of most of the learning activities and the worship/Bible story times. Children may feel something soft, look at a teaching picture, listen to a new rhyme, sing songs, or smell something good. All of these are fun and exciting for young children (and for teachers too)!

### **Threes and 4s learn through repetition.**

Repetition is very important for 3s and 4s. A child often says "Read it again" or "Sing it again." A young child will

sometimes work the same puzzle over and over until he masters it, or repeat an activity when he has time. That's why the same theme or focus is used for an entire unit, with a review lesson at the end to make sure the children understand and remember what has been said and done during the unit.

The same simple Bible words are used during each unit, to ensure that the children remember them and understand them. While most 4s can learn more difficult verses, memorized words without understanding are meaningless. You are encouraged to use these Bible words over and over throughout each lesson—in the learning centers, during worship and story time, in general conversation, as well as reading them directly from the Bible. Make sure that the children have a classroom Bible they can touch and hold. And when the Bible words are highlighted, the children can point to them, "read" them, and know that these words come from the Bible.

## ▼ How to Use this Course ▲

This book has been designed to allow you as much flexibility as possible. You will want to purchase a book for each teacher or helper. All workers need to be aware of the activities, rhymes, songs, Bible story, and Bible words used for each lesson. The pages are perforated and some pages (where indicated) can be reproduced.

Set up a filing system in which to keep your materials. You will need 12 folders, one for each unit. Label these with the quarter title and unit title. Or, if you prefer, use one folder for each lesson. Label these folders with the quarter unit and lesson title. As you prepare lessons, store any reproduced material in the appropriate folder. When the lesson has been used, put all materials back in the folder, along with an evaluation of that lesson. This will be helpful for future use.

The book is divided into four quarters, with three related units in each quarter. Each unit is made up of four or five lessons with a common focus. The final lesson reviews and reinforces the previous lessons. This is important for 3s and 4s, as has already been mentioned. The children will be eager to tell you what they know of the past lessons. Make good use of their enthusiasm and interest. If teachers and/or teams rotate, have them change at the beginning of a new unit rather than at the beginning of a new month. This will give the children the continuity they need, as well as make it easier for the teachers.



# ▼ Step by Step Through the Book ▲

Zach, the classroom puppet, is used throughout these lessons. He will quickly become a familiar character to your students and can be used in many ways. Zach can greet children as they arrive; get their attention when it is time to change activities; help introduce the lesson; and help review the lesson. Do not use Zach to tell the Bible story, however. You want your children to understand that these stories are from God's Word, and they are real.

Zach is a dog and you can make him from the pattern on pages 316-317. On page 315, you will also find instructions for making a puppet out of a stuffed animal. However, you may use any puppet you have available, as long as it has usable arms, since Zach often brings things to the story area or holds something for the children to see. Prepare a covered basket or doghouse for Zach to "rest" in when he is not being used. (*See p. 266 for a doghouse pattern.*) Don't allow the children to play with him themselves. The children will find Zach more believable if they see him only when he is animated.

## Introduction to the Quarter

The introduction tells you what the quarter is about, how the units fit together, as well as goals for the quarter. There are also extra songs and action rhymes to use throughout the quarter, as well as very simple party ideas. Each teacher working during this quarter should read these pages.

## Introduction to the Unit

These pages give the teachers more specific information to help them understand and prepare for the unit. They contain Bible words for the unit, an overview of the lessons, a list of things to do to get ready to teach, recommended resources, why this unit is important to teach, as well as songs and action rhymes to use. Each teacher working during a unit should read these pages along with the Lesson Outlines and Learning Center pages.

## Lesson Outlines

Each lesson includes the lesson value and a list of behavioral goals for the children.

Here is how each lesson is set up:

### 1. Let's Get Ready

This section includes specific items needed for the Bible story, plus a listing of the learning centers to use. If you have a very large class, have two of the more popular centers set up at opposite ends of the room, or in smaller rooms. Even though a book center is not suggested in a lesson, this is a good one to add if you have appropriate

books and/or pictures. Remember, you will need to have a teacher or assistant in each learning center.

### 2. Learning Activities / Let's Get Started

This section includes ways to greet the children and how to get them interested in an activity. The class mascot, Zach, will be a helpful friend to use here.

Thirty minutes has been allotted for these activities. This includes approximately 10 minutes before the scheduled time for the class to begin—the presession. Getting the children actively involved the minute they enter the classroom is essential.

Three learning center activities are suggested for each lesson. Materials and teachers should be ready before the first child arrives. The activities are all designed to lead up to the worship and story time, or serve as reviews after the story time. One learning activity is suggested to use if there is only one teacher in the classroom. However, more than one activity may be used simply by using one activity after the other.

The Learning Center pages follow each unit of lesson outlines. These pages provide complete instructions, including a list of all materials needed. Suggestions for guided conversation to use with the children while they enjoy an activity are also given.

The Learning Center pages should be copied and cut apart to use at the different centers. You may want to copy and mount them on cardboard and cover with clear, self-adhesive plastic for durability. The cards should be given to teachers at the different centers, then filed with the lesson materials when the unit is over.

### 3. Worship and Bible Story

#### Let's Worship God

This may be the only large group time the children have. The worship/story area can be a circle of small chairs, a large rug, or individual carpet squares for the children. Keep the worship time "moving" and children involved. Help children learn the words to songs and rhymes and use suggested motions and actions. Sing with enthusiasm and the children will too! Suggested prayers have been kept to a few words so children can say them with you. Remember to let children hold the classroom Bible each week and "read" the Bible words.

#### Let's Learn from the Bible

If your group is small, the Bible story may be told as the children sit in the circle. However, if your group is fairly large or there is a wide age span of children, you may need to divide the group into older and younger

children. You will need a teacher for each group.

Make the Bible story real, exciting, and fun for the children. No one should ever be bored with the Bible! How can you do this?

- Be enthusiastic as you tell the story. If you are excited by the Bible story, the children will be too.
- Involve the children. Each lesson has suggestions for doing this. The more the children are involved, the more they will enjoy the story and remember it.
- Use visual aids. Most stories have some type of visual aid to get and hold the children's attention. Some of these are to be made using the patterns on the pages that follow the Learning Center pages. Others may be pictures or objects that you will gather ahead of time.
- Don't sermonize! End the Bible story, then go right into the follow-up that is given.
- If you're interested in being a better storyteller, read *The Creative Storytelling Guide* by Steven James (Standard Publishing, 42048).

### Let's Apply the Lesson

This section will help children learn what the lesson means to them. Zach the puppet may be used to help the children retell the story and ask questions. You may lead children to pray and thank God or they may respond to questions.

## 4. Learning Activities / Let's Play and Learn

An action rhyme, song, game, or other activity may be suggested here, but if none is mentioned and your children are restless, use a familiar rhyme, song, or game they enjoy. Have the suggested learning activity ready for children to participate in. If you have a large group and multiple teachers/assistants, you will want to let the children repeat several of the learning center activities used earlier in the session.

## 5. Let's Go Home

Guide children to clean up and then they can gather in a circle. If your group is large, you may need to have several circles. Do the suggested activities, including songs and action rhymes as parents come for children. Make sure the children take home any artwork they have made. Small paper bags are helpful for this purpose. Also, make sure that parents get their letters (*see below*) at the beginning of each unit. You may wish to keep extra copies of these letters on hand to send home with children who were not in attendance for the first lesson and for visitors.

**Parents' Letters:** Each unit contains a letter to parents. A copy of this letter should be sent home with each child on the first day of each unit, or at the end of the previous unit. The letters will help parents and other caregivers repeat and reinforce the lessons at home.

## Basic Supplies You Will Need

A classroom puppet (*Read more about Zach on pp. 9 and 315.*)  
Construction paper  
Paper punch  
Magazines, catalogs, calendars, old curriculum materials (*for pictures*)  
White paper  
Poster board and cardboard  
Large scissors (*for teachers*)  
White glue; glue sticks  
Clear, self-adhesive plastic  
Yarn  
Paper plates  
Craft sticks  
Masking tape  
Crayons and/or markers  
Transparent tape  
Clean-up materials  
CD or tape player  
CD or tape of children's music

## Items Recommended for Centers

**Block Center**—large wooden or cardboard blocks, small plastic cars and trucks with wheels that cannot be removed

**Family Living Center**—dolls, doll clothes, small blankets, baby bottles, doll bed, plastic dishes, small table and chairs, large unbreakable mirror, toy telephones, dress-up clothes

**Book/Picture Center**—classroom Bible (*a children's Bible would be good, or you can add pictures from old curriculum to an adult Bible*), books and pictures suggested for each unit, small book rack and table and chairs

**Music/Drama Center**—CD or tape player, CDs or tapes suitable for children, rhythm instruments

**Game Center**—large soft balls (*beach balls are good*), beanbags

**God's Wonders Center**—small plants, watering cans, seasonal nature objects (*non-poisonous*)

**Puzzle Center**—wooden puzzles with 6-10 pieces, homemade ones as suggested in the lessons

**Art Center**—basic equipment (*see list above*), plus items listed in lessons

## ▼ A Partnership with Parents ▲

In Deuteronomy 6, God commands parents to tell their children and grandchildren about the Lord. In Proverbs 22, He commands them to train up their children in the Lord. And in Ephesians 6, fathers are told to train their children in the ways of the Lord.

Since parents have the main responsibility for teaching and training their children in the ways of God, the church and its educational program can and should partner with them to help in this effort. As teachers, we need to do our best to inform parents what is happening in the classroom and involve them as much as possible. After all, they have the main responsibility for the spiritual development of their children. Here are a few suggestions:

### Communication

Communicate to parents what is happening in your classroom.

- **Parents' Letters.** Send home the monthly letter provided telling parents what the Bible lessons and Bible words will be for their children.

- **Newsletter.** Put together a simple newsletter each quarter to keep parents informed of upcoming events, as well as articles that will help them become better Christian parents. Try some of the simple party ideas provided and get parents and families involved.

- **Praise Notes.** Have some inexpensive note cards or postcards available in the classroom. When you hear a child pray for the first time, write a quick note about that to her parents. "Sarah prayed along with me for the first time." When you see a child share a toy, write a note. "Jeremy shared a toy with a friend." Try to give at least one or two notes to parents each week.

- **Telephone Calls.** Call all the parents once or twice a year to get to know them better. Ask questions such as, "What sports does Brett like?" "Does Amy ask as many questions at home as she does in class? She seems so eager to learn!"

### Involvement

Teachers have been given a wonderful opportunity to share God's Word with the young children in their class. And in order to do the best job possible, teachers need the involvement of parents. *(For one thing, it's great for children to see their parents involved. It shows the children how important church is!)* So, how do we get parents involved? First of all, pray! Then, provide parents with a list of various positions they could fill in your classroom. Here are a few examples:

- **Greeters.** A greeter could meet children at your door each week. They can talk with parents and assist children with coats and name tags. They can greet new parents and children and help them feel welcome. And, most importantly, they can smile and help each child feel good about being in the classroom.

- **Room Parents.** This concept has worked for years in the school system. It can work in the church too. Assign room parents to each class to help with special events, help with snacks, assist teachers in preparation, and lead in teacher appreciation.

- **Prepare Materials.** Some people want to teach, but don't have time to do a lot of preparation. Some people have time to prepare, but don't want to teach. Let's team up these people. Recruit parents and/or grandparents who have extra time to help punch out and assemble visuals; look for pictures in magazines, catalogs, etc.; cover teaching pictures with clear, self-adhesive plastic; cut out crafts, and much more. Encourage these people to come into the classroom periodically to see the fruits of their labors.

- **Bulletin Boards.** No doubt, there will be some parents who would enjoy putting together some colorful bulletin boards. Encourage them to make bulletin boards and hallway displays to enhance the themes that are being taught.

- **Supply Coordinators.** There's nothing more frustrating than trying to teach without proper supplies. Recruit a parent or two to come by the church building weekly or monthly to check and replenish all classroom supplies. What a blessing to the classroom teachers!

- **Follow-up.** Is there a parent who would enjoy writing notes or making phone calls? Give that parent the assignment of following up on sick children and children who are absent.

- **Teaching.** Don't be afraid to recruit parents to teach, even if they have never taught before. *(Remember that some parents would rather not teach or help in the same classroom as their child. Honor that request and find a place for them in another class.)* Let a new teacher start by observing, then helping in the classroom. Give them guidance and encouragement as needed. This book provides complete lesson materials that are easy to use. Teachers can follow the lesson plans as written and know that the children will be learning much about our great God!

**Parents + Church = Partnership.** One is not complete without the other. Let's join hands so that both parents and teachers can be successful as we all strive to instill the love of Jesus into the hearts of little ones.

—Rebecca J. Bennett

## ▼ Safety Matters ▲

Your main job as a teacher is to teach children about God. But along with that privilege comes the responsibility to keep them as safe as possible while they are in your care.

Let's take a look at four areas all churches should plan for—just in case! These few lines cannot deal extensively with each issue, so just consider these ideas as a beginning point.

### Health and First Aid

**Sick-Child Policy.** Draw up guidelines regarding attendance by children who may be ill. Distributing such policies before a problem occurs will make it easier to deny admittance to a child who may be contagious. Parents will appreciate the protection and be more willing to cooperate when their own child is sick. Promote thorough hand washing among children and teachers to help cut down on germs.

**CPR and First Aid.** Your local Red Cross chapter will be happy to set up CPR classes for your teachers and interested parents. Do you have first-aid kits? Are they well-stocked and easily accessible to all teachers?

**AIDS Awareness.** Treat every body fluid incident as though HIV or AIDS were involved. If a child is bleeding, vomiting, or has diarrhea, immediately remove him from the other children. Keep surgical gloves in each classroom to be worn by teachers when changing a diaper, cleaning up vomit, cleaning a wound, or attending a child with a bloody nose.

### Security

**Tagging.** You need to know who all your children are, especially guests. Children can wear a laminated clip-tag that tells the child's name, parent or guardian's name and location, and an emergency ID number. You may not need all that information on a tag, but think through what you do need.

Have a way to identify parents or guardians when they come to pick up their children. This is especially important for substitute teachers. You may know all of the parents on sight, but what about that week you're on vacation? Teachers should never be embarrassed to ask a parent for ID. Remember, you are simply protecting that child.

**Limited Access.** Check your building layout to see how you can limit the access to your children's area. Put name tags on teachers and other workers so strangers are easily recognized. And never be afraid to ask someone his business! A simple, "May I help you?" may deter someone with improper intentions.

### Abuse Prevention

**Two-Adult Policy.** The first policy to establish is the two-adult rule. This rule simply states that two adults will be in a room with children *at all times*. This means that if children have to be assisted in the rest room, two adults are present, while two more remain in the room with the other children. This rule not only protects the children, but the workers as well. If a child ever makes an unfounded accusation, the worker has a witness of his or her actions.

**Background Checks.** There have been many churches in which trusted workers abused children. That's why many churches adopt a six-month rule: No one can teach a class until he or she has attended or been a member for at least six months. Have all potential workers fill out an information sheet that includes his or her Social Security number and run a background check with a law enforcement agency. Always obtain the potential worker's permission to conduct a background check. This simple request alone may turn a potential abuser away from your children's ministry.

**Train Your Teachers.** Children need to be protected, and so do workers! There have been cases of children accusing perfectly innocent people of abuse. The results can be devastating, both to the teacher and to the church. Train your teachers how to conduct themselves in the classrooms, rest room, and other situations, for their own protection.

### Safety

**Fire and Storm Plans.** Examine your building, consult the experts, and draw up a plan for any natural disaster you might have. Periodically practice the plan with the children. Post instructions inside each classroom for substitute teachers. An emergency kit that includes a walking rope and a flashlight is a must for each classroom.

**Inform Parents.** Perhaps your biggest problem in an actual emergency will be the parents who are trying to retrieve their children. Inform parents of your procedures so they will know exactly where to get their children should there be a loss of electricity, a fire, or a storm.

**Emergency Procedures.** Do all of your teachers know what to do in an emergency situation? Do they know where the nearest phone is if they need to call 911? Have you implemented a way to contact parents in an emergency (*other than running into the auditorium yelling, "HELP!!"*)? The last thing you need during an emergency is panic. The best way to prevent panic is to be prepared.

—Rebecca J. Bennett