



# **VOLUNTEER HANDBOOK**

# TABLE OF CONTENTS

## THE BASICS

The Mission.....	1
Partnering With Parents.....	2
Volunteer Roles.....	3
Volunteer Expectations.....	4

## POLICIES AND PROCEDURES

Registration.....	5
Restroom Policy.....	6
Correcting a Child.....	7
Stay in Bounds.....	8- 9

## SAFETY FIRST

Evacuation.....	10
In Case of Fire.....	11
Lock-Down.....	12
Body Fluids.....	13
First Aid.....	14

## TEACHABLE MOMENTS

Talking To Kids.....	15
Salvation.....	16
Baptism.....	17
Child Development.....	18-21

## Nursery

Diaper-Changing.....	22-23
Helping A Crying Child.....	24

# THE MISSION

## Matthew 22: 37-39

Jesus said to him, "You shall love the Lord your God with all your heart, with all your soul, and with all your mind." This is the first and great commandment. And the second is like it: "You shall love your neighbor as yourself."



Jesus set the standard and left an example by which we should live. We believe this is true for both adults and children. Luke 2:52 gives us a glimpse into Jesus' childhood. It reads, "And Jesus increased in wisdom and stature, and in favor with God and men." He grew physically, mentally, spiritually and socially. We believe ministry to children should mirror this developmental process by taking into consideration the whole child, not just their spiritual dimension. Our approach to teaching children must begin by meeting children on their physical and mental level. Only then can we begin to teach children how to increase in favor with God and men (spiritually and socially).





# PARTNERING WITH PARENTS

So here's the deal. Going to church is a really important factor in the spiritual development of children. It gives them a place to learn about God, get some tools to grow closer to Him, and experience authentic community with other students and adults who care about them. Church is an important place. But where a kid's spiritual development is concerned, it's not the MOST important place.

Before we explain any more about what RidgeKids is all about, we want to make sure one thing is super clear. (we even made a cute little diagram to help you remember it!) so here it is. We believe that . in any child or student's life, and expecially where their spiritual development is concerned, this is true...



HERE'S ANOTHER WAY TO PHRASE IT...

**WHAT HAPPENS AT HOME  
IS MORE IMPORTANT  
THAN WHAT HAPPENS AT CHURCH.**

Here's the key. No matter what, a student's parents (not their church) will always be the biggest influence on their lives in every way- including spiritually. So if the church wants to impact students spiritually, doesn't it make sense for the church to try to partner with the most powerful, influential people in those students' lives in order to make that happen?

We use the term PARTNER for a reason. It's because we believe parents and the church need each other. The church needs parents to be actively engaged with their kids' spiritual growth, because they're ultimately the biggest influencers of their own children. And parents need the local church because their kids need to learn about and experience God from a whole community of believers!

**A PARENTS INFLUENCE** is best realized in **PARTNERSHIP WITH CHURCH.**

**A CHURCH'S INFLUENCE** is best realized in **PARTNERSHIP WITH PARENTS.**

We need each other! And that is the heart behind everything we do in RidgeKids!

# VOLUNTEER ROLES

Volunteers are the heart of what we do in RidgeKids! As a volunteer, you are our most powerful tool in our attempt to partner with parents. Because you are the people doing the majority of the hands-on partnering. As a volunteer, you serve as "another voice" in the lives of children. You are a voice of love, encouragement, wisdom, and support for kids. You are a voice who echos the hearts of kid's parents. You are a voice who is committed to doing whatever you can to help children engage in a vibrant relationship with God and in the story He wants to tell through their lives.

## Team Leader

The Team Leader works directly with kids in specific age ranges (i.e. 4 & 5 year old Team Leader, Nursery Team Leader, etc.) They connect relationally with kids in the small group settings through activities that help introduce and reinforce the day's lesson and message. A volunteer in this role serves on a four week rotation.

## Large Group Worship Leader

Worship leaders serve during large group. They demonstrate the importance of worshiping God through music in a fun and dynamic way. Must have good vocal ability. Schedules vary.

## Large Group Teacher/Host

The Teacher/Host has a dynamic stage presence to engage kids. They enthusiastically present the main lesson through scripts we've provided. A volunteer in the Host role serves on a weekly basis. A volunteer in the Teacher role serves monthly for all weekend services.

## Large Group Technician

Tech crew serves during large group. Great job for those who love all the technical intricacies behind the scenes- computers, sound boards, lighting, video, etc. Schedules vary.

## Family Registration

Help families check in at Registration Station, registers first time guests, assists new families in finding classrooms, support Team Leaders as needed, etc. Great role for those who are organized and have an outgoing personality.

## Hospitality

This volunteer helps prepare food, set-up, organization, etc. Could serve for weekend services or special events.



# WHAT IS a Team Leader?

Team Leaders are the heart of what we do in RidgeKids! Team Leaders are our most powerful tools in our attempt to partner with parents, because they are the people doing the majority of the hands-on partnering. Team Leaders serve as "another voice" in the lives of children. They're voices of love, encouragement, wisdom, and support for kids. They're voices who echo the hearts of kid's parents. They're voices who are committed to doing whatever they can to help children engage in a vibrant relationship with God and in the story He wants to tell through their lives.

## THE QUALIFICATIONS

- \* Be a follower of Jesus in a growing relationship with Him.
- \* Be passionate about kids and about their relationships with Jesus.
- \* Be committed to being a consistent voice in the lives of your kids, for the long haul and as long as God leads you to be a Team Leader.
- \* Lead a lifestyle that is committed to Biblical standards (check out page ?)

## THE EXPECTATIONS

- \* Arrive 15 minutes early to RidgeKids!
- \* Commit to one full year of serving kids.
- \* Connect with your students regularly outside of RidgeKids! (acknowledge and attend birthdays, school plays, sporting events, send postcards, texts and phone calls.)
- \* Be available to walk through difficult issues with your kids if and when they arise.
- \* Attend events for students and volunteers throughout the year, including volunteer training events, Vacation Bible School and off-campus trips with students.
- \* Practice safety and healthy boundaries with kids at all times.

## THE BENEFITS

- \* A ridiculous amount of fun!
- \* A powerful opportunity to invest in the lives of kids and their families that will forever change your walk with Jesus for the better, and theirs too.
- \* Lifelong influence in the lives of the kids and families that you impact.

# REGISTRATION

Registration is more than just a way of tracking attendance. Registering students and volunteers is an important security measure put in place to keep out intruders, insure kids get picked up only by authorized persons, and to aid in the event of an emergency evacuation.

## GREETING THE FAMILIES

You may be the first face the child and parent see when they arrive at Ridgeview Baptist Church. Make them feel welcome by greeting them with a smile. Let your words be kind and patient, remembering that your job is to serve them.

## VISITORS

Visitors may naturally feel uneasy about leaving their precious child in the hands of a stranger. Following security measures in a friendly and confident manner can help them to feel at home and at peace. First-Time Guests are given a registration card to fill out. This card provides us with basic information such as their child's name, age, allergies and a contact person in case of an emergency. It also explains our check-in/ out process to eliminate any confusion for our guests.

## CHECK-IN/ OUT

Preschool and Elementary Students will get security bracelets when they arrive. Parents will receive a ticket that has a number on it that corresponds with their child's bracelet. Parents must use this ticket to pick-up their child. If this security ticket is lost, parent will be required to show a photo ID. The name on this ID must match the name on their child's registration card.

Nursery children will get a security sticker on their back shoulder. Like the security bracelets, these stickers have a corresponding ticket for parents to use to pick-up their child.

## VOLUNTEERS

- \*Please arrive 15 minutes before RidgeKids is scheduled to start. Parents, children and your co-workers are counting on you.
- \* Sign in on the attendance sheet.
- \* Wear your security name badge.
- \* Wash your hands

# RESTROOM POLICY

For the protection of our children, volunteers and staff, please follow these procedures when taking preschool children to the restroom:

- \* Adults should never be alone in the restroom with a child.
- \* If a child needs assistance, the volunteer should stand in the doorway while assisting the child.
- \* Encourage children to do as much for themselves as possible.
- \* IF YOU HAVE AN EMERGENCY SITUATION WHERE A CHILD IS SICK OR NEEDS ASSISTANCE, PLEASE PROP THE DOOR OPEN AND ASK FOR ANOTHER PERSON TO ASSIST YOU.

## HAND WASHING

Remember, hand washing is a simple but effective way of valuing and caring for those around us as we do our part to keep everyone healthy.

It is important to wash your hands...

- \* After using the restroom
- \* Before you serve food or drink, including bottles and cups
- \* Before you dress a wound
- \* When you enter the nursery
- \* Before and after changing a diaper
- \* After coughing or sneezing
- \* After wiping a child's nose

### HAND WASHING PROCEDURES

- 1) Always use warm, running water and soap.
- 2) Wet your hands and apply a small amount of liquid soap (dime to quarter size).
- 3) Rub hands together for 20 seconds being sure to wash all surfaces—palms, backs of hands, wrists, under fingernails, and between fingers.
- 4) Rinse hands well for at least 10 seconds, then leave the water running. (Singing one verse of "Jesus Loves Me" takes about 30 seconds.)
- 5) Dry hands with a paper towel.
- 6) Turn off faucet with paper towel.



# CORRECTING A CHILD

## DISCIPLINE GUIDELINES

RidgeKids! strives to show Christ's love to children in all situations including the way we discipline our kids. The following are some recommended guidelines for discipline. Church staff and large group leaders can assist in this area and offer ideas and advice. Praying for your students outside of class will make a difference during class.

1. Never touch any child in a disrespectful manner or make derogatory remarks.
2. Always use good judgment and allow the Holy Spirit to guide your actions when correcting or counseling any child.
3. Corporal punishment is NEVER allowed at any time.
4. Appropriate discipline methods include redirection of behavior, praising and reinforcing positive behavior, a brief time out, prayer, counseling, and restriction or retraction of class privileges.
5. If a parents need to be consulted or a child needs to be picked up due to behavior, notify a member of the registration team or staff member.
6. When counseling a child, always do so in an open area in view of other volunteers or staff.
7. The only acceptable time to physically restrain a student is when you believe a student is attempting to do bodily harm to self or another student. Never hit, kick or push a student.
8. A staff member or Large Group Leader can assist you if you are not sure about a given situation.

## IF YOU WITNESS OR SUSPECT CHILD ABUSE?

RidgeKids! has a zero tolerance policy for child abuse in any capacity. By law, we have to report every claim of abuse to the authorities. If a volunteer is accused of abuse, an investigation will be conducted by the authorities. During which time the volunteer will not be aloud to participate in RidgeKids! activities. If all charges are dropped and the volunteer found to be innocent by the authorities he or she is welcome to return to serving with RidgeKids!

If you witness or suspect abuse, contact:  
The Department of Child Service's 1-877-237-0004

# STAY IN BOUNDS

As a RidgeKids! volunteer, it is absolutely essential that you practice healthy boundaries with students at all times... for their safety, and for yours. These guidelines exist to protect students from harm, and to protect you from false allegations.

And keep in mind, while these guidelines apply to your interactions with all students, they are absolutely **INDISPUTABLE** when dealing with students not of your gender.

## NEVER BE ALONE WITH A STUDENT

If you need to have a private conversation with a student, have the conversation in a public place – not behind closed doors or in a room or vehicle alone. Two teachers should be in the classroom at all times. If one teacher needs to leave a group of children for whatever reason an administrator or staff member must be notified in order to maintain the two volunteer rule.

Never transport a child anywhere alone. If a kid needs a ride, do not agree to drive them if you and the child will be alone. Arrange to have another adult or student ride with you. If that's not possible, it's OK to say no.

## MAINTAIN PHYSICAL BOUNDARIES

Maintain healthy and safe physical boundaries with children. Physical touch is an important part of human interaction, especially with children. In many cases, a hug or "high five" from an adult or Team Leader may be the only positive attention a child receives. Jesus often touched people physically as well as spiritually and emotionally.

However, the following are **INAPPROPRIATE** ways to touch children who are under your care and will not be tolerated. This includes any touch that can be perceived as gratifying to the adult: such as sitting children on your leg or lap, demanding hugs or kisses from a child, or seductive or suggestive contact. Never touch a child in an area that would generally be covered by a bathing suit (diaper changing is the only exception).

Also, touches that are done to control or punish a child are intolerable, such as spanking, slapping, shoving, forcing a child to sit or move, or restraining a child, unless they are endangering themselves or others.



# STAY IN BOUNDS

## continued...

### LOG ELECTRONIC CONVERSATIONS

When you find yourself in the midst of a sensitive conversation with a student, keep in mind that words and intentions can be misconstrued-- intentionally or unintentionally. Any time you are engaged in a serious conversation with a child, log your conversations (take screen shots, paste text into a word document, save text messages and emails). This may seem excessive, but if you're ever falsely accused of misconduct from a student or parent, you'll be glad you did it.

### REPORT DANGEROUS SITUATIONS

If a student ever says, "I need to tell you something, but you can't tell anyone," never agree. Let them know that you'll need to inform RidgeKids! staff if the child is being hurt, may hurt themselves, or may hurt someone else.

### TAME YOUR TONGUE

Verbal interaction between Team Leaders and children should be positive and uplifting. RidgeKids! volunteers should strive to keep verbal interactions encouraging, constructive and mindful of their mission of aiding parents in the spiritual development of their children. Remember, even correcting a child's behavior can be done in a loving way.

Team Leaders should avoid talking to children in a way that is or could be construed by any reasonable observer as harsh, threatening, intimidating, shaming, derogatory, demeaning or humiliating. In addition, volunteers are expected to refrain from swearing in front of children. Many parents instruct their children not to use words like "fart," "butt" and "OMG". Using these words or similar "dirty words" undermines parental authority.

### TABOO TOPICS

Certain topics of discussion are simply not appropriate for RidgeKids!. Human sexuality or reproduction is best left for parents to teach their children. Also, class time should not be used to discuss topics such as the rapture, tribulation, Calvinism, speaking in tongues and denominations. If you have a question about the propriety of discussing one of these topics, speak with the teacher or leader in charge of RidgeKids!.



# EMERGENCY EVACUATION

If you hear the fire alarm or are told directly by a RidgeKids! staff member to evacuate the building, don't panic. We have a plan to get everyone out of the building safe, but it's important you're on board with the plan. The building might be evacuated for any number of reasons. It could be a fire, a bomb threat, a toxic chemical leak or any other threat. Whatever the reason it's important that we be ready. Familiarize yourself with the RidgeKids! hallway. Know what to do when you hear the alarm and promptly follow the steps to evacuate the building.

## 7 STEPS TO EVACUATION

### IF YOU ARE IN A SMALL GROUP...

- \* Stay calm and reassure the children that everything is going to be alright.
- \* Instruct your students to form a single line.
- \* Get your roll sheet.
- \* Escort your class out of the building using the nearest emergency exit. If needed, refer to the map on the back of your classroom door.
- \* Every class will meet in the field behind the upper parking lot.
- \* Take roll to ensure your entire class is out of the building.
- \* Keep your class together and wait for further instruction from the RidgeKids! Director.

### IF YOU ARE IN LARGE GROUP...

- \* Stay calm and reassure the children that everything is going to be alright.
- \* Gather your class and line them up in a single file line. Once you have your entire class together, raise your hand.
- \* The Large Group leader will dismiss each class in a prompt and orderly fashion.
- \* Escort your class out of the building using the nearest emergency exit.
- \* Take your class to the designated area in the field behind the upper parking lot.
- \* Take roll to ensure your entire class is out of the building.
- \* Keep your class together and wait for further instruction from the RidgeKids! Director.

### WHAT IF...

#### ...one of my students is in the restroom when we evacuate the building?

It is the responsibility of the RidgeKids! Director to check the restrooms and classrooms for children that may have been left behind.

#### I take roll outside and have a child missing?

Stay with the rest of your class. A Large Group Leader will be by to ask if anyone is missing from your group. This leader will have a direct line of communication with the RidgeKids! Director, who will still be in the building. The RidgeKids! Director will remain in the building checking rooms until he gets word that everyone is out or until the threat becomes too dangerous to remain in the building.

# **IN CASE OF FIRE!**

## **SOUND THE ALARM**

If you discover or suspect a fire in the church building, your first response should be to alert everyone in the building of the danger by activating the fire alarm. If the alarm is inoperable for whatever reason, yell "fire!" and call 9-1-1. Once you have activated the alarm or called 9-1-1, begin evacuating the building immediately.

**9-1-1**

## **EXTINGUISHING A FIRE**

If the fire has not engulfed a room you may be able to put it out. There is a fire extinguisher at each end of the RidgeKids! hallway for this purpose. Don't try to be a hero though. If you doubt your ability to extinguish the fire, play it safe and evacuate the building as soon as possible. Leave the fire fighting to the trained professionals.

## **TEAM LEADER RESPONSIBILITIES**

- \* Evacuate the building according to the Emergency Evacuation Plan posted in every classroom (see page?).
- \* Close doors upon evacuating.
- \* Take roll books and take roll at the evacuation site, and
- \* Report missing students to the Children's Minister.

## **CHILDREN'S MINISTER RESPONSIBILITIES**

- \* Notify the Pastor about the fire if the alarm does not sound.
- \* Supervise the Emergency Evacuation
- \* Check restrooms for anybody that may be inside
- \* Oversee the Parent Pick-up Process at the evacuation site.

## **FIRE PREVENTION**

- \* Get permission before using any open flame in RidgeKids! such as matches, a lighter, or candles.
- \* Make sure power strips and extension cords are used as instructed.
- \* Damaged power cords should be disposed of immediately.
- \* Be alert at all times.



# LOCK-DOWN

## IF YOU ARE IN A SMALL GROUP...

- \* Remain Calm and reassure the children that everything is alright.
- \* Shut your classroom door
- \* Check your class roll to ensure everyone is still in the room with you.
- \* Wait for further instructions from a RidgeKids! Large Group Leader.

## IF YOU ARE IN LARGE GROUP...

- \* Remain Calm and reassure the children that everything is alright.
- \* Keep your class together.
- \* Check your class roll to ensure your entire class is present.
- \* Wait for further instructions from a RidgeKids! Large Group Leader

## WHAT IF...

### ...A CHILD GOES MISSING?

If a child goes missing, the first thing to do is alert a Large Group Leader, who will then announce a Lock-Down. Classrooms will quickly be eliminated as a potential location for the missing child to be found, because teacher's will confirm their class roll's and be able to identify if they have an extra student in their class. Large Group Leaders will then search the entire church beginning in the RidgeKids! hallway and moving outward, away from where the missing child was last seen.

### ...YOU NOTICE A STRANGER ROAMING THE CHILDREN'S HALLWAY?

Strangers roaming the RidgeKids! hallway should be asked if they need assistance and then escorted to the appropriate place whether it be adult worship, a restroom, or the registration station.

The only people allowed in the classrooms are students and RidgeKids! Team Leaders. Parents are not allowed in the classrooms unless accompanied by a RidgeKids! volunteer and for the purpose of picking up or dropping off their child. We encourage parents to be active in their child's spiritual development at home, but if they desire to sit in on a RidgeKids! class, they must first comply with a background check like a Team Leader.

### ...A TORNADO WARNING IS ISSUED?

In the event of a tornado, we will follow the steps associated with a lock-down. When the threat is immediate, expect to receive instruction from a Large Group Leader to take shelter in the main hallway away from doors and windows.





# BODY FLUIDS

"...SPILL ON AISLE 6."

Treat urine, stool, vomit, blood and other body fluids as potentially infectious. Spills of body fluids should be cleaned up and surfaces disinfected immediately.

## The 6 Steps to Cleaning Up Body Fluids

1. Restrict access to the area.
2. Wear latex gloves to protect your hands from coming into direct contact with the fluid.
3. Use paper towels or mats to soak up most of the liquid.
4. Clean with an appropriate disinfecting solution, such as ten parts water to one part bleach.  
Bleach will kill both HIV and hepatitis B virus. After cleaning, promptly disinfect mops and any other cleaning equipment, otherwise, you may spread the viruses to other areas.
5. Dispose of all contaminated towels and waste in a sealed plastic bag..
6. Wash your hands.





# FIRST aid

## *Illness Policy*

In an effort to keep everyone healthy, please watch for the following symptoms:

- 1) unclear drainage from the eyes or nose
- 2) diarrhea (two or more runny stools within 20 minutes)
- 3) vomiting
- 4) symptoms of pain (a child complaining or showing physical signs such as holding their head, etc.)
- 5) a fever of 101 or higher
- 6) pink eye- unexplained itchiness/ redness of the eyes
- 7) unexplained rashes (possibly chicken pox, measles, fifth disease, etc.)
- 8) symptoms of possible ear infections \*pulling at the ear, inconsolable crying, etc.)

In the event that a child in your care has any of these symptoms, please separate him from the group until the parent is notified and the child is picked up.

## **First Aid Kit**

We have three first aid kits in the RidgeKids! hallway: one in the teacher supply closet, one in the Nursery and another in the preschool room. Our goal is to take care of the immediate need and to comfort the child while waiting on their parents to come pick them up. Never give a child medication.

## **Accident/ Incident Report**

Whenever you have to administer first aid to a child, always fill out an "Accident/ Incident Report" and have the parent sign it when they pick-up their child. Reports should be filled out whenever a child is injured, injures another child, or whenever an unusual situation occurs that may need to be referenced at a later point. Fill out the report to the best of your knowledge. It is important to refrain from listing names of children who may have injured or caused an accident, so only list the name of the child involved upon pick up. Accident/ Incident reports should be turned in to the volunteers at Registration Station.

# TALKING TO KIDS

The journey toward faith is filled with teachable moments where influential adults and peers answer questions, teach biblical truths, model Christ-centered values, and share personal testimonies that further the child's understanding.

## WHEN TALKING TO A KID...

- \* **Ask follow-up questions.** When a child asks a question, often he/she does not know exactly what to ask. Get clarification before deciding how to answer a question. For example, you might say, "Tell me more about what you are thinking." Or "What made you ask that question? Where did you hear about this?" Remember, many times the question a child ask may not be the actual question for which he needs an answer. Avoid asking questions that can be answered with "yes" or "no".
- \* **Avoid giving more information than a child needs.** Adults can be tempted to tell all they know on a subject. When a child asks a question, only answer what the child is asking. If a child asks for more information, be more specific with your answers.
- \* **Don't jump to conclusions.** a child may ask, "Why did Andy get baptized?" This question may be only a request for information, not a request for the gospel presentation.
- \* **Speak in clear terms.** Avoid symbolic analogies that may distract from discussion and understanding.
- \* **Use simple wording.** Rather than using the phrase "accepting Jesus into your heart," say the words "becoming a Christian" or "choosing to live for Christ".





# TALKING TO KIDS ABOUT SALVATION



## WHEN SHARING THE GOSPEL...

- \* **Be sensitive to age and maturity.** Talk and use illustrations in terms children will understand, especially with younger children.
- \* **Deal with each child individually, not as a group.** Children will not necessarily understand or make a decision the first time they are exposed to the message; others have more understanding because of previous exposure to the Gospel.
- \* **Avoid "fear" tactics.** Threatening a child with hell, death or punishment only intimidates. Although there may be fear in their hearts about sin in their lives, such fear tactics will result in a child making an emotional decision instead of a coherent conversion where the child desires to live for Christ.
- \* **Remember, Salvation is of God.** God does it, we don't. Although we can be used by God, he saves them. The Holy Spirit does the moving in the child's heart.

## THE MESSAGE IS AS SIMPLE AS...

**A** **Admit-** that you have disobeyed God (sinned)? What is sin? (things we do wrong or anything less than perfect). Who has sinned? (everyone; the Bible says we've all sinned). Understanding that all disobedience must be corrected.

**B** **Believe-** that God sent his Son, Jesus, to live a perfect life, free of sin, so that He could die on a cross to take the punishment for our sins. And after being dead three days, Jesus came back to life and is alive today. And promises eternal life with Him to those who believe.

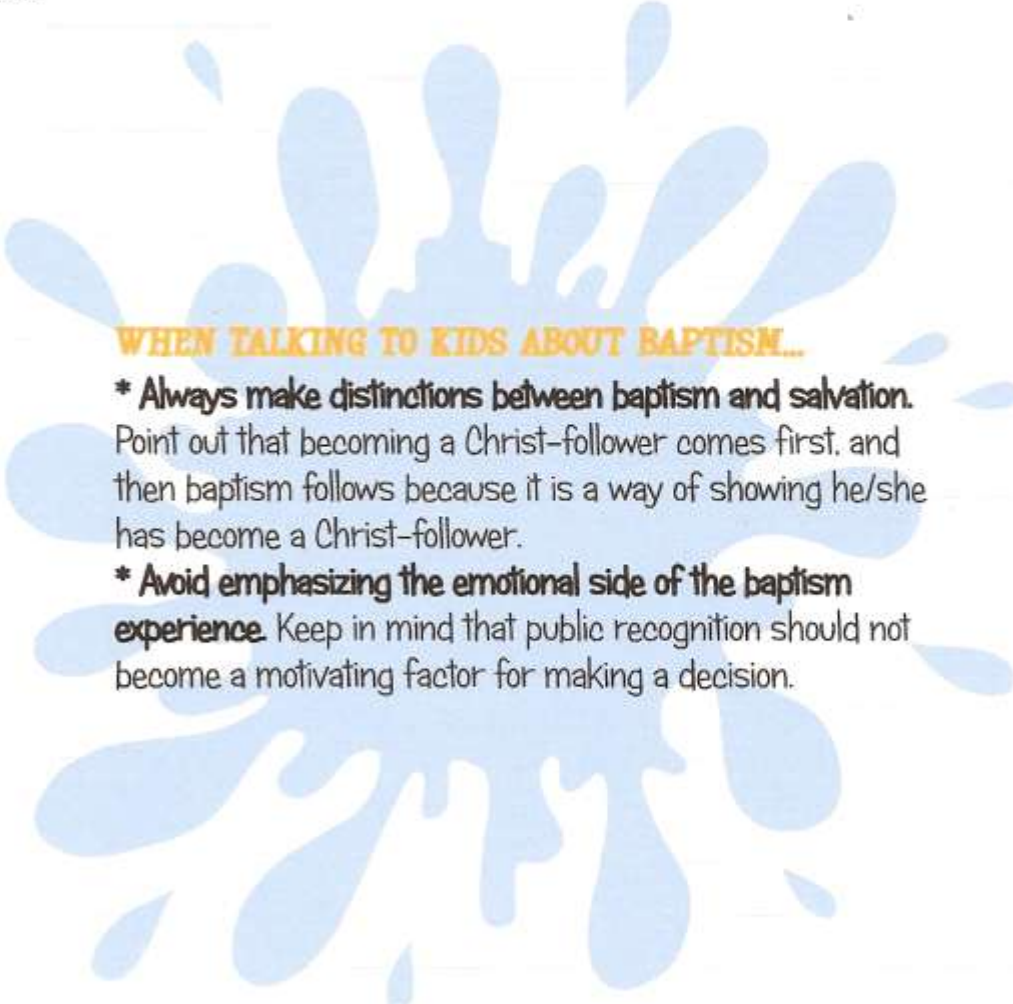
**C** **Confess-** ask Jesus to forgive you of your sin and to become your best friend. Follow his directions and commit to doing what is right.

# TALKING TO KIDS ABOUT BAPTISM



In RidgeKids! we treat the baptism process with care helping parents to ensure their child is ready for the step of baptism. We require that all kids younger than 6th grade complete a Baptism Class prior to baptism. Applications are available at Registration Station.

## WHEN TALKING TO KIDS ABOUT BAPTISM...

- \* **Always make distinctions between baptism and salvation.** Point out that becoming a Christ-follower comes first, and then baptism follows because it is a way of showing he/she has become a Christ-follower.
  - \* **Avoid emphasizing the emotional side of the baptism experience.** Keep in mind that public recognition should not become a motivating factor for making a decision.
- 



# CHILD DEVELOPMENT

We must understand where a child is developmentally in order to lead them closer to Christ. Understanding a child's physical limits along with their mental capability allow us to effectively minister to the spiritual needs of children. Use the following lists to gain general insight of where your students are developmentally.

## 6 WEEKS TO 6 MONTHS:

- Controls head while lying on back
- Relaxes fists, moves fingers
- Brings objects to mouth
- Focuses clearly on varying distances
- Stares at hands
- Smiles and laughs willingly

## 3 TO 5 MONTHS:

- Turns sideways and from back to stomach
- Kicks vigorously
- Experiments with making sounds
- Recognizes parent's voice and faces
- Controls head upright
- Laughs freely, giggles

## 6 TO 8 MONTHS:

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

## 8 TO 14 MONTHS:

- Is curious about everything
- Crawls and climbs
- Stands and walks holding onto something
- Walks, although clumsily
- Responds to a variety of words and sentences
- Develops more teeth
- Explores objects, usually by mouthing them

## 14 TO 24 MONTHS:

- Uses objects with intent: stacking, opening, throwing
- Walks well, often runs
- Shows frustration when his or her desires are thwarted
- Enjoys conversations with adults, ranging from single words to complete sentences
- Shows strong attachment to regular Team Members
- Demonstrates evidence of reasoning in problem solving
- Refer to themselves by name
- Can point to and identify parts of the body and pictures of familiar objects
- Moves with lots of energy but lacks coordination
- Need adult help in socialization

## 3 AND 4 YEARS OLD:

- Lots of energy
- Walk and run with confidence
- Generally happy
- Influenced by the reaction of other children
- Prefer short group experiences
- Memorize stories, songs or finger plays
- Asks a lot of questions
- Attention span of no longer than 10 minutes



#### 4 AND YOUNGER 5 YEARS OLD:

- Most are able to understand basic biblical truth, beginning to understand prayer
- Needs to connect with children his own age; enjoys simple group games;
- Likes to do things on her own; enjoys simple responsibilities; understand others emotions; learns empathy; likes to help
- School readiness skills develop; thinking skills become clearer; enjoy learning in a variety of ways
- Need periods of physical activity; have mastered most large muscle skills; in process of mastering small muscle skills, such as writing, lacing shoes, etc.

#### OLDER 5 THROUGH 7 YEARS OLD:

- Depends on adult approval. Needs acceptance and praise.
- Becomes aware of individual differences but is very individualistic (i.e. not yet always willing to share).
- Needs to participate in activities that allow him/her to put things in order of size and to sort and classify objects.
- Eye-hand coordination and small muscle control are further developed and child handles paint brushes, pencil, etc. with precise grasp. Inversion and reversal of letters and numbers are common.
- Very energetic, needs a variety of activities to maintain interest.
- Comprehends simple instructions.
- Shows tremendous amount of growth in language usage and structures orally.
- Enjoys imaginative play where she/he dresses up and assumes a role, usually from a real-life situation.
- Needs reasonable limits and external controls that are exercised with love, firmness and fairness.
- Very accepting of adult's way as a rule.
- Generally conforms to avoid consequences.
- Child shows an eagerness to learn outside the home environment.
- Asks a great number of "why" questions.
- Small/large muscle control and co-ordination more advanced
- Many independent skills: dressing/feeding/toileting
- Socialization is well advanced
- Enjoys companions of own age
- Intellectual development is a transition stage
- More self direction and self control
- Persist longer at task/ completes projects
- Aware of the passage of time (today/tomorrow/ yesterday)
- More concerned with accuracy
- Conquered many of the speech difficulties
- A need for orientation to environment
- Moving away from preferred fantasy towards realism
- Tries to make sense of what is heard
- Mastered much of language
- Well developed preferences
- Relatively undemanding of parental time/attention
- Able to handle stress more calmly
- Has a sense of self concept

### AGES 7 THROUGH 9 YEARS OLD:

- In terms of physical growth, girls' development may be up to 15 months ahead of boys.
- Has an increased attention span and stays with activities for longer periods of time.
- More readily understand another person's point of view and strive to understand those persons closest to him.
- Is developing reading skills further. Oral reading indicates fluency and expression.
- Is much more independent in personal problem-solving.
- Developing concept of conservation in liquid and solid amount.
- Much clearer understanding of cause and effect relationships. Able to reverse thoughts.
- Beginning to self-assess in writing, reading and willing to share those assessments.
- Generally obeys and accepting adults but beginning to challenge authority.
- Most friendships are with same gender.
- Becoming conscious of peer groups.
- Often quite argumentative with opposite gender.
- Begins to assimilate/digest the experiences to which they are exposed to
- Sorts information into categories
- Can be pensive, sad, negative, subdued
- Copes with the world with his/her mind
- May show increased inwardness
- Increased sense of self
- Heightened sensitivity to the reactions of others
- Experiences shame/ embarrassment
- Saying/ doing /thinking are not yet separated
- Heightened sensitivity to fairness/ justice
- Worried about being liked by others
- Can listen instead of dominating the conversation
- Enjoys helping others
- Usually polite/ considerate
- Enjoys friends but also solitary activities
- Better understanding of the teacher as a model for learning
- More careful/ persistent in work habits
- Reads fluently
- Needs immediate feedback



### AGES 9 THROUGH 11 YEARS OLD:

- May be a physical growth spurt just prior to onset of puberty.
- Girls may continue to be ahead in physical development.
- Indicates increased independence and self-motivation.
- Can be easily discouraged.
- Flourishes in an atmosphere of praise and encouragement.
- Capable of critical thinking (i.e. detects flaws, questions and wants reasons for).
- Reads a wider variety of materials including novels, comics, magazines.
- Response to literature with greater attention and appreciation of emotion, development of plot, characters, etc.
- Gains in thought processes are evident in both written and oral forms.
- Enjoys the challenge of proofing his/her own work.
- Strives to self-improve.
- Focuses on "winning"-in competitive situations.
- Periods of emotional sensitivity about self are evident. (mood swings).
- Wants to be part of the "gang".
- Continues to have friendships within same gender group.
- In later portion of this stage, a greater tendency to challenge and criticize is evident.
- Not a sharp distinction from 8-9 years old
- Increased maturity and refinement of behavior
- More objectivity in judgments
- Still emotional but less frequent and intense
- Chooses activities that intrigue and will persist with them
- Gives impression calm steadiness/ responsible/ mature
- Demonstrates a sense of fairness
- Able to accept blame/ take responsibility
- Evidence of stereotypical gender appropriate behaviors
- New self confidence/ more control/self importance
- Less perturbed by setbacks
- Less quarrelsome and less demanding
- Same-sex friends observed much of the time
- Does not hesitate to say "no"
  
- Emotionally less dependent on the teacher
- Academic achievement is important
- Generally mastered the mechanics of reading and mathematics
- May read books for fun or information
- Uses math and reading skills in their play/ everyday life

# NURSERY

It's never too early to teach of God's love and care. In fact, it's our job...not to baby sit while mom and dad are learning, but to teach these little ones of God's grace even as we show grace to them.

Babies have an intrinsic value simply because they were created by God—how do we show them they are valued? By caring for them...speaking their names gently, reading books about their Creator, singing songs about their Savior, verbalizing thankfulness for their friends, affirming their Godly behavior, responding to their cries patiently, reading God's word to them, praying for them, and serving when we have promised to so that the children have an adequate number of loving arms to hold them.

## WHAT TO DO WHILE THE BABY IS IN YOUR CARE

**All staff are responsible for praying for each child at least once while he is in our care.**

**Share the love of Jesus with our babies** as you rock them, feed them, sing to them, play with them, read to them, blow bubbles over them, or change their diapers. Be intentional.

**Make each moment a teachable moment**—Focus on God, but also show how special each child is and how much they are loved! For example:

- \* God made you...God made everything.
- \* God is so good (to give us toys to play with, to give us friends to love, etc.)
- \* God gave you strong arms to throw that ball.
- \* Jesus is my friend.

**Review the sing in sheet for special instructions on each child** before giving a bottle or snack, diapering, laying down for nap, etc.

**Give older babies a snack as needed.** have a special snack time at the table rather than giving them cookies the entire hour. If the parent did not leave a drink give each child a separate paper cup with water. Use your discretion as to how much food to offer. Remember this is a snack, not a meal.

**If a child uses a crib, change the sheet** when he is finished in order to help keep all the children healthy.

**All children should have their diaper changed** before they leave the nursery. Check diapers as necessary or 15–30 minutes before time to leave. Follow the diaper changing procedure detailed within this handbook.

**Always supervise the children and the environment carefully.** Keep your full attention on the children. Use your eyes and ears, and never turn your back on them. Never leave children unattended. Look for hazards in the room— a climbing child, an overturned chair, too many toys on the floor for safe walking, broken toys, etc.

**AFTER THE LAST BABY HAS BEEN PICKED UP** please do the following:

- \* Straighten the countertop and toys.
- \* Sanitize the toys that were chewed on or put into a child's mouth by washing them with hot, soapy water. Spray them with disinfectant spray and allow them to air dry.
- \* Change crib sheets if a child has been in the crib for any reason.
- \* Put in a new trash bag. Bags are in the drawer under the changing table.
- \* Take trash to the dumpster and dirty laundry in the laundry basket.



# DIAPER-CHANGING

## DIAPER-CHANGING PRECEDURE:

Please note: Student volunteers 15 years and younger are NOT authorized.

Children should not be given anything to play with while being diapered. These toys/objects become contaminated and spread germs. You can entertain children by talking to them—your face and voice are better than any toy!

Step 1: **Assemble all of the supplies you need.** Diaper, wipes, disposable gloves, clean clothes (if needed), plastic bag for soiled clothes (if needed), and facial/toilet tissue for diaper cream.

Step 2: **Place the child on the changing surface.** Always keep a hand on the child. Remove the child's shoes or socks if the feet cannot be kept out of the diaper. Remove soiled clothes and put in a plastic bag.

Step 3: **Clean the child's diaper area.** Unfasten the diaper, but leave the soiled diaper under the child. Use disposable wipe to clean from front to back, and use a fresh wipe each time. Put the soiled wipes in soiled diaper or directly into a covered trash can.

Step 4: **Remove the soiled diaper.** Fold the soiled surface inward and put soiled diaper into the trash can. Remove gloves and wipe hands with a disposable wipe to clean your hands.

Step 5: **Put on a clean diaper and dress the child.** Slide a fresh diaper under the child. Fasten the diaper. Re-dress the child.

Step 6: **Wash the child's hands and return the child to a supervised area.** It is best to use soap and water. If not able to wash child's hands at a sink, use disposable wipes.

Step 7: **Clean and sanitize the diaper-changing surface.** Spray the changing surface with disinfectant. Be sure the table is completely dry before placing another child on it.

Step 8: **Wash your hands thoroughly!**

## OTHER IMPORTANT DIAPERING INFORMATION:

- \* Never show disgust at a child's diaper. The child may think relieving himself is wrong or you don't love him.

- \* During a diaper change is a great time to pray for the child and to talk eye-to-eye with each one about today's lesson.

- \* Never place food or drink containers on the changing table surface.

- \* All children should have their diaper changed before they leave the nursery. Check diapers as necessary or 15 to 30 minutes before each session is over.

# HELPING a CRYING CHILD

One way a **baby** communicates is by crying. A baby cries when he/she is uncomfortable, hungry, in pain, or needs a diaper change. Try rocking, feeding, burping, diaper changing and diverting the child.

Sometimes when **toddlers** cry as their parents leave them, they are "grieving" because their parents are going away and will be gone from them. At this age, the idea of when a parent will return is really meaningless. Caregiving should let the child cry for a few minutes, while staying close by to comfort them. Then begin to distract the child with a favorite toy or book.

If a child cries before the parents leave the room, ask the parents to go and give you the opportunity to comfort their child. Remind them that you will call for them if necessary.

A parent will need to be called if the child has cried continuously for **fifteen minutes**. Parents will appreciate knowing about this time limit if their child is crying when they leave the room. We are happy to work with parents who want to make other arrangements such as letting the child cry for a shorter or longer period of time.

Keep in mind that crying is hard on everyone- you, the other children, the parents and the child who is crying. Calling for a parent is a way we work together to show Christ's love and care for our nursery family.

If you need to call a parent, contact a team member at Registration Station to do that for you.