

Introduction
to the
Kingdom Kids
Preschool
Curriculum



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Thank you, from the bottom of our hearts,
to all of the many talented people
who thought, wrote, read, drew, cried, missed sleep
and totally gave their hearts to this project.
We cannot name you all, but God knows who you are.
We could never have done it without you.

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Dedicated to Barbara Lloyd and Bob Ricker

In the spring of 1995, when the curriculum project began moving from Steve Johnson's idea stage to a reality being pursued, certain truths began to be self-evident: (1) The majority of writing would have to be done on a volunteer basis. (2) Entire age group segments would need to be written by one church, in order to ensure continuity. (3) These churches would need to have an abundance of talented people, strongly committed to the children's ministry. (4) A truly outstanding person or couple would have to head up each of these writing committees.

Certain names of such outstanding people came to the forefront immediately, among whom were Barbara Lloyd of the Atlanta church and Bob and Jayne Ricker of the San Diego church. They were quite zealous about volunteering themselves and their churches for this huge and vital task. Barbara held a B.S. in behavioral science and an M.S. in psychometry and counseling, while Bob had an M.Th. and a Ph.D. in biblical counseling. With much talent and spiritual fervor borne out of a total dedication to our children, they began this special work. Amazingly, both Bob and Barbara now urge us on from heaven, having lost valiant battles with cancer. To say that Bob and Barbara died well would not convey the beauty of their last days and the love they showered on all who were blessed to be in their presence. They died with Jesus in their hearts and children on their hearts. As we pass on God's dream to our children through this curriculum, may we never forget the lives and love of all who made it possible, of whom Bob and Barbara shine like stars.

— Gordon Ferguson

The Kingdom Kids Curriculum is also affectionately dedicated to the children of the kingdom. It is their curriculum.

Welcome

Let this be written for a future generation,
that a people not yet created may praise the Lord.
PSALM 102:18

Welcome to the Kingdom Kids Curriculum! This psalm has become our theme. To truly make the most of this curriculum, we hope that it will become your theme, too. Remember that children are an important part of God's kingdom. It is our goal that this curriculum, along with your guidance, will teach the children to cherish and to choose God and his kingdom.

Who Are the Kingdom Kids?

Children are as much a part of the body as are adult disciples! They need our hearts, our attention, our convictions, our love, our care and our concern. We must be in the battle for their souls! (*Heroes*, DPI)

Where do we fight this battle? In the classroom, on the playground, at church and on our knees! God has moved powerfully to create a curriculum that will arm us to be victorious in this battle. Children's ministry leaders from many churches have spent countless hours to make sure that these lessons help our children develop a fundamental, vivid and practical knowledge of the scriptures and a personal faith in God. A biblical advisory committee has reviewed each lesson to assure that the material is biblically sound. Many others have added their educational experience and expertise to make these lessons fun and life-changing—not only for the children, but also for you! The Kingdom Kids Curriculum will help *any* disciple teach *any* lesson—regardless of previous experience with children.

This has truly been a kingdom project led by God and accomplished through the amazing effort of hundreds of volunteers. Nothing like this has ever been done before and could only be accomplished in God's kingdom.



The Kingdom Kids two-year curriculum includes both preschool and school-age lessons. *Seeds of Faith* takes the children from preschool through sec-

ond grade. It introduces them to six exciting and dynamic learning centers: Bible Story, Life Application, Craft, Game, Scripture Memory and Bible Skills. In all lessons, the preclass activity provides a preview of the current lesson and a review of preceding lessons. This curriculum plan will take the children through both the Old and New Testaments with units such as: The Adventures of Moses, Creation, Young Heroes for God, and Obedience. Together with a Parent Letter for each unit, these lessons promise to help children relate biblical concepts to their everyday experiences. *Seeds of Faith* is truly the beginning of our children's spiritual growth.



Where *Seeds of Faith* ends, *Generation: Next* picks up. This curriculum begins with the 3rd grade and continues through the preteen years, training each student to make godly choices. Using the Bible, students will explore God's awesome creation, travel through the Red Sea, dig up evidences, cross over to the Promised Land and even peer into the empty tomb. These lessons allow the students to apply important Bible principles to their everyday lives. *Generation: Next* takes the seeds planted and waters them such that each student has the foundation to make his or her decision to be a disciple for life.

To the Children's Ministry Leader

Welcome to the Kingdom Kids Curriculum! God has used hundreds of talented and committed disciples to work together to produce a curriculum that will make your job easier. But, more important than that, it will give our teachers the resources and training that they need to effectively teach God's word to the next generation.

You need to realize that there are some marked differences between the Kingdom Kids Curriculum and others you may have used in the past. Our curriculum is a fully integrated series of lessons for children from ages two through preteen:

Seeds of Faith

Two and Three Year Olds
Four and Five Year Olds
First and Second Grades

Generation: Next

Third and Fourth Grades
Preteens

Each age group consists of 104 user-friendly lessons in a cycle that is designed to be taught every two years.

The curriculum advisory committee and DPI editors have spent considerable time designing this curriculum for all types of children's ministries. Our vision was to give churches a curriculum that helped children appreciate the fundamental convictions of our movement the authority of God's word, the mission of the church, the vision of our leadership, and true, Biblical discipleship. Our objective has been to provide a curriculum that is accessible and functional for even the most inexperienced teacher. Finally, we believe the measure of this curriculum's effectiveness is the great memories of church etched on the hearts and minds of the children. We pray that you will find our curriculum vision to be a reality in your children's ministry.

Delivery of Curriculum

The first quarter of curriculum is Fall 1. Follow the directions on the "Read Me First" divider page to put your curriculum and dividers together in the box. Each quarter thereafter, for seven more quarters, you will receive a new packet to be placed in one of two boxes (four units of material per box). Then you will give the material to your teachers at the appropriate time. Collect the previous quarter's materials and file them in your box to be used again at the end of the 2 year cycle.

Please note that you should have received two full sets of curriculum for each age group. One set is meant for use and one as a back-up set. The box is for long-term storage of your curriculum. Also note that many of your teachers are in the habit of discarding curriculum at the end of their teaching rotation. You will want to train your teachers to no longer do this. Once your ministry has been through the full two years of materials and lessons, you will come back to this first quarter and begin again.

What's Different About This Curriculum?

There are four important areas to consider about the nature of this curriculum:

- Integrating Sunday and Midweek Lessons
- Care and Storage of the Materials
- Distribution of Introductory Pages, Lesson Cards and Reproducible Pages
- Activity Centers

Please plan a meeting to address these areas with the appropriate ministry and children's ministry leaders.

Integrating Sunday and Midweek Lessons

The core and supplement lessons may be taught on Sunday or at midweek, but the core lesson *should always be taught first*. If the core lesson is taught on Sunday, then the supplement should be taught at the following midweek. If the core lesson is taught at midweek, then the supplement should be taught on the following Sunday. Since the core lesson contains the main ideas for the week, it should be taught in the setting where the most children will benefit. The supplement offers an excellent reinforcement to the core lesson, but should only be taught following the core.

Each children's ministry is unique! Plan a meeting with your church-wide children's ministry leaders to make decisions regarding implementation for your children's ministry. Find out how other churches will be using the curriculum. Prepare for an exciting experience as you pray for God to show you the best way to deliver these lessons to his children. What if a schedule change necessitates missing a midweek service? Our recommendation is that you skip the supplement and stay on schedule. You will also want to encourage teachers for midweek and Sunday to communicate with each other during the week to coordinate what each class is doing.

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Care and Storage of the Materials

The Kingdom Kids two-year cycle of lessons are reusable. Be careful not to misplace, or accidentally throw away any of the lesson cards. Be careful how you handle and store the cards; misuse may cause damage and replacement is costly.

Decide immediately where the curriculum "boxes" will be stored. Assign them to a reliable person for storage and maintenance. Develop a "sign-in/sign-out" system to keep track of the materials. Treat each lesson card and Reproducible Page as you would a valuable book—with respect and care. Make sure they are returned promptly to the proper storage location.

Distribution of Introduction Pages, Lesson Cards and Reproducible Pages

For the teachers of each age group, make copies of the designated Introduction Pages. These pages are distinguished from other Introduction Pages by this notation at the bottom:

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They contain useful information that will help the teachers understand the children and the use of the curriculum. This page (that you are now reading) can be copied and given to other children's ministry leaders in your group, but will not be needed by teachers.

Each lesson consists of a set of Lesson Cards and Reproducible Pages. The Lesson Cards contain the instructions for activities such as Bible Story, Craft, Game, etc. The Reproducible Pages contain materials needed for those activities. Choose reliable teachers who will be responsible for handling the cards and making sure they are returned to you. **Lesson Cards may NOT be copied. Reproducible Pages should always be copied.** *Never* use the Reproducible Page from the box for an activity—use only a copy of the page! (Do not feed cardstock through the copier; place it only underneath the cover.) At the bottom of each Reproducible Page will be the following notation:

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Give your lead teachers all of the material for a full quarter. We have three-hole punched the cards so they can be given to the teachers in binders if you so desire. (Binders are not supplied with the curriculum; you must supply them if you want to use them for your teachers.) The teachers will store and use each lesson as needed; then they will return them to you when the quarter ends. You will return the units to their proper place in the box behind the appropriate Unit Dividers.

REMEMBER: You will need to separate each lesson into Core and Supplement, giving the core Lesson Cards to the core teacher (whether Sunday or midweek) and the supplement Lessons Cards to the supplement teacher. The teachers can then distribute the individual center cards to the leaders of each center. At the end of the quarter, all Lesson Cards *must* be returned to you.

Activity Centers

Lessons for 2 year olds through 4th grade have been designed for use in a center setting. An activity center (or station) is a teacher with a small group of children focused on one specific activity. During a class, children will rotate to all of the centers. Each lesson contains a preclass activity followed by three activity centers. Each center lasts from ten to twenty minutes. If you are not currently using centers, we strongly recommend this approach. (Please read the section called *Understanding the Center Approach* in the Introduction Pages for 2 year olds through 4th grade. Preteen classes do not use the center approach.) You will also need to plan time in the class for singing, rules and snack breaks.

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To the Teacher

The Kingdom Kids Curriculum is unified in that it is for use in both Sunday and midweek children's classes. Every week the curriculum offers an integrated core and supplement lesson. The core lesson presents a memorable Bible story and activities that are later reviewed and reinforced in the weekly supplement. The supplement, although it follows the core, is not merely "supplemental," but rather, a key element of the lesson content.

Integrated lessons help students achieve their maximum learning potential. Children are challenged to recall, review and retain important Bible truths. They will also be encouraged to follow through with decisions they make to change and grow. Both lessons are designed for ninety-minute sessions. In most lessons, the activities can last up to two hours. Your church will learn how to best adapt the lessons to your children's ministry schedule.

Integration of Sunday and Midweek Lessons

The core and supplement lessons may be taught on Sunday or midweek, but *the core lesson should always be taught first*. If the core lesson is taught on Sunday, then the supplement lesson should be taught at midweek. If the core lesson is taught at midweek, then the supplement should be taught the following Sunday. To help you decide when to teach these lessons, consider the following: At which service do you have the more consistent location, attendance and size of group? Since the core lesson contains the main ideas for the week, it should be taught in the setting where the most children will benefit. The supplement offers an excellent reinforcement to the core lesson, but again, should only be taught following the core.

Parent Letters

Parents play the critical role in the spiritual growth of their children. However, experience tells us that many families struggle with helping their children spiritually. The Kingdom Kids Curriculum has been designed with a plan to include parents and extend these lessons into the home. Only with this partnership can the curriculum make a lasting impact on the children.

At the beginning of each unit, a Parent Letter will go home with the children. On one side, parents will find an explanation of the unit being studied, including ideas to reinforce the lessons at home. On the back of the letter, parents will find the Unit at a Glance page. This is an overview of the unit including: unit goals and lesson objectives, weekly scripture memory verses and lesson summaries. These letters, together with your consistent, honest and constructive communication with the parents, will assure that these lessons are truly making a difference.



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Understanding the Center Approach

Adapted from Heroes, DPI

Variety is said to be the "spice of life." This applies no less to children than to adults. Activity centers are an exciting way to teach children while giving them variety and change of activity in order to prevent boredom.

The activity center approach is excellent for less experienced teachers because it sets them up for success and makes the number of children manageable. Thus, the children are able to learn in an exciting way with far less behavior problems. Sounds almost too good to be true, doesn't it? Well, believe it; it's true!

Before Going to the Centers

Before the centers begin, the children will arrive at the designated area for registration by age group. After they have been registered, they will be escorted by an adult to a preclass activity area. Children should have several activities to choose from, including at least one provided in the lesson. Children will do their preclass activities until the class is ready to begin.

Dividing into Centers

The way this works is quite simple: Three activity centers are established. Depending on the age of your class and whether it is the core or supplement lesson, these centers may be: Bible Story, Life Application, Craft, Game, Scripture Memory or Bible Skills. A large room works very well since each corner of the room can be designated for a particular center. Each center should be clearly indicated with a large colorful sign.

A teacher is assigned to each center and is responsible to prepare that center's activity. During each class session, he or she will repeat the center's activity for each group of children.

Grouping the Children

After preclass, the Lead Teacher gathers the children together for a welcome, singing and review of the rules. The teacher then counts the number of children and divides by the number of centers. For example, in a class with twenty-four children and three activity centers, there will be three groups of eight children. The Lead Teacher will send a group of children to each of the three activity centers where they will spend ten to twenty minutes and then move to a different center.

In classes where children are in a combined age group, try to divide the small groups by ages. For example, in a combined two-and-three and four-and-five-year-old class try to group children of the same age together. This helps the teacher to address their different needs.

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Time in Each Center

Each center is allotted a certain amount of time. The time is determined by dividing the amount of class time into three equal segments. This does not include time spent waiting for the children to arrive or the actual transition of children to their next center. Also allow time at the end for the children to return to the specific area where they will be picked up by their parents. Here are some examples of class schedules:

Class Schedule for Sunday Worship at 10:00 a.m.

9:30 to 10:20 Preclass activity

10:20 to 10:35 Welcome,
singing, rules review,
division of children into
small groups

10:40 to 11:00 Center #1

11:05 to 11:25 Center #2

11:30 to 11:50 Center #3

11:50 to parent pick up—
Post class activities: preclass
or review of lesson activities

Class Schedule for Midweek Service at 7:30 p.m.

7:00 to 7:40 Preclass activity

7:40 to 7:50 Welcome,
singing, rules review,
division of children into
small groups

7:50 to 8:10 Center #1

8:15 to 8:35 Center #2

8:40 to 9:00 Center #3

9:00 to parent pick up—
Post class activities: preclass
or review of lesson activities

The Lead Teacher gives the center teachers a five-minute “warning” to close out their activity and prepare children to rotate. When it is time to change centers, the children will be asked to quietly form a single line and move with an adult to the next center. For younger children, have them “make a train” to walk to the next center.

Snack: The Fourth Center?

In churches where classes number over thirty children, you may want to create a “fourth” center for snack. In this case, the Lead Teacher divides the entire group into four smaller groups and rotates them through four different centers: three lesson-activity centers and a snack center. If this is necessary for your class, you will have to manage your timetable to allow adequate time for all four centers.

Advantages of Centers

Behavior problems are significantly reduced in centers due to the small group setting and the adult-to-child ratio. In large classes, centers help increase children's safety by ensuring that teachers are focused on one particular group of children at all times. The twenty-minute activity periods help children achieve greater focus—avoiding boredom and trouble! Changing groups, seeing different teachers and having new activities at each center is exciting to the children! The result—behavior is much better. Children do not get bored in the activity centers because every minute is filled with something fun to do!

Teachers, regardless of their experience with children, can do an awesome job teaching an activity center. With the help of these lessons, any disciple who can follow directions can lead fun, age-appropriate and engaging activities for any age group.

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Adapting the Center Approach

Although the curriculum is written for use in centers, it is easily used in a non-center approach. The whole class simply stays together and progresses through the different parts of the lesson as a group, with teachers facilitating and even taking responsibility for different parts.

Certainly, a combination of a traditional classroom approach and a center approach could be used. For example, the Bible story could be taught to the whole group and then students could have centers for the remaining part of the lesson.

There may be some situations in which the center approach as described earlier is difficult to implement. Some examples of such situations and possible solutions are as follows:

Too few children to divide into groups for centers

(solution: Plan a short transition time for the students between activities. For example, after the Bible story, remove the rug or blanket, have the students stand and stretch, and then reorganize them around the workspace where they will do their craft. You can define this area with a table and chairs or with a plastic tablecloth on the floor. At the close of that activity, let the students once again move or, for younger children, march around briefly. Then regroup for the third and final center activity. If done right, children will focus more on "what's next" and less on where they are.)

Teachers who speak only one language in a class situation with children who speak two or more languages

(solution: At least a couple of teachers can plan to trade centers in order to teach a group who speak their language. You would need to group the children by language with this approach. Also, the whole group could be kept together with teachers translating for the students who do not speak the particular teacher's language. Instead of moving from center to center in small groups, they will all stay together. They will simply transition from activity to activity in the same order presented in the curriculum. They can also do stretching or marching to indicate they are switching to another part of the class program.)

Too little space to assign different locations for each center

(solution: At least divide the room in half and have one or two centers in one half and one or two in the other half. Or, as mentioned above, the whole group can be kept together and do all the activities together.)

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Understanding Two and Three Year Olds

Two and three year olds are at one of the most exciting stages of their lives, a time of discovering their independence. They experience great excitement as they learn to accomplish things on their own. "I want to do it!" is a frequent cry from a child of this age as both the child and the adult get accustomed to this newfound independence. In fact, it is this very independence that has given this age group the affectionate name of the "terrible twos."

During this stage of development, children tend to have a language of their own. They do or say things that we might need a translator to understand! The more you understand them, the easier it is to communicate with them.

Offer Choices

Because of their desire for independence, twos and threes will often find themselves in conflict with adults. When redirecting the children it is important to give them two choices: one being what the child should do and the other being either a consequence of the wrong action or a way for the adult to help. For example, if a child of two or three holds a toy it automatically becomes his possession in his own mind. If the toy does not truly belong to him and you try to take it from him, the child may scream at you or hit you. Although this behavior is typical, it is not to be accepted. At this time it is helpful to give the child a choice. "It is time to share now. Either you can give Matthew the toy or I can give it to him. Which do you choose?" After the child chooses, also give him a gentle reminder to always share toys.

Giving children choices helps them not only to be independent, but also to take responsibility for their actions. It helps a classroom to run smoothly as you and the children work together to resolve conflict. There is also far less struggle for power and control, something that the child clearly wants, but that you need to possess and maintain.

Eager Sponges

It is also important for you to understand that although these children are very young, they are quite capable of learning. In fact, they are very much like sponges, eagerly soaking up all that they can. A favorite activity, such as playing with blocks, may seem like mere play, yet it teaches twos and threes many early skills such as math, science and reading.

Other Pointers

- Speak to children on their level physically. Most adults are a great deal taller than preschoolers. This can be very intimidating to small children. Sit, bend down or kneel when addressing them.
- Speak in short, concise sentences, using language that the child will understand. This is especially important when you are giving directions. It is often best to give one direction at a time. For example when making a craft say: "First, put the glue on the paper. Good. Now, put the cotton on the glue."
- Speak positively, as much as possible. You will get much better responses from the children. For instance, if a young child is running say to him. "Use walking feet" instead of saying, "No running." This creates a much more positive atmosphere with less frustration on the part of the children and the teachers.
- Give choices when disciplining a child. For example say: "You have a choice: You can sit with us and listen, or you can sit in a 'time out.' Which do you choose?" As discussed earlier, this allows children to take responsibility for their actions and hopefully helps them to make the right choice.
- Wear nice looking, comfortable clothes. This will keep you from looking "stiff and formal." It causes the parents (and the children) to feel that you are ready for interactive teaching, which involves a lot of movement. It also says that they are important enough for you to dress nicely when teaching them.
- Spend lots of time sitting on the floor and playing with the children. This will help you not only to keep order, but to gain the respect of the children as well. Playing with them on their level shows them that they are valuable to you.

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Understanding Four and Five Year Olds

As children enter this stage of life, they are becoming more intellectually curious. They are learning how to write and read, and they are beginning to understand the concept of numbers: counting, adding and subtracting.

While four and five year olds love to sit, listen and learn, they are not able to stay at one task for very long. It is important to vary the activities to keep the children's interest.

Bridge the Developmental Gap

There can be a large developmental gap between a four year old and a five year old. A child of four will not be able to do the same things that a five year old can do, and they may become frustrated trying. At the same time, a child of five may finish an activity quickly and become bored while waiting for others to finish. It is important to be conscious of time during an activity. You may need to help the four year old by doing some of the more difficult steps with them, thus, helping all the children to feel successful.

Offer Choices

While there is a definite structure to the class, be sure to allow choices during the preclass and post-class activities. Have a variety of materials available for the children to choose from.

Choices are also an important key to communicating with a preschooler. When you find yourself in conflict with a child, it is important to give two choices; one which is what the child should do and one which is either the consequence or a way for the adult to help. For instance, if a child takes a toy from a friend and refuses to give it back, the adult should give a choice: "Either you can give the toy back to your friend, or I can give it back for you. Which do you choose?" After the child chooses, also give him a gentle reminder to share.

Giving children choices helps them not only to be independent, but also to take responsibility for their actions. It helps a classroom to run smoothly as you and the children work together to resolve conflict. There is also far less struggle for power and control, something that the child clearly wants, but that you need to possess and maintain.

Eager Sponges

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Other Pointers

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- Give choices when disciplining a child. For example say: "You have a choice: You can sit with us and listen, or you can sit in a "time out." Which do you choose?" As discussed earlier, this allows children to take responsibility for their actions and will help them to make the right choice.
- Wear nice looking, comfortable clothes. This will keep you from looking "stiff and formal." It causes the parents (and the children) to feel that you are ready for interactive teaching, which involves a lot of movement. It also says that they are important enough for you to dress nicely when teaching them.
- Spend lots of time sitting on the floor and playing with the children. This will help you not only to keep order, but to gain the respect of the children as well. Playing with them on their level shows them that they are valuable to you.

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Understanding the Preschool Lesson

The *Seeds of Faith* lessons have been carefully designed for preschoolers. Young children need lots of repetition to help them learn, especially two and three year olds. The more repetition that children have, the more they will remember the biblical principals being taught.

With this in mind, the curriculum is divided into thematic units, each containing up to eight lessons. Each preschool lesson contains a preclass activity and three activity centers. Within a unit there may be a Bible Story or Life Application activity that is repeated in several lessons. Listed below is a description of each activity and its frequency of repetition within a unit.

Preclass Activity

This activity is designed to prepare the children for the lesson that will follow. Usually a start-up activity held prior to the formal class time, the Preclass Activity can be either an individual or small group project.

Two-and-three-year-old lessons will have "Preclass Centers." These centers are groups of activities that remain virtually the same from lesson to lesson and unit to unit. Each time the unit changes, materials within the centers are replaced with those which best reflect the theme of the new unit.

Four-and-five-year-old lessons each have a unique Preclass Activity. Many times this activity will be used to make something that will be needed later on in the lesson, such as a prop in the Bible Story. It is also recommended that two other activities, such as blocks and puzzles, be made available to allow the children a choice during this time.

Bible Story

In this center the Bible Story is presented in a way that is both meaningful and engaging to the child. This center is the pivotal portion of each lesson. Each of the other centers have activities that in some way reflect the "lesson theme" taught in the Bible Story center.

For the two and three year olds, this is the most repetitious center in the unit. There are two Bible Stories in each unit. These are repeated four times within two lessons (twice in the core and twice in the supplement).

Each Bible Story that occurs within a four-and-five-year-old lesson is unique.

Life Application

The lesson theme is reinforced in this center with an emphasis on applying it to life. The primary activity is usually a game, role play or a story. All lessons along with the primary activity also feature a scripture memory activity to help children remember important Bible truths (simple statements based on a scripture) for the twos and threes and Bible verses for the fours and fives.

Each lesson has a unique Life Application activity that is repeated in the subsequent lesson for emphasis.

Craft

Crafts have often been described as the way that children "take notes." In this center the children will make a craft that reinforces the lesson theme and provides them with a meaningful reminder of the story. Each lesson, both the core and supplement have a unique craft.

Game

The Game center is found in the supplement of a four and five year old lesson. In this center the children play a game, such as Follow the Leader, to reinforce the theme of the lesson.

Sample Lesson Card

Refer to the sample Lesson Card on the following page to better understand what a typical lesson card will look like.

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Sample Lesson Card

Activity Title and Introduction:

the name of the activity and a brief introduction stating the purpose

Center Title:

type of activity center

Materials:

For each child: a list of items that each child will need to complete the activity

For the teacher: a list of items that the teacher will need to prepare and complete the activity

Reproducible Pages: a list of the Reproducible Pages to be copied by the teacher prior to the activity. These might be used by the teacher to prepare the activity or by the children to complete the activity.

Preparation:

step-by-step directions which tell the teacher how to prepare for the activity before class

Age Group Logo:

identifies the age group

Quarter:

quarter of the curriculum

Figure:

a reference to a diagram on the reverse side of the Lesson Card which illustrates one of the step-by-step directions

Lesson Title:

the name of the lesson

Instructions:

easy-to-follow directions for the teacher to lead the activity

C
R
A
F
T

Adam, Eve and Me

Adam, Eve and Me Necklace

This craft reminds the children that God created them as well as Adam and Eve. It will also remind them that God made each of them very special and unique.

Materials

For each child:

- 1 piece of card stock
- 1 piece of aluminum foil, 5"
- 1 piece of heavy yarn, 20"
- washable markers

For the teacher:

- glue stick
- tape
- hole punch
- scissors

Reproducible Pages:

- Page C, 1 copy for the teacher

Preparation

1. Cut out the stencils from the copies of Reproducible Page C.
2. Trace both stencils onto the card stock and cut them out for each child.
3. Near the bottom of the larger circles write, "God Created Adam, Eve and Me."
4. Cover the smaller circles with aluminum foil. This represents a mirror.
5. Join the two different sized circles at the tops and punch a hole through them. See Figure A
6. Make a model of the necklace following the instructions.

God's Creation

Lesson 2

Instructions

1. When children arrive, show them the model and ask: *Who can tell me the name of the first man and woman that God created? Point to the figures of Adam and Eve on the necklace and say: That's right! And God made you, too! Our craft today will remind you that you are special because God made you.*
2. Give the children their large and small circles. Have them write their names on the back of the large circles.
3. Read the scripture aloud to them and remind them of the lesson theme.
4. Have them draw pictures of Adam and Eve on the front of their large circles. See Figure B.
5. Give the children the yarn. Have them each thread the yarn through the hole in the small circles and then through the hole in the large circles. See Figure C. Help them tie the ends of the yarn together to finish the necklaces.

Conclusion

Talk to the children about who they drew on their necklaces. Remind them of the memory verse. Explain that God also created them. *God also made Adam, Eve and Me. Here's the picture of Adam and Eve that you drew. What a beautiful job! Where's the picture of you? Oh here you are, in the mirror.*

Teacher Tips

Be sure to emphasize to the children that the mirror reflects a "picture" of them.



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God's Creation 1-21

Unit Title and Lesson Number:

the name of the unit and the number of the lesson being studied

Conclusion:

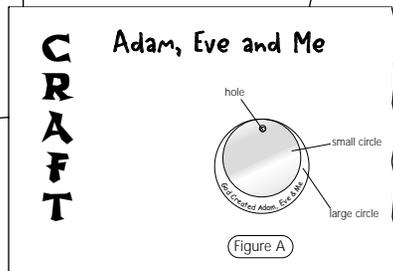
a brief summary of the activity and suggestions for closing questions or prayer

Teacher Tips:

useful suggestions about how best to deliver a lesson, where to find a material for a craft or how to have effective communication with a child or parent

Unit Title and Page Number:

a quick reference for filing purposes that includes Unit name, Unit #-Lesson #-Page #



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CRAFT

Adam, Eve and Me

God's Creation Lesson 2

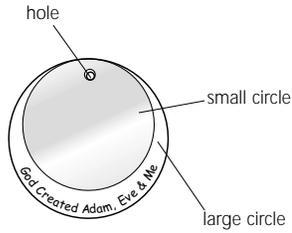


Figure A

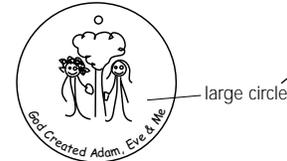


Figure B

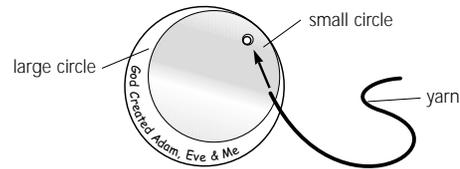


Figure C

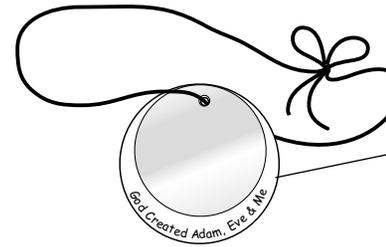


Figure D



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God's Creation 1-2-1

Figure:
a reference to a diagram
which illustrates one of the
step-by-step directions

Call Out:
a reference to a material in a
step-by-step diagram

Diagram:
an illustration of an activity in
progress or a finished work

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General Teacher Tips

In all the Kingdom Kids lessons you will find a section entitled Teacher Tips. These tips are useful suggestions that help the teacher to have the best class possible. Teacher tips range from alternate ideas about how best to deliver a lesson to where to find a certain material for a craft, or suggestions on having effective communication with a child or parent.

In writing these lessons it became apparent that there are many tips that apply not to just one specific lesson, but to every lesson. What follows are General Teacher Tips. These are ideas and suggestions that we feel will contribute to the overall success of your teaching.

Be Spiritually Focused

- Read the Lesson Text, the biblical basis for the lesson, preferably several days before class. You may find that this will be a great quiet time idea for you.
- Make sure you have your heart and mind spiritually focused before you teach the children.
- Pray for the children in your class by name, and pray to be exactly what the children need you to be.
- Pray for the visitor's children to love the class and to want to come back—with their parents, of course!

Care and Handling of the Lessons

- Unlike other curriculum, the Kingdom Kids two-year cycle of lessons are reusable. Be careful not to misplace, or accidentally throw away any of the Lesson Cards.
- Be careful how you handle and store the cards; misuse may cause damage and replacement is costly.
- Do not write on the cards.

Be Prepared

- Always bring your Bible to class and a few extra Bibles for visiting children who might not have one.
- Read the entire lesson prior to class. The lesson specifies all the materials you will need and exactly what you need to prepare ahead of time.
- When teaching a Bible Story or a Scripture Study, make sure to read and practice the story ahead of time so your dialogue sounds genuine. Scripted dialogue always appears in *italic* type.

- Many activities come with step-by-step instructions. Please read these instructions ahead of time and be familiar with the steps. In some cases, as with preclass activities, crafts and Scripture study activities, you may need to help the children with some step or answer some question they have during class. This is not the time to be reading the material for the first time.

Cautionary Statements, Notes and Emphasis Within Lessons

- In some lessons, you will find the word "IMPORTANT" followed by a cautionary statement. These statements are designed to help you think carefully about any possible safety issues related to an activity. If you have a safety concern, seek advice from your children's ministry leader before proceeding with the activity.
- In some lessons you will find the word "NOTE" followed by a statement. These notes are designed to help you quickly see information that might be significant to the lesson or activity.
- Other text within a lesson that requires special emphasis will appear in all caps.

Managing Class Time

- Lessons are designed for ninety-minute sessions. In most lessons, the activities can last up to two hours. Work with your children's ministry leader to learn how to best adapt these lessons to your class.
- Allow sufficient time for clean-up after an activity.
- Allow sufficient time for snack during class.
- Allow time to review rules and always plan for singing.

Follow All Instructions

- During an activity, follow all the instructions in the order specified. Skipping steps or failing to follow instructions completely may cause an activity to fall short or not work at all, which could set the children up for failure.

Make a Model of the Craft

- (Mostly for 2 years through 4th grade) In the case of craft activities, it is often necessary to make an example of the craft ahead of time, so the children have a model to imitate.

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Copying Reproducible Pages

- Reproducible Pages are reusable and *must be copied prior to use*. Never cut, color, write on, or in any other way misuse an original Reproducible Page.
- When an activity calls for a number of copies for each child, we suggest making a few extra copies for the teacher, visiting children and as a back-up supply in case of mistakes.
- We also suggest making copies of all Reproducible Pages needed for the entire unit at one time. Making advance copies and storing them with the materials will help minimize costs and effort.

Materials

- In the preteen core lessons, "Good News from the Kingdom" is used to inspire the students about God and his kingdom. Please make arrangements to obtain this newsletter every week from your children's ministry leader or anyone who can get it from the World Wide Web page for the Boston Church (www.bostoncoc.org).
- We suggest a plastic tub to store the sample crafts and visuals in. They are often needed at the ends of the units for review and can also be used in the future to enhance a lesson.
- The item "large writing surface" denotes any large writing surface, such as a chalkboard in a school, a dry-erase board, poster board or chart paper. Always bring the writing utensils appropriate for the writing surface you will use.
- "White" glue refers to the kind of glue commonly used in schools and often referred to as school glue. In most activities where glue is needed, glue sticks are suitable; if not, white glue should be used.

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