

RK K.I.D.S. Team Guide

Table of Contents

Welcome to KIDS Ministry	2
Team Members: Requirements	3
RK K.I.D.S. Roles	4
Basics of K.I.D.S. Ministry	
Classes	5
Team Prayer	5
Substitutes	5
Paging a parent	5
Sign In	5
Guests	6
Dismissal	6
Restroom Procedures.....	6
Snacks	7
Curriculum	7
Classroom Care.....	7
Resource Room	7
Injured or sick child	8
Emergency Evacuation.....	8
Suspected Abuse	8
Classroom Management	9
Developmental Characteristics.....	11
Special Needs	15
Age appropriate activities	16

Welcome to RK K.I.D.S. Ministries

“And that from childhood you have known the sacred writings which are able to give you the wisdom that leads to salvation Through faith which is in Christ Jesus” 2 Timothy 3:15

The RK K.I.D.S. team is excited that you have chosen to serve God in this way. It has often been said that the battles we fight today are spiritual ones. We believe this is true, especially today. In the case of our children, their hearts are the greatest battlefield we will be fighting for. There is a great range of spiritual background represented in the children we serve. Some have never heard of Jesus; some have grown up in Christian homes, and there are many in between those extremes. The span of hurts the children are suffering from is great as well. Often, we will be unaware of what each child will experience throughout the week...we pray for the Holy Spirit to guide our words and actions because He knows and loves each child in our ministry.

It is a great honor and great responsibility that God has called us to. We do not take the position of leading children lightly. That is why we are diligent in our recruiting, interviewing, and placement process. No matter what your role is within our ministries, you are an integral part of the body as we work together to effectively minister to the children that God entrusts into our care.

It takes many people to operate large ministries such as this. Each person has an important job to do that directly affects the children. Every volunteer is vital to the success of any program we have or develop. We are excited that you are a part of the team!

Together, lets make every Sunday the most meaningful and exciting hour of our children’s week!

Thank you for serving on our team!

**Echo Kayser
Pastor of K.I.D.S. Ministry**

RK K.I.D.S. exists to *make more and better disciples of Jesus Christ and to advance His Kingdom.* We will bring children to **KNOW** Christ through age appropriate worship, teaching them to **IMITATE** and **DEDICATE** their lives to Christ as they grow in a personal relationship with Him through truth and power, learning to **SERVE** Christ as they belong to the church and as they are sent to share Him with the world.

What’s your part of fulfilling our mission as part of the RK KIDS team???

- Connect with Kids
- Teach Kids Biblical Truth
- Inspire Kids to Grow

TEAM MEMBERS

Requirements for All Team Members:

- A personal relationship with Jesus Christ, demonstrated through growth and a model of a Christ like lifestyle.
- A commitment to Risen King and RK K.I.D.S.
- An understanding and agreement with the mission and purpose of RK K.I.D.S.
- Good communication and responsible behavior
 - o Be punctual
 - o Make every effort to fulfill your commitment
 - o Communicate with your leader if you are unable to fulfill your commitment.
- Regular attendance of an age appropriate worship service
- Security: Application on file, completed background and reference checks and wearing name tag at all times in the classroom.

Leading children involves heart, motivation, skill, honor, tactfulness, awareness and lots of energy. Because we believe traits are more often “caught” than taught, leading children also means being a role model to them. It means living consistently what you teach. It will mean arriving early to greet and staying after to “high five.” It is tough, rewarding and life changing. Thanks for leading the children.

Be shepherds over the flock God has entrusted to you. Watch over it as God does: don't do this because you have to, but because you want to.

Don't do it out of greed, but out of a desire to serve.

1 Peter 5:2-6 (GWT)

Junior Leader (Grades 1-5)

- Parent must also serve in RK K.I.D.S.
- Must have a consent form signed by parent and K.I.D.S. pastor
- May serve with Toddlers through Kindergarten
- May sit on the floor and play with the children, may not pick up or hold children

Youth Leader (Grades 6-9)

- May serve without a parent
- Must have a consent form signed by parent and youth pastor
- May serve with children, toddlers and older. The children they serve must be at least 4 years younger than the youth leader.
- May sit on the floor and play with the children, but may not pick up or hold children.

R.K. K.I.D.S. Roles

Classroom Leaders are team members who serve in the classroom with children birth-6th grade and guide their students-no matter their age- one step closer to Jesus. You will lead your children through the lesson each week. The lesson will be provided to you in advance and will be in your classroom along with all of the supplies you may need each Sunday.

-Commitment: Serve every Sunday for a four month semester. At the conclusion of each semester there will be an opportunity to recommit, change your role or take a break. The semesters are January-April, May-August, and September-December.

Greeters are team members who serve at different entrance points to welcome children and parents, answer questions, and direct guests. As a greeter, you will be the first person the guests will meet on our campus. Be warm, friendly and welcoming.

-Commitment: Serve every Sunday for a four month semester. At the conclusion of each semester there will be an opportunity to recommit, change your role or take a break. The semesters are January-April, May-August, and September-December.

Worship MCs are team members who will serve to facilitate the large group portion of the morning for the 1st-6th grade.

-Commitment: Serve every Sunday for a four month semester. At the conclusion of each semester there will be an opportunity to recommit, change your role or take a break. The semesters are January-April, May-August, and September-December.

Worship A/V techs are team members who will serve to facilitate the audio and visual needs for the large group portions for the elementary and preschool services.

-Commitment: Serve every Sunday for a four month semester. At the conclusion of each semester there will be an opportunity to recommit, change your role or take a break. The semesters are January-April, May-August, and September-December.

Substitute Team members will serve in the classroom with children birth-6th grade and guide their students – no matter their age – one step closer to Jesus. You will lead your children through the lesson provided in the classroom along with all of the supplies you may need.

-Commitment: Serve when it works for your schedule. You will receive an email each week with a list of the needs for that weekend. You can see if there is a service and age group that fits you. At the conclusion of each semester is an opportunity to recommit, change your role or take a break.

Support Team members serve throughout the week supporting the ministry in a variety of ways.

-Commitment: Serve on an as needed and as available basis. The needs vary. You will receive an email with requests for help and you can see if the type of help is a fit for you and your schedule.

BASICS OF K.I.D.S. MINISTRY

Classes:

Nursery:

Babies (Birth-walking) Camel Room
Toddlers (walking-2) Duck Room

Preschool:

Two year olds: Elephant Room
Three year olds: Frog Room
Four until Kinder: Dolphin Room

*Children will promote to the Fish room in June before they start Kindergarten.

Kindergarten: Fish Room

Elementary:

1st grade: Octopus Room
2nd grade: Penguin Room
3rd and 4th grade: Starfish Room
5th and 6th grade: Turtle Room

* All children will be promoted to the next grade in June.

Team Prayer:

You are invited and encouraged to join the team for prayer each Sunday morning at 8:30 a.m. in the Whale Room. This is a time to connect with the team for prayer, encouragement, vision, information, and COFFEE!!!

Substitutes:

If you are in need of a substitute for your class, please let your leader know in advance. If you become ill, please let us know as soon as possible. We have a list of qualified individuals available to step in as needed. Consistency is important to provide security and relationships. Please make every effort to be present each week; however, we do understand that you may have work, family commitments or illnesses that can not be avoided.

Paging a parent

The paging system is in the Camel Room. If you need a parent or guardian, text the appropriate person (these numbers are posted in the classroom) the number you need and they will page a parent. Please don't forget to let someone know when the situation is resolved so the number can be deleted.

Sign In

One team member **greet all parents and children at the door**, while the other team members are playing and interacting with the children. This is a very important piece for parents to feel comfortable about where they are leaving their children.

- Birth-Kinder
 - Parents must sign all children into the classroom. Record location of parent if they will be anywhere other than in the Worship Center.
 - Guests fill out Welcome Card
 - Assign a tag number to each child and make sure the number is recorded on the sign-in sheet
 - Clip tag number on child or diaper bag and give corresponding tag to the parent.
 - Parents must return their child's tag when they pick up their child.
 - Ask parents if there are any special considerations for the child, i.e.. food allergies, diapering instructions, etc.
- 1st-6th
 - Children may sign themselves in on the attendance sheet
 - Guests fill out Welcome Card

Guests

Each family should be asked to complete a Welcome card on their 1st and 2nd visit. These cards are located on the cabinet near the attendance sheet. When a family completes this card the child will receive a special welcome card and a gift from RK K.I.D.S. This makes our guest feel at home and more likely to return.

Please respect how difficult it can be for a child to attend class for the first time and make a special effort to help each child feel comfortable and make friends. It works well to ask one of your “regulars” to buddy up with a guest for the day to help show them the routine and ensures they’re not left out.

Dismissal

- **One team member says goodbye to all parents and children at the door** while the other team members continue playing and interacting with the children. Check to make sure that each child has all of their belonging, papers, and crafts.
 - **Birth-Kinder:** Each child must be picked by an adult that has possession of the matching number tag. Siblings over age 16 may pick up if they have the tag and parent permission. Please make it a habit of asking for tags and making sure they match.
 - **1st and 2nd:** Each child **MUST** be picked up by their parent or a sibling over age 12. The only exception is if their parent is serving somewhere on campus and has made prior arrangements with the teacher for their child to meet them somewhere else. Please make a note of these exceptions on the attendance sheet.
 - **3rd-6th:** Each child must be picked up by their parent unless prior arrangements have been made for them to be released without a parent. These arrangements need to be made by an adult (not a child informing the teacher of what the adult has said). Please make a note of these exceptions on the attendance sheet.
 - Feel free to use your own judgment with these policies in mind.
WHEN IN DOUBT – DON’T LET THEM OUT!! Always err on the side of safety.

Restroom Procedures

- **Diapering:**
 - Adult females will change diapers. Men and Jr. Volunteers should not take on this task for their own protection.
 - Never change a diaper without another team member in the room.
 - Use the child’s own diapers and wipes. If they didn’t bring any, use what we have stocked in the diaper changing stations (families often have preferences and would prefer to use their own).
 - Do not change a diaper of a child 2 years old or older; call a parent (this policy is in place to respect the child as he/she begins to be embarrassed and more aware of modesty).
- **Taking a child to the Bathroom:**
 - Adult females will walk children to the bathroom. Men and Jr. Volunteers should not take on this task for their own protection.
 - Prop open the outside door to the restroom.
 - The child must be able to use the restroom without assistance (if needed page a parent).
 - Team members must remain outside the restroom stall.
 - Do not leave a child unattended in the restroom.
- **1st-6th grade children** may go the restroom with a buddy. A team member should be very aware of the child’s location and how long they have been gone. If the child(ren) do not return promptly, an adult must check on them by calling into the bathroom while standing outside.

Snacks

- Babies and Toddlers: Cheerios and Puffs are provided in the classroom cabinets. **Always check for allergies or restrictions!**
- Two's-Kinder: Pretzels are provided in the classroom cabinets. Check instructions from parents and notes regarding allergies.
- 1st-6th grade: We do not regularly have snacks in these classrooms due to the short amount of time we have with the kids. The children don't need a snack which could take time away from the other important activities we want to accomplish. However, if a team member would like pretzels provided in the classroom, let the leader know and we will make sure your cabinet is stocked.
- Special treats: Team members are more than welcome to bring in special snacks to enhance the lesson, celebrate or reward. **Always check for allergies or restrictions!**

Curriculum

- Each team member will receive a packet of curriculum. There is also a copy in each classroom. Our intent is to make your time in the classroom as smooth as possible with as little prep. However, you have the freedom to change, tweak or add to the lesson as needed or desired, with the guideline that the lesson and the verse are presented in an age appropriate way. Be creative!!
- As children arrive in the classroom, direct them to one of the activity centers and do your best to partner them with another student or team member to help them feel more comfortable.
- The time for parents to arrive for pick up often varies. We suggest that you plan to finish your lesson by the end of service (10:30 or 12:30) but have a game or two ready to play during the pick up process. There are several suggestions in the resource section of this guide.

Classroom Care:

We will work together to keep each classroom space safe, tidy, and inviting.

- Thermostat: Always leave the thermostat ON—the programmed settings will only work with the thermostat left ON
- Windows: Feel free to open windows for some fresh air or to help regulate the temperature—make sure you close the windows before leaving the classroom!
- Lights: Be aware that the light switches control other classrooms. Please leave the lights ON. The person responsible for locking up will turn off the lights.
- Cleaning: A janitor will come through and take care of floors and garbage. It is our responsibility to wipe down tables, pick up toys and supplies, and any other cleaning necessary.
- Decorating: Feel free to decorate and set up as you desire to enhance the season or the current theme. Please keep in mind that there are other classes and ministries using the classroom. Communicate with your leader to double check that your plans will work with everything else that takes place in the room. When decorating for holidays, please choose décor that demonstrates the true reason for the season...i.e. at Christmas lean more toward nativity scenes and winter décor rather than Santa and presents, at Easter enhance the cross and the tomb rather than eggs and bunnies.

Resource Room: Our Resource Room is located below the lobby of the Worship Center. The door is unlocked during services. There is a wide variety of craft supplies, games, prizes, props, and general supplies in this room. Please take advantage of these supplies while helping to maintain order in the room by returning items to their original locations and making a note if you have used the last of an item. If you need something that is not in the storage room, please let your leader know.

Injured or Sick Child

- Never give a child any medications such as pain relievers, cough drops, etc.
- Do not accept obviously sick children into the classroom. Fever, rash, hives, and nausea are some examples of reasons to ask a parent to keep their child with them. An idea of how to phrase this request would be: *"In order to protect the other children from infection we have a policy asking you to keep your child with you as a precaution."*
- If a child is sick in your classroom, separate him/her and have the director page the parents.
- If an injury occurs, please use rubber gloves for handling situations that involve bodily fluids! Try to limit the child's movement until the parents arrive to assess the situation.
- Small cuts and abrasions should be cleaned with water and covered with a Band-Aid. First aid kits can be found in every room.
- If a major injury occurs; **call 911**. Comfort the child as best as possible but do not try to move them.

Emergency Evacuation

- Line children up at the door and calmly walk to the prayer path so that you are away from the buildings.
- Before evacuating your room, take a head count and take the attendance sheet with you.
- When you have reached the evacuation area, away from the building, take roll and make sure all children are accounted for.
- If parents come to the evacuation area do not release the child without asking for the child's number tag and have parents sign the child out.
- **Remember that these children are your responsibility.**
- **Always know how many children are in your care!!!**

Suspected Abuse

If a child should divulge alarming information or show physical signs of abuse you should:

- Contact the Children's Pastor immediately, but not in front of the student(s) or anyone else.
- Do not further question the student
- Never confide in fellow workers or students
- Never lift or remove clothing
- Never question the parent
- Make sure a Suspect Abuse form is filled out before you leave
- Be confident that a pastor will oversee the situation from that point on. You will not be involved further unless the pastor feels he needs more information.
- If you notice anything further in the weeks to come, please report it to the Children's Pastor. Better safe than sorry!

CLASSROOM MANAGEMENT

A major focus in our discipline is to establish a warm and safe classroom environment. If it is chaotic, the anxiety level goes up, the children begin to “act out” and effective teaching and nurturing goes “out the window!” A predictable environment, with consistent expectations, promotes security and a sense of stability for all: teachers, parents, and children.

*“All discipline for the moment seems not to be joyful, but sorrowful;
yet to those who have been trained by it, afterwards it yields peaceful fruit of righteousness.”*
Hebrews 12:11

The best defense is a good offense!!! Here are some tips to help you avoid behavior problems in the classroom:

Three Keys to Success:

- Pray: Commit your class to God and ask for the Holy Spirit’s guidance, wisdom, creativity and energy
- Prepare: Be sure that you know and understand the lesson and the activities
- Prompt: Be in your classroom and ready to receive your first child **15 minutes before the service begins**. Guests often arrive early! It is a poor representation of who we are when the team member is not ready to receive the families and causes guests to feel uncomfortable and anxious.

Have a routine: Children respond well to routine and knowing what to expect.

Keep moving: Each activity should continue for a short amount of time and then transition to another activity. The younger the children, the shorter their attention span, and therefore, the shorter amount of time for each activity. Change the location and position of the students as you change activities: For example: 10 min. play time on the carpet, 10 min. craft time at the tables, 10 min. game time standing up, 10 min. snack time at the tables...etc.

- Teaching strategies:
 - Centers: set up 2-4 centers in the classroom allowing children to pick a center and move freely between the activities. This strategy often works best with 2 and 3 year olds but can be a helpful tool in classes up through elementary.
 - Rotations: set up 2-4 centers in the classroom. Split the class into groups and direct the groups which center to go to and when to rotate to the next. You can have each team member assigned to a center, leaving 1 or 2 centers children can do independently. This method works well with Kinder and older, but can be useful with the preschoolers as well.

Discipldollars: Discipldollars are a tool to motivate the elementary children toward participation and good behavior. During the services place check marks next to each child’s name under the date for attendance, bringing their Bible, bringing a friend, reciting a memory verse, or other behaviors that you wish to promote in your class. At the end of each semester we will have a big party. One of the stations at the party is a store. Each child will be given Discipldollars for each checkmark and given the opportunity to make purchases at the store.

Special Spot: Decide before the service begins a seat that will have the opportunity to win the “special spot award.” Remind the kids during class what behaviors could earn them the award and that any one could be in the spot. At the end of class, announce who was sitting in the “special spot” and hand out the special prize (there’s a tote of prizes in your cabinet) if the child earned it.

Good communication between team members: Communicate with the other team members in order to transition well and note what would be the most helpful task. Sometimes one team member needs to give all focus on one challenging child while the other team member continues with the lesson. Having one team member sit next to a disruptive child will often stop the behavior.

Sometimes we still need a defense.

Here are some tips to help when behavior problems arise:

- Redirect: For example: if a child is playing at the train table and is having a hard time sharing you can move them to another area of the classroom until they are ready to share and be a good friend.
- Give motivation: For example: if a child is being distracting during the lesson time you can let them know that if they can participate and not distract during the lesson they can be the helper during the next activity.
- Give responsibility: Asking a disruptive child to be a helper in some way will give the child a reason to have good behavior.
- Give positive reinforcement: Praise good behavior, participation and qualities of being a “good friend.” The children will notice that the focus is on those who are displaying good behavior and not focused on the negative. For example, “I love how _____ is sitting quietly.” Or “Thank you, _____, for raising your hand.”
- Call a leader: If you continue to have problems with a child, call in a leader. There are numbers posted in the classrooms for you to call or text if you need help. We do not have a lot of time with these children each week. We want to make the most of it for all children. If one child is distracting and taking the focus off the lesson we may lose others in the classroom.

Developmental Characteristics

Children develop at different rates and in different ways. Although each child is different and must be treated as unique individuals, there are general characteristics that run true. This is helpful for teachers, because methods have been developed that focus on these areas. These methods are proven to be more effective in teaching.

Nothing can be more frustrating to a person than feeling totally unprepared for what to expect of the children you minister. It is equally as frustrating to the child who is expected to behave or react to something when he/she has no idea what is going on. Listed below are different age groups and characteristics common to the group and some teaching tips for each.

Nursery (birth to walking)

- Only concerned with their own needs being satisfied
- Responds to gentleness, love, holding, singing
- He/she laughs, smiles, cries, accepts, rejects
- At about six months he/she begins to be shy and cry around strangers
- Puts everything into his/her mouth
- Explores with his/her muscles (banging toys, etc.)
- Begins to establish “opinions” about God
- Begins to understand “trust”

Teaching Tip

- Promptly and regularly meet the baby’s signs of discomfort.
- Provide a calm and pleasant environment.
- Verbalize to them on a regular basis in a gentle and pleasant tone.
- Smile at them often.
- Verbalize Bible truths often such as “God made the flower, God made the trees”, etc.

Toddlers (walking to two years old)

- Selfish
- Enjoys new freedom of movement and wants to be free to be an individual
- Has little sense of future, only now
- Wants attention; talking, holding, friendship
- Curious
- Doesn’t understand sharing and shouldn’t be expected to
- Views things and people as equal
- Easily distracted/frightened
- Moves from one toy or activity to another rapidly
- Enjoys games such as “hide and seek” and “peek-a-boo”
- Becomes increasingly aware of his/her feelings and also others
- Tests barriers or limits
- Language is becoming more valuable

Teaching Tip

- Provide a safe environment where the child is able to move about freely.
- Provide activities that utilize their small motor skills.
- Change pace frequently using a variety of brief activities.
- Repeat the story frequently.
- Love unconditionally.
- Verbalize Bible truths often such as “God made the flower, God made the trees”, etc.

General preschool (common with 2-5 year olds)

- Eager to do and learn
- Wants to touch, taste, smell, watch, etc.
- Must move around
- Enjoys quiet times of listening to stories
- Likes to talk and feels that his/her talking is more important than yours
- Great physical development advances
- Very curious, many questions asked
- Adventurous
- Tendency toward emotionalism

Two and three years old

- Aware of whom he/she is
- Uses “no” as an expression of independence
- Parallel play (side by side) with others
- Just learning to share
- May or may not like to be cuddled
- Likes to have a routine
- Large muscles developing, very active
- Likes to help and be talked to

Teaching Tip

- Plan for freedom of movement.
- Use simple finger fun and activity songs for stretching, jumping, and clapping.
- Use literal, simple stories with no symbolism.
- Be brief and use pictures or flannel graph figures often.
- Teachers need to be kind and patient.
- The child’s learning about God is dependent on not only what people say but also what people show about God.

Four and five years old

- A “stormy” age
- Uses words and actions to show dislike of people and things
- Less apt to punch or kick
- May have imaginary friends
- Likes to pretend about anything
- Begins to feel “big” or “old”

- Better control of large muscles
- Short attention span (20 minutes)
- Knows how to share
- Learning right from wrong
- Loves to hear stories
- Still a concrete thinker– not ready for symbolism
- Conformity comes easily
- Still self-centered but moving from “me” to “we” concepts

Teaching Tips

- Use large teaching pictures to reinforce basic concepts.
- Set realistic limits and emphasize the behavior you desire.
- Provide opportunities for group singing, prayer, and conversation.
- Make eye contact often, listen carefully to the child, smile and show that the child is special to you.
- Because the child still thinks literally and physically, avoid the use of symbolic words, such as “born-again”, “open your heart”, or “fisher’s of men”.

First through third grade

- Interested in action
- Dramatizes - learns from acting out parts of the story
- Imaginative
- Good at memorizing
- Likes group activities
- Asks questions because he/she wants answers
- Loves personal attention from teacher and needs it
- Reads simple passages from the Bible by themselves
- Interest spans 7-15 minutes (variable)
- Appreciates Bible as a special book
- Likes to retell Bible stories and play them
- Is developing power to reason
- Thoughts are concrete – beginning to comprehend abstracts

Teaching Tips

- Seek opportunities to help each child in your class know and feel your love for them.
- Learn children’s names and use them frequently in positive ways.
- Consider the skill and ability levels of the children in planning activities.
- The Gospel becomes real as children feel love from adults.
- Make your class a safe place to be.
- Encourage them to look up information and discover their own answers to problems.
- Encourage children to use their Bibles by finding and reading portions of Scripture.

Fourth through sixth grade

- Strong, healthy, active
- Likes the outdoors
- Need 10-10 1/2 hours of sleep

- Slow growth period, a few girls reach puberty
- Reads well
- Memorizes easily
- Collects things and facts
- Great curiosity
- Has reasoning ability
- Acquires more information than he/she understands
- Dislikes outward expression of affection
- Enjoys slapstick humor
- Is developing a value system
- Slowly developing a control of emotions (slower for girls)
- Healthy respect for authority
- Hero worshiper
- Demands justice or fairness
- Indifferent or antagonistic to opposite sex
- Talkative at times
- Competitive spirit
- Enjoys teamwork
- Does not want to show emotions
- Has questions and accepts adult answers
- Ideals are being formed
- The potential for a longer attention span

Teaching Tips

- The changes of emotions require patient understanding from adults.
- It is helpful to provide opportunities for children to make choices and decisions based on Biblical concepts.
- Play, prayer, Bible reading, worship experiences, and activities

Ministering to Children with Special Needs

Here are a few first steps to take when interacting with a child with special needs:

1. Communicate with the families. There are cards available in your cabinet for you to ask the family to complete to aid you in your understanding of the child.
2. Ask another child in your class to be their buddy for the day.
3. Let a leader know if you feel that a specific child needs more with either an aide or another class that may be a better fit.

Here are a few characteristics and helpful hints for specific disabilities:

Students with Developmental Disabilities

--Routine and stability are very important.

Students with Visual Impairments

--If you are using visual aids, make sure that they are clear and uncluttered.

--Address the student by name and give clear explanations whenever an activity changes or students are moving around.

--Ask the parents how the non-disabled kids can be guides or special helpers.

--If a guide dog will be present, explain guide dog etiquette to the students. The guide dog is a work dog and not a play dog. Perhaps the visually impaired child can help instruct the other students.

Students with Physical Handicaps

--Become familiar with any special equipment, such as wheelchairs and/or braces. Help the students in your class understand the use of the equipment and the need to respect and care for it.

--Train students to graciously and sensitively assist with physical tasks beyond your student's capacity. Assign a student to be a helper.

--Service dogs are often used to assist physically disabled persons. Ask the child or the parent to explain service dog etiquette to the class.

Students with Speech Disorders

--Be sincere in your apologies for not understanding and in your attempts to find a successful means of communication.

--Never pretend to understand. Ask the child to repeat a statement or tell you in a different way. Perhaps the child can draw a picture or act it out.

Students with Emotional Disorders

--Be loving, but be firm.

--Plan for success. Encourage the student with praise for even the smallest accomplishment and provide opportunities for him/her to demonstrate his/her areas of competence.

--Ask the parents to explain the behavioral interventions and discipline plan used at home and school. Be sure that you and your team implement the same interventions and plan.

--Be consistent. Be consistent with praise and encouragement as well with discipline.

Ice Breakers, Games, and Activities

These are just a few games and ideas to get your creative juices flowing. Many can be tweaked and changed to create a host of other games and activities. Have fun!

Babies and Toddlers

- **Color**
 - Pull out the crayons and paper and help the children color
- **Read Stories**
 - Babies love to be read to.
- **Animal sounds**
 - Cow, Sheep, Chicken.....
- **Peek-a-boo**
 - You hide and then help the baby hide
- **Hide and Go Seek:**
 - *Take turns being "it"*
- **Wiggles out**
 - I'm gonna (action 3x: shake, hop, jump, run, tip-toe.....) my wiggles out, (action, action, action) my wiggles out, (action, action, action) my wiggles out and wiggle my waggles away.
 - Do the action while you're singing and keeping changing the action...let the kids pick sometimes.
- **Body Parts**
 - Where's your.....?
- **Exercises**
 - Run and touch the wall and then run back to me
 - Chase each other
 - Hop
 - Etc.
- **Make a sandwich**
 - Hold the baby with legs straight out in front of them. Pretend that your legs are the bottom piece of bread. Pretend to put different foods on your sandwich, some real ideas for a sandwich and some silly, stretch up tall and pretend your arms are the top piece of bread, squish the sandwich down and eat it all up.
- **Sing songs**(there's a million of them, but here are a few ideas to start with)
 - 5 little monkeys swinging in the tree, teasing mister alligator(make teasing faces), can't catch me, can't catch me, along came mister alligator(whisper and squirm your hands together, quiet as can be, SNAP(clap your hands together) that monkey out of that tree....4 little monkeys, etc., etc.
 - Jesus loves me, this I know, for the Bible tells me so, little ones to him belong, they are weak but he is strong. Yes, Jesus loves me, yes, Jesus loves me, yes, Jesus loves me, and the Bible tells me so. (kids love motions-see if you can remember them or make them up☺)

- Little Bunny Foo Foo hopping through the forest scooping up the field mice and popping them on the head. Down came the fairy and the fairy said “Little Bunny Foo Foo I don’t want to see you scooping up the field mice and popping them on the head. I’ll give you 3 chances and if you don’t listen, I’ll turn you into a goon.” So the next day, Little Bunny Foo Foo

Three-Kindergarten

- **Colors and Body Parts:**
 - Go put your (ear, chin, back, elbow....) on something (color)
- **Clothes and action:**
 - If you are wearing (color) then (action: jump, touch your toes, lay down....)
- **Physical characteristics stand up or sit down**
 - If you have (brown eyes, long hair, two thumbs....) then (sit down, stand up, lay down, jump up, crouch down.....)
- **Ting-a-ling**
 - Have everyone sit in a circle and start patting their knees...sing:
 - *I am a circus clown and my name is Ting-a-ling watch (name) do a special trick while in the circus ring.*
 - Whoever’s turn it is does a “trick” in the middle of the circle, then you start over until everyone has a turn or two or three
- **Hokey-Pokey:**
 - *You put your (body part) in, you take your(body part), you put your (body part) in and you shake it all about, you do the hokey pokey and you turn yourself around, that’s what it’s all about. You do the ho-okey pokey; you do the ho-okey pokey, that’s what it’s all about. Hey!*
- **Wiggles out**
 - I’m gonna (action 3x: shake, hop, jump, run, tip-toe.....) my wiggles out, (action, action, action) my wiggles out, (action, action, action) my wiggles out and wiggle my waggles away.
 - Do the actions while you’re singing and keeping changing the action...let the kids pick sometimes.
- **I spy with my little eye**
 - Give clues about something that you can see in the room until a kid guesses it, then it’s their turn.
- **Make a sandwich**
 - Have everyone sit with their legs straight out in front of them. Pretend that your legs are the bottom piece of bread. Have the children give ideas of what they like on sandwiches and then pretend to put it on your sandwich, when everyone has given an idea or two or three, stretch up tall and pretend your arms are the top piece of bread, squish the sandwich down and eat it all up.

- **Sing songs**(there's a million of them, but here are a few ideas to start with)
 - 5 little monkeys swinging in the tree, teasing mister alligator(make teasing faces), can't catch me, can't catch me, along came mister alligator(whisper and squirm your hands together, quiet as can be, SNAP(clap your hands together) that monkey out of that tree....4 little monkeys, etc., etc.
 - Jesus loves me, this I know, for the Bible tells me so, little ones to him belong, they are weak but he is strong. Yes, Jesus loves me, yes, Jesus loves me, yes, Jesus loves me, the Bible tells me so. (kids love motions-see if you can remember them or make them up☺)
 - Father Abraham had many sons, many sons had Father Abraham, and I am one of them and so are you, so lets all praise the Lord
 - After each verse say right arm and move your right arm, after the next verse say right arm, left arm and move both....keep going until you get to right arm, left arm, right leg, left leg, nod your head, turn around, sit down.

1st-6th Grade

Forming Groups

1. Have kids pick numbers when they arrive. All kids with the same number sit together.
2. Give kids parts of a scripture verse. Kids must find their group by putting the verse together.
3. Put kids together according to what month their birthday is in. If there are one or two all alone, combine them with another group.

Question of the Day

Tape a large sheet of newsprint to the wall and write the name of each child along the top. Each week post "The Question of the Day" beside the newsprint and have students write their answers below their name. Kids can read the responses from their classmates and learn about them. Example questions are What is your favorite color? How many people are in your family? What school do you attend? What sports do you play?

Jelly Beans

Give each child a plastic bag of jelly beans. Instruct the kids that they have five minutes to trade jelly beans so that they have only one color in their bag.

I, Me, or Mine(best with upper elementary age groups)

Each child needs a plastic bag with ten dried beans. Ask students to visit each other by asking certain questions: Who do you look like in your family? Whose craft does this belong to? Where do you live? Do you have a pet? If someone is caught using the words I, me, or mine, they must give up a bean. The person left with the most beans is the winner.

Word Scramble

You will need construction paper, tape, and markers.

Write each word of the memory verse on a separate piece of construction paper. Give each child a word from the verse and tape it to their chests. The object is for the kids to line up in the correct order of the verse. Variation: Have the kids form a circle with everyone facing in. Scramble up the order of the verse so it is not in order. Have the person with the beginning word of the verse say his word and then throw a beach ball or nerf ball to the person with the next word who then says his word and throws it to the person who has the third word. Continue this process until you have gone through the entire verse and then repeat until kids can go through the whole verse quickly.

Twenty Questions

Think of a character in the Bible, or a person, place, or thing related to a recent story. Have students ask questions that can be answered with a yes or no. Allow twenty questions to be asked and then call for a guess. The person who guesses correctly may facilitate the next round.

Alphabet Game

Divide the class into teams of three, four, or five. Pick a letter from the alphabet. Teams write down all the Bible people and places they can think of that begin with that letter. Give the kids several minutes to come up with their words. Have kids share their words. If another team has the same word, they must cross that off their list and so must the other team(s). Whichever team has the most original words wins.

Disciple Jumble

Arrange chairs in a circle, one chair for each child except one. Have kids sit down in each chair. The child who has no seat stands in the middle of the circle. Give each child the name of a disciple. Three or four kids should have the same name. The child in the middle calls out a name and all of the kids who have that name must get up and change seats while the person in the middle must find a seat. The person left standing is now it. A child cannot go back to his original seat. If the person in the middle calls out "Disciple Jumble" everyone must change seats. This can also be playing using fruits or certain Bible characters. Be creative.

Sword Drills

Have kids bring their Bibles. Call out a certain verse reference that they are familiar with or have studied. The student who finds the verse first gets to read the verse. Wait till all kids have found the verse. Make sure they know how to use the Bible before playing this game.

Books of the Bible

Make cards with the name of each book in the Bible written on a card. Have students divide cards into New Testament and Old Testament. Then divide students into two teams. Each team has a Testament in which to put the books in order. Then mix up the cards and have teams switch Testaments.

Bible Verse Musical Chairs

Set chairs up in an outward facing circle. Have a chair for everyone. Tape a piece of paper on the reciting chair to distinguish I from the others. Play music...when the music stops, children scramble for chair. The child in the "special chair" recites the weekly Bible verse. Repeat.

The Colors of Life

Take a bag of M&M's and tell everyone to grab a handful...or you don't have to specify to make it funny! Assign a different meaning to each color, blue= family, green=school, yellow=friends...and however many they have in their hands, that is how many facts they have to tell. They may also eat them either after the game or directly after they say their fact. (It's kind of funny when someone says, "Blue...I have two sisters.", then eats the M&M. "Yellow...my best friend's name is Sue.", and eats the M&M.)

Musical Hand Shake

Have the kids begin by going around and shaking other children's hands while the music is playing. Have an adult leader stop the music. When the music stops all the children should be paired up. The adult will shout out a question and each pair of children will introduce themselves to each other and answer the question. "Hello my name is _____ and my favorite _____ is _____." The question could be: What is your favorite color? What is your favorite subject in school? What is your favorite TV show? Food? etc. Ask a different question each time the music stops. Encourage the children to find someone new each time the music stops. At the end of the game ask what they found out about each other; who did they have the same answer as, etc.

Circle Time Toss

We all sit in a circle and gently toss a small item (like a Koosh-ball, inflatable globe, or roll a small car, etc.) to each other. The one who catches the item tells a little about themselves from an ice-breaker type of question that's related to the lesson. For example, if the lesson is about the gift of heaven, I toss a small 'present' to one of the children and ask them what they really wanted for Christmas. Some will say they got something they really wanted, but aren't that thrilled about it now; some may say they didn't get what they wanted and were disappointed. It's a great way to say that heaven is a gift you'll never get tired with or be disappointed about. Even the children who have a short attention span, or tend to get disruptive, like this activity.

On A Roll

Pass around a roll of toilet paper with this instruction: "Each person should take as much as he/she thinks he/she needs." Do not give any more direction than that. After every person has taken whatever amount of toilet paper they think they might need, the game goes on...for every sheet of toilet paper, the person must relate one fact about them (i.e. I have a sister named Sue). It is really funny when someone takes a lot of toilet paper.