



**Cicero Christian Church
Children's Ministry
Volunteer Handbook**

For Cicero Christian Church

8/01/05

*"Train a child in the way he should go, and when he is old he will not turn from it."
Proverbs 22:6*

Dear Friend of Children,

Welcome to CCC Children's Ministries. We are thrilled that you are considering joining our team as we minister with children. We say minister "with" children as we believe that we learn from children as we teach them. Christ used children as an example of those who have faith.

At that time the disciples came to Jesus and asked, "Who is the greatest in the kingdom of Heaven?" He called a little child and had him stand among them. And he said: "I tell you the truth, unless you change and become like little children, you will never enter the kingdom of heaven. Therefore, whoever humbles himself like this child is the greatest in the kingdom of heaven. And whoever welcomes a little child like this in my name welcomes me."
Matthew 18:1-5

This belief challenges us to be growing in our relationship with Christ as we grow in our relationship with the children; ultimately hoping to assist the child with entering into a personal relationship with Jesus Christ. You will find there are many opportunities for ministry with children. This ministry is based on relationships. We want children to grow in their relationship with God and His Word. In addition, we believe that children learn in relationship with other children and adults. The children you work with will look to you as a role model. You will have many opportunities to share examples from your own walk with God.

We recognize that you and those volunteers who serve with you are the foundation of a successful ministry to children. That is why we are diligent in our recruiting, interviewing and placement process. No matter what your role is within this ministry, you are an integral part of the Body as we work together to effectively minister to the children that God entrusts to our care.

It is our prayer that every individual who expresses a desire to work in the Children's Ministry does so with prayerful consideration and with an attitude of joy. It is the responsibility of Cicero Christian Church to encourage that desire by providing proper training, appropriate facilities and materials and a safe, secure and loving environment for children.

This manual is designed to introduce you to His ministry with children. It should provide you with a clear understanding of our philosophy and structure of this ministry. The policies and procedures, which help govern this ministry, are designed to safeguard all individuals involved in the CCC Children's Ministries.

We hope you decide to join the CCC Children's Ministries' team. You can look forward to many opportunities for personal growth and fulfillment as we minister together.

All because of Him,

Pastor of CCC Children's Ministries

Section I

The Recruitment and Role of the Volunteer

Introduction

Thank you for your interest in becoming a CCC Children's Ministries' volunteer. The CCC Children's Ministries' Volunteer Handbook has been designed to assist each prospective volunteer through the process of becoming a volunteer, and also to enable each person completing the volunteer process to have confidence, enjoyment and satisfaction in his or her role as caregiver and teacher. Not only will you understand more of the dynamics of this ministry you will also understand the importance of your compliance with its policies and procedures. There's no doubt that we all want to love and nurture God's little ones. With that said, however, we must also recognize the immense responsibility of providing an environment that is both safe and secure. Cicero Christian Church is committed to always doing our very best in this area. This handbook provides the foundation for this commitment.

Regarding the comprehensive nature of this handbook, you will find several sections for your review. First, for prospective volunteers, you will be introduced to the process of becoming a volunteer, the dynamics of this ministry and the volunteer's role, including job descriptions. Second, you will be introduced to the CCC Children's Ministries' policies and procedures. The third section is an appendix, which warehouses forms, reference materials and other miscellaneous information. Although this handbook has been designed to include the appropriate safeguards for our children and volunteers, it has also been written with all other church parties in mind - the parents, the congregation, visitors and the leadership of Cicero Christian Church.

As we move forward with our review, you will need to know a couple of things about this handbook. First, we use abbreviations in this handbook. They are:

C4M = CCC Children's Ministries
CMA = Children's Ministry Assistant
CM = Children's Minister
CCC = Cicero Christian Church

Second, the term "parents" is used in this handbook to mean anyone who is legally responsible for a child. We recognize that other terms may also be appropriate, but for the sake of simplicity, we have chosen to use the term "parents".

May God bless you for choosing this ministry, and may He prepare your heart and mind to retain the important information in this handbook.

How Do I Become A CCC Children's Ministries Volunteer?

Serving in CCC Children's Ministries is one of the most rewarding aspects of Christian Ministry. By your example and teachings, children have an opportunity to see Christ's example first hand. You're helping children build a biblical foundation for their lives - one that will provide the principles to live in love and in a personal relationship with Jesus Christ. At Cicero Christian Church we hope to make the process of becoming a volunteer easy. Here's what you need to do:

- Make your desire known to the CMA or CM. Your desire will also be made known to the C4M team, ministers and elders.
- After speaking to the CMA or CM, agree to review the C4M Volunteer Handbook and complete the application. In order to determine suitability, the application will ask personal and Spiritual information, and will request references and authorization for a Criminal background checks.
- After reviewing the volunteer handbook, agree to meet with the Children's Minister, CMA, or both to discuss your application, your relationship with Jesus, your personal background and any questions you might have.
- While we are waiting for the processing of your background check and reference check, agree to observe in the classroom. You will be assigned a mentor to assist you in familiarizing yourself with the "operation". Please feel free to observe many age groups. You can also expect a tour of the facility and a follow up call.
- Once the above steps have been completed, you can look forward to your classroom placement.

CCC Children's Ministries Overview

What We Do

The CCC Children's Ministries provides care and teaching for children ages birth through fifth grade. Sunday morning classes are available at the same time as the adult service. We also support and participate in various other programs and activities during the year, i.e., Christmas Celebration, Vacation Bible School, Christmas and Easter musical special programs, socials, and summer camp.

Our Vision

Our vision is to foster within each child the desire to love and glorify God and enter into a personal relationship with Jesus Christ.

Our Goals

1. To provide a safe, secure and loving environment for children to participate in and where parents feel comfortable leaving their children.
2. To help children feel a warm sense of belonging to their church family and to ensure each child feels welcomed and wanted.
3. For each child to know that God is real and that a personal relationship with Him gives meaning to life.
4. To aid each child in accepting Jesus Christ and developing a personal relationship with Him.
5. To help each child commit to a lifestyle that is built on his/her relationship with Jesus Christ.
6. To help each child understand that God's Word, the Bible, is relevant, and growth in Bible knowledge results in positive changes in attitudes, actions and lifestyle.
7. To help the child grow in his/her relationships with other believers.
8. To equip children with the confidence and tools needed to witness and lead others to Jesus Christ.
9. To provide children the opportunity and direction to participate in ministry.
10. To support families in their responsibility for the spiritual nurturing and growth of their child.
11. To provide godly men and women who are adequately trained to serve as positive role models while they minister with children.
12. To support and compliment other ministries of Cicero Christian Church.

Our Expectations of You

1. To love and nurture children in a safe and secure environment.
2. To desire to teach children a biblically based doctrine.
3. To desire to be a contributing member of a dynamic ministry team.
4. To be spiritually mature and stable.
5. To demonstrate an ability to get along with people.
6. To have a general knowledge of children's characteristics.
7. To have an ability to use discretion and diplomacy with parents.
8. To be willing to learn and follow the C4M's policies and procedures.
9. To be willing to attend C4M meetings, training sessions, enrichment programs, etc.
10. To be faithful in attendance.
11. To be willing to support the programs, ministries, beliefs and philosophies of CCC.

Benefits To You

1. You will grow in spiritual wisdom and strength as you prepare weekly for this ministry.
2. You will feel the personal satisfaction of knowing you have done your best to share the love of Christ with another person.
3. You will experience the joy of seeing children discover Jesus Christ and grow in their faith.
4. You will make an eternal investment by helping your students assimilate biblical truth into their lives and grow in their relationship with Jesus Christ.
5. You will grow in your relationship with Jesus Christ, your teaching team and your students.

Our Commitment To You

1. To seek out those individuals who are committed to serving Christ by ministering to children.
2. To provide our volunteers with adequate training, equipping them in their role as teachers.
3. To provide adequate facilities, materials and curriculum and to keep these items in good order.
4. To support each teacher in prayer and by providing adequate supervision and assistance.
5. To provide each teacher with our vision of ministry, a job description for their teaching role, and a volunteer handbook.

Volunteer Job Description

The C4M is comprised of many dedicated individuals who have chosen to share their God-given talents with our children. These individuals function both in their individual role and in a team role. Understanding our ministry role is critical to the success of this ministry area. The following job descriptions will acquaint you with the various roles operating within this ministry. By reviewing all of the roles, you will better understand the dynamics behind this operation. Each role has a specific purpose and a list of responsibilities. Please be assured that all roles share in equal importance regardless of their visibility to the congregation.

All CCC Children's Ministries Volunteers

- I. Purpose
 - A. To participate with a team of teachers and volunteers in ministering to children ages birth through fifth grade.
 - B. To encourage a positive learning environment in your class.
 - C. To help children grow in their relationship with God, teachers and other children.

- II. Responsibilities
 - A. To arrive a minimum of 15 minutes prior to class time.
 - B. To participate in Sunday mornings by:
 1. Praying with your team.
 2. Greeting the children and their families.
 3. Getting the children involved in all activities.
 4. Setting up and cleaning up your classroom.
 5. Greeting visitors and their families and getting contact information to Ben or JaNell.
 - C. To grow in your skills by participating in all classroom activities.
 - D. To recruit volunteers.
 - E. To encourage and pray for the members of the C4M, ministers and staff, and church leadership on a regular basis.
 - F. To report inventory needs to the CMA.
 - G. To obtain a replacement when you are unable to perform your responsibilities and notify the CMA, or CM of your replacement.
 - H. To get to know the children and families and pray for them on a regular basis.

Infant Nursery Policies and Procedures In Noah's Park

- I. Responsibilities
 - A. Participate on Sunday mornings by:
 1. You are responsible to arrive 15 minutes before the start of your service.
 2. Place supplies (i.e. diaper bag, bottles, blankets, etc.) in the cubbies in their rooms.
 3. Check diapers for wetness. After changing the child's diaper, the diaper must be placed in the pail.
 4. Wash hands after every diaper change and before every feeding.
 5. All shelves, counter tops and changing area are to be disinfected at the end of each service.
 6. To disinfect toys, place 1-ounce of chlorine bleach in a sink full of hot water. Place a few toys in the water at a time, let them soak for a couple of minutes and then let air dry. **BE SURE ALL SQUEEZE TOYS ARE EMPTIED OF WATER!** This needs to be done after the last service.
 7. Please make a list of needed supplies and give it to Ben or JaNell.
 8. Help with the check out of children from the Park.
 - B. To recruit volunteers.
 - C. To obtain a replacement when you are unable to perform your responsibilities and notify Ben or JaNell
 - D. Check the room for cleanliness before leaving.

For Toddler's, Two's and Three Year Olds Job Description

- I. Responsibilities
 - A. Participate on Sunday mornings by:
 - 1. Arriving 15 minutes early in order to be prepared for the day and to greet the children and their families.
 - 2. To encourage all children to participate in activities.
 - 3. Joining in the activities after the children have arrived.
 - 4. Encourage all children to follow directions and not be disruptive.
 - 5. Snacks will be located in the white basket in your classroom.
 - 6. Lesson materials/craft items will be in your classroom.
 - 7. After lesson/activities please have the children help pick up the room.
 - 8. Help with the check out of children from the Park.
 - B. To recruit volunteers.
 - C. To report all inventory needs to Ben or JaNell.
 - D. To obtain a replacement when you are unable to perform your responsibilities and notify Ben or JaNell.

Small Group Leader Four's – Fifth Grade

The What and Why

Developing a children's ministry where children are known and cared for and through which children's hearts are touched and changed means creating a ministry in which relationships can be built. Life change happens best within the context of relationship. Small Groups can serve as the structure for relationships to develop and grow. A Small Group would consist children in their age range and one shepherd/leader.

The Who

Because the main goal of Small Groups is to build relationships and intentionally shepherd the children, the leader of the Small Group is someone who has the spiritual gift of shepherding and is called a Small Group Leader.

Characteristics of an Effective Small Group Leader

1. They see their role as a facilitator to apply the curriculum. They take the curriculum and put it into action.
2. They create an environment in which relationships can develop.
 - They join the activities with the children.
 - Encourage all children to participate in activities.
 - Encourage all children to follow directions and not be disruptive.
 - The environment is physically and emotionally safe.
 - They speak to the children in respectful ways.
 - They ask the children questions.
 - They maintain strong eye contact.
 - They listen carefully.
 - They use appropriate touch.
 - They arrive at 10:30 a.m. so they are prepared to greet the children.
 - They arrive prepared.
 - They are on eye level with the children.
 - To obtain a replacement when you are unable to perform your responsibilities and notify Ben.
3. They want to know the children and want the children to know each other.
4. They provide focused attention with the children during activities, Small Group Time and prayer time..
5. They have a desire to help children develop spiritually, to become more Christ like. They model an authentic walk in front of the kids.
 - They share their own personal spiritual development.
 - They pray for their children.
 - They model Christ likeness.
6. They encourage children verbally and with body language.

Large Group Leader

Ages 4 years through Kindergarten

1st Grade through 5th Grade

The What and Why

When children step into your Large Group Program they should feel anticipation. This is a high-energy time that is going to capture the imagination of the children and open their eyes and hearts to Bible truths that will impact their lives in incredible ways. The lesson will be presented creatively, child-targeted, with relevancy and fun!

The Who

The Large Group Leader is a sincere believer to whom God has given the spiritual gifts of leadership, teaching or creative communication. He or she is comfortable in an up-front role, energetic and able to lead a large group of children.

Requirements of a Large Group Leader

1. Teach the Bible creatively to the children using live-action, puppets or video taped dramas (scripts, videos and other suggestions included in curriculum).
2. Review biblical principles with games and scripts presented in the program curriculum.
3. Introduce and teach the key Bible verse for the lesson.
4. Gather materials and teaching props needed for the Large Group time.
5. Arrive on time and prepared.
6. Have spent adequate time preparing to teach the lesson.
7. Schedule actors or puppeteers to be used in the teaching time. Give out scripts ahead of time so the volunteer has time to prepare and memorize their lines.
8. Schedule a rehearsal time if necessary with the actors or puppeteers.
9. Make sure crafts are ready and prepared to instruct the children on the craft.

Section II

Policies and Procedures

Protective Care Policy

As we endeavor to teach our children about Jesus, it is our desire to do so in a safe, secure and loving environment. The following policies reflect our commitment to provide protective care for all our children and volunteers who participate in church sponsored activities.

(a) Volunteers:

1. Must complete the process of becoming a volunteer in order to be “approved” to work in C4M. This information is located in the “How Do I Become a Volunteer?” section of this handbook.
2. One adult should always be present with the group of children. Whenever possible a second volunteer should be present. We understand that emergencies will arise from time to time which may prevent compliance. If you are ever alone with a child, please tell another volunteer. However, a child should never be left alone under any circumstance. If additional adult assistance is needed, please contact a hall monitor, CM or CMA.
3. Must immediately report (within 24 hours) to the CM:
 - any behavior which seems inappropriate or abusive by another volunteer or caregiver, or
 - the name of any child whose health, safety or welfare is adversely affected or threatened by the conduct of those responsible for his or her care and protection.
 - If the CM is not available, please speak to the senior minister.
4. Are required to read and comply with the information contained in the C4M Volunteer Handbook and other communications or updates as they are provided. Questions or comments should be discussed with the CM or CMA.
5. Are required to attend certain meetings including, but not limited to, policy/procedure update meetings, enrichment programs and training sessions.
6. Should observe the following adult/children staffing ratios whenever possible:

Nursery (birth to walking)	1:2
Toddlers/Walkers	1:3
2 and 3 year olds	1:4
4 and 5 year olds	1:5
1 st – 5 th grade	1:8 - 10

General Security Policy

In an effort to provide a safe, secure and loving environment for children, several general security procedures are listed below. We have attempted to address the most common security issues, but others not so obvious may exist. If a situation is identified which may compromise a child's safety or security that is not addressed below, please notify the CM or CMA.

(a) It is our goal to have at least one hall monitor available during the Sunday worship service (and at other times when necessary). The purpose of the hall monitor is to provide assistance when necessary, e.g., second adult for a rest room run, an emergency classroom situation arises, etc.

(b) Security nametag stickers are required for children ages birth – 5th grade. For children ages birth through 5th grade, a nametag sticker will be placed on each child and will show the child's name and "sign in" number. This number should match the numbered tags placed on the child's diaper bag (if applicable) and the tag given to the parent. When the parent returns for pickup, he or she should give you the numbered tag as a "security claim check" for his or her child.

(c) Do not allow unauthorized persons into your classroom. An authorized person is a C4M volunteer, parent or grandparent of a child in your classroom, minister, member of church staff or member of leadership. If you have a parent or grandparent in the room who has not been through the screening process, they can only be responsible for their child. Any visitor who requests access to your classroom should be directed to a CMC, e.g., a person visiting from another church or a parent or teen that is not a C4M volunteer (this does not mean a visitor who has a child in your classroom). If you are ever in doubt as to a person's status, please notify the CM or CMA.

(d) Volunteers should be familiar with the entrances to each classroom and how they are secured. Using sound judgment is also important. For example, older children typically use rooms that have solid doors; therefore, the volunteer should keep the door open or closed based on the maturity of the children and whether or not their noise could be a distraction to others. Babies, toddlers and younger children typically have half doors or gated door openings, which should always be secured. Regardless of classroom location or age of child, entrances should always be secured in the most safe and secure manner.

(e) Children are not allowed to wander on campus. If you see a child who is "ditching" class or a stranger wandering around the C4M area, please notify The CM or CMA. Our safety policies are unfairly jeopardized when children are unsupervised.

(f) Children are to be dismissed to a parent, grandparent or person who has been authorized by the parent. Children may not leave their classrooms by themselves. If a parent is involved in another area of ministry which prevents them from retrieving his or her child in a timely manner, a volunteer may escort the child to the parent after the other children have been dismissed. If it becomes apparent that a child has been forgotten or left in the classroom for an unreasonable amount of time after all the other children have left, take the child to his or her parent, CM or CMA.

Classroom Safety and Housekeeping Policy

A clean and organized classroom is important for the health, safety and emotional well being of both the child and volunteer. Moreover, parents should feel comfortable leaving their children in any classroom. The guidelines below will help us provide a clean, safe and sanitary environment.

(a) In general, volunteers should take all steps necessary to ensure that classrooms are clean and organized. Since cleaning requirements for classrooms differ based on the location of the classroom and age of the child, it is the responsibility of the volunteer to ask the CM or CMA about his or her specific cleaning requirements. Regardless of who is responsible for the “heavier housekeeping tasks”, such as vacuuming or disinfecting toys and surfaces, every volunteer should take whatever actions are necessary to keep a classroom orderly, picked-up and visually clean. Cleaning products should always be kept out of reach of children.

(b) Do not use small objects, toys with small parts or other items that can be dangerous to children under the age of 4. Examples are coins, marbles, plastic bags or styrofoam objects, balloons, safety pins, toys with sharp points and/or edges and toys with parts small enough to be swallowed by a child. If you ever feel that an item placed in a classroom is not age appropriate or is otherwise harmful, please remove the item and notify the CMA.

(c) It is our policy that the children’s classrooms contain only toys that can be easily washed. Generally, this excludes stuffed animals, cloth dolls and/or other cloth play items. These toys are targets for easily transmitted diseases and/or bacteria and may also contain allergens.

(d) Toys should be age appropriate, not shared by different age groups, non-toxic, rust and lead-free. Toys that are put into a child’s mouth or are otherwise contaminated by bodily fluids should be removed and should be kept out of reach of children. Notify the CMA.

(e) The presence of any bodily fluids (urine, feces, blood, mucous, etc.) requires immediate cleaning. The volunteer should:

- isolate the area and keep other children from having contact
- contact Ben, JaNell or janitor on duty.
- wash hands with soap, or if not available, use antibacterial wipe

Biting Policy

Although not all young children demonstrate this behavior, it is inevitable that some children will choose to bite other children while in our care. If biting occurs, please follow the guidelines below.

(a) For first offense during a classroom period, verbally address the child who bites and attend to the other child's injury. See "Injury and Medical Emergency Policy". Notify the CM or CMA immediately.

(b) If the bite is severe enough to warrant the immediate removal of the child who has bitten (e.g., broken skin, bruising, blood), the CM or CMA must locate the parents immediately. At this point, the child must remain with his or her parents for the duration of the event/service.

(c) After both children have been attended to, please document the biting offense in the classroom attendance book. After recording the biting offense, please review the attendance sheets for the prior 90 days to determine if the child has had other biting offenses. If another biting offense is discovered, please immediately notify the CM or CMA. It is our policy that after the 2nd biting offense occurs within 90 days; the child must be removed from the classroom and should remain with the parents until the child develops beyond the biting stage. If the child has already been removed based on the conditions described in "b" above, the CM or CMA will have a subsequent conversation with the parents.

(d) A bite is considered an injury; therefore, complete an Ouch Report. Discuss the injury with the injured child's parents. Give one copy of the Ouch Report to the injured child's parents and other copy to the CM or CMA, who will keep it on file.

Injury and Medical Emergency Policy

Most children's injuries can be treated with a little loving attention and an adhesive bandage. However, we must also be prepared for handling emergency situations. These procedures address injuries and medical emergencies, which will occur at CCC. Procedures required for off-site situations will depend on individual circumstances and possibly the use of a child's Parental Consent Form which is kept by the activity leader. In all circumstances, The CM or CMA and the parents are to be notified.

1. Appropriate Handling of Simple Injuries

- (a) If possible, separate the injured child from other children.
- (b) If the injury does not involve blood or other bodily fluids, using the first aid kit should be sufficient.
- (c) If the injury does involve blood or other bodily fluids:
 - 1. Isolate the area; keep children from having contact.
 - 2. Locate the infectious disease kit which is located in the supply closet, put on the latex gloves and attend to the injury by using the kit's contents.
 - 3. Place all soiled items into the ziplock bag, including the gloves.
 - 4. Place the ziplock bag into a plastic-lined trashcan or trash bag, seal up trash bag and remove it from area. Put out of reach of children.
 - 5. Clean the contaminated area with disinfectant. Make sure to return the disinfectant back to where it is kept (supply closet) because the solution is poisonous.
 - 6. Wash your hands with soap or antibacterial wipe if soap is not available.
- (d) Complete an Ouch Report and discuss the injury with the injured child's parent. Give one copy of the report to the injured child's parent and the other copy to the CM or CMA, who will keep it on file.

2. Appropriate Handling of Serious Injuries or Medical Emergencies

- (a) Keep everyone calm, including yourself and speak calmly to the children.
- (b) Send another volunteer for the CM immediately.
- (c) Isolate the child by moving the other children to the nearest C4M classroom. Do not move or leave the child.

(d) If necessary, the CM will call 911 and attempt to locate any medical professionals that may be on-site. However, if you believe the situation is critical and requires an immediate 911 call, please follow your instinct.

(e) The CM will locate and advise the injured child's parents of the situation.

(f) The CM will defer to the injured child's parent's preference on doctors and/or hospitals. If the child is a visitor without a parent or guardian on-site, the CM will attempt to call a parent or guardian for hospital routing instructions. If ambulatory departure must occur for the visiting child, a CCC representative will accompany and remain with the child until a parent or guardian arrives.

(g) All adults present during the emergency should immediately document what happened in an Emergency Response Report, especially while the details are still vivid. The reports should be given to the CM to be kept on file.

Rest Room Safety Policy

It is our strong recommendation that parents take their child to the rest room before entering class. However, despite these efforts, additional rest room visits may occur during class time. Unfortunately, since a rest room is usually both small and secluded, higher safety risks exist. Therefore, our procedures must reflect our awareness of these risks and offer protection to both the child and volunteer.

1. Appropriate Rest Room Procedures

(a) Rest room breaks should be scheduled.

(b) One adult should always be present with the group of children. Whenever possible a second volunteer should be present. We understand that emergencies will arise from time to time which may prevent compliance. If you are ever alone with a child, please tell another volunteer. A child should never be left alone under any circumstance. If additional adult assistance is needed, please contact a hall monitor CM or CMA.

(c) The hallway door to the rest room should be propped open at all times.

(d) Stall doors should remain open any time a volunteer's assistance becomes necessary. When a child asks for assistance with wiping, encourage the child to wipe himself/herself at least twice before helping. Gloves should always be worn when assisting. When fecal matter is present, please use wipes. Both gloves and wet wipes are available in the supply cart.

(e) Children in the 3rd, 4th and 5th grades may go to the rest room with a partner. The volunteer should tell the children an amount of away time that is acceptable. The volunteer should keep track of the time and follow up as necessary. If follow up is necessary, the volunteer should prop the rest room door open and talk to the children from the hallway opening.

(f) If a child needs further assistance due to illness, hygiene or comfort (e.g., constipation, diarrhea, soiled clothes, etc.), please notify the CM or CMA immediately so the child's parent may be contacted.

2. Inappropriate Rest Room Procedures

(a) Never be alone with a child in an unsupervised rest room.

(b) Never close the stall door shut while assisting a child.

(c) Teen volunteers should not assist children in the rest room.

(d) Do not assist a child with wiping unless you wear gloves.

Discipline Policy

Whether inside or outside the classroom, a child's environment should be safe, healthy and conducive to learning. Our Discipline Policy allows a volunteer to reinforce appropriate behavior and to redirect inappropriate behavior. Proper discipline includes preventive and corrective action, both of which should be demonstrated in a positive and loving way. Should you ever become uncomfortable with any part of the Discipline Policy, or if a child becomes an immediate threat to the safety of other children, please notify the CMA, CM, minister or church leader immediately.

1. Appropriate Discipline

(a) Reward good behavior with praise and recognition, which is an effective way of encouraging more of the same.

(b) Reward good behavior in a consistent manner. Recognize as many children as possible for demonstrating the desired behavior without continued focus on one or two children.

(c) Communicate with and encourage parents when a child demonstrates good or improving behavior; inform parents when a child misbehaves.

(d) When inappropriate or disruptive behavior occurs, initiate the following Discipline Policy. These steps are designed to stop the incorrect behavior before the next step becomes necessary.

1. Remind the child of proper behavior, the classroom rules and what is expected of him or her.

2. Redirect the child by moving him or her to a different situation or area, or by separating the child from other children when he or she is having difficulty behaving in a proper way.

3. Remove the child from the group by using a time-out chair within the classroom and in view of the volunteer staff. If class is being taught outside the classroom, reasonable judgment and environmental consideration should be used when determining an appropriate time-out location. After explaining to the child why his or her behavior is inappropriate, give the child several minutes to sit alone (the child's age should equal the time-out minutes). After the time-out has concluded and provided the child is settled, invite him or her to rejoin the group.

4. Request the assistance of the CMA or CM. If one is not available, request the assistance of a minister or church leader. A final attempt will be made to redirect the child. If no one is available, go to step 5.

5. Return the child to his or her parent. If steps 1–4 fail to change the behavior, the child will be taken to his or her parent for the remainder of the class. The individual providing assistance in step 4 and the volunteer will return the child. This double escort prevents a child from being alone with an adult. If no one is available in step 4, escort the child and notify a volunteer that you were alone with the child. When the child is returned to the parent, request that the parent return to the child's classroom after their activity has concluded so the parent may be advised of the child's behavior. The volunteer is to reassure the child that he or she is welcome to join the class next time.

2. Inappropriate Discipline

- (a) Do not inflict corporal/physical punishment upon a child.
- (b) Do not shake, jerk, pinch or handle a child roughly.
- (c) Do not verbally abuse or humiliate a child, including remarks about a family member.
- (d) Do not isolate a child in a dark room, closet or unsupervised area.
- (e) Do not use mechanical or physical restraints or devices to discipline a child.
- (f) Do not unreasonably restrict a child from going to the bathroom.
- (g) Do not punish bathroom accidents.
- (h) Do not allow children to discipline or humiliate other children.
- (i) Do not have child stand in a corner or stand or sit facing the wall.

Proper Display of Actions and Touch Policy

Physical touch is an essential part of the nurturing process. Volunteers need to be aware of the special and differing needs and preferences of each child. All physical contact should be age and developmentally appropriate and positive displays of God's love. Demonstrating appropriate actions and touch will teach a child to do the same.

1. Appropriate Actions and Touch

- (a) Meet the child at eye level by bending down or sitting, and listen to him or her with your eyes as well as your ears.
- (b) Hold the child's hand while listening or speaking to him or her or when walking to an activity.
- (c) Greet or say goodbye to a child with a handshake or sideways hug.
- (d) Put your arm around the shoulder of a child when comforting is needed.
- (e) Pat a child's head, hand, shoulder or back when encouraging. High 5's are okay.
- (f) Gently hold the shoulders or chin of a child when redirecting the child's behavior. This helps the child focus on what you are saying and is helpful with Attention Deficit Disorder children.
- (g) Hold a preschool child who is crying.
- (h) Kiss the top of the head, forehead or hands.

2. Inappropriate Actions and Touch

- (a) Kissing a child any place other than described above in "1. (h)", or coaxing a child to kiss you.
- (b) Extended hugging and tickling or giving a full body-to-body contact hug.
- (c) Touching a child in any area that would be covered by a bathing suit except in cases where properly assisting a child with a diaper change or in the rest room.
- (d) Carrying an older child (K5 – 5th) or sitting him or her on your lap.
- (e) Being alone with a child. If an emergency arises and you are alone with a child, please tell another volunteer.

Evacuation Policy

In the event of fire or other emergency evacuation circumstances, we must all be prepared and knowledgeable of our evacuation plan.

- (a) Evacuation routes are posted throughout the building. Know where the nearest plan is and familiarize yourself with it. Also familiarize yourself with secondary routes in case your primary route is blocked.
- (b) Before evacuating, count the number of children and adults.
- (c) For infants, toddlers, walkers and two-year-olds, use the evacuation cribs to transport your children. For those groups of young children that are accustomed to using the “bathroom rope”, please implement this procedure during evacuation. Older children should be capable of following verbal instructions.
- (d) To avoid panic and chaos, remain calm and reassure all children of their safety before, during and after the evacuation.
- (e) When leaving your immediate area, take your attendance sheet with you. You will use this to confirm that all children and adults are accounted for.
- (f) If you or a child needs medical assistance, do not leave your children. The CM or CMA will offer appropriate assistance.
- (g) Do not go back into the building until a minister or church leader has released you.
- (h) If children are dismissed from the evacuation location, follow the normal dismissal procedures.

Child Abuse/Neglect Reporting Policy

CCC endeavors to provide a safe, secure and loving environment for children. Parents should feel comfortable leaving their child in our presence and under our supervision. Our first line of defense in preventing child abuse is completing the process of recruiting and screening volunteers. The second line of defense is the "Two Adult Rule". The third is your required compliance with the policies and procedures outlined in this handbook. The following policies and procedures are in place to safeguard our children against inappropriate and harmful behavior. Read this information carefully and immediately refer any questions to the CM.

1. Suspected Child/Sexual Abuse Occurring at the Physical Location of CCC or Any Other Off-Site CCC Activity
 - (a) Any volunteer who has reasonable cause to suspect that a volunteer or any other person has acted in such a way as to satisfy any definition of child/sexual abuse must immediately report this information to the CM. If the CM is not available, the volunteer must report his or her finding to the senior minister.
 - (b) Any volunteer who provides a report as described in "1(a)" above must treat this information as confidential and must only talk about this information as requested by the CM, minister or appropriate governmental authority.
2. Suspected Child/Sexual Abuse, Neglect or Emotional Maltreatment Not Related to CCC
 - (a) Although the law does not specifically mandate that a person, while acting in his or her capacity as a church volunteer, report suspected child abuse or neglect, our church leadership takes the position that we are obligated to do so by "God's Law". Therefore, any volunteer who has reasonable cause to suspect that a child in his or her care has been abused or neglected must immediately report this information to the CM. If the CM is not available, the volunteer must report his or her finding to the senior minister.
 - (b) Any volunteer who provides a report as described in "2 (a)" above, must treat this information as confidential and must only talk about this information as requested by the CM, minister or appropriate governmental authority.
3. Please familiarize yourself with the following possible warning signs, which may require reporting if a pattern were observed.

1. Unexplained bruises, burns, fractures or abrasions (often in various stages of healing).
2. Consistent lack of supervision.
3. Consistent hunger, inappropriate dress, poor hygiene, or unattended medical needs.
4. Extremes of aggression or withdrawal.
5. Moves with discomfort and shies away from physical contact.
6. Wears inappropriate clothing for the weather in order to cover the body.
7. Withdrawn, depressed, listless.
8. Torn, stained, or bloody underwear.
9. Irritation of the mouth, genital, or anal area.
10. Difficulty sitting or walking.
11. Inappropriate sex play, acting out seductiveness, or promiscuity.
12. Sudden changes in school performance, appetite, or self worth.

Section III

Appendix

Parental Consent Form for Cicero Christian Church Off-Site Activities

My child _____ has my permission to participate in
_____ activity. Age _____ DOB _____

Street Address _____

City _____ State _____ Zip _____

Home Ph (____) _____ Work _____

School Name _____ Grade in or just completed _____

Mother's Name _____ Father's Name _____

Live with: () Both Parents () Mother () Father () Other _____

Mother's Phone: (H)(____) _____ (W)(____) _____ (Cell) (____) _____

Mother's Employer and Address _____

Father's Phone: (H)(____) _____ (W)(____) _____ (Cell) (____) _____

Father's Employer and Address _____

Name of Insurance Company _____ Policy # _____

If Parent can't be reached, emergency contact is _____

Address _____ Relationship _____

Phone (H) (____) _____ (W) (____) _____ Cell (____) _____

Will you allow your child to ride in the front seat of a transporting vehicle? () Y () N

Does your child have any allergies or special medical conditions/problems? () Y () N

If yes, please provide details _____

(Use back of sheet for more details)

Is your child taking any prescription/OTC medicine? () Y () N If yes, give name, frequency

and reason _____

(Use back of sheet for more details)

Is your child current on immunizations? () Y () N Last tetanus shot? _____

Liability and Emergency Medical Release: I hereby release and authorize the adults or other individuals participating and assisting in this activity to act for me according to their best judgment in any emergency requiring medical or dental attention for my child. I further agree to pay all costs and expenses incurred in connection with such medical and dental services. Should it become necessary for our (my) child to return home due to medical reasons or otherwise, I agree to pay all costs associated with that return. Furthermore, I hereby release, discharge, and hold harmless all adults or other individuals participating and assisting in this activity or in the transportation incident thereto, the Cicero Christian Church, its members, agents, employees, and officers, from all claims, demands, actions, judgments, and executions which I, my heirs, executors, administrators, or assigns may have, or claim to have, against the above, their successors and/or assigns, for all personal injuries, known or unknown, and injuries to property, real, or personal, caused or arising out of, the above described activity including any transportation incidental or related thereto.

Signature of Parent _____ Date _____

Waiver For Individuals Working With Children Ages Birth Through Three Years Old

As a volunteer for the CCC Children's Ministry of Cicero Christian Church, I understand that there are increased risks of being exposed to an infectious disease while working with young children because their immature immune systems make them more susceptible to the same diseases. I have been made aware that it is a policy of the C4M to advise volunteers that they should not work with children ages birth through three years old if they are thinking about becoming pregnant or have become pregnant. I understand that the C4M encourages me to continue working in the Children's Ministry, but with a more appropriate age group. I, however, after careful consideration of the increased risks made known to me and my unborn child, have decided to remain working in the C4M with an age group within the birth through three years old category. I understand that I made this decision of my own free will; therefore, I hereby release, discharge, and hold harmless Cicero Christian Church and all adults and other individuals participating in the C4M at Cicero Christian Church for all injuries, known and unknown, causes or arising out of the above described activity.

Signature of Volunteer

Date

Age Group Characteristics for Babies⁵

Physically

Because a baby is like this:

Born with the ability to hear, feel, taste and smell, but motor control is limited. In early stages they have a startle reflex which can be a source of concern for the caregiver but usually grows out of this stage by the time they are three months old. Begins to recognize familiar faces. Has a great need to suck and sleep. Crying is his main method of communicating until he is older.

Teach them like this:

Promptly and regularly meet the baby's signs of discomfort. Provide a calm and pleasant environment in which a baby can feel safe and secure. Provide a mobile and pictures to stimulate vision and focusing skills. Cuddle, hold or rock the baby often for comfort. Verbalize to him on a regular basis in a gentle and pleasant tone.

Mentally

Because a baby is like this:

Beginning to develop simple problem-solving behavior such as pushing aside obstacles in order to get at a desired object. Is stimulated by the signs and sounds around him, especially the pleasant ones. Can locate sounds and can respond by turning his head. Begins responding vocally when played with.

Socially

Because a baby is like this:

Begins to focus on the people around him. Will smile at familiar faces and pleasurable jesters. At about six months baby is usually friendly, happy and alert to his own name.

Teach like this:

Smile often at him. Also, verbalize the specialness of the baby to him. Begin playing simple games such as "pat-a-cake and peek-a-boo". These games help him to develop socially and create situations that aid him to respond to the people around him.

Emotionally

Because a baby is like this:

Is gaining a strong attachment to his parents and will exhibit a momentary loss of

⁵ Saddleback Community Church, Adventure Land Children's Ministry Volunteer Handbook (CA: Ty Rose Publishing, 1994) pp. 43 - 56

Begins to respond to the world around him. Can show pleasure as well as anger.

Teach like this:

Comfort him quickly as parents leave him. Provide interesting toys for him to look at and play with. Meet his immediate needs so his trust can be maintained. Give him a sense of being valued and loved by talking, smiling, and cuddling him.

Spiritually

Because a baby is like this:

Is building a sense of trust as his immediate needs are met. Is building a foundation of God through what he hears and experiences at church.

Teach like this:

Respond to his needs in a loving and consistent manner. Verbalize often Bible truths such as "God made the flower, God made the trees. Thank you God for eyes that can see what you have made." Spend time with him so his sense of self worth will grow. Positive attitudes of love, acceptance and security are formed through experiences in the baby/crawler rooms.

Age Group Characteristics for Toddlers

Physically

Because the toddler is like this:

Developing large muscles. Has learned to walk but may not be steady. Active but tires easily. Has some small motor skills where they can grasp small toys and able to feed themselves. Probably not toilet trained. Uses taste and touch to explore their environment.

Teach them like this:

Provide a safe environment where the child is able to move about freely. Provide activities that utilize their large motor skills rather than small motor skills. To encourage learning, allow the child to do as much for themselves as possible. Provide a balance of active play, rest and quiet activities.

Mentally

Because the toddler is like this:

Has a very limited vocabulary made up mostly of nouns and verbs. Can combine words into simple sentences. Has no concept of time. Has a short memory and short attention span. Need positive directions.

Teach them like this:

Change pace frequently using a variety of brief activities. Choose stories that can be taught utilizing a simple vocabulary, in a short amount of time with lots of action. Repeat the story frequently. Uses taste and touch experiences to enhance the learning environment. Encourage the child to participate in firsthand experiences giving positive feedback rather than using the "no" word all the time.

Socially

Because the toddler is like this:

Enjoys being around other children but may not play with them. Concerned primarily with self and wants to do things for themselves. Can indicate physically or verbally their wants. Can help with simple tasks and imitate the actions of others.

Teach them like this:

Activities in which several children do the same thing simultaneously provide the toddler with independence and a group activity. But don't expect the toddler to remain in the group for more than a few moments. Focus more on individual activities. Don't interpret the toddlers' self-centeredness as selfishness. Their world has just not expanded to the point to include others.

Emotionally

Because the toddler is like this:

May act out emotions in play. Can show a wide range of emotions. Is more secure with familiar people, surroundings and structure. Fears separation from parents.

Teach them like this:

Provide a secure environment with familiar people, surroundings and structure. Consistent workers are a key. Love expressed by the worker to the toddler is related to an understanding of God's unconditional love.

Spiritually

Because the toddler is like this:

Directly relates experiences at church with beginning concepts of God. Believes what they are told as the toddler is typically receptive. Does not understand concepts.

Teach them like this:

The child sees God and the church through the modeling of the teacher. Positive attitudes of love, acceptance and security are formed through experiences in the classroom. Bible stories, Bible verses and songs should be repeated on a regular basis.

Age Group Characteristics for 2's and 3's

Physical

Because the 2 and 3 year old is like this:

Large muscles continuing to develop. Although extremely active will tire easily. Activity limited to one movement at a time. Small motor skills not developed so has difficulty with scissors and crayons. Vocal chords not fully developed.

Teach them like this:

Provide a variety of learning experiences balanced between active and quiet activities. Pictures hung on the wall; chairs and tables should keep in mind the height of the child. Toys and movement should focus on large motor skills. Do not encourage loud singing.

Mental

Because the 2 and 3 year old is like this:

Attention span is 2 - 4 minutes. Memory abilities are limited. Learns best through repetition, imitation and asking questions. Literal thinkers therefore do not understand symbolism, time, distance or space. Has limited personal experiences and limited vocabulary.

Teach them like this:

Repeat Bible stories, songs, etc. often. The child does not tire of their favorites. Use pictures to illustrate, let the child tell what is happening in the picture. Do not combine Biblical and fictitious characters within the same story, as the child cannot distinguish between the two.

Socially

Because the 2 and 3 year old is like this:

Self centered. Typically plays alone even in a group. Possessive of toys and may physically protect them. Sometimes timid. Desires attention and wants to please. Can help with supervision. Relies on others to help them as they are just learning to do things themselves.

Teach them like this:

Focus on individual activities with a limited amount of time devoted to the large group. Introduce concepts of taking turns but don't expect the child to share easily. Encourage the child to do things on their own but be ready to assist them as needed. Show appreciation to the child for helping. Let them know Jesus is pleased when they do good things.

Emotionally

Because the 2 and 3 year old is like this:

Easily frightened and upset by noise and confusion. May have many fears and cry easily. Familiar people, surroundings and routines provided needed security. Actions are based on their feelings. May “act out” in an attempt to get what they want.

Teach them like this:

Arrive early to be well prepared so the child arrives to a peaceful, calm room. Overall consistency is important. Make effective use of transition times. Soft music helps to set a peaceful mood as the child arrives. Avoid loud talking. Minimize any fearful elements in the Bible story. Reward appropriate behavior with an appropriate touch, smile to praise. This minimizes “acting out.” If the child “acts out” remove from the room until they calm down.

Spiritually

Because the 2 and 3 year old is like this:

Beginning to develop concepts of right and wrong and to ask questions about God. Can begin to pray simple prayers. Responds to external motivation. Developing trust therefore believes what teacher and parents tell them. Does not understand religious symbolism but can learn simple Bible truths.

Teach them like this:

Since the child is easily moldable and looks for “models” to imitate the child learns love for God, respect for the church and the Bible and other concepts from the teacher. Use simple prayers that the child can repeat. Answer questions simply and honestly avoiding confusing religious symbolism or Bible verses beyond the child’s understanding. Do not use statements like, “Jesus won’t like you if you do that.”

Age Group Characteristics for 4's and 5's

Physically

Because the 4 and 5 year old is like this:

Very active, restless, on the go but still tires easily. Large muscles and corresponding motor skills are developing rapidly. Runs and jumps moving quickly. Small muscles and corresponding motor skills are developing at a slower pace. Cutting, coloring and printing skills are developing yet still experiences difficulty in this area. Proud of their growth and may view themselves as a "big" boy or girl but keep in mind they are still little.

Teach them like this:

Provide lots of space to move about and large sturdy equipment and materials. Change activity frequently interspersing opportunities for rest and slower paced activities. Encourage the child to participate in things they are big enough to do but provide help as needed. Encourage experimentation with materials but avoid criticism of the child's efforts or undue requirements for the "finished product."

Mentally

Because the 4 and 5 year old is like this:

Curious. Asks many questions. Has an increasing vocabulary and is able to put thoughts and ideas into words. Attention spans still relatively short, 5 - 6 minutes. Cannot distinguish between fact and fantasy. Does not understand symbolism and has limited concepts of time, numbers and space. Learns best through imitation, play and using their senses. Forgets easily.

Teach them like this:

The child can memorize but does not easily understand the meaning so use verses and stories that are literal rather than symbolic. Take time to help the child understand the meaning of the verse or story. Be patient with all the "why" questions the 4 & 5 year old asks. This is an important way they learn. Provide a variety of sensory learning experiences; touch, taste, see, hear and do.

Socially

Because the 4 and 5 year old is like this:

Imitate adults. Can play in small groups and learn to share. Still self centered, aware more of their own needs rather than needs of others. Tends to conform. Wants the approval of adults but may "test the waters" to see how far they can get with their behavior. Need boundaries to feel secure.

Teach them like this:

Be a good role model. Couple Bible stories with contemporary stories to help child begin to understand the needs and feelings of others. Provide groups (sic)

activities where all children can get involved. Encourage the child by praising their efforts. Be firm with the child when needed but be fair and consistent in your discipline.

Emotionally

Because the 4 and 5 year old is like this:

Appears more confident but emotions may be intense and near the surface. Expresses anger, love, laughter and tears easily. Adult approval is very important. Need affection and security, as fear is a main emotion. Picks up easily on the emotions of others around them.

Teach them like this:

The child needs a calm, secure, unhurried environment to help keep their emotions in check. Don't rush the child through an activity. Show attention equally to all the children. Do not show favoritism. Encourage all the children especially the shy ones but don't focus attention on them. Do not show your own emotions to an extreme as the child quickly imitates the same emotion.

Spiritually

Because the 4 and 5 year old is like this:

Developing concepts of right and wrong but may blame others for wrongdoing. May confuse God and Jesus. Thinks of God in a personal way and Jesus as a friend. Influenced by external rewards and punishments. Can pray. Spiritual maturity directly related to the child's emotional maturity.

Teach them like this:

Let the child know that doing what is right pleases Jesus. Use stories that emphasize the difference between right and wrong. Help the child understand Jesus as a personal friend they can talk with. Encourage prayer as a time of talking to God as they would a friend. Let the children know you can forgive them when they do wrong because God forgives us.

Age Group Characteristics for 1st and 2nd Grade

Physically

Because 1st and 2nd graders are like this:

Full of energy and active but growing at a slower rate. Small motor skills are developing. Girls are ahead of boys in small motor development. Willing to try most anything often overestimating their own physical abilities. Easily distracted. Easily catch childhood illnesses.

Teach them like this:

Put lots of activity in your teaching. Allow for plenty of movement involving a variety of motor skills. Provide opportunities for slower paced activities and rest as the child still tires easily.

Mentally

Because 1st and 2nd graders are like this:

Eager to learn therefore likes to read and write. Enjoys games involving words and numbers. Thinks in concrete terms, beginning to develop reasoning skills. Likes both fact and fantasy. Has good imagination. Has ability to memorize. Attention span 10 - 15 minutes.

Teach them like this:

Provide opportunities to read and write but do not force the child to read as reading skills are just developing. Provide Bible games involving words and numbers. Avoid symbolism. Distinguish between fact and fantasy. Teach memory verses. Change pace several times during the hour using a variety of activities.

Socially

Because 1st and 2nd graders are like this:

Desires to please the teacher. Acceptance by peer group is important. Wants to make friends. Dislikes criticism. Winning and being first are important. Self centered, taking turns is difficult. May try to dominate social situations. Likes to talk.

Teach them like this:

Provide non-competitive activities where child can interact with others with minimal amount of criticism. Provide opportunities to take turns. Show equal amounts of attention and praise to each child. Praise the group as they work well together.

Emotionally

Because 1st and 2nd graders are like this:

Easily excited. Experiencing new and intense feelings. Moves between emotional extremes. May have difficulty controlling behavior. May resist personal demands. Shyness and fear can be overcome with familiar surroundings and routine.

Teach them like this:

Maintain a calm atmosphere in the class and be calm yourself. Establish boundaries and guidelines for the class and review weekly with the class. Don't allow an activity to get out of control. Teach cooperation and obedience.

Spiritually

Because 1st and 2nd graders are like this:

Beginning to understand concepts about God's love, creator, his greatness but has difficulty with not seeing a physical presence. Has faith in prayer. Understands Jesus as their friend and may be ready to accept Jesus as their personal Savior. Have questions about death and heaven.

Teach them like this:

Help the child see God in nature, in answered prayer and by modeling faith in God in your own actions. Provide opportunities for prayer and acknowledge answered prayer. Be sensitive to the developing spirituality in a child but do not "play on emotions" to lead a child to Christ. Answer questions openly and honestly as they arise keeping in mind the child's limitations in grasping concepts that are not concrete.

Age Group Characteristics for 3rd and 4th Grade

Physically

Because 3rd and 4th graders are like this:

Greater stamina tires less easily. Highly active. Enjoys physical games and may play rough. Small and large motor skills are more developed, refined and improving in speed. Steady physical development with girls ahead of boys.

Teach them like this:

Without getting out of control provide a more active classroom. Games and activities can be more physically involved and can go for greater length of time. Plan hands on activities. Because the child may overestimate their abilities keep games and activities safe in nature.

Mentally

Because 3rd and 4th graders are like this:

Has a higher level of creativity but may be self-conscious. Increasing independence. Expresses curiosity. Attention span is 10 - 15 minutes. Likes fiction, adventure, and fantasy. Has difficulty understanding symbolism. Learning to reason things out usually with a trial and error approach.

Teach them like this:

Provide opportunities for dramas. Have students act out the story especially those with adventure. Plan a variety of activities. Give beginning opportunities to investigate situations and reach a conclusion. Avoid abstract concepts. Continue to distinguish between fact and fantasy.

Socially

Because 3rd and 4th graders are like this:

Participation in and approval by peer group is very important. Still desires adult approval. Can work together in a group. Enjoys competition. Looks up to "models" or "heroes." May not like members of the opposite sex.

Teach them like this:

Plan activities where they can participate in a group giving their input to the group. Affirm the child. Make sure competitions are equal and fair. Give examples from your own life. Be a worthy model to your students and direct them in who they look at as "heroes."

Emotionally

Because 3rd and 4th graders are like this:

Can empathize with others. Enjoys challenges. May be sensitive to criticism, nicknames and teasing. Emotions vary widely from shyness to exuberance. Feelings easily hurt. Vents anger verbally and physically.

Teach them like this:

Provide opportunities to help others. Do not allow students to criticize or tease other kids. Affirm the child and affirm positive behavior. Help child discover healthy ways to deal with anger.

Spiritually

Because 3rd and 4th graders are like this:

Can recognize need for forgiveness of their sin and a relationship with Jesus Christ. Developing consciousness of right and wrong and able to make deliberate choices. Has an interest in God, Jesus and the Bible.

Teach them like this:

Talk with your students about forgiveness for sin and a relationship with Jesus allowing them opportunity to ask questions and make a personal decision without pressure from you or peers. Provide opportunities for prayer and resources for Bible study.

Age Group Characteristics for 5th Grade

Physically

Because 5th and 6th graders are like this:

Slow steady growth but may experience growth spurt at 11 1/2 - 12 years old. Girls are growing faster than boys. Some are entering puberty. Good motor coordination. Strong and healthy. Noisy, likes lots of activity especially out of doors. Enjoys competition.

Teach them like this:

Use creative techniques that challenge the 5th and 6th grader. Avoid childish techniques. Use active learning whenever possible. Provide times where students can be noisy perhaps during music time. Capture the students' attention from the very beginning.

Mentally

Because 5th and 6th graders are like this:

Transitioning from concrete to abstract thinking. Can think and reason but have difficulty with symbolism. Attention span is 15 - 20 minutes. Likes talking, memorizing, collecting things decision making reading and writing. Has good vocabulary.

Teach them like this:

Provide opportunities for discussion and questioning that requires the student to think. Use thought provoking techniques. Challenge them to memorize, write and collect through classroom projects. Provide choices.

Socially

Because 5th and 6th graders are like this:

Can accept responsibility. Peer relationships are very important. Pulling away from parents and adults in desire for independence. Loyalty to peers increasing while loyalty to adults is decreasing. Wants to belong to a club or group. Prefers same sex groups. Hero worshipper.

Teach them like this:

Give students duties to help them feel ownership of the class. Build on group identity with class leaders, class projects, class name, activities, etc. Don't play the heavy authority figure but guide your students with lots of love and concern for them. Don't force opposite sex groups. Provide lots of positive role models of adults and teens.

Emotionally

Because 5th and 6th graders are like this:

Sixth graders may experience more moodiness as they enter puberty. Typically are happy, easygoing, friendly, well balanced emotionally. Dislike outward displays of affection. May be quick tempered. Can be very cruel to others at times but also developing social consciousness for others.

Teach them like this:

Use humor when appropriate in your lesson. Emphasize we don't have humor at the expense of another person. Avoid displays of affection. Build value and esteem by listening attentively, focusing on the student, remembering their birthdays, etc. Avoid flare-ups by having a well-organized lesson plan.

Spiritually

Because 5th and 6th graders are like this:

Understands concepts of sin. Asks many questions about spirituality. Faith becomes more personal, ready to accept Christ as their personal Savior. Can develop spiritual disciplines of Bible study, worship and prayer. Capable of sharing Christ's love with others. May set high standards for themselves.

Teach them like this:

Answer questions openly and honestly. Use scriptures to help answer their question developing the understanding of Biblical authority. Provide opportunities for students to pray to receive Christ and equip them to grow in their faith through instruction in Bible study, worship and prayer. Provide opportunities to learn how to share their faith and service projects to help others in need.

**Cicero Christian Church
Children's Ministry
Incident Report**

Date _____

Child's name _____ **Age/Grade** _____

Class _____

Teacher _____

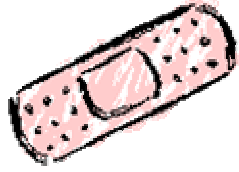
Incident (briefly describe the accident)

What action was taken

**Additional
comments**

**I have discussed incident with the Ministry
Director(initials)** _____

Office use below



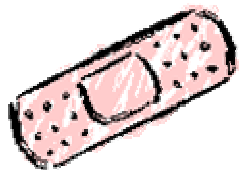
"BOO BOO Report"

Date: _____ Child's name _____ Class _____

Today I _____ and _____
(describe the accident) (adult gave first aid)

_____ to help my Boo Boo get better.

Additional comments _____



"BOO BOO Report"

Date: _____ Child's name _____ Class _____

Today I _____ and _____
(describe the accident) (adult gave first aid)

_____ to help my Boo Boo get better.

Additional comments _____