

basic training: part one
teaching the Gospel to children

At ARBC, we believe that children, just like adults, need Jesus' saving love (Romans 3:23; 6:23). They need the truth of God's Gospel applied to their hearts.

As an ARBC Children's Ministry leader, you should boldly teach the Gospel message. The facts of the Gospel are simple. One simple way to think about the Gospel is to see it as the power of God for salvation.¹

The Gospel is *God's Power* for Salvation:

(God - Humanity - Jesus - By Faith, Not Works)

1. **God** is our holy and good Creator, and He demands that we be faithful in our relationship with Him. This means knowing Him, obeying Him, and loving Him (Deuteronomy 6:4-7).

Human beings are created to be dazzled and awed. We are worshippers at heart. Our desire as Christians is to raise a generation of children that are awed by God. We tell the next generation about God's great rescue plan for humanity because His greatness cannot be measured, and He is the only true source of salvation and joy (Psalm 145:3-7).²

2. **Humanity** is in rebellion against God. We have chosen to be dazzled by our own greed and self-interest rather than be awed by God. Children, just like adults, are sinful and in need of a Savior. This is the one purpose of the Bible's teaching. As it shows us the holiness and goodness of God, it also shows us our rebellion and our sin (Galatians 3:10; Romans 3:20, 23).

When we teach children about God's plan to save humanity, it is necessary to teach them their personal need for the Savior. We do not flatter or deceive children by teaching them that their nature is good. Rather, we tenderly teach a child about his or her own failures - pointing out the specific sins to which children are prone (greed, pride, lying, disobedience, etc). Our goal is to be kind and tender, but true. We pray that the Holy Spirit will use the truth to bring conviction to the child's heart and conscience, and ultimately to give the gift of faith.³

¹ Adapted from Jeff Vanderstelt and Soma Communities in Tacoma, WA

² Adapted from Tedd Tripp, "Session 14: Helping kids see God's glory," in *Case for Kids* DVD (Shepherd Press/CCEF, 2006).

³ Adapted from Charles Spurgeon, *Come Ye Children*. Available at www.spurgeon.org

3. **Jesus** took the punishment for our sin by bearing the punishment we deserve to the cross (Galatians 3:13). He makes us right with God because He lives to speak to the Father on our behalf (Romans 4:25; 1 John 2:1).

Jesus says, “Let the children come to me. Don’t stop them! For the Kingdom of Heaven belongs to those who are like these children” (Matthew 19:14 NLT). Jesus’ words encourage us to simply and clearly teach about His person and work.

First, we must show Jesus to children in simple language. It is necessary to avoid complicated theological jargon and simply teach the message of Jesus’ death and resurrection. As Martin Luther said:

When I preach I don’t look to the doctors and [government officials] of whom there are about forty in this church. I have an eye to the many young people, children and servants of whom there are more than two thousand. I preach to these, addressing myself to their needs. If other people don’t want to listen to this approach then they can always walk out! An upright, godly and true preacher should direct his preaching to the poor, simple sort of people.⁴

When teaching ARBC’s children, you should avoid using church cliches and technical terminology (election, justification, sanctification, etc.) unless the terms are carefully defined. Use discernment when choosing the language and terms you speak to children. Always attempt to paint a picture that they will understand and connect to.

Second, we must teach children about Jesus - not merely give them moral lessons. Many children’s ministry curriculums use Bible stories (David and Goliath, Daniel and the Lion’s Den, etc.) to teach moral lessons such as “Be courageous!” These materials may accurately summarize the facts of a Bible story, but they draw a lesson from the story that the biblical author did not intend. The tendency is to draw moral lessons (“do this’ or “don’t do that”) rather than seeing God’s actions in history to save humanity:

It is possible to miss the main point or purpose of a particular Scripture [passage] because there are so many details given. The details are important because they support the main point... However, we can become lost in the details in such a way that we do not focus on the chief purpose of the passage.

The story about John the Baptist is a good example. God’s purpose in sending John is very clear - he was to prepare the way for Jesus and get the people ready for Jesus. But for some people the details are all they really know or remember, such as John’s camel hair clothes, the leather belt around his waist, his food or locusts and wild honey, his preaching in the desert, and his

⁴ Martin Luther, *Table Talk* (H.G. Bohn 1857), 427.

addressing those who came as ‘You [bunch of snakes]!’ All these are important details in the Scripture passage, but the main point here or in telling any Bible story is to ‘show them Jesus.’ That’s what John did: that is our calling as well. John the Baptist never lost his focus. He kept making the point over and over again: ‘This is he who was spoken [about] through the prophet Isaiah; ‘Prepare the way for the Lord...;’ Look, the Lamb of God, who takes away the sin of the world!’

Don’t overlook or forget the details - just keep them in proper perspective. Reflect on the marvelous way God worked out all the details of accomplishing redemption for his people through his Son.⁵

At ARBC, we believe that the stories of the Bible are not moralistic fables about the adventures of certain individuals who lived long ago. The Bible reveals God’s plan to save the universe and humanity from sin through Jesus’ death and resurrection.

Third, we must give priority to the work of Jesus’ death and resurrection as facts of history. When speaking about the Gospel to children, our temptation is to focus on the child’s inner condition - their personal struggles with sin and obedience. Even the language we use can tempt children to see the Gospel “more as what God is doing in me now, rather than what God did for me then.”⁶ As an ARBC leader, you must put your emphasis on the Gospel as an historical fact. Phrases such as, “Would you like to ask Jesus into your heart?” should always be avoided. While it is a biblical truth that Christ is present with the Christian by His spirit (Colossians 1:27; Ephesians 3:17), the work in our hearts is secondary.⁷ If we teach children *only* about the personal change that God does in hearts then we may inadvertently confuse or discourage them. When these children become aware of their sins, they may become introspective and worry, “How can Jesus live in my heart when I still get so angry?” Children must be taught to look outside of themselves to the love and forgiveness that comes because of Christ’s death and resurrection in history (Galatians 2:20). “One simply believing in Christ will produce more light and peace and joy than a lifetime of looking within ourselves for evidences and signs of grace.”⁸

⁵ *Show Me Jesus!* Toddler, Winter lesson 7.

⁶ Graeme Goldsworthy, *Gospel-Centered Hermeneutics* (IVP, 2006), 176-177.

⁷ The phrase “ask Jesus into your heart” is neither commanded in the Scriptures nor found as a description of conversion.

⁸ Octavius Winslow, *Soul-Depths and Soul-Heights*, (Banner of Truth Trust, 2006), 4.

4. Christians respond to God **By Faith** and **Not By Works**
(Ephesians 2:8,9)

Children, just like adult sinners, are easily deceived and manipulated (Ephesians 4:14). Just like adults, they may be tempted to find assurance in their own good works or religious practices rather than in the redemptive work of Jesus Christ. ARBC Children's Ministry leaders should speak freely and often about the need to repent from sin and to trust in Christ. Encourage children to confess their sins and ask for forgiveness.

Do NOT offer false assurances. Do NOT assure them that a prayer for mercy (aka "sinner's prayer") guarantees their eternal destiny. It does not. Children will become confused and think that the words they said in a prayer, not the work of Christ, is the source of their salvation. Human hearts long to find assurances in things that we can manipulate - our own knowledge, emotional experiences, prayers, or our works. We must discourage children from seeking assurance in such things. Many children have prayed a "sinner's prayer" or "asked Jesus into their heart" without fully understanding and "owning" the Gospel's demands for repentance and faith. These are not true conversions, and "the last state is worse than the first if the 'convert' becomes disillusioned and hardened against the real Gospel."⁹

To this point, as parents and leaders we must constantly reinforce to our children that it is the work of Christ and His grace that brings salvation, not words said in a prayer. Many parents, in a search for their own peace and assurance, will force children to say "the prayer" without emphasizing the proper doctrines and biblical concepts. As previously stated, some children may not fully comprehend the decision they are making and it can cause a lifetime of confusion about their salvation. As a parent, it is essential that you trust in the sovereignty of God in salvation. Be consistent in emphasizing repentance and faith to your child. As they grow in faith and maturity and you diligently raise them according to biblical principles, God will do His work.

Do NOT pressure children for commitments. Rather, trust that God is already at work in their hearts! Your responsibility is to faithfully tell the Gospel to them and leave the results to the Lord. Salvation is a work of God. We must teach children that assurance is found in Jesus Christ and His work alone. Trust that the Holy Spirit will assure those who are truly changed (Romans 8:16). Trust that He will bring conviction or assurance as He sees fit. Trust God to work in the hearts of His children to bring them to Himself through faith, in His time and in His way.

⁹ Goldsworthy, *Gospel-Centered Hermeneutics*, 177.

Next Steps:¹⁰

With this Gospel perspective in mind, our prayer is that ARBC Children's Ministry leaders will have conversations with children about the Gospel often.

So, as a leader at ARBC, what do I do to encourage a child who expresses faith in Christ without overstepping or pressuring the child?

- As stated above, stress the facts of the Gospel. Teach children God's laws and commands, which the Holy Spirit uses to bring conviction of sin (Deuteronomy 6). Then, teach them God's promises and plainly speak about their need to repent from sin and trust Christ (Acts 2:38-39).
- Encourage un-churched children to come to ARBC. God saves sinners through exposure to His preached and taught Word. Pray that the ministry of the ARBC Children's Ministry will influence every child and parent that walks through our doors with the Gospel of Christ.
- Remember, as stated above, that children are easily deceived and manipulated, and, just like adults, they are tempted to trust in their own works rather than Christ. Moreover, signs of true faith are sometimes harder to recognize in children than they are in adults. It can be difficult to tell the difference between natural maturing and a Holy Spirit change of heart. This is especially true since children naturally want to please adults. Do NOT use abstract language ('Jesus in my heart'), offer false assurances, or pressure children for commitments.
- Do not be skeptical about a child's sincerity. Although we want to be careful not to give a child a false sense of security, neither do we want to unwittingly discourage children from believing that God can grant them saving faith as a child.
- Trust God to work in the hearts of His children to bring them to Himself through faith, in His time and in His ways. Your responsibility is to faithfully tell the Gospel to them and leave the results to God. We can trust that the Holy Spirit will assure those who are truly changed (Romans 8:16).

What if a child - on their own initiative - says they are trusting in Christ?

- Express joy, but use discernment about validating that expression as one of saving faith. Offer encouragement to them to continue placing their trust in Christ throughout their life.

¹⁰ Adapted from Clifton Baptist Church, Louisville, KY

- If a child from a believing family speaks with you about the Gospel, let their parents know the questions they are asking. Parents are called to be the primary shepherds of their children, and they should be closely involved when their children are asking these questions. Encourage parents, with the support of ARBC's leadership, to discern their child's heart carefully.
- If a child from an un-churched family speaks with you about the Gospel, let the ARBC Children's Ministry leadership know so we can explain the Gospel clearly to the child's parents, let them know about the questions their child is asking, encourage them to continue to bringing their child to church, and build a relationship with them.
- Offer the parent a copy of the Bible if they do not own one.

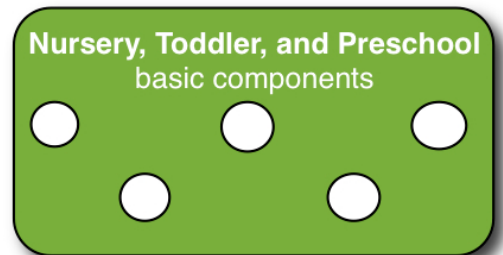
The philosophy of education for children at ARBC is modeled after the progression found in Psalm 78:5-7. These verses state:

He established a testimony for Jacob and established the law in Israel that he commanded our ancestors to teach their children, so the next generation would know them, even the children yet to be born, and they in turn would tell their children.

From their earliest years, our infants are taught basic Bible doctrines and stories as they are spoken in blessings and prayers. Our toddlers and preschoolers see and memorize basic Bible truths. In our elementary classrooms, there is an emphasis on knowing how the major Bible doctrines and stories are related. Children learn Bible themes, start to read the Bible for themselves, and are taught to apply the Bible's promises to their lives. In middle and high school, our students are taught to live out their faith in community through actions and words. Our goal is that they will in turn be prepared to tell the next generation.¹

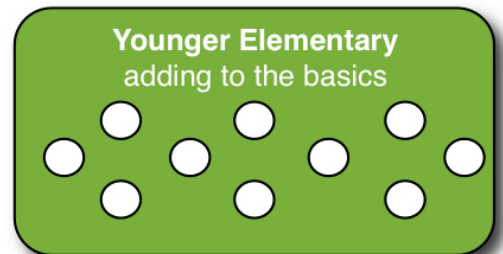
Stage 1: Nursery, Toddlers, and Preschool (Ages 1-5)

In our Nursery, Toddler, and Preschool classes we begin to teach the vocabulary of faith by presenting Bible stories, basic doctrines, and memory verses. Even children this young are able to acquire proper beliefs and learn what God requires of them and begin their journey of knowing Him.



Stage 2: Younger Elementary (Grades K-2)

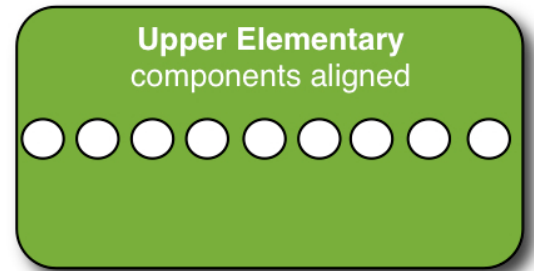
In our Younger Elementary small groups we teach stories from the entire Bible. The students begin to learn biblical truths and gain some familiarity with how they relate to one another. Chronology is considered in this age-group, but it is periodically ignored; children at this age cannot handle it developmentally. They continue to add basic truths to their repertoire, learning the different kinds of doctrines and how they relate to each other. This is essential before moving ahead in their faith journey.



¹ Adapted from Susan Hunt, Heirs of the Covenant: Leaving a Legacy of Faith for the Next Generation (Crossway, 1998).

Stage 3: Upper Elementary (Grades 3-5)

Our Upper Elementary small groups integrate Bible stories around certain unifying themes such as worship, grace, missions, sharing your faith, trusting God, and Children's Ministry leaders of God. Because students at this age are developing skills of conceptual thinking, discovery of truths from Scripture through comparing, contrasting and analyzing is emphasized. From a doctrinal standpoint, this age-group begins to organize their individual beliefs and basic doctrinal understandings together thematically.



If you work with Nursery or Toddlers (ages 1-2), begin on page 3.

If you work with Preschoolers (ages 2-5), begin on page 5.

If you work with Elementary (grades K-5), begin on page 8.

Toddlers (Ages 2-3)

teaching basics through structured time and play

How Do Toddlers Learn?

2 Year-Old Characteristics

- Cannot think abstractly
- Need simple and concrete samples
- Often feel small and vulnerable
- Have a fear of separation from parents
- Are curious about everything
- Are physically active
- Have limited motor skills
- Are developing large motor skills
- Have a 200 word vocabulary
- Understand more words than they use
- Play NEAR others

3 Year-Old Characteristics

- Cannot think abstractly
- Need simple and concrete examples
- Like to be helpful
- Watch and imitate adults
- Can have sensible conversations
- Can sit a little longer
- Have limited coloring/gluing skills
- Follow simple directions
- Have a 1,500 word vocabulary
- Know some Bible words
- Play WITH others

You are stepping in to assist parents and the church in nurturing these children. As you open up a new world of learning, provide a predictable, well-structured and caring atmosphere. Be creative as you prepare your lesson. You have permission to deviate from an activity in the curriculum (so long as you do not deviate from the Bible story and the Gospel). Please mix things up if you know that what is given will not work with your kids. Focus on the children, not the activities. If you have properly prepared for the lesson, you will be able to concentrate on the students themselves. Know your kids—their likes and dislikes. Be particularly sensitive to children with special needs or those who have little security in their homes. To some degree, the church can supply these little ones with the sense of love, security, and family that they lack at home.

Nursery Schedule – Updated 12/12/10

9:00 Service

- **9:10** – Coloring Sheet (1's classes only)
- **9:30 – 9:50** (1's classes only) – Bible Story, song time and snack time. Snacks will be brought to your classroom by 9:40 for our 1's classes. For babies under 1, parents are to provide their own snacks. Please put the children in/at their tables, use a little hand sanitizer on them and sing this prayer to the tune of Are you Sleeping, Brother John? Show them how to fold their hands, bow their heads and close their eyes.

*God we thank You, God we thank You
For our food, for our food
And our many blessings, and our many blessings,
Amen, Amen*

The lead teacher (or someone else designated) will read the Bible Story and show the pictures to them and then lead them in song time.

- **9:50** – Diaper checks and fill out parent papers with times they ate, were changed, etc.
- **10:05** – Please wipe table surfaces and any toys used so all the toys will be sanitized for the next hour. If you don't have time to clean the toys please put them up on the counter in the dirty toy bin.
- **10:15** – Get ready for dismissal and don't forget to send home parent papers

10:45 Service

- **10:55** – Coloring Sheet (1's classes only)
- **11:15 – 11:40** (1's classes only) – Bible Story, song time and snack time. Snacks will be brought to your classroom by 9:40 for our 1's classes. For babies under 1, parents are to provide their own snacks. Please put the children in/at their tables, use a little hand sanitizer on them and sing this prayer to the tune of Are you Sleeping, Brother John? Show them how to fold their hands, bow their heads and close their eyes.

*God we thank You, God we thank You
For our food, for our food
And our many blessings, and our many blessings,
Amen, Amen*

The lead teacher (or someone else designated) will read the Bible Story and show the pictures to them and then lead them in song time.

- **11:40** – Diaper checks and fill out parent papers with times they ate, were changed, etc.
- **11:55** – Please wipe table surfaces and any toys used so all the toys will be sanitized for the next hour. If you don't have time to clean the toys please put them up on the counter in the dirty toy bin.
- **12:00** – Get ready for dismissal and don't forget to send home parent papers.

Preschoolers (Ages 4-5)

teaching basics through structured time and play

ARBC Children's Ministry expects its leaders to provide a loving atmosphere as they teach preschoolers about God's love for them. Our preschool environments are primarily structured by their schedule and our children's space.

Young children do well with basic routine. In terms of schedule and space, each group moves progressively through times and places designated for play, music, the Bible story, and sensory activities. The themes of the lesson/Bible story are integrated into some aspects of the schedule so that music, crafts, activities, etc. reflect the themes of each lesson.

How Do Preschoolers Learn?

What are they like?

- Attention span lasts five to ten minutes
- Play well with others and enjoy social interaction
- Literal thinkers
- Curious
- Active
- Imitative
- Do not generalize
- Limited understanding of numbers, time and space
- Growing in independence
- Talkative
- Developing small muscle control
- Expanding vocabulary
- Tire easily
- Want to please
- Formulate ideas through concrete experiences

What do they need?

- Opportunity to change activity often
- Social interaction, group games
- Concrete Bible stories, no abstract concepts
- Imaginative activities
- Plenty of opportunities to move around
- Setting that encourages learning by doing
- Opportunities to learn by specific actions
- References to what numbers mean or to geography that is too abstract
- Freedom within limits - routine and structure
- Opportunities to practice cutting, pasting, drawing and coloring
- Opportunities to learn through language
- Periods of rest
- Tasks to perform
- Encouragement; reasonable praise
- To learn about God in terms of what He does rather than who He is

You are stepping in to assist parents and the church in nurturing these active 4 and 5 year-olds. You can open up a new world of learning for them by providing a predictable, well-structured and caring atmosphere. Wiggly preschoolers are not too young to develop the skill of quiet listening. As you prepare to tell the Bible story each week, lead your children in simple routines to prepare them to hear the Word of God.

WHAT A CHILD OF FOUR AND FIVE CAN LEARN: Age-Appropriate Biblical Concepts:

About God:

- God loves them and others.
- God cares for all who love Him. God cares for and loves families.
- God made all things.
- God is to be trusted and depended on.
- God is everywhere.
- God will hear prayer any time.
- God sent Jesus to die for sin.
- God wants him to be thankful for all He has made.
- God wants them to obey Him by obeying his parents.
- God loves them.

About Jesus:

- Jesus loves them and is their best friend.
- Jesus came to be the Savior.
- Jesus is now living in heaven.
- Jesus will help them obey and share.
- Jesus wants all children to love Him.
- Jesus is always with them.
- Jesus died for them.
- Jesus can help them do hard things.

About the Bible:

- The Bible tells about God.
- The Bible is God's Word.
- God tells us what He wants us to do in the Bible.
- The Bible helps them know what to do.
- The Bible is a Book of true stories.
- God gave parents to care for and teach them.
- God gave parents to pray for them.
- They should obey their parents.
- They should want to love and please their parents.

About Church:

- Church is a place to learn, sing, and worship God.
- Church is a place to meet with others who love the Lord.
- Church is a place where we learn about God.

About Others:

- God made all people.
- God loves everyone and wants all to love Him.
- God wants him to tell others of Jesus. Others may not share as they do.
- Others may be loving and kind to them.
- They are to be kind, share, and pray for others.
- God wants them to share their money. God wants people to help others.

About Angels and Last Things:

- Some angels are good and some are bad.
- Satan (the devil) is a bad angel who did not want to please God.
- Satan and his angels want us to do bad things.

Preschool Schedule

9:00 Service

- **8:50** Children begin to arrive
- **9:00** Opening activity
- **9:20** Kerplunk
- **9:45** Restroom break and wash hands
- **9:55** Craft and discussion questions
- **10:05** Snack and discussion questions
- **10:15** Dismiss

10:45 Service

- **10:35** Children begin to arrive
- **10:45** Opening activity
- **11:05** Kerplunk
- **11:30** Restroom break and wash hands
- **11:40** Craft and discussion questions
- **11:50** Snack and discussion questions
- **12:00** Dismiss

Elementary (Grades K-5) putting together God's grand story

In our elementary environments, ARBC's children continue to learn Bible basics, but, at this stage, our children also learn how to logically fit the Bible's stories and basic doctrines together. Chronological order will be given priority as we tell God's story to our children. The emphasis (even with children through grade 4) is on Biblical themes such as worship, grace, missions, witnessing, trusting God, and being servants of Him.

As children grow in our ministry, our goal is for them to develop an understanding of how God has revealed Himself in His Word by studying God's redemptive plan through a survey of all the books of the Bible. Our emphasis is that Jesus Christ is central in all of God's grand story. The curriculum we have chosen follows Dorothy Sayers' suggestion that during the elementary years "we should become acquainted with the story of God and Man in outline—the Old and New Testaments presented as parts of a single [story] of Creation, Rebellion, and Redemption— and also with [basic doctrine], the Lord's Prayer, and the Ten Commandments."²

In session one, we discussed how the gospel is God's power for salvation (God— Humanity—Christ—By Faith, Not Works). This is a thematic understanding of the Gospel. When the Scriptures are read chronologically from Genesis to Revelation, we see that the gospel is also a grand story (Creation—Fall—Redemption—Restoration).

The Gospel is *God's Story of Reconciliation* ³ (Creation - Fall - Redemption - Restoration)

When we read the Scriptures as a story, we come to know the reason for salvation—the gospel's purpose. In this case the Good News is that God sent his Son to redeem the world and create a new humanity. Eventually the whole world will be renewed. Death, decay, injustice, and suffering will be all removed. (Ephesians 2:10,14-22; 2 Corinthians 5:15-21; Revelation 21). The gospel is not just about my individual happiness or God's plan for my life. It is about God's plan for the world. We pray, "Your kingdom come, Your will be done on earth as it is in heaven." The people of God are an alternative city/nation within a city/nation to display as a foretaste of what the eternal city will be like (Jeremiah 29; Matthew 5:3-16; Luke 6:20-36; 1 Peter 2:9-12).

Consider all the places throughout Scripture where we see the people of God saved for this purpose. God, in Jesus Christ, has given us both the MESSAGE of reconciliation - *Gospel Power* - and the MINISTRY of reconciliation - *Gospel Purpose* (Ephesians 2:8-10; 2 Corinthians 5:17-19).

Putting it Together in Our Hearts

Because children in the elementary grades are developing skills of conceptual thinking, discovery of truths from Scripture through comparing, contrasting, and analyzing is emphasized. Elementary children are becoming critical thinkers, and, as they learn that their world doesn't always work logically, they can become critical of others. In the elementary grades, children naturally become more critical (of parents, one another, and concepts they are taught). An additional goal at this stage is to encourage children to be self-critical. We pray that our children will learn to identify their own sins and the inconsistency that exists between what they say and what they do.

² Dorothy Sayers, "The Lost Tools of Learning"

³ This section is adapted from Jeff Vanderstelt and Soma Communities in Tacoma, WA.

It makes sense to teach the message of the Gospel as a story at this stage. As our children grow in their understanding of the world's brokenness and inconsistency, we will share with them God's grand rescue plan to repair and restore the broken universe. Our prayer is that our children will grow to express faith and want to join in God's ministry of reconciliation.

Elementary Age-Level Characteristics:

Younger Elementary—Grades K-2

There is tremendous variation in reading and writing skills among 5, 6, and 7 year-olds. You will need to structure your teaching in a way that accommodates both readers and nonreaders. Being attuned to the differing and changing academic skills of your students will prepare you to teach effectively to this age group.

Kindergarten and Grade 1

- Think in literal and concrete terms
- Can follow specific instructions
- Have difficulty sitting still for very long
- Have a lot of energy
- Like all kinds of games
- Need to feel capable
- Want to please teachers
- Are talkative
- Are developing hand-eye coordination
- Think in terms of good and bad
- Enjoy Bible stories
- Understand God's love through personal experience
- Beginning to read

Grade 2

- Have limited concept of time and space
- Enjoy an ever-widening world
- Are busy and industrious; like to make things
- Enjoy organized games and group activities
- Are developing small-muscle coordination
- Want to win
- Want things to be fair
- Use their own experience to understand the experience of others
- Want individual attention and affirmation
- Like learning from the Bible
- Make conclusions about God in concrete terms
- Do not understand the spiritual nature of God
- Developing reading skills

Middle Elementary – Grades 3 & 4

Third and fourth graders are quickly growing in their ability to reason and discover, unlike younger children, who can think only literally. Middle elementary students are able to discuss ideas; they can compare, contrast, analyze and discover.

- Think in terms of right and wrong
- Need to express feelings
- Do not think in abstract terms
- Want to learn
- Have good hand-eye coordination
- Enjoy physical activity and may have trouble calming down
- Vary with peers in ability to read and write well
- Are developing values
- Enjoy friends of the same sex
- Are eager to please and want to be liked
- Are becoming conscious of self and of sin
- Often begin to feel the need for a personal relationship with God
- Are developing skills of comparing, analyzing and evaluating

Older Elementary—Grade 5

Fifth graders are ready to handle organized units of Bible study. They can dig into the big themes of the Scriptures, presented historically and chronologically. Preteens also love social interaction and thrive in group settings. Use class time for interactive learning, such as cooperating in small or larger groups, role-playing, brainstorming and the like. Doing things this way will keep the students eager to come back for more, help class members get to know each other and help you get to know them!

Growing Physically

- Can't sit still for long
- Approaching (or in) puberty

Growing Emotionally

- Set a high standard for themselves
- Are more aware of personal shortcomings
- Generally dislike outward displays of affection

Growing Socially

- Need relational and social interaction
- Are competitive
- Can exhibit negative behavior, such as bullying or teasing
- Want to be like the group
- Are strongly concerned about fairness

Growing Mentally

- Can think and reason; compare and contrast
- Have mastered basic reading and writing skills
- Memorize easily
- Can work steadily for long periods

Growing Spiritually

- Understand the elements of the Christian faith
- Are able to understand the history and chronology of Scripture
- Are developing a value system
- Are finding out what it means to belong to Christ and his Church
- Are learning to put into practice what they know from God's Word

WHAT A CHILD OF SIX AND SEVEN CAN LEARN: Age-Appropriate Biblical Concepts:

About God:

- God loves them and their family and their friends.
- God loves all the people of the world. God wants people to love Him too.
- God wants people to give their lives to Him.
- God provides food for men by letting plants grow.
- God takes care of the world He made.
- God is good, but He is also against evil.
- God wants us to pray and read our Bibles.
- God is holy and cannot fail.
- God has all power to help them.

About Jesus:

- Jesus is the Son of God.
- Jesus came to earth to die for sin.
- Jesus wants people to accept Him as their personal Savior; Jesus wants to help people go to God.
- Jesus wants to take sin from our lives. Jesus never did anything wrong.
- Jesus rose from the dead and lives in heaven.
- Jesus loves us and wants to be our friend.
- Jesus did many wonderful miracles while on earth.
- Jesus can help him choose to do the right things.

About the Bible:

- The Bible is God's Book, for it tells about Him The Bible tells us what God wants.
- The Bible tells how God worked with others. The Bible tells much about us.
- The Bible is a good Book to study, for it helps us. The Bible should be read and memorized. The Bible contains sixty-six books.
- The Bible has two major parts, called the Old and the New Testaments.

About Home and Parents:

- Parents are God's leaders for us on earth.
- Parents want to help us, so we should obey them.
- Parents love us, so we should love them too.
- Parents provide food and clothing and home for us.
- God is an important guest in our home at all times.

About the Church:

- Church is God's house.
- Church is a place where God's people go.
- Church is a happy place.
- Church is a place for songs and prayer and Bible study.
- Church is not just a building, but also the people in it.
- We can give to the Lord's work through the church.

About Angels and Last Things:

- Satan tempts us to sin and disobey God.
- Good angels worship and praise God.
- Good angels are God's servants.
- Jesus has gone to heaven to prepare a place there for all who love Him.
- Jesus is coming to take us to live with Him forever.

WHAT A CHILD OF EIGHT AND NINE CAN LEARN:

About God:

- God is all powerful, all wise, and everywhere.
- God is present with them at all times.
- God wants to help them as they grow.
- God loves them and wants them to love God.
- God made the universe and all in it.
- God wants them to pray each day.
- God always answers prayers with "Yes," "No," or "Wait."
- God loves people all over the world.
- God the Holy Spirit is a person who is spirit.
- When they accept Jesus as their Savior, the Holy Spirit comes into their life.

About Jesus:

- Jesus is the Son of God, the Savior.
- Jesus died on the cross for sin.
- Jesus can give salvation to those who ask.
- Jesus can forgive sin.
- Jesus loves them even when they sin.
- Jesus wants them to be a disciple and follow Him.

About the Bible:

- The Bible is an exciting Book to read.
- The Bible is a true Book, not fiction.
- The Bible is God's Word.
- The Bible should be read each day.
- The Bible has many important verses to be memorized.
- The Bible is God's truth.
- The Bible tells what God wants us to know.

About Home and Parents:

- Parents have rules for them to follow, but they also have God's rules to follow.
- Parents are to the child what God is to the parents.
- Parents want them to be a part of the family group.
- Home is a secure place where they can find their strength.
- Home is a happy place.
- Home is a place where they can talk over his problems with their parents.
- Home is a place where they can learn to follow rules.

About Church:

- Church is a place where they learn about God and the Bible.
- Church is a place where they can worship God.
- Church is a place to sing about God.
- Church is a place for families.
- Church is a happy place where they want to go.
- Church needs their help to be all that it should.

WHAT A CHILD OF TEN AND ELEVEN CAN LEARN:

About God:

- God is Spirit, who is everywhere, but whose home is in heaven.
- God is all powerful, but He permits evil things to happen.
- God is all wise, but He permits men to choose between Him and sin, even though He knows what is best.
- God is one, but He is a triune being: Father, Son (Jesus Christ), and Holy Spirit.
- God is absolutely perfect, holy, and just. God hates all sin.
- God cares for and protects His children.
- God wants to show him His will for his life.

About Jesus:

- Jesus took on Himself the body of a man so He could do what God had planned.
- Jesus fulfilled part of God's great plan for the child, to bring them to God; the child must fulfill the other, to accept what Jesus did on the cross.
- Jesus shows them how to live for God, for His perfect life is a pattern for all.
- Jesus took the punishment for the sins of those who would believe in Him on Calvary.
- Jesus became alive again and lives in heaven.
- Jesus Christ was born of a virgin.

About the Bible:

- The Bible has the answer to all their everyday problems.
- The Bible can help them live a happy life.
- The Bible tells the history of God's work among men.
- The Bible is God's Word, the authority for life.
- The Bible is set in the culture of another kind of people. They need to understand that culture to understand the Bible.
- The Bible is without error.
- The Holy Spirit guided the writers of the Bible books.
- The Bible is a Book to honor and to memorize. It is God's truth to put into everyday practice.
- The Bible is God's truth for all men. They need to share it with others.
- The Bible, which is God's Word, is to be obeyed.

About Home and Parents:

- The home and parents are part of God's plan for them.
- The home and parents function as part of God's plan, but they should do their part, too. We should show loyalty to his home and parents. They should show honor to our home and parents.
- They should accept correction from their parents, for this will help them become a strong leader.
- They should begin to see what makes a Christian home, looking toward the day when they will start one.

About Church:

- The church is a fellowship of believers in Christ.
- The church brings them in contact with Christian leaders.
- The church trains them in worship, study, prayer, witness, service, and fellowship.
- The church is a place where we can serve God.
- The church is a place where they can learn to practice Christian giving and outreach. They can learn about the ordinances.

About Angels and Last Things:

- Satan is the ruler of spiritual wickedness.
- Satan wants to keep people from coming to God.
- God has a plan for the future, which will come to pass.

- People who have trusted Christ as their Savior and have died will be raised from the dead when Christ returns.
- Satan and his angels will be cast into the lake of fire for eternal punishment.
- People who have not trusted Christ as their Savior will spend eternity in hell.⁴

Sunday Schedule: Here is what a Sunday morning looks like:

- **Start Up (Fifteen minutes prior to the start of the service to five minutes after)**
 - Kids start out in small groups and enjoy activities that introduce the morning's theme and lesson.
 - K-2nd small groups are located in Building A on the 2nd and 3rd floors.
 - 3rd-5th small groups are located in left/west side of Building C.
- **Large Group (25 Minutes)**
 - A time for kids to worship and experience the Gospel in an interactive and creative way.
 - "The K-one-2" (room 301): Grades K-2nd
 - "Club 345" (left/west side Building C): 3rd-5th
- **Small Groups (30 Minutes)**
 - After large group kids go back to their small groups and talk about what they learned in large group and participate in hands-on activities.

⁴ Adapted from "What a Child Can Learn" by Dr. Milton Uecker's seminar in Virginia Beach, VA

basic training: part three

the nuts and bolts of loving children

Reflections on 1 Thessalonians 2:17-3:2:

But, brothers, when we were torn away from you for a short time (in person, not in thought), out of our intense longing we made every effort to see you. For we wanted to come to you—certainly I, Paul, did, again and again—but Satan stopped us. For what is our hope, our joy, or the crown in which we will glory in the presence of our Lord Jesus when he comes? Is it not you? Indeed, you are our glory and joy. So when we could stand it no longer, we thought it best to be left by ourselves in Athens. We sent Timothy, who is our brother and God's fellow-worker in spreading the gospel of Christ, to strengthen and encourage you in your faith.

Paul loves being with fellow Christians. He loves to minister to them, and he longs to be with them. If you look ahead to verse 13, you see that Paul was striving to see them presented “blameless and holy in the presence of God our Father” (3:13). Paul does everything that he can to be with Thessalonians and, when he can't, he sends a trusted replacement.

“Will you hate to be apart from your kids—to miss Sunday school? Will you look forward every week to seeing the kids again in order to minister to them? Will you truly be concerned about them (3:5) and pray for them between seeing them (3:10)? If, despite your longings to be there, you can't get to Sunday school, will you make sure you send a trusted replacement (3:2)?”
—Stephanie Carmichael, *Their God Is So Big*

Paul's example is certainly a challenging one to follow. That sort of love and commitment only comes from God, and we will only be filled with this love if we ask for it in prayer (3:12). Moreover, we can only love the kids we serve in this way if we see them with heavenly eyes. The Thessalonians are Paul's “glory and joy” because they will be like crowns for him in the presence of Christ (2:19-20).

As we begin this season of service, let's ask God to fill us with love and joy in the service that He's given us. May He help us to see the kids that we're serving as our joy and crown. With these words in mind, let's look at our job descriptions.

Responsibilities of the Children's Ministry Leadership Team (Staff and Coordinators):

- Pray for ARBC's children and Children's Ministry leaders.
- Staff and recruit for all service positions.
- Set a clear direction and vision for the future of the Children's Ministry.
- Equip all leaders to keep the Jesus first in their teaching by providing teachers with gospel-centered curriculum and training.
- Provide opportunities for leaders to develop their teaching skills through on-the-job training and mentoring relationships.
- Train all leaders to follow ARBC's guidelines. Training teachers, volunteers and staff at church who work with and around children is an important responsibility.
- Supply our leaders with everything necessary for their ministry to children.
- Enforce ARBC's policies for safety and security.
- Listen to the concerns and ideas of other leaders and parents as we work together to grow and improve the Children's Ministry.

Responsibilities of ARBC's Volunteer Leaders:

General:

- Pray for ARBC's leadership, about your lesson, for the spiritual development of the kids in your class, and for your own spiritual growth.
- Read and study the Scripture passage that you will teach each week. As you prepare, think especially about how the weekly Scripture passage communicates the gospel.
- Grow in your knowledge of education and theology.
- Teach with excellence and always look for ways that you can improve.
- Provide feedback about the curriculum and your classroom experience to ARBC's leadership.

Specific:

- Please arrive at least 20 minutes early to your room.
- Greet each child and family as they arrive.
- Leaders in the nursery should check diapers regularly and change them as need. Every diaper should be checked. Diapers should be changed as a first response to a fussing child.
- Remain until parents pick up all children in your room or until the leaders for the next service arrive.
- Leave the room better than you found it.
 - Clean up all messes. Put toys away where you found them. Return unused resources to appropriate place.
 - Nursery leaders need to sanitize toys, tables, chairs, diaper changing areas, etc.
 - If you are serving in the last service, please turn out the lights in your room when you leave.
- Have **fun** and share the love of Christ!

Responsibilities of Parents:

Things we expect parents to bring:

- For children two years-old and younger:
 - Bring an adequate supply of disposable diapers and wipes.
 - Bring an extra change of clothes.
 - Bring only plastic bottles or cups for milk, juice or water.
 - Place your child's name on his/her diaper bag, and label all items brought with your child (bottles, pacifiers, etc.). Our computer check-in system can print labels for this purpose.
- For all preschool children:
 - Please label all your child's belongings (sweaters, jackets, etc.).
 - Dress your preschooler in comfortable, washable clothing. Remember, preschoolers are active learners and need to be free to participate in learning activities.

Things we expect parents to do:

General:

- Parents are requested to use only disposable diapers while at the church.
- If any child demonstrates unacceptable behavior while at ARBC, the parent will be asked to remain with the child until this behavior ceases.
- Parents should label all items (such as bottles, cups, diaper bags, wipe containers, clothing etc.) with their child's first and last name.
- Parents should notify the individual room leaders of any allergy or special circumstances their child might have.
- Parents are strongly encouraged to keep immunizations up-to-date.

Attendance:

- Regular attendance, positive conversations about church and patience will alleviate most separation anxiety problems.
- Parents will be notified after 20 minutes if their child remains inconsolable and unable to adjust.
- ARBC requests that parents take their children to the bathroom before dropping them off at class.

Check-In Procedure:

- Upon check-in you will receive a claim ticket that matches the alphanumeric code on your child's name tag.
- In the event you lose your claim ticket, you will be asked to show your driver's license. A Children's Ministry volunteer will verify the information on your license and match it with your child's name tag.

For all other policies and procedures please see our Parent Handbook available for download from www.austinridge.org.

Classroom Discipline:

Tips for Teachers:

- Be well prepared and organized. Be structured and well paced. Half of classroom management is knowing exactly what you are doing. If you are prepared and organized, children will not have the opportunity to get out of hand.
- Be consistent. Consistency will help children to feel safe and secure.
- Don't ask children to do activities that you are not prepared to do yourself.
- Praise children for good behavior ("Thank you, Ashley, for being kind to Jesse.")
- Give clear instructions, and repeat them. Model gentleness, and use a firm tone only when necessary.
- Use a signal to help children to be quiet. Be creative with your signal (e.g., flicker the lights; finger over lips; stand on one foot; etc.). Be consistent with your signal.
- Discuss obeying and being respectful with your class often, even with young toddlers.
- Watch your example. Children are great imitators.

Standards of Behavior:¹

The effective spiritual formation of all our children requires a stable environment. The role of ARBC is to support and supplement parental training by upholding high standards of behavior, respect and discipline. Some of the expectations we have for children include:

- Every child participates with a willing heart, eager to learn and obey. The attitude should be respectful to the authority.
- The child is to avoid being disruptive or a distraction to the mission and purpose of the Children's Ministry.
- Disrespect (whether verbally, by gesture, in attitude, or by action) is unacceptable.
- Misbehavior (including, but not limited to, persistent talking, distracting others, not following instructions, ignoring instructions or directions, or interacting inappropriately with others in the class) is unacceptable. We will be tolerant with younger children and toddlers, but even a young child cannot be permitted to bite, hit or harm other children. Older children may not participate in inappropriate hitting, grabbing or similar behavior generally referred to as "roughhousing." They may not belittle, mock, laugh at, name call, or display any similar inappropriate behavior towards their classmates.

Disciplining Misbehavior:

When any of the above situations occur, the following course of action will be taken:

- First, the teacher or adult worker will clearly and gently identify and explain to the child the inappropriateness of his/her behavior, and offer instruction regarding the correct way to conduct him or herself. The child will then be allowed to return to the regular activity.
 - Walk to or stand by a child who is being disruptive.
 - Make eye contact with child. Get on their level. Know their name and speak their name as you speak to them about their unruly behavior.
 - With younger children, redirect the child to a new activity, giving the child a choice of two options: ("Billy, would you like to play with a truck or a ball?")
- Use time-outs when necessary. (One minute per year of the child's age. Make sure the child is away from other children and classroom activity.) This will sometimes require securing help from the coordinator on call.
 - Give one warning before implementing a time-out except in the case of hitting, kicking, biting, hair pulling, etc.

¹ Adapted from Grace Community Church, Dallas, TX

- The purpose of a time-out is to stop negative behavior, talk about the offense, give correction and teach forgiveness.
- Encourage repentance when necessary. Have the child ask for forgiveness (“Will you still be my friend even though I took your toy?”).
- Confidentially share the situation with the child’s parents when class is over. Make sure you honor the child and at the same time, encourage the parents. Allow the parent to address their child either in the classroom or in another suitable location.
- If the above steps do not correct the behavior, contact the coordinator, who will remove the parent from the service and ask him or her to remove the child. If this happens, the parent must remain in the classroom when he or she next attends and until the unacceptable behavior ceases.
- Expect God to work on His timetable in the children’s lives (and yours).

Limitations:

No child at ARBC will be subjected to corporal punishment (including, but not limited to, rough handling, ear pulling, shaking, slapping, hitting, and spanking); emotional abuse (including, but not limited to, name calling, shaming, threatening, humiliation, or yelling); or the use of physical restraint (unless restraint is necessary to protect others from harm). Do not touch a child for disciplinary purposes unless it is necessary to restrain the child to protect others. If a leader or staff member is guilty or accused of inappropriate action toward a child, he or she may be subject to discipline by the church and/or removal from the ministry.

Sanitation & Hygiene

The very nature of childhood behavior can create an environment that has the potential to spread infection. Common childhood diseases can be communicated by fecal-oral contamination, by contact with respiratory secretions, by person-to-person contact, or by contact with saliva, waste products and blood. Therefore, it is our commitment to try and maintain the safest, cleanest atmosphere possible to ensure the health and welfare of all children.

Universal Precautions:

- Disposable gloves are to be worn when contact with body fluids is anticipated. This includes blood, stool, urine, nasal discharge, eye secretions and vomit. They must be discarded after each use and are never to be washed and reused.
- A disinfectant spray will be used to sanitize areas that are routinely in contact with children, such as diaper changing stations, toys, cribs, mattresses, walkers, etc., after each service and during the session if needed. Objects to be disinfected include toys, teaching pictures, blocks, tables, chairs, cribs, shelves, walkers, swings, doorknobs and changing surfaces. These items should be disinfected after each session or, if appropriate, after each use by an individual child (such as a toy that has been mouthed by a child). Do as much disinfecting as possible.
- Hand-washing—Strict hand washing with soap and water is of utmost importance in preventing the spread of infection. Wash your own hands often, and encourage children to wash their hands as well.

When to wash hands:

- Upon arrival to the classroom.
- After removing disposable gloves used for any reason.
- After changing a diaper and removing disposable gloves.
- After assisting a child with using the toilet.
- After wiping a child’s nose or mouth.
- Before and after attending to an injury.
- Whenever hands are visibly dirty or after cleaning a room, toys or bathroom.

- Before leaving the children's area.

How to wash your hands:

- Wet hands with warm running water.
- Apply a generous amount of antibacterial soap.
- Scrub hands vigorously for 10-15 seconds, front, back and between fingers (Sing the ABC song; preach the gospel to yourself).
- Rinse hands thoroughly under running water.
- Dry hands with disposable paper towels.
- Waterless hand sanitizers are not to replace washing hands with soap and water.

When to wash a child's hands:

- After using the restroom and diaper changes
- After inside and outside activities
- Before snacks and food-tasting experiences
- After blowing or wiping their nose or sneezing

Linens:

In our nursery area, all toys, bedding, etc. are sanitized at the conclusion of each nursery event (or session). Sheets are changed and beds are sanitized after each child has used a bed. Workers in each session are responsible for sanitizing toys before leaving the nursery area. First hour volunteers will leave sanitized toys to air dry. Second hour volunteers will use new toys for the second hour, put away the first hour toys once they are dried, sanitize the toys used second hour, and leave them to air dry. (Any toy that a child places in his or her mouth must be sanitized immediately before being used by another child. All toys must be cleaned at the end of every session.)

Physical, Emotional, & Sexual Abuse²

Reporting:

In the case of suspected parental abuse, staff and leaders will report concerns to the Children's Pastor, John Sorrell. It is not the responsibility of the reporting person or the staff to substantiate any allegations or suspicions. Rather, we are responsible as a church to comply with the Child Abuse Prevention and Treatment Act (CAPTA) and cooperate fully with Child Protection Services and the law enforcement officials in our community. At all times in such a process confidentiality will be upheld.

Who is considered to be a "mandatory reporter" of child abuse and neglect?

- Any person who knows or has reasonable cause to believe that a child is neglected or abused shall immediately cause an oral or written report to be made (KRS 620.030, section 1-3).
- This includes but is not limited to teachers, school personnel, or child-caring personnel. This makes anyone working with children at ARBC a mandatory reporter.
- If child abuse (physical, emotional, sexual, malnutrition) is suspected, notify John Sorrell, Children's Pastor, immediately. DO NOT DISCUSS WITH OTHER PARENTS OR ARBC VOLUNTEERS.

² Compiled by Kim Rees, Family Consultant for Home of the Innocents

How do I know if something is reportable or not?

CAPTA (Child Abuse Prevention and Treatment Act) mandates "minimum definitions" for child abuse and sexual abuse.

Child abuse or neglect is any recent act or failure to act:

- Resulting in imminent risk of serious harm, death, serious physical or emotional harm, sexual abuse, or exploitation
- Of a child (usually a person under the age of 18, but a younger age may be specified in cases not involving sexual abuse)
- By a parent or caretaker who is responsible for the child's welfare

A more detailed list of definitions from the Child Welfare Information Gateway and Home of the Innocents Identification Criteria is available online. If you suspect abuse or neglect, ask more specific questions to get information and talk with an ARBC staff member immediately.

What do I do if a child touches me inappropriately?

- Remain calm (Ask yourself if this was accidental or purposeful)
- Think about how you would respond before this occurs
- Redirect appropriately (i.e. Sarah, please keep your hands to yourself)
- Take aside at a good time and explain good touch/bad touch if given opportunity ("We do not touch areas covered by a swimming suit"). Take into account the age group you are working with (you should be able to talk about inappropriate touching with children age 3 and older).
- For abused children inappropriate touching may seem "normal." Or, the behavior may be to gain attention or see how the adult will respond.
- Notify an ARBC staff member about purposeful and inappropriate touching.

How can I best minister to a child that has been abused or neglected?

- You are an important part of the healing process to a child who may have been abused or neglected. It is imperative that you ...
- Pray for the children you are working with that they will be safe, secure, and loved.
- Speak to children with integrity. Children will often "feel safe" in a church setting and may open up to you because they think you are someone who they can trust. If a child says that they want to tell you something only if you promise not to tell anyone else, you can respond, "I want to hear what you have to say but I can't promise that I can keep a secret." This way, if they disclose any abuse or neglect you can report without betraying their trust.
- Remember that children don't always tell the truth but it is our responsibility to listen and report what was stated. You may end up saving the life of a child!
- If any child has been abused and we DO know about it and action IS being taken, there are a few things to remember when working with this child (The information that follows was taken from Reducing the Risk of Child Sexual Abuse in your Church by Richard Hammer):
 - Have lots of patience and understanding.
 - Report to the parents/guardians each time the child brings up the assault.
 - Show lots of love and care for the child.

Emergency Action Plan:

First Aid—Although we strive to maintain the safest environment possible, it is known that the nature of children's activities occasionally leads to accidents. A fully-equipped first aid kit is accessible in our building per the discretion of the the Children's Ministry leadership team.

It is the policy of the Children's Ministry to first notify the child's parents in the event of a medical incident. In the event that the parents are not immediately available, Children's Ministry leaders will administer appropriate treatment measures such as applying pressure or a bandage to a bleeding wound. No pharmacological treatment, oral or topical, will be administered. Life-threatening situations will, of course, be handled as emergencies with appropriate treatment measures being immediately instituted. 911 and parents will be notified immediately. ARBC will not be responsible for any "Good Samaritan" assistance offered by any of its members.

Fire—In the event of a fire, Children's Ministry leaders have been trained to remain calm, count all children in the room and lead the children out of the building in an organized, quick fashion.

- **Building A:**
 - Nursery children will be transported in evacuation cribs into the front parking lot.
 - Preschoolers will be evacuated to the field behind Building A.
 - Elementary children will be evacuated to the field behind Building A.
- **Building C:** 3rd-5th will be evacuated to parking lot #4 located behind Buildings C and D.
- **Building D** - Nursery children will be transported in evacuation cribs into the front parking lot.

Tornadoes, Storms, and Severe Weather—Children will be calmly escorted to an enclosed part of the building, such as an inside hallway, stairwell, or interior room. They will be taught how to sit with their back against the wall, knees tucked under their chins, arms wrapped around the knees, and head bent down. All children will be accounted for and efforts will be made to calm and entertain the children.

- **Building A** - Nursery children should be taken into the bathrooms within their rooms.
Preschoolers will be evacuated to room 208, the Kerplunk room.
- **Building D** - Nursery children should be taken into the bathrooms within their rooms. Children in rooms 101 and 102 should be taken to the interior classroom across the hall and into their bathrooms.