Preschool Space at Church

For more information contact:
Childhood Ministry
Baptist State Convention of North Carolina
(800) 395-5102 ext. 5646
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The Importance of the Preschool Learning Environment

Careful consideration of space, equipment and other teaching resources is the first step in providing a quality learning environment for preschoolers at church. God created preschoolers as active learners. Therefore, it is logical to plan a preschool classroom to respect this design. A preschool classroom needs to include developmentally appropriate activity centers that allow the child to make good choices. This allows each girl and boy to grow spiritually, physically, socially-emotionally and cognitively. Leaders will also find that by respecting God’s design for teaching preschoolers, discipline difficulties are greatly reduced.

The following pages are a compilation of suggestions to help you create a great learning environment for preschoolers. The information presented certainly represents an ideal, and other ideas are provided to help you do the best with less than ideal resources.

LifeWay also offers several resources that are helpful in planning and designing a church preschool learning environment:

- Essentials for Excellence CD, Connecting Preschool Sunday School to Life, Carrie Beth Tonks (free download)
- Teaching Preschoolers: First Steps Toward Faith, Thomas Sanders and Mary Ann Bradbury
- Teaching in Christian Weekday Early Education, Pamela K. Boucher, Compiler

Contact LifeWay at (800) 458-2772 or www.lifeway.com to order these materials.

A helpful resource from Childhood Ministry is:

- Protecting Our Church and Children: What Church Leaders Must Know, compiled by Jill Carter.

Download this free resource at http://www.ncbaptist.org/childhood or contact Childhood Ministry at (800) 395-5102, ext. 5645.

Facilities Guidelines
 Guidelines for Preschool Education Space

Organizational Models

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Size Guidelines
35 square feet per child
No room smaller than 12’ X 16’ clear floor space, 16’ X 24’ preferred
**Location**
First floor – ground level for safe evacuation of classes
Near worship center and young adult classes/department
Close to parking
Accessible to playground
Convenient to main corridors while strictly limiting unrelated traffic in the preschool area
Controlled access for security

**Corridors**
8’ wide minimum and unobstructed
Well lit and inviting
Doors staggered so that they do not open across from each other
Recessed doors to keep door swing from intruding into the corridor

**Floors**
Carpet, tile or a combination of both
Carpet: commercial, tight loop, anti-static, stain resistant, anti-microbial
Floors should be comfortable for seating and activities, easy to keep clean, allow freedom to participate in activities and safe for preschoolers.

**Walls**
High quality, non-toxic, scrubbable paint
Vinyl wallpaper with no strong patterns
Neutral colors or soft pastels
Rooms with a lot of natural light may use soft blues or other cool colors. Rooms with little natural light may use yellow or warm colors.
Bold colors, patterns, borders or murals may distract from learning, make the room look cluttered, encourage hyperactivity and make it difficult to change room for learning objectives. If additional color is desired, add a soft color accent wall to the room.

**Doors**
Solid doors with a window at adult eye-level for safety and security, clear glass with no attached paper design so that entire room may be visible from hallway
Fire-rated corridor doors that meet building codes
Half-door (Dutch doors) do not meet fire safety codes and may distract from learning
36’ wide to facilitate moving cribs and wheelchairs
Note: Some codes may require a door to the outside for fire exits

**Ceilings**
Acoustic tile

**Windows**
18” – 24” above the floor
Window ledges flush with wall
Mini-blinds when necessary to eliminate glare or to close out distractions. Never place cribs near blinds with extended cords that may choke a child.
Shatterproof glass
Lighting
Use fluorescent lighting with color corrected bulbs. For infant classrooms provide lights with dimmers or softly lit lamps.

Electrical Outlets
Two per wall with an additional outlet above counter
Safety outlets and/or safety covers
In infant through twos room outlets should be 4 1/2 feet above floor.

Cabinets
36” counter with high neck sink and spray hose
Work surface and storage for supplies and teaching materials
Diaper changing area
Optional: cubbies (individual spaces for personal items)

Rest Rooms
Connected to the room – can be shared with another room
Child-size toilets
Child-size lavatory with soap dispenser and paper towel at child’s level
Tile floor
Doors without locks
Space for covered trash can

Communication (optional but desirable in each room)
Telephone or intercom

Specialty Rooms
<table>
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</tr>
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Guidelines for Sharing Classrooms and Resources

Preschool rooms at church are used by many different preschool ministries – Sunday school, weekday, choir, missions and discipleship. The classroom does not belong to any one person, group of teachers or ministry but instead belongs to the preschoolers. Just as the church sets aside areas for worship, music ministries and meal preparation, the preschool area is space “given” to the preschoolers by the church. It belongs to them in the sense that everything within that space is for their best possible care and teaching.

The different preschool ministries of the church each have a particular focus, but the methods and philosophies of teaching preschoolers are the same. A diversified preschool program requires that a room be ready for another preschool ministry as soon as the room is vacated. Each ministry group deserves the entire classroom and has the right to use the classroom for its own purpose. Consider these general guidelines:

- Establish a **Church Preschool Committee or Team** that is responsible for developing guidelines and policies for all preschool ministries. Maintain consistent expectations for teachers in all preschool ministries.
• Assign a **church staff member** to supervise the work of all preschool ministries.

• **Educate** all preschool leadership in appropriate teaching philosophies and methods for a consistent approach to teaching preschoolers.

• **Communicate** expectations to prevent conflict. Schedule regular times for all preschool leadership to meet together and coordinate the use of equipment, accessories and supplies. We are more apt to be considerate of someone we have met than a faceless image we never talk to or see.

• Determine **basic equipment and accessories** that remain in rooms at all times. Post a room arrangement diagram in plain view.

• When classroom space permits, provide each ministry an area to store **ministry specific items** such as curriculum or materials brought from home.

• **Visuals** should always be current and relative to the program area focus. At the end of a teaching session remove any visuals that will not be used by the next ministry scheduled to use the room.

• Provide adequate storage. A **resource room** where materials and supplies may be checked in and out should be available for all ministries.

• **Combine** resources such as scissors and crayons to model sharing and good stewardship. Combining resources and budget dollars with other preschool ministries can create the opportunity to purchase better quality equipment and make more resource choices available for all teachers.

• Procedures and schedules for **custodial care** of materials should be clearly established.

### Classroom Guidelines

#### First Impressions Checklist

It does not matter whether you have 5, 500 or 5,000 children in your children’s ministry; the first impression parents have of your ministry is crucial in their decision-making about becoming part of your church fellowship. Consider asking someone who does not attend your church to come into your preschool and children’s areas on Sunday morning and give their first impressions.

☐ Does the area smell clean? Look clean?

☐ Does a greeter warmly welcome you and your child and know how to direct all members of your family to a class or worship center?

☐ Is a secure check-in/pick up system in place? Are you given a security card or sticker to pick up your child at the end of the session?

☐ Are allergy alert posters easily seen if food or nature items are to be used in the session?

☐ Are two adult teachers present in each classroom?

☐ Is the room prepared for teaching when the first child arrives?
☐ Are children greeted by name upon entering their classroom?

☐ Are the tables and chairs sized appropriately for the age group using the room?

☐ Are the supplies neatly placed on shelves or counters? Are there cluttered areas in the room?

☐ If a bulletin board is in the room, is it up to date and attractively decorated with God-centered themes?

☐ Are there easy to follow directional signs to the preschool or children’s area and other widely used areas of the church?

☐ Is the room an adequate size for the number of children in the class? Does the room arrangement allow for open space and easy movement between centers?

☐ Are the walls free from clutter and painted a soothing color?

☐ Are the toys and teaching materials non-fantasy in nature and in good condition?

Guidelines for Arranging a Room for Babies

• Cribs meet 16 CFR 1219 or 1220 industry safety standards.

• Heads of cribs are against the wall, leaving easy access to both sides.

• One teaching picture, book or a Bible (Read to Me Bible for Kids, HCSB) is in each crib.

• Mobile has washable objects with the designs positioned horizontally and hanging approximately 10 to 12 inches from a baby’s eye level. The mobile is removed when the baby begins to pull up. The objects are not cartoon or fantasy based.

• Sturdy folding screen in the corner of the room for a nursing mother to use when a nursing room is not available. Behind the screen is one adult-size rocking chair and a table for a box of tissues.

• Vinyl floor mat is placed in a part of the room away from main traffic areas where babies can safely play with toys and interact with teachers.

• Adult-size rocking chairs, no more than two per room, with an enrollment of eight babies.

• Unbreakable horizontal wall mirror (24” x 48”) for babies to discover themselves. Attach the mirror to the wall near the baseboard.

• Counter space for cleaning supplies, CD player and a slow cooker for warming bottles. All items, including electrical cords, are out of reach of children.

• Note: Eliminate bulletin boards that use tacks or staples. These are a choking hazard for infants and one-year-olds. Use tape to place items on bulletin boards.
Guidelines for Arranging a Room for Ones

• Counter space for cleaning supplies, CD player, small refrigerator and slow cooker

• Cubbies or hooks for diaper bags

• Place a doll bed (16’ x 28” x 8”), child-size rocker and unbreakable wall mirror (24” x 48” attached to the wall) across the room from the door.

• Cardboard blocks for block play. Place blocks in a large open area where one-year-olds can play without a lot of distractions.

• Space for changing diapers (child-size mat) on the floor

• Trash receptacle with lid

• Place cardboard blocks, toy shelf (closed back 26” x 36” x 12”), child-size rocker, mirror and doll bed along the wall. Leave an open space in the middle of the room for walking and movement by one-year olds.

• Water source for disinfecting hands and toys

• Suggested toys for babies and ones:
  
  First Keys (The First Years)
  Rock-A-Stack (Fisher-Price)
  Snap-Lock Beads (Fisher-Price)
  Tap-a-Tune Xylophone (Little Tikes)
  Balls (beach and large vinyl)
  Dolls (washable plastic with no movable parts, sculpted hair)
  Plastic saucers and bowls
  Plastic toy telephones
  Push and pull toys
  Shape sorter (with no more than 3-4 simple shapes)
  Rattles and teethers (must be phthalate free)
  Textured or nubby ball
  Toddler pots and pans
  Vinyl farm and zoo animal figures
  Wooden or sturdy plastic cars and trucks

  Other items as requested in your curriculum such as pictures and others toys. These items are kept in the class during the session that relate to the teaching and then returned to central storage area.
Guidelines for Arranging a Room for Threes, Fours, Pre-Kindergarten and Kindergarten

- Place the home-living/dramatic play center across the room from the door.
- Group quiet activities together.
- Arrange more active, noisy activities near each other.
- Locate “messy” activities near a water source or rest room.
- Place nature materials near a window.
- To create more usable floor space in a room (without tables), use the floor for some activities.
Equipment and Materials Guidelines
Guidelines for Choosing Preschool Equipment and Toys

- Is this toy or piece of equipment age appropriate?
- Can this toy be used in various ways?
- How often will this piece of equipment or toy be used?
- Can this piece of equipment or toy withstand heavy use?
- Does the toy have sharp edges?
- Are there any small pieces that might be broken off and swallowed by a child?
- Is the toy made from non-toxic and nonflammable materials?
- Can the moving parts of the toy pinch or trap a child’s finger?
- Is the toy realistic or is it cartoon/fantasy-based?
Guidelines for Choosing Appropriate Bible Learning Activities

- Is the activity challenging?
- Does the activity help the child feel valuable and worthwhile?
- Can the child experience success with the activity?
- Does the activity allow the child to do the work?
- Does the activity allow the child to be creative and or express herself or himself?
- Does the activity relate to something important/relevant to the child?
- Does the activity relate to the purpose for the session?
- Is the activity enjoyable?
- Can the teacher accept the child’s finished product or effort?
- Does the activity provide an opportunity for first-hand experiences?
- Does the activity provide opportunities for relating to others?

Guidelines for Choosing Books and Puzzles

Preschool children are literal thinkers. What they see and hear becomes concrete truth. Church should be a place where everything they see and hear is based on truth and reality. We teach concepts to preschoolers such as God and Jesus who they cannot see or touch. Trust in what they see and hear at church plays a crucial role in building the foundation for future faith in Jesus. Fantasy based items such as Disney, Sesame Street and talking animals are fine for home and school but not church.

Here are some basic guidelines for choosing books and puzzles for preschoolers at church:

**Books for infants**
- High contrast art work such as black against white
- Images of familiar objects
- One or two simple images on a page
- Board books that can be mouthed and dropped
- Touch and feel, sensory interaction
- Simple, rhythmic text
- Wordless picture books

**Books for ones and twos**
- Familiar objects
- Concept books: shapes, colors, numbers
- ABC’s
- Rhythmic text
- Repetition in text
- Board books
Books for threes through kindergarten
Stories that make them laugh
Reassuring stories
Predictable plots
Text that follows a pattern or repeats words
Text and artwork based in reality; no talking animals
Concept books: shape, sizes, opposites, ABC's, numbers

Choosing a preschool Bible
Realistic pictures and drawings
Avoid cartoonish artwork
Recommended: Holman Read to Me Bible for Kids (KJV or HCSB)

Puzzles for infants, ones and twos
Three to five piece wooden puzzles
Items based in reality and not fantasy or cartoon
Bible times objects
Items separate on board and not interlocking pieces

Puzzles for threes through kindergarten
Five to twelve pieces
Picture based in reality
Non-cartoonish art work
No fantasy based puzzles

Suggested Equipment and Accessories: Ages Two through Five

The following is a list of basic items needed in order to teach preschoolers using developmentally appropriate methods. This is not an exhaustive list. These items should be available to all teachers in each area of preschool ministry.

Art and Creative Play
Easel
Table – no more than 30” X 48”. Height is 10” above seat of chair.
Chairs
• 8” – 2’s
• 10” – 3’s
• 12” - 14” – 4’s and 5’s
Art cabinet or shelf – no more than 36” in height
Finger Paint
Tempera paint and containers
Paint brushes
Crayons

Markers
Pencils
Scissors (blunt ended)
Hole punchers
Assorted drawing and construction paper
Glue
Masking and cellophane tape
Collage materials
Clothes pins
Play-doh and accessories
Cover-ups or smocks
### Block Center
Block shelf – no more than 36” in height
Cardboard (Blockbusters) and/or large plastic blocks – 2’s
Wooden unit blocks – 3’s – 5’s
Multi-ethnic male and female workers and family figures
Farm and domestic animals
Zoo animals
Tools
Transportation toys
  - Cars (different sizes)
  - Fire trucks
  - Dump trucks
  - Tractors
  - Boats (different sizes)
  - Traffic signs
  - Airplanes

### Music
CD player
CD’s
Rhythm instruments: 12-15 rhythm instruments/room
  - Drums
  - Bells
  - Rhythm sticks
  - Shakers
  - Triangles
  - Cymbals
  - Scarves and streamers for movement activities

### Science and Nature
Magnifying glasses
Magnets
Measuring spoons
Eye dropper
Egg timer
Compass
Flashlight
Hand mirror (unbreakable)
Tuning fork
Touch box or prisms
Color cells

### Other Equipment
Shelves for manipulatives, puzzles, science and nature, and books (as space allows)
Tables and chairs (as space allows; see Art and Creative Play, page 13)
Trash receptacles with lids

### Home-living/Dramatic Play
Stove
Sink
Refrigerator
Table and chairs (see Art and Creative Play)
Doll bed
Unbreakable mirror
Rocking chair

### Sand, Rice and Water Play
Sand and water table or plastic bins
Measuring cups, spoons, scoops
Funnels
Small plastic containers
Shovels and pails
Plastic eyedroppers
Guidelines for Setting Up a Resource Room

Providing a place for resources and sharing them with all preschool ministries is good stewardship and provides a way to monitor the use of supplies. When shared items are gathered and stored in a closet or room, a much wider choice of teaching materials is available for all teachers. A resource room helps teachers find what they need quickly and simplifies ordering supplies.

The following are basic ideas on how to set up a resource room:

• Find a **central location** accessible to the preschool classrooms.

• Layout a floor plan that separate the **room into divisions** of art, blocks, books, home-living, music, nature and science, puzzles and manipulatives, infant and toddler supplies, audiovisuals, teacher resources and other activity centers in your classrooms. Label each division to help teachers find resource areas. An uncluttered worktable or cabinet shelf is an asset in a resource room.

• Provide **sturdy shelving** for storing items. Be sure to measure items in order to provide shelving that will accommodate large bins or baskets or over-sized paper.

• Books, puzzles and teaching pictures may be categorized and filed by placing them under the **subject areas** of: God, Jesus, Bible, creation, family, self, church and community, and world. Assign each subject area a color. Place a poster in the resource room identifying colors with their corresponding subjects.

• To help identify books place a small piece of colored tape on the spine of each book to identify its subject. Store very thin **books** in a storage box or container.

• Provide shelving 5-6 inches apart for **puzzles**. Assign each puzzle its own number and write the number on the bottom of each puzzle piece. If several puzzles are spilled, the number helps in putting them back together. Also, write the number, puzzle title and number of puzzle pieces on the edge of the puzzle. This information assists teachers in locating a puzzle. A dot of color from a permanent marker on the edge helps to further identify puzzles by subject area.

• File **teaching pictures** by subject areas. Bible-related pictures may be further categorized by: Old Testament: Creation through Moses, Judges and Kings, Prophets, Other Old Testament Stories; New Testament: Jesus’ Birth and Childhood, Jesus’ Ministry, Jesus’ Parables and Stories, Jesus’ Last Days, Early Church. You may add other categories such as recipes, door posters and sample letters.

• Provide **prop boxes** or bins for dress-up clothes and community helper items. These may include labels such as doctor’s office, Bible story costumes and present-day dress-up.

• Provide **labeled containers** to store similar items such as masking tape, crayons and scissors.

• Provide baskets and encourage church members to collect **reusable resources** such as fabric scraps, juice cans and film canisters (see Teaching on a Shoestring, page 16).

• Enlist someone to **maintain** the room on a weekly basis. Schedule a workday periodically when teachers can assist with cleanup, repair and organizing resources.
Teaching on a Shoestring

The following is a list of items that may be saved for “teaching on a shoestring.” Some items include a suggestion in parenthesis. Think safety as you use small items. All materials should be appropriate for the user’s age.

Art
Adult shirts (painting smocks)
Aluminum pie pans (paint, glue)
Collage materials: braid, lace, yarn, ribbon, rickrack and cloth scraps
Cardboard (collage, crayon rubbings)
Coat hangers (mobiles)
Crayon pieces (melt into chunk crayons)
Feathers and feather duster (painting, collage)
Frozen juice cans (containers)
Golf balls (golf ball painting)
Grater (crayon shavings)
Greeting cards, magazine covers and pictures (pictures – no fantasy)
Margarine tubs (containers)
Mesh bags (collage, rubbings)
Paper bags (puppets, collect objects)
Spray bottles
Trim roller (painting)
Utensils such as a potato masher (gadget painting)
Wallpaper samples or scraps (collage)
Wrapping paper scraps (no fantasy designs)

Blocks
Cardboard pieces (roofs, bridges)  Golf tees (hammering into layered cardboard)
Cardboard tubes and cones (stand-up figures)  Log or piece of wood (hammering with nails)
Craft sticks (cargo, roofs, bridges)  Rocks (small ones for cargo)
Dowel rod or broom handle sections (logs)  Sheet or window shade (draw road surfaces)

Home-living
Apron (child-size made from remnant)  Picnic basket
Baby dish, spoon, bib  Pillows, sheet, quilt
Baby lotion and powder containers (empty)  Play money, offering envelopes
Blanket or beach towel  Potholder
Camera  Purse (easy open/close for dress-up, doctor’s bag)
Cookie cutters  Raincoat, boots
Diaper bag  Scales
Dishcloth, plastic dish scrubber  Scarves
Food containers (empty)  Sponges
Gloves, mittens  Spray bottle
Hat  Suitcase, map, slippers, robe, toiletry cases
Keys, briefcase  Tablecloth
Coffee can lids for plates  Telephone book
Margarine tubs for bowls  Yardstick
Paper bags and shopping bags

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Music
Aluminum pie pans (tambourine)
Dowel rod sections (rhythm sticks)
Oatmeal boxes, coffee cans (drums)
Sandpaper, wooden blocks (sand blocks)

Puzzles
Bolts and nuts (matching)
Buttons (sorting)
Egg carton, muffin pan (sorting)
Extra teaching pictures (mount on cardboard and cut into puzzle pieces)
Gloves (match)
Postcards (sort or match cards)

Younger Preschoolers
Mixing bowl, measuring spoons (nesting)
Plastic clothes hangers (mobiles)
Spray can tops (fill and dump, puzzles, sorting)
Wooden spoons

Sources for Preschool Equipment and Accessories

The following companies carry furnishings, equipment and supplies for children’s department/classes. This is not an exhaustive list, nor do we necessarily endorse these companies over others who may be comparable. These are companies we are aware of and have been used by churches. You should compare costs, quality and service on your own. Most companies will send catalogs and current price lists.

LifeWay Direct Sales
Nashville, TN 37234-0138
(800) 622-8610
www.lifeway.com

ABC School Supply
Deluth, GA 30096
(800) 669-4222
www.abschoolsupplies.ie

Childcraft
Edison, NJ 08808-3071
(800) 631-5652
www.childcraft.com

Constructive Playthings
(800) 448-1412
www.constructiveplaythings.com

Early Childhood Manufacturers’ Direct
(800) 896-9951
www.ecmdstore.com

Environments, Inc.
Beaufort, SC 29901-1348
(800) 342-4453
www.environments.com

Lakeshore Learning
www.lakeshorelearning.com

School Outfitters
Cincinnati, OH
(800) 260-2776
www.schooloutfitters.com
Preschool Ministry Guidelines
Principle Based Preschool Ministry

Principle 1: All decisions and procedures are based on what is best for preschoolers. “Children are a gift from the Lord. They are a reward from Him” (Easy-to-Read Version, Psalm 127:3). This principle influences decisions about:

- **Teaching vs. babysitting**
  In some churches preschoolers are loved, cared for and taught using a planned curriculum. Other churches simply find someone who will “watch” them so that adult activities will not be disturbed. Preschoolers are always learning; it is simply a matter of what they learn and how we use the time we are given with them.

- **Teaching methods used**
  God created preschoolers to be active. Therefore, teaching methods should take advantage of the opportunity to teach Bible truths as they move about the room, experimenting with and exploring carefully chosen materials.

- **Curriculum choices**
  Curriculum greatly influences the spiritual foundation being laid in the life of a preschooler. Curriculum should be within their understanding, include various teaching methods, be active rather than passive, allows the child to do the activity rather than the teacher, and be biblically-based.

- **Rotating teachers**
  One of the basic ways preschoolers learn is through consistent relationships. When teachers rotate they cannot build on previous sessions or gain a personal understanding of the child and his or her life.

Principle 2: Rooms, furnishings and supplies belong to the preschoolers assigned to the room. This principle influences decisions about:

- **Use of rooms, cabinet space, and furnishings**
  The room and everything in the room belongs to the age-specific preschoolers assigned to the room.

- **Speakers or video monitors in the room**
  Speakers and monitors are for teachers. They do not benefit the child; instead, they deprive the child of a valuable relationship with the adult.
Principle 3: Everything in the room relates to the ministry and session in progress. “But all things must be done properly and in an orderly manner” (New American Standard Version, 1 Corinthians 14:40). This principle influences decisions about:

- **Permanent murals, pictures and posters**
  Preschoolers are easily distracted by irrelevant materials. The best teaching can take place when all visuals in the room support the concept being taught in the session in progress.

- **Set up and take down process**
  Teachers provide a variety of materials (books, puzzles, block accessories) for each session they teach. At the end of the session these materials are removed so the next ministry using the room may provide materials for the best possible teaching session.

Principle 4: Fantasy is not mixed with reality, because preschoolers need to know that everything at church is true. This principle influences decisions about:

- **Books, pictures, puzzles, etc.**
  Teaching materials should depict people and animals in the way God created them.

- **Cartoon or fantasy characters**
  Even though some may see these characters (VeggieTales, Sesame Street) as teaching biblical truths or values, the child sees vegetables or animals with voices and/or faces. This is not real. Reverence for the Bible dictates a more discriminating approach.

- **Room décor**
  Choose wall coverings, crib sheets, blankets and window coverings free from fantasy figures.

- **Special events and holidays**
  A picture of Santa kneeling at baby Jesus’ manger is mixing fantasy with reality. When the child discovers that Santa is pretend, he may assume that baby Jesus is pretend. Caution: Halloween has no place within preschool rooms at church. Fall fun is more appropriate using real pumpkins, fall leaves and learning about animals preparing for winter.

Principle 5: Teachers model Christian cooperation through planning together the use of rooms, equipment and accessories. “For we are God’s fellow workers…” (New American Standard Version, 1 Corinthians 3:9). This principle influences decisions about:

- **Room arrangement**
  Teachers who share space meet together to plan the arrangement of equipment and storage of accessories.

- **No locked cabinets**
  Since the materials in the room belong to the preschoolers, it is not necessary to have one full set of materials for Sunday School and another full set for weekday or missions ministries. The majority of storage and resources are available for use at any time by all teachers. Then, a smaller shelf/cabinet can be designated for each ministry to store ministry specific items. All teachers respect the space designated and do not remove items from that area.

- **Special requests from parents, care during adult activities such as weddings, and volunteer vs. employed leaders**
  Consistency is vital to leaders, children and parents. This can occur only when everything related to the preschool ministry is governed by church adopted policies and procedures. No one is exempt from the accepted policies and procedures.
• Outreach efforts
  Sunday School and weekday teachers may go together to visit a child they both teach. Teachers may also partner with other age-group leaders to minister to the entire family.


Safety and Security Resource List

http://www.brotherhoodmutual.com (Click Resources, Background Screening)

http://www.brotherhoodmutual.com/www/?linkServID=3C99AA72-AC75-4164-90ABB7DBF241B429&showMeta=2&ext=.pdf

http://www.childrensministry.com/ (Search safety and security. Especially good article called “Safety First”)

http://www.churchmutual.com (Choose link to Lexisnensis Screening Solutions)

http://www.churchsafety.com/topics/kids/children/

http://www.gracechurchkids.org/volunteers/ (Example of on-line volunteer application)

https://www.guideone.com/SafetyResources/Schools/youthindex.htm

http://www.guidestonepropertycasualty.org/safetytoolkit (Staff and volunteer, background checks)


http://www.lifeway.com (Background checks)

http://www.ministrysafe.com

http://www.ministry-to-children.com (Search Sunday school safety security and church nursery manual)

http://www.ncbaptist.org (Click on Ministries, Childhood Ministry, Ministry Resources, Downloads)

http://www.nsopr.gov/children (Government checklist of registered sexual offenders)

http://www.reducingtherisk.com (Thorough training kit for churches and volunteers)

http://www.sbc.net/localchurches/ministryhelp.asp

http://www.smcins.com (Click on Resources, Child and Youth Protection - Southern Mutual Church Insurance Company)

https://www.volunteerscreener.com (Screening company)