

Workshop Guide
Focus on God's Word
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“Things To Remember...Not to Forget”

1. Welcome/Introduction

- Deuteronomy 6:7
“Teach them to your children and talk about them when you sit at home and walk along the road, when you lie down and when you get up”.
- Explain verse and how it relates to the conference.

Barna research tells us that a child's worldview or moral foundation begins to develop between 15 and 18 months. By age 9, that foundation is in place and by age 13, the worldview is basically set. We, as teachers and parents, must help children develop a Biblical worldview. If we don't, the world will. Deuteronomy 6:7 encourages us to teach children at all times. As teachers, God has called us all to teach children about His love, grace, and Jesus' sacrifice for us on a level of their understanding. Look for opportunities for “teachable moments” and share about God. Today, we will look at four areas of Things to remember...Not to forget. They are...The Child, The Teacher, Basics of Teaching, and a few teaching tips.

2. The Child

- Who is a Preschooler?
A bundle of energy who are exploring the world around them. They are at the beginning of the process of understanding who they are and who God wants them to be. They are usually classified as children under the age of six.
- What do they need from us?
 - ❖ Love
Love is an action rather than an abstract feeling. A preschooler must feel loved to have his need for love met. Some ways you show love to a preschooler is when you smile, listen, and get down on their level.
 - ❖ Trust
Trust is developed when needs are met regularly. When a diaper is changed, comfort is given to an upset child, or teachers show consistency in their room each week.
 - ❖ Acceptance
Acceptance grows from the unconditional love of parents and teachers. We value them totally for who they are as a person. Every child needs to know that God loves him no matter his appearance, economic status, or behavior.

- ❖ Independence

Independence develops from being allowed to do things and make choices. Activities should be ones that the child can do for himself rather than something that is mostly done by the teacher.
- ❖ Security

Security means providing a worry-free environment where the child knows he is welcome, safe, and free from harm. A preschooler feels safe when he sees the same teachers and children in the same room following a familiar routine. When you are in the room to greet a child each Sunday, you foster a sense of security within the child.
- ❖ Freedom

Freedom is learning to make appropriate choices. Giving the child opportunities to make choices in his classroom gives him valuable practice in making good decisions as he grows and develops.
- ❖ Guidance

Guidance is direction given by a teacher to help the child make choices. Through words and actions, you guide the child to know how to care for himself, others, and property. Help the child to understand what you want him to do...not just what you don't want him to do. Give short instructions and give one instruction at a time. Preschoolers can get overwhelmed when given too many instructions at once. Look for opportunities to acknowledge right choices, hard work, or creativity. Correct a child's behavior by offering two options, thus redirecting the child and giving an opportunity for him to make a wise choice.
- ❖ A Sense of Accomplishment

A sense of accomplishment results from having been given opportunities to succeed. As a child develops and learns new skills, he gains a sense of accomplishment. Provide activities that challenge...yet do not frustrate a child. Activities should be ones that the child can carry out on his own. Remember, when we re-do a child's work, the message we are sending is that his work is not good enough. It no longer is his work, but ours.
- How do preschoolers learn?
 - ❖ Senses

Preschoolers learn to discover the things God has made through touching, smelling, tasting, hearing, and seeing. A valuable learning experience allows preschoolers to use their hands, eyes, ears, and mouths as a part of the learning process. An example of an activity using a child's senses would include bringing a flower into the classroom. A child will use his eyes to look at the flower, his nose to smell it, and his hands to hold it.
 - ❖ Curiosity

A preschooler's curiosity drives him to explore, discover, and ask "why?" Teachers can facilitate exploration by providing an interesting and stimulating environment. A Sink or Float activity is a fun way to satisfy a child's curiosity. You will need a pan or bucket with water in it. Provide different objects. The child will guess if the object will

sink or float. The child will drop the object in the water to discover the answer. Adults can shape the child's worldview by connecting explorations and discoveries to God, the Creator and Sustainer of life.

❖ Hands-On-Experiences

Hands-on-experiences involves the child in doing something. Research tells us that children will retain 90% of what they do. Building with blocks, "cooking" a meal, and painting with water are examples of hands-on-experiences. Adults can guide preschoolers through an activity toward a Bible truth that can be understood and applied in that moment and in the child's life.

❖ Satisfaction

A satisfying environment in which the child is successful gives the child choices that allow him to learn in the ways God has gifted him. Think of the preschoolers in your room. What are the activities they are drawn toward? Is it music, blocks, art, puzzles, home living, or nature? Find activities that encourage the child to be actively involved.

❖ Relationships

Relationships form eternal connections between the child and the biblical truth. The teacher's relationship with the preschooler represents God, His Word and His power, as you relate to the preschooler.

❖ Imitation

A child learns to respect and love others by the way he is loved and respected. Preschoolers follow the lead of the adults in their lives. Actions, as well as words of adults, teach the child.

❖ Play

Play is a child's work. In fact, to quote Dr. Fred Rogers, "Play is a child's most important work." We want to encourage children to play not just for the sake of playing, but to play with a purpose. Play and learning are inseparable. Play offers a great opportunity for Bible teaching. Through play, a child can learn and apply important truths, relate in positive ways to others, accept responsibility, and solve problems.

❖ Repetition

Preschoolers need repetition of Bible truths and Bible stories. Repetition allows the child to build on previous foundational truths and understand more fully the truth he has already heard.

3. The Teacher

- Who is a Preschool Teacher?

A preschool teacher has...

- ❖ **Eyebrows** that lift with a child's excited talk.

- ❖ **Eyes** that glisten on the same level as a child's eyes.

- ❖ **Ears** that are always open and alert, ready to listen to a child, and are well-exercised from listening.
- ❖ A **Mouth** with well-developed smile muscles, knows when to close and put ears into use.
- ❖ A **Heart** that is a Christian, over-flows with love, and is strengthened through prayer.
- ❖ **Arms** that are ready to embrace a child when needed.
- ❖ **Wrists** that represent the flexibility of a preschool teacher.
- ❖ **Knees** that bend easily to get on a preschooler's level, are accustomed to getting up and down, spends time in prayer for their students and families.
- ❖ **Feet** that are an established foundation and help take the teacher on visits to homes.

4. The Basics of Teaching Sunday School

- Preparing to Teach
 - ❖ Look at the Bible Story early in the week.
 - ❖ Pray, asking God for guidance in Bible Study and preparation for teaching the children.
 - ❖ Study the Bible Story. Use teacher helps to understand the background of the Bible passage.
 - ❖ Choose the Bible Learning Activities. Remember to choose activities with your students' likes in mind.
 - ❖ Practice telling the Bible Story. Use your Bible when you share the story.
 - ❖ Gather needed materials.
- Sunday Morning
 - ❖ Arrive Early. If you are on time for teaching preschoolers, you are late.
 - ❖ Set up your room with Bible Learning Activities.
 - ❖ Be ready to greet each child as they arrive.
 - ❖ Lead the preschoolers in activities and remember the "teachable" moment. Be ready to tell the story or share a Bible thought in all areas of the room.
 - ❖ Participate with the preschoolers in Small Group time. Sit with the children in the circle, not behind them.
 - ❖ Prepare for parent pick-up.
 - ❖ Continue to lead activities until the last child is picked up.

5. Teaching Tips

- Use the child's name frequently when you sing or talk to him. It makes him feel important, loved, and special.
- Incorporate Bible conversation, verses, and songs throughout the session.
- Display and use the Bible.

- Use prayer when appropriate. Use short sentences in the child's language when praying aloud.
- Avoid the use of symbolism in any way, children are literal minded.
- Share the Bible story in the learning centers.
- Relate Bible truths in each activity.
- Use Bible conversation often to reinforce Bible learning.
- Be consistent as you model behavior.
- Provide the child opportunities to make choices.
- Listen when a child talks to you.
- Reassure a child when he is anxious.
- Treat each child as an individual and give him opportunities for creative expression.

6. Conclusion

God has called us to teach preschoolers about His love and sacrifice. By understanding who preschoolers are, what they need from us, and how they learn, we can become better equipped as teachers to share the love of Jesus, and He can change their lives.

HOW PRESCHOOLERS LEARN

In the puzzle below, find seven ways that preschoolers learn. The answers are across, diagonally, backwards, and up and down.

R	E	L	A	T	I	O	N	S	H	I	P	S
E	M	S	T	Y	M	U	D	Z	E	W	E	B
P	R	B	E	D	I	M	S	W	D	N	T	G
E	G	L	H	S	T	C	E	G	S	A	T	N
T	S	O	N	Y	A	L	P	E	L	E	U	I
I	A	M	D	R	T	P	S	R	C	D	Z	O
T	L	C	U	R	I	O	S	I	T	Y	R	D
I	K	A	F	I	O	H	E	Q	A	S	G	Y
O	J	B	O	G	N	F	U	B	T	H	B	S
N	O	I	T	C	A	F	S	I	T	A	S	B



NEEDS OF PRESCHOOLERS

Using Word Bank, match the correct word with the description.

_____ Every child needs to experience that God loves him no matter his appearance, economic status or school grade.

_____ Children need behavioral limits and to learn through a variety of approaches.

_____ Children need the independence they are given to grow at a gradual rate.

_____ Touching, listening and building a lasting relationship communicate this.

_____ this is built when a child's needs are met,

_____ Making choices gives a child valuable practice in making good decisions as he learns and grows.

_____ Children need to be able to count on adults.

_____ Children need to know they are doing something well.

Word Bank

Acceptance

Freedom

Independence

Security

Accomplishment

Guidance

Love

Trust



Discussion Questions

- **What would you consider to be a preschooler's top 3 needs and how could you seek to meet those needs?**
- **Thinking about the ways in which preschoolers learn, look at the following activities and decide the way(s) in which they would learn.**
 - Blowing bubbles**
 - Feeding a baby doll**
 - Creating with playdough**
 - Stacking blocks**
 - Singing a song**
 - Drawing a picture**
- **What would you consider to be a teacher's best way of showing love and acceptance to a child?**
- **What would be one thing you could implement this week to make your teaching time even better?**