

# Working Together with God

## Theme: Construction Zone

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Join us on our Facebook group. Interact with editors and Sunday school teachers. Post pictures of your class. Brag on what God is doing in your class. You teach with us; now interact with us. Check out our group, "Word Aflame Toddler Teachers Curriculum."



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### Toddler Teacher's Manual

Manufactured in U.S.A., September 2016, 1011611  
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 8855 Dunn Road, Hazelwood, MO 63042

All Scripture quotations are taken from the King James Version unless otherwise noted.

**B**uilding blocks are a favorite toy of toddlers. They love building with Legos, wooden blocks, Lincoln Logs, and even plain brown boxes. Tools are also a hit with both boys and girls, especially if they make sounds and have moving parts. Of course, the biggest draw is knocking down what they just constructed!

As teachers, you are constantly in a construction zone. You are connecting pieces, linking words and phrases, stacking truths, and operating tools as you help build a child's future. Sometimes your building process suffers a setback when a few pieces might become loosened or knocked down. Perhaps a child's family experiences a medical emergency or a divorce. The toddler child cannot articulate what he is going through; he only senses his life is upset and he handles it the only way he knows—with tears, temper tantrums, withdrawal, or disobedience. As one of his construction foremen, you must get to the root of the problem and determine how you can help. No, you cannot fix every situation, but you can cover it in prayer. You can ask for wisdom to help the family. God can help you love the child when he is at his worst. Continue to build the firm foundation that will see him through these situations and whatever the future brings.

*Working Together with God* covers lessons that will show the children how we work together, and help them recognize ways God helps us. Share these foundational stories that teach the Ten Commandments, seeing God's power at Jericho, trusting His name to defeat Goliath, and being in His presence (David brings home the Ark). Help establish a secure groundwork that will see them through life's construction zones.

### Exciting Changes for the Activity Paper

We have changed the format of the activity paper from a 4-page to a 2-page paper. The paper continues to provide two engaging activities that are integrated into the lesson. The Home Connection information from page 4 now appears on a reproducible piece in the resource packet so you can copy each week's page and send it home with the students. A link is also provided on the activity paper so the parent can access it online. Please continue to order one activity paper set for each student, with a few extras for visitors.

### Teacher Manual Downloadable Resources

1. Visit [www.pentecostalpublishing.com](http://www.pentecostalpublishing.com) to access the download site.
2. If you are an existing customer, click *sign in* to log in to your account. If you are a new user, click *create an account* to open an account for the site.
3. Hover over the *view cart* menu link and click the *view cart* button.
4. Enter in the Coupon Code box on the screen and click *update cart*. (The file should display on the screen and reflect that the download comes at no charge.)
5. Click *continue* and then *submit order*. You will see a button with the name of the zip file. Click on this button to download the resource.
6. This coupon code will be valid for one year from the date of the first lesson.

### Teacher's Resource Packet Downloadable Resources

To access the reproducible items from the resource packet (**TRP**), see the resource packet instruction sheet. If you have not purchased a packet, you can do so by going to [www.pentecostalpublishing.com](http://www.pentecostalpublishing.com) or calling 866-819-7667.

# A Look at the Curriculum

## Theme: Construction Zone

**T**oddlers love building things! Boys and girls alike are fascinated with big work trucks, particularly those with moving parts. Building blocks—whether boxes, Legos, or wooden blocks—are always fun, especially when they can knock down their creation. The Toddler classroom will be transformed into a construction zone to fit the quarterly title, *Working Together with God*.

Transform your walls with blue sky, brown road, and green grass paper wall coverings. Several theme-related wall décor items (TRP), such as construction trucks and orange cones, are included in the resource packet. Cut out each truck and worker and place them at children’s eye level so the toddlers can enjoy them. From construction paper, cut bricks and blocks and stack them on the walls to represent buildings in progress. Cut large “stones” and “debris” from paper and mount on the walls to represent digging results. Add yellow “Caution” tape to areas your children should avoid.

Visit your local building supply store for ideas as well as supplies. Keep in mind the safety issues related to young children: nothing small that can be put in the mouth, and nothing sharp or pointy. Ask the manager if he can donate fabric work aprons, small flashlights, or anything plastic for children.

Mount the door poster (TRP) at children’s eye level. Consider taking individual head shots of each child in his hard hat or work vest, print and cut them out, and place them on the wall or on the inside door. The children will enjoy seeing themselves in this setting.

If you have a bulletin board outside your classroom, consider mounting the children’s pictures here for all passersby to enjoy.

Gather as many toddler-safe, large construction toys as possible: dump trucks, backhoes, cranes, cement mixers, scoops, orange cones, hard hats, and work vests. Building blocks are a must. Offer a variety of building blocks, such as wooden blocks, cardboard bricks, mega Lego blocks, and cardboard boxes. Teacher supply stores and websites offer several building theme options. Several lessons incorporate these toys in the opening activity as you wait for all the children to arrive. Because of safety issues, avoid the small Lego blocks.



One portion of a wall will be dedicated to the Beaver family. The phrase “busy as a beaver” is accurate as it pertains to the busy life of a beaver preparing for winter. Mount blue paper on the base of the wall and draw lines to represent water flowing downstream. Add green paper above the blue for grass, and a different blue for the sky above the grass. Mount the Beaver family home poster (TRP) on the water and place the family cutouts around it. Again, these should be at the children’s eye level for them to enjoy. The children may enjoy helping the Beavers build their home by adding a craft stick to the home each week. This will help promote the theme of workers helping each other. Make it 3-D by adding paper bags filled with newspaper and spray painted with black or brown paint to resemble rocks. Cardboard tubes with the same type spray paint can represent logs.

Mount the appropriate memory poster (TRP) in the worship area per the unit you are in. Although the children cannot read, they will enjoy pretending as you point out the words. It also serves as a gathering place when doing the memory work.

If possible, once your room is completely decorated, test your décor by allowing one or two toddlers to freely explore (before submitting it to an entire class), to see if any safety precautions (like choking hazards or dangerous areas) have been overlooked. As a general rule, if something fits in the hole of a paper-towel tube, it is a choking hazard. Avoid using tacks, pushpins, staples, and straight pins because they are easily swallowed by curious two- and three-year-olds.

## Building a Sensory Table

By definition, a *sensory table* is a table that uses a bin or bins that can be filled with “sensory” materials such as water, sand, rice, bubbles, and so forth to enhance a toddler’s learning experience.

While sensory tables can be purchased in most teaching stores, a good handyman can build a budget-conscious sensory table keeping these things in mind:

- **The table top must be at a toddler’s height.** A toddler should not need to stand on anything to interact with a sensory table.
- **The table must be extremely sturdy.** A group of toddlers should be able to put their full weight on the table without risking injury.
- **The sensory tub should be easily removable.** At the completion of a sensory activity, the teacher must be able to empty and sanitize the bins with minimal effort.
- **The tub should be coverable.** Most bins come with a lid. By keeping the area closed when not in use, the mystique of the activity center is increased.



For more ideas on room décor, network with toddler teachers from around the world through our Facebook group: Word Aflame Toddler Curriculum Teachers. Once your theme is in place, take pictures and share with our Facebook group to inspire others.

We always appreciate receiving high-resolution photos along with permission to use them in future literature. Be sure to have signed parental permission if pictures contain children’s faces. (Download the Model Release form 📄 through the resource packet.) Email your pictures to jowens@upci.org, or mail them to Joni Owens, Word Aflame Publications, 8855 Dunn Road, Hazelwood, MO 63042.

### Attendance and Memory Charts

The last two pages of the activity paper are an attendance and a memory chart. If practical, mount these at children’s eye level so they can work on them each week. Each week the child attends, he adds a brick to the tower.

Cut 2" x 1" bricks from red construction paper and let the child use a glue stick to secure the brick to his building. Do not worry about the proper placement of the bricks. Simply encourage him to place it within the lines of the tower. It is, after all, his paper.

*Note:* A paper cutter is a fast way to cut the bricks, since they are simply straight cuts forming rectangles. Cut these out before the quarter begins and store them in a zipper baggie for easy access.

Each week after memory work, whether you teach the Bible words or the Bible passage, the child adds a construction-truck

sticker (TRP) 🚚 to the sheet. Two sheets of construction-truck stickers are available in the resource packet. Additional stickers can be downloaded from the website. These are easy square cutouts rather than circles and can be secured with glue sticks.

The attendance and memory charts are available as individual pages 📄 on our website for your convenience to download and print for visitors. Please order one set of activity papers for each student and a few extras to cover visitors and class growth.

Included in the resource packet is a large attendance and memory poster (TRP) if you choose to use it. Add each child’s name. Each week he attends, he adds a sticker in the yellow column for that week. When he practices the Bible words/passage, he adds a sticker in the orange column. Use the construction-truck stickers, or purchase fun stickers of a design of your choice.

### Offering

A fun theme-related offering option uses a dump truck and an offering plate (paper plate or real offering plate). Place the truck on the desk with the offering plate at the opposite end. After the student places his offering into the truck, he drives the truck to the plate, where he dumps the load.

### Extras

Each week the students will put on a hardhat, vest, or tool belt when they enter the room. At the end of the day, collect and sanitize these with Lysol or lice control spray. At the end of the quarter, store these for future quarters that focus on building themes. Some building supply stores offer child-friendly items (such as pocket aprons) for free or at reduced costs for churches.

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## Teacher's Manual

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The teacher's manual is available as a downloadable resource  in the form of PDF and Word documents. Open the PDF using a reader like Acrobat to study your lesson on the go using your favorite handheld device (like an iPad). The DOC files open using a word processor (like Microsoft Word), allowing you to add to or delete from a lesson and to craft the material to suit your particular interests and needs. Reproduction of these resources is permissible for local church use only, and is intended to help the individual teacher, not to make our curriculum available to multiple classrooms for the price of one manual. Please purchase one manual per teacher. To download this material, see the instructions on page 2.

This curriculum, *Working Together with God*, is Bible-based and written on a developmentally appropriate level for children ages two and three. The basic lesson structure is as follows:

**W***elcome to the Word:* Welcome students to the classroom. As students get settled in, take attendance and collect offering. A fun introductory activity engages the children while everyone arrives. Then a hands-on paper craft or activity introduces the lesson topic. This focuses students on the lesson objective, while giving potentially messy activities time to dry before being sent home.

**O***pen the Word:* Prayer and worship transition students to one of two Memory Work options. The Bible Passage quotes the verse directly from the KJV; the Bible Words simplify the passage into an age-appropriate phrase. Because toddlers learn best through repetition, each unit utilizes a set of Memory Work to be learned over a four- to five-week period. Determine which memorization option works best with your teaching method and students' maturity. The Bible Words are also a simple take-away thought; repeat it frequently, letting children echo you, so by the end of the session they will take it home and share it with family.

**R***eveal the Word:* Use Snack Break to sit down toddlers and help them focus as you tell the Bible Story. As they wrap up their eating, continue with the lesson.

**D***o the Word:* This life-application section offers many lesson-related activity options to further apply the lesson through playtime. By design, students will think they are playing while they are really learning. Select the activities

best fitting your group and setting to drive home the lesson objective. Since toddlers rarely focus on a task for more than five minutes, prepare several options and expect to move through them quickly. If your classroom space allows, consider offering multiple activities at a time, with a teacher assigned to each activity, and let children rotate after several minutes.

### **Role-Play**

This is the construction zone filled with construction trucks and equipment. Keep a tub handy with biblical clothing as students frequently role-play the Bible story.

### **Books**

Place several orange cones in this area to set it apart for quiet time. Each lesson offers book suggestions that can be revisited throughout the quarter. A list of book recommendations for this quarter is available as a downloadable resource through the teacher's resource packet. Gather as many of these as possible early in the quarter. If practical, place this center by the Beaver family wall.

### **Blocks/Sensory**

This is a double-duty area. Fill it with assorted building blocks, such as mega Legos (never the small Legos), wooden and plastic building blocks, cardboard bricks (teacher supply stores), and cardboard boxes.

Several activities this quarter suggest using a sensory table. If one is not available, makeshift methods can be devised, but a sensory table is a recommended piece of furniture for the toddler classroom. When used effectively, it aids in the cognitive, language, social, emotional, physical, and creative development of a child. If a table is not an option, plastic tubs will work.

### **Activity Paper**

Students complete the second activity of their activity papers.

### **Art/Writing**

This is the craft area, filled with activity papers, markers, crayons, toddler-safe scissors, and assorted craft supplies. Keep supplies in sealed containers and out of the children's reach until ready to be monitored and used. Lapboards are a nice addition to this area.

## Music/Movement

Music is an important part of a toddler's life. Provide a supply of musical instruments. These can be found at dollar, discount, and teacher supply stores, as well as online. Homemade instruments can be as simple as boxes or plastic bowls and wooden spoons for drums, metal spoons to clang, metal pot lids as cymbals, Christmas bells, baby rattlers, and cardboard tube trumpets.

## REACH

Does your church provide a nursery for children under age two? Download and print out the REACH pages for those in your church who work with infants (pages 8 and 9).

**R**esearch features findings from studies done on infant and toddler development.

**E**nvironment features dos and don'ts on creating appropriate environments.

**A**ttachment features the importance of providing proper nurturing behaviors.

**C**aregiving features the issues involved in actual care, such as diapering, feeding, and so forth.

**H**ome Connection features ideas to build the relationship between the classroom and the home/family.

Perhaps schedule a quarterly meeting to discuss the material, to help ensure the infants in your care are being properly nurtured.

Unit 1, Working Together, shows children how we work together.

**Bible Passage:** "For we are labourers together with God" (1 Corinthians 3:9).

**Bible Words:** We work together with God.

Unit 2, Serving God, shows children we should listen and obey God.

**Bible Passage:** "Serve the LORD with gladness" (Psalm 100:2).

**Bible Words:** Serve the Lord with gladness.

Unit 3, God Is My Helper, helps children recognize ways God helps us.

**Bible Passage:** "The Lord is my helper" (Hebrews 13:6).

**Bible Words:** God helps me.

In the lesson, examples of wording you could use when teaching the lesson or songs are in **bold type**. Please let us know how the lessons work for you. Your feedback is important. Our goal is to improve your teaching experience.

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## Activity Paper

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The activity paper offers an attendance chart and a memory chart, as well as two activities to be used as an integral part of each week's lesson. Order one activity paper per student with a few extra for growth and potential visitors. At the beginning of the quarter, recruit teens to help tear out the pages and then gather by lesson, placing them in thirteen lesson folders for easier distribution each week. Mount the charts on the wall at toddler height for easy access each week.

- On the front page, a fun, hands-on activity will be used at the beginning of each lesson to introduce the topic.
- The second-page activity usually consists of coloring and drawing and is used as one of the Do the Word learning activities.

**Home Connection:** On the bottom of the page is a URL address for parents to take advantage of our Home Connection. Review questions, book suggestions, lesson objectives, and memory work are provided for at-home discussion. This piece is also available in the resource packet for teachers to copy and send home with the students.

Use the charts on the inside cover of the activity paper to track attendance and memory work. Mount this at a toddler's eye level and use in place of, or in conjunction with, the poster in the resource packet.

Did you know, after accounting for all maintenance and supply expenses, it costs a church more to make boring gray-scale copies of the activity paper than it does to buy a full-color activity paper? Churches sometimes think they are saving money by buying one activity paper and making copies, but in reality it is costing them more! (Not to mention that copying the activity paper violates copyright laws.) One exception is permission is granted to make copies for visitors only. Plan ahead by ordering extras to allow for class growth and a few visitors, and avoid the need to copy.

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## Teacher's Resource Packet (TRP)

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The TRP contains teaching tools, supplements, and visual aids to enhance every lesson. Use the construction theme-related materials as a springboard to decorate your room. Mount the door poster (TRP) at a toddler's eye level to welcome students to the classroom.

Decide whether you would like to use the incentive poster (TRP) or the charts in the back of each activity paper to track attendance and memory work. Construction-truck stickers (TRP) are provided to use at your discretion.

Some lessons implement downloadable music and sound effects to enhance the learning environment. Using the access code on the TRP cover, download songs onto your smart phone, burn these audio files to a CD, or download them to an iPod or other playback device. Determine your preferred playback method now and prepare the entire quarter's sound tracks for easy accessibility.

Several standard classroom helps are available through the packet's access code. Read Characteristics of a Toddler and Room Environment Check to help you better understand your students and their classroom needs.

Make copies of the Child Information Form, asking parents to fill them out at a child's first drop off. Keep these forms on file. By asking for this information, parents see the teacher taking responsibility, which garners trust. Remember to keep the information pertinent by asking parents to review them at the start of every quarter. When a food allergy or other potentially harmful condition or situation (like a divorce) becomes known, communicate it to all helpers and make a special note. Use of this form can promote trust between teacher and parent. In this litigation-happy world, maintenance of this file can decrease church liability should a situation arise.

To further reduce church liability, a Sign-in Sheet should be maintained at the class entrance. Parents will sign this form every time a child is picked up or dropped off. Streamline this process by printing the names of regular attendees (and any special notes or concerns) prior to making copies. This form ensures that children are clearly signed in and out by a responsible, authorized adult. If a child is not to be released to a person identified on the Child Information Form, communicate this with a special note.

For nursery workers, the TRP also includes a Baby Observation form. Use this form to communicate to parents of infants regarding diaper changes, meals, and any other significant interaction. By using these forms, parents will sense responsibility in the worker, ultimately resulting in greater trust.

A sheet of postcards is also included for teachers to mail to students. If necessary, download and print extra postcards on cardstock through the website. Parents love it when their child receives mail showing how their child is appreciated.

Each quarter features a Teacher Training article. Compile the articles into a three-ring binder as a useful resource, especially to train new teachers. Download previous training articles from the website:

[pentecostalpublishing.com/t-teacherstraining1.aspx](http://pentecostalpublishing.com/t-teacherstraining1.aspx).

Please contact us if you would like to have a specific topic addressed in the future.

# R E A C H

RESEARCH ENVIRONMENT ATTACHMENT CAREGIVING HOME CONNECTION

**These pages contain insight for those who work with infants. Download and print these pages for those in your church who work with children under the age of two. Perhaps schedule a quarterly meeting to discuss the material, to help ensure the infants in your care are being properly nurtured.**



### *Findings from studies done on infant and toddler development*

Although infants vary in their rate of development, generally we can expect to observe certain behaviors at specific months of age. The job of the infant teacher is not that of evaluating or looking for developmental delays in children, but it does require a certain amount of knowledge to determine if there might be a need for early

intervention. Some children have a “laid back” temperament and will not be as active as others. This is no reason for alarm if everything else seems normal. Teachers should do activities with the infants that focus on and stimulate each of the five senses (sight, sound, touch, taste, and hearing) during each class time.

Infant teachers must be ready to accommodate babies in each stage of development. The infant room will have the largest amount of differences between students than any of the other classes due to the rapid rate of change from one month to the next. No other age group will change so much within a year’s timeframe. Newborns will progress from being immobile, to rolling over, creeping, sitting, standing, and even walking. In addition to motor development and growth, your infants will begin the teething process, which is different for each child. Infants who have familiar faces taking care of them feel safer and more secure. Do not allow just any warm body that happens to be available to teach the infant class. This class needs skillful, knowledgeable, loving, and sensitive teachers with whom the children are familiar.

A hearing loss is the most debilitating of all senses and should be detected at the earliest time possible. If a child does not seem to be responding to sounds, try the following exercise. Without him being aware of your presence, click a ballpoint pen near the child’s ear to test if he turns his head toward the sound.



### *Dos and don’ts on creating appropriate environments*

Often you will have little ones who need something to hold onto as they are beginning to stand or walk. An inexpensive, easy-to-make project is a wall handrail. To accomplish this, purchase two stair rail brackets that fasten the rail to the wall. Place them eighteen inches high off the floor and about four feet apart. Fasten a

long wall mirror (preferably unbreakable) fifteen inches high off the floor in the space between the two brackets. Now bolt a wooden handrail to the brackets. This gives the babies a round bar to hold onto while they stand and look at themselves in the mirror. If you paint the rail, make sure to use nontoxic paint because the babies may chew on the rail.

You do not have to spend large amounts of money to create an interesting and safe environment for your infants. However, you should have low, open shelves or bins that allow the infants to freely choose toys and items for play. Keeping a room neat and tidy is not the most important thing to do. However, you should keep areas clear of objects that could hurt a baby if he fell on them. Remove any furniture that has sharp corners or rough edges.

The environment is your curriculum for infants. What they see, hear, taste, touch, and smell determines what they learn. Playing a variety of types of music is a good learning experience. You may purchase CDs of instrumental music (horns, piano, etc.) from the Pentecostal Publishing House ([www.pentecostalpublishing.com](http://www.pentecostalpublishing.com)) that are not listed under “children’s music” but are appropriate for infants. Research continues to show how music affects a person’s moods. What our babies listen to does matter!

# REACH



## ATTACHMENT

### *The importance of providing proper nurturing behaviors*

Building positive relationships is essential to teaching toddlers and infants. When talking with babies, maintain eye contact and talk in soothing tones. Use each child's name as often as possible. Babies tend to imitate the faces they see and sounds they hear. Therefore, it is very

important to maintain a pleasant expression and have pleasing environmental sounds. Say (or sing) phrases such as, "Jesus made (baby's name) special."

The way you handle an infant is very important. A soft, warm, and gentle touch stimulates the baby's neural connections in the brain and also serves as an important teaching skill. By eight months an infant has over 1,000 new connections in the brain. This is a blooming period in which many neural

connections are made. However, the brain has a use it or lose it rule. If the connections are stimulated and activated, then the brain keeps those. As the infant matures, the brain tends to prune the neural connections that are not stimulated. If an infant is not receiving gentle care, sweet talk, and comfort, those important neural connections are not receiving stimulation. Babies who experience insensitive or rough touches may not be able to form healthy emotional connections with adults. As the brain prunes unused connections, it can achieve an over pruning of these vital synapses, which leaves the young child unable to form relationships, and at risk for poor performance in school. A teacher's interaction with a baby is one of the most critical elements involved in the formation of secure attachment, which determines how a child will develop later in life.



## CAREGIVING

### *The issues involved in actual care, such as diapering and feeding*

Diapering is one of the most important times in an infant's day, because that is a guaranteed time of one-on-one with the caregiver. When changing the baby, ask him to help you by giving you his leg, (as you lift his leg), etc. Even though he does not yet have

command of the spoken language, you are showing him the highest respect and attention. Do not ever be too rushed in your routine to take time for giving individualized attention. Create your own rituals during class time that allow the children to anticipate what comes next. For example, you may sing the same song every time you change a baby, such as (modified "Yes, Jesus Loves Me"): "Yes, Jesus loves (child's name), Yes, Jesus loves (child's name), Yes, Jesus loves (child's name), the Bible tells me so." Following patterns and routines makes for a smoother Sunday school time!

We cannot overemphasize the importance of maintaining regular routines and rituals, which serve as emotional regulators. Most children become "out of sorts" or irritable when they are thrown too far off their expected routines.

When you follow the same routines in your class each week, it allows the baby to anticipate what will happen next, thus giving a sense of security. Babies should not be rudely interrupted from an activity any more than an adult should be. Teachers should speak gently to a baby to tell him what is going to happen next. "Hey, Joey, you look like you are having a good time with your rattle. I need to check your diaper. Let's check your diaper and then you can play some more." This practice should be done from the youngest infants on up. Too often, babies are whisked up onto a changing table with no warning or word to them of what is happening. Babies are people too, and God wants us to treat each one with respect and dignity.

When you go to the nursery to take care of babies, you should think of yourself as going to work. Wear appropriate clothing that will not hamper you from easily getting up and down. Wear comfortable shoes that allow you to move quickly when needed. You will be holding infants, so make sure you do not have buttons or accessories that could scratch or cut babies' skin. Last but not least, your clothing should be washable because you never know what experiences you may have when working with the infants!



## HOME CONNECTION

### *Ideas to build the relationship between the classroom and the home/family*

The best thing you can do for any infant is to form a good relationship with his parent(s). Parents may feel apprehensive about leaving their infants with total strangers, even though they may be in another part of the building. Be sure parents always say goodbye to their

child before leaving. Sneaking away without a proper farewell only increases a child's anxiety when he realizes Mom or Dad is nowhere around. Make sure parents have given you any pertinent information you need concerning the

care of their child. (See the Child Information form in the resource packet.) The website provides a "What I Did Today" form to download and use for each child each week. You do not have a lot of time to do extensive writing, but just a one-sentence note to each parent can make all the difference in creating a good relationship between you and them. Parents display a large amount of trust in you as the person(s) to whom they entrust their most precious possessions—their little ones. Fill in your contact information (phone number or method you prefer to use) before you make the copies so that you will not have to write again on each note.



# Helping to Build God's House

## Unit 1

Working Together

### Unit Bible Passage

"For we are labourers together with God"  
(1 Corinthians 3:9).

### Unit Bible Words

We work together with God.

### Scripture Text

Exodus 35:4–36:7

### Students will:

- » Show how we work together.
- » Tell how we give to God.

### Welcome to the Word

**Welcome** Locate construction gear for students (hard hats or work vests). Write students' names on the preferred attendance chart (poster or activity paper wrapper). If using the charts in the activity paper, cut 2" x 1" bricks from red construction paper for attendance and use construction-truck stickers (TRP) 🚚 for the memory work. Provide a toy dump truck to receive the offering. Place an offering plate (paper plate or real offering plate) on the table opposite the truck.

Spare change (optional)

**Activity Paper** Cut three 2-inch squares of brown construction-paper shingles for each student.

Activity papers, thin pretzel sticks, glue sticks

### Open the Word

#### Worship

#### Prayer

**Memory Work** Blocks, Bibles, unit 1 memory poster (TRP), memory charts, construction-truck stickers (TRP) 🚚

### Reveal the Word

**Snack Break** Thin pretzel sticks, mini marshmallows, drinks

**Bible Lesson** Provide samples of silver and gold (such as buttons, coins, or jewels), pieces of cedar wood, assorted silk cloth and burlap pieces, and fur, enough for each student to hold a piece. For review, gather props from the last lesson (lesson 13 of the summer quarter)

Large bucket or box, Bible art: Tabernacle Gifts (TRP)

### Do the Word

**Role Play** Blanket, supplies from the Bible story

**Book Nook** Books (see page 14)

**Blocks/Sensory** 24 boxes of assorted shapes and sizes

**Art/Writing** Gather scraps of silk and burlap cloths, craft sticks, jewel stick-ons, scraps of fur or felt, (optional: animal-print fabric or paper) and place in baggies for each child.

Construction paper, glue sticks

**Activity Paper** For each student, cut several small circles from gray construction paper to represent money.

Activity papers, glue sticks

**Music/Movement** Assorted toy construction trucks (dump truck, backhoe, etc.), building blocks or small plastic toys to fit in the trucks

Children's music

## Bible Background

When Moses asked for materials for the Tabernacle, he asked only for those people with a willing heart to give. Not only did they give material possessions, they also gave of their skills, such as spinning, engraving, weaving, embroidering, and carving. How did poor Hebrew slaves obtain all the jewels and precious items needed for the Tabernacle?

When God spoke to Moses from the burning bush, He said every woman would borrow from her neighbor—the Egyptians—things like jewels of gold and silver, and raiment. Before the plagues, before the Exodus, before the Ten Commandments, God planned for His people to give . . . and He provided the very items they were to give!

## Teacher Insight

We want a generous feeling of love to surround every act of giving in the classroom. Modeling loving words and good manners displays the concept and may prompt a recalcitrant student. “Thank you for giving in the offering, Zak. Jesus loves it when you give!” “Oh, thank you, Lisa, for giving some of your blocks to Sam.”

Positive attention, sustained eye contact, and an approving, expectant attitude from an adult can be powerful tools to reinforce good behaviors like giving in the offering, sharing, and participating in giving games. Be prepared to repeat your instructions with visual clues, and then praise the child for obeying you.

## WELCOME TO THE WORD

Let students explore their new construction zone décor. Show them how to step around the orange construction cones and avoid the yellow “caution” tape. Give each child a hard hat, tool belt, or worker’s vest.

Write students’ names on the preferred attendance chart (poster or activity paper) and help them place their attendance bricks/stickers in the appropriate places.

Let students slide their offerings into the toy truck and then drive their coins over to the unloading spot, an offering box or plate. For students who did not bring offering, provide spare change so they can experience the fun of giving to Jesus. This might encourage them to bring offering in the future.

Activity paper activities are located at the front of the lesson as an excellent way to greet students and get them focused on the lesson objective. This also gives glue time to dry before sending the projects home.

Six optional life-application activities are included in the Do the Word section at the end of each lesson.

## Activity Paper

Students glue thin pretzel sticks onto page 1 to build the church walls. Each child adds three shingle squares to his roof. **We are building God’s house. We work together with God!**

## Teaching Tip

Hopefully you are using the Child Information Form, asking all parents/guardians to fill one out before they leave a child in your care. If you keep a file for returning students, the new quarter provides an excellent time to ask parents to review their forms and update the information. For legal reasons, even visitors should fill out this form, as it might reveal a food allergy or other potentially harmful condition or situation (like a divorce). Communicate any special concerns to all helpers.

### Welcome Supplies:

- Construction gear for students
- Attendance chart poster or activity papers
- Bricks or stickers (depending on the chart used)
- Toy dump truck/offering plate

### Activity Paper Supplies:

- Activity papers
- Thin pretzel sticks
- Construction-paper shingles
- Glue