

PRE-ACADEMY HANDBOOK



**An Educational Ministry for
Pre-K Children at Transformation Church**



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Our D.N.A.

TRANSFORMATION CHURCH (TC) MISSION

Our mission is to create a culture of change and facilitate the process of daily life transformed by equipping each generation with sound biblical teaching and genuine community.

TC VISION

We are spiritually charged to facilitate a community where people find joy, fulfillment, and value in living as transformed individuals.

PRE-ACADEMY GOALS

Goals for Kids (2 ½ - 5 years)

- *To know God's word*
- *To know God's love*
- *To develop relationships with peers and teachers*

Goals for Parents

- *To support their children in being ready for ATL (Academy for Transformational Living)*
- *To be in supportive relationship with other parents*

General Policies

1. Absences: Please contact another team teacher/sub if you need to change your schedule.
2. Facilities: After class ends, make sure all materials are picked up off the floor and room is tidy. Return unused craft supplies to the cabinet from which it was taken.
3. Please contact the Lead or Director if there is a need for supplies.
4. Teacher Preparation: Teacher preparation is essential for Children's Ministry teaching. Please read over your lesson during the week. Give yourself some time to pray and become familiar with any stories, questions, and planning of activities covered in the lesson.
5. Classroom doors will remain unlocked during class.
6. Discipline: It is very important to be united and consistent in our administration of discipline. Please refer to the tips for instructors and please contact the Ministry Leader with any issues that may arise.
7. Snacks: Always check for allergies and give small portions to avoid waste.
8. Ratio: There should be a 4 student: 1 adult ratio. No other adults, youth, or children can be in the room unless the lead teacher has asked them to volunteer.
9. Bathrooms: Parents should take children to the restroom before bringing them to class. During class children must be accompanied to the bathroom by the same gender adult.
10. Physical Contact: Minimize physical contact with children. Appropriate forms of contact include high-fives, fist bumps, and hugs at eye level (squat down or get on your knees to mirror the kids height). Do not carry or pick children up. Do not kiss them or allow them to kiss you.
11. Pick up: Children can only be released to the person holding the child's check-in receipt.

Teacher Guides

The Pre-Academy can be successful at reaching its goals because of the faithful support of its teachers and volunteers. We praise God for loving hearts and gifted hands who show God's love through their service to our children.

INSTRUCTIONAL TIPS

Researchers from at the Texas Christian University Institute of Child Development have spent many years finding the best ways to help children. They have named their approach "Trust-Based Relational



Intervention" (TRBI). You can find details about the intervention and many resources on their website (<https://child.tcu.edu>). This section highlights a few parts of TBRI to give teachers and volunteers some basic skills to use when working with children.

Tip 1: Create a Safe and Structured Environment (Empowerment)

- *Try to help a child "feel safe"*
- *Keep a schedule that's predictable*
- *Use transitions and advanced notice (e.g. When a child is playing say "in five minutes we'll need to end the game". A more emotionally fragile child may need several alerts at 15, 10, 5, and 1 minute before a transition.*
- *Get them moving. Regular physical activity helps development*
- *Prayer, worship, deep breathing and other times of quiet help kids feel calm and safe*

Tip 2: Help Them Connect to Others (Connecting)

- *Pay attention to nonverbal signs of anxiety such as pupil dilation, heart rate, breathing, and muscle tension. A child in distress may need support from you.*
- *When a child is acting out you can say, "Can you tell me with your words and not your behavior?"*
- *For a child who continues to misbehave you can negotiate by saying "If you don't want to play the game now, would you like to ask for a compromise?"*
- *Play with them. Even children and youth who seem tough actually love joyful, silly laughter and games.*
- *Redirect negative behaviors playfully. If a child is demanding that someone give them juice you can playfully ask them, "Are you askin' or tellin'?". Silly faces and tone of voice help too.*

Tip 3: Levels of Response to Challenging Behavior (Correcting)

Level 1: Playful Engagement (low-level challenge like talking back or verbal disrespect). For example, in response to a child who demands "Give me that crayon!" you may respond playfully, "Are you askin' or tellin'?" Then guide the child in a "re-do" so they can ask for the crayon again with respect.

Level 2: Structured Engagement—(slightly higher challenge when the child still doesn't respond). For example, a child playing toy demanded that the other child give him the toy. At Level 1, he was asked "are you askin' or tellin'?" The child yelled, "telling!" You can respond, "You have two choices, you may ask with respect or you go play another game by yourself." At level 2, the young boy asked with respect and got to continue playing.

Level 3: Calming Engagement—(risk of full meltdown). Give the child "time-in" so they can think about what they need while an adult is nearby. You and the child may choose a "quiet place" where the child can go when they need time to themselves with you nearby.

Level 4: Protective Engagement—(threat of violence or harm by the child, either to himself or to someone else). Contain the violence while remaining calm and reassuring. Seek help from others trained to respond to violence. You should stay with the child until he or she feels safe and secure again.

POTENTIAL CHILD ABUSE OR NEGLECT

It's important that caring adults can spot signs that a child is being abused or neglected. This section gives several signs to watch out for. However, just because you notice a child that has these signs doesn't necessarily mean they are being abused. You should always consult with ministry leader if you are concerned about a child's safety and wellbeing. Don't ignore the signs or push aside worries you have. If you suspect abuse it's better to tell someone and be wrong, then to ignore it and later find that you were right.

Signs of Physical Abuse

- *Has unexplained burns, bites, bruises, broken bones, or black eyes*
- *Has fading bruises or other marks noticeable after an absence from school*
- *Seems frightened of the parents and protests or cries when it is time to go home*
- *Shrinks at the approach of adults*
- *Reports injury by a parent or another adult caregiver*
- *Abuses animals or pets*

Signs of sexual abuse

- *Has difficulty walking or sitting*
- *Suddenly refuses to change for gym or to participate in physical activities*
- *Reports nightmares or bedwetting*
- *Experiences a sudden change in appetite*
- *Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior*
- *Becomes pregnant or contracts a venereal disease, particularly if under age 14*
- *Runs away*

- *Reports sexual abuse by a parent or another adult caregiver*
- *Attaches very quickly to strangers or new adults in their environment*

Signs of Emotional Abuse

- *Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression*
- *Is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example)*
- *Is delayed in physical or emotional development*
- *Has attempted suicide*
- *Reports a lack of attachment to the parent*

Signs of Neglect

- *Is frequently absent from school*
- *Begs or steals food or money*
- *Lacks needed medical or dental care, immunizations, or glasses*
- *Is consistently dirty and has severe body odor*
- *Lacks sufficient clothing for the weather*
- *Abuses alcohol or other drugs*
- *States that there is no one at home to provide care*

Curriculum & Structure

SUNDAY CLASS SCHEDULE

9:30 Teachers and volunteers arrive and prep classroom

9:45 Check-in station opens. Volunteers greet families and invite kids into the classroom

9:45-10:10: Activity Stations open. Kids can play at any play station they choose

10:10-10:15: Clean up time. Sing the clean up song and praise kids for cleaning up their play area

10:15-10:25: Worship time begins. Play 1 worship songs and ask for volunteer worship leaders to sing. You can also have kids worship through dance. Be sure to ask the kids how they felt about worship and what was their favorite part.

10:25-10:40: Friendship Circle begins. Ask students to pick their own spot on the carpet and sit with legs crossed. Have each kid introduce themselves and greet one another through song. Ask for prayer requests and a volunteer to pray. *Focus on creating community and relationship between children.*

10:40-10:55: Lesson unit begins. Sit near the rug and introduce the lesson of the day. Try to be as animated as possible in delivering the content. Ask students to tell you what they know and ask them questions about their experiences. Introduce them to the scripture for the day

10:55-11:15: Lesson Activity begins. Do the whole-group activity at this time. Consult the lesson plan to see what the activity is. This is usually a short video or sensory experience that relates to the lesson topic. Be sure to have students recite the key scripture for the day.

11:15-11:45: Activity Stations open. Here kids can choose one of 2-3 activity stations to participate in (e.g. coloring station, reading corner, or building block station). Encourage kids to clean up after themselves when they finish one station before moving to the next. (Snacks will be available)

11:30-11:45: Check-out time. Greet parents and give them a brief update of how their child did in class today. Send kids home with their activity/craft and homework sheet.

12:00: Clean and inspect: Please clean up your room and put items back where they belong. Encourage kids who are still there to help you.

CURRICULUM PLAN (2020)

January 5 - February 16

God Made Everything (7 weeks)

February 23 – April 12

Resurrection Day (8 weeks)

April 19 – June 14

Armor of God (9 weeks)

June 21 – August 9

Fruit of the Spirit (8 weeks)

August 16 - November 1

Things Jesus Did and Said (12 week)

November 8 –December 20

Christmas (6 weeks)

December 27

Open Topic

*All lesson series are located in the Appendix section of this handbook

Parent Handout for TC Pre-Academy



Thank you for allowing us the privilege of working with your child. It is our prayer that this class helps them build a solid foundation towards a relationship with Jesus Christ. This handout will help you get to know what the class is about, our expectations for your child and our requests of you.

Goals for Kids (2 ½ - 5 years; must be toilet trained)

- *To know God's word*
- *To know God's love*
- *To develop relationships with peers and teachers*

Safety & Security

All teachers and volunteers participate in a training that covers classroom management, safety guidelines, identifying abuse, and maintaining appropriate boundaries with children.

Curriculum

We use a variety of bible lesson plans that all focus on helping children know God, understand scripture, and develop meaningful relationships. See the class calendar for specific topics covered.

Expectations of Children

- *The 3 C's for acceptable behavior are Courteous, Cooperative, Careful*
- *3 D's for unacceptable behavior are Dangerous, Disrespectful, Disruptive*

Consequences: If child is not following these guidelines his/her leaders will give one reminder of the rules. If misbehavior continues the leader will have a private conference with the child and parents will be notified at pick up. If misbehavior still continues, the leader will contact the Director who will talk to the child and remove him/her from class.

TC PRE-ACADEMY ACKNOWLEDGEMENT

Child's Name: _____

Parent's Name: _____

As a Pre-Academy parent I agree to:

- 1. Do my best to bring my child on-time each Sunday*
- 2. Pick my child up immediately after service ends*
- 3. Notify teachers about my child's allergies, food restrictions, medical problems, or other special needs*
- 4. Take my child to the bathroom before dropping them off to class*
- 5. Ask my child about what they learned in class*
- 6. Review my child's crafts with them*
- 7. Praise them and give them encouragement*

Signature: _____