

Gospel Light's

baby beginnings[®]



teacher's guide

0 to 18 months

- Teacher's Home Pages for Easy At-Home Preparation
- 12 Monthly Bible Themes
- Two Years of Parent Newsletters



NURTURE AND TEACH EVEN THE YOUNGEST CHILDREN ABOUT JESUS' LOVE FOR THEM.



INCLUDES TRAINING
CD WITH REPRODUCIBLE
RESOURCES



Guidelines for Photocopying Reproducible Pages

Permission to make photocopies of or to reproduce by any other mechanical or electronic means in whole or in part any designated* page, illustration or activity in this book is granted only to the original purchaser and is intended for non-commercial use within a church or other Christian organization. None of the material in this book, not even those pages with permission to photocopy, may be reproduced for any commercial promotion, advertising or sale of a product or service or to share with any other persons, churches or organizations. Sharing of the material in this book with other churches or organizations not owned or controlled by the original purchaser is also prohibited. All rights reserved.

* Do not make any copies from this book unless you adhere strictly to the guidelines found on this page. Only pages with the following notation can be legally reproduced:

© 2008 Gospel Light. Permission to photocopy granted to original purchaser only. *Baby Beginnings® Teacher's Guide—0 to 18 Months*

Editorial Staff

Senior Managing Editor, Sheryl Haystead

• **Senior Editor**, Debbie Barber • **Editorial**

Team, Janis Halverson, Lisa Key, Nicole

Silver • **Art Director**, Lenndy Pollard

• **Designer**, Annette M. Chavez

Founder, Dr. Henrietta Mears

• **Publisher**, William T. Greig

• **Senior Consulting Publisher**, Dr. Elmer L. Towns

• **Senior Consulting Editor**, Wesley Haystead, M.S.Ed.

Scripture quotations are taken from the *Holy Bible, New International Version®*. Copyright © 1973, 1978, 1984 by International Bible Society. Used by permission of Zondervan Publishing House. All rights reserved.

© 2008 Gospel Light, Ventura, CA 93006. All rights reserved. Printed in the U.S.A.



Gospel Light



How to Use the Baby Beginnings Curriculum	3
Meeting the Needs of Babies	4
Teaching Babies and Toddlers About God	5
Why Use Curriculum?	6
Discipline in the Nursery	7
Welcoming a Baby	8
September I See God's Love at Church	9
October Jesus Loves Children	17
November God Gives Me Food	25
December Jesus Was a Baby	33
January God Helps Me to Grow	41
February My Family Loves Me	49
March Jesus Loves Me	57
April God Makes Growing Things	65
May People at Church Help Me	73
June God Cares for Me	81
July God Made Me	89
August God Gives Me Friends	97

CD-ROM Parent's Home Pages

Parent's Home Pages—0 to 18 Months

Introductory Parent's Home Page

Year 1

September
 October
 November
 December
 January
 February
 March
 April
 May
 June
 July
 August

Year 2

September
 October
 November
 December
 January
 February
 March
 April
 May
 June
 July
 August

How to Use the Baby Beginnings Curriculum

If You Are the Children's Pastor or Nursery Coordinator

- Prior to the start of each month, send home the appropriate month's overview (first two pages of each month's section) to each caregiver in the nursery.
- If you have a regular, consistent staff for the month, include the activity pages for the month as well and encourage your staff to plan together which activities they will prepare and provide each week of the month. (For example, one person would be prepared to lead a God's Wonders activity each week while another person would be prepared to lead an Active Play activity each week.)
- If you have a rotating staff, select several of the activities yourself. Collect any needed supplies and place them in the appropriate rooms along with the page of instructions (highlight or mark the activity). Alert the staff to look for these items when they arrive to serve.

Note: Consider creating for each room a box for each month that contains the supplies for the month's learning activities as described in the *Baby Beginnings Teacher's Guides*. At the beginning of the month, the box is placed in the appropriate rooms for use by teachers.

If You Are a Caregiver in the Nursery

For each month, select the activities you will provide. Collect needed supplies.

For Parents

- Distribute a copy of the reproducible *I Love to Sing!* CD to each family.
- At the beginning of each month, send home (or ask your children's pastor to send home) both the appropriate month's *I Love to Look!* Bible Story Picture Card and *Parent's Home Page*. *Parent's Home Pages* are available on the CD-ROM that comes with this book, as well as in *Nursery Smart Pages*. Purchase one set of *I Love to Look!* Bible Story Picture Cards for each family.

Meeting the Needs of Babies

What Are They Like?

When we say “baby,” we may mean a newborn. Or we may be referring to a sitter or to the crawler who picks up, inspects and eats every crumb! Although babyhood is short, the changes from newborn to toddler are enormous!

A newborn is quite aware of and sensitive to surroundings (especially the emotional “feel” of those surroundings), but sleeping and eating are the order of the day.

Around six weeks of age, a baby begins to reach out to touch items that interest him or her and to control his or her head.

A baby may become a sitter at around six months of age. Now that the baby’s range of vision is broadened, he or she loves to reach (and perhaps even roll after) small objects, and drop, throw or bang them.

The crawler is now able to explore a brave new world! From the coffee cup to the full wastebasket, there is nothing that doesn’t interest him or her. Once crawling is mastered, expect lots of pulling up, standing and attempts at climbing.

How Can I Help Them?

Position colorful mobiles hung so babies can see them. An occasional change of scenery and the gentle talking, rocking and comforting that accompany feeding, changing and sleep preparation should keep them happy and content. Be sure to support the head of a baby this age, even if he or she appears to have good control. Remember that frequent burping is necessary when feeding a newborn.

Give babies some time in positions other than the one in which they usually sleep. As a baby becomes able to roll over, he or she will be ready for more changes of scenery and more play and conversation with adults. An infant seat or other device that puts the baby where he or she can see what’s going on nearby is helpful.

Once a baby can sit up, try playing peekaboo with him or her, or pushing gently on the baby’s feet so the child can push back. Provide a number of safe smaller toys (rattles, fabric or vinyl blocks) and other objects for discovering. As you interact with a baby, describe his or her actions or responses to your actions.

For the crawler, freedom to explore within safe limits is the key. Provide lots of space for crawlers to roam without hazards. Crib mattresses and washable, firm pillows can provide a variety of safe crawling, climbing and sitting surfaces. Carpet-sample squares can provide interesting textures to crawl across. Your calm and happy interaction with babies on the floor helps them learn ways to explore and communicate.

A Smooth Schedule

There should be at least one caregiver for every three babies. This makes it possible to keep a close eye on every child’s safety, as well as to give each child individual attention. If possible, the same caregiver should care for the same children from week to week. This continuity is especially important when babies begin to distinguish between strangers and friends!

When a baby arrives, give child and parents a friendly greeting! After check-in is complete, take a moment to talk to and sing to the child. To interest older babies in an activity, begin to do the activity yourself.

When it’s time to change or move a child, don’t pick up the child without warning; rather, talk calmly to him or her about what’s going to happen. Never underestimate the power of your calmness and relaxed attitude. It will likely “rub off” onto the babies you care for!

Remember to watch, ask, and adapt yourself to the children’s changing interests and activities. Your enthusiasm for the theme-related activities suggested in this guide and your interest in each child are what make this a time of effective learning.

Teaching Babies and Toddlers About God

"Get serious," some may say. "We're dealing with babies here. They just need to be fed, changed, rocked—what can they possibly learn about God?"

The Style in Which It's Done

While no one thinks it's vital to post charts of major theological concepts on the nursery wall, it is vital to think about what babies can learn. The goal of teaching in the nursery is not to get a baby to say, "God!" Rather, our goal is to individually (one-on-one) teach the baby what he or she can learn about God's love.

Such teaching is done by your every look, word and act while you are in the presence of a baby or toddler. You represent Christ to each little person in your care. Using a curriculum with monthly themes will help bring consistency to your efforts to help little ones learn about God.

What do you communicate to that baby who seems to throw up on you every time you hold him or her? Do you tense as you pick up the child, steeling yourself against the inevitable? That baby senses your tension! A baby is very sensitive to even such subtle things. And it tells the child how you feel about him or her! Conversely, when your words, looks and actions are relaxed and gentle, loving and kind, you teach the baby not only that people at the church nursery can be trusted, you are also building a foundation for that little child's trust in God!

The attitude in which you meet a baby's needs greatly influences his or her developing personality. As a baby associates you with pleasant experiences and lovingly having his or her needs met, he or she also forms foundational opinions about trusting and about being loved that will affect his or her whole life. This is why it is important, whenever possible, to care for the same babies each time you are in the nursery. Continuity of care means the baby becomes familiar with one person, building the baby's trust and comfort.

Talking with babies and toddlers about God and

Jesus is a reminder to yourself of your purpose in serving in the nursery. Your example in ministering to these little ones will help parents begin to develop these same skills in communicating spiritual truths to their children.

Individual Time with Babies

Play simple games lovingly with babies (such as gently pedaling a baby's legs and saying, "Jesse, God made your strong legs!"). Sing short, simple songs about God's love to even the youngest baby.

Remember that no baby cares about your vocal quality! Your low, gentle song relaxes, calms and teaches trust. As a baby often hears his or her name associated with God's love, he or she begins to associate song, self, God and love. No, it won't turn out a pint-sized theologian. But these experiences build a foundation for faith in the perfect Father who loves His little ones.

Time for Toddlers

Toddlers will enjoy hearing brief Bible stories and verses and short, simple songs about God and Jesus. Use toddlers' names often and show you enjoy them. Repeated, short, direct sentences are often or quite well-understood by toddlers even if they don't make any verbal response.

Older babies and toddlers also enjoy looking at books with you. (Books for babies and toddlers need mainly pictures, not words.) With a picture book and a toddler in your lap, you are in position to look at the pictures and talk with the child about the pictures in the books. "Look, Elisa! There's a big, red apple. I like to eat apples. God made apples for us to eat."

Whether you interact with babies or toddlers, remember that letting God's love flow through you to each child is what makes your teaching in the nursery far more than just a "baby-sitting" experience!

Why Use Curriculum?

"Babies and toddlers simply need to be fed, changed and played with . . . why would we need curriculum for them?"

First of all, our goal in using curriculum is not to get a baby to spout theological concepts! Instead, our goal is to individually (one-on-one) teach each baby through natural learning processes what he or she can begin to learn about God. Curriculum is designed to help you, the teacher, use the time you spend at church with little ones to build spiritual foundations.

Secondly, using curriculum also benefits you, the teacher, as much as the child. Singing and talking about Jesus is a powerful reminder that what you are doing is not just custodial care, but ministry in its truest sense. The same is true for parents. Babies and toddlers may not NEED to hear about Jesus, but parents DO need to begin talking comfortably about Him with their child. The model the church provides of how we care for and "teach" babies and toddlers is intended to help parents catch on to the fact that they can and should do the same things at home.

Curriculum provides you with ideas and words that help make your natural teaching effective. Since the best kind of teaching for babies and toddlers is primarily one-on-one, don't expect that these little ones will sit in a circle or have a group time, or even remain interested in what you are doing for very long. But as you sit on the floor talking and playing with two or three babies, make frequent use of the conversation ideas and songs suggested in this guide. Plan to provide several of the learning activities. Play portions of the CD, repeating the same songs frequently. The sounds, words, actions and most

of all, the feelings that are created in this casual setting will flow into a natural pattern of teaching and learning that will eventually build a young child's understanding of God, Jesus and the loving comfort found in the people around him or her at church. And using a curriculum with monthly themes helps provide continuity to the activities in the nursery, especially when teachers change frequently.

In a large classroom where there are many children and adults in the same room, designate certain learning activities for each adult to provide for children throughout the session. For example, one teacher may position him- or herself on the floor near several books, looking and talking about them with interested children. Another adult may sit near an open area of the room with a container of rhythm instruments, playing them and singing songs with children in that area of the room. However, as the session progresses, adults need to be ready to move to "where the action is." Flexibility is key.

A baby's learning takes place all the time, as a natural part of living. So the teaching in your nursery is accomplished by your every look, word and act while you are in the presence of babies and toddlers. The nursery is ministry just as surely as teaching a theology class for adults would be. A nursery curriculum helps you to focus your playing, talking, caregiving, singing and finger plays in ways that familiarize a child with God's name and His love. Awareness of God's love for each child takes your time in the nursery far beyond the level of just singing "Itsy-Bitsy Spider" again!

Discipline in the Nursery

What Is Discipline?

First, it is imperative to understand that “discipline” at any age level is not “punishment for bad behavior.” Instead, the very word discipline means “teaching”—the very kind of teaching Jesus did with His disciples! Discipline is a door of opportunity: opportunity to teach children appropriate ways to meet their needs. Such teaching of these ways will be twofold: first, to immediately stop inappropriate behavior (behavior that might hurt a child, destroy materials or disrupt the group); second, to help the child find another, more appropriate way to behave.

Discipline of babies and toddlers should NEVER include any sort of negative physical touching (spanking, slapping, swatting, tapping, shaking, pulling, biting back, or the like). It also NEVER includes ridicule, sarcasm, threats or withholding any sort of care from a child.

Meeting Their Needs

Young children have a very small understanding of how the world works.

They have no idea of the consequences of their acts or how another child will respond to them. Part of the process of discipline is to help a child make sense of things even as you help the child understand appropriate ways to act. To meet the needs of very young children:

1. **Prevent Problems.** Be sure the environment is set up to be safe and “trouble-free.” Young children need to be able to explore with as little restraint as possible; this helps a child develop his or her own internal controls and reduces stress on babies and adults alike. Also, having several identical toys can help when toddlers both want the same toy. Because toddlers are still too young to understand sharing, offering an identical toy can often avoid conflict.

2. **Set Clear Limits.** Use the word “no” as little as possible because it does not teach the child an appropriate way to act. Instead, give clear information about the situation. For example, “The truck is for rolling. We don’t hit Jeremiah with it.

It will hurt him. The truck rolls on the floor. See?”

Save use of the word “no” for dangerous situations in which the child must be immediately restrained.

3. **Redirect Behavior.** “Let’s roll the truck. Look! I roll the truck to you. Can you roll it back to me?” Or offer another activity. “Here is a ball. We can roll the ball. Or you may roll the car. Jeremiah will roll the truck.” Redirecting behavior does not mean trying to get a toddler to share or to apologize. This only results in adult frustration and toddler confusion! While your modeling of sharing and apologizing is an important part of your teaching, don’t expect that toddlers will understand it—or imitate it—just yet!

4. **Offer a Choice.** When you offer, “You may play with the bear or the doll. Which one do you want?” you are giving the child a choice between two acceptable alternatives. You will often find that even the most resistant toddler is easily redirected!

5. **Acknowledge Feelings.** Use the words, “I see . . .” often. “Dana, I see you bumped your knee. You feel sad.” Acknowledging what you see shows the child you understand and helps the child begin to make sense of his or her emotions.

6. **Talk Through Problems.** If you are “talking through” as you watch children (describing what you see and how children are reacting), you are already in the perfect position to help solve any problem situation going on. “Ryan wants the car. Janna wants the car. What can we do? Here is another car. Here is a truck. Which one would you like, Ryan?”

Of course, the most important part of this opportunity to teach is found in the way you behave! As you model caring and respectful behavior and follow the above guidelines to meet children’s needs in appropriate ways, you will find not only that the nursery is more peaceful, but also that you are naturally helping children make sense of their world and solve their own problems. This also shows children that their caregivers are loving and considerate people who want to help them. And that is the essence of showing God’s love to little ones!

Welcoming a Baby to the Nursery

It's a familiar scenario: a parent, hurrying to get into the church service on time, hands a baby to you. At that moment, the baby begins to scream! You are in the nursery to minister not only to babies but their families as well. What can you do to improve the situation?

Time to Separate

By around six or seven months, babies begin to very clearly distinguish who they know well and who is a stranger. In most children, this brings on a mild anxiety that is fairly easily dealt with by your gentle smiles and a few distractions. But some children appear to have feelings of screaming panic that just won't quit!

Always remember (and gently remind parents) that when a child cries at separation time, it is normal. It is part of the child's growing ability to distinguish between parents and strangers (and to prefer parents!). Your calm reassurance of both parents and child will make the separation easier all around. Help both child and parents know that you recognize and accept their feelings.

Acknowledge Feelings

Always encourage a parent to say a brief good-bye before leaving the nursery, telling the child that he or she will return: "I'll be back after you've played with toys for awhile." Then be ready to help the child become involved in an interesting activity. When good-bye routines are established, children and parents get to know what to expect, and separation should become less difficult.

Also, expect that a baby's anxiety may vary from week to week. Just when it seems that little Zack is comfortable with separation, he'll "slide back" into anxiety. Remember that this, too, is not a failure on anyone's part! It's simply a normal part of a baby's growth and is best dealt with calmly.

For most children, the crying will not last for long (although it may seem like a long time to you!). Usually, the child will soon calm down and become absorbed in an activity. But remember that you communicate love, relaxation and comfort by your words, your voice and your relaxed

body posture, patting or stroking. If you are relaxed, the baby will likely follow your lead.

Crying It Out

Babies have legitimate reasons to cry! Don't leave them alone to "cry it out"—this sends the opposite message from what you want the child to remember. Because babies often have little experience with adults other than parents and little memory about past experience, it's legitimate for them to wonder if their parents are ever going to return!

Tips to Try

- Sing the same welcoming song every week or use other "welcoming rituals." It's also helpful for the same person to greet the child and settle him or her into the new surroundings each time.
- For some children, too much contact too soon with a stranger results in more fear. Take time instead to talk further with the parent so the child sees that the parent trusts and accepts you. With children who are obviously frightened by your attention, try indirect interaction, playing with a toy that interests a child and talking to the toy to draw the child's interest.
- If the child cries for an extended period of time, send for a parent. Many churches have a "crying policy" limiting how long a baby may cry before parents are summoned (usually about five minutes).
- Try blowing bubbles. Most babies find bubbles fascinating! Taking a baby outdoors briefly may have the same effect.
- Invite the parent to stay in the nursery for a while. If the parent stays, try having him or her leave for five minutes, then come back. Increase the length of time with each absence until the child (and parent) are comfortable.
- Invite families of infants who are having difficulty separating from parents to visit the room when no other children are present. Familiarity with the room can boost the child's comfort level.