



M U L T I P L Y

KIDS LAB

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T R A D E R S P O I N T C H R I S T I A N C H U R C H

Leadership Pipeline Vision

"I believe that in churches all over the world there are people who love God, the church, and other people but have never crossed the line into intentional servanthood simply because no one has asked them to."-Bill Hybels

Goal: To raise up a group of dynamic Christian leaders that feel empowered and equipped to lead other volunteers.

Why: In our current structure with our current volunteer numbers, there is no other option! As Nick Blevins says, "A leadership pipeline defines roles, determines span of care, and provides the framework for growth." Our Kids Ministry is currently in need of several things. 1) Consistent onboarding and training. 2) Intentional encouragement and discipleship. 3) A sense of community among volunteers. With the amount of volunteers we currently have, it is impossible for 1 or 2 staff members to provide training, encouragement, and care to everyone. By raising up volunteer leaders, we will see all of these areas improve. We will also set ourselves up for future growth (e.g. raising up potential leaders and kids ministers for future TPCC campuses).

Serving Roles:

- Team Member (no longer use "volunteer")
- Team Leader
- Coach
- Staff

Definitions of Roles:

-Team Member: A team member serves in the classroom on a weekly or every other week basis. He/she will help in the classroom taking on a role that is assigned by the team leader. Team members build relationships with kids and families.

-Team Leader: A team leader serves in the classroom on a weekly basis. He/she leads a group of 5-8 team members. A team leader is responsible for hands-on training/onboarding of new team members, connecting with and encouraging team members throughout the month, building community in the classroom, and developing an apprentice.

-Coach: A coach serves on a weekly basis. Coaches care for and develop 3-5 team leaders. Coaches are responsible for connecting with team leaders throughout the month. Coaches may also be responsible for one on one volunteer meetings, leading Huddles, and equipping team leaders for success. "A coach challenges volunteers to do their best, yet nurtures individuals and encourages them to reach their full potential."-Jonathan and Thomas McKee

Competencies To Be Developed in Each Role (adapted from Mac Lake's model):

-Team Member (Leading Yourself)

- *Managing your time
- *Improving personal communication
- *Dealing with conflict
- *Leading with your strengths
- *Submitting to authority

-Team Leader (Leading Others)

- *Casting vision
- *Managing others
- *Recruiting more volunteers
- *Giving soul care
- *Practicing 360 communication
- *Resolving conflict
- *Aligning people

-Coach (Leading Leaders)

- *Casting vision
- *Managing others
- *Recruiting more volunteers
- *Giving soul care
- *Practicing 360 communication
- *Resolving conflict
- *Aligning people
- *Team building
- *Decision-making
- *Evaluating
- *Leading meetings/huddles

Meetings

-Team Members: Meet two times a year. One is the July Volunteer Cookout. The second is a January get together (smaller scale training opportunity and community builder).

-Team Leaders: All meet together with their Coach 6 times a year. This is over a meal and focuses on leadership development and collaboration.

-Coaches: All meet together with the Discipleship Director once a month. This is over a meal and focuses on leadership development, evaluation, and decision-making.

The Need

-Team Members: Each weekend we need 65 preschool team members and 85 nursery/toddler team members. This is 150 total team members needed in birth-kindergarten.

-Team Leaders: We need to raise up 40 team leaders for the birth-kindergarten team.

-Coaches: We need to raise up 12 coaches for the birth-kindergarten team.

Job Descriptions:

-Team Members:

- Attend Huddle.
- Serve for the entire service hour.
- Play a role in the classroom assigned by the team leader.
- May be asked to lead a center or after lesson activity depending on the classroom the team member is serving in.

-Team Leaders:

- Attend Huddle.
- Assign roles to team members (e.g. leading a center, potty time, praying over kids, driving a buggy, directing a planned playtime activity, etc.)
- Make contact with each team member at least once a month.
- Pray for each team member and kids on a weekly basis.
- Resolve minor classroom conflicts and communicate these to the coach.
- Train new volunteers on classroom protocols.
- Proactively look for people to invite into kids ministry.
- Send postcards to new guests each week.
- Raise up an apprentice to learn the team leader role.
- Attend bi-monthly meetings.

-Coaches

- Attend Huddle.
- Make contact with each team leader at least twice a month.
- Pray for each team leader and kids on a weekly basis.
- Help with classroom and volunteer conflicts and communicate these to the Discipleship Director.
- Train new team leaders on classroom protocols.
- Provide additional help or training in classrooms as needed.
- Proactively look for people to invite into kids ministry.
- Interact with volunteers on the weekend.

- Lead Huddles when needed.
- Lead a Team Leader meeting.
- Work to develop community and teamwork within classrooms.
- Attend monthly meetings with the Discipleship Director and bi-monthly meetings with team leaders.
- Raise up an apprentice to learn the coaching role.

Questions to Answer Moving Forward:

- What qualifications or prerequisites are needed for each role?
- What will the leadership application look like?
- Will we have interviews for potential team leaders and coaches?
- How will leader to leader and peer learning take place?
- What will the new training/onboarding process look like?

Resources:

Twelve Challenges to Building a Leadership Pipeline in Your Church:

<http://www.malphursgroup.com/challenges-to-building-a-leadership-pipeline-in-your-church/>

The Leadership Baton- An Intentional Strategy for Developing Leaders in Your Church:

http://www.amazon.com/Leadership-Baton-Intentional-Strategy-Developing/dp/0310284805/ref=sr_1_1?ie=UTF8&qid=1444354905&sr=8-1&keywords=The+Leadership+Baton

10 Characteristics of Good Leadership:

<http://www.churchleaders.com/pastors/pastor-articles/146559-10-characteristics-of-good-leadership.html>

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EARLY CHILDHOOD-NURSERY TEAM LEADER MANUAL



TEAM LEADER ROLE

Leadership Pipeline Vision: To raise up a group of dynamic Christian leaders that feel empowered and equipped to lead other volunteers.

Definition of a Team Leader: A team leader serves in the classroom and leads a group of 5-10 team members. A team leader is responsible for hands-on training/onboarding of new team members, connecting with and encouraging team members throughout the month, building community in the classroom, and developing an apprentice that will learn how to be a team leader.

Characteristics of a Team Leader:

Humble

- I will put others first in everything I do.
- I will extend love and grace to everyone I encounter.
- I will give all glory to God for what He accomplishes in me, doing nothing out of selfish ambition.
- I will accept responsibility for my mistakes instead of blaming others or pointing fingers.
- Whenever there is a gap in communication, I will fill the gap with trust and not suspicion. I will believe the best in others.
- I will display an attitude of gratitude, being thankful for the opportunity to be on mission and impact the lives of others.

Hungry

- I will pursue constant growth and development, first in my spiritual life and then in my service.
- I will passionately seek ways to break down barriers so that more people are reached for Christ.
- I will look for ways to make the ministry better.
- I will provide and receive open and honest feedback, humbly engaging in healthy confrontation.

Expectations:

- Serve weekly
- Attend Huddle
- Assign roles to team members in your classroom (e.g. check-in/out, potty time, praying over kids, driving a buggy, leading an activity, etc.)
- Make contact with each team member at least once a month outside of the classroom (email, phone call, text, Facebook, etc.)
- Pray for each team member and kids on a weekly basis
- Resolve minor classroom conflicts and communicate these to the Discipleship Director if needed
- Train new volunteers on classroom protocols
- Proactively invite people to serve in Kids Ministry
- Send postcards to new guests each week
- Raise up someone in your classroom to learn the team leader role
- Be readily open for feedback from TPCC staff
- Attend bi-monthly leadership meetings

Competencies Developed:

- Casting ministry vision
- Managing others
- Building community

- Promoting team unity
- Inviting others to join the team
- Giving soul care
- Practicing communication skills
- Resolving conflict

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NURSERY TRAINING MANUAL

Classroom Supplies:

-Nursery classrooms have cabinets and drawers that are locked in an effort to keep little ones out. These cabinets open with the use of a white magnet which hangs on the side of the cabinet above the sink. To use the magnet, put it over the small circular label on the cabinet. You may have to move it back and forth to hear the lock release. Please always put the magnet back in its original place. Do not put the magnet in your pocket as it has been known to travel home with team members!

-Each classroom has a basic first-aid kit. The cabinet is labeled with a red cross to easily locate the first-aid kit. Feel free to utilize items in the kit if needed. If an ice pack is needed or there is an injury that needs attention, please call staff on the radio. The medical team may also respond to the call if necessary. Any medical issue requires an incident report to be filled out (see more information under Safety).

-The cabinet below the sink contains toy cleaner, dish soap, air freshener, Clorox wipes, and boxes of tissues. Toy cleaner and paper towels can be used to clean toys and hard surfaces, particularly items that have been in babies' mouths. Air freshener can be used after changing dirty diapers if necessary.

-Drawers next to the sink store items for diaper changes (liners, diapers, and pull-ups). Hanging metal containers store wipes, gloves, and stickers to track diaper changes. Each nursery classroom has one or two changing stations. Each classroom has a plastic bag holder filled with bags which can be used for dirty diapers.

-Nursery classrooms have a tall cabinet that stores extra toys/activities. See "Extra Toys/Activities" for further information. Nursery classrooms have a bubble machine, CD player, fan, and socks that volunteers may use stored in the tall cabinet. Younger nursery rooms also have blankets, burp rags, and bibs in the tall cabinet.

-Younger nursery rooms have several bottle warmers on the counter. Be sure that these warmers have the appropriate amount of water before using. Instructions are posted near the bottle warmer(s). Should you notice that the bottle warmer needs to be cleaned, notify staff or support team.

-The classroom has a small wooden cart near the doorway to be used for check in/out. This cart has space for roster sheets and a small black trash bin.

-Each classroom has a whiteboard near the doorway. The whiteboard gives a variety of information including: classroom ratios, max capacity, and more. There is a small hanging metal container that is stocked with a dry erase marker, eraser, pens, new guest postcards and "Let Us Know" cards.

-Two black file folders hang below the whiteboard. Black file folders include: "I Was Prayed for Today" stickers, classroom signs, and roster sheets.

-"Let Us Know" cards are a tool to communicate with Early Childhood staff. Feel free to utilize the cards to keep us informed on items that need to be re-stocked, behavioral issues, kids that need to move up based on development, ideas, concerns, WINS, etc. We will respond to these cards as promptly as possible!

Check In/Check Out:

-Each child that is dropped off in a classroom should be wearing a nametag. The nametag lists the child's name, birthdate, allergy or medical information, safety concerns, and the parent's cell-phone number. Please do not allow a child to enter the classroom without his or her nametag.

-When checking a child into the classroom, a parent will give you the tag labeled "roster tag". Please check the tag to ensure that the child is being dropped off in the correct classroom. Take the tag and stick it to the roster sheet in the classroom. Welcome the child to the classroom using his/her name to make the transition to the classroom easier.

-A third tag prints for children in younger nursery rooms. This tag can be used to label the child's diaper bag. Diaper bags should be stored on the shelves outside the classrooms. We do not bring diaper bags into nursery classrooms. Should you need an item from a diaper bag, feel free to leave the room to retrieve the item.

-Due to allergies, we do not accept food or drink into the classroom. The only exception to this is bottles of formula/milk in the youngest nursery classrooms. If a parent would like his/her child to eat breakfast or have a snack, encourage the parent to feed the child in the hallway or in The Gathering and then bring the child to class. Assure the parent that we do have sippy cups for water available should their child be thirsty.

-Children may have blankets or pacifiers that need to be brought into the classroom. Encourage parents to label these items using the label stations outside of the room on the counter.

-When the child is in the classroom, add his/her name to the whiteboard. Post any special instructions (bottle, nap, special items) on the whiteboard.

-When a parent returns to the classroom to pick up his/her child, take the tag labeled "parent tag" from the parent and place it on the roster sheet next to the roster tag. If a parent does not have the parent tag, please use the classroom radio to communicate with staff. A staff member or safety team member will come to the room to check the parent's license for confirmation of his/her identity and relationship to the child. Do not release a child to a parent without a parent tag or the okay from a staff or safety team member.

-If a child's nametag shows three stars in the top left corner, this is an indication of a safety issue, often a parent custody situation or a child in Safe Families. The three stars will also show on the roster tag. It is absolutely imperative that a child with three stars on his or her nametag not be released to a parent/guardian without a parent tag. Use your radio to ask a staff or safety team member for assistance with an ID check.

-Allergy alert stickers are available at check in kiosks. Encourage parents to utilize these stickers as a way to track kids that have allergy needs.

Emergency Check-In:

-In the event of guest check-in computers or kiosks not working, our emergency guest check-in system will be implemented. The cabinet above the sink has an envelope with instructions, tags, pens, allergy and medical alert stickers, and table tent with instructions for the parent.

-Parents will fill out tags with their child's name and their cell phone number. One tag will be worn on the child. The other tag includes the roster tag and parent tag. Tear the tag in half as normal, placing the roster tag onto the roster sheet and collecting the parent tag at pick up. Use the allergy and medical alert stickers as necessary. When utilizing our emergency guest check-in system, parents will not have a label for their diaper bag.

New Guest Postcards

-When a child visits your classroom for the first time, please write a postcard to the child after class is finished. New guest postcards are stocked on your cart. Please write the note to the child, not the parent(s). Thank the child for coming to TPCC and encourage him/her to come back so he/she can experience Jesus. Be sure to sign the postcard with your name and room number. Write the first and last name of the child on the top address line. Deliver the postcard to the marked container located in the Early Childhood Resource Room.

No Photo:

-Some parents/guardians do not wish for their child to be photographed while at TPCC. This may also be true of children in the Safe Families program or foster care system. If photos may not be taken of a child, "No Photo" will show on their roster tag and nametag. When you see "No Photo", please take the "No Photo" sign from the black file folder and post it between the doorframe and whiteboard in the classroom. This will alert

our photographers that no pictures should be taken. Please return the sign to the black file folder at the end of service.

Shoes and Socks

-Because children in our nursery rooms are crawling on the floor, we ask all nursery team members to remove their shoes before entering the classroom. A shoe rack is located near the "volunteer" entrance of each nursery room. Please wear socks while in the classroom. Extra socks are available in the classroom if needed.

Parents in the Room:

-We do not allow parents to stay in the classroom with their child. Please explain to parents that all adults in the room have gone through our application and background check process. For safety reasons, we can not allow anyone without a background check in the classroom. Should a first-time guest want to see the classroom, you may allow him/her to step inside the room. Please be sure to explain that he/she may not stay in the room with their child.

-Encourage parents not to peek into classrooms during service. This often disrupts the classroom and causes the child to become upset. If the parent wants to know how the child is doing, encourage him/her to connect with a staff/support team member who can check on the child and notify the parent how it is going.

Extra Toys/Activities:

-Extra age appropriate toys are stored in the tall cabinets in nursery rooms and are a tool to use when children need a new activity. Pick an activity, put it on the table/floor, and encourage children to do the activity with you.

-Each classroom has different toys/activities but they may include: using the CD player and CD's to sing and dance, blocks, puzzles, books, paper with stickers or crayons, etc.

-Bubble machines can be used at the beginning and end of service. This is always a favorite activity that helps minimize crying while keeping kids away from the door at drop-off/pick-up time! Please do not overfill the bubble machine. If your bubble container is empty, do not throw it away. Instead, contact staff or support team to re-fill for you.

Prayer:

-Praying over each child by name is a value of our ministry! Our goal is for every child to be prayed for while in the classroom. We prefer that at least one volunteer take responsibility for praying for the children. If you are unsure of what to pray, please reference an example prayer posted on the whiteboard in the classroom.

-After praying for the child, put an "I Was Prayed for Today" sticker on his/her clothing, preferably not on the child's nametag. The "I Was Prayed for Today" stickers are in one of the black file folders under the whiteboard.

Diaper Changes:

-Children in diapers should receive a diaper change if needed during service. One or two team members may want to own the task of checking diapers. Disposable liners are provided for changing tables. Please use a new liner for each child and wear gloves during diaper changes. Check classroom drawers for supplies that include diapers, wipes, and gloves. Radio staff if you need additional items.

-Stickers are stocked at each diaper changing station. When a child has received a diaper change, put a sticker on his/her nametag. This is a helpful visual to track who has been changed. You may also track diaper changes on the whiteboard. Please ensure that each child is checked and parents do not pick up their child with a wet/dirty diaper.

-Due to skin allergies, we do not put diaper rash cream on children. If a parent asks that a child have diaper rash cream during diaper changes, encourage the parent to come to the room and change the child during service. If you notice diaper rash during a diaper change, communicate

this information to the parent at pickup.

-If a child in your room is wearing cloth diapers and needs a diaper change, please notify staff/support team so that the parent can be paged. We do not expect volunteers to handle cloth diaper changes. We will request that the parent change the child and then return the child to the classroom.

-If a child has an accident, we provide extra clothing. Please use your radio to notify staff with the items needed and the appropriate size and we will bring them to you.

Radios:

-Each classroom has a radio that can be used to communicate with staff, support team, and safety/medical team. The radio is located on the counter near the sink. Usually the volume is turned down so that it isn't a distraction and is set on the CH-TALK channel.

-To use the radio, please pick up the radio from the charging dock. Hold down the button on the side of the radio. Pause for a few seconds and begin talking. It is important that you say your room number and the nature of the request. Stay close to the radio to hear a response. We may need to ask for additional information. Feel free to use the volume dial on the top of the radio to turn the volume up or down as needed.

-If you use the radio and find that it is not working, first check to ensure the radio is on. Turning the dial on the top of the radio all the way to the left turns it off. To turn the radio back on, turn the dial to the right. The radio will beep when it is on.

-If the radio is on and you are not hearing a response, the radio may be on the wrong channel. You can toggle between channels on the front of the radio using the up and down arrows. Ensure that the radio is on the CH-TALK channel.

Ratios:

-For safety reasons, each classroom allows a certain number of children to one team member. Please see the classroom ratio posted on the whiteboard. Each classroom also has a max capacity posted on the whiteboard. If you are nearing the team member to child ratio or your max ratio, please radio staff. If you have already hit your max ratio, please kindly ask parents to wait before accepting more kids into the classroom. Kids Ministry staff do not want team members or leaders to turn families away but it is fine to ask parents to wait while a staff member or support team member finds a solution.

-Staff/support team will come to your room and work on a solution. Another team member may be added to the classroom so that more kids can enter. They may direct families to another classroom where room is available. Or they may ask you to take a few more kids if the situation seems manageable.

-If it is decided by staff/support team that your room will not take any more kids, a sign will be hung on your door and the door will be closed and locked. This sign is located in the black file folder below the whiteboard. Please be ready to assist staff/support team by getting the sign and placing it on the door if necessary.

Safety:

-One of our number one priorities as a ministry is the safety of each child in our classrooms. We do not allow horseplay which includes running, wrestling, climbing on furniture, etc. Please encourage children to respect toys, materials, and one another in the classroom.

-Be aware of the exits in your classroom. It is important that a child does not escape or leave the room without a team member's knowledge. Should you have a lost child, immediately use your classroom radio to notify staff. Give as much information as possible, including any identifying characteristics of the child. Our staff and safety team will initiate lock-down protocols while working with you and the parent to find the child.

-In an effort to prevent any form of child abuse within our ministry, you may not be alone with a child at any time. A classroom cannot be opened to families until two team members are present. At least one of the team members should be 18 or older.

-Please be aware of any allergies or medical conditions listed on a child's tag. You are not expected to give medical care or administer any kind of medication to a child; however, the first aid kit is available in every classroom if needed. When a medical incident occurs, please use the radio in the classroom to communicate with staff. Be specific about the situation and what you need. If there is a serious medical emergency, please communicate this on the radio. Our staff and medical team will come as quickly as possible to assess the situation. You may be asked to fill out an incident report if needed.

-If you are asked to fill out an incident report, please give as much information as possible. This allows us to know how to follow-up during the week. We always want to communicate any injuries to the parent. If you do not feel comfortable talking with the parent, please notify staff and someone will help you with the conversation. A parent and staff member should sign the incident report.

Behavior:

-We know that there may be behavioral issues that need to be addressed in the classroom and want to empower you to address these appropriately. One of the best things to remember is there is no such thing as "good" or "bad" behavior. There is simply behavior. All behavior is a response to something. The best thing to do is ask "Why?" Why is this child behaving in a certain way? Are they overwhelmed by the noise, lights, etc.? Does he/she feel ignored so he/she will do anything to get attention? Am I only giving negative attention and that's better than no attention? Try to determine why the behavior is occurring.

-Corporal punishment is not allowed in the classroom. We encourage you to re-direct children when they are doing something they are not supposed to. If re-direction does not work, it is appropriate to firmly tell a

child no and explain why the behavior is not allowed. You may also talk with the parent at pick-up time.

-Every conversation that happens with a parent should end with him/her knowing that we love their child and are concerned that their child is not experiencing Jesus. Check your motivation before speaking to a parent. Do you want to talk to this parent because the child "bothered" all the other kids today? This will not come across loving and will only tell the parent that you are concerned about other kids and not their child. Do you want to talk to the parent because you feel like you or other team members spent too much time on this one child today? This will only make the parent feel like their child is not worth the attention. Do you want to talk to a parent because you genuinely care for their child and are concerned they didn't experience Jesus today? This will let the parent know how much you love their child when you have a conversation.

-Ask the parent for any ideas on how to handle the behavioral issues of their child. If the behavior persists, please talk with a staff member for follow-up. Always remember to love the child and communicate that to the parent. We want each child to experience Jesus and our goal is to support each child so that can happen.

Buggies/Strollers:

-Buggies and strollers are available in the hallway to push kids around. Strollers should be utilized for children who can not hold their heads up. A bag is attached to each buggy containing bubbles, the "I Was Prayed for Today" stickers, game and song ideas, tissues, and wipes. Instruments are attached to each harness for children to play with while riding. Buggies can only be utilized in the lower Kids Ministry hallways.

-A buggy ride is a great idea for children that are struggling to calm down in the classroom. However, we do not recommend putting all of your crying children on the buggy as this usually escalates the situation. Instead, put content children in the buggies. This allows the children that are crying to have extra attention from team members in the classroom.

Paging Parents:

-Our goal in nursery ministry is to assure parents that their child is in a safe, secure, and gospel-centered environment. When parents are confident in these things, they are free to center their full attention on Jesus during the adult worship experience.

-We do not want to page parents as soon as a child starts crying. Try different strategies to distract the child. Move around the room, rock the child, read a book, check the child's diaper, give the child a bottle or some water, or take a stroller/buggy ride. Be willing to let other team members in the room try to soothe the child.

-If you are unable to soothe a child, use the radio to contact a staff/support team member. He/she will assess the situation and determine if a parent should be paged.

-If a parent specifically asks you to not let the child cry or only cry for a specific amount of time, please respect the parent's wishes. Use the radio to contact a staff/support team member and the parent will be paged.

Evacuation:

-In the case of an emergency, please put children in the cribs located in the classroom. Children that do not fit in the cribs should be carried by team members. Each classroom has an evacuation route posted on the wall. Please leave the room calmly and safely. Walk your class to Traders Point Christian Academy where parents will locate their children.

-In the case of a weather emergency, please refer to the classroom evacuation route posted on the wall for where your classroom should go in the building.

-In the event of an active shooter, classrooms will be locked down. Your classroom contains a lockdown barricade for each door. Position these under the doorway. Push the metal pin into the hole in the floor. Move kids away from the door and into the bathroom. Your primary responsibility is to those in your classroom. Do not enter the hallway to

assist other kids and volunteers, placing your own classroom at risk. Do not open the door until you have been given the all clear by TPCC safety team or staff. Safety team members will be wearing a sash that signifies they are part of the response team. If you are unsure that an individual is a member of the safety team or staff, do not open the door.

In any emergency situation, be sure that you have your roster sheets and radio with you. Use the radio to listen to instructions from staff or the safety team. You will need your roster sheets to keep track of which kids are in your classroom.

-In an emergency situation, do not release a child to a parent until staff or safety team has given the OK to do so. If a parent insists on being with their child, ask the parent to stay until they are given the OK to take their child.

Classroom Tear Down (if applicable):

-If you serve on a Saturday night, at the end of service please help to re-set the room for Sunday morning. Ensure that the magnet is in its proper place. Wash any cups that have been used and set in the drying rack. Pick up toys. Use the cleaner and paper towels to wash toys, jumparoos, excersaucers, floor mats, and other hard surfaces, particularly things that have been in children's mouths. Erase the names and instructions from the whiteboard. Empty the small roster tag trash bin. If the large trash can needs to be emptied, remove the bag and set outside the doorway. Stack your roster sheets on the check-in counter; a staff or support team member will collect them at the end of the night.

-If you serve at 9:00 or 11:00 am, please follow the same procedures as above. At the end of the 11:00 am service, put as many toys as possible into the large toy cabinets; we lock up our toys throughout the week. Please remove the trash bag from the large trash can and set outside the doorway. In younger nursery rooms, please remove the cloth bag with dirty linens from the laundry hamper and set outside the doorway.

NURSERY ROOM- TOP THINGS TO KNOW

Build Relationships: Our goal is for each parent to feel confident that his/her child will be loved and cared for during service. Call kids by name, learn what they like/don't like, and communicate well with parents. Make each family feel special and help the child to have a great classroom experience.

Check In: We want each child to feel welcome in the classroom. Greet children and their parents with a smile. Take the roster tag from the parent and place on the roster sheet. Ask parents if there are any special instructions that the volunteers should know. Write the child's name and special instructions on the white board in the classroom. Accept labeled bottles, pacifiers, and blankets from the parent. Do not accept food other than bottles. Diaper bags stay in the hallway on the shelves.

Check Out: During check out, take the parent tag from the parent and place it next to the roster tag on the roster sheet. If a parent does not have a parent tag, call staff on the radio for assistance with an ID check. Return any bottles, pacifiers, and blankets to the parent.

Extra Toys/Activities: Extra age appropriate toys are stored in the tall cabinets in nursery rooms and are a tool to use when children need a new activity. Pick an activity, put it on the table/floor, and encourage children to do the activity with you.

Buggies: Buggies are available in the hallway to push kids around. A bag is attached to each buggy containing bubbles, the "I Was Prayed For Today" stickers, game and song ideas, tissues, and wipes. Buggies can only be utilized in the lower Kids Ministry hallways.

Prayer: Our goal is for each child to be prayed for by name while in the classroom. We prefer that at least one volunteer take responsibility for praying for the children. If you are unsure of what to pray, an example prayer is posted in the classroom. After praying for the child, put an "I Was Prayed For Today" sticker on his/her clothing.

Diaper Changes: Every child should receive a diaper change if needed during service. Disposable liners are provided for changing tables. Please use a new liner for each child and wear gloves during diaper changes. Check classroom cabinets for supplies that include diapers, wipes, and gloves. Radio staff if you need additional items. Please track who has had a diaper change by placing a sticker on the child's nametag. Stickers are provided at each diaper changing table.

Radios: Your classroom has a radio that allows you to contact staff with questions or concerns. To use the radio, push down on the button located on the side of the radio. Wait a few seconds before talking, making sure to include your room number and specific request. When you ask for help, make sure to include the need and the why-as this will help us to know what to do next. Stay close to your radio to hear a staff member's response.

Ratios: For safety reasons, the classroom allows a certain number of children to one adult volunteer (an adult=16 years or older). Classroom ratios are listed on the white board in your room. If you are nearing your max ratio, use the radio to notify staff. If at any time your classroom becomes overwhelming, please radio staff.

Safety: A volunteer should never be alone with a child. The room cannot be opened until two volunteers are in the room (one must be 18 or older). Two volunteers must be present in the room at all times.

Evacuation: In the case of evacuation, please put children in the cribs located in the classroom. An evacuation plan is posted in the classroom; please refer to it to see where you should exit the building. Wheel cribs to Traders Point Christian Academy where parents can locate their children.

HOW TO ENCOURAGE YOUR TEAM

Communication:

- Send an email
- Connect on Facebook
- Write a hand-written note
- Text or call
- Meet with a team member for coffee

Pray:

- Pray for a different team member each day
- Pray together in your classroom before you open the room
- Ask team members to pray for certain children throughout the week
- Ask team members to share prayer requests and pray for one another

Affirmation:

- Praise a team member that does something great
- Affirm character qualities that make someone successful in ministry
- Celebrate a different team member each month
- Share ministry WINS with the whole team

Build Community:

- Have a question of the week and encourage everyone to answer it
- Help connect team members that have similar interests
- Encourage the team to have a meal or spend time together outside of the classroom
- Warmly welcome new team members to the classroom
- Always cast vision...even in the mundane tasks

Have Fun:

- Smile and greet team members
- Start a competition (who can take the most kids to the potty, who can pray over the most kids, who can sing the loudest in Wiggle Worship, etc.)
- Come up with a team slogan or cheer

HOW TO HAVE A DIFFICULT CONVERSATION

Adapted from "We Have to Talk: A Step-By-Step Checklist for Difficult Conversations" by Judy

Ringer

There may be times when you need to have a difficult conversation with a team member in your room. Perhaps he/she isn't attending Huddle, isn't following protocol, is putting a child in a dangerous position, isn't serving in his/her niche, or isn't creating a healthy environment for the rest of the team.

When preparing to have a difficult conversation, ask yourself some questions first:

-What is your purpose for having the conversation and what do you hope to accomplish? Remember that we need a balance of grace and truth in relationships. We want each team member to know that they are loved and appreciated while also addressing the issue at hand.

-What assumptions are you making about this person's intentions? What we feel about the situation may not be the other person's intentions.

-How is your attitude going into the conversation? Do not react in the moment. Take time to reflect on the situation, pray, and consider how the conversation should be handled.

-How have you contributed to the problem? Did you react in a way that did more harm than good? Taking ownership of your actions or reactions will help the other person to feel less defensive.

How to Have a Successful Outcome

- 1) Inquiry: Start the conversation off by asking questions. Learn as much as you can from him/her before giving your feedback. Don't interrupt and don't take their comments or criticisms personally.
- 2) Acknowledgment: People want to feel heard and respected. Try to understand him/her well. Remember that acknowledgement is not the same as agreement. For example, you can say, "I hear what you

are saying and understand this is important to you," without saying, "I agree with you completely."

- 3) Advocacy: After he/she has had the opportunity to talk and feel heard, you can then share what you would like to say. You can clarify your position on the issue without minimizing the other person's thoughts/feelings. For example, you might say, "I hear what you are saying and why you thought the situation should be handled that way. However, the kids ministry team has a certain protocol on how situations like this should be handled. Let me share that with you."
- 4) Problem-solving: Use this time to find a solution. What does the other person think might work? What would you like to see happen? If the person becomes upset or angry, go back to inquiry and try to see the person's point of view. Work to find a reasonable solution that you feel good about and allows the team member to be successful in carrying out ministry

More Suggestions

-Remember that your body language, facial expressions, and tone will greatly influence the conversation. Be humble and loving in your approach.

-Don't take verbal attacks personally. Often the "thing" you are addressing isn't the "main thing". There is always a deeper issue at hand.

-Don't assume that the team member will see things from your point of view.

-Mentally practice the conversation and envision the outcome you hope for. If needed, practice the conversation with a friend, spouse, or kids ministry staff member beforehand.

-Pray together. Always make sure the person feels loved and that God remains the center of the relationship.

How to Begin the Conversation

- I have something I'd like to discuss with you that I think will help us work together more effectively.
- I'd like to talk about _____ with you, but first I'd like to get your point of view.
- I need your help with what just happened. Do you have a few minutes to talk?
- I need your help with something. Can we talk about it (soon)? If the person says, "Sure, let me get back to you," follow up with him.
- I'd like to talk about _____. I think we may have different ideas about how to _____.
- I'd like to see if we might reach a better understanding about _____. I really want to hear your feelings about this and share my perspective as well.

EARLY CHILDHOOD-PRESCHOOL TEAM LEADER MANUAL



TEAM LEADER ROLE

Leadership Pipeline Vision: To raise up a group of dynamic Christian leaders that feel empowered and equipped to lead other volunteers.

Definition of a Team Leader: A team leader serves in the classroom and leads a group of 5-10 team members. A team leader is responsible for hands-on training/onboarding of new team members, connecting with and encouraging team members throughout the month, building community in the classroom, and developing an apprentice that will learn how to be a team leader.

Characteristics of a Team Leader:

Humble

- I will put others first in everything I do.
- I will extend love and grace to everyone I encounter.
- I will give all glory to God for what He accomplishes in me, doing nothing out of selfish ambition.
- I will accept responsibility for my mistakes instead of blaming others or pointing fingers.
- Whenever there is a gap in communication, I will fill the gap with trust and not suspicion. I will believe the best in others.
- I will display an attitude of gratitude, being thankful for the opportunity to be on mission and impact the lives of others.

Hungry

- I will pursue constant growth and development, first in my spiritual life and then in my service.
- I will passionately seek ways to break down barriers so that more people are reached for Christ.
- I will look for ways to make the ministry better.
- I will provide and receive open and honest feedback, humbly engaging in healthy confrontation.

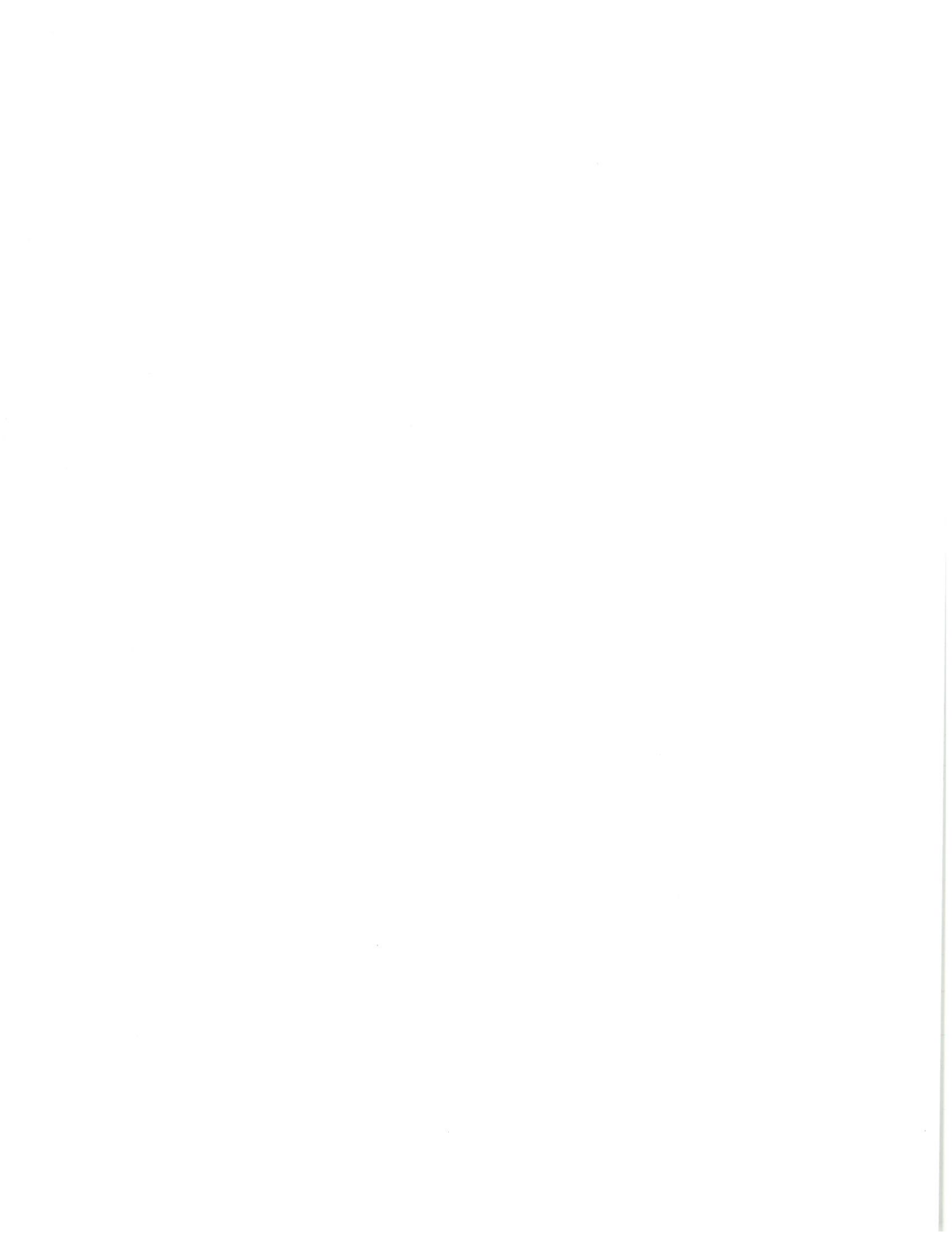
Expectations:

- Serve weekly
- Attend Huddle
- Assign roles to team members in your classroom (e.g. check-in/out, potty time, praying over kids, driving a buggy, leading an activity, etc.)
- Make contact with each team member at least once a month outside of the classroom (email, phone call, text, Facebook, etc.)
- Pray for each team member and kids on a weekly basis
- Resolve minor classroom conflicts and communicate these to the Discipleship Director if needed
- Train new volunteers on classroom protocols
- Proactively invite people to serve in Kids Ministry
- Send postcards to new guests each week
- Raise up someone in your classroom to learn the team leader role
- Be readily open for feedback from TPCC staff
- Attend bi-monthly leadership meetings

Competencies Developed:

- Casting ministry vision
- Managing others
- Building community

- Promoting team unity
- Inviting others to join the team
- Giving soul care
- Practicing communication skills
- Resolving conflict



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PRESCHOOL TRAINING MANUAL

Classroom Supplies:

-Each classroom has a tall cabinet filled with supplies for the weekend. Supplies include: a hand vacuum, cd player, tissues, wet wipes, Clorox wipes, cups and napkins, snack (for kids that stay for both services), a bubble machine, and a book tub with books. Younger classrooms are also stocked with size 6 diapers, boys and girls Pull-ups, wipes, gloves, and plastic bags. The cabinet may or may not have underwear and pants depending on the location of the room. Should you need clothing items, please radio staff and we will deliver them to the classroom.

-Each classroom has a basic first-aid kit. The cabinet is labeled with a red cross to easily locate the first-aid kit. Feel free to utilize items in the kit if needed. If an ice pack is needed or there is an injury that needs attention, please call staff on the radio. The medical team may also respond to the call if necessary. Any medical issue requires an incident report to be filled out (see more information under Safety).

-The corner cabinet next to the sink contains an evacuation tub, a rice bin, and beanbags. The rice tub and beanbags can be used at any time for an extra activity or game.

-The schedule for the classroom is posted on the tall cabinet. Some classrooms may have a Saturday and Sunday schedule. Please refer to the schedule when needed.

-The check in counter will have the following items on it: roster sheets, offering container, "Ask Me" sign, potty training stickers (younger classrooms only), crayons, and coloring pages. Crayons and coloring pages can be used at the beginning or end of class.

-The cubbies will have the following items on it: colored wristbands, prayer cards, and a laminated sheet that includes transition ideas and the rug time transition script.

Classroom Cart:

-Each classroom has a cart located between the sink and check-in counter. The cart has a variety of things to be used including extra roster sheets, free choice items, centers, CD's, pens, "Let Us Know" cards, new guest postcards, and classroom signs.

-Free choice items are used at the beginning and end of class time. One free choice item is placed at each table and kids are encouraged to play with these items at the appropriate time. Free choice items can be stacked on the cart when not in use. Please help keep free choice items in separate containers and notify us when something breaks or needs replaced.

-"Let Us Know" cards are a tool to communicate with Early Childhood staff. Feel free to utilize the cards to keep us informed on items that need to be re-stocked, behavioral issues, feedback on centers, ideas, concerns, WINS, etc. We will respond to these cards as promptly as possible!

-CD's are available for use in the classroom CD player. These are also occasionally utilized for center activities.

Check In/Check Out:

-Each child that is dropped off in a classroom should be wearing a nametag. The nametag lists the child's name, birthdate, allergy or medical information, safety concerns, and the parent's cell-phone number. Please do not allow a child to enter the classroom without his or her nametag.

-When checking a child into the classroom, a parent will give you the tag labeled "roster tag". Please check the tag to ensure that the child is being dropped off in the correct classroom. Also check for medical/allergy concerns or a "No Photo" designation. Take the tag and stick it to the roster sheet in the classroom. Welcome the child to the classroom using his/her name to make the transition to the classroom easier.

-Once a child has entered the classroom, place a colored wristband on the child. Each classroom has a coordinating colored wristband which

allows you to keep track of kids during Wiggle Worship. These are located on top of the cubbies near the classroom entrance. This bracelet may be cut off with the provided scissors at the end of service during check-out.

-When a parent returns to the classroom to pick up his/her child, take the tag labeled "parent tag" from the parent and place it on the roster sheet next to the roster tag. If a parent does not have the parent tag, please use the classroom radio to communicate with staff. A staff member or safety team member will come to the room to check the parent's license for confirmation of his/her identity and relationship to the child. Do not release a child to a parent without a parent tag or the okay from a staff or safety team member.

-If a child's nametag shows three stars in the top left corner, this is an indication of a safety issue, often a parent custody situation or a child in Safe Families. The three stars will also show on the roster tag. It is absolutely imperative that a child with three stars on his or her nametag not be released to a parent/guardian without a parent tag. Use your radio to ask a staff or safety team member for assistance with an ID check.

-Potty training stickers are available in younger classrooms. Encourage parents to utilize these stickers as a way to track kids that are potty training and need to be reminded to use the restroom.

-Allergy alert stickers are available at check-in kiosks. Encourage parents to utilize these stickers as a way to track kids that have allergy needs.

Emergency Check-In:

-In the event of guest check-in computers or kiosks not working, our emergency guest check-in system will be implemented. On the top shelf of the tall cabinet, there is an envelope with instructions, tags, pens, allergy and medical alert stickers, and table tent with instructions for the parent.

-Parents will fill out tags with their child's name and their cell phone number. One tag will be worn on the child. The other tag includes the roster tag and parent tag. Tear the tag in half as normal, placing the roster

tag onto the roster sheet and collecting the parent tag at pick up. Use the allergy and medical alert stickers as necessary.

No Photo:

-Some parents/guardians do not wish for their child to be photographed while at TPCC. This may also be true of children in the Safe Families program or foster care system. If photos may not be taken of a child, "No Photo" will show on their roster tag and nametag. When you see "No Photo", please take the "No Photo" sign from your cart and post it in the designated location (the end of the partial wall facing into the classroom). This will alert our photographers that no pictures should be taken. Please return the sign to the cart at the end of service.

New Guest Postcards

-When a child visits your classroom for the first time, please write a postcard to the child after class is finished. New guest postcards are stocked on your cart. Please write the note to the child, not the parent(s). Thank the child for coming to TPCC and encourage him/her to come back so he/she can experience Jesus. Be sure to sign the postcard with your name and room number. Write the first and last name of the child on the top address line. Deliver the postcard to the marked container located in the Early Childhood Resource Room.

Wiggle Worship:

-When it is time to get ready for Wiggle Worship, a countdown will play on the tv in the classroom. At this time, please begin cleaning up the room and lining kids up along the wall. The Wiggle Worship team is ready to welcome your class at any point during the countdown. You do NOT need to wait until the countdown has finished to enter Wiggle Worship.

-Put an "Ask Me" sticker on each child as they enter Wiggle Worship, preferably not on their nametag. "Ask Me" stickers are a way to connect parents with what their child is learning about each weekend. Stickers are stored in a file folder near the doorway. Our hope is that as a child leaves the classroom, parents will be able to ask the question and engage their

child in a conversation. The "Ask Me" sign is at the check in counter so that parents can see the Bible story, Scripture reference, and question used that weekend.

-Once in the Wiggle Worship room, the team leader should write the number of kids in the classroom on the dry erase board next to the classroom door. Encourage kids to go to the rug with the colored polka dots that correspond to your classroom's colored bracelet. Encourage kids to stand/sit on a polka dot during Wiggle Worship.

-Headphones are available in the production booth should a child need them. You will know that a child needs them when "headphones" is listed on their nametag. We discourage using headphones because it is the "cool" thing to do. If a child has "headphones" on their nametag, a team member should get the headphones for the child. We do not want children in the production booth. If a child acts like he/she needs headphones, ask the parent at pick-up time. If the parent agrees that the child needs headphones, fill out a Let Us Know card with the information so that we can add this information in our database.

-We ask our team members to participate in worship as it is an opportunity to model worship for our little ones. Learn the songs and the dance motions. Have fun! Be aware of kids that may need extra help staying on their polka dot.

-We do not allow kids to touch or jump on the stage, play with props/stage decorations, or run around the Wiggle Worship room. Please manage any of these behaviors as they occur. Some of our children in the buddy program may move around the room. Please defer to the buddy on what is/isn't appropriate for that child.

-When leaving the Wiggle Worship room, the team leader should check their dry erase board to see if any children have arrived late during Wiggle Worship. If so, a plus sign and the number of kids being added will be written next to the original number (e.g. 32 + 1). The roster tags for added children will be hung on the dry erase board. Please take the roster tags and put on the roster sheet in the classroom. Count each child as you enter the classroom to ensure that everyone is accounted for.

Prayer Cards:

-Prayer cards are located on top of the cubbies near the classroom entrance. Four prayer cards are provided in each classroom. When you return to the classroom after Wiggle Worship, encourage each child to have a seat at a table. Each team member should take a table and start praying over each child individually. There is a section on the prayer card to insert a child's name. Praying over each child using their name is a huge value in our ministry! While it may take some time for kids to get used to the process, most sit and wait while each child is prayed over! Please return prayer cards to the top of the cubbies, not center tubs.

Centers:

-We use active learning centers to reinforce the Bible teaching that happens during Wiggle Worship. Older classrooms are provided with four centers (green, yellow, blue, and red). Younger classrooms are provided with three centers (green, yellow, and blue). The blue center is often focused on the monthly Bible verse.

-Centers are labeled and located on the classroom cart. When it is time for centers, have a team member take a center tub to one of the tables. Encourage the kids to take a seat at the table. Each team member will lead the center activity for five minutes. After five minutes, the kids will rotate and move to the next center. The goal is for every child to experience each center activity. *Note for youngest classrooms:* As kids enter preschool and learn the routine, it may be more helpful to have team members rotate tables rather than moving kids from table to table.

-We want kids to have so much fun that they beg to return. Because of this, center activities may utilize play-doh, water, rice, or other materials that even parents don't want to do with their kids! Have fun with it, don't mind the mess, and let the kids enjoy it!

-Each center tub has a blue monthly Bible verse card. If you finish your center activity before the 5 minutes is up, consider working on the Bible verse with your table of kids.

Potty Training (younger classrooms only):

-Kids in younger classrooms may be potty training. Potty training stickers are available at check-in. Please encourage parents to utilize these. These stickers will help you to identify those who need reminders to use the restroom.

-Particularly in younger classrooms, we encourage you to ask kids to use the restroom before going to Wiggle Worship. One team member may want to own this task. If a child needs to go to the restroom during Wiggle Worship, ask if they can wait. If it is a child that is potty training or cannot wait, take them to the classroom to use the restroom. Two team members must be in the room while a child is using the restroom.

-If a child has an accident, we provide underwear and pants. Please use your radio to notify staff with the items needed and the appropriate size and we will bring them to you. Plastic bags are provided in younger classrooms in the tall cabinet for soiled clothing.

Radios:

-Each classroom has a radio that can be used to communicate with staff, support team, and safety/medical team. The radio is located on the counter near the sink. Usually the volume is turned down so that it isn't a distraction and is set on the CH-TALK channel.

-To use the radio, please pick up the radio from the charging dock. Hold down the button on the side of the radio. Pause for a few seconds and begin talking. It is important that you say your room number and the nature of the request. Stay close to the radio to hear a response. We may need to ask for additional information. Feel free to use the volume dial on the top of the radio to turn the volume up or down as needed.

-If you use the radio and find that it is not working, first check to ensure the radio is on. Turning the dial on the top of the radio all the way to the left turns it off. To turn the radio back on, turn the dial to the right. The radio will beep when it is on.

-If the radio is on and you are not hearing a response, the radio may be on the wrong channel. You can toggle between channels on the front of the radio using the up and down arrows. Ensure that the radio is on the CH-TALK channel.

Ratios:

-For safety reasons, each classroom allows a certain number of children to one team member. Most younger classrooms can take 6-8 kids per volunteer. Older classrooms can take 8-10 kids per volunteer. If you are unsure of your classroom ratio, please ask a staff or support team member. If you are nearing your max ratio, please radio staff. If you have already hit your max ratio, please kindly ask parents to wait before accepting more kids into the classroom. Kids Ministry staff do not want team members or leaders to turn families away but it is fine to ask parents to wait while a staff member or support team member comes to find a solution.

-Staff/support team will come to your room and work on a solution. Another team member may be added to the classroom so that more kids can enter. They may direct families to another classroom where room is available. Or they may ask you to take a few more kids if the situation seems manageable.

-If it is decided by staff/support team that your room will not take any more kids, a sign will be hung on your door and the door will be closed and locked. This sign is located on the classroom cart. Please be ready to assist staff/support team by getting the sign from the cart if needed.

Safety:

-One of our number one priorities as a ministry is the safety of each child in our classrooms. We do not allow horseplay which includes running, wrestling, climbing on furniture, etc. Please encourage children to respect toys, materials, and one another in the classroom.

-Be aware of the exits in your classroom. It is important that a child does not escape or leave the room without a team member's knowledge.

Should you have a lost child, immediately use your classroom radio to notify staff. Give as much information as possible, including any identifying characteristics of the child. Our staff and safety team will initiate lock-down protocols while working with you and the parent to find the child.

-In an effort to prevent any form of child abuse within our ministry, you may not be alone with a child at any time. A classroom cannot be opened to families until two team members are present. At least one of the team members should be 18 or older.

-Please be aware of any allergies or medical conditions listed on a child's tag. You are not expected to give medical care or administer any kind of medication to a child; however, the first aid kit is available in every classroom if needed. When a medical incident occurs, please use the radio in the classroom to communicate with staff. Be specific about the situation and what you need. If there is a serious medical emergency, please communicate this on the radio. Our staff and medical team will come as quickly as possible to assess the situation. You may be asked to fill out an incident report if needed.

-If you are asked to fill out an incident report, please give as much information as possible. This allows us to know how to follow-up during the week. Please communicate any injuries to the parent at pick-up time. If you do not feel comfortable talking with the parent, please notify staff and someone will help you with the conversation. A parent and staff member should sign the incident report.

Behavior:

-We know that there may be behavioral issues that need to be addressed in the classroom and want to empower you to address these appropriately. One of the best things to remember is there is no such thing as "good" or "bad" behavior. There is simply behavior. All behavior is a response to something. The best thing to do is ask "Why?" Why is this child behaving in a certain way? Are they overwhelmed by the noise, lights, etc.? Are we asking them to sit longer than they are capable? Does he/she feel ignored so he/she will do anything to get attention? Am I only

giving negative attention and that's better than no attention? Try to determine why the behavior is occurring.

-Corporal punishment is not allowed in the classroom. We encourage you to re-direct children when they are doing something they are not supposed to. If re-direction does not work, you may talk with the parent at pick-up time.

-Every conversation that happens with a parent should end with him/her knowing that we love their child and are concerned that their child is not experiencing Jesus. Check your motivation before speaking to a parent. Do you want to talk to this parent because the child "bothered" all the other kids today? This will not come across loving and will only tell the parent that you are concerned about other kids and not their child. Do you want to talk to the parent because you feel like you or other team members spent too much time on this one child today? This will only make the parent feel like their child is not worth the attention. Do you want to talk to a parent because you genuinely care for their child and are concerned they didn't experience Jesus today? This will let the parent know how much you love their child when you have a conversation.

-Ask the parent for any ideas on how to handle the behavioral issues of their child. If the behavior persists, please talk with a staff member for follow-up. Always remember to love the child and communicate that to the parent. We want each child to learn about Jesus and our goal is to support each child so that can happen.

Buddy Program:

-The Buddy program exists to accommodate any child who may be struggling to meet Jesus on the weekend. Buddies join a child who may need extra help in the classroom environment. This one-on-one interaction helps a child to thrive in the environment that best allows him/her to experience Jesus.

-The kids in our buddy program are 100% a part of the preschool classroom. Please do not ignore a child because they have a buddy. The goal and purpose of a buddy is to encourage full participation by the

child. This goal will only be met if they are afforded the same opportunities as other children.

-Team members in the buddy program are more a part of the early childhood ministry than the special needs ministry. They spend all their time in the preschool classroom. Please welcome them as part of your team.

-A team member in the buddy program has the final say on what is best for the child they are working with. They have developed a relationship with their buddy. Many have developed a relationship with the child's family outside of weekend services. Please trust the team member's instinct to let the child bring a toy to Wiggle Worship, move around when needed, sit on the floor when other kids are in chairs, or other modifications that may help that child experience Jesus on his/her level.

Evacuation:

-In the case of an emergency, please refer to the evacuation tub in the corner cabinet of the classroom. The evacuation tub has specific instructions particular to your classroom posted on the outside of the tub.

-Each classroom has an evacuation route posted on the wall. Please encourage kids to leave the room calmly and safely. Walk your class to Traders Point Christian Academy where parents will locate their children.

-In the case of a weather emergency, please refer to the classroom evacuation route posted on the wall for where your classroom should go in the building.

-In the event of an active shooter, classrooms will be locked down. Your classroom contains a lockdown barricade for each door. Position these under the doorway. Push the metal pin into the hole in the floor. Move kids away from the door and into the bathroom. Your primary responsibility is to those in your classroom. Do not enter the hallway to assist other kids and volunteers, placing your own classroom at risk. Do not open the door until you have been given the all clear by TPCC safety team or staff. Safety team members will be wearing a sash that signifies

they are part of the response team. If you are unsure that an individual is a member of the safety team or staff, do not open the door.

-In any emergency situation, be sure that you have your roster sheets and radio with you. Use the radio to listen to instructions from staff or the safety team. You will need your roster sheets to keep track of which kids are in your classroom.

-In an emergency situation, do not release a child to a parent until staff or safety team has given the OK to do so. If a parent insists on being with their child, ask the parent to stay until they are given the OK to take their child.

Classroom Tear Down (if applicable):

-If you serve on a Saturday night, at the end of service please help to re-set the room for Sunday morning. Set free choice items back on the cart. Put prayer cards on top of the cubbies. Ensure that each center is put away nicely and ready for use Sunday morning. Stack your roster sheets on the check-in counter; a staff or support team member will collect them at the end of the night.

-If you serve at 11:00 am, when service is over, please return everything to your cart. This includes free choice, center tubs, roster sheets, offering container, "Ask Me" sign, door signs, crayons, arm band container, etc. The only items that should be put into the tall cabinets are the CD player and books from the book nook. Books should be put in the grey tub on the bottom shelf of the tall cabinet.

PRESCHOOL- TOP THINGS TO KNOW

Build Relationships!: Our goal is for children to have so much fun that they want to come back. Call kids by name, talk with them, get to know them, and encourage them to participate. Make each child feel special and help him/her have a great classroom experience.

Check In/Check Out: We want each child to feel welcome in the classroom. Greet children and their parents with a smile. Take the roster tag from the parent and place on the roster sheet. Put a colored arm bracelet on the child as he/she enters the room. During check out, take the parent tag from the parent and place it next to the roster tag on the roster sheet. If a parent does not have a parent tag, call staff on the radio for assistance with an ID check.

Centers: There are three centers that children participate in to re-iterate the Bible story and Bible verse. Each volunteer leads a center (Yellow, Green, or Blue) at a table. The center includes instructions and all needed materials. Split the kids evenly among the centers. Each center lasts approx. 5 minutes.

Wiggle Worship: When the countdown on the television begins, line kids up to enter the Wiggle Worship room. You do NOT need to wait until the countdown has finished to enter Wiggle Worship. Lead your class to the correct colored carpet and encourage kids to stand on a polka dot. Participate in the songs as this is a chance to model worship.

Prayer Cards: Our goal is for each child to be prayed for by name while in the classroom. Prayers cards are located on top of the cubbies. After Wiggle Worship, each volunteer takes a prayer card and prays over each child at his/her table.

Potty Training: Kids may be potty training. Potty-training stickers are available when a child enters the room. Check classroom cabinets for supplies that may include diapers, pull-ups, wipes, gloves, plastic bags, underwear, and pants. Encourage kids to use the bathroom. Radio staff if you need additional items.

Radios: Your classroom has a radio that allows you to contact staff with questions or concerns. To use the radio, push down on the button located on the side of the radio. Wait a few seconds before talking, making sure to include your room number and specific request. When you ask for help make sure to include the need and why-as this will help us know what to do next. Stay close to your radio to hear a staff member's response.

Ratios: For safety reasons, this classroom allows six-eight children to one adult volunteer (adult=13 years or older). If you are nearing your max ratio, use the radio to notify staff. If at any time your classroom becomes overwhelming, please radio staff.

Safety: A volunteer should never be alone with a child. The room cannot be opened until two volunteers are in the room (one must be 18 or older). Two volunteers must be present in the room at all times. If a child needs to go to the bathroom during Wiggle Worship, two volunteers must take the child to the bathroom.

Evacuation: In the case of evacuation, please look in your corner cabinet for an evacuation rope. Each child can hold a shape on the evacuation rope as you leave the classroom. An evacuation plan is posted in the room. Please refer to it to see where you should exit the building. Walk your class to Traders Point Christian Academy where parents will locate their children.

PRESCHOOL- TOP THINGS TO KNOW

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Prayer Cards: Our goal is for each child to be prayed for by name while in the classroom. Prayer cards are located on top of the cubbies. Before beginning center activities, each volunteer takes a prayer card and prays over each child at his/her table.

Centers: There are four centers that children participate in to re-iterate the Bible story and Bible verse. Each volunteer leads a center (Yellow, Green, Blue, or Red) at a table. The center includes instructions and all needed materials. Split the kids evenly among the centers. Each center lasts approximately five minutes.

Radios: Your classroom has a radio that allows you to contact staff with questions or concerns. To use the radio, push down on the button located on the side of the radio. Wait a few seconds before talking, making sure to include your room number and specific request. When you ask for help, please make sure to include the need and why-as this will help us know what to do next. Stay close to your radio to hear a staff

member's response.

Ratios: For safety reasons, this classroom allows eight-ten children to one adult volunteer (adult=13 years or older). If you are nearing your max ratio, use the radio to notify staff. If at any time your classroom becomes overwhelming, please radio staff.

Safety: A volunteer should never be alone with a child. The room cannot be opened until two volunteers are in the room (one must be 18 or older). Two volunteers must be present in the room at all times. If a child needs to go to the bathroom during Wiggle Worship, two volunteers must take the child to the bathroom. You can encourage children to wait to use the bathroom until Wiggle Worship is over.

Evacuation: In the case of evacuation, please look in your corner cabinet for an evacuation rope. Have children hold a shape on the evacuation rope as you leave the classroom. An evacuation plan is posted in the room. Please refer to it to see where you should exit the building. Walk your class to Traders Point Christian Academy where parents will locate their children.

HOW TO ENCOURAGE YOUR TEAM

Communication:

- Send an email
- Connect on Facebook
- Write a hand-written note
- Text or call
- Meet with a team member for coffee

Pray:

- Pray for a different team member each day
- Pray together in your classroom before you open the room
- Ask team members to pray for certain children throughout the week
- Ask team members to share prayer requests and pray for one another

Affirmation:

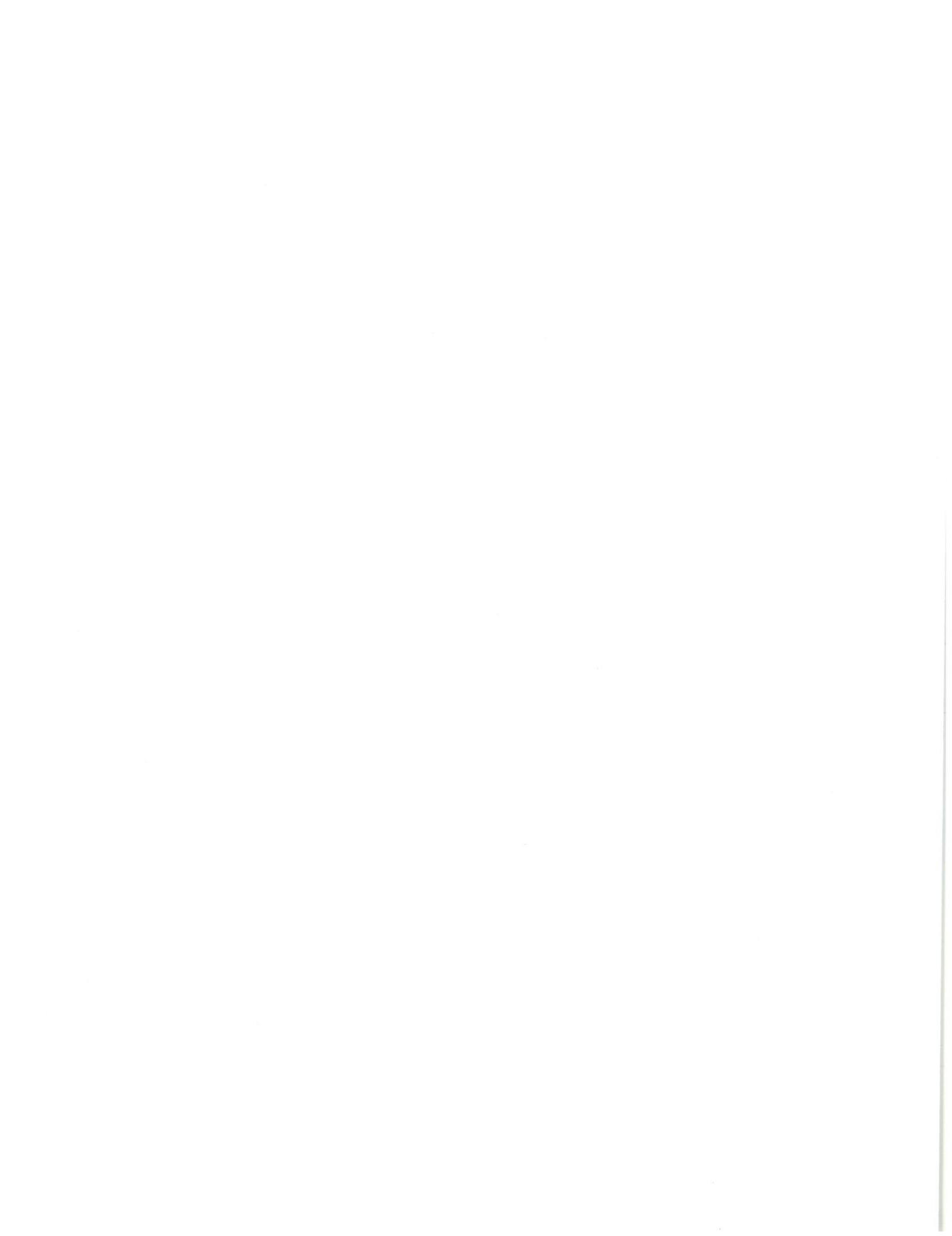
- Praise a team member that does something great
- Affirm character qualities that make someone successful in ministry
- Celebrate a different team member each month
- Share ministry WINS with the whole team

Build Community:

- Have a question of the week and encourage everyone to answer it
- Help connect team members that have similar interests
- Encourage the team to have a meal or spend time together outside of the classroom
- Warmly welcome new team members to the classroom
- Always cast vision...even in the mundane tasks

Have Fun:

- Smile and greet team members
- Start a competition (who can take the most kids to the potty, who can pray over the most kids, who can sing the loudest in Wiggle Worship, etc.)
- Come up with a team slogan or cheer



HOW TO HAVE A DIFFICULT CONVERSATION

Adapted from "We Have to Talk: A Step-By-Step Checklist for Difficult Conversations" by Judy

Ringer

There may be times when you need to have a difficult conversation with a team member in your room. Perhaps he/she isn't attending Huddle, isn't following protocol, is putting a child in a dangerous position, isn't serving in his/her niche, or isn't creating a healthy environment for the rest of the team.

When preparing to have a difficult conversation, ask yourself some questions first:

-What is your purpose for having the conversation and what do you hope to accomplish? Remember that we need a balance of grace and truth in relationships. We want each team member to know that they are loved and appreciated while also addressing the issue at hand.

-What assumptions are you making about this person's intentions? What we feel about the situation may not be the other person's intentions.

-How is your attitude going into the conversation? Do not react in the moment. Take time to reflect on the situation, pray, and consider how the conversation should be handled.

-How have you contributed to the problem? Did you react in a way that did more harm than good? Taking ownership of your actions or reactions will help the other person to feel less defensive.

How to Have a Successful Outcome

- 1) Inquiry: Start the conversation off by asking questions. Learn as much as you can from him/her before giving your feedback. Don't interrupt and don't take their comments or criticisms personally.
- 2) Acknowledgment: People want to feel heard and respected. Try to understand him/her well. Remember that acknowledgement is not the same as agreement. For example, you can say, "I hear what you

are saying and understand this is important to you," without saying, "I agree with you completely."

- 3) **Advocacy:** After he/she has had the opportunity to talk and feel heard, you can then share what you would like to say. You can clarify your position on the issue without minimizing the other person's thoughts/feelings. For example, you might say, "I hear what you are saying and why you thought the situation should be handled that way. However, the kids ministry team has a certain protocol on how situations like this should be handled. Let me share that with you."
- 4) **Problem-solving:** Use this time to find a solution. What does the other person think might work? What would you like to see happen? If the person becomes upset or angry, go back to inquiry and try to see the person's point of view. Work to find a reasonable solution that you feel good about and allows the team member to be successful in carrying out ministry

More Suggestions

-Remember that your body language, facial expressions, and tone will greatly influence the conversation. Be humble and loving in your approach.

-Don't take verbal attacks personally. Often the "thing" you are addressing isn't the "main thing". There is always a deeper issue at hand.

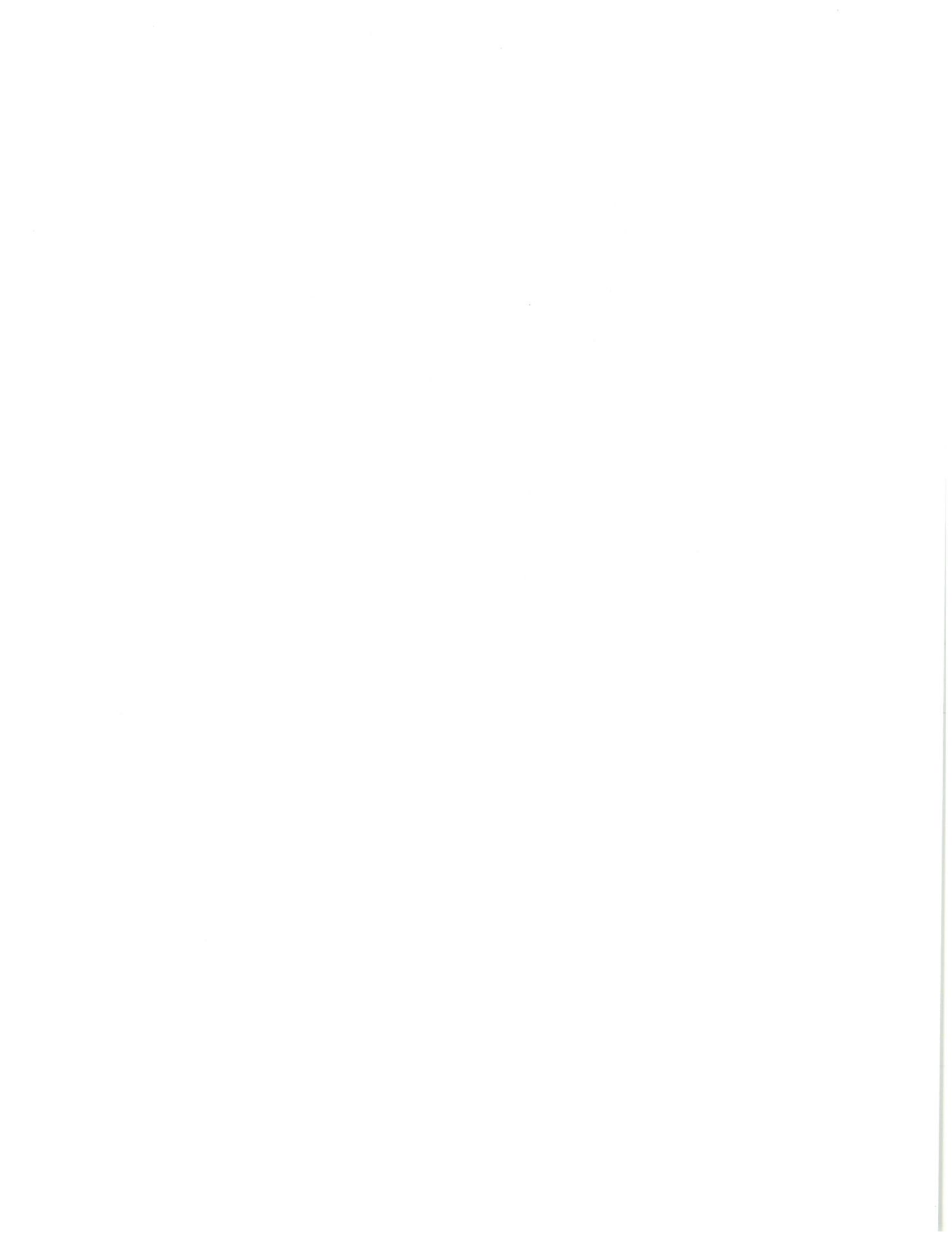
-Don't assume that the team member will see things from your point of view.

-Mentally practice the conversation and envision the outcome you hope for. If needed, practice the conversation with a friend, spouse, or kids ministry staff member beforehand.

-Pray together. Always make sure the person feels loved and that God remains the center of the relationship.

How to Begin the Conversation

- I have something I'd like to discuss with you that I think will help us work together more effectively.
- I'd like to talk about _____ with you, but first I'd like to get your point of view.
- I need your help with what just happened. Do you have a few minutes to talk?
- I need your help with something. Can we talk about it (soon)? If the person says, "Sure, let me get back to you," follow up with him.
- I'd like to talk about _____. I think we may have different ideas about how to _____.
- I'd like to see if we might reach a better understanding about _____. I really want to hear your feelings about this and share my perspective as well.



EARLY CHILDHOOD-TODDLERS TEAM LEADER MANUAL



TEAM LEADER ROLE

Leadership Pipeline Vision: To raise up a group of dynamic Christian leaders that feel empowered and equipped to lead other volunteers.

Definition of a Team Leader: A team leader serves in the classroom and leads a group of 5-10 team members. A team leader is responsible for hands-on training/onboarding of new team members, connecting with and encouraging team members throughout the month, building community in the classroom, and developing an apprentice that will learn how to be a team leader.

Characteristics of a Team Leader:

Humble

- I will put others first in everything I do.
- I will extend love and grace to everyone I encounter.
- I will give all glory to God for what He accomplishes in me, doing nothing out of selfish ambition.
- I will accept responsibility for my mistakes instead of blaming others or pointing fingers.
- Whenever there is a gap in communication, I will fill the gap with trust and not suspicion. I will believe the best in others.
- I will display an attitude of gratitude, being thankful for the opportunity to be on mission and impact the lives of others.

Hungry

- I will pursue constant growth and development, first in my spiritual life and then in my service.
- I will passionately seek ways to break down barriers so that more people are reached for Christ.
- I will look for ways to make the ministry better.
- I will provide and receive open and honest feedback, humbly engaging in healthy confrontation.

Expectations:

- Serve weekly
- Attend Huddle
- Assign roles to team members in your classroom (e.g. check-in/out, potty time, praying over kids, driving a buggy, leading an activity, etc.)
- Make contact with each team member at least once a month outside of the classroom (email, phone call, text, Facebook, etc.)
- Pray for each team member and kids on a weekly basis
- Resolve minor classroom conflicts and communicate these to the Discipleship Director if needed
- Train new volunteers on classroom protocols
- Proactively invite people to serve in Kids Ministry
- Send postcards to new guests each week
- Raise up someone in your classroom to learn the team leader role
- Be readily open for feedback from TPCC staff
- Attend bi-monthly leadership meetings

Competencies Developed:

- Casting ministry vision
- Managing others
- Building community

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- First-aid kit
- Cabinets and drawers
- Schedule
- Check in cart
- Whiteboard
- "Let Us Know" cards

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- Roster tags and roster sheets
- Check in/out procedures
- Food in the classroom
- Security issues on tag
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- Respecting the Teaching Team cart
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- How to lead the activities
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- Cleaning up the activities

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TODDLERS TRAINING MANUAL

Classroom Supplies:

-Toddler classrooms have cabinets and drawers that are locked in an effort to keep little ones out. These cabinets open with the use of a white magnet which hangs on the side of the cabinet above the sink. To use the magnet, put it over the small circular label on the cabinet. You may have to move it back and forth to hear the lock release. Please always put the magnet back in its original place. Do not put the magnet in your pocket as it has been known to travel home with team members!

-Each classroom has a basic first-aid kit. The cabinet is labeled with a red cross to easily locate the first-aid kit. Feel free to utilize items in the kit if needed. If an ice pack is needed or there is an injury that needs attention, please call staff on the radio. The medical team may also respond to the call if necessary. Any medical issue requires an incident report to be filled out (see more information under Safety).

-The cabinet below the sink contains a variety of things including air freshener, Clorox wipes, dish soap, toy cleaner, and an evacuation tub. If you see a child putting a toy into his/her mouth, please utilize the toy cleaner and paper towels to clean the toy. You may use the cleaner to wipe down tables and other hard surfaces as needed.

-Drawers next to the sink store items for diaper changes (liners, diapers, and pull-ups). Hanging metal containers store wipes and gloves. A diaper pail is provided in each room. Each classroom has a plastic bag holder filled with bags which can be used for dirty diapers.

-The classroom has a tall cabinet that stores free choice activities, a bubble machine, a fan, coloring sheets, crayons, and a cd player with cd's. See "Free Choice Activities" for further information.

-The classroom has a small wooden cart near the doorway to be used for check in/out. This cart has space for roster sheets, potty training stickers, and a small black trash bin.

-Each classroom has a whiteboard near the doorway. The whiteboard gives a variety of information including: Bible story information, classroom ratios, max capacity, schedule, clean up checklist, and more. Potty training stickers are in a magnetic holder on the whiteboard. There is a small hanging metal container that is stocked with a dry erase marker, eraser, pens, new guest postcards and "Let Us Know" cards.

-Two black file folders hang below the whiteboard. Black file folders include: "I Was Prayed for Today" stickers, prayer cards, classroom signs, and roster sheets.

-“Let Us Know” cards are a tool to communicate with Early Childhood staff. Feel free to utilize the cards to keep us informed of items that need to be re-stocked, behavioral issues, feedback on activities, ideas, concerns, etc. We will respond to these cards as promptly as possible!

Check In/Check Out:

-Each child that is dropped off in a classroom should be wearing a nametag. The nametag lists the child's name, birthdate, allergy or medical information, safety concerns, and the parent's cell-phone number. Please do not allow a child to enter the classroom without his or her nametag.

-When checking a child into the classroom, a parent will give you the tag labeled "roster tag". Please check the tag to ensure that the child is being dropped off in the correct classroom. Take the tag and stick it to the roster sheet in the classroom. Welcome the child to the classroom using his/her name to make the transition to the classroom easier.

-Due to allergies, we do not accept food or drink into the classroom. If a parent would like his/her child to eat breakfast or have a snack, encourage the parent to feed the child in the hallway or in The Gathering and then bring the child to class. Assure the parent that we do have cups for water available should their child be thirsty. Children that stay for two services will be provided with a snack between the 9 and 11 am services. An allergen-free snack is available.

-When a parent returns to the classroom to pick up his/her child, take the tag labeled "parent tag" from the parent and place it on the roster sheet next to the roster tag. If a parent does not have the parent tag, please use the classroom radio to communicate with staff. A staff member or safety team member will come to the room to check the parent's license for confirmation of his/her identity and relationship to the child. Do not release a child to a parent without a parent tag or the okay from a staff or safety team member.

-If a child's nametag shows three stars in the top left corner, this is an indication of a safety issue, often a parent custody situation or a child in Safe Families. The three stars will also show on the roster tag. It is absolutely imperative that a child with three stars on his or her nametag not be released to a parent/guardian without a parent tag. Use your radio to ask a staff or safety team member for assistance with an ID check.

-Potty training stickers are available. Utilize these stickers as a way to track kids that are potty training and need to be reminded to use the restroom.

-Allergy alert stickers are available at check in kiosks. Encourage parents to utilize these stickers as a way to track kids that have allergy needs.

Emergency Check-In:

-In the event of guest check-in computers or kiosks not working, our emergency guest check-in system will be implemented. The cabinet above the sink contains a box with instructions, tags, pens, allergy and medical alert stickers, clipboards, and table tent with instructions for the parent.

-Parents will fill out tags with their child's name and their cell phone number. One tag will be worn on the child. The other tag includes the roster tag and parent tag. Tear the tag in half as normal, placing the roster tag onto the roster sheet and collecting the parent tag at pick up. Use the allergy and medical alert stickers as necessary.

New Guest Postcards

-When a child visits your classroom for the first time, please write a postcard to the child after class is finished. New guest postcards are stocked on your cart. Please write the note to the child, not the parent(s). Thank the child for coming to TPCC and encourage him/her to come back so he/she can experience Jesus. Be sure to sign the postcard with your name and room number. Write the first and last name of the child on the top address line. Deliver the postcard to the marked container located in the Early Childhood Resource Room.

No Photo:

-Some parents/guardians do not wish for their child to be photographed while at TPCC. This may also be true of children in the Safe Families program or foster care system. If photos may not be taken of a child, "No Photo" will show on their roster tag and nametag. When you see "No Photo", please take the "No Photo" sign from the black file folder and post it on the wall near the doorframe. This will alert our photographers that no pictures should be taken. Please return the sign to the black file folder at the end of service.

Teaching Team:

- During service, a team of teachers will come to the room to teach the Bible story for the week. Teaching Team consists of 2 songs, patting the Bible, a Bible story, and prayer.

-We ask our team members to participate in the singing as it is an opportunity to model worship for our little ones. Learn the songs and the dance motions. Have fun!

-We do not allow kids to touch or play with the Teaching Team cart. Please keep kids away from the cart as much as possible.

-Please help the Teaching Team in any way that you can. This may mean assisting with the lesson, helping pass out materials, keeping kids engaged, and stamping their hands at the end of the lesson time. Ask the

Teaching Team how you can help and be willing to assist.

Lesson Activities:

-We use two activities to reinforce the Bible teaching that happens during Teaching Team. The activity tubs are on the white shelf next to the counter above the sink. The activity instructions are printed on colored paper and located in each tub. Any materials needed for activities will be in the tubs.

- At 5:10/9:10/11:10, you will hear a bell ringing outside your classroom to indicate it is time to start Activity 1 or begin your Teaching Team time (depending on your schedule). At that time, have your class go immediately to the polka dot rug. Our goal is that every time the kids hear the bell, they will immediately go to the rug for either an Activity or Teaching Team. All Activities should start on the rug to help create consistency. A bell is also on the shelf for you to ring before beginning Activity 2.

-Encourage your team to join in on the Activities! If the kids see volunteers playing, singing, and listening, they will want to do the same!

-Please feel free to utilize transition songs as you help kids transition between activities, free choice time, and Teaching Team. The list of Transition Songs will be hanging on your whiteboard. Several of the songs will help kids understand that it is time to move to the next Activity. Also, giving a warning (i.e. "One more minute to play until we get to do a fun activity!") will help your class understand a transition is coming.

-When finished, please put activity items back in the tub and return to the shelf. Ensure that materials are organized and ready to go for the next service.

-We want kids to have so much fun that they beg to return. Because of this, the activity may utilize play-doh, water, rice, or other materials that even parents don't want to do with their kids! Have fun with it, don't mind the mess, and let the kids enjoy it!

Free Choice Activities:

-Free choice activities are stored in the tall cabinet and are for use during scheduled free choice times. You are provided with 3 free choice activities and coloring sheets. Put one activity on each table and encourage the kids to play with you. Free choice activities will rotate each month.

-When coloring with crayons, pass out one coloring sheet per child. Feel free to write the child's name on the coloring sheet and send home with him/her.

-Bubbles should be used the last 10 minutes of class (generally 6:00 pm/10:00 am/12:00 pm). It is best to move the bubble machine away from the door to distract kids and keep them occupied during pick up time. Please do not overfill the bubble machine. If your bubble container is empty, do not throw it away. Instead, contact staff or support team to re-fill for you.

Prayer:

-Praying over each child by name is a value of our ministry! Our goal is for every child to be prayed for while in the classroom. We prefer that at least one volunteer take responsibility for praying for the children. We provide a new prayer card each week of the month that correlates with the Bible teaching. Prayer cards are stored in the black file folders below the whiteboard. Use the prayer card to strategically pray for each child individually.

-After praying for the child, put an "I Was Prayed for Today" sticker on his/her clothing, preferably not on the child's nametag. The "I Was Prayed for Today" stickers are in one of the black file folders under the whiteboard.

Potty Training/Diapers:

-Kids in your classroom may be potty training. Potty training stickers are available at check-in. We encourage you to utilize these. These stickers will help you identify those who need reminders to use the restroom. The

names of potty trainers can also be written on the whiteboard to keep track of kids that need reminders to use the restroom.

-We encourage you to ask kids to use the restroom periodically. One team member may want to own this task. If a child has an accident, we provide underwear and pants. Please use your radio to notify staff with the items needed and the appropriate size and we will bring them to you.

-Children in diapers/pull-ups should receive a diaper change if needed during service. Disposable liners are provided for changing tables. Please use a new liner for each child and wear gloves during diaper changes. Check classroom drawers for supplies that include diapers, wipes, and gloves. Radio staff if you need additional items. Stickers are stocked at each diaper changing station. When a child has received a diaper change, put a sticker on his/her nametag. This is a helpful visual to track who has had their diaper changed.

-Due to skin allergies, we do not put diaper rash cream on children. If a parent asks that a child have diaper rash cream during diaper changes, encourage the parent to come to the room and change the child during service. If you notice diaper rash during a diaper change, communicate this information to the parent at pickup.

-If a child in your room is wearing cloth diapers and needs a diaper change, please notify staff/support team so that the parent can be paged. We do not expect volunteers to handle cloth diaper changes. We will request that the parent change the child and then return the child to the classroom.

Radios:

-Each classroom has a radio that can be used to communicate with staff, support team, and safety/medical team. The radio is located on the counter near the sink. Usually the volume is turned down so that it isn't a distraction and is set on the CH-TALK channel.

-To use the radio, please pick up the radio from the charging dock. Hold down the button on the side of the radio. Pause for a few seconds and

begin talking. It is important that you say your room number and the nature of the request. Stay close to the radio to hear a response. We may need to ask for additional information. Feel free to use the volume dial on the top of the radio to turn the volume up or down as needed.

-If you use the radio and find that it is not working, first check to ensure the radio is on. Turning the dial on the top of the radio all the way to the left turns it off. To turn the radio back on, turn the dial to the right. The radio will beep when it is on.

-If the radio is on and you are not hearing a response, the radio may be on the wrong channel. You can toggle between channels on the front of the radio using the up and down arrows. Ensure that the radio is on the CH-TALK channel.

Ratios:

-For safety reasons, each classroom allows a certain number of children to one team member. Please see the classroom ratio posted on the whiteboard. Each classroom also has a max capacity posted on the whiteboard. If you are nearing the team member to child ratio or your max ratio, please radio staff. If you have already hit your max ratio, please kindly ask parents to wait before accepting more kids into the classroom. Kids Ministry staff do not want team members or leaders to turn families away but it is fine to ask parents to wait while a staff member or support team member finds a solution.

-Staff/support team will come to your room and work on a solution. Another team member may be added to the classroom so that more kids can enter. They may direct families to another classroom where room is available. Or they may ask you to take a few more kids if the situation seems manageable.

-If it is decided by staff/support team that your room will not take any more kids, a sign will be hung on your door and the door will be closed. This sign is located in the black file folder below the whiteboard. Please be ready to assist staff/support team by getting the sign and placing it on the door.

Safety:

-One of our number one priorities as a ministry is the safety of each child in our classrooms. We do not allow horseplay which includes running, wrestling, climbing on furniture, etc. Please encourage children to respect toys, materials, and one another in the classroom.

-Be aware of the exits in your classroom. It is important that a child does not escape or leave the room without a team member's knowledge. If necessary, you may place the wooden check-in cart in front of the main doorway to discourage escapees. Should you have a lost child, immediately use your classroom radio to notify staff. Give as much information as possible, including any identifying characteristics of the child. Our staff and safety team will initiate lock-down protocols while working with you and the parent to find the child.

-In an effort to prevent any form of child abuse within our ministry, you may not be alone with a child at any time. A classroom cannot be opened to families until two team members are present. At least one of the team members should be 18 or older.

-Please be aware of any allergies or medical conditions listed on a child's tag. You are not expected to give medical care or administer any kind of medication to a child; however, the first aid kit is available in every classroom if needed. When a medical incident occurs, please use the radio in the classroom to communicate with staff. Be specific about the situation and what you need. If there is a serious medical emergency, please communicate this on the radio. Our staff and medical team will come as quickly as possible to assess the situation. You may be asked to fill out an incident report if needed.

-If you are asked to fill out an incident report, please give as much information as possible. This allows us to know how to follow-up during the week. We always want to communicate injuries to the parent. Staff/support team will help determine whether a parent should be notified during service or at pick-up time. If you feel uncomfortable talking with the parent, notify staff and someone will help you with the conversation. A parent and staff member should sign the incident report.

Behavior:

-We know that there may be behavioral issues that need to be addressed in the classroom and want to empower you to address these appropriately. One of the best things to remember is there is no such thing as "good" or "bad" behavior. There is simply behavior. All behavior is a response to something. The best thing to do is ask "Why?" Why is this child behaving in a certain way? Are they overwhelmed by the noise, lights, etc.? Are we asking them to sit longer than they are capable? Does he/she feel ignored so he/she will do anything to get attention? Am I only giving negative attention and that's better than no attention? Try to determine why the behavior is occurring.

-Corporal punishment is not allowed in the classroom. We encourage you to re-direct children when they are doing something they are not supposed to. If re-direction does not work, you may talk with the parent at pick-up time.

-Every conversation that happens with a parent should end with him/her knowing that we love their child and are concerned that their child is not experiencing Jesus. Check your motivation before speaking to a parent. Do you want to talk to this parent because the child "bothered" all the other kids today? This will not come across loving and will only tell the parent that you are concerned about other kids and not their child. Do you want to talk to the parent because you feel like you or other team members spent too much time on this one child today? This will only make the parent feel like their child is not worth the attention. Do you want to talk to a parent because you genuinely care for their child and are concerned they didn't experience Jesus today? This will let the parent know how much you love their child when you have a conversation.

-Ask the parent for any ideas on how to handle the behavioral issues of their child. If the behavior persists, please talk with a staff member for follow-up. Always remember to love the child and communicate that to the parent. We want each child to learn about Jesus and our goal is to support each child so that can happen.

Buddy Program:

-While not common in toddler classrooms, some kids may be a part of our TPCC buddy program. -The Buddy program exists to accommodate any child who may be struggling to meet Jesus on the weekend. Buddies join a child who may need extra help in the classroom environment. This one-on-one interaction helps a child to thrive in the environment that best allows him/her to experience Jesus.

-The kids in our buddy program are 100% a part of the classroom. Please do not ignore a child because they have a buddy. The goal and purpose of a buddy is to encourage full participation by the child. This goal will only be met if they are afforded the same opportunities as other children.

-Team members in the buddy program are more a part of the early childhood ministry than the special needs ministry. They spend all their time in the toddler classroom. Please welcome them as part of your team.

-A team member in the buddy program has the final say on what is best for the child they are working with. They have developed a relationship with their buddy. Many have developed a relationship with the child's family outside of weekend services. Please trust the team member's instinct to let the child play with a special toy, move around when needed, sit on the floor when other kids are in chairs, or other modifications that may help that child experience Jesus on his/her level.

Evacuation:

-In the case of an emergency, please refer to the evacuation tub in the cabinet under the sink. The evacuation tub has specific instructions particular to your classroom posted on the outside of the tub.

-Each classroom has an evacuation route posted on the wall. Please encourage kids to leave the room calmly and safely. Walk your class to Traders Point Christian Academy where parents will locate their children.

-In the case of a weather emergency, please refer to the classroom evacuation route posted on the wall for where your classroom should go in the building.

-In the event of an active shooter, classrooms will be locked down. Your classroom contains a lockdown barricade for each door. Position these under the doorway. Push the metal pin into the hole in the floor. Move kids away from the door and into the bathroom. Your primary responsibility is to those in your classroom. Do not enter the hallway to assist other kids and volunteers, placing your own classroom at risk. Do not open the door until you have been given the all clear by TPCC safety team or staff. Safety team members will be wearing a sash that signifies they are part of the response team. If you are unsure that an individual is a member of the safety team or staff, do not open the door.

-In any emergency situation, be sure that you have your roster sheets and radio with you. Use the radio to listen to instructions from staff or the safety team. You will need your roster sheets to keep track of which kids are in your classroom.

-In an emergency situation, do not release a child to a parent until staff or safety team has given the OK to do so. If a parent insists on being with their child, ask the parent to stay until they are given the OK to take their child.

Classroom Tear Down (if applicable):

-If you serve on a Saturday night, at the end of service please help to re-set the room for Sunday morning. Ensure that the magnet is in its proper place. Wash any cups that have been used and set in the drying rack. Pick up toys. Use the cleaner and paper towels to wash larger toys and other hard surfaces, along with anything that has been in children's mouths. Return the after lesson activity instructions to the whiteboard and the after lesson activity tub to the appropriate cabinet. Erase the names of potty trainers from your whiteboard. Empty the small roster tag trash bin. If your large trash can needs to be emptied, remove the bag and set outside the doorway. Stack your roster sheets on the check-in counter; a staff or support team member will collect them at the end of service.

- If you serve at 9:00 or 11:00 am, please follow the same procedures as above. If you serve at 11:00 am, put as many toys as possible into the large toy cabinets; we lock up our toys throughout the week. Please remove the trash bag from the large trash can and the trash bag from the diaper pail and set outside the doorway.

TODDLER ROOM- TOP THINGS TO KNOW

Build Relationships: Our goal is for children to have so much fun that they want to come back. Call kids by name, talk with them, get to know them, and encourage them to participate. Make each child feel special and help him/her have a great classroom experience.

Check In/Check Out: We want each child to feel welcome in the classroom. Greet children and their parents with a smile. Take the roster tag from the parent and place on the roster sheet. During check out, take the parent tag from the parent and place it next to the roster tag on the roster sheet. If a parent does not have a parent tag, call staff on the radio for assistance with an ID check.

Teaching Team: During service, a team of teachers will come to the room to teach the Bible story for the week. Teaching Team consists of 2 songs, a Bible story, and a prayer. Participate in the songs as this is a chance to model worship. The teachers may ask for your help with activities.

Lesson Activities: We use two activities to reinforce the Bible teaching during Teaching Team. The activity tubs are on the white shelf next to the counter above the sink. Instructions and materials will be in the tubs. When it is time for an activity, gather kids on the colored dot rug. All volunteers should participate, encouraging each child to participate as well.

Free Choice Activities: Free choice activities are stored in the tall cabinet and are for use during scheduled free choice times. You are provided with 3 free choice activities and coloring sheets. Put one activity on each table and encourage the kids to play with you.

Prayer: Our goal is for each child to be prayed for by name while in the classroom. We prefer that at least one volunteer take responsibility for praying for the children. If you are unsure of what to pray, an example prayer is posted in the classroom. After praying for the child, put an "I Was Prayed For Today" sticker on his/her clothing.

Potty Training: Kids may be potty training. Potty training stickers are available when a child enters the room. We suggest writing the names of potty trainers on the whiteboard in the classroom. Check classroom cabinets for supplies that include diapers, pull-ups, wipes, and gloves. Radio staff if you need additional items.

Encourage those potty training to use the bathroom. Children wearing diapers should be checked and changed if needed.

Radios: Your classroom has a radio that allows you to contact staff with questions or concerns. To use the radio, push down on the button located on the side of the radio. Wait a few seconds before talking, making sure to include your room number and specific request. When you ask for help make sure to include the need and the why-as this will help us to know what to do next. Stay close to your radio to hear a staff member's response.

Ratios: For safety reasons, the classroom allows a certain number of children to one adult volunteer (an adult=16 years or older). Classroom ratios are listed on the white board in your room. If you are nearing your max ratio, use the radio to notify staff. If at any time your classroom becomes overwhelming, please radio staff.

Safety: A volunteer should never be alone with a child. The room cannot be opened until two volunteers are in the room (one must be 18 or older). Two volunteers must be present in the room at all times.

Evacuation: In the case of evacuation, please look in the cabinet below the sink for an evacuation rope. Children can hold a shape on the evacuation rope as you leave the classroom. An evacuation plan is posted in the classroom; please refer to it to see where you should exit the building. Walk your class to Traders Point Christian Academy where parents can locate their children.

HOW TO ENCOURAGE YOUR TEAM

Communication:

- Send an email
- Connect on Facebook
- Write a hand-written note
- Text or call
- Meet with a team member for coffee

Pray:

- Pray for a different team member each day
- Pray together in your classroom before you open the room
- Ask team members to pray for certain children throughout the week
- Ask team members to share prayer requests and pray for one another

Affirmation:

- Praise a team member that does something great
- Affirm character qualities that make someone successful in ministry
- Celebrate a different team member each month
- Share ministry WINS with the whole team

Build Community:

- Have a question of the week and encourage everyone to answer it
- Help connect team members that have similar interests
- Encourage the team to have a meal or spend time together outside of the classroom
- Warmly welcome new team members to the classroom
- Always cast vision...even in the mundane tasks

Have Fun:

- Smile and greet team members
- Start a competition (who can take the most kids to the potty, who can pray over the most kids, who can sing the loudest in Wiggle Worship, etc.)
- Come up with a team slogan or cheer

HOW TO HAVE A DIFFICULT CONVERSATION

Adapted from "We Have to Talk: A Step-By-Step Checklist for Difficult Conversations" by Judy

Ringer

There may be times when you need to have a difficult conversation with a team member in your room. Perhaps he/she isn't attending Huddle, isn't following protocol, is putting a child in a dangerous position, isn't serving in his/her niche, or isn't creating a healthy environment for the rest of the team.

When preparing to have a difficult conversation, ask yourself some questions first:

-What is your purpose for having the conversation and what do you hope to accomplish? Remember that we need a balance of grace and truth in relationships. We want each team member to know that they are loved and appreciated while also addressing the issue at hand.

-What assumptions are you making about this person's intentions? What we feel about the situation may not be the other person's intentions.

-How is your attitude going into the conversation? Do not react in the moment. Take time to reflect on the situation, pray, and consider how the conversation should be handled.

-How have you contributed to the problem? Did you react in a way that did more harm than good? Taking ownership of your actions or reactions will help the other person to feel less defensive.

How to Have a Successful Outcome

- 1) Inquiry: Start the conversation off by asking questions. Learn as much as you can from him/her before giving your feedback. Don't interrupt and don't take their comments or criticisms personally.
- 2) Acknowledgment: People want to feel heard and respected. Try to understand him/her well. Remember that acknowledgement is not the same as agreement. For example, you can say, "I hear what you

are saying and understand this is important to you," without saying, "I agree with you completely."

- 3) **Advocacy:** After he/she has had the opportunity to talk and feel heard, you can then share what you would like to say. You can clarify your position on the issue without minimizing the other person's thoughts/feelings. For example, you might say, "I hear what you are saying and why you thought the situation should be handled that way. However, the kids ministry team has a certain protocol on how situations like this should be handled. Let me share that with you."
- 4) **Problem-solving:** Use this time to find a solution. What does the other person think might work? What would you like to see happen? If the person becomes upset or angry, go back to inquiry and try to see the person's point of view. Work to find a reasonable solution that you feel good about and allows the team member to be successful in carrying out ministry

More Suggestions

-Remember that your body language, facial expressions, and tone will greatly influence the conversation. Be humble and loving in your approach.

-Don't take verbal attacks personally. Often the "thing" you are addressing isn't the "main thing". There is always a deeper issue at hand.

-Don't assume that the team member will see things from your point of view.

-Mentally practice the conversation and envision the outcome you hope for. If needed, practice the conversation with a friend, spouse, or kids ministry staff member beforehand.

-Pray together. Always make sure the person feels loved and that God remains the center of the relationship.

How to Begin the Conversation

- I have something I'd like to discuss with you that I think will help us work together more effectively.
- I'd like to talk about _____ with you, but first I'd like to get your point of view.
- I need your help with what just happened. Do you have a few minutes to talk?
- I need your help with something. Can we talk about it (soon)? If the person says, "Sure, let me get back to you," follow up with him.
- I'd like to talk about _____. I think we may have different ideas about how to _____.
- I'd like to see if we might reach a better understanding about _____. I really want to hear your feelings about this and share my perspective as well.