



Leader Handbook

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Vision *Love God. Love Other People. Love God's World.*

Purpose & Values

Quest Kids is a multi-ethnic, all abilities, and intergenerational ministry to and *with* children. We seek to journey together to be transformed by God's Spirit as we follow Jesus and grow in discipleship. We are a diverse body; each created in God's image and designed to worship God and be valued; to have a place and presence in the church community.

We believe that a child's spiritual formation begins at home, and that it is the role of the church to assist parents/guardians in raising children to know and live for God. We are committed to each child's spiritual growth throughout all aspects of our ministry. We provide a safe, nurturing environment with a structure of safety policies and volunteer accountability.

Through music, Scripture, prayer, fun and relationships, we hope to ignite a deep love for Christ in each child we serve. In teaching the message of God's love, salvation through Christ, and the presence of the Holy Spirit, we help kids recognize their place in the big God Story. Quest Kids seek to love God, love other people and pursue reconciliation in the world.

Scripture Foundation for Quest Kids Ministry

Parents (and church community) as Primary Influencers of Children's Faith

- Deuteronomy 6:5-9, "Love the Lord your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road..."

God's Love and Salvation

- 1 John 3:1, "How great is the love the Father has lavished on us that we should be called children of God!"

- John 3:16, "For God so loved the world that He gave His one and only son that whoever believes in Him shall not perish but have eternal life."

Baptism & Discipleship

- Matthew 28:19-20, "Go and make disciples of all the nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit and teaching them to obey everything I have commanded you and surely I will be with you always and to the very end of the age."

- Acts 1:8, "For you will receive power when the Holy Spirit comes on you, and you will be my witnesses in Jerusalem, Judea and Samaria, and to the ends of the world."

Children as Valued Participants in Life of Church

Luke 18:15-17, "People were also bringing babies to Jesus for him to place his hands on them. When the disciples saw this, they rebuked them. But Jesus called the children to him and said, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Truly I tell you, anyone who will not receive the kingdom of God like a little child will never enter it."
(Matthew 18:1-5, Mark 10:13-16)

Psalms 8:2 (NLT), "You have taught children and infants to tell of your strength, silencing your enemies and all who oppose you."

Reconciliation with God and One Another

- Galatians 3:26-28, "So in Christ Jesus you are all children of God through faith, for all of you who were baptized into Christ have clothed yourselves with Christ. There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus."

Commitment to be a Multi-Ethnic Family Ministry

- 1 Peter 2:10 (NIV), "Once you were not a people, but now you are the people of God; once you had not received mercy, but now you have received mercy."

- Romans 12:5, "so we, who are many, are one body in Christ, and individually we are members one of another."

Caring for People of All Abilities

- 1 Cor 12:24b-27, "But God has put the body together, giving greater honor to the parts that lacked it, 25 so that there should be no division in the body, but that its parts should have equal concern for each other. 26 If one part suffers, every part suffers with it; if one part is honored, every part rejoices with it. 27 Now you are the body of Christ, and each one of you is a part of it."

Compassion, Mercy, and Justice

- Micah 6:8, "He has shown you, O man, what is good. And what does the Lord require of you? To act justly, love mercy, and to walk humbly with your God."

- 1 John 3:16, "This is how we know what love is, Jesus Christ laid down his life for us, we ought to lay down our lives for others."

Global Village Leader Roles

**All volunteer leaders are asked to arrive 15 minutes before service time. It is important to be prompt, and to contact the CFM Director/Pastor if you are not going to be on time.*

Host

Greet kids and parents. Help parents check children into classrooms. Answer questions and assist visitors and newcomers. Time commitment: about 45 minutes on Sundays.

Lead Teacher (Nursery to PreKindergarten)

Plan and prepare lessons, oversee class schedule and flow, teach lessons, lead craft and snack times, provide behavior correction/discipline, direct other volunteers in assisting and/or leading class activities. Oversee classroom clean-up. Volunteer twice a month to weekly. Time commitment: 2-3 hours/week.

Classroom Assistant (Nursery to PreK)

Assist lead teacher with lesson and activity prep, welcome children and help them find play centers. Help lead teacher with activities, provide behavior correction/discipline support (i.e. helping kids stay focused during lesson time) to lead teacher during teaching times, assist kids with restroom needs, snack time, and activity centers. Help with classroom clean-up. Volunteer weekly to monthly. Time commitment: 2 hours/week.

Large Group Leader (K-5)

The large group leader has a dynamic stage presence to engage kids. They enthusiastically present the main lesson through curriculum scripts we've provided. Large group activities include memorizing scripture, prayer and worship response time, as well as the occasional game or large group activity. Volunteer weekly or two times a month. Time Commitment: 3-4 hours/week.

Small Group Leader (K-5)

Connect relationally with a specific age-group of kids, before and during service. Provide support to large group leader during worship and teaching time. Lead small group discussion, prayer and activities. Volunteer weekly or two times a month. Time commitment: 2 hours/week.

Worship Leader

The worship leader serves during large group and at beginning of services. They demonstrate the importance of worshipping God through music in a fun and dynamic way. Worship leaders can be involved in Toddlers, Preschool and/or Gradeschool worship times. Volunteer twice a month. Schedules vary.

Special Buddy

This volunteer is the friend to a child with special needs. They help the child to engage in Sunday worship and classroom activities and participate alongside peers. Special Buddies are trained on a case by case basis and are flexible, loving, caring individuals.

Global Village Environments

Nursery and Toddlers (3 months to 30 months)

Babies, Waddlers and Toddlers are welcomed into fun and safe classrooms focused on playing together and relationships. Our little ones experience God through play, music, Bible stories, and important truths like God takes care of me, God is with me, Jesus loves me, and Jesus is my friend.

Preschool- Kindergarten (3 to 6 years)

Preschool and Pre-K children are a part of classrooms that use TruBlessings & TruWonder curriculum. Through play, story-telling and other activities, children explore the Bible as the Big God Story, and learn that they have a place in the Big God Story too! Teachers and classroom assistants engage kids on a variety of levels through play, music, Bible stories, and friendship building.

Elementary (1st to 5th Grade)

In elementary, we divide the kids into small groups by grade. Kids participate in Large Group activities- worship, prayer, Bible stories, worship response, and close service out with small group time. During Small group, leaders focus on helping kids engage in meaningful discussion and activities, and games that connect children to God's word, and a life of following Jesus.

Volunteer Screening & Background Checks

All Children & Family Ministry volunteers must meet the following qualifications:

- Complete the Global Village Leader Application
- Background Check completed by Church Staff
- Attend weekly worship service

Background checks are simply one of many steps implemented at Quest in order to provide the healthiest and safest environment for children. Background checks are run by Children's Ministry Staff using the information provided on the volunteer application form. All background checks are CONFIDENTIAL, and can only be reviewed by the Children's Directors and Lead Pastor.

Background checks serve two purposes. Firstly they demonstrate to families that we highly value the children's safety and secondly, they may prevent any person entering our church with harm in mind. We will do our best to insure church is a positive experience where all children are free to be themselves and enjoy, explore and be nurtured in their faith development.

Volunteer Expectations

Relationships

Whether we are working with toddlers or fifth graders, we as children's ministry leaders have the privilege of building relationships with kids and parents and partnering with them on their spiritual journey. Meaningful relationships are key to connecting with the kids and parents, and only happen when we invest our time, are willing to be open and share our story, and intentionally love the people around us. We encourage you to:

- Learn the names of your students and their parents.
- Look for opportunities to share Christ's love with them.
- Be an encourager: acknowledge birthdays, illness, absence, and affirm special moments/happenings in a child's life!

Presence

Your presence on Sundays is important! Keep these things in mind as you prepare to be PRESENT on Sundays:

- Show up on time to your classrooms, ready to serve!
- Men, women and youth should dress comfortably and appropriately for class, ready to work with kids. Remember that many of you will spend time on the floor. Be mindful of what you are wearing, how it looks, what message it might convey to the children. (Save your low-rider jeans and strapless tanks for another day).

- Global Village is a scent free zone. Please do not wear scented lotions, perfumes, and colognes.
- Electronics: Please only use personal electronics to access curriculum or in an emergency. As a general guideline, do not take pictures during Sunday worship. If special activities or interactions are taking place and a photo is taken, please send it to your CFM director/pastor to approve and share on social media. We must have parent permission to post photos.
- It is a team effort to set-up and clean-up our classrooms, so please arrive early and stay a few minutes after service to make sure the classrooms are cleaned and ready for the next group's use.

Personal Growth

We expect all our children's ministry volunteers (and staff!) to be participating in worship services. Your ministry to children will happen best when it comes from the over-flow of your own full heart. If you aren't getting filled, how can you expect to fill others?! We encourage you to practice regular spiritual rhythms of prayer, scripture reading, and worship with community.

Scheduling

Because relationships are so important to the success of our childrens' ministry, we ask our volunteers to serve as many times a month as possible. The more time you have with the children, the more you will build trust and respect and be a positive influence and role-model for them. We invite volunteers to serve weekly or twice a month. For parents who are unable to participate in multiple worship services in a given weekend, we invite you to serve once a month so that you are not missing too much community worship time. We are grateful for the time that everyone gives.

We know that our children's ministry leaders will need time away for illness, vacation and other life-events. Advance notice of your needs helps make scheduling go much smoother. Volunteers are encouraged to find their own replacement as much as possible, while also notifying a CFM Director.

Caring Well for Kids & Families with Special Needs

It is our desire to provide a church home for each family who comes to Quest. We understand the integration process for a child with special needs may be unique to that child. While we cannot always meet every need in every way, we will make every effort to accommodate each child. We use the following process:

- We begin with a conversation with parents/caregivers (and child, where appropriate). Children & Family Ministries staff will meet with parents to discuss what does or does not work for their child, their child's strengths and challenges, as well as how we can best minister to their family. Staff will

communicate with volunteers any necessary information that will help the child integrate into the classroom.

- If requested, we will provide a special buddy for the child, a volunteer that is intentionally paired with them, to help the child participate in Global Village children's ministry.
- We will strive to keep open communication with parents, leaders and staff. We know that caring for children with special needs requires adjustments at times. We will be flexible in order to be successful.

Allergies

Allergies can be very serious. Children's allergies are indicated by a yellow "I have an allergy sticker" or on their printed nametag with white print on a black strip. In addition, in Early Childhood classrooms allergy lists are posted. Please review these lists regularly as allergies can change.

- No items containing nuts are allowed in CFM spaces.
- Please clean hands between serving gluten items (crackers, cheerios) and non-gluten items (raisins). This reduces the risk of a child with gluten allergy inadvertently ingesting gluten.
- Do not give goldfish crackers to children with dairy allergies unless their parent has given permission to do so.

A number of children, volunteers and parents are allergic to scents, both natural (lavender, pine, lilies, etc) and manufactured (perfume, cologne, scented body sprays and lotions, etc). Please do not wear scents when serving in CFM classes. In addition, please do not use air fresheners, such as Lysol spray in CFM classes.

If a child has emergency medication for severe allergic reactions and parents want to leave it with their child, they may fill out an emergency medication form. Hosting stations and classrooms have copies of this form. Please store all medications out of reach of children.

Disabilities Language

Disabilities cover a wide range. Some are obvious, such as a child with a physical disability who uses a wheelchair or a child with a visual impairment who uses a cane to navigate when walking. Other disabilities may be more "hidden", for example, children who have learning disabilities or autism spectrum disorder. Special needs covers many types of disabilities/ diagnoses and every individual is unique. However, here are some general tips to keep in mind.

- Use people-first language. Instead of saying "The blind child" or "the ADHD child", try "Anne has a vision problem" or "Jack has ADHD".

- Avoid the words retarded, cripple, slow, crazy, or other insensitive, archaic descriptions of disabilities or in describing something foolish.
- Avoid using diagnoses as jokes or adjectives, such as “I had an ADD moment”, or “He is acting psychotic”.
- Use the word “disability” or “differently abled” rather than handicap.
- Use the terms “typical” or “a person without disability”, when describing people who don’t have a disability, rather than the word “normal”.
- If you don’t understand what someone is saying, just ask the person to repeat what was said. Use a friendly, “Would you run that past me again?” to make your point. If you absolutely can’t understand, use a pencil and paper.
- Talk directly with the person, not through a companion, family member or interpreter. As you get to know them, the communication problems will diminish and comprehension will become easier.

Communicating concerns to families:

When working with kids and families who have special needs, we must choose our words carefully. We want to include accurate descriptions of behavior that inform, rather than judge. Our communication with parents is a time to build up relationships and offer solutions.

A few guidelines:

- Report what you SEE and HEAR, not how you FEEL
- Don’t editorialize; leave your opinions out.
- Focus on working together and finding a solution.
- Pray before you speak. Ask God to guide your words.
- Please do not suggest a diagnosis, no matter your professional background or personal experience.
- Remember that parents of kids with special needs are all-too accustomed to hearing negative reports about their children. And it hurts. Try to focus on a positive aspect of the student’s character.

Talking to typical children about children with special needs

- No two people are the same; some differences are just more noticeable.
- A disability is only one characteristic of a person. People have many facets: likes and dislikes, strengths and challenges.
- Children with disabilities are like all children in that they want friends, respect and to be included.
- Children can be born disabled or become disabled from an accident or illness. You can't "catch" a disability from someone else.
- Just because someone has a physical disability (when a part or parts of the body do not work well) does not mean they necessarily have disabilities in other areas.

- Children with disabilities can do many of the things other children do, but they may do it differently. They may need assistance or adaptive equipment to help them.
- Reinforce with children that name-calling, even if meant as a joke, is always unacceptable as it hurts people's feelings.
- Explain to children that they can use clear, respectful language when talking about someone with disabilities. For a younger child, keep explanations simple, such as, "She uses a wheelchair because a part of her body does not work as well as it could."

(Adapted from Key Ministries and www.care.com)

Classroom Guidelines

Security & Family Check-in Process

Families of nursery through preKindergarteners will use our Early Childhood Check-in computer stations to sign in their child(ren). They will receive a 3-digit code that matches their child(ren)'s nametag(s). The parent/guardian **MUST** present this code when picking up his/her child(ren). While pagers are available upon request for nursery and waddler parents, text paging is an option for all parents through our computer check-in system. Families of Kindergarten through 5th grade students will use Grade School Check-in computer stations located in the grade school area. A parent/guardian can pick his/her child(ren) up after service at the child(ren)'s designated small group area/classroom(s). The parent/guardian **MUST** present this code when picking up his/her child(ren). Small group leaders stay with their students until all kids have been picked up by a parent/guardian.

We ask that all kids and leaders wear a name tag while in Children's Ministry. This helps us, 1) get to know one another's names better, and 2) helps us keep track of who has been signed in and who is volunteering at the service. Unless a non-volunteering adult has received permission from a CFM Director/Pastor to be in the Children's Ministry area, they should not be present during children's worship times. Visting families are welcome to stay together during initial visit.

It is important for all of our Small Group Leaders and Classroom Lead teachers to know your classroom count at all times. This will ensure that in case of an emergency, you know *who* and *how many* children you are responsible for.

Safety and Accountability

Adult to Child Ratios: In each children’s ministry age group area, there are specific adult to child ratios for safety and accountability purposes. 1:2.5 for Nursery, 1:4 for Toddlers, 1:7 for Preschool & PreKinder, 1:10 for Gradeschool. If in the case of slightly higher classroom attendance than adult to child ratio permits, Service Supervisor will regularly check on the class to ensure that each child is appropriately cared for.

Two Adult Rule: We strive to have 2 adults in all classrooms, regardless of class size. As this is not always possible, the service supervisor is mindful to check regularly on these classrooms.

Open Door/View Policy: In classrooms with windows: windows should remain unobstructed at all times when children are present. In classrooms with no windows, the door should remain open at all times when children are present. Split door classrooms can keep the upper portion of the door open, to maintain a view into the classroom. Infant changing tables shall be kept in full view of the room and from the door or window. When speaking one on one with a child, please do so in the open view of other leaders or church staff.

Restroom Policy: For the protection of our children and volunteers, please follow these procedures when taking preschool-aged children to the restroom:

- KidMin Leaders should never be alone in the restroom with an individual child.
- If a child needs assistance, staff should stand in the doorway while assisting the child.
- Encourage children to do as much for themselves as possible.
- *If you have an emergency situation where a child is sick or needs assistance, please prop the door open and ask for another person to assist you.*

Diaper Changing & Toilet Training Policies: Diaper changing instructions are located near diaper changing stations. Toilet training instructions are located in the Toddler and Preschool Classrooms. Please note: *Children & Family Ministry Leaders 16 years and older are authorized and required to change diapers when needed.*

Classroom Care

- Mouthed toys must be cleaned between services with the cleaning solution provided (procedure varies in each classroom)
- Toys that go in a child's mouth must be put in the dirty toy bin, before any other child has contact with that toy.
- Objects that are not intended for a child's mouth (ie. chairs, table, shoes, crayons, paper) should not be chewed on by any child.
- Table tops should be wiped down between services, and large objects in the room can be wiped down with sanitizing wipes or spray.
- Sanitation policies are posted in each classroom, as procedures vary with age group and class.

Illness Policy: In an effort to keep everyone healthy, we are mindful of illness, in adults and children. We encourage sick children and children's ministry volunteers to stay home. A more detailed explanation of our illness policy is posted in all early childhood classrooms. If a child in your care has any of these illnesses or symptoms please separate them from the other children until their parent is notified and the child is picked up:

- a fever of 100 or higher
- unclear drainage from the eyes or nose
- pink eye- unexplained itchiness/redness of the eyes, with discharge
- symptoms of pain (a child complaining or showing physical signs such as holding their head, etc.)
- diarrhea or vomiting
- unexplained rashes (possible chicken pox, fifth disease, etc.)
- lice

First Aid

If a child is injured or sick during service, remember these three things:

1. Calm the child to better assess the pain level. A calm child is easier to help.
2. Always wear gloves when making physical contact with any of the child's bodily fluid.
3. Care for the child gently. Make sure the parents are informed as soon as possible.

If a child is vomiting:

1. Always wear gloves when exposed to bodily fluids
2. Have the child lie down on his or her side
3. Apply a cool, damp cloth or paper towel to the child's forehead
4. Have a container available

5. Give no food or medications
6. Give small sips fo water if the child is thirsty

If a child is bleeding from a wound:

1. Always wear gloves when exposed to blood or bodily fluids
2. Rinse the wound thoroughly with water to clean out dirt and debris
3. Wash the wound with soap and rinse thoroughly
4. Cover the wound with a sterile band-aid or sterile gauze and adhesive tape (a First Aid kit is located in the Church kitchen)

If a child is injured through fainting, broken bones, or other serious injury:

- Do not move the child.
- Contact the parent immediately (who will make the call to paramedics if necessary).
- Contact your director immediately.

In case of a severe allergic reaction:

- Call 911 and notify director and parents
- If the child has emergency medication, administer immediately (epi-pen, inhaler).
- Monitor breathing
- Signs of severe allergic reaction include: Abdominal pain, abnormal breathing sounds, chest discomfort or tightness, difficulty breathing or swallowing, flushing, redness or hives of the face, nausea or vomiting, swelling of the face, eyes, lips or tongue

Accident/Incident Reports

Ow, I got hurt today!

Name: _____

Date: _____ Time of incident: _____

What happened? _____

What got hurt? _____

Who saw it happen? _____

Who was involved? _____

Who took care of me? _____

What we did to make it feel better: _____

Signature: _____ Date: _____



Reports should be filled out whenever a child is injured, injures another child, or whenever an unusual situation occurs that may need to be referenced at a later point.

Accident/Incident report forms are kept in Classrooms and with Service Supervisor. These should be filled out to the best of the volunteer's knowledge who witnessed the incident. Please do not list the names of children who may have injured or caused the

accident. Reports should be shown to the Service supervisor and given to the parent.

Emergencies/Evacuation

If there is an emergency which requires leaders and students to evacuate the building, do so as calmly as possible. Gather all the children together, preferably in pairs, and exit the building. Do not gather items or take time closing windows, and turning off lights. Walk as quickly as possible to the nearest and safest exit (do not run). Gathering zones for children's ministry are a) the west parking lot on 16th Ave next to the dumpsters and b) the northwest corner of the church's upper parking lot next to the garden shed.

Discipline Guidelines

Quest strives to show Christ's love to children in all situations including the way we discipline our kids. The following are some recommended guidelines for discipline. CFM Staff can assist in this area and offer ideas and advice, so please let us know what you need. **Praying for the children you work with outside of class will also help make a difference during class.**

1. Early Childhood Classrooms follow 3 simple guidelines: 1) Use kind words; 2) Use gentle hands; 3) Do good listening. These expectations are routinely presented to the kids to remind them of appropriate behavior.
2. Never touch a child in a disrespectful manner, or make derogatory remarks.
3. Corporal punishment (spanking, hitting) is NEVER allowed!
4. Always use good judgment and allow the Holy Spirit to guide your actions when correcting or counseling any child.
5. Appropriated discipline methods include redirection of behavior, praising and reinforcing positive behavior, a brief time out, counsel and prayer, and restriction of class privileges.
6. If parent needs to be consulted or a child needs to be picked up due to behavior, notify a Children's Ministry Director.
7. When counseling a child, always do so in an open area in view of other volunteers or church staff.
8. The only acceptable time to physically restrain a child is when you believe a student is attempting to do bodily harm to self or another child. Never hit, kick, or push a student.
9. Make a habit of informing your Children's Ministry Director about behavior concerns or discipline issues so we can assist you.

Our view of discipline is discipleship, so we must take care of children with consistency, humility, fairness and gentleness; and without harshness, rudeness, or impatience.

"Good discipline is guidance toward right behavior, which is much more effective than punishment for wrong behavior." - The Discipline Guide for Children's Ministry

Child Abuse Prevention

Our commitment to child protection

It is our hope and purpose to provide a safe environment for children where they can learn, discover and grow in their knowledge and love of God. Unfortunately, we live in a world of sin where trust alone is no longer a safe or effective avenue for our children. We will take the appropriate steps to ensure Quest is a positive experience where children are free to be themselves and enjoy, explore and be nurtured in their spiritual formation.

Definition of Child Abuse

We recognize there are many different types of child abuse, however, child sexual abuse is the most common form of abuse that occurs in the Church, and because of that we want to make sure all of our children and family ministry leaders are educated about it, as we commit ourselves to child and family safety.

The Washington Council for Prevention of Child Abuse and Neglect defines abuse and neglect as injury, sexual abuse, sexual exploitation, negligent treatment or maltreatment of a child by any person under circumstances which indicate that the child's health, welfare, and safety is harmed. A child is defined as anyone under the age of 18 (rcw 26.44.020)

Behavior Guidelines for Paid Staff and Volunteers

1. Two or more screened adult workers in each room, should be present at all times when children's activities are conducted.
2. Meeting with any group of children in an isolated location is prohibited.
3. No church staff or volunteer should have sole custody of a child.
4. Classroom doors should remain unlocked at all times.
5. Church staff and volunteers who work with young children, and who assist with diaper changing and toilet training should always do so in full view of another adult. Adults should never be alone with a child in a restroom.
6. Follow all parent drop-off and pick-up guidelines.
7. Any types of forced physical contact or physical discipline methods are prohibited.

Response to Allegations or Incidents of Abuse

(Excerpt from Quest Church Child Abuse Prevention & Safety Policies Manual)

If abuse is suspected, observed or disclosed to a volunteer and/or paid staff member of our church, that person shall report the incident immediately to the Children & Family Ministry or Youth Director/Pastor, who in turn reports to the Lead Pastor. (If the accused is the Children or Youth Director/Pastor or Lead Pastor, see information below.) Be prepared to do the following:

1. First action taken for observed or disclosed abuse:
 - a. If abuse is observed by a church worker, the child should be removed immediately and taken to a safe location.
 - b. If child discloses abuse to church worker, follow listening procedures (pg 34) and prepare to fill out suspected abuse and incident report form (pg 33), obtaining as much information as possible from the child, in order to provide as much information as possible.
2. IMMEDIATELY notify the designated church person (Children/Youth Director/Pastor or Children/Youth Ministry Service Supervisor) who will determine appropriate time to notify parents, lead pastor, response team and attorney.
3. In cases of urgent care required, take whatever steps are necessary to assure the safety of the child until the parent(s)/guardian of the victim arrive. It is important to emphasize that the proper authorities must be notified even if the parent/guardian does not wish the incident to be reported. If one or both of the parents is the alleged abuser, contact the proper authorities and follow their advice about notification of the parents. Response team will determine how best to help child/family during separation period.
4. Church worker must fill out the suspected abuse and incident report form, acquiring necessary information from child (portions left unanswered must be filled out by parent/guardian as soon as possible). Make sure all questions and required information on form is filled out as completely as possible (this form is for Quest Church records).
5. In the case that the children/youth Director/Pastor is the alleged abuser, contact the Lead Pastor or other staff pastor to notify parents, response team and attorney. If the Lead Pastor is involved in the allegations, they will be taken out of the process, and the elder board chair will assume their responsibilities in the response process.

How to Respond When a Child Discloses Abuse

It is imperative that Church Staff and Volunteer Leaders respond to children in an appropriate, timely and compassionate way. First, we listen with eyes, ears and heart. Second, we get as many details as possible, without interrogating a child, but by allowing them to freely share only what they are comfortable sharing. Third we commit to writing down the information that was disclosed on the Suspected Abuse Incident Report Form (this happens after the child's immediate needs have been addressed and the Children's Staff person has been contacted). Fourth, we follow ALL procedures outlined above. And finally, we commit to praying for the child and their family.

- Listen
- Be Sensitive
- Avoid shock and outrage
- Do not condemn the alleged perpetrator
- Let the child know you believe them
- Tell them they were right to tell
- Tell them it is not their fault
- Tell them they will be safe
- Do not make the child feel responsible

Appropriate Touch Guidelines

1. Meet children at their eye level by bending down or sitting;
2. Listen to the child with ears, eyes and heart;
3. Hold the [young] child's hand while listening or speaking to him or her when walking to an activity;
4. Putting an arm around the shoulder or upper back, for a brief moment, when encouraging is acceptable;
5. A light touch to the hand, shoulder or upper back when encouraging is acceptable;
6. Gently cradle the shoulders or chin of a young child when trying to counsel or redirect behavior (this is especially helpful with children who have attention deficit problems) and encourage eye contact if possible;
7. Holding a young child who is crying (birth through preschool).

Inappropriate Touch

1. Kissing a child or coaxing a child to kiss you;
2. Extended hugging and tickling or prolonged physical contact of any kind;

3. Touching a child in any area that would be covered by a bathing suit (exception: a same-sex person assisting a child in the rest room or in diaper-changing);
4. Being alone with the child;
5. Giving a full contact, body to body hug

Failure to comply with these guidelines and safety policies will result in consequences determined by Quest pastoral staff and may involve reprimand or dismissal from involvement with the Children & Family Ministry.

Portions of this document were taken from *Safe Sanctuaries: Reducing the Risk of Child Abuse in the Church*, Joy Thornburg Melton, 1989; *Reducing the Risk of Child Sexual Abuse in Your Church*, Richard Hammar, 1993.

Talking to Children about Salvation

Be Prepared

The journey toward faith is filled with teachable moments where influential adults and peers answer questions, teach biblical truths, model Christ-centered values, and share personal testimonies that further the child's understanding.

When talking to a child about salvation:

- **Ask follow-up questions.** When a child asks a question, often he/she does not know exactly what to ask. Get clarification before deciding how to answer a question. For example, you might say, "Tell me more about what you are thinking." Or "What made you ask that question? Where did you hear about this?" Remember, many times the question a child asks may not be the actual question for which he/she needs an answer. Avoid asking questions that can be answered with "yes" or "no."
- **Avoid giving more information than the child needs.** Leaders can be tempted to tell all they know on a subject. When a child asks a question, only answer what the child is asking. If a child asks for more information, be more specific with your answers.
- **Do not jump to conclusions.** A child may ask, "Why did Andy get baptized?" This question may be only a request for information, not a request for the gospel presentation.
- **Speak in clear terms.** Avoid symbolic analogies that may distract from discussion and understanding.
- **Use simple wording.** Rather than using the phrase "accepting Jesus in your heart," say the words "becoming a Christian" or "choosing to live for Christ".

Sharing the A,B,C's

"No one here is an accident. God thought of you and made you on purpose. The Bible says you are fearfully and wonderfully made. Jesus wants to be your best friend, your Savior and Lord. Here are three simple steps:

A- Admit- that you have sinned. What is sin? (In Global Village we describe sin as things we do wrong- like lying, hurting others, having mean thoughts, or disobeying God's commands). Who has sinned? (everyone; the Bible says we've all sinned)

B- Believe- that God sent his Son, Jesus, to die on the cross for our sins.

C- Commit- ask Jesus to be your best friend, Savior and Lord.

Now, you may be thinking that you've never done the ABC things we just talked about but you would like to or maybe you have more questions about the ABC's. That is great! Me and the other leaders here would love to talk to you about it, or answer any questions...just let us know. And your mom and dad would love to talk to you about Jesus too!

Let's Pray: "God thank you for sending Jesus to die on the cross for us to pay for our sin. Thank you that you created each boy and girl here...on purpose...because you want to be their best friend. I thank you that you love each one of us no matter what we do and you want us to talk to you and love you. In Jesus name, Amen."

The basis of the A,B,C model

1. God loves you and has great plans for you (Psalms 139:13-16)
2. We have all sinned (Romans 3:23)
3. Even though we choose to sin, God still loves us and offers to forgive us (Romans 5:8)
4. Jesus died for us (John 3:16)
5. You can become a Christ-follower by confessing that Jesus is your Savior and Lord (Romans 10:9) and committing to live your life for Him.

Talking to children about Baptism

At Global Village we want to make sure each child and their parents are prepared and ready for this important milestone of water baptism. We will meet with each child and their parent(s) to talk about what Baptism means, and answer any questions they may have. Because our denomination, the Evangelical Covenant Church (ECC) practices infant baptism as well, we acknowledge not all the kids will experience water baptism the same way, but opportunities are provided for those already baptized, to publicly confess their faith in other meaningful and intentional ways.

Be prepared

When talking to children about baptism:

- **Always make distinctions between baptism and salvation.** Point out that becoming a Christ-follower comes first, and then baptism follows because it is a way of showing he/she has become a Christ-follower.
- **Avoid emphasizing the emotional side of the baptism experience.** Keep in mind that public recognition should not be a motivating factor for making a decision.

If a child in your small group or Sunday school class expresses an interest in baptism, affirm the child's desire to take that next step, and take time to go with the child to share this with their parent. More information can be given to the parent about the baptism process for their child, by a Children & Family Ministry staff person.

Developmental Stages

Understanding our children's developmental stages helps us better love them, serve them, and help them grow. Global Village Children & Family Ministry strives to be holistic in our care of children and their parents, so we care not just about the heart and soul, but also about the body and mind.

Birth to Six months

- Recognizes parent's voice and face, and focuses on faces of others
- Brings objects to mouth
- Turns sideways, kicks, beginning to roll over, learning to control head
- Laughs, giggles, smiles, and stares
- **What to do:** sing simple songs of Jesus' love; use colorful toys to engage child in play; read Bible story aloud showing colorful pictures; provide for child's basic needs of hunger, diapering, and cuddles of comfort and love.

Six to 12 months

- Large muscle development: rolling over, sitting up, crawling, standing
- May begin getting teeth; objects to mouth
- Anxiety toward strangers not un-common
- Imitate actions, enjoys extended play with adult
- **What to do:** sing simple songs of Jesus' love; use colorful toys to engage child in play; read Bible story aloud showing colorful pictures; talk to baby about God's love for them, and about our time at church praying and singing to God together; provide for child's basic needs of hunger, diapering, and cuddles of comfort and love.

12 to 24 months

- Learning to walk and run, lots of energy to move
- Uses objects with intent, shows signs of frustration when his/her desires are thwarted
- May show strong attachment to regular Global Village volunteers
- Need adult help in socialization
- Language development: understands and responds to a variety of words and sentences, developing conversation skills (single words or simple sentences)
- Learning how to trust adults, desire attention and self-centered, but still dependent on adult care and provision
- **What to do:** Help children play parallel to other children, engage in Bible songs, Bible stories, and praying to God using simple language, and short teaching times. Introduce Christian language like: *God made you, God loves you, Jesus wants to be your friend, Church is where we pray and sing to God, We can learn about God, the Bible is God's word, God wants us to love others*; provide for child's basic needs of hunger, friendship, diapering, love and positive attention.

24-36 months

- Short attention spans, but routine is very important
- Developing imaginations, cannot distinguish between fantasy and reality
- Understand right and wrong in relation to positive and negative reinforcement
- Increasing vocabulary, enjoy repetition and imitation
- Will have trouble sharing, focus on parallel play and turn taking
- offer group play but do not force participation
- **What to do:** narrate or tell stories from the Bible, while holding a real Bible, demonstrating care for God's word; sing songs and use motions with big body movements, repeat Bible points and messages of God's love over and over, pray with and for the children as they begin to experience God, model friendship and kindness toward others by giving children language to play and share with friends.

3 and 4 Years old

- Lots of energy, walk and run with confidence
- Uninfluenced by reactions of other children
- Increasing vocabulary, enjoy repetition and imitation
- Like to do things on their own, enjoy simple responsibilities and helping
- Like simple group games
- Ask a lot of questions, school readiness skills beginning to develop
- Prefer to be given choices for what to do
- Experience God's love for them through church and family life
- Able to sense the presence of God, begin to understand christian truths like, *God made you, God loves you, Jesus wants to be your friend, Church is*

where we pray and sing to God, We can learn about God, the Bible is God's word, God wants us to love others

- **What to do:** narrate and tell stories from the Bible, while holding a real Bible, demonstrating care for God's word; use lots of visuals when telling Bible stories, sing songs and use motions with big body movements, repeat Bible points and messages of God's love over and over, pray with and for the children as they begin to experience God, model friendship and kindness toward others by giving children language to play and share with friends; provide set choices for leader led activities (i.e., "you may sit in the red chair or green chair," or "you may eat snack or wait at the table until your friends are done"), otherwise give kids freedom to choose.

5 to 7 Years old

- Depend on adult approval, need acceptance and praise
- Comprehend simple instructions, very accepting of adult's way as a rule
- Enjoys imaginative play, very energetic, needs a variety of activities to maintain interest
- Understand right and wrong actions
- Small muscle control and eye-hand coordination developing
- Think intuitively, not logically- can make connections to their experiences, but unable to generalize, assume everyone thinks just as they do
- Enjoy stories about creation and creatures
- Beginning to grasp Bible as one big story, broken into segments Old and New Testament
- Beginning to understand God's character, who God is, and the basic concepts of sin, salvation, forgiveness, baptism, and communion
- **What to do:** provide activities that include all 5 senses, give kids opportunity to read, ask "wondering" questions to reflect on Bible stories learned, use concrete language (words that mean what they say), apply biblical concepts (i.e. good samaritan story) to present child experiences (i.e. helping a friend that get's hurt, helping others), model spoken prayer, share (age-appropriate) personal stories about your faith, and relationship with God, keep learning segments to 20 minutes or less, begin group work, help children understand basic knowledge of major events in the Bible.

7 to 9 Years old

- Increased attention span and can stay with activities for longer periods of time
- May understand another person's point of view and strive to understand the people closest to them
- Independent in personal problem-solving
- Generally obeys and accepts adults, but beginning to challenge authority.
- Most friendships are same sex, becoming conscious of peer groups
- Increased sense of self, can experience shame and embarrassment
- Enjoys helping others, heightened sensitivity to fairness and justice

- **What to do:** provide activities that include all 5 senses, give kids opportunity to read, ask “wondering” questions to reflect on Bible stories learned, use concrete language (words that mean what they say), apply biblical concepts (i.e. good samaritan story) to present child experiences (i.e. helping a friend that get’s hurt, helping others), model spoken prayer, share (age-appropriate) personal stories about your faith, and relationship with God, keep learning segments to 20 minutes or less, begin group work, help children explore major events in the Bible, encourage children to ask questions about what they read, see, hear and think about God’s word, model worship and have regular conversations about what “worship” is.

9 to 11 Years old

- May be a physical growth spurt just prior to onset of puberty
- Indicates increased independence and self-motivation.
- Can be easily discouraged; flourishes in atmosphere of praise and encouragement
- Can experience thought processes both orally and written
- Focuses on “winning” in competitive situations
- Enjoy organized group activities, eager to fit in with peers, enjoy being liked by opposite sex
- Enjoy active projects and are often loud
- Increased maturity and refined behavior, ability to accept blame/take responsibility
- Still emotional, but less frequent and intense
- Chooses activities that intrigue and will persist with them
- **What to do:** include all types of learning styles; use games to introduce material/content; provide opportunities to think, solve problems; list chronological events in Bible, understand Bible as “Big God Story”, help kids memorize passages of scripture; do simple map studies, use Bible dictionary, share about history of church founders beyond Biblical account, provide group activities, provide opportunities for children to serve and lead elements of worship; provide safe space for children to share prayer requests and pray aloud, space to ask tough questions, and time for answers and discussions.

Acknowledgement of Receipt of Leader Handbook

Please read the Leader Handbook and return your response to a Children & Family Ministry staff person.

Yes, I have read and understand the Global Village Leader Handbook.

Printed name

Signature

Date

If you have any questions about the material you read through, please speak to a CFM staff person.