

EDUCATIONAL PURPOSE

APPLYING AIMS AND OBJECTIVES TO TEACHING PRESCHOOLERS

Preschoolers will explore with growing understanding the nature and implications of the gospel and God's missions purpose and will respond in personal commitment and obedience.

1. Know the truth of the gospel and God's missions purpose, biblically and historically
 - Listening to Bible stories about God's love for all people
 - Hearing about persons of other races and nationalities whose lives reflect God's love
 - Hearing Bible thoughts about God's love
 - Looking at pictures of Bible friends and world friends

2. Understand ways God's missions purpose is being fulfilled in contemporary settings
 - Listening to stories about people who helped or are helping in missions
 - Looking at pictures of people who helped or are helping in missions
 - Talking about church friends who take part in missions
 - Hearing stories about missionaries and their work
 - Talking about missionaries and their work
 - Hearing about the needs of people and the ways those needs were met by some who cared
 - Hearing how money and prayer help missions

3. Personalize the implications of God's missions purpose
 - Participating in activities that stress God's love for all people
 - Hearing and becoming aware of Bible thoughts that emphasize God's love
 - Hearing stories of people who helped or are helping in missions
 - Observing people who show love and care for others

4. Respond in personal commitment and obedience
 - Participating in activities that emphasize God's love and care
 - Giving money to help take God's love to others
 - Praying for missionaries and the people with whom they work
 - Expressing God's love through deeds of kindness and sharing
 - Participating in helping others projects/activities

SCOPE AND SEQUENCE

CHRISTIAN CONCEPTS FOR THE MISSION EDUCATION OF PRESCHOOLERS

Nine Christian concepts provide a strong foundation in missions education for preschoolers. Throughout each stage of development in the preschool years these concepts are introduced focusing on (and reinforcing) developmentally and age-appropriate knowledge. As preschoolers move from one stage of growth to another, they build upon each of these concepts. These concepts lead preschoolers to grow in their faith and increase their awareness of the importance of missions.

The nine Christian concepts in preschool missions education are:

- God
- Jesus
- Church
- Bible
- God's Creation
- Self
- Family
- Community
- World

At each stage of development, preschoolers learn these foundational truths based on WMU's Scope and Sequence.

I. Biblical and Theological Basis of Missions

A. God

Babies–Twos are aware that:

- God loves me.
- God loves people.
- God cares for people.
- God made family members.
- God wants people to talk to Him.
- God hears people talk to Him.
- I can say thank you to God.
- I can love God.
- Missionaries tell people about God.

Threes and Fours are aware that:

- God can do things people cannot do.
- God created the world and everything in it.
- I can talk to God.
- I can learn about God when I hear stories from the Bible.
- God hears and responds when I pray.
- God cares and provides for me.
- God showed His love to all people from the beginning.
- God loves everyone.
- God loves people everywhere.
- God gives rules because He loves us.

- I can obey God's rules.
- God wants me to love and help others.
- God wants me to tell others about Him.
- God wants everyone to love Him, but not everyone knows about God's love.

Kindergarten–Prefirst are aware that:

- God is real.
- God is ruler of the world.
- God is everywhere.
- God has a plan for my life.
- I have a part in God's plan.
- I can be involved in God's work in the world.
- I can worship God.
- I can express love for God by obeying Him.
- I can tell others about God.

B. Jesus

Babies–Twos are aware that:

- Jesus was born.
- Jesus was a baby.
- Jesus had a family.
- Jesus grew.
- Jesus was a boy.
- Jesus helped people because He loved them.
- Jesus loves me.
- Jesus loves all people.
- Jesus wants all people to know about and love Him.

Threes and Fours are aware that:

- Jesus learned about God.
- Jesus read the Bible.
- Jesus did things that people cannot do.
- Jesus went about doing good things.
- Jesus wants people to do good things too.
- Jesus wants people to do love and help each other.
- Jesus wants us to tell others about Him.
- Jesus is God's Son.
- God sent Jesus to earth.
- I can be kind and help others like Jesus did.
- I can learn about Jesus when I hear stories from the Bible.

Kindergarten–Prefirst are aware that:

- Jesus is God's one and only Son.
- Jesus performed miracles and healed the sick.
- I can grow like Jesus grew: in mind, body, and in my relationships with God and others.

- I should follow the examples, teachings, and commandments of Jesus.
- Jesus died on the cross.
- Jesus was raised from the dead.
- Jesus is in heaven.
- People everywhere need to know about Jesus.

C. Bible

Babies–Twos are aware that:

- The Bible is a special book.
- The Bible is a book about God and Jesus.
- The Bible has stories about things Jesus did.
- The Bible tells about God’s love for me.
- I can hold the Bible.
- I can enjoy hearing Bible thoughts.

Three and Fours are aware that:

- The stories in the Bible are true.
- The people in the Bible are real people.
- The Bible has stories and verses about God, Jesus, and people.
- The Bible tells me that God loves me and sent His Son, Jesus.
- The Bible tells that God always loves me.
- I can open the Bible to a marked verse.
- I can learn some Bible thoughts and understand what they mean.
- The Bible tells stories about missionaries from long ago.

Kindergarten–Prefirst are aware that:

- The Bible tells what God is like.
- I can understand Bible verses and phrases and apply them to my life.
- The Bible tells what Jesus is like and how to be like Him.
- Bible stories about early missionaries help me to learn about the importance of missions.
- The Bible tells that Jesus is alive.

II. Historical Development of Christian Missions

A. Church

Babies–Twos are aware that:

- People at church love me.
- People at church teach me about Jesus.
- People at church help me.
- People at church take care of me.
- Church is a happy place.
- At church I sing songs about God and Jesus.
- At church I see pictures and hear about missionaries.
- At church I open the Bible and hear Bible thoughts.
- God wants people to go to church.

Threes and Fours are aware that:

- Going to church is important.
- Giving my money at church to help others is important.
- People at church have different tasks.
- People go to different kinds of church buildings.
- People at church help people in need.
- At church I hear Bible stories about people long ago who told others about Jesus.
- At church I hear stories about missionaries who help people today to know more about Jesus.

Kindergarten–Prefirst are aware that:

- Churches are a part of God’s plan for people.
- My church provides ways for me to help others learn about Jesus.
- The church is more than a building. It is people.
- I can participate in the worship services and other church activities.
- I’m an important person in my church.
- People at church pray for missionaries.

III. Contemporary World Environment of the Christian Mission

A. Self

Babies–Twos are aware that:

- God made me.
- I am special.
- I am important to God, self, and others.
- I can do many things.
- I can make choices.
- I can thank God for things in the world.
- I can talk to God.
- I can show love to people.

Threes and Fours are aware that:

- People are more important to God than anything else He created.
- I am growing as God planned for me to grow.
- I am learning to share.
- God wants me to take care of my body.
- I can recognize God’s wonders in nature.
- I can praise God.
- Obeying can make me feel good and doing wrong can make me feel bad.
- I can help others.

Kindergarten–Prefirst are aware that:

- I can think, work, and play because God gave me abilities.
- When I do wrong, I can ask God to forgive me.
- I can learn from the Bible how to live.
- I can be happy when I obey God’s teachings.

- God has a plan for my life.

B. Family

Babies–Twos are aware that:

- I am a member of a family.
- God gave me parents to love and care for me.
- Family members help one another.
- God planned for families.
- The Bible has stories about families who helped one another.
- God wants family members to love and help one another.

Threes and Fours are aware that:

- Bible stories about families help me to know God’s plan for my family.
- I can participate in family worship and learn about God’s love.
- Family members can help others.
- Each family member has his own task to do.
- I can obey my parents.
- I can accept and obey family rules.

Kindergarten–Prefirst are aware that:

- I can do my part to make my home happy by obeying those who have responsibility for me and by helping at home.
- God planned for parents to provide loving guidance during the growing up years.
- I can cooperate with the adults responsible for me in my family.
- I can participate in family worship to learn more about God and Jesus.
- There are many kinds of families and God loves them all.

C. God’s Creation

Babies–Twos are aware that:

- God made me.
- God made people.
- God made plants and animals.
- God made food for people and animals.
- God made things for people to enjoy.
- I can thank God for people, animals, plants, and things in God’s world.
- I can care for things God made.

Threes and Fours are aware that:

- God made the earth and sky.
- God made the seasons.
- God’s creation includes a variety of plants, animals, and minerals.
- God made people differently from one another.
- God planned for people, animals, and plants to grow.

Kindergarten–Prefirst are aware that:

- God planned for people to care for things He made.
- My own birth and growth are a part of God's plan.
- I can begin to understand what God is like by discovering the things He made.
- I can feel secure because God made the world, is still at work in it, and cares what happens to people.
- I can feel a sense of awe as I interact with God's creation.

IV. Christian Missions in the Contemporary World

A. Community

Babies–Twos are aware that:

- God made and loves the people around me.
- People around me love and care for me.
- God wants people to be kind to each other.
- Jesus wants the people around me to love Him.
- People around me have different kinds of work to do.

Threes and Fours are aware that:

- People around me are important to God.
- I can help others around me.
- Missionaries are people who tell other people about God and Jesus.
- Some missionaries live in my community.
- God wants people around me to work together.

Kindergarten – Prefirst are aware that:

- Some people in my neighborhood, school, and church are different from me (race, culture, abilities).
- God loves the people in my neighborhood and school.
- People in my neighborhood have different jobs.
- I can respect the people in my neighborhood regardless of differences.
- Some missionaries who live in my country tell others about Jesus.
- My offering helps missionaries tell others in my neighborhood about Jesus.
- I can tell people in my neighborhood and school about Jesus and invite them to church.
- Some people have special needs.

B. World

**Babies–Twos*

- Cannot understand world concepts. These are not taught to a child until he is three years old.

Threes and Fours are aware that:

- God loves people around the world.
- People around the world are important to God.
- Missionaries are people who tell other people around the world about God and Jesus.
- I can give money to help others around the world.

- God showed everyone His love by sending Jesus to the world.
- God wants people around the world to work together and help each other.
- I can pray for people all over the world.

Kindergarten – Prefirst are aware that:

- God loves people of different cultures all over the world.
- People of other cultures of the world are different from me.
- I can learn about people who live in other countries.
- God wants all people in the world to know about Him and Jesus.
- Missionaries tell people in other countries about Jesus.
- My offering helps missionaries around the world tell others about Jesus.
- I can pray for people in different countries.

V. Spiritual Development

Through the following experiences Christian concepts may be taught to help the child grow in his faith development:

- Praying
- Opening the Bible, and hearing or reading Bible thoughts (paraphrased Bible verses that preschoolers can understand)
- Hearing stories about the missionary and the missions areas
- Participating in active, hands-on learning experiences
- Helping others
- Working together with peers, teachers, and parents

PRESCHOOLERS AS LEARNERS GROWTH AND DEVELOPMENT

Preschoolers are grouped as Younger Preschoolers (babies), Middle Preschoolers (ones and twos), Older Preschoolers (threes and fours), and Kindergarten-Prefirst. During each stage of development, preschoolers grow physically, mentally, socially, emotionally, and spiritually. Many times growth in one of these areas overlaps growth in other areas. General characteristics of growth and development are listed below. Each child is unique and grows at his or her own rate. In each stage of development, preschoolers have their own needs that affect the teaching/learning process. Preschool teachers keep these characteristics and needs in mind as they foster growth in each child.

Babies (Younger Preschoolers)

Physical

- Uses body and voice to communicate
- Imitates sounds, speech, actions
- Touches objects he can reach
- Has mobility through rolling, turning over, sitting, crawling, pulling up
- Some may begin walking
- Teething
- Looks at pictures, books, objects
- Beginning to use thumb and pincer-like index finger to pick up objects
- Carries objects to his mouth
- Gross motor activity takes lead over fine motor activity

Cognitive

- Discerns and responds in relationship to sound, taste, sight, smell, and touch
- Imitates simple actions and sounds
- Understands some words
- Uses his body and voice to communicate needs and desires
- Responds in a variety of ways to teachers, children, and materials at church
- Responds to pleasant and unpleasant sounds with physical expressions
- Knows familiar people
- Knows and responds to his name
- Explores his environment with his senses
- Handles and mouths objects
- Says first words
- Limited attention span
- Experiences stranger anxiety
- Uses a single word to express a complete thought

Moral-Spiritual

- Enjoys hearing adults talk about the Bible or Bible-related pictures in a soft, pleasant voice
- Has happy experiences with people at church

- Experiences happy feelings associated with God and Jesus
- Likes the same teachers at church
- Developing a sense of trust
- Needs to hear the literal names for the Bible, Jesus, and church
- Senses loving attitudes of caregivers
- Senses importance associated with Jesus and the Bible

Social-Emotional

- Receives love and responds warmly
- Shows positive and negative responses related to his feelings
- Senses that people meet his needs and love him
- Senses others' anxiety
- Feels secure in his environment
- Begins social interchange with others
- Makes eye contact
- Responds when others talk to him
- Cries when mother leaves
- Experiences stranger anxiety
- Shows some interest in familiar persons though he often treats objects and people alike
- Learns through his feelings

Ones and Twos (Middle Preschoolers)

Physical

- Mobility increases through walking, running
- Jumps, hops, climbs
- Drinks from cup
- Pushes and pulls, dumps and fills objects
- Feeds self
- Carries objects while he moves about
- May begin process of toilet training as he nears second birthday
- Helps dress and undress self
- Walks up and down stairs
- Feels, pats, and pounds materials
- Uses hands and fingers to hold and use objects
- Holds crayons or markers in hands

Cognitive

- Repeats names of objects if he hears them regularly
- Thinks in terms of the present
- Learns through the senses
- Repeats some activities
- Remembers sights, sounds, flavors, textures, odors
- Develops a vocabulary of up to 200-300 words
- Knows the world only as he experiences it
- Follows simple routines

- Literal minded
- Limited attention span
- Begins to group familiar objects
- Begins using sentences
- Knows own sex, boy or girl
- Follows simple directions
- Enjoys repetition
- Begins using numbers, colors
- Shows imagination
- May have capacity to listen to a short story or a few words told about a picture

Moral-Spiritual

- Becomes familiar with the Bible as a special book
- Begins to associate experiences he has at home with those he has at church
- Repeats the words *God, Jesus, Bible, and church*
- Repeats things he hears about God and Jesus
- Feels that he is important to and loved by people at church
- Associates God with creation
- Associates church with God, Jesus, and the Bible
- Thanks God for things he sees, tastes, smells, touches, hears
- Senses that the Bible is a special and important book
- May respond to Bible thoughts and songs
- Literal-minded; thinks in concrete terms
- Beginning to learn what is right and wrong
- Continues to develop trust in adults

Social-Emotional

- Needs to feel accepted
- Becomes aware that he is a separate person
- Discovers what other children and adults are like by being with them
- Experiences feelings of acceptance and rejection
- Becomes easily frustrated
- Lacks the maturity to take turns or to share
- Begins imaginative play
- Knows events from his own point of view
- Feels tremendous urge to be independent
- Recognizes others' emotions and moods
- Enjoys parallel play which may involve one or two other children
- Is prone to hit, pat, poke, and sometimes bite
- Responds to spoken words
- Senses that he is loved
- Can be loving and affectionate

Threes and Fours (Older Preschoolers)

Physical

- Assembles, builds

- Able to listen to short stories
- Toilets self
- Feeds self
- Washes own hands
- Uses body with more coordination
- Kicks with purpose
- Throws, catches
- Hangs by hands
- Swings
- Learns to skip
- Uses scissors
- Balances self
- Developing a sense of rhythm
- Masters three-wheeled toys
- More order and direction in small muscle activities such as painting and drawing
- Uses left or right hand consistently
- Learning left-to-right eye movement

Cognitive

- Creative; imaginative
- Likes to repeat things he enjoys
- Eager to explore his environment
- Uses language to convey his feelings and experiences
- Follows simple directions
- Interprets his experiences and plays them out
- Continues to develop vocabulary
- Solves a few of his own problems
- Plays simple games with rules
- Able to make choices
- Knows he can do things for himself; indicates when he needs help
- Recognizes that certain things belong to others
- Understands “taking turns”
- Takes limited responsibility for his actions
- Follows routines
- Reasons and judges events by their outward appearance
- Concentrates on only one thing at a time
- Uses language without understanding the meaning
- Remembers short rhymes or songs
- Literal-minded
- Cannot separate imaginary from reality
- May experience fears
- Asks many questions
- Limited understanding of time and space
- Attention span is expanding

Moral-Spiritual

- Remembers brief stories, Bible verses, and songs
- Thanks God for things he sees; makes up thank-you prayers in his own words
- Accepts simply-stated religious truths without question
- Feels that he is important to and loved by people at church
- Follows simple rules
- Recognizes special church helpers
- Uses the words *God*, *Jesus*, *church*, and *Bible* in conversation and song if he hears them often
- Repeats things he hears about God and Jesus
- Learns appropriate Bible/Bible-related stories and tells them in his own words
- Identifies with pictures and stories in the Bible, based on his own experience
- May mix fantasy with spiritual truth
- Begins to develop feelings of guilt
- Begins to take responsibility for his behavior
- Recognizes that God loves people
- Asks questions about God
- Expresses love for God and Jesus
- Shows concern for others
- Begins to understand that God loves all people, that not all know about His love, but that He wants people everywhere to hear about Him

Social-Emotional

- Exercises both dependence and independence
- Feels that there are some people he can depend on
- Recognizes that some things belong to others
- Discovers some acceptable ways of being thoughtful of others
- Takes turns if the wait is not too long
- Adapts readily
- Uses words and actions to express feelings
- Likes to make friends
- Receives and gives love
- Needs help in coping with the wide range of feelings he expresses
- Likes to touch people
- Fears extreme moods of adults
- Begins to develop self-control
- Enjoys being with teachers and peers at church
- Likes to help others
- Participates in a variety of activities, both alone and with others
- Begins cooperative play with others
- Enjoys pretending to be others (mothers, fathers, community helpers, etc.)
- Begins observing likenesses and differences in people: appearances, lifestyles, families, customs, etc.
- Explores gender roles
- Responds to verbal guidance

Kindergarten and Prefirst

Physical

- Increased eye-hand coordination
- Learning left-to-right eye movement
- Coordinated in fine motor skills as well as large motor skills
- Begins printing name and other words
- Uses scissors well
- Has sense of rhythm
- Swings self in a swing
- Climbs, hops, skips
- May ride bike
- Begins cutting permanent teeth

Cognitive

- Sees relationships among things which he observes and works with
- Makes and follows simple plans and rules
- Solves many of his own problems
- Uses speech to express thoughts
- Participates in group conversation
- Senses some of the rights and needs of others
- Understands some concepts of space and time
- Creative; imaginative
- Likes to make choices
- Shares ideas and experiences
- Increased verbal communication
- Thinks concretely
- Matches, groups, classifies, sorts
- Vocabulary of two thousand words
- Begins to read
- Increased attention span
- Focuses on one part of a story or picture
- Begins to print name
- Names most uppercase letters
- Knows colors and shapes
- Says numbers 1-20
- Hears the beginning sound of words

Moral-Spiritual

- Senses that God and Jesus are special and can do things people cannot do
- Increases his awareness that God and Jesus love him
- Thinks of the Bible as a special book that has stories and verses about God, Jesus, and people
- Remembers brief Bible verses and may be able to apply to like situations
- Thanks God for things in his own words
- Voices prayers in his own words

- Feels a part of the fellowship of the church as he participates in church activities
- May understand religious truths which relate to his experiences
- Follows simple rules
- Associates many things in the natural world with God and Jesus; responds to the natural world with awe and wonder
- Becomes aware of some ways his church helps people learn about Jesus
- Continues to develop a conscience
- Builds a system of values based on developing conscience
- Continues to be literal-minded
- Shows concern for others; expresses this concern through activities to help others
- Begins to understand that God loves all people, that not all know about His love, but that He wants people everywhere to hear about Him

Social-Emotional

- Enjoys being with teachers and peers at church
- Becomes increasingly independent
- Grows in the ability to work, worship, and play with others
- More emotionally stable
- Becomes increasingly aware of the attitudes and examples of others
- Is friendly and has increasingly satisfactory relationships with others
- Has best friends, but changes friends often
- Tests rules of family members
- Applies a limited insight into the feelings and rights of others
- Develops a sensitive feeling toward others
- Likes to help and finds ways to help others
- Follows, and sometimes leads
- Observes various roles of people and imitates his interpretation of these roles
- Observes likenesses and differences in people: appearances, lifestyles, families, customs, etc.
- Learns through his relationship with others
- Is a tattletale
- Feels the security of being part of a group (family, church)
- Exercises some limited self-control

METHODOLOGY TEACHING PRESCHOOLERS

The preschool child (birth–prefirst) is recognized as an individual with certain abilities and interests at various stages of growth. Because each child is unique, the aptitude for learning Christian concepts is based upon the child’s background of social-emotional, physical, cognitive, and moral-spiritual experiences. The preschool curriculum methodology focuses on the natural developmental stages of preschoolers and seeks to provide a framework of activity-centered, hands-on learning experiences that are conducive and relevant to the acquisition of basic biblical principles.

Educational methods used with preschoolers take three directions. First, methods attempt to encourage preschoolers to choose and examine educational materials. Second, methods provide opportunities for preschoolers to work alone or interact with teachers, parents, or other preschoolers. Third, methods provide additional opportunities that challenge preschoolers (especially for ages three–prefirst) to participate in self-motivated learning where they can construct knowledge as they investigate and explore further into topics. This third method of learning promotes more child initiation and decision-making using investigations and explorations.

The following facts are important when developing methods for teaching preschoolers:

1. The curriculum scope for preschoolers includes facts, concepts, and attitudes. The acquisition of facts is not as important as the development of concepts and attitudes.
2. The most important factor in a child’s learning at church is his teacher(s). The personal qualities of a teacher are more significant in communicating truth than the methods the teachers use.
3. A child learns a great deal from the relationships he has with his peers in the teaching-learning situation.
4. A child learns from observing his teacher’s attitudes and behaviors.
5. A child learns best using activity learning.
6. Several teaching methods may occur during a brief teaching-learning situation. Seldom is a single method used exclusively.

All three directions of educational methods occur as preschoolers play and participate in a variety of activities. Four kinds of play are presented throughout the Mission Friends curriculum and they are:

Functional—This type of play occurs when preschoolers explore and examine the physical elements around them.

Constructive Play—This type of play occurs when preschoolers recreate what they have learned such as building a church using the blocks, painting a picture of the missionaries helping others, or making a bank from a small box.

Socio-dramatic—This type of play occurs encourages preschoolers to use their imaginations as they pretend or role-play. They re-enact the work of the missionaries as they use props, costumes, and use appropriate words and gestures. They demonstrate the meaning of Bible thoughts.

Games—This type of play occurs when preschoolers use board games, puzzles, or play other games with rules.

Through activity learning (play) preschoolers are free to choose and use materials that enhance their spiritual development. Through both directed and non-directed activities, the child learns new ways of thinking (including critical thinking skills), feeling, and behaving. The child learns about himself—what his place in the world is, what he can and cannot do, how people feel about him, and in turn, how he feels about himself. As a child grows and learns, he moves from a focus of himself to one that thinks about others. Much of the preschooler’s world is learned through one of the four kinds of play. (See above.)

Learning through activities including investigations and explorations allows preschoolers to:

1. Develop positive spiritual values
2. Foster physical development
 - Using gross motor skills
 - Using fine motor skills
 - Using their five senses
3. Provide mental stimulation
4. Promote social awareness and inner control (acceptable behaviors)
5. Encourage a positive self-image
6. Enhance and strengthen curiosity and creativity
7. Acquire problem solving skills
8. Expand verbal communication

Within a framework of activity learning using sensory areas (for Younger and Middle preschoolers) and interest areas (for Older and Kindergarten–Prefirst preschoolers), adults teach preschoolers Christian concepts as they use:

- The Bible
- Pictures
- Recordings and musical instruments
- Rhythm instruments
- Songs and simple language phrases
- Bible stories
- Mission stories
- Comprehension questions
- Conversation
- Bible thoughts (Bible verses phrased so that a young child can understand them)
- Books
- Toys

- Blocks/Blockbusters
- Games and manipulatives (includes puzzles)
- Dramatic play
- A variety of art media
- Nature materials
- Movement
- Homeliving (home related) materials
- Prayer

Group time activities are usually teacher directed and lead into an interactive story concluded by comprehension questions, Bible thoughts, or conversation.

Prayer time offers creative ways to pray with preschoolers and encourages teachers to lead preschoolers to pray while in the classroom and also at home with their parents.

The preschool teacher comes to the session prepared; yet, she is flexible and is easily able to adapt activities that meet the needs of *her* preschoolers. She models Christ-like behavior as she greets the child with a loving, caring, and gentle tone when he arrives, anticipates the physical needs of her preschoolers and meets those, respects and accepts each child as an individual with different learning styles, offers guidance and directions, gives instructions one step at a time, asks questions, sings songs, opens the Bible and reads Bible thoughts, prays as opportunities arise, and encourages investigations and explorations (with older–prefirst preschoolers) to either reinforce or enhance learning.

In preparing units of study (teaching plans), writers and editors should keep in mind that volunteers use the teaching materials. Many of these volunteers are not trained educators; thus the suggested procedures need to be developmentally and age appropriate, easy-to-use, simple and practical for directors, teachers, assistant teachers, and parent volunteers.