

DUBLIN TEACHER GUIDELINES

The creation of these guidelines is subjective and nowhere specifically described in Scripture. That being the case, they are open to adjustment. However, they were created with the help of years of teaching experience, the feedback of our teachers, as well as the hope that everything can be done “decently and in order” for the sake of the children’s instruction (Prov. 22:6, 29:15; Eph. 6:1, 4; 1 Cor. 14:40).

Below, you will find descriptions of class standards, expectations, and general information needed for teachers and parents here in Dublin. Hopefully, you will find this a useful resource. It is our hope that everyone would read through these to help each child get the most out of their respective class.

There are numerous concepts being reinforced in these classes besides the Biblical record. Ideas like boundaries, friendship transcending age, responsibility, punctuality, and communication will also incidentally be taught in class. Therefore, it is important to understand that the Bible Class teachers are not responsible for the *whole* of the child’s spiritual and social upbringing. Our hope is that the teachers and parents will work together in Christ so that the youth can be brought up in the training and admonition of the Lord.

FOR PARENTS (AND TEACHERS)

- **Preparing for class.** Bible study takes focus and preparation. Please help your children to prepare for Bible class by, for example, setting up weekly times for the whole family to do Bible class homework, teaching them quiet time and how to sit in their chair, turning off the TV, showing them the example of your preparation, regularly discussing class topics, etc.
- **Teachers may give homework.** Please coordinate with your children’s teachers and help reinforce responsibility in returning homework and materials.
- **Please be on time.** If your child comes to class late, they miss valuable instruction. It is also disruptive to the teacher and the rest of the class, especially if they are younger.
- **If you are late,** please quietly send your child into class. It is disruptive for a parent to greet everyone in the class and hold a conversation. Teachers have been and are working hard to get the children focused. There is time to meet and greet before class.
- **Classroom materials are for classes only.** Please refrain from using them (or allowing the children to use them) for other purposes or taking things from the classrooms for worship. If your children need materials for worship time, there are other solutions. The teachers have spent a lot of time curating materials for the classrooms and teaching the children boundaries. Letting the children play in the classrooms unattended is not helpful.

DUBLIN TEACHER GUIDELINES

- **If your child is feeling separation anxiety or being disruptive,** the class helper will need to bring the child to you. For the benefit of everyone, the teachers would ask that you help encourage your child for the next class. Having your child sit quietly and patiently with you will teach them an appreciation for the things happening in class and that being with the adults is a time for sitting still and being quiet.
- **Moving up to the next class.** The following guidelines allows each class to have a larger mix of ages with common developmental traits. It will be left to the discretion of the parents and the teachers (departing class and incoming class) to decide when a child is ready to move up.
- **As the children get older...** One of the goals we have is that as the children age, they feel a natural connection to the adult members of the congregation. The class standards have been set with this in mind; to help facilitate opportunities for the teens and young adults to regularly interact with the older brethren. We hope that the parents will take advantage of these early training years with this in mind, whether in classes or at home, as well as being an example that does not frustrate the children in their teenage years (Eph. 6:4, Col. 3:21). Please remember that the greatest instruction happens at home.

TODDLER CLASS GUIDELINES

Student requirements for Entrance:

- Can leave parent without anxiety
- Can handle the teacher/toddler ratio without anxiety
- Can sit on their own (Parent recommended till around 1 year old)

Student requirements for Exit:

- Can answer to their name.
- Can follow simple directions/reminders such as:
 - Point to the picture
 - Push in your chair
 - Do not touch your neighbor
 - It is your turn/ it is not your turn
- Is willing to participate in class activities such as singing, chanting, coloring, answering questions, working with manipulatives, etc.
- Can leave their parent for one hour without anxiety, in general.
- Can handle the attention ratio of 1:3 or 1:4 adults to children.

Notes

- Predictability is significant to the wellbeing of this class.
 - All teachers need to perform the same class outline.

PRE-READER CLASS GUIDELINES

Student requirements for Entrance:

- Can answer to their name.
- Can follow simple directions/reminders such as:
 - Point to the picture
 - Push in your chair
 - Do not touch your neighbor
 - It is your turn/ it is not your turn
- Is willing to participate in class activities such as singing, chanting, coloring, answering questions.
- Can leave their parent for one hour without anxiety, in general.
- Can handle the attention ratio of 1:3 or 1:4 adults to children.

Student requirements for Exit:

- Knows the Bible story.
- Can sing the Old and New testament books on their own or with some assistance.
- Can recall details of the lesson after the lesson has been taught.
- Can apply a bible lesson to personal life. For example; lying, hurting, helping, serving.
- Can choose a service topic and apply it outside of the classroom. For example,
 - Finding three people to help this week.
 - Finding three people for which to color a picture or pray.
- Can assist in the organization of their own classroom materials (folders/ homework).
- Can read or is an emergent reader.
- Has done a service project and independent research project.

Notes

- Predictability is significant to the wellbeing of this class.
 - Sunday and Wednesday teachers can use different material, but order of class should be the same.
- There should hopefully be a teacher and a helper for each class.
 - The helper is there to assist with any children with a particular need, especially if one of the children is being disruptive and needs to be escorted to their parents.
 - The teacher is there to teach all the children together. This, besides making it easier for everyone, teaches the children to work together as a unit, not as individuals or cliques.

PRE-READER CLASS GUIDELINES

INDEPENDENT RESEARCH: PRE-READER

- Would need parent involvement.
- Topic selection made by the student.
- Can bring in pictures, books, or realia to share.
- Might resemble "Show and Tell."

Examples: "Animals God Made" or "Commandments God Gave" (etc.).

Frequency: Once per Quarter

SERVICE PROJECT: PRE-READER

- Project should be others-centered.
- Project should be chosen by the student (if an individual project).
 - Given a few examples, the students are usually good at picking their own idea.

Possible Examples:

- Praying for people.
- Writing/ coloring cards for people.
- Asking people who are isolated questions about themselves.
- Practicing Social Skills.
- Coloring pictures for people.
- Participate in visiting older members.
- Practice encouragement activities.
- Participate in a benevolent group activity.

Frequency: Once per Quarter

READER CLASS GUIDELINES

Student requirements for Entrance:

- Is an emergent reader to a reader.
- Knows the Bible story.
- Can sing the Old and New testament books on their own or with some assistance.
- Can recall details of the lesson after the lesson has been taught.
- Can apply a bible lesson to personal life. For example; lying, hurting, helping, serving.
- Can choose a service topic and apply it outside of the classroom. For example,
 - Finding three people to help this week.
 - Finding three people for which to color a picture or pray.
- Can assist in the organization of their own classroom materials (folders/ homework).
- Can read or is an emergent reader.

Student requirements for Exit:

- Can find the books in the Bible.
- Can find verses in the Bible.
- Can use the table of contents, maps, and index.
- Can use a dictionary.
- Can recite a memory verse.
- Is capable of concept memorization, such as:
 - The “plan” of salvation
 - The break up the of old and new testament books
 - The judges
 - Who wrote the books of the bible?
 - Etc.
- Can make connections and apply information to other areas.
- Can conduct a small Bible-based independent research project on a topic, create a presentation, and present to the class (2nd- 6th grade).
- Can participate in a congregational service project.

Notes:

- Predictability is significant to the wellbeing of this class.
 - Sunday and Wednesday teachers can use different material, but order of class should be the same.
- There should hopefully be a teacher and a helper for each class.
 - The helper is there to assist with any children with a particular need, especially if one of the children is being disruptive and needs to be escorted to their parents.
 - The teacher is there to teach all the children together. This, besides making it easier for everyone, teaches the children to work together as a unit, not as individuals or cliques.

READER CLASS GUIDELINES

INDEPENDENT RESEARCH: READERS

- Would need parent involvement.
- Topic selection made by the student.
- Student connects a Bible Verse to their topic.
- Student gathers information and organizes information for a presentation.

Frequency: Once per Quarter

SERVICE PROJECT: READERS

- Project has a others-centered component.
- Project chosen by the student (if an individual project).
- Encouraged to find mentors in older students or adults.

Possible Examples:

- Writing notes to the older members.
- Sitting with the older members.
- Sorting the song numbers.
- Learn more about isolated people by asking them questions, then do something for them.
- Organize a routine prayer time with their friends to pray for people.
- Organize a benevolent group activity.

Frequency: Once per Quarter

MIDDLE/TEEN CLASS GUIDELINES

Student requirements for Entrance:

- Can find the books in the Bible.
- Can find verses in the Bible.
- Can use the table of contents, maps, and index.
- Can use a dictionary.
- Can recite a memory verse.
- Is capable of concept memorization, such as:
 - The “plan” of salvation
 - The break up the of old and new testament books
 - The judges
 - Who wrote the books of the bible?
 - Etc.
- Can make connections and apply information to other areas.
- Can conduct a larger independent research project and present.
- Can create and follow-through on a service projects, making connections to other members.

Student requirements for Exit:

- Understands
 - The “plan” of salvation
 - What it means to be baptized
 - What it means to be a new Christian whether they are baptized or not
- Can define terms like...
 - Faith
 - Holiness
 - Grace
 - Justification
 - Morality
 - Etc.
- Can handle the types of discussion found in the Teen classes.
- No longer has needs that can be met under this class’s model.

Notes:

- Predictability is fairly important for this class.
 - Sunday and Wednesday curriculum can vary from each other.
 - As an example, always have memory verses recited at the beginning of class, always have a prayer at the close of class, etc.

MIDDLE/TEEN CLASS GUIDELINES

Independent research: Middle School

- Bible Topic selection made by the student.
- Student connects multiple Bible verses to their topic (more than 3)
- Student **makes a claim/application** with the scriptures they chose.
- Student organizes information for a presentation.

(Recommend that the students talk with the preacher/elders for help)

Frequency: Once per Quarter (Or Teacher's discretion)

Service Project: Middle School

- Project has an others-centered component.
- Project chosen by the student (if an individual project).
- Encouraged to find support in other students and mentors.

Possible Examples:

- Pulling weeds for a member.
- Helping with the building grounds.
- Helping babysit.
- Baking for other members.
- Giving tutorials in technology to narrow the gap between the younger generation and the older generation.
- Organize a benevolent group activity.
- Present a Sermon/invitation (if baptized).
- Host a dinner party.

Frequency: Once per Quarter (Or Teacher's discretion)

TEEN CLASS GUIDELINES

Student requirements for Entrance:

- Can participate in discussion with comparable age groups.
- Can find individual Biblical references.
- Can recite a memory verse.
- Can make deep applications.
- Can conduct a larger independent research project and present (independent)
- Can create and generate congregational/fellowship projects (independent) making connections to other members.
- Can participate in discussion on mature topics.

Student requirements for Exit:

- Understands
 - the “plan” of salvation.
 - what it means to be baptized.
 - what it means to be a new Christian whether they are baptized or not.
- Has had contact with apologetics and hermeneutics.
- Is capable of concept iteration and discussion with topics such as:
 - God’s Character
 - How faith and works intersect
 - Etc.
- Can resolve moral dilemma with a Biblical perspective. For example,
 - Was Jephthah right, wrong, or...?
 - Does God approve genocide?
 - Why doesn’t God forgive everyone?
 - Etc.
- Can handle the types of discussion found in the adult classes.
- Can effectively communicate with all age groups.
- Can, if Christians, participate in the service of the congregation (Lead prayers, arrange ladies’ studies, work with the deacons, etc.)
- No longer has needs that can be met under this class’s model.

Notes:

- The High-School classes are about preparing the students for the world and the questions they will encounter upon leaving their parents’ oversight.
- College-aged men and women ought to be in the adult classes. They are participating in an adult world in every other area of life.
- It may be prudent to have someone assigned to regularly check-in with the college students to see how they are doing in the adult classes.

TEEN CLASS GUIDELINES

Independent Research: High School

- Bible Topic selection made by the student
- Using **multiple** Bible verses and **resources**, students presents a claim with evidence and sound reasoning.
- Students should answer questions about what they learned.
- Students can **make necessary adjustments** to their claim when new evidence is presented.
- Students organize the information for a presentation

Frequency: Twice per Instructional Year (Or Teacher's discretion)

Service Project: High School

- Project should have an others-centered and sustainable component to the project.
- Project chosen by the student (if an individual project)
- Students find and reach out to a mentor and sustain a relationship to complete the project.

Possible Examples:

- Babysitting, baking for older members, setting up meals.
- Hosting a get-together.
- Maintaining the grounds.
- Arranging gatherings for singings, prayer nights, etc.
- Giving tutorials in technology to narrow the gap between the younger generation and the older generation.
- Starting a Bible study with an older member.
- Organizing a benevolent group activity.
- Present a Sermon/invitation (if baptized).

Frequency: Once per Instructional Year (Or Teacher's discretion)