

TABLE OF CONTENTS

	Page
INTRODUCTION	2
I. Joy School Policies	3
II. Introductory Guidelines	5
A. School Schedule	5
B. Group Activity Areas	9
C. Supplies	9
D. Music and Books	11
E. A Place for Everything	12
F. Birthdays	12
G. Excursions	13
H. Teaching Tips	14
I. Lesson Instructions	18
J. Joy School Medical Consent and Authorization Form	19
III. Charts and Patterns	20
GENERAL INSTRUCTIONS FOR GET-ACQUAINTED WEEK	34
GET-ACQUAINTED WEEK - Module #1	35
GET-ACQUAINTED WEEK - Module #2	53

NOTICE: Only dues-paying members of ValuesParenting.com co-op are authorized to use this manual and accompanying music CD's.
Copyright Valuesparenting.com

INTRODUCTION

Each family participating in Joy School is required to be a member of ValuesParenting.com and must be enrolled in the on-line Joy School program. Once a family has enrolled in Joy School they may use the materials with all the children within that particular household. Each mother will have access to the on-line lesson manuals and will receive music CD's. Each Joy School unit is organized as follows:

Table of Contents

- I. Introduction (an overview of the concept and objective).
- II. Parents' Meeting Agenda and General Instructions for unit.
- III. Book List (children's storybooks that tie in and supplement the unit).
- IV. Lesson Plans - each including:
 - A. A summary lesson plan including "materials needed."
 - B. Detailed lesson plan.
 - C. Alternatives, suggestions and supplements (songs, fingerplays, visual aids, book lists, alternative stories and ideas and special instructions).

If you do not consider yourself to be an experienced teacher, or particularly comfortable and natural with children, don't worry. The lesson plans are written so you can follow them easily. Remember that every idea, story, activity, etc. is pre-tested...We know it works! On the other hand, if you are an experienced teacher, feel free to innovate, adapt, and use your own ideas along with the ones given.

It is important for you to realize that the lesson plans are more detailed than what you will normally need. We do this intentionally so that groups can have the option of using all the materials and ideas or choosing only the ones that appeal to them most. Be as flexible or as rigid as you feel is best for the children and mothers in your own group. You will note that each lesson plan covers a period of approximately two-and-one-half hours.

I. POLICIES

A. FEE STRUCTURE

1. Joy School materials are legally available only to ValuesParenting.com families who are enrolled in the Joy School program. To become a member of ValuesParenting.com and to participate in Joy School, sign up at www.valuesparenting.com
2. Joy School dues-paying members may duplicate any Joy School materials they wish, but have agreed not to allow their use by non-Joy School members.
3. There are ten Joy School units in nine months. Each individual Joy School member receives access to the Joy School materials on www.valuesparenting.com and music CD's. In addition, a monthly message and other monthly parenting tips are available on the website.

B. Joy School members do not “purchase materials” - rather they pay dues which entitle them to use materials as part of their membership privileges.

C. Joy School is intended to be a *recurring* program. After Year 1 of Joy School, parents and children should go on to Year 2 with the second set of Joy School materials. The mothers are better teachers, and the children are a year older. Most say the second and third years of Joy School are better than the first.

D. Lesson plan materials are written for three-, four- and five-year olds. An age variety in a Joy School group is no problem. In fact, it is often an asset as older ones teach and “tutor” younger ones.

E. The ideal size for a Joy School group is four to six mothers, but two or three can also have a workable group. Normally, one or two families join Joy School and then, when they have materials to show to others, their group expands. When it gets over six or seven families, it splits into two. It is easier to hold “monthly meetings” when all participants live within a close proximity.

F. Joy School has no affiliation with any particular church or religion. People of all beliefs belong to the program.

G. The book *Teaching Your Children Joy* by Linda and Richard Eyre is the thesis of Joy School and should be well read and understood by all Joy School teachers. The Eyres' sequels, *Teaching Your Children Responsibility*, *Teaching Your Children Sensitivity*, and *Teaching Your Children Values*, are also helpful. These books are available in most book stores or can be ordered through www.valuesparenting.com.

H. Joy School is not a preschooler organization: It is a *parents* organization. The program is designed to function within individual homes with both parents involved, as well as in Joy School groups.

- I. The central belief of Joy School is simply that children, while in their most impressionable years, should be taught life's most important thing (various capacities for joy). A related belief held by Joy School is that children suffer not from being started in academic learning too late, but in starting too soon, before they have a basis of social and emotional self-esteem.
- J. The ValuesParenting.com staff is available to assist all Joy School members through on-line discussion boards (The Refrigerator Door) and Comments on www.valuesparenting.com.
- K. The overall goal of Joy School is to *popularize parenting* (give parents more "want-to") and then to assist parents through the organized "parenting by objective" approach to Joy School (give parents more "how-to"). Joy School believes that there are enormous benefits that come from parents teaching and working more closely with their own children.
- L. All ValuesParenting.com members are encouraged to share information about the program with friends and relatives. We have learned that the program "sells itself" to those who are interested in more active, involved parenting and to those who agree with the thesis that joy is the most important thing to teach preschoolers. We also have a referral program that gives "values credits" to those whose friends join ValuesParenting. The "values credits" can be used toward the payment of dues for the different Valuesparenting.com programs.
- M. Some Joy School groups find that the best way to get fathers involved is to schedule, well in advance, a father-and-kids activity every six weeks or so. These could be a picnic, a nature walk, a supermarket trip, a visit to the zoo...perhaps something either directly out of a lesson or tying in to a particular unit.

II. INTRODUCTORY GUIDELINES

Because this is the first manual used by all Joy School groups, these INTRODUCTORY GUIDELINES apply not only to this unit, but to all future units as well. They also deal with the successful beginning of a mother's group and the things you can do to get both the mothers and the children off to a good start. We will talk about scheduling, organization, supplies, preparation and some brief guidelines on how to teach and how to provide the love and discipline that all children need.

One *overall* guideline that applies to all aspects of Joy School is the word JOY. Remember that joy is both the *objective* of the program *and* the main *method* of the program. By feeling joy that comes through a certain activity, children become motivated to repeat the joy by repeating the action.

Remember that you cannot teach more joy than you feel! Get involved! Learn joy from your children as you teach them!

A. SCHOOL SCHEDULE

All the lessons are designed to last approximately two-and-one-half hours. It is suggested that you meet Tuesday and Thursday mornings from 9:30 to 12:00. Since all the children in your group will likely not arrive at the same time...unless free play time is listed first in a lesson, may we suggest that the children look at books, sing songs, etc. until everyone arrives so no one will miss out on the introduction to the lesson.

Adjust the times to fit your schedule. Most lesson plans will include both outside and inside free play time, snack time, rest time and a few minutes to post the day's date and adjust the weather chart, in addition to the structured activities relating to the unit that is being taught.

1. *Free Play Time* - This time is as important as the structured part of the lesson. During this time children learn to relate to each other, to share, to make choices, to put away play materials provided for them; they can develop their motor skills, their imaginations, their creativity, their ability to lead and follow, to cooperate, to obey rules, etc.

Free play time also gives the teacher an opportunity to observe each child and get to better know his individual strengths and needs. The teacher can often give a few minutes of individual attention to each child at this time. Free play time provides good learning experiences for both the children and the teachers.

For *inside free play*, try to provide a variety of preschool toys and books for the children to choose from. These should be set out on a bed, a table, a shelf, or other place where the children can easily see what is available and where they can return the toy to its “place” when they are finished with it. If you have construction toys (legos, bristle blocks, tinker toys, etc.) it is best to put away the instructions and patterns and let the children use their own creativity. Dress-up clothes (hats, shoes, skirts, shirts, aprons, purses, ties, jewelry, etc.) could be kept in a separate area (if you have room) along with dolls, toy dishes, strollers, etc. Some lessons will call for special “interest centers” to be set up as part of free play time.

Outside play equipment. You may or may not have a swing set, tricycle, wagon, sandbox, etc., but many outside toys can be had at little or no cost with just a little effort.

Old paint brushes and buckets of water for “painting.”

A large container of water (dishpan, wading pool, etc.) with squeeze bottles, funnels, plastic cups with holes in the bottom.

A blanket or quilt to sit or lie on.

A large ball to throw, roll or kick.

A 2 x 4 set up on two bricks (one on each end) as a balance beam.

Old tires laid in a row (to walk on or in), stacked up (to climb into) or just to try to roll along.

A rope stretched (8 to 10 inches above the ground) between two trees...to jump over.

An old inflated inner tube to jump on.

Large cardboard boxes with holes cut in them (get them from florist, furniture, appliance or grocery store). The children’s imaginations will make them into many things.

Wooden boxes or large wooden spools to climb on and jump from.

A board (8 to 10 inches wide and 6 to 8 feet long) with one end on the ground and the other raised up on something...to use as a ramp to walk up and down.

Snow (in the winter) stacked in piles to climb and slide on.

A sled or a tough piece of plastic to pull someone around on the snow.

A low tree to climb.

A sandbox with buckets, shovels, strainers, etc.

Be sure the materials are free of slivers, nails etc. and are on a safe surface so the children will not be hurt if they fall.

Depending on the weather and on your facilities, you may want to adjust the amount of inside and outside free play time (more of one and less of another). Try to take the children outside at least a few minutes every time (even in winter) unless it is raining, snowing hard, or bitter cold. It is good for them (and you too)! Outside play is always scheduled at the end of the school period, so the children will be all ready to leave when they are picked up. If they can’t go out, they could look at books or have an extra story until their mothers come.

If you find the amount of inside or outside free play time scheduled in the lessons is consistently longer than you like to have or have materials for, you may want to consider

having your school day be ten or fifteen minutes shorter - perhaps beginning at 9:45 instead of 9:30 or ending at 11:45 instead of 12:00. We do not want to add additional activities to fill up part of the free play time because we feel that preschool children could not absorb more in one school session.

2. *Cleanup Time* - Always give a two or three minute warning before inside free play time is to end so that the children can “finish up” with what they are doing. You could say, “In two minutes it will be cleanup time.” Then in about two minutes say, “It’s cleanup time now.” Expect the children to do most of the cleanup and encourage them to help each other. Give help where necessary, but don’t just do it for them...”I’ll put away the hat and purse while you put the doll to bed,” or “If we each pick up ten blocks, they’ll all be put away.”

If, beginning on the very first day of school and every day thereafter, all the mother-teachers encourage the children to put *each* toy back in its place (puzzles intact, parts in boxes, etc.) when they are through with it - before choosing another toy - then cleanup time will not be an overwhelming job or take many minutes. Tell the children *where* to gather when everything is cleaned up.

3. *Cardboard “Joy School House”* - Every Joy School group should have a “Joy School House.” It is a *key* to easy and effective behavioral change. It consists of a large, two dimensional cardboard house (see diagram in “Charts and Patterns” - page 25) with a window for each child. The window is a card-board flap that can be opened. Behind each window is a picture of each child. When the child comes to Joy School each day, he can open “his window.” If he breaks school rules or becomes unruly or cantankerous during the day, the teacher says, “Oh, it doesn’t sound like you’re ready to be in Joy School today. We’d better *close* your window.”

We have found that three and four-year-olds will do almost *anything* (even pay attention and act pleasant) to “keep their window from being closed.”

4. *Calendar and Weather Charts* - Children enjoy the recognition that comes from being the one (the helper) who is chosen to put up the date on the calendar, or to identify the weather on some form of weather chart, and to help pass the juice (or whatever) at snack time.

Each mother’s group should have one calendar and one weather chart that is used by all mother-teachers. A check list of the children’s names should be kept with the weather chart and calendar to make sure that each child gets equal turns to be the helper. (Patterns and instructions for a weather chart, a calendar and a check list are included in the supplement to this section.)

When a lesson plan says, “*Choose helpers*” it means to choose a child to put up the date and another one to adjust the weather chart. Say, “Look out the window. What kind of weather do you see? Snow? Rain? Sun? Wind?” Then the child adjusts the chart accordingly. (This is more important in a larger group and commercial Joy Schools. You may want to do this formally each time or just choose helpers informally as you go.)

Say, “What is the name of this month? Does anyone know what number this is? It’s

Thursday, September 10th.” Then the child puts the date on the calendar

Also, at this time, choose a child to be the “snack helper” (see below). Be sure to mark on the check list the children who had a turn to be helpers that day.

5. *Snack Time* - The purpose of the mid-morning snack is to give the children a little break from other activities and to give them a chance to practice good table manners, to socialize a little, to serve each other, and to clean up after themselves. The snack could be juice, milk, fresh fruit or vegetables, very small sandwiches, or whatever you like. It should be just a small amount so it won't interfere with lunch time appetites. Try to avoid sweets. Be aware of any child who is on a restricted diet or has food allergies. Some lesson plans will include food experiences that will provide the “snack.” The “snack helper” can pass glasses (empty or filled), crackers, napkins, etc. You may want to let children pour their own drink from a small pitcher.

6. *Rest Time* - Each lesson calls for a very short rest period (1 to 3 minutes) right after snack time. During this time, the children should lie still on the floor and listen to quiet music. This is a good opportunity to get them acquainted with good music. Sometimes the lesson plan will suggest “listening music” that ties in with the current unit. If that particular music is not available to you, use any quiet, soothing music you may have. If your floor is carpeted, there is no need for the children to have mats or blankets to lie on.

7. *Sharing Day* - One day each month the lesson plan will call for a time when children can bring something from home for sharing (show and tell). Encourage each child to tell whatever he wants about the thing he brings and whenever free play time comes after sharing time (as it will in all but the first lesson) let the child decide whether he wants to let others use his toy (or other sharing object) during free play time. He will enjoy being “in charge of his toy.” Others should ask him first before using it. Of course, your own child will need to understand that when school is held in his home, the toys that are set out for free play time need to be shared with all the children, even though they may belong to him.

Children can share “happenings” or “experiences” or “ideas” as well as “things.” Be sure to remind children (and parents) ahead of time when “next time” will be sharing day. It is usually best if children do not bring things from home on other days.

If there is extra time, give the children turns to talk about any subject they like.

8. *Notes to Parents* - Every day of Joy School there is a note to tape on each child...a note to his parents. These notes consist of a concise summary of the Joy School's activities that day, along with a suggestion or two for expanding and reinforcing that joy at home.

The best way to “attach” the notes is with a wide strip of masking tape. This will hold the note on without dangerous pins.

It is a good idea to read the “Note to Parents” to the children just as they are about to leave. Tell them you *want* their mom and dad to learn what they're learning in Joy School...and that the note will help them to understand.

B. GROUP ACTIVITY AREAS

It is desirable to have at least two different areas where the children gather for singing, stories, discussion, etc. Young children cannot sit still in one place for very many minutes and just the act of getting up and moving from one area to another will help them to be more attentive.

The different areas could be: Children sitting on the carpet with the teacher on a chair in front so every child can see her; children sitting on a sofa or chairs with the teacher sitting or standing in front; children and teacher sitting around a table; children and teacher sitting in a circle on the carpet.

The lesson plans may call for moving the children from the “carpet” to the “sofa,” or seating the children “in a circle,” etc. Adapt these instructions to fit your facilities. The main thing is to not expect the children to stay too long in one place.

You will also need a table, snack bar or other flat, hard surfaced area for creative art activities. You may want to spread plastic or newspapers on the floor below for messy activities.

C. SUPPLIES

We suggest that each mother’s group try to have as many as possible of the following supplies and keep them together in a *large box or basket that is passed from one mother to another as her turn as teacher comes up*. These are *basic supplies* that will be called for *frequently* in the lesson plans. Additional supplies will be called for at times in specific lessons:

1. *Joy School House, calendar, weather chart and “helper checklist”* as mentioned before (patterns in supplement).
2. *Pictures* to represent some of the school rules (from the first lesson).
3. *Large preschool crayons* (one set for each two or three children).
4. *Wide-tip water-color markers* (one set for each two or three children).
5. *Powdered tempera paints* (red, yellow, blue, black and white can make all the colors).
6. *Blunt-end scissors* (one pair for each child). Left-handed scissors are available for left-handed children.
7. *Washable school glue*. Elmer’s and some other companies make regular white glue and also school glue. The school glue is much easier to clean up and to wash out of clothes. Pour the glue into 2-ounce Tupperware containers or small baby food jars with lids (no more than one-half inch in a container) and provide the children with small water-color brushes for applying the glue (break off half of the handle).

Another method is to pour a small amount of glue into jar lids and let the children use their fingers as applicators. Two or three children can share a container of glue, but if you are using brushes, each child will need a brush. You may want to use paste instead of glue (either purchased or home-made), but pasted things often come apart after the paste hardens. Glue sticks are handy for some projects.

8. Two or three soft sponges that can be dampened and set out for the children to wipe off messy fingers.

9. *Aprons* - One for each child. Men's old shirts with the collar removed and the sleeves cut off can be used for aprons (button in the back). A pattern for a good "self-help" apron which could be made of plastic is included in the supplement to this section. Some little boys rebel at putting on an "apron." If this happens in your group, call the aprons "cover-ups."

10. *Flannel board* - You can make your own flannel board easily and inexpensively. Cover a piece of heavy cardboard (at least 18 x 24 inches) on one or both sides with heavily napped, plain colored flannel (pale blue is a good color). If you cover only one side, the flannel could be fastened on with masking tape. If you cover both sides, you could use two different colors (one light and one dark). Sew them together on three sides (like a pillow case), slip the cardboard inside (it must fit snugly) and stitch up the fourth side. One alternative to a flannel board could be a sofa cushion propped up against something. However, a flannel board is *much* better.

Pictures to be used on the flannel board should have a small piece of flannel glued to the back of them. Pictures made on felt or pellon will adhere to the flannel board without the flannel on the back. If you use a sofa cushion or other substitute for a flannel board, you may need to put up the pictures with straight pins or small rolls of masking tape. When coloring the pictures, consider coloring faces, hair, and eyes to represent different ethnic races and cultures.

Pictures that have been cut out, colored and prepared for use on the flannel board could be placed in large envelopes and kept on file for future use.

11. *Joy School puppet* - Many lessons will call for the use of a puppet whom we refer to as Joy Boy. This puppet visits the classroom often to help reinforce concepts that are being taught. He can only "speak" in a very quiet whisper so he "talks" into the teacher's ear and she tells the children what he says. Joy Boy should be a *hand* puppet...a snake, frog, dog, child or anything you desire or may already have. Name your puppet whatever you wish but use it whenever the lesson call, for the use of the "Joy School puppet" or "Joy Boy."

12. *Other puppets* - Some lessons will call for puppet shows using mother, father, teacher, children. Patterns for making some simple hand puppets to represent these characters are included in the supplement to this section.

For a puppet stage you could use the back of a sofa or an overstuffed chair, or a small blanket stretched between two dining room chairs (you kneel behind).

The puppet that is “talking” should be moving slightly, while the other one is still. This helps the children to know which one is talking and to more easily follow the story.

The above list of supplies could be gathered and prepared before your first day of school, with each mother taking responsibility for one or more of the items...or you could start with the supplies needed in the first lesson, and add the others as they are called for.

13. Many different kinds of paper can be used for different activities and the lesson plans will specify certain kinds for different projects. Newsprint roll ends can be obtained at little or no cost from a newspaper office and the paper cut to the needed size. Type paper, butcher paper, or construction paper will be needed at times. Computer paper or any other paper with one blank side can be used for some activities. Printers often give away different shaped and colored leftovers of paper and cardboard.

Many school supplies are less expensive when bought at a school supply store, but are also available at most variety stores. You might want to get in on some of the “back-to-school” sales.

Save meat trays, egg cartons, baby food jars, yogurt cups, cardboard tubes from bathroom tissue and paper towels, etc., empty plastic bottles, or anything else that may come in handy, for nursery school projects. Also save the scraps when you have done an activity using colored construction paper. They will come in handy later on.

D. MUSIC, AND BOOKS

1. *Music* - We assume that each mother-teacher will be able to provide recorded or live music when called for in a lesson plan. Whether you have a suitable instrument in your home which you can play, or whether you use CD's, try to use music that is appropriate for the rest time or the activities.

As a group of mothers, you could borrow from each other's CD collections. Most libraries also check out CD's. Classical or other good music, without singing, is usually more suitable for rest time as well as for creative movement activities. A rhythm drum could also be used for creative movement activities. There are also many good children's *activity* CDs available.

There are many good children's activity recordings available. We will list here some that we have used and that fit in with some of our units. The following are well thought of by Joy School members:

Janeen Brady's:

- *Watch Me Sing*

Hap Palmer's:

- *Getting to Know Myself*
- *Learning Basic*
- *Movin'*

These are often available at public or school libraries, and may be purchased (or ordered) on-line through happalmer.com, edact.com or amazon.com. (We especially like the way Hap Palmer's activity CD's move slowly enough for the children to anticipate what is coming.) These, of course, are not the only good ones. You may have some of your own or find many others in the library.

2. *Books* - If you don't have many preschool books in your home, check out several extra ones from your library for the week you are to teach. Make them available for the children to use during free play time. Teach the children how to handle books properly.

The on-line Joy School *Children's Stories* contains several separate stories about several of the different joys. Many feel that the *Children's Stories* is an indispensable part of Joy School and of teaching joy in the home. The *Children's Stories for Teaching Children Joy* (Volume 1 and 2) are available for download on www.valuesparenting.com.

E. A PLACE FOR EVERYTHING

It helps if the children know where they are to put their outdoor clothing when they come to each house (preferably where they can put or hang it by themselves). Each mother should provide such a place in her home and show the children where it is.

A plastic basket or a box could be placed near the entrance to put things in on sharing day. This container could also be used every day to put things the children have made and will be taking home. Then it could be easily carried outside when it is time to send the children home. This basket could be one of the supplies passed on to whichever mother is teaching.

Children should know where they are expected to put their glass, napkin, etc. after snack; where certain toys and other equipment are to be put away, etc.

F. BIRTHDAYS

A child's own birthday is, to him, the most special of special occasions. When a child in your group has a birthday during the school year, help him to share the joy with his school friends on the school day nearest his actual birthday. Some children's birthdays will come during the months that school is not held, or perhaps before they join the Joy School group. In that event, let the child and his mother choose a day to celebrate his "un-birthday." (Explain to the children that an un-birthday is a "pretend" birthday.) Each child should have an opportunity to celebrate either a birthday or an un-birthday during the school year (but not both). You may use the following suggestions for making the day special for the "birthday child."

1. Early in the day's schedule (the first time the children come together as a group), sing to them the song, "Today is a Birthday," (in the supplement to these Guidelines). At the appropriate time in the song, bring the child to the front of the group. It is fun (if you can) to keep the birthday a secret from the other children until this song is sung.

2. Present the child with a birthday crown (prepared in advance) to be worn the rest of the day if desired. Some ideas and a pattern for a crown are in the supplement. You may

wish to pin a “birthday badge” on the child instead. It could say, “Today is my Birthday,” or “I’m four years old now” or some such thing. It is best to be consistent and do the same thing for each child’s birthday.

3. At snack time let the child share a treat with his classmates. This treat could be in place of the regular snack or in addition to it. The “birthday child” should be allowed to pass his own treat. Then, the children could all join in singing the regular “Happy Birthday to You” song.

Be sure to check with the child’s mother in advance to make sure of the date and to see if she plans to send a treat. Very small treats are best (small cookies, rice krispy squares, small sandwiches, raw fruit or vegetables, raisins or nuts, etc. are usually better than cake which takes extra time to clean up). Large treats take too much time to eat and may throw the lesson off schedule. Candy is not appropriate so soon before lunch time. Depending on what a child brings, you may want to have him save it to pass out as the children leave to go home.

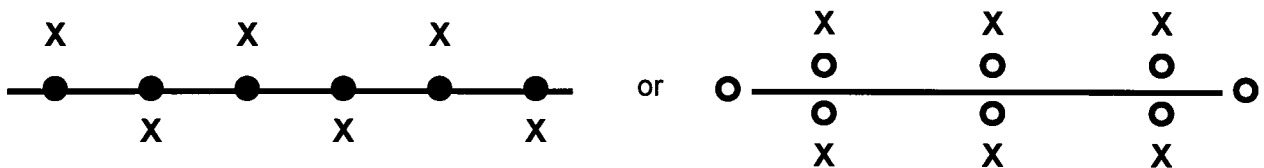
Treats work equally as well if the “teaching mother” that day provides the treat. The simpler the better. Children are just as delighted with a graham cracker which they can spread with a thin coating of frosting and “paste” on a few M & M’s as they are with an elaborate cake or rich sugary treats.

Busy mothers with several other children who give their child a regular birthday party besides the Joy School celebration will appreciate the “break.”

G. EXCURSIONS

Whenever you take a group of children for a walk or an excursion, a good way to keep them together is to have a light-weight rope for the children to hold onto. The teacher holds onto the front end and another teacher (or a responsible child) holds onto the other end, pulling it back slightly to keep the rope taut. The rest of the children are instructed to hold onto the rope in between (on alternating sides of the rope) and to not let go until they have permission from the teacher. In this way, one adult can keep several children together as they go from place to place.

It is helpful to either have knots tied in the rope (every foot or so) for the children to hold on to, or else have pairs of rings (about 4” in diameter) fastened along the rope at intervals of 2 to 2 1/2 feet. This will keep the children spaced equally so they won’t be stepping on each other. See diagram below - X stands for child.



H. TEACHING TIPS

1. *Stories* - When reading from a picture book always hold the book in a position where all the children can see the pictures. Know the story well enough so you can read it easily and can look frequently into the children's faces. It is often helpful to point to the character who is talking or to the part of the picture that you are reading aloud.

For stories without pictures (such as the stories from *Teaching Your Children Joy*) or for flannel board stories, have the ideas in your mind so you don't need to *read*. It is better to miss a few parts than to be looking in the book instead of at the children. You will lose their attention if your eyes are on the printed page. Don't memorize - tell the stories in your own words.

Children love stories where *they* are the characters, or where people, places and situations they are familiar with are part of the story. Use your imagination and make up stories to fit your lessons.

If you are unable to obtain a storybook that is called for in a lesson plan or one of the suggested alternatives, make up a story by elaborating on the brief synopsis of the story that is given in the lesson plan. Make use of the elementary school library in your area as well as public libraries.

2. *Songs and Fingerplays* - When you introduce a new song or fingerplay, sing or show it to the children first and discuss any words or expressions they may not understand. Then have the children do it with you. Don't go too fast. Repeat it two or three times so they can at least partially learn it. Keep a list of songs and fingerplays you have learned so you can use them for "fill-ins" in future lessons. Visual aids that are provided to be used with the songs could be kept together in a large envelope and be kept with the supplies that are passed from one mother to another.

Children love singing and being sung to. Don't worry if you are not a good singer. They won't care.

Each mother should try to learn all the songs and fingerplays (not only the ones in the lessons she teaches), so she can use them with her own child on other occasions and so she can use them in later lessons. During the regular mothers' meeting when the new materials are assigned and passed out, the mothers might go over all the new songs and fingerplays (with actions) to help get them in mind. A piano, of course, would be very helpful.

You may want to make extra copies of the songs and fingerplays so each mother could have her own.

3. *Creative Art Activities* - Before beginning a creative art project, it is wise for the teacher to demonstrate first, showing how to use the different materials (scissors, markers, glue brushes, paper punches, paint, paper, etc.) and some of the things that can be done with them (including any rules or cautions). Then, as far as possible, let each child do his "own thing." For example: If the project is to make an autumn tree with sponge painting, show how to draw a simple trunk with a few lines for branches and how

to touch each clothes-pin-handled sponge to the paint and then to the paper to make the leaves. Demonstrate how one touch to the paint can produce *several* leaves, and explain that the *red* sponge should not be placed in the yellow paint, etc. Then let the children take it from there. Every painting will (and should be) different.

A few projects, of course, will need to have more specific instructions, but usually children should be allowed to use their own creativity. Sometimes little or no instructions are necessary. When you do give instructions, do it *before* they receive their materials and begin the activity, then assist them only where necessary. Accept the child's comments about his creation without indicating to him that it looks like something else. You might say, "Tell me about it," instead of, "What is it?" Be sure to put each child's name on his work.

If possible, provide a place where each child's art work can be displayed until it is time to go home. Stretch a string or small rope across a room and hang pictures with clothes pins, lay work out on a table or shelf, or stick it to the wall or door with small rolls of masking tape.

4. *To encourage sharing of toys* - A common kitchen timer can be set to ring in "3 minutes" when it is time for one child to give up a toy that another would like to use. Say, "In 3 minutes, when the bell rings, it will be Adam's turn to use the truck."

5. *Raising Hands* - A lot of noise and confusion can be avoided during group activities by teaching children to raise their hands instead of just speaking out or jumping up and shouting, "Me, me" or "I will." When you are choosing helpers or asking questions or having discussions, etc., say to the children, "I will choose (or call on) someone who is sitting quietly and raising his hand." Then proceed to do just that. You may need to say to a child, "I can't call on you because you are not sitting down (or not raising your hand)" or, "I called on Jenny because she was raising her hand quietly." If any child has a particularly hard time remembering this method, be sure to watch closely and do call on him or praise him when he does remember.

6. *Rules* - Children need limits and they need help in learning to live within those limits. During the first week of school, help the group develop some rules to "help them all to be happy." Suggestions are included in the first week's lesson plans. Add rules as necessary. Anyone is more likely to obey rules that they have helped to make than rules that are just imposed on them by someone else, so guide the children into *suggesting* rules that you think are necessary. The rules must be understandable and reasonable.

Make sure the children understand the consequences of disobeying each rule. After the rules are firmly established with the group, you may only need to say, "You are breaking a rule" in order to correct a child's behavior. Sometimes you can just begin singing a certain part of the "Rule Song" (from the first lesson) to correct the behavior of the group. Pictures of six rules that would fit most Joy School groups are included in the supplement to the first lesson. Color them and mount them on cardboard to be used throughout the school year. As a *group*, develop other rules that you feel your group needs. Different mothers will probably have other specific rules that apply to their own homes, such as defining the areas the child can go into, the things he can touch, etc.

7. *Discipline* - Where possible, ignore minor misbehavior and frequently give sincere praise for good behavior. Most misbehavior is an attention-getting device. If a child gets more attention for one kind of behavior than for another, he is likely to continue that action.

Isolation from the group is often the best form of discipline when a child misbehaves. If you can, provide a place where the child can sit alone with nothing to play with (out of sight of the other children but where you can check on him frequently). Tell him he can rejoin the group when he is ready to behave and obey the rules.

If a privilege has been misused, the privilege should probably be withheld for a short time.

To be effective, discipline *must* be consistent. Admonitions and threats without supporting actions teach children that you do not mean what you say. Inconsistency can confuse the child and he will not understand what is expected of him. All the mothers in a group should discuss forms of discipline and try to reach an agreement as to what kinds of misbehavior should be ignored and which behavior will *not* be tolerated and what forms of discipline to use. Then be consistent. Knowing what is expected helps a child to feel secure.

A child also needs to feel loved by his teachers. Try to show genuine and sincere love for each child in your group. Remember that the child who is the hardest to love is the one who needs your love the most.

When you discipline a child, always make sure that he knows you still love him but you can't let him do what he was doing. Make sure he understands that it is his *action* you dislike, *not* the child himself..."I love you but I can't let you hit Mary." Also make sure he understands why he is being punished..."Before you come back to the group tell me *why* you were sent in here." If he can't tell, then you tell him.

We have found that one of the most effective discipline methods is the Joy School House as referred to in "A-3."

8. *Problems with your own child* - On the days that you have the group in your own home, your own child may resent sharing all his own toys, his books, his room and even (or maybe, especially) his own mother. He may also resent the time his mother must take to prepare for the lesson. If this happens, he may show his resentment by being selfish with his toys, demanding more than his share of attention from you, being uncooperative, or other forms of misbehavior. Some of the following suggestions may be helpful in changing his attitude and helping him to enjoy having school in his home.

a. Involve him in the plans and preparation for the lesson. Perhaps he could decide what will be served for snack and help prepare it. There may be some things he could do to help prepare for the art activity. Maybe he could choose which music will be used at rest time. As you read through the lesson plan, think of ways to involve your child.

b. Teach the songs and fingerplays to your child in advance and then let him be your "helper" in teaching them to the other children.

c. Let him help to set out the toys and books and other materials that will be used for free play time, both outside and in. Make comments such as, "I think all the children will love your new puzzle and since you can do it so well, maybe they will need your help," or "Won't it be fun to play this game with your friends!"

d. Let your child be the one to answer the door and greet each of the other children as they come.

e. If the lesson calls for a flannel board story, he might be the one to put up the pictures if you have gone over the story with him ahead of time.

Help your child feel it is special to have *his* friends come to school in *his* home and have *his* mother be the teacher.

9. *Independence* - Encourage children to do everything they can for themselves. Show them how to pull their coat sleeves right side out, how to put on an apron, how to pull up their panties, etc., instead of doing everything for them.

10. *Teacher cooperation* - All mothers in a group should read completely the manual for each unit because the lessons tie in together and many of the ideas, stories and activities are repeated in following lessons.

Even the mothers in the group whose teaching turn does not come up in that unit should read the manual so they will know what their children are learning and can reinforce it at home.

When mothers meet together to discuss the new unit, they might check to see what supplies are called for in the lesson plans and cooperate in gathering those supplies. Many needed items may be things that some mother has in her home and is willing to "donate to the cause," or some mother may have a book or CD that is called for and can save another mother the trouble of trying to locate one.

11. As you read over the lessons you will be teaching, plan *how* and *where* you will conduct each activity. Begin to gather and prepare the necessary supplies well ahead of time. Be well prepared and your teaching turn will be a more joyful and worthwhile experience for both you and the children. There is an oft-quoted saying, "If you fail to prepare, you prepare to fail."

12. The *first* time you teach the children in *your* home, show them where the bathroom is; where to place coats, boots, etc. (if it's that kind of weather); where they can and cannot go; and what they can and cannot do.

13. *Understand the "joy" you are trying to teach.* Always read thoroughly the corresponding chapter in *Teaching Your Children Joy* before you prepare to teach each unit. It will help you to help the children to actually *feel* the joy you are teaching.

14. Some lessons unavoidably will take more preparation time than others. On particularly "high preparation" lessons, two mothers may want to "team up."

I. LESSON INSTRUCTIONS

We assume that one mother will be teaching both lessons in one week's plans. Therefore, many needed instructions given in the Tuesday lesson are not repeated in the Thursday lesson. If two lessons are taught by different mothers, *both* should carefully read the Tuesday lesson.

The very best way to discuss each unit and absorb any instructions that go with it is to meet as a Joy School group (parents only) for an hour or so some evening before starting each new unit. At this "monthly meeting," materials can be passed around, teaching times can be agreed on, and parents can "brainstorm" about their children and about the particular type of joy they are attempting to teach them.

The "Notes to Parents" that the children will bring home each Joy School day will keep parents up-to-date and will assist them in teaching the same within their individual homes.

J. JOY SCHOOL MEDICAL INFORMATION AND CONSENT FORM

Child Name _____
 Parents' Name _____
 Home Telephone _____
 Work Telephone _____
 Pediatrician's Name _____
 Pediatrician's Telephone _____
 Relative or friend who can be contacted in case of
 emergency: _____

 Telephone _____
 Allergies or Medical Problems _____

I hereby give my consent for the acting Joy School mother to act for me in case of an emergency while my child attends Joy School.

Parents' Signature _____

Child Name _____
 Parents' Name _____
 Home Telephone _____
 Work Telephone _____
 Pediatrician's Name _____
 Pediatrician's Telephone _____
 Relative or friend who can be contacted in case of
 emergency: _____

 Telephone _____
 Allergies or Medical Problems _____

I hereby give my consent for the acting Joy School mother to act for me in case of an emergency while my child attends Joy School.

Parents' Signature _____

Child Name _____
 Parents' Name _____
 Home Telephone _____
 Work Telephone _____
 Pediatrician's Name _____
 Pediatrician's Telephone _____
 Relative or friend who can be contacted in case of
 emergency: _____

 Telephone _____
 Allergies or Medical Problems _____

I hereby give my consent for the acting Joy School mother to act for me in case of an emergency while my child attends Joy School.

Parents' Signature _____

Child Name _____
 Parents' Name _____
 Home Telephone _____
 Work Telephone _____
 Pediatrician's Name _____
 Pediatrician's Telephone _____
 Relative or friend who can be contacted in case of
 emergency: _____

 Telephone _____
 Allergies or Medical Problems _____

I hereby give my consent for the acting Joy School mother to act for me in case of an emergency while my child attends Joy School.

Parents' Signature _____

Child Name _____
 Parents' Name _____
 Home Telephone _____
 Work Telephone _____
 Pediatrician's Name _____
 Pediatrician's Telephone _____
 Relative or friend who can be contacted in case of
 emergency: _____

 Telephone _____
 Allergies or Medical Problems _____

I hereby give my consent for the acting Joy School mother to act for me in case of an emergency while my child attends Joy School.

Parents' Signature _____

Child Name _____
 Parents' Name _____
 Home Telephone _____
 Work Telephone _____
 Pediatrician's Name _____
 Pediatrician's Telephone _____
 Relative or friend who can be contacted in case of
 emergency: _____

 Telephone _____
 Allergies or Medical Problems _____

I hereby give my consent for the acting Joy School mother to act for me in case of an emergency while my child attends Joy School.

Parents' Signature _____

NOTICE: Only dues-paying members of ValuesParenting.com co-op are authorized to use this manual and accompanying music CD's. Copyright Valuesparenting.com