

LAKE UNION CONFERENCE  
Office of Education

*Kindergarten-Grade Two Program*



**“Elementary School--General Criteria for the Establishment of  
K-2 Program”**

1. A demonstrated educational need not currently met by presently established Seventh-day Adventist schools.
2. An adequate physical plant and equipment.
3. Proof of ability to provide adequate financial support.
4. Adequate budget control.
5. Adequate insurance coverage.
6. Curricular offerings approved by the Conference Board of Education.
7. A denominationally-certificated faculty.
8. Adequate curricular materials.
9. A prospective continuing enrollment adequate for the financial and curricular needs.
10. A principal whose teaching assignment is in proportion to his administrative duties.
11. Teacher load in accordance with the policy of the Lake Union Conference Board of Education.
12. Subject offerings and class period time allotments in harmony with policies of the Lake Union Conference Board of Education.
13. Specific policies regarding organization, administration, finance, curriculum, personnel, etc., in agreement with the conference and Lake Union Conference Offices of Education. LUC Code Book, p. 46

## K-2 PHILOSOPHY

The young child should be immersed in a rich experimental environment, free from formal schooling and in the primary care of the parents.

Unfortunately this ideal, while it should be encouraged, is no longer an option for various families. In response to the concern of our children attending a non-SDA kindergarten and then not entering our system, the Lake Union Office of Education has implemented the K-2 program developed by the Southern Union.

Historically, Seventh-day Adventists have been opposed to kindergartens. Emphasis has been on surrounding the young child in a rich experiential environment, free from formal schooling and in the primary care of the mother. Statements by Ellen White have long influenced this position. However, when Ellen White was challenged concerning earlier statements she had made regarding ideal entrance age, she responded: "Circumstances alter conditions. Circumstances change the relation of things."

The Seventh-day Adventist kindergarten to grade 2 program offers kindergarten students a transitional experience that extends the home and early childhood programs into the elementary school. As such, it provides a flexible program that considers the developmental stages of children as well as their individual differences.

Children are God's gift to the human family, a continuing evidence of His love. They are created in His image, unique and endowed with the power to think, to learn, and to choose.

The child's self-image is formed by the significant people in his life. Nurturing adults in the kindergarten program provide a safe and creative environment away from home, which enhances a positive self-concept in each child. When a child experiences success in this type of environment, there is a joy in learning.

Seventh-day Adventists believe that true education is the harmonious development of the whole being. Therefore the areas of spiritual, cognitive, physical, emotional, and social development become an integral part of the learning environment in the daily nurturing of young children.

Learning is a complex process that results from the interaction of children with their environment. This interaction includes thinking, doing, modeling, and speaking. Learning is optimal when the environment provides children with the opportunity to engage in these activities.

The goal of the Seventh-day Adventist kindergarten to grade 2 program is to cooperate with the Divine purpose of imparting to young children a knowledge of God and molding their characters in harmony with His.

**The following paragraphs are taken from the Lake Union Conference Code Book.**

### **“Kindergarten (One Year Before the First Grade)**

“Seventh-day Adventists believe that the lessons learned by a child during the first seven years of its life have more to do with the formation of character than all it will learn thereafter. (*Child*

*Guidance*, p. 193) During this period, "the field or garden is the best schoolroom, the mother the best teacher and nature the best lesson book." (*Education*, p. 208)

"So great is this sacred responsibility of parents (*Education*, p. 276) that they are counseled to "be careful how you relinquish the government of your children to others," since "no one can properly relieve you of your God-given responsibility." (*Child Guidance*, p. 288)

"Present-day home conditions and state compulsory school attendance laws frequently interfere with this ideal, with the result that some children are sent to school at an age earlier than what the Spirit of Prophecy recommends. Consequently, the church has a special responsibility to support the work of the parents by taking "special care of the lambs of the flock, exerting every influence . . . to win the love of the children and bind them to the truth." (*Adventist Home*, pp. 358-359)

"For this purpose the kindergarten program with its unstructured emphasis on the development of physical skills and spiritual values, forms a desirable part of the education program of the Lake Union Conference. Geared specifically toward the needs of children in this last years of infancy. (*Selected Messages*, Vol. 2, pp. 436-437)

"When a conference-authorized program of kindergarten education is adopted, it shall become an integral part of the Office of Education of the conference, and shall be fostered, controlled and financed in the same way as the regular elementary education program.

"Seen as an extension of the Christian home, the kindergarten program shall provide opportunities for children to:

1. Strengthen habits such as reverence, respect, obedience, self-control, responsibility, etc.
2. Develop motor and perceptual skills.

### **"School Entrance Age**

"No definite age is set forth in chronological years by either Scripture or the Spirit of Prophecy. The principle, however, is set forth and, thereafter, a child's formal education should begin.

"The ideal is expressed in this way: "For the first eight or ten years of a child's life the field or garden is the best schoolroom, the mother the best teacher and nature the best lesson book." (*Education*, p. 208) Because of home conditions child readiness and state compulsory school attendance laws, this ideal is seldom possible. The Spirit of Prophecy has also set forth the earliest period when formal schooling should commence: "During the first six or seven years of a child's life, special attention should be given to its physical training, rather than intellect. After this period, if the physical constitution is good the education of both should receive attention." (*Child Guidance*, p. 300)

"Since the Spirit of Prophecy does not advocate the breaking of compulsory attendance laws (*Testimonies*, Vol. 6, p. 199) and since medical science and leading educators confirm the counsel that has been given, parents are urged not to start children until they are compelled by either the child's educational needs or required by the law of the state. Under no circumstances should school boards admit pupils to the first grade unless they will have

attained the age of six years by September 15 of the year in which admission is requested (or five years of age by September 15 for a kindergarten student).” LUC Code Book, p. 42

## **Requirements for Elementary School Entrance**

### 1. Readiness

All children do not mature at the same rate; therefore, readiness is a factor in accepting the child into the school program.

### 2. Minimum Age of Admittance

Minimum school entrance age requirements are to be adhered to as determined by the Conference Board of Education K-12.

### 3. Compulsory School Attendance

Seventh-day Adventist schools accept students in accordance with state compulsory attendance laws. If these laws are out of harmony with the principle of readiness held by the denomination, the conference office of education is to give assistance to the parents and school in resolving the issue. It is the responsibility of the union and conference offices of education to be informed regarding these laws and to interpret them to the church constituency.

Parents who for educational or religious convictions choose to keep children at home until they are older than state law requirements specify are invited to consult the conference office of education for assistance in clarifying their position with public school officials. Information regarding the church's philosophy of early childhood education and age of school entrance is available from the General Conference Department of Education.

### 4. The General Conference Educational Leaflet dealing with school entrance age should be made available to parents and school administrators.

## **Guidelines for Child's Initial Entrance into a Formal School at Seven Years or Older**

The following guidelines are for use by administrators and teachers in placing children who begin their formal school experience at 7 years or older:

1. That a minimum time period of two to four weeks be used by a primary grade teacher to evaluate the child's readiness before he is placed in a particular level or grade.
2. That the child's age should not be the primary basis for placement but that his total development (social, physical, and emotional) should be evaluated.
3. That placement be determined from the results of teacher observation and diagnosis in consultation with the parents and the local conference office of education

(Curriculum See SUC/NAD K-2 Program)

## **“Certification**

“Personnel with responsibility for classroom instruction or supervision of instruction should hold a valid denominational teaching certificate with endorsement(s) for the position held. The requirements are detailed in the pamphlet titled *Certification Requirements, K-12 for North American Division Seventh-day Adventist Schools.*” LUC Code Book p. 193.

### ENDORSEMENTS FOR THE BASIC AND STANDARD TEACHING CERTIFICATE (NAD)

#### 1. REGULAR ENDORSEMENTS

- a. Elementary Endorsement--Valid for teaching grades 1-9 in an elementary school. In addition to fulfilling the general requirements for a Basic/Standard Teaching Certificate, an applicant will qualify for an elementary endorsement by completing:
  - (1) A minimum of eighteen quarter (12 semester) hours of credit in elementary curriculum methods.
    - (a) Required areas: science, health, mathematics, reading, language arts, religion, and social studies.
    - (b) Recommended areas: art methods, music methods, physical education methods, children's literature, computers in the classroom, and applied arts.
  - (2) In addition to or as part of the student-teaching requirements, the applicant must have experience in a multi-grade classroom. (A minimum experience would be the equivalent of three weeks on a full-time basis. A multi-grade classroom is defined as having a minimum of three grades with one teacher.)

#### 2. SPECIALTY ENDORSEMENTS

- a. Junior Academy--may be issued to the applicant who: .....
- b. Kindergarten--may be issued to the applicant who:
  - (1) Qualifies for an elementary endorsement.
  - (2) Has taken courses that include:
    - (a) Methods of instruction for the kindergarten level.
    - (b) Organization and administration of kindergarten education.
  - (3) Has student teaching experience at the kindergarten level.

## **Certification Records**

The Lake Union Conference Office of Education is responsible for the certification records of all K-12 teachers and the issuance of all teaching certificates. It is the teacher's responsibility to make sure that all transcripts of college credits, degrees, certificates, etc. are forwarded to the Union certification registrar.

## **Teaching Load and Duties**

Instructional personnel will be assigned responsibilities based on professional preparation, experience, and personal qualifications. The following guidelines will govern the assignment at the specific teaching level in the conventional school curriculum.

1. Kindergarten--Two daily sessions of kindergarten shall be considered a full-time load for a kindergarten teacher. Where a school has only one daily session, additional duties equivalent to those of other faculty members shall be assigned by the administrator for a teacher to be classified full-time.
2. Elementary School--Six grades should be the maximum load for the elementary school teacher. This maximum should be applied only under extreme circumstances. Where the maximum becomes a necessity, a teacher aide may be provided.
  - a. The maximum number of students for a teacher having six grades should not exceed fifteen.
  - b. The maximum number of students for a teacher having three or four grades should not exceed twenty-five.
  - c. The maximum number of students for a teacher having one grade should not exceed thirty-five.
  - d. The maximum number of students for a teacher having kindergarten or first grade should not exceed twenty.
  - e. The maximum number of students for a teacher having a K-2 Program should not exceed twenty (20). A teacher aide should be provided when there are more than fifteen (15) students.

## **Length of School Day--Elementary**

The weekly schedule of five school days must consist of the following time requirements excluding the lunch period:

Kindergarten	18 hours
Grades 1 and 2	25-30 hours
Grades 3 and 4	30 hours
Grades 5-8 (9)	30 hours

The lunch period is to be not less than 30 minutes and should not include recess time.

It is the responsibility of the conference office of education to keep informed of current legislation pertaining to the length of the school day and to inform the schools of these regulations.

If the state mandates time periods greater than the denominational minimums, SDA schools will make all reasonable efforts to meet such.

#### Minimum School Day--Elementary

A minimum school day, to count as part of the 180 days, must include three and a half hours of instruction, exclusive of the lunch period, or as required by state law.

Minimum school days shall be limited to eight per year or the number permitted by state law, whichever is less.

See SUC/NAD K-2 Program Schedules

### **Basic Equipment and Materials**

Basic equipment and materials in the kindergarten classroom directly affect a child's learning. Properly chosen and displayed, they help establish a flexible and creative learning environment.

Most schools have a limited budget for classroom equipment, which necessitates careful selection by the teacher. Additional money may be generated through fund raisers. Churches and parents may wish to donate equipment and materials for a new kindergarten by having a "shower."

Before making any significant purchases, a visit to kindergarten classrooms of experienced teachers will assist in making purchasing decisions. School supply companies offer a variety of materials to enhance the classroom program. Careful comparative shopping will help to extend the budget. Inexpensive products from grocery and variety stores can also be utilized in the classroom.

The following criteria will aid in purchasing basic equipment and materials:

Educational value--The item should benefit the children.

Versatility--The item is more valuable if it is adaptable to more than one use.

Durability--Equipment in the classroom should hold up to active use by young learners. It is wise to buy institutional equipment built to withstand heavy usage.

Response of the children--The children's interest can determine whether an item is useful and whether it should be replaced when it become worn.

Quantity--An adequate number of each item for satisfying play, for instance, two telephones or

dolls. A horizontal tire swing that serves more than one child at a time is preferable to traditional swings. A rule of thumb suggests 2.5 indoor play activities for each child and 1.5 outdoor play choices per child.

A basic list of equipment and materials follows. An asterisk indicates that an item is considered essential for a newly established kindergarten. The other items are highly desirable, but can be added as the program expands and finances become available.

#### Basic Furniture

- \*work tables--various sizes
- \*child-sized chairs
- small tables
- teacher's desk and chair
- kidney-shaped table
- \*cubby units
- \*filing cabinet
- bulletin boards--child level
- \*storage cabinets
- chalkboard
- loft/tent
- rocking chair
- sand/water table

#### Dramatic Play Center

- Child-sized Equipment
- \*stove, sink, refrigerator
- table and chairs
- kitchen utensils
- plastic food
- ironing board and iron
- broom
- dustpan
- \*dolls--ethnic variety and anatomically correct (be sensitive to local opinion on the appropriateness of anatomically correct dolls)

#### Dramatic Play Center Continued

- Child-sized equipt.cont.
- cradle
- highchair
- mirror
- clothes for dress-up
- Full-sized Equipment
- \*storage units
- \*telephones

#### Outdoor Equipment

- \*sandbox and cover
- tricycles
- bikes
- \*wagons
- climbing equipment
- swings

#### P. E. Equipment

- jump ropes
- parachute
- \*balls--various sizes
- sponge balls
- balance beam
- hula hoops
- \*movement records or tapes

#### Music Equipment

- rhythm instruments
- \*rhythm sticks

#### Music Equipment Continued

- \*record or tape player and records or tapes
- piano/keyboard/autoharp

#### Science Equipment

- \*magnifying glass
- microscope
- \*prisms
- \*magnets
- aquarium
- bird feeder
- bug catcher
- animal cages and pets
- balance scales
- collections: rocks, shells, butterflies, feathers, flowers, seeds

#### Art Center

- easels
- \*paintbrushes--various sizes

aprons  
\*tempera paints  
watercolors  
finger paints  
colored chalk  
\*crayons  
fine line felt-tip pens  
broad tip water-color  
markers  
\*scissors. Child-safe plastic  
scissors with metal blades  
are available. They not only  
cut well, but may be used by  
either right- or left-handed  
people.  
\*paste/glue  
sponges  
ink pads and stamps  
\*paper punches  
\*stapler  
\*tape--various kinds  
\*pencils  
string  
\*yarn  
collage materials  
\*clay/Play-Doh  
\*construction paper

#### Art Center Continued

tissue paper  
\*newsprint  
butcher paper  
\*finger-paint paper--any  
paper with one slick side

#### Listening Center

cassette player  
listening station on table  
(earphones and master  
terminal)  
tapes  
books on tape

#### Library Center

\*books (nature, picture,  
story, information, Bible,  
character development)  
nature magazines

#### Block Center

\*wooden building blocks  
(basic set)  
hollow wooden or  
cardboard blocks  
vehicles--various sizes  
wild animal set  
farm animal set  
miniature traffic signs  
people set (multi-cultural)

#### Math Center

felt board and felts  
\*plastic counters  
\*pegboards, pegs, patters  
\*colored cubes and patterns  
magnetic numbers and  
metal boards  
\*cash register  
\*play money  
geoboards and rubber  
bands  
\*colored wooden beads,  
strings, and pattern cards  
Unifix cubes  
\*100 small objects to count  
(be creative)  
manipulatives to sort

#### Small Manipulatives

\*puzzles--various levels  
sequential puzzles  
\*Legos, Constructs, or  
Duplos  
Colorforms  
lacing/zipper boards  
Etch-A-Sketch  
Magna Doodle  
puppets--people and animals

#### Boxed Games

Uno  
\*dominoes (picture or dots)  
\*Memory  
Lotto  
ABC/Number Bingo  
Color/Shape Bingo  
Board games. Follow  
developmental and S.D.A.  
guidelines in selecting from

the many fines ones  
available.

## **Space Arrangements for Indoor and Outdoor Areas**

The space arrangements for a kindergarten class should be center-oriented and encourage freedom of movement. The classroom should be attractive and inviting to children. Furniture arrangements, floor space, and wall space should be not only functional but also contribute aesthetically to the appearance of the room.

The room should be arranged to meet the needs of children and provide a rich learning environment. At the same time, the room should be well-organized and free from clutter. A room divided into activity centers can be unified by using attractive decorations based on seasonal or study themes.

### Room Arrangements

A good room arrangement should:

Allow for safe movement and free flow of children from one center to another.

Separate quiet activities from lively or noisy activities.

Allow a large open area for large-muscle activity and/or circle formation.

Provide activity centers with materials close at hand.

Be versatile. One area may function for various purposes. The housekeeping area may become the play store or the post office.

Use functional dividers to define room areas.

Have choices available for the day's activities that are visible and inviting to the children.

Be designed to encourage neatness and good housekeeping habits.

Allow for flexible use of space for the individual child, small groups, or large groups.

Have bulletin and chalkboards at children's eye level.

Have centers of interest that provide all the children with enough activities spanning an appropriate developmental maturity range.

Not all kindergarten teachers have large rooms that can be divided into many learning centers, but certain areas or centers of activity can be defined even in limited space.

A space designated for Bible and worship is essential. The front matter of the Bible Themes gives suggestions for the Bible/Worship area. The area can be defined with a rug or by furniture arrangement. The Bible/Worship center can also be used for children to meet

together for planning, listening to a story, or participating in activities related to the unit of study.

## **CENTERS**

Activity centers are essential. A center is a designated area in which a specific activity takes place. It may be in a corner of the room or an area set off by the arrangement of shelves or furniture. A center may be as simple as a table and chairs, or it may be a grouping such as a playhouse or store. It may be an area that has multiple uses with all the materials for primary and supplementary activities stored nearby.

In selecting the location of a center, the nature of the activity and the materials to be used need to be considered.

Two examples of activity centers:

### Bible/Worship

Comfortable seating--chairs, pillows, or carpet.  
Objects that correspond to the Bible curriculum.  
Supplies for the Bible curriculum activities.  
Bulletin board for Bible theme.

Some classrooms have a meditation center, which differs from the group Bible/Worship center in that it is located in an isolated spot and accommodates one child. It invites a child to come apart for a while for comfort or respite. It will contain:

A comfortable place to sit.  
A low table with a Bible and a picture of Jesus.  
Bible story books.

### Language Arts (located away from active centers)

A comfortable lounging area where children can look at books.  
A display of books for the unit of study.  
Easy-to-read and picture books.  
A table and chairs.  
Listening post with tapes of books.  
Writing supplies.  
Pre-reading games and kits.  
Supplies for making books.

Since even the largest classroom cannot accommodate a large number of centers at the same time, centers will change throughout the year to complement the curriculum. Centers that are important to kindergarten children include the following:

*Math	*Art
*Housekeeping/Dramatic Play	Water/Sand Table
Woodworking	Game
*Block	*Music

\*year-long centers)

## **Planning the Room Arrangement**

Sample floor plans for kindergarten classrooms follow, but teachers will have to develop their own plan according to room size and shape.

It is suggested that a floor plan of the kindergarten room be drawn to scale on graph paper and scale size drawings of furniture be placed on the plan until a satisfactory arrangement is found. The classroom arrangement may need to be changed throughout the year as different activity centers are introduced.

Child-size unattached chairs and tables in a variety of sizes are appropriate furniture to be used in the room arrangement. Kindergarten children should not be sitting at desks.

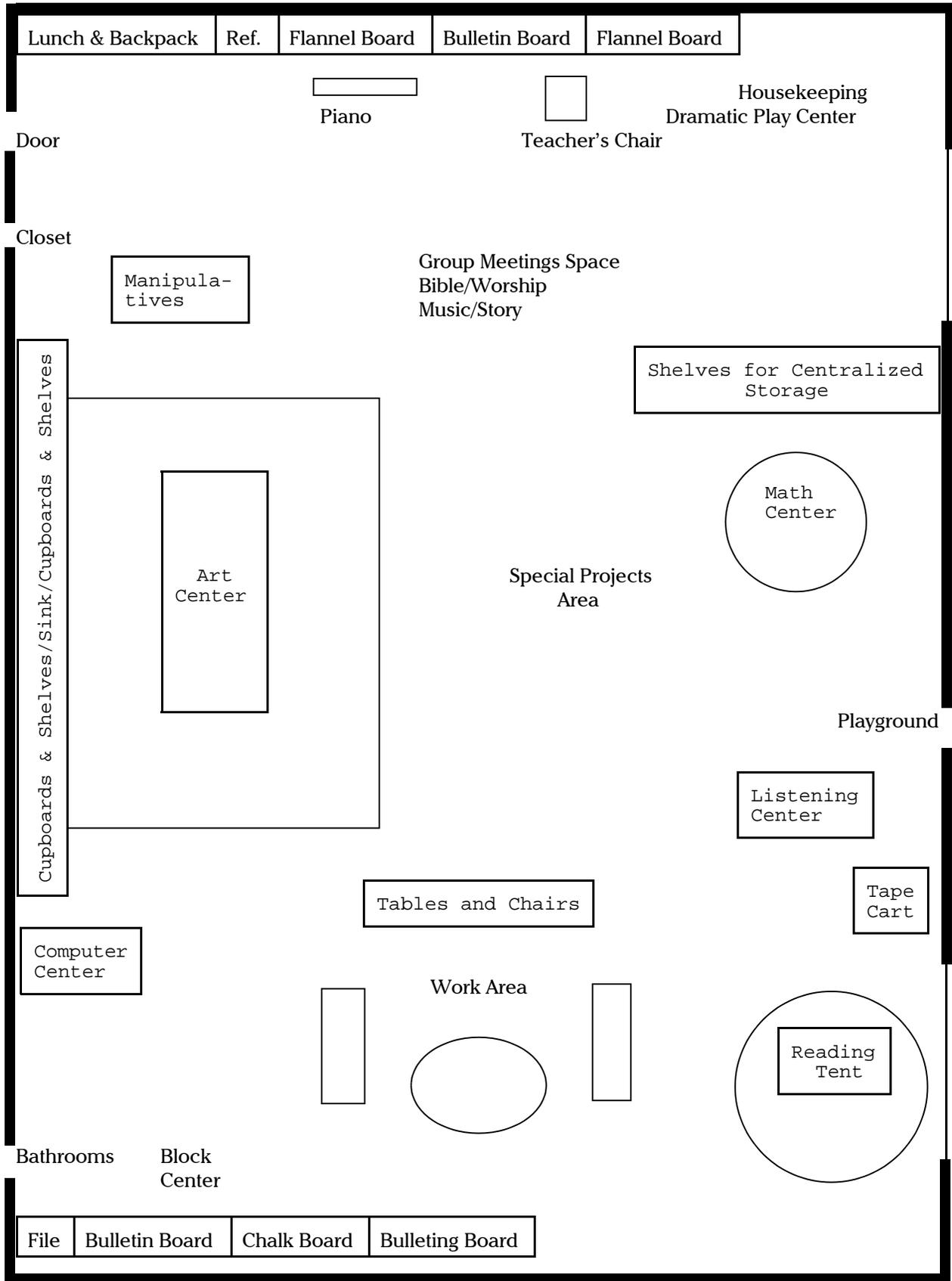
The kindergarten room should have a hard floor surface for messy work/play and a rug area for other work/play activities. In a full-day kindergarten, floor space needs to be available for rest time, with space to walk between the resting children. There must also be space allotted for cot or mat storage. Some full-day kindergarten classrooms also need tables and chairs for lunch eaten in the classroom.

Extension of space is sometimes possible by using corridors, nearby rooms, patios, and courtyards.

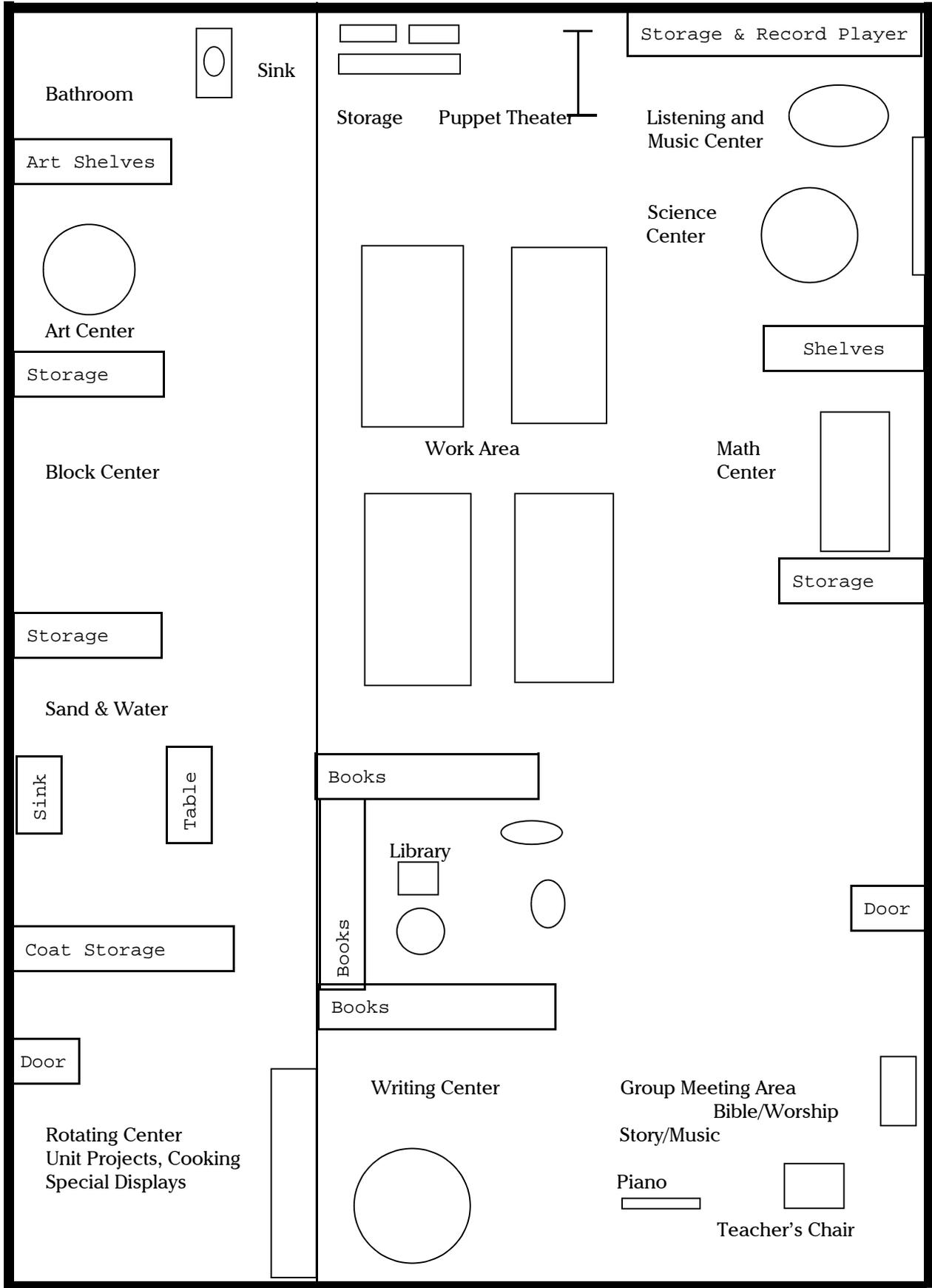
### **Kindergarten Floor Plans 1, 2, 3**

Three floor plans are provided as samples. The same size room has been arranged in three different ways with varying materials and equipment. In each plan, areas have definition and allow for rotating function, depending upon unit study needs. Choose the ideas from each plan that are best suited for optimum use of space and materials, and match the teaching style used in the classroom.

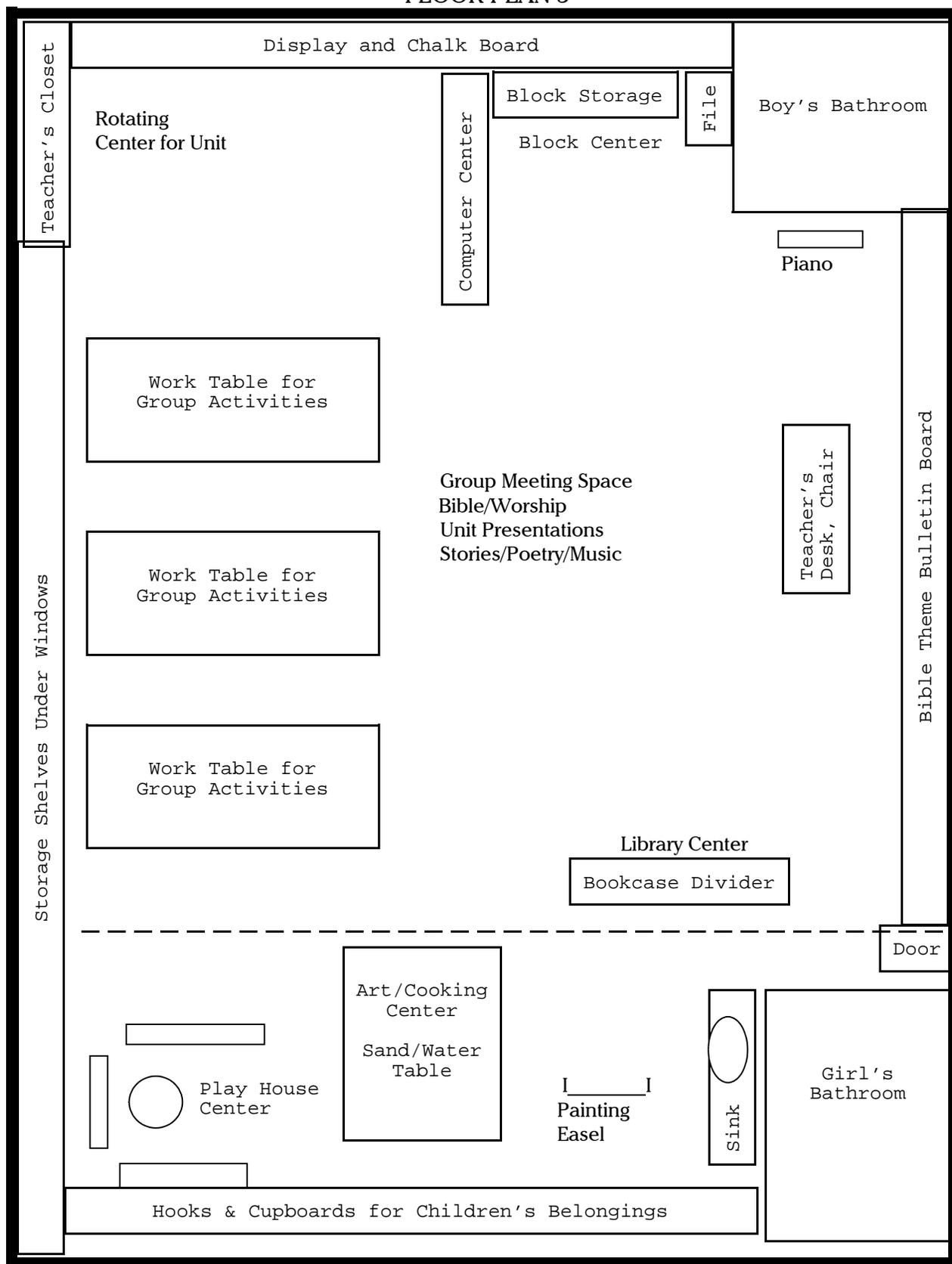
# FLOOR PLAN I



# FLOOR PLAN 2



# FLOOR PLAN 3



## FLOOR PLANS

### II. Physical Requirements

<u>Space Requirements*</u>	<u>Area in Square Feet</u>		
	A	B	C
Facility			
Instructional area	**	850	1,700
Teacher preparation area		--	***
		***	
Toilets	--	25	50
Total	--	875	1,750

\*Multi-grade school--"A" spaces

One grade per room--"B" spaces

More than one section per grade--"C" spaces

\*\*Optional

\*\*\*Teacher preparation area included in instructional area.

#### **Outdoor Areas**

The outdoor play area should be an inviting environment where children can expend their physical energy freely, restrained only by safety rules. Ideally, part of the area should be left natural for the study and appreciation of nature. Areas of multi-use structures, riding toys, and ball actions should be included. A variety of surfaces--sand, grass, and cement or blacktop--will provide for a large variety of outdoor activities. The space should be flexible enough for total-group activities, small-group activities, and individual exploration and learning.

#### **Play Structures and Equipment**

Play equipment should be designed for large-muscle development through climbing, crawling, balancing, sliding, swinging, etc. Sturdy, well-designed structures should be placed in areas that are separated from ball playing, running, and group games. A 12- to 15-inch cushion of wood chips, pea gravel, or sand under the play equipment will prevent injuries caused by falls. Swing sets should be placed away from other play equipment to avoid harm caused by a moving swing.

Play equipment should meet state and insurance regulations before children are allowed to use it. All play equipment should be checked regularly for dangerous elements such as broken parts, sharp edges, splinters, rusted metal, loose bolts, and twisted chains.

#### **Hard Surface Area**

A hard surface area is desirable for riding toys, ball activities, hopping squares, group games, etc. The hard surface area should be away from the climbing toys, swings, and slides for safety reasons.

## Sandbox Area

The sand box should be large enough for several children to play simultaneously. It is desirable to have a roof or cloth canopy over it for shade. When not in use, the sand should be covered to keep it clean and free from animal wastes. A variety of sandbox toys should be available.

## Safety Guidelines

The play area should:

- a. Be large enough to accommodate a variety of play activities.
- b. Have a minimum of 75 square feet per child.
- c. Be separated from adjacent dangerous areas by a fence or other physical barrier.
- d. Have adequate space between equipment such as slides and swings and other active play areas to avoid accidents.
- e. Be designed to allow safe movement of children from one play or equipment area to another.
- f. Have slip-resistant climbing and gripping surfaces on play equipment during wet or dry conditions.
- g. Have both sunny and shady areas.
- h. Display safety color-coded signs where needed.

## Use of Playground

Ideally kindergarten children will have their own outdoor play area. When this is not possible, careful scheduling is needed so that children will not interfere with or be hurt by older students. If there is only one play area, size-appropriate equipment should be provided and extra care exercised in the use of oversized structures to ensure the safety of the kindergarten children.

## **Cost of Program**

Two budgets need to be prepared: a start-up budget and an operating budget. Factors to be considered in the start-up budget include:

- Preparation of the classroom--floor covering, sinks, water fountain, bathroom facilities, storage.
- Furniture, equipment, and supplies for the classroom.
- Fencing and equipment for the playground area.

Factors to be considered in the operating budget include:

Tuition income. Other private/Christian schools in the area can be contacted to get an idea of the prevailing kindergarten tuition rates. The conference can provide information about the kindergarten tuition of other Seventh-day Adventist schools. A sampling of three or four schools in the conference can be made to get an idea of tuition rates for programs that

have a similar length.

Amount of subsidy from the conference. If the kindergarten is to be half- day, yet a full-time teacher is desired, the school may wish to consider having the kindergarten teacher engaged in other instructional activities in the afternoon.

Cost of teacher salary and benefits.

Expenses incurred in the day-to-day operation of the program. Kindergarten programs require more consumable materials than elementary programs.

A quality kindergarten does involve a considerable initial investment. While it may be possible to improvise and do without some things, a quality kindergarten program that meets the needs of children and attracts future students requires adequate resources.

### **Funding for the Program**

Funds need to be found for the start-up budget. They may be a combination of moneys from school, constituent church(es), conference, private sources, and prepaid tuition. (See Basic Equipment and Materials.) It may be necessary to solicit the constituent church(es) or to use school reserves for the start-up costs.

The task force needs to:

Establish tuition rates in consultation with the school administrator. To make the program financially possible, it may be necessary to charge the same tuition for whole- and half-day attendance.

Determine whether the school and the church(es) have the financial resources and commitment to keep the kindergarten program going until the enrollment and the resulting income sufficiently increase to meet the amount stated in the operating budget. A quality kindergarten program will attract enrollment once it is functioning, but other marketing methods will have to be used until there is an existing kindergarten for parents of potential students to visit and for satisfied parents to promote by word-of-mouth. A kindergarten roundup may generate interest in a new program.

### **KINDERGARTEN--Introduction**

The kindergarten age, five or six years, is a critical period. At this time a child has only limited coordinating ability of the large muscles, particularly the muscles of the feet and legs. Some children upon entering kindergarten can skip or stand on one leg, others cannot. The coordination of the muscles of hands and fingers is still in the developmental stage and the inability of coordinating the small muscles must be taken into account in the planning of finger activities.

Children at the ages of five and six have a limited attention span and experience difficulty in concentrating on one activity. There is some discomfort to small children required to sit still

for half an hour. At this age children are beginning to move away from the playful, fanciful thinking to a more realistic and objective view of the world around them.

For the kindergarten child, the family is still the dominating factor in his development. A child with only one parent has a different background and outlook from a child who has both parents. A better understanding of parental influence and nutritional impact on the child's learning ability and growth potential are necessary in planning a kindergarten program.

## I. Educational Program

Educational Objectives--The objectives of the kindergarten program have been subject to some debate. Some are not convinced that a child should attend school before the age of eight or ten, let alone at the age of five or six. Indeed, the Seventh-day Adventist Church through its Department of Education urges that children start formal schooling at a later age. Others see the need because of social conditions and the necessity of both parents to be employed outside of the home. The following objectives are deemed important for kindergarten:

Social Development--To provide opportunities for a child to share, and work cooperatively and independently. To create a setting where the five- and six-year old can begin to develop the ability to make decisions.

Intellectual Development--To stimulate an awareness of the more formal learning activities of grade one--beginning numbers, reading, readiness skills, physical dexterity, self-expression, and creativity.

Physical Development--To aid in the development of the motor skills, thus increasing coordination and confidence in the child, so important to continued progress in later academic success.

Spiritual Development--To provide a spiritual environment through music, nature, storytelling, and Christian living which will inspire faith and trust in God.

### Discernible Trends

1. An extension of the length of time the kindergarten school is in session--from three hours to a full day.
2. A move from kindergarten independence to a closer integration with regular schooling. Curriculum planning on a K-12 basis.
3. A greater use of aids and para-professionals. A closer tie with the community.
4. A greater emphasis on outdoor activities and the study of nature.
5. An increasing emphasis and use of visual aids and technology.



**Instructional Area**--Flexibility is a key feature of the instructional area. Consideration should be given to the development of activity centers. The following centers should be included:

**Reading or book center**--This area should contain a low table, four or five chairs, a book case, and a display space and tack board. This area should be carpeted.

**Art center**--A sink of suitable height is needed together with counter work surface and storage. Six or seven children should be able to work in this center at easels or on tables. This area should be tiled to facilitate cleaning after such activities as painting, clay or paper sculpturing, and other activities that may require water or other messy ingredients.

**Music or listening center**--A piano and listening equipment are required. The listening equipment can be wired to a bean-type table using headsets and jacks. A small taper (cassette) or record player should be provided both for individual or group listening. Other small musical instruments may be included.

**Science, nature, or math center**--Simple science or nature activities create great interest. Space for keeping small animals, birds, or fish should be planned. Various types of building blocks and wheel toys should be provided to aid in computation and manipulation activities.

**Storage**--Sufficient storage is vital in a kindergarten classroom. Equipment, games, and other materials are frequently required and space should be provided for their safe keeping. Storage of students' personal effects (coats, shoes, etc.) is also required.

**General activity area**--Some space should be provided close to the teacher's preparation area for ease in supervision where children can engage in numerous activities such as crafts, woodwork, etc. A low bench or hammering space can be very useful.

**Teacher preparation area**--This space should be in the general instructional area and should include a teacher's desk, cabinet, chair, and book case. Space is also required for the teacher's personal effects. This locker/cabinet should be lockable.

**Outdoor patio or sandbox**--A protected area adjacent to the instructional area is desirable. It should be designed for water and sand play activities. If this space can be covered and protected from chilly winds greater use can be made of this facility.

**Other general requirements:**

Tack board--20-30 linear feet

Chalkboard--20 linear feet

Shelving--3 feet high and varying depths of 8 inches to 18 inches

Electrical outlets--8-10 feet apart

Lighting--according to minimum standards

Furniture--flat tables of varying shapes and sizes for three or more

children. They should be scaled to kindergarten size.

Toilet--a single toilet with wash basin should suffice

Drinking fountain--there should be at least one located with the main instructional area