

# AFRICA VILLAGE MINISTRIES

## Curriculum Manual



Written and Designed by

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**AFRICA VILLAGE MINISTRIES**

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...Jesus said, "Suffer little children, and forbid them not, to come unto me:  
for of such is the kingdom of heaven".

Matthew 19:14

# Africa Village Classrooms Manual

## Biblical Mandates

- *Defend the cause of the weak and fatherless; maintain the rights of the poor and oppressed [exploited].*  
*Psalms 82:3 NIV*
- *Speak up for those who cannot speak for themselves, for the rights of all who are destitute.*  
*Proverbs 31:8 NIV*
- *Do not be proud, but be willing to associate with people of low position.*  
*(Romans 12:16).*
- *...You are the helper of the fatherless, he finds in Thee his helper. Thou hast heard the lament of the humble, O Lord, ... bringing justice to the orphan ...*  
*(Ps. 10:14b, 17, 18). The Message*
- *Change your ways and your actions and deal with each other justly,*  
*...do not oppress the fatherless...*  
*(Jer. 7:5, 6).*
- *This is what the LORD says: Do what is just and right... Do no wrong or violence to the fatherless...*  
*(Jer. 22:3)*
- *Religion that God our Father accepts as pure and faultless is this: to look after orphans...in their distress and to keep oneself from being polluted by the world.*  
*(James 1:27).*
- *He who is kind to the poor lends to the LORD, and he will reward him for what he has done.*  
*Proverbs 19:17*

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## Dedication

This work is inspired by the vision of Heidi Baker (Iris Ministries) to have hundreds and thousands of Educational Resource Classrooms in the villages of Mozambique. Because of her vision the *Village Kit* (an option for a fully built Classroom) was conceived.

The development of this idea and project is dedicated to the Children of Zimpeto; hundreds of them like Beatrice, Constancia, Ricardo, Paolo, and John to name just a few.

Blessings on them in particular and all the children in general as they grow in the LORD, possibly, themselves, being the teachers and purveyors of the Village Kit to every village far and near in the country of Mozambique....and beyond!



Mike and Marie Meaney at Iris Ministries in Mozambique.  
Constancia on Mike's right; Ricardo on Mike's left;  
See Constanza's story at the end of the manual.

## Resource Room and Village Kit Classroom Description

A **Resource Classroom** is a single self-contained room that children ages 6-16 come to for approximately 1 hour - 2 to 5 times a week. This can be before or after school or as arranged by teacher and parent.

This educational experience is complimentary to their ongoing education in that it teaches, reinforces and strengthens their basic skills in math, reading and writing.

The process allows students to think critically and creatively as they explore science, social studies, health and physical education, math, art, music, reading and creative writing. All lessons and curriculum design is Scripturally based. It is an individualized, non-rote learning experience.

Each student is assessed and given an individual folder where timed tests in reading and math are accumulated. A multicolored graph system shows them in a tangible way their daily progress and helps them identify weaknesses. It also inspires remediation and growth.

The open physical structure of the room allows the students to move freely and develop self-directedness. The learning centers for reading, math, science, social studies, music, art, health and physical education and creative writing enable the student to engage in hands-on learning, thus allowing them to explore, observe, discover, create and invent (\*Heuristic, see below).

A **Village Kit** is like the Resource classroom but without the building. Some locations already have a building or the nationals want just the educational materials. There are two plastic boxes (24" long x 18" wide x 18" deep) which contain everything needed to teach children 6-16 in all eight disciplines mentioned in this curriculum.

The Classroom "walls" are a rope stretched around trees from which charts and posters are attached with clothes pins. All Classroom materials are taken down at the completion of each day. It is owned, protected, used and progenerated by committed adults in the community.

**Africa Village Classrooms**, as God supplies through it's supporters, provides all supplies, teaching materials, structure and teacher training. Committed local teachers are essential to the success of the ongoing program. Two weeks of training in an actual classroom setting will enable the local teachers to organize and manage the classroom.

If there is no facility available Africa Village Classrooms will trust God for the funds to build a structure.

***\*HEURISTIC To invent and discover as in "Eureka...I've found it!"***

## What is the Resource Classroom?

*The following chart is on the wall of the Resource Classroom For Students and all to read:*

### What is the Resource Classroom?

It is a place to:

- ⇒ **Praise** and **learn** about God and his creation
- ⇒ **Strengthen** the gifts God gave you
- ⇒ **Help** you think faster, critically and creatively
- ⇒ **Move** you through basic skills with more strength, accuracy, speed and confidence
- ⇒ **Encourage** and **motivate** you to grow in your mind body and spirit
- ⇒ **Laugh, have fun, and fellowship** with the beauty, color and joys of life
- ⇒ **Affirm** each other in our faith, skills, gifts and potential

## The Environment

### What Makes for an Optimal Learning Environment

*Adapted from Roald Dahl "What Makes for a Good Read-aloud"*

The prime function of the learning environment is to invite children into a place that is so absorbing, exciting, funny, fast and beautiful that the child will fall in love with it. That first love affair between the young child and his classroom learning environment will hopefully lead to academic success that will perpetuate itself, gain momentum and lead to motivate and seek further academic success. When that progression is achieved the battle is probably won. The child will have **discovered** (\*see heuristic below) a crock of gold. He will also have gained something that will help to carry him most marvelously through the tangles of his later years.

***\*HEURISTIC To invent and discover as in "Eureka...I've found it!"***

### The Teacher Will...

- Assess each child's abilities/skills and meet them at their level
- Prescribe entry level into curriculum structure
- Help direct child to discover his own personal passions and gifts
- Reinforce attributes of self-assuredness, contribution, accountability
- Help child learn creative thinking and problem solving skills
- Help child develop self-management skills with evaluation and rewards
- Help child discover and develop personal potential
- Teach spiritual concept components of whole person
- Help Student to develop daily Bible study and prayer/communion with God

### Curriculum description

The **Africa Village Classrooms** curriculum is an inter-disciplinary, broad-scoped educational program for children ages 6-16. The target group consists of those children at risk around the world. Many of these children are not able to attend government schools because of the lack of minimal funds. Many are orphaned by war and AIDS.

These children currently attend daily sessions for half day where they are taught in very crowded conditions in one large group, using rote methods.

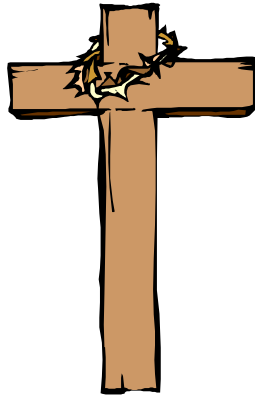
A structure of physical classroom and curricular design provides a starting point for teachers to implement a broad approach that reaches to all disciplines.

An heuristic ideal is the overriding philosophy in both physical classroom set-up and curricular design. All disciplines are inter-related. The learner is reinforced at every turn to find and learn spiritual applications.

The teacher sets up and guides each student to make a practical application of basic skills with spiritual emphasis



# JESUS CHRIST IS LORD OF ALL



The Disciplines:

**Reading**  
**Mathematics**  
**Science**  
**Social Studies**  
**Art**  
**Health/P.E.**  
**Music**  
**Creative Writing**

# The Disciplines Integrated with Scripture

## **READING** (Leitura Portuguese.)

- Revelation 1:3 Blessed is the one who reads the words of this prophecy, and blessed are those who hear it and take to heart what is written in it.
- II Timothy 3:16 all Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness.
- John 1:1 In the beginning was the Word, and the Word was with God, and the Word was God.

***To systematically expand ones' knowledge and thus grow spiritually, intellectually and emotionally comes from regular reading.***

***The insatiable thirst for knowledge is quenched only by a steady flow and digestion of good reading materials.***

## **CREATIVE WRITING** (Escrita Criativa Portuguese)

- Revelation. 1:19 Write, therefore, what you have seen, what is now and what will take place later.
- II Corinthians. 3:3 You show that you are a letter from Christ, the result of our ministry, written not with ink but with the Spirit of the living God, not on tablets of stone but on tablets of human hearts.
- Isaiah 49:16 See, I have engraved you on the palms of my hands; your walls are ever before me

***To be able to express to others through speech and writing the innermost thoughts; to entertain, to teach, to inspire are gifts from God.***

***To use this endowment for self expression, to earn a living, to entertain, to evangelize are the fruits of these gifts***

## **MATHEMATICS** (Matematica Portuguese.)

- Genesis 6:15 This is how you are to build it: The ark is to be 450 feet long, 75 feet wide and 45 feet high.
- Proverbs 11:1 The Lord abhors dishonest scales, but accurate weights are his delight.
- Exodus 25:10-22 measurements and specifications of the Ark for the Tabernacle
- Luke 12:7 Indeed, the very hairs of your head are all numbered. Don't be afraid; you are worth more than many sparrows.

***God is the creator of order, structure and patterns of mathematical design. The rhythm and patterns of snowflakes, flowers, leaves, music, and astronomy are heaven's art.***

***The stability and dependability of numbers appeals to the very group of those who enjoy this discipline and use it to fulfill their gifts in ways such as jobs in engineering, astronomy, physics, construction.***

**SOCIAL STUDIES** (Estudos Sociais Portuguese.)

- John 3:16 For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.

***God's most precious beloved creation whom he made in his image is humankind. The very hallmark of his creation - the uniqueness of the individuality of each person is evidenced in the diversity of cultures found on the earth.***

***Knowing of God's passion and redemption of his people requires the student to investigate the political, economic, demographic interactions of humankind throughout history into modern times.***

**SCIENCE** (Ciencia Portuguese.)

- 2 Corinthians. 9:6 Remember this: Whoever sows sparingly will also reap sparingly, and whoever sows generously will also reap generously.
- Genesis 9:13 I have set my rainbow in the clouds, and it will be the sign of the covenant between me and the earth.
- Matthew 13:1-9 Parable of the Sower
- Matthew 7:24-27 The Wise and Foolish Builders

***In all of life's situations forces at play are so uncertain, but the immutable scientific laws of God stand absolute and unchanging. They apply to all people and are no respecters of persons***

***The characteristic perfection and consistency of each law of physics/nature reflect the unchanging attribute of the creator — Jesus, the same yesterday, today and forever.***

**ART** (Arte Portuguese.)

- Genesis 9:13 rainbow
- Genesis 37:3 Now Israel loved Joseph more than any of his other sons because he had been born to him in his old age; and he made a richly ornamented robe for him.
- Eccles. 3:11 He has made everything beautiful in its time.
- Exodus 25:3-7 These are the offerings you are to receive from them: gold, silver and bronze; blue, purple and scarlet yarn and fine linen; goat hair; ram skins dyed red and hides of sea cows; acacia wood; olive oil for the light; spices for the anointing oil and for the fragrant incense; and onyx stones and other gems to be mounted on the ephod and breast piece
- Exodus 35: 31-35 And he has filled him with the Spirit of God, with skill, ability and knowledge in all kinds of crafts; to make artistic designs for work in gold, silver and bronze, to cut and set stones, to work in wood and to engage in all kinds of artistic craftsmanship. And he has given both him and Oholiabson of

Ahisamach, of the tribe of Dan, the ability to teach others. He has filled them with skill to do all kinds of work as craftsmen, designers, embroiderers in blue, purple and scarlet yarn and fine linen, and weavers; all of them master craftsmen and designers.

***The elements of art are revealed in all of creation, starting with the color spectrum (rainbow) given as a covenant from God to man.***

***The designs, patterns, rhythms, forms, principles, resources, all found in nature, serve to inspire and equip all, from the greatest seasoned and renown artist down to the budding and aspiring student.***

**HEALTH/P.E.** (Educacao Sanitaria, Educacao Fisica Portuguese.)

- Psalm 139:13, 14 For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made.
- 1 Corinthians 6:19, 20 Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your body.
- Romans 12:1 Therefore, I urge you, brothers, in view of God's mercy, to offer your bodies as living sacrifices, holy and pleasing to God — this is your spiritual act of worship.

***The very essence of God's temple on earth is the physical body of the redeemed which houses the spirit, soul and mind. Information regarding the body's development, care and destiny is essential to properly present this sacrifice of praise.***

**MUSIC** (Musica Portuguese.)

- Psalm 150:3-6 Praise him with the sounding of the trumpet, praise him with the harp and lyre, praise him with the tambourine and dancing, praise him with the strings and flute, praise him with the clash of cymbals, praise him with resounding cymbals. Let everything that has breath praise the Lord. Praise the Lord.
- Revelation 5: 8-14 Singing before the throne.

***Music is the language of the soul, spoken and shared as a bond between all cultures, peoples, generations, social and economic groups.***

***Expression of musical creativity not only entertains, inspires, instructs, enriches and ministers but can be presented back to God for His own glory, the very Creator of music and musical gifts.***

# Africa Village Classrooms

## Resource Room and Village Kit Teacher Job Description

### **Teacher Requirements:**

- Love Jesus! Show it on your face
- Think divergently
- Demonstrate passion for children and teaching

### **Spiritual**

- Regular participant in church activities
- Consistent Bible study and prayer life
- Prudent, moderate, joyful, above reproach

### **Intellectual**

- Study current specific education ideas, e.g. Bloom's Taxonomy, Gardiner's Int. Learning Styles, Hunter's I.T.I.P.. learning and language disability, brain research
- Implement, as feasible, new workable units of study into curriculum
- Share educational information with associates

### **Emotional**

- Stay focused while being flexible when necessary. Humor
- Positive attitude towards personnel, parents and students
- Personal rest and recreation to prevent burn out
- Rational, calm response to student behavior
- Student expectations clearly stated
- Positive reinforcement of good behavior. Consequences clearly stated for negative behavior

## Teacher Expectations

### **Physical**

- Keep materials neat and clean; easy to access
- Sweep floors and dust; wash windows
- Maintain inventory for teachers and students
- Make room available to community during non-lesson times

### **Creativity**

- Inspire students to think divergently, creatively, critically
- Apply appropriate instructional program for individual student
- Demonstrate problem solving techniques

### **Modeling**

- Respect for others
- Show qualities of responsible adult: industry, promptness, dependability

### **Paragon of Virtues**

- |                   |                |
|-------------------|----------------|
| • Self-Discipline | • Perseverance |
| • Compassion      | • Honesty      |
| • Responsibility  | • Loyalty      |
| • Friendship      | • Faith        |
| • Work            |                |
| • Courage         |                |

# Assessment for Student Placement

As each child enters the Resource Room and “Village Kit” Classroom there will be an assessment of their skills in the areas of reading, math and writing.

## READING

An assortment of reading texts levels K-8 will be placed on the table. The student will direct the teacher to one which he/she would like to try and read and might be comfortable doing so. Teacher listens and adjusts to correct level using following criteria:

1. Frustration level 70% or less correct
2. Instructional level 70%-90% correct
3. Independent level 90% or more correct

*Marie Meaney.*

Reading timed tests are set out in sequence. Teacher helps child find instructional level using same criteria. Introduce student into timed tests at an Instructional level, never frustration level

Assessing concepts of print:

- Hand a child the book upside down to see what they will do with it
- Have them count the letters in the book title
- Have them count the words in the title
- Open text and ask them to point to where they start to read
- Point to a period and ask them what it is and how it is used
- Point to the last word in the sentence

## MATH

Write 0-100 on empty chart paper.

With sequence of addition, subtraction and multiplication pages set out on table, student chooses one he/she can do. Teacher assesses for 100% accuracy.

## WRITING

Student writes full name on number chart paper

Using lined notebook paper, student writes name, date and sentence about themselves or topic.

Draw picture.

Teacher keeps record of each student's entrance level on each skill, reading text and timed tests.

Students papers are dated and entered into individual notebook or folder.

## SOCIAL STUDIES/POLITICAL AWARENESS

Student identifies outline of continent of Africa and other continents.

Student identifies president of their country

Present pictures of their country's flag and the American flag. Student identifies each.

## PERSONAL GIFTS/ PASSIONS

What are you able to do with your hands? What can you make?

If you could do anything you wanted in the whole world, what would it be?

What kind of work do you do at home?

Who are your friends?

What do you like to do with your friends?

What do you do well?

## Three Levels of Performance Assessment

This applies to reading and math timings.

### Frustration Level

Too difficult, student is still struggling with sounds, decoding, mechanics.  
Drop to a lower level for comfort and personal satisfaction

### Instructional Level

Just right, enough mastery to keep moving, information is coming just fast enough to be ingested easily . Keep working at this level until proficiency and mastery are accomplished

### Independent Level

Mastery of subject matter, this level is perfect for reading for the joy of it. At this level comprehension is immediate, mechanics is not an obstacle

***The best level for timings is the instructional level.*** It identifies areas of weakness and then remedies them through practice. This level strengthens the foundations so the student can move on confidently and perform with confidence and strength. When the student progresses from levels of frustration to instruction to independence, he/she is then able to use his proficiency to assist/teach younger children in areas where the younger children need help.

## Village Kit Classroom School Schedule

### Monday - Thursday

Students

### Friday

Teacher's Prep — Parent/Student Conferences

### Daily Schedule

9:00 — 10:30

11:00—12:30

1:00 — 2:30

Three 90 minutes sessions per day with 15 children each — Total 45 children per day. First 7 minutes: Gather — pray — share scripture—sing

Each session, students will participate in:

1. Timed tests in math and reading
2. Writing — social studies, science, health
3. Math — worksheets, Manipulatives
4. Art project
5. Listening center (music)
6. Reading activities — book, work sheet
7. Hygiene activity (hands, teeth, body, clothing)
8. PE activities: balls, jump ropes, games, fitness

## Village Kit Classroom Design and Setup

The walls of the classroom are indicated by a rope strung/looped/tied to adjacent trees, posts or whatever is convenient for attachment. One section can be tied loosely for a “door”.

On the rope is attached with spring clothes pins the following signs: Reading, Social Studies, Science, Puppet Theatre, Creative Writing, Mathematics, Physical Education, Art, These signs should on 8x11 heavy stock paper with a whimsical font.

The separate stations should be set up on the boxes they have been packed in. These will serve as work areas (tables). There should be adequate space between spots for easy movement of bodies. Clean grassy areas are most desirable

The art center should be centrally located or adjacent to creative writing, social studies, math, puppets. This way the scissors, crayons, glue is convenient for all activities.

A responsible older student should be trained and motivated to attend to their specific station. This can be done the day before in a mock set-up of the classroom. They can help with the rope, the posting of signs and setting up of their station. There could be a special reward or gift for these children.

The teachers are then freed up to circulate, to direct activities, solve problems and encourage student helpers and students.

Not all 8 disciplines need to be set up and available each time. Some days only one discipline may be appropriate.

When storing materials away the helpers can refer to the master inventory list which identifies all supplies.



## Resource Classroom Set up

For an actual constructed classroom:

FURNITURE can be built by local craftspeople

TIMING TABLE rectangular 3 by 6 foot, 1 bench or 3 stools, 29 inches tall Judy clock mounted on wall above heads for one minute timings and general time telling

MATH TABLE rectangular 3 by 6 foot, 2 white plastic milk box cubes for storage

SCIENCE TABLE rectangular 3 by 6 foot, covered with slicker fabric

MUSIC LISTENING TABLE round, approx. 40 inches diameter, 29 inches tall, listening post in center with cassette or CD player with 4 headphones

CREATIVE WRITING TABLE round, approx. 40 inches diameter, 29 inches tall, topics in center for Writing, Science, Health, Social Studies, Personal Journal, Creative Writing, Book-making

PUPPET THEATRE CENTER Colorful sheet clothes-pinned to rope

LITERATURE AND POETRY CENTER — Round table with large sports umbrella inserted in hole in center

P.E. mesh bag filled with equipment, hung on shelf

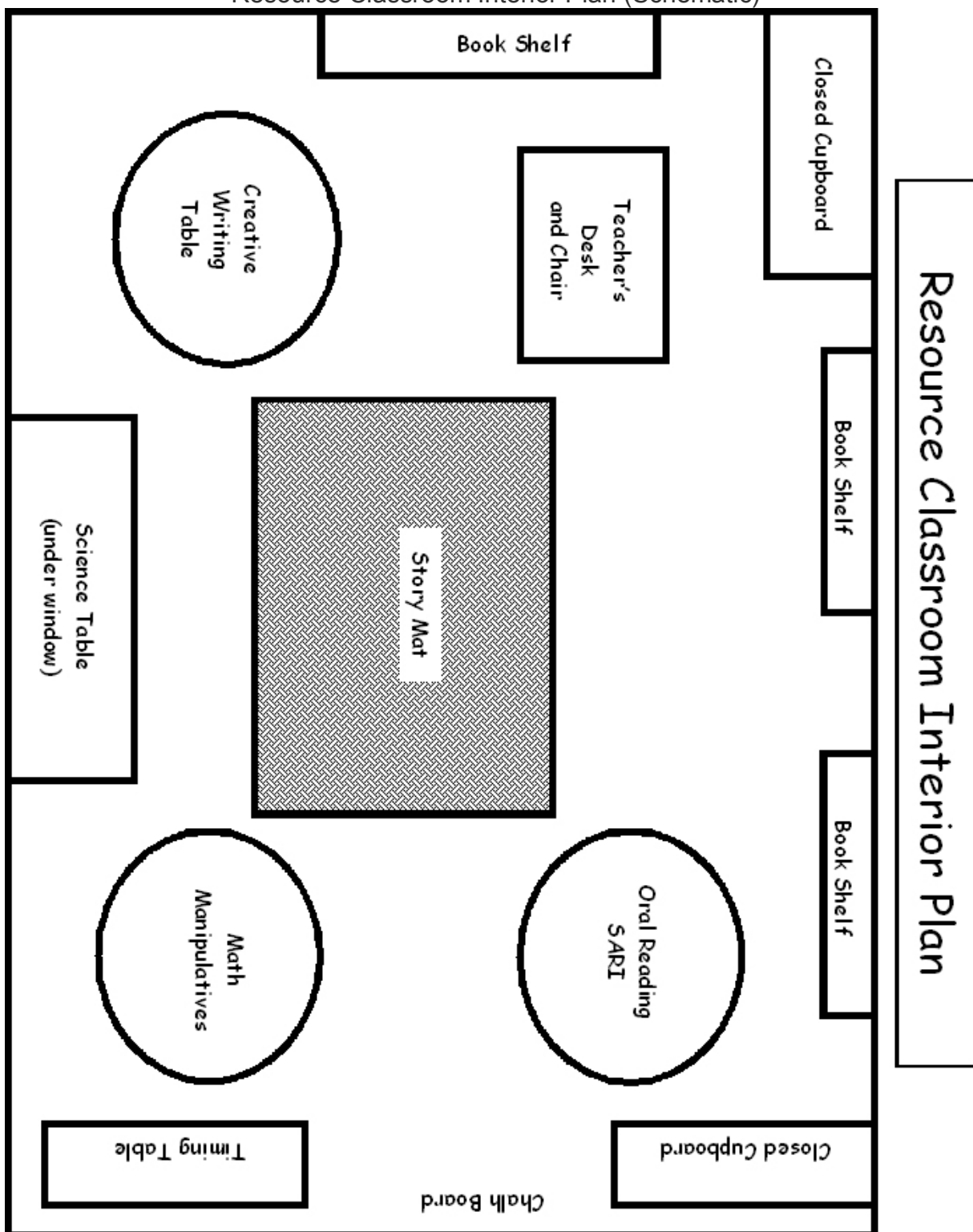
PAINTING CENTER plastic cloth on floor or on clean grass/ground

READING 2 benches placed adjacent to book shelves, 4 tall bookshelves with 6 shelves each. Use vinyl 45 inches square to cover entire table

Pocket Chart

Purchase foam core 24 by 36 from OfficeDepot or Ben Franklin. Cut pieces of tag strips 2 inches by 24 inches. With masking tape adhere strips equally distant to form pockets, approximately 6. Bind the entire 4 edges with wide masking tape to finish it properly.

Resource Classroom Interior Plan (Schematic)

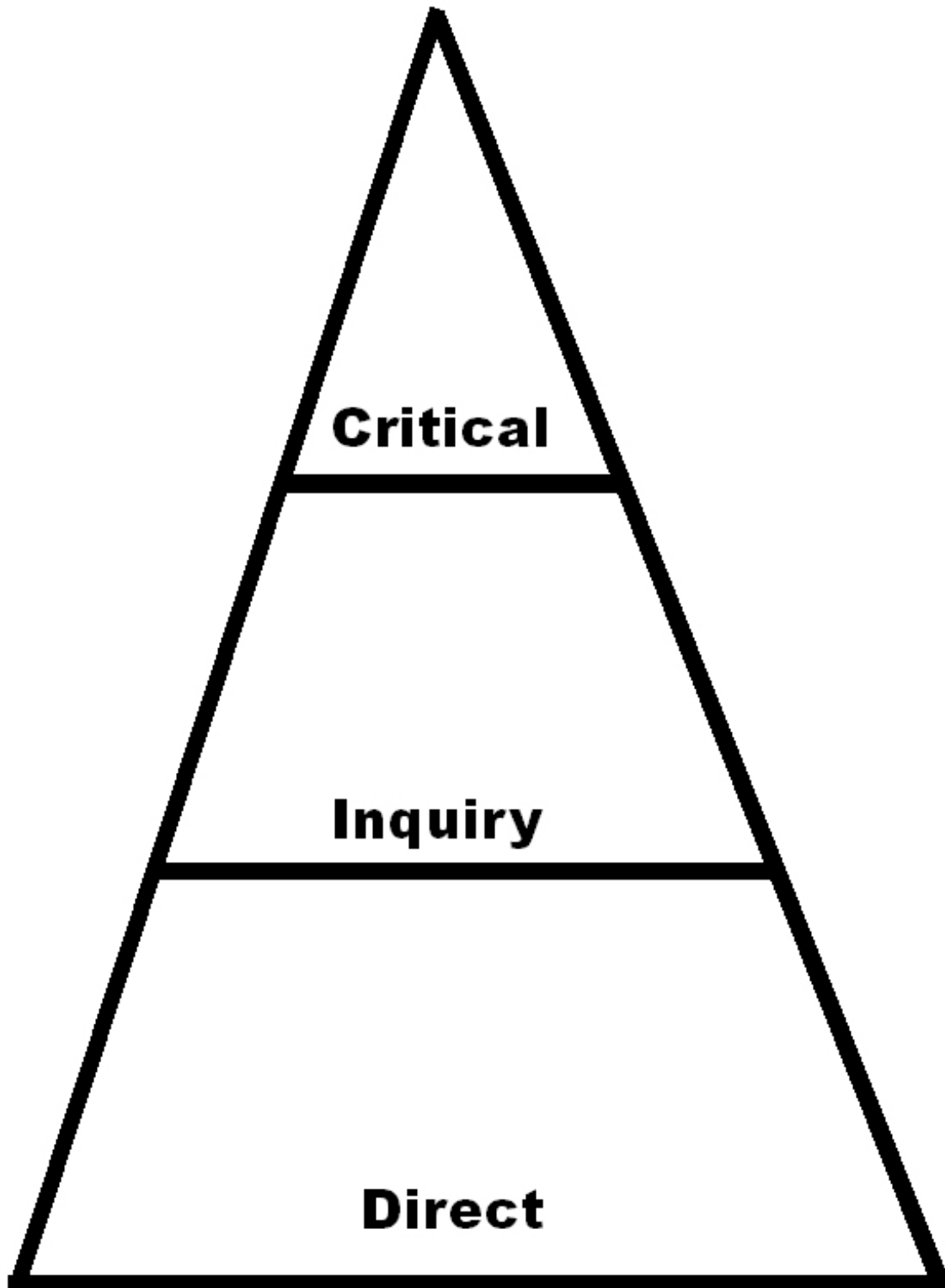


*A teacher  
is a  
gatherer  
of gifts.*



# Knowledge Pyramid

---



## Poster – Knowledge Pyramid (Explanation)

### Knowledge Pyramid

Level Three: **CRITICAL THINKING** level. Uses evaluation, comparisons, analysis, synthesis, problem solving, and creative thinking.

Level Two: **INQUIRY** level. Asks questions about things, situations, applications  
Extracts feelings, life knowledge.  
What are some other things that can be done with object other than it's original purpose? Creative thinking and creative applications.

Level One: **DIRECT** level. Basic information learned early in childhood. What is it? What is it used for?

# Quality Knowledge Questions

## Questions for Higher Level Thinking

**KNOWLEDGE** Identification and recall of information

Who, what, when, where, how \_\_\_\_\_?

Describe \_\_\_\_\_

**COMPREHENSION** Organization and selection of facts and ideas

Retell \_\_\_\_\_ in your own words.

What is the main idea of \_\_\_\_\_?

**APPLICATION** Use of facts, rules, principles

How is \_\_\_\_\_ an example of \_\_\_\_\_?

How is \_\_\_\_\_ related to \_\_\_\_\_?

Why is \_\_\_\_\_ significant?

**ANALYSIS** Separation of a whole into component parts

What are the parts or features of \_\_\_\_\_?

Classify \_\_\_\_\_ according to \_\_\_\_\_.

Outline/diagram/web -----

How does ----- compare/contrast with -----?

What evidence can you list for -----?

**SYNTHESIS** Combination of ideas to form a new whole

What would you predict/infer from -----?

What ideas can you add to -----?

How would you create/design a new -----?

What might happen if you combined ----- with -----?

**EVALUATION** Development of opinions, judgments, or decisions

Do you agree -----?

What do you think about -----?

What is the most important -----?

Prioritize -----?

How would you decide about -----?

What criteria would you use to assess -----?

Based on Bloom's Taxonomy

Courtesy of Karen New bill

## Using the Curriculum Grid/Achievement Profile

Which follows this page

- Each student should have their own copy of this (the following charts) attached in their personal timing folder
- The profile and folder should be easily accessible to the student anytime for evaluation purposes, direction, motivation and reinforcement.
- Notes regarding students progress should be made and initialed by teacher.
- A glance at the profile is a quick reminder to students and teacher alike as to the achievement level of each student in each discipline

The curriculum grid can be used in reporting to parents

# Curriculum Grid Plan

## Curriculum Grid Plan

### Awareness — Emergence

- Alphabet — Say
- Letters — Write
- Sounds — Phonics and Blending (air writing, linkages, short vowels, long, blends, diphthongs, digraphs)

### Reading

- Manipulative numbers
- Say, write, form sets 0-10
- Number Chart

### Math

- Dictated stories in tiny books
- Handwriting
- Bible character/events

### Writing

### Instructional — Practice

- Timing  
Word Lists  
Work sheets on word  
Structural analysis  
Comprehension  
Readers—primers, pre  
primers, 1st reader, 2nd  
reader

### Reading

- Timed tests  
(+, -, x, ÷)
- Worksheets  
measurement, time,  
linear, weight

### Math

- Fiction, non-fiction
- Creative stories
- Personal experiences
- Make small books

### Writing

### Fluency — Independence

- Work Sheets  
Comprehension  
Composition analysis  
Content and research
- Reading, science, social  
studies, health, history, etc.
- World literature, classics,  
science fiction, biographies

### Reading

- Problem solving  
Fractions  
Decimals  
Algebra  
Geometry
- Math in technology
- Math in careers
- Stories of great mathematicians

### Math

- Journal
- Research reports  
creative stories
- Story development
- Publishing
- Stories of great authors

### Writing



## Curriculum Grid Plan (Cont'd)

- Creation
- Nature
- Ecology
- Water, Air, Land

Science

- Plants
- Animals
- Geology
- Astronomy (flight)
- Oceanography
- Solid, Liquid, Gas
- Oceanography
- Great scientists, discoveries

Science

- Natural Laws
  - Gravity
  - Magnetism
  - Evaporation
- Chemistry
- Environmental concerns
- Scriptural basis

Science

- Colors - primary colors, mixing
- Shapes, designs, textures
- Cut/paste
- Tracing body shapes
- Fingerprint

Art

- Watercolor
- Tempera
- Sculpture (clay)
- Drawing—perspective

Art

- Historical schools of art
- Classic impressionism, realist, cubism, folk, ethnic
- African art—metal, bronze, beadwork, costumes,
- Stories of great artists
- Stories of art movements
- Egyptian, Greek, Roman

Art

- Rhythm, beat, movement, dance
- Listening, singing with tape

Music

- Instruments
  - Classification
    - Percussions
    - Strings
    - Brass
    - Woodwinds

Music

- Classical music and composers
- Notation
- Composition
- Musical styles
  - Ethnic, classical, jazz, western, eastern, pop, sacred

Music

- Ball skills
- Body movements
  - hop, skip, jump, gallop, animal walks
- Health
  - clean water, microbes, diet, exercise,
- Preventive
- Body is temple of Holy Spirit

P E/Health

- Games
  - team, sportsman
  - organization needs
  - encourage, timed races
- Races
- Basketball
- Rope skills
- Health — body needs:
  - food, rest, exercise

P E/Health

- US Presidential fitness test
- Health
  - prevention of illnesses — AIDS
- Personal achievement
- Body systems
  - skeletal, muscular, circulatory, neurological organs

P E/Health

## Curriculum Grid Plan (Cont'd)

- Families—homes, jobs
- Communities—villages
- Virtues of citizenship
- Government and Leadership

### Social Studies

- Geography
  - continents and large bodies of water
  - nations, especially Africa
  - resources
  - crops, exports
  - map reading

### Social Studies

#### World Historical Events

- People groups
- History of Africa and individual country where you are located
- Simplified view of world history

### Social Studies

### Curriculum Grid Student Achievement Profile

| Assessment Tasks, Dates, Gifts, Challenges, Comments |                  |                  |                  |  |
|--|------------------|------------------|------------------|--|
| Reading  | Math             | Creative Writing | P. E./Health     |  |
| 1. Awareness   | 1. Awareness     | 1. Awareness     | 1. Awareness     |  |
| Reading  | Math             | Creative Writing | P. E./Health     |  |
| 2. Instructional                                     | 2. Instructional | 2. Instructional | 2. Instructional |  |
| Reading  | Math             | Creative Writing | P. E./Health     |  |
| 3. Proficient  | 3. Proficient    | 3. Proficient    | 3. Proficient    |  |
| Reading  | Math             | Creative Writing | P. E./Health     |  |

## Curriculum Grid/Achievement Profile Name \_\_\_\_\_

| Assessment Tasks, Dates, Gifts, Challenges, Comments |                  |                  |                  |  |
|--|------------------|------------------|------------------|--|
| Science  | Social Studies   | Art              | Music            |  |
| 1. Awareness   | 1. Awareness     | 1. Awareness     | 1. Awareness     |  |
| Science  | Social Studies   | Art              | Music            |  |
| 2. Instructional                                     | 2. Instructional | 2. Instructional | 2. Instructional |  |
| Science  | Social Studies   | Art              | Music            |  |
| 3. Proficient  | 3. Proficient    | 3. Proficient    | 3. Proficient    |  |
| Science  | Social Studies   | Art              | Music            |  |

# Career Components of Curriculum Grid

## Reading/Language:

Typist, sign maker, printer, teacher, librarian, researcher, editor, narrator, story teller, linguist, translator

## Mathematics:

Teacher, accountant, banker, surveyor, scientist, retail sales, inventory control, economist, independent design and management, engineer, computer programmer

## Writing:

Teacher, editor, journalist, author, technical writer, publisher, story teller, entertainer, curriculum development

## Science:

Teacher, astronaut, biologist, zoologist, botanist, medical doctor, ecologist, environmentalist, chemist, pharmacist, horticulturist, researcher, paleontologist, geologist, meteorologist, marine biologist, hydrologist

## Art:

Art teacher, graphic designer, publishing, marketing, book illustrator, museum curator, art therapy, architect, industrial designer, auto design and manufacturer, artist, entertainer, draftsman, landscape designer

## Music:

Concert performer, teacher, instrumentalist, critic, instructor, manufacturer of instruments, composer, conductor, piano tuner, publisher, retail sales, media

## Physical Education/Health:

Medical doctor, practitioner, x-ray technician, nurse, lab specialist, chiropractor, personal trainer, immunologist, nutritionist, coach, P.E Instructor, therapist, occupational therapist, optometrist, hospital administrator, pharmaceuticals, drug rehabilitation

## Social Studies:

Cartographer, food preparation, management, hospitality, retail sales, customer service, business management, transportation, service industry, geographer, psychologist, politician, organizational development, media, archeologist, urban development, community relations, cultural studies, Christian service: pastor, teacher, evangelist, missionary; military, police, criminal justice, judge, social services, lawyer.

## Spiritual Concepts for Village Kits

| <b>Concept</b>   | <b>Scripture</b>          |
|--|---------------------------|
| God made the earth   | Gen 1:1                   |
| God made all the plants and trees  | Gen 1:11, 12              |
| God made all the animals, birds, fishes                                  | Gen. 1:20-25              |
| God made man — God made me   | Gen. 1:26-28              |
| God made everything and it was good                                      | Gen. 1:31                 |
| God made the world for me to enjoy                                       | Gen. 2:9                  |
| God wants me to take care of the earth and the creatures in it           | Gen. 1:28-30              |
| God loves me   | Jn 3:16; I John 3:1       |
| God loves everyone   | Jn. 3:16, Rom 5:8         |
| God wants us to love him   | Ex. 20:3-6                |
| God gave us the Ten Commandments to help us know how He wants us to live | Ex. 20:20                 |
| God wants me to obey His laws and not sin                                | Ex. 20:20                 |
| God wants us to love one another   | Jn. 15:12,<br>1 Jn 4:7,11 |
| I am a sinner  | Rom. 3:23                 |
| Sin separates me from God  | Is. 59:2                  |
| God sent Jesus to save us from our sins                                  | Rom. 5:8                  |
| Jesus died on the cross for our sins                                     | Mark 10:45                |
| Jesus arose from the dead  | Matt 28:6,7, Jn 3:16,17   |
| God wants me to serve Him  | Deut. 6:13                |
| God wants me to serve others   | Gal. 5:13                 |
| God wants me to live in Heaven with Him forever                          | Jn. 3:16                  |
| God wants me to tell others about Jesus                                  | Matt 28:19,20             |
| God wants my life to demonstrate the fruits of his Holy Spirit           | Gal. 5:22,23              |
| God provides the resources for me to fight evil                          | Eph. 6:12-17              |

# Village Kit Classroom: Disciplines, Signs, and Lesson Plans

Reading/Language

Creative Writing

Mathematics

Social Studies

Science

Art

Health and Physical Education

Music

Faith

# Village Kit Classroom Materials

(Supply, Source and Costs)

Add .088% State Tax

| Item   | Purchase Qty      | Vendor                          | Price      |
|--|-------------------|---------------------------------|------------|
| Bible New Test, Psalms, Proverbs   | 1                 | Evangel                         | \$5.00     |
| Binders (3 ring)   | 1 (3 pack)        | Costco                          | \$6.00     |
| Book (Scholastic) <u>Understanding your Muscles and Bones</u> (package of plastic bones) | 1                 | Laurena Huber                   | \$13       |
| Book <u>Mrs. Wishy Washy</u>   | 1                 | McGraw Hill                     | \$7        |
| Bouncy Ball - 1"   | 50                | Smile Makers (Pg 53)            | \$.26 ea.  |
| Bouncy Ball - Playground Size  | 1                 | Costco                          | \$3.26     |
| Box – Cardboard Computer/Microwave Box size For Air Shipping                             | 1                 | Shurgard (Thurco)               | \$9.49 ea  |
| Calculator (Basic)   | 12 for \$19.99    | Smile Makers (Pg 48)            | \$1.67 ea  |
| Candies, bagged, hard, individually wrapped  | 1 bag             | Costco                          | \$5        |
| Chalk (White)  | 1 box             | Anywhere                        | \$.99      |
| Chalk Board mini (2"x10")  | 1                 | Archie Cress                    | \$0        |
| Chess Game   | 1                 | Rite Aid                        | \$4.99     |
| Clock - Battery w/ 2 <sup>nd</sup> hand  | 1                 | Long's, Rite Aid Fred Meyer     | \$3.00     |
| Clock, Judy (Mini)   | 12                | EDUC. Outlet (Pg 32)            | \$1.67 ea  |
| Compass (Math)   | 1                 | EDUC. Outlet (Pg 47)            | \$.79      |
| Construction paper - multi colored   | 1) 600 count      | Costco #33729                   | \$8.99     |
| Construction paper - white   | 1) 50 count       | School Specialty                | \$1.45 for |
| Container (Plastic)  | 1 (2 pack)        | Costco (item# 25327)            | \$13.99    |
| Crayons  |                   | Sue Reitveld                    |            |
| Decorative bed sheets (for puppet theater)   | 1                 | Garage Sales                    | \$.50 ea   |
| Elmer's glue   | 12                | Office Depot                    | \$.49 ea   |
| Erasers (Pencil)   | 1                 | School Specialty (pg 18)        | \$.32 ea   |
| Fabric, slicker 54"  | 1.5 yards(\$4 yd) | Joanne's Fabrics                | \$6.50     |
| File folders - manila  | Pkg of 150        | Costco                          | \$5.69     |
| File folders- colored  | Pkg of 100        | Office Depot                    | \$9.99     |
| File Organizer   | 2 Pkg of          | Office Depot                    | \$5.99     |
| Folders, Clear Global plastic  | 5 pack 8.5x11     | Office Depot                    | \$2        |
| Frisbees   |                   | SOKO John Boones                | \$1        |
| Glue sticks  | 30 Pkg of         | Costco                          | \$6.69     |
| Gold stars/stickers  | 1 Pkg             | School Specialty (pg 702)       | \$1.89     |
| Hand Puppets   |                   | Costco                          | \$2.00 ea  |
| Headphone  | 1                 | School Specialty (Pg 284)       | \$12.37    |
| Jigsaw puzzle (simple) 100 pc  | 1                 | Rite Aid                        | \$3.49     |
| Jump ropes (Individual)  | Pkg of 24         | Smile Makers (Pg 49)            | \$.16.95   |
| Laminating Pouches (GBC Docu Seal)   | 1 box (8 ½ x11)   | Office Depot                    | \$19.99    |
| Lined paper  | 5 Pkgs of 100     | Costco                          | \$4.99     |
| Magnets  | 5                 | Child. Bookshop & Teachers Sup. | \$2.50     |
| Magnifying glass   | (12 ea)           | School Specialty                | \$9.95     |
| Map (World)  | 1                 | Ntl Geographic                  | \$6.00     |
| Masking tape (2")  | 1                 | Lowe's                          | \$1.98     |
| Mini-Stapler, staples – Rite-Aid   |                   | Rite Aid                        | \$2.00     |



| <b>Item</b>                             | <b>Purchase Qty</b> | <b>Vendor</b>             | <b>Price</b>  |
|---|---------------------|---------------------------|---------------|
| Page Protectors (Clear Plastic)         | 200 Pkg of          | Costco                    | \$8.99        |
| Paper clips                             | 100 reg size        | Anywhere                  | ?             |
| Paper Fasteners (Brads)                 | 100                 | Office Depot              | \$1           |
| Paper Plates (9")                       | 1200 (Pkg of)       | Costco                    | \$10          |
| Paper Punch (1 hole)                    | 1                   | Office Depot              | \$.99 ea      |
| Paper Towels (1 roll per V. K.)         | 8 per package       | Costco                    | \$8.75        |
| Pencil Sharpener (Ind)                  | 144 (Gross)         | Smile Makers (Pg 45)      | \$.11 ea      |
| Pencils                                 | 72                  | Office Depot              | \$2.99        |
| Pencils (Colored)                       | 1 box               | Rite Aid                  | \$1.99        |
| Pens - black ball point                 | 12                  | Costco                    | \$.99         |
| Plumb Bob (Eye bolt Screw)              | 1                   | Home Depot                | \$.64 ea      |
| Prism                                   | 1                   | EDUC Outlet (pg 57)       | \$3.99        |
| Protractor                              | 1                   | EDUC. Outlet (Pg 47)      | \$.35         |
| Recorder Flute                          | 1                   | Chris Lavik               | \$1.00 ea     |
| Report folders                          | 25 Pkg of           | School Specialty (Pg 63)  | \$7.95        |
| Rope (Group Jumping)                    | 100 ft              | Lowes, Home Depot         | \$10.00       |
| Rulers (6")                             | 72 Pkg of           | Smile Makers (Pg 46)      | \$.14 ea      |
| Scissors (sharp tip 5")                 | 1                   | School Specialty (Pg 44)  | \$1.35 ea     |
| Sharpies -black felt markers            | 17 (Pkg)            | Costco                    | \$8.39        |
| Spray bottle, small plastic             | 1                   | Long's Drugs              | \$1.13 ea     |
| Stethoscope                             | 1                   | EDUC. Outlet (Pg 58)      | \$3.99 ea     |
| Tape cassette player                    | 1 Optimus #14117    | Radio Shack               | \$29.95       |
| Tapes (Audio Cassette)                  | 16 Pkg of           | Costco                    | \$8.49        |
| Tempera cakes                           | 9 (asst'd)          | School specialty (Pg 159) | \$11.95       |
| Tiny Punch Cups                         | 100                 | Costco                    | \$3           |
| Vis a Vis felt tip pens (Multi-colored) | 8                   | School specialty (Pg 23)  | \$8.29        |
| Water color brushes                     | 40 asst.            | School Specialty (Pg 171) | \$17.97       |
| Water color pans                        | 1                   | School Specialty (Pg 480) | \$2.25        |
| Wipes (Clorox)                          | 1 (4 pack)          | Costco (Item #47587)      | \$1.73 per pk |
| Wooden Spring Clothes Pins              | 48 Pkg of           | Rite Aid                  | \$1.00        |
| Zip Lock Bags gallon size               | 1 box               | Costco                    | \$2.50 ea     |
| Zip Lock Bags quart size                | 1 box               | Costco                    | \$2.00 ea     |
| Zip Lock Bags snack size                | 50 (box of)         | Safeway                   | \$1.49        |

# Village Kit Classroom Lessons Inventories

## Reading Inventory

- Alphabet, phoneme pages
- Assorted high interest books
- Basic reading texts, pre-primer, gr. 1,2,3
- Black ball point pens
- Clothespins
- Colored pencils
- Comprehension worksheets
- Dolch list
- File folders/holder
- Jigsaw puzzle
- Mrs. Wishy Washy
- National Geographics
- Paper clips
- Post It Notes®
- Reading puzzle book
- Ruler
- Scholastic books with tapes
- Sponge or paper to clean plastic pages
- Stapler, staples
- Stars, stickers
- Sticky labels
- Stopwatch or clock with second hand/battery
- Story books
- Structural analysis worksheets
- Timing graph paper
- Timing pages, letters, sounds, short vowels, long vowels
- Vis-à-vis water soluble pens
- Vocabulary lists grades 1-6

## Creative Writing Inventory

- Alphabet, upper/lower case
- Catalogs
- Curling ribbon
- Glue
- Greeting cards
- Hole punch
- Lapboards
- Lined, plain paper
- Multi-colored construction paper
- National Geographic
- Pencil sharpener
- Pencils
- Report folders
- Scissors
- Sculptured scissors
- Tiny ribbon
- Worksheets

## **Math Inventory**

- Black number grid
- Calculator
- Colored pencils, crayons
- Compass
- Flash cards
- Glue
- Grid paper 1/4 inch
- Manipulative objects e.g. corks, rods, buttons, etc.
- Math symbols worksheet
- Measuring tape
- Multi-colored construction paper
- Paper fasteners (brads)
- Paper plates
- Paper towels
- Protractor
- Scissors
- Texts grades 3,4,5
- Timing pages, add, subtract, multiply, divide
- Vis-a-Vis pens
- Worksheets

## **Social Studies Inventory**

- African continent worksheets
- African countries list
- Geography worksheets
- Glue
- Lined paper
- Maps to cut up
- Multi-colored construction paper
- National Geographics
- Outline of African continent
- Pencils
- Scissors
- World map

## **Science Inventory**

- Balloons
- Black Sharpie pen
- Bubble hoops
- Cornstarch
- Dawn, corn syrup
- Egg cartons
- Food coloring
- Magnets
- Matter worksheets
- National Geographics
- Outer space chart

Periodic table of elements  
Plastic punch cups  
Plastic spoons  
Prism  
Rocks/geology worksheets  
Salt  
Science books  
Scissors  
Scotch tape  
Seeds  
Seeds worksheets  
Skeleton and book  
Solar system worksheets  
Straws  
String  
Ziploc plastic bags

### **Art Inventory**

African art  
Baby jars or cans for water  
Black ballpoint pens  
Brown/white lunch bags  
Butcher paper  
Color wheel  
Colored chalk  
Compass  
Construction paper  
Crayons  
Doilies  
Fabric sample of African art  
Felt squares  
Glue  
Paper towels/rags  
Pencils  
Pictures of great artists/works  
Plastic bags for garbage  
Plastic drop sheet (large 33 gallon Garbage bag)  
Ruler  
Scissors  
Sharpie pens  
Tempera paint blocks, brushes  
Watercolor trays, brushes  
White construction paper  
Art Print Collection

### **Health and P.E. Inventory**

AIDS chart  
Beach ball  
Bones cut-out

Bouncy ball  
Chalk for hopscotch/games  
Frisbee  
Jump ropes  
Mesh bag

*Presidential Fitness test*

Pump/needle  
Scissors  
Soccer ball  
Stethoscope  
Stopwatch  
String, needle  
Tennis ball  
Worksheets, body systems

**Music Inventory**

Black ballpoint pens  
Composers pictures  
Instruments chart  
Musical symbols worksheet  
Notation paper  
Tape recorder  
Listening Tapes

# Reading

*“Reading is how you pass on to your children their heritage —  
spiritually and culturally” Dr. Marie Meaney*

## Village Kit Reading/Language Lessons

1. Letters, sounds/phonics
2. Dolch list
3. Vocabulary lists, grades 1-6
4. Structural analysis
5. Comprehension
6. Timed *tests*
7. Pre-primers, readers 1,2,3
8. Mrs. Wishy-Washy
9. Scholastic read along with tape
10. Games, puzzles
11. Research Topics

## Village Kit Reading Inventory

Alphabet, phoneme pages  
Assorted high interest books  
Basic reading texts, pre-primer, gr. 1,2,3  
Black ball point pens  
Clothespins  
Colored pencils  
Comprehension worksheets  
Dolch list  
File folders/holder  
Jigsaw puzzle  
Mrs. Wishy Washy  
National Geographics  
Paper clips  
Post It Notes®  
Reading puzzle book  
Ruler  
Scholastic books with tapes  
Sponge or paper to clean plastic pages  
Stapler, staples  
Stars, stickers  
Sticky labels  
Stopwatch or clock with second hand/battery  
Story books  
Structural analysis worksheets  
Timing graph paper  
Timing pages, letters, sounds, short vowels, long vowels  
Vis-à-vis water soluble pens  
Vocabulary lists grades 1-6

## Unit 1: Reading Lesson

### Reading Lesson 1 Letters/Sounds

**Objective:** Student will recognize and write all the alphabet and say each sound

**Scripture:** Genesis 2:19 – Now the LORD God had formed out of the ground all the beasts of the field and all the birds of the air. He brought them to the man to see what he would name them; and whatever the man called each living creature, that was its name.

**Materials:** Alphabet cards, pencil, paper, animal alphabet chart, tape recorder, blank tape

**Procedure:**

1. Say names/sounds, make and use tape recording (teacher and student)
2. Set cards out in alphabetical order, using alphabet chart for guide
3. Write letters on lined paper or folded butcher paper
4. Make block art of 26 letters, cut to make flashcards (Use tempera or water colors)

### Reading Lesson 2 Phonics

**Objective:** Student will write and say alphabet cards a-z, ch-ng

**Materials:** Large alphabet/phoneme cards

**Procedure:**

1. Using alphabet cards, student writes letter in air while saying pattern a-apple a, etc. (name of letter, word for letter, sound of letter)
2. Make audio tape with teacher for other students to follow along and learn patterns
3. Keep phoneme cards on metal ring so as to maintain sequence that is on tape recording

### Reading Lesson 3 Comprehension

**Objective:** Student will read passages and then answer questions to show understanding of reading text

**Scripture:** Acts 15:31 The people read it and were glad for its encouraging message

**Materials:** reading books, comprehension worksheet pages



**Procedure:**

1. Student reads passage orally or silently
2. Teacher asks questions regarding content, using direct and inferred questions; questions referring to student's personal perceptions regarding story
3. Student reads stories/tasks on comprehension worksheet for his/her level

|   |
|---|
| <p style="text-align: center;"><b>Reading Lesson 4</b><br/><b>Timed Tests</b></p> |
|---|

**Objective** Student will progress through sequence of reading tasks while listener times for one minute, checks accuracy, charts number of correct responses

**Scripture:** I Corinthians 10:31 So whether you eat or drink or whatever you do, do it all for the glory of God.

**Materials:**

Letters, Sounds, Short vowel words, Long vowel words, Enrichment words

**Procedure:**

1. Student has individual folder with graph sheet attached
2. Student/listener identify task for timing; should be at instructional level, not frustration(too difficult), not independent (too easy)
3. Listener times student for one minute, marks misses
4. Count correct responses, chart on student's graph
5. Practice misses, then retime
6. When task is mastered (100% accuracy), proceed to next level

|  |
|--|
| <p style="text-align: center;"><b>Reading Lesson 5</b><br/><b>Pre-primers, Readers 1,2,3</b></p> |
|--|

**Objective:** Student will master controlled vocabulary of sequenced reader, using phonics decoding skills

**Scripture:** II Timothy 2:15 Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.

**Materials:** Reading books, all levels, blank flash cards, Post It Notes®

**Procedure:**

1. Practice new vocabulary words
2. Read new chapter
3. Teacher asks comprehension questions
4. Student rereads to friends, helpers, family (for practice)
5. Make flash cards of any difficult words

|   |
|---|
| <p style="text-align: center;"><b>Reading Lesson 6</b><br/>Reading research topics; social studies, science, health</p> |
|---|

**Objective:** Student will extract information from factual books and write about it  
Scripture: Acts 17:11 Now the Bereans were of more noble character than the Thessalonians, for they received the message with great eagerness and examined the Scriptures every day to see if what Paul said was true.

**Materials:** *National Geographics*, science and social studies books, pencil, scissors, glue, lined paper, notebook folder

**Procedure:**

1. Locate chosen subjects of student's interest
2. Choose main ideas about topic
3. Read varied sources on same topic
4. Write source information; title, author, publisher, city, date, pages
5. Design format in notebook to present information: cover, title page, contents, body of report, bibliography
6. Cut out pictures and add to text to enhance presentation

|   |
|---|
| <p style="text-align: center;"><b>Reading Lesson 7</b><br/>Mrs. Wishy-Washy</p> |
|---|

**Objective:** Young reader will read book, looking for repeating patterns, onomatopoeias (wishy-washy)

**Materials:** Mrs. Wishy-Washy book, Wright Group, Bothell WA.

**Procedure:**

1. Look at book, say name of animals, underline, write words
2. Find repeated patterns, read them
3. Read whole book, emphasizing "sh" sound for fun!
4. Student reads book to younger student/sibling/friend

|  |
|--|
| <p style="text-align: center;"><b>Reading Lesson 8</b><br/>Graded Word Lists, grades 1-6</p> |
|--|

**Objective:** Student will know/master reading vocabulary at his/her reading level

**Materials:** Lists, grades 1-6, Post It Notes®

**Procedure**

1. Student reads list, highlighting misses
2. Make flashcards of difficult words
3. Practice until mastered
4. Write missed words on lined paper, use in sentences, orally and written

## Reading Lesson 9

### Structural Analysis

**Objective:** Student will do worksheets to reinforce knowledge of prefixes, suffixes, syllabication, punctuation, root words

**Materials:** Structural Analysis worksheets (in plastic shield, fine tipped water soluble pen)

**Procedure:**

1. Student begins at independent level
2. Work through levels concomitantly with reader level advancement
3. When student has achieved mastery, allow him/her to assist with other students on same tasks
4. Use student with mastery to gain self-confidence by sharing knowledge in teaching and helping younger students

## Reading Lesson 10

### Games, Puzzles:

**Objective:** Student will reinforce their reading achievement by participating in reading games and puzzles

**Materials:**

Find A Word puzzles, crossword puzzles, Concentration cards, games, phonics card games

**Procedure:**

1. Older student with experience and mastery will assist younger to perform the task
2. When work is completed, put all materials back in proper storage

## Reading Lesson 11

### List of 1000 words

**Objective:** Student will be able to read fluently the 1000 most commonly used words in USA, grades 3-9

**Materials:** Word list, highlighter pen. sticky notes

**Procedure:**

1. Read list orally
2. Highlight missed words
3. Write missed words on sticky notes
4. Practice words by writing them
5. Write sentences using words from last 100 words on list

|  |
|--|
| <p>Reading Lesson 12</p> <p>World Literature</p> |
|--|

**Objective:** Advanced student will expand knowledge of classic literature

**Materials:** Assortment of classic literature

**Procedure:**

1. Student selects reading material according to their achievement, interest, level of critical thinking
2. Student writes short report of reading selection, giving title, author, general idea of writings, personal response (negative or positive)
3. Student talks with teacher about reading selections for further growth

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| <p>Reading Lesson 13</p> <p>Read along tapes</p> |
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**Objective:** Student will use cassette tape with book to reinforce and further imprint expansion of vocabulary and interests

**Materials:** Tape recorder, Scholastic Cassette tape with accompanying book

**Procedure:**

1. One or two students can listen and read together
2. Student learns to rewind tape for next person
3. Put tape recorder, tape and book back in proper storage place in classroom
4. Help another student learn to do same

# Creative Writing

*"God is the perfect poet".  
Robert Browning*

## Village Kit Creative Writing lessons

1. Handwriting, upper and lower case letters
2. Dictated stories
3. Tiny books
4. Friendship note
5. Greeting card message
6. Journal
7. Fiction, non-fiction
8. Sentence types
9. Research writing/factual information
10. Pop-up book

## Creative Writing Inventory

Alphabet, upper/lower case  
Catalogs  
Curling ribbon  
Glue  
Greeting cards  
Hole punch  
Lapboards  
Lined, plain paper  
Multi-colored construction paper  
National Geographic  
Pencil sharpener  
Pencils  
Report folders  
Scissors  
Sculptured scissors  
Tiny ribbon  
Worksheets

## Unit 2: Creative Writing Unit 2

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| <h3>Creative Writing Lesson 1</h3> <h4>Handwriting</h4> |
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**Objective:** Student will practice handwriting of all upper and lower case letters to master correct formation of each letter

**Scripture:** Emphasize importance of written communication John 19:20 Many of the Jews read this sign, for the place where Jesus was crucified was near the city, and the sign was written in Aramaic, Latin and Greek. Romans 14:11 It is written: 'As surely as I live,' says the Lord, 'every knee will bow before me; every tongue will confess to God.' Romans 15:4 For everything that was written in the past was written to teach us, so that through endurance and the encouragement of the Scriptures we might have hope.

**Materials:** Pens, pencils, lined paper, alphabet cards

**Procedure:**

1. Alphabetize letter cards
2. Write a word beginning with each letter, ending with each letter
3. Write simple sentences, color picture to illustrate sentences
4. Write names of family, friends, animals, villages, place names from maps, word lists, etc.

See PE lesson 5, point 4

## Creative Writing Lesson 2

### Dictated Stories

**Objective:** Student will dictate to teacher short sentences and then read back

**Materials:** lined paper, pen, pencil, crayons

**Procedure:**

1. Student writes name and date on paper
2. Student dictates story to teacher and teacher writes out
3. Student copies written text onto his/her own paper
4. Student displays finished work on classroom walls for others to see and read
5. Writer reads his/her own story to other students in class

## Creative Writing Lesson 3

### Tiny books

**Objective:** Student will make small book that holds dictated creative writing sentences

**Materials:** 1 piece 8x11 white paper, pen, pencil, crayons, hole puncher, 12 inches of narrow satin ribbon

**Procedure:**

1. Fold paper in half, twice to form book
2. Cut the folds at the top of 2 pages to produce 4 pages
3. Punch 2 holes by spine of book Tie with ribbon
4. For variation cut on 3 sides of book (not spine) to make a shape e.g. car, bird, flower, snowflake, star, bear, cross, heart, tree, leaf, airplane, apple, hut, pot
5. Use 2 papers to produce an 8 page book
6. Cut out pictures from catalogs or National Geographic , glue on page and write descriptive sentences under picture



## Creative Writing Lesson 4

### Friendship Note

**Objective:** Student will write and deliver to a friend or family member a note expressing admiration, love and friendship

**Materials:** greeting card, envelope, pen, stickers, plain paper, assorted colored paper scraps, glue, scissors

**Procedure:**

1. Student writes message, makes picture on plain paper, pastes cut outs as trim
2. Student writes name of recipient on envelope
3. Student writes endearing positive message on greeting card
4. Student seals envelope with cut out or sticker and delivers to recipient

## Creative Writing Lesson 5

### Greeting Card Story

**Objective:** Student will write a short story on a special greeting card for him/herself

**Materials:** greeting card, pen

**Procedure:**

1. Student selects greeting card picture
2. Student writes short story inside card with name and date
3. Student displays finished story card in classroom

## Creative Writing Lesson 6

### Journal

**Objective:** Student will make personal journal to regularly enter writings regarding observations, plans, interests, gifts, passions, dreams (aspirations)

**Materials:** 1 piece colored construction paper, 3 pieces lined notebook paper, hole puncher, pen, greeting card, scissors, glue, 12 inches of narrow satin ribbon

**Procedure:**

1. Fold colored construction paper in half
2. Fold lined paper in half and slip into construction paper cover
3. Punch holes by spine
4. Tie with ribbon
5. cut and glue greeting card picture on front
6. Write in book regularly, always recording date
7. When filled, make another journal

## Creative Writing Lesson 7

### Fiction, Non-fiction

**Objective:** Student will write short stories about real world facts and discriminate between real true facts and created fiction and fantasy

**Materials:** Pen, paper, notebook

**Procedure:**

1. Provide samples of fiction writing and non-fiction, Discuss differences
2. Student can write fantasy, story scenarios for fiction
3. Student can write about personal experiences, social studies, science, real life situations for non-fiction writing

## Creative Writing Lesson 8

### Sentence Types

**Objective:** Student will write declarative, question and exclamatory sentences (Declarative: The sky is blue. Question: Why is the sky blue? Exclamation: Look how blue the sky is!)

**Materials:** Lined paper, pen, pencil, sentence type samples

**Procedure:**

1. Student and teacher give examples of declarative, question and exclamatory sentences
2. Student writes an example of each type using their own personal experience to create the sentences
3. Student displays finished work on classroom walls and reads and teaches principle to other students

## Creative Writing Lesson 9

### Research Writing/Factual Information

**Objective:** Student will follow format of research writing while investigating areas of interest

**Materials:** Report folder, lined paper, pen, sample to follow, high interest books

**Procedure:**

1. Investigate areas of interest in Social Studies, Science, Health, and decide on one subject
2. Collect books, magazines, articles relating to subject
3. Read and take notes of important data gleaned from sources
4. Create report folder to hold elements of report: title page, contents, body of report with accompanying illustrations or cut out pictures, bibliography
5. Share finished work with class to inspire others to also do their own reporting

## Creative Writing Lesson 10

### Pop-up Books

**Objective:** Student will create a pop-up page scene and write a short story to go with it.

**Materials:** Drawing paper (white), pencil, scissors, glue, colored construction paper scraps, crayons, felt pens

#### Procedure

1. Fold white paper in half, cut
2. Fold back, push cut out to inside
3. Attach construction paper art to cut out section
4. Color in background
5. Write short story to go with pop-up creation

# Math

“

“Do not worry about your difficulties in **Mathematics**. I can assure you mine are still greater”. Albert Einstein

## Village Kit Math Lessons:

1. Manipulative sets
2. Number sets, 10's, 5's, 2's
3. Timed tests add, subtract, multiply
4. Flash cards add subtract, multiply, divide
5. Grid design
6. Telling time
7. Linear measurement
8. Angles, circles
9. Fractions
10. Texts, grades 3, 4, 5

## Village Kit Math Lessons Inventory

Black number grid  
Calculator  
Colored pencils, crayons  
Compass  
Flash cards  
Glue  
Grid paper 1/4 inch  
Manipulative objects e.g. corks, rods, buttons, etc.  
Math symbols worksheet  
Measuring tape  
Multi-colored construction paper  
Paper fasteners (brads)  
Paper plates  
Paper towels  
Plumb line  
Protractor  
Scissors  
Texts grades 3,4,5  
Timing pages, add, subtract, multiply, divide  
Vis-a-Vis pens  
Worksheets

## Unit 3: Math Lessons

### Math Lesson 1 Manipulative Sets

**Objective:** Student will use manipulative items to compose number sets and make comparisons

**Scripture:** References are to emphasize the importance of understanding numbers and math for measuring, constructing, following directions.  
Genesis 6:14-22 In these verses, God instructs Noah how to build the ark.  
Genesis Chapter 7 This chapter details God's instructions to Noah regarding the animals to be loaded in the ark, as well as time details regarding the length of the flood.  
Exodus Chapters 25-27 – These chapters detail instructions for constructing the tabernacle, measuring curtains, making the Ark of the Covenant, etc.  
II Kings 7:1 – An example of the importance of math for measuring, and also for doing business.

**Materials:** "fat" yarn 18 inches long, 2 pieces different colors, items to count e.g. corks, rods, stones, buttons, beads, spools sticks, flashcards 0 -10

**Procedure:**

1. Set out two circles of yarn
2. Place objects within circles to match numbers given either visually or orally
3. Make comparisons of two set of numbers, i.e. more, less, greater than, less than, equal
4. Use objects to add, subtract

### Math Lesson 2 Number sets concepts

**Objective:** Student will count and find patterns on number chart of twos, fives, tens

**Materials:** number chart, crayons, pencil

**Procedure:**

1. Beginning with tens, color all one color while saying number
2. Go back over pattern with dark pen to emphasize
3. Find fives, color with one color, repeat #2
4. Find twos, color with x of diagonal line
5. Display on classroom wall
6. One student shows another student how to do it
7. Write name and date on all papers

### Math Lesson 3

#### Timed Tests

**Objective:** Student will write math facts for one minute

**Materials:** Individual timing folder, stop watch, water soluble pen, colored pencils, damp cloth for cleaning plastic shield

**Procedure:**

1. Teacher makes student folder
2. Teacher finds student's level of independence and then goes one level more difficult
3. Time one minute, count correct responses
4. Chart number of correct responses on graph sheet
5. Write date and task below graph line
6. Practice Incorrect responses, write on chalkboard or make flash card

### Math Lesson 4

#### Flash Cards, add, subtract, multiply, divide

**Objective:** Student will achieve mastery and spontaneity through practice of cards

**Materials:** Flash cards

**Procedure:**

1. Practice singly or with partner
2. Place back in proper storage place after use
3. Enter mastery on individual achievement profile by entering date and task

### Math Lesson 5

#### Grid Design

**Objective:** Student will create color designs on grid, establishing patterns of color or number or design

**Materials:** Grid paper, crayons, colored pencils

**Procedure:**

1. With pencil lightly write design elements in squares (for planning purposes)
2. Color in with colored pencils, pens or crayons
3. Explain design to teacher or friend
4. Display on classroom wall
- 5.



## Math Lesson 6

### Telling Time

**Objective:** Student will make a clock to manipulate, using hour hand, minute hand

**Scripture:** Ecclesiastes 3:1,2 There is a time for everything, and a season for every activity under heaven: 2 a time to be born and a time to die, a time to plant and a time to uproot, John 9:4 As long as it is day, we must do the work of him who sent me. Night is coming, when no one can work.

**Materials:** Judy clock, paper plate, paper fastener, ruler, pencil construction paper

**Procedure:**

1. Using Judy clock as a guide write numbers inside paper plate
2. Draw a quadrant with ruler
3. Write 12 at apex. 6 at nadir, 3 on right, 9 on left
4. Fill in other numbers
5. Cut 2 hands
6. Attach with paper fastener
7. Write name and date
8. Show other students how to create clock
9. Display in classroom
10. Demonstrate different times of day to explain activities such as rising, eating, playing, working, studying, sleeping

## Math Lesson 7

### Linear Measurement

**Objective:** Student will measure familiar items around them and say how many inches or centimeter it is

**Scripture:** Ark — Genesis 6:15,16

6:15 This is how you are to build it: The ark is to be 450 feet long, 75 feet wide and 45 feet high.° 6:16 Make a roof for it and finish° the ark to within 18 inches° of the top. Put a door in the side of the ark and make lower, middle and upper decks. Temple II Chronicles 3:3 The foundation Solomon laid for building the temple of God was sixty cubits long and twenty cubits wide° (using the cubit of the old standard). 4 The portico at the front of the temple was twenty cubits° long across the width of the building and twenty cubits° high.

**Materials:** ruler, yard stick, measuring tape, yarn

**Procedure:**

1. Student locates common items close by to measure e.g. book, pencil, foot, paper, finger, nose, cup, crayon, etc.
2. Student tells or writes down the measurement
3. Student shows others how to measure properly by putting end of measuring device at end of object being measured
4. Discuss other units of measurements from various times and cultures

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| <b>Math Lesson 8</b><br><b>Angles. Circles</b> |
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**Objective:** Student will explore the making of angles with the ruler and protractor for 90 degrees, 45, 180, 360

**Materials:** Compass, protractor, ruler, pencil, paper, plumb line

**Procedure:**

1. Draw straight lines with ruler
2. Using protractor, draw angles of many different degrees
3. Write number and mark angle
4. Write the symbol for degrees
5. Color in angles
6. Display and discuss plumb line (Math, 90° angle, science, laws of motion, inertia, entropy, scriptural applications)
7. Make observations regarding straight lines, angles

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| <b>Math Lesson 9</b><br><b>Fractions</b> |
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**Objective:** Student will make shapes and determine whole, half, quarter, thirds, eighths, sixteenths

**Materials:** colored paper, scissors, glue, pen

**Procedure:**

1. Cut shapes of circles with compass
2. Cut squares, rectangles and triangles, using ruler
3. Locate fraction lines, mark with pen
4. Cut and paste to construction paper
5. Display on classroom walls
6. One student demonstrates to another on process

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| <b>Math Lesson 10</b><br><b>Texts, grades 3, 4 &amp; 5</b> |
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**Objective:** Student will do exercises, lessons in book at student's level of instruction

**Materials:** Basic math text, pencil

**Procedure:**

1. Student writes name and date at top of selected page
2. Student reads and completes work on page

# Social Studies

*“A people that values its privileges above its principles soon loses both”.  
Dwight D. Eisenhower*

## Village Kit Social Studies Lessons:

1. Maps
2. Continents, oceans
3. My country (Africa)
4. People groups
5. Themes in social studies
6. World history

## Social Studies Inventory

African continent worksheets  
African countries list  
Compass rose  
Geography worksheets  
Glue  
Lined paper  
Maps to cut up  
Matter worksheets  
Multi-colored construction paper  
National Geographic  
Outline of African continent  
Pencils  
Scissors

## Unit 4: Social Studies

### Social Studies Lesson 1 Maps, Directionality

**Objective:** Student will locate north, south, east, and west on maps

**Scripture:** Acts 1:8 But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.

**Materials:** old maps, scissors, glue, construction paper, pen, compass rose

**Procedure:**

1. Cut and paste National Geographic maps onto lined or construction paper
2. Write 4 directions on page
3. Write in place names, geographic features, rivers, boundaries
4. Cut out legend and attach to map project
5. Point to four (4) directions as teacher requests

### Social Studies Lesson 2 Continents, Oceans

**Objective:** Student will locate and name all continents and oceans

**Scripture:** Genesis 1:9-10 And God said, "Let the water under the sky be gathered to one place, and let dry ground appear." And it was so.  
1:10 God called the dry ground "land," and the gathered waters he called "seas." And God saw that it was good.

**Materials:** Continents worksheet, world map, pen, colored pencils

**Procedure:**

1. Student locates and names land masses from world map
2. Find and label continents on worksheet
3. Shade in different colors to differentiate and highlight continental shapes
4. Do worksheets for world geography
5. Student with mastery assists younger students to do same activity

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| <p style="text-align: center;"><b>Social Studies Lesson 3</b><br/><b>My Country (Africa)</b></p> |
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**Objective:** Student will locate their country on world map, make flag, identify natural resources

**Materials:** World map, country map, drawing paper, pen, colored pencils

**Procedure:**

1. Find country on world map
2. Draw general outline of country on drawing paper
3. Add rivers and geographical marks e.g. mountains, deserts, waters, cities, bordering countries
4. Draw flag and pictures of natural resources and crops, including exports
5. Cut Country or continent map into irregular puzzle pieces, reassemble glue

## Social Studies Lesson 4

### People Groups

**Objective:** Student will find and identify multiple people groups from around the world

**Scripture:** Matthew 28:19 Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit.

**Materials:** Construction paper, glue, scissors, National Geographics, world map

**Procedure:**

1. Tear out and cut pictures of various people groups
2. Make a collage on construction paper
3. Title it "Jesus Loves All the People of the World"
4. Display on classroom wall
5. Write captions or short stories and attach to collage

## Social Studies Lesson 5

### Themes in Social Studies

**Objective:** Student will collect factual information, collect pictures, organize and sort in orderly format

**Materials:** Colored construction paper, National Geographics, scissors, paste

**Procedure:**

1. Find one theme of pictures in National Geographic
2. Cut out and glue pictures in construction paper book
3. Label and write sentences about pictures
4. Exchange books with others to read and ask questions



# Science

*"The dedicated physician is constantly striving for a balance between personal, human values, scientific realities and the inevitabilities of God's will".*

*Dr. David Allman*

*"Give me a lever long enough and a fulcrum on which to place it, and I shall move the world".*

*Archimedes*

## Village Kit Science Lessons:

1. God's scientific laws: gravity, evaporation
2. Three elements of nature: solid, liquid, gas
3. Light
4. Ecology (water cycle)
5. Classification: plants, animals
6. Collecting specimens
7. Oobleck - solid and liquid
8. Salt crystals
9. Bubbles
10. Growing plants
11. Magnetism
12. Color spectrum
13. Geology/rocks
14. Astronomy/outer space

## Village Kit Science Inventory

Balloons  
Black Sharpie pen  
Bubble hoops  
Candle  
Cornstarch  
Dawn, corn syrup  
Egg cartons  
Food coloring  
Jar with lid  
Magnets  
Matches  
National Geographics  
Outer space chart  
Periodic table of elements  
Plastic punch cups  
Plastic spoons  
Prism  
Rocks/geology worksheets  
Salt  
Science books  
Scissors  
Scissors  
Scotch tape  
Seeds  
Seeds worksheets  
Skeleton and book  
Solar system worksheets  
Straws  
String  
World map  
Ziploc plastic bags

## Unit 5: Science

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| <p>Science Lesson 1<br/>God's Scientific Laws</p> |
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**Objective:** Student will be aware of God's natural laws and their immutability

**Scripture:** Genesis 8:13 By the first day of the first month of Noah's six hundred and first year, the water had dried up from the earth. Noah then removed the covering from the ark and saw that the surface of the ground was dry.

**Materials:** Ball or found objects, spray bottle or water source

**Procedure:**

1. Demonstrate force of gravity with ball, jumping body, any falling object
2. Demonstrate evaporation by spraying water on arm and watching while it dries
3. Where does water go from your arm? Is it liquid, solid, gas?

### Science Terms

#### CENTRIFUGAL FORCE:

Moving or tending to move away from a center; force tending to pull a thing outward when it is rotating rapidly around a center

#### CENTRIPETAL FORCE

Moving or tending to move toward a center; the force tending to pull a thing inward when it is rotating rapidly around a center

#### ENTROPY

A thermodynamic measure of the amount of energy unavailable for useful work in a system undergoing change; a measure of the degree of disorder in a substance or a system: entropy always increases and available energy diminishes in a closed system, as the universe.

#### EVAPORATION

To change a liquid or solid into vapor; drive out or draw off in the form of vapor

#### GRAVITY, ACCELERATION OF GRAVITY

Force that tends to draw all bodies in the earth's sphere toward the center of the earth; the acceleration of a freely falling object, caused by the force of gravity, 32.17 ft. per second per second.

## Science Lesson 2

### Three States of Matter

**Objective:** Student will become aware of 3 properties of matter, solid, liquid, gas

**Scripture:** Genesis 1:9 And God said, "Let the water under the sky be gathered to one place, and let dry ground appear." And it was so.

**Materials:** Small zip lock bags for samples, Periodic Table of Elements chart, kite, balloons, Matter worksheets, water soluble pens, chop sticks, straight pin, construction paper

**Procedure:**

1. Walk around community and discuss that everything in universe is in 3 forms
2. Select objects and ask if it is solid, liquid, gas or 2 or 3
3. Place specimens of the 3 properties in zip lock bags
4. Mark them and display
5. Demonstrate air with kites and balloons
6. Discuss elements chart as observed in nature
7. Make pinwheel to blow, to show air as gaseous matter

## Science Lesson 3

### Light

**Objective:** Student will demonstrate that fire needs oxygen to burn; Student will explain spiritual and scientific applications

**Scripture:** Matthew 5:14, 16 "You are the light of the world. A city on a hill cannot be hidden. 15 Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. 16 In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven.

**Materials:** Jar with lid, candle to fit in jar, matches (Light facts: Light is energy, Light travels at the speed of 186,000 miles per second, light travels 7 times around earth in 1 second

**Procedure:**

1. Demonstrate candle experiment
2. Ask questions about light
3. Make chart showing how man uses light
4. Find out where your electricity comes from

## Science Lesson 4

### Ecology

**Objective:** Student will be aware of God's creation of ecosystem

**Scripture** Genesis 1: 2-19 Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters. 3 And God said, "Let there be light," and there was light. 4 God saw that the light was good, and he separated the light from the darkness. 5 God called the light "day," and the darkness he called "night." And there was evening, and there was morning--the first day. 6 And God said, "Let there be an expanse between the waters to separate water from water. "So God made the expanse and separated the water under the expanse from the water above it. And it was so. 8 God called the expanse "sky." And there was evening, and there was morning--the second day. 9 And God said, "Let the water under the sky be gathered to one place, and let dry ground appear." And it was so. 10 God called the dry ground "land," and the gathered waters he called "seas." And God saw that it was good. 11 Then God said, "Let the land produce vegetation: seed-bearing plants and trees on the land that bear fruit with seed in it, according to their various kinds." And it was so. 12 The land produced vegetation: plants bearing seed according to their kinds and trees bearing fruit with seed in it according to their kinds. And God saw that it was good. 13 And there was evening, and there was morning—the third day. 14 And God said, "Let there be lights in the expanse of the sky to separate the day from the night, and let them serve as signs to mark seasons and days and years, 15 and let them be lights in the expanse of the sky to give light on the earth." And it was so. 16 God made two great lights--the greater light to govern the day and the lesser light to govern the night. He also made the stars. 17. God set them in the expanse of the sky to give light on the earth, 18. to govern the day and the night, and to separate light from darkness. And God saw that it was good. 19 And there was evening, and there was morning—the fourth day.

**Materials:** Creation story cards, Bible, Genesis 1:9-12

**Procedure:**

1. Read creation story
2. Write verses on cards, illustrate
3. Write "And God saw that it was good"
4. Make chart that tells/shows the days of creation
5. Write down ways to maintain and beautify the earth (stewardship)
6. Recycle glass, aluminum, paper

## Science Lesson 5

### Classification

**Objective:** Student will group kinds of animals and plants

**Scripture: Animals** (Gen 1:20 NIV) And God said, "Let the water teem with living creatures, and let birds fly above the earth across the expanse of the sky." 21 So God created the great creatures of the sea and every living and moving thing with which the water teems, according to their kinds, and every winged bird according to its kind. And God saw that it was good. (Gen 1:24 NIV) And God said, "Let the land produce living creatures according to their kinds: livestock, creatures that move along the ground, and wild animals, each according to its kind." And it was so. 25 God made the wild animals according to their kinds, the livestock according to their kinds, and all the creatures that move along the ground according to their kinds. And God saw that it was good. **Plants** (Gen 1:11 NIV) Then God said, "Let the land produce vegetation: seed-bearing plants and trees on the land that bear fruit with seed in it, according to their various kinds." And it was so. 12 The land produced vegetation: plants bearing seed according to their kinds and trees bearing fruit with seed in it according to their kinds. And God saw that it was good.

**Materials:** National Geographic, Ranger Rick, Zoo magazine, catalogs, magazines, paper, scissors, glue

**Procedure:**

1. Peruse publications to find pictures with sameness/likeness
2. Decide on title of classification
3. Write at top of page
4. Cut out pictures and glue into groupings
5. Student tells what groups he has made and displays in classroom

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| <p>Science Lesson 6<br/>Collecting Specimens</p> |
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**Objectives:** Student will explore immediate environment to collect natural items

**Materials:** small zip lock bags, magnifying glass, black Sharpie pen

**Procedure:**

1. Students walk about classroom environment area observing and collecting specimens
2. Put collection in Petri dish or plastic bag and label with felt pen
3. Display on science table for others to observe
4. Ask questions about specimens e.g. What is it? What classification of plants, ore, animal is it?

## Science Lesson 7

### Solid and Liquid (Oobleck)

**Objective:** Student will manipulate Oobleck to explore questions of solid and liquid

**Materials:** cornstarch, water, mixing bowl, spoon

**Procedure:**

1. Add enough water to cornstarch and mix
2. If too runny, add more cornstarch, If too stiff and dry, add more water
3. Play with Oobleck, observing its dry and wet qualities
4. Questions for Oobleck: What do you do to make it look dry? What do you do to make it look wet?

## Science Lesson 8

### Salt Crystals

**Objective:** Student will experiment and observe process of evaporation, change from liquid through vapor into solid

**Materials:** Salt, water, string, plastic cup, plastic spoon

**Procedure:**

1. Stir 3 tablespoons salt into 1/2 cup water
2. Add food coloring
3. Hang string over spoon dangling into liquid mixture
4. Let set for 1 month or more and see water disappear and crystals appear
5. Observe crystals with magnifying glass

## Science Lesson 9

### Surface Tension (Bubbles)

**Objective:** Student will make bubbles, observing properties of surface tension

**Materials:** Dawn liquid detergent, corn syrup or glycerin, water pot, bubble ring

**Procedure:**

1. Make bubbles: 3 cups water, 1 cup Dawn, 1/3 cup corn syrup or with glycerin: 3 cups water, 1 cup Dawn, 3 tablespoons glycerin
  2. Put bubble mixture in shallow pan
- Facts about bubbles: When wet bubble hits dry it pops, There is a color spectrum when bubbles are in the sun (prism)



## Science Lesson 10

### Growing Plants

**Objective:** Student will plant seeds and be aware of needs for plant growth: light, water, soil

**Scripture: Genesis 1:11** Then God said, "Let the land produce vegetation: seed-bearing plants and trees on the land that bear fruit with seed in it, according to their various kinds." And it was so. **II Corinthians 9:6** Remember this: Whoever sows sparingly will also reap sparingly, and whoever sows generously will also reap generously. **Genesis 2:5** "...there were no plants or grain growing on the earth, for the Lord God had not sent any rain. And no one was there to cultivate the soil."

**Materials:** seeds, dirt, water, egg box or shallow container, labels for naming

**Procedure:**

1. Collect seed pods from dried back perennial flowers
2. Plant in dirt in small units like egg carton sections, or broken egg shells
3. Seeds sown in broken egg shells can be planted directly into the earth after they are seedlings
4. Observe plant growth
5. Transplant into ground by student's home
6. After flowers have bloomed and gone to seed, collect seeds and dry them
7. Replant after a dormant period (full cycle)
8. Make chart showing cycle from seeds to seeds

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| <p>Science Lesson 11</p> <p>Magnetism</p> |
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**Objective:** Student will observe the energy of magnetism

**Scripture:** James 4:7 Submit yourselves, then, to God. Resist the devil, and he will flee from you.

**Materials:** magnets, items that are attracted to magnets

**Procedure:**

1. Manipulate magnets to discover poles
2. Find objects that attract to magnets
3. Like poles repel, opposite poles attract
4. Draw magnetic fields to demonstrate force fields
5. Learn words attract, repel

## Science Lesson 12

### Color Spectrum (Prisms)

**Objective:** Student will observe complete color spectrum by creating a rainbow

**Scripture:** Genesis 9:13 I have set my rainbow in the clouds, and it will be the sign of the covenant between me and the earth.

**Materials:** Spray bottle filled with water, prism

**Procedure:**

1. Read Bible about God's biggest prism Genesis 9:12,13 (bow in cloud)
2. Show student how this range of colors can be duplicated on a small scale
3. Use spray bottle to spray in air (with sun shining)
4. Produce many rainbows
5. Compare to color wheel
6. Write down sequence of colors, illustrate
7. Display finished pictures on classroom wall

## Science Lesson 13

### Geology/Rocks

**Objective:** Student will identify 3 types of rocks: igneous, metamorphic, sedimentary

**Materials:** Geology worksheets, rock samples, rock picture books

**Procedure:** Students collect local specimens of rocks

1. Research from the local people, lore, and records information regarding the peculiar geology of country
2. Make chart showing sources/processes of 3 classifications of rocks
3. Display and label rock collection

## Science Lesson 14

### Astronomy/Outer Space

**Objective:** Student will identify 9 planets of solar system

**Scripture:** Psalm 147:4 He determines the number of the stars and calls them each by name.

**Materials:** Poster of outer space, construction paper, scissors, glue, books, planet name flash cards

**Procedure:**

1. Cut/paste colored planets on student created chart
2. Label planets
3. Glue in proper sequence from sun
4. Read names of planets from flash cards
5. Line up cards in same sequence as planets
6. Write planet characteristics, illustrations in report form

## 7. Do solar system worksheets

# Art

*"It took me four years to learn to paint like Raphael, but a lifetime to paint like a child." Pablo Picasso*

*"Every child is an artist. The problem is how to remain an artist once grown up." Pablo Picasso*

## Village Kit Art Lessons:

1. Felt pens/crayons
2. Tempera painting/display
3. Paper bag puppets
4. Watercolor
5. Mixing primary colors
6. Pen/pencil drawing
7. Cut and paste
8. Woven mat
9. Sculpture/clay
10. World art/ great artists
11. African art: metal, bronze, wood, fabric
12. Form, perspective, shading

## Village Kit Art Inventory

African art  
Baby jars or cans for water  
Black ballpoint pens  
Brown/white lunch bags  
Butcher paper  
Charcoal from fire  
Color wheel  
Colored chalk  
Compass  
Construction paper  
Crayons  
Doilies  
Fabric sample of African art  
Felt squares  
Glue  
Lapboard  
*Mouse Paint (book)*  
Paper towels/rags  
Pencils  
Pictures of great artists/works  
Plastic bags for garbage  
Plastic drop sheet (large 33 gallon garbage bag)  
Ruler  
Scissors  
Sharpie pens  
Tempera paint blocks, brushes  
Watercolor trays, brushes  
White construction paper

## Unit 6: Art Lessons

### Art Lesson 1 Felt Pens, Crayons

**Objective:** Student will use multi color pens/crayons to create colorful pictures

**Scripture:** Genesis 1:20,21 And God said, "Let the water teem with living creatures, and let birds fly above the earth across the expanse of the sky." 21 So God created the great creatures of the sea and every living and moving thing with which the water teems, according to their kinds, and every winged bird according to its kind. And God saw that it was good.

**Materials:** Tropical fish picture, Bible story, creation of sea life Genesis 1:20,21, felt pens, crayons

**Procedure:**

1. Color and display finished pictures of creation
2. Read Genesis 1:20,21
3. Write out verse for display
4. Color all varieties of sea life
5. Write sentences or short story about subject drawn
6. Design colorful pictures on graph paper

### Art Lesson 2 Tempera Painting

**Objective:** Student will create and display large paintings to make art for classroom walls

**Materials:** Large piece of butcher paper (18x24), tempera paints, brushes, container for fresh water, clothespins to hang pictures

**Procedure:**

1. Set up paints on clean ground
2. Paint pictures of individual creation
3. Dry and then hang on walls (rope) with spring clothespins
4. Create a title for painting
5. Sign name with black pen

### Art Lesson 3

#### Paper Bag Puppets

**Objective:** Student will create puppet from lunch bag

**Scripture:** Genesis 2:7 The LORD God formed the man<sup>o</sup> from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being.

**Materials:** Lunch sack, multi colored construction paper, scissors, glue, felt scraps, yarn

**Procedure:**

1. Design face and front of person, animal, creature
2. Cut, paste facial features and details of clothing, hair
3. Name puppet, hang with clothespins at puppet theatre
4. Use puppet for character in puppet show
5. Trade and share puppets with friends
6. Do show by having conversation, singing songs, poetry, story telling

### Art Lesson 4

#### Watercolors

**Objective:** Student will use, mix watercolors to create a picture in nature

**Scripture:** Ezekiel 17:3 Say to them, `This is what the Sovereign LORD says: A great eagle with powerful wings, long feathers and full plumage of varied colors came to Lebanon. Taking hold of the top of a cedar,

**Materials:** Watercolor pan, brushes, cup of clean water, white construction paper, towel or rag

**Procedure:**

1. Choose subject in nature e.g. trees, hills, flowers, waters, sky, sunset etc.
2. Design and sketch lightly with pencil if desired
3. Outline with black ball point pen or Sharpie pen
4. Fill in with watercolors
5. Glue finished painting against colored construction paper for mat effect
6. Sign name in black ink
7. Wash brushes, leave pan open to dry
8. Display on classroom wall



## Art Lesson 5

### Primary Colors

**Objective:** Student will mix 3 primary colors, yellow, blue, red

**Scripture:** Genesis 37:3 “Now Israel loved Joseph more than all his sons, because he was the son of his old age; and he made him a varicolored tunic.”

**Materials:** White construction paper 9x12, cup with clear water, 3 tempera pan, brushes, color wheel, book Mouse Paint

**Procedure:**

1. Read book Mouse Paint
2. Fold paper into eighths
3. Experiment with various mixes of primary colors
4. Paint designs, using rhythms of lines, shapes, zigzag, dots, waves, etc.
5. Clean up
6. Write name in bottom corner with black ink
7. For variation glue on sand, sticks, found objects

## Art Lesson 6

### Drawing with pen, pencil, charcoal

**Objective:** Student will create assorted pictures of objects from Ed Emberly or instructional drawing books

**Materials:** Pens, pencils, white paper, ruler, compass

**Procedure:**

1. Follow step by step process given in instructional drawing book
2. Show younger student how to draw specific figures
3. Design patterns of rhythm, shapes, intensity, ethnic patterns and pictures

## Art Lesson 7

### Cut and Paste

**Objective:** Student will use tear or cut construction paper to form picture or design

**Materials:** Construction paper, scissors, glue

**Procedure:**

1. Mentally or with pencil, design project idea
2. Tear or cut construction paper to build picture
3. Glue components to build picture with cut/torn paper
4. For mosaic effect use torn paper only

5. Make pictures of still life, nature, animals, objects, people, houses, cars, geometric forms, abstract designs

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| <p style="text-align: center;"><b>Art Lesson 8</b><br/><b>Woven Mat</b></p> |
|---|

**Objective:** Student will create woven mat with construction paper

**Materials:** Construction paper, scissors, ruler pencil, glue

**Procedure:**

1. Fold base paper in half, measure lines 1 inch apart, across from fold to 1 inch short of edge
2. Cut across marked pencil lines
3. Cut 1 inch paper strips to weave through slits
4. Use bright complimentary colors
5. Cut strips straight by following penciled measured lines
6. Weave, glue ends

## Art Lesson 9

### Sculpture/Clay

**Objective:** Student will locate local source of clay and create objects

**Scripture:** Job 33:6 I am just like you before God; I too have been taken from clay.

**Materials:** native clay, instruments for cutting, gouging, smoothing, water

**Procedure:**

1. Knead, roll, smooth clay, pound out bubbles and any debris
2. Design sculpture using hands, implement, found objects
3. Display in classroom

## Art Lesson 10

### World Art

**Objective:** Student will be aware of variety of great artists of world

**Materials:** Pictures of Masters

**Procedure:**

1. View pictures of great artists' works reading name, title, period of history
2. Show variety of artists and styles through history
3. Decide if they are abstract, landscape, portrait, still life, etc.
4. Research for sources of great masters in world e.g. books, video, internet, museums, etc.

## Art Lesson 11

### Metal Bronze Wood Fabric

**Objective:** Student will locate native artists who specialize in metal, bronze, wood and fabric creations

**Scripture:** Genesis 6:14 So make yourself an ark of cypress° wood; make rooms in it and coat it with pitch inside and out.

**Materials:** Local artisan will be source of tools and methods

**Procedure:**

1. Student and teacher arrange to visit and observe artisans in their workshops
2. Invite artist to visit classroom and demonstrate craft
3. Read materials, books on history and technique of art forms

#### 4. Discover local history behind specific crafts

## Art Lesson 12

### Form and Perspective

**Objective:** Student will observe/sketch perspective and shade lines for a road, landscape or still life

**Materials:** White paper, lap board, pencil, charcoal or colored pencils

**Procedure:**

1. Study principles of perspective in text
2. Experiment with various subjects and mediums in nature, environment, etc.
3. Choose partner to make observations. Sketch together, assist and evaluate each other

## Art Prints

### Page 1a

Portrait du pretre Jushin  
Picture of Priest Jishin  
Artist unknown  
(1230-1316)

La Creation de L'Homme  
Creation of Man  
Marc Chagall  
(1887-1985)

Portrait de Marie-Therese  
Pablo Picasso  
(1881-1973)

Portrait de Monna Lisa  
Picture of Mona Lisa  
Leonardo da Vinci  
(1452-1519)

### Page 1b

Raisins et grenades  
Grapes and Pomegranates  
Jean-Simeon Chardin  
(1699-1779)

Massacre of the Innocents

Pieter Bruegel  
(1564-1638)

La Cene dite La Petite Cene  
Philippe de Champaigne  
(1602-1674)

Le Lit  
The Bed  
Henri de Toulouse-Lautrec  
(1864-1901)

### Page 2a

Le benedicite  
Blessing  
Jean-Simeon Chardin  
(1699-1779)

Le Maitre d'ecole  
Schoolmaster  
Adrien van Ostade  
(1610-1685)

Saint Michel  
Raphael, Raffello Sanzio  
(1483-1520)

L'oiseau mort  
Dead Bird  
Jean Baptiste Greuze  
(1725-1805)

### Page 2b

Madame Vigee-LeBrun et sa fille  
Mrs. Vigee-LeBrun and her Daughter  
Marie Louise Elisabeth Vigee-Le Brun  
(1755-1842)

View from the Window  
Henri Matisse  
(1912- )

Jeune tigre jouant avec sa mere  
Young Tiger Playing with her Mother  
Ferdinand Victor Eugenie Delacroix  
(1798-1863)

Predelle du retable de saint Francois  
DeBondone Giotto  
(1267-1337)

### Page 3a

Femme de Tahiti au Sur la plage  
Tahitian Woman On the Beach  
Paul Gauguin  
(1840-1903)

Les Meules  
Haystacks  
Claude Monet  
(1840-1926)

Le Ciel Etoile  
Starry Sky  
Vincent Van Gogh  
(1853-1890)

Le restaurant del la Machine a Bougival

The Restaurant at Bougival  
Maurice de Vlaminck  
(1876-1958)

### Page 3b

Toits sous la neige, Paris 1878  
Snow on the Roofs of Paris 1878  
Gustave Caillebotte  
(1646-1894)

Des glaneuses  
Some Gleaners  
Jean-Francois Millet  
(1814-1875)

Le denombrement de Bethleem  
The Exiting of Bethlehem  
Pieter Brueghel II  
(1564-1638)

Repitition d'un ballet sur la scene 1874  
The Ballet Act  
Edgar Degas  
(1834-1917)

### Page 4a

Iris  
Vincent Van Gogh  
(1853-1890)

Nature morte au panier  
Dried Flowers Basket  
Paul Cezanne  
(1839-1906)

Fraises  
Strawberries  
Auguste Renoir  
(1841-1919)

Corbelle de fleurs  
Container of Flowers  
Linard  
(1600-1645)

### Page 4b

Portrait d'une negresse  
Picture of a Black Woman  
Marie-Guillemine Benoist  
(1768-1826)

George Washington  
Gilbert Stuart  
(1755-1828)

Vierge a l'Enfant  
Virgin with Baby  
Artist Unknown  
Date unknown

A Girl with a Watering Can  
Auguste Renoir  
(1841-1919)

Leonardo  
Leonardo da Vinci  
(1452-1519)

### **Page 5b**

Still Life With Peppermint Bottle  
Paul Cezanne  
(1839-1906)

Le Christ a la colonne  
Christ by the Column  
Antonello da Messina  
(1430-1479)

The Japanese Footbridge  
Claude Monet  
(1840-1926)

### **Page 5a**

Madame Henriot  
Auguste Renoir  
(1841-1919)

The Artist's Garden at Vetheuil  
Claude Monet  
(1840-1926)

Leon Bakst  
Amedeo Modigliani  
(1884-1920)

Woman with Amphora and  
Pomegranates  
Henri Matisse  
(1869-1954)

### **Page 6b and 7a**

The small samples of art are strictly American. Can you categorize them into 4 groups according to their subject matter?

- A Abstract (not realistic)
- L Landscape (nature around us)
- P Portrait (pictures of people and animals posed)
- S Still life (an attractive arrangement of objects)

ALPS, like the famous mountain range in Switzerland will help you remember these 4 categories. PALS, LAPS or SLAP will do the same. Take your pick.

### **Page 7b**

Masai tribe of Kenya  
beadwork, clothing

# Health/PE

*"Sports do not build character. They reveal it".  
Heywood Broun*

*"Just play. Have fun. Enjoy the game".  
Michael Jordan*

## Village Kit Health/P.E. Lessons

1. Elements of good health: rest, exercise, diet, life style
2. Bodily systems: skeletal, nervous, circulatory, muscular, organs
3. Stethoscope circulation
4. Disease/prevention
5. Movement: balls, ropes, games
6. Team games/sportsmanship
7. Presidential Fitness Test

## Village Kit Health/P.E. Inventory

AIDS chart  
Beach ball  
Bells on string  
Bones cut-out  
Bouncy balls  
Chalk for hopscotch/games  
Chinese jump ropes  
Frisbee  
Jump ropes (short for individuals, long fore groups)  
Mesh bag  
Presidential Fitness test  
Pump/needle  
Scissors  
Soccer ball  
Stethoscope  
Stopwatch  
String, needle  
Tennis ball  
Worksheets, body systems



## Health/PE Lessons Unit 7

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| <h3>Health/PE Lesson 1</h3> <h4>Elements of Good Health</h4> |
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**Objective:** Student will evaluate their physical well-being regarding rest, exercise, diet, lifestyle

**Scripture: Psalm 139:14** I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. Jeremiah 1:5 Before I formed you in the womb I knew<sup>o</sup> you, before you were born I set you apart; I appointed you as a prophet to the nations **I Corinthians 6:19-20** Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; 20 you were bought at a price. Therefore honor God with your body. **Genesis 1:26,27** Then God said, "Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth,<sup>o</sup> and over all the creatures that move along the ground." 27 So God created man in his own image, in the image of God he created him; male and female he created them. **I Corinthians 3:16,17** Don't you know that you yourselves are God's temple and that God's Spirit lives in you? 17 If anyone destroys God's temple, God will destroy him; for God's temple is sacred, and you are that temple.

**Materials:** Bible passage Genesis 1:26,27, I Cor. 3:16,17, Bible verse cards

**Procedure:**

1. Student reads verses and responds to it by writing what that means in regards to their own physical body
2. Student lists daily routine, hygiene practices, eating patterns, personal habits and behaviors
3. Highlight/mark behaviors that aid or impede good health
4. Set goals for improvement /change
5. Write out a plan for self improvement

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| <h2>Health/PE Lesson 2</h2> <h3>Bodily Systems</h3> |
|---|

**Objective:** Student will study about and locate body systems. skeletal, nervous, circulatory, muscular, organs

**Materials:** Worksheets, topical books, Mr. Bones cut out, scissors, needle/thread

**Procedure:**

1. Read Psalm 139:14
2. Write verse on card for display
3. Read topical books
4. Draw and label body systems using worksheets for reference
5. Cut out, connect "Mr. Bones"

### Health/PE Lesson 3

#### Circulation

**Objective:** Student will be aware of their heart beat and pulse rate

**Materials:** Stethoscope, stopwatch or clock with second hand, worksheet

**Procedure:**

1. Students measure their own and other's resting heart beat, record
2. Measure again after hearty run, record
3. Measure rate by counting number of beats in 10 seconds and multiply by 6
4. Find pulse locations in body
5. Listen to pulses of other people
6. Chart various rates after rest, walking, running

### Health/PE Lesson 4

#### Disease Prevention

**Objective:** Student will know what causes disease in their body

**Materials:** Books on local disease: cholera, malaria, dysentery, AIDS, sleeping sickness

**Procedure:**

1. Study relationship of clean/dirty water to good health
2. Demonstrate how to wash hands
3. Make chart showing prevalent local diseases, causes, ways to prevent

### Health/PE Lesson 5

#### Bodily Movement

**Objective:** Student will explore bodily movements by running, jumping, hopping, skipping, using equipment

**Materials:** Balls, ropes, Frisbees, bells on strings, Chinese jump rope,

**Procedure:**

1. Imitate animal walks e.g. duck, inch worm, elephant, galloping horse
2. Play jumping rope games with singing, rhymes, scripture, student's own creative rhymes
3. Wear bells or other "noisy" objects around waist or wrists or ankles to emphasize movement
4. Younger children make alphabet shapes with their bodies in groups 2 or 3

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| <p>Health/PE Lesson 6</p> <p>Team games</p> |
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**Objective:** Student will play team games that require interaction and development of sportsmanship

**Materials:** Balls, ropes, Frisbees, bells on strings, Chinese jump rope, objects for relay races, soccer ball

**Procedure:**

1. Relay races, using objects to pass to team mates
2. Play Volleyball by stinging rope across 2 trees
3. Dodge ball
4. Football (soccer)
5. Baseball
6. Hockey

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| <p>Health/PE Lesson 7</p> <p>Presidential Fitness Test</p> |
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**Objective:** Student will aspire to practice and master levels of P.F.T.

**Materials:** Stopwatch, Personal Achievement Record Sheet

**Procedure:**

1. Each student documents on record sheet his/her level of activity and date
2. Student discusses expectations with teacher
3. Student demonstrates skills
4. Upon completion of program student receives certificate and prize from teacher
5. Student displays certificate, embellish with art work
6. Student charts progress by entering date upon mastery of skill
7. Experienced student assists younger students in completion of their program

## **Presidential Fitness Test**

### **Explanation of Presidential Fitness Test**

Every year in American schools the Physical Education teacher provides opportunity for the students to aspire, to stretch and strengthen their own physical skills.

This is done for students in grades 4-6, ages 10-12.

The Presidential Fitness Test offers a standard/norm to which teachers can direct their students to aspire. The norms are based on standardized performance for specific ages throughout America.

All this effort is affirmed and rewarded by each student who tries, achieves and surpasses standard norms. An all school award assembly is presented so as to inspire, educate and promote physical fitness to the entire school population.

# Music

*“Music is an outburst of the soul”. Frederick Delius*

## Village Kit Music Lessons

1. Music concepts: pitch, duration, rhythm, melody, intervals, notation, register
2. Notation/composition
3. Musical styles
4. Instruments chart
5. Benjamin Britten tape "Instruments"
6. Listening to tapes
7. Beethoven Symphonies 5, 6, 7, 9

## Village Kit Music Inventory

Black ballpoint pens  
Composers pictures  
Disinfectant Wipes  
Flute (Recorder)  
Flute (Recorder) Fingering Chart  
Instruments chart  
Music Notation Chart  
Musical symbols worksheet  
Notation chart  
Notation paper  
Recorder flute  
Tape recorder, tapes  
Music listening taped

## Unit 8: Music Lessons

### Music Lesson 1 Basic Concepts

**Objective:** Student will be aware of: pitch, duration, rhythm, melody, intervals (ear training), notation (reading music), register (higher/lower)

**Scripture:** God's purpose: To praise Him (Psalm 150:1-6 NIV) Praise the LORD. Praise God in his sanctuary; praise him in his mighty heavens. 2 Praise him for his acts of power; praise him for his surpassing greatness. 3 Praise him with the sounding of the trumpet, praise him with the harp and lyre, 4 praise him with tambourine and dancing, praise him with the strings and flute, 5 praise him with the clash of cymbals, praise him with resounding cymbals. 6 Let everything that has breath praise the LORD.

**Materials:** Recorder Flute, Disinfectant wipes, Fingering chart, notation chart

**Procedure:**

1. Student matches fingering to chart to play notes
2. Create melodies with various rhythms, pitch, etc.
3. Read/play simple songs.
4. Wipe mouthpiece with disinfectant before passing on to others (Important!)
5. Demonstrate to other students how to place fingers to make tunes

### Music Lesson 2 Notation Composition

**Objective:** Student will write notes for his/her own composition

**Scripture:** Psalm 149:1a Praise the LORD.<sup>o</sup> Sing to the LORD a new song, his praise in the assembly of the saints.

**Materials:** Recorder Flute, Autoharp, Music notation paper, pencil or pen

**Procedure:**

1. Student writes simple tune on notation paper, aided by teacher at first
2. Student practices
3. Exchange compositions with friends
4. Keep repertoire of whole group's compositions on ring clip
5. Be sure to disinfect recorder mouth piece between individual's use



### Music Lesson 3

#### Musical Styles

**Objective:** Student will listen to and discriminate differences between classical, folk, pop, ethnic, rock, etc.

**Materials:** Tape Recorder, Tapes of each musical style

**Procedure:**

1. Student listens to assorted styles of music
2. Describe differences/qualities
3. Share musical observations with teacher, fellow students
4. Which styles do you prefer, dislike?

### Music Lesson 4

#### Instruments

**Objective:** Student will know different classifications of Instruments

**Scripture:** Psalm 150:3-5 Praise him with the sounding of the trumpet, praise him with the harp and lyre, 4 praise him with tambourine and dancing, praise him with the strings and flute, 5 praise him with the clash of cymbals, praise Him with resounding cymbals.

**Materials:** Chart of Instruments, Pictures of orchestras, bands, musical groups

**Procedure:**

1. Student studies pictures of instruments: percussion, woodwind, brass, string, ethnic
2. Decide what is required to engage the instrument to produce musical sound
3. Write names of instruments on note cards
4. Listen to tapes of different instruments
5. Listen to Benjamin Britten's Young Person's Guide to the Orchestra
6. Listen to Benjamin Britten's Peter and the Wolf

### Music Lesson 5

#### Listening

**Objective:** Student will be exposed to a variety of classic music compositions

**Materials:** Tape Recorder, Tapes of classic compositions

**Procedure:**

1. Student listens to Mozart, Beethoven, Rachmaninov, Strauss, Chopin, Tchaikovsky, Scott Joplin, Classic Movie themes, Jazz, Ethnic styles

2. Student shares response to music with teacher, parent, friend, students
3. Learn names of composers and their works
4. Find theme of music and repeat on recorder flute

## Village Kit Musical Tapes

### **Tape 1 Side A**

Rachmaninov: Symphony No. 2 in E minor  
 Beethoven: Piano Sonata No. 14 "Moonlight"  
 Faure: Cantique de Jean Racine  
 Elgar: Serenade for Strings in E minor  
 Rodrigo: Fantasia

### **Tape 1 Side B**

Shostakovich: Piano Concerto No. 2  
 Grieg: Peer Gynt Suite  
 Puccini: Madame Butterfly  
 Rachmaninov #2  
 Beethoven Piano Symphony

### **Tape 2 Side A**

Mozart: Clarinet Concerto in A  
 Bizet: L'Arlesienne Suite No. 2  
 Chopin: Piano Concerto No 1 in E minor  
 Gounod: Mars et Vita  
 Vivaldi: Winter, Four Seasons  
 Elgar Nimrod, Enigma  
 Mendelssohn: Midsummer's Night Dream  
 Ravel: Pavane pour une infante defunte  
 Myers: Cavatina  
 Tallis: Spem in alium

### **Tape 2 Side B**

Delius: Koanga  
 Beethoven: Symphony No 9

### **Tape 3 Side A**

Williams: Schindler's List  
 Barber: Agnus Dei  
 Beethoven: Symphony No 6  
 Saint-Saens: Carnival of the Animals  
 Rachmaninov: Vocalise  
 Chopin: Prelude No 15 in D flat  
 Part: Spiegel im Spiegel  
 Williams: Dives and Lazarus

### **Tape 3 Side B**

Morricone: Mission

### **Tape 4 Side A**

Savior, Story of God's Passion for his People

### **Tape 4 Side B**

Savior (finish)  
 Edelman: Gettysburg  
 Beethoven 5th Symphony  
 Beethoven 6th Symphony  
 Jean de Florette

### **Tape 5 Side A**

Borodin: String. Quartet. #2  
Handel: Messiah

### **Tape 5 Side B**

Saint-Saens: Maestoso  
Widor: Toccata Allegro  
Weinberger: Fugue  
Jenkins: Palladio

### **Tape 6 Side A**

American Songs

### **Tape 6 Side B**

Babar the Elephant  
Sleepless in Seattle

### **Tape 7 Side A**

Peter and the Wolf  
Elgar: Enigma

### **Tape 7 Side B**

Benjamin Brittain: Young People's  
Guide to the Orchestra  
Handel: Water Music

### **Tape 8 Side A**

Verdi: Debut Inessa Galante  
Foster: David Foster  
Sollischer: Cavatina  
Puccini: Debut La Boheme Inessa  
Galante  
Mantovani You Don't Bring me flowers  
Anymore  
Caccini: Debut Ave Maria Inessa  
Galante  
Barry: Dances with Wolves  
Puccini: Debut  
Williams: Schindler's List  
Mantovani Long Ago and Far Away  
Lanza: Be My Love

### **Tape 8 Side B**

Mantovani: Some Enchanted Eve.  
Andre: Send in the Clowns  
Mantovani Moulin Rouge  
Rimsky-Korsakov: Procession of  
Nobles  
Saint-Saens: Samson and Delilah  
Barber: Adagio for Strings  
Khachaturian: Spartacus

# Saviour (A Musical Presentation)

## The Story of God's Passion for His People

A Musical Presentation on Tape  
Greg Nelson and Ron Ferrell

### CREATION OVERTURE

Orchestra

### IN THE BEGINNING

Chorus

In the beginning was the Word, and the Word was with God.  
In the beginning was the Word, and the Word was God.  
His presence fills the universe; He is the maker of all things.  
Who is, who was and is to come. In Him is life; that Life is the Light of men. In the beginning was the Word,  
and the Word was with God. In the beginning was the Word,  
and the Word was God.  
And His life is the Light of men. And His life is the Light,  
Alpha and Omega, the Everlasting God. And His life is the Light of men.

### MY HEART BELONGS TO YOU

Who will hear the music that I hear? Who will hear the sound that fills the air?  
Who will see a radiant beam of light dancing for a sun that warms a morning sky?  
Who will know the beauty of my earth, sense the joy and wonder of its birth?  
Who will see the glory of the world that I have made?  
And who will walk beside me in the garden in the coolness of the day?

Creation's glorious song that comes from my heart,  
expresses strains of love, but only in part. I long to say the words, the words that are true. Someone to hear,  
"My heart belongs to you.

And who will feel the summer wind that moves across the water as it flows?  
Who will enjoy the orchestrated mystery that soars within my soul, who will hear the glory of the music that I hear?  
I will create man to be in my own image, form him from the dust of earth and breathe into him my own breath of  
life.  
Lord, I hear You speak to me. How lovely are Your words,  
how beautiful the sound.

This wondrous paradise and all that you see could never match the joy  
when You're here with me.  
The message of my song will always be true mi corazón, my heart belongs to you. You will enjoy the orchestrated  
mystery that soars within my soul.  
And we can feel the summer wind that moves across the water as it flows.

This wondrous paradise and all that you see (Creation's glorious song  
that comes from my heart)  
could never match the joy  
(expresses strains of love)  
when You're here with me.  
(but only in part.)

The message of my song will always be true (I long to say those words,  
the words that are true.)

Mi corazón,  
    (someone to hear)  
"My heart belongs to you.  
my life, my love, my heart belongs to you.

## **WHERE ARE YOU, ADAM?**

The serpent came beguiling, so tempting his alluring smile ever inviting

With crafty words deceived them, two innocents believed it all,  
    and started to fall in a myriad of lies.

God's only law was broken  
    and now their eyes were opened wide, the deed had been done.  
So, God cried, "Where are you, Adam? You're so afraid, please tell Me now, why did you taste  
    and bring the curse to Paradise?"

## **THE PROMISED LAND**

Bondage! Bondage!  
Cruel oppression and bondage!  
Persecution at Pharaoh's hand.  
Woe to sons of Israel now slaves in Egypt's land.  
Years of misery and bondage, suffering under the tyrant's hand.  
The people's spirit broken,  
    all hope and freedom gone.  
Could heaven even hear their mournful song?

Tears that fell like rain were born in pain from Israel crying out:  
And moved the heart of God. He stretched out His hand,  
    brought forth the man  
        to lead them from that place. He took them for His own.

He would deliver them from chains of bondage, rescue them with mighty judgments, fulfill the promise of their  
    fathers, be the God of holy covenant.

Born was the spirit in Israel that day, a nation delivered as Moses had prayed.  
Praise to Jehovah and His mighty hand led them from bondage to the promised land.  
Wandering, wandering  
    years of marching and wandering through the desert the people came.  
Though their Saviour freed them they doubted and complained.  
Were they to be abandoned in this place?

God was always there with patient care, He taught them all His ways;  
    and loved them as His very own. He would proclaim the power of God  
    Almighty and dwell with all the chosen people, in their midst unveil His glory, showing them His strength in  
    faithfulness.

A pillar of cloud led the children by day, and a fire in the night  
    as the Lord showed the way.  
Tablets of stone held the holy commands, law they would live by in the promised land.  
Manna from heaven, water from stone,  
    miracle power of the Lord was shown. God in His glory whose wonders abound,  
    leading His children to higher ground.

Holiness and majesty God revealed for man to see.

Onward to Zion, the children were led, rescued in mercy from suffering and death.  
Chosen to follow the Great, "I AM," crossing the Jordan to the promised land.

## **KINGS OF THE EARTH**

The kings of the earth  
and the kingdoms built by man rise up in their glory, then go back to dust again.  
The kings of the earth who  
rule with might and power  
will bend their knee to God.  
When time concludes its final hour, that day will come.

The kings of the earth and their power to rule the land was founded by the Lord in His covenant with man.  
But the kings of the earth would make their own decree, they set themselves above their God  
and His authority, they mocked their God.

Their empires feed upon the souls of men, and the lust for power  
becomes their sacrament.  
They rail the people with their cries of peace, but there is no peace.

Take heart, ye children of the promise, for God will not be mocked.  
For the Lord will repay,  
and His kingdom remains.  
Blessed are His children.  
Blessed are His covenants.  
Blessed is His mighty kingdom.  
Blessed is the name of the Lord.  
In power, in glory, His kingdom, His kingdom will come.  
Blessed is the name of the Lord. His promise is now and forever, and ever, Amen.

## **THE ROSE OF SHARON** Text taken from Song of Solomon Chapter 2:1

This is an allegory of the love and passion of God for His people. The image of the Rose of Sharon is that Christ had the beauty and delicacy of a rose. The name Sharon is a location by the Sea of Galilee that has a reference to lowliness. Such was Jesus, who was of common birth, but retained outward beauty and inward integrity.

## **ROSE OF SHARON**

In fields of white beyond the gate of dreams, there Sharon's garden lay  
bathed in sun and streams.  
And gently nestled there a flower so full of grace a cherished bloom so fair takes the breath away.  
The Rose of Sharon, the Rose of Sharon, the precious Rose of Sharon.  
It grew in spring until its beauty shone, until the winter winds blew cold.  
This lovely bloom so sweet  
was taken in its prime,  
an act of sacrifice as each petal died. The Rose of Sharon, the Rose of Sharon,  
the precious Rose of Sharon.  
It was near to the heart, the very heart of God.

## **MY HEART BELONGS TO YOU** (Reprise)

The message of My song will always be true, My life, My love, My heart belongs to you!

## **WE NEED A SAVIOR**

So long they had waited as a nation for a sign of liberation,  
    knowing Messiah soon would come.  
So sure if they prayed with perseverance He would make a swift appearance, bringing the power to overcome.

The people said, "We need a Saviour, who'll come in glory and power.  
Oh Lord, hear our cry, 'cause You know we need Him now!"  
The people said, "Send us a strong King.  
A man from God to end our suffering.  
Oh Lord, hear our cry.

Longing for the sweeter taste of freedom, and the day that they would see Him coming to lead their people on.  
Reigning as the conquering avenger, watching enemies surrender, and finding that liberty had come.  
And when He came in His might. the waiting would know of its worth.  
For they would govern with Him and rule over all of the earth.

## **RECITATIVE**

Redemption did not come as they expected; For He came not as a king,  
    nor as a thing of beauty,  
    that they should desire Him.

## **MAN OF SORROWS**

Who has believed our message? And to whom  
has the arm of the Lord been revealed? He grew up before Him as a tender shoot,  
and like a root out of dry ground. He was a Man of sorrows.

He was despised and rejected by man; a Man who was acquainted with grief, and as one from whom men hide  
their faces, we regarded as one who was stricken by God; He was a Man of sorrows, a Man of sorrows.

He was pierced for our transgressions, He was bruised for our iniquities, by His stripes we are healed.  
He bore our griefs, He was afflicted, He was despised;  
we turned our backs on Him. A Man of sorrows, a Man of sorrows.

It was God's plan to bruise Him,  
that His soul be made an offering for sin. By the fruit of His suffering He was satisfied. This righteous servant made  
    many righteous, oh, precious Man of sorrows.

Rise up and see your Deliverer! For it is not by might, and not by power, but by the Spirit of the Living God.

## **WE NEED A SAVIOUR (Reprise)**

The people said, "We need a Saviour, who'll come in glory and power."  
The people said, "Send us a strong King, a man from God to end our suffering.  
Lord! Hear our cry, cause  
You know we need You now!"

## **CROSS OF LOVE**

Blood and sorrow flow  
from the languid brow of Jesus dying; and tears from Heaven's eyes are the anguished drops of a Father crying,  
oh why?

This must be a cross of love, for God to bruise His only Son.  
Jesus, what a sacrifice to reach us. It had to be a cross of love.

Emblem of His pain,

(And the people jeered at Him and mocked His holy name.)

Oh, splintered wood of my transgressions, (For they knew not who He was, nor why it was He came.)

I'll never comprehend

(Some had come to offer help to soothe a mother's pain)

of an act so great, gave love expression (but as she watched her wounded Son, the comfort never came) oh why?

This must be a cross of love for God to bruise His only Son.

Jesus, what sacrifice to reach us, it had to be a cross of love.

## **SO SHALL WE LIVE**

Light of the world with hope fills the sky, for gone is the power of the darkness,

The tomb that held the Son of God breaks with a cry from heaven, "He who was dead is risen!" Up from the grave ascended the reign of death is ended!

So shall we live, for His cross has gone before.

Christ has spoken all our freedom.

He's broken all our bondage.

And opened God's heavens to man.

O, saints rejoice and lift up your voice, for we bear the wounds of our Saviour; and just as Christ was crucified, we who are buried with Him are raised in newness with Him.

We share His resurrection,  
our blessed liberation.

So shall we live, for His cross has gone before.

Christ has spoken all our freedom. He's broken all our bondage,  
and opened God's heavens,

and opened God's heavens to man. So shall we live and so shall we reign  
in glory and power, now and forever. So shall we live.

Blessed is the name of the Lord! Amen!

## **FOR ALL THESE THINGS**

From ransomed men of tender heart, whose souls You taught to sing; Your children lift their voice to You with thanks for all these things.

From mountain heights and vaulted skies Your hand is clearly seen.

We cast our praise with nature's cry to God, for all these things.

In that night of wonder and promise, night when Christ was born.

God Incarnate came to be with us all. For promises from age to age  
that caused our hearts to dream; Purest adoration we impart,  
with thanks for all these things.

For refuge from the darkening storm and rest beneath Your wings, we worship You with grateful hearts, oh God,  
for all these things.

In that day of suffering and sorrow Son of Heaven died.

God Eternal slain for the sins of men.

With honor for the Risen Lord, we praise our coming King; we consecrate our lives to You with thanks for all these things.



## THE WORD WAS MADE FLESH

And they shall look upon the one whom they have pierced and shall mourn for Him as one mourneth for an only son.

And shall say unto Him,

“What are these wounds in Thy hands?” And He shall say,

“The wounds I was given at the house of My friends.”

The punishment of our peace was upon Him, in His anguish betrayed Him, did mock Him, bruise Him, and revile Him. Yet by His wounds we are healed.

Though He was rich, yet He became poor. For our sakes made poor.

That through His poverty we might be rich, through His sacrifice might all be rich.

The Word was made flesh and dwelt among us. And we beheld His glory.

Sing Hosanna to Christ the Lord, sing Hallelujah to Messiah and Savior and King.

Just like He said, He is risen from the dead. And the people say,

“Who will call Him King of Kings? Who will call Him Lord of Lords? Who will call Him Prince of Peace, such a Wonderful Counselor.”

I will call Him King of Kings and I will call Him Lord of Lords.

I will call Him Prince of Peace, such a Wonderful Counselor, Mighty God I will call Him King.

# Faith

## Spiritual Concepts for Village Kits and Scripture Verses

| Concept  | Scripture                 |
|--|---------------------------|
| God made the earth   | Gen 1:1                   |
| God made all the plants and trees  | Gen 1:11, 12              |
| God made all the animals, birds, fishes                                  | Gen. 1:20-25              |
| God made man — God made me   | Gen. 1:26-28              |
| God made everything and it was good                                      | Gen. 1:31                 |
| God made the world for me to enjoy                                       | Gen. 2:9                  |
| God wants me to take care of the earth and the creatures in it           | Gen. 1:28-30              |
| God loves me   | Jn 3:16; I John 3:1       |
| God loves everyone   | Jn. 3:16, Rom 5:8         |
| God wants us to love him   | Ex. 20:3-6                |
| God gave us the Ten Commandments to help us know how He wants us to live | Ex. 20:20                 |
| God wants me to obey His laws and not sin                                | Ex. 20:20                 |
| God wants us to love one another   | Jn. 15:12,<br>1 Jn 4:7,11 |
| I am a sinner  | Rom. 3:23                 |
| Sin separates me from God  | Is. 59:2                  |
| God sent Jesus to save us from our sins                                  | Rom. 5:8                  |
| Jesus died on the cross for our sins                                     | Mark 10:45                |
| Jesus arose from the dead  | Matt 28:6,7, Jn 3:16,17   |
| God wants me to serve Him  | Deut. 6:13                |
| God wants me to serve others   | Gal. 5:13                 |
| God wants me to live in Heaven with Him forever                          | Jn. 3:16                  |
| God wants me to tell others about Jesus                                  | Matt 28:19,20             |
| God wants my life to demonstrate the fruits of his Holy Spirit           | Gal. 5:22,23              |
| God provides the resources for me to fight evil                          | Eph. 6:12-17              |

## Verses for Personal Life Applications and Faith Building

**Psalms 37:3** Trust in the LORD and do good; dwell in the land and enjoy safe pasture.

**Psalms 37:4** Delight yourself in the LORD and he will give you the desires of your heart.

**Proverbs 3:5** Trust in the LORD with all your heart and lean not on your own understanding;

**Proverbs 3:6** in all your ways acknowledge him, and he will make your paths straight.

**Philippians 4:13** I can do everything through him who gives me strength.

**Psalms 46:10** "Be still, and know that I am God; I will be exalted among the nations, I will be exalted in the earth."

**Ephesians 6:10-18** Finally, be strong in the Lord and in his mighty power. 11 Put on the full armor of God so that you can take your stand against the devil's schemes. 12 For our struggle is not against flesh and blood, but against the rulers, against the authorities, against the powers of this dark world and against the spiritual forces of evil in the heavenly realms. 13 Therefore put on the full armor of God, so that when the day of evil comes, you may be able to stand your ground, and after you have done everything, to stand 14 Stand firm then, with the belt of truth buckled around your waist, with the breastplate of righteousness in place, 15 and with your feet fitted with the readiness that comes from the gospel of peace. 16 In addition to all this, take up the shield of faith, with which you can extinguish all the flaming arrows of the evil one. 17 Take the helmet of salvation and the sword of the Spirit, which is the word of God. 18 And pray in the Spirit on all occasions with all kinds of prayers and requests. With this in mind, be alert and always keep on praying for all the saints. Ephesians

**Romans 12:1** Therefore, I urge you, brothers, in view of God's mercy, to offer your bodies as living sacrifices, holy and pleasing to God--this is your spiritual act of worship. 2 Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is--his good, pleasing and perfect will.

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

**1 Thessalonians 5:15** Make sure that nobody pays back wrong for wrong, but always try to be kind to each other and to everyone else. 16 Be joyful always; 17 pray continually; 18 give thanks in all circumstances, for this is God's will for you in Christ Jesus.

**Psalms 27:14** Wait for the LORD; be strong and take heart and wait for the LORD.

**Psalm 28:7** The LORD is my strength and my shield; my heart trusts in him, and I am helped. My heart leaps for joy and I will give thanks to him in song.

**Isaiah 41:10** So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand.

**1 John 1:9** If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness.

**Psalm 91:1-16** He who dwells in the shelter of the Most High will rest in the shadow of the Almighty. 2 I will say of the LORD, "He is my refuge and my fortress, my God, in whom I trust." 3 Surely he will save you from the fowler's snare and from the deadly pestilence. 4 He will cover you with his feathers, and under his wings you will find refuge; his faithfulness will be your shield and rampart. 5 You will not fear the terror of night, nor the arrow that flies by day, 6 nor the pestilence that stalks in the darkness, nor the plague that destroys at midday. 7 A thousand may fall at your side, ten thousand at your right hand, but it will not come near you. 8 You will only observe with your eyes and see the punishment of the wicked. 9 If you make the Most High your dwelling-- even the LORD, who is my refuge-- 10 then no harm will befall you, no disaster will come near your tent. 11 For he will command his angels concerning you to guard you in all your ways; 12 they will lift you up in their hands, so that you will not strike your foot against a stone. 13 You will tread upon the lion and the cobra; you will trample the great lion and the serpent. 14 "Because he loves me," says the LORD, "I will rescue him; I will protect him, for he acknowledges my name. 15 He will call upon me, and I will answer him; I will be with him in trouble, I will deliver him and honor him. 16 With long life will I satisfy him and show him my salvation."

**Psalm 150:1** Praise the LORD. Praise God in his sanctuary; praise him in his mighty heavens.

**Psalm 150:2** Praise him for his acts of power; praise him for his surpassing greatness.

**Psalm 150:3** Praise him with the sounding of the trumpet, praise him with the harp and lyre,

**Psalm 150:4** praise him with tambourine and dancing, praise him with the strings and flute,

**Psalm 150:5** praise him with the clash of cymbals, praise him with resounding cymbals.

**Psalm 150:6** Let everything that has breath praise the LORD. Praise the LORD.

## Faith Character Virtues

### Compassion:

love, care, kindness, self-esteem, obedience

### Forgiveness:

humility, joy, peace

### Integrity:

truth, honesty, discernment

### Respect:

obedience, patience

### Responsibility

discipline, self-control, obedience

### Initiative

generosity, courage, motivation

### Cooperation

authority, generosity, kindness

### Perseverance

endurance, diligence, dependability, loyalty

from Vernie Schorr, *Building Character*

## The Book of Virtues By William Bennet

### Ten Virtues

- |                    |                 |
|--------------------|-----------------|
| 1. Self Discipline | 6. Courage      |
| 2. Compassion      | 7. Perseverance |
| 3. Responsibility  | 8. Honesty      |
| 4. Friendship      | 9. Loyalty      |
| 5. Work            | 10. Faith       |

## Daily Prayers for Personal Renewal

**Ask** God to give you an increasing desire (hunger and thirst) to know Him and to spend time with Him. (Ps. 42:1,2; Ps. 27:4; Matt. 22:37,38; John 15:5)

**Praise** God for His holiness, power, love, grace, mercy, patience, faithfulness, goodness and much more (Ps. 34:; Ps. 100)

**Ask** God to humble you, break you, melt you in whatever areas of your life are necessary (2 Chron. 7:14; Ps. 35:13; James 4:6-10)

**Surrender** your will, family, future, reputation, desires, hopes, possessions and talents - everything - to God (Mt. 26:39; Lk. 14:33; Gal. 2:20)

**Ask** God to search your heart for any sin in your life (Isa. 59:2; Ps. 139:23,24)

**Confess** all sin and ask God to forgive you (Ps. 51:1; I John 1:9)

**Forgive** others who have hurt you or sinned against you ) Matt. 6:14. Mk. 11:25)

**Ask** God to give you His love for others (Matt. 39,40; Jn. 17; Jn 13:34,35; I Cor. 13; I John 4:19-21)

**Ask** God to give you a deep dependency upon His Word (Ps. 119:11; Col. 3:16; Heb. 4:12)

**Ask** God to increase your desire to pray and to teach you to pray (Lk. 11:1; Phil. 4:4-7)

**Thank** God for dying for you, loving you and providing for you.

# Accepted, Secure, Significant

## A Biblical View

|                  |  |  |
|------------------|--|--|
| I am accepted    | <p>I am God's child<br/> I am Christ's friend<br/> I have been justified<br/> I am united with Christ, and have one spirit with him<br/> I have been bought with a price. I belong to God<br/> I am a member of Christ's body.<br/> I am a saint<br/> I have been adopted as God's child.<br/> I have access to God through the Holy Spirit.<br/> I have been redeemed and forgiven of all my sins.<br/> I am complete in Christ.</p>  | <p>John 1:12<br/> John 15:15<br/> Rom. 5:1<br/> 1 Cor. 6:17<br/> 1 Cor. 6:20<br/> 1 Cor 12:27<br/> Eph. 1:1<br/> Eph. 1:5<br/> Eph 2:18<br/> 1 John 2:12<br/> Col 2:10</p>           |
| I am secure      | <p>I am free forever from condemnation<br/> I am assured that all things work together for good<br/> I am free from any condemning charges against me.<br/> I cannot be separated from the love of God<br/> I have been established, anointed and sealed by God<br/> I am hidden with Christ in God.<br/> I am confident that the good work that God has begun in me will be perfected.<br/> I am a citizen of heaven.<br/> I have not been given a spirit of fear but of power, love and a sound mind<br/> I can find grace and mercy in time of need.<br/> I am born of God, and the evil one cannot touch me.</p> | <p>Rom. 8:1,2<br/> Rom. 8:28<br/> Rom. 8:31<br/> Rom. 8:35<br/> II Cor. 1:21.22<br/> Col. 3:3</p> <p>Phil 1:6<br/> Phil 3:20<br/> 2 Tim 1:7<br/> Heb. 4:16<br/> 1 John 5:18</p>      |
| I am significant | <p>I am the salt and light of the earth<br/> I am a branch of the true vine, a channel of His life.<br/> I have been chosen and appointed to bear fruit.<br/> I am a personal witness of Christ's.<br/> I am God's temple.<br/> I am a minister of reconciliation for God.<br/> I am God's co-worker.<br/> I am seated with Christ in the heavenly realm<br/> I am God's workmanship<br/> I may approach God with freedom and confidence.<br/> I can do all things through Christ who strengthens me.</p>  | <p>Matt. 5:13,14<br/> John 15:1, 5<br/> John 15:16<br/> Acts 1:8<br/> I Cor. 3:16<br/> II Cor. 5:17<br/> II Cor. 6:1<br/> Eph. 2:6<br/> Eph. 2:10<br/> Eph. 3:12<br/> Phil. 4:13</p> |

from Freedom in Christ Ministries

In Memory of Gary Porter, Westminster Chapel of Bellevue, USA



# Biblical Virtues to Pray for Your Children

1. **Salvation** "Lord, let salvation spring up within my children, that they may obtain the salvation that is in Christ Jesus, with eternal glory" (Is. 45:8, II Tim. 2:10)
2. **Growth in Grace** "I pray that my children may grow in the grace and knowledge of our Lord and Savior Jesus Christ" (II Peter 3:18)
3. **Love** "Grant, Lord, that my children may learn to live a life of love, through the Spirit who dwells in them" (Gal. 5:25, Eph. 5:2)
4. **Honesty and Integrity** "May integrity and honesty be their virtue and their protection" (Ps. 25:21)
5. **Self-control** "Father, help my children not to be like many others around them, but let them be alert and self-controlled in all they do" (I Thess. 5:6)
6. **Love for God's Word** "May my children grow to find Your Word more precious than much pure gold and sweeter than honey from the comb" (Ps. 19:10)
7. **Justice** "God, help my children to love justice as You do and act justly in all they do" (Ps. 11:7; Mic. 6:8)
8. **Mercy** "May my children always be merciful, just as their Father is merciful" (Lk. 6:36)
9. **Respect** (for self, others, authority) "Father, grant that my children may show proper respect to everyone, as your Word commands" (I Peter. 2:17)
10. **Biblical Self-esteem.** "Help my children develop a strong self-esteem that is rooted in the realization that they are God's workmanship, created in Christ Jesus" (Eph.2:10)
11. **Faithfulness** "Let love and faithfulness never leave my children, but bind these twin virtues around their necks and write them on the tablet of their hearts" (Eph. 2:10)
12. **Courage** "May my children always be strong and courageous in their character and in their actions" (Dt. 31:6)
13. **Purity** "Create in them a pure heart, O God, and let that purity of heart be shown in their actions" (Ps. 51:10)
14. **Kindness** "Lord, may my children always try to be kind to each other and to everyone else" (I Thess. 5:15)
15. **Generosity** "Grant that my children may be generous and willing to share, and so lay up treasure for themselves as a firm foundation for the coming age" (I Tim. 6:18,19)
16. **Joy** "May my children be filled with the joy given by the Holy Spirit" (I Thess. 1:6)
17. **Perseverance** "Lord, teach my children perseverance in all they do, and help them especially to run with perseverance the race marked out for them" (Heb. 12:1)
18. **Humility** "God, please cultivate in my children the ability to show true humility toward all" (Titus 3:2)
19. **Compassion** "Lord, please clothe my children with the virtue of compassion" (Col. 3:12)

20. **Responsibility** "Grant that my children may learn responsibility, for each one should carry his own load" (Gal. 6:5)

21. **Contentment** "Father, teach my children the secret of being content in any and every situation, through Him who gives them strength" (Phil. 4:12,133)

22. **Faith** "I pray that faith will find root and grow in my children's hearts, that by faith they may gain what has been promised to them" (Lk. 17:5,6; Heb. 11:1-40)

23. **A Servant's Heart** "God, please help my children develop servants' hearts, that they may serve wholeheartedly, as if they were serving the Lord, not men" (Eph. 6:7)

24. **Hope** "May the God of hope grant that my children may overflow with hope and hopefulness by the power of the Holy Spirit" (Rom. 15:13)

25. **Willingness and Ability to Work** "Teach my children, Lord, to value work and to work at it with all their heart, as working for the Lord, not for me" (Col 3:23)

26. **Passion for God** "Lord, please instill in my children a soul that 'followeth hard after thee' (Ps 63:8, KJV), one that clings passionately to you"

27. **Self-discipline** "Father, I pray that my children may acquire a disciplined and prudent life, doing what is right and just and fair" (Prov. 1:3)

28. **Prayerfulness** "Grant, Lord, that my children's lives may be marked by prayerfulness, that they may learn to pray in the Spirit on all occasions with all kinds of prayers and requests" (Eph. 6:19)

29. **Gratitude** "Help my children to live lives that are always overflowing with thankfulness and always giving thanks to God the Father for everything, in the name of our Lord Jesus Christ" (Eph. 5:20; Col. 2:7)

30. **A Heart for Missions** "Lord, please help my children to develop a desire to see your glory declared among the nations, your marvelous deeds among all peoples" (Ps. 96:3)

from PRAY magazine

# Teacher Enrichment



1. Abraham Maslow
2. Bloom's Taxonomy
3. Knowledge Pyramid
4. Questions for Higher Level Thinking
5. Seven Habits of Highly Effective People
6. 75 Positive Strategies for Avoiding Discipline Problems
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# Abraham Maslow

## Understanding Human Motivation

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A member of the Chicago dynasty of psychologists and sociologists, Abraham Maslow published his theory of human motivation in 1943. Its popularity continues unabated. Like his colleague Carl Rogers, Maslow believed that actualization was the driving force of human personality, a concept he captures in his 1954 book, *Motivation and Personality*.

"A musician must make music, an artist must paint, a poet must write, if he is to be ultimately at peace with himself. What a man can be, he must be."

Maslow's great insight was to place actualization into a hierarchy of motivation. Self actualization, as he called it, is the highest drive, but before a person can turn to it, he or she must satisfy other, lower motivations like hunger, safety and belonging. The hierarchy has five levels.

1. **1. Physiological** (hunger, thirst, shelter, sex, etc.)
2. **2. Safety** (security, protection from physical and emotional harm)
3. **3. Social** (affection, belonging, acceptance, friendship)
4. **4. Esteem** (also called ego). The internal ones are self respect, autonomy, achievement and the external ones are status, recognition, attention.
5. **5. Self actualization** (doing things)

Maslow points out that the hierarchy is dynamic; the dominant need is always shifting. For example, the musician may be lost in the self actualization of playing music, but eventually becomes tired and hungry so he or she has to stop. Moreover, a single behavior may combine several levels. For example, eating dinner is both physiological and social. The hierarchy does not exist by itself, but is affected by the situation and the general culture. Satisfaction is relative. Finally, he notes that a satisfied need no longer motivates. For example, a hungry man may be desperate for food, but once he eats a good meal, the promise of food no longer motivates him.

This highly popular theory strikes most people as intuitively right. Douglas McGregor makes it the building block for his Theory X and Theory Y. Mihalyi Csikszentmihalyi continues the tradition in his concept of "flow." A 1990s example of self actualization may be surfing the Internet. Empirical research has confirmed the first three levels, but has not done so for the fourth and fifth levels of esteem and self actualization.

Some have noted that Maslow's hierarchy follows the life cycle. A newborn baby's needs are almost entirely physiological. As the baby grows, it needs safety, then love. Toddlers are eager for social interaction. Teenagers are anxious about social needs, young adults are concerned with esteem and only more mature people transcend the first four levels to spend much time self actualizing.

# Bloom's Taxonomy<sup>1</sup>

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions, since professors will characteristically ask questions within particular levels, and if you can determine the levels of questions that will appear on your exams, you will be able to study using appropriate strategies.

| Competence           | Skills Demonstrated   |
|----------------------|---|
| <b>Knowledge</b>     | <ul style="list-style-type: none"> <li>• observation and recall of information</li> <li>• knowledge of dates, events, places</li> <li>• knowledge of major ideas</li> <li>• mastery of subject matter</li> <li>• <i>Question Cues:</i><br/>list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.</li> </ul>  |
| <b>Comprehension</b> | <ul style="list-style-type: none"> <li>• understanding information</li> <li>• grasp meaning</li> <li>• translate knowledge into new context</li> <li>• interpret facts, compare, contrast</li> <li>• order, group, infer causes</li> <li>• predict consequences</li> <li>• <i>Question Cues:</i><br/>summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend</li> </ul> |
| <b>Application</b>   | <ul style="list-style-type: none"> <li>• use information</li> <li>• use methods, concepts, theories in new situations</li> <li>• solve problems using required skills or knowledge</li> <li>• <i>Questions Cues:</i><br/>apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover</li> </ul>   |
| <b>Analysis</b>      | <ul style="list-style-type: none"> <li>• seeing patterns</li> <li>• organization of parts</li> <li>• recognition of hidden meanings</li> <li>• identification of components</li> <li>• <i>Question Cues:</i></li> </ul>   |

<sup>1</sup> Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York ; Toronto: Longmans, Green

|                   |   |
|-------------------|---|
|                   | compare, select, explain, infer   |
| <b>Synthesis</b>  | <ul style="list-style-type: none"> <li>• use old ideas to create new ones</li> <li>• generalize from given facts</li> <li>• relate knowledge from several areas</li> <li>• predict, draw conclusions</li> <li>• <i>Question Cues:</i><br/>combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite</li> </ul>  |
| <b>Evaluation</b> | <ul style="list-style-type: none"> <li>• compare and discriminate between ideas</li> <li>• assess value of theories, presentations</li> <li>• make choices based on reasoned argument</li> <li>• verify value of evidence</li> <li>• recognize subjectivity</li> <li>• <i>Question Cues</i><br/>assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize</li> </ul> |

# Knowledge Pyramid

Level Three: **CRITICAL THINKING** level.  
Uses evaluation, comparisons, analysis,  
synthesis, problem solving, and creative  
thinking.

Level Two: **INQUIRY** level. Asks  
questions about things, situations,  
applications  
Extracts feelings, life knowledge.  
What are some other things that can  
be done with object other than it's  
original purpose? Creative thinking  
and creative applications.

Level One: **DIRECT** level. Basic  
information learned early in  
childhood. What is it? What is it  
used for?

# Quality Knowledge Questions

## Questions for Higher Level Thinking

**KNOWLEDGE** Identification and recall of information

Who, what, when, where, how \_\_\_\_\_?  
Describe \_\_\_\_\_

**COMPREHENSION** Organization and selection of facts and ideas

Retell \_\_\_\_\_ in your own words.  
What is the main idea of \_\_\_\_\_?

**APPLICATION** Use of facts, rules, principles

How is \_\_\_\_\_ an example of \_\_\_\_\_?  
How is \_\_\_\_\_ related to \_\_\_\_\_?  
Why is \_\_\_\_\_ significant?

**ANALYSIS** Separation of a whole into component parts

What are the parts or features of \_\_\_\_\_?  
Classify \_\_\_\_\_ according to \_\_\_\_\_.  
Outline/diagram/web -----  
How does ----- compare/contrast with -----?  
What evidence can you list for -----?

**SYNTHESIS** Combination of ideas to form a new whole

What would you predict/infer from -----?  
What ideas can you add to -----?  
How would you create/design a new -----?  
What might happen if you combined ----- with -----?

**EVALUATION** Development of opinions, judgments, or decisions

Do you agree -----?  
What do you think about -----?  
What is the most important -----?  
Prioritize -----?  
How would you decide about -----?  
What criteria would you use to assess -----?

Based on Bloom's Taxonomy  
Courtesy of Karen Newbill



# Seven Habits of Highly Effective People

By Stephen Covey  
Simon and Schuster, NY, NY 1989

Comments by Dr. Marie Meaney  
Africa Village Classrooms  
Bellevue, WA USA  
[www.africavillageclassrooms.org](http://www.africavillageclassrooms.org)

|   |   |
|---|---|
| <b>1. Be Proactive</b>                          | You set the plan/agenda. Don't just be a reactor, When you see a need strategize on how to remedy it. Always be many moves ahead in your mind, like chess   |
| <b>2. Begin with the End in Mind:</b>           | See the finished product/vision in your mind and heart<br>Make a long range plan with "to do" list for the year, month, week, day. Ask yourself "What have I accomplished this day that will facilitate my getting to the end?"   |
| <b>3. Put First Things First:</b>               | Prioritize. Do the most important and pertinent things first. Don't "major in the minors". Always carry with you important work to do in case you get stuck in traffic or something. Organize your desk/work area so that the next day's tasks are set out clearly  |
| <b>4. Win-win Relationships:</b>                | Make other person always win in some way, Don't ignore negatives, but approach them with sensitivity and much prayer. "You can catch more flies with honey than with vinegar". Always be a healing factor. This is scriptural   |
| <b>5. Understand Rather than be Understood:</b> | Most difficult when there is zero tolerance for sin. Pray to God to manipulate heart to be kind and sensitive   |
| <b>6. Synergize</b>                             | Synergy is when you combine parts and the sum of the parts is larger . This expansion/enlargement is caused by the interaction and power of the individual components. Result is bigger, better, more complete, comprehensive, creates new entity, new ideas, new energy. Synergy can occur in team teaching, team workers, marriage, corporation, business   |
| <b>7. Self-renewal</b>                          | God's model is one out of seven days for refreshment. Even God took a day off "On the seventh day he rested" Did he really need to rest? What do you do to rejuvenate, refresh, recreate? Return to task with new vigor. What is the alternative? It's "burnout" mental, physical, and spiritual breakdown, Think of synergy that occurs when a person is born again and the Holy Spirit indwells them. |

# Teachers That Heal

*Dr. Gary Phillips  
National School Improvement, Inc.*

## **Children of Poverty:**

Poverty of spirit (They no longer believe they can succeed at school.)

Poverty of intimate access to adults (We learn to be adults by spending time with adults.)

Poverty of rich, varied life experiences. (We make cognitive meaning by drawing on remembered life experiences. When such experiences are missing, we get distortion or no dendrite connections.)

Poverty of hope. (School should offer hope or we can't teach some students.)

## **The Healing Teacher:**

Healing teachers experience more joy on the job and less stress than ineffective teachers.

Effective teachers find a comfortable professional flow "more learning, less teaching" "Optimal productivity, minimal effort."

Healing teachers see the healing before it happens and treat students as if they are improving. This future frame becomes self-fulfilling.

Healing teachers look for improvement not perfection and find improvement even before it's happened.

Healing teachers are unconsciously competent. The variable that makes them effective is emotion.

Healing teachers provide the emotion for the students missing in their home (feel special, intimacy, joy, hope, or fill the hole in their soul.)

Healing teachers use metaphor (stories or sensory association) as a way of helping students make meaning. (80% sensory reference, 20% cognitive information.)

Healing teachers use whole-part instructional methods. They accommodate kinesthetic-tactile dominant learners through peer teams, drama, simulations, lab, project teaching, etc.

Healing teachers are gatherers of gifts not deficiencies. No student should leave the classroom without the teacher helping them discover and develop a gift they didn't know they had.

Students who feel special, act special. Healing teachers possess the capacity to make every student feel uniquely special.

Healing teachers are dream-makers, not despair makers. You can't teach a student who doesn't have a dream.

Healing teachers do "with" not "to" students thus building capacity and ownership, not dependency.

Healing teachers develop passions in students

Healing teachers predict and prevent. Most problems can be predicted and, therefore, prevented.

Healing teachers concentrate on "how" or the art of communication as much as the "what" or the content of the message. A greater percent of the message is facial expression and posture and a lesser percentage is voice tone and inflection.

Healing teachers understand teaching and learning is inside-out and they arrange classrooms so that more learning than teaching is occurring.

## 75 Proactive Strategies for Avoiding Discipline Problems.

1. Get class attention
2. Keep class attention
3. Set goal/objective
4. Motivate child/class
5. Set code of behavior
6. Outline procedures/routines
7. Explain rationale
8. Maintain eye contact
9. Maintain control
10. Quiz for feedback
11. Enforce standards
12. Offer comic relief
13. Provide a choice
14. Get on with the task
15. Challenge at appropriate level
16. Plan ahead
17. Keep on task
18. Keep interest high
19. Assign (USSR) Uninterrupted Sustained Silent Reading
20. Anticipate problem
21. Give attention to good students
22. Keep work relevant
23. Be fair in judgments
24. Be fair to all students
25. Speak in a positive tone
26. Be generous with praise
27. Keep limits clear
28. Be consistent
29. Encourage children to try
30. Pull the slow, push the fast
31. Allow for mistakes
32. Allow for privacy, elbow room
33. Give directions clearly
34. Keep smiling
35. Keep alert of situation
36. Keep moods even
37. Build in success
38. Provide for some free- time
39. Use time limits
40. Keep class busy
41. Allow only purposeful chatter
42. Insist on time for work
43. Insist on time for play
44. Keep accurate records
45. Alter environment
46. Know parent concerns
47. Be positive in approach
48. Use rewards prudently
49. Be immediate with feedback
50. Lengthen reward time intervals
51. Assign more work as needed
52. Know each child
53. Relate daily to each child
54. Model hard work/kind behavior
55. Structure the situation
56. Use student models

57. Maintain daily routine
58. Use team approach
59. See problems as challenge
60. Recognize seriousness of situation
61. Recognize a pattern
62. Outline consequences
63. Use good manners
64. Be respectful always
65. Offer a privilege
66. Chart behavior
67. Legitimize the behavior
68. Listen to what child is not saying
69. Prepare well in advance
70. Set up prior to lesson
71. Consider and respect cultural differences
72. Keep majority on target
73. Teach to the ideal
74. Encourage perseverance
75. Upgrade your techniques

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**Dr. Gary Phillips**  
**National School Improvement, Inc.**

# Mozambique Plan

## *A Strategy for Implementing the Resource Classroom in a Dysfunctional Student Population*

*By Dr. Marie Meaney*

### Student Selection

#### Criteria for admittance of students to classroom

Participants selected by teachers, educators (house parents), staff, parents

Using following guidelines/attributes:

1. Trustworthiness
2. Dependability
3. Spiritual loyalty

With these existing attributes any age student 6-16 can be integrated into the R.C. This initial group of students will be called the "corps" group.

Shortly (about one month) after the corps group has demonstrated stability in the "new" curriculum/methods. one or two new students can be added at a time. The corps group then becomes the model for the new/developing classroom participants. Foremost in the transition will be the transmittal of Christian virtues to the new students.

This principle precedes/overrides any cognitive/curricular mastery in its importance and priority. The students need to know this value. Without the perpetuation of honesty, ownership, care taking, stewardship of this room, the structure, organization, resources will become inefficient and eventually dysfunctional because of limitation of missing(stolen, ripped off, pinched, purloined) components. The original corps students (approx. 15-20) will, after comprehending the operation of the R.C., become P.R./recruiting people to entice, motivate, invite new/potential students. They should talk about the R.C. and the exciting things they personally are doing there, thus planting seeds of desire in otherwise "unqualified" students (i.e., students who will steal, plunder, upset, disrupt the progression and philosophy of the R.C.).

The final goal, of course, is that this spirit of excellence in Christian values will be inculcated in the entire student population of Iris Ministries. Think of it as a spiral, with the tight little center cog being the original model group of 15-20.

The spiral expands out to include in it's circular movement more and more and moves wider and larger. This may require years and years but times time is not as important as the saving of these children. The model must be tightly structured, continually assessed, evaluated, adjusted to fit the population. The spiritual components of every lesson are foremost — and must be stressed d e chart "Spiritual Blessings/Sins)

An integral part of each lesson is how the learner will be equipped and able, upon mastery, to pass on to a younger student that particular task/knowledge.

## Two Stories

1. Mary Poppins Zambia Resource Center:
2. Beatrice and Constancia

### **Mary Poppins**

#### **ZAMBIA RESOURCE CENTER:**

*For the mind of a street child and the glory of God!*

By Sandra Levinson

August 27, 1999

We call her Mary Poppins. Granted, most of our children in Zambia have never seen Mary Poppins. Nevertheless, Marie Meaney, new ACTION missionary from Seattle, Washington, is Mary Poppins to the children and to us. Marie, like Mary Poppins, brings life to children, and children to life.

Marie walks around the filthy dusty compounds of Lusaka with pointed toe beige shoes tied with white satin bows. She always wears her trademark straw hat, so enormous that if you didn't know that there was a woman under it, you would think it a walking basket. Yet everywhere Marie goes, children follow her. These days she goes directly to the Resource Center.

And it's there you will find children.

Marie is retired with a Ph.D. in Education. She arrived in Zambia in June for a short visit. Her passion and desire was to reach the poorest children with the delights of learning. For a Zambian child, living in a dark, drab, colorless world, that would be a great feat, and treat. The majority of children in Zambia (65%) are too poor to attend school. Now, we all love, admire and respect Mrs. Meaney, but the idea of a center such as this was a great stretch of faith for us, both from a practical standpoint and a financial one. Would anyone actually sponsor such an idea?

Marie returned to Zambia in August with her double-leg amputee husband, Mike, ready to change people's minds about children who were slow learners, and those who were bright but would never get a chance to excel in their abject poverty. In faith, Africa Village Classrooms, pledged the start-up funds to build the center, and in less than two weeks the building was ready. Prior to her arrival a message from Marie via e-mail said to paint the inside rooms either mauve or light honey. We all had a good laugh trying to figure out who in Zambia had ever even heard of those colors. We finally found a tablecloth with mauve in it, and took it to the paint company to match.

Without jet lag or fatigue, the day of arrival found Marie on our large front lawn with ten of our Zambian friends unpacking the 15 cartons, some of which British Airways agreed to take as extra baggage without extra cost. She had everything from colored fish to soccer balls, yards of yarn and Bible story cards and funny colored pictures, furry slippers and animals, and National Geographics and bubbles. The Zambian team was good natured and helpful, but none were convinced that all of this "stuff" was

really going to make any difference at all in the lives of orphans, street children and the poorest of the poor.

Well, we were all very wrong! I have story after story to share with you about the impact this Resource Center has already had on these children, and the official opening is still a week away. The real purpose of the center is to evaluate each child's strengths and weaknesses, and develop a special set of programs for them using the tools and elements of the center. For example, on one of the first days after Marie returned, Simon, a 15-year-old who functions at about 7 years, followed Marie to the center. She already had evaluated him and knew that he did many things at once, got frustrated, and did not finish things that well. Marie showed Simon a tropical fish. He had never seen one and was delighted by the colors and shape. Asked if he would like to make one himself, he was all smiles and energy.

The next afternoon Simon found me playing with one of the babies and grabbed me away. He took my hand and led me to the Resource Center. Inside he pointed to the ceiling, and there hanging by some wire from one of the ceiling rafters was a beautiful, colorful tropical fish. Simon, proud as a peacock said, "That's my fish. I made it yesterday." The next day Simon was an expert on tropical fish. He read about them in the National Geographic, knew how long they lived and why they had so many colors. He also knew God made the fish and on which day God made them. To Simon's way of thinking, he was closer to his Creator because of that paper and paint fish.

This afternoon around 4 p.m., I again stopped by the Resource Center to see if Marie was ready to quit for the day. Yes, she does get tired! There on the floor was a small dust bowl of a boy without shoes and holes in his clothes. He was kneeling on the concrete floor very intent on something. For the first time in his life he was trying to put the pieces of a large puzzle together. When done, he looked up and asked our Mary Poppins what that animal was in his picture. "Why, that's a rabbit," Marie said. Our little boy asked "What's a rabbit, Mrs. Meaney?"

You can be assured that our little boy, now curious, will be following the trail of Simon to the books and the pictures to learn more about life and about rabbits. Through his exploration his mind will be expanded, his senses alerted and his curiosity will lead him to learning. Marie calls the child's self-learning experience "EUREKA!" We call it blessed. We praise God for Marie's vision and faithful pursuit of children's minds and imaginations. Marie Meaney is not retired but re-fired, and we are grateful and honored to have her in Zambia. The hungry, drab, gray world of these poorest children has suddenly burst into glorious color for the glory of God!

In the glorious color that Christ brings!  
Sandra Levinson  
Alliance for Children Everywhere  
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## Beatrice and Constancia

From Charisma Magazine  
*Loving the Helpless*

Caring for Children who nobody wants is a privilege for Heidi Baker

Mozambique missionary Heidi Baker and her friend Rachel found Beatrice wandering on a dirt road near the capital city of Maputo. Flies were matted to the little girl's blood-shot eyes and deformed face. Her bloated stomach was a sign that it had filled with worms, and more worms twisted through her toes.

Beatrice looked to be about 10, but she didn't know how old she was. Her mother was dead, and her father was a penniless alcoholic who lived in a dilapidated hut. The little girl had been raped and beaten many times and was wandering through the countryside, trying to survive.

"When I saw Beatrice I felt this overwhelming love for her," Heidi says. "I just saw Jesus when I looked in her eyes. I remembered [that He said]: Whatsoever you do to the least of these you do it unto Me."

Heidi did the unthinkable. She opened her arms and held the infested little body and told Beatrice that she loved her and that Jesus loved her. Heidi contracted scabies and lice from holding Beatrice, but she has no regrets.

"She needed to be touched and loved and hugged," Heidi says. "She met the Lord the first day. She cried and was so thrilled to know that Jesus loved her, we loved her, and she wouldn't have to be on the streets or raped anymore."

Back in Maputo, where Heidi and Rolland Baker run an orphanage, none of the kids would touch Beatrice. Heidi's little girl, Christy, told her mom that Jesus wanted Christy to give Beatrice her best dress.

Heidi washed Beatrice, clothed her with Christy's dress, and Rachel took her to the hospital. Doctors predicted that she wouldn't live, but Beatrice defied the odds and left the hospital healed several weeks later.

Back at the orphanage, Beatrice met another abandoned and severely malnourished child, Constancia, who had been left on the stairs of the orphanage bakery. Doctors guessed Constancia was about 5.

"Constancia was in a terrible state," Heidi says. "She didn't speak and couldn't communicate."

"The Lord told me to just chase her. I'd chase her, and she'd let me catch her. I saw the Lord's heart, that He wanted to chase her with His love and hold her in His arms. I'd chase her and hold her until she fell asleep in my arms."

Beatrice understood what it meant to be untouchable and immediately took to Constanica, loving and nurturing her. Still, Constanica would never speak or smile. One day Heidi was surprised to see Constanica standing in line with 120 other people waiting to be baptized. Heidi hesitated to baptize a girl who couldn't speak and might not understand what baptism meant.

She asked Constanica: "Do you really know what you are doing? Is God speaking to your heart?" Constanica nodded.

"I just picked up this frail, broken, beaten little girl, and I baptized her," Heidi says. "When she came up from the water, she smiled for the first time in her life."

Constanica received many deliverances when she was baptized. The same day, she spoke whole sentences and even asked to lead the choir. Heidi later found out that Constanica had been mute since she saw her parents brutally murdered.

Says Heidi, "You know what? They say they want to be Missionaries!"

# See it Working

You see that his faith and his actions were working together, and his faith was made complete by what he did. James 2:22

# See it Fruitful

In that day, sing about a fruitful vineyard Psalm 27:2  
He is like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither. Whatever he does prospers. Psalm 1:3

# See it Thankfully

...always giving thanks to God the Father for everything, in the name of our Lord Jesus Christ. Ephesians 5:10

*Finis*